



New York State
COMMUNITY SCHOOLS
Technical Assistance Centers
Eastern Region, Rockland 21C



Rebecca Christner
Executive Director
Rockland 21C

EFFECTIVE FAMILY & STUDENT ENGAGEMENT: *USING DATA TO DRIVE DECISIONS*

**A Community Conversation on the
Opportunities to Engage, Support and
Empower Families & Students
in the New Norm**

August 12, 2020

NYS REGIONAL EASTERN TECHNICAL ASSISTANCE CENTER FOR COMMUNITY SCHOOLS

ETAC



New York State
COMMUNITY SCHOOLS
Technical Assistance Centers
Eastern Region, Rockland 21C

The New York State ETAC provides **FREE** high quality technical assistance, professional development and information dissemination tools designed to help establish and operate Community Schools that will positively impact the outcomes of children, youth, and families.



New York State
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Technical Assistance Centers
Eastern Region, Rockland 21C

NYS ETAC CONTACT INFO

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INTENDED OUTCOMES



- How to identify and use specific metrics in addressing chronically “absent” students.
- How data can be used to inform re-entry school plans.
- Ideas for engaging students and families identified as chronically “absent.”
- The steps needed to strengthen family-school communication.



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PRESENTERS



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Ossining UFS District
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Attendance Works

Advancing Student Success By Reducing Chronic Absence



Hedy Nai-Lin Chang
Executive Director and President
www.attendanceworks.org



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About Attendance Works

Attendance Works advances student success and closes equity gaps by reducing chronic absence. Operating at the local, state, and national level, Attendance Works:

- ✓ Advances better **policy**
- ✓ Nurtures proven and promising **practice**
- ✓ Promotes meaningful and effective **communication**
- ✓ Catalyzes needed **research**

Since our launch in 2010, we have become the nation's "go-to" resource for improving student attendance. To learn more, visit our website: www.attendanceworks.org



Covid-19 Reinforces the Critical Importance of These Approaches:

- ❖ **A whole child/family approach** to education that pays attention to social and emotional well-being and school climate along with academics and recognizes families as the first teachers of their children.
- ❖ **Integrated virtual and in-person learning** that supports different learning styles and making up for classwork when students face challenges (e.g. health or transportation) getting to school.
- ❖ **Addressing inequitable access** to resources and supports with significant attention to monitoring **absenteeism** (missing too much school) to promote prevention and early intervention vs. punitive action.
- ❖ **Promote integrated strategies** by working across departments and organizations, including supporting an investment in community schools and leveraging the assets of community partners and health providers.



Why Should We Care?

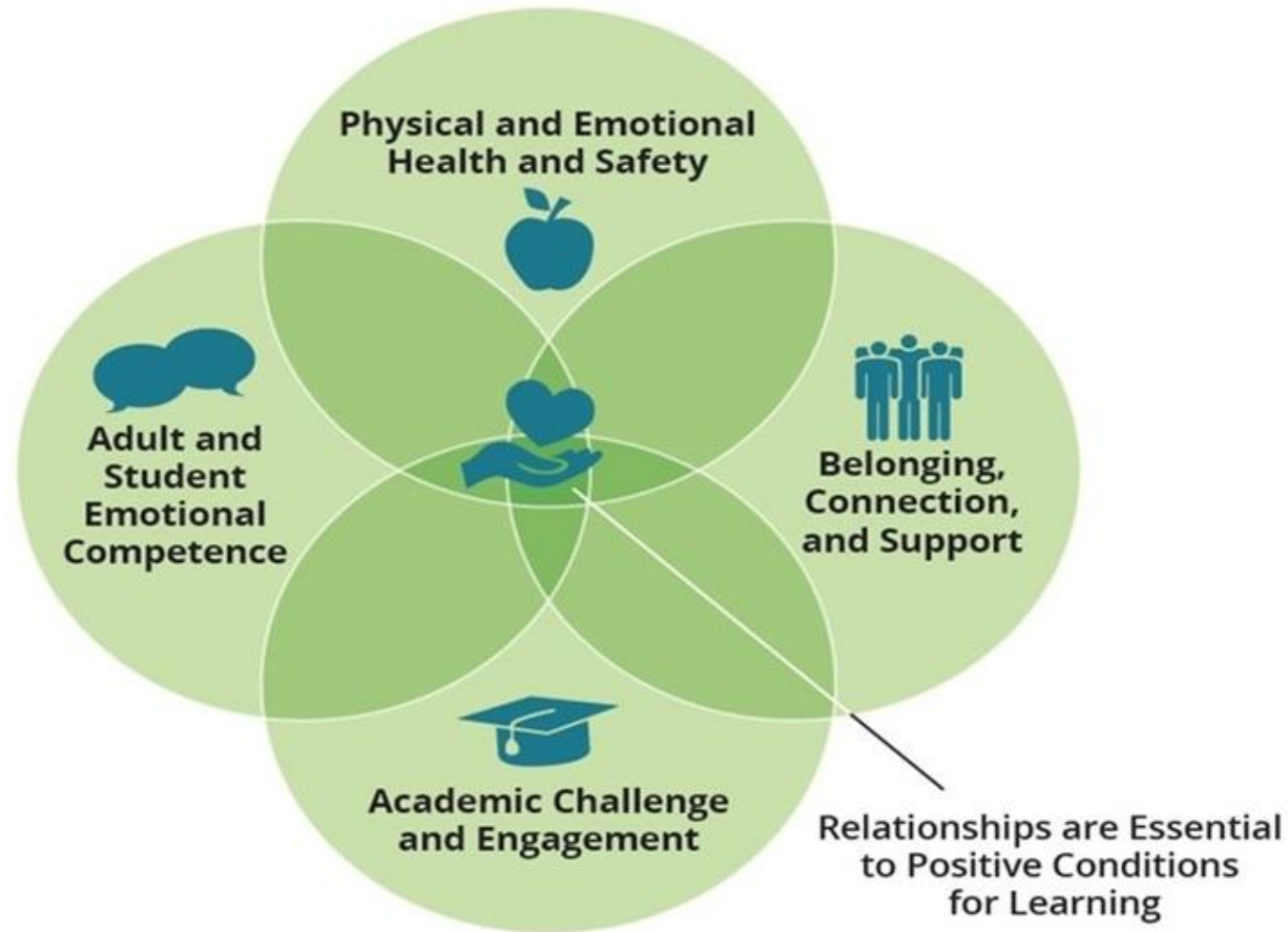
Absenteeism is a *leading* indicator of educational inequity



Reducing Chronic Absence Can Help Close Equity Gaps

- ✓ Vulnerable children, especially those living in poverty, are 2-3 times more likely to experience chronic absence at earlier ages.
- ✓ Vulnerable children are much less likely to have the resources to make up for lost learning time in the classroom.
- ✓ Vulnerable children are more likely to experience multiple years of chronic absence.

Absenteeism is a Sign that Positive Conditions for Learning are Missing, Whether Classes are In Person, Distance or Blended



Key Ingredients of A Systemic Approach To Reducing Absenteeism



Capacity Building

- Capacity building during the 2020-21 school year requires a leadership team to build the skills that are necessary to manage hybrid climates and multiple transitions, promote digital competency.

Actionable Data

- Actionable data for the 2020-2021 school year requires monitoring multiple metrics including chronic absence, contact, connectivity, relationships and participation. The purpose of data is to activate supports (not punitive action).

Positive Engagement

- Positive engagement for the 2020-2021 school year should incorporate community building strategies that are relationship centered and engage students and families in developing transition plans.

Strategic Partnerships

- Strategic partnerships for the 2020-2021 school year should expand site level capacity to address basic needs, ensure access to the internet and technology, and provide additional opportunities for engagement and enrichment.

Shared Accountability

- Shared accountability for the 2020-2021 school year should ensure regular collection, monitoring and sharing of attendance metrics.



A New Data Framework is Needed for Actionable Data

A new framework for attendance and absenteeism data is needed to:

1. Encourage states, districts and communities to monitor lost learning time in school in order to promote student success regardless of ESSA accountability.
2. Adopt a holistic approach to data collection that informs current and future efforts to improve conditions of learning
3. Promote a tiered approach to supporting students beginning with prevention.
4. Strategically target investments that address the digital divide, lack of supports (health, economic, nutrition, housing, etc.) and other inequities.



Chronic Absence Remains a Critical Early Warning Measure

Chronic absence is missing so much school for any reason that a student is academically at risk. To ensure it acts as an early warning sign, Attendance Works recommends defining it as **missing 10% or more of school for any reason.**



Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

Additional Terms for “Attendance” During Distance Learning

Contact

Working contact information exists for each enrolled student and their family.

Connectivity

Students and families have access to technology (computer, software and internet access) and school staff are equipped to support digital literacy.

Relationships

Students and families feel connected, supported and engaged in reciprocal, problem-solving relationships.

Participation

The extent to which students show up and complete learning activities.

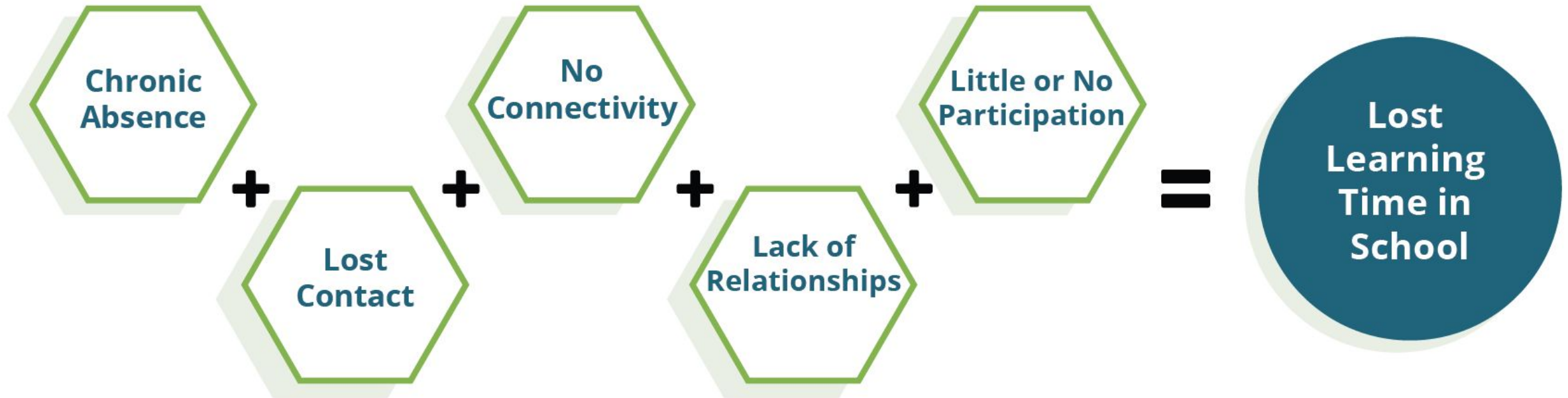
Additional “Attendance Measures”

	What are we (districts, schools & community partners) trying to find out?	What are school/district responsibilities, with support from community partners?	What data can we collect? (Possible data points)	What are the equity implications?
Contact	Can we reach students and families?	Maintain regularly updated contact information.	% of families with working contact information. % of students unreachable, disaggregated by race/ethnicity, zip code, homelessness, foster care, free and reduced lunch, disabilities.	Working contact information is essential to offering supports and learning opportunities.
Connectivity	Are we ensuring all students and families have digital access and competency?	Provide access to technology and equip school staff and families to use it effectively.	% of students/families with technology (have computer, software, and internet). % of staff who have the equipment and skills to support digital learning.	Lack of technology = less access to quality learning opportunities. Digital literacy requires offering support in the home languages of families.
Relationships	Are we establishing reciprocal relationships with students and families and creating a sense of connection and support?	Ensure students and families have meaningful two-way communications with staff and each other about how to improve conditions for learning.	% of students reporting positive relationships with at least one adult in the school. % of students participating in group relationship building activities led by adults or peers (clubs, enrichment activities, advisory and mentoring). % of families reporting positive relationships with school staff. % of families reporting the opportunity to provide feedback on school decisions.	When students and families are connected to and supported by the school community, students are more likely to do well academically and stay in school.
Participation	Are students participating in learning opportunities?	Offer options to participate in meaningful learning opportunities.	% of students participating in learning opportunities at least 95% of the time. % of students missing 10% or more of learning opportunities.	Students who participate regularly are less likely to fall behind academically and graduate.

Proposal for Calculating Attendance/Participation Rates

Steps to Take	What is It?	Additional Considerations
1. Define the learning opportunities for the quarter or semester.	A learning opportunity is an instructional or learning activity that takes place in person, or synchronous or asynchronous distance learning.	
2. Track “attendance or participation” for each learning opportunity.	<p>For in-person sessions and synchronous virtual sessions, school staff and leaders of enrichment activities would take attendance.</p> <p>For asynchronous distance learning, participation standards would be established, and missed participation documented.</p>	<p>What can be measured for asynchronous learning (e.g., the student showed evidence of completing the work or participating in the activity)?</p> <p>How will attendance for each learning opportunity be recorded in a standardized system (SIS, Google doc, etc.)?</p>
3. Calculate attendance and/or participation rates.	# of learning opportunities attended compared to the number of opportunities offered in-person, asynchronous and synchronous, for the period that the student is enrolled.	
4. Calculate the absence rate for each student.	Total # of absences from learning opportunities compared to total # of learning opportunities offered.	Data can be aggregated across quarters/semesters and across classes to determine if a student would be considered chronically absent for the year.
5. Analyze for patterns.	Calculate the number and percent of students with absenteeism rates of 10% or higher by school, grade, classroom, and sub-population.	
6. Develop early warning indicators for preventive action.	Establish appropriate indicators for intervention for each tier of response e.g. Tier 2 – missing 10% or more of learning opportunities in a month or 40% in a week.	

Identifying Students At Risk Due to Absenteeism





Use Data to Identify and Address Inequities

- a) Analyze contact, connectivity, relationships and participation data overall, broken down by school, grade, race/ethnicity, home language, disability and zip code.
- b) Use qualitative information, especially drawing upon the perspectives of students and families, to deepen an understanding of the contributing factors and how they might be addressed.
- c) Determine how to address unequal access to resources.

Connectivity:



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Prog	Att Prg 1	Att Prg 2	US School Age 3 & Up	US School K-12	Dist E
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<div>Not applicable B Both: Internet and Device D Device, no Internet I Internet, no Device N Neither Internet nor Device U Unknown</div>			Locker		
			495		
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No Next School <input type="button" value="v"/>		11 <input type="button" value="v"/>	<input type="checkbox"/>	Unassigned <input type="button" value="v"/>	
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Student / Families have:

- Device and Internet
- Device and No-Internet
- No Device and Internet
- No Device and No Internet

School Staff must enter and update this information in AERIES on a regular basis

RAD Dashboard....



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Connectivity

← Undo → Redo |← Revert 🔄 Refresh 🛑 Pause

📊 View: Original 🔔 Alerts

Dashboard StudentList

Tech Device and Internet Survey Results

View by Level

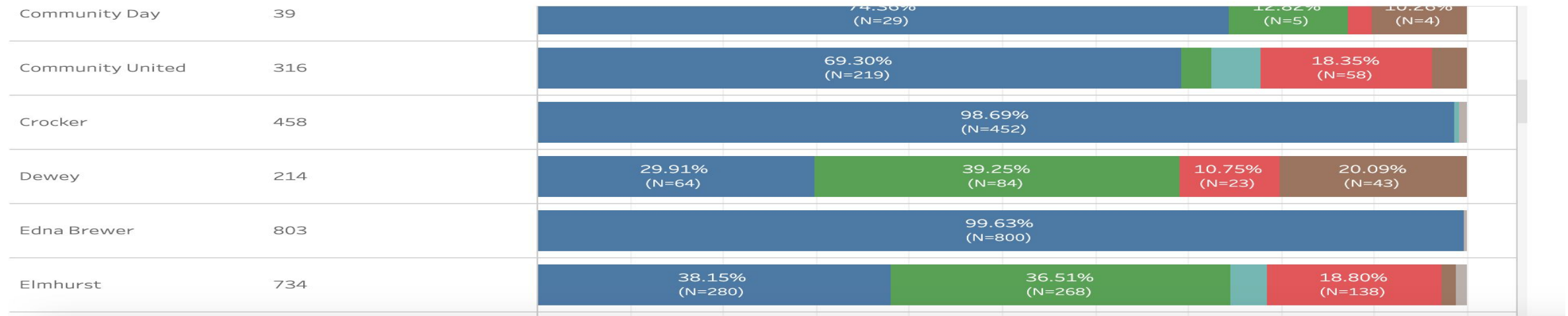
School

Level

(All)

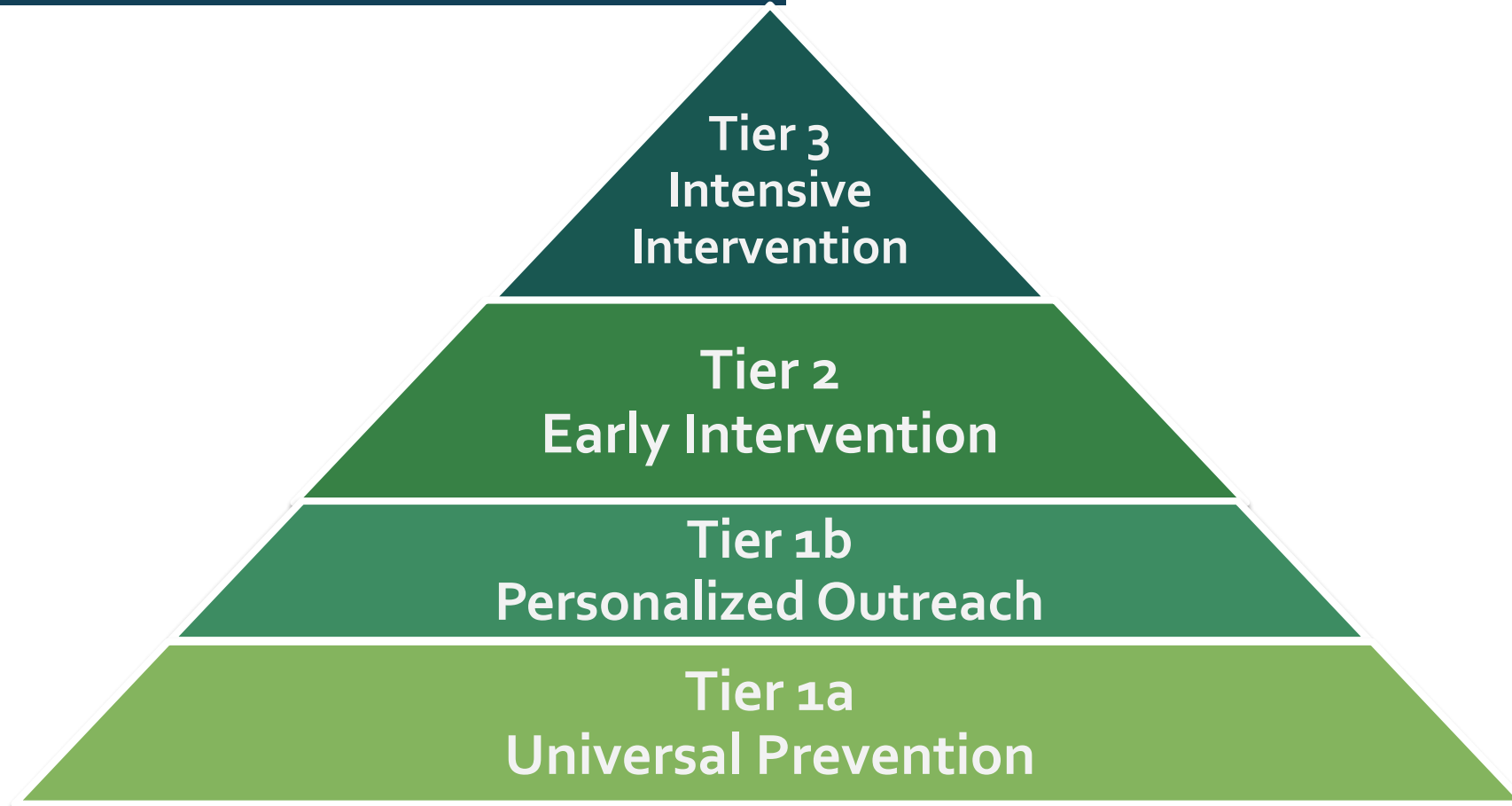
Tech_Status

- Both: Internet and Device
- Internet, no Device
- Device, no Internet
- Neither Internet nor Device
- Unknown
- No Data





Use Data to Support an Integrated Multi-tiered System of Support





Define Indicators to Activate Additional Support

	Early Warning Indicators
Tier 1b Personalized Outreach	What activates more personalized preventive check in? (e.g. 1 missed interaction, 1 missed assignment, 1 missed class) Who provides this? Teachers?
Tier 2 Early Intervention	What activates more ongoing sustained early intervention ? (e.g. Missing 40% of learning opportunities in a week or 10% of learning opportunities in a month) Who is involved in outreach and support? Attendance staff? Counselors? Nurses? Others depending upon need for intervention?
Tier 3 Intensive Intervention	What activates intensive intervention? (e.g. Loss of contact?) Who is involved in outreach and support? Social Workers? Staff of public agencies, etc.?



Pay Attention to Transition Grades

Grade	Why pay attention to transition in these grades?
Kindergarten	What happens when children are entering formal schooling helps lay the foundation for future success. Families often do not recognize how absences add up quickly for young children and are often very concerned about their children's health and safety.
6 th	The shift to middle school is an important transition often marking when parents rely upon students to show up to class on their own. Academic and behavioral success during this transition year is crucial for later school success.
9 th	Students on-track in the 9 th grade are <i>almost four times</i> more likely to graduate than off-track students. Students may not recognize the impact of absences on passing courses and gaining needed skills.
12 th	Senior year is a critical time for ensuring students complete all the requirements for graduation and enrolling in post-secondary education.

To plan for the transition back to school, Attendance Works recommends the following actions. For support with developing a data informed plan, go here:

<https://www.attendanceworks.org/resources/transition-guide/>

Capacity Building

Work as a team to ensure staff have the skills to manage hybrid learning and respond to the social-emotional and physical needs of the entire school community.

Actionable Data

Use chronic absence (prior to closure) and other participation data gathered during the Spring to coordinate outreach and provide additional support as needed

Positive Engagement

Build upon assets to organize a warm trauma-informed welcome to school for students, families and staff

Strategic Partnerships

Partner with school staff, families, and community partners to develop plans for the coming school year

Shared Accountability

Ensure data and systems help key stakeholders work together, across silos, to support a coordinated approach to the return to school.





OSSINING UNION FREE SCHOOL DISTRICT

WESTCHESTER COUNTY



Dr. Raymond Sanchez
Superintendent



Ms. LaToya Langley, LCSW
Assistant Principal
Ossining High School



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Our Demographics



2009-2010

Total: 4701

White:	1,553	33%
Hispanic:	2134	45%
Black:	699	15%
Other:	315	7 %

Free and Reduced Lunch 42%

March 2020

Total: 5199

White:	1,057	20%
Hispanic:	3261	63%
Black:	499	10%
Other:	382	7 %

Free and Reduced Lunch 59%



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- Community Schools
- Relationships
- Collaboration (internal/external)



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OSSINING
SCHOOL
DISTRICT

WESTCHESTER COUNTY

Guiding Questions

Contact: How will we ensure that we have updated contact information for families? What system will we use to capture attendance? How will the information be shared with faculty?

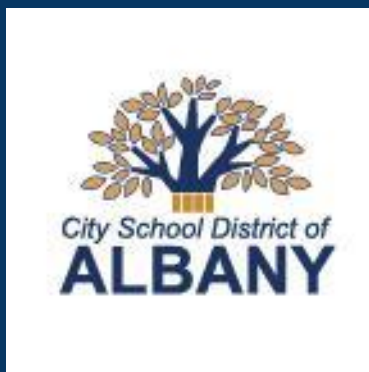
Connectivity: Which families are still in need of technology support?

Relationships: How will we engage families prior to the start of school, In September and throughout the school year? Based upon data from the prior school year, are there groups of students and families that we anticipate need extra support to transition back to school? Who are they and how are we planning to support them? How are we equipping our staff to be able to take a trauma informed approach to working with students and families?

Participation: How will we capture engagement, participation? How will we measure success? How are we meeting students' needs socially & academically? How will we make sure families and students know where and when they should show up for class when school starts?



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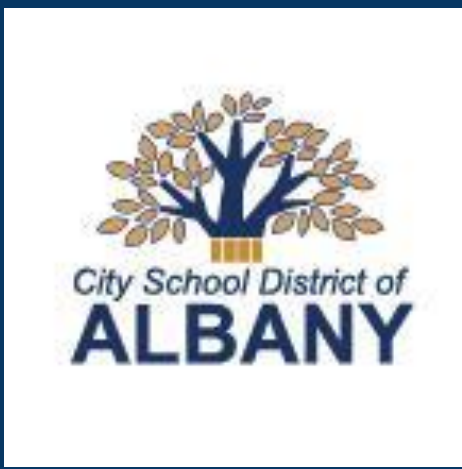


CITY SCHOOL DISTRICT OF ALBANY

CAPITAL REGION

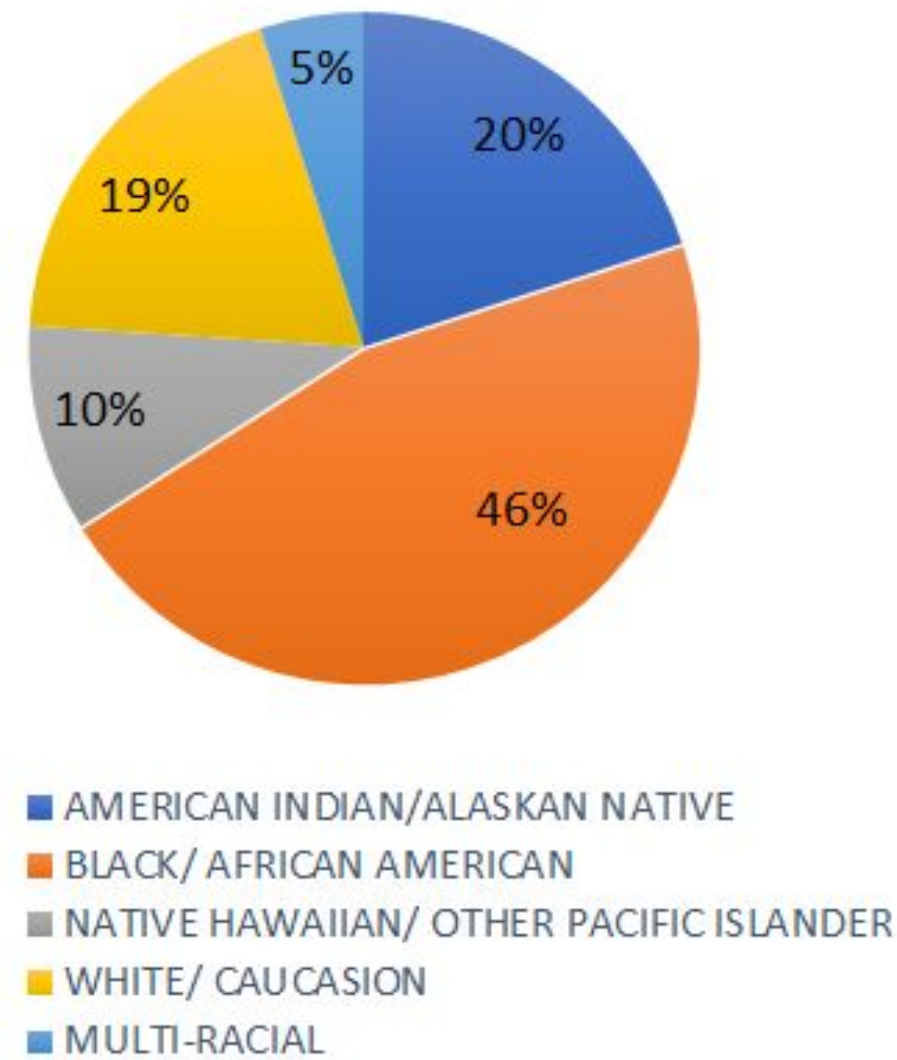


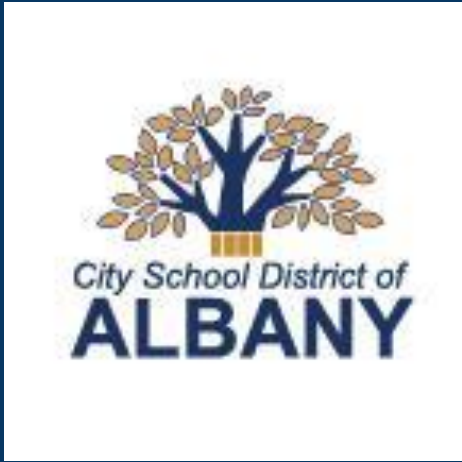
Mrs. Kaweeda G. Adams, M.Ed
Superintendent



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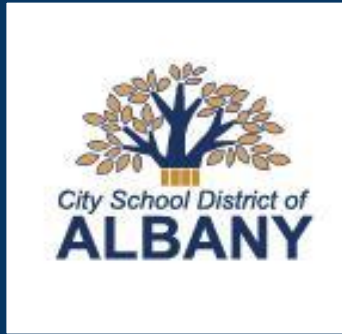




CITY SCHOOL
DISTRICT
OF ALBANY

CAPITAL REGION

CSDA Demographics 2018-19 Total Students Served: 10,068	
American Indian/Alaska Native	20%
Black/African American	46%
Native Hawaiian/Other Pacific Islander	10%
White/Caucasian	19%
Multiracial	5%
Male: 5,215	52%
Female: 4,853	48%
Students with Disabilities: 1,700	17%
ELL: 1,026	10%
Economically Disadvantaged: 6,595	66%

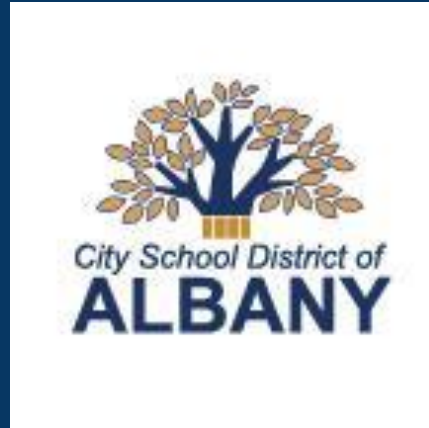


CSDA Data Dashboard Analysis (Types of Data)

- Academic
- Exam
- Attendance
- In-house Suspension
- Out of School Suspension
- MTSS Intervention
- Credits Earned
- Credits in Progress
- OnTrack for Graduation
- Regents Passed
- Student Contact
- Parent/Guardian Contact
- Assurance of Discontinuance



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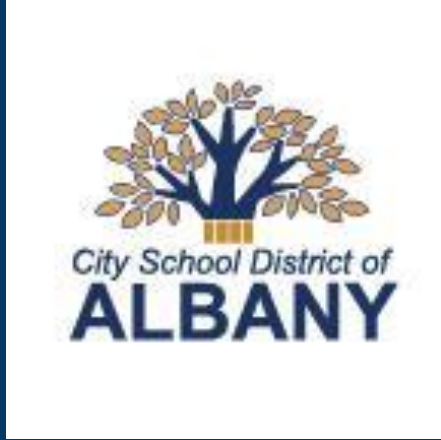
CAPITAL REGION

CSDA Interventions/Next Steps

- Behavioral Health Services
- Comprehensive Guidance Program Development
- Connecting Youth in Transition
- FASST program
- Handle with Care
- Home Visits (Home School Coordinators)
- MTSS
- Persons in Need of Supervision (PINS)
- Safe Schools and Violence Prevention
- Targeted Professional Development
- Trauma Informed Care
- Therapeutic Crises Intervention for Schools
- Social-Emotional Behavioral Support
- Monitoring w/ fidelity



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EVALUATION & VIDEO RECORDING



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FROM US!**