

FLORIDA  
GRADE-LEVEL  
READING  
CAMPAIGN



AN INITIATIVE OF THE  
FLORIDA CHILDREN'S COUNCIL

*Bright Spots*  *Silver Linings*  
**GLR WEEK 2021 JULY 26-30**

**The Importance of Good Attendance: Local,  
State and National Data & Strategies**

**July 30, 2021  
1-2pm**



**GLR WEEK 2021 JULY 26–30**  
*Bright Spots and Silver Linings*

Hosted & Moderated by:

**Jenn Faber**

Director of Grade-Level Reading, Florida Children's Council

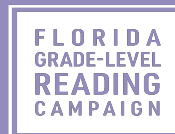
Welcome to our Presenters:

**Hedy Chang**

Executive Director and President, Attendance Works

**Dr. David Moore**

Superintendent, Indian River Schools

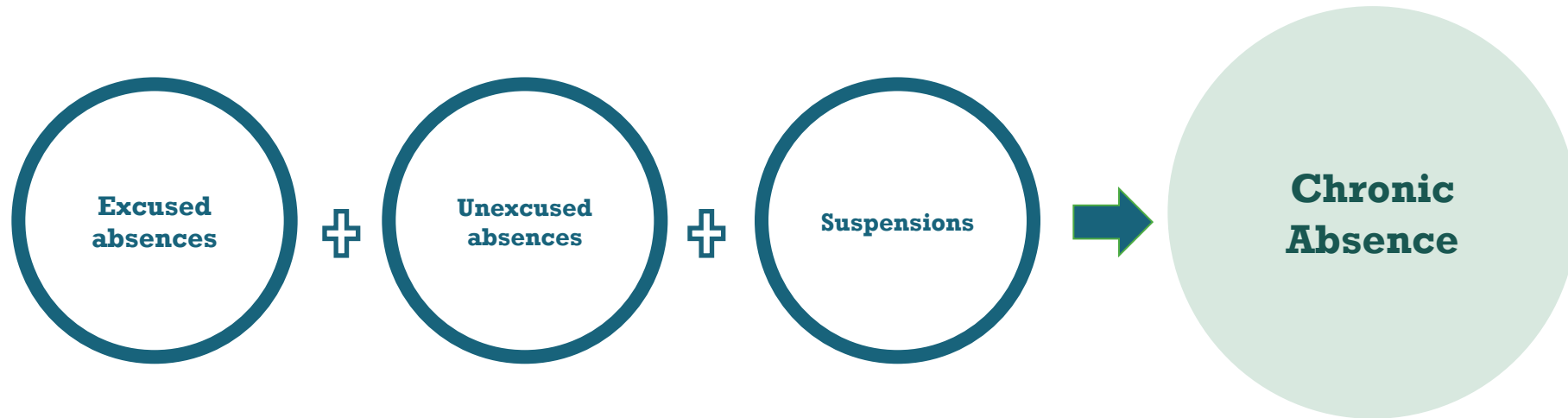


# **Addressing Chronic Absence During Covid 19 Recovery**



## Chronic Absence Is A Critical Early Warning Measure

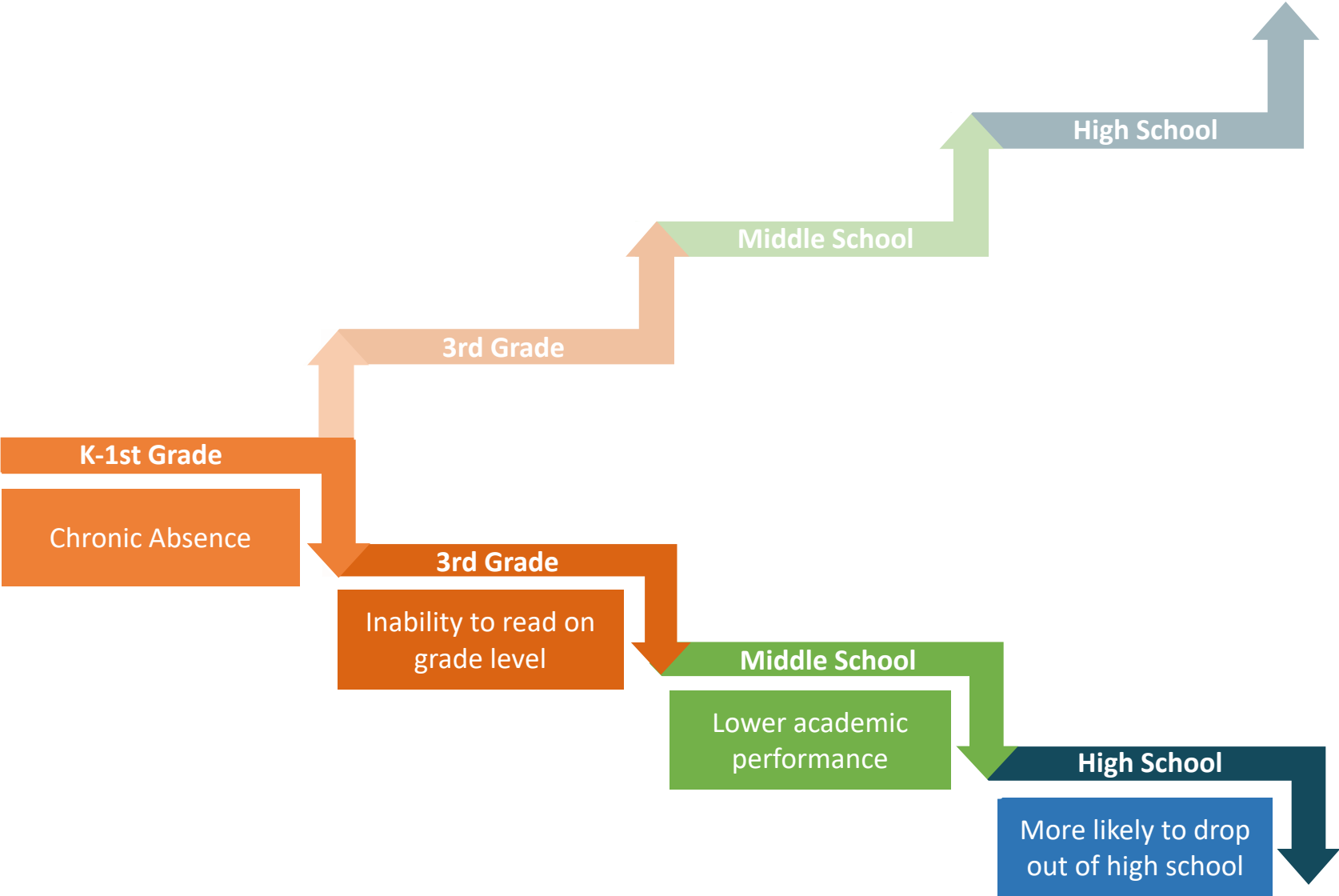
**Chronic absence** is missing so much school for any reason that a student is academically at risk. To ensure it acts as an early warning sign, Attendance Works recommends defining it as **missing 10% or more of school for any reason.**



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



# Improving Attendance Matters



# Impact of Covid-19 on Attendance/Absenteeism

## Before March 2020

Daily attendance taking required in all states

Consistently measured across states, districts, schools and grades; hard to manipulate

Easily captured and analyzed

Research supports use of missing 10% of school for early warning

Chronic absence must be included in state report cards (ESSA)

37 states use it for school accountability



## During SY 2020-21

Daily attendance only required in 31 states+ DC

Varies significantly for remote learning by locality and type of instruction

Participation data for remote learning captured in LMS but not easily downloaded to SIS

Lack research on remote early warning metrics; absenteeism could underestimate challenge

Chronic absence must be included in state report cards (ESSA)

Public reporting of disaggregated chronic absence data required to waive accountability

# Present Danger:

## *Solving the Deepening Student Attendance Crisis*

***A new report from FutureEd takes a deep dive into 5 large school districts working with EveryDay Labs.***

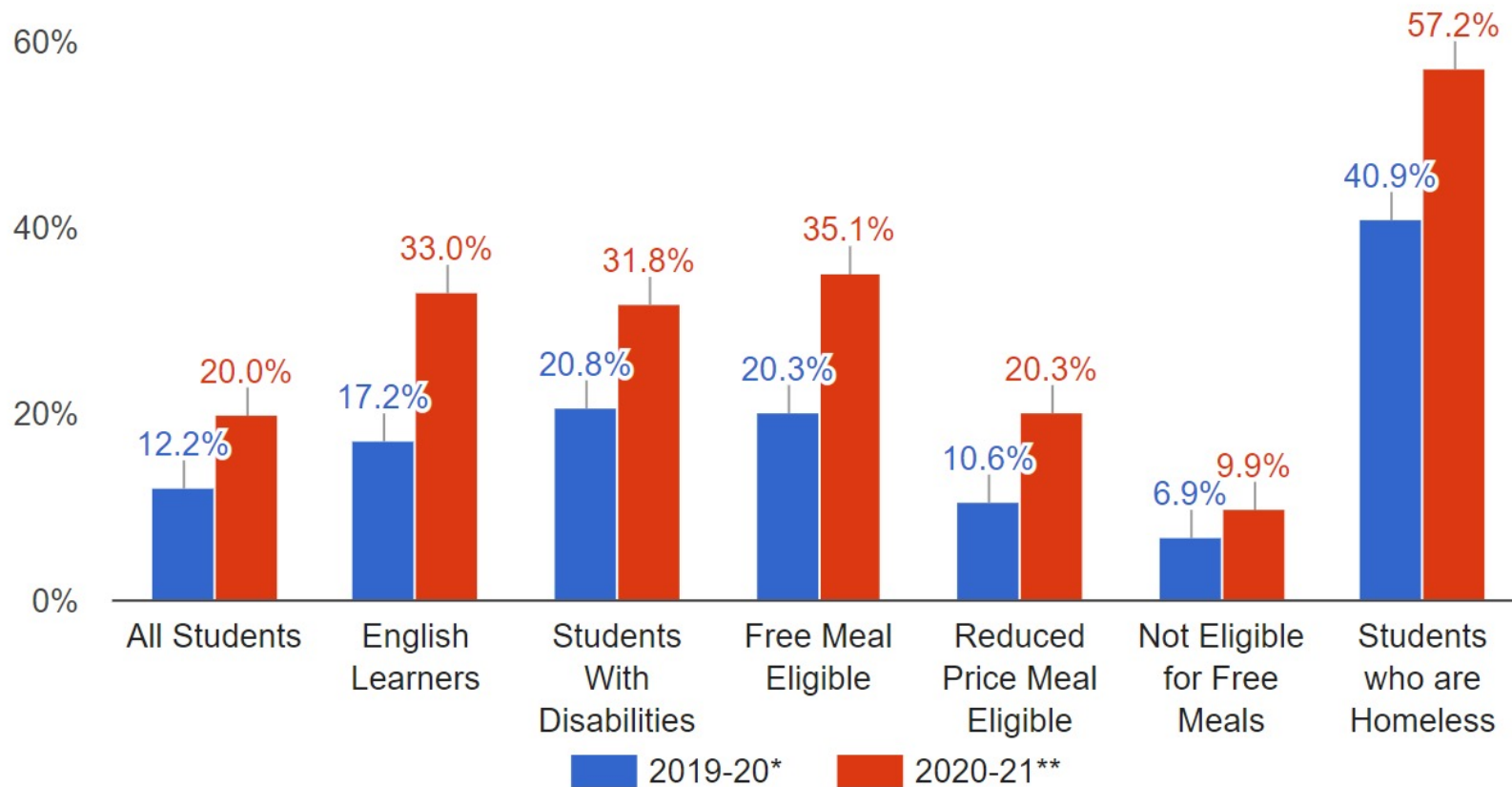
- Not only are more students missing school, they're missing many more days. The extent of “extreme chronic absenteeism,” missing half the school year, is way up
- Absenteeism rates are rising faster among younger students
- Disadvantaged students see the biggest jumps in chronic absenteeism rates in every community
- Enrollment declines are most severe in the early grades
- Perfect attendance rates are also up, likely a mirage created by the changes in measuring attendance in the pandemic



<https://www.future-ed.org/present-danger-solving-the-deepening-student-absenteeism-crisis/>

# Preliminary SY 2020-21 Data from Connecticut Shows Dramatic Increases in Chronic Absence, Especially for Students Hard Hit by Pandemic

Percentage of Students Chronically Absent (YTD as of May 2021 compared to 2019-20)

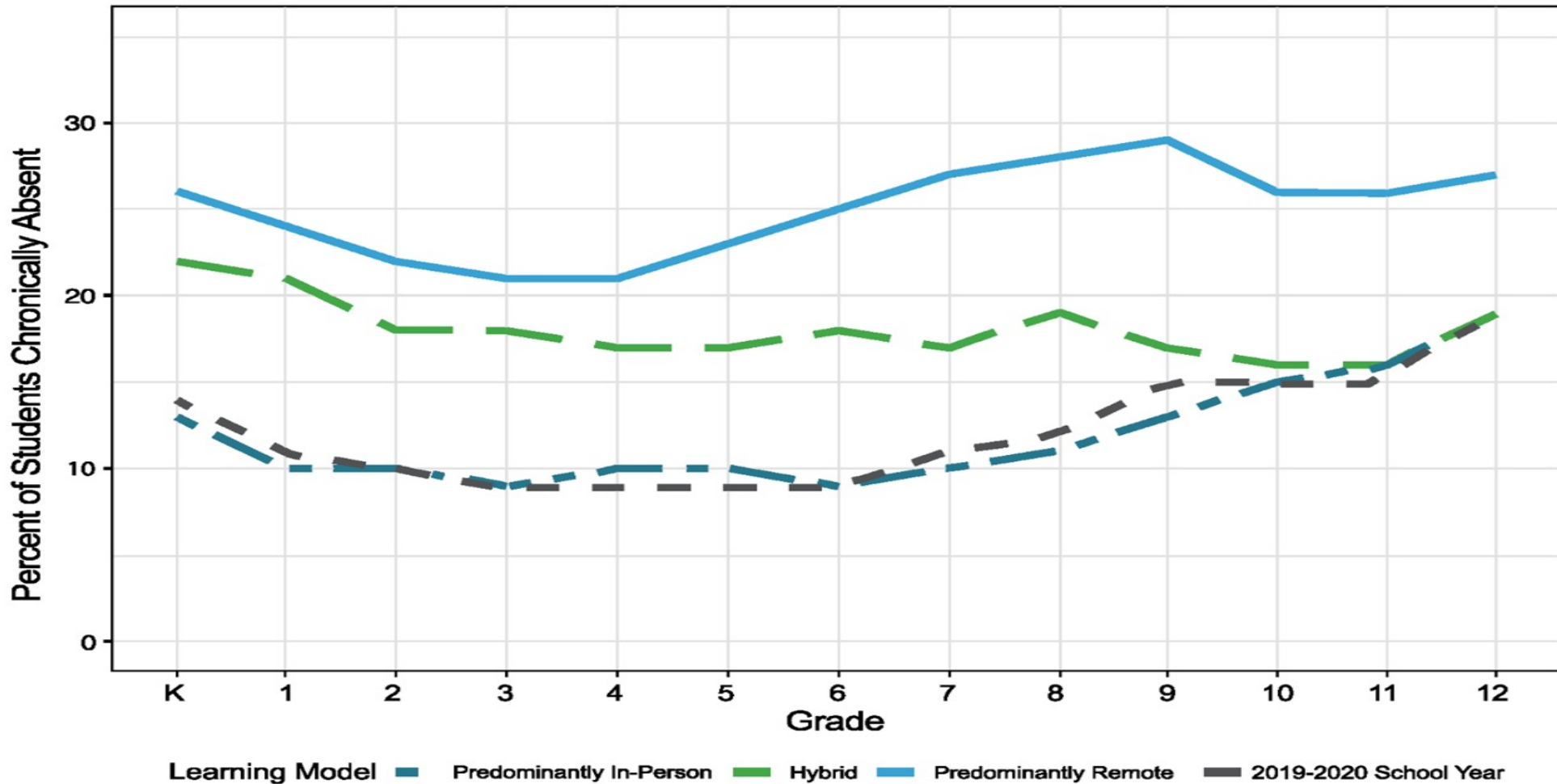


\*Calculations are based only on in-person school days until mid-March 2020. \*\*Calculations include both in-person and remote days.

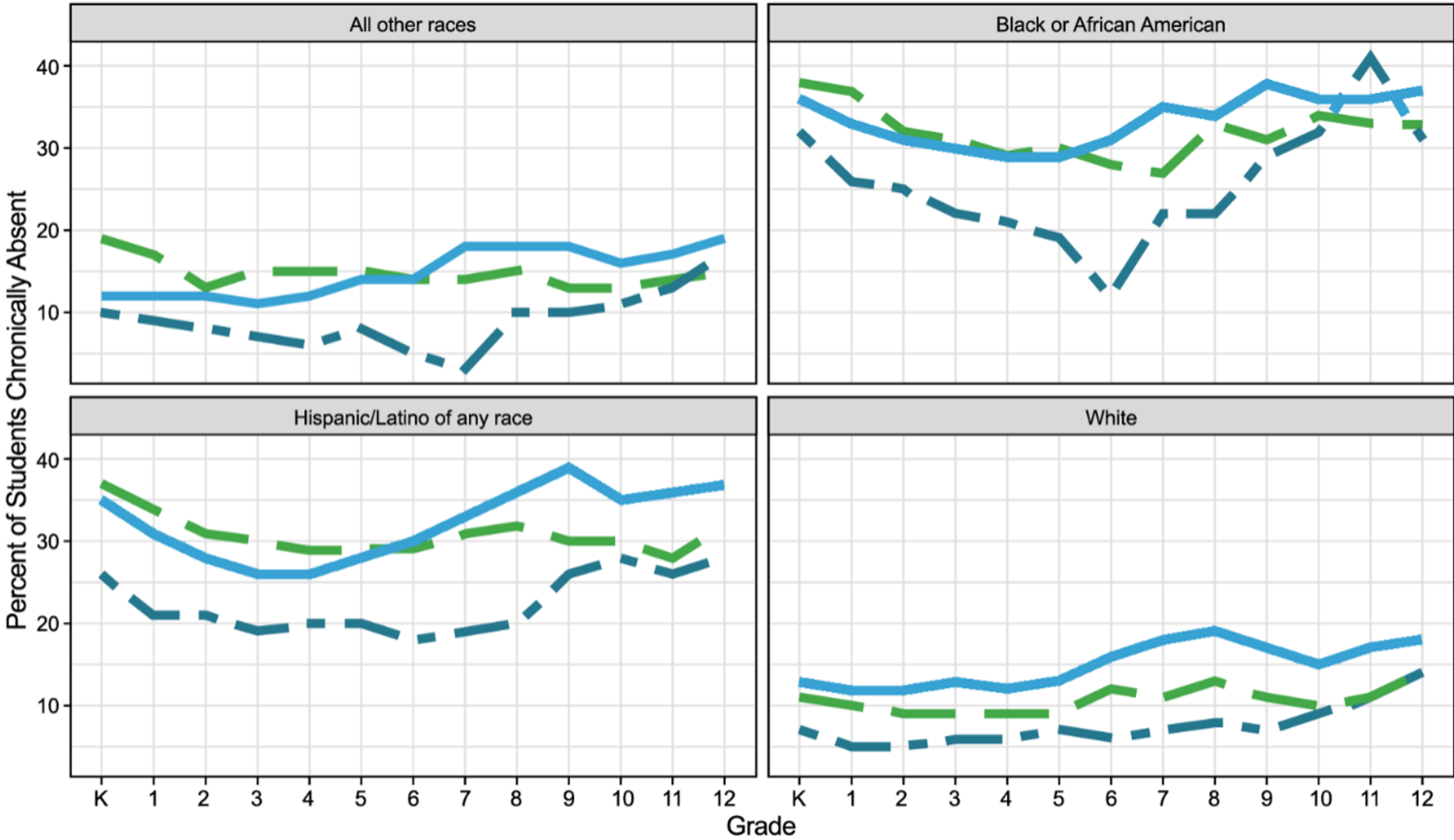
- This data from Connecticut is the first statewide data available in the country.
- Connecticut has a long history of investing in accurate data.
- Connecticut defined chronic absence as attending at least .5 day in distance as well as in-person learning.
- Calculations include in person and remote days
- Calculations for 2019-20 are based upon in person school days til Mid-March 2020.

**Prior to the pandemic, chronic absence affected 8 million – or one out of 6 – students nationwide.**

Chronic absence by learning mode across grades in Connecticut for SY 2020-21

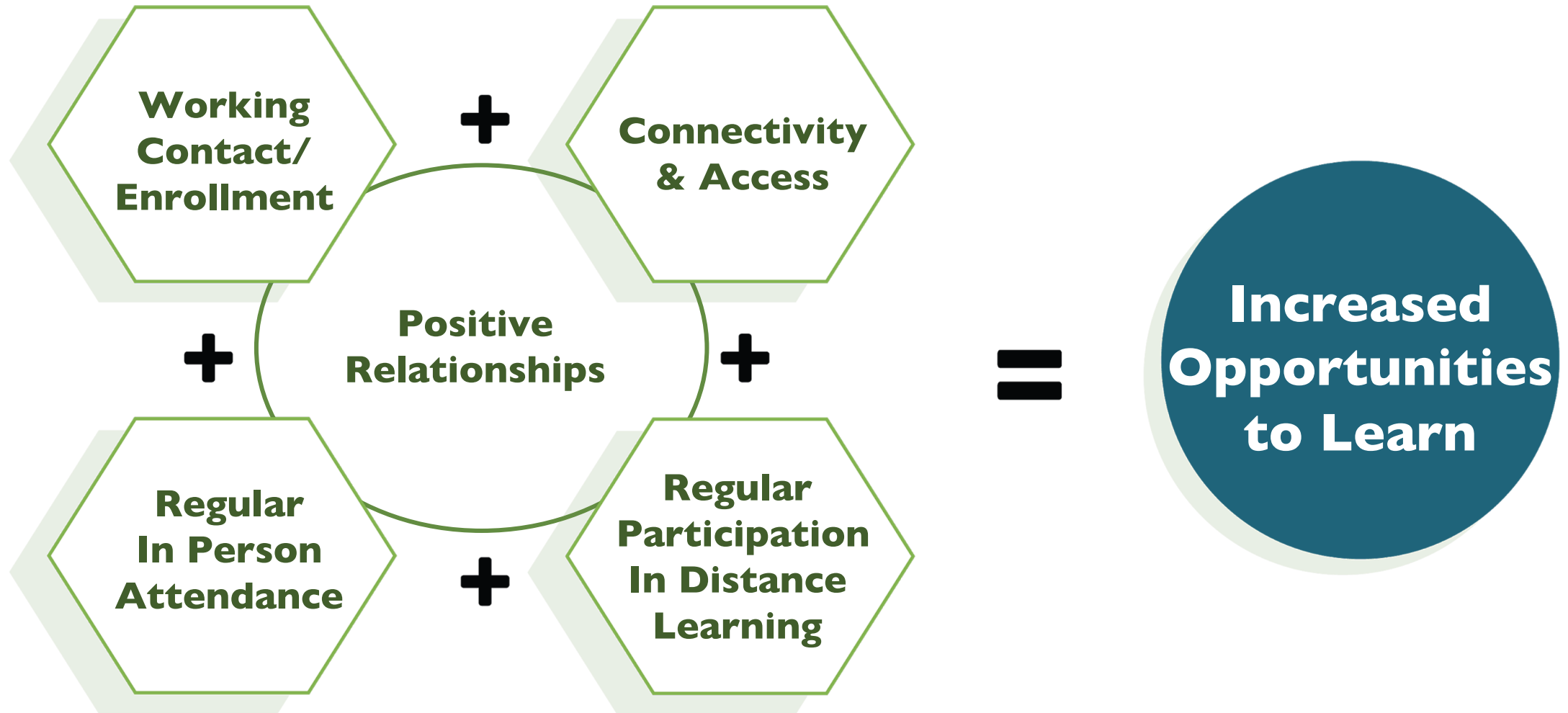


# Data shows significantly different patterns by racial group



Learning Model — Predominantly In-Person — Hybrid — Predominantly Remote

# Expanding How to Measure the Opportunity to Learn



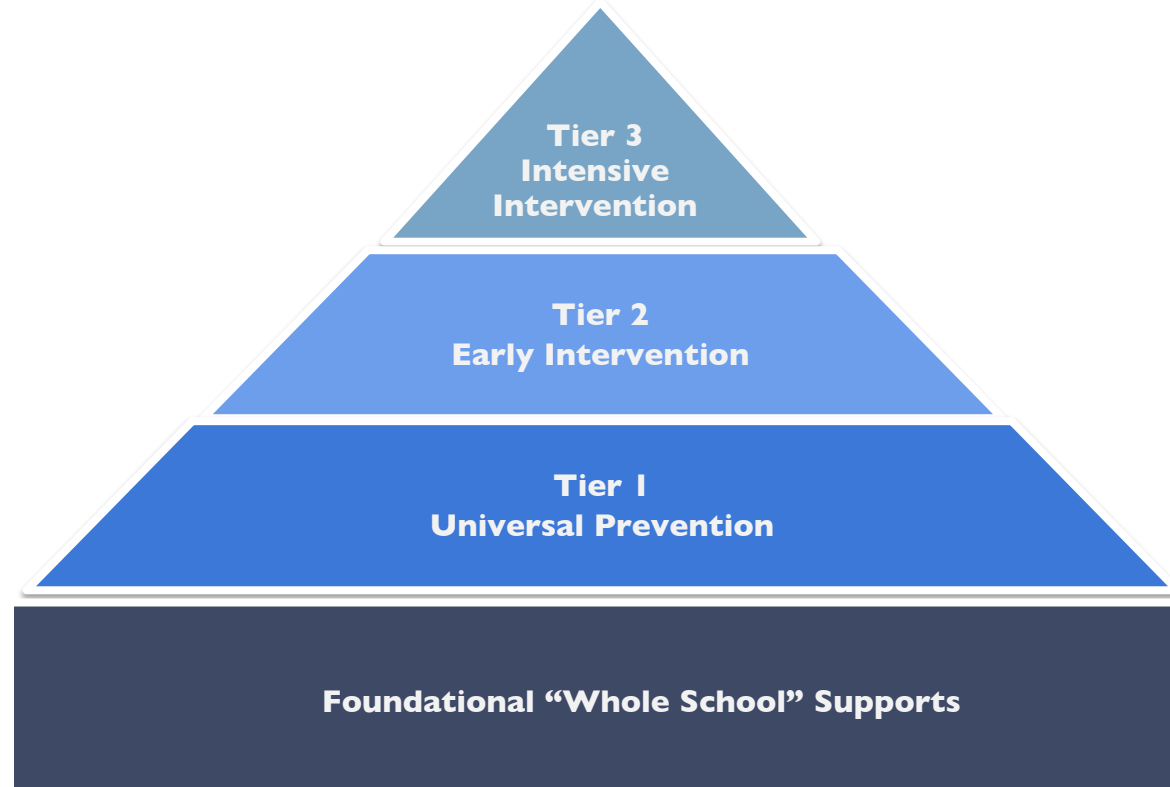
# Absenteeism is a Sign that Positive Conditions for Learning are Missing in Any Mode of Instruction







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





## Foundational Supports are Building Blocks of Schools that Promote Attendance & Engagement

Physically healthy learning environment	Enrichment activities and clubs	Positive relationships	Support for families to facilitate learning at home
Access to tech equipment and connectivity	Access to Learning Supports	Routines, rituals and celebrations	A culture of continuous improvement
Welcoming, safe, trauma-informed school climate	Home rooms and/or Advisory	A published schedule of classes	Active engagement of families in planning
<b>Foundational “Whole School” Supports</b>			



## Solutions Require Understanding What Factors Contribute to Chronic Absence

### Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Etc. and many more!

### Aversion

- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Negative parental attitudes about education

### Disengagement

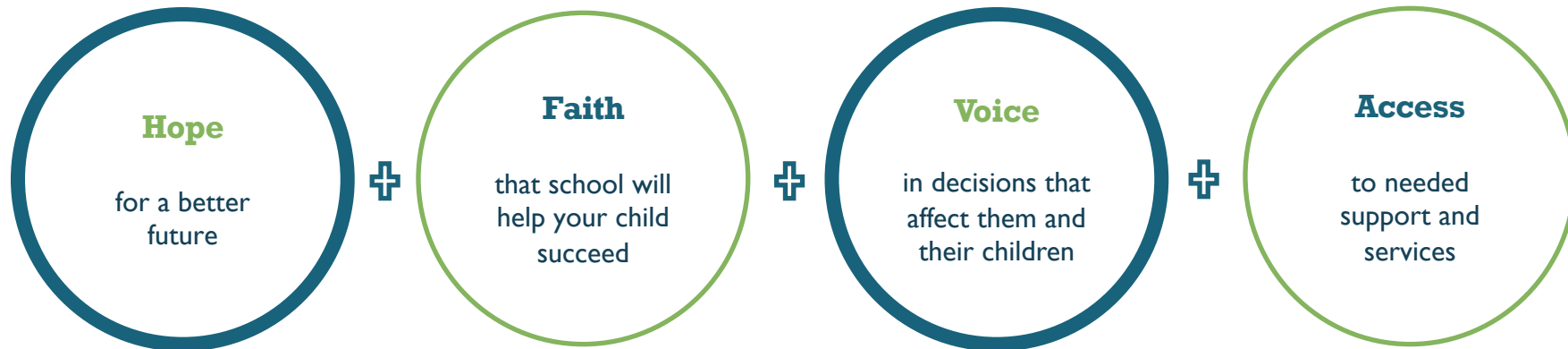
- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits

### Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions don't count as absence



## Recognize that Going to School Reflects When Families Have...



# Leverage Our Student Success Plans

## MY FAMILY'S HELP BANK

- 1. My Family:** List who lives in your house.
- 2. Everyday Helpers:** Identify who you can call on to help drop your child off or who can pick him or her up when you cannot. These are people like friends, neighbors and relatives who can help regularly.
- 3. Occasional Helpers:** Identify people who probably cannot help every day, but can help in a pinch. Maybe it's a godparent, a relative or a friend who lives outside your neighborhood but can be there for short stints.
- 4. Potential Helpers:** Identify people who are part of your school community, church or neighborhood who are able to help if you ask.

1. My Family: \_\_\_\_\_

2. Everyday Helpers: \_\_\_\_\_

3. Occasional Helpers: \_\_\_\_\_

4. Potential Helpers: \_\_\_\_\_

If I need help getting my child to and from school, I will ask the following people to be our back-up:

Name: \_\_\_\_\_ Best Contact Number: \_\_\_\_\_

Name: \_\_\_\_\_ Best Contact Number: \_\_\_\_\_

Name: \_\_\_\_\_ Best Contact Number: \_\_\_\_\_

- ✓ Set attendance goals
- ✓ Make backup plans
- ✓ Track absences
- ✓ Recognize success!

### 2017-2018 ACADEMIC CALENDAR

August 2017							September 2017						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5		3	4	5	6	7	8	9
6	7	8	9	10	11	12	10	11	12	13	14	15	16
							17	18	19	20	21	22	23
							24	25	26	27	28	29	30

October 2017							November 2017						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31				

### MY CHILD'S ATTENDANCE SUCCESS PLAN

POSSIBLE STRATEGIES TO REACH MY CHILD'S ATTENDANCE GOALS

- I will talk to my child about how going to school every day will help them do well in school and achieve their hopes and dreams.
- I will keep an attendance chart at home. At the end of the week, I will recognize my child for attending school every day with \_\_\_\_\_.
- I will make sure my child is in bed by \_\_\_\_\_ p.m. and the alarm clock is set for \_\_\_\_\_ a.m.
- If my child complains of a stomachache or headache, and medical concerns have been ruled out, I will make sure to call school support and tell \_\_\_\_\_ so that he/she can check in with my child during the day.

<http://www.attendanceworks.org/resources/student-attendance-success-plans/>



## Additional Resources from Attendance Works


### Handouts for Families

- ✓ Elementary & Secondary Grades
- ✓ English & Spanish versions (Creole being added with the help of the Florida GLR Campaign)

<https://www.attendanceworks.org/resources/handouts-for-families/>

### Sign up for the 2021 Attendance Awareness Campaign


<https://awareness.attendanceworks.org/contact/aam-updates/>



#### Help Your Child Succeed in Elementary School: Build the Habit of Good Attendance

**DID YOU KNOW?**

- Participation in early education programs, like preschool and Head Start, lead to better attendance in kindergarten.
- Starting in kindergarten, missing 10% of school (or just 2 days every month) can make it harder to learn to read and cause children to fall behind in school.
- Good attendance, whether class is held in person or remotely, can help children do well in school, and eventually in the workplace and in college.



**WHAT YOU CAN DO**

**Communicate with the School**

- Contact your child's teacher(s) and let them know how to reach you.
- Get and post your child's class schedule and log in information on the refrigerator or your child's desk.
- Practice logging in to virtual classes and make a plan for supporting learning for children. Contact the school if you need help logging in.
- Ask about the school's attendance policy.

**Make School Attendance a Priority**

- Establish routines for bedtime, waking up and showing up for class.
- Identify a quiet place for your child to do school work. If you have multiple children, make a schedule. Or ask your school or community agencies if they have created places for distance learning, or if noise-canceling headphones are available for students.
- Develop back-up plans for getting your child to school or logging in to the computer if you can't be there to help. Find a family member, neighbor or older child who can help over the phone or who can help while wearing a mask and maintaining physical distance. Community-based organizations might also be able to help.
- When school is in session, avoid extended family trips and non-urgent medical appointments.
- Ask your child's teacher about attendance and tell the teacher any concerns you have.

**Help Your Child Stay Healthy and Engaged**

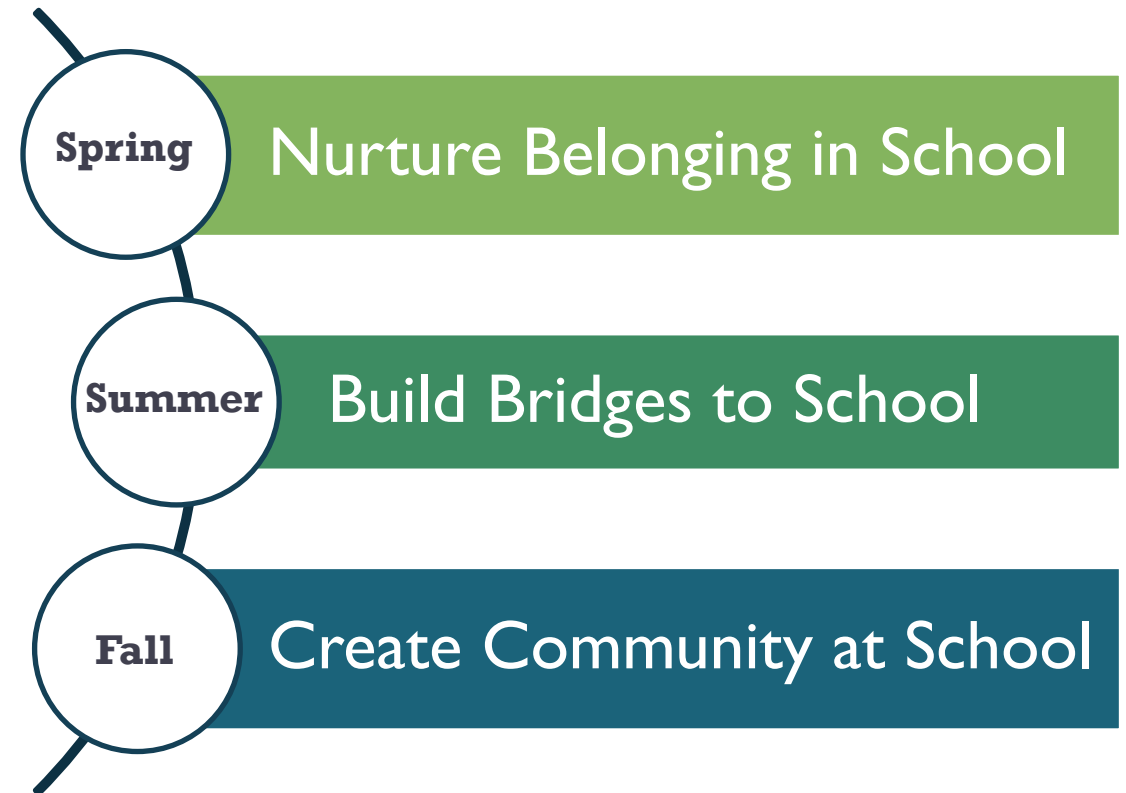
- Monitor your child's attendance and participation, and contact the teacher to address any concerns.
- Make sure your child gets the flu vaccine and other required shots.
- Find out if your child feels safe from bullies. Make sure that school discipline policies don't lead to your child becoming disengaged or pushed out of school. If these are problems, work with your school to find a solution.
- If your child seems bored or anxious about school, talk to teachers, school counselors, or other parents for advice on how to make them feel comfortable and excited about learning.
- Ask for help when you need it. School staff, after-school program providers, and other parents or community agencies are available to help families access online learning, obtain food or housing and address other experiences that make it difficult to attend and participate.

Developed in partnership with ConnectED, Families in Schools, and Parent Institute for Quality Education. Visit [www.attendanceworks.org](https://www.attendanceworks.org) for more downloadable resources.

# Pathways to Engagement: A Toolkit for Covid-19 Recovery Through Attendance

## Recommended Steps:

1. *Establish your team*
2. *Review data & identify priority groups*
3. *Craft engagement strategies*
4. *Reflect, learn & improve*



**Find the toolkit here:**

<https://www.attendanceworks.org/resources/toolkits/pathways-to-engagement-a-toolkit-for-covid-19-recovery-through-attendance/>

# Ensuring Attendance Requires A Team



The Attendance Strategy should be led by the school principal and the leadership team.

Teams working on improving student attendance could include the school's:

- \* Nurse
- \* Counselor
- \* Social Worker
- \* Administrative support staff
- \* Special education staff
- \* Teachers
- \* Early education staff
- \* Expanded Learning program staff
- \* Community School Coordinators

Members should be able to bring the perspectives of the student demographics.

Teams should incorporate input from families and students and can include staff from community partners.





## Partners for Change

The greater the size of the challenge, the more partners are needed. Many different types of partners can be enlisted, but local government and public agencies are especially important. Tap into existing initiatives and coalitions to engage potential partners.

- Businesses
- Community Schools Initiatives
- Family Support Organizations
- Early Childhood Providers
- Faith Based Organizations.
- Health/ Mental Health Providers
- Housing Agencies
- Hunger Relief Organizations
- Institutes of Higher Education
- Local / Tribal Governments
- National Service/Volunteers/Mentors
- Out of School Time providers
- Social Emotional Learning Providers
- Social Services
- Population-Specific Service or Civic Organizations
- Philanthropy (including foundations and United Ways)

# Pathways to Engagement: A Toolkit for Covid-19 Recovery Through Attendance

## Fall Create Community at School

- ✓ Focus on social and emotional wellness, re-establishing routines and rituals, and building community in the first weeks of school
- ✓ Bring in programming and partnerships that expands the capacity of the school to provide for physical, behavioral, and mental health and wellness
- ✓ Create structures that build and sustain relationships between students, families, and educators (advisories, mentoring, ambassadors, councils, and buddy systems)



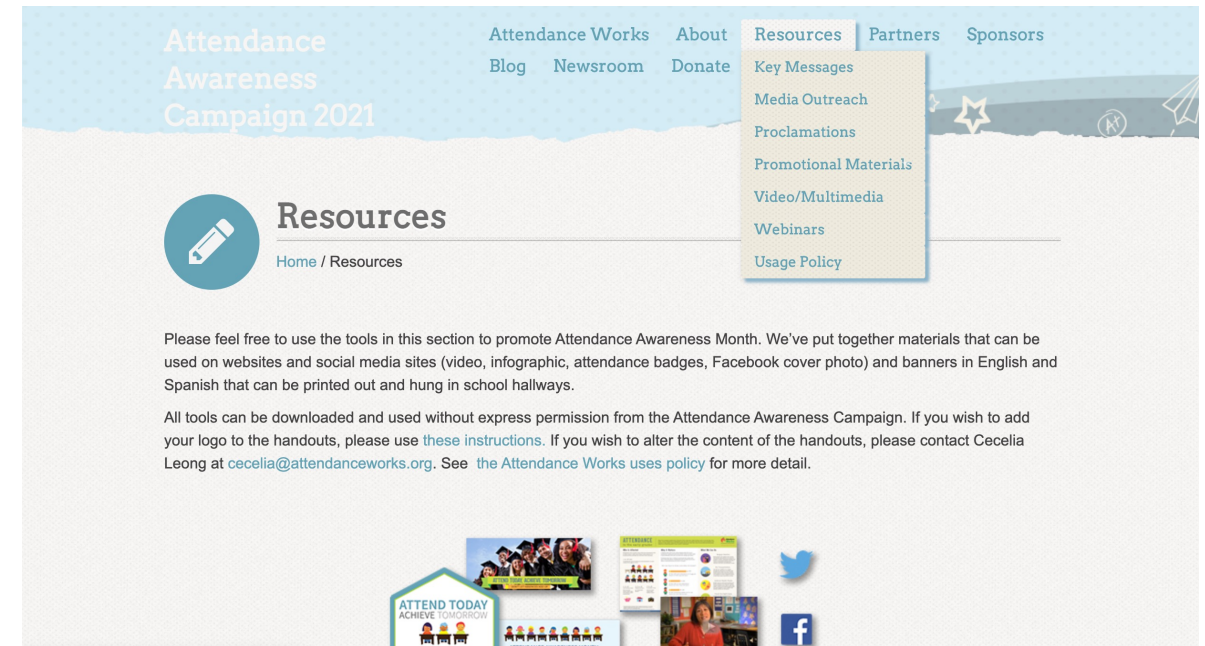
# Attendance Awareness Campaign 2021!



## Key Resource: Attendance Awareness Website

- ✓ Download our free social media materials and share with local districts
- ✓ Proclaim September Attendance Awareness Month building off our sample proclamation
- ✓ Sign up for our updates! They go to 32,000+

# PROMOTE THE CAMPAIGN



Attendance Awareness Campaign 2021

Attendance Works | About | Resources | Partners | Sponsors  
Blog | Newsroom | Donate

**Resources**  
Home / Resources

Key Messages  
Media Outreach  
Proclamations  
Promotional Materials  
Video/Multimedia  
Webinars  
Usage Policy

Please feel free to use the tools in this section to promote Attendance Awareness Month. We've put together materials that can be used on websites and social media sites (video, infographic, attendance badges, Facebook cover photo) and banners in English and Spanish that can be printed out and hung in school hallways.

All tools can be downloaded and used without express permission from the Attendance Awareness Campaign. If you wish to add your logo to the handouts, please use [these instructions](#). If you wish to alter the content of the handouts, please contact Cecelia Leong at [cecelia@attendanceworks.org](mailto:cecelia@attendanceworks.org). See [the Attendance Works uses policy](#) for more detail.

ATTEND TODAY ACHIEVE TOMORROW

Sign up for updates:  
[www.awareness.attendanceworks.org](http://www.awareness.attendanceworks.org)

# Attendance Awareness Campaign 2021 Webinar Series

Register here: <https://www.attendanceworks.org/resources/webinars/>

**Note:** Each session is accompanied by a discussion guide that can be used for webinar parties.

## Webinar 1 *(recorded)*

**Committed: Supporting Attendance and Participation to the Very Last Day of School**, Wednesday, April 14, 2021: 11am-12:30pm PT / 2pm–3:30pm ET

## Webinar 2 *(recorded)*

**Engaged: Using Summer to Connect with Students and Families**, Wednesday, May 26, 2021: 11am-12:30pm PT / 2pm–3:30pm ET

## Webinar 3

**Welcomed: Embracing Students, Families and Educators in the New School Year**, Wednesday, August 4, 2021: 11am-12:30pm PT / 2pm–3:30pm ET

## Webinar 4

**Fully Present: Leveraging Attendance Data to Ensure Ongoing Success**, Wednesday, September 29, 2021: 11am-12:30pm PT / 2pm–3:30pm ET





10:15 ELA  
11:45 Lunch  
12:15 Recess  
12:50 D

# ATTENDANCE:

A LOOK BACK TO STEP FORWARD

Dr. David K. Moore, Superintendent  
School District of Indian River County







# INSTRUCTIONAL MODELS

In response to the COVID-19 pandemic the SDIRC offered three instructional models with flexible student enrollment.

The varied instructional models were designed to address student learning needs, social needs, wellness needs, and basic needs.

Attendance monitored:

- Daily/class period in the Brick & Mortar model
- Weekly in the Virtual & Transitional Models.



## Brick & Mortar

Full-time face-to-face instruction in traditional school environments.

## Virtual

Self-paced online instruction monitored by an instructor.

## Transitional

Live, online instruction which followed the daily schedule of face-to-face instruction.

# PERCENTAGE OF K-12 STUDENTS CHRONICALLY ABSENT BY INSTRUCTIONAL MODEL - DISTRICTWIDE



2020 - 2021

Brick & Mortar  
(Full-Year)

24%

Virtual/Transitional  
(Full Year)

17%

Enrollment in  
Varied Models

39%

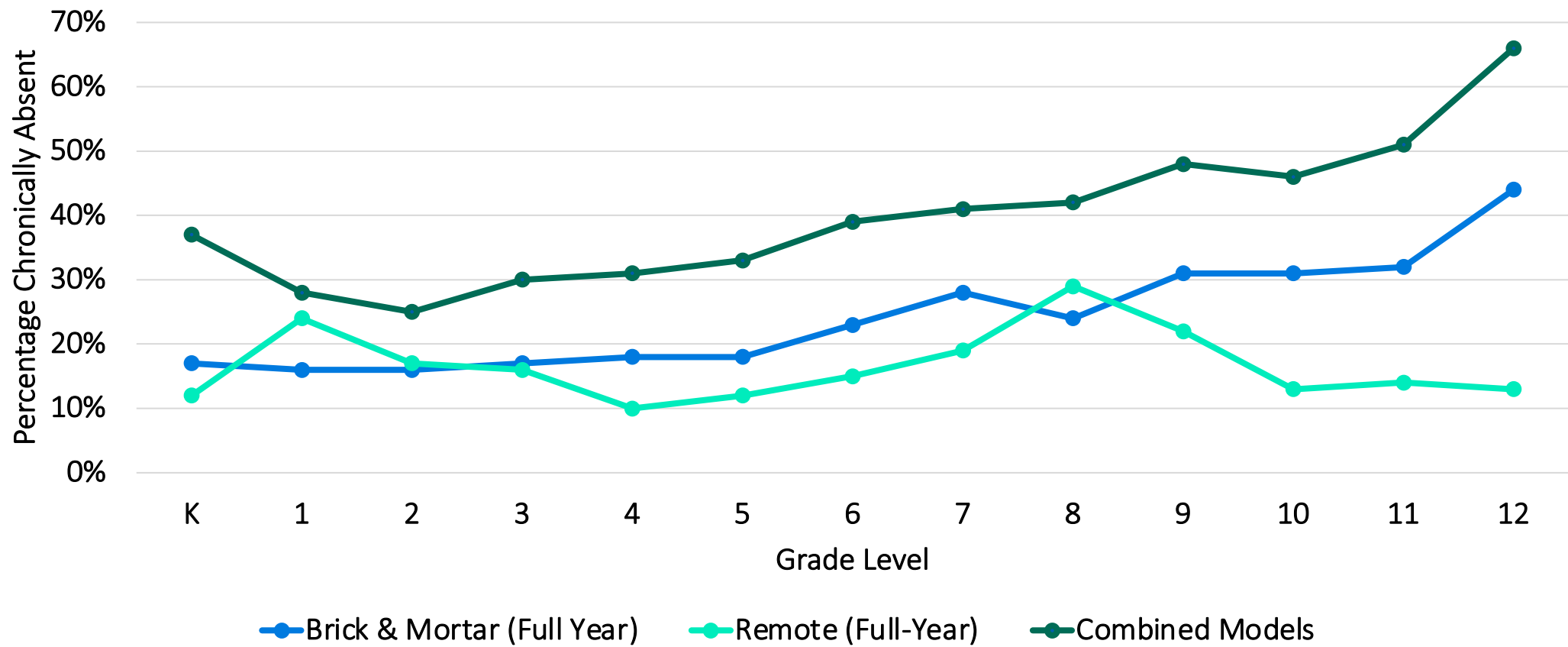
Districtwide % of Students Chronically Absent = 27%





# ATTENDANCE: A DEEPER LOOK

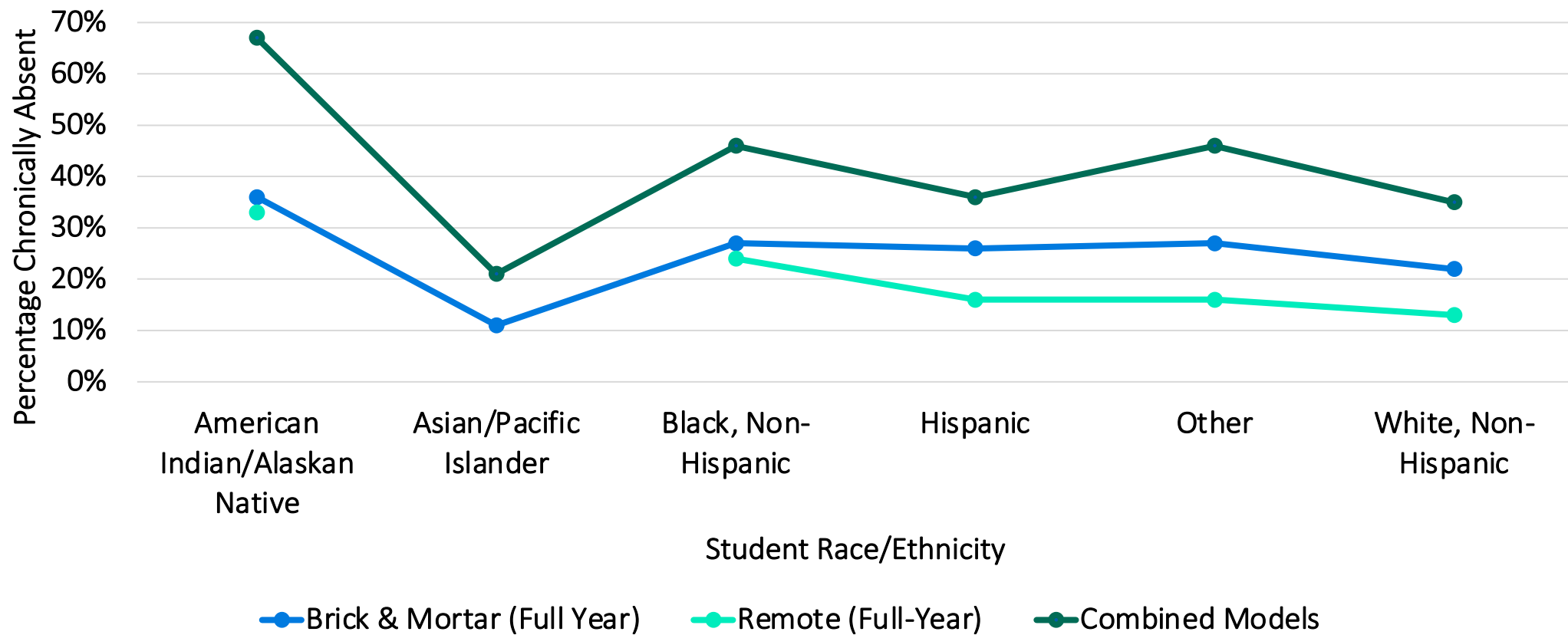
## PERCENTAGE OF STUDENTS CHRONICALLY ABSENT BY INSTRUCTIONAL MODEL BY GRADE LEVEL – DISTRICTWIDE





# ATTENDANCE: A DEEPER LOOK

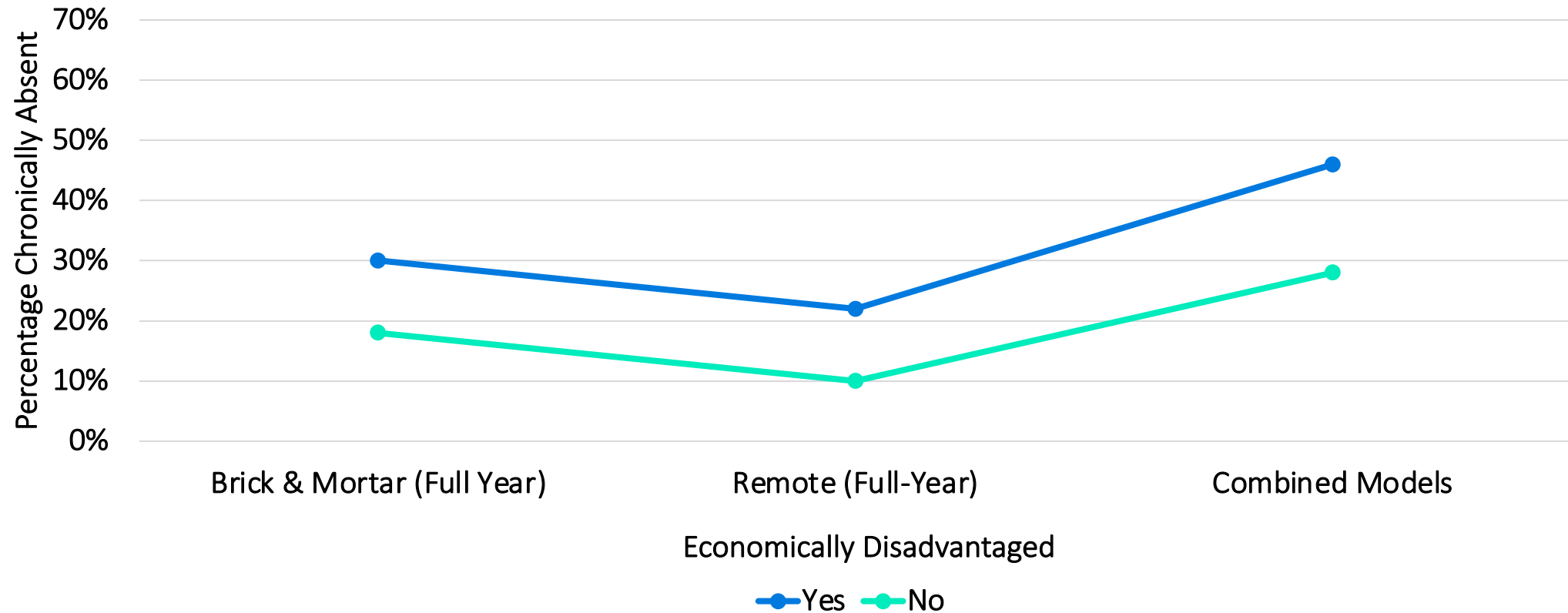
### PERCENTAGE OF STUDENTS CHRONICALLY ABSENT BY INSTRUCTIONAL MODEL BY RACE/ETHNICITY - DISTRICTWIDE





# ATTENDANCE: A DEEPER LOOK

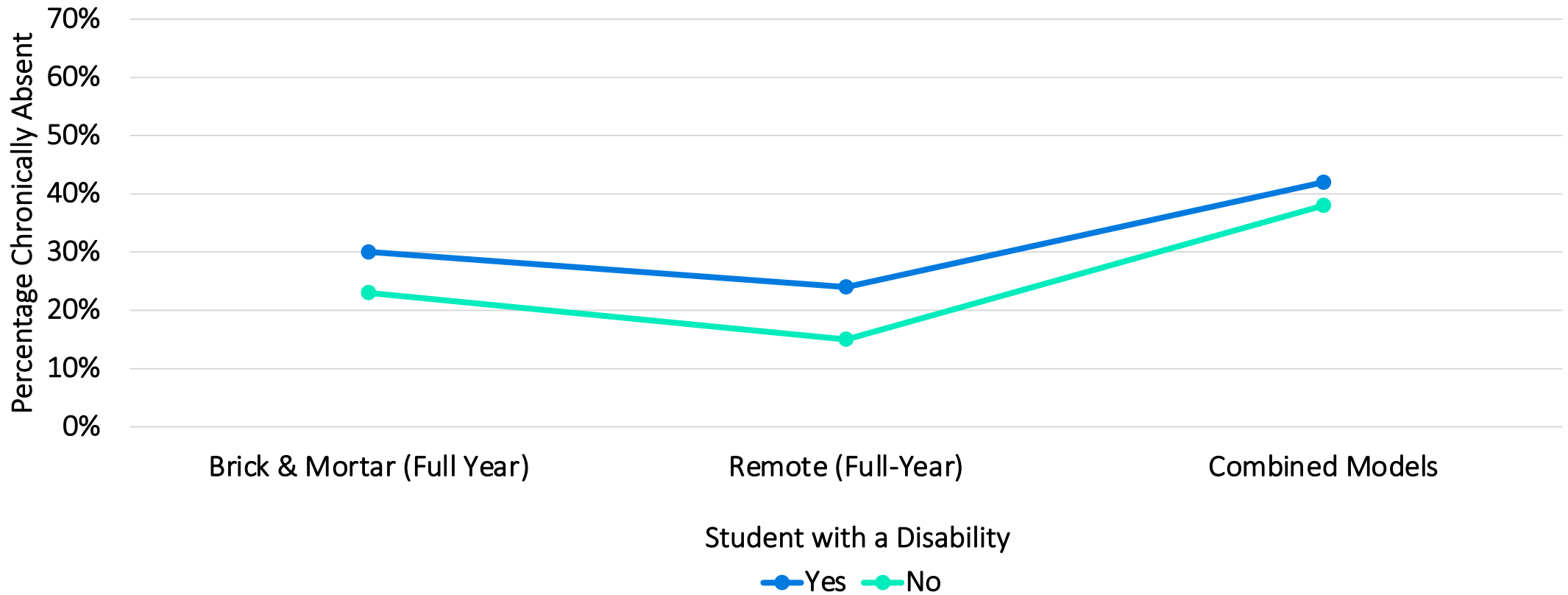
### PERCENTAGE OF STUDENTS CHRONICALLY ABSENT BY INSTRUCTIONAL MODEL BY ECONOMIC STATUS - DISTRICTWIDE





# ATTENDANCE: A DEEPER LOOK

## PERCENTAGE OF STUDENTS CHRONICALLY ABSENT BY INSTRUCTIONAL MODEL BY DISABILITY STATUS - DISTRICTWIDE





# KEY COMPONENTS OF SUPPORT



A Proactive Approach to Student Attendance Amidst COVID-19



## Communication

Clear, ongoing communication using a variety of platforms.



## Advocacy

Instructional advocates for students enrolled in remote learning options.



## Social Emotional Supports

Provision of Mental Health Helpline & initiatives to build inclusiveness when student transitioned to brick & mortar settings.



## Interventions

Early & full-year implementation of Project A2: Acclimate & Accelerate to mitigate disruptions in learning.



# STEPPING FORWARD WITH ATTENDANCE

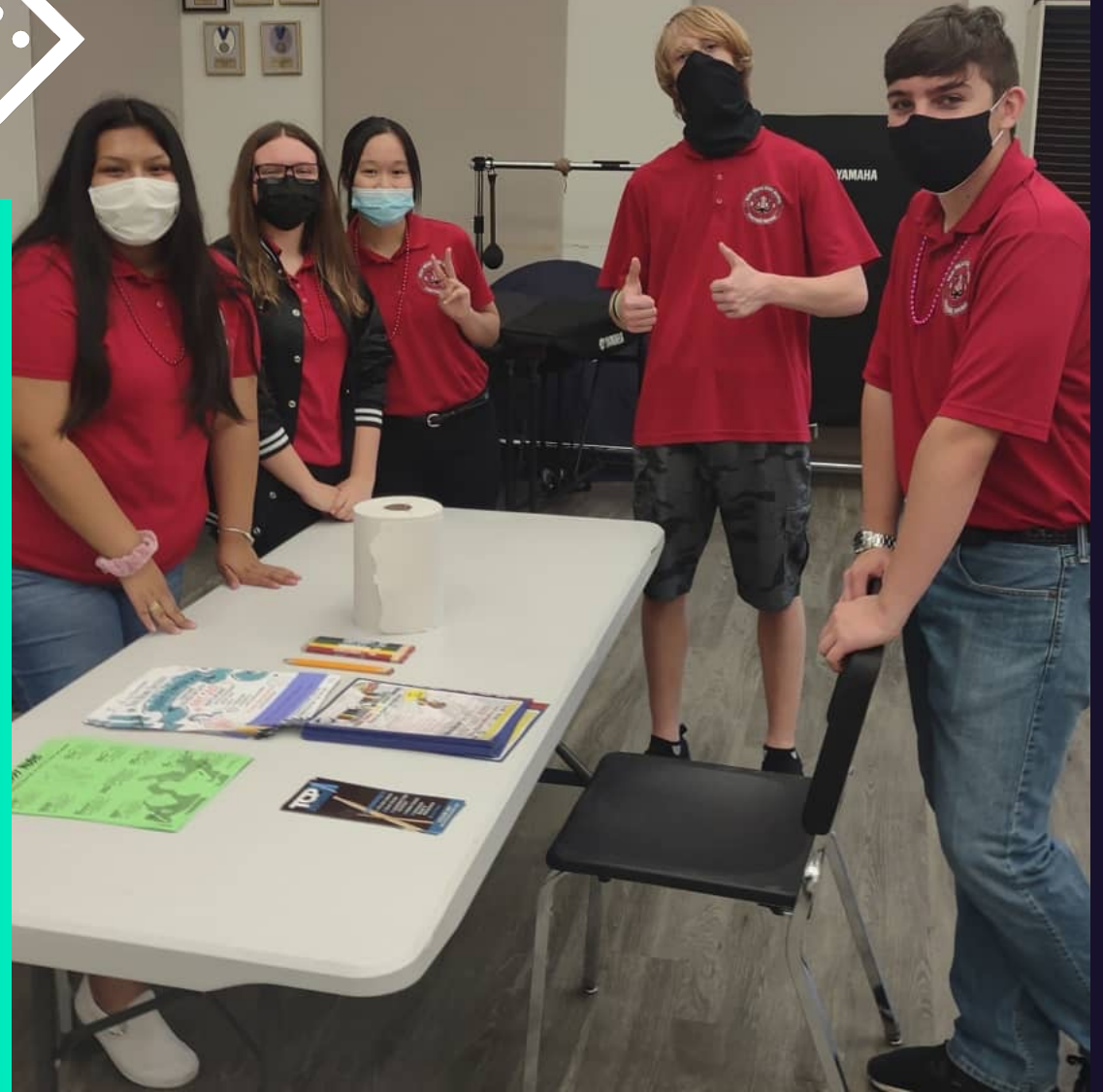
## 2021 -2022 Academic Year

Balancing student health & safety with student attendance.

Continuing to provide efficient access to quality social emotional supports.

Instructional feedback cycles & collaborative planning for high-quality, engaging instruction.

District reorganization for & increased emphasis on family engagement with the District.





# STEPPING FORWARD - COVID-19

2021 -2022 Academic Year

- Two instructional models
  - Brick & Mortar
  - Virtual
- Adapted health & safety measures based upon level of community transmission
- District & School-Based COVID-19 Response Teams



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