

Community Schools Coordinators Network



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Educational
Leadership
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National Forum Hot Topics Webinar Series:
Equipping Coordinators with Tools for Equity

The Big Idea: Cracking the Code on
Chronic Absence



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Announcements

Coordinators Appreciation Week



Join the Coordinators Network

Community Schools Coordinators Network



A Network of the
Coalition for
Community Schools





inspirED

The Big Idea: Cracking the Code on Chronic Absence

Community Resource Coordinators Network

September 24, 2018

Your Presenters



Sarah D. Peterson
*Director of Research
and Development,
Office of Community
Schools at NYCDOE*



Sarah Jonas
*Deputy Executive
Director
Office of Community
Schools at NYCDOE*



Julie McGarry
*Program Manager, High
School Initiatives
Yale Center for
Emotional Intelligence*

Session Objectives

- Offers overview of chronic absence and its negative implications for academic achievement; and
- Shares an "Every Student, Every Day" toolkit of take-home evidenced-based resources created through NYC Community School Initiative, Facebook and the Yale Center for Emotional Intelligence.

Presenting: Sarah Jonas

Interactive Activity

Go to menti.com and type in code: **91 42 3**

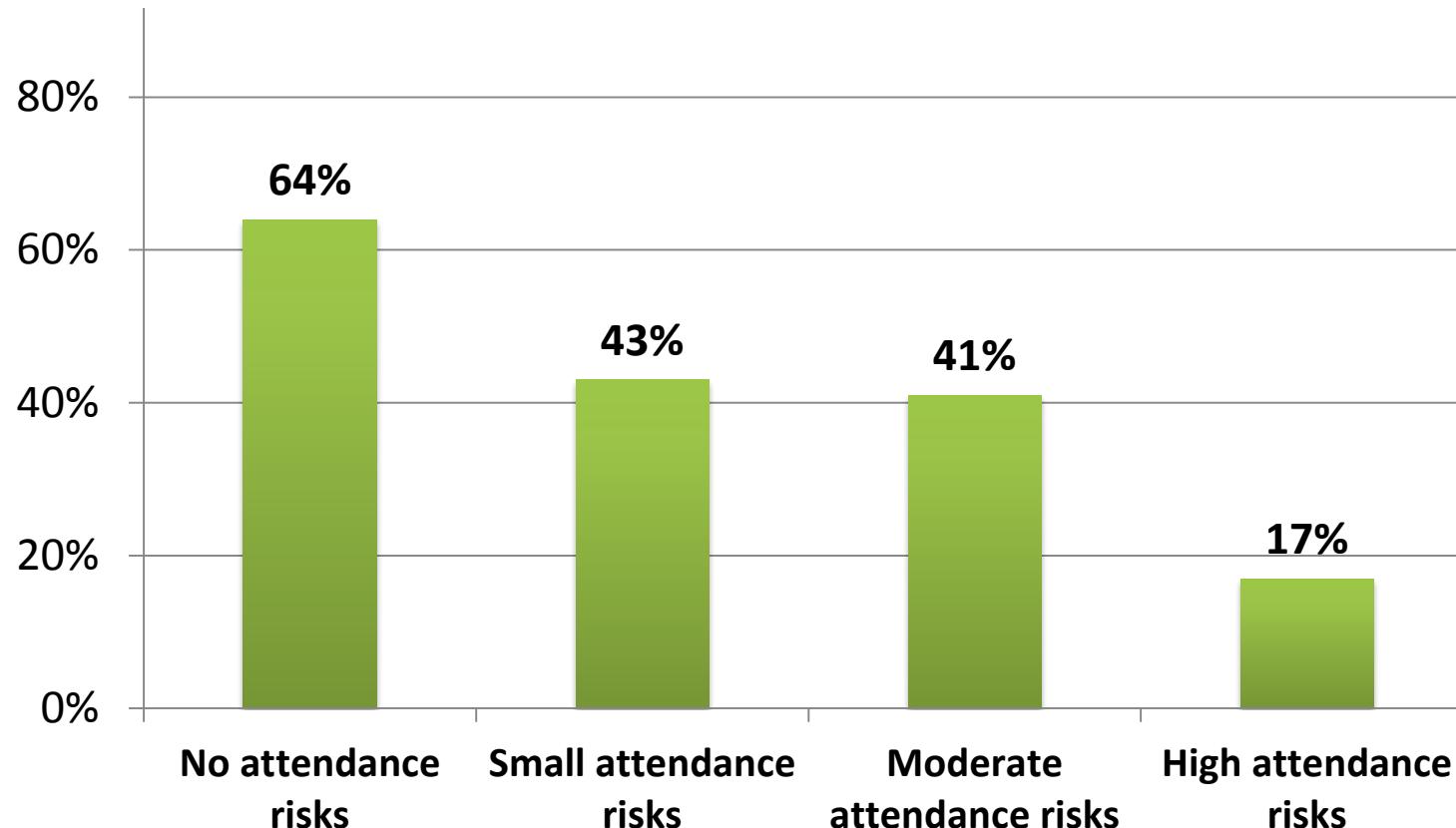
- Share one thing that made it difficult for you to get to school every day.

True or False?

Regular attendance
in pre-kindergarten and kindergarten
is less important than
attendance in middle and high
school.

FALSE. But most families believe true.

Students with poor attendance (or are chronically absent) in K & 1st grade are much less likely to read proficiently in 3rd grade.



Presenting: Sarah Peterson

What is Chronic Absenteeism?

Chronic absenteeism—or missing at least 10 percent of school days in a school year for any reason, excused or unexcused—is a primary cause of low academic achievement and a powerful predictor of those students who may eventually drop out of school.

Absent 2 days
per month



9 months
of school



**Chronic
Absence**

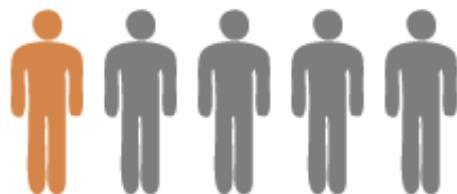
Presenting: Sarah Peterson

The Challenge

Students can be *chronically absent*, meaning they miss

20 DAYS OR MORE

of school and still have an 89% attendance rate. Being *severely chronically absent* - **missing 38 days or more** of school - still results in a 79% attendance rate.



More than 200,000 NYC public school students - **roughly 1 out of 5** - were chronically absent last year.

Nationally, **5 to 7.5 million** students are chronically absent annually.

15% of NYC elementary school students



missed one month of school or more in the 2009-2010 academic year.

34% of NYC high school students



3 OUT OF 4

students who are chronically absent in the **sixth grade** never graduate from high school.

79% of NYC children in the juvenile justice system have records of chronic absenteeism; and half, approximately 40 percent, were severely chronically absent.

66% of NYC students with ACS cases are chronically absent or severely chronically absent.

Presenting: Sarah Peterson

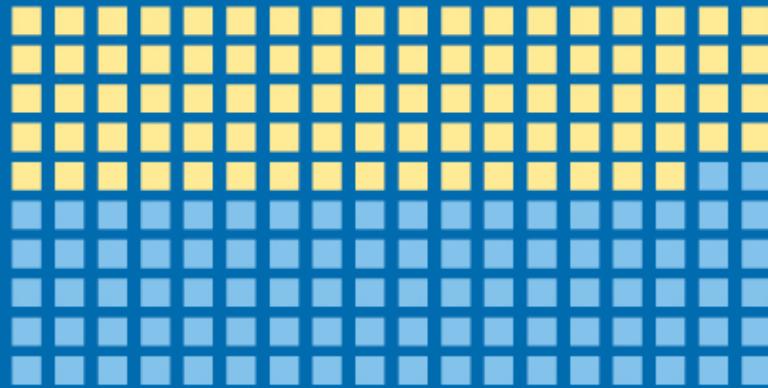


Chronic Absence Is Easily Masked If We Only Monitor Missing Consecutive days

Chronic Absence = 18 days of absence = As Few As 2 days a month

Presenting: Sarah Peterson

During elementary school,
the typical student
who was homeless ...

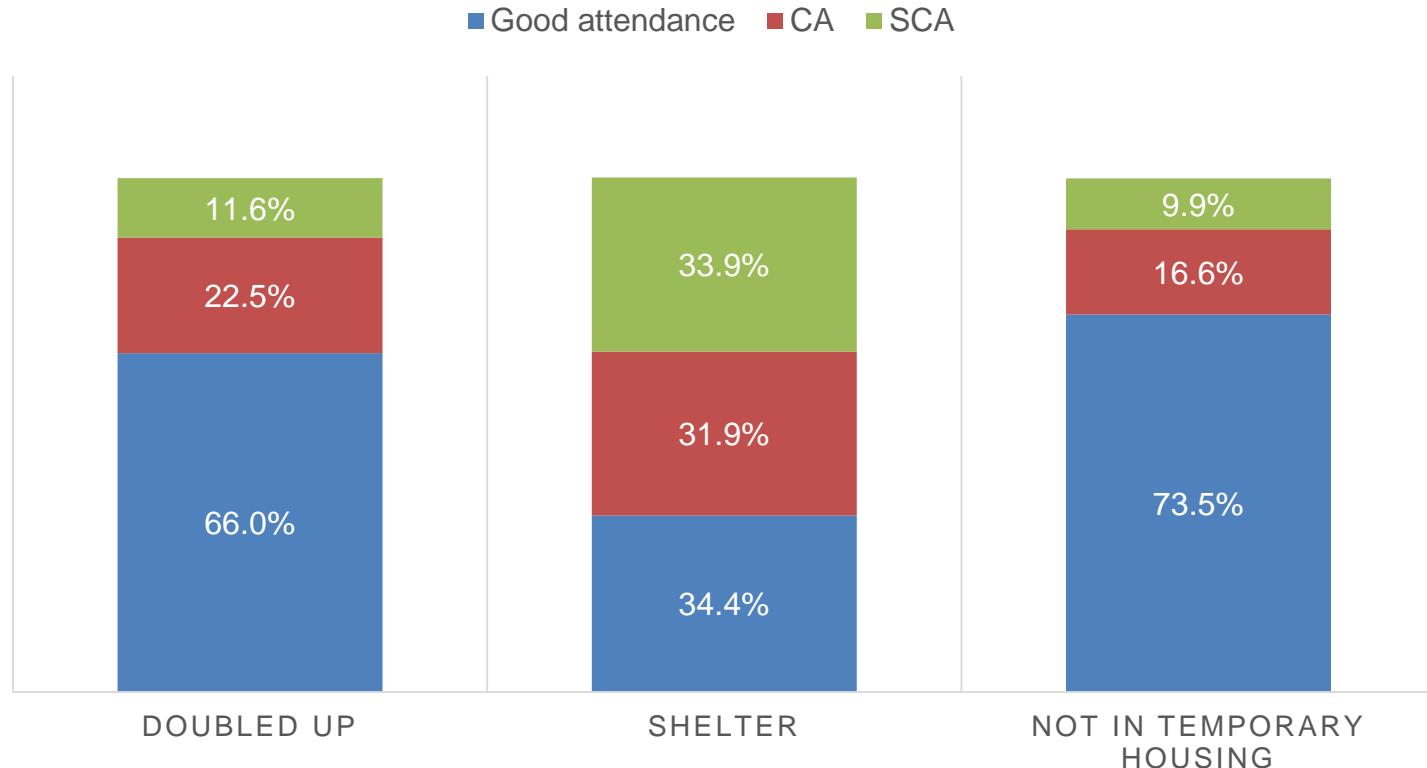


... missed **88** days of school—
almost half of a school year.

ICPHusa.org

Presenting: Sarah Peterson

Students in Shelters have Highest rates of Chronic Absenteeism

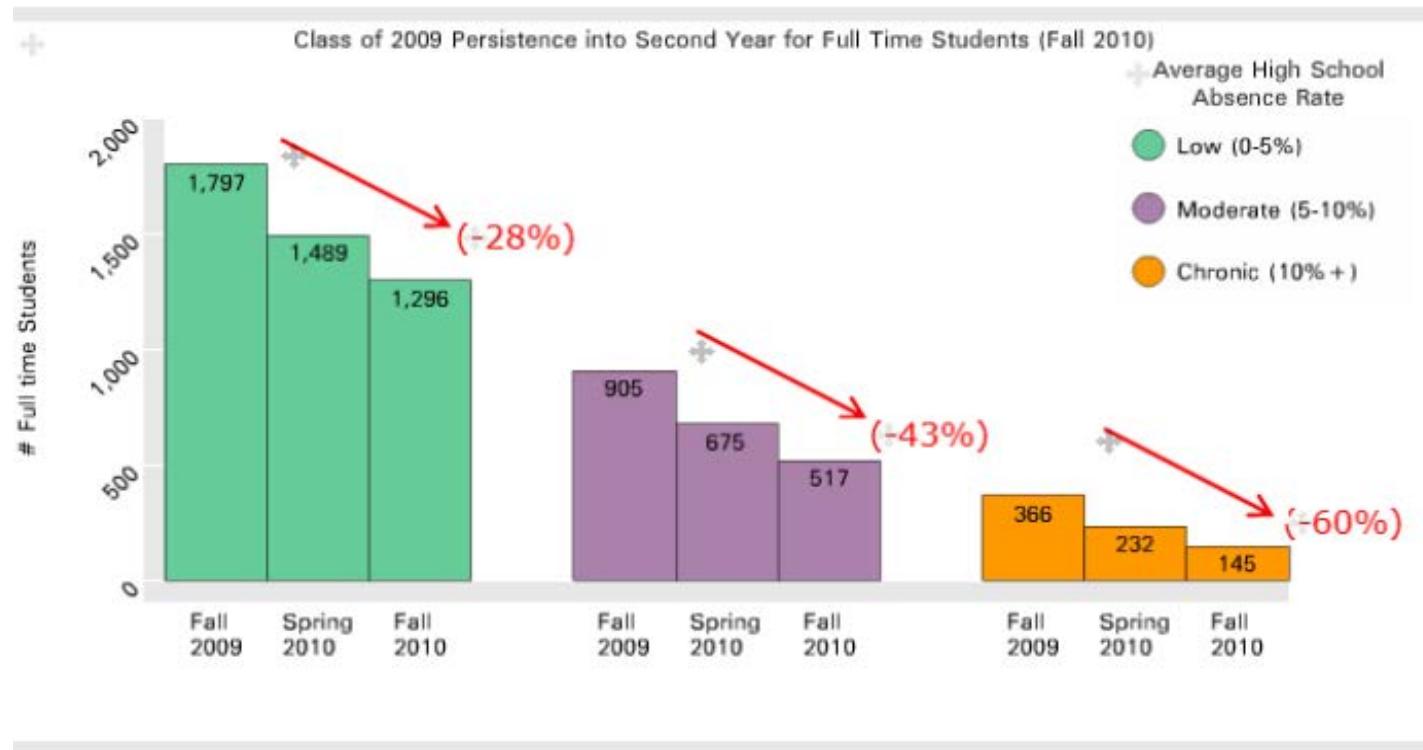


Source: IBO analysis of Department of Education data (2013-14).
Students in grades K-12 only. New York City Independent Budget
Office

Presenting: Sarah Peterson

Chronic Absence in High School Predicts Lower College Participation

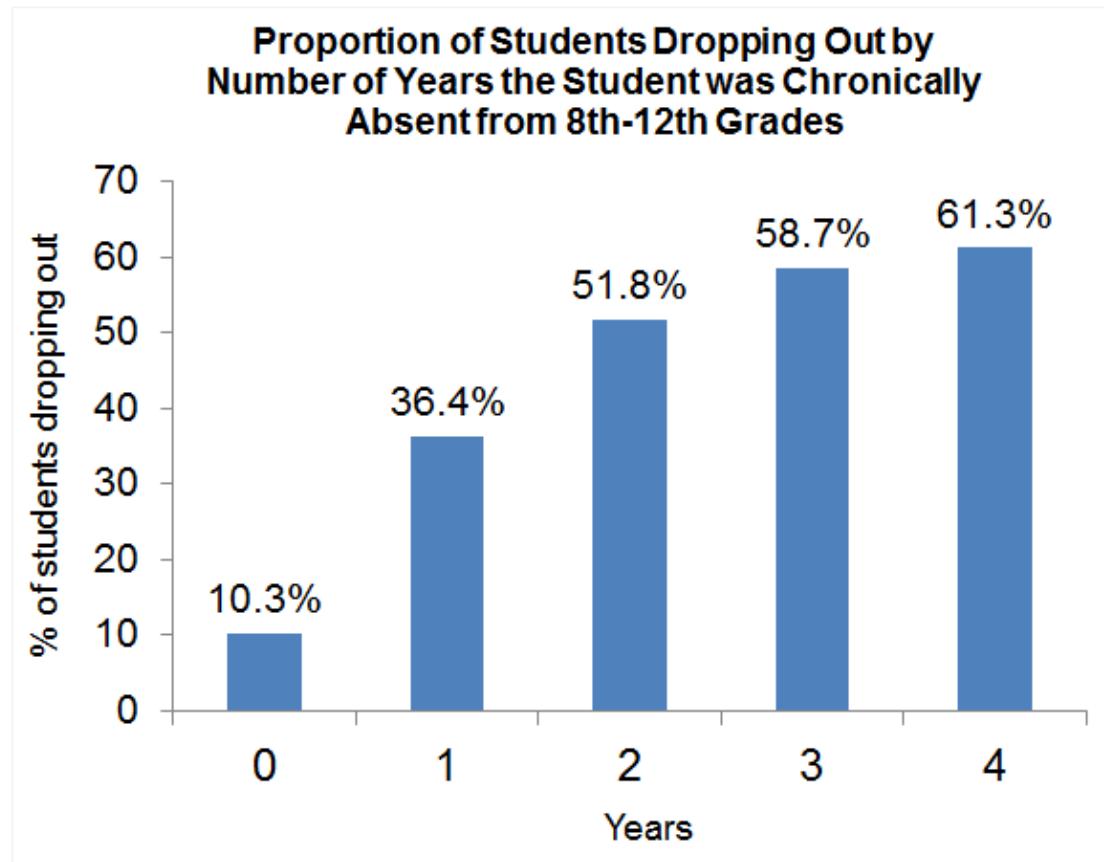
In Rhode Island, only 11% of chronically absent high school students persisted into a 2nd year of college vs. 51% of those with low absences.



Rhode Island Data Hub: May 2014

Presenting: Sarah Peterson

The Effects of Chronic Absence on Dropout Rates Are Cumulative



With every year of chronic absenteeism, a higher percentage of students dropped out of school.

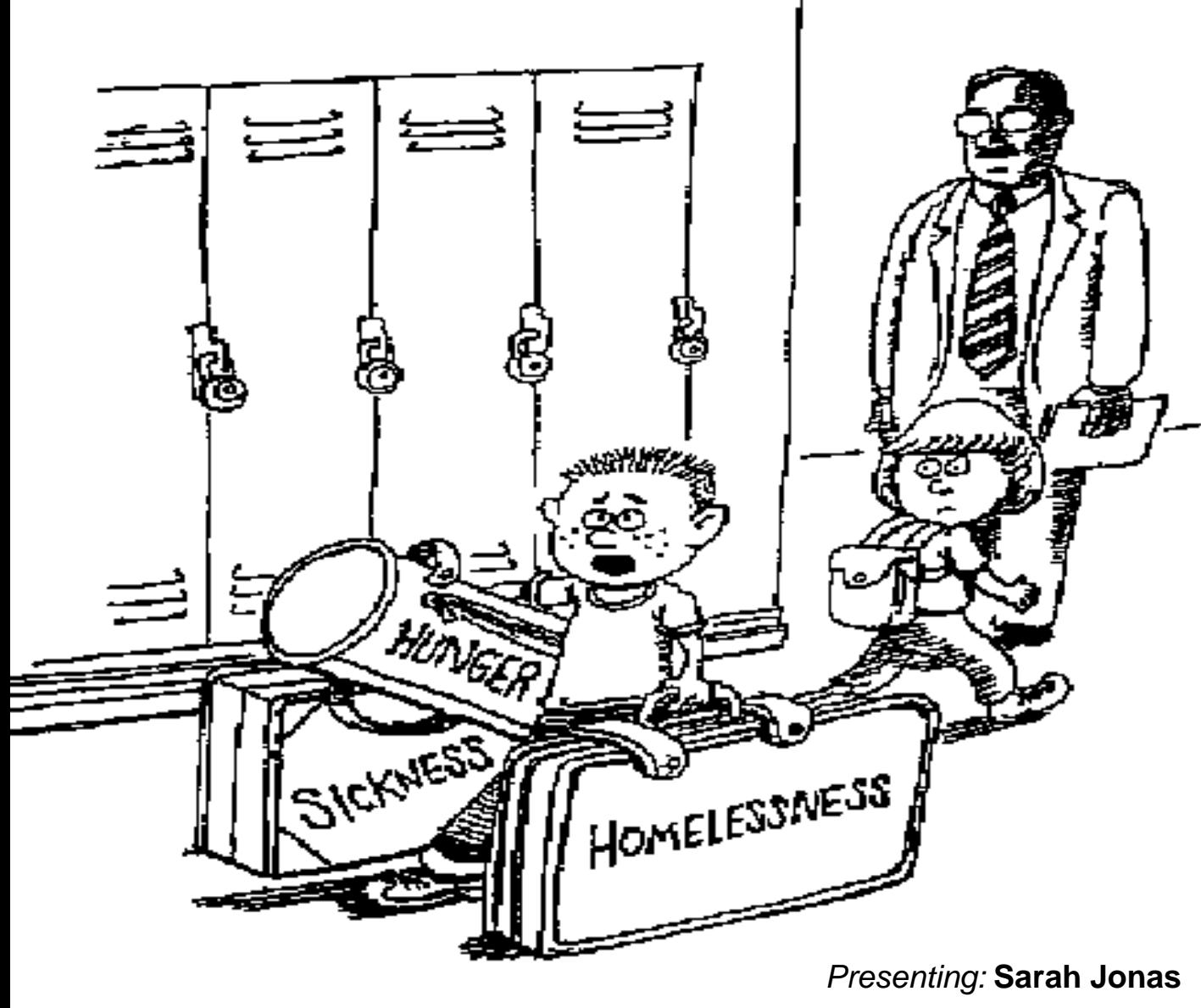
Presenting: Sarah Peterson

<http://www.utahdataalliance.org/downloads/ChronicAbsenteeismResearchBrief.pdf>

True or False?

**Students miss school for hundreds
of different reasons.**

Presenting: Sarah Jonas



Presenting: Sarah Jonas

***“Could someone help me with these?
I’m late for math class.”***

Scott Spencer

Three Categories of Chronic Absence

Can not

- Illness
- Family responsibilities
- Housing instability
- Involvement with juvenile justice
- Transportation

Will not

- Bullying
- Unsafe
- Harassment
- Embarrassment

Do not

- Family doesn't see value in school
- Student has something they'd rather be doing
- Attendance only matters in older grades

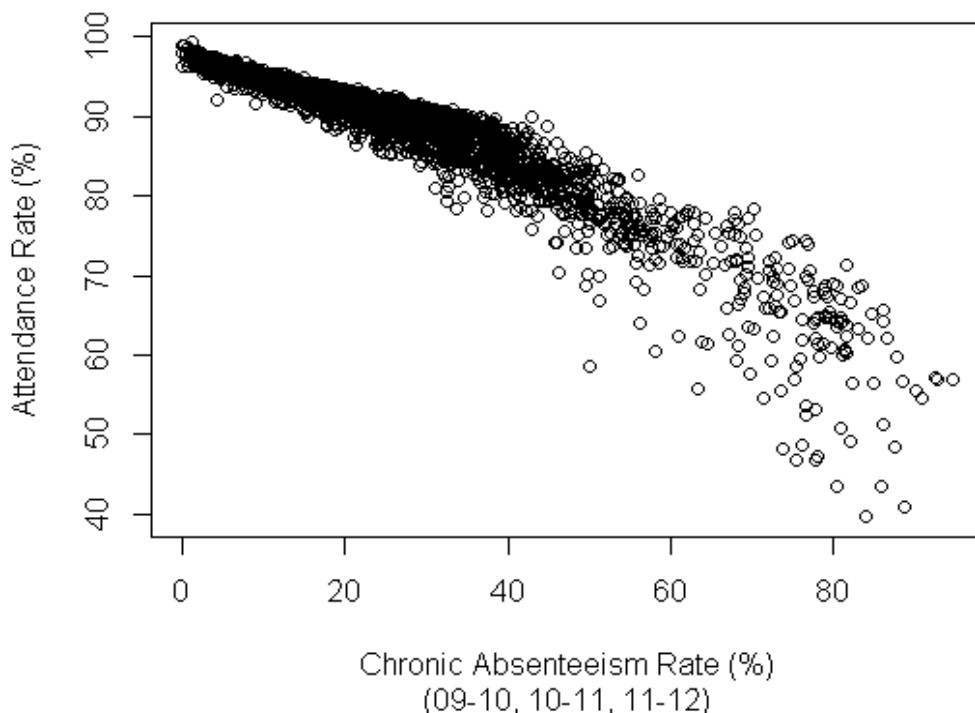
Presenting: Sarah Jonas

Source: Balfanz and Byrnes, 2012

It's about Changing Mindset

By focusing on chronic absenteeism, attendance was seen as increasing instructional time and no longer just an administrative task

Chronic Absenteeism Rates vs Attendance Rates



With chronic absenteeism at...

- 30% or more, school attendance rates have not exceeded 91.1%
- 20% or more, school attendance rates have not exceeded 93.5%
- 10% or more, school attendance rates have not exceeded 95.8%

Presenting: Sarah Jonas



IT'S 09 00 AM DO YOU KNOW WHERE
YOUR KIDS ARE?

If your kids miss 20 days or more in a school year, there's a good chance they won't graduate.

Get the help you need and find out how many days your child missed.

TEXT "SCHOOL" to 30364
or call 311.

NYC

Ad
Council

Presenting: Sarah Jonas

Session Deliverable: Every Student, Every Day Toolkit

The Every Student, Every Day Toolkit includes:

- Attendance mailings to prompt families to act on attendance, developed by Harvard University;
- User-friendly guide on how to launch a low cost, evidenced-based Success Mentor Program for chronically absent youth; and
- Free online "inspirED activities" for teachers, Success Mentors and Community School Directors, developed through Facebook and the Yale Center for Emotional Intelligence.

Presenting: Sarah Peterson

ESED Toolkit: Component I

Attendance “Nudge” - Mailings

*Across Households, Heightened Awareness of
Attendance Challenge*

Presenting: Sarah Peterson

Welcome NYC Parent or Guardian!

Email

Password

I have read and agree to the [Terms of Use](#).

SIGN IN

[Forgot your password?](#)

[Create account](#)

Sign in to see your child's recent test scores, attendance records, and grades.

To set up an account you will need your child's Student ID number, which you can find on his or her report card, as well as an Account Creation Code, which your school will supply. You can also open an account by visiting your school—you will need a photo ID such as a driver's license or passport.



Kristen Morris
Grade: Kindergarten

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Presenting: Sarah Peterson

For Families, A Little Nudge in form of a “Mailing” Goes a Long Way

ABSENCES MATTER AND YOU CAN HELP

Dear Parent/Guardian of Johannes Demarzi,

Johannes has missed **23** days at (school name) this school year.

Missing just a few days each month can add up to a lot of lost learning time.

Excused and unexcused absences affect Johannes' learning.

Our classrooms are a better place when Johannes is present.

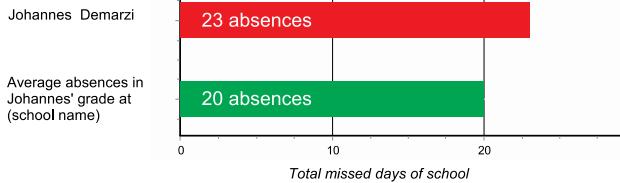
Thank you for continuing to help Johannes attend school as much as possible.

If you need assistance or have questions, please contact your principal or community school director.

Sincerely,

Carmen Farina
Chancellor
New York City Department of Education

Johannes has missed 23 days this school year**



** This card is sent on behalf of New York City Department of Education by In Class Today. The number of absences listed above includes **excused and unexcused absences** between the first day of school and 3/29/2017. If you have questions, please email TBD or call (212) 555-5555. If you received this card in error, please disregard this one. We apologize for the inconvenience.

ABSENCES MATTER AND YOU CAN HELP

Dear Parent/Guardian of Todd Rogers,

Todd has missed **9** days at (school name) this school year.

Missing just a few days each month can add up to a lot of lost learning time.

Excused and unexcused absences affect Todd's learning.

Our classrooms are a better place when Todd is present.

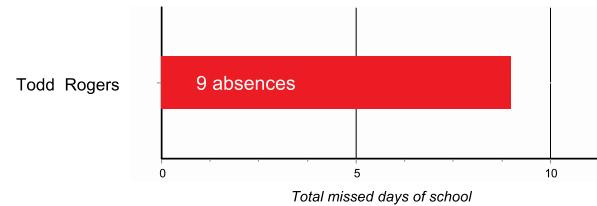
Thank you for continuing to help Todd attend school as much as possible.

If you need assistance or have questions, please contact your principal or community school director.

Sincerely,

Carmen Farina
Chancellor
New York City Department of Education

Todd has missed 9 days this school year**



** This card is sent on behalf of New York City Department of Education by In Class Today. The number of absences listed above includes **excused and unexcused absences** between the first day of school and 3/29/2017. If you have questions, please email TBD or call (212) 555-5555. If you received this card in error, please disregard this one. We apologize for the inconvenience.

Presenting: Sarah Peterson

Impact of letters

- Philly: 30,000 Hhs, 10% reduction in chronic absenteeism
- Chicago: 20,000 Hhs, 11%
- San Mateo, CA (10 districts): 10,000 Hhs, 15%
- NYC: 8% increase in attendance following delivery of one round to 7000 families
- For more information: <http://www.inclasstoday.com/>

Presenting: Sarah Peterson

ESED Toolkit: Component II

Success Mentoring

Personalize the Experience of Attending School

Presenting: Sarah Jonas

Watch MBK Success Mentors
#EveryStudentEveryDay
Clip

Presenting: Sarah Jonas

What is a Success Mentor?

- Success Mentors are caring adults (or peers) who mentor chronically absent students to identify the barriers preventing them from attending school each day.



- Anyone can be a Success Mentor: teacher, principal, school safety agent.
- Low cost AND scalable.

Presenting: Sarah Jonas

Success Mentors – The Day to Day

What do They Do?

- Morning meet and greet
- Phone call home every time student is absent and share a positive message
- Meet one-on-one and/or in small groups
- Recognize and celebrate even small successes

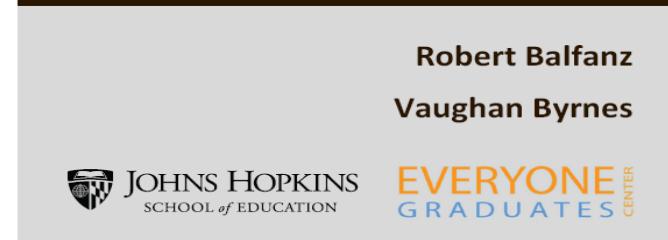
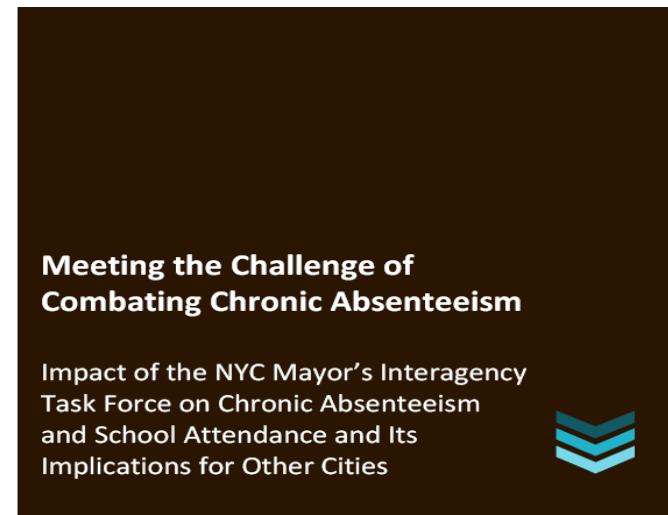
How do They Do it?

- Track students' attendance and improvement and identify supports and interventions

Presenting: Sarah Jonas

Robert Balfanz released third party study on effectiveness of Success Mentoring

To read the report in full,
please visit
www.every1graduates.org



Presenting: Sarah Peterson

**CONGRATULATIONS! YOUR SCHOOL HAS BEEN SELECTED AS A
MY BROTHER'S KEEPER SUCCESS MENTORS SCHOOL**



"I had people who encouraged me...wonderful teachers and community leaders...they never gave up on me, and so I didn't give up on myself."

- President Barack Obama

"My Brother's Keeper is connecting kids with Success Mentors to help kids come to school and reach their potential."

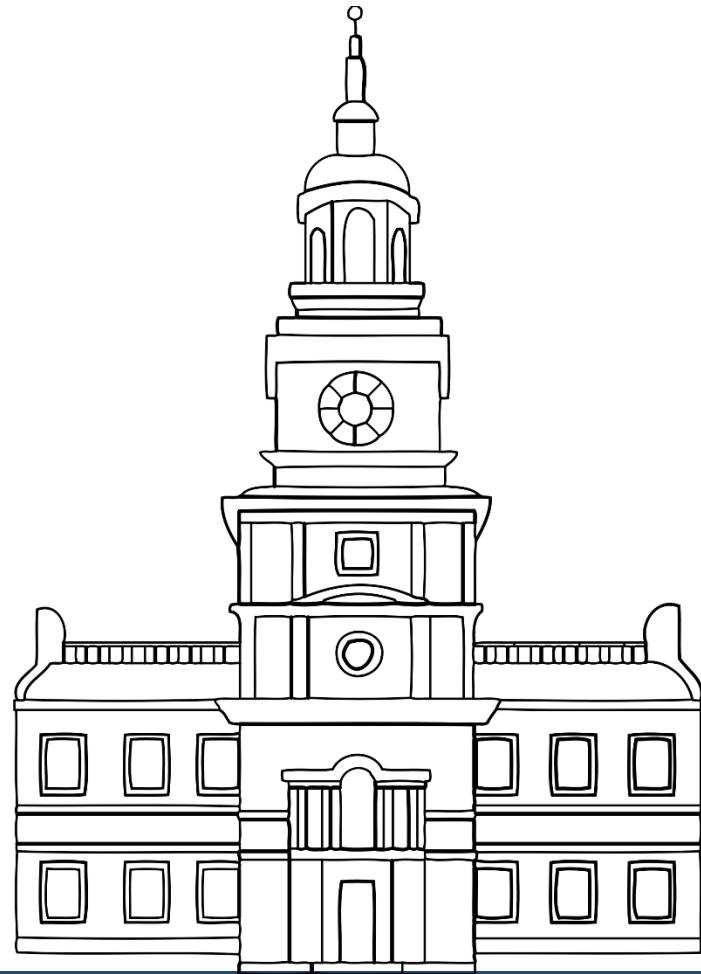
- Kevin Durant, NBA MVP

Presenting: Sarah Peterson

Getting Started: What Schools & Districts Can Do

- **Train Schools on Success Mentoring:** Use *the Success Mentor Guide* serves as blueprint for work. Go to www.communityschools.nyc for resources and guides.
- **Get Help:** Johns Hopkins University and the National Mentoring Partnership offer free training on Success Mentoring for districts nationwide.
- **Partner with Local Universities:** Recruit first year to serve as Social Work Students to serve as Success Mentors as part of field study in first year.

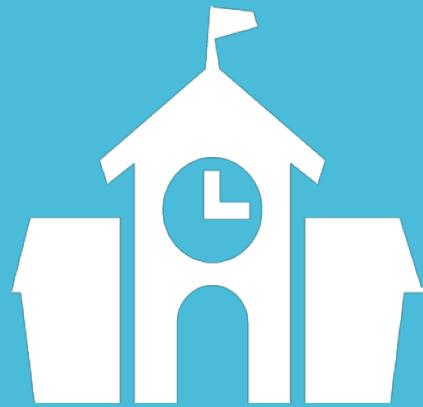
Presenting: Sarah Peterson



ESED Toolkit: Component III inspirED Activities

Meet Students' Unique Social Emotional Needs

Presenting: Julie McGarry



HOW DO HIGH SCHOOL STUDENTS FEEL IN SCHOOL?

Presenting: Julie McGarry

TOP 3 FEELINGS



TIRED



BORED

70% of the time



STRESSED

80% of the time

Among the
Top 10 emotions
8 WERE NEGATIVE
— and —
2 WERE POSITIVE

Presenting: Julie McGarry



HOW H.S. STUDENTS WANT TO FEEL

Presenting: Julie McGarry

At inspirED, we believe that young people's voices matter. Our resources, designed by teens, educators, and SEL experts, empower students to work together to create more positive school climates and foster greater wellbeing in their schools and communities.



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Presenting: Julie McGarry

Educator Advocates provide support to students and empower their voices within the school community.

Registered teams receive one-on-one coaching support from inspirED staff at the Yale Center for Emotional Intelligence.



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[@fbinspirED](https://twitter.com/fbinspirED)

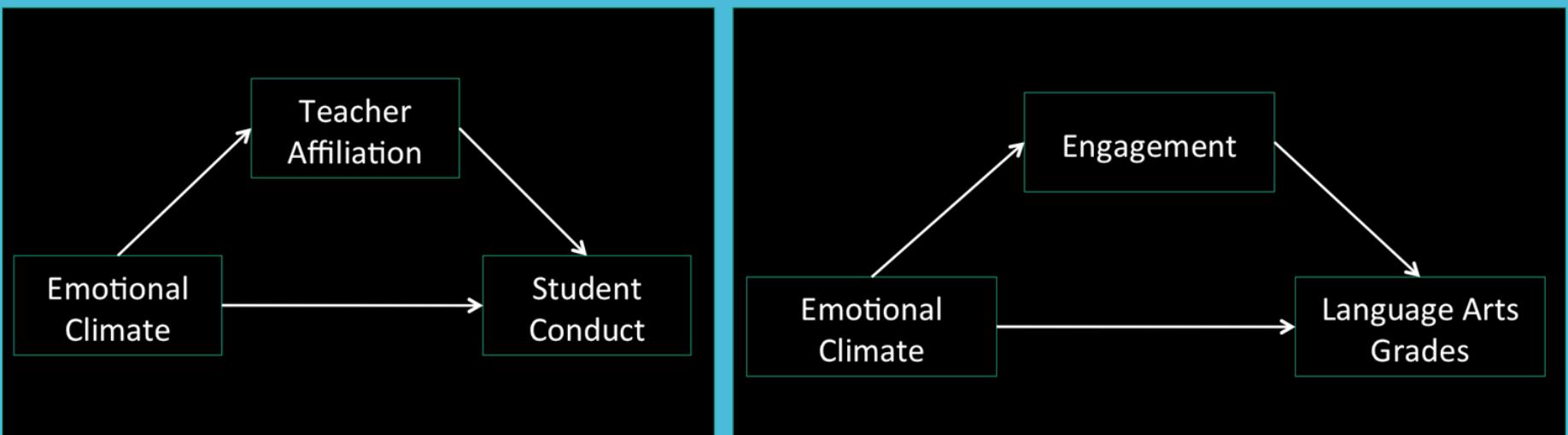


inspirED.fb.com

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Presenting: Julie McGarry

EMOTIONAL CLIMATE



1 Select a timeframe	2 Select a purpose
How much time do you have?	Are you doing this individually or with a group of people?
Select a timeframe... ▾	<input type="checkbox"/> Groups <input type="checkbox"/> Individuals
How would you or your group like to feel?	
Select a school climate area you or your group would like to impact:	
Select a school climate area... ▾	
Clear Filters	
More Filters ▾	

Showing 1-12 of 150



★ Featured

Resource Cards
Create cards and flyers with important resources for students to access.

Days to weeks
Project



★ Featured

School-Community Video
Create a video to demonstrate your school's positive impact on the community.

Weeks to months
Project



★ Featured
BE EMPATHETIC

Poster Messages
Create a unifying message for the entire school.

Weeks to months
Project

[inspired.fb.com/
projects-activities](http://inspired.fb.com/projects-activities)

Presenting: Julie McGarry

Additional Resources

- **NYC Community Schools Website**
<http://www.communityschools.nyc>
- **Attendance Works**
<http://www.attendanceworks.org>
- **Strengthening Schools by Strengthening Families**
http://www.newschool.edu/milano/nycffairs/publications_schools_strengthening_schools.aspx
- **National Mentoring Partnership**
<http://www.mentoring.org>
- **inspired activities and teams**
<http://www.inspired.fb.com>

Presenting: Sarah Jonas

What is Your Personal Call to Action?

- Name one concrete action that you will take back at your school or district to raise awareness of chronic absenteeism and improve supports for students.
- Share your single action on the poll now.

Go to menti.com, then type in CODE: **91 42 3**

Presenting: Sarah Jonas

We Want Your Feedback

Please submit your feedback for this webinar
in this quick [evaluation](#).

