PT. 3

TBD

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

The Big Idea: Cracking the Code on Chronic Absence
Announcements

Coordinators Appreciation Week

Join the Coordinators Network

Community Schools

Coordinators Network

A Network of the Coalition for Community Schools
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.

*Presenting: Sarah Jonas*
True or False?

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

Presenting: Sarah Peterson
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.

3 OUT OF 4 students who are chronically absent in the **sixth grade** never graduate from high school.

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 are severely chronically absent.

**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

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
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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

True or False?

Students miss school for hundreds of different reasons.
"Could someone help me with these? I’m late for math class."

Scott Spencer
### Three Categories of Chronic Absence

<table>
<thead>
<tr>
<th>Can not</th>
<th>Will not</th>
<th>Do not</th>
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</thead>
<tbody>
<tr>
<td>• Illness</td>
<td>• Bullying</td>
<td>• Family doesn’t see value in school</td>
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<tr>
<td>• Family responsibilities</td>
<td>• Unsafe</td>
<td>• Student has something they’d rather be doing</td>
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<tr>
<td>• Housing instability</td>
<td>• Harassment</td>
<td>• Attendance only matters in older grades</td>
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<tr>
<td>• Involvement with juvenile justice</td>
<td>• Embarrassment</td>
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<tr>
<td>• Transportation</td>
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*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.

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.

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!

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.
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 Fariña
Chancellor
New York City Department of Education

Johannes has missed 23 days this school year**

<table>
<thead>
<tr>
<th>Total missed days of school</th>
<th>0</th>
<th>10</th>
<th>20</th>
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<tbody>
<tr>
<td>Johannes Demarzi</td>
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<td>23</td>
<td></td>
</tr>
<tr>
<td>Average absences in Johannes’ grade at [school name]</td>
<td>20</td>
<td></td>
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</table>

** This card is sent on behalf of New York City Department of Education by In Clew Today. The number of absences listed above includes excused and unexcused absences between the first day of school and 3/24/2017. If you have questions, please email TSCD or call (212) 500-5555. If you received this card in error, please disregard the one. We apologize for the inconvenience.

Presenting: Sarah Peterson

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 Fariña
Chancellor
New York City Department of Education

Todd has missed 9 days this school year**

<table>
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<th>Total missed days of school</th>
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<th>10</th>
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<tr>
<td>Todd Rogers</td>
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<td>9</td>
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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/](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

NYC Department of Education
Robert Balfanz released third party study on effectiveness of Success Mentoring

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

“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](http://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
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

Presenting: Julie McGarry
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.
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.

Presenting: Julie McGarry
EMOTIONAL CLIMATE

Presenting: Julie McGarry
1. Select a timeframe
   How much time do you have?
   - Select a timeframe...

2. Select a purpose
   Are you doing this individually or with a group of people?
   - Groups
   - Individuals
   How would you or your group like to feel?
   - Select a feeling...

Select a school climate area you or your group would like to impact:
- Select a school climate area...

Clear Filters

Showing 1-12 of 150

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

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

- **Featured** Poster Messages
  Create a unifying message for the entire school.

Days to weeks
- Project

Weeks to months
- Project

Weeks to months
- Project

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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/nycaffairs/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.