Communities Supporting Youth Attendance Toolkit
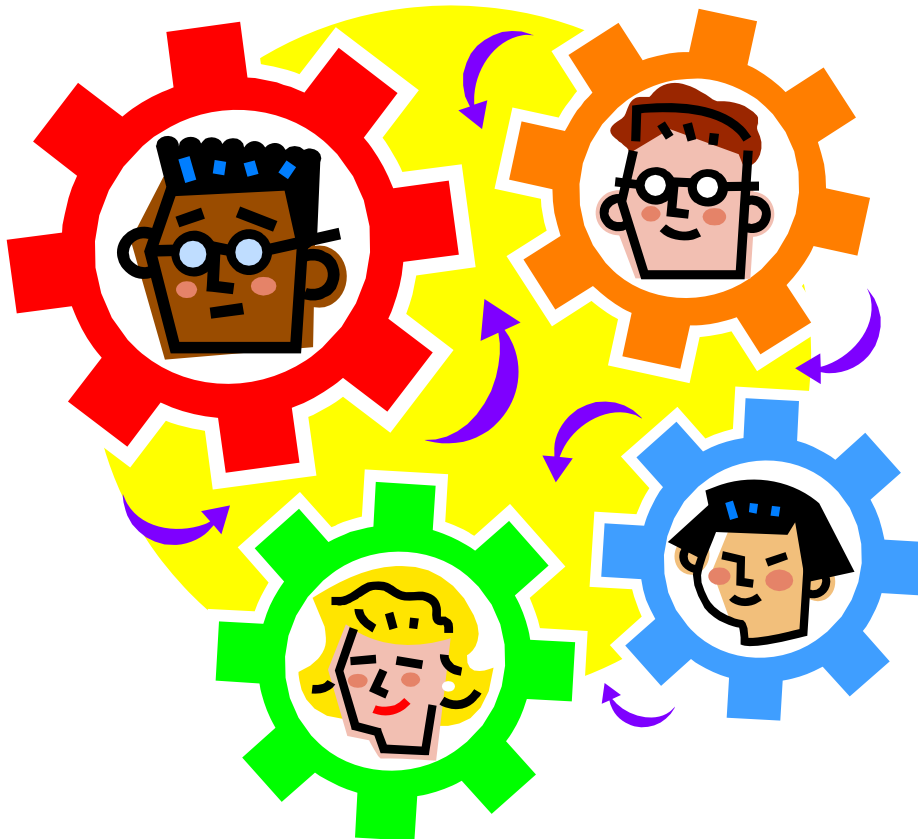
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CONTACT INFORMATION

To reach the Communities Supporting Youth Collaborative, please visit our website at
https://multco.us/sun/sun-cc/communities-supporting-youth

ACKNOWLEDGEMENTS

This is the Fall 2015 update to the Communities Supporting Youth Attendance Toolkit. The Toolkit is a compilation of materials from various sources, not a completely original document. Some of the guidance and tools were created by the Communities Supporting Youth Collaborative, which is part of the All Hands Raised Partnership in the City of Portland and Multnomah County, Oregon. Many other resources were drawn from three other sources: Attendance Works, Los Angeles Unified School District, and Oakland School District. We appreciate these organizations granting us permission to use their documents in our local efforts.

A workgroup of the CSY developed this document and members from across our community offered their input and review when it was created in 2013. In particular, the Collaborative would like to acknowledge the significant contributions of several of its members. Our special thanks to April Olson, Dr. Alison Martin, Carrie Williamson, Florence Protopapas, Lisa Pellegrino, Courtney Kappes, Brett Norris, Liz Fouther-Branch and Diana Hall for developing documents and tools included here; to Frances Hall, Lena Teplitsky, Nicole Rowe and Bill Baney for guiding the organization and review phases of the project; and to Alicia Hazen for research and resource input, electronic organizing and formatting of the toolkit.

DOWNLOADING ORIGINAL FILES AS TEMPLATES

Files through out the toolkit are available to download in their original format to be used as templates. If a document is available to download, you will see one of these icons. Click on it, and it will take you online to download the file. Search the toolkit by using Ctrl+F. Use Google Chrome as your browser.

Introduction

Communities Supporting Youth is a cross-sector collaborative of people working at various levels in diverse organizations that aims to align and increase school and community supports – for children, youth and their families – that contribute to academic and life success with a focus on eliminating disparities. The group is part of the collective impact effort of the All Hands Raised partnership, a cradle-to-career initiative in Multnomah County.

Our mutual goal is to synchronize the community's collective actions and guide them toward measurable, culturally responsive, and meaningful results. The result we are focused on is increasing attendance through active engagement. This toolkit is aimed at helping our schools, the talented people inside them and their partners, determine which student populations are at greatest risk of missing school, explore why, and devise culturally responsive solutions so that *all* students have the opportunity to thrive in school. ***We want to help you get our youth to school and ready to learn!***

This toolkit is an effort to provide you—the frontline activist and an important resource in our collective effort—tools and tactics to help create an impact on the students in our community. This edition of the toolkit is by no means complete, static, or all-encompassing. It is a resource that also offers a place to gather data from those who know our students, our parents, our schools, and our communities.

We believe the resources in this type of toolkit can help to improve attendance when used by school staff. From our local and national research, we also know that the effect on attendance and engagement is exponentially increased when parents and the community (both individual members and organizations) are part of these solutions. We are committed to hearing the voices of our community members, and hope you will join us in welcoming them into this effort. Our communities are also fortunate that we have a variety of youth-serving organizations who desire to partner with schools to support student success and are willing to help in attendance efforts. Unfortunately, we often work in isolation, and our impact is diminished. Only when we are aligned and focused on common outcomes can we achieve true system change that impacts the students most in need. ***When we work in concert, rather than toiling in isolation, there is no limit to what we can do!***

How to Approach This Toolkit

This toolkit provides a modifiable framework and suggestions that are intended to help schools address attendance initiatives in a systematic and intentional way. The tools alone, however, are not enough to make the changes that will impact the students and families that are facing the greatest chronic absence and academic failure rates. This will take each of us adopting a culturally responsive lens as we implement attendance and engagement strategies.

By culturally responsive, we mean:
- Continually examining ourselves and our behavior to determine how our attitudes and feelings influence our actions and decision making.
- Employing practices in which the students and families see their cultural values, norms and input reflected.
- Consistently reflecting on our structures to determine what barriers and pathways they create for students and families, particularly students of color and those living in poverty.

So, we ask you to approach this toolkit using a culturally responsive lens. What we mean by that, is that you ask yourself and your colleagues reflective questions throughout your process that will assess how culturally responsive your processes and products are.

We offer the overarching questions below as a place to start and have incorporated other questions and elements in several places in the toolkit. We recognize that this is just a start and will be revising and improving the toolkit over time. We also encourage you to think and question beyond what is included here.

Overarching Questions:
- o   What beliefs and assumptions am I bringing to this meeting/work?
  - o   What biases do I have that may affect my understanding and ability to listen to alternative perspectives?
  - o   Do the people involved represent the communities we serve? If not, how can we get that perspective?
- o   How can family voice be included? (In school teams where confidential information is shared, this could be a family liaison or SUN Community School Site Manager.)
- o   Who benefits from the way we are doing our work? Who experiences a negative impact? (Some ways to answer this question are to look at disaggregated data and engage families to gather their input).
- o   Where are the junctures where we need to stop and consider where we are putting up barriers in either our approach or the structure(s) and where we are creating pathways for all students and families.
- o   How is relationship building embedded in our approach (both in the functioning of teams as well as in the individual interactions with students, families and school staff)?

How This Toolkit Was Designed

This toolkit was designed to provide school staff with the necessary planning and assessment tools and concrete strategies needed to meet the critical minimums around attendance set in the district protocols for the districts involved in the Communities Supporting Youth Collaborative. Participating districts include Centennial, David Douglas, Gresham Barlow, Parkrose, and Reynolds School Districts and Portland Public Schools. The district protocols and the critical minimums were created in response to the growing body of research focused on the prevalence and impact of chronic absenteeism on students, schools, and districts.

Chronic absenteeism, defined as missing 10% or more school days during the school year, is a significant predictor of poor outcomes such as lower math and reading scores and higher rates of high-school non-completion[1]. For more information on the research on chronic absenteeism and students, schools, and districts, see the Universal Strategies section.

The pieces contained in this toolkit were developed in collaboration with school district representatives and community partners and are based on the available research and practice wisdom about what works to keep students attending school regularly. Specific templates, activities, and agendas contained within can be used with few modifications in order to reduce the burden on school staff while delivering effective interventions. Tools and resources provided were reviewed by community members through the lens of cultural responsiveness to support schools to have tangible resources to serve students struggling with attendance who come from racial and ethnically diverse backgrounds.

The Critical Minimums

This toolkit's approach to attendance is aligned with other models school districts employ that have a comprehensive approach to student success, such as Response to Intervention. The approach has three tiers reflecting various levels of strategies around reducing chronic absenteeism in schools.

The Green Zone contains universal strategies and systems that promote a culture of attendance. Strong practices in this tier are integral to the success of the attendance protocol. The Yellow Zone indicates strategic interventions designed to re-engage students and families struggling with attendance, while Red Zone, or intensive strategies, are indicated in cases where previous approaches have proved unsuccessful.

The graphic in Image 1 depicts the three levels and relative proportion within the entire student population in a functioning system. The items listed under the levels represent the *critical minimums* that districts across the County have agreed upon to provide consistency for students, families and school staff.

Reference:
[1] Balfanz, R., & Byrnes, V. (2012). Chronic Absenteeism: Summarizing What We Know From Nationally Available Data. Baltimore: Johns Hopkins University Center for Social Organization of Schools.
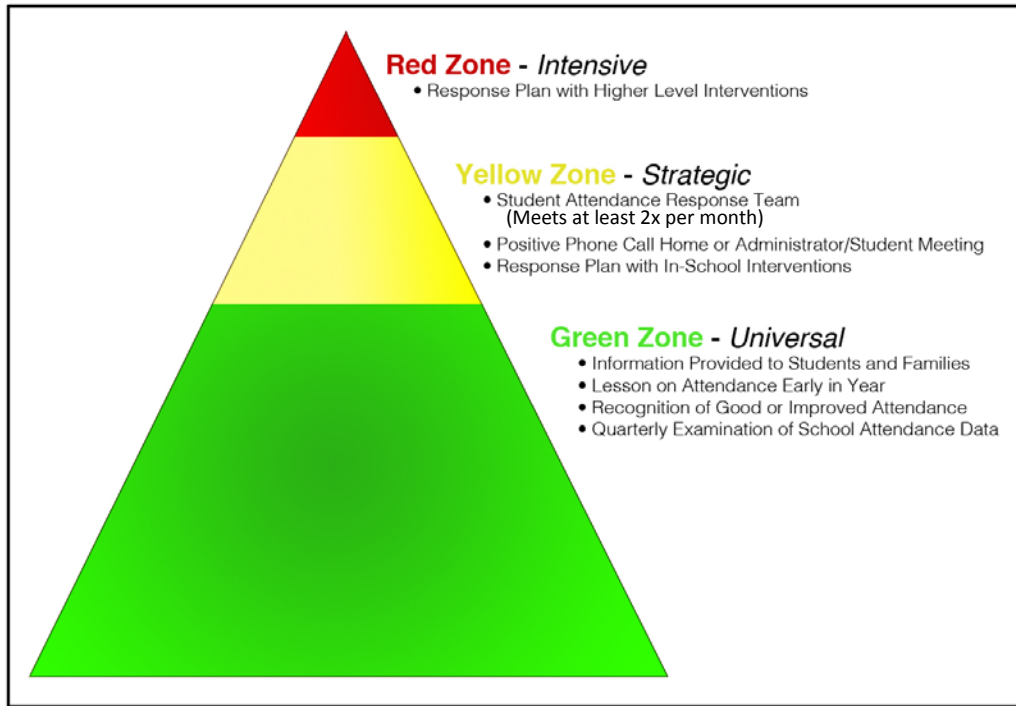
Image 1: This graphic illustrates the critical minimums agreed upon by school districts across Multnomah County and set in district attendance protocols.

The critical minimums are further described in the chart below. The chart also contains the page number within the toolkit where you will find guidance and tools for each specific element.

Critical Minimums	Notes/Definitions	Toolkit Section
Universal (Green Zone)	**All students, School-wide efforts**	
• Information on the importance of attendance and school process to parents and students at beginning of the year • Lesson on attendance early in school year • Recognition of good or improved attendance. • Examination of school-wide attendance and development/monitoring of action plan at least 3 times a year	Information should be included in school packets, Back to School nights, orientations, etc. Lesson could be a PBIS lesson or other classroom or school-wide learning experience. Recognition examples include incentives, awards, inclusion in newsletters/assemblies, etc. Examination of school-wide attendance: this role could be taken on by an existing team (PBIS, Site Council, SUN Community School Family Leadership Team, etc.).	Universal Strategies

Critical Minimums	Notes/Definitions	Toolkit Section
Strategic (Yellow Zone)	**Students with average daily attendance of 89% or lower**	
• <u>Student Attendance Response Team</u> meets at least once per month to review attendance reports and respond to individual student attendance issues. • <u>Positive call home</u> by teacher or administrator meets with student (high school) at 1st report of 10% or more days missed. • <u>Response plan</u> with in-school interventions.	<u>Student Attendance Response Team</u> role can be played by existing team (Data Team, Building Screening Committee, etc). It is recommended that attendance be reviewed more regularly than once a month. The team reviews reports of students who missed 10% or more cumulative days (yellow zone) and 20% of more cumulative days (red zone). <u>Positive call home by teacher </u>is a proactive call home to encourage and support attendance. <u>Response plan </u>for Mid and East County high schools would include Attendance Matters protocol.	Student Attendance Response Teams
Intensive (Red Zone)	**Students with average daily attendance of 79% or lower**	
• <u>Response plan</u> with higher-level interventions.	<u>Response plan </u>for Mid and East County high schools would include Attendance Matters protocol.	Student Attendance Response Teams

Attendance and Family Leadership Teams

Based on national and local research and effective practices the Communities Supporting Youth Collaborative gathered, two teams or groups are included in the district protocols as part of the critical minimums: a Student Attendance Response Team and a School-wide Engagement and Attendance Review (Team). It is not a requirement to create two entirely new school-based teams; some schools may have attendance-specific meetings in a standing group (e.g. PBIS, RTI, student support team). SUN Community Schools' Family Leadership Team supports attendance by being informed of attendance work and providing feedback from parents and middle and high school youth.

SCHOOL-WIDE ATTENDANCE AND ENGAGEMENT REVIEW (TEAM)

- Use a data-driven process to monitor school-wide student attendance.
- Focus on the culture of attendance through continuous improvement of universal practices and prevention strategies.
- Collaboratively monitor progress of student-level data teams.
- Include family, youth and community input.

STUDENT ATTENDANCE RESPONSE TEAM

- Review student level data.
- Identify and determine appropriate individualized interventions for students with attendance of 89% or below, matched to students' needs.
- Support may be "intensive" or "strategic."
- Collaboratively monitor progress of individual students and intervention practices.

FAMILY LEADERSHIP TEAM

- Increase family involvement and partnership in the schools.
- Engage families to have a voice to help their student succeed in school and life.
- Develop parent leaders.
- Involve families to provide input into school decisions.

Detailed descriptions of the Student Attendance Response Team and School-wide Attendance and Engagement Team, along with a variety of "how to" documents and tools can be found in those sections of the toolkit.

Attendance Partnership Schools

This section is for local schools engaged in the attendance work with our local Communities Supporting Youth Collaborative, part of the All Hands Raised Partnership convened by Multnomah County's SUN Service System. It is designed to provide our local community and district partners with the basic tools, documents and information we use to train our teams, track our progress, and learn from our efforts. Attendance Partnership schools should take some time to review the other sections of this toolkit as they contain useful and important information sites will find valuable in supporting their engagement of youth and families.

Attendance Partnership Schools use data teams and identified strategies to improve attendance for students who are chronically absent. Research shows chronic absence is an issue that significantly affects academic success and local data shows high rates of chronic absence across Multnomah County Schools.

Attendance Partnership Schools have a district adopted protocol in place outlining attendance as a priority, minimum practices established and may include a progression of interventions. As a key partner, SUN Community Schools are part of the team addressing chronic absence, including participating in school-based, data-informed intervention teams, participating and supporting school-wide strategies to improve or acknowledge regular attendance, and by providing or connecting with services to support students who are chronically absent.

Attendance Partnership Schools collect data on student attendance including reasons for absence, attendance rate and interventions provided. The school-based data team tracks student attendance regularly through team meetings involving SUN staff. Attendance Partnership Schools also have school-wide strategies designed to highlight and communicate the importance of regular attendance to students and families. SUN is part of the team creating and implementing these strategies. Regular attendance must sometimes be supported by additional wrap around services, including wrap around services or case management. SUN is integral to coordinating services to students and facilitates extended-day activity registration.

As with the work of SUN Community Schools in general, engaging families and communities and building positive relationship is central to the work. Attendance Partnership sites are responsible for building and facilitating the Family Leadership Team, focused on parent/guardian/caregiver leadership and skill development. Middle and High Schools include students as part of the Family Leadership Team.
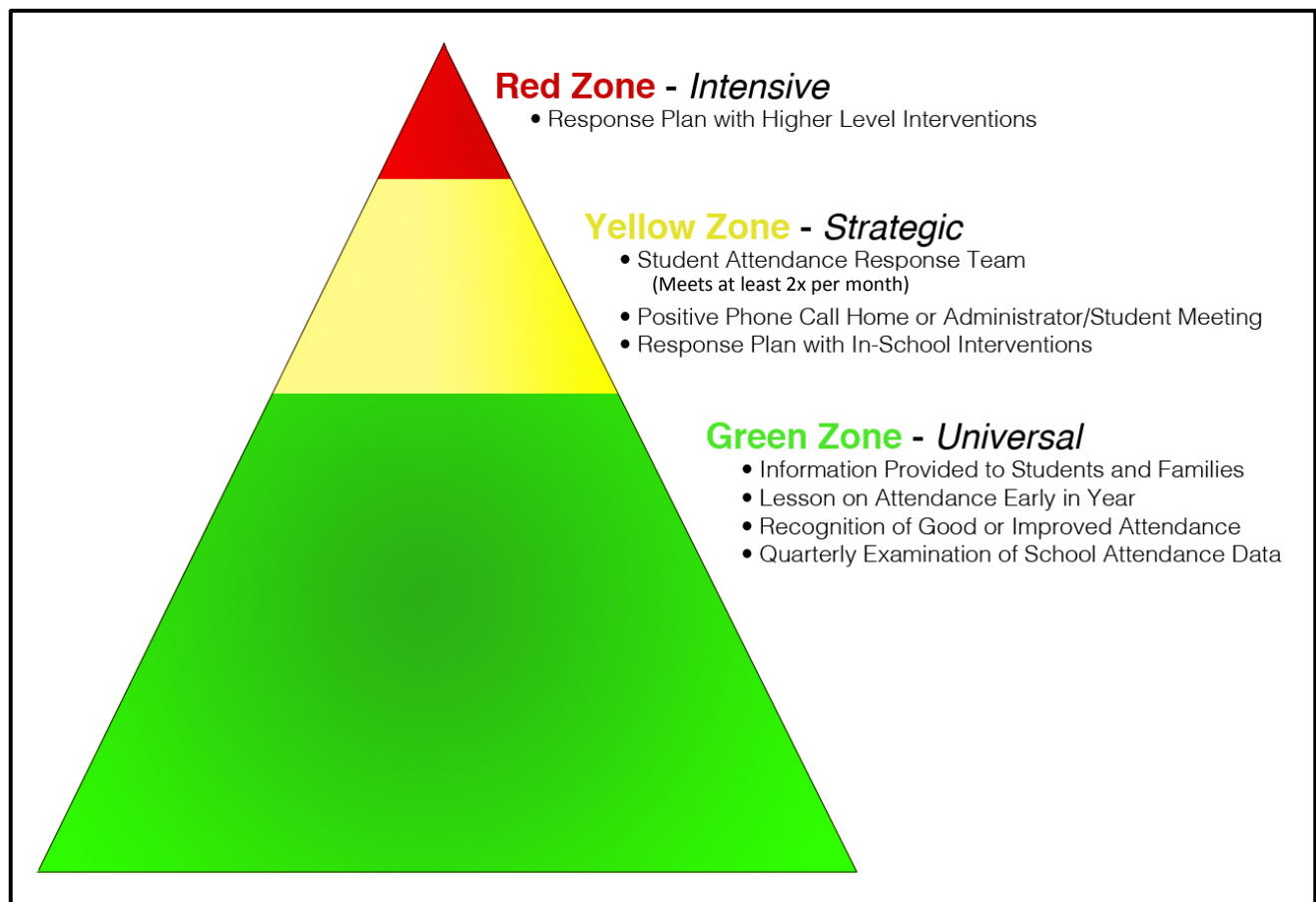
The Communities Supporting Youth Attendance & Engagement "Model"
Fall 2015

The Communities Supporting Youth (CSY) Collaborative's approach to attendance is aligned with other models school districts employ which have a comprehensive approach to student success, such as Response to Intervention. The approach has three tiers reflecting various levels of strategies around reducing chronic absenteeism in schools.

The Green Zone contains universal strategies and systems that promote a culture of attendance. Strong practices in this tier are integral to the success of the attendance protocol. The Yellow Zone indicates strategic interventions designed to re-engage students and families struggling with attendance, while Red Zone, or intensive strategies, are indicated in cases where previous approaches have proved unsuccessful.

The graphic below depicts the three levels and relative proportion within the entire student population in a functioning system. The items listed under the levels represent the *critical minimums* that districts across Multnomah County have agreed upon to provide consistency for students, families and school staff.

At your school, you will be implementing an attendance protocol determined by your district. That protocol will include all the critical minimum elements below, and likely have additional definition for attendance letters and other strategies specific to your district. The critical minimums are further described in the chart on the following page.

Red Zone - *Intensive*
- Response Plan with Higher Level Interventions

Yellow Zone - *Strategic*
- Student Attendance Response Team
  (Meets at least 2x per month)
- Positive Phone Call Home or Administrator/Student Meeting
- Response Plan with In-School Interventions

Green Zone - *Universal*
- Information Provided to Students and Families
- Lesson on Attendance Early in Year
- Recognition of Good or Improved Attendance
- Quarterly Examination of School Attendance Data

Critical Minimums	Notes/Definitions
Universal (Green Zone)	**All students, School-wide efforts**
• <u>Information</u> on the importance of attendance and school process to parents and students at beginning of the year • <u>Lesson</u> on attendance early in school year • <u>Recognition</u> of good or improved attendance. • <u>Examination of school-wide attendance</u> and development/monitoring of action plan at least 3 times a year	<u>Information</u> should be included in school packets, Back to School nights, orientations, etc. <u>Lesson</u> could be a PBIS lesson or other classroom or school-wide learning experience. <u>Recognition</u> examples include incentives, awards, inclusion in newsletters/assemblies, etc. <u>Examination of school-wide attendance:</u> this role could be taken on by an existing team (PBIS, Site Council, SUN Community School Advisory Committee, etc.).
Strategic (Yellow Zone)	**Students with average daily attendance of 89% or lower**
• <u>Student Attendance Response Team</u> meets at least two times per month to review attendance reports and respond to individual student attendance issues. • <u>Positive call home</u> by teacher or administrator meets with student (high school) at 1st report of 10% or more days missed. • <u>Response plan</u> with in-school interventions.	<u>Student Attendance Response Team</u> role can be played by existing team (Data Team, Building Screening Committee, etc). It is recommended that attendance be reviewed more regularly than once a month. The team reviews reports of students who missed 10% or more cumulative days (yellow zone) and 20% of more cumulative days (red zone). <u>Positive call home by teacher</u> is a proactive call home to encourage and support attendance. <u>Response plan</u> for Mid and East County high schools would include Attendance Matters protocol.
Intensive (Red Zone)	**Students with average daily attendance of 79% or lower**
• <u>Response plan</u> with higher-level interventions.	<u>Response plan</u> for Mid and East County high schools would include Attendance Matters protocol.

Attendance and Family Leadership Teams

Based on national and local research and effective practices the Communities Supporting Youth Collaborative gathered, three teams or groups are included in the CSY Demonstration Site model: a Student Attendance Response Team, a School-wide Team and a Family Leadership Team. It is not a requirement to create two entirely new school-based teams; some schools may have attendance-specific meetings in a standing group (e.g. PBIS, RTI, student support team). SUN Community Schools' Family Leadership Team supports attendance by being informed of attendance work and providing feedback from parents and middle and high school youth.

SCHOOL-WIDE ATTENDANCE AND ENGAGEMENT REVIEW (TEAM)

- Use a data-driven process to monitor school-wide student attendance
- Focus on the culture of attendance through continuous improvement of universal practices and prevention strategies.
- Collaboratively monitor progress of student-level data teams.
- Include family, youth and community input.

SCHOOL ATTENDANCE AND RESPONSE TEAM

- Review student level data.
- Identify and determine appropriate individualized interventions for students with attendance of 89% or below, matched to students' needs.
- Support may be "intensive" or "strategic."
- Collaboratively monitor progress of individual students and intervention practices.

FAMILY LEADERSHIP TEAM

- Increase family involvement and partnership in the schools.
- Help create the conditions necessary for family-school partnerships.
- Engage families to have a voice to help their student succeed in school and life.
- Develop parent leaders.
- Involve families to provide input into school decisions.

Detailed descriptions of the Student Attendance Response Team and School-wide team, along with a variety of "how to" documents and tools can be found in the toolkit.

ATTENDANCE PARTNERSHIP SITE ROLES
Communities Supporting Youth Shared Sites
2015-16

Assumptions

- We can leverage SUN's existing role, infrastructure and relationships to support the implementation of the Communities Supporting Youth (CSY) attendance work – to achieve alignment and efficiency.
- For SUN to support this new initiative as described in this document, $2,500 funding will be needed per site to support additional administrative capacity and free up the SUN staff to fully play the roles outlined here. The SUN Service System has secured resources for this release time for 2015-16.

SUN Community School – Site Manager and/or Supervisor

The SUN CS Site Manager's role is to facilitate and provide leadership for the collaborative process and development of a continuum of services for children, families and community members within the school neighborhood. As part of this, they coordinate and support partners at the school, in alignment with the school improvement plan, to ensure the maximum impact of collective efforts on academic success. Specific to the attendance work of the collaborative, the SUN CS Site Manager and/or their supervisor will:

- Act as point person for CSY attendance site activities and submitting data and reports with input by the school team.
- Incorporate CSY activities and goals into broader SUN planning
- Coordinate and facilitate the Family Leadership Team comprised of families and in secondary schools, youth.
    - o Handle logistics and note-taking (scheduling, refreshments, supplies)
    - o Conduct outreach and invite people to attend
    - o Convene and facilitate meetings focused on SUN services, attendance and at least one action/issue identified by the Family Leadership Team.
    - o Communicate with the Team members regularly to maintain connections
- Participate on the Student Attendance Response and School-wide teams.
- *SUN Supervisor:* Act as liaison or conduit for information to and from the CSY Collaborative.

Principal/Administrator

- Communicate about attendance efforts. Build enthusiasm and support in the school, with staff, students, and parents.
- Champion CSY efforts at the school and provide leadership and direction to staff and partners so that:
    - o The district's attendance protocol is implemented in the school.
    - o The counselor or another appropriate person is named to lead the student attendance response work.
    - o Ensure accountability that appropriate teams carry out the attendance model and critical minimums.

- Participate in the School-wide, Student Attendance Response Team and connect as appropriate with the Family Leadership Team.
- Support and/or assist with collection and reporting of data of attendance efforts.

District Liaison
- Champion the effort at the district level.
- Address barriers that arise (data systems training, access to data, district policies, etc.)
- Support the implementation of the district-wide attendance protocol.
- Participate in design and delivery of training for Attendance Partnership school staff, SUN and attendance partners.
- Provide training for school staff for data entry and access necessary to implement the attendance model.
- Support fidelity in implementation.
- Participate on the CSY Collaborative and report to the collaborative on the process and status.

Kindergarten Transition Team (Early Kindergarten Transition Sites)
- Provide technical assistance to partnership sites and district liaisons.
- Convene Communities Supporting Youth Collaborative to continue focus on improving youth engagement.
- Participate in design and delivery of trainings across districts for Attendance Partnership school work, including district-led trainings and cross-site meetings.
- Provide data analysis of practices.
- Analyze data to determine progress of attendance work.
- Collect reports and support reporting to the Collaborative and community in support of All Hands Raised.

Instructions for Conducting Self Assessment With a Team

This self-assessment tool can be used by an individual to help them gain a deeper understanding of what is and could be happening to improve attendance at their school. It is also an excellent tool for laying the foundation for a team of key stakeholders to begin working together to reduce student absences. Below are suggested guidelines for engaging a team. If possible, identify one person who will assume responsibility for facilitating this process and dialogue.

1. Bring together a team of key stakeholders in your school to complete this self-assessment. Participants should include the principal, attendance personnel, classroom teachers, staff from partnering community agencies, and if possible parents or other community members that may offer multiple perspectives because of their race or culture. Feel free to expand this list to include others that you think might have valuable insights to offer about student attendance in your school.
2. Ask each participant to complete the tool. Be aware of your evidence. Specifically, where can you draw from non-traditional participants, community members, etc.?
3. Hand out an extra copy of the tool and ask participant to add in their responses with a hatch mark. Make copies of the version with everyone's response. (An alternative option is to put up an enlarged copy of the tool on the wall and ask participants to add their responses using a marker. This approach allows everyone to see the collective responses without the need for additional copies). When using the latter approach please be aware of non-traditional participants. Create a safe & encouraging space for their voice.
Ask the group to review the collective results. Encourage participants to identify and explore where there appear to be differences in how stakeholders have ranked a particular element. Use this as an opportunity to explore reasons for multiple/different perspectives
4. After comparing results, participants should discuss what they see as the biggest gaps or priorities to address in the near future. If needed, use dots or take hand vote to agree upon the top three next steps. For each one, discuss who needs to be involved in advancing this priority? What are the immediate next steps? Who can take responsibility for ensuring follow-up occurs? Determine how to stay in communication with each other about progress on the next steps and decide whether a follow-up is needed.

Does Attendance Really Count in Our School?
A Tool for Self-Assessment – Revised August 2013
Adapted from Attendance Works self-assessment document (attendanceworks.org)

Key Element	Strength	OK for now	Could be better	Urgent Gap	Don't know	How do you know?
1. Attendance is accurately taken and entered daily into district data system in all classrooms.						
2. Our school has a clear and widely understood policy that is culturally responsive to all communities.						
3. A team including the site administrator reviews attendance data on a regular basis to identify chronically absent students and monitor attendance patterns by grade, race, student subgroups and classroom.						
4. Our school offers such rich, engaging & culturally relevant learning activities that students do not want to miss school						
5. Our school intentionally welcomes and honors all students and families.						
6. Our school recognizes and appreciates good and improved attendance.						
7. Our school informs parents in their language about the importance of attendance and encourages parents to help each other get their children to school.						
8. Our school identifies and reaches out to chronically absent students and their families in a caring manner to see how attendance could be improved.						
9. Our school partners with community agencies that offer resources (pre-K, afterschool, health services, volunteer mentors, transportation) that can help engage students & their families and remove barriers to getting to school.						
10. Individual learning plans are developed for high-risk students and address poor attendance along with low academic performance. All plans are examined and developed using a racial equity lens and are culturally						

responsive.						
11. Our school discipline policy and practice ensure students do not miss instruction due to suspensions for non-violent behaviors.						
12. Our strategies for supporting student attendance are reflected in our school improvement plan & are culturally responsive						

2015-16 Action Plan – Attendance

Improvement Goal:

By the end of the 2015-2016 school year, increase engagement with children, youth and families, as measured by X% increase in the percentage of students in all grades with attendance of 90% or better. (Baseline 2012-2013 is X%).
*Please note improvement goal should be disaggregated by sub-groups, including race when stakeholders are analyzing data.

Strategy/Practice: To develop school-wide universal attendance supports to create a culture of attendance	**Evidence:** 90% or more of students and staff can clearly state the expectations		**Evaluation Methods:** ●		
Implementation Activities	Timelines	Who is responsible?	Resources Needed		Implementation Status
1. Policies and procedures are in place <u>and in practice</u> which clearly spell out expectations and consequences for students relative to attendance, including tardiness o Policies and practices delineate the attendance-related responsibilities of parents, school staff and administrators.					
2. Students are taught the attendance policies and procedures within the first week of the school year.					

3. Parents are informed of policies at the beginning of the year and at appropriate times throughout the year. The school has a mechanism in place to assure that parents have reviewed policies and procedures.
   o Parent information about policies and practices is presented in such a way that all parents are likely to receive, review and clearly understand it.
   o Parent information about policies and practices is culturally specific and/or responsive
   o Opportunities are created to inform parents					

4. Students are taught skills related to attendance and punctuality at the beginning of the school year and periodically throughout the school year.					
5. Families are positively engaged and educated around attendance and absenteeism at multiple opportunities throughout the year. o Parent education is presented in such a way that all parents are likely to receive, review and clearly understand it.					

o Parent information about policies and practices is culturally specific and/or responsive o Opportunities are created to inform parents				
6. Parents are contacted via person-to-person contact within two class period of a report that a student is absent without substantiated explanation (parent note, parent phone call, pre-authorization, etc.) o Plans are made to ensure person-to-person contacts are in student's home language				
7. There is a system of Incentives and rewards for attendance (individual, classroom, school, district)				

Strategy/Practice: To develop school-wide attendance data team systems to generate and analyze data on school-wide attendance and determine the effectiveness of the school-wide culture of attendance.*	**Evidence:**		**Evaluation Methods:** •	
Implementation Activities	Timelines	Who is responsible?	Resources Needed	Implementation Status
1. A school-wide attendance data team is established that meets at least quarterly, and includes the following members (at a minimum): administrator, school counselor, attendance secretary, SUN Coordinator				
2. Data is generated in advance of school-wide attendance data team meetings to determine each student's attendance rate, and includes race/ethnicity and grade level.				

3. School-wide attendance data team analyzes data based on the following risk statuses:
  • Good attendance (95 - 100% attendance rate)
  • Acceptable attendance (94.9 - 90% attendance rate)
  • Chronic attendance (89.9 - 80% attendance rate)
  • Severe chronic attendance (79.9% or lower)				

4. Using equity lens, school-wide attendance data team analyzes school-wide data based on race/ethnicity and grade level for students with chronic absenteeism. o Teams should be diverse in race, culture, and gender				
5. Using equity lens, school-wide attendance data team prioritizes need and sets a goal for the next school-wide data review. o Teams should be diverse in race, culture, and gender				

	Timelines	Who is responsible?	Resources Needed	Implementation Status
6. School-wide attendance data team reviews: • Current universal attendance strategies • Fidelity to the current program • Revisions and/or additions to the current program • Professional development needs of staff • Involvement opportunities for students and/or families				
7. Current data, school-wide attendance goal and universal attendance strategies are shared with all staff members and professional development occurs as needed.				

*The school-wide attendance data team does not necessarily need to stand-alone from other preexisting school teams. A school may find it best to address attendance within a process that exists already (PBIS teams, Response to Intervention, Instructional Data Teams). This approach is encouraged as long as the critical minimums regarding the frequency and content of attendance conversations are met.

Strategy/Practice: To develop student-level attendance data team systems to generate and analyze individual student attendance data and assign, implement and progress monitor interventions. *	**Evidence:**		**Evaluation Methods:** •	
Implementation Activities	Timelines	Who is responsible?	Resources Needed	Implementation Status
1. Student-level attendance data team(s) is/are established that meet at least twice monthly, and includes the following members (at a minimum): administrator, school counselor, attendance secretary, teacher(s), SUN Coordinator, school nurse/health assistant (if possible),				
2. Data is generated in advance of Student-level attendance data team meetings to determine attendance rate of individual students with attendance rate below 90%, and includes race/ethnicity and grade level.				
3. Student-level attendance data team discussed individual students, considering strengths and obstacles.				
4. Interventions are selected based on student need/obstacles. Students may be grouped by intervention type. Roles are assigned and timelines are established for progress monitoring.				
5. Staff are trained on interventions as needed. Interventions are implemented with fidelity for 1-4 weeks.				

6. Student-level attendance data teams meet to review progress at the individual student level.				
7. Evaluate whether interventions: • Are being implemented with fidelity • Need to be modified • Need to be changed (more appropriate/more intensive) • Can be de-intensified or discontinued • Are culturally responsive				
8. Student-level attendance data team meet at least twice monthly on this group of students until the next school-wide attendance data team cycle.				

*The school-wide attendance data team does not necessarily need to stand-alone from other preexisting school teams. A school may find it best to address attendance within a process that exists already (PBIS teams, Response to Intervention, Instructional Data Teams). This approach is encouraged as long as the critical minimums regarding the frequency and content of attendance conversations are met.

Attendance Partnership Planning Tool

Dates of three scheduled School-wide Attendance Team meetings:

Date of first scheduled SART (School Attendance Response Team) meeting:

SART member roles:

Principal	Sets school attendance as priority, assign school staff responsibilities including phone calls home
	SART facilitator
	School-wide team facilitator
SUN Site Manager	Family Leadership Team facilitator
	School-based data source
	District data specialist
	Data entry for interventions
	Case management
SUN Site Manager	Report writer and submission

Based on screening data, is core attendance program sufficient for most students in the school?

	# of students w acceptable attendance	% of students w acceptable attendance	# of students w chronic absenteeism	% of students w chronic absenteeism	# of students w severe chronic absenteeism	% of students w severe chronic absenteeism
Fall						
Insert school enrollment		#VALUE!		#VALUE!		#VALUE!
Winter						
Insert school enrollment		#VALUE!		#VALUE!		#VALUE!
Spring						
Insert school enrollment		#VALUE!		#VALUE!		#VALUE!

In the spreadsheet below, please enter the total enrollment in each subgroup and the number of students in chronic absenteeism. This information can inform your target setting.

Indicator	SubGroup	Fall			Winter			Spring		
		total n	n CA	%	total n	n CA	%	total n	n CA	%
% of students with Chronic Absenteeism	Kinder			#DIV/0!			#DIV/0!			#DIV/0!
	1st Grade			#DIV/0!			#DIV/0!			#DIV/0!
	2nd Grade			#DIV/0!			#DIV/0!			#DIV/0!
	3rd Grade			#DIV/0!			#DIV/0!			#DIV/0!
	4th Grade			#DIV/0!			#DIV/0!			#DIV/0!
	5th Grade			#DIV/0!			#DIV/0!			#DIV/0!
	6th Grade			#DIV/0!			#DIV/0!			#DIV/0!
	Economically Disadv			#DIV/0!			#DIV/0!			#DIV/0!
	LEP*			#DIV/0!			#DIV/0!			#DIV/0!
	SWD*			#DIV/0!			#DIV/0!			#DIV/0!
	Title X			#DIV/0!			#DIV/0!			#DIV/0!
	American Indian/ Alaskan Native*			#DIV/0!			#DIV/0!			#DIV/0!
	Black*			#DIV/0!			#DIV/0!			#DIV/0!
	Hispanic*			#DIV/0!			#DIV/0!			#DIV/0!
	Pacific Islander			#DIV/0!			#DIV/0!			#DIV/0!
	Asian			#DIV/0!			#DIV/0!			#DIV/0!
	White			#DIV/0!			#DIV/0!			#DIV/0!
	Multi-Racial			#DIV/0!			#DIV/0!			#DIV/0!

* Categories included in "Historically Underserved"

The data above show acceptable attendance levels with which groups of students (list all):

The data above show chronic absence levels with which groups of students (list all):

What conclusions does your team draw from these data?

Use the following table to establish specific goals for school-wide attendance in 2015-16:

	Current	Year end goal
% students w 90% attendance or better		
% students w 80-89% attendance or better		
% of students w below 80% attendance		

Use the following table to establish specific goals for 2-3 focus subgroups to improve attendance:

	Current	Year end goal
Name of subgroup		
Name of subgroup		
Name of subgroup		

Please list the universal strategies your school intends to implement this year. Add additional rows as necessary.

Universal Strategy	Frequency (beginning of year, monthly, weekly, etc.)	Target Audience (parents, students, subgroup, etc.)	Person(s) responsible	Implementation date

Please list the additional strategies you intend to use to support attendance for students transitioning at the youngest grade into your school (e.g. Kindergarten, 9th grade, etc.)

Strategy	Frequency (beginning of year, monthly, weekly, etc.)	Target Audience (parents, students, subgroup, etc.)	Person(s) responsible	Implementation date

Communities Supporting Youth Attendance Partnership School

Fall Checklist

❑ School-wide team has completed the planning tool and set targets for chronic absence rates for subgroups and incoming cohort of students

❑ School-wide incentive and recognition in place

❑ Attendance established as school priority

❑ School-wide attendance work shared with school staff

❑ School-wide attendance work shared with families in school opening and back to school materials/events

❑ School-wide attendance work shared with students

❑ School staff has access to and is trained on data entry and Dashboard reports

❑ First two School Attendance Response Teams meetings schedule; the first within the first two weeks of school.

❑ Membership for School-wide and Student Attendance Response teams is set

❑ Roles are defined with communication feedback processes established

How to pull data from the Dashboard for Student Attendance Response Team

Step 1:
Website: https://dwnorth.cascadetech.org
Login/ Password: Provided by school district

Step 2:
From the home screen- there is a bar at the top
Locate "Reports"
From there, there are 2 drop down options (Ad-Hoc and Pre-Defined)

Step 3:
Select "Pre-Defined" from the Reports Menu
This takes you to a list of different reports available, about 1/3 of the way down the page, find the "Attendance" File

Step 4:
Determine which of the 2 report option you would like:
- "Cumulative": running total of cumulative attendance rates (month by month it's an ongoing total rate)
- "Discrete": total cumulative and then each month shows its attendance rate only in that month

Once you have determined which report you'd like, click on the link

Step 5:
Once the link is clicked, a sidebar window opens up. From here, follow the prompts: you need to select the school, then the grade, then the course sections (pick all). Once the options are selected, click on the "view report". This takes a minute to load.

Step 6:
Once it is loaded, the report opens up in the same window. It is very hard to read. You NEED to locate the "floppy disk" (it's in the bottom of window where you selected the options in step 5). There is a drop down menu when you click on the disk. SELECT "excel." This will open either in excel automatically or give you a window to select what to do with the file (depends on how your computer is set up).

Step 7:
Once it is exported into excel, you can filter the list to get to the info you are looking for

Synergy Attendance Intervention Tracking

A new feature in Synergy allows schools to track Attendance Inventions and related circumstances.

On both the "Daily Attendance" and "Period Attendance" screens, it is the last tab to the right.

The top part of this screen contains general information and circumstances about the student's attendance behavior

Period Attendance

Student Name: Attender, Chronic N. School: Demonstration High School Status: Active Homeroom: N GYM

Calendar | Days of Activity | Totals | History | Attendance Letters | **Interventions**

Last Name (Legal)	First Name (Legal)	Middle Name	Suffix	Student ID	Grade	Gender
Attender	Chronic	Non		743262	09	Female

Factors Affecting Attendance

☐ Aversion Parent ☐ Aversion Student ☐ Bullying ☐ Childcare/Babysitting
☑ Chronic Heath Parents ☐ Chronic Health Student ☐ Employment Parent
☐ Employment Student ☑ Homelessness ☐ Lack of School Supplies
☐ Lack of Academic Success ☐ Lack of Understanding Importance of Attendance
☐ Mental Health Parent ☐ Mental Health Student ☐ Not Feeling Well Student
☐ Parenting Challenges ☐ Problems with Peers ☐ Skipping/Truancy ☐ Transportatio
☐ Vacation ☐ Other

Check one, or as many as apply, as appropriate.

Attendance Notes:

AttendanceNotes

Chronic's mother has a serious illness requiring family members to provide constant care.

Optional free text box

Days Present Days Enrolled
55 65

These values are "calculated" and are from the previous day, so may not match values seen on the "Totals" tab

The bottom part of the screen allows users to add an <u>unlimited</u> number of "Intervention" records.

To add a new record, click the "Add" button to the far right.

Attendance Intervention Log

Add

✕	Line	InterventionDate	StaffName	InterventionType	AttendanceRate	Comments

Synergy Attendance Intervention Tracking

Not all fields are "required" in the Attendance Intervention Log record.

"**Invervention Date**" can be typed in, or picked from a calendar view, and "**Staff Name**" is just an open text box.

The "**Intervention Type**" pulls from a list defined by a Multnomah County group of Attendance Coordinators and Specialists

In the "**Attendance Rate**" box, enter the current "Days Present" and "Days Enrolled" numbers from the screen above to capture a "snapshot" of the student's status at the time of that intervention using the format shown.

In the "**Comments**" users <u>must enter student's current discreet monthly attendance rate (percentage)</u>.

Communities Supporting Youth Collaborative
Attendance Partnership Sites – School Commitments for 2015-16

This document outlines the commitments for Attendance Partnership Schools of the Communities Supporting Youth Collaborative.

Site Level Commitments

☐
The Communities Supporting Youth attendance model includes three main functions: Student Attendance Response, Schoolwide Engagement and Attendance Planning and Family and School Partnership. The school will ensure these functions are carried out by either incorporating the required work into existing teams, or creating new teams if needed. The school will identify school staff to fill key roles on these teams.

- A team focused on student level data, tracking attendance issues and impacts of interventions, and identifying trends. This Student Attendance Response Team might fit within an RTI or data team and will meet and review student chronic absences data every 2 weeks during the school year, beginning in September.

- A second team focused on schoolwide climate, specifically developing a culture of attendance. This includes planning for school staff engagement of families and positive messaging about the importance of attendance. The School-wide Engagement and Attendance Team will meet at least 3 times – in the Fall, Winter and end of year. This work might fit within a school PBIS team or other existing schoolwide planning team.

- Family and Engagement efforts include a Family Leadership Team. The purpose of the team is to develop parental and youth leaders in the school community and includes a core group of parents and youth at the secondary level. The team is a separate group that will fulfill the functions of advising SUN activities and services, but is not part of a pre-existing group such as site council.

School agrees to use the approaches identified in the attendance model including: using an equity lens; engaging youth, families and community in the collective effort; and driving the work with data.

School agrees to attend one or two trainings during which members of the school team develop attendance targets and plans for the year.

☐ School agrees to report data points that are identical to other participating schools and use the agreed upon definition of chronic absence (<90% attendance rate).

☐ School agrees to participate in data collection including:
- Collecting student level data related to attendance including reasons for chronic absence, interventions, and outcome(s).

Site Level Commitments

- Entering student level data into Synergy, or comparable database, using agreed upon definitions of data points.
- Providing requested data and a narrative progress report two times per year.

☐ School commits to continuous improvement and will adjust and alter practices to realize positive outcomes.

School agrees to 3 cross-site meetings with entire team to share experiences, engage in continuous improvement and hear updates.

SUN Service System Commitments

Provide initial training to Attendance Partnership schools

Provide ongoing technical assistance to Districts and schools

Coordinate and facilitate cross-site meetings

Disseminate and/or develop tools, reports and other supports for sites

Collect and analyze attendance data

Act as liaison for Department of Human Services collaboration

Provide additional resources to SUN Attendance Partnership schools for SUN capacity

Partner with Districts to provide Attendance Case Workers at agreed upon sites

All Hands Raised Commitments

Provide partnership with technical assistance with continuous improvement

Include progress in Collaborative report distributed to community

Work with select sites to support additional rapid cycle continuous improvement learning regarding effective practices

Connect Attendance Partnership sites with community resources such as AmeriCorps members, businesses and faith communities.

As a leader in my school, district and/or community organization, I am committed to improving engagement and attendance among our students. I and my organization will actively support the success of the Attendance Partnership by ensuring that the responsibilities described above are

fulfilled. By signing below, we enthusiastically join other schools and partners in a process of learning and continuous improvement to positively impact our students and families, so we might inform practices and improve outcomes for students and families throughout Multnomah County.

_____   _____
District Liaison for Attendance Partnership Sites   Date

_____   _____
Principal   Date

_____   _____
Agency Supervisor   Date

_____   _____
SUN Site Manager   Date

_____   _____
CSY Collaborative Convener   Date

Communities Supporting Youth Demonstration Site
Mid Year Reporting Form 2015-16

School _____ Report Date _____

Report Prepared by _____ Phone number _____

Email address _____

I. School Wide Attendance & Engagement Team

1) List your team members with title/role. Was this group convened only for this purpose or was it part of another team/meeting?

2) Has the team reviewed the plan and strategies identified in Attendance Partnership Tool since it was developed? Did the Team make any adjustments to the planned strategies? If yes, please describe the reason and the desired outcome of change

3) Was the previous year's chronic absence data available to you at the beginning of the year and if not, what month did you have this data?

4) Describe successes and/or challenges to implementing critical minimum and other universal strategies. Include method and timing of communication with families and students about the importance of attendance, student attendance lessons and recognition strategies. Include any changes or delayed/canceled implementation.

5) Please describe successes or challenges the team had in implanting school-wide engagement strategies and how it is informing the team's plan for the second half of the year.

II. Student Attendance and Response Team (SART)

1) How many times has your whole team met? _____

2) Date of your first SART meeting: _____

3) Were there any changes to the roles identified in the Attendance Planning tool during this period? If yes, please explain the changes and desired outcome.

4) Is the team using the Dashboard report for your data and if not, where are the data coming from?

5) How did the team communicate with teachers regarding chronic absence rates and with what frequency?

6) How is disaggregated data informing the team's actions or strategies?

7) In the table below, please list the student response strategies your site used (e.g. positive call home, letter, home visit, etc.) For each strategy, identify what worked well, what didn't and how the team knows whether or not it worked (e.g. data review, parent or teacher feedback, etc.) Please rank in numerical order the strategies in perceived effectiveness (1 being the most effective.)

Rank	Response Strategy	Worked well/Not well	How did you know?

8) Describe any changes or adjustments planned or made to your initial strategies and the reasoning behind any changes.

III. Family Leadership Team (FLT)

1) Please list individuals who have been identified as part of the team and whether they are a parent/care giver or youth.

2) Please describe the group's stage of development using the FLT rubric.

3) Please describe any FLT meetings held since the half yearly report.
   a. Did you have any changes in the composition of your team? If so, please describe.

   b. Did your team meetings/trainings involve a process for ensuring equal voice? Please describe.

   c. Did the team select at least one additional focus area based on their interest? Please list the additional focus area(s), not including SUN services or attendance.

   d. What is the next step in development for this group and what activities are planned to support their development?

   e. Does the composition of the group match the demographics of the school? Please explain.

   f. Please describe successes and challenges for the Family Leadership Team or its facilitation.

IV. <u>Results</u>

1) Using the targets your team identified on the Attendance Planning Tool for both the school-wide and subgroups, provide the year end results and provide reflection on having achieved or missed the identified targets.

    a. Students w 90% attendance or better.
       Year end goal (from Planning Tool) _____   Year end result _____
Team's reflection on progress:

    b. Students w 80-89% attendance
       Year end goal (from Planning Tool) _____   Year end result _____
Team's reflection on progress:

    c. Students w below 80% attendance
       Year end goal (from Planning Tool) _____   Year end result _____
Team's reflection on progress:

    d. First subgroup: Name _____

       Year end goal (from Planning Tool) _____   Year end result _____
Team's reflection on progress:

    e. Second subgroup: Name _____

       Year end goal (from Planning Tool) _____   Year end result _____
Team's reflection on progress:

    f. Third subgroup: Name _____

       Year end goal (from Planning Tool) _____   Year end result _____
Team's reflection on progress:

V. <u>Overarching</u>

Please describe any barriers, gaps or needs (including information or tools) that, if addressed, would improve the function of the three teams and the ability to address student needs.

VI. <u>Attachments</u>

Please submit the following documents <u>electronically</u> along with this report:

a. **Attendance Partnership Planning Tool** completed with data and analysis from Fall, Winter and Spring, including reflections on effectiveness of strategies.

b. Forms/materials you developed since your half yearly

c. Success stories and pictures

Principals please provide the following for site managers to submit with report
d. A list of names and their roles entered into the "Staff Name" field of Synergy's attendance tab (Attached spreadsheet.)
e. A list of who is assigned to which roles at your schools (Attached spreadsheet.)

Communities Supporting Youth Demonstration Site
Year End Data Collection Form FY 2015-2016

School _____   Report Date _____

Report Preparer name _____   ——Phone number _____

Email address _____

I.   School Wide Attendance & Engagement Team

1) Did your team members change since the half yearly report? ___yes ___no? If yes, what were the changes?

2) Describe strategies used to support or planned for students transitioning from your school to the next level or to support incoming students from pre-kindergarten, elementary or middle school.

3) Describe any new needs or gaps that you identified since you submitted the half yearly report in January.

II.   Student Attendance and Response Team (SART)

1) How many times has your whole team met? _____

2) How often did the team meet? _____ (weekly, bi-weekly)

3) If there were any changes to roles in the SART, please explain the change and desired outcome.

4) Please describe any challenges data presented this year, including data entry, discrete monthly or cumulative report access, Synergy issues, desires for additional data fields and/or report features.

5) Are you using the Dashboard report for your data?   ___yes _____no
If no, where are you pulling your data from?

6) How is disaggregated data informing the team's actions or strategies?

7) Please fill in this table on your student response strategies. Please add rows if necessary.

Strategy (positive call, letter, home visit etc.)	Worked well/Not well?	How do you know it worked or not? (data review, parent feedback, teacher stories?)

8) Describe any changes or adjustments you made to your initial strategies.

9) Describe any changes you plan to make to your SART strategies in School Year 15/16 to make adjustments to improve outcomes.

10) Describe any new need or gaps that you have identified since you submitted the half yearly report.

III.   Family Leadership Team (FLT)

1) Please list individuals who have been identified as part of the team and whether they are a parent/care giver or youth.

2) Please describe the group's stage of development using the FLT rubric.

3) Please describe any FLT meetings held since the half yearly report.
   a. Did you have any changes in the composition of your team? If so, please describe.

   b. Did your team meetings/trainings involve a process for ensuring equal voice? Please describe.

   c. Did the team select at least one additional focus area based on their interest? Please list the additional focus area(s), not including SUN services or attendance.

   d. What is the next step in development for this group and what activities are planned to support their development?

   e. Does the composition of the group match the demographics of the school? Please explain.

   f. Please describe successes and challenges for the Family Leadership Team or its facilitation.

IV.   Results

1) Using the targets your team identified on the Attendance Planning Tool for both the school-wide and subgroups, provide the year end results and provide reflection on having achieved or missed the identified targets.

   a. Students w 90% attendance or better.
       Year end goal (from Planning Tool) _____   Year end result _____
   Team's reflection on progress:

   b. Students w 80-89% attendance
       Year end goal (from Planning Tool) _____   Year end result _____

Team's reflection on progress:

    c. Students w below 80% attendance
       Year end goal (from Planning Tool) _____   Year end result _____
Team's reflection on progress:

    d. First subgroup: Name _____

       Year end goal (from Planning Tool) _____   Year end result _____
Team's reflection on progress:

    e. Second subgroup: Name _____

       Year end goal (from Planning Tool) _____   Year end result _____
Team's reflection on progress:

    f. Third subgroup: Name _____

       Year end goal (from Planning Tool) _____   Year end result _____
Team's reflection on progress:

V.   <u>Overarching</u>

Please describe any barriers, gaps or needs (including information or tools) that, if addressed, would improve the function of your three teams and your ability to address student needs?

VI.   <u>Attachments</u>

Please submit the following documents <u>electronically</u> along with this report:

a. **Attendance Partnership Planning Tool** completed with data and analysis from Fall, Winter and Spring, including reflections on effectiveness of strategies.

b. Forms/materials you developed since your half yearly

c. Success stories and pictures

Principals please provide the following for site managers to submit with report
d. A list of names and their roles entered into the "Staff Name" field of Synergy's attendance tab (Attached spreadsheet.)
e. A list of who is assigned to which roles at your schools (Attached spreadsheet.)

SUN Community School Contacts
SUN Service System, Multnomah County
Communities Supporting Youth
Convening Partner

Kamesha Robinson
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(503) 988-7429

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Program Specialist Senior
SUN Service System Division, Multnomah County
(503)988-2471

Diana Hall
Program Supervisor
SUN Service System Division, Multnomah County
(503) 988-4222

Frances Hall
Child and Family Hunger Relief Coordinator
Program Specialist
(503)988-2470

CSY Demonstration Site
School Year 15-16 Timeline

Spring/Summer 2015

Determine who will fill key roles within CSY attendance model for the upcoming school year (school staff lead for Student Attendance Response Team (SART), running data reports for SART, data entry tracking actions to support chronically absent students)

Communication in back to school materials about attendance

August 2015

Staff training for Dashboard reports, data entry

District/Collaborative Fall training

Complete first School-wide meeting

September 2015

Complete first SART meeting within two weeks of school

October 2015

First Family Leadership Team Meeting

Forward final *Attendance Planning Tool* (attendance plan) to Kamesha Robinson

January 2016

Mid-year Narrative report due January 30

February 2016

Joint Demonstration Site Meeting, mid-year assessment

June 30 2016

End of year Narrative report due July 29

There will be 3 cross-site meetings. We will be coordinating with each district to determine meeting dates/times, in an effort to minimize additional meetings and align practices.

School Attendance Response Team Sample Tools

Click on the document titles to open in Dropbox.

- David Douglas School District "Sample Call Home Teachers Form"

- Gresham-Barlow School District "Talking Points for Teachers, Second Call Home"

- Learning and Leadership in Families "Punctual Pete Parent Awareness Survey"

- David Douglas School District "Sample (Progressive) Letters to Parents"

- David Douglas School District "School Attendance Contract"

Attendance Intervention Samples

Click on the document titles to open in Dropbox.

- Lynch Wood Elementary "Attendance Post Card"

- Highland Elementary "Improved Attendance Post Card"

- George Middle "Mid-year Post Card"

- Parkrose School District "Incoming Kindergarten Student Letter"

- Shaver Elementary "Parent Tracking Tool Letter"

- George Middle "Daily Attendance Tracking Form"

- George Middle "Weekly Attendance Tracking Form"

- Adapted David Douglas School District "Letter from Secretary"

- Adapted local school document "Student Interview Talking Points"

- George Middle "Letter for Parents at Conferences"

- Shaver Elementary "Bulletin Board 1"

- Shaver Elementary "Bulletin Board 2"

SCHOOL-WIDE ATTENDANCE AND ENGAGEMENT REVIEW (TEAM)

- Use a data-driven process to monitor school-wide student attendance.
- Focus on the culture of attendance through continuous improvement of universal practices and prevention strategies.
- Collaboratively monitor progress of student-level data teams.
- Include family, youth and community input.

Culturally Responsive Lens Questions for this Team
- How can we build relationships and trust among members of this team and the other partners included in this work?
- What beliefs and assumptions am I bringing to the team meetings?
- What biases do I have that may affect my understanding and ability to listen to alternative perspectives?
- What groups are experiencing the highest chronic absence rates and greatest challenges?
- How can we really find out what those challenges are and what will be effective in addressing them?
- Where are the junctures we need to stop and consider where we are putting up barriers in either our approach or the structure(s) and where we are creating pathways for all students and families?
- Where is encouragement for relationship building with students and families included in our structure and processes?

Focus
100% of students, school climate, behavioral trends, school wide strategies, overall attendance rate, disaggregated attendance data

Frequency
At least three times per year

Members
- Principal or other administrator
- School staff (counselor, Title 1 staff, teachers, Special Education representative, ELL representative)
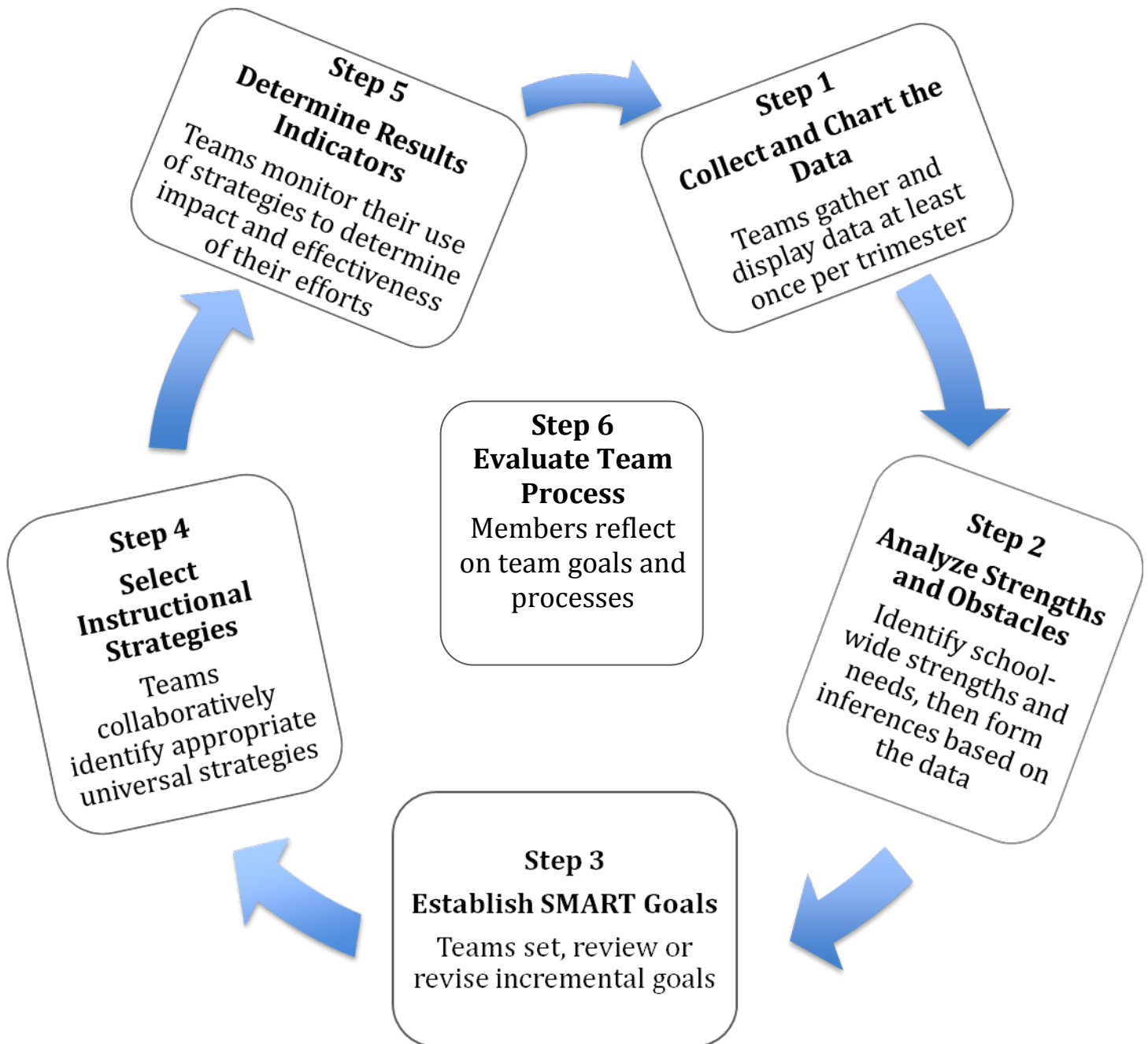- SUN Community School Site Manager (if one exists)

Suggested
- Community partners

Additional Thoughts
This work could happen at PBIS team meeting, site council, or other existing group.

School-wide Attendance
Data Team Cycle

Step 5
Determine Results Indicators
Teams monitor their use of strategies to determine impact and effectiveness of their efforts

Step 1
Collect and Chart the Data
Teams gather and display data at least once per trimester

Step 6
Evaluate Team Process
Members reflect on team goals and processes

Step 4
Select Instructional Strategies
Teams collaboratively identify appropriate universal strategies

Step 2
Analyze Strengths and Obstacles
Identify school-wide strengths and needs, then form inferences based on the data

Step 3
Establish SMART Goals
Teams set, review or revise incremental goals

Universal School-wide Attendance Strategies
Establishing a Culture of Attendance
Attendance is a behavior. We can teach good attendance habits.

Structures/Awareness	Parent Education/Support	Positive Reinforcement/Incentives
- Attendance **policies** are clearly posted on school website & in parent-student handbook **Lesson** on attendance is taught in the first month of school - Teachers must **take attendance** and submit it within 15-20 minutes of the day/class **Rapid contact** with families for unexcused absences - There is clarity among staff around roles (e.g. who is responsible for pulling data reports, making calls home, passing info to attendance teams) - Annual meeting to discuss attendance in the school; generate initiatives and ideas for the next school year to maintain and improve attendance - Attendance-specific **bulletin board**/data wall **School-wide assemblies** to share why attendance is important and to distribute awards - Develop full school-year **calendar** of attendance events & initiatives the previous spring **Restorative** (justice) disciplinary practices **Walking school bus** is established	- One sheet **flyer** sent home at beginning of the year (mid-year too) with information on attendance and a link to the Attendance Works website - Information about attendance and the schools' **attendance policy** is shared at **events** (kindergarten transition events, back-to-school, parent night, and at parent-teacher conferences) - Attendance is addressed frequently in school newsletters **Parents know who to contact** at the school to address attendance issues - School attendance **data is shared with parents** and regular **input** from parents about **school climate** is solicited - Teachers share attendance at fall conferences (attend. rate pie chart) - Teachers send home work the child misses when he/she is not in school **Connect** families to **school resources** that promote attendance - SUN School, youth advocacy/case management options, DHS Self Sufficiency case workers - Parent/community survey to **assess root causes**	**Classroom** competitions, **awards**: - Highest classroom attendance - Increasing number of classroom perfect attendance days - rotating banner - extra recess - recognition at an assembly **Students** are formally **recognized** for good attendance "Super Attendance" bulletin board and/or lunch with the Principal - Plan special events or activities on Friday or Monday (to improve attendance) - Incentives or opportunity drawings on days with poor attendance (Tuesday after Labor Day, Friday before spring break) - Monthly **Perfect Attendance** and Most Improved awards/**recognition** - Special **positive message to parents** (letter, phone call) **Parents are recognized** along with students for **improved attendance**

Reynolds
School District

Attendance Questionnaire

The Glenfair Attendance Team is working hard to improve attendance at school. There are many factors that contribute to absenteeism. We want to know what things make it hard for your student to come to school. We appreciate your honesty, we are only looking support your student and work together better.

Do any of these things make it challenging for your students to come to school? Please check all that apply.

☐ Bullying/Problems with Peers   ☐ Academic Challenges

☐ Kept home to babysit   ☐ Transportation issues

☐ Chronic Health Issues with Parent   ☐ Chronic Health Issues with Student

☐ Transportation Challenges   ☐ Homelessness

☐ Sleeping In   ☐ Vacations

Is there anything else you would like to share?

Thank you! We greatly appreciate your time
PLEASE RETURN THIS FORM TO THE MAIN OFFICE

A great place for learning.

www.reynolds.k12.or.us/schools/

Cuestionario sobre Asistencia

El Equipo de Asistencia de Glenfair está trabajando arduamente para mejorar la asistencia en la escuela. Hay muchos factores que contribuyen al ausentismo escolar. Deseamos saber cuáles son las cosas que hacen que sea difícil para su estudiante asistir a la escuela. Apreciamos su honestidad. Solamente estamos tratando de apoyar a su estudiante y trabajar mejor juntos.

¿Es alguno de los siguientes factores motivo de desafío para que su estudiante venga a la escuela? Marque todos los que correspondan.

☐ Acoso / Problemas con compañeros ☐ Desafíos académicos

☐ Se queda en casa para cuidar niños ☐ Problemas en el transporte

☐ Problema de salud crónico de los padres ☐ Problemas de salud crónico con el estudiante

☐ Desafíos con el transporte ☐ Falta de casa

☐ Dormir demasiado ☐ Vacaciones

¿Hay algo más que usted quisiera compartir?

¡Gracias! Apreciamos su tiempo
POR FAVOR DEVUELVA EL FORMULARIO A LA OFICINA

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School-wide Attendance Team Resources

Click on the document titles to open in Dropbox.

Back to School Attendance Awareness Materials

(Attendance Works materials also available in Spanish found here: http://www.attendanceworks.org/tools/)

- Sample Attendance Back to School Letter to Parents/Guardians

- Attendance Works "Sending the Right Message about Attendance to Parents & Students"

- Attendance Works/Reach Out and Read "Help Your Child Succeed in School: Build the Habit of Good Attendance Early" (appropriate for younger students)

- Attendance Works "Pay Attention to Attendance: Keep Your Child On Track in Middle and High School"

- Attendance Works "The Gift of Attendance: Messaging Attendance in the Holiday Season"

Teaching Attendance & Strategies

- Los Angeles Unified School District Attendance Improvement Program "Month Specific Attendance Themes and Strategies"

- David Douglas School District "PBIS Lesson on Attendance"

Attendance Incentive and Recognition Tools

- Attendance Works "Establishing School-wide Attendance Incentives"

- Oakland Every Day Counts Initiative "Establishing School-wide Attendance Incentives"

- Los Angeles Unified School District "Attendance Incentive Ideas for Students, Elementary"

- Multnomah County "School Bulletin Board Examples"

- Los Angeles Unified School District "Attendance Incentive Elementary Lesson Plans"

- Los Angeles Unified School District "Attendance Incentive Ideas for Students, Secondary"

- Los Angeles Unified School District "Attendance Incentive Secondary Lesson Plans"

STUDENT ATTENDANCE
RESPONSE TEAM

- Review student level data.
- Identify and determine appropriate individualized interventions for students with attendance of 89% or below, matched to students' needs.
- Support may be "intensive" or "strategic."
- Collaboratively monitor progress of individual students and intervention practices.

Culturally Responsive Lens Questions for this Team
- How can we build relationships and trust among members of this team and the other partners included in this work?
- What beliefs and assumptions am I bringing to the team meetings?
    - What biases do I have that may affect my understanding and ability to listen to alternative perspectives?
- What groups are experiencing the highest chronic absence rates and greatest challenges?
- How can we really find out what those challenges are and what will be effective in addressing them?
- Where are the junctures we need to stop and consider where we are putting up barriers in either our approach or the structure(s) and where we are creating pathways for all students and families?
- Where is encouragement for relationship building with students and families included in our structure and processes?

Focus
Students who are chronically absent – having attendance of 89% of lower.

Frequency
Monthly at a minimum. More frequent meetings (weekly or every two weeks) have been shown to have the most effect.

Members
- Principal or other administrator
- School counselor
- Attendance secretary
- SUN Community School Site Manager (if one exists)
- Attendance Liaison/Case Manager (if one exists)
Suggested
- Teachers
- Nurse or Health Assistant

Additional Thoughts

- This team could be a standing Response to Intervention (RTI), Building Screening Committee (BSC), Student Success, or other meeting that can focus on attendance in its rotation of weekly areas.

- This team mirrors the 20% teams that are part of PBIS or RTI structures that schools often use, with a focus on attendance rather than behavior or academics.

Attendance Works

Advancing Student Success By Reducing Chronic Absence

What makes an effective Attendance Data Team? Attendance Data Teams are successful when they both involve the right people and maintain a clear sense of purpose and responsibilities.

Who should participate? To function effectively, an Attendance Data Team needs a designated chair person/facilitator and members such as the principal and others who can understand and analyze attendance data. Ideally teams should include not only school staff but representatives of other community agencies who can help with reaching out to students and their parents, as well as offering resources for overcoming barriers to attendance.

What should they do? Attendance Data Teams have a two-fold responsibility: first, they are charged with looking at individual students who are chronically absent and ensuring their needs are met using all available resources; second, they monitor what is happening overall for all students and student sub-groups at a school site. Attendance teams can carry out both levels of work by clearly defining when they will work at each level. They can, for example, divide a meeting into two parts or alternate the meeting focus.

At the individual student level, they should:
- Examine every week the list of students with attendance issues to ensure that each student receives appropriate supports.
- Look at other data (grades, test scores, behavioral referrals, health issues, etc.) to develop a full picture of what is happening in a student's life, especially for those with more severe attendance problems.
- Use data on attendance and chronic absence to determine the nature and intensity of supports. Supports can range from a call home or a truancy letter to a more intensive intervention and case management process.
- Review outcomes of prior interventions to determine if supports were effective.

At the school level, they should:
- Help communicate the importance of attendance to the entire school staff and clearly spell out how each staff member can work with the Attendance Data Team and help students who are chronically absent.
- Work with the administration to establish positive expectations for good attendance with students and their families. This includes creating a culture of attendance as well as defining what happens when a student misses school. This may include tiered interventions to provide needed support as well as consequences.
- Examine trend information and unusual attendance trends and patterns every quarter.
- Compile data across individual students and multiple data sources to unpack common barriers to attendance and then forge partnerships to address those challenges.
- Assess the impact of programmatic efforts such as attendance incentives on reducing rates of chronic absence.

For more information:

Attendance Works has developed a Toolkit for City Leaders, case studies of communities making a difference and data tools available on our website at www.attendanceworks.org. Contact director Hedy Chang at hedy@attendanceworks.org

Student-level Interventions
We intervene with students having attendance problems.
We monitor attendance and need to assess the effectiveness of our interventions.

Discretionary Reasons	Aversion	Real Barriers

• Referral to SUN School; First choice of SUN School class/activity
• Student workshops
   o Importance of attendance
   o How to study better
   o Support groups
• Check-In, Check-Out (CICO)
• Important jobs
• Tutoring/academic remediation/credit recovery
• General parent meeting
• Letter home
• Parent phone calls (positive)
• Attendance contract
	• Check-In, Check-Out (CICO)
	• Referral to SUN School; First choice of SUN School class/activity
	• Attendance Buddy
	• Mentor Program
	• Parent phone call (positive)
	• Problem-solving meeting with parent, school counselor
	• Attendance contract
	• Social skills supports
	• Case manager/advocate or other community partner referral (e.g. Social and Support Services for Educational Success (SSSES), or DHS Self Sufficiency Case Worker)
		• Contact by school nurse/health assistant when absence is illness- or injury-related
		• Problem-solving meeting with parent, school counselor, SUN School, attendance liaison, DHS
		• Referral to social services; health; mental health; housing assistance
		• Case manager/advocate or other community partner (e.g. Social and Support Services for Educational Success (SSSES), or DHS Self Sufficiency Case Worker)

• Letter home	• SAT/SST referral • Referral to school-based support staff	• Home visit by school nurse when over 20% absences due to illness/injury • Home visits to provide needed resources

Student-level Attendance Intervention/Engagement Strategy Form: Strategy Planning

Please complete this Intervention/Engagement Strategy Form for each student receiving an attendance intervention. Complete the Questions A.1-A.7 when planning the implementation of the intervention.

A.1 Date _____ _____ / _____ _____ / **2 0** _____ _____

A.2. Student name:_____ **Grade:**_____

  Current YTD Attendance Rate:_____

A.3. Primary Reason(s) for Absences

Which of the following categories are reasons for the student's absences? *(Please check one response for each reason.)*	Yes	No	Don't know
Aversion Reasons			
01 Bullying/Problems with peers	☐	☐	☐
02 Failing classes or other academic challenges	☐	☐	☐
03 Skipping/Truancy	☐	☐	☐
Discretionary Reasons			
04 Kept at home to babysit	☐	☐	☐
05 Overslept	☐	☐	☐
06 Not feeling well	☐	☐	☐
07 Vacation	☐	☐	☐
Real Barriers			
08 Chronic health issues – student (e.g., addiction, asthma, dental, mental health, etc.)	☐	☐	☐
09 Chronic health issues – family (e.g., addiction, asthma, dental, mental health, etc.)	☐	☐	☐

Which of the following categories are reasons for the student's absences? *(Please check one response for each reason.)*	Yes	No	Don't know
10 Homelessness	☐	☐	☐
11 Safety concerns	☐	☐	☐
12 Transportation barriers	☐	☐	☐
13 Other, *please specify*:	☐	☐	☐

A.4. Required Interventions *(Please list the date using mm/dd/yyyy format.)*

Positive phone call home: _____ / _____ / 2 0 _____ _____

A.5. Interventions from District Response Plan

What is the name of the intervention? How would you describe the intervention? *(Please write the name and 1 sentence explaining the intervention.)*

Intervention name: _____

Intervention description: _____

A.6. On what date will implementation of the intervention occur or begin? *(Please list the date using mm/dd/yyyy format.)*

_____ / _____ / 2 0 _____ _____

A.7. How often will this intervention be implemented? *(Please check one response.)*

( ) Once
( ) Quarterly
( ) Monthly
( ) Bimonthly
( ) Weekly
( ) Daily
( ) Other, *please specify:*_____

A.8. Who will have primary responsibility for implementing the intervention? *(Please check all that apply.)*

( ) Parents
( ) School administrators

( ) School support staff
( ) School teachers
( ) Students
( ) SUN staff

A.9. What resources will be needed to implement this intervention? *(Please provide as complete a list of resources as possible.)*

Student-level Attendance Intervention/Engagement Strategy Form: Strategy Monitoring

Please complete this Intervention/Engagement Strategy Form for each student receiving an attendance intervention. Complete Questions B and C at each progress monitoring meeting for this student.

B.1. Date _____ _____ / _____ _____ / **2 0** _____ _____

B.2. Current YTD Attendance Rate:_____

  Attendance Rate for the Previous Month: _____

B.3. Additional or New Reason(s) for Absences *(Use list of reasons, or describe "other"):*

Which of the following categories are reasons for the student's absences? *(Please check one response for each reason.)*	Yes	No	Don't know
Aversion Reasons			
01 Bullying/Problems with peers	☐	☐	☐
02 Failing classes or other academic challenges	☐	☐	☐
03 Skipping/Truancy	☐	☐	☐
Discretionary Reasons			
04 Kept at home to babysit	☐	☐	☐
05 Overslept	☐	☐	☐
06 Not feeling well	☐	☐	☐
07 Vacation	☐	☐	☐
Real Barriers			
08 Chronic health issues – student (e.g., addiction, asthma, dental, mental health, etc.)	☐	☐	☐
09 Chronic health issues – family (e.g., addiction, asthma, dental, mental health, etc.)	☐	☐	☐
10 Homelessness	☐	☐	☐

Which of the following categories are reasons for the student's absences? *(Please check one response for each reason.)*	Yes	No	Don't know
11 Safety concerns	☐	☐	☐
12 Transportation barriers	☐	☐	☐
13 Other, *please specify*:	☐	☐	☐

B.4. Did you implement the intervention described in Questions A.1-A.9 as planned?

    ( ) Yes

    ( ) No → *If no,* **B.5. What changes were made? What was the reason for those changes?**

               _____

               _____

               _____

B.6. Has the intervention been successful in increasing the student's attendance rate?

C.1. Having reviewed this student's current Year-To-Date and monthly attendance rate data, will your team continue to implement this intervention as described in Question B? *(Please check one response.)*

    ( ) Yes, our team will continue to implement the intervention as we have thus far this year. → *You have completed the Strategy Description Form.*

    ( ) No, our team will modify the intervention. → *Please continue to Question C.2.*

    ( ) No, our team will discontinue use of the intervention. → *Please continue to Question C.2.*

C.2. What are the reasons for modifying or discontinuing the intervention?

_____

_____

_____

_____

_____

Schools Uniting Neighborhoods (SUN)
SUN Community Schools

Family Leadership Team Overview
September 2015

SUN's mission is:
> *Collaborate to create an efficient system of supports that provides equitable opportunities for every child and family to thrive.*

When we talk about community or full-services schools such as SUN Community Schools (CS), there is a tendency to focus on the programs and services made available to children and their families. There is, however, a broader philosophy behind how SUN CS is structured and one which best defines what makes a school a SUN Community School. Establishing schools as SUN CSs means transforming schools into new institutions – institutions that are primarily focused on educating children, but can also help strengthen entire communities.

"For community schools to be effective and long-lived, they must be developed as true collaborative partnerships from the very beginning. – partnerships that are based on common goals and shared decision-making. Planning and implementation cannot be dominated by one partner, whether it be the school, the health and human services agencies or the parents association. Maintaining a balance is critical….throughout the program's operation." *Building a Community School, The Children's Aid Society.*

Engaging families authentically in SUN CS, helps maintain this balance. It acts as a mirror of the community and increases student achievement. The Family Leadership Team is important not only for their input and feedback, but in engaging a broad array of families, especially those who have traditionally not had a voice in education. Developing family members as leaders within the school and community serves to increase engagement which will lead to better outcomes for students and families.

Required Members of the Team:

Family members of currently enrolled students, especially adult care givers
SUN CS Site Manager
Youth at the middle and high school level
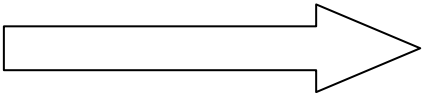
Potential Members of the Team:

Principal (or designee)
Lead Agency representative

We recommend the Team be comprised of 10 individuals or less in order to be able to effectively make decisions and include everyone's perspective.

SUN School Teach In, 2015 Family Leadership Team

The **Family Leadership Team** (FLT) supports family engagement within each school. The FLT is a required body of parents, family members and students serving as a core group of people tasked with participating in the creation of the SUN CS Annual Plan, supporting student success and helping to create the conditions necessary for family school partnerships.

Scale 1-4	Formation of Group	Creating the Conditions	Student Success	Input and Planning
Exceeding (4)	Family Leadership Team meets regularly, with diverse representation and consistent membership Families engage with community members	A core group of families (and students) engage regularly on barriers and issues families have identified. Group responds to family input (i.e. creating a school garden) FLT participates in getting feedback from families to identify issues, concerns, and ideas for the school	Families (and students) mobilize school and community support around issues that affect student learning Families work with school leaders to address barriers to family involvement and student success related to diversity, race, and culture	Families inform SUN CS Annual Plan and program offerings FLT makes recommendations to staff on key decisions within school (school day and extended day) FLT members publicly advocating for services Families and students identify and secure additional resources or partners for school
Meeting (3)	Families participate in coffee groups, walking groups, other school groups Group is coming together regularly; group is comfortable sharing perspectives and opinions Leadership training (i.e. youth/adult partnerships, facilitation skills)	Families participate in school climate surveys and/or other surveys to gain insights on school environment Serve as an "ear for other families" and bring input to group and or other decision-making bodies	Families learn about school specific data and use it to make informed suggestions and or recommendations (attendance data, test scores, discipline referrals) Families support other families with advocacy strategies and techniques to support their students' success (i.e. asking the right questions at parent/teacher conferences)	Families and students identify community needs and resources Discussions and information sharing with and from like family or student-led groups (hub and spoke)
Nearly Meets (2)	Key interview conversations happen Families invited to volunteer in SUN CS Families invited to learn more about SUN Community Schools mission, goals and structure Group is in early stages of formation. Power differentials might be present; group cohesion still in progress	Families participate in coffee groups, walking groups, and other groups to continue building relationships amongst each other	Informal conversations about school communication (broadly) Families understand school generated data (report card, etc.) Families are aware of strategies to support student success at their school	Suggests ways to improve the delivery of services to SUN CS target audience Gives advice and recommendations about SUN CS activities and or program offerings
Low (1)	Flyers disseminated by first point of contact (i.e. front office) to speak with SUN Site Manager about SUN CS Key interview conversations with family members	Families are invited to participate and volunteer at school events	Families are aware of various methods of communication being used within the school to receive information about students Families receive school generated data (report card, test scores, etc.) Family members are not aware of strategies to support student success	Informal conversations about SUN CS activities and program offerings

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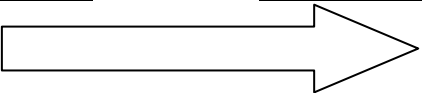
SUN Community School
Guidance on Engaging Key Influencers
Updated 7/2015

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Key Influencer: Individuals who are connected to and/or able to influence critical stakeholders.

This tool is designed to support new SUN Community School sites in the key influencer aspect of connecting with their school communities. The goal of meeting with key influencers early is to begin the foundation of active community engagement, gather information for needs assessment, raise community support and provide increased understanding of SUN while establishing community members as valued contributors and participants of their SUN Community School. It is by design, a relational and collaborative process.

Key Influencers often don't recognize their influence or the trust others put in them. Some may intentionally maintain a low profile. It's important to note there may be different key influencers depending on needs, existing or changing relationships, and what one is seeking. When starting a new site, we are looking for individuals who can lend their perspective to our planning and positively connect us with community, school staff, business and service partners to begin bringing the community together the school to support kids.

After meeting with these individuals, it should be clear who is being asked to be on the advisory committee and who will help support the two community visioning events this fall. They may not volunteer themselves to help arrange the event(s), but before the end of the discussion there will be a direct request for their support to get additional people to attend.

Identification

Every individual you meet has information that is important and valuable in building community through SUN Community Schools. Key influencers are individuals who can help build a strong support system for the many activities and services we have come to expect from SUN Community Schools. These can change and does not imply other input isn't valuable.

There are three positions in the school that are Key Influencers at every site: Principal, Secretary(ies) and Custodian(s).

As you get to know individuals at the school and in the community, here are some characteristics Key Influencers can have:

- Connections and influence with other parents/community members
- Trusted by an important stakeholder group (e.g. historically underserved communities, teachers, etc.)
- Information or experiences that might resonate or be shared with other groups or partners
- Unique responsibilities (e.g. takes large groups of kids after school, makes copies, translates for others, leadership roles, etc.)

Things to look for:

1. Someone talking with a lot of parents
2. Someone who is frequently at the school
3. Individuals regularly at pick up or drop off (especially those at both)
4. Teachers who other teachers visit frequently

5. Individuals who have been part of the community for generations

Questions that may help identify Key Influencers:

<u>Parents</u>

1. When you have a question about school, who do you ask?
2. Is there someone everyone seems to know?
3. Is there anyone that is organizing parents or projects at the school?
4. Which teacher(s) have you heard the best things about?
5. Is there someone who takes care of a group of kids before or after school?

<u>Teachers</u>

1. Who are the parents you would go to if you needed something done?
2. Are there parents who have been at this school for a long time?
3. Who is the most respected teacher here?
4. Is there a volunteer that is always here or a parent who finds ways to help?
5. Is there a teacher union building representative? Is it important I talk with them?
6. Are there any businesses or organizations that donate or you partner with?

When working to identify Key Influencers, it is critical to intentionally connect with people different from each other and different than those with whom one is typically comfortable associating.

Having the Initial Conversation

Once Key Influencers have been identified, it is important to arrange a time and place convenient for them to have a discussion. Below are some suggested questions. Following each question is the information for which one should listen.

<u>Getting Started</u>

Thank them for their time and explain you are meeting with individuals to get some more information about the school as it transitions to a SUN Community School. Explain SUN is about uniting the neighborhood and its success depends on successfully working with parents, community members, teachers, partners, business and others in the school and community in an effort to support kids. Assure them the information they share will be confidential but you will ask permission to share some of it. They can decide what they are comfortable having shared. Either way, the conversation will help you understand the school and the community. Note you recognize this feels formal and invite them to add or elaborate as they like.

<u>Questions to Ask:</u>

1. What do you think is the best thing about this school/community?
   Listen for school/community strengths, important or highlighted relationships, level of pride/concern, how focused or broad the individual's perspective is

2. Who do you think are the five most important people to helping this school succeed?
   Key names rather than positions (e.g. Jamilla vs. Principal), values underlying names provided, consistency across multiple key informants or other stakehlders, whether certain segments of the population are included

3. How do you like to be involved at the school, with parents or staff?
    Their interests, types of engagement, comfort level with new tasks, comfort level with interacting with staff and parents, availability, skills

4. You probably do many things you don't have to do, but you do because you think they are important and/or because you enjoy them. What are some of those things?
    Individual's level of satisfaction, gaps in what is being done, motivation for involvement, interests, level of involvement

5. What do you think kids at this school need the most?
    Priorities, gaps

6. What do you admire about the kids at this school?
    Assets, level of positive orientation toward students, unique program or activities

7. Why do you think more people don't get involved?
    Barriers to involvement, level of connection of parents/teachers to each other, level of self-agency

8. What do you hear from families about this school?
    Gaps, strengths, level of communication among families/teachers, look for areas of defensiveness and/or excitement

9. What do you know about SUN?
    Level of understanding of core and optional services, underlying value held, interest in engaging

10. Do you know anyone interested at working with others to figure out how to connect with families? Who?
    Additional names, circle of influence, all demographics represented

11. Do you know anyone interested in working with others to help find different services to offer families? Who?
    Additional names, circle of influence, range of services, gaps in services available, all demographics represented

12. Do you know anyone who should be involved from the beginning to make SUN at this school successful? Who?
    Additional names, skills identified

13. Is there something you think important for me to know that I haven't asked?

14. Would you be interested in being part of a group that meets four or five times this year to help plan what SUN will look like here?

15. You may know, this fall we are hosting two big events we hope people will attend to provide us input and feedback for SUN at this school. You have been identified as a person people in this community and school trust and respect. Can I count on you to invite everyone you know and encourage them to attend? This can include families here at school, businesses or services you're familiar with in the neighborhood. Honestly, it will probably mean more than one invitation. People are so busy these days. Are you willing to do that? Are you comfortable with me providing you with information about the event to share with them? How do you prefer me to contact you? And is it okay or helpful if I send reminders as the event(s) get closer?

Wrap up

Thank them for their time and their input. Ask if it is okay if you share some of what you've learned with others, including telling people you got their name from them. Whether they are planning to continue with on the advisory board, remind them you value their input and would really appreciate their staying connected in whatever way they are comfortable.

Representation in the Family Leadership Team should focus on families who have historically been underserved by schools. They are a crucial connection to community and provide the core group of individuals who will support a welcoming environment for families and building an environment of trust. It may take the group some time to develop and understand how to effectively work together. As families will come with varying familiarity of working in groups or with systems, taking the time to develop their understanding of structures, tools, strategies and current limitations is critical. As those who will be the most dramatically affected by the changes that take place and who are the primary "customer" of the programming provided, youth should be engaged so as to contribute to the community school planning effort. The Family Leadership Team is one place that youth can be given a meaningful role.

Roles of the Committee:

- Build leaders within the community
- Improve communication and engagement with families
- Engage with school to promote student success
- Work for conditions promoting positive school/family partnerships
- Help create and review SUN Annual Plan

Section 6: Research and Best Practices

YOUTH ENGAGEMENT

The attitudes and beliefs held by youth are integral to their academic success. Research shows that youth who feel secure in their identity, feel they belong at school, and who believe they can learn will have better academic outcomes.

The Communities Supporting Youth Collaborative, whose mission is to create systemic and sustainable change that will increase school and community engagement among children, youth and families in Multnomah County, formed a work group to develop shared best practices and shared measurement tools among area youth. The team consisted of a group of organizations dedicated to serving youth through high-quality programming.

Based on the literature review "Teaching Adolescents to Become Learners" by the Chicago Consortium on School Research, the work group identified many non-cognitive skills that their programs affect, which help youth on the pathway to a strong academic mindset. Of these, they first chose to mobilize around Growth Mindset, as researched by Stanford Psychologist Carol Dweck, and with added considerations around equity. They then developed a training called Growth Mindset and Student Achievement, which they have been sharing broadly with the community. The research, bibliography and a table of Praise vs. Encouragement used in the training are found in this document. The team was convened by Oregon Mentors, which has become to the Institute for Youth Success. For more training on Growth Mindset, contact Sarah Tollefson at (503) 517-8990.

TWO MINDSETS

CAROL S. DWECK, Ph.D.

Graphic by
Nigel Holmes

Fixed Mindset
Intelligence is static

Growth Mindset
Intelligence can be developed

Leads to a desire
to look smart
and therefore a
tendency to...

Leads to a desire
to learn and
therefore a
tendency to...

CHALLENGES

...avoid
challenges

...embrace
challenges

OBSTACLES

...give up
easily

...persist in the
face of setbacks

EFFORT

...see effort as
fruitless or worse

...see effort as
the path to mastery

CRITICISM

...ignore useful
negative feedback

...learn from
criticism

SUCCESS OF OTHERS

...feel threatened
by the success
of others

...find lessons and
inspiration in the
success of others

As a result, they may plateau early
and achieve less than their full potential.

As a result, they reach ever-higher levels of achievement.

All this confirms a **deterministic view of the world.**

All this gives them a **greater sense of free will.**

FOUR MINDSET BELIEFS

1. Belief about self
2. Belief about students
3. Students' belief about self
4. Belief about other adults and systems

MINDSET AND THE ACHIEVEMENT GAP

Although a fair amount of research has spoken to this issue, there is still so much we can learn about how mindset affects groups experiencing oppression. We recognize that systemic oppression exists, and that students are facing challenging and complex barriers. We see this work as one way to push back against oppression and make lasting systemic change.

1- **Mindset and Achievement Gap:** Teaching a growth mindset seems to decrease or even close achievement gaps. When Black and Latino students adopt a growth mindset, their grades and achievement test scores look more similar to those of their White peers. When female students adopt a growth mindset, their grades and achievement test scores in mathematics become similar to those of their male classmates. In these studies, every group seemed to benefit from holding a growth mindset, but the groups experiencing oppression gained the most. Aronson et al. (2002); Blackwell et al,. (2007); Dweck, C.S. (2010); Good et al., (2003)

2- **Reducing the Effects of Stereotype Threat on African American College Students by Shaping Theories of Intelligence:** African American college students tend to get lower grades than White students, even when they enter college with equivalent test scores. Past research suggests that negative stereotypes questioning Black students' intellectual abilities play a role in this underperformance. Awareness of these stereotypes can psychologically threaten African Americans, a phenomenon known as "stereotype threat", which can in turn provoke responses that impair both academic performance and psychological engagement with academics. An experiment was performed to test a method of helping students resist these responses to stereotype threat. Students in the experimental condition of the experiment were encouraged to see intelligence – the object of the stereotype – as malleable rather than fixed. This mindset was predicted to make students' performances less vulnerable to stereotype threat and help them maintain their psychological engagement with academics, both of which could help boost their college grades. Results were consistent with predictions. The African American students reported greater enjoyment of the academic process, greater academic engagement, and got higher grades than their counterparts in two control groups. Aronson, J., Fried, C., & Good, C., (2001). Reducing the Effects of Stereotype Threat on African American College Students by Shaping Theories of Intelligence. *Journal of Experimental Social Psychology*, 1-13

3- **Improving Adolescents' Standardized Test Performance: An Intervention to Reduce the Effects of Stereotype Threat:** Standardized tests continue to generate gender and race gaps in achievement despite decades of national attention. Research suggests that these gaps may be partly due to stereotypes that question the math abilities of females and the intellectual abilities of Black, Hispanic, and low-income students. Seventh grade students were mentored by college students who encouraged them to view intelligence as malleable. Results showed that females who received the intervention got higher math scores than females in the control group. Similarly, these students – who were largely minority and low-income adolescents – got significantly higher reading standardized test scores. Good, C., Aronson, J., & Inzlicht, M. (2003) Improving Adolescents' Standardized Test Performance: An Intervention to Reduce the Effects of Stereotype Threat. *Applied Developmental Psychology* 24, 645-662

BRAIN GROWTH RESEARCH

Here are some different research studies that all showed how learning changes the brain.

1 - Babies' Brains: Newborn babies have lots of brain cells (called neurons), but the neurons have very few connections, or synapses, between their neurons. By the time they are one year old, toddlers have about 1,000 trillion connections. Then the brain starts to get picky; the connections that are being used the most get stronger, and the ones that are not being used disappear. The connections between cells continue to change throughout life with learning – in other words, we "use it or lose it".

2 - Clever Cabbies: London cab drivers have to memorize the locations of many different places because their streets don't have numbers. They have to keep a "map " of the city in their heads to find their way around. Researchers measured the size of the hippocampus – the area of the brain that remembers information about places – in London cab drivers, and compared them to other people's. The hippocampus of the average cabbie was bigger, and the longer the cabbie had been on the job, the larger it was. This shows that learning and practicing this skill made that area of their brains grow.

3 - Learning Languages: Most people think that learning a second language once you are an adult is very hard. But researchers had adults use special exercises to practice hearing different sounds from foreign languages. Using a PET scan to measure the activity in the brain, the researchers found that when people did the special exercises, areas of their brain that they had never used before became active, and they improved their ability to understand the new language. This shows that you can retrain your brain and develop new abilites all through your life if you put in effort and use good strategies.

4 - Musical Masters: When people play an instrument, they use a special area of the brain in the "motor cortex" to control the movement of their fingers. Researchers found that when people practiced playing musical instruments, the area of their brains that controlled the fingers grew larger! This shows that when you learn and practice a new skill, you can build up the brain.

5 - New Neurons: Scientists used to think that we had a fixed amount of brain cells and that we could never grow new ones. But in the past 20 years, research has shown that the brain actually grows new cells every day. The cells are grown in the hippocampus, an area of the brain that is important for memory, and then travel to other areas of the brain. They also found that the brain grows more new cells when you are learning new information and skills. So, by learning and practicing you actually add new brain cells as well as new connections.

6 - Remarkable Rats: Identical rats were raised in two different environments: either a bare cage with food and water, or a cage with lots of toys and exercise equipment to explore. In the bare cages, the "cage potato rats" just ate and drank and laid around, while in the cages full of things to do, the "summer camp rats" were busy exploring and learning, exercising their brains. It turned out that the summer camp rats became smarter than the cage potato rats – they were better at learning new things. Their brains were heavier, too: they had more connections between the neurons. This research shows that mental exercise builds up your brain and makes it smarter. Even old rats got smarter, proving that you're never too old to grown your brain!

DIFFERENCES BETWEEN PRAISE AND ENCOURAGEMENT

Research by Carol Dweck, Ph.D a professor at Columbia University, has now proven what Adler taught years ago. Praise is not good for children. Praise can create approval-seeking behavior instead of children with enhanced self-esteem. Dweck has also found that praise can hamper risk-taking. Children who were praised for being smart when they accomplished a task chose easier tasks in the future. They didn't want to risk making mistakes. On the other hand, chdilren who were "encouraged" for their efforts were willing to choose more challenging tasks when given a choice. The following are examples of praise and encouragement

PRAISE "fixed mindset praise"	ENCOURAGEMENT "growth mindset praise"
I like how you did that	You worked really hard at that
You did it right!	You gave this so much effort
I like the way you worked with them	Doesn't it feel good to cooperate?
I'm proud of you for getting that "A"	It seems like you take pride in doing well
You're such a good girl	Your help makes a big difference
Great job	It looks like you tried really hard to do your best work
You're so smart	Your understanding of the subject has deepened
You are really awesome	Look how much effort you put into that project
You're such a great artist	It's clear that you studied a lot
You're the best speller in the class	Your growth is reflecting your hard work
You're a natural	You've made a lot of progress
I like how well you did on that test	Your hard work really paid off

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TEACHING ADOLESCENTS TO BECOME LEARNERS

A 2012 literature review by the University of Chicago Consortium on Chicago School Research called Teaching Adolescents To Become Learners outlined the role of noncognitive factors in shaping school performance. The following figure illustrates how programs outside of school, using the principles of Growth Mindset, can help shape a student's academic mindset. The corresponding boxes below contain the definitions.

FIGURE 2.1

A Hypothesized Model of How Five Noncognitive Factors Affect Academic Performance within a Classroom/ School and Larger Socio-Cultural Context
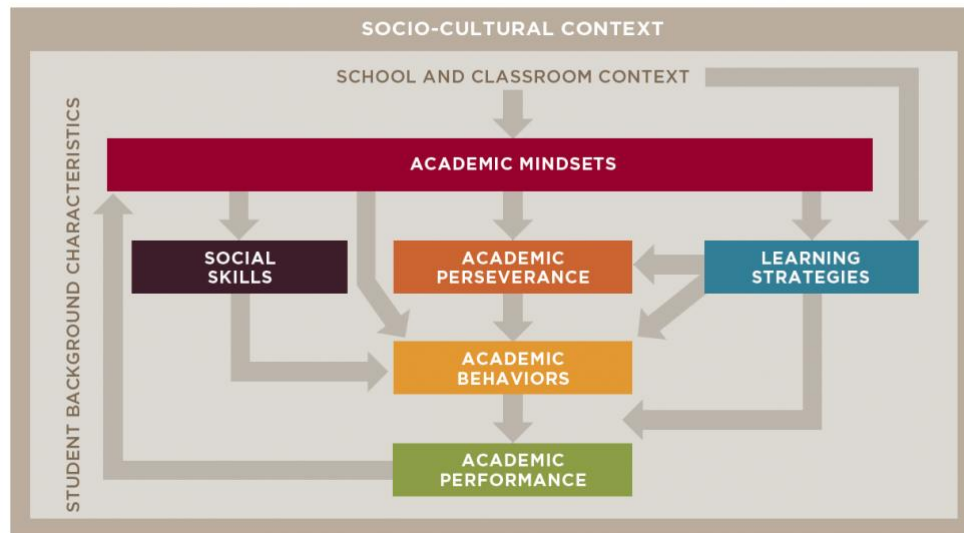
ACADEMIC MINDSETS

I belong in this academic community.

My ability and competence grow with my effort.

I can succeed at this.

This work has value for me.

SOCIAL SKILLS
Interpersonal Skills
Empathy
Cooperation
Assertion
Responsibility

ACADEMIC PERSEVERANCE
Grit, Tenacity
Delayed Gratification
Self-Discipline
Self-Control

LEARNING STRATEGIES
Study Skills
Metacognitive Strategies
Self-Regulated Learning
Goal-Setting

ACADEMIC BEHAVIORS
Going to Class
Doing Homework
Organizing Materials
Participating, Studying

Promoting Attendance and Reducing Chronic Absenteeism:
Best Practices and Current Initiatives

Introduction and Summary

The causes of chronic absenteeism are myriad and may vary significantly from one school building to the next. Hedy Chang, Director of Attendance Works characterizes the reasons that children don't attend school broadly into three categories:

1) **Discretionary reasons**: parents allowing children to miss school for a variety of reasons;
2) **Aversion**: children are avoiding school because of a negative environment or lack of interest in the curriculum, and
3) **Real barriers**: such as transportation, chronic health problems such as asthma.

National research and local efforts to address truancy, chronic absenteeism, and to promote better school attendance have identified many of the same general causes across communities: health problems (physical/mental), school environment including lack of engagement in curriculum, academic failure, home environment (including need to babysit siblings), and alcohol and drug use (parent/student).[1] Practitioners generally agree that any effort to reduce chronic absenteeism must start with an investigation of the reasons behind absenteeism in the particular school community.

There is not a wealth of studies that evaluate the efficacy of specific practices to improve attendance and specifically decrease chronic absenteeism. However, there is wide agreement in the practice literature on the general elements necessary to meaningfully decrease the number of children chronically absent in any given school which include the following:

- Generate and analyze data on who is chronically absent;
- Create universal attendance supports that reach students, staff and parents;
- Engage family positively around attendance generally, and absenteeism specifically;
- Create incentives and rewards for attendance (individual, classroom, school, district);
- Collaborate with community partners to provide individualized supports when necessary;
- Use sanctions as a last resort.

These elements appear in the research as well as in the local examples of attendance support systems detailed later in this document.

Best Practices Research on Attendance: Strategies for Schools and After-School Programs

National Center for School Engagement: Truancy Prevention Best Practices (2005-2007)
- **Collaboration** between school, parents and community-based agencies.
- **Family involvement** that starts before any problems arise and that actively seeks to find allies in families to resolve attendance issues.
- **Comprehensive approach** that focuses simultaneously on prevention and intervention. Individualized responses with a range of supports available (from TANF assistance, dealing with transportation issues, and other social services) have the best results.
- **Incentives and Sanctions:** use a continuum of positive supports and sanctions that are meaningful to youth and their families.
- Develop a **supportive context** in which to operate truancy prevention/intervention efforts.
- **Evaluate** effectiveness.

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[1] National Center for School Engagement, Literature Review, 2005-2007, www.ncjrs.gov/pdffiles1/pr/217271.pdf; New York City Interagency Task Force on Truancy, Chronic Absenteeism and School Engagement, Parent Information, www.nyc.gov/everystudent; Multnomah County Student Attendance Initiative Draft Evaluation Report, 2002.

Present and Accounted for: Improving Student Attendance Through Family and Community Involvement (Johns Hopkins 2002)
Practices that showed statistical significance in BOTH improving daily attendance and reducing chronic absenteeism in **urban elementary schools**:
- **Awards** to students for good attendance
- **Communications with families**: the degree to which schools overcame the challenge of communicating effectively with diverse groups of families (including families that don't speak English and families whose students have serious attendance problems) is key to improved outcomes
- **School contacts for families**: providing families the name and number of someone who is officially designated to discuss attendance issues
- **Attendance workshops for parents** that deal with attendance policies, procedures and consequences
- **After-school programs**: schools with after-school programs on site showed better attendance outcomes

In addition, referrals of students to counselors and truant officers helped increase daily attendance, and home visits helped decrease chronic absenteeism.

Building a Culture of Attendance: Schools and After-School Programs Can Make a Difference (Hedy Chang, 2012)
- Build a strong **culture of attendance** in the school and afterschool programs
- **Target students** with at risk levels of absence **for** recruitment and engagement in **after-school programs**
- **Share data** on AS program and school day attendance
- **Combine resources** to engage families around the issue of attendance

Make **better use of attendance data that is already gathered** (i.e. figure out how to turn it around and make it usable to people on the ground in real time.)

National Examples of District-Wide Attendance Initiatives

New York City Attendance Initiative "Every Student, Every Day"
- Multi-component citywide campaign focused on decreasing chronic absence
- Includes higher-level strategies like an ad council public awareness campaign, getting celebrities to record wake-up calls to students, and forming city-wide partnerships with businesses who donate incentives and rewards for attendance
- Effort started in 2010 and was piloted in 50 schools; is in 100 schools for current school year
- School-based efforts include success mentors focused on attendance in the task force schools, electronic dashboard with attendance, behavior and test score information available to success mentors (who are sometimes non-school staff[2]), coordinated attendance outreach focused on first critical months of school, and creating an interagency infrastructure to help schools identify existing services and partners in the community that can join forces with the schools to improve attendance.
- Building-level strategies employed are as follows:
    1. **Weekly attendance summit** run by principal that includes school staff, success mentors, community based organizations working in the school and Community Partnership Program Liaison. Identify severely chronically absent students (0-80% attendance), chronically absent students (81-90% attendance), and at risk students (91-95% attendance). Review early warning reports that can be generated weekly and identify all youth who have missed 5 days and 10 days to date. Analyze and discuss school wide attendance data, and review/discuss school-wide engagement efforts.

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[2] Community based organizations that supply and/or supervise mentors sign confidentiality agreements before being given access to the dashboard. The success mentors are the primary users of the dashboard and they can enter up to two contacts per week with their mentees. School staff can then see the contact entries for the relevant students. Mentors only have access to data on their own mentees through the dashboard. The dashboard takes data from the local department of education database but access to the dashboard does not furnish general access to the department of education data generally which is generally only available for department of education employees.

2. Create a **school culture that promotes good attendance** including education regarding attendance policies, incentivizing and rewarding attendance, identifying an attendance point person for the school, and setting up any new structures and systems necessary to create the focus on attendance.
3. Pair students who missed 20 or more days in the previous school year with a **success mentor** for the current school year. The initiative has not defined or specifically prescribed when additional success mentors or other resources should be directed at a child who was not absent for 20 or more days in the previous school year, but who begins to show chronic absence problems in a given year. Schools use the early warning reports and have discretion to implement interventions when they see warning signs. Success mentors can be school staff, stipended volunteers from community based agencies, or counseling/social work interns whose supervision is paid for by a CBO.
4. **Engage community partners** such as after-school programs and the housing authority to reach families with the attendance message. Most typically the guidance counselor does this work, but sometimes it is a parent engagement coordinator. Efforts are sometimes hampered by a lack of staff to do the connection and follow up work. Community partners can help organize and host a parent success summit and resource fair, communicate with families, and use the liaison assigned to the school to help connect parents to needed resources.

- **Results**: the initiative is currently in its third year of implementation. The only published results to date are as follows:
  - Over the two year initiative, pilot elementary schools reduced chronic absence by 25% (twice the reduction in chronic absence achieved by non-pilot comparison schools), middle schools by 16% (more than twice the reduction in chronic absence achieved by non-pilot comparison schools) and high schools by 3% (more than two and a half times the reduction in chronic absence achieved by non-pilot comparison schools).
  - 49% of elementary students and 23% of high school students who had success mentors for a full year exited chronic absence status as compared to 42% and 18% respectively that exited chronic absence status but did not have success mentors.

Los Angeles Unified School District

- Launched a **pilot program** to address chronic absenteeism in September 2011 at 25 high schools and 52 elementary schools with a focus on attendance in kindergarten and 9th grade (grade levels with the highest levels of chronic absence in the district).
- **Goal** in 2011/12 was to increase the percentage of students attending at least 96% of days from 61% to 66%; goal for 2012/13 is to increase from 66% to 71%.
- **Overall approach** consists of reviewing and analyzing data, using prior year's attendance data to guide prevention/early intervention, teaching and reinforcing clear attendance expectations, providing incentives and recognition for good attendance, and setting up a system of tiered interventions and supports.
- **Attendance improvement counselors** (employed by district) were tasked with developing, implementing and evaluating targeted, grade specific absence prevention and attendance incentive programs, analyzing and sharing school wide and grade level attendance data with teachers, administrators, parents and students, teaching and re-teaching clear attendance expectations, and assisting with the development of attendance and dropout prevention plans.
- Building-level **strategies** employed are tiered by attendance level of the student in the previous school year and are as follows:
  1. For students who have **attended less than 92% of school days** in the previous school year, buildings are directed to employ strategic interventions that can include a letter home after 3 or more absences to set up a mandatory parent meeting, personal phone calls home, home visit, referral to school based support staff and/or services, referral to community resources, incentives and rewards for improvements, referral of parents to services/supports, referral to District Attorney parent meeting.
  2. For students who have **attended between 92% and 95% of school d**ays, buildings are directed to employ re-teaching strategies that can include incentive programs, improvement recognition, letters home to set up parent meetings after 3 or more absences, student workshops focused on supports for academics including credit recovery, personal support groups, and developing an attendance plan.

3. For students **attending 96% - 100% of days**, buildings are directed to employ maintenance strategies that include various means of recognizing students and parents for good attendance.

- **Results**: LAUSD met their first year goal of increasing the percentage of students that attended 96% of school days to 66%. In addition, they saw gains in the targeted grades as follows: chronic absence rates declined from 31% to 17% in kindergarten and from 27% to 20% in 9th grade; the percentage of students attending at least 96% of days increased from 37% to 62% in kindergarten, and from 51% to 63% in 9th grade.

Oakland Unified School District

- Superintendent prioritized attendance in 2011 strategic plan and in January 2012 the district hired an attendance coordinator. They consulted with Attendance Works in developing their approach.
- **Goals**: **1)** reduce chronic absence to 5% of students; **2)** 85% of students at each school attend 95% of school days
- Oakland is focusing on a **comprehensive approach** that establishes district and school targets for attendance, identifies schools where chronic absence is concentrated, identifies schools that are beating the odds for further study, emphasizes the importance of attendance early on (kindergarten/1st grade), monitors attendance data disaggregated by race/ethnicity, treats chronic absence as an early warning sign, partners with others to address barriers to school attendance that schools cannot easily solve, establishes a culture of attendance and engages school leadership.
- In creating a **culture of attendance**, schools focus on educating parents about the importance of attendance, making school engaging, providing alternatives to suspensions and punitive discipline, involving the whole staff and extended day program staff in the attendance effort, and intervening early with a particular focus on chronic absence in kindergarten and first grade.
- **Specific Practices**: teachers are used as a first line of communication with parents; multiple school staff sit on site-based attendance teams; attendance teams meet regularly to review data and plan action; attendance data use is integrated into the site plan for each school and all schools are expected to have a plan; after-school providers receive training on chronic absence and the importance of fostering school attendance; attendance incentives and awards that include getting to school/class on time; partnering with housing authority to have them make personal phone calls and send out back-to-school information at the beginning of the school year; using restorative justice circles at the high school level for gang involved youth instead of punitive discipline strategies.
- By **disaggregating attendance data**, they found that African-American students had the highest rates of chronic absenteeism followed by Latinos. They launched an African-American male achievement initiative to focus on the high chronic absence rate for African-American males and to develop strategies to address it. The district appointed a single administrator to lead efforts to reduce chronic absence in this population and focused on involving parents and community organizations serving the population. Individual schools regularly review disaggregated attendance data to assess whether efforts are making an impact.
- **Results**: in comparing 2010/11 attendance data to 2011/12 data, they found that chronic absence decreased across all levels of school (elementary, middle and high), and that the percentage of students attending 95% of school days increased across all levels of school (elementary, middle and high) with a 7 point gain in the percentage of high school students attending 95% of school days. They are still a long way away from their two targets of reducing chronic absence to 5% of students, 85% of students at each school attending 95% of school days: in the last school year, 17 of 80+ schools met the first goal and 8 met the second.

Local Examples of Attendance Support Systems, Policies and Protocols

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Southern Oregon Education Service District, Attendance Audit Process
Attendance Support System Design

- Universal attendance support systems including inviting school environment, consistent school-wide attendance messages, positive family outreach, teaching attendance expectations regularly;
- Systems of reinforcement including school and classroom incentive systems for good attendance;
- Parent communication systems including emphasis in all parent communications, rapid contact with families for unexcused absence, positive contact with parents when trends are positive;

- Individual assessment and support systems including outreach, identification of specific barriers, and providing support;
- Community supports and legal consequences including collaborating with community based programs, coordinating with case management and seeking support from law enforcement.

Attendance Support System Implementation Process
- Identify an attendance team at the building level, design a data collection process and collect data on chronic absence.
- Analyze data, survey students, parents and teachers, and develop an action plan that addresses needed policy level changes, and creates protocol for attendance.
- Review implementation of strategies and progress made and recommend improvements.

David Douglas K-8
School Wide Practices
- Parent education at kindergarten round-up, evening events, back to school night, newsletters, parent-teacher conferences, annual flyer on attendance
- Individual student recognition for 95% and up attendance at assemblies and in class; quarterly treats
- Recognize classrooms with highest monthly attendance average, and daily flags for classrooms with no more than 1 student absent, and no more than 2 tardies
- Attendance policies and information posted on school websites
- Attendance information and policies in school handbooks
- Teachers discuss and teach about the importance of good attendance as part of the Positive Behavior Intervention System (?) lessons
- Formation of attendance teams at each school that meet at least monthly.
- Attendance data generated to show all students below 90% YTD and below 80% monthly (**NOTE: does not say how often these reports are generated, and who is responsible for generating them and reviewing them.**)

Interventions for Students Exhibiting Chronic Absence
- **Positive parent phone call** home by teacher at first report of 10%+ missed school days
- **First letter home** from attendance secretary noting # of days missed and attendance percentage, attendance policies, and asking that the parent call the school to discuss ways they can work together to improve attendance; attendance team at school brainstorms possible in-school interventions including an additional phone call home, determining whether other community partners are working with the family
- **Second letter home** from school counselor noting # of days missed and attendance percentage, citing OR statute regarding school attendance, and the expected attendance rate of at least 90% of days. Also asks that parent contact the school to discuss attendance issues. Attendance team brainstorms other interventions including home visit, calls from counselor, in-classroom reinforcement, counselor reinforcement, robo call to wake student up
- **Third letter home** from principal noting # of days missed and attendance percentage, citing OR statute regarding school attendance, and noting date/time of meeting with parents to discuss attendance issues and solutions. Letter offers to reschedule if parent cannot make meeting date, or to schedule a home visit if that is more convenient. Letter also notes that if school is unable to schedule a meeting or home visit, school will contact Ass't Superintendent's office or DHS to report concerns.
- **Attendance contract** filled out after meeting with parents and notes attendance issues and what the child, parent and school agree to do to address the issues.
- If all other efforts fail, **final letter** sent from Ass't Superintendent with a possible follow up home visit from a Student Resource Officer.

East County School Districts High School "School Attendance Matters"
The "School Attendance Matters" project is in place in Gresham-Barlow, Reynolds, Centennial, and Parkrose high schools. A similar program was instituted at Milwaukie high school and in its first year of operation, 92% of truant students returned to school without parent citations or fines.

- **Overall approach** is **early intervention** to minimize days missed, and involve youth and parents in addressing the root causes of truancy/chronic absence.
- Track attendance data and flag all students who miss at least 8 half-days in a 4 week period. **First letter** is sent to parents citing OR statute regarding school attendance and offering assistance to resolve any issues that are affecting school attendance. Letters translated into Spanish, Russian and Vietnamese.
- Parents/youth have access to a range of in school supports including credit recovery, evening academies, remedial classes, 1:1 support and assessment, tutors, parent meetings, SUN, and restorative justice programs.
- **Second letter** sent if attendance issue is not resolved in 30 days. Statute is reiterated and family meeting with school attendance officer is required. In addition to mailing, letters can also be delivered by school personnel or community based agencies working with the family or the community of which the family is a part.
- If attendance issues remain unresolved after the second letter and follow-up, **parents are cited** by School Resource Officer to Mult. County Circuit Court. Parents may pay the fine, work with the court for a continuance pending resolution of the attendance issue, or request a court hearing.
- If after 30 days the school deems the issue settled, the school will notify the court and the parents, and the case will be dismissed.
- If the attendance issues have not been resolved, parents will be required to appear and the Court will exercise discretion to resolve the matter.

Links to Resources and Toolkits

Attendance Works Tools and Technical Assistance: Attendance Works has put a range of tools up on its website to assist schools and school districts in improving attendance and reducing chronic absenteeism including tools for self-assessment at the district and school levels, handouts for parents of elementary, middle and high school children, and tools for after-school, health care and early education providers.
http://www.attendanceworks.org/tools/

New York City, Every Student, Every Day Toolkit: There is a toolkit for schools available on the initiative website, as well as resource center that links to a variety of resources for schools and parents.
http://www.nyc.gov/html/truancy/html/resources/resources.shtml

Oakland Unified School District Toolkit: This complete toolkit is based on many of the tools from the Attendance Works toolkit but includes some unique items including attendance fliers translated into multiple languages.
http://www.alcoda.org/files/Every_Day_Counts_Complete_Toolkit.pdf

Los Angeles Unified School District: This toolkit includes data, school and community assessment tools, letters and memos to parents, and incentive ideas.
http://pupilservices.lausd.net/sites/pupilservices.lausd.net/files/AIP%20Toolkit%20for%20Schools_1.pdf

LAUSD also revised its attendance manual in conjunction with its attendance initiative. The below is to a bulletin that summarizes the changes to attendance policy.
http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/STUDENT_HEALTH_HUMAN_SERVICES/PAGES%20FROM%20BUL-4926.1.%20ALONE..%20PDF.PDF

Key Findings from Schools Beating the Odds Around Chronic Absence
Earl Boyles ES, Menlo Park ES, Clear Creek MS & Alice Ott MS

May 17, 2013

Attendance Structures: Frequency and Consistency

- Low chronic absentee rate as part of school's over arching goals

- Weekly attendance meetings with Principal, Counselor, SUN Community School Site Manager
  - Chronically absent students identified and prioritized for targeting

- Strong partnership between Counselor and SUN Community School Site Manager

- Daily phone calls home for unexcused absences, home visits for chronically absent students -
  - Focus on building the relationship with the family, not shaming

- Continually screen attendance data and make changes to students who are being tracked where needed

School Culture: Build a climate that kids, parents and staff want to be in

- Building relationships and trust with students
  - Staff visible in hallways, outside, in between classes
  - Lunch with the Principal and staff as rewards
  - Student ambassadors
  - Transition days for incoming students

- Building relationships between Administration and Staff
  - Clear communication channels for staff to provide feedback to administration
  - Administration demonstrates behaviors they expect from staff (participating at afterschool events, making phone calls home, in hallways during school)
  - Have meaningful and efficient meetings with set structures
  - Changes are thoughtful, deliberate and communicated well

- Incorporate attendance into PBIS
  - Assemblies
  - Team/Class/Individual Awards
  - Attendance flags
  - Pictures in slideshows/ bulletin boards

- SUN Community Schools
  - Robust, collaborative SUN Community School (SUN CS)
    - SUN CS site manager involved in attendance structures and teams
    - SUN staff available to school staff and families
  - Utilize SUN after school activities as incentive for students to come to school

Communication and Engagement: *Every interaction is an opportunity to make a positive connection.*

- Parent Groups – Parents as resources for connecting with other parents
- School Events –
  - **Traditional:** Back to School Night, Kindergarten Round-up, Teacher Conferences
  - **Special:** Curriculum/Grade Level Night, College Night, Transition Nights
  - **SUN/Family:** Latino family nights, morning clubs, resource fairs, movie nights

- Direct contact with families – Respectful, but firm
  - Phone calls home from: Principal, teachers, counselor, SUN - focus on giving information to the parent/guardian about students (both good and bad)
  - Home visits for targeted students
  - High staff participation at afterschool events

Overall: *Relationships, Communication, Priorities, Adjusting*

- Relationships are KEY
  - Between: teachers - administration/staff - students/ parents - staff/ community partners
- Clear and Consistent Communication between EVERYONE
- Prioritize key areas for focus
  - Focusing on attendance and tardiness at same time is too much
- Consistently review data and make adjustments where necessary: to the systems, targeted students

	Attendance Structures	School Culture	Parent Communication and Engagement	Overall:
Earl Boyles Elementary: David Douglas	- Follow David Douglas Attendance _____ - - Weekly attendance meetings - Counselor and SUN Coordinator attend all strategic (yellow) and intensive (red) meetings - Chronic Students- - Discussed during IPBIS - Screen attendance data each year and make changes to students who are tracked were needed	- Staff: - Foundation of trust between Principal/counselor/staff/SUN - Constant feedback loops between staff and administration (staff meetings, surveys) - Meetings: Standard mtg structure - Professional Learning Team - Weekly, focus based on data - Grade Level Data Team: 20% Mtg - Every 6 weeks, focus on behavior/attendance/Easy CBM Data - Universal Data Teams: 100% Mtgs 4x/year, focus on core of grade level/setting SMART goals - Students: - Attendance reinforced – In the classroom/at assemblies/ at school functions - Attendance awards – individual, class, end of the year - Picture in monthly spirit assembly slide show - Good Morning Club - Attendance Contract - Kindergarten goal setting* - Counselor's lessons (Kelso's wheel) 3rd-5th grade ambassadors - School-wide individual student awards	- Parent United Group – Mtgs conducted in Spanish, translated into English - SUN facilitating group – working towards being solely parent run - Parents make phone calls to parents/guardians who have shown an interest and communicate about events - Have a set time and space for meetings during school day – Principal and SUN Coordinator attends - Back to School Night - Kindergarten Counts - Teacher Conferences - Have a parent "break space" – space for people to meet, learn about upcoming events, ect. - Curriculum Grade Level Nights – Grade level specific nights: talk about curriculum, attendance, parent resources - College Night – Conduct workshops for parents on different college related topics (finance, location, requirements) - SUN movie nights – show attendance video as preview - SUN activity/event nights	- Relationships - Structures & Systems - Communication - Consistency - Culture of Professionalism - Pick one topic and focus on it – don't take too much on

Clear Creek Middle School: Gresham	• Weekly Attendance Meetings – Gather data from ESIS, SIP, Data Warehouse/ Counselors, Admin and SUN
	
	• Daily phone calls home for students w/ unexcused absences (done by Attendance Secretary)
	
	• Triage Meetings – For "red" students: includes School staff, SUN, community partners where appropriate
	
	• Working directly with Parents – letters/ phone calls/ home visits
	
	• Attendance Contracts (incorporated into CC Athlete Contracts) – signed by 80-90% of students/families
		• Visibility – Staff members (including Admin) present in halls, outside areas
		
		• PBIS – Utilize the 4 'R's –
		  o Respect: For staff and self
		  o Relationships – Staff loops with students all three years: helps foster positive relationships between staff and students/staff and parents
		  o Results – Focus on what's working and moving that forward
		  o Rigor – High expectations for all (staff and students alike)
		
		• Wild Cat Wonders – "ambassadors" for school (attendance is one criteria for qualifying)
		
		• Positive Reinforcements for students –
		  o Principal's lunch w/ staff member (specific to attendance)
		  o Grade Team Rewards
		  o Wild Cat Bucks – used at school store and events
		
		• SUN – Has a big pull for students/changed to focus more on what students want out of SUN
		  o Treat "school" day and "SUN" day as the same
		  o Not at school – no SUN programming
		  o Follow up w/ students about grades
		  o Make phone calls home
		
		• Transition Days – Set up a K-12 mentality making process of transitions from school-school more fluid
		  o Bring 8th graders over to HS before other students are in session
		  o Bring 5th graders into CC before end of year
			• Back to School Night
			
			• Teacher Conferences
			
			• SUN hosted Parent/Gaurdian nights – conducted in both English and Spanish
			  o Booster Classes
			  o Activities focused on strengthening families
			  o Bring in police to engage w/ families in a positive setting
			
			• Utilize Spanish Liaison to help engage the Latino Population
			  o Host Latino family nights w/ teachers and bilingual staff
			
			• Automated phone calls to remind families about upcoming events
			
			*School's location creates makes it difficult to get the community in the door, not located in the "community"
				• Maintaining RELATIONSHIPS – especially during hard times
				  o Being aware/ paying attention
				
				• Utilize strategic and long-term planning
				
				• Admins role to take as much as possible off of "teachers' plates"
				  o Responsiveness to commitment – showing staff rather than just telling them
				
				• Turning attendance from punitive to positive – build intrinsic motivation (SUN)
				
				• Utilizing resources that are present (don't need to reinvent the wheel)

| Alice Ott Middle School: David Douglas | • David Douglas Attendance Protocol

• Weekly PLT for chronically absent students (focus on 6th grade)
  o Pull past attendance data for incoming 6th graders to identify "high flyers"
  o Counselor checks attendance list daily - make adjustments when needed
  o Home visits made by Principal and Counselors when students are absent – leave "sorry we missed you" door hanger
  o Daily morning check-in w/ Counselors(s) | • Teachers always in hallways in between periods, Principal very visible/knows everyone's name

• Constant communication between staff and administration

• Teachers have strong/impactful relationships with students

• Staff not required to do "prep meetings" with team – have "focus weeks" that change depend on need
  o Required to make at least 10 phone calls home/week to check in w/ parents about students (Have GoogleDoc to track all phone calls so EVERYONE is called)

• 6th Grade Transition Day –
  o First day of classes only 6th grade attends

• Quarterly Award Assemblies
  o Attendance
  o Grades
  o Educational Achievement (chosen by teachers)

• High Flyers –
  o Attendance card checked daily by counselor w/ weekly rewards and monthly awards
• PBIS

• Discipline is handled by VP – allows more flexibility for Principal (doesn't always have to be the "bad guy") | Every parent/guardian interaction is an opportunity to make a positive connection
• Back to School Night
• Teacher Conferences
  - 90% attendance goal reinforced

• Phone calls home to all students (especially in 6th grade)

• Family Nights
  o In coming 6th grade Family night – meet with students and families in small groups
  o Give presentation on chronic absenteeism and the negative impact it has on students

• Bagels & Books –
  o Morning meetings where students and families can come to get breakfast and books | • Relationships and Communication between – staff, students, families
• Staff that is "bought into the cause"
• Accountability – for staff, students, families |

Section 7: Communities Supporting Youth Collaborative and All Hands Raised Reports

Continuous Improvement Lessons:
Early Learnings From the Six Demonstrations Sites in 2013-14

Background

In 2012, the Communities Supporting Youth Collaborative selected improving school attendance as its five-year goal and began developing strategies to reduce chronic absenteeism.[1] Collaborative members studied current research and promising practices at both the local and national level and created a comprehensive toolkit for school-based efforts. Districts designed a set of "critical minimums" for application of attendance protocols countywide. The Collaborative developed a school-level attendance response model and was ready for implementation as part of the "plan-do-check-act" cycle of continuous improvement. Six demonstration sites, one from each partner district, were chosen as "learning labs" for the initial implementation phase. Training occurred in October 2013 for school teams to deepen their understanding of the model and build their plans for the year. Teams had access to daily student-level attendance reports. Demonstration site roles were defined, with the SUN Community School Site Manager being identified as a pivotal player within the effort. With the tools and infrastructure in place, the Collaborative got to work.

The Model

The Collaborative's approach targeted three levels simultaneously: students and families, schools and the community at large (see Figure 1). Rather than create new teams to address each level, demonstration sites were encouraged to leverage existing structures, supplementing or modifying as needed.

Figure 1: Guidance for School Teams

	Team Name	Primary Functions
Student	School Attendance Response Team	1. Review student-level data. 2. Determine appropriate interventions for students with attendance below 90%. 3. Monitor progress of individual students & intervention practices.
School	School-wide Attendance & Engagement Review Team	4. Build a culture of attendance. 5. Use data to monitor school-wide trends.
Community	Community Engagement Team	6. Engage parents and community members in monitoring, planning for and responding to school-wide attendance and engagement issues. 7. Broker partnerships and leverage community resources.

During regular meetings of the Collaborative throughout the school year, schools provided updates on implementation issues and shared preliminary findings. In February 2014, schools submitted their half-yearly reports to the conveners of the Collaborative and in May, their year-end reports.

In late May a convening of principals, SUN Community School Site Managers, district representatives and other school staff allowed the six schools to debrief outcomes and practices that appear to relate to reductions in chronic absence in order to help identify improvements for 2014-15.

Several trends are clear at the demonstration sites though additional data are needed before definitive conclusions can be drawn. Without this information, the Collaborative cannot definitively know which practices are worthy of expansion and replication.

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[1] Chronic absence is defined as missing 10% or more of school days.

School Outcomes

Figure 2 shows monthly chronic absence rates from September 2013 through May 2014 based on data drawn from the schools' reports and shared on May 16th during their year-end debrief session. Highland Elementary, which had its School Attendance Response Team up and running early in the school year with weekly discussions about data and interventions, experienced the lowest chronic absenteeism rate of any demonstration school. Historical rates of 19-22% per year dropped to 13%, with the monthly average never exceeding March's high of

Figure 2: School-Reported Monthly Chronic Absence Rates: September through May

15.4%. At David Douglas High School, monthly chronic absence climbed during the year, peaked in April and dipped in May. Glenfair Elementary showed significant improvement over prior years despite a sharp upward incline and notable dip in March (a result of concerted teacher outreach to families). Shaver Elementary had the most varied monthly results, creating a "Z" shaped line that struck lows in September and April, and peaks in December and May. Oliver, which was able to implement very few of the attendance practices, experienced a slight improvement in chronic absenteeism compared to prior years.
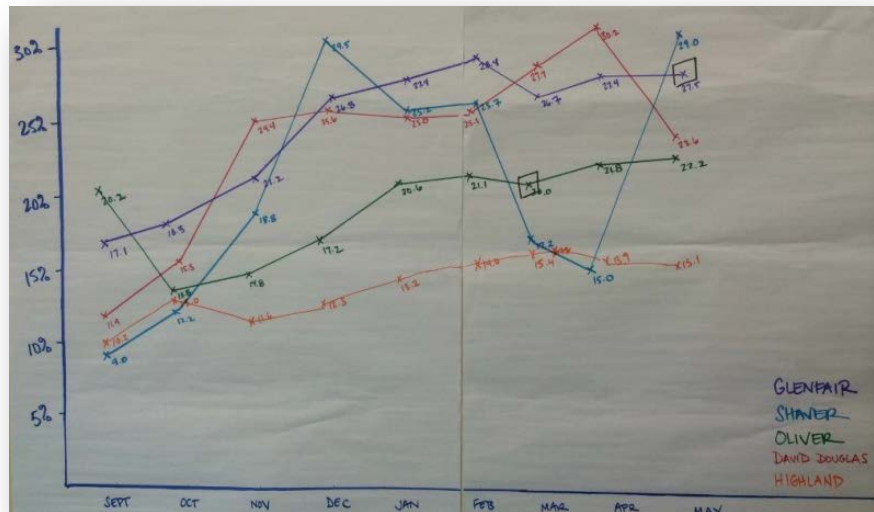
Figure 3 shows school-level chronic absence rates for the preceding three years and the first year of strategy implementation.

Focusing on Individual Students

Causes of absenteeism can vary widely from one student to the next and best practice suggests

Figure 3: School-Level Chronic Absence Rates

| Schools & Districts	10/11	11/12	12/13	Strategies Launched 13/14
Glenfair Elementary (Reynolds)	29%	35%	29%	27%
Highland Elementary (Gresham Barlow)	19%	22%	20%	13%
Oliver Elementary (Centennial)	23%	32%	23%	21%
Shaver Elementary (Parkrose)	25%	24%	18%	14%
George Middle School (Portland Public)	24%	29%	25%	**
David Douglas High (David Douglas)	30%	28%	23%	**

Source: ODE for all years except 13-14 which uses preliminary school-reported data.
**For middle and high schools, Synergy coding issues resulted in delays in obtaining accurate attendance rates which were not resolved by the time of this report.

tailored intervention to address diverse needs. Most demonstration sites used student-level reports early in the school year to prioritize students, conduct outreach and follow up based on individualized needs, and monitor improvement. Figure 4 shows the number of students that received tailored intervention at four of the sites, and the number of those targeted students for whom attendance improved.

Figure 4: Students Identified for Tailored Intervention & Number That Improved Attendance
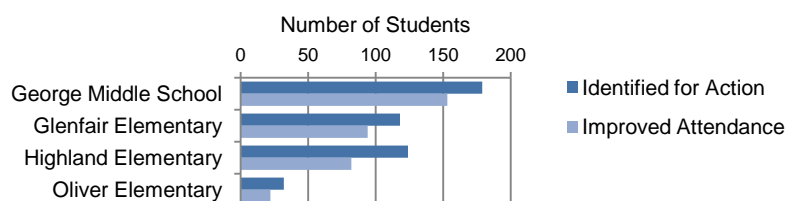
Promising Practices During Implementation Year 1

Preliminary results suggest that specific school-level and student-level practices had a positive relationship with declines in chronic absence rates. These include:

Student-Level

1. **Student Attendance Response Teams meet consistently** (a minimum of two times per month, optimally weekly) during the year.
2. **Positive contact happens early** and consistently and follows the defined school district protocol starting with phone calls or meetings with the student and progressing to letters, meetings or home visits with parents. It is currently unknown whether contact by the student's teacher has more impact than contact by other staff.
3. **Teams give data about students' chronic absences to teachers** along with information to allow teachers to have timely conversations with students and families.
4. **Teams have access to current and accurate attendance data at every meeting.**

School- Level

5. **Attendance improvements are intentionally recognized and celebrated.** While the form of recognition varies by age and grade, examples include:
   a. Bulletin boards displaying attendance results by classroom or grade level
   b. Incentives for improvement
   c. Surprise classroom recognition
   d. Attendance check-in system with calendars and stickers for students
   e. Play time and/or time with adults
6. **Recognition activities are multiple and varied.** Schools employ diverse strategies to recognize attendance improvements or goals. It may be that varying the recognition strategies helps maintain student interest and attention to their attendance.
7. **Communication about the importance of attendance – with both students and families – occurs early in the school year.**

Community-Level

8. **Using data on chronic absenteeism – with parents, youth and community members – raises awareness and supports engagement.** While group composition varies at each site, all demonstration sites share school-wide attendance data, brainstorm about solutions to address barriers to children coming to school, and generate ideas to mitigate those challenges.

Other Structural & Contextual Factors

Several factors hindered or facilitated implementation, including:

1. **Data availability** challenges. The conversion to a new statewide student data system (Synergy) at five of the six districts introduced complexities with data and report accuracy. In September, a customized student-level report designed by the Collaborative was available for schools. Some schools were able to access it early in the school year; others experienced technical difficulties that were not resolved until late spring; and attendance data in secondary schools continued to be inaccurate in Synergy through year end. Most issues (e.g., coding for full- and half-day kindergarten) were resolved during the latter half of the school year.

2. **Data collection** on student-level intervention activities happened using various tools and was not consistent across sites, making it impossible to compute consistent correlations between specific practices and attendance rates.

3. **Significant investments of human capital** were needed in schools where full implementation took place. Demonstration sites were creating new roles, adopting new techniques, changing their practices and, to varying degrees, tracking student- and school-level intervention activities. A portion of this need was met by re-purposing or re-prioritizing existing work. In addition, all schools received a $2,500 stipend to provide

release time to SUN Community School Site Managers so that they could take on additional work related to model implementation.

Recommendation: Concentrated Data Collection in Fall 2014

In addition to the critical minimums, demonstration schools were encouraged to employ a significant number of practices that were identified in the toolkit. Several practices implemented during the 2013-2014 school year appear to have had a positive influence on student- and school-level attendance outcomes. Collaborative organizers recommend collecting more complete data to conduct analyses that will produce more conclusive findings. Therefore, in the fall of the 2014-15 school year, the six schools will be encouraged and supported to:

1. Start Student Attendance Response Team meetings immediately in September, including review of student-level data,
2. Thoroughly track student-level interventions, potentially using AmeriCorps or other supplemental staffing
3. Rigorously apply and monitor a narrower, more focused set of practices from September to December.

Using data collected from schools during the fall semester, All Hands Raised and the SUN Service System will coordinate data analysis during January and February of 2015. Collaborative organizers also will hold in-depth conversations with school staff to learn their perspectives on the practices that produce improved outcomes. These findings are expected to shape recommendations for implementation at other schools in the region beginning in School Year 2015-16.

Immediate Next Steps

To ensure implementation of the recommendations above, the following actions will be instituted:

Convening Partners
1. Disseminate the narrower set of practices that showed promise at demonstration sites in the first year. This will serve as a supplement to the attendance toolkit in School Year 14-15.
2. Orient one new school, Lynch Wood, which replaces Oliver, and new staff at other demonstration sites to the model and key roles.

Designated District Representatives
3. Deliver School Attendance Response Team training on September 22nd. Emphasize the distilled list of promising practices.

Principals
4. Oversee the creation of the annual school plan for student- and school-level activities that impact absenteeism.
5. Champion the launch of weekly School Attendance Response Team teams in September to review student-level data. Discussions about school-wide engagement also need to begin early in the year using school-level data to guide decisions and shape activities that are grade-appropriate.
6. Ensure a system is in place to consistently track data on student-level interventions using a common database tool across sites.

SUN Community School Site Managers
7. Submit attendance data monthly to SUN Service System staff to allow for tracking and disaggregation of chronic absence rates by race/ethnicity.

All Hands Raised Data Committee and District Data Managers
8. Support data collection, tracking and analysis using Synergy with modest enhancements to capture reasons for individual absences and types of student-level intervention.

Superintendents
9. Continue to champion the overall efforts and pursue/sustain additional resources to expand capacity for tailored interventions, such as Department of Human Services Family Stability Case Workers.
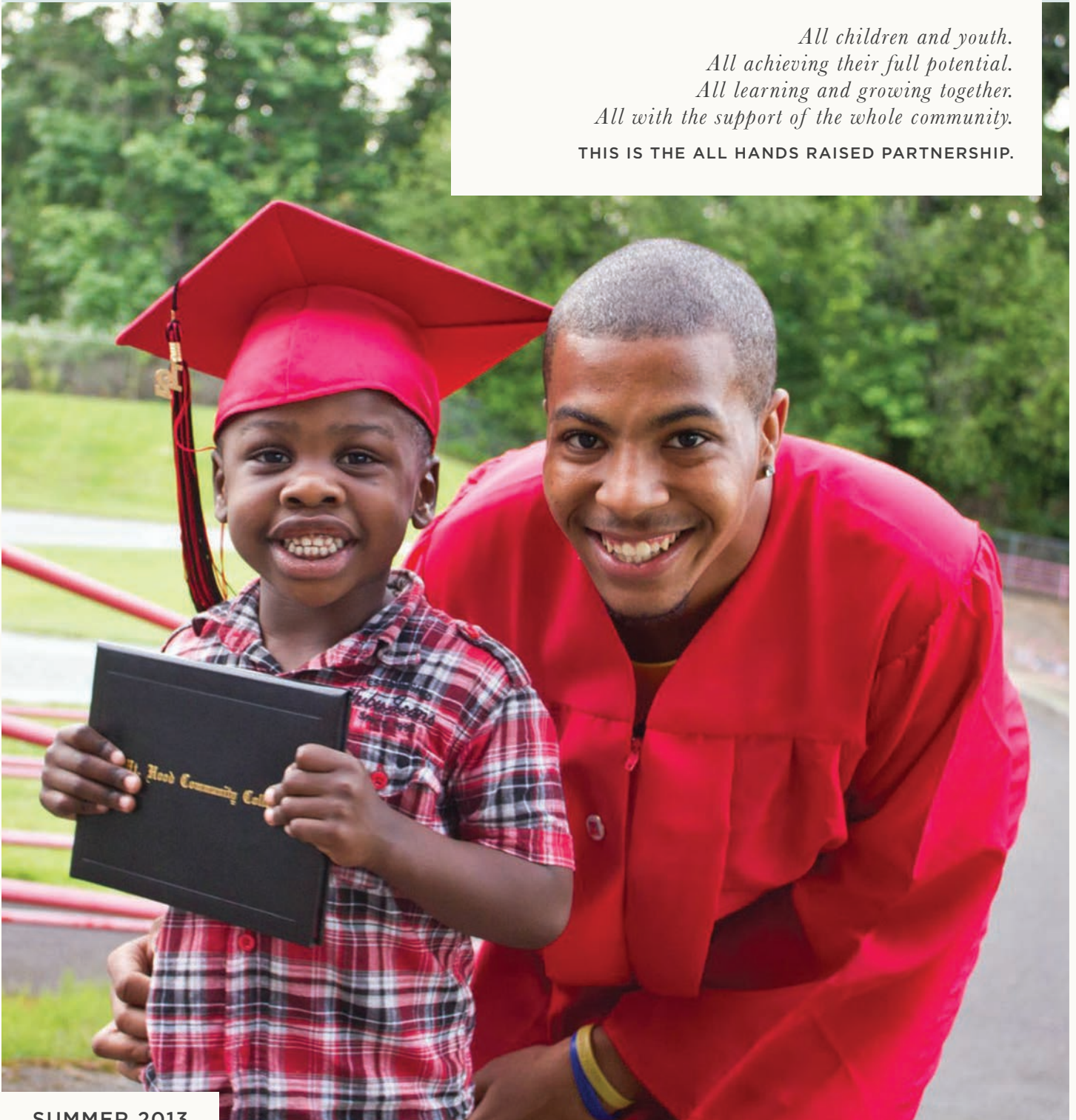
EDUCATION, EQUITY & EXCELLENCE
from Cradle to Career

CHAPTER 01

All children and youth.
All achieving their full potential.
All learning and growing together.
All with the support of the whole community.

THIS IS THE ALL HANDS RAISED PARTNERSHIP.

SUMMER 2013

THE ALL HANDS RAISED PARTNERSHIP

Education, Equity & Excellence
from Cradle to Career

CHAPTER 02

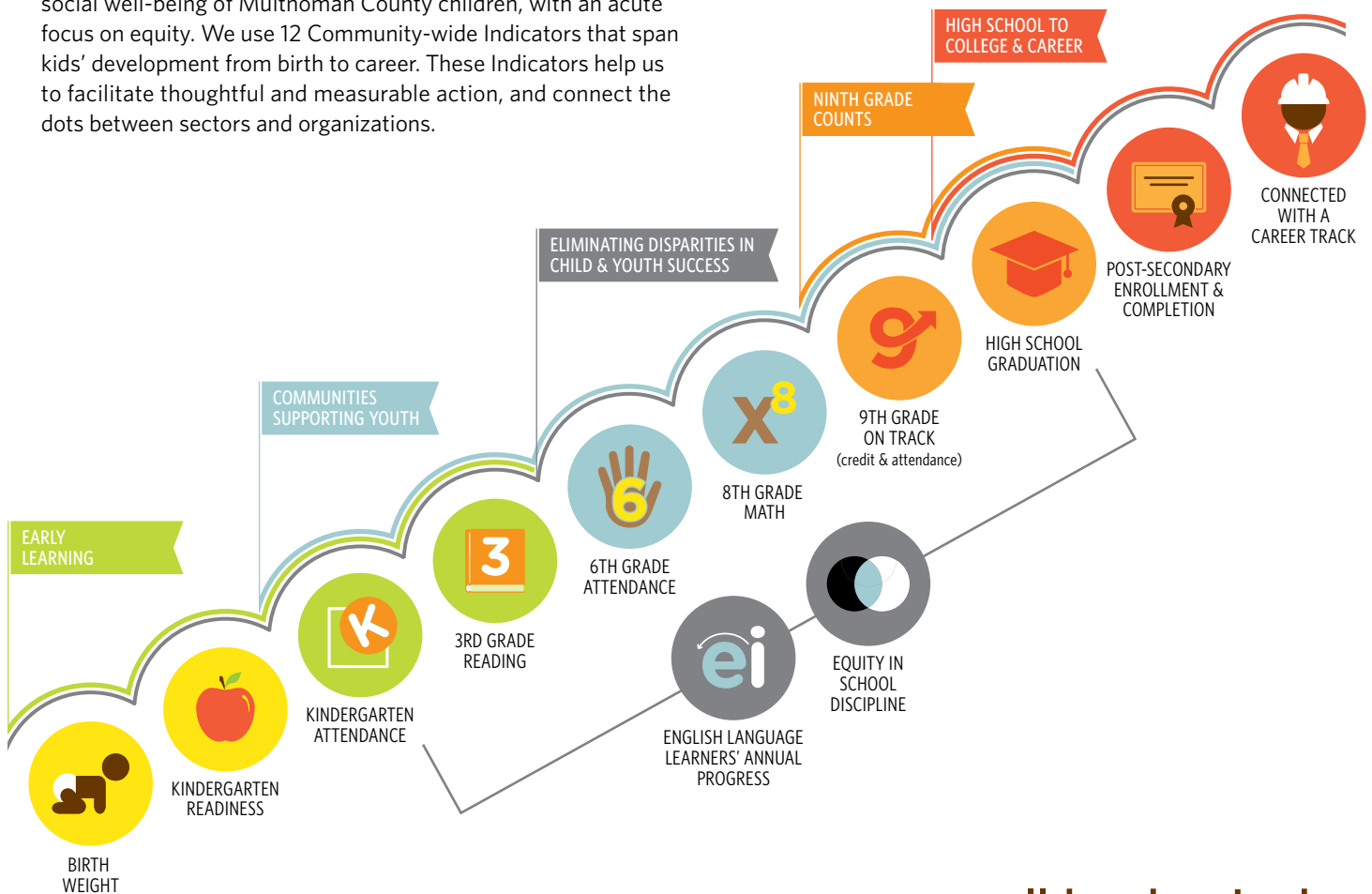WINTER 2015

All Hands Raised

Learning doesn't begin and end in the classroom. Transforming children into educated, independent adults is the job of the entire community.

We are changing the way adults collaborate to help children grow—all the way from birth to career.

Community-wide Indicators

Our work is to help our community improve the academic and social well-being of Multnomah County children, with an acute focus on equity. We use 12 Community-wide Indicators that span kids' development from birth to career. These Indicators help us to facilitate thoughtful and measurable action, and connect the dots between sectors and organizations.

HIGH SCHOOL TO COLLEGE & CAREER

NINTH GRADE COUNTS

ELIMINATING DISPARITIES IN CHILD & YOUTH SUCCESS

COMMUNITIES SUPPORTING YOUTH

EARLY LEARNING

CONNECTED WITH A CAREER TRACK

POST-SECONDARY ENROLLMENT & COMPLETION

HIGH SCHOOL GRADUATION

9TH GRADE ON TRACK
(credit & attendance)

8TH GRADE MATH

6TH GRADE ATTENDANCE

3RD GRADE READING

KINDERGARTEN ATTENDANCE

KINDERGARTEN READINESS

BIRTH WEIGHT

EQUITY IN SCHOOL DISCIPLINE

ENGLISH LANGUAGE LEARNERS' ANNUAL PROGRESS

all hands raised

Education, Equity and Excellence from Cradle to Career

Aligned Action

Many children inherit obstacles from the day they are born. Kids who enter kindergarten unprepared struggle to catch up. Students who falter in their first year of high school have a slim chance of graduating. Thousands of high school graduates never enroll in college or career training. Less than half of the students who enroll in college actually earn a degree. But this is not the end of the world. It's the beginning of our work.

We align the community's collective efforts to make positive change for kids. A lot of key players work with our schools and families to reinforce measurable results, continuous improvement and shared accountability. It is through this coordinated and aligned action, in partnership with our schools, that we will make lasting change.

OLD / CURRENT BEHAVIOR

DISORDER & CONFUSION   ISOLATION
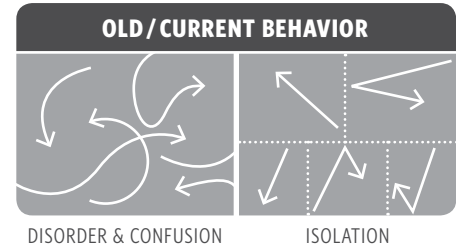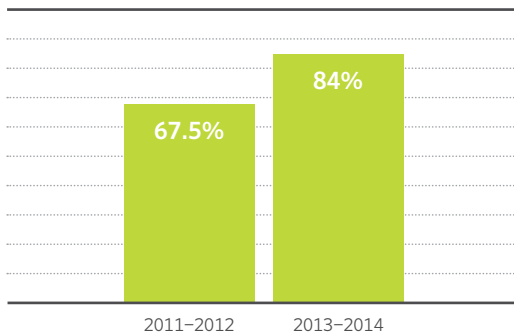
COLLABORATIVE ACTION TEAMS

They are action-oriented groups aligned around a measurable goal. By using continuous improvement tools to analyze data, the Teams focus on what is working and make course corrections if they are falling short.

Eliminating Disparities in Child & Youth Success

Educational disparities impact students of color in Multnomah County from birth to career. Historic and current inequities lead to generations of lost human potential and a tenuous economic outlook for the entire community. Convened with the Coalition of Communities of Color, this Team works from within the community to build racial equity on a systemic level and address the complex and challenging issue of disproportionate discipline. **Schools and community partners have worked together to collectively cut suspensions and expulsions by 28.3% since 2012,** while also narrowing the discipline disparities impacting students of color.

Early Learning

Convened with United Way of the Columbia-Willamette and Multnomah County as a part of their role as the State of Oregon's local Early Learning Hub, this Team works to ensure a supportive transition for children entering kindergarten. **As part of the effort, a community-wide campaign to register more kindergarteners for school on-time—helping ensure a strong start to the school year—contributed to an increase in on-time registration at eight demonstration schools from 67.5% to 84% in two years.** The Team is currently expanding its reach to focus on health, quality preschool and early engagement with families.

Reducing Disparities in School Discipline

	Baseline (2011–12)	Current (2013–14)
Black/African American	19.2	13.2
American Indian/Alaska Native	10.3	9.6
Pacific Islander	9.8	1.6
Latino	9.0	7.1
Multi-Racial	8.3	6.6
TOTAL	8.2	5.8
White	6.7	4.8
Asian	3.0	2.0

Reflects the number of suspensions and expulsions per 100 students (K–12) in each racial/ethnic group across Multnomah County.

Increasing On-time Kindergarten Registration

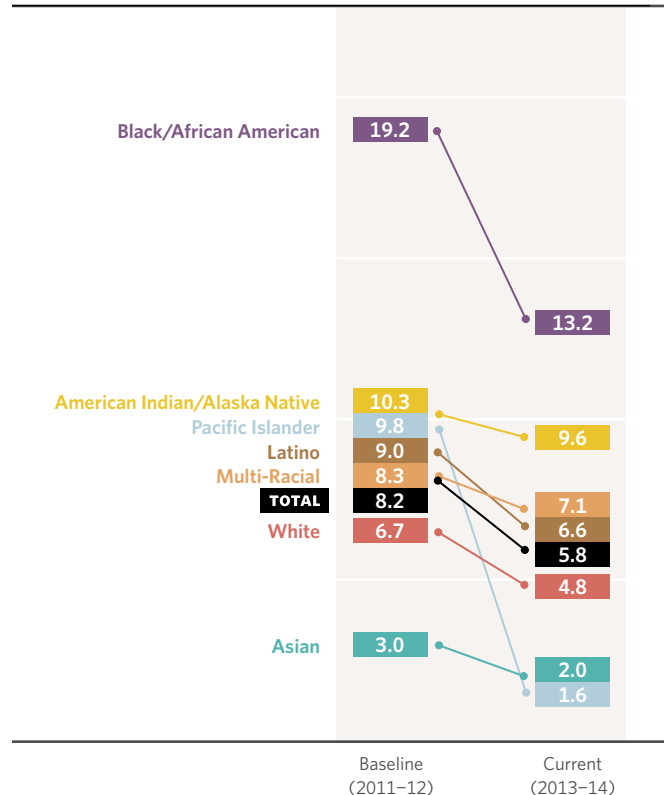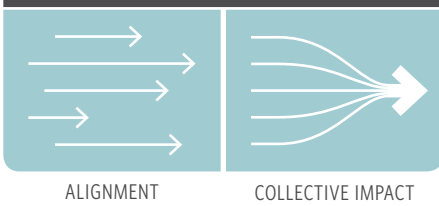| 2011–2012	2013–2014
67.5%	84%

Reflects the percentage of kindergarteners across the eight demonstration schools who registered for school before September.

Special thanks to our lead data partners: Portland State University, Northwest Evaluation Association, Multnomah Education Service District and ECONorthwest.

Emerging Action at the End of the Birth to Career Continuum

NEW BEHAVIOR
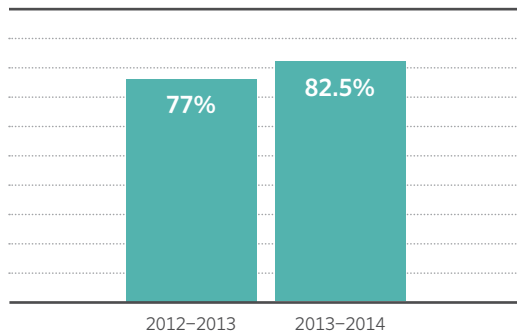
ALIGNMENT   COLLECTIVE IMPACT

All Hands Raised is currently focused on strengthening the pathways from high school to college and career. By 2020, 70% of Oregon jobs will require some form of post-secondary education or training. While our region continues to attract highly educated people, only 25% of Multnomah County ninth graders complete a post-secondary degree or credential within the expected time. We are actively engaging the community to develop an action plan that will strengthen the transition from high school to college and career.

Communities Supporting Youth

Students with sporadic attendance are far more likely to disconnect from school and face uncertain career prospects. Missing school often signals unstable health, housing and family conditions. Convened with the SUN Service System, this Team uses data to identify and support students at risk and build a school-wide positive attendance culture. Over the past year an aligned set of interventions at six demonstration schools across the county helped increase the percentage of students consistently attending school. **Through partnerships with the Oregon Department of Human Services and Multnomah County, attendance outreach staffing valued at more than $1 million was realigned to improve attendance at the six demonstration schools.**
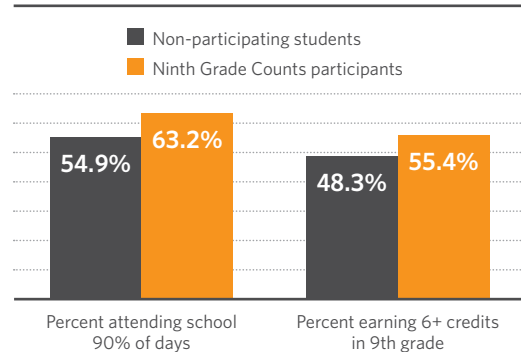
Ninth Grade Counts

Ninth Grade Counts provides summer learning opportunities for academically at-risk students entering ninth grade. The teaching is hands-on, individualized and culturally responsive. In its sixth year, Ninth Grade Counts has served over 5,000 students, offering all students the opportunity to earn at least 0.5 high school credits during the summer— giving them a head-start on their high school career. Multiple years of data show that at the end of their freshman year, **Ninth Grade Counts students are on-track to graduate at a higher rate than their peers**.

Improving School Attendance

2012–2013	2013–2014
77%	82.5%

Reflects an average of the six demonstration schools' rates of students attending school 90% of the time.

More Students On-Track to Graduate

■ Non-participating students
■ Ninth Grade Counts participants

	Percent attending school 90% of days	Percent earning 6+ credits in 9th grade
Non-participating students	54.9%	48.3%
Ninth Grade Counts participants	63.2%	55.4%

Reflects 2012 ninth grade outcomes for Academic Priority (or academically at-risk) students who participated in Ninth Grade Counts versus Academic Priority students who did not participate.

Action on the Ground

- ● Communities Supporting Youth (6 Demonstration Schools)
- ● Early Learning (8 Demonstration Schools)
- ● Eliminating Disparities (County-wide Impact)
- ● Ninth Grade Counts (22 Program Sites)

PARKROSE

REYNOLDS

PPS

DAVID DOUGLAS

CENTENNIAL   GRESHAM-BARLOW
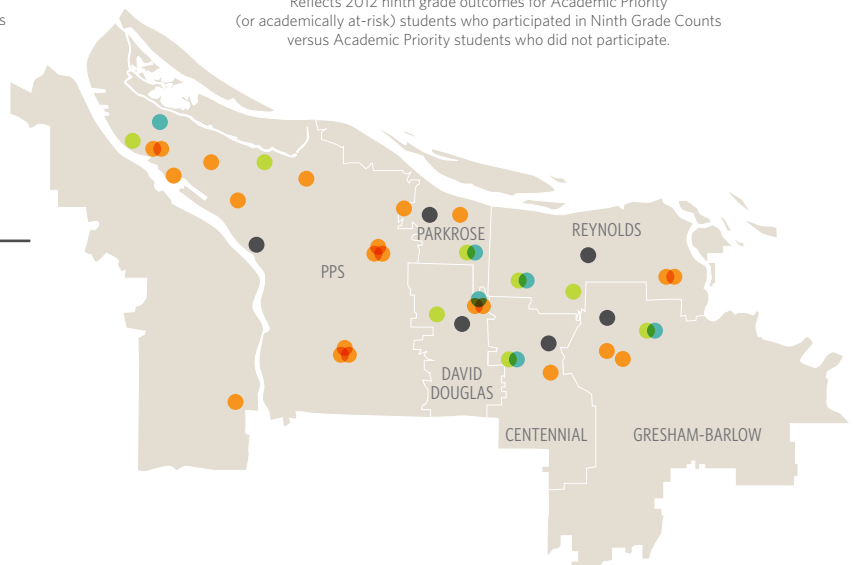
PPS Local School Foundations and the PPSF Equity Fund

School leaders and parents from across the nation have looked to Portland Public Schools' (PPS) unique and equitable model of private fundraising for additional classroom instruction that supports kids across an entire district. Parents raise funds through 43 active Local School Foundations. Established by PPS Board policy, a portion of the money is shared through grants from the Portland Public Schools Foundation (PPSF) Equity Fund. These grants are based on criteria that account for the financial resources and demographic profile of the schools.

All Hands Raised announced $1.25 million in PPSF Equity Fund Grants for the 2014–15 school year. It's made possible by the tireless fundraising efforts of PPS parents. **PPSF Equity Fund Grant awards are making a positive impact in 52 PPS schools**. This impact includes: mentoring programs for at-risk students; educational assistants in reading and math for students who are below benchmarks; culturally specific student advocacy and support; and support for teachers and staff to reduce inequities in student discipline.

We steward PPS parent-led fundraising and manage the PPSF Equity Fund at no cost to parents or the district because of support from New Seasons Market, the Demorest Family Foundation and the Roy Fund of Oregon Community Foundation.

396

Total number of PPS teachers and staff funded, in full or in part, by PPS parent-led fundraising for the 2014–15 school year.

all hands raised

Education, Equity and Excellence from Cradle to Career

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