Data + Relationships Can Strengthen Your School's Response to COVID-19

April 9, 2020
Panelists

• **Hedy Chang**, Executive Director, Attendance Works
• **Ericka Guynes**, Principal, Earl Boyles Elementary School, David Douglas School District, Oregon
• **Shandria Richmond-Roberts**, Principal, Harrison Elementary School, Pomona Unified School District, California
Background

Hedy Chang
Executive Director
Attendance Works
About Attendance Works

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

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

Since our launch in 2010, we have become the nation’s “go-to” resource for improving student attendance. To learn more, visit our website: www.attendanceworks.org
The Nature of Schooling is Changing at an Unprecedented Pace!

Ed Week Map: Coronavirus and School Closures
(March 14, 2020)

20 States Plus Washington D.C. Closed
**Ed Week Map:** Coronavirus and School Closures (March 16, 2020)

35 States plus Washington D.C. Closed
**Ed Week Map: Coronavirus and School Closures**  
(April 8, 2020)

17 states and 2 U.S. territories have ordered or recommended school building closures for the rest of the academic year
Audience: Please share the name of your district, state and how long schools are currently closed.

Please write your answers in the chat box.
Use Chronic Absence and Other Data To Guide Outreach and Support.

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

Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).
Why Chronic Absence Data Can Help: It signifies that students are academically at risk and need support.

- PK-1st Grade: Chronic Absence
- 3rd Grade: Inability to read on grade level
- Middle School: Failing grades
- High School: More likely to drop out of high school

It signifies that students are academically at risk and need support.
• Vulnerable children, especially those living in poverty, are 2-3 times more likely to experience chronic absence at earlier ages.

• Vulnerable children are much less likely to have the resources to make up for lost learning time in the classroom.

• Vulnerable children are more likely to experience multiple years of chronic absence

**Note:** Chronic absence maybe one of the few data points still available to identify who is at academic risk in SY 19-20.
Reducing the Adverse Impact of Covid 19 Requires Ensuring Positive Conditions of Learning

Physical and Emotional Health and Safety

Adult and Student Emotional Competence

Belonging, Connection, and Support

Academic Challenge and Engagement

Relationships are Essential to Positive Conditions for Learning
Invest in Prevention and Early Intervention

High and extreme levels of chronic absence are an alert that additional support is needed to put in place positive conditions of learning in distance and in person learning settings.

Tier 1: Universal Prevention
- Engaging school climate
- Positive relationships with students and families
- Impact of absences on achievement widely understood
- Chronic absence data monitored
- Good and improved attendance recognized
- Common barriers identified and addressed

Tier 2: Early Intervention
- Personalized early outreach
- Action plan addresses barriers and increases engagement
- Caring mentors

Tier 3: Specialized Supports
- Coordinated school and interagency response
- Legal intervention (last resort)

Students missing less than 5% (satisfactory)
Students missing 5-9% (at risk)
Students missing 10-19% (moderate chronic absence)
Students missing 20% or more of school (severe chronic absence)

www.attendanceworks.org
Principals can:

1. **Cultivate** a schoolwide approach that supports prevention and early intervention

2. **Take a team approach** that draws upon the skills and assets of all school staff

3. **Develop staff capacity** to adopt effective practices

4. **Utilize data** in communications and decision-making on an on-going basis
### Phases of COVID-19 Response

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<td>• Involve the public health department</td>
<td>• Reach out to students in families in a positive,</td>
<td>• Emphasize engagement and school connectedness for students and families</td>
<td>• Partner with students and families to develop and implement plan</td>
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<td>• Monitor absenteeism to detect</td>
<td>trauma-informed, relationship building manner</td>
<td>• Monitor attendance and participation in remote learning activities</td>
<td>• Tailor plan to each student’s situation (health, academic, attendance &amp; engagement during and prior to remote learning.</td>
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<td>potential health challenges</td>
<td>• Assess need for food, shelter, and other supports</td>
<td>• Use data on lack of participation for real-time problem-solving</td>
<td>• Use chronic absence and other participation data to target students/schools needing additional support</td>
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<td>• Communicate clearly and frequently</td>
<td>• Connect families to learning supports and</td>
<td>• Coordinate across departments through district and school teams</td>
<td>• Promote trauma-informed, welcoming school climate</td>
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<td>with families and students</td>
<td>determine access to technology</td>
<td>• Document challenges and interventions to inform current and future support</td>
<td>• Support seamless transitions between virtual and in-person settings.</td>
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<td>• Link to needed virtual behavioral, emotional and</td>
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<td>physical health supports</td>
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<td>• Leverage data (including absences, special ed</td>
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<td>status, and other demographic info) to triage</td>
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<td>and tailor supports</td>
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Principal Panel

Ericka Guynes
Earl Boyles Elementary School
David Douglas School District
Portland, OR

Shandria Richmond-Roberts
Harrison Elementary School,
Pomona Unified School District,
Los Angeles, CA
About Earl Boyles (Portland, Oregon)

• 530 students from Preschool to grade 5

• 30 different languages representing 28 different countries

• 75% of our students qualify for Free lunches

• Our current students identify as: 14% Asian, 0.9% American Indian/Alaskan, 2.5% Hawaiian Pacific Isl., 9.6% Black/African American, 26.8% Hispanic, 36.6% White, Two or More 9.6%
About Harrison (Pomona, California)

• 384 students Preschool – Grade 8

• Spanish is the primary language of most students and families; Arabic is also spoken by some students

• 94% of students qualify for Free lunch; 30% are homeless

• Our current students identify as: 80% Hispanic, 11% African American

• 20% are English Learners
Questions

A) What are the priorities for you as a school leader in the short term and longer term? How is this related to your district’s guidance and supports for responding to COVID-19?

Audience: What are your short-term priorities? (Please share in the chat box.)
Questions

B) Which families may need additional support? How have you used chronic absence data to inform that outreach and support?

Audience: How have you used chronic absence or attendance data to inform your work?

(Please share in the chat box.)
Questions

C) What is key to partnering with families and students to support positive conditions for learning while your school is closed? Are there lessons learned from your work to reduce chronic absence that can be applied?

Audience: What do you think is key to partnering with families at this time?

(Please share in the chat box.)
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