



Attendance & Truancy Among Virginia Students

Session Nine

The Power of Positive Connections: Providing Personalized Early Outreach

Presentation Description

Module nine provides a framework for engaging students and families who have become chronically absent including a review of evidence based strategies for decreasing chronic absence.

Participant Goals

- Educators will learn about the PEOPLE strategy (Priority Early Outreach for Positive Linkages and Engagement).
- Educators will learn how to identify which students require personalized early outreach.
- Educators will learn about evidence based, Tier 2 intervention strategies.

Facilitation

Have the participants review the module and reflections. Each reflection is designed to help participants further their understanding and learning of key concepts, frameworks, and strategies for reducing chronic absence.



Teachers must have the relationship to children and their families to reinforce why it matters to come to school every day."

- **Sarah Harris**, *Principal*, Vance Village Elementary School, New Britain, CT



Attendance & Truancy Among Virginia Students

Module 9: The Power of Positive Connections: Providing Personalized Early Outreach

The Purpose

- This PowerPoint serves as No. 9 in a series of modules designed to equip Virginia school divisions to reduce truancy and absenteeism.
- This module identifies challenges to good attendance including health and transportation barriers.

Virginia Absenteeism & Truancy Professional Development Series

1. Understanding Chronic Absenteeism
2. Learning What Works to Reduce Chronic Absence
3. Establishing School Attendance Teams
4. Using Data to Drive Action
5. Messaging Attendance
6. Integrating Attendance In Parent Engagement
7. Utilizing Parent-Teacher Conferences to Talk with Families about Attendance
8. Recognizing Good and Improved Attendance
9. Providing Personalized Early Outreach
10. Identifying barriers
11. Creating opportunities for peer learning
12. Engaging Community Partners
13. State Attendance Laws and Regulations

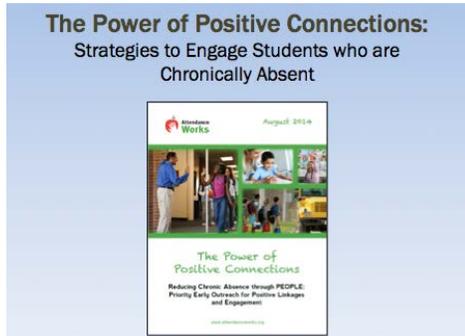
Warm Up - Reflection One

Think of a student you worked with who was missing 2 or more days a month. What were the underlying barriers to his or her attendance? How quickly did school staff connect with the student to understand what was happening?

Warm Up Notes

Reflection Two

In your experience are students who are missing too much school referred for personalized outreach quickly enough? If not what would help your school engage student and families about absenteeism in a more timely manner?



Priority Early Outreach for Positive Linkages and Engagement (PEOPLE)

- **Priority:** Focuses on at-risk students in grades, schools and neighborhoods with high levels of chronic absence
- **Early:** Begins with the start of school
- **Outreach:** Connects to students and families
- **Positive:** Promotes preventive, supportive approaches rather than punitive responses
- **Linkages:** Taps the full community for support
- **Engagement:** Motivates showing up to class & offers students & families a role in improving attendance

Reflection Notes

Reflection Three

Were you surprised to learn that September attendance data can be used to identify and intervene with students who are likely to be chronically absent by the end of the year? When reaching out to families and their students about absences in September, how would you approach the conversation?

Criteria for Identifying Priority Students for Tier 2 Supports

- Chronic absence (missed 10% or more of school) in the prior year, assuming data is available.
- And/or starting in the beginning of the school year, student has:

In first 2 weeks	2 absences
In first month (4 weeks)	2-3 absences
In first 2 months (8 weeks)	4 absences

Missing 10% any time after

Missing 2 or More Days in 1st Month is a Warning Sign for Chronic Absence

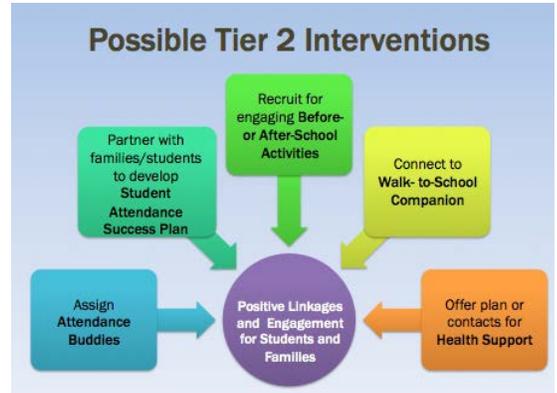
- Baltimore students who missed 2-4 days in September were 5x as likely to be chronically absent.
- Students who missed 5+ days in September were 16x as likely to be chronically absent.

Grade Level	Missed 2-4 days in Sept	Missed 5+ days in Sept
Pre-K-Kindergarten	15%	51%
Grades K-5	11%	45%
Grades 6-8	9%	43%
Grades 9-12	13%	60%
All Grades	13%	50%

Reflection Notes

Reflection Four

Which of these interventions has your school tried?
Which do you think would work at your site?



Reflection Notes

Reflection Five

Research shows that students who are connected to a caring adult are more likely to attend school regularly and graduate from school. Are there a group of students in your school who are chronically absent for whom the attendance buddy strategy would likely help them improve their attendance? Who are the people in your school that would be willing to volunteer to be an Attendance Buddy?

Mentors & Supporting Infrastructure Improved Student Attendance

- New York City students with prior histories of chronic absenteeism with a Success Mentor **gained nearly two additional weeks of school (9 days)**.
- In the top 25% of schools, students with Success Mentors **gained one additional month of school**.
- High School students with Success Mentors (including those overage for their grade) were **52% more likely to remain in school** the following year.
- Students reported they liked having a mentor and the mentor helped **improve their attendance, schoolwork, motivation, and confidence**.

Reflection Notes

Reflection Six

Use this link to download the student attendance success plan. Review the student attendance success plan, the home based strategies to support good attendance, the family help bank, and the calendar. Where could you incorporate using this plan with families? What aspect of the plan do you find most useful? <http://www.attendanceworks.org/tools/for-parents/student-success-plan-facilitator-handout/>



Reflection Notes

A large, empty rectangular box with a black border, intended for writing reflection notes. The top-left corner of the box is folded over, creating a triangular shape.

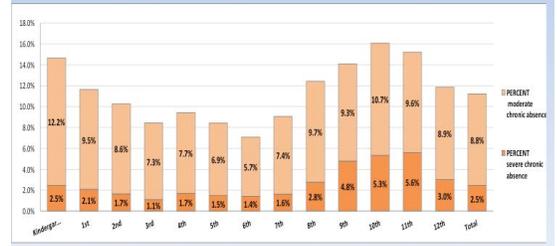
Reflection Seven

Look at the data slide and notice which grades have higher rates of absences. Take a moment to write down reasons why students in kindergarten are more likely to be absent. What about the increase in chronic absence from 8th to 9th grade? What are some reasons that would explain the increase? Given the reasons for a higher than average rate of absence in kindergarten and 9th grade list strategies that schools could put in place to reduce the rate of absence.

Use Data to Determine Where to Focus:

A Typical District's Chronic Absence Data By Grade

What percentage of students in each grade level were MODERATELY or SEVERELY chronically absent?



Reflection Notes

Reflection Eight

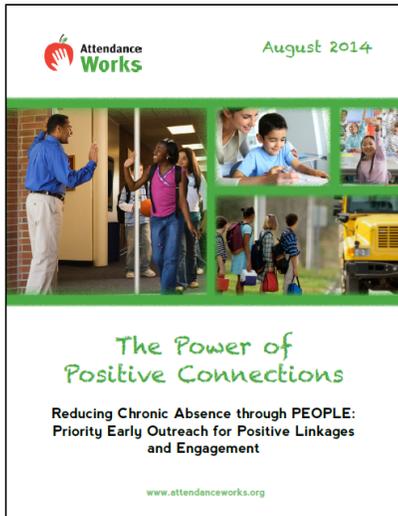
Given the reasons you identified that kindergarten and 9th graders are more likely to be absent, who are the community partners that could help you to address some of the barriers you identified?

Who Can Help Advance a PEOPLE Approach?



Reflection Notes

Learn More



Before moving on with the additional modules, we would like to encourage you to learn more about this issue. Specifically, please consider reading/viewing:

For more information on tier 2 strategies that can help to support and engage students and their families please refer to the Power of Positive Connections tool kit:

<http://www.attendanceworks.org/tools/schools/power-positive-connections-toolkit/>

