

# 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

### Website Resource Page:

[Coronavirus: Resources for Educators](#)

which includes links to resources from CDC, AFT, Johns Hopkins, Education Week and other sources.

**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:

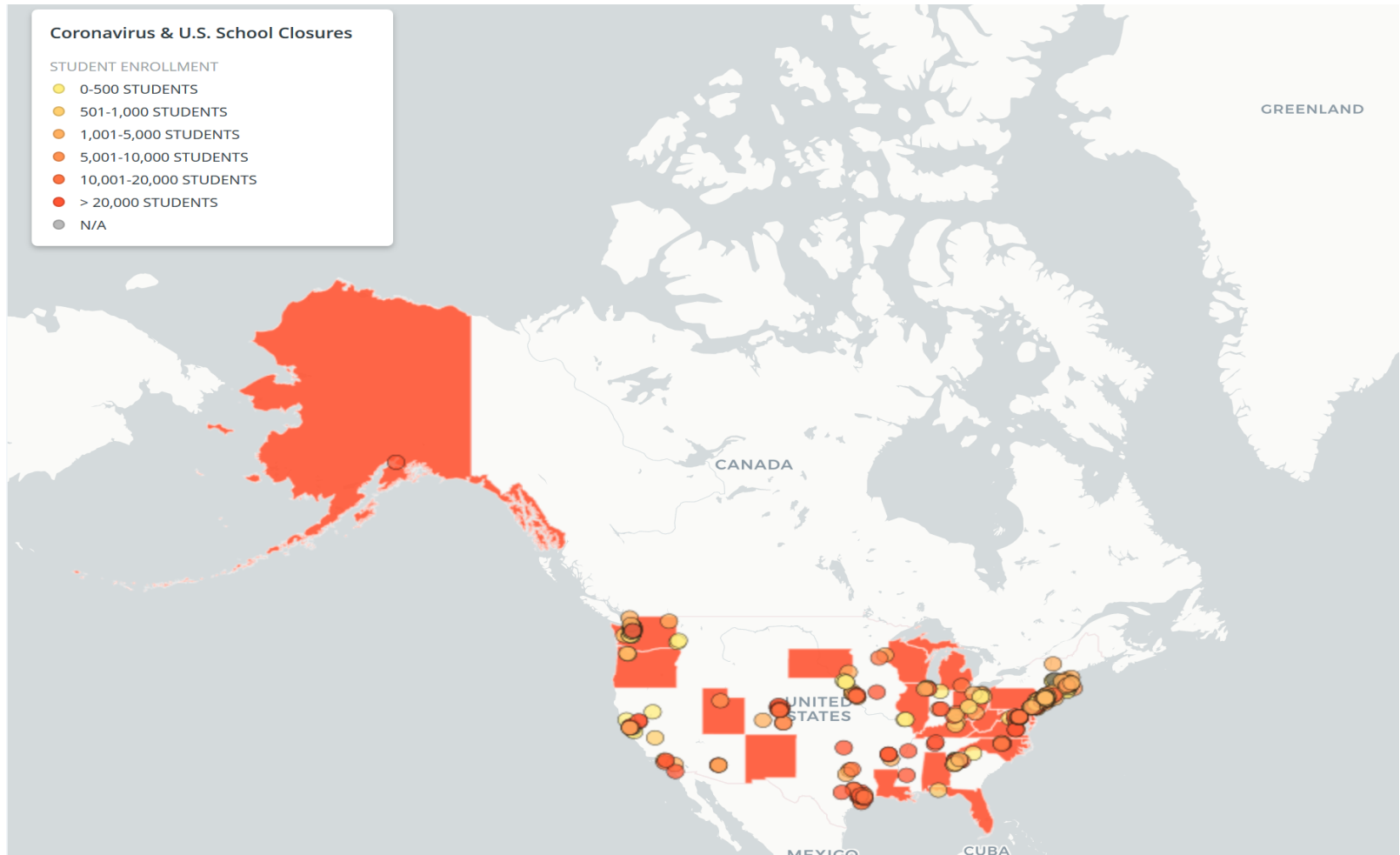
[www.attendanceworks.org](http://www.attendanceworks.org)

# The Nature of Schooling is Changing at an Unprecedented Pace!

## Ed Week Map: Coronavirus and School Closures

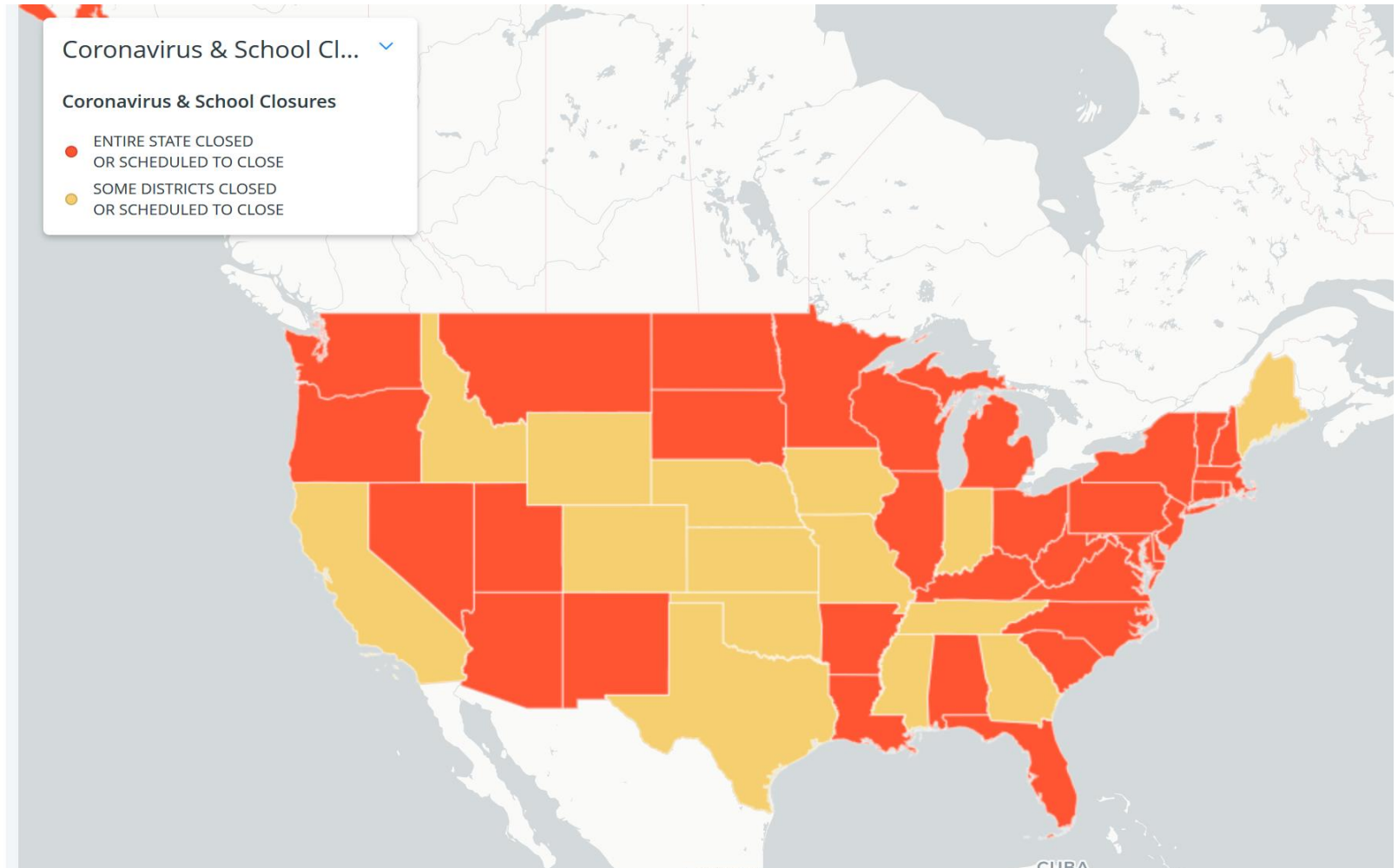
(March 14, 2020)

20 States Plus Washington D.C. Closed



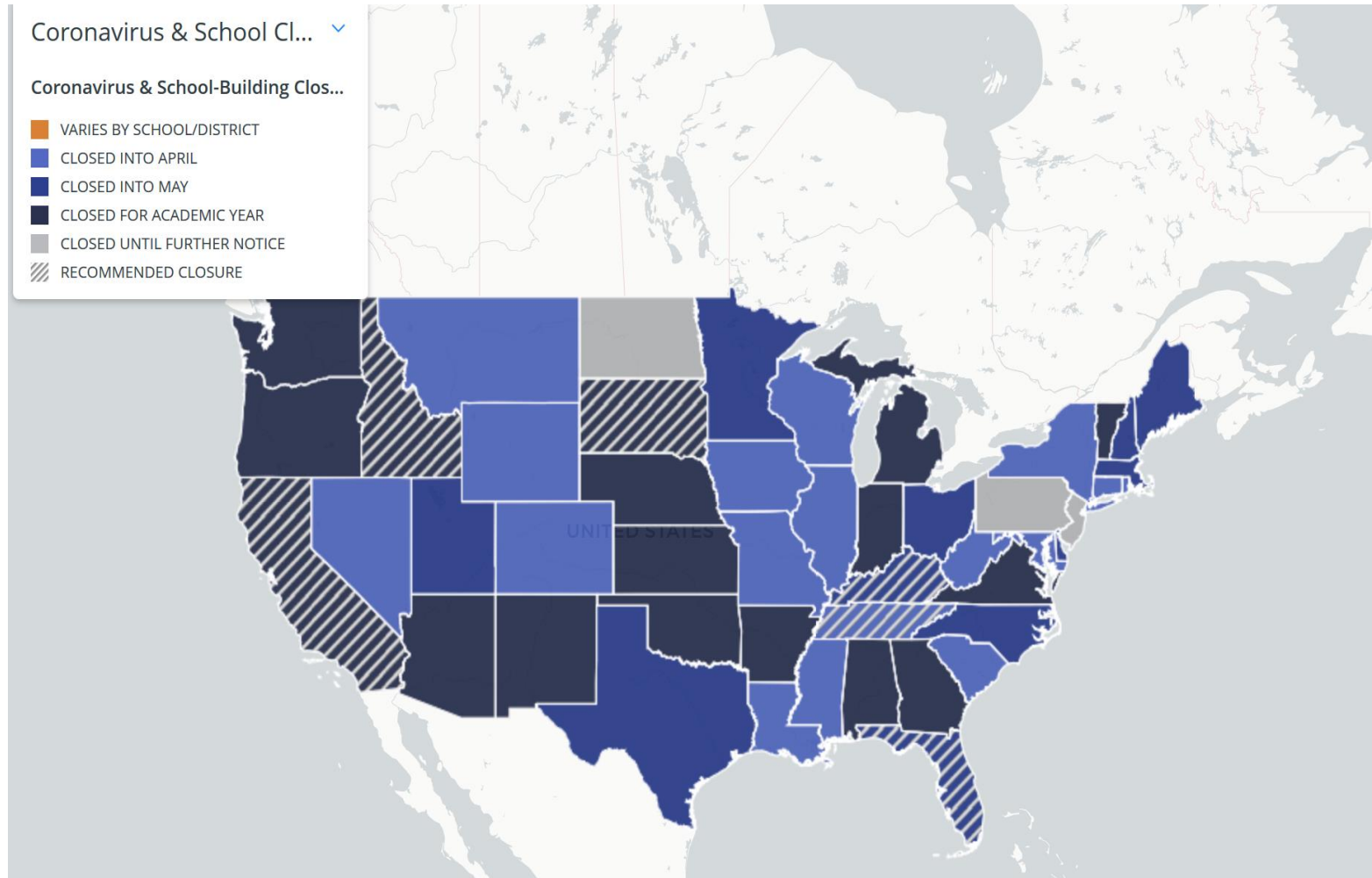
# Ed Week Map: Coronavirus and School Closures (March 16, 2020)

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.

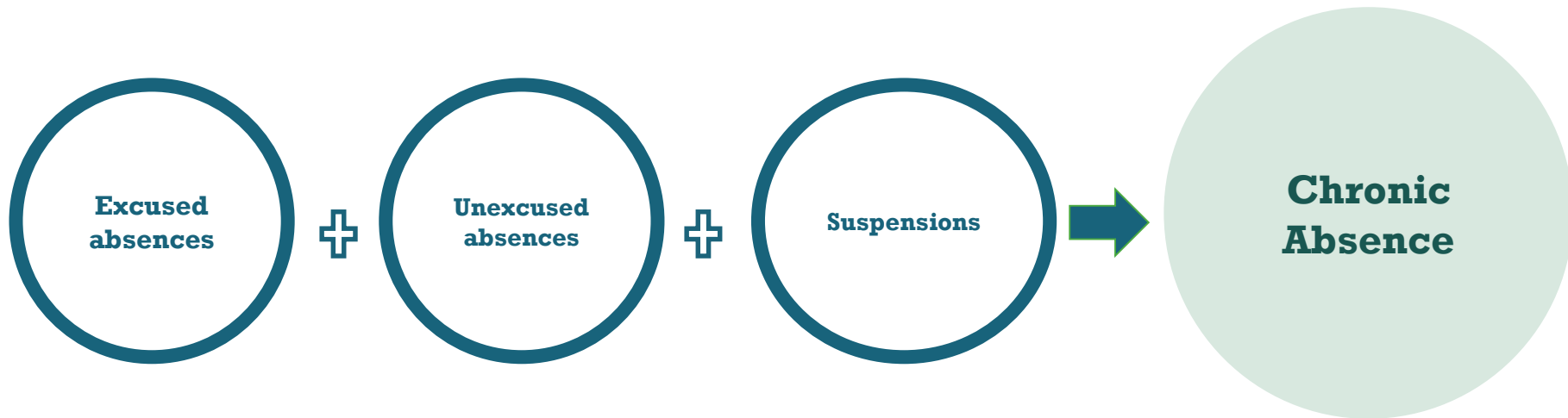
Please write your answers in the chat box.





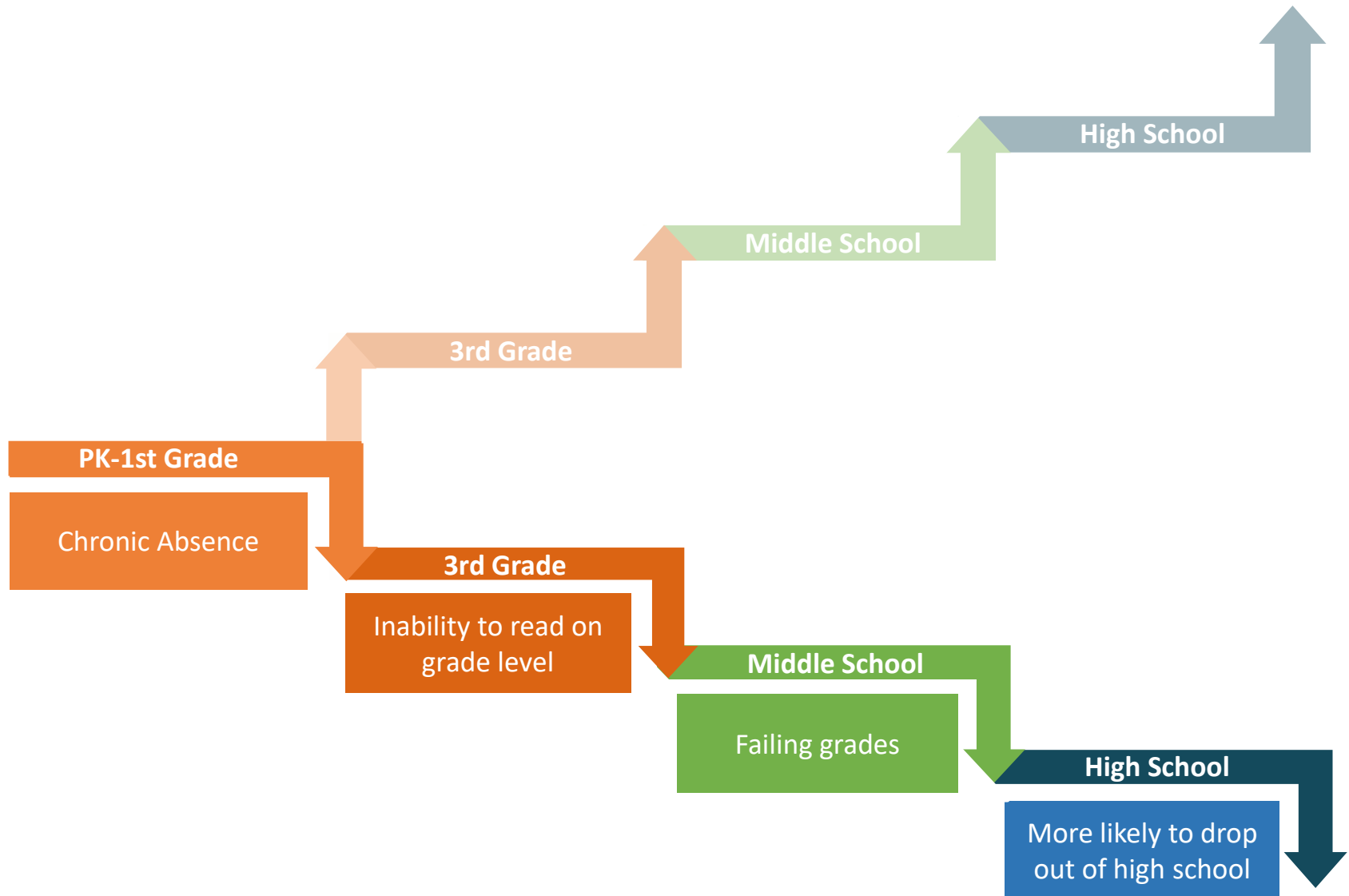
## Use Chronic Absence and Other Data To Guide Outreach and Support.

**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.**



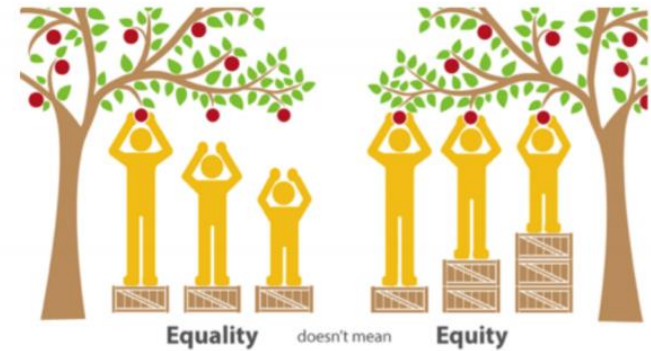
Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

# Why Chronic Absence Data Can Help: It signifies that students are academically at risk and need support





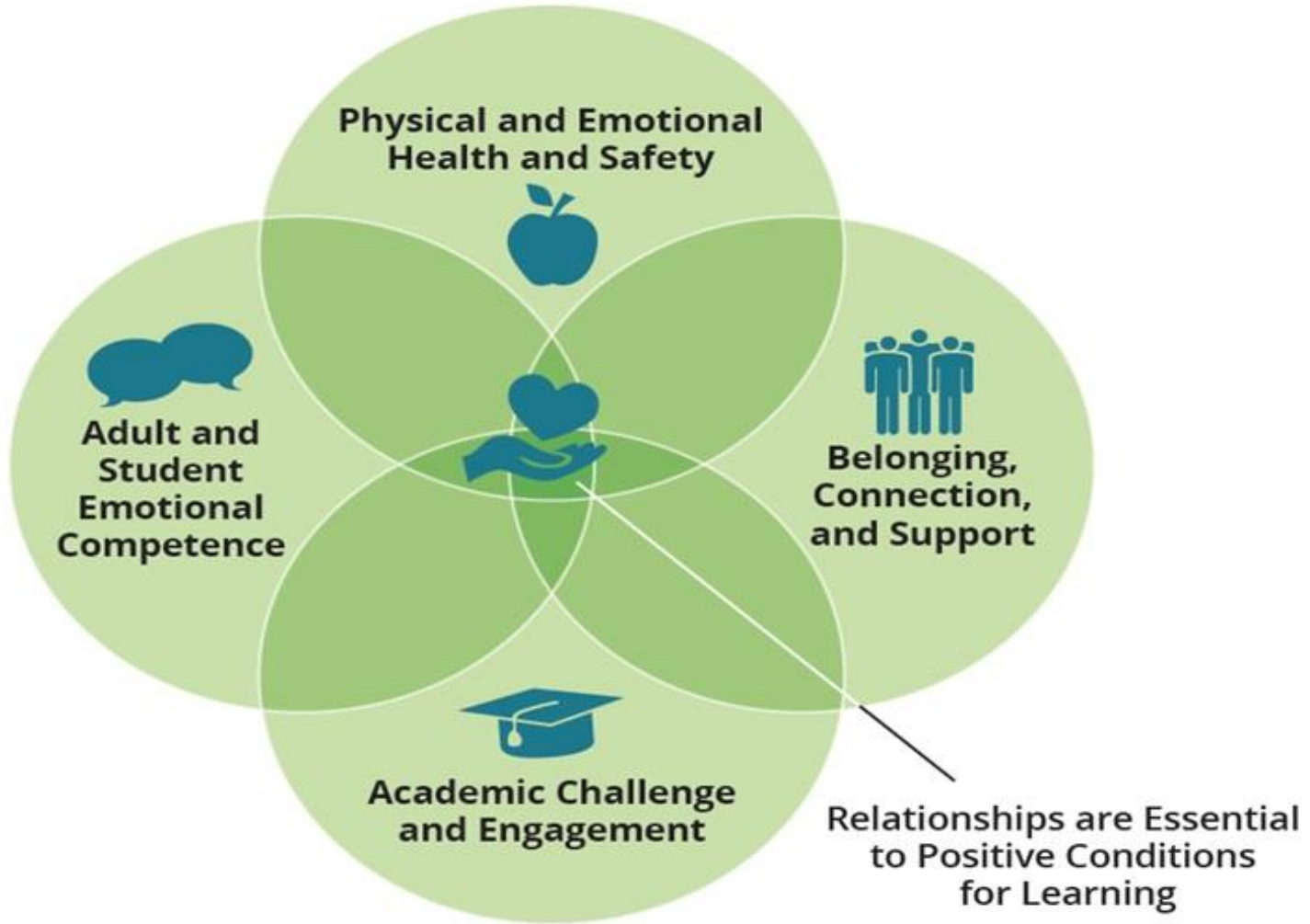
## Chronic Absence Reflects Existing Equity Gaps



- 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.**

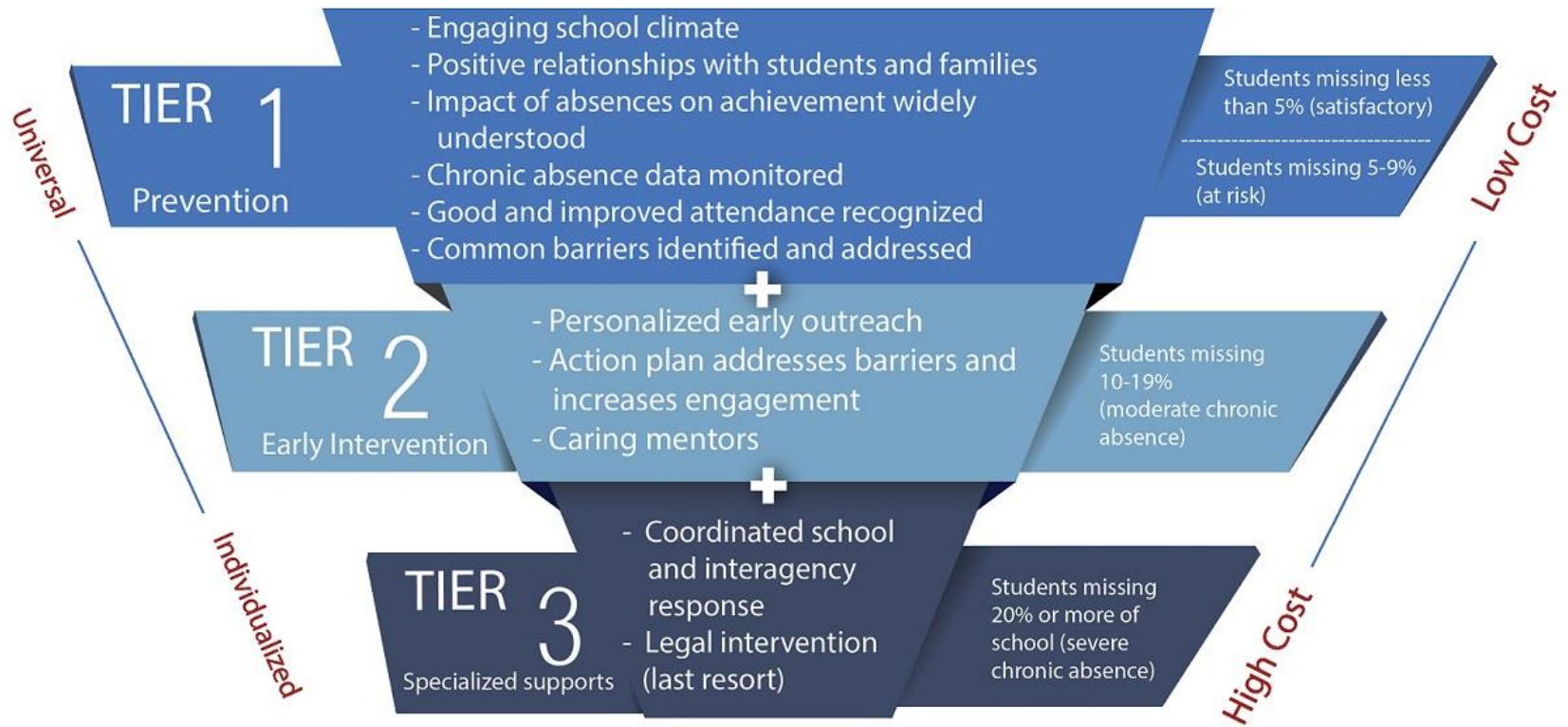
# Reducing the Adverse Impact of Covid 19 Requires Ensuring Positive Conditions of Learning





# 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.**





## Principal Leadership Is Essential

### 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

## 1. Decide To Close Schools

- Involve the public health department
- Monitor **absenteeism** to detect potential health challenges
- Communicate clearly and frequently with families and students

## 2. Outreach After School Closure

- Reach out to students in families in a positive, trauma-informed, relationship building manner
- Assess need for food, shelter, and other supports
- Connect families to learning supports and determine access to technology
- Link to needed virtual behavioral, emotional and physical health supports
- Leverage data (including **absences**, special ed status, and other demographic info) to triage and tailor supports

## 3. Support and Engagement During Remote Learning

- Emphasize engagement and school connectedness for students and families
- Monitor **attendance** and **participation** in remote learning activities
- Use **data on lack of participation** for real-time problem-solving
- Coordinate across departments through district and school teams
- Document challenges and interventions to inform current and future support

## 4. Transition Back to School

- Partner with students and families to develop and implement plan
- Tailor plan to each student's situation (health, academic, **attendance & engagement** during and prior to remote learning.
- Use **chronic absence** and other participation data to target students/schools needing additional support
- Promote trauma-informed, welcoming school climate
- Support seamless transitions between virtual and in-person settings.



# 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.)*

# Contact information

Hedy N. Chang

[hedy@attendanceworks.org](mailto:hedy@attendanceworks.org)

Ericka Guynes

[ericka\\_guynes@ddsd40.org](mailto:ericka_guynes@ddsd40.org)

Shandria Richmond-Roberts,

[Shandria.Richmond-Roberts@pomona.k12.ca.us](mailto:Shandria.Richmond-Roberts@pomona.k12.ca.us)