

CCSSO Webinar on COVID-19

Webinar Reminders

- ⌘ Welcome!
- ⌘ Please send questions through the chat feature in Zoom.
- ⌘ Please take a moment to self-mute your phone to limit background noise.
- ⌘ Please click "stop video" to turn off video in Zoom and help us preserve bandwidth. We are asking that only presenters use video today.
- ⌘ Find public resources at ccsso.org/coronavirus
- ⌘ State resources and guidance are available at <http://bit.ly/CCSSOstateCOVIDlinks>



July 16, 2020



Welcome Remarks



Carissa Moffat Miller
Executive Director
CCSSO



Monitoring Absenteeism During Covid 19

Attendance Works

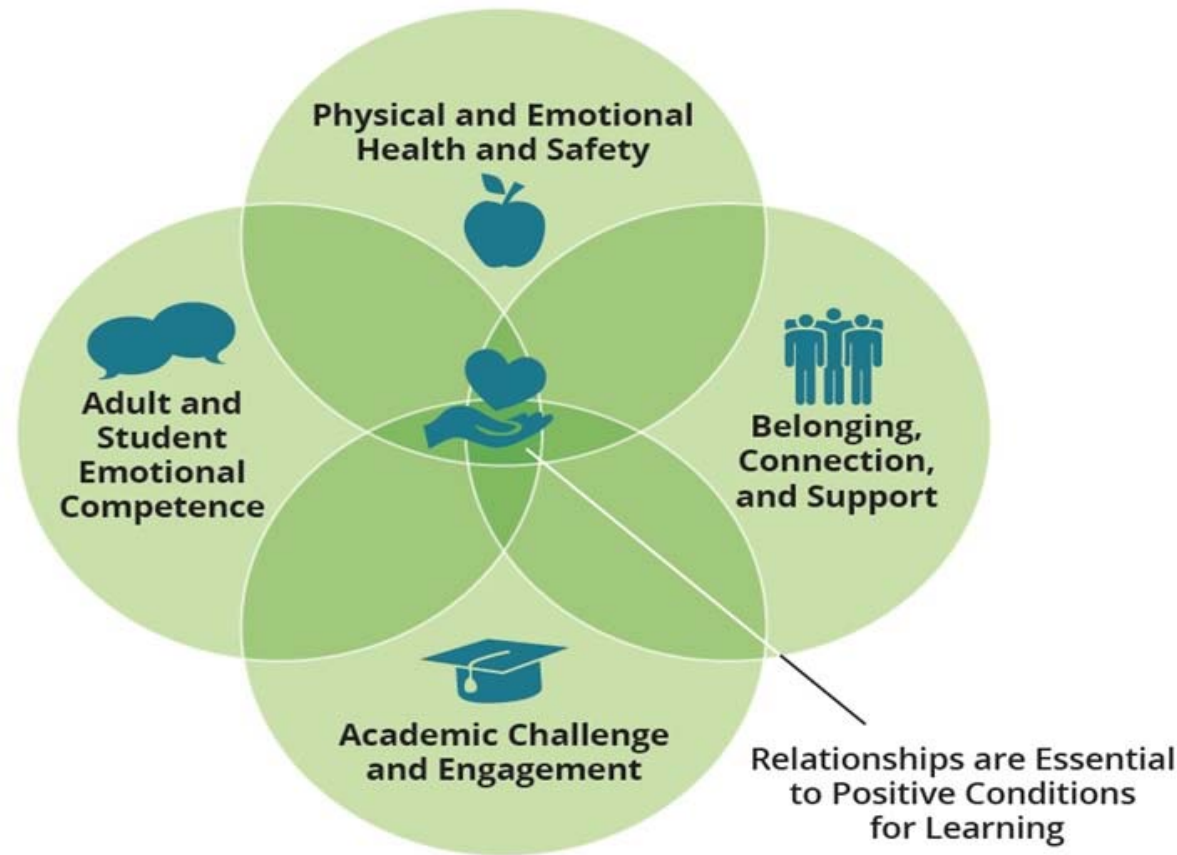
July 16, 2020



Why Should We Care?

**Absenteeism is a *leading* indicator
of educational inequity**

Absenteeism is an Early Warning that Positive Conditions for Learning Are Missing = Whether Classes Are In Person, Distance or Blended





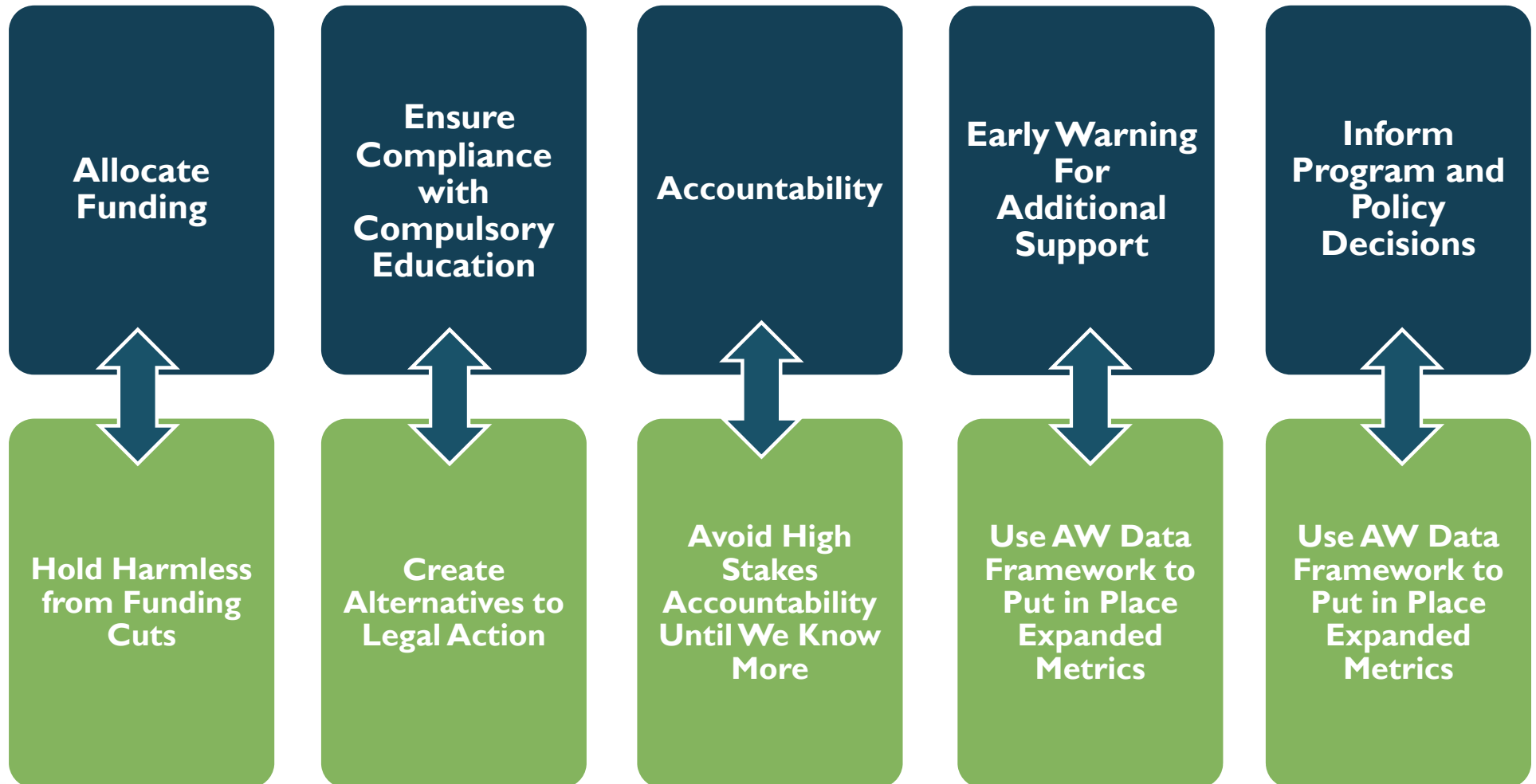
Flying Blind is Not Acceptable

Traditional student data tracking systems are not set up to track student attendance during distance learning. It is not clear whether or how most districts identified which students are missing or helped them to engage in distance learning.

Only 32 percent of districts and 61 percent of charter management organizations reviewed required schools to track attendance this spring. Districts that do not track attendance or require teachers to maintain contact with students may not know which students are learning and which are not — and **are now flying blind** as they prepare for fall.

(Results of 82 school districts by Center on Reinventing Public Education at the University of Washington Bothell.)

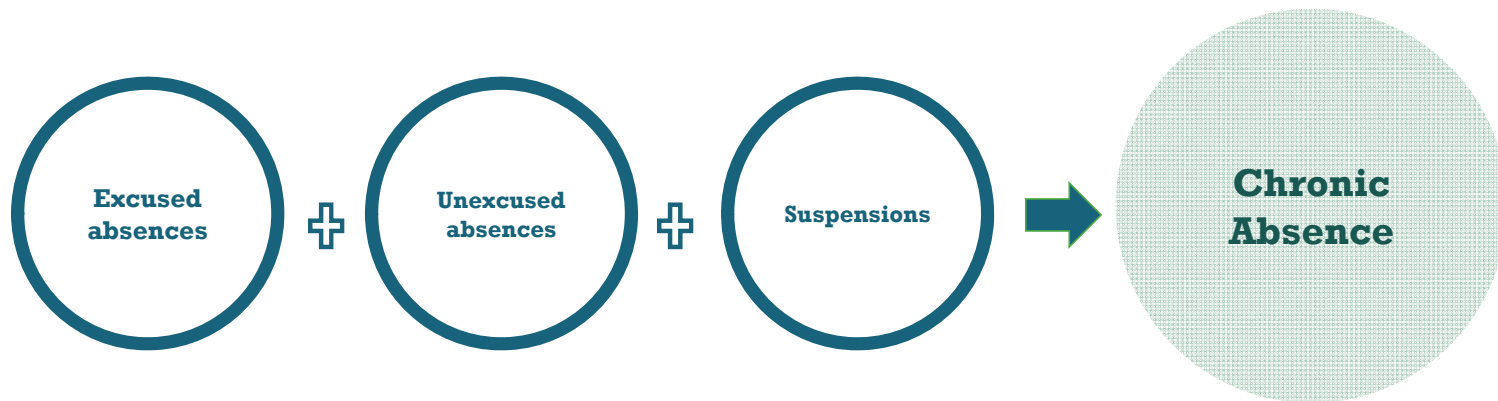
The Multiple Purposes for Attendance Data Should Guide Action





Chronic Absence Remains a Critical Early Warning Measure

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, Attendance Works recommends defining it 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).



A New Data Framework Is Needed for Distance Blended/ Learning

A new framework for attendance and absenteeism data is needed to:

1. Encourage states, districts and communities to monitor lost learning time in school in order to promote student success regardless of ESSA accountability.
2. Adopt a holistic approach to data collection that informs current and future efforts to improve conditions of learning
3. Promote a tiered approach to supporting students beginning with prevention.
4. Strategically target investments that address the digital divide, lack of supports (health, economic, nutrition, housing, etc.) and other inequities.

Additional Metrics for Ensuring Attendance

Contact

Working contact information exists for each enrolled student and their family.

Connectivity

Students and families have access to technology (computer, software and internet access) and school staff are equipped to support digital literacy.

Relationships

Students and families feel connected, supported and engaged in reciprocal, problem-solving relationships.

Participation

The extent to which students show up and complete learning activities.

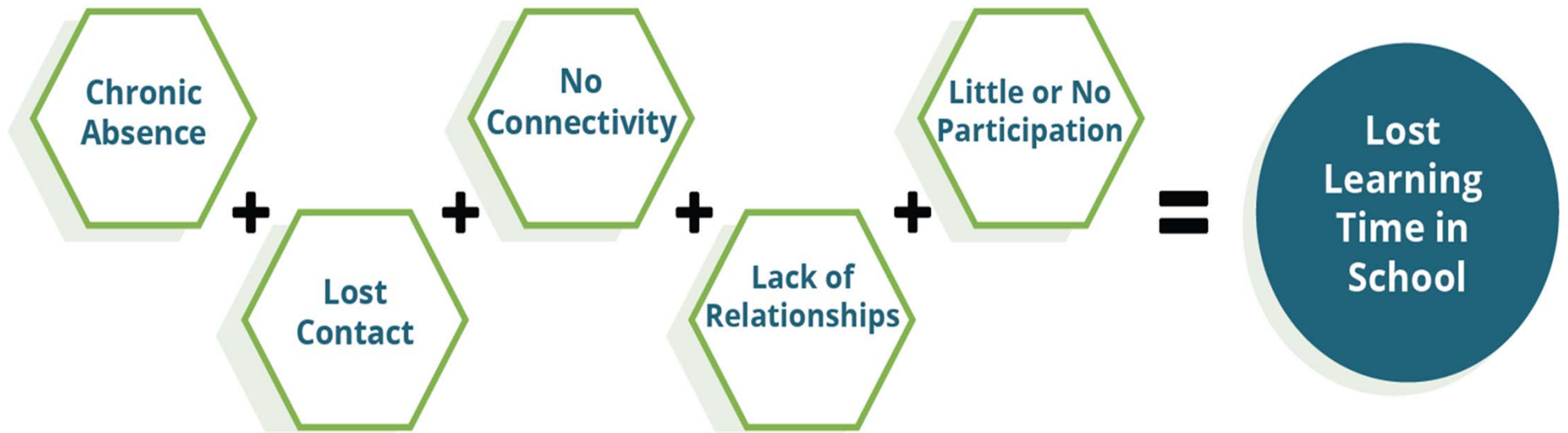
Additional Metrics – A Further Explanation

	What are we (districts, schools & community partners) trying to find out?	What are school/district responsibilities, with support from community partners?	What data can we collect? (Possible data points)	What are the equity implications?
Contact	Can we reach students and families?	Maintain regularly updated contact information.	% of families with working contact information. % of students unreachable, disaggregated by race/ethnicity, zip code, homelessness, foster care, free and reduced lunch, disabilities.	Working contact information is essential to offering supports and learning opportunities.
Connectivity	Are we ensuring all students and families have digital access and competency?	Provide access to technology and equip school staff and families to use it effectively.	% of students/families with technology (have computer, software, and internet). % of staff who have the equipment and skills to support digital learning.	Lack of tech = less access to quality learning opportunities. Digital literacy requires offering support in the home languages of families.
Relationships	Are we establishing reciprocal relationships with students and families and creating a sense of connection and support?	Ensure students and families have meaningful two-way communications with staff and each other about how to improve conditions for learning.	% of students reporting positive relationships with at least one adult in the school % of students participating in group relationship building activities led by adults or peers (clubs, enrichment activities, advisory and mentoring) % of families reporting positive relationships with school staff % of families reporting the opportunity to provide feedback on school decisions	When students and families are connected to and supported by the school community students are more likely to do well academically and stay in school.
Participation	Are students participating in learning opportunities?	Offer options to participate in meaningful learning opportunities.	% of students participating in learning opportunities at least 95% of the time. % of students missing 10% or more of learning opportunities	Students who participate regularly are less likely to fall behind academically and graduate.

Proposal For Calculating Attendance/Participation Rates

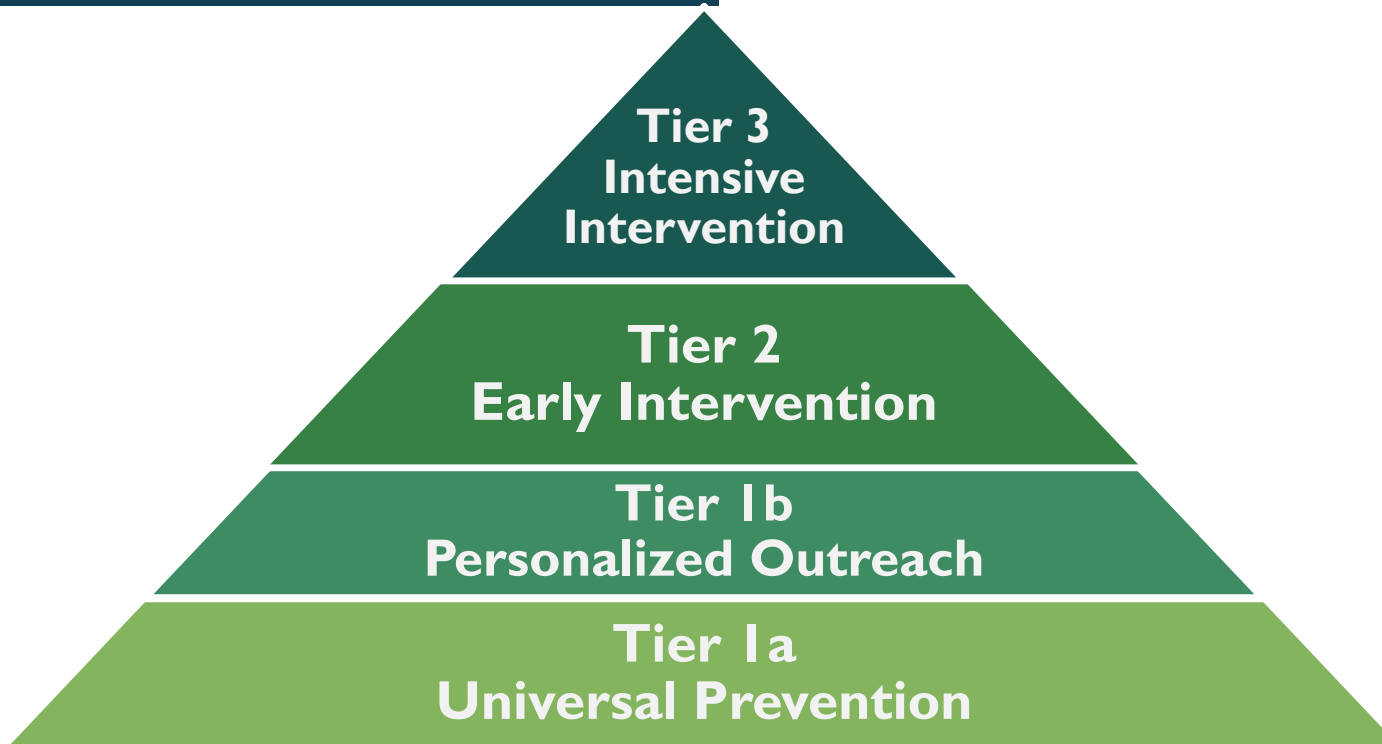
Steps to Take	What is It?	Additional Considerations
1. Define the learning opportunities for the quarter or semester.	A learning opportunity is an instructional or learning activity that takes place in person, or synchronous or asynchronous distance learning	
2. Track “attendance or participation” for each learning opportunity.	<p>For in-person sessions and synchronous virtual sessions, school staff and leaders of enrichment activities would take attendance.</p> <p>For asynchronous distance learning, participation standards would be established, and missed participation documented.</p>	<p>What can be measured for asynchronous learning (e.g., the student showed evidence of completing the work or participating in the activity)</p> <p>How will attendance for each learning opportunity be recorded in a standardized system (SIS, google doc, etc.)</p>
3. Calculate attendance/participation rates	# of learning opportunities attended compared to the number of opportunities offered in-person, asynchronous and synchronous for the period that the student is enrolled.	
4. Calculate the absence rate for each student	Total # of absences from learning opportunities compared to total # of learning opportunities offered.	Data can be aggregated across quarters/semesters and across classes to determine if a student would be considered chronically absent for the year.
5. Analyze for patterns	Calculate the number and percent of students with absenteeism rates of 10% or higher by school, grade, classroom, and sub-population.	
6. Develop early warning indicators for preventive action	Establish appropriate indicators for intervention for each tier of response e.g. Tier 2 – Missing 10% or more of learning opportunities in a month or 40% in a week.	

Identifying Students At Risk Due to Absenteeism





Use Data to Support An Integrated Multi-tiered System of Support





Define Indicators to Activate Additional Support

	Early Warning Indicators
Tier 1b Personalized Outreach	What activates more personalized preventive check in? (e.g. I missed interaction, I missed assignment, I missed class) Who provides this? Teachers?
Tier 2 Early Intervention	What activates more ongoing sustained early intervention ? (e.g. Missing 40% of learning opportunities in a week or 10% of learning opportunities in a month) Who is involved in outreach and support? Attendance staff? Counselors? Nurses? Others depending upon need for intervention?
Tier 3 Intensive Intervention	What activates intensive intervention? (e.g. Loss of contact?) Who is involved in outreach and support? Social Workers? Staff of public agencies, etc.?

Attendance - 1st step to access learning

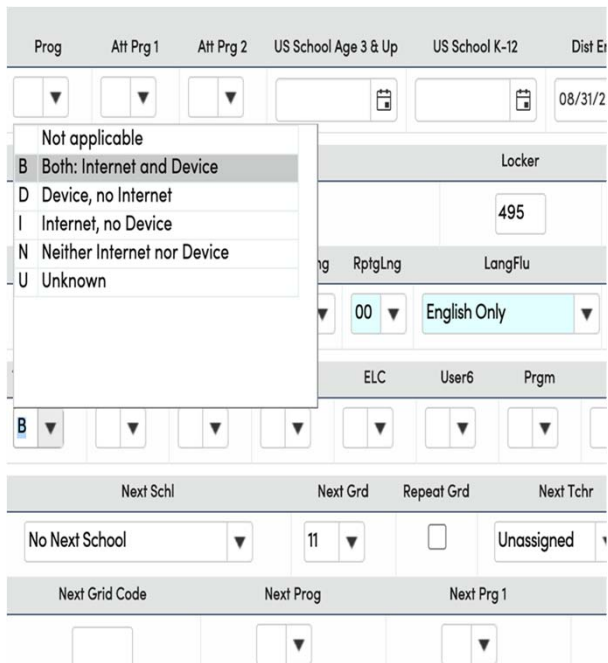
When OUSD first started District Learning as a District, we had no way to assess as a district how our students were participating.

Each site had their own google tracker and they could assess the participation of their individual students and implement tiered interventions

However, as a district we could not analyze each site's individual tracker, thus not being able to adjust district support, implementation nor guidance

Going into Fall 2020.. we will be using AERIES (Student Information System) to track participation/attendance

Connectivity:



The screenshot shows the AERIES system interface with a dropdown menu open for the connectivity field. The menu options are:

- Not applicable
- B Both: Internet and Device**
- D Device, no Internet
- I Internet, no Device
- N Neither Internet nor Device
- U Unknown

The background interface includes fields for Program (Prog), Alternative Programs (Alt Prg 1, Alt Prg 2), US School Age 3 & Up, US School K-12, District (Dist), Date (08/31/2), Locker (495), Reporting Language (RptgLng: 00), Language (LangFlu: English Only), ELC, User (User6), and Program (Prgm). Below the dropdown, there are fields for Next School (No Next School), Next Grade (11), Repeat Grade (checkbox), Next Teacher (Unassigned), Next Grid Code, Next Program, and Next Program 1.

Student / Families have:

- Device and Internet
- Device and No-Internet
- No Device and Internet
- No Device and No Internet

School Staff must enter and update this information in AERIES on a regular basis

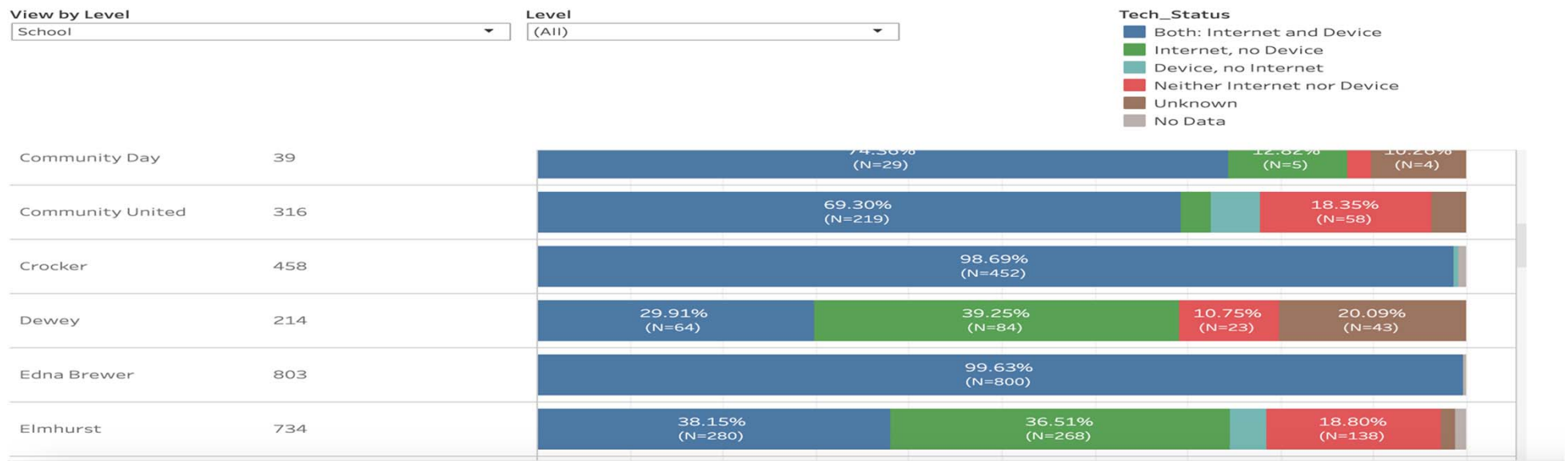
RAD Dashboard....

Connectivity

← Undo → Redo ← Revert Refresh Pause View: Original Alerts

Dashboard StudentList

Tech Device and Internet Survey Results



Recommendations for States

A. Ensure Data Availability

1. **Leverage Prior Chronic Absence Data:** Publish chronic absence data from 2019-2020 up through school building closure by district, school, grade, and student sub-population.
2. **Expand Metrics:** Require data on the percent and number of students on roll with/without a) **working contact information** and b) **connectivity** (*internet access and technology*). Analyze by school grade, and student sub-population.
3. **Track Daily Attendance/Participation:** Require districts to define “learning opportunities” and track “attendance/participation” (in person, synchronous, or asynchronous) daily in their student information systems
4. **Monitor Chronic Absence Metric Across Settings.** Require districts to submit the % and number of students who missed 10% or more of learning opportunities) SY 20-21.

Recommendations for States

B. Promote Tiered Supports

- 6. *Indicators for Tiers:*** Offer guidance for establishing indicators for activating tiered supports using contact, connectivity, and participation data including protocols for engaging students and their families who did not participate in distance learning during the spring of 2020.
- 7. *Alternatives to Legal Action:*** Ensure guidance promotes a positive, problem solving not punitive approach. If needed, support legislative fixes to truancy laws for SY 20-21

C. Address COVID 19 Challenges and Realities

- 8. *Hold Funding Harmless:*** Calculate 2020-2021 school year funding based on attendance or enrollment data gathered prior to school building closure.
- 9. *Refrain From High Stakes Accountability:*** Do not use absenteeism as an accountability metric until more research on attendance/absenteeism in hybrid/remote/virtual settings is secured.
- 10. *Conduct Research:*** Engage in research and data analysis to determine what levels of absenteeism from hybrid or virtual settings are associated with lower academic performance.

A Pragmatic Approach to Measuring Attendance

CCSSO July 2020

David Hersh, Director, Proving Ground

**PROVING
GROUND**

 Center for Education Policy Research
HARVARD UNIVERSITY

Summary

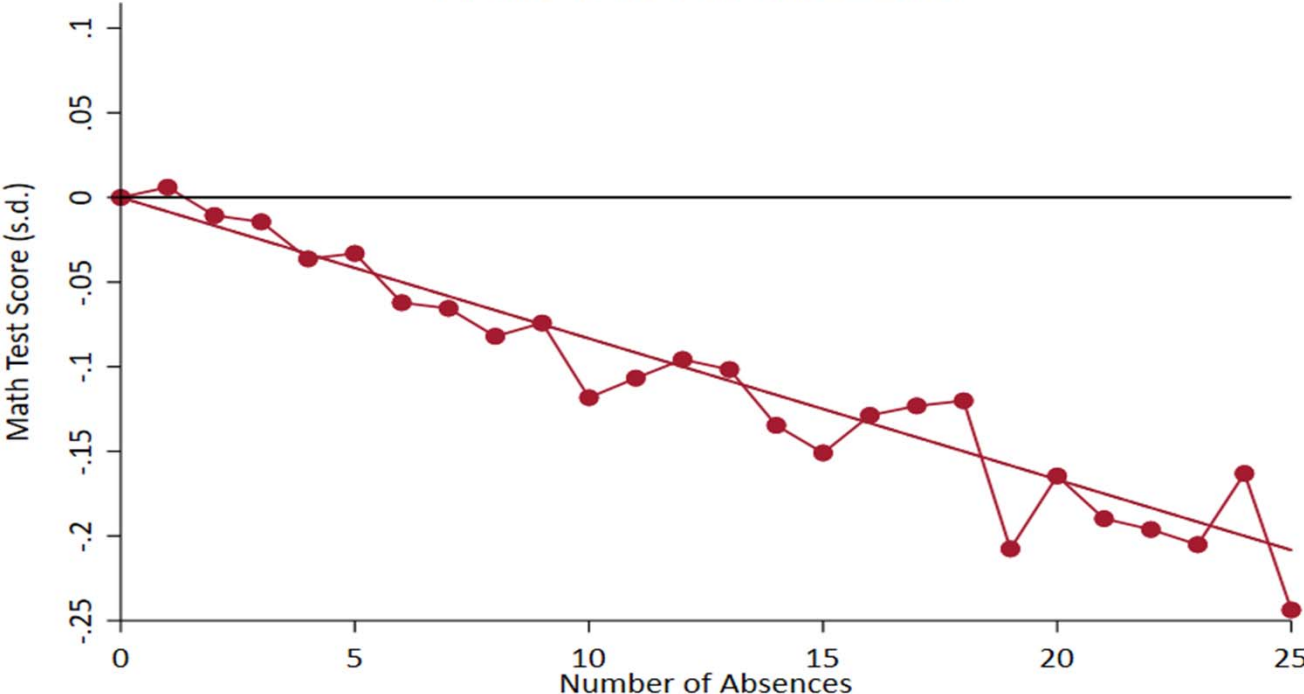
- As AW and others note, “flying blind” is not acceptable
- Our partner districts routinely flag that they are struggling in the absence of clear statewide guidance
- We therefore recommend that states provide clear, pragmatic guidance on the use of manageable alternatives or supplements to in-person attendance that may capture the utility of in-person attendance

The Utility of Measuring Attendance

The Utility of Measuring Attendance

Early Warning and Intervention Targeting

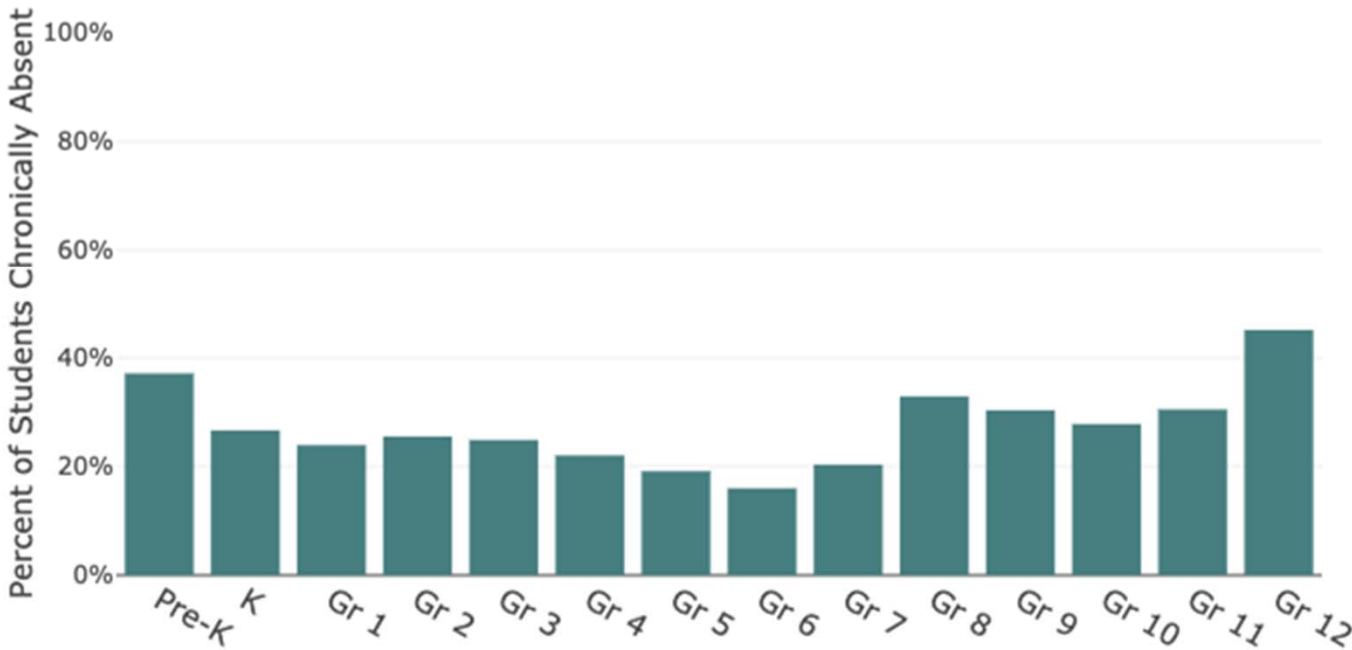
All Ohio NCRERN Districts, 2016-2019



Sample includes 37,805 students in grades 4-8 with at most 50 absences and math state test scores for the current and prior year. Model controls for grade, prior state test scores, prior days absent, and school fixed effects.

The Utility of Measuring Attendance

Early Warning and Intervention Targeting



The Utility of Measuring Attendance

The Desirable Characteristics of Attendance as a Measure

In addition to being highly predictive of many of the outcomes we care about, attendance is

- Simple to understand
- Relatively easy to capture in the ordinary course of business
- Captured for all students
- Measured daily
- Generally reliable/valid
- Generally Consistent across grade and course differences

The Utility of Measuring Attendance

The Desirable Characteristics of Attendance as a Measure

Districts we work with are highly concerned about the uncertainty surrounding measuring attendance next year.

This is not a mere compliance issue.

If educators can't proactively, reliably and easily identify students in need of extra support, there is a substantial risk of struggling students falling further behind.

Alternatives for a Covid-19 World

Alternatives to Measuring Attendance in a Covid-19 World

Conditions of a Good Alternative

A viable alternative needs to be:

- Simple to understand
- Relatively easy to capture in the ordinary course of business
- Captured for all students
- Measured frequently
- Generally reliable/valid
- Generally Consistent across grade and course differences

These conditions need to hold in *in-person and virtual settings*

Alternatives to Measuring Attendance in a Covid-19 World

Considering Constructs

Construct	Simple	Easy to Capture	All Students	High Frequency	Reliable / Valid	Consistent Across Grade/ Course	Consistent for Virtual OR In-Person
Physical attendance	✓	✓	✓	✓	✓	✓	✗
Exposure	✓	✓	✓	✓	✓	✓	✓
Participation	✗	✓	✓	✓	?	?	✓
Completion	✓	✓	✓	✓	✓	✓	✓
Engagement	✗	✓	✓	✓	✗	✗	✓
Mastery	✗	?	✓	✗	✗	✗	✓

Alternatives to Measuring Attendance in a Covid-19 World

Considering Constructs

Construct	Simple	Easy to Capture	All Students	High Frequency	Reliable / Valid	Consistent Across Grade/ Course	Consistent for Virtual OR In-Person
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Completion	✓	✓	✓	✓	✓	✓	✓

Alternatives to Measuring Attendance in a Covid-19 World

Measurement Options

Construct	Measurement Options	Considerations
Exposure	Log binary “present” if student is physically present in class or logs in to the LMS on an asynchronous virtual day or joins a zoom call on a synchronous virtual day	In-person attendance has period thresholds. Consider the same for virtual log-ins.
Completion	Student turns in assignment*	Possible challenges emerge from timing (do you capture as of due date? what if a student turns in an assignment late) and assignment standards (e.g. is it okay if some teachers only assign one assignment a week)

Alternatives to Measuring Attendance in a Covid-19 World

Mitigating Complexity

- To the extent possible, allow districts to log attendance in the same place they did before, e.g. in the SIS
 - But, consider adding a new code to distinguish in-person or virtual
- Maintain reporting formats
- Be prepared to iterate; capture district feedback, analyze attendance patterns and revise guidance as needed

Alternatives to Measuring Attendance in a Covid-19 World

District Needs

Districts we work with seem ready to implement revised measures.

However, they need clear guidance from the state to ensure they are meeting reporting requirements.

The sooner they can get that guidance the better. It would be one less area of uncertainty going into 2020-21.

Alternatives to Measuring Attendance in a Covid-19 World

Guidance Developing Guidance

Proving Ground has worked with ODE for 3+ years on attendance, including working with 22 districts as part of the PG and NCRERN networks

Attendance Works, Proving Ground and ODE joined forces with the Cleveland Browns Foundation as part of the Get 2 School network.

ODE leveraged these partnerships in developing its guidance for states.

Ohio's Guidance to School Districts

CCSSO · July 2020



Paolo DeMaria
State Superintendent of Public Instruction

Context

- **Current Conditions** → Pragmatism, Flexibility, Creativity, Trust
- **Remote Learning** → Essential component
- **Attendance, Engagement** → High Importance
- **SEA Role** → Support districts, ensure awareness, facilitate transition





Context

- Cleveland Browns Foundation: “Stay in the Game”
- Proving Ground
- Attendance Works

Principles

- Student and staff **health and safety**
- **Education** ↔ **Family**
 - Relationship & Trust
- Student **presence** and **engagement**
 - Joy



Principles

- **Data driven** continuous improvement
- Community **partnerships**
- **Multi-tiered system of supports**



Our Guidance to Districts

Attendance deserves careful attention

Difference between ***tracking*** and ***reporting*** attendance



Our Guidance to Districts

Track attendance

- For in-person learning**, track as before (take attendance)

- For remote learning**, create systems for gauging
 - **Synchronous**: Teachers log which students are present during lessons
 - **Asynchronous**: Capture exposure through log-ins (e.g. to the LMS) or capture completion of assignments

Our Guidance to Districts

- **Report attendance**

- Convert tracked attendance to reported attendance (by day, by hour)

- Continue distinguishing between ***excused*** and ***unexcused absences***

- Consider developing new excuse codes (internet outage, quarantine)

Attendance Policy

Compulsory School Attendance

- Compulsory school attendance law for children age 6 through 17 will remain in effect for the 2020-21 school year
- Students may attend school in-person or virtually
- At the state level, no differentiation will be made between in-person or virtual learning when recording attendance

Taking Attendance

- Students will be marked present or absent whether they attend school in-person or virtually
- Virtual attendance is based on one of the following:
 1. If the LEA uses a learning management system (LMS), the student shall be authenticated and engaged in education consistent with the LEA's prescribed policy; or
 2. If the LEA does not use an LMS, the LEA shall make one-on-one contact with a student for the day to authenticate their presence and provide daily evidence of engagement consistent with the LEA's policy

Instructional Flexibility & Documentation

- LEAs are required to provide a minimum of 240 instructional minutes per day to students for 2020-21 school year
- Daily instructional minutes need not be consecutive but shall occur within the same day
- LEAs are required to maintain daily schedules that document the amount of instruction a student or group of students is scheduled to receive on a given day
- Schedules shall detail the amount and type of instruction being provided that the LEA has approved for the purpose of recording attendance

Reporting Attendance Modes: Online Digital Learning

- **Synchronous Online Mode (two-way, real-time instruction between teachers and students):** Daily attendance hours include time participating in virtual instruction and completion of daily assignments; report engagement daily
- **Asynchronous Online Mode (teacher and student are not engaged at the same time):** Daily attendance hours include time attending scheduled weekly interactions (one-on-one or in groups) and completion of daily assignments; report engagement daily

Reporting Attendance Modes: Offline, Distance Learning

- **Asynchronous Off-line Mode with Computer Device (students without internet travel to area with WiFi to upload assignments):** Daily attendance hours include time attending scheduled weekly interactions (one-on-one or in groups) and completion of daily assignments; report engagement weekly
- **Asynchronous Off-line Mode without Computer Device (learning packets):** Daily attendance hours include time attending scheduled weekly interactions (one-on-one or in groups) and completion of daily assignments; report engagement weekly

Dual Enrollment

- When dually enrolled, the student may be counted, for adequate education program funding purposes, in the average daily attendance of the school district in which the student attends high school.
- Therefore, during dual credit class periods on days when the college schedule does not align with the LEA's schedule, students should not be counted as absent.



Attendance Policy for Mississippi

Carey M. Wright, Ed.D.
State Superintendent of Education

mdek12.org



QUESTIONS?

To ask a question, please use the Zoom chat feature or email communications@ccsso.org.