BE ATTENTIVE TO ATTENDANCE:
Leveraging Chronic Absenteeism Data to Help Students Experiencing Homelessness

Webinar \ Tuesday, February 26
1:00-2:15 pm EST
HAVE A QUESTION?
This webinar is for you. Enter your questions in the questions pane and click ‘Send’.

RECORDING & HANDOUTS
An archive of this webinar and all materials will be posted here.

If you’ve signed up for this webinar, you will receive a link to the recording in an email after the webinar is over.
Education Leads Home: A National Campaign Building Stronger Futures for Homeless Students

- Young children will participate in quality early childhood programs at the same rate as their housed peers by 2026.
- High school students will reach a 90 percent graduation rate by 2030.
- Post-secondary students will reach a 60 percent post-secondary attainment rate by 2034.

[Link to website: www.educationleadshome.org]
About Us

ICPH
ICPH is a New York City-based policy research organization focused on family homelessness in New York City and throughout the United States.
www.icphusa.org

SCHOOLHOUSE CONNECTION
SchoolHouse Connection is a national organization working to overcome homelessness through education.
www.schoolhouseconnection.org

CIVIC
Civic is a public policy and strategy firm that helps corporations, nonprofits, foundations, universities, and governments develop and spearhead innovative public policies to strengthen our communities and country.
www.civicenterprises.net

AMERICA'S PROMISE ALLIANCE
APA is the nation’s largest partnership of its kind, bringing together hundreds of national nonprofits, businesses, communities, educators, and ordinary citizens behind the idea of making the promise of America accessible to all young people.
www.americaspromise.org
Our Presenters

Jennifer Erb-Downward
Senior Research Associate, Poverty Solutions, University of Michigan

Rachel Barth
Senior Policy Analyst, Institute for Children, Poverty, & Homelessness

Victoria Vohland
Children in Transition High School Liaison, Washoe County School District

Brittney Kucera
Program Coordinator, Washoe County School District

Katie Brown
Program Manager, Education Leads Home - SchoolHouse Connection
Today’s Agenda

- Overview of Chronic Absenteeism and its Effects on Students
- National Chronic Absenteeism Data
- MI and NYC Case Studies
- Best Practices from Washoe County
- Policy Implications
- Q&A
Overview of Chronic Absenteeism

What is Chronic Absenteeism?

Students who miss 10 percent or more of days enrolled are defined as chronically absent—including both excused and unexcused absences.

Why Does Chronic Absenteeism Matter?

- Less likely to meet grade level proficiency standards
- More likely to drop out of school
- Absences in early grades have lasting impact

How is Chronic Absenteeism a Warning Sign?

When students consistently miss school, it is often a sign of underlying challenges and may signal a student is experiencing homelessness.
The U.S. Department of Education’s Office for Civil Rights (OCR) released student absenteeism rates from all 50 states for the 2015-16 school year. This data from all public schools and school districts shows that almost 8 million students were chronically absent from schools in 2015-16.
How do we get people to care?
MI has sixth highest chronic absenteeism rate in the country. *Approximately 1 out of every 6 children in SY 2016-17.*

Half of all students in MI are either low-income or homeless. *They account for 75% of all students chronically absent.*

Homeless students have the highest chronic absenteeism rate. *Over 2.5 times the rate of housed peers and over 4 times the rate of higher income peers.*
Even without attendance data linked to graduation outcome, a strong case for meeting the needs of homeless students can be made.

**Importance of Local Focus**

- **Chronic absenteeism is not inevitable for homeless students**
  - By school district, chronic absenteeism ranged from a low of 13% to a high of 86%.

- **Critical to disaggregate the data**
  - School districts where homeless students struggled with attendance were not always the same districts where all students struggled.
Bridging the Graduation Gap: Why School Stability is Key for Homeless High School Students in New York City

- Data from New York City Department of Education
- Shelter system in New York City is unique, but can provide greater context
- Homeless students continue to graduate at lower rates than housed students
- Homeless students were more likely to be chronically absent
- Students that did not transfer mid-year or experience chronic absenteeism graduated at rates similar to their housed peers
What Percent of Students Were Homeless At Some Point During High School?

- **One in 10 graduates** experienced homelessness during high school.

- **One-third of homeless students** lived in a shelter at some point during high school.

![Pie chart showing percentages of students experiencing homelessness.](ICPHusa.org)
How do Graduation Rates Compare Between Housing Settings?

- 77% of housed students and 56% of homeless students graduated on time
- Only 45% of students who ever lived in shelter graduated on time
How Prevalent is Chronic Absenteeism Among High School Students?

- Homeless students were much more likely to be chronically absent.
- 81% of homeless students who were ever in shelter were chronically absent.
- 44% of homeless students who were ever in shelter transferred mid-year and were chronically absent.

Categories are not mutually exclusive. Students who experienced both chronic absenteeism and a mid-year transfer would be counted in all percentages except "No Instability Factors."
How Are Students Distributed Across Instability Categories?

- Homeless students were more than twice as likely as housed students to be both chronically absent and transfer mid-year.

- Only half of housed students experienced any instability factor, while 71% of homeless students experienced at least one instability factor.
How Do School Instability Factors Affect Graduation Rates?

- Homeless students with no instability factors graduated well above the overall citywide and housed graduation rates (90%).

- Only 54% of chronically absent homeless students and less than one quarter of homeless students that experienced both mid-year transfers and chronic absenteeism graduated on time.
Best Practices from Washoe County
Using Data on Chronic Absenteeism to Improve Outcomes for Students Living in Transition

Tori Vohland  Homeless Liaison, Children in Transition

Brittney Kucera  Children in Transition Program Coordinator
What we will be covering...

- Poverty and Unaffordable Housing Data (Nevada and WCSD Statistics)
- Children in Transition (CIT) Program (McKinney Vento Program with WCSD)
- Chronic Absenteeism and applying data to track chronically absent CIT students
- Data Warehouse: Business Intelligence Gateway
- Real-time tracking amongst our Children in Transition population
- Tracking services given and how they may influence student outcomes
A Picture of Homelessness in Nevada

In overall homelessness in the nation, Nevada ranks 44th. For childhood homelessness in the nation, Nevada ranks 36th.

There are currently 23,790 children experiencing homelessness in Nevada.

Unaccompanied Homeless Youth

<table>
<thead>
<tr>
<th>Highest Rates</th>
<th>NEVADA</th>
<th>CALIFORNIA</th>
<th>HAWAII</th>
<th>WASHINGTON</th>
<th>OREGON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>89.2%</td>
<td>82.5%</td>
<td>82.4%</td>
<td>65.7%</td>
<td>65.3%</td>
</tr>
<tr>
<td>Homeless</td>
<td>2,166</td>
<td>15,458</td>
<td>319</td>
<td>2,135</td>
<td>1,462</td>
</tr>
<tr>
<td>Unsheltered</td>
<td>1,931</td>
<td>12,749</td>
<td>263</td>
<td>1,402</td>
<td>958</td>
</tr>
</tbody>
</table>
Children Living in Poverty Face Many Obstacles

1 out of 5 children in Nevada are living in poverty.

1 out of 4 children in Nevada are food insecure.

1 out of 3 children in Nevada are living with parents who lack secure employment.

Washoe Community Health Needs Assessment 2018
Unaffordable Housing Rates

- In 2017, Nevada was ranked 1st out of all 50 states for the greatest shortage of affordable housing for extremely low income households.
- For every 100 homes needed for rental availability, only 15 are available statewide (national average is 35).

In Nevada, the Fair Market Rent (FMR) for a two-bedroom apartment is $966. In order to afford this level of rent and utilities — without paying more than 30% of income on housing — a household must earn $3,222 monthly or $38,660 annually. Assuming a 40-hour work week, 52 weeks per year, this level of income translates into an hourly Housing Wage of:

$18.59

PER HOUR

STATE HOUSING WAGE

<table>
<thead>
<tr>
<th>MOST EXPENSIVE AREAS</th>
<th>HOUSING WAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lander County</td>
<td>$19.98</td>
</tr>
<tr>
<td>Douglas County</td>
<td>$19.50</td>
</tr>
<tr>
<td>Reno MSA</td>
<td>$18.79</td>
</tr>
<tr>
<td>Las Vegas-Henderson-Paradise MSA</td>
<td>$18.71</td>
</tr>
<tr>
<td>Humboldt County</td>
<td>$18.15</td>
</tr>
</tbody>
</table>

Data Source: 2018 Nevada Housing Profile; 2016 GAP Report, National Low Income Housing Coalition, nlihc.org
We are Washoe County School District (WCSD)

65,000+ Students

8,300+ Teachers and Employees

104 Schools

- 62 Elementary Schools
- 14 Middle Schools
- 14 High Schools
- 6 Alternative/Program Schools
- 8 Sponsored Charter Schools
Number of CIT Students in WCSD

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>3383</td>
</tr>
<tr>
<td>2014-2015</td>
<td>3549</td>
</tr>
<tr>
<td>2015-2016</td>
<td>3507</td>
</tr>
<tr>
<td>2016-2017</td>
<td>3359</td>
</tr>
<tr>
<td>2017-2018</td>
<td>2837</td>
</tr>
</tbody>
</table>
CIT Students Experiencing Homelessness in WCSD by grade level

- **Elementary (PK-2)**
  - 2015-2016: 1198
  - 2016-2017: 1142
  - 2017-2018: 872

- **Elementary (3-6)**
  - 2015-2016: 1042
  - 2016-2017: 954
  - 2017-2018: 868

- **Middle School**
  - 2015-2016: 447
  - 2016-2017: 442
  - 2017-2018: 430

- **High School**
  - 2015-2016: 820
  - 2016-2017: 821
  - 2017-2018: 663
Eligibility: Who is covered?

- Doubled-up: sharing the housing of others due to loss of housing, economic hardship, or similar reason
- Living in motels, hotels, trailer parks, camping grounds due to lack of adequate alternative accommodations
- Living in emergency or transitional shelters
- Living in a public or private place not designed for humans to live
- Unaccompanied minor not living in the physical custody of parent/legal guardian and living in one of the conditions above
- Migratory children living in one of the conditions above
Determining Eligibility

Each school has an appointed advocate to assist with identifying students who may be experiencing homelessness by completing a Children in Transition (CIT) Application.

School Advocate sends CIT applications to the Local Homeless Liaison.

Local Homeless Liaison reviews application to determine eligibility; case by case determination.

Continued partnership with the school site advocate to remove barriers and provide resources to students eligible for McKinney-Vento Services.
Removing Barriers

➢ Immediate enrollment: students have the right to enroll and attend classes immediately without required documents.

➢ School of Origin: students have the right to remain in school of origin when determined it is in the student’s best interest.

➢ Transportation must be provided for eligible students to remain in his/her school of origin.

➢ Right to enroll in any public school that housed peers living where the student is living are eligible to attend (zoned school).
Items Provided Through CIT

- Free breakfast and lunch
- Clothing and hygiene packets
- Uniforms
- Transportation (best interest of the child)
- School/Sport Fees
- Birth certificates
- Shot records
- School supplies
- Field trip cost support
- Tutors
- Cap and Gowns
Chronic Absenteeism

- As mentioned previously, describes students who miss 10 percent or more of days enrolled.
- Both excused and unexcused absences.
- Indicator that a student may be at-risk for academic struggle.
- We see chronic absenteeism as a common warning signal of homelessness.
Using Data to Describe Chronic Absenteeism

Percent of Washoe County School District Students Chronically Absent by Subgroup, 2017-18.

42% of students who experienced homelessness last year missed 20 percent or more of days enrolled.
Using Data to Describe Chronic Absenteeism

Percent of Grade 3 SBAC Test Takers Scoring At or Above Standard (AL 3 and 4) on Mathematics and English Language Arts by Years Chronically Absent in Kindergarten Through Grade 2.

<table>
<thead>
<tr>
<th></th>
<th>Mathematics</th>
<th>English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-Homeless</td>
<td>Homeless</td>
</tr>
<tr>
<td>Not Chronically Absent</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>1 Year</td>
<td>42%</td>
<td>38%</td>
</tr>
<tr>
<td>2 Years</td>
<td>31%</td>
<td>35%</td>
</tr>
<tr>
<td>3 Years</td>
<td>37%</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>Non-Homeless</td>
<td>Homeless</td>
</tr>
<tr>
<td>Not Chronically Absent</td>
<td>25%</td>
<td>28%</td>
</tr>
<tr>
<td>1 Year</td>
<td>16%</td>
<td>24%</td>
</tr>
<tr>
<td>2 Years</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>3 Years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Washoe County School District
Every Child, By Name And Face, To Graduation™
Using Data to Describe Chronic Absenteeism

Percent of Class of 2017 Who Graduated by Number of Years Chronically Absent in High School and Homeless Status.

- Not Chronically Absent: 98% (Housed) vs 91% (Homeless)
- 1 year: 89% (Housed) vs 69% (Homeless)
- 2 years: 77% (Housed) vs 64% (Homeless)
- 3 years: 66% (Housed) vs 40% (Homeless)
- 4 years: 58% (Housed) vs 49% (Homeless)

Housed - Graduated (n=3385) vs Homeless - Graduated (n=145)
Applying Attendance Data to Identify Students who are Experiencing Homelessness

- Increase the capacity among school advocates to monitor attendance among all students
  - Finding the “why” regarding a student who is not attending regularly may uncover that a student is experiencing homelessness.
Applying Attendance Data to Identify Students who are Experiencing Homelessness

- School wide reports pulled by designated school staff.
- The names are filtered in order to send them out to students’ assigned counselors.
Applying Attendance Data to Identify Students who are Experiencing Homelessness

- Counselors review students’ panel and reach out to the families/student to see if they are experiencing any changes occurring in the home and assess unmet needs.
- Counselors determine needs and explore available resources to refer families, including identifying students as homeless when eligible.
- If a student meets the eligibility criteria a CIT questionnaire is completed and sent to the Local Homeless Liaison.
- Local Homeless Liaisons then work towards addressing attendance barriers caused by homelessness.
CIT Student Cohort Graduation Rates in WCSD

Class of 2015: 53%
CIT Grads: 193

Class of 2016: 42%
CIT Grads: 151

Class of 2017: 53%
CIT Grads: 181

Class of 2018: 60%
CIT Grads: 210
Data Warehouse

[Diagram showing connections between Infinite Campus, EdPlan, DATA Gallery, and WebSMART to a central data warehouse]
Data Warehouse: Structure

Flow of Reports

Reports Available

- 60+ Reports
  - Attendance
  - Student Accounting
  - Academics
  - Behavior
  - Assessment
  - Extra Curricular Activities
School Dashboards

- Up to date Snapshot of school data
- Daily changes in attendance
- New enrollments are seen next day
- Administrator’s “splash-screen”
School Dashboards

**Demographics**

- **Enrollment**: 359
  - African American: 1.11%
  - American Indian: 6.96%
  - Asian: 39.83%
  - Multiracial: 8.91%
  - White: 40.95%
  - Hispanic: 1.11%
  - Pacific Islander: 1.11%

**Behavior**

- **Number of Events Top Locations**
  - Classroom: 88
  - Hallway: 52
  - Other: 26
  - Off Campus: 19
  - Common Area: 9

- **Top Most Frequent Events**
  - Disregard for School Rules: 24
  - Administrative Investigation: 24
  - defiance/disobedience/insubordination: 25
  - Tardy: 33
  - Attendance/Truancy: 43
## School Dashboards

### Attendance

#### Average Daily Attendance

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Total Absent Days</th>
<th>ADA %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>0</td>
<td>100.00%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>405.5</td>
<td>89.06%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>493.5</td>
<td>86.54%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>469.5</td>
<td>87.68%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>576.5</td>
<td>87.79%</td>
</tr>
<tr>
<td>Grade 13</td>
<td>275.5</td>
<td>79.32%</td>
</tr>
<tr>
<td>AD</td>
<td>6</td>
<td>92.59%</td>
</tr>
<tr>
<td>PK</td>
<td>16</td>
<td>96.38%</td>
</tr>
</tbody>
</table>

#### Consecutive Days Absent

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2 to 4</th>
<th>5 to 7 Days</th>
<th>8 to 10 Days</th>
<th>11 to 15 Days</th>
<th>16 to 20 Days</th>
<th>More Than 20 Days</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grade 9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grade 10</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Grade 11</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Grade 12</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Grade 13</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grade AD</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grade PK</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>29</td>
</tr>
</tbody>
</table>

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**Washoe County School District**

*Every Child, By Name And Face, To Graduation*
## CIT Data Tracking: Custom Tabs

<table>
<thead>
<tr>
<th>Transportation</th>
<th>Student Information</th>
<th>Student Basic Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tracks which mode of transportation the student is receiving</td>
<td>• Identification methods</td>
<td>• Tracks services provided to students</td>
</tr>
<tr>
<td>• Tracks Pickup and Destination addresses</td>
<td>• Primary Nighttime Residence</td>
<td>• Financial assistance is tracked</td>
</tr>
<tr>
<td>• Keeps history for transportation services provided</td>
<td>• Notes about individual student situations</td>
<td>• Historical records of services provided</td>
</tr>
<tr>
<td></td>
<td>• Track historical CIT status information by school year</td>
<td></td>
</tr>
</tbody>
</table>
Staying at One HS Makes a Difference

2017 Cohort
Children in Transition and High School Transiency

Graduation Rates

<table>
<thead>
<tr>
<th>Comparison</th>
<th>All Students</th>
<th>CIT at Any Time During High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Graduation</td>
<td>84%</td>
<td>53%</td>
</tr>
<tr>
<td>Enrolled in the Same High School All Years Attending</td>
<td>89%</td>
<td>65%</td>
</tr>
<tr>
<td>Enrolled in 2 or More Different High Schools</td>
<td>64%</td>
<td>35%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>N Size</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4662</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3722</td>
<td></td>
<td></td>
</tr>
<tr>
<td>940</td>
<td></td>
<td></td>
</tr>
<tr>
<td>339</td>
<td></td>
<td></td>
</tr>
<tr>
<td>167</td>
<td></td>
<td></td>
</tr>
<tr>
<td>172</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What do we do with all the data?
Conclusions and Policy Implications

- **Instability factors**, including chronic absenteeism, have a large impact on graduation rates and are more prevalent among homeless students, reducing the overall graduation rate among homeless students.

- Homeless students who stayed in shelter at some point during high school were more likely to experience chronic absenteeism and mid-year transfers, and less likely to graduate than students in other temporary arrangements.

- The experience of homeless students varies by location, and policies should reflect local experiences.

- Knowing that the prevalence of instability factors among homeless students has such a large impact on graduation rates, more than just housing status, shows that with proper connection to services, high school students experiencing homelessness can graduate at the same rate as their housed peers.

- Importance of opportunities to use real-time data to track absences.

- Truancy v. prevention.

- Importance of disaggregating data by income and housing status; implications for interventions.
Questions?

Please enter your questions in the “chat box,” and we’ll respond to the entire group. We’ll send out a document with all of the questions and answers after the webinar!
Resources

SchoolHouse Connection: http://www.schoolhouseconnection.org/

Education Leads Home: http://www.educationleadshome.org

National Center on Homeless Education: https://nche.ed.gov

Poverty Solutions: https://poverty.umich.edu/

Institute for Children, Poverty, & Homelessness: https://www.icphusa.org/

Washoe County Schools: https://www.washoeschools.net/

Attendance Works: https://www.attendanceworks.org/

Everyone Graduates Center: http://every1graduates.org/
Contact Information

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