



**Department of
Education &
Workforce**

PARENT COMMUNITY ENGAGEMENT

December 11, 2024



Today's Agenda

- Welcome and Updates
- Speakers: Latisha Humphries & Patrick Hickman, Office of Whole Child Supports
- Q & A
- Next Chat – January 8, 2025

Leadership Supports Webpage

- Administrative Calendar
- Resources

- Schooladmin@education.ohio.gov



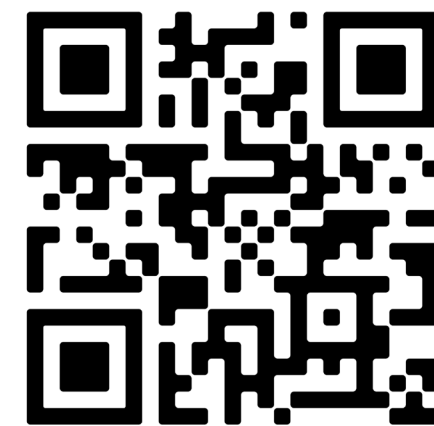
Strong Principals, Strong Schools

The Ohio Department of Education is committed to the support of all educators, and Principals and Assistant Principals in particular. A recent report on principal impact from the Wallace Foundation states, **“Principals really matter. Indeed, it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership.”**

 Administrative Calendar	 Educator Licenses
 Professional Development	 Associations
 Higher Education	 Resources

**2025 Showcase for
AcceleratED Leadership & Learning
January 28, 2025**

REGISTER NOW



SCAN ME

New Professional Learning from OLAC



OHIO LEADERSHIP
ADVISORY COUNCIL

New Sessions Added

January-June 2025
Professional Learning Series

[Register Now](#)



Message from OAESA and OASSA





Now is the time to join your professional organization!

- [OAESA Membership](#)
- [OASSA Membership](#)

OAESA Events: <https://oaesa.org/events/>

OASSA Events: <https://oassa.org/conferences/>

OHIO STANDARDS FOR PRINCIPALS | 2018

 Leadership	Standard 1: Mission, Vision and Core Values	The effective educational leader develops, advocates and enacts a shared mission, vision and core values.
	Standard 2: Ethics and Professional Norms	The effective educational leader acts ethically and according to professional norms.
	Standard 3: School Improvement	The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.
 Learning	Standard 4: Curriculum, Instruction and Assessment	The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.
	Standard 5: Professional Capacity of School Personnel	The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.
 Culture	Standard 6: Equity and Cultural Responsiveness	The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.
	Standard 7: Community of Care and Support	The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.
	Standard 8: Meaningful Engagement of Families and Community	The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.
 Management	Standard 9: Strategic Staffing	The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.
	Standard 10: School Operations	The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

Family Engagement to Support Positive Attendance

Office of Whole Child Supports

Latisha Humphries

Family and Community Engagement
Coordinator

Patrick Hickman

Attendance Advisor



FAMILY ENGAGEMENT AND ATTENDANCE

Supporting Families to Address Barriers that Impact
Attendance



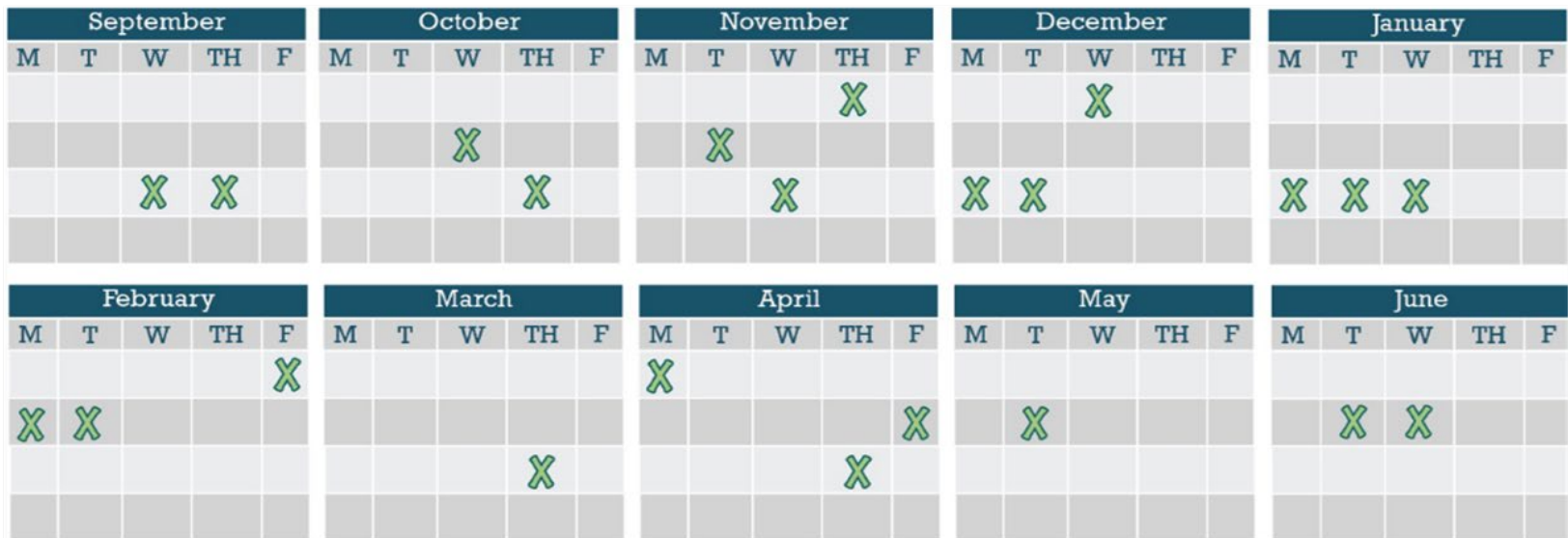
What is Chronic Absence?

Chronic absence is defined as missing 10 percent 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).

Absences Add Up!



©Attendance Works

Missing just 2 or 3 days a month can lead to chronic absence.

10% of the school year = 18 days of absence

This translates to almost one month of missed learning

Local Data Tool: Reports Portal

Home ▾



- Public Data >
- Finance >
- Nonpublic Data >



Chronic Absenteeism and Attendance Rate - Overview (School)

Choose a School Year
2023-2024 School Year ▾

Choose a School
All ▾

Gender	Chronic Absenteeism Rate	Attendance Rate
Female	25.5%	91.3%
Male	25.1%	91.4%
Total	25.3%	91.3%

Grade Level	Chronic Absenteeism Rate	Attendance Rate
Kindergarten	25.6%	91.9%
1st Grade	21.2%	92.6%
2nd Grade	19.7%	92.9%
3rd Grade	17.7%	93.3%
4th Grade	18.9%	93.1%
5th Grade	19.7%	93.0%
6th Grade	22.3%	92.5%
7th Grade	25.5%	91.7%
8th Grade	27.3%	91.2%
9th Grade	31.2%	89.3%
10th Grade	31.6%	89.5%
11th Grade	34.0%	88.2%
12th Grade	36.0%	87.8%
Enrolled, completed course requirements but did not pass graduation test and is attending school.	35.5%	85.9%
Student with disability condition who has completed graduation requirements and elects to remain for further training	16.9%	94.5%

Race/Ethnicity	Chronic Absenteeism Rate	Attendance Rate
American Indian or Alaskan Native	33.2%	89.4%
Asian	13.3%	94.4%
Black, Non-Hispanic	43.0%	86.7%
Hispanic	32.7%	89.5%
Multiracial	31.6%	90.0%
Pacific Islander	30.5%	90.3%
White, Non-Hispanic	19.6%	92.8%

English Learner Status	Chronic Absenteeism Rate	Attendance Rate
EL Student in school < 1 year	28.3%	91.2%
EL Student in his/her second year	25.0%	91.4%
EL Student	30.9%	89.8%
Exited EL program one year ago	15.7%	93.9%
Exited EL program two years ago	14.2%	94.1%
Exited EL program three years ago	14.7%	94.2%
Exited EL program four years ago	19.6%	93.0%

Additional Student Groups	Chronic Absenteeism Rate	Attendance Rate
Economic Disadvantaged	35.9%	88.9%
Homeless Students	58.2%	81.5%
Identified as Gifted	11.8%	94.5%
Received Gifted Services	10.3%	94.8%
Students with Disabilities	33.9%	89.4%

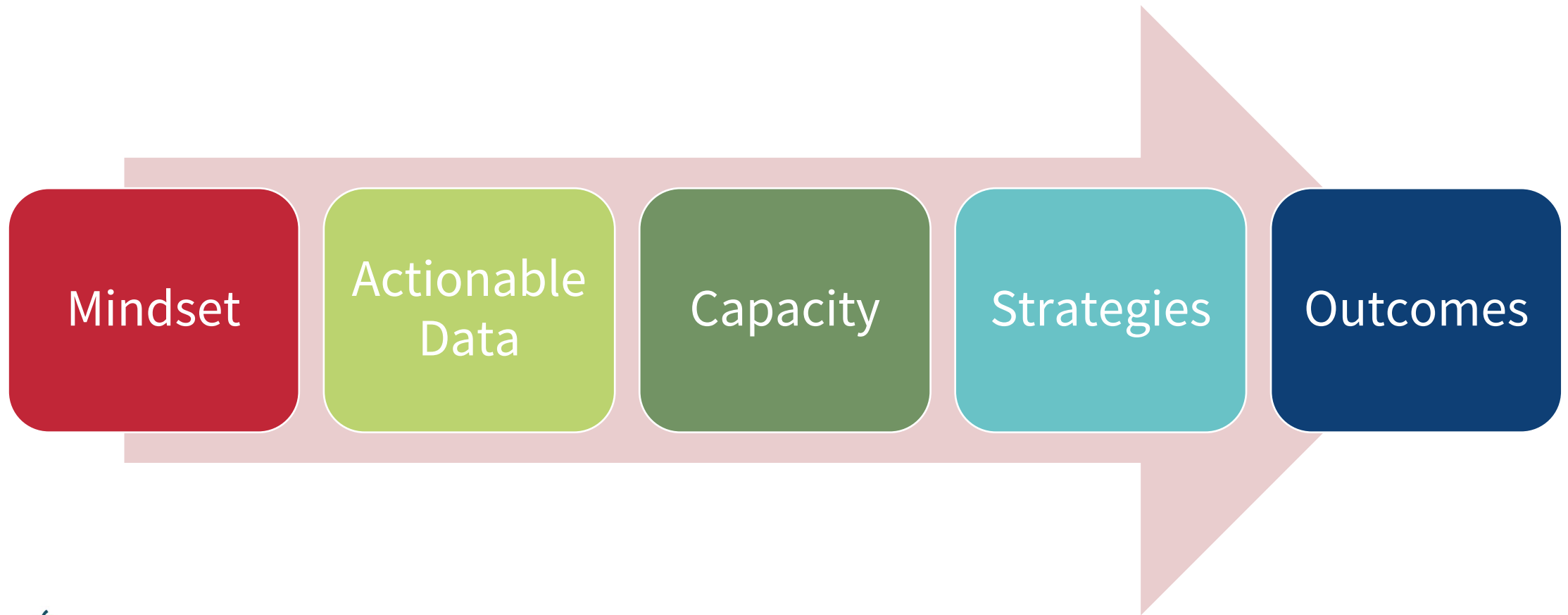
Filters



- Overview
- Chronic Absenteeism - Demographic Detail
- Chronic Absenteeism Disaggregate Detail



Pathway For Change



Reasons Students Are Absent

Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Lack of predictable schedules for learning
- Lack of access to tech

Aversion

- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Parents had negative educational experiences

Disengagement

- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school (especially given staff shortages)
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- Drawn to low-wage job vs. being in high school

Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Lose track and underestimate TOTAL absences
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions don't count as absence

Family Engagement

What Is Family Engagement?

Learning

Development

Health

Effective Family Engagement Requires Partnership

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



Capabilities: Human Capital, Skills, and Knowledge

- *School and district staff need to be knowledgeable about the assets and funds of knowledge available in the communities where they work.*
- *They also need skills in the realms of cultural competency and of building trusting relationships with families.*
- *Families need access to knowledge about student learning and the workings of the school system.*
- *They also need skills in advocacy and educational support.*

How Do We Enhance Capabilities?

- *Annual Surveys – Students and Families*
- *Development and review of targeted questions and responses*
- *Staff Climate and Culture Surveys and Conversations*
- *Resource Sharing*
- *Parent and Staff Training/Development*
- *Observation and Feedback Cycles*
- *Communication Plan*

Connections: Important Relationships And Networks – Social Capital

- *Staff and families need access to social capital through strong, cross-cultural networks built on trust and respect.*
- *These networks should include family–teacher relationships, parent–parent relationships, and connections with community agencies and services.*

How Do We Enhance Connections?

- *Community Involvement*
- *Welcoming, safe and supportive environment*
- *Addressing feedback in timely manner*
- *Various modes of communication*
- *Observation and Feedback Cycle*

Confidence: Individual Level Of Self-efficacy

- *Staff and families need a sense of comfort and self-efficacy related to engaging in partnership activities and working across lines of cultural difference.*

How Do We Enhance Confidence?

- *Public and private acknowledgment*
- *Personalized communication*
- *Growth Mindset*
- *Cultural Competence*
- *Observation and Feedback Cycle*

Cognition: Assumptions, Beliefs, And Worldview

- *Staff need to be committed to working as partners with families and must believe in the value of such partnerships for improving student learning.*
- *Families need to view themselves as partners in their children's education, and must construct their roles in their children's learning to include the multiple roles described in the Framework.*

How Do We Enhance Cognition?

- *Maximizing on opportunities for learning*
- *Resource collection and sharing*
- *Welcoming, safe and positive environment*
- *Observation and Feedback Cycle*

Example: Cleveland Metropolitan School District Title I allowable expenses

Examples of ALLOWABLE expenses	Examples of NOT ALLOWABLE expenses
Purchase of printing of information brochures, pamphlets to distribute to parents	Marketing or advertising materials to promote enrollment at the school
Childcare services for parents attending Title 1 sponsored events	Support of any program involving athletics or extracurricular activities
Support and Materials for parenting development workshops and programs	Support of award banquets or carnivals/fairs,
Healthy meals/refreshments for Title I sponsored events (meals must adhere to District wellness policy)	Excessive shipping and handling or expedited delivery services
Transportation costs for parents to attend Title I events	Any expense related to a school dance or fundraiser
The cost of facilitators for parent workshop/development (topics subject to compliance)	The purchase of gift certificates or gift cards



QUESTIONS?

EDUCATION.OHIO.GOV

Latisha.Humphries@education.ohio.gov

Patrick.Hickman@education.ohio.gov



**Department of
Education &
Workforce**



NEXT PRINCIPAL CHAT

- Second Wednesday each month at 9:30 – 10:30am
- January 8, 2025, featuring Special Education Profiles

Contact: schooladmin@education.ohio.gov



EXIT SURVEY





**Department of
Education &
Workforce**

EDUCATION.OHIO.GOV