Attendees:
David Cox of Horizon Academy
Teresa Brito-Asenap of Lumina Unidos/UNM Equity & Inclusion
Angelo Gonzales of CEPR
Hahn Nguyen of FUE
Curtis Chavez of Bernalillo Public Schools
Cindy O'Niell of RFK Charter
Nicole Byrd of Office of African American Affairs
Marvin Johnson of District Attorney's Office
Emily Salazar of Innovate Educate
Renata Witte of New Mexico PTA
Kay Provolt of JAG
Rose Poston of New Mexico PBS

Introduction, Welcome, and Today's Goals by Laurel Wyckoff

Review the following data charts:
Truancy Data
- Percentage of APS Middle School Students Who are Habitually Truant 2011-2012
- Percentage of Middle & Junior High Student Who Were Habitually Truant, By School District
- For Comparison Percentage of High School Students Statewide Habitually Truant, By District

Poverty Related Data
- Percentage of Individuals with Income Less than 200% of the Federal Poverty Level
- Percentage of High School Students with <u>Not</u> Enough Food to Eat
- Percentage of Students Eligible for Free and Reduced Priced Meals in Middle School
- Percentage of Students Eligible for Free and Reduced Priced Meals in High School

Student Environment
- Percentage of Albuquerque Public School Middle School Students <u>Not</u> Involved in Group Activities Outside of School or Home
- Percentage of Albuquerque Public Schools High School Students <u>Not</u> Involved in Group Activities Outside of School or Home
- New Mexico State Funding for Afterschool Enrichment
- Percentage of Albuquerque Public Schools High School Students <u>Not</u> Involved in School Sports, Clubs, or Activities

Adult relationships
- Percentage of Students Who Report <u>Not</u> Having a Parent or Adult at Home Who is Interested in Their School Work
- Percentage of Students Who Report <u>Not</u> Having an Adult Outside of Home or School Who Cares About Them
- Key Outcomes of High School Student Experiencing High & Low Levels of Caring and Supportive Relationships With <u>Adults in the Community</u>, New Mexico, 2009

Small group discussion of the following questions based on the data charts:
- What is the current state of truancy in APS?
- How does APS data compare to the rest of the state?
- What do you notice about connections between attendance and geography, demographics?
- What data is missing?
- How does what you see make you feel?
- How does this result relate to your daily work and life?

Large group discussion of response to data:
- How to measure adult relationships?
- Not sure Youth Risk and Resiliency (YRRS) survey tool. It is self reporting by students
- What are the factors about caring parents?
- Where can kids to go after they turn 18?
- Cultural factors may affect how families stress the importance of education
- Indicatesneed for involvement at Elementary school. All engagement should probably look like special education IDPs?
- There are inconsistent school policies for excused absence, practice and implementation
- From the maps we can clearly see consistent data related to geography
- Statewide data appears in corridors on the maps. Why is that?
- Families can be part of school process and decision making. Do we know if they feel a part?
- Administration may not welcome engagement or may not be be trained on how to be welcoming
- How do families communicate with the school? With each other?

Data Agenda—other factors missing from data:
- Absence policy data
- Family engagement
- True parent partnerships
- Level of parent educational attainment
- Community size/school size
- Ethnic breakdown in communities and schools
- Diversity vs. homogeneity affects data
- How has data changed as response to professional capacity?
- What is it that successful schools are doing? What can be replicated?
- School/district size matters!
- Principal change always affects policy and school culture

Small group breakout to discuss solutions for improvement in attendance at APS

Group One solution:
- **Target Goal:** Elementary School—4% decrease in truancy & High School—11.5% decrease (half)
- **Timeline:** Elementary School target by 2020 & High School target by 2027
- **Strategies:** High school rates are currently on a downward trend since 2009-2010 will continue

Group Two solution:

- **Target Goal**: West Mesa cluster— Decrease truancy to 10% or less & Highland cluster—25% or less
- **Timeline:** 3 years
- **Strategies:** Family partnership, buy-in and engagement; 360 communication; Building relationships with administration; Show data to teachers and administrators—look to positive data; Professional development for teachers and administrators; Pre-service engagement training including student teachers, UNM College of Ed, teachers, administrators, and counselors; Duplicate special education standards; Parent involvement. Title 1 schools use a Student Compact / a Next Step Plan is created in Middle school. These are useable process to get commitments to attend.