Unpacking Chronic Absenteeism

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Talent Development Secondary (TDS)

Why students do not attend school…

Cannot attend - Something prevents them from attending school

- Examples: Illness, family responsibilities, housing instability, the need to work or involvement with the juvenile justice system

Will not attend - Avoiding something at school or on the way to/ from school

- Examples: Bullying, unsafe conditions, harassment or embarrassment

Do not attend - Education is not valued

- Examples: Students or Parents do not see the importance of attending school, rather be somewhere else, nothing stops them from skipping school

By missing just one day every two weeks, you would be on track to:

A. 18 absences a school year, or

B. 9 absences a semester, or

C. 4.5 absences a 9 weeks, or

D. 1 absence every two weeks

Which of the above answer(s) is correct?
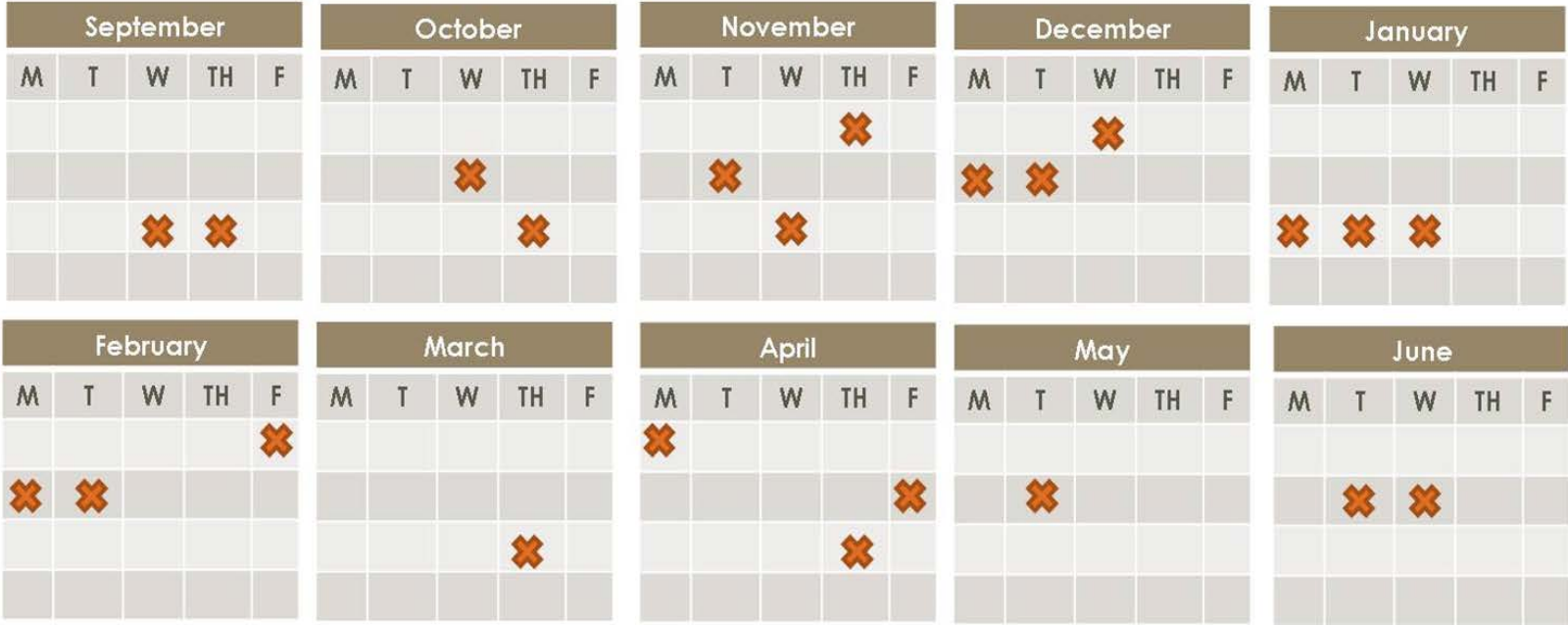
Focusing on Attendance

By missing just one day every two weeks, you would be on track to miss 10% of the school year:

- ❑ **36 weeks in a school year = four 9-week intervals**
- ❑ **36/2 = 18 weeks, which is,**
  - a. **18 absences a school year, or**
  - b. **9 absences a semester, or**
  - c. **4.5 absences a 9 weeks, or**
  - d. **1 absence every two weeks**

ALL OF THE ABOVE!

AttendanceWorks: Key Messages

Absences add up. Excused and unexcused absences result in too much time lost in the classroom.

Focusing on Attendance

- By 3rd grade, chronically absent students are less likely to read on grade level

- By 6th grade, chronic absence becomes an early warning sign that a student may dropout of high school

- By 9th grade, attendance is a better indicator of school dropout than 8th grade test scores

Focusing on Attendance

Attendance

- **2 in 10** low-income students miss too much school. They're also more likely to suffer academically

- A student who misses 10 days or more during a school year is **20% less likely** to graduate from high school and **25% less likely** to ever enroll in college.

Unpacking Chronic Absenteeism
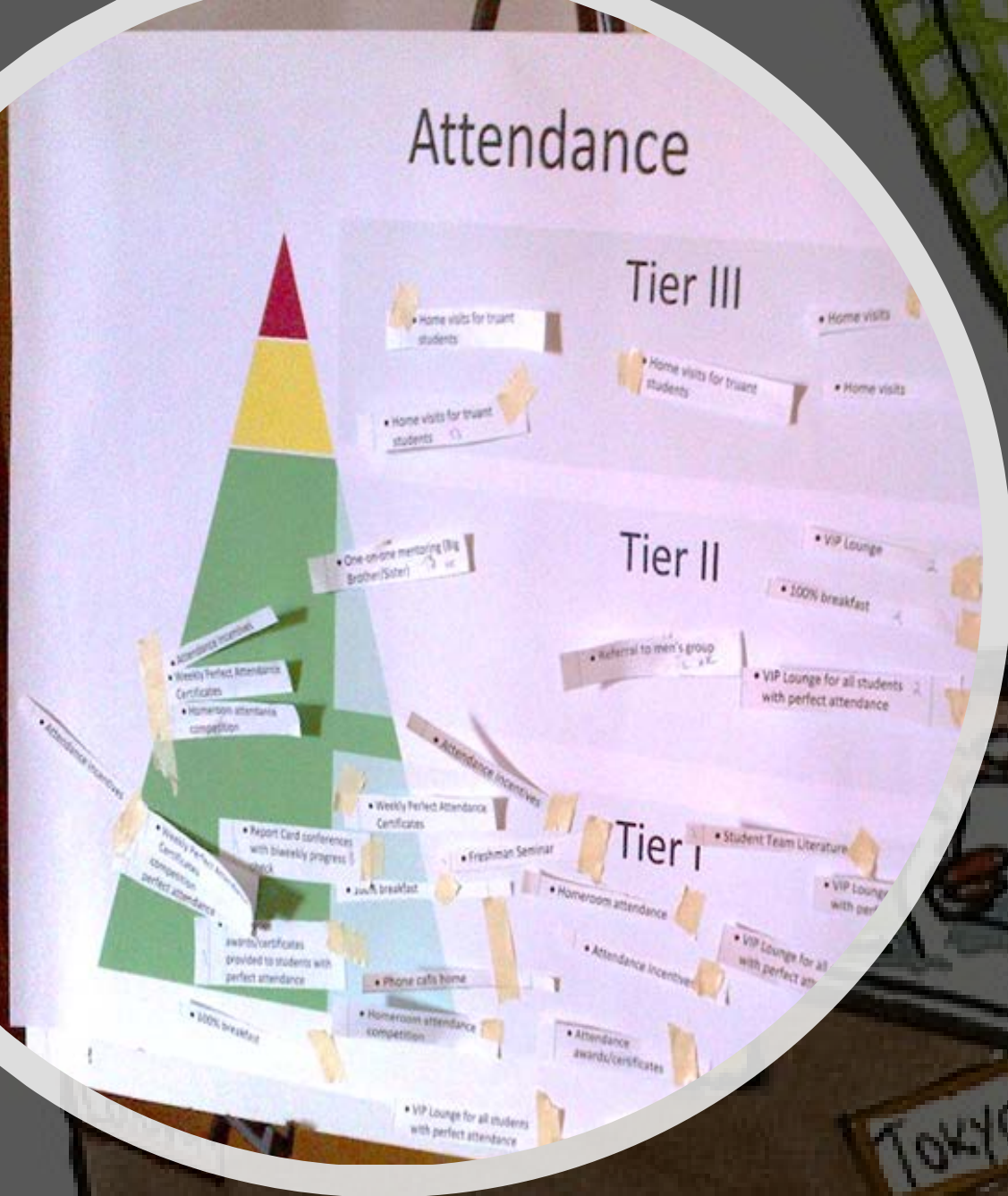
- **I**dentify
- **D**iagnose
- **I**ntervene
- **M**onitor
- **E**valuate

IDENTIFY

Analyze and flag chronically absent students **EARLY** to identify individuals and groups of students who are on- and off-track.

Early Attendance Interventions

Tier 1: School Wide

School program that emphasizes the importance of attending school

- Ex. Poster contest for all ages displaying the importance of attendance
- Ex. Video contest on "Why attendance matters" or "Why school is cool"

Track attendance accurately in the classroom - Teachers document attendance daily

First absence of student - Have an adult ready to address the absentee

Weekly/Monthly Incentives for perfect attendance - Pizza Party/field trips

- Ex. Attendance Month Competition between classrooms, grade levels, or local schools to see who could best improve their attendance

Early Interventions

Reflect on your current school site/district and discuss the following question:

How are students with chronic absenteeism identified and counseled?

DIAGNOSE

Examine **ALL** attendance data from multiple sources - proficiency tests, behavior assessments, resiliency scores, college readiness, and past interventions to build individual student, grade level, and whole school data profiles.
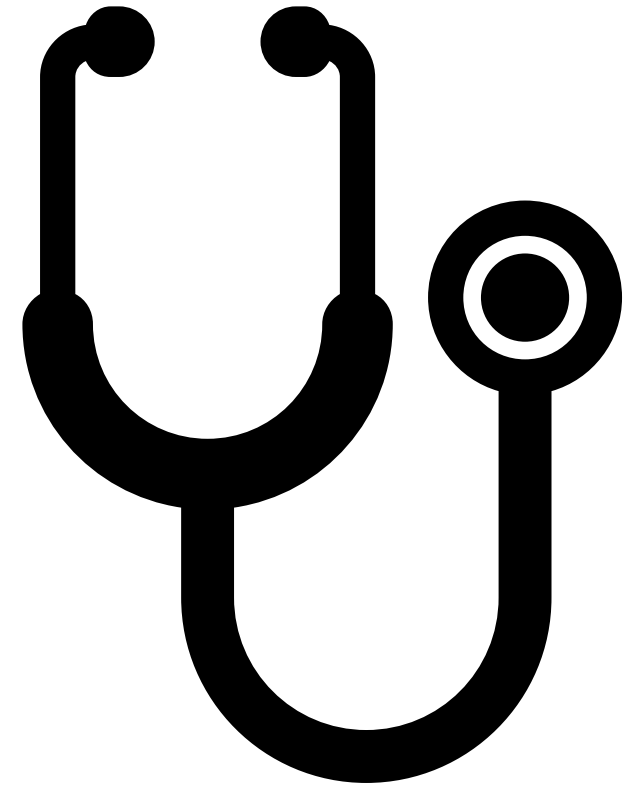
| ID	FirstName	LastName	SPED	Attendance		Behavior		ELA		Math	
				Prvs	Q1	Prvs	Q1	Prvs	Q1	Prvs	Q1
41539	Wilbur	Auyeung	Y	98%	98%	6	3	C	F	D	F
303485	Joslyn	Bigley	N	91%	91%	0	0	D	C	C	F
303437	Carmina	Blakes	N	86%	81%	5	4	C	F	C	F
44722	Clinton	Dehner	N	83%	87%	0	6	D	F	D	F
43322	Arla	Boren	Y	82%	90%	4	4	D	F	F	F
304911	**#Donette**	**Samualson**	**N**	94%	92%	11	3	D	F	C	D
45522	Mi	Cairns	N	92%	90%	0	6	F	D	C	D
303331	**#Rick**	**Erics**	**N**	84%	86%	0	0	D	C	B	D
303308	**#Felicia**	**Johnson**	**N**	83%	81%	5	6	C	C	A	D
303381	Karena	Beatrice	N	60%	67%	10	11	F	F	A	D
303433	Lynetta	Cahill	N	99%	98%	0	0	F	F	D	C
303865	Angele	Bickel	N	97%	96%	9	8	D	F	D	C
303562	Maya	Bodie	Y	86%	81%	0	4	F	F	B	C
42480	Kaylene	Cronk	N	83%	85%	4	1	D	F	C	C
303871	Sandie	Demott	N	83%	87%	0	0	C	C	C	C
303441	Fairy	Bruss	N	81%	84%	10	11	D	F	C	C
45187	Joey	Brittan	N	96%	97%	0	11	B	C	D	B
44669	Mira	Boyette	N	90%	96%	0	8	F	F	B	B
304822	Monnie	Croker	N	90%	89%	6	3	D	D	C	B
303556	Juliet	Appling	N	88%	92%	0	0	D	D	D	B
40486	**#Terry**	**Adrians**	**Y**	90%	89%	11	3	A	B	D	A

Goal _____

Douglass High School
October 2018   Attendance Chart

Academy / Team: _____
Homeroom / Class #:_____

Percentage of students in attendance

	100																			
	95																			
	90																			
	85																			
	80																			
	75																			
	70																			
	65																			
	60																			
	55																			
	50																			
	45																			
	40																			
	35																			
	0																			
Date	10/1	10/2	10/3	10/4	10/5	10/8	10/9	10/10	10/11	10/12	10/15	10/16	10/17	10/22	10/23	10/24	10/25	10/26	10/29	10/30	10/31

INTERVENE

Design initiatives and supports. High needs students are discussed at teacher team meetings. Use a tracking system to provide a space to organize intervention information alongside ABC data to assess impact.
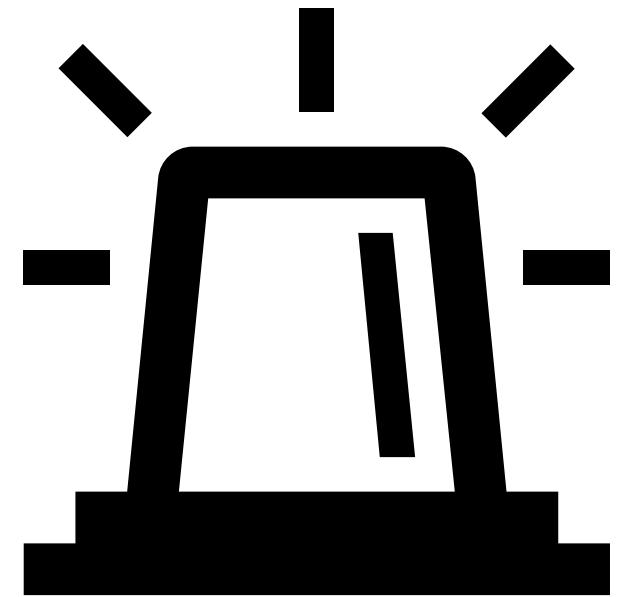
ATTENDANCE

TIER 1	*Accountability, Reflection, and Responsibility*	*Enrichment and Exploration*
	Academy/Town Hall Meetings	Field Trips
	Data Walls	Parent education workshops
	Orientation/Parent Night	School Pledge
	Phone Calls Home	School Spirit Day
	Student Handbook	*Effort and Motivation*
	Academic Skills	Awards/ Certificates
	Student Clubs	Competitions (by homeroom/ classroom/ academy/ grade, etc.)
	Exit Slips	Dollars Systems
	Connection and Collaboration with School Staff and Peers	Homeroom attendance displays
	National Network of Partnership Schools	Parties/ Celebrations/ Socials
	Afternoon Announcements- announcing daily attendance	PBIS
	Assemblies/Rallies	Perfect Attendance wall displays (monthly)
	Morning Greeting	Students of the Month
	Parties/Celebrations/Socials	VIP Lounge
	Student Council/Student Government Assoc.	Weekly attendance recognition

ATTENDANCE

TIER 2		
Accountability, Reflection, and Responsibility	Peer Wake-up Call/Messages
Boys/Girls Groups	Student Meeting with Teacher Team
Check Bus Pass/Transportation Issues	Student Suspension Recovery Program
End of Day Check-In	Truancy Officer
Individualized Goal Setting	**Enrichment and Exploration**
Progress letters sent home (5, 10, 15 days)	Mentoring
Short Term Goals	Parent Workshops
Academic Skills	**Effort and Motivation**
Service Learning Projects	Daily Contract
Connection and Collaboration with School Staff and Peers	Morning Plan
Buddy System	Parent Meeting
Coach/Advisor/Mentor Follow-Up	Phone Calls Home/Positive Phone Calls Home
Counselor meeting	Recognition for improved attendance
Home visits	
Lunch Buddies	
Community Cooperation Program (Daytime truancy prevention)	
One-on-One's	

ATTENDANCE

TIER 3	*Accountability, Reflection, and Responsibility*	*Enrichment and Exploration*
	Individual contract with student and parent	Suspension Recovery Program
		Effort and Motivation
	Social Worker	
	Truancy court referrals	Attendance Letter
	Academic Skills	Tardy Zone
		Alarm Clock
	Parent-Teacher conference	
	Connection and Collaboration with School Staff and Peers	
	Case Management	
	Home visits	
	Outside Referrals/Family Support Programs	
	Mentoring/Tutoring with School Resource Officer	
	Brown Bag Lunch with Principal	

How to Combat Absenteeism

Tier 1

- Every classroom participates
- Students should be actively engaged in the classroom
- Teachers are aware/track students who are present/absent
- Recognitions reward improvements

Tier 2

- Attendance contracts
- Conferences
- Mentor Check-ins
- Small group interventions
- Recognitions reward improvements

Tier 3

- Attendance Team assigned
- One-on-One support
- Local authority involvement
- Public assistance involvement
- Social service referral
- Additional family support
- Recognitions reward improvements

Recognitions & Rewards used in EACH Tier

ATTENDANCE CHALLENGE Ideas

- **ATTEN-DANCE**: At the end of each month, we will host a dance for **all students** with perfect attendance for that month.
- **ATTEND TO SPEND**: Each **grade level** that has a 95% ADA for a whole week will receive concessions for the next week!
- **ATTENDANCE TOURNAMENT**: Each week, **homerooms** will compete in a tournament for ADA.
  - If you class has a higher attendance rate than your opponent class, then your class moves on to compete for another day.
  - At the end of the week, we will announce the winners.

Attendance

A Tale of Geography

Basic Principal of Geography - Movement

- Things move. People Move. Animals Move. **Why do we move?**

- We move for Two Reasons
  - **Pushed**: The place I am at is undesirable and I want to leave
  - **Pulled**: Another place, that I am not at, is desirable and I want to go there.

- **Special Circumstance**: For me to go anywhere, I have to overcome or remove any barriers along the way.

The Goal: Get the Student to the Classroom
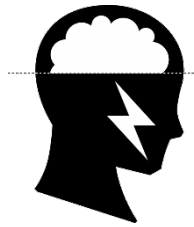
Brainstorm

Review the intervention copies provided…

Circle all efforts that you, your school, your district, outside organizations, etc, do to **get kids to class**.

3 Min
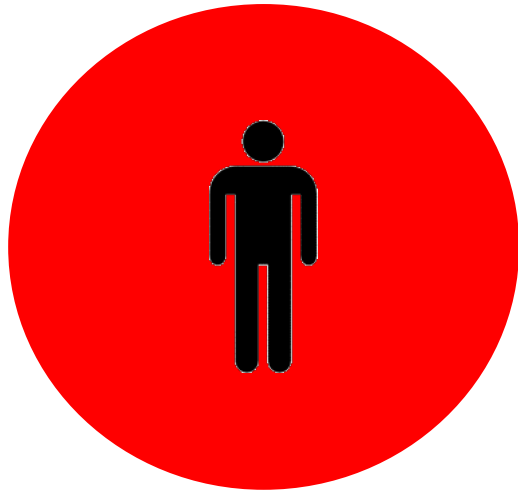
Push: Make where they are undesirable

Brainstorm Continued

Take that list of interventions and put an **X** next to the ones that punish students for not going to school or make not being in class a problem.

Add any new interventions.

3 Min
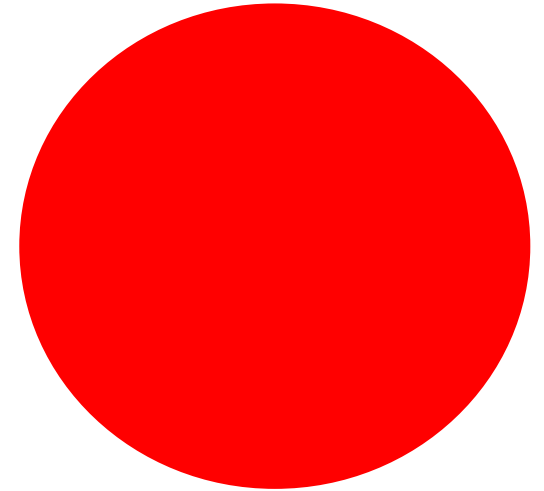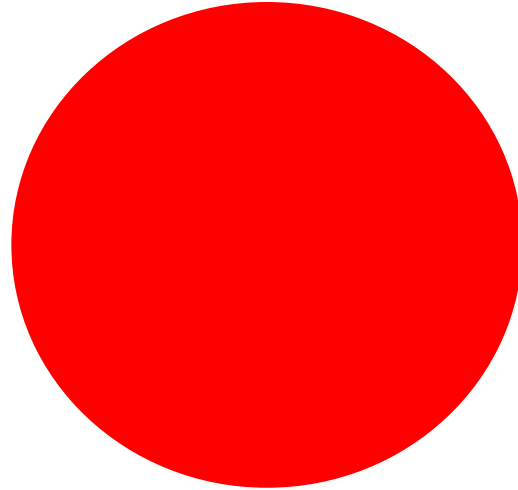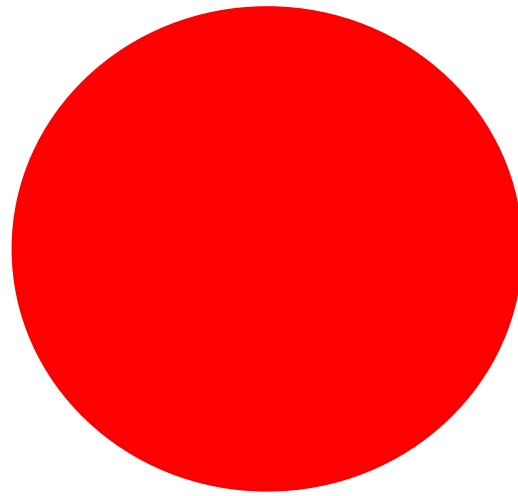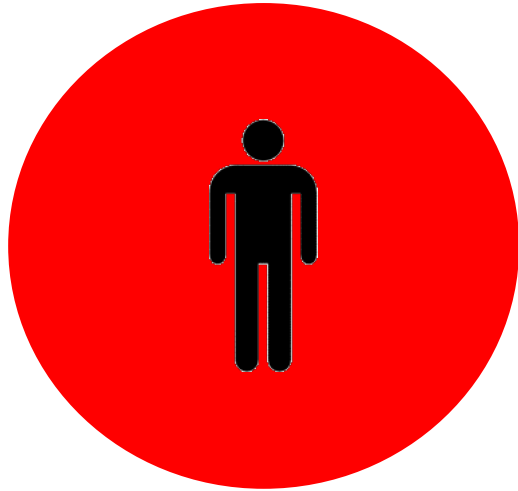
Push: Make where they are undesirable
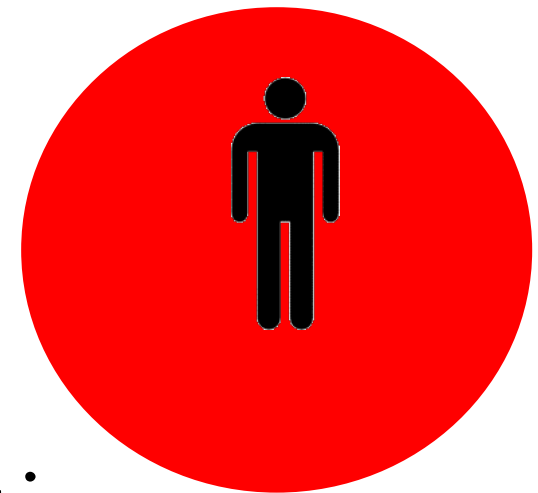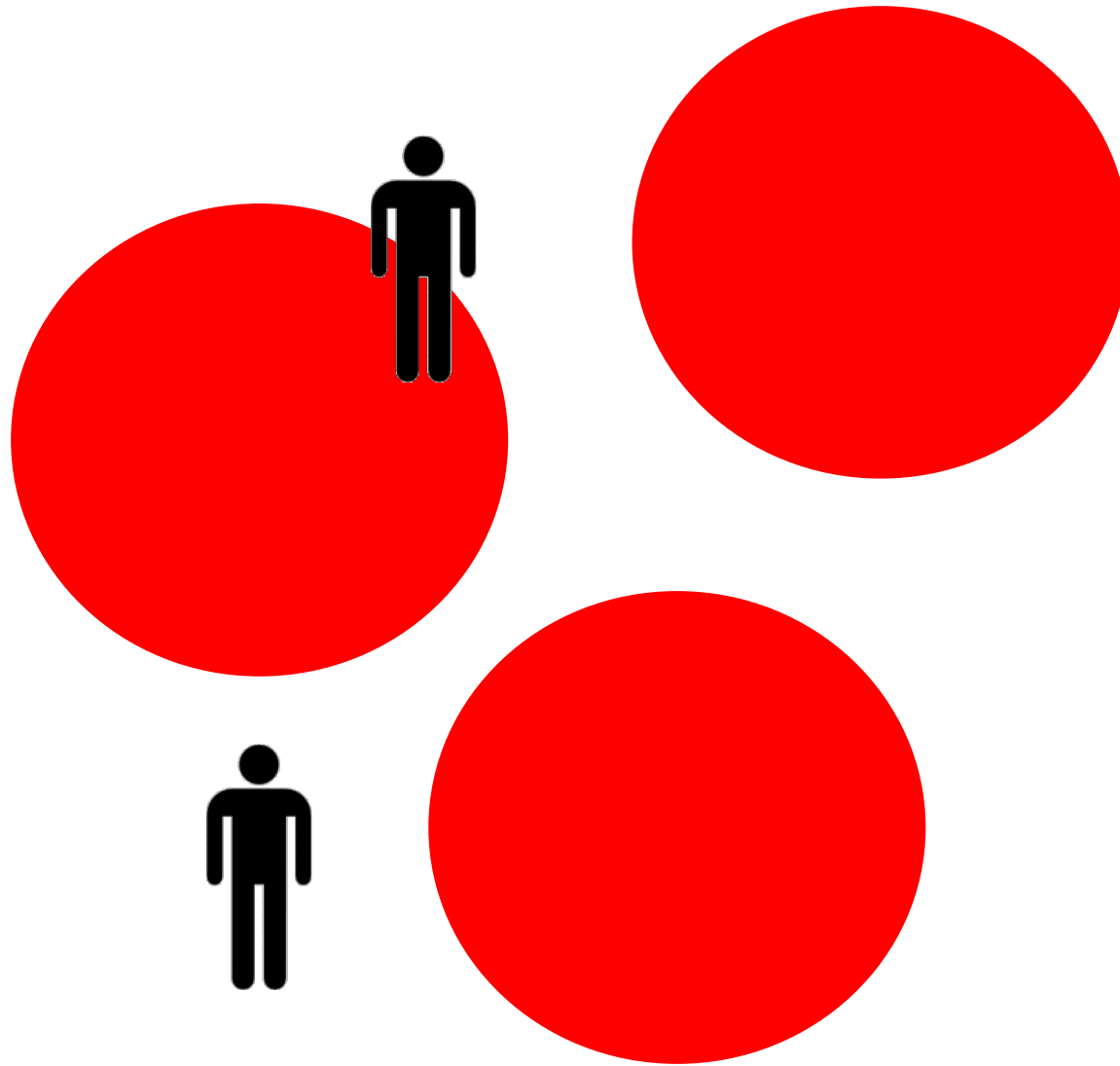
Pull:
Make the Classroom a desirable destination
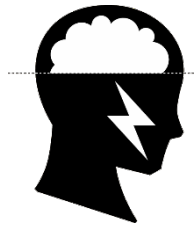
Brainstorm Continued

Take that list of interventions and put an **!!!** next to the ones that make the classroom a place students want to be.

Add any new interventions.

3 Min
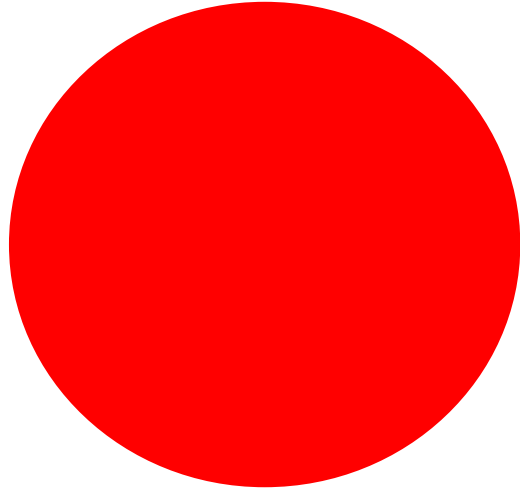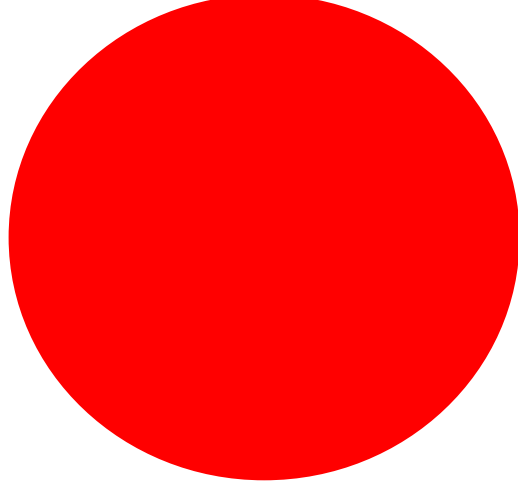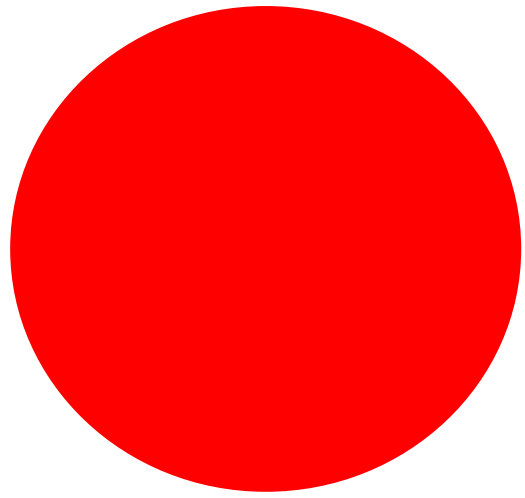
Barriers: Remove anything between them and the classroom
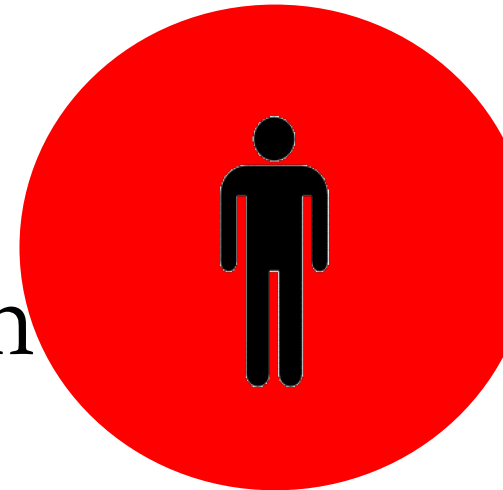
Brainstorm Continued

Take that list of interventions and put an ** next to the ones that help students get to class and overcome any physical obstacles to getting there.

Add any new interventions.

3 Min

Brainstorm Finale

Add up your Push, Pull, and Barrier Interventions. How many of each do you have?

1 Min

Any Intervention Focused on Attendance should do at least one of three things . . .

Push, Pull, or Remove Barriers

MONITOR

School staff monitor and adjust for whole school, grade-level, and 1:1 interventions. This ensures that all interventions are implemented as intended and adjustments are made depending on progress.
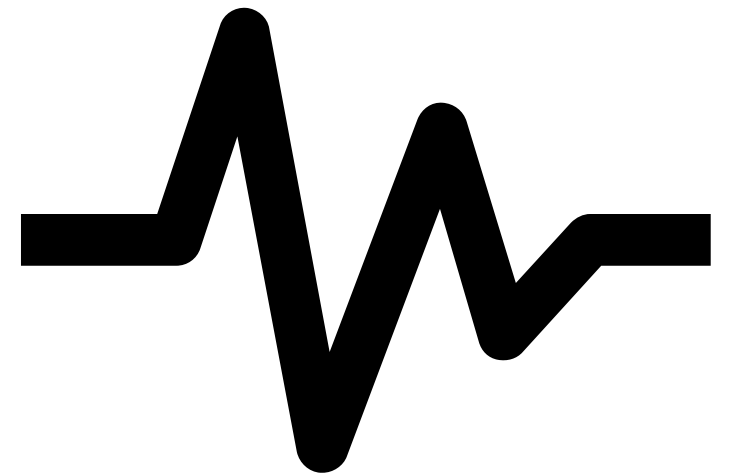
Implementation

	Low Implementation	High Implementation
High Impact	Impact/Implementation mismatch, but Priority of impact over implementation still supports kids reaching outcomes.	Goal of the Program: Impact /Implementation match With High Outcomes
Low Impact	Impact/Implementation match with low outcomes. Argument for Greater Fidelity.	Greatest Fear: Impact /Implementation mismatch & Priority of impact over implementation Requires Course Correction.

EVALUATE

Learn to evaluate interventions cyclically for fidelity, frequency, and dosage, resulting in evidence-based decisions and resource allocation.
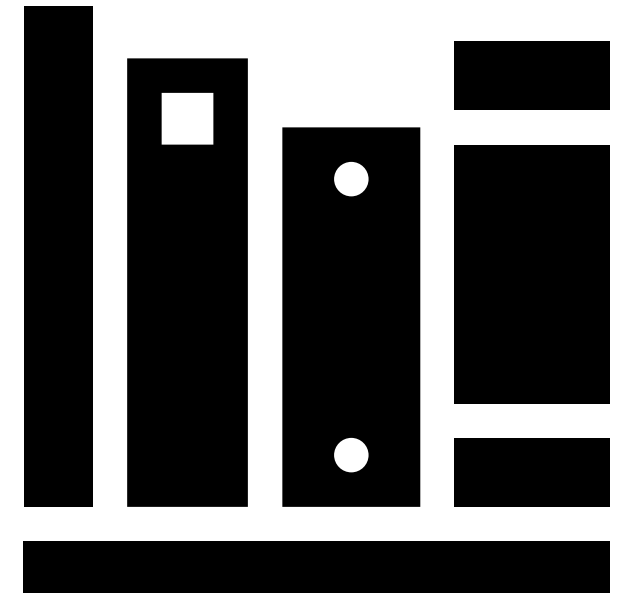
Eugene Fields Elementary
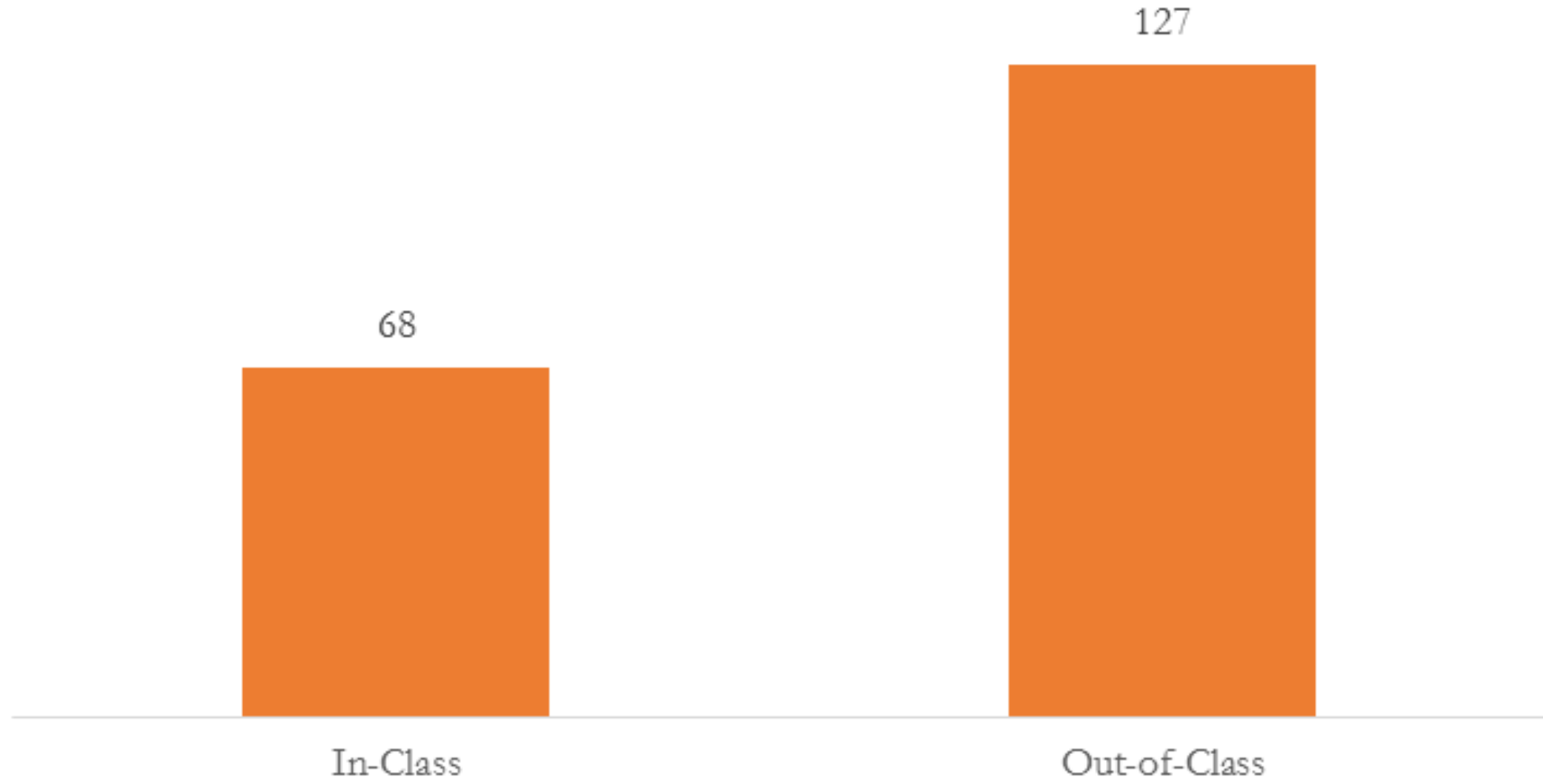
Intervention Analysis
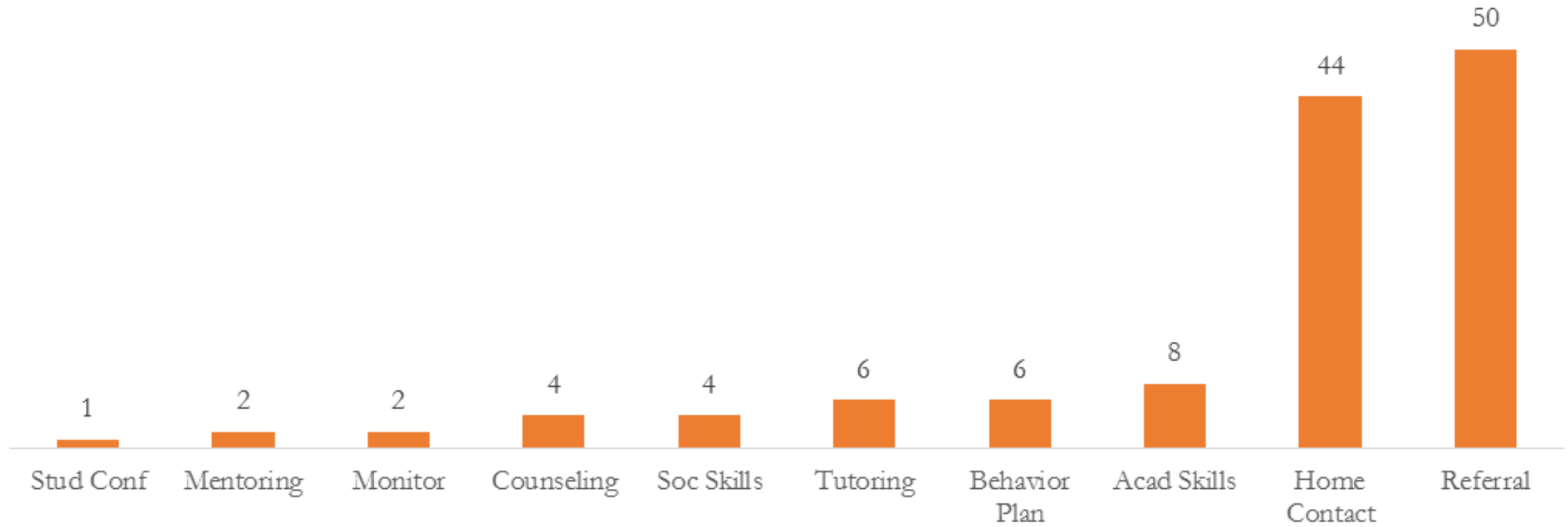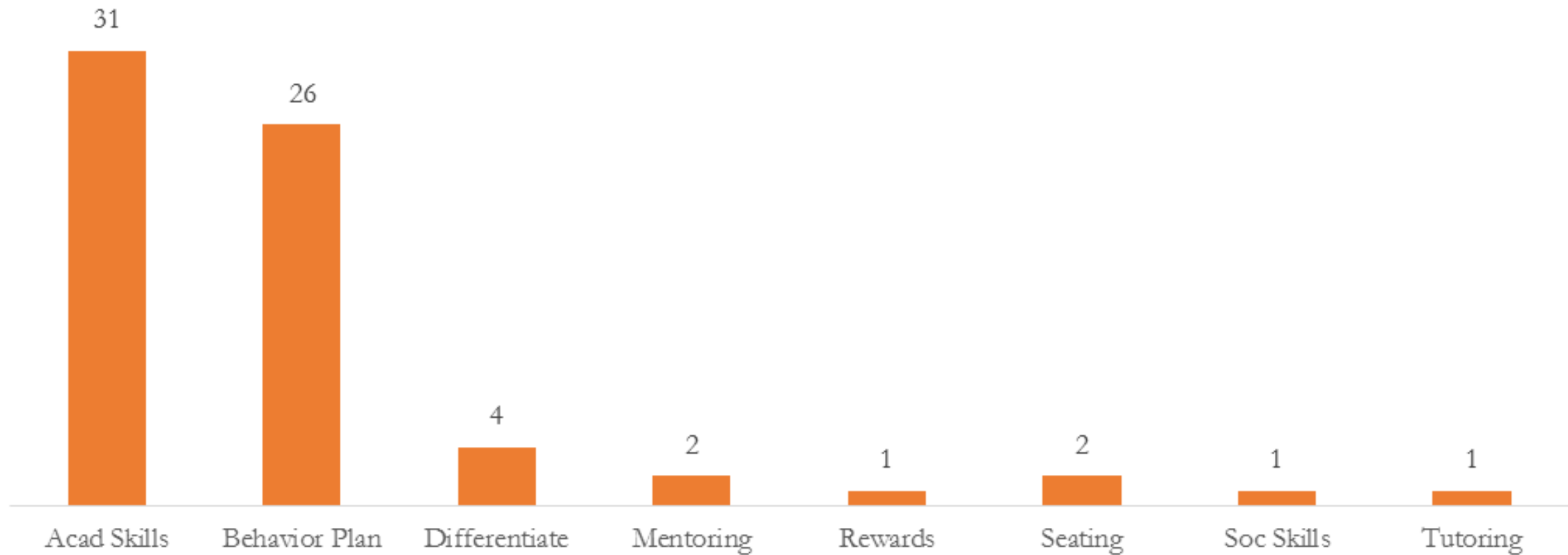
JOHNS HOPKINS
SCHOOL *of* EDUCATION
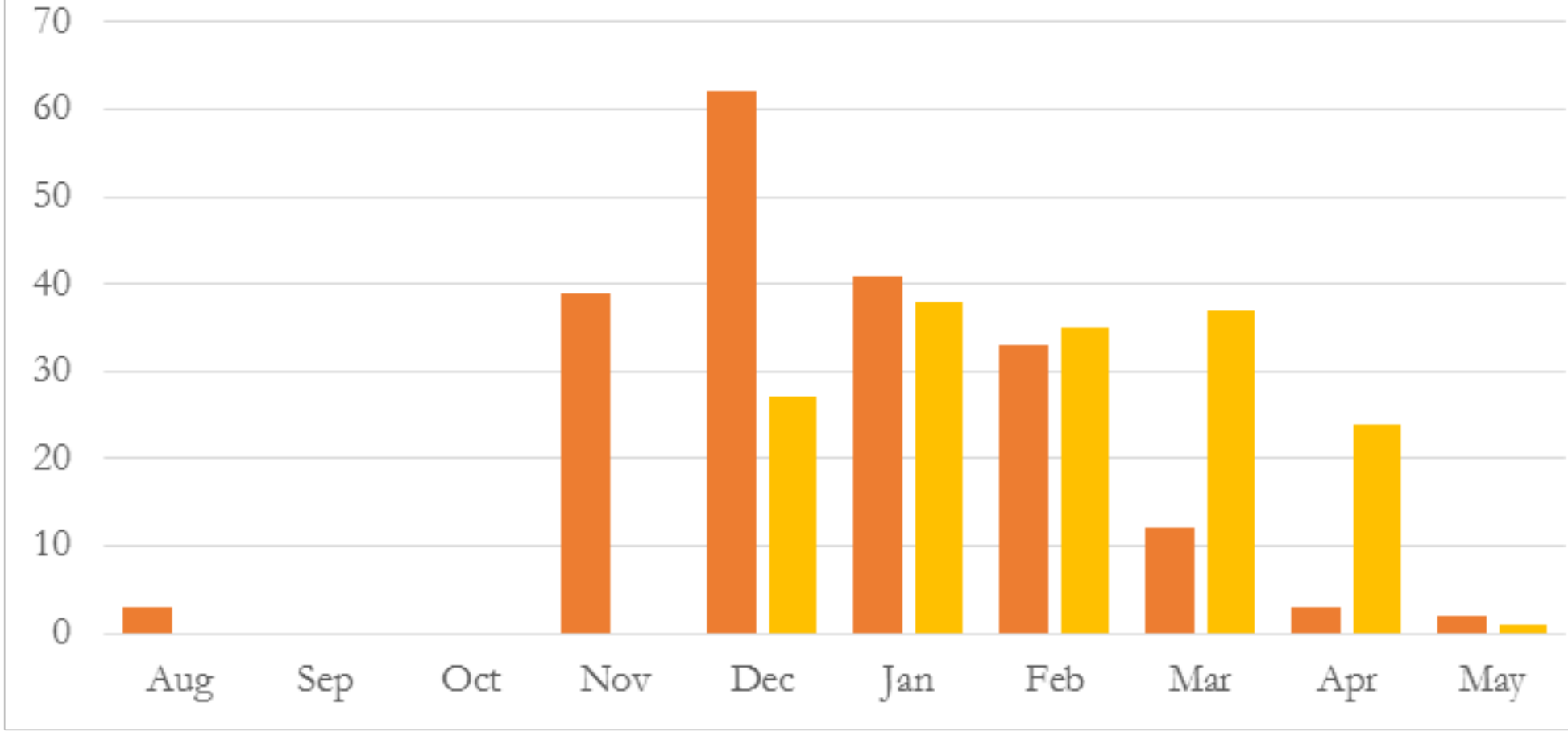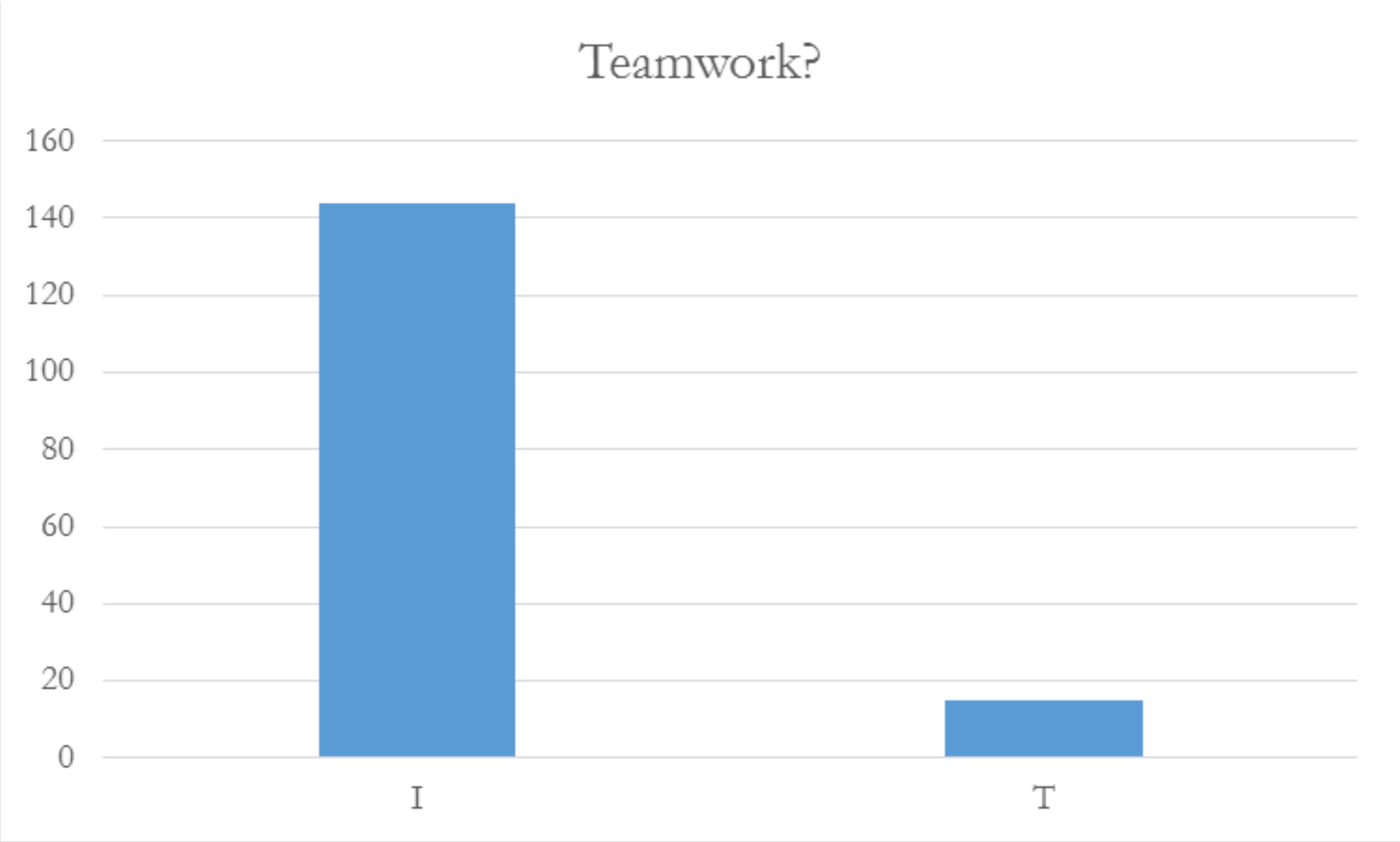
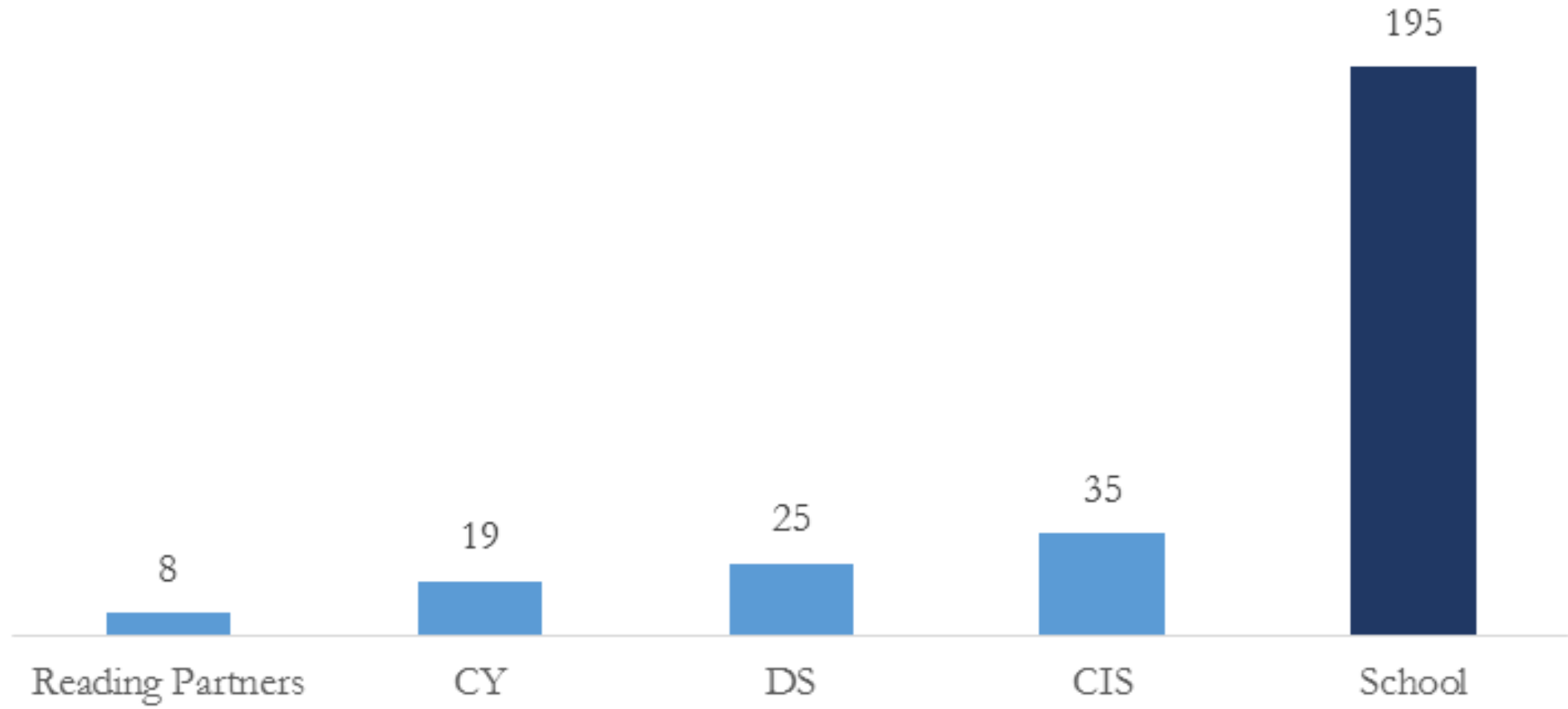When are we doing these Interverntions?

What are Teachers Doing Outside the Classroom?

What are Teachers Doing Inside the Classroom?

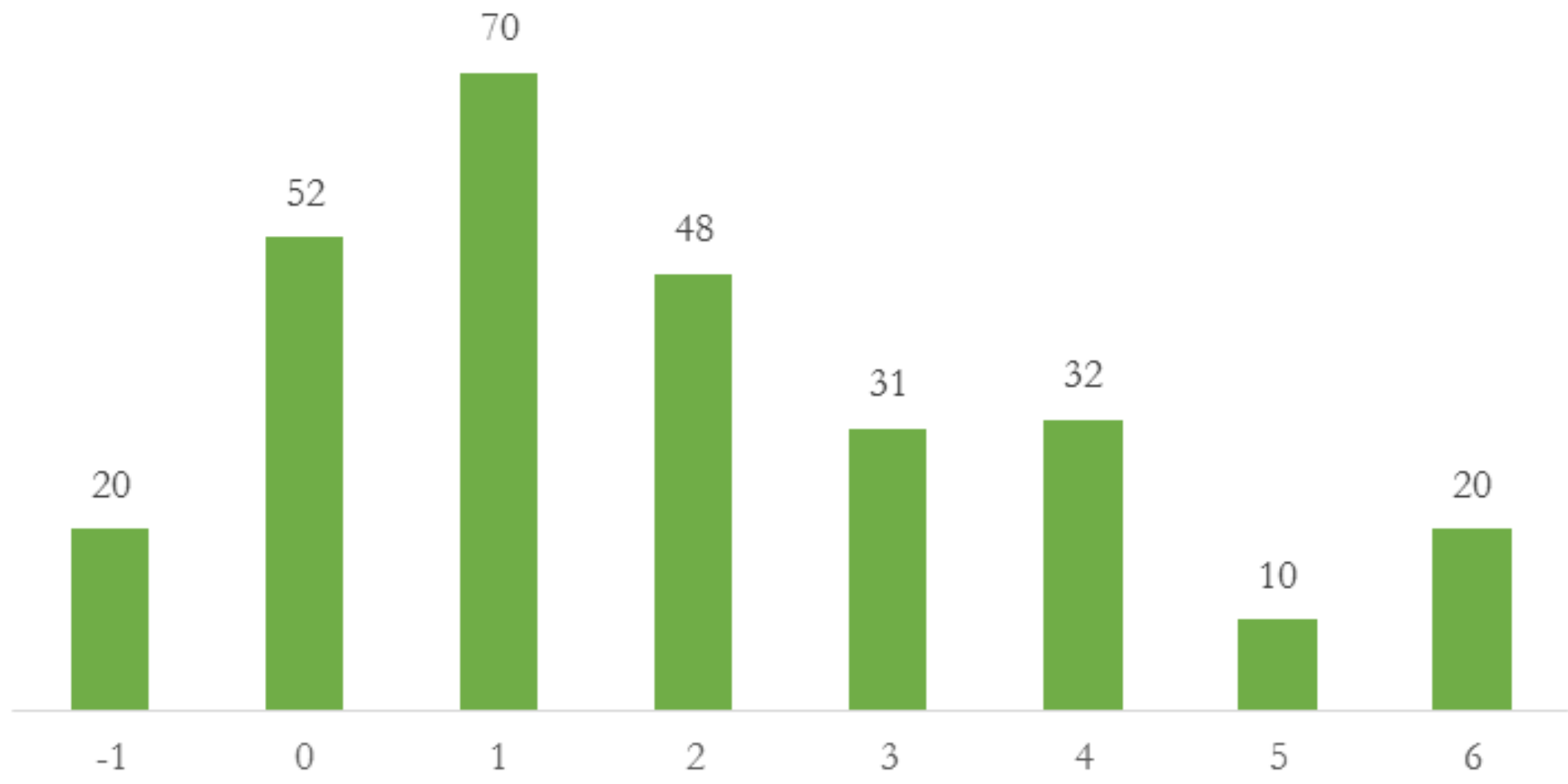Total Number of Interventions by Grade Level

Some schools address students & interventions
Just like what you see here in this picture...

...I was asked to do "something" and I did...

...It might not be effective but it's documented...

...This was all we could think of...

Start intervening EARLY and addressing the "root cause...

WATCH OUT!

Recognize progress, include others because we've all heard the saying, "IT TAKES A VILLAGE...

Before it's too late!

"The child who is not embraced by the village will burn it down to feel its warmth."

-African proverb

Questions?

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THANK YOU!!