

**Mission Graduate 2019
Attendance Team Support
Conference**

Katarina Sandoval

Deputy Secretary, Academic Engagement

September 17, 2019

Successful Students Are...

- *Healthy*
- *Safe*
- *Engaged*
- *Supported*
- *Challenged*



Create School Connectedness

- Safe classrooms and positive school climate
- Students feel they are part of the school and have attachment to adults and other students
- Students feel that adults care about their learning and well-being
- Increases classroom engagement, attendance and overall student success.

Shifting the Measure of Absenteeism

- At the federal level, there has been a shift from truancy compliance to absenteeism intervention and prevention
- As a result of ESSA, reporting chronic absenteeism will be required
- The chronic absenteeism measure will replace the state's use of truancy data on the Dashboard

Chronic Absenteeism

- Result of multiple factors that cause student disengagement
- Nationally, one in ten kindergarten and first grade students are chronically absent, 1 in 5 high school students are chronically absent
- Poor attendance can influence reading proficiency at 3rd grade
- Improved attendance increases opportunity for academic success and graduation attainment

Root Causes of Absenteeism

- Students miss school for a variety of reasons:
 - Physical health issues
 - Mental health issues
 - School culture, climate and safety
 - Housing
 - Transportation

Truancy vs. Chronic Absenteeism

Truancy

- Counts only unexcused absences
- Emphasizes compliance with school rules
- Doesn't identify students at risk of academic failure

VS.

Chronic Absenteeism

- Counts all absences: excused, unexcused, suspension
- Emphasizes missed instructional days
 - Focuses on prevention

House Bill 236

- Repeals the current Compulsory School Attendance Law (school year 19-20 is a transitional year)
- Aligns state policies with national trends
- Enacts the **Attendance for Success Act**
- Provides a process for prevention of absences, early intervention, specialized supports, and CYFD referrals for students absent or chronically absent
- Requires data collection

Key Definitions

- **“Absent”** means not in attendance for a class or school day for any reason, whether excused or not.
- **Chronically absent**-a student has been absent for ten percent or more of classes or school days for any reason, whether excused or not.
- **Excessively absent**-student has been identified as needing intensive support and has not responded to intervention.

Revising Attendance Policies 2020-2021

- Focus on prevention and intervention
- Establish early warning system to identify students at risk of chronic absenteeism or excessive absenteeism for proactive response
- Develop attendance success plans
- Reduce ability of student to withdraw
- Keep accurate class attendance
- Form School-Based Attendance Teams

Whole School Prevention

- **Whole school prevention (Tier I)** universal strategies for all students, and those missing less than 5%
- **Individualized prevention (Tier II)** with targeted interventions for students missing 5% or more
- **Early intervention (Tier III)** for students missing 10% or more
- **Intensive support (Tier III)** for students missing 20% or more

Whole School Prevention

Prevention Strategies may include, but are not limited to:

- Mentoring Programs
- School Climate Programs (safety, teaching and learning, relationships, learning environment)
- Attendance Incentive Programs
- Parental Support and Relationship Building

Tiered System of Supports For Improving Attendance

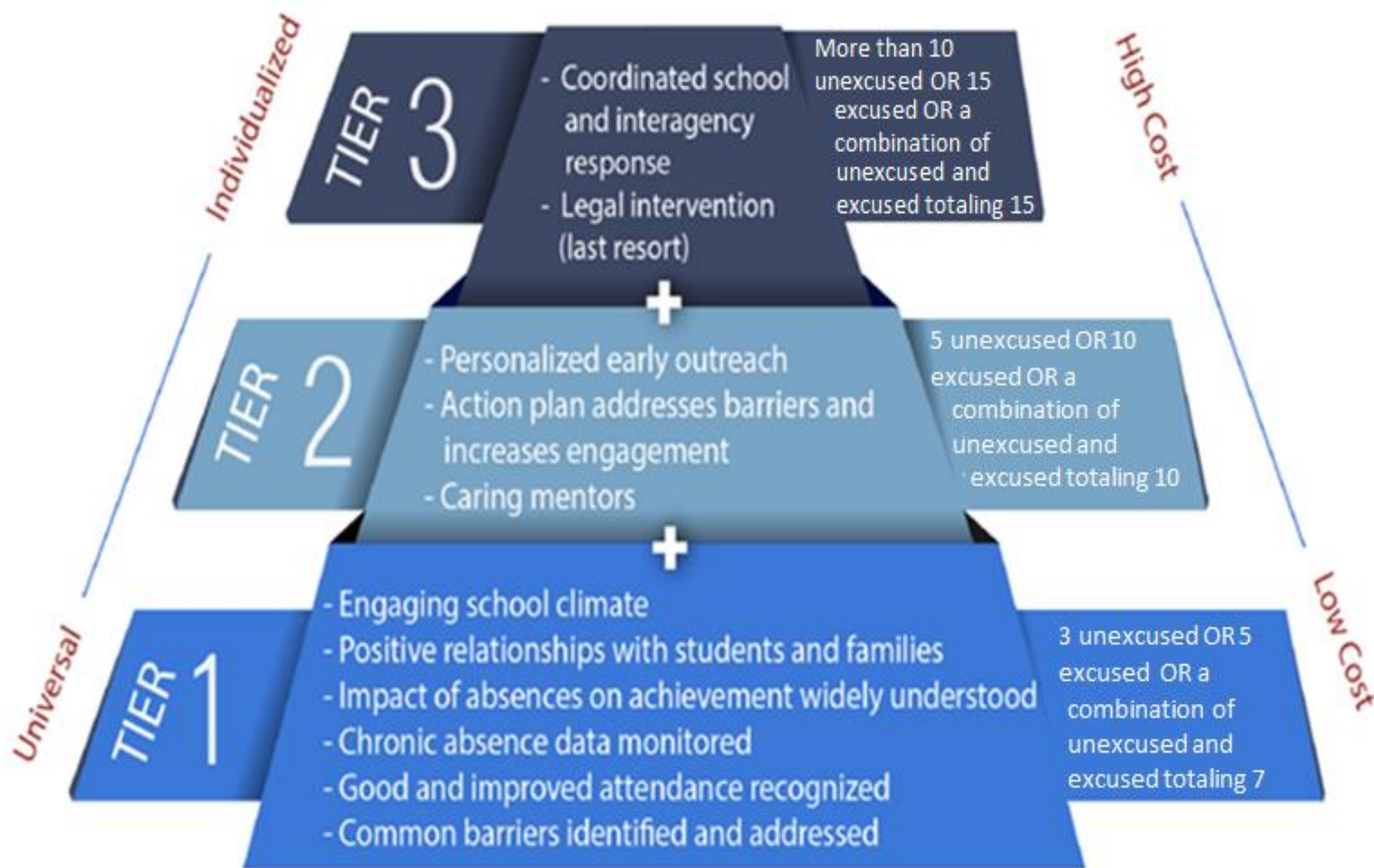


Figure 1: Adapted from Attendance Works (2015) *Tiered System of Supports for Improving Attendance*, <http://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>

Attendance Success Plans 2020-2021

- Schools with 5% or greater of students or subpopulation with a chronic absence rate
- Comprehensive attendance data including trend data
- School-wide identification of potential root causes and whole school prevention intervention strategies
- Specific supports, resources and strategies for each tier
- Attendance improvement targets for schools with chronic absence rates of 10% or greater
- Data collection plan

Interventions for Chronically Absent

- Assessing student and family needs and providing resource linkage(s)
- Referrals for health care and other services
- Collaboration and coordination with school and community providers to provide student resources and services
- Family support and parent education programs

Special Situations

Expectant and
Parenting Students

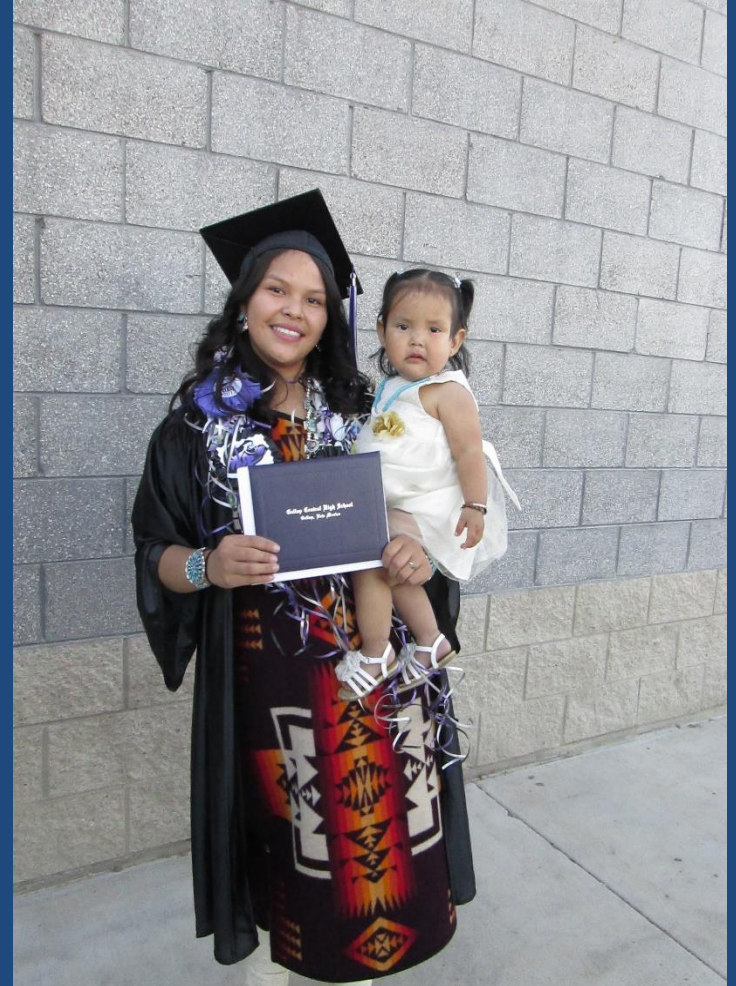
Religious instruction

Cultural
Observation



Expectant and Parenting Students

- 10 days of medical absences with documentation of child birth
- Four days of excused absences with appropriate documentation of pregnancy or parent responsibility for child under 13 needing care
- Equal time to make up work missed during absence
- Provision for off-site attendance for online education



Be Creative: Funding Resources for Schools

- Student Support and Academic Enrichment Grant (Title IV)
- Title I
- Rural Low Income Grant for qualifying districts
- Districts that implemented Attendance Success Initiatives and/or Early Warning Systems have existing infrastructure

Attendance Success Coaches

Attendance coaches are

- A PED licensed position
- Can collect, maintain and report attendance data to PED
- Assist in developing and implementing Attendance Success Plans
- Address the needs of students and families through providing support, service coordination and individualized interventions
- Facilitate staff trainings

National Resources

- Attendanceworks.org features attendance resources for educators and parents.
- Every Student, Everyday: A National Initiative to Address and Eliminate Chronic Absenteeism
- Everyone Graduates Center:
<http://every1graduates.org/>
- *Strive for Less than Five*: Campaign that utilizes community and school-based strategies that encourage all students to strive for less than 5 absences.