We're All In!

Promoting Positive Attendance

Florida Organization of Instructional Leaders (FOIL)

Student Support Services Project
Dr. Jayna Jenkins
Coordinator Student Support Services
Iris Williams, MSW
School Social Work Consultant

In Collaboration with...

STUDENT SUPPORT
SERVICES PROJECT

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

WELCOME

- INTRODUCTIONS
- MATERIALS

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# Opening Exercise

Objectives

This session is designed to build an awareness of:

- ***Chronic absenteeism*** and the connection to reduced outcomes in elementary, middle and high school

- Strategies for successful attendance policies:
  - Involving families, communities, mentors
  - Involving cost effective and easy to implement strategies
  - Collecting and interpreting actionable data to inform preventions and interventions

Remembering the "Why"

- https://www.youtube.com/watch?v=cuUHrx2SOY4

Let's Dive In!
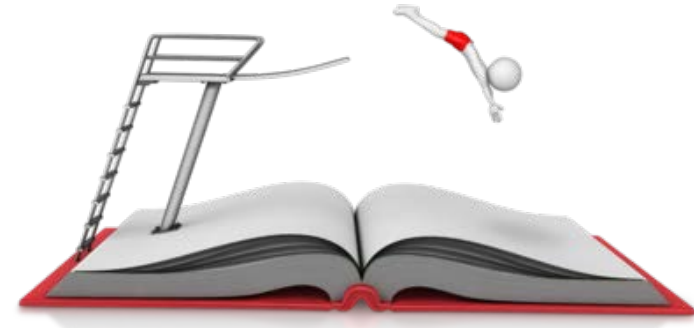
You will need your cell phone

1. **Text** 22333

2. **Type** mtssknowledge and press **Send**

3. You will receive message:
    "You've joined TLC MTSS's session …"

4. You are ready to participate!

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## Does Kindergarten Really Count?

Students who experience chronic absence in Kindergarten have:

- Lower academic performance in 1st Grade

- Lower reading and math proficiency in 3rd grade

- Weak social and academic skills to help the student engage in learning

Impact of Chronic Absence During Early Years

The more years students are chronically absent in the early years, the more at-risk they are for needing reading interventions by the end of second grade.

Attendance Works, 2016
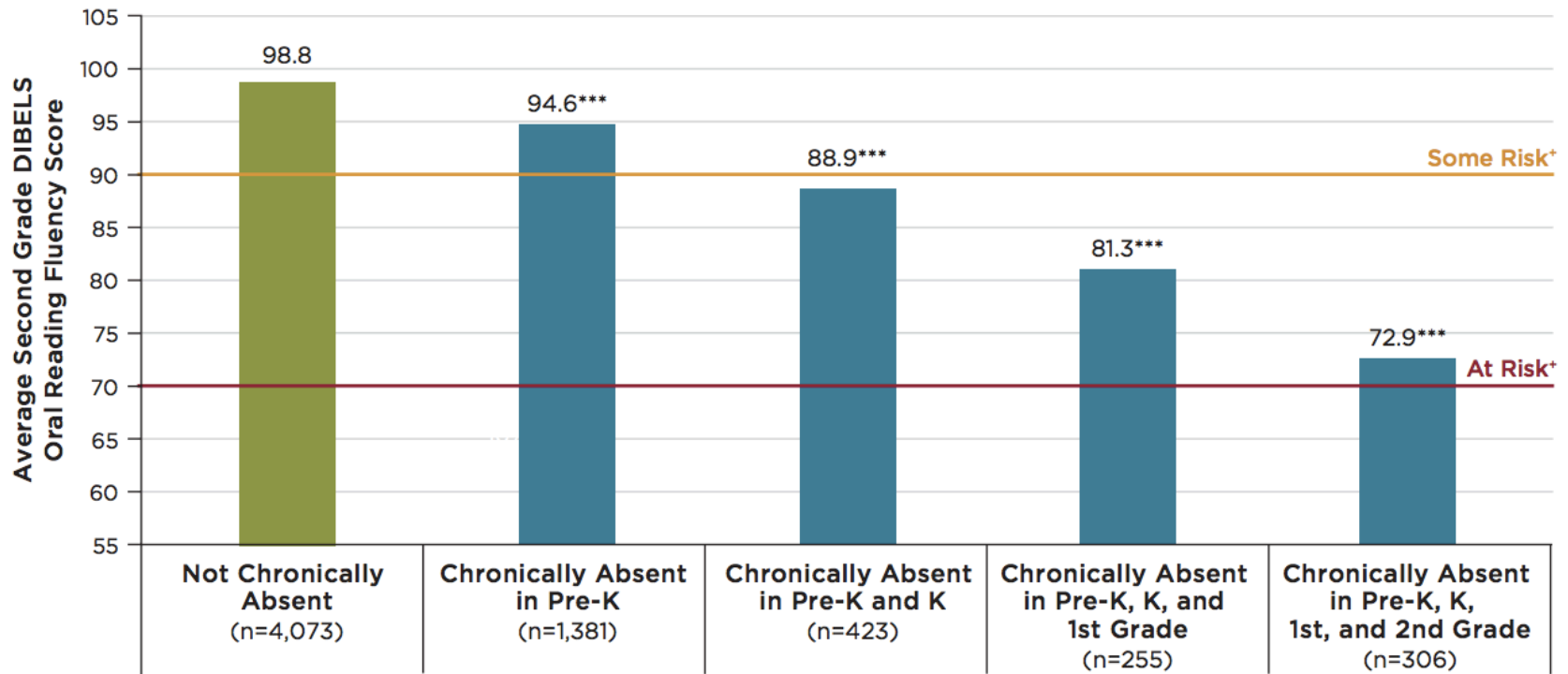
Implications of Chronic Absence

Missing 10 percent or more of instructional days has significant impact on student outcomes. Chronic absenteeism is associated with:

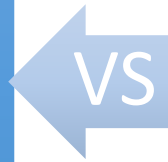|		
Decreased reading levels and overall academic performance	Decreased on-time graduation rates and post-secondary enrollment	Increased dropout rates

Balfanz & Byrnes, 2012; Chang & Romero, 2008

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Truancy VS. Chronic Absence

Truancy

Counts unexcused absences

Emphasizes compliance with school rules

Uses punitive, legal solutions

VS

Chronic Absence

Counts all absences

Emphasizes academic impact of missed days.

Uses preventive strategies, positive messaging

Chronic absence – missing 10% or more of a school year for any reason (5 unexcused absences in a month or 10 unexcused in 90 days = pattern of nonattendance in FL).

Truancy – number or frequency of unexcused absences (15 in 90 days) in FL Statutes

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Ingredients for System-wide Success & Sustainability
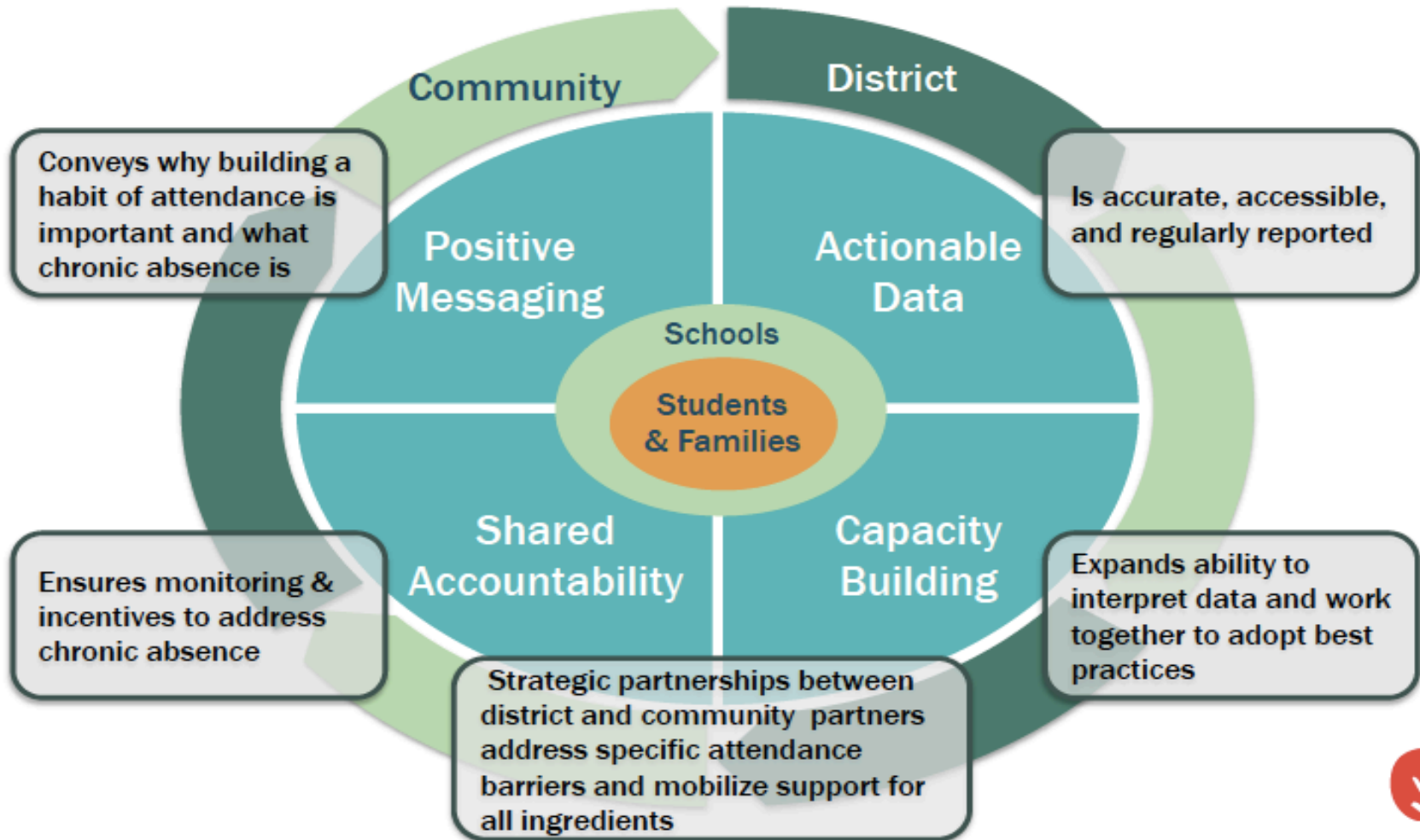
Early Warning Systems

Section 1001.42, F.S.

All schools with 6th, 7th and 8th grades are required to establish Early Warning Systems (EWS).

The EWS Indicator data schools must collect for analysis includes:

- ✧ School attendance
- ✧ Suspensions
- ✧ Course Failures
- ✧ Students scoring at level 1 on the statewide English Language Arts and Math assessments.

Early Warning System Indicators

Indicator	Elementary	Middle School	High School
Attendance	Missed 10% or of instructional time	Missed 10% or more of instructional time	Missed 10% of instructional time One absence within the first 20 days in 9th grade
Referrals & Suspension	Two or more behavior referrals AND/OR One or more referrals with suspension	Two or more behavior referrals AND/OR One or more referrals with suspension	Two or more behavior referrals AND/OR One or more referrals with suspension
Course Failures	Not proficient in reading by third grade	Failed mathematics or ELA course. Failed two courses in any subject.	In 9th grade: two failed courses or failed to progress on time to 10th.
Credits/GPAs			GPA < 2.0

On Track for Success: The Use of Early Warning Indicators and Intervention Systems to Build a Grad Nation.

Gallery Walk

Round 1: With your group, brainstorm on chart, wait for signal

Round 2: Read and note ideas written at each station

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Best Practices in Improving Student Attendance

- Community Engagement
- District
- School

BEST PRACTICES IN IMPROVING STUDENT ATTENDANCE

August 2016

In the following report, Hanover Research examines research-based strategies for combatting absenteeism in schools. The report also reviews the strategies that four exemplary districts implemented for improving student attendance.

Best Practices:
Community Engagement

- Community outreach and messaging on the importance of attendance

- Absences Add Up!
    - http://absencesaddup.org/the-campaign

- Engage community partners in problem solving to assist in developing and implementing interventions to break down barriers to school attendance

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Best Practices: Community Engagement

- Baltimore City Schools and a local non- profit organization, Eleve8, provided provided funding for an Asthma Clinic in 3 schools. Attendance improved by 30%!

- The New York transit authority provided free bus passes to parents with school-aged children

Best Practices: District Engagement

- Superintendents Call to Action!

- Prioritize Attendance
  - Clear vision, senior leadership oversee implementation

- Mobilize the Community
  - Engage community, parents, civic leaders, local businesses, clergy, libraries, museums

- Drive with Data
  - Use data to raise public awareness, establish targets, goals, track progress, assure accountability
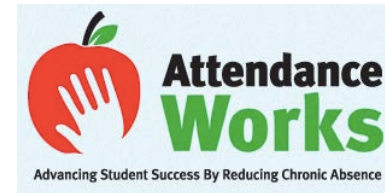
Best Practices: District Engagement

- Maine:
  - Superintendent has monthly data chats with principals

- Baltimore:
  - Most improved attendance recognized during school board meetings

- Providence Rhode Island:
  - Attendance Mapping - collecting data in regions, neighborhoods to determine any trends of non-attendance

Best Practices: School Level

- Building a positive school climate
- School based teams engage in:
  - Problem solving
  - Analyze and interpret data
  - Determine the appropriate interventions

Define the Goal
"What do we want students to know and be able to do?"

Analyze the Problem
"Why is/are the desired goal(s) not occurring?"

Develop and Implement a Plan
"What are we going to do about it? "

Evaluate the Response to Instruction/Intervention
"Is it Working?"
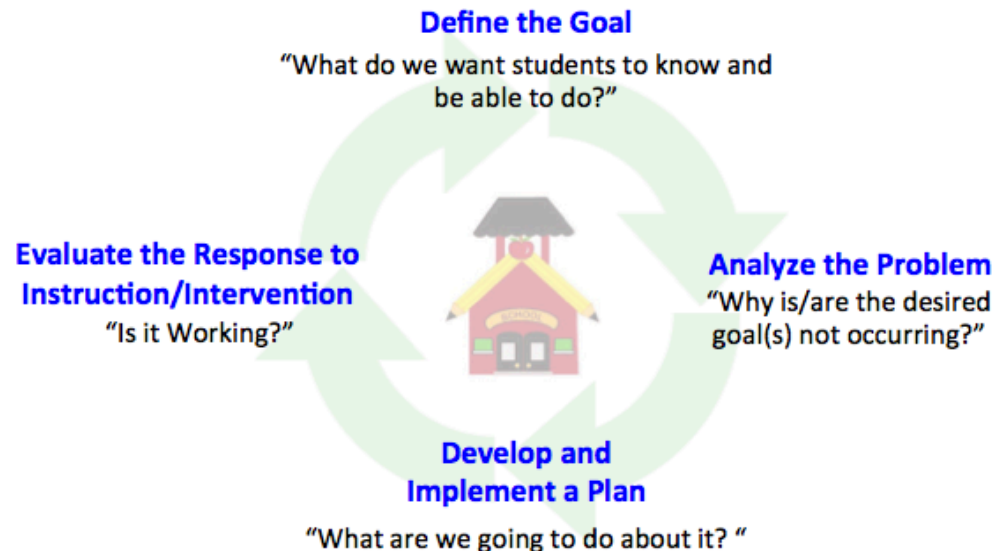
Best Practices: School Level

Pittsburgh Public Schools

- School wide attendance initiatives

- Be There Campaign

Oakland Unified Schools

- 'I'm In' Project
  - Send a letter emphasizing what the child is missing in school
  - Offer assistance to parents to ensure the child is in school.

harvard research study found comparison reduced absence by 5-10% for all students, regardless of severity of absenteeism
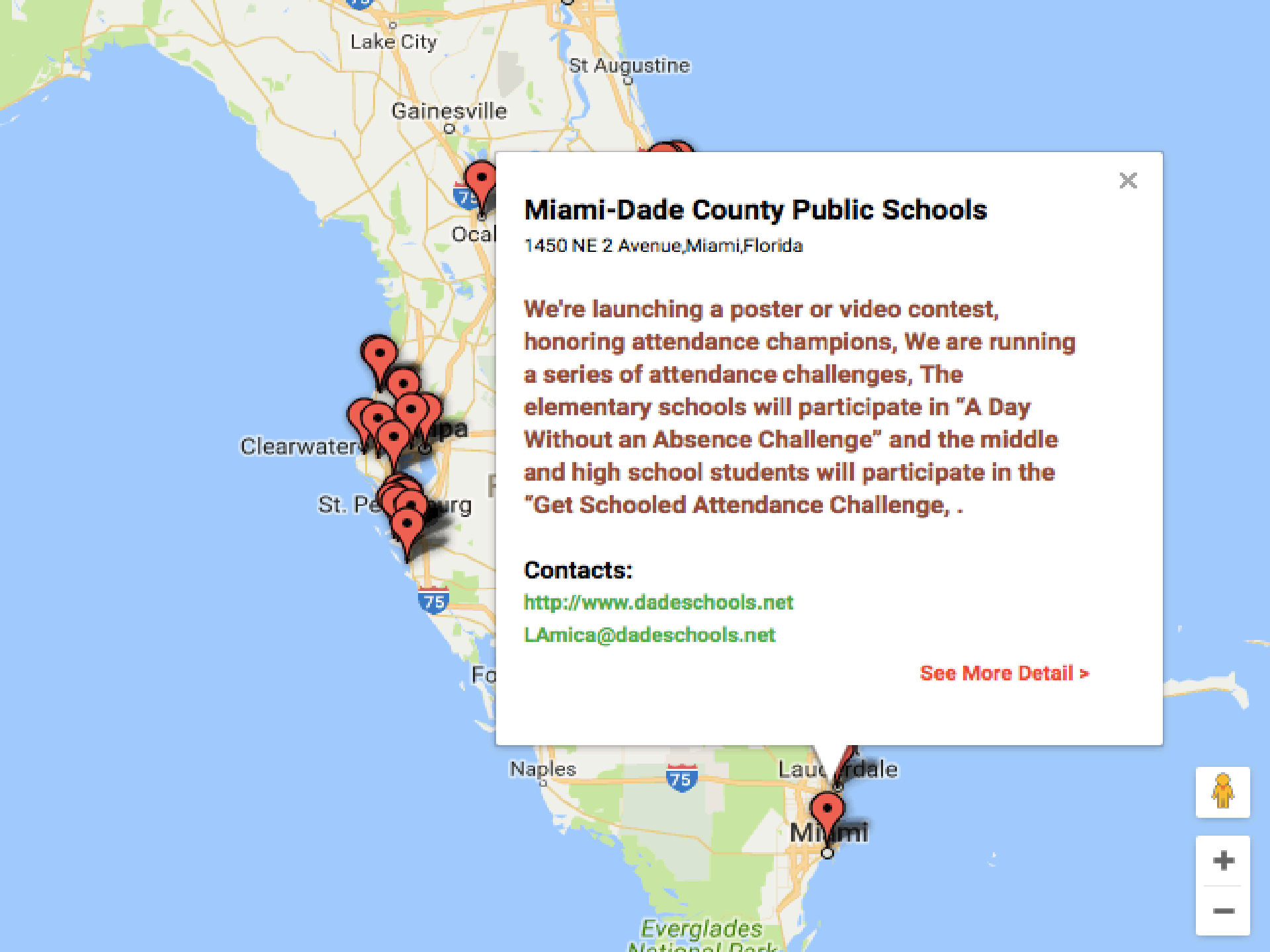
Best Practices: School Level

- Mentoring Programs
  - My Brother's Keeper
  - Check and Connect

- Positive messaging to parents

- Signage at drop-off and pick up

- Personal phone call home or text message regarding students attendance

Attendance Action Map: Florida

Miami-Dade County Public Schools

1450 NE 2 Avenue,Miami,Florida

We're launching a poster or video contest, honoring attendance champions, We are running a series of attendance challenges, The elementary schools will participate in "A Day Without an Absence Challenge" and the middle and high school students will participate in the "Get Schooled Attendance Challenge, .

Contacts:

http://www.dadeschools.net

LAmica@dadeschools.net

See More Detail >

Marion County Public Schools

512 SE 3rd Street,Ocala,FL

We're integrating attendance messaging into back-to-school events, displaying an attendance exhibit, running PSAs, honoring attendance champions, establishing or expanding programmatic interventions (for example, a local success mentor initiative) Incentives for 100% attendance.

Contacts:

http://www.marionschools.net/
Kevin.Christian@marion.k12.fl.us
Follow Us on Twitter

See More Detail >

Trends in Florida

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Table 3- Themes in Order of Most to Least Frequently Reported Activities or Practices	
Consistently Low Chronic Absenteeism Districts	**Declining Chronic Absenteeism Districts**
☐ **School level interventions**	☐ Utilization of student services personnel
☐ **Parent involvement**	☐ Frequent examination of attendance data at school and district level
☐ **Utilization of student services personnel**	☐ Parent involvement
☐ **Frequent examination of attendance data at school and district level**	☐ Identified attendance policy procedures
☐ **Usage of attendance data for problem-solving**	☐ School level interventions
☐ **Identified attendance policy procedures**	☐ Usage of attendance data for problem-solving
☐ **Interventions involving the legal system**	☐ Interventions involving the legal system
☐ **Identified existence of an attendance policy**	☐ Identified existence of an attendance policy
☐ **Administrative team involvement**	☐ Identified data system used to ensure accuracy of data collection
☐ **Professional development**	
☐ **Recognition of good or improved attendance**	
☐ **District level interventions**	

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Ranked Most Frequently Used (Top) to Least

Florida Districts with Consistently Low Rates of Chronic Absenteeism	Florida Districts with Declining Rates of Chronic Absenteeism
School Level Interventions	Utilization of Student Services Personnel
Parental Involvement	Frequently examination of attendance data at **school and district level**
Utilization of Student Services Personnel	**Parental Involvement**
Frequently examination of attendance data at **school and district level**	Identified attendance policy procedures
Identified attendance policy procedures	**School Level** Interventions
Interventions involving the legal system	Usage of attendance data with problem solving
Identified existence of an attendance policy	Interventions involving the legal system
Administrative team involvement	Identified existence of an attendance policy
Professional Development	Identified data system - ensure accuracy of data
Recognition of good or improved attendance	
District level interventions	

Using ACTIONABLE DATA
to Inform Preventions and Intervention

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Prevalence of Chronic Absence:
What is Your Estimate?

- Estimate how many K-12 students you think in the **United States** are chronically absent each year:

    A. 100,00 or less
    B. 250,000 -500,000
    C. 500,000- 1,000,000
    D. 1,000,000-5,000,000
    E. 5,000,000-10,000,000

- Based on national research, conservative estimates:
    - 10% of US students miss 21+ days of school per year
    - 14 to 15% of US students miss 18+ days of school per year

5-7.5 *Million* students each year!

- 2013/14 OCR data indicated that **6 million (13%)** students missed 15+ days of school

Balfanz & Byrnes, 2012;
U.S. Department of Education, Office for Civil Rights, 2016

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Prevalence of Chronic Absence:
What is Your Estimate?

- Estimate how many K-12 students in **Florida** were absent in the 2014/15 school year:

  A. 50,00-100,000
  B. 100,000-200,000
  C. 200,000-300,000
  D. 300,000-400,000
  E. 400,000-450,000

- According to data reported to FDOE during the 2014/2015 school year, 9.7% of K-12 students were absent 21+ days

304,060 Students!

- This is an increase from 2013/14 with 9.5%

Actionable Data: Chronic Absence

Excused Absences **+** Unexcused Absences **+** Suspension ⇨ Chronic Absence
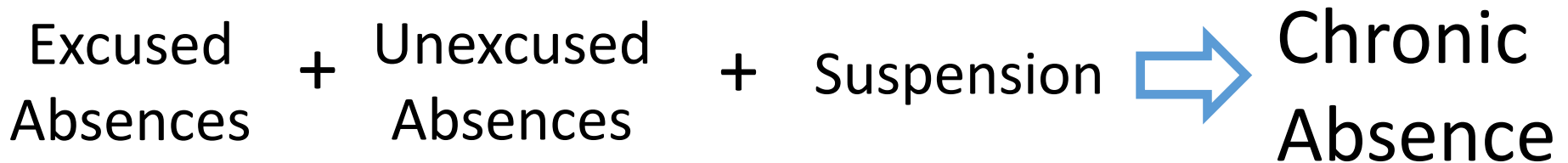
Truancy is different than **Chronic Absence** and **Average Daily Attendance**.

- **Truancy** = unexcused absences – see s. 1003.26(b), F.S.
- **Average Daily Attendance** = how many students show up each day
- **Chronic Absence** = missing so much school for any reason that a student is academically at-risk

www.attendanceworks.org

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Multiple Metrics and Measures of Attendance

|	
Average Daily Attendance	**How many students show up to school every day?** -The percent (%) of students who attend school each day -Some states use ADA to allocate funding
Truancy	**Who is missing school without permission?** - Typically refers to unexcused absences or absences for which the reason is unknown S.1003.01(8) F.S.
Chronic Absence	**Who is missing so much school that they are academically at risk?** -Missing school for any reason (excused, unexcused, etc.) -Research commonly defines this as missing 10% of school -Florida reports students missing 21 or more days per year -OCR defines it as missing 15 days per school year -Chronic absenteeism is a required reporting metric in ESSA

High Levels of Average Daily Attendance (ADA) Can Mask Chronic Absence.

90% and even 95% ≠ A

Chronic Absence For 6 Elementary Schools in Oakland, CA with 95% ADA in 2012

School	% Chronic Absence
A	7%
B	12%
C	13%
D	13%
E	15%
F	16%
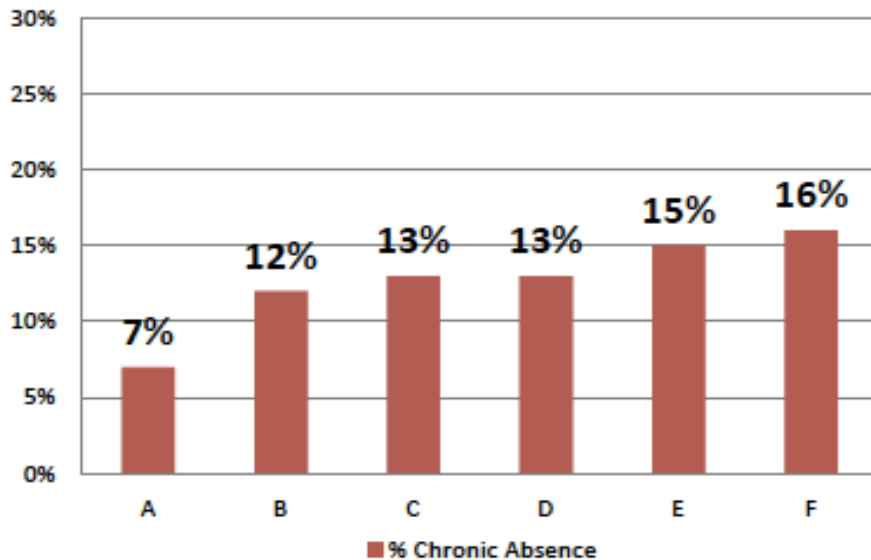
■ % Chronic Absence

Chronic Absence for 6 Schools in New York City with 90% ADA in 2011-12

School	% Chronic Absence
A	20%
B	20%
C	20%
D	21%
E	23%
F	26%
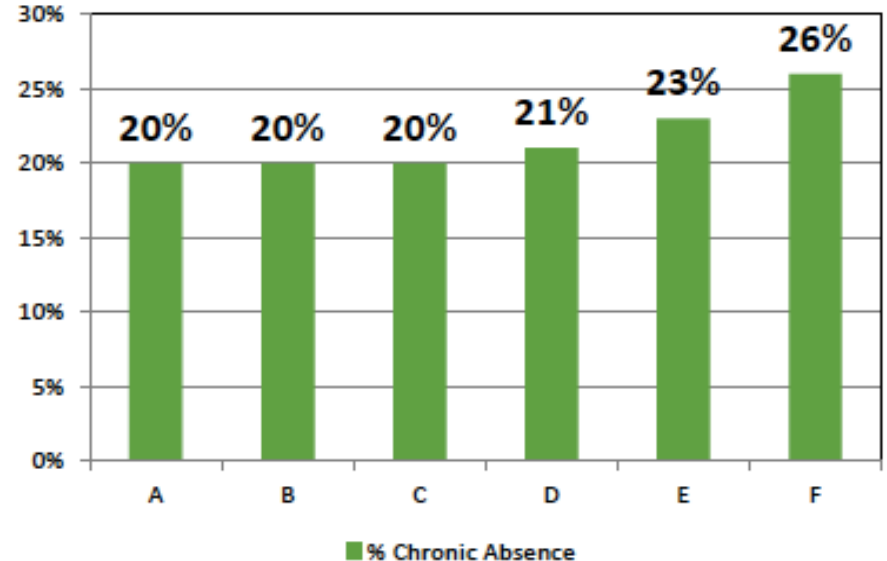
■ % Chronic Absence

98% ADA = little chronic absence
95% ADA = don't know
93% ADA = significant chronic absence

In fact ....

New York City found that even 4th grade students **with good attendance** ...

      ... had **lower standardized test scores** that their peers...

      ... when they went to schools where **nearly 10%** of the students were **absent every day**!
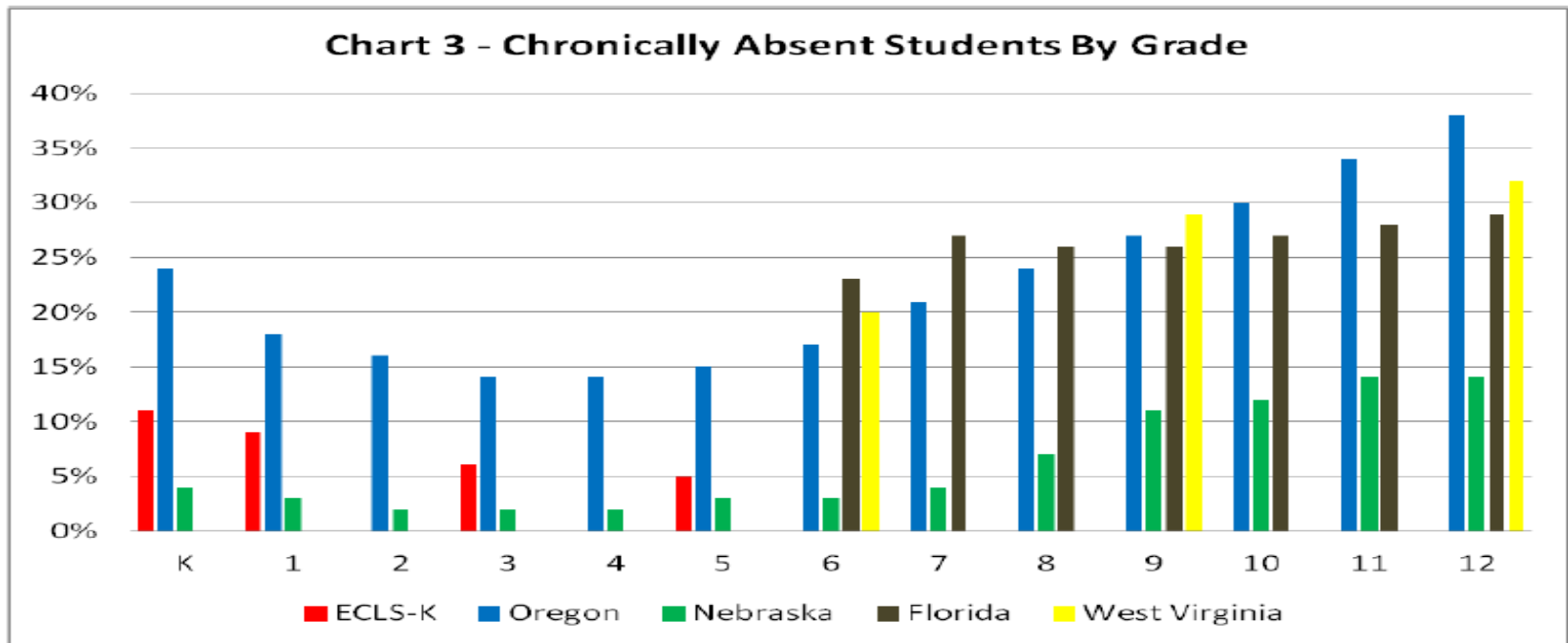
Easy to Overlook Patterns of Chronic Absence in Individual Students

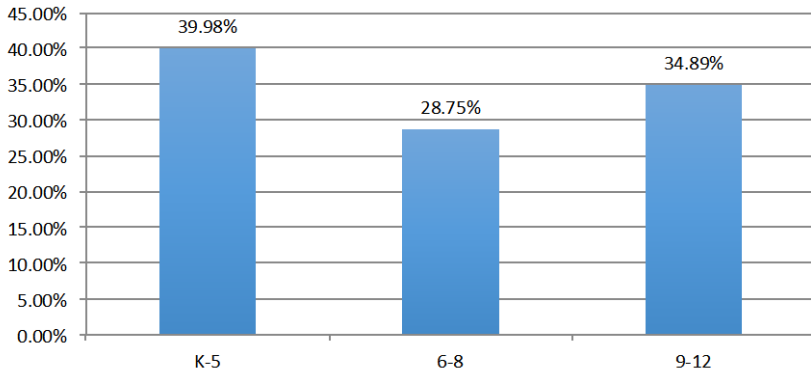**2 Absences Per Month × 9 Months of School = Less Likely to Graduate from High School**
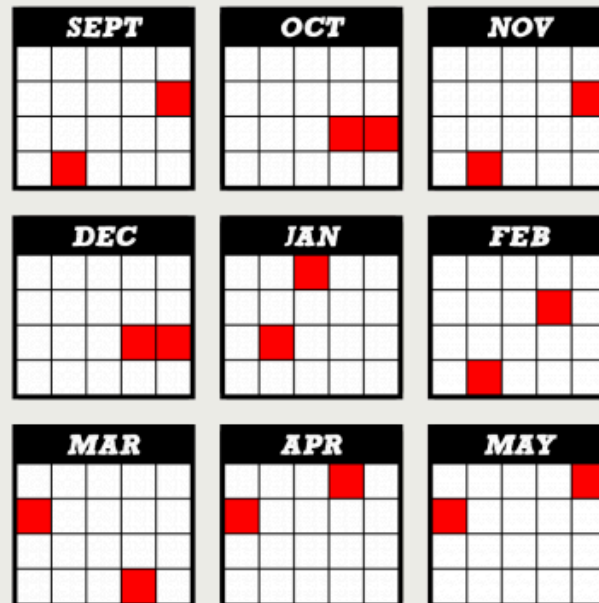
Patterns in Chronic Absence
Across the Grade Levels

- Rates typically drop after Kindergarten through 5th
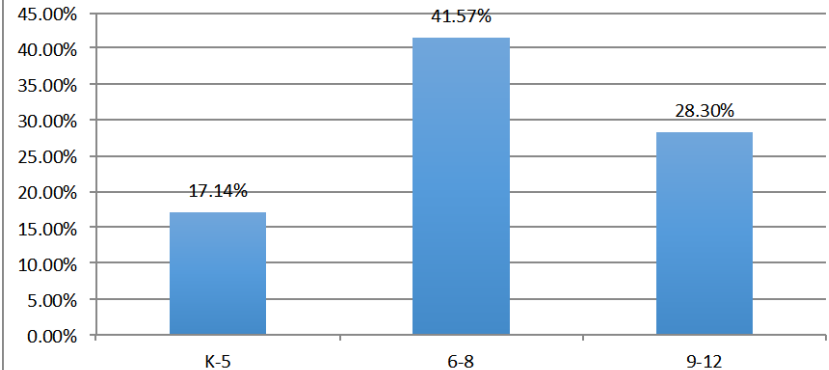- Rise significantly in middle and high school

Chart 3 - Chronically Absent Students By Grade

2014-15 Percent of Students Absent 10% or More Days

Florida District A

Reported to FDOE:
2014-15 Percent of Students Absent
10% or More Days

Florida District B

Reported to FDOE:
2014-15 Percent of Students Absent
10% or More Days

Define the Goal
"What do we want students to know and be able to do?"

Evaluate the Response to
Instruction/Intervention
"Is it Working?"

Analyze the Problem
"Why is/are the desired goal(s) not occurring?"

Develop and
Implement a Plan
"What are we going to do about it?"

The Good News!

Chronic Absence is reducible and its impact reversible
- Modest interventions can bring about large returns

Responding to Chronic Absence using Problem-Solving

- Use data to understand scope and magnitude of Chronic Absence within districts, schools, grade-levels, subgroups

- Engage in data-based problem-solving to understand root causes or contributors to Chronic Absence and match intervention to need

Balfanz & Byrnes, 2012;

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Analyze Why Students Miss School

MYTHS	BARRIERS	AVERSION	DISENGAGEMENT
Absences are only a problem if they are unexcused	Chronic disease (asthma) or lack of health/dental care	Academic struggles	Lack of engaging and relevant instruction
OK to miss a day here and there	Caring for siblings or other family members	Being teased or bullied	No meaningful relationships with adults in school
Attendance only matters in later grades	Unmet basic needs: transportation, housing food, clothes, etc.	Poor school climate, disproportionate school discipline or unsafe school	More exciting to be with peers out of school vs. in school
Pre-K and K is seen as day care not learning	Trauma No safe path to school High Suspension rates	Parents had negative school experience	

Balfanz & Byrnes, 2012

Who is Most Affected by Chronic Absence?

- **Low income** students have higher rates of absenteeism in every state

- **American Indians** have the highest rates of all racial/ethnic groups

- **Black children** have higher rates than white students (particularly in some states)

- **Hispanic children** have higher rates than white students (particularly in some states)

- **Students with Disabilities** have significantly higher rates than other students

Mapping the Gap, Attendance Works
http://www.attendanceworks.org/re search/mapping-the-gap/

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Comprehensive Tiered Supports

Higher Cost

INTENSIVE SUPPORTS (TIER 3)
- Intensive case-managed supports
- Coordinate with community resources as needed

TARGETED SUPPORTS (TIER 2)
- Provide personalized early outreach
- Meet to develop tailored action plan
- Connect to caring mentor

Lower Cost

PREVENTION (TIER 1)
- Recognize good and improved attendance
- Educate and engage students and families
- Monitor attendance and set goals
- Establish positive school climate
- Identify and address common barriers of getting to school

Fostering School Connectedness

Fostering School Connectedness
Improving Student Health and Academic Achievement

✓ Create processes that engage students, families, and communities and that facilitate academic achievement and staff empowerment

✓ Provide education and opportunities to enable families to be involved in their child's academic and school life

✓ Provide students with academic, emotional, and social skills they need to engage in school

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Fostering School Connectedness

continued...

Fostering School Connectedness

Improving Student Health and Academic Achievement

- ✓ Provide the use of effective classroom management and teaching methods to foster a positive learning environment

- ✓ Provide professional development for teachers and staff to meet the diverse cognitive, emotional and social needs of students

- ✓ Create caring and trusting relationships that promote open communication among administrators, teachers, staff, students, families, and communities.

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Table Discussion: Self-Assessment

Does Our District Have a Systemic Approach to Reducing Chronic Absence?

A Tool for Self-Assessment

(Revised March 27, 2014)

Actionable data, positive messaging, capacity building, and shared accountability all play an integral role in reducing chronic absence in your district. While conducting the assessment across all four ingredients, think about the actions your district takes on its own, as well as whether you are making strategic use of community partnerships to advance your strategies.

ACTIONABLE DATA	Strength	OK for Now	Could Be Better	Urgent Gap	Don't Know	How Do You Know?
1. Attendance data is entered accurately on a daily basis for each student into an electronic database.						
2. Data on levels of chronic absence are calculated (ideally at least quarterly) for our district as a whole as well as by grade, school, student sub-population and, if possible, by zip code.						
3. At least once a month, school site teams and a district team receive data on the current level of chronic absence overall, by school, and by grade. School teams also receive a list of the students by grade who have missed 10% or more of school.						
4. Students and parents can access their own attendance data in a format that is easy to understand and shows them if the student is at risk due to chronic absence (ideally they can also track problematic academic performance or behavior that may be related to absences)						
5. Data on chronic absence (and ideally other attendance measures) are publicly reported annually (if not more often) and available to families and community partners.						
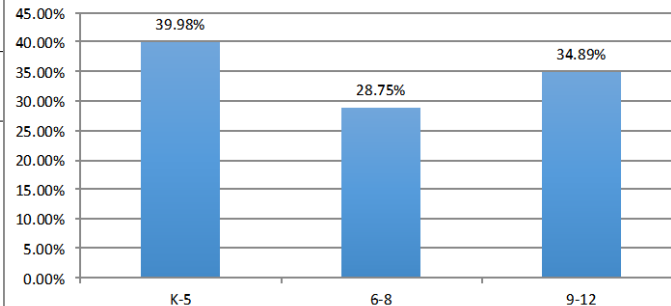
attendanceworks.org

- Actionable Data
- Positive Messaging
- Capacity Building
- Shared Accountability

**Reported to FDOE:
2014-15 Percent of Students Absent
10% or More Days**

- K-5: 39.98%
- 6-8: 28.75%
- 9-12: 34.89%

Next Steps ....

SUCCESS

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Thank You!

Dr. Jayna Jenkins
Project Coordinator
jayna@usf.edu
Jayna.jenkins@fldoe.org

Iris Williams
School Social Work Consultant
iriswilliams@usf.edu
Iris.williams@fldoe.org

Student Support Services Project
325 W. Gaines St., Suite 644
Tallahassee, FL 32301
850-245-7851

In Collaboration with...

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