Davis School District:

Reducing Chronic Absence

December 6, 2019

Goals for Today:

1. Learn from Davis colleagues' successes in **improving attendance**
2. Examine Davis **chronic absence** data; identify actionable data needs
3. Use continuous improvement processes to **reduce chronic absence**
4. Plan next steps to **improve attendance** at your school site

Check-in:

Tell someone new **why** you chose the field of education for your career.

Davis Strategic Plan: Learning First!

Vision: Davis School District provides an environment where growth and learning flourish.

Mission: Educators, parents, and community members work together to create a successful educational experience for each student.

Critical Components of Tiered Supports:

- Decisions focused on student outcomes and progress
- Effective teams with defined roles
- Problem-solving processes
- Schoolwide procedures
- Preventive practices
- Data collection and use
- Evidence-based interventions within MTSS framework (PBIS)
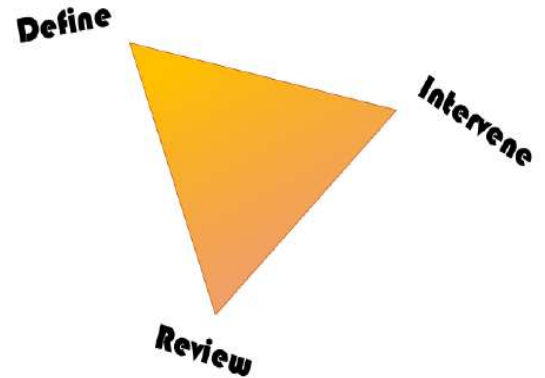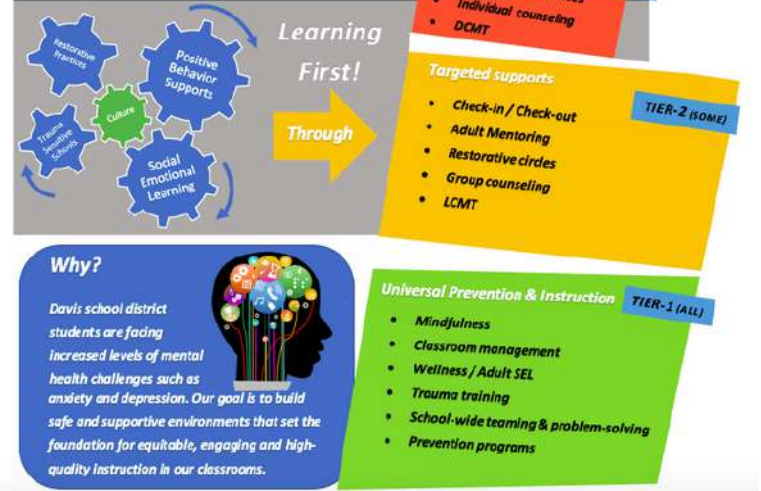
Aligned initiatives and practices

REACH Basic Principles

- Multiple Perspectives
- Culture is Something Everybody Has
- Building Cultural Bridges
- Head-Heart-Hands-Healing
- Co-Responsibility

Social Emotional Learning

Davis School District

Multi-Tiered System of Supports

Learning First!

Through

Intensive interventions
- IET services
- Wrap around services
- Individual counseling
- DCMT

TIER-3 (FEW)

Targeted supports
- Check-in / Check-out
- Adult Mentoring
- Restorative circles
- Group counseling
- LCMT

TIER-2 (SOME)

Why?
Davis school district students are facing increased levels of mental health challenges such as anxiety and depression. Our goal is to build safe and supportive environments that set the foundation for equitable, engaging and high-quality instruction in our classrooms.

Universal Prevention & Instruction TIER-1 (ALL)
- Mindfulness
- Classroom management
- Wellness / Adult SEL
- Trauma training
- School-wide teaming & problem-solving
- Prevention programs

Community Resources

Connecting you
to your
community.

The following links are listed to provide you with additional online mental and physical health care information. The following is not meant to be a comprehensive list nor is it and endorsement of the content of the sites.

Intervention Ideas

Interventions   **Replacement Behavior**   **Data Collection**   **IEP, FBA/BIP Support**

Truancy/Attendance

Chronic Absence is a combination of factors that include school, family, and community. Improving student attendance is essential for ensuring our students are on track to learn and succeed.

While addressing some attendance barriers, such a health, poor transportation, and unstable housing, can require long term strategies. Through positive messaging, everyone can make a difference by helping students and families understand that going to school every day and avoiding absences whenever possible is critical to realizing success in school and in life

Attendance Tools/Resources   **Attendance Letters**   **Attendance Flow Chart**

Truancy Referral Form/Contract   **Juvenile Court Truancy Mediation Request Form**

Youth Services - Brief Community Intervention

In conjunction, with the Attendance Letter Tool in ENCORE, there is a *Student Services Attendance Tools* folder in Office 365/One Drive that provides numerous resources and strategies for both parents and schools that assist in addressing barriers to attendance. There are also educational materials, and power point presentations for use with faculty, parents, and the community on the importance of attendance, along with research briefs containing important information on best practice and data on attendance outcomes.

Student Services Attendance Tools Folder

For detailed instructions on how to access these tools please see the tutorial below:

DSD

STUDENT SERVICES ATTENDANCE TOOLS

Using PowerBI to review discipline data in ENCORE

LCMT Data

Behaviors!

Attendance!

School-wide data at your fingertips

Use this innovative tool to:
- Identify trends w/in your school
- Target sub-groups and students at-risk
- Track school-wide progress

What Do We Know About Chronic Absence?

Regular Attendance Is Critical

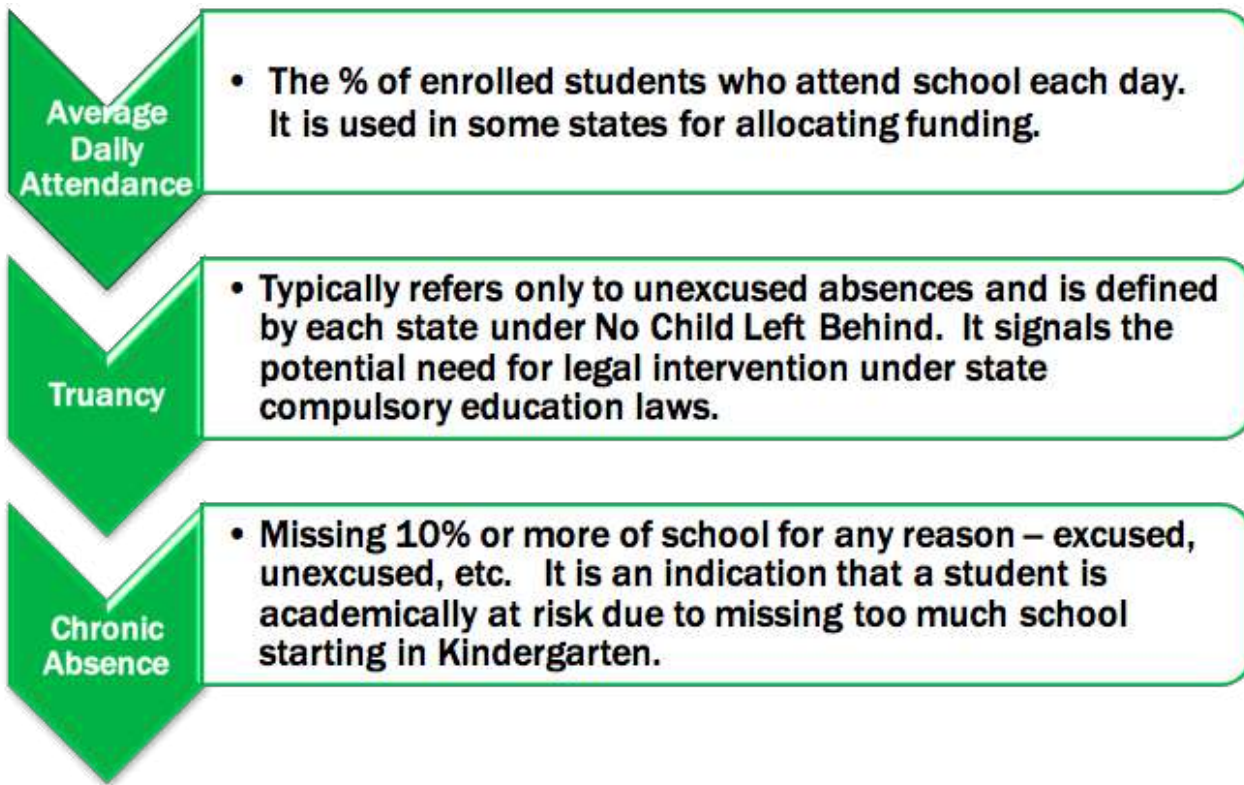Logical:

You can't learn if you're not in school!

We know:

Highly correlated with academic success and on-time graduation

Unpacking Attendance Language
(An absence is an absence is an absence)

Average Daily Attendance
- The % of enrolled students who attend school each day. It is used in some states for allocating funding.

Truancy
- Typically refers only to unexcused absences and is defined by each state under No Child Left Behind. It signals the potential need for legal intervention under state compulsory education laws.

Chronic Absence
- Missing 10% or more of school for any reason – excused, unexcused, etc. It is an indication that a student is academically at risk due to missing too much school starting in Kindergarten.

Attendance Works

Defining Chronic Absence to Support Prevention and Early Intervention

Chronic absence is missing so much school for any reason that a student is academically at risk. To ensure it acts as an early warning sign, Attendance Works recommends defining it as **missing 10% or more of school for any reason**.

Excused absences ➕ Unexcused absences ➕ Suspensions ➡ **Chronic Absence**
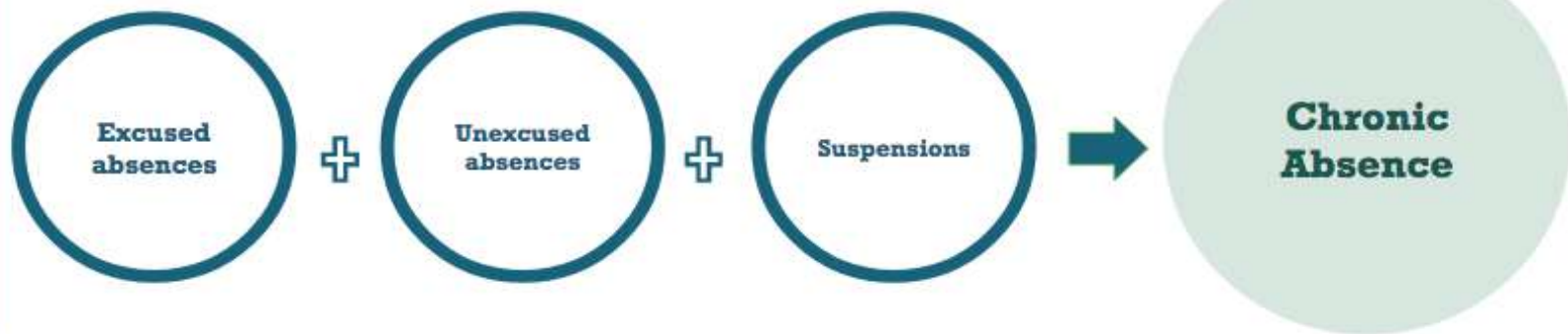
Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

Attendance Works ©

Research in Utah

Cumulative Influence of Chronic Absence on Dropping Out

Number of Years Chronically Absent	Percent of Students Who Dropped Out
0	10.3%
1	36.4%
2	51.8%
3	58.7%
4	61.3%
5	Not Reported (<1%)

* 1 in 7 students chronically absent in Utah

UEPC, 2012

What's going on in Davis?

Davis school successes ...

What problem were you trying to address? Why?

What did you do? Who did it?

What were the outcomes? (Data!)

**What would you do differently /
How do you plan to continue to improve?**
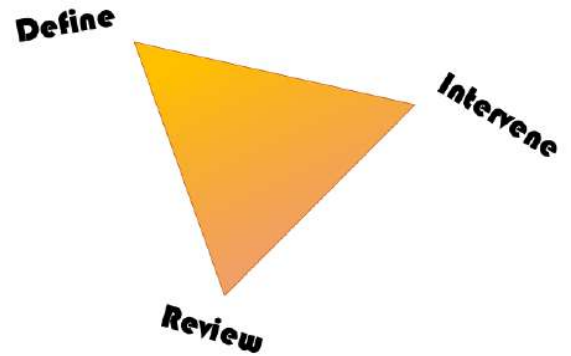
PLACEHOLDER: School presenter slide / data

Attendance is connected to ... Everything

Culture of care and belonging

Safety

Poverty

Academic engagement

Relevant courses and extracurriculars

Supportive discipline

PBIS

Mental/Health

Mobility

Wraparound supports

You're already doing a lot!

- *What can you improve?*

- *What else can you do?*

- *What can you stop doing?*

Data, tools, and processes can help focus your improved attendance support efforts.

Chronic absence at your school

How you intervene depends on the causes of absenteeism among YOUR students!

How will you know?

1) Data identifies the struggling students and groups - the WHO
2) Data also provides the WHEN
3) Then you need to find out the WHY

Data Is Key - How will you examine the problem?

Chronic Absence (CA) Rate by Grade Level, 2013/14 & 2017/18, DAVIS DISTRICT
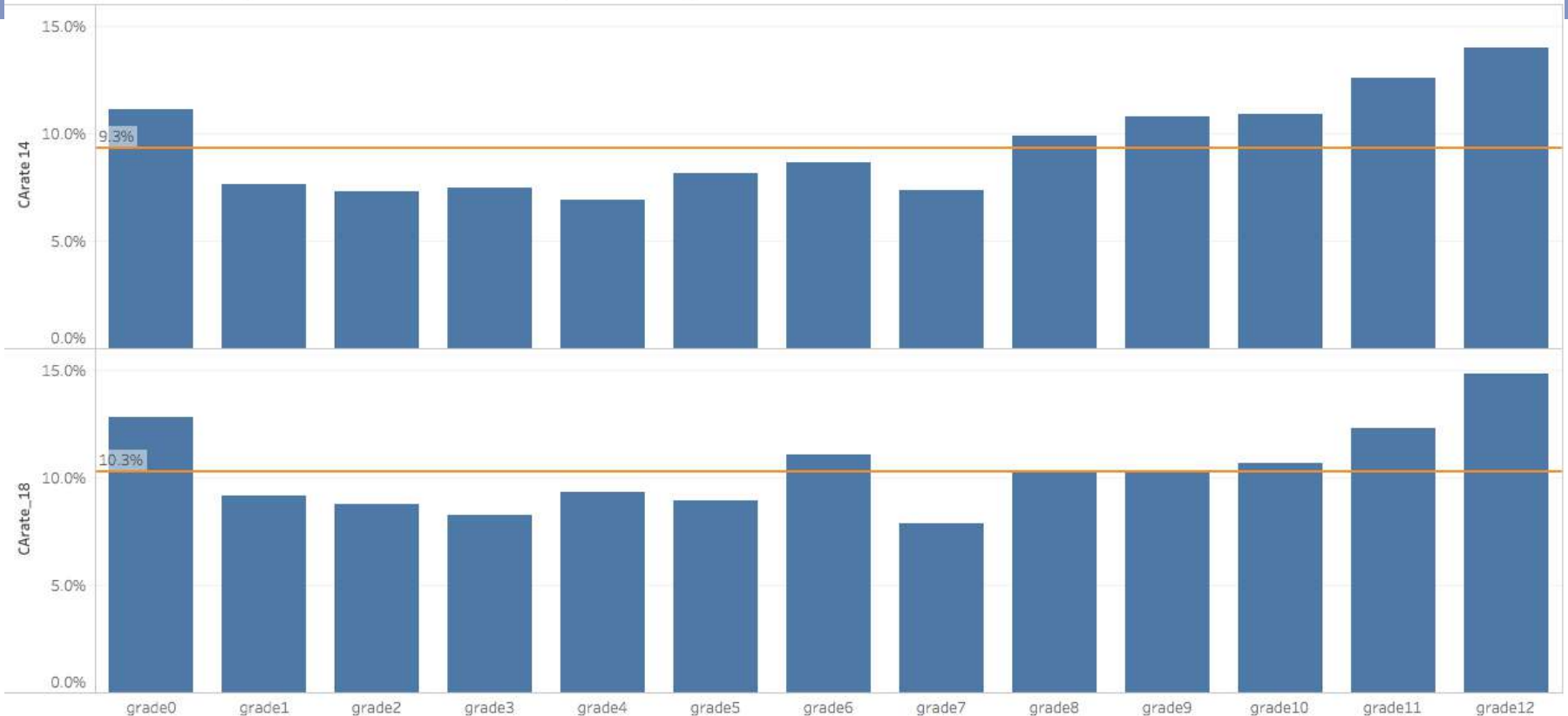
grade0 is grade K. The reference line is district-wide CA rate.

Data Is Key - How will you examine the problem?

Davis School District

➢ Gap between economically disadvantaged students and their peers remained

➢ Difference (2018): 7.7% vs.19.9%

Chronic Absense (CA) Rate Over Time, Low-income vs. Non Low-income, DAVIS DISTRICT

The percent of ELL students, low-income students, and SWD are only available starting from 2015.

Subgroups
- Low_incomeCArate
- nonLow_incomeCArate

Data Is Key - Good news! New district data dashboard

[SCREEN SHOT TO BE INSERTED BY DAVIS]

Thinking about your own data

What data does <u>your team</u> review regularly?

What other data do you have access to?

What data do you wish you had easy access to?

If you need the answers to these questions . . .

Write down an action item to find the answer

Understand current conditions & monitor

STUDENT BODY & INDIVIDUALS

Who is absent (data)?

Why are they absent?

What interventions match identified needs?

Track and repeat!
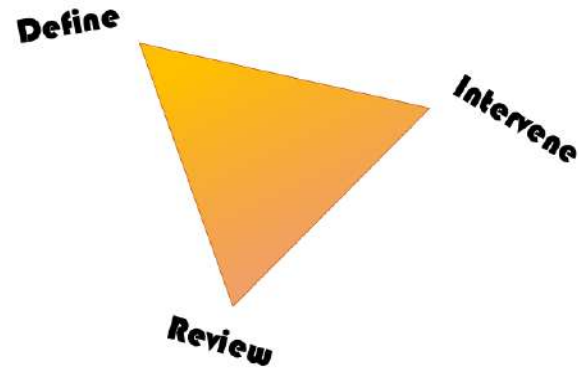
You decide!

Not only do you need to decide the thresholds that indicate concern, but you can then choose which groups of students, which time of day or week, or which flags you will prioritize.

- 10% absent? 20%?
- Recent dropoffs?
- Groups of students based on:
    - neighborhood
    - demographic group
    - grade level

THEN WHAT?

Cyclical Process…

Stepping back: Look at your system

Improvement science tools and processes can help you understand your system and develop a framework within which you can take action

You can lead these exercises with your teams . . .

and can revisit and revise completed tools

Fishbone Diagram

Mapping the Causal System

Root cause analysis:
Ishikawa Fishbone Diagram
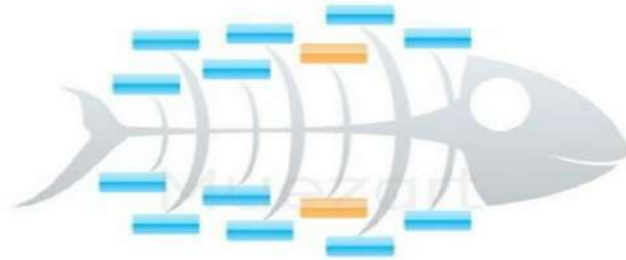
Fishbone Diagram

A tool for organizing your understanding of the causal system.

A means to understand a problem BEFORE you seek solutions.

Remember the mantra: Possibly wrong, definitely incomplete.

Starter Chronic Absence FISHBONE DIAGRAM

Student factors

Family factors

Too many students miss too many days of school

School factors

Community factors

Chronic Absence Network: STARTER FISHBONE DIAGRAM [9/15/17]

STUDENT FACTORS (63)

FAMILY FACTORS (36)

Too many students miss too many days of school

*Failure/too far behind
Family abuse/neglect
Academic avoidance/anxiety
Feel unsafe/bullied
Medical appts
Peer pressure
Physical health
Disability
Boredom/don't see point
Mental health
Not enough sleep
Trauma
Job / Sports

Transportation
Lack of family support
Vacations
Lack of understanding of importance
Parent work schedules
Older siblings caring for younger
Unsafe route to school
Student is a parent
Lack of basic resources
Overwhelmed/disorganized
Family health issues
Homelessness
Historical barriers

Classes not engaging
Unsafe environ/bullying
Culturally irrelevant
Traumatic experiences
Don't feel welcome
Discipline issues/ adult conflict
Don't feel connection
Language barriers
Don't feel known (lost)
Don't see value
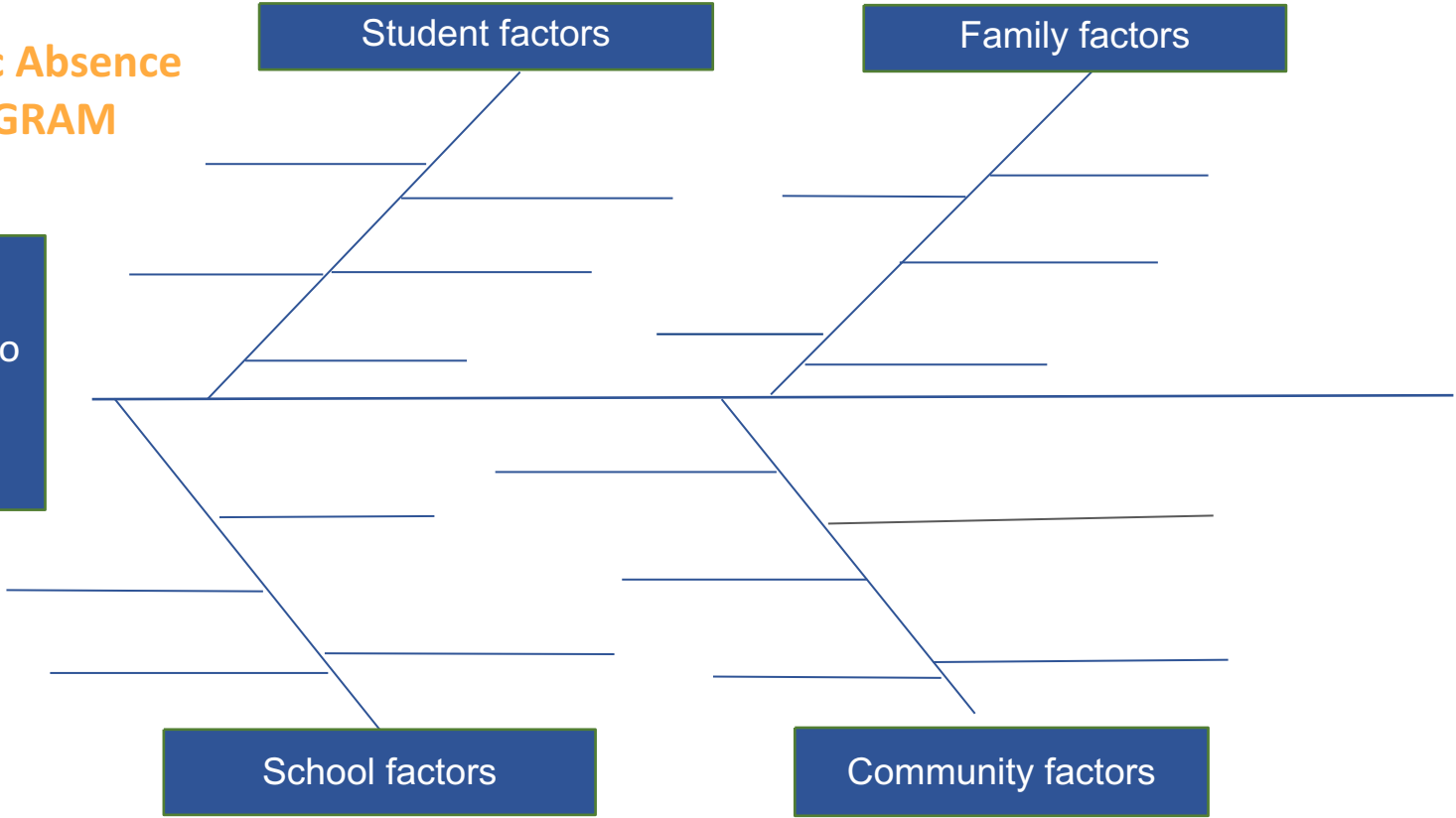Doesn't matter if there
Transportation here?

Lack of resources (food, clothing, etc.)
Homelessness
Historical trauma
Addiction
Federal policies/fear
Employment barriers
Weather
Transportation here?

SCHOOL FACTORS (33)

COMMUNITY FACTORS (7)

[**Bold text** indicates causes that had the most post-its/duplicate ideas. (Numbers) = # of post-its in category]

ACTIVITY

Add your own post-its

Driver/Factor Selection

Building Our Theory of Improvement

Factor Validation / Verify Your Drivers

- Check your assumptions.

- Look at quantitative and qualitative data.

- Engage a broader team to do this brief "checking" phase, to be detectives.

- Engage a broad community to weigh in on chronic absence drivers (i.e., barriers to attendance)
  - Different roles and perspectives (low-income parents, students in different grades, teachers not on LCMT/leadership teams)

Influence/Impact Grid

Influence/Impact Grid with the following items plotted:

- **High Influence / Low Impact** (upper left quadrant)
- **High Influence / High Impact** (upper right quadrant)
- **Low Influence / Low Impact** (lower left quadrant)
- **Low Influence / High Impact** (lower right quadrant)

Axis labels: Influence (vertical, Low to High), Impact (horizontal, Low to High)

Items:
- Motivation to learn
- Academic Support
- Engaging instruction
- Caring Adult
- Sleep habits
- Family struggles
- Transportation
- Mental/Health

StriveTogether

Driver Diagram

Building Our Theory of Improvement

Driver Diagram:
A Tool for Organizing Action
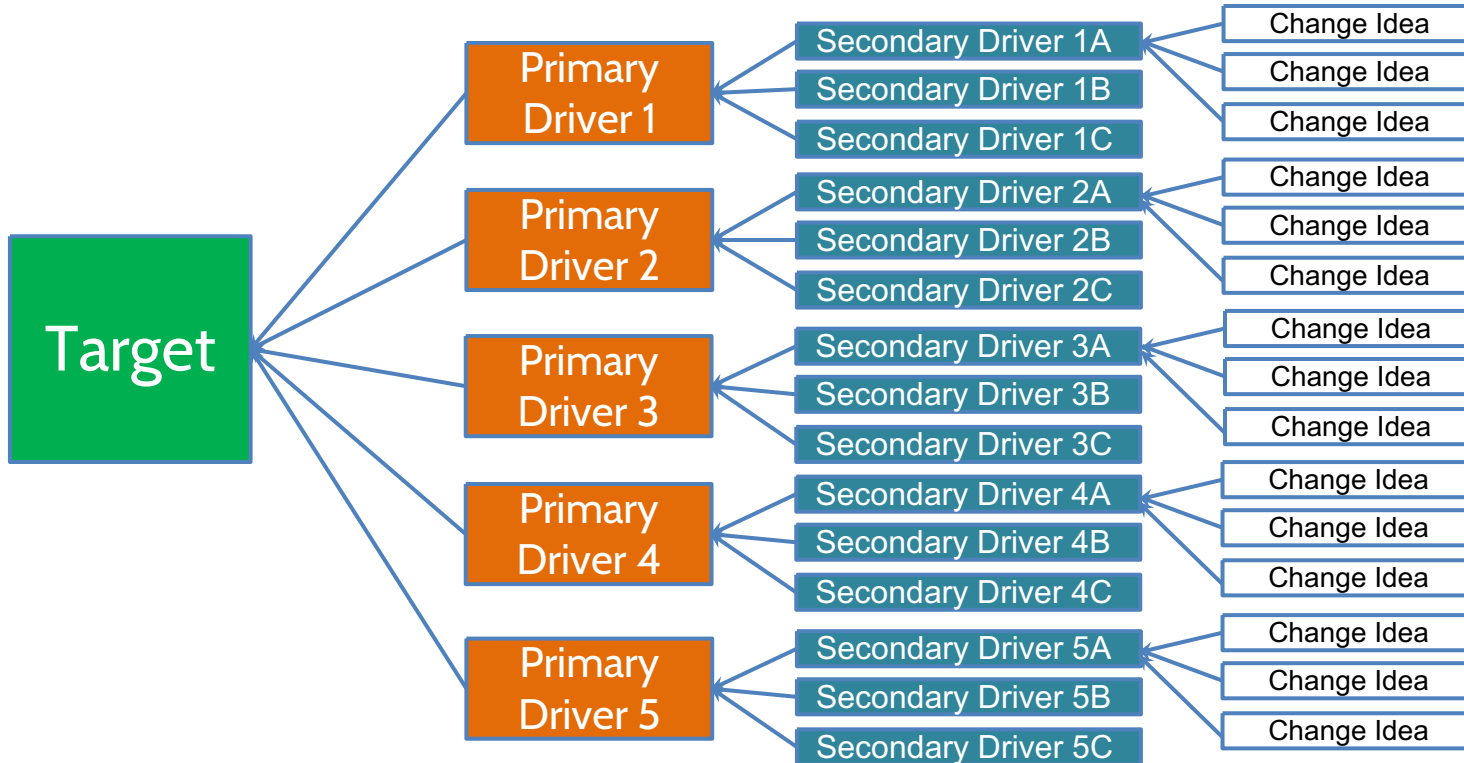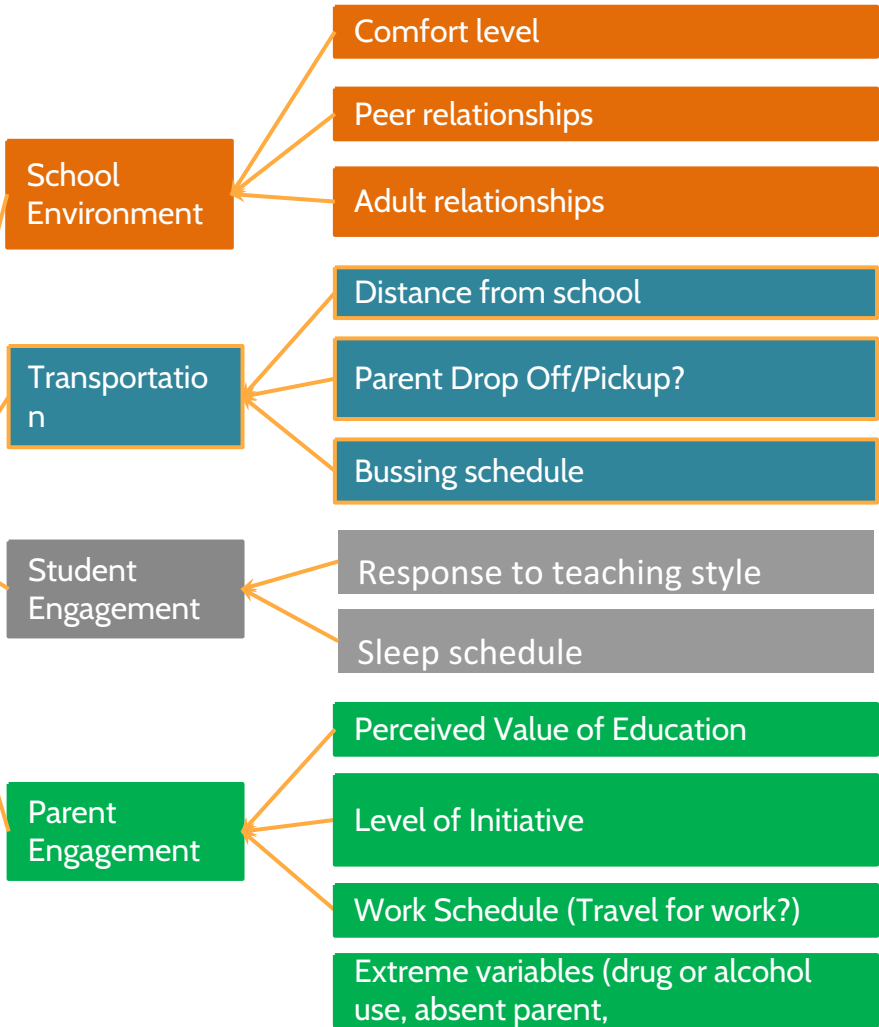
ACTIVITY

Connecting drivers to interventions

→ Add your own post-its to the driver diagram

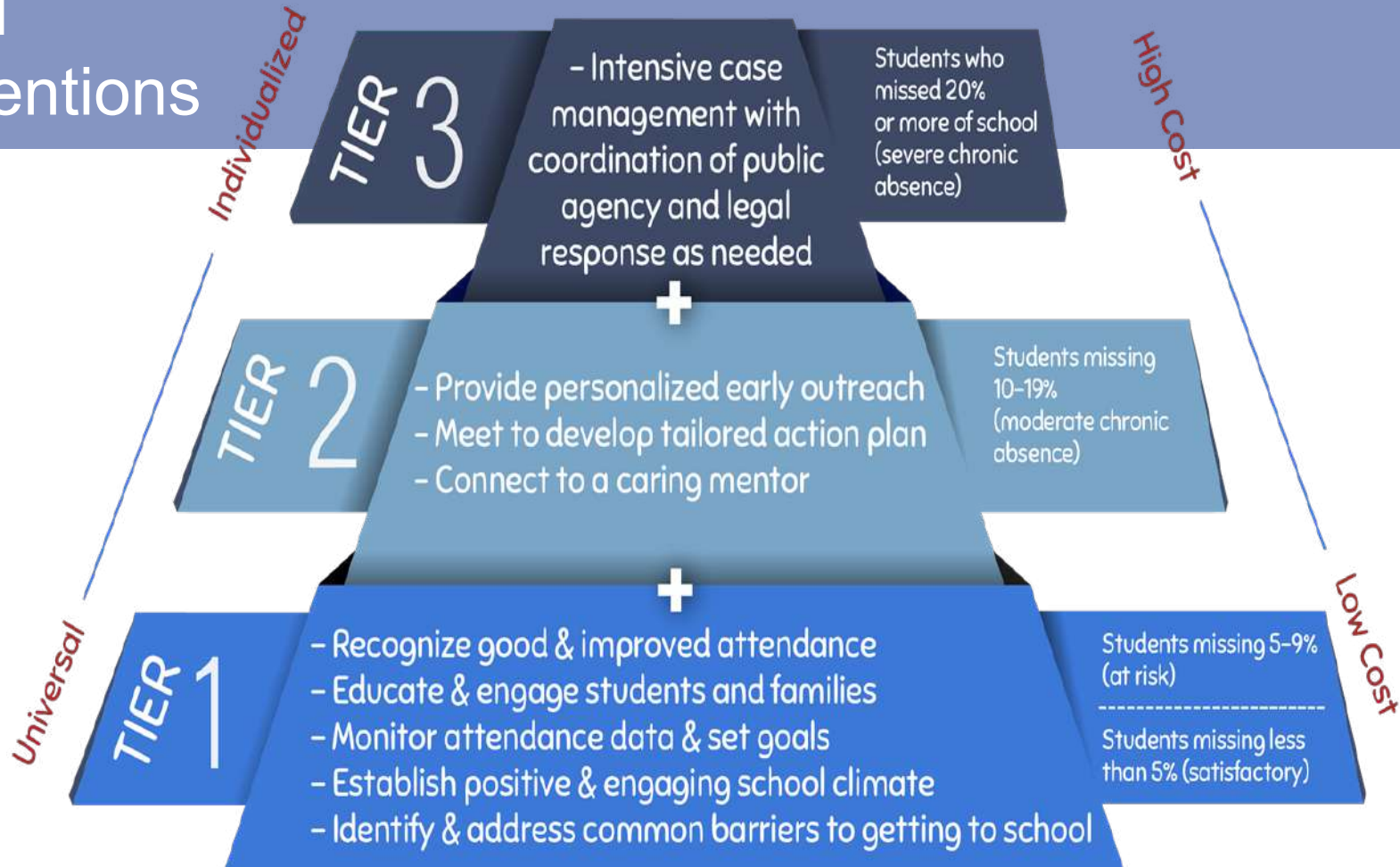What interventions do you provide that address these factors/needs?

Reflect on what you see

Where are the post-its clustered?

Similarities and differences among schools?

Ideas from colleagues you might consider?

Tiered Interventions

Individualized

TIER 3
– Intensive case management with coordination of public agency and legal response as needed

Students who missed 20% or more of school (severe chronic absence)

High Cost

TIER 2
– Provide personalized early outreach
– Meet to develop tailored action plan
– Connect to a caring mentor

Students missing 10–19% (moderate chronic absence)

Universal

TIER 1
– Recognize good & improved attendance
– Educate & engage students and families
– Monitor attendance data & set goals
– Establish positive & engaging school climate
– Identify & address common barriers to getting to school

Students missing 5–9% (at risk)

Students missing less than 5% (satisfactory)

Low Cost

MULTI-TIERED ATTENDANCE SUPPORT SYSTEM:

Family Communication/ Engagement	PBIS/SEL/ Relationships/ Restorative Justice	ATTENDANCE Monitoring and Intervention	Academic Support	Basic Needs/ Mental & Physical Health
		TIER 3: INTENSIVE		
		TIER 2: STRATEGIC		
		TIER 1: UNIVERSAL		
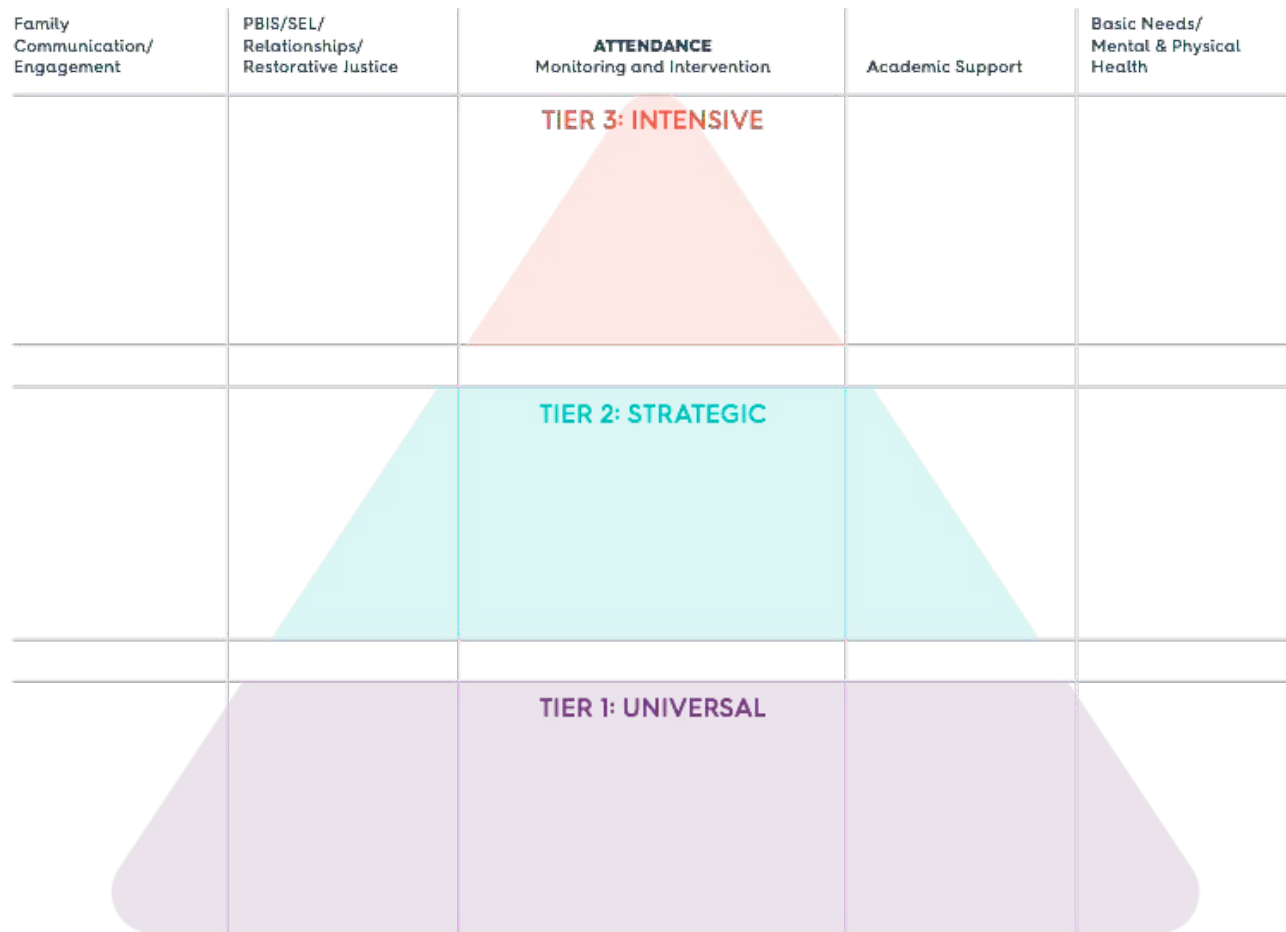
Promising Practices

See resource list shared by Tiered Supports team soon

U.S. Department of Justice
U.S. Department of Health and Human Services
U.S. Department of Housing and Urban Development
U.S. Department of Education

Every Student, Every Day:

A Community Toolkit to Address and

Eliminate Chronic Absenteeism

DATA ACTIVITY

Using current Davis data, answer the following questions ...

What is the answer?

1) What was your average daily attendance in 2018-19?

2) How many chronically absent students do you have now?
   a) At 10% absence rate?
   b) At 20% absence rate?

3) How many Hispanic students are chronically absent?

4) What is the chronic absence rate for 9th grade EL students?

NEXT STEPS:

Who will you work with on next steps?
What new tool will you use or idea will you explore?
What staff will regularly review chronic absence data?

Supports

Handouts/tools on back table

Resources will be emailed

Contact Tiered Supports dept

Davis Truancy/Attendance website

Ask us!

- Kenwyn - kderby@wested.org
- Franque - Franque@uw.org