Every Day-On Time: Getting Serious About School"

One day missed can equal two days of falling behind.

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Why Attendance

Why does attendance interest you?

How does attendance work with the SS/HS project as articulated in your grant application?

What do you know about attendance in your district(s), how is it measured?

Who Cares ?

- Truancy issues
  - What is it?
  - Why is it important?
  - Who cares about this?

  Complexity of state definitions of truancy and status offenses within juvenile justice system, court jurisdictional issues, local law enforcement and variation in protective services role.

Variation in Truancy definitions

- *California- EC* Section 48260 (a): Any pupil subject to compulsory full-time education or compulsory continuation education who is absent from school without a valid excuse three full days or tardy or absent more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or the superintendent of the school district

- *Oregon-* Eight, unexcused one-half day absences in any four-week period during which the school is in session shall be considered irregular attendance.

How schools may feel

"Before we discuss some of Bradley's issues, the superintendent is willing to offer you $25,000 to move out of the district."

Truancy impact on schools

- Students with truancy issues have greater rates of:
  - Lower grades
  - Need to repeat grades
  - Drop out of school
  - Expulsions

- Some schools push out students who are both truant and low achieving- this raises the school's overall level of academic achievement

- Enforced truancy laws can be a form of classroom management as students who are consistently truant sometimes have behavioral issues that disrupt classrooms.

Truancy is a community risk factor:

- **Juvenile**
  - **Substance abuse**
  - **Delinquency**
  - **Gang Activity**
  - **Serious Criminal behavior**
- **Adult**
  - **Poor physical and mental health**
  - **Poverty and welfare**
  - **Incarceration**
  - **Raising children who exhibit problem behaviors**

School Related Risk Factors-
from the prevention risk and protective factors framework

- Academic Failure

- Lack of Commitment
  to School

- Transitions and
  Mobility

Schools feel the need to be responsive to:

- Student test scores
- Reimbursement process/rates from the state
- Teacher work load/ morale
- Parent and community approval

Hillsboro School District Approach

- AIVP Team led by Juvenile Director

- Public Health Model to unify initiatives

- LBLESD Attendance Improvement Initiative

- CARE Teams

- Improve quality of Community Services

- Improve School District services

- Social Marketing

- Use Data to inform, monitor and evaluate

Attendance Improvement Initiative

- Attendance Improvement Initiative is a broad range of systemic & individualized strategies for achieving improved attendance, increased learning time, and early identification of students in need of additional support.

Public Health model
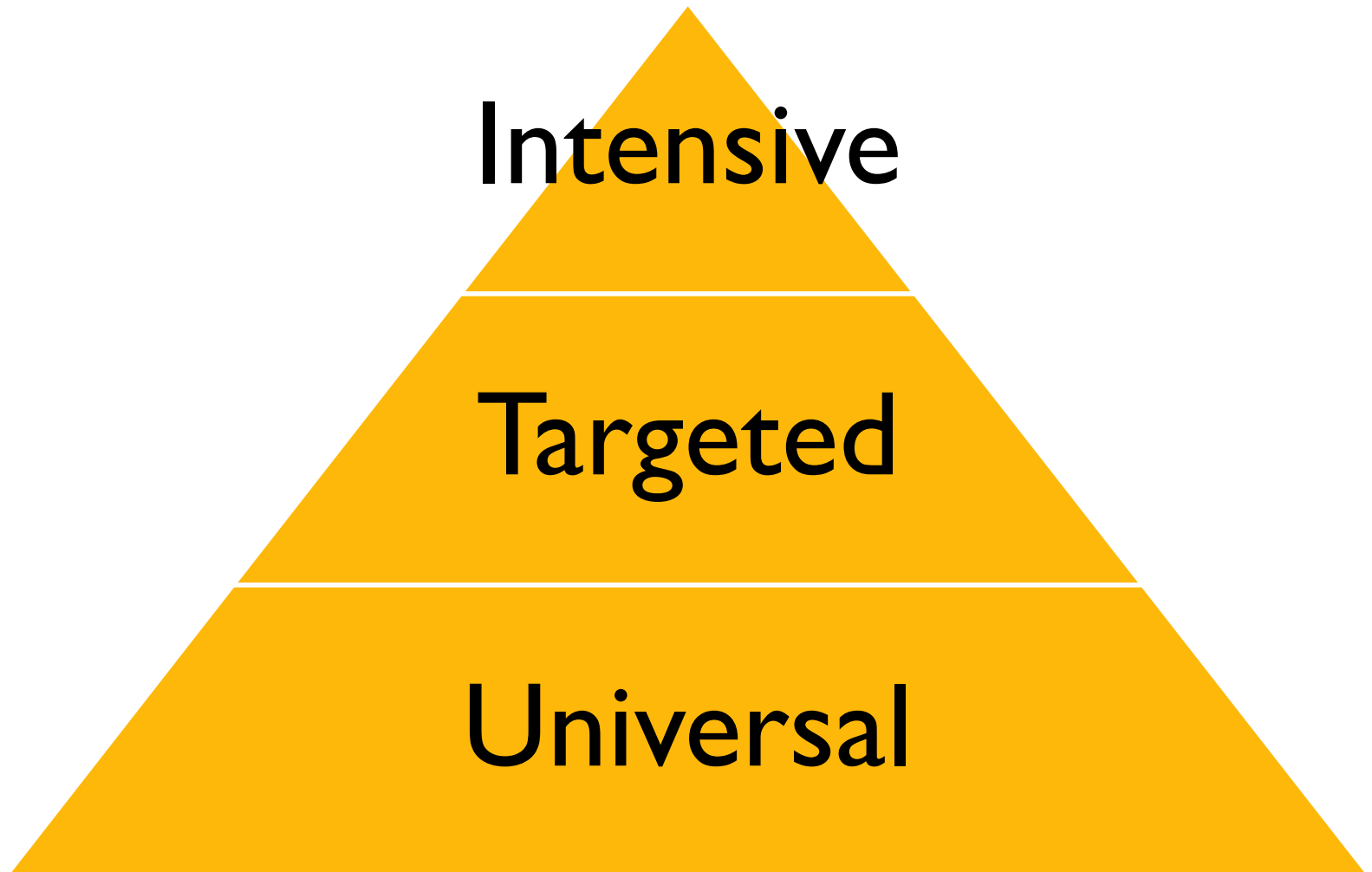
Designing School-Wide Systems for Student Success

Academic Systems

Intensive, Individual Interventions
Individual Students
Assessment-based
High Intensity

Targeted Group Interventions
Some students (at-risk)
High efficiency
Rapid response

Universal Interventions
All students
Preventive, proactive

Behavioral Systems

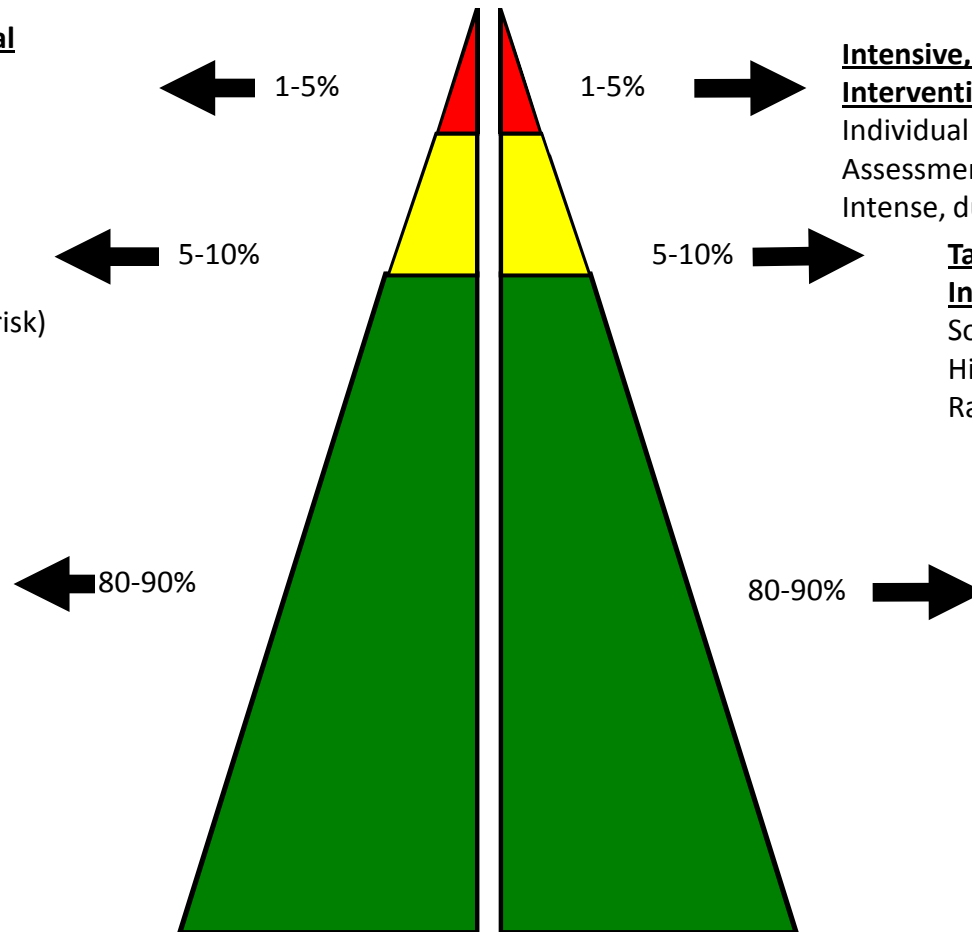**Intensive, Individual Interventions**
Individual Students
Assessment-based
Intense, durable procedures

Targeted Group Interventions
Some students (at-risk)
High efficiency
Rapid response

Universal Interventions
All settings, all students
Preventive, proactive

1-5%

5-10%

80-90%

1-5%

5-10%

80-90%

OSEP Center on
Positive
Behavioral
Intervention
&
Support
Effective School-Wide Interventions

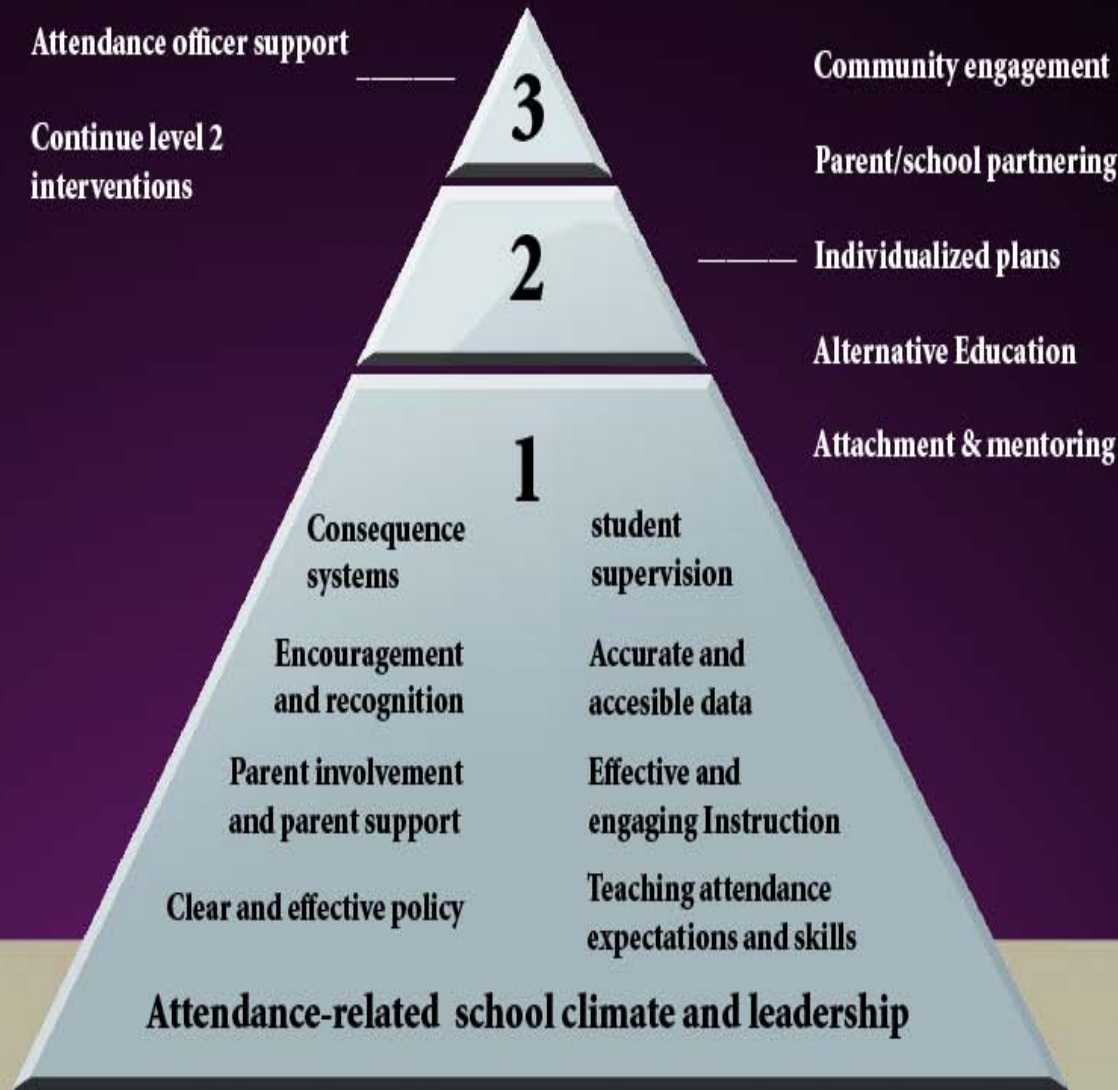Interagency & family collaborative support

Attendance officer support

Continue level 2 interventions

Community engagement

Parent/school partnering

Individualized plans

Alternative Education

Attachment & mentoring

3

2

1

Consequence systems

student supervision

Encouragement and recognition

Accurate and accesible data

Parent involvement and parent support

Effective and engaging Instruction

Clear and effective policy

Teaching attendance expectations and skills

Attendance-related school climate and leadership
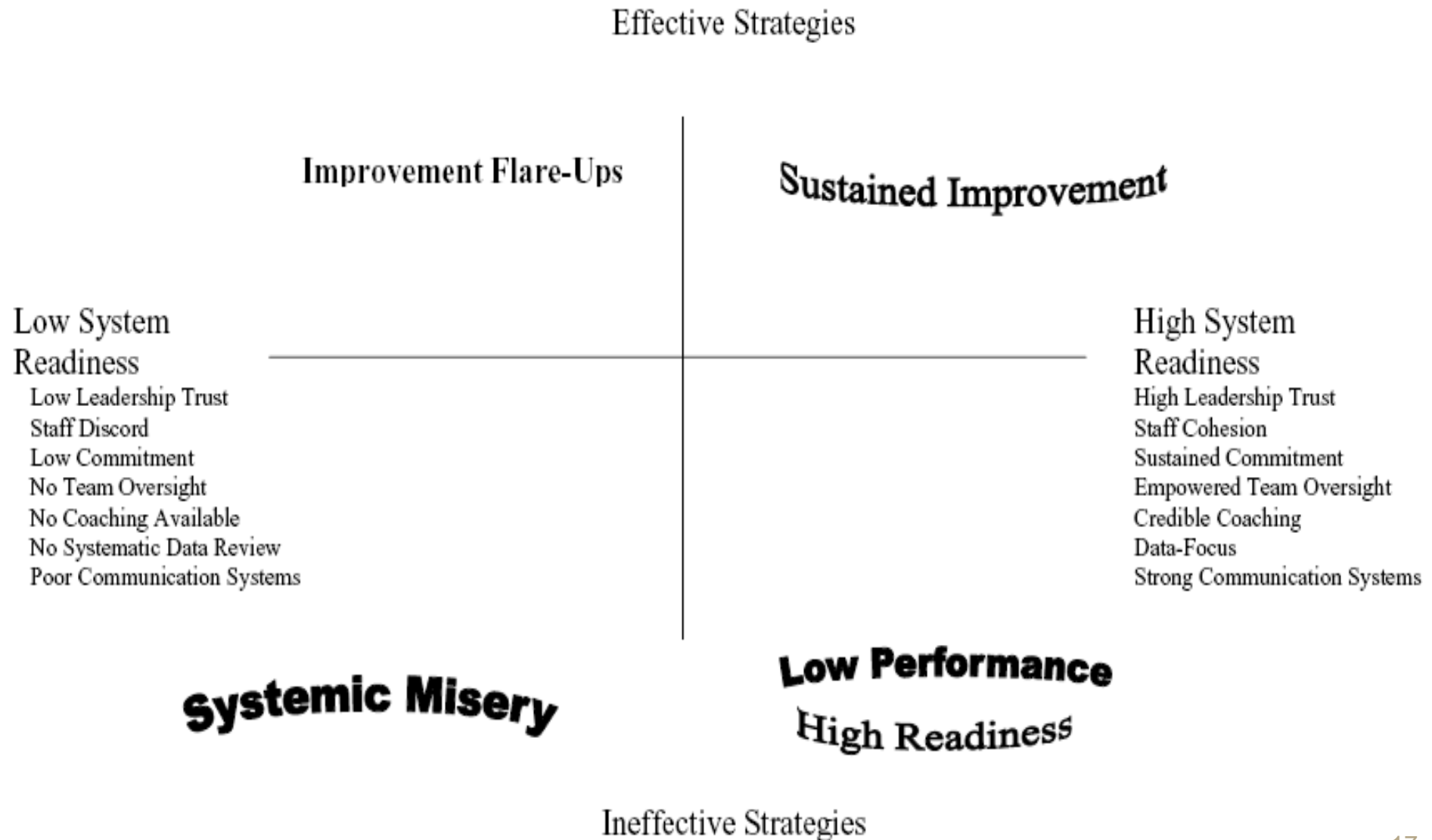
engaged community

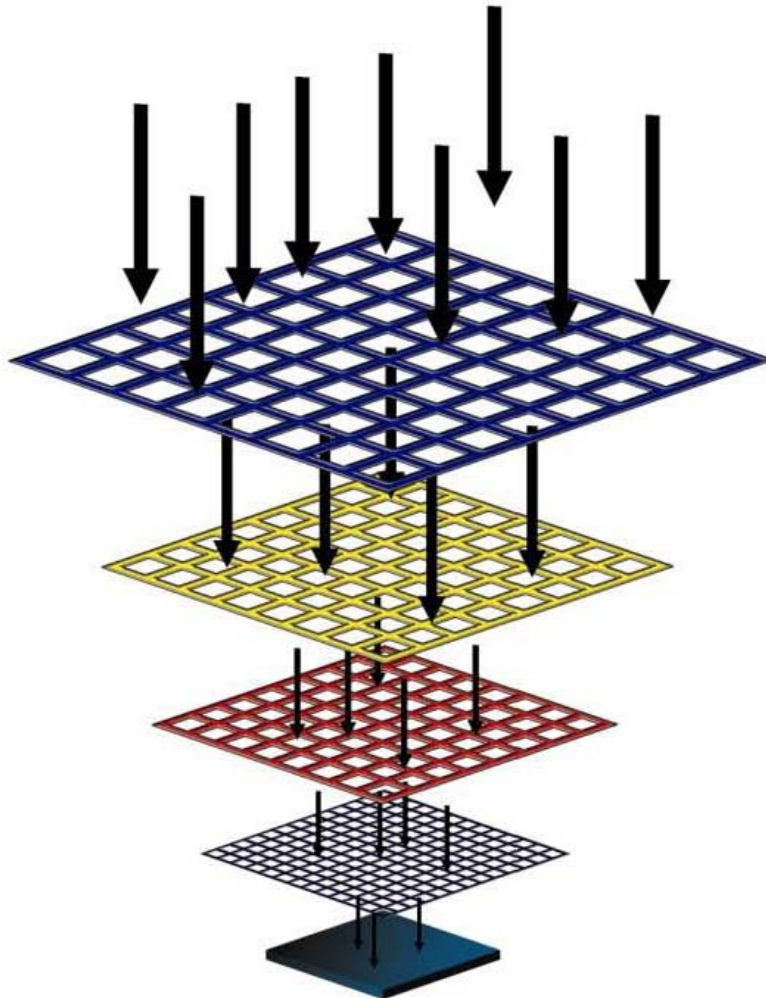# LBLESD Attendance Audit Model

LBLESD Attendance Improvement Process

- **Assess School Readiness, Identify School Team**

- **Half-day: Team trained in the model and assessment tools, develops process for data collection, collect data during next 2-3 weeks**

- **All Data sent to LBLESD for analysis are reporting**

- **Half-day: Team reviews data, develops action plan based on data**

- **Half-day: Review strategies and progress to date and next steps. Identify larger system issues.**

Continuums of Capacity for Improvement

Effective Strategies

Improvement Flare-Ups

Sustained Improvement

Low System
Readiness
 Low Leadership Trust
 Staff Discord
 Low Commitment
 No Team Oversight
 No Coaching Available
 No Systematic Data Review
 Poor Communication Systems

High System
Readiness
 High Leadership Trust
 Staff Cohesion
 Sustained Commitment
 Empowered Team Oversight
 Credible Coaching
 Data-Focus
 Strong Communication Systems

Systemic Misery

Low Performance
High Readiness

Ineffective Strategies

Attendance Support Systems

Universal Attendance Supports
- Effective Instruction
- Schoolwide Staff Agreements
- Systems of Reinforcement: School & Classroom

Parent communication systems
- Same Day Response
- Person-to-Person Contact

Consequence Systems
- Clear
- Consistent

Individual assesment & support
- Barriers & Needed Supports
- Mentoring
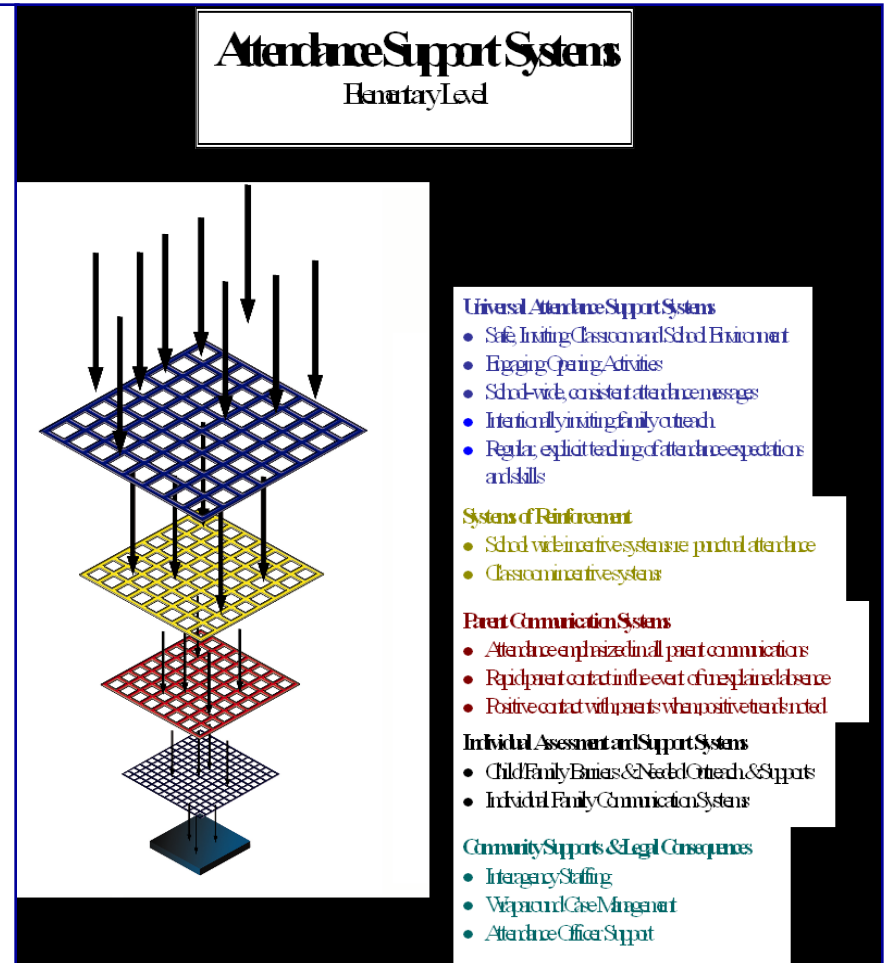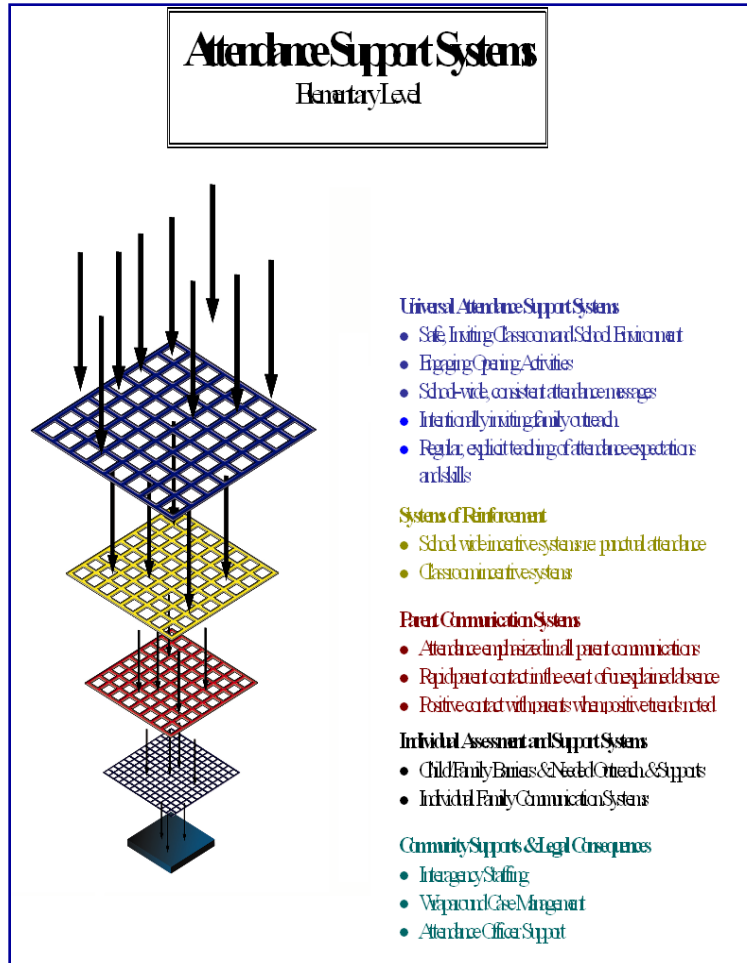- Alternative Education Options

Community supports & legal consequences
- Interagency Staffing
- Wraparound/Case Management
- Attendance Officer Support

Attendance Support Systems
Elementary Level

Universal Attendance Supports

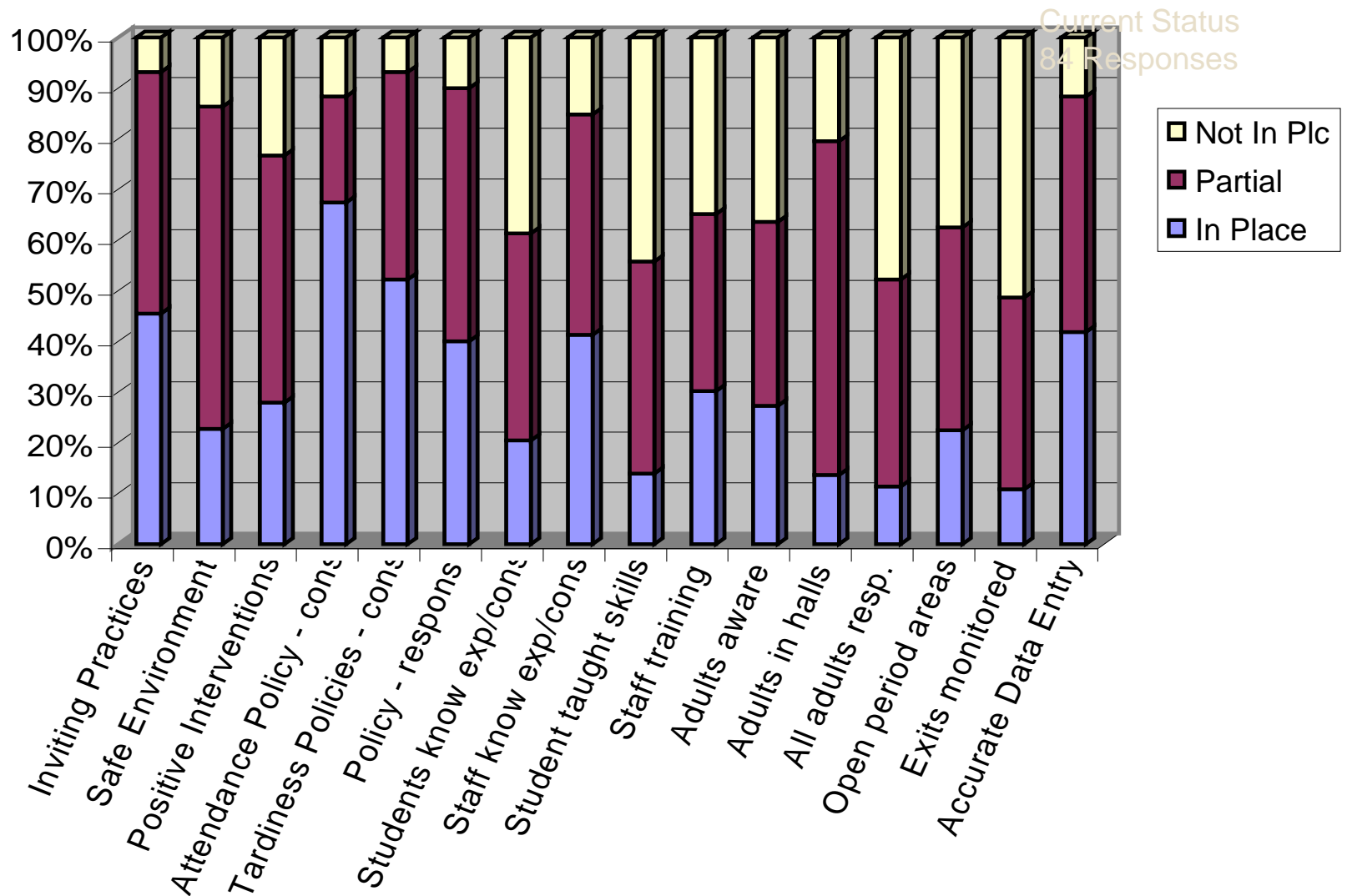| Current Status			Feature	Priority		
In place	Partial In place	Not in Place		High	Medium	Low
			1. The school systematically works to insure that classrooms are inviting, instructionally sound, and lessons are presented in a positive and engaging manner.			
			2. The school environment is generally perceived by students and staff as safe from verbal and physical threat.			
			3. Positive interventions (not just punative consequences) are systematically used for students with attendance problems (e.g. verbal reinforcement, talking with student to problem solve, phone call home, development of attendance contract, etc.)			
			4. Policies and procedures are in place and in practice which clearly spell out expectations and consequences for student relative to **attendance.**			
			5. Policies and procedures are in place and in practice which clearly spell out expectations and consequences for students relative to **tardiness.**			
			6. Policies and practices deliniate the attendance-related responsibilities of parents, school staff and administrators.			
			7. 90% or more of the **students** can clearly state the expectations and consequences for unexcused absences and tardies.			
			8. 90% or more of the **staff** can clearly state the expectations and consequences for unexcused absences and tardies.			
			9. Students are taught skills related to attendance and punctuality at the beginning of the school year and periodically throughout the school year.			
			10. Over the past 12 months there have been several significant staff discussions or training opportunities re: both attendance and tardies.			
			11. Systems are in place whereby a responsible adult is aware of each student's whereabouts at all times during the school day.			
			12. Adults, including teachers and administrators, are regularly in the hallways during passing periods and as classes begin; reminding and encouraging students to be to class on time.			
			13. All adults in the school share and act upon the responsibility to approach a student and inquire if that student is potentially skipping a class			

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Parent Communication Systems

Current Status			Feature	Priority		
In place	Partial In place	Not in Place		High	Medium	Low
			1. Parents are informed of policies at the beginning of the year and at appropriate times throughout the year. The school has a mechanism in place to assure that parents have reviewed policies and procedures.			
			2. Parents are contacted via person-to-person contact within two class periods of a report that a student is absent without substantiated explanation (parent note, parent phone call, pre-authorization, etc.).			
			3. Parents of chronically truant students receive occasional positive phone calls when their student is beginning to show a pattern of improved attendance.			

			Consequence Systems			
			1. Policies and procedures are in place and in practice which clearly spell out expectations and consequences for student relative to **attendance.**			
			2. Policies and procedures are in place and in practice which clearly spell out expectations and consequences for students relative to **tardiness.**			
			3. 90% or more of the **staff** can clearly state the expectations and consequences for unexcused absences and tardies.			
			4. 90% or more of the **students** can clearly state the expectations and consequences for unexcused absences and tardies.			
			5. Consequences for truancy and tardiness occur within 24 hours of the student behavior.			
			6. Consequences for truancy and tardiness are coupled with problem-solving/instruction relative to attendance expectations.			

XYZ High – Universal Systems

Current Status
84 Responses

Legend:
- □ Not In Plc
- ■ Partial
- □ In Place

Categories (x-axis): Inviting Practices, Safe Environment, Positive Interventions, Attendance Policy - cons, Tardiness Policies - cons, Policy - respons, Students know exp/cons, Staff know exp/cons, Student taught skills, Staff training, Adults aware, Adults in halls, All adults resp., Open period areas, Exits monitored, Accurate Data Entry

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What are some examples of Universal Level Challenges?

Common Challenges Universal Level

- Staff intentionally or unintentionally disinviting to returning students
- Lack of school-wide emphasis on attendance
- Culture of punitive-only responses to attendance issues (lack of positive interventions)
- Grading & homework policies that fail to celebrate "renewed efforts"
- Policies not in line with practice
- Policies & expectations not clear to staff or students

Common Challenges
Universal Level

- Inaccurate data collection

- Adults in building reluctant to "share" responsibility for intervening (he or she not one of "my students")

- Hall pass system inconsistency

Common Universal Level Considerations

- Staff dialogue/training re: "immediately engaging instruction"
- Staff dialogue/training on invitational responses to returning students.
- School wide leadership focus on attendance (staff meetings, assemblies, etc.)
- Develop processes re: tests, assignments and homework that make progress "doable"
- Review/align policies and practices

Common Universal Level Considerations

- Develop inviting procedures for students and families who move in mid-year

- Teach attendance expectations to staff & students

- Leadership focus on accurate data collection & reporting

- Develop clear "excused/unexcused" policy and procedures

- Review hall pass system

What are some Parent Communication Level Challenges?

Common Parent Communication Challenges

- Parents intentionally or unintentionally disinvited re: participation in attendance efforts regarding their child
- Parents not informed of attendance policies in a way that insures understanding
- Parents of chronically truant students not informed of positive changes
- Parents not informed of unexcused absences

What are some examples of Parent Communication Level Considerations?

Common Parent Communication Level Considerations

- Adopt policies & practices that intentionally invite parent involvement
- Insure that written materials to parents are accessible and readable.
- Inform parents of chronically truant students re: positive changes
- Rapid information to parents re: unexcused absences

What are some Consequence System Challenges? (Secondary)

Common Challenges Consequence Systems

- Negative consequence system viewed as "most important" or "only" system strategy
- Policies and procedures re: consequence system not clear to students, parents and/or staff
- Significant delay between infraction and consequence
- Lack of problem-solving element in consequence system
- Students repeatedly experience consequence system with no change in intervention or supports

What are some examples of Consequence Systems Considerations?

Common Considerations Consequence Systems

- Staff development/staff discussion to enhance systemic understanding that consequence systems, although necessary, are relatively weak system elements.

- Review Policies and procedures re: consequence system and insure it is clear to students, parents and staff

- Reduce delay between infraction and consequence

- Include problem-solving element in consequence system

- Insure that repeated consequence system involvement triggers increased evaluation/supports

What are some Individual Level Systems Challenges?

Common Challenges Individual Level Systems

- No systematic way of identifying students in need of individual focus
- Lack of available assessment & intervention tools for providing more intensive intervention/support
- Minimal or no identified intervention personnel/resources
- Individual intervention personnel lack skills/training to provide more intensive supports
- Individual support personnel overwhelmed by referrals due to absence of earlier screens

What are some examples of Individual Level Systems Considerations?

Common Considerations Individual Level Systems

- Develop clear criteria for triggering access to individual supports including regular team review

- Adopt effective tools for individual supports (e.g. assessment of barriers to attendance, attendance contracting, effective mentoring program, etc.)

- Identify/allocate resources for intervention personnel

- Train individual intervention personnel

- Insure that all screens are addressed (refrain from reliance on just this level)

What are some examples of Community Level Systems Challenges?

Common Challenges Community Level

- No systematic way of identifying students in need of community focus
- Lack of strong school-community agency relationship
- Unfocused or unclear community system(s) for accessing supports
- Lack of case coordination
- Lack of judicial system support

What are some examples of Community Level Considerations?

Common Considerations Community Level

- Establish inviting process that build relationship with community partners

- Establish systematic process of identifying students in need of community focus

- Establish clear process with partners for accessing community supports re: school attendance

- Advocate for availability of case coordination

- Encourage judicial system support by helping larger system understand all screens

CARE Teams

Century High model

◦ Foster <u>commitment of school staff</u> to support attendance policies.

◦ Collaborate with <u>community partners</u>

◦ Develop <u>partnerships with families</u> to promote student success

◦ Create a <u>team approach</u> to identify high risk kids.

◦ Identify <u>resources</u> for students and families

◦ Eliminate barriers to <u>access</u> those resources

CARE Team Model

A systematic approach to intervene with high risk students and their families.

Attendance Management Response Team (AMRT) Meets weekly- Monday morning for 30 minutes

Team Composition:

- Administrators
- Counselors
- Attendance Secretary
- Registrar

Purpose:

Use weekly unexcused/excessive excused period absences to:

1. Identify at-risk students
2. **Refer to CARE Team**

What is the CARE Team?

A building level team that draws representatives from the school, community, and district to review students of concern

- Purpose
  - Review gathered data for students identified by the Attendance Management Response Team.
  - Discuss and identify underlying student/family issues affecting school performance.
  - Identify targeted interventions that best fit the needs of the student/family.
  - Develop an action plan that includes responsible parties for implementation, monitoring, and review.

Slide Image of CARE team database

HSD/Century Outcome Data

Measurable Outcomes (CHS)

Dropout Rate
2005-2006	3.2%
2006-2007	1.0%
2007-2008	0.84%

Attendance Rate
2005-2006	94.21%
2006-2007	94.87%
2007-2008	95.40%
2008-2009	93.50%

Expulsions
2005-2006	7
2006-2007	8
2007-2008	3
2008-2009	6

Attendance/Tardies
2005-2006	826
2006-2007	2119
2007-2008	1265
2008-2009	1042

Referrals for Violent Behavior

	05-06	**06-07**	**07-08**	**08-09**
Assaults	10	4	4	2
Fights	37	27	16	9
Fight-nonviolent	37	15	12	14

**Note: this process led to increased referrals for attendance-related infractions in a 3-year period.

10+ Absences Attendance Data-CHS

Year	Number of Days Absent	% (n) of Students
07-08	Total 10+ Days	24.4% (373)
06-07		64.8% (991)
05-06		45.9% (686)
07-08	10-19 Days Absent	15.9% (242)
06-07		35.6% (545)
05-06		24.8% (371)
07-08	20-29 Days Absent	4.6% (70)
06-07		16.4% (250)
05-06		10.4% (156)
07-08	30-39 Days Absent	2.6% (39)
06-07		5.4% (83)
05-06		5.6% (86)

Early Leaver Data (CHS)

2005-2006   71 students

2006-2007   47 students

2007-2008   37 students

Access to Services

For Medicaid eligible youth in the Hillsboro School District since 2005:

- 20% increase in utilization by Hispanic youth, compared to a slight decline countywide

- 15 % increase in utilization by Black youth, compared to a 10% decrease countywide

- Services to 7-12 year olds have increased by 60%, compared to a 26% increase countywide
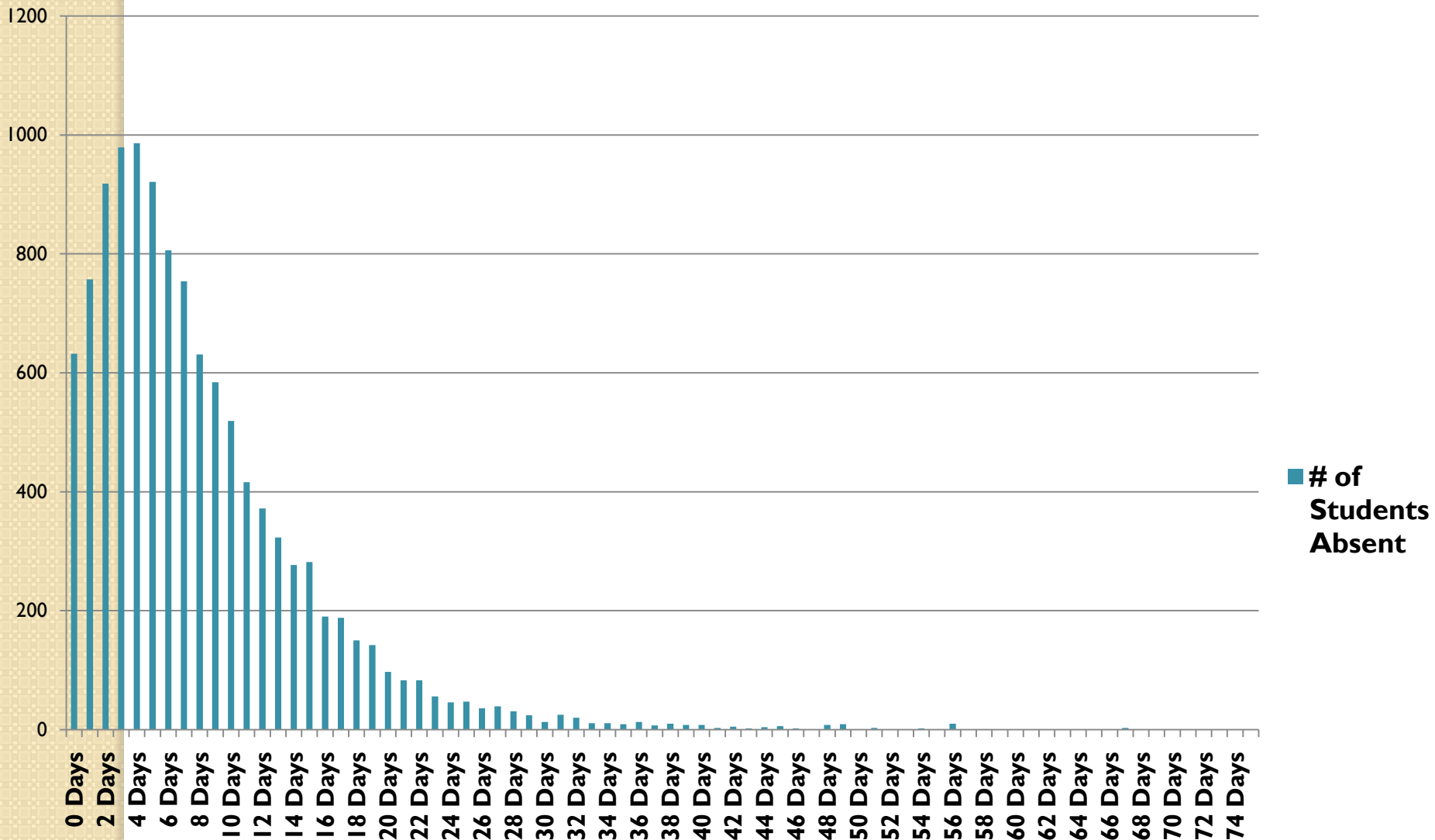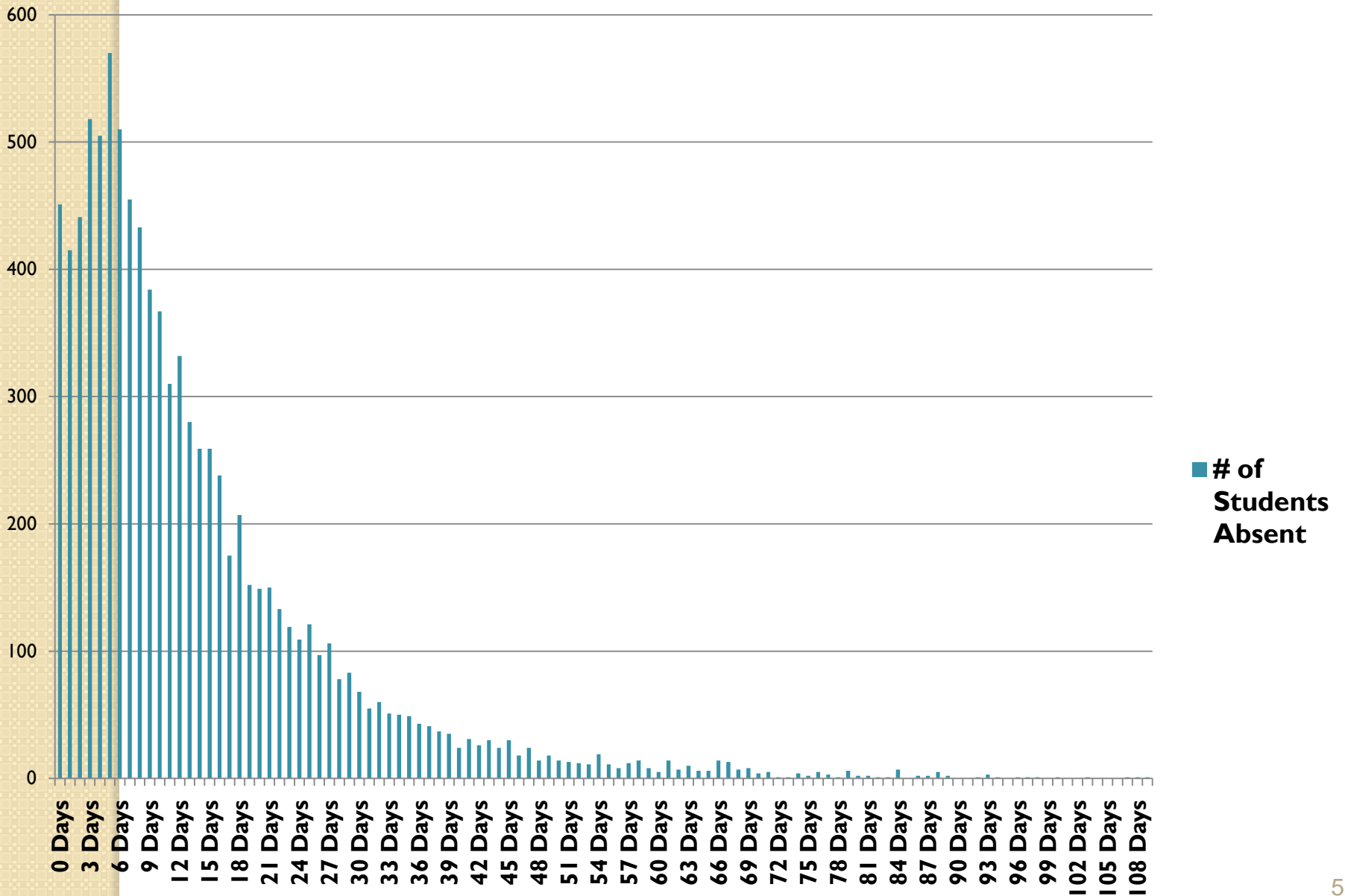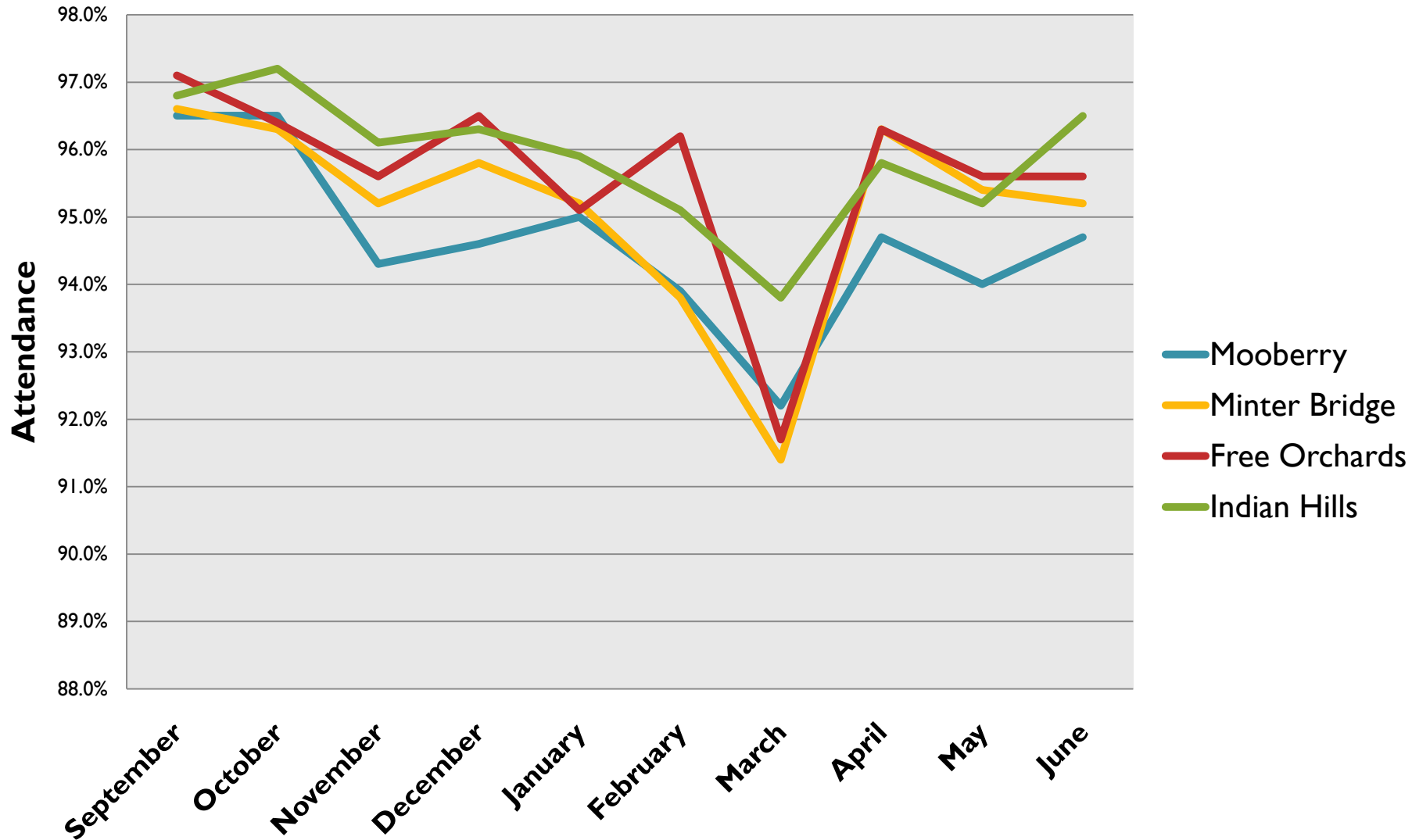
Drop-Out Rates Grades 9-12

State of Oregon | Washington County | Hillsboro School District | Century High School | Glencoe High School | Hillsboro High School | Liberty High School*

Legend: 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008
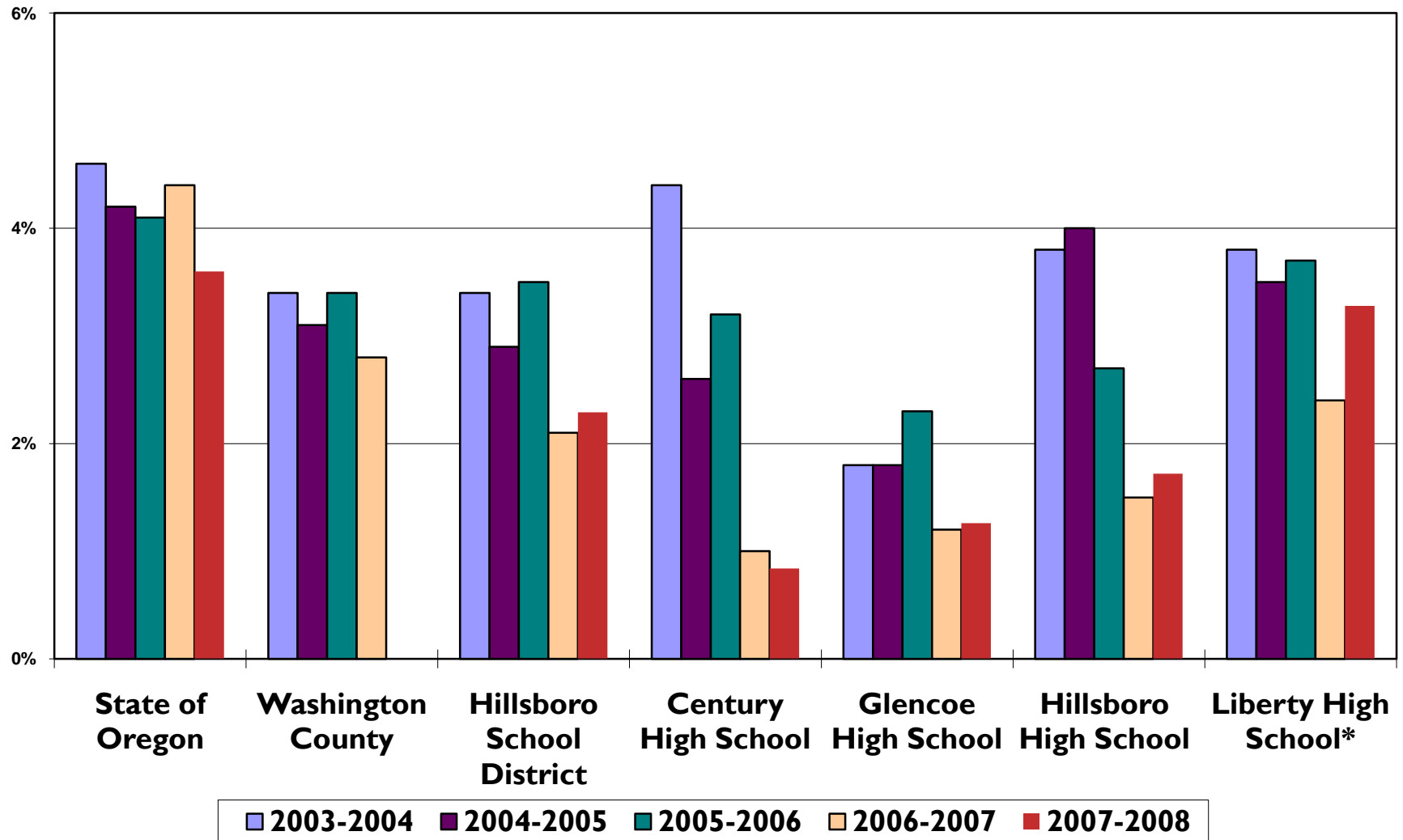
Use Data to understand your system

of Students Absent 2008-09: Elementary

Grades 7-12 2008-09 Student Absences

Legend: # of Students Absent

X-axis: 0 Days, 3 Days, 6 Days, 9 Days, 12 Days, 15 Days, 18 Days, 21 Days, 24 Days, 27 Days, 30 Days, 33 Days, 36 Days, 39 Days, 42 Days, 45 Days, 48 Days, 51 Days, 54 Days, 57 Days, 60 Days, 63 Days, 66 Days, 69 Days, 72 Days, 75 Days, 78 Days, 81 Days, 84 Days, 87 Days, 90 Days, 93 Days, 96 Days, 99 Days, 102 Days, 105 Days, 108 Days

Average Daily Attendance by Month 2008-9
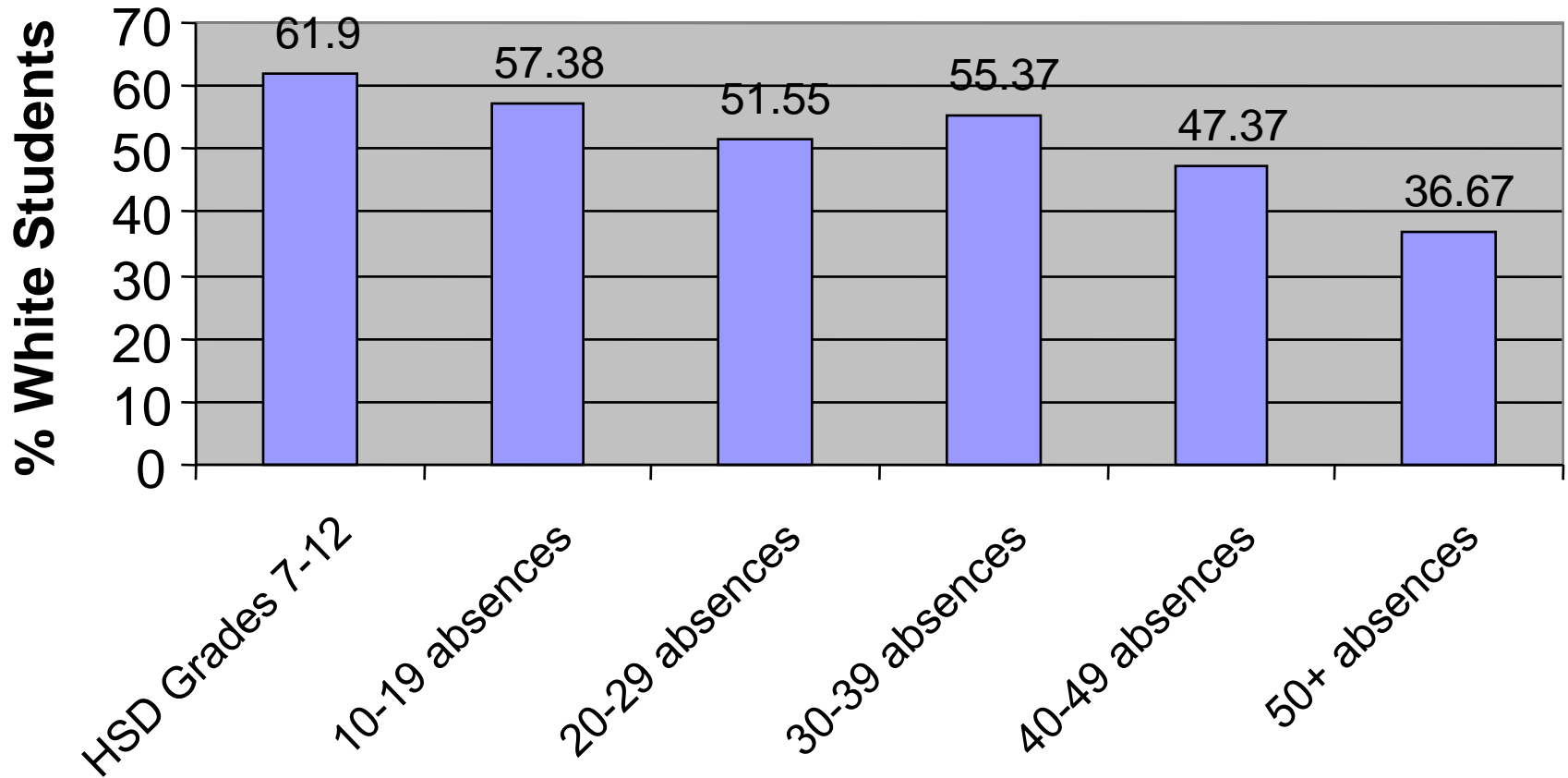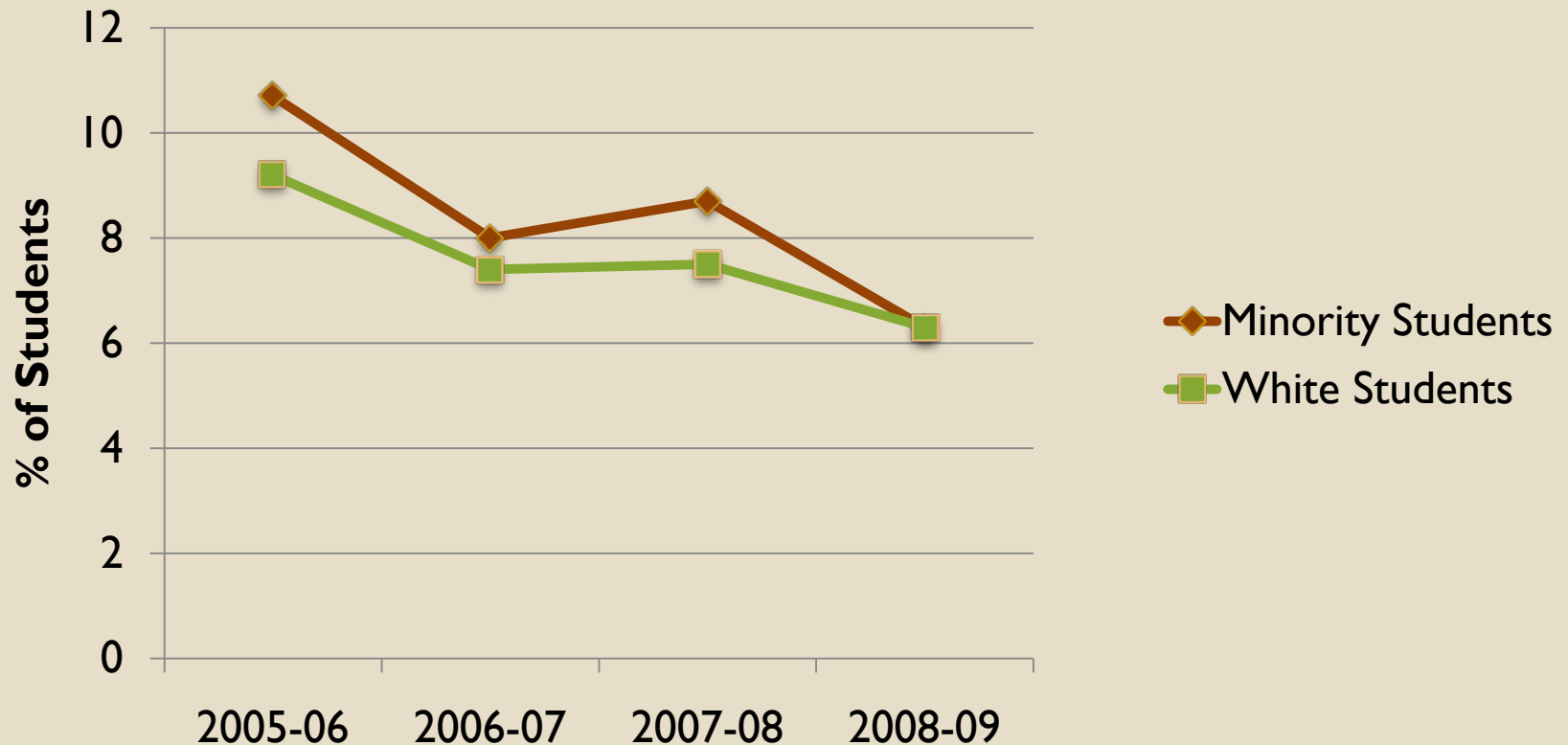Four Elementary Schools
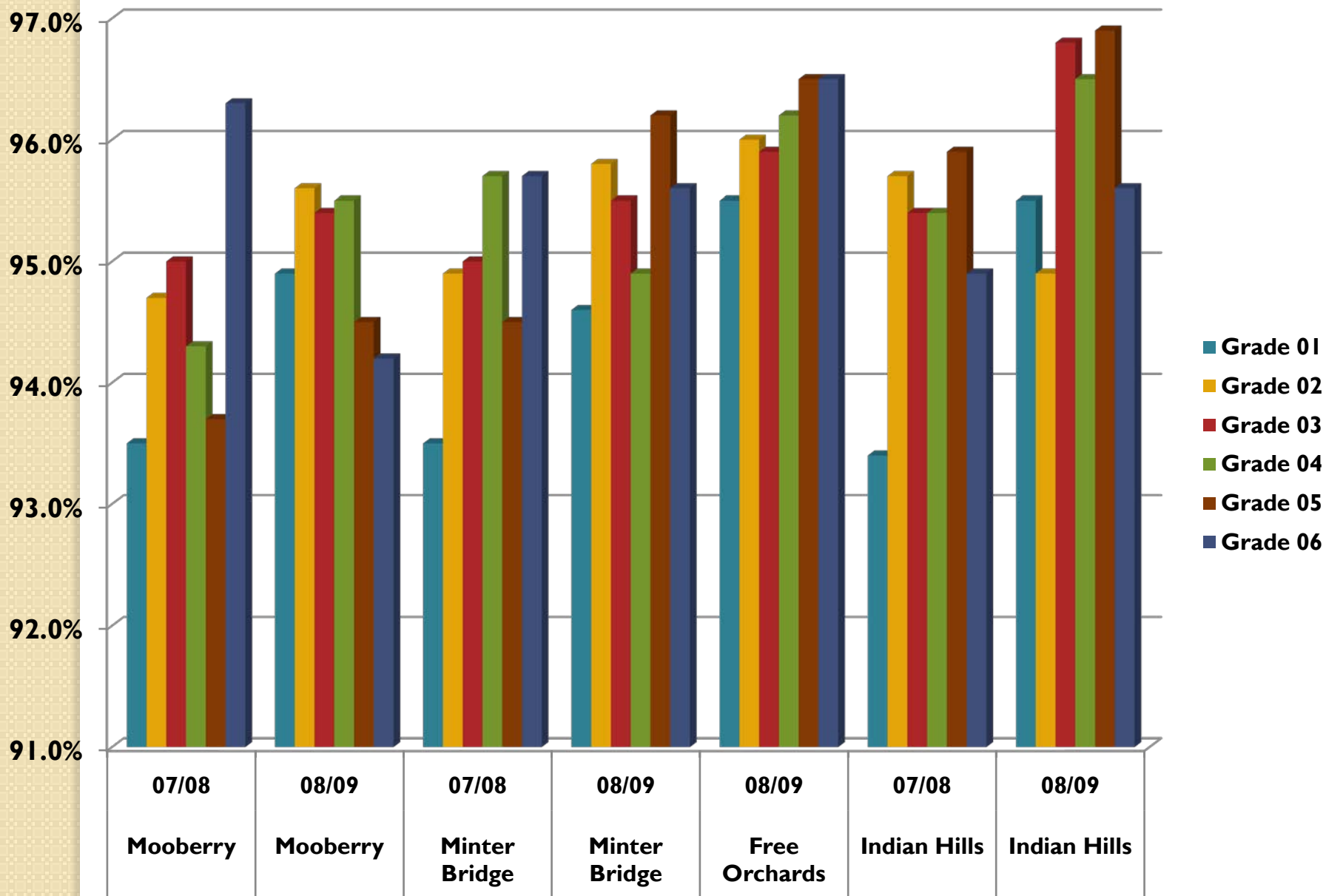
Hispanic Students and Absence Levels: 2008-09 through February 2009
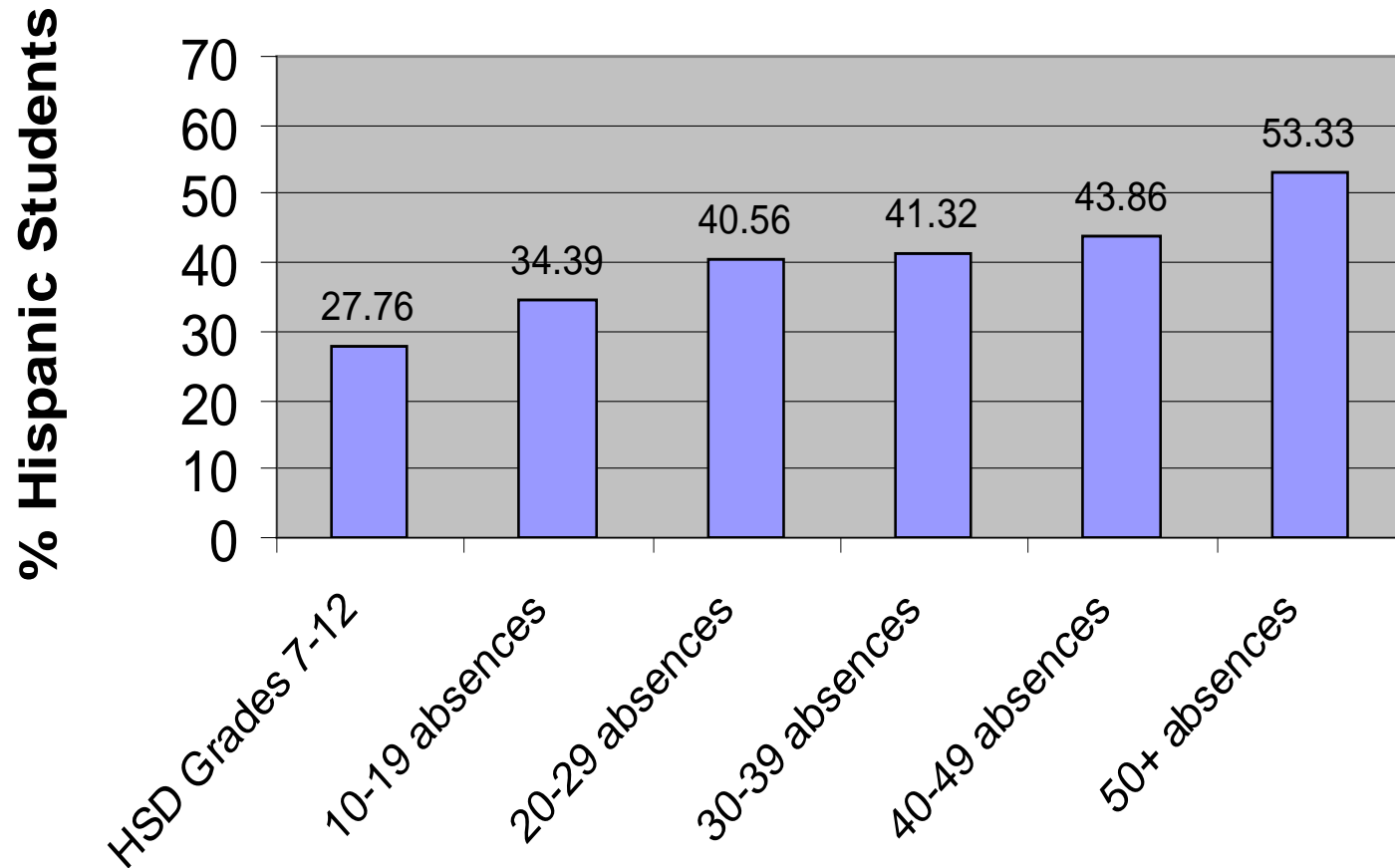
White Students and Absence Levels:
2008-09 through February 2009

The percentage of students missing 20 or more days of school has decreased between 2005-2009. The gap between minority and white students has closed.

Indian Hills Elementary School began PBIS in 2006 and implemented a CARE team in 2008-2009. The percentage of students missing 10 or more days has decreased with no gap between white and minority students.
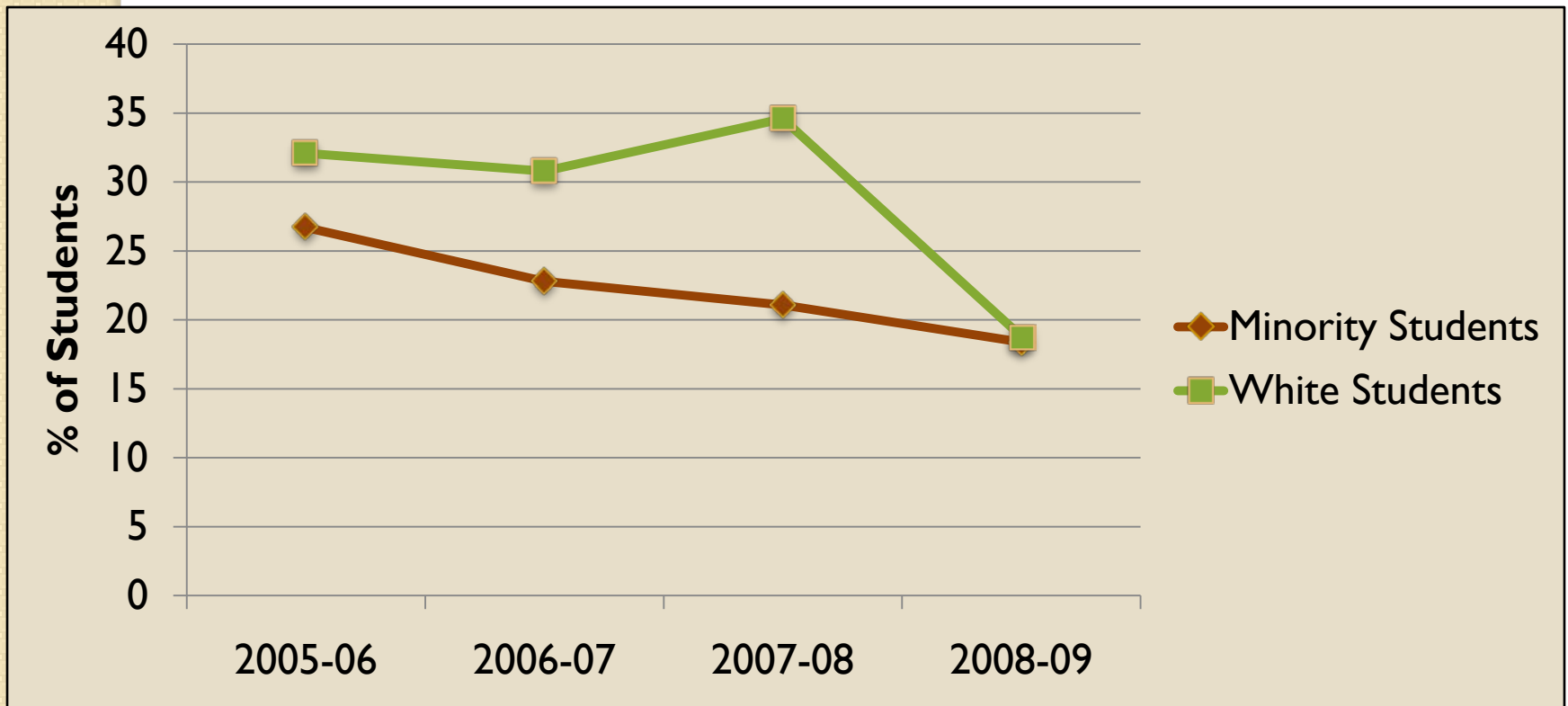
Intensive Intervention

Below 89% attendance pattern at any time or 11 or more absences and/or tardies for the year.

Strategic Intervention

90%-94% attendance pattern at any time or 10 or more absences and/or tardies for the year.

Benchmark

95% or above attendance pattern at any time or less than 9 absences and/or tardies for the year.

Lessons Learned

Results

- A focus on Tardiness in the building significantly reduced discipline referrals and improved safety

- Attendance Audit improved overall attendance, increased learning time.

- Schools *KNOW* all of their students with attendance issues and all of their system issues that affect attendance

- System interventions have biggest impact.

Observations

- Care Team work reduced numbers of drop out and early leaver students

- Over time, by aggressively working to engage highest risk students – we began to *lower* overall attendance rate. Kids who would have dropped out are now attending at 40% rate.

- Messy Data - Data may begin to look worse, while actual attendance may be better.

- High School students with chronic attendance issues may have high incidence of unrecognized Special Education needs.

Other Lessons Learned

- Law enforcement and Juvenile Office are motivated and have a great advocacy role.

- High Schools are the most motivated within the educational system.

- Critical to begin intervening with Attendance in Elementary setting which has the greatest impact

- Using data is very powerful but need to understand it well.

- Attendance is a very good early indicator of a multiplicity of issues. Through the CARE team process attendance work is a good Child Find indicator.

- Holistic model of attendance intervention is empowering to schools and to community partners.

Century- Unexpected Benefits

- **Reversal:** Parents now view school as partner instead of adversary when addressing student academic, behavior and attendance issues

- **Relationships:** at-risk students develop deep bonds to staff members (help vs. enemies)

- **Responsibility**: those high-flyers (at-risk students) belong to all members of the team, rather than just one or two— "They're all our kids." Allows counselors to focus on all our students, rather than the neediest.

- **Addresses:** Child Find concerns-reducing liability exposure for the school district. (Hungerford & Hungerford law firm)