

Attendance Improvement Initiative

Liza Andrew-Miller
Hillsboro School District 1J

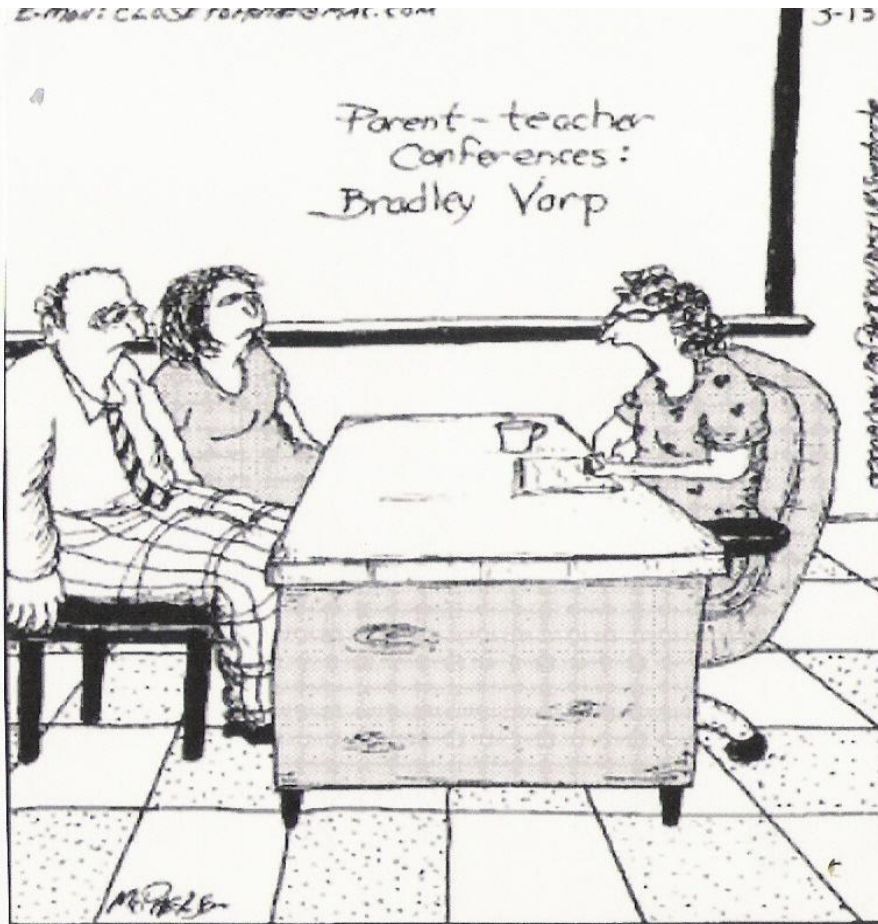


Multi-systemic view of the issue

- Use of the Public Health Model
- Review of Best Practices to address Truancy
 - DOJ Materials
 - Character Development System model
- Where is the motivation?
- What is the problem?



Do you ever feel like this?



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



Get to know the Big Picture

- State laws defining truancy
- Education funding formulas
- District policies and procedures
- Juvenile Court policies and procedures
- How does protective services fit in?
- Other community factors



Hillsboro's Big Picture

- Truancy defined as 8 full or half days of unexcused absences in a 30 day period
- Schools funded on average daily enrollment with a 10 day drop
- Juvenile Court cannot act on truancy
- District inattentive to attendance, IT encouraged all attendances to be assumed excused to help with data entry
- District had Archaic data system-difficult to enter and impossible to retrieve data
- No Truancy officers
- Fragmented parent notification, a few secondary schools bought their own automated communication systems.
- Adult traffic court given truancy responsibility-established a separate court
- Protective services not responsive – truancy too low on the priority lists



Who cares?

- Law enforcement cares
- Does attendance affect funding?
- Does attendance affect academic performance?
- Does attendance affect School culture?



Century statement of problem

Barriers to Positive School Performance

- Lack of collaboration between schools and community resources leading to unnecessary duplication of services
- No structure to deal with high risk students and families
- Staff feel powerless to address chronic, ingrained familial issues that negatively affect student performance in school.
- 92% attendance rate (2005-6)
- 3.2% drop out rate (2005-6)
- 7 Expulsions (2005-6)
- 84 Behavior referrals for violence (2005-6)



Century statement of results

- 2006-7 drop out rate reduced from 3.2 to 1.0 percent, 2007-8 was <1%
- Attendance rate increased from 92/3% (2005-6) to 95.4% (2007-8)
- Expulsions decreased from:
 - 7 in 2005-6
 - 8 in 2006-7
 - 2 in 2007-8
- Referrals for violent behavior:

	05-06	06-07	07-08
Assaults	10	4	4
Fights	37	27	16
Fight-nonviolent	37	15	12
Attendance/Tardies	826	2116	1265



What is relevant data?

- Average Daily Attendance -95% for elementary, 94% for middle and 93 % for high schools are ambitious targets.
- Monitor the % of students who have missed 10+, 20+, 30+ days at mid year and end of year – monitor excused and unexcused absences
- Monitor the students who have attended less than 90% on a weekly basis at a secondary level, 95% at an elementary level
- For high risk students look at the long term pattern of attendance.
- Monitor for day of the week and teacher specific patterns.
- Develop capacity to pull data on threshold students on a weekly basis.



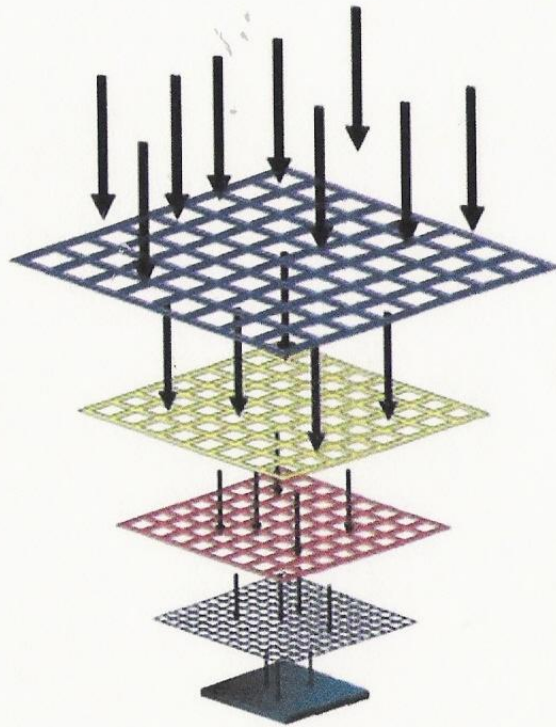
Attendance Interventions

- Linn/Benton/Lincoln ESD Attendance Audit
- CARE Teams
- PBIS style interventions
- Layering in relevant interventions and programs.



LBLED Attendance Audit model

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



Universal systems -examples

- Quality of school environment- safe, positive
- Instructionally sound academics
- Effective, repeated communication about attendance
- All staff, families, and students familiar with attendance expectations
- Attendance and tardies are tracked and recorded 98% of time
- Positive Attendance recognized and rewarded
- Other support systems functioning appropriately – transportation, food service, etc.



Parent systems

- Parents understand the attendance expectations
- Methods for parent/school communication are clearly articulated and followed
- Parents are notified of students absences within 2 class periods
- Periodic positive communications are planned



Consequence systems

- Clear
- Consistently applied and timely (within 48 hours)
- Make sense for attendance issues
- Do you suspend for truancy?



Individual student systems

- Team in place that can readily identify students with attendance problems
- Excused vs unexcused absences-look at the total # of absences
- Recent and long term issues
- Cum file review of student for contributing issues



Community systems

- Interagency team staffing
- Mental Health services
- Truancy Officer
- Court system support
- Parent/student involvement in plan



LBLEDSD Audit model- how it works

- Assembling a team
- Readiness
- Initial training in the model
- Conducting an audit
- Analyzing and reporting the data
- Planning format
- Engaging the school community in developing the plan.



Strengths of the LBLED Audit model

- Addresses tardies as well as truancy
- Is systemic in approach
- Allows for action in multiple dimensions at once
- Allows the school to customize the plan
- Focuses on building ownership for the problem and solutions



CARE Teams

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

Reviews gathered data for students identified by the school Attendance team

Discuss and identify underlying student/family issues affecting school performance

Identify “best fit” targeted interventions

Develop action plan that includes responsible parties for implementation, monitoring, and review.



CARE Team

- Meets weekly, regular time for One Hour
- Agenda generated from Attendance team by the Care Team Coordinator
- Average of 7-10 students weekly includes follow up students
- Team- 10-12 members
 - Administrators- all VPs and Deans
 - All counselors
 - Care Coordinators
 - Juvenile Counselors
 - Youth Contact staff
 - School Resource Officer
 - Special Ed Re
 - ESL rep



CARE Team Interventions

- Care Coordinator Referral
- Juvenile Officer Referral
- Truancy Officer Referral
- Adjust Academic Schedule
- Academic Skill Support
- Social Responsibility Training
- In-school Discipline
- Student/Parent meetings
- School District Nurse
- Student Study Team referral



CARE TEAM work identifies other system issues

- Identified need for remedial credit recovery resource
- Need for on-site “treatment” resource for high flyers – SRT (Character Development Systems)
- Concerns with ESL programming
- Integrate model with PBIS and with RTI.



Link with PBIS

- Attendance issues are prevalent PBIS at the high school level
- System solutions can target days of the week, specific teachers, etc.



Advice

- Start small to work out the model for your site
- Pay attention to readiness issues – how can you get there.
- Sort out the data access issues in your system
- Let your partners develop/own the model
- Start with one-two sites and let them articulate how to make it work
- Once you have a successful model to start with, develop a training and coaching model for replication throughout your system.

