The Data and Relationships Behind Chronic Absenteeism

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Outcomes

- Connect the why to the data collected through the chronic absenteeism indicator.

- Explore and connect tiered intervention strategy resources to improve regular school attendance.

- Introduce resources, including the new early warning system available through Single Sign On.

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Building Connections Between Data and the Practice

Hedy Chang
Attendance Works

- What resonated with you?

- What surprised you?

Questions to Ponder

- When you think about your students that are chronically absent, what barriers do you see?

- What are we currently doing to improve attendance rates?

- What do we think is already working?

OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

MYTHS:

- Absences are only a problem if they are unexcused
- Don't realize missing just 2 days per month can affect learning
- Sporadic absences aren't a problem
- Attendance only matters in the older grades

BARRIERS:

- Lack of access to health or dental care
- Chronic illness
- Trauma
- No safe path to school
- Poor transportation
- Housing instability
- High mobility
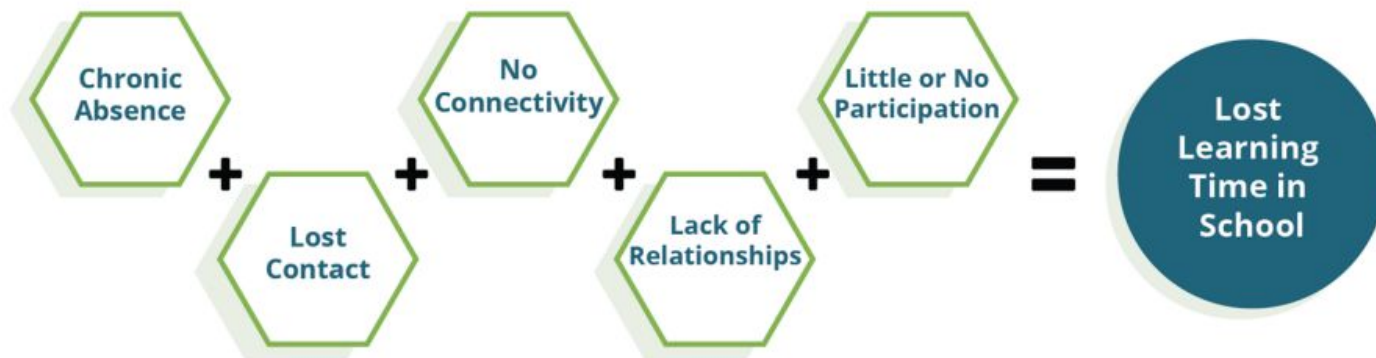- Involvement with child welfare or juvenile justice system

AVERSION:

- Struggling academically or socially
- Bullying
- Ineffective/ exclusionary school discipline
- Parents had negative school experience
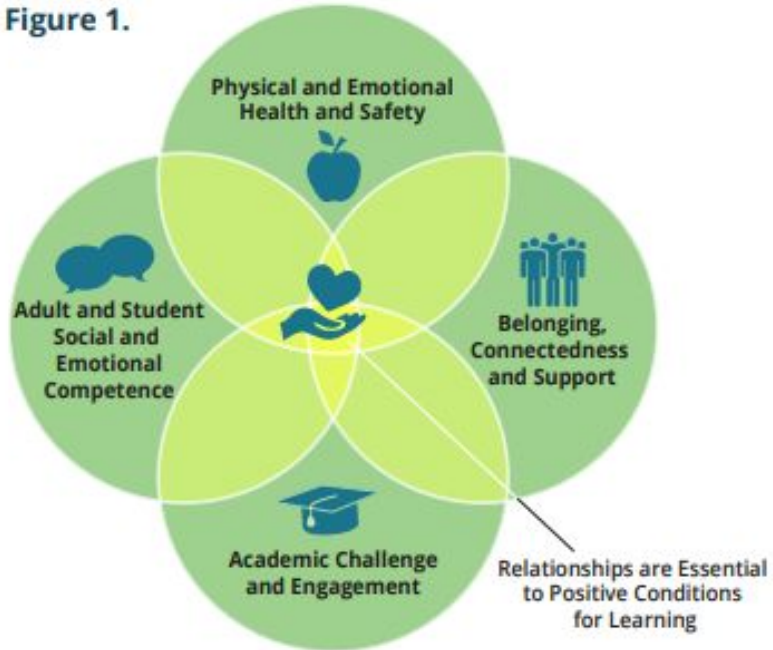- Undiagnosed disability

DISENGAGEMENT:

- Lack of engaging and culturally relevant instruction
- No meaningful relationships with adults in school
- Vulnerable to being with peers out of school vs. in school
- Poor school climate
- Discouraged due to lack of credits

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Identifying Students at Risk Due to Absenteeism

Chronic Absence + Lost Contact + No Connectivity + Lack of Relationships + Little or No Participation = Lost Learning Time in School

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© Advancing Student Success By Reducing Chronic Absence

www.attendanceworks.org

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Strategies for Connecting with Families from Attendance Works

Regular Attendance → Conditions for Learning

Figure 1.

Physical and Emotional Health and Safety

Adult and Student Social and Emotional Competence

Belonging, Connectedness and Support

Academic Challenge and Engagement

Relationships are Essential to Positive Conditions for Learning
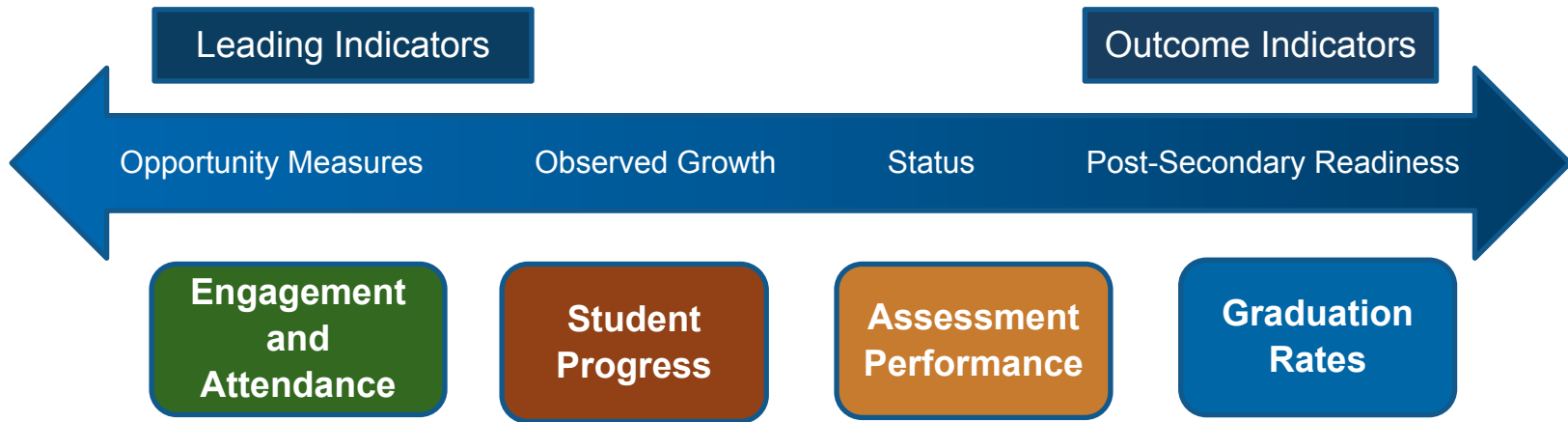
- Positive conditions for learning are particularly important for underserved groups.

- Four conditions help create a conducive learning environment and positively affect attendance, motivation, engagement, achievement and student well-being.

- Four conditions also affect each other - when one condition is in place, the others are more likely to take root.

Source:
https://www.attendanceworks.org/wp-content/uploads/2019/06/Attendance_Works_Using_Chronic_Absence__091619.pdf

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Absenteeism is a leading indicator and cause of educational inequity.

Leading Indicators

Outcome Indicators

Opportunity Measures   Observed Growth   Status   Post-Secondary Readiness

Engagement and Attendance

Student Progress
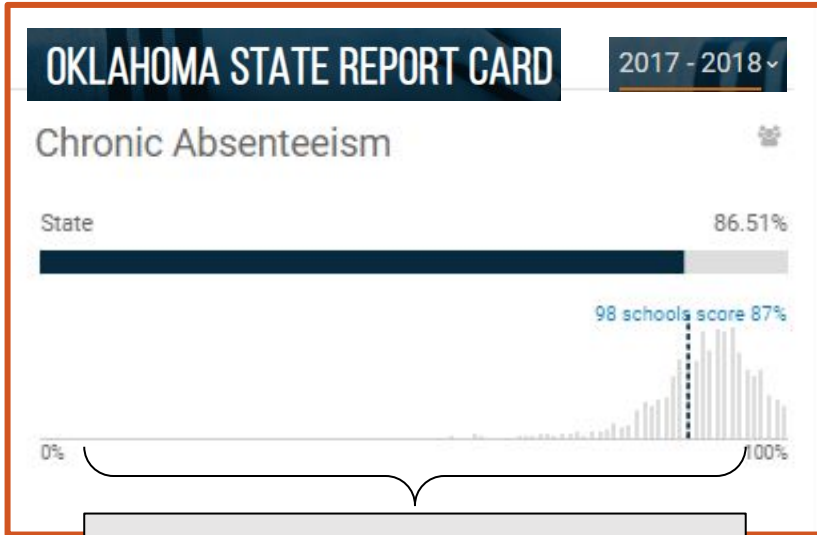
Assessment Performance

Graduation Rates

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Attendance Data on the **Public Dashboard**

Levels of Data: State, District and Schools
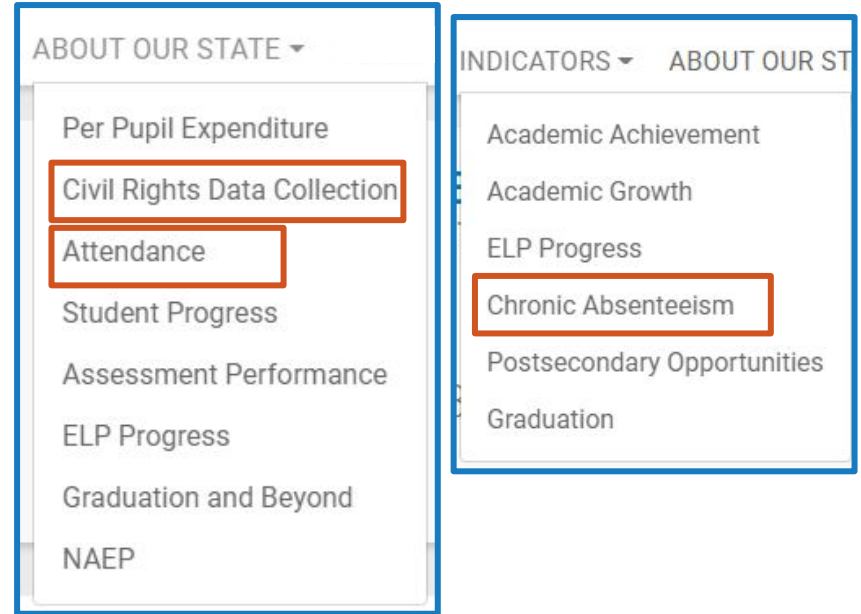
Attendance Measures on the **Public Dashboard**

OKLAHOMA STATE REPORT CARD 2017 - 2018

Chronic Absenteeism

State   86.51%

98 schools score 87%

0%   100%

Distribution of rates across the state

OKLAHOMA STATE REPORT CARD 2018 - 2019

Chronic Absenteeism

State   85.97%

87 schools score 86%

0%   100%

Distribution of rates across the state

OKLAHOMA Education
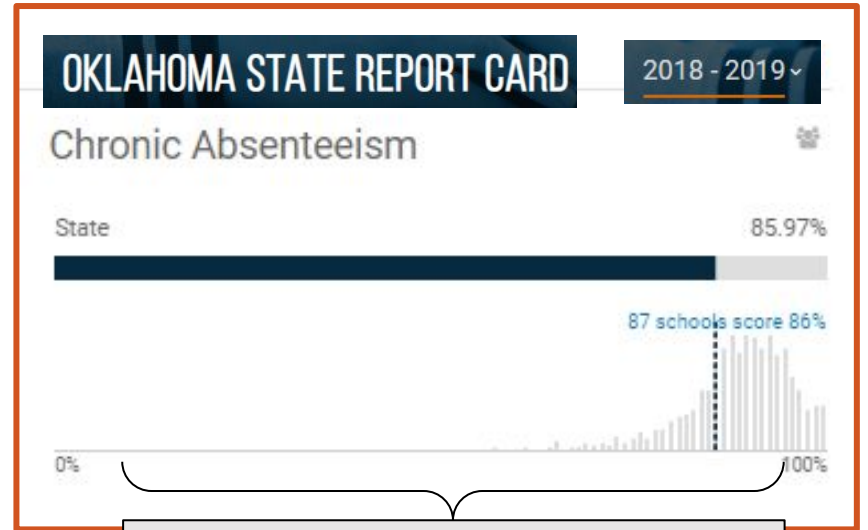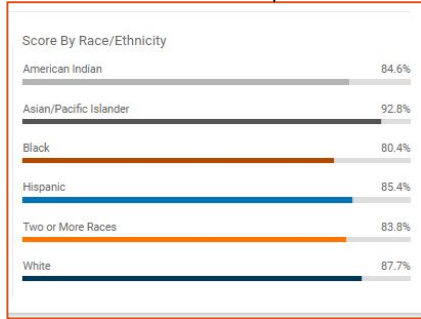
Student Group	% in Good Attendance SY 2018 (State)	% in Good Attendance SY 2019 (state)
Econ Disadvantaged	79.8%	79.1%
English Learner	85.6%	84.4%
Students with a Disability	79.3%	77.8%
Female	83.3%	83.4%
Male	84.1%	83.8%
Homeless	67.6%	64.5%
Military	89.4%	88.8%
Migrant	84.6%	86.8%
Foster	88.7%	86.1%
American Indian	81.98%	85.7%
Asian/Pacific Islander	91.3%	90.9%
Black	79.1%	76.9%
Hispanic	83.2%	82.6%
Two or More Races	81.7%	81.3%
White	85.3%	85.7%

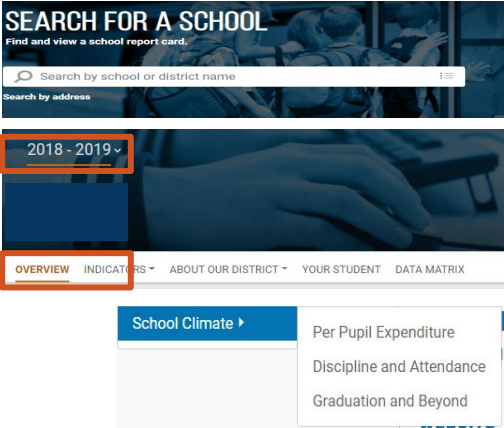# Rates of Good Attendance by Grade (State)
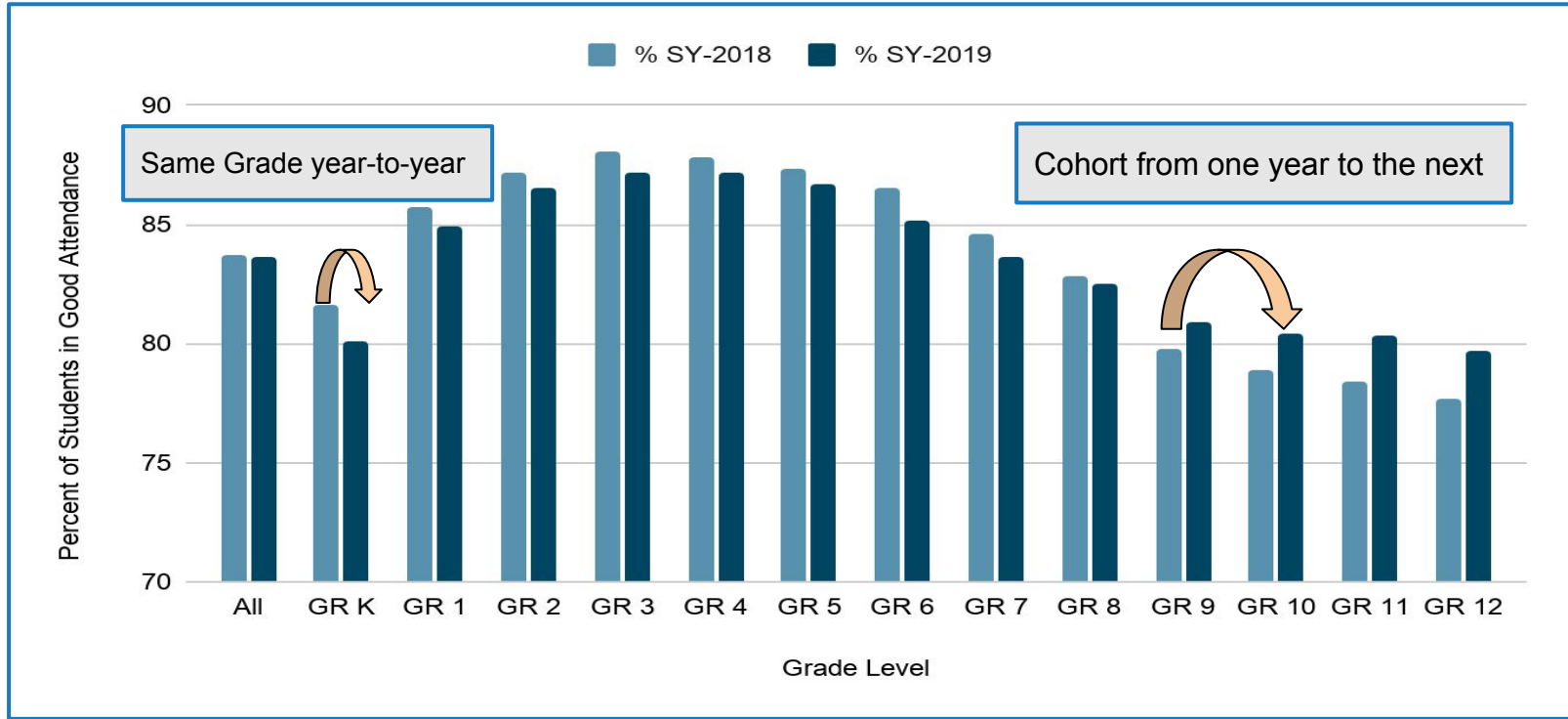
Navigating to Your Data: **Public Dashboard**

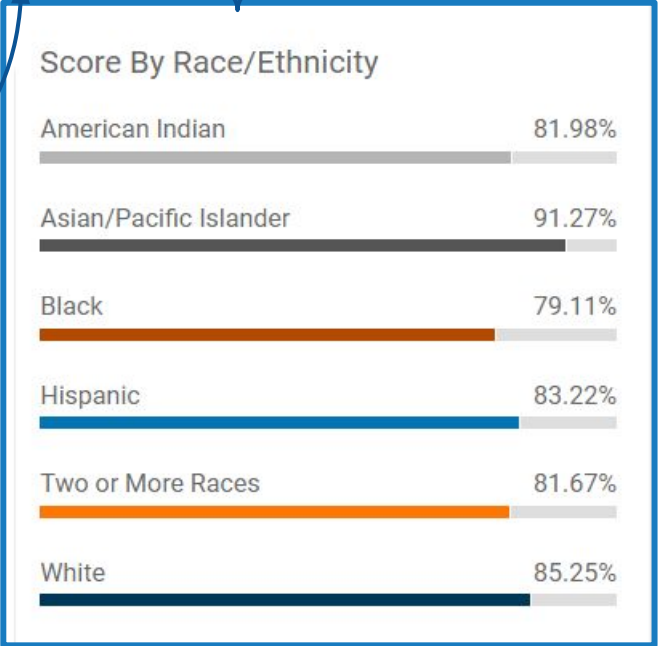Use the Search Bar to find your district/site

Click ABOUT OUR DISTRICT ▾

and then use the drop-down menu to select Discipline and Attendance

Click the 👥 on the Overview page to open a window that displays outcomes across all student groups.

Change years to display data for the 2017-2018 SY

2018 - 2019 ▾

2017 - 2018 ▾

Window displays outcomes for by student group and grade level

SEARCH FOR A SCHOOL
Find and view a school report card.

🔍 Search by school or district name

Search by address

2018 - 2019 ▾

OVERVIEW INDICATORS ▾ ABOUT OUR DISTRICT ▾ YOUR STUDENT DATA MATRIX

School Climate ▸   Per Pupil Expenditure
                        Discipline and Attendance
                        Graduation and Beyond

Attendance
State   83.7%

Score By Race/Ethnicity

American Indian	81.98%
Asian/Pacific Islander	91.27%
Black	79.11%
Hispanic	83.22%
Two or More Races	81.67%
White	85.25%

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What can we do?

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Multi-Tiered Systems of Support (MTSS)

Attendance Works' MTSS Approach

TIER 1 — Prevention (Universal)
- Engaging school climate
- Positive relationships with students and families
- Impact of absences on achievement widely understood
- Chronic absence data monitored
- Good and improved attendance recognized
- Common barriers identified and addressed

Students missing less than 5% (satisfactory)

Students missing 5-9% (at risk)

+

TIER 2 — Early Intervention
- Personalized early outreach
- Action plan addresses barriers and increases engagement
- Caring mentors

Students missing 10-19% (moderate chronic absence)

+

TIER 3 — Specialized supports (Individualized)
- Coordinated school and interagency response
- Legal intervention (last resort)

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

Low Cost

High Cost

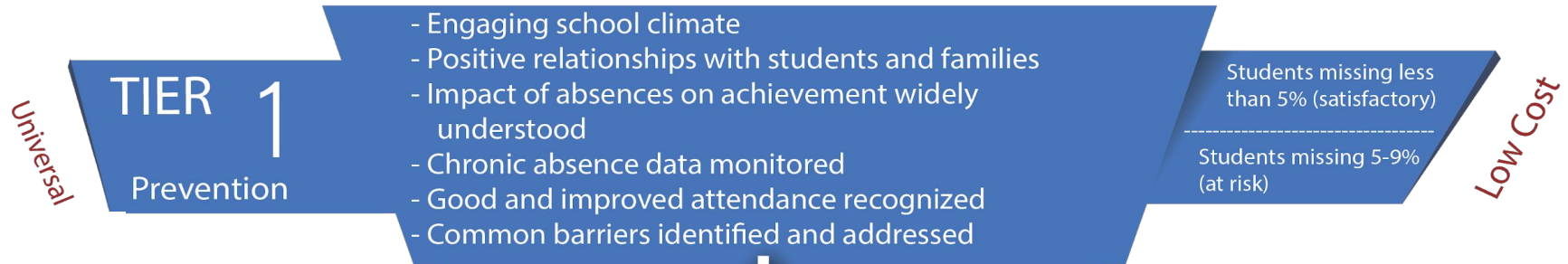OKLAHOMA Education

Let's Talk: Tier 1

Tier I Strategies rely on schoolwide steps to encourage attendance among ALL students through:
- Effective messaging and engagement;
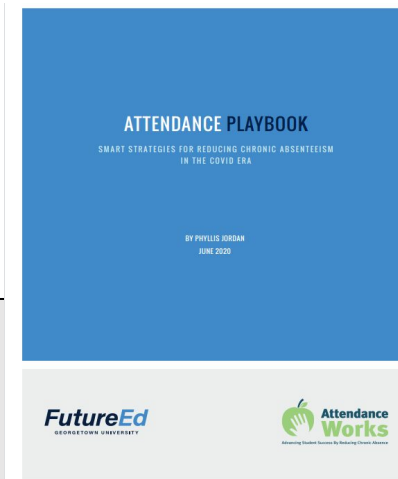- Removing barriers to good attendance; and
- Improving school climate.

Universal

TIER 1
Prevention

- Engaging school climate
- Positive relationships with students and families
- Impact of absences on achievement widely understood
- Chronic absence data monitored
- Good and improved attendance recognized
- Common barriers identified and addressed

Students missing less than 5% (satisfactory)

Students missing 5-9% (at risk)

Low Cost

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Tier 1: Sample Strategies and Evidence

Nudging Parents and Students
Home Visits
Positive Messaging
Relevant - and Culturally Relevant
-Curriculum
Healthy School Buildings
School-based Health Services
Telehealth

Transportation
A Safer Walk to School
Breakfast for All
Laundry at School
Threshold Greetings
Rethinking Recess
Restorative Discipline Practices

ATTENDANCE PLAYBOOK

SMART STRATEGIES FOR REDUCING CHRONIC ABSENTEEISM
IN THE COVID ERA

BY PHYLLIS JORDAN
JUNE 2020

FutureEd
GEORGETOWN UNIVERSITY

Attendance Works
Advancing Student Success By Reducing Chronic Absence
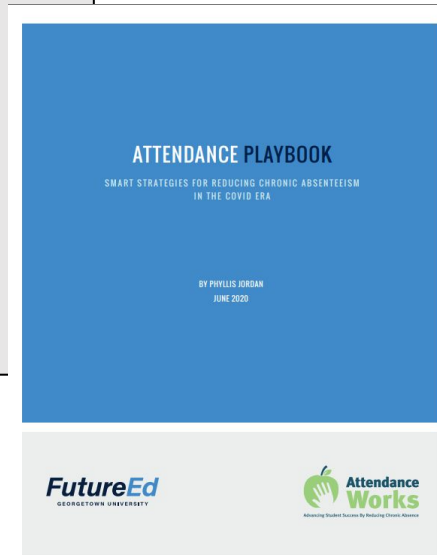
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Let's Talk: Tier 2 (students missing 10-19%)

Tier 2 Interventions target students at greater risk of chronic absenteeism, those close to or already missing 10% of the school year.

TIER 2
Early Intervention

- Personalized early outreach
- Action plan addresses barriers and increases engagement
- Caring mentors

Students missing 10-19% (moderate chronic absence)

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Tier 2: Sample Interventions and Evidence

Early Warning Systems
Mentors
Youth Engagement
Addressing Asthma
Targeted Transportation
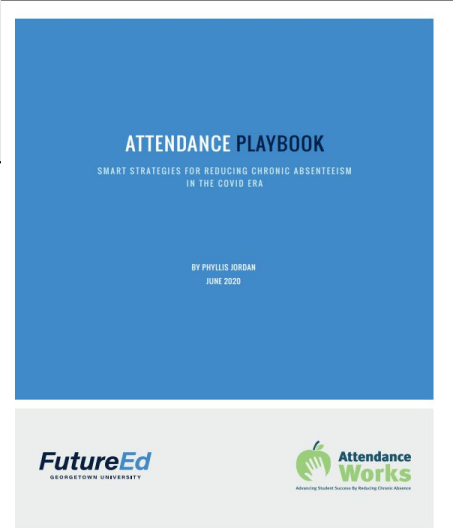Students with Disabilities
School Refusal
Immigration Enforcement

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Let's Talk: Tier 3 (students missing 20% or more)

Tier 3 Approaches work with the most struggling students, often involving not just schools, but also other agencies dealing with health, housing, and social services, and typically requires case management customized to the individual student and family challenges.
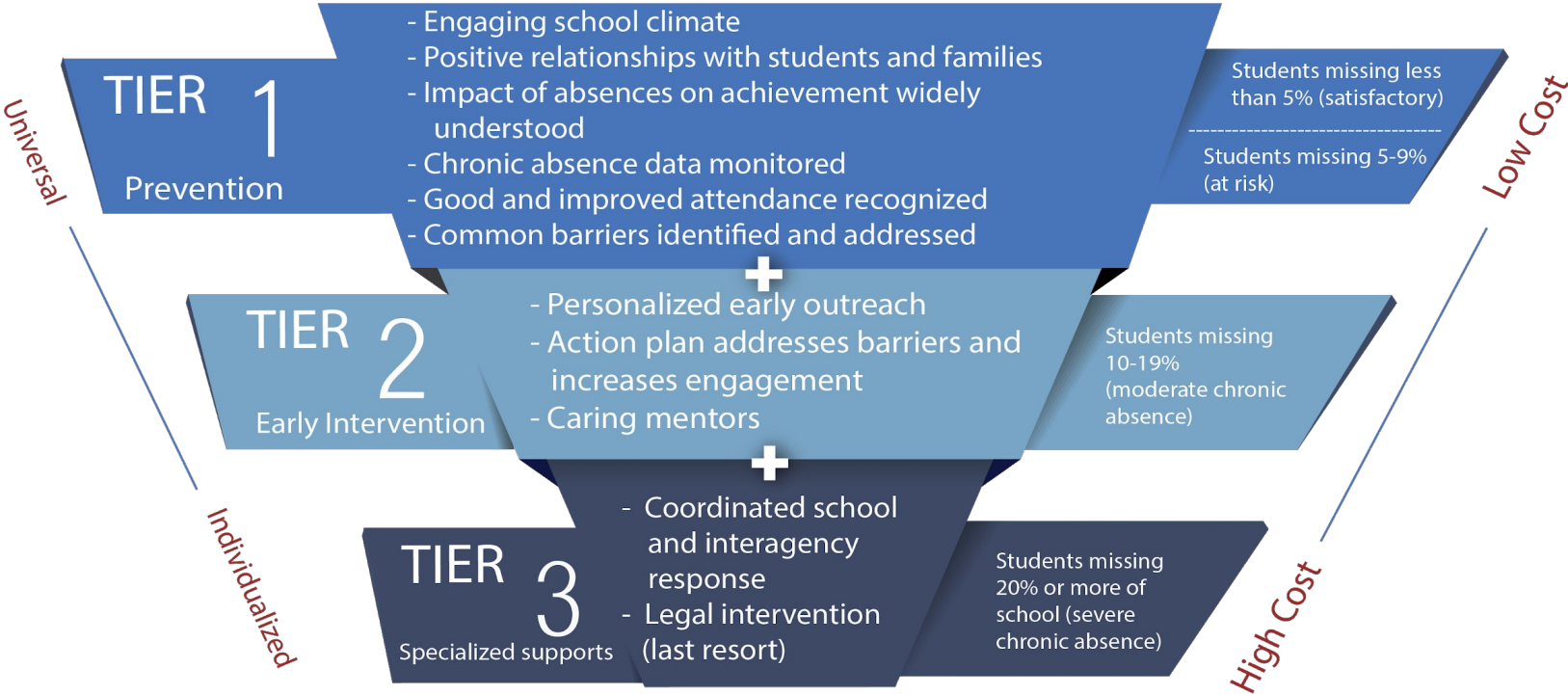
Individualized

TIER 3
Specialized supports

- Coordinated school and interagency response
- Legal intervention (last resort)

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

High Cost

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Tier 3: Sample Approaches and Evidence

Interagency Case Management
Housing Challenges
Truancy Court Redesign

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Attendance Works' MTSS Approach

TIER 1 — Prevention
- Engaging school climate
- Positive relationships with students and families
- Impact of absences on achievement widely understood
- Chronic absence data monitored
- Good and improved attendance recognized
- Common barriers identified and addressed

TIER 2 — Early Intervention
- Personalized early outreach
- Action plan addresses barriers and increases engagement
- Caring mentors

TIER 3 — Specialized supports
- Coordinated school and interagency response
- Legal intervention (last resort)

Universal

Individualized

Students missing less than 5% (satisfactory)

Students missing 5-9% (at risk)

Students missing 10-19% (moderate chronic absence)

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

Low Cost

High Cost

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Resources

Early Warning Attendance System

Early Warning System - School Level

Data Considerations, Actions and Next Steps

School Data in Action

Early Warning System

SCHOOL DATA   STUDENT DATA

Click on a **Student's STN** to display the student's **attendance history** while enrolled at your site to **monitor lost instructional time**, evaluate supports and remove barriers.

School Year	Grade Level	Full Code ⇄	NFAY	Days Enrolled	Days Absent	Absent Date	Local Attendance Code	Attendance Status	Attendance Note
2020	04	72I013105	2	24	1.0	2020-02-11	ABV	Excused	Asthma problems per mom
2020	04	72I013105	2	24	1.0	2020-02-12	ABV	Excused	Ill per mom
2020	04	72I001305	2	42	0.5	2020-03-12	HDA	Excused	
2019	03	72I013105	2	117	0.5	2018-08-22	ABD	Excused	dr apt / left 1:20
2019	03	72I013105	2	117	1.0	2018-10-12	ABV	Excused	sick
2019	03	72I013105	2	117	1.0	2018-10-29	ABV	Excused	ill per mom
2019	03	72I013105	2	117	1.0	2018-10-31	ABV	Excused	car troubles per dad
2019	03	72I013105	2	117	1.0	2018-11-20	ABU	Unexcused	
2019	03	72I013105	2	117	0.5	2019-01-31	ABD	Excused	dr apt
2019	03	72I013105	2	117	1.0	2019-02-11	ABV	Excused	sick
2019	03	72I013105	2	117	1.0	2019-02-12	ABV	Excused	dr appt per mom
2019	03	72I013105	2	117	1.0	2019-02-13	ABV	Excused	sick
2019	03	72I013105	2	117	1.0	2019-02-14	ABV	Excused	put in hospital due to flu
2019	03	72I013105	2	117	1.0	2019-02-15	ABV	Excused	flu
2019	03	72I013105	2	117	1.0	2019-02-18	ABV	Excused	still sick per Tori
2019	03	72I013105	2	117	1.0	2019-02-19	ABV	Excused	sick
2019	03	72I013105	2	117	1.0	2019-02-20	ABV	Excused	sick
2019	03	72I013105	2	117	1.0	2019-02-21	ABV	Excused	sick
2019	03	73I017105	2	55	0.5	2019-03-29	HDA	Excused	
2019	03	73I017105	2	55	0.5	2019-04-04	HDA	Excused	
2019	03	73I017105	2	55	1.0	2019-04-24	FDA	Excused	
2019	03	73I017105	2	55	0.5	2019-05-20	HDA	Excused	
2018	02	72I001447	2	120	1.0	2017-09-05	FDA	Excused	
2018	02	72I001447	2	120	1.0	2017-09-13	FDA	Excused	
2018	02	72I001447	2	120	1.0	2017-09-14	FDA	Excused	

DATA → KNOWLEDGE → ACTION

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Early Warning System - Student Level

SCHOOL DATA | STUDENT DATA

ATTENDANCE

DATA → KNOWLEDGE → ACTION

| 1 | 2 | Next |

Grade Level	Process Include	NFAY	Calendar	Absence Rate	Days Enrolled	Days Absent
⌄	⌄					
09	Y	0	View	38.59%	92	35.5
11	Y	3	View	27.78%	9	2.5
09	Y	3	View	26.40%	89	23.5
09	Y	3	View	21.95%	41	9.0
11	Y	0	View	20.11%	92	18.5
10	Y	0	View	20.11%	92	18.5
11	Y	0	View	19.02%	92	17.5
11	Y	0	View	17.93%	92	16.5
11	Y	0	View	17.39%	92	16.0
10	Y	2	View	17.02%	47	8.0
11	Y	0	View	16.85%	92	15.5
10	Y	0	View	15.79%	76	12.0
09	Y	0	View	15.76%	92	14.5
09	Y	0	View	15.76%	92	14.5
12	Y	3	View	15.28%	72	11.0
11	Y	3	View	14.29%	91	13.0

- Student attendance data can be displayed for **past years** or in **real-time** for SY2021;

- Data can be filtered by **grade level**; and

- **Absence Rate** to show students that missed 10% or more as identified by a red box

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Continuous Improvement Cycle

Positive Engagement:
Uses caring relationships, effective messaging and a positive school climate to motivate daily attendance.

Actionable Data:
Is accurate, accessible, and regularly reported in an understandable format.

Shared Accountability:
Ensures chronic absence is monitoring & reinforced by policy.

Capacity Building
Expands ability to work together to interpret data, engage in problem solving, and adopt best practices to improve attendance.

Strategic partnerships
between district and community partners address specific attendance barriers and mobilize support for all ingredients.

Community

District

Positive Engagement

Actionable Data

Schools

Students & Families

Shared Accountability

Capacity Building

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Additional Self Assessment Tools

✓ Actionable Data

✓ Positive Engagement

✓ Capacity Building

✓ Shared Accountability

✓ Strategic Partnerships

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Actionable Data

ACTIONABLE DATA	Strength	OK for Now	Could Be Better	Urgent Gap	Don't Know	How Do You Know?
1. At least every two weeks (ideally in real time), attendance data reports (with satisfactory, at risk, moderate and severe chronic absence) are produced and reviewed by a cross-functional district team that also ensures schools accurately enter daily attendance into the district student information system.						
2. At least every two weeks (ideally in real time), the district office distributes attendance data to individual schools and their attendance teams categorized by satisfactory (absent < 5%), at-risk (absent 5-9.99%), moderate (absent 10-19.99%), and severe chronic absence (absent 20% or more).						
3. The district office ensures that students and parents/caregivers have access to attendance data that is easy to understand and alerts them when a student is academically at risk due to poor attendance.						
4. The district office reports aggregate and disaggregated attendance and chronic absence data by school, grade level, and ESSA sub-groups to the School Board at least once a year.						
5. The District creates chronic absence reports that are broken down by grades, schools, teacher; and by student sub-groups IEP, 504 plans, Free and Reduced Price Lunch, Ethnicity, ELL, Homelessness, foster care, and neighborhood.						

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Positive Engagement

POSITIVE ENGAGEMENT	Strength	OK for Now	Could Be Better	Urgent Gap	Don't Know	How Do You Know?
1. District leaders consistently and clearly promote awareness among district staff, parents, key stakeholders and the general public about chronic absence, why it matters, and how it can be addressed through a comprehensive approach via flyers, handbooks, back-to-school letters, and other communications.						
2. The district office ensures that schools offer trainings and workshops throughout the year in families' home languages to help them understand the importance of attendance and to assist them with identifying attendance barriers they face.						
3. The district office has explicit attendance protocols for outreach to families when students begin to miss too much school. Implementation of protocols is routinely tracked and monitored.						
4. The district office publicly recognizes schools and community partners that demonstrate best practice strategies and achieve measurable reductions in chronic absences, including those that demonstrate how to improve attendance of different vulnerable student populations.						
5. The district office ensures that school staff receive professional development and resources to ensure sensitivity to cultural differences and challenges that vulnerable students and their families may experience when seeking to reduce absenteeism.						

Capacity Building

CAPACITY BUILDING	Strength	OK for Now	Could Be Better	Urgent Gap	Don't Know	How Do You Know?
1. The district office has a widely disseminated, comprehensive attendance policy and practice manual that clearly lays out why attendance matters, describes what schools can do to build a positive culture of attendance and outlines strategies for reducing chronic absence that align with the needs of their different student populations.						
2. A cross-functional district level team is in place to implement a systemic, tiered approach to improving attendance that aligns with existing initiatives.						
3. The district office builds site level capacity to take a multi-tiered and systemic approach to reducing chronic absenteeism including equipping schools to have functioning attendance teams by providing guidance, resources, and materials to support implementation tailored to the realities of each school and their students and families.						
4. The district office ensures that district-level attendance staff understand the national, state and local laws, policies and regulations related to attendance.						
5. The district office provides professional development to ensure school staff are equipped to tailor attendance improvement strategies with special attention to students with disabilities, and other vulnerable populations.						

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Shared Accountability

SHARED ACCOUNTABILITY	Strength	OK for Now	Could Be Better	Urgent Gap	Don't Know	How Do You Know?
1. The Superintendent and School Board set and publicize district-wide goals for attendance including chronic absence and report on progress.						
2. The district office ensures that school leaders are held accountable for having a data-driven plan to address chronic absence, for setting measurable targets for improvement, for identifying and removing structural attendance barriers, and for outlining a process for monitoring and recognizing progress.						
3. The district office has contracts or MOUs with community organizations that outline how they will share data and provide support to schools and the district in improving school attendance and how they will assess the effectiveness of their efforts.						
4. The district office prioritizes distribution of resources to help schools and student sub-groups with high rates of chronic absence (e.g. physical and behavioral health services, transportation, early childhood education, and after-school programs and activities, and economic supports to families.)						
5. The district office ensures school leaders use their data to identify which students are most likely to miss school and place attendance improvement strategies tailored to address the needs of vulnerable populations.						

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Strategic Partnerships

STRATEGIC PARTNERSHIPS	Strength	OK for Now	Could Be Better	Urgent Gap	Don't Know	How Do You Know?
1. The Superintendent and School Board ensure that cross-sector partnerships are established by creating opportunities for community partners to review data on chronic absence, learn about the district attendance efforts, and identify opportunities to address attendance barriers.						
2. The district office creates materials, resources and opportunities to help public agencies, non-profit organizations and civic groups work together with schools and districts to promote **Tier 1** positive messaging and engagement about the importance of daily attendance for academic supports and the availability of supports to help families.						
3. The district office facilitates community and agency partners working with districts to implement **Tier 2** early intervention that use personalized outreach to motivate attendance, identify barriers to attendance, and connects students and families to needed supports and resources.						
4. The district office facilitates community and agency partners working with districts to implement **Tier 3** intensive intervention that prioritizes and coordinates provision of case management and service delivery to students who are severely chronically absent. Resources are tailored to address the strengths and needs of vulnerable student populations.						
5. The district office identifies and recruits partners to help improve attendance. These partners have the skills and capacity to address the needs of students with disabilities and other vulnerable populations.						

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Statewide Resources
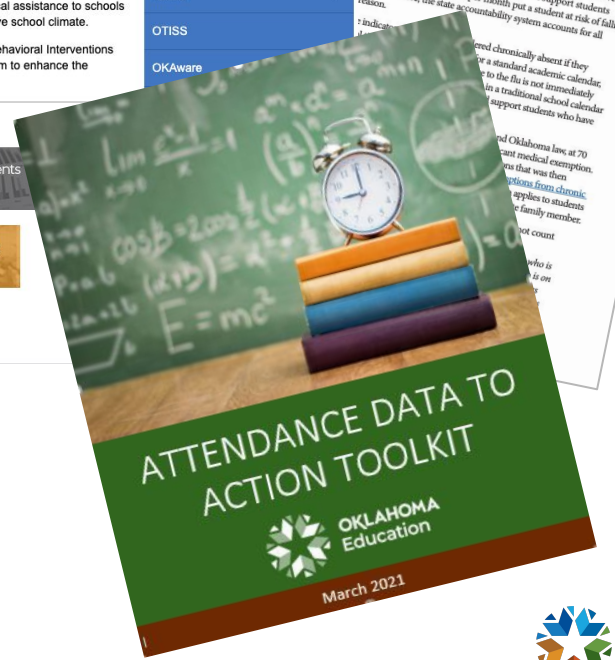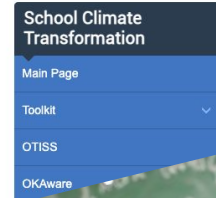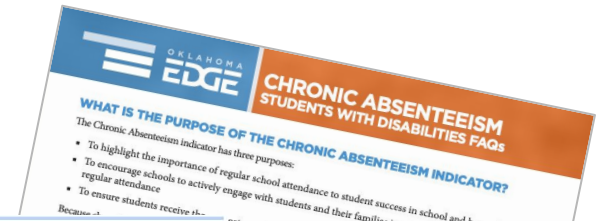
- [Student with Disabilities and Chronic Absenteeism Guidance](#)

- [School Climate Transformation](#)

- [Attendance Toolkit](#)

Next Steps

I am only one, but still I am one. I cannot do everything, but still I can do something; And because I cannot do everything I will not refuse to do the something that I can do.

~Helen Keller

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Education

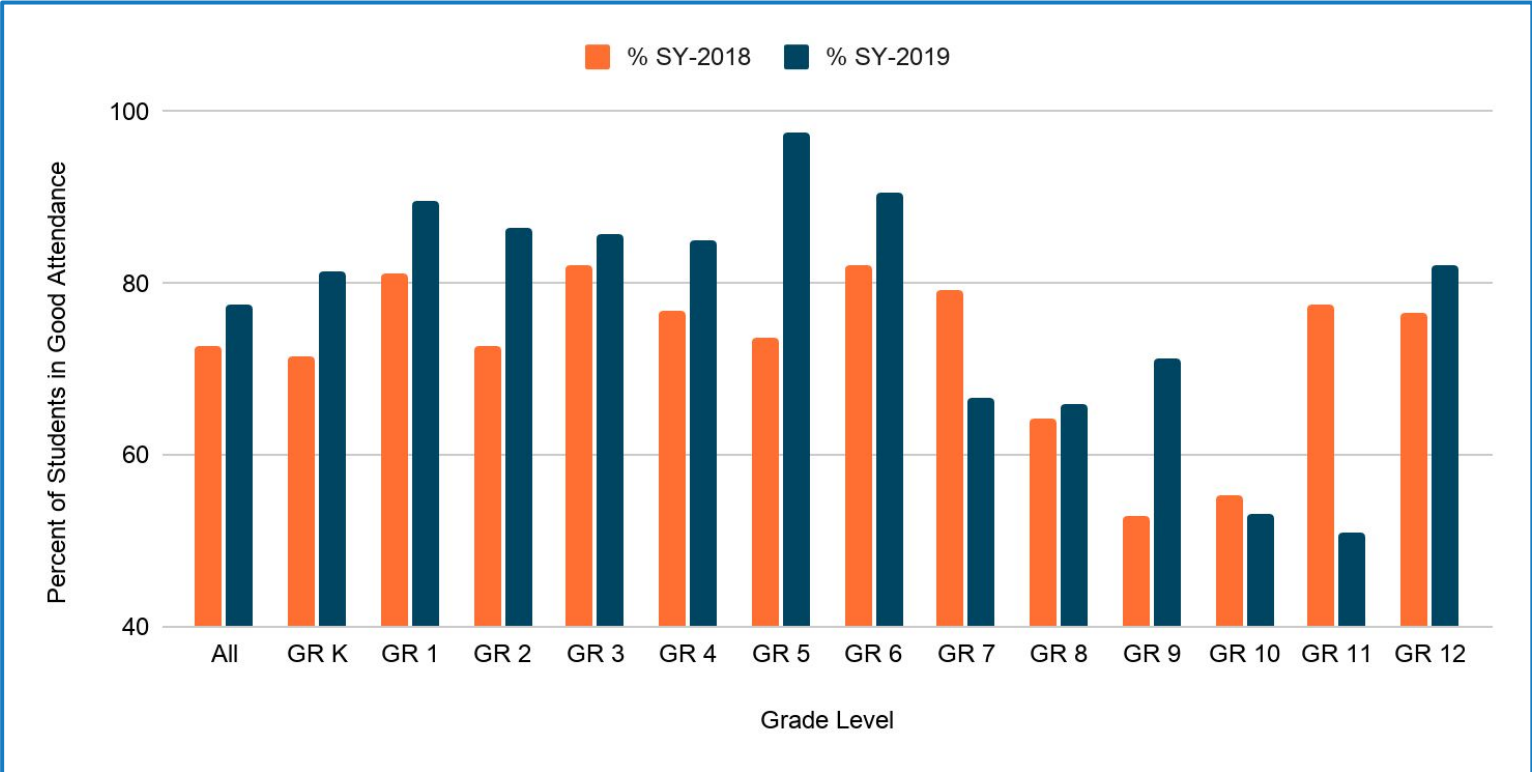# Contacts

Dr. Shelly Ellis
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Shelly.Ellis@sde.ok.gov

Lesa Rohrer
Director of Data Literacy
Lesa.Rohrer@sde.ok.gov

Questions?

Rates of Good Attendance by Grade (Wewoka)

Student Group	% in Good Attendance SY 2018 (Wewoka)	% in Good Attendance SY 2019 (Wewoka)
Economically Disadvantaged	75.5%	74.5%
English Learner	NA	NA
Students with a Disability	70%	73%
Female	73.3%	79%
Male	71.8%	76.1%
Homeless	NA	81%
Military	NA	NA
Migrant	NA	NA
Foster	100%	88.2%
American Indian	68.5%	71.43%
Asian/Pacific Islander	NA	NA
Black	80.5%	75%
Hispanic	68.6%	78.6%
Two or More Races	75.7%	80.6%
White	71.2%	80.1%

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