

Kansans **CAN**

CHRONIC ABSENTEEISM

Combatting Chronic Absenteeism in the Classroom:
What can teachers do?

Kansas leads the world in the success of each student.

www.ksde.org



ABC'S OF DROPPING OUT

Attendance – Unexcused & Excused = Chronic Absenteeism BJ1

Behavior – OSS, ISS, Detentions, ODR, Citizenship Grades

Coursework – Behind in 3rd Grade Reading, Math and ELA
Failures in Middle School, Any Core Course
Failure in 9th Grade (20% more likely to drop out)

Slide 2

BJ1 ELA should be writing or deleted in my opinion

Branden D. Johnson, 5/30/2018

BJ2 Is MS = Middle School?

Branden D. Johnson, 5/30/2018

BJ3 Any course failure in 9th grade is not aligned with the data that I am familiar with but it might be new data that don't know. The data I am aware of supports that any student that fails a 9th grade core course is 20% more likely to drop out than their peers.

Branden D. Johnson, 5/30/2018

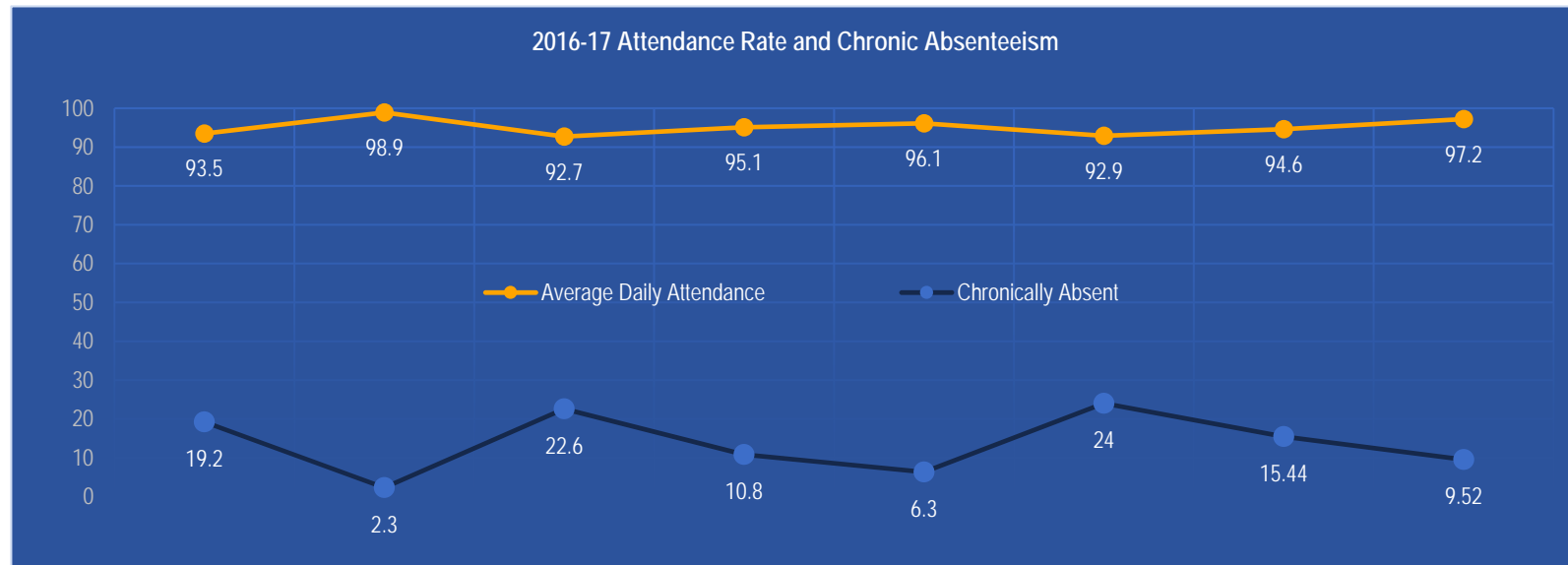
WHY ATTENDANCE MATTERS?

- Lack of Attendance = #1 reason students drop out of school
- Correlation between attendance and reading below grade level in Grade 3, failing grades by middle school and eventually dropping out
- Intuitive & Research Based
 - Relationships
 - Instruction
 - Interventions and Supports

LOOKING AT ATTENDANCE: ADA VS. CA

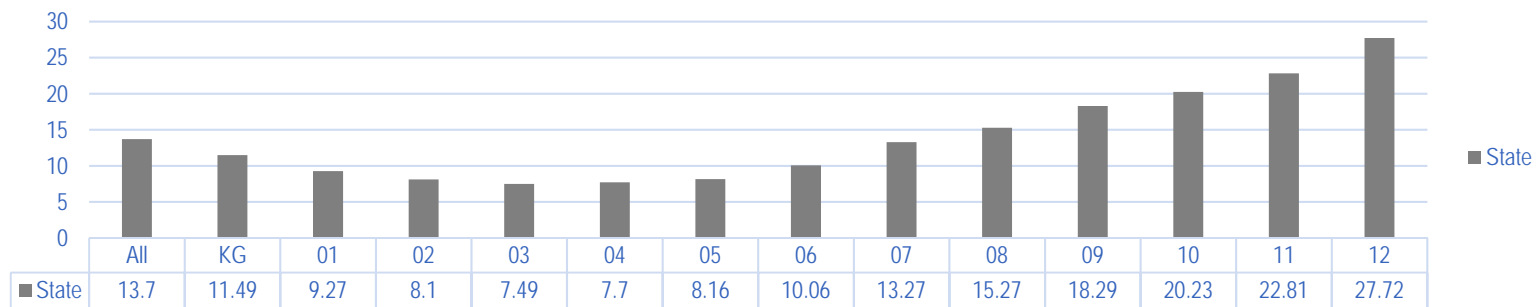
- Average Daily Attendance (ADA) – how many students are attending school
- Chronic Absenteeism (students missing 10% or more of school excused or unexcused) – which students are missing school
 - 10% of possible days... not 10% of 180
 - AMOSS – Authenticated Applications

ADA VS. CHRONIC ABSENTEEISM



CHRONIC ABSENTEEISM

Sum of Chronically Absent Rate by Grade Level and Organization



CUMULATIVE EFFECT OF C.A.

- Missing 1 or 2 days a month beginning in Kindergarten means that a student misses the equivalent of 1 full year of instruction by 12th grade!

BJ4

ABSENCES ADD UP!

Use the slider tool to chart the impact absences can have on your child. Just one day every so often can add up to months of missed learning time. Missing school can lower math and reading scores and leave your child less likely to graduate.

MIDDLE SCHOOL

HIGH SCHOOL

DAYS MISSED

1



86%

LIKELIHOOD OF
GRADUATING

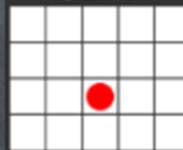
55

MATH
PERCENTILE

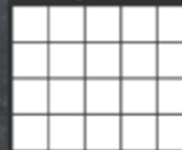
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READING
PERCENTILE

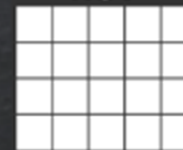
SEPT



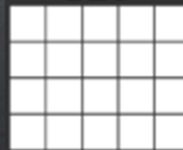
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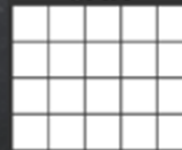
NOV



DEC



JAN



FEB



MAR



APR



MAY



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Slide 8

BJ4

I would make this visual bigger

Branden D. Johnson, 5/30/2018

BJ5

ABSENCES ADD UP!

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MIDDLE SCHOOL

HIGH SCHOOL

DAYS MISSED

9



79%

LIKELIHOOD OF GRADUATING



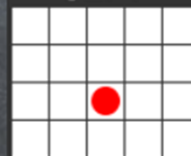
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**MATH
PERCENTILE**

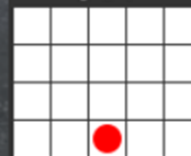
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READING
PERCENTILE

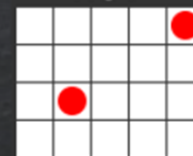
SEPT



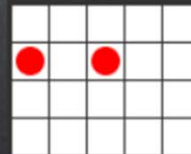
OCT



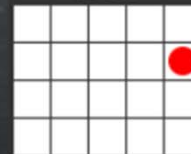
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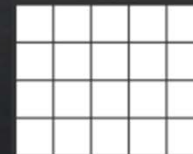
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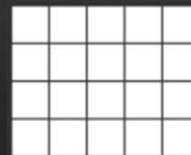
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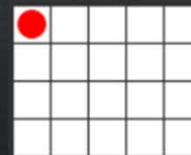
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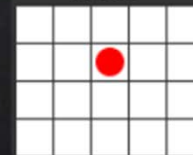
MAR



APR



MAY



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Slide 9

BJ5

Same as before bigger makes it easier to read

Branden D. Johnson, 5/30/2018

ABSENCES ADD UP!

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MIDDLE SCHOOL

HIGH SCHOOL

DAYS MISSED

18

68%

LIKELIHOOD OF
GRADUATING



41

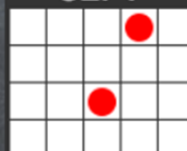
MATH
PERCENTILE

40

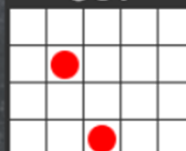
READING
PERCENTILE

POWERED BY GET SCHOOLED

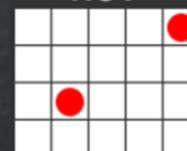
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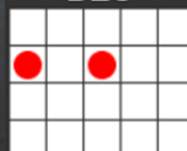
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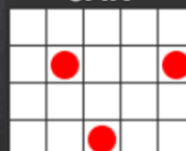
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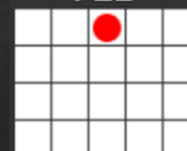
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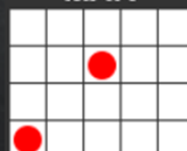
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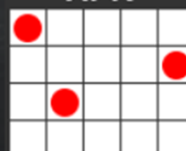
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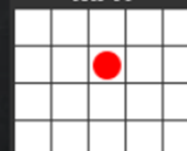
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APR



MAY



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MIDDLE SCHOOL

HIGH SCHOOL

DAYS MISSED

27

54%

LIKELIHOOD OF
GRADUATING



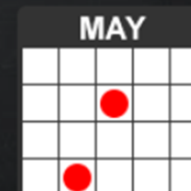
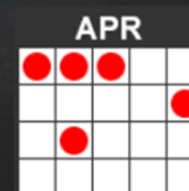
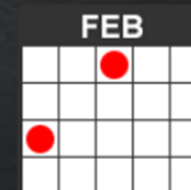
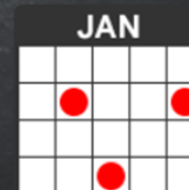
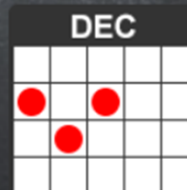
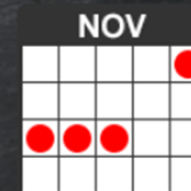
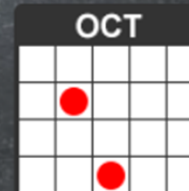
35

MATH
PERCENTILE

34

READING
PERCENTILE

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WHO IS IMPACTED BY ABSENCES?

- The student = missed instruction, relationships, social interactions
- Other students = reteaching slows down the entire group
- Student groups = group work & collaboration have increased in the classroom... group falls behind
- Teachers = lost time explaining what was missed & reteaching
- School = decreased instructional time = decreased achievement = increased number of remedial classes taught



Slide 12

BJ6

The students = also misses positive relationships, social interactions, and confidence in their ability to catch up (which might be AKA missed instruction)

Branden D. Johnson, 5/30/2018

HOW DO WE IMPACT ATTENDANCE?

- Things we can directly control
- Things we can't control, but can influence

POLICIES AND PROCEDURES

- What is your district policy for what is an absence? (1 hour, 2 hours, >50%, etc.)
 - State law = “substantial part of the school day”
 - Federal Guidance: “substantial” = more than 50%
- What are your procedures for taking attendance? (Who, when, how, changing attendance)
 - Should be the same throughout the district
 - Track attendance to the minute

TRANSITIONS

- Transitions (Elementary to Middle School; MS to HS)
- Spikes in Chronic Absenteeism in transition years
- Old relationships, connections and supports disappear

THINGS WE CAN'T CONTROL, BUT CAN INFLUENCE

- Parent Stressors
- Transportation
- Neighborhood Safety
- Chronic Illness
- Sibling Effect

~~BLAME~~

- Parental Misunderstandings
 - Early Grades aren't as important
 - Students will catch up
 - Only consecutive absences matter
 - Absences are o.k. as long as the parents sign-off
 - Attendance is about legal compliance



Slide 16

BJ7

Maybe add: Positive Relationship with Student and Guardian to help encourage attendance

Branden D. Johnson, 5/30/2018

TRACKING C.A. STUDENTS

- Previous year's C.A. data available on AMOSS
- Current SIS can provide attendance data
 - Talk to your SIS guru... it is likely that they can create a report that can be run with the touch of a button
 - Also possible to have this information added to the dashboard of your SIS

ATTENDANCE WORKS - SPREADSHEET

1. Student Data on Chronic Absence									
Quickstart: Enter information in the light blue cells. All the other areas get automatically generated. More detailed instructions are in the "Guide" tab.									
A. Classroom Information									
In Cell B4: Enter your name or classroom number	Thor Odinson	In Cell D4: Enter time period (e.g., Fall Semester 2017)	Fall 2018	In Cell F4: Enter total number of school days within time period. (Enter whole numbers only)	20				
B. Student Information									
Type or paste into columns A through F beginning on row 10. Do not paste over columns G through J.									
(Optional) Enter Student ID	Enter Student's First Name	Enter Student's Last Name	Enter the number of days student has been present (within timeframe)	Enter the total number of days student has been absent (within timeframe)	(Optional) Indicate whether the student was chronically absent last school year using drop-down menu	Do not enter data below. Sort by clicking on the arrow on row 9 and selecting "sort."	Do not enter data below.	Do not enter data below.	Double check cells D and E in the same row if this column does not say "adds up."
Student_ID	First_Name	Last_Name	Days_Present	Days_Absent	Prev_Year_Chronic_Absence	Chronic Absence Rat	Chronic Absence Tr	Color coding	Check
1234	Bruce	Banner	19	1	YES	5%	at risk	yellow	adds up
2345	Bruce	Wayne	18	2	NO	10%	moderate chronic	orange	adds up
3456	Steve	Rogers	16	4	NO	20%	severe chronic	red	adds up
4567	Peter	Parker	20	0	YES	0%	satisfactory	green	adds up
5678	Tony	Stark	17	3	NO	15%	moderate chronic	orange	adds up
6789	Natasha	Romanova	15	5	YES	25%	severe chronic	red	adds up

ATTENDANCE WORKS – INTERVENTION CHART

2. Class Summary

Class Summary for	Fall 2018	Thor Odinson
Do not enter data directly in this sheet. Print this worksheet and use the information in the table below to fill out your pyramid, copying how many students are in each tier into the boxes to the left of the pyramid.		
Chronic Absence Tier	Number of Students	
Tier 3: Severe chronic absence (missing 20% or more of total school days)	2 Students	
Tier 2: Moderate chronic absence (missing 10-19.9% of total school days)	2 Students	
Tier 1b: At risk attendance (missing 5-9.9% of total school days)	1 Student	
Tier 1a: Satisfactory attendance (missing less than 5% of total school days)	1 Student	

Attendance Works

Fill Out Your Pyramid

For each tier, fill in the activities/supports currently in place.

School District/ School Name:

How many students are in each tier?

Tier 3	
Tier 2	
Tier 1	

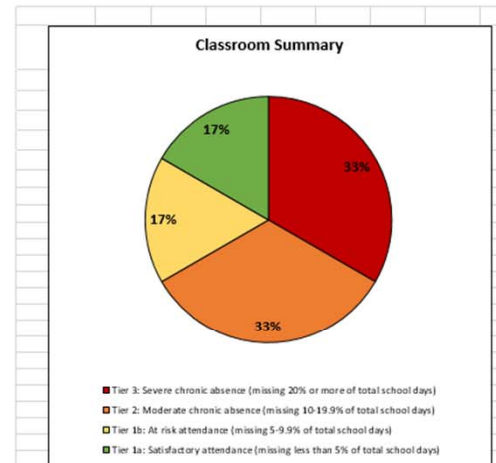
Tier 3: missing more than 20% of school (4+ days per month)

Tier 2: missing more than 10% but less than 20% of school (2-3 days per month)

Tier 1b: missing between 5% but less than 10% of school (1+ days per month)

Tier 1a: missing more than 5% of school (< 1 day per month)

2. Class Summary



Slide 19

BJ8

There is a lot going on here, what needs to stay what needs to go. If all stays, I would say make a 2nd slide

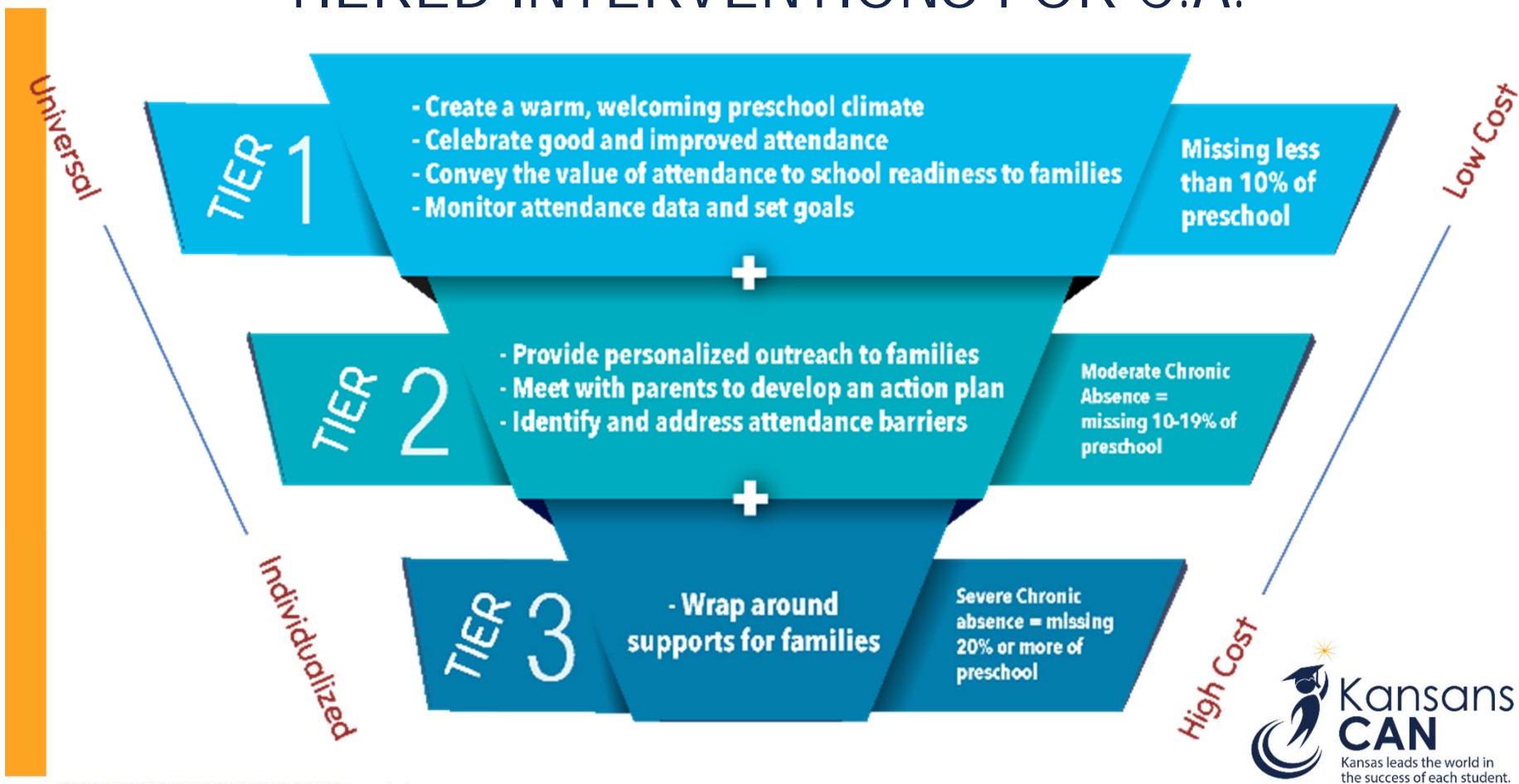
Branden D. Johnson, 5/30/2018

WE KNOW WHO IS ABSENT... NOW WHAT?

- Once a student has shown an off-track indicator you either need to solve a problem or change a behavior
 - To do this there has to be a relationship with a caring adult
- IDENTIFY → WHY → INTERVENTION/SUPPORT

"We have found that if you can get the right support to the kid at the right time, you can get them back on track." – Robert Balfanz

TIERED INTERVENTIONS FOR C.A.



Slide 21

BJ9

Make the image bigger

Branden D. Johnson, 5/30/2018

ACTIVITY (15 MINUTES)

- Place Attendance Interventions in the Tiers where you think they should go
- Are there any gaps?
- What would this look like in your school or district if you did it with the programs, policies, interventions and supports that you have?

PREVENTING CHRONIC ABSENTEEISM

- RELATIONSHIPS!!!
- Messaging
 - Make sure families know the importance of attendance
 - Work with child care & pre-K providers to emphasize the importance of attendance
 - Make sure staff knows of attendance importance/interventions
 - September is Attendance Awareness Month

PREVENTING CHRONIC ABSENTEEISM

- Creating a culture of attendance
 - Make school a place students want to be
 - Welcome students and families at the door
 - Call to express concern when they miss class
 - Relevant and engaging curriculum (IPS & CTE)
 - Provide academic supports to struggling students so school becomes a place of success not failure
- Incentives

WHOLE SCHOOL STRATEGIES – TIER 1

- Engaging School Climate
- Positive Relationships with students and families
- Impact of Absences on achievement is widely understood
- Monitor the Data
- Common Barriers identified and recognized
- Parental Engagement
- Recognize Good and Improving Attendance

TIER 2 – GOALS

- Stabilize attendance
- Remove/decrease obstacles
- Rule out more serious problems
- Establish contact with guardians
- Identify times/triggers for potential future absences
- Address academic deficiencies from abs

TIER 2 – FINDING THE WHY

- Avoiding school based stimuli
- Avoiding a social situation
- Seeking outside attention from friends/loved ones
- Tangible reward outside of school

WHY AREN'T STUDENTS COMING TO SCHOOL?

Myths	Barriers	Aversion	Disengagement
<ul style="list-style-type: none">• Absences are only a problem if they are unexcused• Don't realize just missing 2 days per month can affect learning• Sporadic absences aren't a problem• Attendance only matters in the older grades	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Struggling academically or socially• Bullying• Ineffective / exclusionary school discipline• Parents had negative school experience• Undiagnosed disability	<ul style="list-style-type: none">• 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

TIER 2

- Working with groups of students that might benefit from the same intervention/support
- Student Success Plans
- Mentoring: Breakfast Club or Lunch Bunch
- Before or After School Activities
- Scheduling
- Academic Supports
- Transportation Help or Coordination

SUCCESS MENTORS

WHY MENTORING?



WITH A MENTOR, AT-RISK YOUTH ARE:



52%

less likely than their peers to skip a day of school



55%

more likely be enrolled in college



46%

less likely than their peers to start using drugs



81%

more likely to report participating regularly in sports or extracurricular activities



78%

more likely to volunteer regularly in their communities



130%

more than twice as likely to say that they held a leadership position in a club or sports team



90%

Respondents who had a mentor said they are now interested in becoming mentors



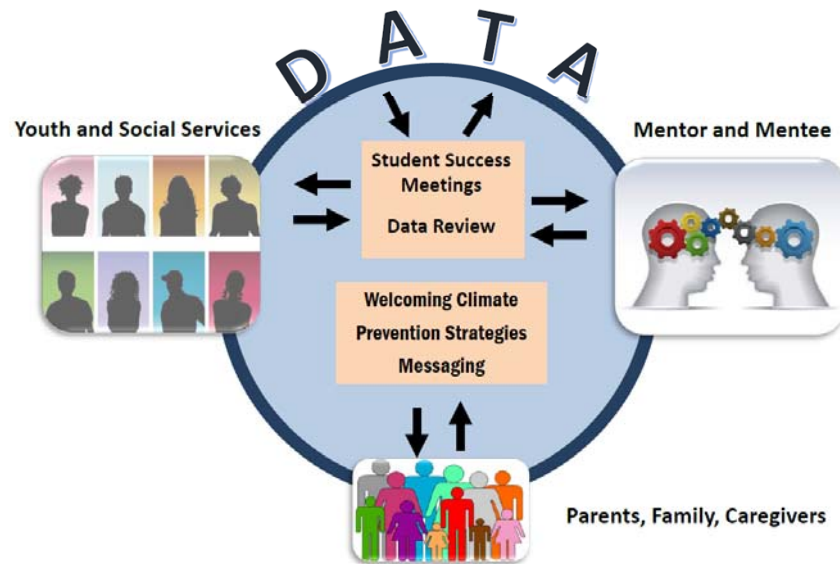
SUCCESS MENTORS

WHAT IS IT?

An evidence-based approach to combat absence in schools by pairing at risk students with mentors

Chronic Absence = 15 days or 10% of the school year

Piloted programs gained nearly two additional weeks of school (9 days)



MENTOR KANSAS



DESTINEE PARKER

Mentor Kansas Director

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JAMIE CRISPIN

Outreach & Engagement Specialist

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785-296-5712

TIER 3 – INDIVIDUAL, INTENSIVE

- 1:1 Mentoring
- Regular Home Visits
- Outside Agencies
- Alternative Education Setting

TEAM APPROACH TO LOOKING AT DATA!

TYPES OF TEAMS

- Ad Hoc (<20)
 - Usually an Admin that invites participants as necessary
- School Team (20-50)
 - Standing team with representation from required areas
- Grade Level Teams (>50)
 - Grade level specific teams with unique representation

WHO DO YOU NEED ON YOUR TEAM?

- Admin
- Counselor
- Social Worker
- Teacher
- Nurse
- Attendance Clerk/Secretary
- Mentoring Coordinator
- Parent/Family Liaison
- Foster Youth Services Coordinator
- Anyone else you need

WHAT A TEAM NEEDS

- Distributed Leadership
- Collaborative Work Time
- Access to Real-time Data
- Teams to implement interventions/supports

ACTIVITY

- Sample Data
- Trends?
- Interventions?
- What's missing?

Tier 2: Data to Action



ID	FirstName	LastName	SPED	Attendance		Behavior		ELA		Math	
				Prvs	Q1	Prvs	Q1	Prvs	Q1	Prvs	Q1
41539	Wilbur	Auyeung	Y	98%	98%	6	3	C	F	D	F
303485	Joslyn	Bigley	N	91%	91%	0	0	D	C	C	F
303437	Carmina	Blakes	N	86%	81%	5	4	C	F	C	F
44722	Juliet	Dehner	N	83%	87%	0	6	D	F	D	F
43322	Arla	Boren	Y	82%	90%	4	4	D	F	F	F
304911	#Donette	Samualson	N	99%	92%	14	2	D	F	C	D
45522	Mi	Cairns	N	92%	90%	0	6	F	D	C	D
303331	#Rick	Eric	N	81%	86%	1	1	D	C	B	D
303308	#Felicia	Johnson	N	98%	81%	1	6	A	C	A	D
303381	Karena	Beatrice	N	60%	67%	10	11	F	F	A	D
303433	Lynetta	Cahill	N	99%	98%	0	0	F	F	D	C
303865	Angele	Bickel	N	97%	96%	9	8	D	F	D	C
303562	Maya	Bodie	Y	86%	81%	0	4	F	F	B	C
42480	Kaylene	Cronk	N	83%	85%	4	1	D	F	C	C
303871	Sandie	Demott	N	83%	87%	0	0	C	C	C	C
303441	Fairy	Bruss	N	81%	84%	10	11	D	F	C	C
45187	Joey	Brittan	N	96%	97%	0	11	B	C	D	B
44669	Mira	Boyette	N	90%	96%	0	8	F	F	B	B
304822	Monnie	Crocker	N	90%	89%	6	3	D	D	C	B
303556	Clinton	Appling	N	88%	92%	0	0	D	D	D	B
40486	#Terry	Adrians	Y	93%	98%	2	11	C	F	A	B

PROCESS FOR ADDRESSING THE ABC'S

1. Form a team
2. Look at your data/indicators
3. Identify your interventions – what do you have/need
4. Implement, Monitor, Adjust, Repeat
5. Re-evaluate your process annually

RESOURCES

- [KSDE Graduation Home Page](#)
- [Mentor Kansas](#)
- [Attendance Works](#)
- [America's Promise Alliance](#)
- [Every1 Graduates Center](#)
- [National Dropout Prevention Center](#)
- [Alliance for Excellent Ed](#)



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CONTACT INFORMATION

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