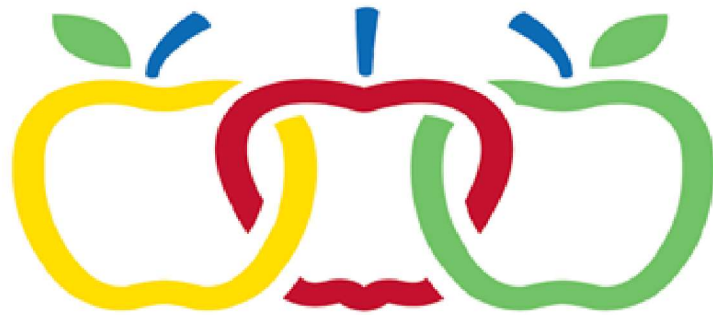
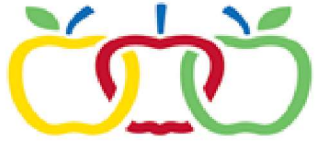


August 2023 Board Work Session

Student Attendance



APPLETON AREA
— SCHOOL DISTRICT —



Introductions and Purpose

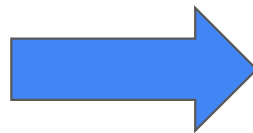
Laura Jackson - Executive Director of
Student Services

Stephanie Marta - Attendance Coordinator



AGENDA

- ❑ Data updates
- ❑ Attendance resources
- ❑ Moving forward



Pause and Reflect
Time

LEARNING INTENTIONS

Know the present data for attendance.

Identify current resources for addressing attendance.

Understand how the district is moving forward to address attendance concerns.



Board members will know the status of attendance for the 22-23 school year.

Board members will know what resources the district is using to address attendance.

Board members will understand the next actions the district is taking to address attendance concerns.



Connection to April 2023 Board Work Session

- ❑ Shared the Attendance Workgroup process
- ❑ Discussed data and information analysis conducted by Attendance Workgroup
- ❑ Reviewed Workgroup recommendations



Pillar 1 - District Scorecard Goal 2022-2023

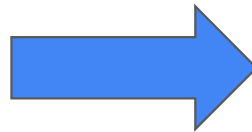
Decrease the percentage of students missing more than 10 % of school by 3% (excused and unexcused absences).

Percentage of Students

- Elementary - 29% to 26%
- Middle - 23% to 20%
- High School - 43% to 40%

2022-2023 Full Year data:

- Elementary - 19.1%
- Middle - 19.7%
- High School - 27.0%



GOALS MET!!!





Definitions

Glossary of Terms

HABITUAL TRUANCY = all or part of 5 days unexcused
in a semester

CHRONIC ATTENDANCE CONCERN = excused
absences -10% or more of total school days
(18 days for full school year)



HABITUAL TRUANCY

HABITUAL TRUANCY = all or part of 5 days unexcused in a semester

2018-2019 SEMESTER 1/2

Elementary - 4.6% / 6.5%

Middle - 12.7% / 14.1%

High School - 34.0% / 36.0%

2019-2020 SEMESTER 1/2

Elementary - 3.1% / 0.8%

Middle - 9.6% / 2.9%

High School - 27.1% / 9.9%



2020-2021 SEMESTER 1/2

Elementary - 12.9% / 11.5%

Middle - 59.0% / 60.5%

High School - 82.4% / 61.3%

2021-2022 SEMESTER 1/2

Elementary - 3.0% / 3.0%

Middle - 14.8% / 11.7%

High School - 30.5% / 26.9%

2022-2023 SEMESTER 1/2

Elementary - 3.1% / 4.7%

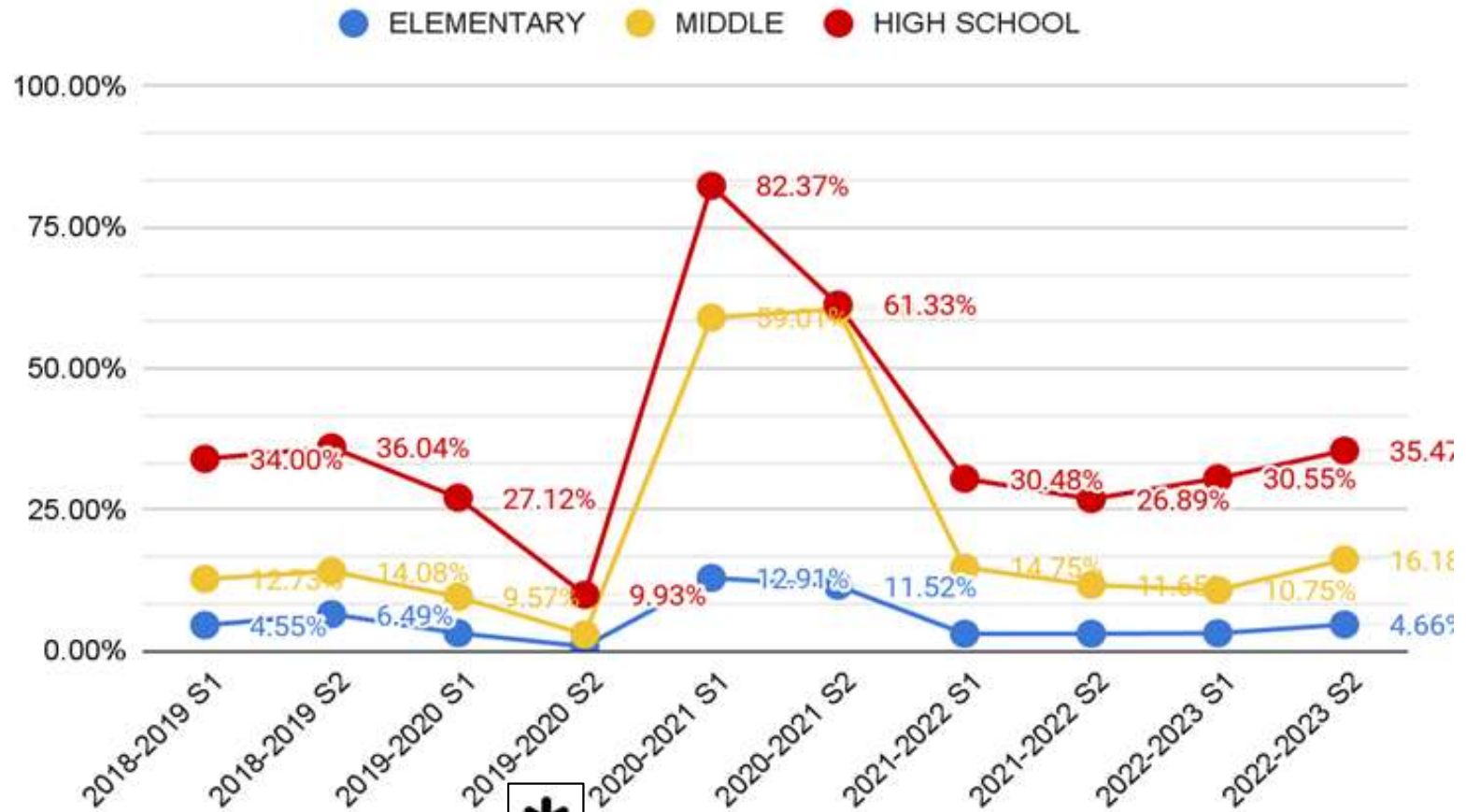
Middle - 10.8% / 16.2%

High School - 30.6% / 35.5%





HABITUAL TRUANCY





CHRONIC ATTENDANCE CONCERN

CHRONIC ATTENDANCE CONCERN = excused absences 10% or more of total school days

2018-2019 FULL YEAR

Elementary - 3.0%

Middle - 5.7%

High School - 8.7%

2019-2020 FULL YEAR

Elementary - 1.7%

Middle - 2.1%

High School - 5.3%



2020-2021 FULL YEAR

Elementary - 1.6%

Middle - 1.5%

High School - 0.7%

2021-2022 FULL YEAR

Elementary - 22.1%

Middle - 21.0%

High School - 25.6%

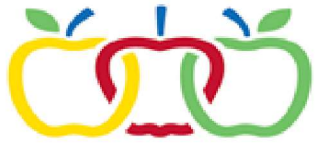
2022-2023 FULL YEAR

Elementary - 8.5%

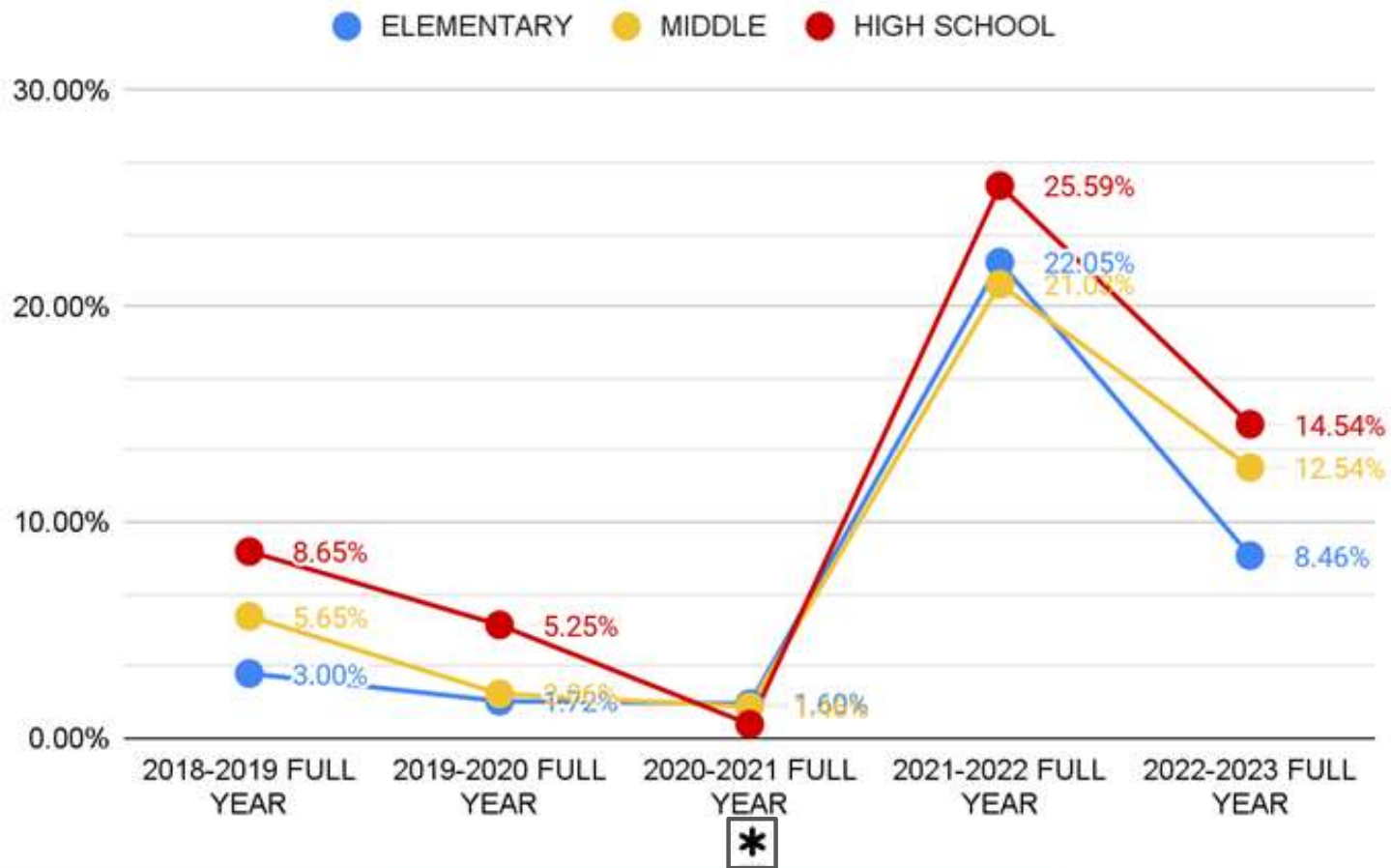
Middle - 12.5%

High School - 14.5%



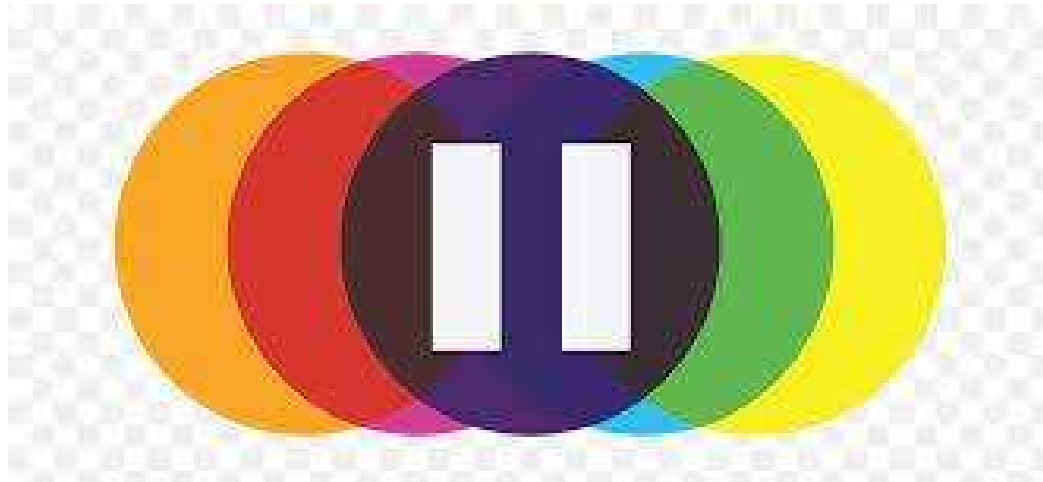


CHRONIC ATTENDANCE CONCERN





Pause and Discuss





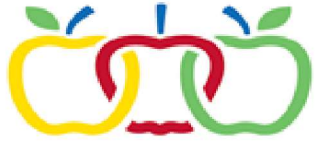
Interconnected supports





Attendance Resources

- 1.0 Attendance Coordinator
- Alternative Education attendance support - middle and high schools
- TRAC support
- Cultural advisors
- STAR advisors
- School-based mental health services
- Site attendance teams
- Check & Connect Attendance Mentors
- Attendance incentives - Outagamie County Innovation Grant

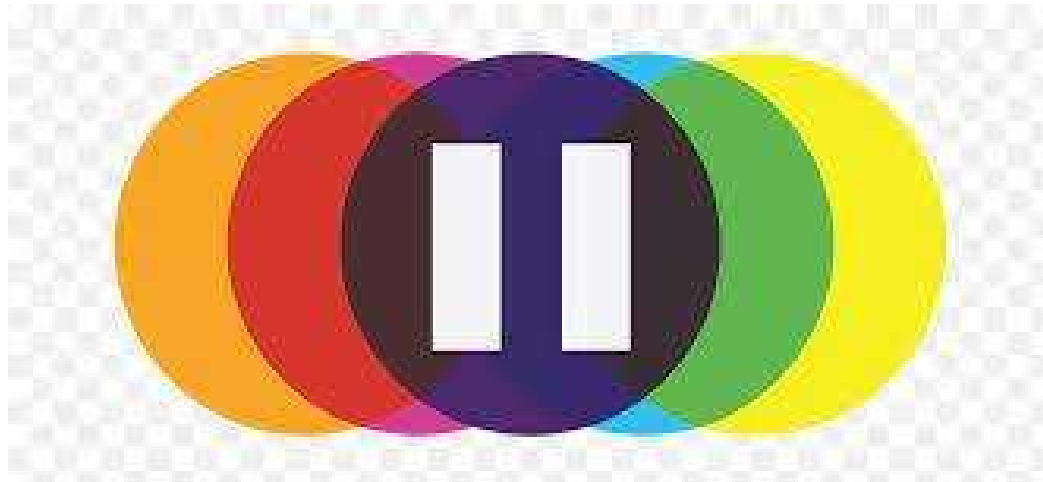


AASD Work Group Recommendations

MAINTAIN	ADAPT	NEW
<p>Universal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accurate attendance taking-improve fidelity <input type="checkbox"/> Classroom community opportunities to increase sense of belonging <input type="checkbox"/> Expectation clarity for students 	<p>Universal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student education on attendance <input type="checkbox"/> Revision of attendance letters by level <input type="checkbox"/> Universal messaging- importance of attendance <input type="checkbox"/> Consistent Implementation of Evidence Based Interventions (Secondary) 	<p>Universal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Community campaign messaging <input type="checkbox"/> Student-led PR Campaign <input type="checkbox"/> Expectation clarity for parents/accountability <input type="checkbox"/> Training for staff on evidence-based practices (see recommendations) <input type="checkbox"/> Scheduling considerations for students (secondary)
<p>Tier 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> TRAC support <input type="checkbox"/> Evidence based interventions 	<p>Tier 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Training of Evidence Based Interventions (See Recommendations) <input type="checkbox"/> Adopt a TRAC type support for elementary sites <input type="checkbox"/> Education plus requirement lesson for students (formerly called Civics Lesson) <input type="checkbox"/> Consistent training with special education staff to address attendance 	<p>Tier 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Home visit training and support (elementary) <input type="checkbox"/> Parent education on school and community supports <input type="checkbox"/> Prevention work-EC-6 Level <input type="checkbox"/> Consider transportation bus changes <input type="checkbox"/> Increase incentive strategy plans for students
<p>Tier 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> County referral option but explore other options for non-attenders <input type="checkbox"/> Keep previously approved staffing for attendance 	<p>Tier 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Alternative plans for non-attenders <input type="checkbox"/> Communication to all stakeholders on attendance plans for students <input type="checkbox"/> Consider appropriate FTE allocation at High School <input type="checkbox"/> Address attendance support by level (see recommendation) 	<p>Tier 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore required education for parents <input type="checkbox"/> Explore additional tier 3 options with a partnership approach <input type="checkbox"/> Additional FTE to support early intervention for attendance



Pause and Discuss





THE FIRST MONTH MATTERS!

Absenteeism in the first month can predict poor attendance throughout the school year.



EMBRACE THE EVERY DAY



Start the year Strong

- TRAC transition events for incoming freshmen
- August 28th Staff Development for site Attendance Teams
- AASD Attendance Campaign

ABSENCES ADD UP

A STUDENT IS
CHRONICALLY
ABSENT IF THEY MISS
JUST TWO
DAYS EVERY MONTH!

THE ACADEMIC IMPACT
OF MISSING THAT MUCH
SCHOOL IS THE SAME WHETHER
THE ABSENCES ARE EXCUSED
OR UNEXCUSED.



EMBRACE THE EVERY DAY



*You've got to be
here to get
there.*



Embrace the Every Day



BEHIND EVERY
successful
STUDENT IS
consistent
ATTENDANCE

EMBRACE THE EVERY DAY





AASD Practices and supports

- Strengthening Universal attendance practices and accurate attendance taking procedures
- Student Success Plans
- Attendance Incentives
- Check & Connect Attendance Mentors - training for all elementary deans
- Alternative plans for non-attenders/school avoidance
- Consistency in addressing attendance for students with IEP's



Partnership Approach

- Attendance letter revisions - “softer” language
- Attendance Education Lessons - middle level
- AASD Community Attendance Group
- Continued collaboration with community partners



Annual Report

Provide public with information on student attendance

ATTENDANCE

INCLUSIVE & ENGAGING CULTURE

ATTENDANCE DATA

We believe there is a positive relationship between school attendance and student success. It further believes that school attendance is a responsibility shared by students, parents, schools, and the community.

In the 2022-2023 school year much of our time and energy was focused on student attendance. School closures, challenges with virtual learning, and required periods of isolation and quarantine all contributed to increased student absences.

Last year, we saw absentee rates for students that were four times greater than in years prior to the pandemic. This reflected national and state-wide trends. Although we

recognize that this was an unfortunate but necessary aspect of the pandemic response, we also know that student attendance is directly tied to student success.

School attendance, all day, every day, is incredibly impactful on students' academic success starting in preschool and continuing through high school. Even as students grow older and more independent, our families play a crucial role in ensuring students get to school safely every day and understanding why attendance is so important for success in school and life.

We further believe that school attendance is a responsibility shared by students, parents, schools, and our community, and we look forward to continuing to partner with our families and community to support those efforts.

CHRONIC ATTENDANCE

	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	3.0%	1.7%	1.6%	22.1%	8.5%
Middle	5.7%	2.1%	1.5%	21.0%	12.5%
High School	8.7%	5.3%	0.7%	25.6%	14.5%

CHRONIC ATTENDANCE CONCERN

If a student's excused absences equal 10% or more of total school days.



HABITUAL TRUANCY

All or part of 5 days unexcused in a semester.

HABITUAL TRUANCY

	SEMESTER	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	SEMESTER 1	4.6%	3.1%	12.9%	3.0%	3.1%
Elementary	SEMESTER 2	6.5%	0.8%	11.5%	3.0%	4.7%
Middle	SEMESTER 1	12.7%	9.6%	59.0%	14.8%	10.7%
Middle	SEMESTER 2	14.1%	2.9%	60.5%	11.6%	16.2%
High School	SEMESTER 1	34.0%	27.1%	82.4%	30.5%	30.5%
High School	SEMESTER 2	36.0%	9.9%	61.3%	26.9%	35.5%

EFFORTS TO INCREASE ATTENDANCE

COMMUNICATION

- Clear, concise, and consistent communication about schedules and expectations.
- 2 letters to communicate when a student's attendance reaches a level of concern.
 - 2 letters related to Unexcused Absences:
 - Approaching habitual truancy - All families will receive this letter once their student reaches 3 unexcused absences.
 - Met habitual truancy - Families may receive this letter once their student reaches 5 unexcused absences.
 - 2 letters related to Excused Absences:
 - Approaching chronic attendance concern - All families will receive this letter once their student reaches 7 excused absences.
 - Met chronic attendance concern - Families may receive this letter once their student reaches 10 excused absences.
- Personalized communication with families when students are absent.

COMMUNITY COLLABORATION

- Consultation with community agencies:
 - Boys & Girls Club
 - TRAC (Truancy Reduction & Assessment Center)
 - STAR Scholars on Target to Achieve Results)
 - United Way
 - PATH (Providing Access to Healing)

INCLUSIVE & ENGAGING CULTURE

- Attendance teams at all school sites.
- Create belonging & connection through classroom community building.
- Connections to caring adults at school.
- Student meetings regarding attendance concerns/truancy conferences.

ATTENDANCE INTERVENTIONS & SUPPORTS

- Tutoring
- Check-in/Check-Out
- Attendance Incentives
- Attendance Mentors
- Student Success Plans
- Restorative Practices
- Home Visits
- Intensive outreach to locate missing students
- Alternative Education support



From Board Community Cafe'

- Tiered approach to attendance policies
- Promote the importance of attendance and benefits of fully participating in all classes and activities, while respecting the need for students that are not feeling well to refrain from attending or to remain at home
- Work collaboratively with families that are facing barriers to student attendance and participation, and avoid creating an adversarial relationship
- Engage community partners to assist with removing barriers that are beyond the scope of services the district can provide
- Attendance issues need to be addressed with a strong sense of urgency, as it can be difficult to recapture lost time
- Recognize the as a last resort there may be a need for consequences