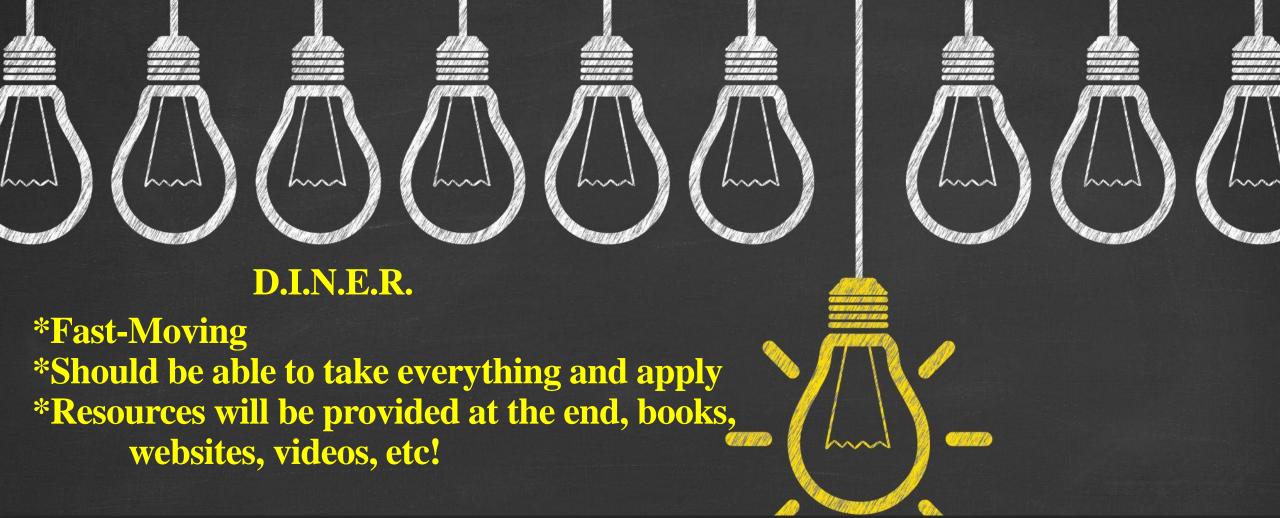


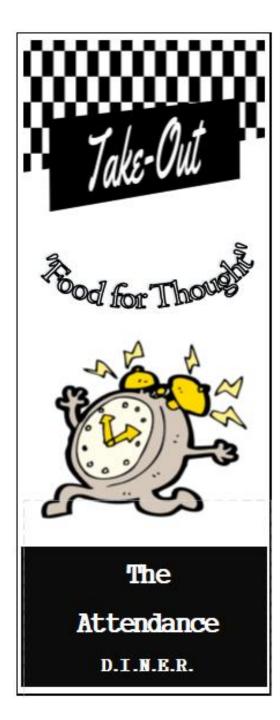
(Department of Innovative & Noteworthy Educational Resources)

Please write your name and email on white slip of paper in center of table if you would like to be emailed any of the docs. used in presentation today.

Thanks!







Outcomes (10 +) Strategies

Parent and Community Engagement

Student Engagement

Staff Engagement

Data
The "Other" Data

System Considerations

Causal Factors/Belief Systems

Quickly...Who Am I?

Kathryn Page

*Continuous Improvement Partner (CIP), Office of System and School Improvement –Work w/ 10 schools and 4 + school districts. I partner with districts in 19 different areas (Data Analysis and Training, MTSS, System Level Leadership Planning/Training, 9th Grade on Track, Attendance, SEL, Students with Disabilities).

*Middle/Elementary Principal and Special Ed. Dir. for 19 years.

*Mentor for Administrators in First 2 Years of Career

*SWIS Facilitator for WA

*Reading Specialist, Special Ed. Teacher, Response to Intervention Coordinator

*Tennessee, Oklahoma, Arizona, Alaska and Washington- ALL places I have lived....and worked. WA is HOME!

* GO COUGS! (even though I am attending Gonzaga right now in doctoral program....Go ZAGS!)



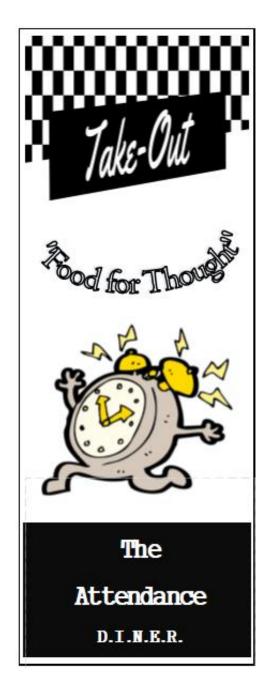
How is working with student attendance similar to this picture?

Systems 4 Support, LLC



Need: Each Person "or" Group Needs
2 Post-Its

Strategy #1



Strategy #1

"Data Dive" Diggity-Dog

Staff Engagement

Data
The "Other" Data

System Considerations

Causal Factors/Belief Systems

#1

Data Strategy (Data Dive Diggity-Dog)

Audience:

Students, Staff, Parents, Community Members... Anyone

Purpose:

*Encourages Curiosity

*Identifies Assumptions

*Surfaces Possible Causal Categories-Faulty Belief Systems

Materials Needed:

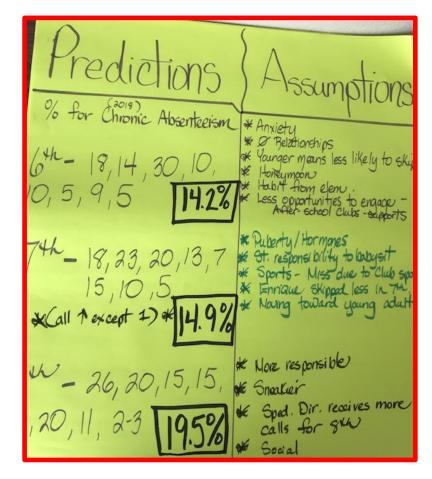
*Dry Erase Board and Marker-Draw a T-Chart or Chart Paper

*NO DATA NEEDED!

Special Talents or Skills:

*NONE!

Twist?



*Complete with staff then complete with students-compare assumptions

*Place T-chart with data question in staff-room, by mailboxes, etc. Let staff comment all week. Take chart to staff meeting to discuss and reveal actual results.

Ranking in US?
"Second-worst"
Letter dated 4.13.17

https://www.k12.wa.us/data-reporting



OSPI Releases Data on Student Attendance and Absenteeism

Regular school attendance as early as pre-K has longlasting impacts, but too many students are still chronically absent

OLYMPIA—April 13, 2017—School attendance is a substantial factor in student success. While it seems like this notion is intuitive, Washington state was recently ranked second-worst in the nation for its number of chronically absent students.

Today, the Office of Superintendent of Public Instruction (OSPI) released data and analytics on student absenteeism rates. For the 2015-16 school year, an average of 16.7 percent of students across the state were chronically absent, which is a 0.7 percent increase from the 2014-15 school year.

https://www.k12.wa.us/data-reporting





ACTIVATING & ENGAGING

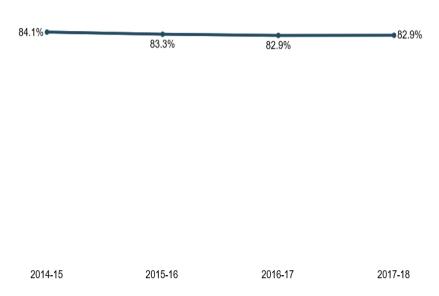
"Surfacing Experiences and Expectations" ZERO DATA NEEDED

In 2017-18, what % of WA 12th grade students had fewer than 2 absences per month, on average ?

Prediction	Assumption-The WHY!
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

What percent of students had fewer than two absences per month, on average, over time?

Washington State



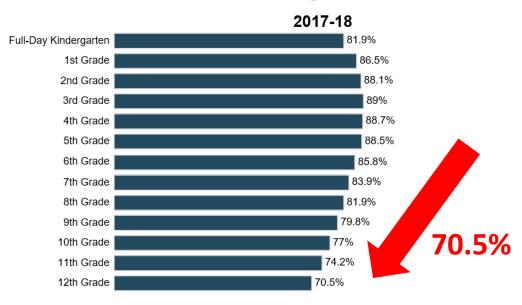
Regular attendance is defined as having, on average, less than two absences per month. It doesn't matter if the absences are excused or unexcused. An absence is defined as missing more than half the school day. This measure includes students that were enrolled for at least 90 days at any given school.

Regular Attendance

Summary Trend By Grade

What percent of students had fewer than two absences per month, on average, by grade level?

Washington State



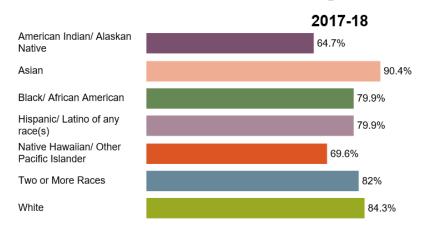
Regular attendance is defined as having, on average, less than two absences per month. It doesn't matter if the absences are excused or unexcused. An absence is defined as missing

Regular Attendance by Student Demographics

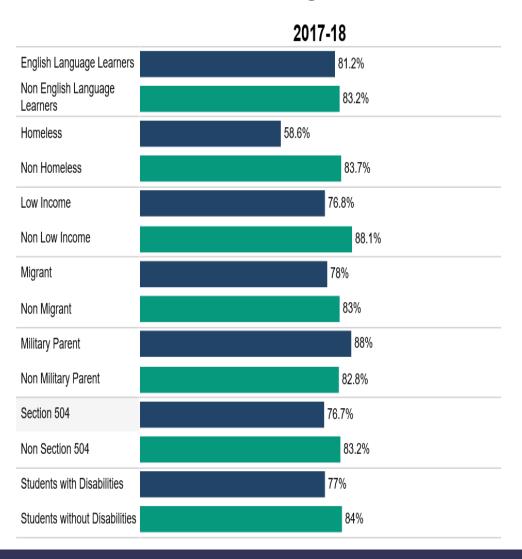
Summary Trend

What percent of students had fewer than two absences per month, on average, by student demographics?

Washington State



Washington State



#1

Data Strategy (Data Dive Diggity-Dog)

Audience:

Students, Staff, Parents, Community Members... Anyone

Purpose:

*Encourages Curiosity

*Identifies Assumptions

*Surfaces Possible Causal Categories-Faulty Belief Systems

Materials Needed:

*Dry Erase Board and Marker-Draw a T-Chart or Chart Paper

*NO DATA NEEDED!

Special Talents or Skills:

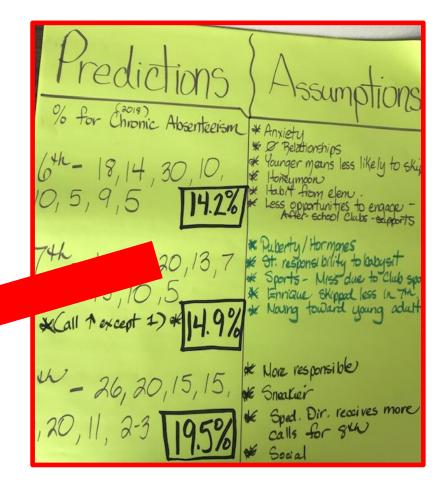
*NONE!

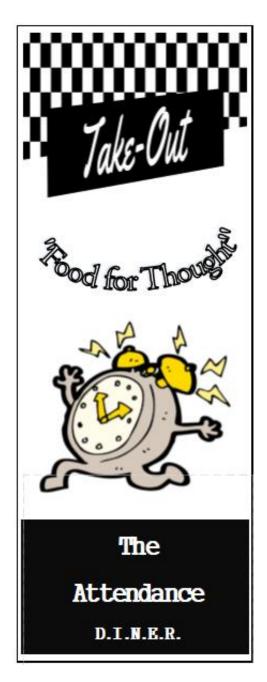
Twist?

*Complete with staff then complete with students-compare assumptions

*Place T-chart with data question in staff-room, by mailboxes, etc. Let staff comment all week. Take chart to staff meeting to discuss and reveal actual results.

REMINDER....





Strategy #2

"Attendance Café" casserole

Parent and Community Engagement

Student Engagement Staff Engagement

Data
The "Other" Data

System Considerations

Causal Factors/Belief Systems



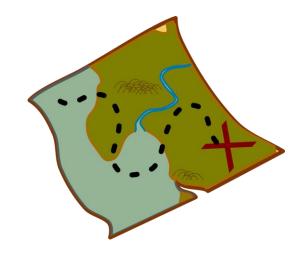
What is a Café?

- Community Cafés are a series of **guided conversations** using the World Cafe model. Participants use carefully structured questions to guide meaningful conversations, allowing individuals from diverse cultural, socio-economic, and educational backgrounds to engage in discussions that increase community wisdom, build parent voice, and facilitate action to improve the lives of children.
- Each Cafe produces a Harvest, which is a report that captures the discussion and serves as a tool to facilitate communication. By collecting and synthesizing Cafe Harvests, community, parent, staff and student level perspectives, concerns, and goals can be shared.

Location, Location, Location

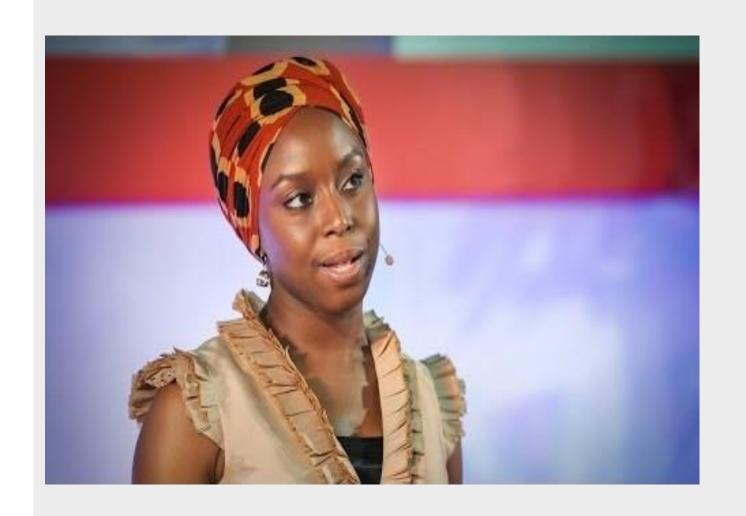
(Where should you hold an attendance or community café?)

- School
- Community Center
- Library
- Park
- Business where the majority of your parents are employed
- Where is your community? Don't hesitate to go "to" the community
- Ask your parent leaders for guidance on the location



The "WHY" Behind Dialogue

"The Danger of the Single Story"-19 minutes
TEDTalks: Chimamanda Adichie--The Danger of a Single Story. (2009).



"The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story."

-Chimamanda Ngozi Adichie



"Changing the lives of children through conversations that matter."

Toppenish - Community Café

You are invited to join us at our community café in Toppenish School District. We will have a quest joining us to provide us with information about student attendance and how we can make a positive difference in the lives of our students in the Toppenish community.

Krissy Johnson, Attendance Program Supervisor

Office of System and School Improvement (OSSI)

Wednesday, May 1, 2019 (9:00-11:00 AM) 306 Bolin Dr, Toppenish, WA 98948

9:00-10:00: Krissy Johnson, Attendance Program Supervisor, OSSI 10:00-11:00: Community Cafe on Student Attendance

"Cambiando la vida de estudiantes con conversaciones de importancia."

Toppenish - Community Café

Usted está invitado a nuestro café de comunidad en el Distrito Escolar de Toppenish. Tendremos un invitado acompañándonos para proveernos con información sobre la atendencia de los estudiantes y cómo podemos hacer una diferencia positiva en la vida de nuestros estudiantes en la comunidad de Toppenish.

Krissy Johnson, Supervisora del Programa de Atendencia

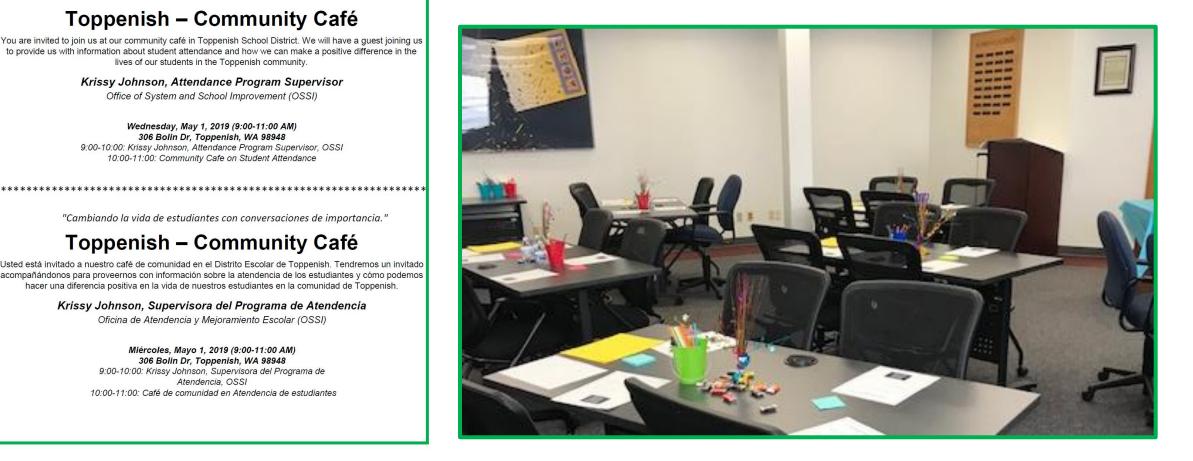
Oficina de Atendencia y Mejoramiento Escolar (OSSI)

Miércoles, Mayo 1, 2019 (9:00-11:00 AM) 306 Bolin Dr. Toppenish, WA 98948

9:00-10:00: Krissy Johnson, Supervisora del Programa de Atendencia, OSSI

10:00-11:00: Café de comunidad en Atendencia de estudiantes

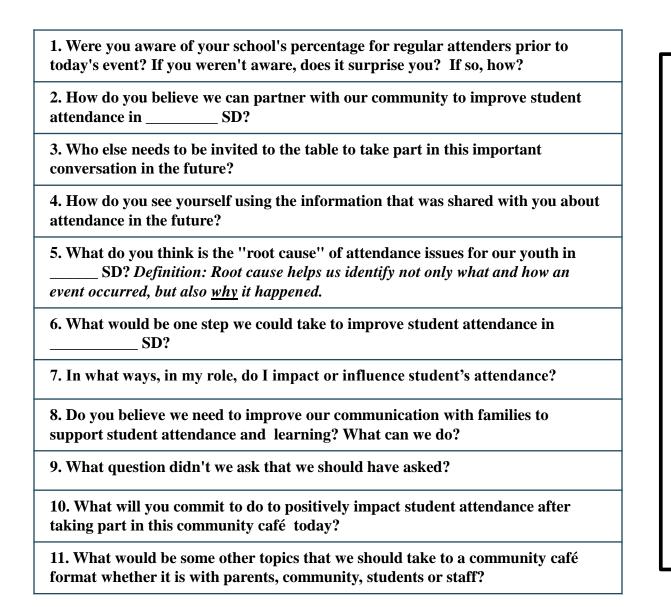
Setting the Stage...



Planning the Café

Date: Time			Host:	
Café Planning Questi	ons	Tasks	Responsible Person / Date Completed	Cost / Funding Source
Conversations: What are the powerful questions? This prepare questions on a doc. for ease of Record questions on back.				9
Relationships and Communication: Who will be invited? Invitations, Anno Daily Bulletin ANC, Phone calls. Scho Interpreters. Sign-in sheet to capture n email for future cafés.	edule			
Environment: Location? Where will the Café take pl the space early. Need for tables and cha access. Heating and/or AC?				
Children: Childcare? How will you make sure all and safe? Supplies needed for childcar crayons, books, games, etc.?				
Café Harvesters: Plan for one harvester at each table wit Contact participants, review expectatio calendar invites and reminders.				
Supplies/Materials/Food: What supplies are needed (pens, pencil tablecloths?) Are you serving food?	s, paper,			

Sample Attendance Café Questions and Student Café Questions





Student Town Meeting



February 13, 2017

Thank you for volunteering to assist us with this important survey. These questions should be asked how they are written. We only ask the students to clarify, we don't ask for names and we discourage students from using any student or staff names. Our only probing question is, "Tell me more." This is a confidential town meeting, meaning we don't share student responses with staff by student. Administration will compile all the responses and share as one group response.

What would make a place where more students would say, "I want to go to that school!"

2. Our attendance, students coming to school every day, is not great. Why do you think so many students are absent on a daily basis? Why might students not want to come to school?





HARVEST...

Comments from a Recent Attendance Café

(Attendance Clerks, Counselors, Instructional Coaches, Administrators)

*"We have good ideas. We need to unify across the district."

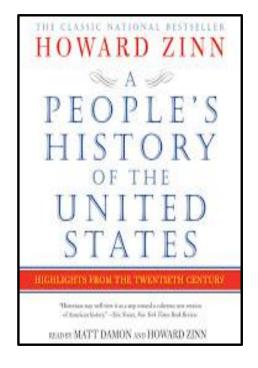
*"I am committing to educating families and building relationships based on concern rather than compliance."

*"Be positive in response to student absences. <u>Be part of the solution and not part of the problem.</u>"

*"Attendance is not a surface level issue but a deeper problem with not one root cause or one solution."

*"We need to make school a place they want to be successful. There needs to be a sense of belonging and community."

• Those with power and in powerful positions, write history and construct the stories we often learn and accept as true!



• Asking a simple question or a critical analysis of any story can make visible that which is hidden. Thus the role of counter stories.

"There is no power for change greater than a community discovering what it cares about."

Margaret J. Wheatley

Comments from a Student Café

What would make _____Elementary a place where more students would say, "I want to go to that school!"

- 1.If students didn't care about looks, clothes or shoes
- 2.If we had a reading club or other types of clubs to meet at recess

Many students are absent on a daily basis. Why might students not want to come to school?

- 3. Kids make fun of other people's reading level (Example-2R)
- 4. Went to hotel, car broke down, no bus, missed the bus and had to walk.
- 5.Drama at school-rumors-people talking
- 6. Don't have a lot of friends. Don't want to be alone

Why do you think students are tardy to school?

- 7. Watching siblings (younger). Mom and dad work nights. Parents get home too late.
- 8. Didn't get enough sleep
- 9. Have to care for younger siblings (make bottle and change diaper)

Think about your favorite teacher. Without using his or her name, tell me what makes the teacher one of your favorites?

- 10. Caring. When hands are cold, she lets you borrow gloves. When alone at recess, this teacher comes out and will ask if anything is wrong and then they walk around together
- 11. If students say something related to a song, the teacher starts singing. Kids do anything to get her to stop.
- 12. Positive energy-In the hallway stops to talk and ask how you are
- 13. Always listens to problems no matter what
- 14. Doesn't yell if you do something wrong-uses calm voice

Comments from a Student Café

Is there anything you would like to see changed at _____ school?

- 15. When kids are good, adults are calm. When kids do something wrong, adults yell at you. Then it makes you want to yell back.
- 16. Teacher doesn't make you stay in from recess
- 17. Let us write if we get too mad
- 18. Let us take breaks
- 19. If you have a bad day don't take it out on us

What can we do to help students learn at _____ Elementary?

- 20. Stop the bullying. Some are scared to raise hand because they will be made fun of at recess
- 21. Make math fun
- 22. Kids don't speak, don't participate, they're afraid, nervous of kids
- 23. Ask us more questions to know if we learned it
- 24. More science
- 25. More PE
- 26. Add more math time to the day (fun math, smartboard math games)
- 27. Sometimes our parents don't culturally understand it-our homework.



The youth of today are the leaders of tomorrow.

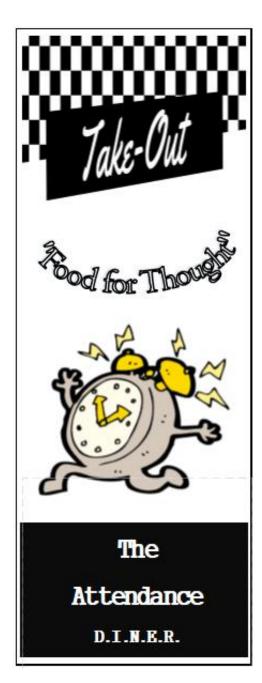
— Nelson Mandela —

AZ QUOTES



Student Cafés

- *Will build relationships!
- *Will offer possible theories of causation
- *Will provide you with even more questions to explore
- *Will provide valuable insight about your assessments
- *Will provide valuable insight about instruction
- *Will provide valuable insight about attendance
- * Will provide valuable insight about social- emotional
- *Will NOT disappoint!



Strategy #3

"Nudge Letter" Lamb Chops

Parent and Community Engagement

Student Engagement

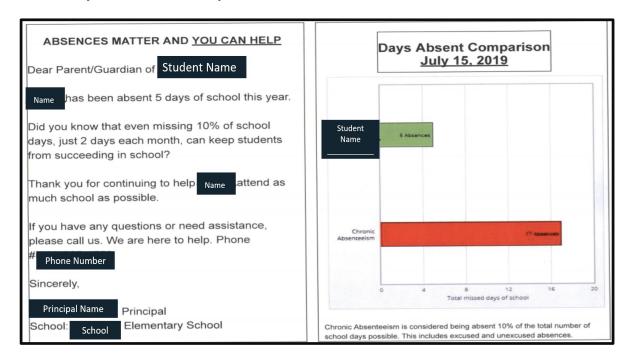
Data

The "Other" Data

System Considerations

What is a nudge letter?

- *It compares the student's actual absences to the number of days that would be considered chronic absenteeism at that moment in the school year.
- *The length of the chronic absenteeism bar (red) will change as we get farther into the school year.
- *Excused and unexcused absences are counted as your total number of absences. You are considered absent if you aren't at school.
- *If your bar is green, you are doing great. Yellow means you are close to or already chronically absent at this time of the year. Red means you are chronically absent and your absences are excessive.



ABSENCES MATTER AND YOU CAN HELP

Dear Parent/Guardian of Student Name

has been absent 5 days of school this year.

Did you know that even missing 10% of school days, just 2 days each month, can keep students from succeeding in school?

Thank you for continuing to help Name attend as much school as possible.

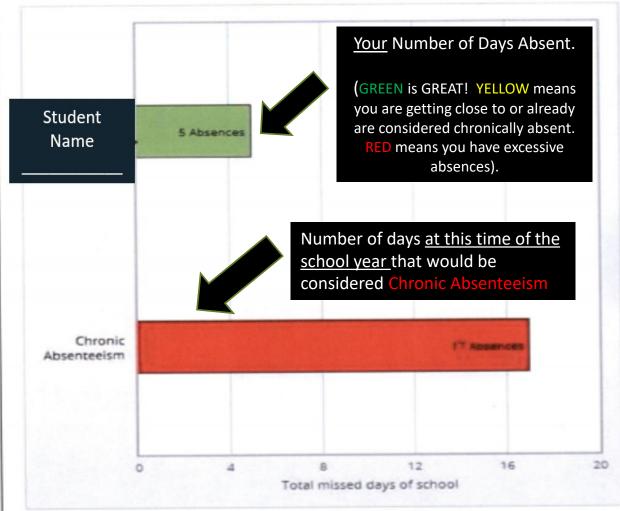
If you have any questions or need assistance, please call us. We are here to help. Phone

Phone Number

Sincerely,

Principal Name Principal
School: School Elementary School

Days Absent Comparison July 15, 2019



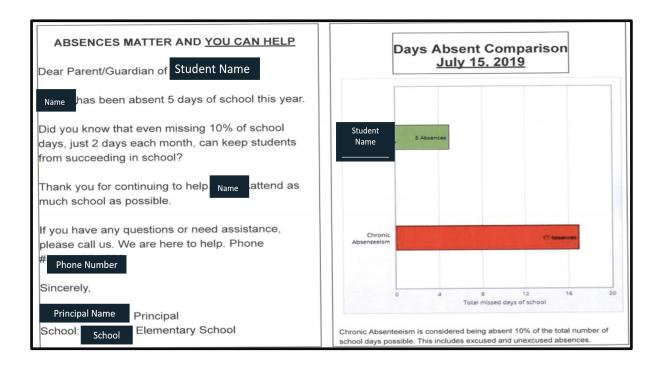
Chronic Absenteeism is considered being absent 10% of the total number of school days possible. This includes excused and unexcused absences.

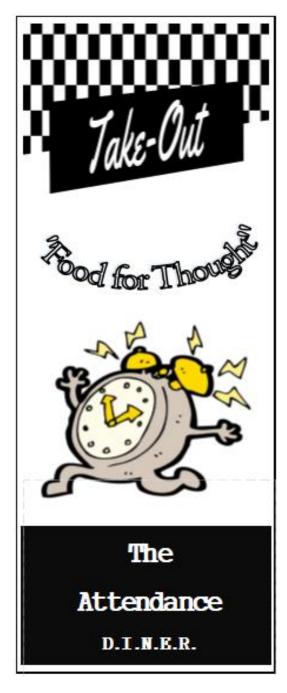


How can nudge letters be used in a school or district?

How and When?

- *Nudge letters can be shared **BY** students in parent-teacher conferences.
- *The school can make one at any time of the school year to share with parents and teachers to show progress.





"Beat the Bell" Burrito

Parent and Community Engagement

Student Engagement

Staff Engagement

Data
The "Other" Data

System Considerations

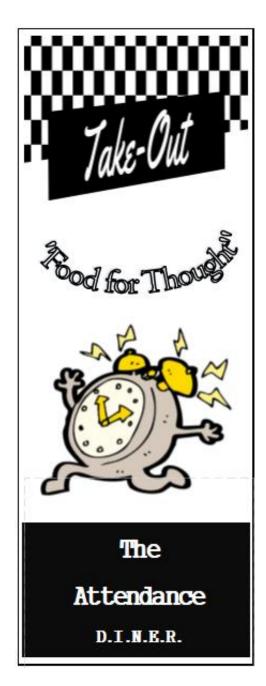


"Beat the Bell"

- *Two Classrooms with the least tardies for the month are honored by the "Tardy Queen"
- *The monthly graph is updated in the main hallway so all can see our progress!
- *Teachers receive an updated spreadsheet every Friday showing the weekly totals for each classroom. Friendly competitions take place!
- *Students receive tokens for attendance-excellence
- *The number to beat for February is 142!

Sept-Jan= 23% Decrease





"Root Cause " Floats

Data
The "Other" Data

System Considerations

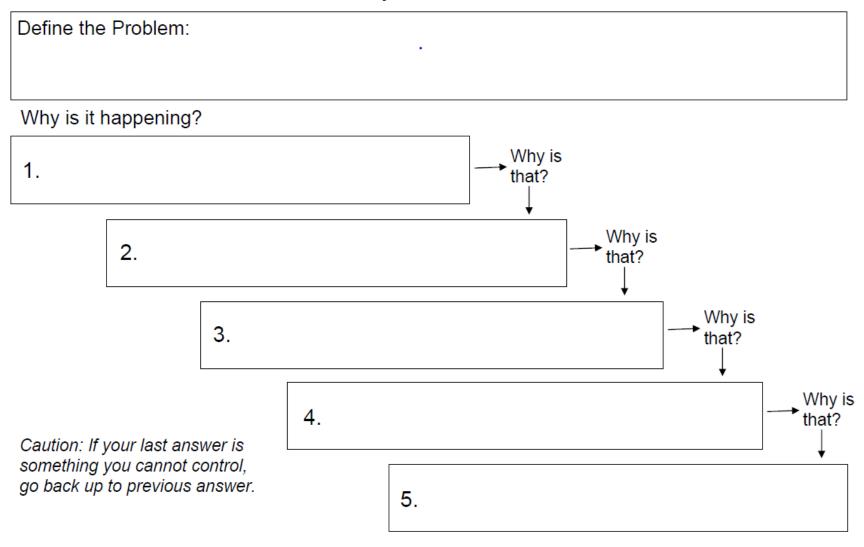
Causal Factors/Belief
Systems

"Rapid closure on only one theory of action is the enemy at this stage."

"Satisficing means an idea or intended action is minimally satisfying and minimally sufficient for addressing an issue or problem." This causes groups to jump to the first option they've developed that seems to fit the bounded version of the problem. High accountability environments tend to lower aspiration levels, causing teams to seek solutions that fix what shows, not push to find the root causes.

5 Whys Root Cause Analysis Worksheet – A Back to the Basics Improvement Template

5 Why's Worksheet



"5 X 5 = WHY"

Problem Statement: 3rd Grade Reading Scores on SBA decreased 15%

Continue to ask "why" is it happening. If your last answer is something you can't control, go to the previous answer.

Group #1	Group #2	Group #3	Group #4	Group #5	
1 This cohort of students have been low for years.	We have had a lot of substitute teachers. The teaching hasn't been as if the classroom teacher was there.	1 3 rd grade has A LOT of absences. As a group they haven't been at school which impacts their reading.	1 Our students didn't try on the test.	1 New curriculum.	
2 They started low in kindergarten if you look at DIBELS and were placed in intervention.	2 Substitutes don't have the same training as the teachers in the school so they don't know the specifics of our reading curriculum.	2 Some absences are for health. But we have a lot that are for vacations and those vacations are for 4 weeks! We can't be responsible for their reading scores.	2 We used to talk about it, have an assembly, take practice assessments. We don't really do that anymore.	2 We haven't taken the time to really align the standards to the curriculum resources. We are just learning it.	
3 I think a lot of the grade level has been in intervention since kindergarten and they haven't moved.	3 We don't have a common lesson plan format we leave for substitutes across the building. All of us leave something different. It is time consuming leaving plans and I see a lot of movies.	nat we leave for substitutes across building. All of us leave something erent. It is time consuming leaving move			
4 The intervention we are using must not be meeting their needs?	4 A reading common template could help by explaining the steps within our reading program and make it easier for the substitutes to actually teach. Maybe we would have subs actually ask to come to our school because we were organized.	4 Maybe they don't know how important it is. Maybe we haven't shared the message in the correct way about the importance of reading and how even missing 2 days/month impacts your education.	4 We haven't taken it on as educators to learn the system and we need to each do our part.	4	
5 We have a process to place students in intervention but we don't have a process in place to reflect on the effectiveness of the chosen intervention.	to reflect on the parents about absences as the absences are impacting		5	5	
We need a process to analyze our intervention programs. We use assessment data to analyze students for the programs but don't analyze the effectiveness of our interventions.	We need to develop a common lesson plan template for use with staff and substitutes, so students always receive the same level of reading instruction.	We aren't reaching our parents about the importance of attendance and we need to find more ways to reach our parents.	We need professional development about the various assessments available and tools for our own data analysis.	We need to take a closer look at the data to see exactly where our students experienced difficulty and see how it correlates to our new resources. Have we prioritized our standards?	

"5 X 5 = WHY"

Problem Statement: 30% of our students are chronically absent. 70% are considered regular attenders.

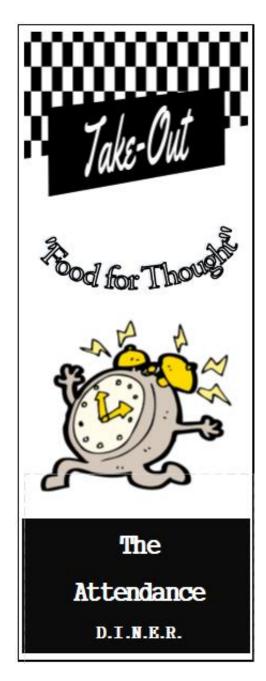
Continue to ask "why" is it happening. If your last answer is something you can't control, go to the previous answer.

Group #1	Group #1 Group #2		Group #4	Group #5	
1 Students don't want to come to school.	1 Parent don't require students to come	1 Students are babysitting siblings	1 Student are going on long vacations	1 A lot of suspensions.	
2	2	2	2	2	
3	3	3	3	3	
4	4	4	4	4	
5	5		5	5	
	ls your	final "why" something you can	control?		
Root Cause #1	Root Cause #2	Root Cause #3	Root Cause #4	Root Cause #5	

Groups tend to fixate on performance deficits and dips. A more effective practice is to intentionally seek and study success. Choose data points, such as a student sub-group with high performance on a benchmark assessment, or a spike on a bar graph illustrating an improvement trend. Developing causal theories for these success stories boosts morale and provides positive experience with the data cycle. Further, by unpacking and isolating the elements that cause success, teams can link to the various causal arenas to determine which produced the greatest impact.



Data
The "Other"
Data



"Tardy Queen/King" Quesadilla

Parent and Community Engagement

Student Engagement Staff Engagement

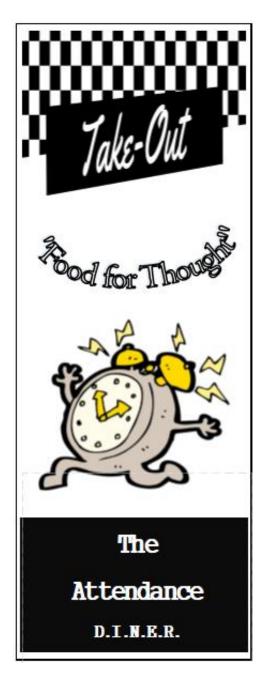
Data
The "Other" Data

System Considerations

Causal Factors/Belief Systems

What would you do? I can show you what I did

- 1. One Tiara
 - 2. One Scepter
 - 3. One Soundtrack of "Miss America"
 - 4. One Tardy Queen or King
 - **5. Extra Crowns for Teachers**
 - 6. Cell Phone for Pictures
 - 7. Sense of Humor and Positive Attitude!



"Call it Out" Cherry Cheesecake

Student Engagement

Staff Engagement

Parent and Community Engagement

System Considerations

Connect w/Students & Families!

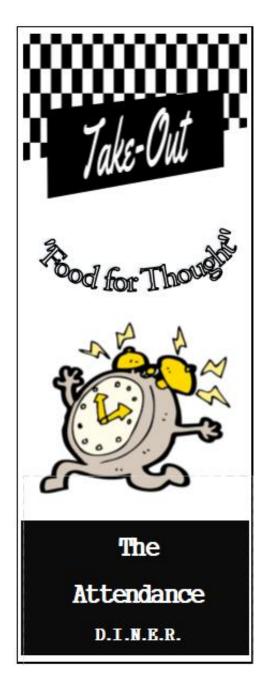
Positive Postcards-Staff Meetings



Needed?

NEEDED:

- *1 Basket
- *File Folders (1 for each staff member)
- *Address labels organized by teacher or period
- *Stack of postcards
- *Pens
- *List of absences/tardies for week-month if that is what the focus happens to be. It could simply be making deposits –positive relationship building.



"Relationship Review" Pudding

Student Engagement

Staff Engagement

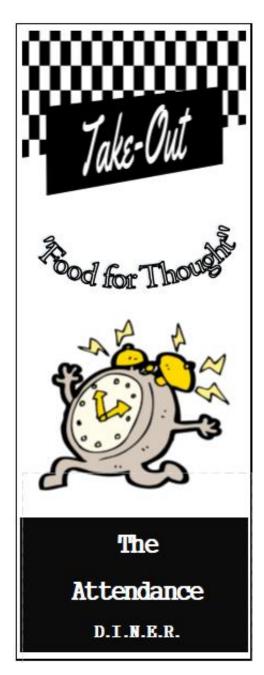
System Considerations



Last fall Pattillo's staff mapped out which students they had meaningful relationships with. This helped them recognize which students might be lacking connections to adults at the school.

Staff come together to contemplate which students they have meaningful relationships with, and place dots next to those students' names or pictures.

After dots are placed staff take a step back and they are able to see which students don't have a dot. The students without dots become a focus for staff, to connect, to form positive relationships, to make school a positive experience.



"9th Grade" Layer Dip

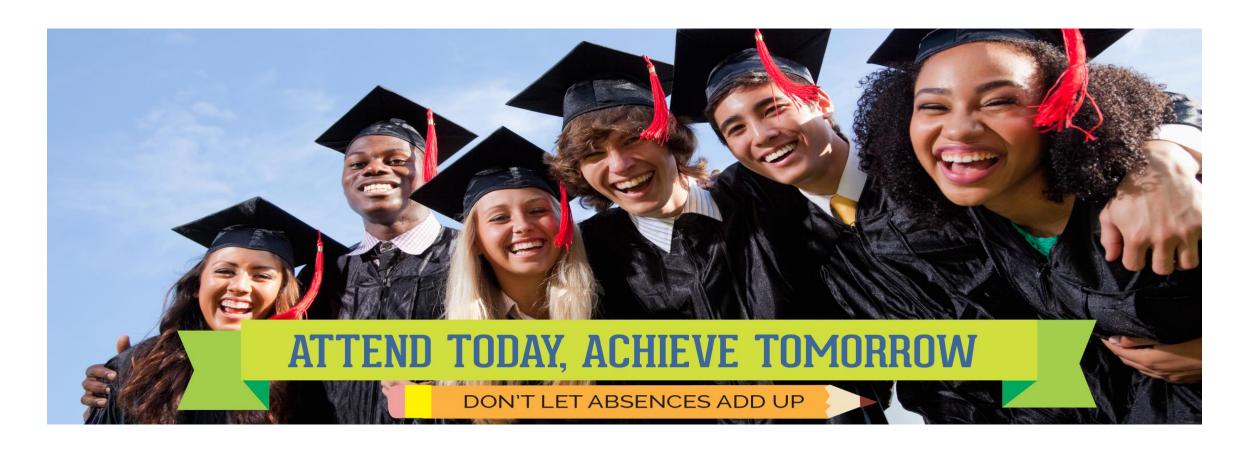
Parent and Community Engagement

Student Engagement Staff Engagement

Data
The "Other" Data

System Considerations

Causal Factors/Belief Systems



- *Missing 10% of school days, just 2 days each month, can put students at risk of academic failure.
- *A student who is chronically absent in high school is 7.4X more likely to dropout
- *Chronic absenteeism in kindergarten = lower academic achievement through 5th grade
- *Addressing chronic absenteeism is key to improving graduation rates, increasing academic achievement and giving students the best chance at success in their adult life

The Best Resource for 9th Grade on Track! (My humble opinion)

Postsecondary Success Toolkit

Practice-Driven Data Paper

Improvement

Search

A Capacity-Building Model for School

Search

Freshman On-Track Toolkit

Understanding Research & Applying Data

Preparing to Lead

Setting Conditions for Success

Implementing School-Based Teams

On-Track Tools: A-Z

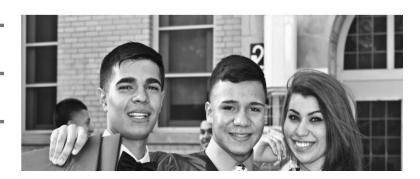
Search Search

Contact NCS

Support Our Work

Welcome! The NCS Freshman On-Track Toolkit is a collection of protocols, reports, resources, and artifacts used by our experienced Coaches in their daily work to help schools better support students through the critical first year of high school.

The Toolkit provides your school or district with valuable information on how to develop educator teams that are focused research, data, and successful practices to help freshmen successful





and history of the Network for College Success (NCS), and situates our work

within current research. It uses Freshman On-Track as an example of how the

NCS model builds school-level capacity for improvement. The paper was written

in collaboration with the UChicago Consortium on School Research.

Download A Capacity-Building Model for School Improvement (PDF)

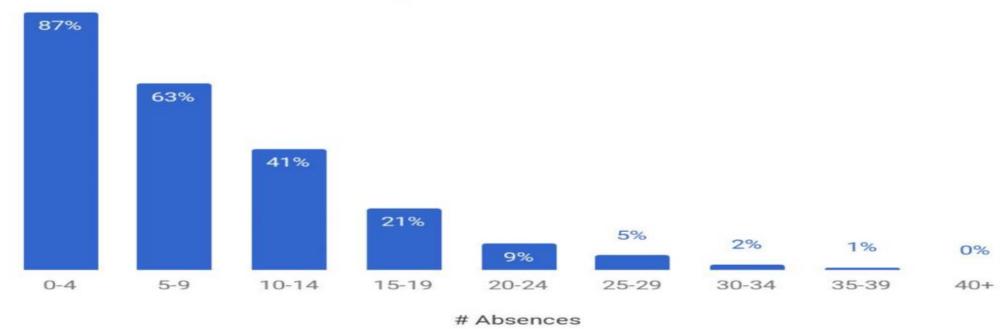
NCS bases its model on the belief that educators want to improve their

A Capacity-Building

Model for School

Improvement

4-Year Grad Rate By # of Absences in 9th Grade





4-Year Grad Rate

Allensworth, E. M., & Easton, J. Q. (2007). What Matters for Staying On-Track and Graduating in Chicago Public High Schools: A Close Look at Course Grades, Failures, and Attendance in the Freshman Year. Research Report. Consortium on Chicago School Research



Fall 200

Freshman Year: The Make-it or Break-it Year

You are about to start the most important year of high school—perhaps the most important year of school so far. This is the year that will set the stage for whether you will graduate and whether you will be ready for college.

How do we know this? Because researchers at the University of Chicago—the Consortium on Chicago School Research—have spent years trying to understand what really matters when it comes to graduating from Chicago Public Schools. Working in cooperation with the district, the Consortium researchers have analyzed years of data—surveys, standardized tests, student grades, attendance records—and uncovered some connections that might surprise you.

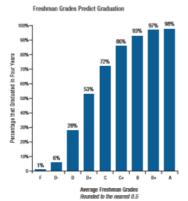
It's not about your 8th grade test scores, or even the ACT test that you will face in the 11th grade, although these tests do matter. It's not about where you live and how much money your family earns, although those facts get a lot of attention when educators talk about drop-out statistics.

Here's what really matters far more than anything: **GRADES AND ATTENDANCE.**

No one wants to be a drop-out statistic. So as you begin this crucial year, consider what research tells us about Chicago freshmen and the factors that influence whether or not they will graduate four years later.

GRADES

- More than 95 percent of students with a B average or better in their freshman year graduate.
- Freshmen who earn a B average or better have an 80-percent chance of finishing high school with at least a 3.0 GPA.
- Freshmen with less than a C average are more likely to drop out than graduate.



Grades and Attendance

The Consortium on Chicago School Research at the University of Chicago

For more information, visit the Consortium's website at ccsr.uchicago.edu

Fall 200

PARENT BRIEF

Freshman Year: The Make-it or Break-it Year

Your student is about to start the most important year of high school—perhaps the most important year of school so far. This is the year that will set the stage for whether they will graduate and whether they will be ready for college.

How do we know this? Because researchers at the University of Chicago—the Consortium for Chicago School Research—have spent years trying to understand what really matters when it comes to graduating from Chicago Public Schools. Working in cooperation with the district, the Consortium researchers have analyzed years of data—surveys, standardized tests, student grades, attendance records—and uncovered some connections that might surprise you.

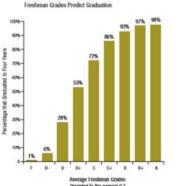
It's not about their 8th grade test scores, or even the ACT test they will face in the 11th grade, although these tests do matter. It's not about where you live and how much money your family earns, although those facts get a lot of attention when educators talk about drop-out statistics.

Here's what really matters far more than anything: GRADES AND ATTENDANCE.

No one wants to be a drop-out statistic. So as you guide your teenager through this crucial year, consider what research tells us about Chicago freshmen and the factors that influence whether or not students will graduate four years later.

GRADES

- More than 95 percent of students with a B average or better in their freshman year graduate.
- Freshmen who earn a B average or better have an 80-percent chance of finishing high school with at least a 3.0 GPA.
- Freshmen with less than a C average are more likely to drop out than graduate.



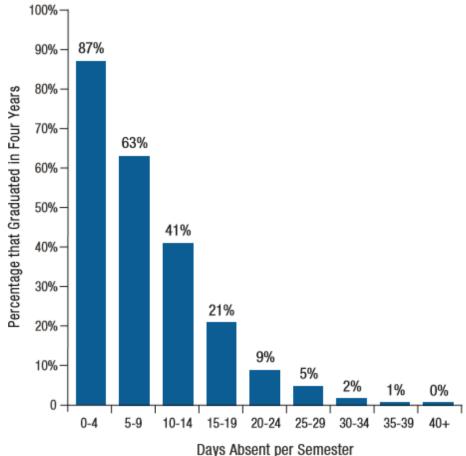
Grades and Attendance

The Consortium on Chicago School Research at the University of Chicago

ABSENCES

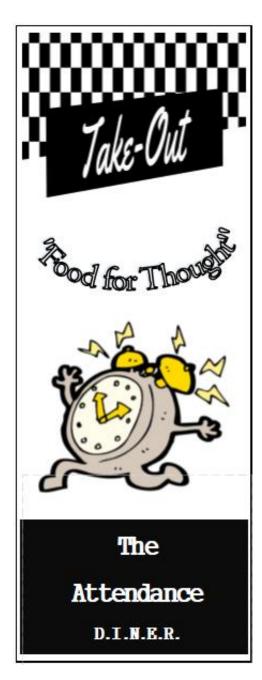
- Nearly 90 percent of freshmen who miss less than a week of school per semester graduate, regardless of their 8th grade test scores.
- Freshmen who miss more than two weeks of school flunk, on average, at least two classes—no matter whether they arrive at high school with top test scores or below-average scores. In fact, freshmen who arrive with high test scores but miss two weeks of school per semester are more likely to fail a course than freshmen with low test scores who miss just one week.

Missing Classes Puts Graduation at Risk



Days Absent per Semester

Course cutting counted as partial days



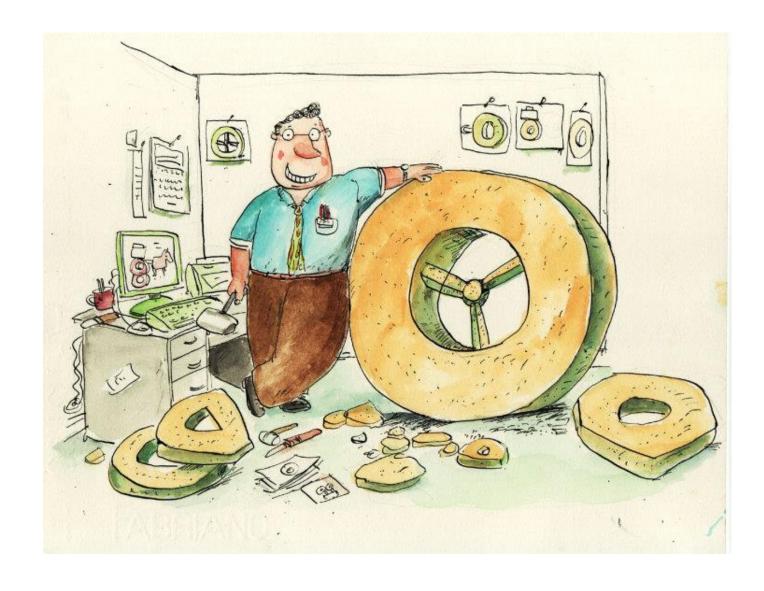
"Community Counts" Nachos

Parent and Community Engagement

Student Engagement Staff Engagement

System Considerations

DON'T REINVENT THE WHEEL!







Systems 4 Support, LLC

attendance works.org

Does Attendance Really Count in Our School?

A Tool for Self-Assessment - (Revised August 1, 2014)

	Key Element	Strength	OK for Now	Could be Better	Urgent Gap	Don't Know	
1.	Attendance is accurately taken and entered daily into the district data system in all classrooms.						
2.	Our school has a clear and widely understood attendance policy.						
3.	A team including the site administrator reviews attendance data on a regular basis to identify chronically absent students and monitor attendance patterns by grade, student sub-groups and classroom.						
4.	We offer such rich and engaging learning activities that students do not want to miss school.						
5.	We recognize and appreciate good and improved attendance.						
6.	We inform parents about the importance of attendance and encourage families to help one another get their children to school.						
7.	From the beginning of the school year, we identify and reach out to students at risk for chronic absence and their families in a positive, caring manner to see how we can support good attendance.						
8.	Our school partners with community agencies that offer resources (pre-K, afterschool, health services, volunteer mentors, and transportation) that can help engage students & their families and remove barriers to getting to school.						
9.	Individual learning plans are developed for high-risk students and address poor attendance along with low academic performance.						
10.	Our school's discipline policy and practice ensure students do not miss instruction due to suspensions for non- threatening behaviors.						
11.	Our strategies for supporting student attendance are reflected in our school improvement plan.						

(Note: Chronic Absence is missing=> 10% of school over a year including any type of absence; Satisfactory Attendance is missing=< 5% of school over a yea

hool Name:		



_



ATTEND TODAY, ACHIEVE TOMORROW GOOD SCHOOL ATTENDANCE MEANS...







MIDDLE SCHOOLERS pass important courses



HIGH SCHOOLERS



COLLEGE STUDENTS earn their degree



WORKERS
succeed in the

Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that's 18 missed days or 2 days a month—can knock students off track.

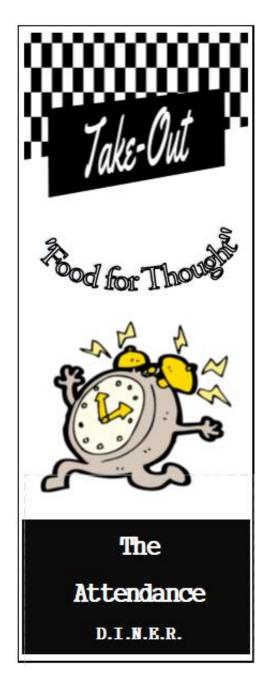




We missed you, a latte.

Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that's 18 missed days or 2 days a month—can knock students off track.





"MTSS for Attendance"

Parent and Community Engagement

Student Engagement Staff Engagement

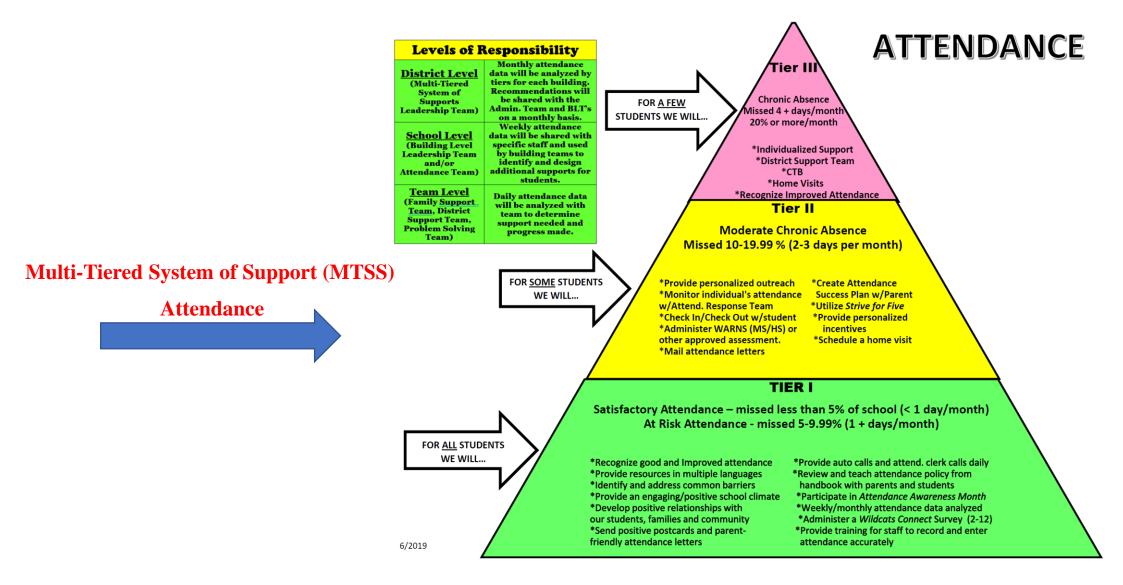
Data

The "Other" Data

System Considerations

Causal Factors/Belief Systems

Why did you start looking at attendance?



) Attendance by Schools and Tiers, 20

	Attendance by Schools and							11615, 20			
2018-2019	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
77.12											
	91.2	100									
	7.41	0									
	1.37	0									
73.61											
	89.3	99.38									
	7.54	0.62									
	3.14	0									
84.79											
	87.22	100									
	9.16	0									
	3.61	0									
80.85											
	84.39	99.81									
	13.9	0.19									
	1.69	0									
78.99											
	87.48	99.55									
	10.25	0.45									
	2.25	0									
71.12											
	88.41	98									
	8.87	1.88									
	2.71	0.1									
40.78											
	93.2	90.95									
	4.85	8.57									
	1.94	0.47									
59.67											
	92.5	100									
	0	0									
	7.5	0									

0 - 9.99%

10-19.99%

20% & up







The
Attendance

Appetizers

"Bulletin Board" Bites

Make a large data display near your main office or reception area that displays your attendance data from last year to this year on a monthly basis. Show the decrease in absences and/or tardies. This is a "living" display for all to see. Add pictures to it showing "good and improved."

"Root Cause" Floats

Use "Five Whys" protocol to generate possible root causes for attendance related issues. Stop asking "why" at what you can control. THAT is the trick. Break a large group into groups of 4-6. Have each group use the same question and go through the steps as individual groups. Come back together and compare. Do you have more than one theory? How will you explore them?

"Tardy Queen/King" Quesadilla

Are tardies an issue for you at the elementary level? Consider inviting a Tardy Queen/King to monthly assemblies to recognize the primary and intermediate classrooms with the least tardies. Have the teachers for the winning classrooms come to the front and have their pictures taken with the Queen/ King, Post the pictures in a central location.

"Community Counts" Nachos

Approach local businesses and ask to adopt them. The only thing you ask of them is for a space to post student work and notices about school events and attendance. Order free posters from OSPI/OSSI (https://www.k12.wa.us) and post at local grocery stores, health care clinics, churches, etc. Connect with your local churches to see if they will place announcements about attendance in their church bulletins, https://www.attendanceworks.org/

"9th Grade" Layer Dip

Explore Network for College Success website and form your own 9th grade success team. Present the research to students, parents, and staff about the impact of 9th grade attendance on graduation. https://os.uchicago.edu/

GOOD

Main Dish

"Attendance Café" Casserole

Consider holding an Attendance Café to harvest the stories behind the attendance data. Use a protocol from "The World Café" to guide your work. Cafés can be a powerful way to gather feedback from students, parents, attendance clerks, and community members. They will reveal some of your underlying causes for attendance. You need to be prepared to act on what you learn and provide feedback to your café participants on next steps.

Brown, J. (2002). The world cate: a resource guide for hosting conversations that matter. Whole Systems Associates.

"Data Dive" Diggity-Dogs

Use a protocol to analyze your attendance data that reveals the assumptions the adults are bringing to the table. Use a simple t-chart. Ask the adults to make a predication about a data question related to attendance. Staff either share out their prediction or write in on a note and place it on the chart paper under the word prediction. On the left side. On the right side they write the "why" for their prediction. This can be powerful as it will provide the insight for how adults are viewing attendance. It will be important to keep this chart as you will want to return to it after exploring actual attendance data to see if assumptions were true or not. Try this with students and parents as well.

'Nudge Letter" Lamb Chops

Have you taken a look at your attendance letters lately for reading level, tone, and content? Nudge letters are linked to a study conducted by Rogers & Feller in 2018 about absenteeism information. Nudge letters show comparative absences, are written at a 6th grade reading level, and are proactivenot reactive. The best part? They can be created in your data dashboard!

Rogers, T. & Feller, A. (2018). Reduding student absences at scale by argeting parents' misbellefs. Nature Human Behaviour.

"Beat the Bell" Burrito

Decreasing tardies is easy with a positive behavioral support program called "Beat the Bell." Introduce it as part of your school expectations. Place sandwich board in front of your school every morning near the drop-off area with "Beat the Bell" written on it with current numbers for the week! Report on it in your parent newsletters.

Dessert

"Relationship Review" Pudding

Prior to the start of the school year, print pics. of students and place them on a wall in a private location and have staff place dots next to pictures of those students who they have a positive relationship. Define what a positive relationship is for staff. After all have placed dots, have staff take a step back and look at those pictures without dots. These students become a focus for connections asap. Another angle for MS and HS is to have students respond to a 2 or 3 question online survey asking if they have someone on staff they would go to if they were in need. A drop down list of names is provided. An option should also be that they don't have anyone at this time. Analyze these results. Any students without an adult needs to become your focus ASAP for connections.

"Tardy Token" Mud Pie

Purchase tokens from a company that can be placed on inexpensive chains for backpacks or necklaces. Award to students for "good and improved" attendance at monthly assemblies. Students will collect throughout the years. They come in different styles and colors and become collectable items for students.

"Attend-Dance" Delight

Need a great incentive for MS or HS students for attendance? Create a goal with your student leadership team and track it with a visual display. Hold a FREF Attend-Dance to celebrate!

"Call it Out" Cherry Cheesecake

Ask your school photographer to provide you with free postcards. Have a list of address labels prepared for students by 1st period or by classroom teacher. Prepare basket with labels, class lists, and postcards. As staff enter staff meeting, have them take a couple post cards and write a quick note to a student making progress with attendance or a note of positive recognition. This is an easy way to build positive relationships with students. This strategy would work in any environment, not just school. Use that time at the beginning of a meeting to write a quick note to a parent, student, or co-worker.

IMPROVED

References

- Attendance and Chronic Absenteeism. (n.d.). Retrieved from http://www-test.ospi.k12.wa.us/Attendance/Resources.aspx.
- Attendance Awareness. (2019). Retrieved 2019, from https://awareness.attendanceworks.org/.
- Brown, J. (2002). The world café: a resource guide for hosting conversations that matter.
 Mill Valley, CA: Whole Systems Associates.
- Hawker Brownlow Education. (2014). Data strategies to uncover and eliminate hidden inequities: the wallpaper effect. Place of publication not identified.
- Parker, P. (2019). The art of gathering: how we meet and why it matters. London: Penguin Business.
- Phillips, E. (2019). The make-or-break year: solving the dropout crisis one ninth grader at a time. New York: The New Press.
- TEDTalks: Chimamanda Adichie--The Danger of a Single Story. (2009).
- The Network for College Success. (n.d.). Retrieved from https://consortium.uchicago.edu/publications/network-college-success-capacity-b uilding-model-school-improvement.
- Wellman, B. M., & Lipton, L. (2017). Data-driven dialogue: a facilitators guide to collaborative inquiry. MiraVia, LLC.



Thank you for joining me today!

I hope you found one idea worth your time.

It is truly all about relationships and dialogue.

Hold a café with your parents, your students, your community, your staff. You will be pleasantly surprised.

~ Kathryn Page

Contact:

Kathryn Page
Systems 4 Support, LLC
kpageconsulting@gmail.com
206.999.5947

What's one commitment you can make about incorporating student, parent, community voice?

Give Away Time!