



TTUSD: Attendance Overview & Plan for Improvement

Presented for the TTUSD Board of Trustees
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Presented by: Annamarie Cohen, Ph.D.
Executive Director of Student Services



Reducing Chronic Absence: What Will it Take?

TONIGHT'S OBJECTIVES

- ATTENDANCE & ABSENTEEISM DEFINED
- TTUSD DATA DIVE
- TTUSD PLAN
- OVERVIEW OF TIERED INTERVENTIONS
- ATTENTION 2 ATTENDANCE CAMPAIGN



Why Focus on Attendance?

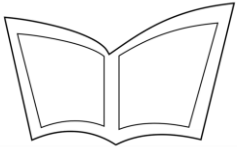
High numbers of school absence are:

- An early warning sign of potential drop-outs
- Predictive of academic failure
- A flag for student disengagement

Schools that Make Attendance Gains:

- Strengthen accountability among parents, students and teachers
- Implement positive strategies to increase engagement and personalization with students and families
- Intervene early: every absence counts and gets a response

Chronic Absenteeism: National, State, & Local Implications

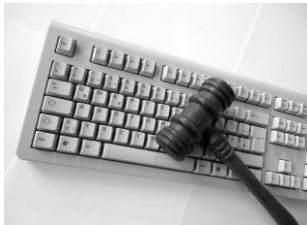


- Chronic absenteeism may prevent children from reaching early learning milestones
- < likely to read at grade level by 3rd grade
- 4x more likely to dropout of high school



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- Irregular attendance is a better predictor of high school completion than test scores
- Students with Disabilities are 1.5x more likely to be Chronically absent than students without disabilities
- Males and females are equally likely to be chronically absent (16% at national level)



- High school dropouts are more likely to be involved in the criminal justice system
- Difference in median annual earnings for high school graduates vs. non-graduates is between \$5,000-\$10,000 less per year

Source: US Department of Education

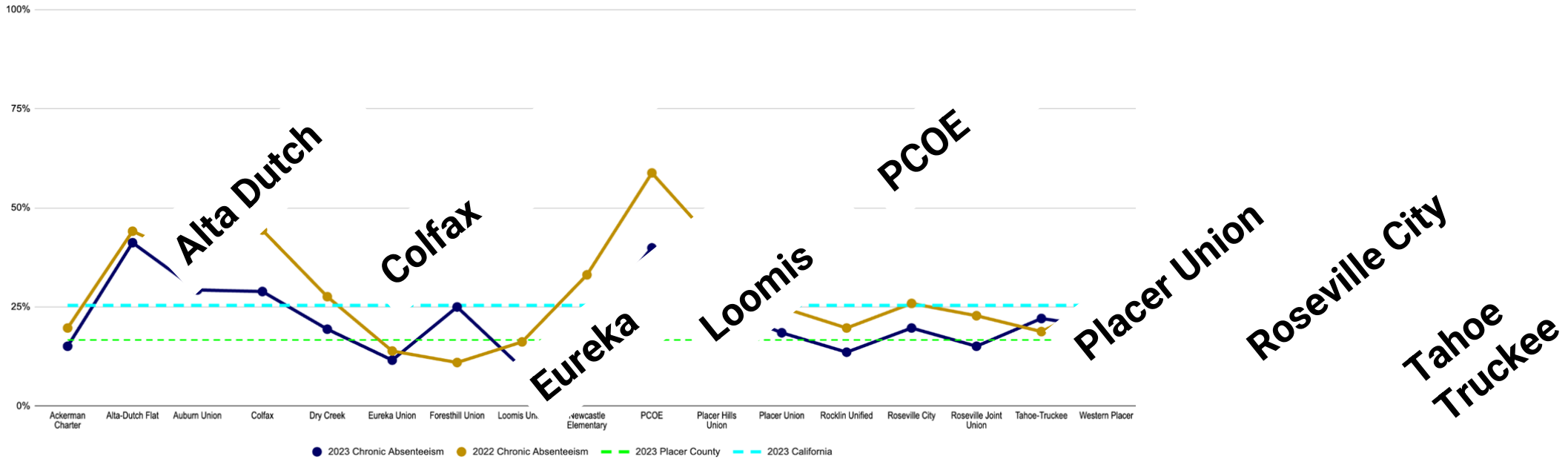




CHRONIC ABSENTEEISM DEFINITION

- The “chronic absenteeism rate” has been defined in California *Code of Regulations* Title 5, Section 157497.5 appendix:
 - (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- The above definition is used in California for Local Control and Accountability Plans and differs from the chronic absenteeism rate definition used in accordance with the data collection conducted pursuant to section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)) for Title I schools. The federal definition for chronic absenteeism counts students who have missed 15 days of school for any reason during one school year rather than students who have been absent 10 percent or more of the school days.

2022 and 2023 Comparison of Chronic Absenteeism



Akerman **Auburn Union** **Drycreek** **Foresthill** **Newcastle** **Placer Hills** **Rocklin** **Roseville Joint** **Western Placer**

Alta Dutch **Colfax** **Eureka** **Loomis** **PCOE** **Placer Union** **Roseville City** **Tahoe Truckee**

----- 25.4% for California

----- 17.6% for Placer



Why focus on Attendance in TTUSD?

- **ATSI- Chronic Absenteeism**
 - Implementation of a school-level plan
 - 4 schools targeted for ATSI (2 Elementary, 2 Middle)
 - Identification once every 3 years
 - Student Subgroup is in lowest 5% of Title 1 schools
- **ACADEMIC ACHIEVEMENT**
 - English Learners
 - Students with Disabilities
- **CHRONIC ABSENTEEISM DATA**
 - TTUSD has high rates of Absenteeism



ADDITIONAL TARGETED SUPPORT & IMPROVEMENT (ATSI)

School Eligibility and Exit

The CDE will use the California School Dashboard (Dashboard) to determine school eligibility for and exit from TSI and ATSI. Title I and non-Title I schools are eligible for TSI and ATSI.

ATSI Eligibility and Exit Criteria

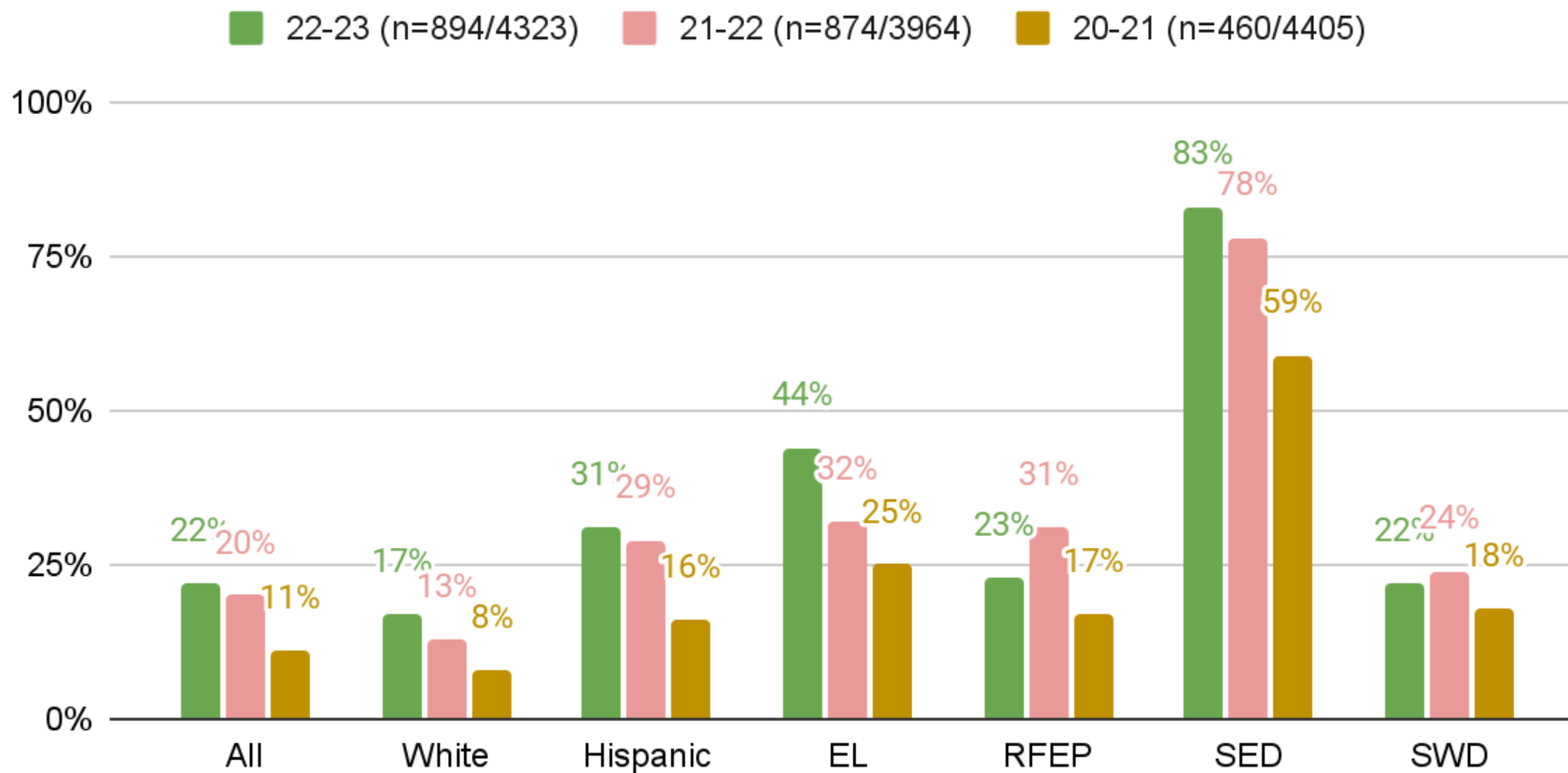
Schools that are not eligible for comprehensive support and improvement (CSI) and have one or more student group(s) that meet(s) any of the criteria used to determine CSI Low Performing, will be eligible for ATSI.

The student groups used for ATSI determinations are:

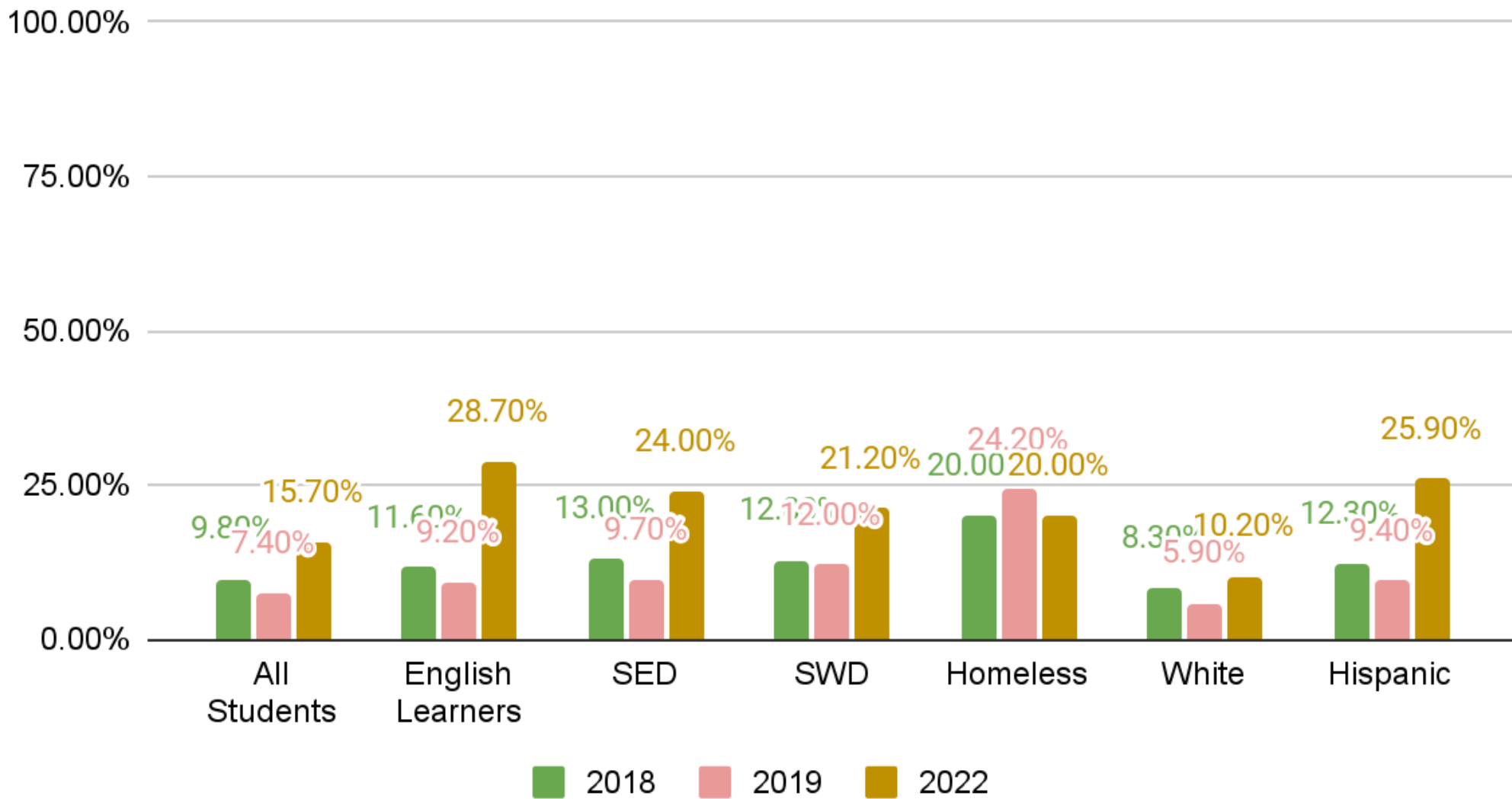
- Race/ethnicity (i.e., Black/African American, American Indian/Alaska Native, Asian American, Filipino, Hispanic, Pacific Islander, White, and Two or More Races)
- Homeless Students
- English Learner Students
- Foster Youth Students
- Student with Disabilities
- Socioeconomically Disadvantaged Students

TTUSD Chronic Absenteeism

22-23 (n=894/4323), 21-22 (n=874/3964) and 20-21 (n=460/4405)

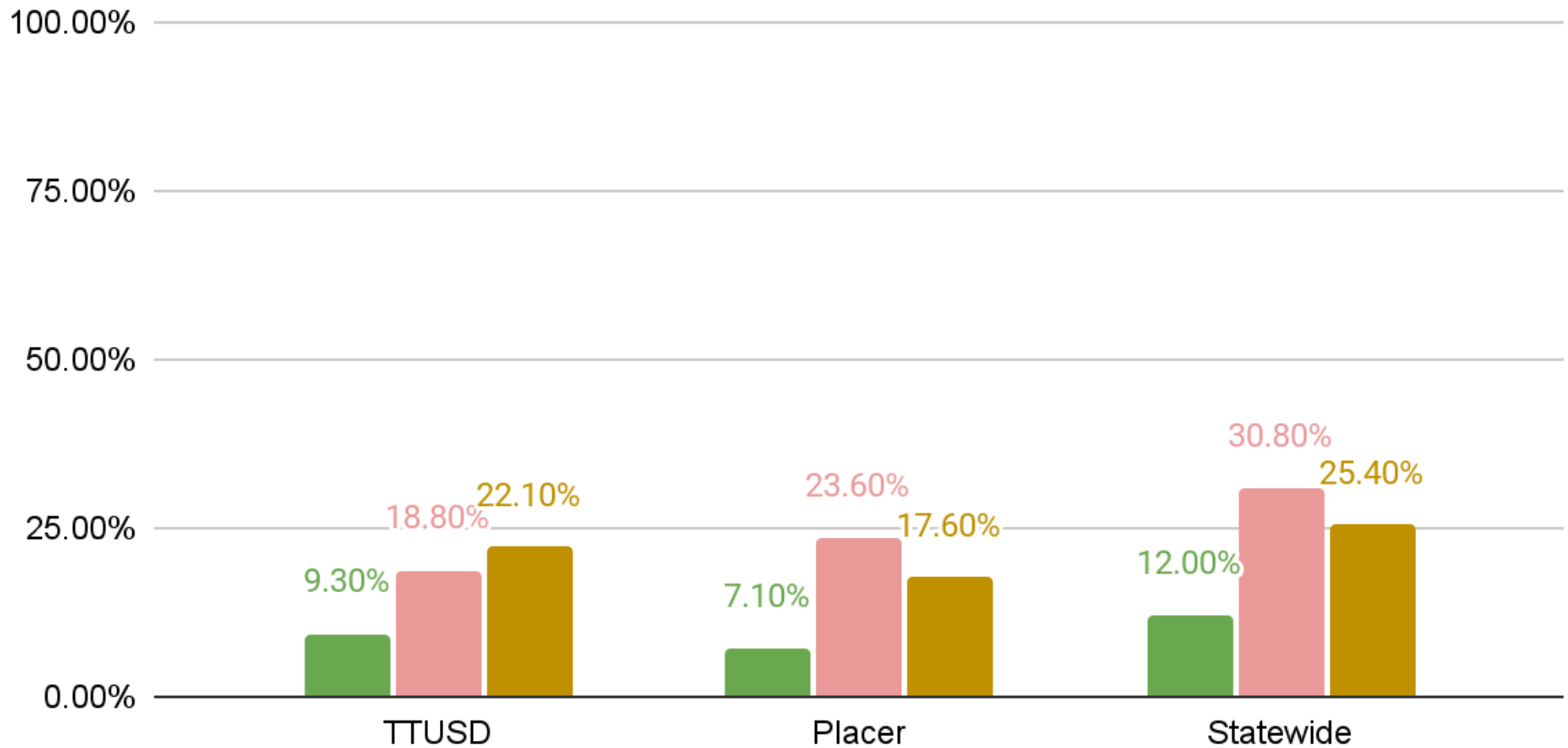


CA Dashboard TTUSD K-8 Chronic Absenteeism



DataQuest TTUSD K-12 Chronic Absenteeism Rate

2018-2019 2021-2022 2022-2023



TTUSD K-12 Absenteeism by Reason

2018-2019

Name	Eligible Cumulative Enrollment	Count of Students with One or More Absences	Average Days Absent	Excused Absences	Unexcused Absences	Out-of-School Suspension Absences	Incomplete Independent Study Absences
Tahoe-Truckee Unified	4,057	3,890	8.6	70.8%	23.3%	0.6%	5.4%
Placer	66,617	55,010	7.8	70.0%	27.8%	1.0%	1.1%
Statewide	5,611,163	5,036,387	9.6	56.3%	40.0%	1.3%	2.4%

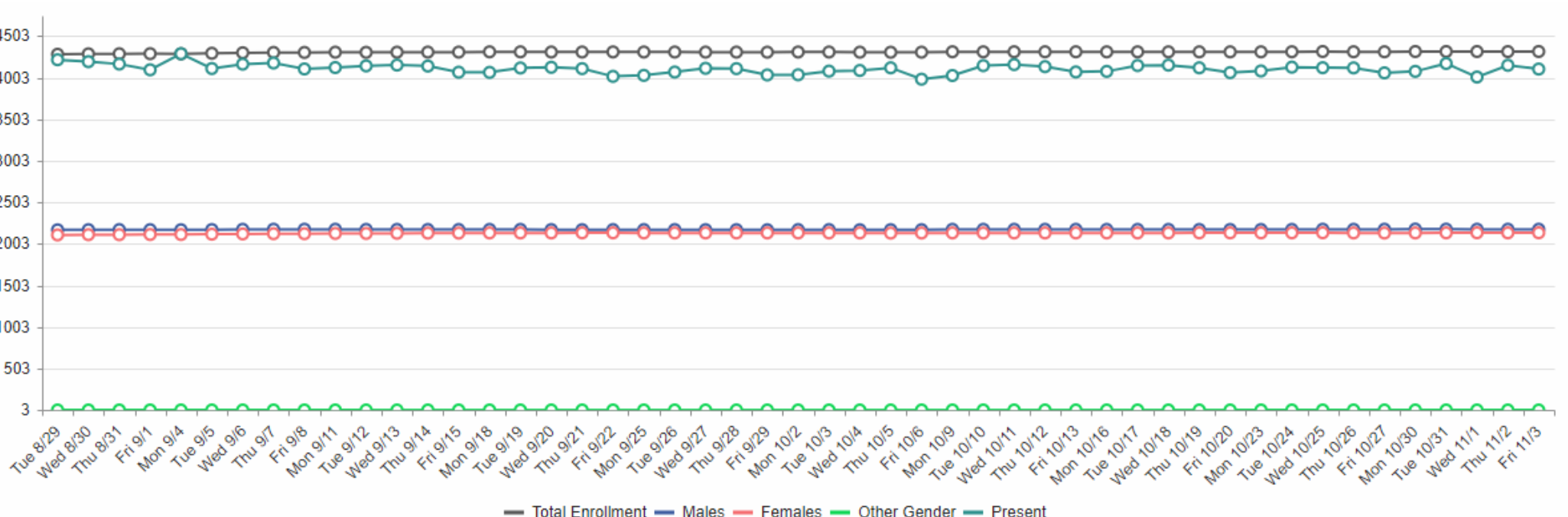
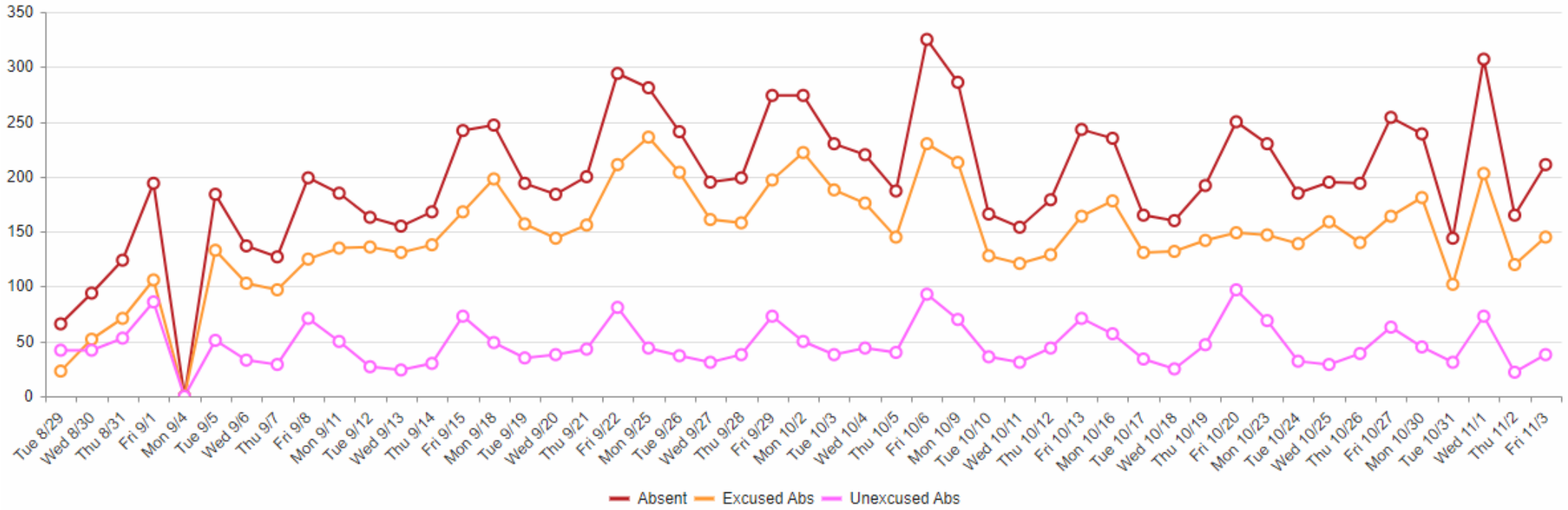
2021-2022

Name	Eligible Cumulative Enrollment	Count of Students with One or More Absences	Average Days Absent	Excused Absences	Unexcused Absences	Out-of-School Suspension Absences	Incomplete Independent Study Absences
Tahoe-Truckee Unified	4,056	3,940	11.2	64.9%	30.3%	0.5%	4.3%
Placer	66,151	63,175	13.2	66.9%	28.8%	0.7%	3.5%
Statewide	5,315,973	5,018,238	16.6	52.9%	38.6%	0.7%	7.8%

2022-2023

Name	Eligible Cumulative Enrollment	Count of Students with One or More Absences	Average Days Absent	Excused Absences	Unexcused Absences	Out-of-School Suspension Absences	Incomplete Independent Study Absences
Tahoe-Truckee Unified	4,054	4,001	12.9	68.5%	28.0%	0.3%	3.2%
Placer	66,257	63,372	11.3	70.4%	27.1%	0.8%	1.7%
Statewide	5,268,302	5,005,224	14.4	56.6%	39.5%	0.9%	3.0%

TTUSD Attendance Trends 2023-2024





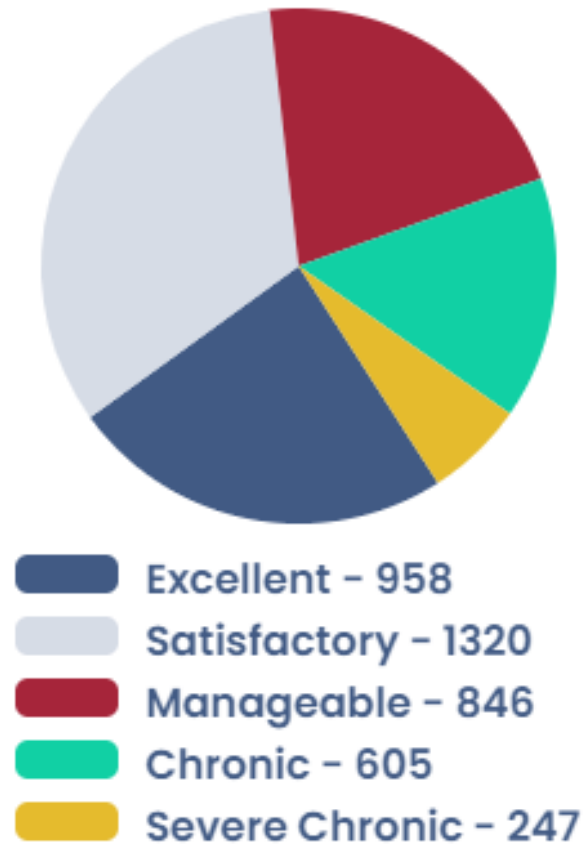
ATTENTION **2** ATTENDANCE

The foundation of The Achievement Initiative

- Early warning and intervention system
- Patented attendance and conferencing management program
- Increases learning time for all students
- Improves school site and parent relationships
- Removes administrative burden from staff
- Enhances school culture and climate

Attendance Snapshot: 9/29/2023-11/3/2023

ATTENDANCE



Attention 2 Attendance Accountability & Monitoring System

District Total-- Average Daily Absence - 264 [] Well Below Avg < 232 [] Well Above Avg > 296

August 2023				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
	84.5	122.3	155.1	

September 2023				
M	Tu	W	Th	F
				1
				230.6
4	Holiday	5	6	7
		227.2	195.0	170.7
11		12	13	14
	243.3	223.8	221.1	234.0
				295.7
18	19	20	21	22
302.3	248.1	228.1	257.6	347.3
25	26	27	28	29
337.3	315.8	257.5	264.5	332.2

October 2023				
M	Tu	W	Th	F
2	3	4	5	6
339.7	305.7	308.2	277.0	374.9
9	10	11	12	13
379.3	246.1	239.6	266.6	325.5
16	17	18	19	20
335.0	260.8	252.3	276.1	317.8
23	24	25	26	27
30	31			

High Schools

August 2023				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
	12.6	12.3	19.1	

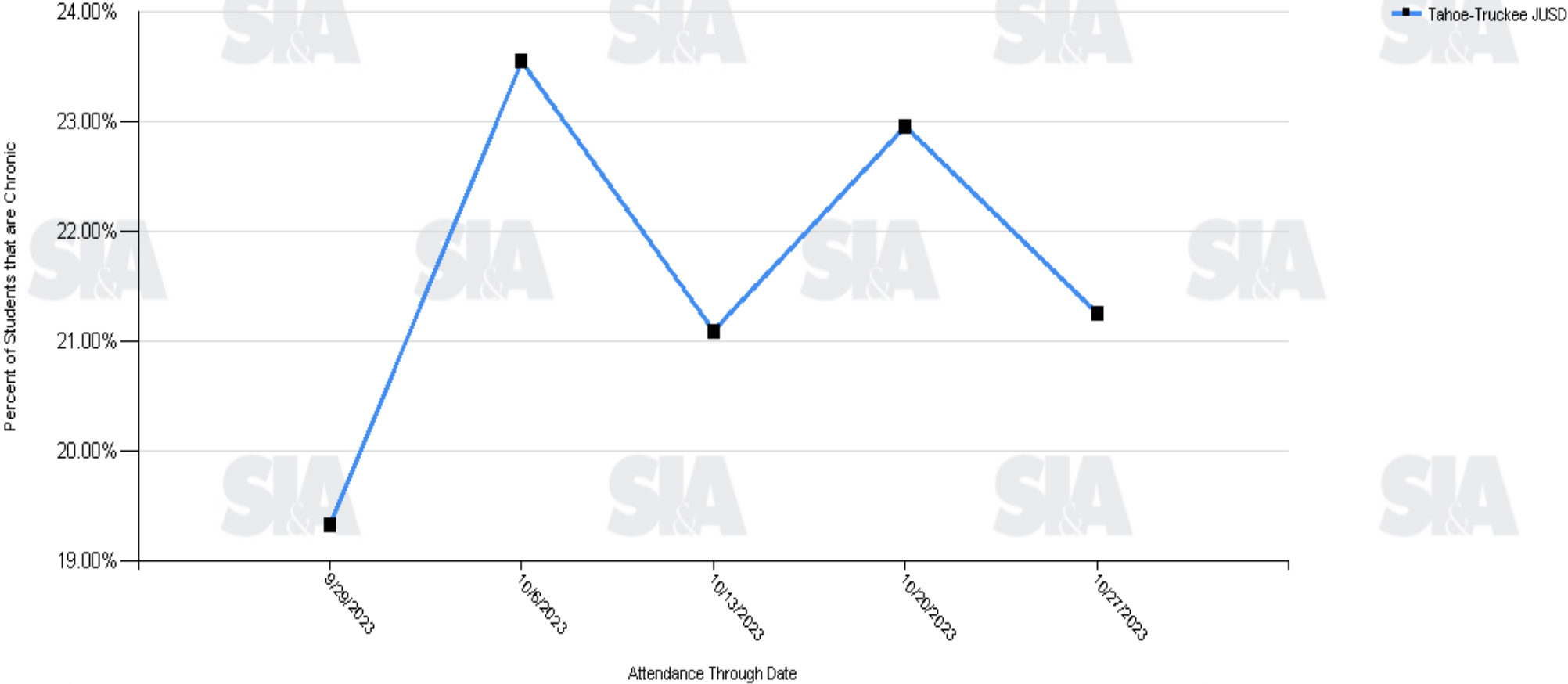
September 2023				
M	Tu	W	Th	F
				1
				22.3
4	Holiday	5	6	7
		23.1	21.3	20.1
11		12	13	14
	30.7	27.0	43.7	22.9
				27.1
18	19	20	21	22
42.9	35.3	21.1	23.9	43.6
25	26	27	28	29
40.6	39.9	21.3	31.7	47.4

October 2023				
M	Tu	W	Th	F
2	3	4	5	6
32.3	47.4	64.7	36.4	42.3
9	10	11	12	13
45.7	33.3	31.6	36.9	41.6
16	17	18	19	20
38.0	44.7	37.1	45.7	44.1
23	24	25	26	27
30	31			

District Data: Chronically Absent

District Level

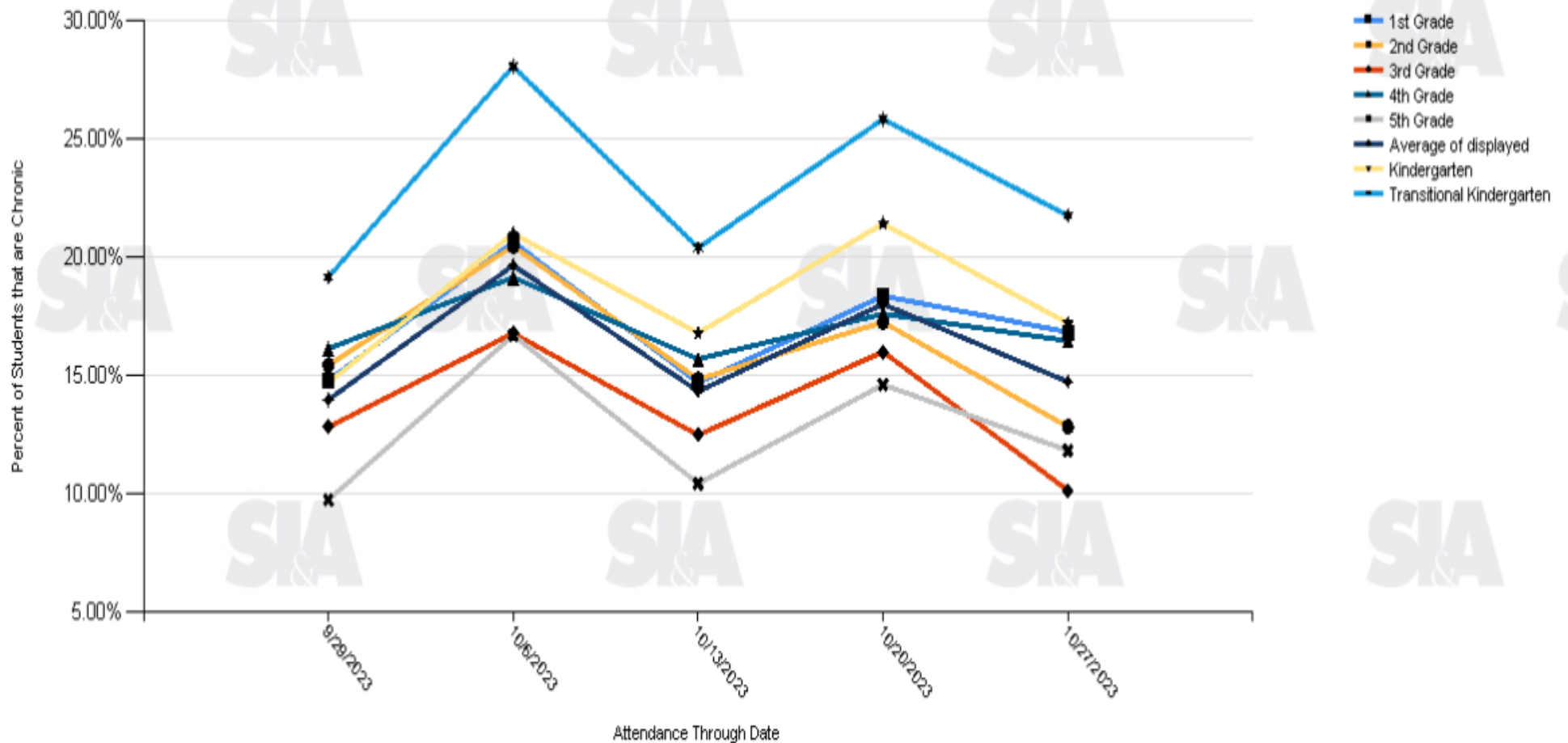
Percent of Students that are Chronically Absent Over Time (Presented by: Summary --- Drillable by: By Site Type)



Elementary Data

District Level

Percent of Students that are Chronically Absent Over Time (Presented by: By Grade --- Drillable by: By Site Type)



3 Tiered Approach to Attendance

Intensive

Far Below Basic
87% in-seat attendance
Below Basic:
87-91% in-seat attendance
15 or more absences

Tier III

- *Intensive Interventions
- *SART & SARB Meetings
- *Specific and individualized plans
- *Educational alternatives/options
- *Case Managed support

Targeted

(At-risk Students)
Basic: 92-95% in-seat attendance
8-14 absences

Tier II

- *Re-teach Attendance
- * Systems of Identification
- *Student/family supports
- *Documentation & Monitoring
- * Team Meetings (COST/SST)

Universal

Proficient: 96-99% in-seat attendance
Perfect Attendance: 100%
Missing less than 7 days

Tier I

- *Teach Attendance
- *Reinforce good habits
- *Positive School Climate
- *Communicate goals
- *Attendance plans

Multi-tiered Attendance Support System: example

Family & Student Engagement

- SART/SARB
- Case management support
- Connect with community leaders to support family engagement (e.g., non-profits, faith based orgs)
- Connect with Health Services, CPS, foster care, etc. as appropriate
- Request police welfare check if unable to locate child

Social-Emotional Learning/Relationships

- Connect with counseling if needed
- Connect with skilled mentor, OST activity

Mental/Physical Health

- Student/family assisted to contact community resources; community resources asked to reach out
- Individual support teams/plans for student referrals

Attendance/Intervention Monitoring

Tier 3: Intensive

- Student Support Team (SST) meeting review
- Support Centers/counselors and/or VP provide case management, reach out to other relevant programs as appropriate (e.g. foster, homeless, probation, etc.), document in SIS
- Monitor SARB if needed
- Contact CPS, law enforcement for welfare check if needed

Positive Behavioral Supports/Restor. Justice

- Connect with counseling if needed; assess for connection with mentor and/or OST activity... reach out and request attendance promotion support if these exist, if not facilitate connection
- Attendance recognition

Academic Support

- Student connected with tutor, other academic support needed; tutor monitors, checks in

Basic Needs

- Ensure safety
- Provision of Targeted Resources:
 - Bus passes
 - Food gift cards
 - Alarm clocks

- Teachers call guardians to follow up on students approaching CA
- Admin meets with CA student to problem-solve attendance
- Positive, trust-building SST or SART to id attendance barriers and motivators
- School attendance letters with attendance summary
- District attendance letters to truant students and their guardians (letters 1, 2, and 3)
- Home visit if missing 3 consecutive days with no contact
- Early PTHV for all students CA previous year

- Continuous monitoring of CA students in person (check/connect, City Year)
- Restorative justice to focus on repair of social/emotional relationships harmed
- SSTs/IEPs include SEL focus
- Explore classroom change if teacher fit is an issue
- Use of mentors, special time with staff to support socially isolated CA students during lunch/recess

- Group counseling/support groups
- Individual check-in program
- Coordinated student referral process/progress monitoring

Tier 2: Strategic

- Attendance clerk alerts designated staff of students with frequent absences, tardies, and/or re-admits
- In prep for support team meetings, generate CA list highlighting students CA in previous month(s) as well
- At monthly Student Support Team meeting: 1) review current list of CA/approaching CA and compare to previous month; 2) triage each student for intervention/prevention, 3) document intervention plan, and 4) monitor intervention efficacy
- Use SST or other forms of check in to gather additional information on attendance barriers/motivators
- Identify in summer incoming and rising students with poor attendance to inform special outreach prior to/early in school year

- Restorative practices (healing circles and peer conflict mediation) are held to address root causes of behavior problems
- Recognition for meeting attendance goals (e.g., "\$" for use at school store)

- CA student academics assessed- SST/IEP scheduled if needed. All SST or IEP meetings include attendance goal in their plans
- Travel packets prepped for student independent study if traveling to Mexico for winter break

- Assessment of Resources:
 - Social worker and/or SSC Coordinator inquire about housing, food, transportation needs

- Welcoming school environment reflecting family/child school audit
- Staff cultural humility training
- Positive feedback to caretakers
- Attendance clerk/family liaison calls for unexcused abs, >2day abs
- Public attendance recognition
- Attendance policy and tips in Parent Handbook, Newsletters in key languages
- PTHV priority for incoming K, 1st, 7th, 9th, 12th graders and incoming transfers
- Transfer family welcome basket (attendance promotion resources)
- School-wide "Every Day Counts" video/art contest & exhibit

- SEL curriculum & assemblies
- School climate assessment
- Student leadership in climate review/planning
- Student ombudsperson that students can meet with for support in dealing with challenging adult relationships at school
- Organized recess/lunch time activities for those who want to participate

- School-based basic health services
- Community-building/anti-bullying focus with all
- All staff trained to id signs of mental health issues, mental health first aid should stay home
- Parents get multilingual info on when ill students should stay home
- Health insurance sign up fair
- Hand-washing program
- Healthy food options

Tier 1: Universal

- School regularly reviews attendance promotion strategy, all school staff trained in roles/use of SIS, held accountable for accurate use
- School staff welcome/connect with kids/families each day
- Daily attendance monitoring & strategy for school outreach to absentees
- Check attendance of incoming transfer students to id support needs
- Designated staff generates monthly CA list
- Designated staff share CA data with Admin, teachers and Student Support Team monthly
- Use data system to track attendance rates and assigned interventions and assess for sub-population patterns

- PBIS efforts to create positive environments to learn, play, and communicate:
 - Cafeteria and playground rules, activities foster welcoming environment
 - Friendship days, incentives for caring behavior

- Volunteer tutors
- Parent-teacher conferences to review student strengths and areas for improvement
- Clear instructions to students/family on how to make up work if absent

- General provision of basic resources:
 - Pencils, erasers, etc.
 - Clothes closet
 - Free and reduced price meals
 - Walking school bus

Truancy Letter Process

FIRST LETTER

Notification of Truancy (L1)

At 3+ Truant Days
Attendance Codes:
A, C, K, U, V, W

SECOND LETTER

Second Truancy Notice (L2)

At 6+ Truant Days
Attendance Codes:
A, C, K, U, V, W

CONFERENCE

Schedule/Document Conference in A2A

Eligible: **AFTER** Second Warning Notice (L2) has been printed/mailed

- Once scheduled, a CONF L2 notification is sent home the following business day

Conference must be **CLOSED** using the **Conducted** or **Remove from Conferencing** Status **AND** 3 new trancies must be accrued by student after the conference date for L3 to generate in A2A

THIRD LETTER

Final Truancy Notice (L3)

At 9+ Truant Days
Attendance Codes:
A, C, K, U, V, W

