



**Going beyond the MTSS
model of intervention to
reduce disproportionality and
close the achievement gap.**

Exceeding the Requirements of EC 48240

The Achievement Initiative · 2019 CASCWA State Conference

Welcome

Cynthia Brice

Student Support Services
San Lorenzo USD

Brenda Tapp

Operations Manager - A2A
School Innovations & Achievement

Agenda

- Ed Code 48240 Intent
- What's Required
- Results
- Questions?

What We're Charged With

Ed Code 48240 Intent: **Promote A Culture of Attendance**

- Raise awareness of the negative outcomes associated with poor attendance
- Identify and respond to grade level or subgroup patterns of absenteeism
- Identify and address factors contributing to absenteeism patterns
- Be proactive with identifying and providing support service and interventions
- Measure the effectiveness of strategies implemented

What's needed to promote a culture of attendance?

- A process in place with consistency
- Data analytics
 - That drills down to subgroups and grades
 - That identifies trends
 - That inspires actions
- Actions that
 - Are implemented based on specific trends identified
 - Are proactive not reactive
 - Inspire action
 - Can be measured – what's working/what's not working
- Oversight
- Leadership

What do you need to promote a culture of attendance?

All of these things might look familiar to you!

(5 Plus 1)

1. Process
2. Communication
3. People
4. Measurement
5. Oversight

Plus 1 – Your Leadership

Why is a Culture of Attendance So Important?

Our Global Rankings

Students in the United States lag internationally in education performance:

24th in overall Reading

41st in Math literacy

25th in Science



The Issue: Learning Time

Students in the United States spend **2.5 months to 2 years less time in the classroom** than other industrialized countries

And this assumes

- U.S. students have 180 days
- That students are present every day
- That teachers are never absent

None of these are true...

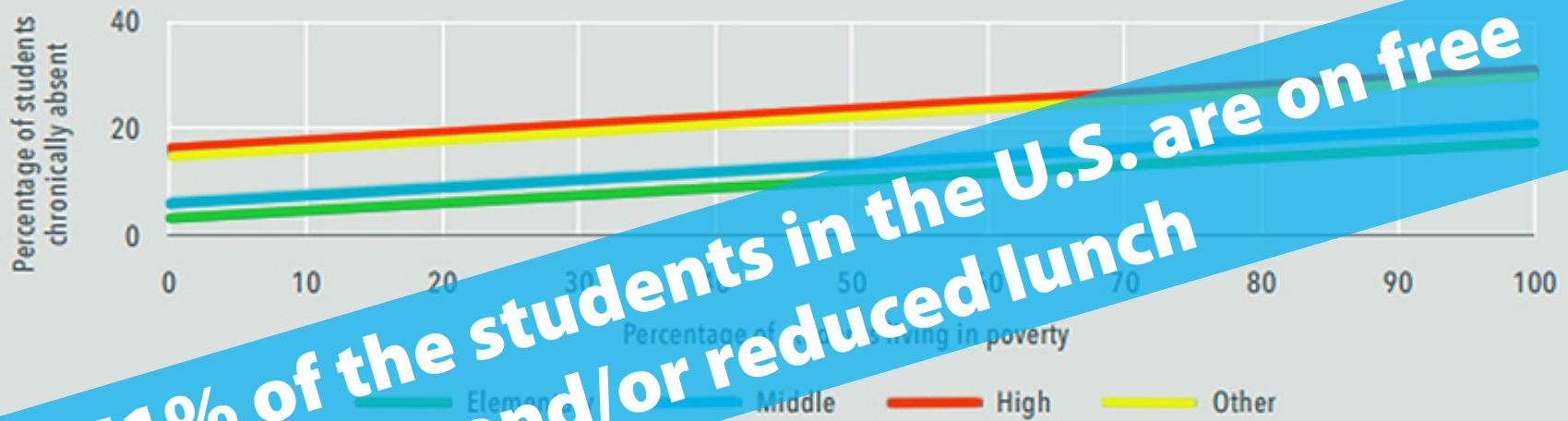
Reality: We have an attendance crisis

- Upwards of 7.5M students in the US miss 18 or more days
- 11% of elementary students miss 18 or more days
- 18% of high school students are chronically absent (missing 10% of school)
- 1 in 10 kindergartner and first grade students are chronically absent
 - 1 in 10 kindergarten and first grade students miss a month of school each year due to absences
- In California, more than 250,000 elementary school students are estimated to miss 10% or more of the school year
 - 83,000 elementary students have more than 3 weeks of unexcused absences
 - 20,000 elementary children miss 36 days or more of school in a year

**If children aren't proficient in reading by the end of third grade—
they are set up to fail.**

Another reality: As poverty rates increase, so do Chronic Absenteeism rates

Chronic Absenteeism and poverty, by grade-level



SOURCE: U.S. Department of Education Office for Civil Rights and National Center for Education Statistics Common Core of Data

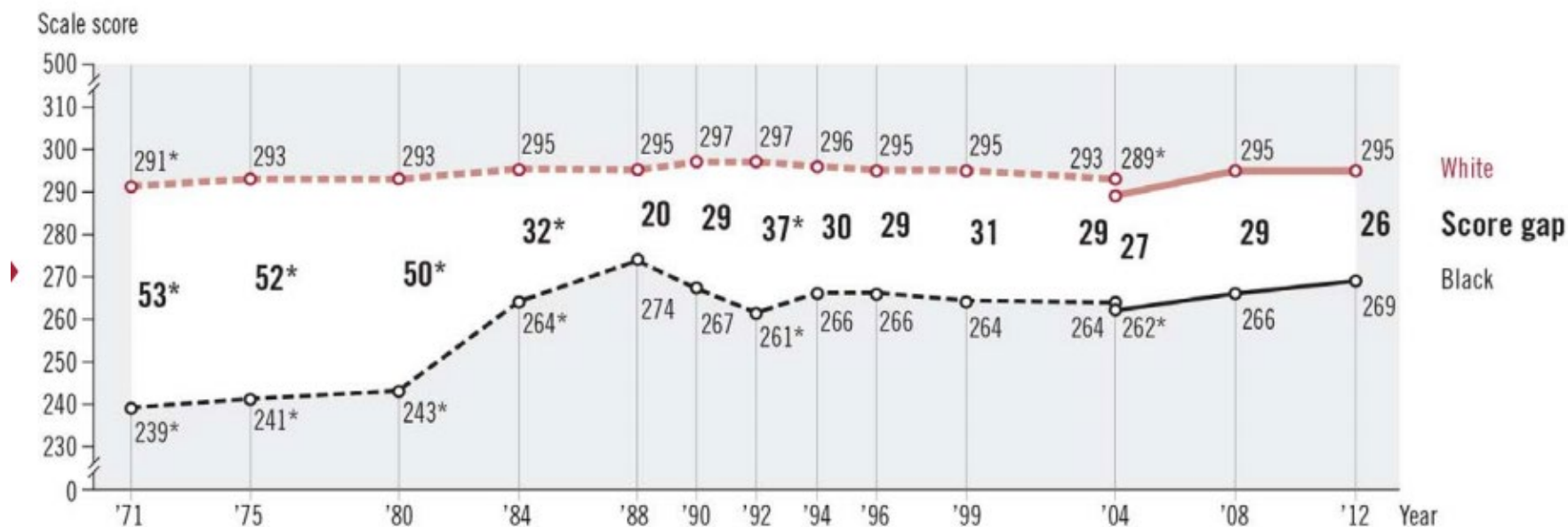
GRADUATION RATES FOR 2013-14

- General population – 82%
- Disadvantaged – 75%

Another reality: We have been unable to close the Achievement Gap

(Achievement Gap refers to difference in performance between white students and brown and black students.)

Figure 11. Trend in NAEP reading average scores and score gaps for White and Black 17-year-old students



* Significantly different ($p < .05$) from 2012.

NOTE: Black includes African American. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores.

--- Original assessment format
— Revised assessment format

We Have a Systemic Learning Time and Attendance Crisis in Education

The most important thing a parent can do to help their child be successful is to get them to school everyday and everyday on time.

But parents aren't getting the message:

- Not with rigor, not consistently, not as an organizational imperative
- Not the importance of school and,
- Certainly not in the parents home language or in a message that is easily understood

Absent kids **have harder lives**

- 83% of students chronically absent in kindergarten and first grade **cannot read on-level by third grade**
- Students not reading on-level by third grade are **4X more likely to drop out**
- High school dropouts are **8X more likely to be incarcerated** than people with high school diplomas

The result of not managing attendance

- **65% of all fourth grade students cannot read on-level**
 - 54% of white fourth grade students cannot read on-level
 - 82% of African-American or Black fourth grade students cannot read on-level
 - 79 % of Hispanic or Latino fourth grade students cannot read on-level
 - 83% of low-income students in the fourth grade cannot read on-level

**By the time students reach the fourth grade,
they are reading to learn and not learning to read.**

- **Every 26 seconds 1 student drops out of school**
 - That is 7,000 students every day

While others focused on academics,
our education partners
focused on attendance.

What we know:

- Focusing on Chronic Absenteeism is too late
 - While we applaud the effort, it's bigger than that
- Absenteeism effects *all* students
 - It's related to all student outcomes
 - From being accepted at top schools, to getting so far behind, dropping out is the only option
- It's a fundamental/foundation issue that if you skip, resources will be wasted

1. Attendance and Achievement are inextricably linked
2. Attendance is an education equalizer

Our Mission

*"To create a culture of achievement,
starting with **creating of culture of showing up.**"*

Continuous Improvement Model



Process

Systemic problems require enterprise solutions/process.

Effectively changing processes can lead the way to behavioral/culture change.

People

Make what you want done – easy to do, meaningful and appreciate and recognize those that are doing the work.

Measurement

What you measure needs to be consistent and understandable. It needs to be timely and inspire action. It helps for it to be comparative.

Oversight

If I am working on something that no one ever looks at but me – it must not be that important.

Communication

Always communicate the outcomes; no one wants to be asked & then never receive feedback on what happened.

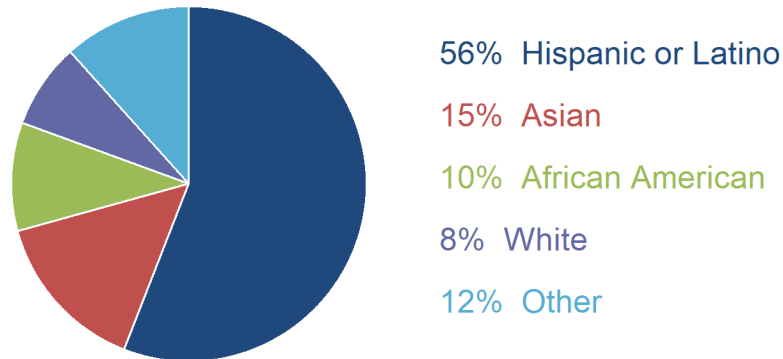
Communicate in a way that the person on the receiving end gets the message. Repetition is good – that's what branding is all about.

San Lorenzo USD

11,530 students in the district

16 active A2A school sites

Serves students in Kindergarten through 12th grade



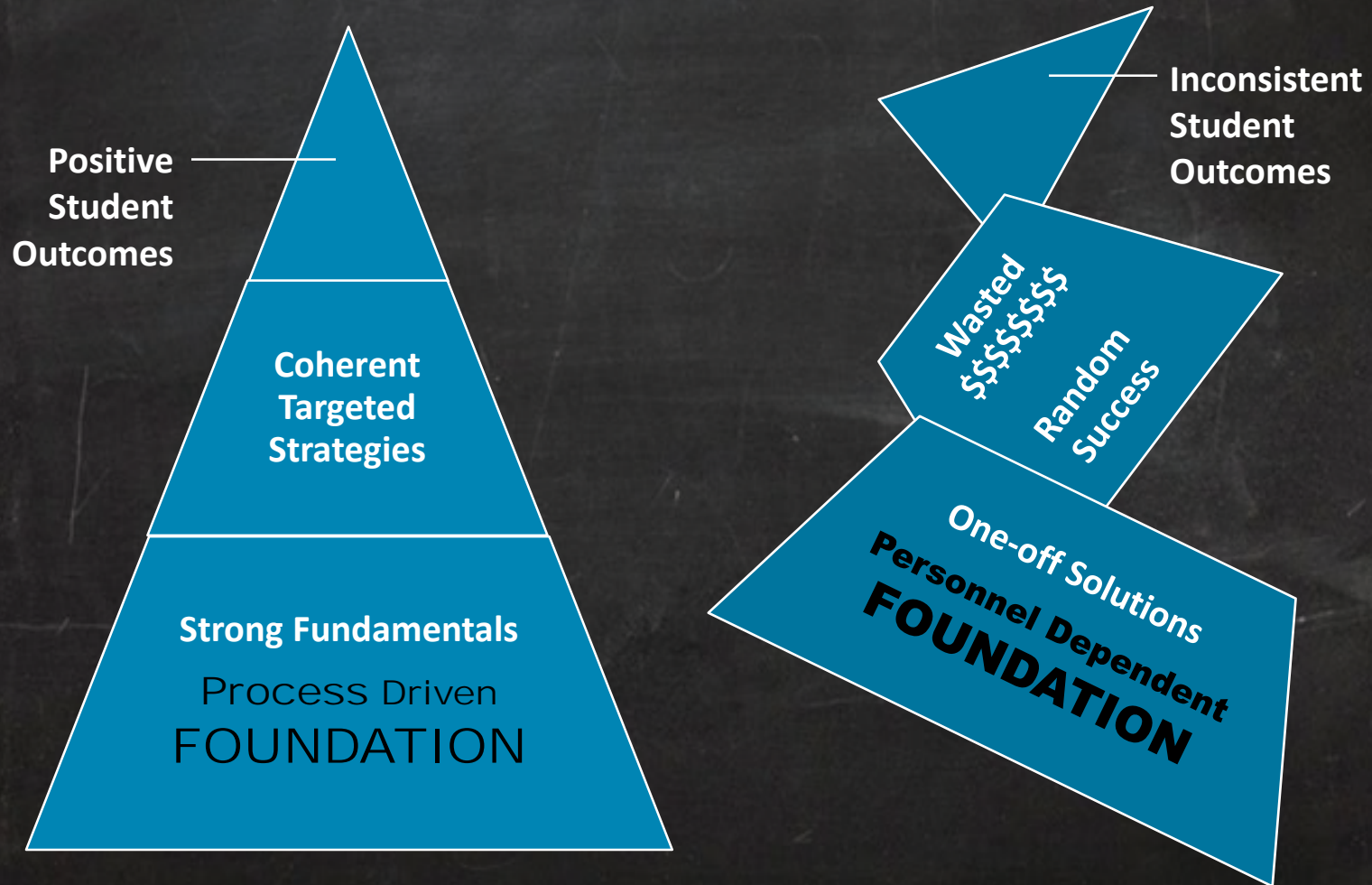
66% of SLUSD students are in a School Lunch Program

Been a partner with SI&A's Achievement Initiative for over 2 years (since 2016-17)

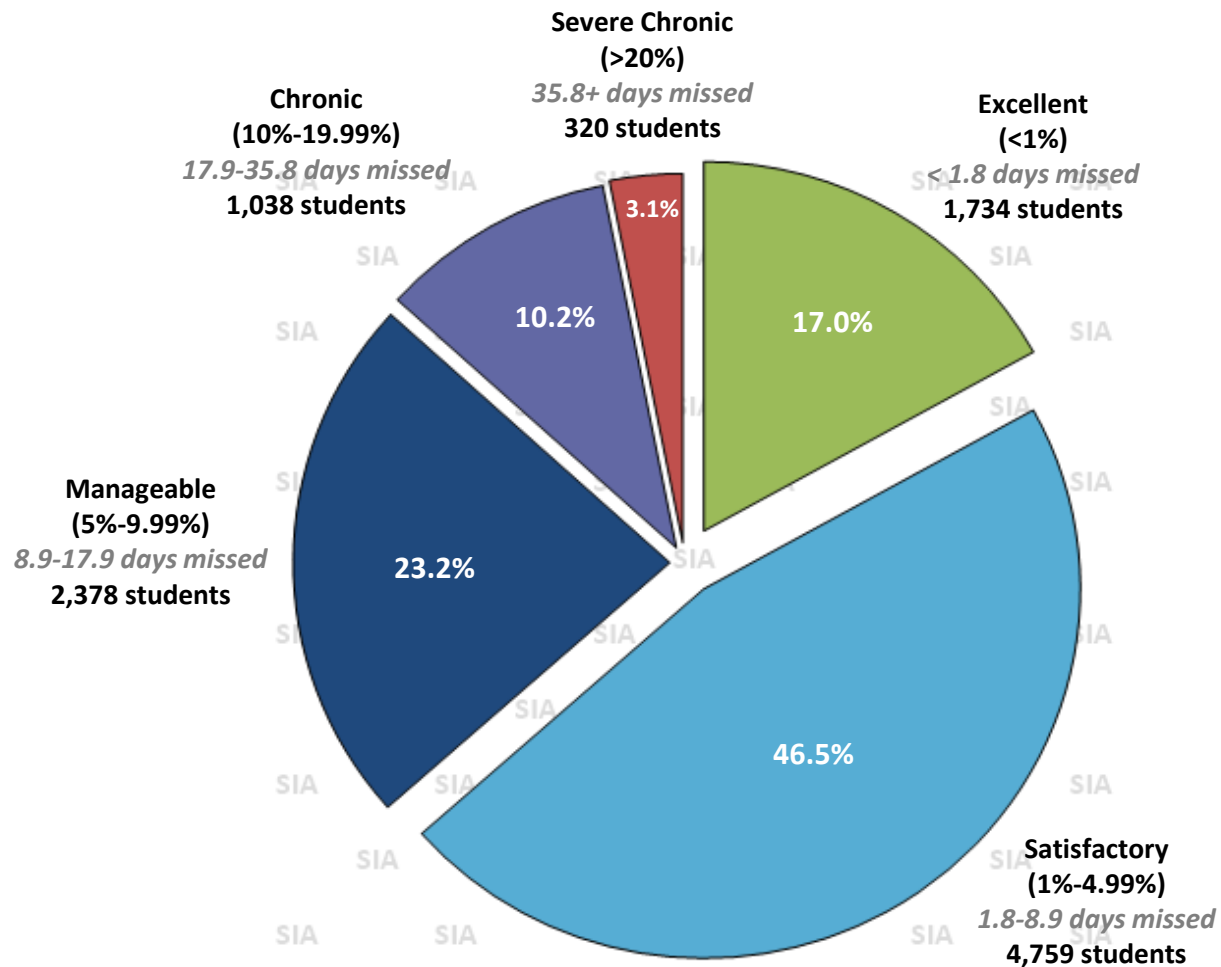
Process

- **Systemize what you want done**
 - Keep it simple
 - Details matter
- **Effectively changing processes can lead the way to behavioral/culture change**
- **Training is not going to solve all problems**
 - Train
 - Job aids
 - Ongoing support
- **More than one person doing something – some people will do it more efficiently than others**
 - Get more people doing it the better way
 - Get people to stop doing things inefficiently and, bingo – improved results

Design Matters



2017-18 Total Absence Summary



- 63.48% (6,493) of your students fall in the Excellent and Satisfactory groups.
- 36.52% (3,736) of your students have missed more than 8.9 days of school.

Data as of 6/13/2018

People

- **To get anything done requires people**
- **What we know about people:**
 - People have choices on what to work on
 - People have a need to feel competent
 - People move toward pleasure and away from pain
 - Make what you want done easy to do, meaningful, and appreciate and recognize those that are doing the work
- **And the survey says:**
 - Appreciation & part of the process
- **What we believe:**
 - The people doing the work know the problems and solutions – ask them
 - Use their feedback to perfect your product and processes
 - You need to recognize performance
 - Communicate, communicate, communicate

Elbow Exercise

- What do we need to know about our colleagues or employees to enlist them in our efforts?
- What are some ways we can empower others?
- Make them feel appreciated?

Measurement

- **Consistent/Understandable**
 - Decide what you are measuring and keep measuring it the same way
 - If everyone doesn't understand how numbers are being used or what they mean – here's a guarantee – nothing will happen
- **Timely**
 - Old data makes us focus on the past rather than the future
- **Comparative**
 - Absolute numbers mean absolutely nothing
 - Compare to something – last year/goal/similar groups/different groups
- **Actionable**
 - If numbers do not speak to you, what are you looking at
 - Must cause you to act – to do something

The Power of Comparative Analysis

A2A

With A2A you can:

compare your district against other districts on the A2A network of 2.5 million students

A2A

With A2A you can:

see how you are performing against top performers and the A2A average

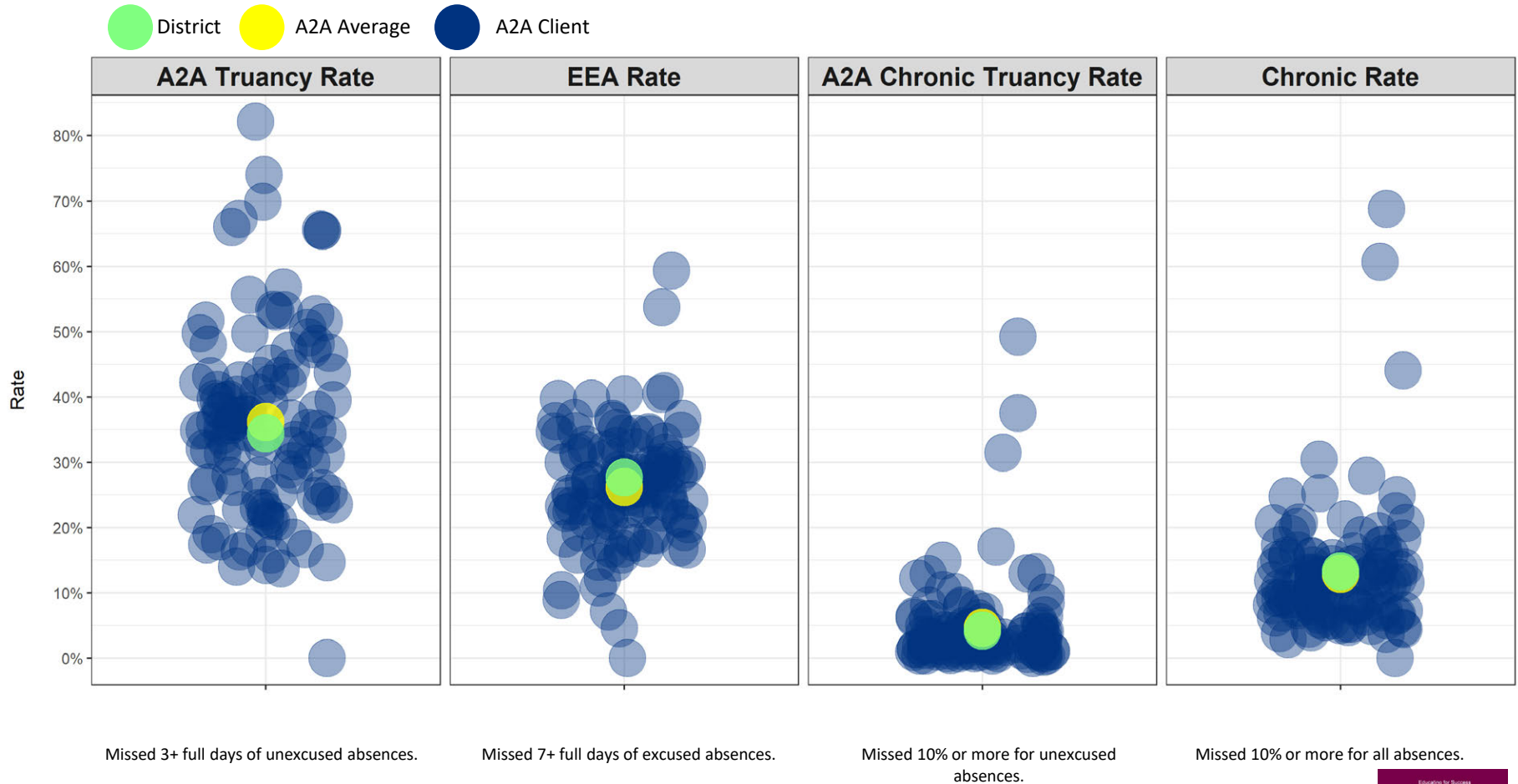
A2A

Regardless of your letter triggers, all districts are normalized and measured against each other based on these four definitions:

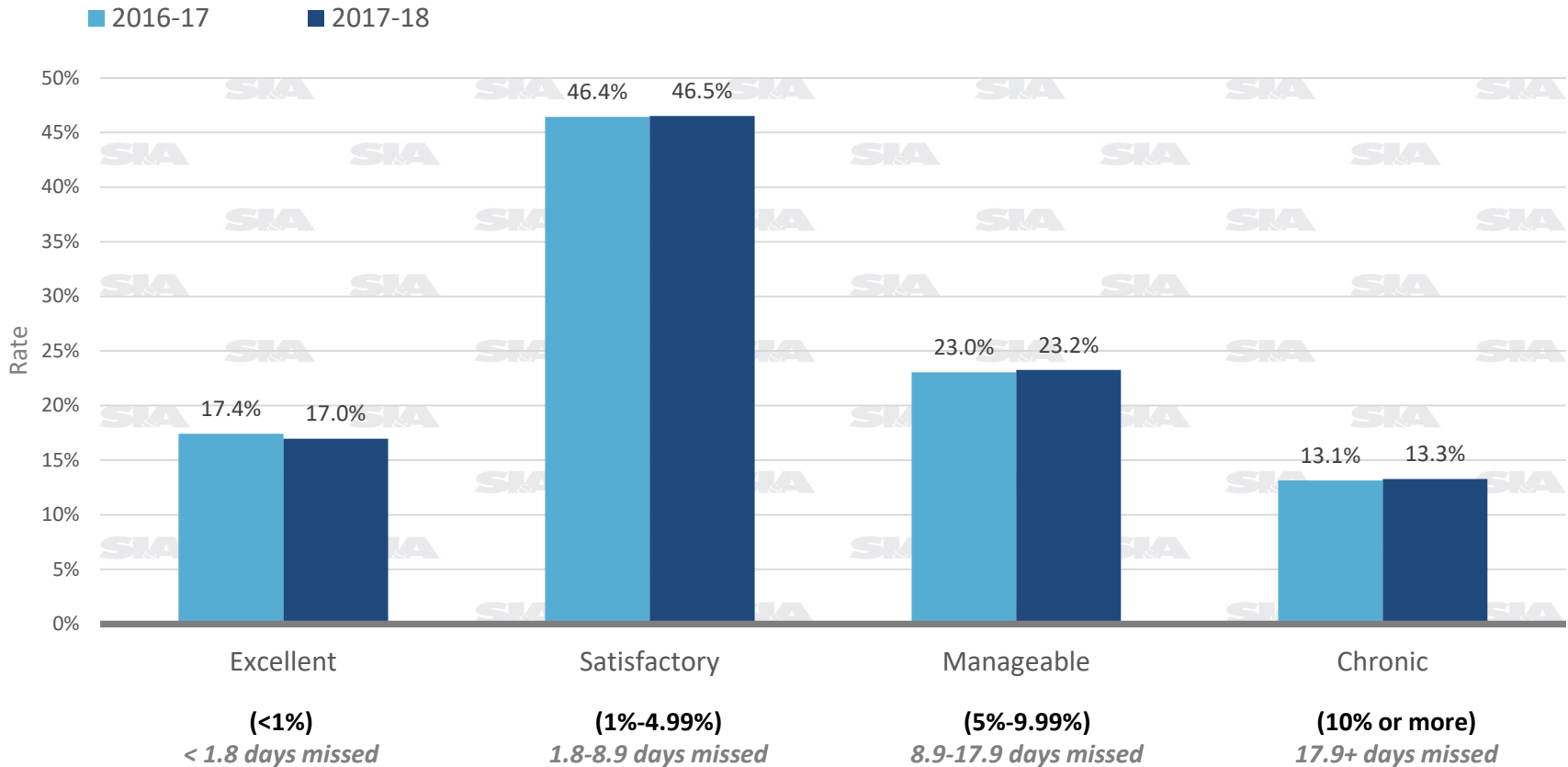
- **A2A Truant** – A student who has accumulated the equivalent of three or more full days of unexcused absences.
- **Excessively Excused** – A student who has accumulated the equivalent of seven or more full days of excused absences.
- **A2A Chronically Truant** – A student who is absent for 10% or more of the school year due to **unexcused** absences.
- **Chronically Absent** – A student who is absent for 10% or more of the school year due to **all** absences.

2017-18 District Absence Rates Compared to Other A2A Clients

The lower, the better.



Total Absence Summary, Year-over-Year



- The goal is to **increase** the number of students in the **Excellent** and **Satisfactory** categories and **decrease** the number of students in the **Manageable** and **Chronic** categories. There are **things we can do to continue** improving these results so we don't plateau.

Data as of 6/13/2018

Oversight

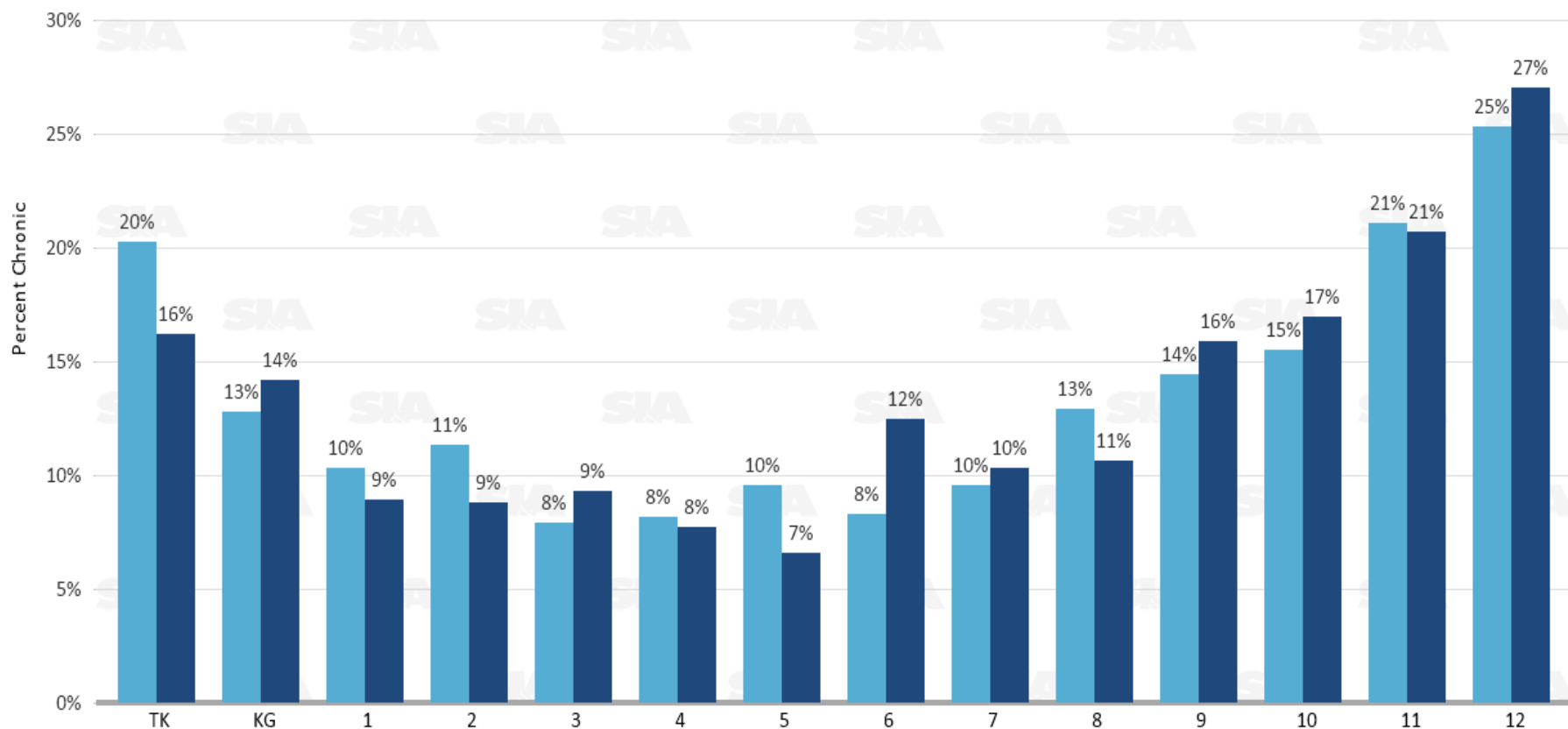
- If I am working on something that no one ever looks at but me it must not be that important
- Business adage – expect what you inspect
- **How do you know? Always a good question**
 - How do you know what is being done?
 - How do you know it's being done in a consistent & timely manner?
 - How do you know when something is working?
 - How do you know when something isn't working?
 - How can you identify or fix problems?
- **Analyze patterns and trends – improving performance means changing trend lines**

Chronic Rates By Grade: Year-over-Year

The lower, the better.

2016-17 2017-18

2016-17 Districtwide Average: 13.1%
2017-18 Districtwide Average: 13.3%



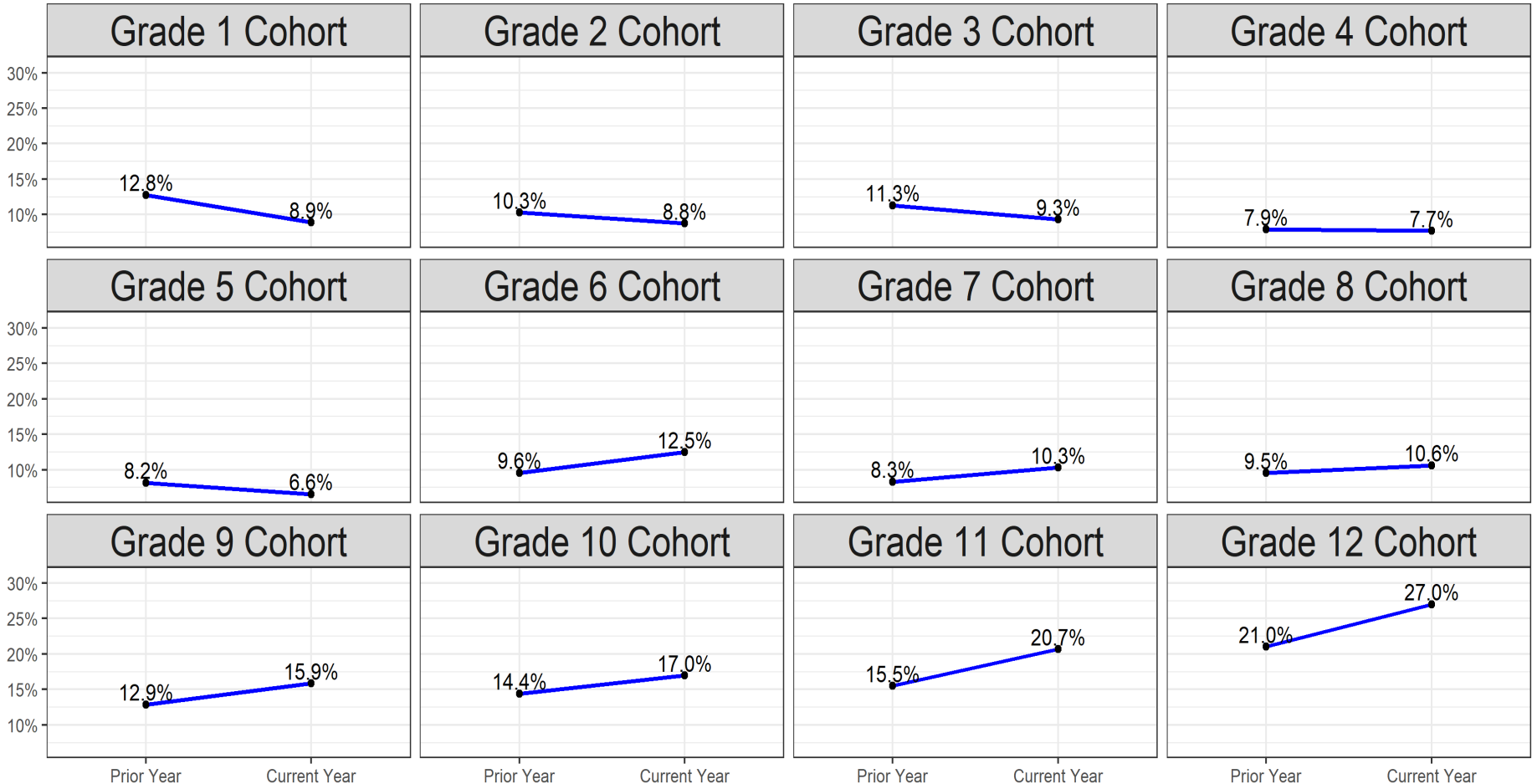
*Chronically Absent - A student who is absent for 10% or more of the school year due to **all** absences.*

Data as of 6/13/2018

© 2019 School Innovations & Achievement. Proprietary information not for copy or distribution.

Chronic Rates By Cohort, Year-over-Year

The lower, the better.



*Chronically Absent - A student who is absent for 10% or more of the school year due to **all** absences.*

© 2019 School Innovations & Achievement. Proprietary information not for copy or distribution.

Data as of 6/13/2018



Chronic Rates By Grade: Year-over-Year



District: San Lorenzo Unified

Report Run Date: 04/12/2019

Waiver Opportunity Report

Fiscal Year: 2017-18 (Attendance Through: 06/13/2018)

Attendance Codes Used: A, C, G, I, U, X

NOTE: All numbers are based on Equivalent Day and compared to the previous year's comparable instructional day.

© 2019 School Innovations & Achievement. All rights reserved. Proprietary and confidential information not for copy or distribution.

District Total-- 50% Above Previous Year

July 2017				
M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

August 2017				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
			32.4%	55.8%
28	29	30	31	
16.3%	2.8%	-39.9%	-22.3%	

September 2017				
M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
97.4%	26.3%	-27.9%	-35.3%	-7.0%
19.6%	-5.3%	-24.5%	-34.1%	24.1%
47.6%	1.2%	-19.4%	-24.8%	27.8%
59.5%	6.0%	-24.4%	-18.1%	

October 2017				
M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
77.4%	13.2%	-8.9%	-35.3%	-20.9%
49.4%	3.8%	-2.0%	63.5%	
53.0%	-7.8%	-6.1%	-13.7%	-9.1%
20.2%	3.1%	-5.9%	-36.7%	-18.1%
36.6%	33.5%			

November 2017				
M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	
9.5%	-2.2%	-12.7%	-22.4%	

December 2017				
M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
14.4%	4.3%	-9.9%	-23.1%	-7.1%
17.3%	5.8%	-22.3%	-30.0%	-26.4%
-3.3%	-11.5%	-35.9%	16.3%	57.8%
25	26	27	28	29

January 2018				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
42.4%	9.2%	-5.2%	22.8%	82.8%
8.0%	-13.2%	-36.8%		
18.1%	14.9%	-3.6%	-4.3%	-5.5%
37.5%	18.3%	-10.8%		

February 2018				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		
9.2%	4.2%	-8.8%	-17.2%	40.4%
10.7%	-69.5%	-7.4%	41.4%	
20.7%	15.7%	-5.3%	26.7%	
102.6%	38.3%	14.5%		

March 2018				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
30.9%	27.5%	18.1%	1.3%	1.8%
57.7%	29.7%	21.7%	8.9%	
10.5%	-1.5%	-2.7%	24.2%	-6.1%
16.4%	13.3%	10.0%	-3.4%	32.9%

April 2018				
M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				
24.7%	7.4%	-16.6%	-29.7%	-7.1%
24.8%	-10.0%	-10.5%	-43.3%	9.8%
39.2%	0.5%	-11.9%	-9.7%	-11.9%
49.5%				

May 2018				
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	
10.0%	-18.3%	-8.3%	-36.5%	5.9%
30.5%	-1.0%	-5.8%	-21.9%	1.6%
9.4%	-9.1%	-13.9%	-35.3%	21.4%
18.8%	-2.8%	-13.0%		

June 2018				
M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
19.1%	-5.9%	-9.8%	-20.4%	6.0%
-24.9%	50.9%	-30.9%		

Oversight

- **Design a specific well-crafted message**
 - Make it clear, relevant and memorable – short sentences, use bullets
 - If you can say it with a big long paragraph, good for you – now edit it down to the lowest possible number of words
- **Be consistent, be consistent, be consistent – people will argue that it's boring nonsense**
 - Use the same design, look, and message every time and people will start to identify with you immediately
 - It takes 4 times of seeing or hearing a message before someone begins to recall, "I may have seen this before."
 - 4 times just to recall – not "I've seen this before...maybe I should pay attention to it."
 - Once is never enough – any idea has to be suggested until it "catches on"
- **Always communicate the outcomes**
 - No one wants to be asked and then never receive any feedback on what happened

DISTRICT
LETTERS

10%

ATTENTION2ATTENDANCE
LETTERS

20%

Elementary

40%

Unified

60%

High School



Increased Parent Communication & Engagement

Series of Truancy, Excessive Excused Absences, and Conference Notifications informing parents of the importance of regular school attendance.

29,451 parent
communication
pieces sent as of
June 07, 2018

1,732 average letters
per run (or every two
weeks): 17 total letter
runs to date

4,861 First Truancy
Notification Letters

3,177 Second Truancy
Notification Letters

975 Third Truancy
Notification Letters

6,099 Excessive
Excused Absence I Letters

3,011 Excessive
Excused Absence II
Letters

10,970 Email
Notifications

358 Conference
Notifications



Leadership

- **Continuous improvement does not happen without someone caring deeply about the desired outcome**
- **One definition of leadership:**
 - The art of accomplishing more than the science of management thinks is possible
- **What's required**
 - Being Relentless about the 5 principles we've discuss
 - Demonstrating some passion about why what you are trying to improve is important
 - Inspiring others to believe as well
 - Listening to others
 - Sharing credit for successes
- **But it's true that your will to succeed is the most important thing.**

Leadership Exercise

- Discuss examples of programs that have worked and apply the 5 plus 1 principles to them
- Discuss programs/initiatives that have not worked and identify which principles were not present
- You have – 10 minutes
- Bring at least one good example of each back and present to whole team

“Showing up” – a keystone habit with lifetime significance

If you believe that
“80% of life is showing up”
and that

“the world is run by those that show up”

*Then let's make sure
our kids are showing up!*



Creating a culture of achievement starting with creating a culture of showing up.

Thank you!

Brenda Tapp
brendat@sia-us.com