

Renewing Our Minds: Transforming How We Approach Attendance



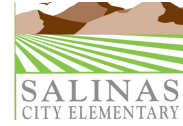
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Shifting Mindsets on Chronic Absenteeism - Session 2

May 2, 2023



Welcome

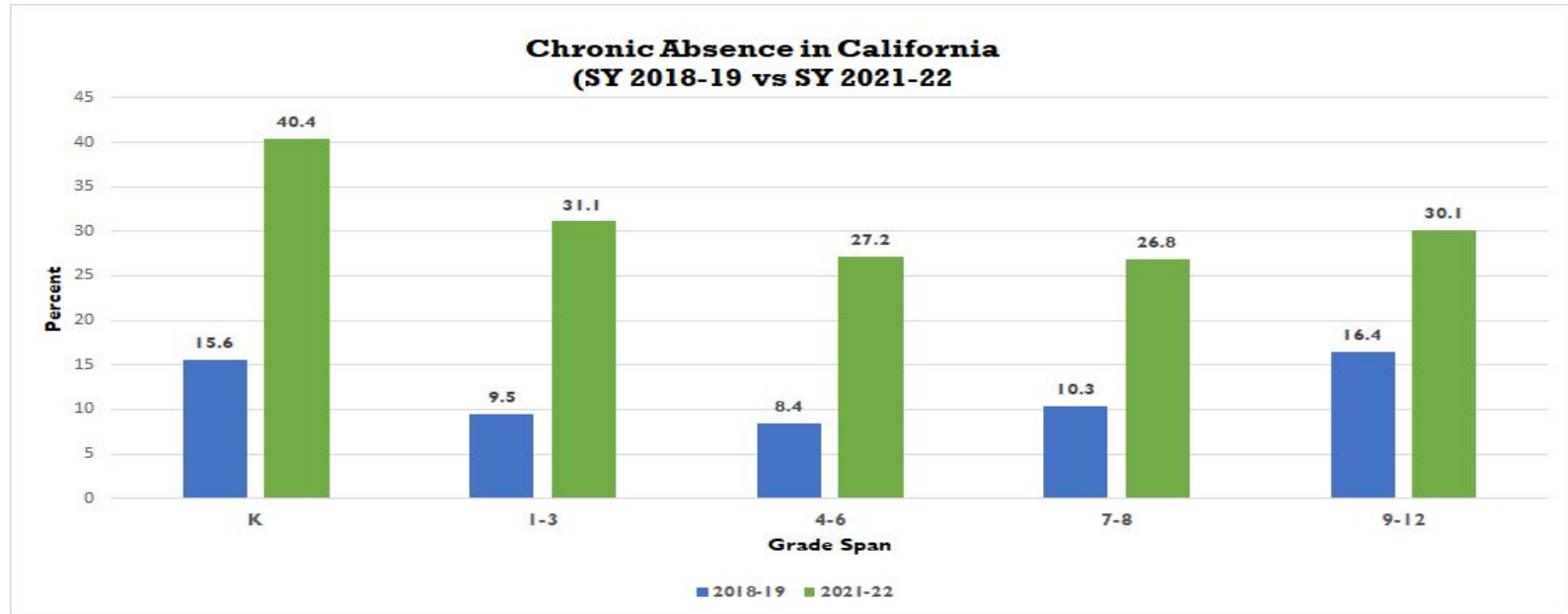
- Slides have been posted to CCEE's [website](#). The recording will be posted following the webinar. (Link in chat)
- **Questions/Comments:** Please use the chat or Q&A feature
- Sign-up for **Special Interest Interest Group** ("SIG") session in post-session survey



Quick Review

Session 1: A Tale of Two Systems: Responding to Unexcused and Excused Absences

Chronic absenteeism has skyrocketed



In California, accountability requirements to monitor and reduce chronic absence exist on top of longstanding truancy related practices and policies.

Chronic Absence vs. Truancy

Truancy

- ▲ Counts ONLY unexcused absences
- ▲ Emphasizes individual compliance with school rules
- ▲ Uses legal, typically more blaming and punitive, solutions



Chronic Absence

- Counts ALL absences (*excused, unexcused & suspensions*)
- Emphasizes impact of missed days and benefits of being present
- Uses preventative, problem-solving, trauma-sensitive strategies
- Cultivates family & student engagement

How Unexcused Label Affects School Response

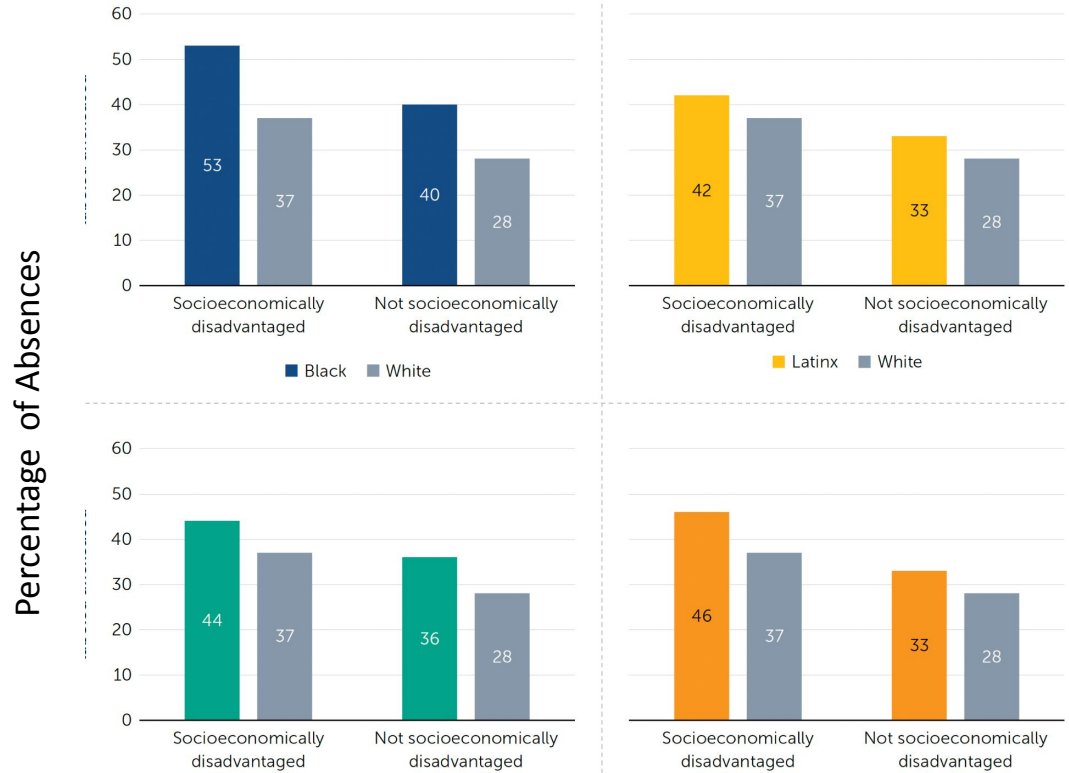
Response To Excused	Response to To Unexcused
Help with homework	Denial of help or no credit for homework
Make-up exams	No make-up exams
Home tutoring provided	Denial of class credit
	Removal from extra-curricular activities
	Send notices of truancy
	If unexcused absences accumulate despite earlier outreach from schools and districts, courts can
	Fine student and parents
	Require community service program or parenting program
	Charge parents with misdemeanor

How Unexcused Label Affects Families

If families perceive an unexcused label is unfairly applied, it can undermine trust and make it more difficult to partner with students and families to understand and address underlying attendance barriers.

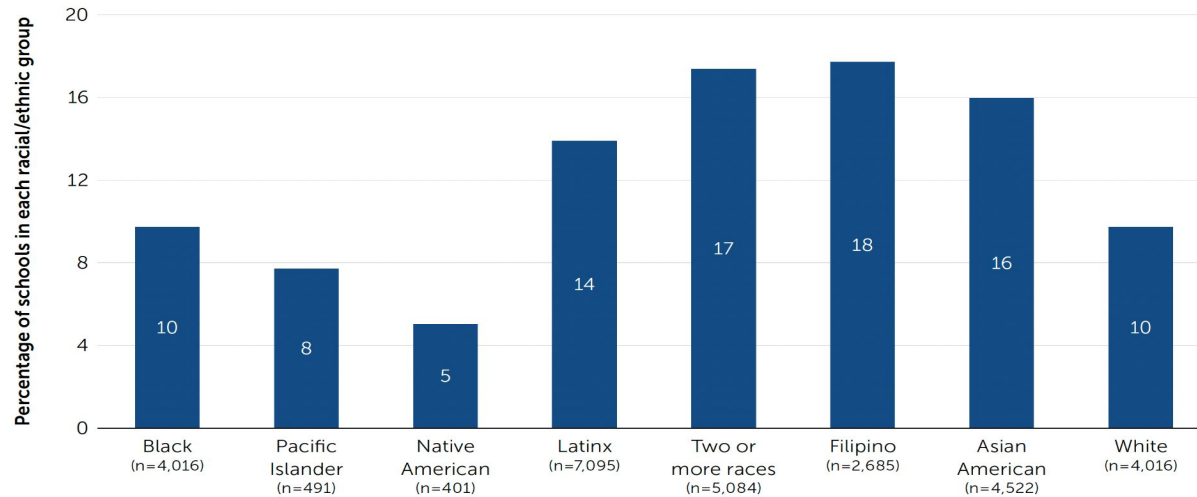
This can undermine other student and family engagement strategies.

**Disparities in
whose absences
are labeled
unexcused
reflect
socio-economics
and ethnicity**



Large disparities in unexcused absenteeism persisted within each socioeconomic strata in SY 2021-22 for Black, Pacific Islander, Native American, and Hispanic students compared to White students.

Bright spots exist and we can learn from them.



Criteria: (a) above-average levels of attendance (defined as fewer than 11.7 days absent); (b) below-average levels of unexcused absenteeism (below 33.8 percent); and (c) a disparity between the racial or ethnic comparison group and White students that is smaller than two-tenths of a standard deviation.

Recommendations for Action

- 1. Use data to learn about disparities and identify bright spots.**
- 2. Invest in better practices and data systems for monitoring and understanding reasons for both excused and unexcused absences.**

Recommendations for Action

- 3. Review and update local and state policies related to unexcused absences.**
- 4. Assess and improve how attendance practices and policies are communicated to students and families.**
- 5. Invest in professional development to improve attendance and truancy practices.**

A young girl with curly hair, wearing a blue and white striped tank top, is sitting at a desk in a classroom. She is looking towards the camera with a slight smile and has her right hand raised high in the air. The background shows other students at desks, some with their hands raised, and classroom posters on the wall. The image has a blue overlay and is framed by yellow and teal bars at the top and bottom.

What do you make of the DataQuest data on excused vs unexcused absences for your district?

How do you explain it?

SCESD Absences by Reason

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
Salinas City Elementary	8,589	8,340	16.9	67.1%	28.6%	0.2%	4.0%
Monterey	74,345	70,169	15.2	64.2%	30.4%	0.6%	4.8%
Statewide	5,315,972	5,018,237	16.6	52.9%	38.6%	0.7%	7.8%

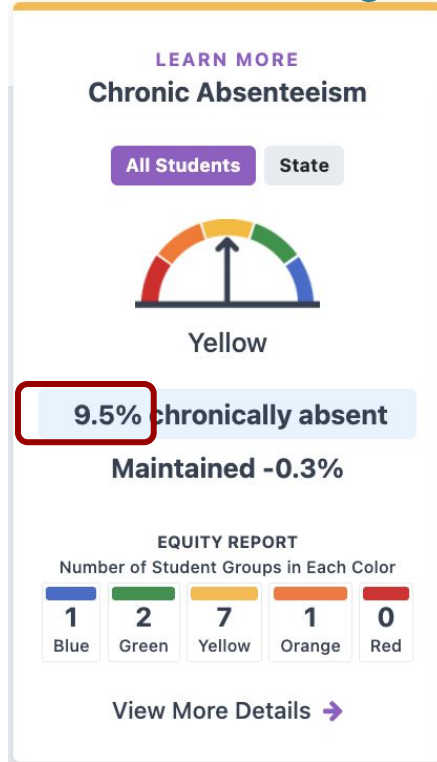
Race / Ethnicity	Eligible Cumulative Enrollment	Count of Students with One or More Absences	Average Days Absent	Excused Absences	Unexcused Absences	Out-of-School Suspension Absences	Incomplete Independent Study Absences
African American	39	37	22.5	43.0%	52.4%	0.1%	4.4%
American Indian or Alaska Native	56	55	16.9	65.9%	27.0%	0.0%	7.1%
Asian	56	50	13.6	67.7%	26.0%	0.0%	6.3%
Filipino	101	97	10.1	78.8%	17.9%	0.0%	3.3%
Hispanic or Latino	7,815	7,584	17.1	67.2%	28.6%	0.2%	4.0%
Pacific Islander	12	11	20.5	59.6%	28.0%	0.0%	12.4%
White	377	375	15.3	67.1%	28.1%	0.3%	4.5%
Two or More Races	125	123	16.5	70.8%	25.8%	0.0%	3.4%
Not Reported	*	*	*	*	*	*	*

A young girl with curly hair, wearing a blue and white striped tank top, is sitting at a desk in a classroom. She has her right hand raised high in the air, and her left hand is holding a pencil over an open book. The background shows other students at desks, some with their hands raised, and a classroom setting with posters on the wall. The image has a blue overlay and a yellow and teal decorative bar at the top left and bottom right.

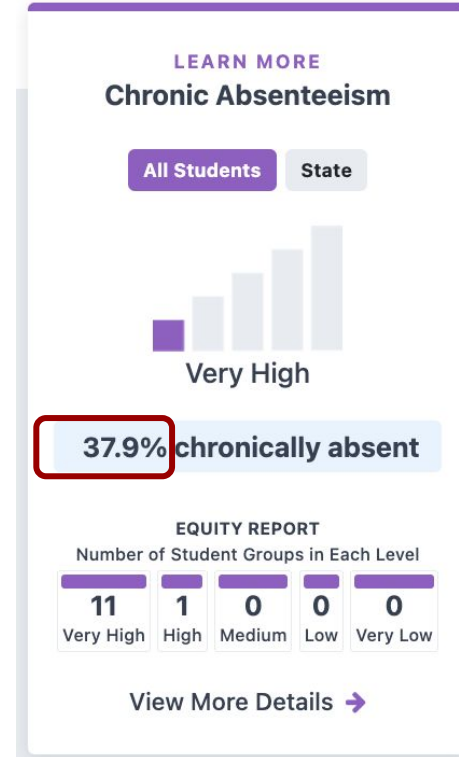
Beyond ensuring we do not overuse the label of unexcused absence, how do we need to transform practice given chronic absence has quadrupled?

SCESD Chronic Absenteeism

2018-2019



2021-2022



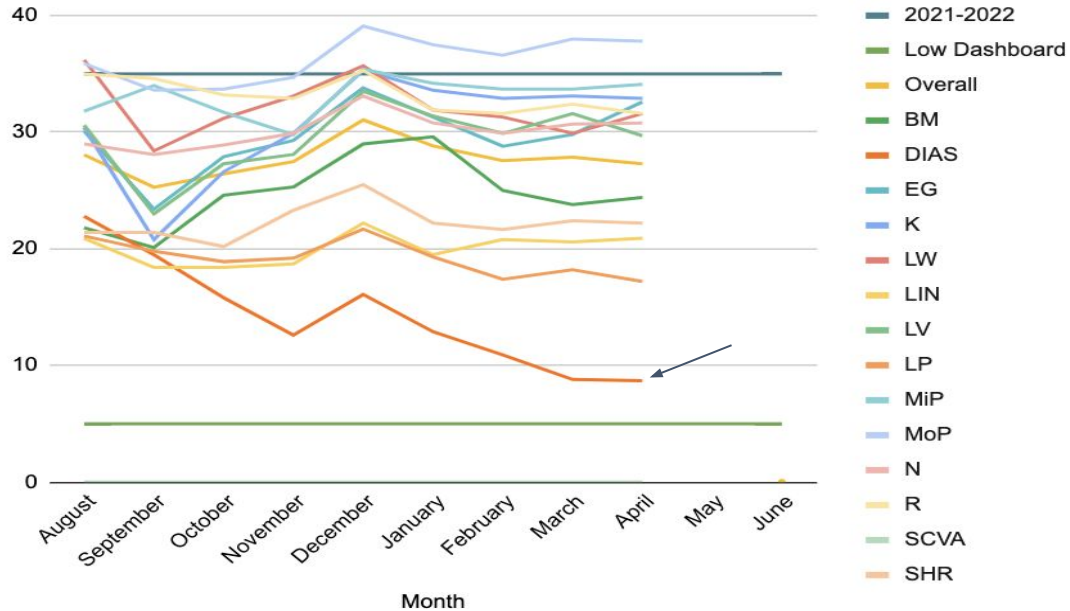
A young girl with curly hair, wearing a blue and white striped tank top, is sitting at a desk in a classroom. She is smiling and has her right hand raised high in the air. In her left hand, she holds a blue pen over an open notebook. The background shows other students at desks, some also with their hands raised, and a classroom setting with posters on the wall. The image has a blue overlay and decorative yellow and teal bars at the top and bottom.

**How are you using data in real-time
to inform action?**

SCESD Real Time Data

2022-2023

SCESD Chronic Absenteeism by Site 2022-2023



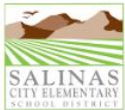
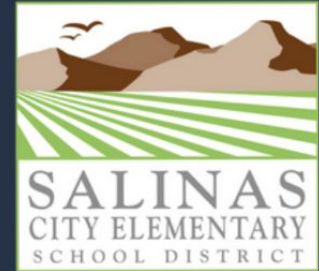
A young girl with curly hair, wearing a blue and white striped tank top, is sitting at a desk in a classroom. She has her right hand raised high in the air, pointing upwards. She is looking towards the camera with a slight smile. In her left hand, she holds a blue pen over an open notebook. The background shows other students at desks, some with their hands raised, and a classroom setting with posters on the wall. The image has a blue overlay and decorative yellow and teal bars at the top and bottom.

How have you been able to work with other districts to transform our approach to attendance?



Research-Practice Partnership

Chronic Absenteeism

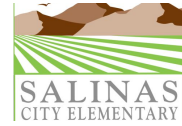


SALINAS
CITY ELEMENTARY
SCHOOL DISTRICT



A young girl with dark curly hair, wearing a blue and white striped tank top, is sitting at a desk in a classroom. She is smiling and has her right hand raised high in the air. In her left hand, she holds a blue pen over an open notebook. The background shows other students at desks, some with their hands raised, and a classroom setting with posters on the wall. The image has a blue overlay and yellow and teal decorative bars at the top and bottom.

Questions or Comments?



Thank You

Contact

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Next Steps

Interested in connecting further? Join us for the **Special Interest Group (SIG) Session** by providing your contact information in the feedback survey!

Feedback Survey: <http://bit.ly/3MwL4Za>