

# Supporting Better Attendance Practices: The Evolving Role of COEs



**Rachel Perry**

Executive Director, Center for Student Assessment & Program Accountability, Sacramento County Office of Education



**Caryn Lewis**

Assistant Superintendent, Educational Services, Monterey County Office of Education



**Cecelia Leong**

Vice President of Programs, Attendance Works

Shifting Mindsets on Chronic Absenteeism - Session 3

May 31, 2023

# Welcome



**Sujie Shin**

Deputy Executive Director,  
California Collaborative for  
Educational Excellence

- 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 Group** (“SIG”) session in post-session survey



# Chronic Absence in California

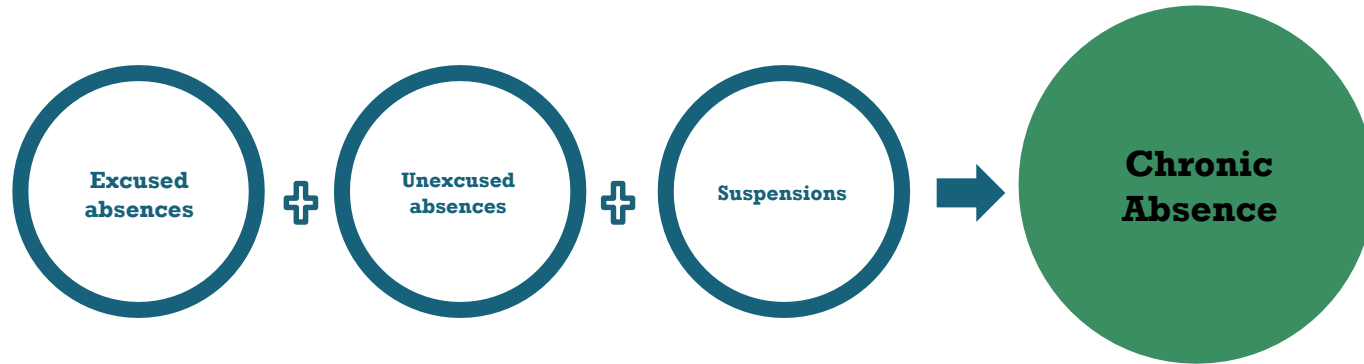
## A Brief Timeline

- 2010** SB 1357 legislation passed defining chronic absence and encouraging the State to add chronic absence data to CALPADS
- 2012** SARB handbook revised to include chronic absence
- 2013** Local Control Funding Formula legislation passes, requiring districts to report on chronic absence as part of their Local Control Accountability Plans
- 2016** CDE began collecting attendance data in CalPads to calculate chronic absence
- 2016** State Board of Education announced LCFF evaluation metrics will include chronic absence
- 2017** Chronic absence data released in CALPADS
- 2018** Chronic absence added as an accountability metric for K-8 but not high schools in CA ESSA plan or School Dashboard – California Dashboard goes live with chronic absence as a status and growth indicator



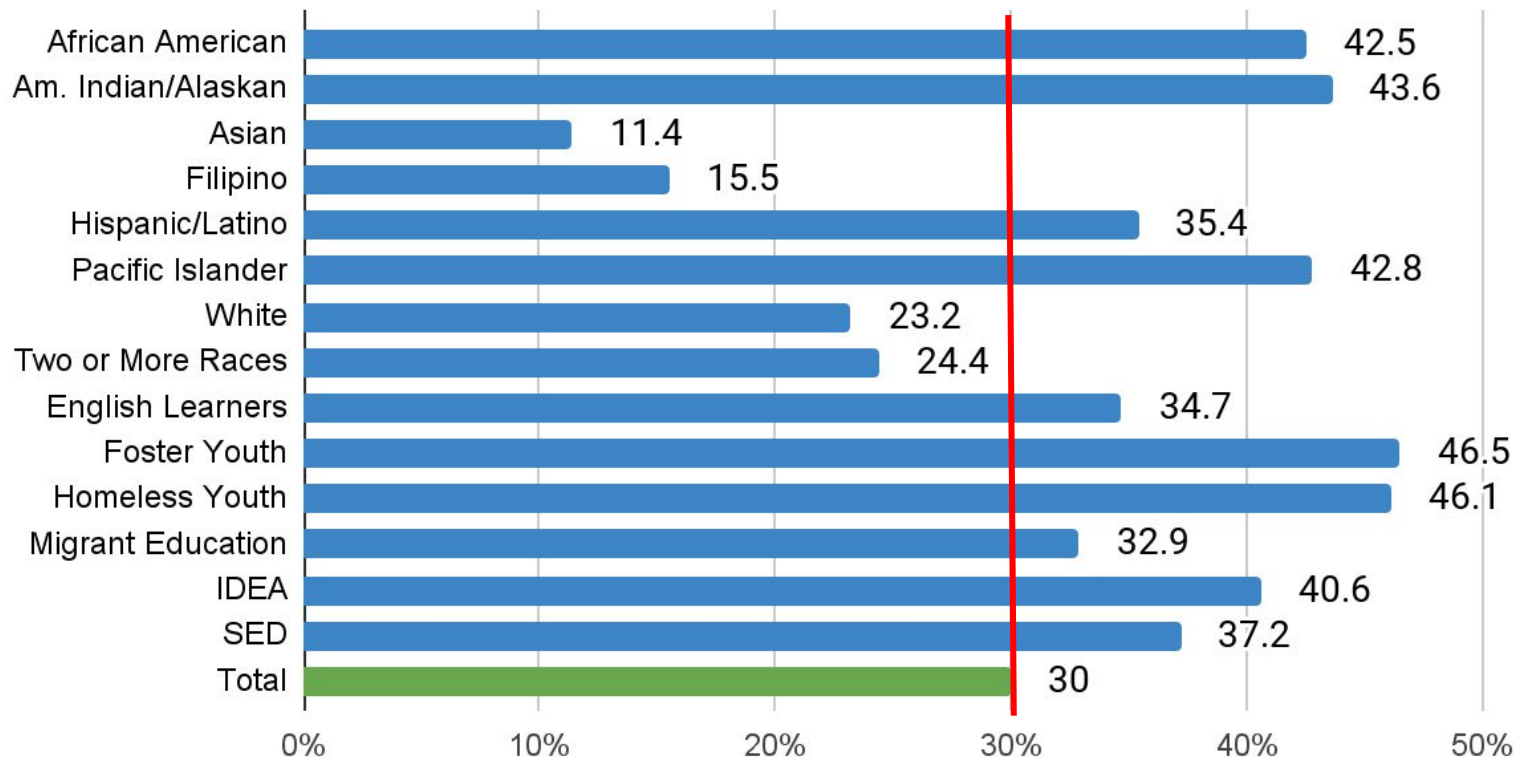
## What is chronic absence?

Chronic absence is missing so much school for any reason that a student is academically at risk. Chronic absence is defined as **missing 10 percent or more of school for any reason.**



Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

## California Chronic Absence Rates by Student Subgroup 2021-22



# What's the Difference between 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, and suspensions*)
- Emphasizes impact of missed days and benefits of being present
- Uses preventative, problem-solving, trauma-sensitive strategies
- Cultivates family and student engagement



## Pathway for Change

Mindset

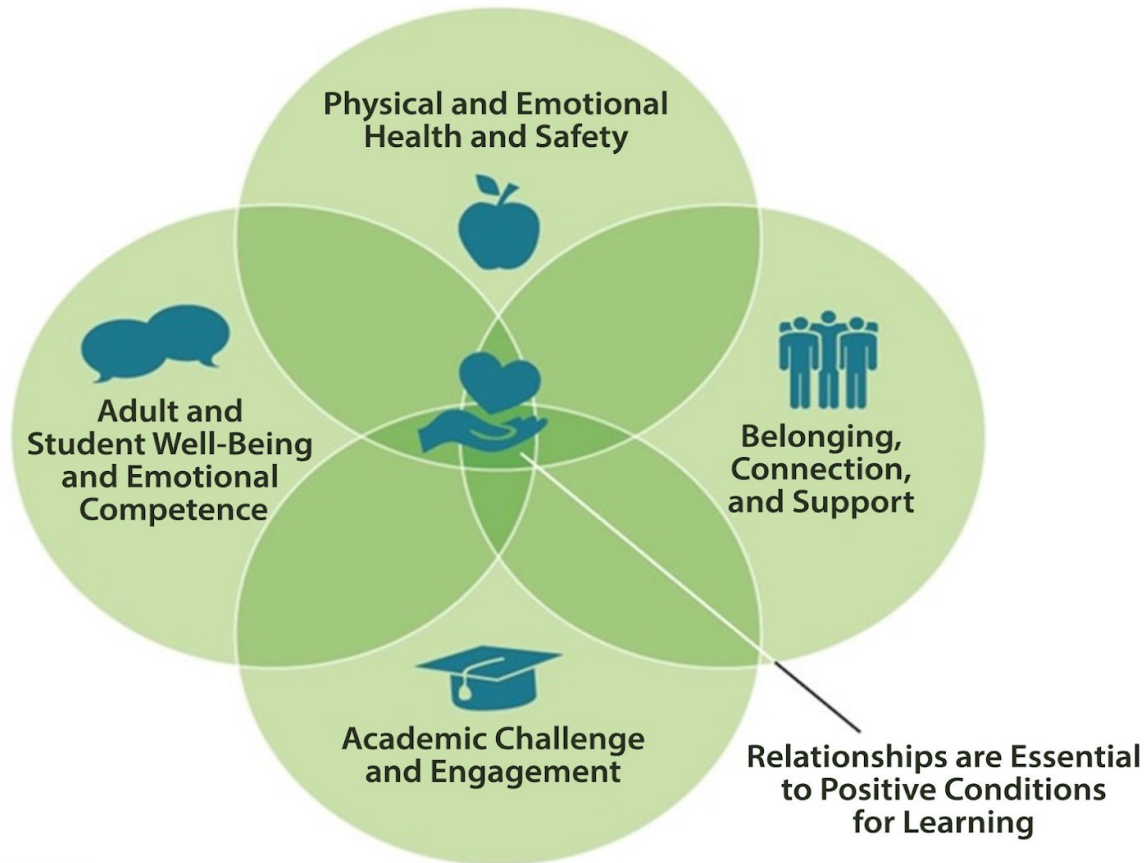
Actionable  
Data

Capacity

Strategies

Outcomes

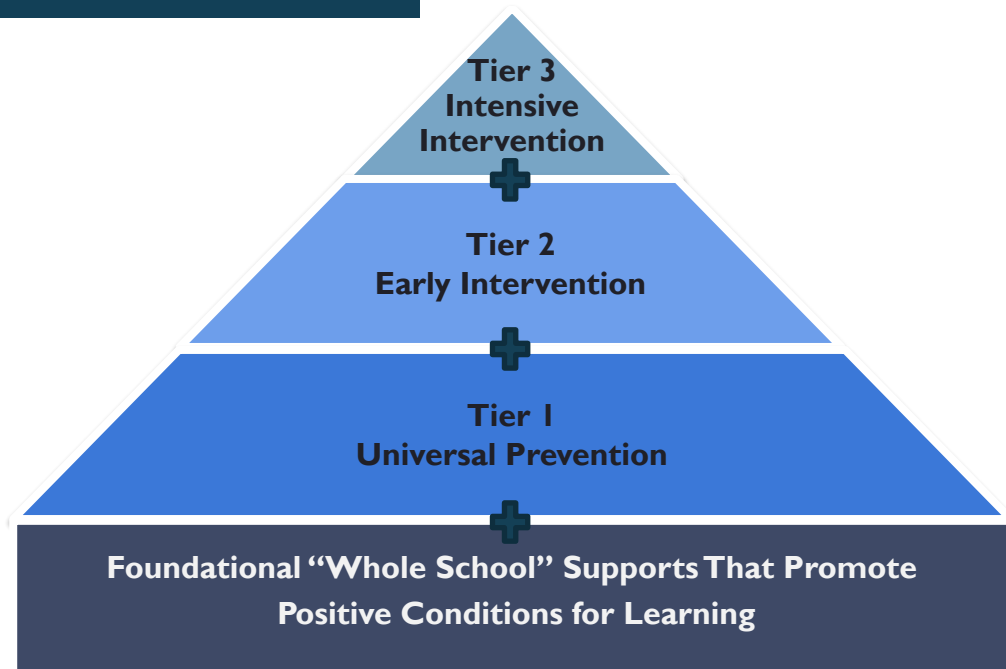
# High Levels of Chronic Absence Reflect a Deep Erosion in Positive Conditions for Learning



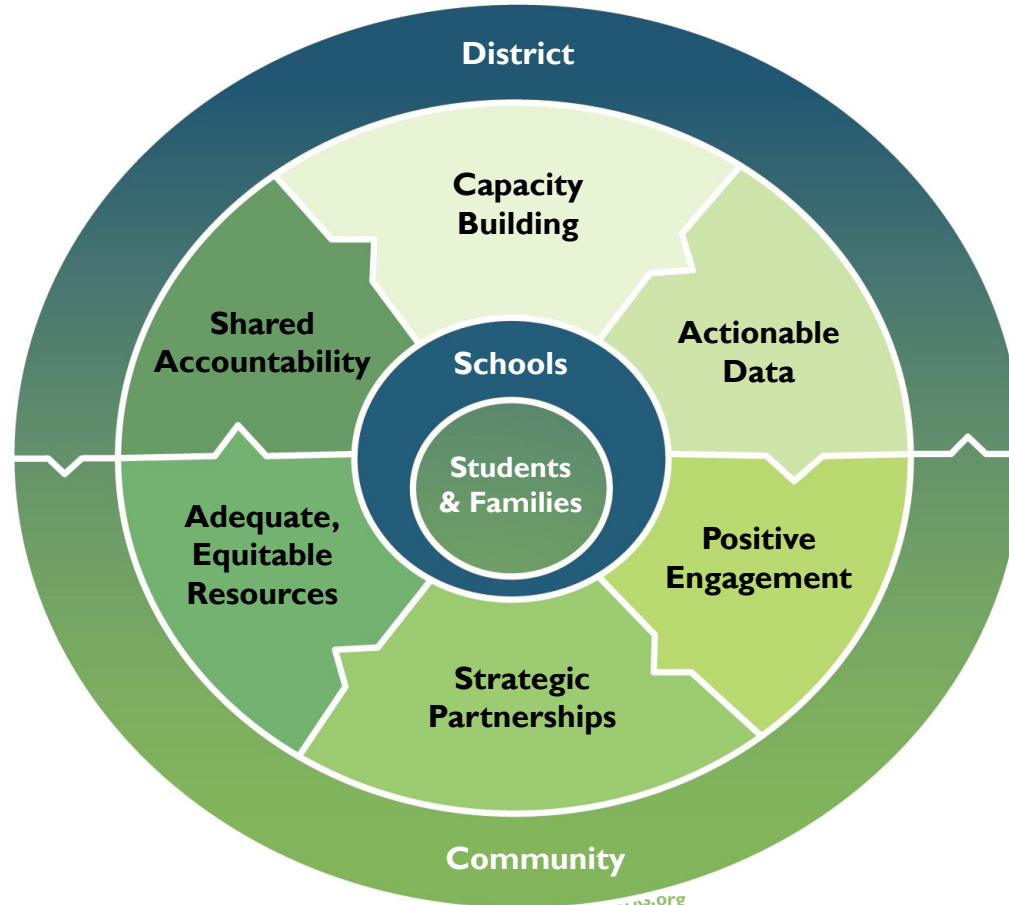




## Solution: A Tiered Approach to Engagement and Attendance



# Key Ingredients of Systemic Change to Reducing Absenteeism



# Sacramento COE

## A Story of Transformation



- People
- Structures
- Mindset

# Sacramento COE's Story

## People

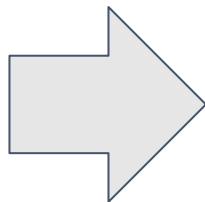


# Sacramento COE's Story

## Structure



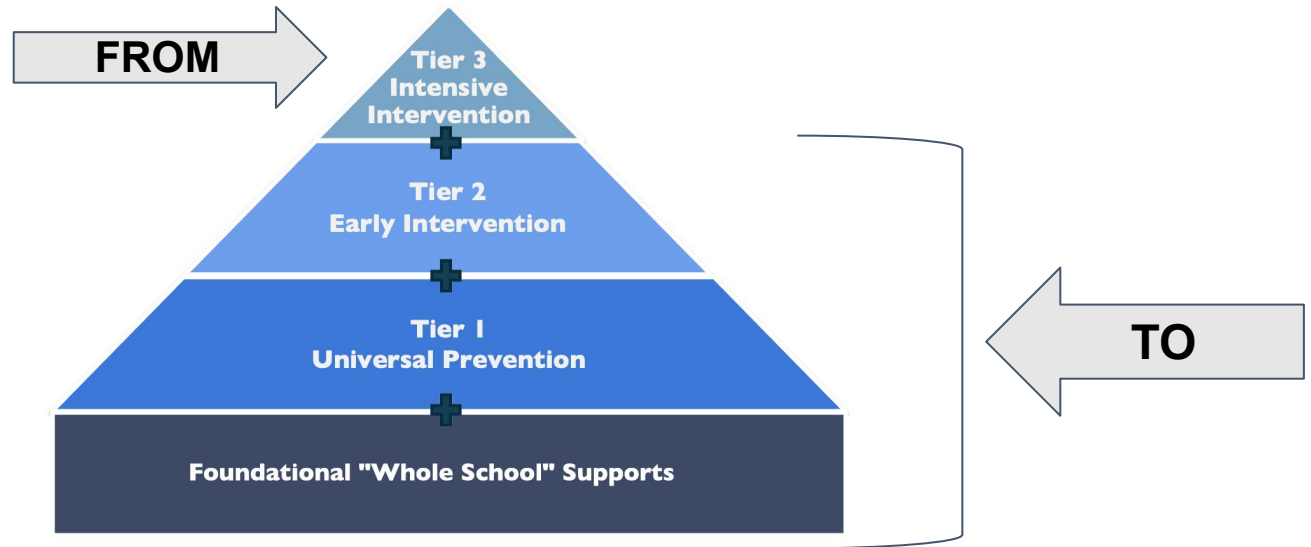
**AB 922  
County Committee**



**Attendance &  
Engagement  
Network**

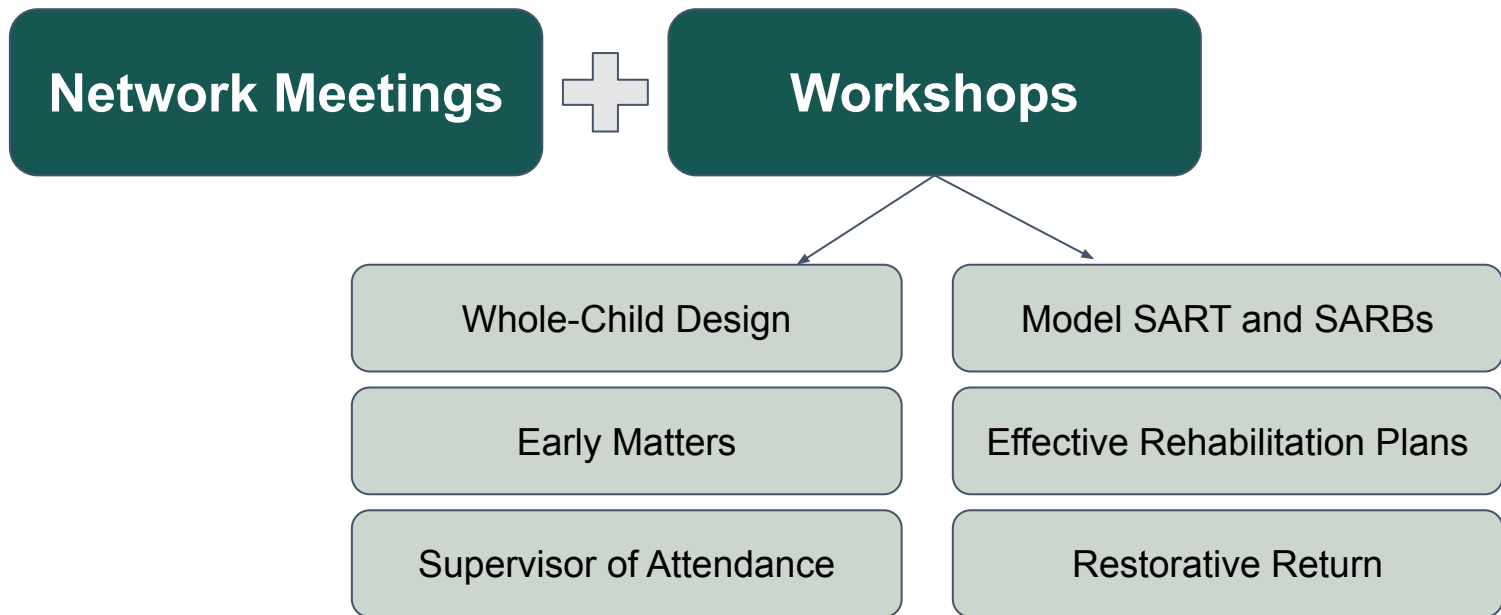
# Sacramento COE's Story

## Mindset & Focus



# Sacramento COE's Story

## Attendance & Engagement Support



# Sacramento COE's Story

## Recent Enhancements



- Added district representatives
- Led with data
- Infused improvement science concepts/tools



# Sacramento COE's Story

## What's Next - Networked Improvement Community



# Sacramento COE's Story

## Additional Areas of Focus

- Provide permission to innovate
- Encourage a “start somewhere” mindset
- Discipline around monitoring implementation and data collection



Wait...  
there's More!

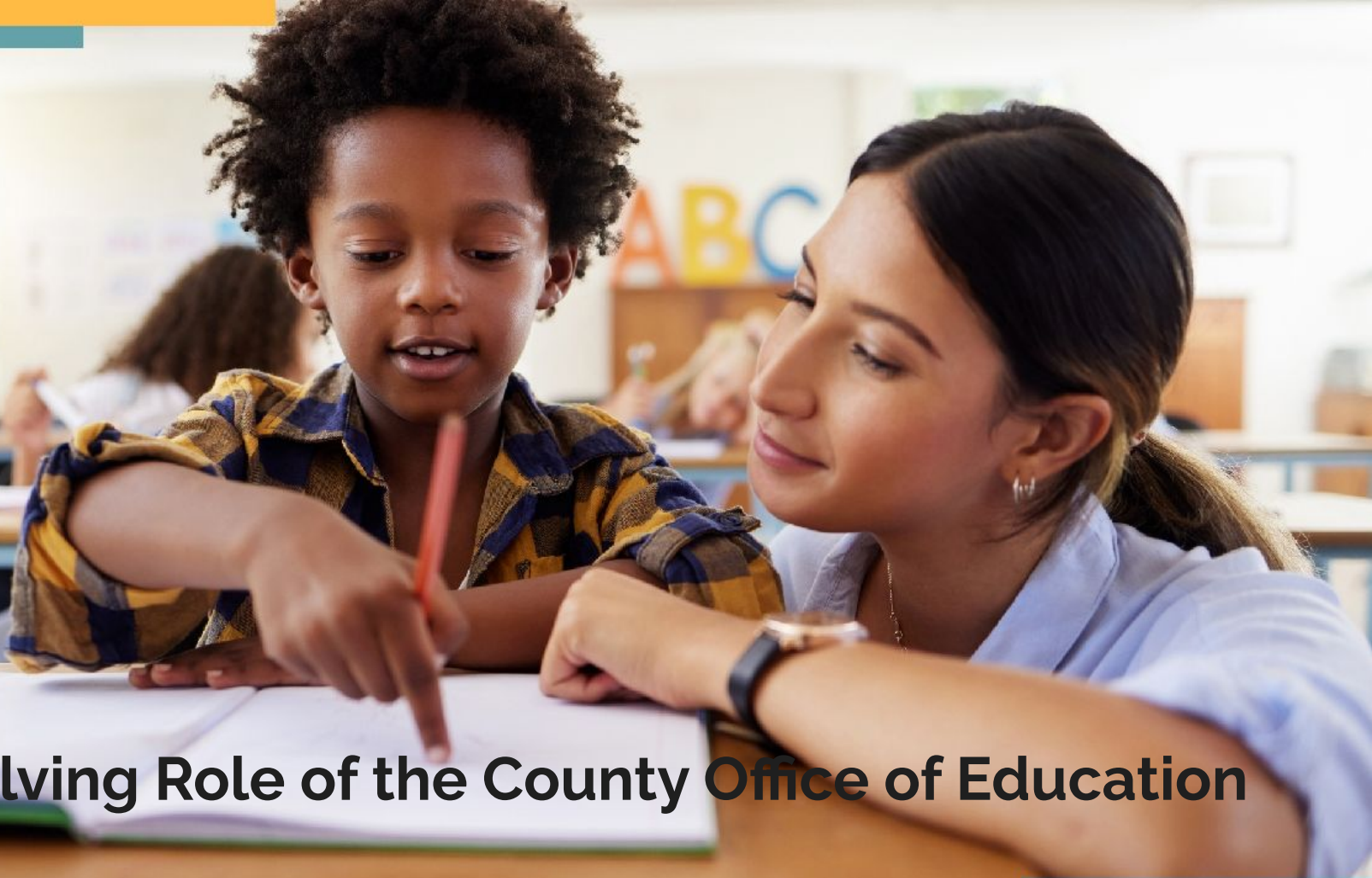
# Sacramento COE's Story

## Lessons Learned





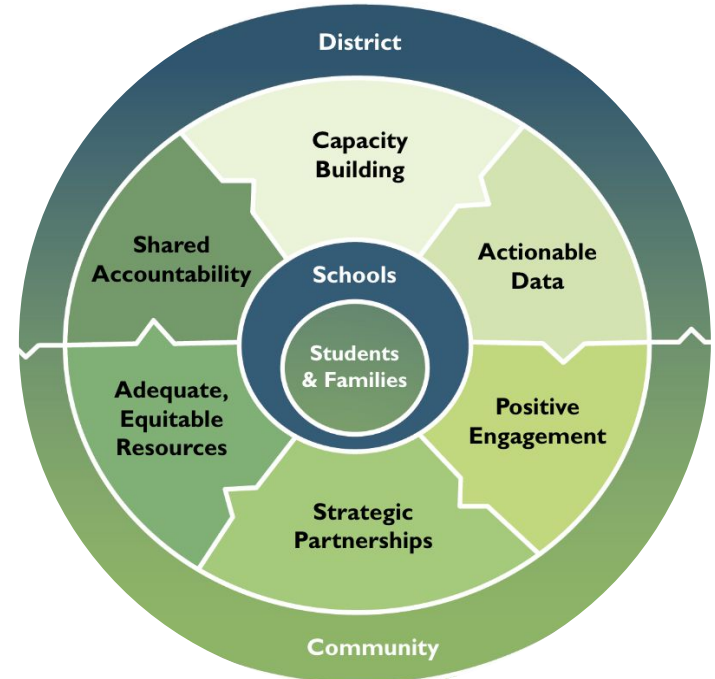
**Questions or comments?**



# The Evolving Role of the County Office of Education

# Learning to Improve

## Building capacity within our learning communities...



[www.attendanceworks.org](http://www.attendanceworks.org)

# County Offices of Education: Support for Chronic Absenteeism

Level 1 Supports	Level 2 Supports	Integrated Support Models
<ul style="list-style-type: none"> <li>• Provide countywide outreach, communications, and incentives</li> <li>• Invest in countywide partnerships with youth-serving, family service agencies</li> <li>• Proactive data systems and effective reporting processes</li> <li>• Support for parent liaisons, community services staff</li> <li>• Professional learning offerings and networks to support positive attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Provide technical assistance to engage schools/districts in continuous improvement</li> <li>• Learn from positive outliers in the areas of attendance and engagement</li> <li>• Examine data, local needs, causal factors, and systems analysis to co-design a theory of improvement</li> <li>• Coordinate family response teams for customized support, community care coordination and home visiting options</li> </ul>	<ul style="list-style-type: none"> <li>• Create shared spaces for dialogue around goals, actions, and increased or improved services for student groups within the LCAP</li> <li>• Model the integration of a Multi-Tiered System of Supports (MTSS)</li> <li>• Build on the California Community Schools Partnership</li> <li>• Align Differentiated Assistance (DA) support to increase improvement efforts at the local level</li> </ul>

## Multi-Tiered System of Supports (MTSS)

- Facilitating systemic change through data-informed, tiered prevention and intervention supports.
- Ongoing support for academic, social-emotional, and behavioral success.
- Building countywide partnerships and Interconnected Systems Framework models in partnership with youth-serving, family service agencies.



# Integrated Support Models: Improving Attendance Outcomes



## Differentiated Assistance

- Individually designed assistance, to address identified performance needs, including significant disparities in performance among student groups.
- Examining data, local needs, causal factors, and systems analysis.
- Co-design a theory of improvement to support problems of practice and potential change ideas.

## Community Schools Partnership

- Engaging families and communities in co-designing programs and outcomes.
- Facilitating integrated community support services within the school community.
- Customizing learning time and opportunities.



## Local Control & Accountability Plan (LCAP)

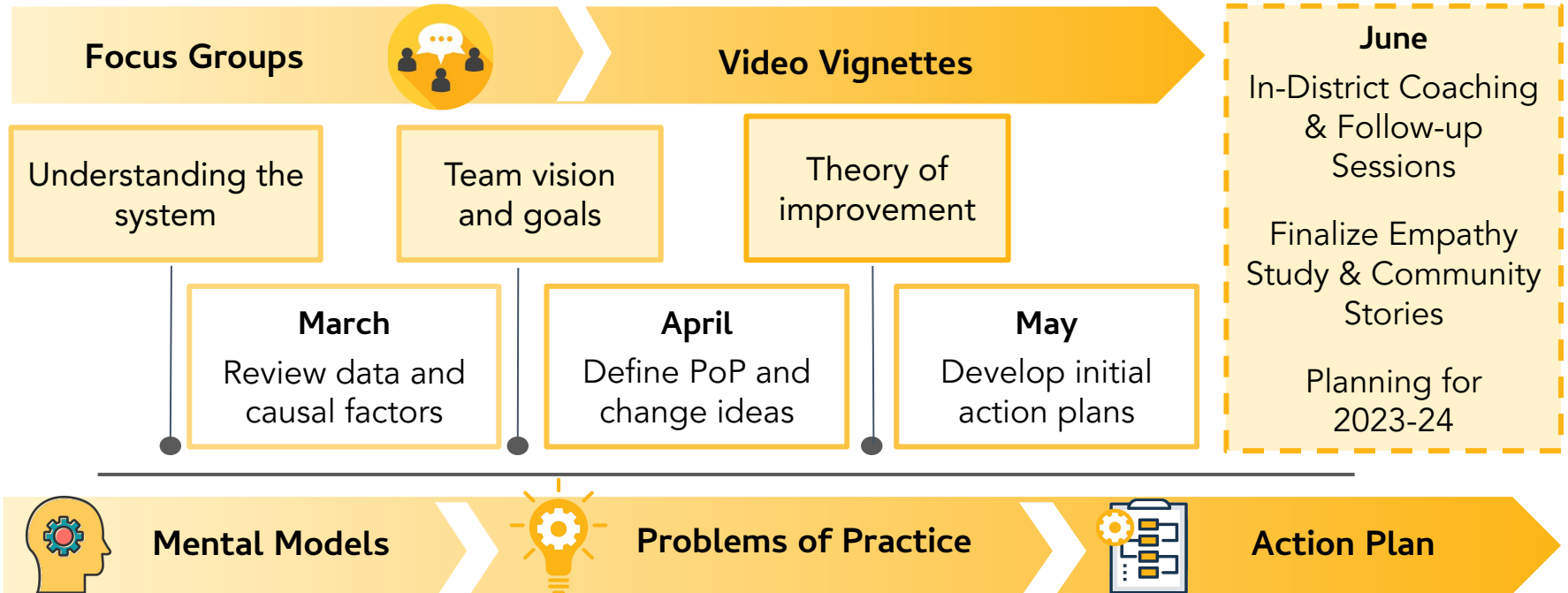
- Engaging educational partners in an ongoing planning process that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.



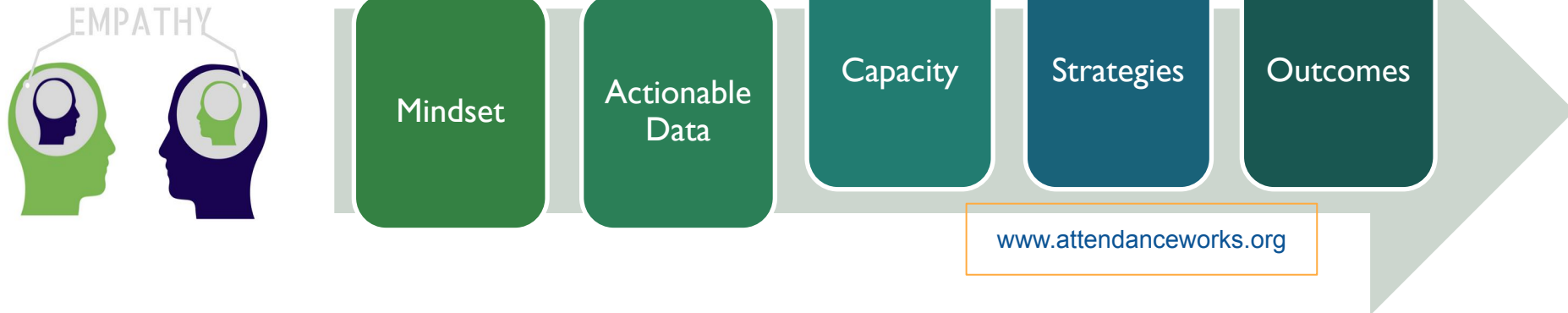
# Monterey County Chronic Absenteeism Learning Network



# Learning Network Overview 2022-2023



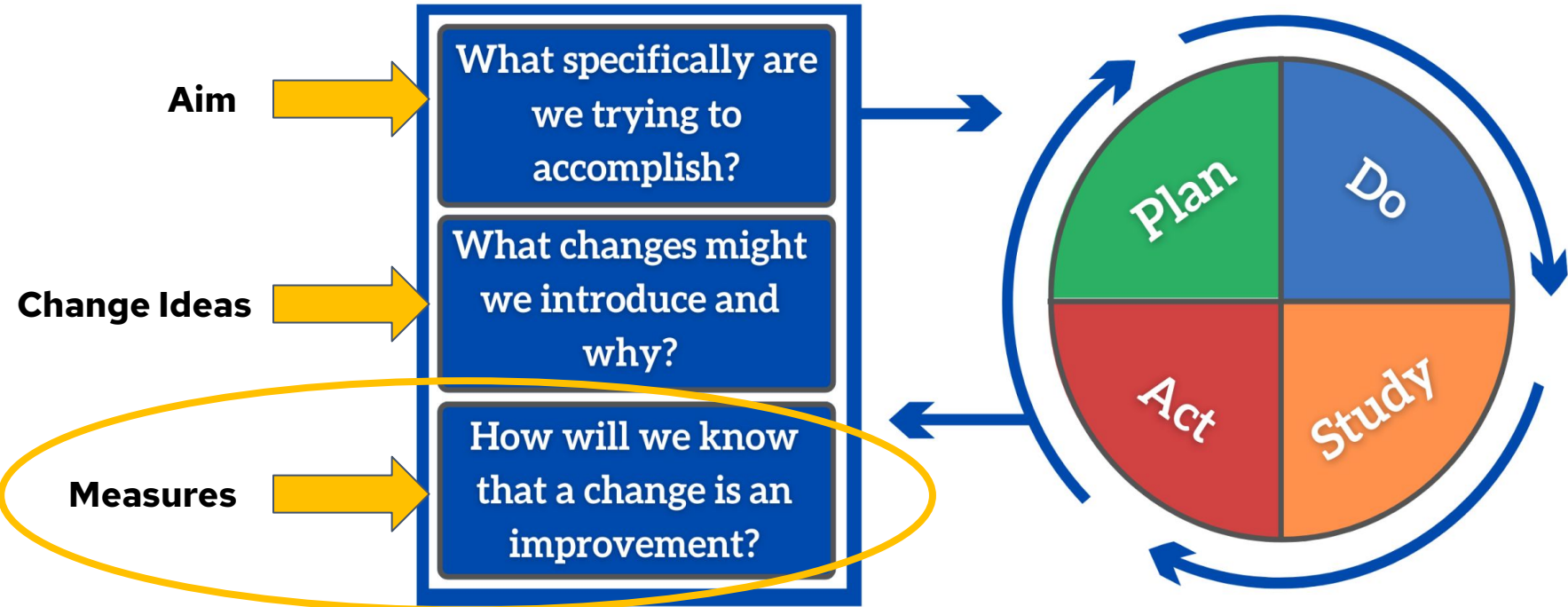
# The pathway to change begins by engaging those who are closest to the work...



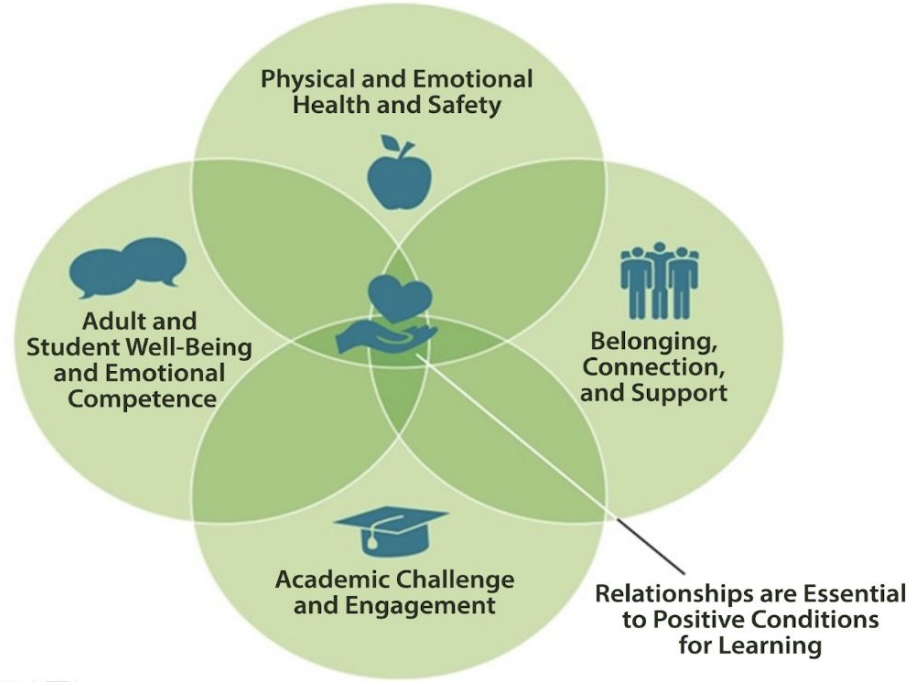
- Focus on human-centered design
- Engage the community in collective sense-making (strength in partnerships)
- Attend to healing, recovery and redesign
- Create the conditions for deep learning



# Creating a Theory of Improvement



# Shaping the future of our schools and communities...



[www.attendanceworks.org](http://www.attendanceworks.org)



**Questions or comments?**



# Thank You

## Contact

### **Rachel Perry**

Executive Director, Center for Student Assessment & Program Accountability, SCOE

[rperry@scoe.net](mailto:rperry@scoe.net)

### **Caryn Lewis**

Assistant Superintendent, Educational Services, MCOE

[clewis@montereycoe.org](mailto:clewis@montereycoe.org)

### **Cecelia Leong**

Vice President of Programs, Attendance Works

[cecelia@attendanceworks.org](mailto:cecelia@attendanceworks.org)

## 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:** <https://bit.ly/3W2C4hg>