Supporting Better Attendance Practices: The Evolving Role of COEs

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Shifting Mindsets on Chronic Absenteeism - Session 3
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 Group** ("SIG") session in post-session survey

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**Sujie Shin**
Deputy Executive Director,
California Collaborative for Educational Excellence
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 lives with chronic absence as a status and growth indicator
What is chronic absence?

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

Chronic absence is defined as **missing 10 percent** or more of school for any reason.
California Chronic Absence Rates by Student Subgroup
2021-22

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>42.5</td>
</tr>
<tr>
<td>Am. Indian/Alaskan</td>
<td>43.6</td>
</tr>
<tr>
<td>Asian</td>
<td>11.4</td>
</tr>
<tr>
<td>Filipino</td>
<td>15.5</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>35.4</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>42.8</td>
</tr>
<tr>
<td>White</td>
<td>23.2</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>24.4</td>
</tr>
<tr>
<td>English Learners</td>
<td>34.7</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>46.5</td>
</tr>
<tr>
<td>Homeless Youth</td>
<td>46.1</td>
</tr>
<tr>
<td>Migrant Education</td>
<td>32.9</td>
</tr>
<tr>
<td>IDEA</td>
<td>40.6</td>
</tr>
<tr>
<td>SED</td>
<td>37.2</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

Source: California Department of Education
DataQuest

www.attendanceworks.org
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

- Tier 3: Intensive Intervention
- Tier 2: Early Intervention
- Tier 1: Universal Prevention
- Foundational “Whole School” Supports That Promote Positive Conditions for Learning
Key Ingredients of Systemic Change to Reducing Absenteeism

- Capacity Building
- Actionable Data
- Positive Engagement
- Strategic Partnerships
- Adequate, Equitable Resources
- Shared Accountability

District

Schools

Students & Families

Community

Adequate, Equitable Resources

Strategic Partnerships

Positive Engagement

Actionable Data

Shared Accountability

Capacity Building

District
Sacramento COE
A Story of Transformation

- People
- Structures
- Mindset
Sacramento COE’s Story

Structure

AB 922 County Committee → Attendance & Engagement Network
Sacramento COE's Story

Mindset & Focus

FROM

Tier 3
Intensive Intervention

Tier 2
Early Intervention

Tier 1
Universal Prevention

Foundational "Whole School" Supports

TO

www.attendanceworks.org
Sacramento COE's Story
Attendance & Engagement Support

Network Meetings + Workshops

Whole-Child Design
Early Matters
Supervisor of Attendance
Model SART and SARBs
Effective Rehabilitation Plans
Restorative Return
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
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...
## County Offices of Education: Support for Chronic Absenteeism

<table>
<thead>
<tr>
<th>Level 1 Supports</th>
<th>Level 2 Supports</th>
<th>Integrated Support Models</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Provide countywide outreach, communications, and incentives</td>
<td>● Provide technical assistance to engage schools/districts in continuous improvement</td>
<td>● Create shared spaces for dialogue around goals, actions, and increased or improved services for student groups within the LCAP</td>
</tr>
<tr>
<td>● Invest in countywide partnerships with youth-serving, family service agencies</td>
<td>● Learn from positive outliers in the areas of attendance and engagement</td>
<td>● Model the integration of a Multi-Tiered System of Supports (MTSS)</td>
</tr>
<tr>
<td>● Proactive data systems and effective reporting processes</td>
<td>● Examine data, local needs, causal factors, and systems analysis to co-design a theory of improvement</td>
<td>● Build on the California Community Schools Partnership</td>
</tr>
<tr>
<td>● Support for parent liaisons, community services staff</td>
<td>● Coordinate family response teams for customized support, community care coordination and home visiting options</td>
<td>● Align Differentiated Assistance (DA) support to increase improvement efforts at the local level</td>
</tr>
<tr>
<td>● Professional learning offerings and networks to support positive attendance</td>
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Integrated Support Models: Improving Attendance Outcomes

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.

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.

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.

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

**Focus Groups**
- Understanding the system

**March**
- Review data and causal factors

**Video Vignettes**
- Team vision and goals

**April**
- Define PoP and change ideas

**May**
- Develop initial action plans

**June**
- In-District Coaching & Follow-up Sessions
- Finalize Empathy Study & Community Stories
- Planning for 2023-24

**Mental Models**

**Problems of Practice**

**Action Plan**

- Mental Models
- Problems of Practice
- Action Plan
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

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Creating a Theory of Improvement

- **Aim**: What specifically are we trying to accomplish?
- **Change Ideas**: What changes might we introduce and why?
- **Measures**: How will we know that a change is an improvement?
Shaping the future of our schools and communities...

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Questions or comments?
Thank You

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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!