Leveraging Attendance Data to Engage Students
The Achievement Initiative is an Attendance Management System (AMS) for districts to track, manage and improve attendance. The data sample is a subset of our population.

SI&A Rate of Increase is the growth rate in comparing chronic absence rates year over year.

Estimated non-SI&A Rate of Increase is the projected growth rate comparing CA Dashboard chronic absence rates year over year against our district sample.

*SI&A partners outperform the statewide average in chronic absence rates when looking at the CA Dashboard chronic absentee rate changes from 2017-18 to 2018-19.

Conditions of SI&A data and terms used
Demographic Breakdown of Dataset

The dataset represents over 320,000 students in 30 districts across 17 counties. The composition resembles the overall California state enrollment.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percent of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>62%</td>
</tr>
<tr>
<td>White</td>
<td>19%</td>
</tr>
<tr>
<td>Black</td>
<td>8%</td>
</tr>
<tr>
<td>Asian</td>
<td>6%</td>
</tr>
<tr>
<td>Multiple Ethnicities</td>
<td>2%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1%</td>
</tr>
<tr>
<td>Native American/Alaskan</td>
<td>1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
The Attendance Crisis Has Gotten Worse

<table>
<thead>
<tr>
<th></th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>22%</td>
<td>37%</td>
<td>12%</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>44%</td>
<td>33%</td>
<td>30%</td>
</tr>
<tr>
<td>Manageable</td>
<td>21%</td>
<td>12%</td>
<td>25%</td>
</tr>
<tr>
<td>Chronic</td>
<td>10%</td>
<td>9%</td>
<td>22%</td>
</tr>
<tr>
<td>Severe</td>
<td>3%</td>
<td>3%</td>
<td>11%</td>
</tr>
</tbody>
</table>

The Achievement Initiative
Attendance is a LEADING indicator, yet we often treat it like a lagging indicator
Where do you spend your time, resources, and money?

#1 Attendance is the #1 predictor of dropout and graduation rates

Course failures were attributed to:

67% Attendance

5% Test Scores

7% Demographics /Economics

How much time and money is spend on attendance in your district?

The Achievement Initiative
When You Focus on the 67%

• Showing up isn’t just about funding; who shows up or doesn’t show up directly impacts student outcomes and is an equity indicator

• Kids who come to school do better than kids who don’t:
  ✓ Better test scores
  ✓ Lower drop out rates
  ✓ Higher graduation rates

• Focusing on the 67% problem solves for the 5% and 7% as well
Strategize for the Long-term
We Have a Generational Problem

<table>
<thead>
<tr>
<th>Grade</th>
<th>Jan 2020 Chronic Absence Rate</th>
<th>Jan 2021 Chronic Absence Rate</th>
<th>Jan 2022 Chronic Absence Rate</th>
<th>SI&amp;A Rate of Increase</th>
<th>Est. Non-SI&amp;A Rate of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>15.7%</td>
<td>16.0%</td>
<td>37.1%</td>
<td>131.1%</td>
<td>206.7%</td>
</tr>
<tr>
<td>1</td>
<td>11.1%</td>
<td>15.0%</td>
<td>31.5%</td>
<td>109.9%</td>
<td>190.6%</td>
</tr>
<tr>
<td>2</td>
<td>8.8%</td>
<td>13.6%</td>
<td>27.5%</td>
<td>101.8%</td>
<td>190.6%</td>
</tr>
<tr>
<td>3</td>
<td>8.4%</td>
<td>12.2%</td>
<td>25.5%</td>
<td>110.3%</td>
<td>210.0%</td>
</tr>
<tr>
<td>4</td>
<td>8.1%</td>
<td>12.4%</td>
<td>24.7%</td>
<td>99.1%</td>
<td>196.9%</td>
</tr>
<tr>
<td>5</td>
<td>8.1%</td>
<td>12.3%</td>
<td>24.4%</td>
<td>98.4%</td>
<td>197.0%</td>
</tr>
<tr>
<td>6</td>
<td>8.7%</td>
<td>15.7%</td>
<td>26.1%</td>
<td>66.0%</td>
<td>143.2%</td>
</tr>
<tr>
<td>7</td>
<td>11.5%</td>
<td>18.9%</td>
<td>27.7%</td>
<td>46.6%</td>
<td>110.8%</td>
</tr>
<tr>
<td>8</td>
<td>12.0%</td>
<td>18.3%</td>
<td>28.1%</td>
<td>53.8%</td>
<td>120.2%</td>
</tr>
<tr>
<td>9</td>
<td>13.4%</td>
<td>23.2%</td>
<td>37.2%</td>
<td>60.6%</td>
<td>96.9%</td>
</tr>
<tr>
<td>10</td>
<td>17.2%</td>
<td>22.9%</td>
<td>40.8%</td>
<td>78.3%</td>
<td>115.0%</td>
</tr>
<tr>
<td>11</td>
<td>18.6%</td>
<td>22.1%</td>
<td>42.0%</td>
<td>90.3%</td>
<td>128.4%</td>
</tr>
<tr>
<td>12</td>
<td>21.0%</td>
<td>21.4%</td>
<td>43.2%</td>
<td>102.0%</td>
<td>141.3%</td>
</tr>
</tbody>
</table>

*Analysis included 30 districts, over 320,000 students and demographics that mirrors statewide diversity.

Generational problem
- Enrollment down
- Parents exploring other options
- Others marketing to your families

Forecasting reading acquisition problems and dropouts

Will take a long-term plan & experience to move the needle
Pandemic Impact: A New Bubble

Next year’s third graders will have never experienced a “normal” or traditional school year.

<table>
<thead>
<tr>
<th>CURRENT GRADE</th>
<th>LAST NORMAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>12th Grade</td>
<td>9th Grade</td>
</tr>
<tr>
<td>11th Grade</td>
<td>8th Grade</td>
</tr>
<tr>
<td>10th Grade</td>
<td>7th Grade</td>
</tr>
<tr>
<td>9th Grade</td>
<td>6th Grade</td>
</tr>
<tr>
<td>8th Grade</td>
<td>5th Grade</td>
</tr>
<tr>
<td>7th Grade</td>
<td>4th Grade</td>
</tr>
<tr>
<td>6th Grade</td>
<td>3rd Grade</td>
</tr>
<tr>
<td>5th Grade</td>
<td>2nd Grade</td>
</tr>
<tr>
<td>4th Grade</td>
<td>1st Grade</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>Never</td>
</tr>
<tr>
<td>1st Grade</td>
<td>Never</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Never</td>
</tr>
</tbody>
</table>
Fundamentals Aren’t Sexy, Sorry Not Sorry

• Systemic problems require enterprise solutions/processes.

• Enterprise solutions are designed to improve proficiency and productivity while providing employees with a satisfying user experience.

• Enterprise solutions are able to provide data and comparative analysis in order to inform appropriate decision and action.

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

• Staff training, is important, but will not to solve all problems

Blocking and tackling aren’t sexy either but they win games!
Strong Systems

- Student Information System
- IEP Management System
- Learning Management System
- Attendance Management System
### Chronic Rate Comparison by District Size

The largest rate of increase in chronic rates is seen in districts with 3500-5000 student enrollment, followed by our larger districts with 20,000 or more students.

<table>
<thead>
<tr>
<th>District Size</th>
<th>Jan 2020 Chronic Absence Rate</th>
<th>Jan 2021 Chronic Absence Rate</th>
<th>Jan 2022 Chronic Absence Rate</th>
<th>SI&amp;A Rate of Increase</th>
<th>Est. Non-SI&amp;A Rate of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 3500</td>
<td>9.8%</td>
<td>19.6%</td>
<td>24.3%</td>
<td>23.8%</td>
<td>66.7%</td>
</tr>
<tr>
<td>3500 - 5000</td>
<td>21.4%</td>
<td>13.9%</td>
<td>36.1%</td>
<td>159.1%</td>
<td>219.4%</td>
</tr>
<tr>
<td>5000 - 10000</td>
<td>11.3%</td>
<td>14.1%</td>
<td>26.7%</td>
<td>88.7%</td>
<td>148.1%</td>
</tr>
<tr>
<td>10000 - 20000</td>
<td>13.2%</td>
<td>19.5%</td>
<td>31.7%</td>
<td>62.0%</td>
<td>105.0%</td>
</tr>
<tr>
<td>&gt; 20000</td>
<td>14.6%</td>
<td>18.1%</td>
<td>39.4%</td>
<td>118.0%</td>
<td>164.5%</td>
</tr>
</tbody>
</table>
Design Matters

Inconsistent Student Outcomes

Coherent Targeted Strategies

Strong Fundamentals

PROCESS DRIVEN

Positive Student Outcomes

PERSONNEL DEPENDENT

Inconsistent Student Outcomes

Wasted $$$$$$$

Random Success

One-off Solutions

Personnel Dependent

FOUNDATION

Software alone is staff dependent
Equity requires:
  - Bias-free processes, measurement & oversight
  - Administrative & performance reporting

PROCESS DRIVEN

Coherent Targeted Strategies

Strong Fundamentals

Process Driven

FOUNDATION

The Achievement Initiative
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 and then never receive any 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.

Leadership Required. Continuous improvement does not happen without someone caring deeply about the desired outcome.
Inaccurate data = Ineffective results
Average Daily Attendance (ADA) Can Mask Chronic Absence

90% and even 95% ≠ A

98% ADA = little chronic absence
95% ADA = don’t know
93% ADA = significant chronic absence
Number of Days Missed by Chronically Absent Students

- < 7 days: 1851 students (2%)
- 7-14 days: 45414 students (42%)
- 14-21 days: 32808 students (31%)
- 21-28 days: 13251 students (12%)
- 28-35 days: 6030 students (6%)
- + 35 days: 8059 students (8%)
- 7-14 days: 45414 students (42%)
- 14-21 days: 32808 students (31%)
- 21-28 days: 13251 students (12%)
- 28-35 days: 6030 students (6%)
- + 35 days: 8059 students (8%)
- < 7 days: 1851 students (2%)
Inspect what you expect

Data should tell a story, inspire action
- Relying on SIS data doesn’t tell a story, aggregates

Attendance taking practices essentially blew up in March 2020, and they continue to change
- Look at your processes around attendance taking at every level

Are schools all doing the same thing?
- Where are the checks and balances in what they are doing?
- Who and how often are you looking at the data?
- Are you the first or last to know if there is a problem with their data or practices?

If you haven’t already, implement attendance tracking (a code) due to pandemic related reasons (excused)
- If you can’t quantify it, you can’t do anything about it
#4

Attendance is an equity issue
Chronic Absences Highest for Black & Hispanic Students

Chronic Absence Rates by Top 5 Ethnicities by Year

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>21%</td>
<td>21%</td>
<td>11%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>29%</td>
<td>14%</td>
<td>11%</td>
</tr>
<tr>
<td>Multiple Ethnicities</td>
<td>41%</td>
<td>37%</td>
<td>27%</td>
</tr>
<tr>
<td>White</td>
<td>15%</td>
<td>16%</td>
<td>12%</td>
</tr>
<tr>
<td>Asian</td>
<td>12%</td>
<td>5%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Relative Chronic Absence Rate Trends by Top 5 Ethnicities

- **Black**: 2019-20 41%, 2020-21 37%, 2021-22 28%
- **Hispanic/Latino**: 2019-20 14%, 2020-21 27%, 2021-22 28%
- **Multiple Ethnicities**: 2019-20 29%, 2020-21 28%, 2021-22 27%
- **White**: 2019-20 15%, 2020-21 16%, 2021-22 12%
- **Asian**: 2021-22 12%
Average Missed Learning Time by Ethnicity

Learning Time Calculated by Multiplying Total Days Missed by 6 hours in a school day
Changes in Enrollment & Chronic Absenteeism
by Top 5 Ethnicities, 2020-21 vs. 2021-22

2020-21: 58,650 chronically absent students
2021-22: 107,413 chronically absent students

- White: -9%
- Asian: -2%
- Multiple Ethnicities: 5%
- Hispanic/Latino: 4%
- Black: -6%
### Subgroup Trends

#### The Non English Language Learner

Population had an increase in chronic rates that was **1.6 times as large** as the increase in chronic rates for English Language Learners.

<table>
<thead>
<tr>
<th>Language Status</th>
<th>Jan 2020 Chronic Absence Rate</th>
<th>Jan 2021 Chronic Absence Rate</th>
<th>Jan 2022 Chronic Absence Rate</th>
<th>Increase in Chronic</th>
<th>SI&amp;A Rate of Increase</th>
<th>Est. Non-SI&amp;A Rate of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learner</td>
<td>15.1%</td>
<td>24.1%</td>
<td>34.9%</td>
<td>10.8%</td>
<td>45.1%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Non English Language Learner</td>
<td>12.8%</td>
<td>16.0%</td>
<td>33.5%</td>
<td>17.5%</td>
<td>108.9%</td>
<td>161.3%</td>
</tr>
</tbody>
</table>

#### The Free and Reduced Lunch

Population continues to have a larger chronic rate compared to students that pay for lunch.

<table>
<thead>
<tr>
<th>Free &amp; Reduced Lunch</th>
<th>Jan 2020 Chronic Absence Rate</th>
<th>Jan 2021 Chronic Absence Rate</th>
<th>Jan 2022 Chronic Absence Rate</th>
<th>Increase in Chronic</th>
<th>SI&amp;A Rate of Increase</th>
<th>Est. Non-SI&amp;A Rate of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free &amp; Reduced Lunch</td>
<td>16.6%</td>
<td>23.1%</td>
<td>41.8%</td>
<td>18.7%</td>
<td>81.1%</td>
<td>117.5%</td>
</tr>
<tr>
<td>Paid Lunch</td>
<td>8.8%</td>
<td>9.8%</td>
<td>26.1%</td>
<td>16.3%</td>
<td>166.1%</td>
<td>251.7%</td>
</tr>
</tbody>
</table>

#### The permanent housing

Population has an increase in chronic rates that is almost **1.3 times larger** than the foster care population.

<table>
<thead>
<tr>
<th>Foster Care</th>
<th>Jan 2020 Chronic Absence Rate</th>
<th>Jan 2021 Chronic Absence Rate</th>
<th>Jan 2022 Chronic Absence Rate</th>
<th>Increase in Chronic</th>
<th>SI&amp;A Rate of Increase</th>
<th>Est. Non-A2A Rate of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Care</td>
<td>18.9%</td>
<td>21.3%</td>
<td>35.4%</td>
<td>14.1%</td>
<td>66.1%</td>
<td>105.5%</td>
</tr>
<tr>
<td>Permanent Housing</td>
<td>10.9%</td>
<td>12.9%</td>
<td>31.4%</td>
<td>18.5%</td>
<td>144.0%</td>
<td>209.2%</td>
</tr>
</tbody>
</table>
Lemons to Lemonade: *We have to make the best of the bad*

**Early Identification** + **Effective Interventions**
First attendance notification sent districtwide results in an immediate reduction in chronic absence behavior.
The **saveRate** is the percentage of students that have not required additional intervention after the initial intervention took place (in this dataset, a written notification and email) using a systematic approach to communicate with families.

- We see similar outcomes with parent/admin (SART) meetings.

<table>
<thead>
<tr>
<th>Intervention</th>
<th>At Risk</th>
<th>Saved</th>
<th>SaveRate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unexcused Absence Notification</td>
<td>128,444</td>
<td>69,416</td>
<td>54.0%</td>
</tr>
<tr>
<td>Excused Absence Notification</td>
<td>43,295</td>
<td>33,445</td>
<td>77.2%</td>
</tr>
</tbody>
</table>
2021-22 **saveRate** by Ethnicity

* Includes 5 largest ethnic/racial subgroups.
Public schools are not the only game in town
Enrollment Down & Chronic Absences Up in Every Grade

Changes in Enrollment & Chronic Absence Growth Rates by Grade from 2020-21 to 2021-22

Rate of Change in Enrollment for Total Population
Rate of Change in Chronic Population

KG 1 2 3 4 5 6 7 8 9 10 11 12
Communication: Where the Buck $tops & Doors Open

YOU CAN’T AFFORD TO ASSUME EFFECTIVE COMMUNICATION IS HAPPENING OR THAT STAFF IS DOING IT/GETTING IT “RIGHT”

The NEGATIVE ENVIRONMENT has made districts NOT WANT TO COMMUNICATE outside of what is necessary

ALTERNATIVES to public schools are being HEAVILY MARKETED TO PARENTS

HOMESCHOOLING IS A MULTI-BILLION DOLLAR INDUSTRY

11.1%/OVER 5.5M U.S. K-12 STUDENTS ARE NOW BEING HOMESCHOOLED AND IS GROWING AT 8.3% ANNUALLY

(source: homeschoolmarketer.com)
The Lemonade

Districts need to communicate differently

Promote your programs and schools to your community, neighborhood schools no longer a monopoly/de riguer

- Simple, concise, relevant and direct
- Positive (5:1=positive:negative)
- Home language, accessible language (not legalese)
- Multiple modalities, not ‘one and done’ (effective frequency)

The purpose of communication is to change behavior

- Tier 2 & 3 communications with parents and students changes behavior with messaging that educates, congratulates, encourages, and celebrates the importance of showing up.
- Address early grades, transition years, missing students, chronic absenteeism, and kids with excellent attendance just to name a few of our targeted interventions.

Show how much the district cares

- “We want you to come here!” and “These are the programs we have for you.”
Positive Communications

Get your message out to through every channel
Summing it up: the Lemonade

**Attendance is a leading indicator.** When you focus on the 67% problem, you get results, the 5% and 7% will follow.

**Attendance Management Systems are in the marketplace,** you don’t have to start from scratch. Invest now in a long-term, process-driven system to ensure equity, rigor and fidelity.

**All parents respond to positive communication.** When you send positive messages, behavior will change.
Our Recommended Practices Include:

Uniform and consistent processes for taking attendance daily and utilizing the data to determine appropriate re-engagement strategies.

Home communications need to be sensitive to the challenges families are facing. If districts are not deploying attendance interventions, they should resume.

Data informs action - customize how they view and analyze data in response to these unprecedented times.

Look at data by grade, ethnicity and subgroups in order to understand how many students are affected, who is affected, and to match them to the appropriate resources and re-engagement strategies.
Q&A
Thank You!

Tatia Davenport
Chief Executive Officer
CASBO
tdavenport@casbo.org

*This session qualifies for one (1) continuing education unit so long as you attend the live webinar in its entirety. To receive your CEU, please contact Michelle Neto at mneto@casbo.org one week after the webinar concludes.