

## **Attendance 503R Presented Information to ISD 709 Policy Committee 6/11/2020**

### **Presenting:**

Beth Shermoen, Principal of Piedmont Elementary

Jim Erickson, Principal of Laura MacArthur Elementary

### **503R regulation shared with Red line indicated**

#### Elementary School Tardiness

A student is considered tardy up to ~~fifteen (15)~~ **thirty (30)** minutes late for the morning or afternoon section. If a student arrives to either section more than ~~fifteen (15)~~ **thirty (30)** minutes late, the student is considered absent for the section.

### **Key Points**

- Team Discussions
  - Started two years (18/19 school year) as consistent attendance being required by ESSA
  - Data showed significant attendance problems.
  - MDE began identifying schools with chronic absenteeism and targeted specific sub groups needing intervention (i.e. students with two or more races, special education, F/R lunch, etc)
  - Many Duluth schools have been targeted in this area (primarily West End Schools at all levels)
  
- Who took part in discussions? Stakeholders?
  - Parents feedback
  - District Leadership with Supt & Asst Supt, principals at elem, middle School and high school, Kateri and Danielle, and Dr. Lake
    - The District MTSS Team has a sub group specifically working on attendance. Leading this work are principals and assistant principals at all levels.
    - All administrators have been provided a copy by the assistant superintendent of “School Leaders - Tackling Attendance Challenges” by Jessica and Randy Sprick
  - School attendance teams were provided information by building leaders for feedback.
  - 50/50 Attendance Grant work through Education Minnesota (Piedmont - school specific)

- Kateri Little and Danielle Dorn
  - Mars Coordinator, Kateri Little and Daniel Dorn, Infinite Campus coordinator provided state reporting information and technology student management information.
  - Reported that Tardies are a district controlled decision and not MDE or state.
  - Supported adding 15 minutes to Elementary tardies.
  - What reports are most accurate?
    - ADM and ADA Detail Report - this will be the most accurate and provide exact calculations
      - Under reports
      - ADM and ADA Detail
      - Fill in the blanks
      - Recommend -
    - Ad Hoc Reporting
      - To filter designer
      - Next you see grade level and select it for all grades. 2 digit numbers have to upload or it won't.
    - AM and PM report running
    - Do you have access to the minute? \*Click on the date in IC and it drills down
    - Timing reports doesn't minutes (ADA/ADM) ADM - Membership Days and ADA -
    - ADM (Average Daily Membership) and ADA (Average Daily Attendance) in Infinite Campus (ISD 709s Platform Snapshot) - <https://content.infinitecampus.com/sis/latest/documentation/adm-and-ada-detail/>
      - Note: ADM is attached to funding.
- Consistency in Regulation - Comparison to Secondary to Elementary
  - Elementary-30 minutes total (2 - 15) minutes out of 360 minutes is less than 10% of the student total minutes in the day -
  - Secondary have 60 minutes of tardy minutes in the day due to 6 periods and passing time
  - Can miss 27% of the day for middle school and high school)
    - 3x as much room for absences!!!!!!!
- Attendance Data
  - Accuracy in the data

- Greater collaboration with IC district team to monitor
  - Problem with how it was been entered
    - Important to enter by the minute, not by the description of the absence ( i.e. tardy, unexcused, excused absence etc.
    - What is the definition of a tardy?)
- Clerical Training
  - Recognized that some sites were entering absences for the morning, but not entering the minute that students arrived.
  - i.e. Students marked abs at 8:05, but then really marked absent until 11:00 when the PM session starts.This created many days of absence.
  - Clerical need to enter the exact time of arrival to accurately reflect the student ADM.
  - Consistency in Buildings and training for Clerical in August
  - Spoke with Nichele Canavan and Danielle Dorn to make sure consistent Tardy taking procedures were included in the August training for all clerical.
- Equity Tool (TEA)
  - Used to make sure adding 15 minutes to our elementary school tardy regulation would be equitable and an important next step in negatively impacting student attendance and building attendance.
  - All participants were active in the Equity Tool process.
- SEL Social Emotional Learning- What is being missed in the morning?
  - Morning Meeting Component (Meet and greet and preparing for the school day)
  - If students miss morning meetings, adults are finding students upon entry to get them breakfast and work on a one on one level to prepare a student to enter into their classroom (i.e. social worker, dean, principal, check and connect individual within the buildings)
- Attendance Teams
  - Building teams meet and review attendance data to address chronic absenteeism.
  - Intervene before letters are needing to be sent out (i.e. attendance conversations with students and families, whole group classroom interventions and education on attendance, and making attendance a priority initiative within our schools)

- Adding 15 minutes tardy to the elementary regulation will result in more tardies, but far fewer absences for students.
- Teams are required to report accurate attendance to families.
- 3 day/7 day letter/IIU etc.
- Focuses on school attendance celebrations, education, highlights and branding, etc.
- Attendance Concern Communication to families:
  - Postcards
  - Letters
  - Telephone calls
  - Attendance Contracts
  - Last resort - County report
  - Follow up with Families before letters sent out
  - Teacher first, Other adult supports from attendance teams, Principals, before a letter is even sent.
  - Individual work with most identified school chronic absenteeism students. Basic needs first - work to identify barriers, worries, needs, etc.
- Attendance Matters
  - Chronic Attendance primarily in Western Corridor Campus
  - A deeper look needs to be taken at a district level on identified schools and sub groups within.
    - Data trends show significant increase in chronic absenteeism
- Follow up Communication to Families if passed
  - If passed, will be important to get into the new printed student/Family Handbook for 20-21 in July
  - Need to begin collaborative work on next steps at a district level/building level under the MTSS model starting at Tier 1 - universal expectations, education, communication, partnership in home/school and branding.
- Resources
  - 503R Document from attendance team - [https://docs.google.com/document/d/1SKXWX6w-FSI0slQjFAzD\\_w56zeC5VzBWl6h81ZS5tpE/edit](https://docs.google.com/document/d/1SKXWX6w-FSI0slQjFAzD_w56zeC5VzBWl6h81ZS5tpE/edit)
    - Includes TEA
    - Other schools practices on attendance

- MDE - Consistent Attendance  
[https://education.mn.gov/mdeprod/idcplg?IdcService=GET\\_DYNAMIC\\_CONVERSION&dDocName=MDE072612&RevisionSelectionMethod=LatestReleased](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_DYNAMIC_CONVERSION&dDocName=MDE072612&RevisionSelectionMethod=LatestReleased)
- Duluth Public Schools North Star Attendance Report -  
<https://drive.google.com/drive/u/0/search?q=Attendance%20DATA>
- Attendance Works - <https://www.attendanceworks.org/>