Chronic Absenteeism - CivEx: Missing Too Much School

March 8, 2023
AESD Demographics

- 9 Schools
- 1 Alternative Program
- 1 Online Academy

Ethnicity:
- White 18%
- Black 11%
- Hispanic 66%
- Two or More 2%
- Pacific Islander 0%
- Native American 1%
- Asian 2%

6,000 Pre-K to 8 Students

Poverty (Prior to COVID counts):
- Paid 26%
- Free and Reduced 74%
AESD Journey

2014-15 Chronic Absenteeism Peer Network
2015-16 Plan for incentives and family involvement
2017-2019 All APs attended

Plans developed at all sites

Data reduction impact:
High of 18% down to 10.9% in 2019

2020-22 Pandemic Impact
Tripled overall chronic absenteeism

2022-23 Refocus
Retooled data collection - monthly
Site and district dialogue and date reviews
Re-engaging parents and onsite activities
Data impact: current year to year comparison
Reduction between 20-60% across sites
Multi-tiered Approach

Classroom connections
Site support staff
District systems
Community embeddedness
Site Level Attendance Plan

- Monitoring attendance data.
- Individual Student conferences on how can we support student attendance
- Teachers individually goal setting with students as part of the leader in me and having students take ownership.
- Involve Social worker and counselor for check in and check out with students for additional support.
- Parent phone calls
- Home visits for families we can not reach by phone.
- Utilize Mentorship Program with Avondale PD to support their students who may struggle with attendance difficulties
- Parent meeting in office.
- Attendance assemblies at the beginning of each quarter for perfect attendance and improved attendance students who miss only two days in a quarter are also recognized.
- Parents are recognized and invited to all attendance assemblies where we play music and make it a celebratory party atmosphere for parents and students K through 8th grade. Letting parents know that they are very important in their child’s attendance which leads to academic success. Thank you for your partnership with us!
- Bulletin boards in the building displaying attendance percentages by the month for each grade level from August to current so students can see the trends. Our goal is listed on the bulletin board of 95%.
- School Marquee says “Be Proactive with Attendance” which is one of our Leader In Me attributes / highly effective habits.
### District and Site Level Data

![Image of data table]

- **District Level Data**
  - [District specific data table]

- **Site Level Data**
  - [Site specific data table]

![Image of data graph]

- **Ethnicity**
  - [Graph showing ethnicity distribution]

- **Gender**
  - [Graph showing gender distribution]

- **SPED**
  - [Graph showing SPED distribution]

- **FRL**
  - [Graph showing FRL distribution]

- **EL**
  - [Graph showing EL distribution]

- **AVONDALE Elementary School District**
Three examples of interventions:

District Level- Sweeping change
Site Level- Specific family impact
Community Level- Collective action at an apartment complex
Awareness + Acceptance = Action

Shared practices/feedback
Consultancy Protocols

What does the tiered incentive look like?

Group embraced our ideas about tiered absenteeism and red flagging for early intervention in CT’s
Also discussed the layout of our DS STAR Attendance Incentive Plan and how we will be tracking that in our classrooms for student use.