



Wednesday, November 29, 2023
Student Attendance Committee Meeting

Subcommittee of the Board of Education
Kaleidoscope Academy
318 E. Brewster St.
Appleton, WI 54911
Time: 4:00PM

Board of Education Committee Meetings are not broadcast via live stream but are open to the public unless otherwise noticed. Any special needs or any requests for accommodations related to accessing the meeting should be sent to Kayla Malott, at malottkayla@aasd.k12.wi.us or (920)852-5300 ext. 60111, at least 24-hours in advance of the meeting.

1. MEETING OPENING

Subject	A. Roll Call
Meeting	Nov 29, 2023 - Student Attendance Committee Meeting
Category	1. MEETING OPENING
Type	Procedural

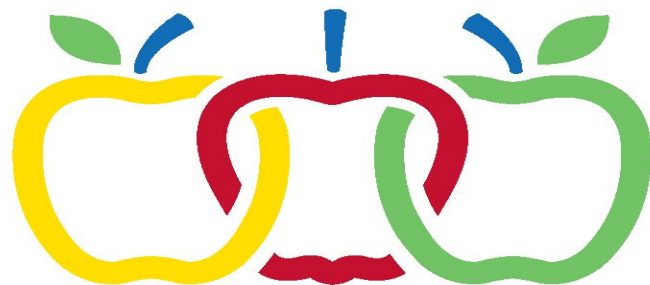
2. DISCUSSION AGENDA ITEMS

Subject	A. Attendance Practices-Work Completed to-date
Meeting	Nov 29, 2023 - Student Attendance Committee Meeting
Category	2. DISCUSSION AGENDA ITEMS
Type	Discussion, Information

File Attachments
[November 29, 2023 Attendance Committee.pdf \(588 KB\)](#)

3. ADJOURN

Subject	A. Adjourn Meeting
Meeting	Nov 29, 2023 - Student Attendance Committee Meeting
Category	3. ADJOURN
Type	Action



APPLETON AREA

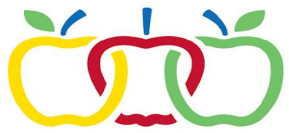
SCHOOL DISTRICT

Attendance Committee

November 29, 2023



TIME	TOPIC
4:00 - 4:10	Welcome/Agenda Review
4:10 - 4:30	Response to Wonders
4:30 - 4:45	Takeaways and review of first three meetings
4:45 - 5:05	Outcomes from 2022-2023 Workgroup
5:05 - 5:30	Start generating solutions
5:30 - 5:45	Reporting Out
5:45 - 6:00	Closing/Next Steps

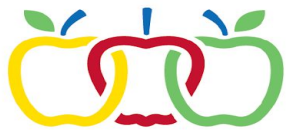


Why was the truancy ordinance repealed and was the BOE contacted for input?



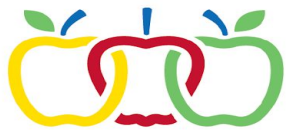
**Did in-school
truancy court
contribute to
an increase in
student
dropouts?**

High School Dropout Rate				
	AASD	WI	Students	Dropouts
2006-07	1.3%	1.6%	1125	15
2007-08	1.4%	2.1%	1127	16
2008-09	2.0%	2.1%	1188	24
2009-10	1.8%	1.9%	1230	22
2010-11	1.7%	1.8%	1063	18
2011-12	1.2%	1.7%	1096	13
2012-13	2.0%	1.7%	1059	21
2013-14	0.4%	1.6%	1185	5
2014-15	2.5%	1.6%	1128	28
2015-16	1.7%	1.9%	1203	20
2016-17	2.1%	1.7%	1233	26
2017-18	2.0%	1.7%	1290	26
2018-19	1.9%	1.5%	1194	23
2019-20	1.2%	1.3%	1232	15
2020-21	1.6%	1.2%	1229	20
2021-22	2.7%	1.8%	1227	33



High School Dropout Rate

3 years before in-school truancy court (2006/07 - 2008/09)	1.6%
9 years of in-school truancy court (2009/10 - 2017/18)	1.7%
4 years after in-school truancy court (2018/19 - 2021/22)	1.9%



ATTENDANCE TEAMS

- Meet regularly - minimum of twice per month
- Represent the “whole” child
- Engage parents as partners
- Review data and progress monitor
 - Chronic absenteeism
 - Habitual truancy
 - Tardies



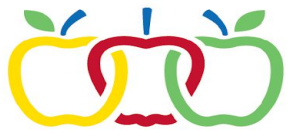
ATTENDANCE TEAM PARTICIPANTS

REQUIRED:

- Building Administrator
- Dean of Students (if applicable)
- School Social Worker
- District Attendance Coordinator (secondary schools)
- EMLSS Coach (elementary schools)
- TRAC Case Manager (secondary schools - if available)
- School nurse (high schools)

RECOMMENDED:

- School Counselors
- School Nurse (middle & elementary)
- Attendance Secretary
- Alternative Education Teacher
- DEI Coordinator/Cultural Advisor/STAR Advisor
- Youth Advocate



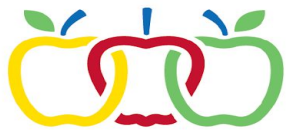
ATTENDANCE EDUCATION LESSONS (MIDDLE LEVEL)

- Provided to students and families for all students who have met the threshold for habitual truancy (5+ unexcused absences, all or part of a day)
- AASD, Outagamie County Youth & Family Services, and Appleton Police Department
- Education on district policy and state statutes
- Importance of school attendance
- Role of Outagamie County YFS related to student truancy
- Outcomes for students who do not regularly attend school



ATTENDANCE INCENTIVES

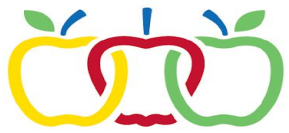
- Staff are tying incentives to goal setting with students
- Staff are incorporating attendance incentives into universal celebrations
- Outagamie County Innovation Grant has provided the funding for gift card incentives for students and fuel cards for families
- Outagamie County Innovation Grant will only be in place through 2024.
- In the future, could AASD collaborate with community businesses for support with attendance incentives?



REVIEW OF FIRST THREE MEETINGS

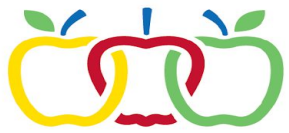
What are your takeaways
from the first three
meetings?





Meeting #1 - October 11th

- Impact of absenteeism
- District attendance data



AASD Vision Statement

Working together, students, families, staff, and community will ensure that each graduate is academically, socially, and emotionally prepared for ***success*** in life. Every Student,
Every Day.



Dean of Students

Social Worker

School Counselor

Math Interventionist

Literacy Interventionist

Coaches

Club Advisors

School Psychologist

Cultural Advisors

Interpreters

Paraprofessionals

LMC Specialist

Assistant Principal

Principal

Youth Advocate





HOW QUICKLY TIME ADDS UP ... DAYS

1 or 2 days per week doesn't seem like much, but ...

If a student misses...	That equals...	Which is...	And over 13 years of schooling, that's...
1 day every 2 weeks	20 days per year	4 weeks per year	Nearly 1 ½ years
1 day per week	40 days per year	8 weeks per year	Over 2 ½ years
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years



DEFINITIONS

CHRONIC ABSENTEEISM

Missing 10% or more of total school days, including both excused and unexcused absences.

Missing 10% of a full school year is equal to approximately 18 days.

Students are allowed 10 excused absences in a school year.

HABITUAL TRUANCY

Missing all or part of 5 or more school days in a semester without an excuse.

- 5 class periods unexcused over 5 school days = habitual truancy
- 5 full school days unexcused = habitual truancy



CHRONIC ABSENTEEISM DATA

Missing 10% or more of total school days, including both excused and unexcused absences. Missing 10% of a full school year is equal to 18 days.

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
4K/Elementary	5.6%	5.9%	N/A*	N/A**	27.4%	14.0%
Middle	6.9%	7.8%	N/A*	N/A**	25.1%	17.6%
High School	12.2%	13.1%	N/A*	N/A**	33.9%	25.5%

**Because of the state-mandated school closures and rapid transition to virtual instruction during March of 2020 Chronic Attendance/ Habitual Truancy second semester attendance data is not comparable to other school year data.*

***Data from the 20-21 school year is also not comparable to other school year data due to the transition across our schools from virtual, to hybrid, to in-person learning.*



HABITUAL TRUANCY DATA

Missing all or part of 5 or more school days in a semester without an excuse.

	SEMESTER	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Elementary	SEMESTER 1	4.6%	3.1%	N/A**	3.0%	3.1%
Elementary	SEMESTER 2	6.5%	N/A*	N/A**	3.0%	4.7%
Middle	SEMESTER 1	12.7%	9.6%	N/A**	14.8%	10.7%
Middle	SEMESTER 2	14.1%	N/A*	N/A**	11.6%	16.2%
High School	SEMESTER 1	34.0%	27.1%	N/A**	30.5%	30.5%
High School	SEMESTER 2	36.0%	N/A*	N/A**	26.9%	35.5%

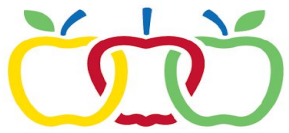
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IMPACT OF CHRONIC ABSENTEEISM ON READING

	SPRING 2023: Percentage of students <i>reading below grade level (iReady) AND chronically absent</i>
KINDERGARTEN	27.84%
3RD GRADE	13.55%
8TH GRADE	21.37%



Meeting #2 - October 25th

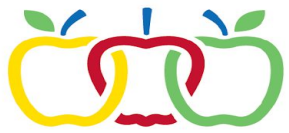
- Responded to Questions
- Shared research on attendance (articles)
- District policy and State statute



CHRONIC ABSENTEEISM DATA - ETHNICITY

Students missing 10% or more of total school days, including both excused and unexcused absences, by ethnicity:

Ethnicity	Enrollment	Chronically Absent	Percent
American Indian or Alaskan Native	99	62	63%
Asian	1,871	301	16%
Black or African American	776	368	47%
Hispanic/Latino	1,921	632	33%
Two or more races	938	282	30%
White	9,600	1480	15%



Articles:

- Chronic Absenteeism and Disrupted Learning Require an All-Hands-on-Deck Approach.
- Absences Add Up - The Research Case
- The Nation Faces School Attendance and Graduation Crises.
- $\frac{2}{3}$ of Students who cannot read proficiently by the end of the 4th grade will end up in jail or on welfare.

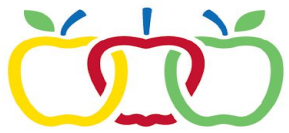


OVERVIEW OF STATE STATUTE 118.16

Provides: expectations for how schools and school districts inform parents, and meet with parents/guardians about a pupil's truancy.

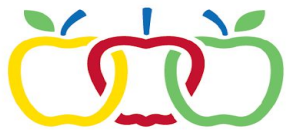
Identifies: additional ways districts can address truancy, ways districts shall, and things the district cannot do when addressing truancy.

Requires: the school board to establish an attendance policy.



Meeting #3 - November 8th

- Attendance practices prior to 2018-2019
- Attendance practices 2019-2023
- Current attendance practices/supports



HISTORY

PRIOR TO 2018:

- Attendance was monitored and addressed by school attendance officer, typically the Administrator or Dean.
- Focus was on unexcused absences and truancy
- Utilized an education piece in collaboration with county judge, City of Appleton, and TRAC program through the Boys and Girls Club.
- Utilized a school based truancy court (established in 2009).



HISTORY

Background Information on Truancy Court

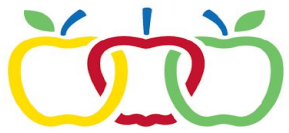
School-based Truancy Court was established in 2009 to address challenges:

- Many students and families were not attending hearings at the courthouse after receiving truancy citations...many students and families had transportation issues.
- Inconvenient for staff to leave school to attend.
- Communication between various agencies supporting students and families identified as being habitually truant was inconsistent, leading to ineffective systems.

Truancy Court Outcomes:

- Habitual truancy was reduced by 24% from 2008/09 to 2010/11.
- Habitual truancy was reduced by 23% from the first two years of implementation to the last two year period of implementation (08/09 - 10/11 to 15/16 - 17/18).
- Over 70% of students who received the Civics Lessons did not end up in Truancy Court.

Concerns identified in Nov/Dec 2018 led to an independent review



CONTINUED SUPPORTS

2023-2024 SCHOOL YEAR

- 1.0 District Attendance Coordinator
- Alternative Ed attendance support - middle and high schools
- August Staff Development for site Attendance Teams
- Collaboration with counties
- TRAC support
- Cultural advisors
- STAR advisors
- School-based mental health services
- Site attendance teams
- Check & Connect Attendance Mentors
- Attendance incentives



OUTCOMES OF THE 2022-2023 ATTENDANCE WORK GROUP

October 2022 - February 2023

Participants: District administrators, community partners, deans of students, school counselors, school nurse, parents, alternative education teachers, regular education teachers, special education teachers



AASD WORK GROUP RECOMMENDATIONS - UNIVERSAL

MAINTAIN	● Accurate attendance taking - improve fidelity ● Classroom community opportunities to increase sense of belonging ● Expectation clarity for students
ADAPT	● Student education on attendance ● Revision of attendance letters by level ● Universal messaging - importance of attendance ● Consistent Implementation of Evidence Based Interventions (Secondary)
NEW	● Community campaign messaging ● Student-led PR Campaign ● Expectation clarity for parents/accountability ● Training for staff on evidence-based practices ● Scheduling considerations for students (secondary)



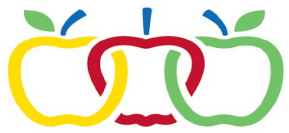
AASD WORK GROUP RECOMMENDATIONS - TIER 2

MAINTAIN	• TRAC support • Evidence-based interventions
ADAPT	• Training of evidence-based Interventions • Adopt a TRAC type support for elementary sites • Education plus requirement lesson for students (formerly called Civics Lesson) • Consistent training with special education staff to address attendance
NEW	• Home visit training and support (elementary) • Parent education on school and community supports • Prevention work - EC-6 level • Consider transportation bus changes • Increase incentive strategy plans for students



AASD WORK GROUP RECOMMENDATIONS - TIER 3

MAINTAIN	● County referral option, but explore other options for non-attenders ● Keep previously approved staffing for attendance
ADAPT	● Alternative plans for non-attenders ● Communication to all stakeholders on attendance plans for students ● Consider appropriate FTE allocation at high school level ● Address attendance support by level
NEW	● Explore required education for parents ● Explore additional tier 3 options with a partnership approach ● Additional FTE to support early intervention for attendance



GENERATING SOLUTIONS

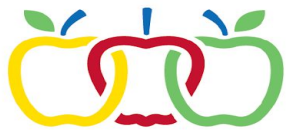
Affinity Mapping Protocol

This protocol is completed silently through the first three steps.

1. **Brainstorm:** Addressing the question, brainstorm independently for 3 minutes writing each idea on a separate post it note.
2. **Categorize:** As a table group, place your post it notes on chart paper. As you place your ideas on the chart paper, review the ideas of others.

Group or cluster ideas that seem to go together. Continue until everyone in the group is satisfied with how the ideas are grouped.

3. **Label:** Have one member of the team read all the items in a group. Together address the questions- do all these ideas belong in this group? If not, where should they go?. What would you label this group? (Continue until all groups have been labeled including outliers)

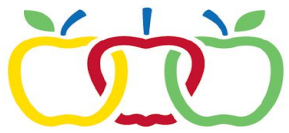


GENERATING SOLUTIONS

What solutions should be considered to improve attendance of students in the Appleton Area School District?

This protocol is completed silently through the first three steps.

1. **Brainstorm:**
2. **Categorize:**
3. **Label:**



NEXT STEPS

Next Meeting: December 13th - 4:00 PM

