



**Wednesday, April 19, 2023
Board of Education Work Session**

**APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION WORK SESSION
Scullen Leadership Center
131 E. Washington Street, Suite 1A
Appleton, WI 54911
Time: 7:30AM**

Board of Education Work Sessions 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) 832-6126, at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	A. Roll Call
Meeting	Apr 19, 2023 - Board of Education Work Session
Category	1. Meeting Opening
Type	Discussion, Information, Report

2. Monitoring Reports (OE-8.1: Submit required monitoring data in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule.)

Subject	A. Monitoring: OE 7.4-Update
Meeting	Apr 19, 2023 - Board of Education Work Session
Category	2. Monitoring Reports (OE-8.1: Submit required monitoring data in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule.)
Type	

Director of Technology Services, Scott Werfal, will report on the OE 7.4, Asset Protection Update.

3. Report to the Board (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)

Subject	A. Student Attendance Update
----------------	-------------------------------------

Meeting	Apr 19, 2023 - Board of Education Work Session
Category	3. Report to the Board (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information

Sheree Garvey, Laura Jackson, and Stephanie Marta will provide an update on student attendance.

File Attachments

[Attendance Board Work Session 4.19.23.pdf \(1,294 KB\)](#)

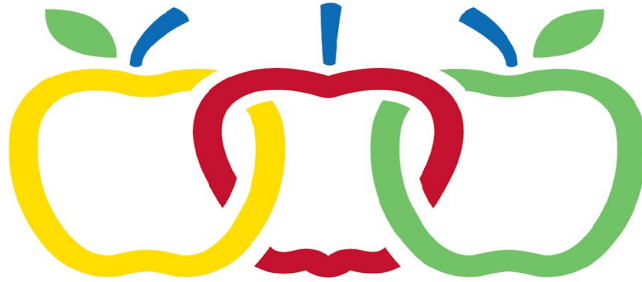
[AASD Work Group Recommendations .pdf \(28 KB\)](#)

4. Adjourn

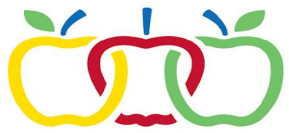
Subject	A. Adjournment of Work Session
Meeting	Apr 19, 2023 - Board of Education Work Session
Category	4. Adjourn
Type	Information, Procedural

April 2023 Board Work Session

Student Attendance



APPLETON AREA
— SCHOOL DISTRICT —

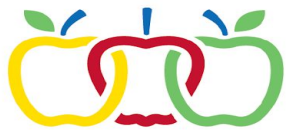


Introductions and Purpose

Sheree Garvey - Assistant Superintendent of
School Services

Laura Jackson - Executive Director of
Student Services

Stephanie Marta - Attendance Coordinator

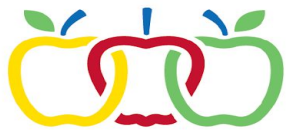


AGENDA

- ❑ Review previous board worksessions leading to action steps
- ❑ Understand background information
- ❑ Update on data
- ❑ Examine themes from PDSA
 - ❑ Research
 - ❑ Practices
- ❑ Workgroup Recommendations



Pause and Reflect
Time



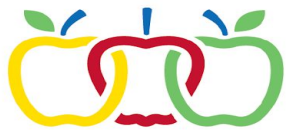
Learning Intentions and Success Criteria

Understand the process, data, and information considered by the workgroup to make recommendations to address the student absences in the AASD.

**LEARNING
INTENTIONS**

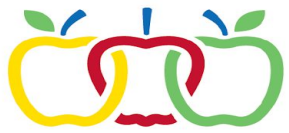
Board members will know the process, data, and information considered by the workgroup to make recommendations to address the student absences in the AASD and identify supported recommendations.





Connection to August 2022 Board Work Session

- ❑ Procedural changes made prior to the pandemic
- ❑ Feedback from administrators during rounding
- ❑ Employee Engagement survey results
- ❑ Data collected by Student Services

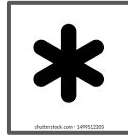


Pillar 1 - District Scorecard Goal

Decrease the percentage of students missing more than 10 % of school by 3%.

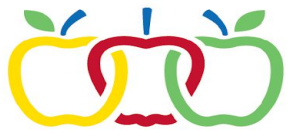
Percentage of Students

- Elementary - 29% to 26%
- Middle - 23% to 20%
- High School - 43% to 40%



2022-2023 Semester 1 data:

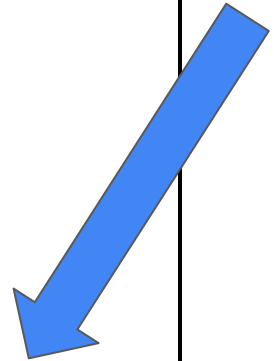
- Elementary - 18.9%
- Middle - 17.4%
- High School - 22.8%

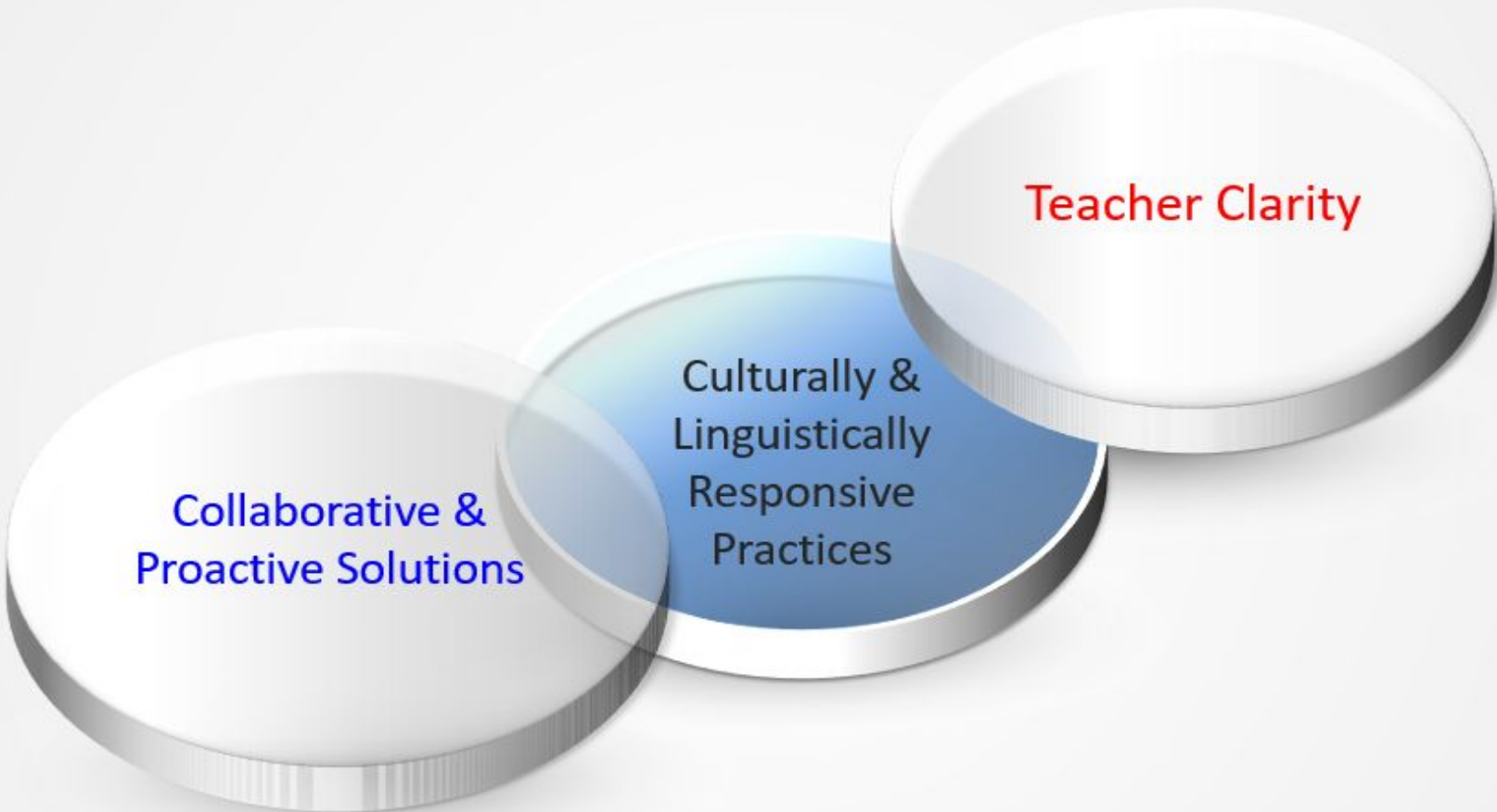


Current Action Steps

Action Steps implemented this year:

- ☐ Adjust the roles and responsibilities of the FTE designated to address attendance
 - ☐ High School Alt. Ed.
 - ☐ Attendance Coordinator
- ☐ Universal Messaging with Families on the importance of regular school attendance
- ☐ Conduct a Plan, Do, Study, Act plan to address attendance through a work group.

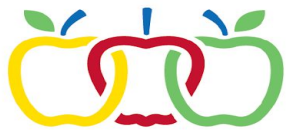




Collaborative &
Proactive Solutions

Culturally &
Linguistically
Responsive
Practices

Teacher Clarity



Background

Attendance Work Group

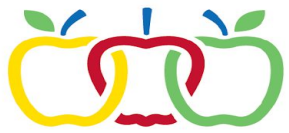
- ❑ Representatives from the Elementary, Middle, and High School levels including teachers, administrators, support staff, and student services team members participated.
- ❑ Parent and Community representatives participated.
- ❑ District Leadership team members participated.
- ❑ Partners from Outagamie County and TRAC also participated



Guiding Principles

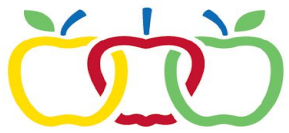
We believe....

- ❑ When barriers to attendance are addressed student's sense of belonging, engagement, and attendance will increase
- ❑ Creative approaches are needed to improve attendance.
- ❑ Creating a safe and welcoming environment improves attendance.
- ❑ Mental health and access to resources impact student attendance.
- ❑ Having caring and respectful adults in *their* community impacts student attendance.
- ❑ Students come to school IF they CAN.



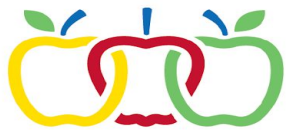
Attendance Work Group Process

- ❑ Identified the purpose
- ❑ Reviewed the Plan, Do, Study, Act Process
- ❑ County and District Data Review and Protocol
- ❑ Examined Universal, Tier 2 and Tier 3 supports and interventions
- ❑ Discussed community supports
- ❑ Develop recommendations (**Maintain, Adapt, New**)



Pause and Discuss





Definitions

Glossary of Terms

HABITUAL TRUANCY = all or part of 5 days
unexcused in a semester

CHRONIC ATTENDANCE CONCERN = excused
absences -10% or more of total school days



Summary of Trends Identified by Attendance Work Group

Overall Trends

- ❑ Students in transition grades experience higher attendance concerns
- ❑ Students experiencing poverty are more at-risk for chronic absenteeism and habitual truancy
- ❑ Hispanic/Latino students experience overall rates of habitual truancy

Level Trends:

Secondary :

Secondary students experience more habitual truancy concerns

Elementary:

Early intervening services are limited at the elementary level

Prevention work and education for parents is limited at the elementary level



HABITUAL TRUANCY

HABITUAL TRUANCY = all or part of 5 days unexcused in a semester

2017-2018 SEMESTER 1

Elementary - 6.0%

Middle - 15.5%

High School - 25.9%

2018-2019 SEMESTER 1

Elementary - 4.5%

Middle - 12.4%

High School - 33.2%

2019-2020 SEMESTER 1

Elementary - 3.2%

Middle - 9.6%

High School - 27.2%

2021-2022 SEMESTER 1

Elementary - 3.0%

Middle - 14.8%

High School - 31.2%

2022-2023 SEMESTER 1

Elementary - 6.4%

Middle - 23.1%

High School - 37.8%

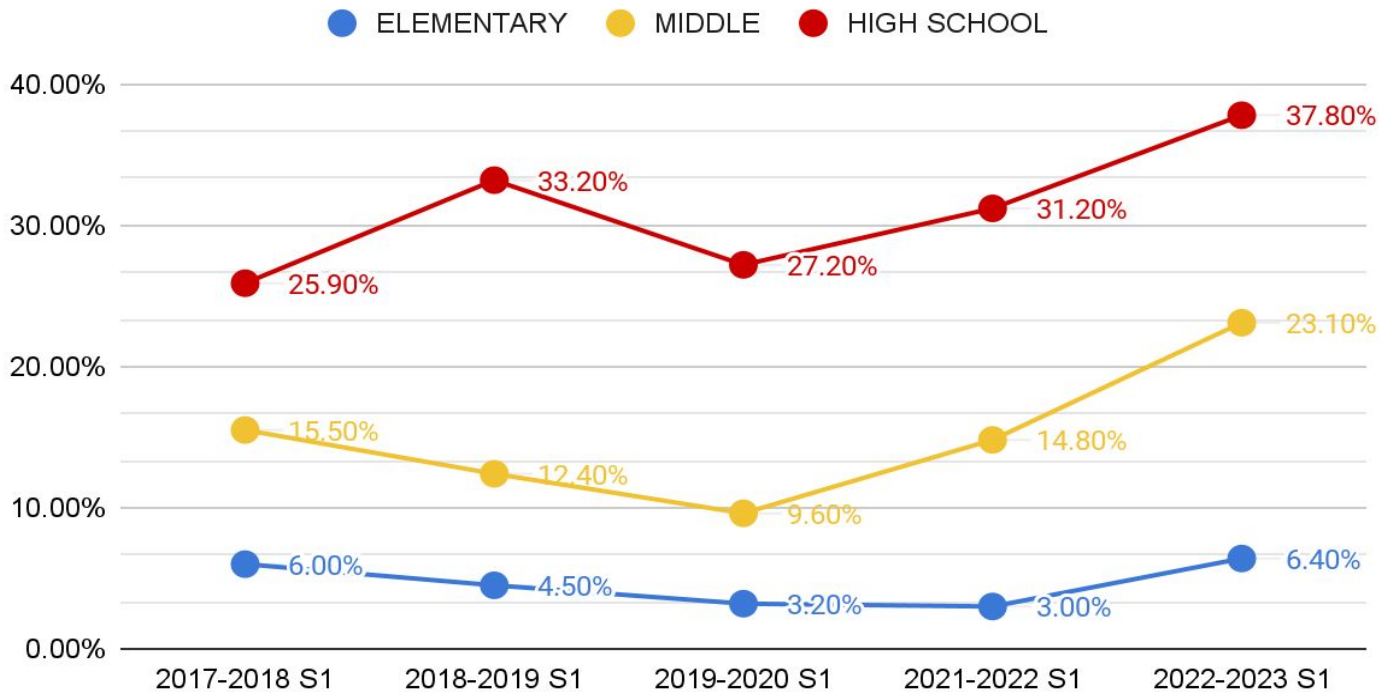


2020-2021



HABITUAL TRUANCY

SEMESTER 1 HISTORICAL DATA

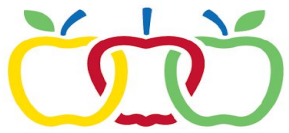




2022-2023 County Truancy Referrals

2022-2023 Semester 1	Percentage of students who met criteria for habitual truancy	Percentage of students who met criteria for habitual truancy and were referred to the county for truancy
ELEMENTARY	6.4%	0.5%
MIDDLE	23.1%	2.5%
HIGH SCHOOL	37.8%	2.3%

Of the students still enrolled in AASD who were referred to Outagamie County YFS for truancy during LAST school year (2021-2022), 61.19% showed an increase in their attendance rate during the first semester of the 2022-2023 school year.



2021-2022 county truancy referral student characteristics

76 total truancy referrals made in 2021-2022 (Outagamie County)

- ❑ 45% special education students
- ❑ Referrals spike in 10th grade
- ❑ 42 students with identified mental health concerns
- ❑ 27 students identified as have Adverse Childhood Experiences (ACEs)
- ❑ 11 students with prior police contact
- ❑ 10 students with identified AODA concerns
- ❑ 8 students with a language barrier identified
- ❑ 7 students previously involved with CPS
- ❑ 4 students identified as a family caregiver
- ❑ 3 students with a history of homelessness

*30 total truancy referrals made in 1st semester 2022-2023

*34 total truancy referrals made so far in 2nd semester 2022-2023



CHRONIC ATTENDANCE CONCERN

CHRONIC ATTENDANCE CONCERN = excused absences 10% or more of total school days

2017-2018 SEMESTER 1

Elementary - 4.6%

Middle - 7.5%

High School - 10.8%

2018-2019 SEMESTER 1

Elementary - 4.7%

Middle - 6.6%

High School - 10.0%

2019-2020 SEMESTER 1

Elementary - 4.9%

Middle - 7.7%

High School - 12.3%



2020-2021

2021-2022 SEMESTER 1

Elementary - 32.5%

Middle - 26.7%

High School - 31.9%

2022-2023 SEMESTER 1

Elementary - 18.9%

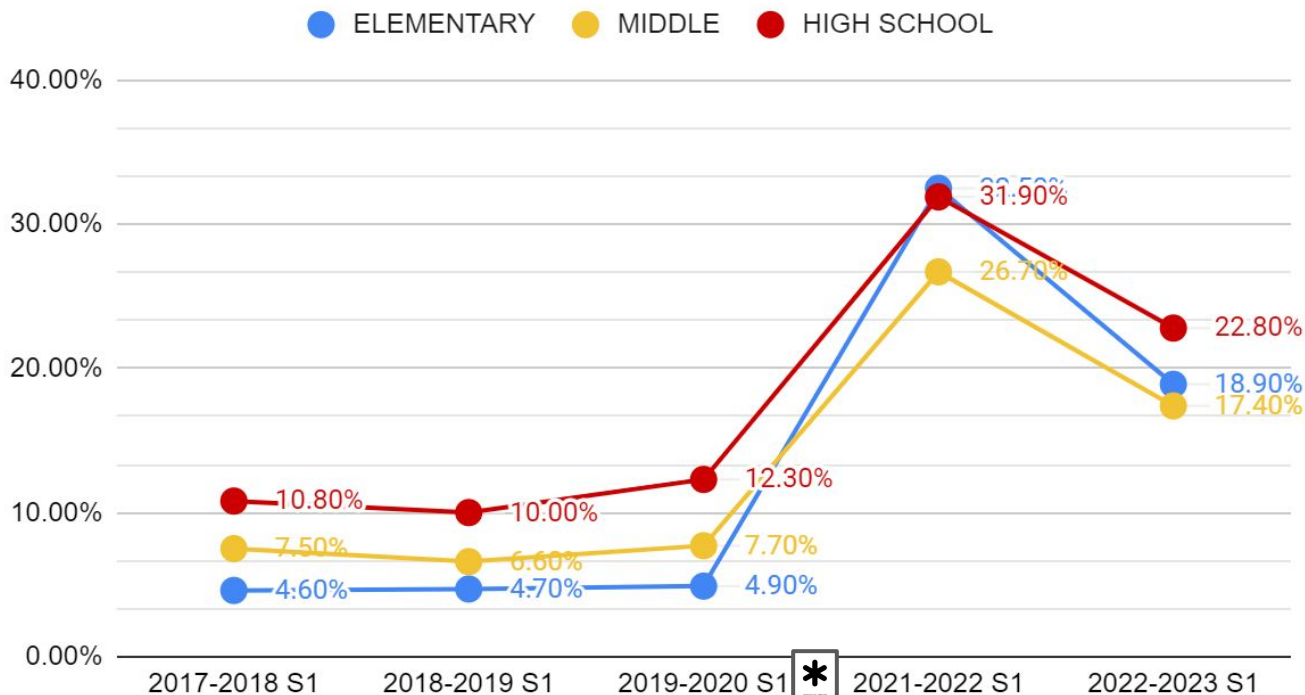
Middle - 17.4%

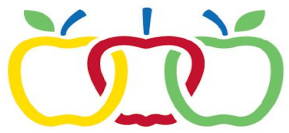
High School - 22.8%



CHRONIC ATTENDANCE CONCERN

SEMESTER 1 HISTORICAL DATA





Pause and Discuss



Handout

Work Group Recommendations

maintain



Plan

Do

Study

Act



Overall Key Themes

- ☐ **Education**
 - ☐ **Parents**
 - ☐ **Students**
 - ☐ **Staff**
 - ☐ **Community**
- ☐ **Evidence Based Solutions**
- ☐ **Early Intervening Strategies**

Attendance in the Early Grades: Why it Matters for Reading

A Research Brief
Attendance Works 2023

The research is compelling:

- ❑ Clear Case for engaging families
- ❑ Missing critical instruction in Kindergarten and First Grade has more dire consequences for children from low-income families
- ❑ Effects of absenteeism on literacy skills start before kindergarten.
- ❑ When students attend school regularly they can see outsized literacy skills.

Attendance Works 2018

Fidelity of Practices

Evidence Based Solutions
Attendance Works 2023

Early Intervening Strategies

Attendance Works 2023



Additional Resources to explore

State Statute:

<https://docs.legis.wisconsin.gov/statutes/statutes/18/15>

Department of Public Instruction:

<https://dpi.wi.gov/wise/data-elements/attendance>

Attendance Works

<https://www.attendanceworks.org/>

Going Deeper in the Work Group Recommendations-NEW



What have we already started?

- ❑ Utilizing responsive teaching strategies in all environments-Our CLR Work
- ❑ Collaborative and Proactive Solutions
- ❑ Teacher Clarity Work
- ❑ Focus on Foundational Practices
- ❑ Building more **community connections**
- ❑ Adapt TRAC for Elementary-Working with Elementary Deans and Boys and Girls Club
- ❑ Increase Incentives and goal setting with students
- ❑ Consistent with IEPs and attendance-Training
- ❑ Implementing Student success plans
- ❑ Universal campaign-Collaboration with High School DECA to create campaign

Intervention Recommendations

- ❑ **TRAC** ADAPTATION for Elementary
- ❑ Develop Goal Setting and Incentive Plans for families
- ❑ Preventative Work
- ❑ Family and Community Education
- ❑ Develop 3-Year Plan for Check and Connect Implementation





Check & Connect Attendance Intervention

Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of *Check & Connect* is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to *Check & Connect* when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.

Demonstrated outcomes of *Check & Connect* include:

- decrease in truancy, tardies, behavior referrals, and dropout rates
- increase in attendance, persistence in school, credits accrued, and school completion
- impact on literacy

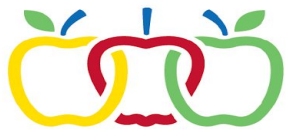
AASD has a total of 21 attendance mentors in place (8 high school, 7 middle school, 6 elementary school).

108 students are currently enrolled in the *Check & Connect* Intervention.

Early Intervening Recommendations

Essential Prevention Work

- ❑ Parent Education
- ❑ Home and School Connection-Home Visits
- ❑ Increase family engagement activities
- ❑ Identifying Barriers



KEEP-2018-2019 Truancy Task Force Staffing Recommendations

- ❑ 1.0 District Attendance Coordinator (K-12)
- ❑ Middle School
 - ❑ .5 Alternative Education District Funding
- ❑ High School
 - ❑ .2 Alternative Education to support attendance
- ❑ Additional TRAC support through our partnership with Boys and Girls Club

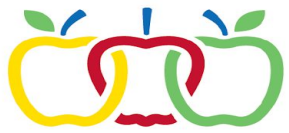


NEW - Work Group Staffing and Other Recommendations

Attendance Work Group recommendations:

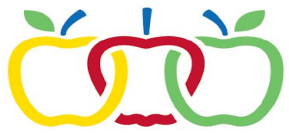
- ❑ Additional FTE to support **early intervention** for attendance
- ❑ Continue previous staffing and consider appropriate FTE allocation - High School Attendance Liaison
- ❑ Funding for annual training for staff, families regarding attendance process and practices.





Pause and Discuss





Learning Intentions and Success Criteria

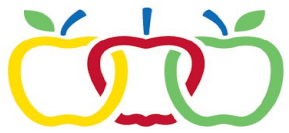
Understand the process, data, and information considered by the workgroup to make recommendations to address the student absences in the AASD.

**LEARNING
INTENTIONS**

Board members will know the process, data, and information considered by the workgroup to make recommendations to address the student absences in the AASD and identify supported recommendations.



**Success
Criteria**



How Can We Support You as Board Members?

For which Attendance topics do you need further resources?

When would you like a future update to occur?

AASD Work Group Recommendations

MAINTAIN	ADAPT	NEW
Universal ☐ Accurate attendance taking-improve fidelity ☐ Classroom community opportunities to increase sense of belonging ☐ Expectation clarity for students	Universal ☐ Student education on attendance ☐ Revision of attendance letters by level ☐ Universal messaging- importance of attendance ☐ Consistent Implementation of Evidence Based Interventions (Secondary)	Universal ☐ Community campaign messaging ☐ Student-led PR Campaign ☐ Expectation clarity for parents/accountability ☐ Training for staff on evidence-based practices (see recommendations) ☐ Scheduling considerations for students (secondary)
Tier 2 ☐ TRAC support ☐ Evidence based interventions	Tier 2 ☐ Training of Evidence Based Interventions (See Recommendations) ☐ Adopt a TRAC type support for elementary sites ☐ Education plus requirement lesson for students (formerly called Clvics Lesson) ☐ Consistent training with special education staff to address attendance	Tier 2 ☐ 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
Tier 3 ☐ County referral option but explore other options for non-attenders ☐ Keep previously approved staffing for attendance	Tier 3 ☐ Alternative plans for non-attenders ☐ Communication to all stakeholders on attendance plans for students ☐ Consider appropriate FTE allocation at High School ☐ Address attendance support by level (see recommendation)	Tier 3 ☐ Explore required education for parents ☐ Explore additional tier 3 options with a partnership approach ☐ Additional FTE to support early intervention for attendance