



**Wednesday, August 17, 2022  
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: 7:30 AM**

**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 Clara Kopplinger, at [kopplingerclar@asd.k12.wi.us](mailto:kopplingerclar@asd.k12.wi.us) or (920) 832-6126, at least 24-hours in advance of the meeting.**

## **1. Meeting Opening**

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|                |                                                |
|----------------|------------------------------------------------|
| <b>Subject</b> | <b>A. Roll Call</b>                            |
| Meeting        | Aug 17, 2022 - Board of Education Work Session |
| Category       | 1. Meeting Opening                             |
| Type           | Procedural                                     |

## **2. Board Development**

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|                |                                                           |
|----------------|-----------------------------------------------------------|
| <b>Subject</b> | <b>A. Student Attendance - for Information/Discussion</b> |
| Meeting        | Aug 17, 2022 - Board of Education Work Session            |
| Category       | 2. Board Development                                      |
| Type           | Discussion, Information                                   |

File Attachments  
[IOI - Attendance.pdf \(418 KB\)](#)  
[Board Work Session.8.17.22.pdf \(676 KB\)](#)

## **3. Adjourn**

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|                |                                                |
|----------------|------------------------------------------------|
| <b>Subject</b> | <b>A. Adjournment of Meeting</b>               |
| Meeting        | Aug 17, 2022 - Board of Education Work Session |
| Category       | 3. Adjourn                                     |

Type

Information, Procedural

## ITEM OF INFORMATION

**Topic:** Student attendance

**Background Information:** Results Policy R-03 (Essential Life Skills) includes the following statement, “Students will acquire the developmental skills necessary to lead healthy, satisfying, self-directed, and productive lives in the following domain: Career development, including exploring and identifying aptitudes, interests, passions, and understanding of career expectations.” Consistent school attendance is a critical component of the skills we want our graduates to possess. Toward this end, Pillar 1 of our district scorecard includes a goal to, “Decrease the percentage of students missing more than 10 days of school by 3%.”

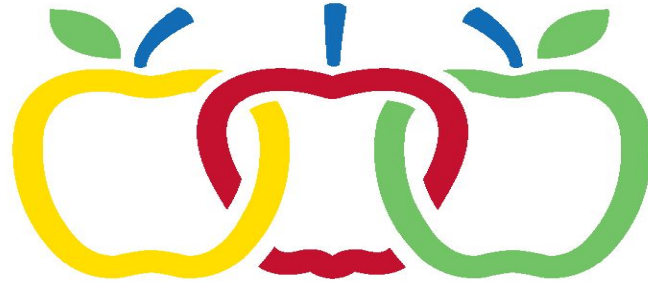
- Elementary - 29% to 26%
- Middle - 23% to 20%
- High School - 43% to 40%

In addition, input gathered from district educators and administrators through surveys and rounding discussions showed significant concern about student attendance during the past two school years.

Assistant Superintendent Sheree Garvey will be leading a work group to analyze our current practices and procedures.

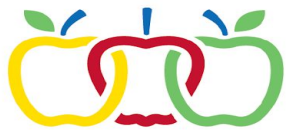
**Instructional Impact:** Research shows that regular attendance results in greater academic success.

**Contact Person(s):** Sheree Garvey, 997-1399, ext. 2029  
Greg Hartjes, 997-1399, ext. 2026



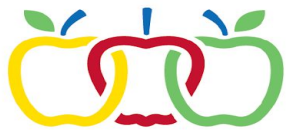
**APPLETON AREA**  
**SCHOOL DISTRICT**

**Board Work Session**  
**Student Attendance**



## ***Why are we discussing student attendance?***

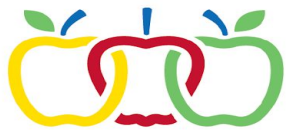
- ☐ **Procedural changes made prior to the Pandemic**
- ☐ **Feedback from administrators during rounding**
- ☐ **Employee Engagement survey results**
- ☐ **Data collected by Student Services**



## Introductions and Purpose

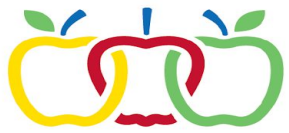
**Sheree Garvey** - Assistant Superintendent of  
School Services

**Stephanie Marta** - Attendance Coordinator



## Results Policy R-03 Essential Life Skills

Results Policy R-03 (Essential Life Skills) includes the following statement, “Students will acquire the developmental skills necessary to lead healthy, satisfying, self-directed, and productive lives in the following domain: Career development, including exploring and identifying aptitudes, interests, passions, and understanding of career expectations.” Consistent school attendance is a critical component of the skills we want our graduates to possess.



## Pillar 1 -District Scorecard Goal

### Inclusive & Engaging Culture To Support Teaching and Learning

Ensure a safe, healthy and welcoming school environment for **ALL**.

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%



# History

Prior to 2018:

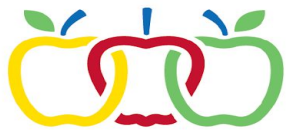
- ❑ Attendance was monitored and addressed by school attendance officer, typically the administrator.
- ❑ Focus was on unexcused absences
- ❑ Utilized an education piece in collaboration with county judge and TRAC program through the Boys and Girls Club
- ❑ Utilized a school based truancy court



# History

## Start of 2019-2020 School Year

- ❑ Attendance is monitored and addressed by Attendance Teams
- ❑ Focus is on Unexcused absences AND chronic attendance concerns
- ❑ Utilizes a responsive approach using a multi-tiered system of support
- ❑ Additional FTE to secondary sites to address attendance concerns
- ❑ Additional support from TRAC program through the Boys and Girls Program
- ❑ District Attendance Coordinator



# Starting with Data

## Data Protocol-Three R's = Review, React, Respond

- ❑ **Review** Review and explore the attendance data.
- ❑ **React** React to the data and analyze potential root causes of current performance.
- ❑ **Respond** Respond to the data through targeted action planning.

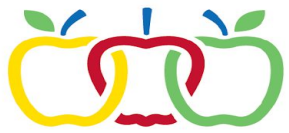


# Habitual Truancy

Unexcused Absences-all or part of day, a day=1  
5 occurrences in a semester=Habitual Truancy

# Chronic Attendance Concern

Excused Absences (illness, appointments, vacations)  
Beyond 10 occurrences = Chronic Attendance Concern  
(for the entire school year)



# Let's Review, React, Respond

## Notes

- ❑ Data Set #1 Number of Students missing more than 10% and 20%
- ❑ Data Set #2 Number of Students who met Habitual Truancy threshold
- ❑ Data Set #3 Attendance Rate 5-Year Trend Data



## Addressing Frequently Asked Questions

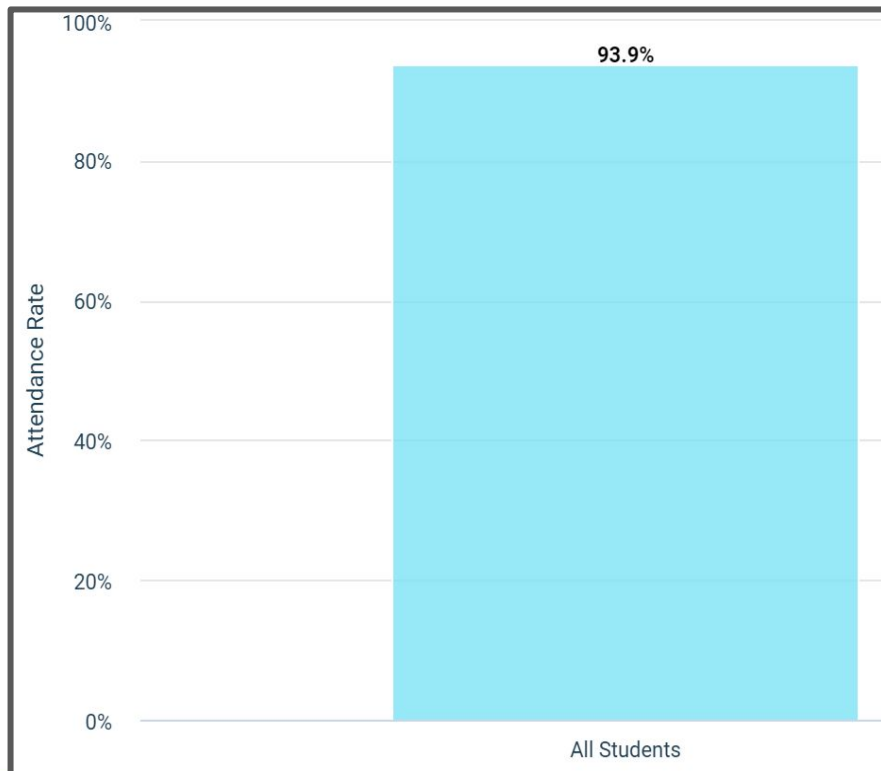
How does our data compare to the state?

How much has the Pandemic affected attendance?

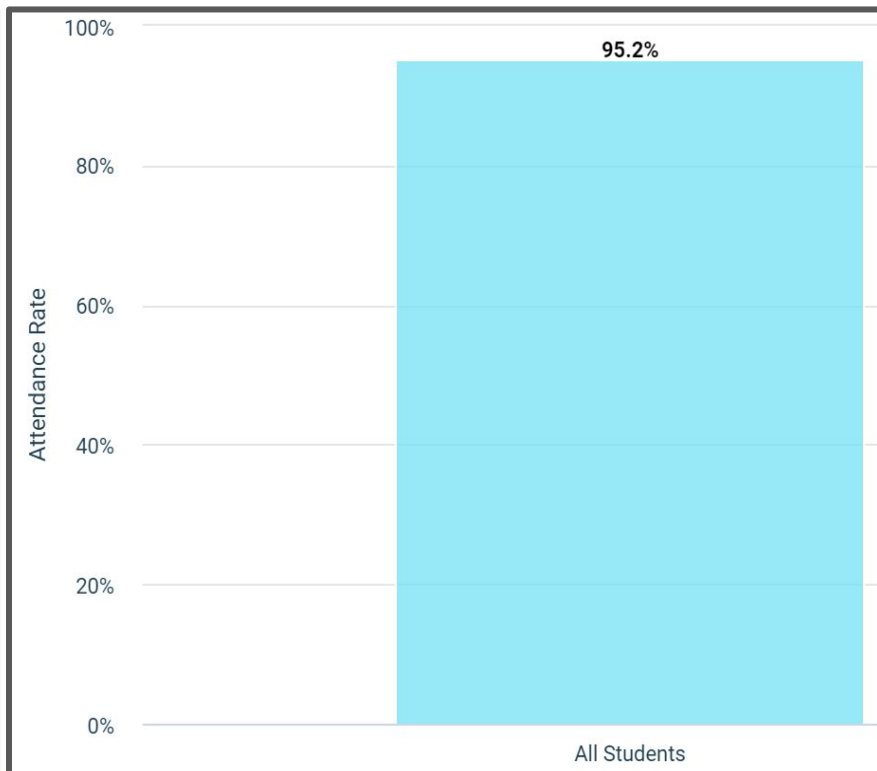


# Attendance Rates 2018-2019

State Attendance Rate



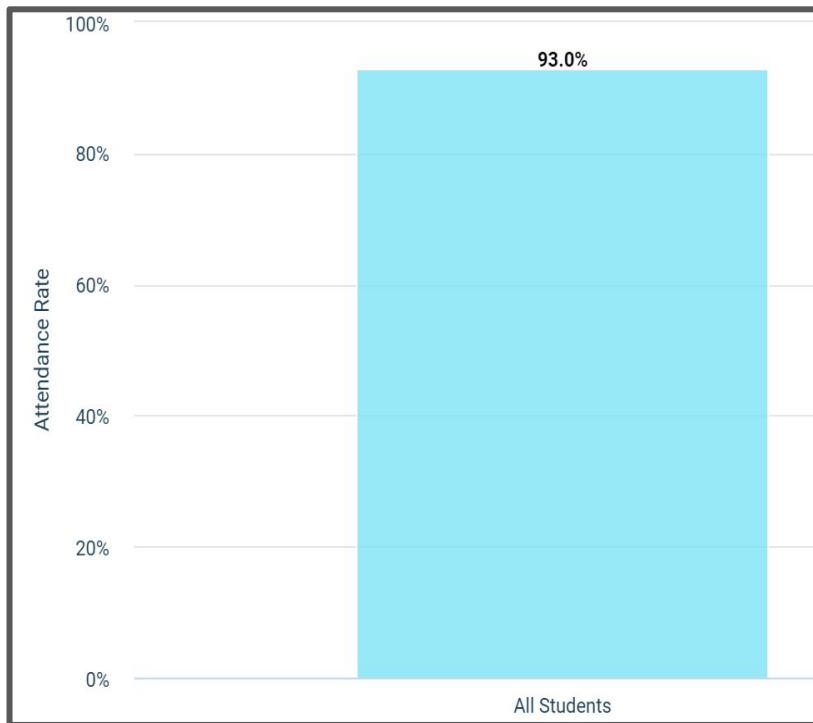
District Attendance Rate



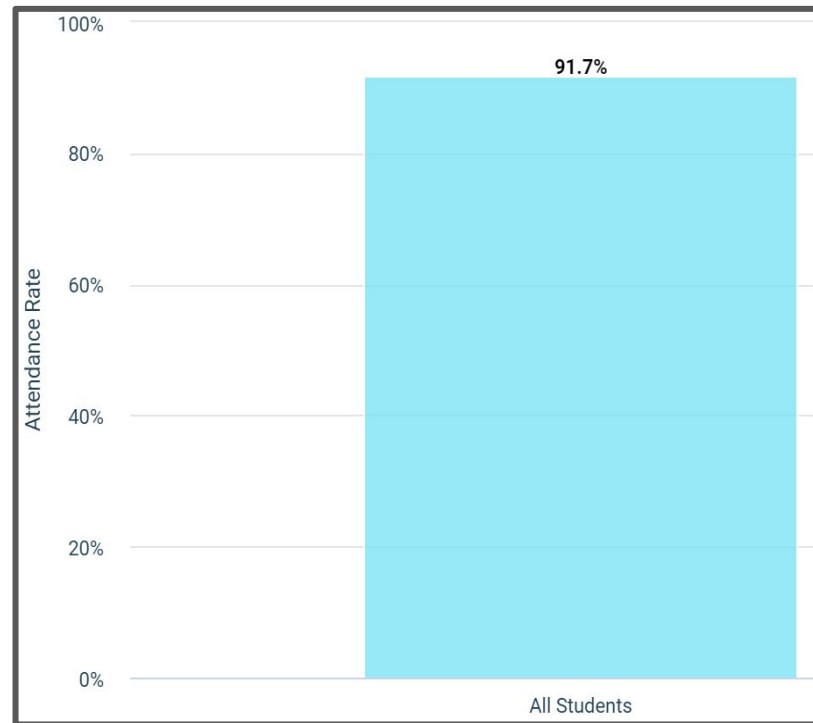


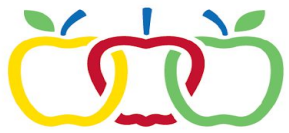
# Attendance Rates 2021-2022

State Attendance Rate



District Attendance Rate





## Impact of the Pandemic

- ❑ The pandemic affirmed that our families are experiencing significant barriers that make it difficult to establish regular attendance for their children.
- ❑ There is a significant amount of relearning on what it means to establish regular attendance. Students need to build their stamina and learn some of those essential life skills. We need to re-teach student that showing up matters!!
- ❑ Showing up does not guarantee learning, yet a student who misses class clearly cannot benefit from the instructional opportunity.



# Current Response Practices

## Universal

- \* Attendance Matters (staff, parent and community education)
- \* Newsletters (education)
- \* Communication around attendance policy
- \* Accurate reporting of attendance and tracking
- \* Classroom lesson / booster on the importance of attendance
- \* Call home for absences
- \* Weekly SST or attendance meetings to discuss students who meet threshold
- \* Wellness Screen (3, 9 and 11)
- \* Transition meetings between levels

## Tier 2

- \* Mentoring (adult or peer)
- \* Check / connect
- \* Small group conferencing / social skills lesson
- \* Letter home
- \* Home visits
- \* SST meetings - needs assessment around barriers and who to bring to the table
- \* 1:1 discussions / lessons
- \* Truancy conference
- \* STAR home visits
- \* IEP Meetings - reconvened
- \* TRAC introductory conference

## Tier 3

- \* Home visits (should be a location collaboratively agreed upon)
- \* SST problem solving
- \* TRAC
- \* Alternative / At-Risk Programming
- \* Point person identified by family and/or student (voice and choice)

## Tier 3 Plus

- \* Community Wrap Around Approach  
(Community Truancy Board)
- Restorative Practices work

### Legal Options

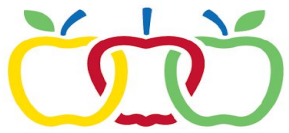
- County Referral

- Please note that STAR and TRAC are offered to Middle School and High School students only at this time.
- This is not a linear continuum, students / families can ebb and flow between Tiers.



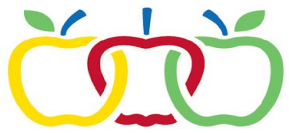
# Digging Deeper into Response Practices

- ☐ Attendance Team Problem Solving
- ☐ Letter Nudging
- ☐ FTE allocation with Attendance Focus
- ☐ Home Visits



# School Attendance Teams

- ❑ Team Members- Administrator, Dean, At-Risk, Nurse, Secretary, Counselor/Social Worker
- ❑ Problem solving discussion - find natural supports
- ❑ Progress monitoring:
  - Tier 2 supports
  - Attendance/Truancy Conference
  - Collaborate with outside agencies
  - Tier 3 supports
  - SST referrals
- ❑ Consultation with Youth and Family Services and referral



# LETTER NUDGING PROCESS

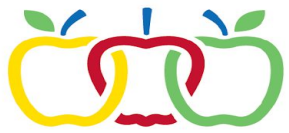
## HABITUAL TRUANCY

- **REQUIRED** 3-day letter - “approaching habitual truancy” - family should be contacted by an attendance team member via phone or email
- 5-day letter - “met habitual truancy” - truancy conference is scheduled with the family/student-Attendance Team determines if they will send home this letter and schedule conference.

## CHRONIC ATTENDANCE CONCERN

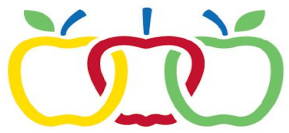
- **REQUIRED** 7-day letter - “approaching chronic attendance concern” - family should be contacted by an attendance team member via phone or email
- 10-day letter - “met chronic attendance concern” - follow up call to family; consult with school nurse regarding chronic medical form if needed. Attendance Team determines if they will send home this letter and schedule conference.

\*\*\*Once the 10-day letter is sent, a medical excuse is required for any further absences.



## FTE allocated to Address Attendance

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



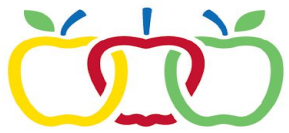
# Home Visits

Home Visits are a powerful way to engage with students and families.

Students whose families received home visits were more likely to attend school and to achieve or exceed grade-level reading comprehension than students whose families did not. Most recent research indicates that students were absent, on average, 2.7 fewer days in the school year when regular home visits were conducted.

Source: Attendance Works Research

- ☐ AASD Home Visit Guidelines
- ☐ Attendance Team action to initiate a home visit
- ☐ Opportunity to increase our use of home visits.



## Next Steps

### Action Steps we have taken:

- ❑ 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

### 2022-2023 Action Steps:

- ❑ Conduct a Plan, Do, Study, Act plan to address attendance through a work group.