

Northfield Attendance Pilot



The attendance pilot plan was developed with these key strategies:

1. Target the **correct** students - most at-risk
2. Scale what's **working** - Family Navigators
3. **Collaborate** with partners - HCI, Fernbrook, Carleton
4. Support **Families** - strategies and information
5. Consistently **Communicate** expectations

Collaboratively Linked Teams

- Collaboratively linked school and **community** teams
- SBMH and Cradle to Career **partners**
- Shared practices
- **Attendance Teams Identified our needs**



Layered Practices

- Added **secondary attendance liaison**
- Key **intensification** of supports
- **Addresses a current support gap**
- Flexible cohort model
- Liaison attendance team member



Family Engagement

- Feedback from parent focus groups
- Parents requested **support**
- We will offer **parent groups**
- Home visiting and strategies
- Modeled after **SPACE Treatment** plans



Assessment

- Identified what was **currently working**
- Elementary attendance liaison evaluation - **scaled up**
- Pilot program evaluation



Data-based Decision Making

- Partnership with Carleton Statistics group - **deep data dive**
- Identified the **correct** students for cohort
- Outliers distorting data became our **high-risk** cohort



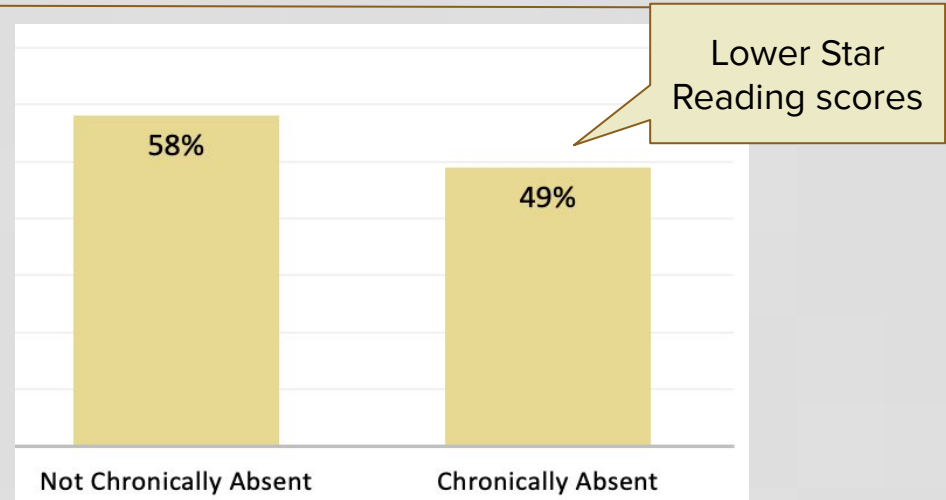
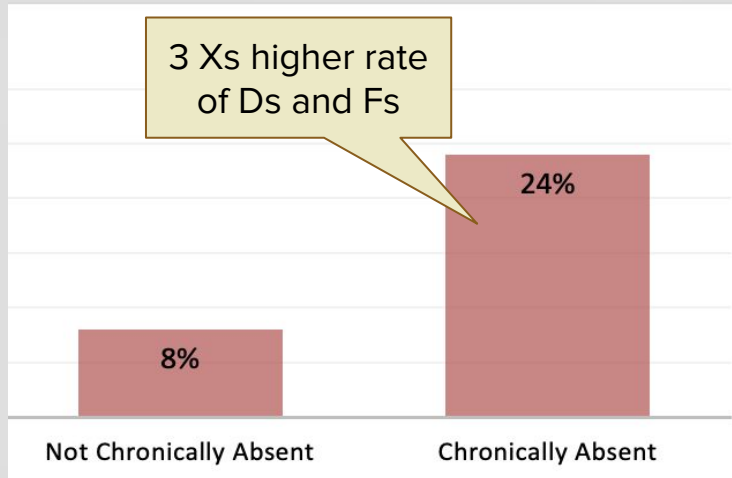
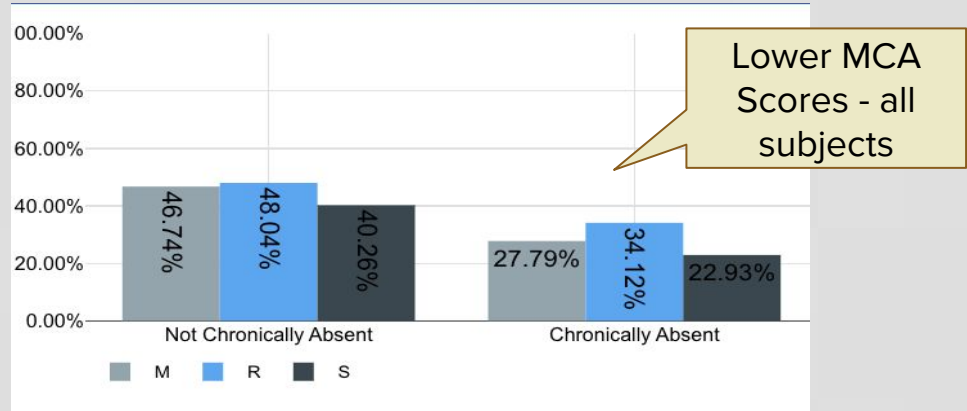
Northfield Schools Attendance Pilot Project

Attendance Pilot: to develop and implement strategies to improve student attendance and help policymakers determine how to effectively support school district efforts to improve student attendance and engagement.

The Student Attendance and Truancy Legislative Study Group was established to study and evaluate ways to increase student attendance and reduce truancy. The study group must identify and include in its report any statutory changes needed to implement the study group recommendations.

Chronic Absence Impact on Engagement

Secondary students who are chronically absent are 10% less likely to report that teachers care about them

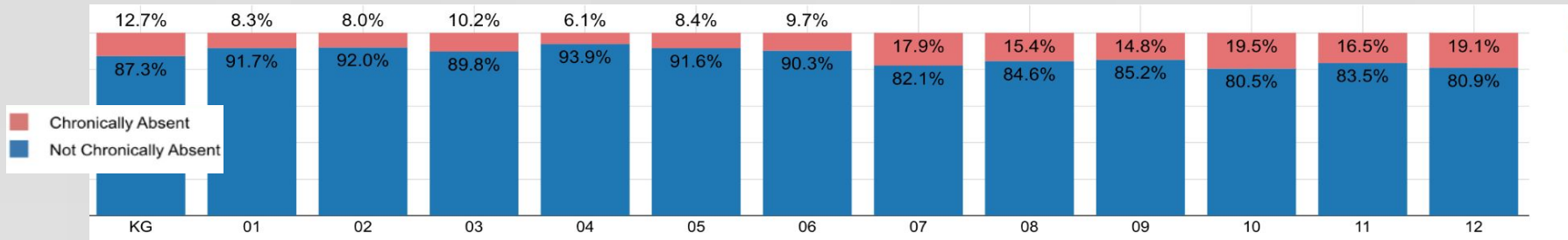


Attendance - Chronic Absenteeism

- **Chronic Absenteeism** = absent from school for excused or unexcused 10% or more of the school days.
- **Absences add up quickly:** A pattern of missing as few as 2 days a month results in chronic absenteeism that will impact educational performance
- Research shows that students have a harder time learning skills like reading and math, and how to be a student when they are chronically absent

13%

Of our students currently meet the definition of a chronically absent student



Students who are chronically absent are more likely to be:

- Students of color
- Multilingual learners
- In Kindergarten or first grade OR secondary
- Low income students (*but not like we thought*)

Barriers for Students and Families

- Transportation
- No medical insurance
- New to country families
- Academic challenges for - students and guardians
- Mental health concerns - students and guardians
- Limited awareness of attendance expectations
- Lack of information about how to help their child (support group)

Family Engagement Navigator/Attendance Liaison Roles

1. Go to the student and family - supportive 'hopes and dreams' home visits
2. Develop relationships with cohort group
3. Coach and support access to school learning platforms and offering paperwork assistance
4. Connect family to community resources so that they may re-prioritize school
5. They are a trusted resource and consistent point of contact

Family Engagement Navigator Program Evaluation Data

25%

Reduction in number of students
meeting the threshold for Chronic
Absenteeism

75%

Of students in the cohort improved
their rate of attendance year over
year

Data Gathering to Plan Outcomes

Data Review

- FEN evaluation data
- Carleton Statistics Research Group
- MnMTSS team data reviews
- Family focus meetings

Learnings

- Families need help
- Families need information
- Our FEN model is effective
- We are lacking support at the secondary level

District Plan

- Secondary Attendance Navigator
 - ◆ Home Visits
 - ◆ Parent Groups
 - ◆ Student Groups
- SPACE: Supporting Parenting for Anxious Childhood Emotions training for SWs and SBMH
- **Cascade and intentional communication push**

- Attendance Works designed messaging
- Information about our local data on attendance and absence impact
- Awareness about attendance policies, expectations and procedures
- Consistent messaging district-wide

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Attendance Project to Date

- Presented to the legislative group
- Meet with the pilot districts monthly
- Consult with the MDE data scientists
 - Pilot progress monitoring
 - Attendance reporting
 - Definitions and Attendance code alignment
- Examined our own district practices and have identified a need to bring the definition of elementary tardy into standard alignment
 - Students arriving before 9:30 am are tardy
 - Students arriving after 9:30 am are half-day absent
 - Students leaving after 2:00 pm have 'left early'
 - Students leaving before 2:00 pm are half-day absent

Current district language: Any student that arrives after the bell rings or leaves school early, for any reason, will be counted tardy. You must call the attendance line to report that your child will be tardy.

Next steps:

1. Further development of student and family cohort for the liaison
2. Identify processes for increased family support with the SPACE strategies
3. Per pilot guidance, develop robust progress monitoring and consistent data reporting strategies
4. Continue to bring our attendance tracking and reporting practices into coherence
5. Edit, finalize and roll - out attendance messaging

Questions?

