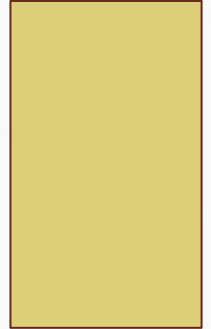


Northfield Public Schools

ISD 659

Carrie Duba, EdS, NCSP Systems Coach/MTSS Coordinator



Clarify definitions and align data practices in order to target correct students and measure and scale what's working

1

Support families with connections, strategies and information. Grow our family liaison and navigator team

2

Northfield Public Schools Attendance Pilot Projects

Collaborate with our community partners: Rice County, HCI, Fernbrook, Carleton

3

Clearly communicate expectations to families using consistent definitions and data, and aligned procedures

4

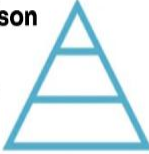
Collaboratively Linked Teams

- 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



Assessment

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



Family Engagement

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



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

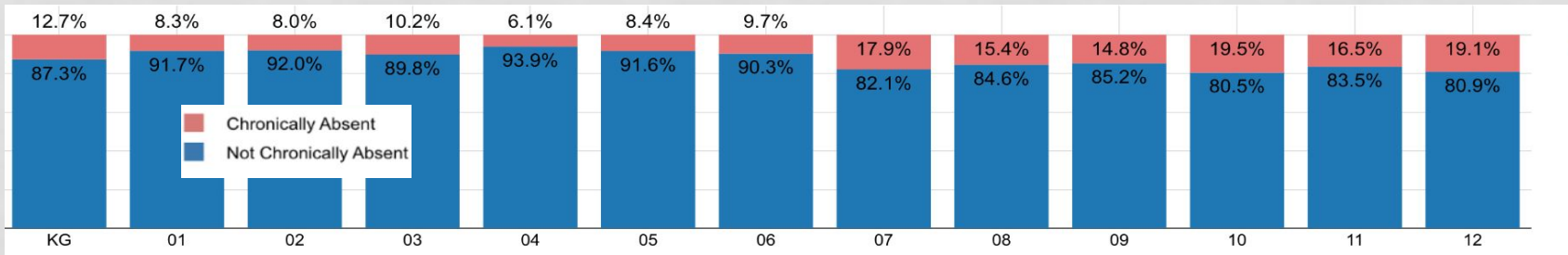


Utilize and leverage our well-developed MTSS

Consistent definitions to guide discussions about the who, when, where and why

- Absent/Attending
- Consistent Attendance
- Chronic Absence
- Habitually Truant
- Excused
- Unexcused
- Tardy

What does it mean
to be in attendance,
or absent, or tardy
and why does it
matter?



Students who are chronically absent and referred to the Rice County SARB are more likely to be:

- At the secondary level
- Students of color
- Multilingual learners
- Low income students

Additional deep dive into our data yielded important clarification:

- The averages for SOC and low income much higher than medians
- Median rates much closer to white and non-low income students rates
- Data suggest that there are more significant outliers in the SOC and low-income groups.

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. Advocate for cultural understanding of attendance patterns
4. Coach and support access to school learning platforms and offering paperwork assistance
5. Connect family to community resources so that they may re-prioritize school
6. 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: Supportive Parenting for Anxious Childhood Emotions training for SWs and SLMH
- **Cohesive 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



Consistent Definition

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.

We continue our work of bringing consistency to our attendance definitions and recording habits. So that we have clear actionable data.

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 logic frames and 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?

