



VIBES CHECK:

CREATING & SUSTAINING POSITIVE,
INVITING SCHOOL ENVIRONMENTS



Consider ALL the resources that impact attendance....



**POSITIVE & INVITING
SCHOOL CLIMATE**



**LEARNING-READY
FACILITIES**



**TEACHING QUALITY &
DIVERSITY**



**SCHOOL LEADERSHIP
QUALITY & DIVERSITY**

Students attend school where their social, emotional, and academic development is holistically supported. Students learn in a physically safe environment and can get to/from school reliably and safely. Families and communities are engaged authentically and recognized as an asset. Discipline policies do not push out students.

Students learn and engage with adults that care about their learning and wellbeing, and understand how to support each student's growth and development. Leaders champion work to reduce chronic absenteeism with evidence-based strategies.



**EMPOWERING, RIGOROUS
CONTENT**

Students find their learning engaging and valuable. Learning is relevant to students and their lives, and set students up for meaningful postsecondary and career opportunities.



**STUDENT SUPPORTS &
INTERVENTION**

Students attend a school that meets their non-academic needs in holistic ways. Students with disabilities receive the additional supports they need to thrive. School is a place that provides basic supports (i.e., nutritious meals) and meaningful wraparound services for those facing additional hardships.

Reducing Chronic Absenteeism

Agenda

1. The State of Chronic Absenteeism
2. Panel Discussion
3. Call to Action



“What is Chronic Absenteeism?”

Chronic absenteeism is defined as missing 10 percent or more of school for any reason, including excused absences, unexcused absences, and suspensions.

”

The State of Chronic Absenteeism

- Pre-pandemic 2018-2019 15% of students were chronically absent
- 2021-2022 nearly 30% of students were chronically absent

Who has been impacted?

- Students from low-income backgrounds
- Student of color
- Students with disabilities

The How

Addressing chronic absenteeism w/ SEAD practices

- Punitive approaches don't work
- Family Engagement & Restorative Discipline Practices

5 Things for Advocates to Know About

Chronic Absenteeism

1 Chronic absence is often hidden

4 Improving attendance requires prevention and early intervention

2 Chronic absence is a reflection of the school and community environment

5 Reducing chronic absence requires authentic partnerships with students, families, and communities

3 Punitive responses are not effective



Today's Panelists




Laura Hernández, Ph.D.
Senior Researcher
Learning Policy Institute



Angela Jerabek
Executive Director,
BARR Center



Joshua Omang
Principal
Detroit Lakes High
School



BARR believes that students and educators are incredibly talented and thrive when we provide a system where they can realize their talents.



BARR is a K-12 coaching and training partner with a quarter-century track record of raising student math and reading scores, increasing teacher satisfaction and retention, decreasing chronic absenteeism and decreasing student disciplinary incidents and suspensions.



TWO PILLARS

“Grades are a good indicator of how a student is doing, but if you just look at grades, you miss a lot of things: social changes, friends-group changes, attendance, health, all of a sudden a student is getting too skinny. It’s like a puzzle, and everybody holds a piece of the puzzle so when we are all together, we can see the whole kid.”

- BARR Coordinator

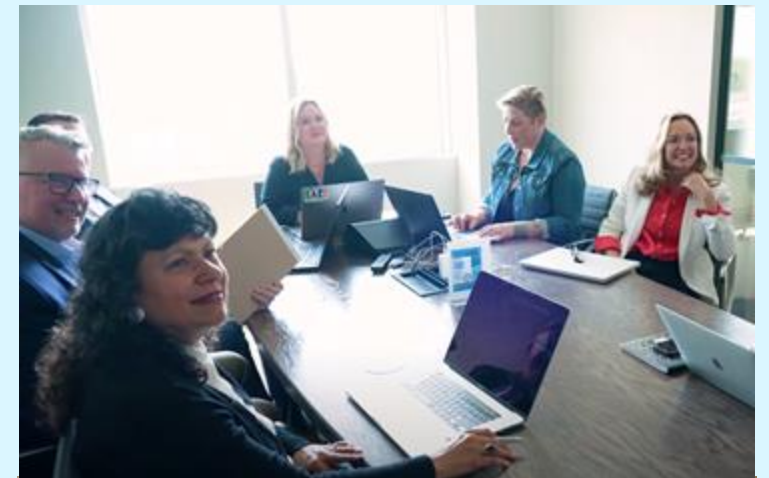
RELATIONSHIPS

- Staff to staff
- Student to student
- Staff to student



DATA

- Quantitative data
- Qualitative data



20 years

of research and development

78 schools

Involved in randomized control trial research (most rigorous possible)

20 areas

Areas of statistically significant outcomes

Student impacts:

1. Increase in Math achievement scores
2. Increase in English achievement scores
3. More credits earned
4. More courses passed
5. Higher GPA
6. Reduced chronic absenteeism
7. Greater rigor and expectations
8. More supportive relationships
9. Increased engagement
10. Stronger impacts on students of color
11. Stronger impacts on students in poverty
12. Stronger impacts on males
13. Stronger impact on struggling students
14. Closes achievement gap

Teacher impacts:

15. Increase in self-efficacy
16. View of school support
17. Use of data
18. Collaboration with colleagues
19. View of students' observed behavior
20. Perception of students' behavior

BARR increases academic achievement and engagement for all students, with largest impacts demonstrated for students farthest from opportunity including Black, Hispanic, and students in poverty.

BARR reduces failure rates by an average of 35%

BARR reduces the achievement gap

Mediation Analysis

BARR improves academic outcomes by changing teacher and student attitudes and behaviors.



- Teachers perceive their school + school administration as more supportive**
- Teachers have a greater sense of self-efficacy (i.e., they can affect learning, motivation, and student behavior)**

- Enhanced collaboration amongst teachers***
- Teachers use data to better understand and support students, build whole child skills***
- Teachers create positive, intentional relationships with students

- Students feel more supported by adults***
- Students feel more is expected of them***
- Students feel more engaged in/excited about school**

- **Improved student attendance**
- Decreased student behavioral issues (e.g., suspensions)
- Enhanced student whole child skills

- **Increased graduation rates**
- **Improved math scores****
- **Improved reading scores***
- **Increased core credits earned*****
- **Higher pass rates in core classes*****

About DLHS

Number of Students: 862

American Indian:
16% (142)
*(Closer to 25%)

Special
Education:
15.4% (133)

Economically
Disadvantaged:
36.9% (319)

12th Grade
Students Taking
Concurrent
Enrollment
Courses (CE):
49%

12th Grade
Students Taking
AP Courses: 36%

Graduation Rate:
87.3%

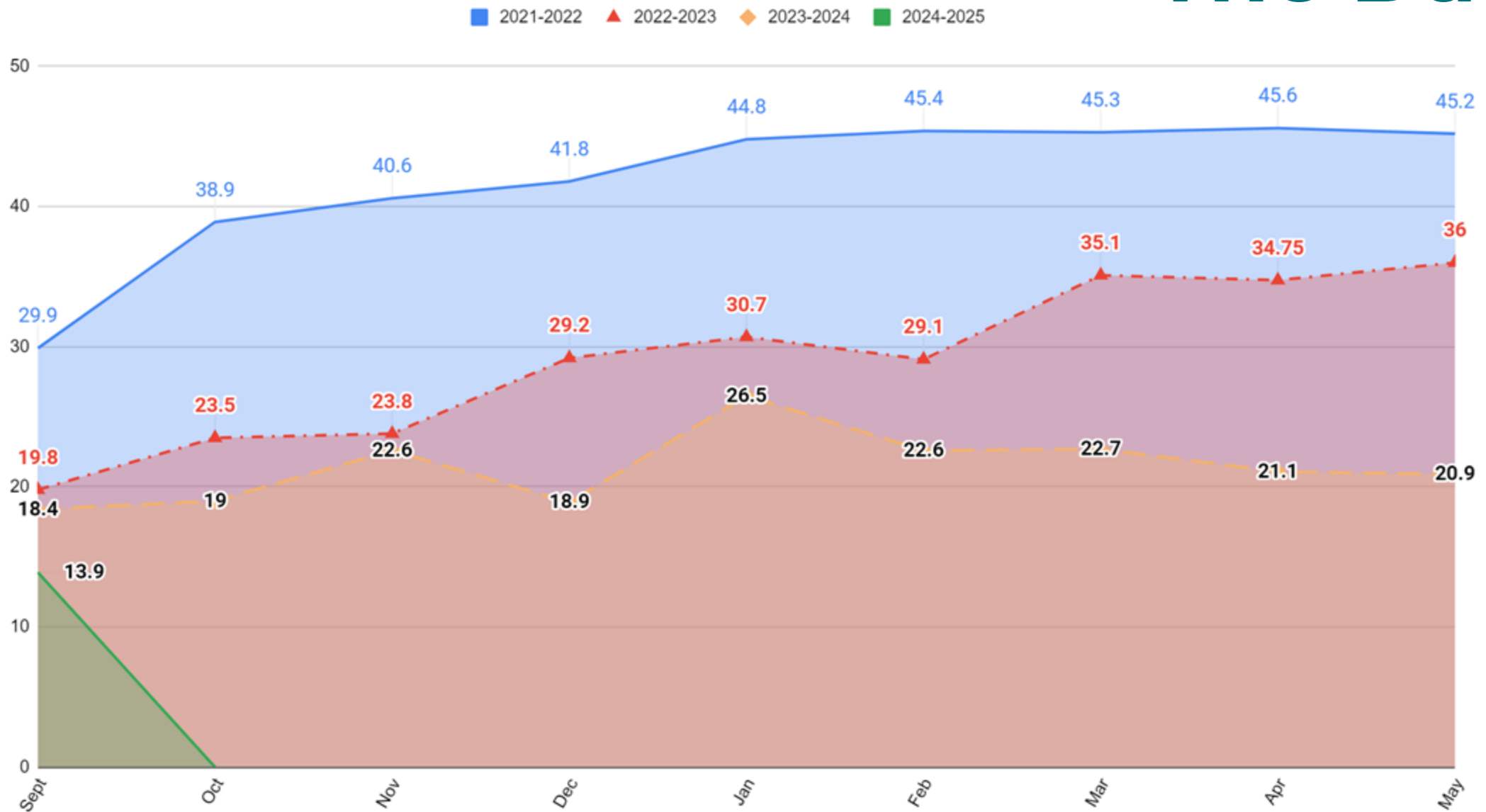
Students Involved in Athletics, Activities: 62%

IMPLEMENTING BARR IN GRADES 9-12

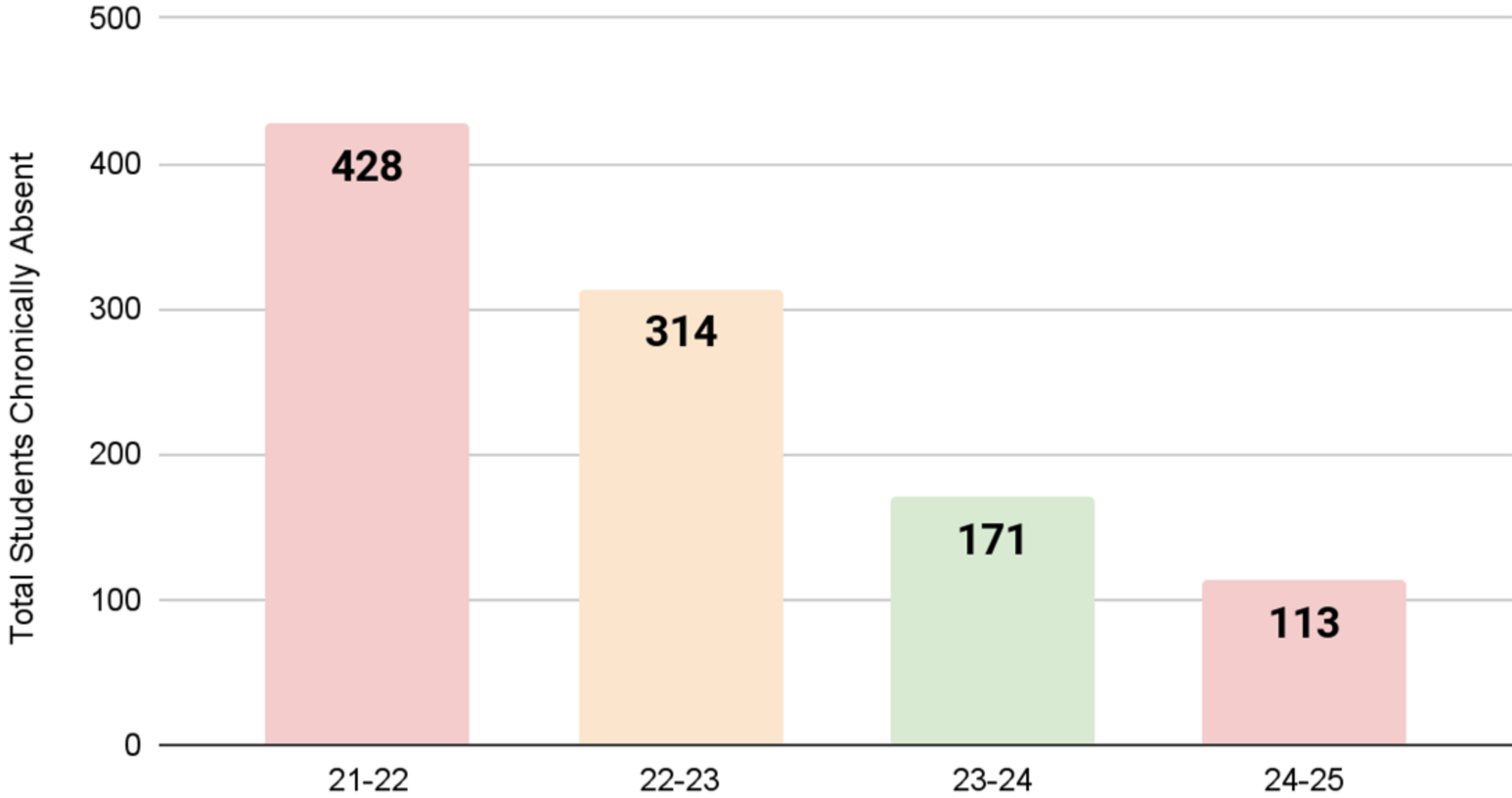


The Data

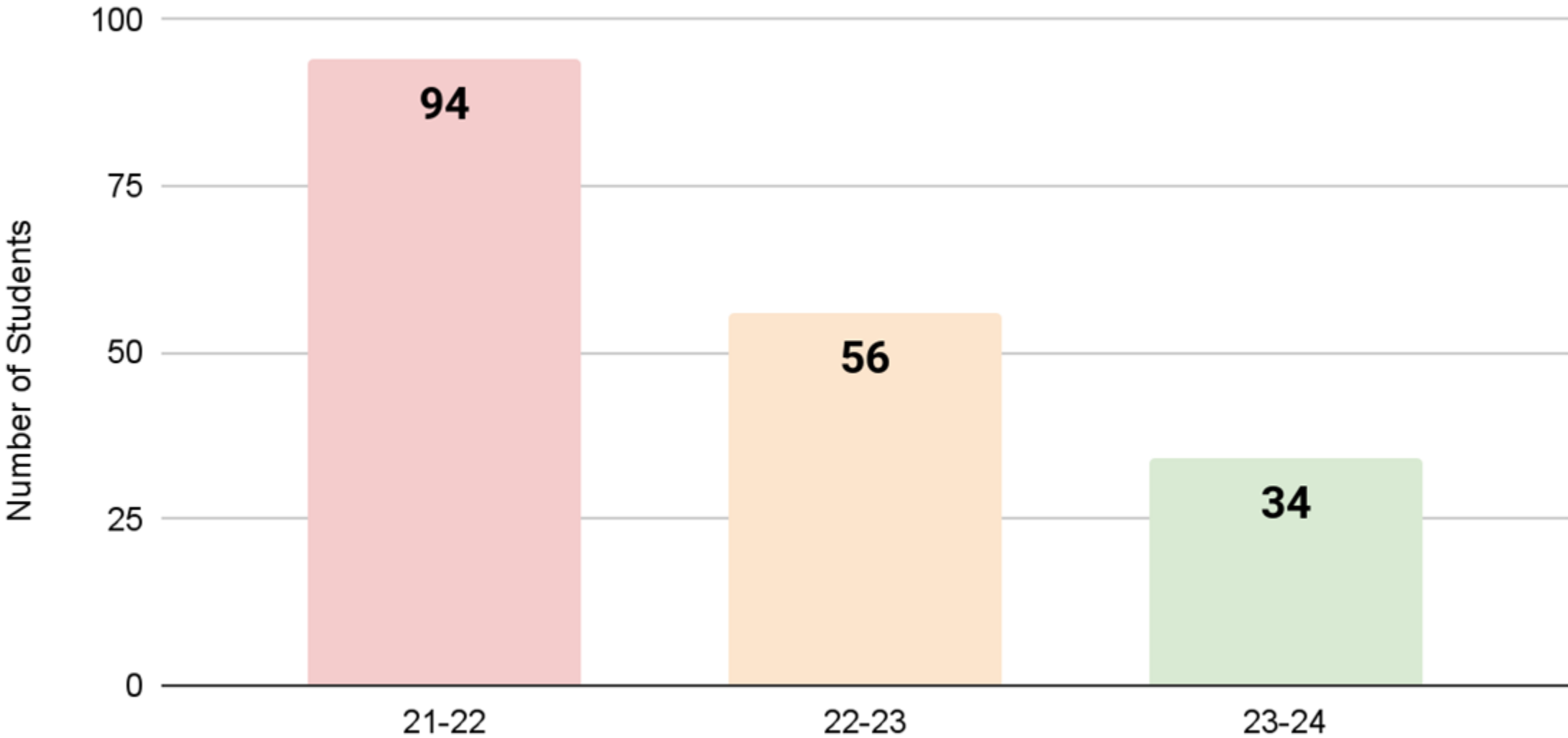
Percent of Students Chronically Absent by Month 2021-Present



Total Students Chronically Absent 2021-2024

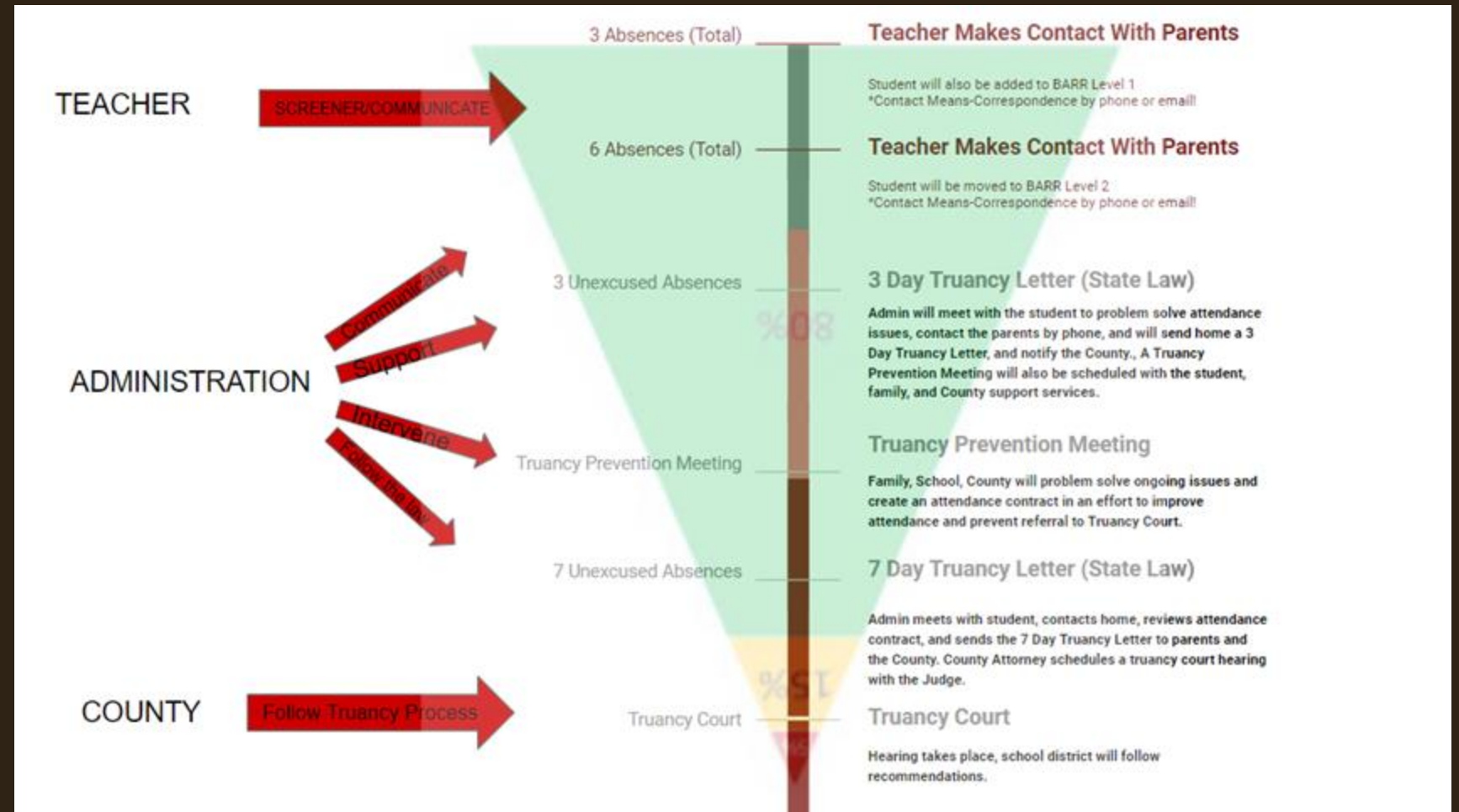


Number of American Indian Students Chronically Absent



Collaboration with the County to Improve Attendance

- Spent an entire year having conversations with our County Officials and other schools to create a “different way” to address attendance issues!
- This Graphic is the outcome of this work!



Call to Action

- Get involved in the 50 by 5 initiative!
- Utilize the Alliance for Resource Equity's toolkit to equitably allocate resources to address chronic absenteeism
- See Attendance Works for more actions to take



Give us feedback
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<https://forms.office.com/r/mGiB1rNi1K>



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