Every Student Counts, Every Day Matters

Every. Student. Counts.

Facilitator:  
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**National Louis University Adjunct:** Early Childhood, Elementary Education and Special Education  
**Immediate Past President:** Illinois Division of Early Childhood (DEC)  
**Chairperson:** Illinois Attendance Commission  
**National Writing Team:** DEC’s Paper on MTSS in Early Learning Environments  
**Co-Chairperson:** Illinois Early Childhood Multi-tiered System of Support (MTSS) Committee  
**IL MTSS - N:** Multi-tiered Systems of Support - Network Advisory Council  
**P-20 Council:** Family Youth Community and Engagement Subcommittee  
  College and Career Readiness Subcommittee  
  Data Accountability and Assessment Subcommittee  
**Illinois Early Learning Council:** Data, Research, and Evaluation Sub-committee  
**Early Childhood LRE Stakeholder:** Policy Advisory Workgroup (PAW)  
**U. S. Department of Education (OSEP):** Results Driven Accountability (RDA) Initiative Stakeholder - 2012
School is open.

Students should be present.
Contextual Background

The Review of Truancy and Attendance in Illinois
November 2012: Chicago Tribune Series
“Empty Desk Epidemic”

Students who missed four or more weeks by disability:
• Social Emotional Disorder: 42.4%
• Specific Learning Disability: 15.4%
• All other Disability Categories: 21.7%
• Compared to students without a documented disability as identified by an Individualized Education Program (IEP): 11.9%

PLEASE NOTE
The Tribune data excludes students with a disability as identified by a 504 Plan.

*CPS officials did not challenge The Tribune Findings
Resolution to Study the Findings

• Chief Sponsor: Former Representative Linda Chapa La Via (D)
• Co-sponsor: Senator Jacqueline Collins (D)
• Co-Sponsor: Former Representative Bob Pritchard (R)
Truancy in Chicago Public Schools Task Force

• December 2013 – July 2014
• July 31, 2014
• Local recommendations to Chicago Public Schools
• State recommendations to the State Board and Legislative Body

Two of the state recommendations:
Standing commission on Attendance be created.
Shift focus from Truancy to Attendance.
Illinois Attendance Commission

Created in 2015 within the Illinois State Board of Education (ISBE) to study the issue of and make recommendations to the General Assembly on strategies to increase attendance in the state.

• Chief House Sponsor: Former State Representative Linda Chapa LaVia

• Chief Senate Sponsor: Senator Jacqueline Collins

The first Attendance Commission meeting was held in December 2015.
Every Student Succeeds Act

December 9, 2015
Campaign for Grade Level Reading Meeting conference call with:
• Former Secretary of Education Arne Duncan (ESSA)
• Attendance Works

Priorities within ESSA
• School attendance
• Defining chronic absence for state ESSA Plan
Current National Landscape

Office of Safe and Healthy Students, U. S. Department of Education

Illinois is the only state with an Attendance Commission written in statute.

- Network to Advance State Attendance Policy and Practice (NASAPP) (Attendance Works)
- The National Student Attendance, Engagement, and Success Center
- National Early Warning System and Chronic Absenteeism Reduction Center
- Data Quality Campaign
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Students with Disabilities 2016 and 2019

Child Trends August 2016
Little Progress for Students with Disabilities

• Students with disabilities have a high school dropout rate 3 times that of their nondisabled peers.

• Approximately 85 percent of juveniles in detention facilities are eligible for special education services.

• Yet, only 37 percent receive these services while in school.

• Many youth with a disability in the juvenile justice and criminal justice systems were deprived of an appropriate education that could have changed their trajectory.

RDA (Results-driven Accountability) 2019

U. S. Department of Education’s Office of Special Education and Rehabilitative Services

The U. S. Department of Education found that only 21 states met the requirements of the Individuals with Disabilities Education Act in the 2017-18 school year.

RDA (Results-driven Accountability) Categories:

• Meets the requirements and purposes of IDEA
• Needs assistance in implementing the requirements of IDEA
• Needs intervention in implementing the requirements of IDEA
• Needs substantial intervention in implementing the requirements of IDEA

NEEDS ASSISTANCE (two or more consecutive years) Part B and Part C

Team Up for Attendance:

Data Matters!

Data Matters! September 12, 2018 www.attendanceworks.org
Invest in Prevention and Early Intervention

High and extreme levels of chronic absence are an alert that additional support is needed to address chronic absence.
Local Landscape
Growing Concerns

• Many are not aware of Illinois’ “baseline definitions and policies on attendance and truancy.”

• A clear and transparent definition of attendance policies and procedures is crucial, and it should be available to everyone within a district and reviewed by everyone annually.

• High school and even middle school is too late to intentionally engage students, families, and the community when it comes to attendance and truancy.
Family Engagement

• Positive family engagement is needed...it is a must have.

• Illinois State Board of Education Family Engagement Framework
Family Engagement Reduces Absenteeism

Studies of schools instituting high-quality family engagement programs also show that these schools have higher attendance rates than similarly matched schools without such programs.

Researchers examining family engagement practices at 18 schools found that communications with families and family workshops helped both chronically and occasionally absent students. Home visits, particularly those that can "humanize" school policies around absences, also improved chronic absence rates.

Source: Flamboyan Foundation, 2010
Tiered System of Evidenced-based Supports

**National Research**
(Attendance Works)

**MTSS**
• Multi-tiered Systems of Support to address chronic absenteeism

**Local Research**
(NIU Regional P20 Network)

**MTSS**
• Multi-tiered Systems of Support to address the needs of the Whole Child and Whole School
Illinois MTSS

Illinois is one of the few states that has an MTSS infrastructure that spans Pre/K – Grade 12
MTSS in Illinois

IL – MTSS Network K-12
https://ilmtss.net/
Project Director:
Melissa Hannasch Ph.D.

IL – EC MTSS Committee
The Center: Early Childhood for Professional Learning
www.EClearningIL.org
Project Director:
Cindy Berrey
ISBE GOALS
WHOLE CHILD - WHOLE SCHOOL - WHOLE COMMUNITY

Every child in each public-school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.
Invest in Prevention and Early Intervention

High and extreme levels of chronic absence are an alert that additional support is needed to address chronic absence.
Illinois Attendance Commission (IAC) Legislation

**Chronic Absenteeism**
P.A. 100-0156 (7/1/18)
Defines chronic absences as absences totaling 10% or more of the most recent academic term, with or without valid cause. *(IL-MTSS Network and ISBE Family Engagement written in this statute)*

**Pre-K Chronic Absenteeism**
Public-Act-100-0819 (7/1/19)
Defines chronic absences as absences totaling 10% or more of the most recent academic term, with or without valid cause. *(IL EC-MTSS and Family Engagement referenced in this statute)*
With or Without Valid Cause Defined

- Excused absences
- Unexcused absences
- Suspensions
Illinois Attendance Commission (IAC) Legislation

**Grade Level Attendance Reporting**
P.A. 100-0147
Districts must disaggregate data by grade level for each grade K-12

**Reporting of Students with an IEP and 504 Plan**
P.A. 100-0448
Districts must include attendance data of all students with a disability
Illinois Attendance Commission (IAC) Legislation

**Truancy**
P.A.100-0918 (8/17/18)
A truant is defined as a student that is absent without valid cause for at least 1% but less than 5% of the past 180 school days.

**Official Attendance Awareness Campaign/Resolution**
HJR 0011:
Every Student Counts – Every Day Matters: Featuring Merri Dee, formerly of WGN
Every Student Counts - Every Day Matters
Official Attendance Awareness Campaign

www.upliftfilm.com

Merri Dee
Life Lessons On Faith, Forgiveness & Grace
FOREWORD BY NANCY WILSON
Mr. Marion Jones and Mr. Jayden Triplett
Paradigm Shift

Every Student Counts, Every Day Matters

• Statewide ongoing awareness and celebration of school attendance

Purpose

• Create a community of practice of seeking and sharing wisdom, celebrating successes, and resolving barriers regarding school attendance.
Recent Statutory Landscape

**ESSA and Accountability**
Every Student Succeeds Act (ESSA) State Plan (8/30/17)
School quality indicator
Summative Designation Indicators

K-8 Band

- Growth: 50%
- ELA Proficiency: 10%
- Math Proficiency: 10%
- EL Progress to Proficiency: 5%
- Chronic Absenteeism: 20%
- Climate Survey: 5%

2018 Data

9-12 Band

- Graduation Rate: 50%
- ELA Proficiency: 10%
- Math Proficiency: 10%
- EL Progress to Proficiency: 5%
- Chronic Absenteeism: 7.5%
- Climate Survey: 5%
- College & Career Readiness: 6.25%
- 9th Grade On-Track: 6.25%
Recent Statutory Landscape

Removing Students from Enrollment
Public Act 100-0825 (8/13/18)
Removes provisions that allow a student 17 years of age or older to be excluded from school for a semester due to poor attendance.

A student can be expelled for non-attendance only if -
• The student is a truant minor.
• The student has accrued fifteen (15) consecutive days of absences.
• The district cannot locate the student or, after providing all available support services, cannot compel the student to return to school.
Recent Statutory Landscape

Valid Cause
P.A. 100-0810 (1/1/19)
Adds circumstances related to the “mental, emotional or physical” safety for grounds for a child to be absent with valid cause.
Prioritizing Positive Interventions over Punitive Consequences for Truancy

Implementing PA 100-0810
History of the Legislation

• Reasons for the legislation:
  • Concerns that fines for truancy were hurting families without addressing the underlying challenges to getting their children to school
  • Research suggests that supportive intervention for families is more effective to reduce truancy than punitive action.
  • Concern that some communities were disproportionately impacted by punitive responses.

• Supported by:
  • Civitas Childlaw Center at Loyola University School of Law, Shriver Center, Chicago Coalition for the Homeless, Moran Center for Youth Advocacy, Illinois Balanced and Restorative Justice Project, POWER-PAC, COFI, and the Chicago Urban League
Addresses Underlying Causes of Truancy

• Requires that districts make reasonable efforts to provide teachers, administrators, school board members, school resource officers, and staff with professional development on appropriate and available supportive services to help encourage student attendance and engagement.

• Clarifies that when a parent is reasonably concerned about the mental or emotional health or safety of a child, that may count as a valid cause for absence.
Prohibits Student Referrals for Fines

Prohibits schools from referring students to municipalities for the purpose of having that municipality issue a fine or fee to the child as a punishment for truancy.
Prioritizes Support to Families

• Prohibits districts from referring parents or guardians to municipalities for the purposes of issuing a fine or a fee, unless the truant officer, regional office of education, or intermediate service center have been notified and have offered all “appropriate and available” supportive services and school resources to the child.

• Requires that the district must document any appropriate and available supportive services provided to the child before making a referral.
Supporting Populations with Additional Needs

• When a child experiences homelessness, before his or her parent or guardian can be referred to a municipality, the parent or guardian, relevant school personnel, and a homeless liaison must meet to discuss barriers to the child’s attendance and create a plan to remove those barriers.

• When a child has a documented disability, before a parent or guardian can be referred to a municipality, an IEP meeting or Section 504 plan review must happen to discuss the child’s current needs and address appropriateness of the child’s placement and services.

• If a child is being evaluated for a disability, the evaluation and determination must be completed before a parent or guardian can be referred to a municipality.
Your input is needed and valued.

Here’s what you can do to move this initiative forward.
Community National Awareness Through Attendance Works
Join the conversation and e-mail the Attendance Commission.
Superintendents/School CEOs Lead the Way in Attendance Works’ Call to Action

Superintendent’s Call to Action

- Own the issue
- Mobilize the Community
- Drive with Data

To sign-up for the Call to Action, or to learn more, please visit: www.attendanceworks.org/superintendents-call-to-action
Attendance Works’
District Superintendents Call to Action

• All district superintendents who sign up will be highlighted nationally in September by EdWeek.

• All districts who follow up by e-mailing the Illinois Attendance Commission will be highlighted in the Commission’s official report to the Illinois General Assembly in December.
2018 Illinois Superintendents Who Received National Recognition in EdWeek

- **Kristin Humphries**: East Moline School District 37
- **Charles Johns**: West Chicago Elementary District 33
- **Carol Kelley**: Oak Park Elementary School District 97
- **Lanty McGuire**: Moline-Coal Valley School District
- **Jay Morrow**: United Township High School District 30
- **Michael Oberhaus**: Rock Island-Milan School District 41
- **Nick Polyak**: Leyden High School District 212
- **Dan Riordan**: Reavis High School District 220
- **Jesse Rodriguez**: Proviso Township High School District 209
- **Guy Schumacher**: Libertyville School District 70
- **Darryl Taylor**: Lincoln ESD 156
Superintendent and Community Statewide Recognition

Communities and Superintendents/School CEOs will be highlighted in the Illinois Attendance Commission’s official annual report to the Illinois General Assembly IF they e-mail the Illinois Attendance Commission and share their Attendance Works “Community Pin” or Call to Action.

attendancecommission@isbe.net
Internal District-wide Audit

Attendance, Truancy and Chronic Absence Implementation Review

• Does everyone know the answer?
• Does everyone know the resources?
• Does everyone know how to access and articulate the plan
• Does everyone know how to implement the state, district, school policies?
• How do you know?
Illinois Attendance Commission Website

https://www.isbe.net/Pages/Illinois-Attendance-Commission.aspx

PSA:

• Attendance Awareness: Every Student Counts – Every Day Matters

Two official power-points for in-services, conversation starters, etc.:

• House Joint Resolution 0011: Every Student Counts – Every Day Matters
• Chronic Absence: Definition, History, Effects, and Solutions
Illinois ESSA Plan Amendment Input

The ESSA Plan for Illinois was approved by the U. S. Department of Education in August 2017.

Since that time, ISBE continues to receive feedback on the implementation of the plan.

In particular, there are four topics of particular interest to stakeholders:

• Overall weighting of academic and student success indicators
• Weighting of individual indicators within each indicator category
• Testing policy for newly arrived English learners
• Summative designations
Summative Designation Indicators

K-8 Band

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2018 Data
www.isbe.net - search (ESSA Survey)

Complete the on-line survey or complete the survey and e-mail at:

essa@isbe.net

English
Spanish
Polish
Arabic
Urdu

Feedback survey will close on July 31, 2019
Questions for Discussion

• What resources would be helpful to share with districts when it comes to supportive responses to truancy?
• Are there other ways we should be working to ensure that districts provide adequate training for teachers, administrators, board members, and SROs on supportive responses?
• Are there additional stakeholders we should be speaking with about these new law or this initiative?
Thank you
Dr. Antoinette Taylor