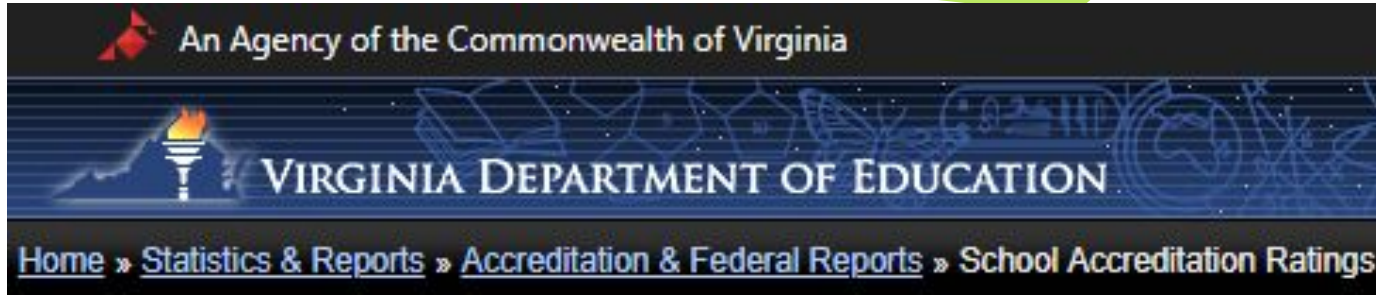


Justice HS


Attendance & OTG

Standards of Accreditation:
Non-Academic Indicators

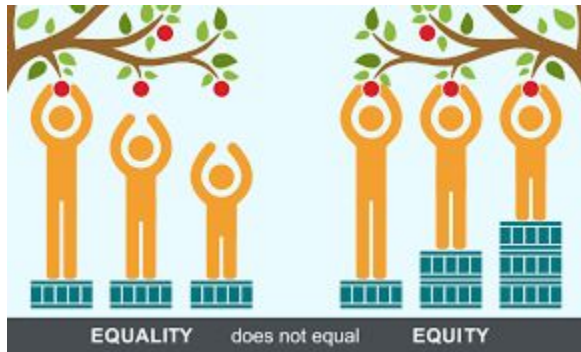
Why Does This Matter?



An Agency of the Commonwealth of Virginia

 VIRGINIA DEPARTMENT OF EDUCATION

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Matrix for Non-Academic Indicators

Indicator			
	Level One ^{†‡}	Level Two ^{†‡}	Level Three ^{**}
Chronic Absenteeism [†]	15% or lower	16% to 24%	25% or higher
GCI [‡]	88 or higher	81 to 87	80 or lower
Dropout Rate [‡]	6% or lower	7% to 8%	9% or higher

[‡] or *increase* index by 2 points from prior year
[†] or *decrease* rate by 10%
^{**} or the indicator has stayed at YELLOW or RED for 4 consecutive years

Accreditation Designations

Accredited

When **every** school quality indicator is either **GREEN** or **YELLOW**.

Accredited with Conditions

When a school has **any** school quality indicator at **RED**.

Accreditation Denied

When a school continues to demonstrate **RED** performance in **any** school quality indicator **due to failure to implement actions** or failure to act on identified strategies and interventions.

Attendance

Tiers of Intervention: Attendance

Tier 1 – Students missing 0-9% of school

Engaging School Climate

Positive Relationships with students and families

Monitor attendance data and set goals

Identify and address common barriers to getting to school

Impact of absences on achievement widely understood

Tier 2 – Students missing 10 – 19% of school

Provide Personalized early outreach – Parent conferences/phone calls/home visits.

Meet to develop tailored action plan – truancy circles; community mentors; meet with admin/counselors

Tier 3 – Students missing 20% or more of school

Intensive case management

Truancy Officer

Principal/AP/DSS Parent Conference

Records Review with Assistant Superintendent

Attendance Data

- ◆ Students with 18 or more absences: 88 (4%)
- ◆ Students with 11-17 absences: 171 (8%)
- ◆ Students with 9-10 absences: 95 (4%)
- ◆ Students with 0-8 absences: 1796 (84%)

Culture Drives Attendance

- ◆ Attendance is tied to relationships and culture.
- ◆ When a student is absent, he/she wants to return to a welcoming environment.
- ◆ Show students that they were missed and that you're concerned by their absence.

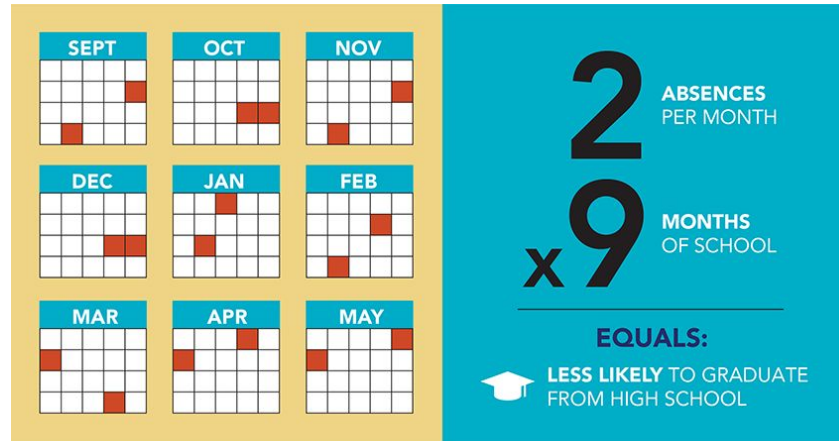
reluctant vs. frequently absent learners

Why do students miss school?

- ◆ Academic
 - ◆ Struggling with school work or academic motivation
- ◆ Socio-Emotional
 - ◆ Lack of motivation due to emotional well-being
 - ◆ Student conflict with other students/staff
- ◆ Family
 - ◆ Student home-life creating barriers to attending school

Chronically Absent Definition

If a student misses 10% school days or more, excused, unexcused, or suspended he/she is categorized as “chronically absent”, this equates to approximately 18 days of school missed.



2017-18 Attendance Data

- ◆ Last year 20.2% of our students were categorized as chronically absent.
- ◆ Including students that changed schools or dropped out this number would be higher
- ◆ 23% of chronically absent students were 18 years old or older.

2018-2019

- ◆ Because of the new SOA, it is even more important to keep accurate attendance data in order to know of attendance concerns
- ◆ Early identification > Early intervention
- ◆ If a student's attendance isn't taken, he/she is marked present taking away notification of a potential serious attendance concern.

15 Day Withdrawals > Dropouts

- ◆ Once students miss 15 consecutive full days of school (unexcused or excused), per VDOE regulations, they are withdrawn from school
- ◆ Typically a re-entry conference is required
- ◆ 18+ > conversations about placement options

Tardiness

	2016-17	2017-18
Total Tardies	56,007	41,079
Avg Per Student	25.9	19.3

Approximately 25% reduction but still room for improvement.

Attendance Interventions

- ◆ Hall sweeps
- ◆ Daily attendance reports
- ◆ Phone calls and letters sent at 4 & 5 days absent
- ◆ Calls and conferences starting at 5, 6 & 7 days absent.
- ◆ Working with many different staff members to solve attendance issues.

Attendance Circles

- ◆ 3 groups of students
 - ◆ Spanish
 - ◆ Underclassmen
 - ◆ Seniors/Older Students
- ◆ 6 sessions
 - ◆ Student Attendance Tracking
 - ◆ Attendance Goal Setting
 - ◆ Circles of Support
- ◆ Attendance Mentors
 - ◆ Starting in February

Attendance Circles

“They helped me understand that missing school is important if you want to graduate on time.”

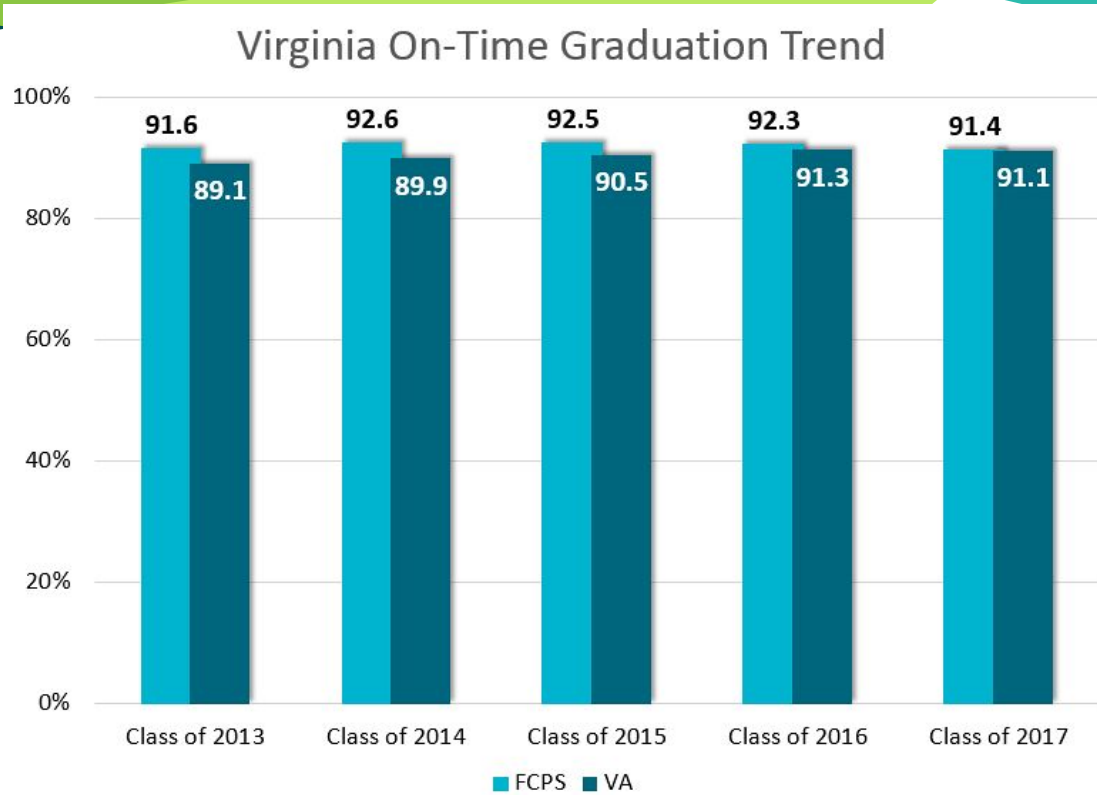
“Thanks for giving us time and showing care that we have someone that look after us. Also thanks for encouraging us to come to school no matter what and how important it is to not miss a school day.”

I learned... “different ways I can come on time to school. Like putting an alarm earlier than usual to come to school and ways to sleep early in order to wake up on time.”

“I’m really trying to come to school. I am also trying to do all of my work even when I don’t come to school because **I really want to graduate and finish strong.**”

OMG! OTG!

FCPS OTG Rates Decline



On-Time Graduation Rate Defined

- ◆ Virginia's Official Graduation Rate
- ◆ Cohort Based - earn a diplomas within 4 years of first entering 9th grade
- ◆ Advanced Studies, Standard, or Applied Studies Diploma Types
- ◆ Adjusts for students with disabilities and English learners (ELs) who have plans to allow additional time (sliders)

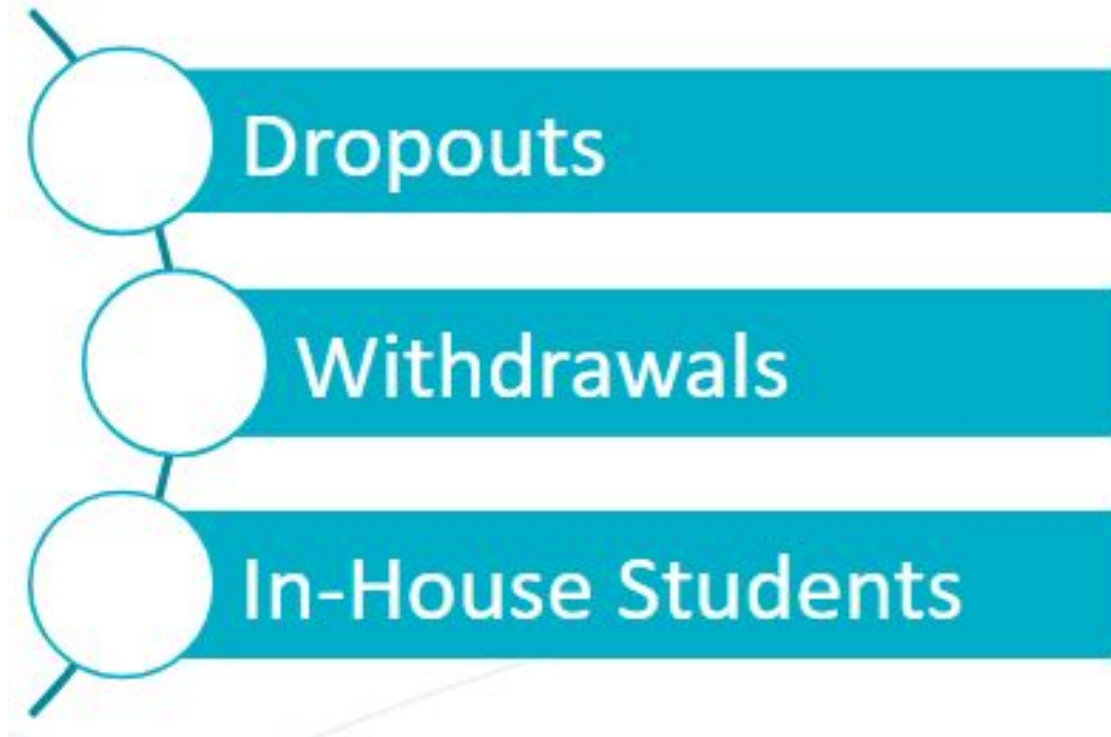
GCI Formula

Outcome	Points
Board-Recognized Diploma	100
GED	75
Still in School	70
Certificate of Completion	25
Dropout	0

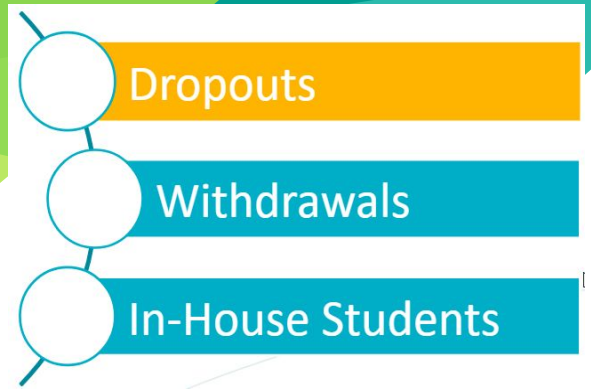
It's Not Just About the Students We See

School Year	Enrolled Students	Overall GCI
2014-2015	92%	85%
2015-2016	98%	83%
2016-2017	99%	86%
2017-2018	98%	88%

Three-Pronged Approach



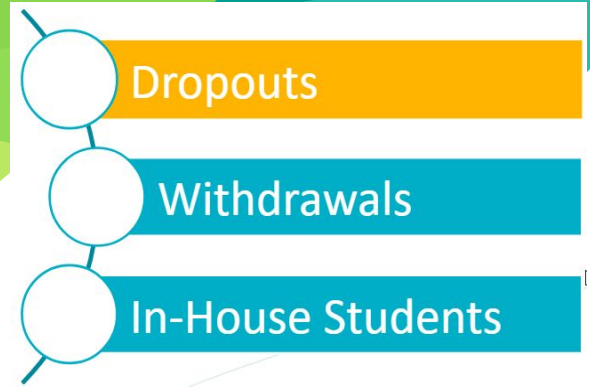
Dropout Strategies



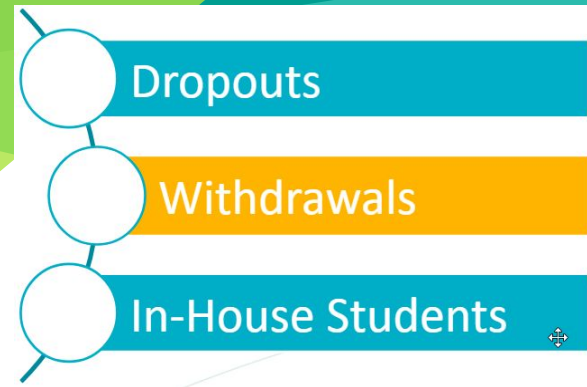
- ◆ Current Year Dropouts
 - ◆ No Show List and Info Form - Daily at BOY
 - ◆ 15 Day Drops
- ◆ Previous Dropouts
 - ◆ Dropout List and Info Form - Quarterly
- ◆ VDOE Appeal Letter

Dropout Strategies

- ◆ Contact Plan
 - ◆ Schedule
 - ◆ Support/Options Conversations
 - ◆ Tracking Sheet
- ◆ Home Visit Schedule

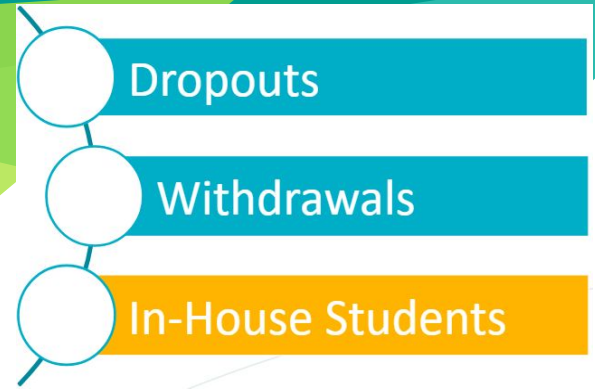


Withdrawal Strategies



- ◆ Monthly Internal Withdrawal Audits
 - ◆ FCPS Transfers
 - ◆ Documentation
 - ◆ SIS Coding
- ◆ Ensure No Surprises (additional dropouts)

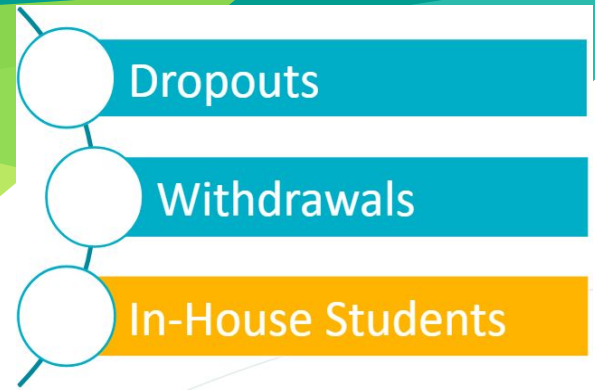
In House Students: OTG List



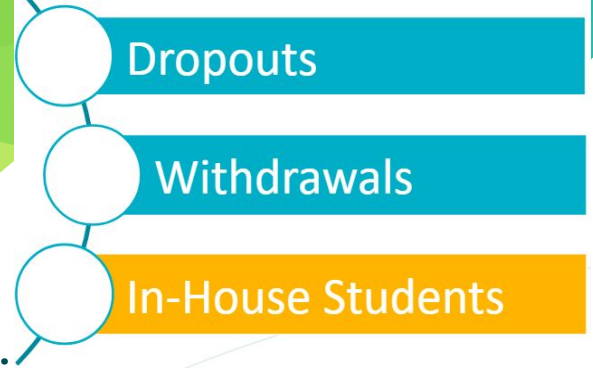
- ◆ Seniors in need of:
 - ◆ SOL's or Industry Certification
 - ◆ Courses
- ◆ History of needing support due to:
 - ◆ Attendance
 - ◆ Low Grades
 - ◆ Repeating Courses

In House Students: Quarterly OTG Meetings

- ◆ Collaboration
- ◆ Update risk level
- ◆ Review courses, SOLs, IC needed
- ◆ Sign up new students for mentors
- ◆ Assess Edmentum, alternative placements
- ◆ ACTION PLANS



In House Students: Collaboration



- ◆ Kid Talks & OneNote documentation
- ◆ Intervention and remediation
- ◆ Coordinating testing plans
- ◆ Student and parent conferences
- ◆ Faculty Mentors
- ◆ Full day waivers

Successes & Areas of Growth

Successes	Areas of Growth
<ul style="list-style-type: none">● TSRC Justice● Adult Night School (Justice)● Adult Day School (Plum)● Bus Pass Pilot● Master Schedule Changes	<ul style="list-style-type: none">● Dropouts● Underclassmen Strategies● Data & Technology● Vertical Articulation

