



# How to decrease chronic absenteeism using Continuous Improvement



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## Outline

- Who Am I? And Why?
- Team Setup
- Data Tells a Story
- Crafting a SMART Goal
  - Work Time
- CWIP: Digging Deep (Small Tests of Change)
  - PDSA (Plan Do Study Act)
    - Work Time
  - Empathic Interviews
    - Interview Practice
  - Run Charts
- Summary



What is GEAR UP  
Who am I?



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## Our Team

### Central Office

- Austin ISD - Attendance and Dropout Prevention Team

### Campus

- Assistant Principal
- Parent Support Specialist
- Counselor
- GEAR UP Facilitator



## Covington Data 2017-2018

Campus: Covington Middle

FY: 2018

Calendar: 1

### Campus Percentage of Attendance

For Dates: 08-21-2017 - 06-01-2018

Attendance Absence Group: Included in Reports

Date: 05/15/2019

Time: 2:02 PM

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Date Range: 08-21-2017 - 06-01-2018 Number of Instructional Days 174											
Grade	Membership			Official Absences			Membership Minus Absences	Percentage of Attendance	Membership Minus Ineligible and ABS	ADM	ADA
	Membership	# Full Day Students	# Half Day Students	Total Absences	# Full Day Absences	# Half Day Absences					
06	39,500.0	39,500.0	0.0	2,040.0	2,040.0	0.0	37,460.0	94.84	37,460.0	227.02	215.29
07	35,661.0	35,661.0	0.0	2,212.0	2,212.0	0.0	33,449.0	93.8	33,449.0	204.95	192.24
08	38,927.0	38,927.0	0.0	2,341.0	2,341.0	0.0	36,586.0	93.99	36,523.0	223.72	209.91
Total	114,088.0	114,088.0	0.0	6,593.0	6,593.0	0.0	107,495.0	94.23	107,432.0	655.68	617.43



# Covington Data 2018-2019

**Campus:** Covington Middle  
**FY:** 2019  
**Calendar:** 1

## Campus Percentage of Attendance

For Dates: 08-20-2018 - 05-24-2019  
 Attendance Absence Group: Included in Reports (ADA %)

**Date:** 06/10/2019  
**Time:** 11:01 AM  
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Date Range: 08-20-2018 - 05-24-2019 Number of Instructional Days 172

Grade	Membership			Official Absences			Membership Minus Absences	Percentage of Attendance	Membership Minus Ineligible and ABS	ADM	ADA
	Membership	# Full Day Students	# Half Day Students	Total Absences	# Full Day Absences	# Half Day Absences					
06	45,850.0	45,850.0	0.0	1,978.0	1,978.0	0.0	43,872.0	95.69	43,864.0	266.57	255.03
07	38,473.0	38,473.0	0.0	1,994.0	1,994.0	0.0	36,479.0	94.82	36,470.0	223.69	212.04
08	36,575.0	36,575.0	0.0	2,067.0	2,067.0	0.0	34,508.0	94.35	34,451.0	212.65	200.3
Total	120,898.0	120,898.0	0.0	6,039.0	6,039.0	0.0	114,859.0	95.01	114,785.0	702.9	667.36

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Outcome

## Increased Campus Overall Attendance

•2017-2018: 94.23

•2018-2019: 95.01

**Overall Improvement: 0.78%**

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## Crafting a S.M.A.R.T. Goal

Do you know what a SMART goal is?

S - Specific

M - Measurable

A - Attainable

R - Realistic

T - Timely





## What are and aren't SMART Goals

- I want to lose 10lbs by the end of the summer.
  - Is it specific?
  - Can I measure it?
  - Is it attainable?
  - Is it realistic?
  - Is it timely?
- I need to get better with my money.
  - Is it specific?
  - Can I measure it?
  - Is it attainable?
  - Is it realistic?
  - Is it timely?

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## SMART Goal

Reduce Chronic Absenteeism in the 7th grade by 10% by the end of the school year!

## Rationale

Covington MS is a Fine Arts Academy

Title 1

Affluent

700 students

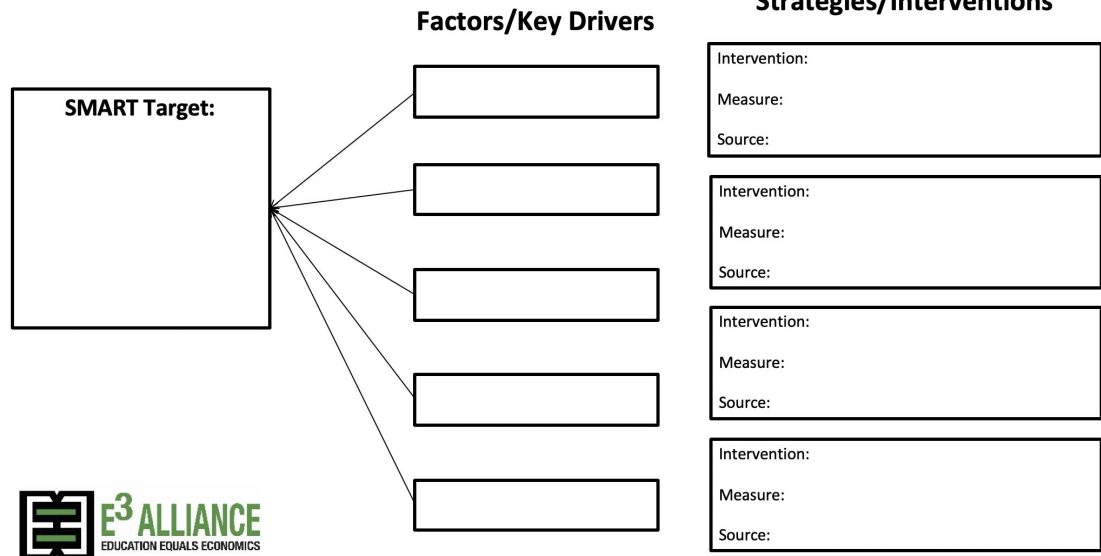
Hispanic, White, Black



## Work Time

- Identify a SMART Goal
  - Use the data provided to you at the beginning of the summit
- Determine Factors that would drive the SMART Goal
- Identify one two interventions that you could do

### Key Driver Diagram





## Let's review some concepts

### **PDSA**

Plan, Do, Study and Act - helpful for small tests of change that looked at what was and wasn't working.

### **Run Charts**

Visually showcased actually interventions and whether or not they were working

### **Design Study**

Case study of a student - quick succession of events and then had to problem solve

### **Home Visits**

Met families at their own residence (reduces anxiety) and offered refreshments and provided support and insight into attendance concerns

### **Attendance Works**

Webinars both from Ohio and Chicago - helpful as case studies and other similarly demographic school districts

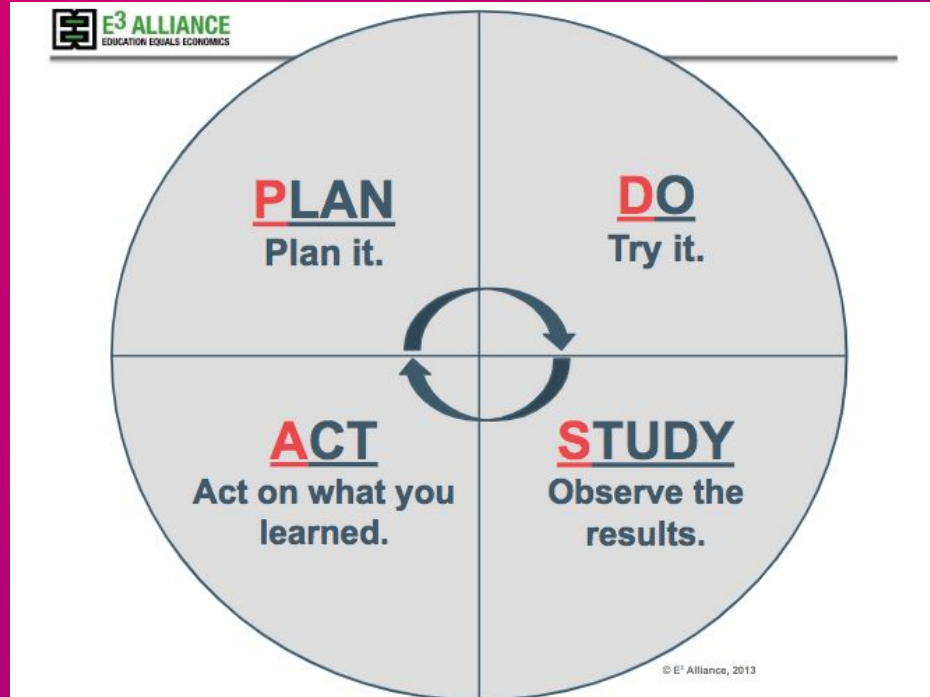
### **E3 Alliance**

Coaching Calls, Webinars, In-Person and Accountability on what we needed to do.



## PDSA

Helps for small  
tests of change





## Micro PDSA

### Intentional

- Intervention
- Objective
- Start/Stop
- Population

Intervention:		Project:	
Objective:		PDSA Test #:	
Test Population:		PDSA Start Date:	PDSA Stop Date:
<b>PLAN</b>		<b>DO</b>	
Describe the test – list the steps that need to be completed. Include who is responsible for each step, when it will happen & where.		Was the test carried out as planned?  Record data and observations  What did you observe that was not a part of the plan?	
		<b>STUDY</b>	
Measure(s) What data will you collect in order to know your test was successful? How will you collect it?		Did the results match your prediction?  What did you learn?  How does these results compare to past performance?	
Prediction  What do you predict will happen?		<b>ACT</b>	
		What will you do next based on your result?  How will you ramp?	<input type="checkbox"/> Adapt: Improve the change & continue testing. Changes for next test:  <input type="checkbox"/> Adopt: Ready to implement at larger scale. Develop plan for implementation and sustainability. <input type="checkbox"/> Abandon: Discard & try different change.

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## Work Time

- Take one of your interventions from the Key Driver/SMART Goal work
- Identify the intervention and fill out the PDSA (Plan Only)



## Empathic Interviews

- Who is most affected?
- Who deeply understands the students?  
(trust/respect/relationship)
- Gain Deeper Perspective from multiple stakeholders

**Title:** I've Been Through it Too

**Key Insight:** "My friends and I would all be more engaged up at the school if we felt like those teachers and principals had been through what we've been through."

**Actions:** How could we create a school staff and environment that deeply relates to the experiences of our families?

**Source:** Keisha, parent of middle schooler



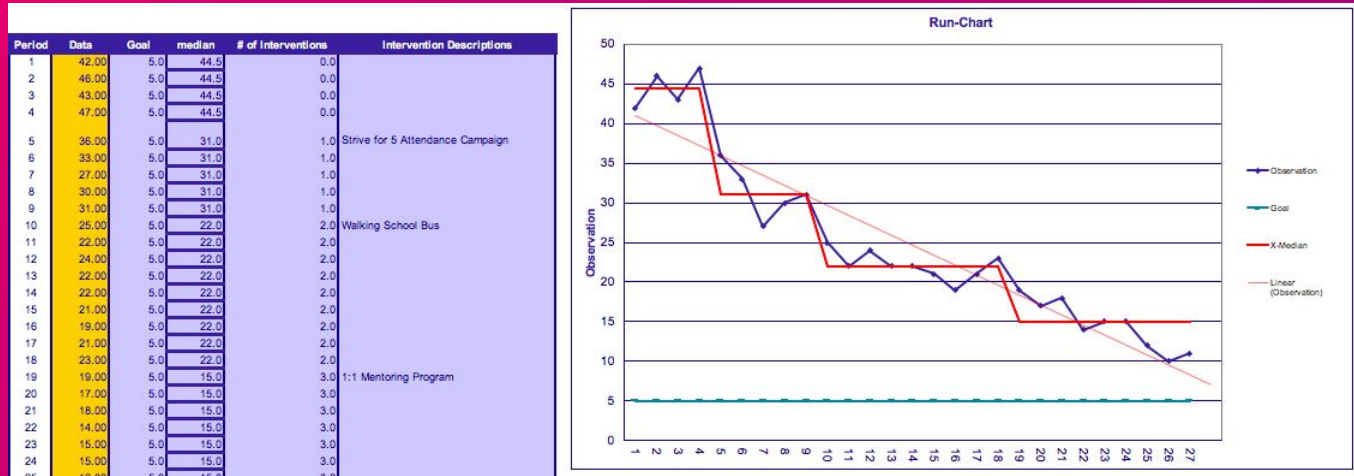


## Practice Empathic Interviews

- Utilize the handouts
- Talk with a partner from a **different** campus.
  - Ask questions
  - Listen
  - Engage and Observe
- What did you learn?
- Share Out on the Insight form



# Run Charts



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Thanks!

Any Questions?

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