Goal Setting

SETTING YOUR PRIORITIES

Merging priorities: LCAP Goals – CA Schools Dashboard – ESSA – Multi-Tier System of Support – School Climate

Where to focus for one solution?

A Mother's Goals

- Start yoga class in September
- Join running group this week
- Wash John's clothes
- Iron John's shirts
- Allow Jessica to stay up later during the week
- Buy season tickets to the Warriors
- Move away from the family by Thursday

Planning is bringing the future into the present so that you can do something about it now.

–Alan Lakein

You are what you do.

–Erica Peterson
National Education Manager, SI&A

Busy

- Busy does not mean you are accomplishing anything meaningful.

Not getting lost

- When you are up to your neck in alligators, we must remember to drain the swamp.

- But, drain the swamp we must.

Everything is not important

- Manage your time so you can achieve your goals.
- Managing time means that you spend time on priorities.
- It also means that you do not waste your time on non priorities.

Questions to help you identify your priorities – make them simple & clear

- What are your values?

- What are your goals?

- What are your responsibilities?

- What is the impact of the activity?

What are your values?
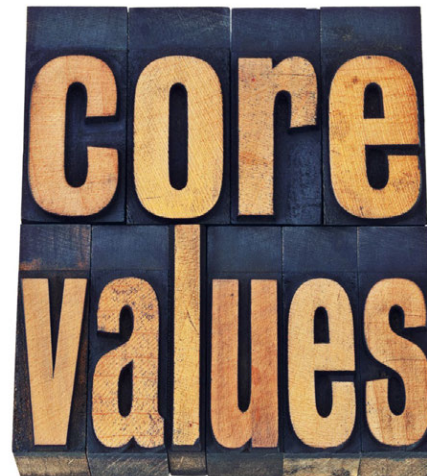
What do values have to do with Goals?

Values are the things that:
- Area REALLY important to you
- Guide overall direction
- Provide you with your foundation & context
- Help you decide/provide focus

Values are meaningful beliefs

- Ethical or Moral

- Ideological

- Social

- Aesthetic

Values represent who we are

- What we want to stand for

- How we want to relate to the world

- Our sense of right and wrong

- What we fundamentally believe

Organizations have goals and need to define their values

SI&A core beliefs:

- We believe in providing innovative programs which will ultimately lead to more efficient schools and improved student outcomes.
    - If we are in a market, we will be the market leader and 'best in class.'
- Our expertise is in systematizing innovation. We are only interested in products and services that are scalable and not into 'one-off' consulting; thereby having a greater influence on student outcomes.

Your values

- I believe in public education

- I believe in equity

- I believe in informed parents

- I believe all children can learn

- I believe I can make a difference

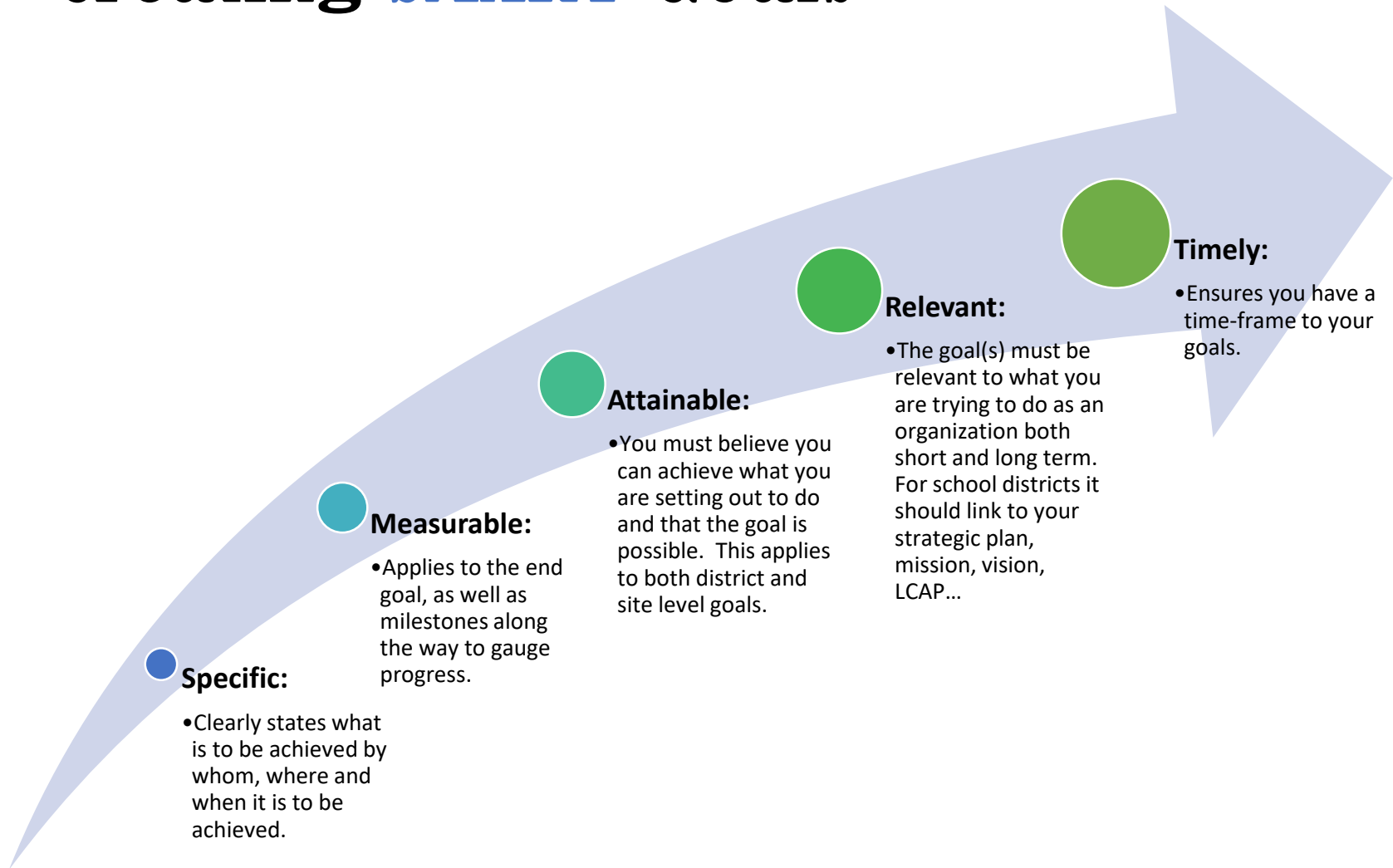- I believe in acting in the best interest of the child

What are your goals?

- Goals are what you want to accomplish and goals need to be aligned with your values

- You can have interim goals (objectives) and long term goals

- Let's use **SMART** goals as a method for designing quality goals:
  - **S**pecific
  - **M**easurable
  - **A**chievable
  - **R**elevant
  - **T**ime-bound

Creating SMART Goals

Timely:

•Ensures you have a time-frame to your goals.

Relevant:

•The goal(s) must be relevant to what you are trying to do as an organization both short and long term. For school districts it should link to your strategic plan, mission, vision, LCAP…

Attainable:

•You must believe you can achieve what you are setting out to do and that the goal is possible. This applies to both district and site level goals.

Measurable:

•Applies to the end goal, as well as milestones along the way to gauge progress.

Specific:

•Clearly states what is to be achieved by whom, where and when it is to be achieved.
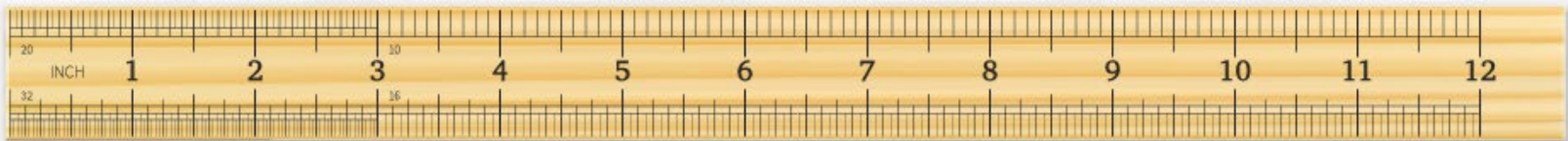
Get Specific

- **What** do I (we) want to accomplish?

- **Why** is this goal important?

- **Who** is involved?

- **Where** do I want to do this?
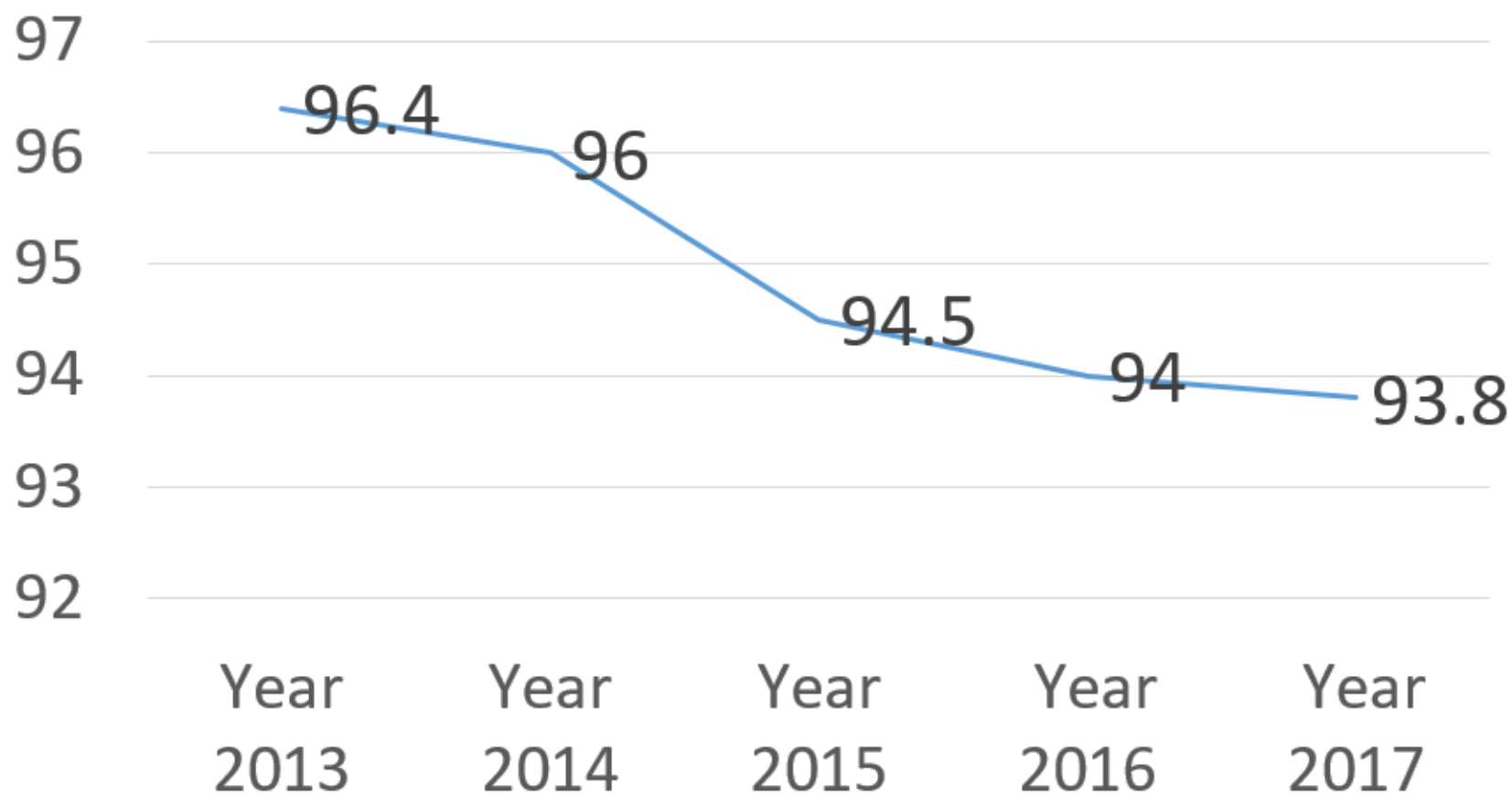
- **Which** resources or limits are involved?

Measurable

A measurable goal should address questions such as:

- How much?
- How many?
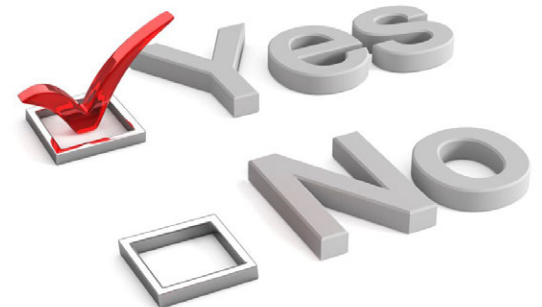- How will I know when it is accomplished?

ADA

Relevant

A relevant goal can answer 'yes' to these questions:

- Does this seem worthwhile?

- Is this the right time?

- Does this match my (our) other efforts and needs?

- Am I the right person to reach this goal?

- Is it applicable to the current economic environment?

Time-bound

A time-bound goal will usually answer these questions:

- When?

- What can I do six months from now?

- What can I do six weeks from now?

- What can I do today?

Given LCAP, what's our role as Attendance Practitioners?

Program Decisions

**Thinking and planning differently – the high-level questions**:

- What are the attendance expectations for our students?
- What do we have in place as far as processes, interventions, and reports?
    - What's working, what isn't, and what else do we need?
- What do we need to do to improve engagement, climate and outcomes?
- What can we accomplish in three years?
- How will we measure our progress?
- What actions and activities will we implement next year?

This is all possible

To create a plan to improve anything, you must first start by identifying where the problems are.

- For attendance it's not just about ADA and Chronic Absence numbers.

  - You have to look past aggregated numbers.

- It's important to remember, LCAP or not, this isn't about data & reporting; it's about getting students back in class.
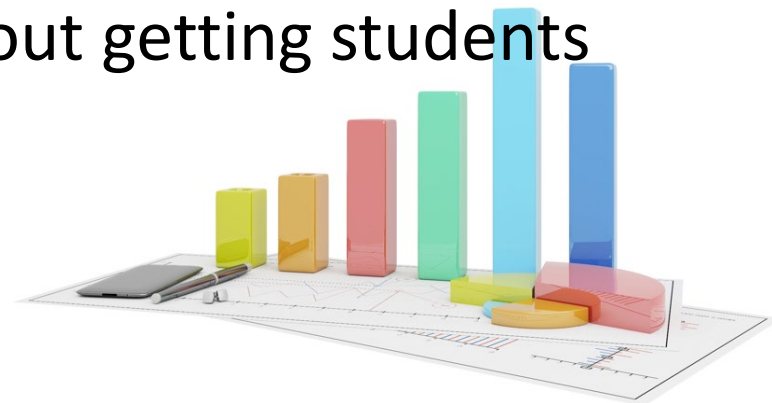
How SI&A can help

- We provide you with the process, the data and specific intervention campaigns that support your work.

- You are at a disadvantage if you are trying to do this work without us….

- We would love to help you accomplish your goals!

South Bay Union School District

Pamela Reichert-Montiel
Director of Student Support & Accountability

District Demographics

Based on A2A Configurations

A2A ACTIVE STUDENTS: 7,372
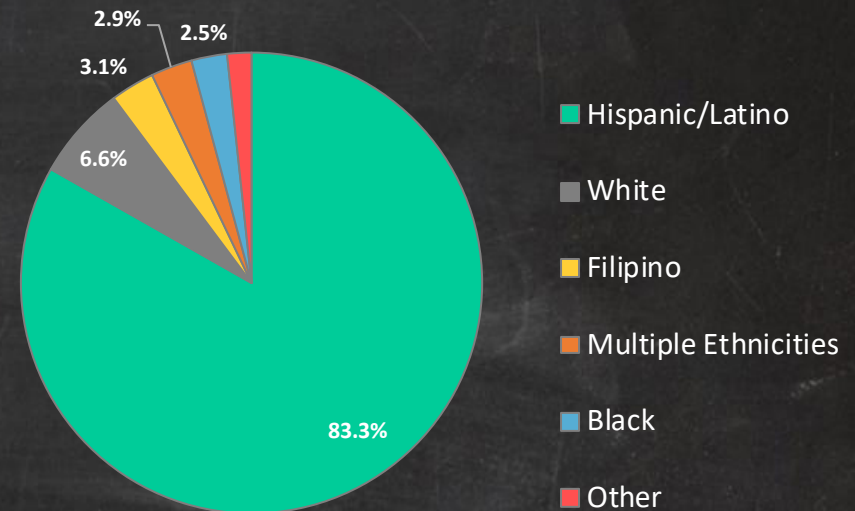
Active Site Information

Elementary – 11 Sites; 100.0% (student pop.)
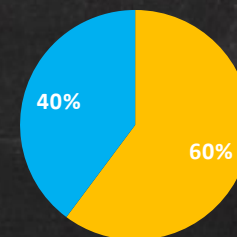Middle – 0 Sites; 0.0% (student pop.)
High – 0 Sites; 0.0% (student pop.)

■ Target Group   ■ Non-Target Group

Free & Reduced Lunch : **4,439**

Pie chart – District Demographics:
- Hispanic/Latino: 83.3%
- White: 6.6%
- Filipino: 3.1%
- Multiple Ethnicities: 2.9%
- Black: 2.5%
- Other

Free & Reduced Lunch pie chart:
- 60% (Target Group)
- 40% (Non-Target Group)

Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino(a).

Date as of 1/24/2018

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Why South Bay partnered with SI&A

- Wanted to create a welcoming environment but couldn't in the absence of good and efficient communications
  - SI&A amplified our voice

- Competing priorities led to inconsistencies practices
  - We only could do as well as time permitted on the campus
  - Mixed messages to parents especially if they have more than one child within the district
    - No one knew what to expect or what was important

- Declining enrollment

- Lack of access to actionable data

- Student Achievement was suffering
  - Can't teach to an empty classroom

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Our LCAP Goals

Goal

1. Increase ADA to a minimum of 96.5% by the end of 2016-2017.

2. Decrease the number of students considered

Actual

1. Average Daily Attendance has increased from 94.5% in 2015-16 to 94.9% as of March 2017.

2. Chronic absentee rate has decreased from 13.85% to 10.2% as of April 2017.

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Our LCAP Goals

Goal

- Utilize an attendance monitoring software program and implement School Attendance Review Teams (SART) as a means of engaging parents in the process at an earlier time in order to increase the level of understanding around the impact of attendance on achievement.

Actual

- SBUSD is fully implementing an attendance monitoring software program (A2A) and implementing School Attendance Review Teams (SART). SARB meetings have been held five times this school year.

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LCAP: Where we are today

District ADA is currently at 95%

7 of 11 schools attendance higher today compared to this time last year

2 schools maintained

2 schools had a tiny drop: .17% and .06%.

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Increased Parent Communication & Engagement

Series of Truancy, Excessive Excused Absences and Conference Notifications informing parents of the importance of regular school attendance.

9,780 parent communication pieces sent as of February 08, 2018

1,223 average letters per run (or every two weeks): 8 total letter runs to date

3,142 First Truancy Notification Letters

1,341 Second Truancy Notification Letters

167 Third Truancy Notification Letters

877 Excessive Excused Absence I Letters

152 Excessive Excused Absence II Letters

3,006 Email Notifications

1,095 Conference Notifications

282 Conferences Conducted (Unexcused Absences)

Conferencing is critical to identify attendance barriers and build relationships with families
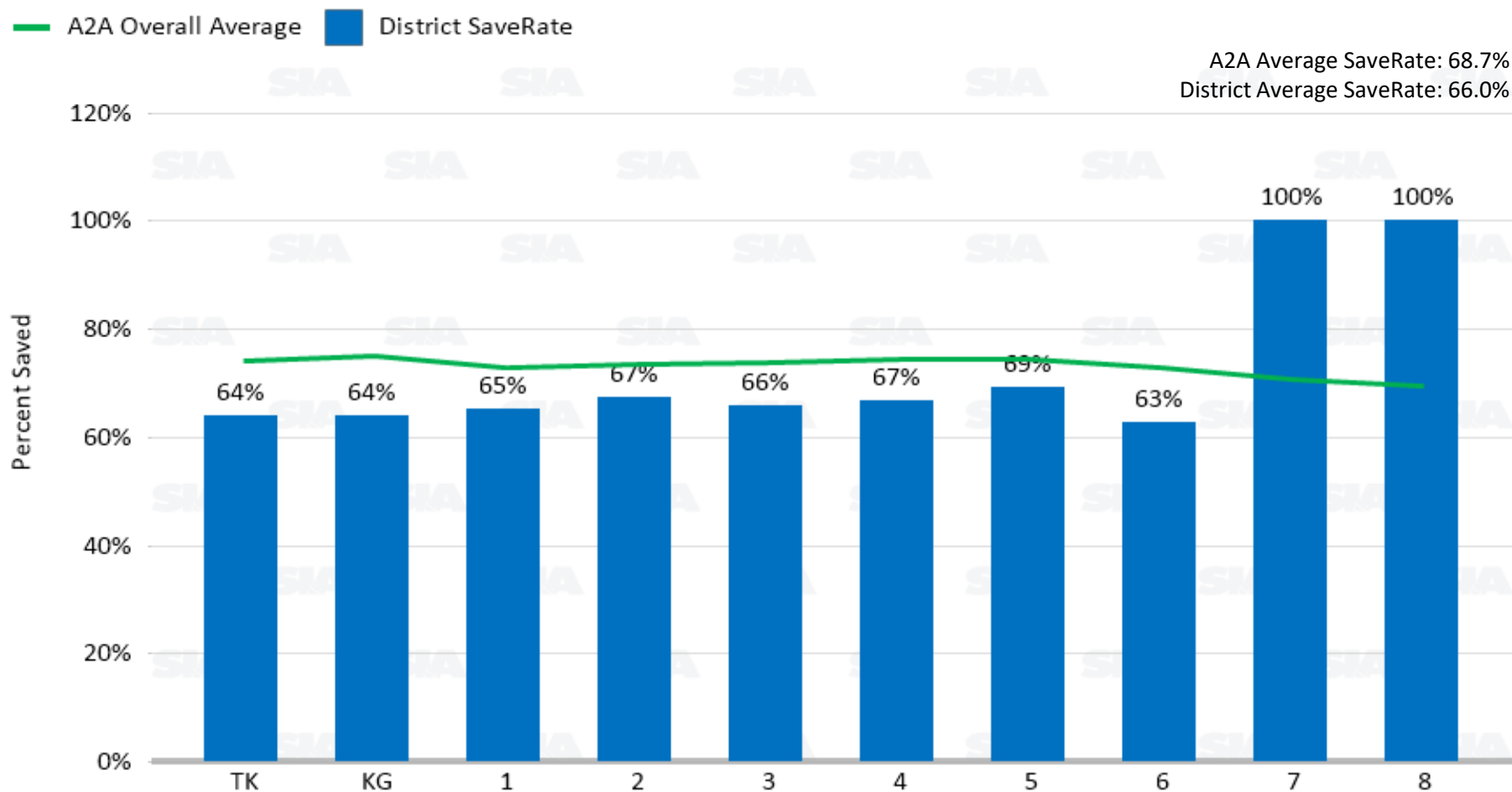
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Letter Suppression

- Suppressing letters to families is a missed opportunity to facilitate communication and raise awareness about attendance issues.

2016/17 Letter Suppressions	2017/18 Letter Suppressions
• Overall 228	• Overall 181
• First truancy (L1) 113	• First truancy (L1) 120
• Second truancy (L2) 53	• Second truancy (L2) 12
• Third truancy (L3) 16	• Third truancy (L3) 40
• Ideally, suppression should	be less than 10% of letters

South Bay Union School District

17-18 Overall SaveRate vs. A2A Average, YTD

The higher, the better.

A2A Average SaveRate: 68.7%
District Average SaveRate: 66.0%

Legend: A2A Overall Average, District SaveRate

Y-axis: Percent Saved (0% to 120%)

X-axis categories and values:
- TK: 64%
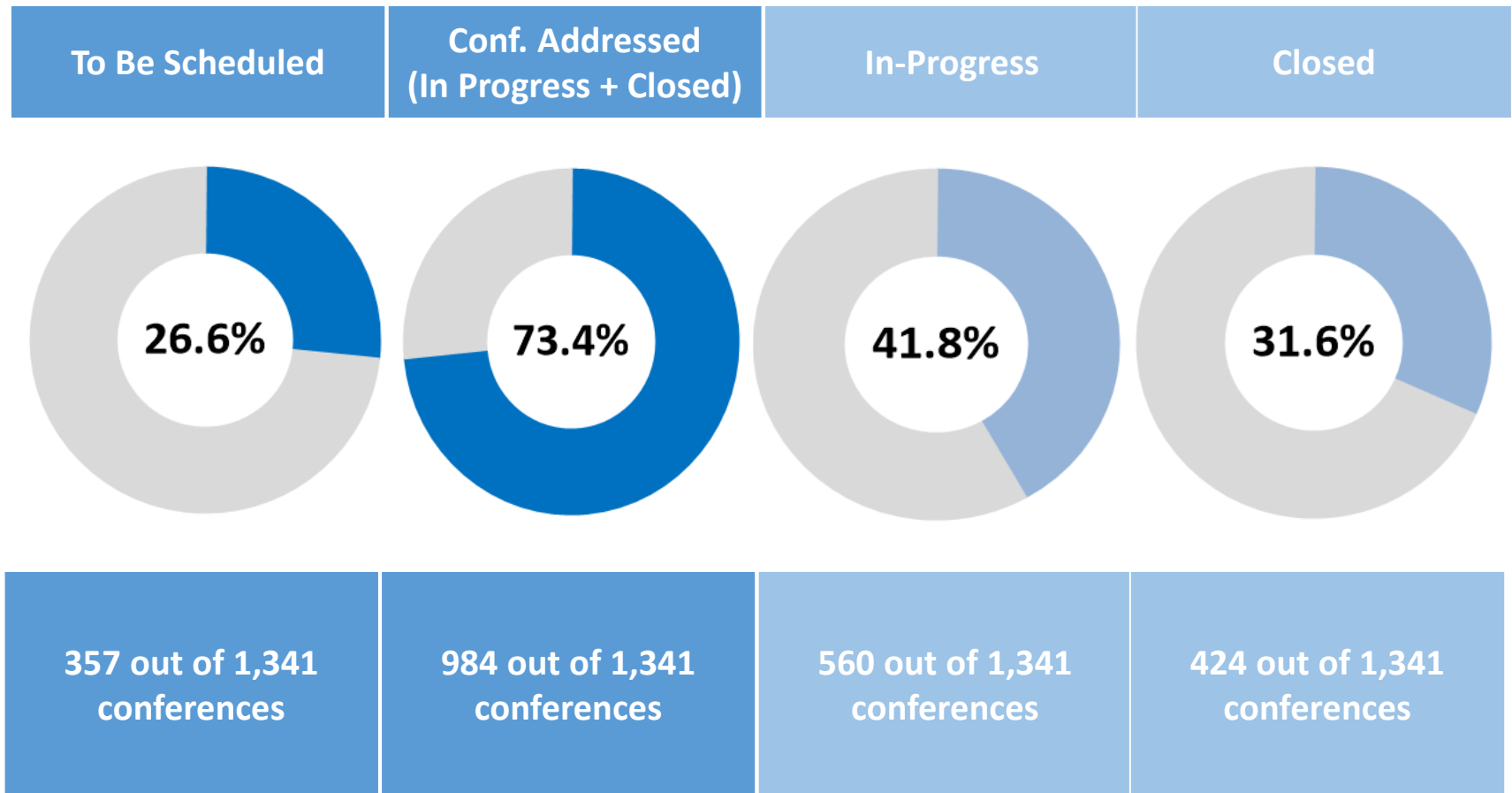- KG: 64%
- 1: 65%
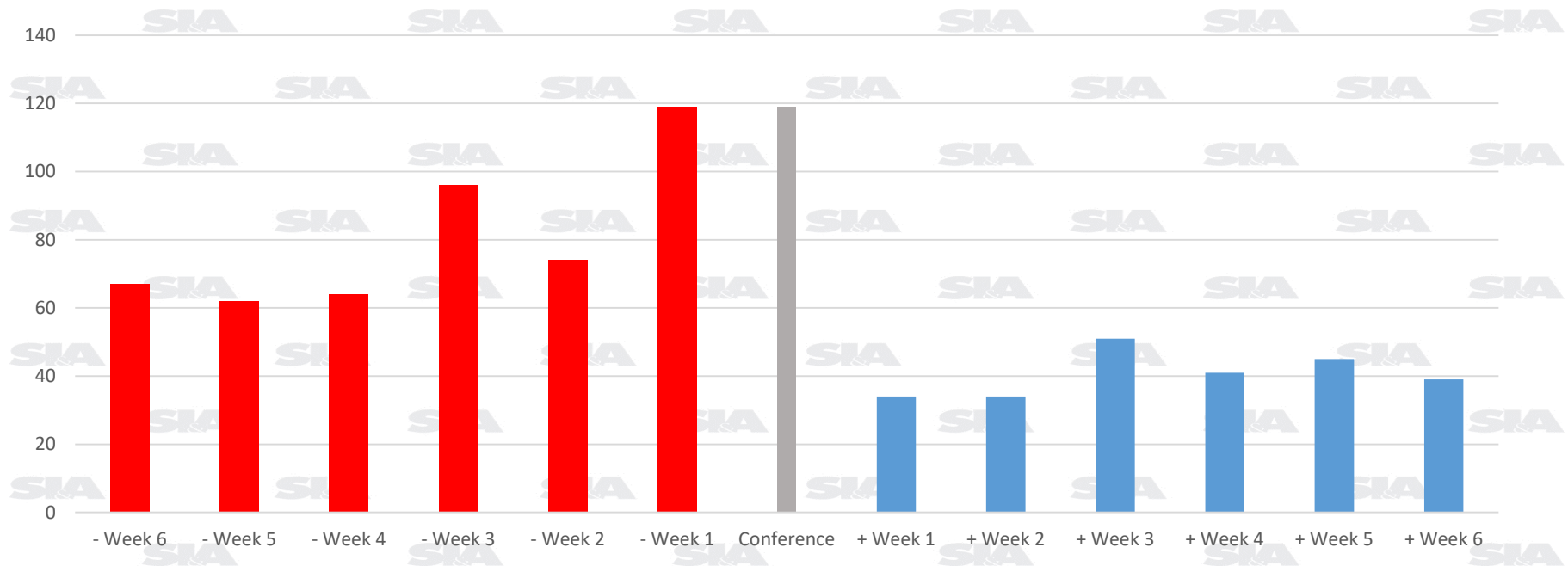- 2: 67%
- 3: 66%
- 4: 67%
- 5: 69%
- 6: 63%
- 7: 100%
- 8: 100%

SaveRATE: Defined as the percent of students that **do not continue on a path toward chronic absenteeism** after an A2A intervention

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17-18 Conferencing Summary, YTD

To Be Scheduled	Conf. Addressed (In Progress + Closed)	In-Progress	Closed
26.6%	73.4%	41.8%	31.6%
357 out of 1,341 conferences	984 out of 1,341 conferences	560 out of 1,341 conferences	424 out of 1,341 conferences

Data as of 2/14/2018

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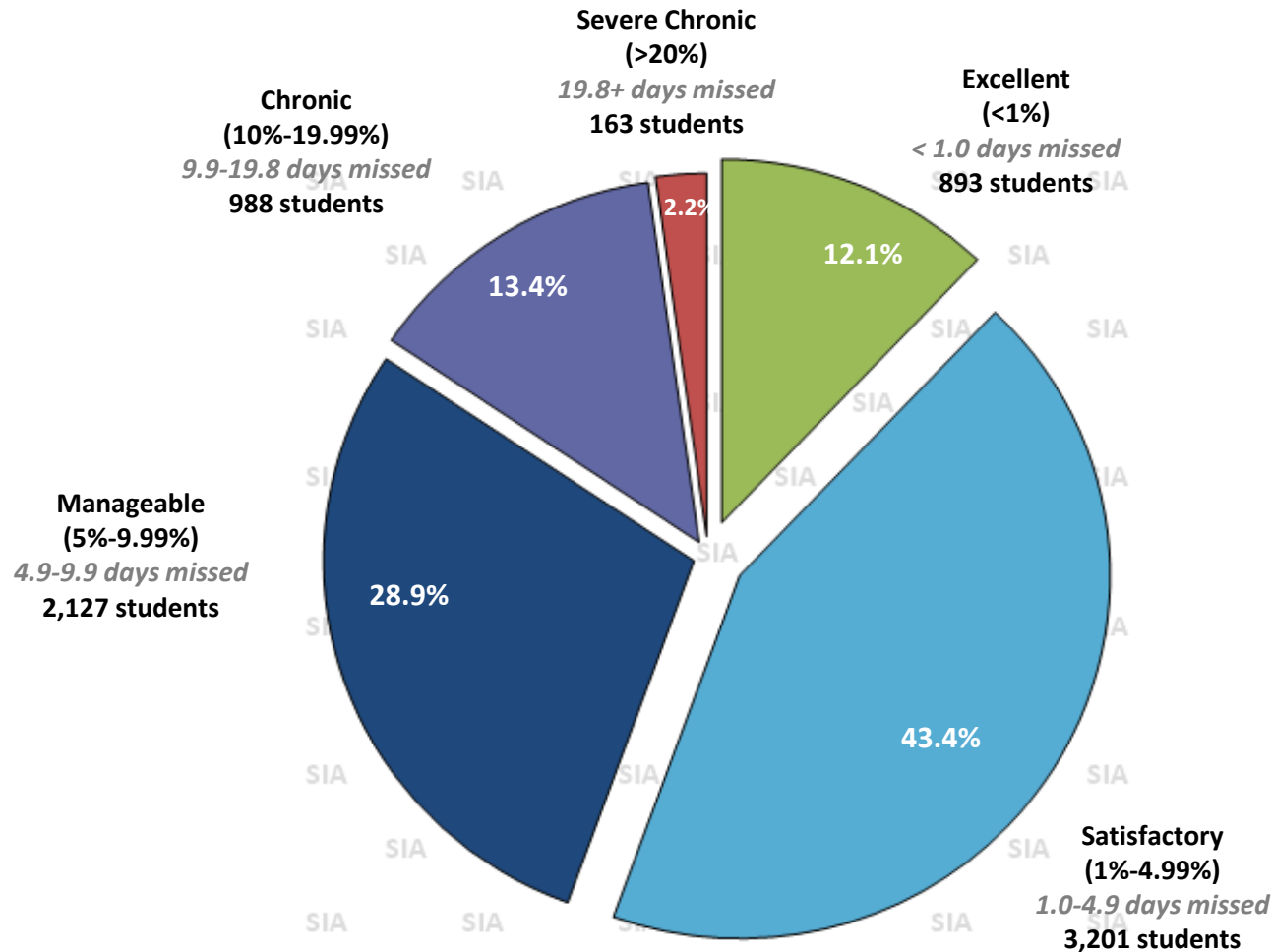
Conference Effectiveness: L2 Conferences

* Each week represents 5 instructional days. Data does not always represent calendar weeks.

	Before	After	Improvement Rate	Total Conferences (Closed & Conducted)
Days Missed	482	244	49.4%	198
Avg. Days Missed per Student	2.43	1.23		

Attendance Through: 1/24/2018

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17-18 Total Absence Summary, YTD

Severe Chronic (>20%)
19.8+ days missed
163 students

Chronic (10%-19.99%)
9.9-19.8 days missed
988 students

Excellent (<1%)
< 1.0 days missed
893 students

Manageable (5%-9.99%)
4.9-9.9 days missed
2,127 students

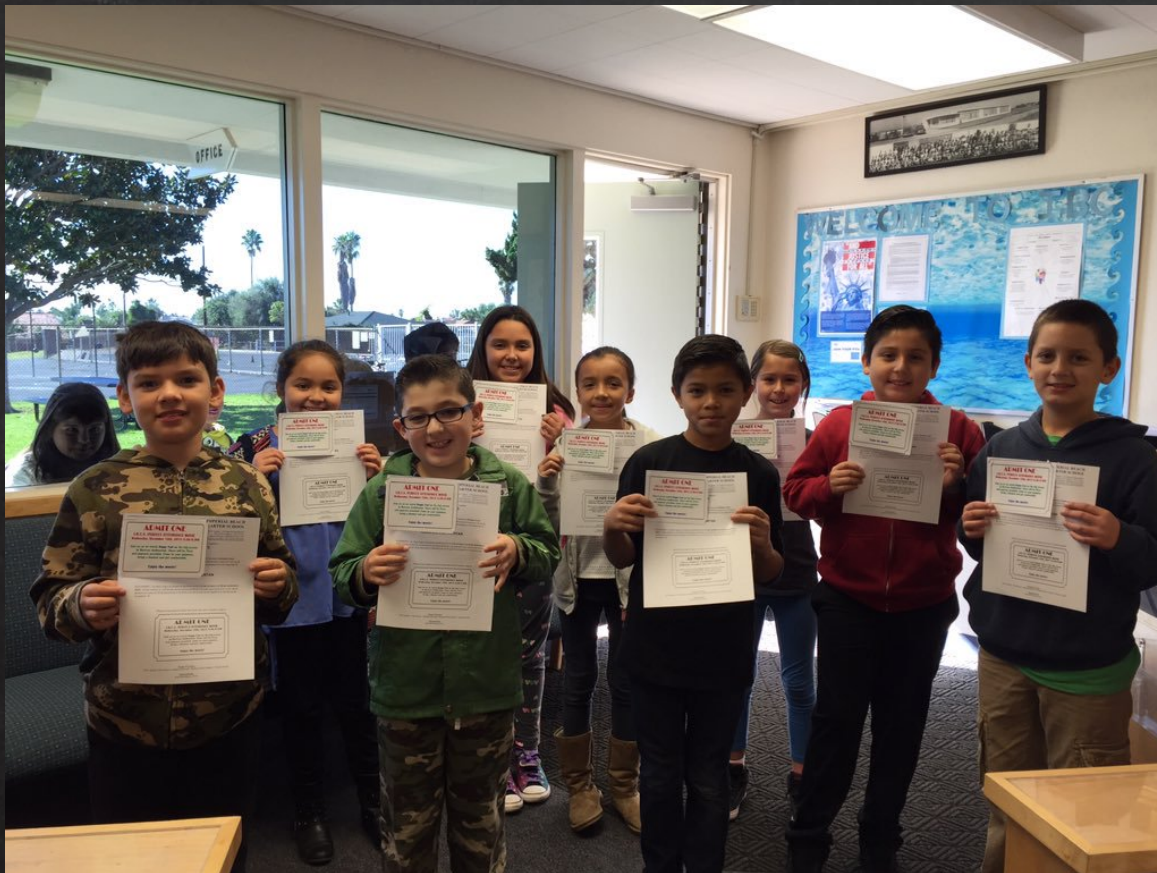**Satisfactory (1%-4.99%)**
1.0-4.9 days missed
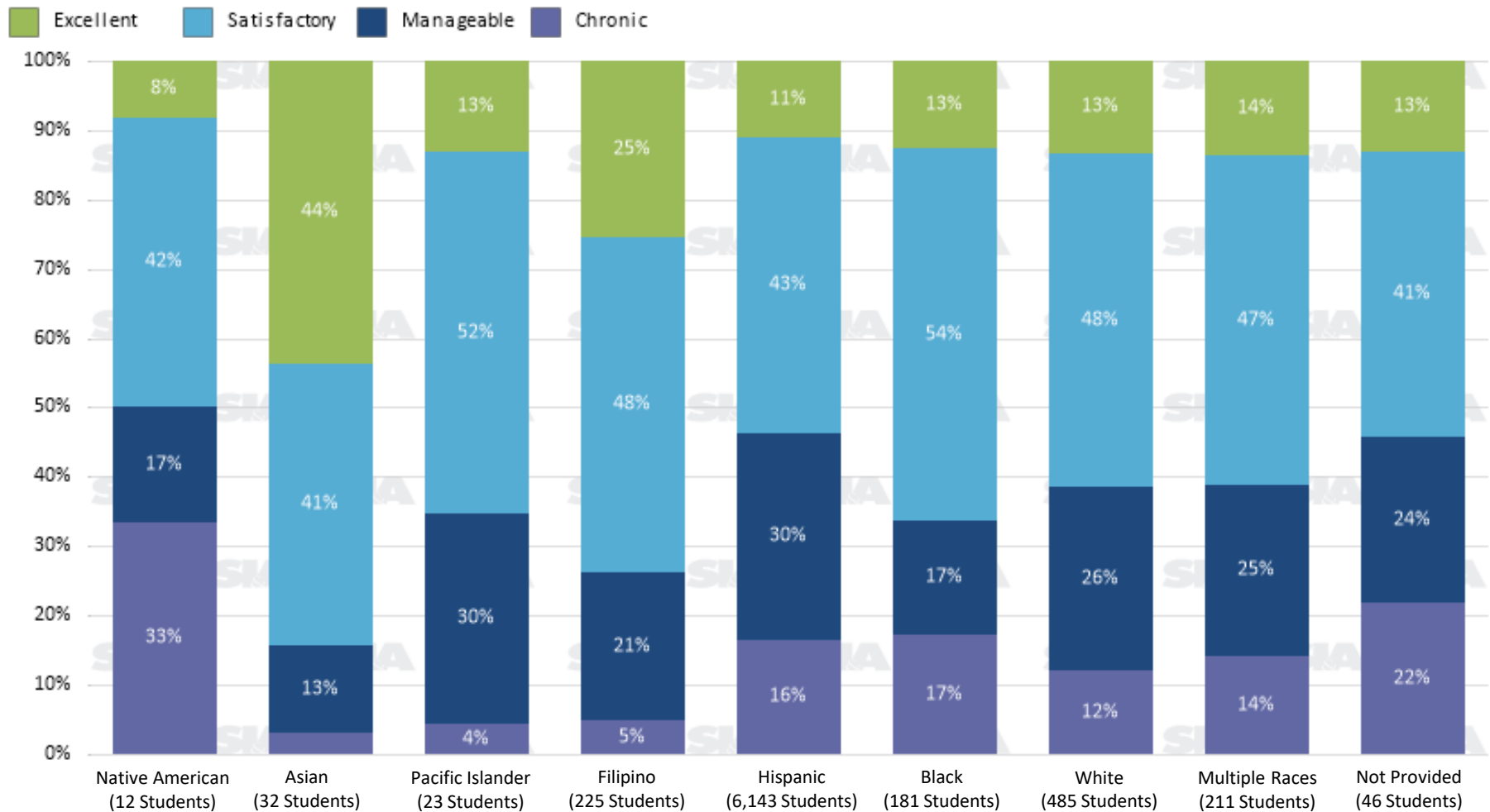3,201 students

2.2%
13.4%
12.1%
28.9%
43.4%

- 55.53% (4,094) of your students fall in the Excellent and Satisfactory groups.
- 44.47% (3,278) of your students have missed more than 4.9 days of school.
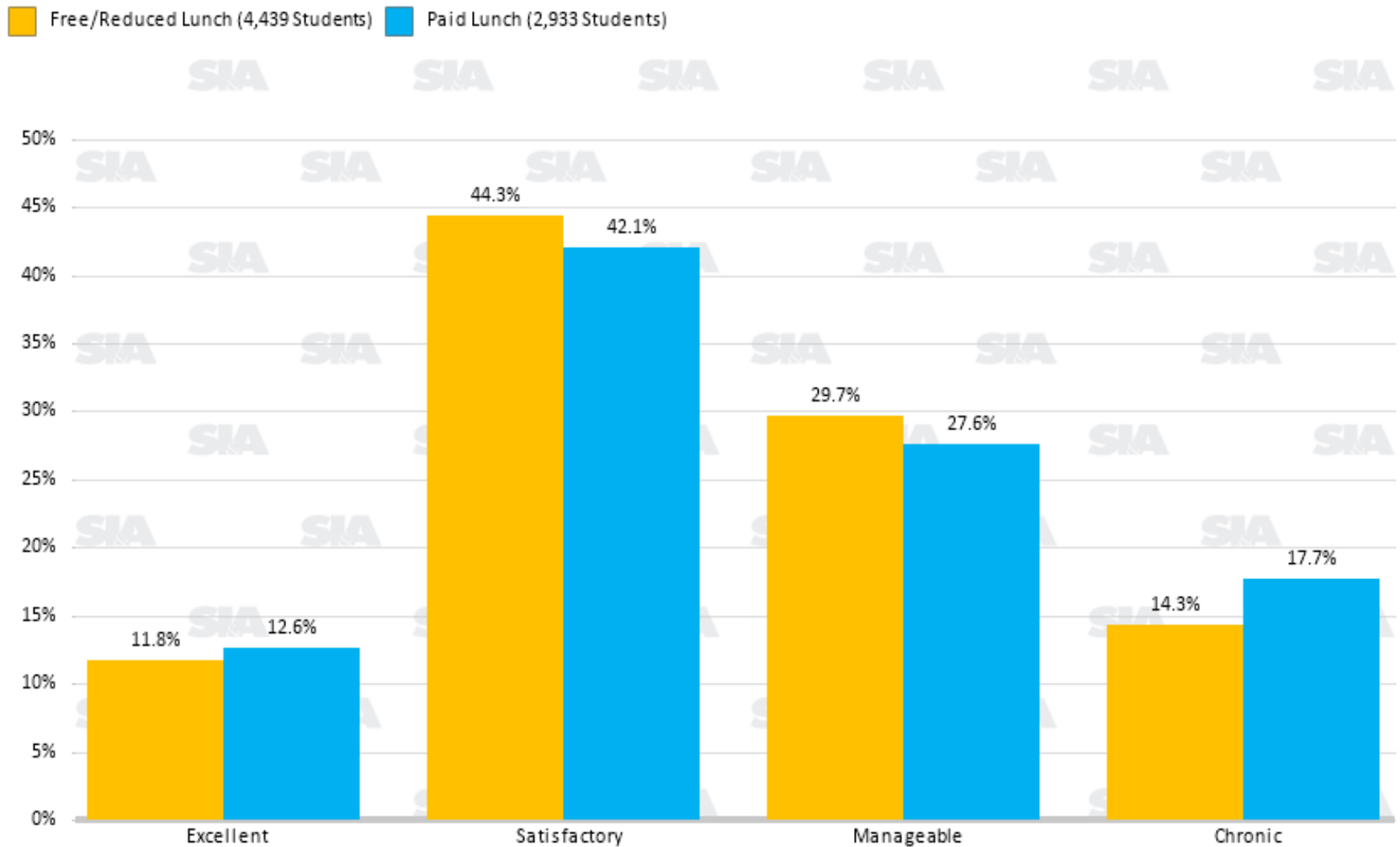
Data as of 1/24/2018

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Attendance Rewards

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Ethnicity

Data as of 1/24/2018

* Student count less than 10.

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Lunch Status

Legend: Free/Reduced Lunch (4,439 Students) — Paid Lunch (2,933 Students)

Excellent: 11.8% / 12.6%
Satisfactory: 44.3% / 42.1%
Manageable: 29.7% / 27.6%
Chronic: 14.3% / 17.7%

Student count less than 10.

Data as of 1/24/2018

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A2A Truancy Rates By Grade: Year-over-Year, YTD
the lower, the better

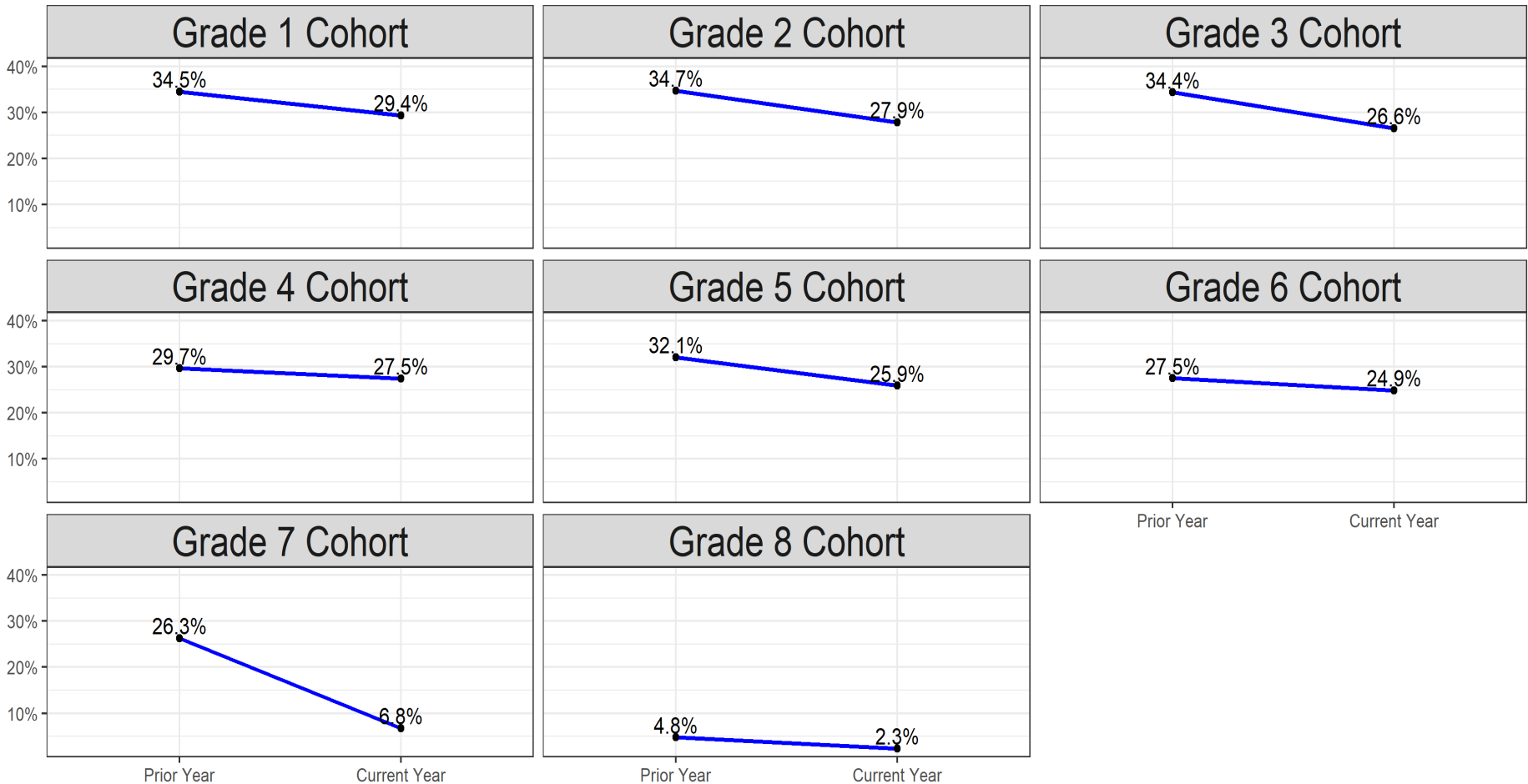2016-17 Districtwide Average: 30.3%
2017-18 Districtwide Average: 26.4%
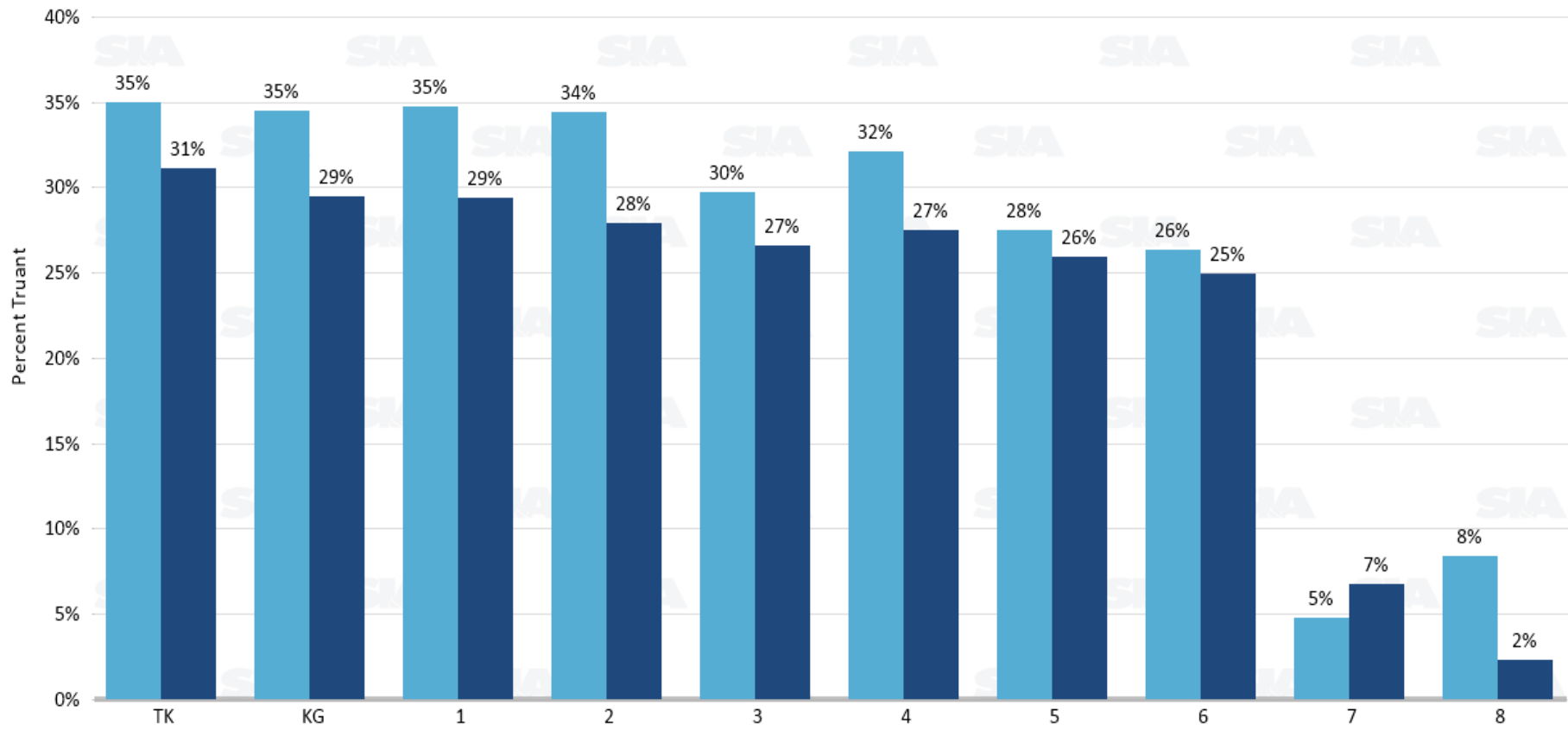
A2A Truant - A student who has accumulated the equivalent of three or more full days of unexcused absences.

Data as of 1/24/2018

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A2A Truancy Rates By Cohort, Year-over-Year, YTD

The lower, the better.

Grade 1 Cohort: 34.5% → 29.4%
Grade 2 Cohort: 34.7% → 27.9%
Grade 3 Cohort: 34.4% → 26.6%
Grade 4 Cohort: 29.7% → 27.5%
Grade 5 Cohort: 32.1% → 25.9%
Grade 6 Cohort: 27.5% → 24.9%
Grade 7 Cohort: 26.3% → 6.8%
Grade 8 Cohort: 4.8% → 2.3%

A2A Truant - A student who has accumulated the equivalent of three or more full days of unexcused absences.

Data as of 1/24/2018

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Our Results

- ## Central Elementary
  - Most Improved Attendance-Up almost 1% this year!
  - Focused improvement on SARTs and sending communications led to their gains

- ## Emory Elementary
  - Attendance Rate- Up nearly .5% this year!
  - Focused on health, safety, and meal- partnered with district nutrition services

- ## Bayside STEAM Academy
  - Historically some of the lowest attendance rates, now implemented
    - Student recognition
    - Staff now reaching our more via the front office
    - Exponential increase in sending their communications

- ## Nestor Elementary
  - Classes with the best attendance get to pick buy new in-class books

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Staff Recognition

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Thank You!

Creating a culture of achievement starting with creating a culture of showing up.

Erica Peterson
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