Attendance Works

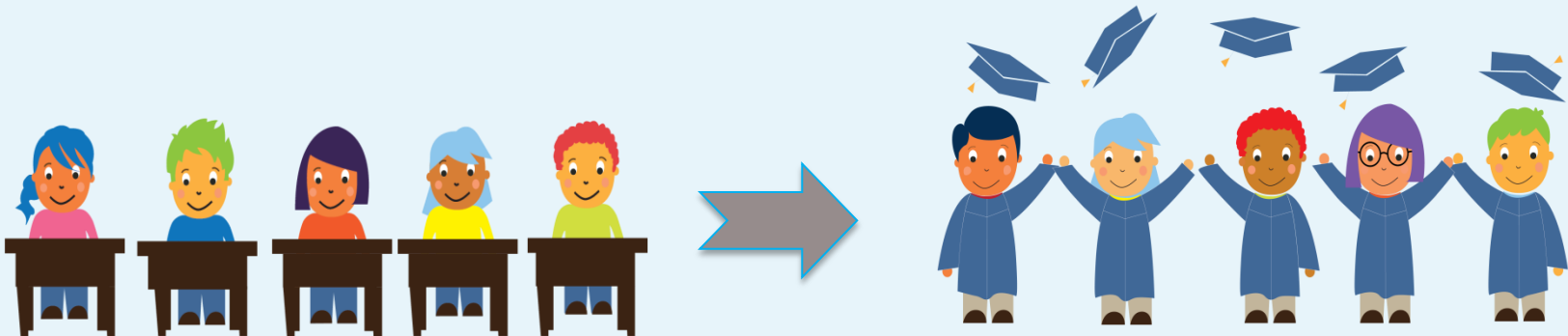# Leveraging Chronic Absence to Trigger Early Intervention

Introductions

- Who is in the room?

- Turn to a partner. Share something you want to learn?

Agenda

I. Why Reducing Chronic Matters?

II. What Helps To Improve Attendance?

III. Lessons Learned from LAUSD

IV. Additional Available Resources

It's not that I'm so smart, it's just that I stay with problems longer.
-Albert Einstein

- It is safe to say that we have an attendance problem in too many California schools.

- We know that students are more likely to succeed in life when they start out attending school regularly.

- When students are not in school they are more likely to get "schooled" about life in not the best of ways.

- Dropout patterns are linked with poor attendance beginning in kindergarten.

- School budgets are linked to attendance and schools with high absences have less money to address essential classroom needs.
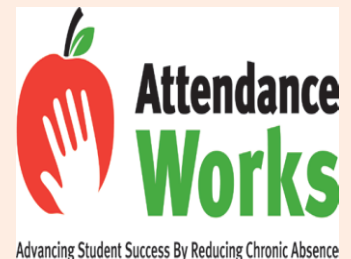
California Context
Chronic Absence in the Elementary Grades is a Major Barrier to Achievement

TOM TORLAKSON
State Superintendent
of Public Instruction

Chronic Absence Rates
Broken Down by Race and Grade
African-American | Latino | White | Asian
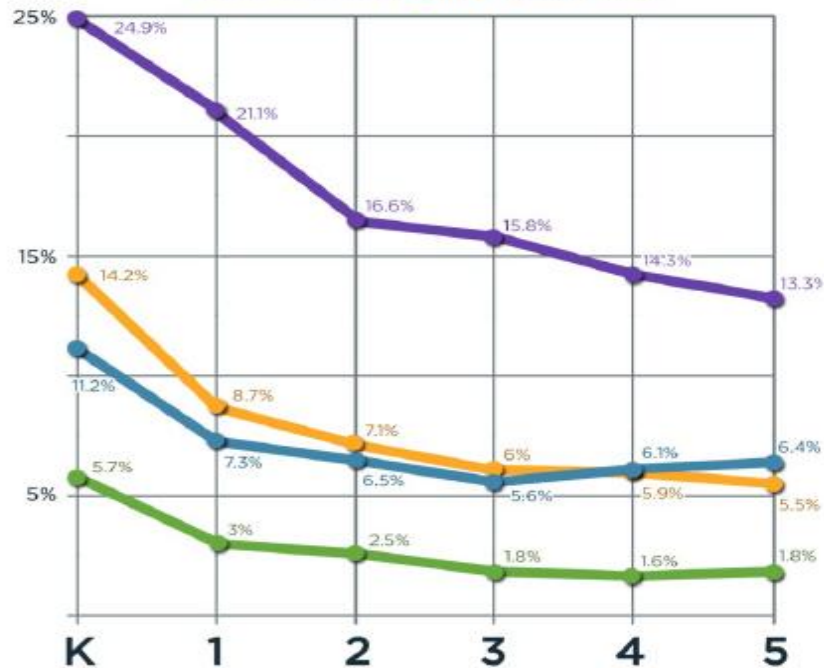
An estimated
250,000 students
(K–5) were Chronically
Absent in 2013–14.

**Source: Office of California Attorney General Kamala Harris.
In School + On Track 2014**

Attendance Works
Advancing Student Success By Reducing Chronic Absence

CALIFORNIANS DEDICATED TO EDUCATION

Benefits of Reducing Chronic Absence Starting with the Elementary Grades

TOM TORLAKSON
State Superintendent
of Public Instruction

- Increase funding for districts (More Average Daily Attendance)

- Chronic absence (missing 10 percent of school for any reason including excused and unexcused absence) in elementary school has often been overlooked

- Reduce negative student outcomes linked with absenteeism such as lack of proficiency in reading by third grade and eventual course failure and dropout.
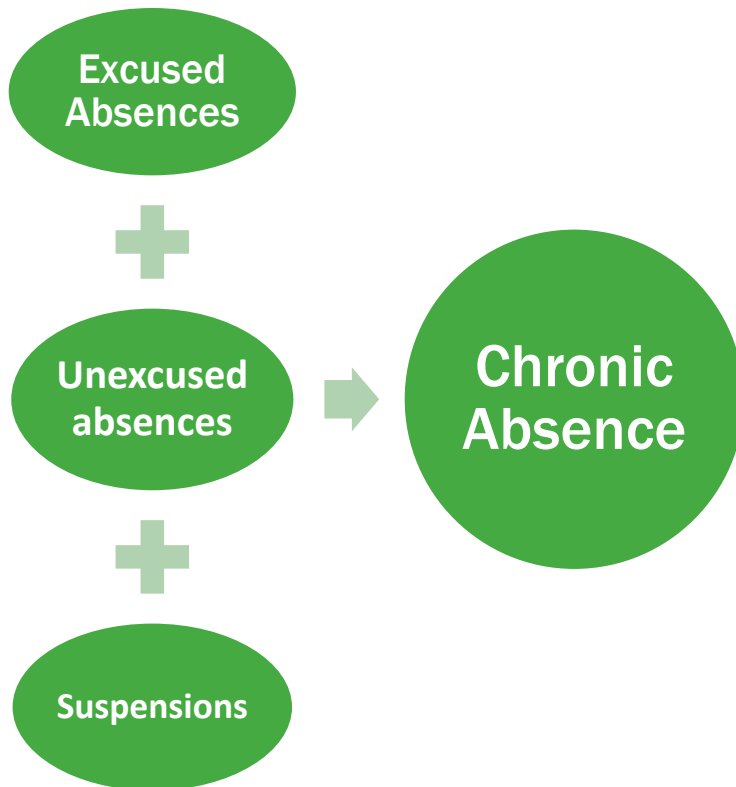
CALIFORNIANS DEDICATED TO EDUCATION

Attendance Works

Advancing Student Success By Reducing Chronic Absence

What is Chronic Absence?

Attendance Works recommends defining chronic absence as missing 10% or more of school for any reason.

Excused Absences

+

Unexcused absences

+

Suspensions

→ Chronic Absence

Chronic absence is different from truancy (3 unexcused absences tardies of 30 minutes or more) or average daily attendance (how many students show up to school each day).

High Levels of Average Daily Attendance (ADA) Can Mask Chronic Absence

90% and even 95% ≠ A

Chronic Absence For 6 Elementary Schools in Oakland, CA with 95% ADA in 2012

School	% Chronic Absence
A	7%
B	12%
C	13%
D	13%
E	15%
F	16%
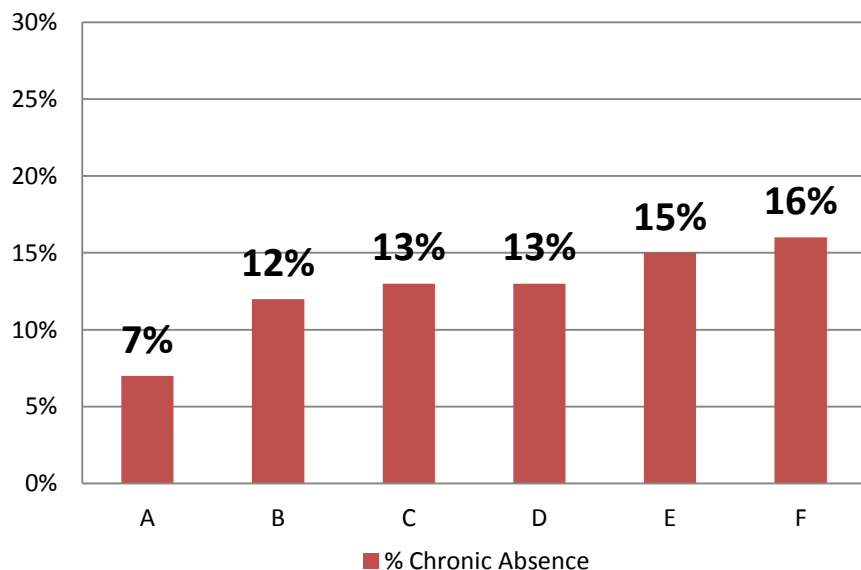
■ % Chronic Absence

Chronic Absence for 6 Schools in New York City with 90% ADA in 2011-12

School	% Chronic Absence
A	20%
B	20%
C	20%
D	21%
E	23%
F	26%
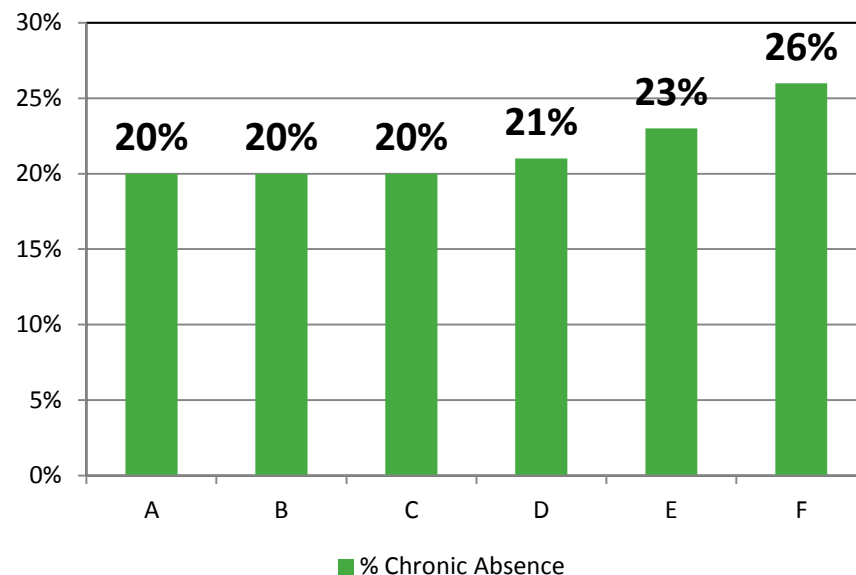
■ % Chronic Absence

**98% ADA = little chronic absence
95% ADA = don't know
93% ADA = significant chronic absence**

8

Truancy (unexcused absences) Can Also Mask Chronic Absence

**Number of Chronically Absent
Versus Chronically Truant Students
San Francisco Unified School District**

— # chronic absentees - 2010-2011

— # students missing 10 days unexcused (as of May 16th 2011)

9
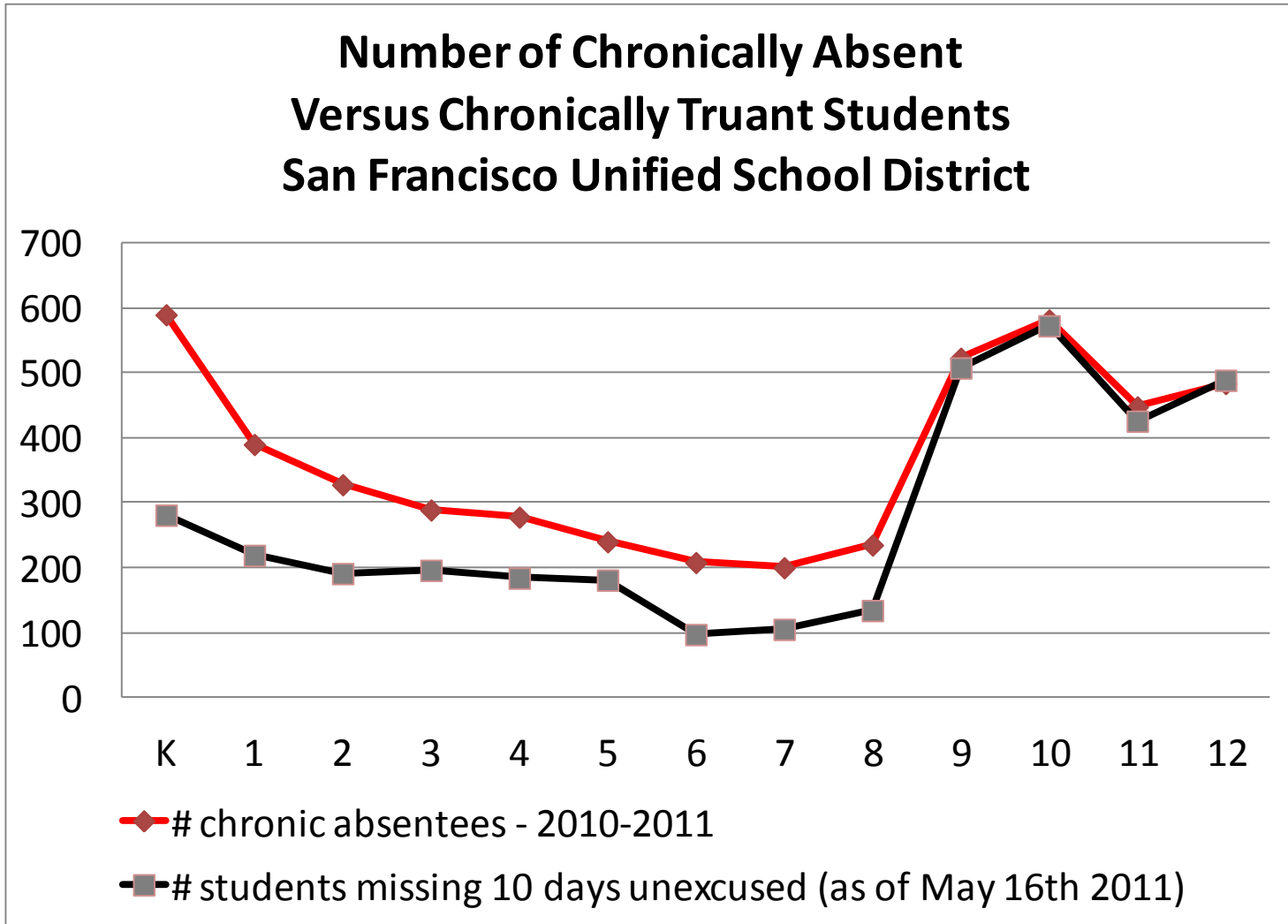
How Can We Address Chronic Absence?

Find Out Why Students Are Chronically Absent

Myths

Absences are only a problem if they are unexcused

Sporadic versus consecutive absences aren't a problem

Attendance only matters in the older grades

Barriers

Chronic disease

Lack of access to health or dental care

Poor Transportation

Trauma

No safe path to school

Aversion

Child struggling academically

Lack of engaging instruction

Poor school climate and ineffective school discipline

Parents had negative school experience

Asthma and Attendance in Oakland

- In 2011-12, students diagnosed with asthma are associated with higher rates of chronic absence:

	% Students Diagnosed with Asthma who were chronically absent	% Students not Diagnosed with Asthma who were chronically absent
Overall	17%	11%
African American	23%	17%
Latino	12%	9%
Pacific Islander	47%	23%
White	10%	4%

AW Recommended Site-Level Strategies

A. Recognize Good and Improved Attendance
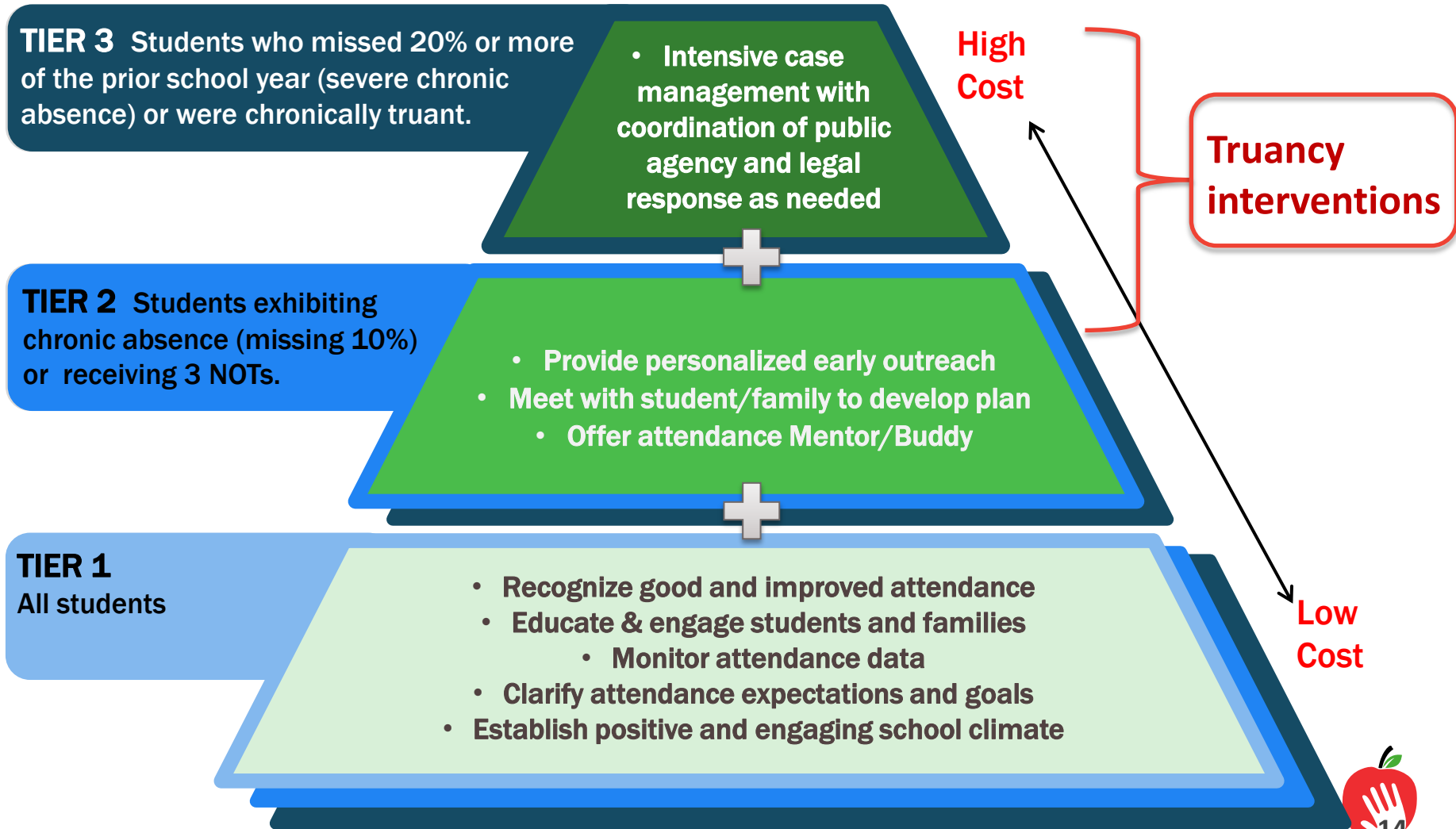
B. Engage Students and Parents

E. Develop Programmatic Response to Barriers (as needed)

D. Provide Personalized Early Outreach

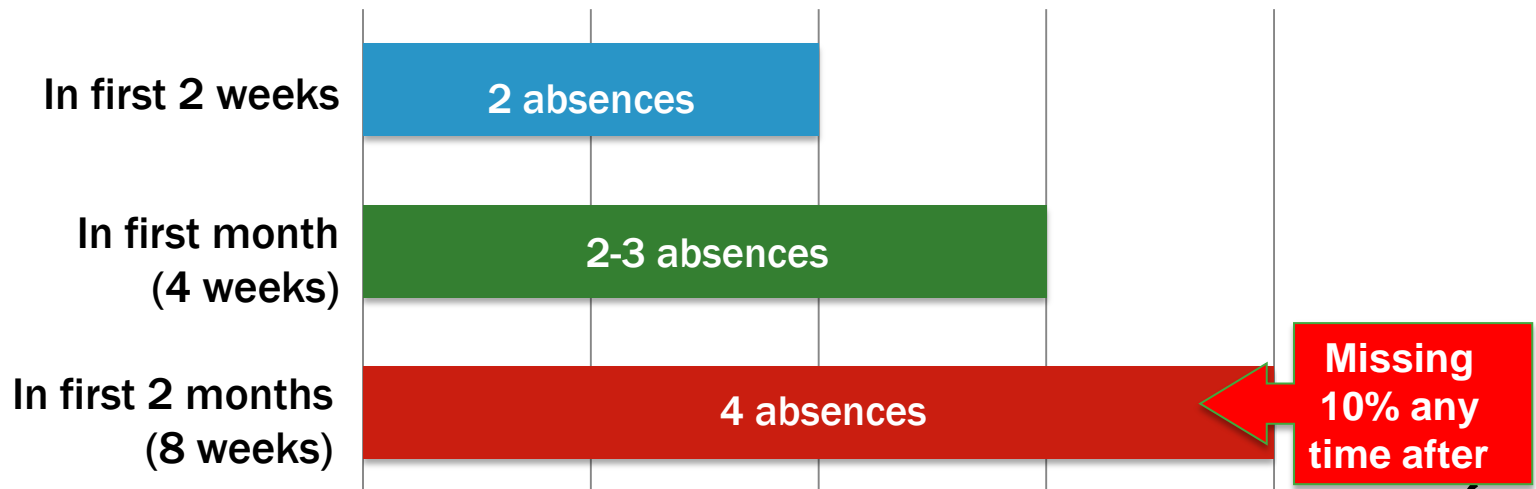C. Monitor Attendance Data and Practice

Improving Attendance Requires a Multi-Tiered Approach

TIER 3 Students who missed 20% or more of the prior school year (severe chronic absence) or were chronically truant.

- Intensive case management with coordination of public agency and legal response as needed

High Cost

Truancy interventions

TIER 2 Students exhibiting chronic absence (missing 10%) or receiving 3 NOTs.

- Provide personalized early outreach
- Meet with student/family to develop plan
- Offer attendance Mentor/Buddy

TIER 1
All students

- Recognize good and improved attendance
- Educate & engage students and families
- Monitor attendance data
- Clarify attendance expectations and goals
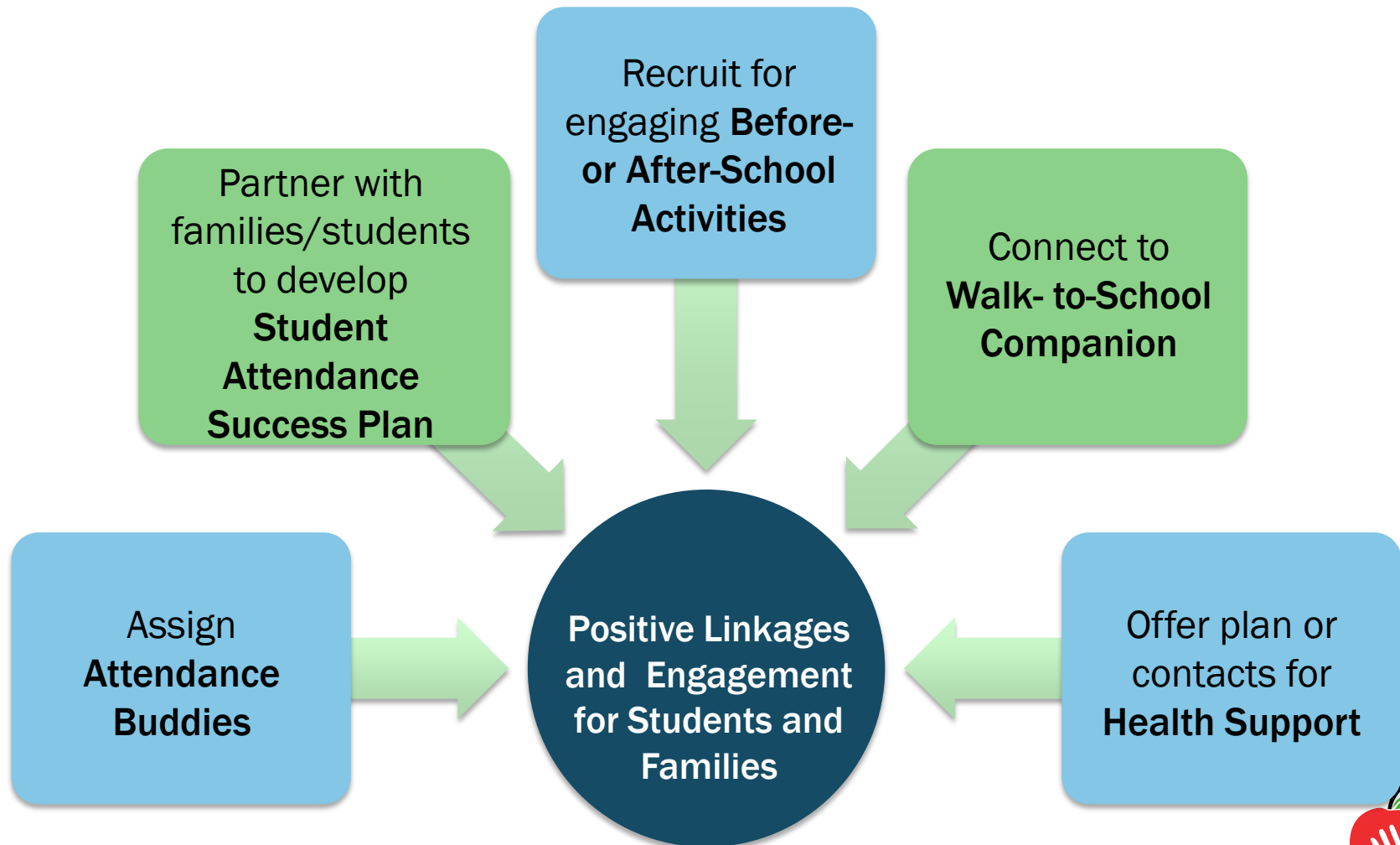- Establish positive and engaging school climate

Low Cost

Criteria for Identifying Priority Students for Tier 2 Supports

❑ Chronic absence (missed 10% or more of school) in the prior year, assuming data is available.

❑ And/or starting in the beginning of the school year, student has:

In first 2 weeks	2 absences
In first month (4 weeks)	2-3 absences
In first 2 months (8 weeks)	4 absences

Missing 10% any time after

Possible Tier 2 Interventions

Recruit for engaging **Before- or After-School Activities**

Partner with families/students to develop **Student Attendance Success Plan**

Connect to **Walk- to-School Companion**

Assign **Attendance Buddies**

Positive Linkages and Engagement for Students and Families

Offer plan or contacts for **Health Support**

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Share Your Practice

1. How have you sought to create a multi-tiered system of supports that leverages health supports and moves beyond traditional silos?

2. What's worked?

3. What's been hard?
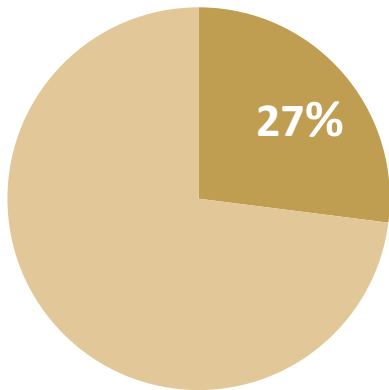
Lessons Learned: LAUSD

About LAUSD:

- Second largest school district in the U.S.

- 1,270 schools

- Over 640,000 K-12 students

- 899,000 students overall (including adult ed)

- Over 60,000 employees

- 710 square miles

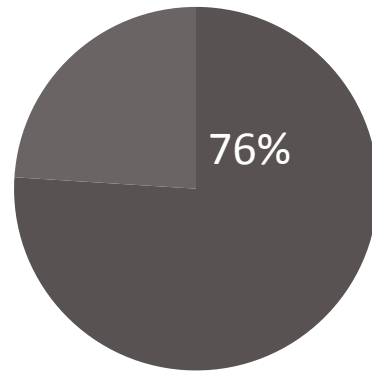- Diverse, largely urban, ethnic minority, and low-SES student populations
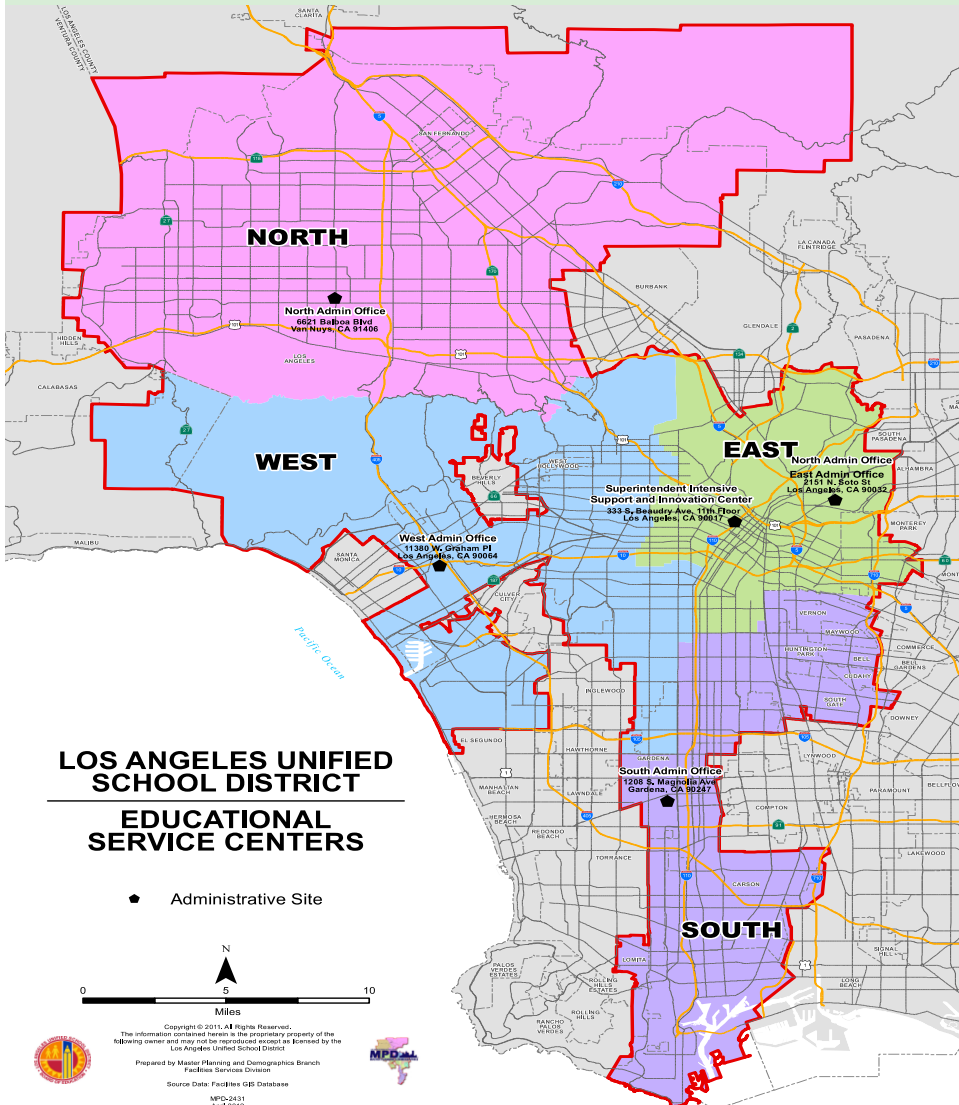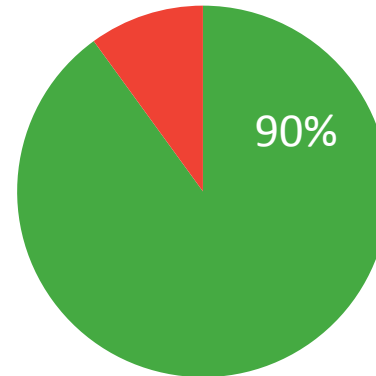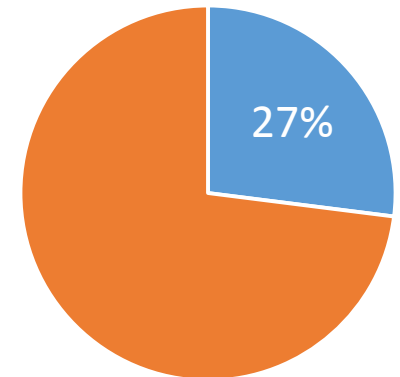
LAUSD Student Population

Uninsured

27%

Free/Reduced lunch

76%

Racial/Ethnic Minority

90%

English Learner

27%

2009/2010 LAUSD data

LAUSD's
Student Health and Human Services

Nursing Services

Planning, Health Education Programs, & Special Projects

School Mental Health

Community Partnership and Medi-Cal Programs

Pupil Services

SHHS Mission Statement

In order to maximize the achievement and well-being of students, our multi-disciplinary team of professionals will collaborate with schools, families, Educational Service Centers, and communities to deliver quality health, mental health, and human services (Learning Support) in an equitable manner accessible by all students.

Pupil Services Mission Statement

To ensure that all LAUSD students are enrolled, attending, engaged and on-track to graduate.
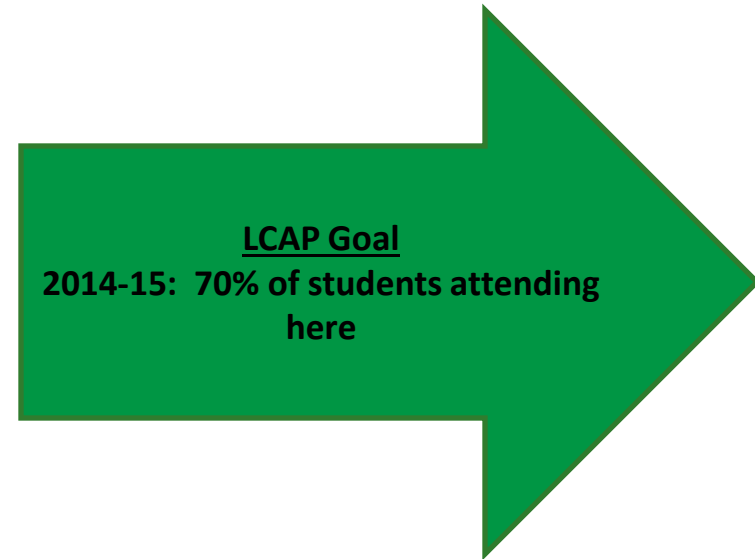
Pupil Services Programs and Initiatives

- Attendance Improvement (AI)
- The Diploma Project
- FamilySource-City Partnership
- YouthSource-City Partnership
- Field / ESC Services and School Purchased staff
- Foreign Student Admissions
- Foster Youth Achievement
- GradVan
- Homeless Education
- Juvenile Hall/Camp Returnee
- Neglected, Delinquent or At-risk Youth
- Permits and Student Transfers
- School Attendance Review Board (SARB)
- Student Recovery Day

Tracking Attendance Data

LESS THAN 87% (Far Below Basic)	87 - 91% (Below Basic)	92 - 95% (Basic)	96 - 99% (Proficient)	100% (Advanced)

Chronic Absence
LCAP Goal: 11% or lower

LCAP Goal
2014-15: 70% of students attending here
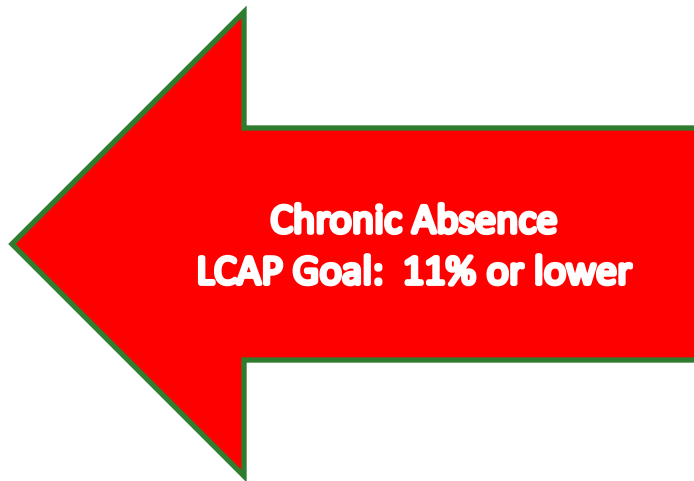
Attendance Bands at the <u>end of the school year</u>
Instructional Days = 180

Advanced — 0 ABSENCES

Proficient — 1-7 ABSENCES

Basic — 8-14 ABSENCES

Below Basic — 15-23 ABSENCES

Far Below Basic — MORE THAN 23 ABSENCES
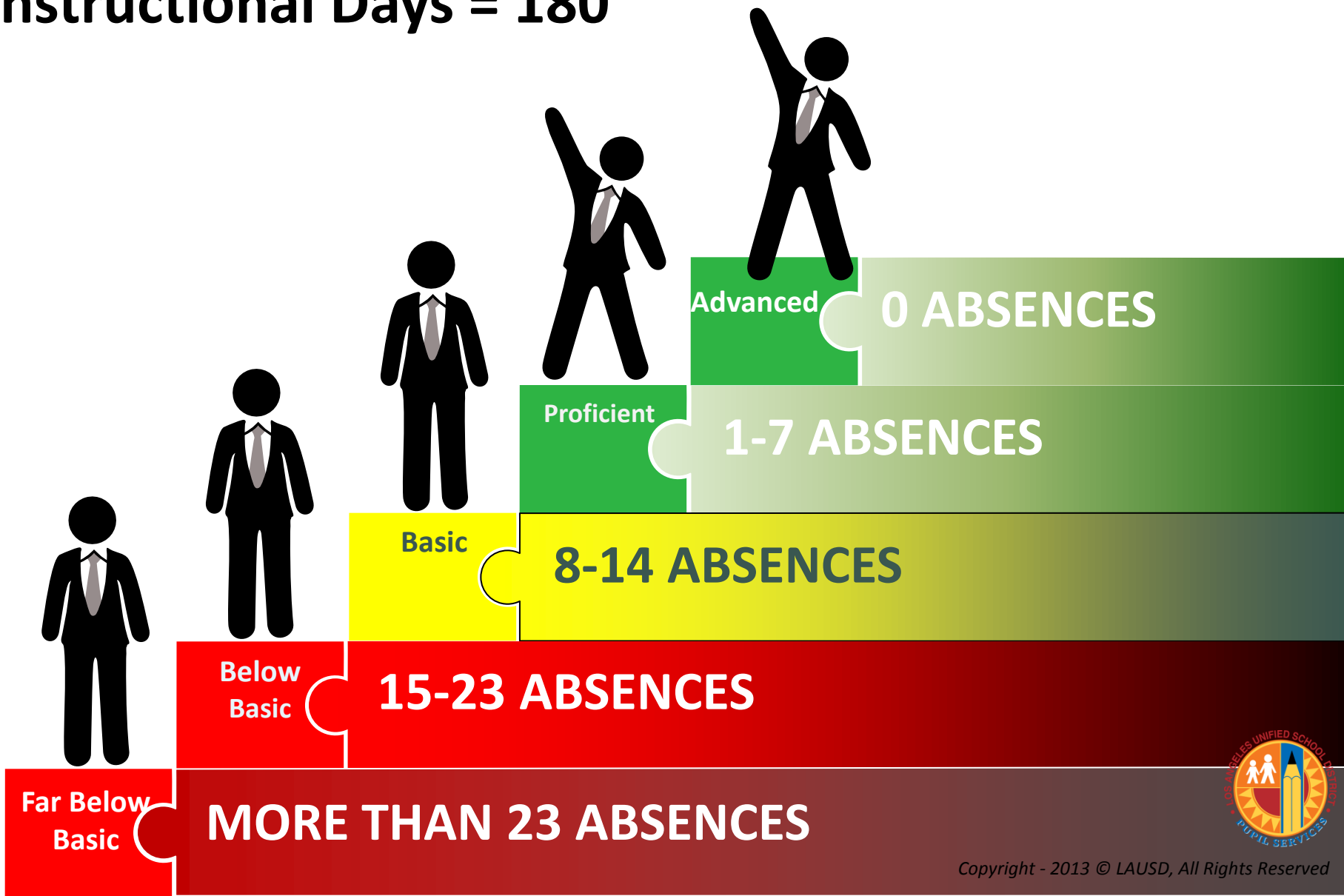
Proficient/Advanced Attendance in LAUSD
(96% or higher) by Grade, 2010-2014

LCAP metric = 70%

	2010-11	2011-12	2012-13	2013-14
DISTRICT TOTAL	62.28%	65.03%	68.11%	71.73%
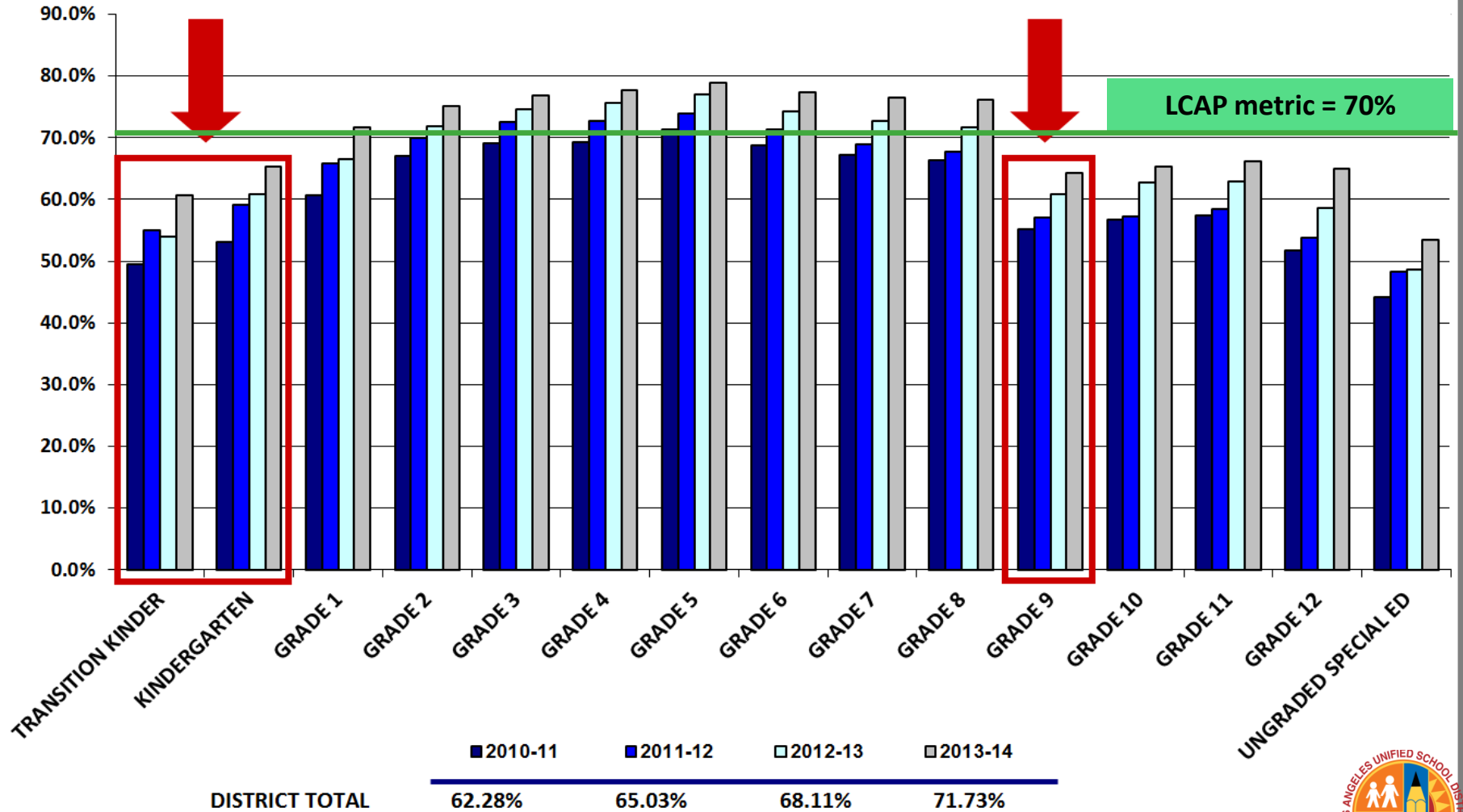
Chronic Absence in LAUSD
Below Basic and Far Below Basic Attendance (91% or lower) by Grade, 2010-2014
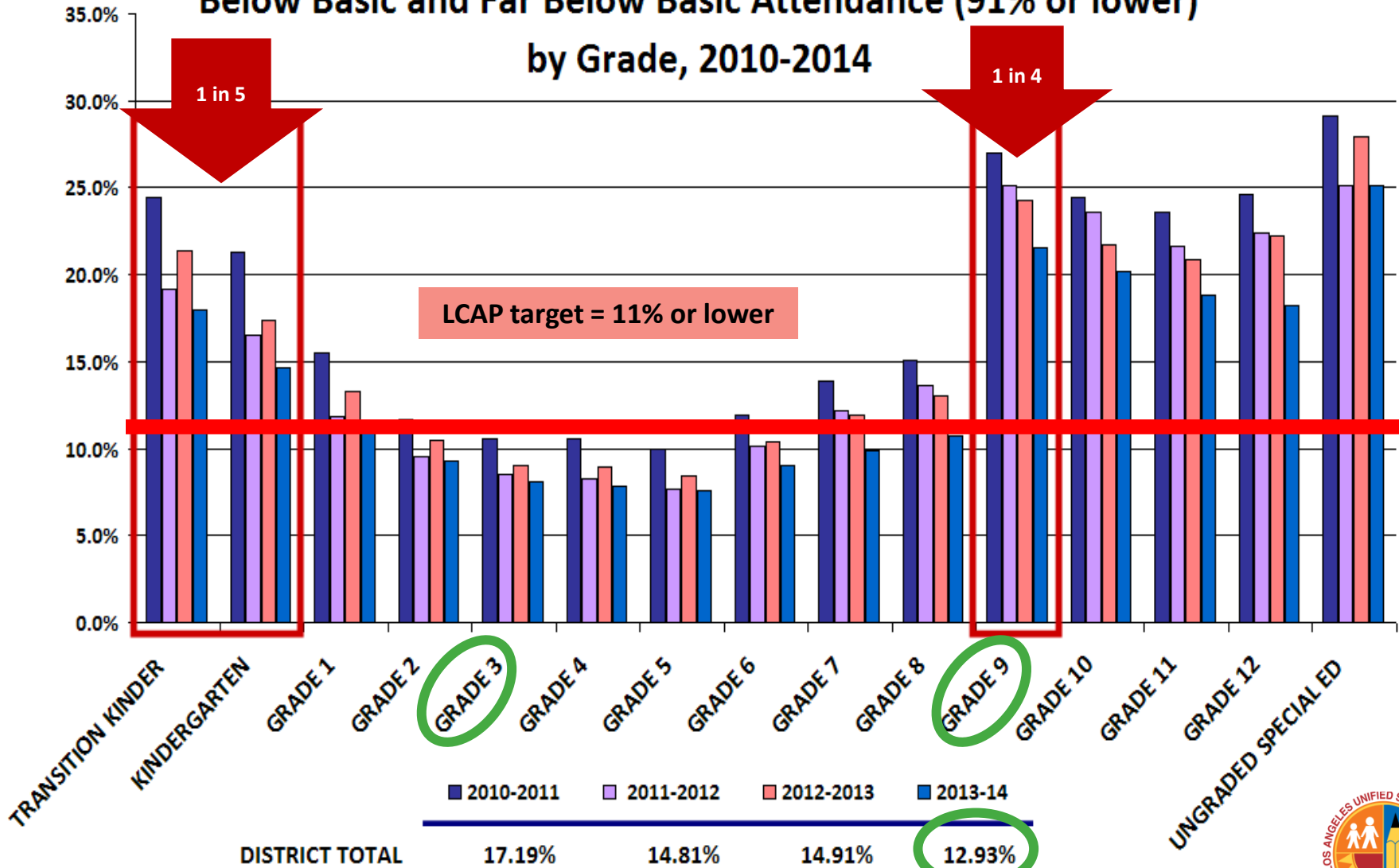
1 in 5

1 in 4

LCAP target = 11% or lower

Legend: 2010-2011, 2011-2012, 2012-2013, 2013-14

| DISTRICT TOTAL | 17.19% | 14.81% | 14.91% | 12.93% |

LAUSD Attendance Performance by Ethnicity
2013-14 Year End Data
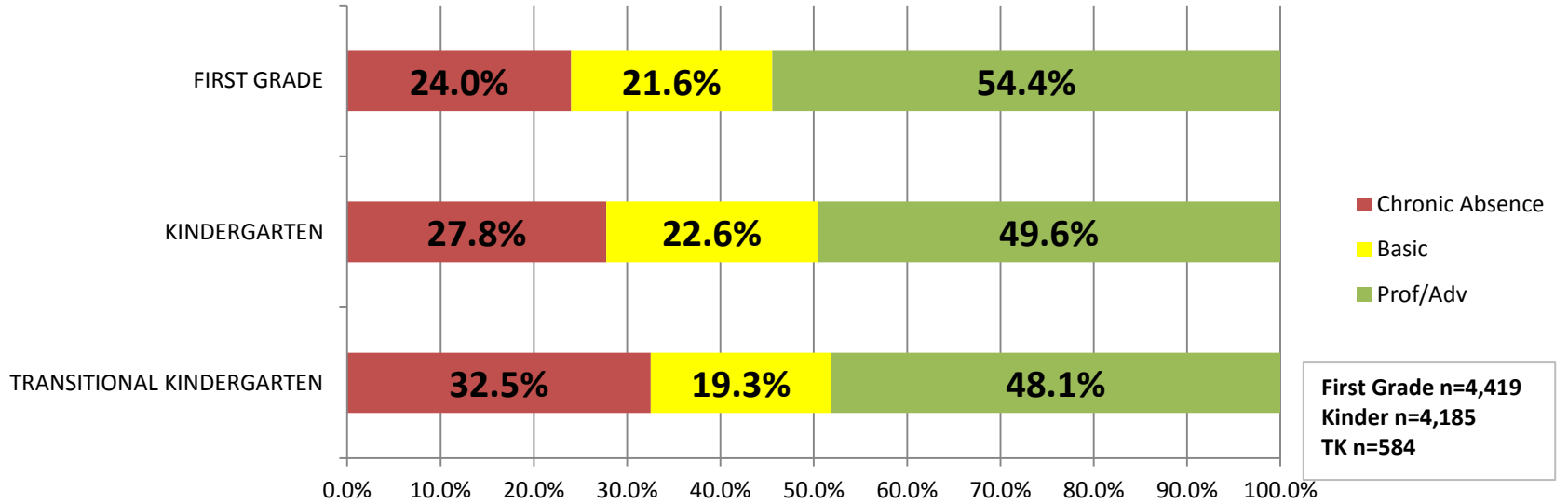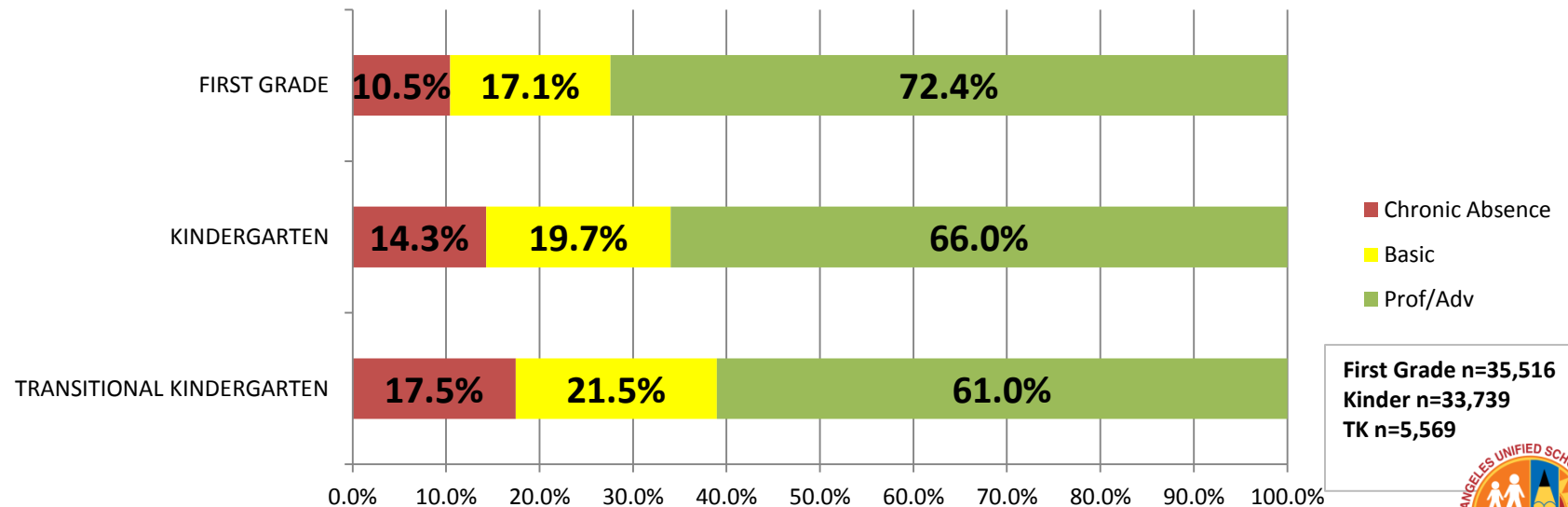
LAUSD TK/Kindergarten Attendance Performance by Ethnicity 2013-14 Year End Data

Caucasian/White

	Chronic Absence	Basic	Prof/Adv
FIRST GRADE	6.3%	19.6%	71.2%
KINDERGARTEN	7.8%	21.3%	66.5%
TRANSITIONAL KINDERGARTEN	10.7%	24.2%	58.6%

First Grade n=5,488
Kinder n=5,164
TK n=718
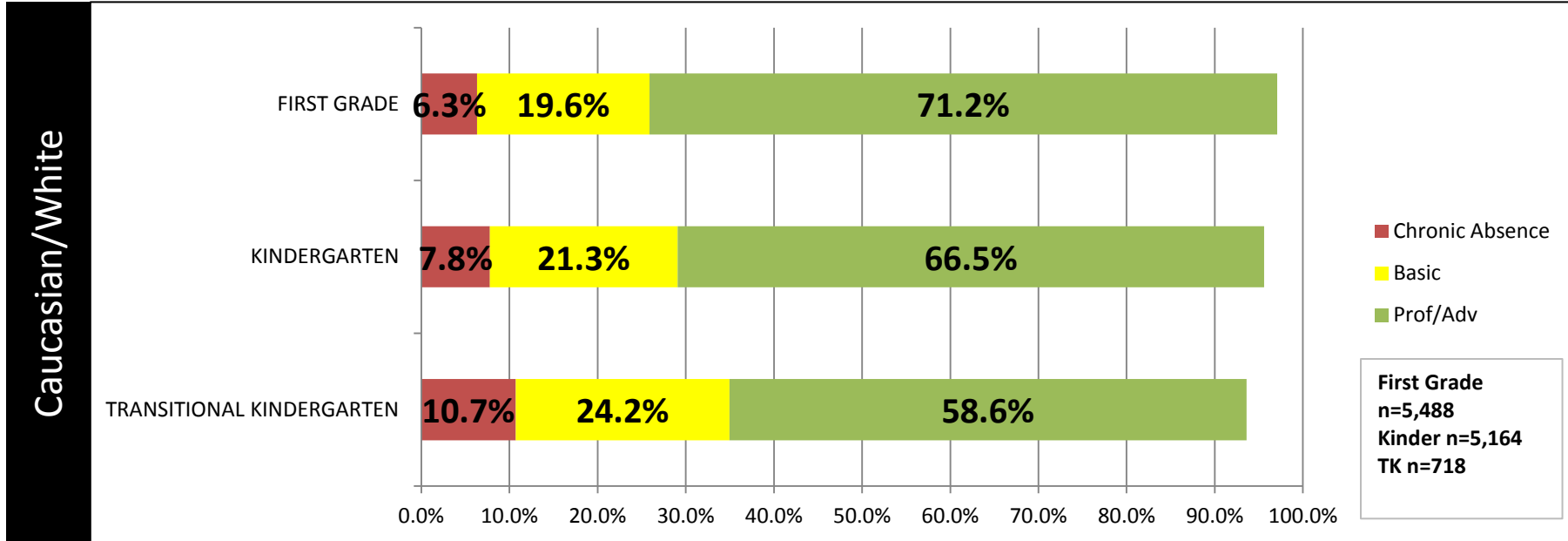
What are we doing?

- Integrate work and training for SHHS personnel
- Leverage the expertise of attendance experts, our Pupil Services and Attendance (PSA) Counselors
- Focus staff and services in schools/areas of highest need;
- Implement effective, evidence-based programs and strategies for prevention and early intervention
- Assess community and individual strengths/barriers to regular school attendance;
- Communicate clear, positive expectations for attendance to all stakeholders
- Share relevant data and engage stakeholders toward positive change
- Identify and work to address chronic absence as early as possible (TK/Kinder; first months of school)

ONE EXAMPLE:
THE
ATTENDANCE IMPROVEMENT
PROGRAM

Attendance Improvement Program

- District focus on **increasing student attendance**
  - Launched in September 2011
  - Focused support for TK/Kinder/Ninth Grade

- Strategically improve Performance Meter rates of student attendance in lowest grade levels

- **Prevent and address** Chronic Absence

Attendance
Improvement
Program

Program Objectives

- Monitor and analyze attendance data trends and outcomes to guide prevention and early intervention efforts for targeted grade levels

- Demonstrate increased staff, student, and parent *awareness* of *attendance expectations* and Performance Meter goals

- Demonstrate an increased use of *absence prevention and intervention programs* to improve student attendance school-wide (incentive programs, community partnerships, parent support, resource coordination)

Attendance Improvement Program

Program Goal

Have **at least a 5% increase** in the percentage of students attending school at a rate of 96% or higher in the targeted grade level by the end of the school year, as compared to the previous year

(in comparison to the previous school year)

Attendance Improvement Program

Attendance Improvement Counselors

- **Share Attendance Data**
  - *Bulletin boards, newsletters, letters, meetings, etc.*

Attendance Improvement Program

Attendance Improvement Counselors

- **Teach Attendance Expectations**
  - *Classroom presentations, student assemblies, parent meetings, etc.*

WASHINGTON PREPARATORY HIGH SCHOOL
ATTENDANCE IMPROVEMENT PROGRAM
Sign the PLEDGE
96% Attendance Goal
Be Proficient or Advanced in Attendance

Attendance Improvement Program

Attendance Achievement by Instructional Day
Every 25 Days

2013-14	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	School Days
August													1	2	3	4			5	6	7	8	9			10	11	12	13	H		13
September		H	14	15	UA	16			17	18	19	20	21			22	23	24	25	26			27	28	29	30	31			32		19
October	33	34	35	36			37	38	39	40	41			42	43	44	45	46			47	48	49	50	51			52	53	54	55	23
November	56			57	58	59	60	61			H	62	63	64	65			66	67	68	69	70			UA	UA	UA	H	H			15
December		71	72	73	74	75			76	77	78	79	80			81	82	83	84	85			H								H	15
January	H												86	87	88	89	90			H	91	92	93	94			95	96	97	98	99	14
February			100	101	102	103	104				105	106	107	108	109			H	110	111	112	113			114	115	116	117	118			19
March			119	120	121	122	123				124	125	126	127	128			129	130	131	132	133			134	135	136	137	138		UA	20
April	139	140	141	142			143	144	145	146	147								148	149	150	151	152			153	154	155				17
May	156	157			158	159	160	161	162				163	164	165	166	167		168	169	170	171	172			H	173	174	175	176		21
June		177	178	179	180																											4
																																180

Attendance Achievement by Instructional Day
Means having NO MORE THAN 1 absence per 25 DAYS OF INSTRUCTION

Instructional Day	Date	FBB	BB	Basic	Proficient	Advanced
25	September 19	4 or more	3	2	1	0
50	October 24	7 or more	5-6	3-4	1-2	0
75	December 6	10 or more	7-9	4-6	1-3	0
100	February 3	14 or more	9-13	5-8	1-4	0
125	March 11	17 or more	11-16	6-10	1-5	0
150	April 23	20 or more	13-19	7-12	1-6	0
175	May 29	23 or more	15-22	8-14	1-7	0
180	June 5	24 or more	15-23	8-14	1-7	0

Teaching Attendance Expectations

[Enter School Name Here]
Customize to school's needs; for example,
Student Name/Nombre del Estudiante: _____ Teacher/Maestro: _____ Sq/ Salón: _____
Incentives for the month, and if/when calendar desired back

⭐ **Attendance Goal** = No More than **THREE ABSENCES** so far this year!
Meta de Asistencia = ¡No más de TRES AUSENCIAS hasta este punto en el año!

December/ diciembre 2013

Sunday domingo	Monday lunes	Tuesday martes	Wednesday miércoles	Thursday jueves	Friday viernes	Saturday sábado
1	2	3	4	5	6 **75th Day of School**	7
	School Day / Día de Escuela #: 71	School Day / Día de Escuela #: 72	School Day / Día de Escuela #: 73	School Day / Día de Escuela #: 74	Día de Escuela #75	
8	9	10	11	12	13	14
	School Day / Día de Escuela #: 76	School Day / Día de Escuela #: 77	School Day / Día de Escuela #: 78	School Day / Día de Escuela #: 79	School Day / Día de Escuela #: 80	
15	16	17	18	19	20	21
	School Day / Día de Escuela #: 81	School Day / Día de Escuela #: 82	School Day / Día de Escuela #: 83	School Day / Día de Escuela #: 84	School Day / Día de Escuela #: 85	
22	23 Winter Recess No School Receso de Invierno No hay clases	24 Winter Recess No School Receso de Invierno No hay clases	25 Winter Recess No School Receso de Invierno No hay clases	26 Winter Recess No School Receso de Invierno No hay clases	27 Winter Recess No School Receso de Invierno No hay clases	28
29	30 Winter Recess No School Receso de Invierno No hay clases	31 Winter Recess No School Receso de Invierno No hay clases		There are **15 School Days** this Month! ¡Hay 15 días de clase en este mes!		

Teaching Expectations

- Provide planning calendar to all stakeholders

- Create welcome packets for new students with LAUSD expectations and other standard forms

- Coordinate parent meetings for students and parents to teach expectations

- Use goal setting tools with students and parents *(measurable, achievable, realistic, etc.)*

- Offer skill development and educational presentations

- Student/Parent Attendance Pledge and Contracts

Counselors provide Early Outreach and Targeted Support

Implement Absence Prevention and Intervention Programs

- Analyze and address barriers to attendance
  - Academic issues, family dynamics, bullying, drugs and alcohol, gangs, physical and/or mental health needs, community factors of violence, etc.
  - Link students and families to appropriate resources

Attendance Improvement Program Outcomes: 2013-14

- TK/Kindergarten = 6,236

Transitional Kindergarten & Kindergarten Attendance Performance
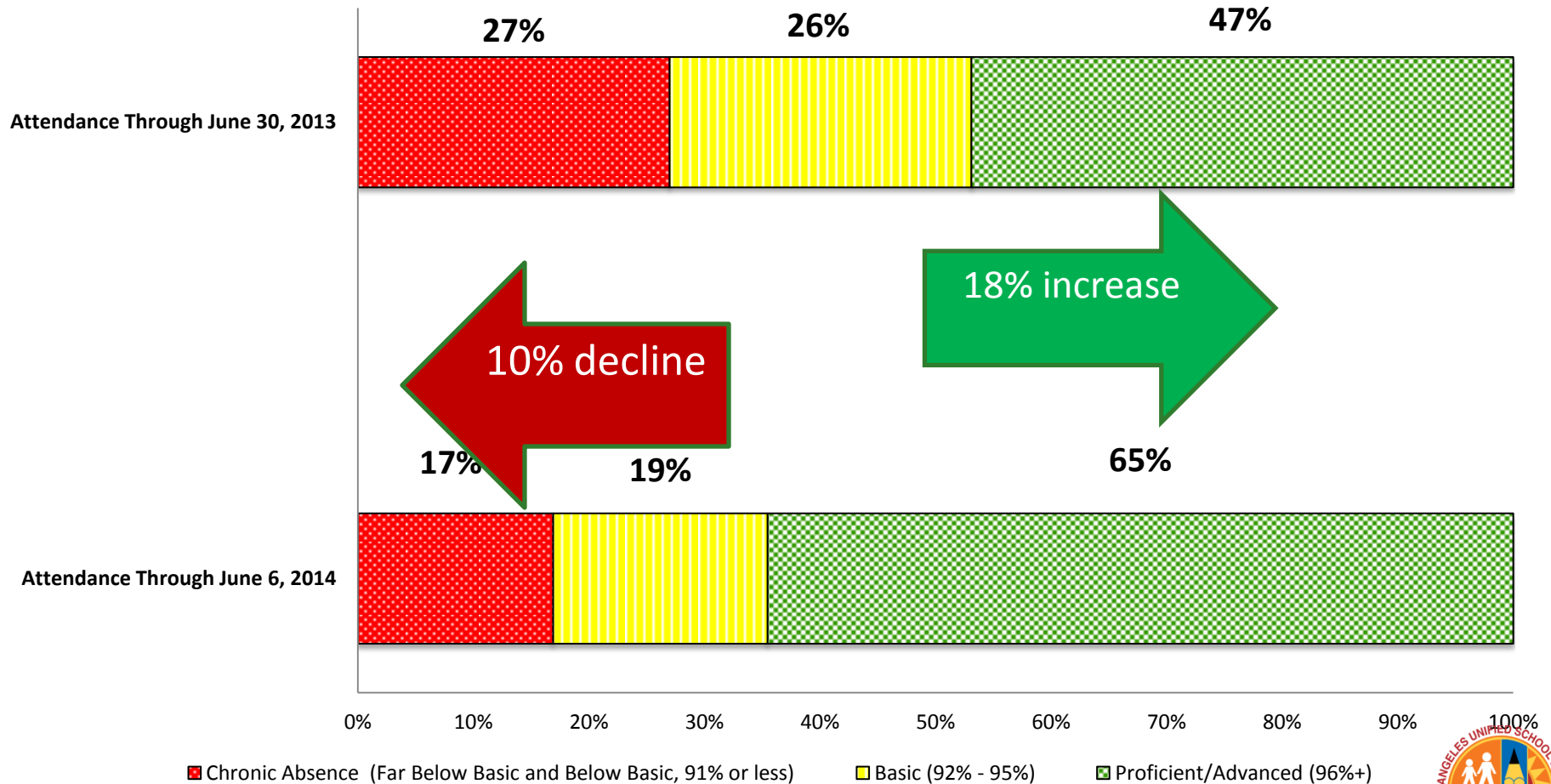
	Chronic Absence (Far Below Basic and Below Basic, 91% or less)	Basic (92% - 95%)	Proficient/Advanced (96%+)
Attendance Through June 30, 2013	27%	26%	47%
Attendance Through June 6, 2014	17%	19%	65%

10% decline

18% increase

Attendance Improvement Program Outcomes: 2013-14

- Grade 9 = 3,768

Grade 9 Attendance Performance

Attendance Through June 30, 2013: 39% Chronic Absence, 17% Basic, 43% Proficient/Advanced

7% decline

9% increase

Attendance Through June 6, 2014: 32% Chronic Absence, 16% Basic, 52% Proficient/Advanced

Legend:
- Chronic Absence (Far Below Basic and Below Basic, 91% or less)
- Basic (92% - 95%)
- Proficient/Advanced (96%+)

Attendance Improvement Program Results by Student Ethnicity: TK/Kindergarten

African American

Transitional Kinder & Kindergarten

Attendance Through June 31, 2013 (n= 1,235): 38% | 27% | 35%

-11% **+17%**

Attendance Through June 6, 2014 (n= 1,247): 27% | 21% | 52%

Legend: Chronic Absence (Far Below Basic and Below Basic, 91% or less) | Basic (92% - 95%) | Proficient/Advanced (96%+)

Latino

Transitional Kinder & Kindergarten

Attendance Through June 31, 2013 (n= 4,409): 24% | 26% | 51%

-10% **+17%**

Attendance Through June 6, 2014 (n= 4,435): 14% | 18% | 68%

Legend: Chronic Absence (Far Below Basic and Below Basic, 91% or less) | Basic (92% - 95%) | Proficient/Advanced (96%+)

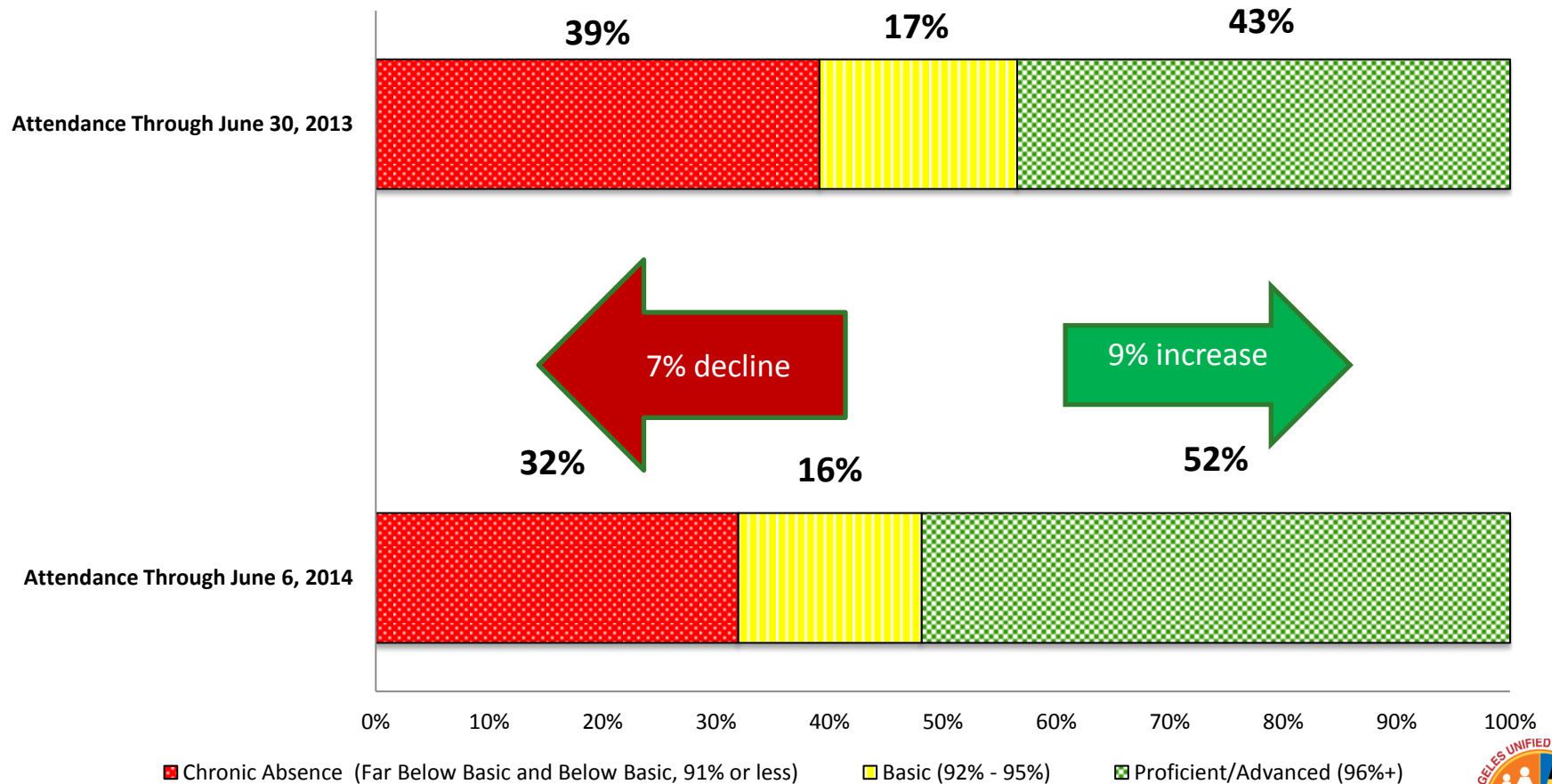# Attendance Improvement Program Results by Student Ethnicity: TK/Kindergarten
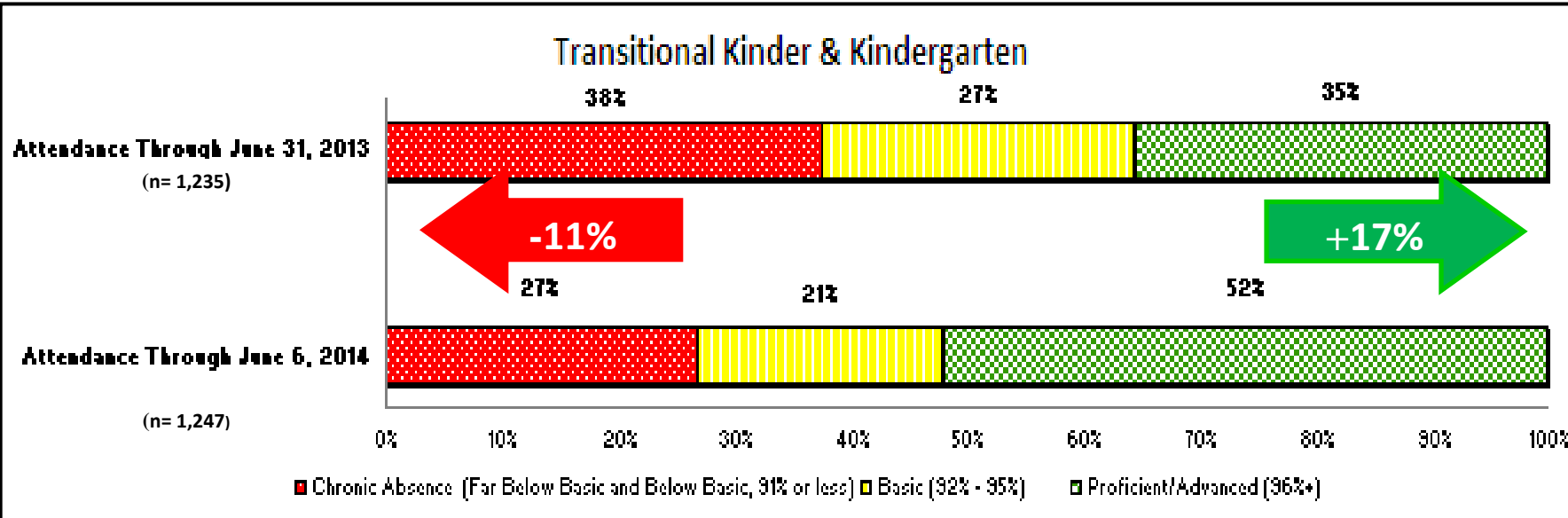

White

Transitional Kinder & Kindergarten

Attendance Through June 31, 2013 (n=222): 32% Chronic Absence, 32% Basic, 36% Proficient/Advanced

-16%   +28%

Attendance Through June 6, 2014 (n= 222): 16% Chronic Absence, 20% Basic, 64% Proficient/Advanced

■ Chronic Absence (Far Below Basic and Below Basic, 91% or less) ■ Basic (92% - 95%) ■ Proficient/Advanced (96%+)

Asian

Transitional Kinder & Kindergarten

Attendance Through June 31, 2013 (n=125): 27% Chronic Absence, 24% Basic, 49% Proficient/Advanced

-18%   +25%

Attendance Through June 6, 2014 (n=146): 9% Chronic Absence, 17% Basic, 74% Proficient/Advanced

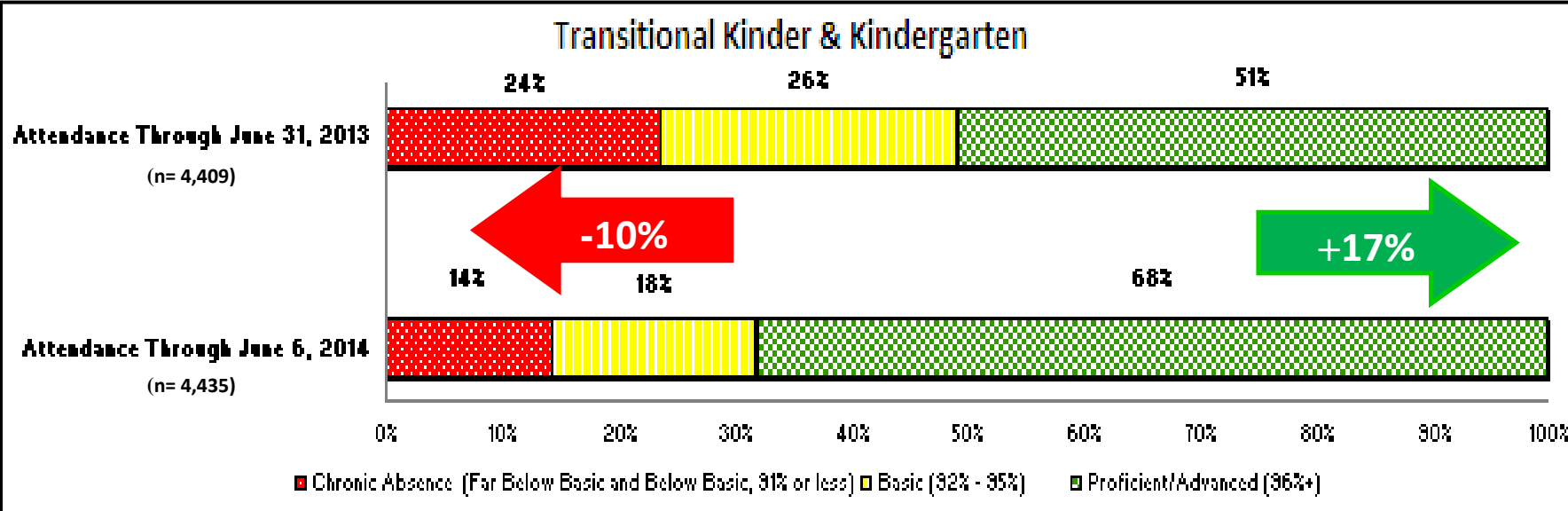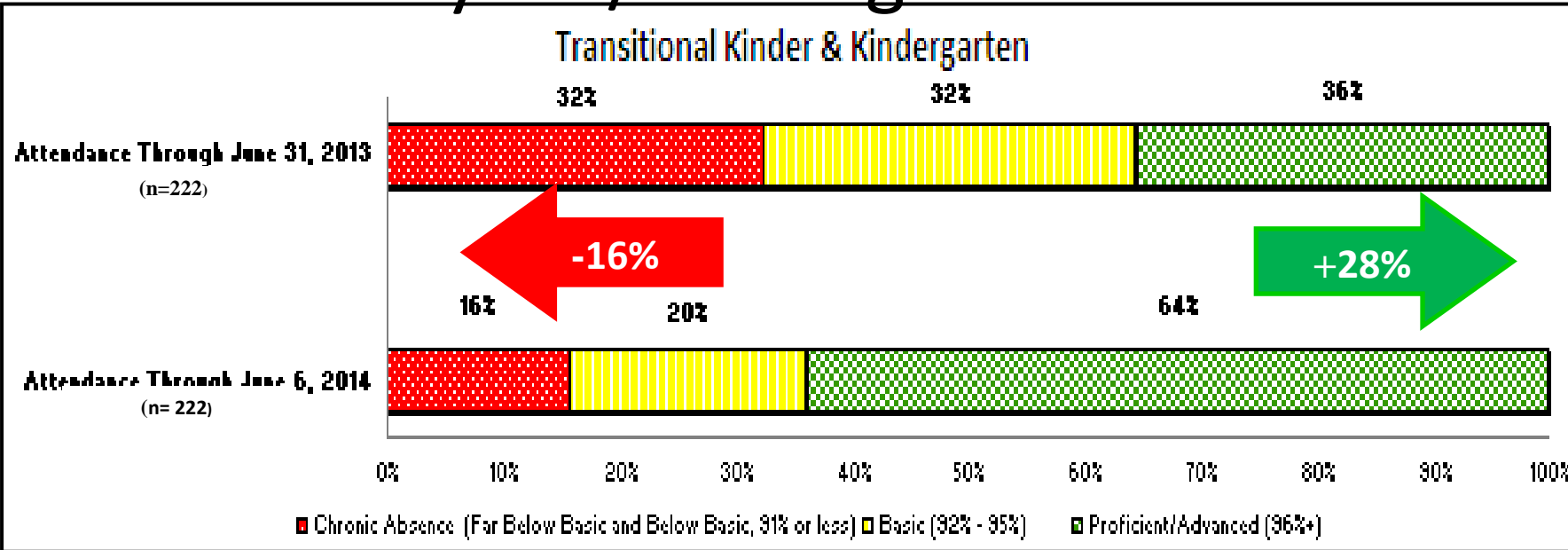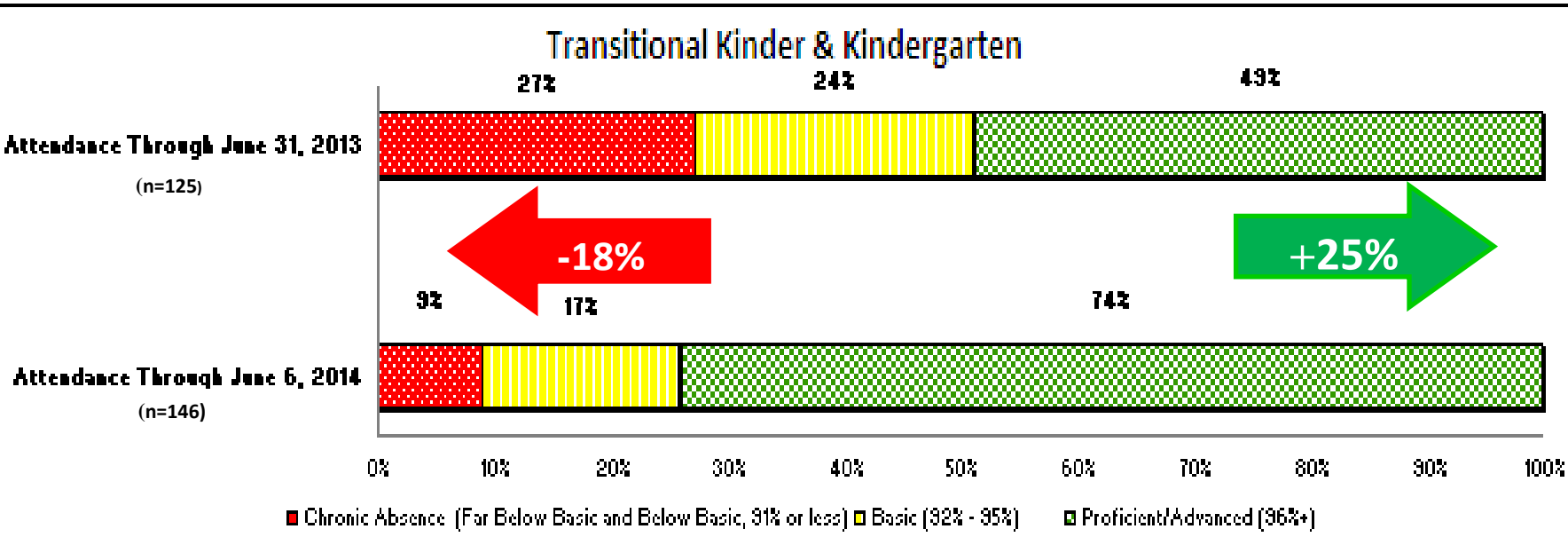■ Chronic Absence (Far Below Basic and Below Basic, 91% or less) ■ Basic (92% - 95%) ■ Proficient/Advanced (96%+)
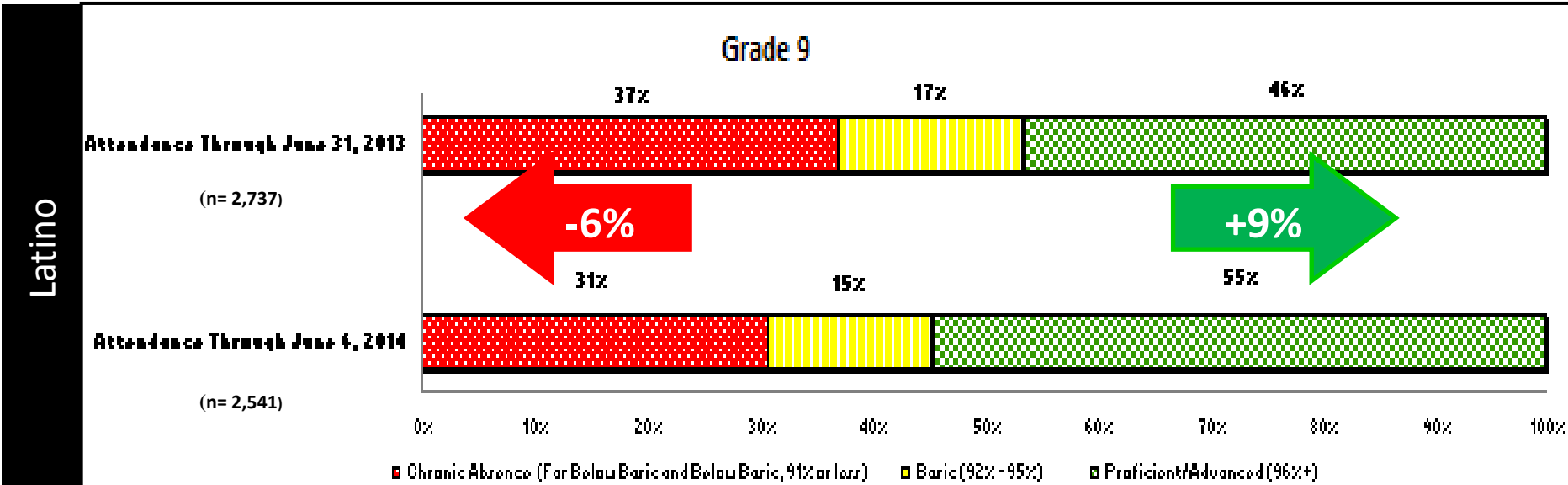
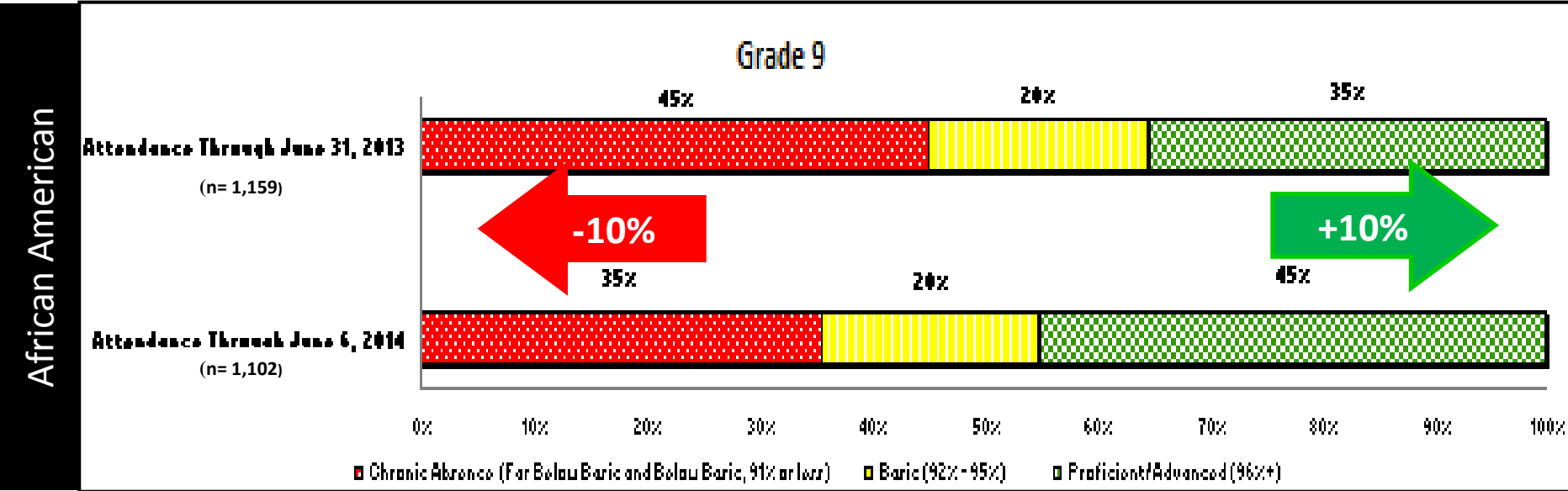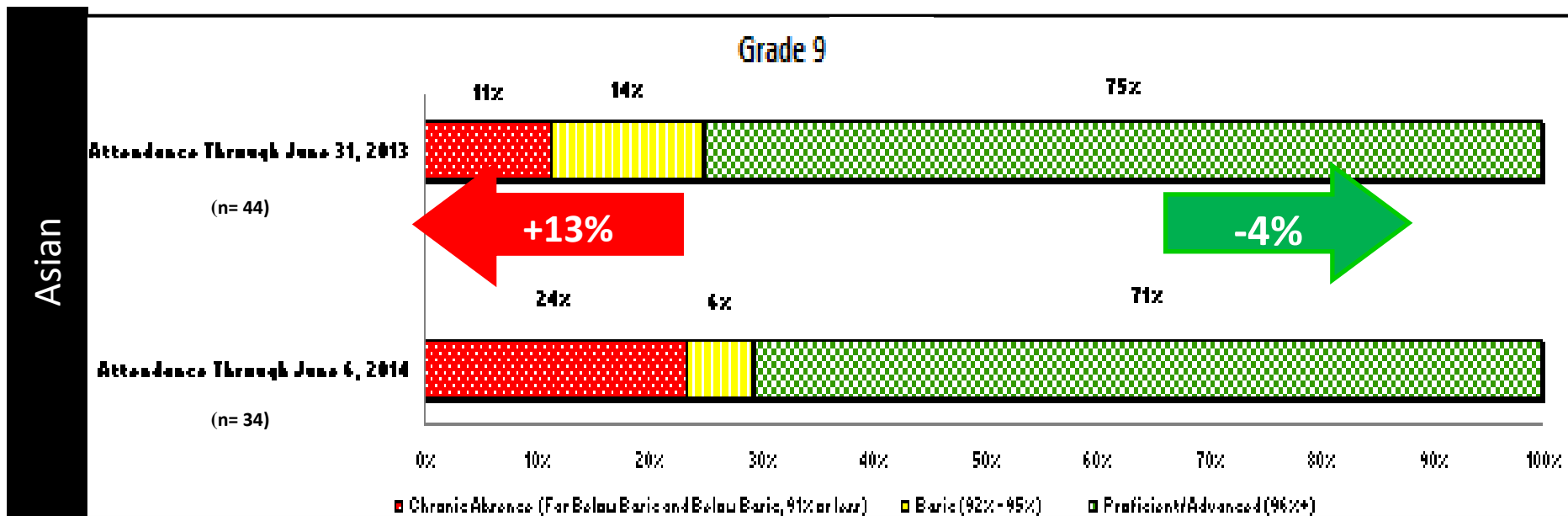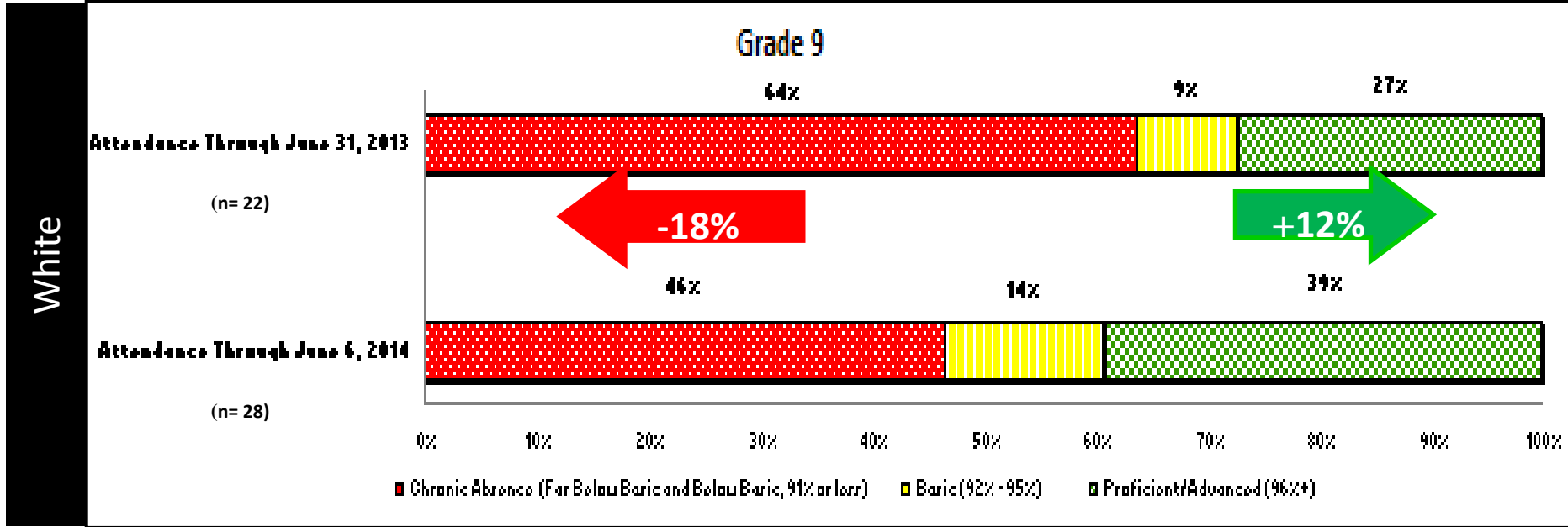# Attendance Improvement Program Results by Student Ethnicity: Grade 9

Attendance Improvement Program Results by Student Ethnicity: Grade 9

White

Grade 9

	64%	9%	27%

Attendance Through June 31, 2013 (n= 22)

-18%   **+12%**

| 46% | 14% | 39% |

Attendance Through June 6, 2014 (n= 28)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Chronic Absence (Far Below Basic and Below Basic, 91% or less)   ■ Basic (92% - 95%)   ■ Proficient/Advanced (96%+)

Asian

Grade 9

| 11% | 14% | 75% |

Attendance Through June 31, 2013 (n= 44)

+13%   **-4%**

| 24% | 6% | 71% |

Attendance Through June 6, 2014 (n= 34)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Chronic Absence (Far Below Basic and Below Basic, 91% or less)   ■ Basic (92% - 95%)   ■ Proficient/Advanced (96%+)
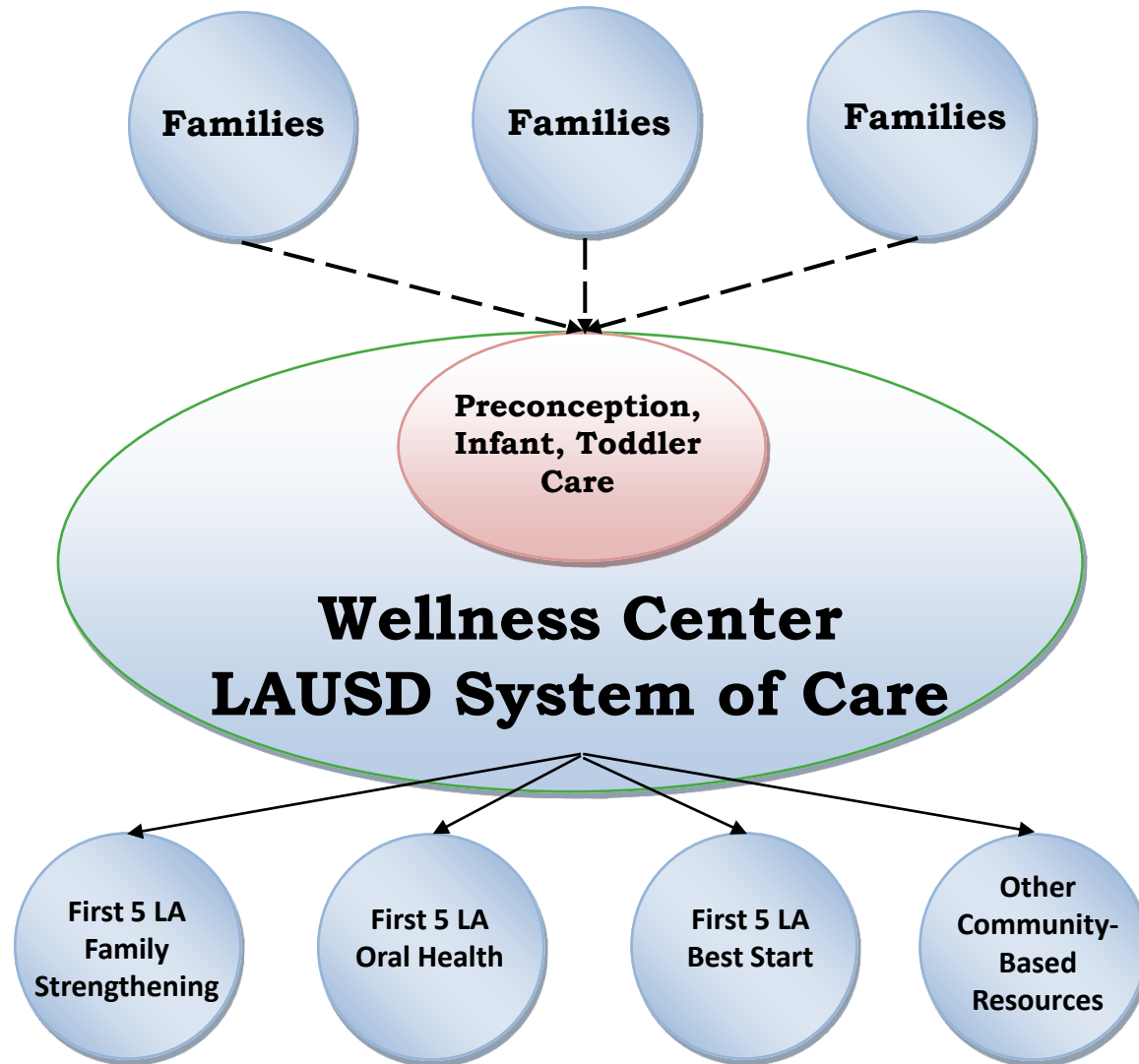
Another Example:
LAUSD and The L.A. Trust

- The L.A. Trust is a non-profit whose mission is to improve student health and readiness to learn through access, advocacy and programs.

- LAUSD and The L.A. Trust are partners in advancing integrated, coordinated and holistic care for students through the District's Wellness Centers
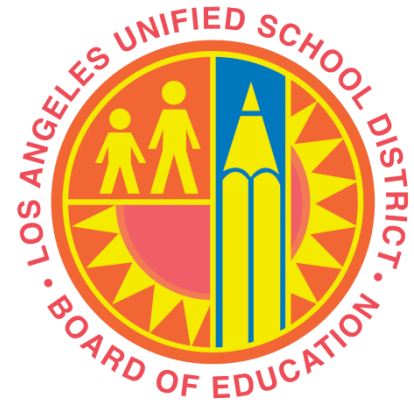
Early Childhood Linkage to Wellness

Early Childhood Linkages to Wellness VISION

The ECLW Project will connect families to preconception, infant and toddler care, physical, mental and oral health care services offered by LAUSD Wellness Centers and broad community resources to enhance child wellness and development

Early Childhood Linkage to Wellness

Goals:

- Connect Families to Wellness Centers for Prenatal, Medical, Dental, Vision, Mental Health, and case management services

- Connect Families to a broader set of community resources to increase access to parent education, nutritional education, home visitation services, early education centers/day care facilities and other basic needs services

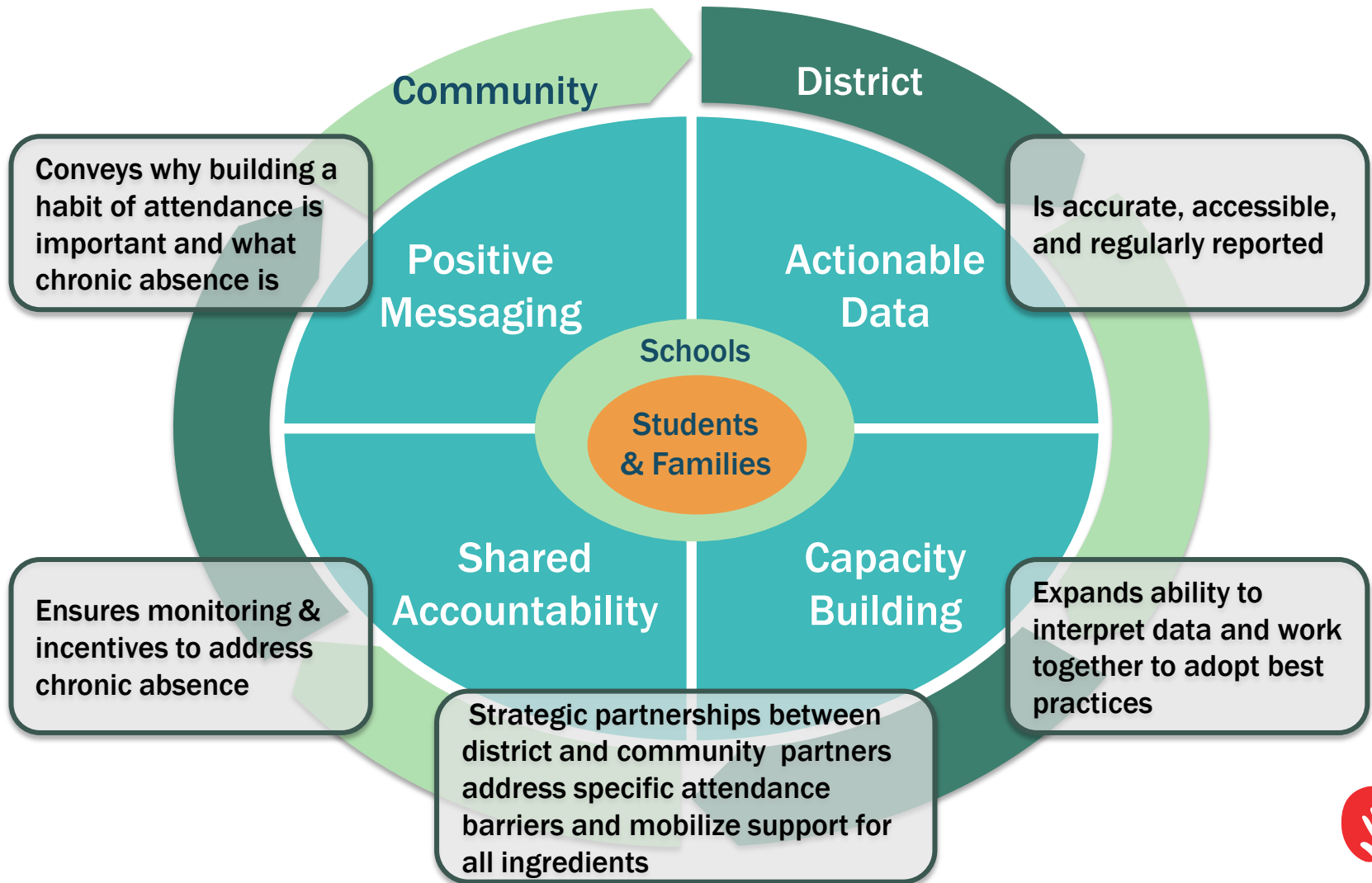- Provide developmental screenings for early detection and educational purposes

Lessons Learned from LAUSD

- What have you tried?

- Where are you struggling?

Ingredients for System-wide Success & Sustainability

Community

District

Conveys why building a habit of attendance is important and what chronic absence is

Is accurate, accessible, and regularly reported

Positive Messaging

Actionable Data

Schools

Students & Families

Shared Accountability

Capacity Building

Ensures monitoring & incentives to address chronic absence

Expands ability to interpret data and work together to adopt best practices

Strategic partnerships between district and community partners address specific attendance barriers and mobilize support for all ingredients

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Accountability for Chronic Absence Built into LCAP Eight Priorities

1. Teachers, Materials, Facilities

2. Academic Standards

3. Parent involvement

4. Student achievement

5. Pupil Engagement: Measured by all of the following, as applicable: School attendance rates; Chronic absenteeism rates; Middle school dropout rates; High school dropout rates; High school graduation rates.

6. School Climate: Measured by all of the following, as applicable: Pupil suspension rates; Pupil expulsion rates; Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

7. Access to Courses

8. Other student outcomes.

What Tools are Available to Calculate Chronic Absence?

FREE FROM ATTENDANCE WORKS!

The District Attendance Tracking Tools (DATT) and School Attendance Tracking Tools (SATT) are available in Three Modules!

- Grades K-5
- Grades 6-8 and
- Grades 9-12

We also offer a Tool to Combine the Modules for K-12 reports.

New California Tools Available Soon

**Additional Features in CalDATT and CalSATT:**

- **Elementary Module expanded to include TK**

- **Supplemental Truancy Module**

- **Additional Detail on Days of Suspension**

- **Easy One-Button Interface for Aeries users**

How Can Chronic Absence Data Be Used?

To identify the right points for interventions

What percentage of students in each grade level were MODERATELY or SEVERELY chronically absent?
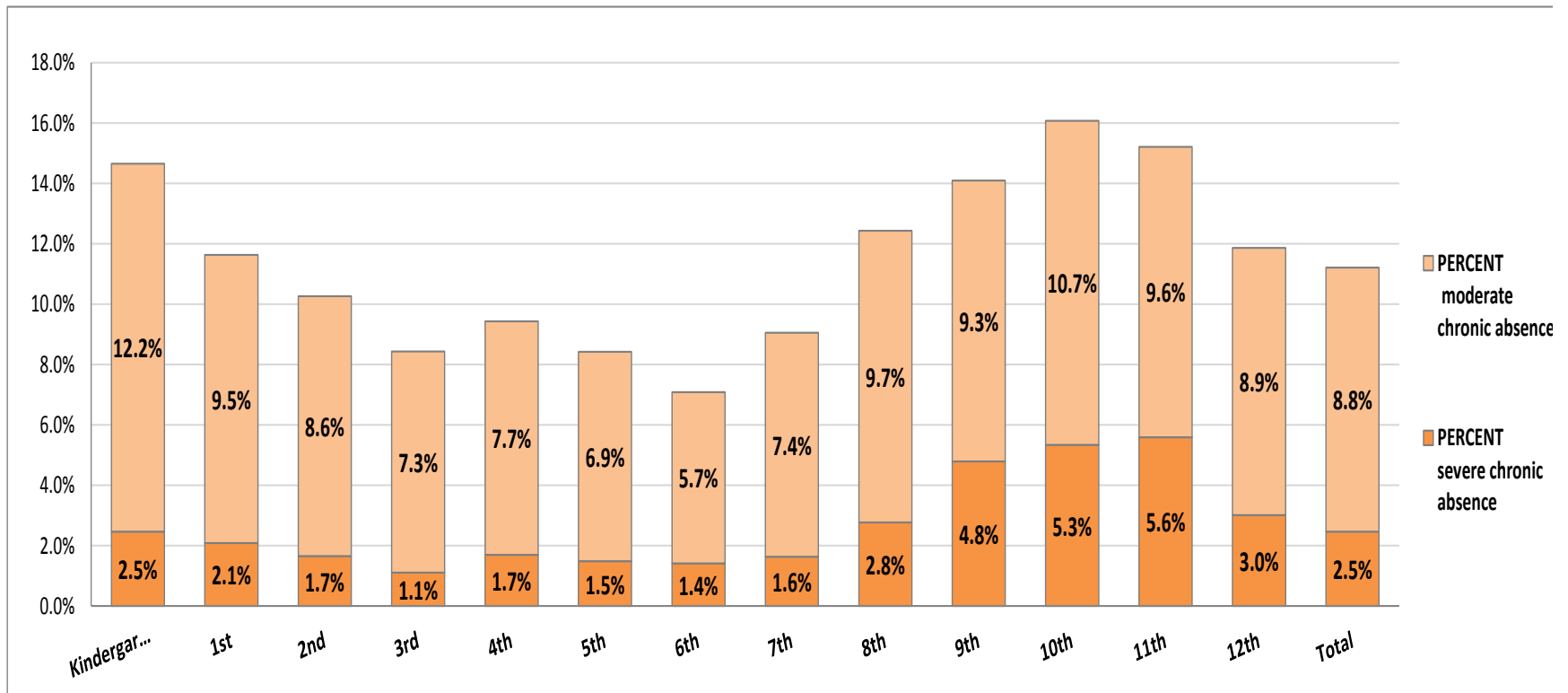
Example from K-12 Combination Tool

How Can Chronic Absence Data Be Used?
To Find Positive Outliers and Schools Needing Greater Support

Chronic Absence Levels Among Oakland Public Schools (2009-10)

	Elementary	Middle	High School
# Schools with 0%-5% Chronic Absence	9	0	0
# Schools with 5.1%-10% Chronic Absence	17	4	1
# Schools with 10.1%-20% Chronic Absence	25	8	6
# Schools with >20.1% Chronic Absence	9	4	9
Total No. Schools	60	16	16
Highest % of Chronic Absence	31.5%	32.8%	42.1%
Lowest % of Chronic Absence	0.3%	6.9%	7.9%
Median	12.7%	14.9%	21.0%
Mean	11.9%	15.6%	22.4%

How Can Chronic Absence Data Be Used?

*Monitoring Each Student Allows for Personalized Interventions*

Which students at this school are at risk?			
List of All Grade K -5 Students with Chronic or Severe Chronic Absence			
Elementary School			
2010-2011			
First Name	Middle Name/Initial	Last Name	Absence Type
STUDENT		A	satisfactory
STUDENT		B	satisfactory
STUDENT		C	chronic
STUDENT		D	at risk
STUDENT		E	satisfactory
STUDENT		F	satisfactory
STUDENT		G	at risk
STUDENT		H	satisfactory
STUDENT		I	satisfactory
STUDENT		J	satisfactory
STUDENT		K	satisfactory
STUDENT		L	at risk
STUDENT		M	at risk

All three DATTs are designed so a simple cut-and-paste of student data into the School Attendance Tracking Tool generates Student Lists for that can be sorted by level of absence.

California Truancy Supplement Looks at Absences by Excused, Unexcused, and Suspensions

How much school did *chronically absent* students miss due to excused absences, unexcused absences, or suspensions?
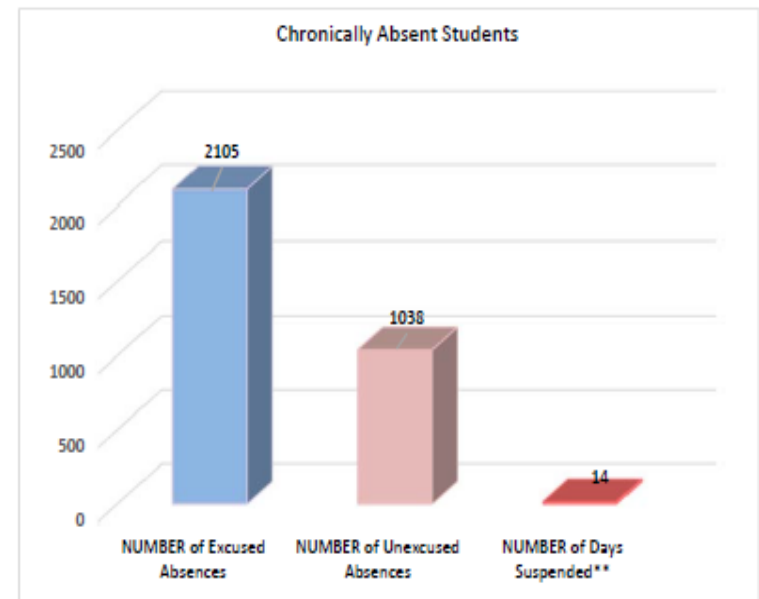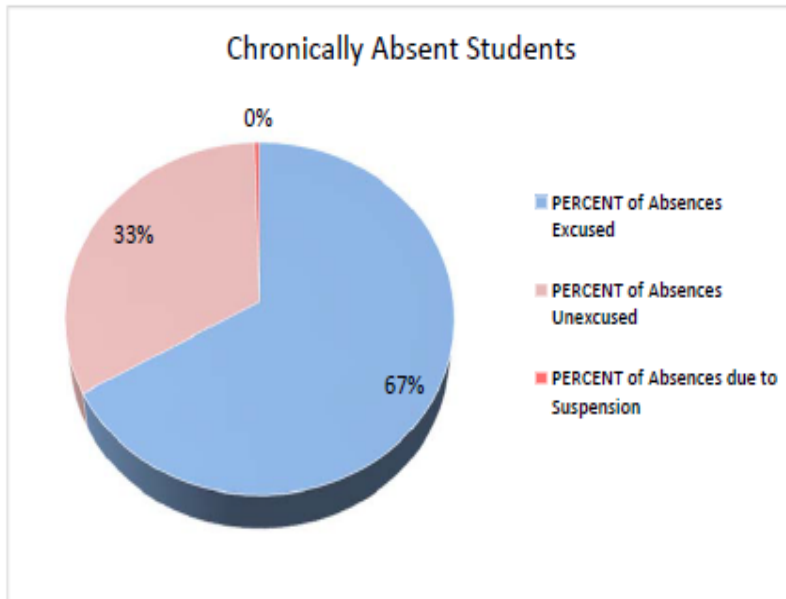
Closing reflections

- What ideas have particularly resonated with you?

- What step or action could you take to improve collaboration to improve attendance between health providers and school staff?