



**Leveraging Out of
School Time
Programs To
Improve School
Attendance in
OUSD**
January 31, 2012



**Attendance
Works**

Advancing Student Success By Reducing Chronic Absence



Why Does Attendance Matter for OST?

1. Research and field experience show OST can help improve attendance in school.
2. Focusing on attendance can improve collaboration with schools
3. By increasing school day attendance, OST can improve the academic success and reduce drop-out.



Research Shows Impact of Quality Out of School Time

- 7th and 8th graders attending afterschool programs at a Boys & Girls Club skipped school fewer times, increased school effort and gained academic confidence. (2009)
- Afterschool participants attending Pathways to Progress in Minneapolis and St. Paul came to school an average 18.4 more days than their peers. (2004)
- School-day attendance improved for students in California's Afterschool Learning and Safe Neighborhoods Partnerships Program. Students absent 10 % of the year came another 11 days. (2002).



What Do We Mean By School Attendance?

Chronic Absence: missing 10% or more of school over the course of an academic year for *any* reason. Research shows 10% is associated with declining academic performance. No standard definition exists.

At-Risk Absence: missing between 5-10% of school over the course of an academic year for any reason.

Satisfactory Attendance: missing 5% or less over the course of an academic year for any reason.

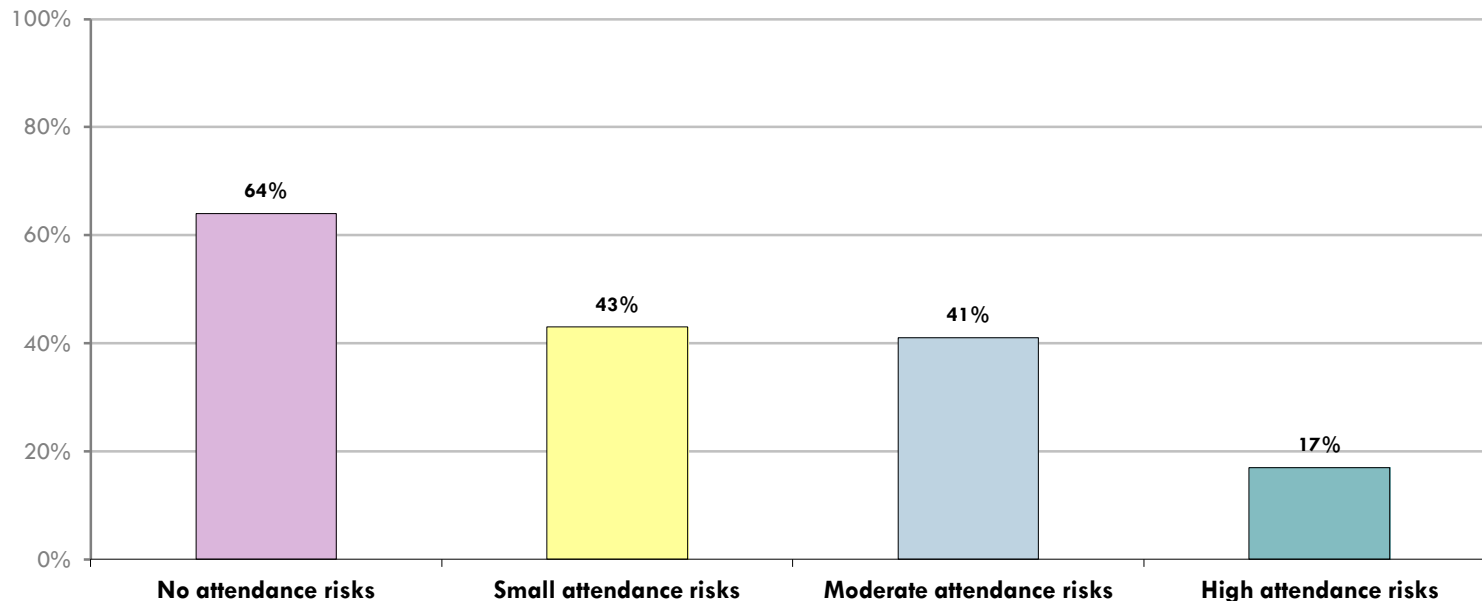
Truancy: refers *only* to unexcused absences and is defined by each state, according to NCLB. In CA, truancy is missing any 3 days without a valid excuse or late to class by 30 minutes 3 times without an excuse.

Average Daily Attendance: the percent of enrolled students who attend school each day.



Students Chronically Absent in Kindergarten & 1st Grade Much Less Likely to Read Proficiently in 3rd Grade

Percent Students Scoring Proficient or Advanced on 3rd Grade ELA Based on Attendance in Kindergarten and 1st Grade Attendance



No risk	Missed less than 5% of school in K & 1st t
Small risk	Missed 5-9% of days in both K & 1st
Moderate risk	5-9% of days absent in 1 year & 10 % in 1 year
High risk	Missed 10% or more in K & 1st

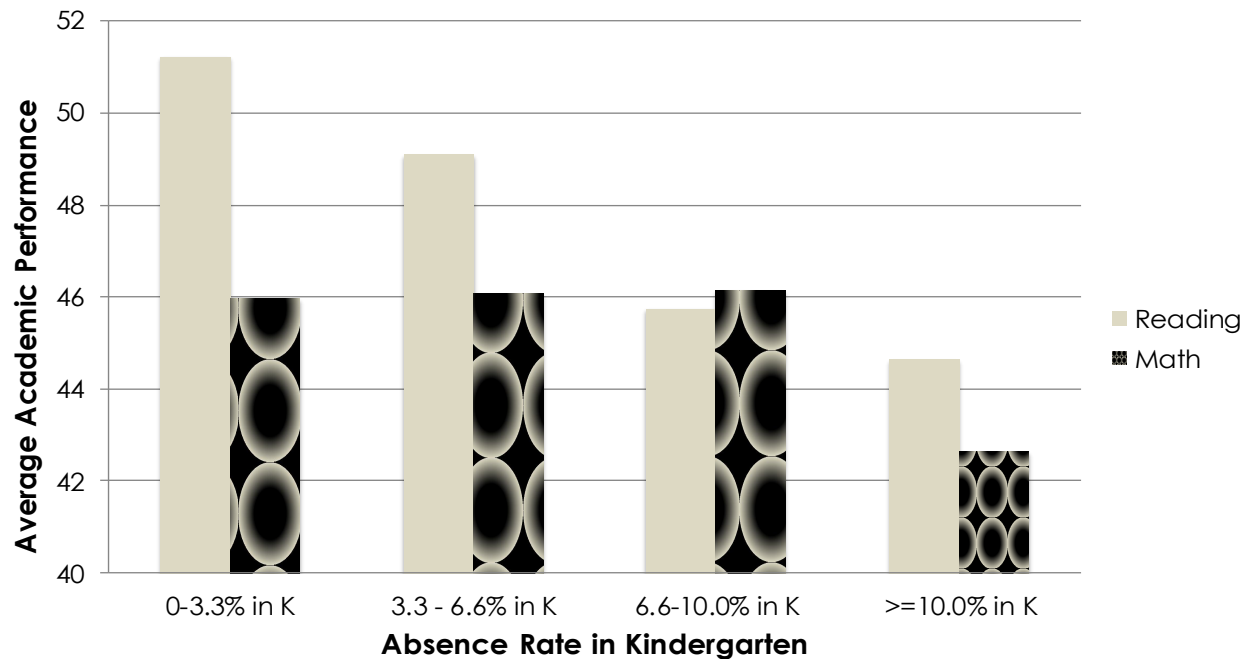
Source: Applied Survey Research & Attendance Works (April 2011)



The Chronic Early Absence Is Most Troubling for Poor Children

Chronic K Absence predicted lower 5th grade performance even for if attendance had improved in 3rd grade.

5th Grade Math and Reading Performance By K Attendance

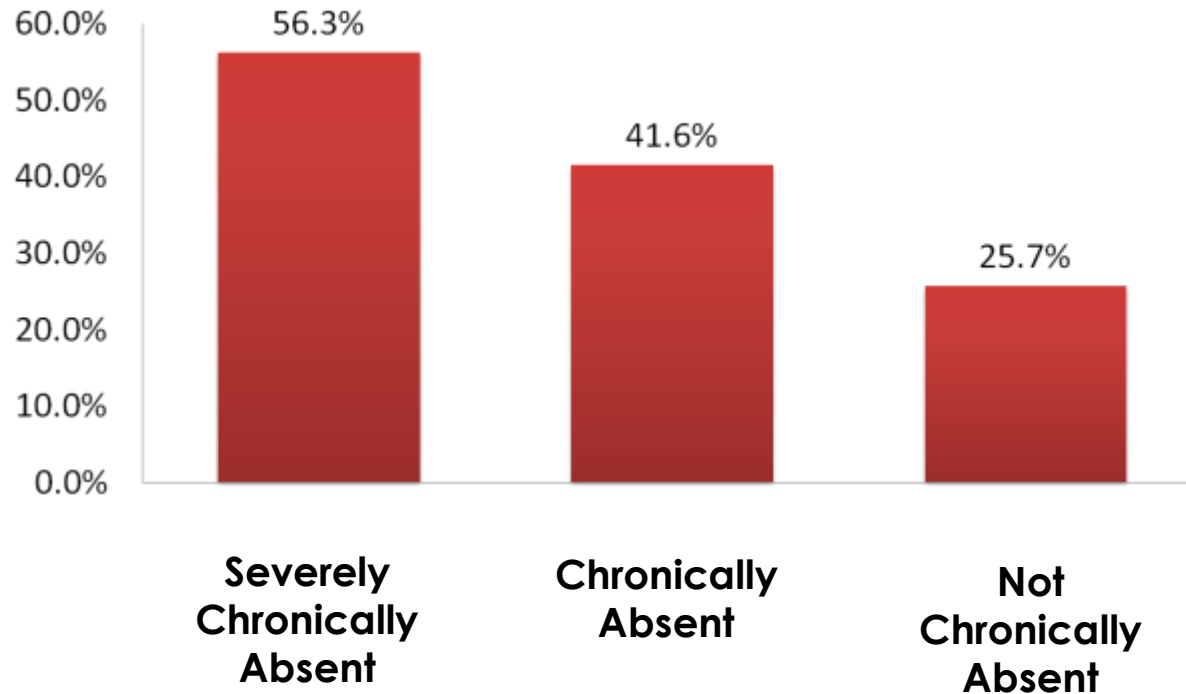


Source: ECLS-K data analyzed by National Center for Children in Poverty (NCCP)
Note: Average academic performance reflects results of direct cognitive assessments conducted for ECLS-K.



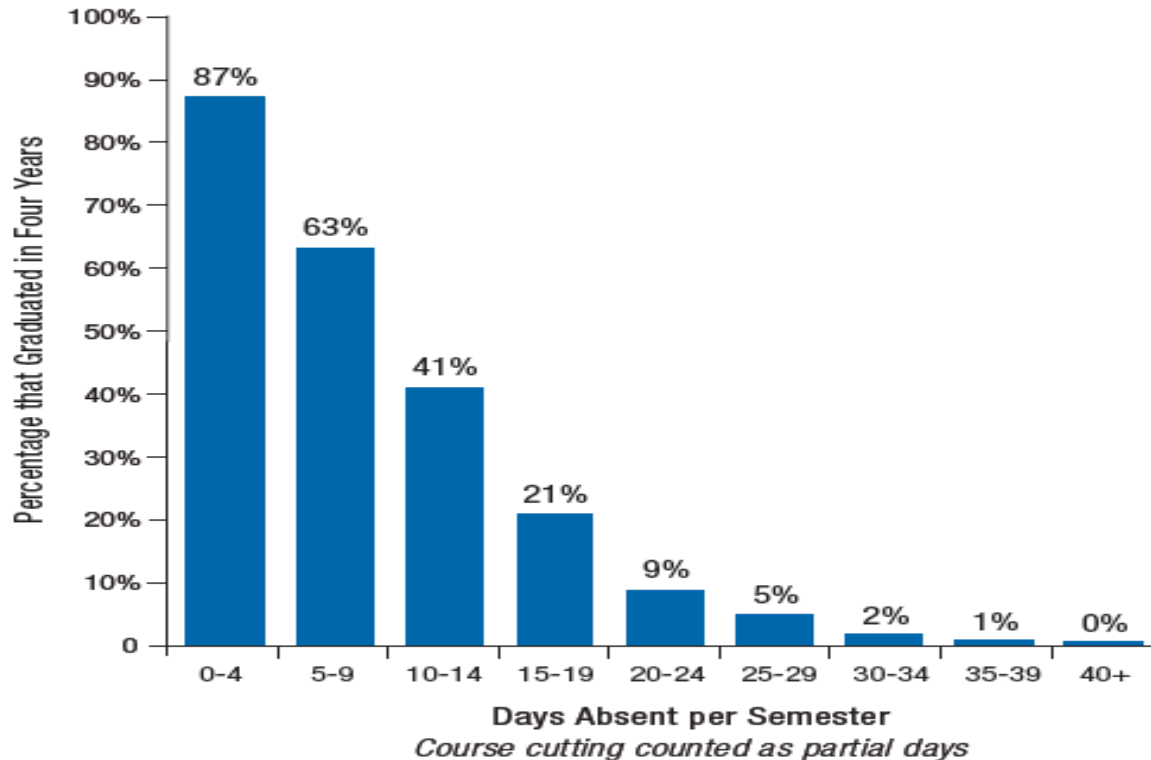
Chronically Absent 6th Graders Have Lower Graduation Rates

Dropout Rates by Sixth Grade Attendance
(Baltimore City Public Schools, 1990-00 Sixth Grade Cohort)





9th Grade Attendance Predicts Graduation for Students of All Economic Backgrounds

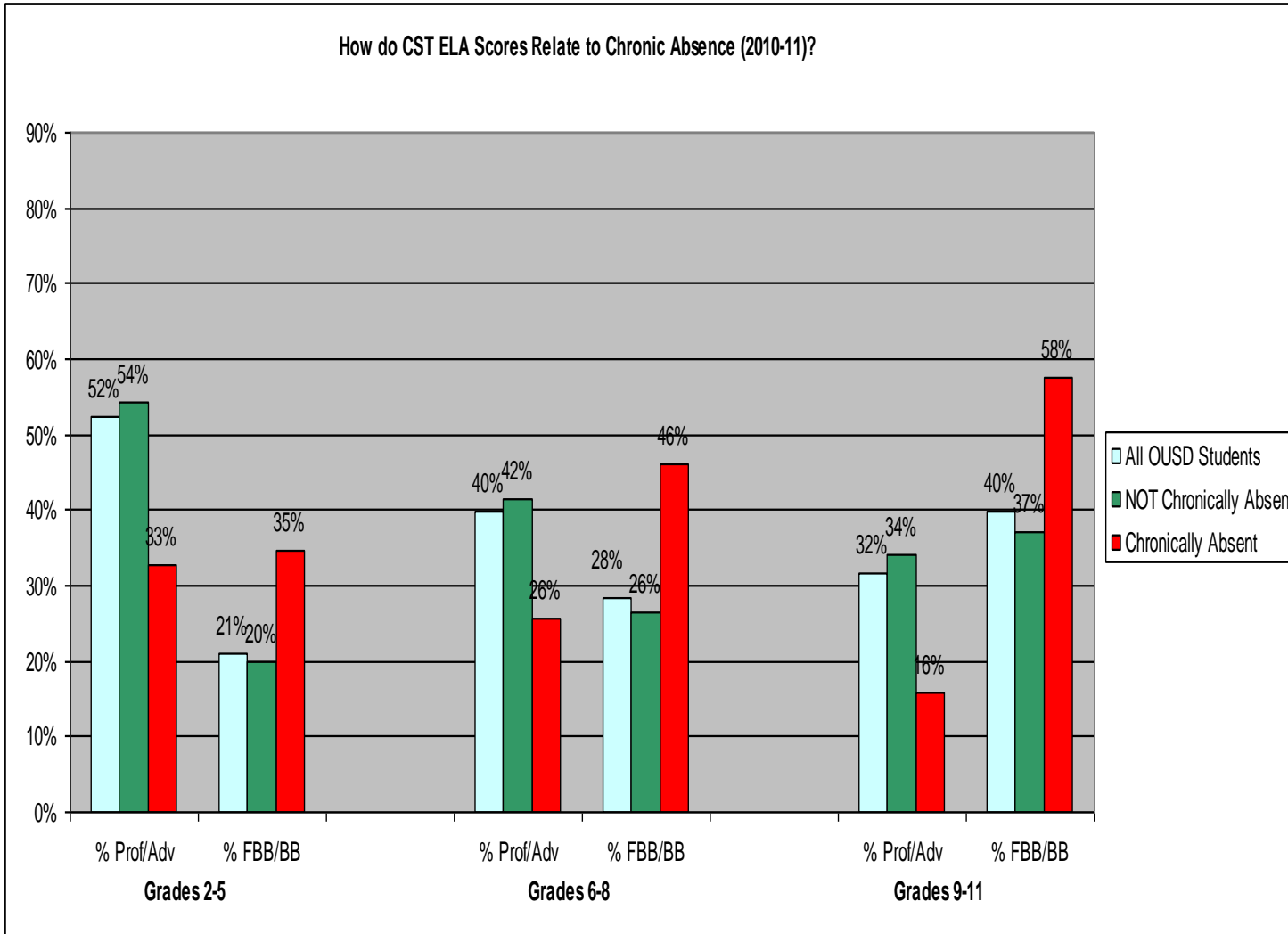


Note: This Chicago study found attendance was a stronger graduation predictor than 8th grade test scores.

What Do We Know About the Impact of Chronic Absence on Oakland Students?

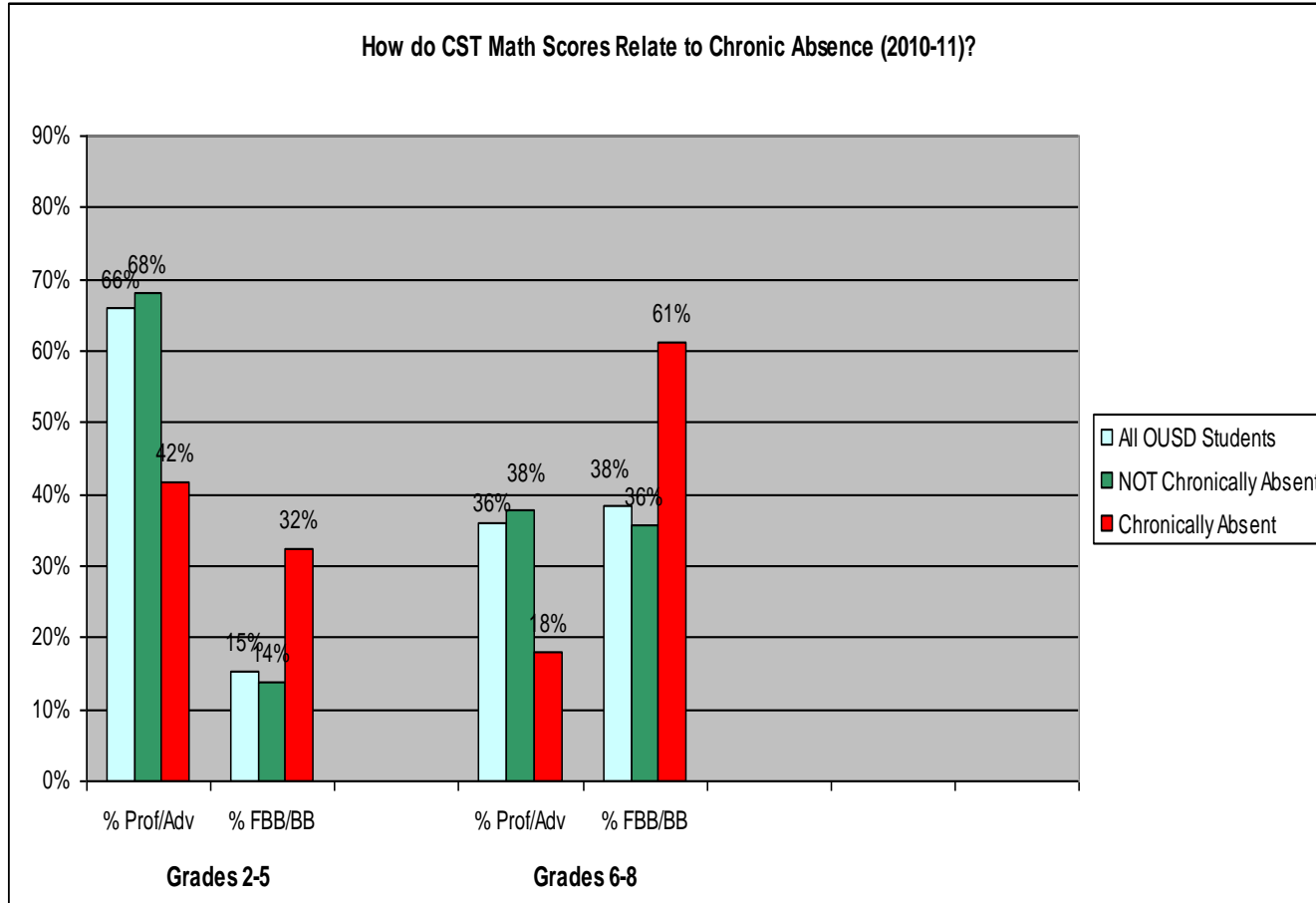


Chronically Absent OUSD Students Have Lower CST ELA Scores (2010-11)



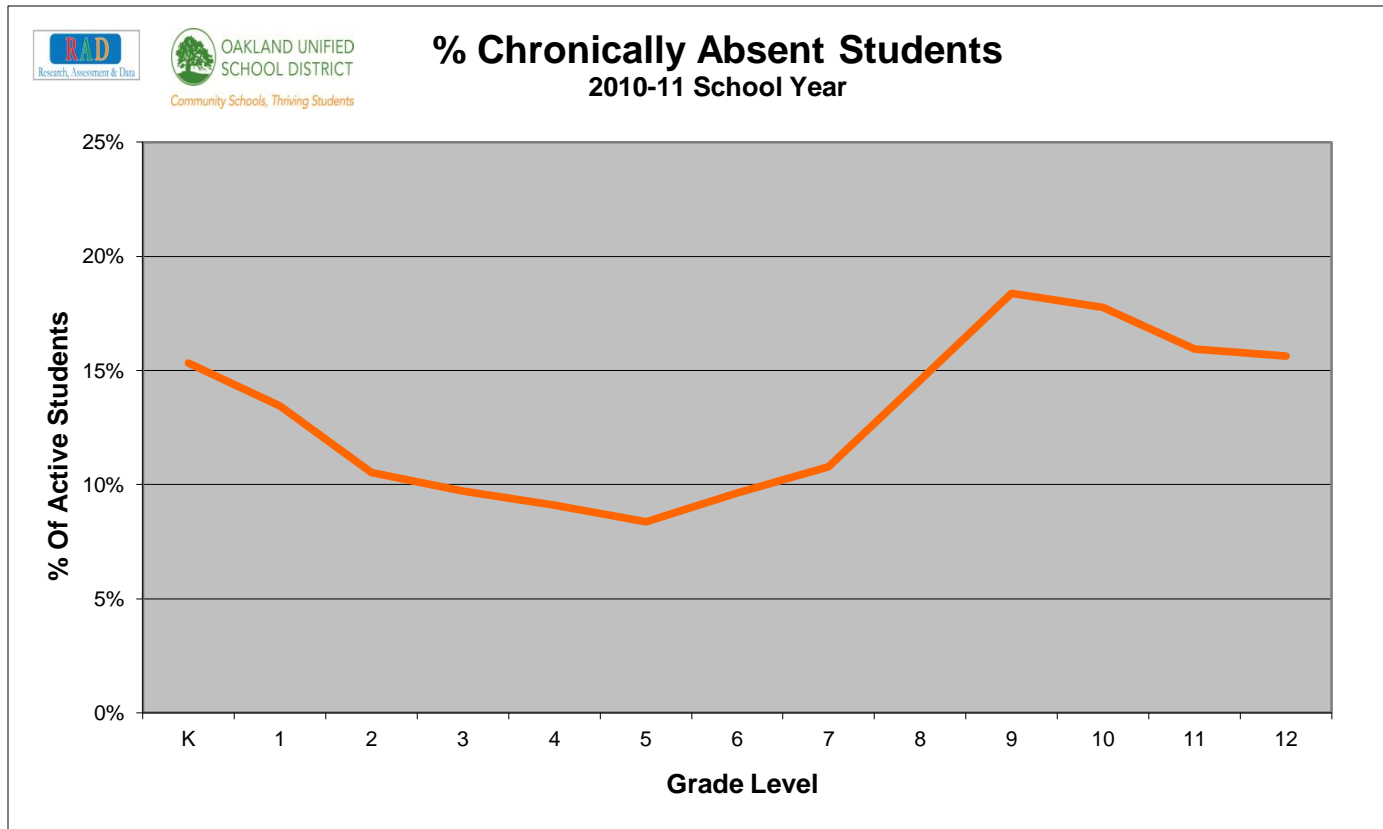


Chronically Absent OUSD Students Have Lower CST Math Scores (2010-11)





Chronic Absence Affects 1 of 9 OUSD Students



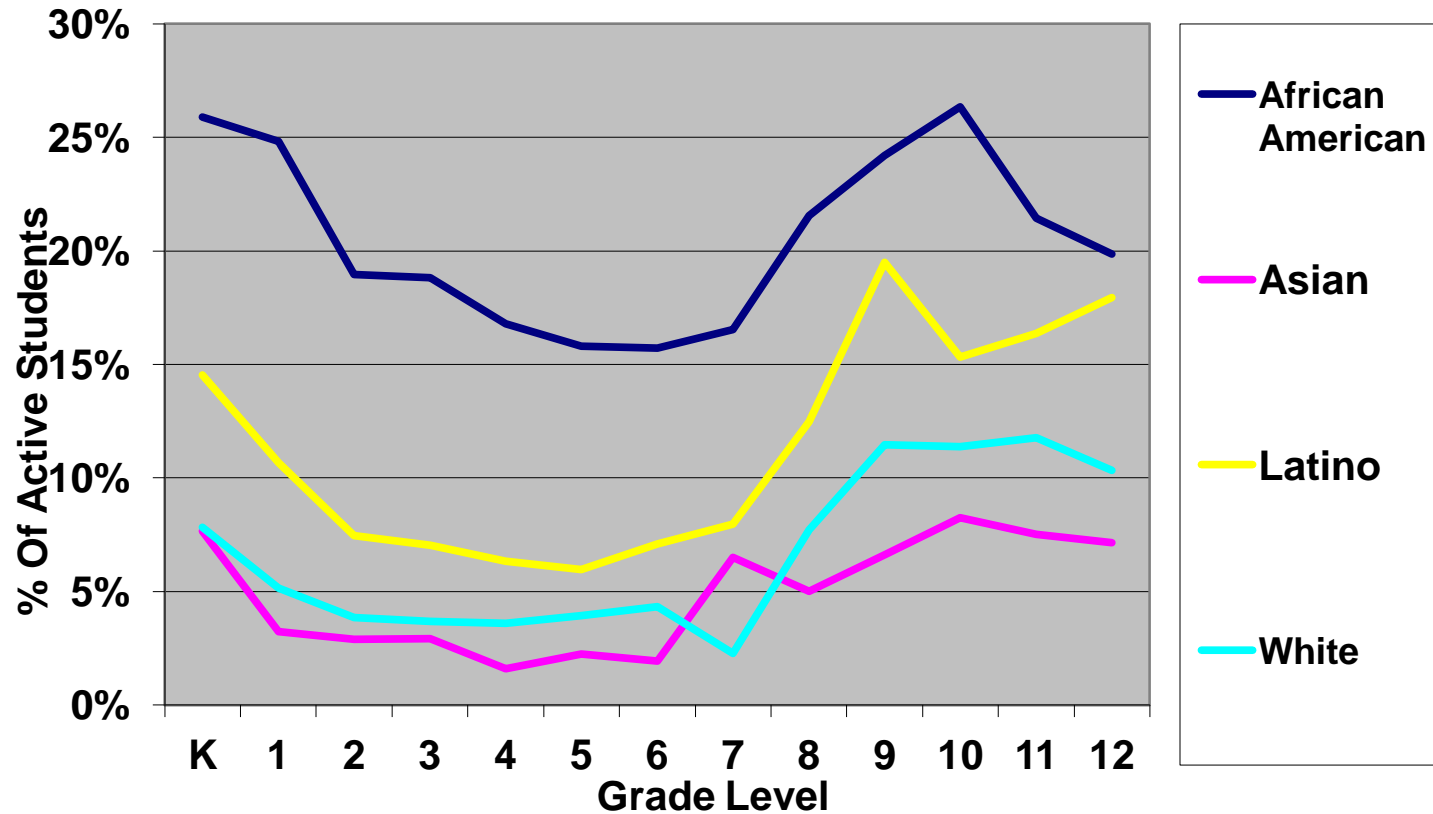
Note: Since state funding is based upon attendance, this is not just a matter of achievement but of resources.



African American and Latino Students Most Affected



% Chronically Absent Students By Ethnicity 2010-11 School Year

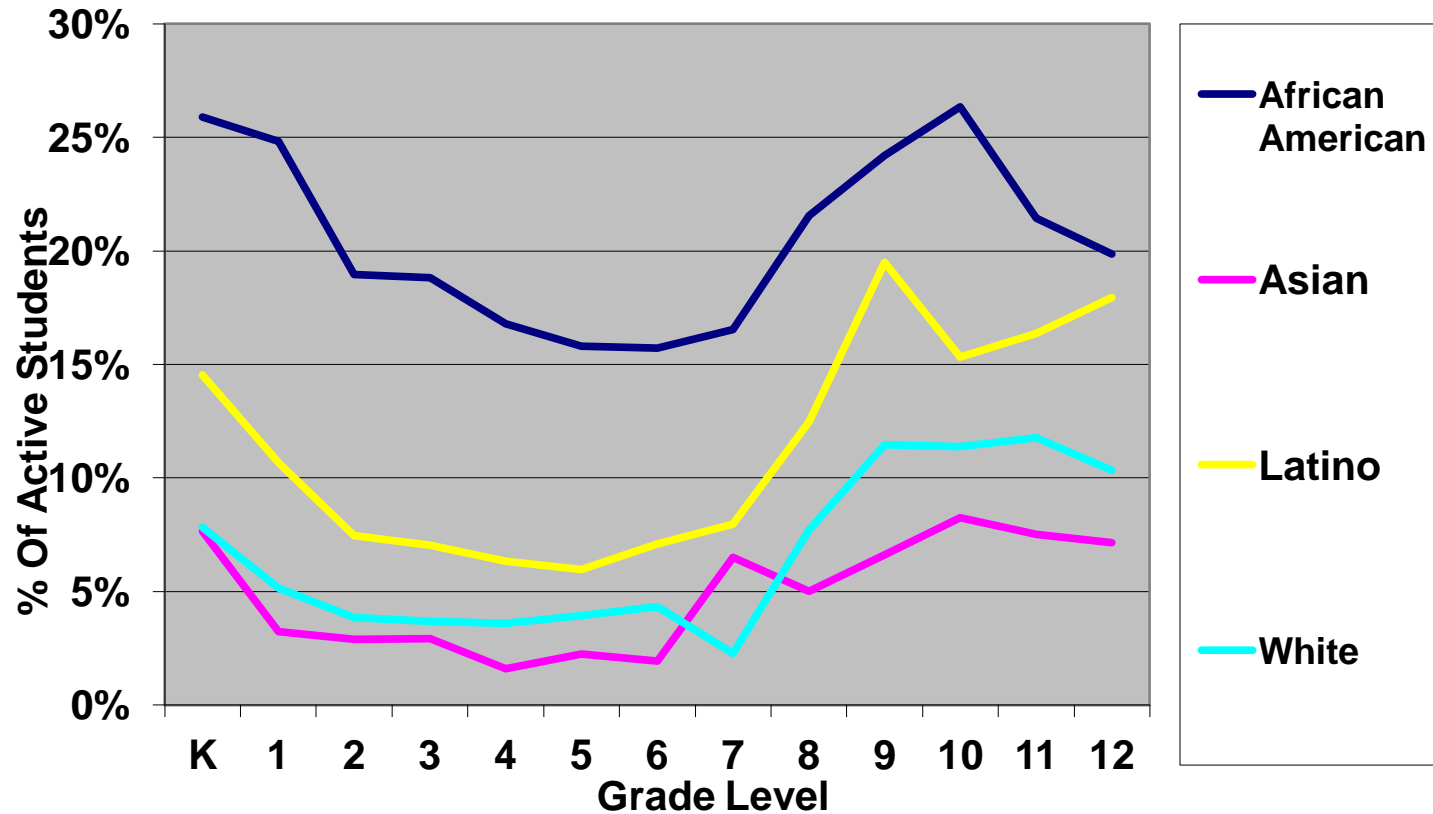




African American and Latino Students Most Affected



% Chronically Absent Students By Ethnicity 2010-11 School Year

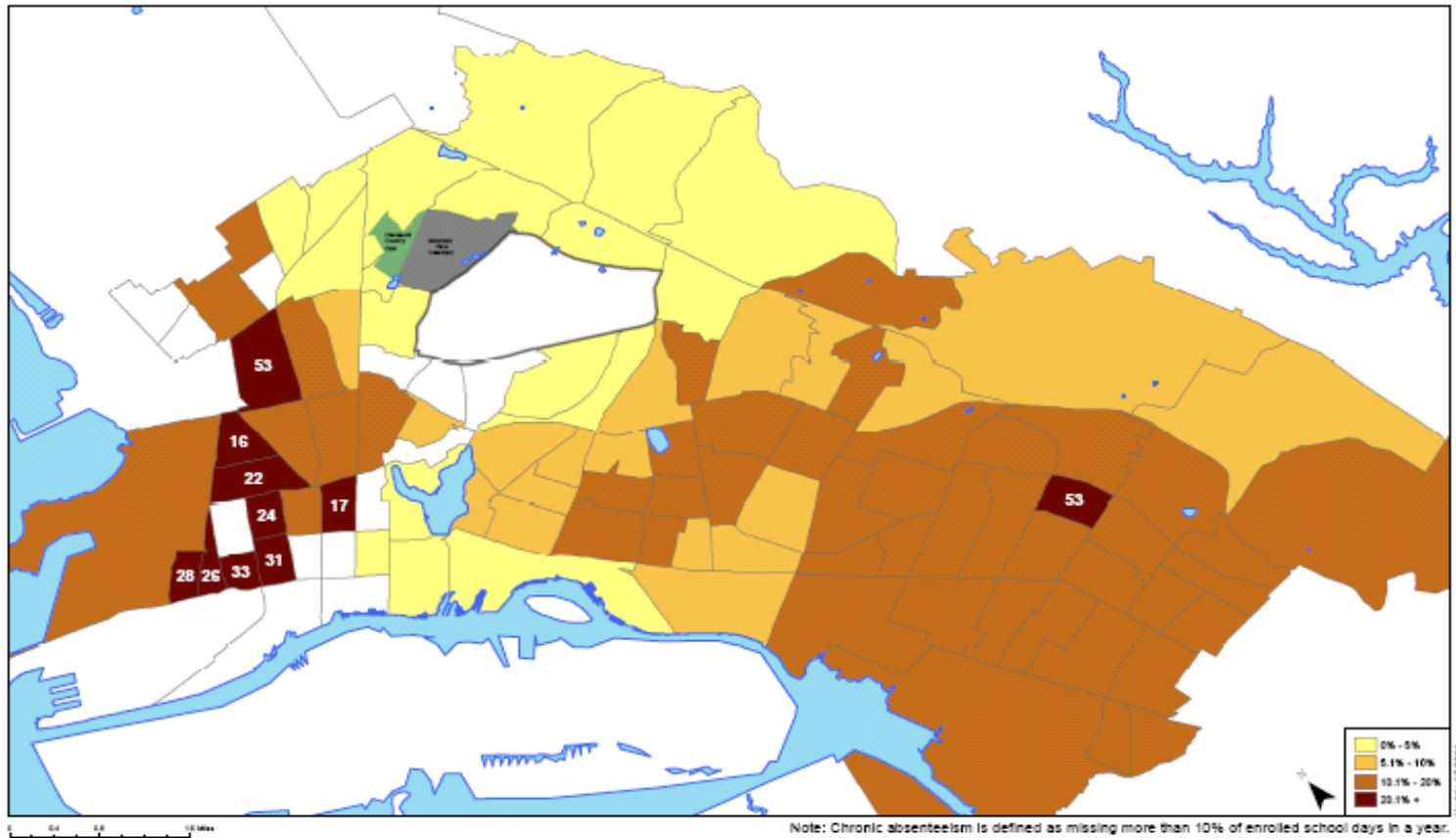




Elementary Absenteeism Concentrated in West



2009-2010 Oakland Unified School District % Chronic Absenteeism: Elementary Students



Note: Chronic absenteeism is defined as missing more than 10% of enrolled school days in a year. Students enrolled in less than 45 days are not included in these data. Numbers on the map indicate the number of students chronically absent. Only census tracts with 50 students or more are shown.

Source: US Census, Esri, OUSD/RAD

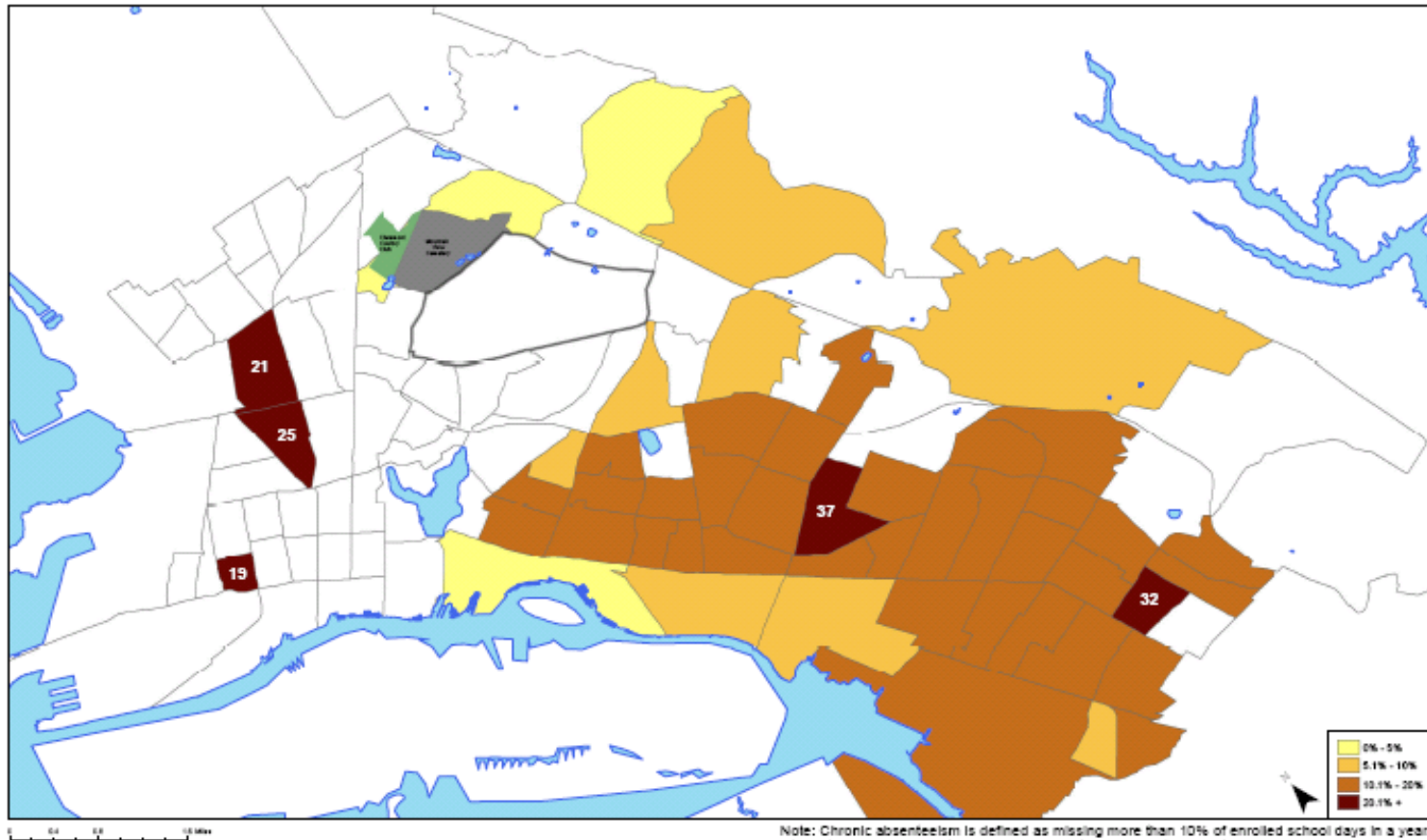
Updated 7/2011



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

2009-2010 Oakland Unified School District % Chronic Absenteeism: Middle School Students



Note: Chronic absenteeism is defined as missing more than 10% of enrolled school days in a year. Students enrolled in less than 45 days are not included in these data. Numbers on the map indicate the number of students chronically absent. Only census tracts with 50 students or more are shown.

Source: US Census, Esri, OUSD/IRAD

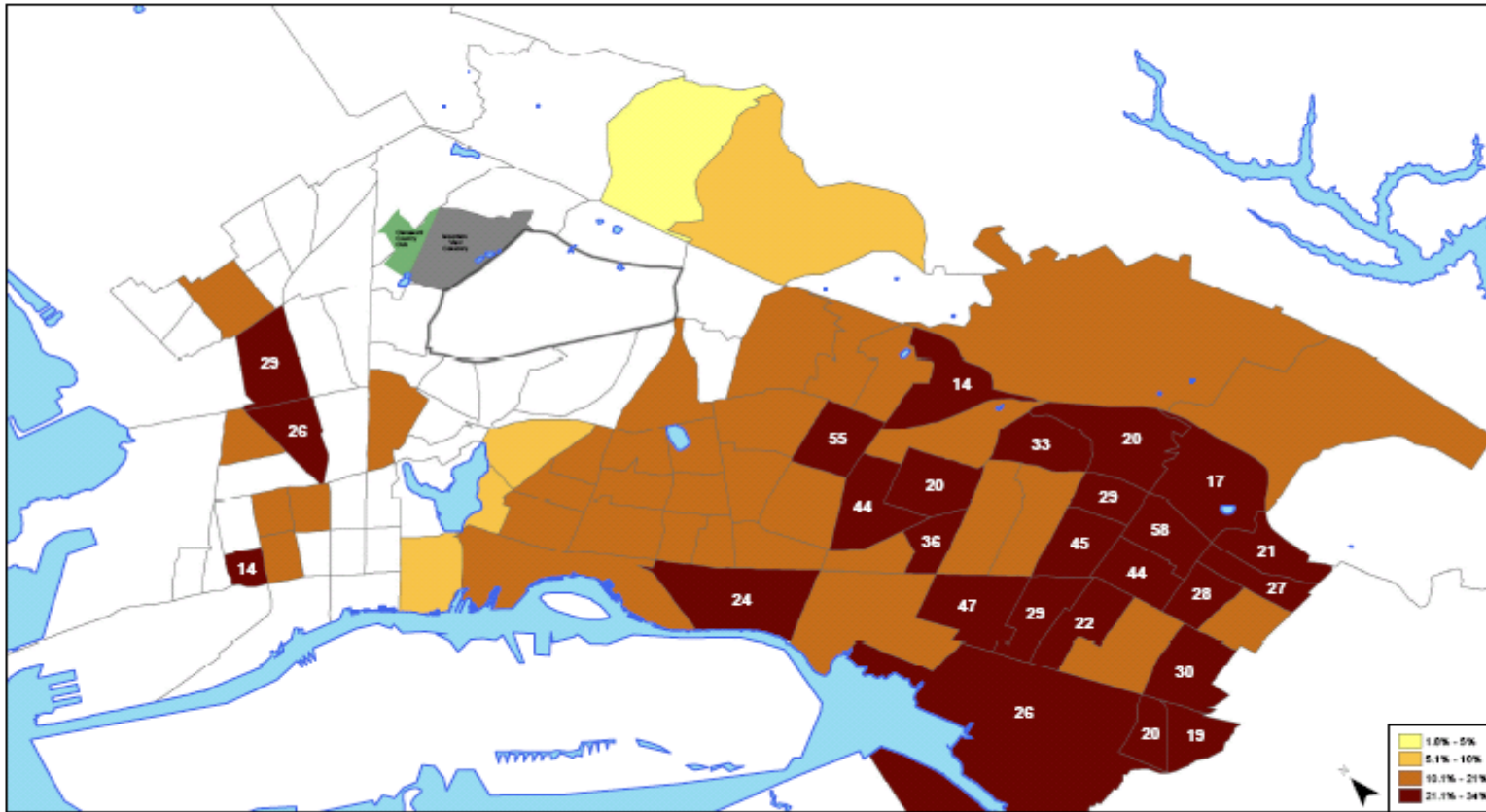
Updated 7/2011



Patterns Change Substantially By High School



2009-2010 Oakland Unified School District % Chronic Absenteeism: High School Students



Note: Chronic absenteeism is defined as missing more than 10% of enrolled school days in a year. Students enrolled in less than 45 days are not included in these data. Numbers on the map indicate the number of students chronically absent. Only census tracts with 50 students or more are shown.

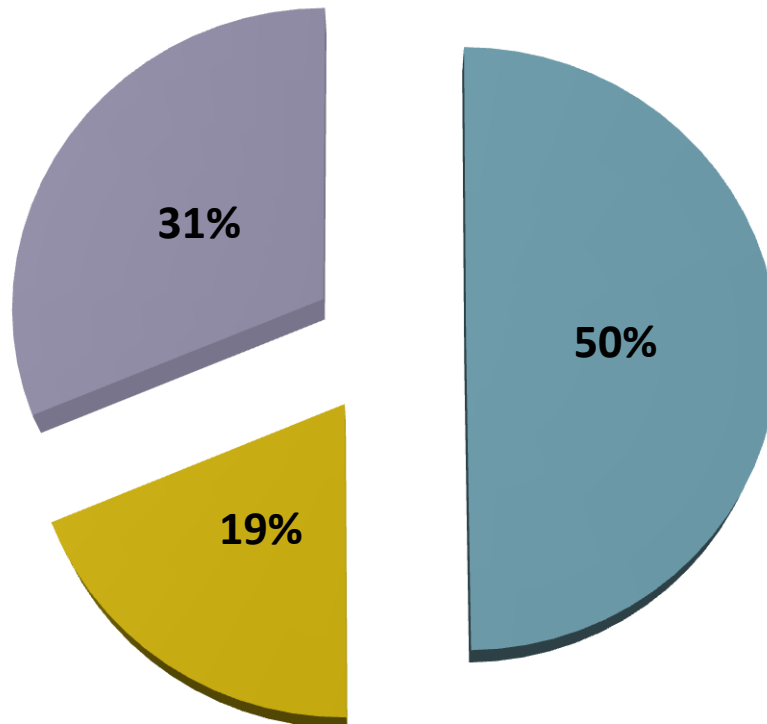
Source: US Census, Esri, OUSD/RAD



Half of Oakland's Chronically Absent Students Are in Elementary School

**Chronic Absence By Level
(Total # Chronic Absence in 2011: 4,639 Students)**

■ Elementary ■ Middle School ■ High School



What Interrupts Chronic Absence?

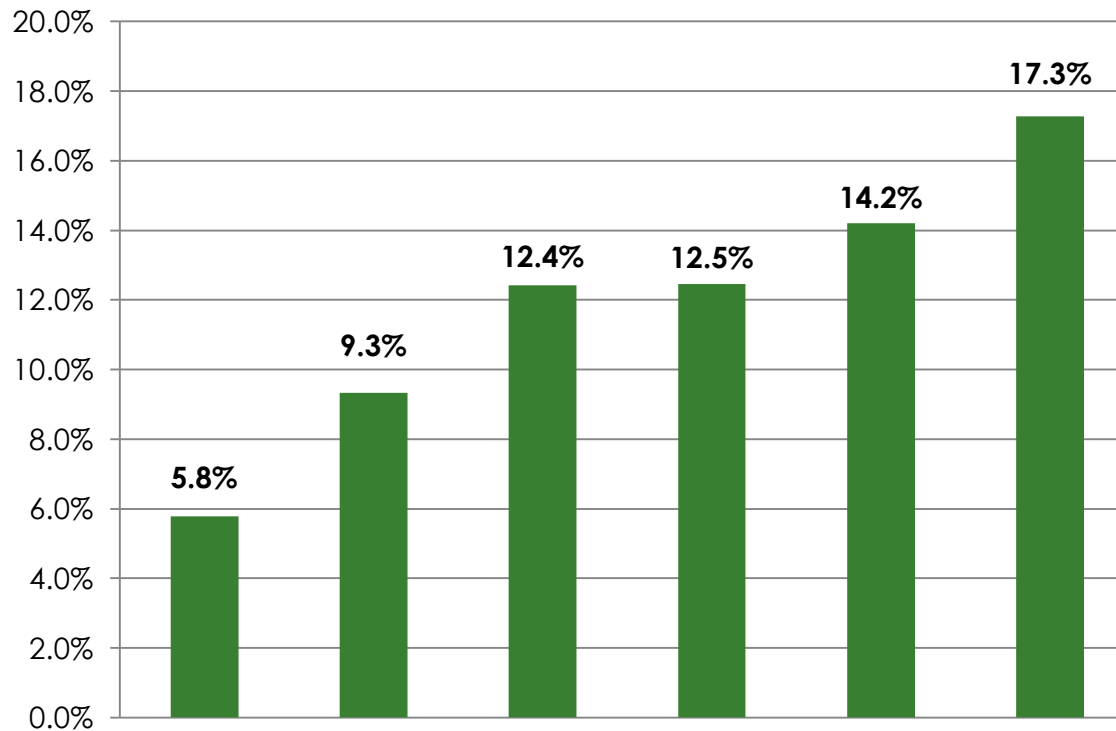
*Insights from Best Practice
Nationally and in OUSD*



Step 1: Find Out If Chronic Absence Is A Problem

Most Schools Only Track Average Daily Attendance and Truancy. Both Can Mask Chronic Absence.

Variation in Chronic Absence for Schools with 95% ADA in Oakland, CA





You Can Look at Your Own Data!!



Community Schools, Thriving Students

School A

Grades K-5 Attendance - 2010-11



Students actively enrolled as of June 16 AND had been enrolled at least 45 days

Site	ADA %	Total	Satisfactory Attendance*		Chronic Absence [^]	
			#	%	#	%
OUSD K-5		20666	14590	71%	2313	11%
Region 3 East Oakland K-5		6132	3994	65%	880	14%
School A	93.75%	336	190	57%	68	20%

School A K-5 By Subgroups School

African American	91	43	47%	28	31%
African American-F	49	21	43%	16	33%
African American-M	42	22	52%	12	29%
Asian	7	6	86%	1	14%
Asian-F	5	4	80%	1	20%
Latino	198	126	64%	25	13%
Latino-F	94	61	65%	14	15%
Latino-M	104	65	63%	11	11%
Multiple Ethnicity	10	5	50%	4	40%
Multiple Ethnicity-M	6	2	33%	3	50%
Pacific Islander	8	2	25%	2	25%
Pacific Islander-M	7	1	14%	2	29%
White	19	7	37%	8	42%
White-F	11	5	45%	4	36%
White-M	8	2	25%	4	50%
English Learners	179	100	56%	30	17%
Students With Disabilities	17	6	35%	5	29%



Data is Needed for Identifying Programmatic Solutions

- ❑ Chronic absence data (as well as other attendance measures) should be examined by classroom, grade, school, neighborhood or sub-population.
- ❑ If chronic absence is unusually high for a particular group of students, explore what might be common issues (unreliable transportation, community violence, asthma and other chronic diseases, poor access to health care, unnecessary suspension for non-violent offenses, lack of engaging curriculum, child care or afterschool programming, foreclosures, etc.)
- ❑ If chronic absence is unusually low for a high risk population, find out what they are doing that works.



Variation Helps Identify Good Practice and Need for Intervention

Chronic Absence Levels Among Oakland Public Schools in 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%



Effective Strategies In OUSD

- 1. Take Accurate Attendance**
- 2. Effective Use & Review of Attendance Data**
- 3. Develop a Culture of Attendance**
- 4. Educate & Engage Parents and Students**
- 5. Partner with Community Agencies to Address Attendance Barriers**
- 6. Establish Clear and Effective Referral System**

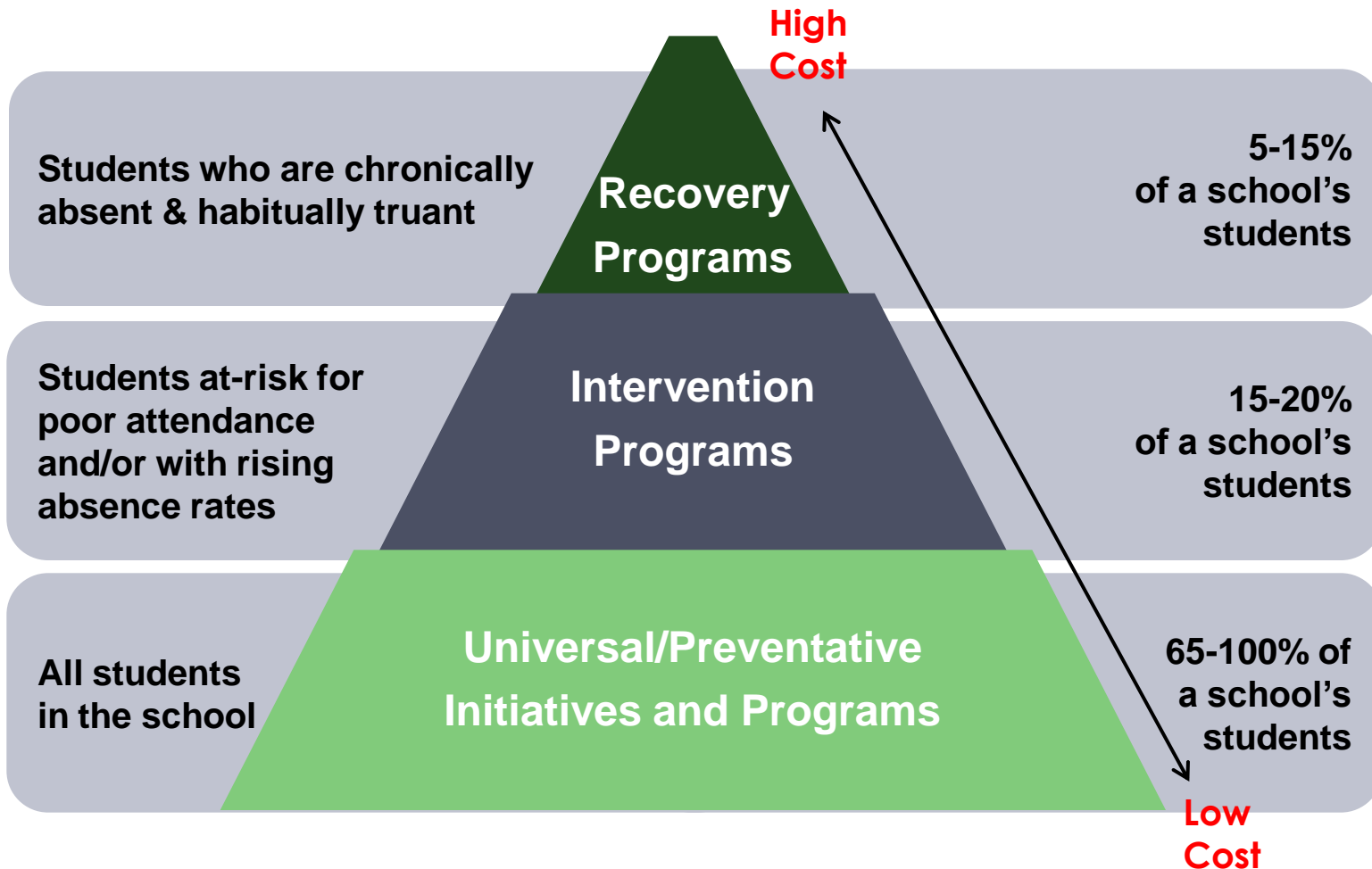


Effective Strategies In OUSD

- 7. Motivate Attendance Through Engaging Learning Activities offered In and After School**
- 8. Use Caring Relationships to Encourage Attendance and Engage in Outreach**
- 9. Provide Alternatives to Suspension**
- 10. Involve the Entire School Community in Addressing Attendance**



Increased Attendance Involves a 3-Tiered Approach that Fits with Most Reform Efforts





Examples of Strategies for 3 Tiered Approach

Recovery Programs

- Case management and wrap-around services
- Referral as last resort for court -based intervention

Intervention Programs

- Early outreach, support, mentoring for student with poor attendance.
- Identify and remove barriers
- Attendance contracts

Universal/Preventive Programs

- Safe & supportive school environment
- Engaging classroom environments
- Parent education about why attendance matters and how to help each other get students to school.
- On-going attention to attendance data
- Recognition for good and improved attendance
- Collaboration with afterschool & early childhood
- School-based health supports



Considerations for Young Children

- ❑ Many parents may not be aware that attendance in pre-K & K matters.
- ❑ Young children's attendance is affected by what happens to parents. Multiple maternal and family risk factors increase chronic absence.
- ❑ Participation in formal child care is associated with lower chronic absence in kindergarten.
- ❑ Developing good on-time attendance habits begin in pre-K.
- ❑ Poor health was associated with higher chronic absence for in K-3 for children from 200-300% of poverty.
- ❑ While attendance is more affected by family conditions, children's attitudes are a factor too.



Considerations for Older Youth

- ❑ Attendance is more heavily influenced by the youth although family still matters.
- ❑ Older youth may miss school due to family responsibilities (e.g. caring for siblings or ill parent, holding a job).
- ❑ Mental health, teen pregnancy, chronic conditions, and dental disease are top health concerns that affect attendance
- ❑ Safety issues (In-school and community) play even greater role.
- ❑ Students miss school due to suspensions for non-violent behaviors.
- ❑ Students become discouraged as they fall behind in credits and graduation feels increasingly unattainable.
- ❑ Direct and meaningful engagement of youth in the classroom and activities on campus even more essential.



Solutions Only Work If Grounded in Understanding Of What Leads to Chronic Absence

Discretion

Parents don't
know
attendance
matters

School lacks a
strong culture
of attendance

Aversion

Child is
struggling
academically

Child is being
bullied

Barriers

Lack of access
to health care

No safe path
to school

Poor
transportation



Proposed Universal Strategies For Influencing Discretion and Identifying Causes of Absence

Attendance
Incentives

Parent
Engagement

Personalized
Early
Outreach

Attendance
Data Team

**Note: Afterschool Program Could Support All
of these Strategies.**



What Could You Do?

Strategy 1: Create Culture of Attendance

- a. Take roll every day in a caring manner
- b. Partner with schools to educate families and students about the importance of attendance
- c. Offer incentives for attendance
- d. Use engaging program activities to motivate students to come to school.
- e. Analyze program attendance data to identify areas in need of improvement.

What would you add?



Strategy 2: Get/Share Attendance Data on Program Participants

- a. Seek parent waiver allowing A/S to see attendance and grades, ideally as standard part of enrollment.
- b. Regularly get data on in-school attendance for program participants.
- c. Find out if you are serving any students with problematic attendance.
- d. Use poor attendance in afterschool to identify students who might begin to have trouble showing up to school day program.



Strategy 3: Intentionally Engage Students with At Risk Attendance

- a. Find out which students in the school have at risk attendance; identify if any are already served by your program.
- b. Target students with at risk levels of absence for enrollment/engagement in afterschool.
- c. Find out what are barriers/challenges to attendance facing students with at risk attendance and determine how the afterschool program might help to address them
- d. Ensure any program of attendance incentives includes rewards for improvements in attendance among at risk students.



Strategy 4: Partner with School to Reduce At Risk or Chronic Absence

- a. Find out what the school is doing to reduce chronic absence and improve attendance. Identify if there is a role for the afterschool program.
- b. Learn if your school has a team that monitors attendance data; Seek membership on the team or at least access to review school day attendance
- c. Use the afterschool program as an opportunity to solicit insights from students and if possible parents about what are the barriers to attendance in the school day and what could help overcome them.



Discussion

1. Does this resonate?
2. Who in the room is engaged in improving afterschool and school day attendance? What are you doing?



Attendance Works

Advancing Student Success By Reducing Chronic Absence



Hedy Chang, Director

www.Attendanceworks.org

*Developed with Greg Nadeau, Public Consulting Group &
Sue Fothergill, Baltimore Student Attendance Initiative*