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

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
Benefits of Reducing Chronic Absence Starting with the Elementary Grades

• 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.
What is Chronic Absence?

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

**Chronic Absence**

- Excused Absences
- Unexcused absences
- Suspensions

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

- A: 7%
- B: 12%
- C: 13%
- D: 13%
- E: 15%
- F: 16%

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

- A: 20%
- B: 20%
- C: 20%
- D: 21%
- E: 23%
- F: 26%

98% ADA = little chronic absence
95% ADA = don’t know
93% ADA = significant chronic absence
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)
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

Chronic Disease
Asthma and Attendance in Oakland

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

<table>
<thead>
<tr>
<th></th>
<th>% Students Diagnosed with Asthma who were chronically absent</th>
<th>% Students not Diagnosed with Asthma who were chronically absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>17%</td>
<td>11%</td>
</tr>
<tr>
<td>African American</td>
<td>23%</td>
<td>17%</td>
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<tr>
<td>Latino</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>47%</td>
<td>23%</td>
</tr>
<tr>
<td>White</td>
<td>10%</td>
<td>4%</td>
</tr>
</tbody>
</table>
AW Recommended Site-Level Strategies

A. Recognize Good and Improved Attendance

B. Engage Students and Parents

C. Monitor Attendance Data and Practice

D. Provide Personalized Early Outreach

E. Develop Programmatic Response to Barriers (as needed)
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

**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

High Cost

Truancy interventions

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

- Assign Attendance Buddies
- Partner with families/students to develop Student Attendance Success Plan
- Recruit for engaging Before- or After-School Activities
- Connect to Walk-to-School Companion
- Offer plan or contacts for Health Support

Positive Linkages and Engagement for Students and Families
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?
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
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.
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

<table>
<thead>
<tr>
<th>Attendance Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESS THAN 87%</td>
<td>Far Below Basic</td>
</tr>
<tr>
<td>87 - 91%</td>
<td>Below Basic</td>
</tr>
<tr>
<td>92 - 95%</td>
<td>Basic</td>
</tr>
<tr>
<td>96 - 99%</td>
<td>Proficient</td>
</tr>
<tr>
<td>100%</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

**Chronic Absence**

**LCAP Goal:** 11% or lower

**LCAP Goal:** 2014-15: 70% of students attending here
Attendance Bands at the end of the school year
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%

District Total

- 2010-11: 62.28%
- 2011-12: 65.03%
- 2012-13: 68.11%
- 2013-14: 71.73%
Chronic Absence in LAUSD

Below Basic and Far Below Basic Attendance (91% or lower) by Grade, 2010-2014

LCAP target = 11% or lower

1 in 5

1 in 4

Transition Kindergarten: 17.19%
Kindergarten: 14.81%
Grade 1: 14.91%
Grade 2: 12.93%
Grade 3: 12.93%
Grade 4: 12.93%
Grade 5: 12.93%
Grade 6: 12.93%
Grade 7: 12.93%
Grade 8: 12.93%
Grade 9: 12.93%
Grade 10: 12.93%
Grade 11: 12.93%
Grade 12: 12.93%
Ungraded Special Ed: 12.93%

Los Angeles Unified School District
LAUSD Attendance Performance by Ethnicity
2013-14 Year End Data

African American

FIRST GRADE
- Chronic Absence: 24.0%
- Basic: 21.6%
- Prof/Adv: 54.4%

KINDERGARTEN
- Chronic Absence: 27.8%
- Basic: 22.6%
- Prof/Adv: 49.6%

TRANSITIONAL KINDERGARTEN
- Chronic Absence: 32.5%
- Basic: 19.3%
- Prof/Adv: 48.1%

First Grade n=4,419
Kinder n=4,185
TK n=584

Latino

FIRST GRADE
- Chronic Absence: 10.5%
- Basic: 17.1%
- Prof/Adv: 72.4%

KINDERGARTEN
- Chronic Absence: 14.3%
- Basic: 19.7%
- Prof/Adv: 66.0%

TRANSITIONAL KINDERGARTEN
- Chronic Absence: 17.5%
- Basic: 21.5%
- Prof/Adv: 61.0%

First Grade n=35,516
Kinder n=33,739
TK n=5,569
LAUSD TK/Kindergarten Attendance Performance by Ethnicity
2013-14 Year End Data

<table>
<thead>
<tr>
<th>Caucasian/White</th>
<th>Transitional Kindergarten</th>
<th>Kindergarten</th>
<th>First Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.7%</td>
<td>24.2%</td>
<td>66.5%</td>
<td>71.2%</td>
</tr>
<tr>
<td>21.3%</td>
<td>6.3%</td>
<td>7.8%</td>
<td>19.6%</td>
</tr>
<tr>
<td>58.6%</td>
<td>19.6%</td>
<td>66.5%</td>
<td>71.2%</td>
</tr>
</tbody>
</table>

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
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).
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 Counselors

• Share Attendance Data
  - Bulletin boards, newsletters, letters, meetings, etc.
Attendance Improvement Counselors

- **Teach Attendance Expectations**
  - *Classroom presentations, student assemblies, parent meetings, etc.*
## 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 | H  | 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 | H  |    |    |    |    |    |    | 23 |
| November | 56 | 57 | 58 | 59 | 60 | 61 | H  | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | UA | UA | UA | H  |    |    |    |    |    |    |    | 15 |
| December | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | H  |    |    |    |    |    |    |    |    | 15 |
| January  | H  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 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  |    |    |    |    |    |    |    |    | 21 |
| June     | 177| 178| 179| 180|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 4  |

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### Attendance Achievement by Instructional Day

**Means having NO MORE THAN 1 absence per 25 DAYS OF INSTRUCTION**

<table>
<thead>
<tr>
<th>Instructional Day</th>
<th>Date</th>
<th>FBB</th>
<th>BB</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>September 19</td>
<td>4 or more</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>50</td>
<td>October 24</td>
<td>7 or more</td>
<td>5-6</td>
<td>3-4</td>
<td>1-2</td>
<td>0</td>
</tr>
<tr>
<td>75</td>
<td>December 6</td>
<td>10 or more</td>
<td>7-9</td>
<td>4-6</td>
<td>1-3</td>
<td>0</td>
</tr>
<tr>
<td>100</td>
<td>February 3</td>
<td>14 or more</td>
<td>9-13</td>
<td>5-8</td>
<td>1-4</td>
<td>0</td>
</tr>
<tr>
<td>125</td>
<td>March 11</td>
<td>17 or more</td>
<td>11-16</td>
<td>6-10</td>
<td>1-5</td>
<td>0</td>
</tr>
<tr>
<td>150</td>
<td>April 23</td>
<td>20 or more</td>
<td>13-19</td>
<td>7-12</td>
<td>1-6</td>
<td>0</td>
</tr>
<tr>
<td>175</td>
<td>May 29</td>
<td>23 or more</td>
<td>15-22</td>
<td>8-14</td>
<td>1-7</td>
<td>0</td>
</tr>
<tr>
<td>180</td>
<td>June 5</td>
<td>24 or more</td>
<td>15-23</td>
<td>8-14</td>
<td>1-7</td>
<td>0</td>
</tr>
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</table>
# Teaching Attendance Expectations

**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!

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>domingo</td>
<td>lunes</td>
<td>martes</td>
<td>miércoles</td>
<td>jueves</td>
<td>viernes</td>
<td>sábado</td>
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<tr>
<td>1</td>
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<td>3</td>
<td>4</td>
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<td>22</td>
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<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>Winter Recess / No School</td>
<td>Winter Recess / No School</td>
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<td>Winter Recess / No School</td>
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<td>29</td>
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</tr>
<tr>
<td>Winter Recess / No School</td>
<td>Winter Recess / No School</td>
<td>Winter Recess / No School</td>
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</tr>
</tbody>
</table>

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

Attendance Through June 30, 2013

- Chronic Absence (Far Below Basic and Below Basic, 91% or less): 27%
- Basic (92% - 95%): 26%
- Proficient/Advanced (96%+): 47%

Attendance Through June 6, 2014

- Chronic Absence (Far Below Basic and Below Basic, 91% or less): 17%
- Basic (92% - 95%): 19%
- Proficient/Advanced (96%+): 65%

10% decline
18% increase

Chronic Absence (Far Below Basic and Below Basic, 91% or less)  Basic (92% - 95%)  Proficient/Advanced (96%+)
Attendance Improvement Program
Outcomes: 2013-14

- Grade 9 = 3,768

Grade 9 Attendance Performance

Attendance Through June 30, 2013
- Chronic Absence (Far Below Basic and Below Basic, 91% or less): 39%
- Basic (92% - 95%): 17%
- Proficient/Advanced (96%+): 43%

Attendance Through June 6, 2014
- Chronic Absence (Far Below Basic and Below Basic, 91% or less): 32%
- Basic (92% - 95%): 16%
- Proficient/Advanced (96%+): 52%

7% decline in Chronic Absence
9% increase in Proficient/Advanced
Attendance Improvement Program Results by Student Ethnicity: TK/Kindergarten

African American

Attendance Through June 31, 2013: 38% (n=1,235)
Attendance Through June 6, 2014: 27% (n=1,247)

Latino

Attendance Through June 31, 2013: 24% (n=4,409)
Attendance Through June 6, 2014: 18% (n=4,435)
Attendance Improvement Program Results by Student Ethnicity: TK/Kindergarten

### White
- **Attendance Through June 31, 2013**
  - n=222
  - 32% Chronically Absent
  - 32% Basic
  - 36% Proficient/Advanced

- **Attendance Through June 6, 2014**
  - n=222
  - -16% decrease in Chronic Absence
  - +28% increase in Proficient/Advanced

### Asian
- **Attendance Through June 31, 2013**
  - n=125
  - 24% Chronically Absent
  - 27% Basic
  - 49% Proficient/Advanced

- **Attendance Through June 6, 2014**
  - n=146
  - -18% decrease in Chronic Absence
  - +25% increase in Proficient/Advanced
Attendance Improvement Program Results by Student Ethnicity: Grade 9

African American:
- Attendance Through June 31, 2013: 35% attendance
- Attendance Through June 6, 2014: 45% attendance
  - Change: -10%

Latino:
- Attendance Through June 31, 2013: 31% attendance
- Attendance Through June 6, 2014: 55% attendance
  - Change: +9%

Note: The numbers in parentheses represent the sample size: (n=1,102) for African American and (n=1,159) for Latino.

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

**White**
- Attendance Through June 31, 2013: 64% (n=22)
- Attendance Through June 6, 2014: 46% (n=28)
- Change: -18% (n=22) +12% (n=28)

**Asian**
- Attendance Through June 31, 2013: 11% (n=44)
- Attendance Through June 6, 2014: 24% (n=34)
- Change: +13% (n=44) -4% (n=34)
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

Wellness Center
LAUSD System of Care

- Preconception, Infant, Toddler Care
- First 5 LA Family Strengthening
- First 5 LA Oral Health
- First 5 LA Best Start
- Other Community-Based Resources
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**: Conveys why building a habit of attendance is important and what chronic absence is.
- **District**: Is accurate, accessible, and regularly reported.
- **Schools**: Strategic partnerships between district and community partners address specific attendance barriers and mobilize support for all ingredients.
- **Students & Families**: Ensures monitoring & incentives to address chronic absence.
- **Positive Messaging**: Expands ability to interpret data and work together to adopt best practices.
- **Actionable Data**: Shared Accountability
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?

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)

<table>
<thead>
<tr>
<th>Category</th>
<th>Elementary</th>
<th>Middle</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td># Schools with 0%-5% Chronic Absence</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Schools with 5.1%-10% Chronic Absence</td>
<td>17</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td># Schools with 10.1%-20% Chronic Absence</td>
<td>25</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td># Schools with &gt;20.1% Chronic Absence</td>
<td>9</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Total No. Schools</td>
<td>60</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Elementary</th>
<th>Middle</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest % of Chronic Absence</td>
<td>31.5%</td>
<td>32.8%</td>
<td>42.1%</td>
</tr>
<tr>
<td>Lowest % of Chronic Absence</td>
<td>0.3%</td>
<td>6.9%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Median</td>
<td>12.7%</td>
<td>14.9%</td>
<td>21.0%</td>
</tr>
<tr>
<td>Mean</td>
<td>11.9%</td>
<td>15.6%</td>
<td>22.4%</td>
</tr>
</tbody>
</table>
How Can Chronic Absence Data Be Used?

Monitoring Each Student Allows for Personalized Interventions

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?

- **Chronically Absent Students**
  - PERCENT of Absences Excused: 0%
  - PERCENT of Absences Unexcused: 33%
  - PERCENT of Absences due to Suspension: 67%

- **Chronically Absent Students**
  - NUMBER of Excused Absences: 2105
  - NUMBER of Unexcused Absences: 1038
  - NUMBER of Days Suspended**: 14
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?