



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

CHRONIC ABSENCE: An Actionable Metric for School & Life Success



Presented by
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Oakland Unified School District

www.ousd.org



@OUSDnews



Know your attendance measures.

Average Daily Attendance

How many students show up to school every day? The percent of enrolled students who attend school each day. It is used in CA to allocate funds to districts.

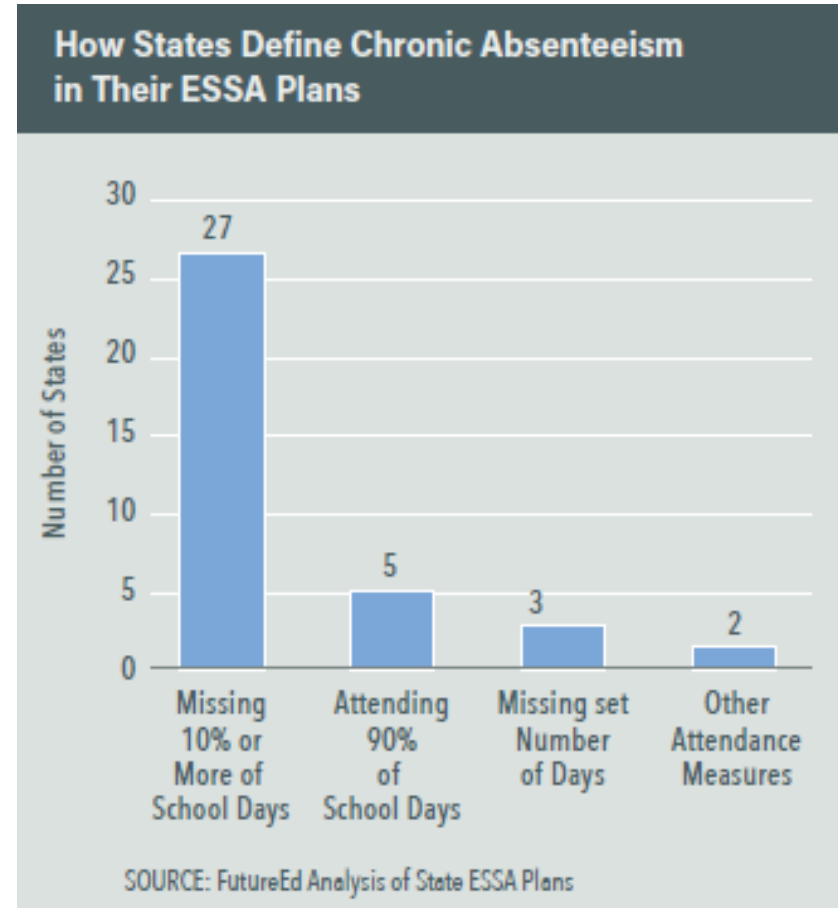
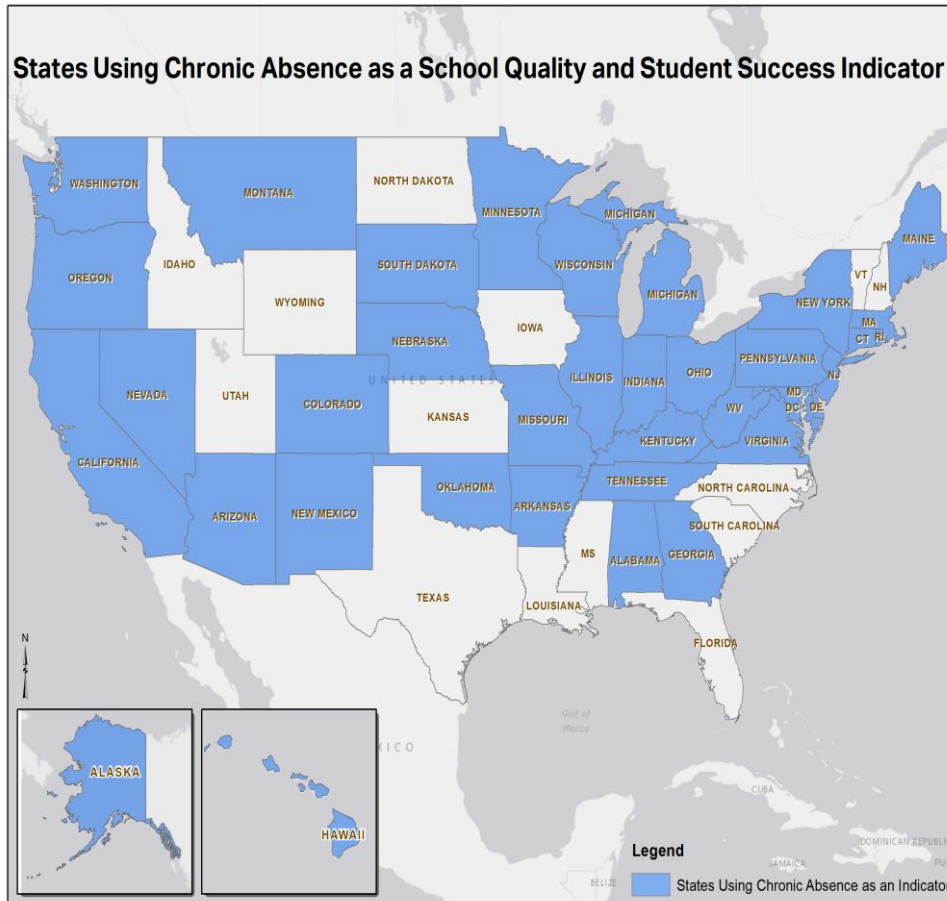
Truancy

Who is missing school without permission? Typically refers only to unexcused absences. Each state has the authority to define truancy and when it triggers legal intervention. In CA = 3 absences or 3X late to class by 30 min without a valid excuse.

Chronic Absence

Who is missing so much school they are academically at risk? Broadly means missing too much school for any reason -- excused, unexcused, and suspensions. It is defined as missing 10% of school days in California. It is an accountability metric under the Local Control Funding Formula as well as CA's plan for implementing ESSA. It will be in dashboard Dec. 2018

36 states + DC adopted chronic absence as a metric in their ESSA plans.

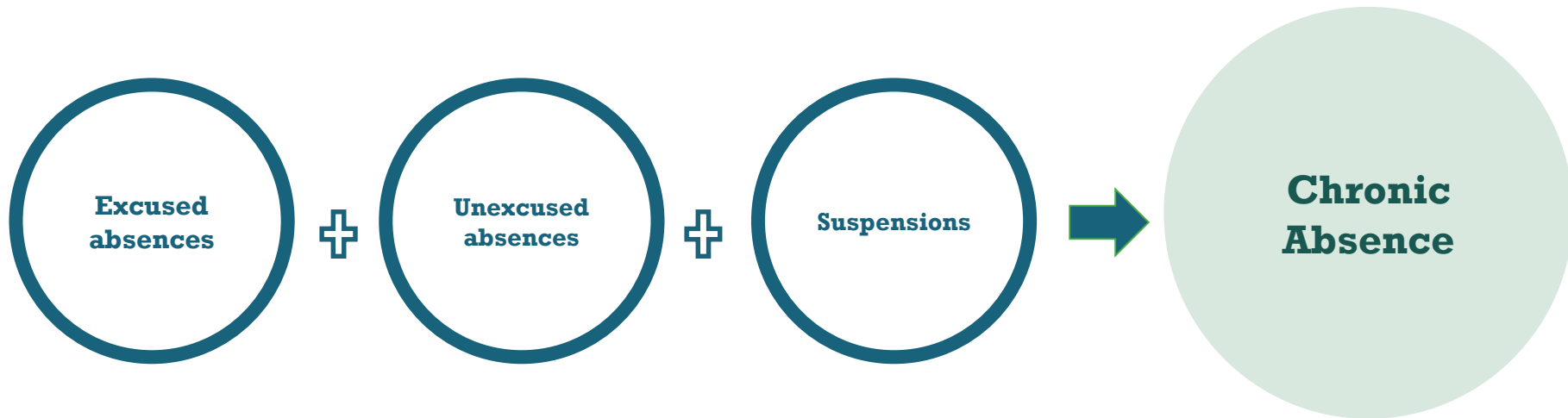


Who's In: Chronic Absenteeism Under the Every Student Succeeds Act
Future Ed, Georgetown University, September 2017.



What is Chronic Absence?

Chronic absence is missing so much school for any reason that a student is academically at risk. Attendance Works recommends defining it as **missing 10% or more of school for any reason.**



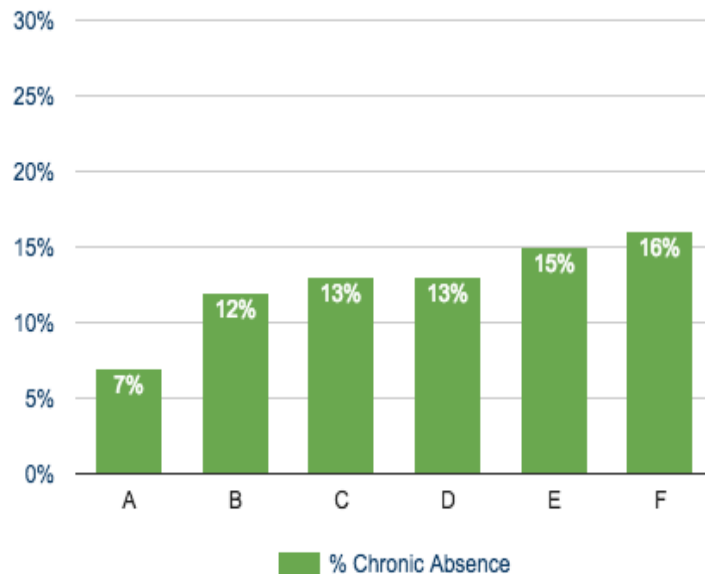
Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).



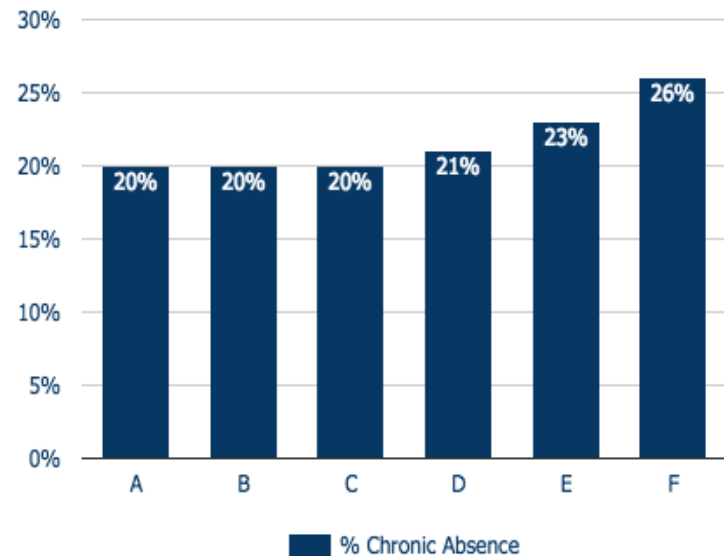
Average Daily Attendance (ADA) Can Mask Chronic Absence

90% and even 95% \neq A

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



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



98% ADA = little chronic absence

95% ADA = don't know

93% ADA = significant chronic absence



Improving Attendance Matters Because it Reflects:

- ✓ **Exposure to language:** Starting in Pre-K, attendance equals exposure to language-rich environments especially for low-income children.
- ✓ **Time on Task in Class:** Students only benefit from classroom instruction if they are in class.
- ✓ **On Track for Success:** Chronic absence is a proven early warning sign that a student is behind in reading by 3rd grade, failing courses middle and high school, and likely to drop-out.
- ✓ **College Readiness:** Attendance patterns predicts college enrollment and persistence.
- ✓ **Engagement :** Attendance reflects engagement in learning.
- ✓ **Effective Practice:** Schools, communities and families can improve attendance when they work together.



Student Attendance is Strongly Associated with Academic Success

Chronic Absence = Warning Sign of Academic Risk

PK-1st Grade:

Students who attend regularly in the early grades perform better on measures of academic and social and emotional capacities.

3rd Grade:

Students who attend school regularly are more likely to be able to read proficiently by the end of 3rd grade.

Middle School Success:

Students who attend school regularly are more likely to have passing grades in middle school

High School Completion:

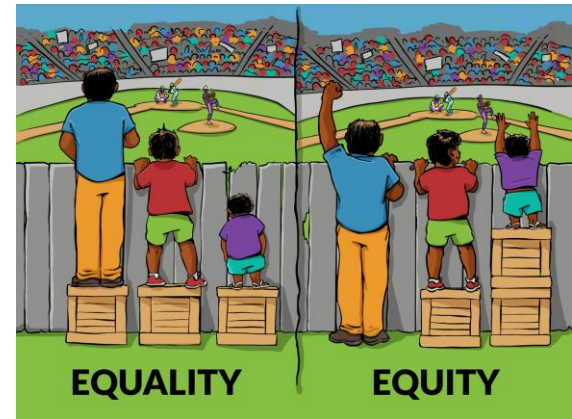
Students who attend school regularly are more likely to graduate from high school

College Completion:

Students who attend school regularly in high school are more likely to persist in college and graduate



Reducing Chronic Absence Can Help Close Equity Gaps

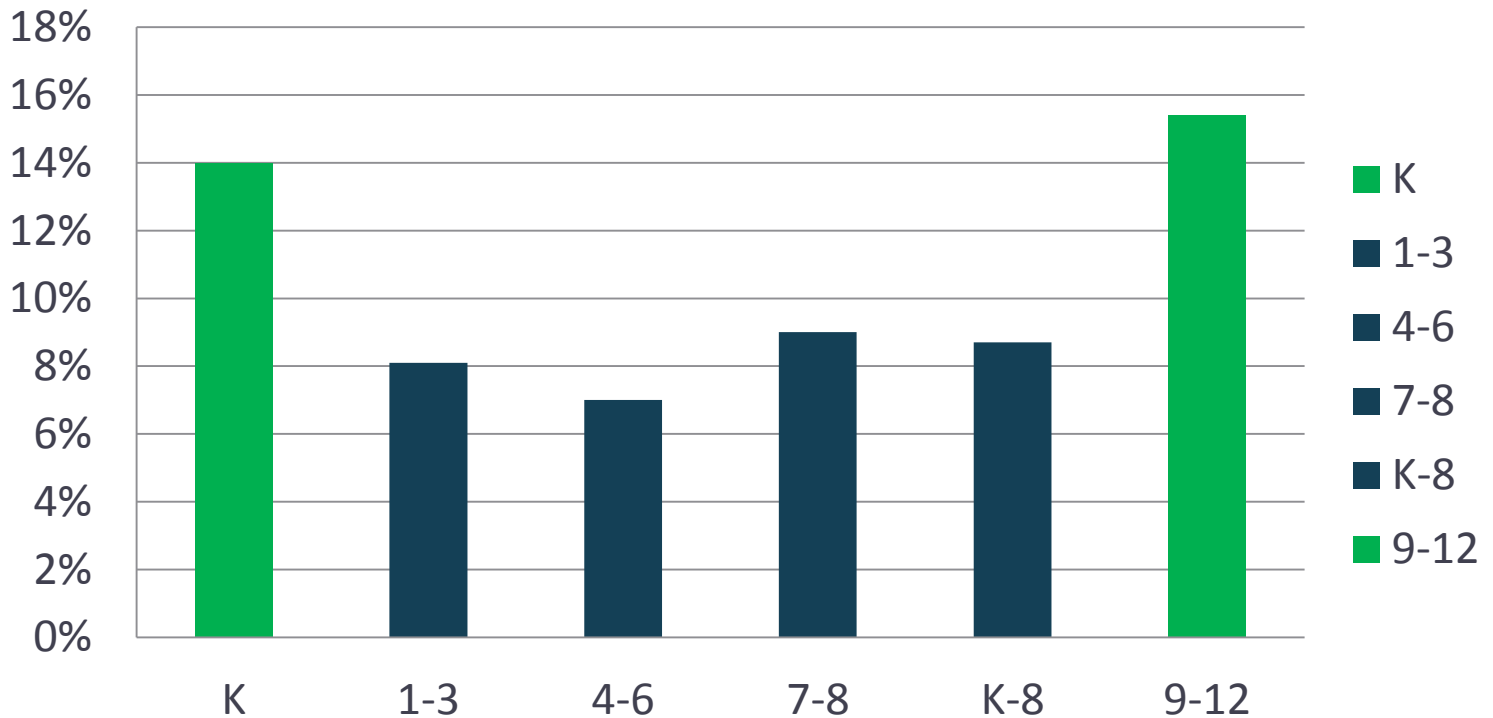


- Vulnerable children, especially those living in poverty, are 2-3 times more likely to experience chronic absence at earlier ages, starting as early as preschool.
- Vulnerable children are much less likely to have the resources to make up for lost learning time in the classroom.
- Vulnerable children are more likely to experience multiple years of chronic absence



Early Chronic Absence Hidden by Aggregate Data

2016-17 Chronic Absence Rates by Grade Span

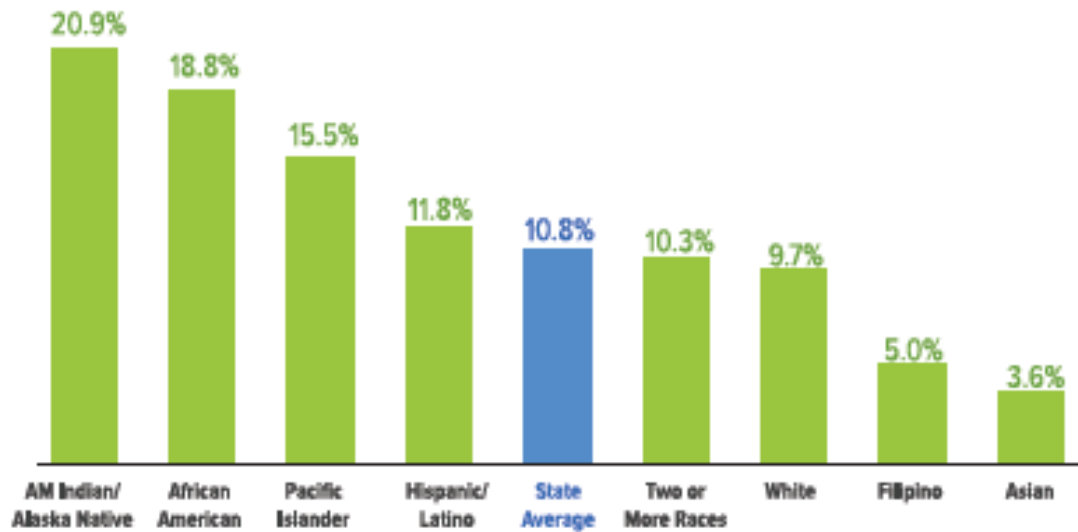


Source: California Department of Education, DataQuest



In California, chronic absence contributes to the achievement gap

Chronic Absenteeism* in California By Race/Ethnicity 2016 - 17



*Note: Chronic absenteeism refers to percent of students absent 10 percent or more of instructional days.

Data source: California Department of Education. Graphics by Yuxuan Xie.

EdSource

694,030 students chronically absent in 2016-17



Accelerating Action for Student Success Requires New Attendance Paradigm

Truancy

- Counts unexcused absences
- Emphasizes individual compliance with school rules
- Uses legal, typically more punitive, solutions

Chronic Absence

- Counts all absences
- Emphasizes academic impact of missed days
- Uses preventive problem-solving, trauma-informed strategies



A New and More Effective Mindset

Missed School = Missed Learning Opportunities
(Time Matters)

Chronic Absence = Early Warning Indicator

Missing 10% of School Days = Action Alert



Factors That Contribute to Chronic Absence

Barriers

- Illness, both chronic and acute
- Lack of health, mental health, vision, or dental care
- Trauma
- Unsafe path to/from school
- Housing instability
- Poor Transportation
- Family Responsibilities
- Frequent moves or school changes
- Involvement with child welfare or juvenile justice systems

Negative School Experiences

- Struggling academically or socially
- Bullying
- Suspensions and expulsions
- Negative attitudes of parents due to their past and current school experiences
- Undiagnosed disability
- Lack of appropriate accommodations for disability

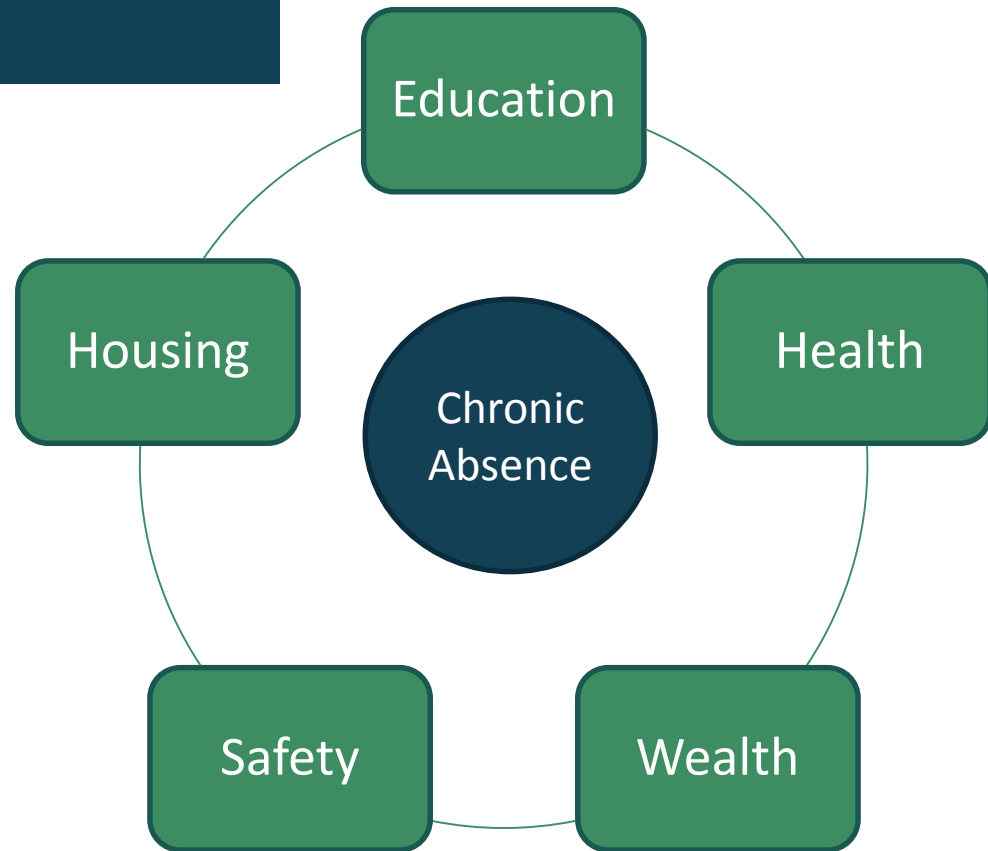
Lack of Engagement

- Lack of culturally relevant, engaging instruction
- No meaningful relationships with adults in school
- Stronger ties with peers out of school than in school
- Unwelcoming school climate
- Failure to earn credits/ no future plans
- Many teacher absences or long-term substitutes

Misconceptions

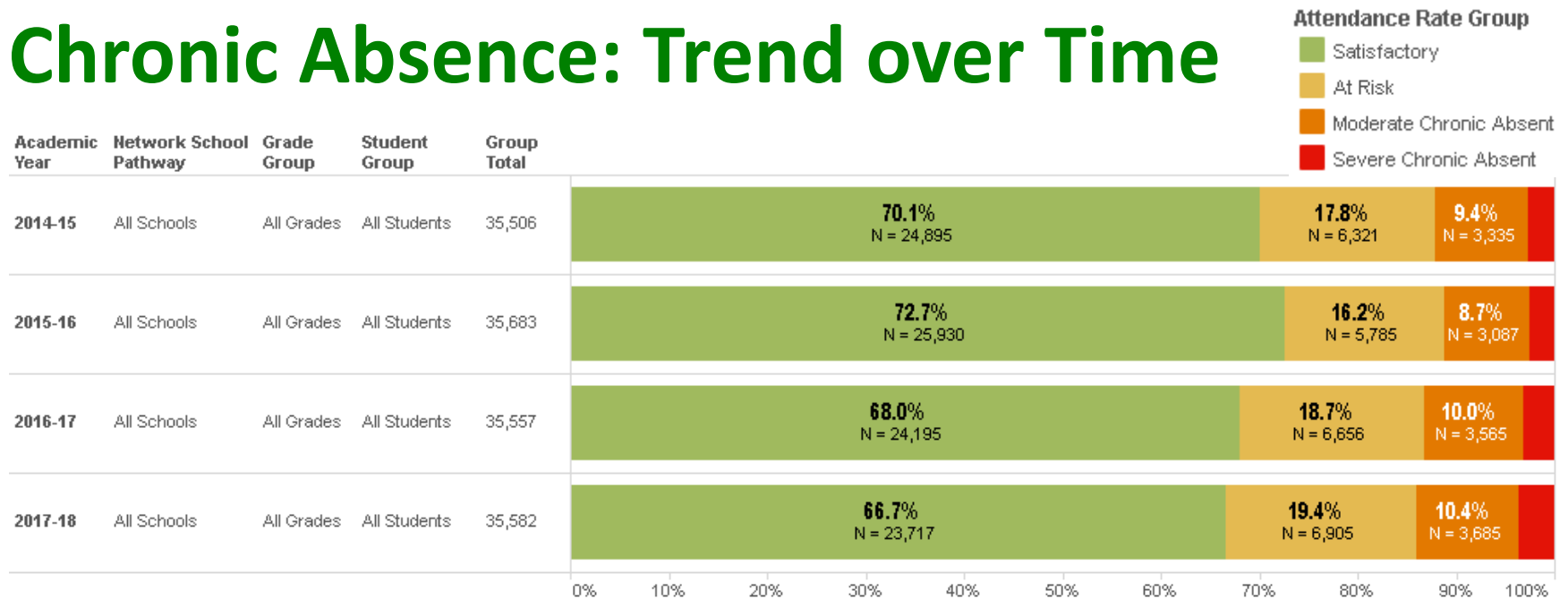
- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Sporadic absences aren't a problem
- Attendance only matters in the older grades

Case for Common Focus



**DATA:
FOCUS ON OAKLAND**

Chronic Absence: Trend over Time



12.1% total chronic absence in 2014-15

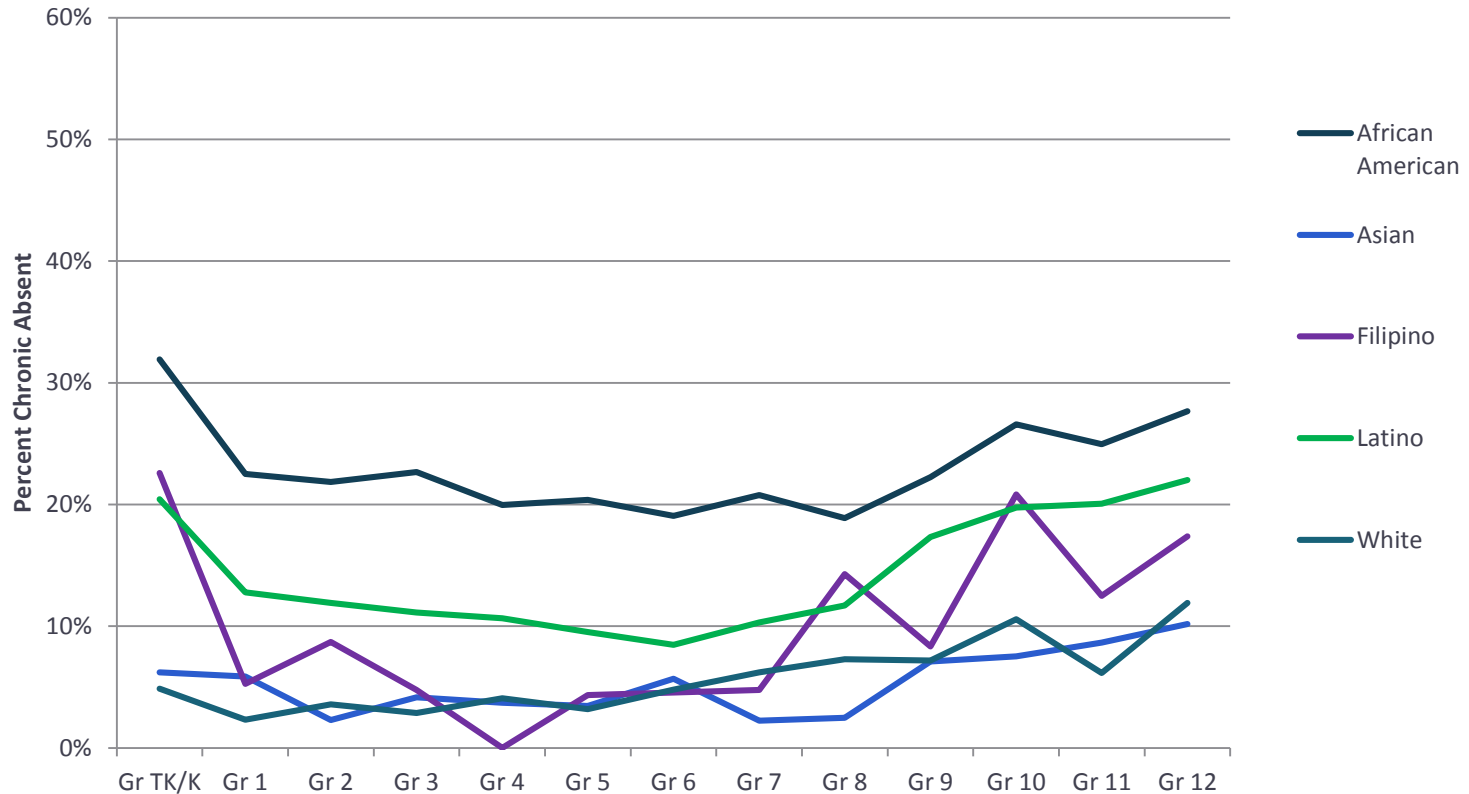
11.1% total chronic absence in 2015-16

13.2% total chronic absence in 2016-17

13.9% total chronic absence in 2017-18

African American & Latino Students Most Affected

Oakland Unified School District
2017-18 Percent Chronic Absent By Ethnicity and Grade

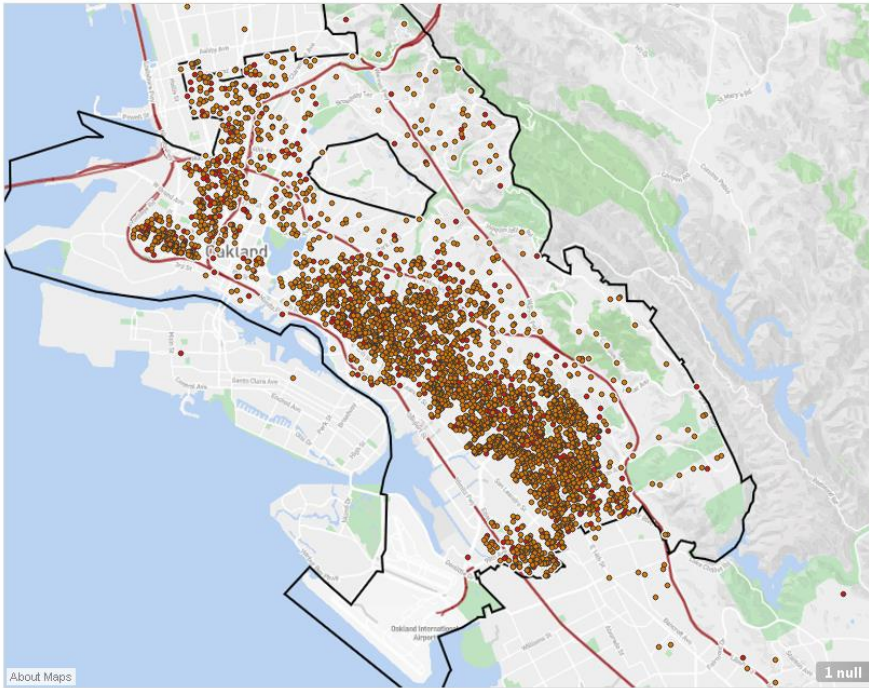


Where do Chronically Absent students live?

2017-18 Chronic Absence Map: Student Location - Moderate and Severe

School Selected: All

Student location with Attendance Rate Group indicator As Of June 7, 2018

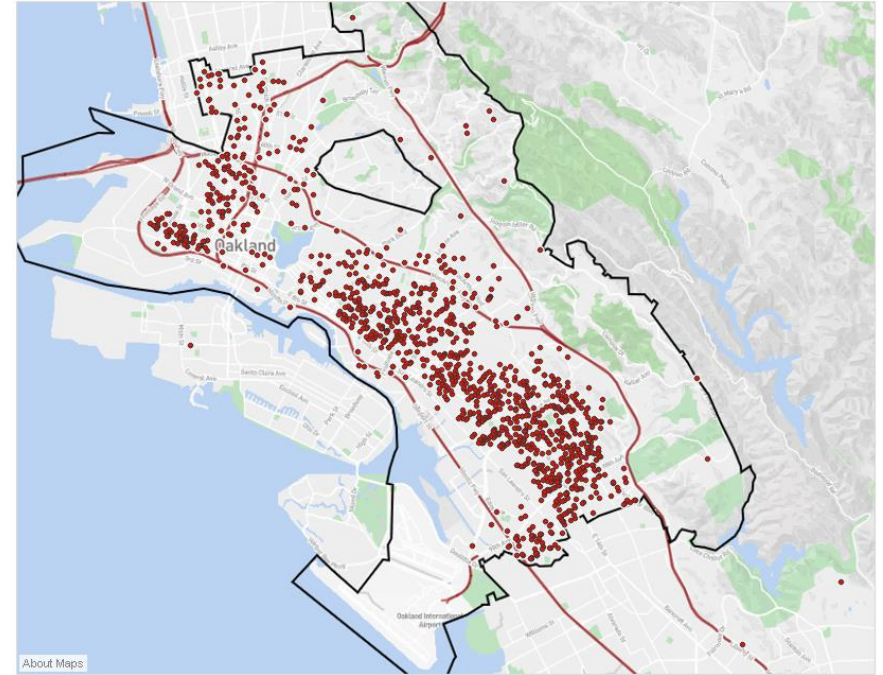


For any comments or questions please email Kevin Smith at Kevin.Smith@ousd.org

2017-18 Chronic Absence Map: Student Location - Severe* Only

School Selected: All

Student location with Attendance Rate Group indicator As Of June 7, 2018



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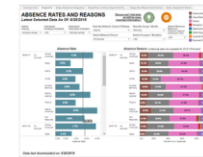
Using Data Tools to monitor progress

Create data reports

- **2010:** Disaggregated PDF reports on chronic absence, published weekly for all schools and district-wide
- **2015-present:** ousddata.org hosts multiple dashboards: chronic absence including maps; alternative schools dashboard; absence analysis with reasons; daily attendance calendar; weekly attendance tracker.
- Dashboard users can drill to student level, and chronic absence, absence analysis, and daily attendance calendar are updated nightly.

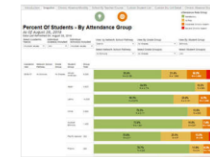
OAKLAND UNIFIED SCHOOL DISTRICT ATTENDANCE & CHRONIC ABSENCE

Use these dashboards to view attendance and chronic absence data across OUSD.



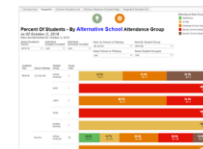
ABSENCE ANALYSIS

An analysis of all-day absences by reason and as a percent of student instructional days.



CHRONIC ABSENCE

The Chronic Absence dashboard shows 4 years of data for students who have satisfactory attendance, or are at risk, moderately or severely chronically absent.



CHRONIC ABSENCE - ALTERNATIVE SCHOOLS

View Chronic Absence data from alternative schools for students who have satisfactory attendance, or are at risk, moderately or severely chronically absent. Based on physical presence of student for at least part of each school day.



WEEKLY ATTENDANCE TRACKER

Weekly attendance rates at the student and classroom level are displayed. This dashboard is ideal for case managers and site-based attendance teams who provide attendance related interventions.



DAILY ATTENDANCE CALENDAR

Calendar view of the selected student's school attendance in a print-friendly view for conversations with families.

What have we done to address chronic absence?

- **Create Attendance Teams at school sites**
 - Including principal, teachers, school nurse, afterschool program, family liaison or community school manager, etc. to address and prevent chronic absence
 - This year, Elementary Network 3 has a network focus on chronic absence and is already showing progress over this time last year
- **Partnership with Hedy Chang/Attendance Works**
 - Raising awareness and creating customized Attendance Toolkit
- **Partnership with Oakland Housing Authority**
 - Ground-breaking data sharing agreement focused on chronic absence
 - Support for OHA parent ambassadors, OHA **Promise+** program (formerly called Family Education and Achievement Project, with 7 partner schools in West and East Oakland where chronic absence for OHA students is high

What have we done to address chronic absence?

Partnership with City of Oakland

- Social workers focused on chronic absence

Oakland Education Cabinet (OEC): Attendance Collaborative

- Including District Attorney Teresa Drenick, Mayor's office, Oakland Housing Authority, Be a Mentor, Attendance Works, Girls Inc., GO Public Schools, and OUSD

Continuous School Improvement metric

- Inclusion of Chronic Absence in OUSD Balanced Scorecard, School Performance Framework, and Local Control Accountability Plan (goals and metrics)
- Inclusion in annual board-approved Site Plans for every OUSD school