

Oakland Unified School District Balanced Scorecard Accountability Report Study Session: Attendance



February 27, 2013

Agenda & Road Map

Focus on Attendance

- A. Reducing Chronic Absence: Why It Matters?
- B. What Are We Doing?
- C. Where Are We Now?
- D. How Is It Going?
- E. What Are We Learning?

Defining Key Terms

TERM	DEFINITION
Average Daily Attendance	The percentage of enrolled students who attend school each day.
Satisfactory Attendance	Attending school 95% or more of school days in an academic year.
Chronic Absence	Missing 10% or more days of school in an academic year for any reason — excused or unexcused.
Truancy	Typically refers <i>only</i> to unexcused absences and is defined by each state. In California, it is missing 3 days of school without a valid excuse, or being late (30 minutes or more) to class 3 times without a valid excuse.

Districtwide Targets

Targets are in: Strategic Plan, Balanced Scorecard, and Community Schools Strategic Site Plan

- Schools will achieve **98%** average daily attendance (ADA)
 - Schools will reduce chronically absent students to **5% or less**
 - Schools will achieve at least **85% of students** attending **95% of school days**
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A. Chronic Absence: Why It Matters?



- **Academic Achievement:** Missing too much school for any reason has a direct impact on academic achievement – both short-term and long-term.
 - **High in Kindergarten & High School:** Chronic absence is highest in Kindergarten and high school. Chronic absence in the early years has a negative impact on Grade 3 reading and other learning outcomes.
 - **Performance:** Chronically absent students are half as likely to score Proficient or Advanced on the California Standards Test in English Language Arts, and twice as likely to score Below or Far Below Basic.
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A. Chronic Absence: Why It Matters?

- **High School Graduation:** Chicago research shows that 9th grade attendance is a better predictor of high school graduation than 8th grade test scores. For every week of school missed in 9th grade, a student's odds of graduating four years later is dramatically reduced.
 - **ADA Masks Issues:** Most school districts only track ADA (average daily attendance) and truancy. Both can mask chronic absence.
 - Example: We compared six OUSD schools – **all with 95% ADA** – and found a wide variation in chronic absence rates, from a low of 5.8% to a high of 17.3% chronically absent students.
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A. Chronic Absence: Why It Matters?

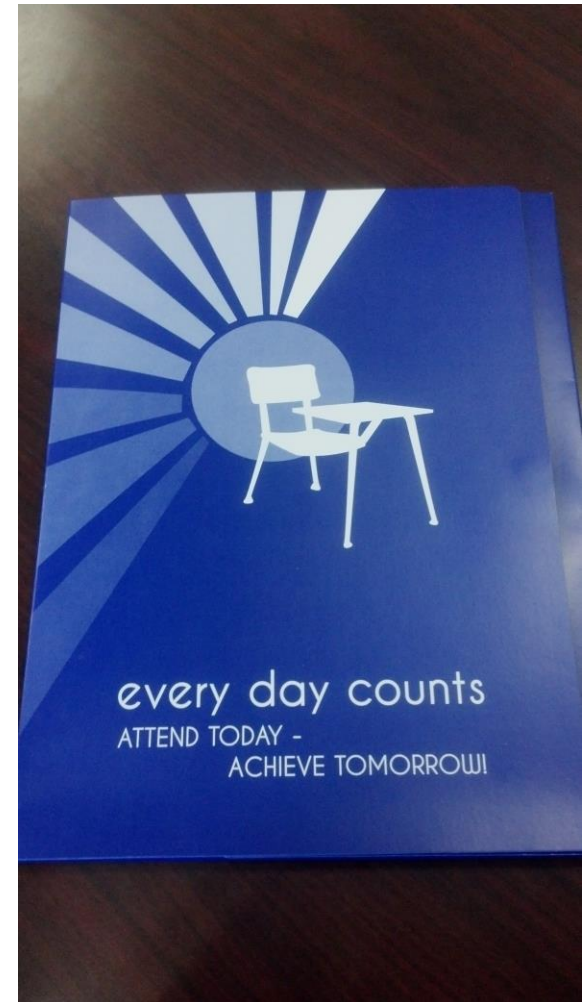
- **OUSD Statistics:** In 2012, 1 out of 10 OUSD students was chronically absent.
 - **Disaggregated by Groups:** African American and Latino students are most affected of the large ethnicity groups.
 - In 2012, 18% of African American students was chronically absent.
 - In 2012, 9% of Latinos overall, and 14% of Latino high school students.
 - Native American and Pacific Islander students have high rates of chronic absence, at 21% and 19%, respectively.
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B. What Are We Doing?

Central Level

- **Awareness across the System**
 - Example: Attendance is key area in family engagement work
 - Example: Establishing district targets for all schools
 - Example: Using chronic absence as early warning indicator
- **Focused Monitoring & Tracking**
 - Example: Targeted support for schools with high chronic absence
- **Tool Development & Training**
 - Examples: OUSD Attendance Manual, Chronic Absence Letter, OEC Toolkit, etc.



B. What Are We Doing?

School Site Level

- **Community School Strategic Site Plan (CSSSP)**
 - **SART/COST** -- coordinated early intervention
 - **Creating School-Wide Culture of Positive Attendance**
 - **Continuum of Interventions**
 - Examples: Home visits, afterschool program participation, case management, bus passes, incentives, family engagement, etc.
 - **Interventions Based on Root Causes** identified by school team
 - Examples of Root Causes: Mental or physical health, transportation, family distress/disengagement, etc.
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B. What Are We Doing?

Who Are Our Partners?

- **Oakland Education Cabinet:**

Attendance Support Committee

- Development of Attendance Toolkit
- Citywide focus on early years – K-1, now expanding to secondary grades

- **Oakland Housing Authority:**

Data Sharing & Partner Schools focusing on attendance

- Partner schools in East and West Oakland where chronic absence is highest
- OHA Parent Ambassadors at each partner school

- **Attendance Works – Hedy Chang**

Citywide Focus on Early Grades



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students



Alameda County District Attorney Teresa Drenick, right, hand-delivers OEC Attendance Toolkit to Piedmont Avenue Elementary Principal Zarina Ahmad, September 13, 2012.

(Photo: D. Ross Cameron, Oakland Tribune, 9/25/12)

Universal Incentives



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

every day counts
ATTEND TODAY -
ACHIEVE TOMORROW!

Certificate of Achievement

FOR GOOD AND/OR IMPROVED ATTENDANCE THIS SEMESTER

Awarded on: _____


Tony Smith, Superintendent
Oakland Unified School District


Mayor Jean Quan
City of Oakland

<http://www.ousd.k12.ca.us/attendancetoolkit>



2012 Reducing Chronic Absence

Biggest Reductions from 2011 to 2012:

- **-9% Int'l Community** (11% to 2%)
- **-8% EnCompass** (14% to 6%)
- **-7% Sobrante Park** (21% to 14%)
- **-5% PLACE** (24% to 19%)
- **-5% Burckhalter** (25% to 20%)
- **-5% Esperanza** (8% to 3%)
- **-5% Futures** (14% to 9%)
- **-5% Manzanita C'ty** (17% to 12%)
- **-8% Elmhurst C'ty Prep** (18% to 10%)
- **-8% Roosevelt** (15% to 7%)
- **-5% Claremont** (16% to 11%)
- **-5% Hillcrest** (6% to 1%)
- **-5% Montera** (9% to 4%)
- **-10% Castlemont** (23% to 13%)
- **-7% Fremont** (25% to 18%)
- **-5% McClymonds** (22% to 17%)



2012 Celebrating Success

17 elementary schools, 3 middle schools, and 1 high school received awards for meeting or exceeding district goal of reducing chronic absence to 5% or less:

- Lincoln
 - Hillcrest K-8
 - Thornhill
 - Montclair
 - Crocker Highlands
 - Peralta
 - International Community School
 - Chabot
 - Glenview
 - Joaquin Miller
 - ACORN Woodland
 - Esperanza
 - Greenleaf
 - Redwood Heights
 - Grass Valley
 - Kaiser
 - Think College Now
 - Montera
 - Edna Brewer
 - Urban Promise Academy
 - Life Academy
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C. Where Are We Now?



Year-to-Date Data Discussion:

- Chronic Absence
- Satisfactory Attendance

C. Where Are We Now?

Chronic Absence: Year-to-Date 2012 and 2013

Overall, as of mid-February 2013, chronic absence is slightly higher this year, compared to mid-February 2012. Current rates remain lower than end-of-year 2012 rate of 11% district-wide.

- **District-Wide:** 10.5% in 2013, compared to 9.3% in 2012.
- **School Level:**
 - Elementary:* 10.1% in 2013, compared to 9.2% in 2012.
 - Middle School:* 9.3% in 2013, compared to 8.4% in 2012.
 - High School:* 12.9% in 2013, compared to 10.4% in 2012.

All data as of mid-February 2012 and 2013.

C. Where Are We Now?

Chronic Absence: Year-to-Date 2012 and 2013

- **African American:**
17.5% in 2013, compared to 14.6% in 2012.
- **Latino:** 10.8% in 2013, compared to 8.2% in 2012.
- **Asian:** 5.5% in 2013, compared to 3.7% in 2012.
- **White:** 9.7% in 2013, compared to 4.1% in 2012.

All data as of mid-February 2012 and 2013.

C. Where Are We Now?

Satisfactory Attendance: YTD 2012 and 2013

Overall, as of mid-February 2013, satisfactory attendance is slightly lower this year, compared to mid-February 2012. Current rates remain about the same as end-of-year 2012 rate of 74% district-wide.

- **District-wide:** 73.6% in 2013, compared to 76.4% in 2012.
- **School Level:**
 - Elementary:* 72.7% in 2013, compared to 75.4% in 2012.
 - Middle School:* 76.3% in 2013, compared to 77.5% in 2012.
 - High School:* 74.4% in 2013, compared to 77.8% in 2012.

All data as of mid-February 2012 and 2013.

C. Where Are We Now?

Satisfactory Attendance: YTD 2012 and 2013

- **African American:**
65.8% in 2013, compared to 68.0% in 2012.
- **Latino:** 72.8% in 2013, compared to 76.5% in 2012.
- **Asian:** 87.6% in 2013, compared to 89.1% in 2012.
- **White:** 80.9% in 2013, compared to 84.0% in 2012.

All data as of mid-February 2012 and 2013.

D. How Is It Going?

Theresa Clincy, Attendance & Discipline Support Services
Family, School and Community Partnerships (FSCP)

Kimi Kean, Regional Executive Officer

Cliff Hong, Principal, Roosevelt Middle School

Alana Whitt-Smith, Principal, Markham Elementary
School

Targeted Central Support



Targeted central support makes a difference 8 Focus Schools: 2013 Year-to-Date*

	2011-12	2013 YTD	CHANGE
Allendale	14%	11%	-3%
Fruitvale	13%	14%	+1%
Lafayette	21%	20%	-1%
Markham	22%	19%	-3%
Martin Luther King	23%	18%	-5%
Piedmont Avenue	16%	10%	-6%
Reach Academy	29%	21%	-8%
RISE Community	26%	17%	-9%

* Year-to-Date as of February 15, 2013

Data Source: AERIES
Data Analysis: OUSD Research, Assessment & Data

Regional Impact



Culture of Attendance



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Community Schools, Thriving Students





E. What Are We Learning?

- Importance of Attendance Team at every school
- Need to look at data year-round
- Universal incentives increase attendance
- Family outreach and engagement matters
- Target limited resources where need is greatest