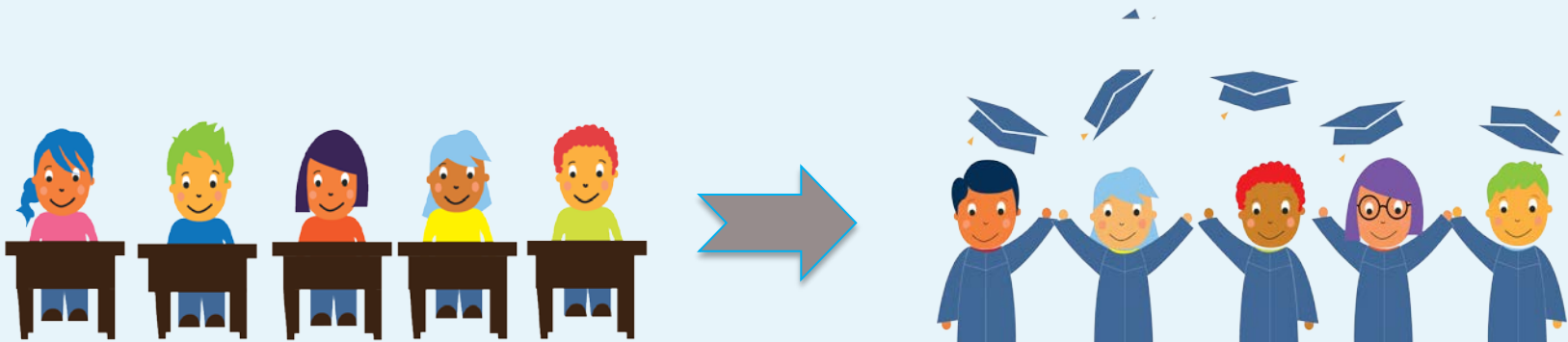


Advancing Early Grade Success By Reducing Chronic Absence



Warm-Up Exercise ~ Quick Write

- What have you done to try to reduce chronic absence? OR
- One story about how you helped a student improve his or her attendance
- What did you learn from that experience about what works?
- What was hard? What barriers did you face?



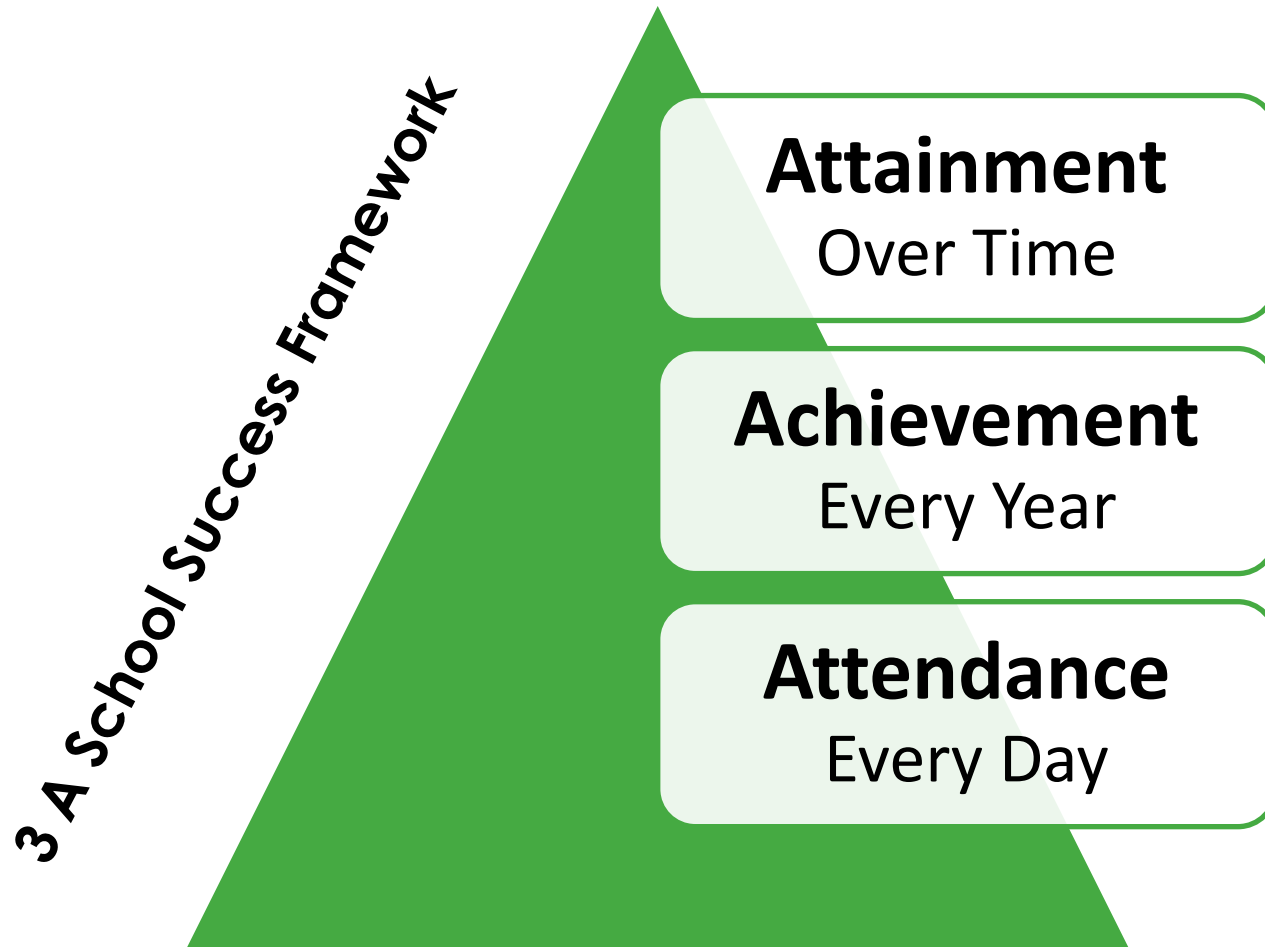
Introductions

Please share with your group of 3:

- Your Name
- Title
- Organization
- One insight from your quick write



Attendance is An Essential Ingredient of Academic Success



Developed by Annie E. Casey Foundation & America's Promise Alliance
For more info go to www.americaspromise.org/parentengagement



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.

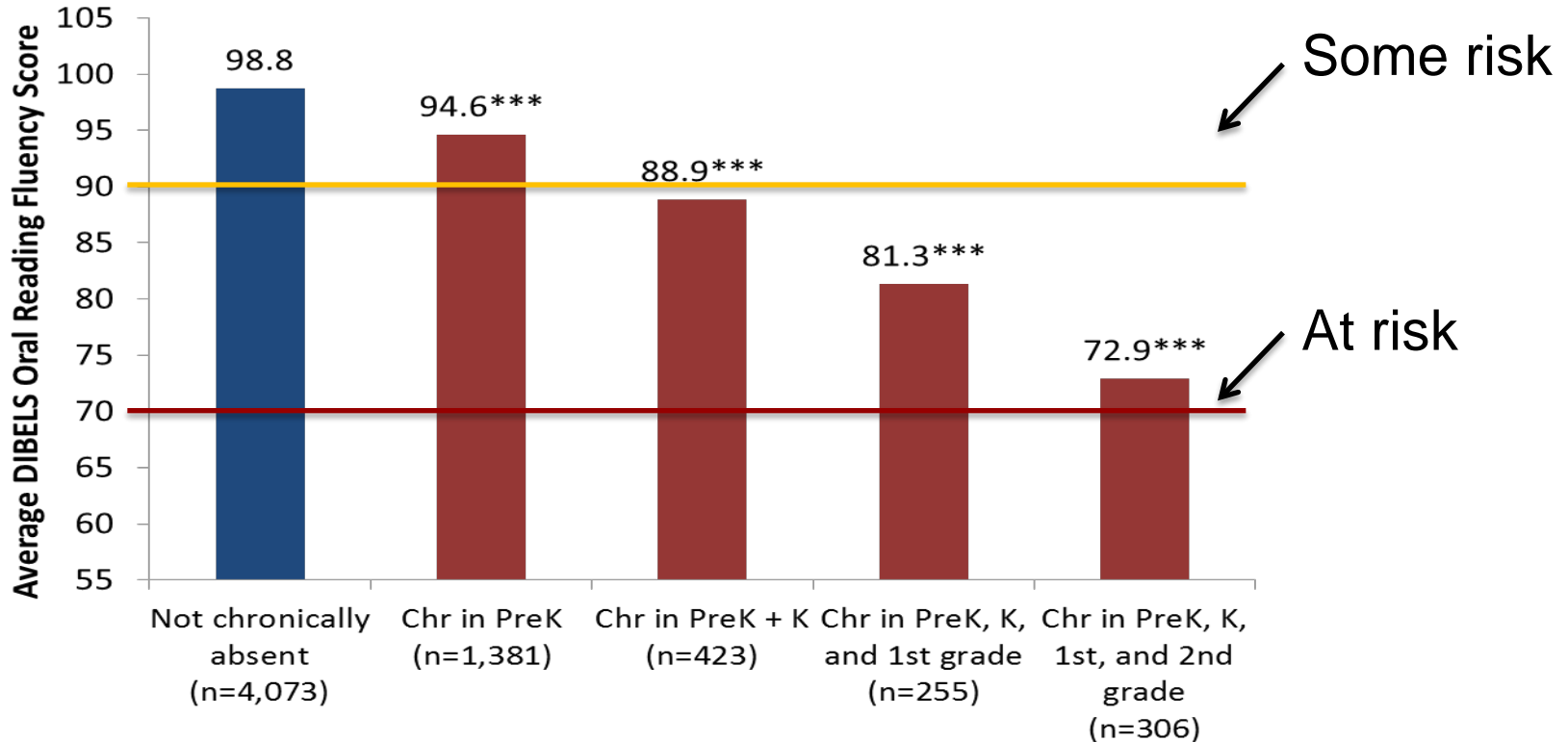
Engagement : Attendance reflects engagement in learning.

Effective Practice: Schools, communities and families can improve attendance when they work together.

(For research, see: <http://www.attendanceworks.org/research/>)

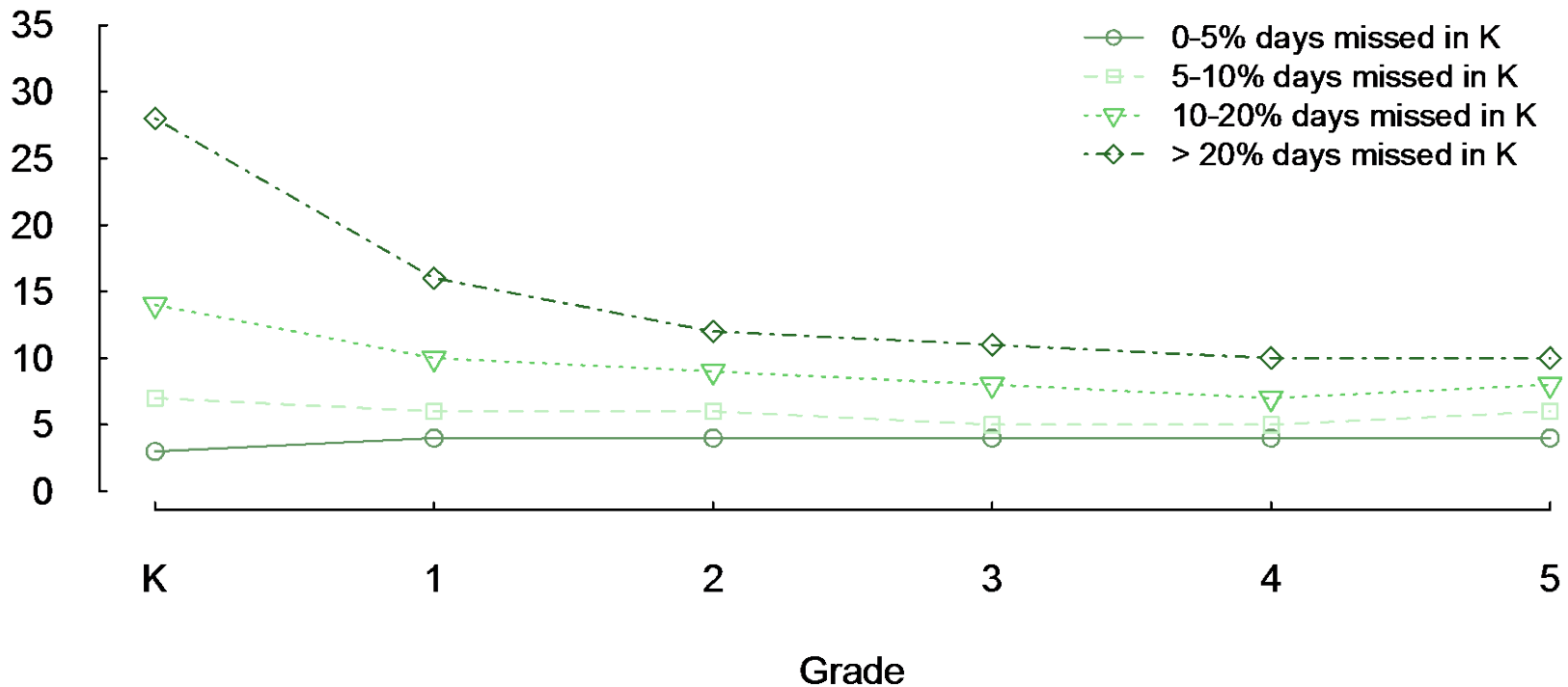


Starting in PreK, More Years of Chronic Absence = Need for Intensive Reading Support By 2nd Grade



* Indicates that scores are significantly different from scores of students who are never chronically absent, at $p < .05$ level; ** $p < .01$; *** $p < .001$

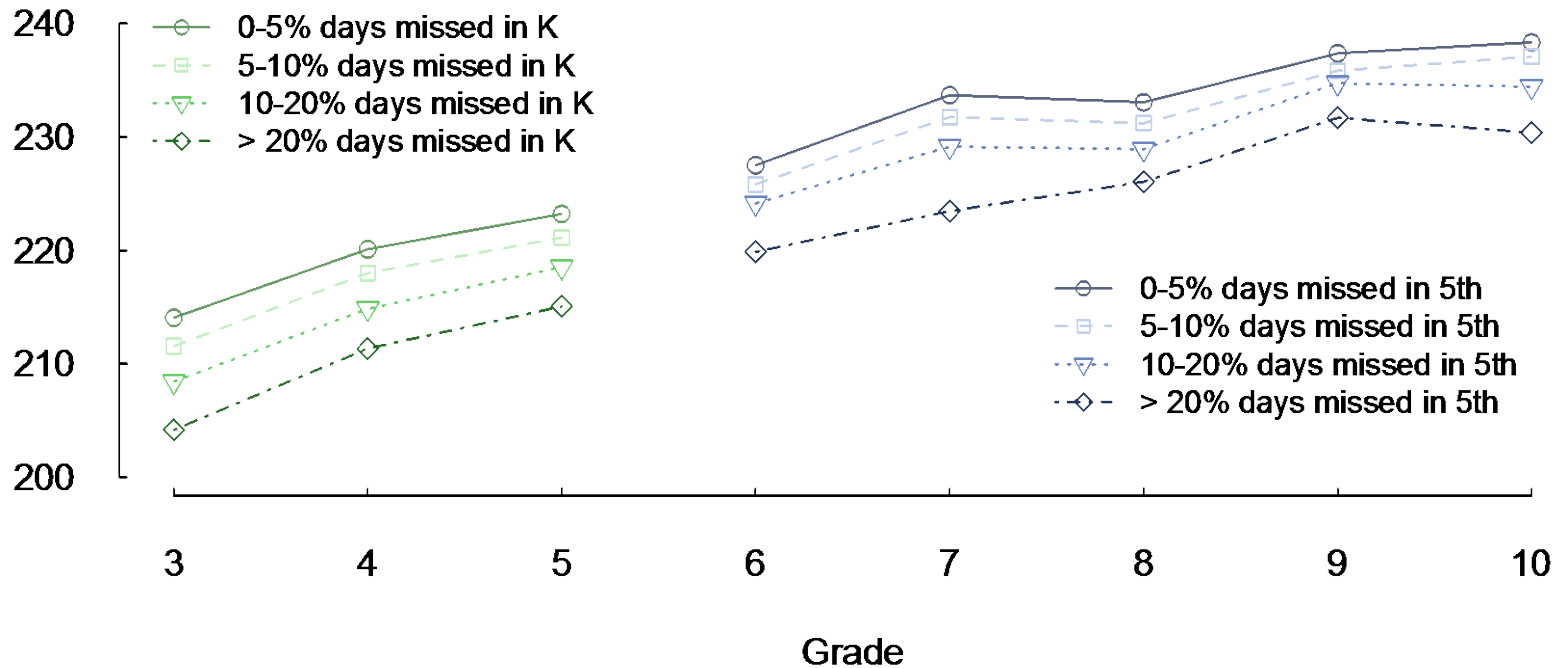
Kindergarten absence rate is a good indicator of attendance through the 5th grade



Average absence rate for a cohort of Oregon students moving from K-5, by absence rate in kindergarten

Source: ECONorthwest analysis of ODE data, 2009-10.

There is a clear and consistent relationship between early attendance and later achievement

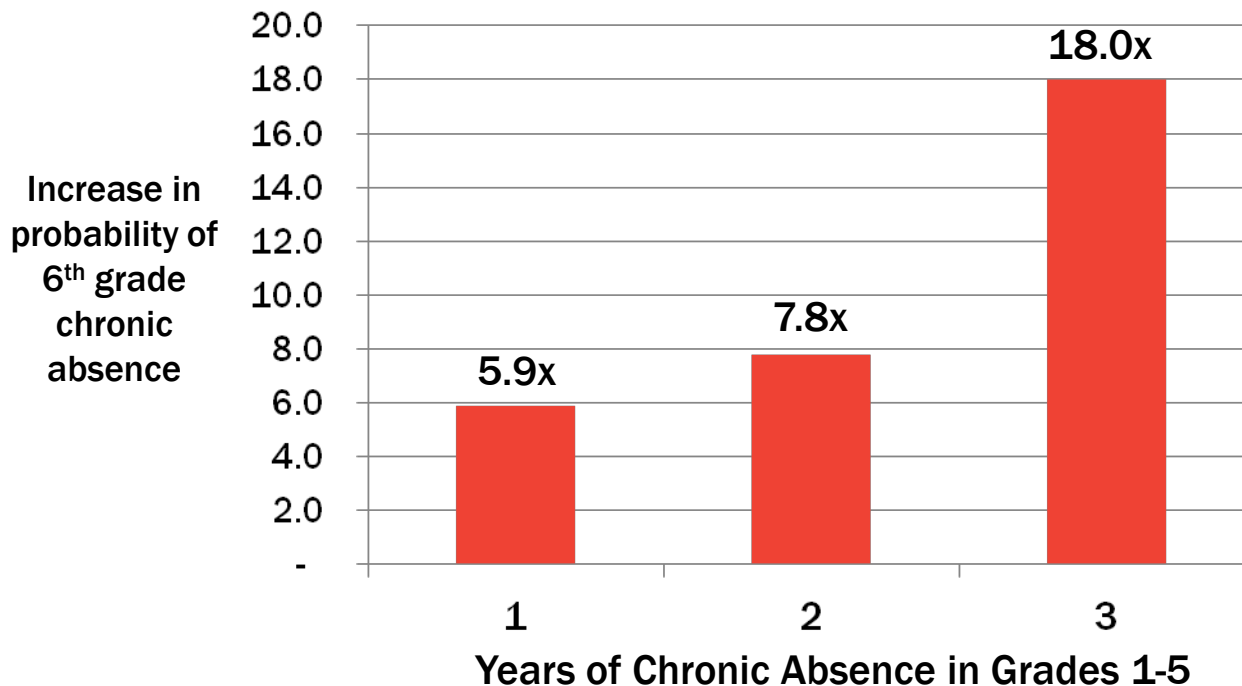


Average reading RIT scores for two cohorts of Oregon students, by absence rates in kindergarten and 5th grade

Source: ECONorthwest analysis of ODE data, 2009-10.

Multiple Years of Elementary Chronic Absence = Worse Middle School Outcomes

Each year of chronic absence in elementary school is associated with a substantially higher probability of chronic absence in 6th grade

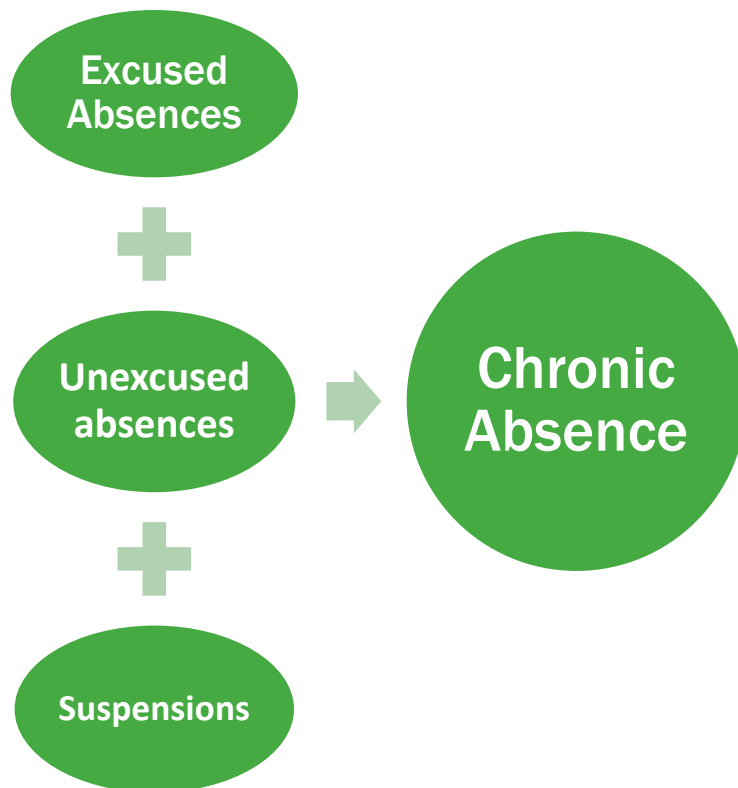


Chronic absence in 1st grade is also associated with:

- Lower 6th grade test scores
- Higher levels of suspension

Key Step = Monitor Chronic Absence

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

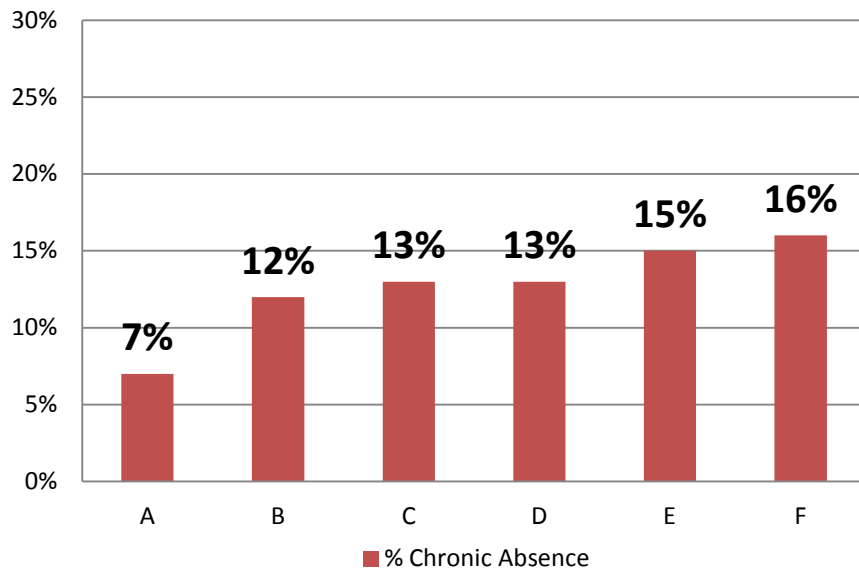


Chronic absence is different from truancy (unexcused absences only) or average daily attendance (how many students show up to school each day).

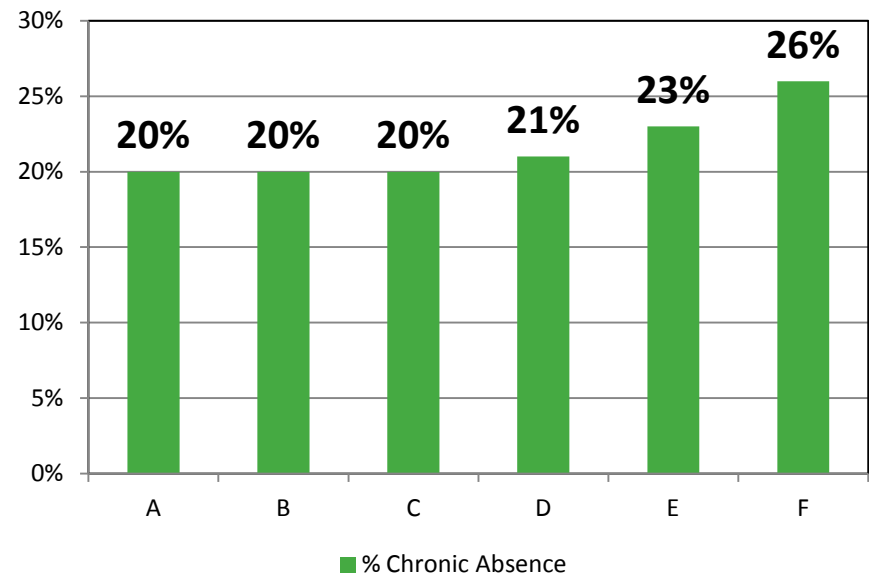
High Levels of Average Daily Attendance (ADA) Can Mask Chronic Absence

90% and even 95% \neq A

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



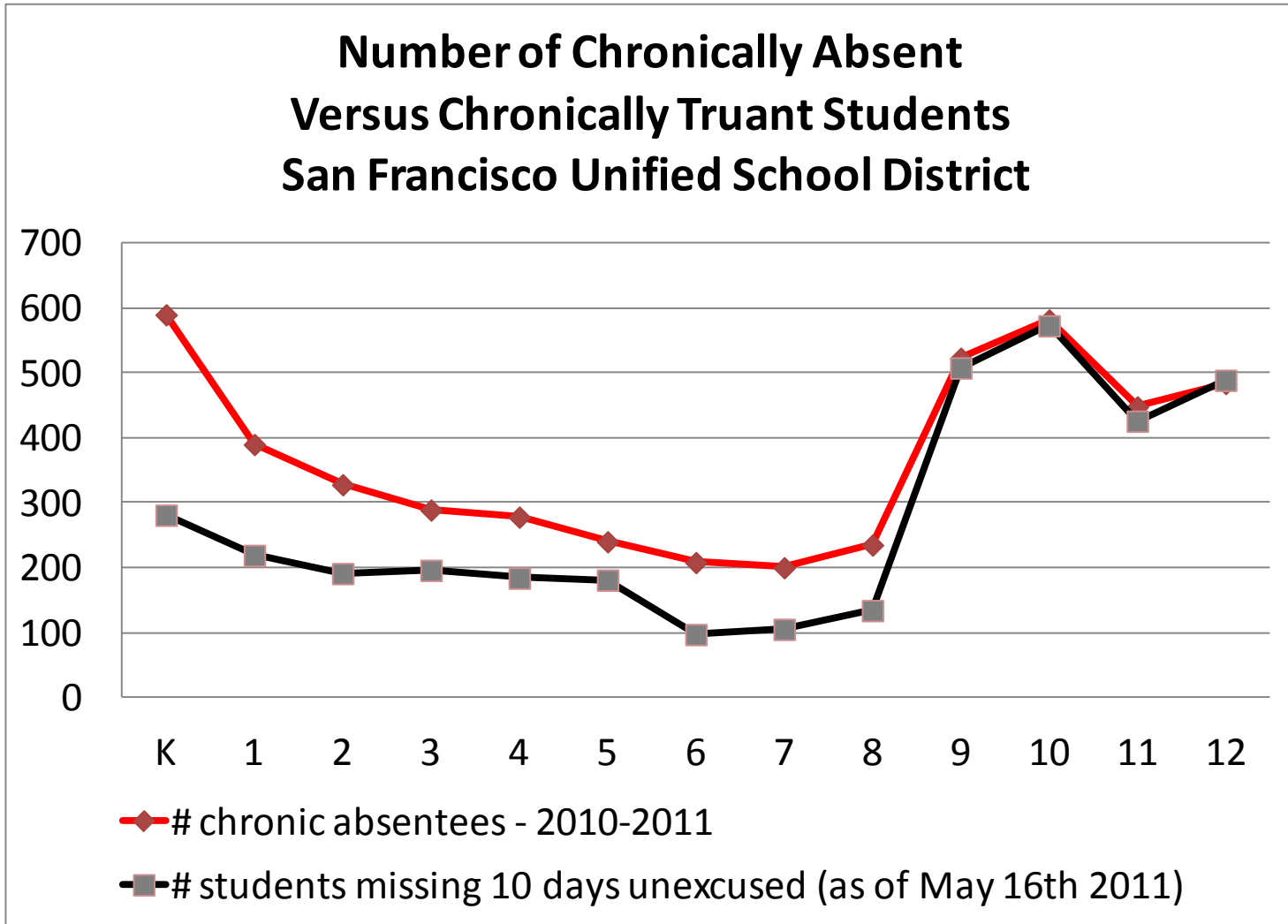
Chronic Absence for 6 Schools in New York City with 90% ADA in 2011-12



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



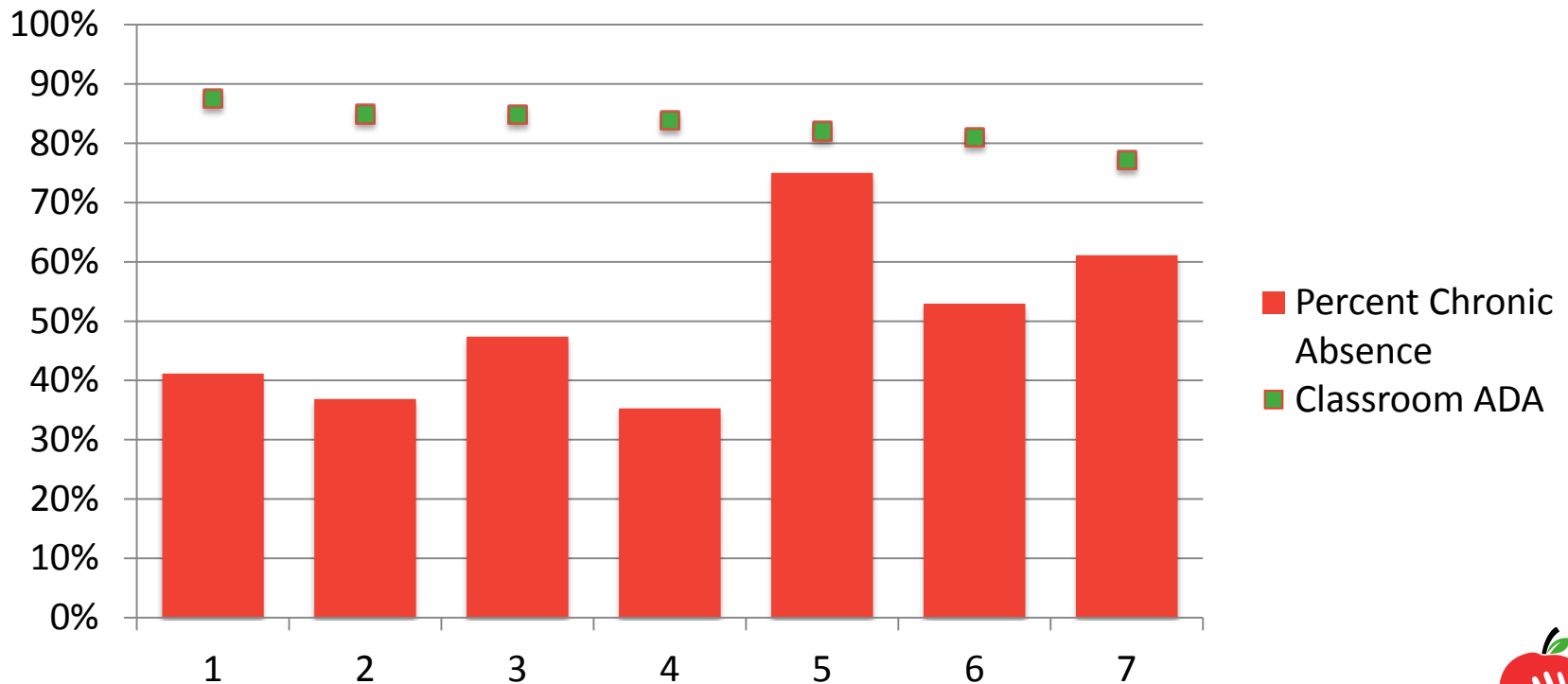
Truancy (unexcused absences) Can Also Mask Chronic Absence



Chronic Absence Percentages Can Vary Widely by Classroom

Sample of 7 preschool classrooms in one early childhood center with 84.46% ADA

Percentage of students who are chronically absent, February 2013



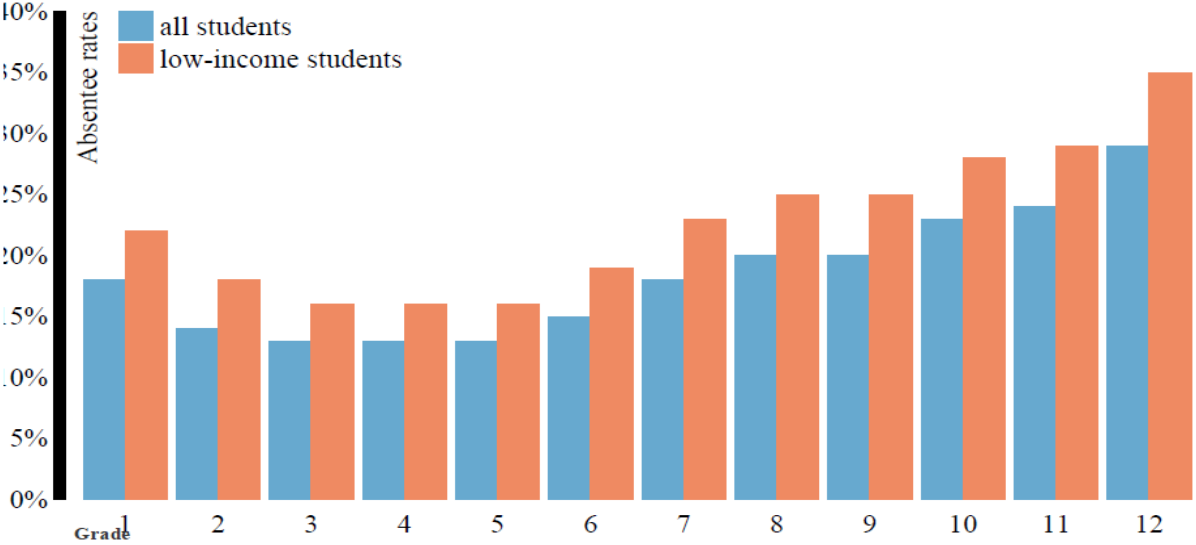
Source: Average Enrolled Attendance for month of February 2013



Chronic Absence Affects Nearly 1 Out of 4 Students in Oregon

ABSENT FROM CLASS

About 100,000 Oregon students are chronically absent, missing 10 percent or more of the school year. Excludes students who enrolled after the school year's midpoint and those attending alternative schools.



Source: Analysis by Betsy Hammond of The Oregonian using 2012-13 data from the Oregon Department of Education
MARK FRIESEN/THE OREGONIAN



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

No safe path to school

Aversion

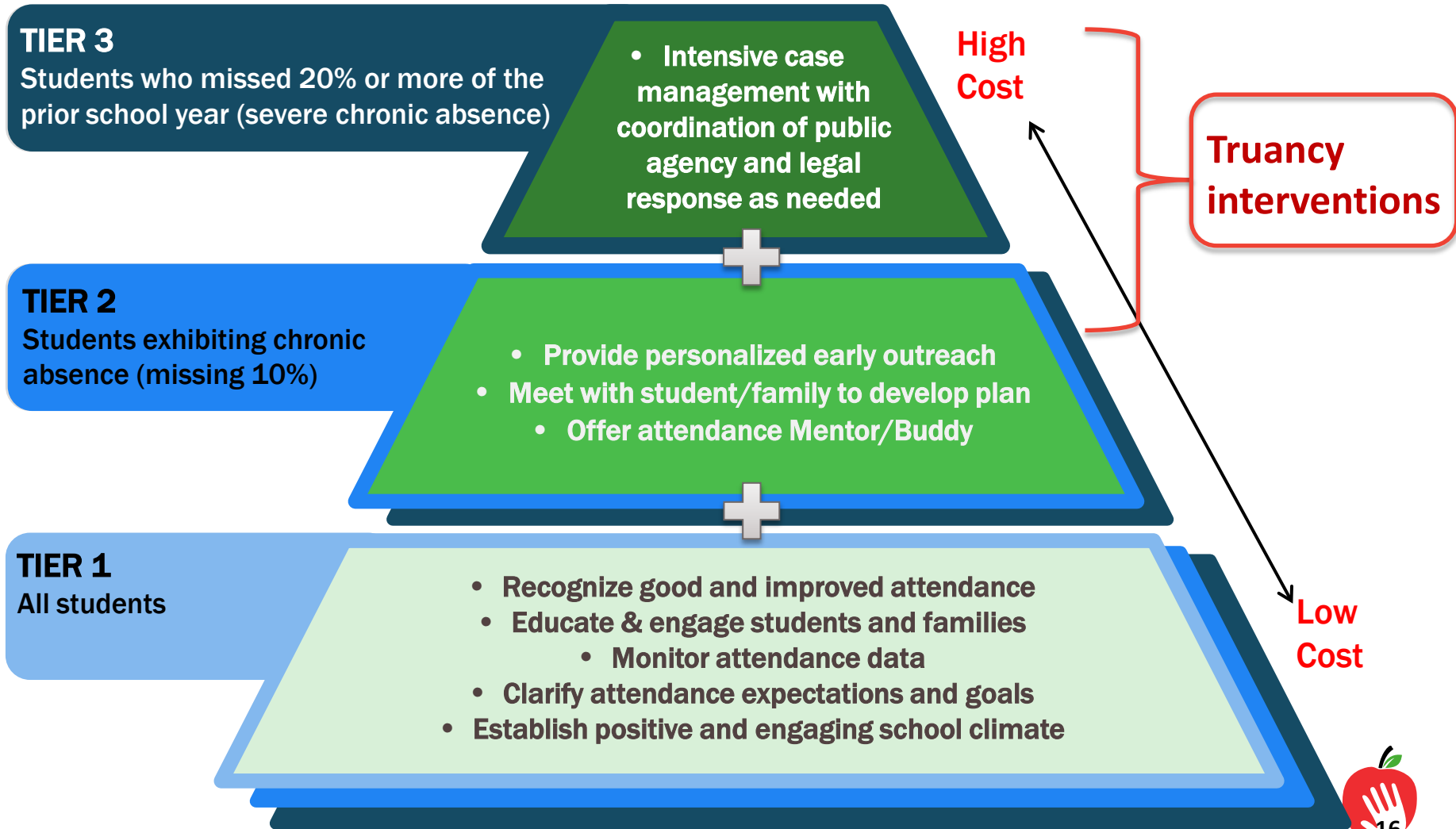
Child struggling academically

Lack of engaging instruction

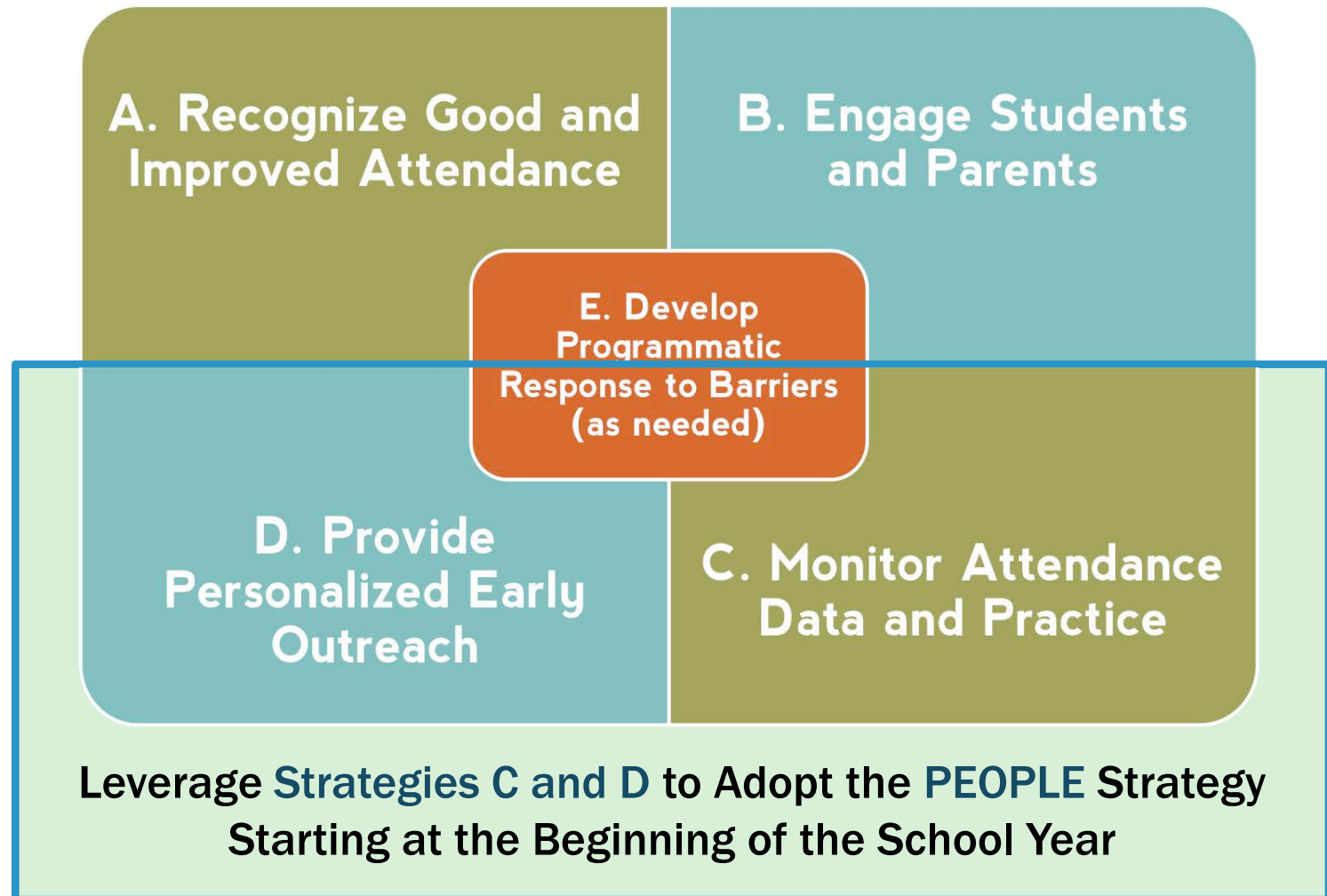
Poor school climate and ineffective school discipline

Parents had negative school experience

Improving Attendance Requires a Tiered Approach that Begins with Prevention



AW Recommended Site Level Strategies



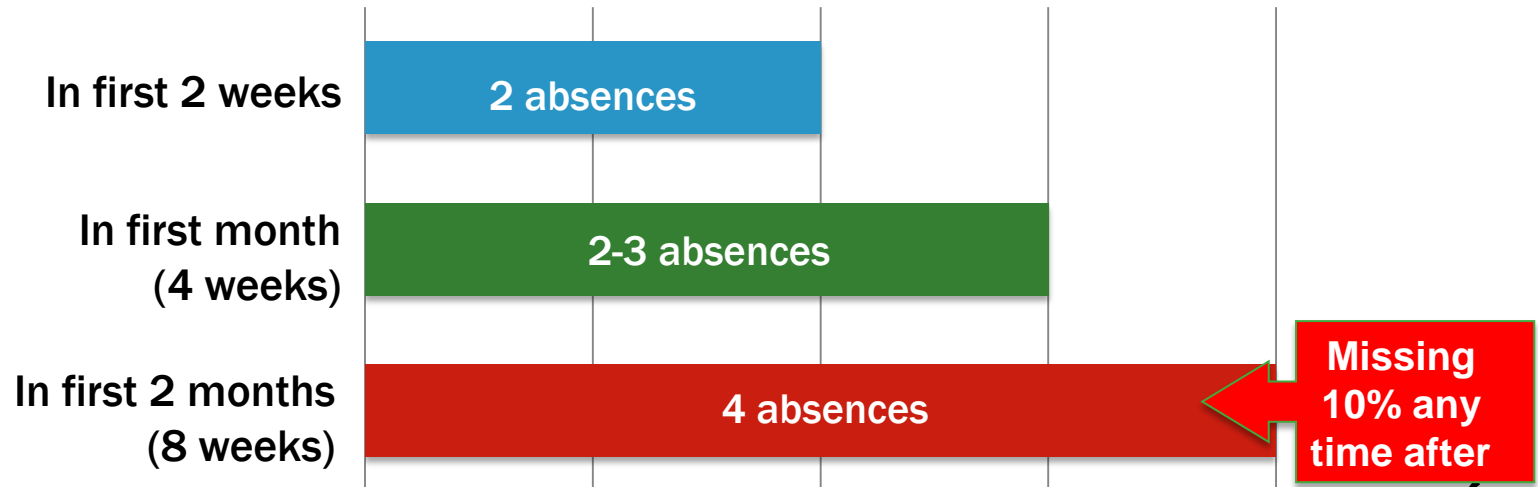
Priority Early Outreach for Positive Linkages and Engagement (PEOPLE)

- **Priority:** Focuses on at-risk students in grades, schools and neighborhoods with high levels of chronic absence
- **Early:** Begins with the start of school.
- **Outreach:** Connects to students and families
- **Positive:** Promotes preventive, supportive approaches rather than punitive responses
- **Linkages** Taps the full community for support
- **Engagement:** Motivates showing up to class & offers students & families a role in improving attendance.



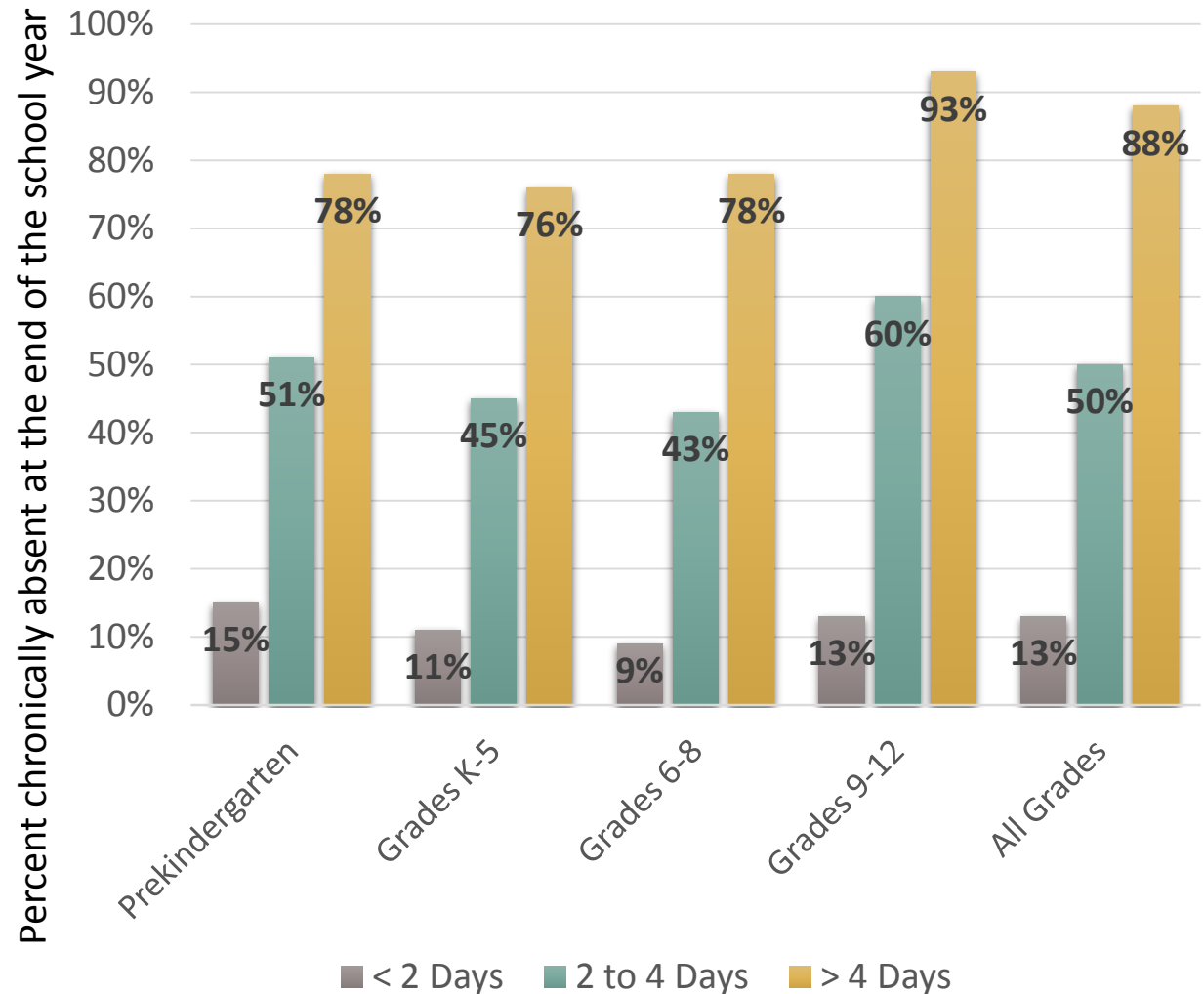
Criteria for Identifying Priority Students for Tier 2 Supports

- ❑ 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:

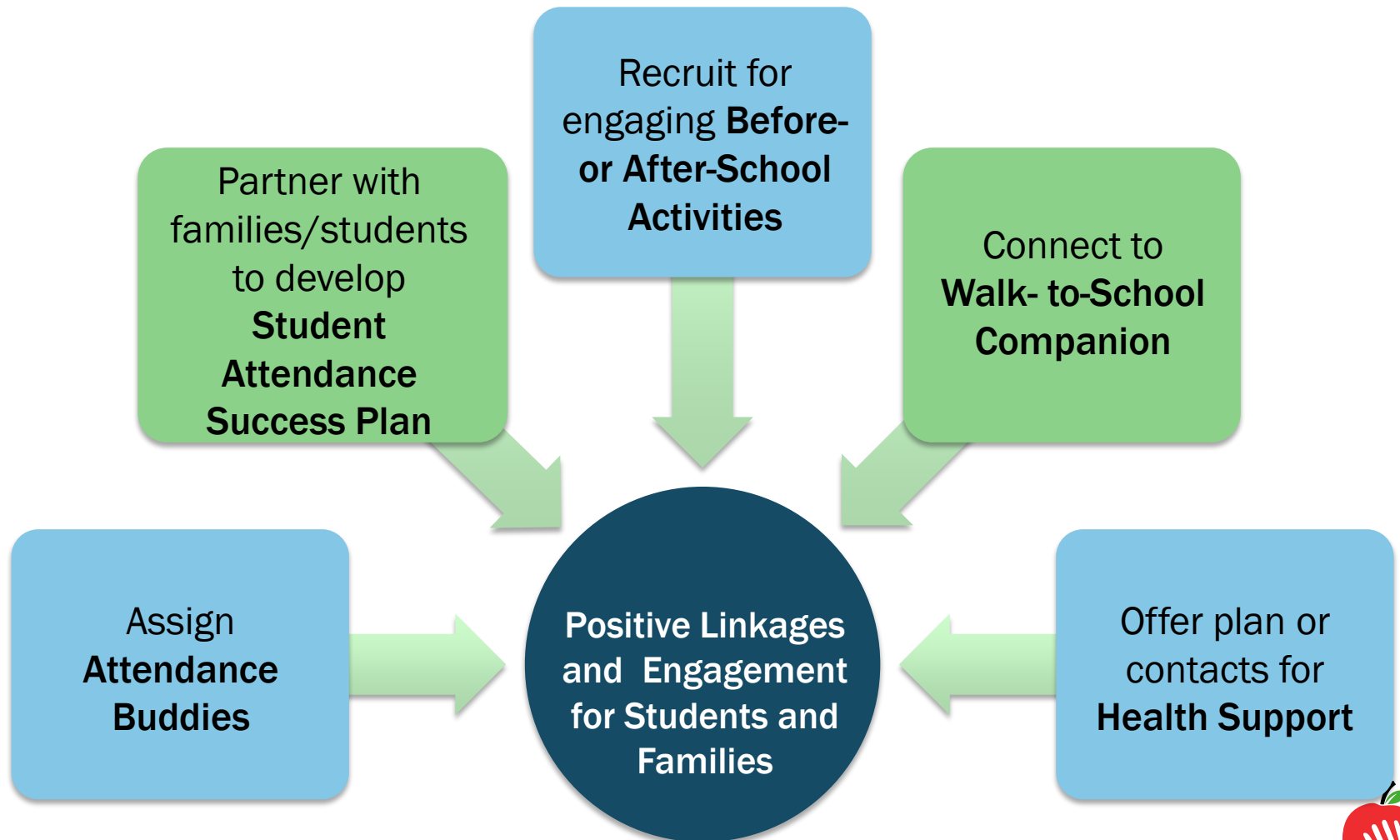


Students Who Miss 2 or More Days of School in The First Month of School Are Significantly More Likely to Be Chronically Absent by the End of the School Year

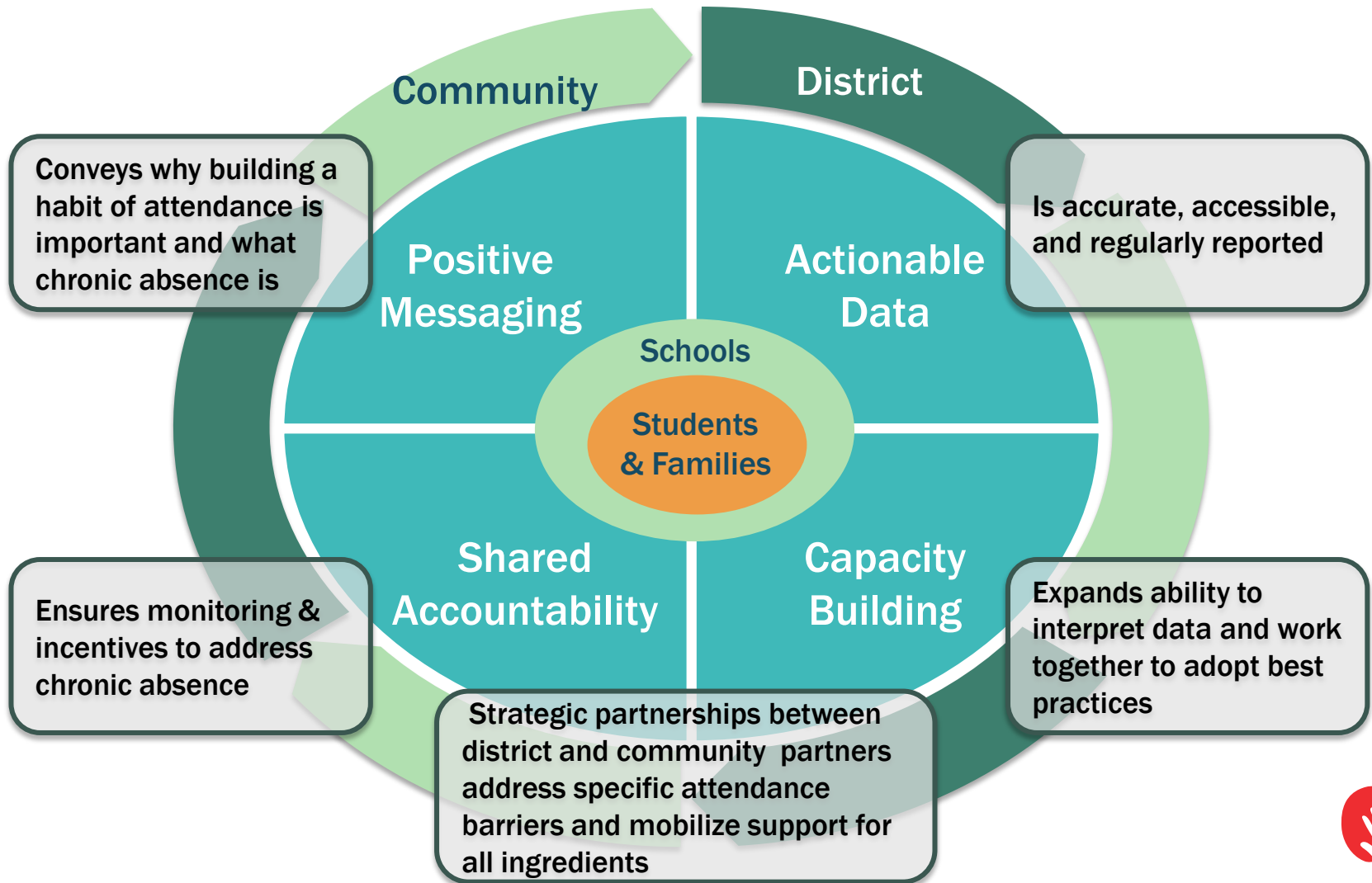
- Baltimore students who missed 2-4 days of school in September were 5 times as likely to be chronically absent.
- Students who missed 5 or more days of school in September were 16 times as likely to be chronically absent.



Possible Tier 2 Interventions



Ingredients for System-wide Success & Sustainability



Insights from Earl Boyles and David Douglass

- 1. Tell us about Earl Boyles elementary school and how it has addressed chronic early absence? What have been the results?**
- 2. How have families been engaged?**
- 3. What support is offered by David Douglass School District?**

Applying the concepts and going deeper

1. Turn to your partner and share 1 insight gained about how you might apply these ideas in your own work.
2. What more would you need to know from us to help you apply these concepts?

