




A Call To Action:

Engaging Our Superintendents

September 11, 2012



Advancing Student Success By Reducing Chronic Absence



AGENDA

1. Introduction and Overview
2. Review of Key Concepts
3. Taking Action in Oakland
 - Tony Smith, Superintendent, OUSD
 - Sanam Jorjani, Program Coordinator, Oakland Reads 2020
4. Tools to Help Your Community Respond to the Call to Action

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Make Every Day Count!



Ron Fairchild,
Grade-Level Reading Campaign



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Strong Early Response

27 Superintendents
have already responded to the
Call to Action!

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What Is Happening in *Your* Community?

1. Our superintendent has signed the Call to Action
2. We have approached our superintendent and s/he is considering the Call to Action
3. We have not yet asked our superintendent to sign the Call to Action

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Unpacking Attendance Terms

Average Daily Attendance

- **Definition:** The % of enrolled students who attend school each day
- **Answers:** What resources are needed given the number of students who typically show up to school?

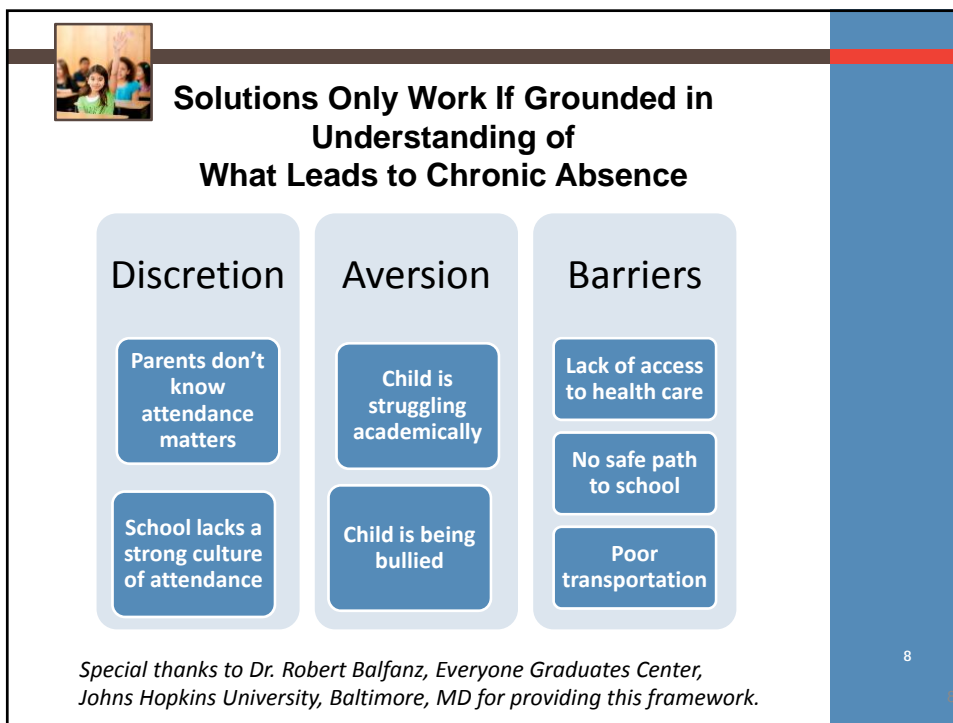
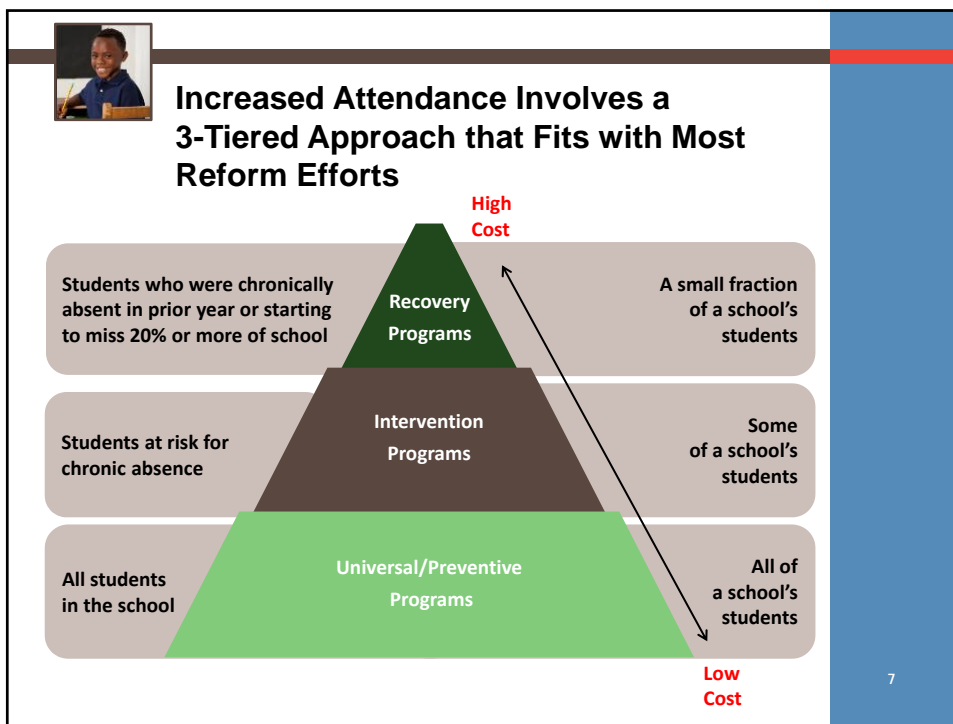
Truancy


- **Definition:** Typically refers only to unexcused absences and is defined by each state and sometimes by school district.
- **Answers:** How many/which students are skipping school and breaking compulsory attendance laws?

Chronic Absence

- **Proposed National Definition:** Missing 10% or more of school for any reason – excused, unexcused, etc.
- **Answers:** How many and which students are missing so much school they are academically at risk? Do we need to improve attendance in order to raise achievement?

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Proposed Universal Strategies for Influencing Discretion and Identifying Causes of Absence

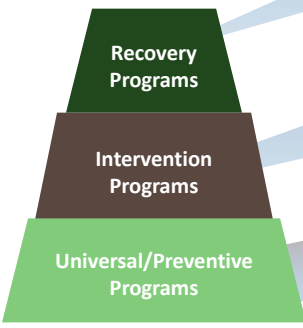
Recognize Good & Improved Attendance	Parent and Student Engagement
Personalized Early Outreach	School Team Monitoring Attendance Data & Practice

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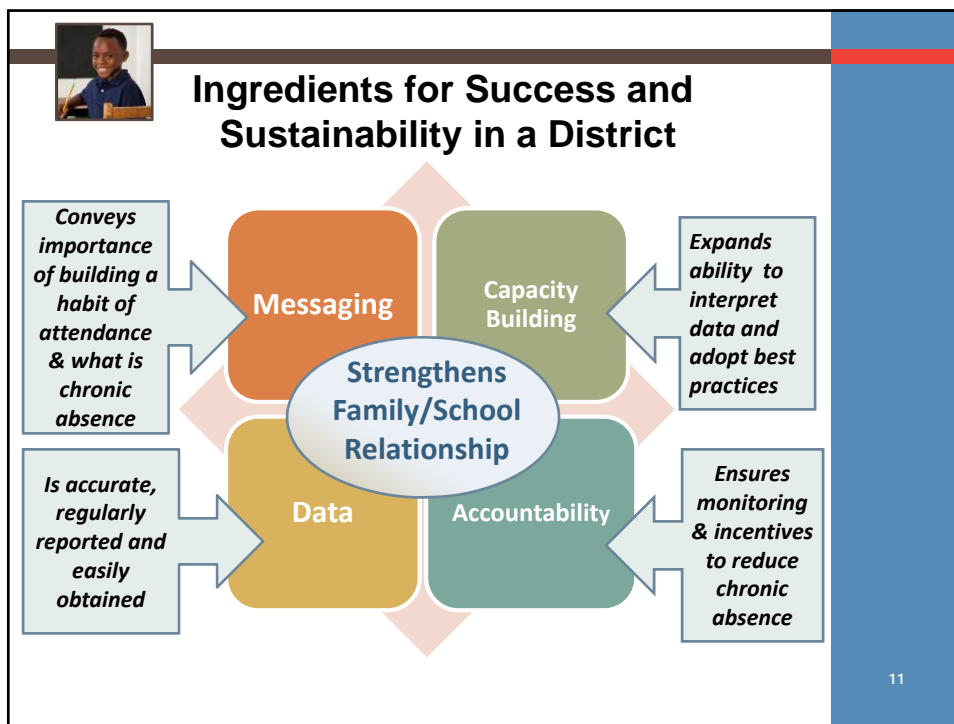
Strategies for 3 Tiered Approach

Universal strategies are part of tiered interventions



- Case management and wrap-around services
- Referral as last resort for court-based intervention
- Early outreach, support, and mentoring for students with poor attendance**
- Identify and remove barriers
- Attendance contracts
- Safe and 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 and early childhood
- School-based health support

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Today's Panelists



Hedy Chang
Director,
Attendance Works



Tony Smith
Superintendent,
Oakland Unified School District



Sanam Jorjani
Program Coordinator
Oakland Reads 2020

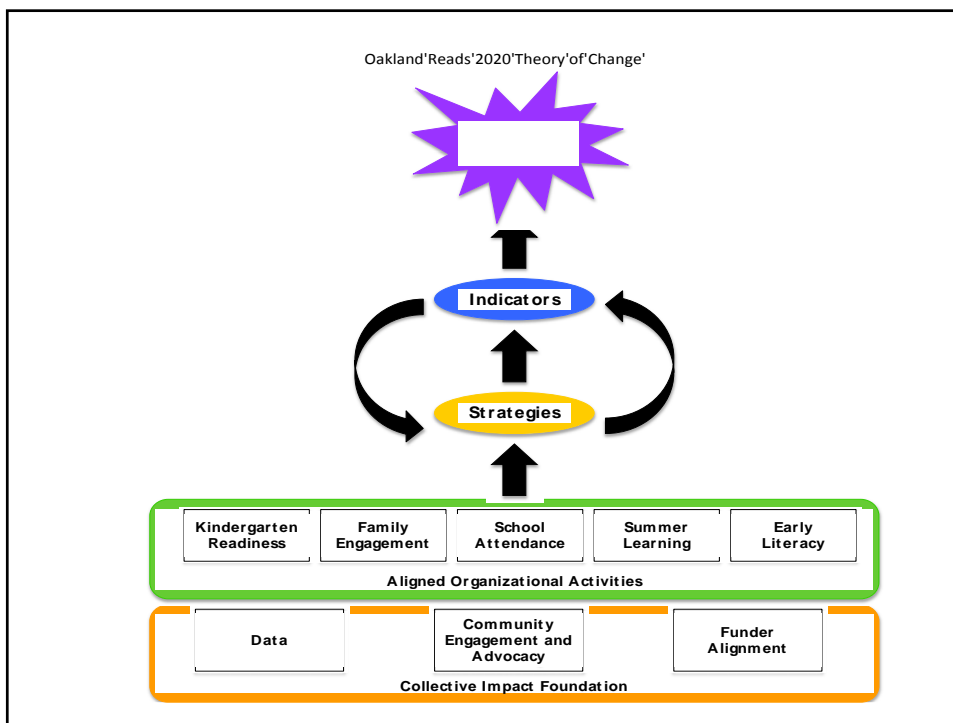
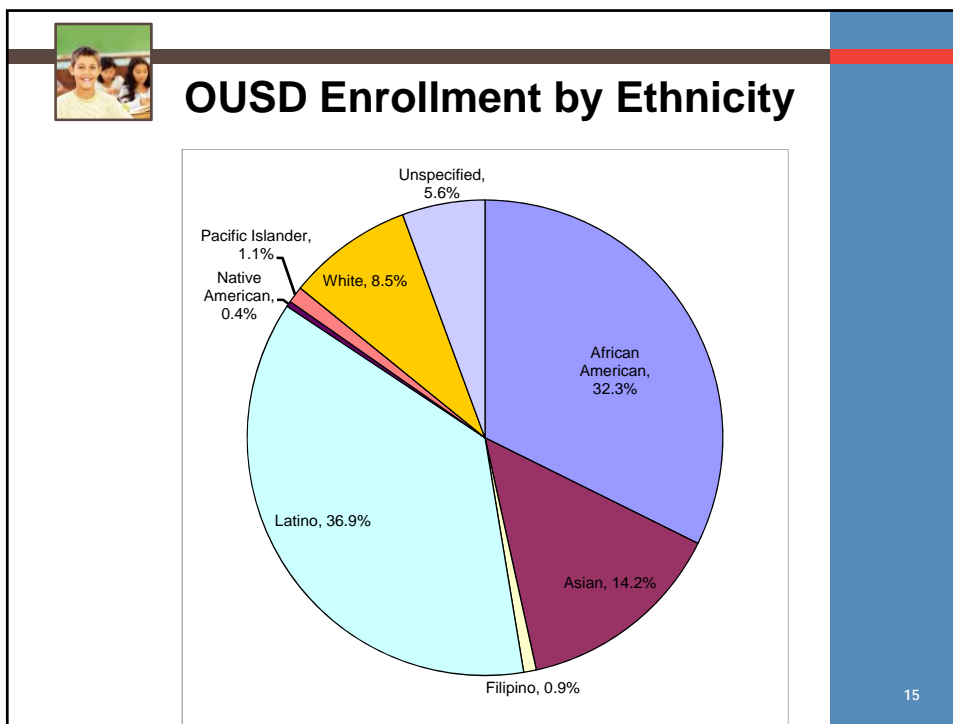
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A Snapshot of Oakland Unified

- 101 Schools
- Approximately 46,000 Students
 - 37,199 in traditional public schools
 - 8,800 in charter programs
- 5,699 Employees
- Total Budget of \$519.1 million for 2012-13
- District Academic Performance Index of 726
 - 126 point growth since 2005, the most of any large, urban California district

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What does it mean to own the issue?

Explicit commitment to reducing chronic absence

- Strategic Plan
- Annual Goals:
 1. Reduce chronic absence to 5% or less in every school
 2. 98% ADA
 3. 85% of students will attend school 95% of the time

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How are you mobilizing the community?

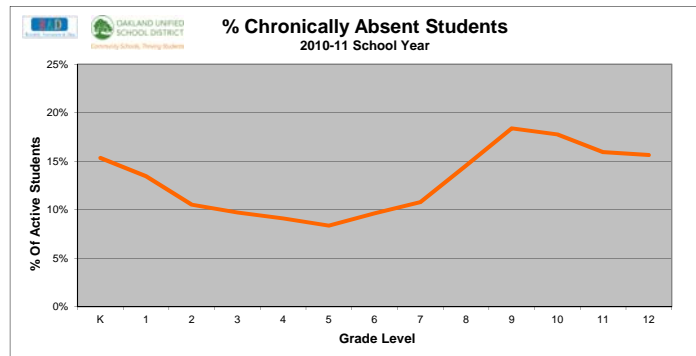
OUSD + Oakland Reads 2020

- **Oakland Educational Cabinet**
 - *Attendance Support Committee
- **Attendance Toolkit**
- **Parent Cafes**

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How is Oakland driving with data?



District-wide, Chronic Absence Affects 1 of 9 OUSD Students



Every Principal Has Data



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 ^a		Chronic Absence ^b	
			#	%	#	%
OUSD K-5		20666	14580	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

Subgroup	Total	Satisfactory Attendance ^a #	Satisfactory Attendance ^a %	Chronic Absence ^b #	Chronic Absence ^b %
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	188	128	68%	25	13%
Latino-F	94	61	65%	14	15%
Latino-M	104	66	63%	11	11%
Multiple Ethnicity	10	5	50%	4	40%
Multiple Ethnicity-M	6	2	33%	3	50%
Pacific Islander	6	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%



Tools to Help Your Community Respond to the Call to Action

<http://www.attendanceworks.org>

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Attendance Works Webinars

- Overcoming Common Barriers to
Getting Data on Chronic Absence
Tuesday, Oct. 9 at 1 ET
- Equipping Staff to Use Attendance
Data and Engage in Best Practices
Tuesday, Nov. 6 at 1 ET
- Addressing Health-Related
Challenges to Attendance
Tuesday, Dec. 11 at 1 ET

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