



2017 Attendance Review

December 04, 2017



Why does attendance matter?



Attendance is the #1 predictor of whether a student will drop out of school.



The likelihood that a student will drop out increases 2.21 times for every year of chronic absenteeism.



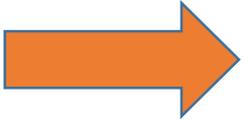
A student in grades 8-12 who is absent for 10% or more of a single school year is 7.4 times more likely to drop out.



Why does attendance matter?



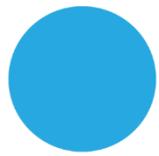
We believe that increased attendance for our students establishes a foundation for academic excellence, healthy life skills, and responsibility.



We believe that increased attendance and decreased absenteeism supports student success and family engagement.



We believe that increased attendance supports the attainment of our students college and career aspirations and goals.



What did we learn from 2016-2017?

We learned that clear ownership and structure are critical for effective cross-functional collaboration.

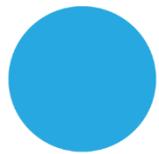
- **2017-2018:** a cross-functional team meets bi-weekly and the Office of Student and Family Support Services leads our attendance work.

We learned that school teams need support with capacity-building to focus on attendance.

- **2017-2018:** we are supporting schools with developing site-based attendance teams and ensuring that these teams know how to use our real-time data dashboards to track attendance.

We learned that attendance must be a city-wide focus, not just within our school buildings.

- **2017-2018:** we are leveraging our community partnerships to expand our reach and using social media to increase direct messaging to parents and families.



What is our attendance theory of action?

When we . . .

- analyze **attendance and chronic absenteeism** data;
- provide the **social, emotional, mental, and physical supports** students need to learn;
- ensure students have **safe, respectful, and caring** educational environments;
- use **restorative approaches** to ensure that the students feel welcome;
- **collaborate** with families and community partners to enhance educational experiences; and
- draw on the **expertise of a cross-functional team** in order to support an increase in attendance and a decrease in chronic absenteeism

Then we will increase attendance and decrease chronic absenteeism while fostering **joyful and supportive school cultures** for all students, families, teachers, leaders, and staff.



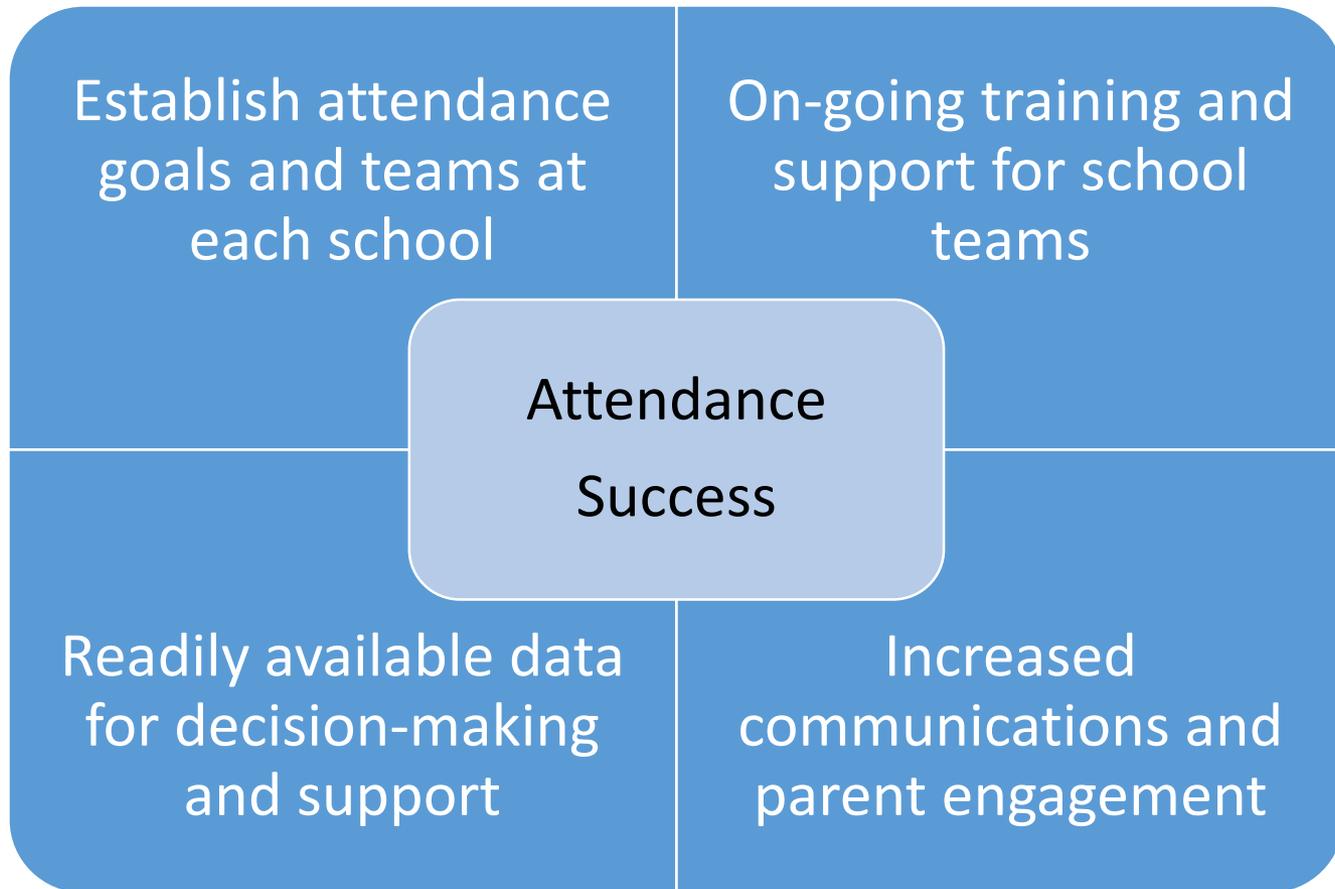
What are our 2017-2018 goals?

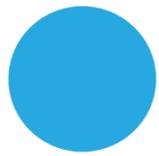
We will increase attendance to 92.9% and decrease chronic absenteeism 24% while fostering joyful and supportive school cultures for all students, families, teachers, leaders, and staff.

- **We will develop best practices**, improving structures of support based on focused research and best practices.
- **We will support school capacity** building by developing team knowledge, skills, abilities and leadership around school culture.
- **We will increase community engagement** by leveraging our social media channels and partner organizations.



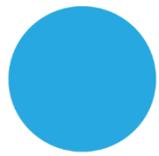
What are our strategies to build a culture of good attendance?





What are our strategies to build a culture of good attendance?

- **Principals and instructional leadership directors** collaborate with the Data Strategy and Analytics team to set attendance and chronic absenteeism goals for the year and develop a follow up system to provide support to schools in helping them meet their goals.
- **District wide shift in creating a school-based attendance team model.** On-going training and support will be provided for attendance clerks, parent facilitators and network support teams on ways to engage our schools and families.
- **Provide readily available data** in order to create school and parent touchpoints around improving school culture, supporting students & families, as well as inform attendance/chronic absenteeism support decisions.
- **Focus on community outreach** and engagement by launching an attendance campaign on social media, providing related facts to key community stakeholders, and sending out materials for school usage while recognizing schools who are meeting the goals.



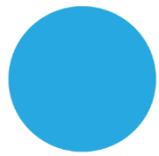
What are attendance teams?

These are teams made up of school staff including principals, assistant principals, attendance clerks, parent facilitators, counselors and/or social workers.

They are charged with looking at individual students who are chronically absent and ensuring their needs are met using all available resources.

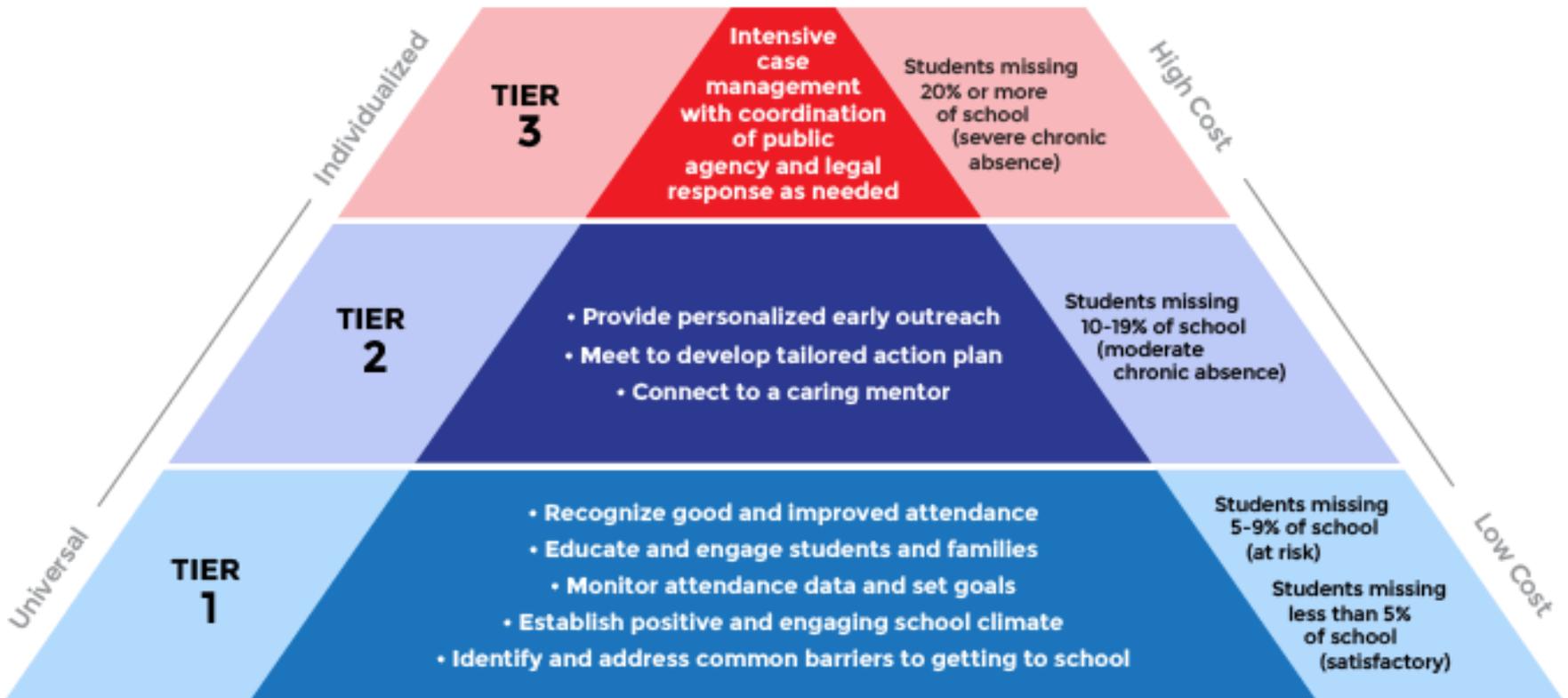
They monitor attendance for all students and student sub-groups at a school site.

They can carry out both levels of work by clearly defining when they will work at each level. For example, they can divide a meeting into two parts or alternate the meeting focus.



What types of supports can help improve attendance?

Improving attendance requires a tiered approach that begins with prevention.





What actions will attendance teams take?

3 months

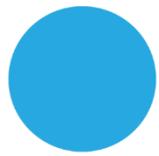
- Principals set attendance goals in data dashboard
- Establish attendance teams at sites
- Identify the top elementary, middle and high school for attendance support
- Cater attendance campaign efforts around times when we see a dip in attendance

6 months

- Work closely with Impact Tulsa for more data support
 - Establish an incentive plan per site
 - Work with the design lab to better understand student, family and school voice
 - Resource alignment support plan for the 2018-19 SY
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Attendance by the numbers



How do we measure attendance?

Attendance

Average Daily Attendance

=

All Days Present

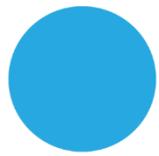
All Days of Membership

- Counts by half day
- A student must be present for 2/3 of the minutes of each half day
- Counts for all students equally

Chronic Absenteeism

*A student is chronically absent if he or she has an average daily attendance of **less than 90%**.*

- Must have at least 20 days of membership in school or district
- A student can count for multiple schools by the end of the year if he or she transferred to multiple district schools



What are some early wins for 2017-2018?

.9%

Increase at
Whitman
Elementary

.8%

Increase at
Key
Elementary

.8%

Increase at
Wright
Elementary

1.1%

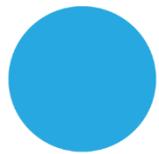
Increase at
Hale High
School

20.7%

Increase at
Phoenix
Rising

1.1%

Increase at
Street
School



What does the data tell us?

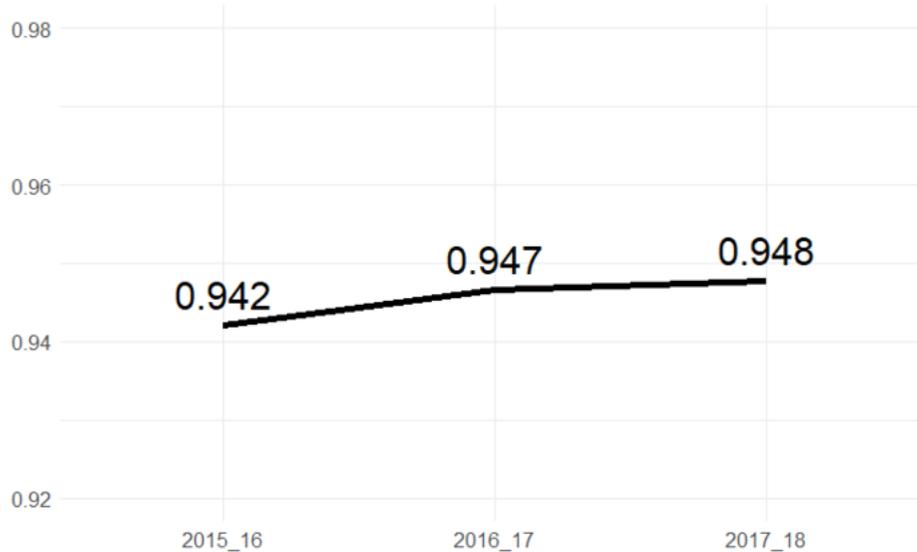
- ✓ Chronic absenteeism and attendance get worse throughout the year and spike over one percentage point on Fridays, near holidays, and on the last day of the year.
- ✓ Nearly 1000 students were one day away from being chronically absent (and another 1000 students were one day away from *not* being chronically absent).
- ✓ Student groups with higher attendance rates include former/current English language learners and gifted and talented students.
- ✓ Student groups with lower attendance rates include students who have individual education programs and students who qualify for free/reduced price lunch.



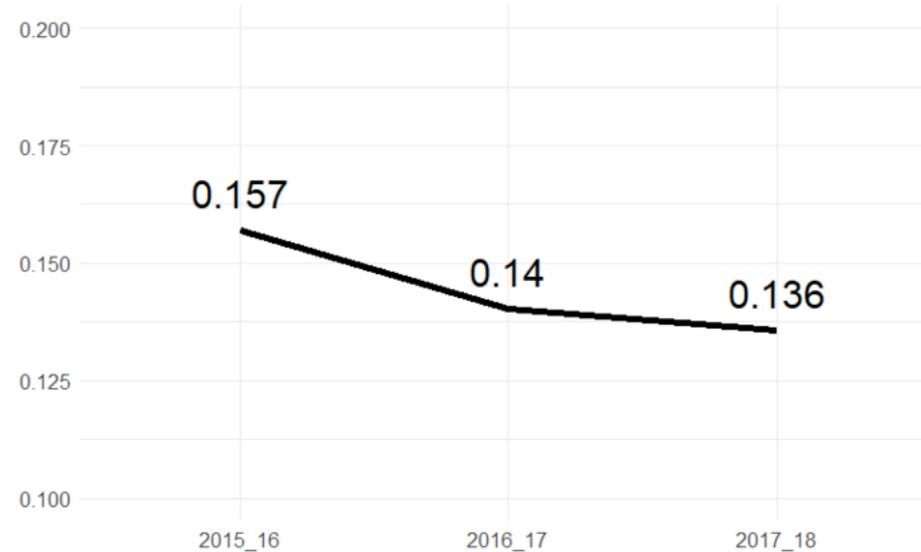
What does the data tell us?

Attendance is at roughly the same level as this time last year.

District Daily Attendance (%), October 1



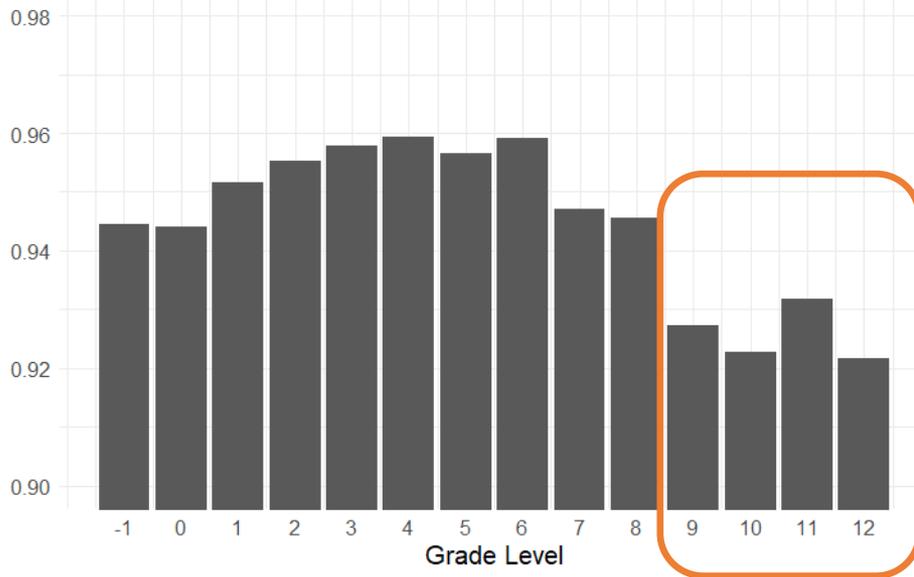
District Chronic Absenteeism (%), October 1



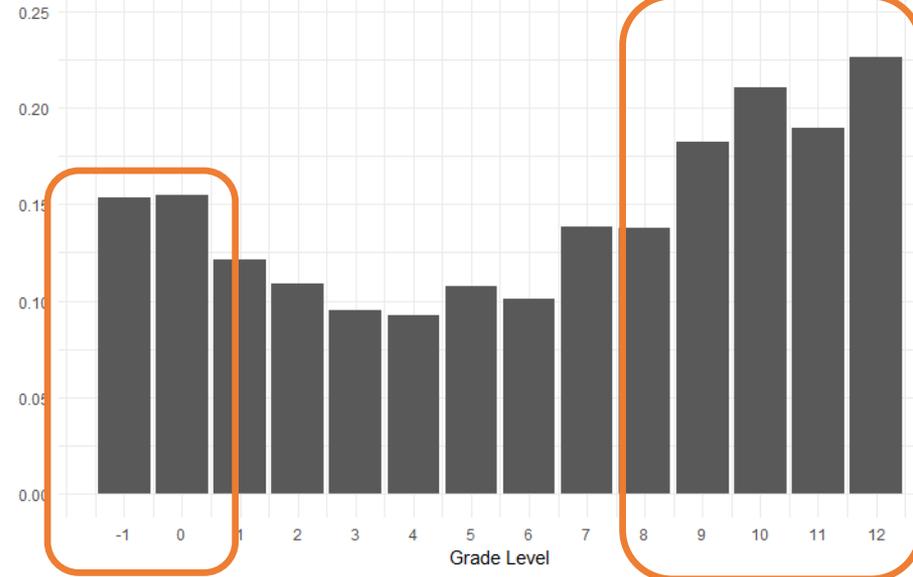


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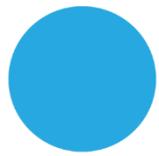
Grade Level Daily Attendance (%), October 1



Grade Level Chronic (%), October 1



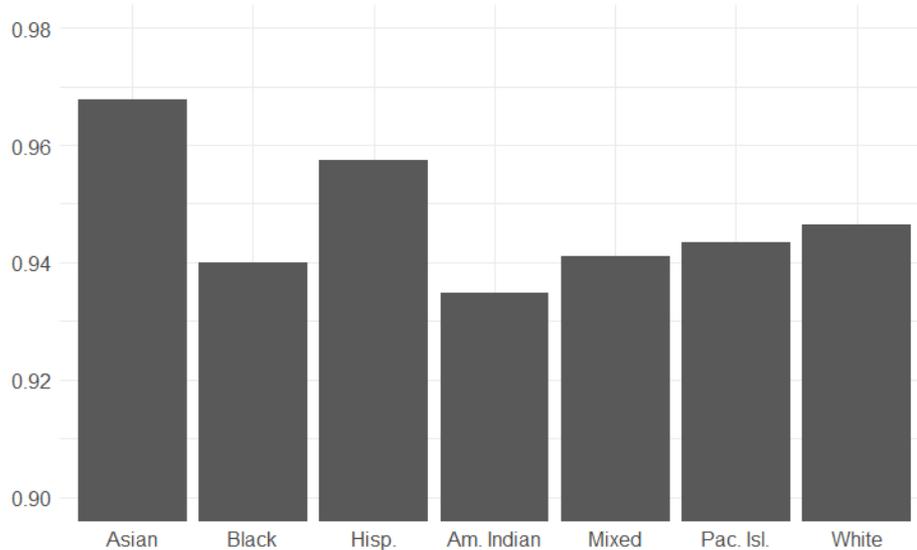
Average daily attendance remains lower in high school and chronic absenteeism peaks in early grades and high school.



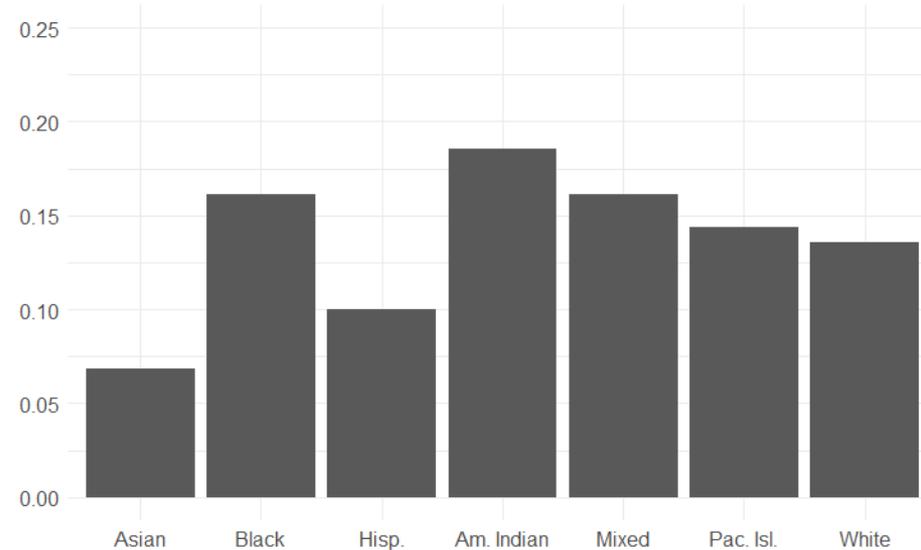
What does the data tell us?

Asian and Hispanic students tend to have higher attendance rates and lower chronic absenteeism than students of other races/ethnicities.

Race/Ethnicity Daily Attendance (%), October 1



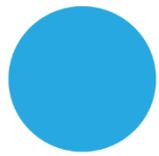
Race/Ethnicity Chronic (%), October 1





What are our next steps?

- In January, training parent facilitators and parent facilitators on the way to establish attendance teams at each site.
- Working to establish attendance incentive plans at schools.
- Continuing to recognize schools that are seeing gains in attendance due to intentional, concerted efforts.
- District-wide text messaging system that supports parent awareness and engagement.
- Engage our secondary students more in order to know how to best support.



What are our next steps?

- **Partner with the Design Lab** on a deep dive with 20 principals and assistant principals focused on **exploring the phenomenon of attendance** in their buildings and developing and testing solutions. Include teachers, parents, and students in learning about root causes and better implement strategies next year.
- Work with IMPACT Tulsa and the BEST partnership to understand and develop best practices around attendance and chronic absenteeism.
- Utilize research and exploration to develop a parent engagement plan and improved school culture plan to best support students next year.
- Take a deep dive at assessing current policies, protocols, trend data and procedures to understand areas that need to be improved next year and create a plan for best meet the needs of our schools.



Reflections and questions