Attendance Improvement Efforts
2018-19
Committee of the Whole
October 16, 2018
Collaboratively Presented By:
Office of the Superintendent
Division of Student Health & Human Services
Division of Instruction
Division of Special Education
Objectives

• **LCAP: Focus on Attendance**
  – Importance of Attendance
  – Attendance Data

• **Attendance Improvement Efforts 2018-19**
  – Attendance Improvement Plan
  – Support Programs

• **Experiences from the Field**
  – Implementing the Attendance Improvement Plan
  – Understanding Subgroups
Attendance is a Top Priority for the 2018-19 School Year
Why is Attendance Important?
If Students Are Not in School, They Cannot Learn

• Students who are chronically absent in preschool, kindergarten, and first grade are less likely to read at grade level by third grade.
• Students who do not read at grade level by the end of third grade are four times more likely than proficient readers to drop out of high school.
• For every one day missed, it takes a child three days or more to make up for lost instructional time.
Why Should Students be in School?

- To gain knowledge in order to become productive, successful young adults.
- To gain social skills and learn how to live in a culturally diverse society.
- Students miss out on valuable instructional time when they are absent.
- Students are more at-risk for school failure and dropping out when absent.
Our Challenge

We have not met the LCAP Chronic Absence Target for the past 3 years.

70,000 students were chronically absent last year.
What is Our Data Telling Us About Who is Absent?
District-wide Chronic Absence Data (3-year comparison)

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Chronically Absent</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>13.6%</td>
<td>10%</td>
</tr>
<tr>
<td>2016-17</td>
<td>14.6%</td>
<td>9%</td>
</tr>
<tr>
<td>2017-18</td>
<td>14.7%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Source: Office of Data and Accountability
Attendance Improvement Efforts 2018-19

District-wide Excellent Data (3-year comparison)

Percent of Students with Excellent Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent with Excellent Attendance</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>69.5%</td>
<td>547,142</td>
</tr>
<tr>
<td>2017</td>
<td>67.5%</td>
<td>538,842</td>
</tr>
<tr>
<td>2018</td>
<td>66.9%</td>
<td>523,094</td>
</tr>
</tbody>
</table>

Goal: 71%  
Goal: 72%  
Goal: 75%

Source: Office of Data and Accountability
## Chronic Absence Data by Subgroup (3-year comparison)

<table>
<thead>
<tr>
<th>Percentage of Students Chronically Absent (15 absences or more)</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>Diff 2016 vs. 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>13.6%</td>
<td>14.6%</td>
<td>14.7%</td>
<td>+1.1%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>14.1%</td>
<td>15.6%</td>
<td>15.5%</td>
<td>+1.4%</td>
</tr>
<tr>
<td>English Learners</td>
<td>14.8%</td>
<td>16.6%</td>
<td>15.2%</td>
<td>+0.4%</td>
</tr>
<tr>
<td>African-American</td>
<td>23.7%</td>
<td>24.6%</td>
<td>25.2%</td>
<td>+1.5%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>20.6%</td>
<td>22.1%</td>
<td>22.1%</td>
<td>+1.5%</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>20.3%</td>
<td>21.6%</td>
<td>21.4%</td>
<td>+1.1%</td>
</tr>
</tbody>
</table>

Source: Office of Data and Accountability
### Excellent Attendance Data by Subgroup (3-year comparison)

<table>
<thead>
<tr>
<th>Percentage of Students with Excellent Attendance (7 or less absences)</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>Diff 2016 vs. 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>69.5%</td>
<td>67.5%</td>
<td>66.9%</td>
<td>-2.6%</td>
</tr>
<tr>
<td><strong>Socioeconomically Disadvantaged</strong></td>
<td>69.0%</td>
<td>66.4%</td>
<td>65.9%</td>
<td>-3.1%</td>
</tr>
<tr>
<td><strong>English Learners</strong></td>
<td>67.6%</td>
<td>64.7%</td>
<td>65.3%</td>
<td>-2.3%</td>
</tr>
<tr>
<td><strong>African-American</strong></td>
<td>56.3%</td>
<td>54.8%</td>
<td>53.6%</td>
<td>-2.7%</td>
</tr>
<tr>
<td><strong>Students with Disabilities</strong></td>
<td>59.1%</td>
<td>57.1%</td>
<td>56.4%</td>
<td>-2.7%</td>
</tr>
<tr>
<td><strong>Foster Youth</strong></td>
<td>57.6%</td>
<td>54.6%</td>
<td>55.4%</td>
<td>-2.2%</td>
</tr>
</tbody>
</table>

**Source:** Office of Data and Accountability
What are our Attendance Goals?
LCAP Attendance Targets 2018-19

- **9% or less** of students Chronically absent (15 absences or more)

- **70% or more** of students with Excellent attendance (7 or less absences)

*State defines chronic absence as missing 18 days or more.*
What are We Learning About Why Our Students are Absent?
Reasons for Absence

Source: Attendance Works (2017). Portraits of change: Aligning school and community resources to reduce chronic absence. Also see New Britain: Focus on Kindergarten.
The **FOCUS Resilience Check-In (RCI)** is a quick, online set of questions that ask students about their well-being and skills to support their resilience.

**7,944** Students in grades 5-12 completed the RCI at 126 schools.  
1,375 Elementary school students  
2,185 Middle school students  
4,336 High school students  
48 students from other schools

**7%** reported feeling Unsafe or Very Unsafe at school.  
**29%** reported experiencing high levels of traumatic stress.

**In the Classroom**

Source: UCLA, Semel Institute, 2018
What are Our Strategies to Reach Those Goals?
Layered Continuum of Supports

- **Universal Academic Instruction**
  - Intensive Target Intervention
  - Customized Intervention
  - Frequent Progress Monitoring

- **Universal Social-Emotional Learning/Behavior Instruction**
  - Student-centered Planning
  - Function-based Interventions
  - Frequent Progress Monitoring

**Few Students**
- Supplemental Targeted Intervention
- Small Group
- Frequent Progress Monitoring

**Some Students**
- Core Curriculum and Culturally and Linguistically Responsive Instruction
- Assessment Systems and Data-based Decision-making
- Supplemental Interventions
- Small Group or Individual Support
- Frequent Progress Monitoring

**All Students**
- Positive Behavioral Expectations Explicitly Taught and Reinforced
- Consistent Approach to Discipline

Culturally and Linguistically Responsive Pedagogy

Attendance Improvement Efforts 2018-19
Student Attendance and Multi-Tiered System of Support (MTSS)

- Universal Practices
- Monitor and utilize data
- Evaluate effectiveness of interventions and make adjustments accordingly
- Maintain student-centered practices
The 2018-19 Attendance Improvement Plan was developed to enhance the District’s attendance efforts and programs.
Educate All - This is Fundamental

• The Plan builds a critical awareness throughout the Los Angeles Community of the importance of student attendance.

• Broad network of messaging educates the public at large about the educational impact of student attendance and the facts related to high absenteeism.

• The education of all stakeholders, superintendents, directors, administrators, school staff, students and parents and community is fundamental.
How Will We Improve Attendance

- Implementing Consistent Practices

- 3 Key Practices for Every School:
  1. Clear, Consistent Attendance Message
  2. Daily Phone Calls to Identified Students
  3. Personalized Connections with Specific Students
   *Kindergarten Orientation (Elementary Only)
Systemic Learning

As a System We Are:

• Reviewing monthly attendance metric reports to track attendance progress

• Monitoring the three accountability practices and their implementation in schools district-wide

• Involving every school, administrator, teacher, support staff and student

Attendance Improvement Efforts 2018-19
Local District Support

- Ongoing conversations and conference calls with the LD Superintendents
- Visits to the Principal Meetings and Principal Networks
- Support materials provided, including data on monthly basis
- School-Purchased Pupil Services and Attendance (PSA) Decentralization

Source: Office of Data and Accountability
Senior Leader Student Attendance Mentorship 2018-19

**Purpose:**
- Connect and pair students with caring adults in a group setting

**Participating Schools:**
- 7 High Schools
- Approximately 33 students

**Timeline:**
- Mentorship Orientation: September 24, 2018
- Recruitment & Scheduling: Week of October 1st
- Mentorship Begins: Week of October 8th, Two group meetings with Students before November 5th
- Revisit Implementation: Week of November 5th

<table>
<thead>
<tr>
<th>Board District</th>
<th>Local District</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LD West</td>
<td>Crenshaw High School</td>
</tr>
<tr>
<td>2</td>
<td>LD Central</td>
<td>Roybal High School</td>
</tr>
<tr>
<td>3</td>
<td>LD Northwest</td>
<td>Kennedy High School</td>
</tr>
<tr>
<td>4</td>
<td>LD West</td>
<td>Bernstein High School</td>
</tr>
<tr>
<td>5</td>
<td>LD East</td>
<td>Maywood Academy</td>
</tr>
<tr>
<td>6</td>
<td>LD Northeast</td>
<td>Panorama High School</td>
</tr>
<tr>
<td>7</td>
<td>LD South</td>
<td>Gardena High School</td>
</tr>
</tbody>
</table>
• Personalized direct mailings sent to 190,000 households District-wide

• Expected to generate up to 270,000 days of additional attendance, which would generate $17 million in additional revenue
• Tickets from LA Dodgers, LA Rams and LA Sparks
• Attendance incentives for students and families
• Recognizing students with perfect, excellent and/or improved attendance
Purpose: To make up missed instruction/learning and to recover Average Daily Attendance (ADA)

- Local District South implemented pilot in May of 2018
- CDE granted approval of guidelines
- Currently collaborating with all Local Districts
Student Health and Human Services supports students, families and staff to cultivate a **safe, healthy, welcoming** and **affirming** learning and working environment where all students thrive and graduate as empowered members of society.
Serving the Whole Child

Source: LAUSD, Strategic Plan, 2017
Attendance Improvement Program

Chronic Absence Trend
AIP TK/K vs. LAUSD TK/K

<table>
<thead>
<tr>
<th>Year</th>
<th>AIP TK/K</th>
<th>LAUSD TK/K</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>27.1%</td>
<td>15.5%</td>
</tr>
<tr>
<td>2014-15</td>
<td>24.2%</td>
<td>20.9%</td>
</tr>
<tr>
<td>2015-16</td>
<td>21.1%</td>
<td>19.5%</td>
</tr>
<tr>
<td>2016-17</td>
<td>22.3%</td>
<td>20.3%</td>
</tr>
<tr>
<td>2017-18</td>
<td>19.9%</td>
<td>19.8%</td>
</tr>
</tbody>
</table>

Source: MyData, 2018
Attendance Matters Events

- Attendance Matters Day
- Attendance Awareness Campaign
  - Attendance Awareness Week
- Outreach to Families and Community
- Partnership with Parent Community Services Branch
How are Schools Using These Strategies?
Attendance Improvement Efforts 2018-19

Attendance Matters

Linda E. Marquez High School

Lisa Davis, Principal
Libra Academy

Jonathan Chaikittirattana, Principal
Huntington Park Institute of Applied Medicine

Kyle Boswell, Principal
School of Social Justice
Strategies at Marquez

- Send a Clear, Consistent Attendance message
- Every School will Make Phone Calls to a Targeted Student Group
- Targeted Group Intervention – Personalized Connection
# Attendance Improvement Efforts 2018-19

## 3-Year Attendance Data for Students at Marquez High School

### Chronic Absence

<table>
<thead>
<tr>
<th></th>
<th>HPIAM</th>
<th>LIBRA</th>
<th>Social Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>14.6%</td>
<td>4.5%</td>
<td>17.2%</td>
</tr>
<tr>
<td>2016-17</td>
<td>11.1%</td>
<td>7.8%</td>
<td>24.6%</td>
</tr>
<tr>
<td>2017-18</td>
<td>3.4%</td>
<td>11.5%</td>
<td>21.0%</td>
</tr>
<tr>
<td>2018-19</td>
<td>3.3%</td>
<td>9.5%</td>
<td>12.9%</td>
</tr>
</tbody>
</table>

### Excellent Attendance

<table>
<thead>
<tr>
<th></th>
<th>HPIAM</th>
<th>LIBRA</th>
<th>Social Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>72.5%</td>
<td>87.2%</td>
<td>70.5%</td>
</tr>
<tr>
<td>2016-17</td>
<td>78.4%</td>
<td>80.6%</td>
<td>58.9%</td>
</tr>
<tr>
<td>2017-18</td>
<td>89.3%</td>
<td>74.5%</td>
<td>61.8%</td>
</tr>
<tr>
<td>2018-19</td>
<td>91.2%</td>
<td>82.1%</td>
<td>79.1%</td>
</tr>
</tbody>
</table>

*Includes all subgroups*

Source: Office of Data and Accountability
Attendance Improvement Efforts 2018-19

Attendance for African American Students

Dr. Robert Whitman
Administrator, Access, Equity and Acceleration

Access, Equity and Acceleration
Understanding the Attendance Needs for African American Students

• Low academic performance
• Socioeconomic disadvantages
• Adverse childhood experiences
• Unwelcoming school cultures
• Poor student-teacher interactions
Academic English Mastery Program

Comprehensive, research-based program

• Model for the integration of Culturally and Linguistically Responsive instructional, social emotional learning, and classroom community building strategies

• Incorporates into the curriculum instructional strategies that facilitate greater access to content standards for Standard English Learners
Focus on Attendance for African American Students

Maisha James-McIntosh, Principal
### Causes of Low Attendance

- Trauma
- Illness
- Bullying
- Homelessness
- Caring for Siblings/Parents
- Unwelcoming School Community
- Minimal Parental Involvement

### Systems of Support

- Strong Instructional Focus
- Culturally Responsive Practices
- Pupil Services Attendance Counselor
- Mentors for Students
- Monthly Recognitions
- Parents Recognitions and Reminders
Between the 2015-16 and 2017-18 school years:
• 1 out of every 3 African American students experienced chronic absenteeism
• 1 out of every 6 students who experience socioeconomic disadvantages were chronically absent

On pace for improvement (during the 2018-19 school year):
• Only 1 out of every 14 African American students is experiencing chronic absenteeism
• Only 1 out of every 13 students experiencing socioeconomic disadvantages have been chronically absent
Attendance for Students with Disabilities

Marco Tolj, Director Division of Special Education
Agustin Gonzalez, Principal
Attendance Support Investments for Students with Disabilities (SwD)

#allmeansall

Access
Equity
Inclusion
Outcomes
Understanding the Attendance Needs for Students with Disabilities (SwD)

• SwD’s tend to have a higher absent rate than typical non-disabled peers.

• Health concerns contribute to absenteeism.

• Only about half of our SwD’s are currently spending the majority of their time in General Education.
  – As a result, they have less exposure to opportunities to participate in extra curricular activities.

• Parents of SwD’s are less likely to participate in school activities if they feel their child is not included.
3-Year Attendance Data for Students with Disabilities (SwD)

Source: Office of Data and Accountability
Attendance Focus
Jefferson High School

- Attendance
  - Target supports based on data

- Inclusion
  - Meeting needs of students

- Relationships
  - Belief system
Attendance for Foster Youth

Dr. Denise Miranda, Director
Dr. La Shona Jenkins, Coordinator
Understanding the Attendance Needs for Foster Youth

- Frequent residential and school changes
- Dealing with the impact of foster care placement; history of trauma
- Transportation to School of Origin (SOO)
- Court Appearances
- Medical, dental, mental health appointments
- Twice as likely to be found eligible for Special Education services
In Collaboration with Community Stakeholders, the District established the Foster Youth Achievement Program to:

• Provide support services to all foster youth attending LAUSD schools
• Conduct comprehensive academic assessments
• Facilitate timely enrollment
• Improve caregiver participation in the academic process
• Provide continuous training and education on legislation and policy related to foster youth
• Promote school stability
Attendance Support Investments Outcomes for Foster Youth

Percentage of Students in Foster Care

85% 2016-2017
83% 2015-2016
83% 2014-2015

WITHOUT SCHOOL CHANGES
## Attendance Support Investments Outcomes for Foster Youth

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>All Student Performance</th>
<th>Status</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Suspension Rate (K-12)</td>
<td>Low 2.4%</td>
<td>Declined -0.8%</td>
<td></td>
</tr>
<tr>
<td>Graduation Rate (9-12)</td>
<td>Very Low 60.8%</td>
<td>Increased Significantly +5%</td>
<td></td>
</tr>
<tr>
<td>College/Career (9-12)</td>
<td>Low 20.6%</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>English Language Arts (3-8)</td>
<td>Very Low 88.2 points below level 3</td>
<td>Maintained +2.5 points</td>
<td></td>
</tr>
<tr>
<td>Mathematics (3-8)</td>
<td>Very Low 109.8 points below level 3</td>
<td>Maintained -0.2 points</td>
<td></td>
</tr>
</tbody>
</table>

Performance Levels:
- Red (Lowest Performance)
- Orange
- Yellow
- Green
- Blue (Highest Performance)

Source: California School Dashboard, 2017
Attendance Progress September 2018

Improvement Across All Local Districts*

Chronic Absence Decreased
from September 2017 vs. September 2018:
-1.5%

Excellent Attendance Increased
from September 2017 vs. September 2018:
+2.2%

Source: Office of Data and Accountability

* Includes all subgroups
If students are not in school, they cannot learn.

Every day is important.

Keep it under 7.

Every day matters.