

Chronic WHAT?

Leveraging Attendance for Better Outcomes

Kasandra Griffin, Upstream Public Health
and Healthy Kids Learn Better Coalition

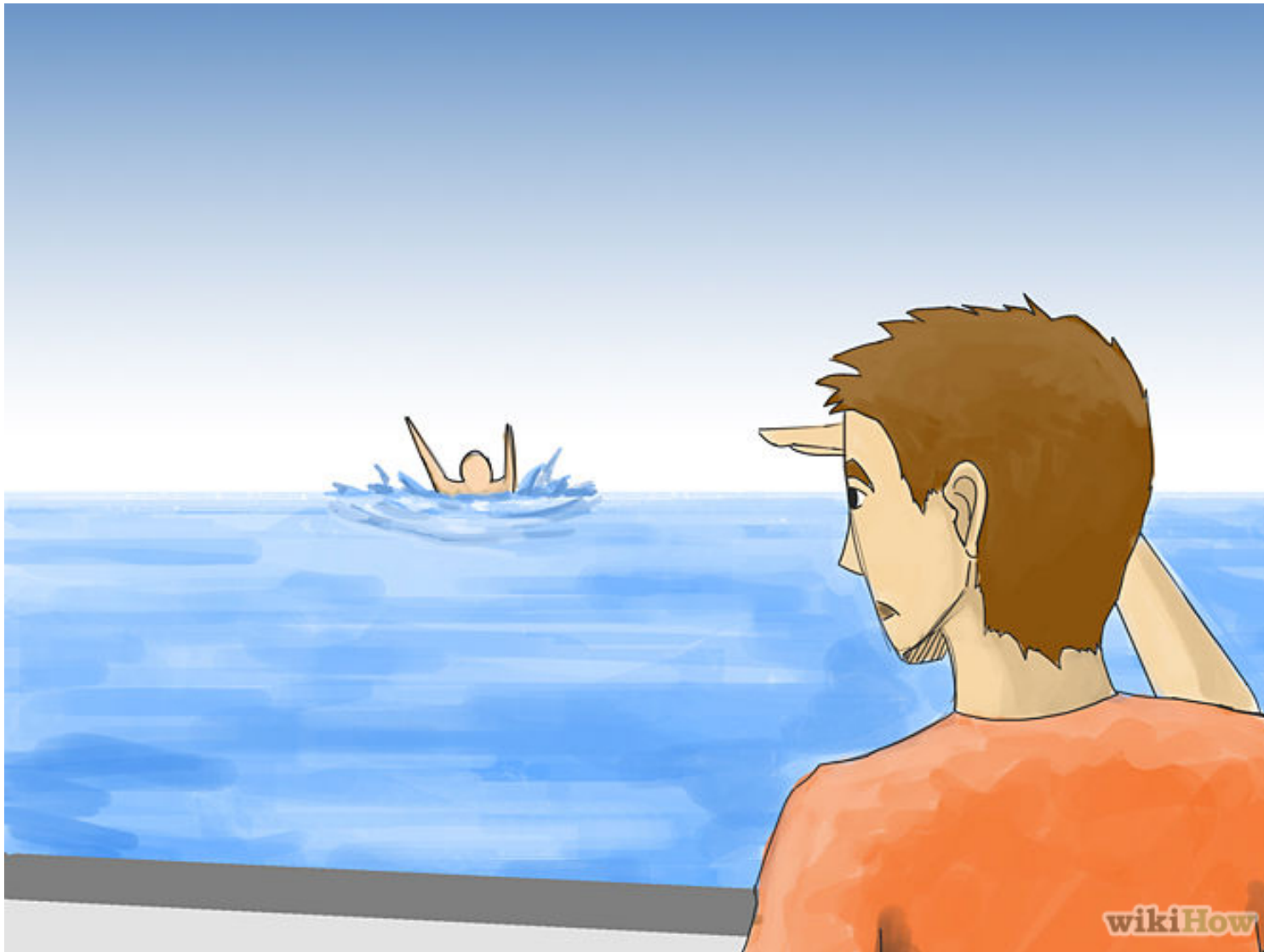
Dr. Tia Henderson, Upstream Public Health

Scott Perry, Southern Oregon Education Service District

Part 1 of 3

UPSTREAM
PUBLIC HEALTH

Going Upstream....



wikiHow

UPSTREAM
PUBLIC HEALTH

Upstream Public Health



Our Mission:

To create the social and environmental conditions where all Oregonians can thrive



Upstream Issue Areas

- Tobacco: Reduce access, increase costs, etc.
- Dental Health: Systemic solutions to the dental health crisis, so that people won't suffer from debilitating pain or disfiguring tooth loss
- Transportation: Make a healthy transportation system work for everyone
- Equity: Ensure that all Oregonians have equal access to good health
- Food and Nutrition: Make it easier to make healthy choices
- Schools: Ensure that all students are healthy and ready to learn



Early 2012 Context: Education Politics

- Early in Governor Kitzhaber's 4th term
- First Legislative "short session"
- Major Education Reform + Health Reform
- No Child Left Behind Act: Oregon waiver:
 - Needed to create accountability tool(s)
 - Oregon Educational Investment Board
 - Achievement Compacts
 - Choosing "key indicators"
aka metrics to track



Healthy Kids Learn Better (HKLB)

- 10+ year-old coalition with 30+ member organizations
- Statewide coalition “working collectively to promote policies and programs that will reduce physical, social, and emotional barriers to learning.”
- Requested a “health indicator” in these new Achievement Compacts
- Because healthy kids learn better, and a metric would drive resources
- Governor’s Office said a health indicator would have to be:
 - Something that is already collected and understood, and
 - Have clear connection to academic achievement



Meanwhile, In the News...



Advancing Student Success By Reducing Chronic Absence



Children's
Institute



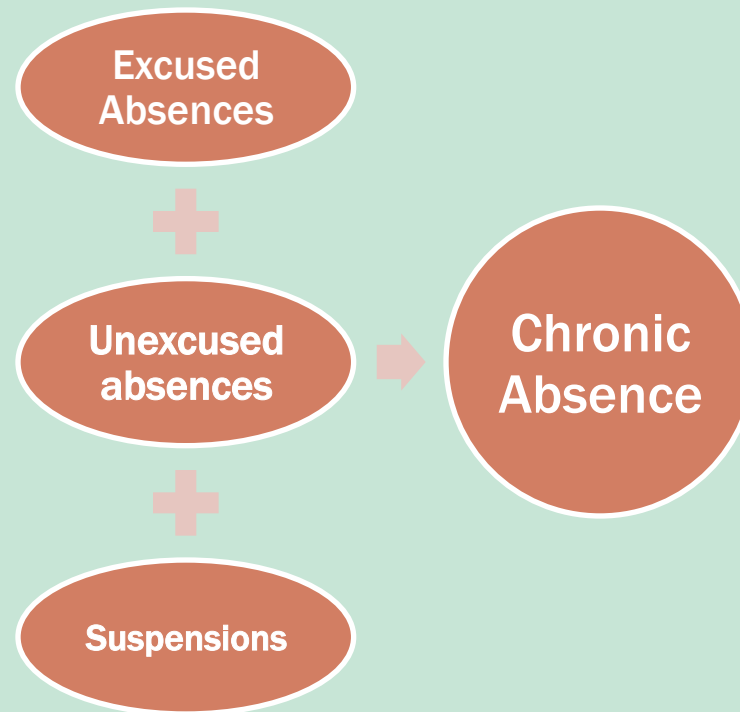
Report finds nearly a quarter of public school students in Oregon miss nearly a month of school.

For more information, contact: Children's Institute Communications Manager Katia Riddle, kriddle@childist.org, 503.219.9034

February 2, 2012-- In a new analysis of school data from the Oregon Department of Education, researchers at the local economic consulting firm EcoNorthwest found that 23 percent of Oregon students were chronically absent in the 2009-2010 school year. Children who live outside of the most densely populated parts of the state were more likely to be chronically absent.

EVERY Day Counts

Attendance Works defines chronic absence as:
missing 10% or more of school for any reason.



AMENDED

**2013-2014
SCHOOL CALENDAR**

AMENDED

AUGUST/SEPTEMBER					
NT1/2	26	27	28	29	30
H	ESD1	KDRA	KDRA	KDRA	
	2	3	4	5	6
KDRA	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				

Sept. 3 – First Day for Grades 6 & 9
 Sept. 4 – First Day for Grades 1-5, 7-8 & 10-12
 Sept. 10 – First Day for Kindergartners

OCTOBER					
		1	2	3	4
				F	
	7	8	9	10	11
SG1/2 SSD1/2	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

NOVEMBER					
				EG	1
	4	5	6	7	8
H	11	12	13	14	15
	18	19	20	K	K
	21	22	23	24	25
	28	29	30		

DECEMBER					
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
DH	23	24	25	26	27
	30	31			

JANUARY					
		H	1	2	3
	6	7	8	9	10
	13	14	15	16	17
DSSH	20	21	22	23	24
ESD1 SG1	27	28	29	30	31

FEBRUARY					
	3	4	5	6	7
	10	11	12	13	14
SH	17	18	19	20	21
	24	25	26	27	28

MARCH					
	3	4	5	6	EG SG1/2 SSD1/2
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
F	31				

APRIL					
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
SG1/2 SSD1/2 ESD1	28	29	30		

MAY					
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
F	26	27	28	29	30

JUNE					
	2	3	4	5	6
HSF	9	10	11	12	13
M	16	17	18	19	20

Elementary Last Day - June 10

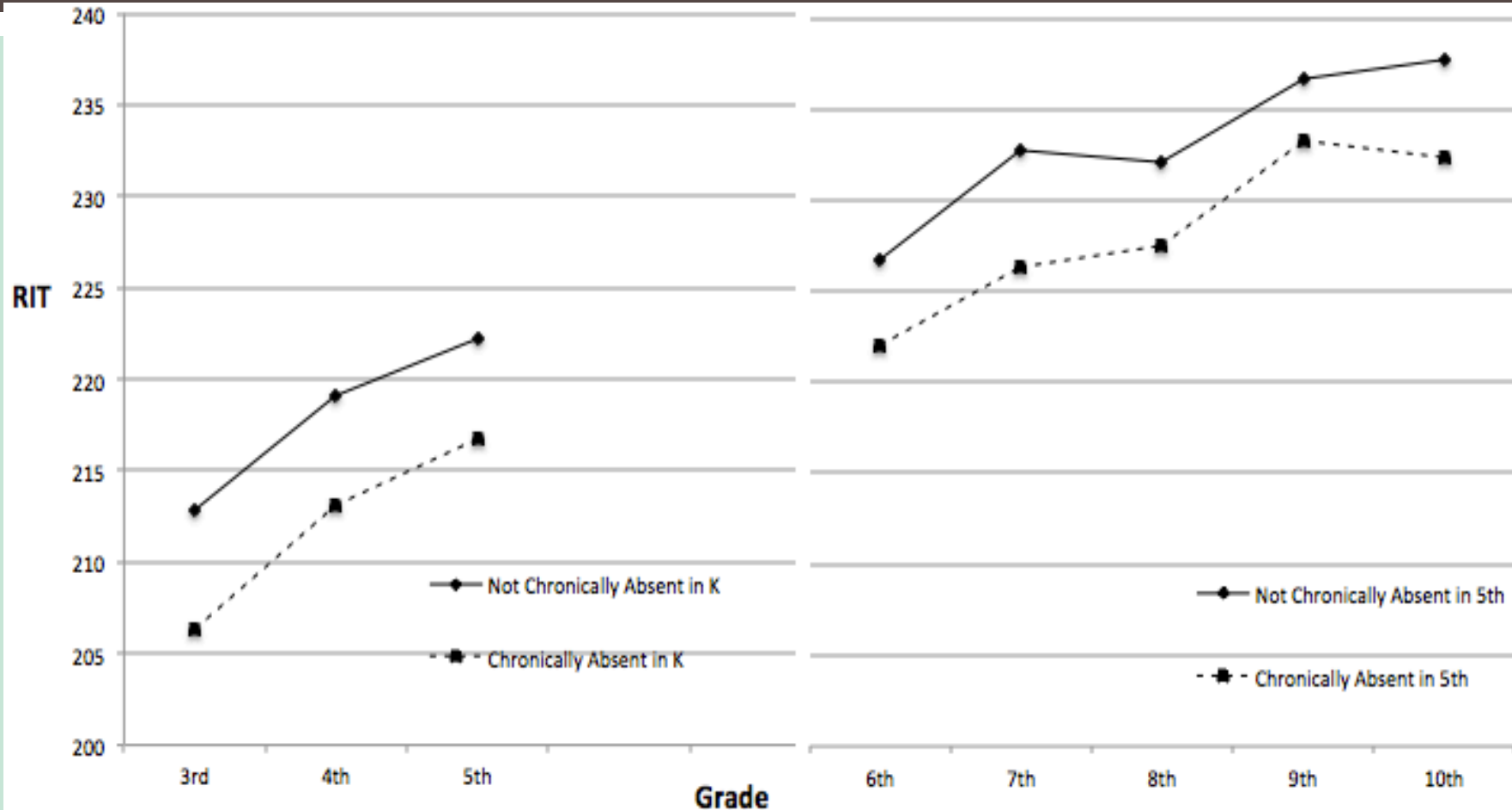
LEGEND				
NT 1/2	– New Teacher Half-day Inservice			
I	– All Teachers Inservice Day (No Students)			
ESD1	– First Day of School for Grades 6, and 9			
ESD1/2	– First Day of School for Grades 1-5, 7, 8, 10-12			
ESD1/2	– First Day of School for Kindergarten			
K	– Kindergarten Conferences (No Kindergarten)			
K-8 C	– Kindergarten to 8th Grade Conferences/ HS Optional Conferences (No K - 8th grade students/Staff Extended Schedule)			
K-8 EC	– Kindergarten to 8th Grade Evening Conferences/ HS Optional Conferences (No Kindergarten/Reg. school day grades 1 - 8/Staff Extended Schedule)			
K-8 NS	– No Kindergarten to 8th Grade Students			

Why We Miss Chronic Absence

Absences Add Up:
18 days missed in 180 day year

= 2 days a month on average = chronically absent

It is an excellent education indicator because it affects grade outcomes...

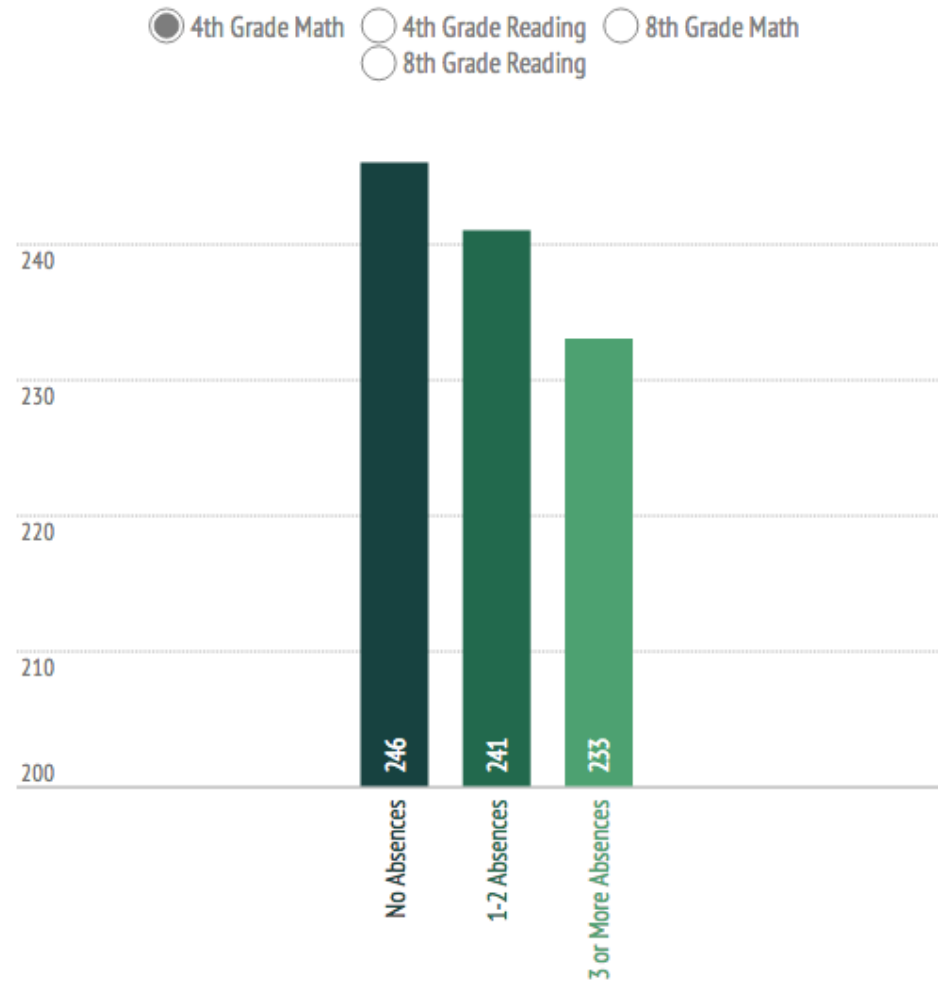


Oregon Reading Score Data

And test scores...

NAEP Scores Drop With Absences

Scores on the 2013 National Assessment of Educational Progress were lower for students who reported they had more absences in the month before they took the test.

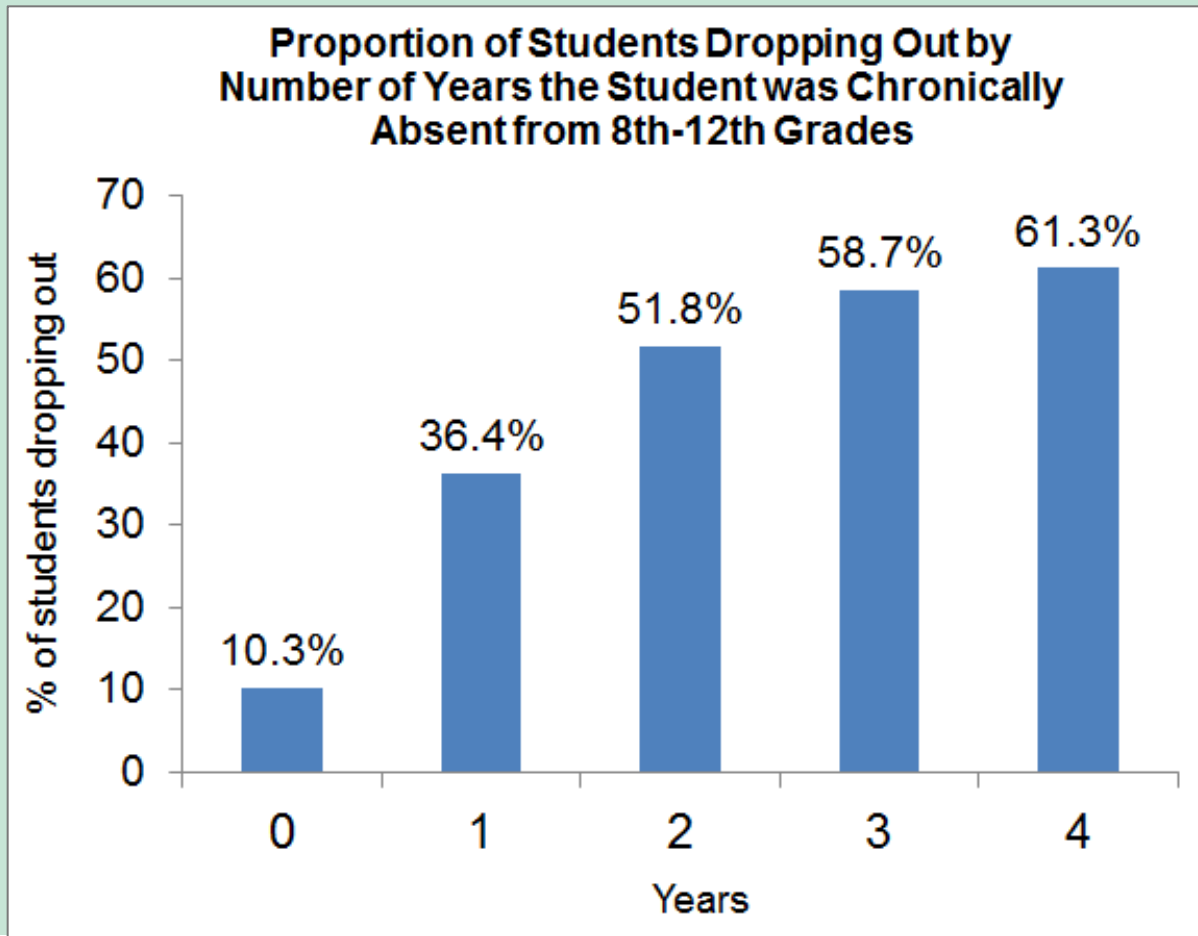


Source: Attendance Works



And later...Dropout Outcomes

Chronic Absence Impacts Are Cumulative

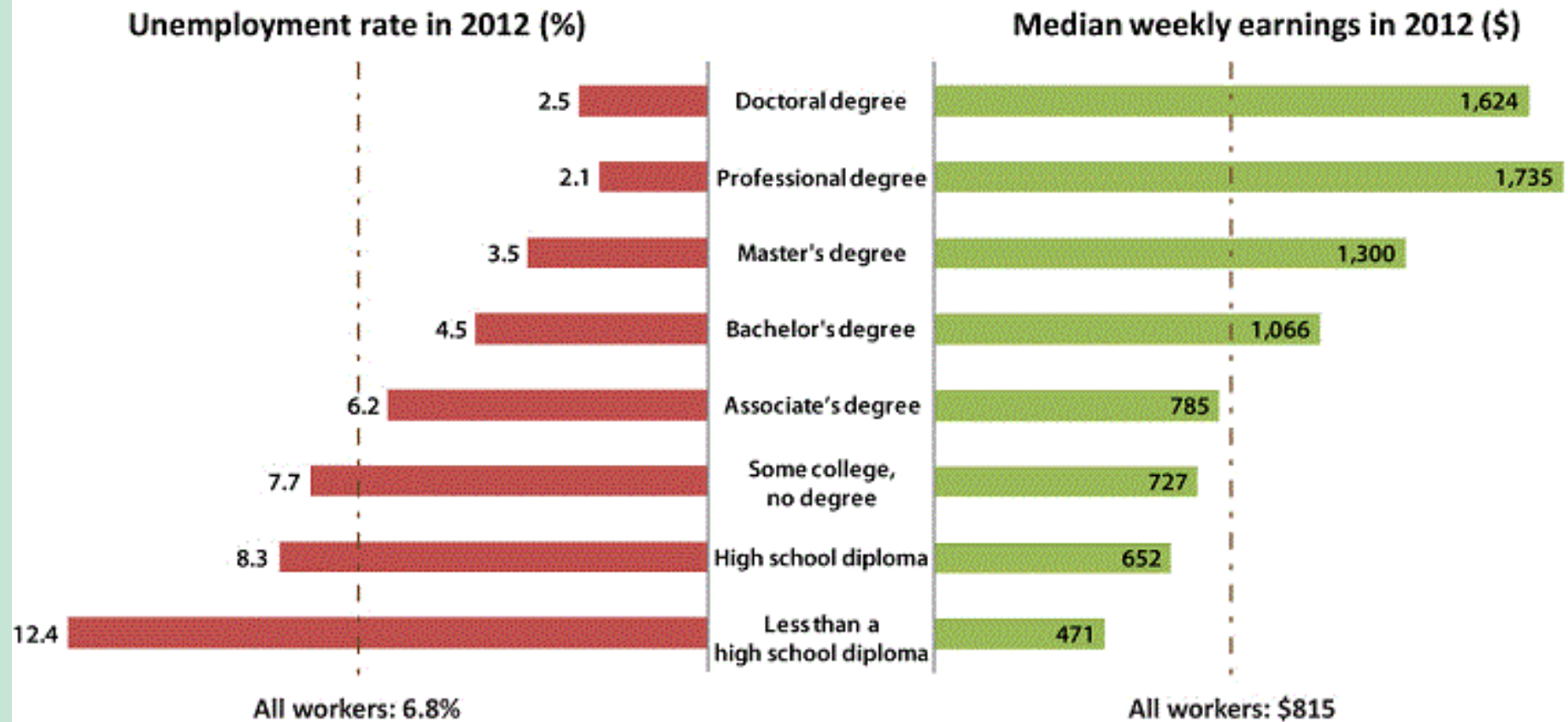


With every year of chronic absenteeism, a higher percentage of students dropped out of school.

Chronic absenteeism is a stronger predictor of subsequent dropout, than suspensions and test scores

Which is Important to Job Opportunities...

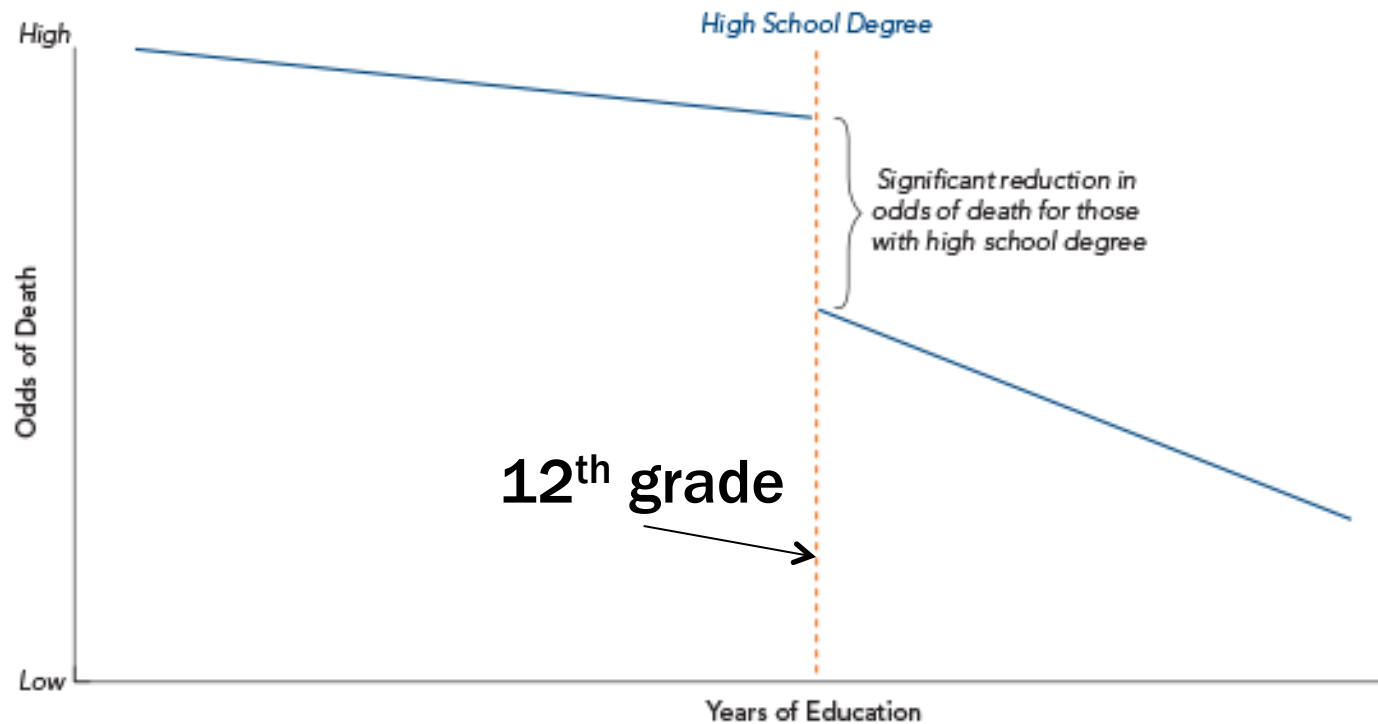
Earnings and unemployment rates by educational attainment



Source: Bureau of Labor Statistics, Current Population Survey

And chronic absence is a key health indicator because education predicts life long health outcomes...

Relationship Between Educational Attainment and Mortality for U.S. Adults



Source: Jennifer Karas Montez et al., "Educational Attainment and Adult Mortality in the United States: A Systematic Analysis of Functional Form," *Demography* 49, no. 1 (2012): 315-36..

Summary: Strengths of this Indicator



- Easy to understand and care about
- Solving it will have a huge impact on:
 - Short-term health
 - Short-term academic achievement
 - Long-term academic achievement
 - Lifetime health
 - Opportunities for All – addressing equity in educational success

Back to 2012 and the OEIB: Success!

- Healthy Kids Learn Better Coalition suggested Chronic Absenteeism as a key indicator (To Legislators, The Governor, and the OEIB)
- Goal: by recognizing and tracking the issue, drive awareness and resources toward addressing the contributing factors
- Other sources also brought up the idea of attendance / absenteeism
- Governor's Office and OEIB put "Not Chronically Absent" in as key indicators at 6th and 9th grade levels, in March 2012. (Big deal / short list.)
- The Communities Supporting Youth Collaborative, Convened by All Hands Raised in Portland, set the same Chronic Absenteeism indicators around the same time.

K-12 / ESD Achievement Compact Template - Cover Sheet
January 2013

College and Career Ready: Are students completing high school ready for college or career?										
	9th graders of 2007-08	Disadvantaged	9th graders of 2008-09	Disadvantaged	9th graders of 2009-10	Disadvantaged	9th graders of 2010-11	Disadvantaged	4-year Goal 2013-14**	Disadvantaged
4-Year Cohort Graduation										
5-Year Completion										
Earning 9+ College Credits										
Post-Secondary Enrollment										

Progression: Are students making sufficient progress toward college and career readiness?										
	All 2010-11	Disadvantaged	All 2011-12	Disadvantaged	All 2012-13*	Disadvantaged	Goal for All 2013-14	Disadvantaged	4-Year Goal (2016-17)**	Disadvantaged
Kinder Readiness Participation										
3rd Grade Reading Proficiency										
5th Grade Math Proficiency										
6th Grade Not Chronically Absent										
8th Grade Math Proficiency										
9th Grade Credits Earned										
9th Grade Not Chronically Absent										

Equity: Are students succeeding across all buildings and populations? (Disaggregated data and goals for each disadvantaged student group listed on pages 2-4)					
	2010-11	2011-12	2012-13	2013-14 Goal	4-Year Goal (2016-17)**
Priority & Focus Buildings					

Local Priorities: What other measures reflect key priorities in the district? (optional, up to 3)										
	Year	Disadvantaged	Year	Disadvantaged	Year	Disadvantaged	1-Year Goal	Disadvantaged	4-Year Goal**	Disadvantaged

Investment: What is the public investment in the district? (does not include capital investments)				
	2011-12	2012-13*	2013-14*	2013-14 QEM calculation of district share
Formula Revenue				
Local Revenue not passed through formula				
Federal Revenue				



Barnes Elementary School

13730 SW Walker Rd
Beaverton, OR 97005-1016, (503) 672-3500
<http://www.beaverton.k12.or.us/barnes/>

DISTRICT Beaverton SD 48J
SUPERINTENDENT Jeff Rose
PRINCIPAL Veronica Jones
GRADES SERVED K-5

For more report card measures including detailed demographic information visit www.ode.state.or.us/go/SchoolRC

FROM THE PRINCIPAL

Dear Parents and Community Members,

We are committed to regular communication with parents and the community about our school. Toward that goal, here is our school report card, produced by the Oregon Department of Education.

In the 2012-2013 school year, our school received an Overall State Rating of Level 3. This means the achievement and growth on standards-based tests of our students are below average.

Please turn the page to see how our students are doing on tests, programs and experiences available to our students, and student survey data. To see the strategies we are implementing this year to improve student achievement, please review our school

improvement plan posted on our website.

You can help us help your child on the path to graduating with many options for post high school learning by having high expectations for your student, providing a home that is conducive to learning, and ensuring your child is at school every day ready to learn.

Thank you for your support and involvement in our students' success.

Thank you,

Principal | Veronica Jones

Oregon's State Schools Report Card was revised in 2013, and now includes a school-wide metric of “% not chronically absent.”

SCHOOL PROFILE		STUDENTS	
Enrollment 2012-13	733	Select Demographics 2012-13	
K-3	531	English Learners	50%
4-5	202	<i>Students who have ever been eligible for or participated in a program to acquire academic English.</i>	
Change from previous year	3.0%	Economically disadvantaged	71%
Students attending 90% or more of enrolled days	89%	Students with disabilities	16%
Average elementary class size	28.9		
Change from previous year	+3.5	Number of different languages spoken:	24

OVERALL STATE RATING HOW ARE STUDENTS AT THIS SCHOOL PERFORMING COMPARED TO THOSE AT OTHER SCHOOLS?

The overall state rating is intended to summarize this school's particular successes and challenges. It is based on a combination of up to five factors. Three of these factors come from standardized test scores in reading and math: student achievement, student growth, and the growth of underserved subgroups. Please be aware that this rating is based mainly on high-stakes testing and accordingly, represents a limited view of student performance. Other aspects of this report card are designed to put this rating in the proper context.

