



# Pupil Services ATTENDANCE IMPROVEMENT PROGRAM Executive Summary

## Mission

*To ensure that all LAUSD students are enrolled, attending, engaged, and on-track to graduate.*

### BACKGROUND

Since 2011, the Attendance Improvement Program (AIP) has supported selected, high-need LAUSD schools to increase the percentage of students attending school at a rate of 96% or higher in Transitional Kindergarten Extended, Transitional Kindergarten, Kindergarten, and Grade 9. These grade levels have the lowest overall attendance rates in the District. Excessive absences in these critical transition grades are strongly correlated with lower academic achievement and graduation rates.

### PROGRAM OBJECTIVES

All schools served by the program will:



- Monitor and analyze attendance data trends and outcomes to guide prevention and early intervention efforts for targeted grade levels
- Demonstrate increased staff, student, and parent awareness of attendance expectations and Performance Meter goals
- Demonstrate an increased use of prevention and intervention programs to improve student attendance school-wide (incentive programs, community partnerships, parent support)
- Have at least a 5% increase in the percentage of students attending school at a rate of 96% or higher in the targeted grade level by the end of the school year compared to the previous year

### PROGRAM SERVICES

Program staff is committed to engaging parents, students, school staff, and community members toward a common vision of graduation for all students. Attendance Improvement Pupil Services and Attendance Counselors are child welfare and attendance experts who:



- Analyze, track, and share student attendance data
- Teach clear, positive expectations for student attendance
- Reinforce attendance achievement and improvement through recognition programs
- Implement absence prevention programs and campaigns
- Identify, assess, and support students and families in need of early intervention services and resources to address barriers to regular school attendance

### ALIGNMENT WITH STATE AND NATIONAL RESEARCH AND EVIDENCE BASED PRACTICES

The AIP framework aligns with the National Center for Children in Poverty's model for **Comprehensive Response to Attendance Problems**<sup>1</sup> which calls for a tiered prevention and intervention approach, involving building strong school and community partnerships, early outreach to families, educating parents about the importance of attendance, and combining positive supports to promote school attendance among all children with interventions targeting those who are chronically absent. The AIP is also cited as an effective and innovative program by **Attendance Works**, a leading national and state initiative that promotes improved policy and practice around school attendance.

### CAPACITY BUILDING: EXAMPLES OF PROGRAM COLLABORATIONS AND PARTNERSHIPS



- Secured over \$2.8 million in-kind and cash donations from local and regional businesses and organizations for incentives and stakeholder recognition programs
- Coordinated the L.A. County Toy Loan Program for over 2,850 students in 44 schools
- Facilitated UCLA Dental presentations for over 8,900 students in 54 schools
- Collaborated with Ready, Set, Read! to provide reading workshops to 850 parents in 26 schools
- Collaborated with Abriendo Puertas to train 12 AICs who facilitated 173 parenting workshops to 1,991 parents in 15 schools
- Ongoing partnership with Baby2Baby to secure resources for needy families and incentives for students
- Supervised and supported 9 Masters level Social Work interns from University of Southern California who facilitate Second Step curriculum (Social and Emotional Education) in selected program schools
- On-going partnership and collaboration with Attendance Works to examine chronic absence patterns throughout the District and program impact/effectiveness

<sup>1</sup> Chang, H.N., & Romero, M., (September 2008). Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades. National Center for Children in Poverty. Retrieved from [http://www.nccp.org/publications/pub\\_837.html](http://www.nccp.org/publications/pub_837.html)



# ATTENDANCE IMPROVEMENT PROGRAM

## PROGRAM IMPACT: DEFINING PROFICIENT ATTENDANCE: THE 96% GOAL

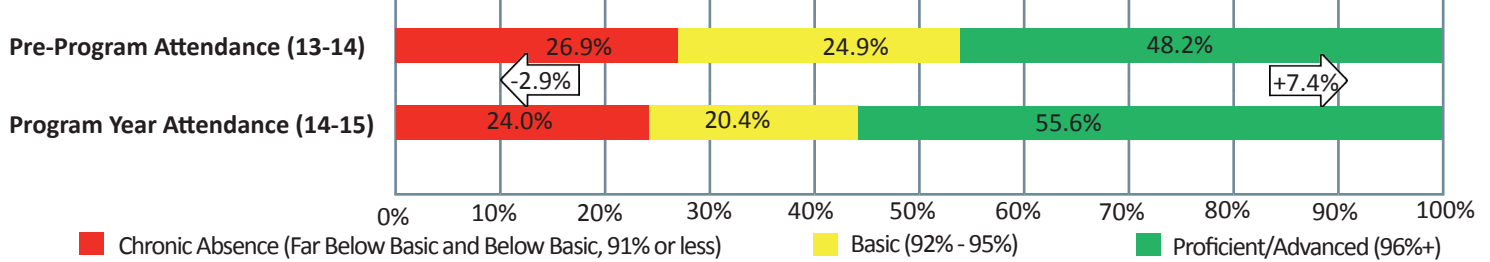


The LAUSD goal is for students to achieve at least Proficient attendance by attending at a rate of 96% or higher. Proficient attendance is achieved and maintained by having no more than 1 absence for every 25 days of instruction and no more than 7 absences during the entire school year. Chronic absence, a strong predictor of lower academic achievement, particularly for children living in poverty, is defined as missing 9% or more of the school year (15 or more school days absent). Student attendance trends are monitored and reported using the attendance performance levels shown below.

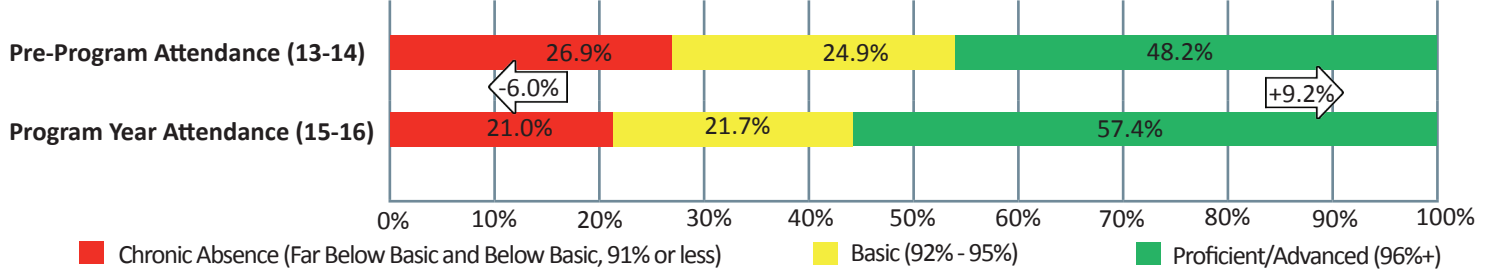
Far Below Basic	Below Basic	Below	Proficient	Advanced
less than 87%	87-91%	92-95%	96-99%	100%
25 or more absences	15-24 absences	8-14 absences	1-7 absences	0 absences

More likely to achieve at grade level and graduate.

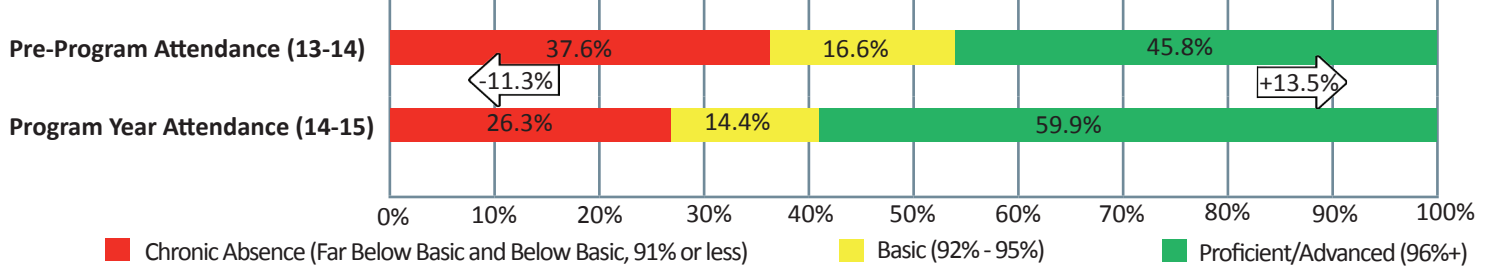
### TRANSITIONAL KINDERGARTEN & KINDERGARTEN ATTENDANCE IN SCHOOLS SERVED BY AIP / PRE-PROGRAM (13-14) & PROGRAM YEAR (14-15)



### TRANSITIONAL KINDERGARTEN & KINDERGARTEN ATTENDANCE IN SCHOOLS SERVED BY AIP / PRE-PROGRAM (13-14) & PROGRAM YEAR (15-16)



### GRADE 9 ATTENDANCE IN SCHOOLS SERVED BY AIP / PRE-PROGRAM (13-14) & PROGRAM YEAR (14-15)



### GRADE 9 ATTENDANCE IN SCHOOLS SERVED BY AIP / PRE-PROGRAM (13-14) & PROGRAM YEAR (15-16)

