Outcome Monitoring
College, Career, Life
Indicator: Attendance Rate
Grades 9-12

December 2023

College, Career, Life Ready (CCL)

Goal:

Beginning with the Freshman Class in September 2020, the percentage of high school students graduating Life Ready as well as College and/or Career Ready will increase from a baseline of **TBA%** in Spring **2022** to **90%** in Spring **2026**.

Indicator: Attendance Rate

- Attendance is a strong indicator for success in college, career, as well as life. There is a direct correlation between students who attend school regularly and higher academic achievement levels.

- A missed school day is a lost opportunity for students to learn.

- ASD strives to increase the percentage of students attaining 90%+ attendance rate.

- Missing at least 10 percent of days in a school year for any reason, including excused and unexcused absences is considered chronic absenteeism.
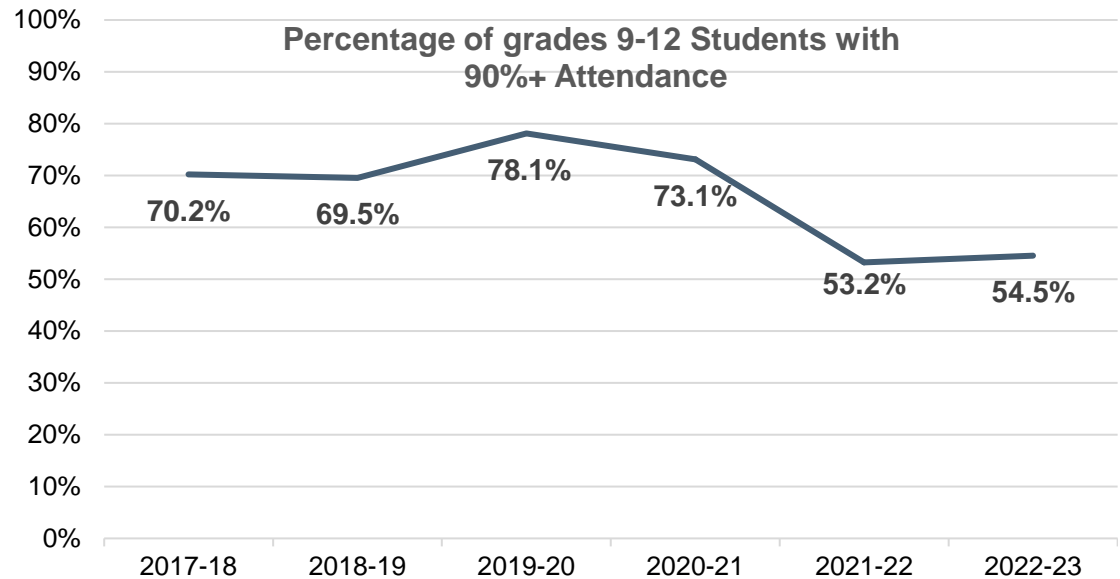
CCL Indicator: Attendance Rate

Increase the percentage of grade 9-12 students achieving 90%+ attendance

Superintendent Evaluation of Performance	
Indicator Overall Progress	**Ongoing Monitoring**

Percentage of grades 9-12 Students with 90%+ Attendance

- 2017-18: 70.2%
- 2018-19: 69.5%
- 2019-20: 78.1%
- 2020-21: 73.1%
- 2021-22: 53.2%
- 2022-23: 54.5%

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Percentage of Students with 90%+ Attendance	70.2%	69.5%	78.1%	73.1%	53.2%	54.5%
Count of Students with 90%+ Attendance	9,304	8,897	9,863	8,784	6,640	6,831
Overall Attendance Rate	91.4%	91.4%	93.3%	91.6%	87.0%	87.2%
Count of Student Enrollment	13,261	12,797	12,623	12,010	12,476	12,533

Attendance Rate – Grade Level

Attendance Rate – Grades 9-12 – Comparing										
	2021-22				2022-23				% Students with 90%+ Attendance Rate Change	% Students Overall Attendance Rate Change
	# Students Enrolled	# Students with 90%+ Attendance	% Students with 90%+ Attendance	% Overall Attendance Rate	# Students Enrolled	# Students with 90%+ Attendance	% Students with 90%+ Attendance	% Overall Attendance Rate		
Grades 9-12	12,476	6,640	**53.2%**	84.9%	3,433	1,866	**54.4%**	85.3%	1.3%	0.2%
9	3,366	1,900	**56.4%**	85.7%	3,215	1,791	**55.7%**	85.2%	**-2.1%**	-0.5%
10	3,182	1,726	**54.2%**	85.4%	2,982	1,621	**54.4%**	85.0%	**1.5%**	-0.2%
11	3,109	1,640	**52.8%**	84.1%	2,903	1,553	**53.5%**	84.5%	**1.6%**	0.9%
12	2,819	1,374	**48.7%**	84.0%	3,433	1,866	**54.4%**	85.3%	**4.8%**	0.5%

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Attendance Rate – Ethnicity/Interest Groups

	Attendance Rate – Grades 9-12									
	2021-22				**2022-23**				% Students with 90%+ Attendance Rate Change	% Students Overall Attendance Rate Change
	# Students Enrolled	# Students with 90%+ Attendance	% Students with 90%+ Attendance	% Overall Attendance Rate	# Students Enrolled	# Students with 90%+ Attendance	% Students with 90%+ Attendance	% Overall Attendance Rate		
Grades 9-12	**12,476**	**6,640**	**53.2%**	**84.9%**	**12,533**	**6,831**	**54.5%**	**85.0%**	**1.3%**	**0.2%**
Alaska Native / American Indian	1,153	421	**36.5%**	76.4%	1,191	445	**37.4%**	77.2%	**0.9%**	0.8%
Asian	1,474	987	**67.0%**	89.0%	1,453	949	**65.3%**	87.9%	**-1.6%**	-1.1%
Black	615	318	**51.7%**	83.1%	616	345	**56.0%**	84.0%	**4.3%**	0.9%
Hispanic	1,428	690	**48.3%**	83.9%	1,455	726	**49.9%**	84.8%	**1.6%**	0.9%
Multi-Ethnic	1,876	911	**48.6%**	83.4%	1,888	934	**49.5%**	82.9%	**0.9%**	-0.5%
Native Hawaiian / Pacific Islander	922	302	**32.8%**	78.2%	905	303	**33.5%**	78.3%	**0.7%**	0.2%
White	5,008	3,011	**60.1%**	87.9%	5,025	3,129	**62.3%**	88.3%	**2.1%**	0.4%
English Learners	1,676	791	**47.2%**	81.7%	1,778	817	**46.0%**	81.9%	**-1.2%**	0.2%
Non-English Learners	10,800	5,849	**54.2%**	85.3%	10,755	6,014	**55.9%**	85.5%	**1.8%**	0.2%
Special Education	1,741	824	**47.3%**	81.6%	1,695	809	**47.7%**	81.4%	**0.4%**	-0.2%
Non-Special Education	10,735	5,816	**54.2%**	85.4%	10,838	6,022	**55.6%**	85.6%	**1.4%**	0.2%
Economically Disadvantaged	6,135	2,676	**43.6%**	81.7%	6,253	2,784	**44.5%**	81.8%	**0.9%**	0.1%
Non-Economically Disadvantaged	6,341	3,964	**62.5%**	87.9%	6,280	4,047	**64.4%**	88.2%	**1.9%**	0.3%

Attendance Rate – School Type

Attendance Rate – Grades 9-12										
	2021-22				2022-23				% Students with 90%+ Attendance Rate Change	% Students Overall Attendance Rate Change
	# Students Enrolled	# Students with 90%+ Attendance	% Students with 90%+ Attendance	% Overall Attendance Rate	# Students Enrolled	# Students with 90%+ Attendance	% Students with 90%+ Attendance	% Overall Attendance Rate		
Grades 9-12	**12,476**	**6,640**	**53.2%**	**84.9%**	**12,533**	**6,831**	**54.5%**	**85.0%**	**1.3%**	**0.2%**
Comprehensive High Schools (8)	11,713	6,080	**51.9%**	84.0%	11,767	6,253	**53.1%**	84.2%	**1.2%**	0.2%
Alternative Schools (4)	732	562	**76.8%**	93.1%	711	562	**79.0%**	93.6%	**2.3%**	0.4%
Charter Schools (1)	112	79	**70.5%**	88.4%	126	90	**71.4%**	90.4%	**0.9%**	2.0%

CCL Indicator: Attendance Rate
Next Steps

Rationale for the 90% Attendance target

- Attendance is the strongest predictor of overall grades

- Just one week of absence per semester may negatively impact students' grades

- Poor attendance can influence whether children read proficiently by the end of third grade

- Course attendance is eight times more predictive of course failure in the freshman year than eighth-grade test scores

- Freshman absences can be used to predict 63 percent of the variation in course failures among freshmen

- More than **50 percent** of the students who miss less than one week of school per semester have a GPA of 3.0 (B average) or higher at the end of their first year, **75 percent** have at least a 2.5 GPA, and **90 percent** have at least a 2.0 GPA

- Resource: https://www.redefiningready.org/research-career-ready

The next two slides address District-wide ongoing, consistent, and explicit work related to attendance. The first slide highlights a broad look at ASD's goal, instructional focus, and operational approaches as it applies to attendance. The second slide presents the instructional elements to include:

Strategies with action steps   **Stages** of Implementation   **Progress** along a continuum for strategy implementation

Completed	In Progress	Next Steps	Upcoming
Action steps are accomplished	Action steps are proceeding	Action steps are beginning	Action steps will begin at a future date

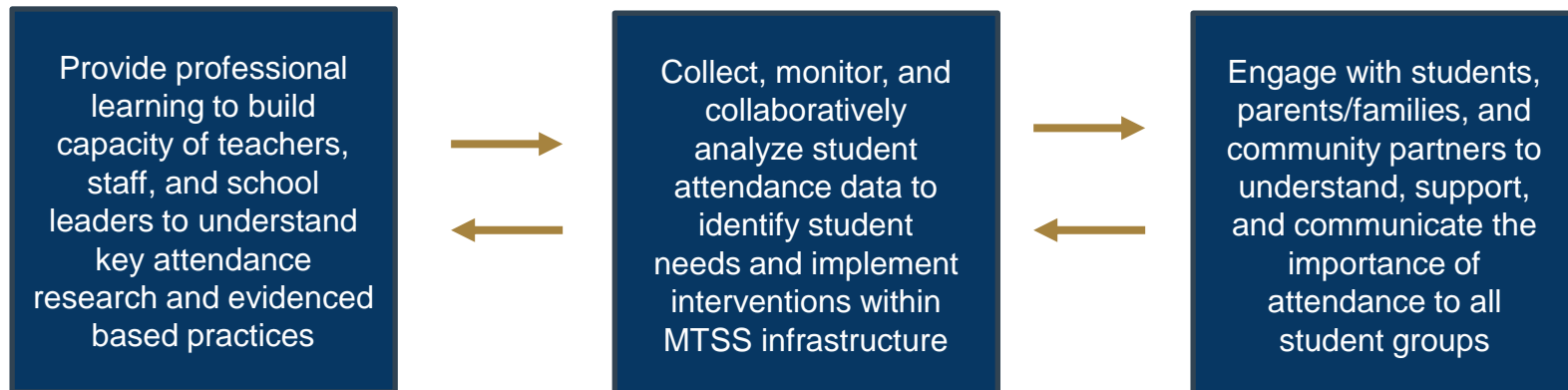# CCL Indicator: Attendance Rate

Goal

- Increase the number of students who maintain 90% attendance rate

Instructional Focus

- Teachers and staff will:
    - Engage students and parents
    - Recognize good and improved attendance (not perfect)
    - Provide personalized early outreach to encourage improved attendance
    - Monitor attendance data and practice
- Resource:
    - https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/strategies-for-school-sites/

Approach

Provide professional learning to build capacity of teachers, staff, and school leaders to understand key attendance research and evidenced based practices	Collect, monitor, and collaboratively analyze student attendance data to identify student needs and implement interventions within MTSS infrastructure	Engage with students, parents/families, and community partners to understand, support, and communicate the importance of attendance to all student groups

Implementation Stages / Strategic Action Steps	1 — Define Strategies to Support Board Goals	2 — Create Structures and Processes	3 — Clarify Roles & Responsibilities	4 — Identify and Address Gaps and Barriers	5 — Develop Plan for Following Year
Curriculum • Implement Freshman Academies in all comprehensive high schools offering 9th graders expanded resources and increased support • Expand CTE course offerings	In Progress	In Progress	In Progress	In Progress	Next Step
Instruction • Ensure students have opportunities to redo assignments or retake tests/quizzes. • Communicate high expectations for all students • Stress the importance of attendance and attending class every day to students/families	In Progress	In Progress	In Progress	In Progress	In progress
Professional Learning • Engage in PD centered around community outreach strategies, especially to engage communities who are historically underserved • Develop and refine/maintain culturally responsive environments emphasizing positive relationships with students and families	In Progress	In Progress	In Progress	In Progress	In Progress
Data Dialogue • Implement use of the Unified Insights Data Platform to identify students "Off Track" for graduation. Metrics include GPA, **attendance**, and current Fs. This is especially important for 9th grade early intervention • Encourage and monitor 90% attendance rate for each student • Establish and monitor 90% 4-year attendance as an indicator of Career Readiness	Completed	In Progress	Completed	In Progress	Next Step
MTSS • Implement key attendance research and evidenced based practices to meet student needs through MTSS model • Provide personalized early outreach to students who fall below 90% attendance by the end of September • Develop recognition programs to encourage improved attendance • Utilize PLC time to collaborate, strategize, and plan student outreach	Completed	In Progress	In Progress	In Progress	Next Step

Strategies

Supplemental Data
Defined School Types

Defined School Types

Comprehensive High Schools	Alternative	Charter	Not Included
Bartlett High School	Alaska Middle College School	Highland Academy	ACT
Bettye Davis East High School	King Tech High School		AK State School for Deaf & Hard of Hearing
Chugiak High School	Polaris K-12		AK Choice K-12 Learning
Dimond High School	Steller Secondary		AVAIL
Eagle River High School			Benny Benson Alternative School
Service High School			Bragaw Heights
South High School			Cordova Heights
West High School			Crossroads
			Debarr Heights
			Family Partnership Correspondence School
			Frontier Charter School
			Humphrey Heights
			Jesse Lee
			Maplewood
			McKinley Heights
			McLaughlin School
			Piper Heights
			Providence Heights
			SAVE
			The New Path High School
			Turning Points Heights
			Whaley School

Educating All Students for Success in Life