AGENDA ITEM

Meeting Date:	December 12th, 2017	Agenda Item #:	8.3
Topic:	Options to Reduce Student Absenteeism		
Intent:	☐ Decision	☐ Discussion	☒ Information

Background:	At the November Meeting, the Board passed the following motion: "That administration present to the Board options for policy or administrative procedure that seek to significantly reduce student absenteeism at the urban high school level."
Current Status:	A summary of research is provided, together with information about Prairie South absenteeism in the provincial context.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	12 December 2017	Absenteeism Information Package: • Reducing Absenteeism in Prairie South Schools • Attendance Report for Jun 2017, Prairie South SD 210 Results • Outcome: Graduation Rate Data • Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention

Recommendation:
That the Board review the information provided.

Prairie
South
Schools 210 Learning together.

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12 December 2017
Reducing Absenteeism in Prairie South Schools

1.   Prairie South in the Provincial Context

A variety of data is available related to student attendance in Prairie South. As part of the Student Achievement Accountability Report in October, the Board reviewed absence information from SIRS, the Student Information System currently used in Prairie South. A more granular breakdown of SIRS information is provided in the December Board Package after a motion requesting this information was passed in November, 2017.

On a monthly basis, the same information from SIRS is provided to the Ministry of Education, and additional analysis of this information is completed in conjunction with a similar process for other school divisions in Saskatchewan. This analysis is used by the Provincial Leadership Team as a metric related to the ESSP outcome of on-time graduation, and currently a provincial team associated with this outcome is developing a provincial attendance strategy to address concerns about student absenteeism province wide. Greg Enion, the Director of Education for Regina Public Schools, is the school division lead for this work; Gerry Craswell from the Ministry of Education is the primary Ministry support person.

Because Prairie South information is available as a subset of provincial data, comparisons are available between the province as a whole and Prairie South. *Attendance Report for Jun 2017, Prairie South SD 210 Results* provides a series of comparisons between Prairie South attendance levels and corresponding levels across the province. As the primary focus stated by the Board is related to urban high schools, some of this data is more useful and some may be of limited interest. Pages 17 and 18 illustrate that female attendance in grades 9-12 is relatively consistent in Prairie South, while there is a significant drop in attendance between grade 9 and 10 provincially for female students. Male students in both samples show similar attendance patterns on pages 15 and 16. On pages 5 and 6, an analysis by grade for Prairie South and provincial students in grades 10, 11, and 12 shows Prairie South students outperforming their provincial counterparts in all three grades, with the most significant difference in grade 12. These graphs show percentages of students with 80% or higher attendance, which is the standard that has been adopted provincially through the ESSP. The initial goal established by the PLT is 90% of students with 80% attendance during each month of the school year, and baseline attendance is being developed in 2017-2018 in advance of the provincial strategy rollout anticipated in 2018-2019.

Because baseline data in Saskatchewan is being prepared for the first time in 2017-2018, initial data is available by school division related to the standard noted above. The *Outcome: Graduation Rate* graph provides September, 2017 data, which is the most recent available, for percentage of students overall and in grades 10-12 who had 80% or better attendance in the

first month of this school year. Specific to grades 10-12 students, in September, 2017, Prairie South attendance levels were higher than 17 school divisions and lower than 7 school divisions.

2.   Research Summary

"There are no silver bullet approaches proven to keep children in school" (Railsback, p. 2).

Regarding support for mental health in schools: "models depicting multi-tiered systems of support are rooted in a strong evidence base" (Short, p. 4).

"...strategies and policies must not be implemented in isolation from each other...attendance policies, family engagement, student engagement, and community engagement must all connect for any strategy to really succeed" (Railsback, p. 2).

"...estimates suggest that one in five students will struggle with a mental health problem that is serious enough to interfere with their academic and social functioning" (Waddell, 2003 cited in Short, p. 2).

"Students report a variety of reasons for not attending school, being truant, and dropping out of school; therefore, the solutions are multidimensional" (Smink, p. 1).

"Most interventions... are designed to increase cognitive skills, as measured by standardized tests and evaluated accordingly. This is despite the facts that character skills are more malleable than cognitive skills and such a focus on testing may cause teachers and schools to divert resources away from untested skills" (Gershenson, p. 126).

"...a causal relationship [exists] between teacher effectiveness and student attendance" (Gershenson, p. 141).

3.   Improving Attendance in Prairie South

"The issues of student engagement and attendance are complex, and there are no simple solutions" (Railsback, p. 40). Research indicates that identifying procedures or policies that will improve student attendance in Moose Jaw high schools, or other Prairie South schools will be challenging at best. However, there is also direction in the research regarding the characteristics schools and school divisions that have effective systems in place to reduce student absenteeism. One strategy the school division may wish to consider involves a critical assessment of these characteristics and current resources within Prairie South that are associated with them.

Smink (2005) identifies four general categories that are pertinent to the issues of attendance improvement and truancy prevention: School and Community Perspective, Early Intervention, Basic Core Strategies, and Making the Most of Instruction. Each of these categories includes several strategies, and the bulk of these strategies are evident in Prairie South in some form. It may be valuable for the Board to work with administration at a planning session to co-create the ways we are currently working to address these areas; recent work with the Provincial Auditor of Saskatchewan would indicate that a more purposeful program of professional

development for Prairie South Trustees may be appropriate, and this work would certainly advance the knowledge and competency areas of Teaching and Administration/Governance that have been identified by the Board as critical capacity areas.

School and Community Perspective
Strategies: *Systemic Renewal; School-Community Collaboration; Safe Learning Environments*
Prairie South Focus: • • • • • •

Early Interventions
Strategies: *Family Engagement; Early Childhood Education; Early Literacy Development*
Prairie South Focus: • • • • • •

Basic Core Strategies
Strategies: *Mentoring/Tutoring; Service-Learning; Alternative Schooling; After-School Opportunities*
Prairie South Focus: • • • • • •

Making the Most of Instruction
Strategies: *Professional Development; Active Learning; Educational Technology; Individualized Instruction; Career and Technical Education*
Prairie South Focus: • • • • • •

In preparation for the rollout of the provincial attendance strategy in 2018-2019, and in addition to the integrated work happening throughout the system, we continue to provide direction in specific instances where we believe there may be quick wins associated with instructional time preservation and student attendance. One area of current focus is athletic events that we can control at the school or division level, with a general movement away from weekday events and toward Saturday scheduling.

4. References

Gershenson, S., *Linking teacher quality, student attendance, and student achievement.* Association for Education Finance and Policy, 2016.

Railsback, J., *Increasing student attendance: strategies from research and practice.* Northwest Regional Educational Laboratory, 2004.

Short, K., Finn, C., & Ferguson, H., *System leadership in school mental health in Canada.* Canadian Association of School Superintendents and Administrators, 2017.

Smink, J. & Reimer, M., *Fifteen effective strategies for improving student attendance and truancy prevention.* National Dropout Prevention Center/Network, 2005.

Attendance Report for Jun 2017, Prairie South SD 210 Results

Introduction

This report provides information on school division summative student attendance for the most available attendance period and for year-to-date information, with comparative information for the provincial school division profile. Student attendance data collection at the provincial level is limited to possible and actual attendance periods (or days), as submitted at the student level by school division offices. Detailed attendance information containing reasons for absences, distinctions between excused and unexcused absences, and other attendance considerations are available within school division SIS systems, but not collected or reported in this context. It is important to note that school divisions and their schools are systems of record for student attendance, and that this report attempts to show big picture trends in monthly and overall attendance (in its simplest format).

To date, a variety of attendance-related data charts have been prepared and shared on visibility walls and at meetings involving the provincial leadership team. These charts have included overall attendance results for the provincial school divisions, including breakouts of attendance by grade, and attendance for First Nations, Metis and Inuit (FNMI) students and for non-FNMI students. Also charts have been produced and shared involving cross-tabulations relating attendance and reading levels, and relating attendance and credit attainment.

What measures are contained in this report?

This report shows the following attendance-related measures:
1. Average percentage attendance
2. Percentage of Students with below 50% attendance
3. Percentage of Students with 50% to less than 60% attendance
4. Percentage of Students with 60% to less than 70% attendance
5. Percentage of Students with 70% to less than 80% attendance
6. Percentage of Students with 80% to less than 90% attendance
7. Percentage of Students with 90% to 100% attendance
8. Percentage of Students with 80% or higher attendance

What populations are included in this report?

The report shows attendance results both for the **division** and for the overall **provincial school division profile**. Charts and tables may contain information on the following populations:
1. **All** students
2. **First Nations, Metis and Inuit (FNMI)** students
3. **Non-FNMI** students
4. **Male** students
5. **Female** students

Students (or their families) are provided opportunity to self-identify as aboriginal when they enroll in a school. Those who identify as aboriginal comprise the FNMI student population, and other students comprise the Non-FNMI population. Not all students may choose to self-identify as aboriginal. When students self-identify (or change their self-identification response), this affects not only the current year, but all years in which they are enrolled in school.

What charts and tables are included in this report?

- Chart showing, for the school division, the average percentage attendance and distribution of student percentage attendance, for the recent month, the prior month, the year-ago month, and the year-to-date period (or previous year in the case of the September report)

- Chart showing, for the school division and the overall provincial school divisions, the average percentage attendance and distribution of student percentage attendance, for the recent month, and the year-to-date period (or previous year in the case of the September report)

- Chart showing, for the school division, the percentage of students (all, FNMI, and non-FNMI) with 80% or higher attendance (for all grades combined and for each of Grades 7 to 12), for the recent month, and for the previous months in the past year for selected grades

- 4 charts, one for each of Grades 10-12 and for all grades combined, showing, for the school division and the provincial school division profile, the percentage of students (all, FNMI, and non-FNMI) with 80% or higher attendance for the recent month and year-to-date (or previous year for the September report)

- 1 chart showing, for the school division and the provincial school division profile, the percentage of students (reading at or above grade level, and those reading below grade level) with 80% or higher attendance for the recent month and year-to-date (or previous year for the September report)

- 2 tables, one for the divison and one for the province, showing attendance data for the reported month, year-to-date, last year's corresponding month, and last year's year-to-date. These tables show average attendance and percentage of students with at least 80 per cent attendance, and provides breakouts for FNMI students and non-FNMI students, and for Grades 10-12 students.

- 20 tables showing all attendance-related measures specified for this report for each of the five populations specified for this report (by grade and by reading level category), for the division and the provincial school division profile, both for the recent month and the year-to-date (or previous year in the case of the September report)

- Appendix A table showing the number of students in the attendance files submitted by the school division for each of the five populations specified for this report for the recent month, by grade and by reading level category

Which students, programs, and schools are included in this analysis?

All students for whom school divisions deem attendance-taking as meaningful, and for whom school divisions have submitted attendance are included in the analysis. This includes students in 'regular' programs, alternate education programs, Adult secondary programs, and functionally integrated programs, as long as attendance-taking is meaningful. An example for which attendance-taking is not meaningful might be a 'study hall' where students can come for instruction and assistance, but where attendance may not be taken (and often might be recorded as present by default whether they are in attendance or not). The provincial school division profile involves 26 of 28 of the school divisions (two small divisions are not included).

Why are some data suppressed in the report?

For some school division results, or for some subpopulation data, the information reported in charts or tables might be suppressed if there are too few students. The primary reason for suppressing data is to protect the privacy of individuals who might reasonably be identifiable and attributed to the data. Also, if chart or table values are derived from relatively few students, the results can be quite variable from one period to the next, and successes or challenges experienced for that group may be difficult to attribute to particular programs or interventions, and to generalize to larger contexts. For this report, data is suppressed for groups with fewer than 10 students. Table 23 (Appendix A) shows numbers of students in each group.

Attendance-Related Charts

Figure 1: Student Attendance Measures, Prairie South SD 210, Jun 2017, May 2017, Jun 2016, and YTD 2016-17

Legend:
- Pct Att (Simple Avg)
- Pct of Students - 90 to 100% Att
- Pct of Students - 80 to <90% Att
- Pct of Students - 0 to <50% Att
- Pct of Students - 50 to <60% Att
- Pct of Students - 60 to <70% Att
- Pct of Students - 70 to <80% Att
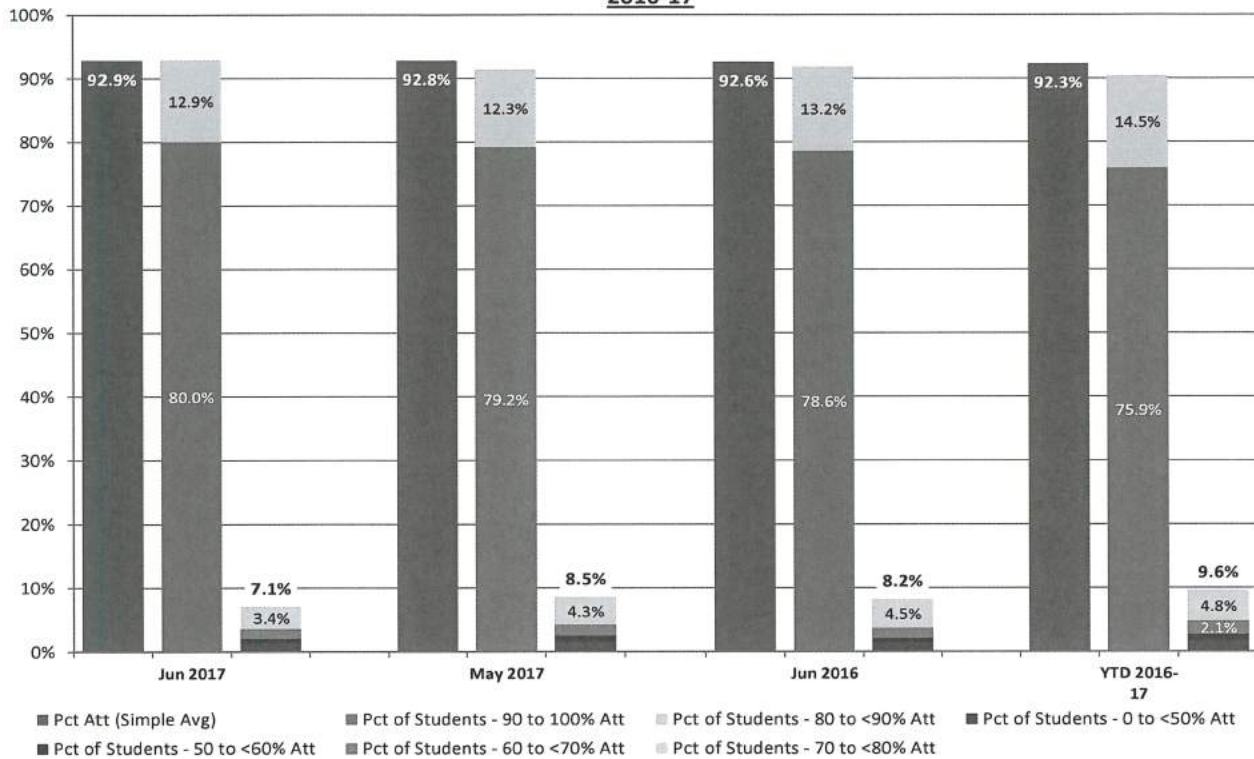
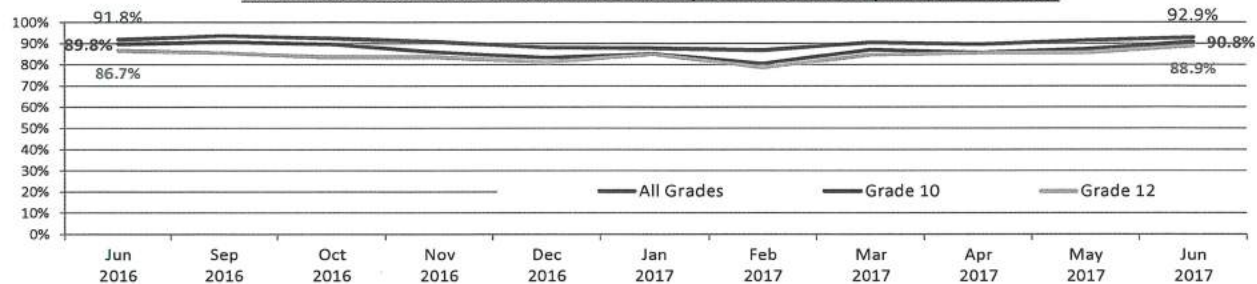**Figure 2: Student Attendance Measures, Prairie South SD 210 and Provincial School Divisions*, Jun 2017, and YTD 2016-17**

Legend:
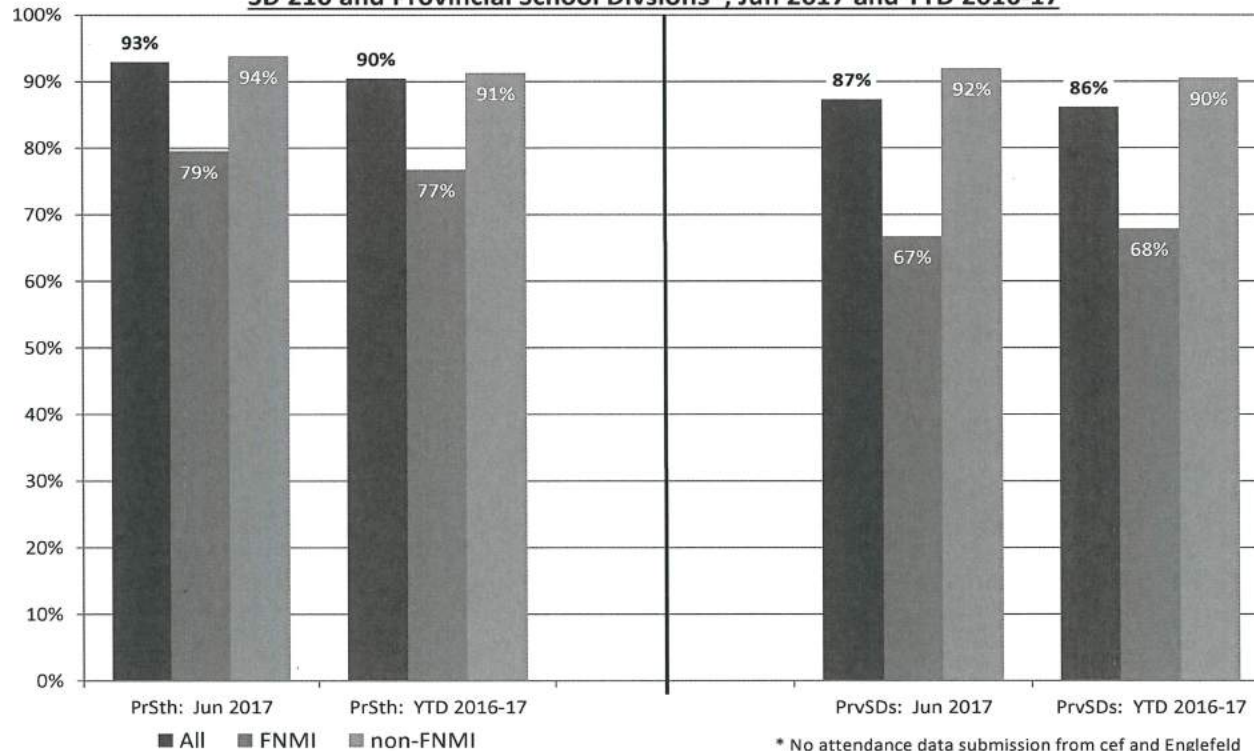- Pct Att (Simple Avg)
- Pct of Students - 90 to 100% Att
- Pct of Students - 80 to <90% Att
- Pct of Students - 0 to <50% Att
- Pct of Students - 50 to <60% Att
- Pct of Students - 60 to <70% Att
- Pct of Students - 70 to <80% Att
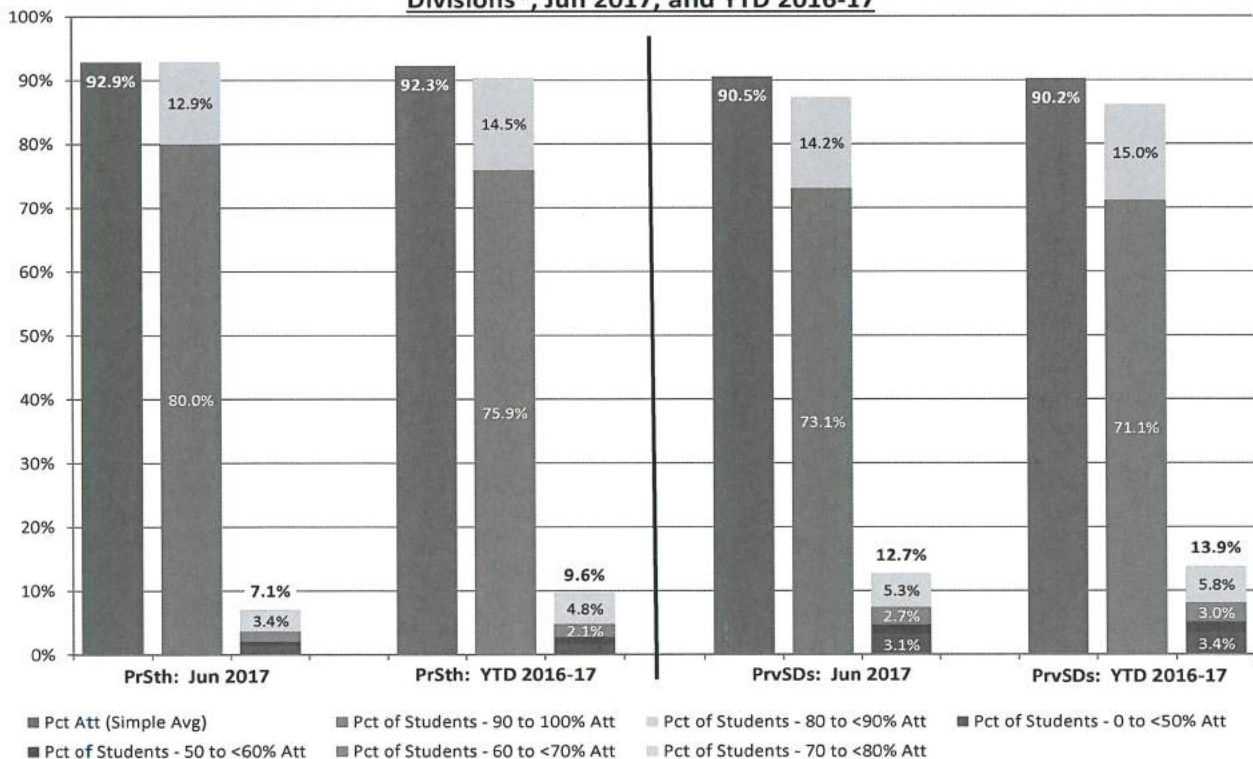
Figure 3: Percentage of Students with 80% or Higher Attendance, Grades 7 to 12, Prairie South SD 210, Jun 2017

Grade 7: All 92%, FNMI 72%, non-FNMI 92%
Grade 8: All 91%, FNMI 89%, non-FNMI 91%
Grade 9: All 93%, FNMI 80%, non-FNMI 94%
Grade 10: All 91%, FNMI 77%, non-FNMI 92%
Grade 11: All 90%, FNMI 79%, non-FNMI 91%
Grade 12: All 89%, FNMI 68%, non-FNMI 90%
All Grades: All 93%, FNMI 79%, non-FNMI 94%

Legend: ■ All ■ FNMI ■ non-FNMI
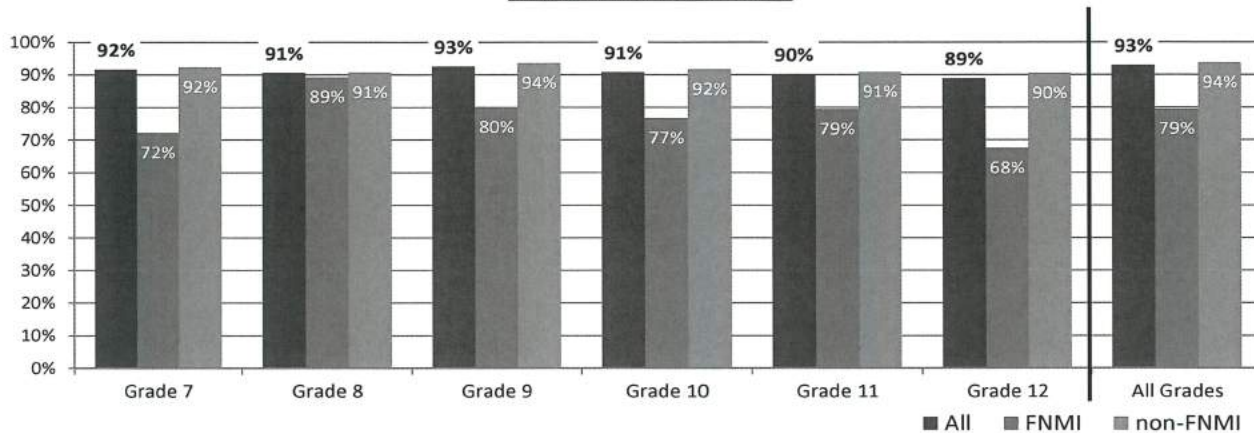
Student Attendance - Pct of Students with >= 80% Att, Prairie South SD 210, Jun 2016 to Jun 2017

91.8% ... 92.9%
89.8% ... 90.8%
86.7% ... 88.9%

Months: Jun 2016, Sep 2016, Oct 2016, Nov 2016, Dec 2016, Jan 2017, Feb 2017, Mar 2017, Apr 2017, May 2017, Jun 2017

Legend: —All Grades —Grade 10 —Grade 12

Figure 4: Percentage of Students with 80% or Higher Attendance, All Grades, Prairie South SD 210 and Provincial School Divsions*, Jun 2017 and YTD 2016-17

PrSth: Jun 2017: All 93%, FNMI 79%, non-FNMI 94%
PrSth: YTD 2016-17: All 90%, FNMI 77%, non-FNMI 91%
PrvSDs: Jun 2017: All 87%, FNMI 67%, non-FNMI 92%
PrvSDs: YTD 2016-17: All 86%, FNMI 68%, non-FNMI 90%

Legend: ■ All ■ FNMI ■ non-FNMI

* No attendance data submission from cef and Englefeld

Figure 5: Percentage of Students with 80% or Higher Attendance, Grade 10, Prairie South SD 210 and Provincial School Divsions*, Jun 2017 and YTD 2016-17

PrSth: Jun 2017 — All 91%, FNMI 77%, non-FNMI 92%
PrSth: YTD 2016-17 — All 87%, FNMI 72%, non-FNMI 88%
PrvSDs: Jun 2017 — All 83%, FNMI 52%, non-FNMI 90%
PrvSDs: YTD 2016-17 — All 79%, FNMI 49%, non-FNMI 88%

■ All   ■ FNMI   ■ non-FNMI
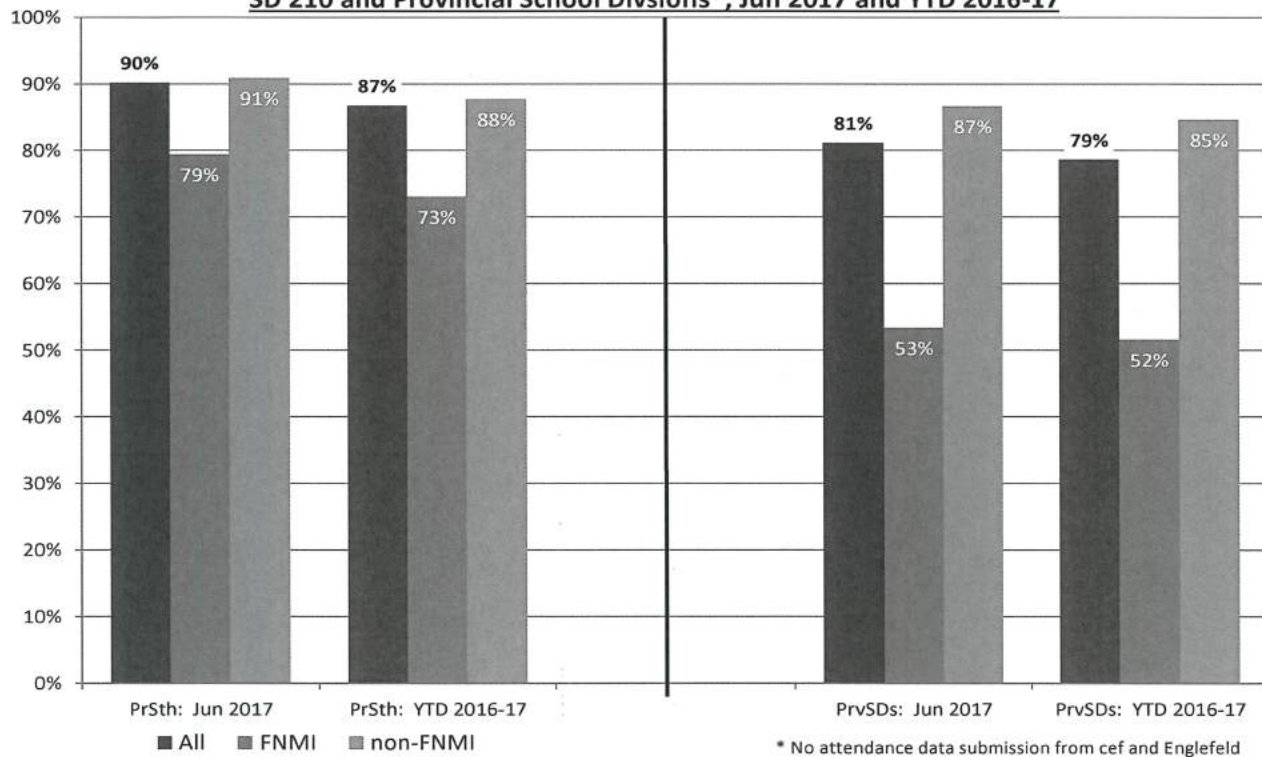
* No attendance data submission from cef and Englefeld

Figure 6: Percentage of Students with 80% or Higher Attendance, Grade 11, Prairie South SD 210 and Provincial School Divsions*, Jun 2017 and YTD 2016-17

PrSth: Jun 2017 — All 90%, FNMI 79%, non-FNMI 91%
PrSth: YTD 2016-17 — All 87%, FNMI 73%, non-FNMI 88%
PrvSDs: Jun 2017 — All 81%, FNMI 53%, non-FNMI 87%
PrvSDs: YTD 2016-17 — All 79%, FNMI 52%, non-FNMI 85%

■ All   ■ FNMI   ■ non-FNMI

* No attendance data submission from cef and Englefeld

Figure 7: Percentage of Students with 80% or Higher Attendance, Grade 12, Prairie South SD 210 and Provincial School Divsions*, Jun 2017 and YTD 2016-17
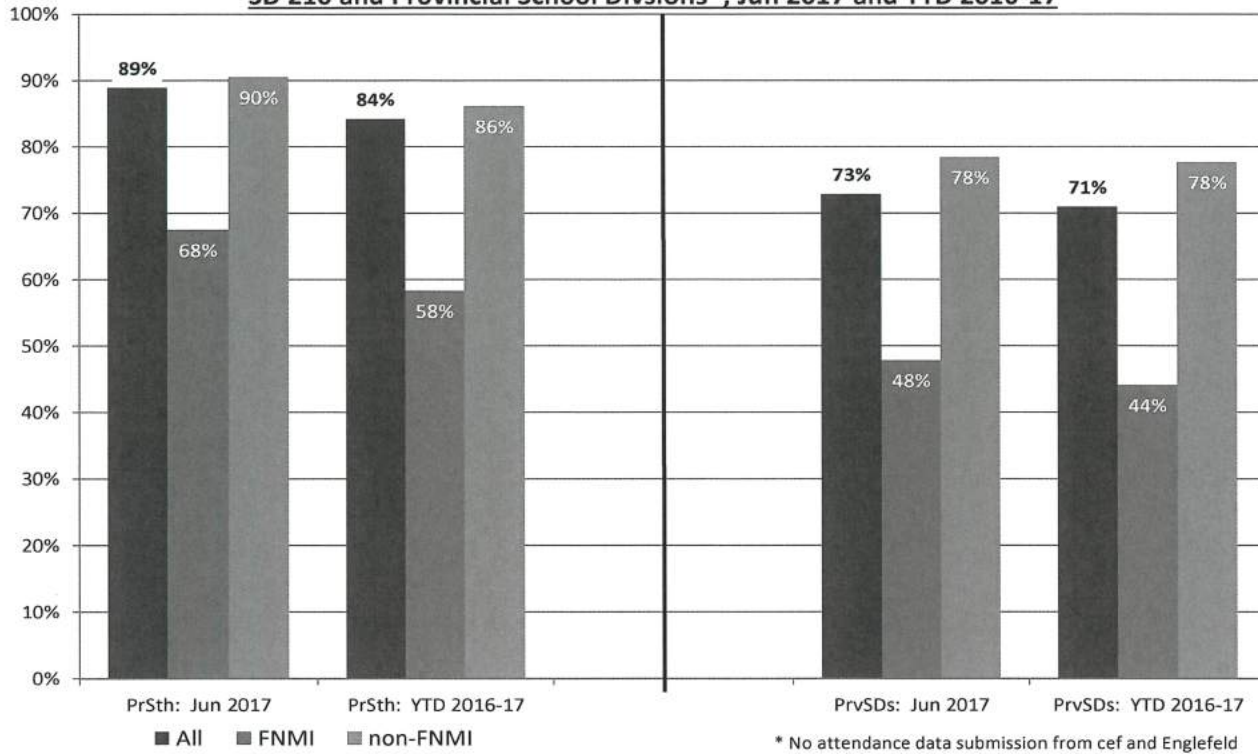

PrSth: Jun 2017   PrSth: YTD 2016-17   PrvSDs: Jun 2017   PrvSDs: YTD 2016-17

■ All   ■ FNMI   ■ non-FNMI   * No attendance data submission from cef and Englefeld

School divisions submitted Reading Level data for most Grade 1 to 3 students last year (about the beginning of June). These students will mostly be in Grade 2 to 4 this year, although a small number may still be in Grade 1. Most of these students will be in the same school division as last year but some will have moved to another school in another school division. Particularly for those students who were assessed to be reading below grade level, there is interest to track the progress of these students for continued attention to improve reading levels and prepare them for success in the future (See Appendix B).

Figure 8 shows the percentages of students with at least 90% attendance among the groups of students in your school division who have reading level scores provided at the end of last year (at or above grade level, and below grade level). For example, for the school division in Jun 2017, 85% percent of those reading 'at or above' grade level had at least 90% attendance; 75% of those reading below grade level had at least 90% attendance.

Figure 8: Percentage of Students with 90% or Higher Attendance, by Reading Level Category, Prairie South SD 210 and Provincial School Divsions*, Jun 2017 and YTD 2016-17

■ At or Above Grade Reading Level　■ Below Grade Reading Level　* No attendance data submission from cef and Englefeld
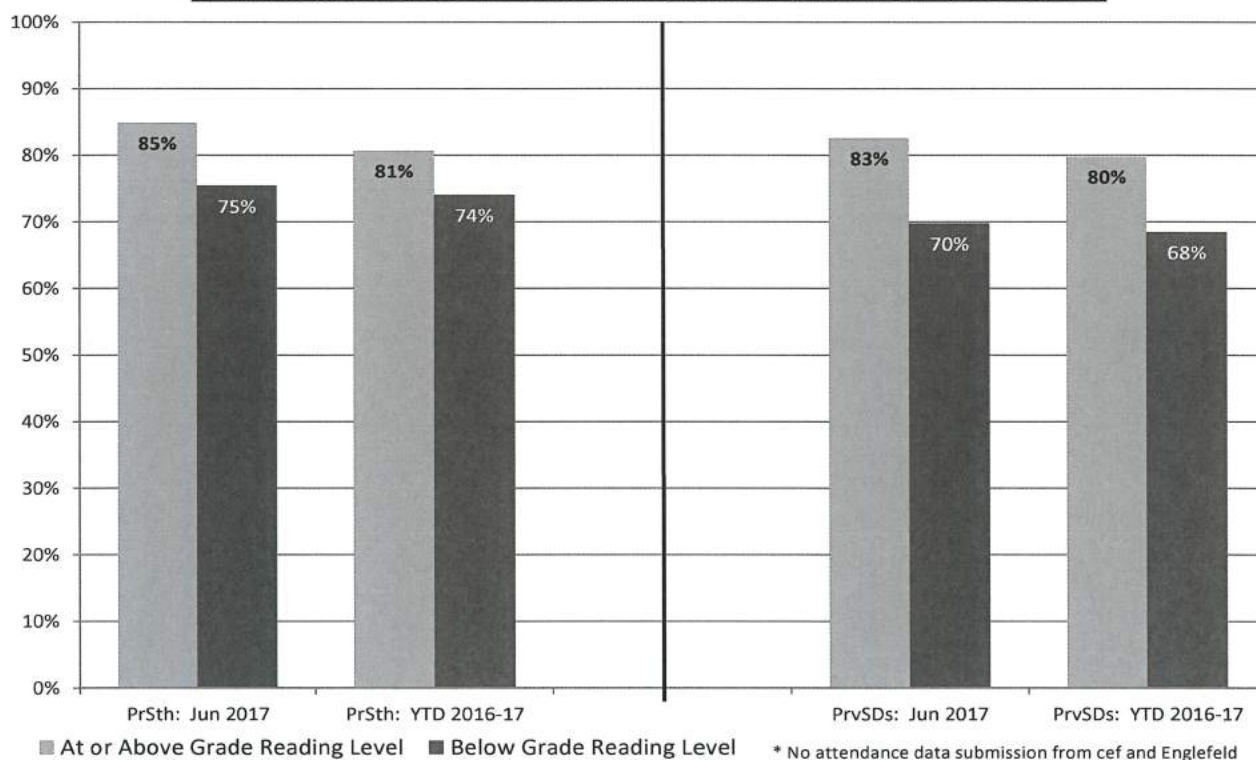
Attendance-Related Data Tables

In this section, four tables are provided for each of the five populations (overall, FNMI, non-FNMI, male, and female). Two of these tables show percentages for the school division (recent month and year-to-date) and two show comparative percentages for the provincial school division overall profile (recent month and year-to-date). Tables show results for each grade, and for each of two reading level categories.

Month and Year-to-Date Tables - Division and Province - All Students and Grades 10-12 Students

Table 1: Student Attendance, Prairie South SD 210, June 2017 Report Table

Percentage of Students with at least 80% Attendance	PreK to Grade 12			Grades 10-12		
	All	FNMI	non-FNMI	All	FNMI	non-FNMI
2016-17 Year-to-date	90.4%	76.7%	91.3%	85.8%	67.2%	87.1%
June 2017	92.9%	79.5%	93.7%	89.9%	74.0%	91.0%
2015-16 YTD (to Jun 2016)	90.4%	77.9%	91.0%	84.7%	69.4%	85.6%
June 2016	91.8%	76.9%	92.5%	89.1%	80.5%	89.5%
Average Attendance						
2016-17 Year-to-date	92.3%	84.8%	92.7%	90.4%	81.2%	91.1%
June 2017	92.9%	84.2%	93.4%	92.1%	86.1%	92.5%
2015-16 YTD (to Jun 2016)	92.4%	86.1%	92.7%	89.5%	81.0%	90.0%
June 2016	92.6%	85.9%	92.9%	91.3%	87.4%	91.5%

Table 2: Student Attendance, Province, June 2017 Report Table

Percentage of Students with at least 80% Attendance	PreK to Grade 12			Grades 10-12		
	All	FNMI	non-FNMI	All	FNMI	non-FNMI
2016-17 Year-to-date	86.1%	67.8%	90.5%	76.1%	47.9%	83.2%
June 2017	87.3%	66.7%	91.9%	78.8%	50.9%	85.0%
2015-16 YTD (to Jun 2016)	87.1%	70.1%	91.1%	77.4%	50.9%	83.9%
June 2016	87.7%	67.8%	92.1%	79.8%	54.3%	85.2%
Average Attendance						
2016-17 Year-to-date	90.2%	80.7%	92.5%	84.5%	69.0%	88.4%
June 2017	90.5%	80.2%	92.9%	85.9%	71.9%	89.0%
2015-16 YTD (to Jun 2016)	90.9%	82.0%	92.9%	85.3%	71.3%	88.8%
June 2016	90.8%	80.9%	92.9%	86.5%	74.0%	89.2%

Overall Student Attendance Tables

Table 3: Overall Student Attendance, Prairie South SD 210 Results, for Jun 2017

	Pct (Simple Avg)	Percentage of Overall Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade …							
PreK	95.1%	0.4%	0.0%	1.4%	2.9%	10.9%	84.4%
K	96.1%	0.0%	0.4%	0.2%	1.5%	7.3%	90.6%
1	93.8%	1.4%	0.0%	1.2%	2.5%	8.8%	86.1%
2	93.1%	1.6%	0.7%	0.5%	2.8%	12.9%	81.4%
3	92.3%	1.8%	0.2%	1.6%	3.9%	13.4%	79.0%
4	93.4%	1.1%	0.4%	1.1%	2.7%	12.9%	81.8%
5	92.8%	1.3%	0.7%	1.5%	2.6%	12.8%	81.1%
6	93.0%	1.1%	0.5%	1.6%	2.7%	15.8%	78.3%
7	91.7%	1.8%	1.0%	2.0%	3.6%	14.1%	77.5%
8	90.9%	1.3%	0.2%	2.0%	5.8%	19.7%	70.9%
9	92.0%	1.1%	1.4%	2.3%	2.7%	16.7%	75.8%
10	92.4%	2.1%	1.0%	2.1%	4.1%	11.7%	79.1%
11	92.5%	2.1%	2.0%	1.6%	4.1%	10.9%	79.3%
12	91.6%	1.2%	1.4%	2.7%	5.8%	13.8%	75.1%
All Grades	**92.9%**	**1.3%**	**0.7%**	**1.6%**	**3.4%**	**12.9%**	**80.0%**
Attendance by Reading Level …							
At or Above Grade	94.2%	0.7%	0.2%	0.5%	3.0%	10.7%	84.8%
Below Grade	91.6%	2.5%	0.8%	1.1%	3.0%	17.1%	75.4%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

Table 4: Overall Student Attendance, Prairie South SD 210 Results, for YTD 2016-17

	Pct (Simple Avg)	Percentage of Overall Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade …							
PreK	93.1%	0.7%	1.1%	1.7%	5.6%	13.9%	77.0%
K	94.3%	0.7%	0.7%	1.1%	3.0%	12.2%	82.3%
1	93.0%	1.4%	0.6%	1.5%	4.2%	13.1%	79.2%
2	93.0%	1.3%	0.7%	1.9%	4.1%	13.5%	78.4%
3	92.6%	1.6%	0.8%	1.7%	4.5%	14.3%	77.1%
4	93.3%	1.1%	0.7%	1.6%	3.9%	13.6%	79.2%
5	93.0%	1.1%	0.9%	2.0%	3.5%	13.7%	78.7%
6	93.3%	1.2%	0.6%	1.4%	3.7%	14.5%	78.6%
7	92.6%	1.4%	1.0%	2.0%	4.2%	14.0%	77.4%
8	92.1%	1.1%	0.6%	1.9%	5.9%	16.8%	73.7%
9	91.1%	2.1%	1.4%	2.3%	5.0%	17.9%	71.3%
10	90.6%	2.7%	1.6%	3.4%	5.7%	15.5%	71.1%
11	91.0%	2.7%	1.8%	2.4%	6.5%	15.7%	71.1%
12	89.8%	3.2%	2.2%	3.6%	6.8%	15.0%	69.2%
All Grades	**92.3%**	**1.7%**	**1.1%**	**2.1%**	**4.8%**	**14.5%**	**75.9%**
Attendance by Reading Level …							
At or Above Grade	93.9%	0.8%	0.4%	1.4%	3.6%	13.2%	80.7%
Below Grade	91.7%	1.7%	1.3%	2.2%	5.3%	15.4%	74.1%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

Table 5: Overall Student Attendance, Provincial School Divisions' Results, for Jun 2017

	Pct (Simple Avg)	Percentage of Overall Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade ...							
PreK	92.1%	1.5%	1.4%	2.9%	4.6%	12.9%	76.6%
K	94.6%	1.0%	1.0%	1.5%	3.0%	8.5%	85.1%
1	92.2%	2.0%	1.2%	2.3%	4.5%	11.7%	78.2%
2	92.3%	2.2%	1.1%	2.0%	4.1%	12.6%	78.0%
3	92.4%	1.9%	1.1%	2.0%	4.1%	11.9%	79.1%
4	92.2%	2.0%	1.1%	1.9%	4.4%	13.2%	77.4%
5	91.7%	2.2%	1.5%	2.4%	4.6%	12.5%	76.8%
6	91.4%	2.4%	1.4%	2.2%	4.8%	13.5%	75.7%
7	90.6%	2.9%	1.3%	2.6%	5.4%	14.5%	73.4%
8	89.8%	3.1%	1.7%	2.9%	5.9%	15.9%	70.5%
9	90.7%	3.8%	1.6%	2.3%	4.3%	13.8%	74.1%
10	87.7%	5.8%	2.2%	3.5%	5.9%	16.6%	66.0%
11	87.5%	4.8%	2.6%	3.8%	7.6%	18.2%	62.9%
12	82.7%	7.4%	3.2%	5.4%	11.1%	23.5%	49.4%
All Grades	**90.5%**	**3.1%**	**1.6%**	**2.7%**	**5.3%**	**14.2%**	**73.1%**
Attendance by Reading Level ...							
At or Above Grade	94.0%	0.9%	0.6%	1.3%	3.3%	11.3%	82.6%
Below Grade	89.4%	3.6%	2.0%	3.2%	6.1%	15.3%	69.8%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

Table 6: Overall Student Attendance, Provincial School Divisions' Results, for YTD 2016-17

	Pct (Simple Avg)	Percentage of Overall Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade ...							
PreK	90.6%	1.7%	1.7%	3.6%	6.6%	17.0%	69.2%
K	94.0%	1.0%	1.1%	1.6%	3.7%	11.5%	81.1%
1	91.8%	2.1%	1.4%	2.6%	5.3%	13.8%	74.7%
2	92.1%	1.8%	1.3%	2.4%	5.0%	13.8%	75.7%
3	92.5%	1.7%	1.2%	2.3%	4.8%	13.3%	76.8%
4	92.5%	1.6%	1.2%	2.2%	4.8%	13.6%	76.7%
5	92.2%	1.8%	1.3%	2.4%	5.0%	13.7%	75.7%
6	92.1%	1.8%	1.2%	2.3%	5.2%	14.2%	75.3%
7	91.3%	2.2%	1.4%	2.7%	5.4%	14.9%	73.4%
8	90.6%	2.7%	1.5%	2.9%	6.0%	15.7%	71.2%
9	90.4%	3.6%	1.6%	2.7%	5.4%	14.7%	72.0%
10	85.8%	7.4%	2.7%	4.0%	6.9%	16.8%	62.1%
11	86.2%	6.0%	2.7%	4.5%	8.2%	18.7%	59.9%
12	81.6%	10.2%	3.7%	5.6%	9.5%	19.4%	51.5%
All Grades	**90.2%**	**3.4%**	**1.7%**	**3.0%**	**5.8%**	**15.0%**	**71.1%**
Attendance by Reading Level ...							
At or Above Grade	93.7%	0.9%	0.8%	1.8%	4.1%	12.6%	79.8%
Below Grade	89.8%	2.9%	2.0%	3.5%	6.9%	16.3%	68.5%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

FNMI Student Attendance Tables

Table 7: FNMI Student Attendance, Prairie South SD 210 Results, for Jun 2017

	Pct (Simple Avg)	Percentage of FNMI Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade ...							
PreK	93.7%	0.0%	0.0%	5.6%	0.0%	11.1%	83.3%
K	93.7%	0.0%	4.0%	0.0%	4.0%	12.0%	80.0%
1	77.5%	17.9%	0.0%	3.6%	3.6%	10.7%	64.3%
2	76.5%	20.7%	0.0%	0.0%	10.3%	17.2%	51.7%
3	81.9%	12.5%	0.0%	0.0%	0.0%	40.6%	46.9%
4	85.6%	6.1%	3.0%	3.0%	6.1%	15.2%	66.7%
5	78.4%	14.3%	3.6%	3.6%	3.6%	7.1%	67.9%
6	80.9%	11.8%	0.0%	5.9%	0.0%	35.3%	47.1%
7	79.7%	11.1%	0.0%	11.1%	5.6%	16.7%	55.6%
8	86.9%	3.6%	0.0%	7.1%	0.0%	17.9%	71.4%
9	86.2%	5.7%	2.9%	5.7%	5.7%	11.4%	68.6%
10	86.5%	10.0%	3.3%	0.0%	10.0%	6.7%	70.0%
11	87.1%	5.9%	0.0%	8.8%	5.9%	17.6%	61.8%
12	85.1%	2.5%	2.5%	12.5%	15.0%	15.0%	52.5%
All Grades	**84.2%**	**8.6%**	**1.5%**	**4.8%**	**5.6%**	**16.5%**	**63.0%**
Attendance by Reading Level ...							
At or Above Grade	86.6%	6.3%	2.1%	0.0%	6.3%	25.0%	60.4%
Below Grade	72.4%	23.3%	0.0%	3.3%	3.3%	26.7%	43.3%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

Table 8: FNMI Student Attendance, Prairie South SD 210 Results, for YTD 2016-17

	Pct (Simple Avg)	Percentage of FNMI Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade ...							
PreK	91.8%	0.0%	0.0%	2.9%	7.1%	24.3%	65.7%
K	91.9%	1.3%	3.0%	2.5%	5.1%	11.8%	76.4%
1	83.9%	8.7%	2.4%	3.1%	7.1%	20.1%	58.7%
2	83.5%	8.0%	2.7%	4.9%	9.8%	18.6%	56.1%
3	84.5%	7.1%	3.2%	4.9%	5.8%	24.3%	54.7%
4	86.6%	4.7%	2.5%	3.1%	8.7%	21.7%	59.3%
5	85.0%	6.8%	3.1%	5.8%	5.1%	16.3%	63.1%
6	88.1%	2.7%	2.2%	4.9%	5.4%	27.6%	57.3%
7	84.1%	9.4%	1.8%	3.5%	8.8%	15.2%	61.4%
8	87.5%	4.4%	0.4%	5.1%	6.9%	18.6%	64.6%
9	84.7%	5.9%	3.1%	5.9%	8.5%	22.8%	53.8%
10	82.7%	11.0%	3.2%	4.5%	8.7%	17.2%	55.3%
11	84.2%	8.3%	3.2%	4.0%	11.5%	19.5%	53.6%
12	77.5%	12.3%	7.6%	10.4%	11.3%	18.1%	40.3%
All Grades	**84.8%**	**7.0%**	**3.1%**	**5.0%**	**8.2%**	**19.6%**	**57.1%**
Attendance by Reading Level ...							
At or Above Grade	89.2%	2.7%	2.0%	2.7%	6.9%	22.2%	63.6%
Below Grade	79.4%	11.4%	3.6%	6.2%	10.4%	22.1%	46.4%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

Table 9: FNMI Student Attendance, Provincial School Divisions' Results, for Jun 2017

	Pct (Simple Avg)	Percentage of FNMI Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade …							
PreK	87.1%	2.9%	3.3%	5.5%	8.7%	19.6%	60.1%
K	87.3%	3.5%	3.5%	5.2%	8.6%	16.2%	63.0%
1	83.2%	7.4%	4.0%	7.0%	10.0%	17.8%	53.8%
2	83.5%	7.2%	3.7%	6.5%	10.2%	19.3%	53.2%
3	84.4%	6.2%	3.6%	5.9%	9.5%	18.7%	56.0%
4	83.6%	7.1%	3.8%	5.3%	10.1%	20.8%	52.9%
5	82.2%	8.1%	4.6%	6.8%	10.3%	17.9%	52.3%
6	82.0%	8.7%	4.3%	5.2%	11.8%	18.2%	51.9%
7	80.5%	9.9%	4.2%	6.7%	12.0%	19.4%	47.7%
8	78.1%	11.9%	5.6%	7.6%	12.6%	20.2%	42.2%
9	78.3%	14.9%	5.2%	6.5%	9.1%	16.5%	47.7%
10	71.6%	20.6%	7.4%	9.0%	11.2%	16.7%	35.3%
11	73.8%	16.7%	7.3%	10.1%	12.5%	19.5%	33.9%
12	70.6%	19.8%	7.1%	10.1%	15.2%	17.0%	30.9%
All Grades	**80.2%**	**10.6%**	**4.9%**	**7.0%**	**10.9%**	**18.4%**	**48.3%**
Attendance by Reading Level …							
At or Above Grade	87.5%	3.8%	2.6%	4.6%	8.6%	18.7%	61.7%
Below Grade	81.9%	8.3%	4.3%	6.6%	10.9%	20.2%	49.7%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

Table 10: FNMI Student Attendance, Provincial School Divisions' Results, for YTD 2016-17

	Pct (Simple Avg)	Percentage of FNMI Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade …							
PreK	86.5%	2.9%	3.1%	6.2%	10.6%	21.6%	55.6%
K	87.6%	3.2%	3.4%	4.6%	8.7%	19.2%	60.8%
1	83.7%	6.8%	3.9%	6.4%	10.8%	19.0%	53.2%
2	84.9%	5.6%	3.6%	5.8%	10.4%	19.6%	55.0%
3	86.0%	5.0%	3.2%	5.3%	9.6%	18.6%	58.3%
4	86.2%	4.6%	3.2%	5.1%	9.5%	19.6%	57.9%
5	85.1%	5.8%	3.4%	5.5%	10.0%	19.1%	56.2%
6	85.4%	5.2%	3.2%	5.5%	10.5%	19.3%	56.2%
7	83.7%	7.2%	3.7%	5.8%	10.0%	19.7%	53.7%
8	81.3%	9.4%	4.3%	6.9%	11.0%	20.2%	48.3%
9	79.4%	12.7%	5.0%	6.7%	10.0%	17.3%	48.3%
10	69.0%	24.2%	7.5%	8.9%	10.8%	16.3%	32.4%
11	72.3%	19.1%	7.0%	9.8%	12.5%	18.9%	32.7%
12	66.3%	26.8%	8.3%	9.4%	11.4%	15.5%	28.7%
All Grades	**80.7%**	**10.5%**	**4.6%**	**6.6%**	**10.4%**	**18.7%**	**49.2%**
Attendance by Reading Level …							
At or Above Grade	88.9%	2.7%	2.2%	4.0%	8.3%	18.4%	64.4%
Below Grade	83.9%	6.2%	4.0%	6.2%	10.9%	20.1%	52.6%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

Non-FNMI Student Attendance Tables

Table 11: Non-FNMI Student Attendance, Prairie South SD 210 Results, for Jun 2017

	Pct (Simple Avg)	Percentage of Non-FNMI Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade …							
PreK	95.2%	0.4%	0.0%	1.2%	3.1%	10.9%	84.5%
K	96.2%	0.0%	0.2%	0.2%	1.4%	7.1%	91.1%
1	94.7%	0.4%	0.0%	1.0%	2.5%	8.7%	87.4%
2	94.0%	0.6%	0.7%	0.6%	2.4%	12.7%	83.1%
3	93.1%	1.1%	0.2%	1.7%	4.1%	11.5%	81.3%
4	93.9%	0.8%	0.2%	1.0%	2.4%	12.7%	82.8%
5	93.8%	0.5%	0.5%	1.4%	2.5%	13.2%	82.0%
6	93.5%	0.7%	0.5%	1.4%	2.9%	15.0%	79.5%
7	92.2%	1.4%	1.0%	1.6%	3.5%	14.0%	78.4%
8	91.2%	1.2%	0.2%	1.7%	6.2%	19.8%	70.9%
9	92.6%	0.7%	1.2%	2.0%	2.5%	17.2%	76.4%
10	92.8%	1.5%	0.9%	2.2%	3.7%	12.0%	79.6%
11	92.8%	1.9%	2.1%	1.1%	4.0%	10.4%	80.5%
12	92.0%	1.1%	1.3%	2.0%	5.1%	13.7%	76.8%
All Grades	**93.4%**	**0.9%**	**0.7%**	**1.4%**	**3.3%**	**12.7%**	**81.0%**
Attendance by Reading Level …							
At or Above Grade	94.6%	0.4%	0.1%	0.5%	2.8%	10.0%	86.1%
Below Grade	93.4%	0.6%	0.9%	0.9%	3.0%	16.3%	78.3%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

Table 12: Non-FNMI Student Attendance, Prairie South SD 210 Results, for YTD 2016-17

	Pct (Simple Avg)	Percentage of Non-FNMI Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade …							
PreK	93.1%	0.7%	1.1%	1.7%	5.5%	13.4%	77.6%
K	94.4%	0.7%	0.6%	1.0%	2.9%	12.2%	82.6%
1	93.5%	1.0%	0.5%	1.4%	4.1%	12.7%	80.2%
2	93.4%	1.0%	0.7%	1.7%	3.9%	13.2%	79.5%
3	93.1%	1.2%	0.6%	1.5%	4.4%	13.6%	78.6%
4	93.7%	0.9%	0.5%	1.5%	3.6%	13.1%	80.5%
5	93.6%	0.8%	0.8%	1.8%	3.4%	13.5%	79.8%
6	93.5%	1.1%	0.5%	1.3%	3.6%	14.0%	79.5%
7	92.9%	1.1%	1.0%	2.0%	4.0%	14.0%	77.9%
8	92.4%	0.9%	0.6%	1.7%	5.8%	16.7%	74.3%
9	91.6%	1.8%	1.2%	2.0%	4.7%	17.5%	72.8%
10	91.1%	2.1%	1.5%	3.4%	5.5%	15.4%	72.1%
11	91.4%	2.3%	1.7%	2.2%	6.1%	15.4%	72.3%
12	90.7%	2.5%	1.7%	3.1%	6.4%	14.8%	71.4%
All Grades	**92.7%**	**1.3%**	**0.9%**	**1.9%**	**4.6%**	**14.2%**	**77.0%**
Attendance by Reading Level …							
At or Above Grade	94.1%	0.7%	0.4%	1.3%	3.5%	12.7%	81.5%
Below Grade	92.8%	0.8%	1.1%	1.9%	4.9%	14.8%	76.6%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

Table 13: Non-FNMI Student Attendance, Provincial School Divisions' Results, for Jun 2017

	Pct (Simple Avg)	Percentage of Non-FNMI Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade ...							
PreK	93.8%	1.1%	0.8%	2.0%	3.2%	10.6%	82.3%
K	95.9%	0.5%	0.5%	0.9%	1.9%	7.1%	89.1%
1	94.1%	0.9%	0.7%	1.4%	3.4%	10.4%	83.2%
2	94.2%	1.1%	0.6%	1.1%	2.8%	11.1%	83.4%
3	94.2%	1.0%	0.5%	1.1%	2.9%	10.3%	84.2%
4	94.2%	0.9%	0.5%	1.1%	3.0%	11.4%	83.1%
5	94.1%	0.8%	0.7%	1.4%	3.2%	11.2%	82.8%
6	93.7%	0.9%	0.7%	1.4%	3.2%	12.4%	81.3%
7	92.9%	1.3%	0.7%	1.6%	3.9%	13.3%	79.2%
8	92.4%	1.2%	0.8%	1.9%	4.4%	15.0%	76.7%
9	93.5%	1.3%	0.8%	1.3%	3.2%	13.2%	80.1%
10	91.6%	2.1%	0.9%	2.1%	4.6%	16.6%	73.7%
11	90.2%	2.5%	1.7%	2.6%	6.7%	18.0%	68.6%
12	85.4%	4.6%	2.3%	4.4%	10.3%	24.9%	53.5%
All Grades	**92.9%**	**1.4%**	**0.9%**	**1.7%**	**4.1%**	**13.3%**	**78.6%**
Attendance by Reading Level ...							
At or Above Grade	95.0%	0.5%	0.3%	0.8%	2.5%	10.2%	85.7%
Below Grade	93.5%	0.9%	0.7%	1.3%	3.5%	12.5%	81.0%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

Table 14: Non-FNMI Student Attendance, Provincial School Divisions' Results, for YTD 2016-17

	Pct (Simple Avg)	Percentage of Non-FNMI Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade ...							
PreK	92.0%	1.3%	1.3%	2.7%	5.3%	15.5%	73.9%
K	95.2%	0.6%	0.7%	1.1%	2.8%	10.1%	84.8%
1	93.5%	1.1%	0.9%	1.8%	4.2%	12.8%	79.2%
2	93.8%	1.0%	0.7%	1.7%	3.8%	12.5%	80.3%
3	94.0%	0.9%	0.7%	1.6%	3.7%	12.0%	81.0%
4	94.1%	0.8%	0.7%	1.5%	3.7%	12.1%	81.2%
5	93.9%	0.9%	0.7%	1.7%	3.7%	12.4%	80.7%
6	93.7%	0.9%	0.7%	1.6%	3.9%	12.9%	79.9%
7	93.1%	1.1%	0.9%	1.9%	4.3%	13.8%	78.0%
8	92.8%	1.2%	0.9%	2.0%	4.8%	14.7%	76.5%
9	93.1%	1.4%	0.8%	1.6%	4.2%	14.1%	77.8%
10	90.6%	2.6%	1.3%	2.6%	5.8%	17.0%	70.7%
11	89.3%	3.0%	1.7%	3.3%	7.3%	18.7%	66.0%
12	85.4%	6.0%	2.6%	4.7%	9.0%	20.4%	57.2%
All Grades	**92.5%**	**1.7%**	**1.0%**	**2.1%**	**4.7%**	**14.1%**	**76.3%**
Attendance by Reading Level ...							
At or Above Grade	94.4%	0.6%	0.6%	1.5%	3.4%	11.7%	82.2%
Below Grade	93.1%	0.9%	0.9%	1.9%	4.6%	14.1%	77.5%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

Male Student Attendance Tables

Table 15: Male Student Attendance, Prairie South SD 210 Results, for Jun 2017

	Pct (Simple Avg)	Percentage of Male Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade ...							
PreK	95.7%	0.0%	0.0%	0.8%	4.8%	8.0%	86.4%
K	95.9%	0.0%	0.4%	0.4%	1.8%	8.3%	89.2%
1	94.3%	1.1%	0.0%	1.5%	2.2%	8.1%	87.1%
2	93.0%	1.4%	0.7%	0.7%	3.5%	12.6%	81.1%
3	91.2%	2.5%	0.0%	2.5%	3.4%	16.4%	75.2%
4	93.8%	1.1%	0.0%	1.1%	2.9%	11.7%	83.2%
5	93.8%	0.4%	0.8%	2.4%	1.2%	10.4%	84.7%
6	92.9%	0.5%	0.5%	2.8%	3.3%	15.8%	77.2%
7	91.8%	1.6%	1.6%	2.4%	2.7%	14.9%	76.9%
8	90.6%	1.8%	0.0%	1.3%	8.0%	19.5%	69.5%
9	92.1%	1.7%	2.1%	2.1%	2.1%	13.9%	78.1%
10	91.9%	2.7%	1.2%	1.9%	4.3%	13.2%	76.7%
11	92.5%	2.0%	2.6%	1.6%	3.9%	11.5%	78.4%
12	91.9%	1.6%	0.6%	2.3%	5.8%	12.7%	76.9%
All Grades	**92.9%**	**1.4%**	**0.8%**	**1.7%**	**3.5%**	**12.6%**	**80.0%**
Attendance by Reading Level ...							
At or Above Grade	93.8%	1.0%	0.0%	0.8%	2.9%	11.6%	83.7%
Below Grade	91.8%	2.0%	1.0%	1.5%	3.5%	16.5%	75.5%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

Table 16: Male Student Attendance, Prairie South SD 210 Results, for YTD 2016-17

	Pct (Simple Avg)	Percentage of Male Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade ...							
PreK	92.8%	0.9%	1.2%	2.2%	6.1%	12.7%	76.9%
K	94.7%	0.5%	0.5%	1.2%	2.9%	12.4%	82.4%
1	93.0%	1.3%	0.7%	1.5%	4.4%	13.6%	78.5%
2	92.7%	1.4%	0.8%	1.8%	4.5%	13.6%	77.8%
3	91.8%	2.3%	0.8%	2.0%	4.4%	14.2%	76.3%
4	93.6%	1.0%	0.7%	1.5%	3.8%	13.0%	80.0%
5	93.5%	0.9%	0.8%	2.0%	3.1%	12.9%	80.2%
6	92.7%	1.2%	0.7%	1.7%	4.4%	15.8%	76.2%
7	93.0%	0.7%	1.1%	2.1%	4.2%	15.2%	76.7%
8	92.0%	1.2%	0.6%	1.8%	6.5%	16.3%	73.6%
9	90.8%	2.6%	1.6%	2.2%	4.9%	17.7%	71.0%
10	90.2%	2.9%	2.1%	3.5%	5.7%	15.7%	70.1%
11	91.1%	2.2%	2.2%	2.5%	6.3%	15.6%	71.1%
12	90.0%	3.3%	2.0%	3.5%	6.2%	15.1%	69.9%
All Grades	**92.2%**	**1.7%**	**1.2%**	**2.1%**	**4.8%**	**14.6%**	**75.7%**
Attendance by Reading Level ...							
At or Above Grade	93.6%	1.1%	0.5%	1.3%	3.4%	13.4%	80.3%
Below Grade	91.8%	1.6%	1.5%	2.4%	5.5%	14.6%	74.4%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

Table 17: Male Student Attendance, Provincial School Divisions' Results, for Jun 2017

	Pct (Simple Avg)	Percentage of Male Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade …							
PreK	92.3%	1.3%	1.7%	2.8%	4.5%	12.9%	76.8%
K	94.5%	0.9%	1.0%	1.8%	3.0%	8.7%	84.6%
1	92.2%	2.0%	1.3%	2.4%	4.4%	11.7%	78.2%
2	92.0%	2.5%	1.2%	2.2%	4.2%	12.2%	77.7%
3	92.2%	2.2%	1.1%	1.9%	4.5%	12.1%	78.3%
4	91.8%	2.2%	1.2%	2.1%	4.7%	13.5%	76.2%
5	91.4%	2.5%	1.5%	2.7%	4.6%	12.6%	76.1%
6	91.2%	2.4%	1.4%	2.4%	5.1%	14.2%	74.5%
7	90.6%	2.8%	1.4%	2.6%	5.7%	14.4%	73.2%
8	89.9%	3.3%	1.3%	2.8%	6.0%	15.7%	70.8%
9	90.9%	3.7%	1.6%	2.4%	4.1%	13.6%	74.6%
10	88.0%	5.4%	2.3%	3.7%	5.7%	16.1%	66.8%
11	87.9%	4.4%	2.6%	3.7%	7.5%	18.2%	63.6%
12	82.7%	7.6%	3.1%	5.5%	11.3%	23.2%	49.3%
All Grades	**90.5%**	**3.1%**	**1.6%**	**2.8%**	**5.4%**	**14.2%**	**72.9%**
Attendance by Reading Level …							
At or Above Grade	93.9%	1.0%	0.6%	1.3%	3.6%	11.2%	82.3%
Below Grade	89.2%	3.8%	2.1%	3.2%	6.2%	15.0%	69.6%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

Table 18: Male Student Attendance, Provincial School Divisions' Results, for YTD 2016-17

	Pct (Simple Avg)	Percentage of Male Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade …							
PreK	90.7%	1.7%	1.8%	3.5%	6.6%	16.9%	69.5%
K	94.0%	1.0%	1.2%	1.7%	3.7%	11.6%	80.9%
1	91.8%	2.1%	1.5%	2.7%	5.3%	13.6%	74.8%
2	92.0%	2.0%	1.3%	2.5%	5.0%	13.7%	75.5%
3	92.4%	1.8%	1.3%	2.4%	4.9%	13.1%	76.6%
4	92.4%	1.6%	1.3%	2.3%	4.8%	13.6%	76.3%
5	92.0%	2.0%	1.3%	2.5%	5.0%	13.7%	75.6%
6	92.2%	1.7%	1.2%	2.4%	5.2%	14.1%	75.4%
7	91.4%	2.1%	1.4%	2.7%	5.5%	15.0%	73.3%
8	90.9%	2.6%	1.4%	2.8%	5.8%	15.6%	71.8%
9	90.7%	3.5%	1.6%	2.6%	5.1%	14.3%	72.9%
10	86.3%	7.0%	2.7%	4.0%	6.9%	16.3%	63.1%
11	86.8%	5.5%	2.7%	4.4%	7.9%	18.2%	61.4%
12	82.4%	9.3%	3.7%	5.5%	9.6%	19.3%	52.6%
All Grades	**90.4%**	**3.2%**	**1.7%**	**3.0%**	**5.8%**	**14.8%**	**71.4%**
Attendance by Reading Level …							
At or Above Grade	93.7%	0.9%	0.8%	1.8%	4.1%	12.3%	80.0%
Below Grade	89.8%	2.9%	2.1%	3.5%	6.8%	16.3%	68.5%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

Female Student Attendance Tables

Table 19: Female Student Attendance, Prairie South SD 210 Results, for Jun 2017

	Pct (Simple Avg)	Percentage of Female Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade ...							
PreK	94.6%	0.7%	0.0%	2.0%	1.3%	13.2%	82.8%
K	96.3%	0.0%	0.4%	0.0%	1.2%	6.2%	92.1%
1	93.1%	1.7%	0.0%	0.8%	2.9%	9.6%	84.9%
2	93.3%	1.8%	0.7%	0.4%	2.1%	13.2%	81.9%
3	93.4%	1.2%	0.4%	0.8%	4.3%	10.7%	82.6%
4	93.0%	1.2%	0.8%	1.2%	2.4%	14.1%	80.4%
5	91.8%	2.4%	0.5%	0.5%	4.2%	15.6%	76.9%
6	93.1%	1.8%	0.5%	0.5%	2.3%	15.8%	79.3%
7	91.6%	2.0%	0.4%	1.6%	4.4%	13.3%	78.2%
8	91.2%	0.9%	0.5%	2.7%	3.6%	19.9%	72.4%
9	92.0%	0.5%	0.5%	2.4%	3.4%	20.0%	73.2%
10	93.1%	1.3%	0.9%	2.2%	3.9%	10.0%	81.7%
11	92.4%	2.3%	1.2%	1.6%	4.3%	10.2%	80.5%
12	91.2%	0.7%	2.2%	3.2%	5.7%	15.1%	73.1%
All Grades	**92.8%**	**1.3%**	**0.7%**	**1.4%**	**3.4%**	**13.2%**	**80.0%**
Attendance by Reading Level ...							
At or Above Grade	94.6%	0.4%	0.4%	0.2%	3.1%	10.0%	85.9%
Below Grade	91.5%	3.1%	0.6%	0.6%	2.5%	17.9%	75.3%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

Table 20: Female Student Attendance, Prairie South SD 210 Results, for YTD 2016-17

	Pct (Simple Avg)	Percentage of Female Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade ...							
PreK	93.3%	0.5%	1.0%	1.4%	5.2%	14.9%	77.0%
K	93.9%	1.0%	0.9%	0.9%	3.1%	11.9%	82.2%
1	93.0%	1.5%	0.5%	1.4%	4.0%	12.6%	79.9%
2	93.2%	1.2%	0.7%	1.9%	3.8%	13.3%	79.1%
3	93.3%	0.9%	0.7%	1.5%	4.6%	14.3%	77.9%
4	93.0%	1.2%	0.6%	1.7%	4.0%	14.2%	78.3%
5	92.5%	1.4%	1.0%	2.1%	4.0%	14.5%	77.0%
6	93.9%	1.2%	0.4%	1.2%	3.0%	13.3%	80.9%
7	92.2%	2.1%	1.0%	1.9%	4.1%	12.8%	78.1%
8	92.2%	1.0%	0.5%	2.1%	5.3%	17.3%	73.8%
9	91.4%	1.6%	1.1%	2.4%	5.1%	18.2%	71.6%
10	91.1%	2.4%	1.1%	3.3%	5.7%	15.3%	72.1%
11	90.9%	3.2%	1.2%	2.2%	6.6%	15.8%	71.1%
12	89.6%	3.2%	2.3%	3.8%	7.4%	15.0%	68.4%
All Grades	**92.3%**	**1.7%**	**1.0%**	**2.0%**	**4.7%**	**14.5%**	**76.1%**
Attendance by Reading Level ...							
At or Above Grade	94.2%	0.4%	0.4%	1.5%	3.8%	12.9%	81.0%
Below Grade	91.5%	1.8%	1.1%	2.0%	5.1%	16.4%	73.6%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

Table 21: Female Student Attendance, Provincial School Divisions' Results, for Jun 2017

	Pct (Simple Avg)	Percentage of Female Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade ...							
PreK	91.9%	1.8%	1.2%	3.0%	4.7%	12.9%	76.4%
K	94.6%	1.0%	1.0%	1.3%	2.9%	8.2%	85.6%
1	92.2%	2.1%	1.2%	2.3%	4.5%	11.6%	78.4%
2	92.5%	1.9%	1.1%	1.9%	4.1%	12.9%	78.2%
3	92.7%	1.7%	1.1%	2.1%	3.7%	11.6%	79.8%
4	92.5%	1.9%	1.0%	1.6%	4.1%	12.9%	78.5%
5	92.1%	1.9%	1.4%	2.2%	4.6%	12.4%	77.5%
6	91.7%	2.4%	1.3%	1.9%	4.6%	12.9%	77.0%
7	90.6%	3.1%	1.3%	2.4%	5.1%	14.6%	73.6%
8	89.7%	2.9%	2.0%	3.0%	5.7%	16.2%	70.2%
9	90.5%	3.9%	1.7%	2.3%	4.6%	14.1%	73.5%
10	87.3%	6.1%	2.2%	3.3%	6.1%	17.1%	65.2%
11	87.0%	5.2%	2.6%	3.9%	7.8%	18.3%	62.1%
12	82.8%	7.1%	3.3%	5.3%	11.0%	23.8%	49.6%
All Grades	**90.6%**	**3.1%**	**1.6%**	**2.6%**	**5.2%**	**14.2%**	**73.3%**
Attendance by Reading Level ...							
At or Above Grade	94.1%	0.9%	0.6%	1.3%	3.1%	11.3%	82.9%
Below Grade	89.7%	3.3%	1.9%	3.2%	6.0%	15.6%	70.0%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

Table 22: Female Student Attendance, Provincial School Divisions' Results, for YTD 2016-17

	Pct (Simple Avg)	Percentage of Female Students Within Specified Attendance Range					
		0 to < 50% Att	50 to < 60% Att	60 to < 70% Att	70 to < 80% Att	80 to < 90% Att	90 to 100% Att
Attendance by Grade ...							
PreK	90.6%	1.7%	1.7%	3.7%	6.7%	17.2%	69.0%
K	94.0%	1.0%	1.1%	1.6%	3.6%	11.3%	81.3%
1	91.8%	2.0%	1.3%	2.6%	5.3%	14.1%	74.7%
2	92.3%	1.7%	1.2%	2.4%	5.0%	13.9%	75.8%
3	92.7%	1.5%	1.1%	2.3%	4.7%	13.5%	76.9%
4	92.7%	1.5%	1.1%	2.1%	4.8%	13.5%	77.0%
5	92.3%	1.7%	1.2%	2.4%	5.0%	13.8%	75.9%
6	92.1%	1.8%	1.2%	2.3%	5.2%	14.2%	75.3%
7	91.3%	2.4%	1.4%	2.7%	5.3%	14.8%	73.4%
8	90.4%	2.8%	1.6%	3.0%	6.2%	15.8%	70.6%
9	90.0%	3.8%	1.7%	2.7%	5.6%	15.1%	71.1%
10	85.3%	7.9%	2.8%	4.1%	6.9%	17.4%	61.0%
11	85.6%	6.4%	2.7%	4.7%	8.6%	19.3%	58.4%
12	80.9%	11.0%	3.8%	5.7%	9.4%	19.6%	50.6%
All Grades	**90.1%**	**3.5%**	**1.7%**	**3.0%**	**5.8%**	**15.2%**	**70.8%**
Attendance by Reading Level ...							
At or Above Grade	93.7%	0.9%	0.8%	1.8%	4.0%	12.9%	79.6%
Below Grade	89.8%	2.8%	1.9%	3.5%	7.0%	16.3%	68.5%

Note: If the number of students for the specified grade/ group and population is fewer than 10, then the results are suppressed and shown as 'nr' in the table above.

Appendix A: Number of Students in Division Attendance File

This appendix shows the number of students in the school division's most recent month's data file submission, by grade and by reading level category, for each of the five populations tracked in this report. On the basis of this table, if there are fewer than 10 students in a particular grade for the specified population, the corresponding data point for any chart or table will be suppressed appearing as 'nr' in the tables.

Table 23: Size of Specified Populations by Grade or Reading Level, Prairie South SD 210, for Jun 2017

	Overall	FNMI	non-FNMI	Male	Female
by Grade ...					
PreK	276	18	258	125	151
K	520	25	495	278	242
1	511	28	483	272	239
2	566	29	537	285	281
3	491	32	459	238	253
4	528	33	495	273	255
5	461	28	433	249	212
6	437	17	420	215	222
7	503	18	485	255	248
8	447	28	419	226	221
9	442	35	407	237	205
10	487	30	457	258	229
11	561	34	527	305	256
12	587	40	547	308	279
All Grades	**6,817**	**395**	**6,422**	**3,524**	**3,293**
by Reading Level ...					
At or Above Grade	996	48	948	484	512
Below Grade	362	30	332	200	162

Note: Population numbers in the table above indicate unique students identified in the school division's student attendance data file submission for Jun 2017

Appendix B: Attendance Patterns of Students with Different Reading Levels

Appendix B shows for the province in 2015-16, the percentages of students reading 'at or above' grade level for those who attend at least 90% of the time versus those who attend less than 90% of the time, for each of Grades 1 to 3, disaggregated by self-identified FNMI status. Although it is difficult to determine a causal relationship between attendance and reading skill, the chart in Appendix B clearly shows that in the province higher percentages of students with good attendance read 'at or above' grade level compared to those with poor attendance (or those who have good reading levels also tend to have good attendance). Improving the attendance of students does not make them better readers but may provide more opportunity and persistence in becoming better readers. Perhaps addressing some of the barriers to good attendance may, in part, address some of the barriers to reading development.

The data shown in the chart below includes only those students for whom both attendance data and reading level data were available in 2015-16. At Grade 3, about 83 percent of these students had at least 90% attendance and about 78 percent of these good attenders read 'at or above' grade level. This was much higher than the 55 percent of students who attend less than 90% of the time who read 'at or above' grade level. At the Grade 3 level, about half of Grade 3 First Nations students attend at least 90% of the time, and about 57 percent of these good attenders read 'at or above' grade level compared to about 45 percent of below 90% Grade 3 First Nations attenders who read 'at or above' grade level.

Attendance Related to Reading Levels, 2015-2016 Grade 1-3 Students, by Self-ID Status, All Schools
* Attendance in the chart below refers to cumulative attendance (since Sep 2013)
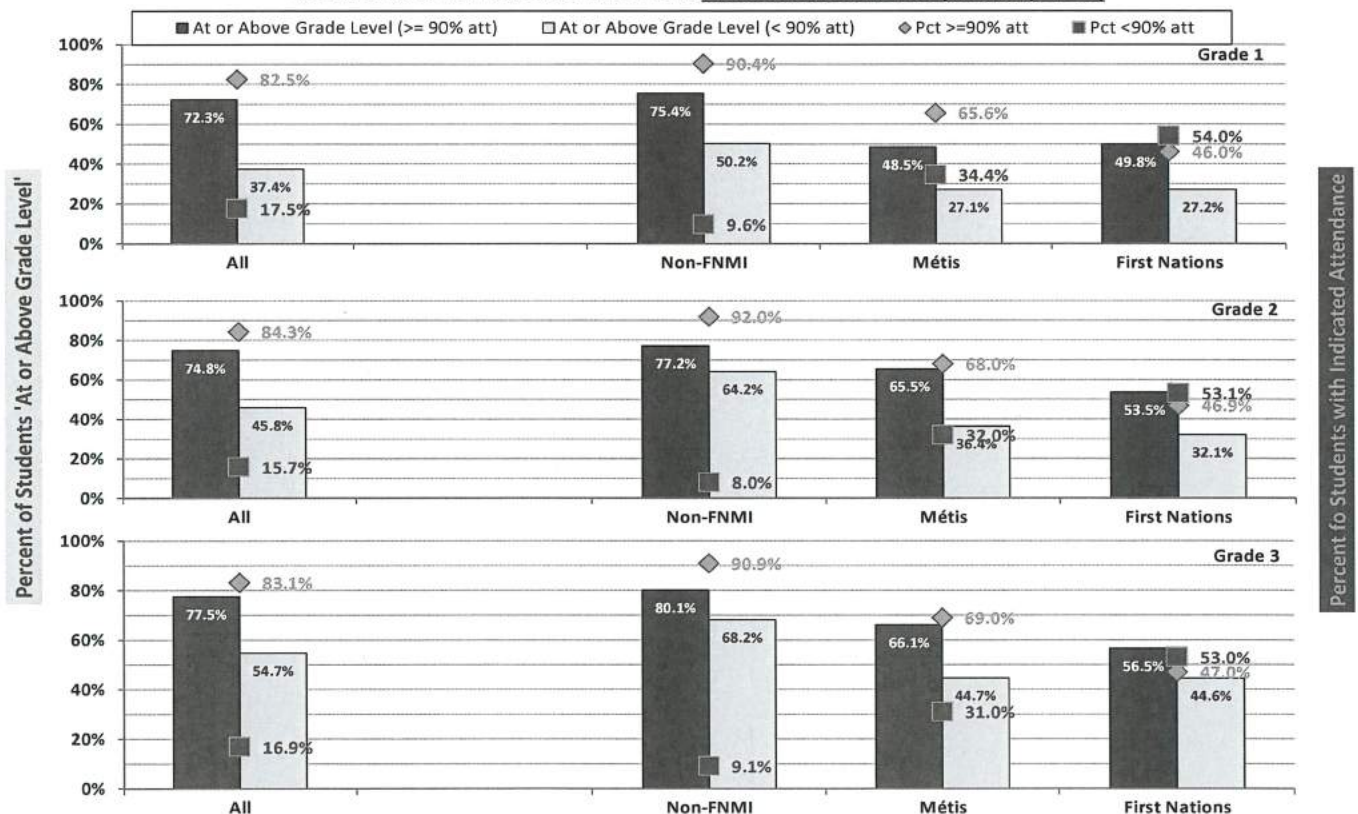
Outcome: Graduation Rate

Percentage of Students with 80% or Higher Attendance, School Divisions, 2017-18 YTD (@Sep)

Legend: 2016-2017 ■ 2017-18

All Grades

Values shown (left to right): Chin 95%, Cr&htn 91%, CTT 92%, GdSprt 93%, HFmly 97%, Hrzn 93%, HTrnty 97%, IalC 78%, LlydC 96%, LlydP 89%, LOC 90%, Lvng... 85%, NEast 93%, Nlghts 76%, Nwest 91%, PACth 91%, PrSprt 94%, PlSth 93%, PrVlly 92%, RegC 96%, RegP 89%, SEC 95%, SkRvrs 82%, SNw... 94%, Stoonp 86%, StPlsC 92%, PrVSDs 91%

Grade 10-12

School division labels (left to right): Chin, Cr&htn, CTT, GdSprt, HFmly, Hrzn, HTrnty, IalC, LlydC, LlydP, LOC, Lvng..., NEast, Nlghts, Nwest, PACth, PrSprt, PlSth, PrVlly, RegC, RegP, SEC, SkRvrs, SNw..., Stoonp, StPlsC, PrVSDs

Legend: 2016-2017 ■ 2017-18

Target

90 per cent of students will have at least 80% attendance each month in 2017-18

Education Sector Wall Walk: November

Student First

Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention

by

Jay Smink, D.Ed.
and
Mary S. Reimer, Ph.D.

National Dropout Prevention Center/Network

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Research Report

Introduction

Improving student attendance and truancy prevention have always been areas of concern for educators, as well as, community members, and legislators. Students who are not in school cannot learn, and frequently drop out. Truant students often engage in high-risk behaviors that eventually entangle them in the juvenile justice system.

The No Child Left Behind Act (2002) has placed an increased emphasis on attendance because it may be used as an additional indicator for Adequate Yearly Progress (AYP). In fact, 37 state education agencies have elected to use attendance measures as part of their AYP reporting system. As a result, many states are reviewing and developing new attendance policies. Attendance also affects the financial health of schools because budgets are most often based on average daily attendance. Attendance problems and truancy are usually precursors to dropping out of school. Students with attendance problems are likely to develop negative social behaviors and personal practices not acceptable in the business world.

Since 1986, the National Dropout Prevention Center/Network (NDPC/N) has conducted and analyzed research, sponsored extensive workshops, and collaborated with a variety of practitioners to further the mission of reducing America's dropout rate by meeting the needs of youth in at-risk situations, including students with disabilities.

Effective Strategies for Dropout Prevention

Students report a variety of reasons for not attending school, being truant, and dropping out of school; therefore, the solutions are multidimensional. The NDPC/N has identified Fifteen Effective Strategies that have the most positive impact on the high school graduation rate. These strategies appear to be independent, but actually work well together and frequently overlap. Although they can be implemented as stand-alone programs (i.e., mentoring or family engagement projects), positive outcomes will result when school districts develop a program improvement plan that encompasses most or all of these strategies. These strategies have been successful in all school levels from K-12 and in rural, suburban, or urban centers.

Although the Fifteen Effective Strategies were developed to be used to prevent students from dropping out, they are also pertinent to the issues of attendance improvement and truancy prevention. The strategies are grouped into four general categories: school and community perspective, early interventions, basic core strategies, and making the most of instruction.

School and Community Perspective—Students are part of a school community, but they are also part of the community outside the school grounds. Schools do not exist in isolation. Effective schools are integral parts of their communities and, as a result, have strong business and community support. Attendance and truancy issues, both predictors of dropping out of school, are community problems, not just school problems.

Therefore, to set the stage for a comprehensive dropout prevention initiative, and concurrently improve student attendance and reduce truancy, there are three critical strategies that serve as a baseline for the other strategies.

- Systemic Renewal
- School-Community Collaboration
- Safe Learning Environments

Early Interventions—Research has shown that early identification of poor attendance patterns of children and the ensuing truancy issue are vital to ensuring a successful school experience. Attendance problems and truancy usually begin in the elementary grades. When identified early, attitudes and behaviors can often be changed before they are deeply entrenched. These strategies are most effective when implemented at birth, but continue throughout a child's school years.

- Family Engagement
- Early Childhood Education
- Early Literacy Development

Basic Core Strategies—Many school districts and communities are seeking effective interventions that target middle and high school students in at-risk situations. The following four interventions have had an impact at all school levels, but seem to be more easily managed in middle and high school. These student-centered strategies provide dynamic and meaningful learning opportunities in alternative, traditional, and community settings, all designed to keep students in school and on a path toward graduation.

- Mentoring/Tutoring
- Service-Learning
- Alternative Schooling
- After-School Opportunities

Making the Most of Instruction—What happens in the classroom is at the heart of keeping students in school. Strategies that address the different learning styles of students, increase the knowledge and skills of teachers, and harness the power of technology can increase learning and attendance. These school-based interventions are particularly effective with students in at-risk situations.

- Professional Development
- Active Learning
- Educational Technology
- Individualized Instruction
- Career and Technical Education (CTE)

Dropout Prevention: Everyone's Problem

Dropout Prevention: Everyone's Problem

The illustration on the next page depicts the relationship of the four categories of the effective strategies. Early Interventions, Basic Core Strategies, and Instructional Practices are depicted on the background of Systemic Renewal, in conjunction with a Safe Learning Environments and ongoing School-Community Collaboration. Additional information about these strategies may be found in Smink, J., & Schargel, F. P. (Eds.). (1991). *Helping Students Graduate: A Strategic Approach to Dropout Prevention*. Larchmont, NY: Eye on Education.

Summary

Just as there is no one answer to dropout prevention, improving attendance and reducing truancy requires a multimodal program. Although each of the 15 effective strategies for increasing the graduation rate can stand alone, an effective program will use several, if not all of the strategies.

Several best practices to improve attendance and reduce truancy have been identified: collaboration, use of incentives and sanctions, family involvement, establishment of a supportive context, and assessment and evaluation of the program. Effective programs will exhibit the elements of best practices and the 15 effective strategies. The collection of resources provided may help improve existing programs, or facilitate the establishment of new programs to improve student attendance and reduce truancy.

Format and Use of Report

The following pages provide a general definition of each strategy, a quote tying the strategy to attendance improvement and truancy, publications, model programs, and Web sites. Many of the model programs are listed in the National Center for School Engagement (NCSE) Truancy Program Registry (http://truancyprevention.org) and/or The National Dropout Prevention Center/Network Model Programs Database located at (http://www.dropoutprevention.org/modprog/modprog.htm).

School and community leaders are urged to review the information related to each of the effective strategies and use them to guide local attendance and truancy policies and practices. Local leaders may also want to contact the coordinators of the model programs identified with each strategy.

School and Community Perspective

Systemic Renewal

General Definition

Systemic renewal calls for a continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners.

"To prevent and correct serious attendance problems, schools need to change the way they are structured, improve the quality of courses, and intensify interpersonal relationships between students and teachers" (Epstein & Sheldon, 2002, p. 309).

"Research has identified a student's attitude towards the school is the single most important factor in combating truancy. It is then the responsibility of the school administrator to fashion a school where children want to attend as opposed to having to attend" (Gullatt & Lemoine, 1997, p. 18).

"Systemic solutions to attendance problems will originate from a system that is made up of teachers and administrators who understand the connectedness of a supporting climate, significant relationships, engaging and challenging content and instruction, rules, policies and procedures" (Wagstaff, Combs, & Jarvis, 2000, p. 29).

Publications

Dynarski, M., Gleason, P., Rangarajan, A., & Wood, R. (1998). *Impacts of school restructuring initiatives*. Retrieved March 17, 2005, from http://www.mathinc.com/publications/redirect_PubsDB .asp?strSite=PDFs/restruct.pdf

Epp, J. R., & Epp, W. (2001). Easy exit: School policies and student attrition. *Journal of Education for Students Placed at Risk, 6*(3), 231-247.

Epstein, J. L., & Sheldon, S. B. (2002). Present and accounted for: Improving student attendance through family and community involvement. *The Journal of Educational Research, 95*(5), 308-318.

Gullatt, D. E., & Lemoine, D. A. (1997). *Assistance for the school administrator concerned about student truancy*. (ERIC Document Reproduction Service No. ED409653)

Lee, V. E., & Burkam, D. T. (2003). Dropping out of high school: The role of school organization and structure. *American Educational Research Journal, 40*(2), 353–393.

Railsback, J. (2004). *By request . . . Increasing student attendance: Strategies from research and practice*. Retrieved March 15, 2005, from http://www.nwrel.org/request/2004june/

Wagstaff, M., Combs, L., & Jarvis, B. (2000, Summer/Fall). Solving high school attendance problems: A case study. The *Journal of At-Risk Issues, 7*(1), 21-30.

Model Programs

The basic premise of **Project Intercept** training is to restructure a school's teaching philosophies and to provide more effective techniques to deal with the at-risk student. The Intercept program is highly individualized, and goals for each school are developed to meet the needs of the participants of the project. Teachers, counselors, and administrators are trained as a team to approach all problems that affect at-risk students.

Project Intercept is a two-part program: one-half theoretical, one-half process. The program consists of a one-week training session by Intercept master trainers followed by weeklong visits throughout the year for online critiquing and demonstration teaching. One of the goals is to develop turnkey trainers for maintenance of the program at the original training site with possible expansion of the program to other schools in the system. The program consists of a core group of 10 to 15 faculty members who are committed to achieving the goals of Project Intercept and are willing to devote time and energy to training. Contact: James E. Loan; Project Intercept; 1101 South Race Street; Denver, CO 80210; telephone: 303-777-5870; fax: 303-777-5893.

The research-based **MicroSociety** program has been adopted by more than 250 schools in 40 states and has received national recognition as a comprehensive school reform model. It is an innovative school design where children create a microcosm of the real world inside the schoolhouse. Each student has a role in running their world. Typically, students attend classes in the morning and apply what they learn "on the job" for one hour in the afternoon. The program has helped to solve problems with student learning and achievement, motivation, attendance, behavior, and climate. Contact: Carolynn King, President and CEO; MicroSociety; 13 S. 3rd Street, Suite 500; Philadelphia, PA 19106-2801; telephone: 215-922-4006; fax 215-922-3303; email: info@microsociety.org http://www.microsociety.org

Pablo Elementary School (K-5) made increasing attendance one of the goals of their comprehensive school reform. In 1998, attendance was 78%; attendance is now at 92% with a goal of increasing it to 95%. Attendance is celebrated schoolwide every month, and students who meet the 95% attendance goal are rewarded. Family activities are held for those students reaching their goal. If a student is absent, a teacher contacts the family by phone or by writing a note. When students are absent for several days, the teacher talks to the families and stresses the importance of attending school. Families are also offered assistance in solving problems such as transportation. Contact: Andrea Johnson, Principal; Pablo Elementary School; 608 4th Avenue; Ronan, MT 59855; telephone 406-676-3390 ext. 3700; email ajohnson@ronan.k12.edu

Web Sites

- High Schools That Work (HSTW) was established in 1987. The HSTW goals, key practices and key conditions are a framework for whole-school improvement at more than 1,100 high school sites in 26 states. http://www.sreb.org/programs/hstw/hstwindex.asp
- The Center for Comprehensive School Reform and Improvement collects and disseminates information that builds the capacity of schools to raise the academic achievement of all students. http://www.csrclearinghouse.org/
- New American Schools (NAS) is a nonpartisan, nonprofit organization whose mission is to increase student achievement through comprehensive school improvement strategies. http://www.naschools.org/

School-Community Collaboration

General Definition

When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring environment where youth can thrive and achieve.

"Truancy is costly. . . . It costs businesses, which must pay to train uneducated workers. It costs taxpayers, who must pay higher taxes for law enforcement, and welfare costs for dropouts who end up on welfare rolls or underemployed" (Garry, 1996, p. 2).

Successful efforts to improve attendance view truancy as more than just a "school" issue and involve the entire community (Gullatt, & Lemoine, 1997).

Publications

Garry, E. M. (1996, October). Truancy: First step to a lifetime of problems. *Juvenile Justice Bulletin.* Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

Gullatt, D. E., & Lemoine, D. A. (1997). *Assistance for the school administrator concerned about student truancy.* (ERIC Document Reproduction Service No. ED409653)

Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement* [Annual synthesis]. Austin, TX: Southwest Educational Development Laboratory, National Center for Family & Community Connections with Schools.

Jordon, C., Orozco, E., & Averett, A. (2002). *Emerging Issues in School, Family, & Community Connections.* Austin, TX: Southwest Educational Development Laboratory, National Center for Family & Community Connection With Schools.

Model Programs

Project Respect (PR) began in January of 2000 with 15 case-workers known as "Community Advocates." Each Advocate serves 10 to 12 families at a time. The Advocates make phone calls or visits to the home of every child in the school who has a specified number of absences to prevent a pattern of truancy developing. Students in the program cut their absences by 50%. All the high school students improved their standardized state test scores. Sixty-one percent of the students with identified behavior concerns im-

proved their behavior, as evidenced by reduced suspensions and office referrals. Grades improved for 139 (41%) of PR students by an average of 12% in reading, 9% in math, and 12% in language arts. These figures translate into over one letter grade improvement for most students. Attendance improved for 77% of PR students, and there was a 75% rate of success. Contact: Terri Martinez-McGraw; Public School District 60; Pueblo, CO 81003; telephone: 719-549-7380; http://www.pueblo60.k12.co.us

King County Superior Court At-Risk Youth Program uses multiple approaches along the truancy continuum to best respond to truant youth and their families. Community-based attendance workshops allow youth with few unexcused absences and no other major concerns to avoid formal court by creating an attendance contract. Community truancy boards allow youth and families a facilitated way to create an agreement with the school district to improve school attendance. Formal court and short-term case management provide a legal forum to resolve truancy and other issues for youth with multiple absences or concerns. The program provides technical assistance to schools and other agencies responding to youth in trouble. In the first year of the workshops, preliminary hearings were reduced by 57%. In addition, 75% of the youth that attended did not go on to court on the truancy matter. Contact: Jan Solomon, Suzie Carolan, or Wayne Dallas; King County Superior Court; 1401 East Jefferson Street, Suite 506; Seattle, WA 98122; telephone: 206-296-9335 http://www.metrokc.gov

Jacksonville United Against Truancy (JUAT) is a collaborative effort initially spearheaded by the State Attorney's Office in Jacksonville, Florida, as part of their truancy reduction activities. Some of the members of the collaborative are Duval County Public Schools, the City of Jacksonville, the Jacksonville Sheriff's Office, the Youth Crisis Center, Florida Department of Juvenile Justice, Office of Juvenile Justice and Delinquency Prevention, Jacksonville Housing Authority, Lutheran Social Services and St. Paul's Community Empowerment Center. Their main goal is public awareness about the truancy issue. They have developed brochures in four languages that define truancy and provide families with information on how to get help. They have established September as Truancy Awareness Month in Jacksonville. Corporate sponsors include Burger King and BellSouth. Contact: Jacksonville United Against Truancy; State Attorney's Office Fourth Judicial Circuit of Florida; 330 East Bay Street; Jacksonville, FL 32202; telephone: 904-630-2169; email: sao4th@coj.net http://www.coj.net/Departments/State Attorneys + Office + /Jacksonville + United + Against + Truancy/ default.htm

Web Sites

- America's Promise has as its mission to mobilize people from every sector of American life to build the character and competence of our nation's youth by fulfilling Five Promises for young people. http://www.americaspromise.org/
- Communities In Schools is the nation's leading community-based organization helping kids succeed in school and prepare for life. http://www.cisnet.org/
- Public Education Network (PEN) has as its mission to create systems of public education that result in high achievement for every child. PEN is a national association of local education funds (LEFs) advancing school reform in low-income communities across the country. http://www.publiceducation.org/

Safe Learning Environments

General Definition

A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills in all students.

"A school's learning atmosphere or climate and discipline policies have an effect on school attachment among students. When a student feels an attachment to school through a web of relationships with other students, teachers or a caring adult, it can help overcome many of the causes of truancy" (Heilbrunn & Seeley, 2003).

"Victims of bullying suffer consequences beyond embarrassment. Some victims experience psychological and/or physical distress, are frequently absent and cannot concentrate on school work" (Sampson, 2004, p. 12).

Bullies are more likely to be truant and drop out of school (Children who bully, n.d.).

Publications

Brewster, C., & Railsback, J. (2001). *Schoolwide prevention of bullying*. Portland, OR: Northwest Regional Educational Laboratory.

Children who bully. (n.d.). *Stop Bullying NowResource Kit*. Washington, D.C.: U.S. Department of Health and Human Services. Health Resources and Service Administration.

Eccles, J. S., & Midgley, C. (1991). What are we doing to early adolescents? The impact of educational contexts on early adolescents. *American Journal of Education, 99*(4), 521-542.

Green, R. L. (1997, May). In search of nurturing schools: Creating effective learning conditions. *NASSP Bulletin, 81*(589), 17–26.

Hamby, J. V. (1999). *Developing a comprehensive violence prevention plan: A practical guide*. Clemson, SC: National Dropout Prevention Center.

Heilbrunn, J. A., & Seeley, K. (2003). *Saving money saving youth: The financial impact of keeping kids in school* (3rd ed). Denver, CO: Colorado Foundation for Families and Children. Retrieved March 3, 2005, from http://www.truancyprevention.org/research/cfm

Sampson, R. (2004, January). Bullying in schools. *Problem-Oriented Guides for Police Problem-Specific Guides Series Guide No. 12*. Washington, DC: U.S. Department of Justice. Office of Community Oriented Policing Services.

Stegelin, D. A., & Bailey, B. (2004). *Creating a sense of place and belonging: How to meet the emotional needs of K-12 students*. Clemson, SC: National Dropout Prevention Center.

Thornton, T. N., Craft, C. A., Dahlberg, L. L., Lynch, B. S., & Baer, K. (2001). *Best practices of youth violence prevention*. Retrieved June 11, 2002, from http://www.cdc.gov/ncipc/dvp/bestpractices.htm

Wagstaff, M., Combs, L., & Jarvis, B. (2000). Solving high school attendance problems: A case study. *Journal of At-Risk Issues, 7*(1), 21–30.

Model Programs

Placer County Peer Court's panel is composed of students who previously had difficulty with attendance, but have rectified the problem. The panel hears truancy citations issued by the high school. The panelists have been trained in California truancy laws and community resources. Judgments include mediation with teachers, community service, drug testing, parenting classes for the parents of the truant students, essays, confining the student to campus during lunch hours, taking the student's driver's license until grades and attendance improve, joining school or community activities, and tutoring. Truancy citations have declined each year. Contact: Karen Green, Coordinator; Placer County Peer Court; 671 Newcastle Road, Suite 7; Newcastle, CA 95658; telephone: 916-663-9227 ext. 2#; fax: 916-663-2965; email: placerpeercourt@aol.com   http://www.peercourt.com/

Information may also be obtained from: National Youth Court Center; P.O. Box 11910; Lexington, KY 40578-1901; telephone 859-244-8193; email: nycc@scg.org   http://www.youthcourt.net

The Olweus Bullying Prevention Program is a multilevel, multicomponent program designed to reduce and prevent bully/victim problems among students at school. School staff are largely responsible for introducing and implementing the program, and their efforts are directed towards improving peer relations and making the school a safe and pleasant environment. The program, which was developed by Professor Dan Olweus (University of Bergen, Bergen, Norway), was identified by the Center for the Study and Prevention of Violence (University of Colorado, Boulder) as one of the Blueprint Programs for Violence Prevention. Contact: Dr. Susan Limber; Clemson University, Institute on Family and Neighborhood Life; 158 Poole Agricultural Center; Clemson, SC 29634-0132; telephone: 864-656-6320; fax: 864-656-6281. http://www.clemson.edu/olweus/

Lowell Middlesex Academy Charter School (LMACS), founded in 1994 as a dropout prevention program, serves 145 students. Many are over 18 and work full-time in addition to going to school. An estimated 52% come from economically disadvantaged backgrounds and many are parents of young children. Approximately 25% do not speak English at home and 6% receive special education services. Through a specially designed social support curriculum teachers help students break down negative habits and attitudes, build constructive coping skills, and build positive, trusting relationships with adults. There is required coursework in Life Skills, an emphasis on school-to-career transitions, conflict resolution, and peer mediation. LMACS students have outperformed state averages for three years running on the Massachusetts Comprehensive Assessment System (MCAS). The school has received an Edgerly School Leadership Award, and been designated a Vanguard School by Mass Insight Education. Contact: John Roberts, Assistant Director; Lowell Middlesex Academy; 33 Kearney Square; Lowell, MA 01852; telephone: 978-656-3165; fax: 978-459-0456; email: robertsj@middlesex.cc.ma.us

Web Sites

- National Resource Center for Safe Schools works with schools, communities, state and local education agencies, and other concerned individuals and agencies to create safe learning environments and prevent school violence. http://www.safetyzone.org
- Office of Juvenile Justice and Delinquency Prevention provides national leadership, coordination, and resources to prevent and respond to juvenile delinquency and victimization. http://ojjdp.ncjrs.org/
- Center for the Study and Prevention of Violence's Blueprints has identified 11 prevention and intervention programs that meet a strict scientific standard of program effectiveness. http://www.colorado.edu/cspv/blueprints
- National Crime Prevention Council enables people to create safer and more caring communities by addressing the causes of crime and violence and reducing the opportunities for crime to occur. http://www.ncpc.org
- Students Against Violence Everywhere (SAVE) is a student driven organization. Students learn about alternatives to violence and practice what they learn through school and community service projects. http://www.nationalsave.org/
- *Take a Stand. Lend a Hand. Stop Bullying Now!* Campaign was created by kids for kids.   http://www.StopBullyingNow.hrsa.gov

Early
Interventions

Family Engagement

General Definition

Research consistently finds that family engagement has a direct, positive effect on children's achievement and is one of the most accurate predictors of a student's success in school.

Students have better attendance records when parents are involved in homework and school (Corville-Smith, Ryan, Adams, & Dalicandro, 1998).

"Other researchers have reported that specific family involvement practices such as parental monitoring, parent-child discussions, parent participation at the school, and PTA membership are linked to student attendance" (Epstein & Sheldon, 2002, p. 309).

Publications

Corville-Smith, J., Ryan, B. A., Adams, G. R., & Dalicandro, T. (1998). Distinguishing absentee students from regular attenders: The combined influence of personal, family, and school factors. *Journal of Youth and Adolescence, 27*(5), 629-640.

Epstein, J. L., & Sheldon, S. B. (2002). Present and accounted for: Improving student attendance through family and community involvement. *The Journal of Educational Research, 95*(5), 308-318.

Henderson, A., & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement.* Austin, TX: Southwest Educational Development Laboratory.

National PTA. (1998). *National standards for parent/family involvement programs.* Chicago, IL: National PTA.

Model Programs

Eaton County Truancy Intervention Program (TIP). TIP holds parents accountable, while giving students the education, assessment, and services they need to address the underlying causes of their truancy. Local school districts may refer truant students aged 6-14 to the Eaton Intermediate School District (EISD). In most cases, the referral generates a truancy hearing at Juvenile Court. The Court requires the parent or guardian and student to participate in the age appropriate TIP program until the attendance problem is resolved. Failure to do so will result in more formal court involvement. Contact: Polly Brainerd; Eaton Intermediate School District; 1790 E. Packard Highway; Charlotte, MI 48813; telephone: 517-543-5500, ext. 1239; fax: 517-543-4870. http://eaton.k12.mi.us/%7epps/truancy_main.htm

The Attendance Improvement and Truancy Reduction Program, Dallas Independent School District, Dallas, Texas, was implemented in 1995 and has demonstrated increased annual student attendance rates for all but one year. The program provides prevention and intervention services to students and their parents prior to court filing and throughout the court process including participation in Parent Information Forums, parent conferences, and providing appropriate social service intervention referrals as needed. The weekly Parent Information Forum serves over 10,000 parents and students per year. A random sample of truant students (elementary and secondary) who appeared before a judge was evaluated. On average, 95% of adjudicated elementary students and 74% of adjudicated secondary students improved their attendance after a court appearance. When the program began in 1995, the attendance rate for the district was 93.3%. The attendance rate for 1999-2000 was 94.8%. As the district's attendance rate increases, there is an increase in per pupil funding from the state. As a result of the higher attendance rate, the district received an increase of over eight million dollars. Crystal Star Award of Excellence in Dropout Recovery, Intervention, and Prevention, 2002 winner. Contact: Martha Hawkins; Dallas Independent School District; 3700 Ross Avenue; Box 372; Dallas, TX 75204-5491; telephone: 972-749-2601; fax: 972-749-2575; email: mhawkins@dallasisd.org

Project Success brings together families, educators, community leaders, and others who are interested in improving academic achievement and student attendance. The project uses several different interventions to reduce truancy. One of these, Right Track, uses a collaborative approach that focuses on family-wide support services and parental accountability to remedy chronic truancy. Other interventions include: after-school tutoring, youth court, family activities, and substance abuse prevention sessions. Contact: Jane Shade, Executive Director; Project Success; 310A West William Street; Decatur, IL 62522; telephone 217-421-8074; fax: 217-421-9076; email: jane@projsuccess.org

Web Sites

- National Coalition for Parent Involvement in Education's (NCPIE) mission is simple: to advocate the involvement of parents and families in their children's education, and to foster relationships between home, school, and community to enhance the education of all our nation's young people. http://www.ncpie.org
- The Center for Family Involvement in Schools provides equity-focused professional development programs and resources that strengthen family-school-community partnerships and encourage and support the academic, intellectual, and social development of **all** children. http://www.rci.rutgers.edu/ ~ cfis/

Early Childhood Education

General Definition

Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience through the primary grades.

"Early absenteeism is an important predictor of dropping out of high school" (Epstein & Sheldon, 2002, p. 309).

Publications

Baker, D., & Jansen, J. (2000, January). Using groups to reduce elementary school absenteeism. *Social Work in Education, 22*(1), 46-53.

Barnett, W. S. (1995, Fall/Winter). Long-term effects of early childhood programs on cognitive and school outcomes. *The Future of Children, 5*(3), 25-50.

Epstein, J. L., & Sheldon, S. B. (2002). Present and accounted for: Improving student attendance through family and community involvement. *The Journal of Educational Research, 95*(5), 308-318.

Fashola, O. S., & Slavin, R. (1997). Promising programs for elementary and middle schools: Evidence of effectiveness and replicability. *Journal for the Education of Students Placed at Risk, 2*(3), 251-307.

Hinkle, D. (2000). *School involvement in early childhood.* Retrieved March 6, 2002, from http://www.ed.gov/pubs/schoolinvolvement

Model Programs

HIPPY (Home Instruction Program for Preschool Youngsters) is a home-based, early childhood education program based upon the premise that parents are the key to their children's success in school. HIPPY is designed to enrich the lives of 3-, 4-, and 5-year-old educationally disadvantaged preschool children over a two-year period. Parents are transformed into teachers through nontraditional instruction which uses role-playing as a means to give even those parents with limited reading skills an opportunity for success. The parent is trained by a paraprofessional from the same community who also has a child in HIPPY. This paraprofessional visits the home every other week. Parents are required to work with their children for 15 minutes a day, 5 days a week, 30 weeks a year for the 2- to 3-year period. The last year coincides with the child's kindergarten year. Material for the program is carefully designed to develop language, visual, auditory, and problem-solving skills. By bringing storybooks into the home, it makes reading one of the activities parents and children do together. It provides an opportunity to strengthen the bonds between parents and children while together they develop a love of learning. Twice each month parents gather for group meetings where they work with the paraprofessionals to learn the next week's activity and have the opportunity to interact with the other parents. These meetings also provide a forum for parent enrichment programs. Parents experience personal growth and become aware of their own strengths. Summative evaluation is available. Contact: Hippy USA; 220 E. 23rd St., Suite 300; New York, NY 10010; telephone: 212-532-7730; fax: 212-532-7899. http://www.hippyusa.org/

Truancy Assessment and Service Centers (TASC) provide children in kindergarten through fifth grade early identification, assessment, and prompt delivery of coordinated interventions to prevent continued unexcused absences from school. Children who have five unexcused absences are referred to the TASC program and screened for treatment. The primary goal of TASC is to mobilize all segments of the community including schools, mental health, social services, law enforcement, and courts to cooperate in a coordinated and comprehensive approach to the problems of diverse populations in their neighborhoods. Since these collaborations have been put in place, the truancy centers have been empowered to remove barriers to overall program effectiveness and fill in other identified gaps in services previously facing at-risk families. Because of the focus on program integrity and support of community efforts, 12,054 truant children were referred to TASC in 2003-04, with 6,340 services provided to TASC families. At the time of referral in 2003-04, the number of unexcused absences was 78,669 or an average of nine absences per student. After TASC involvement, 68% of the children had fewer than five unexcused absences, while 27% of that same number had zero unexcused absences after referral. Contact: Leah Courville, Assistant Director; Louisiana State University School of Social Work; Office of Social Service Research and Development; 311 Huey P. Long Fieldhouse; Baton Rouge, LA 70803; telephone: 225-578-4950; fax: 225-578-0428. http://www.socialwork.lsu.edu/ossrd

Web Sites

- The Future of Children has as its primary purpose the dissemination of timely information on major issues related to children's well-being. http://www.futureofchildren.org/
- National Association for the Education of Young Children (NAEYC) is the nation's largest and most influential organization of early childhood educators and others dedicated to improving the quality of programs for children from birth through third grade. http://www.naeyc.org
- National Institute on Early Childhood Development and Education sponsors comprehensive and challenging research in order to help ensure that America's young children are successful in school and beyond—and to enhance their quality of life and that of their families. http://www.ed.gov/offices/OERI/ECI/index.html

Early Literacy Development

General Definition

Early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all subjects.

"The National Council of Teachers of Mathematics and the National Association for the Education of Young Children affirm that high-quality, challenging, and accessible mathematics education for 3- to 6-year-old children is a vital foundation for future mathematics learning" (National Council of Teachers of Mathematics, 2005).

"Chronic truancy is often the first step on the road to illiteracy, and all its attendant ills" (American Bar Association, 2001, p. v).

Family literacy activities can be a major dropout prevention strategy (Stegelin, 2003).

Publications

American Bar Association. (2001). *Truancy, literacy and the courts: A user's manual for setting up a truancy intervention program*. Washington, D.C.: Author.

Cromwell, S. (1998). *Reading and writing at home improves skills!* Retrieved March 5, 2002, from http://www.education-world.com/a_curr/curr064.shtml

National Council of Teachers of Mathematics. (2005). *Early childhood mathematics education: Promoting good beginnings*. Retrieved March 23, 2005, from http://www.nctm.org/about/position_statements/earlychildhood_statement.htm

Stegelin, D. A. (2003). *Family literacy strategies: First steps to academic success*. Clemson, SC: National Dropout Prevention Center.

U.S. Department of Education (1999). *Start early, finish strong: How to help every child become a reader*. Washington, DC: Author.

Model Programs

Opportunity Knocks is a public/private partnership developed by the local county welfare agency focused on improving school attendance and dropout rates among teens in Temporary Assistance for Needy Families (TANF) (CalWORKs) and Foster Care families. The program includes an on-site Truancy Outreach worker, identification of truant at-risk teens, a signed agreement to improve attendance by the participating teen, a part-time after-school job at a local DHA (welfare) office for the student, a DHA employee assigned as a one-on-one mentor to the student, drug and alcohol and mental health counseling for the teen and family (as appropriate), one-on-one literacy tutoring at the worksite (as appropriate), clothing allowances as rewards for improved attendance, summer employment for successful participants and college scholarships for participants who graduate from high school and are accepted at a college, university, or technical school. Contact: Lee Saunders, Program Manager; Sacramento County Department of Human Assistance; 2450 Florin Road; Sacramento, CA 95825; telephone: 916-875-8102; email: lsaunders@saccounty.net

Guadalupe is a 37-year-old private school serving children in poverty and adults learning English. Services to families are free. Flexible transportation reduces the negative impact of families' mobility. Total spending in K-3 was $6,142 per student in 2002-2003, including capital and administrative costs. Guadalupe Latinos' median scores were higher than district scores in all subtests across all grades. Average on-time attendance is 95%. Birth to age 3—home visitors meet parents weekly for an hour to teach parenting skills. Together, parents and home visitors set goals for children and select stimulating activities to help children achieve full development. Ages 4-5—In-School Preschool provides child-centered education experiences. Researchers from Utah State University provide professional development for teachers and program evaluation. Grades K-3—student to teacher ratio of 10:1. A balanced literacy program is integrated into all areas of instruction. Each child, every day, has the opportunity to read one-on-one for 20 minutes with a trained adult volunteer. The Technology Integration Project provides computers for classroom and lab use, and professional development for teachers. Two hundred and fifty adults learn English at night.

Some are parents of the Birth-Grade 3 children. Contact: James (Mike) Albritton, Executive Director/Principal; Guadalupe Schools; 340 South Goshen Street; Salt Lake City, UT, 84104; telephone: 801-531-6100; fax: 801-531-6016; email: mike.albritton@slc.k12.ut.us

Web Sites

- *Checkpoints for Progress In Reading and Writing for Families and Communities* has been developed to help teachers and learning partners to identify what most children can do in reading and writing by developmental periods and what most children can read, by grade level. http://www.ed.gov/pubs/CheckFamilies/
- Education World, K-8 Reading & Writing includes lesson plans. http://www.education-world.com/lang_lit/k_8_read_write.shtml

Mentoring/Tutoring

General Definition

Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.

"Students report that having a person at school who is checking up on them, gives the sense that someone cares and motivates them to come to school" (Gonzales, Richards, & Seeley, 2002, p.12).

Two major national studies have reported positive results from mentoring programs. Tierney and Grossman (1995) report a 37% decrease in truancy among participants in the Big Brother/Big Sister programs. The Commonwealth Fund's Survey found a 52% decrease in skipping school among participants of mentoring programs (McLearn, Colasanto, & Schoen, 1998).

Publications

DuBois, D. L., Holloway, B. E., Valentine, J. C., & Cooper, H. (2002). Effectiveness of mentoring programs for youth: A meta-analytic review. *American Journal of Community Psychology, 30*, 157-197.

Gonzales, R., Richards, K., & Seeley, K. (2002). *Youth out of school: Linking absence to delinquency*. Retrieved March 3, 2005, from http://www.truancyprevention.org/documents/DonnerComplete9-04.pdf

McLearn, K., Calasanto, D., & Schoen, C. (1998, June). *Mentoring makes a difference, findings from The Commonwealth Fund 1998 Survey of Adults Mentoring Young People*.

National Mentoring Partnership. (1991). *A nuts and bolts checklist for mentoring programs*. Alexandria, VA: Author.

Smink, J. (1999). *A training guide for mentors*. Clemson, SC: National Dropout Prevention Center.

Tierney, J. P., & Grossman, J. B. (with Resch, N. L.). (1995). *Making a difference: An impact study of Big/Brothers/Big Sisters* (Executive Summary). Philadelphia: Public/Private Ventures.

Model Programs

Created by the Institute on Community Integration at the University of Minnesota, **Check and Connect** is an intervention model designed to promote student engagement with school, reduce dropout behavior, and increase school completion. Students who are truant or tardy on a regular basis and have a behavioral, emotional, or academic concern receive a monitor/ mentor. This monitor/mentor serves as an advocate, mentor and service coordinator for the referred student and his/her family for two years, focusing entirely on preserving and enhancing the student's attachment to school. A regular check of engagement indices including attachment, achievement, and attendance targets the work of the monitor/mentor. Contact: Institute on Community Integration; University of Minnesota; 102 Pattee Hall; 150 Pillsbury Drive SE; Minneapolis, MN 55455; telephone: 612-624-6300. http://www.ici.umn.edu

The Coca-Cola Valued Youth Program is a cross-age tutoring program designed to increase the self-esteem and school success of at-risk middle and high school students by placing them in positions of responsibility as tutors of younger elementary school students. When students agree to serve as tutors, they are required to enroll in a special tutoring class where they are paid a minimum wage stipend and work with three elementary students at a time for a total of about four hours per week. The overall goal of the program is to reduce the dropout rate of at-risk students by improving their self-concepts and academic skills. The program also emphasizes elimination of nonacademic and disciplinary factors that contribute to dropping out. It also seeks to form home-school partnerships to increase the level of support available to students. Contact: Ricardo Rodriguez; Intercultural Development Research Association (IDRA); 5835 Callaghan Road, Suite 350; San Antonio, Texas 78228-1190; telephone: 210-444-1710; fax: 210-444-1714; email: ricardor@idra.org   http://www.idra.org/ccvyp/

Web Sites

- The Northwest Regional Educational Laboratory's National Mentoring Center provides training and technical assistance to mentoring programs through a variety of services and conferences. http://www.nwrel.org/mentoring/index.html
- MENTOR/National Mentoring Partnership works to expand the world of quality mentoring. MENTOR is widely acknowledged as the nation's premier advocate and resource for the expansion of mentoring initiatives. http://www.mentoring.org/

Service-Learning

General Definition

Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.

"Service learning helps students to see the value of education through direct experiences in the community, and the process develops more positive attitudes toward school and education in general" (Garman, 1995, p. 3).

"Studies of the effects of service-learning on grades, attendance, and dropout reduction indicate the value of this strategy for student who have significant risk factors" (Shumer & Duckenfield, 2004, p. 156).

Publications

Benard, B. (1990). *A case for peers.* Retrieved May 6, 2005 from http://www.cce.umn.edu/pdfs/NRRC/THE_CASE_FOR_PEERS.pdf

Carter, K. G. (1998). *Hooking out-of-school youth through service-learning.* Clemson, SC: National Dropout Prevention Center.

Furco, A. (2002). Is service-learning really better than community service? A study of high school service program outcomes. In A. Furco & S. Billig (Eds.). *Service-Learning: The essence of pedagogy* (pp. 23-50). Greenwich, CT: Information Age Publishers

Garman, B. (1995). Civic education through service learning. ERIC Digest. (ERIC Document Reproduction Service No. ED390720). Retrieved March 11, 2005, from http://www.ericdigests.org/1996-3/service.htm

National Commission on Service-Learning. (2002). *Learning in deed: The power of service-learning for American schools.* Retrieved May 5, 2004, from http://learningindeed.org/slcommission/report.html

Pearson, S. (2002). *Finding common ground: Service-learning and educational reform.* Washington, DC: American Youth Policy Forum.

Shumer, R., & Duckenfield, M. (2004). Service-learning: Engaging students in community-based learning. In J. Smink & F. P. Schargel (Eds.), *Helping students graduate: A strategic approach to dropout prevention* (pp. 155-163). Larchmont, NY: Eye on Education.

Model Programs

Earth Force (EF) is a national organization that gives youth the skills and knowledge to create lasting solutions to environmental issues in their communities. Through its national and local offices, this nonprofit organization provides high-quality curricula, training, and support to educators. EF materials blend best practices from the fields of youth development, civic engagement, environmental education, and service-learning. Founded in 1993 by the Pew Charitable Trusts, EF specializes in providing educator materials and training along with extensive follow-up support in order to enhance students' civic engagement and environmental stewardship. Through educators, EF engages 35,000 youth each year in its programs, with most participants from lower income families. The significant impacts of participating in an EF program are EF students make substantial gains in civic action and problem-solving skills; and EF educators become adept at using community resources in the classroom. Contact: Earth Force; 1908 Mount Vernon Avenue, Second Floor; Alexandria, VA 22301; telephone: 703-299-9400; fax: 703-299-9485; email: earthforce@earthforce.org http://earthforce.org

Academy of Creative Education (ACE) is a nontraditional school with open enrollment that allows students to begin an instructional continuum leading to high school completion. Students work at their own pace with an integrated curriculum, and experience a global awareness beginning with them and extending to a world community. The staff is comprised of trained facilitators with multi-discipline strengths. Core curriculum subjects provide the major strand of instruction centered on a competency-based curriculum that integrates service-learning and a variety of innovative techniques designed to insure the success of the student. Contact: Dr. Mary Jo McLaughlin, Principal; Academy of Creative Education; 10333 Broadway; San Antonio, TX 78217; telephone: 210-657-8973; fax: 210-657-8976; email: mmcla008@neisd.net. htpp://www.neisd.net/ace

The American Institute for Learning, located in downtown Austin, is a national award-winning Service Learning Model School offering both the GED (through the Certificate of Mastery Program {COM}) and a high school diploma (through an accelerated diploma program). Most students attend 4 1/4 hours a day Monday through Friday year-round to complete their course work. The COM consists of three components: (1) self-paced study leading to a GED; (2) career preparation training; and (3) experience in project-based areas such as Cultural Warriors (theater), Personal Computer Training, Health Resource Center (health careers), MultiMedia, Environmental Corps (AmeriCorps program) and Casa Verde Builders (AmeriCorps program). Students in the diploma program earn the majority of their academic credits through interdisciplinary PODs which integrate multiple content areas, project-based education, job readiness and service-learning. Other credits are earned through seminars with a low student-teacher ratio. Both AmeriCorps programs, EnvironmentalCorps (Ecorps) and Casa Verde consist of several crews of 8-12 members each. The crews work in the community from 8:00 am to approximately 2:00 pm. When they return from the field, the crew members work on academics to earn either a GED or high school diploma. The Ecorps participants perform jobs in the natural environment such as trail building, cave maintenance, and park maintenance. They are also involved in watershed education for the community. Casa Verde crews build resource and energy-efficient housing in East Austin. The homes they build are sold to various members of the community who are in need of affordable housing. Together, these AmeriCorps programs have won the prestigious State award the Texas 2000 Award for Environmental Excellence. The AIL campus also includes a counseling team, a health clinic and a career, college and job placement center. The American Institute for Learning has an 80% success rate that includes completion of a GED, high school diploma, employment, and/or the AmeriCorps Program. Contact: Rebecca Benz, Program Director; American Institute for Learning Charter School; 216 E. 4th Street; Austin, Texas 78701; telephone: 800-472-8220; fax: 512-472-8220; email: moreinfo@ail.org.   http://www.ail.org

Web Sites

- National Service-Learning Clearinghouse is a comprehensive national site for information on service-learning. http://www.servicelearning.org./
- National Youth Leadership Council's mission is to build vital, just communities with young people through service-learning. http://www.nylc.org/
- National Service-Learning Partnership concentrates on strengthening the impact of service-learning on young people's learning and development, especially their academic and civic preparation. http://www.service-learningpartnership.org/site/PageServer

Alternative Schooling

General Definition

Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.

"Among the advantages of alternative schools for students at risk of dropping out are reductions in truancy and drop-out rates, . . . and re-engagement with learning and the community that can occur when students are in a more responsive and flexible environment" (Paglin & Fager, 1997, p. 3).

"Graduates of alternative schools report that alternative school experiences made all the difference in helping them to become productive citizens" (Morley, 2002, p. 40).

Publications

Barr, R. D., & Parrett, W. H. (1997). *How to create alternative, magnet, and charter schools that work.* Bloomington, IN: National Educational Service.

Paglin, C., & Fager, J. (1997, September). *Alternative schools: Approaches for students at risk.* Retrieved March 13, 2005 from: http://www.nwrel.org/request/sept97/index.html

Morley, R. E. (2002, Spring). Alternative schools: Facts and projections, March, 2001. *Iowa Association of Alternative Education Journal, 3,* 40-41

Raywid, M. (1994). Alternative schools: The state of the art. *Educational Leadership, 52*(1), 26-31.

Reimer, M. S., & Cash, T. (2003). *Alternative schools: Best practices for development and evaluation.* Clemson, SC: National Dropout Prevention Center.

Model Programs

Educational Opportunities provides 3.5 hour classes for truant students referred by schools. Classes are conducted on four community college campuses and include information about negative consequences of truancy and educational opportunities associated with higher education. They provide campus tours, discussion of how to apply to and pay for college. Following the first year of operation, they found 11% of students initially referred as truants (half were court ordered) returned to enroll, in less than a year, as for-credit college students within the Dallas County Community College District. Contact: Richard Williamson, Dallas TX. http://www.truants.org

The Ninth Grade Learning Community Academy is a joint initiative between Blanche Ely High School and Broward Community College. Its purpose is to provide a supportive transition from eighth into ninth grade. The focus is on academic and life skills to prepare students for success in tenth grade. Eleventh and twelfth graders who meet the rigorous eligibility requirements will have the opportunity to reconnect with Broward Community College for dual enrollment classes. During the twelfth grade, successful LCA students will be afforded the opportunity to complete their freshman year of college at Broward Community College free of charge while still enrolled in high school. Ninth grade students who meet eligibility

criteria are housed on the community college campus where they experience a different academic environment. Contact: Kris J. Black; Blanche Ely High School; 1201 NW 6 Avenue; Pompano Beach, FL 33060; telephone: 954-786-3607; fax: 954-786-3608; email: pendelfin@aol.cim

Web Sites

- The Alternative Education Resource Organization (AERO) is dedicated to the development and improvement of education alternatives on an international scale. AERO disseminates information on topics such as: home schooling, public and private alternative schools, and charter schools. http://www.educationrevolution.org/
- The Iowa Association of Alternative Education (IAAE) is dedicated to developing, maintaining, and improving alternative schools and programs throughout the state. http://www.iaae.net/

After-School Opportunities

General Definition

Many schools provide after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure because they fill the afternoon "gap time" with constructive and engaging activities.

"Afterschool sports or other programs at the school site give students a chance to make new friends, experience a positive atmosphere, and feel a sense of accomplishment, which, in turn, may reduce their likelihood of skipping school" (DeKalb, 1999, p. 3).

"Well-designed and effectively implemented after-school programs add to the chances that at-risk students will stay out of trouble, stay in school, and stay engaged with their education" (Peterson & Fox, 2004, p.183).

Publications

DeKalb, J. (1999). Student truancy. *ERIC Digest,* Number 125. (ERIC Document Reproduction Service No. ED429334)

Miller, B. M. (1995). *Out-of-school time: Effects on learning in the primary grades.* Action Research Paper No. 4, Wellesley, MA: National Institute on Out-of-School Time, Wellesley College.

Peterson, T. K., Carter, K. G., Swick, K. J., Jackson, C. W., Freeman, N., & Bailey, L. (2004). *Powerful allies: Afterschool programs, service-learning, and community education.* Clemson, SC: National Dropout Prevention Center.

Peterson, T. K., & Fox, B. (2004). After-school program experiences: A time and tool to reduce dropouts. In J. Smink & F. P. Schargel (Eds.), *Helping students graduate: A strategic approach to dropout prevention* (pp. 177-184). Larchmont, NY: Eye on Education.

Model Programs

The Student Transition and Recovery Program, Inc. (S.T.A.R.) consists of four major program elements conducted before and after school aimed at building development assets by: developing character and discipline through military-style physical training and drill instruction; improving academic performance through homework assistance and tutoring; increasing social competencies through

life skills classes, leadership training, community service, counseling sessions, and other appropriate services, and improving family relationships by re-establishing parental authority, teaching parenting skills, and supporting families through counseling and other services. There are three different components of the program based on the needs of the students, the severity of the offense, and the recommendation of the referring entity: a one-day prevention program, a 30-day program, and a 24-week component. Data shows a significant decrease in office referrals and school absences while their academic averages improve. Middle schools active in the S.T.A.R. program over a three-year program period recorded an 87% reduction in police-assisted calls, 73% reduction in drug/alcohol/tobacco related incidences, 34% reduction in fights/assaults, and 67% reduction in out-of-school suspension. The 24-week program saved the state of Georgia $6.5 million dollars in funds that would have been spent to incarcerate youth who were referred to S.T.A.R. Since the students remain in school, the actual savings is higher when the attendance-related funding is factored in. The program is accomplished collaboratively by school systems, court and probation systems, and community-based organizations and currently operates in Alabama, Georgia, Texas, New York, and Pennsylvania. Contact: Craig Mims; 1812 1st Avenue, SE; Moultrie, GA 31768; telephone: 229-985-6274; email: cmims@starprograms.com http://www.starprograms.com

The YWCA Tates Creek Elementary Truancy Prevention Program incorporates concepts of delinquency prevention by increasing school attachment and decreasing academic failure. Due to its efforts the program reduces unexcused absences by 29% and unexcused tardies by 14%. The key to the program's success is the strong partnership between the YWCA and Tates Creek Elementary School, and the case management component, which provides consistent service delivery to youth and families. Major program components are home visits, parenting and life skills, daily monitoring of attendance, monitoring of school grades, additional academic assistance during the school day and after-school, family activities, and after-school activities. The theoretical framework is based on Hawkins and Catalano's "Communities That Care Model (CTC)." Contact: Angie Tedder, Site Coordinator; YWCA; 1060 Cross Keys Road; Lexington, KY 40504; telephone: 859-276-4457, ext. 226; fax: 859-276-2008; email: mikalinany@aol.com

Web Sites

- GEAR UP: Gaining Early Awareness and Readiness for Undergraduate Programs has as its mission to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. http://www.ed.gov/gearup/
- The Afterschool Alliance is a coalition of public, private, and nonprofit organizations dedicated to raising awareness of the importance of afterschool programs and advocating for quality, affordable programs for all children. http://www.afterschoolalliance.org/
- National School-Age Care Alliance (NSACA) is the only national membership organization representing the entire array of public, private, and community-based providers of after-school programs. http://www.nsaca.org/

Making the Most of Instruction

Professional Development

General Definition

Teachers who work with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills, techniques, and learn about innovative strategies.

"Schools that have found ways to educate all students well have done so by providing ongoing learning for teachers and staff" (National Commission on Teaching and America's Future, p. 9).

Low-achieving students increased their achievement level by as much as 53% when taught by a highly effective teacher (Haycock, 1998).

Publications

Haycock, K. (1998). *Good teaching matters*. Washington, DC: Education Trust.

Howard, T. C. (2002). Hearing footsteps in the dark: African American students' descriptions of effective teachers. *Journal of Education for Students Placed at Risk, 7*(4), 425–444.

National Commission on Teaching and America's Future. (1996). *What matters most: Teaching for America's future*. Washington, DC: U.S. Government Printing Office.

Sparks, D. (2002). *Designing powerful professional development for teachers and principals*. Retrieved June 7, 2002, from http://www.nsdc.org/library/leaders/sparksbook.cfm

Model Programs

The Graduation Enhancement Program is a school-within-a-school model located at eight high schools in the district. Five objectives are to be measured: academic/vocational program activities, counseling services, parent education, community involvement, and staff development. Identified at-risk students use Computer Curriculum Corporation's basic skills lab and performance-based academic/vocational learning activity packets; receive intensive individual, group and parent counseling; engage in cooperative work experience; attend summer school; and have flexibly scheduled program hours to enable all participants to complete the requirements for a high school diploma. The student/teacher ratio never exceeds 15:1. Students may earn up to nine Carnegie units within a calendar year. Enrichment activities such as field trips are included in the program. A program counselor facilitates counseling activities and serves as advocate/liaison for the students. Contact: John Robinson; Horry County School District; 1605 Horry St.; P.O. Box 260005; Conway, SC 29528; telephone: 843-488-6700; fax: 843-488-6722.

The overall goal of the **Learning City Program** is the radical improvement of student learning through linking schools with all other learning environments, including the home, library, museums, the workplace, colleges and universities, and other public and private sector establishments. The program features a data-based staff development program, and instructional learning management system that focuses on the development of student self-responsibility for behavior and learning progress, and an active approach to family and community involvement. Contact: Stetson Middle School; 1060 Wilmington Pike; West Chester, PA 19382; telephone: 610-436-72601; fax: 610-436-7184. http://schools.wcasd.net/Stetson/

Web Sites
- National Board for Professional Teaching Standards is focused on improving schools and student learning by strengthening teaching. http://www.nbpts.org/
- National Staff Development Council (NSDC), founded in 1969, is the largest nonprofit professional association committed to ensuring success for all students through staff development and school improvement. http://www.nsdc.org/

Active Learning

General Definition

Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.

There is a correlation between high truancy rates and low academic achievement (Dynarski & Gleason, 1999).

Some school administrators believe that the scheduling and structure of the school day can have an effect on truancy. The use of a block schedule has reduced truancy in some schools (Truancy Reduction Efforts, 2000).

Publications

Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA; Association for Supervision and Curriculum Development (ASCD)

Dynarski, M., & Gleason, P. (1999). *How can we help? Lessons from federal dropout prevention programs*. Princeton, NJ: Mathematica Policy Research, Inc.

Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: Basic Books.

Pauley, J. A., Bradley, D. F., and Pauley, J. F. (2002). *Here's how to reach me: Matching instruction to personality types in your classroom*. Baltimore: Paul H. Brookes Publishing Co.

Strong, R., Silver, H., Perini, M., & Tuculescu, G. (1998). Boredom and its opposite. Retrieved October 9, 2003, from http://www.ascd.org/publications/ed_lead/200309/strong.html

Truancy reduction efforts: A best practices review. (2000, Fall). *Spectrum: The Journal of State Government, 73*(4), p. 13+. Retrieved October 12, 2001, from Expanded Academic ASAP. Article A68742489.

Model Programs

The High/Scope Approach is an activity-based academic learning model for youth between the ages of 14 and 17. It is a youth-centered, developmentally responsive framework for working with adolescents that includes meaningful choice, active learning, plan-do-review, choice, cooperative learning, and leadership development. This framework prepares teachers to share responsibility for learning objectives with students. Teachers provide opportunities for students to make meaningful choices in planning their own projects to meet learning objectives. The High/Scope Approach was developed and research-validated at the Institute for IDEAS—a four-week summer program for educational enrichment and leadership development. Studies demonstrated that students who attended the institute for IDEAS were more likely to complete high school and subsequently pursue postsecondary education than were those who did not attend the Institute. The approach is now used in numerous youth-servicing programs and has been most comprehensively implemented at Lakewood Educational Alternative Program (LEAP), a small alternative education high school in Lake Odessa, Michigan. Contact: High/Scope Educational Research Foundation; 600 North River Street; Ypsilanti, MI 48198; telephone: 734-485-2000 ext. 266; fax: 734-485-0704; email: info@highscope.org   http://www.highscope.org

Alee Academy: A Progressive Alternative Education Charter School, Lake County School District, in Southside Shopping Center, Umatilla, Florida, challenges students to fulfill their academic and personal potential. The purpose of Alee Academy is to provide at-risk students, adjudicated youth, and former dropout students the opportunity to develop vocational skills, gain employment, and earn a high school diploma through credit recovery and the GED Exit Option Program in a nontraditional learning environment. Instructional methods include direct teacher instruction, one-on-one tutoring, computer-assisted learning, field trips, individualized instruction, collaborative learning, and work site training. A martial arts curriculum provides an effective means for enhancing the motivational climate of the educational experience. Other unique programs are the sandwich shop, the ropes course, and the boat-building program. Through partnerships with local businesses, the students are aware of and utilize resources that exist beyond the school setting. Graduation rates and test scores have increased each year that Alee has been in existence. Crystal Star Award of Excellence in Dropout Recovery, Intervention, and Prevention, 2002 winner. Contact: Jennings Neeld, Director; Alee Academy; P.O. Box 2481; 755 South Central Avenue; Umatilla, FL

32784; telephone: 352-669-1280; fax: 352-669-1282; email: AleeAcademy@lake.k12.fl.us. http://aleeacademy.org/

Web Sites

- The Association for Supervision and Curriculum Development (ASCD) is a unique international, nonprofit, nonpartisan association of professional educators whose jobs cross all grade levels and subject areas. Founded in 1943, ASCD's mission is to forge covenants in teaching and learning for the success of all learners. http://www.ascd.org/

- The International Learning Styles Network fosters lifelong academic, intellectual, and personal success through the promotion and dissemination of research, information, publications and other resources focusing on learning, teaching, and productivity styles. http://www.learningstyles.net/

- The National Society for Experiential Education (NSEE) is a nonprofit membership association of educators, businesses, and community leaders. Founded in 1971, NSEE also serves as a national resource center for the development and improvement of experiential education programs nationwide. http://www.nsee.org/

- The National Society for Experiential Education (NSEE) is a nonprofit membership association of educators, businesses, and community leaders. Founded in 1971, NSEE also serves as a national resource center for the development and improvement of experiential education programs nationwide. http://www.nsee.org/

Educational Technology

General Definition

Technology offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.

Technology can reduce the educational disparities created by race, income, and region; and accommodate differences in learning (Imel, 1999).

Publications

Foltos, L. (2002). *Technology and academic achievement*. Seattle, WA: New Horizons for Learning.

Imel, S. (1999). Using technologies effectively in adult and vocational education. *Practice Application Brief, 2*. Retrieved March 17, 2005, from http://www.cete.org/acve/docgen.asp?tbl=pab&ID=92

School safety & security. (2005, January 1). Retrieved March 17, 2005, from: http://www.eschoolnews.com/news/showStory.cfm?ArticleID=5449

Sweet, J. R. (2004, November). *Case studies of high-performing, high-technology schools: Final research report on schools with predominantly low-income*, African-American, or Latino Student populations. Retrieved March 16, 2005, from http://www.ncrel.org/tech/hpht/hpht.htm

U.S. Department of Education. (2003). *Power of the Internet for learning: Moving from promise to practice*. Retrieved March 16, 2005, from, http://www.ed.gov/offices/AC/WBEC/FinalReport

Model Programs

Academic Alternatives is multifaceted, and provides students who are three or more credits behind an opportunity to exceed the normal six credits earned per academic year. The Foundations Program allows students who are 16 and in seventh, eighth, or ninth grade to enter a pre-GED Exit Program. After-School Opportunity—Grade Forgiveness is offered at each high school by the Adult Education Department. The Unified Youth Services program is offered at each high school for 25 students who have two or more barriers to graduating from high school. Four special diplomas are offered by the district for students with disabilities. Other opportunities include: The Gateway Alternative School, the Flex Project for eighth grade at-risk students, and a program for at-risk students in the third grade. Computer reports are used to identify at-risk students. The graduation rate in Putnam County has risen from 49.51% in 1995 to 79.5% in 2003. The dropout rate has gone from being the highest in the state at 7.93% in 1995 to one of the lowest at 1.5%. Crystal Star Award of Excellence in Dropout Recovery, Intervention, and Prevention, 2004 winner. Contact: Grace Smith, Director; Career, Technical, Adult Education Management Information Systems and Media; Putnam County District Schools; 200 South 7th Street; Palatka, FL 32977; telephone: 386-329-0536; fax: 386-329-0535; email: smith_g@firn.edu

Kids in New Directions (K.I.N.D.) Alternative Learning Program has four separate elements: K.I.N.D Middle School (grades 6-8), Lawrence Opportunity Program (grades 9-12), Senior Save Saturday (students who attend the traditional school full-time, but are short on credits), and Diploma Recovery Program (students 18 and older) operating simultaneously to meet the needs of each student. Services are provided for 500 students, many are special education students, age 11 to 59. Students use the same textbooks and are exposed to the same coursework as in the traditional school, but individualized instruction, experiential methods, and enriching activities allow previously unsuccessful students to achieve. All of the programs use computer-assisted instruction. An extended schedule, 6 days a week from 7:30 a.m. to 7:00 p.m., helps students to attend school around barriers such as childcare, employment, and family situations. The staff meets on Friday as a Professional Learning Community. Recognized as an Exemplary Program by the Indiana Department of Education in 2003. Contact: Sherry Henson, Program Administrator; Metropolitan School District Lawrence Township; 9425 East 59th Street; Indianapolis, IN 46216; telephone 317-568-4815; email: sherryhenson@msdlt.k12.in.us

Web Sites

- eSchool News is a monthly newspaper developed to provide the news and information necessary to help K-12 decisionmakers successfully use technology. http://www.eschoolnews.com/news/browse.cfm
- Electronic School chronicles technological change in the classroom, interprets education issues in a digital world, and offers readers practical advice on a broad range of topics pertinent to the implementation of technology in elementary and secondary schools throughout North America. http://www.electronic-school.com/
- The International Technology Education Association (ITEA) is the largest professional educational association, principal voice, and information clearinghouse devoted to enhancing technology education through experiences in our schools (K-12). http://www.iteawww.org/

Individualized Instruction

General Definition

Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.

Dropout statistics show that numerous so-called normal students are not succeeding because they are not treated as individuals (Stainback & Stainback, 1992).

"Indeed, research strongly suggests that schools which have created smaller and/or personalized learning environments have higher attendance and lower dropout rates" (Railsback, 2004, p. 12).

Publications

Nagel, J. E., & Smith, P. (2001). The art of personalized learning. *National Association of Secondary School Principals Bulletin, 2*(3).

Railsback, J. (2004). *By request . . . Increasing student attendance: Strategies from research and practice.* Retrieved March 15, 2005, from http://www.nwrel.org/request/2004june/

Stainback, W., & Stainback, S. (1992). *Controversial issues confronting special education.* Boston: Allyn and Bacon.

Switzer, D. (2004). Individualized instruction. In Smink, J., & F. P. Schargel (Eds.), *Helping students graduate: A strategic approach to dropout prevention* (pp. 225-233). Larchmont, NY: Eye on Education.

Model Programs

Options Academy—Wokini is operated by Butler Technology and Career Development Schools in partnership with Lakota Local School District. Students receive an academic assessment and core academic instruction in math, science, English, and social studies through an electronic delivery system with direct teacher support. They participate in a Discovery class that teaches life skills and learning habits; work-based learning experiences at apprenticeship sites; and service-learning activities. Students remain connected to their home school and are eligible to participate in extracurricular and social activities. Contact: Harold Niehaus, Vice-President of Educational Options; Butler Technology and Career Development Schools; Educational Resource Center; 3603 Hamilton-Middletown Road; Fairfield Township, OH 45011; telephone: 513-868-1911, ext 4104; fax: 513-868-9348; email: niehaush@butlertech.org

Southtowns Academy of Erie 1 BOCES, Hamburg, NY, serves ten component school districts in Western New York. Participating school districts have the choice of referring their students to three different programs that are tailored to the individual student's needs. The Alternative Learning Program is a full-time academic setting. The Occupational Skills Program combines alternative education and a work-study experience. The FINISH Program allows pregnant teens and young single mothers the opportunity to complete their diploma requirements on time with their proper cohort. All three

programs feature small class sizes, individualized and interdisciplinary instruction, learning styles based classroom settings, and various methods of academic and behavioral intervention. Contact: Gary Braun, Principal; Southtowns Academy; 4540 Southwestern Blvd.; Hamburg, NY 14075; telephone: 716-312-0940; fax: 716-312-0947; email: gbraun@erie1.wnyric.org

Web Sites

- National Center for Accelerated Schools PLUS has extensive experience in schools serving at-risk kids, and experience in targeting student strengths and providing know-how about strategies for high-end learning. http://www.acceleratedschools.net/
- TAS Online. The Accelerated School is a national model of private/public partnerships that comprehensively serves the education and wellness needs of its students. http://www.accelerated.org/H/Enter.htm

Career and Technical Education (CTE)

General Definition

A quality CTE program and a related guidance program are essential for all students. School-to-work programs recognize that youth need specific skills to prepare them to measure up to the increased demands of today's workplace.

"A truant child is likely to be ill prepared for skilled work—an increasingly serious problem given the shrinking demand for unskilled labor in the United States" (Heilbrunn & Seeley, 2003, p. 3).

High-risk students enrolled in career academies were absent less frequently than their non-academy peers (Stone, 2004).

Publications

Heilbrunn, J. A., & Seeley, K. (2003). *Saving money saving youth: The financial impact of keeping kids in school* (3rd ed). Retrieved March 3, 2005, from http://www.truancyprevention.org/documents/Donner-FINALREPORT2003_003.pdf

Kemple, J. J., & Snipes, J. C. (2000). *Career academies: Impacts on students' engagement and performance in high school*. NY: Manpower Demonstration Research Corp.

Plank, S. (2001). *Career and technical education in the balance: An analysis of high school persistence, academic achievement, and postsecondary destinations*. Saint Paul, MN: National Research Center for Career and Technical Education.

Reese, S. (2005, March). The role of career and technical education in dropout prevention. *Techniques, 30*(3), p. 18-23.

Stone, J. R. III. (2004). Career and technical education: Increasing school engagement. In J. Smink & F. P. Schargel (Eds.), *Helping students graduate: A strategic approach to dropout prevention* (pp. 177-184). Larchmont, NY: Eye on Education.

Model Programs

The Sinclair Community College Fast Forward Center of Montgomery County, Ohio, started in April 2001. Through the Center, 1,600 young people are in a variety of career-based educational environments. The curriculum has three main components: basic skills instruction through computer-based learning, technical training to teach job ready skills, and life skills to help students cope. They have established eight new alternative programs, one of which is Young Mothers/Fathers. The Center works in partnership with the Juvenile Court and Montgomery County School Districts. Contact: James Brown, Director; Sinclair Community College; 1133 South Edwin C. Moses Blvd., Suite 170; Dayton, OH 45408; telephone: 937-512-3278; fax: 937-586-9987; email: james.brown@sinclair.edu

School-Based Enterprise for At-Risk Students introduces and integrates work experience directly into schools as part of students' overall educational experience. Referred to as "school-based enterprises," these activities are designed to give students the opportunity to produce something for sale to the general public. These activities are "for school" in the sense that through this work, the students earn credits toward graduation, but in a larger sense, they take the students "out of school" through their efforts to sell their products directly to local community members. An example of entrepreneurial education in action is Go-Hawk Graphics, a screen-printing business run by the faculty and students at Greenview High School, the alternative school in Waverly. According to both students and teachers, the introduction of this productive, community-directed work to the school curriculum has been extraordinarily beneficial for the students involved, sometimes in unanticipated ways. They report that the students are learning solid and transferable work skills, developing better social skills through contact with the public and gain in self-confidence. Contact: Jean Klunder; Greenview High School; 106 16th Street, SW; Waverly, IA 50677; telephone: 319-352-9273; e-mail: klunderj@waverly-shellrock.k12.ia.us

Web Sites

- The Association for Career and Technical Education is the largest national education association dedicated to the advancement of education that prepares youth and adults for careers. http://www.acteonline.org
- Center for Occupational Research and Development (CORD) sponsors the National Tech Prep Network. It is a national non-profit organization providing innovative changes in education to prepare students for greater success in careers and higher education. CORD assists educators in secondary schools and colleges. http://www.cord.org
- The National Research and Dissemination Centers for Career and Technical Education, as primary sources of research-based information, significantly affect the quality of knowledge and understanding necessary to advance career and technical education in the United States. The Consortium partners are committed to providing innovative approaches to improving the practice of career and technical education at local, state, and national levels leading to improved student achievement. http://www.nccte.org

About the Authors

Jay Smink, D.Ed., has been the Executive Director of the National Dropout Prevention Center at Clemson University since 1988. He is a Professor of Education in the College of Health, Education, and Human Development. He also serves as the Executive Director of the National Dropout Prevention Network, a professional organization of 2,000 individual and institutional members representing education, business, and community leaders who are concerned with school dropout issues. He earned his M.Ed. in Industrial Education and D.Ed. in Educational Administration from Penn State. His B.S. is in Industrial Arts from Millersville State College (PA). His career experiences range from teaching at the local school level to research at the university level. Dr. Smink is recognized as a national leader and authority on dropout prevention, school reform, mentoring, service-learning, alternative schools, school-to-work, and program evaluation. He is a frequent guest on radio, television, and on national media presentations regarding the dropout issue including how schools and communities use any of the 15 most effective strategies to reduce the dropout rate in local schools. He also is respected as a keynote speaker for major national and state conferences and is a skilled workshop leader on numerous topics including mentoring, alternative schooling, and student attendance and truancy.

Mary S. Reimer, Ph.D., is the Information Resource Consultant on the staff of the National Dropout Prevention Center, College of Health, Education, and Human Development, Clemson University. Dr. Reimer holds a Masters' Degree in Library Science from Kent State University and a Ph.D. in Curriculum and Instruction from Clemson University. She has been a librarian for over 20 years and has an extensive background in social science and educational literature research. Dr. Reimer manages the Center's Web site which includes the coordination of the databases of resource materials and model dropout prevention programs. Her research interests are in educational technology and professional development.

Research Report