Ensuring an Equal Opportunity to Learn: Leveraging Chronic Absence Data for Strategic Action
Welcome

Samantha Wigand
Director, Childhood Success
Global Impact, Strategy and Innovation
United Way Worldwide
Welcome to New Partners

Children Now

National PTA

Scholastic
• More than 400 communities in 45 states pinned on the Attendance Action Map

• 182,300 website page views in September

• 4,400 listserv subscribers

• 1,351 media hits

• 8,800 tweets using #schooleveryday creating 15.7 million impressions

• 212 superintendents signed Call to Action appearing in EdWeek
• Expand the public’s awareness of the importance of attendance particularly for our most vulnerable children with special attention to addressing barriers related to physical and behavioral health;

• Use data to drive and take action; and

• Activate a wide array of stakeholders -- educators and likely and unlikely public agencies and community allies
What’s New in 2016

- Greater emphasis on strategic messaging throughout the year with September as a launch activity.
- Leveraging Every Student, Every Day Initiative (including national success mentor initiative, June Summit, OCR data release)
- New momentum created by inclusion of chronic absence in ESSA
- Even greater emphasis on the chronic absence as a barrier to equal opportunity to learn, especially for our most vulnerable students.
• Findings from *Preventing Missed Opportunity*
  • **Hedy Chang**, Executive Director
    *Attendance Works*
  • **Dr. Robert Balfanz**, Executive Director
    *Everyone Graduates Center, Johns Hopkins University*
• **Questions & Answers**
• A State Response to Chronic Absence: Connecticut
  • Charlene Russell-Tucker, Chief Operating Officer
    Connecticut Department of Education
• A District and Community Response to Chronic Absence
  • Mel Atkins II, Executive Director of Community and Student Affairs
    Grand Rapids Public Schools
  • Chana Edmond-Verley, Senior Program Officer
    Doug and Maria DeVos Foundation
• Announcements & Resources
Poll Question

Do you know your district’s or school’s level of chronic absence?
Today’s Speakers

Robert Balfanz
Director
Everyone Graduates Center
Johns Hopkins University

Hedy Chang
Executive Director
Attendance Works
### Multiple Measures of Attendance

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average Daily Attendance</strong></td>
<td>How many students show up to school every day? The percent of enrolled students who attend school each day. It is used in some states for allocating funding.</td>
</tr>
<tr>
<td><strong>Truancy</strong></td>
<td>Who is missing school without permission? Typically refers only to unexcused absences. Each state has the authority to define truancy and when it triggers legal intervention.</td>
</tr>
<tr>
<td><strong>Chronic Absence</strong></td>
<td>Who is missing so much school they are academically at risk? Broadly means missing too much school for any reason -- excused, unexcused, etc. Researchers commonly define it as missing 10% of school. OCR currently defines it as missing 15 days. Chronic absence is a required reporting metric in ESSA.</td>
</tr>
</tbody>
</table>
Why does reducing chronic absence matter?

- **Exposure to language:** Starting in Pre-K, attendance equals exposure to language-rich environments especially for low-income children.
- **Time on Task in Class:** Students only benefit from classroom instruction if they are in class.
- **On Track for Success:** Chronic absence is a proven early warning sign that a student is behind in reading by 3rd grade, failing courses middle and high school, and likely to drop-out.
- **College and Career Ready:** Cultivating the habit of regular attendance helps students develop the persistence needed to show up every day for college and work.
- **Engagement:** Attendance reflects engagement in learning.
- **Effective Practice:** Schools, communities and families can reduce chronic absence when they work together.

(For research, see: [http://www.attendanceworks.org/research/](http://www.attendanceworks.org/research/))
First Ever National Chronic Absence Data Released in June 2016

OVER 6 MILLION

students missed 15 or more days of school in 2013-14.

That’s 13 percent of the student population—or 1 in 8 students.

Source: U.S. Department of Education Civil Rights Data Collection
What data sources were used?

- **Office for Civil Rights (OCR) Civil Rights Data Collection (SY 2013–14):** Data is available at the school level and was aggregated up where reported at the district and state levels.

- **National Center for Education Statistics Common Core of Data:** % minority students or % eligible for the Free/Reduced Lunch Program

- **American Community Survey (US Census):** Children ages 5-7 living in poverty using 5-year average 2009–2014
What insights were gained about where chronic absence is found?

Chronic absence is both widespread (found across 89% of districts) and highly concentrated.

<table>
<thead>
<tr>
<th>Table 1. Where are the Nation’s CA Students found, By Quarter and By District? 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Students Chronically Absent (CA)</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>ALL</td>
</tr>
<tr>
<td>1st Quarter</td>
</tr>
<tr>
<td>2nd Quarter</td>
</tr>
<tr>
<td>3rd Quarter</td>
</tr>
<tr>
<td>4th Quarter</td>
</tr>
</tbody>
</table>

*Includes 1,798 districts reporting 0 chronically absent students
Over 50% of chronically absent students were found in 4% of districts and 12% of schools.

See Chronic Absence Story Map at [http://arcg.is/29jPgaZ](http://arcg.is/29jPgaZ)
What districts make up the 4%?

We found two types:

- Some of the places with the largest numbers of chronically absent students are affluent, suburban districts known for academic achievement.
What districts make up the 4%?

- Districts serving disadvantaged urban neighborhoods with high rates of poverty typically have both high rates and large numbers of chronically absent students.
Trend of large numbers of students in a handful of districts holds true across states.

<table>
<thead>
<tr>
<th>State</th>
<th>Enrollment</th>
<th>Total Students Chronically Absent (CA)</th>
<th>Percent of Students Chronically Absent</th>
<th>Total Districts</th>
<th>Number of Districts that Account for...</th>
<th>Percent of Districts that Account for...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25% of CA Students</td>
<td>50% of CA Students</td>
</tr>
<tr>
<td>CA</td>
<td>6,035,665</td>
<td>719,747</td>
<td>12</td>
<td>1,019</td>
<td>14</td>
<td>61</td>
</tr>
<tr>
<td>TX</td>
<td>5,176,572</td>
<td>606,428</td>
<td>12</td>
<td>1,202</td>
<td>16</td>
<td>53</td>
</tr>
</tbody>
</table>
What about rural communities?

Many small, poor rural school districts have few students but face high rates of chronic absenteeism.

See Chronic Absence Story Map at http://arcg.is/29jPgaZ
What are implications for action?

1. Invest in consistent and accurate data collection
2. Use data to understand need and disproportionate impact in order to target resources
3. Leverage data to identify places getting results
4. Share data with key stakeholders
5. Equip stakeholders to unpack barriers and take action
6. Create shared accountability, leveraging ESSA
Adopt a multi-tiered support system for students, schools and districts.

Everyone should help make schools warm, welcoming engaging places that motivate students to show up & encourage students and families to monitor when absences are adding up.

Level 1 (Universal):
- Recognize good & improved attendance
- Educate & engage students and families
- Monitor attendance data & set goals
- Establish positive & engaging school climate
- Identify & address common barriers to getting to school

Level 2 (Medium Cost):
- Provide personalized early outreach
- Meet to develop tailored action plan
- Connect to a caring mentor

Level 3 (High Cost):
- Intensive case management with coordination of public agency and legal response as needed
- Students who missed 20% or more of school (severe chronic absence)

Students missing 10–19% (moderate chronic absence)

Students missing 5–9% (at risk)

Students missing less than 5% (satisfactory)
Tailor Response to Scale and Intensity of the Challenge

- **At the District Level**: is there a need for a community-wide response or targeted efforts in a sub-set of schools?
- **At the School Level**: how many students are chronically absent?
- If it’s 30 or less, a student support team can lead the effort.
- If it’s closer to 50 or more, teachers will need to play a critical role.
- If it’s over 100, community partners will likely be needed to provide additional person power

*Source: Everyone Graduates Center*
Use Data to Trigger Early Intervention and Outreach (for example: MKB Success Mentor Initiative)

1. Connect with Mentor
   - Meet and greet each morning.

2. Reach out and engage mentee’s family.

3. Call home if mentee misses school.

4. Meet with mentees 1-on-1 or in small groups.

5. Track mentees’ attendance and improvements.

6. Recognize & celebrate successes.

7. Work with school staff for support & intervention.

Chronically Absent Student
Take advantage of ESSA (Every Student Succeeds Act) to create greater accountability.

ESSA already requires State Education Agencies receiving Title I to produce a state report card including chronic absence.

Chronic Absence could also be added as an indicator of school quality or student engagement. It meets all requirements.

- Applicable to every student
- Can be Disaggregated
- Can be used to distinguish performance across school
- Valid
- Reliable
- Proven impact on achievement

What is Chronic Absence and What is its Impact?
Most children miss a few days of school each year without long-term consequences. However, when they miss many days, the effects are almost always negative. Researchers have defined absences as “chronic” when they reach the level at which a child’s school success is at significant risk. Chronic absence is different from truancy, which counts only unexcused absences, and average daily attendance, which reports the average number of students who attend school each day.

As early as pre-kindergarten, students who are chronically absent are less likely to read proficiently by the end of third grade and more likely to be retained in later grades. Chronically absent kindergartners are also less likely to develop the social skills needed to persist in school. The problems multiply for students who are chronically absent several years in a row.

By sixth grade, absenteeism is one of three early warning indicators that influence whether students will graduate from high school. By ninth grade, it’s a better predictor of graduation than eighth grade test scores. And, even if they manage to graduate, high school students with a history of chronic absence are less likely to enroll and persist in college. Importantly, chronic absenteeism, especially when defined as a percentage of days missed, is a leading indicator and can reveal that a student needs help long before test scores or grades do.

Why Choose Chronic Absence as the ESSA School Quality or Student Success Indicator?
Chronic absence is one of the few metrics available to all states and that meets or exceeds the rigorous ESSA selection criteria for indicators. We have summarized these requirements below:

ESSA Indicators Must:
1. Be applicable to every student
2. Be comparable across a state’s school districts
3. Be able to distinguish differences in performance among schools
4. Be valid
5. Be reliable
6. Have a proven impact on achievement

Provide summary and disaggregated data
Chronic absence rates can be reported separately for all subgroups of students in a school, district, and state.

Be comparable across a state’s school districts
States already have protocols that standardize attendance taking and reporting. The U.S. Department of Education’s Office for Civil Rights has recently required states to track and report a standard measure of chronic absence. As a result, chronic absence rates will be comparable within states and, unlike many indicators, across the nation.

Be able to distinguish differences in performance among schools
Chronic absence levels vary substantially among students and schools within any district or state. These variations are not random; they represent meaningful differences in student engagement, achievement, and success.

Be valid
Test scores are measures of test success, which can be strongly or weakly related to subject matter mastery. Chronic absence, on the other hand, measures how much school has been missed.

Be reliable
Counting errors aside, taking attendance and computing chronic absence repeatedly will yield a consistent result.

Have a proven impact on Achievement
An abundance of studies links chronic absence to academic achievement. Click here for a compilation of research on chronic absence and its relationship to student success.

New Brief Available in Policy @ www.attendanceworks.org

Preventing Missed Opportunity

Now available!

http://www.attendanceworks.org/research/preventing-missed-opportunity/
Connecticut
Connecticut: Every Student in School & Engaged!

Charlene Russell-Tucker
Chief Operating Officer
Connecticut State Department of Education

Hartford, CT
September 8, 2016
Statewide Chronic Absenteeism Trend

Percent of Students Chronically Absent

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>11.5%</td>
<td>60,851</td>
</tr>
<tr>
<td>2013-14</td>
<td>10.8%</td>
<td>56,171</td>
</tr>
<tr>
<td>2014-15</td>
<td>10.6%</td>
<td>55,956</td>
</tr>
</tbody>
</table>
Who is Chronically Absent

Snapshot
Percent Chronically Absent, 2014–15

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Lunch</td>
<td>19.9</td>
</tr>
<tr>
<td>SWD</td>
<td>19.0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>18.0</td>
</tr>
<tr>
<td>ELL</td>
<td>17.5</td>
</tr>
<tr>
<td>Black</td>
<td>16.1</td>
</tr>
<tr>
<td>State Avg.</td>
<td>10.6</td>
</tr>
<tr>
<td>White</td>
<td>7.0</td>
</tr>
<tr>
<td>Paid Lunch</td>
<td>5.8</td>
</tr>
</tbody>
</table>
Chronic Absence by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Absence Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>12.0</td>
</tr>
<tr>
<td>Grade 1</td>
<td>8.6</td>
</tr>
<tr>
<td>Grade 2</td>
<td>7.3</td>
</tr>
<tr>
<td>Grade 3</td>
<td>6.7</td>
</tr>
<tr>
<td>Grade 4</td>
<td>6.6</td>
</tr>
<tr>
<td>Grade 5</td>
<td>6.6</td>
</tr>
<tr>
<td>Grade 6</td>
<td>8.0</td>
</tr>
<tr>
<td>Grade 7</td>
<td>9.6</td>
</tr>
<tr>
<td>Grade 8</td>
<td>11.2</td>
</tr>
<tr>
<td>Grade 9</td>
<td>13.7</td>
</tr>
<tr>
<td>Grade 10</td>
<td>14.3</td>
</tr>
<tr>
<td>Grade 11</td>
<td>14.5</td>
</tr>
<tr>
<td>Grade 12</td>
<td>18.4</td>
</tr>
</tbody>
</table>
Statewide Infrastructure

• CT Kid’s Report Card Results Based Accountability (RBA) results statement:
  *All Connecticut children grow up in a stable living environment, safe, healthy, and prepared to lead successful lives.*

• [RBA Report Card](https://www.cga.ct.gov/kid/rba/) included chronic absence as a headline indicator.

• Chronic Absence Strategic Action Group, January 2014

  *Serves as a centralizing force for existing initiatives and promising new practices to address chronic absenteeism, promote communication and collaboration among critical state agency and community-based partners.*
Example of Creating Visual Awareness

Attendance Rate and Chronic Absenteeism, 2013-14
(Eight Alliance Districts with Network Schools)
Individual District Profile Reports

District: Nutmeg Public Schools

District-Level Student Chronic Absenteeism

This report provides a comprehensive analysis of chronic absenteeism in your school district. Chronic absenteeism is defined as missing ten percent or greater of the total number of days in the school year. It includes both excused and unexcused absences and does not include students on middle or high school suspensions and expulsions served.

The Connecticut State Department of Education (CSDE) analyzes chronic absenteeism at the state, district, and school subgroup levels. Provided in the section below is your district-level chronic student absenteeism data for 2013-14 with a comparison to overall statewide totals.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Male</th>
<th>Female</th>
<th>Male Percentage</th>
<th>Female Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>7</td>
<td>10</td>
<td>12.2</td>
<td>12.2</td>
</tr>
<tr>
<td>Asian</td>
<td>12</td>
<td>17</td>
<td>5.7</td>
<td>6.6</td>
</tr>
<tr>
<td>Black or African American</td>
<td>15</td>
<td>16</td>
<td>12.3</td>
<td>12.3</td>
</tr>
<tr>
<td>Hispanic/Latino/Latina</td>
<td>12</td>
<td>14</td>
<td>11.8</td>
<td>12.8</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>10</td>
<td>10</td>
<td>10.6</td>
<td>10.6</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>10</td>
<td>10</td>
<td>9.9</td>
<td>9.9</td>
</tr>
<tr>
<td>White</td>
<td>101</td>
<td>87</td>
<td>17.1</td>
<td>15.2</td>
</tr>
<tr>
<td>Special Education</td>
<td>15</td>
<td>20</td>
<td>14.6</td>
<td>16.4</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>15</td>
<td>20</td>
<td>14.6</td>
<td>16.4</td>
</tr>
<tr>
<td>Md. Eligibility</td>
<td>7</td>
<td>9</td>
<td>18.9</td>
<td>16.3</td>
</tr>
</tbody>
</table>

Industry by Grade Level Groups (3-Year State-Level Analysis)

Chronic Absence by Grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 11-12</td>
<td>7.5</td>
<td>6.5</td>
<td>5.7</td>
<td>4.9</td>
<td>4.9</td>
<td>4.9</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
</tr>
<tr>
<td>SW 12-13</td>
<td>7.5</td>
<td>6.5</td>
<td>5.7</td>
<td>4.9</td>
<td>4.9</td>
<td>4.9</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
</tr>
<tr>
<td>SW 13-14</td>
<td>7.5</td>
<td>6.5</td>
<td>5.7</td>
<td>4.9</td>
<td>4.9</td>
<td>4.9</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
</tr>
</tbody>
</table>

2013-14 Chronic Absenteeism by School:

<table>
<thead>
<tr>
<th>School Name</th>
<th># Chronically Absent</th>
<th>% Chronically Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lincoln School</td>
<td>12</td>
<td>6.5</td>
</tr>
<tr>
<td>Nutmeg Center School</td>
<td>12</td>
<td>4.9</td>
</tr>
<tr>
<td>Valley Middle School</td>
<td>8</td>
<td>3.9</td>
</tr>
<tr>
<td>Washington School</td>
<td>7</td>
<td>3.5</td>
</tr>
<tr>
<td>Harrington School</td>
<td>7</td>
<td>3.9</td>
</tr>
<tr>
<td>Nutmeg High School</td>
<td>14</td>
<td>6.6</td>
</tr>
<tr>
<td>Jefferson School</td>
<td>8</td>
<td>3.8</td>
</tr>
<tr>
<td>Roosevelt School</td>
<td>28</td>
<td>7.8</td>
</tr>
<tr>
<td>Kennedy School</td>
<td>14</td>
<td>9.0</td>
</tr>
<tr>
<td>Center for Academic Excellence</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Tumble School</td>
<td>19</td>
<td>6.7</td>
</tr>
<tr>
<td>Nutmeg Middle School</td>
<td>100</td>
<td>13.0</td>
</tr>
</tbody>
</table>

* Indicates cell suppression where the cell count is less than or equal to 20 students.
Data and Accountability

- State longitudinal student data system includes chronic absence data
- Data used to identify high levels of chronic absence
- **EdSight** and Next Generation Accountability System includes chronic absence indicator

Policy and Legislation

• State Board of Education resolution for low-performing districts
  – *chronic absence addressed in annual application for state funding*

• State Board of Education Five-year Comprehensive Plan
  – *includes reducing chronic absenteeism*

• State legislation impacting state agency, districts and schools
  – *official definition of chronic absence, consistent with the research-based definition (10 percent)*
  – *requirement for district and school-level attendance teams in areas where chronic absence rates are high*
  – *development of a Chronic Absenteeism Prevention and Intervention Guide*
Six High Impact Strategies

• Strategy #1 – Build Awareness
• Strategy #2 – Use Data to Promote Action
• Strategy #3 – Cultivate Champions to Build a State-Level Infrastructure
• Strategy #4 – Build Capacity (use existing networks)
• Strategy #5 – Identify and Leverage Bright Spots
• Strategy #6 – Foster Accountability
Strategic Partnerships
Common Goals and Shared Responsibilities

Shared Accountability & Continuous Improvement
Regular review of data and outcomes
Ongoing strategic planning

Inside the School House
District Attendance Teams
School Attendance Teams
Enrichment Activities
Mentoring Programs
Awards and Incentives

Outside of the School House
Local Government Agencies
Health Care Centers
Social Service Agencies
Museums, Arts & Culture
Faith Communities

Positive Community Outreach
Communitywide messaging and awareness campaign reinforcing a communitywide culture of good attendance

All students in school & engaged!
A Collective Approach

“The good news is chronic absence can be significantly reduced when schools, families and community partners work together to monitor data, promote good attendance and address hurdles that keep children from getting to school every day...”

Attendance Works
Advancing Student Success by Reducing Chronic Absence
Questions from the Audience
Grand Rapids, Michigan
Mel Atkins II
Executive Director of Community & Student Affairs
Grand Rapids Public Schools

Chana Edmond-Verley
Senior Program Officer
Doug and Maria DeVos Foundation
2012-2013
CHRONIC ABSENCES

36.4% CHRONICALLY ABSENCE

GRADE

K 1 2 3 4 5 6 7 8 9 10 11 12

Percent Chronic Absence

Percent Severe Chronic Absence

© 2016 Grand Rapids Public Schools
IMPROVING ATTENDANCE
KEYS TO SUCCESS

1. District and Site Leadership

2. Data and Attendance Teams

3. Parent Engagement and Actionable Messaging

4. Community Partnership and Collective Impact
ATTENDANCE REPORTS

DISTRICT ATTENDANCE TRACKING TOOL
- Analyze district attendance patterns for multiple years

SCHOOL ATTENDANCE TRACKING TOOL
- Analyze individual school attendance patterns for multiple years

DISTRICT WEEKLY ABSENCE REPORT
- Analyze absenteeism categories by building and percentage
- Shows where each student is in relationship to the absenteeism categories

MONTHLY ATTENDANCE CHALLENGE LEADERBOARD REPORT
- Month by month display of satisfactory + At-Risk attendance

WEEKLY TRUANCY REPORT
- Displays unexcused absences by building
ACTIONABLE MESSAGING

GRPS
Office of Parent Engagement

believe
2 BECOME

CHALLENGE

STRIVE FOR FEWER THAN FIVE DAYS

© 2016 Grand Rapids Public Schools and Believe 2 Become, Grand Rapids MI. All rights reserved.
DISRUPTIVE TECHNOLOGIES

NEW LEADER BOARDS

CHALLENGE 5 TOOLKIT
(For Schools & Community Partners)

- Yard signs
- Encouragement stickers
- Award ribbons
- Classroom attendance charts
- Home attendance charts
- No-cost recognition strategies
- Request today

Download Challenge 5 collateral at Believe 2 Become
http://believe2become.org/programs/challenge-5/

© 2016 Grand Rapids Public Schools and Believe 2 Become, Grand Rapids MI. All rights reserved.
COLLECTIVE IMPACT

We are inextricably tied together in a garment of mutual destiny

-Martin Luther King
MAPPING TARGET AREAS
THREE-YEAR COMPARISON
CHRONIC ABSENTEEISM OVER TIME

PERCENTAGE OF STUDENTS, BY LEVEL

NUMBER OF STUDENTS, BY LEVEL


Grades K-5  Grades 6-8  Grades 9-12

© 2016 Grand Rapids Public Schools
Questions from the Audience
About Grand Rapids:
http://www.attendanceworks.org/what-works/grand-rapids/

About Connecticut:
http://www.attendanceworks.org/policy-advocacy/state-reports/connecticut-2/
Resources & Announcements
Superintendent’s Call to Action

Own the issue  Mobilize the Community  Drive with Data

To sign-up for the Call to Action, or to learn more, please visit: www.attendanceworks.org/superintendents-call-to-action
What to Do When: At a Glance

**Early Summer**

Getting into specifics
- Distribute talking points
- Enlist elected officials & celebs
- Line up incentives
- Analyze data

**Late Summer**

It’s Go Time
- Tape PSAs
- Begin media outreach
- Print banners & posters
- Plan assemblies and Back-to-School events
- Launch door-knocking campaigns

**Spring**

Let’s get started!
- Convene coalition
- Recruit partners
- Meet with district
- Enlist health care providers
- Launch poster contests and other marketing campaigns

**September!**

Back to School!
- Release proclamations
- Host Back-to-School events
- Host press conferences

- Share data
- Spread the word!
Call to Action: Role of Collaborating Partners

- Download our free materials and toolkit and share with local districts.
- Encourage schools and community partners to join our listserv: 4,400+ members.

http://awareness.attendanceworks.org/resources/count-us-toolkit-2016/
Pin on the 2016 Action Map

- Post your community’s plans for Attendance Awareness Month 2016 on our map
- Bragging rights to the state with the most pins!

http://awareness.attendanceworks.org/aam-map-form-2016/
FREE FROM ATTENDANCE WORKS!

The District Attendance Tracking Tools (DATT) and School Attendance Tracking Tools (SATT) are available in three modules:

* Grades PK-5
* Grades 6-8 and
* Grades 9-12

We also offer a tool to combine the modules for PK-12 reports.

http://www.attendanceworks.org/tools/tools-for-calculating-chronic-absence/
Mentoring *In Real Life* & Attendance Week

- September 19-25, 2016
- Week is focused on amplifying the message that quality, real life mentoring can be instrumental to attendance and academic success.
- Promotional toolkit available with social media messages, graphics and more. [Download now.](#)
- Join us for an engaging Twitter chat 9/21!
2016 GET SCHOOLED FALL ATTENDANCE CHALLENGE

October 3 – December 16

AN ATTENDANCE CAMPAIGN THAT WORKS:

• More than 750 middle and high schools have participated since 2012
• More than half of all participating schools have posted attendance increase, some as high as 10%

FRIENDLY COMPETITION:

• Schools with highest gains can earn a celebrity visit and a $5,000 grant
• All schools have an opportunity to earn a $500 grant

EDUCATOR APPROVED:

• “Strengthens school culture”
• “Motivates students to get involved!”

LIMITED SPOTS AVAILABLE; TO REGISTER GO TO GETSCHOOLED.COM/EDUCATORS

WIN A CELEBRITY FOR YOUR SCHOOL!

COME TO SCHOOL EVERY DAY AND GET YOUR FRIENDS TO DO THE SAME FOR BIG PRIZES!

THE NATIONAL ATTENDANCE CHALLENGE IS ON!

WIN PRIZES FOR YOUR SCHOOL AND YOURSELF BY DOING THESE THINGS EVERY DAY:

1. Come to school every day.
2. Go to www.GetSchooled.com
3. Log-in and play fun games.
   Earn points when you play games and use tools to help you stay in school.
4. Get your friends to join you in school and compete!

SO WHAT CAN YOU WIN?

• A celebrity visit to your school for one national winner
• Your school gets a $1,000 grant
• A brand new school t-shirt
• A prize pack for your friends at a regional winner

Trey Songz, Get Schooled Celebrity Principal, New Era Academy, Baltimore
Absences Add Up

http://absencesaddup.org/
Head Start Adopts New 10% Absence Measure

New Head Start Program Performance Standards

HHS has made the first holistic revision and complete reorganization of the Performance Standards since they were originally published in 1975. Effective starting November 2016.

Early and Often

Save the Date!
2016 Webinar Series

- **April 12:** Motivating Good Attendance All Year Long
- **May 17:** Using Data to Drive Action; Portraits of Chronic Absence
- **August 16:** Collective Action: Taking a Cross-Sector Approach
- **September 8:** Ensuring an Equal Opportunity to Learn: Leveraging Chronic Absence Data for Strategic Action
- **November 1:** Attendance Awareness All Year Long: Reviewing and Sustaining Progress

[http://awareness.attendanceworks.org/resources/webinars/]
We will post a recording of this webinar on our website within 72 hours at:

http://www.attendanceworks.org/peer-learning-resources/
Feedback

Please let us know how we can improve:

https://www.surveymonkey.com/r/Equal_Opportunity
Support AAC 2016

http://www.attendanceworks.org/donate-to-attendance-works/
Thank you to our funders!

With special appreciation to:

Annie E. Casey Foundation
W. K. Kellogg Foundation
The California Endowment