



# 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**





## 2016 Convening Partners





## Welcome to New Partners

Children Now

CH1LDREN NOW

National PTA

**National**  
**PTA<sup>®</sup>**

*everychild.onevoice.<sup>®</sup>*

Scholastic

 SCHOLASTIC



## 2015 By the Numbers

- 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**



## 2016 Campaign Goals

- **Expand the public's awareness** of the importance of attendance particularly for our most vulnerable children with special attention to addressing barriers related 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.



## Attendance Works



**Cecelia Leong**

Associate Director for Programs  
*Attendance Works*



**Hedy Chang**

Executive Director  
*Attendance Works*

**& Members of the  
Attendance Works Team**





## Agenda

- **Findings from *Preventing Missed Opportunity***
  - **Hedy Chang, Executive Director**  
*Attendance Works*
  - **Dr. Robert Balfanz, Executive Director**  
*Everyone Graduates Center, Johns Hopkins University*
- **Questions & Answers**



## Agenda

- **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**

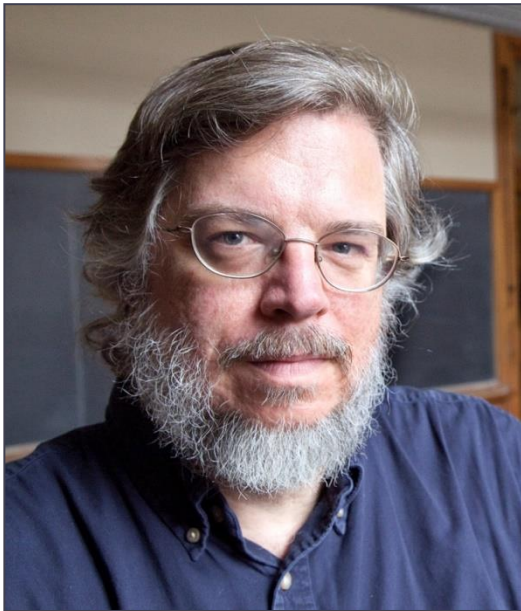


## **Poll Question**

**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

### Average Daily Attendance

**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.

### Truancy

**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.

### Chronic Absence

**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.

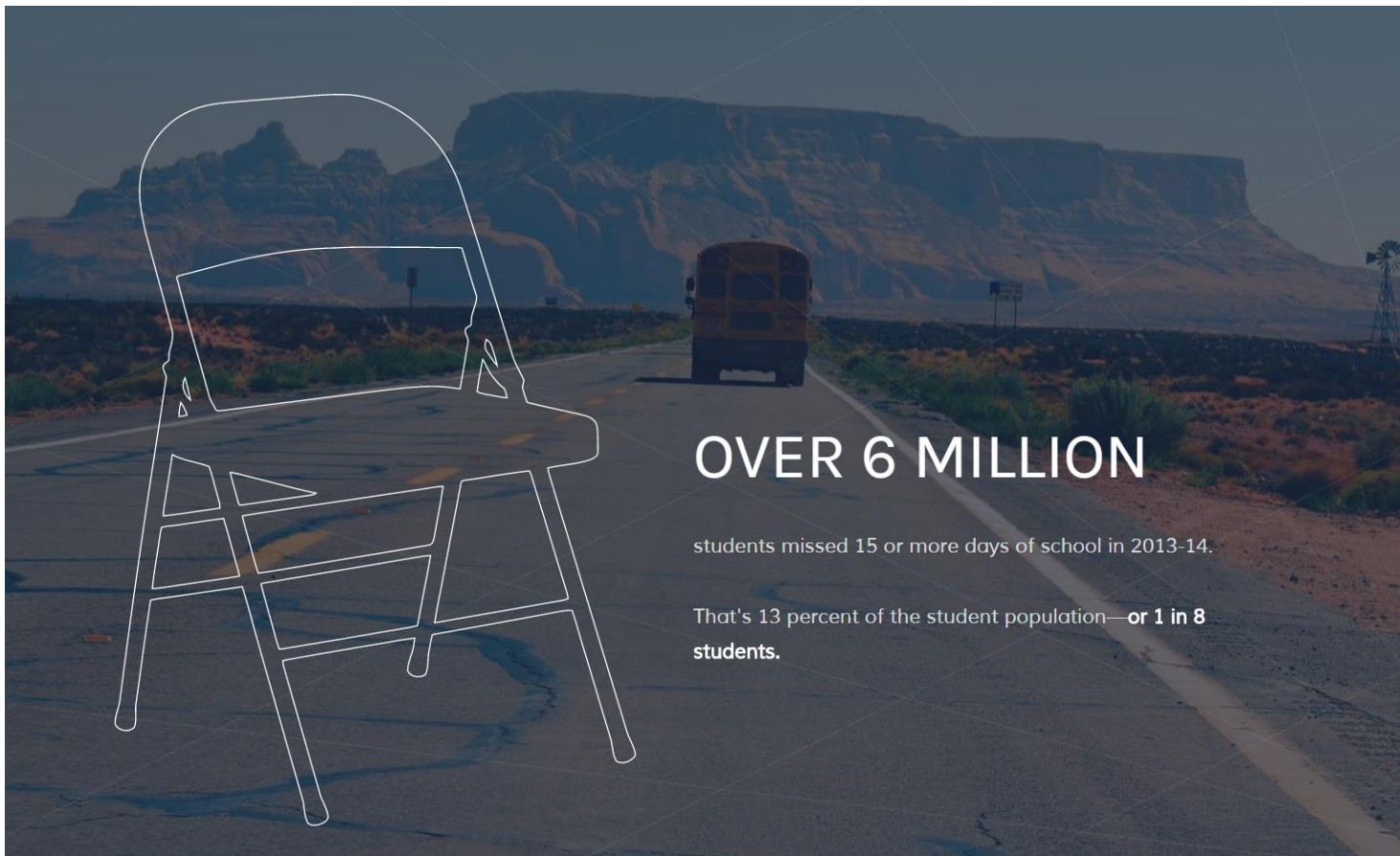


## Why does reducing chronic absence matter?

- ✓ **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 3<sup>rd</sup> 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.



## First Ever National Chronic Absence Data Released in June 2016



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 1. Where are the Nation's CA Students found, By Quarter and By District? 2013-14**

	Total Number of Students Chronically Absent (CA)	Number of Districts	Average Number of Students CA	Min Number Students CA	Max number of Students CA	Percent of All Districts
ALL	6,472,466	16,240	399	0	72,376	100
1st Quarter	1,618,012	13,943 *	116	0	587	86
2nd Quarter	1,617,319	1,642	985	587	1,805	10
3rd Quarter	1,618,036	530	3,053	1,806	5,729	3
4th Quarter	1,619,079	124	13,057	5,817	72,376	1

*\* 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.**

## Where are the Nation's Chronically Absent Students Found?

Chronic Absence Story Map



Introduction Where are the 4% of Districts? Two Large Suburban Districts High Minority-High Poverty Urban Districts High Rates - Mostly Rural Data Notes

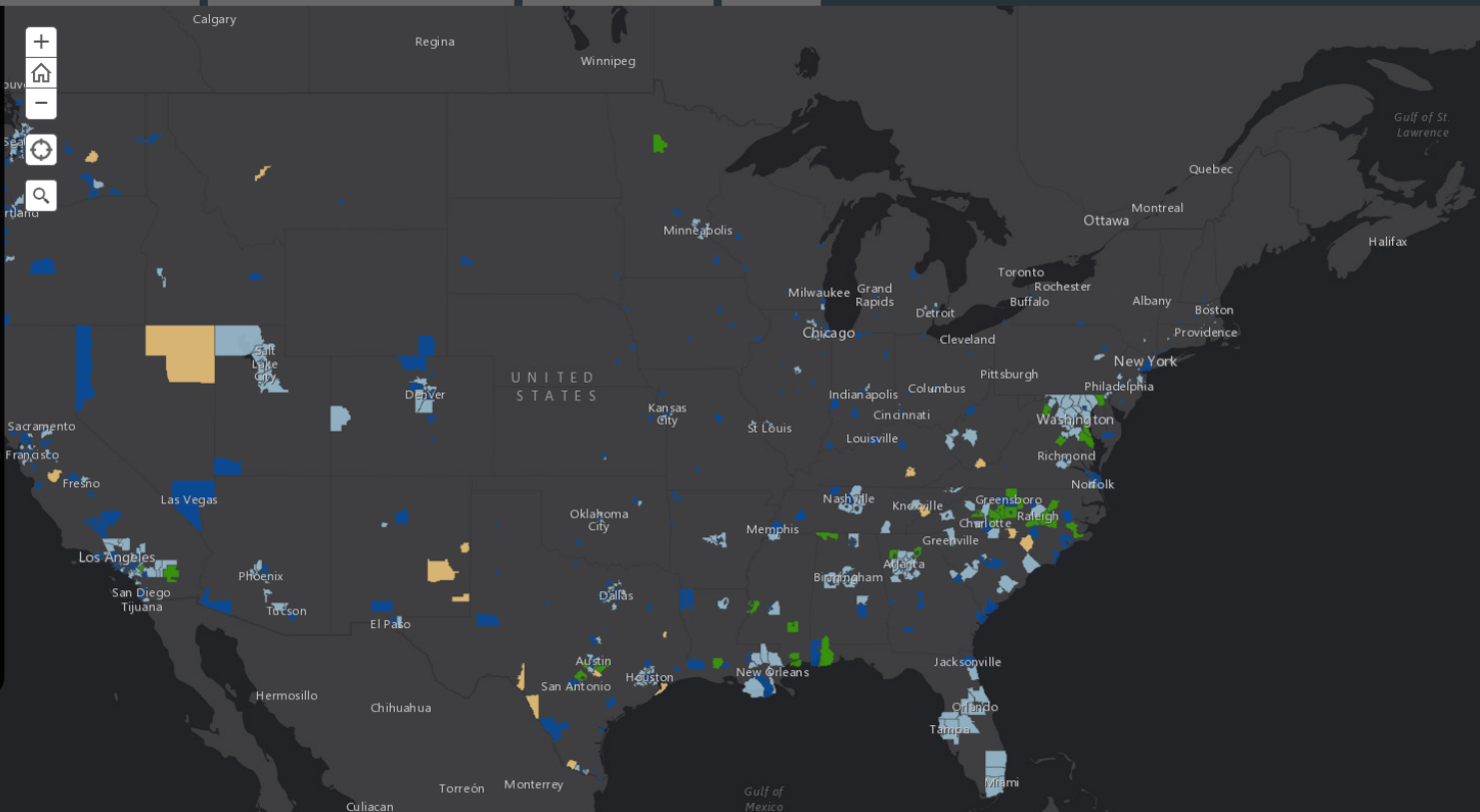
Half of the nation's chronically absent students were concentrated in 4 percent of the 16,240 school districts that reported the number of chronically absent students. These 654 districts were spread across 47 states and Washington D.C.

Overall, 47 percent were modest to large urban districts. About half of the urban districts had extremely high rates of chronic absence and poverty and were mostly comprised of students from communities of color (largely African American and Latino). Another 45 percent were suburban districts, and while their rates often were close to the national average, their large numbers reflect the sheer size of each district and their growing populations of low-income students.

Click on a school district to view its data.

### School Districts

- City
- Suburb
- Town
- Rural



See Chronic Absence Story Map at <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.

**Table 3. Chronic Absenteeism in Two Large Suburban Districts 2013-2014**

State	School District	Number of Students Chronically Absent (CA)	Percent of All Students CA	Percent FRL	Percent Minority	Enrollment	Locale	CA Rate in Elementary Schools	CA Rate in Middle Schools	CA Rate in High Schools	Percent of Children 5-17 living in poverty
MD	MONTGOMERY COUNTY	24,149	16	34	68	152,013	Suburb	13	12	23	7
VA	FAIRFAX	21,565	12	27	58	183,640	Suburb	9	10	17	7



## 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.

**Table 4. Poverty, Percent Minority, and Chronic Absenteeism by Grade Level in Highly Impacted Cities 2013-2014**

State	School District	Number of Students Chronically Absent (CA)	Percent of All Students CA	Percent FRL	Percent Minority	Enrollment	Locale	CA Rate in Elementary Schools	CA Rate in Middle Schools	CA Rate in High Schools	Percent of Students 5-17 living in poverty
PA	PHILADELPHIA	52,770	37	83	86	143,964	City	32	35	51	36
MD	BALTIMORE	31,199	37	85	92	85,035	City	31	20	54	32
MI	DETROIT	31,162	58	80	98	54,181	City	59	52	54	51
WI	MILWAUKEE	30,196	38	83	86	78,645	City	31	42	57	40
OH	CLEVELAND	18,023	47	87	85	38,551	City	41		63	48



**Trend of large numbers of students in a handful of districts holds true across states.**

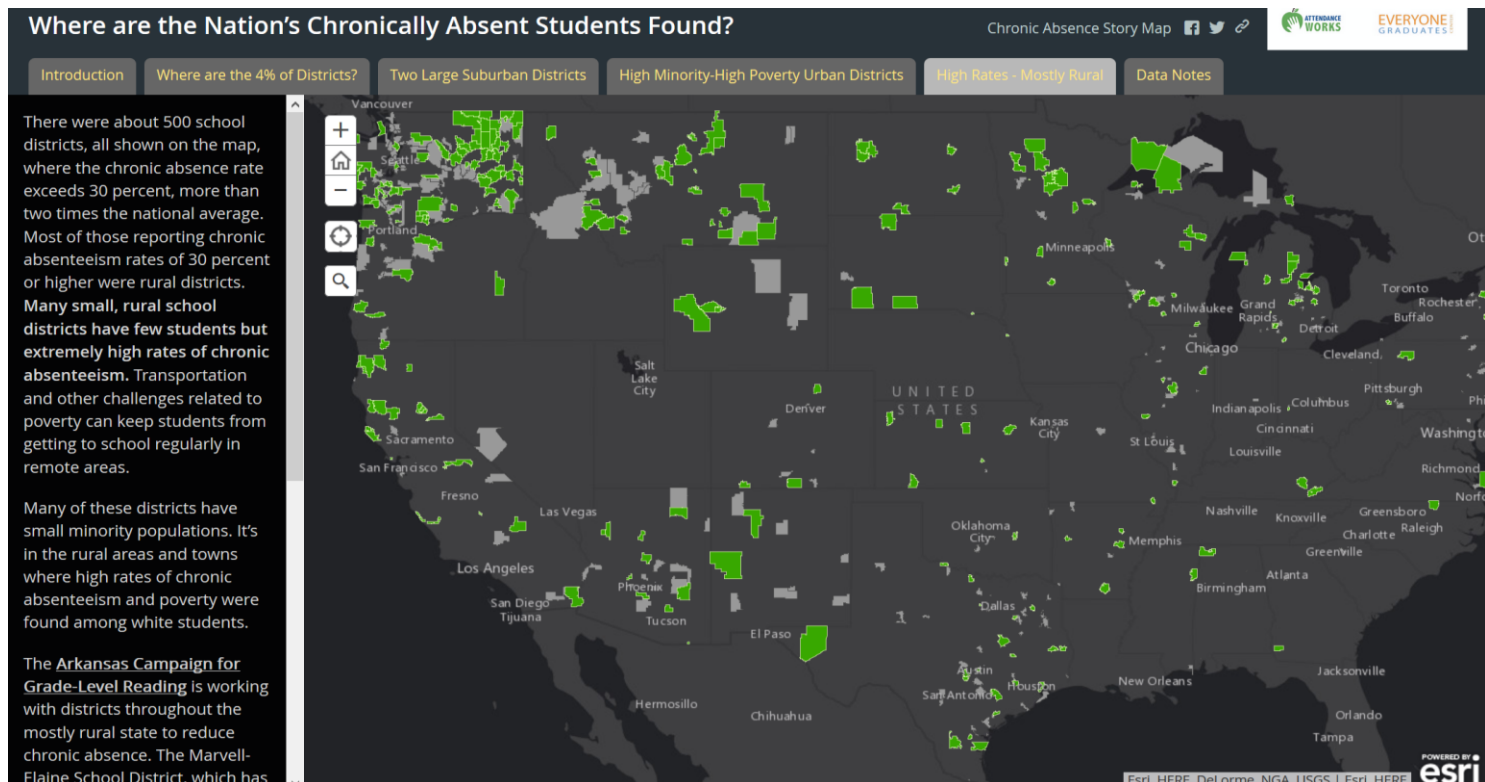
**Table 2. Concentration of Chronic Absenteeism at District Level in California and Texas 2013-2014**

State	Enrollment	Total Students Chronically Absent (CA)	Percent of Students Chronically Absent	Total Districts	Number of Districts that Account for...			Percent of Districts that Account for...		
					25% of CA Students	50% of CA Students	75% of CA Students	25% of CA Students	50% of CA Students	75% of CA Students
CA	6,035,665	719,747	12	1,019	14	61	167	1	6	16
TX	5,176,572	606,428	12	1,202	16	53	136	1	4	11



## 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?**

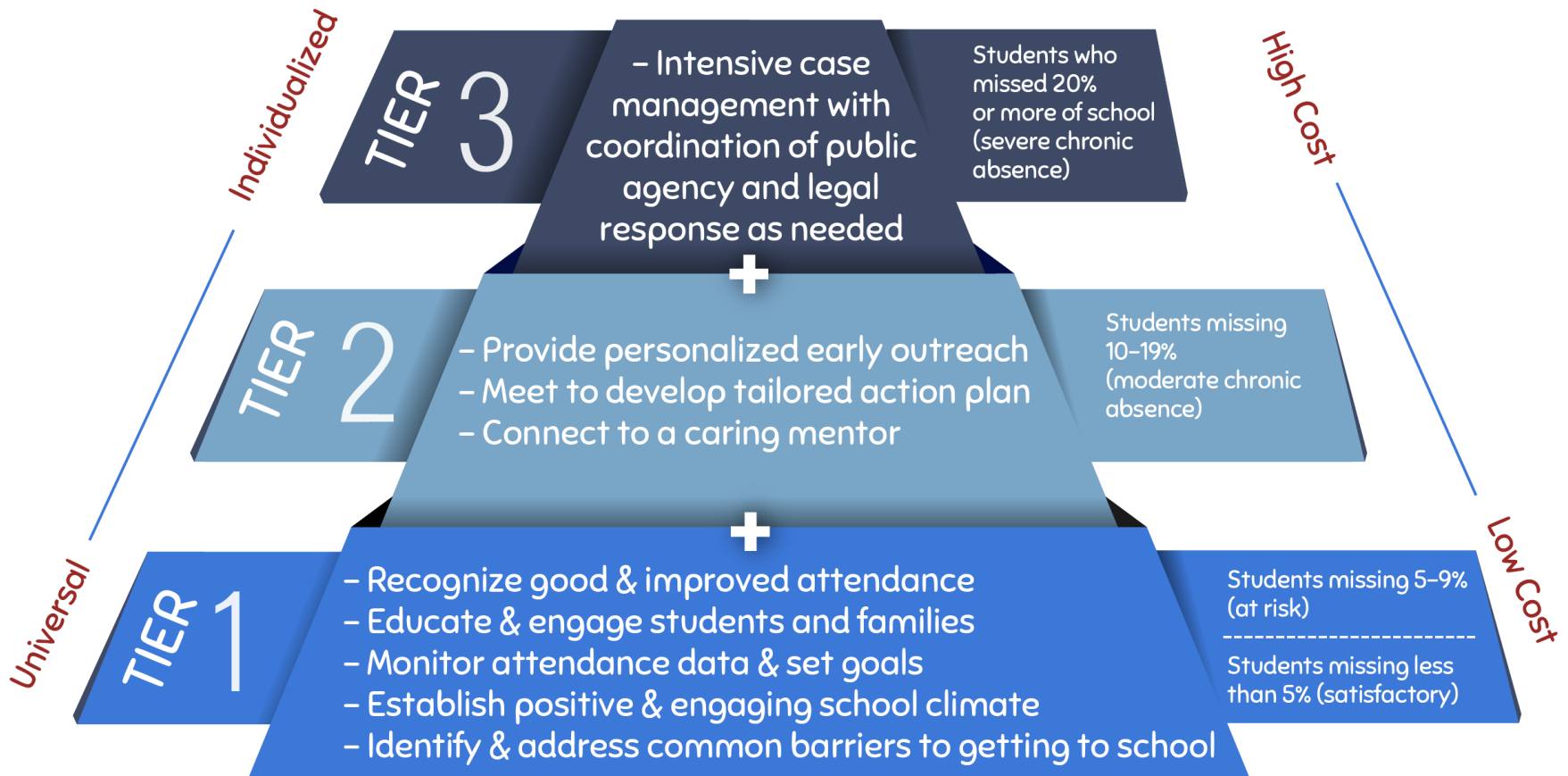
**All states and districts should use current data to determine how much chronic absence is a challenge for students**

- 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.







## Tailor Response to Scale and Intensity of the Challenge

The approach needs to also reflect local realities—  
i.e. large suburban, high poverty urban or small rural school district.

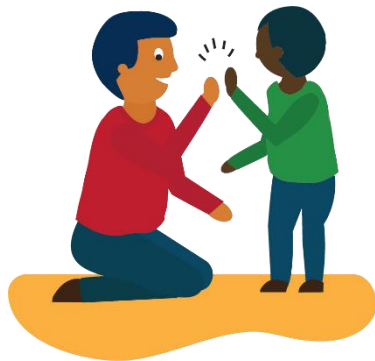
- **At the District Level:** is there a need for a community-wide response or targeted efforts in a sub-set of schools?
- **At the School Level:** how many students are chronically absent?
- **If it's 30 or less**, a student support team can lead the effort.
- **If it's closer to 50 or more**, teachers 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*

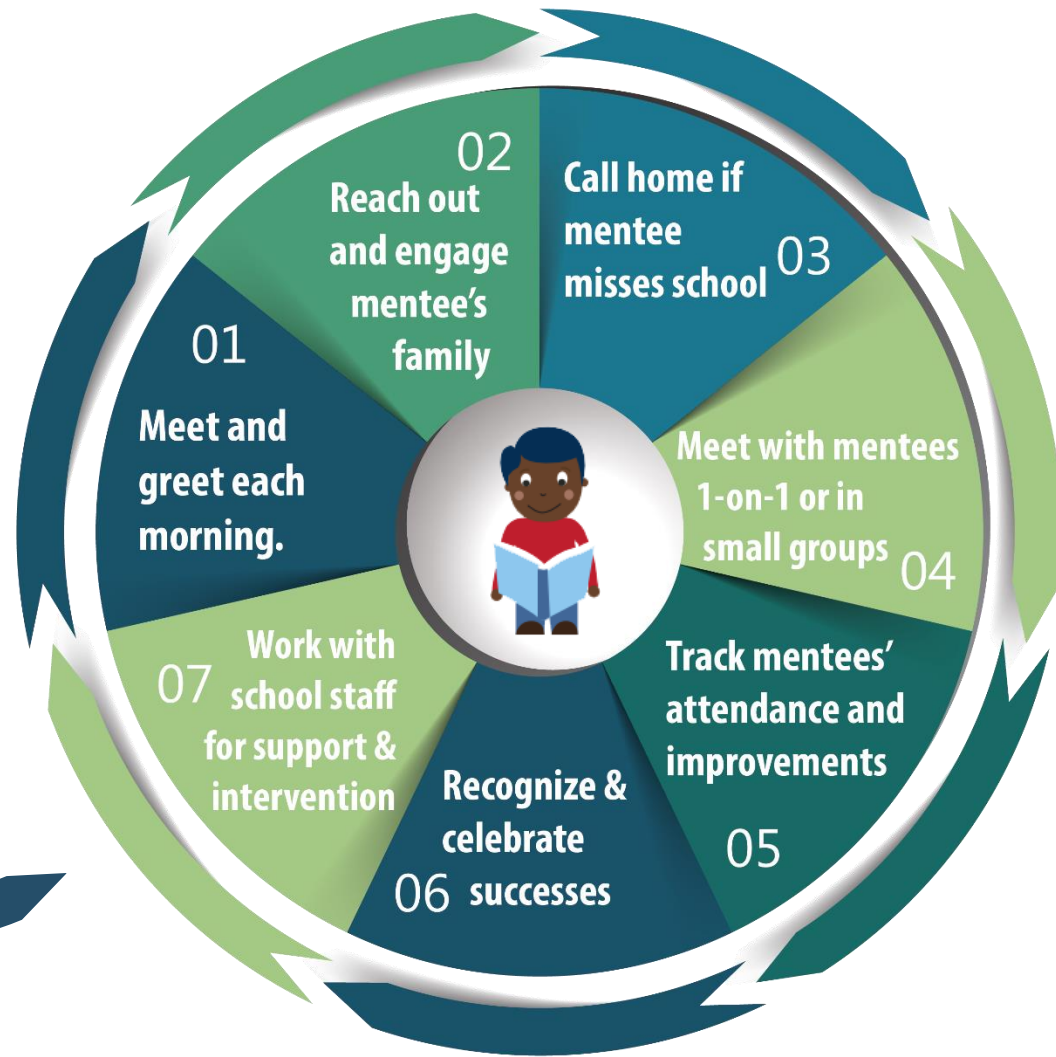
# Use Data to Trigger Early Intervention and Outreach (for example: MKB Success Mentor Initiative)



**CHRONICALLY  
ABSENT STUDENT**



**CONNECT WITH  
MENTOR**





## 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

New Brief Available in Policy @  
[www.attendanceworks.org](http://www.attendanceworks.org)

### Chronic Absence: Our Top Pick for the ESSA School Quality or Student Success Indicator



A Policy Brief

The Every Student Succeeds Act (ESSA) gives states the responsibility of choosing at least one indicator to measure school quality or student success. This brief makes the case that the chronic absence rate, either alone or as a part of an index, is among the best measures that states could choose to fulfill this requirement. Chronic absence, defined as missing 10 percent of school days within one academic year for any reason, is a powerful early warning predictor of student performance. It also meets or exceeds all of the rigorous criteria ESSA has established for accountability measures. Finally, and importantly from a cost standpoint, it is a measure which school districts must already report to the U.S. Department of Education and is based upon data that they already maintain in their systems.

#### 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.<sup>i</sup> Chronically absent kindergartners are also less likely to develop the social skills needed to persist in school.<sup>ii</sup> The problems multiply for students who are chronically absent several years in a row.<sup>iii</sup> By

sixth grade, absenteeism is one of three early warning indicators that influence whether students will graduate from high school.<sup>iv</sup> By ninth grade, it’s a better predictor of graduation than eighth grade test scores.<sup>v</sup> 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 now to all states and that meets or exceeds the rigorous ESSA selection criteria for indicators. We have summarized these requirements below:

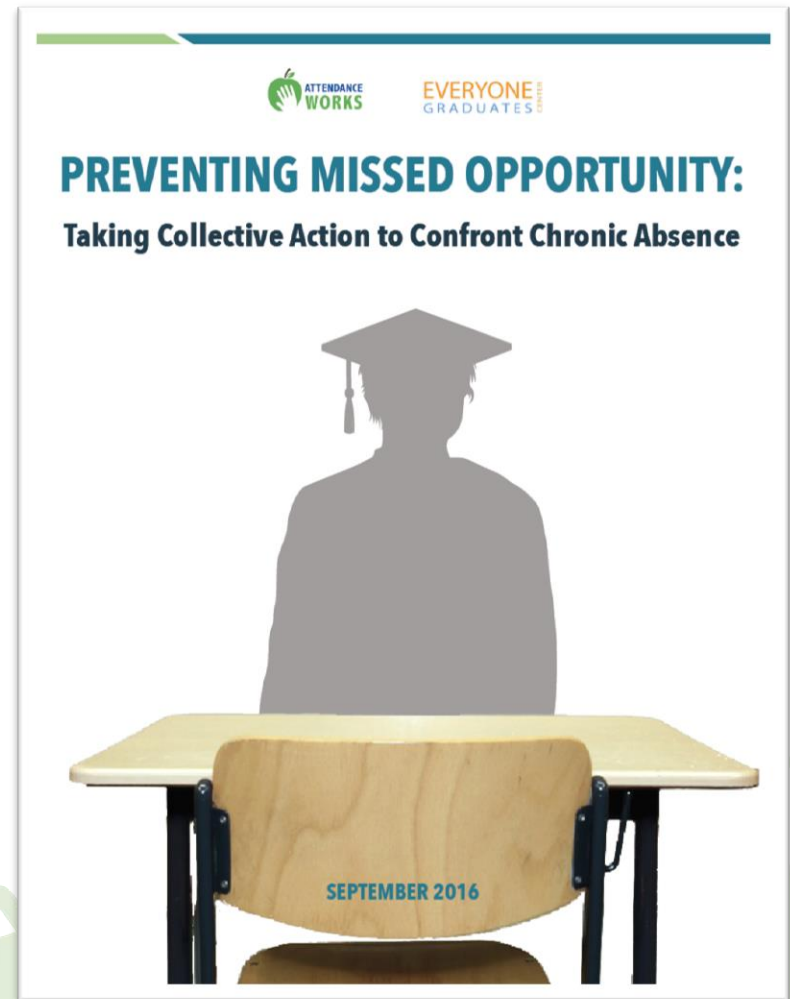
ESSA Indicators Must:	
Be applicable to every student	All enrolled students are included in attendance counts; no students are excluded.
Provide summary and disaggregated data	Chronic absence rates can be reported separately for all subgroups of students in a school, district, and state.
Be comparable 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. <sup>1</sup>
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 link chronic absence to academic achievement. Click <a href="#">here</a> for a compilation of research on chronic absence and its relationship to student success.

<sup>1</sup> See CORE district experiences at <http://coredistricts.org/why-is-core-needed/>



## Preventing Missed Opportunity

**Now available!**



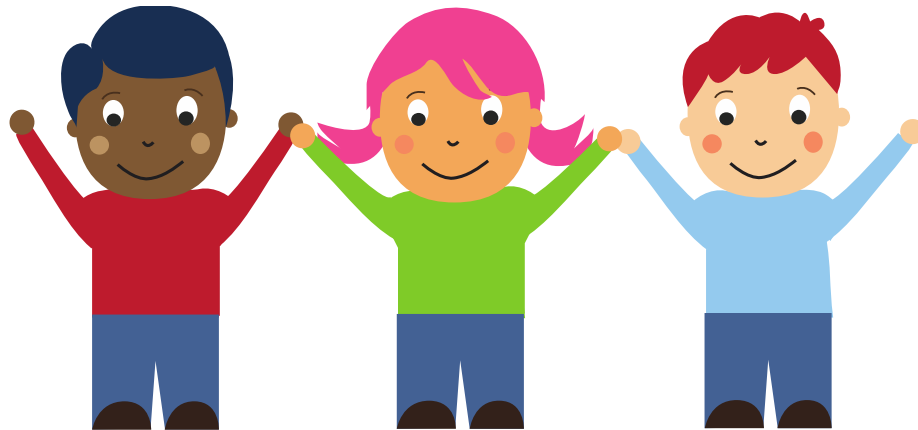
<http://www.attendanceworks.org/research/preventing-missed-opportunity/>



## Questions from the Audience



# Connecticut





**Connecticut Department  
of Education**



**Charlene Russell-Tucker**  
Chief Operating Officer



CONNECTICUT STATE DEPARTMENT OF EDUCATION

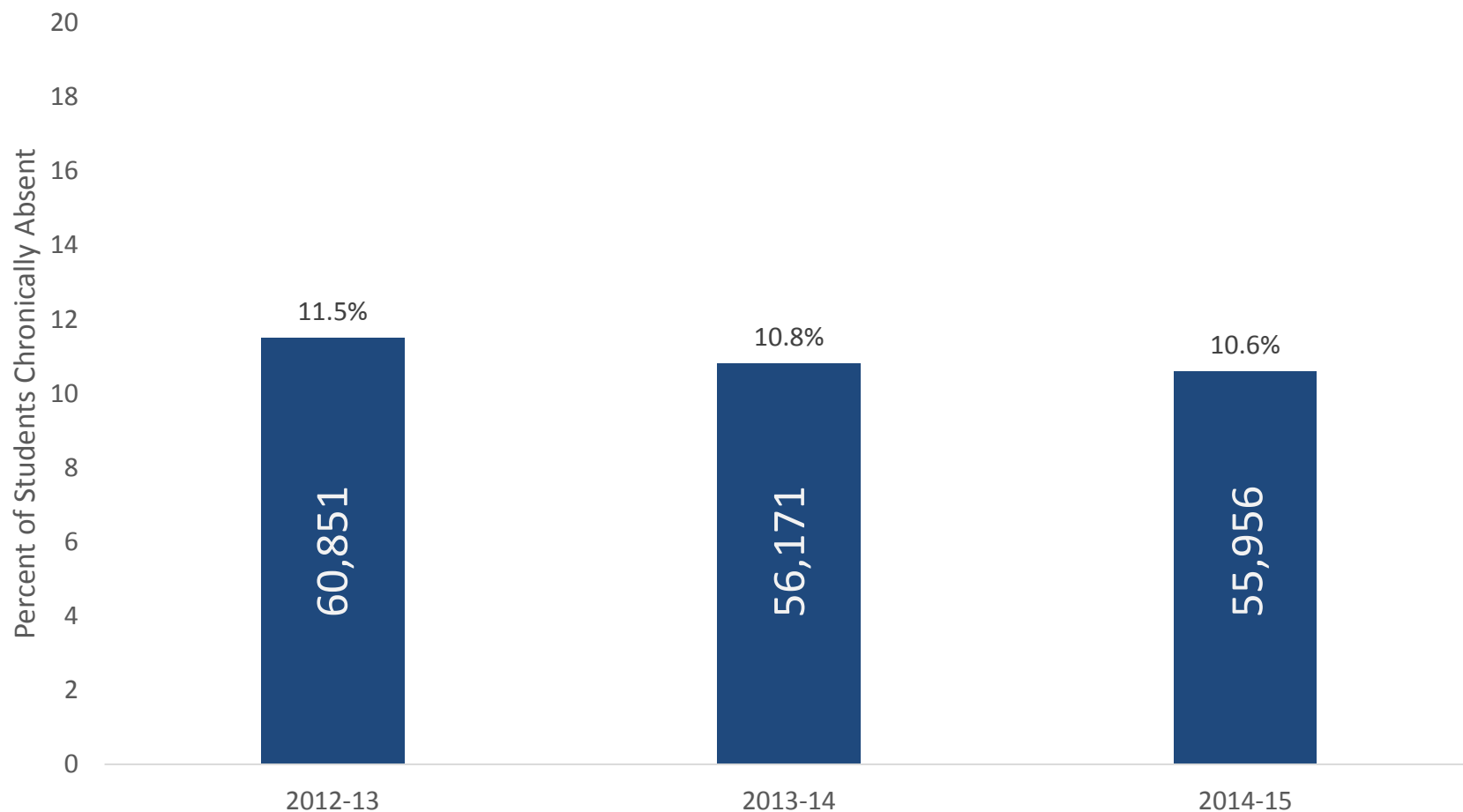
# **Connecticut: Every Student in School & Engaged!**

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

Hartford, CT  
September 8, 2016

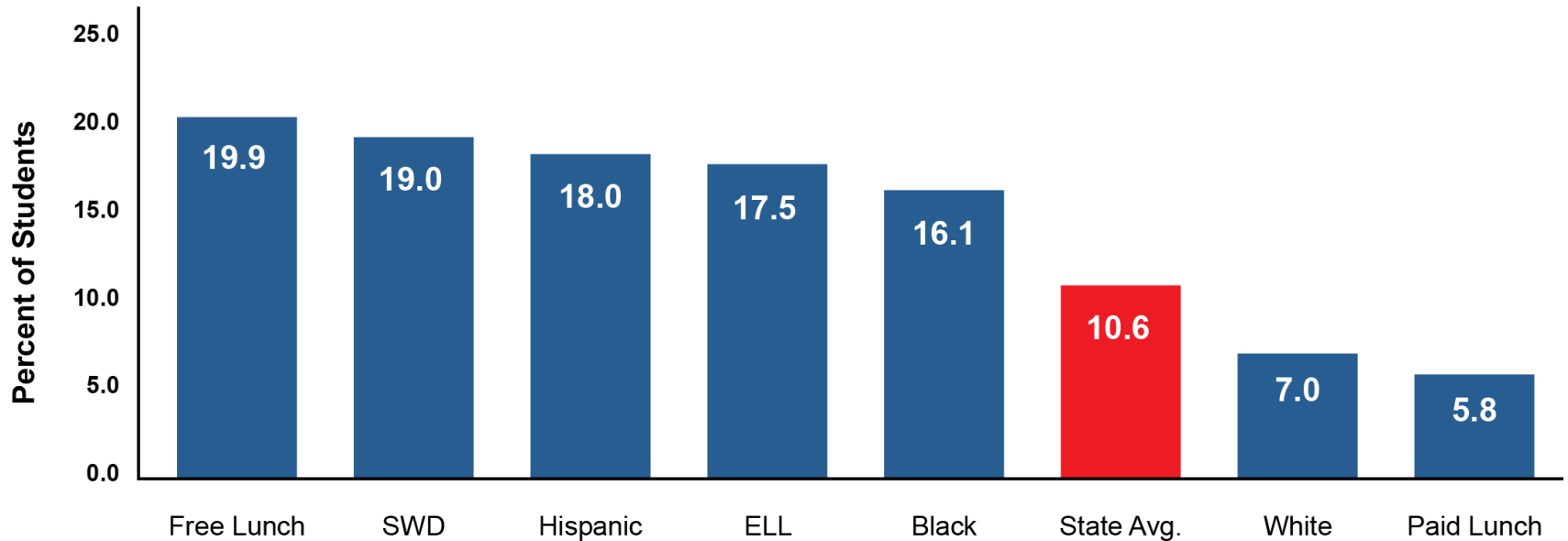


# Statewide Chronic Absenteeism Trend

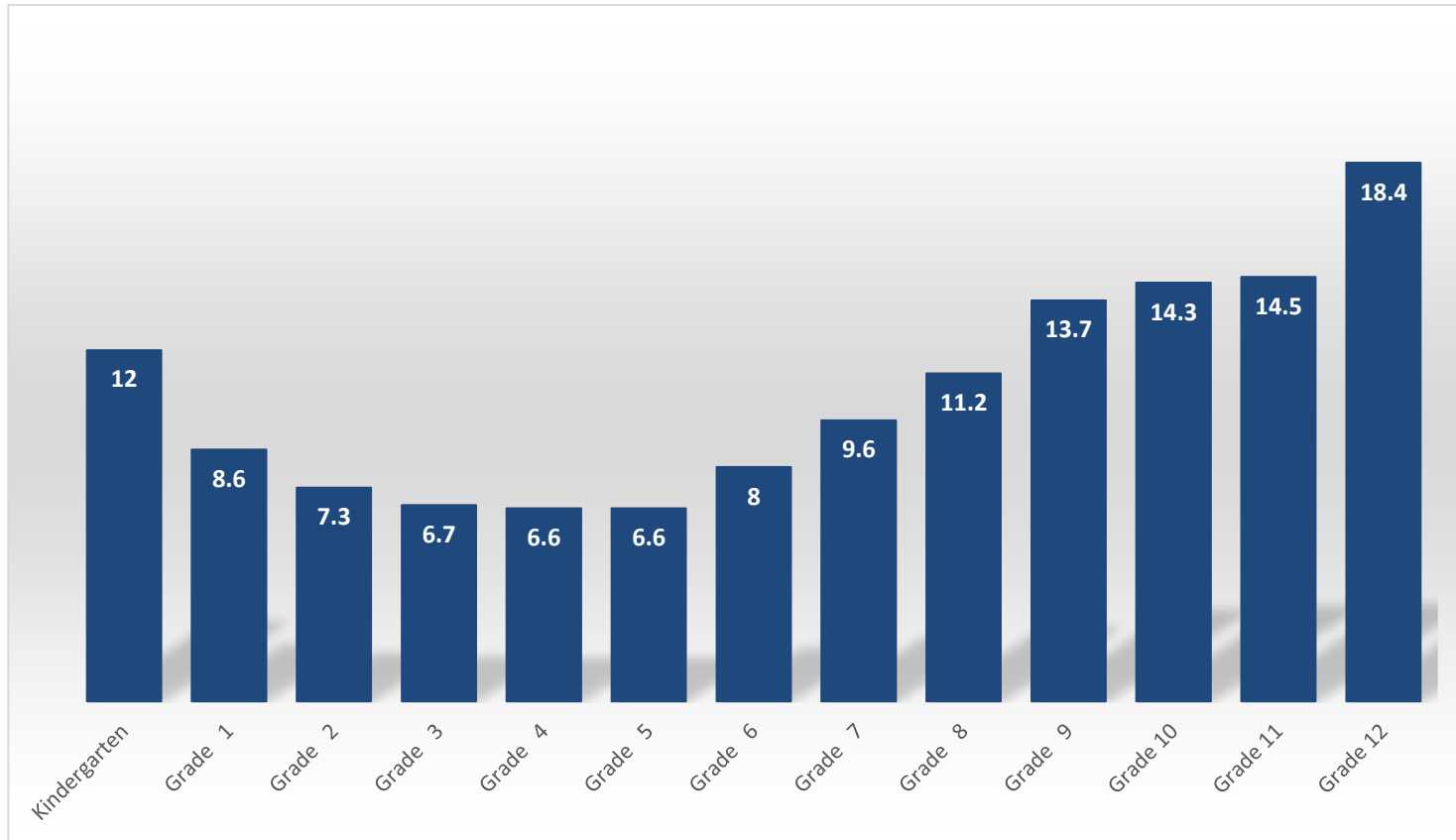


# Who is Chronically Absent

## Snapshot Percent Chronically Absent, 2014–15



# Chronic Absence by Grade Level



# Statewide Infrastructure

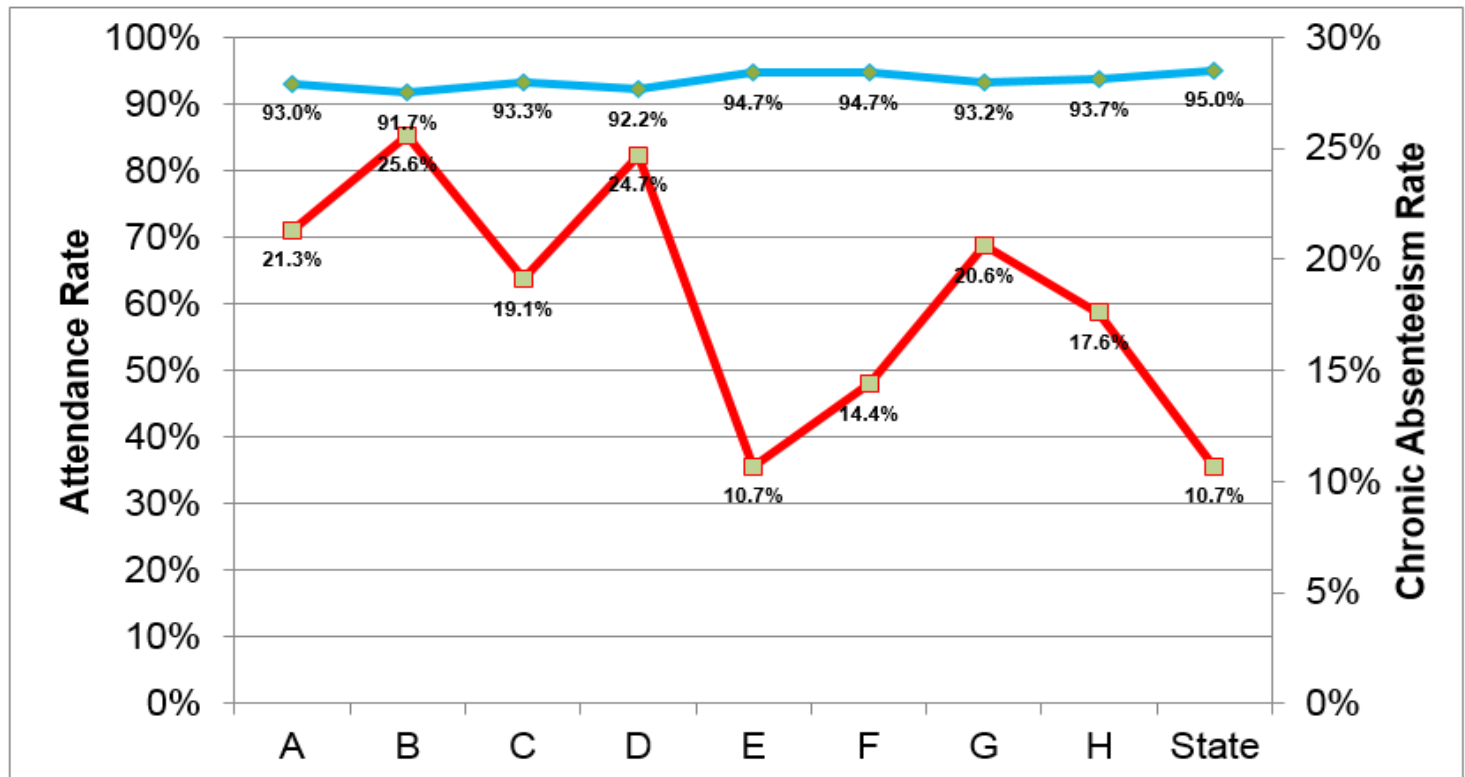
- CT Kid's Report Card Results Based Accountability (RBA) results statement:  
***All Connecticut children grow up in a stable living environment, safe, healthy, and prepared to lead successful lives.***
- [RBA Report Card](https://www.cga.ct.gov/kid/rba/) included chronic absence as a headline indicator.  
(<https://www.cga.ct.gov/kid/rba/>)
- 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

Sample – Fictional School District

MAY 7, 2015, CSDE Alliance District Convening



## Connecticut State Department of Education Chronic Absenteeism Data & Analysis

### District: Nutmeg Public Schools

#### DISTRICT-LEVEL STUDENT CHRONIC ABSENTEEISM

This report provides substantive data on chronic absenteeism in your school district. Chronic absenteeism is defined as missing ten percent or greater of the total number of days enrolled in the school year for any reason. It includes both excused and unexcused absences. The formula below is used to calculate individual student attendance and chronic absenteeism rates.

The Connecticut State Department of Education (CSDE) analyzes chronic absenteeism at the State, District, School, and student 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.

	Number	District Percentage	State Percentage
<b>Race-Ethnicity</b>			
American Indian or Alaska Native	+	+	12.2
Asian	18	9.7	6.4
Black or African American	122	12.3	15.7
Hispanic/Latino of any race	121	16.6	18.1
Native Hawaiian or Pacific Islander	+	+	10.6
Two or More Races	22	9.9	10.9
White	171	6.9	7.2
<b>Special Populations</b>			
Students with Disabilities	76	14.8	18.5
ELL Students	25	17.0	18.0
<b>Meal Eligibility</b>			
Free	291	16.3	19.9
Reduced	24	7.9	9.1
Not Eligible	139	5.5	6.1
<b>Grade Range</b>			
Elementary Level (Grades K-3)	111	7.1	8.6
Middle Grades (Grades 4-8)	170	9.4	8.4
Secondary School (Grades 9-12)	173	13.7	15.4
<b>District Overall</b>	454	9.8	10.7

#### CALCULATING CHRONIC ABSENTEEISM

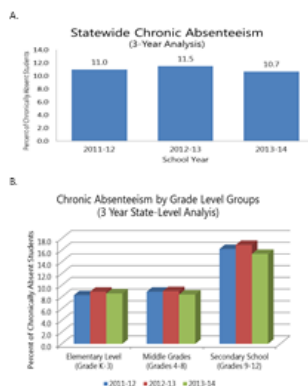
Chronic absenteeism is defined as missing ten percent or greater of the total number of days enrolled in the school year for any reason. It includes both excused and unexcused absences. The formula below is used to calculate individual student attendance and chronic absenteeism rates.

Student Attendance Rate\* =  $\frac{\text{Student's Total Days of Attendance}}{\text{Student's Total Days of Membership}}$

\*A student is classified as chronically absent if his/her attendance rate is less than or equal to 90%.

#### STATE SUMMARY CHARTS

Charts A and B below provide the percent of chronically absent students in the State and by meal eligibility for the following school years: 2011-12, 2012-13, 2013-14.



CSDE, Performance Office

Page 1

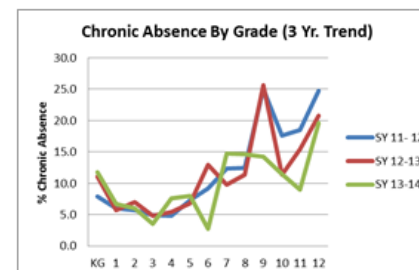
Sample – Fictional School District

MAY 7, 2015, CSDE Alliance District Convening

#### Chronic Absence by Grade Analysis

Provided in the section below is chronic student absenteeism data by reported grade for 2013-14, 2012-13 and 2011-12. For each school year we provide the representative percentage of chronically absent students for each grade.

Grade	KG	1	2	3	4	5	6	7	8	9	10	11	12
SY 11-12	7.9	6.0	5.7	4.9	4.8	7.3	9.2	12.4	12.5	25.0	17.6	18.5	24.7
SY 12-13	11.1	5.7	7.0	4.8	5.4	6.8	13.0	9.8	11.4	25.6	11.4	15.4	20.8
SY 13-14	11.8	6.7	6.0	3.5	7.6	8.0	2.8	14.7	14.6	14.2	11.5	9.0	19.6



#### 2013-14 Chronic Absenteeism by Schools

Provided in the section below is school-level chronic student absenteeism data for 2013-14. For each school in your school district we the total number of students reported as chronically absent as well as the representative percentage of the overall student population for the given school.

School Name	# Chronically Absent Students	% Chronically Absent
Lincoln School	25	8.1
Nutmeg Center School	42	11.5
Valley Middle School	6	1.9
Washington School	21	7.0
Hamilton School	24	11.0
Nutmeg High School	166	13.4
Jefferson School	8	2.8
Roosevelt School	22	7.8
Kennedy School	14	4.4
Center for Academic Excellence	*	*
Tubman School	19	6.1
Nutmeg Middle School	100	15.0

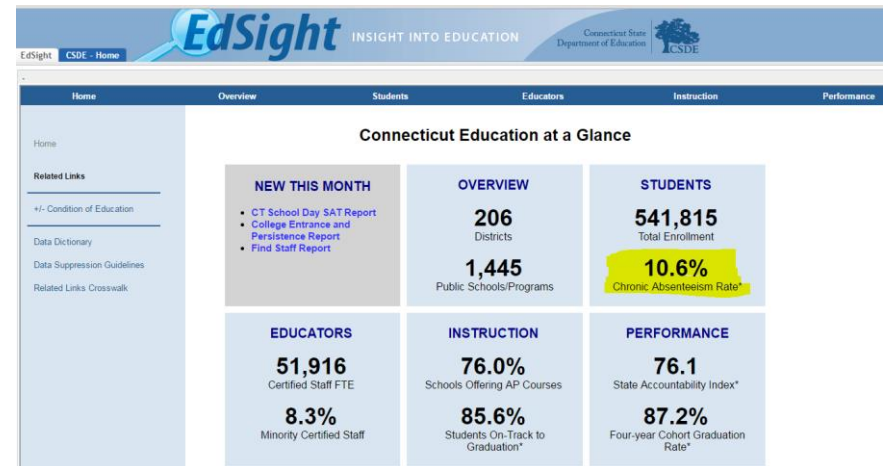
\* indicates cell suppression where the cell count is less than or equal to 20 students.

CSDE, Performance Office

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# Data and Accountability

- State longitudinal student data system includes chronic absence data
- Data used to identify high levels of chronic absence
- [EdSight](http://edsight.ct.gov) and Next Generation Accountability System includes chronic absence indicator



EdSight: <http://edsight.ct.gov>



# 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*





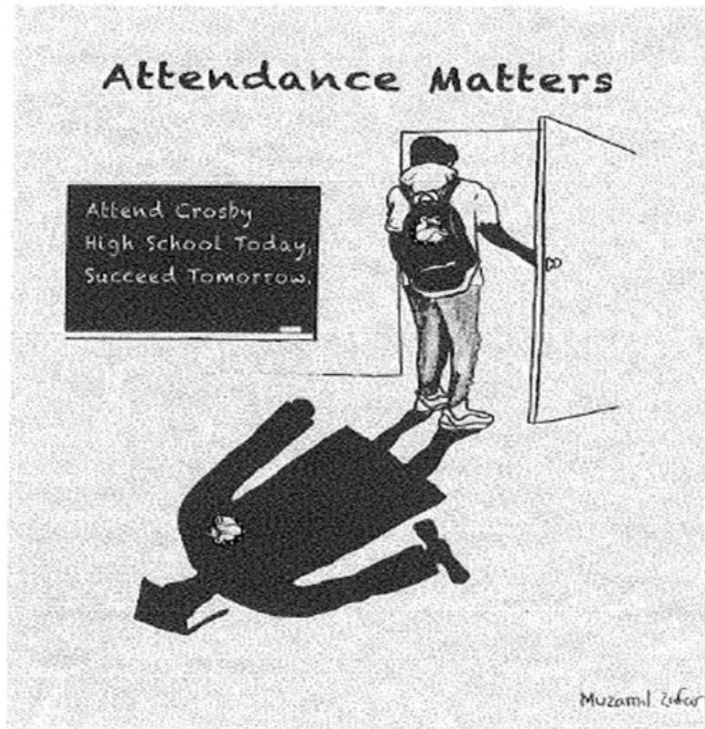
# Six High Impact Strategies

- 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





# A Collective Approach



*Illustration courtesy of Muzamil Zafar, Crosby High School Student*

*“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





**Grand Rapids**



**Mel Atkins II**

Executive Director of Community &  
Student Affairs

*Grand Rapids Public Schools*



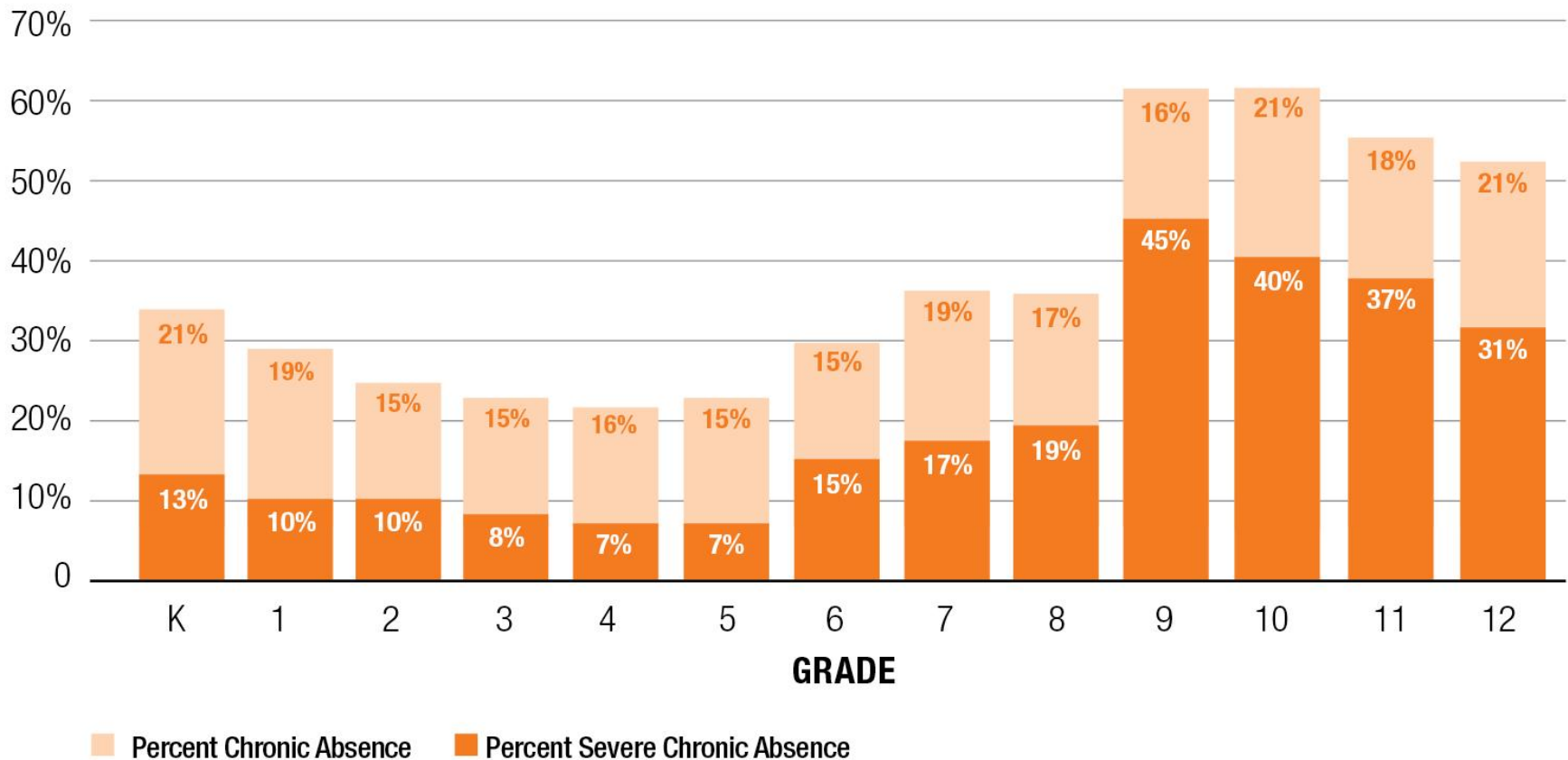
**Chana Edmond-Verley**

Senior Program Officer

*Doug and Maria DeVos Foundation*

# 2012-2013 CHRONIC ABSENCES

## 36.4% CHRONICALLY ABSENCE



# 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



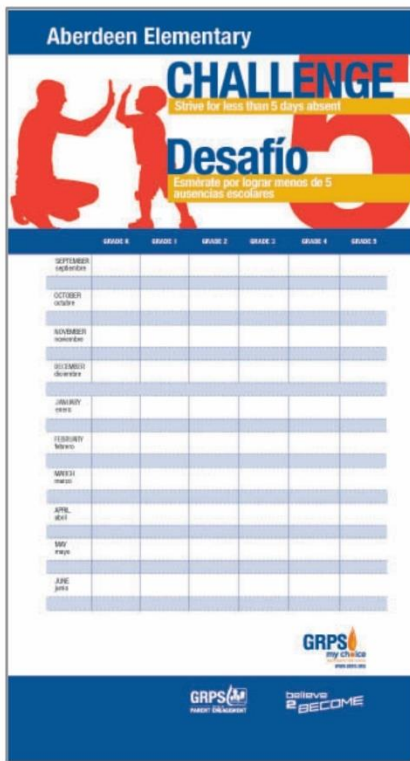
# CHALLENGE

STRIVE  
FOR  
**FEWER**  
THAN  
**FIVE DAYS**

# 5

TM

# DISRUPTIVE TECHNOLOGIES



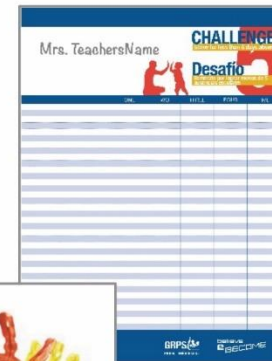
Class chart

## NEW LEADER BOARDS

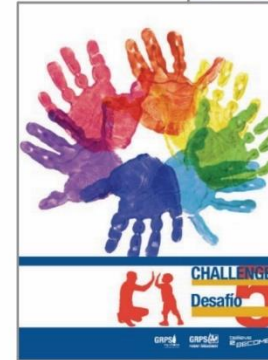
### CHALLENGE 5 TOOLKIT

(For Schools & Community Partners)

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



Classroom chart



Attendance poster



Yard signs/  
stickers



Home chart

Download **Challenge 5** collateral at  
**Believe 2 Become**

<http://believe2become.org/programs/challenge-5/>

# COLLECTIVE IMPACT

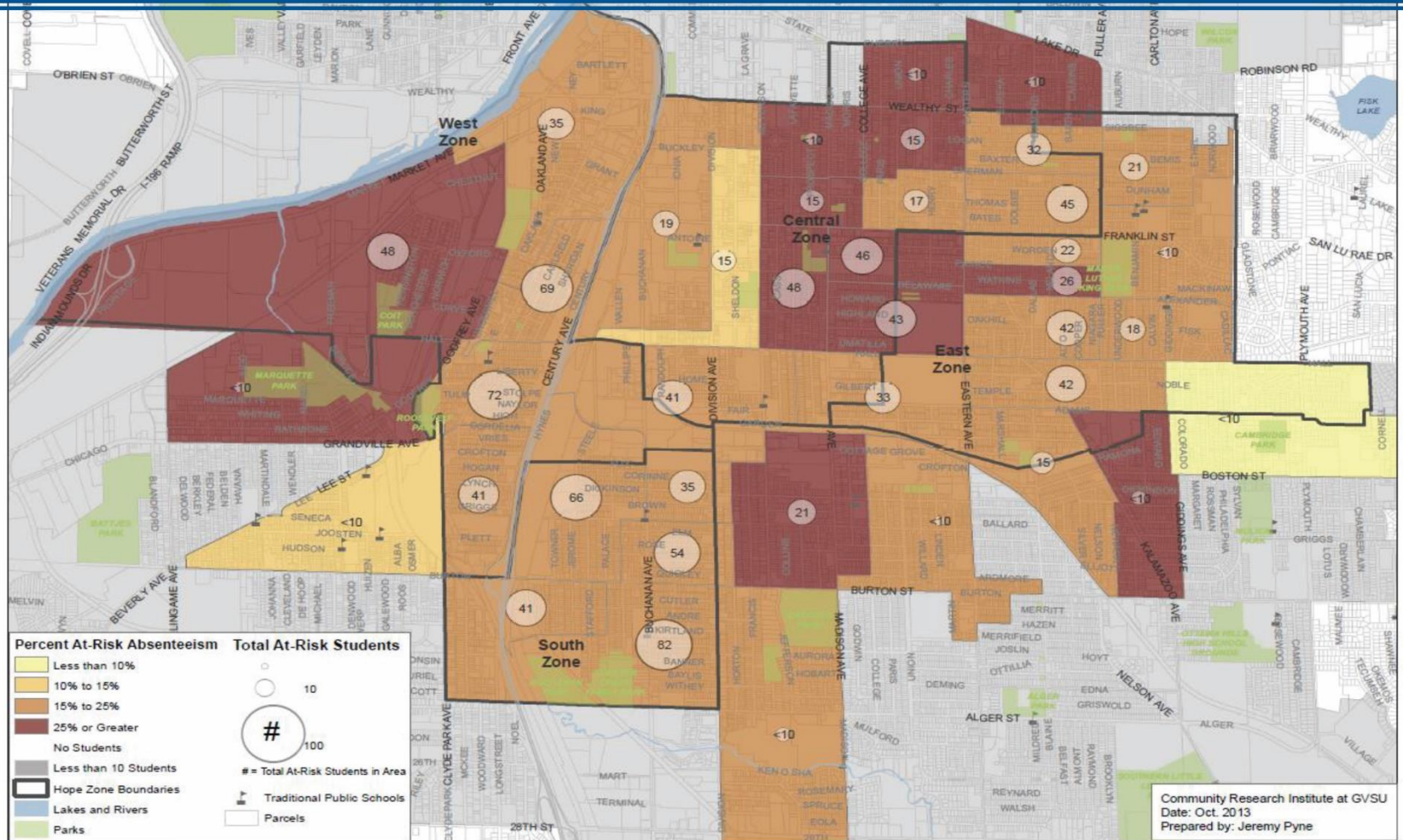
We are  
inextricably tied  
together in a garment  
of mutual destiny

-Martin Luther King



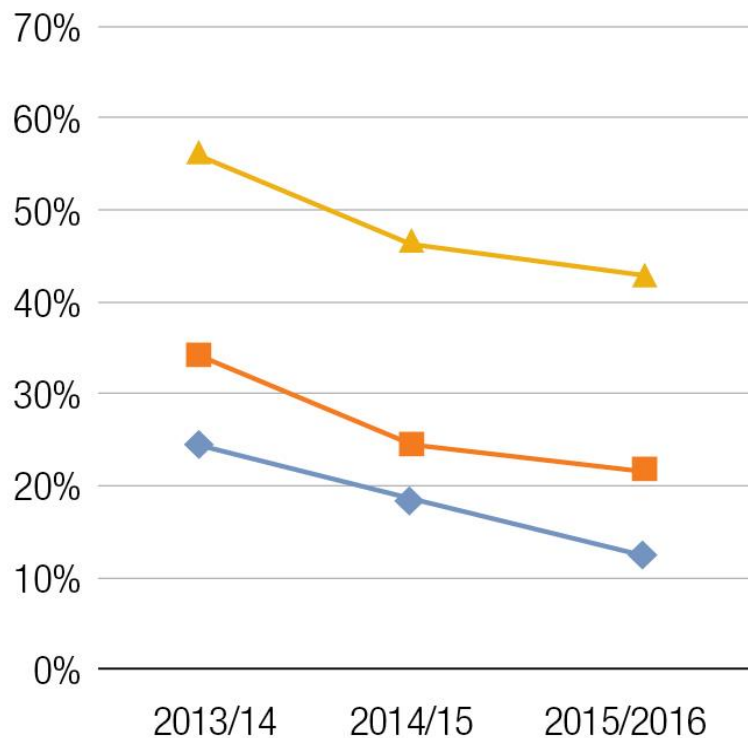


# MAPPING TARGET AREAS



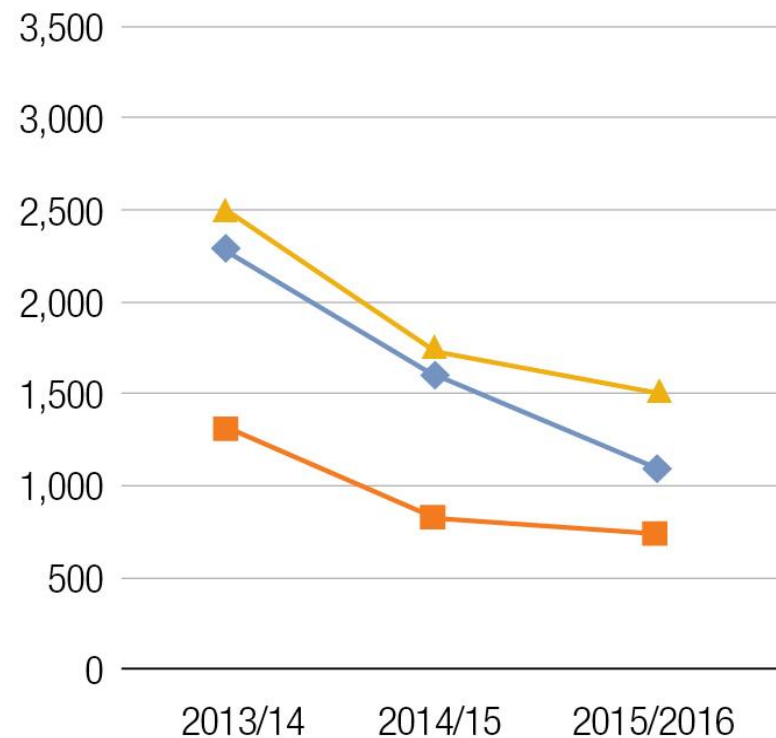
# THREE-YEAR COMPARISON CHRONIC ABSENTEEISM OVER TIME

## PERCENTAGE OF STUDENTS, BY LEVEL



◆ Grades K-5    ■ Grades 6-8    ▲ Grades 9-12

## NUMBER OF STUDENTS, BY LEVEL





## Questions from the Audience





**To Learn More**

## **About Grand Rapids:**

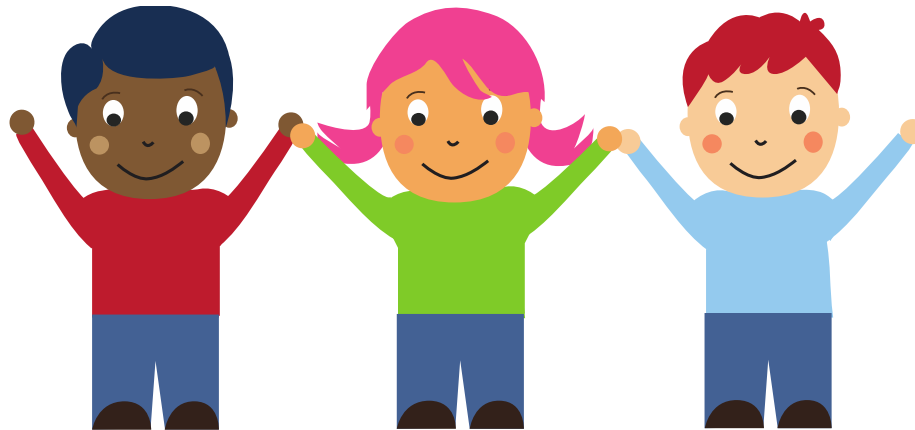
<http://www.attendanceworks.org/what-works/grand-rapids/>

## **About Connecticut:**

<http://www.attendanceworks.org/policy-advocacy/state-reports/connecticut-2/>



# Resources & Announcements





## **Superintendent's Call to Action**

**ED WEEK AD  
September 28**

**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](http://www.attendanceworks.org/superintendents-call-to-action)**

# What to Do When: At a Glance



## Let's get started!

- Convene coalition
- Recruit partners
- Meet with district
- Enlist health care providers
- Launch poster contests and other marketing campaigns

## 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

## Back to School!

- Release proclamations
- Host Back-to-School events
- Host press conferences
- Share data
- Spread the word!



1

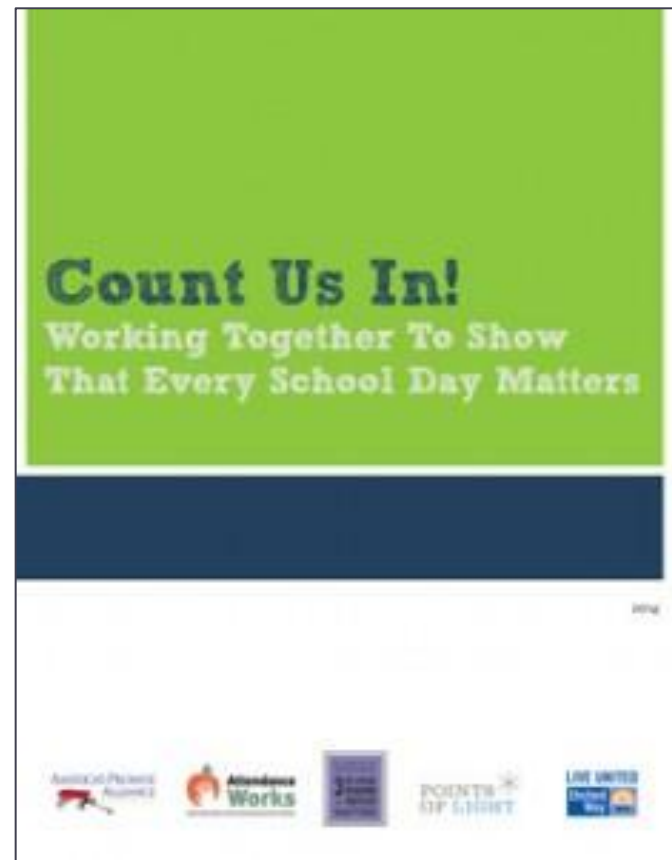


## Call to Action: Role of Collaborating Partners

- 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/>

# PROMOTE LOCALLY





## 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/>



## Tools for Calculating Chronic Absence



Version 4.0  
available

**FREE FROM ATTENDANCEWORKS!**

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:

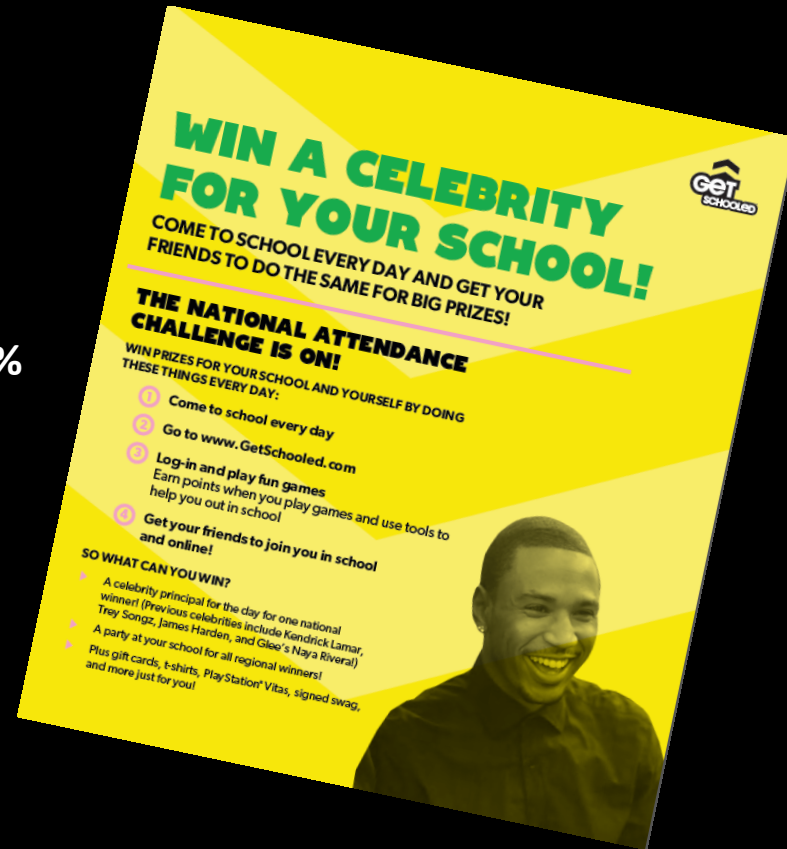
- More than 750 middle and high schools have participated since 2012
- More than half of all participating schools have posted attendance increase, some as high as 10%

## 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!”



Trey Songz, Get Schooled Celebrity Principal,  
New Era Academy, Baltimore

LIMITED SPOTS AVAILABLE; TO REGISTER GO TO [GETSCHOOLED.COM/EDUCATORS](http://GETSCHOOLED.COM/EDUCATORS)







## Absences Add Up



<http://absencesaddup.org/>



## **Head Start Adopts New 10% Absence Measure**

A photograph of a male teacher smiling and working with a young student on a project. The image is overlaid with a green tint.

### **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.

<https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii>



## Early and Often

EARLY AND OFTEN

Showing Up in Preschool Matters



<http://www.attendanceworks.org/tools/for-early-care-providers/early-education-toolkit/>



## 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/>



## Webinar recording

**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](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**

