Start Strong:
Address the Attendance Gap in the Early Grades

May 13, 2015
Welcome!

Marci Young
Vice President
U.S. Network Impact
(Education, Income & Health)
United Way Worldwide
The Attendance Awareness Campaign

William Carpluk
Manager
Alliance Engagement
America’s Promise Alliance
Attendance Awareness Month and Nationwide Campaign 2015
Raising Awareness in 2014:

324 Communities in 45 States
Other 2014 Campaign Highlights

- 645 articles, TV & radio spots, blogs & commentaries
- Op-eds in Washington Post, New York Times and Education Week
- 79 proclamations from mayors, governors, school boards, districts
- 6,100 tweets creating 7.6 million impressions
- 103,000 page views on AW & AAM in September
What are you planning in 2015?

Post your community’s plans for Attendance Awareness Month 2015 on our map!

http://awareness.attendanceworks.org/map/
Overview ~ Hedy Chang

Starting Strong in Chicago
  Serah Fatani and Leslie McKinily,
  Office of Early Childhood Education

Starting Strong in Baltimore
  Bobbi MacDonald and Kate Seidl,
  City Neighbors

Resources and Announcements
Attendance is an Essential Ingredient of Academic Success

Attainment Over Time
Achievement Every Year
Attendance Every Day
Advocacy For All

4 A School Success Framework

Developed by Annie E. Casey Foundation & America’s Promise Alliance
For more info go to http://www.americaspromise.org/parent-engagement-toolkit
Starting in PreK, More Years of Chronic Absence = Need for Intensive Reading Support By 2nd Grade

* Indicates that scores are significantly different from scores of students who are never chronically absent, at p<.05 level; **p<.01; ***p<.001

Some risk

At risk
Insights from Rhode Island on Kindergarten Absenteeism
(Source: Rhode Island Data HUB)

Compared with kindergartners who attend regularly, those chronically absent:
- Scored 20% lower in reading and math in subsequent grades; gap grows
- 2X as likely to be retained in grade.
- 2X likely to be suspended by the end of 7th grade.
- Likely to continue being chronically absent.
The Effects of Chronic Absence on Dropout Rates are Cumulative

With every year of chronic absenteeism, a higher percentage of students dropped out of school.

Chronic Absence in High School Predicts Lower College Persistence

In Rhode Island, only 11% of chronically absent high school students persisted into a 2nd year of college vs. 51% of those with low absences.

Rhode Island Data Hub: May 2014
1) Use data to identify where the gaps are the greatest (including recognize how truancy & ADA mask an early gap).

2) Unpack what contributes to the gap and detect promising and proven solutions (with a special emphasis on systemic barriers and solutions, especially related to health, that affect chronic early absence).

3) Avoid the blame game (point out the systemic attendance barriers faced by low-income students and students from communities of color).
4) Show how early attendance gaps fuel later achievement gaps (especially raise awareness that even excused absences can add up to too much time lost in classroom instruction and an unequal opportunity to learn).

5) Leverage bright spots (to demonstrate chronic absence is a solvable problem especially if schools and communities work with families to address barriers to attendance as well as build a habit of attendance even when they face tough obstacles to getting to class)
Use Chronic Absence to Map Your Attendance Gap

Attendance Works recommends defining chronic absence as **missing 10% or more of school for any reason.**

Chronic absence is different from truancy (unexcused absences only) or average daily attendance (how many students show up to school each day).
High Levels of Average Daily Attendance (ADA) Can Mask Chronic Absence

90% and even 95% ≠ A

Chronic Absence For 6 Elementary Schools in Oakland, CA with 95% ADA in 2012

Chronic Absence for 6 Schools in New York City with 90% ADA in 2011-12

98% ADA = little chronic absence
95% ADA = don’t know
93% ADA = significant chronic absence
Looking at Chronic Absence Helps Identify an Early Attendance Gap

Number of Chronically Absent versus Chronically Truant Students
San Francisco Unified School District

- # chronic absentees - 2010-2011
- # students missing 10 days unexcused (as of May 16th 2011)
Disadvantaged Youth Suffer Greater Disparities

Chronic Absence Rates
Broken Down by Race and Grade
African-American | Latino | White | Asian

Almost 90% of students with severe attendance problems are low-income.
Find Out Why Students Are Chronically Absent

**Myths**
- Absences are only a problem if they are unexcused
- Sporadic versus consecutive absences aren’t a problem
- Attendance only matters in the older grades

**Barriers**
- Chronic disease
- Lack of access to health or dental care
- Poor Transportation
- Trauma
- No safe path to school

**Aversion**
- Child struggling academically
- Lack of engaging instruction
- Poor school climate and ineffective school discipline
- Parents had negative school experience

21
AW Recommended Site-Level Strategies for Debunking Myths and Identifying Barriers

A. Recognize Good and Improved Attendance
B. Engage Students and Parents
C. Monitor Attendance Data and Practice
D. Provide Personalized Early Outreach
E. Develop Programmatic Response to Barriers (as needed)
Improving attendance requires adoption of a tiered approach that begins with prevention.

**TIER 1**
All students
- Recognize good and improved attendance
- Educate & engage students and families
  - Monitor attendance data
- Clarify attendance expectations and goals
- Establish positive and engaging school climate

**TIER 2**
Students exhibiting chronic absence (missing 10%)
- Provide personalized early outreach
- Meet with student/family to develop plan
- Offer attendance Mentor/Buddy or Walk to School Companion

**TIER 3**
Students who missed 20% or more of the prior school year (severe chronic absence)
- Intensive case management with coordination of public agency and legal response as needed

High Cost
Low Cost
Pilot Survey by Todd Rogers
(Harvard University)

*Vast majority of parents, even of students with excessive absences, believe their child’s attendance is same as classmates, better than classmates, or just don’t know*

% of parents who think their child’s attendance is...

- **Bottom 20% (~18 days)**
  - Better than classmates: 50%
  - Same as classmates: 30%
  - Don't know: 20%

- **20%-40% (~10 days)**
  - Better than classmates: 40%
  - Same as classmates: 30%
  - Don't know: 30%
Harvard research study found comparison reduced absence by 5-10% for all students, regardless of severity of absenteeism
Criteria for Identifying Priority Students for Tier 2 Supports

- Chronic absence (missed 10% or more of school) in the prior year, assuming data is available.
- And/or starting in the beginning of the school year, student has:

<table>
<thead>
<tr>
<th>In first 2 weeks</th>
<th>2 absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>In first month (4 weeks)</td>
<td>2-3 absences</td>
</tr>
<tr>
<td>In first 2 months (8 weeks)</td>
<td>4 absences</td>
</tr>
</tbody>
</table>

Missing 10% any time after
Possible Tier 2 Interventions
*(See Power of Positive Connections Toolkit)*

- Assign Attendance Buddies
- Partner with families/students to develop Student Attendance Success Plan
- Recruit for engaging Before- or After-School Activities
- Connect to Walk-to-School Companion
- Offer plan or contacts for Health Support
- Priority Early Outreach for Positive Linkages and Engagement
Ingredients for System-wide Success & Sustainability

Community

- Conveys why building a habit of attendance is important and what chronic absence is

District

- Is accurate, accessible, and regularly reported

Positive Messaging

- Ensures monitoring & incentives to address chronic absence

Actionable Data

- Strategic partnerships between district and community partners address specific attendance barriers and mobilize support for all ingredients

Shared Accountability

- Expands ability to interpret data and work together to adopt best practices

Capacity Building

Schools

Students & Families
Peer opportunities to compare data, share & learn about best practices, and identify and problem-solve common challenges.

**Scaling Up:**

Proposed Local-to-State Pathway

- **Locality A**: Advance local practice through peer learning
- **Locality A**: Inform state organizations with insights from local practice
- **Locality A**: Spread work state-wide through TA and policy

**Communities/Districts Across State Join In**

- State Dept of Education
- State Policy Makers
- Education Associations
- Unions (teachers, admin, etc.)
- Parent Organizations
- Advocacy Organizations
- ECE/HS Association
- Others

Ongoing peer learning, TA, administrative guidance, regulations, and legislation promote best practices & systemic change.
Your Community’s Participation

Poll Questions:

1. Is your community planning to participate in Attendance Awareness Month 2015?

2. In which grade do you see the highest level of absenteeism in your school or district?
Attendance Works

Cecelia Leong
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Chicago Public Schools

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Director of Program Evaluation & Assessment
Office of Early Childhood Education

Leslie McKinily
Director of Preschool Programs
Supporting Good and Improved Attendance

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Chicago Public Schools
Roughly 1/3 of chronically absent 4-year-olds continue to be chronically absent in kindergarten; of those more than 30 percent continue to be in second grade.
Multiple years of chronic absenteeism puts students at risk of needing academic intervention before 3rd grade.

- **Not chronically absent** (n=4,073)
- **Chr in PreK** (n=1,381)
- **Chr in PreK + K** (n=423)
- **Chr in PreK, K, and 1st grade** (n=255)
- **Chr in PreK, K, 1st, and 2nd grade** (n=306)

| Average second grade DIBELS Oral Reading Fluency score | 98.8 | 94.6*** | 88.9*** | 81.8*** | 72.9*** |

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* Indicates that scores are significantly different from scores of students who are never chronically absent, at p<.05 level; **p<.01; ***p<.001

* As outlined in the DIBELS 6th Edition Assessment and Scoring Guide (Good & Kaminski, 2002). Some risk indicates the need for additional intervention. At risk indicates the need for substantial interventions.
### ES Monitor

<table>
<thead>
<tr>
<th>School Cohort</th>
<th>School</th>
<th>Grade</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>IEP</th>
<th>ELL</th>
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<tbody>
<tr>
<td>Network 1</td>
<td>[All Schools]</td>
<td>Preschool - 3 year olds</td>
<td>[All]</td>
<td>[All]</td>
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<td>[All]</td>
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<tr>
<td>Network 2</td>
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<tr>
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<td>BATEMAN</td>
<td>[All Grades]</td>
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<tr>
<td>Network 4</td>
<td>BEARD</td>
<td>Kindergarten</td>
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Please note that you can use the filters above to change and analyze the data shown in the charts below. Filters are either multi or single select. For multi-select filters, please remember to click apply changes to see your results.

To view definitions of the metrics on this page, please visit Dashboard Definitions.

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<th>#Schools</th>
<th>#Students</th>
<th>High Risk</th>
<th>Eng % DF Week 10</th>
<th>Math % DF Week 10</th>
<th>Sci % DF Week 10</th>
<th>SS % DF Week 10</th>
<th>Attendance</th>
<th>Misconducts</th>
<th>Drop Rate</th>
<th>Pot. Drop</th>
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<tr>
<td>33</td>
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<td>0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>92.93%</td>
<td>0</td>
<td>3.2%</td>
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**Data System: Student Level Tracking**

### Attendance (YTD) Details

<table>
<thead>
<tr>
<th>School Cohort</th>
<th>School</th>
<th>Grade</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>IEP</th>
<th>ELL</th>
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</thead>
<tbody>
<tr>
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<td>Preschool - 3 year olds</td>
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<td>[All]</td>
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<tr>
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<td>ALBANY PARK</td>
<td>[All Grades]</td>
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<td></td>
</tr>
<tr>
<td>Network 4</td>
<td>BEARD</td>
<td>Kindergarten</td>
<td></td>
<td></td>
<td></td>
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</tbody>
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|-----------|--------|----------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|

#### Total of 39 row(s) with 5000 Row Limit

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>School</th>
<th>Grade Level</th>
<th>Homeroom</th>
<th>Grade</th>
<th>Year</th>
<th>Attendance Pct</th>
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<td>Alvarez, Jason</td>
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<td>A126AM</td>
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<td>100.00%</td>
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<td>2013-2014</td>
<td>94.44%</td>
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</tbody>
</table>
Supporting Good and Improved Attendance

Chicago: Ready to Learn Preschool Programs
Office of Early Childhood Education
2014-2015

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Supporting Attendance

Help Your Child Succeed in School:
Build the Habit of Good Attendance in Preschool*

Did You Know?
- Missing 18 school days (10% of school year) can make it harder to learn to read.
- Missing school can cause your child to fall behind in reading, speaking, and writing.
- Being late to school can lead to missing important learning activities.

Good Attendance Helps Children To:
- Know how important school is.
- Feel good about themselves and their routine.
- Do well in high school, college, and at work.

What You Can Do:
- Set a regular bed time and morning routine.
- Find out what day and time your child’s school starts.
- Call school if child is absent.
- Make back-up plans for getting to school if something comes up.

The Attendance Traffic Light
- CHICAGO ACHIEVES
  - 18 or more days
- WARNING SIGNS
  - 10 to 17 days
- GOOD ATTENDANCE
  - 9 or fewer absences

When—and When Not—to Send Your Child to School*

How do you decide?
Use this checklist to determine if your child should stay from school or not:

Send me to school if...
- I have a fever higher than 99.6 degrees F.
- I’m throwing up or have diarrhea.
- My eyes are pink and crusty.
- I have a cough that keeps me awake.
- I have a sore throat.

Keep me at home if...
- I have a runny nose or just a little cough, but no other symptoms.
- I haven’t taken any fever reducing medicine for 24 hours and I haven’t had a fever in that time.
- I haven’t thrown up or had any diarrhea for 24 hours.

Call the doctor if...
- I have a fever higher than 99.6 F longer than 2 days.
- I’ve been throwing up or have diarrhea longer than 2 days.
- I’ve had the snifflies for more than a week and they aren’t getting better.
- I still have asthma symptoms after using my regular asthma medication (call 911 if I’m having trouble breathing after using an inhaler).

*Adapted from Baltimore City Public Schools.
Supporting Attendance

We Missed You!

Today ___________ we:

- Learned about
- Played
- Tomorrow we will

Please call ___________ to let us know how you are doing.

Hope to see you back tomorrow! 😊
Supporting Schools
Universal Strategies for Building a Culture of Attendance & Identifying Barriers

A. Recognize Good and Improved Attendance
B. Engage Students and Parents
C. Monitor Attendance Data and Practice
D. Provide Personalized Early Outreach
E. Develop Programmatic Response to Barriers (as needed)
Framing the conversation to build a relationship of trust

1. Learn
   - Learn about the student’s family and their experience in your school or classroom. Ask how the school year is going socially and academically.

2. Share
   - Share positive things you’ve observed about the student. Share your own vision for student learning & development, including helping put students on a pathway to success by encouraging a habit of good attendance.

3. Inform
   - Review attendance report with parents. Tailor your conversation to student’s level of absenteeism and inform parents of possible impacts of missing school. Connect attendance back to parents’ hopes and dreams for their child.

4. Discuss
   - Discuss the challenges parents face in getting their children to school, as well as strengths they can build upon. For chronically absent students, try to understand the barriers that are keeping their children from school.

5. Arrive at a Plan
   - Think through strategies with parents for addressing absences and help them develop an attendance improvement plan. Offer referrals to services as needed and ask if there are other ways you can help.
Tailoring the conversation to students’ situations

- **Satisfactory Attendance**: Congratulate parents on making attendance a priority and encourage them to keep it up. Ask them what they’re doing that’s enabling them to be so successful.

- **At-Risk**: Let parents know that you are concerned about attendance because their child is beginning to head off track, and it is easy for absences to add up.

- **Chronically Absent**: If student is right around 10% or a little above
  Let parents know their child may be academically at risk because they have missed so much school. Discuss underlying causes and how you can help.

  If student is severely chronically absent (e.g. > 20%)
  The type of challenges these families face may differ from those with more moderate absence problems. Be prepared to touch on difficult topics, be supportive, and be ready to connect to community resources.

Consider an additional family meeting on attendance.
Many of our youngest students miss 10 percent of the school year—about 18 days a year or just two days every month. Chronic absenteeism in kindergarten, and even prek, can predict lower test scores, poor attendance and retention in later grades, especially if the problem persists for more than a year. Do you know how many young children are chronically absent in your school or community?

**Who Is Affected**

Kindergarten and 1st grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom.

1 in 10 kids in kindergarten and 1st grade are chronically absent. In some schools, it's as high as 1 in 4.1

2 in 10 low-income kids miss too much school. They’re also more likely to suffer academically.2

2.5 in 10 homeless kids are chronically absent.2

4 in 10 transient kids miss too much school when families move.2

**Why It Matters**

If children don’t show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.

**Who Can Read on Grade Level After 3rd Grade?3**

- 64% of kids with good attendance in K and 1st (missed 9 or fewer days both years)
- 43% of kids with at-risk attendance (missed more than 9 days both years)
- 41% of kids chronically absent in K or 1st (missed 18 or more days one year)
- 17% of kids chronically absent in K and 1st (missed 18 or more days both years)

**What We Can Do**

**Engage Families**

Many parents and students don’t realize how quickly early absences can add up to academic trouble. Community members and teachers can educate families and build a culture of attendance through early outreach, incentives and attention to data.

**Fix Transportation**

The lack of a reliable car, or simply missing the school bus, can mean some students don’t make it to class. Schools, transit agencies and community partners can organize car pools, supply bus passes or find other ways to get kids to school.

**Address Health Needs**

Health concerns, particularly asthma and dental problems, are among the leading reasons students miss school in the early grades. Schools and medical professionals can work together to give children and families health care and advice.

**Track the Right Data**

Schools too often overlook chronic absence because they track average attendance or unexcused absences, not how many kids miss too many days for any reason. Attendance Works has free data-tracking tools.


2 Chronic Absence: Utah, Utah Education Policy Center at the University of Utah, 2012.

3 Attendance In Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes, Applied Survey Research, May 2011.
Contact us:
oece@cps.edu
Thank you!
What can you do in your classroom?

A. Promote good attendance habits by:
   - Greeting students warmly in the morning as attendance is taken
   - Engaging the students in tracking their own attendance
   - Offering incentives for good or improved attendance

B. Make data work for you:
   Identify patterns of poor attendance for a child, groups of students, for particular days of the week or holidays.

C. Engage community partners to address attendance challenges
Aaron has missed 12 days of school in the past semester. He missed an entire week of school in November. So did his 3 siblings.

Aaron is also frequently late to school. When his teacher asked him if he was sick, he said no — his parents decided to leave for vacation a little early before school let out so they could have more time visiting his grandparents.

Aaron is looking forward to Christmas and has confided that the family will be leaving before school is out.
Teaching Attendance

Our teacher toolkit includes:

• Ways to emphasize attendance from Day One
• Guidance for Using Parent-Teacher conferences to talk about attendance
• Ideas for promoting a culture of attendance in your classroom

Attendance Works: Parent Communication Resources

- One-page infographic:
  http://awareness.attendanceworks.org/resources/promotional-materials/infographic/

- Parent flyers:
  http://www.attendanceworks.org/tools/for-parents/

ATTENDANCE in the early grades

Who is Affected

Many of our country’s most critical problems—high rates of teen pregnancy, drug abuse, and crime—begin in our schools. The problem is particularly urgent in low-income districts, where more than half of children who drop out do so in the early grades.

Why It Matters

If children don’t show up for school regularly, they may not get the fundamental skills and job skills that will help build a bright future and a stable family. As the number of working parents increases, the need to teach children the value of school attendance becomes even more critical. What We Can Do

Engage Families

Schools can partner with families to improve attendance by offering services such as mentoring, after-school programs, and assistance with transportation. Parents and caregivers can help by keeping track of absences and encouraging their children to attend classes regularly.

DID YOU KNOW

- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 10 days) can make it hard to learn to read.
- Students can still fall behind if they miss just 1 day or 2 days every few weeks.
- Every year a school can lose up to 4 months of instruction.
- Absence can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Supporting school officials helps children feel better about school—and themselves. Start building this habit in kindergarten. They learn right away that getting to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpack the night before.
- Make sure they eat breakfast before school starts and make sure your child has the required shots.
- Introduce your child to his or her teacher and counselor before school starts to help her transition.
- Don't forget your child's homework unless it fits into a study plan. Keep in mind that the behavior of a student's achievements can be a sign of anxiety and not a reason to stay home.
- Follow up with your child when she is absent unless she is in a study plan. Keep in mind that the behavior of a student's achievements can be a sign of anxiety and not a reason to stay home.
- Develop backup plans for getting to school if something comes up, such as a family member, neighbor, or another parent.

For more on school readiness, visit attendanceworks.org and readoutread.org
Absences add up: chronic absenteeism often occurs without consecutive absences

### Chronic Absenteeism

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Chronic Absenteeism = 18 days of absence = 2 days a month
Questions?
City Neighbors, Baltimore

Bobbi MacDonald
Executive Director
City Neighbors Foundation

Kate Seidl
Reading Specialist & Librarian
City Neighbors Charter School
If you could have the Best School You Can Imagine, What Would it Be?

City Neighbors Foundation
How do we get great results with children?

- Create schools where it matters who you are, how you think, and what you care about.

- KNOWN. LOVED. INSPIRED.

- School Environment

- Teaching and Learning
✓ Our **attendance rate** of 97% surpasses the City.

✓ Our **attendance rate for students with disabilities** is equal to the general education population.

✓ Our **chronic absence rate** is less than 1%, with no distinction between general education and special education students.
FAMILY and COMMUNITY in schools.
TRADITIONS AND RITUALS
Teaching and Learning
Project Based
Teaching and Learning
Arts Integrated
Documentation: showing what we value
Play Based

In this series these boys were receiving intervention services in oral language and literacy. They were recreating and retelling the children's book Not A Box, imagining all the things a box could be. The boys have developmental issues in these areas.
City Neighbors Foundation

Kate Seidl
Reading Specialist
kseidl@cityneighbors.org

Bobbi Macdonald
Executive Director
bmacdonald@cityneighbors.org
Questions?
Count Us In Toolkit
(your essential resource!)

• Download our free materials and toolkit and share with local districts

• Encourage schools and community partners to join our listserv: 2,300+ members

http://awareness.attendanceworks.org/resources/toolkit/
What to Do When

What to Do When: At a Glance

Spring

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

September!
• Share data
• Spread the word!
Share What You Are Planning

- Post your community’s plans for Attendance Awareness Month 2015 on our map
- The map is live as of April 15

http://awareness.attendanceworks.org/map/
New Resources

Help Your Child Succeed in Preschool:
Build the Habit of Good Attendance
Easy School Success goes hand in hand with good attendance!

DID YOU KNOW?

Showing up on time every day is important to your child's success and learning from preschool forward.

- Missing 20 minutes of preschool time on 2 days a week, even few minutes can
  - Make it harder to develop early reading skills.
  - Make it harder for children to understand and fine-tune.
  - Develop a poor attendance pattern and is hard to break.

High quality preschool programs have many benefits for your child. The continuity your child develops in preschool will continue throughout school. You can make the most of preschool by encouraging your child to attend every day.

WHAT YOU CAN DO

Work with your child's teacher to help your child develop strong attendance. Your partnership is a big help to success.

- Talk about it — play about it — make it an adventure!
- Set a regular bed and waking routine.
- Eat nutritious food and pass nutritious meals.
- Share meals with other persons or food and discuss your time.
- Before the school year starts:
  - Find out where the playgrounds are and what the medical room looks like.
  - Have your child meet the teachers and classmates.
- Attend orientation with your child to meet the teachers and classmates.
- Read: Get 59.
  - Read books together, especially at bedtime to help them see what is happening.
  - Help them develop their vocabulary and communicate with others.
  - Help them develop their independence.

Why Attendance Matters in Early Education Programs

DOI: Why does attendance matter for young students?

- Attendance rates early:
  - One in 10 kindergarten and new grade students nationwide miss 15% or more of the school year in recent attendance studies. The reasons for this include attendance absence or late arrival of children, dropout of children, and children who are frequently absent.
  - In Chicago, 5% of students and much less than a half of students are enrolled in school.

- Early attendance can predict attendance in the later year:
  - Early attendance is key to keeping students in school and is strongly linked to better school achievement. In Chicago, children who missed 30% of school attendance were more likely to drop out or miss school attendance.
  - The future of kindergarten attendance is how those who attend kindergarten and attend kindergarten attendance to be successful.
  - The National Center for Education Statistics also finds that those who attend kindergarten attendance to be successful.

- Early attendance can help children learn to read and succeed in school:
  - Learning happens in child development in the early years, and if children are not read to, they will have difficulty in reading.
  - Early preschool attendance is key to developing their reading skills and attending to reading.
  - The National Center for Education Statistics also finds that those who attend kindergarten attendance to be successful.

- Children from low-income families are more likely to be chronically absent and more likely to be affected by the last conditional time.
  - Chronic absence is the single most important factor in learning, development of children.
  - Those who attend kindergarten attendance to be successful.

- Early intervention is key to helping children who are struggling in school.
  - Early intervention is key to helping children who are struggling in school.
  - Early intervention is key to helping children who are struggling in school.
ATTEND TODAY, ACHIEVE TOMORROW

GOOD SCHOOL ATTENDANCE MEANS...

PRESCHOOLERS
Build skills and develop good habits for showing up on time

ELEMENTARY STUDENTS
Read well by the end of third grade

MIDDLE AND HIGH SCHOOLERS
Stay on track for graduation

COLLEGE STUDENTS
Earn their degrees

WORKERS
Succeed in their jobs

Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that’s 18 missed days or 2 days a month—can knock students off track.

www.attendanceworks.org
"Bookmark" Our Resources for Working with Families

MY CHILD'S ATTENDANCE SUCCESS PLAN

POSSIBLE STRATEGIES TO REACH MY CHILD'S ATTENDANCE GOALS

- I will keep an attendance chart at home. At the end of the week, I will encourage my child for attending preschool every day with
  (i.e. a visit to the park, a new book, a break from doing chores, a special treat)
- I will make sure my child is in bed by ___ p.m. and the alarm clock is set for ___ a.m.
- If my child complains of a stomachache or headache, and medical concerns have been ruled out, I will send him/her to preschool anyway and call ___ so that he/she can check in with my child during the day.
- If my child has a cold but no fever (less than 100 degrees), I will send him/her to preschool anyway. If I don’t have a thermometer, I will purchase or borrow one.
- I will find a relative, friend or neighbor who can take my child to preschool if I can’t make it.
- If my child is absent, I will contact his/her teacher to find out what he/she missed.
- I will set up medical and dental appointments for weekdays after 3:30 p.m.

To improve my child's attendance, I commit to the following:

1.
2.
3.

We will review progress to meet this goal in two months.

Family Signature: ____________________________ Date: ____________________________

http://www.attendance works.org/tools/for-parents/
Save the Date! 2015 Webinar Series

All webinars will be held from 2-3:30 Eastern Time

- **April 15, 2015**, Ready, Set, Go! Launching Attendance Awareness Month 2015
- **May 13, 2015**, Start Strong: Address the Attendance Gap in the Early Grades
- **August 12, 2015**, Finish Strong: Close the Attendance Gap in High School
- **September 9, 2015**, Map the Attendance Gap: Use Data to Target Action

http://www.attendanceworks.org/peer-learning-resources/
Spread the Word!

• Host a webinar party to watch the webinars and use the Discussion Guides to digest how you can apply what you learned for your community.

• Write, talk, blog, tweet about Attendance Awareness Month 2015

#schooleveryday
Summer Learning Day is Friday, June 19th!

Help us reach 700,000 kids!

Pledge to #KeepKidsLearning this summer at SummerLearningDayMap.org starting May 1.
Mentoring Effect & Attendance Week is September 14-20, 2015

Did you know that students who meet regularly with their mentors are:

- 52% less likely than their peers to skip a day of school?
- 37% less likely than their peers to skip a class?
- 36% more likely to aspire to enroll in and graduate from college?

MENTOR will release a promotional toolkit with sample social media messages and statistics to help amplify the message that quality mentoring can be instrumental to attendance and academic success. Stay tuned!

www.mentoring.org
Campaign for Grade-Level Reading Successful Parenting Webinars

FROM SLIPPING & SLIDING TO PRESENT & SOARING:
Engaging Parents to Reduce Chronic Absence & Summer Learning Loss
June 12, 2015, 1 ET

Featured Guests: Hedy Chang, Attendance Works and Sarah Pitcock, National Summer Learning Association

Register: https://attendee.gotowebinar.com/register/3147355699049563649
Special thanks to all the partners and our funders!
Thank You for Attending!

- For more information about Attendance Awareness Month 2015, go to: http://awareness.attendanceworks.org/
- A recording of today’s webinar will be posted within 72 hours: http://www.attendanceworks.org/peer-learning-resources/
- Please take a moment to provide feedback about today’s webinar: https://www.surveymonkey.com/s/Start-Strong-AAM-2015