Using Data to Drive Action: Portraits of Chronic Absence
Welcome

Marci Young
Vice President
U.S. Network Impact
(Education, Income & Health)
United Way Worldwide
2016 Convening Partners
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
• **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.
Cecelia Leong
Associate Director for Programs
Attendance Works

Hedy Chang
Executive Director
Attendance Works

& Members of the Attendance Works Team
Do you know your school or district’s chronic absence rate?
• Review of Key Concepts
• Portraits of Chronic Absence: Oregon, New Jersey and Mississippi
  • Betsy Hammond
    The Oregonian
  • Cynthia Rice
    Advocates for Children of New Jersey
  • Linda Southward
    Mississippi KIDS COUNT
  • Toni Kersh
    Mississippi Department of Education
• Data Tools
• Announcements and Resources
What is Chronic Absence?

Chronic absence is missing so much school for any reason that a student is academically at risk. Attendance Works recommends defining it 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).
### 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><strong>Who is missing school without permission?</strong> 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><strong>Who is missing so much school they are academically at risk?</strong> 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 and will be releasing a report in Summer 2016. Chronic absence is a required reporting metric in ESSA.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Chronic Absence</td>
<td>7%</td>
<td>12%</td>
<td>13%</td>
<td>13%</td>
<td>15%</td>
<td>16%</td>
</tr>
</tbody>
</table>

98% ADA = little chronic absence
95% ADA = don’t know
93% ADA = significant chronic absence

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

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Chronic Absence</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>21%</td>
<td>23%</td>
<td>26%</td>
</tr>
</tbody>
</table>
Number of students missing 10% versus 10 unexcused absences
(San Francisco Unified School District)

# chronic absentees - 2010-2011
# of students with 10 unexcused absences (as of May 16th 2011)
Chronic Absence Is Easily Masked If We Only Monitor Missing Consecutive days

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
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<tbody>
<tr>
<td>M T W TH F</td>
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<td>M T W TH F</td>
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<td>x</td>
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</tr>
</tbody>
</table>

Chronic Absence = 18 days of absence = **As Few As 2 days a month**
Why Does Attendance Matter for Achievement?

What we know from research around the country
Why Does Attendance Matter?

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

Developed by Annie E. Casey Foundation & America’s Promise Alliance
For more info go to http://www.americaspromise.org/parent-engagement-toolkit
A Rhode Island Data Hub analysis found that compared to kindergartners who attend regularly, those chronically absent:

- Scored **20% lower in reading and math** in later grades and 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
Proportion of Students Dropping Out by Number of Years the Student was Chronically Absent from 8th-12th Grades

How Can We Address Chronic Absence?
### Unpack contributing factors to chronic absence

#### 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
- Lack of access to health or dental care
- Poor Transportation
- Trauma
- No safe path to school
- Homelessness

#### Aversion
- Child struggling academically or socially
- Bullying
- Ineffective school discipline
- Parents had negative school experience
- Undiagnosed disability

#### Disengagement
- Lack of engaging and relevant instruction
- No meaningful relationships with adults in school
- Vulnerable to being with peers out of school vs. in school
- Poor school climate
Invest in Prevention and Early Intervention

**Tier 1**
- 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

**Tier 2**
- Provide personalized early outreach
- Meet to develop tailored action plan
- Connect to a caring mentor

**Tier 3**
- 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)
Take a Data Driven Systemic Approach

Positive Engagement: Uses caring relationships, effective messaging and a positive school climate to motivate daily attendance.

Actionable Data: Is accurate, accessible, and regularly reported in an understandable format.

Capacity Building: Expands ability to work together to interpret data, engage in problem solving, and adopt best practices to improve attendance.

Shared Accountability: Ensures chronic absence is monitored & reinforced by policy.

Strategic partnerships between district and community partners address specific attendance barriers and mobilize support for all ingredients.
In Summer 2016, the Office of Civil Rights will release the first national data on chronic absence from its 2013-14 survey.
Data is a flashlight

What percentage of students in each grade level were MODERATELY or SEVERELY chronically absent?

It can illuminate how many and which students are chronically absent.
Oregon
Betsy Hammond
Education Reporter
The Oregonian

Contact information:

betsyhammond@oregonian.com
503-294-7623
Why look into chronic absenteeism?

A 2012 statewide study by Attendance Works and Oregon research partners indicated nearly a quarter of Oregon students were chronically absent. Could that possibly be true?
Oregonians were puzzled why Oregon has one of the lowest graduation rates in the nation. Absenteeism a logical driver of low graduation rates.

In February 2014, The Oregonian ran a 5-part series about the state’s epidemic of chronic absenteeism.

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**The Sunday Oregonian**

**FEBRUARY 9, 2014**

**Empty desks | No state looks worse**

**By Jeff Harrington**

A huge but overlooked problem is jeopardizing the success of tens of thousands of Oregon students, leaving them at risk of never learning or even graduating from high school.

**Oregon’s absences epidemic**

**Rampant absences**

Chronic Oregonian Network reports Absenteeism rates are far worse than previously thought.

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**The Oregonian**

**FEBRUARY 16, 2014**

**Unlikely pair back marijuana measure**

**By Jeff Harrington**

Oregon’s largest and most influential newspapers, the Oregonian and the Oregonian, joined forces this week to back a ballot measure to legalize marijuana.

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**The Sunday Oregonian**

**FEBRUARY 16, 2014**

**Early missed classes hold kids back for years**

**By Jeff Harrington**

One-fourth of Oregon 1st-graders are Latino.

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One-fourth of Oregon 1st-graders are Latino.
In Vernonia, absences soar as families shrug off school

By Beth Hammond

VERNONIA – This rural Oregon mill town, surrounded by miles of rolling hills, offers a tradition that many towns in the deep South might envy: a community that doesn’t want a whole lot of work in sending its children to school.

At Vernonia Elementary last year, all percent of the grades were chronically absent, missing an average of more than three months of school.

Among high school students, the situation was even worse. Seventy-two percent were absent more than a month, and 6 of those missed at least four weeks of school.

Across all grades, 45 percent of Vernonia students were absent for an average of three days more than their classmates at the same school.

“Vernonia students are the ones who show up and do their best,” said one teacher. “It’s the ones who don’t show up who need our attention.”

Tackling the problem: Vernonia High School has aggressively targeted absences, including 14-day unexcused absences, which are now at a record low.

A tale of two schools

Vernonia High School

School: Vernonia High School

Code: 7030

Student: 7030

Teacher: 7030

Class: 7030

Course: 7030

Project: 7030

Page: 10

The Oregonian

FRIDAY, FEBRUARY 14, 2014

Galen Biopharma defends its actions

Late Currey’s head of health policy and communications, Kirk Stoddard, said the company is working hard to resolve the issue.

“We’re working with the Department of Human Services to make sure that the families who need the medicine are getting it,” he said.

The company has also reached out to the Oregon Department of Human Services to discuss potential solutions.

Minimum wage can be a boon at state line

A new survey shows that Oregonians are more likely to be in favor of higher wages than other states, including Oregon.

New York City mayor Bill de Blasio recently proposed raising the minimum wage to $15 an hour, which would be a boon for workers in the state.

But critics say the proposal would hurt small businesses andOverall, the bill is expected to have a positive impact on the state’s economy.

The Sunday Oregonian

SATURDAY, FEBRUARY 28, 2014

Clackamas High School cracks the attendance code

Central High School in Clackamas has made a night of nursing for every class every day, and the students are now required to stay.

Central has seen an increase in attendance rates, including some students who had previously dropped out.

Andres Rodriguez, a senior, said he was excited to see the change in his attendance rates.

“It really made a difference for me,” he said. “I used to skip school a lot, but now I’m here every day.”

He added that he feels more involved in class now, and that the increased attendance has helped him stay on track with his schoolwork.

The Oregonian

SUNDAY, MARCH 1, 2014

How do Portlanders keep their sweat tanks stacked up?

Exercise and hydration are key to staying healthy during the winter months.

Portland is known for its sunny weather year-round, but the colder temperatures can make it difficult to get outside and exercise.

But there are ways to stay active during the winter months.

Visit portlandoregon.gov for more information on how to stay healthy during the winter.
The Oregonian provided a state-wide picture
Readers needed to see it was in *their* school
Key takeaways of our series

• Problem is worst in the primary grades and in high school
• Oregon’s problem is serious and affects every community
• Schools that have excellent attendance don’t get it by accident. They track it, talk it up, reward it. Willing to share their blueprints.
• Schools with terrible attendance problems often have no clue it’s even an issue
• This is a great cheap fix for poor outcomes. Don’t have to redo teacher training, curriculum – just get kids in class
What happened as a result?

* Public suddenly knew what chronic absenteeism was

* State’s chief education officer named reducing chronic absenteeism as one of 2 top priorities

* Oregon Department of Education sped up plans to report disaggregated school-level data to the public

* Legislature awarded $1.5 million for a pilot program to improve Native American students’ attendance

* Many schools visited the successful high school we highlighted
What can other media outlets do?

• Several newspapers already have done similar stories (I coached other reporters on how to get the data)

• The civil rights data coming out soon will make this easy

• Highlighting success stories and pointing out the worst problems is a natural inclination among reporters
New Jersey
Showing Up Matters: The State of Chronic Absenteeism in New Jersey

Cynthia C. Rice, Esq.
Advocates for Children of New Jersey
NJ’s Chronic Absenteeism by Grade

Source: NJ Department of Education

Number of Students Chronically Absent

Grade

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

2011-12 School Year
2012-13 School Year
2013-14 School Year
## Disaggregated Data on Chronic Absenteeism


<table>
<thead>
<tr>
<th>Demographic</th>
<th>Total Enrolled</th>
<th>Enrollment Percentage</th>
<th>Students Chronically Absent</th>
<th>Percentage of Demographic Chronically Absent</th>
<th>Percentage of State’s Absenteeism Rate</th>
<th>Median # of School Days Missed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>131,800</td>
<td>9.5%</td>
<td>6,554</td>
<td>5.0%</td>
<td>4.7%</td>
<td>23</td>
</tr>
<tr>
<td>Black</td>
<td>226,006</td>
<td>16.2%</td>
<td>33,523</td>
<td>14.8%</td>
<td>24.0%</td>
<td>24</td>
</tr>
<tr>
<td>Hispanic</td>
<td>346,473</td>
<td>24.9%</td>
<td>41,990</td>
<td>12.1%</td>
<td>30.1%</td>
<td>23</td>
</tr>
<tr>
<td>Multiracial</td>
<td>16,263</td>
<td>1.2%</td>
<td>1,543</td>
<td>9.5%</td>
<td>1.1%</td>
<td>22</td>
</tr>
<tr>
<td>White</td>
<td>670,799</td>
<td>48.2%</td>
<td>55,658</td>
<td>8.3%</td>
<td>39.9%</td>
<td>22</td>
</tr>
<tr>
<td><strong>STATE TOTAL</strong></td>
<td><strong>1,393,120</strong></td>
<td>-</td>
<td><strong>139,534</strong></td>
<td><strong>10.0%</strong></td>
<td>-</td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Total Enrolled</th>
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<th>Percentage of Demographic Chronically Absent</th>
<th>Percentage of State’s Absenteeism Rate</th>
<th>Median # of School Days Missed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>528,040</td>
<td>37.9%</td>
<td>77,295</td>
<td>14.6%</td>
<td>55.4%</td>
<td>23</td>
</tr>
<tr>
<td>Limited English Proficiency</td>
<td>73,491</td>
<td>5.3%</td>
<td>7,545</td>
<td>10.3%</td>
<td>5.4%</td>
<td>24</td>
</tr>
<tr>
<td>Homeless</td>
<td>8,005</td>
<td>0.6%</td>
<td>2,219</td>
<td>27.7%</td>
<td>1.6%</td>
<td>24</td>
</tr>
<tr>
<td>Immigrant</td>
<td>28,297</td>
<td>2.0%</td>
<td>2,705</td>
<td>9.6%</td>
<td>1.9%</td>
<td>21</td>
</tr>
<tr>
<td>Migrant</td>
<td>841</td>
<td>0.1%</td>
<td>84</td>
<td>10.0%</td>
<td>0.1%</td>
<td>21</td>
</tr>
<tr>
<td>Special Education</td>
<td>216,290</td>
<td>15.5%</td>
<td>33,281</td>
<td>15.4%</td>
<td>23.9%</td>
<td>24</td>
</tr>
<tr>
<td>Female</td>
<td>677,498</td>
<td>48.6%</td>
<td>67,895</td>
<td>10.0%</td>
<td>48.7%</td>
<td>23</td>
</tr>
<tr>
<td>Male</td>
<td>715,621</td>
<td>51.4%</td>
<td>71,740</td>
<td>10.0%</td>
<td>51.4%</td>
<td>23</td>
</tr>
</tbody>
</table>
Impact on Chronic Absenteeism on Assessment Outcomes
Source: NJ Department of Education
NJ Districts & their Students who are 10%+ Chronically Absent

In the 2013-2014 School Year:

• 177 NJ school districts had 10%+ of their students who are chronically absent
• In those districts, the percentage of chronically absent students was on average more than 16%
• Although these districts made up approximately 30% of the total number of NJ districts, more than 60% of the chronically absent students statewide were educated in their classrooms
Chronic Absenteeism:
A major barrier to learning
Atlantic County, New Jersey

School Districts with 10 Percent or More of their Students Chronically Absent (2013-14)

<table>
<thead>
<tr>
<th>School District</th>
<th>Percent of K-3rd Graders Chronically Absent</th>
<th>Percent of 11th &amp; 12th Graders Chronically Absent</th>
<th>Percent of Total K-12 Students Chronically Absent</th>
<th>Total # of K-12 Students Chronically Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic City</td>
<td>18</td>
<td>37</td>
<td>21</td>
<td>1,452</td>
</tr>
<tr>
<td>Buena Regional</td>
<td>14</td>
<td>22</td>
<td>17</td>
<td>314</td>
</tr>
<tr>
<td>Charter^Tech High School</td>
<td>n/a</td>
<td>36</td>
<td>30</td>
<td>96</td>
</tr>
<tr>
<td>Egg Harbor City</td>
<td>18</td>
<td>n/a</td>
<td>18</td>
<td>79</td>
</tr>
<tr>
<td>Greater Egg Harbor Regional</td>
<td>n/a</td>
<td>22</td>
<td>18</td>
<td>622</td>
</tr>
<tr>
<td>Hamilton Township</td>
<td>10</td>
<td>n/a</td>
<td>11</td>
<td>343</td>
</tr>
<tr>
<td>Hammonton Town</td>
<td>6</td>
<td>17</td>
<td>11</td>
<td>396</td>
</tr>
<tr>
<td>Mainland Regional</td>
<td>n/a</td>
<td>21</td>
<td>15</td>
<td>206</td>
</tr>
<tr>
<td>Margate City</td>
<td>14</td>
<td>n/a</td>
<td>15</td>
<td>66</td>
</tr>
<tr>
<td>Pleasantville City</td>
<td>17</td>
<td>44</td>
<td>20</td>
<td>670</td>
</tr>
<tr>
<td>Port Republic City</td>
<td>9</td>
<td>n/a</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Somers Point City</td>
<td>13</td>
<td>n/a</td>
<td>13</td>
<td>127</td>
</tr>
<tr>
<td><strong>TOTAL: 12 DISTRICTS</strong></td>
<td></td>
<td></td>
<td></td>
<td>4,386</td>
</tr>
</tbody>
</table>
Wait, What problem??
The Report’s Impact...

Bills introduced in both Senate and Assembly that:

- Would define chronic absenteeism
- Require chronic absenteeism to be included in school report cards
- Require schools with 10 percent or more of their students identified as chronically absent to convene “coalitions” to develop plans to address the problem
Newark’s Chronic Absenteeism in the Early Years

In focus groups, parents described the struggle to get kids to school:

- Health issues
- Transporting children to school
- Conflicting work and school schedules
- Weather and safety

Each factor was exacerbated by Newark’s high poverty rate.
Next Steps in Newark

- Newark Public Schools
  - Internal Working Group
  - Attendance Committee-Community stakeholders

- City of Newark
  - Mayor’s Office
  - Newark Children’s Cabinet
Contact Information

Cynthia Rice, Esq.
Senior Policy Analyst
Advocates for Children of New Jersey
crice@acnj.org
Mississippi
Linda Southward
Director
Mississippi KIDS COUNT
Coordinator, Family & Children’s Research Unit, Social Science Research Center, Mississippi State University

Toni Kersh
Bureau Director
Office of Compulsory School Attendance Enforcement
Mississippi Department of Education
The Mississippi Story

Linda Southward  |  Mississippi KIDS COUNT  |  May 17, 2016
Kids Count: Overview

The Family & Children Research Unit of Mississippi State University’s (MSU) Social Science Research Center is in the 10th year of being the Annie E. Casey Foundation’s KIDS COUNT grantee for the state of Mississippi.

GOALS

Be the premier data source on children and families for the state of Mississippi in the areas of health, education, economic well-being and child safety.

Present that data in a format that can be used to improve outcomes for Mississippi’s children.
Utilizing Chronic Absenteeism Data as a Dropout Prevention Tool

Toni Y. Kersh, Bureau Director
Office of Compulsory School Attendance Enforcement
Tkersh@mdek12.org
Vision: To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens.

Mission: To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community.
1. All Students Proficient and Showing Growth in All Assessed Areas

2. Every Student Graduates from High School and is Ready for College and Career

3. Every Child Has Access to a High-Quality Early Childhood Program

4. Every School Has Effective Teachers and Leaders

5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
Following the Data Policy Grants

• Awarded by AECF July 2014 & 2015

• Began in 2014 to study chronic absence at school district-level at the interest of Mississippi’s Senate Education Committee Chair

• Data use agreement with MDE for student-level data in 2015
Mississippi’s Chronic Absence Rates by Grade Mirror Those of Other States

Chronic Absence Rates in Mississippi by Grade, 2013/14 SY

Source: Analysis of MDE data by MS KIDS COUNT
Percentage of Students Scoring Proficient or Above on 3rd Grade Language Arts Based on Attendance in Kindergarten and 3rd Grade

Source: Analysis of MDE data by MS KIDS COUNT
Percent Chronic Absence in Mississippi by Days Missed in September, 2013/14

Source: Analysis of MDE data by MS KIDS COUNT
Percent of Students Chronically Absent by State

Sources:
1 Balfanz & Byrnes (2012)
2 Analysis of MDE data by MS KIDS COUNT, 2013/14 SY
Flawed Perception

NEW MiNDSET  
NEW RESULTS
Commonalities

Absent

Absent

Absent

Missing Direct Instruction

18 Days x 330 minutes of instruction = 5,940 minutes
Impact of Chronic Absenteeism

Chronic absenteeism not only affects student success, it can affect a student’s attitude and conduct in the educational setting.

Attendance is the foundation for all other school programs.

Attendance issues have a direct correlation to achievement issues and behavior issues which increases the risk of students dropping out of school.
Accurate Student Records
Based on the existing research, it does not appear that any single strategy is the most effective strategy (Maynard, et al., 2012).

Strategies to reduce student absenteeism generally involve some form of:

- Monitoring
- Prevention
- Intervention
- Truancy or legal intervention as a final step
Discussion
Questions

• With chronic absence included in the Every Student Succeeds Act, how can we avoid the danger of schools seeing it as a matter of compliance with federal reporting vs. a data point to take action to improve outcomes?

• How can we leverage the OCR data release?

• When chronic absence data is released, how can we avoid the blame game for either families or educators while still sharing responsibility for addressing it?
Questions from the Audience
Go to State Pages:

- **Oregon**

- **New Jersey**

- **Mississippi**
Data Tools
The District Attendance Tracking Tools (DATT) and School Attendance Tracking Tools (SATT) is available in Three Modules:

- Grades K-5 (PK-5 this summer)
- Grades 6-8
- 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/

FREE FROM ATTENDANCE WORKS!
**Method 1**: Download data and paste into the DATT module

- Districts download and re-format existing student data
- Paste into an existing blank copy of the DATT
- View summary tables and charts about attendance

**Method 2**: Create a customized district dashboard using the DATT reports as examples
How Data Drives Action: Earlier Intervention

Elementary
37%
N=955

Middle School
21%
N=536

High School
42%
N=1082

2010-11

Grade K
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Total- All Grades

PERCENT chronic absence
PERCENT severe chronic absence

Grade K: 7%, Grade 1: 4%, Grade 2: 2%, Grade 3: 2%, Grade 4: 2%, Grade 5: 1%, Total- All Grades: 3%
### Finding Bright Spots and Schools Needing More Supports

<table>
<thead>
<tr>
<th>Category</th>
<th>Elementary</th>
<th>Middle</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td># Schools with 0%-5% Chronic Absence</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Schools with 5.1%-10% Chronic Absence</td>
<td>17</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td># Schools with 10.1%-20% Chronic Absence</td>
<td>25</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td># Schools with &gt;20.1% Chronic Absence</td>
<td>9</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Total No. Schools</td>
<td>60</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure</th>
<th>Elementary</th>
<th>Middle</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest % of Chronic Absence</td>
<td>31.5%</td>
<td>32.8%</td>
<td>42.1%</td>
</tr>
<tr>
<td>Lowest % of Chronic Absence</td>
<td>0.3%</td>
<td>6.9%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Median</td>
<td>12.7%</td>
<td>14.9%</td>
<td>21.0%</td>
</tr>
<tr>
<td>Mean</td>
<td>11.9%</td>
<td>15.6%</td>
<td>22.4%</td>
</tr>
</tbody>
</table>
In NYC, chronic elementary school absence is higher in low-income neighborhoods

Source: Better Picture of Poverty: New School November 2014
What percentage of students have moderate or severe chronic absence, or at-risk attendance, by home language?

2016

<table>
<thead>
<tr>
<th>Language</th>
<th>PERCENT at-risk attendance</th>
<th>PERCENT moderate chronic absence</th>
<th>PERCENT severe chronic absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>27.1%</td>
<td>29.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>SPANISH</td>
<td>28.2%</td>
<td>23.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>ARABIC</td>
<td>40.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>CHINESE</td>
<td>13.5%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>VIETNAMESE</td>
<td>15.4%</td>
<td>20.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hmong</td>
<td>40.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Haitian</td>
<td>40.0%</td>
<td>20.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Somali</td>
<td>40.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Russian</td>
<td>20.0%</td>
<td>20.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Korean</td>
<td>0.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>20.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
Resources & Announcements
Prevent the spring slide in attendance!

To learn more, go to http://www.attendanceworks.org/tools/schools/spring-learning-slump/
National Summer Learning Day is July 14, 2016!

Post your summer learning program or event at SummerLearningDay.com

Follow the story with #KeepKidsLearning
Resources Available

- Attendance Campaign Webinar Series
- Regular Email Blasts to Campaign Supporters
- Updating the Count Us In! Toolkit
- Attendance Awareness Month Website
- Research Brief
  http://awareness.attendanceworks.org
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:** Understanding and Addressing the Attendance Gap: A National Study
- **November 1:** Attendance Awareness All Year Long: Reviewing and Sustaining Progress

[http://awareness.attendanceworks.org/resources/webinars/]
Support AAC 2016

http://www.attendanceworks.org/donate-to-attendance-works/
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/
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

Spring

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!

http://awareness.attendanceworks.org/resources/what-to-do-when/
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/
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
We will post a recording of this webinar on our website within 72 hours at:

http://www.attendanceworks.org/peer-learning-resources/
Please let us know how we can improve:

https://www.surveymonkey.com/r/Portraits_Data
Thank you to our funders!

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The California Endowment