



The Power of Monitoring & Addressing Chronic Absence



December 17, 2019

Beyond the Bench Conference, San Diego CA

www.attendanceworks.org



About Us

Attendance Works advances student success and closes equity gaps by reducing chronic absence. Operating at the local, state, and national level, Attendance Works:

- ✓ Advances better **policy**
- ✓ Nurtures proven and promising **practice**
- ✓ Promotes meaningful and effective **communication**
- ✓ Catalyzes needed **research**

Since our launch in 2010, we have become the nation's "go-to" resource for improving student attendance. To learn more, visit our website:

www.attendanceworks.org

For consultation and t.a. inquiries: consulting@attendanceworks.org



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Session Objectives

Participants will:

1. Understand why chronic absence matters for academic success
2. Discover what works to reduce chronic absence and create supportive schools
3. Engage with data tools that allow stakeholders to identify schools with chronic absence challenges
4. Learn about free-on-line resources to help address chronic absence in your own community



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Introductions

Who do you work for?

- A school, district or county office of education?
- The court system?
- Social services?
- A health provider?
- A nonprofit?
- Research organization?
- Other?

At what level? School, district, county, state?



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Reflect Back

Think about your experiences as a student.

- ❖ What motivated you to go to school and to learn?
- ❖ What made it hard for you to get to school?



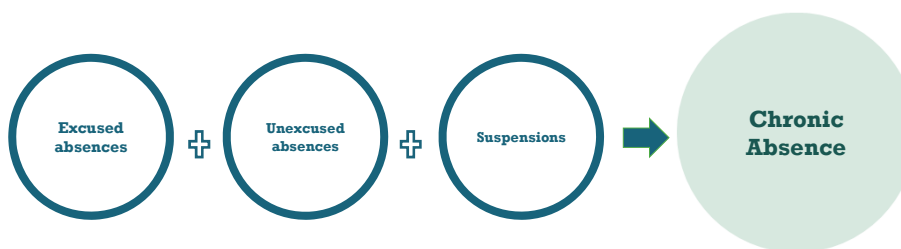
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Defining Chronic Absence to Support Prevention and Early Intervention

Chronic absence is missing so much school for any reason that a student is academically at risk. To ensure it acts as an early warning sign, 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).



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Absences Due to Suspensions



Source: American Civil Liberties Union and UCLA Civil Rights Project, <https://www.aclu.org/report/11-million-days-lost-race-discipline-and-safety-us-public-schools-part-1>



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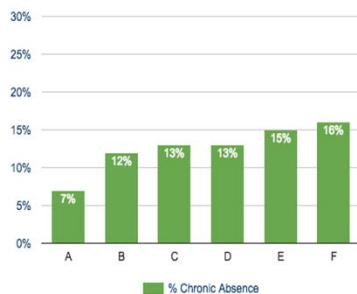
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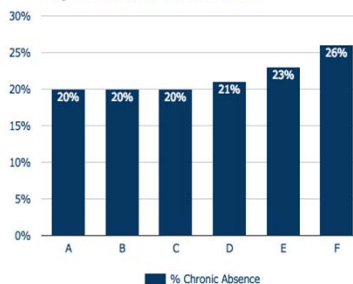
Average Daily Attendance (ADA) Can Mask Chronic Absence

90% and even 95% \neq A

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



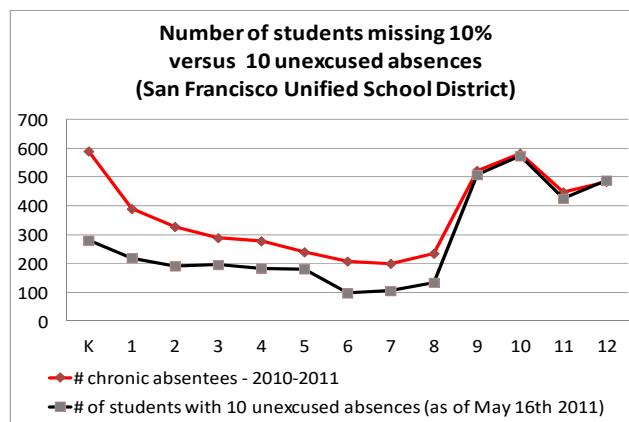
Chronic Absence for 6 Schools in New York City with 90% ADA in 2011-12



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



Chronic Absence vs. Truancy

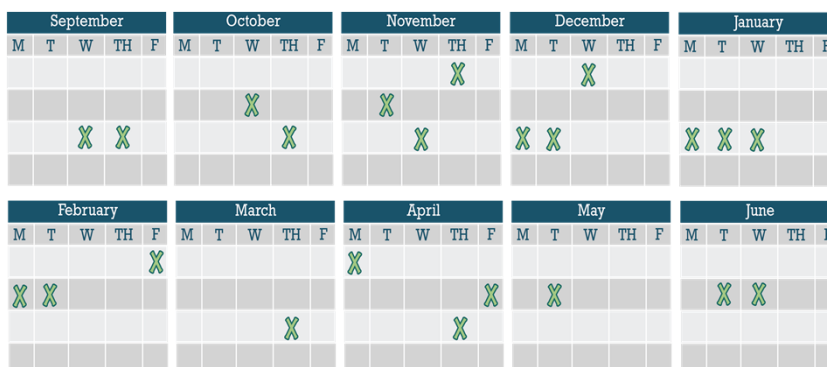


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Chronic absence is easily masked if we only monitor missing consecutive days



Chronic Absence = 18+ days of absence = **As few as 2 days a month**

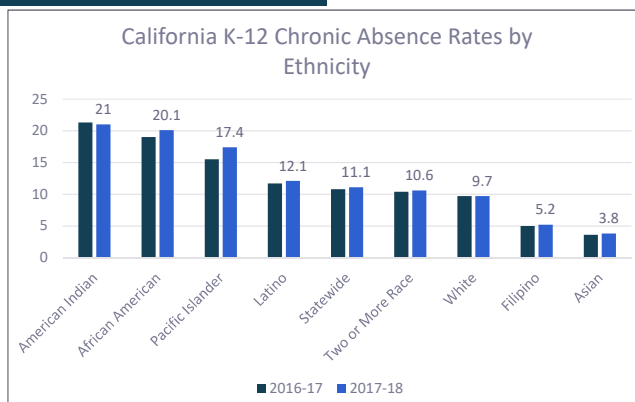


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Chronic Absence A Significant Issue in California



702,531 students chronically absent in 2017-18

Source: California Department of Education



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Why Does Attendance Matter for Achievement?

What we know from research around the country



Illustrating the Gap

(interactive exercise for educators and families)



Instructions found in Bringing Attendance Home Toolkit

<http://www.attendanceworks.org/resources/toolkits/bringing-attendance-home/>

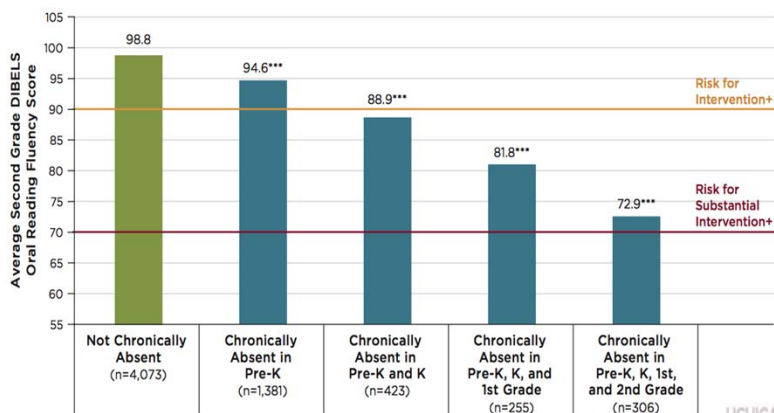


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Multiple Years of Chronic Absenteeism = High Risk for low 3rd Grade Reading Skills



UChicagoCCSR



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Chronic Early Absence Connected to Poor Long- Term Academic Outcomes

Chronic absence in
kindergarten

Lower levels of
literacy in first grade

Lower achievement as
far out as fifth grade

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.



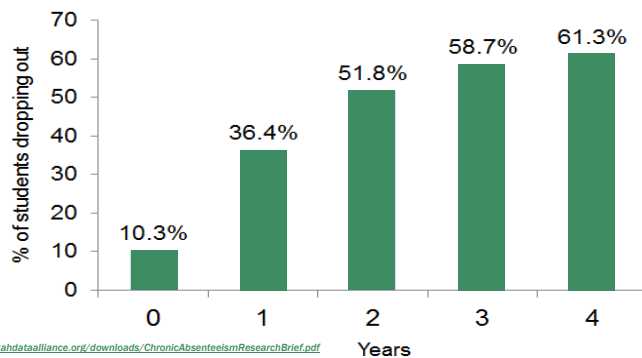
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The Effects of Chronic Absence on Dropout Rates are Cumulative

Proportion of Students Dropping Out by Number of Years
the Student was Chronically Absent from 8th-12th Grades



<http://www.utahdataalliance.org/downloads/ChronicAbsenteismResearchBrief.pdf>

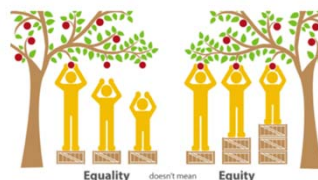


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Reducing Chronic Absence Can Help Close Equity Gaps



- Vulnerable children, especially those living in poverty, are 2-3 times more likely to experience chronic absence at earlier ages.
- Vulnerable children are much less likely to have the resources to make up for lost learning time in the classroom.
- Vulnerable children are more likely to experience multiple years of chronic absence

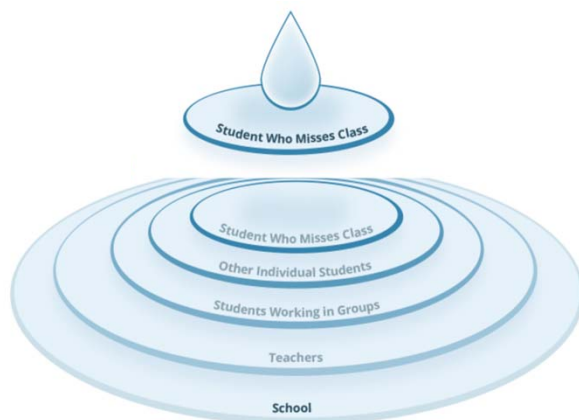


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When a Student Misses School the Impact Ripples



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How Can We Address Chronic Absence?



**Changing outcomes
requires adopting a
NEW attendance
paradigm**

From: Truancy

- Counts unexcused absences
- Emphasizes individual compliance with school rules
- Uses legal, typically more blaming and punitive, solutions



To: Chronic Absence

- Counts all absences
- Emphasizes academic impact of missed days
- Uses preventive problem-solving, trauma-sensitive strategies
- Cultivates family & student engagement



Requires a Mindset Shift

Shifts focus from...

Attendance = Compliance

to

Attendance = Opportunity to Learn
Attendance Data = Action Alert



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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.

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

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

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



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The advantages of Chronic Absence Data

- ✓ Annual data available on-line
- ✓ Increasingly produced in real-time by school districts
- ✓ More frequently available than measures of emotional health or academic performance



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Solutions Require Understanding What Factors Contribute to Chronic Absence

High and extreme levels of chronic absence are an alert that additional investment is needed to unpack and address common causes of missing school.

Barriers

- Illness, both chronic and acute
- Lack of health, mental health, vision, or dental care
- Family responsibilities
- Trauma
- Unsafe path to/from school
- Poor transportation
- Housing and food insecurity
- Frequent school changes
- Involvement with child welfare or juvenile justice systems
- Inequitable access to resources due to bias & discrimination

Negative School Experiences

- Struggling academically and behaviorally
- Ineffective or harmful interventions
- Bored
- Social challenges
- Bullying
- Suspensions and expulsions
- Harsh, biased disciplinary practices especially for students of color
- Negative attitudes of parents due to their own school experience
- Undiagnosed disability
- Lack of appropriate accommodations for disability

Lack of Engagement

- Lack of or inequitable access to challenging, culturally responsive, engaging instruction & enrichment
- Lack of academic, emotional and behavioral support
- No meaningful or negative relationships to adults in the school
- Stronger ties with peers out of school than in school
- Unwelcoming school climate
- Failure to earn credits/ no future plans
- Many teacher absences or long-term substitutes

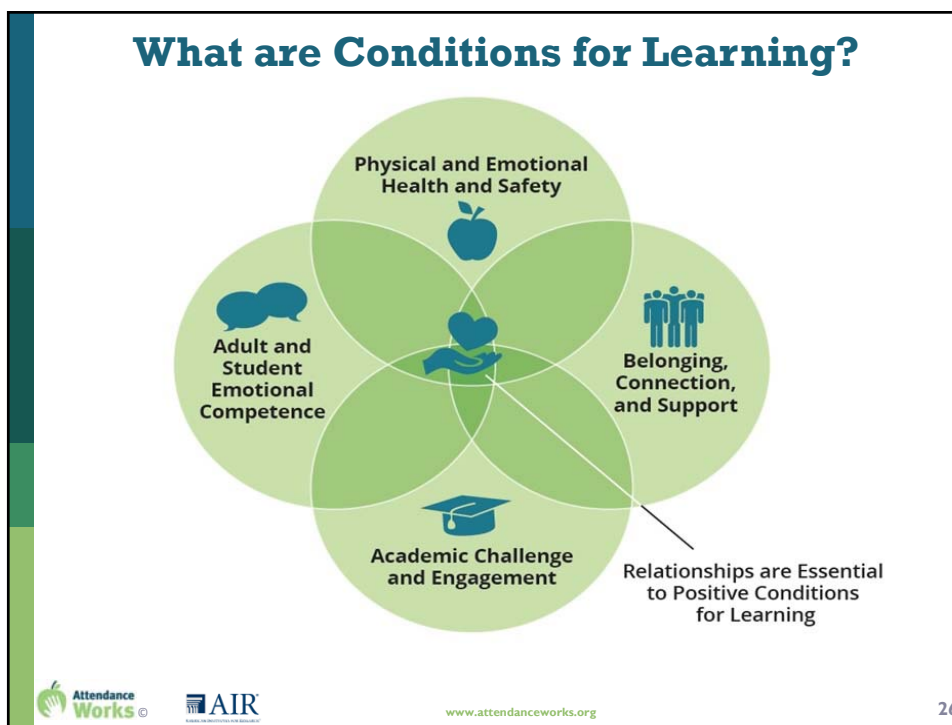
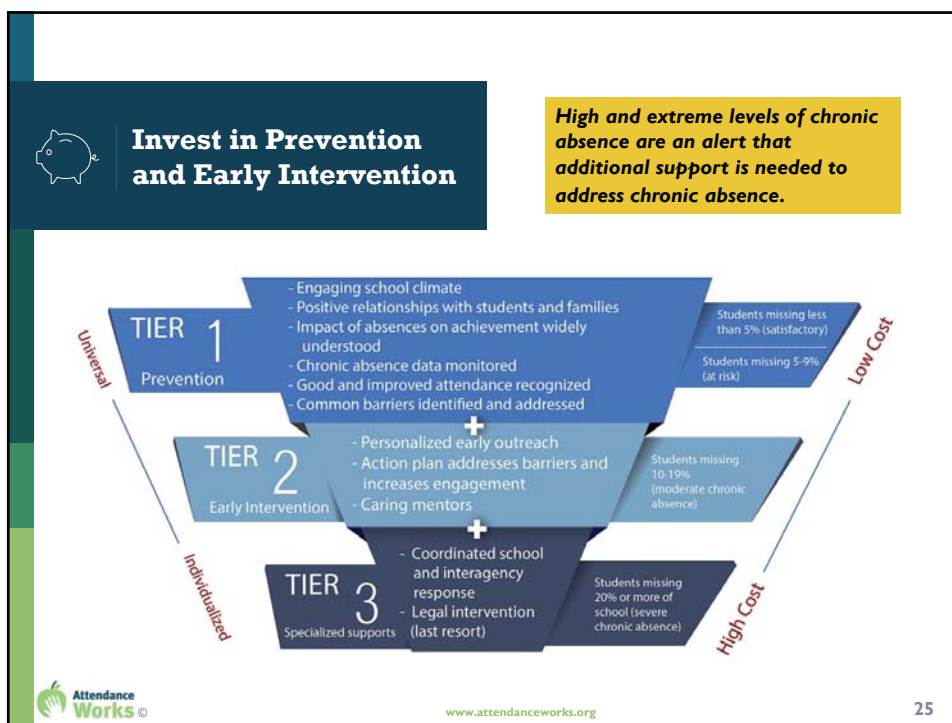
Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions are not relevant



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The Push and Pull of Conditions for Learning

Examples of Push-Out Factors

Feeling:

Ignored
Unsafe
That you do not belong

Experiencing:

Bullying
Boredom
Harsh and Exclusionary
Discipline

Examples of Pull Factors

Feeling:

Cared for
Safe
That you belong

Experiencing

Engagement
Support for students
and their families



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Partners for Change

The greater the size of the challenge, the more partners are needed. Many different types of partners can be enlisted but local government and public agencies are especially important.

- Businesses
- Community Schools Initiatives
- Family Support Organizations
- Early Childhood Providers
- Faith Based Organizations.
- Health Providers
- Housing Agencies
- Hunger Relief Organizations
- Institutes of Higher Education
- Local Government
- National Service/ Volunteers/Mentors
- Out of School Time providers
- Social Emotional Learning Providers
- Social Services
- Population-Specific Service or Civic Organizations
- Philanthropy (including foundations and United Ways)



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American Academy of Pediatrics



New policy statement on chronic absence released January 28, 2019

The Link Between Good Attendance and Health

<http://pediatrics.aappublications.org/content/early/2019/01/24/peds.2018-3648>

The statement includes:

- ❖ Summary of studies on health-related causes of absences
- ❖ Summary of evidence for physical and mental health interventions
- ❖ Recommendations to pediatricians on addressing school attendance



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Discussion

Turn to a partner:

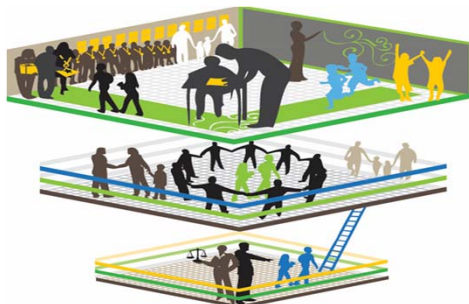
Does this resonate?

What are potential implications for partnerships with schools in your area?



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Tier 1: Engagement and Prevention



Tier 1: Creating a Positive, Engaging School Climate That Supports Attendance

Attendance is higher when schools:

- ✓ **Promote a sense of belonging** and connection including noticing when students show up
- ✓ **Make learning engaging** so students don't want to miss class
- ✓ **Engage in restorative practice** not punishment
- ✓ **Meet the basic needs** of our most economically challenged families so all have the opportunity to get to school
- ✓ **Build awareness** about how absences can easily add up to too much time lost in the classroom
- ✓ **Identify and Remove Barriers** faced by students with disabilities



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Parents Underestimate the Number of Year-End Absences

Ad Council research commissioned by the CA Attorney General asked parents with students with a history of absence about their children's absences in two ways:

1. Was your child absent an average of 2 or more days a month?
2. Was your child absent more than 10 days over the year?

60% of parents said their child was absent an average of 2+ days a month, **but not** 10+ days a year

The math: If a child is absent an average of 2+ days a month, then he or she is absent far more than 10+ days a year



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Parent Video & Discussion Guide

Bringing Attendance Home Video (6 minutes)



- ✓ Facilitated conversation
- ✓ The consequences of chronic absence
- ✓ How to improve absenteeism
- ✓ Family practice
- ✓ Increase social capital
- ✓ Identify how school can help
- ✓ Community services

<http://www.attendanceworks.org/tools/for-parents/bringing-attendance-home-video>



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Help Students and Families Create a Success Plan

MY FAMILY'S HELP BANK

MY FAMILY

EVERYDAY HELPERS

OCCASIONAL HELPERS

POTENTIAL HELPERS

1. My Family: List who lives in your home.

2. Everyday Helpers: Identify who you can and can't help every day. List all the ways you can help and who you can't help. There are people like doctors, teachers and others who can help regularly.

3. Occasional Helpers: Identify people who can help you when you need it, but not every day. List all the ways you can help and who you can't help. There are people like doctors, teachers and others who can help occasionally.

4. Potential Helpers: Identify people who can help you when you need it, but not every day. List all the ways you can help and who you can't help. There are people like doctors, teachers and others who can help potentially.

If I need help getting my child to and from school, I will ask the following people to be my backup:

Name: _____ Best Contact Number: _____

Name: _____ Best Contact Number: _____

Name: _____ Best Contact Number: _____

- ✓ Set attendance goals
- ✓ Make backup plans
- ✓ Track absences
- ✓ Recognize success!

MY CHILD'S ATTENDANCE SUCCESS PLAN

1. List all the ways you can help your child to and from school. List all the ways you can help and who you can't help. There are people like doctors, teachers and others who can help regularly.

2. List all the ways you can help your child when you need it, but not every day. List all the ways you can help and who you can't help. There are people like doctors, teachers and others who can help occasionally.

3. List all the ways you can help your child when you need it, but not every day. List all the ways you can help and who you can't help. There are people like doctors, teachers and others who can help potentially.

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<http://www.attendanceworks.org/resources/student-attendance-success-plans/>



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Take A Health Oriented Perspective for Addressing Absences

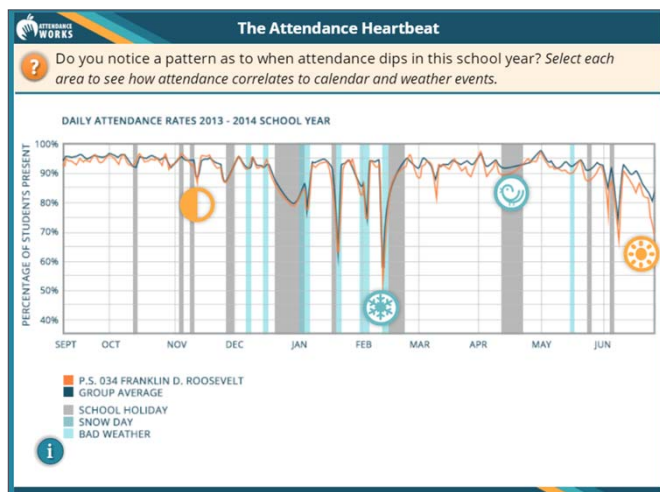
- I. **Help families understand** that even when absences are excused, they can add up to a critical loss in learning time.
- II. **Encourage students and families** to take steps to stay healthy and prevent health related (physical, dental, behavioral) absences.
- III. **Build awareness** about knowing when to keep students home or send them to school when they complain of illness.



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Combating Attendance Dips (From Module II)



<http://www.attendanceworks.org/resources/teaching-attendance-curriculum/>

Use Incentives Strategically to Motivate Improved Attendance

Employ behavioral insights to identify myths, barriers and aversion

- **Questions:** In which grades, schools, families do we see high rates of absences? When are students absent? Why?
- **Potential Behavioral Reasons:**
 - Incorrect beliefs/ understanding
 - Overload/ Planning challenges related to logistics
 - Low motivation or trust

Develop a theory of action for which incentive mechanisms can reduce absences

- Define problem behavior
- Hypothesize mechanisms for behavior change:
 - Encouragement
 - Recognition
 - Reward



Use evidence on incentives' effectiveness to refine implementation and further explore the root causes of student absence

- How did the use of this incentive work? Did it reduce absences? By how much, and compared to whom?
- Why did it work or not? What other mechanisms might be at play?
- What designs and tests could better match other types of incentives with those other mechanisms?

Implement incentives to increase salience and decrease trade-offs

- Identify incentive recipient and level (individual, group or family)
- Select frequency and intensity
- Scope and amount
- Who delivers the incentive?
- What is the attendance behavior (reaching a target, any improvement)
- Time lag from behavior to receiving incentive
- Amount

Balu and Erlich, *Making Sense Out of Incentives: A Framework for Considering The Design, Use and Implementation of Incentives for Improving Attendance* (JESPAR February, 2018)



Improving Truancy Notifications

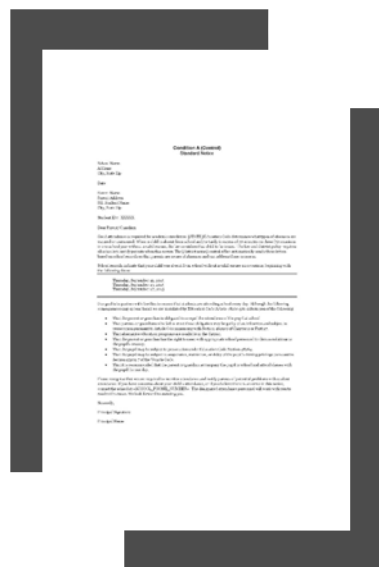
Todd Rogers, Harvard Kennedy School

Lasky-Fink, J., Robinson, C., Chang, H., & Rogers, T.
HKS Faculty Research Working Paper Series,
RWP19-026.

<https://www.hks.harvard.edu/publications/using-behavioral-insights-improve-truancy-notifications>

Note: *This info is now on the CDE web-site in
Child Welfare and Attendance
School Attendance Improvement Strategies*

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- Our goal is to partner with families to ensure that students are attending school every day. Although the following consequences may appear harsh we are mandated by Education Code Article 48260.5 to inform you of the following:
 - That the parent or guardian is obligated to compel the attendance of the pupil at school.
 - That parents or guardians who fail to meet these obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 or Part 27.
 - That alternative education programs are available in the district.
 - That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
 - That the pupil may be subject to prosecution under Education Code Section 48264.
 - That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13202.7 of the Vehicle Code.
 - That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.
- Please recognize that we are required to monitor attendance and notify parents of potential problems with student attendance. If you have concerns about your child's attendance, or if you believe there is an error in this notice, contact the school at «SCHOOL_PHONE_NUMBER». The designated attendance personnel will work with you to resolve this issue. We look forward to assisting you.

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Randomized field experiment

- Large urban public-school district
- Experimental universe
 - Grades K-12
 - All truant students between Nov. 2015 & Jan. 2016
- Three waves of randomization; $N = 131,312$
- Outcome: total absences in post-mailing period (~1 month)

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Condition D Add-up Notice

We need your help. [STUDENT NAME]'s absences from school are concerning, and your partnership is critical. Students who miss just one or two days of school each month can fall seriously behind.

[STUDENT NAME] is now "truant" because [SHE/HE] missed school (or was more than 30 minutes late) without a valid excuse on:

Thursday, September 12, 2015
Thursday, September 19, 2015
Thursday, September 27, 2015

Being absent can lead to doing poorly in school. Students who miss many days of school are more likely to:

- Fail their classes
- Drop out from high school
- Have poor relationships with parents and teachers

We are required by [STATE] law to send you this letter and to warn you of the consequences of additional unexcused absences (see sidebar).

Please remember that every absence matters and just a couple days each month adds up. You are key to improving [STUDENT NAME]'s attendance.

Sincerely,
Principal X

Trespass: [STATE] Education Code School administrators determine what types of absences are excused or unexcused based on state law and on the facts of the pupil's circumstances. When a pupil is absent from school and/or tardy in excess of 30 minutes on three (3) occasions in one school year without a valid excuse, the law considers that child to be truant.
Education Code Section 45205.5 requires us to inform you of the following:

- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet these obligations may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 45205) of Chapter 7 of Part 27.
- That alternative education programs are available in the district.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- That the pupil may be subject to prosecution under Education Code Section 45204.
- That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13002.7 of the Vehicle Code.
- That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

If you have concerns about your child's attendance or if you believe our records are inaccurate contact the school at <SCHOOL_PHONE_NUMBER>.

Highlighting parental efficacy

Emphasizing cumulative effect of absences

Simplified language: 4th grade reading level; <150 words

Mandated language in fine print

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Standard notice

Modified notice

~40% improvement (.07 days better)

Condition A (Control)
Standard Notice

School Name
Address
City, State Zip

Date

Parent Name
Parent Address
RE Student Name
City, State Zip

Student ID# XXXXX

Dear Parent/Guardian:

Good attendance is required for academic excellence. [STATE] Education Code determines what types of absences are excused or unexcused. When a child is absent from school and/or tardy in excess of 30 minutes on three (3) occasions in one school year without valid excuse, the law considers that child to be truant. The law and district policy requires all schools to notify parents when this occurs. The [district name] central office automatically sends these letters based on school records so that parents are aware of absences and can address these concerns.

School records indicate that your child was absent from school without a valid excuse on occasion, beginning with the following date:

Thursday, September 12, 2015
Thursday, September 19, 2015
Thursday, September 27, 2015

Our goal is to partner with families to ensure that students are attending school every day. Although the following consequences may appear harsh we are mandated by Education Code Article 6260.5 to inform you of the following:

- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet these obligations may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48200) of Chapter 2 of Part 27.
- That alternative education programs are available in the district.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- That the pupil may be subject to prosecution under Education Code Section 48204.
- That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 52031.7 of the Vehicle Code.
- That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

Please recognize that we are required to monitor attendance and notify parents of potential problems with student attendance. If you have concerns about your child's attendance, or if you believe there is an error in this notice, contact the school at «SCHOOL_PHONE_NUMBER». The designated attendance personnel will work with you to resolve this issue. We look forward to assisting you.

Sincerely,
Principal Signature
Principal Name

Condition D
Add-up Notice

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Sincerely,
Principal X

Truancy: [STATE] Education Code School administrators determine what types of absences are excused or unexcused based on state law and on the basis of the pupil's circumstances. When a child is absent from school on three (3) occasions in one school year without a valid excuse, the law considers that child to be truant. Education Code Section 48200.5 requires us to inform you of the following:

- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet these obligations may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48200) of Chapter 2 of Part 27.
- That alternative education programs are available in the district.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- That the pupil may be subject to prosecution under Education Code Section 48204.
- That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 52031.7 of the Vehicle Code.
- That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

If you have concerns about your child's attendance or if you believe our records are inaccurate contact the school at «SCHOOL_PHONE_NUMBER».

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Results

If standard truancy notice is as effective as other mail-based absence interventions...

Letter	# absences in 1 month post mailing	Effect relative to no letter
No letter	3.71 days*	
Standard letter	3.51 days	-0.2 days*
Improved letter	3.44 days	-0.27 days

→ ~40% improvement over standard

*Estimated effect of standard letter based on other mail-based absence interventions (see, e.g., Rogers & Feller, 2018; Robinson, Lee, Dearing, & Rogers, 2018)



Discussion

•Turn to a partner:

- Does this resonate?
- What are potential implications for partnerships with schools in your area?

•



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Tier 2 Interventions

Tier 2

- Targeted interventions that remove identified barriers and increase positive connections that motivate improved attendance

Who are the families in Tier 2?

- Missing 10-20% of the prior or current school year for any reason
- Families experiencing some challenge e.g. chronic disease, job loss, divorce, etc.
- Families whose child has a disability that is impacting attendance

For which families is Tier 2 sufficient?

- Families with barriers to school attendance who may not understand how to access support
- Families who see school as “the deliverer of bad news”
- Families who are more successful when there is a positive relationship with someone at the school



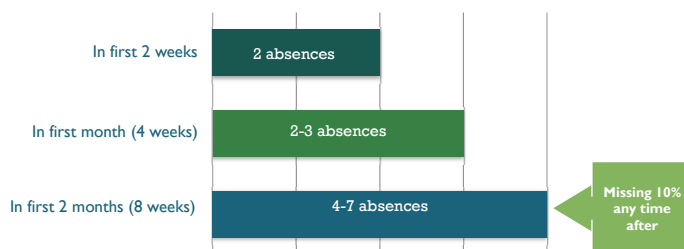
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Criteria for Identifying Priority Students for Tier 2 Supports

- ✓ Chronic absence (missed 10-19.9% of school) in the prior year.
- ✓ And/or starting in the beginning of the school year, student has:

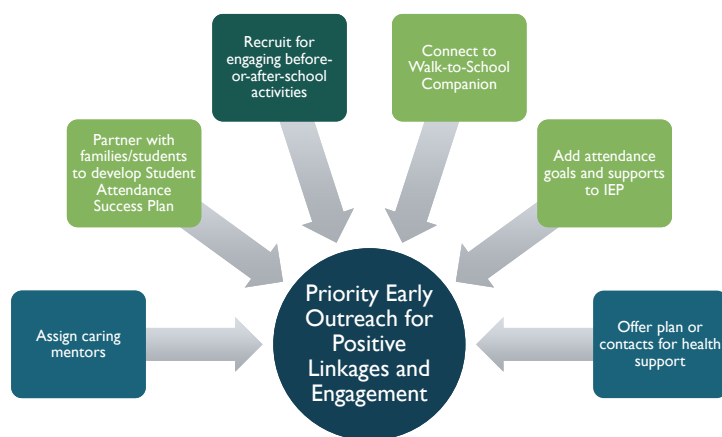


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Tier 2 Interventions are Especially Critical



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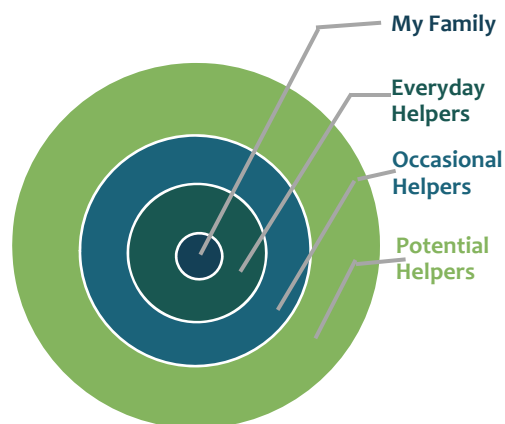
My Family Help Bank: Part of Success Plan

The help bank can be especially helpful if parents or caregivers are struggling with physical or mental health or transportation issues.

We all need the help of others some time!

Help parents and caregivers anticipate likely needs and network with one another in advance of predictable difficulties.

Use the Help Bank as a problem-solving device in a one-on-one setting with families whose children are having attendance challenges due to transportation or scheduling.



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Success Mentors



CHRONICALLY ABSENT STUDENT



CONNECT WITH MENTOR



Learn more about New York City's Success Mentors Program here:
<http://www.attendanceworks.org/new-york-city-success-mentors/>. Free elementary toolkit available at:
<http://www.attendanceworks.org/tools/for-school-districts/elemsuccessmentortoolkit/>



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Tier 3 Interventions

Tier 3

- Tier 3 provides intensive interventions, often from multiple agencies or specialists within a school district or community

Who are the families in Tier 3?

- Missing 20% or more of the prior or current school year for any reason
- Already involved in the system (child welfare, juvenile or criminal justice)
- Families needing additional school and community based supports for a child with a disability

For which families is Tier 3 sufficient?

- Families who feel hopeless because of the barriers they face
- Families who are unable to experience success without intervention
- Families who have a negative relationship with school
- Families who require ongoing support for sustained success



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Who Can Help Families in Tier 3?

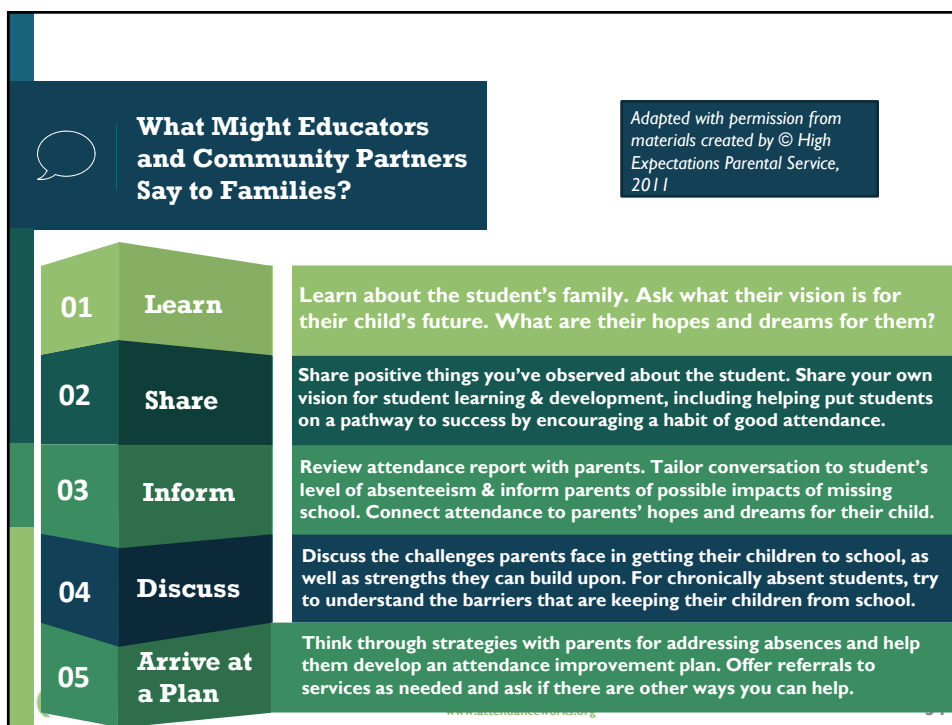
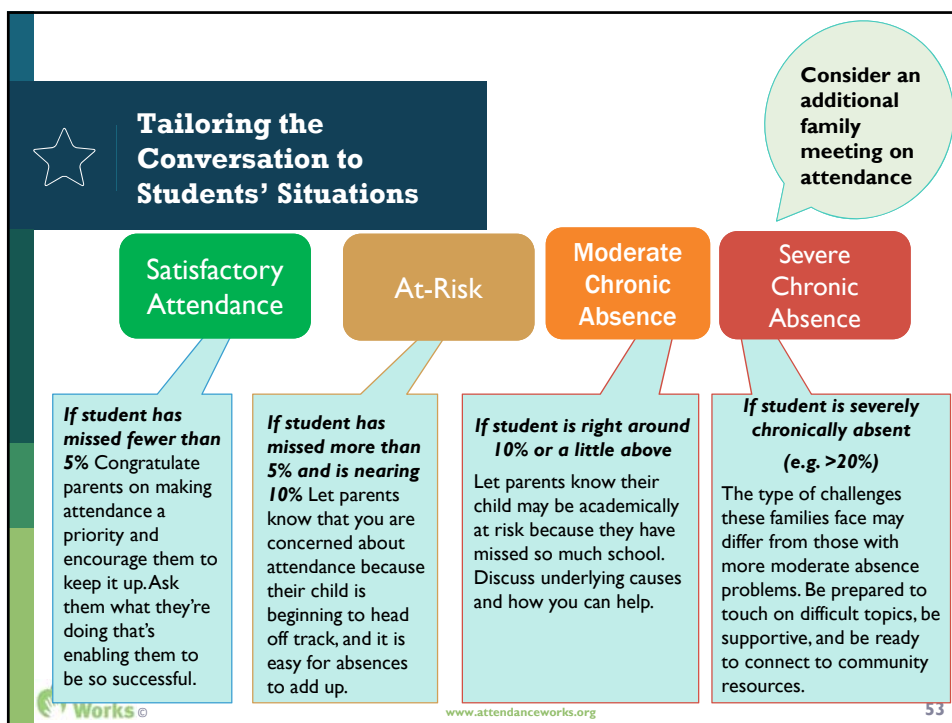
- ✓ Community schools
- ✓ Family liaisons
- ✓ School integrated service teams
- ✓ IEP/504 teams
- ✓ Community mental health services
- ✓ Family resource centers
- ✓ School-based health centers
- ✓ McKinney Vento representatives
- ✓ Public agencies

Who would you add to this list?



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What are the tiers where you or your agencies can make a difference?

Attendance Works **Fill Out Your Pyramid**
For each tier, fill in the activities and supports currently in place.

Name of School or District _____

TIER 1A: Satisfactory Attendance - missed less than 5% of school (< 1 day per month)

1. _____
2. _____
3. _____

TIER 1B: At-Risk - missed 5-9.99% of school (1-4 days per month)

1. _____
2. _____
3. _____

TIER 2: Moderate Chronic Absence - missed 10-19.99% of school (2-3 days per month)

1. _____
2. _____
3. _____

TIER 3: Severe Chronic Absence - missed 20% or more of school (4+ days per month)

1. _____
2. _____
3. _____

How many students are in each tier?

Tier 1A	#
Tier 1B	*****
Tier 2	#
Tier 3	#

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<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>




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Reducing Chronic Absence Requires a Team



Need Data Driven District and School Teams




District Team


- ☐ Ensure the availability of actionable data and routinely analyze districtwide attendance patterns and trends
- ☐ Build school-level capacity to implement best practices to improve attendance
- ☐ Implement and monitor systemic policy and practice responses
- ☐ Secure community partnership agreements
- ☐ Provide schools with effective communication strategies and resources

School Team


- ☐ Monitor and act upon attendance data
- ☐ Coordinate a year-round multi-tiered attendance strategy that begins with prevention and early intervention
- ☐ Engage the whole school community in the effort
- ☐ Use qualitative and quantitative data to understand and remove common attendance barriers
- ☐ Ensure students receive needed supports

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Attendance Responsibilities of a School Leadership Team



1. **Monitor attendance data** to assess which groups of students are most affected and what works to reduce chronic absence.
2. **Develop and organize a year-round multi-tiered attendance strategy** that begins with prevention and early intervention and determine which teams and/or staff are responsible for implementation.
3. **Use data to understand and remove common attendance barriers** for students.
4. **Ensure chronically absent students receive services** from a student support team.

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Implementing a Multi-tiered Attendance Strategy

Key Considerations:

- Can a school climate or PBIS team be responsible for Tier I activities and incorporate promoting good and improved attendance into their activities?
- Can an existing team assume early intervention responsibility for moderately chronically absent students or is a new team needed?
- Can an existing student support team with related functions provide triage and case management for chronically absent students (e.g., RTI, SRBI, etc.)?



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Avoid Common Pitfalls

- ✓ Establish an attendance team that operates in isolation
- ✓ Fail to rally whole school in prevention
- ✓ Focus only on students with most absences
- ✓ Jump to solutions without sufficient understanding of factors behind absences
- ✓ Fail to leverage community partners
- ✓ Only promote attendance in the Fall vs all year long



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Welcome Back: Establishing a Culture of Attendance & Engagement

Winter: Sustaining the Momentum

Spring: Ending the Year Strong



Yearly Planning Calendars

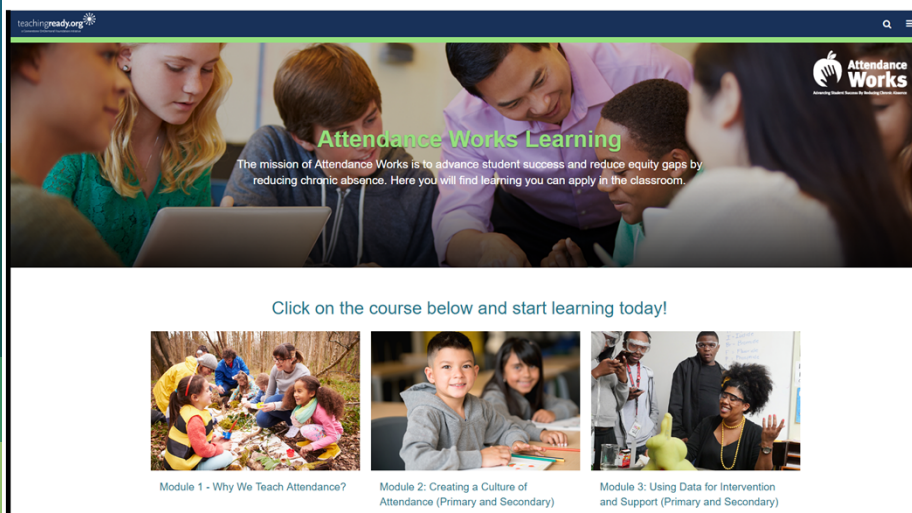
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- District and School team versions available
- Blank versions available so you can customize your plan!

<https://www.attendanceworks.org/resources/year-long-planning/>



What is Teaching Attendance?



teachingready.org

Attendance Works Learning

The mission of Attendance Works is to advance student success and reduce equity gaps by reducing chronic absence. Here you will find learning you can apply in the classroom.

Click on the course below and start learning today!

Module 1 - Why We Teach Attendance?

Module 2: Creating a Culture of Attendance (Primary and Secondary)

Module 3: Using Data for Intervention and Support (Primary and Secondary)

<http://www.attendanceworks.org/resources/teaching-attendance-curriculum/>



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Teaching Attendance Curriculum

Three Online Learning Modules:

1. Why We Teach Attendance
2. Creating a Culture of Attendance
(Primary and Secondary versions available)
3. Using Data for Intervention and Support
(Primary and Secondary versions available)



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Identify Schools and Districts In Need Of Support



Background

- In 2013-14, California's Local Control Funding Formula recognized the importance of chronic absence as a key measure of student engagement and required districts to address it in their Local Control Accountability Plans (LCAPs).
- Beginning in 2016-17, CDE began reporting chronic absence rates for grades K-12 on Dataquest.
- In 2018, state policy makers chose chronic absence as an academic accountability measure for grades K-8 and suspensions, which are a component of chronic absence, as a school quality or student success measure for K-12.
- Chronic absence is now an active status and growth indicator on the California Dashboard.



Accountability Measure for K-8 Schools

Chronic Absenteeism



Yellow



<https://www.caschooldashboard.org/>



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California School
DASHBOARD

Home About **State Summary** Search More Information En Español

STATE PERFORMANCE OVERVIEW

State of California

Explore the performance of the State of California under California's Accountability System.

Generate PDF Report

2018

Chronic Absenteeism



Yellow

Suspension Rate



Yellow

English Learner Progress



No Performance Color

Graduation Rate



Yellow

College/Career



Yellow

English Language Arts



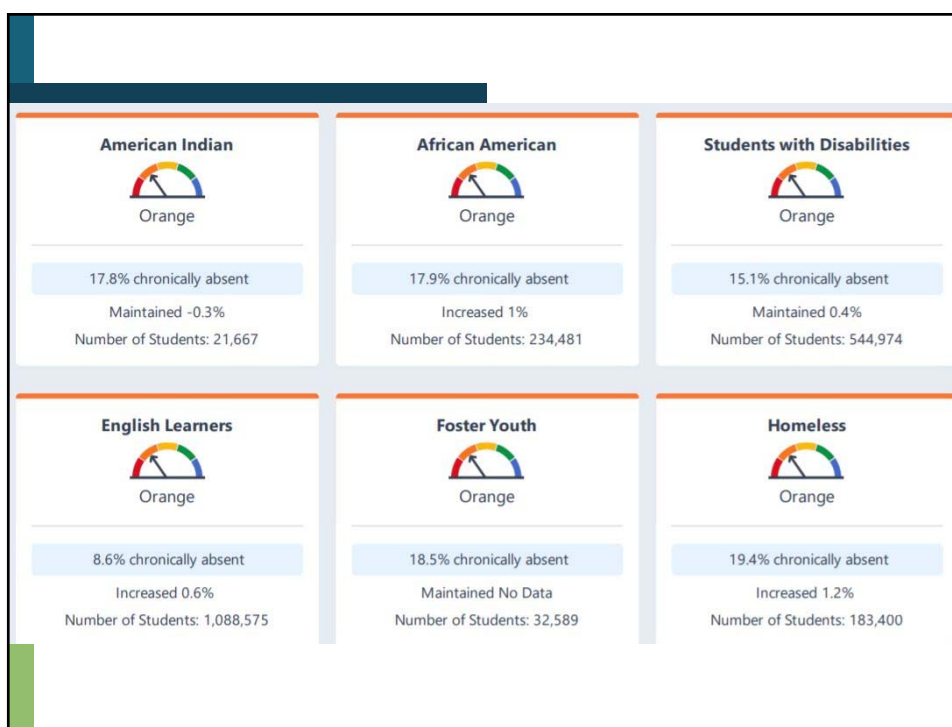
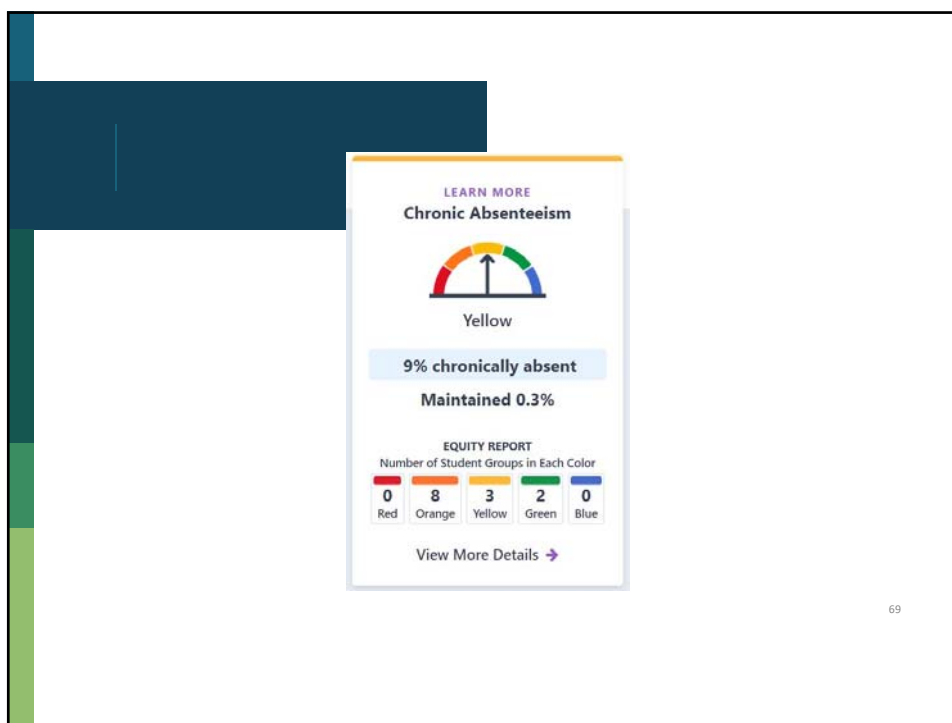
Orange

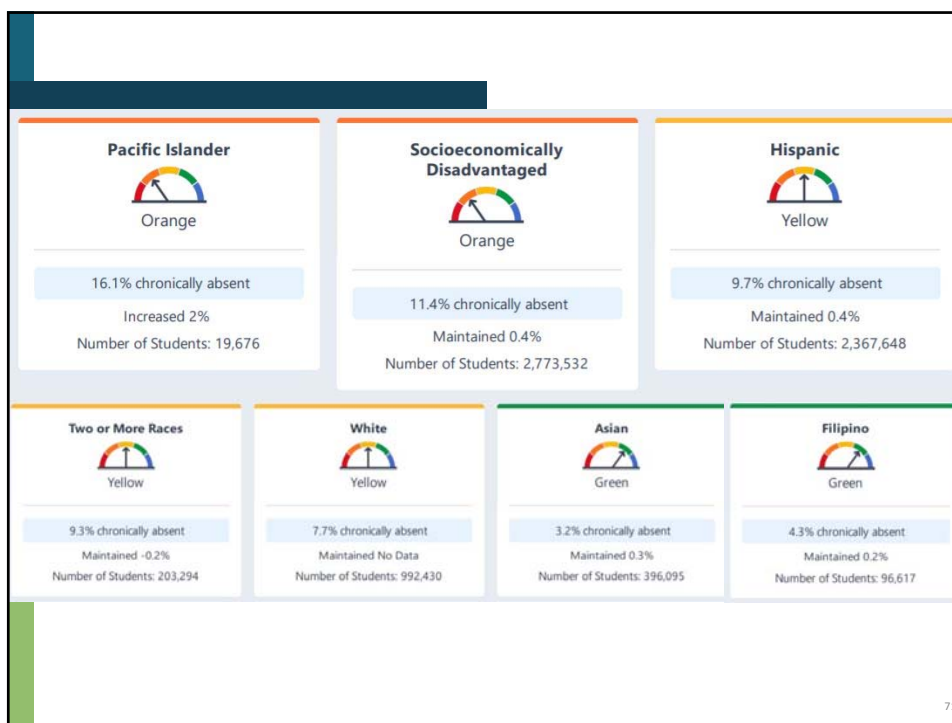
Mathematics



Orange

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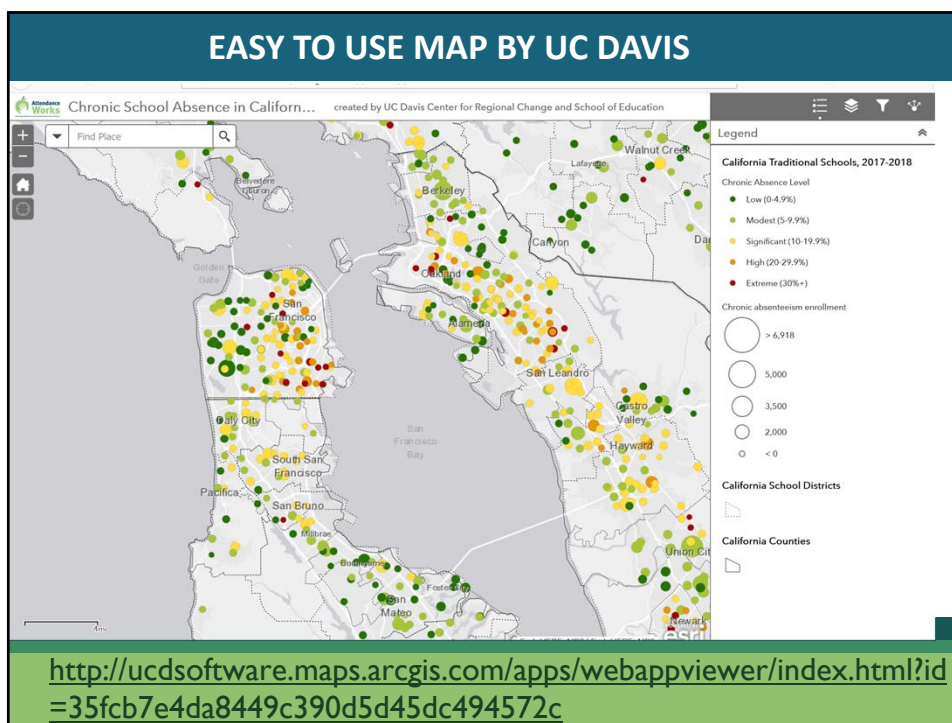


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DataQuest – includes high school data

- Dataquest, <https://data1.cde.ca.gov/dataquest/>
- Use the Absenteeism Report to search by District, School, Grade Span or Sub-groups
- Use the Discipline report to see the impact of Suspensions by District, School and Sub-groups



Homework: Identify a School of Interest Using Most Current Data

Figure out what is the level of chronic absence using one of these sources:

- Dataquest: <https://data1.cde.ca.gov/dataquest/>
- The California dashboard
<https://www.caschooldashboard.org/>
- UC Davis Map
<http://ucdsoftware.maps.arcgis.com/apps/webappviewer/index.html?id=35fcb7e4da8449c390d5d45dc494572c>



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