



Attendance Works

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



Attendance Works ©

www.attendanceworks.org

2



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



www.attendanceworks.org

3



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?



www.attendanceworks.org

4



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?



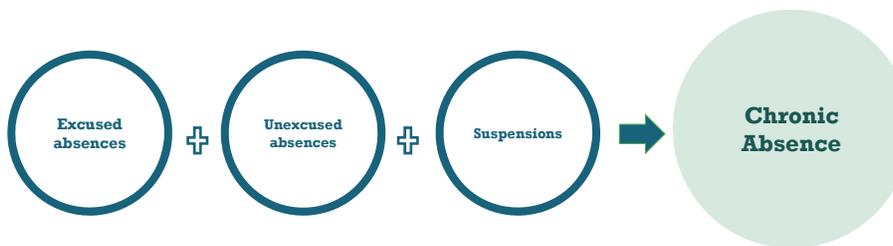
www.attendanceworks.org

5



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).



www.attendanceworks.org

6



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>



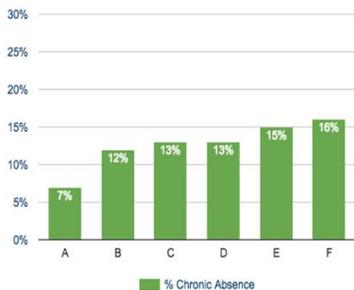
www.attendanceworks.org



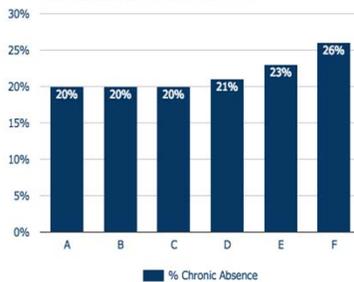
Average Daily Attendance (ADA) Can Mask Chronic Absence

90% and even 95% ≠ A

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



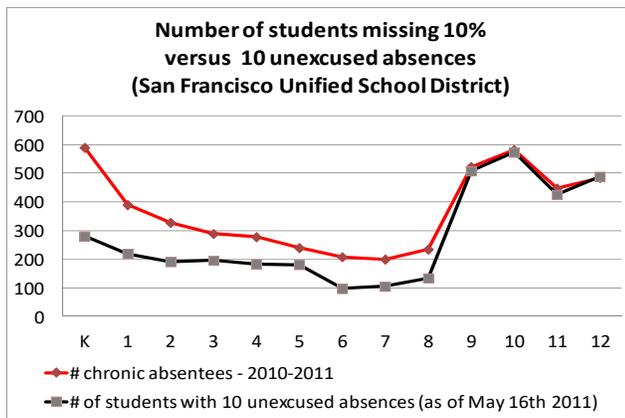
Chronic Absence for 6 Schools in New York City with 90% ADA in 2011-12



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



Chronic Absence vs. Truancy



www.attendanceworks.org



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

September					October					November					December					January				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
							X					X		X			X							
		X	X					X				X			X	X				X	X	X		

February					March					April					May					June				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
				X						X									X					
X	X							X					X				X			X	X			

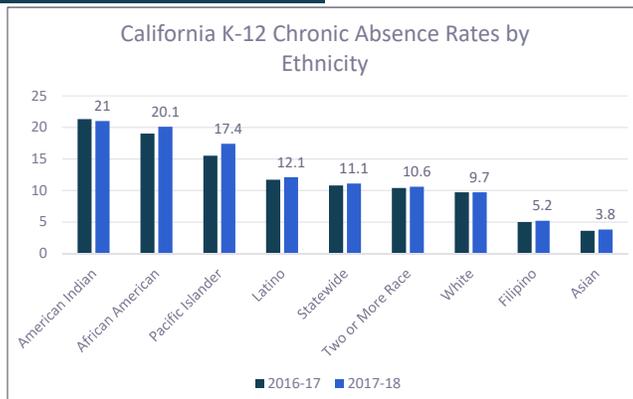
Chronic Absence = 18+ days of absence = **As few as 2 days a month**



www.attendanceworks.org



Chronic Absence A Significant Issue in California



702,531 students chronically absent in 2017-18

Source: California Department of Education



www.attendanceworks.org

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/>

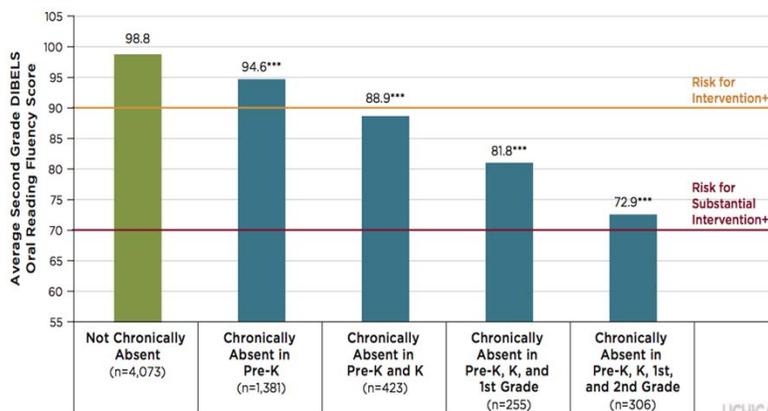


www.attendanceworks.org

13



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



Note: ***Indicates that scores are significantly different from scores of students who are never chronically absent, at p<.001 level. + In the DIBELS 6th Edition Assessment and Scoring Guide (Good & Kaminski, 2002), these are labeled as "Some Risk," indicating the need for additional intervention and "At Risk," indicating the need for substantial interventions.

UCHICAGOCCSR



www.attendanceworks.org

14



Chronic Early Absence Connected to Poor Long-Term Academic Outcomes



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.



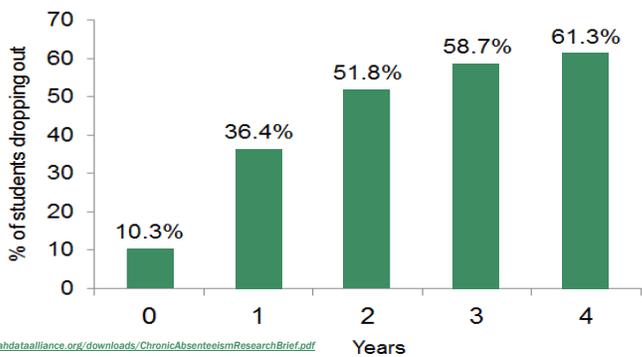
www.attendanceworks.org

15



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



Years	% of students dropping out
0	10.3%
1	36.4%
2	51.8%
3	58.7%
4	61.3%

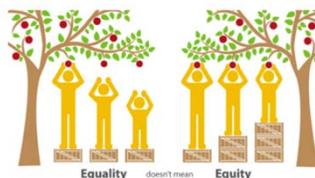


www.attendanceworks.org

16



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

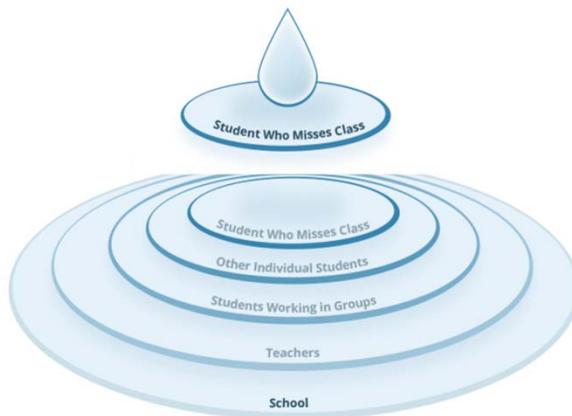


www.attendanceworks.org

17



When a Student Misses School the Impact Ripples



www.attendanceworks.org

18

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

www.attendanceworks.org

21

Take a Data Driven Systemic Approach

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

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

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.

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

www.attendanceworks.org

22



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



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

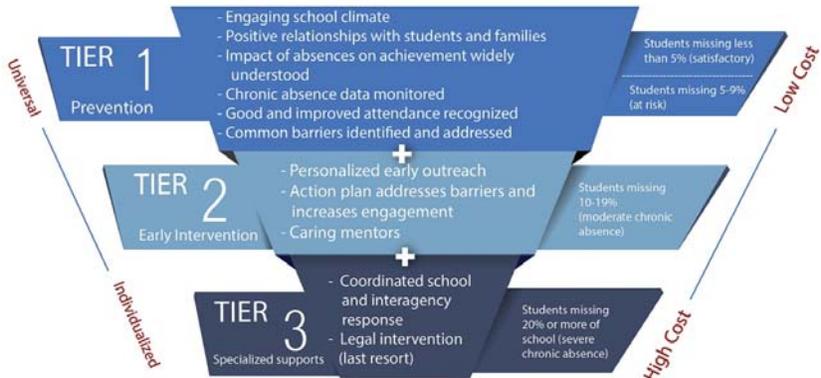
- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions are not relevant





Invest in Prevention and Early Intervention

High and extreme levels of chronic absence are an alert that additional support is needed to address chronic absence.



TIER 1
Prevention
- Engaging school climate
- Positive relationships with students and families
- Impact of absences on achievement widely understood
- Chronic absence data monitored
- Good and improved attendance recognized
- Common barriers identified and addressed
Students missing less than 5% (satisfactory)
Students missing 5-9% (at risk)

TIER 2
Early Intervention
- Personalized early outreach
- Action plan addresses barriers and increases engagement
- Caring mentors
Students missing 10-19% (moderate chronic absence)

TIER 3
Specialized supports
- Coordinated school and interagency response
- Legal intervention (last resort)
Students missing 20% or more of school (severe chronic absence)



www.attendanceworks.org

25

What are Conditions for Learning?



Relationships are Essential to Positive Conditions for Learning




www.attendanceworks.org

26



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



www.attendanceworks.org
27



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


www.attendanceworks.org
28

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



www.attendanceworks.org

29



Discussion

Turn to a partner:

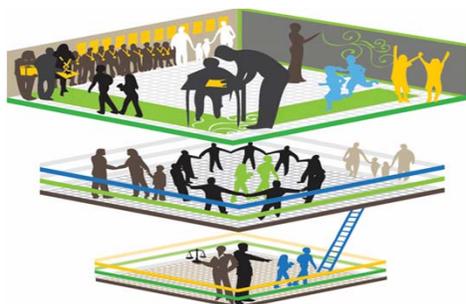
Does this resonate?

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



www.attendanceworks.org

30



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

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

www.attendanceworks.org

33

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>

www.attendanceworks.org

34

Help Students and Families Create a Success Plan

MY FAMILY'S HELP BANK

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

2. **Everyday Helpers:** Identify who you can call on to help every day. These are people like family, neighbors and relatives who can help regularly.

3. **Occasional Helpers:** Identify people who can help you on some days, but not every day. These are people like a grandparent, a neighbor or a friend who lives nearby but not in your neighborhood.

4. **Potential Helpers:** Identify people who live far away or who don't live in your neighborhood but can help if you need it.

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!

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



www.attendanceworks.org



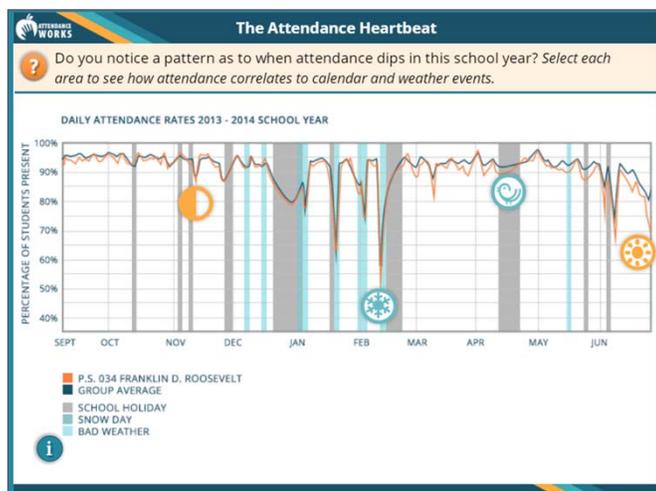
Take A Health Oriented Perspective for Addressing Absences

- 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.



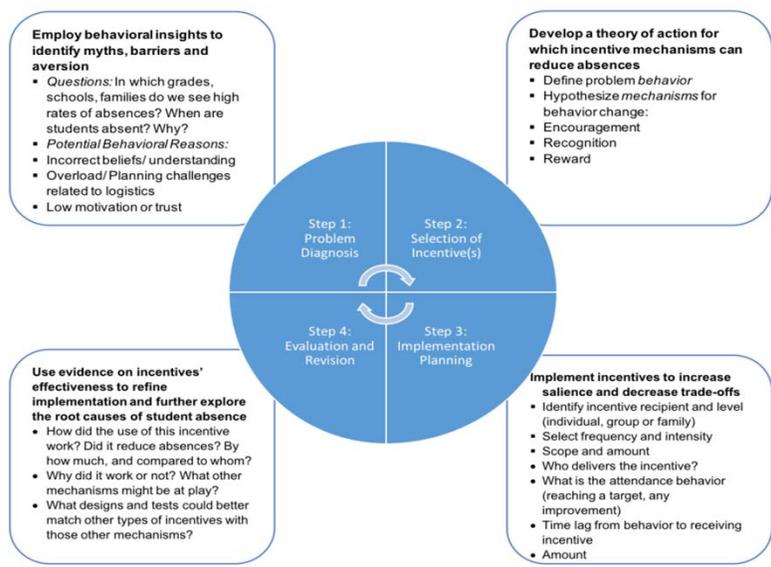
www.attendanceworks.org

Combating Attendance Dips (From Module II)



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

Use Incentives Strategically to Motivate Improved Attendance



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](#)*

39



- 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.

40

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)

41

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

Truancy: [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 child is absent from school and/or tardy in excess of 20 minutes on three (3) occasions in one school year without a valid excuse, the law considers that child to be truant.
 Education Code Section 4220.5 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 8 (commencing with Section 42390) 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 42204.
- That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13022.7 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

42

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 dates:

Thursday, September 12, 2015
Thursday, September 18, 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 466(a), 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 46590) 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 46264.
- That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 53010 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_FRONT_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

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

Truancy: (STATE) Education Code Section 46264 determines 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 another 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 46264 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 46590) 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 46264.
- That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 53010 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_FRONT_NUMBER».

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?*
 -



www.attendanceworks.org

45



Tier 2 Interventions

Tier 2	Who are the families in Tier 2?	For which families is Tier 2 sufficient?
<ul style="list-style-type: none"> • Targeted interventions that remove identified barriers and increase positive connections that motivate improved attendance 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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



www.attendanceworks.org

46

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:

Time Period	Absence Criteria
In first 2 weeks	2 absences
In first month (4 weeks)	2-3 absences
In first 2 months (8 weeks)	4-7 absences
Any time after	Missing 10% any time after

Attendance Works www.attendanceworks.org 47

Tier 2 Interventions are Especially Critical

```
graph TD; A[Recruit for engaging before- or after-school activities] --> D((Priority Early Outreach for Positive Linkages and Engagement)); B[Connect to Walk-to-School Companion] --> D; C[Add attendance goals and supports to IEP] --> D; E[Offer plan or contacts for health support] --> D; F[Assign caring mentors] --> D; G[Partner with families/students to develop Student Attendance Success Plan] --> D;
```

Attendance Works www.attendanceworks.org 48



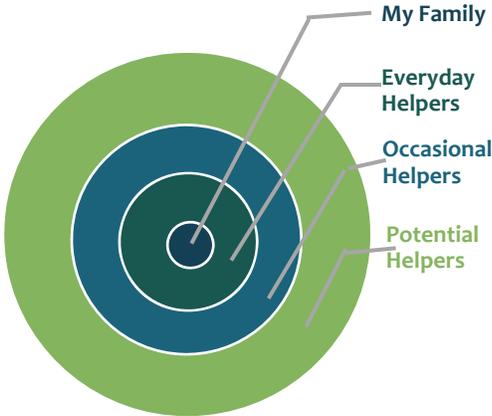
My Family Help Bank: Part of Success Plan

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.

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





www.attendanceworks.org

49

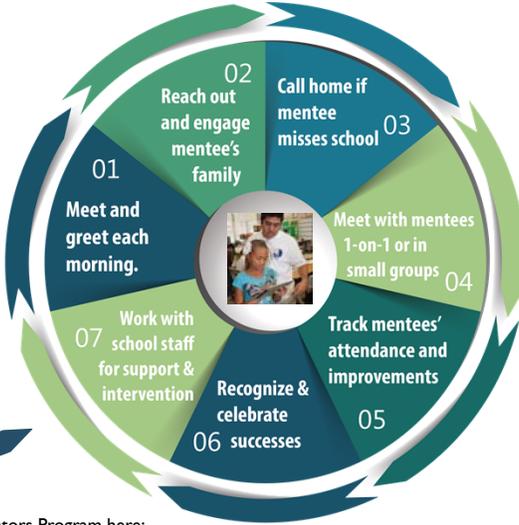
Success Mentors



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/>



www.attendanceworks.org

50



Tier 3 Interventions

Tier 3	Who are the families in Tier 3?	For which families is Tier 3 sufficient?
<ul style="list-style-type: none"> Tier 3 provides intensive interventions, often from multiple agencies or specialists within a school district or community 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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


www.attendanceworks.org
51



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?


www.attendanceworks.org
52

Tailoring the Conversation to Students' Situations

Satisfactory Attendance

At-Risk

Moderate Chronic Absence

Severe Chronic Absence

If student has missed fewer than 5% 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.

If student has missed more than 5% and is nearing 10% 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.

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

www.attendanceworks.org

53

What Might Educators and Community Partners Say to Families?

Adapted with permission from materials created by © High Expectations Parental Service, 2011

01 Learn	Learn about the student's family. Ask what their vision is for their child's future. What are their hopes and dreams for them?
02 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.
03 Inform	Review attendance report with parents. Tailor conversation to student's level of absenteeism & inform parents of possible impacts of missing school. Connect attendance to parents' hopes and dreams for their child.
04 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.
05 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.

www.attendanceworks.org

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 9% of school (< 1 day per month)

1. _____
 2. _____
 3. _____

TIER 1B: At-Risk - missed 9-19.99% of school (1-4 days per month)

1. _____
 2. _____
 3. _____

TIER 2: Moderate 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	#

www.attendanceworks.org

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



www.attendanceworks.org

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



www.attendanceworks.org

57

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.



www.attendanceworks.org

58



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.)?



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



Create A Yearly Plan to Operationalize the Multi-tiered Strategy

- Summer: Taking Stock & Assessing Needs
- Welcome Back: Establishing a Culture of Attendance & Engagement
- Fall: Supporting Early Intervention
- Winter: Sustaining the Momentum
- Spring: Ending the Year Strong



www.attendanceworks.org

Yearly Planning Calendars

Attendance Activities School Year Plan (K-12)

FORMS ATTENDANCEWORKS.org 10.14.19

School Name:		School Year:					
Planning	Review Board of School Year (BoSY) Report	Welcome Back (August/September)	Onboarding (Early/Pre-Opening)	Full Transition (October/November)	Winter Transition (December/January)	Spring Transition (February/March)	
Board Staff	Identify and assign staff to various roles and responsibilities. Review and update roles and responsibilities. Develop a communication plan.	Communicate with staff regarding the upcoming school year. Review and update roles and responsibilities. Develop a communication plan.	Communicate with staff regarding the upcoming school year. Review and update roles and responsibilities. Develop a communication plan.	Communicate with staff regarding the upcoming school year. Review and update roles and responsibilities. Develop a communication plan.	Communicate with staff regarding the upcoming school year. Review and update roles and responsibilities. Develop a communication plan.	Communicate with staff regarding the upcoming school year. Review and update roles and responsibilities. Develop a communication plan.	
Year 1 (onward)	Monitor ongoing planning implementation. Review and update roles and responsibilities. Develop a communication plan.	Monitor ongoing planning implementation. Review and update roles and responsibilities. Develop a communication plan.	Monitor ongoing planning implementation. Review and update roles and responsibilities. Develop a communication plan.	Monitor ongoing planning implementation. Review and update roles and responsibilities. Develop a communication plan.	Monitor ongoing planning implementation. Review and update roles and responsibilities. Develop a communication plan.	Monitor ongoing planning implementation. Review and update roles and responsibilities. Develop a communication plan.	
Year 2 (ongoing - regular school year)	Monitor ongoing planning implementation. Review and update roles and responsibilities. Develop a communication plan.	Monitor ongoing planning implementation. Review and update roles and responsibilities. Develop a communication plan.	Monitor ongoing planning implementation. Review and update roles and responsibilities. Develop a communication plan.	Monitor ongoing planning implementation. Review and update roles and responsibilities. Develop a communication plan.	Monitor ongoing planning implementation. Review and update roles and responsibilities. Develop a communication plan.	Monitor ongoing planning implementation. Review and update roles and responsibilities. Develop a communication plan.	
Year 3 (wrap - end of school year)	Monitor ongoing planning implementation. Review and update roles and responsibilities. Develop a communication plan.	Monitor ongoing planning implementation. Review and update roles and responsibilities. Develop a communication plan.	Monitor ongoing planning implementation. Review and update roles and responsibilities. Develop a communication plan.	Monitor ongoing planning implementation. Review and update roles and responsibilities. Develop a communication plan.	Monitor ongoing planning implementation. Review and update roles and responsibilities. Develop a communication plan.	Monitor ongoing planning implementation. Review and update roles and responsibilities. Develop a communication plan.	

District Attendance Team Yearly Planning Calendar

FORMS ATTENDANCEWORKS.org 10.14.19

School District:		School Year:					
Planning	Review Board of School Year (BoSY) Report	Welcome Back (August/September)	Onboarding (Early/Pre-Opening)	Full Transition (October/November)	Winter Transition (December/January)	Spring Transition (February/March)	
Attendance Data	Review and analyze attendance data from the previous year. Identify trends and areas for improvement.	Review and analyze attendance data from the previous year. Identify trends and areas for improvement.	Review and analyze attendance data from the previous year. Identify trends and areas for improvement.	Review and analyze attendance data from the previous year. Identify trends and areas for improvement.	Review and analyze attendance data from the previous year. Identify trends and areas for improvement.	Review and analyze attendance data from the previous year. Identify trends and areas for improvement.	
Build Capacity	Develop and implement professional development for staff. Focus on attendance and engagement strategies.	Develop and implement professional development for staff. Focus on attendance and engagement strategies.	Develop and implement professional development for staff. Focus on attendance and engagement strategies.	Develop and implement professional development for staff. Focus on attendance and engagement strategies.	Develop and implement professional development for staff. Focus on attendance and engagement strategies.	Develop and implement professional development for staff. Focus on attendance and engagement strategies.	
Process Improvement	Review and update attendance and engagement processes. Identify areas for improvement.	Review and update attendance and engagement processes. Identify areas for improvement.	Review and update attendance and engagement processes. Identify areas for improvement.	Review and update attendance and engagement processes. Identify areas for improvement.	Review and update attendance and engagement processes. Identify areas for improvement.	Review and update attendance and engagement processes. Identify areas for improvement.	
Student Achievement	Monitor and report on student achievement data. Identify areas for improvement.	Monitor and report on student achievement data. Identify areas for improvement.	Monitor and report on student achievement data. Identify areas for improvement.	Monitor and report on student achievement data. Identify areas for improvement.	Monitor and report on student achievement data. Identify areas for improvement.	Monitor and report on student achievement data. Identify areas for improvement.	
Strategic Partnerships	Develop and implement strategic partnerships with community organizations. Focus on attendance and engagement.	Develop and implement strategic partnerships with community organizations. Focus on attendance and engagement.	Develop and implement strategic partnerships with community organizations. Focus on attendance and engagement.	Develop and implement strategic partnerships with community organizations. Focus on attendance and engagement.	Develop and implement strategic partnerships with community organizations. Focus on attendance and engagement.	Develop and implement strategic partnerships with community organizations. Focus on attendance and engagement.	

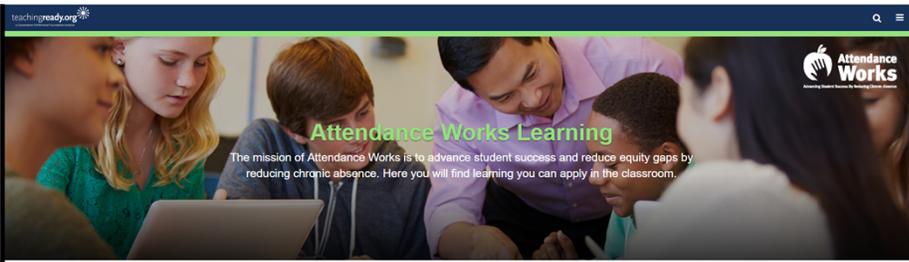
- District and School team versions available
- Blank versions available so you can customize your plan!

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



www.attendanceworks.org

What is Teaching Attendance?



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/>



www.attendanceworks.org

63



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)



www.attendanceworks.org

64

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



**California School
DASHBOARD**

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



Attendance Works ©

www.attendanceworks.org

67



California School
DASHBOARD

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

STATE PERFORMANCE OVERVIEW

State of California

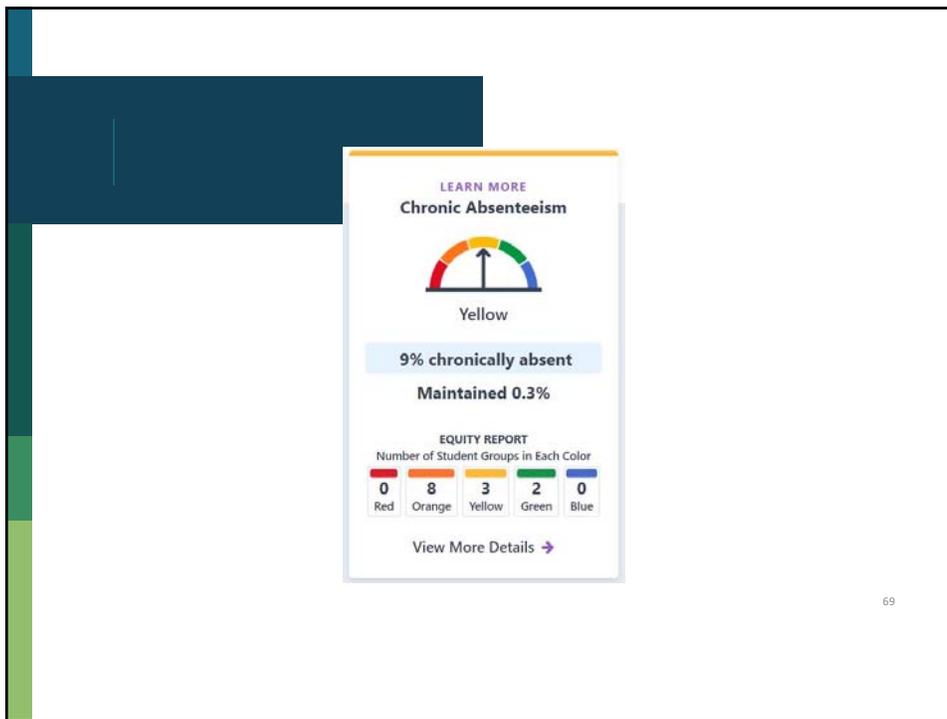
2018

Generate PDF Report

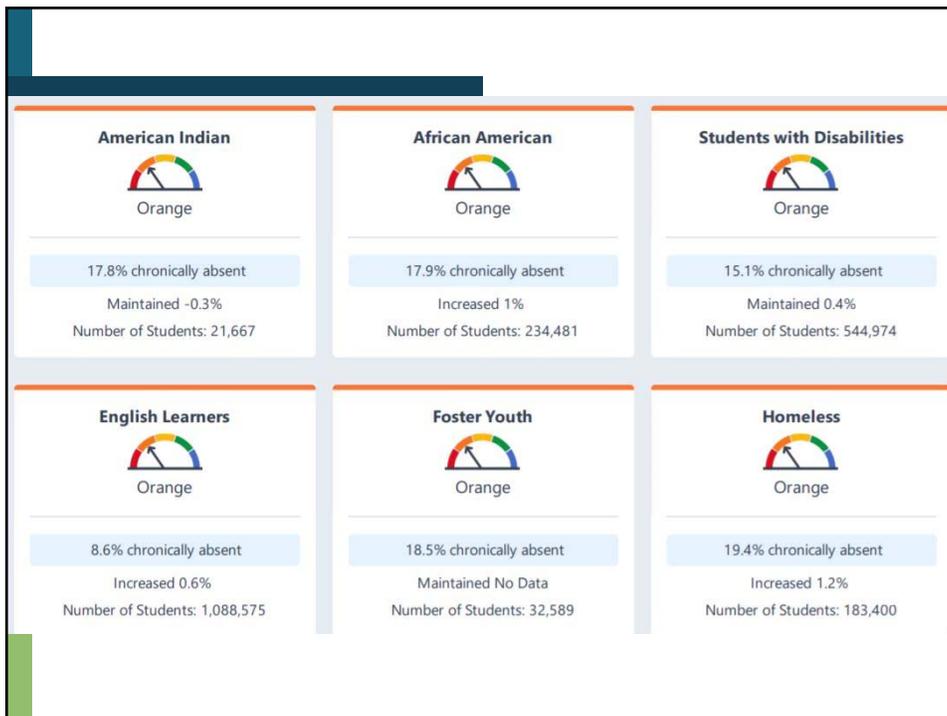
Explore the performance of the State of California under California's Accountability System.

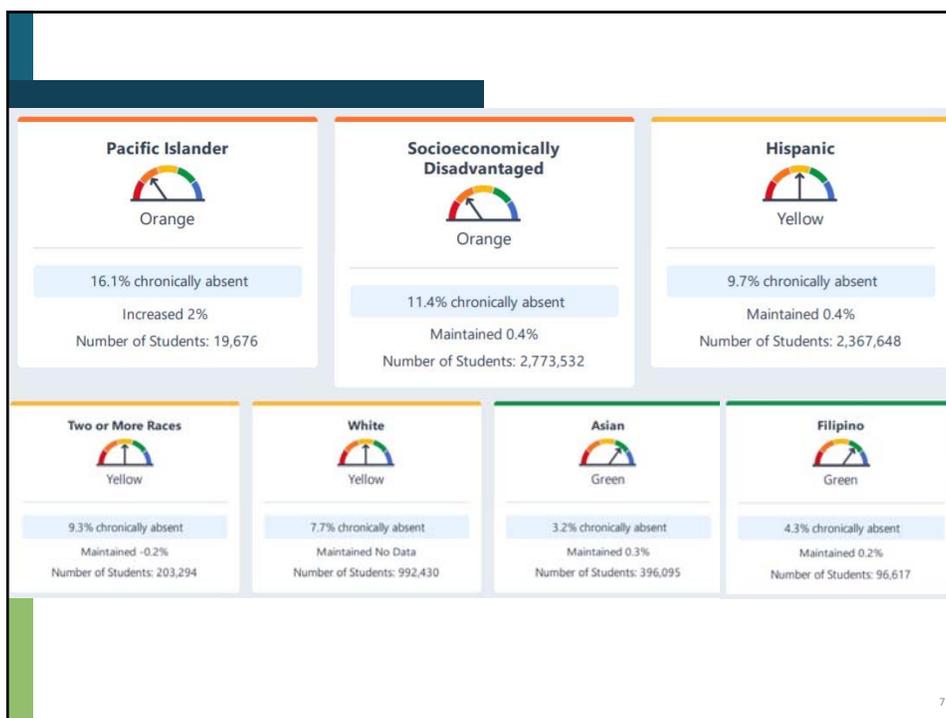
<p>Chronic Absenteeism</p>  <p>Yellow</p>	<p>Suspension Rate</p>  <p>Yellow</p>	<p>English Learner Progress</p>  <p>No Performance Color</p>	<p>Graduation Rate</p>  <p>Yellow</p>
<p>College/Career</p>  <p>Yellow</p>	<p>English Language Arts</p>  <p>Orange</p>	<p>Mathematics</p>  <p>Orange</p>	

68



69



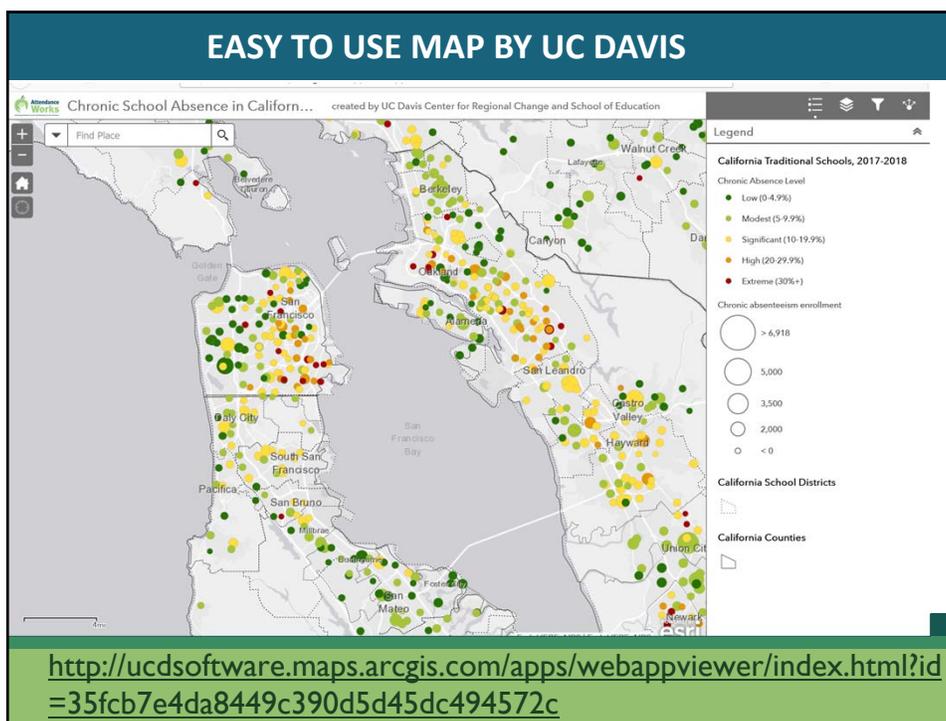


71



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>



Hedy Chang, Executive Director
hedy@attendanceworks.org

Cecelia Leong, Director for Programs
cecelia@attendanceworks.org

Sue Fothergill, Associate Director, Policy
sue@attendanceworks.org

Catherine Cooney, Communications Manager
catherine@attendanceworks.org



www.attendanceworks.org