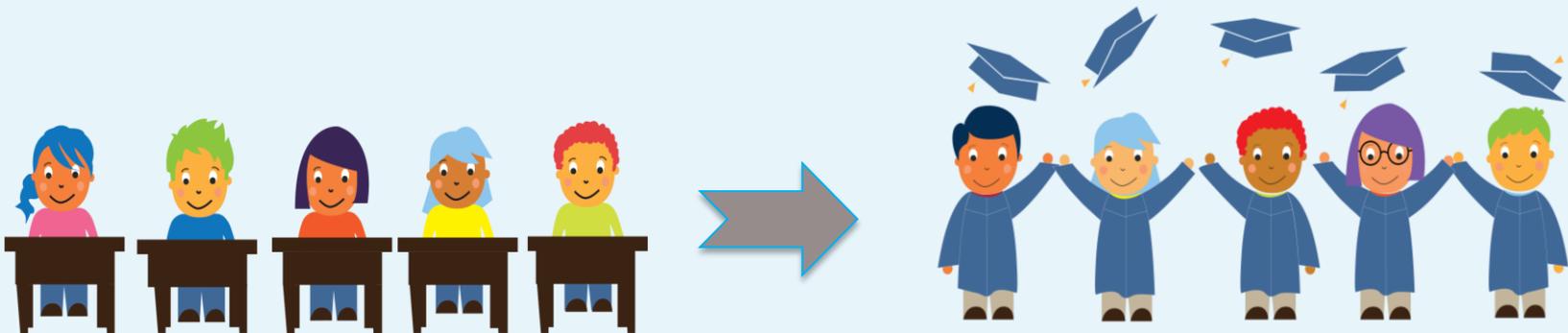


Leading Attendance in California:

*How Elementary Principals Can Close the
Achievement Gap by Reducing Chronic Absence*



Agenda

I. Welcome and Why Chronic Absence Matters

~ Gordon Jackson

II. What Is Chronic Absence and How Can You Address It

~ Hedy Chang

III. California Principal's Toolkit ~ Hedy Chang

IV. Principal Panel ~ Cecelia Leong

- Steve Trotter, Rodeo Hills Elementary School, John Swett Unified School District
- Ed Clement, Parkridge Elementary School, Corona-Norco Unified School District

IV. Announcements



Welcome



Gordon Jackson

Assistant Superintendent

*Coordinated Student Support
Division,
California Department of Education*





California (CDE/COE) Attendance Peer Learning Network



SPSSC
Student Programs and Services
Steering Committee

REGION IX
EQUITY ASSISTANCE
CENTER
AT WestEd 

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction





TOM TORLAKSON
State Superintendent
of Public Instruction

It's not that I'm so smart, it's just that I stay with problems longer. -Albert Einstein

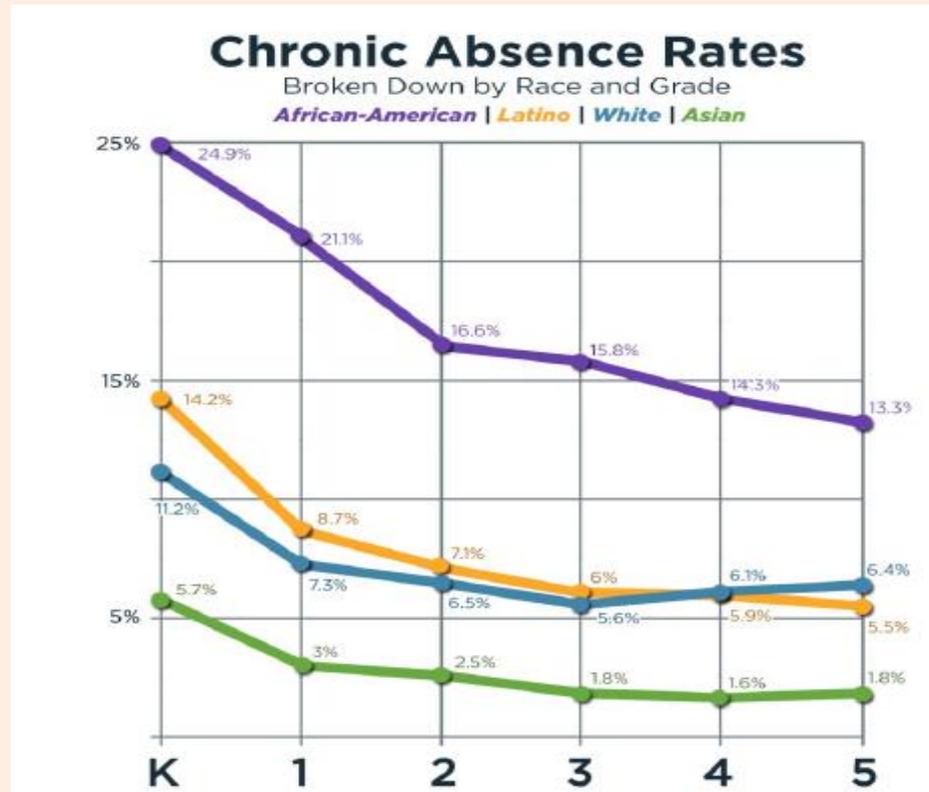
- **It is safe to say that we have an attendance problem in too many California schools.**
- **We know that students are more likely to succeed in life when they start out attending school regularly.**
- **When students are not in school they are more likely to get “schooled” about life in not the best of ways.**
- **Dropout patterns are linked with poor attendance beginning in kindergarten.**
- **School budgets are linked to attendance and schools with high absences have less money to address essential classroom needs.**



TOM TORLAKSON
State Superintendent
of Public Instruction

California Context

Chronic Absence in the Elementary Grades is a Major Barrier to Achievement



An estimated
250,000 students
(K–5) were Chronically
Absent in 2013–14.

Source: Office of California Attorney General Kamala Harris.
In School + On Track 2014



TOM TORLAKSON
State Superintendent
of Public Instruction

Benefits of Reducing Chronic Absence Starting with the Elementary Grades

- Increase funding for districts (More Average Daily Attendance)
- Chronic absence (missing 10 percent of school for any reason including excused and unexcused absence) in elementary school has often been overlooked
- Reduce negative student outcomes linked with absenteeism such as lack of proficiency in reading by third grade and eventual course failure and dropout.

Poll Question

What is your role?

- Principal/School Administrator
- District Office Administrator/County Office of Ed Administrator
- Practitioner (working in a community)
- Funder/Researcher/Evaluator
- TA Provider/GLR Network Member



Attendance Works



Hedy Chang
Director



What is Chronic Absence and How Can You Address It?



Unpacking Attendance Terms

Average Daily Attendance

- Nationally, ADA is generally understood as the % of enrolled students who attend school each day. In California, for funding purposes, it is also defined as total days of student attendance divided by total days of student instruction.

Truancy

- Typically refers only to unexcused absences and is defined by each state under No Child Left Behind. It signals the potential need for legal intervention under state compulsory education laws. In CA, it refers to a child absent 3 days without a valid excuse or late 3 times to class by at least 30 minutes without a valid excuse.

Chronic Absence

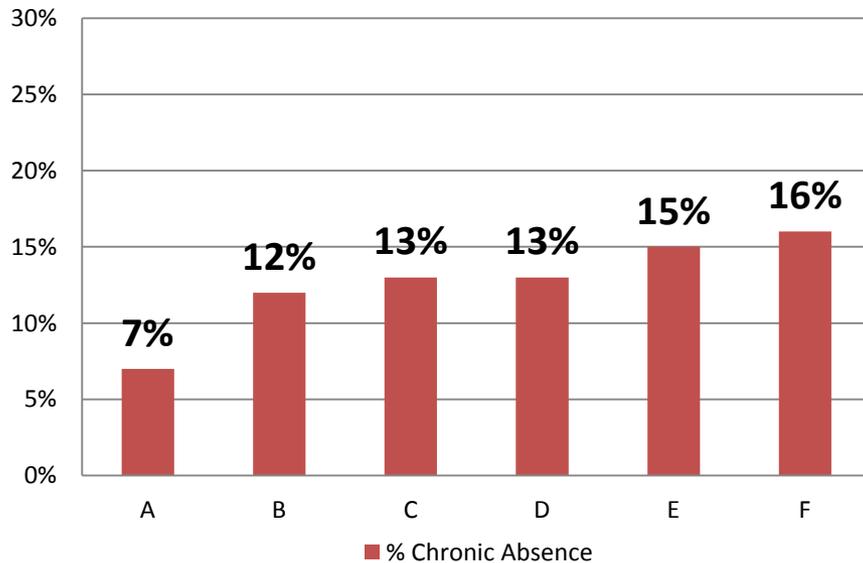
- Missing 10% or more of school for any reason – excused, unexcused, etc. It is an indication that a student is academically at risk due to missing too much school.



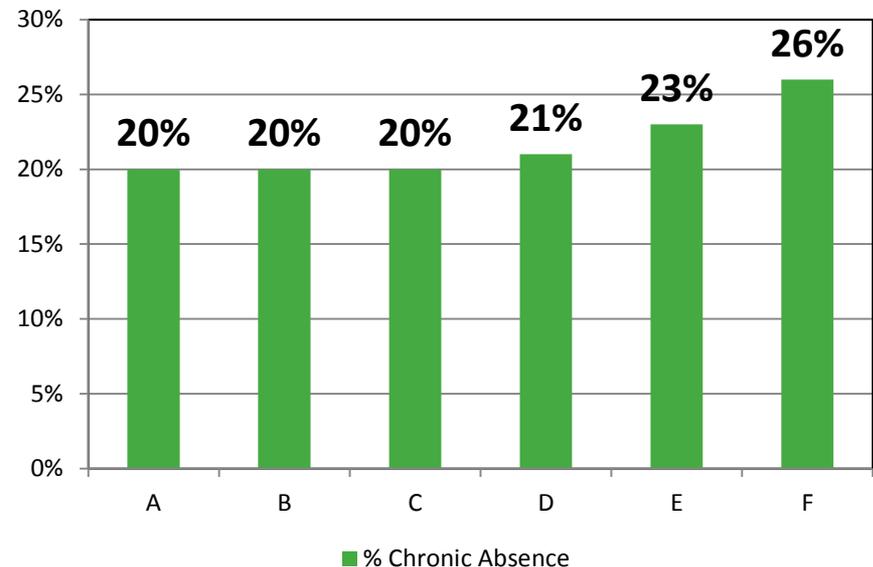
High Levels of Average Daily Attendance (ADA) Can Mask Chronic Absence

90% and even 95% \neq A

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



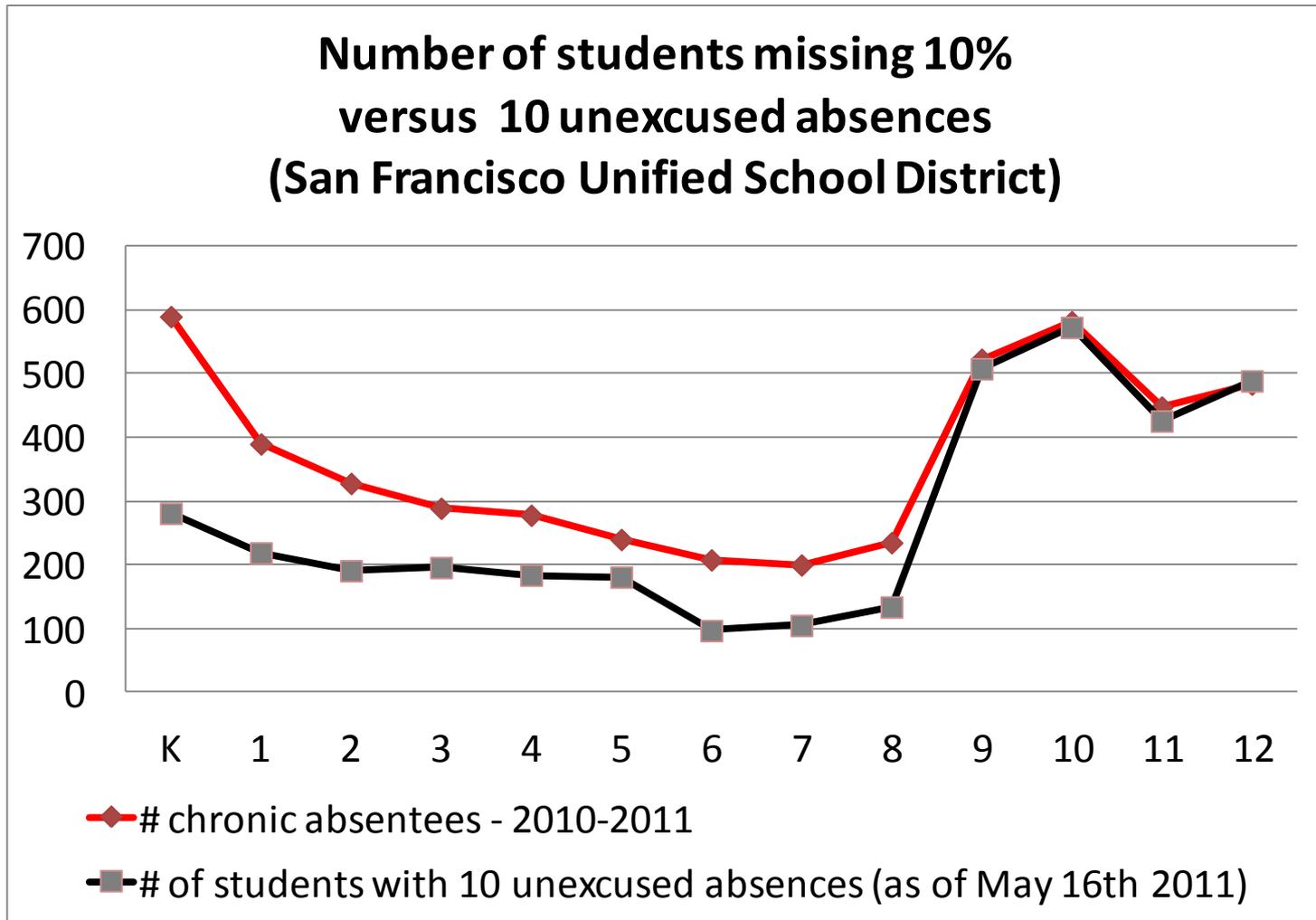
Chronic Absence for 6 Schools in New York City with 90% ADA in 2011-12



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



Chronic Absence Versus Truancy



Find Out Why Students Are Chronically Absent

Myths

Absences are only a problem if they are unexcused

Sporadic versus consecutive absences aren't a problem

Attendance only matters in the older grades

Barriers

Chronic disease

Mental Health & Social-Emotional Wellness Challenges

Lack of access to health or dental care

Poor transportation

No safe path to school

Aversion

Child struggling academically

Lack of engaging instruction

Poor school climate and ineffective school discipline

Parents had negative school experience

AW Recommended Site-Level Strategies

A. Recognize Good and Improved Attendance

B. Engage Students and Parents

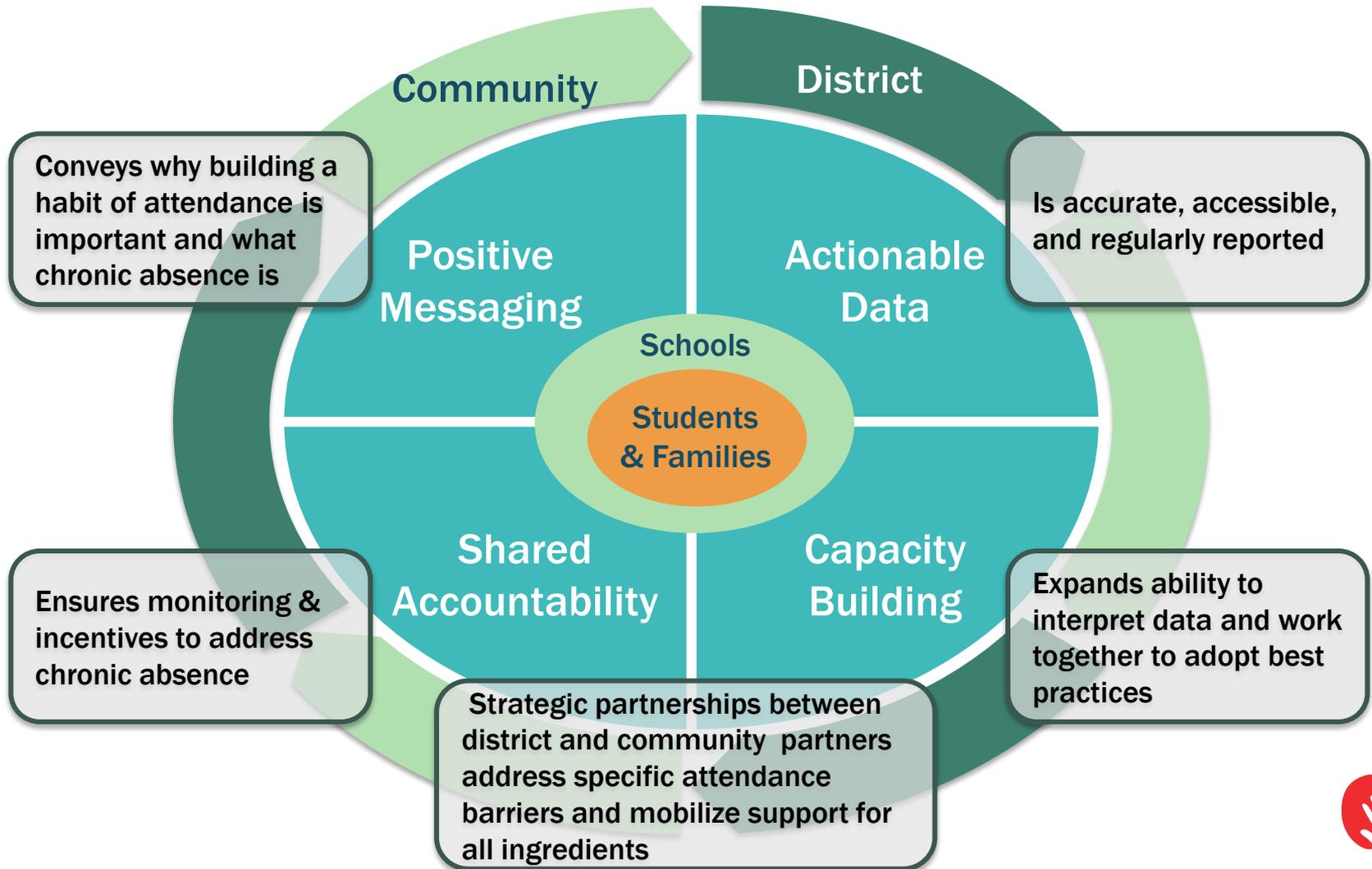
E. Develop Programmatic Response to Barriers (as needed)

D. Provide Personalized Early Outreach

C. Monitor Attendance Data and Practice



Ingredients for System-wide Success & Sustainability



Investing in Principals to Lead Attendance!

Leading Attendance in California: A Principal's toolkit

<http://www.attendanceworks.org/policy-advocacy/state-reports/california/california-principals-toolkit/>



Your Role as a Leader

Principals are positioned to:

1. **Cultivate** a school-wide culture of attendance
2. **Use Data** to determine need for additional supports
3. **Take a Team Approach** and develop staff capacity
4. **Advocate** for additional resources and improved policy



Principals are uniquely positioned to adopt a tiered approach to improve attendance

TIER 3 Students who are chronically truant or missed 20% or more of the prior school year (severe chronic absence)

- Intensive case management with coordination of public agency and legal response as needed

High Cost

Truancy interventions

TIER 2 Students exhibiting chronic absence (missing 10%)

- Provide personalized early outreach
- Meet with student/family to develop plan
- Offer attendance Mentor/Buddy

TIER 1
All students

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

Low Cost



1) Tier 1: Cultivate a School-wide Culture of Attendance

- **Start outreach** to families before the school year begins
- **Leverage existing activities** to communicate the importance of good attendance and offer support
- **Nurture** a school-wide system of attendance incentives
- **Message** about the importance of attendance all year long, beginning with Attendance Awareness Month



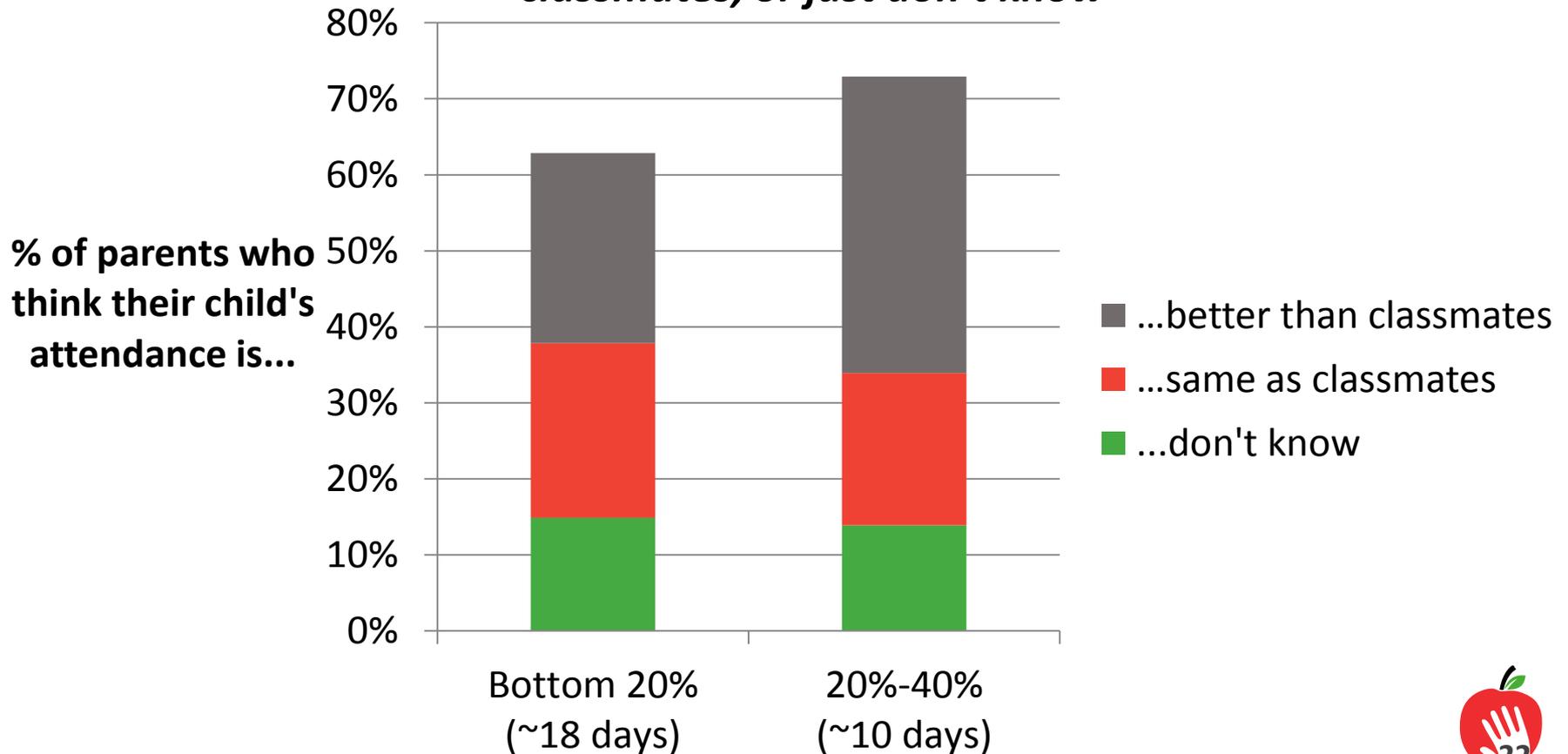
Attendance Messaging to Parents



Pilot Survey by Todd Rogers

(Harvard University)

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



Harvard research study found comparison reduced absence by 5-10% for all students, regardless of severity of absenteeism

ABSENCES MATTER AND YOU CAN HELP

[DATE]

Dear Parent/Guardian of [Todd Rogers],

[Todd] has missed more school than [his] classmates.

[Todd] was absent [6] day(s) so far this school year.

Students fall behind when they miss school - whether students are absent for excused or unexcused reasons.

You can have a big effect on [Todd]'s absences this semester - and we appreciate your help.

Sincerely,
Superintendent
School District

Parental Efficacy ✓

Social Comparison ✓

Re-calibrate parental under-estimate ✓

Correct mistaken belief about excused > unexcused ✓

Parental efficacy ✓

On the same team, gratitude ✓

<50 words for low literacy individuals ✓

TODD HAS MISSED MORE SCHOOL THAN HIS CLASSMATES



[Todd]'s absences are compared to the typical number of absences among [his] classmates in [5th grade] at [HarvardMS].

** This card is part of the XYZ Attendance Project, which aims to increase awareness about the importance of attendance. This is a follow-up to cards we sent earlier in the year. The number of absences listed above includes excused and unexcused absences as of [DATE]. If you have questions, or you do not want to receive future cards, please call [PHONE], email [EMAIL], or visit www.attendanceproject.org. Please be sure to provide the following code: [UNIQUE CODE]. If you received this card in error or have already opted out of receiving these cards, please disregard this one. We apologize for the inconvenience.

Social comparison in writing for low numeracy individuals ✓

Red bar signifies "needs improvement" ✓

Horizontal graphs with vertical gray axis lines tested as clearest to low numeracy individuals ✓

Public website for more information and to opt-out of further mail ✓

Ad Council

California School Attendance Research Project



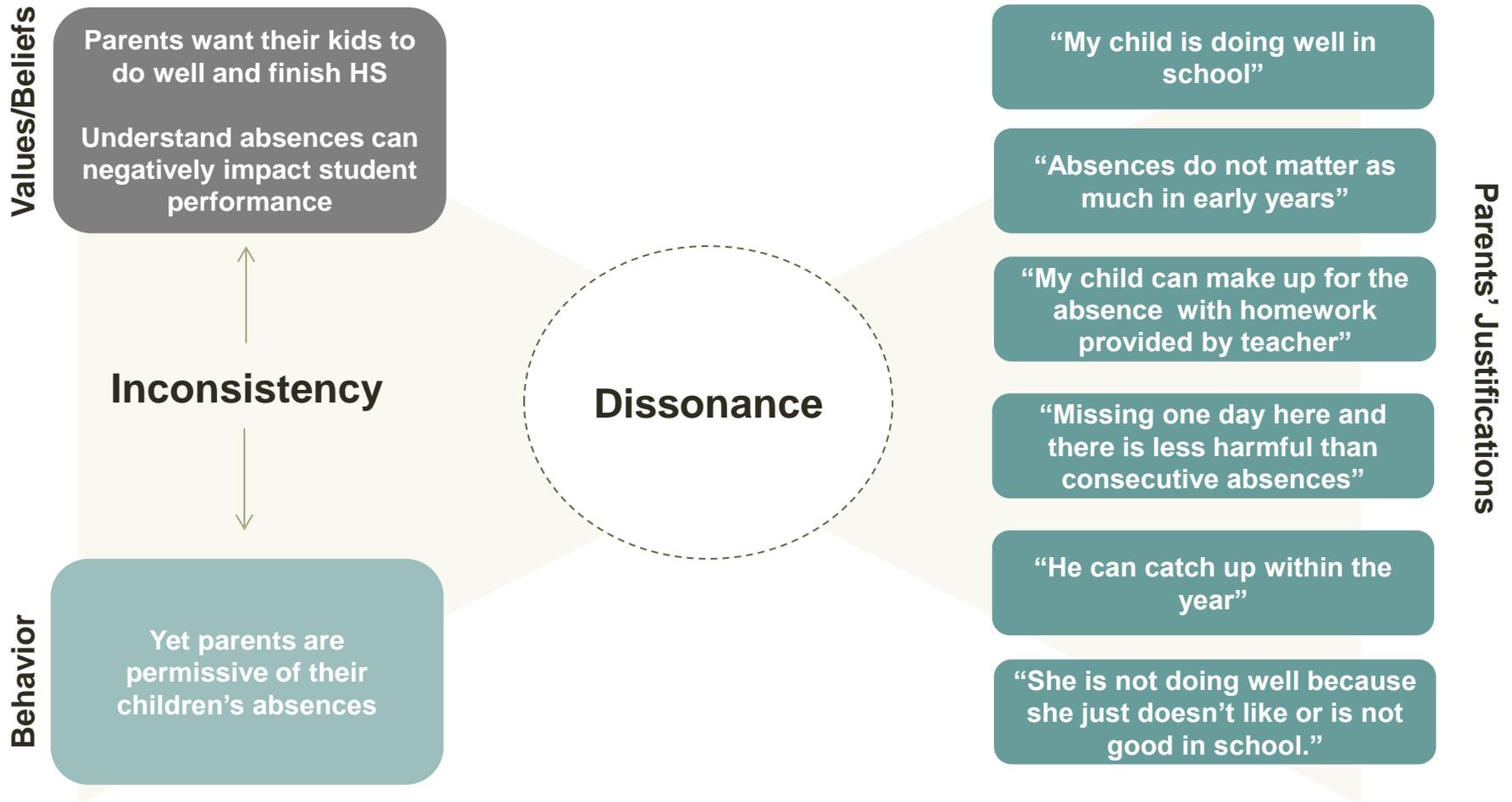
C&C Multicultural
Strategic Research



For the CA Office of the Attorney General: Contact Ben
Chida (Ben.Chida@doj.ca.gov)

June, 2015
C&C Multicultural, LLC
Strategic Research

Disconnect Between Values and Behavior



Schools Reinforce Negative Behaviors

Interviewed Parents:

- Disregarded or felt frustrated by impersonal letters
- Thought that homework packets made up for the absence
- Never had a teacher raise concerns about excessive absences
- Were worried about school safety
- Felt like their kids were absent about as often as the norm

School activities that:

Reinforce Attendance

Rewards to classrooms with the best attendance, generally consisting of ice cream or DJ parties.

Reinforce Absenteeism

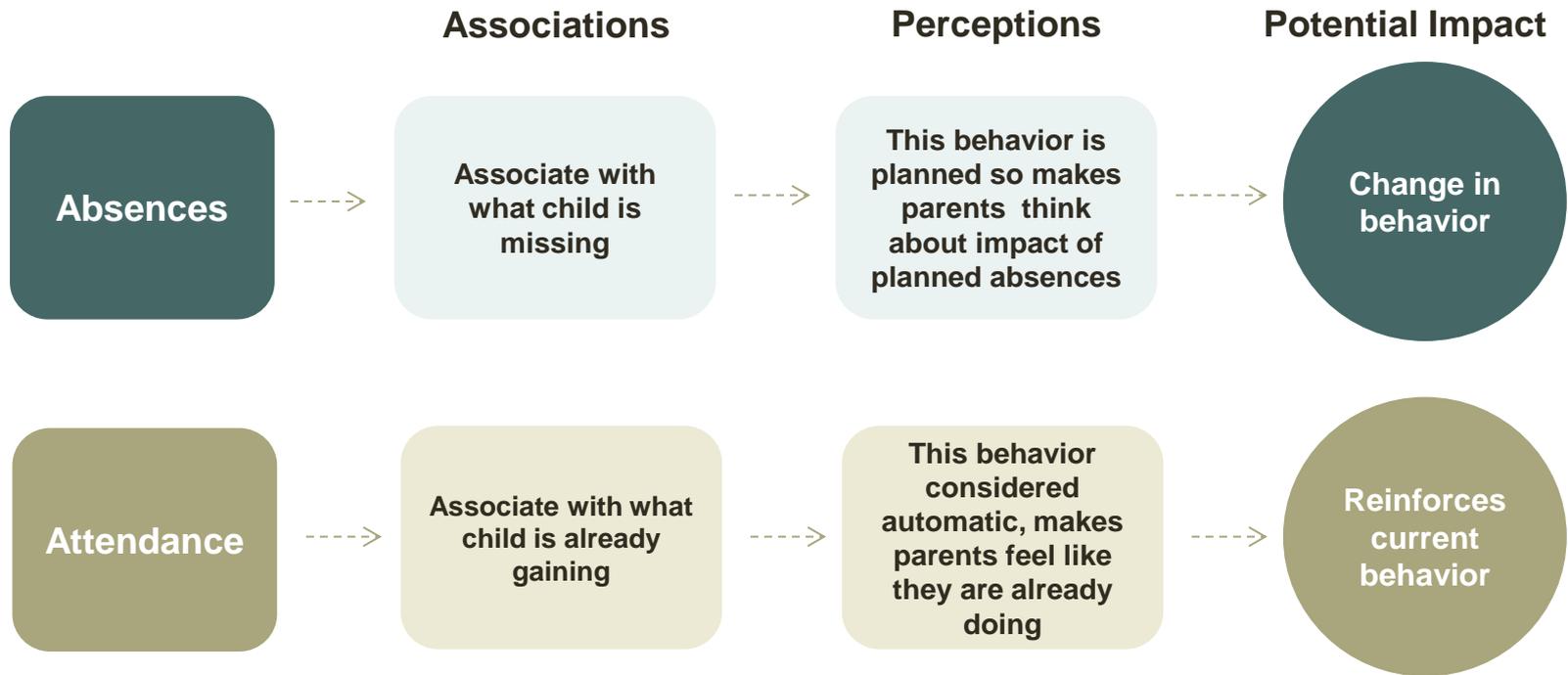
- Impersonal letters
- Teachers send work home in response to absences
- Teachers do not address absenteeism issue with the parent
- Parents do not feel their child is safe in school
- Allowing perception that chronic absence is normal

Big motivators for kids, but not the parents

Reinforces parents' existing attitudes and behaviors toward absences

For more details, please refer to pages 13–14 of the report

Messaging: Absences v. Attendance



For more details, please refer to page 16 of the report

Recommendations

Insights

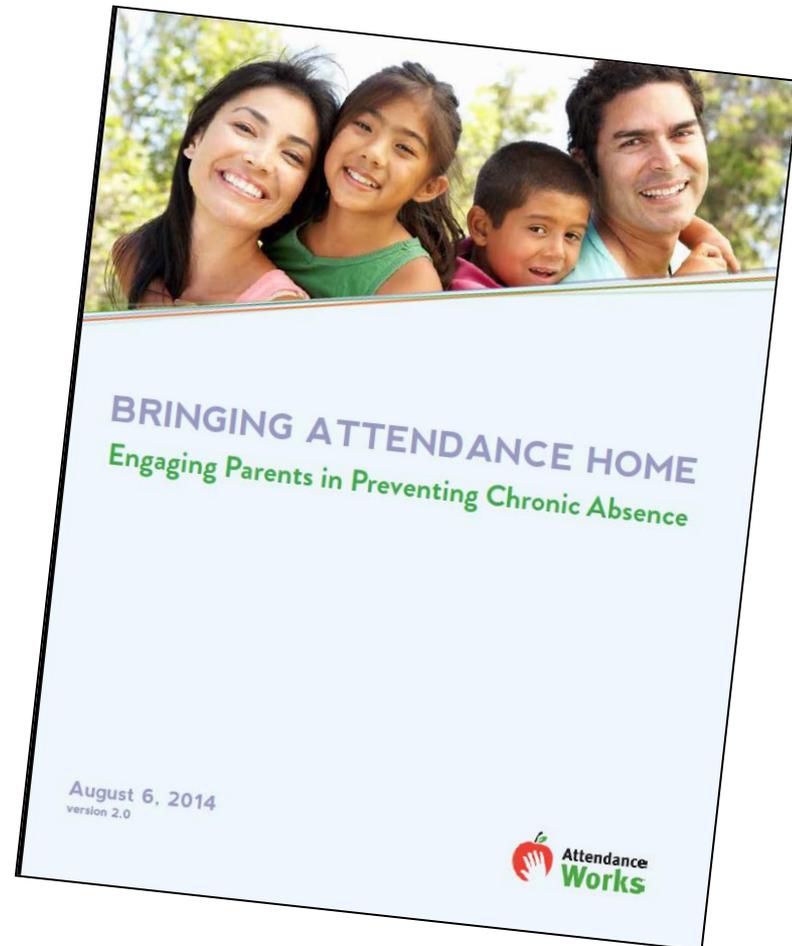
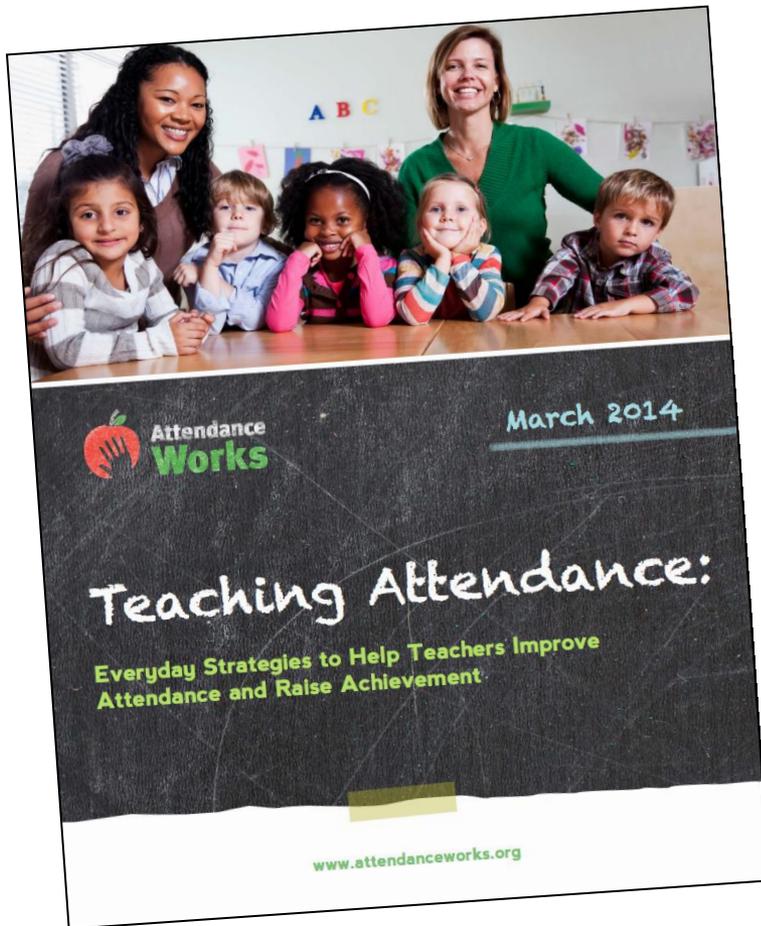
- **Parents** do not connect early absences with long-term negative consequences.
- **Teachers** communicate with parents, but not about absences.
- **Absence letters** alone are ineffective, generating fear, denial, or misunderstanding—especially for Hispanic parents.
- Parents often rely on **communities** and social networks to care for their children.

Recommendations

- **Educate** parents about the impact of early absences.
- Encourage **teachers** to speak to parents about absences; explore easy ways (e.g. text messaging programs) to help them regularly do so.
- Help parents **keep track** of the # of absences.
- Take stock of **community members** who play critical roles in kids' lives, and enlist their help.

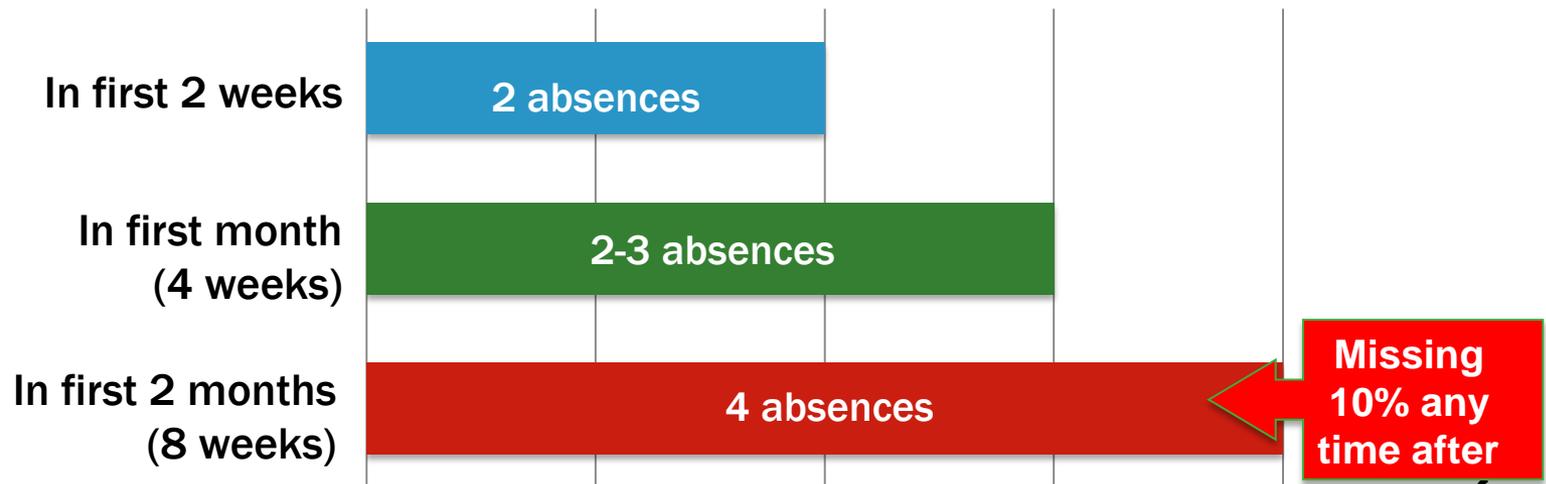
For more details, please refer to page 20–22 of the report

Tools for Communication, Education, and Engagement

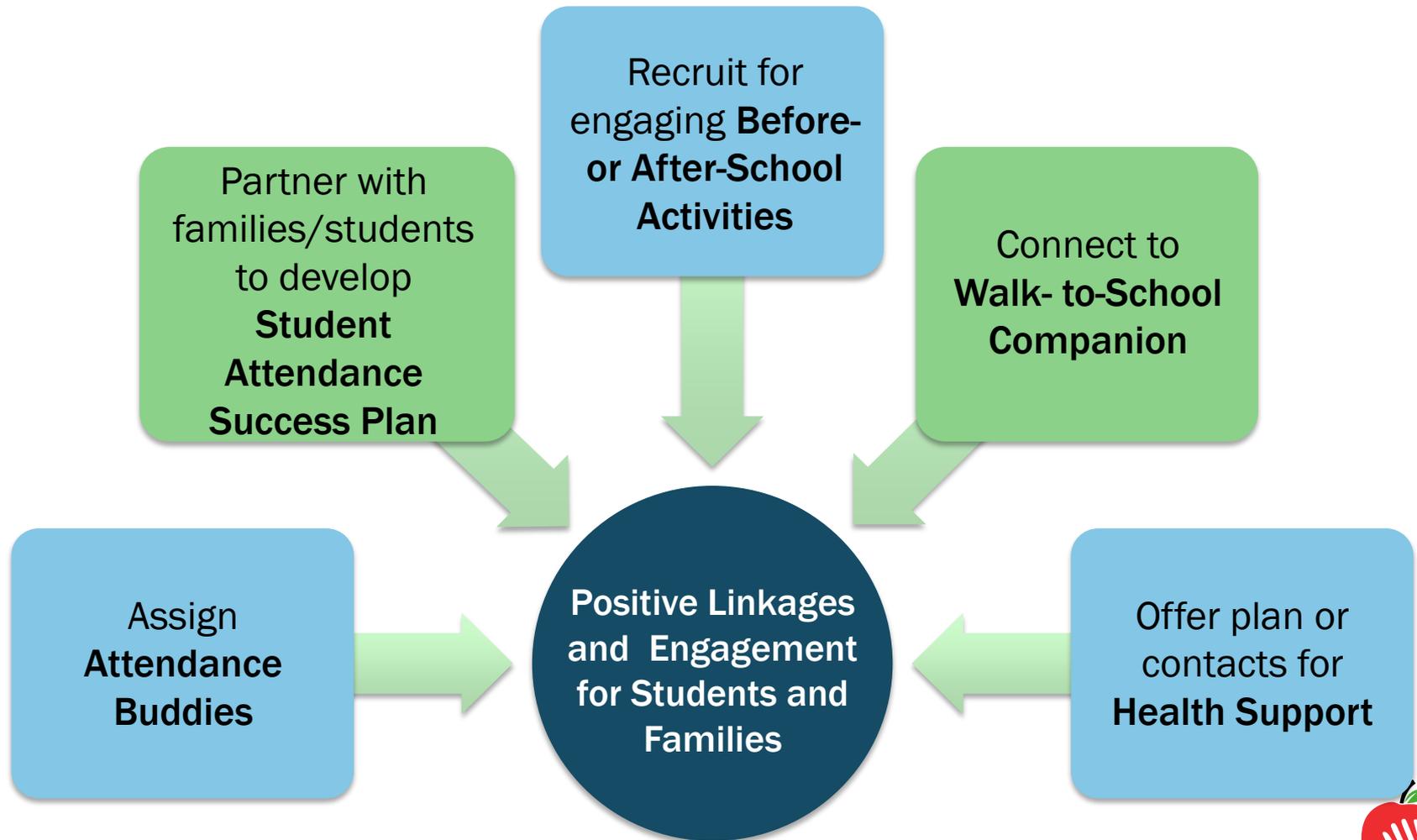


2) Tier 2: Use Data to Identify Priority Students for Early Interventions

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



Possible Tier 2 Interventions



Look for Your School's Chronic Absence Lists

- **District Offices are preparing the list of students who were chronically absent in 2014-15**
- **Your district offices are also offering Guidance and Supports for early intervention**

3) Take a Team Approach to Address Attendance

Attendance teams could be drawn from an existing structure or established for this purpose. They should include a Principal (or vice principal) and, ideally, the following:

- social worker, nurse, or counselor
- attendance clerk
- parent liaison
- teacher lead
- community based organization/partner(s) offering support that engage students or parents or address an attendance barrier

(Tip: Consider designating a staff person to facilitate the meetings as well as a note taker)



Attendance Teams...

- Should be **action-oriented**
- **Use data** to understand which sub-populations of students are most affected and what are trends over time
- **Identify and mobilize** school and community resources to address identified needs
- **Ensure needs of individual students with poor attendance** are being addressed

Attendance Teams best practices sources: Attendance Works, Children's Aid Society, the Children's Initiative, the Baltimore Education Research Consortium, and the Baltimore Student Attendance Campaign





Fill Out Your Pyramid

For each tier, fill in the activities/supports currently in place.

School District/ School Name: _____

TIER 3

Students at risk of missing 20% or more of school (severe chronic absence)

High Cost

TIER 2

Students at risk of missing 10-19% (moderate chronic absence)

TIER 1

All students

How many students are in each tier?

| | |
|--------|--|
| Tier 3 | |
| Tier 2 | |
| Tier 1 | |

Low Cost

4) Advocate for Additional Resources and Improved Policy

- **Call for your district** to provide real-time chronic absence data to all schools
- **Advocate coordination** and sharing of best practices across schools
- **Encourage district leadership** to act on this issue
- **Support improved city, county and state policy** for monitoring chronic absence and allocating resources
- **Join with other administrators** and professional associations to advocate for better policy

Attendance Works

Cecelia Leong
Associate Director



Panel Discussion

- **Steve Trotter, Principal**
Rodeo Hills Elementary School
John Swett Unified School District
- **Ed Clement, Principal**
Parkridge Elementary School
Corona-Norco Unified School District

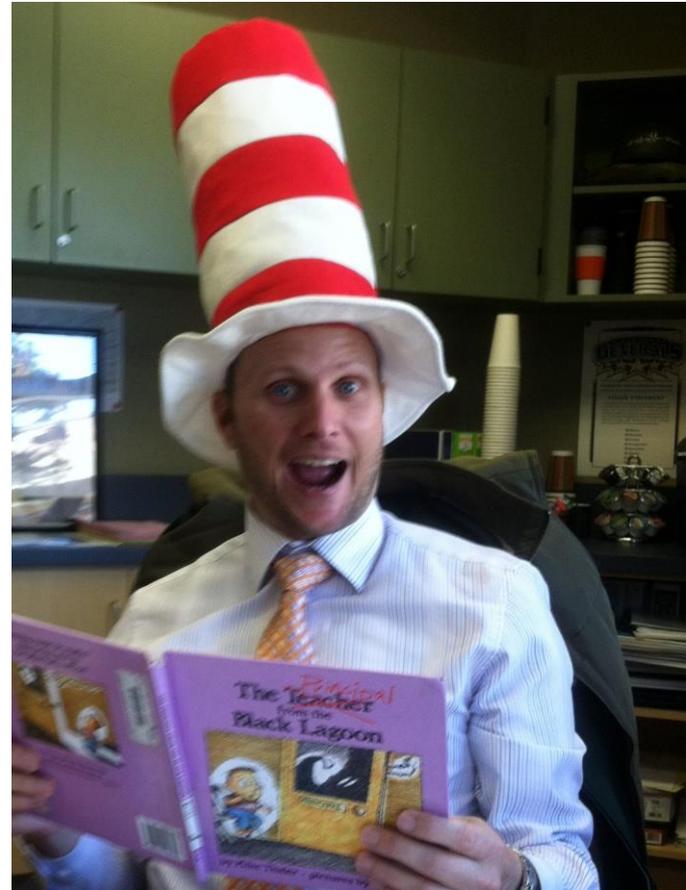
Questions

- 1. How did you create a positive culture of attendance in your school?**
- 2. How do you use data to determine which students need additional supports?**
- 3. Share ways in which you increased staff capacity to address issues of attendance.**
- 4. Where have you found additional resources in your district or the wider community?**
- 5. How can partners help principals?**

Our Special Guests



Steve Trotter



Ed Clement

Questions?



Announcements & Resources



Leading Attendance in California

Attendance Works
Advancing Student Success By Reducing Chronic Absence

What Works Tools & T.A. Policy Research Best Practices Attendance Awareness Month

LEADING ATTENDANCE IN CALIFORNIA

California Funding Formula: Goal and Metrics
Model SA/SS Integration Program 2014-15
San Francisco Toolkit

A TOOLKIT FOR PRINCIPALS TO ADDRESS CHRONIC ABSENCE

Principals know from experience and commonsense what research confirms: Showing up for class matters. Students can't benefit from investments in high-quality instruction and more engaging, rigorous curriculum unless they are in their classroom. As early as the first month of school, chronic absence (missing 10 percent of school days, an average of just two days a month) can be an early warning sign of academic trouble, whether a student is in preschool or high school.

Nationally, an estimated one in 10 students are chronically absent. While California does not know the precise number of chronically absent students in middle and high school, a 2014 analysis by the California Attorney General's office found that an estimated 250,000 elementary students are chronically absent. The highest levels were in kindergarten.

Whether excused or not, absences add up. The resulting loss of instructional time can be substantial and, for many students, the academic consequences are decidedly negative. Children who are chronically absent in kindergarten and first grade are much less likely to read proficiently by the end of third grade and are more likely to have poor attendance in later grades. By middle and high school, chronic absence is a proven early warning sign that a student will drop out. This is especially true for those students living in poverty, who need school the most and are sometimes getting the least.

The good news is that chronic absence is a problem we can solve. Attendance improves when schools and communities work with families to monitor absences and to identify and address barriers that are keeping students from getting to class. While everyone can help students show up every day, principals are uniquely positioned to ensure their schools adopt a comprehensive, tiered approach to improving attendance that fits with their overall approach to promoting academic achievement. Such a tiered approach is easily incorporated into existing reforms that can be expanded to include specific attention to chronic absence data and support to cultivate good attendance.

California Principal Profiles

Nina Talab
Oakfield Elementary
Oakland
Read more here

Suzanne Spinkler
PLACE@Hessett
Oakland
Read more here

LEADING ATTENDANCE IN CALIFORNIA

A Toolkit for Principals To Address Chronic Absence

>> INTRODUCTION

California principals know from experience and common sense what research confirms: Showing up for class matters. Students can't benefit from investments in high quality instruction and more engaging, rigorous curriculum unless they are in their classroom. As early as the first month of school, chronic absence (missing 10% or just 2 days or more of school) can be an early warning sign of academic trouble, whether a student is in preschool, kindergarten or high school.

Nationally, an estimated one in 10 students is chronically absent. While California does track precise numbers in middle and high school, a 2014 analysis conducted by California's Attorney General/Director found an estimated 250,000 elementary students are chronically absent, with the highest levels in kindergarten.

Whether excused or not, if absences add up and, for many students, the academic consequences are decidedly negative. Children who are chronically absent in kindergarten and first grade are much less likely to read proficiently by the end of third grade and are more likely to have poor attendance in later grades. By middle and high school, chronic absence is a proven early warning sign that a student will drop out. This is especially true for those students living in poverty who need school the most and are sometimes getting the least. In California, principals can make a difference when they:

- A. Cultivate A School-Wide Culture of Attendance
- B. Use Data To Determine Need for Additional Support
- C. Take a Team Approach and Develop Staff Capacity
- D. Advocate for Additional Resources and Improved Policy

As a principal, you can take these strategies and tailor them to the realities of your own school community and staff. You can find positive, effective positive, preventive approaches to improving attendance before turning to more costly punitive measures. With the right plan in place, you can improve student attendance and with it, raise academic achievement.

>> ABOUT THIS TOOLKIT

The Leading Attendance in California toolkit provides the templates, tools and messaging you need to reduce chronic absence in California schools. It also features profiles of principals who are rallying their staffs to improve attendance. This document is just a summary.

Please Go to:
<http://bit.ly/CAprincipals toolkit>
for the full toolkit.

>> DEFINING TERMS

Chronic Absence
Students missing so much school they are academically at risk in California. It's defined as missing 10% or more of school in excused, or unexcused absences or due to suspensions.

Truancy
Students missing school without an excuse. In CA, it refers to a child absent 3 days without a valid excuse or late 5 times to class by more than 30 minutes without a valid excuse.

Average Daily Attendance
How many students show every day in California, for funding purposes, is defined as total days of student attendance divided by total days of student instruction.

<http://bit.ly/CAprincipals toolkit>

<http://www.attendanceworks.org/policy-advocacy/state-reports/california/california-principals-toolkit>

Parent Video & Discussion Guide



- **SETTING THE STAGE**
- **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

New in 2015: Available in English and Spanish!



Attendance in the early grades

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

Who is affected

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

1 in 10 kids

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



2 in 10
low-income kids

miss too much school. They're also more likely to suffer academically.¹



2.5 in 10
homeless kids

are chronically absent.²



4 in 10
transient kids

miss too much school when families move.²

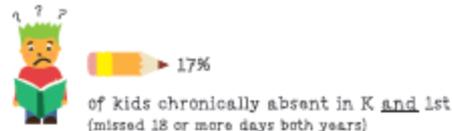
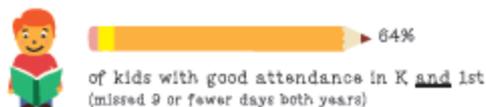


Why it matters

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

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

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



What families can do



Find out what day school starts and make sure your child has the required shots.



Build regular routines for bed time and the morning.



Talk about the importance of regular attendance and about how your child feels about school.

Don't permit missing school unless your child is truly sick. Use a thermometer to check for a fever. Remember that stomach aches and headaches may be signs of anxiety.



Avoid medical appointments and extended trips when school is in session.

Keep a chart recording your child's attendance at home. At the end of the week, talk with your child about what you see.

Develop back up plans for getting to school if something comes up. Ask a family member, neighbor or another parent for help.

Seek support from school staff or community groups to help with transportation, health problems, or no safe path to school.

¹ Chang, Wendy, Rebecca, Marjorie, Present. *Engaged & Accountable For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty, NY, NY, September 2008.

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

³ Absenteeism in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes, Applied Behavior Research, May 2013.

Student Attendance Success Plans

MY CHILD'S ATTENDANCE SUCCESS PLAN

• My child was present _____ days.
 • My child was absent _____ days.
 • My goal is to improve my child's attendance. I will ensure my child misses no more than ____ for the rest of the year.
(9 or fewer absences = satisfactory attendance)

POSSIBLE STRATEGIES TO REACH MY CHILD'S ATTENDANCE GOALS

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

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

- _____
- _____
- _____

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

Family Signature: _____ Date: _____

Teacher Signature: _____ Date: _____



To learn more, please visit www.attendanceworks.org
 Adapted with permission from the DeVos Family Foundation, and from materials created by [Early Works](#) at East Boyles Elementary School in Portland, Oregon.

2015-2016 ACADEMIC CALENDAR

| August 2015 | | | | | | |
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| Sun | Mon | Tues | Wed | Thurs | Fri | Sat |
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| 29 | 30 | | | | | |

| January 2016 | | | | | | |
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| 31 | | | | | | |

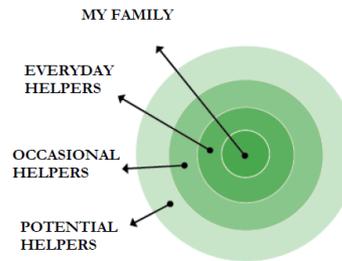
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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| May 2016 | | | | | | |
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| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

18 absences
 10% of school year)
 absences
 9 or fewer absences

• My child was present _____ days.
 • My child was absent _____ days.
 • My goal is to improve my child's attendance. I will ensure my child misses no more than ____ for the rest of the year.

MY FAMILY'S HELP BANK



- My Family:
- Everyday Helpers:
- Occasional Helpers:
- Potential Helpers:

If I need help getting my child to and from school, I will ask the following people to be our back-up:

Name: _____ Best Contact Number: _____

Name: _____ Best Contact Number: _____

Name: _____ Best Contact Number: _____

- My Family:** List who lives in your house.
- Everyday Helpers:** Identify who you can call on to help drop your child off or who can pick him or her up when you cannot. These are people like friends, neighbors and relatives who can help regularly.
- Occasional Helpers:** Identify people who probably cannot help everyday, but can help in a pinch. Maybe it's a godparent, a relative or a friend who lives outside your neighborhood but can be there for short stints.
- Potential Helpers:** Identify people who are part of your school community, church or neighborhood who are able to help—if you ask.



Attendance Awareness Month in California

Superintendent Torlakson's Letter encourages all schools and districts to:

1. Issue a local proclamation for attendance awareness month – sample template:

<http://awareness.attendanceworks.org/resources/proclamations/>

2. Share their concerns based on local chronic absence data
3. Highlight local efforts to raise awareness about the importance of attendance for student academic success

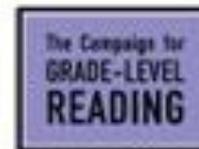


ATTENDANCE
AWARENESS MONTH



SEPTEMBER
2015

Attendance Awareness Month and Nationwide Campaign 2015



Share What You Are Planning

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



[http://awareness.attendance
works.org/map/](http://awareness.attendanceworks.org/map/)



The Superintendents Call to Action

**Prioritize
Attendance**

**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*



Superintendent's Call to Action

To sign-up for the Call to Action, or to learn more, please visit:
www.attendanceworks.org/superintendents-call-to-action

Visit the website to find:

- Updated Call to Action
- A list of Superintendents who have joined the call
- Tips for getting started
- Tips for developing a community action plan
- Toolkits and resources
- Media tools



Look for the EdWeek Ad in September



The best curriculum and instruction won't work unless students show up for school!

SUPERINTENDENTS CALL TO ACTION MISSING SCHOOL MATTERS!

As many as 7.5 million students nationwide miss nearly a month of school every year, excused and unexcused absences that erode student achievement. As superintendents, we are launching this new school year with a commitment to:

- 1. Prioritizing Attendance:** We are making reducing chronic absence a top priority in our district from the superintendent to the teachers, from the school staff to the families.
- 2. Mobilizing the Community:** We are making student attendance a broadly owned and widely shared civic priority. That includes engaging families and tapping civic and elected leaders, local businesses, health providers, housing authorities, clergy members and more.
- 3. Driving with Data:** We are using data to determine how many and which students are chronically absent in each grade, school and population. And we are intervening to ensure absences don't add up.

Note: Superintendents will be featured in an Ed Week Ad!



Nominate a Principal

When it comes to attendance, the principal deserves a PAL!
The inaugural PAL (Principal Attendance Leader) award:

- Recognizes school leaders who have effectively lead their school teams to reduce chronic absence
- Highlights best practices in leading attendance with stories and a webinar at the conclusion of Attendance Awareness Month

Nominate a principal today!

<http://www.attendanceworks.org/tools/for-school-districts/nominate-a-principal/>



2015 Webinar Series

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

- April 15, 2015, Ready, Set, Go! Launching Attendance Awareness Month 2015
- May 13, 2015, Start Strong: Address the Attendance Gap in the Early Grades
- August 12, 2015, Finish Strong: Close the Attendance Gap in High School
- September 9, 2015, Mapping the Early Attendance Gap: Insights from State and National Chronic Absence Analyses

<http://www.attendanceworks.org/peer-learning-resources/>



Spread the Word!

- Host a webinar party to watch the webinars and use the Discussion Guides to digest how you can apply what you learned for your community.
- Write, talk, blog, tweet about Attendance Awareness Month 2015

[#schooleveryday](#)



Special Thanks

To our partners in the California Attendance Peer Learning Network and to our funders:

- Californians Dedicated to Education Foundation
- The California Endowment
- Campaign for Grade-Level Reading
- The Re(a)d Zone, a Bay Area early literacy initiative of the 50 Fund, the legacy fund of the Super Bowl 50 Host Committee



Please Give Us Your Feedback

<https://www.surveymonkey.com/r/CA-Elementary-Principals-Aug2015>

Thank you for participating!

