



# Using Data to Drive Action: Portraits of Chronic Absence





Welcome



## Marci Young

Vice President

U.S. Network Impact

(Education, Income & Health)

**United Way Worldwide**





## 2016 Convening Partners





## 2015 By the Numbers

- More than **400 communities in 45 states** pinned on the **Attendance Action Map**
- **182,300** website page views in **September**
- **4,400** listserv subscribers
- **1,351** media hits
- **8,800** tweets using **#schooleveryday** creating **15.7 million** impressions
- **212** superintendents signed **Call to Action** appearing in **EdWeek**



## 2016 Campaign Goals

- **Expand the public's awareness** of the importance of attendance particularly for our most vulnerable children with special attention to addressing barriers related physical and behavioral health;
- **Use data** to drive and take action; and
- **Activate a wide array of stakeholders** -- educators and likely and unlikely public agencies and community allies



## What's New in 2016

- **Greater emphasis on strategic messaging throughout the year** with September as a launch activity.
- **Leveraging Every Student, Every Day Initiative** (including national success mentor initiative, June Summit, OCR data release)
- New momentum created by inclusion of chronic absence in **ESSA**
- Even greater emphasis on the chronic absence as a **barrier to equal opportunity to learn**, especially for our most vulnerable students.



## Attendance Works



**Cecelia Leong**

Associate Director for Programs  
*Attendance Works*



**Hedy Chang**

Executive Director  
*Attendance Works*

**& Members of the  
Attendance Works Team**



## **Poll Question**

**Do you know your school or district's  
chronic absence rate?**



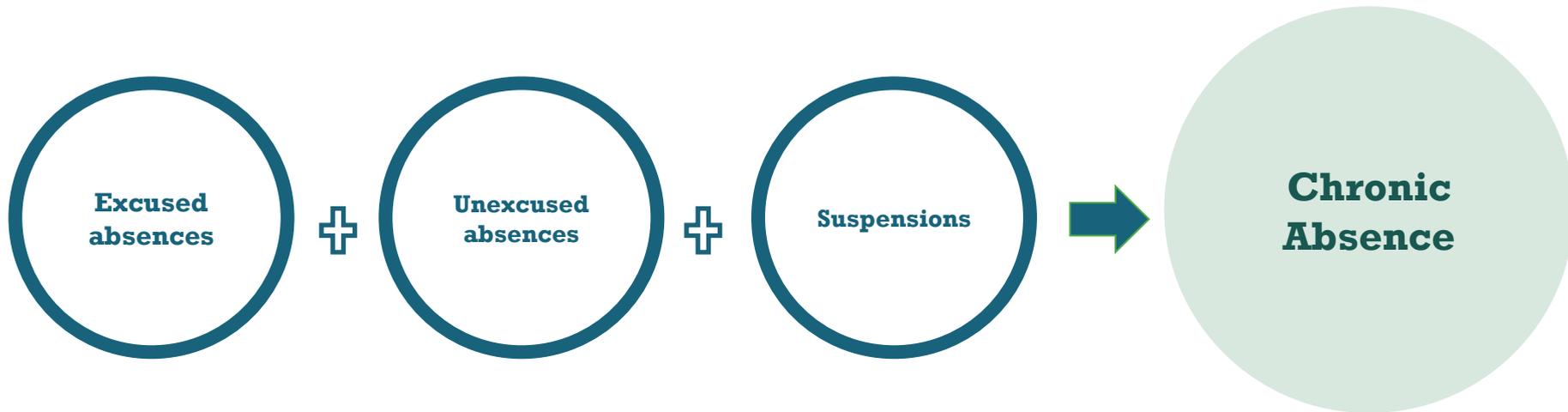
## Agenda

- **Review of Key Concepts**
- **Portraits of Chronic Absence: Oregon, New Jersey and Mississippi**
  - **Betsy Hammond**  
*The Oregonian*
  - **Cynthia Rice**  
*Advocates for Children of New Jersey*
  - **Linda Southward**  
*Mississippi KIDS COUNT*
  - **Toni Kersh**  
*Mississippi Department of Education*
- **Data Tools**
- **Announcements and Resources**



## What is Chronic Absence?

Chronic absence is missing so much school for any reason that a student is academically at risk. Attendance Works recommends defining it as **missing 10% or more of school for any reason.**



Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).



## Multiple Measures of Attendance

### Average Daily Attendance

**How many students show up to school every day?** The percent of enrolled students who attend school each day. It is used in some states for allocating funding.

### Truancy

**Who is missing school without permission?** Typically refers only to unexcused absences. Each state has the authority to define truancy and when it triggers legal intervention.

### Chronic Absence

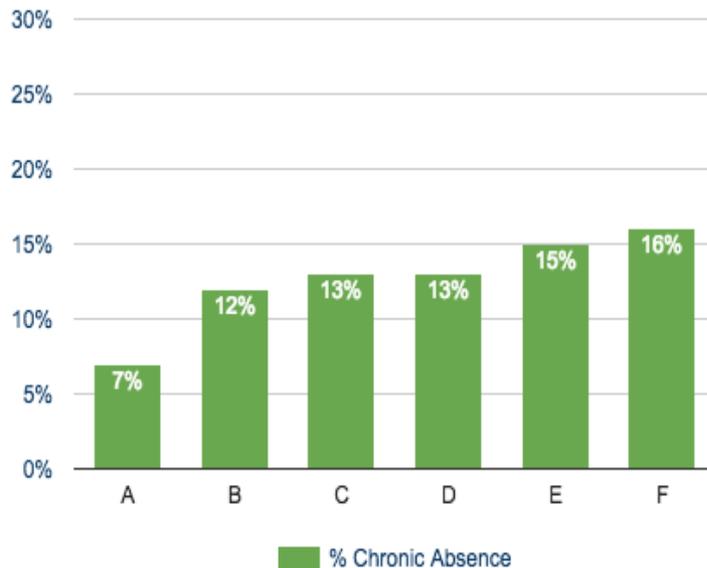
**Who is missing so much school they are academically at risk?** Broadly means missing too much school for any reason -- excused, unexcused, etc. Researchers commonly define it as missing 10% of school. OCR currently defines it as missing 15 days and will be releasing a report in Summer 2016. Chronic absence is a required reporting metric in ESSA.



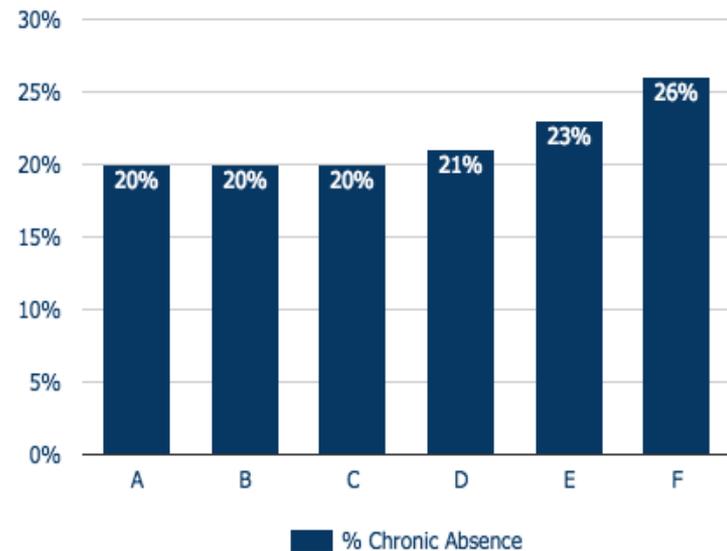
## Average Daily Attendance (ADA) Can Mask Chronic Absence

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

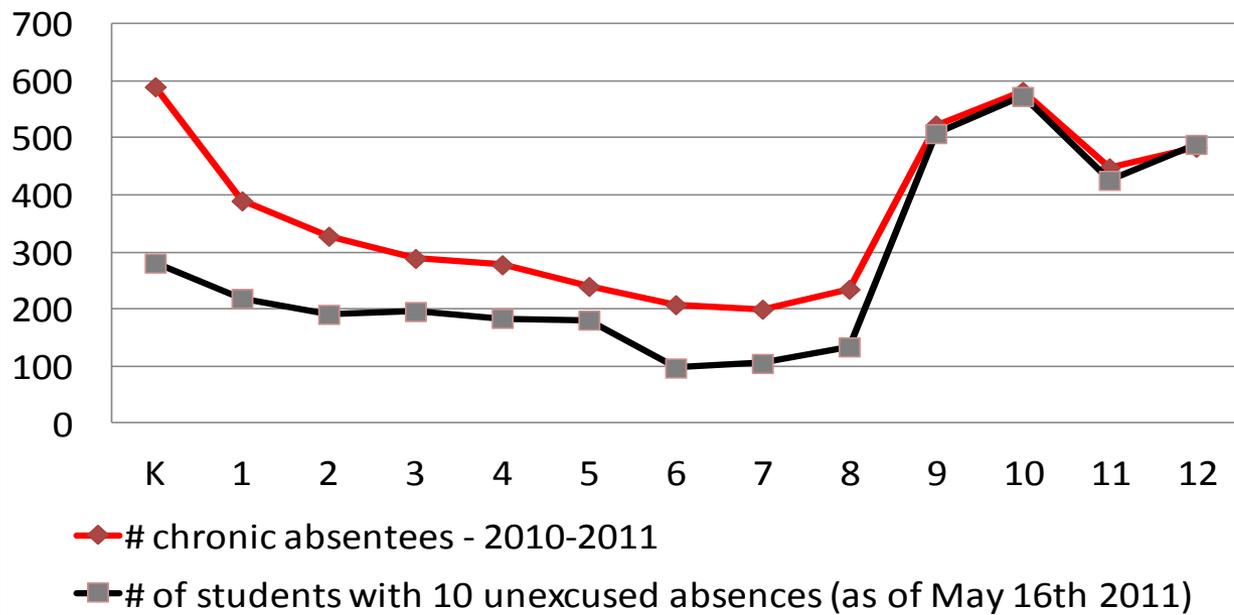
95% ADA = don't know

93% ADA = significant chronic absence



## Chronic Absence Vs. Truancy

**Number of students missing 10% versus 10 unexcused absences  
(San Francisco Unified School District)**





## 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**

# Why Does Attendance Matter for Achievement?

*What we know from research around the country*





## Why Does Attendance Matter?

**4 A School Success Framework**

**Attainment Over Time**

**Achievement Every Year**

**Attendance Every Day**

**Advocacy For All**

Developed by Annie E. Casey Foundation & America's Promise Alliance  
For more info go to <http://www.americaspromise.org/parent-engagement-toolkit>



## 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

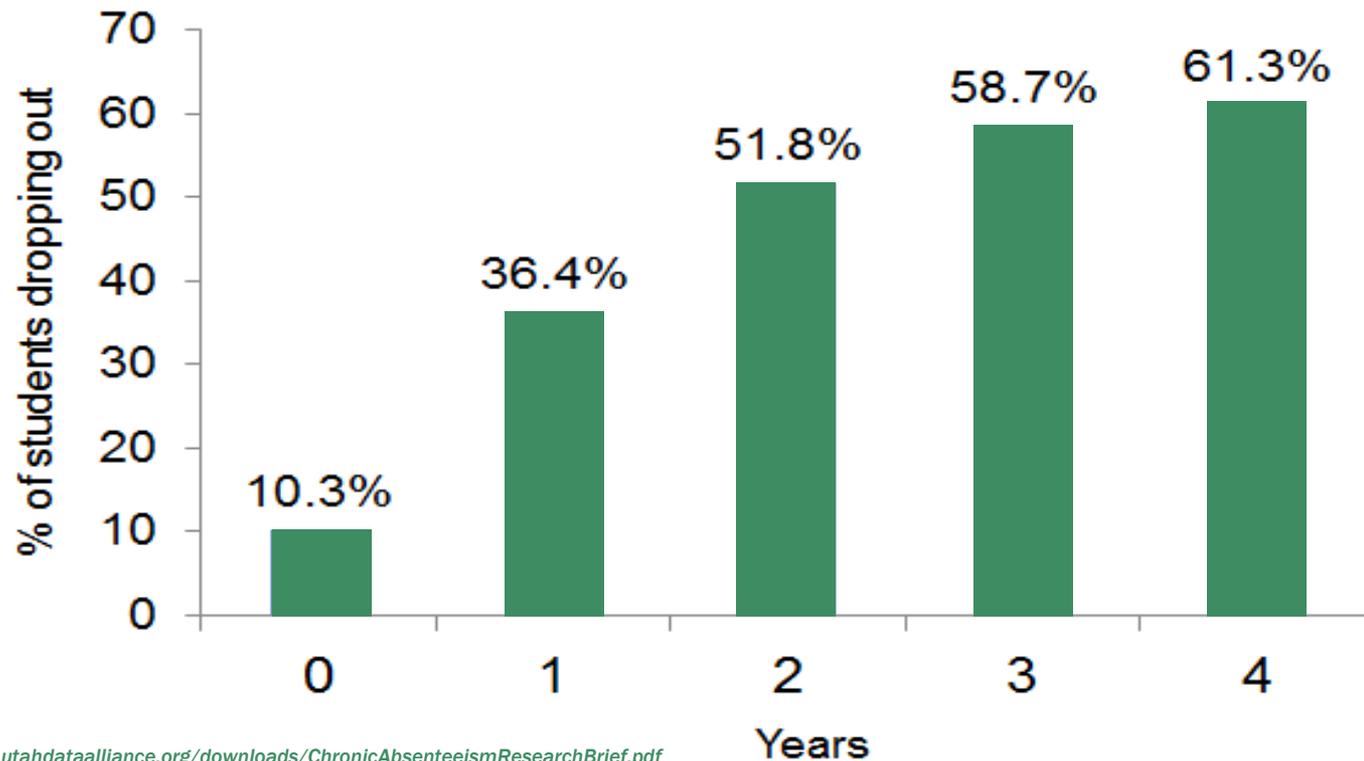
A Rhode Island Data Hub analysis found that compared to kindergartners who attend regularly, those chronically absent:

- 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 7<sup>th</sup> grade.
- Likely to continue being chronically absent



## 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 8<sup>th</sup>-12<sup>th</sup> Grades



# How Can We Address Chronic Absence?





## Unpack contributing factors to chronic absence

### Myths

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

### Barriers

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

### Aversion

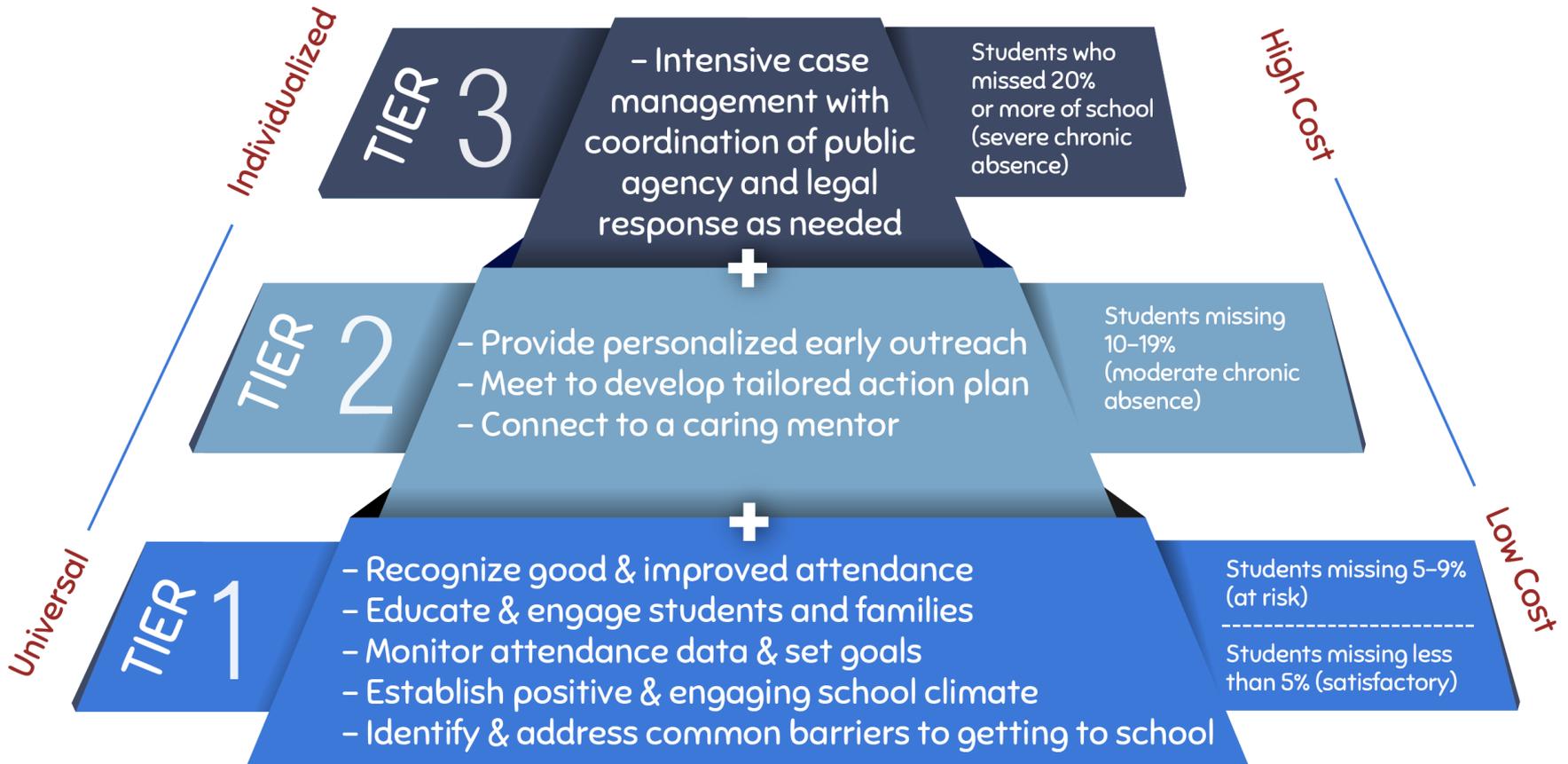
- Child struggling academically or socially
- Bullying
- Ineffective school discipline
- Parents had negative school experience
- Undiagnosed disability

### Disengagement

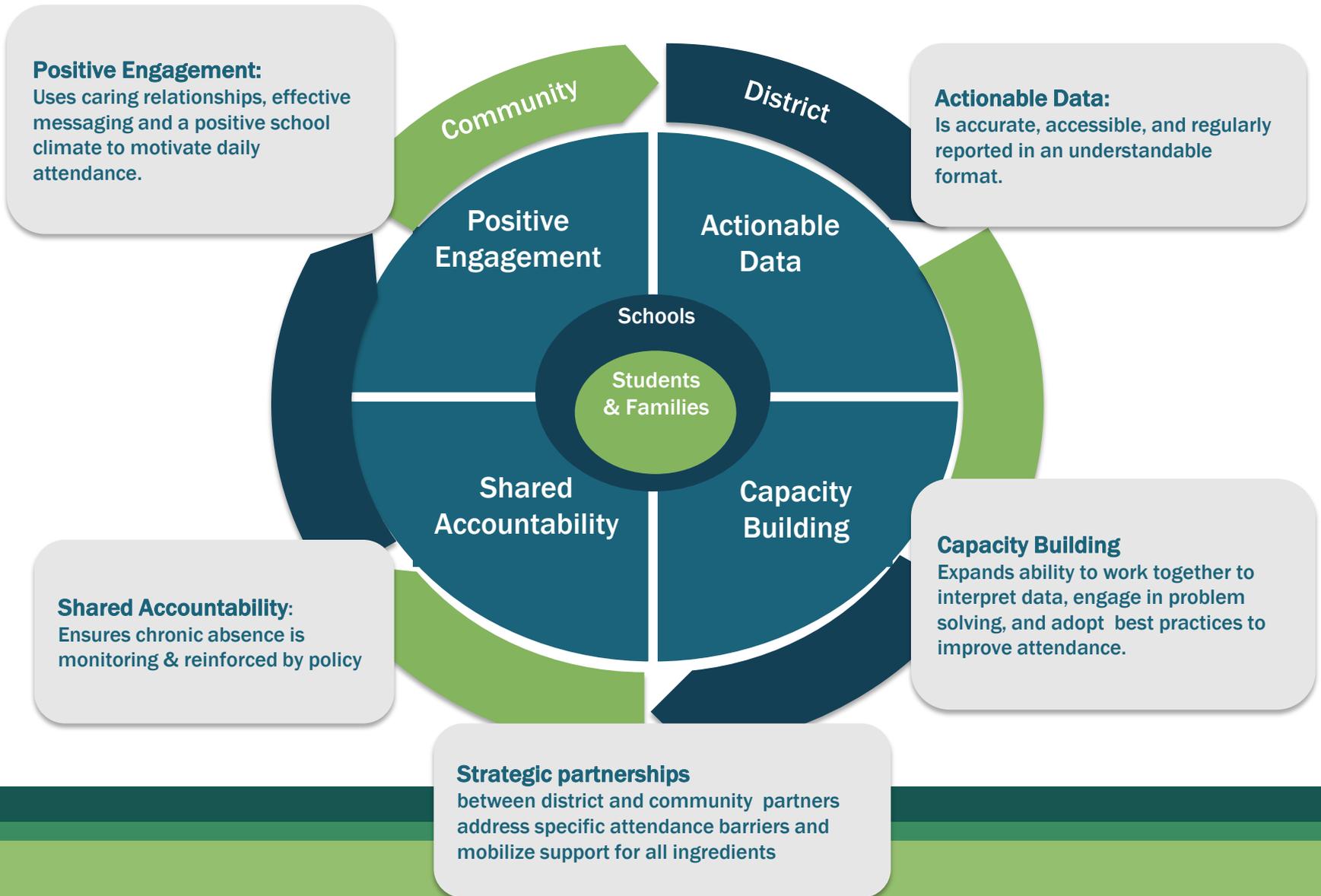
- Lack of engaging and relevant instruction
- No meaningful relationships with adults in school
- Vulnerable to being with peers out of school vs. in school
- Poor school climate



## Invest in Prevention and Early Intervention



# Take a Data Driven Systemic Approach





## National Chronic Absence Data in 2016

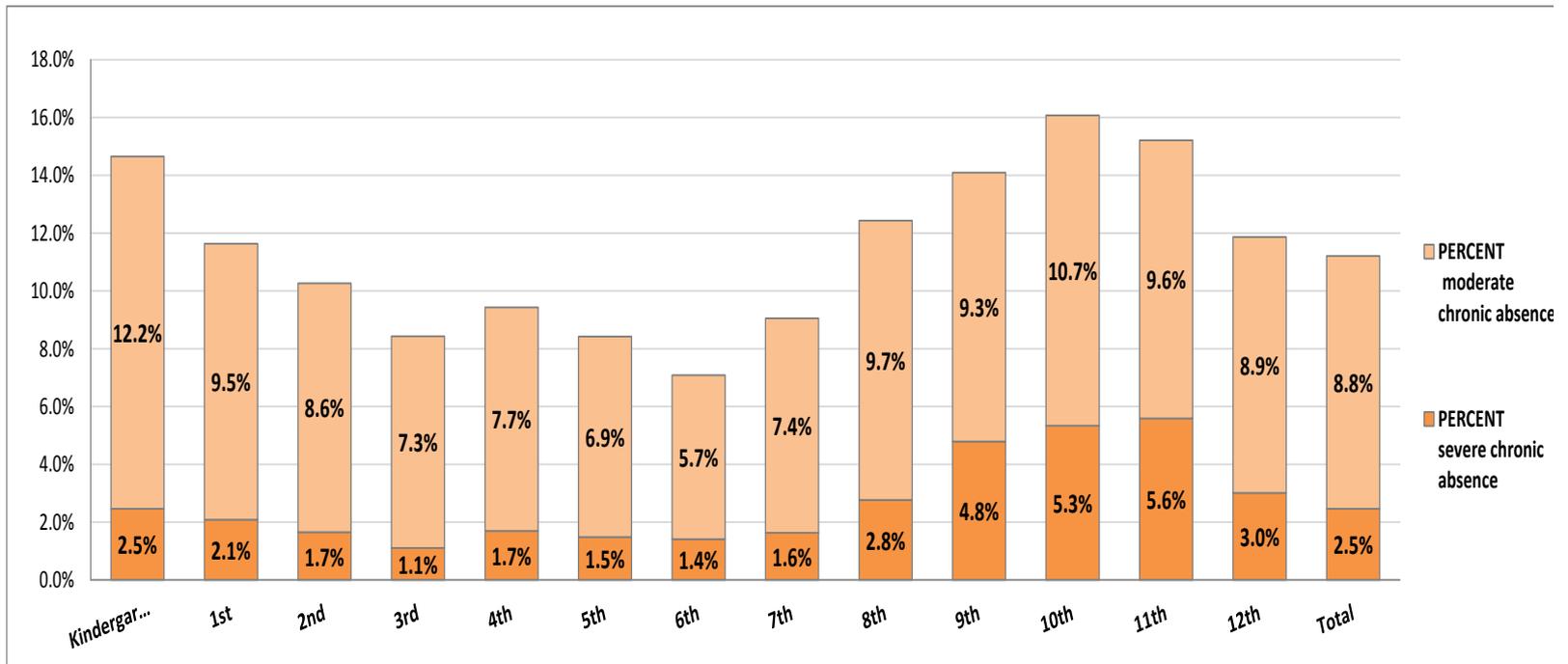
The screenshot shows the ED.gov CIVIL RIGHTS Data Collection website. The header includes the ED.gov logo and the text "CIVIL RIGHTS Data Collection". A left sidebar contains navigation links: "School & District Search", "Data Analysis Tools", "Detailed Data Tables", "State and National Estimations", "Additional Resources", "FAQs/User Guide", and "Office for Civil Rights(OCR)". Below these is a section titled "Do you know the CRDC includes data about..." with a list of categories: "Enrollment", "Demographics", "Prekindergarten", "Math & Science Courses", "Advanced Placement", "SAT/ACT", "Discipline", "School Expenditures", and "Teacher Experience". At the bottom of the sidebar is a link "Looking for the 2013-14 CRDC?". The main content area features the "CIVIL RIGHTS Data Collection" title with the Department of Education logo and the tagline "Wide-ranging education access and equity data collected from our nation's public schools." Below this is a "Quick Access" section with three items: "2009-10 & 2011-12 District or School Reports" (with a red arrow icon), "Detailed Data Tables" (with a magnifying glass icon), and "State and National Estimations" (with a green arrow icon).

In Summer 2016, the Office of Civil Rights will release the first national data on chronic absence from its 2013-14 survey.



## Data is a flashlight

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



It can illuminate how many and which students are chronically absent

# Oregon





Oregon



## **Betsy Hammond**

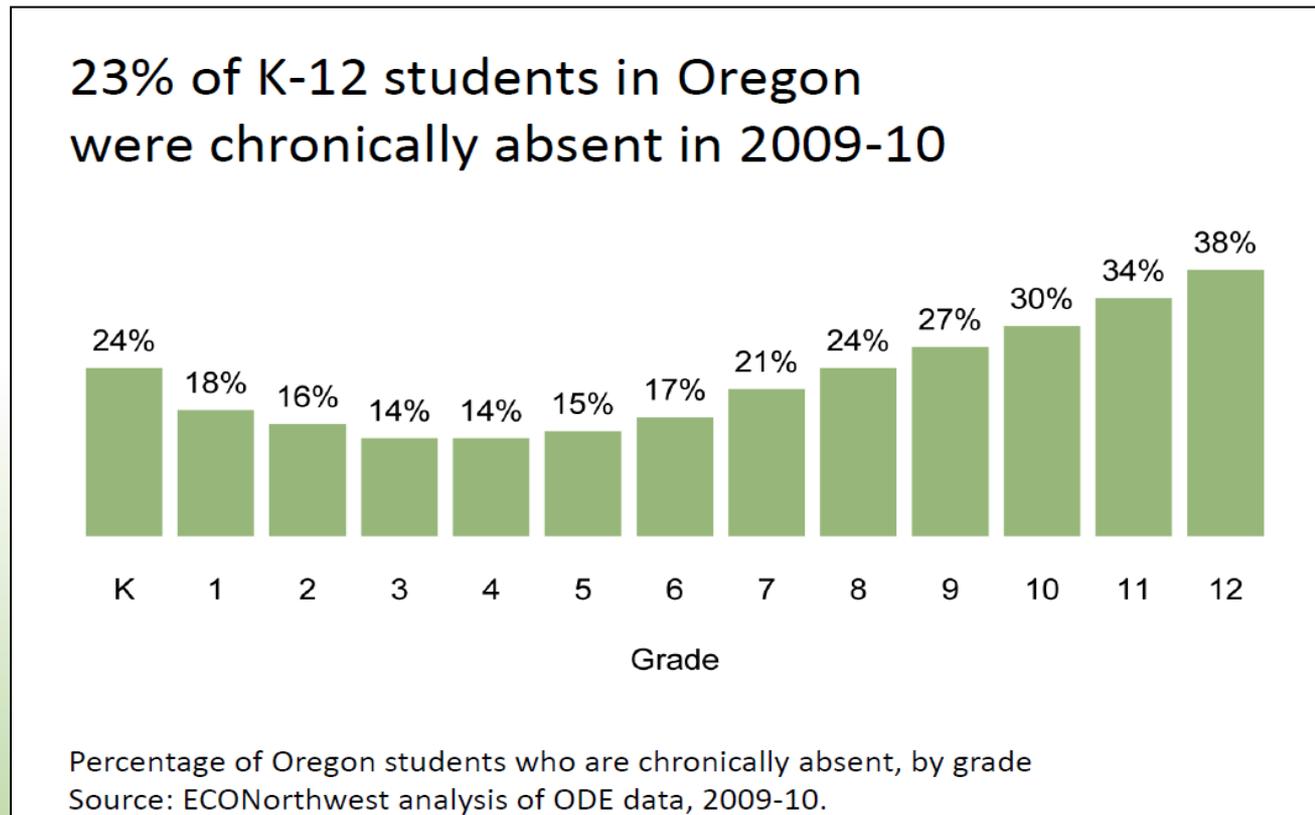
Education Reporter  
*The Oregonian*

*Contact information:*

[betsyhammond@oregonian.com](mailto:betsyhammond@oregonian.com)

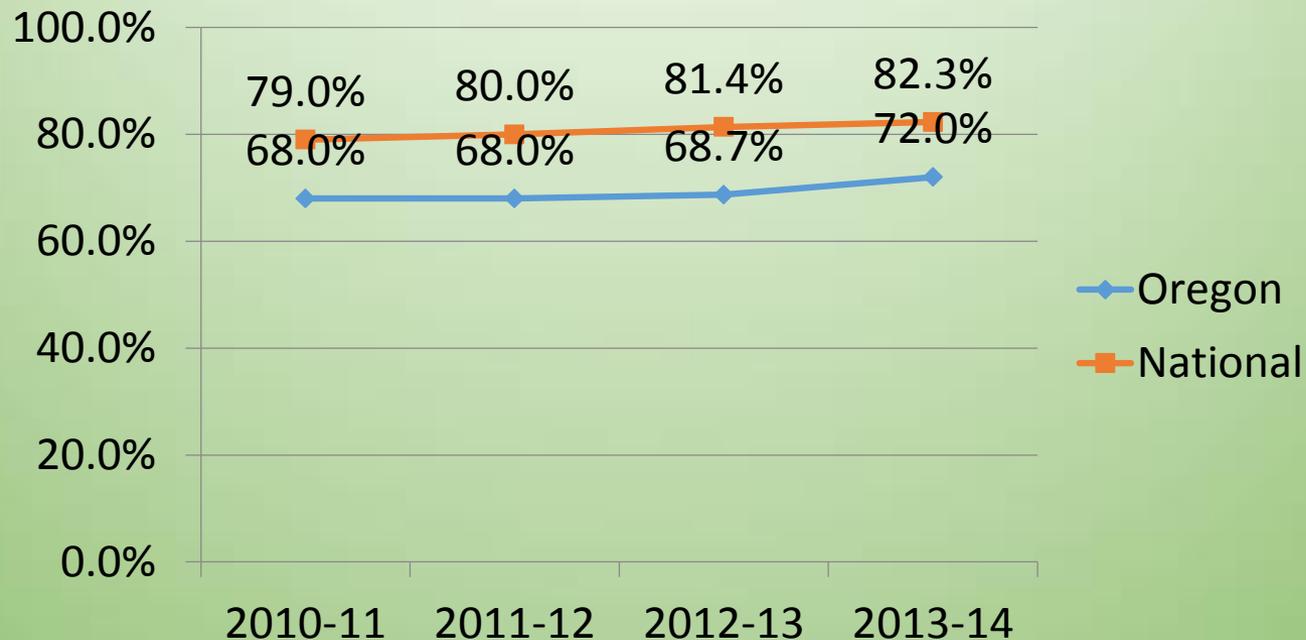
503-294-7623

# Why look into chronic absenteeism?



A 2012 statewide study by Attendance Works and Oregon research partners indicated nearly a quarter of Oregon students were chronically absent. *Could that possibly be true?*

# What is the link between absenteeism and graduation rates?



Oregonians were puzzled why Oregon has one of the lowest graduation rates in the nation. Absenteeism a logical driver of low graduation rates.

Source: <http://eddataexpress.ed.gov/data-element-explorer.cfm/tab/data/deid/5320/sort/iup/>

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

## Ex-health official's past work had issues

Oregon officials say they didn't know about California's inquiry into her contract dealings

**By Jeff Manning**  
 jeffmanning@oregonian.com  
**Mike Rubelick**  
 mrubelick@oregonian.com

Carolyn Lawson, the former Oregon Health Authority official at the center of the storm of Oregon's nonfunctional health insurance exchange, was investigated by the state of California for inappropriate contracting in 2008, The Oregonian has learned.

Upon being hired by the California Public Utility Commission in 2008, Lawson funneled five contracts worth nearly \$500,000 in a four-month period to the small consulting company run by her former boss

**Lawson**  
 moved to a post in the private at Health Authority sector. The former boss was Steven Powell, whom Lawson later hired as her senior deputy in Oregon.

When Lawson was asked to resign in December, the state proposed Powell to replace her. In three years Powell rose from running a tiny consulting company to being interim chief information officer for the Oregon Health Authority and the Department of Human Services, one of the highest-paying technology jobs in the state.

The California incident raises more questions about Lawson's judgment and decision-making, issues that have already come up in the still-unfolding controversy over Oregon's health exchange, Cover Oregon.

State officials were tight-lipped about the matter Friday, other than to say they didn't know about California's contracting investigation when they hired Lawson. "This was not disclosed by Lawson or any of her references," OHA spokeswoman Fatty Wentz said.

Lawson could not be reached for comment. Powell declined to comment.

Despite spending more than \$160 million on the project, the state was forced by the botched project to devote a staggered apparatus to manually process health

Please see HEALTH, Page A17

## 'Atrocious' attendance puts learning at risk

Empty desks | No state looks worse



**By Beth Hammond**  
 bethhammond@oregonian.com

A huge but overlooked problem is jeopardizing the success of tens of thousands of Oregon students, leaving them at risk of never learning to read well or failing to graduate from high school.

It's not class size, curriculum or teacher training.

It's attendance.

Last school year nearly 1 in 5 Oregon students missed at least 10 percent of the school year, an investigation by The Oregonian shows. Those roughly 100,000 students were absent 3½ weeks of school or more, in most cases without raising alarms at their school.

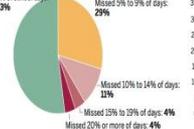
No other state has been shown to have a chronic absenteeism rate as bad as Oregon's.

"It's atrocious," said Bob Saxton, Oregon schools chief. Students are deemed chronically absent if they miss 10 percent or more of school days.

**Michael Lidguth/Oregonian**  
 A single empty desk is not normally a cause for alarm. More than 99 percent of students miss at least a day of school. But Oregon has an epidemic of chronic absenteeism that goes unnoticed. A student who misses school two days a month ends up missing more than a tenth of the school year, enough to put him or her in academic jeopardy.

### Rampant absenteeism

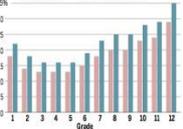
One in 5 Oregon students missed 10 percent or more of the school year in 2012-13.



**Source:** Analysis by Beth Hammond/The Oregonian, using 2012-13 school year data from the Oregon Department of Education.

### Absent from class

About 100,000 Oregon students missed 10 percent or more of the 2012-13 school year.



**Note:** Excludes students who enrolled after the midpoint of the school year and those attending alternative schools.

### Go to oregonlive.com/education to find:

- A searchable database with absentee statistics on every public school in Oregon
- Interactive maps where you can zoom in to find statistics by school and area, with schools color-coded to show low, medium and high proportions of chronically absent students
- An interactive chart that shows the relationship between absenteeism and economic status
- Videos on absenteeism's disastrous effect on education, on Vernonia and Oak Street with high absenteeism, and on Clackamas High School and its successful approach to enforcing attendance
- Photo galleries and online-only stories
- An invitation to share your experiences with absenteeism, whether as a parent, educator or community member

Please see ABSENT, Page A15

## Early missed classes hold kids back for years

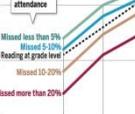
Empty desks | The littlest truths



**Michelle Eapen/OREGONIAN**  
 Michelle Eapen, who teaches kindergarten and first grade at Vernonia Elementary, gets her students to work tirelessly because learning to read requires mastering so much information. She uses songs, movement and encouragement to keep it fun and keep her students engaged. "Kiss your brain," she says after they master a new sound. "You are getting smarter!"

### Kindergarten's new shadow

Students who miss too much kindergarten trail their peers every year later.



**Source:** 2012-13 Oregon's state-of-the-education report, Department of Education.

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Please see ABSENT, Page A15

Some of the most frequent truants in Oregon aren't surly high school students or moody middle schoolers. They're 6-year-olds, almost one-fifth of whom missed at least one percent of first grade in 2012-13.

Rampant first-grade absenteeism is most common in poorer communities, including the Warm Springs reservation and in small towns such as Gladstone, Myrtle Point and La Pine, an investigation by The Oregonian found.

But it happens in Happy Valley, Northwest Portland and Fairview, too. First-graders who miss three or four weeks of school are likely to trail behind their classmates years later, even if they start coming to school regularly, teachers say and studies confirm. That's because, for most Oregon children, first grade is the magic year during which they are following to fluency at reading.

"What we find is those kids get stuck," said Crystal Hager, achievement specialist at Fair Haven Elementary in Southeast Portland. "They're still having to sound out every word because they just haven't had enough practice. They get bogged down and can't go faster, can't understand that it's a sentence that has meaning."

Across Oregon, 83 percent of first-graders missed at least 1 percent of last school year, leaving most of them

### Oregon's absenteeism epidemic

Sunday: Rampant absenteeism puts thousands of students at risk of failure.

Tuesday: Missing too much first grade sets students back for years.

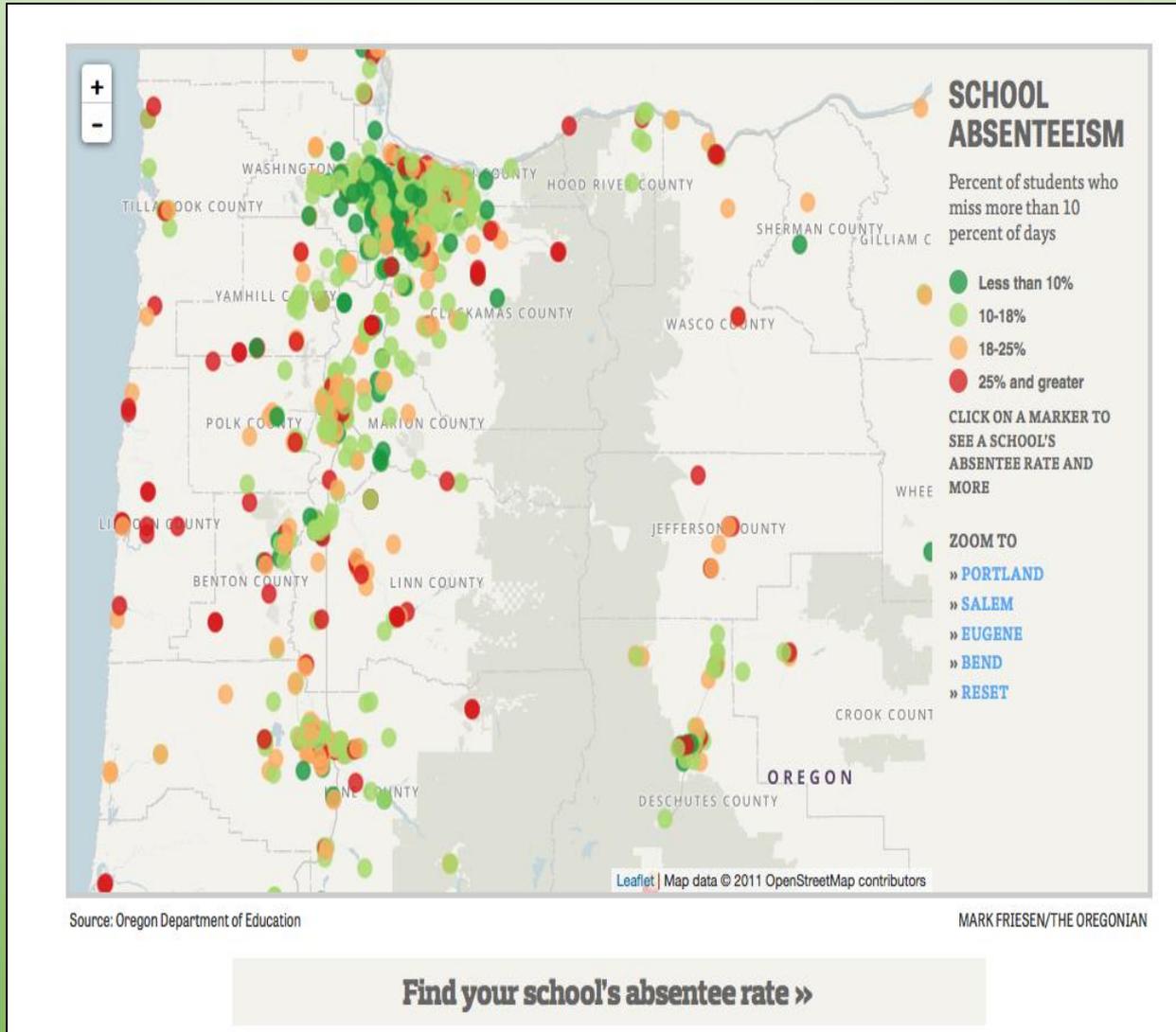
Wednesday: Despite low school absences mid-pandemic, students skip at sky-high rates.

Thursday: Middle and high school absences mid-pandemic.

Sunday: Vigilance at Clackamas High School helps keep kids in class.



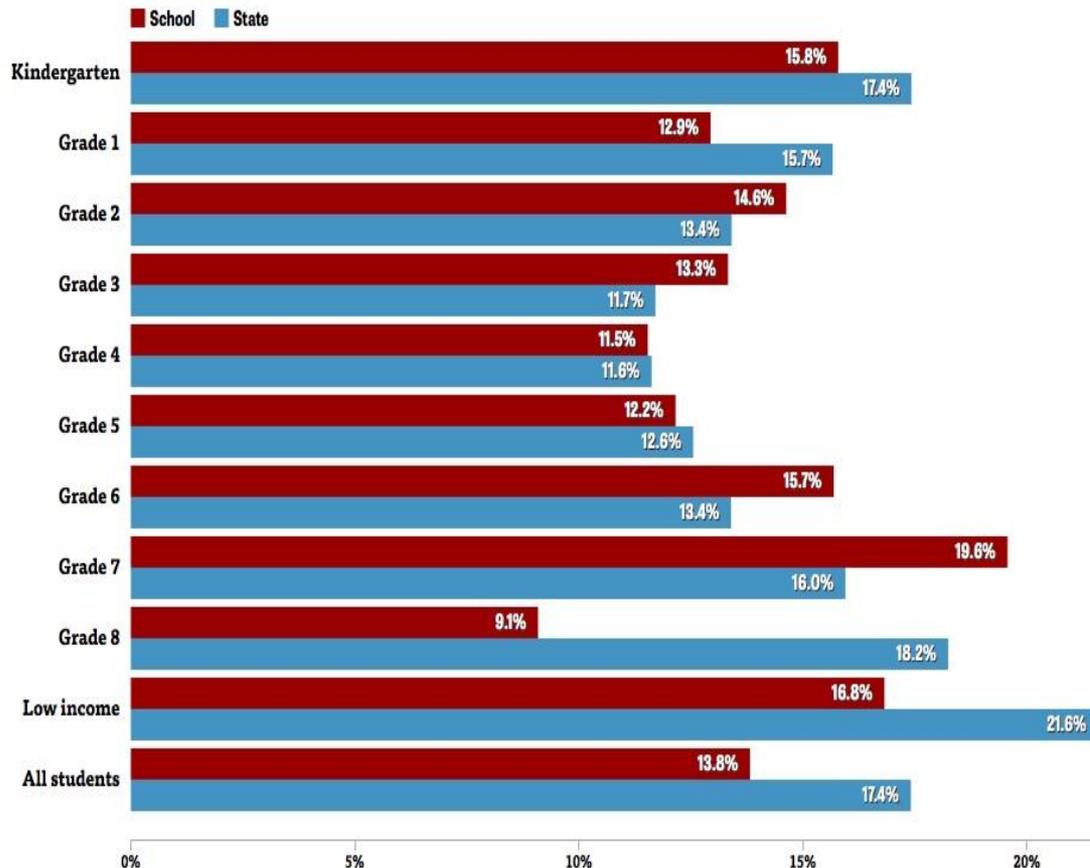
# The Oregonian provided a state-wide picture



# Readers needed to see it was in *their* school

2015 Chief Joseph/Ockley Green School absentee rate: **13.8%**

Percentage of Chief Joseph/Ockley Green School students who missed more than 10 percent of school days during the 2014-2015 school year, below broken down by grade and income level and compared with statewide numbers.



[See scores and ratings for all schools in the Portland School District »](#)

# Key takeaways of our series

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

# What happened as a result?

- \*Public suddenly knew what chronic absenteeism was
- \*State's chief education officer named reducing chronic absenteeism as one of 2 top priorities
- \*Oregon Department of Education sped up plans to report disaggregated school-level data to the public
- \*Legislature awarded \$1.5 million for a pilot program to improve Native American students' attendance
- \*Many schools visited the successful high school we highlighted

# What can other media outlets do?

- Several newspapers already have done similar stories (I coached other reporters on how to get the data)
- The civil rights data coming out soon will make this easy
- Highlighting success stories and pointing out the worst problems is a natural inclination among reporters

# New Jersey



# Showing Up Matters: The State of Chronic Absenteeism in New Jersey

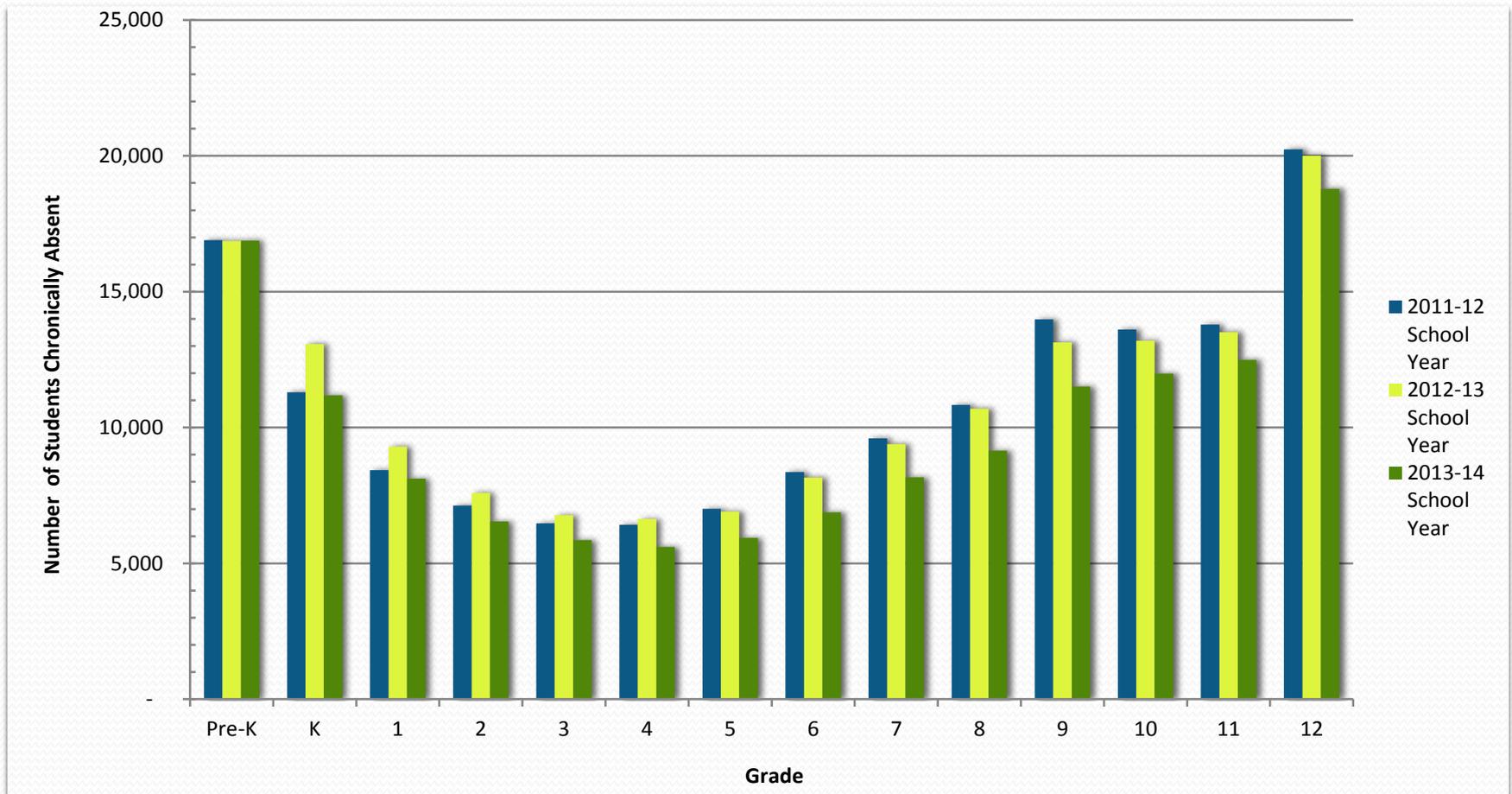


**Cynthia C. Rice, Esq.**  
**Advocates for Children of New Jersey**



# NJ's Chronic Absenteeism by Grade

Source: NJ Department of Education



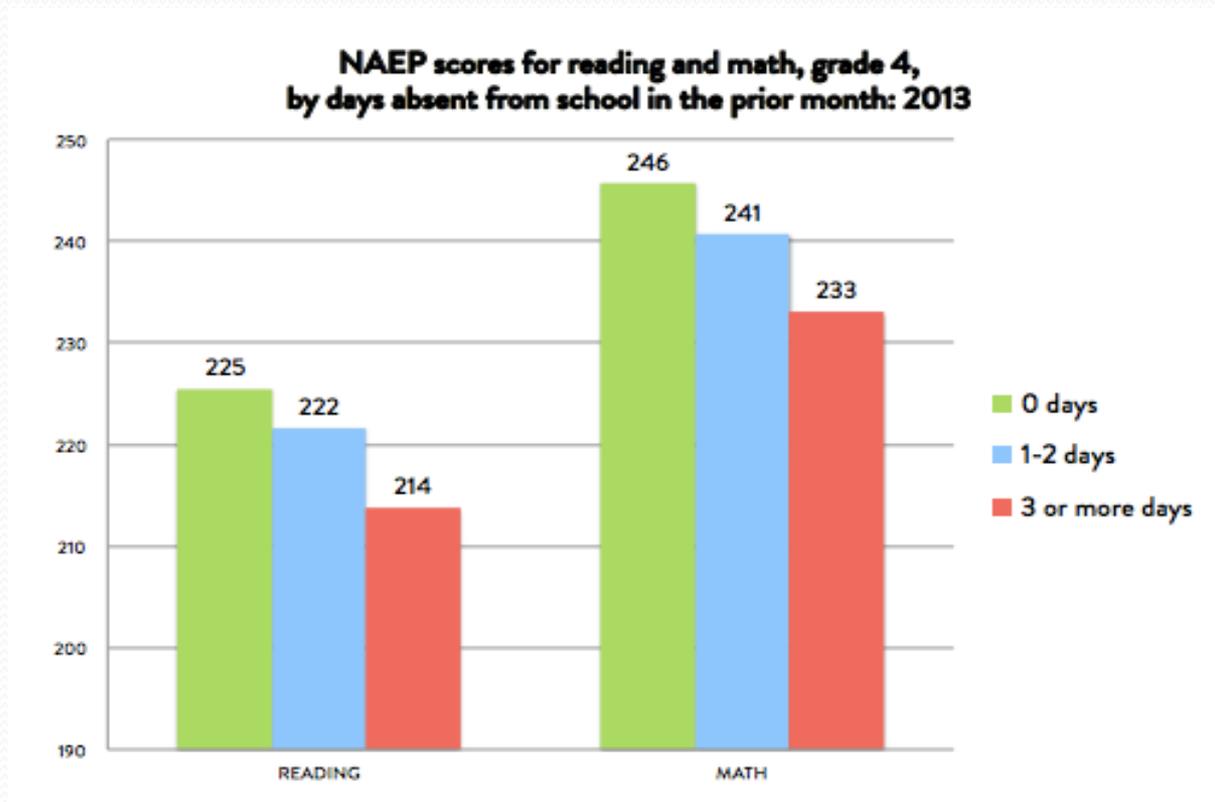
# Disaggregated Data on Chronic Absenteeism

Source: NJ Department of Education, 2013-2014

Demographic	Total Enrolled	Enrollment Percentage	Students Chronically Absent	Percentage of Demographic Chronically Absent	Percentage of State's Absenteeism Rate	Median # of School Days Missed
Asian/ Pacific Islander	131,800	9.5%	6,554	5.0%	4.7%	23
Black	226,006	16.2%	33,523	14.8%	24.0%	24
Hispanic	346,473	24.9%	41,990	12.1%	30.1%	23
Multiracial	16,263	1.2%	1,543	9.5%	1.1%	22
White	670,799	48.2%	55,658	8.3%	39.9%	22
<b>STATE TOTAL</b>	<b>1,393,120</b>	<b>-</b>	<b>139,534</b>	<b>10.0%</b>	<b>-</b>	<b>23</b>
Economically Disadvantaged	528,040	37.9%	77,295	14.6%	55.4%	23
Limited English Proficiency	73,491	5.3%	7,545	10.3%	5.4%	24
Homeless	8,005	0.6%	2,219	27.7%	1.6%	24
Immigrant	28,297	2.0%	2,705	9.6%	1.9%	21
Migrant	841	0.1%	84	10.0%	0.1%	21
Special Education	216,290	15.5%	33,281	15.4%	23.9%	24
Female	677,498	48.6%	67,895	10.0%	48.7%	23
Male	715,621	51.4%	71,740	10.0%	51.4%	23

# Impact on Chronic Absenteeism on Assessment Outcomes

Source: NJ Department of Education



# **NJ Districts & their Students who are 10%+ Chronically Absent**

**In the 2013-2014 School Year:**

- **177 NJ school districts had 10%+ of their students who are chronically absent**
- **In those districts, the percentage of chronically absent students was on average more than 16%**
- **Although these districts made up approximately 30% of the total number of NJ districts, more than 60% of the chronically absent students statewide were educated in their classrooms**

# Chronic Absenteeism: A major barrier to learning Atlantic County, New Jersey

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

School District	Percent of K-3rd Graders Chronically Absent	Percent of 11th & 12th Graders Chronically Absent	Percent of Total K-12 Students Chronically Absent	Total # of K-12 Students Chronically Absent
Atlantic City	18	37	21	1,452
Buena Regional	14	22	17	314
Charter~Tech High School	n/a	36	30	96
Egg Harbor City	18	n/a	18	79
Greater Egg Harbor Regional	n/a	22	18	622
Hamilton Township	10	n/a	11	343
Hammonton Town	6	17	11	396
Mainland Regional	n/a	21	15	206
Margate City	14	n/a	15	66
Pleasantville City	17	44	20	670
Port Republic City	9	n/a	12	15
Somers Point City	13	n/a	13	127
<b>TOTAL: 12 DISTRICTS</b>				<b>4,386</b>

Wait, What  
problem??



# The Report's Impact...

**Bills introduced in both Senate and Assembly that:**

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

# Newark's Chronic Absenteeism in the Early Years

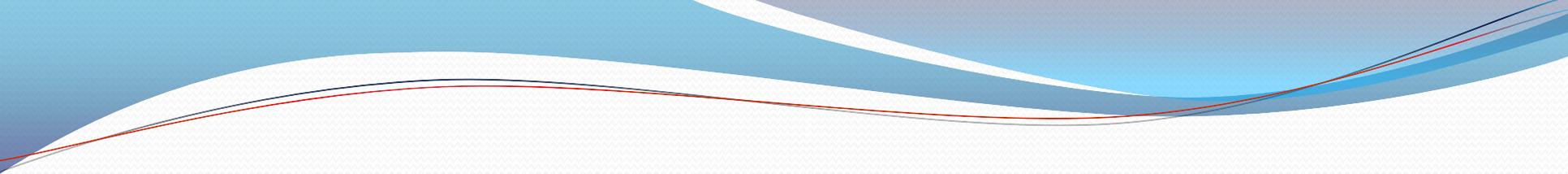
In focus groups, parents described the struggle to get kids to school:

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

**Each factor was exacerbated by Newark's high poverty rate.**

# Next Steps in Newark

- **Newark Public Schools**
  - Internal Working Group
  - Attendance Committee-Community stakeholders
- **City of Newark**
  - Mayor's Office
  - Newark Children's Cabinet



# Contact Information

**Cynthia Rice, Esq.**

**Senior Policy Analyst**

**Advocates for Children of New Jersey**

**[crice@acnj.org](mailto:crice@acnj.org)**

# Mississippi





## Mississippi



### **Linda Southward**

Director

*Mississippi KIDS COUNT*

*Coordinator, Family & Children's  
Research Unit, Social Science Research  
Center, Mississippi State University*



### **Toni Kersh**

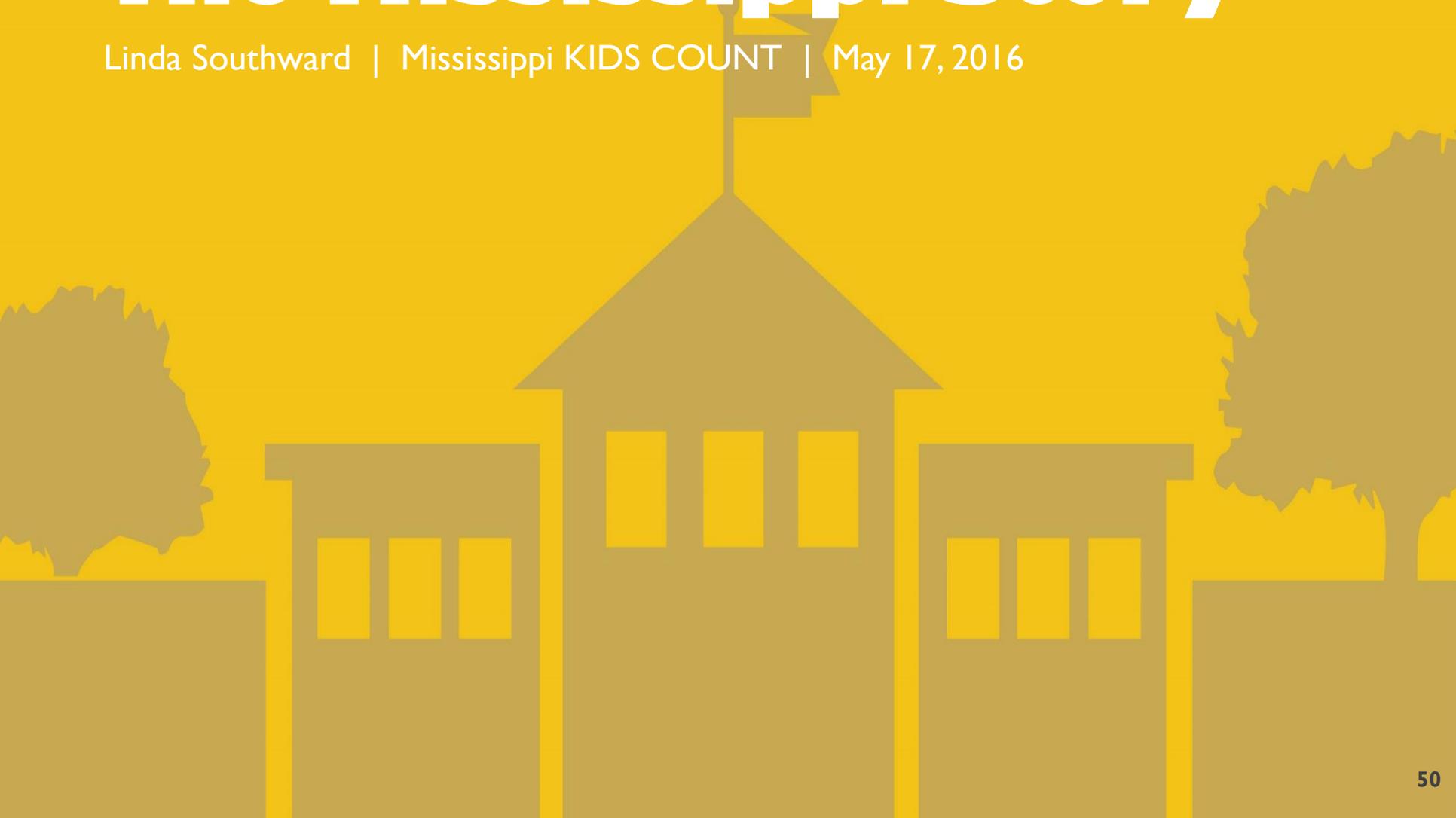
Bureau Director

*Office of Compulsory School  
Attendance Enforcement*

*Mississippi Department of Education*

# The Mississippi Story

Linda Southward | Mississippi KIDS COUNT | May 17, 2016



# Kids Count: Overview

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

## GOALS

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

Present that data in a format that can be used to improve outcomes for Mississippi's children



# Utilizing Chronic Absenteeism Data as a Dropout Prevention Tool

Toni Y. Kersh, Bureau Director

Office of Compulsory School Attendance Enforcement

[Tkersh@mdek12.org](mailto:Tkersh@mdek12.org)



# State Board of Education

**Vision:** To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens.

**Mission:** To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community.



# State Board Goals

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes

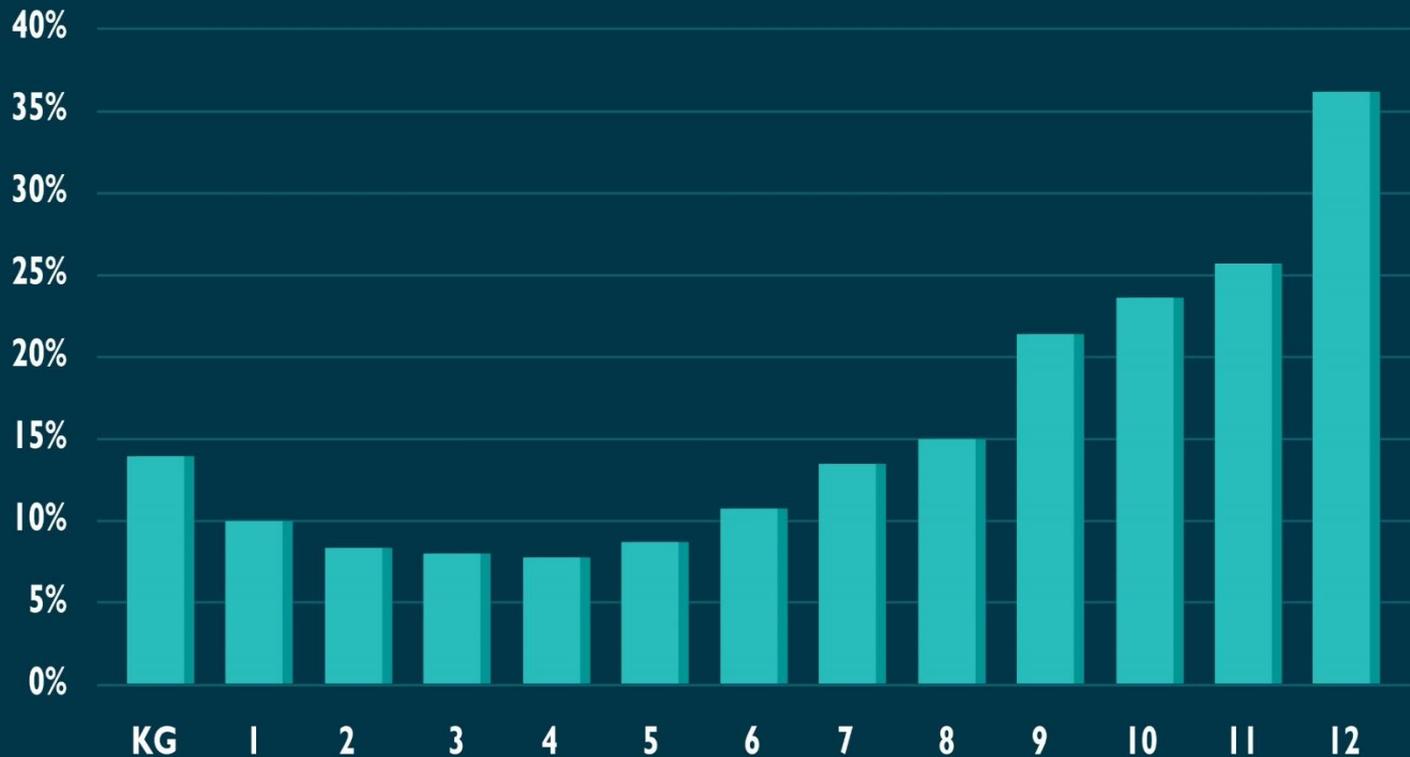
# Following the Data Policy Grants

- Awarded by AECF July 2014 & 2015
- Began in 2014 to study chronic absence at school district-level at the interest of Mississippi's Senate Education Committee Chair
- Data use agreement with MDE for student-level data in 2015

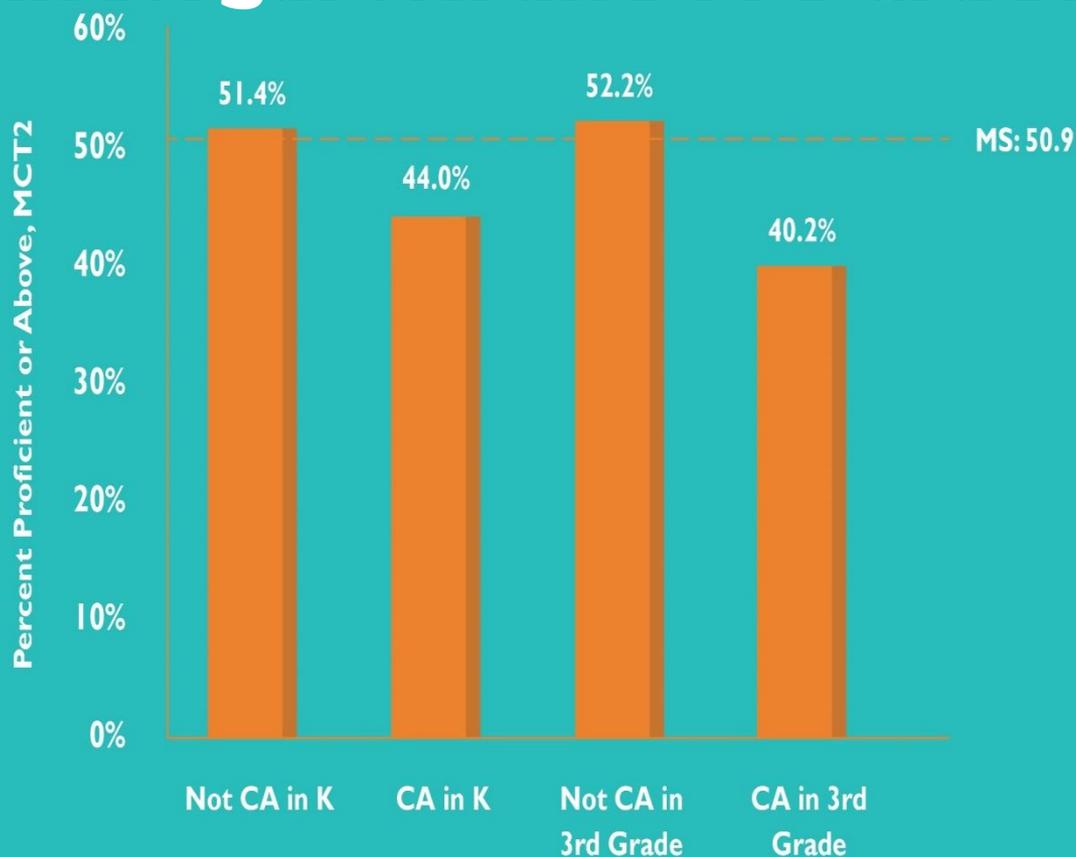
# Mississippi's Chronic Absence Rates by Grade

## Mirror Those of Other States

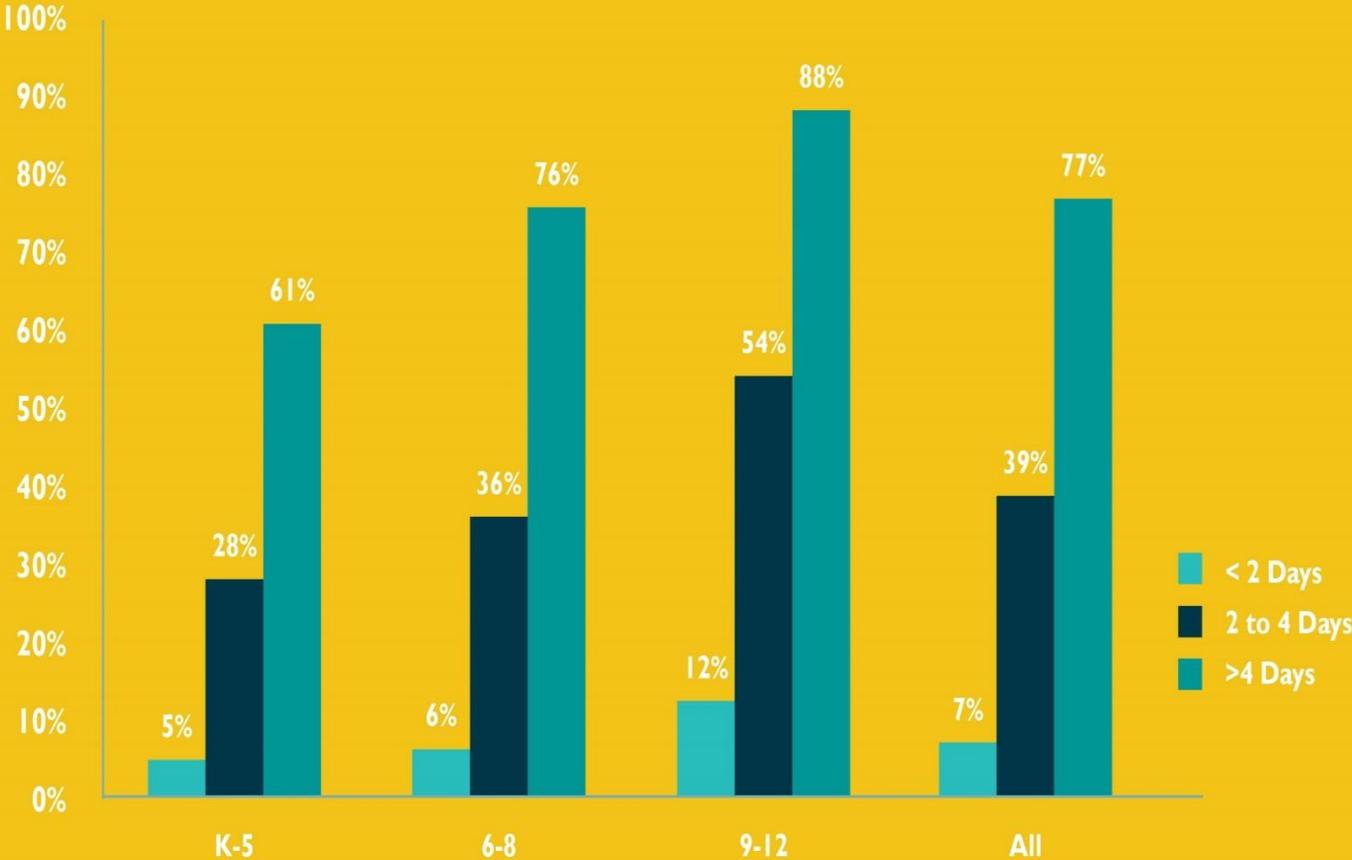
Chronic Absence Rates in Mississippi by Grade, 2013/14 SY



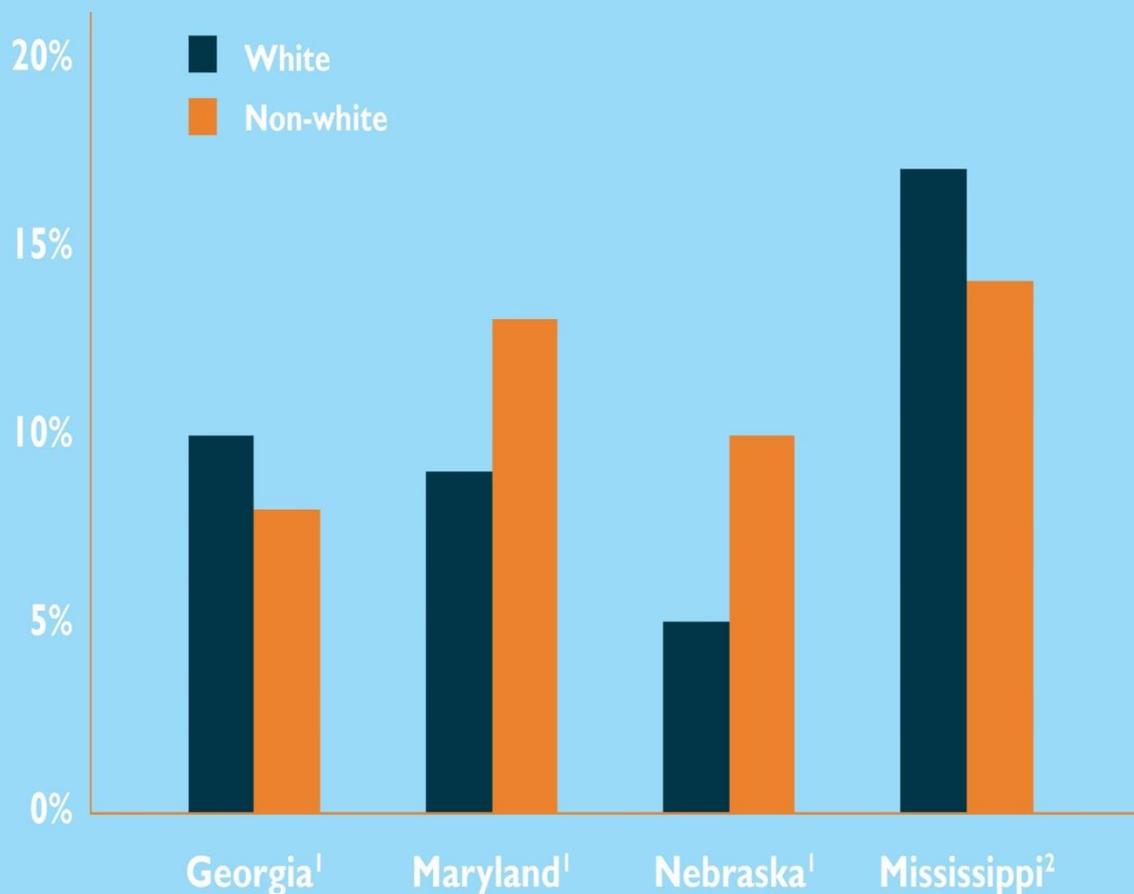
# Percentage of Students Scoring Proficient or Above on 3rd Grade Language Arts Based on Attendance in Kindergarten and 3rd Grade



# Percent Chronic Absence in Mississippi by Days Missed in September, 2013/14



# Percent of Students Chronically Absent by State



Sources:

1 Balfanz & Byrnes (2012)

2 Analysis of MDE data by MS KIDS COUNT, 2013/14 SY



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# Flawed Perception



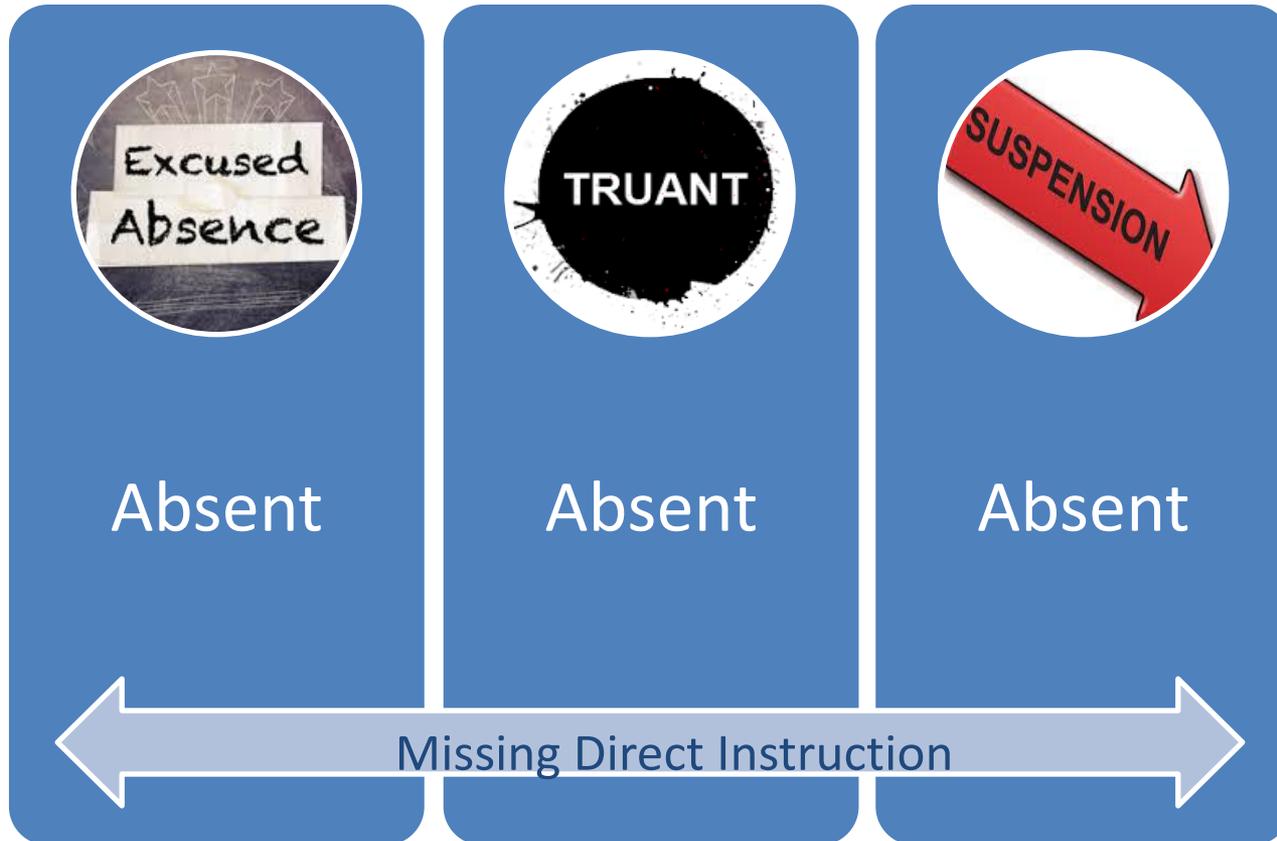
NEW MINDSET



NEW RESULTS



# Commonalities



**18 Days x 330 minutes of instruction= 5,940 minutes**

# Impact of Chronic Absenteeism

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

Attendance is the foundation for all other school programs.

Attendance issues have a direct correlation to achievement issues and behavior issues which increases the risk of students dropping out of school.



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# Accurate Student Records





# Strategies

Based on the existing research, it does not appear that any single strategy is the most effective strategy (Maynard, et al., 2012).

Strategies to reduce student absenteeism generally involve some form of:

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

# Discussion





## Questions

- With chronic absence included in the Every Student Succeeds Act, how can we avoid the danger of schools seeing it as a matter of compliance with federal reporting vs. a data point to take action to improve outcomes?
- How can we leverage the OCR data release?
- When chronic absence data is released, how can we avoid the blame game for either families or educators while still sharing responsibility for addressing it?



## Questions from the Audience





## To Learn More

### Go to State Pages:

- **Oregon**

<http://www.attendanceworks.org/policy-advocacy/state-reports/oregon/>

- **New Jersey**

<http://www.attendanceworks.org/policy-advocacy/state-reports/new-jersey/>

- **Mississippi**

<http://www.attendanceworks.org/policy-advocacy/state-reports/mississippi/>

# Data Tools





## Tools for Calculating Chronic Absence



**FREE FROM ATTENDANCEWORKS!**

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

- Grades K-5 (**PK-5 this summer**)
- Grades 6-8 and
- Grades 9-12

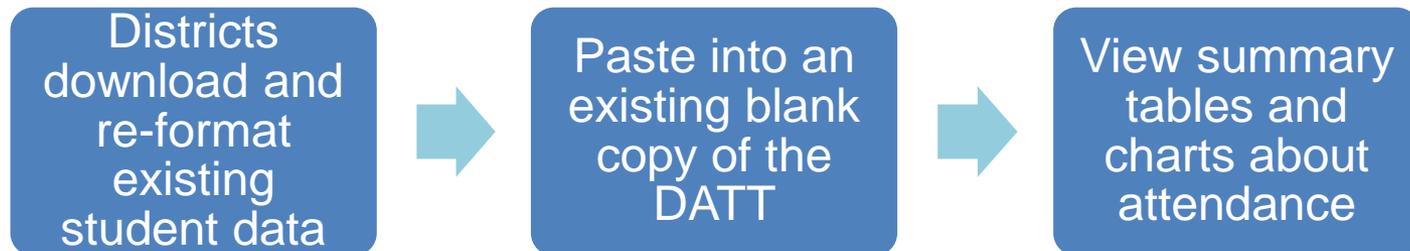
We also offer a Tool to Combine the Modules for PK-12 reports.

<http://www.attendanceworks.org/tools/tools-for-calculating-chronic-absence/>



## How Do Districts Use the DATTs & SATTs?

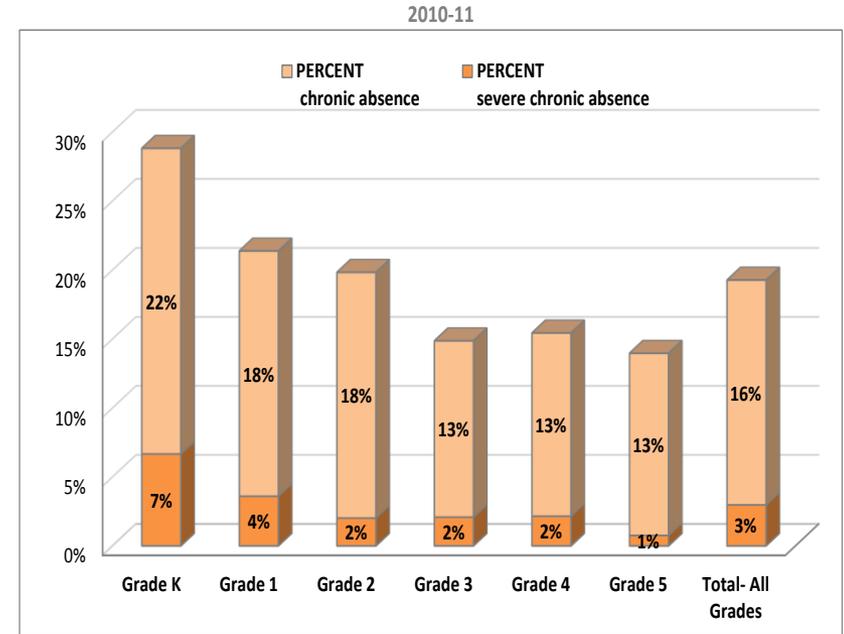
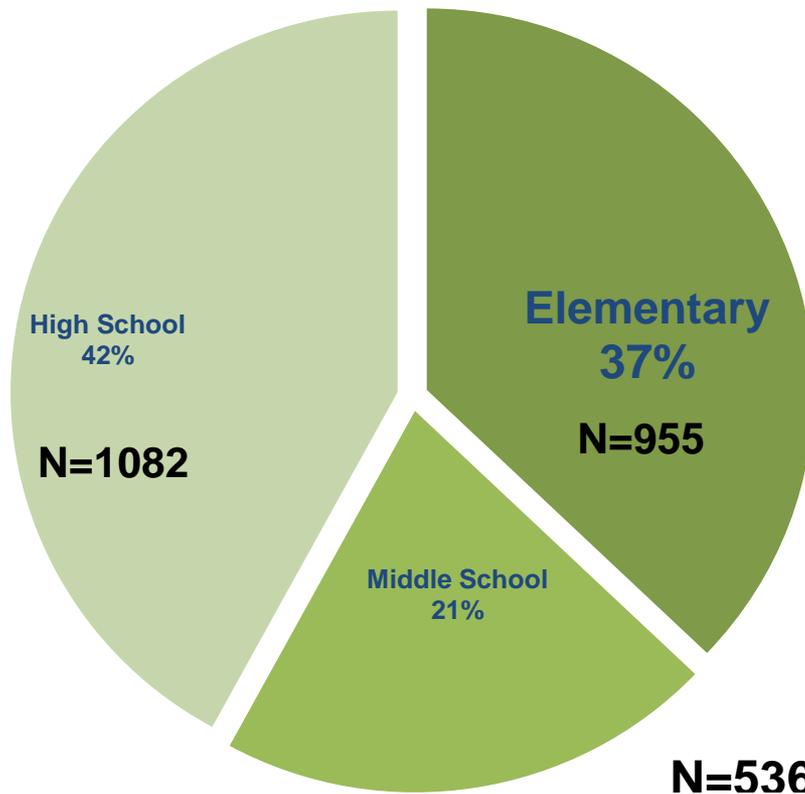
### Method 1: Download data and paste into the DATT module



### Method 2: Create a customized district dashboard using the DATT reports as examples



## How Data Drives Action: Earlier Intervention





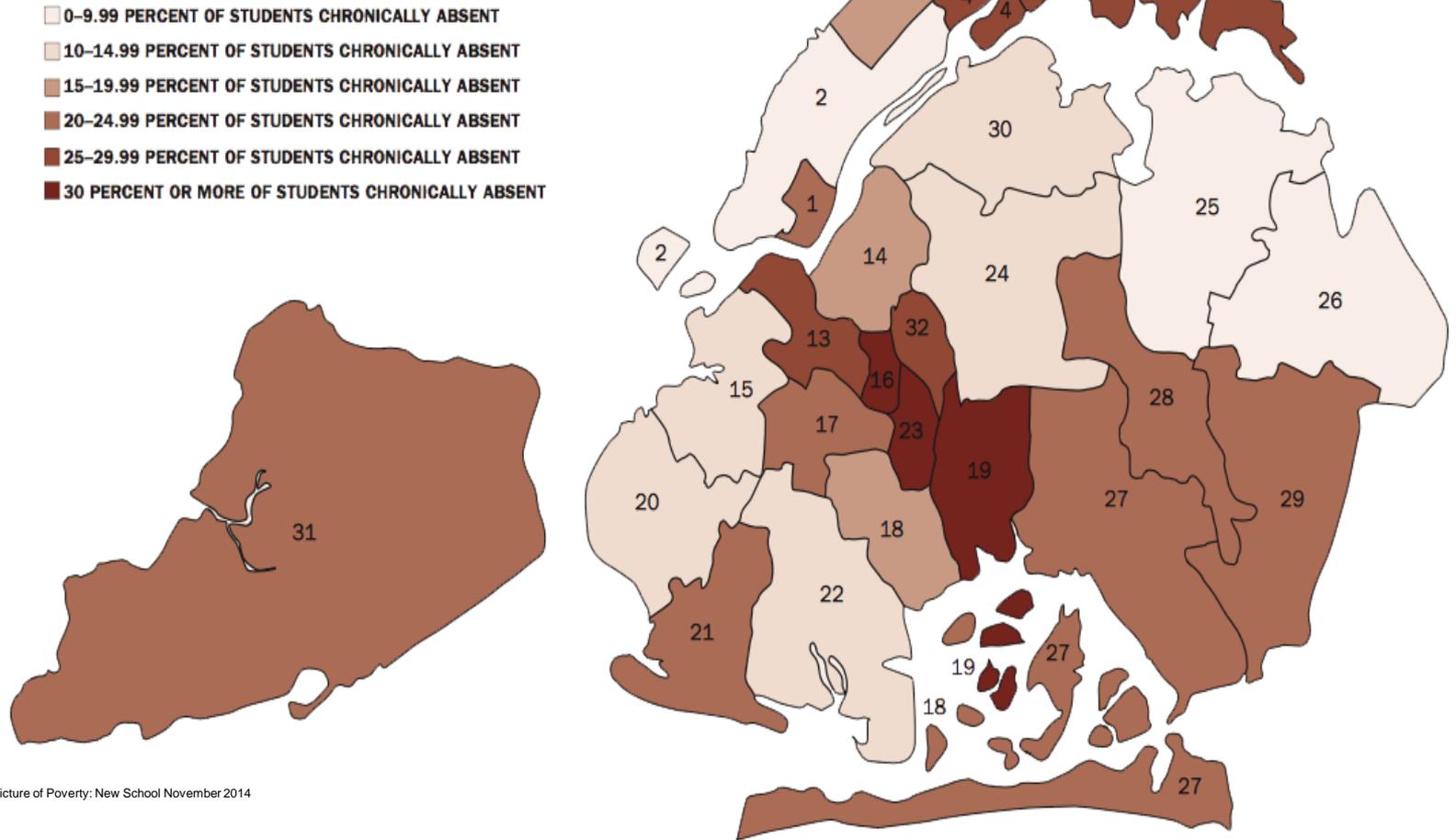
## How Data Drives Action: Identifying Outliers

### Finding Bright Spots and Schools Needing More Supports

	Elementary	Middle	High School
# Schools with 0%-5% Chronic Absence	9	0	0
# Schools with 5.1%-10% Chronic Absence	17	4	1
# Schools with 10.1%-20% Chronic Absence	25	8	6
# Schools with >20.1% Chronic Absence	9	4	9
Total No. Schools	60	16	16
Highest % of Chronic Absence	31.5%	32.8%	42.1%
Lowest % of Chronic Absence	0.3%	6.9%	7.9%
Median	12.7%	14.9%	21.0%
Mean	11.9%	15.6%	22.4%



## In NYC, chronic elementary school absence is higher in low-income neighborhoods

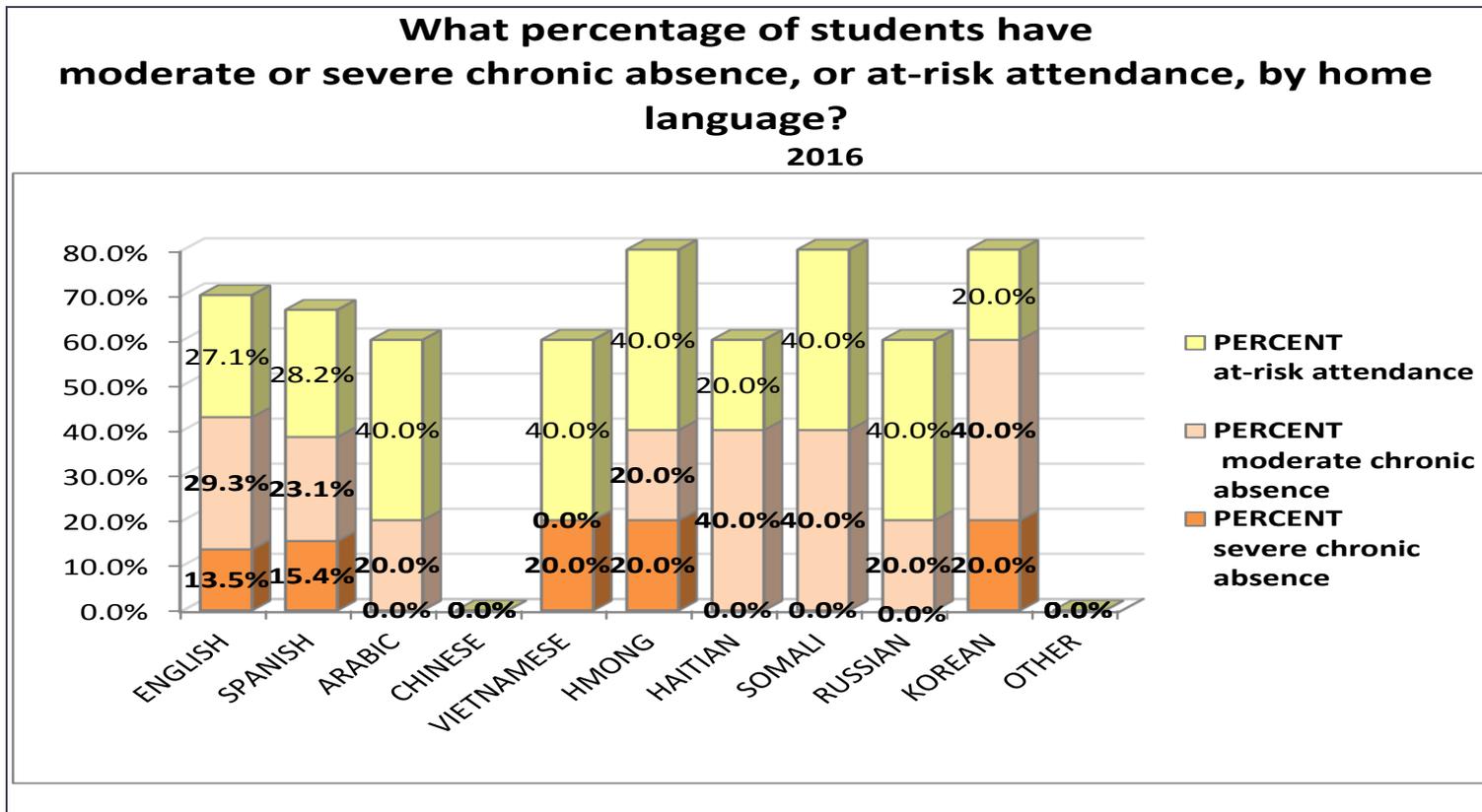


Source: Better Picture of Poverty: New School November 2014



## New Data Reports

# Chronic Absence by Home Language



# Resources & Announcements





## Resources for Spring and Summer

# Prevent the spring slide in attendance!

## To learn more, go to

<http://www.attendanceworks.org/tools/schools/spring-learning-slump/>

## AVOIDING THE ATTENDANCE SLUMP

A troubling pattern begins in May and worsens in June.

Across city elementary and middle schools, there's a **5.8 percentage point difference** between April and June attendance rates.\*

In struggling schools, the attendance drop is **nearly twice that.**



### EXPERIMENTAL LEARNING

Try out new instructional techniques; do field-based work in nearby parks; offer hands-on learning.



### INCENTIVIZED SCHEDULING

Plan key events like proms and graduation for the final days of school.



### FIELD TRIP

Ensure policies are inclusive so that all students can attend.



### SPIRIT WEEK

Build positive school culture to keep kids engaged.



### SHOWS/SHOWCASES

Participation in end-of-year shows/showcases keeps attendance high.



### AFTER SCHOOL

Continue programs until the very end of the school year.



### MENTORING PROGRAMS

Assign 5<sup>th</sup> grade buddies to kindergarten students to prepare them for 1<sup>st</sup> grade.

\*MONTHLY ATTENDANCE DATA COMES FROM THE NYC DEPARTMENT OF EDUCATION WEBSITE: [HTTP://SCHOOLS.NYC.GOV/](http://schools.nyc.gov/)



# National Summer Learning Day is July 14, 2016!

Post your summer learning program or event at [SummerLearningDay.com](http://SummerLearningDay.com)

Follow the story with [#KeepKidsLearning](https://twitter.com/KeepKidsLearning)





## Resources Available

- ★ **Attendance Campaign Webinar Series**
- ★ **Regular Email Blasts to Campaign Supporters**
- ★ **Updating the Count Us In! Toolkit**
- ★ **Attendance Awareness Month Website**
- ★ **Research Brief**

<http://awareness.attendanceworks.org>



## Save the Date! 2016 Webinar Series

- ★ **April 12:** Motivating Good Attendance All Year Long
- ★ **May 17:** Using Data to Drive Action; Portraits of Chronic Absence
- ★ **August 16:** Collective Action: Taking a Cross-Sector Approach
- ★ **September 8:** Understanding and Addressing the Attendance Gap: A National Study
- ★ **November 1:** Attendance Awareness All Year Long: Reviewing and Sustaining Progress

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

## Support AAC 2016



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

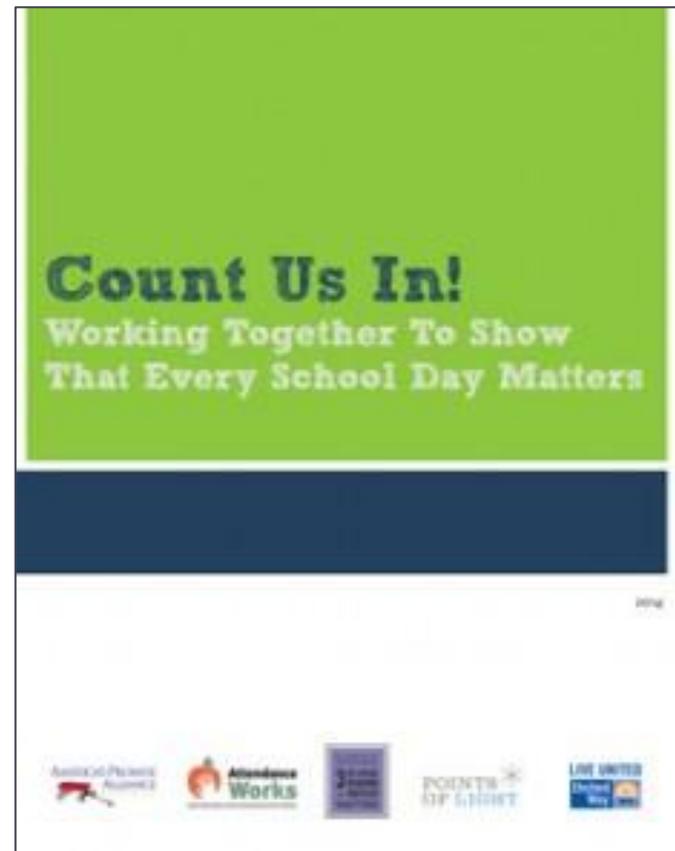


## Call to Action: Role of Collaborating Partners

- Download our free materials and toolkit and share with local districts.
- Encourage schools and community partners to join our listserv: 4,400+ members.

<http://awareness.attendanceworks.org/resources/count-us-toolkit-2016/>

# PROMOTE LOCALLY



# What to Do When: At a Glance



## Let's get started!

- Convene coalition
- Recruit partners
- Meet with district
- Enlist health care providers
- Launch poster contests and other marketing campaigns

## Early Summer

### Getting into specifics

- Distribute talking points
- Enlist elected officials & celebs
- Line up incentives
- Analyze data



## Late Summer

### It's Go Time

- Tape PSAs
- Begin media outreach
- Print banners & posters
- Plan assemblies and Back-to-School events
- Launch door-knocking campaigns

## Back to School!

- Release proclamations
- Host Back-to-School events
- Host press conferences
- Share data
- Spread the word!



1



## Pin on the 2016 Action Map

- Post your community's plans for Attendance Awareness Month 2016 on our map
- Bragging rights to the state with the most pins!



<http://awareness.attendanceworks.org/aam-map-form-2016/>



## **Superintendent's Call to Action**

**Own the issue**

**Mobilize the  
Community**

**Drive with  
Data**

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



## Webinar recording

**We will post a recording of this webinar on our website within 72 hours at:**

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



## Feedback

**Please let us know how we can improve:**

**[https://www.surveymonkey.com/r/Portraits\\_Data](https://www.surveymonkey.com/r/Portraits_Data)**

# Thank you to our funders!

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