



**Attendance  
Works**



# **Team Up for Attendance:** *Data Matters!*





# Welcome



## Ayeola Fortune

*Senior Director, Impact and  
Global Results*

**United Way Worldwide**



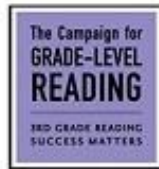


## 2018 Theme

# Team Up for Attendance!



# Convening Partners



HEALTHY SCHOOLS  
CAMPAIGN





**Welcome to New Partner!**

## Shape America





## Attendance Awareness Campaign

- I. **A strategic messaging and awareness-building campaign** that includes the designation of September as Attendance Awareness Month as the launch of year-long attendance campaigns
- II. **Community-level action and engagement**, especially in conjunction with Attendance Awareness Month
- III. **National and local-level public events**, to occur all year with an emphasis on the month of September, that garner media attention and raise public awareness



## Superintendents Call to Action 2018!



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

### SUPERINTENDENTS CALL TO ACTION MISSING SCHOOL MATTERS!

Nearly 8 million students nationwide miss nearly a month of school every year, excused and unexcused absences that erode student achievement. Today Attendance Works, our eight national Attendance Awareness Month partners and Scholastic are pleased to announce that 6XXX\* superintendents across the country have signed the Superintendents Call to Action.

We salute these Superintendents who have launched this new school year with a commitment to:

1. **Prioritize Attendance:** We are making reducing chronic absence a top priority in our districts from the superintendent to the teachers, from the school staff to the families.
2. **Mobilize 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. **Drive 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.

We are also honoring the 17XXX superintendents, each listed by name below, who took an extra step and provided us with an estimate of their district chronic absence data for the previous two school years.

\* The total number of superintendents who signed on from each state appears next to the state name below. Look for the name of each superintendent who signed this year's Superintendents Call to Action on the Attendance Works website: [www.attendanceworks.org/take-action/educators/superintendents-call-to-action/](http://www.attendanceworks.org/take-action/educators/superintendents-call-to-action/)

- ✓ All Superintendents who sign the Call to Action will appear on the Superintendents Call to Action Map and be listed on our website. **Estimated 670 vs 624 last year**
- ✓ Superintendents provide an estimate of district-wide chronic absence rate for 2017-18 school year, and the district-wide chronic absence rate for 2016-17 to appear in the SCTA ad in the September 19<sup>th</sup> issue of Education Week. **Estimated 187**

[www.attendanceworks.org/take-action/educators/superintendents-call-to-action/](http://www.attendanceworks.org/take-action/educators/superintendents-call-to-action/)



## Data Matters – Released September 1, 2018 (Widespread Coverage!)



- ❖ [Roll Call 15 percent of k-12 Students Chronically Absent From School](#) US News and World Report 9/6/2018
- ❖ [Present and Accountable For It](#) Education Week (blog) 9/4/18
- ❖ [10 Education Stories You May Have Missed This Summer](#) NPR 9/4/18
- ❖ [1 in 7 Students Found to Be 'Chronically Absent,' Report Finds](#) Education Week 9/4/18
- ❖ [R.I. ranks seventh worst in nation for percentage of chronically absent students](#) Providence Journal 9/3/18
- ❖ [New national data shows higher chronic student absenteeism rates](#) Education Dive 8/31/18
- ❖ [Study: A quarter of isle public schools have high rates of chronic absenteeism](#) Hawaii News Now 9/4/18
- ❖ [United Way leads community effort to address chronic absenteeism in metro-area schools](#) Omaha World Herald 9/5/18
- ❖ [State seeing early reductions in chronic absenteeism under ESSA](#) New Haven Register 8/31/18
- ❖ [National study cites Connecticut's improvements on chronic absenteeism](#) The Day (Connecticut) 8/31/18
- ❖ [Report: Nebraska ranks second in attendance nationwide](#) KLKN (Nebraska)





Welcome



**Hedy Chang**

Executive Director  
*Attendance Works*

**& Members of the  
Attendance Works Team**



## Poll Question 1

**Do you know your  
chronic absence rates?**



## Poll Question 2

**Who has access to your  
chronic absence data?**



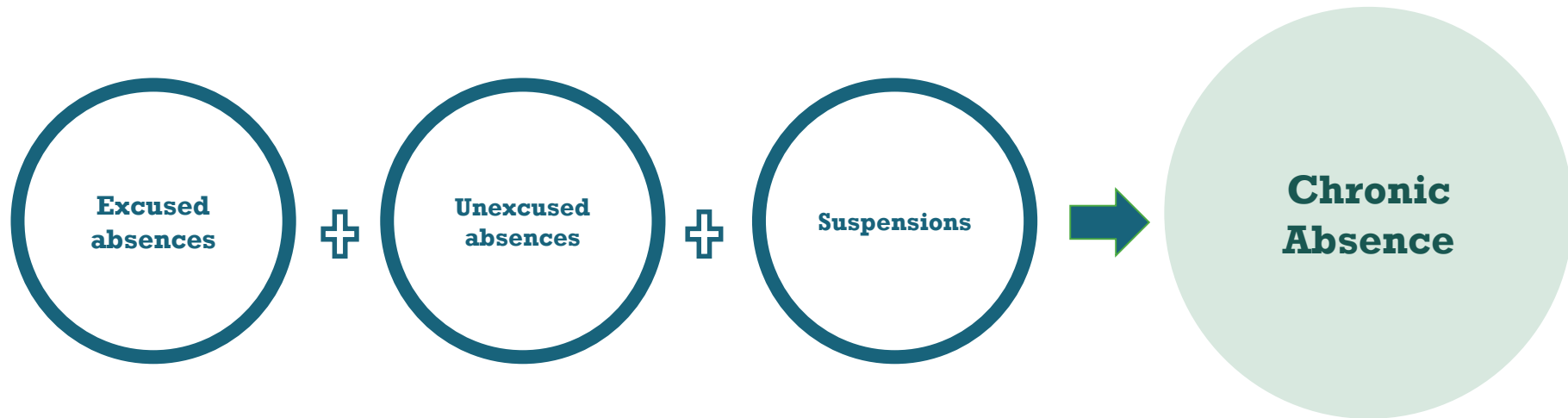
## Agenda

1. Review of Key Concepts
2. Data Matters: Findings of September Brief
3. Interactive Data Map
4. Using OCR Data to Affect Change
5. 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).



## Student Attendance is Strongly Associated with Academic Success

Chronic Absence = Warning Sign of Academic Risk

### K-1<sup>st</sup> Grade:

Students who attend regularly in the early grades perform better on measures of academic and social and emotional capacities.

### 3<sup>rd</sup> Grade:

Students who attend school regularly are more likely to be able to read proficiently by the end of 3<sup>rd</sup> grade.

### Middle School Success:

Students who attend school regularly are more likely to have passing grades in middle school

### High School Completion:

Students who attend school regularly are more likely to graduate from high school

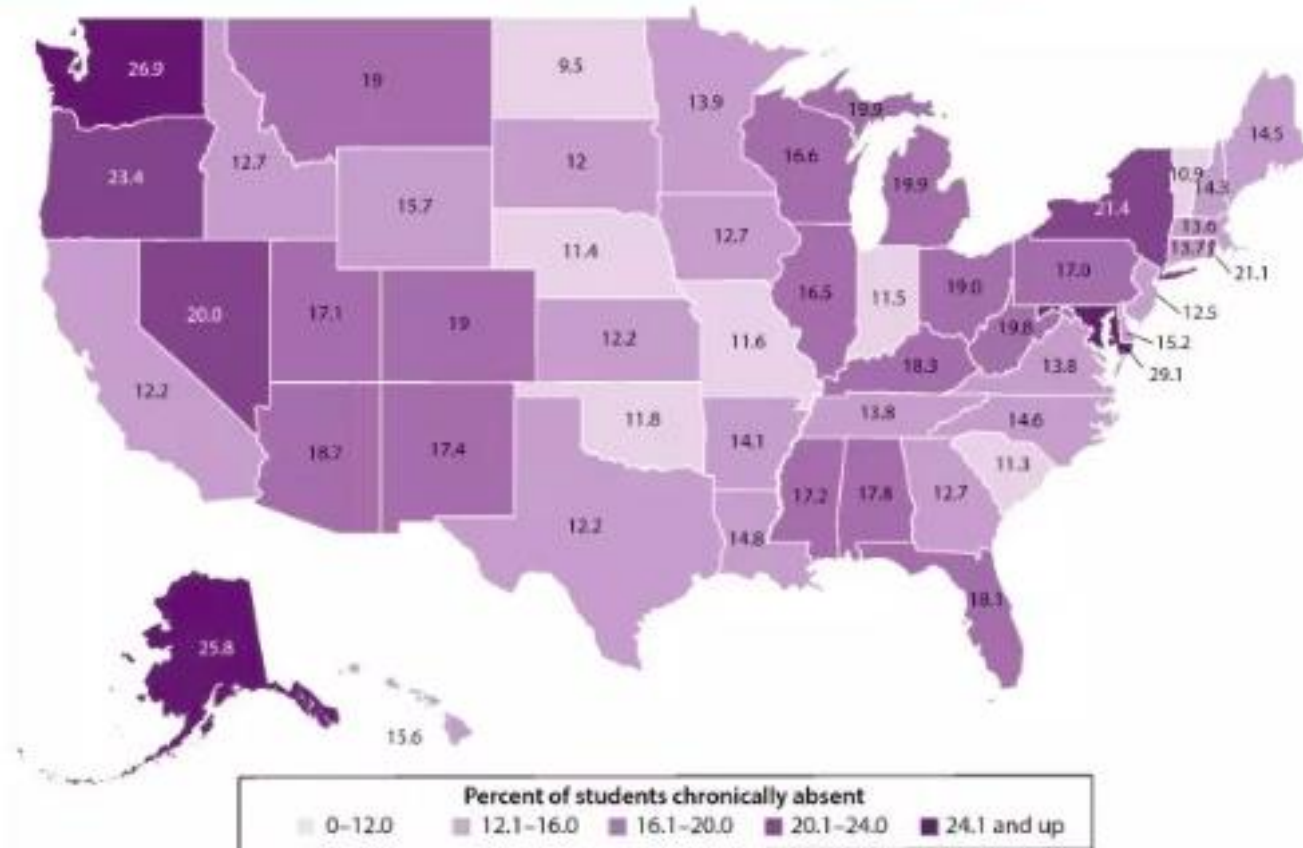
### College Completion:

Students who attend school regularly in high school are more likely to persist in college and graduate

# 1 of 7 students misses 15 days or more

FIGURE 3.

## Percent of Student Chronically Absent by State, 2015–16



Source: Civil Rights Data Collection (CRDC), U.S. Department of Education, 2013–14, 2015–16.

Note: The CRDC defines chronic absenteeism as missing 15 or more days of school in a school year. The District of Columbia has a value of 31.0%.

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# This Is a Watershed Moment

## No Child Left Behind

Success determined by academic standards.

Federal targets and interventions for schools; punitive system of responses.

Accountability and data for student sub-groups.

Each state defines and addresses truancy which typically emphasizes court based, punitive, interventions.

## Every Student Succeeds Act

Success determined by academic & nonacademic standards.

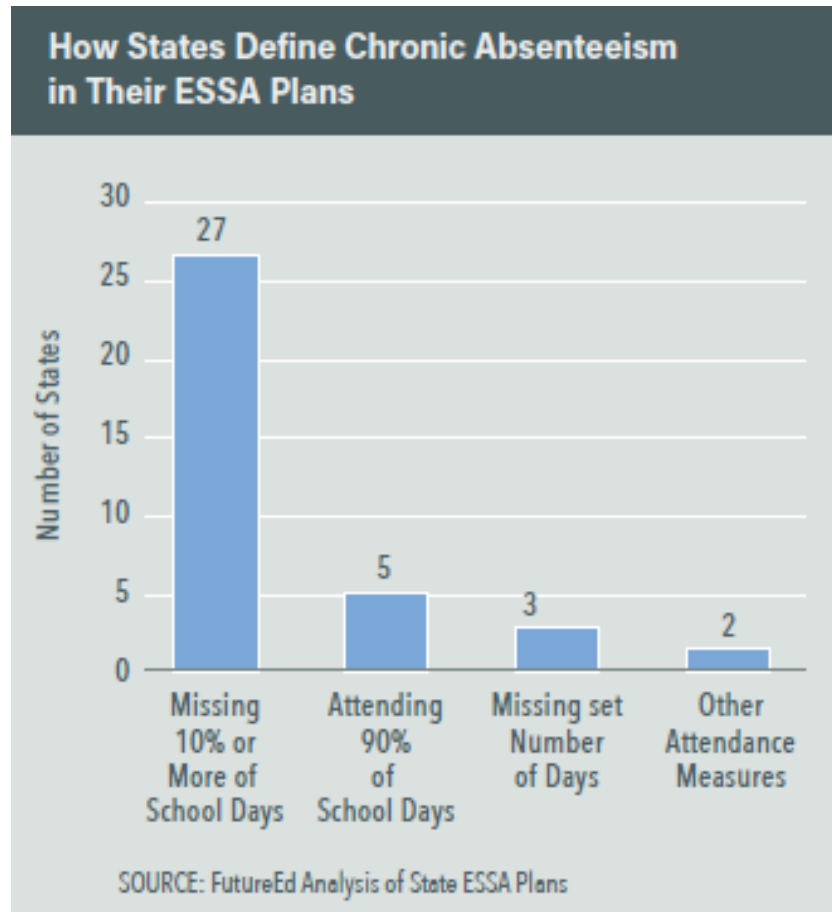
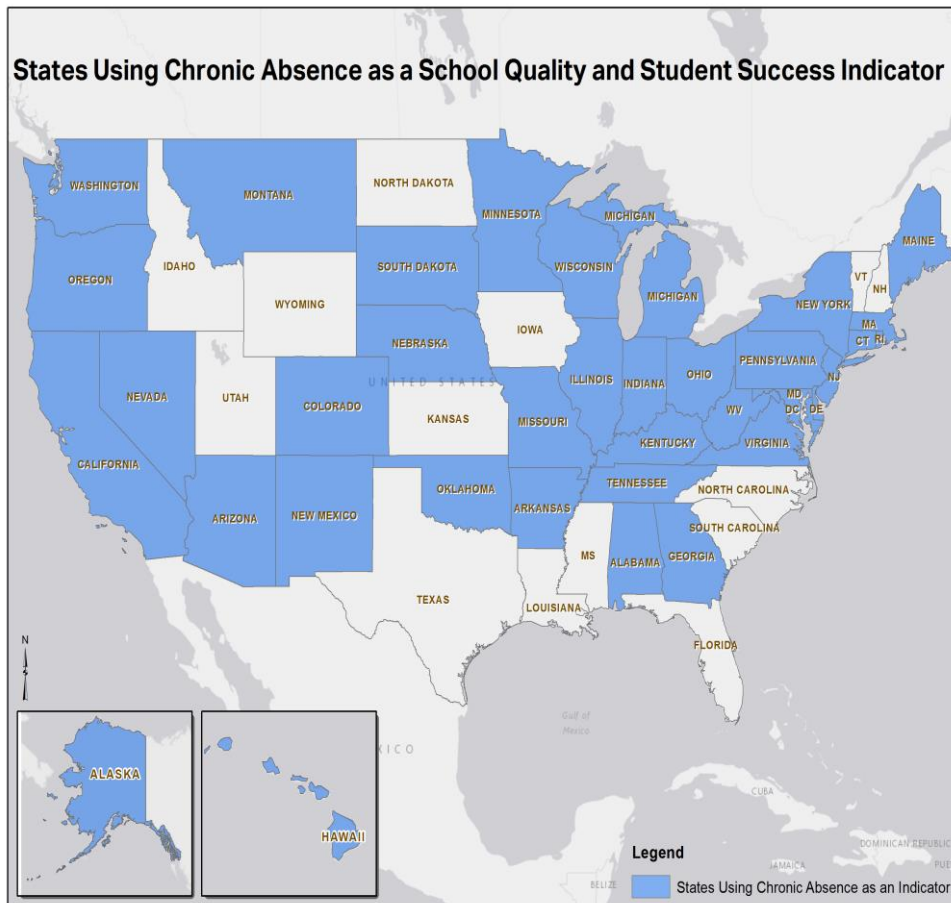
States set goals; supportive framework.

Accountability and data for student sub-groups.

Chronic absence is a required reporting & optional school quality metric. It emphasizes prevention and early intervention.

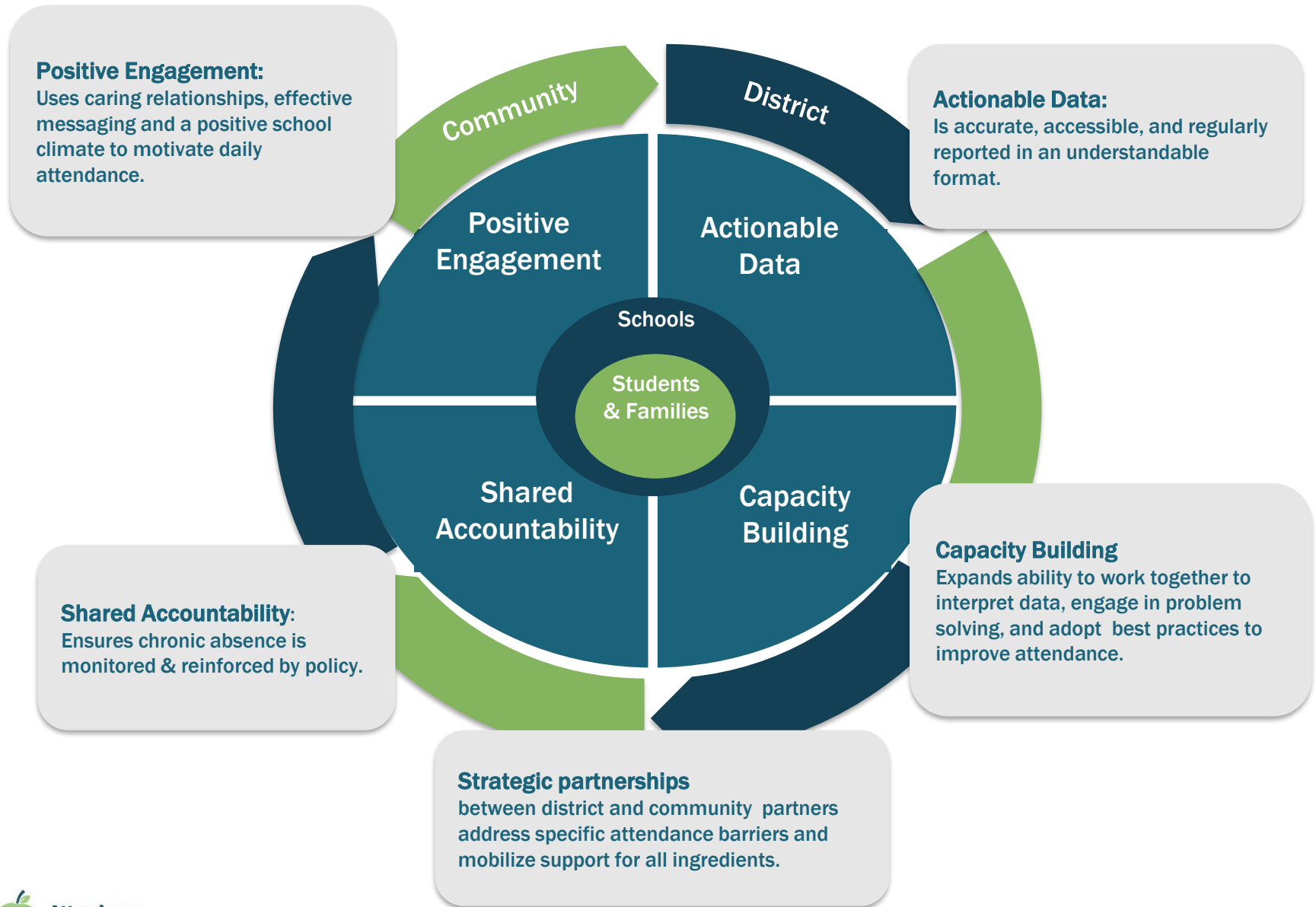


# 36 states + DC adopted chronic absence as a metric in their ESSA plans.



**Who's In: Chronic Absenteeism Under the Every Student Succeeds Act**  
**Future Ed, Georgetown University, September 2017.**

# Take a Data Driven Systemic Approach





## Data Matters

### *School Chronic Absence Levels*

- **extreme** (>=30 % of students)
- **high** (20-29 % of students)
- **significant** (10-19% of students)
- **modest** (5-9 % of students)
- **low** (> 5% of students)

### Based upon data from the Office for Civil Rights and the Common Core of Data for SY 2015-16 & SY 2013, the report:

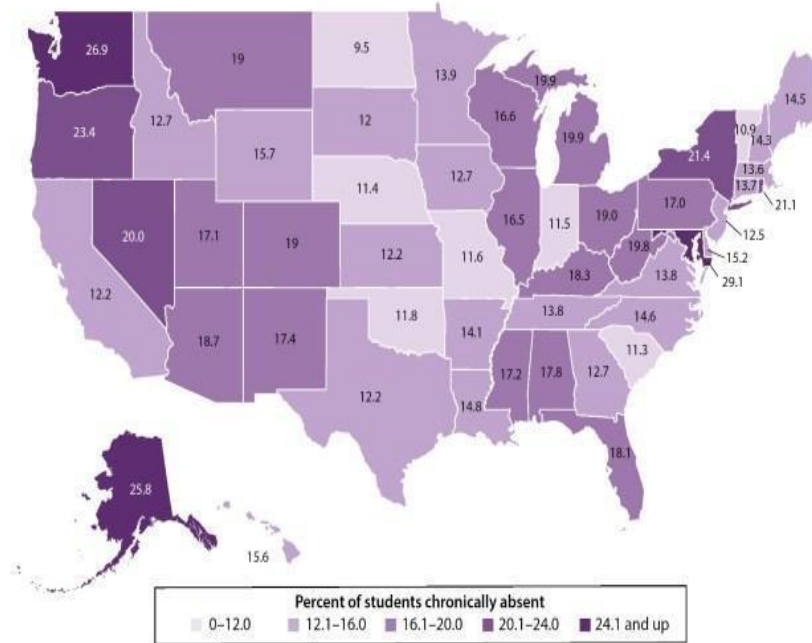
- Shares key findings about the scale and concentration of chronic absence in schools nationwide and shows how patterns can vary by state.
- Discusses how to use chronic absence data to anticipate and put in place effective solutions tailored to local realities.
- Recommends steps for key stakeholders to support a data driven approach to reducing chronic absence.
- Includes interactive data map and state reports



## Key Findings

FIGURE 3.

### Percent of Student Chronically Absent by State, 2015–16



Source: Civil Rights Data Collection (CRDC), U.S. Department of Education, 2013–14, 2015–16.

Note: The CRDC defines chronic absenteeism as missing 15 or more days of school in a school year. The District of Columbia has a value of 31.0%.



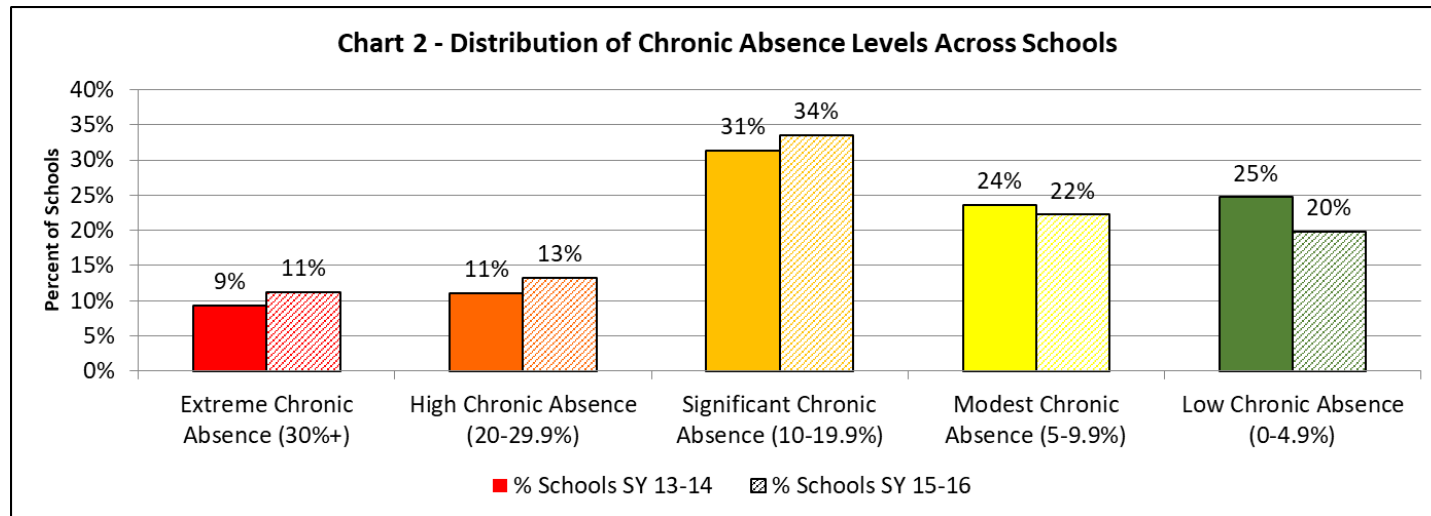
**Finding #1:** In SY 2015-16, nearly 8 million students, an increase of more than 800,000 students since SY 2013-14 were chronically absent. Improved reporting accuracy explains at least some of the growth. (In 44 states, the percent of schools reporting 0 students chronically absent decreased from 2013-14.)

**Finding #2:** Chronic absence is a pervasive challenge affecting the entire nation. Every state has chronically absent students. In 8 states and the District of Columbia, more than 20 percent of students were chronically absent in 2015-16.



## Key Findings: National Findings

**Finding #3:** The proportion of schools with at least 20 percent or more students chronically absent increased from 2013-14 to 2015-16.





## National Findings

**Finding #4:** Just over half (nearly 52 percent ) of all chronically absent students were concentrated in schools facing high or extreme levels of chronic absence, while over a third (33 percent) attended schools with significant rates of chronic absence.

**Finding #5:** While nearly half (44 percent) of high schools have high and extreme levels of chronic absence, elementary schools should not be overlooked. Slightly more elementary schools than high schools have high and extreme levels of chronic absence.

**Finding #6:** Schools serving children in special education, alternative education and vocational education are much more likely to have extreme levels of chronic absence.

**Finding #7:** Schools with higher levels of poverty were more likely to experience high and extreme levels of chronic absence



## National Findings

**Finding #8:** Chronic absence is found in every type of locale – rural, town, suburban and city.

**Finding #9:** Data suggests that poverty, not locality, remains the driving factor.

**Finding #10:** Chronic absence disproportionately affects particular student populations.

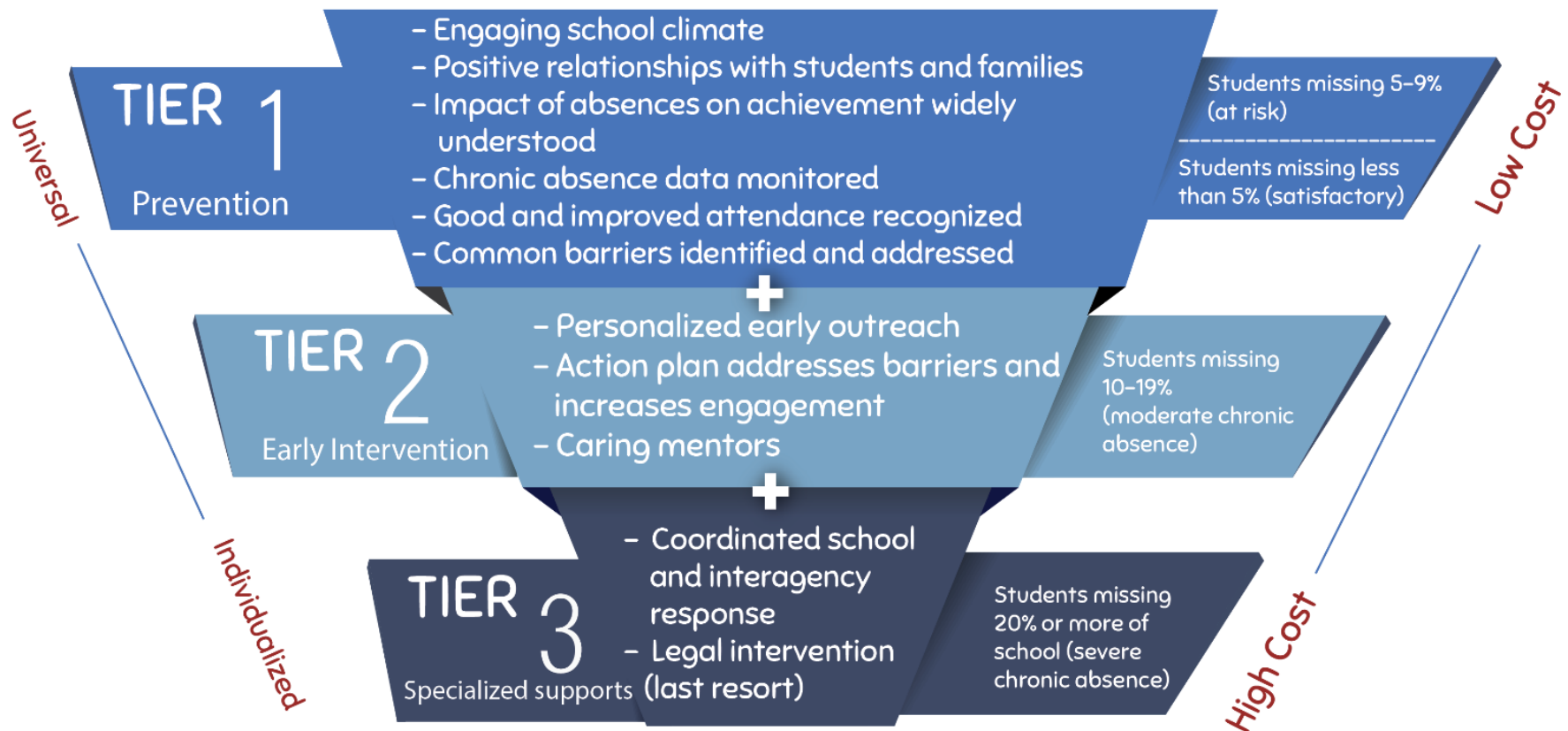
**Note:** *State patterns can vary significantly from the national trends for all of the findings above.*

Percent of (Subpopulation) Students Chronically Absent Nationally	
Native American	25%
Hispanic	22%
African-American	19%
Non-white	17%
Hawaiian and Pac Island	16%
National average	15%
Alaska Native	15%
White	14%
Limited English Proficiency	13%
Asian	8%



## 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.**







## Factors That Contribute to Chronic Absence

***High or extreme levels of chronic absence often indicate multiple causes of chronic absence exist for large numbers of students and further resources are needed to unpack factors affecting student attendance.***

### Barriers

- Illness, both chronic and acute
- Lack of health, mental health, vision, or dental care
- Trauma
- Unsafe path to/from school
- Poor Transportation
- Frequent moves or school changes
- Involvement with child welfare or juvenile justice systems

### Negative School Experiences

- Struggling academically or socially
- Bullying
- Suspensions and expulsions
- Families past and current school experiences are negative.
- Undiagnosed disability
- Lack of appropriate accommodations for disability

### Lack of Engagement

- Lack of culturally relevant, engaging instruction
- No meaningful relationships with adults in 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



## **Form Working Group to Gather Data to Unpack Chronic Absence**

### **A. Student and Family Perspectives**

- ☐ Student and family surveys (University of Florida)
- ☐ Phone banking (Cleveland)
- ☐ Reasons study (Austin, Texas, E3 Alliance)
- ☐ Assessment by professionals (Sacramento)
- ☐ Success mentors strategy (New York and National)
- ☐ School Environment and Attendance Tool – SEAT (Attendance Works)

### **B. Relevant District Data**

- ☐ Suspension and discipline
- ☐ Attendance Data Over Time
- ☐ Chronic Health Conditions
- ☐ School Climate Surveys

### **C. Community and Agency Data**

- ☐ Transit Routes (Sacramento, California)
- ☐ Health Data (National and Chicago)
- ☐ Kindergarten and Early Childhood Data (Baltimore)
- ☐ Integrated Data Systems (Allegheny County)



## Recommendations

**Stakeholders at multiple levels** play critical roles in reviewing data for accuracy, developing solutions, supporting implementation and nurturing shared accountability. The report offers recommendations for:

- ✓ Students and families
- ✓ Community agencies and partners
- ✓ School leaders
- ✓ District leaders
- ✓ School board members
- ✓ Regional Education Associations and county offices
- ✓ State departments of education
- ✓ Research institutions



## **Accelerating Action for Student Success Requires New Attendance Paradigm**

### **Truancy**

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

### **Chronic Absence**

- Counts all absences
- Emphasizes academic impact of missed days
- Uses preventive problem-solving, trauma-informed strategies



## Interactive Data Map



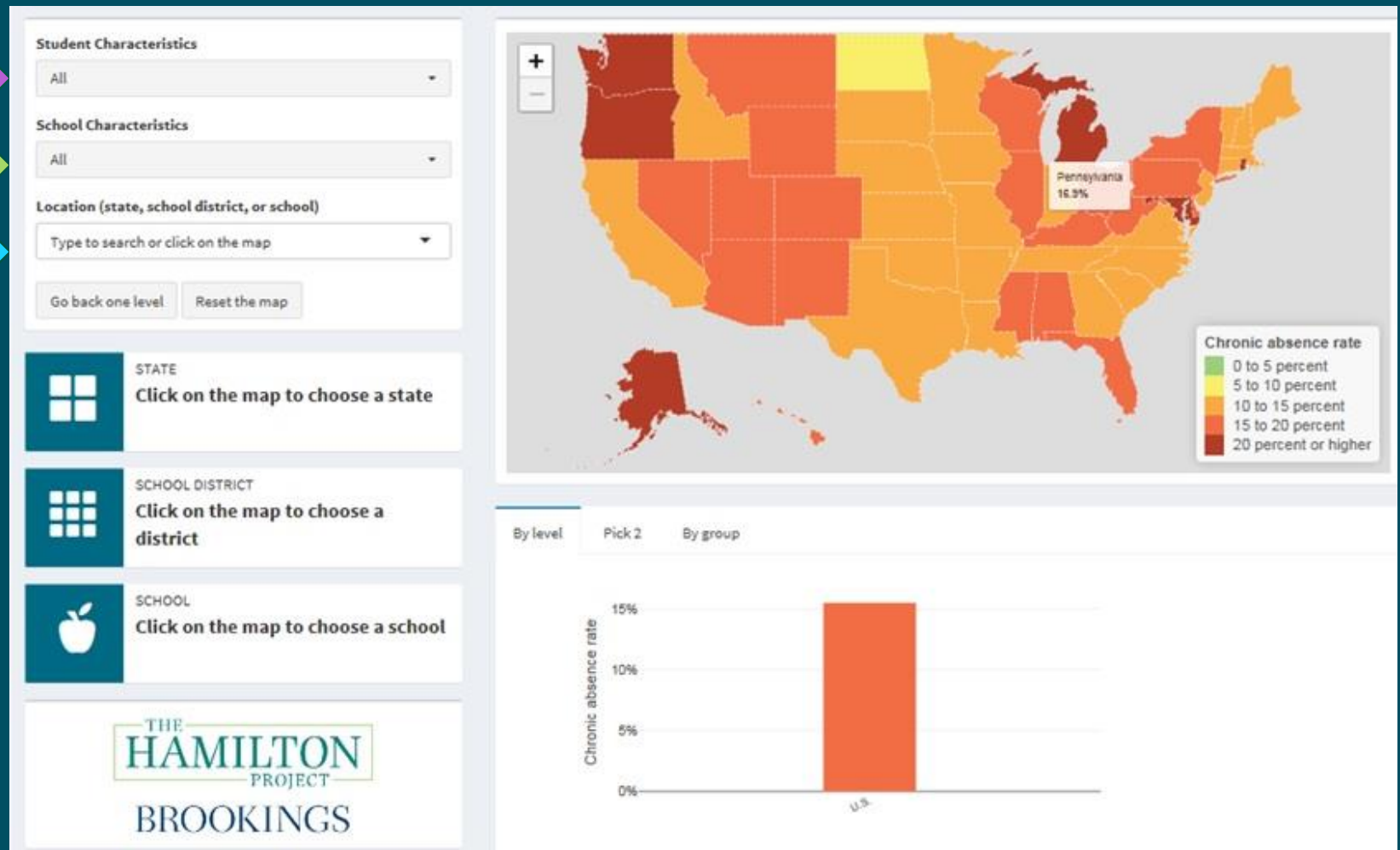
**Lauren Bauer**

Fellow

*Brookings Institution*



[http://www.hamiltonproject.org/charts/chronic\\_absence\\_across\\_the\\_united\\_states](http://www.hamiltonproject.org/charts/chronic_absence_across_the_united_states)



#### Student Characteristics

All

#### School Characteristics

All

Location (state, school district, or school)

Pennsylvania

Choose a school district in Pennsylvania (or click on the map)

Type to search or click on the map

Go back one level

Reset the map



STATE

Pennsylvania: 16.9%



SCHOOL DISTRICT

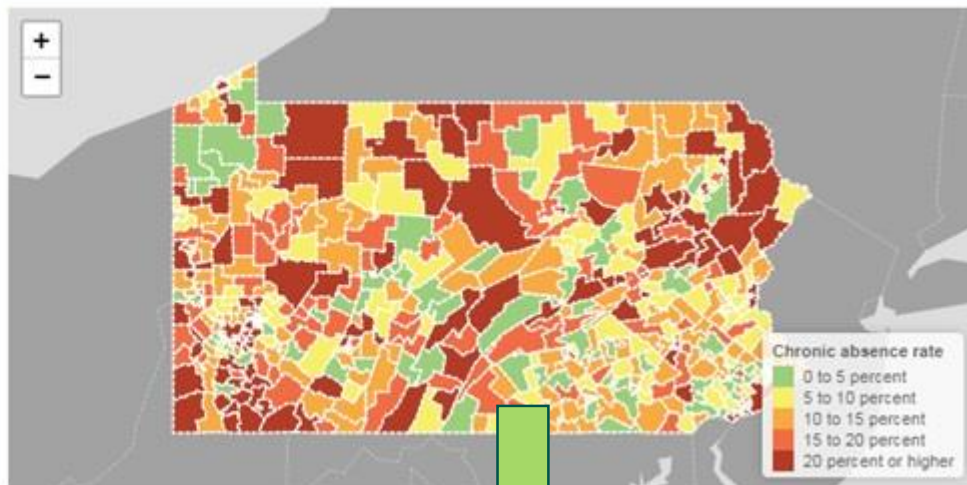
Click on the map to choose a district



SCHOOL

Click on the map to choose a school

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By level

Pick 2

By group

Pennsylvania

Chronic absence rate

15%  
10%  
5%  
0%

U.S.

Pennsylvania



#### Student Characteristics

All

#### School Characteristics

All

#### Location (state, school district, or school)

Pittsburgh School District, PA

#### Choose a school from Pittsburgh School District (or click on the map)

Type to search or click on the map

Go back one level

Reset the map



#### STATE

Pennsylvania: 16.9%



#### SCHOOL DISTRICT

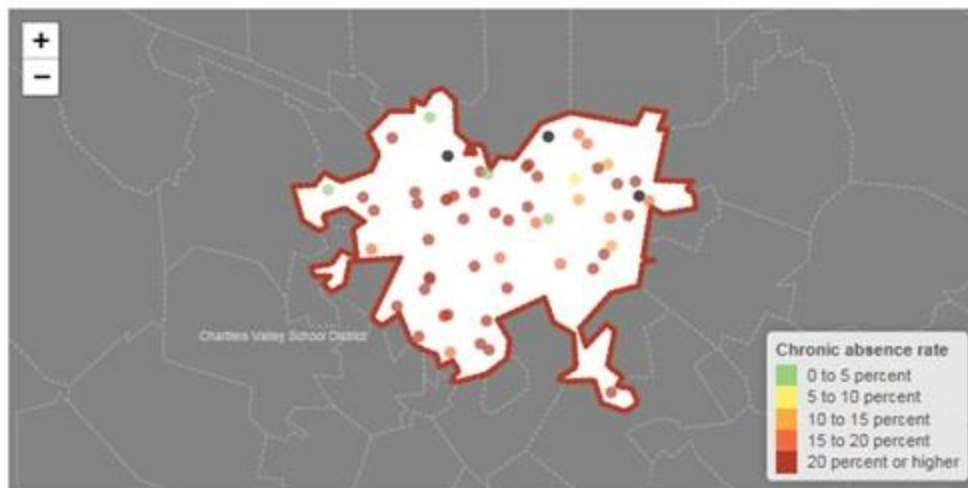
Pittsburgh School District: 29.7%



#### SCHOOL

Click on the map to choose a school

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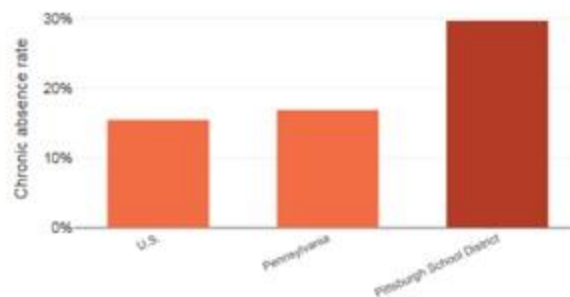


By level

Pick 2

By group

Pittsburgh School District, PA



### Student Characteristics

All

Location (state, school district, or school)

Pittsburgh Allderdice HS, PA

Go back one level

Reset the map



STATE

Pennsylvania: 16.9%



SCHOOL DISTRICT

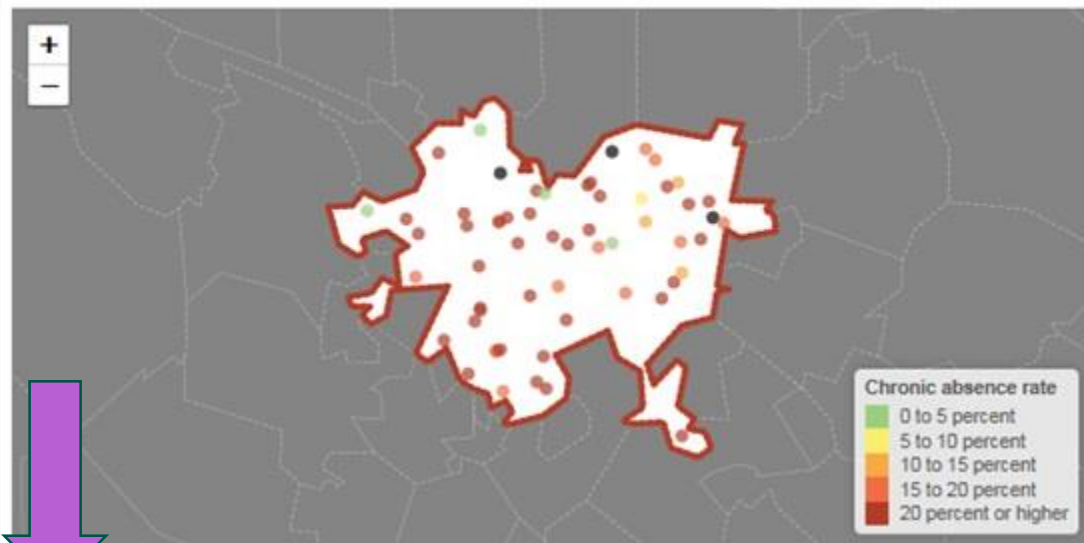
Pittsburgh School District: 29.7%



SCHOOL

Pittsburgh Allderdice HS: 36.3%

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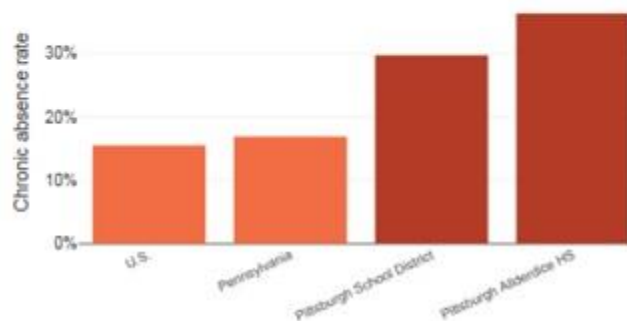


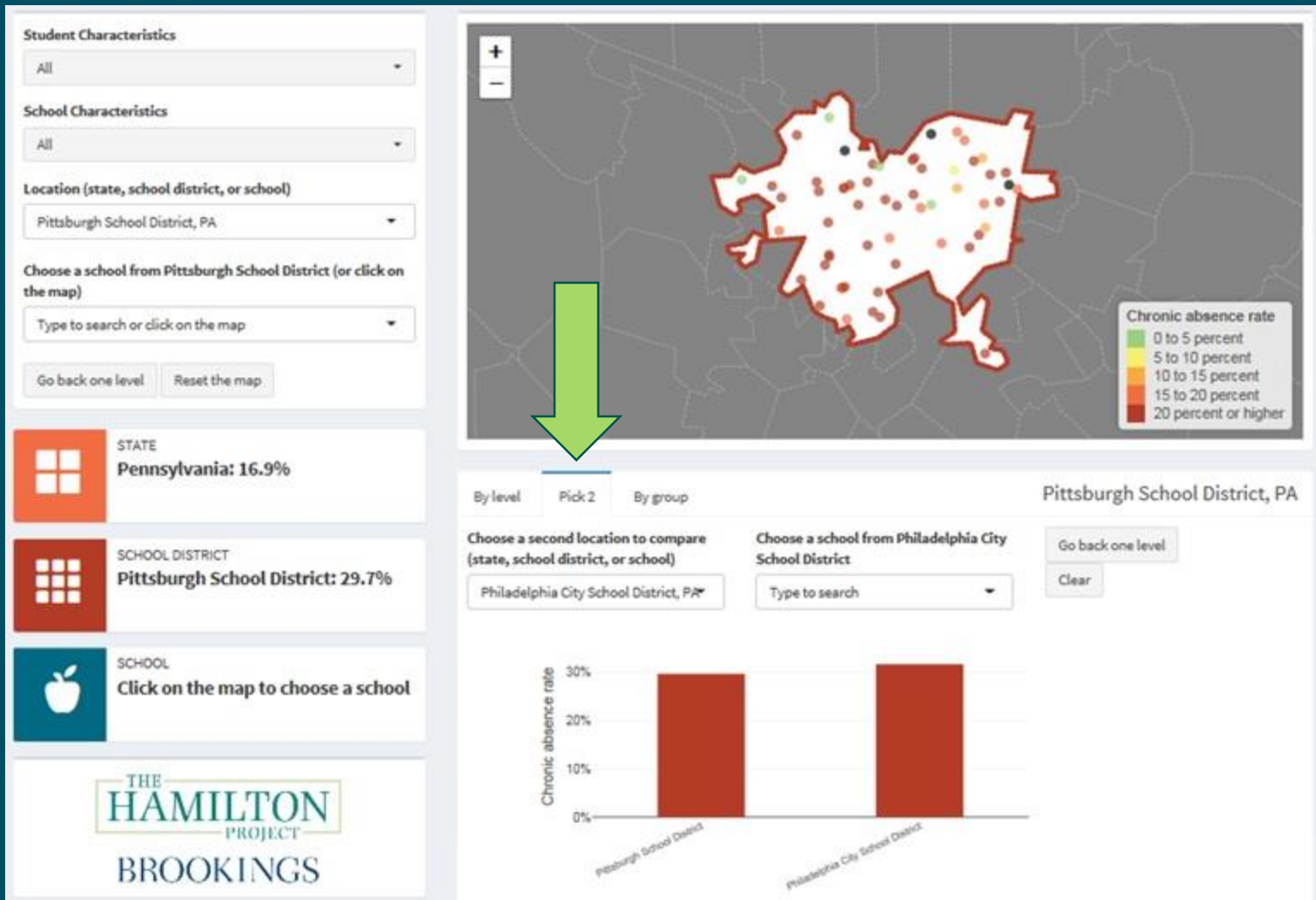
By level

Pick 2

By group

Pittsburgh Allderdice HS, PA





**Student Characteristics**

All

**School Characteristics**

All

**Location (state, school district, or school)**

Pennsylvania

**Choose a school district in Pennsylvania (or click on the map)**

Type to search or click on the map

Go back one level Reset the map



STATE  
**Pennsylvania: 16.9%**

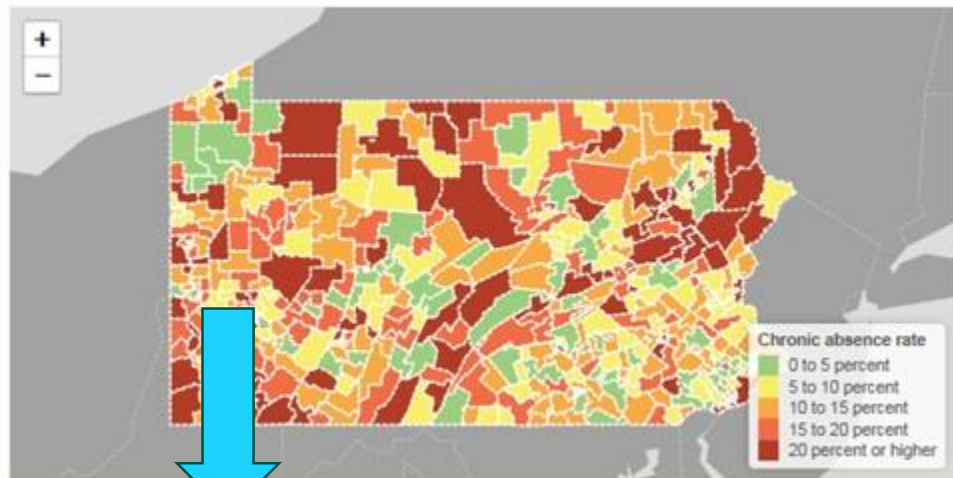


SCHOOL DISTRICT  
**Click on the map to choose a district**



SCHOOL  
**Click on the map to choose a school**

THE  
**HAMILTON**  
PROJECT  
BROOKINGS



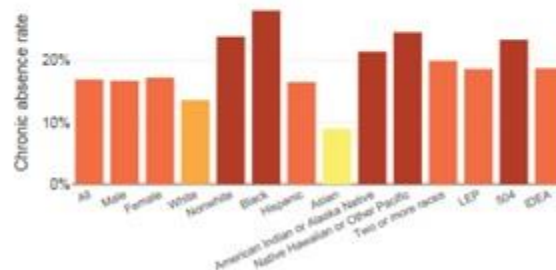
By level Pick 2 By group

Pennsylvania

Choose which to compare:

☒ Student characteristics ☐ School characteristics

You are viewing: All Students, All Schools



## Chronic Absence across the United States

Education



### HOW TO USE THIS INTERACTIVE

#### USING THE MAP

*Use the interactive map to hover, zoom in and out, and click around. As your mouse hovers over states, school districts, and schools, the rate of chronic absence by student and school district will appear. Clicking a state will bring you to a school district map and clicking a school district map will bring you to schools in that district. To go back, click the button that says "Go back one level." To reset, click "reset the map."*

***States:** To investigate differences in chronic absence across states, click a state or enter the state's name in the location bar. When you click on a state, it shows all the school districts in the state. After selecting a state, you can use the dropdown menus and tabs to learn more about the characteristics of chronic absence in that state.*

***Districts:** To investigate differences in chronic absence by school districts, click the state and then the school district or enter the school district's name in the location bar. When you click on a school district, it shows all the schools that are located within the bounds of that school district. After selecting a school district, you can use the dropdown menus and tabs to learn more about the characteristics of chronic absence in that school district.*

***Schools:** To investigate differences in chronic absence by schools within a district, click the district and then the school or enter the school's name in the location bar. When you click on a school, you can use the dropdown menus and tabs to learn more about the characteristics of chronic absence at that school.*

#### USING THE DROPDOWN NAVIGATION (to the left of the map)

*The "Location" bar allows you to enter the states, school districts, and schools without using the map. By entering locations that you are interested in using the "Location (state, school district, or school)" bar, the map will populate with your selection.*

*"Student Characteristics" allows you to see rates of chronic absence among different kinds of students or to compare across all students. In some instances, at the school level, data may be unavailable for some student groups' select "All" to provide more options.*

*"School Characteristics" allows you to see rates of chronic absence by gradespan and location or to compare across all schools. By selecting all schools, you will see every school.*

#### USING THE TABS (below the map)

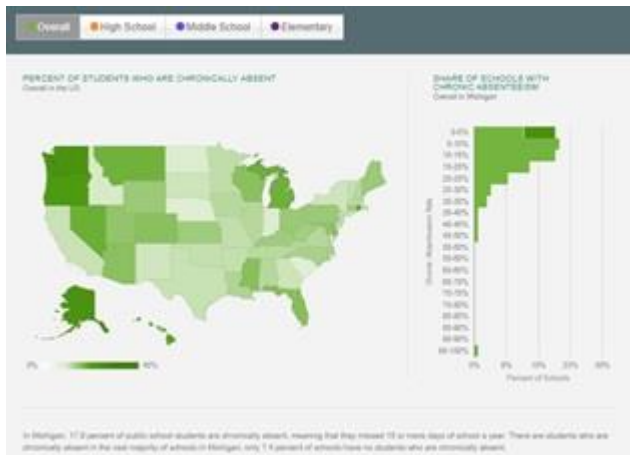
*"By level" populates with bars that show rates of chronic absence as you click. At the school level, the bars will show chronic absence rates for the school, its district and state, and the national rate. It will change according to the student and school characteristics selected.*

*"Pick 2" allows you to select a second location to compare to the location you've selected for the map. For example, this tab allows you to directly compare two elementary schools in the same district or two comparable school districts in different states.*

*"By group" allows you to see detailed student and school characteristics. While the map will only show rates of chronic absence for the selected characteristics, this tab allows you to see all the detailed student and school characteristics for the location.*



# THE HAMILTON PROJECT

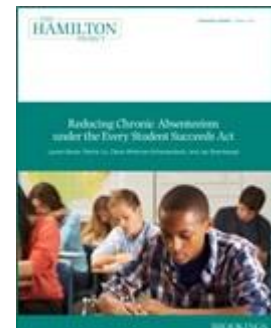


VIDEO BLOG POST

## School Attendance: A Building Block of Student Achievement

Fellow Lauren Bauer breaks down why chronic absenteeism matters for all students, drawing on a new Hamilton Project strategy paper on school accountability under the Every Student Succeeds Act.

[Watch the video](#)



BROOKINGS

hamiltonproject.org



## Tips for Using the Data



**Vaughan Byrnes**

Affiliated Researcher

*Everyone Graduates Center*



## **Tips for Reviewing State Chronic Absence Data Reports**

1. Examine whether chronic absence is increasing or decreasing in terms of % or number of students.
2. If you are seeing increases, assess whether the changes might be due to better reporting by seeing how many schools no longer report no students chronically absent.
3. Determine how many (number and percent) schools face high or extreme chronic absence – these might need extra supports.
4. Examine how levels of chronic absence are connected to demographics of schools (e.g. levels of poverty, local, grades served) and check if the trend is similar or different to the national trends shared in the findings.





## Data Matters: Elected Officials



### Senator Bill Ferguson

State Senator

*Maryland's 46<sup>th</sup> District*

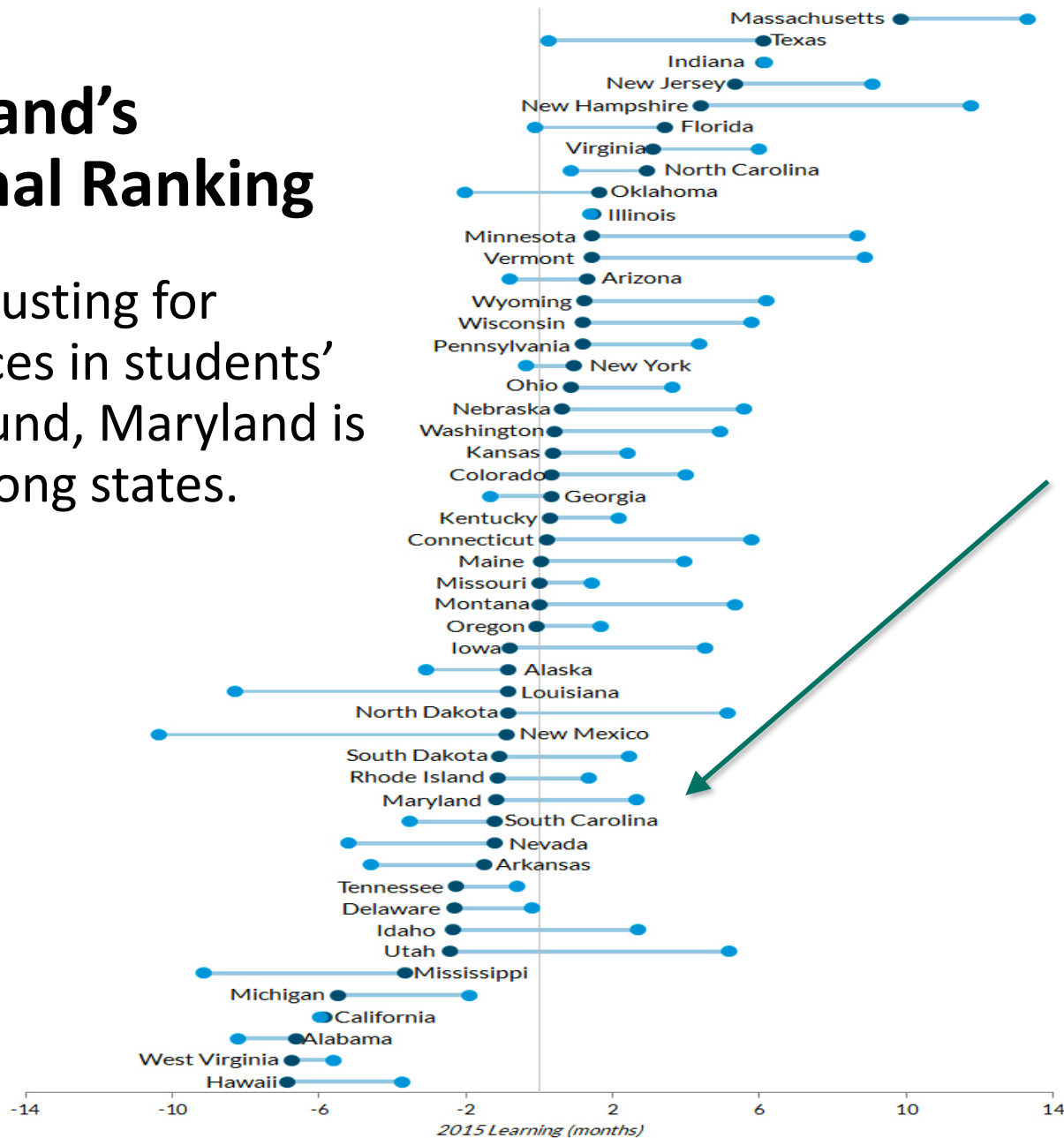
## State Performance on 2015 NAEP

● Demographically adjusted 2015 using 2013 data

● Unadjusted 2015

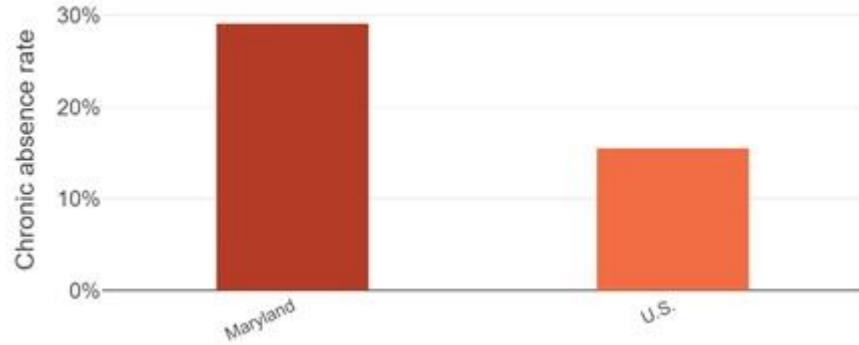
# Maryland's National Ranking

After adjusting for differences in students' background, Maryland is **37th** among states.



Source: Urban Institute analysis of NAEP data

URBAN INSTITUTE



Data & Chart Provided within: *Chronic Absence across the United States, 2015-16 School Year*,  
 "The Hamilton Project" by Brookings (2018),  
[http://www.hamiltonproject.org/charts/chronic\\_absence\\_across\\_the\\_united\\_states](http://www.hamiltonproject.org/charts/chronic_absence_across_the_united_states)

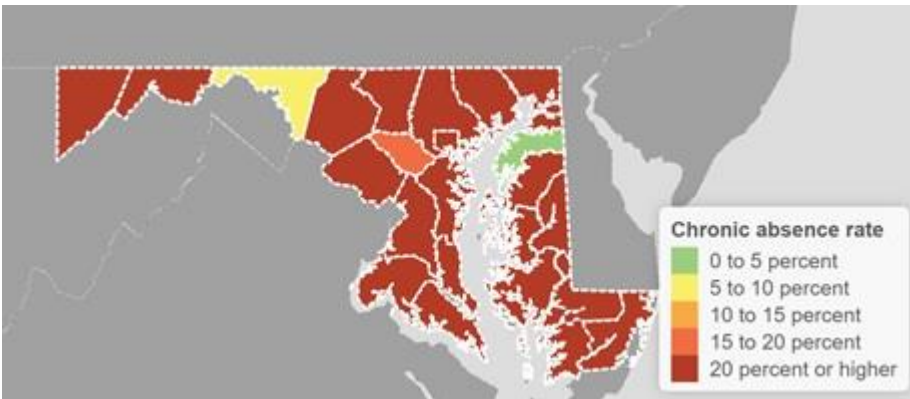
**The rate of chronic absence in Maryland surpasses the national average, demonstrating a need to more thoughtfully invest in our students and schools.**

**Maryland 2010-2011**  
**Number of Schools with Large Numbers of Students Chronically Absent**

Chronically Absent Students	50 or more	100 or more	500 or more	Greatest Number
Elementary	58	3	NA	137
Middle School		26	NA	152

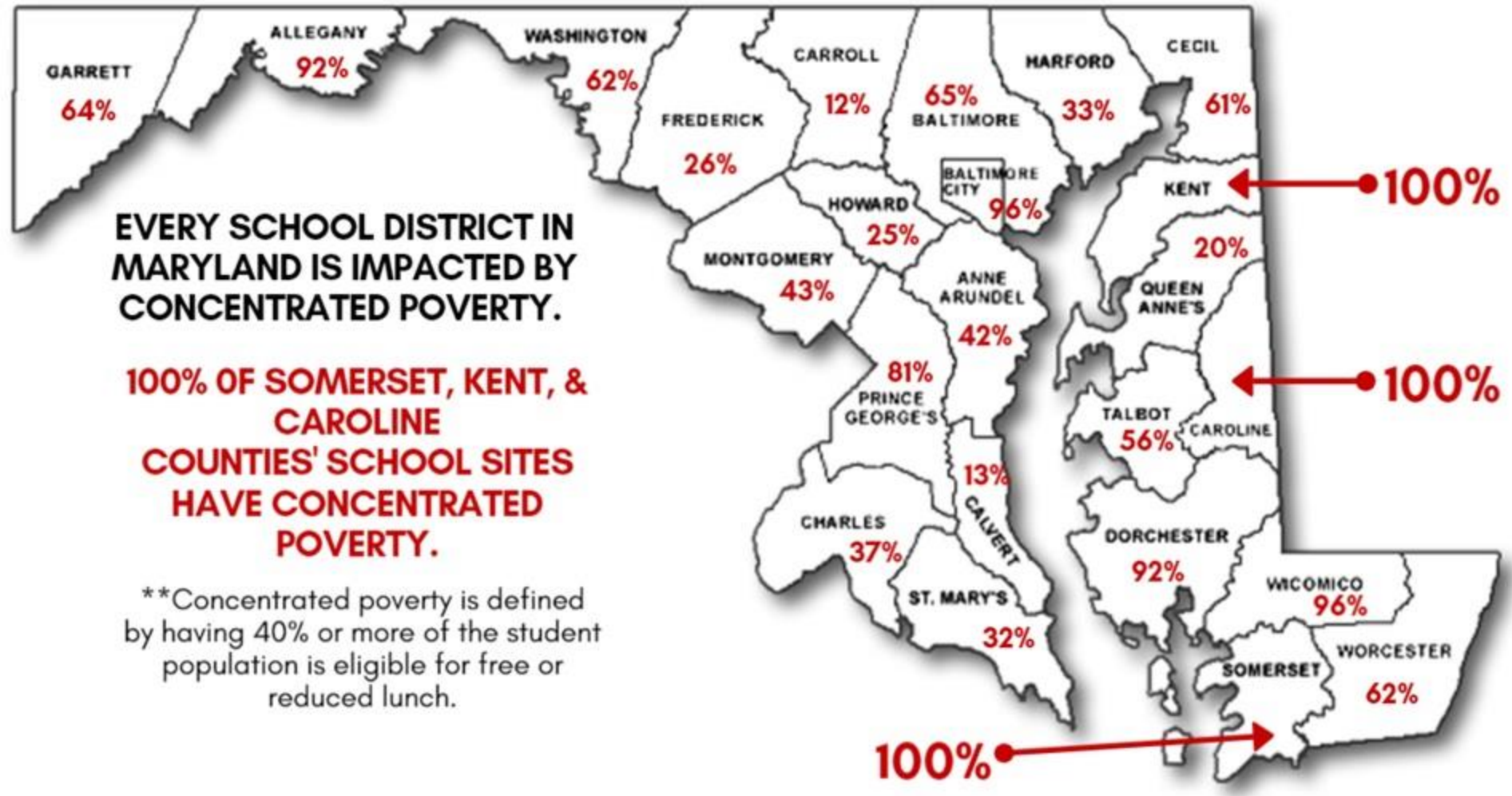
Chronically Absent Students	100 or more	250 or more	500 or more	Greatest Number
High School	161	61	12	807



Data & Chart Provided within: *Chronic Absence across the United States, 2015-16 School Year*,  
 "The Hamilton Project" by Brookings (2018),  
[http://www.hamiltonproject.org/charts/chronic\\_absence\\_across\\_the\\_united\\_states](http://www.hamiltonproject.org/charts/chronic_absence_across_the_united_states)

Chart Provided by *Data Matters: Using Chronic Absence to Accelerate Action for Student Success*, Everyone Graduates Center, Johns Hopkins University School of Education (2018),  
<http://new.every1graduates.org/data-matters-using-chronic-absence-to-accelerate-action-for-student-success/>

# PERCENTAGE OF SCHOOL SITES WITH CONCENTRATED POVERTY



# MD's ESSA Accountability Rubric

Elementary & Middle School	Index
<u>Academic Achievement</u> <ul style="list-style-type: none"> <li>• Performance Composite for English Language Arts and Math Academic Progress</li> </ul>	20%
<ul style="list-style-type: none"> <li>• Growth in English Language Arts and Math</li> </ul>	25%
<ul style="list-style-type: none"> <li>• Credit for Completion of a Well-Rounded Curriculum</li> </ul>	10%
English Language Proficiency	10%
<u>School Quality/Student Success</u>	
<ul style="list-style-type: none"> <li>• Chronic Absenteeism</li> </ul>	15%
<ul style="list-style-type: none"> <li>• Climate Survey</li> </ul>	10%
<ul style="list-style-type: none"> <li>• Opportunities/Access to a Well-Rounded Curriculum</li> </ul>	10%

High School	Index
<u>Academic Achievement</u> <ul style="list-style-type: none"> <li>• Performance Composite for English Language Arts and Math</li> </ul>	20%
<u>Graduation Rate</u> <ul style="list-style-type: none"> <li>• Adjusted Cohort Graduation Rate Composite</li> </ul>	15%
<u>English Language Proficiency</u> <ul style="list-style-type: none"> <li>• Progress in Achieving English Language Proficiency</li> </ul>	10%
<u>Readiness For Post-Secondary Success</u> <ul style="list-style-type: none"> <li>• On-Track in 9th grade</li> <li>• Credit for Completion of a Well-Rounded Curriculum</li> </ul>	15% 10%
<u>School Quality/Student Success</u>	
<ul style="list-style-type: none"> <li>• Chronic Absenteeism</li> </ul>	15%
<ul style="list-style-type: none"> <li>• Climate Survey</li> </ul>	10%
<ul style="list-style-type: none"> <li>• Opportunities/Access to a Well-Rounded Curriculum</li> </ul>	10%

# Maryland State Constitution

## Article VIII

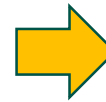


“The General Assembly, at its First Session after the adoption of this Constitution, shall by Law establish throughout the State a *thorough and efficient System of Free Public Schools*; and shall provide by taxation, or otherwise, for their maintenance.”



### **The Bridge to Excellence in Public Schools Act (2002)**

- Base funding per pupil
- Additional resources for students eligible for free and reduced meals, students with an IEP or 504 plan, and students who are English Language Learners
- Wealth equalized formula based on proportional local wealth gains

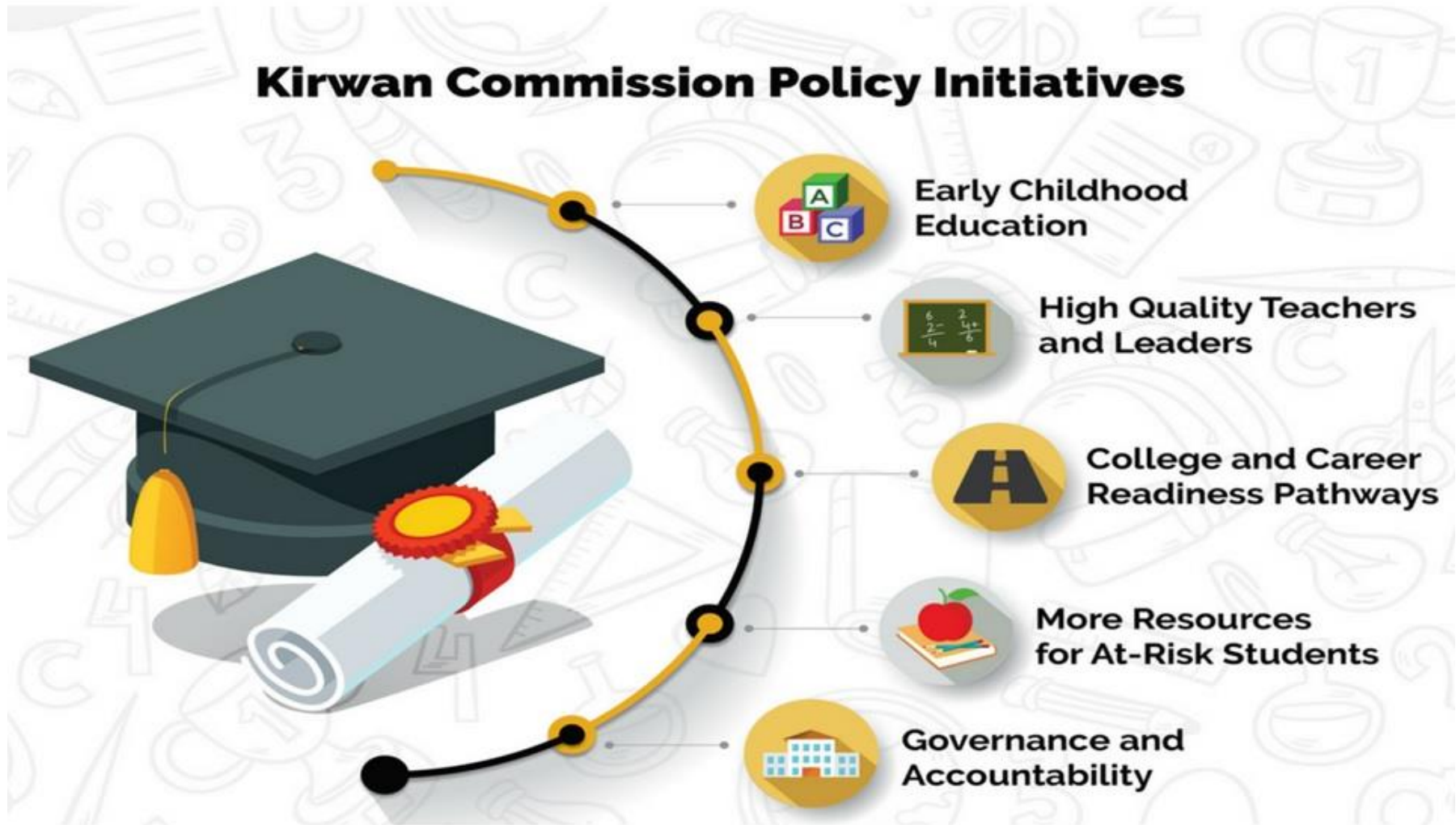


### **The Commission on Innovation & Excellence in Maryland Public Schools (2017-2018)**

**“Kirwan Commission”**



# The Commission on Innovation & Excellence in Maryland Public Schools ("Kirwan Commission")



# Baltimore City – United Way Ben Center Family Center @ Ben Franklin HS



- Strategic use of chronic absenteeism data to create tailored and purposeful interventions
- Ben Center Childcare Center – childcare for students with kids
- Between opening in 2014 and November 2017, 58 students served and 44 infants & toddlers.
- 21 of 23 parent-students eligible for graduation did so (91% compared to 40% average rate for teenage parents)







## Data Matters: Community Schools



**Jose Munoz**

Director, Coalition for  
Community Schools

*Institute for Educational Leadership*



**EQUITY:** Because opportunities and pathways to success are not equitably available to all of our children.

**DEMOCRACY:** Because a quality public education is the cornerstone of a strong democracy.

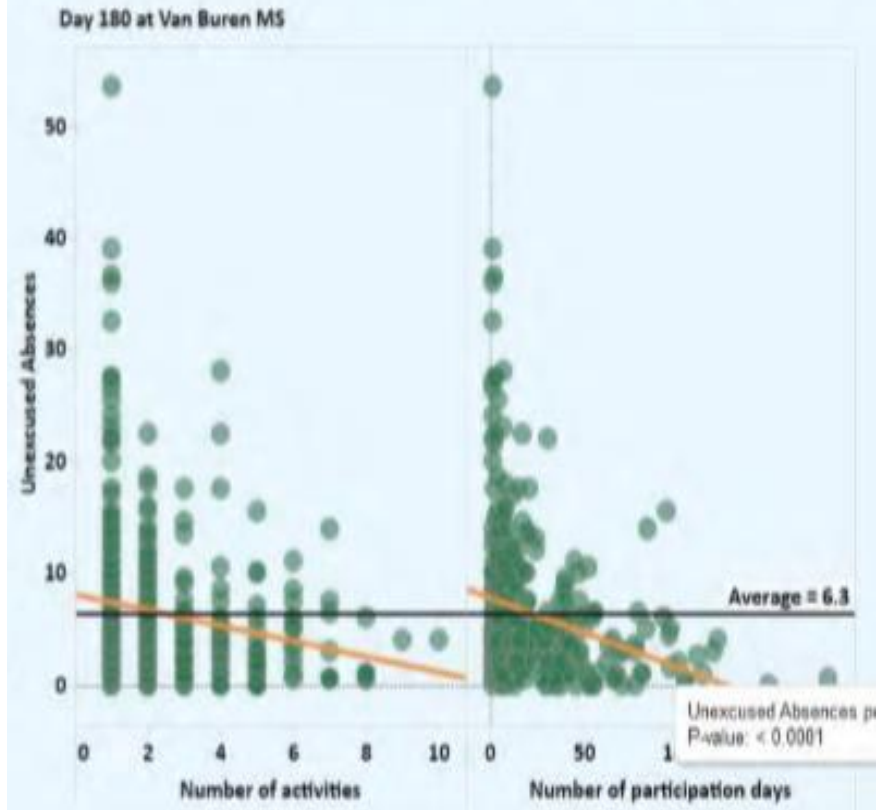
**HARMONY:** Because the well-being of children depends in large part on the willingness of adults to work together on their behalf.



# Relationships Matter!

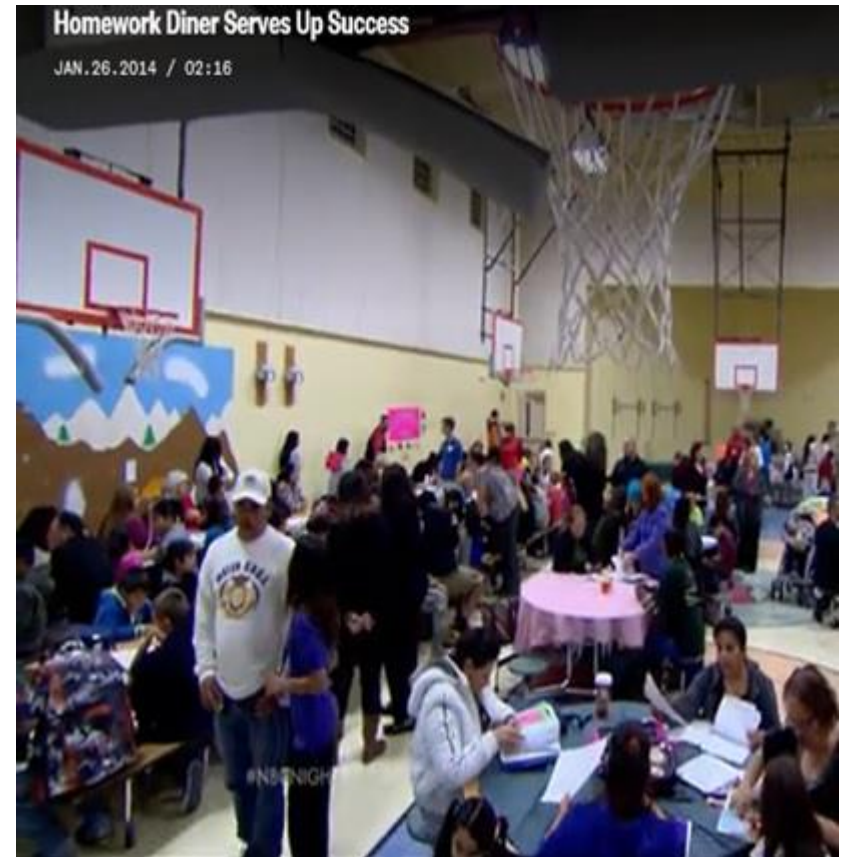
## Community Schools are about people, purpose and partnerships.

### Participation and Unexcused Absences (2014-2015)



### Homework Diner Serves Up Success

JAN. 26, 2014 / 02:16

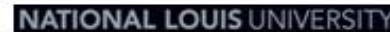




**COMMIT TO CONTINUOUS IMPROVEMENT** using this reliable data and community wisdom to guide our partnerships as we work together to achieve meaningful, measurable results.

**INVEST IN BUILDING TRUSTING RELATIONSHIPS** among local, state and national partners in order to ensure long-term sustainability and better outcomes.

**BUILD ON COMMUNITY STRENGTHS** for optimal learning and living conditions for all young people and to celebrate the everyday victories in our schools and communities.





## Data Matters: Health



**Rochelle Davis**

President and CEO

*Healthy Schools Campaign*



## HEALTHY SCHOOLS CAMPAIGN

# Health barriers are significant, especially in low-income communities

- **Asthma:** Asthma is the leading health-related cause of school absence, leading to 14 million missed school days annually.<sup>1</sup>
- **Dental health:** Children from low-income families are 12 times as likely to have missed school as a result of dental problems than their peers from higher-income families.<sup>2</sup>
- **Trauma:** Communities with higher levels of violence have higher levels of chronic absence.<sup>3</sup>

<sup>1</sup>CDC, National Health Interview Survey (NHIS), 2013

<sup>2</sup>CDC/NCHS, National Health and Nutrition Examination Survey, 2011–2012

<sup>3</sup>Finkelhor D, Turner H, Ormrod R, Hamby S, Kracke K. Children's Exposure to Violence: a Comprehensive National Study.

Juvenile Justice Bulletin. October, 2009.



# Role of the health sector

- Leverage health data
  - Make the case for the connection between chronic absenteeism and health
  - Help LEAs integrate health data into ESSA needs assessments
  - Utilize health data to target resources to high need schools
- Integrate chronic absenteeism into community health needs assessments
- Partner with schools to help address health related causes of chronic absenteeism



# Chronic Absenteeism and School Report Cards

- Fall awareness campaign
- Key questions to ask about new report cards:
  - Is chronic absenteeism on your school report card?
  - Is the data available by grade?
  - How does your data compare to other schools in your district?
  - What is your school doing to address chronic absenteeism?

# Thank you

**Rochelle Davis**  
President and CEO  
Healthy Schools  
Campaign

[rochelle@healthyschoolscampaign.org](mailto:rochelle@healthyschoolscampaign.org)



**HEALTHY SCHOOLS  
CAMPAIGN**



## Questions from the Audience





## Announcements



**Annie Reed**

*Director of Special Projects*

***Attendance Works***

# Tapping ESSA Funding

**Title I:** Supporting disadvantaged students & school improvement

**Title II:** In-service training for teachers and staff

**Title IV:** Grants for promoting safe and healthy students, 21<sup>st</sup> Century Learning Centers, Community Schools



Explainers

September 7, 2018

## Tapping Federal Dollars to Reduce Chronic Absenteeism

Phyllis W. Jordan

<https://www.future-ed.org/tapping-federal-dollars-to-reduce-chronic-absenteeism/>



## Opportunities to Promote AAC 2018!

Share the AAM website:

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

✓ Like us on Facebook 

✓ Tweet using #schooleveryday



✓ Add a badge to your signature line or materials



✓ Write blog post on your website promoting regular attendance and Attendance Awareness Month!



## Recordings Available for 2018 AAM Webinar Series

- ★ **March 28:** Leadership Matters
- ★ **May 8:** Working Together Matters
- ★ **August 15:** Community Matters
- ★ **September 12:** Data Matters

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





## Resources Available for 2018

- Download our free promotional materials and online toolkit to share with local districts.
- Count Us In! updated with materials on state leadership, health, and early childhood education
- Find resources and the Count Us In! toolkit on our microsite:  
<http://awareness.attendanceworks.org>

# PROMOTE LOCALLY

The screenshot shows the 'Count Us In! Toolkit 2018' microsite. At the top, there's a navigation bar with a pencil icon and the text 'Count Us In! Toolkit 2018' and 'Home / Resources / Count Us In! Toolkit 2018'. Below this, there are two main columns. The left column has a heading 'Count Us In! Toolkit 2018' and a list of links: 'How to Use this Toolkit?', 'Why Attendance and Chronic Absence?', 'Who Should Use This Toolkit?', 'What are the Key Messages?', and 'How Can We Deliver the Message?'. The right column has a heading 'Count Us In! Working Together To Show That Every School Day Matters' and a large circular graphic. The graphic contains the text 'ATTENDANCE AWARENESS', 'TEAM UP FOR ATTENDANCE', and 'SEPTEMBER 2018'. To the right of the graphic, there is a paragraph of text: 'Attendance is essential to school success, but too often students, parents and schools do not realize how quickly absences — excused and unexcused — can add up to academic trouble. Chronic absence — missing 10 percent of the school year, or just 2-3 days every month — can translate into third-graders unable to master reading, sixth-graders failing courses and ninth-graders dropping out of high school. Low-income students, who most depend on school for opportunities to learn, are especially harmed when they miss too much instruction.'





## Updated Action Map with Share Your Story

### Share Your Story Map!

Post your activities, events, photos or videos on our Share Your Attendance Story Map. We can't wait to see what you're doing! Fill out our [participation form](#) to submit your story.



- ✓ We're asking schools, communities, districts and organizations to upload a photo, short video or URL to an online video or webpage.
- ✓ Participants see a pin on the Share Your Story Map.
- ✓ Stories might be posted on our website, in our newsletters and on Twitter!

<http://awareness.attendanceworks.org/resources/share-your-story/>



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*And special appreciation to our philanthropic partners:*

**Campaign for Grade-Level Reading  
The California Endowment  
The Jonathan Logan Family Foundation**





## Support AAC 2018



<http://www.attendanceworks.org/donate/>



## Webinar Recording

We will post a recording of this webinar  
within 72 hours:

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



## Feedback

Please let us know how we can improve:  
<https://www.surveymonkey.com/r/Data-Matters-2018>

*Thank you!*