



Reducing Chronic Absences and Improving
Dropout Prevention Rates...

Through School, Family and Community Collaborations

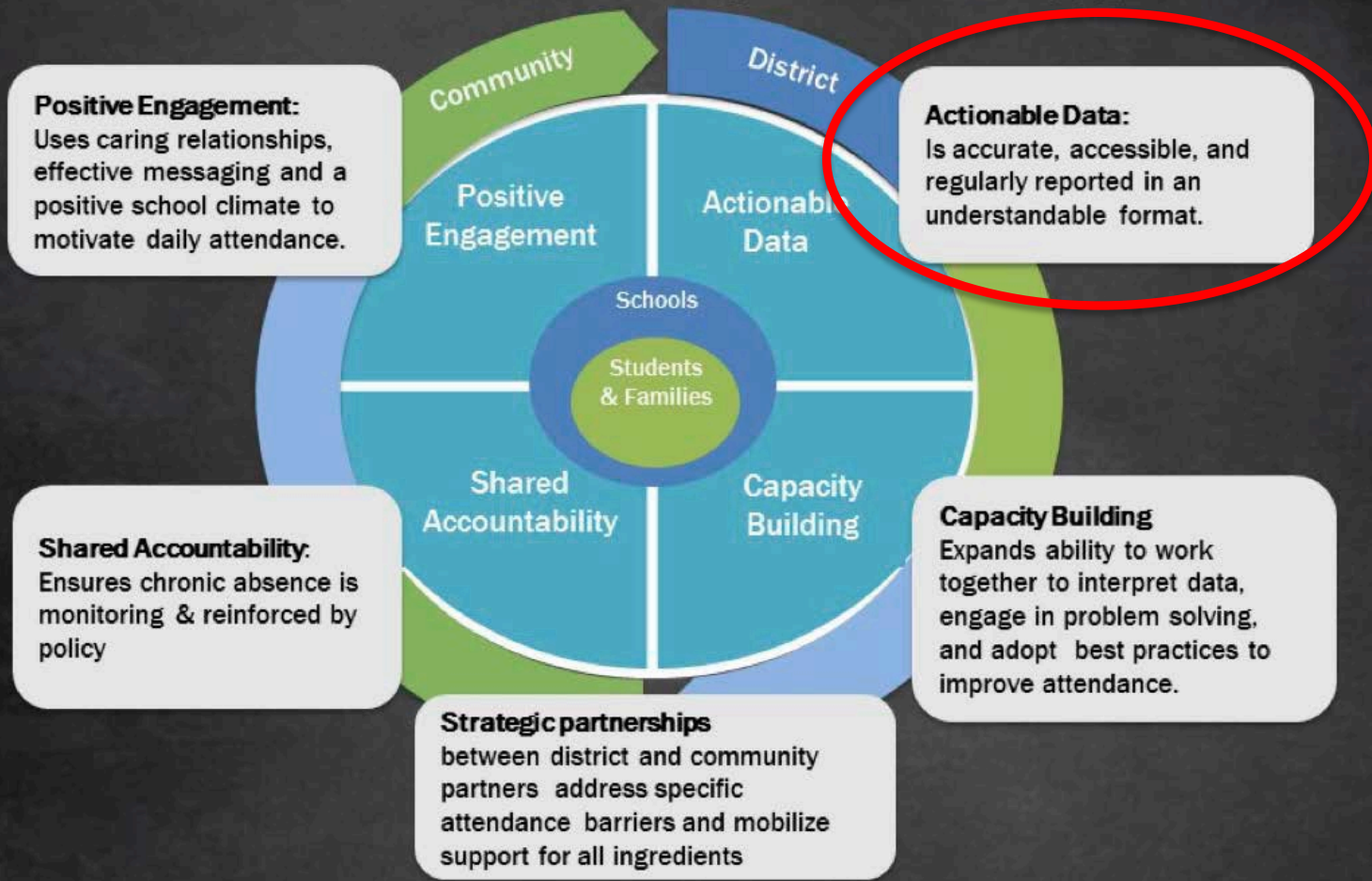
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Take a Data Driven Systemic Approach



Actionable Data: Chronic Absence (CA)

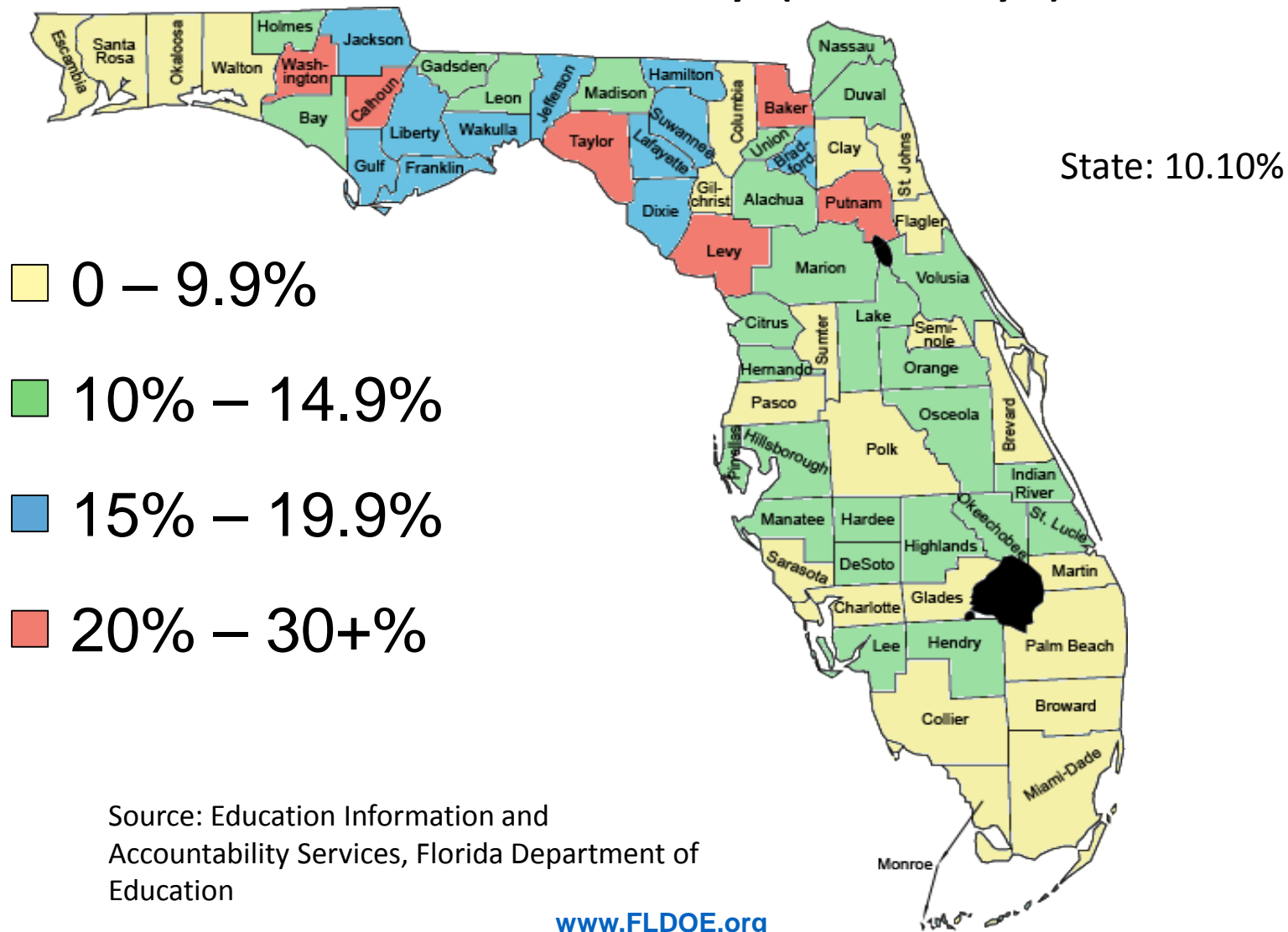


Important Differences -

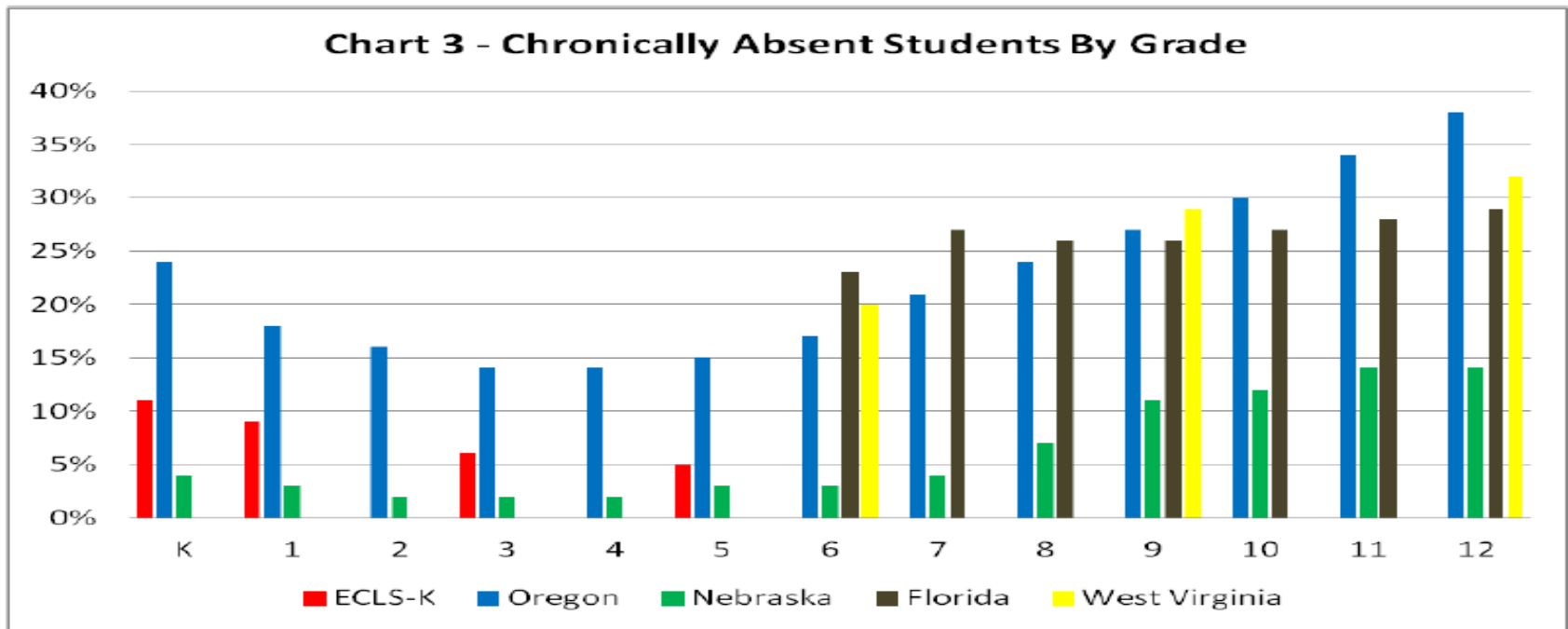
- **Truancy** = unexcused absences (s. 1003.26(b), F.S.)
- **Average Daily Attendance** = how many students show up each day
- **Chronic Absence** = missing so much school for any reason that a student is academically at-risk - *missing 10% or more of school*

2015-16 Chronic Absenteeism* Rates by District

* % Absent 21 or More Days (Final Survey 5)



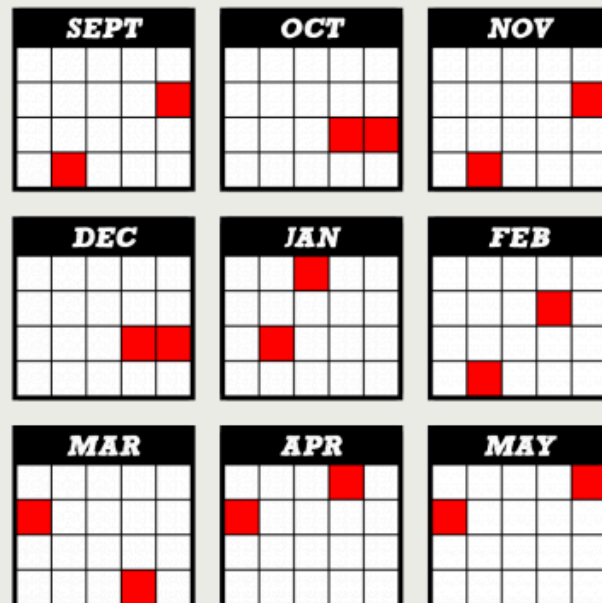
Patterns in Chronic Absence Across the Grade Levels



- Rates typically drop after Kindergarten through 5th
- Rise significantly in middle and high school

Easy to Overlook Patterns of Chronic Absence in Individual Students

**2 Absences Per Month
x 9 Months of School
= Less Likely to Graduate
from High School**

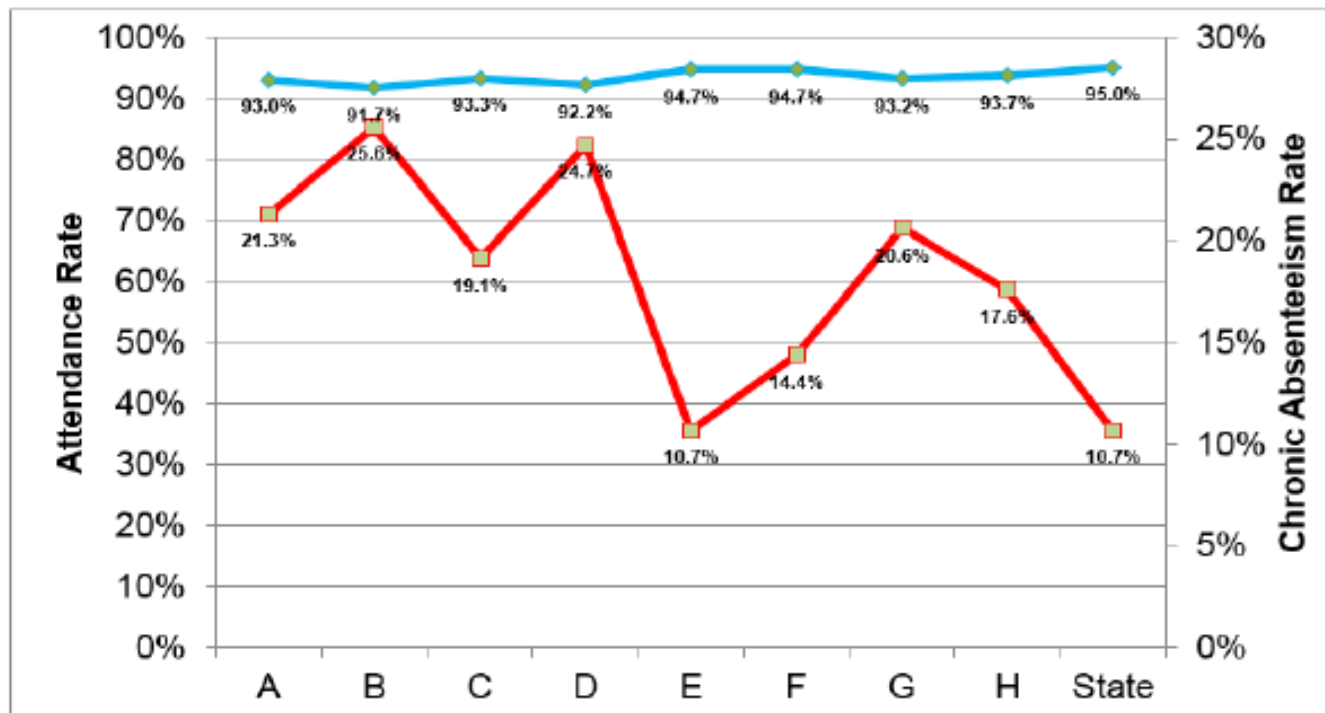


Get Schooled interactive webpage:

<https://getschooled.com/dashboard/tool/343-attendance-counts?type=tool>

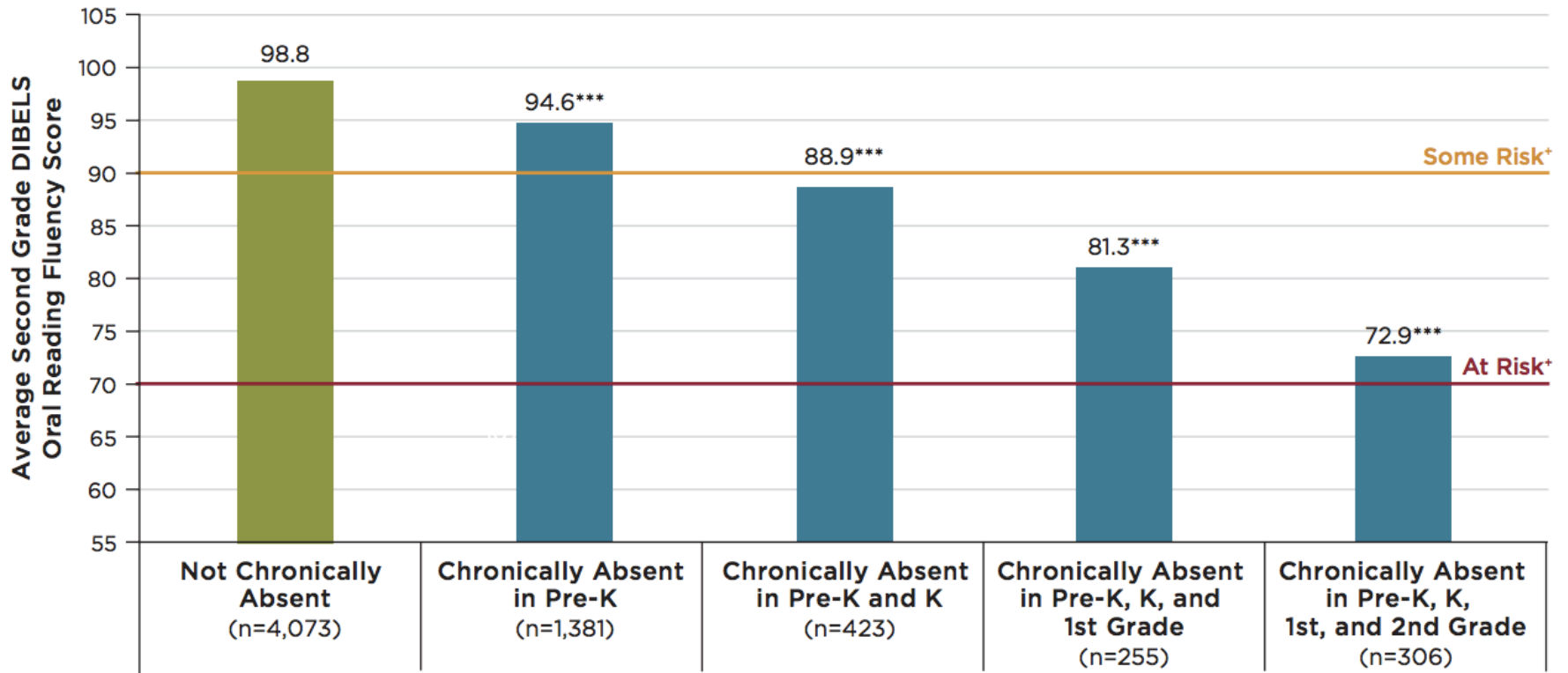
Average Daily Attendance Can Mask High Percentages of CA

Attendance Rate and Chronic Absenteeism, 2013-14
(Eight Alliance Districts with Network Schools)



Impact of Chronic Absence During Early Years

The more years students are chronically absent in the early years, the more at-risk they are for needing reading interventions by the end of second grade.



Does Kindergarten Really Count?



Students who experience chronic absence in Kindergarten have:

- Lower academic performance in 1st Grade
- Lower reading and math proficiency in 3rd grade
- Weak social and academic skills to help the student engage in learning

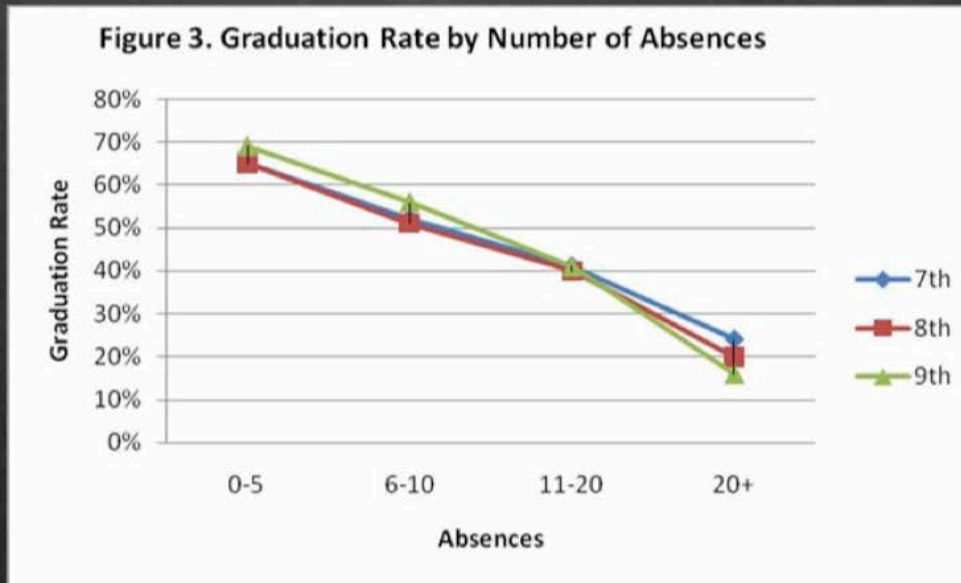
Chronic Early Absence Connected to Poor Long-term Academic Outcomes



A Rhode Island Data Hub analysis found that compared to kindergartners who attended 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 3
- **2X** likely to be **suspended** by the end of 7th grade
- Likely to continue being chronically absent

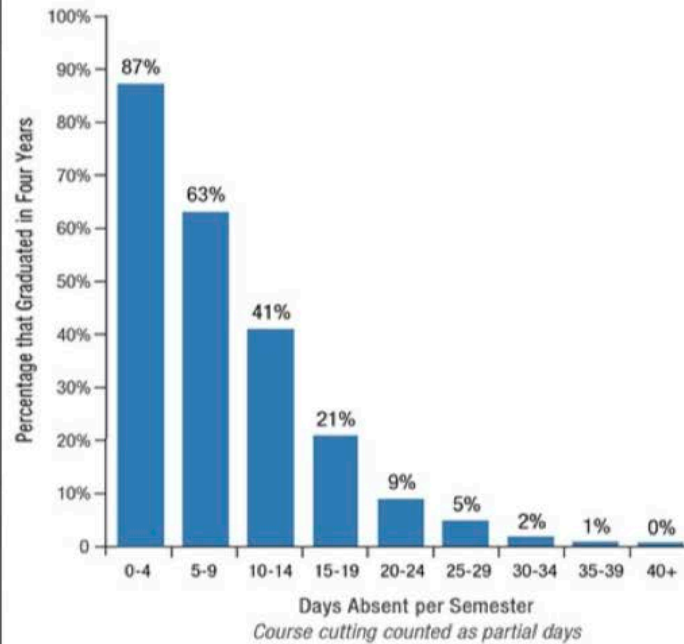
Attendance Matters in the Middle Grades



What Factors Predict High School Graduation in the Los Angeles Unified School District?
Silver, D., Saunders, M. (University of California, Los Angeles), Zarate, E. (University of California, Irvine)

Attendance Matters in High School

Four-Year Graduation Rates by Freshman Absence Rates

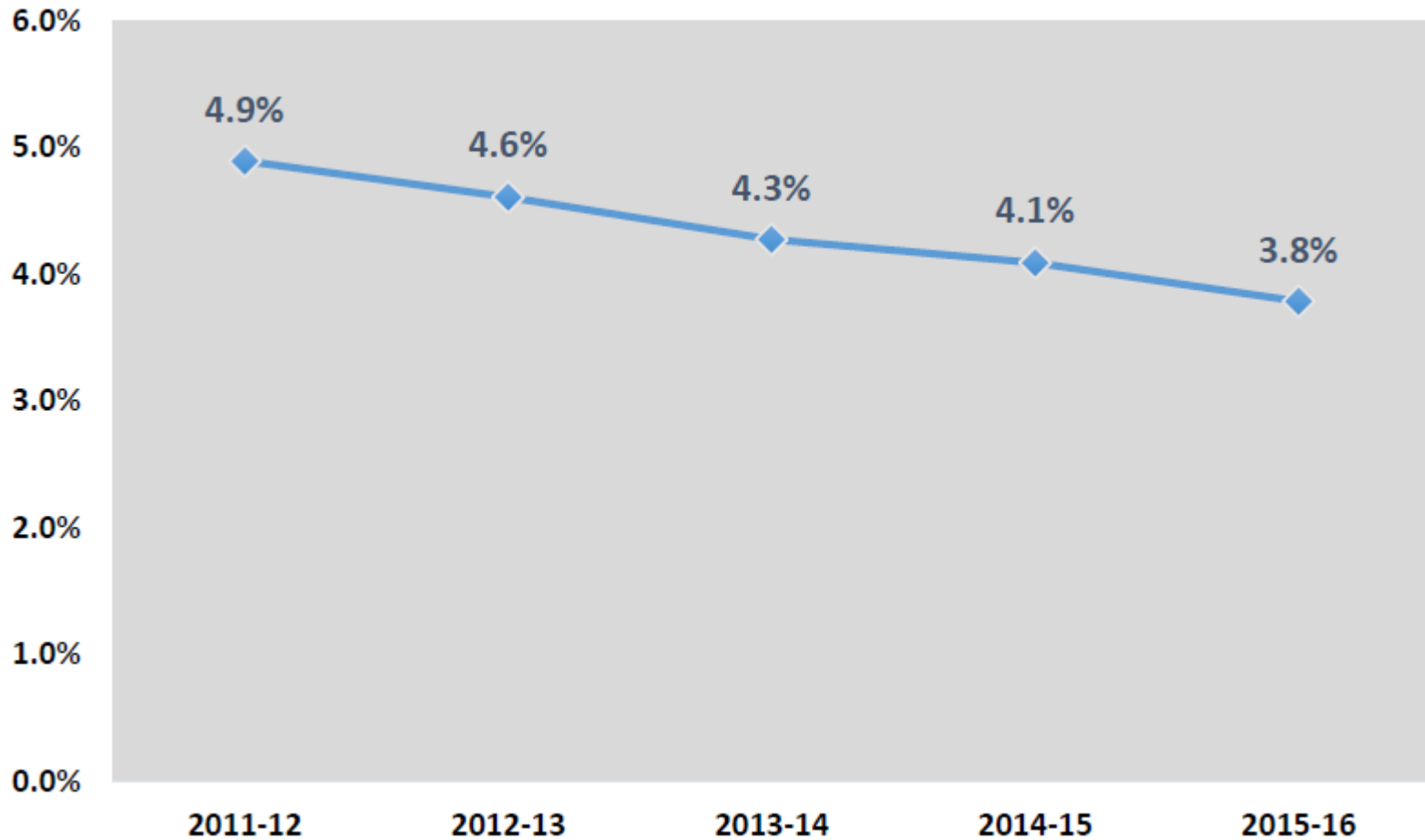


What Matters for Staying On-Track and Graduating in Chicago Public High Schools, Allensworth and Easton, Consortium on Chicago School Research, 2007

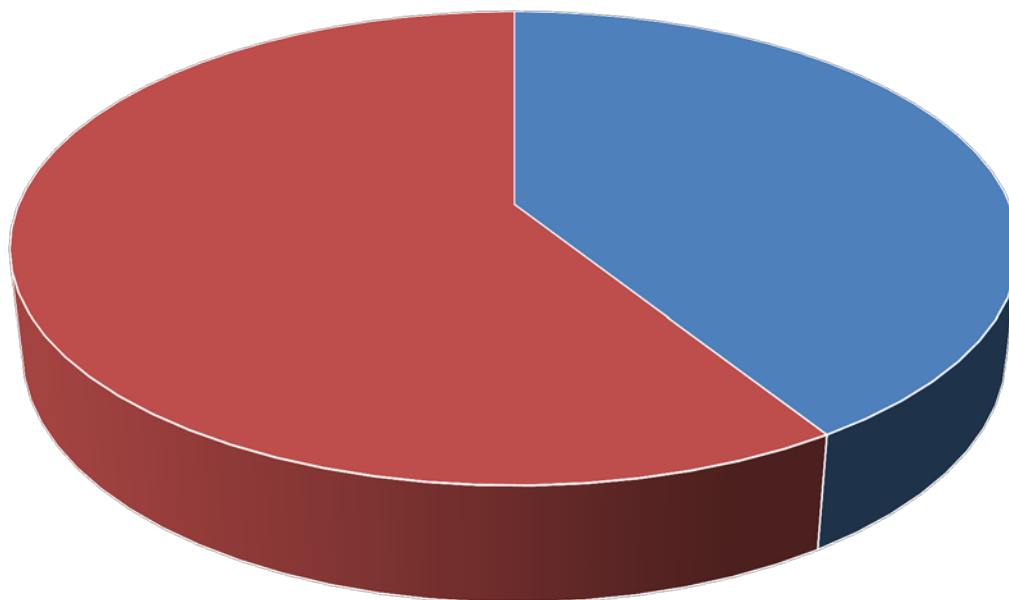
Being in school on a regular basis drives student success

- ✓ **Exposure to Language:** Starting in pre-K, attendance equals exposure to language-rich environments
- ✓ **Time on Task in Class:** Students only benefit from classroom instruction if they are in class
- ✓ **On track for Success:** Chronic absence is a proven early warning signal that a student is behind in reading by 3rd grade, failing courses in middle and high school, and likely to drop out
- ✓ **College and Career Ready:** Cultivating the habit of regular attendance helps students develop the persistence needed to show up every day for college and work
- ✓ **Engagement:** Attendance reflects engagement in learning
- ✓ **Effective Practice:** Schools, communities, and families can improve attendance when they work together

Florida's Cohort-Based Dropout Rates, 2011-12 to 2015-16



Cohort-Based Dropout Rates by District, 2011-12 through 2015-16



■ Above State Average ■ Below State Average

Florida's Early Warning Indicators Grades K-8 (s. 1001.42, F.S.)

Indicator	Threshold
Attendance	Student missed 10% or more of school days (absences, OSS)
Behavior	One or more suspensions (ISS or OSS)
Course Performance	<ul style="list-style-type: none"> • Course failure in ELA or math (any grading period) • Level 1 statewide standardized assessment ELA and Math • K-3 substantial reading deficiency s. 1008.25(5)(a), F.S.

NSAESC

National Student Attendance, Engagement, and Success Center

Take a Data Driven Systemic Approach

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

Actionable Data:
Is accurate, accessible, and regularly reported in an understandable format.

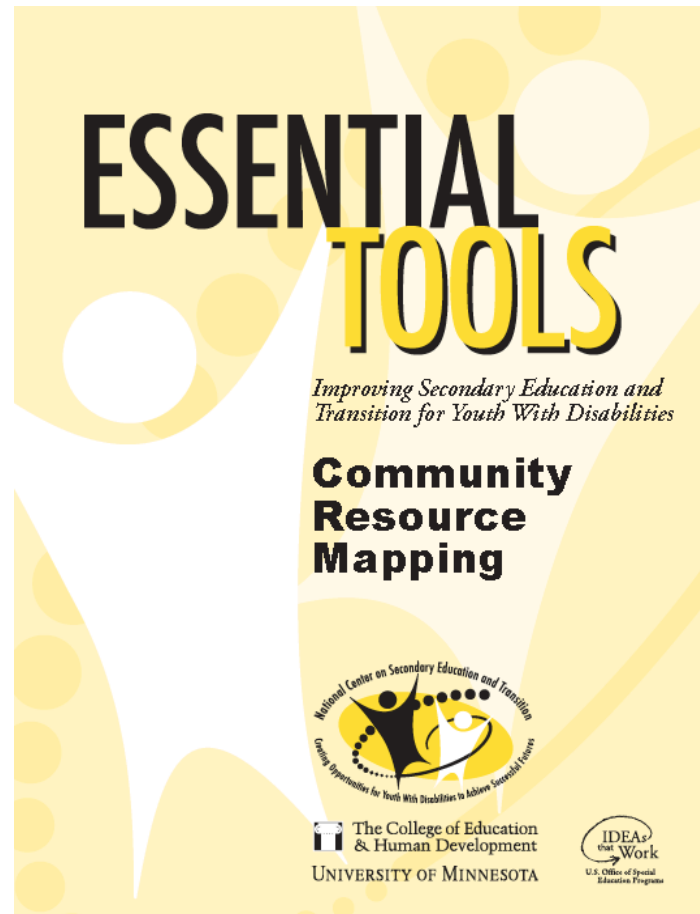
Shared Accountability:
Ensures chronic absence is monitoring & reinforced by policy

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

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

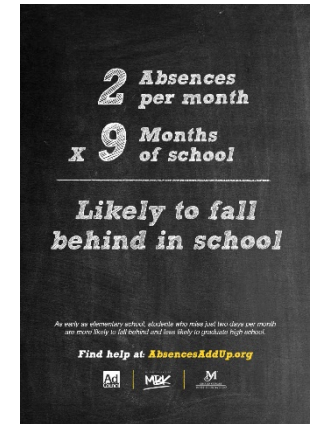


Strategic Partnerships

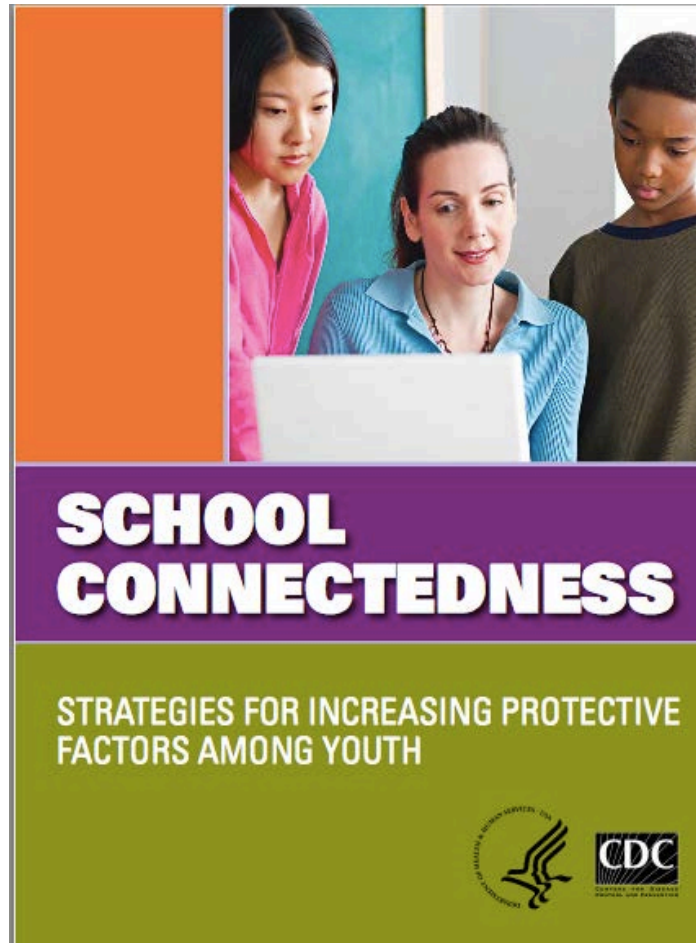


Best Practices: Community Engagement

- Community outreach and messaging on the importance of attendance
- Absences Add Up!
 - <http://absencesaddup.org/the-campaign>
- Engage community partners in problem solving to assist in developing and implementing interventions to break down barriers to school attendance



Positive Engagement



Engaging Parents

- Encourage parents to keep track of their student's attendance
- Use your parent groups and/or volunteers to assist other parents in promoting positive relationships to encourage attendance
- Give Parents a Voice

Table Discussion: Planning



Does Our District Have a Systemic Approach to Reducing Chronic Absence?

A Tool for Self-Assessment

(Revised March 27, 2014)

Actionable data, positive messaging, capacity building, and shared accountability all play an integral role in reducing chronic absence in your district. While conducting the assessment across all four ingredients, think about the actions your district takes on its own, as well as whether you are making strategic use of [community partnerships](#) to advance your strategies.

ACTIONABLE DATA	Strength	OK for Now	Could Be Better	Urgent Gap	Don't Know	How Do You Know?
1. Attendance data is entered accurately on a daily basis for each student into an electronic database.						
2. Data on levels of chronic absence are calculated (ideally at least quarterly) for our district as a whole as well as by grade, school, student sub-population and, if possible, by zip code.						
3. At least once a month, school site teams and a district team receive data on the current level of chronic absence overall, by school, and by grade. School teams also receive a list of the students by grade who have missed 10% or more of school.						
4. Students and parents can access their own attendance data in a format that is easy to understand and shows them if the student is at risk due to chronic absence (ideally they can also track problematic academic performance or behavior that may be related to absences)						
5. Data on chronic absence (and ideally other attendance measures) are publicly reported annually (if not more often) and available to families and community partners .						

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- Actionable Data
- Positive Engagement
- Capacity Building
- Shared Accountability
- Strategic Partnerships

Next Steps





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Action Plan Activity

References and Resources

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