

Chronic Absence Concentration Levels

STATE SUMMARY FOR GEORGIA

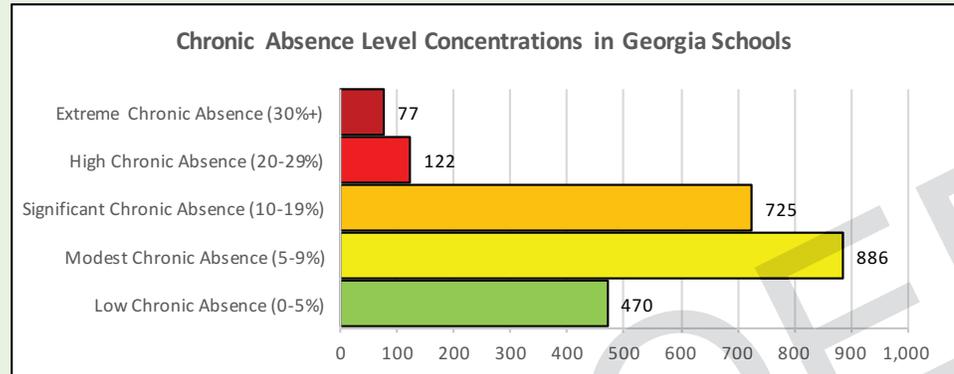


EVERYONE CENTER
GRADUATES

This September, **Attendance Works** and **Everyone Graduates Center** will release a national analysis using SY2013-14 chronic absence data from the Office for Civil Rights (OCR) to examine concentration across schools. Our forthcoming brief, *Portraits of Change*, will include individual state pages; we are providing a preview of your state's **draft*** data organized by prompts so you can incorporate this information into SEA support for schools and LEAs.

Contact **Attendance Works** with questions or to request additional data (also available are chronic absence concentration levels by school type and level, FRLP eligibility and district). Special thanks to Everyone Graduates Center and Vaughan Byrnes for the data. For states who want to see more of their data contact sue@attendanceworks.org

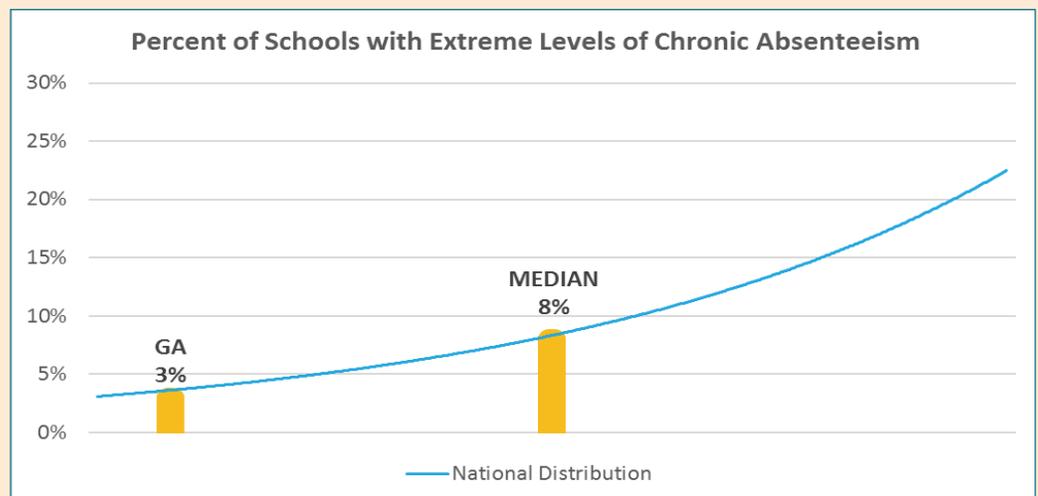
1. How are chronic absence levels concentrated across schools?



The chart above illustrates the distribution of schools by chronic absence concentration levels in your state. What does this tell you about the level of need? Do the schools in your state with high and extreme chronic absence levels represent more than half or less than half of your state's schools? What are implications for your state's school improvement efforts, including your ESSA state plan?

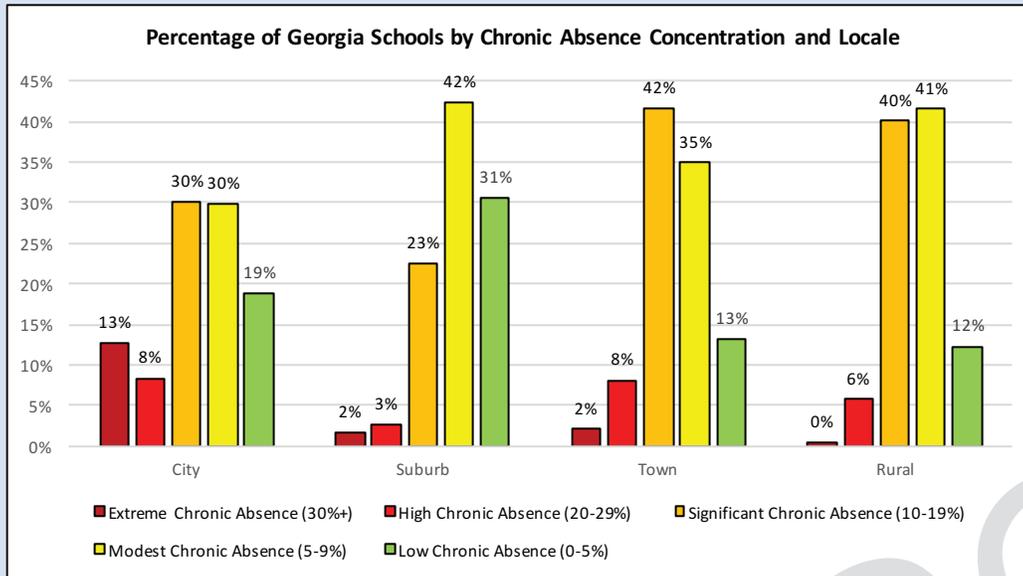
2. What is the magnitude of extreme chronic absence in my state and how does this compare nationally?

The median for extreme chronic absence levels among states is 8%; the range begins at 2% and reaches 28% on the high end. Where does your state fall on this continuum? Can this data point motivate your state to revisit how it supports and resources school attendance efforts? What targets would you set for reducing extreme chronic absence levels?

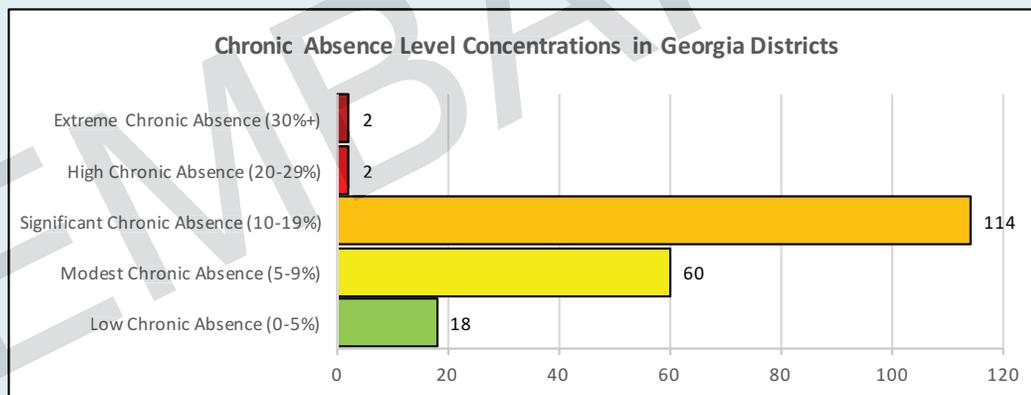


3. How do chronic absence concentration levels vary across different types of communities?

What can you glean regarding the nature of chronic absence concentrations in your state's school communities? Below is an example of potential analyses to better understand where chronic absence is concentrated in your state. What other analyses would be helpful to unpack this issue, including more current data? What are the implications for prioritizing state resources and technical assistance?



4. Are extreme and high chronic absence levels spread across many school districts or concentrated in a small number?



The chart above shows the distribution of LEAs by chronic absence concentration levels in your state. Consider the distribution and contrast it with the school-level analysis presented in the first chart. How is your state building capacity and developing T.A. structures to equip districts and schools with high or extreme chronic absence levels around reducing chronic absence?

Data sources include the Office for Civil Rights Data Collection (CRDC) survey for SY2013-14, which includes chronic absence data for each school. The Common Core of Data (CCD) provided by the National Center for Education Statistics gave SY2013-14 background information on each school.

**These analyses and data are embargoed until Sept. 1, 2017*

Attendance Works is a national initiative dedicated to improving the policy, practice and research around attendance.

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