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Opportunities to Support Student Attendance


Maria Grovner
September 6, 2016



Attend Today, Achieve Tomorrow



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

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Using Data to Drive Action

National, State, Local Data Resources

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Nationwide

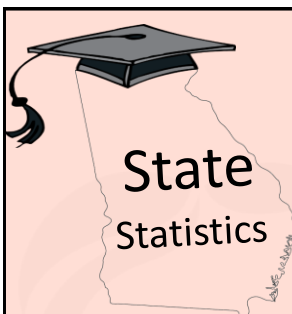


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- **NEW Nationwide, more than 6.5 million students – or 13% of all students – are chronically absent (absent 15 or more school days during the school year).**
- **Geography** — Chronic absenteeism is prevalent in all parts of the country. The graphs represent the areas of greatest concentration of the percentages of students missing three or more weeks of school.
- **Race & Ethnicity** — More than 22 percent of American Indian students were chronically absent in 2013-14, followed by Pacific Islanders, blacks, students of two or more races, Hispanics-Latinos, whites, and Asians.
- **School Level** — High school students were absent the most—almost 20 percent—followed by middle school (12 percent) and elementary school students (10 percent).
- **Disability Status** — More than 17 percent of students with disabilities were chronically absent compared to 12 percent of students without disabilities.
- **Gender** — Roughly 13 percent of both males and females were chronically absent.
- **NEW Chronic student absenteeism where the majority of teachers are also frequently absent:**
- Native Hawaiian or other Pacific Islander students represent 0.4% of all students, but 2% of chronically absent students who attend schools where more than 50% of teachers were absent for more than 10 days.
- Black students represent 15% of all students, but 21% of chronically absent students who attend schools where more than 50% of teachers were absent for more than 10 days.
- <http://www2.ed.gov/about/inits/ed/chronicabsenteeism/toolkit.pdf>

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	Number of Students	5 or Fewer Days Absent (%)	6 to 15 Days Absent (%)	More Than 15 Days Absent (%)
2014-15	1,883,387	55.0%	35.1%	9.9%
2013-14	1,859,743	60.7%	31.1%	8.2%
2012-13	1,837,279	54.8%	35.5%	9.6%

Based on data from [Governor's Office of Student Achievement](#)
Can be customized for your school district and school and broken up by subgroups.

Measurable Outcomes	FY 15	FY 16
Track excused/unexcused student absences	7.8 days per student	7.8 days per student
Decrease the number of unexcused student absences	4.1 days per student	4.1 days per student


Based on data from GaDOE's Strategic Plan

State Board Rule on Student Attendance

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Additional Slide on how to access data from Governor's Office of Student Achievement



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• <https://gosa.georgia.gov/>

School Performance and Report Card
Annual Report Card

→

[K-12 Public Schools](#)

→

[Indicators & Demographics](#)


Select the report details you want.

Please select to refresh the report

* School Year	* School District	* School	
2012-13;2013-14;20	(All Column Values)	(All Column Values)	Apply Reset

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CCRPI Indicator



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- Achievement Category
- Post School Readiness Category
 - Percent of students missing fewer than 6 days of school

	Middle School Indicators	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
5	Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	79.7	85.714	100	10	10
6	Percent of Students With Disabilities served in general education environments greater than 80% of the school day	65	52.217	80.334	10	8.033
7	Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050 on the Georgia Milestones ELA EOG	100	83.093		10	8.309
8	Percent of students completing 2 or more state defined career related assessments/inventories and a state defined Individual Graduation Plan by the end of grade 8	100	99.412		10	9.941
9	Percent of students missing fewer than 6 days of school	77.7	66.269	85.288	10	8.529

To access, go to ccrpi.gadoe.org


School that ranked in 95th percentile

Your school's actual score


Your school's **NEW** adjusted score

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Attendance & School Climate




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College and Career Ready
Performance Index (CCRPI)

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2015 College and Career Ready Performance Index (CCRPI)

District: Title I School:

School: Grades: 05, 07, 08

Choose a Report Type: School Middle School

CCRPI Score | Achievement | Progress | Achievement Gap | ED/EL/SWD Performance | Exceeding the Bar | Performance Flags | Financial Efficiency | **School Climate**

School Climate

$Student\ Attendance = 100 * \left(\frac{Number\ of\ students\ with\ Unexcused\ Absences < 6}{Total\ number\ of\ Enrolled\ Students} \right)$


[Calculation Guide](#), pg. 18

School Wide Attendance	Student Attendance	90,763
	Average Daily Personnel Attendance	95,189
	Average Daily Administrator Attendance	98,184
	Average Daily Staff Attendance	97,237
	School Wide Attendance Score	95.343

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Attendance Tools within the Georgia Statewide Longitudinal Data System



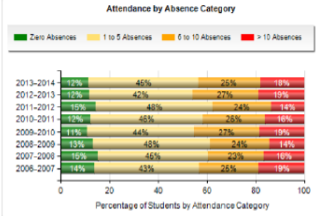
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View overall Attendance data and trends by absence category.



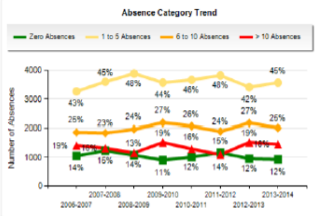
District Attendance

Attendance by Absence Category




Percentage of Students by Absence Category

Absence Category Trend



Number of Absences

Click the "MORE" button to view Attendance data by school type and/or by individual school.



Attendance by School Type		Grade Level	Zero Absences	1 to 5 Absences	6 to 10 Absences	> 10 Absences
2013-2014	Elementary	Combined	10.2%	47.1%	26.8%	15.9%
		Avery Elementary School	10.1%	46.2%	27.2%	10.5%
		Columbus Elem School	8.4%	45.1%	28.1%	18.2%
		Earleford Elementary School	8.4%	38.3%	31.0%	21.4%
		Keany Elementary	10.1%	43.5%	25.0%	20.2%
		Mesilla Park Elem	8.6%	44.3%	27.3%	19.8%
		Park Elementary School	11.1%	46.1%	29.5%	13.2%
		Park Hill School	9.6%	40.6%	30.3%	20.2%
		Combined Elementary	10.1%	44.2%	28.3%	17.4%

View Attendance data by selected subgroup.

➔

Dundee District - Avery Elementary School

Student List for Grade Level: ALL
2014 Attendance - by Grade Level - > 10 Absences

Student List - Attendance - by Grade Level: (ALL) - > 10 Absences

School Name	Student Name	Grade Level	Gender	Race / Ethnicity	ELL	ED	Gifted	Retained	Remedial	Migrant	SVD
Avery Elementary School	Adams, Tabetha B	KK	FEMALE	BLACK, NOT OF HISPANIC ORIGIN		Y					
	Alford, Owen E	01	MALE	HISPANIC	Y	Y					
	Alison, Debraann S	01	MALE	WHITE, NOT OF HISPANIC ORIGIN							
	Arnold, Huey E	03	MALE	WHITE, NOT OF HISPANIC ORIGIN		Y					
	Baker, Duncan N	KK	MALE	WHITE, NOT OF HISPANIC ORIGIN		Y					
	Barnes, Orlin J	KK	MALE	WHITE, NOT OF HISPANIC ORIGIN							
	Bates, Cary J	PK	FEMALE	WHITE, NOT OF HISPANIC ORIGIN							
	Baumann, Florinda C	01	MALE	WHITE, NOT OF HISPANIC ORIGIN		Y					
	Boatman, Nestor S	05	MALE	WHITE, NOT OF HISPANIC ORIGIN		Y					
	Bickley, Simey E	KK	MALE	WHITE, NOT OF HISPANIC ORIGIN		Y					Y
	Bishop, Ellsworth L	03	MALE	WHITE, NOT OF HISPANIC ORIGIN		Y					
	Bodden, Earl B	05	MALE	WHITE, NOT OF HISPANIC ORIGIN		Y					
	Boudreau, Lee E	01	FEMALE	WHITE, NOT OF HISPANIC ORIGIN		Y					

Click on any Attendance category to view the list of students within the selected range of absences.

➔

Click on any student's name to display his/her Student Profile Page, and observe his/her attendance trend.

➔

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Now Use the Data

- Complete Self Assessment: [Does Attendance Really Count in Our School](#)
- How often do you get attendance reports?
- Upon receiving that information, what's your next step?
- How effective are your programs?
- Did you know.... CCRPI Exceeding the Bar
- Has your school set a goal to increase Average Daily Attendance? What are you doing to help your school reach the goal?

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Recognizing Good & Improved Attendance

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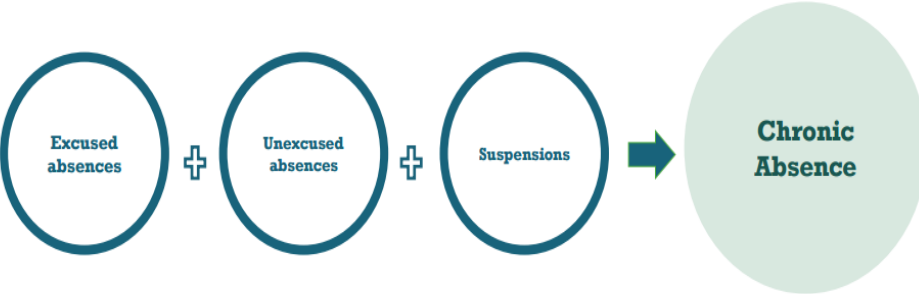
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What is Chronic Absence?


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.**



Excused absences + Unexcused absences + Suspensions → Chronic Absence

Talk to the child to find out what is preventing the child from being in school **#meaningfulconversation**





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- [Senate Bill 100, Georgia, 2015](#)
- [Certificate of School Enrollment](#) (Effective 7/2015)
- Eliminated the requirement for schools to submit noncompliance data for students with excessive unexcused absences and certain discipline infractions.

Teenage and Adult Driver Responsibility Act (TAADRA)

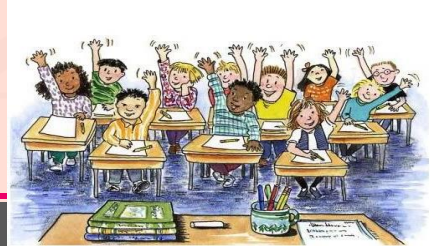
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How are the students being engaged?



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Disengagement	Engagement
<ul style="list-style-type: none"> • Lack of engaging and relevant instruction • No meaningful relationships with adults in school • Poor school climate 	<ul style="list-style-type: none"> • What makes a student want to come to your school? • Mentoring Program, Advisement Program, Extra Curricular Activities, Classes that promote a sense of belongingness • Personalized Learning Environment, PBIS, School Climate Survey
	

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Principles for Recognizing Attendance

- Schools & community partners can reinforce a culture of attendance by:
 - Recognizing good and improved attendance, not just perfect attendance.
 - Measuring attendance at regular intervals, not just at year's end.
 - Rewarding timeliness, not just showing up.

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Best Practices for Using Incentives

- Incentives should be part of a comprehensive approach to foster a culture of attendance.
- Incentives should accompany a deeper commitment to student and family engagement.
- Friendly competition among classes or schools can motivate students to attend regularly.
- Low-cost or no-cost rewards can be just as effective as fancy prizes.
- Information for parents and rewards acknowledging them for their child's improvement can engage families.
- Get Business/Industry Involved...not with \$\$\$
- [Establishing School Wide Attendance Incentives](#)
- [Attendance Incentives](#)

MY FAVORITE

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All Level Specific Incentives



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- Displays showing attendance rates by classroom or grade can inspire students to show up everyday and let them know the school values attendance
- AttenDANCE as an incentive for attending at least 95 percent of the 45 days at the end of a particular quarter.
- Mentors who interact with them in school on an on-going and consistent basis to talk about coming to school on time every day and help them solve some of the problems that get in the way of their showing up.
- Initiate a "cross-age helper" or "buddy" system in which older students with good attendance are permitted to assist younger students on a weekly basis.
- Breakfast for students with 100% attendance each month
- Random Raffle Days: AM or end of day...students receive ticket at beginning of day.

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Use Attendance Displays



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Displays showing attendance rates by classroom or grade can inspire students to show up everyday and let them know the school values attendance.

Engage Students in Tracking Their Own Attendance

- As early as preschool, students can keep track of their own absences using stickers and gold stars. Some teachers find attendance tracking has the added advantage of teaching math skills.
- Is there a math lesson involved in there somewhere?

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Find the Right Reward



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- Ask students what would motivate them.
- Come up with small, low-cost rewards.
- Offer special privileges.
- Use assemblies or newsletters to recognize students .
- Plan a special meal or pizza party for the winning classroom or students.
- Celebrity Wake Up! Call Program
- Free or Inexpensive Rewards for Students & Staff
Wisconsinpbisnetwork.org
- PBISmaryland.org
- What you can do for free
- **For younger students**
 - Extra recess
 - Lunch with teacher/counselor/SSW/principal
 - Technology Time
- **For older students**
 - 10 points on final exam
 - Attendance certificate to show employers
 - Technology Time

Rewards are great, but it is also important to address the root cause of truancy and find out why students aren't showing up.

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It's a WHOLE SCHOOL EFFORT



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- Identify students with attendance concerns
- Create program for them (i.e. A-Team)
- Meet with the students during lunch as a group
- Duration of program: Entire year or when attendance concerns are resolved (assess individually)
- Inform parents of group participation
- Make time to meet with the students during grade-level lunch as a group
- Students with perfect attendance during the week (no absences, tardies, or early dismissals) receive a treat along with lots of praise. At the end of each month, students with perfect attendance earn a pizza lunch."
- Meetings Topics: Talk about the importance of school, the participants with perfect attendance share how their week went and the benefits of being in school each day. The kids receive support, caring, and encouragement from the group facilitator
- Daily contact with the group members who have the greatest attendance concerns. This can include a morning check-in, visit to the classroom, or a call to the home if the child is absent.
- Create friendly competition among classrooms of grades. Classes can compete for most improved or highest attendance in a certain time frame (i.e. a month or a quarter)
- Challenge classes to take a "classroom selfie," and reward the class that has the most students present.
- Shout out on the morning announcements to all homerooms who achieved a certain percentage attendance for that previous week.
- Monthly the classroom with the overall highest attendance for that month will receive a whole group reward. Set a schedule in advance.

What matters most is a making a positive connection with the child.



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Integrating Attendance in Parent Engagement

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Parent Campaign



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- [Bringing Attendance Home: A Toolkit to Engage Parents](#)
- "It's 9 a.m. Do You Know Where Your Children Are?"
- Web-based parental access to their students' attendance data and an "ask for help getting my child to school" feature
- Have a system in place to notify parents when their child is truant.
- Help navigate the adolescent years, such as a parent guide that includes information on parenting classes as well as resources to help the parent in job skill training, social services, and tips on helping students with homework
- Go to the parents, find out what their needs are, and work to meet them (for example, by offering parenting, ESL, or GED classes). That may mean going out into the community rather than asking parents to come to school.

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- Make students and parents/guardians feel welcome. Make a point to say "hello" to every parent/guardian or student you see in the halls and outside--make it your business to know his or her names.
- Create an environment that enables students to feel successful in something—no matter how small it may seem. Award academic and attendance "letters," as you do for athletics.
- When a student is absent, immediately talk to the parent/guardian — not their answering machine. Make a personal phone call in the evening, or call parents/guardians at work during the day.
- When a student is absent, immediately talk with the student about why he or she was not at school—let students know you are aware...and that you care that they are at school.
- Forge a relationship with local businesses where youth may congregate when truant—encourage them to help keep students in school during school hours. Create a poster that states "We support youth in school and will not serve anyone under 18 during school hours."

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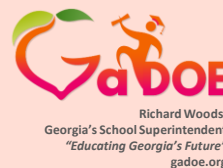
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- Forge a relationship with local law enforcement—make them your allies in showing the community, families, and students that school is the place to be. Empower community law enforcement to return youth to school. **#We'reAllInThisTogether**
- Empower and expect classroom teachers to take action when they think a student may be truant. Ask teachers to make calls to absent youth or families during planning time, in the afternoon or evenings. **#RelationshipBuilding**
- Reward and recognize good attendance—not just perfect attendance. Post large signs giving the daily attendance for the day. Reward individuals, classes, and the school for increased attendance. **#DATA**
- Make your school a place where students feel safe and respected. Adopt a character education program that is planned and implemented by students. **#PBIS**

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Key Principals for Engaging Parents

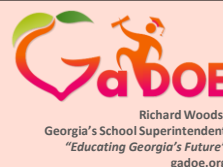


- Engage families early. Begin partnering with families to improve student attendance while children are young and parents are typically more involved.
- Establish a positive relationship with parents, before discussing a student's poor attendance. Often, schools contact families only when there is a problem.
- Communicate clear expectations and support. Orient parents to school policies and expectations for student attendance and on-time arrival.
- Take a strengths-based approach. Don't assume if a child is chronically absent that it is a signal that parents do not care about the child's education or attendance.
- Create a welcoming environment.

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Get the Word Out...

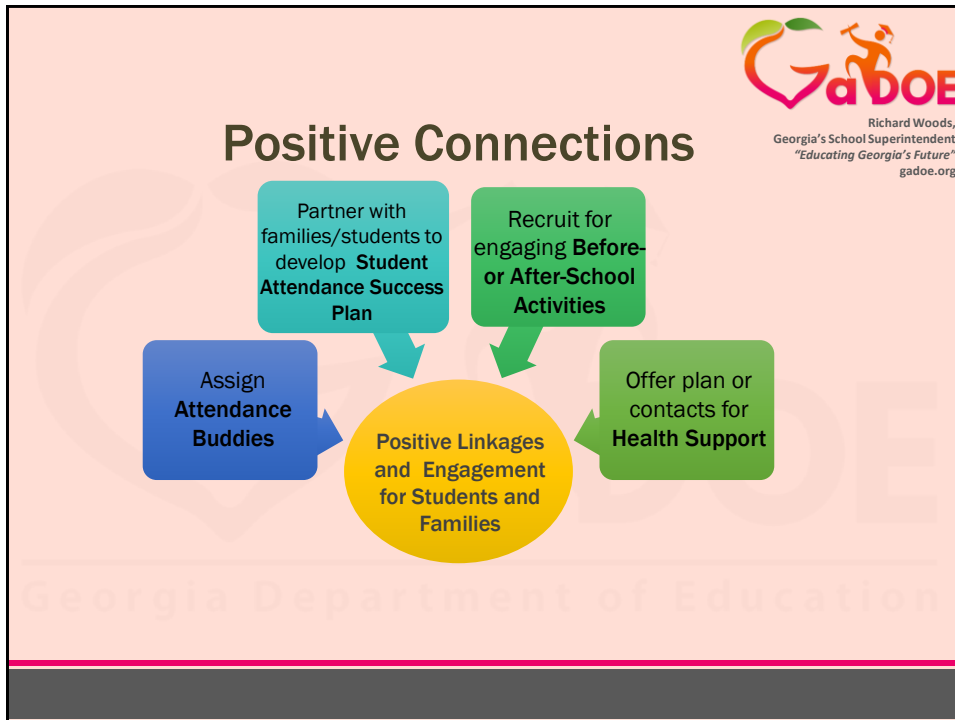


Before School Year Begins


- Back-to-school letters, social media, phone calls or visits from teachers should convey:
 - The connection between attendance and achievement.
 - The date and time that school starts.
 - Reminders about required immunizations.
 - The school system's policies on excused and unexcused absences.
- Encourage partners— summer learning, afterschool programs or health providers—to share the message.

After School Year Begins

- Once the school year begins, emphasize attendance at:
 - Back-to-School student assemblies.
 - Back-to-School nights for parents.
 - Parent-teacher conferences.
 - Monthly or classroom newsletters.
- Keep messages positive while mentioning that families will be contacted if absences start adding up.




Tips for Engagement


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- Integrate attendance into events for the entire school community.
- Remember that parents are not easily motivated to show up to meetings solely focused on student attendance.
- Inspire attendance at meetings by publicly honoring families with good and improved attendance.

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Parent-Teacher Conferences



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Ideal time to:

1. Connect with families in person
2. Share how absences are affecting learning
3. Learn more about assets as well as challenges for supporting good attendance

95% ADA + **94% - 91% ADA** **90% ADA or Less**

Satisfactory Attendance

At-Risk

Chronic Absence

Consider a longer conference or additional family meeting on attendance

Congratulate parents on making attendance a priority and encourage them to keep it up. Ask them what they're doing that's enabling them to be so successful.

Let parents know that you are concerned about attendance because their child is beginning to head off track, and it is easy for absences to add up.

If student is right around 10% or a little above

Let parents know their child may be academically at risk because they have missed so much school. Discuss underlying causes and how you can help.

If student is severely chronically absent (e.g. >20%)

The type of challenges these families face may differ from those with more moderate absence problems. Be prepared to touch on difficult topics, be supportive, and be ready to connect to community resources.



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Framing the Conversation to Build a Relationship of Trust

- 1

Learn

Learn about the student's family and their experience in your school or classroom. Ask what their vision is for their child's future.
- 2

Share

Share positive things you've observed about the student or that you've heard from other teachers and peers.
- 3

Inform

Review attendance report with the family. Tailor your conversation to student's level of absenteeism and connect attendance back to the family's hopes and dreams for their child.
- 4

Discuss

Discuss the challenges the student faces in getting to school, as well as strengths they can build upon. For chronically absent students, try to understand the barriers that are keeping them from school.
- 5

Arrive at a Plan

Think through strategies with the family for addressing absences and help them develop a written attendance improvement plan. Offer referrals to services as needed and ask if there are other ways you can help.

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The Teaching Attendance Toolkit: Resources for Teachers



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Ensure teachers use their relationships with students and parents to talk about attendance:

- [Preparing for parent-teacher conferences: A step-by-step guide](#)
- [Student Attendance Success Plan](#)





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Engaging Community Partners

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• Who Are Our Partners?

	Mayor and Elected Officials		Businesses and Chambers of Commerce
	Superintendents and School Boards		Local Philanthropy
	School Principals and Teachers		Community Organizations and Faith-Based Groups
	Out-of-School Time Programs		Health Care Providers
	Early Childhood Educators		Housing Authorities

Making the Case (click title to get the case statements)



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- Give each partner specific information on why attendance matters to them.
- Include an introductory letter
- Be specific about your desires for their involvement
- Consider hosting a countywide or cluster wide summit for your community partners and outline how they can assist with your attendance efforts.

For
Business Leaders

The Attendance Imperative: Attending school regularly is essential to students gaining the academic and social skills they need to succeed. Reducing absenteeism is a simple, cost-effective, but often overlooked strategy for improving academic performance. Starting as early as preschool and kindergarten, chronic absence—missing 10 percent of the academic year—can leave third graders unable to read proficiently, sixth graders struggling with coursework and high school students off track for graduation. Chronic absence is especially problematic among students living in poverty who are most likely to have poor attendance over multiple years and least likely to have the resources to make up for the lost time in the classroom. In some communities, chronic absence affects more than one out of four children.


For
Faith Leaders

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For
Health Providers

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Why Attendance Matters



Unfortunately, many schools and communities don't realize the extent of the problem because districts don't


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- Review your school's CCRPI attendance data
- Meet with your principal about applying for the CCRPI Exceeding the Bar Indicator for creating a personalized climate
- Use SLDS to analyze attendance data for your school or individual students. Look at your subgroups.
- Meet with your administrators to discuss the attendance data and your ideas for an attendance improvement plan.
- Meet with students you are concerned about based on attendance data.
- Come up with monthly incentives.
- Parent conferences may be coming up soon. Share some tips with your teachers about what they can discuss in the meetings related to attendance for ALL students.
- Reach out to your community partners. Talk with the powers that be about hosting an attendance summit with your community partners for your district or your cluster.

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Resources



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- [Establishing School-wide Attendance Incentives](#)
- [Attendance Challenge Toolkit:](#)
- [Leveraging Sports Stars handout](#)
- [Positive Outliers Toolkit \(which includes sample questions for site visits\)](#)
- [Principal Attendance Leader award](#)
- [COMMUNITY-BASED INNOVATIVE INTERVENTIONS](#)
- [Increasing School Attendance for K-8 Students A review of research examining the effectiveness of truancy prevention programs](#) (Might be good to use as a guide for CCRPI Exceeding the Bar)
- [21 Ways to Engage Students in School](#)
- [STEPPING UP THE PACE: IMPROVING ATTENDANCE... A "How to" Mini-Guide](#)

Georgia Department of Education

MY FAVORITE

September Webinars



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- **Child Abuse Prevention & Mandated Reporting Training**
September 20, 2016, 2:00 PM - [Register](#)
- **Evidence-based Gatekeeper Curriculum for Schools: Practical considerations for adoption and training**
September 23, 2016 11:00 AM - [Register](#)
- **Behavioral Health Resources for Families: Updates for GA Schools**
September 27, 2016 11:AM & 2:PM
[Register 11:00 Session](#) [Register 2:00 Session](#) **(Repeat of 11AM)**
- **Si Se Puede!! (Yes, You Can!): Building School Counselor and Latino Parent Partnerships to Promote Student Success**
September 28, 2016, 2:00 PM - [Register](#)

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