



TEACHER'S *GUIDE TO*

TACKLING ATTENDANCE CHALLENGES

JESSICA SPRICK | TRICIA BERG

ADVANCE UNCORRECTED COPY - NOT FOR DISTRIBUTION



1703 N. Beauregard St.
 Alexandria, VA 22311-1714 USA
 Phone: 800-933-2723 or 703-578-9600
 Fax: 703-575-5400
 Website: www.ascd.org • E-mail: member@ascd.org
 Author guidelines: www.ascd.org/write



21 West 6th Avenue
 Eugene, OR 97401 USA
 Phone: 866-542-1490
 Fax: 541-345-1507
 Website: www.ancorapublishing.com

Deborah S. Delisle, *Executive Director*; Stefani Roth, *Publisher*; Genny Ostertag, *Director, Content Acquisitions*; Susan Hills, *Acquisitions Editor*; Julie Houtz, *Director, Book Editing & Production*; Joy Scott Ressler, *Editor*; Judi Connelly, *Associate Art Director*; Masie Chong, *Graphic Designer*; Keith Demmons, *Production Designer*; Mike Kalyan, *Director, Production Services*; Trinay Blake, *E-Publishing Specialist*; Kelly Marshall, *Production Specialist*.

Copyright © 2019 Ancora Publishing. All rights reserved. It is illegal to reproduce copies of this work in print or electronic format (including reproductions displayed on a secure intranet or stored in a retrieval system or other electronic storage device from which copies can be made or displayed) without the prior written permission of the publisher. By purchasing only authorized electronic or print editions and not participating in or encouraging piracy of copyrighted materials, you support the rights of authors and publishers. Readers who wish to reproduce or republish excerpts of this work in print or electronic format may do so for a small fee by contacting the Copyright Clearance Center (CCC), 222 Rosewood Dr., Danvers, MA 01923, USA (phone: 978-750-8400; fax: 978-646-8600; web: www.copyright.com). To inquire about site licensing options or any other reuse, contact ASCD Permissions at www.ascd.org/permissions, or permissions@ascd.org, or 703-575-5749. For a list of vendors authorized to license ASCD e-books to institutions, see www.ascd.org/epubs. Send translation inquiries to translations@ascd.org.

ASCD® and ASCD LEARN. TEACH. LEAD.® are registered trademarks of ASCD. All other trademarks contained in this book are the property of, and reserved by, their respective owners, and are used for editorial and informational purposes only. No such use should be construed to imply sponsorship or endorsement of the book by the respective owners.

Safe & Civil Schools is a trademark of Teaching Strategies, Inc. under license to Ancora Publishing.

All web links in this book are correct as of the publication date below but may have become inactive or otherwise modified since that time. If you notice a deactivated or changed link, please e-mail books@ascd.org with the words “Link Update” in the subject line. In your message, please specify the web link, the book title, and the page number on which the link appears.

PAPERBACK ISBN: 978-1-4166-2714-2 ASCD product #118038 n2/19
 PDF E-BOOK ISBN: 978-1-4166-2715-9

Quantity discounts are available: e-mail programteam@ascd.org or call 800-933-2723, ext. 5773, or 703-575-5773. For desk copies, go to www.ascd.org/deskcopy.

Library of Congress Cataloging-in-Publication Data

Names: Sprick, Jessica, author. | Berg, Tricia, author.
 Title: Teacher’s guide to tackling attendance challenges / Jessica Sprick and Tricia Berg.
 Description: Alexandria, VA : ASCD, [2019] | Includes bibliographical references and index.
 Identifiers: LCCN 2018039503 (print) | LCCN 2018055839 (ebook) | ISBN 9781416627159 (PDF) | ISBN 9781416627142 (pbk.) | ISBN 9781416627159 (ebk.)
 Subjects: LCSH: School attendance--United States. | Classroom environment. | Teacher-student relationships. | Parent-teacher relationships. | Education--Parent participation--United States.
 Classification: LCC LC143 (ebook) | LCC LC143 .S57 2019 (print) | DDC 371.2/94--dc23
 LC record available at <https://lccn.loc.gov/2018039503>

TEACHER'S *GUIDE TO*
**TACKLING ATTENDANCE
CHALLENGES**

Acknowledgments ix

Introduction 1

Chapter 1
Attendance—Not Another Competing Initiative..... 9

Chapter 2
Gathering and Analyzing the Right Data..... 19

Chapter 3
Speaking the Language of Attendance 40

Chapter 4
If You Want It, Teach It! Delivering Attendance Lessons..... 64

Chapter 5
Partnering with Families 87

Chapter 6
Implementing Effective Intervention Plans 101

Conclusion 117

Appendix A
Student Reinforcers 119

Appendix B
Handouts for Families 121

Bibliography..... 134

Index..... 138

About the Authors 144



Attendance—Not Another Competing Initiative

If you picked up this book on your own, you are probably already motivated to tackle absenteeism problems (or you just geek out on educational books like we do!). However, if your school or district asked you to read this book and implement the strategies within, you may be skeptical about why you should address chronic absence when faced with so many other pressing challenges, like defiant behavior or students failing courses and state tests. Teachers are faced with an incredible number of responsibilities and competing initiatives and priorities, so we need to ensure that our time is used wisely. This chapter answers the crucial question, “Why should I spend my time addressing chronic absence?” We hope that the research and other rationales provided get you excited to tackle attendance. Improving attendance can positively affect other academic and behavioral initiatives, so this work should not be viewed as a competing initiative. Rather, this complementary initiative will enhance other work you are already doing, with students more consistently present to participate in academic instruction and other class and school opportunities. We hope that you leave this chapter with the knowledge that your efforts to build a classroom culture of attendance will significantly improve student outcomes, your classroom, and your personal job satisfaction.

This chapter briefly summarizes current findings on the prevalence and trends in rates of chronic absence. It also provides information on the

negative effects of absenteeism that are supported by research and that we have heard repeatedly from educators around the country. These negative effects occur for the student, the class and school, the families, the community, and society. Skim this chapter for a broad overview and confirmation of why it is important to invest your efforts in addressing absenteeism. You may want to return to this content when you work through Chapters 4 and 5 (“If You Want It, Teach It!” and “Partnering with Families”) as you determine what information to share with students and families.

We provide citations for relevant research in this book in case they may be useful in advocating for a schoolwide or district initiative. You can also find more detailed descriptions of the findings related to prevalence and negative effects of absenteeism in Chapter 1 of this book's companion resource, *School Leader's Guide to Tackling Attendance Challenges*.

Prevalence of Chronic Absence Across the Nation

The U.S. Office for Civil Rights data set from 2013–2014 was the first to report nationwide absence rates. The data indicated that approximately 14 percent of the student population—over 6.5 million students—missed 15 days or more of school. While this threshold is slightly lower than the 18 days of absence (10 percent) across a traditional 180-day school year that is typically used to identify chronic absentees, it clearly indicates that far too many students are missing critical amounts of school. These data are also similar to previous estimates that 10 percent to 15 percent of students were chronically absent nationwide (Balfanz & Byrnes, 2012).

While absenteeism is widespread across the United States, certain districts and schools clearly experience increased rates of absenteeism.

While some schools may have chronic absence rates below five percent of their student body, in 2013–2014, 500 school districts nationwide reported that 30 percent or more of their student body missed 15 or more days of school or more. Far too many students are missing critical amounts of school.

Though most researchers are careful not to definitively attribute a cause to this variability, the rate of poverty is the variable most strongly associated

with levels of chronic absence. Districts and schools with higher rates of poverty, regardless of other demographics (e.g., urban, suburban, rural, race/ethnicity), are likely to experience higher rates of chronic absence (Attendance Works and the Everyone Graduates Center, 2017; Balfanz & Byrnes, 2012; Ginsberg, Chang, & Jordan, 2014). For example, in Utah, students from low-income homes (who received free and reduced-price lunch) were 90 percent more likely to be chronically absent than students who were not from low-income homes (Utah Education Policy Center, 2012). When you consider the additional challenges that may be faced by students living in poverty (e.g., lack of reliable transportation or clean clothes, food insecurity, housing instability), the relationship between poverty and an increased likelihood of chronic absence is unsurprising. Two of the most prominent researchers in this field conclude that one of the most effective ways to help students out of situations of poverty is to get them to attend school each day (Balfanz & Byrnes, 2012).

Additional trends to be aware of include:

- Absenteeism is problematic for many students in kindergarten and 1st grade.
- Absenteeism increases throughout middle and high school.
- Chronic absenteeism is more prevalent for specific minority groups (e.g., American Indian and Alaska Native students exhibit higher rates of absenteeism across grades than Asian or white students).
- Chronic absenteeism is more prevalent for students with disabilities.
- Students who are highly mobile (foster children, children whose parents do migratory work, students who are homeless) are some of the students most likely to have problematic attendance.

(Balfanz & Byrnes, 2012; Romero & Lee, 2007; U.S. Dept. of Education Office for Civil Rights, 2016; Utah Education Policy Center, University of Utah, 2012).

Brainstorming the Negative Impacts of Chronic Absence

Before you read the following sections on how attendance negatively affects students, classrooms, families, and communities, we encourage you to take a moment to brainstorm the negative effects of chronic absence on your own classroom and students.

families should receive information as soon as their child enters kindergarten about the essential basic skills their child will learn in kindergarten. This information should emphasize that regular and repeated practice of skills like phonemic awareness, phonics, and vocabulary in reading and one-to-one number correspondence in math are critical to setting up students for success. Even sporadic absences can cause their child to fall behind. If you work with kindergarten or 1st-grade students, you may need to make the effort to help families understand that their children are no longer attending day care and that ensuring regular attendance is one of the best things they can do to put their children on a track for success.

Rethinking Kindergarten Vacation

A few years ago, I went to speak at a conference near Disneyland in February. My kids were one and three at the time. We decided to add a family vacation to the conference travel because Disneyland would be relatively uncrowded midweek during February. We had a wonderful time and had very few lines to stand in. I remember thinking, “Maybe we can do this every other year and make it a tradition.” Then I remembered that my son would be in kindergarten in two years. I was presenting at the conference on improving attendance and had just spoken to a group of educators about the importance of consistent kindergarten attendance, and here I was thinking about taking my son out for a week for Disneyland! I realized it wouldn’t be the right thing to do, even if it would be nice to beat the crowds in the off-season. We would just have to brave the lines during the summer or another school vacation time!

—Jessica Sprick

A few other academic trends to be aware of include:

- Early absenteeism predicts later absenteeism (Buehler, Tapogna, & Chang, 2012; Connolly & Olson, 2012; Ehrlich, Gwynne, Pareja, & Allensworth, 2013), and each successive year of chronic absenteeism is related to significant and compounded risk of reduced learning (Chang & Romero, 2008; Easton & Englehard, 1982; Erlich et al., 2013).

- As students progress through school, those who are chronically absent have consistently lower GPAs and test scores (Barge, 2011; Ginsberg et al., 2014; Gottfried, 2010).
- Students with high levels of absenteeism are at greater risk for dropping out than their peers with regular attendance, and absenteeism is predictive of dropout beginning as early as 1st grade (Alexander, Entwisle, & Horsey, 1997; Balfanz & Byrnes, 2012; Balfanz, Herzog, & Mac Iver, 2007; Hammond, Linton, Smink, & Drew, 2007; Neild, Balfanz, & Herzog, 2007; Rumberger & Thomas, 2000).

Exacerbation of Social-Emotional Problems

When students fall behind in their classes due to absenteeism, this can lead to a dangerous pattern of increased frustration, negative behavior, and exclusion. Picture the following vicious cycle: A student acts out due to frustration with academic or social difficulties in classes. If it is serious, this behavior causes the student to be excluded from class and school activities. For many students, while they are out of school, they are not being taught the replacement behaviors or skills that will help them be more successful in the classroom. The student's absence leads to further frustration upon the student's return to class or school, which can then perpetuate the cycle of exclusion.

When Johnny Is Absent, It's So Quiet!

We frequently hear educators say things like, "Have you noticed that the students with behavioral issues are the ones who are *always* in school?" This is often said somewhat wistfully, as teachers think about how quiet and orderly things would be if those students were absent a little more often. However, we want to discuss two important concepts that are embedded within this statement: 1) some students with behavioral issues attend school every day because school is a safe haven from other, more difficult aspects of their lives, and 2) while you may breathe a small and natural sigh of relief on days when students with behavioral issues are absent, remember that they always come back! When students return from an absence, they are typically a little further behind and a little more disconnected from school, which can in turn increase behavioral issues. With these two important concepts in mind, teachers have to work doubly hard to try to make sure that students with behav-

ioral issues are in class every day. It's also the only way to ensure they are receiving the necessary behavioral instruction, practice, and interventions necessary to help them learn more adaptive and prosocial behaviors!

—Jessica Sprick and Tricia Berg

Students who are frequently absent may find it difficult to build meaningful connections with staff members and other students, and they may struggle to develop the behavioral and social-emotional skills needed to be successful in school and in life. When students are absent to avoid aversive situations at school—such as conflict with peers or staff, bullying situations, academic difficulties, or other uncomfortable interactions—they may not develop conflict resolution, resilience, and self-advocacy skills. They will learn over time to simply avoid uncomfortable situations by withdrawing and not showing up. Research also suggests that students who are chronically absent face increased alienation from classmates and peers (Gottfried, 2014; Reid, 1981). Friendships may shift when the student is frequently absent, as the student's friends seek peers who are more consistently available. Peers may also resent picking up the slack for students who are absent when there is a group project or partner work or helping absent students catch up when they return to school.

Negative Behaviors and Activities Outside of School

Students who are chronically absent have higher rates of involvement in delinquent and other risk-taking behavior, such as drugs and alcohol, early sexual experiences, and gang activity (Dalun et al., 2010; Dryfoos, 1990; Farrington, 1996; Garry, 1996; Hallfors et al., 2002; Henry & Huizinga, 2007; Loeber & Farrington, 2000). They are also far more likely to experience negative outcomes later in life, such as involvement in the criminal justice system, poorer mental health outcomes, lower-paying jobs, and an increased likelihood of unemployment (Alexander et al., 1997; Hibbett, Fogelman, & Manor, 1990; Kane, 2006; Robins & Ratcliff, 1980; Rocque, Jennings, Piquero, Ozkan, & Farrington, 2017).

One of the greatest concerns with chronic absence that persists into high school is that students do not develop the habits of being present and showing up on time every day. Most employers indicate that dependability (showing up on time every day when not seriously ill) is one of the most important

factors in maintaining a job, and in some ways it matters more than a person's natural talent. A lack of dependability can lead to serious negative outcomes, such as a lack of promotion despite one's talents and abilities or even being fired. For example, a high school principal in Oregon told us that he tracked the job performance and attendance of recent graduates who entered the local job force. He found that students who had problematic attendance in high school continued to have problematic attendance in their jobs and had difficulty maintaining employment.

How Irregular Attendance Negatively Impacts the Class

Effects on Teachers

We know how valuable every minute of instructional time is for you and your students, and that each moment of your prep time is precious. So, when students are absent and parents say, "Send home makeup work, and we will make sure she gets caught up," we know that it is not always that simple! Makeup work requires significant time and effort to prepare if it is to provide a somewhat adequate level of instruction to make up for the missed class activities. You also have to put in extra effort to track different due dates for makeup work and ensure that the student is making sufficient progress after an absence. This is time that could be spent planning meaningful classroom activities.

In cases where students and parents are not willing or able to get the student caught up outside the class, you will need to spend class time catching absent students up to the rest of the class. In fact, numerous studies have found that when students are chronically absent, it slows down instruction for all students, and a significant amount of instructional time is lost (Blazer, 2011; Chang & Jordan, 2011; Musser, 2011; Nauer, White, & Yerneni, 2008). If students who are chronically absent exhibit increased disruptive behavior as they grow frustrated, you will need to spend more time on behavior management, detracting from time to serve other students who regularly attend school.

Effects on Other Students

Instructional activities may become significantly more difficult when students are frequently absent. We cannot overstate the importance of building a trusting class community in order to facilitate learning. Because learning requires people to be vulnerable and admit to themselves and others that they do not know everything, a certain level of comfort and trust with peers and adults in the learning environment is required. When students are frequently

absent, it is difficult to build this kind of trusting community. Students may be reluctant to be vulnerable, make mistakes, and attempt to learn. In classes that use partner and group activities, absences cause numerous difficulties. It may be a struggle to place the peers of absent students into new partnerships or groups without a loss of instructional time. You may also experience difficulties with classroom climate, such as peers who resent having to take over work for their absent classmate or struggles to maintain instructional momentum with groups.

We have heard educators frequently express concerns that peers observe the absenteeism of their classmates and worry about why their friends are absent. In other cases, peers begin to question why they need to attend when they see that their friends are frequently absent. This leads to a general devaluing of school and the importance of attendance. Many educators express concerns that absenteeism can be contagious—the more some students are absent, the more their peers will also decide that attendance is not necessary.

How Irregular Attendance Negatively Impacts Parents and Families, Communities, and Society

Effects on Parents and Families

For many parents, taking off work when their child is absent or suspended from school is simply not an option, or they may experience significantly increased stress as they attempt to adjust their schedule or find care for the student who is not in school. They may need to scramble to find an alternative caregiver, or in the worst-case scenario, simply leave their child unsupervised during an excused absence or suspension. Each of these situations can cause hardship on the family, especially when absences are frequent. When a student is absent due to suspension, the relationship between parents and school staff can become adversarial. Parents may wish to support the school but are frustrated by the school's inability to handle school-based problems at school. They may also be concerned about possible ramifications to their jobs and feel the school is placing an undue burden on them by suspending the student from school.

Effects on Local Communities and Society

When students have excessive absenteeism, communities and society pay the price—via student delinquency and lack of job preparedness. Because

high rates of absenteeism are strongly related to students dropping out of school, any negative effects of dropout on communities and society can be associated with chronic absence as well. The estimated economic consequences of dropping out of school are immense—averaging close to \$240,000 per dropout—resulting from lower tax contributions, greater reliance on government programs and assistance, and higher rates of criminal activity (Levin & Belfield 2007; Maynard, Salas-Wright, & Vaughn, 2015; Rouse, 2007). Chronic absence is linked to crime and delinquency, and students who are chronically absent are more likely to use drugs and alcohol, have early sexual experiences, and engage in gang activity (Dalun et al., 2010; Dryfoos, 1990; Farrington, 1996; Garry, 1996; Hallfors et al., 2002; Henry & Huizinga, 2007; Loeber & Farrington, 2000). Because students are also less likely to develop necessary habits and attitudes for job performance, they are more likely to place a burden on their communities later in life as they struggle to acquire and maintain a job.



Student attendance has wide-reaching implications for students, classes, and communities. In this chapter, we provided summaries of research on the prevalence of absenteeism in schools and the resulting negative effects. We also shared negative effects that, while not yet supported by research, were recounted to us by countless educators around the country as we worked with them to tackle attendance issues in their schools. This chapter provides the rationale and foundation on which to base your attendance initiative. The remaining chapters in this book will provide strategies and examples of how you can change the culture of attendance in your classroom.

Bibliography

- Alexander, K. L., Entwisle, D. R., & Horsey, C. S. (1997). From first grade forward: Early foundations of high school dropout. *Sociology of Education, 70*(2), 87–107.
- Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press.
- Attendance Works and Everyone Graduates Center. (2017). *Portraits of change: Aligning school and community resources to reduce chronic absence*. Retrieved from <https://www.attendanceworks.org/portraits-of-change/>
- Balfanz, R., & Byrnes, V. (2012). *Chronic absenteeism: Summarizing what we know from nationally available data*. Baltimore: Johns Hopkins University Center for Social Organization of Schools.
- Balfanz, R., Fox, J. H., Bridgeland, J. M., & Bruce, M. (2013). *Grad nation community guidebook, Tool 9, Attendance survey*. Retrieved from <http://guidebook.americaspromise.org/wp-content/uploads/2015/08/Tool-9-Attendance.pdf>
- Balfanz, R., Herzog, L., & Mac Iver, D. J. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools: Early identification and effective interventions. *Educational Psychologist, 42*(4), 223–235.
- Barge, J. (2011). *Student attendance and student achievement*. Atlanta, GA: Georgia Department of Education.
- Blazer, C. (2011). *Chronic absenteeism in the elementary grades* [Information Capsule 1009]. Miami, FL: Miami-Dade County Public Schools Research Services.
- Brophy, J. (1986). Teacher influences on student achievement. *American Psychologist, 41*(10), 1069–1077.

- Buehler, M. H., Tapogna, J., & Chang, H. N. (2012). *Why being in school matters: Chronic absenteeism in Oregon public schools*. Retrieved from <http://www.attendanceworks.org/wordpress/wp-content/uploads/2012/02/Oregon-Research-Brief.pdf>
- Chang, H. N., & Jordan, P. W. (2011). Tackling chronic absence starting in the early grades: What cities can do to ensure that every child has a fighting chance to succeed. *National Civic Review*, *100*(4), 6–12.
- Chang, H. N., & Romero, M. (2008). *Present, engaged, and accounted for: The critical importance of addressing chronic absence in the early grades*. Retrieved from http://www.nccp.org/publications/pdf/text_837.pdf
- Connolly, F., & Olson, L. S. (2012). *Early elementary performance and attendance in Baltimore City Schools' pre-kindergarten and kindergarten*. Baltimore: Baltimore Education Research Consortium.
- Dalun, Z., Willson, V., Katsiyannis, A., Barrett, D., Song, J., & Jiun-Yu, W. (2010). Truancy offenders in the juvenile justice system: A multicohort study. *Behavioral Disorders*, *35*(3), 229–242.
- Dryfoos, J. G. (1990). *Adolescents at risk: Prevalence and prevention*. New York: Oxford University Press.
- Easton, J. Q., & Engelhard, G., Jr. (1982). A longitudinal record of elementary school absence and its relationship to reading achievement. *Journal of Educational Research*, *75*(5), 269–274.
- Ehrlich, S. B., Gwynne, J. S., Pareja, A. S., & Allensworth, E. M. (2013). *Preschool attendance in Chicago Public Schools: Relationships with learning outcomes and reasons for absences*. Chicago: University of Chicago Consortium on Chicago School Research.
- Farrington, D. P. (1996). Later life outcomes of truants in the Cambridge Study. In I. Berg & J. Nursten (Eds.), *Unwillingly to School* (4th ed., pp. 96–118). London: Gaskell/Royal College of Psychiatrists.
- Garry, E. M. (1996). *Truancy: First step to a lifetime of problems*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice.
- Get Schooled Foundation (2012). *Skipping to nowhere*. Retrieved from <http://www.americaspromise.org/sites/default/files/d8/legacy/bodyfiles/Get%20Schooled%20Truancy%20Report.pdf>
- Ginsberg, A., Chang, H., & Jordan, P. (2014). *Absences add up: How school attendance influences student success*. Retrieved from <http://www.attendanceworks.org/absences-add-up/>
- Gottfried, M. A., (2010). Evaluating the relationship between student attendance and achievement in urban elementary and middle schools: An instrumental variables approach. *American Educational Research Journal*, *47*(2), 434–465.
- Gottfried M. A. (2014). Chronic absenteeism and its effects on students' academic and socioemotional outcomes. *Journal of Education for Students Placed at Risk*, *19*(2), 53–75.
- Hallfors, D., Vevea, J. L., Iritani, B., Cho, H., Khatapoush, S., & Saxe, L. (2002). Truancy, grade point average, and sexual activity: A meta-analysis of risk indicators for youth substance use. *Journal of Social Health* *72*(5), 205–211.

- Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout risk factors and exemplary programs*. Clemson, SC: National Dropout Prevention Center, Communities in Schools.
- Harvard Health Publishing. (2015, January). *Relaxation techniques: Breath control helps quell errant stress response*. Retrieved from <https://www.health.harvard.edu/mind-and-mood/relaxation-techniques-breath-control-helps-quell-errant-stress-response>
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81–112.
- Henry, K. L., & Huizinga, D. H. (2007). Truancy's effect on the onset of drug use among urban adolescents placed at risk. *Journal of Adolescent Health, 40*(4), 358.e9–358.e17. doi: 10.1016/j.jadohealth.2006.11.138
- Hibbett, A., Fogelman, K., & Manor, O. (1990). Occupational outcomes of truancy. *British Journal of Educational Psychology, 60*(1), 23–36.
- Kane, J. (2006). School exclusions and masculine, working-class identities. *Gender and Education, 18*(6), 673–685.
- Levin, H. M., & Belfield, C. R. (2007). Educational interventions to raise high school graduation rates. In H. M. Levin & C. R. Belfield (Eds.), *The price we pay: Economic and social consequences of inadequate education* (pp. 177–199). Washington, DC: Brookings Institution Press.
- Loeber, R., & Farrington, D. (2000). Young children who commit crime: Epidemiology, developmental origins, risk factors, early interventions, and policy implications. *Development and Psychopathology, 12*(4), 737–762.
- Maynard, B. R., Salas-Wright, C. P., & Vaughn, M. G. (2015). High school dropouts in emerging adulthood: Substance use, mental health problems, and crime. *Community Mental Health Journal, 51*(3), 289–299.
- Musser, M. P. (2011). *Taking attendance seriously: How school absences undermine student and school performance in New York City*. Retrieved from <http://graphics8.nytimes.com/packages/pdf/nyregion/20110617attendancereport.pdf>
- Nauer, K., White, A., & Yerneni, R. (2008). *Strengthening schools by strengthening families: Community strategies to reverse chronic absenteeism in the early grades and improve supports for children and families*. New York: Center for New York City Affairs, The New School.
- Neild, R. C., Balfanz, R., & Herzog, L. (2007). An early warning system. *Educational Leadership, 65*(2), 28–33.
- Reid, K. C. (1981). Alienation and persistent school absenteeism. *Research in Education, 26*(1), 31–40.
- Robins, L. N., & Ratcliff, K. S. (1980). The long-term outcome of truancy. In L. A. Hersov & I. Berg (Eds.), *Out of school: Modern perspectives in truancy and school refusal* (pp. 65–83). New York: John Wiley.
- Rocque, M., Jennings, W. G., Piquero, A. R., Ozkan, T., & Farrington, D. P. (2017). The importance of school attendance: Findings from the Cambridge Study in Delinquent Development on the Life-Course Effects of Truancy. *Crime & Delinquency, 63*(5), 592–612. doi: 10.1177/0011128716660520
- Romero, M., & Lee, Y.-S. (2007). *A national portrait of chronic absenteeism in the early grades*. New York: National Center for Children in Poverty.

- Rouse, C. E. (2007). Quantifying the costs of inadequate education: Consequences for the labor market. In C. R. Belfield & H. M. Levin (Eds.), *The price we pay: Economic and social consequences of inadequate education* (pp. 99–124). Washington, DC: Brookings Institution Press.
- Rumberger, R., & Thomas, S. (2000). The distribution of dropout and turnover rates among urban and suburban high schools. *Sociology of Education*, 73(1), 39–67.
- Shores, R. E., Gunter, P. L., & Jack, S. L. (1993). Classroom management strategies: Are they setting events for coercion? *Behavioral Disorders*, 18(2), 92–102.
- Sparks, S. D. (2010). Districts begin looking harder at absenteeism. *Education Week*, 30(6), 1, 12–13.
- Sprick, R. (2009). *CHAMPS: A proactive and positive approach to classroom management*. Eugene, OR: Ancora Publishing.
- Sprick, R., & Garrison, M. (2008). *Interventions: Evidence-based behavioral strategies for individual students* (2nd ed.). Eugene, OR: Ancora Publishing.
- Sprick, R., Isaacs, S., Booher, M., Sprick, J., & Rich, P. (2014). *Foundations: A proactive and positive behavior support system* (3rd ed., Modules A–F). Eugene, OR: Ancora Publishing.
- Sprick, R., Knight, J., Reinke, W. M., Skyles, T., & Barnes, L. (2010). *Coaching classroom management* (2nd ed.). Eugene, OR: Ancora Publishing.
- Sutherland, K. S., Lewis-Palmer, T., Stichter, J. P., & Morgan, P. L. (2008). Examining the influence of teacher behavior and classroom context on the behavioral and academic outcomes for students with emotional or behavioral disorders. *Journal of Special Education*, 41(4), 223–233.
- U.S. Department of Education Office for Civil Rights. (2016). *Civil rights data collection (CRDC) for the 2013–14 school year*. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/crdc-2013-14.html>
- Utah Education Policy Center, University of Utah. (2012). *Research brief: Chronic absenteeism*. Retrieved from <https://www.schools.utah.gov/file/31291767-087c-4edb-8042-87f272507c1d>

About the Authors



Jessica Sprick, MS, Special Education, is a consultant and presenter for Safe & Civil Schools and a writer for Ancora Publishing. Ms. Sprick has been a special education teacher for students with behavioral needs and dean of students at the middle school level. Her practical experience in schools drives her passion to help school and district staff develop and implement effective behavioral, academic, and attendance approaches. Ms. Sprick is the lead trainer for the Safe & Civil

Schools model of absenteeism prevention and intervention, and she is a coauthor of the following attendance resources: *School Leader's Guide to Tackling Attendance Challenges*, *Functional Behavior Assessment of Absenteeism & Truancy* and *Absenteeism & Truancy: Interventions and Universal Procedures*. Ms. Sprick is also a coauthor of *Foundations: A Proactive and Positive Behavior Support System* (3rd edition), *Functional Behavior Assessment of Bullying*, and *Bullying: Universal Procedures and Interventions*.



Tricia Berg, PhD, is a national and international education consultant who has worked with schools, districts, and states to develop multi-tiered systems of support for students. She has provided professional development and coaching support to educational organizations in the areas of math, explicit instruction, positive behavioral interventions and supports (PBIS), inclusive strategies, data-driven decision making, and special education compliance. Prior to becoming an education consultant, she worked as a district-level PBIS coordinator, behavior specialist, special education teacher, general education teacher, and paraprofessional. She has worked on research projects in the areas of mathematics, implementation and sustainability of PBIS, and attendance interventions. She received her PhD from the University of Oregon in special education with an emphasis on the relation between behaviors and academics, effective professional development practices, and effective interventions for students.

Related ASCD Resources

At the time of publication, the following resources were available (ASCD stock numbers appear in parentheses):

Print Products

School Leader's Guide to Tackling Attendance Challenges by Jessica Sprick and Randy Sprick (#118037)

Discipline with Dignity: How to Build Responsibility, Relationships, and Respect in Your Classroom, 4th edition by Richard L. Curwin, Allen N. Mendler, and Brian D. Mendler (#118018)

The Educator's Guide to Assessing and Improving School Discipline Programs by Mark Boynton and Christine Boynton (#107037)

Beyond Discipline: From Compliance to Community, 10th Anniversary Edition by Alfie Kohn (#106033)

Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention by Douglas Fisher and Nancy Frey (#110037)

School Culture Rewired: How to Define, Assess, and Transform It by Steve Gruenert and Todd Whitaker (#115004)

How to Create a Culture of Achievement in Your School and Classroom by Douglas Fisher, Nancy Frey, & Ian Pumpian (#111014)

Building Your School's Capacity to Implement RTI: An ASCD Action Tool by Patricia Addison & Cynthia L. Warger (#111007)

Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It by Eric Jensen (#109074)

Hanging In: Strategies for Teaching the Students Who Challenge Us Most by Jeffrey Benson (#114013)

What Every School Leader Needs to Know About RTI by Margaret Searle (#109097)

Causes & Cures in the Classroom: Getting to the Root of Academic and Behavior Problems by Margaret Searle (#113019)

Everyday Engagement: Making Students and Parents Your Partners in Learning by Katy Ridnouer (#109009)

Turning High-Poverty Schools into High-Performing Schools by William Parrett and Kathleen Budge (#109003)

Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management by Dominique Smith, Douglas Fisher & Nancy Frey (#116005)

Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom by Kristin Souers with Pete Hall (#116014)

How to Reach the Hard to Teach: Excellent Instruction for Those Who Need It Most by Jana Echevarría, Nancy E. Frey, and Douglas B. Fisher (#116010)

Partnering with Parents to Ask the Right Questions: A Powerful Strategy for Strengthening School-Family Partnerships by Luz Santana, Dan Rothstein, and Agnes Bain (#117011)

For up-to-date information about ASCD resources, go to www.ascd.org. You can search the complete archives of *Educational Leadership* at www.ascd.org/el.

ASCD myTeachSource®

Download resources from a professional learning platform with hundreds of research-based best practices and tools for your classroom at <http://myteach-source.ascd.org/>.

For more information, send an e-mail to member@ascd.org; call 1-800-933-2723 or 703-578-9600; send a fax to 703-575-5400; or write to Information Services, ASCD, 1703 N. Beauregard St., Alexandria, VA 22311-1714 USA.