

ATTENDANCE COUNTS

CHRONIC ABSENCE IN NORTH CAROLINA

Regular school attendance puts children on track for becoming proficient readers by the end of third grade. About one in nine young students in North Carolina misses more than 15 days of school every year—a rate of school absence that research shows can hinder learning¹—and there are large disparities among school districts and demographic groups. In some school districts and for some populations, as many as 23 percent of students are chronically absent in the early grades.²

Most children miss a few days of school each year without long-term consequences. However, when they are chronically absent, defined in North Carolina and federally as **missing 10 percent of school days within one academic year for any reason (excused or unexcused)**, their school success is at significant risk. That is why states and school districts across the nation are focusing attention on chronic absence, including as an early measure for school quality and student success in their plans for the Every Student Succeeds Act (ESSA).

As a result of North Carolina's planning for the ESSA, and due to new federal reporting requirements, state leaders are considering how best to measure and address attendance. This report provides a starting point. It shares the most recent data available on chronic absence in the early grades³ and assesses where North Carolina is on policies, practices and infrastructure proven to support school attendance.

Why Focus on Third Grade Reading?

North Carolina is facing a growing skills gap. By 2020, 67 percent of jobs in the state will require some post-secondary education.⁹ Yet, the majority of North Carolina fourth graders are not proficient in the single greatest predictor of high school graduation and later success—reading.

Only 39 percent of North Carolina fourth graders and 24 percent of students from economically disadvantaged families scored at or above reading proficiency on the National Assessment of Educational Progress (NAEP) in 2017.¹⁰

Reading in the early grades predicts high school and later success. Those who read well go on to graduate, but those who aren't reading well by the end of third grade are four times more likely to drop out of high school. From a societal standpoint, every student who drops out of high school costs the nation an estimated \$260,000 in lost earnings, taxes and productivity.¹¹

CHRONIC ABSENCE: WHY IT MATTERS FOR THIRD GRADE READING

Research demonstrates that regular school attendance is critical for children's early literacy development, starting in preschool.⁴ Children, particularly those with multiple risk factors, benefit from regular attendance at a high quality early education program where they learn to work on tasks independently and follow directions. Child care settings also provide opportunities to identify early warning signs and to establish good attendance and learning habits.⁵

Consistent school attendance in the early grades boosts children's academic learning, achievement, and motivation.⁶ Early chronic absence is associated with lower academic achievement, truancy in middle school, school dropout, delinquency, and substance abuse.⁷ When children miss a substantial number of school days, it is more difficult for them to learn to read and to acquire other crucial academic skills.⁸ The educational experience of regularly-attending children may also be adversely affected when teachers must divert their attention to meet the learning and social needs of chronically absent children when they return to school.

As North Carolina aims to increase the percentage of third grade students reading at grade level and succeeding longer term, measuring and addressing chronic absence is a critical strategy.

CHRONIC ABSENCE AS A MEASURE OF SCHOOL QUALITY

Chronic absence is an effective measure of school quality. It serves as an early predictor of student performance and is one of the few available measures of school quality for the early (untested) grades. Chronic absence is actionable, even with few resources. It is also a measure that is already reported by North Carolina school districts to the US Department of Education's Office of Civil Rights (OCR) and is based on data already maintained in district data systems.

Chronic absence data can reveal that a student needs help long before test scores or grades do. Using chronic absence as a trigger for early interventions could be an important strategy for closing the achievement gap for low-income children and affected racial minorities. Since students do not take standardized tests until the third grade, many district accountability systems largely ignore the early grades (prekindergarten through second grade). An indicator like chronic absence, which can be measured for all children, adds some focus to the early grades. Including the early grades in measurements of school quality encourages investment and continuous improvement in early learning.

States across the nation are taking a close look at chronic absence and finding it to be a useful measure

of school quality. In fact, two-thirds of the state ESSA plans submitted to the federal Department of Education for approval included chronic absence as a measure.¹² North Carolina's proposed ESSA plan does not define chronic absence as a measure, but the plan does include some language about focusing more on chronic absence in the future (see below for more).

The North Carolina Pathways to Grade Level Reading Initiative stakeholders (see box on page 7) have highlighted chronic absence as a critical measure to ensure that young children are on the pathway to early literacy and chosen the measure as one of three areas of focus for the state.

The national Campaign for Grade-Level Reading (see box on page 12) also has prioritized regular attendance as one of its three core solutions that can contribute to more children reading at grade level by the end of third grade.

CHRONIC ABSENCE IN NORTH CAROLINA

Chronic absence data for the 2015-16 school year was released by the federal Department of Education's OCR in April 2018.

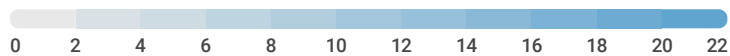
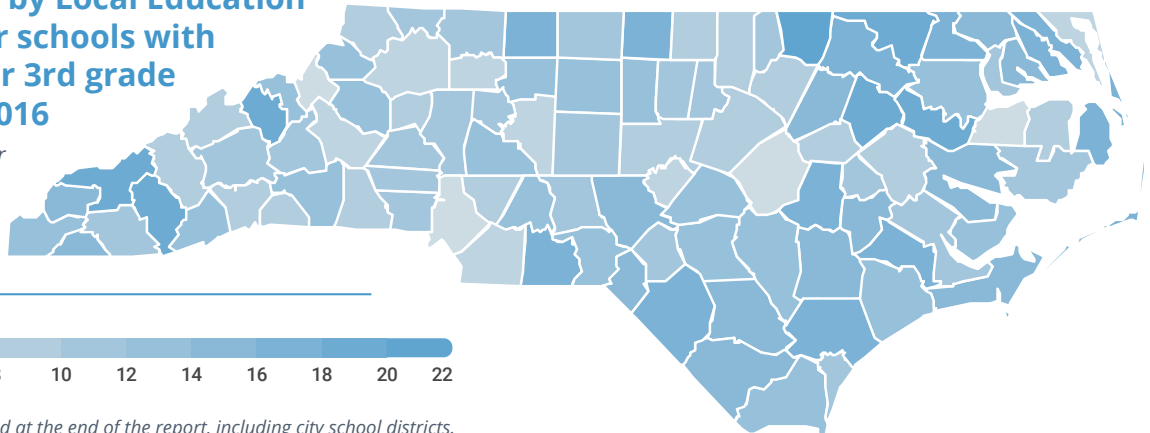
Data are available for every public and charter school in North Carolina. The North Carolina Early Childhood Foundation (NCECF) has analyzed and aggregated those school-level results to determine the percentage of students in each school district who were chronically absent in schools with kindergarten-, first-, second- and/or third-grade students. The OCR definition of chronic absence is missing 15 days or more of the school year.

In North Carolina in 2015-16, 11 percent of elementary school students were chronically absent, which is consistent with national data. There are disparities by race/ethnicity and a slight variance by gender. American Indian/Alaska Native students have the highest rates in North Carolina at 21%, followed by multiracial (15 percent), and Native Hawaiian/Pacific Islander (13 percent). Eleven percent of both black and white students were chronically absent. The lowest rates were among Hispanic (9 percent) and Asian students (7 percent). Boys were absent at a slightly higher rate than girls (11 vs. 10 percent).¹³

The following map shows chronic absence rates by school district. For the last year reported—2015-2016—nearly three out of every four Local Education Agencies (LEAs) in North Carolina reported from 5 to 15 percent of their elementary school students as chronically absent. In some districts, however, chronic absence was as high as 23 percent. Experts at the national organization Attendance Works say that chronic absence rates under about five percent are likely due to data collection errors (see Data Concerns box on following page).

Chronic Absence by Local Education Agency (LEAs) for schools with K, 1st, 2nd and/or 3rd grade students. 2015-2016

Note: Per DPI policy, data for LEAs with more than 0 but fewer than 5 chronically absent students have been suppressed.



Data by school district is provided at the end of the report, including city school districts.

A recent report used the last round of OCR data (2013-14) to highlight the prevalence of chronic absenteeism across the nation.¹⁴ It finds that among North Carolina elementary schools in 2013-14:

- 44 percent had between 10 percent and 19 percent of students in the school who were chronically absent.
- Six percent had between 20 percent and 29 percent who were chronically absent.
- One percent had more than 30 percent of students who were chronically absent.

Attendance Works will publish an analysis of the new (2015-16) OCR student absenteeism data in September.

CHRONIC ABSENCE REDUCTION IS AN ACTIONABLE STRATEGY

Schools and districts across the country have reduced chronic absence by focusing on recognizing good and improved attendance, engaging students and families, monitoring attendance data and practice, providing personalized early outreach as needed, and developing systemic responses to attendance barriers. While some of these strategies require additional resources like a school social worker, others—such as school- or district-wide messaging campaigns and creating a culture of attendance—are inexpensive, reach all children, and can prevent chronic absence before it starts.

Districts and schools can analyze their chronic absence data, combined with student, family and/or teacher input, and use the results to support family and teacher engagement. Data can help them better understand students' barriers to attendance, work with families and community partners to remove those barriers, request resources, and communicate the importance of daily attendance.

States and districts can use chronic absence data to identify higher-need schools and districts that may benefit from additional support and technical assistance. There are resources available—such as on the Attendance Works website—to help schools and districts reduce chronic absence at low cost.

The responsibility for improving school attendance cannot rest solely on schools, districts and the NC Department of Public Instruction (NCDPI). The causes of young children missing school include health, family and community factors, in addition to school and education factors. Reducing chronic absence requires a community-wide plan of action, including action by families, physicians, community service providers and schools. The North Carolina Pathways to Grade Level Reading Initiative Design Team is developing state level strategies for improving regular attendance.

Data Concerns

Attendance Works, a national initiative that promotes better policy and practice around school attendance, has found anomalies in OCR-collected data in states across the country that suggest that rates of chronic absence are likely higher than reported. Some districts make the mistake of only counting truancy (unexcused absences) rather than all absences, for example, or of not counting suspensions and expulsions as absences. Attendance Works has not done an analysis of data collection in North Carolina, but their concerns about the OCR data nationwide suggest that North Carolina's students may be chronically absent even more than reported.

NORTH CAROLINA'S CURRENT CHRONIC ABSENCE POLICIES & PRACTICES

Attendance Works offers a self-assessment for states to determine where they are on nine steps that are recommended to reduce chronic absence. NCECF has gathered data and information on where North Carolina is on these important steps and poses some critical questions as the state thinks about moving forward on addressing chronic absence.

1 Attendance data is captured in state longitudinal student data base?

Yes. Student attendance data is entered by school staff into PowerSchool and stored in CEDARS (Common Education Data Analysis and Reporting System), North Carolina's PreK-13 longitudinal database.¹⁵

2 State has a standard definition of what is chronic absence (ideally missing 10 percent or more of school for any reason)?

Yes. In February 2018, the North Carolina State Board of Education established, for the first time, a standard definition of chronic absenteeism to be used in public schools across the state. The Board's definition is consistent with guidance shared by NCECF and Attendance Works to define chronic absence as missing more than 10 percent of enrolled school days in a given year.

The new Board policy defines a "student chronic absentee" as a student who "is enrolled in a North Carolina public school for at least 10 school days at any time during the school year, and whose total number of absences—excused or unexcused—is equal to or greater than 10 percent of the total number of days that such student has been enrolled at such school during such school year."¹⁶

CRITICAL QUESTION

How can the state leverage the new definition of chronic absence to raise awareness among district and school leadership about the importance of regular school attendance and activate state and local strategies to improve regular attendance?

3 State promotes public awareness about chronic absence, why it matters, and the need for a comprehensive approach that starts with support not punitive action?

No. North Carolina does not have a state-level public awareness campaign around regular attendance, and the state-level approach to chronic absence is more punitive than supportive.

Implementation policies created by DPI for the Compulsory Attendance Law¹⁷ state that superintendents of the Local Education Agencies (LEAs) are responsible for creating and encouraging public sentiment favorable to regular school attendance, and that teachers, principals and superintendents are responsible for keeping the public informed about the value, importance, and necessity of regular school attendance through classroom activities, PTA and teachers' meetings, newspapers, periodical releases, and other media. There do not appear to be specific state supports, assessments or implementation mechanisms in place to ensure that this is happening at the district level.

Social workers are responsible for working with students and families to analyze causes of absences and determine steps, including adjustments of the school program and obtaining supplemental services; however, social workers are only required to work with students who have "violated" the Compulsory Attendance Law.

School districts are encouraged to focus on non-standard types of data in the support of academic achievement through the Multi-Tiered System of Support (MTSS) process currently being implemented by schools. Chronic absence is a factor that can be focused on in Tier I of MTSS. MTSS is a multi-tiered framework that uses research-based academic, behavior and social emotional practices to support all students' growth. In North Carolina, MTSS combines aspects of Responsiveness to Instruction (RtI) and Positive Behavior Intervention and Support (PBIS).¹⁹

CRITICAL QUESTIONS

Would a state-level public awareness campaign on the impact of chronic absence and the benefits of regular attendance help prompt district- and school-level campaigns?

How could the state proactively support districts and schools with high levels of chronic absence to create plans to address it?

Would the state taking a proactive and supportive role help prompt districts to also treat students and families struggling with chronic absence in a consistent, non-punitive way?

What is the North Carolina Compulsory Attendance Law?

North Carolina's policies on chronic absence are limited and stem from the Compulsory Attendance Law. The legislation outlines age requirements for school attendance (7-16 years old), requires that attendance records be maintained, and outlines the steps school officials should take when students accrue unexcused absences.¹⁸ Aside from a mention of school attendance counselors working with families to determine and eliminate the cause of the problem, the language is punitive.

4 State calculates and makes publicly available reports on chronic absence rates (along with other measures of student attendance including ADA, truancy and satisfactory attendance) by district, school, grade and student sub-population?

No. The only publicly-available North Carolina data on chronic absence rates currently are those collected at the school-level and reported to the federal US Department of Education's Office of Civil Rights. Classroom teachers enter the data, NC DPI pulls them from the student database into the state's longitudinal database (CEDARS), which is used to feed the OCR template, and then districts add additional data to complete the submission to OCR.²⁰

The most recent nationwide data collection will be the last time chronic absence data is collected through OCR. Starting in 2017, states were also asked to submit chronic absence rates during their annual federal data report to the Department of Education - EdFacts. EdFacts will be the vehicle for reporting and publicizing attendance data going forward. As of now, the state does not release disaggregated chronic absence data publicly on an annual basis.

CRITICAL QUESTIONS

Could regular state reporting of chronic absence data disaggregated by race/ethnicity, income, school district and grade level encourage district and school leaders to analyze and use the data to learn more about chronic absence locally and strategize to reduce it?

Could reporting such data publicly support a statewide public awareness campaign, perhaps picked up by early adopter districts and schools across the state?

5 State ensures families receive real time data on their children's attendance and an alert if their child is at risk due to poor attendance?

Sort of. HomeBase is a suite of technology tools that pulls information from the state's Student Information System database. PowerSchool is a digital application within HomeBase that provides a parent portal to student information, including attendance data. Codes are used in the parent portal to note whether absences are excused or unexcused. There is a twitter account @NCHomeBase and a YouTube channel dedicated to helping families understand and use the parent portal. Districts and schools decide whether or not to turn on the parent portal, and then families must choose to create a PowerSchool account and log in regularly to have access to their children's attendance data. Families can also set the parent portal to email them when information is updated, including attendance information. These caveats and the fact that not all families have access to the internet and a computer mean that access to attendance data through the parent portal is necessarily limited. Data on the use of the parent portal are not available.²¹ Even if they receive regular information about their children's absences, families do not necessarily know when absences have reached such a high level that they are placing a child at academic risk. Missing 10 percent of school can occur by simply missing two days every month. Few families recognize that missing just two days in the first month or four days in the first two months of school is problematic.

Per North Carolina's Compulsory Attendance Law, principals must inform parents whose children have accumulated three unexcused absences in one school year. Parents must be notified by mail after not more than six unexcused absences that they may be prosecuted if absences cannot be justified. After 10 unexcused absences, principals are directed to contact the Division of Social Services (DSS) or the juvenile court, as appropriate.²²

Compulsory Attendance Law alerts are triggered only by unexcused absences. There is no statewide alert system in place that is triggered by all absences, excused or unexcused. All absences should be considered when determining chronic absence, including excused absences.

CRITICAL QUESTION

What changes to North Carolina's Compulsory Attendance Law could include proactive strategies and help schools and districts better support students and their families who are struggling with attendance?

6 Educators receive professional development about early warning signs of academic risk and drop-out, including chronic absence, and how to address them?

Maybe. Educators are not required by the state to receive these types of professional development, either for licensure or for license renewal.²³ Some teacher preparation programs may include training in these measures, and others may not. In North Carolina, most professional development is directed and funded at the Local Education Agency (LEA) level, so some LEAs may provide or even require this training.

Staff are trained to look at a variety of student data when implementing Multi-Tiered System of Supports (MTSS), including academics, behavior, chronic absenteeism and social-emotional domains, to get a broad view of the school climate and social conditions for student learning. As part of the five-year roll-out of MTSS, all school districts and charter schools have been invited to receive professional development and coaching. This does not mean all educators statewide have been trained, however. Decisions about professional development and coaching were made based on a variety of factors, including readiness assessments. The Department of Public Instruction intends to use online professional development going forward to ensure statewide sustainability over time.²⁴

CRITICAL QUESTION

What more can the state do to ensure that all educators have access to training on chronic absence and other social conditions for student learning?

7 Underperforming districts and schools with high levels of chronic absence are required to address attendance in school improvement plans through positive universal strategies as well as targeted interventions?

No. Schools and districts with high chronic absence rates are not identified regularly by the state. There are no requirements in place that districts or schools address attendance through school improvement plans.

All districts and schools are encouraged to use the NCDPI-recommended North Carolina School Improvement Planning Implementation Guide to create their school improvement plans. The guide suggests using a broad array of data to inform the process, including attendance data. As part of the guide, DPI provides a Comprehensive Needs Assessment, which asks if the school “frequently and systematically facilitates the early identification of students with attendance problems and provides support for both families and students.”²⁵ MTSS is another identified framework for schools to improve conditions for students’ success, as highlighted in number 6, above.

CRITICAL QUESTION

Would including chronic absence as an indicator in School Report Cards and/or the State Board of Education's Strategic Plan encourage more districts to address attendance in school improvement plans?

8 Data on chronic absence are used to target and allocate public and community resources with potential to reduce barriers?

No. Data on chronic absence are not regularly analyzed at the state level, nor are such data used to determine resource allocation on the state level.

CRITICAL QUESTION

What additional data does North Carolina need to collect regularly in order to make data-driven resource allocation decisions in the future?

9 State policies and budget make improved attendance and reducing chronic absence a priority?

No. Until this year, chronic absence has not been an issue of focus in North Carolina state policies or budgets. There is no regular chronic absence data collection by the state beyond that required by the federal government, and no use of chronic absence at the state level as an accountability measure.

The topic has received more attention in the last few months, however, as North Carolina drafted and invited public comment on its ESSA state plan. Stakeholders in the early childhood community, including NCECF, proposed including chronic absence as an accountability indicator in the state plan.

The indicator was not one of the final measures in the plan. The following language was included however, reflecting an increased interest by the State Board of Education, the state Superintendent, and the Governor in learning more about the measure for possible future inclusion in the North Carolina School Report Cards or State Board of Education's (SBE) Strategic Plan for North Carolina public schools.

WORK AHEAD: *Beyond the Accountability Indicators*

As North Carolina continues to work to improve educational opportunities for all students, the SBE and the State Superintendent will continue the dialogue of determining the feasibility and appropriateness of incorporating some indicators identified through stakeholder involvement either in North Carolina's School Report Cards or in the SBE's Strategic Plan. SBE members are encouraging continued research and discussion around additional indicators including, among others, chronic absence, early childhood education, physical education, school climate, and a college- and career-ready index. The NCDPI will review how other states are including, or planning to include, similar indicators and will see what can be learned from them.²⁶ The State Board of Education followed up those conversations by adopting North Carolina's first standard, statewide definition of chronic absenteeism, consistent with guidance shared by the North Carolina Early Childhood Foundation and Attendance Works.

CRITICAL QUESTION

How can North Carolina capitalize on the momentum of the new standard statewide definition of chronic absence to focus more attention on chronic absence as a critical measure of school quality and student success?

RECOMMENDATIONS FOR NEXT STEPS

1. Leverage the momentum of the new standard statewide definition of chronic absenteeism to create a statewide public awareness campaign and support the local efforts of superintendents, communities, and school leaders to improve attendance.
2. Complete the Attendance Works state self-assessment with a broad group of stakeholders and with consideration of the questions posed in this brief, and encourage district leaders to examine their local attendance policies using the Attendance Works District Self-Assessment.
3. Publicly report annually on chronic absence data, disaggregated by LEA, grade level, race/ethnicity, income, and English-language learning status.
4. Implement policy, practice and capacity-building recommendations from the North Carolina Pathways to Grade-Level Reading Regular School Attendance Design Team.
5. Learn more about regular school attendance policies and practices in North Carolina at the district- and school-levels, including bright spots where school and community leaders have successfully addressed chronic absence.

North Carolina Pathways to Grade Level Reading Initiative

North Carolina Pathways to Grade Level Reading is creating partnerships among the state's early learning and education, public agency, policy, philanthropic and business leaders to define a common vision, shared measures of success and coordinated strategies that support children's optimal development beginning at birth. North Carolina state leaders—working with a Data Action Team composed of 30 experts from North Carolina's leading universities, research institutes, government agencies, and think tanks—identified shared birth-to-eight, whole-child measures of success to put children on a pathway to grade-level reading.

Learning Teams then determined how North Carolina was doing on those measures and recommended where to move to action first. Chronic absence was one of the areas recommended and approved by Pathways Partners—a group of stakeholders more than 150 strong who guide the initiative's work.

Design Teams are working during 2017-18 to create policy, practice, and capacity-building agendas to move North Carolina forward on the prioritized areas of focus. Design Teams will present their recommendations to the Pathways Partners in fall 2018.

Chronic Absence Rates, by Local Education Agency (LEA), Race/Ethnicity and Gender

LOCAL EDUCATION AGENCY	HISPANIC	AMERICAN INDIAN/ALASKA NATIVE	ASIAN	NATIVE HAWAIIAN/PACIFIC ISLANDER	BLACK	WHITE	MULTI-RACIAL	TOTAL MALE	TOTAL FEMALE	TOTAL CHRONIC STUDENT ABSENTEEISM
Alamance-Burlington	11%	10%	10%	9%	9%	13%	19%	19%	14%	13%
Alexander	7%	na	5%	**	**	9%	17%	17%	9%	8%
Alleghany	13%	**	**	na	na	<5%*	18%	18%	12%	13%
Anson	20%	40%	8%	na	na	16%	27%	27%	21%	16%
Ashe	5%	**	**	na	na	<5%*	17%	17%	9%	9%
Asheboro City	<5%*	**	18%	**	**	5%	12%	12%	5%	5%
Asheville City	16%	**	20%	43%	43%	17%	18%	18%	12%	13%
Avery	<5%*	**	<5%*	**	**	**	<5%*	<5%*	<5%*	<5%*
Beaufort	6%	**	40%	na	na	15%	16%	16%	15%	14%
Bertie	28%	**	<5%*	na	na	11%	30%	30%	14%	13%
Bladen	10%	28%	**	na	na	14%	29%	29%	18%	15%
Brunswick	9%	25%	5%	<5%*	<5%*	9%	17%	17%	14%	14%
Buncombe	8%	23%	8%	14%	14%	16%	12%	12%	12%	11%
Burke	<5%*	17%	<5%*	17%	17%	8%	8%	8%	8%	7%
Cabarrus	9%	8%	8%	5%	5%	9%	11%	11%	9%	8%
Caldwell	14%	**	20%	**	**	13%	16%	16%	14%	14%
Camden	8%	na	20%	**	**	9%	23%	23%	17%	16%
Carteret	12%	27%	21%	<5%*	<5%*	15%	19%	19%	16%	14%
Caswell	15%	**	**	na	na	14%	21%	21%	20%	16%
Catawba	7%	17%	<5%*	**	**	11%	15%	15%	12%	10%
Chapel Hill-Carrboro	7%	<5%*	6%	na	na	11%	9%	9%	7%	7%
Charlotte-Mecklenburg	<5%*	6%	<5%*	<5%*	<5%*	5%	5%	5%	<5%*	<5%*
Chatham	8%	<5%*	22%	**	**	10%	19%	19%	9%	9%
Cherokee	14%	42%	13%	na	na	13%	19%	19%	15%	13%
Clay	9%	**	**	na	na	**	20%	20%	13%	18%
Cleveland	8%	**	11%	**	**	6%	14%	14%	9%	9%
Clinton City	7%	17%	18%	na	na	10%	32%	32%	10%	10%
Columbus	16%	20%	**	**	**	14%	25%	25%	16%	16%
Craven	11%	15%	9%	7%	7%	11%	17%	17%	13%	11%
Cumberland	14%	21%	10%	15%	15%	11%	15%	15%	13%	12%
Currituck	13%	**	<5%*	na	na	<5%*	10%	10%	9%	6%
Dare	13%	**	12%	**	**	16%	23%	23%	16%	18%

LOCAL EDUCATION AGENCY	HISPANIC	AMERICAN INDIAN/ALASKA NATIVE	ASIAN	NATIVE HAWAIIAN/PACIFIC ISLANDER	BLACK	WHITE	MULTI-RACIAL	TOTAL MALE	TOTAL FEMALE	TOTAL CHRONIC STUDENT ABSENTEEISM
Davidson	8%	8%	5%	5%	<5%*	8%	8%	8%	8%	8%
Davie	12%	12%	<5%*	<5%*	**	8%	11%	13%	11%	11%
Duplin	11%	11%	17%	17%	**	14%	19%	29%	15%	15%
Durham	10%	10%	13%	13%	11%	14%	9%	15%	12%	11%
Edenton-Chowan	8%	8%	**	**	na	10%	11%	16%	12%	9%
Edgecombe	10%	10%	**	**	**	17%	26%	31%	21%	17%
Elizabeth City-Pasquotank	12%	12%	24%	24%	na	15%	20%	19%	17%	18%
Elkin City	<5%*	<5%*	**	**	na	16%	<5%*	9%	<5%*	<5%*
Franklin	7%	7%	8%	8%	**	9%	12%	18%	10%	11%
Gaston	7%	7%	7%	7%	22%	8%	13%	14%	11%	10%
Gates	40%	40%	na	na	na	13%	15%	25%	16%	15%
Graham	8%	8%	**	**	na	**	16%	**	17%	15%
Granville	6%	6%	5%	5%	**	9%	12%	16%	11%	9%
Greene	12%	12%	**	**	na	8%	13%	10%	9%	12%
Guilford	12%	12%	11%	11%	20%	14%	12%	15%	13%	13%
Halifax	11%	11%	**	**	**	18%	24%	24%	18%	16%
Harnett	11%	11%	16%	16%	15%	12%	15%	16%	14%	13%
Haywood	<5%*	<5%*	<5%*	<5%*	**	17%	10%	15%	9%	11%
Henderson	7%	7%	7%	7%	18%	10%	10%	15%	10%	10%
Hertford	6%	6%	18%	18%	**	15%	22%	42%	18%	15%
Hickory City	6%	6%	8%	8%	**	10%	9%	9%	9%	8%
Hoke	9%	9%	9%	9%	<5%*	10%	15%	13%	13%	12%
Hyde	6%	6%	na	na	na	6%	16%	20%	12%	12%
Iredell-Statesville	11%	11%	<5%*	<5%*	<5%*	12%	10%	19%	11%	10%
Jackson	12%	12%	5%	5%	**	10%	21%	21%	21%	19%
Johnston	<5%*	<5%*	<5%*	<5%*	<5%*	<5%*	<5%*	<5%*	<5%*	<5%*
Jones	12%	12%	**	**	na	14%	19%	24%	17%	16%
Kannapolis City	8%	8%	8%	8%	**	12%	13%	16%	11%	12%
Lee	6%	6%	<5%*	<5%*	na	9%	9%	13%	7%	9%
Lenoir	14%	14%	25%	25%	**	13%	17%	26%	16%	14%
Lexington City	9%	9%	13%	13%	**	8%	19%	17%	15%	10%
Lincoln	10%	10%	12%	12%	**	9%	11%	14%	11%	11%
Macon	6%	6%	<5%*	<5%*	**	24%	12%	5%	10%	11%
Madison	8%	8%	**	**	**	**	9%	<5%*	10%	8%

LOCAL EDUCATION AGENCY	HISPANIC	AMERICAN INDIAN/ ALASKA NATIVE	ASIAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	BLACK	WHITE	MULTI-RACIAL	TOTAL MALE	TOTAL FEMALE	TOTAL CHRONIC STUDENT ABSENTEEISM
Martin	16%	na	80%	na	17%	19%	29%	18%	20%	19%
McDowell	9%	<5%*	8%	**	14%	13%	11%	13%	12%	12%
Mitchell	7%	na	**	na	**	14%	13%	14%	13%	14%
Montgomery	7%	**	22%	**	9%	15%	23%	12%	12%	12%
Moore	11%	24%	13%	**	14%	16%	24%	16%	15%	15%
Mooresville	9%	**	<5%*	**	8%	7%	11%	7%	8%	7%
Mount Airy City	12%	**	<5%*	na	14%	16%	35%	14%	17%	15%
Nash-Rocky Mount	13%	13%	7%	<5%*	15%	17%	23%	17%	14%	15%
New Hanover	10%	33%	12%	40%	16%	11%	16%	13%	11%	12%
Newton Conover City	8%	na	<5%*	na	9%	11%	10%	9%	9%	9%
Northampton	24%	na	**	**	19%	23%	15%	24%	15%	20%
Onslow	13%	23%	9%	30%	10%	14%	13%	13%	13%	13%
Orange	9%	<5%*	14%	**	15%	10%	17%	11%	11%	11%
Pamlico	9%	**	**	na	10%	17%	14%	14%	15%	14%
Pender	11%	33%	21%	**	14%	18%	26%	16%	17%	17%
Perquimans	28%	**	**	na	16%	16%	11%	16%	16%	16%
Person	10%	<5%*	**	**	9%	8%	18%	9%	9%	9%
Pitt	7%	13%	<5%*	<5%*	10%	8%	13%	10%	8%	9%
Polk	10%	na	**	**	6%	8%	14%	8%	9%	9%
Randolph	8%	12%	13%	**	11%	13%	19%	12%	12%	12%
Richmond	6%	17%	<5%*	**	13%	14%	22%	13%	13%	13%
Roanoke Rapids	17%	**	6%	na	15%	14%	22%	13%	17%	15%
Robeson	10%	22%	11%	27%	16%	21%	22%	19%	18%	18%
Rockingham	10%	**	14%	**	10%	12%	14%	11%	12%	12%
Rowan-Salisbury	11%	9%	6%	13%	15%	14%	25%	15%	13%	14%
Rutherford	8%	<5%*	<5%*	**	9%	14%	16%	13%	13%	13%
Sampson	14%	26%	<5%*	**	14%	14%	21%	15%	14%	14%
Scotland	16%	27%	9%	**	12%	15%	19%	17%	15%	16%
Stanly	11%	25%	7%	20%	17%	12%	17%	14%	12%	13%
Stokes	24%	33%	<5%*	**	16%	16%	27%	17%	17%	17%
Surry	6%	**	13%	na	11%	12%	19%	10%	11%	11%
Swain	5%	28%	**	na	**	19%	19%	19%	22%	20%
Thomasville City	9%	**	**	**	10%	15%	13%	10%	11%	11%
Transylvania	13%	**	**	**	11%	13%	11%	13%	12%	13%

LOCAL EDUCATION AGENCY	HISPANIC	AMERICAN INDIAN/ALASKA NATIVE	ASIAN	NATIVE HAWAIIAN/PACIFIC ISLANDER	BLACK	WHITE	MULTI-RACIAL	TOTAL MALE	TOTAL FEMALE	TOTAL CHRONIC STUDENT ABSENTEEISM
Tyrrell	9%	**	**	**	<5%*	17%	<5%*	11%	7%	9%
Union	5%	18%	5%	25%	8%	7%	10%	7%	7%	7%
Vance	6%	**	<5%*	**	12%	16%	19%	13%	11%	12%
Wake	11%	16%	8%	10%	12%	8%	13%	10%	9%	10%
Warren	17%	11%	**	**	24%	24%	43%	25%	20%	23%
Washington	6%	**	**	na	<5%*	<5%*	12%	<5%*	<5%*	<5%*
Watauga	13%	**	23%	**	17%	14%	19%	15%	13%	14%
Wayne	14%	31%	10%	22%	19%	18%	17%	18%	17%	17%
Weldon City	**	na	na	na	13%	**	**	17%	11%	14%
Whiteville City	15%	**	**	na	10%	15%	15%	14%	11%	13%
Wilkes	7%	<5%*	6%	**	7%	7%	8%	8%	7%	7%
Wilson	7%	13%	14%	**	8%	9%	20%	9%	8%	9%
Winston Salem/Forsyth	12%	37%	9%	22%	17%	11%	17%	14%	13%	13%
Yadkin	<5%*	14%	<5%*	**	6%	8%	12%	7%	7%	7%
Yancey	8%	**	na	na	**	22%	59%	19%	22%	20%
NORTH CAROLINA	9%	21%	7%	13%	11%	11%	15%	11%	10%	11%

na = There are no children of this race/ethnicity enrolled in this school district.

* = Per DPI policy, in any group where the percentage of individuals is less than 5%, the values may not be displayed and the results are shown as <5%.

** = Per DPI policy, in any group where the number of enrolled students is less than 10, the percentage may not be displayed.

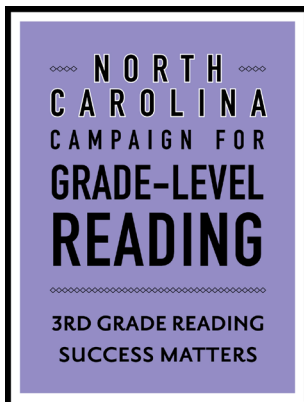
The North Carolina Campaign for Grade-Level Reading

Since 2015, NCECF has led the national Campaign for Grade-Level Reading (CGLR) in North Carolina. The Campaign is a collaborative effort by more than 390 communities across the country, including 3,900 local organizations and 450 state and local funders working to ensure that more children from low-income families succeed in school and graduate prepared for college, a career and active citizenship.

The CGLR recognizes that schools and families cannot succeed alone. When schools, families, non-profits, businesses, congregations, foundations and other members of a community are mobilized to remove barriers, expand opportunities, collaborate and align efforts under one vision, more children read on grade-level by the end of third grade.

The CGLR focuses on three solutions that give children the critical foundation needed to read on grade-level by the end of third grade—increasing school readiness, reducing chronic absence and stemming summer learning loss.

In North Carolina, 14 Campaign for Grade-Level Reading communities are working to ensure more children are reading on grade level by the end of third grade. Non-profit organizations, elected officials, faith and business leaders, schools and families are collaborating to increase school readiness, school attendance and support children's summer learning.



North Carolina Campaign Communities

Chatham Reads / Chatham County

Durham's Campaign for Grade-Level Reading

Early Literacy Coalition/Pitt County

Gaston County Early Literacy Collaborative

Growing Moore Readers / Moore County

Johnston County

Orange County Campaign for Grade-Level Reading

Read Charlotte / Mecklenburg County

READ Wayne / Wayne County

Ready for School, Ready for Life / Guilford County

Ready, Set, Read ROWAN! / Rowan County

Richmond County Early Literacy Committee

Twin Counties Read 2 Rise / Nash and Edgecombe Counties

WAKE Up and Read / Wake County



Advancing Student Success By Reducing Chronic Absence

We are grateful to the experts at Attendance Works for reviewing and commenting on this report. Attendance Works is a national and state initiative that promotes better policy, practice and research around school attendance. Visit www.attendanceworks.org for resources and services for schools, school districts and states, such as attendance data collection tools, webinars, messaging materials and toolkits.

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