



WE WILL
BECAUSE **WE CAN**

2026-2027

ATTENDANCE

PLAN



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Table of Contents

Every School Day Matters: The Foundation for Student Success	6
Why Attendance is Mission-Critical in DPSCD	7
The Cost of Not Showing Up: The Impact of Chronic Absenteeism	7
Removing Barriers, Restoring Access	10
McKinney-Vento Support: Stability Amid Instability	10
Transportation: Tackling Real and Perceived Barriers	11
Targeted Solutions: Tiered Support for Schools and Students	12
Tiered School Support: Matching Resources to Need	12
Tiered Student Support: Meeting Students Where They Are	13
Attendance-Based Student Retention and Failure (36-Day/18-Day Thresholds)	14
Attendance Agents & Family Engagement: Driving Attendance Together	14
Attendance Incentives: Celebrating Progress, Sparking Possibility	16
School-Wide Celebrations: Turning Recognition into Motivation	17
Student Attendance Ambassador Program	17
Bike-To-School Incentive Program	17
Perfect Attendance Pays Initiative	18
Shared Accountability Framework	19
District Accountability	19
School Accountability	20
Parent & Student Accountability	21
Attendance Reengagement and Escalation Process	21
Attendance Reengagement Process	22
3–6–9 Notification System	22
In School Suspension and its Role in Reducing Chronic Absenteeism	23
Building a Culture of Attendance	24
Attendance Agent & Family Conversations: From Compliance to Connection	24
Attendance Awareness & Communication Strategy	24
Teacher Engagement: The Most Trusted Voice	25
Student Voice & Leadership	26
Learning from Similar Districts	26
Leveraging National Partnerships	26
Conclusion: Every Student. Every Day. Together	27

References	28
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Attendance: Every School Day Matters

MISSION

We educate and empower every student, in every community, every day, to build a stronger Detroit.

VISION

All students will have the knowledge, skills and confidence necessary to thrive in our city, our nation, our world.



BLUEPRINT 2027

CORE VALUES

Students First

Make decisions that are in the best interest of students. Use every resource strategically so that we can meet students individual needs.

Excellence

Be relentless in your pursuit of greatness. Be bold and innovate. Learn from your mistakes. Hold yourself and others to high standards.

Integrity

Do the right thing, even when no one is looking. Be honest. Be trustworthy. Be accountable.

Equity

Diversity is an asset that makes us stronger. Advocate for the needs of others. Ensure that all members of our community have access to the tools and resources they need to be successful.

Service

Listen. Empathize. Respond. Own problems and help to solve them.

Tenacity

Embrace hard work and persevere in the face of challenges. Follow through on your commitments and strive to do your best, no matter what.

**Students Rise.
We All Rise.**

Goal 1: Improve Attendance



- Access to Physical and Mental Healthcare
- Resources for Families
- Connected Community
- Expectations and Outreach

Goal 2: Push to Higher Levels of Proficiency



- Leadership Development
- Primary Instruction
- Anti-Racist Pedagogy
- Diverse Learner Support
- Learning Progressions for Required Staff Competencies

Goal 3: Graduate Future-Ready Students



- Social Emotional Learning
- New Diploma Paths and High School Day
- Success Rates on College and Career Ready Courses
- Tailored Data and Information

Goal 4: Assure Sustainability and Continued Progress



- Equitable Funding
- Balanced Budget
- Fully Staffed and Engaged Teams
- Professional Culture
- Clear Succession Management
- 21st Century Facilities

Every School Day Matters: The Foundation for Student Success

In Detroit Public Schools Community District (DPSCD), every student matters, and every day of learning counts. Our schools thrive when our students are present. Attendance is not just a metric; it is a mirror reflecting our students' access, engagement, and future potential. We cannot unlock the full promise of our curriculum, interventions, enrichment programs, or wellness supports unless students are in school consistently and ready to learn.

Research is clear: students who attend school regularly perform better academically, are more likely to build lasting skills, and graduate on time. DPSCD students who miss 18 or fewer days of school are 3-5 times more likely to be on grade level in literacy and math and/or college ready on the SAT. But for our students, the stakes are even higher. Chronic absenteeism disrupts opportunity and widens equity gaps that already impact many of our families.

We believe improving attendance is not just a school-based responsibility; it is a Districtwide and citywide mission that calls for a bold, collaborative, and community-centered response. Our Board's questions rightly challenge us to dig deeper: How do we support families beyond robo-calls and letters? How do we re-engage all students, celebrate progress, and truly listen to those furthest from school? How do we move from compliance to connection?

This plan outlines the District's multi-layered, data-informed, and wholistic strategy to reduce chronic absenteeism and ensure every student is seen, supported, and inspired to show up. From peer mentors to parent ambassadors, from after-school programs to real-time family outreach, our approach is grounded in care, connection, and collective responsibility.

Because when students are present, potential becomes progress. And when our schools are full, our future is bright.

^ **Goal 1: Improve Attendance**



By 2027, Achieve:

- 90% Average Daily Attendance
- 43% Chronic Absenteeism
- 66% Family Favorability

Tactics:

- Access to Physical and Mental Healthcare:** Strengthen partnerships with local healthcare providers to offer on-site physical and mental health services, including the Health Hubs
- Resources for Families:** Expand the services and use of Family Resource Centers to meet basic needs and address barriers to attendance
- Connected Community:** Continue to expand participation in community engagement structures such as listening sessions, councils (faith-based, alumni, multilingual, School Advisory), Parent-Teacher Associations, and Board community events
- Expectations and Outreach:** Increase attendance expectations and outreach to remove barriers to attendance

Why Attendance is Mission-Critical in DPSCD

National studies reinforce what we see in our classrooms every day:

1. **Stronger Academic Outcomes** – Students with consistent attendance perform significantly better on standardized tests and earn higher grades, particularly in math and reading. Chronic absences create instructional gaps that are difficult to recover from, especially in subjects that build sequentially (Attendance Works & FutureEd, 2023).
2. **Foundational Skill-Building** – Regular attendance in early elementary school is critical for developing literacy and numeracy skills. A 2023 report by the National Student Support Accelerator at Stanford University found that chronic absenteeism in grades K–2 is intricately linked to long-term academic underperformance, particularly among students from underserved communities.
3. **Increased Graduation Rates** – Ninth-grade attendance remains the strongest predictor of on-time high school graduation. Recent analysis by the University of Chicago Consortium (2023) confirmed that attendance is more predictive than test scores, GPA, or discipline history, reinforcing the need to monitor attendance early and often.

The District's data demonstrates a direct, measurable connection between school attendance and academic achievement for DPSCD students. Across every tested subject and grade band, students who attend school more consistently are significantly more likely to meet growth targets and demonstrate proficiency on state assessments. Even modest improvements in attendance can yield meaningful academic gains.

The Cost of Not Showing Up: The Impact of Chronic Absenteeism

DPSCD's core mission, to educate and empower every student, in every classroom, cannot be fulfilled every day if students are not present. Student attendance is the foundation upon which all District priorities are built, including academic achievement, access to services, college and career readiness, and overall well-being. While curriculum, effective instruction, and supportive interventions are critical, they only work when students are in class.

Chronic absenteeism remains one of the most significant barriers to student achievement and long-term well-being. Defined as missing 10% or more of enrolled school days for any reason, including excused, unexcused, or disciplinary absences, it disrupts learning continuity, weakens school engagement, and compounds educational inequities. According to Attendance Works and the Brookings Institution (2024), students who are chronically absent are more likely to fall behind academically, experience reduced high school graduation rates and face diminished postsecondary and career outcomes. Moreover, chronic absenteeism has been linked to broader consequences such as lower lifetime earnings and poorer health outcomes. Even the most effective instruction cannot close gaps when students are not present to learn.

National Research Confirms the Consequences

- **Academic Failure:** Chronically absent students, those missing 10% or more of school days, are over 50% less likely to score proficient on state tests. The impact is greatest in early reading and

middle school math, where consistent attendance is essential for mastering foundational skills (Attendance Works & FutureEd, 2023).

- **Early Dropout Signals:** Chronic absenteeism in middle and high school is a strong predictor of dropping out. Research by Johns Hopkins University shows that absenteeism beginning as early as 6th grade—along with course failures and behavior concerns—can reliably forecast whether a student will graduate on time.
- **Persistence of Gaps:** Students chronically absent in grades 8–12 are over seven times more likely to drop out (Annenberg Institute, 2023). 8th-grade attendance is also a stronger predictor of 9th-grade success than test scores (University of Chicago Consortium, 2023), highlighting the urgent need for early and consistent attendance interventions.

Local Data Paints a Stark Picture, But Also Shows Promise

Chronic absenteeism remains a national crisis. According to a 2024 report by *Attendance Works* and *Johns Hopkins University's Everyone Graduates Center*, chronic absenteeism in the 2022–23 school year continued at alarmingly high levels, with more than 26% of students nationwide, approximately 13 million children, missing 10% or more of the school year. This figure is still double pre-pandemic rates. In Detroit Public Schools Community District (DPSCD), the challenge remains even more severe, with over 60% of students chronically absent in five of the past seven years, according to Michigan's MiSchoolData (2024). While DPSCD has made progress in the past two years, addressing chronic absenteeism requires sustained investment in trusted relationships, equitable wraparound supports, and a whole-community approach that keeps every student connected to school, every day.

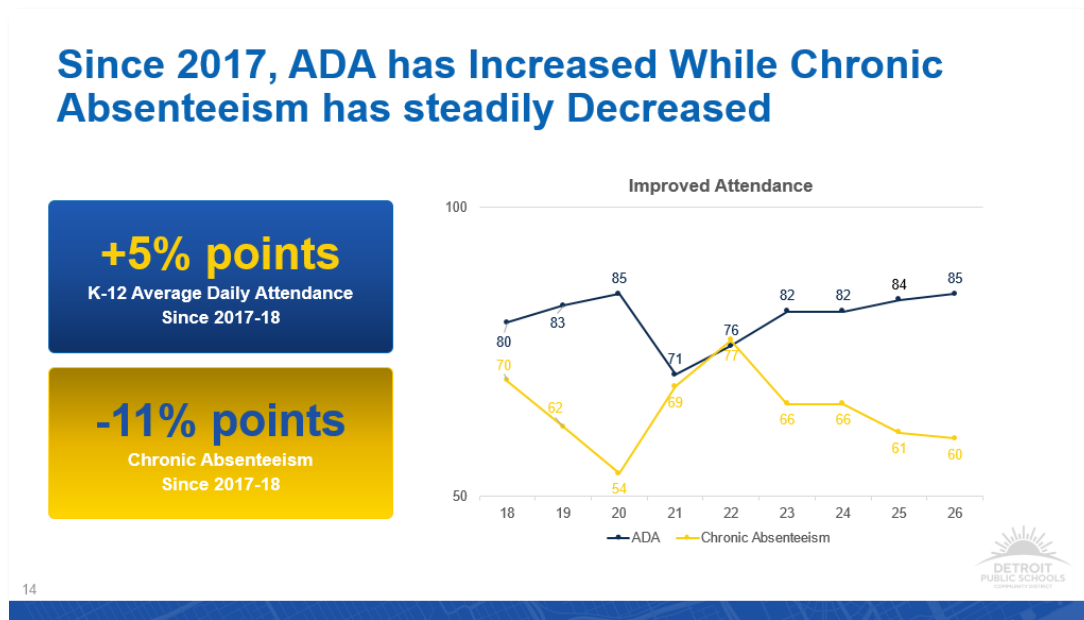
Frequent absenteeism continues to be linked to serious academic, economic, and health consequences. The *Brookings Institution* (2023) affirms that chronic absence is associated with lower grades, weaker social-emotional development, reduced graduation rates, lower adult earnings, and even decreased life expectancy. While effective teaching remains critical to student success, even the most skilled educators cannot reach students who are not in class. The widely used definition of chronic absenteeism, missing 10% or more of enrolled school days for any reason, including excused absences and suspensions, remains the standard across federal and state accountability systems.

Absenteeism in middle and high school remains a powerful early warning indicator of dropout risk. Research from the *Everyone Graduates Center at Johns Hopkins University* (2023) confirms that chronic absenteeism as early as 6th grade significantly increases the likelihood of high school dropout. Alongside low grades in core subjects and frequent suspensions, attendance is one of the “ABC” predictors (Attendance, Behavior, Course performance) of disengagement. A 2023 report by the *Annenberg Institute at Brown University* further revealed that students who are chronically absent in any year from 8th to 12th grade are over 7 times more likely to drop out than their regularly attending peers.

The *University of Chicago Consortium on School Research* (2023) also reaffirmed that 8th-grade attendance is a stronger predictor of 9th-grade academic success and retention than standardized test scores. These studies underscore the urgent need for schools and Districts to monitor attendance data beginning in the middle grades, as chronic absenteeism not only impacts test performance in reading and math but also places students on a path toward academic disengagement and early exit from the educational pipeline.

Chronic absenteeism remained a significant challenge during the 2025-26 school year, despite continued improvement across Michigan. Statewide, 27.2% of students were chronically absent, while Average Daily Attendance increased to 91.5%, reflecting continued progress in student attendance. Economically disadvantaged students continue to experience greater attendance challenges, reinforcing the need to address barriers such as transportation, housing instability, health, and family needs.

In DPSCD, 2025-26 District data showed 84.4% Average Daily Attendance and 60.0% chronic absenteeism. These outcomes reinforce the need for a comprehensive approach centered on prevention, early intervention, student and family engagement, accurate data, targeted support, and removing barriers that prevent students from attending school consistently. However, current trends provide hope. The District has seen steady improvements over time.

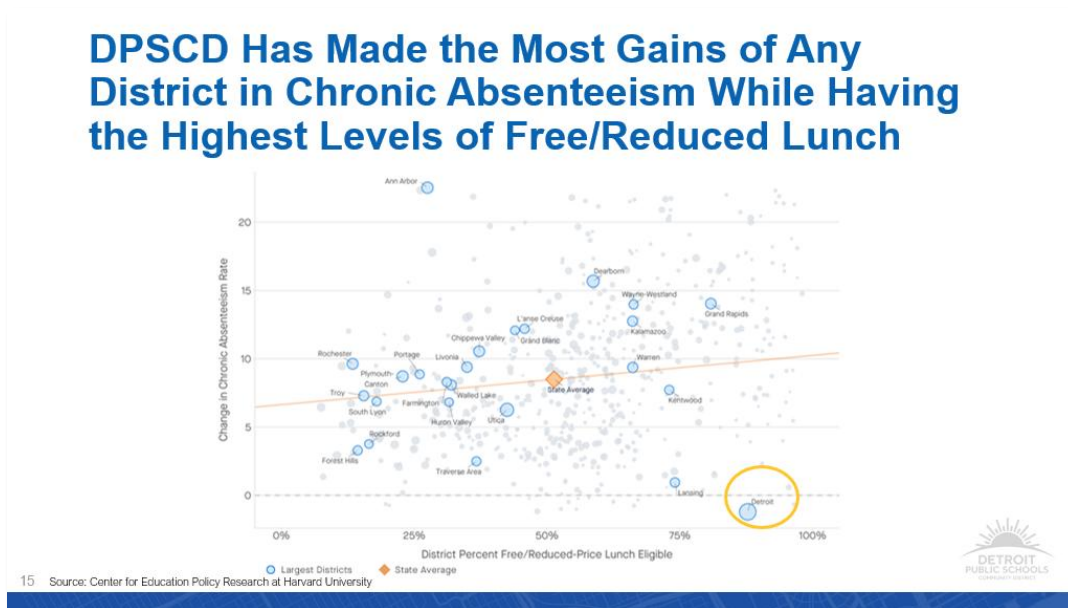


Chronically Absenteeism Rates for Michigan and Detroit Public Schools Community District (2018/19-2025/2026).

SY	Total Students	Chronically Absent Count	Not Chronically Absent Count	Chronically Absent Percent	Not Chronically Absent Percent	Attendance Rate (All Students)	Attendance Rate (Chronically Absent)	Attendance Rate (Not Chronically Absent)
18/19	54,406	33,808	20,598	62.1%	37.9	83.12%	75.6%	94.6%
19/20	53,666	29,047	24,619	54.1%	45.9%	85.22%	76.1%	95.2%
20/21	51,233	15,599	35,634	30.5%	69.6%	89.55%	67.6%	98.1%
21/22	51,495	39,511	11,984	76.7%	23.3%	75.93%	69.9%	94.4%
22/23	50,972	33,697	17,275	66.1%	33.9%	81.84%	75.0%	94.4%
23/24	51,853	34,102	17,751	65.8%	34.2%	81.80%	74.8%	94.4%
24/25	52,375	31,913	20,462	60.9%	39.1%	83.57%	76.0%	94.6%
25/26	52,407	31,435	20,972	60.0%	40.3%	84.43%	76.9%	94.9%

SY	State	District
18/19	19.7%	62.1%
19/20	20.4%	54.1%
20/21	19.9%	30.5%
21/22	38.5%	76.7%
22/23	30.8%	66.1%
23/24	29.5%	65.8%
24/25	27.9%	60.9%
25/26	27.2%	60.0%

Source: [MI School Data](#)



Removing Barriers, Restoring Access

In DPSCD, we recognize that students cannot learn if their basic needs are unmet. Many of our most persistent attendance challenges are rooted in systemic barriers, unstable housing, food insecurity, transportation gaps, and lack of access to clean clothing or health care. These are not just external hardships; they are direct obstacles to educational access and daily attendance. In response, the District is expanding and coordinating services that meet families where they are, through school-based laundry access, Health Hubs, the McKinney-Vento program, and partnerships that wrap students in care. This section outlines how we are addressing these real-world needs so that every student can come to school with dignity, stability, and support.

McKinney-Vento Support: Stability Amid Instability

DPSCD has seen a steady and significant reduction in chronic absenteeism rates for students identified under the McKinney-Vento Homeless Assistance Act. While enrollment in this subgroup has more than

doubled from 1,804 students in 2019/20 to 4,803 in 2025/26, chronic absenteeism has declined from 86.9% to 72.8%, a reduction of over 14 percentage points. DPSCD continues to strengthen targeted transportation supports, including individualized transportation for eligible McKinney-Vento students helping reduce transportation barriers and provide greater stability in accessing school consistently.

This progress reflects the District's strategic investment of resources and targeted interventions designed to address the unique barriers faced by students experiencing homelessness, including:

- **Specific Persons of Contact:** Each school designates a trained liaison who works directly with families, ensuring immediate enrollment, school stability, transportation coordination, and connection to critical support.
- **Integrated Support Services:** Collaboration with the Office of Homeless and Foster Care, Family Resource Gateway, and community-based partners to meet basic needs such as food, clothing, hygiene products, and emergency housing referrals.
- **Transportation:** Provision of District arranged bus routes for eligible students and emergency transportation solutions to maintain daily attendance.
- **Data-Driven:** Ongoing review of attendance data with efforts to identify interventions needed.

While the reduction in chronic absenteeism among the McKinney-Vento students is promising, DPSCD will continue to seek the need for continued cross-sector collaboration. A Lenhoff and Singer (2024) note in *Rethinking Chronic Absenteeism*, systemic barriers such as housing instability, poverty, and transportation cannot be solved by schools alone – sustained partnerships with city agencies, nonprofits, and policymakers are essential to lasting change.

To streamline support and improve coordination, refer all McKinney-Vento-eligible students via the [Family Resource Gateway](#) or directly to the [Office of Homeless and Foster Care](#) (Phone: 313-748-6383 | Email: ohfc@detroitk12.org). Awareness training on McKinney-Vento protections is embedded into District-wide professional development and onboarding for all school teams.

Transportation: Tackling Real and Perceived Barriers

Transportation continues to be cited by families as a reason for chronic absence. While internal data often shows that transportation is not the predominant barrier, DPSCD acknowledges the perspective and has addressed it with communication and solutions.

Current Supports:

- Free DDOT ridership for all students with a student ID
- Bus service for students who live 0.75+ miles from their neighborhood school
- Partnerships with rideshare companies through grants
- High School Yellow Bus Initiative
- McKinney-Vento individualized student transportation
- ESE individualized student transportation based on IEP

By elevating transportation as part of our attendance messaging and policy planning, DPSCD is committed to addressing both the reality and perception of this barrier.

Targeted Solutions: Tiered Support for Schools and Students

As Lenhoff and Singer argue in *Rethinking Chronic Absenteeism: Why Schools Can't Solve It Alone* (2023), efforts to reduce absenteeism must begin with a clear recognition that attendance is shaped by forces well beyond the classroom. In Detroit, where students face some of the most severe structural barriers in the nation, including housing instability, unreliable transportation, health disparities, and unsafe neighborhoods, chronic absenteeism is less a measure of student engagement and more a mirror of community conditions. Their research demonstrates that absences are not merely personal choices or parenting failures, but often predictable outcomes of systemic disinvestment and poverty. Despite this reality, schools and Districts like DPSCD, are held solely accountable for attendance outcomes.

To move the needle, the District must expand its strategy beyond school walls. DPSCD's revised Attendance Plan embraces the call for cross-sector collaboration by engaging public agencies, community partners, and policymakers to confront the root causes of absenteeism. As Lenhoff and Singer emphasize, schools alone cannot fix what society has broken. Detroit's chronic absenteeism crisis requires a citywide commitment to shared responsibility and structural solutions—because only together can we build the conditions students need to show up and thrive.

“Students in Detroit face some of the most severe environmental barriers to attendance in the country—barriers that school staff cannot remove on their own. Housing insecurity, unreliable transportation, community violence, and mental and physical health challenges are common across neighborhoods. These challenges are not evenly distributed but fall hardest on communities experiencing systemic racism and generational poverty. Despite this, the education accountability system places the burden of solving absenteeism solely on schools, ignoring the broader policy and service delivery failures that contribute to the problem.” (Lenhoff & Singer, 2023, Rethinking Chronic Absenteeism)

Most challenged cities ranked for each structural barrier

Percentage of Adults with Asthma (%)		Violent Crime per 1,000 People		Unemployment Rate (%)		Poverty Rate (%)	
1. Detroit	14.00	1. Detroit	19.90	1. Detroit	19.80	1. Detroit	37.90
2. Baltimore	12.30	2. Milwaukee	14.85	2. Philadelphia	11.30	2. Fresno	28.40
3. Louisville	12.30	3. Baltimore	13.39	3. Fresno	11.10	3. Milwaukee	27.40
4. Philadelphia	11.60	4. Indianapolis	12.55	4. Baltimore	10.00	4. Philadelphia	25.80
5. Boston	11.40	5. Washington, D.C.	11.85	5. Chicago	9.90	5. Tucson	24.10

Racial Segregation Index for Greater Metro Area		Average Monthly Temperature (°F)		Residential Vacancy Rate (%)		Population Change (%), 1970-2010	
1. Milwaukee	69.42	1. Denver	46.48	1. Detroit	27.00	1. Detroit	-52.86
2. Detroit	68.42	2. Milwaukee	46.67	2. Baltimore	18.00	2. Baltimore	-31.45
3. New York	63.66	3. Detroit	49.03	3. Chicago	14.00	3. Philadelphia	-21.69
4. Chicago	62.57	4. Chicago	49.56	4. Houston	13.00	4. Washington, D.C.	-20.46
5. Philadelphia	61.56	5. Boston	50.42	5. Indianapolis	13.00	5. Chicago	-19.94

Source Singer, Cook, Lenhoff, & Pogodzinski, 2019, page12

Tiered School Support: Matching Resources to Need

Not every school faces the same barriers to attendance, and so our support must be responsive, not one-size-fits-all. In alignment with our core value of *Responsible Stewardship*, DPSCD deploys Attendance Agents and support based on real-time data and school context. Schools with the highest raw number of

chronically absent students, particularly our Neighborhood K-8s and large comprehensive high schools, are prioritized for full-time agent placement.

To ensure equity and scalability, we also retain a centralized team of Attendance Agents who rotate support for schools and provide interventions where needs emerge mid-year. This model is continuously evaluated using chronic absenteeism trends, school feedback, and agent performance dashboards. As part of our response to Board questions, we are now incorporating:

- School-level absenteeism heatmaps to guide agent placement
- Attendance agent evaluation tool
- Ongoing agent training in empathy-based outreach and family communication
- Bonuses for Attendance Agents

Tiered Student Support: Meeting Students Where They Are

Every student's journey is different. DPSCD's tiered support framework ensures that interventions are responsive, culturally relevant, and designed with student and family input. Here is our support structure:

Tier 1: Universal Engagement

Available to all students to promote a culture of attendance.

- School-wide attendance campaigns, assemblies, and monthly recognitions
- Classroom-level engagement, including warm welcomes, peer shout-outs, and goal setting
- Positive reinforcement, such as school swag, student shoutouts, or reward raffles
- District-wide campaigns (e.g., Attendance Awareness Month, "Everyday Matters" Weeks)

Tier 2: Targeted Support

For students who show signs of attendance risk (3–9 unexcused absences).

- Small group circles, led by counselors or deans, focused on habits, belonging, and transitions
- Regular adult check-ins, from trained attendance agents and City Year mentors
- Family outreach with student-specific data, resources, and follow-up
- Middle school-specific interventions, including SEL groups, morning meetups, and team-based incentives

Tier 3: Intensive Intervention

For students with chronic absenteeism (10%+ days missed) or serious barriers.

- Individual Attendance Intervention Plans created collaboratively with the student, family, and school team (CLT, social worker, agent, and community partner)
- Direct home visits and re-engagement campaigns using empathy-based interviews and student ambassadors
- Wraparound coordination with DHHS Pathways to Potential, Wayne County resources, Health Hubs, and behavioral health providers
- Incentive tiering: personalized rewards including school supplies, event access, and high-impact items like bicycles (for top improvers or perfect attendance)

Attendance-Based Student Retention and Failure (36-Day/18-Day Thresholds)

DPSCD has implemented a robust policy linking chronic absenteeism to academic consequences to ensure instructional fairness and accountability. Any student who misses 36 or more school days (elementary or middle school) or 18 or more days/course periods per semester (high school) is subject to retention or course failure. These absences include both excused and unexcused days.

Each case is reviewed by a school-based Retention Committee, which evaluates academic performance, attendance history, legitimate extenuating circumstances (e.g., illness, homelessness, or death in the family), and the student's progress on an attendance improvement plan. Additional considerations include academic benchmark data, summer school participation, student age, and recommendations for neighborhood school transfers if access is a persistent barrier.

For students recommended for promotion or credit despite exceeding absence thresholds, the principal must provide justification and assign a grade of D if mastery is demonstrated. Where appropriate, retention or course failure letters will be issued, and DPSCD's Student Information System (SIS) will reflect the outcome following established guidance.

Summary of Consequences by School Level

Grade Band	Absence Threshold	Consequence	Key Requirements
Elementary (K–5)	36+ full-day absences	Promotion at risk	Retention Committee review, benchmark data, attendance plan, summer school
Middle School (6–8)	36+ full-day or course absences	Promotion/course passage at risk	Must show mastery or meet extenuating circumstances
High School (9–12)	18+ course periods per semester	Course failure	Must pass final exam (C or better) or show mastery; otherwise, credit is denied

Attendance Agents & Family Engagement: Driving Attendance Together

Attendance Agent Support: Capacity, Coaching, and Connection

Attendance Agents play a critical role in fostering a culture where every student feels connected, supported, and encouraged to attend school consistently. Through relationship-building, early intervention, and collaboration, Attendance Agents serve as proactive leaders who work to prevent chronic absenteeism before it occurs. The District is committed to building the capacity of Attendance Agents through ongoing professional learning, coaching, collaboration, and data-driven practices that strengthen their ability to engage families, remove barriers, and improve student outcomes.

To ensure every agent is positioned for success, DPSCD has enhanced both expectations and supports:

- Ongoing Professional Learning: Agents participate in monthly professional development focused on family engagement, motivational interviewing, trauma-informed practices, and analyzing attendance trends. This year, sessions are aligned to Board priorities such as empathy-based outreach, community partnership coordination, and middle school re-engagement.

- **Performance Accountability:** A new dashboard tracks agent outreach activity, impact on chronic absenteeism, and family feedback. Site leaders receive quarterly reports to support coaching and recognition.
- **Central Office & Rotational Support:** While high-need schools receive full-time agents, others are served by a mobile Central Office team that provides targeted intervention and support based on chronic absenteeism spikes.
- **Strategic Resource Use:** Agents are trained to refer and follow up through the Family Resource Gateway and connect families with Health Hubs, school-based support teams, and city resources.

Family Support: Listening First, Supporting Consistently

Family engagement is not just a priority; it's a prevention strategy. DPSCD recognizes that many barriers to attendance are rooted in larger systemic challenges, including housing instability, health issues, transportation gaps, or mental health needs. That's why DPSCD has expanded its wraparound approach to engage and support families more directly and with greater dignity:

Key Strategies for Stronger Family Engagement:

1. **Regular, Personalized Communication:** Families receive text messages, phone calls, and home visits tied to their child's attendance patterns, not just generic alerts.
2. **Attendance-Focused Conversations:** Attendance is now a standing item in parent-teacher conferences, not just academic reviews.
3. **Parent Attendance Ambassadors:** Selected parents at each school help connect disengaged families with resources, lead peer-to-peer outreach, and elevate the voices of those in need.
4. **Listening Sessions & Surveys:** Bi-annual feedback loops, translated into multiple languages, allow DPSCD to hear directly from families about what's working and where barriers persist.
5. **Community-Facing Events:** Resource fairs, food distributions, and family nights at schools build trust and give families direct access to services and school staff in a welcoming environment.

Parent Outreach Coordinators: Strengthening Family Engagement to Improve Attendance

Parent Outreach Coordinators play a vital role in strengthening the connection between schools, families, and community resources to improve student attendance. By building trusting relationships with families, identifying barriers to attendance, and connecting parents with available support, They serve as key partners in the District's efforts to reduce chronic absenteeism and promote student success. Beginning in the 2026–2027 school year, Parent Outreach Coordinators will assume an expanded role in attendance improvement efforts through specialized training, increased collaboration with Attendance Agents, and proactive family outreach. This enhanced approach will ensure families receive timely support and access to resources that address barriers to regular school attendance.

Building Family Capacity

DPSCD recognizes that improving attendance requires strong partnerships with families. By expanding the role of Parent Outreach Coordinators and strengthening their knowledge of community resources, the District will increase its capacity to provide coordinated, family-centered support that improve attendance, strengthen school-family relationships, and promote long-term student success.

Expanded Tools for Families

- **Family Resource Gateway:** A live referral tool accessible to staff, community partners, and families to request help with school uniforms, eviction, housing, legal aid, behavioral health, food support, and more. Responses are tracked and followed by school teams and Central Office.
- **Health Hubs (Now 10 Across the City):** Each hub is staffed with a full-time navigator, medical/behavioral providers, and a family supply center. They provide:
 - Physical exams, immunizations, and urgent care
 - Mental health and trauma counseling
 - Oral health and hygiene
 - Connections to food, clothing, hygiene kits, and more

Health Hub Teams 2026/27

Health Hub & F.A.C.E. Dept. Contacts	Health Hub Navigators
Craig DeLeon – Administrator craig.deleon@detroitk12.org Japari Gadzama – Asst. Director Japari.gadzama@detroitk12.org Latonya Owens – Supervisor latonya.owens@detroitk12.org F.A.C.E. Dr. Jessica Hodj – Program Supervisor jessica.hodj@detroitk12.org Michelle Parker – Ex. Director michelle.parker@detroitk12.org	Jerrica Mickens – Central jerrica.mickens@detroitk12.org 313-866-0377 Kendal Jefferson – EEVPA kendal.jefferson@detroitk12.org 313-922-5452 Lawrence Summey III – MLK Jr Lawrence.summey@detroitk12.org 313-262-9014 Sonja Hunter - Osborn sonja.hunter@detroitk12.org 313-367-0737 Estephany Angulo Nava – Western estephany.angulonava@detroitk12.org 313-659-3433 Teresa Villa Angel – Western 313-659-3443 Rebecca Spencer – Denby rebecca.spencer@detroitk12.org 313-512-7801 Paris McGhee – Marygrove paris.mcgee@detroitk12.org 313-870-3613 Rubie Phillips - Mumford rubie.phillips@detroitk12.org 313-347-8854 Kristina Maxwell – Southeastern kristina.maxwell@detroitk12.org 313-449-4658 Jayla Harris – Henry Ford jayla.harris@detroitk12.org 313-494-3084



Attendance Incentives: Celebrating Progress, Sparking Possibility

Improving attendance is not just about addressing barriers; it's also about building momentum, creating joy, and celebrating the effort it takes to show up every day. Recognizing students, families, and staff for their commitment to attendance helps reinforce positive habits and cultivates a stronger sense of belonging. In DPSCD, we're reimagining how we celebrate progress by pairing research-based incentives with student-centered celebrations, family engagement, and a new platform for school-led innovation. This approach ensures that motivation is not only consistent, but also culturally relevant, community-driven, and aligned to the values of each school.

DPSCD launched a comprehensive incentive framework in 2024–25 that recognized students, families, and staff as partners in attendance improvement. Grounded in research from Hanover and NELS, the following initiatives aim to build school connectedness while using positive reinforcement to shift habits.

School-Wide Celebrations: Turning Recognition into Motivation

Celebrating attendance success, large or small, is a key strategy for building a culture of showing up. DPSCD encourages all schools to host regular assemblies and announcements that:

- Recognize student achievement (perfect and improved attendance)
- Foster community and belonging through student-led performances, team-based competitions, and peer shout-outs
- Educate students on how attendance impacts learning, graduation, and opportunities beyond high school
- Normalize conversations around attendance barriers (e.g., mental health, family stress, bullying) through guest speakers, school counselors, or student ambassadors

Attendance recognition is a required component of all attendance improvement efforts. Schools will implement attendance celebrations and recognition activities that promote positive attendance behaviors, strengthen student engagement, and reinforce the importance of daily attendance. Schools are expected to document these activities and share successful practices for District recognition and replication.

Student Attendance Ambassador Program

The Student Attendance Ambassador Program empowers students to serve as peer leaders who promote a positive culture of attendance across their schools. Through a competitive application and interview process, ambassadors are selected based on their leadership potential, commitment to the District's values, and desire to positively influence their peers.

Student Attendance Ambassadors will:

- Promote the importance of daily attendance and on-time arrival.
- Lead school attendance campaigns and awareness initiatives.
- Create student-led attendance messaging through announcements, videos, and social media.
- Welcome and encourage students returning from extended absences.
- Provide student voice and feedback on attendance barriers and potential solutions.
- Serve as positive role models who inspire their peers to make attendance a priority.

Student Attendance Ambassadors will receive leadership development opportunities that strengthen communication, advocacy, teamwork, and civic engagement while reinforcing attendance as a shared responsibility and a key factor in student success.

Bike-To-School Incentive Program

The Bike-to-School Incentive Program is a pilot initiative designed to reduce chronic absenteeism and increase student engagement by addressing transportation barriers, one of the most frequently cited reasons students miss school. Each school will receive 25 bicycles (50 total), along with helmets and locks, for eligible students. Bike racks will be installed at each participating school to provide secure storage, and students will receive free bicycle maintenance through a partnership with a local bike shop. The program is designed to recognize students who have demonstrated improved attendance while removing transportation barriers impacting daily attendance.

Program Implementation

1. Participating Schools: Cody High School and Osborn High School.
2. Bicycles: Each school will receive 25 bicycles (50 in total), a helmet and lock for each student.
3. Student Selection: Schools will identify eligible students, giving priority to those who were chronically absent in the previous school year but have demonstrated improved attendance. Additional considerations include transportation needs, positive behavior, and family engagement.
4. Distribution: Bicycles will be distributed during the Fall Count Day window.
5. Student Commitment: Prior to receiving a bicycle, students will complete bike safety training and sign a Commitment Card outlining expectations for regular school attendance, responsible bicycle care, and program participation.
6. Attendance Monitoring: Attendance Agents will conduct weekly check-ins with participating students to monitor attendance, bicycle usage, and overall program progress.
7. Peer Support: Students will be organized into four teams to encourage one another and earn team-based incentives for consistent attendance.
8. Program Expectations: To remain in good standing, students must maintain satisfactory attendance by missing no more than five days of school during the program.
9. Additional Supports: Students in need will receive coats and gloves to ensure safe and comfortable travel during colder weather.
10. Program Evaluation & Sustainability: The District will evaluate the program's impact on attendance, chronic absenteeism, and student engagement while conducting cost-benefit analysis to determine its effectiveness and inform future expansions.

Perfect Attendance Pays Initiative

The Perfect Attendance Pays initiative is a key component of DPSCD's comprehensive attendance strategy, designed to improve student attendance through positive reinforcement. Eligible high school students in grades 9–12 may earn a \$100 weekly incentive by meeting established attendance criteria. Building on the success of the high school program, eligible middle school students in grades 6–8 will begin participating this school year, with the opportunity for their parents to earn a \$50 weekly incentive during a 10-week cycle.

By recognizing and rewarding students for consistent attendance, the District aims to reduce chronic absenteeism, strengthen student engagement, and reinforce the importance of attending school every day. The program has produced measurable improvements in attendance and continues to inform the District's expansion of evidence-based attendance initiatives.

Key Impacts & Outcomes

- **Overall Attendance Improved**: The program continued to demonstrate a positive impact on student attendance. Chronic absenteeism among high school students declined by 4.7 percentage points to 52.2%, building on the 5.4 percentage point reduction achieved during the program's first year.
- **Significant Student Participation**: 85.2% (12,559 students) of eligible high school students earned the incentive at least once, reflecting a substantial increase in participation from the previous year.
- **Demonstrated Impact**: District analysis found that high school students participating in the program were nearly twice as likely to achieve perfect attendance compared to middle school students who

were not eligible for the incentive, providing strong evidence that the program positively influenced attendance.

- **Most Effective for At-Risk Students:** The program had the greatest impact on students identified as "Chronically Absent: Recovery Possible," with 87.2% of these students earning the incentive, demonstrating the effectiveness of positive reinforcement before attendance patterns become more severe.
- **Expanded Equity and Access:** Program modifications including the adjustment from bi-weekly incentive payment to weekly payment, increased participation across all student groups and narrowed participation gaps among English Learners, students with disabilities, neighborhood schools, and grade levels.

Shared Accountability Framework

While celebration and support are essential to improving attendance, consistent and transparent accountability ensures that the work is sustainable. DPSCD's attendance plan includes clear expectations and consequences for students, families, and staff, balanced with fairness and empathy. Research confirms that when students know attendance is monitored and valued, they are more likely to take ownership of their behavior. Likewise, when staff are supported and held accountable for their role in the attendance ecosystem, schoolwide outcomes improve.

Creating a culture of attendance requires more than individual effort, it requires shared accountability. DPSCD's Shared Accountability Framework defines the roles and responsibilities of District leadership, schools, staff, students, and families to ensure consistent attendance practices, early intervention, and a coordinated approach to improving student attendance and reducing chronic absenteeism.

District Accountability

To ensure consistent implementation across the District, Central Office will routinely monitor school attendance practices and key operational indicators, including attendance submission compliance, blank attendance, padded enrollment, chronic absenteeism, intervention implementation, and data quality. Schools that do not meet district expectations will receive targeted coaching, technical assistance, and ongoing monitoring. When deficiencies persist, District leadership will work with school administrators to develop action plans and strengthen schoolwide attendance systems to meet District goals.

District Responsibilities

- Establish and communicate districtwide attendance policies, procedures, and expectations.
- Monitor school attendance performance through key indicators, including Average Daily Attendance (ADA), chronic absenteeism, attendance submission compliance, blank attendance, padded enrollment, and data quality.
- Provide schools with timely attendance data, dashboards, and reports to support data-informed decision-making and intervention planning.

School Accountability

School teams are expected to establish and maintain comprehensive attendance systems that promote accurate reporting, timely intervention, and continuous monitoring of student attendance. Schools will implement clearly defined attendance procedures and expectations for all staff, ensure attendance is recorded accurately and on time each instructional day, and routinely monitor blank attendance and padded enrollment reports to maintain the integrity of attendance data. Through consistent collaboration, schools will foster a culture in which attendance is recognized as a shared responsibility among all.

Administrator Responsibilities

- Create and share school attendance and substitute attendance protocol
- Identify a clerical as the SIS Lead responsible for managing attendance data
- Ensure substitutes have access to the sub attendance portal
- Review attendance data weekly to identify students at risk of chronic absenteeism
- Implement timely attendance interventions to address attendance concerns
- Conduct regular attendance meetings to review student support and progress
- Monitor and evaluate the effectiveness of attendance interventions adjusting strategies as needed

Attendance Agent Responsibilities

- Monitor attendance data daily to identify early warning signs and intervene before students are chronically absent.
- Build meaningful relationships with students and families that foster trust and a sense of belonging.
- Conduct proactive outreach to students and families through phone calls, home visits, attendance conferences, and other engagement strategies.
- Identify barriers to attendance and connect families with appropriate school, District, and community resources.
- Collaborate with school administrators, counselors, social workers, Parent Outreach Coordinators, FACE staff, and community partners to coordinate attendance interventions and student support.
- Maintain accurate and timely documentation of attendance interventions, family contacts, home visits, and case management activities.

Teacher Responsibilities

- Accurately record attendance in PowerSchool for every class period each instructional day.
- Review and correct attendance records within ten (10) school days when updates are warranted.
- Communicate with parents/guardians regarding recurring attendance concerns.
- Notify appropriate school personnel (e.g., Attendance Agent, counselor, or administrator) when attendance patterns indicate a student may be at risk of chronic absenteeism.
- Support a positive culture of attendance by encouraging punctuality, recognizing consistent attendance, and reinforcing the importance of daily classroom participation.

Parent Outreach Coordinator Responsibilities

- Conduct family outreach and engagement through phone calls, texts, email, canvassing, and other communication methods.

- Connect parents and families to District resources, including enrollment assistance, responding to family inquiries, identifying needs, and escalating concerns when additional support is required.
- Support parent leadership and organizations, including PTO/PTA activities, parent meetings, elections, training, and leadership development.
- Support FACE programs and Districtwide initiatives, including Parent Academy, Parent Teacher Home Visits, Title I family engagement, volunteer initiatives, workshops, and events.
- Build strong school, family, and community relationships by working with parents, school staff, community organizations, and faith-based partners while supporting outreach and engagement activities throughout the District.

Parent & Student Accountability

Michigan law requires students aged 6 to 16 to attend school regularly. In DPSCD, Attendance Agents work closely with schools to identify chronically absent students and escalate cases when early interventions are unsuccessful. Wayne County courts support these efforts by offering structured accountability measures and coordinating with schools to connect families to resources, court oversight is a last resort. The priority is re-engaging students through support rather than punishment.

Parents/Guardians Responsibilities

- Ensure their child attends school every day and arrives on time.
- Notify the school when an absence is necessary and provide documentation when applicable.
- Maintain current contact information with the school.
- Communicate with school staff regarding attendance concerns or barriers.
- Participate in attendance meetings, conferences, and intervention planning when requested.
- Partner with the school to support improved attendance and reinforce daily attendance.

Student Responsibilities

- Attend school every instructional day and arrive on time.
- Be prepared to actively participate in learning.
- Communicate with a trusted adult or school staff member when experiencing barriers to attendance.
- Take ownership of their attendance and contribute to a positive school culture where Every School Day Matters.

Attendance Reengagement and Escalation Process

Michigan law requires all school-age children to attend school regularly. When a student's attendance becomes a significant concern despite repeated school-based interventions, DPSCD implements a structured attendance reengagement process designed to identify barriers, provide additional supports, and improve attendance before legal action is considered.

Attendance Reengagement Process

When a student continues to demonstrate excessive absenteeism after multiple outreach attempts by the school and Attendance Agent, the case may be referred to the District's Central Office Attendance Team for additional intervention.

The Central Office Attendance Team

- Review the student's attendance history and previous intervention efforts.
- Contact the family to discuss attendance concerns and identify barriers.
- Coordinate an Attendance Reengagement Team Meeting with the student and family.

Attendance Reengagement Team

- Central Office Attendance Team Members
- Family and Community Engagement (FACE) Designee
- School Counselor and/or Social Worker
- School Attendance Agent

During the meeting, the Attendance Reengagement Team will review the student's attendance history, identify barriers contributing to chronic absenteeism, and connect the family with appropriate school and community resources. The team will collaboratively develop an individualized attendance improvement plan, establish measurable attendance goals, and review the expectations outlined in the Attendance Commitment Letter, which will be signed by the student and parent/guardian to demonstrate their commitment to improving attendance.

Diversion Program Referral

If the student does not make satisfactory progress toward the agreed-upon attendance goals after participating in the Attendance Reengagement process, the District may recommend participation in the Wayne County Prosecutor's Diversion Program. The Diversion Program provides families with an opportunity to improve attendance through a structured, supportive intervention designed to resolve attendance concerns before formal court action becomes necessary.

Participation in the Diversion Program is voluntary, and families may choose not to participate.

Escalation to Court Intervention

If a family declines participation in the Diversion Program or attendance concerns continue without improvement, the District may pursue additional legal remedies, including the filing of a JC01 truancy petition through the appropriate court. Continued noncompliance with Michigan's Compulsory Attendance Law may result in further legal proceedings.

3–6–9 Notification System

DPSCD uses a structured notification process for students with three (3) or more absences. The process is progressive. The 3–6–9 Attendance Notification Process is DPSCD's early intervention framework designed to identify and address attendance concerns before they become chronic. The process provides a structured sequence of family outreach and support, ensuring timely communication, barrier identification,

and intervention as absences increase. Each step builds upon the previous one, reinforcing the District's commitment to partnering with families to improve student attendance.

- **Day 3:** School staff initiate contact with the parent/guardian through a phone call, text message, email, or other approved communication to discuss the student's attendance.
- **Day 6:** The Attendance Agent conducts additional outreach, which may include a formal attendance notification letter, home visit, or attendance conference to identify barriers and connect the family with appropriate support.
- **Day 9:** If attendance concerns persist, the school schedules a parent conference and/or issues a formal legal notification outlining compulsory attendance requirements and the next steps in the attendance intervention process.

Schools are responsible for documenting all outreach efforts, interventions, and outcomes in PowerSchool or the District's designated attendance management system to ensure accountability and continuity of support.

In School Suspension and its Role in Reducing Chronic Absenteeism

Traditional out-of-school practices have long been associated with increased absenteeism and disengagement, particularly for students at risk. DPSCD is shifting toward a more restorative, student centered approach through strategic use of In-School-Suspension (ISS). This model keeps students in the school environment, maintaining their access to instruction, resources, and relationships that are essential for academic success and positive behavior change. Key strategies include:

- **Leveraging Public Safety Officers as Mentors:** In select schools, Public Safety Officers are embedded in ISS rooms to maintain safety and structure while building relational capacity with students. Officers engage students in goal setting, conflict resolution discussions, and reflective activities to address root causes of misbehavior.
- **Integrated Social-Emotional Supports:** ISS spaces are designed to be more than just holding areas. Schools are creating multi-purpose rooms where students can meet with the social worker, or counselor to address trauma, emotional regulation, or other personal challenges that often contribute to attendance issues.
- **Academic Continuity:** Students in ISS are provided with classwork and, when possible, direct support from staff to ensure they do not fall behind academically. This helps prevent academic frustration that can further impact chronic absenteeism.
- **Restorative Practices:** ISS sessions incorporate restorative circles, peer mediation, and skill building activities that aim to repair harm, strengthen relationships, and reduce the likelihood of repeat infractions.
- **Use short-term classroom removal as a restorative strategy** when students are experiencing persistent challenges in a particular class, ensuring they continue to receive instruction while school staff work with the student and teacher to address concerns and support a successful return to the classroom.

By replacing OSS with a restorative ISS approach, students remain connected to school, reducing the number of days missed due to exclusionary discipline. When exclusion is minimized and students receive

targeted emotional, academic, and behavioral support, attendance rates and students' sense of belonging are positively impacted. DPSCD's model ensures that disciplinary interventions are also attendance interventions, making ISS a proactive tool in meeting the Districts Sprint Goal of reducing chronic absenteeism to 43% by 2027.

Building a Culture of Attendance

Reducing chronic absenteeism is not a job for schools alone; it requires a unified, citywide commitment. DPSCD's updated Attendance Plan centers on conversation and activism as tools for engagement, healing, and cultural change. Students, families, teachers, and community members must not only understand the definition and impact of chronic absenteeism but also see themselves as part of the solution. This requires layered, culturally relevant communication strategies and authentic opportunities for voice, trust-building, and shared ownership.

Attendance Agent & Family Conversations: From Compliance to Connection

Attendance Agents are more than attendance monitors, they are relationship builders, problem-solvers, and advocates who connect students and families with the resources needed to support consistent school attendance.

Attendance Agents are trained to lead conversations that:

- Emphasize care, support, and relationship-building rather than blame.
- Explain the academic, social, and long-term impact of chronic absenteeism.
- Connect families with resources such as Health Hubs, the Family Resource Gateway, McKinney-Vento services, transportation assistance, and community-based supports.
- Develop Attendance Success Plans and provide ongoing follow-up to ensure families receive timely information, appropriate resources, and clear next steps.

Agents engage families through phone calls, home visits, emails, attendance conferences, and school-based meetings, recognizing that strong relationships are the foundation of improved attendance. To strengthen the effectiveness of Attendance Agents, the District provides comprehensive professional learning and a support framework that includes ongoing training in restorative practices, trauma-informed engagement, attendance data analysis, family partnership strategies, and community course navigation.

To ensure consistency across the District, Attendance Agents will operate under standardized practices that define clear expectations for daily, weekly and monthly responsibilities, intervention protocols, family engagement, data monitoring, and collaboration with school leadership.

Attendance Awareness & Communication Strategy

Creating a culture of attendance requires consistent, positive, and purposeful communication. Through the Every School Day Matters campaign, DPSCD will promote regular school attendance by delivering clear, consistent messaging across schools, families, and the broader community. The District's communication strategy is designed to raise awareness, celebrate progress, reinforce attendance expectations, and empower students and families to view attendance as a shared responsibility.

School-Based Communication

Schools are expected to integrate attendance messaging into routine communications and school activities to ensure attendance remains a visible and ongoing priority. Attendance updates and recognition should be incorporated into:

- Weekly announcements or Monday Messages
- Monthly newsletters and robocalls
- Parent-Teacher Association (PTA) and School Advisory Council (SAC) meetings
- School websites and social media platforms
- Public displays of attendance data, goals, and celebrations

Schools are encouraged to utilize the Michigan Family Engagement Framework and NAFSCE communication resources to strengthen family engagement and promote effective attendance messaging.

District & Community Awareness

The Every School Day Matters campaign extends beyond the classroom by promoting attendance through coordinated messaging across the District and throughout the community. Communications will emphasize:

- Positive, affirming messages that encourage attendance through support rather than shame.
- Clear and actionable attendance goals for students and families.
- Trusted voices, including teachers, principals, students, and community leaders.
- The academic, social, emotional, and long-term benefits of regular school attendance.

To broaden awareness, DPSCD will partner with community organizations and local businesses to share attendance messaging through neighborhood gathering spaces, faith-based organizations, businesses, social media, community events, and other trusted locations. Promotional materials, including posters, yard signs, digital media, and family pledge cards, will reinforce a districtwide culture where Every School Day Matters.

Teacher Engagement: The Most Trusted Voice

Teachers are among the most influential voices in a student's educational journey. According to national research and family feedback, teachers are the most trusted messengers for reinforcing the importance of regular school attendance. DPSCD will equip teachers with the tools and resources needed to integrate meaningful attendance conversations into their daily interactions with students and families. Key strategies include:

- Weekly student check-ins to identify attendance-related barriers early
- Celebrating success (e.g., shoutouts, class wins, milestone recognition)
- Future-forward framing, tying daily attendance to long-term goals

Listening, not solving, and then referring concerns via the Family Resource Gateway, where Health Hub Navigators and District partners take the lead in connecting services

Student Voice & Leadership

Listening to students is essential. In 2024–25, DPSCD began hosting quarterly student focus groups across grade bands (K–2, 3–5, 6–8, and 9–12). These sessions included students across the attendance spectrum, from severely chronically absent to perfect attendance, and explored:

- What's helping or hindering their attendance
- Feedback on incentive design and school climate
- Recommendations for student-led solutions
- Schools will use this to tailor support plans and refine messaging to meet students where they are

Learning from Similar Districts

Reducing chronic absenteeism requires continuous learning, innovation, and a willingness to adopt proven practices. DPSCD is committed to studying attendance strategies implemented by districts across the country that serve student populations with similar demographics and challenges. By examining successful models, evaluating emerging research, and collaborating with education leaders nationwide, the District will identify promising practices that can strengthen local attendance efforts and improve student outcomes.

As part of this commitment, the Central Office Attendance Team will routinely review attendance initiatives implemented in other districts, assess their effectiveness, and determine opportunities for local adaptation. Lessons learned will inform future attendance strategies, professional learning, policy development, and districtwide initiatives to ensure DPSCD remains at the forefront of attendance improvement.

Key Focus Areas

- Identify and study attendance initiatives implemented by peer urban school districts.
- Evaluate evidence-based practices that demonstrate measurable improvements in attendance.
- Share promising practices with Attendance Agents, school leaders, and District staff through ongoing professional learning.
- Pilot innovative attendance strategies when appropriate and evaluate their effectiveness before expanding implementation.
- Continuously refine the District's Attendance Plan using research, data, and lessons learned from successful districts across the country.

Leveraging National Partnerships

To strengthen the District's attendance strategy, DPSCD will engage with national experts and organizations focused on reducing chronic absenteeism and improving student engagement. Through these collaborations, the District will leverage evidence-based practices, professional learning, technical assistance, and implementation resources to strengthen attendance systems, build staff capacity, and advance continuous improvement. The Central Office Attendance Team will identify and implement strategies aligned with District priorities to enhance student and family engagement and improve attendance outcomes.

Through these partnerships, DPSCD will:

- Provide professional learning and coaching to strengthen the knowledge and capacity of Attendance Agents, school leaders, and attendance teams.
- Leverage evidence-based tools and resources to enhance attendance interventions, family engagement, and student re-engagement strategies.
- Review district attendance data and implementation practices to identify opportunities for continuous improvement and strengthen systemwide attendance efforts.
- Implement proven strategies and promising practices that align with District priorities and support improved attendance outcomes.
- Collaborate with national attendance experts to refine policies, strengthen prevention efforts, and build sustainable attendance systems across the District.

Conclusion: Every Student. Every Day. Together.

Improving student attendance is one of the most important investments we can make in student success. Every day a student is present represents an opportunity to learn, build meaningful relationships, access critical support, and move closer to graduation. While chronic absenteeism is a complex challenge, it can be reduced through early intervention, strong school systems, meaningful family engagement, and coordinated community partnerships.

This Attendance guide provides the framework for a consistent, proactive, and data-informed approach to attendance across Detroit Public Schools Community District. By establishing clear expectations, strengthening accountability, building staff capacity, and expanding partnerships with families, community organizations, and city leaders, we are creating a culture where attendance is valued, celebrated, and supported.

Success will require the collective commitment of every stakeholder, District leaders, school administrators, teachers, Attendance Agents, Parent Outreach Coordinators, students, families, and community partners. Together, we will continue to remove barriers, celebrate progress, and ensure every student has the opportunity to thrive.

When every student shows up, every school grows stronger, and every community benefits. Together, we will ensure that every school day matters.

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