Important Dates to Remember:

November 3rd: New Attendance Dashboard Webinar—look for your evite!

November 12th/13th: Report Card Pick-up Day, take the opportunity to register parents/guardians for Parent Portal

November 24th/25th: Pre-Thanksgiving Break—Plan “can’t miss” activities to keep students engaged at school; ensure robust instruction/exams so students do not start the Thanksgiving Break early.

Celebrating our Wins!

! As a whole, the District attendance rate is **trending higher** than it was last year at the 7th week.

! Almost all Networks have a **higher** attendance rate than last year at this time.

! Check & Connect, an evidence-based student engagement intervention program, provides monitoring, mentoring and case management support to high-risk students. Preliminary findings from the first cohort suggest that Check & Connect **reduced transfers out** of CPS by 49%, **reduced suspension days** by 34%, and increased 7th/8th grade attendance by an additional 2 weeks in the 2nd year.

Best Practice Sharing:

**Be strategic about graduation plans:**

When planning for graduation, make sure you are scheduling venues and events closest to the last day of school. In the past, schools were held harmless for attendance after graduation. Now every day a child misses counts against their unadjusted attendance rate shared with the state.

Last year with all the snow, schools held graduation almost 10 days before the last day of school because they scheduled them so early.

**Set clear parameters for students and families around participation in celebrations:**

Network 6’s Ogden International used “Green Light to Graduation” to maintain motivation to the end of the year for their seniors. The administration instituted a "dashboard" style approach for each student and had them self-monitor all of the important items to graduate; FAFSA completion, attendance, behavior, tardies, etc. Students who were "green lighted" were given the opportunity to participate in various end-of-year and end-of-high-school functions. It took proactive planning but resulted in a 9.3% reduction in chronic truancy. The same concept can be applied to other grade levels.

Resources:

- Did schools receive their monthly attendance report and priority group deep dive? Data files are available in all Network folders
- Use Correcting an IMPACT Dashboard Unverified Out-of-District Transfer DQI Error instruction form included
- Use the DNA page on Dashboard to investigate students who did not arrive to school; https://dashboard.cps.edu/Dashboard/portalHome.jsp
- Check out the new Attendance Page on Dashboard; https://dashboard.cps.edu/Dashboard/portalHome.jsp

Please reach out with questions, suggestions, and items to share; ZAMohammed@cps.edu. Thank you for being such great collaborative partners!
Correcting an IMPACT Dashboard Unverified Out-of-District Transfer DQI Error

What is an Unverified Out-of-District Transfer?
An Unverified Out-of-District Transfer is an enrolled K-12 student that is transferred from a CPS traditional, contract or charter school to a non-CPS school (withdrawal code 32-non-CPS school in Chicago; 33-public or private school outside the city of Chicago; and 34-a residential institution anywhere). That transfer has not been verified by the sending CPS school due to missing information in the student’s IMPACT SIM enrollment record, thus generating an IMPACT Dashboard data quality index “DQI” error.

Why is this Relevant to a School?
Besides ensuring a transferring student is actually enrolled and receiving instruction, an out-of-district transfer that is not verified by the end of the school year **counts as a dropout** against the sending school.

How Can You Prevent Errors?
To facilitate any necessary post-withdrawal communication with the parent, a transferring school should obtain new parent contact phone numbers, new home address and new school name and location (if known), prior to issuing the parent/guardian a school transfer and ISBE transfer (to non-CPS schools in Illinois).

It is not uncommon for a student to transfer to a non-CPS school, not attend that school, and then return to the sending CPS school. The sending CPS school must call all parent/guardian contact numbers to ascertain the enrollment status of the transferred student. Avoid waiting for the transfer-to school to request the student’s records.

Ensure that the student is issued an ISBE transfer if transferring to a school in Illinois. No Illinois public school district is required to admit a new student unless they can produce this form from the student’s previous Illinois school district. Generate the “CPS_ISBE Transfer” via IMPACT SIM (status clerk role).

A school should review its DQI’s at least once weekly. Longer review periods result in schools forgetting to verify transfers or contact information being dated and useless.

What Steps Should be Taken to Correct Errors?
Attempt to determine the student’s whereabouts. Follow the "Lost Child/Unable to Locate process" by taking the three actions listed below. If the student’s whereabouts cannot be determined, the student is designated a “Lost Child/Unable to Locate”; the school completes a “Lost Child-Unable to Locate Report” and changes the withdrawal (codes 32, 33 and 34) to a code 86 as of the same day as the transfer. This action removes the DQI error.

Phone all known contact numbers (including the transfer-to school). If the guardian is reached via a phone call:

- And the parent/guardian **knows** the whereabouts of the student, the child **cannot** be designated a "lost child".
- If the parent/guardian **does not know** the whereabouts of the student, the student can be designated a "lost child" after the school’s receipt of a Police “Missing Person” Report.

Make a home visit to the last known address if the parent **cannot** be reached via a phone call. If the parent/guardian is contacted during the home visit:

- And **knows** the child’s whereabouts, the child cannot be designated a "lost child".
- If the parent/guardian **does not know** the whereabouts of the student, the student can be designated a “lost child” after receipt of a Police “Missing Person” Report.

While conducting a home visit, if the address is invalid (wrong/non-existing address), the student can be designated a "lost child”. Otherwise, the school shall mail the parent/guardian a certified letter. If the certified letter is returned to the school or the parent does not contact the school, the student can be designated a "lost child".

If the student is enrolled in the transfer-to school, a staff person with the status clerk IMPACT system “role” assignment must enter the following information into the student’s IMPACT SIM transfer record content fields:

- “Receiving School (name)”
- “Date Records Requested”
- “Type of Records Sent”
- “Date Records Sent”
- “Last modified by” (name of verifier).

This action removes the IMPACT Dashboard DQI error.