**Resources**

<http://www.americaspromise.org/sites/default/files/d8/2016-10/DCTD%20Final%20Full_0.pdf>

<https://tcf.org/assets/downloads/Concentration_of_Poverty_in_the_New_Millennium.pdf>

[http://solaris.techlab360.org/sites/default/files/document\_library/NYC-Chronic-Absenteeism-Impact-Report%20(1).pdf](http://solaris.techlab360.org/sites/default/files/document_library/NYC-Chronic-Absenteeism-Impact-Report%20%281%29.pdf)

<http://www.kappanonline.org/absenteeism-school-matters/>

<http://www.attendanceworks.org/tools/schools/principals/>

Kearney, C. A., & Graczyk, P.(2014). Response to Intervention model to promote school attendance and decrease school absenteeism. *Child and Youth Care Forum, 43,* 1-25.

 Note: For this paper the authors conducted a literature review to identify research on practices that have been found to have positive effects on school attendance. They then organized these practices according to their usage as appropriate universal practices (Tier 1), targeted practices (Tier 2), and intensive practices (Tier 3).

U.S. Department of Education. (2016, September). Non-regulatory guidance: Using evidence to strengthen education investments. Washington, D.C. Available online at:

 <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf>

 Note: This 12-page paper includes a description of ESSA’s four levels of evidence and provides an example of a process SEAs, LEAs, schools and others can use to help them choose and implement appropriate evidence-based interventions to improve school attendance. The five-step process includes: identifying local needs, selecting relevant evidence-based interventions, planning for implementation, implementing, and evaluating the effectiveness of the intervention within their setting.