HIGH SCHOOL ATTENDANCE DATA 2025-2026

***2025-2026 total high school population = 4,274**

CHRONIC ABSENTEEISM

(missing 10% or more of total school days, including both excused and unexcused absences - 18+ days for the full school year)

2018-2019	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
623 15.2%	1,698 33.9%	1,274 25.5%	1,076 23.7%	1,269 29.1%	1,047 24.5%

HABITUAL TRUANCY

(missing all or part of 5 or more school days in a semester without an excuse)

	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
SEMESTER 1	1,407 34.0%	1,260 30.5%	1,229 30.5%	1,570 34.5%	1,110 25.3%	989 23.1%
SEMESTER 2	1,475 36.0%	1,098 26.9%	1,408 35.5%	1,974 43.8%	1,476 33.8%	1,280 29.9%

CHRONIC ABSENTEEISM BREAKDOWN

	2023-2024	2024-2025	2025-2026
18+ days	1,076 (23.7%)	1,269 (29.1%)	1,047 (24.5%)
50+ days	293 (6.5%)	240 (5.5%)	188 (4.4%)
100+ days	67 (1.5%)	39 (0.9%)	33 (0.8%)

HIGH SCHOOL STUDENTS WHO MET *BOTH* CHRONIC ABSENTEEISM AND HABITUAL TRUANCY THRESHOLDS

	% of students	# of students
2023-2024	20.3%	921
2024-2025	18.5%	866
2025-2026	15.0%	643

HIGH SCHOOL DEMOGRAPHIC DATA 2025-2026

POPULATION (% of total population)	CHRONIC ABSENTEEISM (1,047 students)	HABITUAL TRUANCY S2 (1,280 students)
American Indian or Alaska Native (0.5%)	9 (0.9%)	9 (0.7%)
Asian (12.4%)	95 (9.1%)	159 (12.4%)
Black or African American (5.6%)	105 (10.0%)	143 (11.2%)
Hispanic/Latino (13.8%)	211 (20.2%)	271 (21.2%)
Two or more races (7.7%)	97 (9.3%)	107 (8.4%)
White (59.7%)	528 (50.4%)	590 (46.1%)
Special Education (17.1%)	228 (21.8%)	280 (21.9%)
English Language Learner (12.1%)	121 (11.6%)	202 (15.8%)
Free/Reduced Meals Eligible (44.4%)	597 (57.0%)	735 (57.4%)
McKinney Vento (Homeless/ Unaccompanied Youth)	287 (27.4%)	245 (19.1%)
9th grade	208 (19.9%)	305 (23.8%)
10th grade	237 (22.6%)	338 (26.4%)
11th grade	277 (26.5%)	336 (26.3%)
12th grade	325 (31.0%)	301 (23.5%)
Female	548 (52.3%)	574 (44.8%)
Male	499 (47.7%)	706 (55.2%)

RANDOM SAMPLE OF HIGH SCHOOL STUDENTS

During the 2024-2025 school year, 866 high school students met the threshold for both chronic absenteeism and habitual truancy. A random sample of 265 students was selected from this list. During the 2025-2026 school year, 59 students (22.3%) did not meet either threshold in either semester one or two. An additional 106 students (40.0%) demonstrated some improvement. Only 100 students (37.7%) continued to meet both thresholds in both semesters of 2025–2026, indicating that 62.3% of students improved their attendance outcomes.

NON-ATTENDING HIGH SCHOOL STUDENTS 2025-2026

***10 of the 25 students were seniors during the 2025-2026 school year**

	END OF SEMESTER 1	END OF SEMESTER 2
Unenrolled for virtual school or home-based education	**0**	**7**
Age 18 - dropped out	**4**	**5**
Age 18 - did not graduate at the end of senior year	**0**	**3**
Graduated (through alternative pathway)	**0**	**1**
Transferred to an alternative program within the district	**0**	**3**
Referred to the county for truancy	**6**	**2**
Working with the county due to delinquency or prior truancy referral	**5**	**3**
Issued a truancy citation	**1**	**0**
Other (alternative plan, IEP, etc.)	**9**	**1**

ATTENDANCE INTERVENTION DATA 2025-2026

INTERVENTION	NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO INCREASED ATTENDANCE RATE AS A RESULT OF INTERVENTION
Incentives	340	293 (86.2%)
Check & Connect	26	13 (50.0%)
Attendance Education Lessons (Middle School)	96	50 (52.1%)
Attendance Education Lessons (High School)	615	308 (50.1%)
County Truancy Referrals 25-26	84	20 (23.8%) (*13 unenrolled from AASD)
County Truancy Referrals 24-25	97	30 (30.9%) - end of 24-25 38 (39.2%) - end of 25-26 (*21 unenrolled from AASD)
Truancy Citations	1	N/A

SUMMARY OF 10/1/25 RESOLUTION ITEMS:

Develop and enforce a policy of internal supports and tools which will be uniformly applied to all students with truancy and chronic absenteeism issues:

The Appleton Area School District uses a tiered approach to address attendance concerns at all grade levels. This information was previously shared with both this committee and the full Common Council last year. Last fall, our Board of Education attendance policy was revised to clarify the process the district follows when considering a truancy citation. Earlier this month, we also completed a comprehensive revision of the attendance policy.

Ensure said policy will include enforcement of this truancy ordinance to be used as a final measure should other supports be unsuccessful with a student:

The Board of Education policy clearly outlines the conditions that must be met before a truancy citation may be considered. These include:

- The student has met the legal definition of truancy
- The student is chronically absent from school
- Multiple family contacts have been attempted and documented
- Intervention efforts have not improved attendance, or the student is unwilling to participate in interventions
- The student is not on pace to graduate due to absences, and
- The student is failing one or more courses

In addition, the district has established a procedural checklist that must be completed and submitted to the School Resource Officer when a truancy citation is being considered. This checklist documents student and family contacts, interventions offered and attempted, academic information, and attendance data. It should be noted that the School Resource Officer makes the final decision on whether or not to issue a citation.

Provide evidence of the supports that the district has offered to students with attendance issues before any court dispositions for truancy are levied upon a student:

These include but are not limited to:

- **Number of truancy citations issued in the past semester**
    - One truancy citation has been issued during the 25-26 school year
- **Number of truancy citations from prior semesters eventually expunged due to student compliance (include semester original citation was issued for each expunged instance)**
    - None.

- **Number of truancy citation convictions from previous semesters (including the dispositions that were applied)**
    - None
- **Updated absentee and truancy rate numbers for the previous semester**
    - Semester 1 chronic absenteeism and habitual truancy data for the 2025–2026 school year were provided to the committee on January 28. In addition, Quarter 3 chronic absenteeism and habitual truancy data were shared with the committee on May 13. Semester 2 chronic absenteeism and habitual truancy data for the 2025-2026 school year is being shared with the committee on June 24.
- **Data should be provided in alignment with DPI reporting: for example: grade level, school, race/ethnicity, gender, disability status, economic status, EL status**
    - This information was shared with the committee on March 25 and will be shared again on June 24. Due to confidentiality requirements, demographic data cannot be publicly shared if the population size is too small.
- **Track the counseling, supervised work program, and community service organizations utilized by students and compile a list of average costs**
    - This is not applicable at this time, as no students have been ordered to participate in these services and no related costs have been incurred.
- **Provide evidence of policy and applicable data per the recommendations of the 2018 Truancy Court Report including, but not limited to:**
    - **Orientation/guidance for judges involved in truancy matters including suggestions for a reasonable number of community service hours and education programs not including summer school**
        - This is not applicable at this time, as no judges are currently hearing truancy cases. Any student receiving a truancy citation would proceed through the Court Commissioner process.
    - **Maintain a community truancy task force which works collaboratively to meet the interests of the District, the courts, families, and students and reports to the school board**
        - An “Attendance Improvement Work Group” is currently being established. A timeline for the start of this work group was not included in the resolution. The first meeting is scheduled for September 30, and the group will meet seven times throughout the school year. We wanted to ensure broad representation, including school staff, community members, parents and guardians, and students. We also wanted to provide meeting dates well in advance so participants could commit to attending consistently throughout the year. An open invitation to participate was shared with AASD families and the broader community in May. Further communications about opportunities to participate were shared again on social media in June.

    - **Continue to survey comparable school districts in Wisconsin to improve internal processes and report to the school board**
        - The district contacted comparable districts and shared findings with both the Board of Education and the Common Council last fall. We continue to collaborate with other districts regarding attendance practices. Increasingly, however, other districts are reaching out to learn more about the work AASD is doing related to attendance improvement. Most other surrounding school districts use truancy citations as their initial intervention, rather than as a last resort. In May, we did a survey of nine Wisconsin districts with similar student populations. Eight districts responded with information on their internal processes, which was shared with our Board of Education in early June.
- **Provide data for any case where the judiciary exceeds suggestions**
    - This is not applicable, as there has been no judicial involvement.
- **Create a general contact email for parents or students dealing with attendance issues to seek help**
    - Direct contact information for both district attendance coordinators has been available on the district website since October. A general attendance email account would route directly to those coordinators, which is why the district chose to provide their individual email addresses and phone extensions.
- **Create student and family survey and vehicle for anonymous feedback that reports to the board**
    - Student survey results were shared with the committee on May 13. This survey was specific to high school attendance education lessons. A global attendance survey will be administered to all high school students at the beginning of the next school year. The Appleton Area School District surveys families each spring. We are happy to administer an attendance-specific survey, provided the committee provides further direction on what information should be included. Finally, earlier this month, a feedback form was added to the AASD website, allowing anonymous feedback to be shared directly with both the attendance coordinators and the Board of Education.