



ROSEVILLE AREA SCHOOLS

Attendance and Interventions

May 12, 2026

MISSION *Excellence, Innovation & Equity in All We Do*

Each learner experiences a sense of belonging and a joy of learning, is inspired and prepared to reach their potential, and contributes to our communities.

VISION

**EQUITY
VISION**

Roseville Area Schools is committed to ensuring an equitable and respectful learning environment for every student, family, and staff member regardless of race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, age, and physical appearance.

**Consistent attendance
is a key component
to achieving our goals.**

GOALS & KEY STRATEGIES

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- #1 Our graduates are prepared to achieve their goals and aspirations.**
 - Ensure students are college- and career-ready
 - Deliver a challenging, joyful, and safe learning environment
 - Deliver innovative, effective practices and systems
 - #2 Our learners contribute to an equitable, caring society.**
 - Cultivate student engagement and joy in learning
 - Support learner resiliency (student social and emotional learning and mental health)
 - Amplify student leadership and voice in decision-making
 - Prepare learners to be racially and socially responsive
 - #3 We are a culturally responsive, inclusive, anti-racist district.**
 - Ensure educator commitment to anti-racist practices
 - Hire and retain a diverse workforce
 - Develop equitable leaders
 - Develop a culturally responsive evaluation system
 - Build a culture of belonging where all feel welcome, included, and safe
 - #4 The community is united behind meeting student needs.**
 - Partner with families and the community to support student success
 - Build a culture of belonging
 - #5 We are financially secure.**
 - Cultivate and maintain community trust
 - Secure and allocate financial resources to support the district's mission and vision

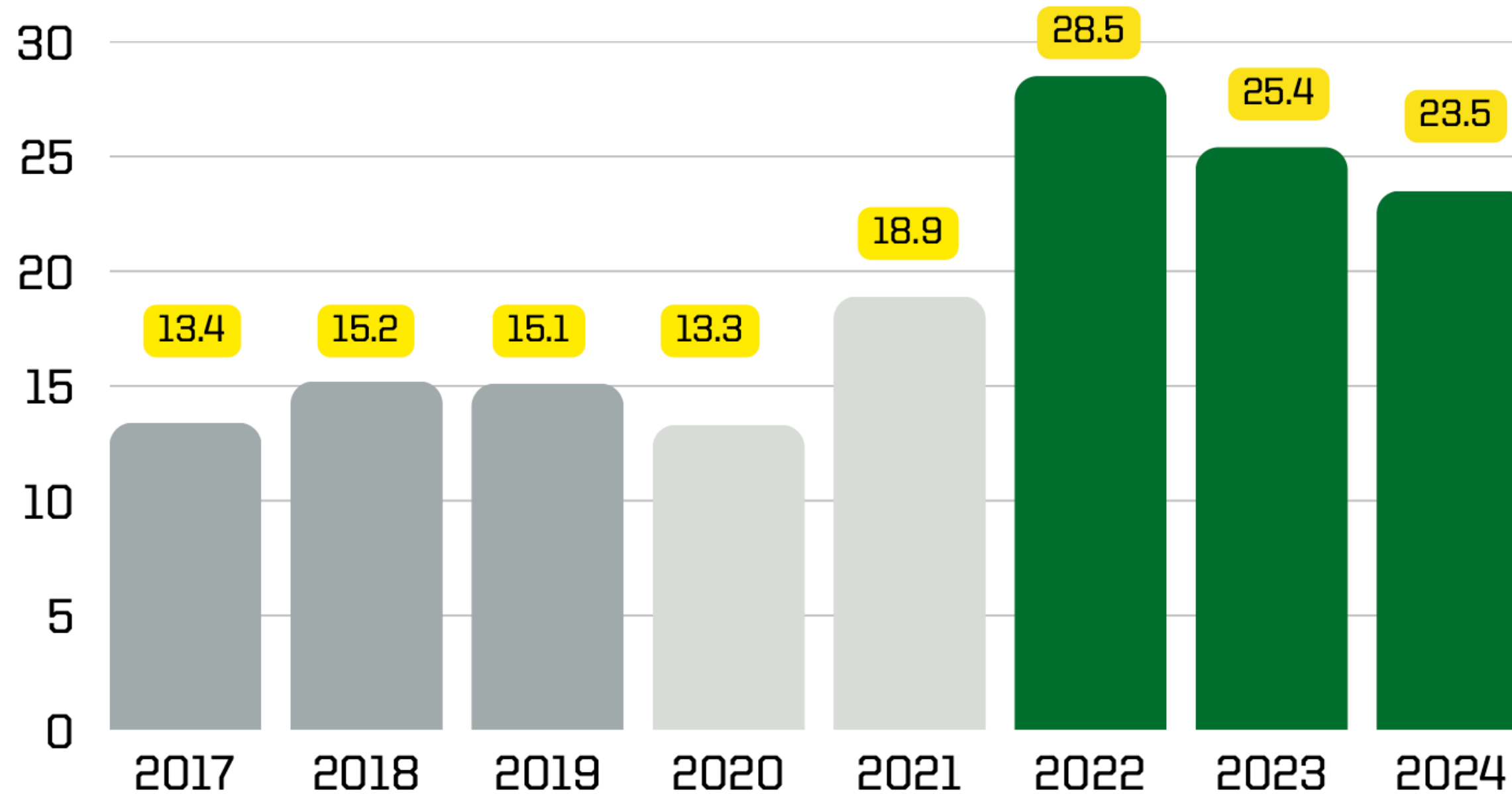
Positive Attendance News



**About 90% of our students
in Pre-K through grade 12
have attendance rates of
90% or higher.**



Chronic absenteeism rates sharply increased following the onset of the COVID-19 pandemic and have not yet reached pre-COVID levels



School years are labeled by the year they end (2022 refers to the 2021-22 school year). Source: Nat Malkus, "[Lingering Absence in Public Schools Tracking Post-Pandemic Chronic Absenteeism into 2024](#)," American Enterprise Institute, June 2025.



Chronic Absenteeism

THE WHY

- Children who are chronically absent for multiple years between Pre-K and grade 2 are much less likely to read at grade level by grade 3.
- Chronic absenteeism is a leading indicator of high school dropout rates by grade 6.
- Some families underestimate the total impact of absences. 60% of parents may not realize that missing 2+ days a month exceeds 10% of the school year.



Research- based Approach

HOW

- Curriculum and instruction changes to increase engagement
- Fostering relationships and mentoring
- Increase family connectedness to school
- Messaging families about attendance
- Whole school approach



Interventions

WHAT

- **Whole school approach**
 - **SEL at EDW**
 - **Falcon Families**
- **Mentoring systems**
 - **Edgerton and Central Park**
- **Welcome to the Ville**
 - **Wednesdays at RAHS**
- ★ **Early communication and interventions in place**



Interventions that are uniquely personalized

Elementary

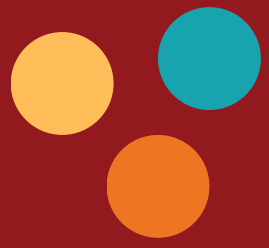




Interventions that are uniquely personalized

Secondary





Questions?