Best in Class: Tiered Attendance Prevention and Interventions that Work

ATTENDANCE INTERVENTION PRACTICES

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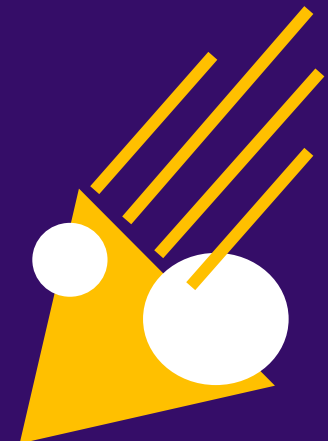Child Welfare and Attendance is a student and family support service. We are here to assist families with understanding compulsory education laws, student admission and enrollment procedures, student discipline procedures, transfers to alternative programs, and school climate and safety. We are committed to:

Being **advocates** for students and families.

Addressing the psychosocial **needs** of students and families and **barriers** that adversely affect their attendance in school and offering support.

Partnering with schools and community agencies to support students and families to maximize student success.

Promoting **good school attendance practices** for PK-12 students, families and schools
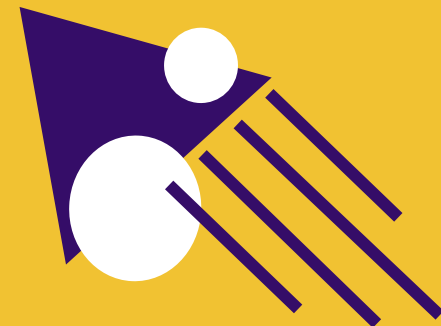
4 in 10 students are classified as "truant" and that the rate has risen 22% in the past five years

Attendance Works defines chronic absence as missing 15 or more days of school for any reason—meaning an excused or unexcused absence.
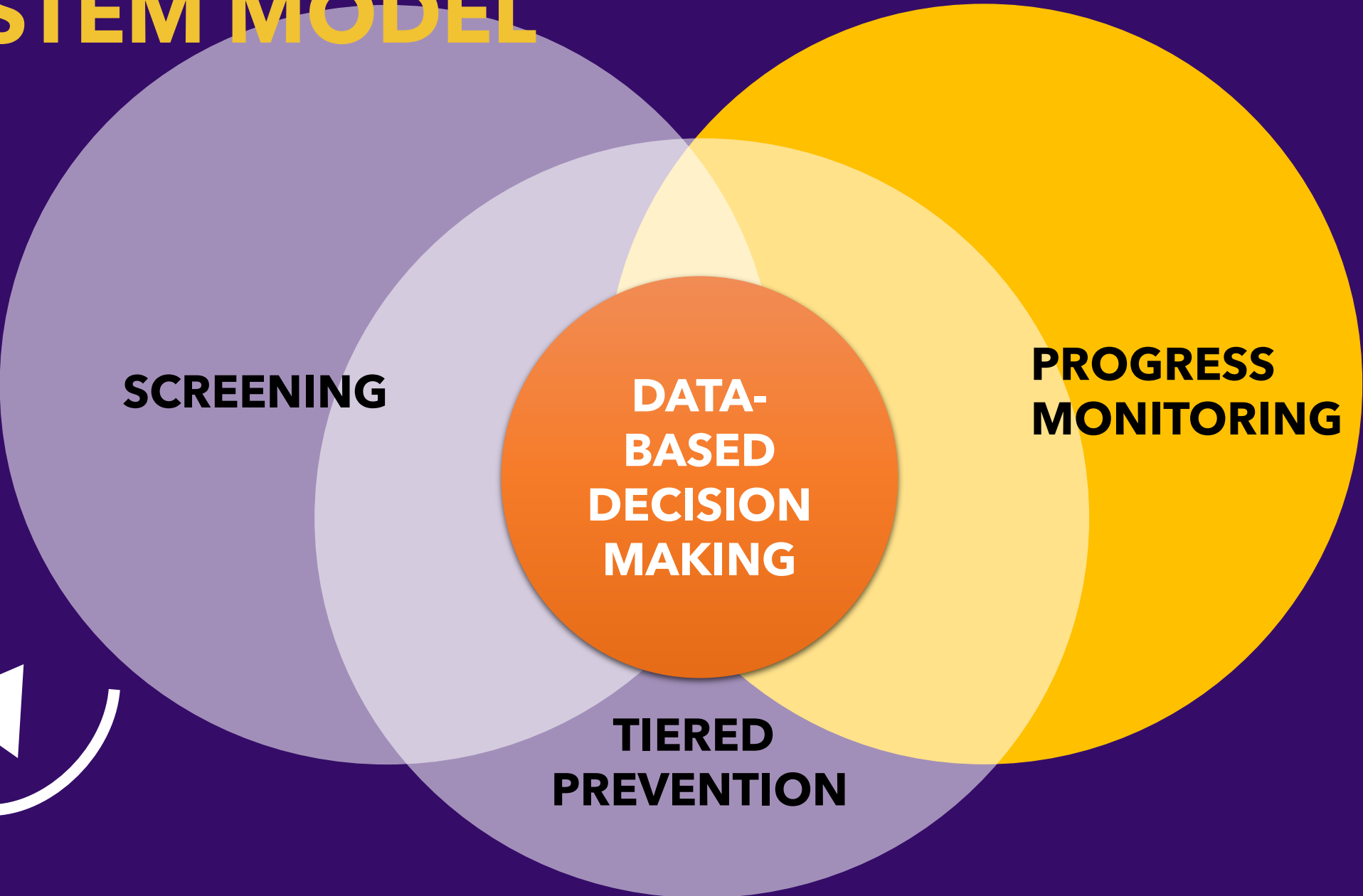
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Framing MTSS

Model Framework
Data systems

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MTSS Screening and Progress Monitoring; Evidence-based Instruction & Intervention; Data-based Decision Making; Tiered Interventions; Teaming

Data Analysis

Family Inclusion

TIER 3: CHRONIC ABSENTEEISM (students missing 10+ days)

Case management
Home visits
Individual attention / problem solving
Conduct ACEs
External referrals

Retention Warnings
Truancy Referral
Community partner referral: TASC, FINS, Wraparound

Individual Interventions

TIER 2: EARLY INTERVENTION (3-5 days: Individualized Prevention; 5-9 days: Early Intervention)

Attendance conferences
Needs assessments
Increased contact (Parents)
Check-in / Check Out
Mentor
Case management
Trusted adult (for check-in)

Personalized incentive system
Workshops for families
Increased communication
Increased social, emotional, or behavioral support
Increased academic support
Community partner referral: TASC, FINS, Wraparound

Group Interventions Problem Solving

TIER 1: UNIVERSAL SCHOOL-WIDE PREVENTION (students missing <3 days)

Engaging school culture
Positive school climate
Positive attendance culture
PBIS and other incentives
Open houses & report card nights
Clubs, field trips, afterschool programs

Advisory or morning meeting
Positive calls & texts Home
Weekly newsletters
Community events

Prevention, Relationships, Positive School Climate, Family Engagement, Student Voice & Empowerment

TEAMING & Adult Wellness and Development

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DATA SYSTEMS: PREVENTING & INTERVENING

Data collection

- Teachers need to know when and how to record attendance. One point person needs to monitor teacher behavior to encourage and correct practices as needed.

Ownership

- There must be clear managers for every action, i.e., ensuring that homeroom teachers have entered data, tracking interventions, completing letters home, etc. Is there a designated individual who will support teachers with universal strategies or other attendance interventions? Consider designating an Attendance Advocate from the attendance leadership team.

Analysis

- Pre-determine when data will be analyzed. Weekly? Biweekly? Monthly? Can you look at historic data to anticipate where support will continue to be needed?

Understand the need

- Once you have identified students who may need interventions, take steps to understand the root causes preventing good attendance habits. (See the table: Barriers, Aversions, Disengagement)

Reviewing policies

- Are policies clear to families and students? Does the data indicate the need to clarify types of absence? Are suspensions considered excused or unexcused in your attendance counts? What about early check-outs? When is check-out considered "early?" How do tardy policies impact attendance?

DATA SYSTEMS: PREVENTING & INTERVENING

TIER 3: CHRONIC ABSENTEEISM
(Students missing 10+ days)

- **Determine eligibility.**
- **Review daily.**
- **Acknowledge improvement.**

TIER 2: INTERVENTION & SUPPORT
(Students missing 3-5 days, Individualized Prevention; 5-9 days: Early Intervention)

- **Increased monitoring.**
- **Analyze data for patterns**.
- **Determine appropriate interventions**.
- **Determine the need for more intense intervention**.

TIER 1: SCHOOLWIDE PREVENTION
(Students missing less than 3 days)

- **Clear ownership & leadership.**
- **Routinize data analysis.**
- **Strategic plan.**

ACTIVITY 1

Take a moment to reflect.

What data practices do you currently use at each tier?

TIER 1
- Clear, manageable roles & responsibilities
- Routine data analysis
- Strategic planning

TIER 2
- Increased monitoring
- Pattern analysis
- Data-driven intervention selection
- Intervention monitoring

TIER 3
- Needs assessment
- Daily data review
- Growth acknowledgement

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KEY POINTS

Data systems are essential to the success of identifying concerning attendance patterns and responding with appropriate interventions.

A successful data system does not hinge solely on data collection, rather it should also address data analysis and response protocol.

Strategies & Interventions

Responding
Planning
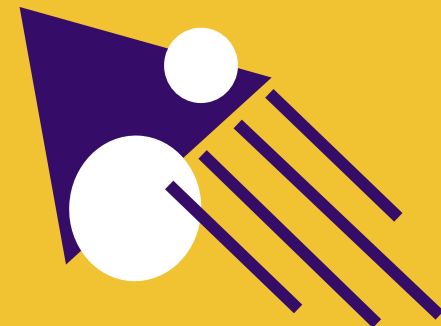
ACTIVITY 2, Part A

- Meet with Tanya to talk about attendance
- Prepare packet to send home to family with parent rights, attendance policies, information on positive attendance habits, form to ID needs
- Determine check-in
- Agree upon incentive for improved attendance
- ATTENDANCE SUCCESS PLAN

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Tanya is a 6th grade student. Coming back from winter break, she missed 4 days of school in 2 weeks—all unexcused absences. Tanya had 5 excused absences during Fall 2023. It is unclear if her family receives robocalls as they do not answer individual calls. She needs Tier 2 intervention.
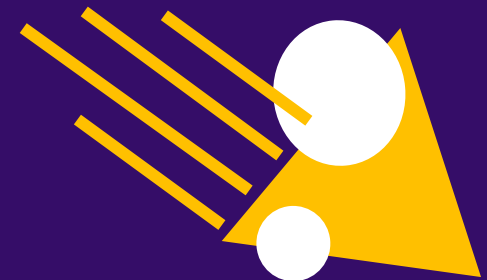**What do you do?**

NEEDS, STRATEGIES, IMPLEMENTATION

1. Identify the need

2. Select the appropriate approaches

3. Implement and monitor

RESPONDING TO PATTERNS: Exemplars

Absences	Actions / Interventions What is the preventative action/intervention? What is the punitive action or intervention?	Owner / Participants Who is the primary person in charge of ensuring the action occurs? Who supports?	Timeframe When does this need to happen? Who is responsible for holding action owner(s) accountable?	Paperwork / Logging How will you monitor the intervention or action? Where will you record it? Where will you track data?

3 Absences	1. **Personal call home**
	  • Review attendance policy
	  • Remind to bring attendance documentation
	  • Address needs
	2. **PBIS: Attendance prizes and incentives** (quarterly homeroom competitions)
		Front office / attendance liaison
		
		AP looks at daily attendance list
			Triggered by third unexcused absence
			
			Daily review
				Log parent communication in PowerSchool with code
				
				3AU (three unexcused absences)

5 Absences	1. **Attendance Success Planning Meeting**
	  • Family or guardian, student, teacher/trusted adult
	  • Assess need
	  • Select strategies
	2. **Letter home**
	  • Attendance policy
	  • Absence count
		Homeroom, advisor, trusted adult
		
		Front office
			Triggered by fifth unexcused absence → schedule meeting; document attempt
			
			Informed by office
				Log communication attempt in PowerSchool (5AU)
				
				Distribute attendance success plan to student's teachers

7 Absences	1. **Home visit**
	  • Distribute parent bill of rights
	  • Bring copy of attendance plan
	  • Re-assess needs (barriers, aversions, disengagement)
		Attendance Leadership Team (admin, MH or SW, teacher)
		
		CWA
			Triggered by seventh unexcused absence
			Informed by office
				Log communication attempt in PowerSchool (7AU)

10 Absences	1. **Refer for comprehensive intervention; RTI** 2. **In-person meeting with family** 3. **Certified letter** 4. **Referral to TASC or FINS**	Social Worker / MH Provider RTI coordinator CWA	Immediately after 10 AU	Log communication attempt in PowerSchool (7AU) Referral forms to SW, RTI

tinyurl.com/louisianaattendanceplanning

Thinking about attendance MTSS

Who enters attendance data?

Who analyzes data?

Who provides interventions?

Who monitors interventions?

ACTIVITY 2, Part B

Check 'yes' or 'no' to identify your attendance patterns.

Pattern	YES	NO
I am late in the mornings.		
I check out early in the afternoons.		
I have had at least one long absence.		
I have had lots of little absences.		
I miss a couple of days of school every week.		
I miss the same days of school every week.		

Check the boxes that explain your reasons for being absent.

Sometimes, it is hard for me to be able to attend school	Sometimes I won't go to school.	Sometimes I don't feel like going to school.
I get sick a lot.	I don't come when I am sad.	I don't like my classes.
I oversleep.	I don't come when I am worried.	I don't like my teachers.
I can't always get to school.	I don't come when I have a test.	My teachers don't care about me.
I can't always come prepared.	I don't come in when I owe work.	I'm allowed to stay home when I want to.
I have some trouble at home.	I don't feel safe at school.	I don't come when I have detention.
My chores that take a lot of time.	I don't come in when I am fighting with my friends or avoiding other students.	I get fussed at too much.
I don't have clean uniforms.	I get bullied.	I'm too far behind and won't catch up.
OTHER:	OTHER:	OTHER:

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You work with Tanya to identify a trusted adult and together, they create an attendance success plan. You send a copy of the plan home and tell Tanya that she will earn a dress down pass if she brings it back to school signed. It comes back signed the next day.

What are your next steps to monitor the success plan?

RESPONDING TO PATTERNS: Your Turn

Absences	**Actions / Interventions** What is the preventative action/intervention? What is the punitive action or intervention?	**Owner / Participants** Who is the primary person in charge of ensuring the action occurs? Who supports?	**Timeframe** When does this need to happen? Who is responsible for holding action owner(s) accountable?	**Paperwork / Logging** How will you monitor the intervention or action? Where will you record it? Where will you track data?
3 Absences				
5 Absences				
7 Absences				
10 Absences				

ACTIVITY 3

- 1:1 check-in w/ trusted adult
- Positive call home
- Short term incentives
- Home visit
- Needs assessment
- Re-visit attendance plan (because hopefully he already has one…)

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Rashaad has 7 unexcused absences. What proactive, positive interventions will you provide?

How will you track interventions?

How do you know when an external referral is needed?

KEY POINT #2

Even with strong Tier 1 supports—positive school climate, clubs, choice activities, advisors, mentors—some students will need more.

Understand what they need, tailor support accordingly.
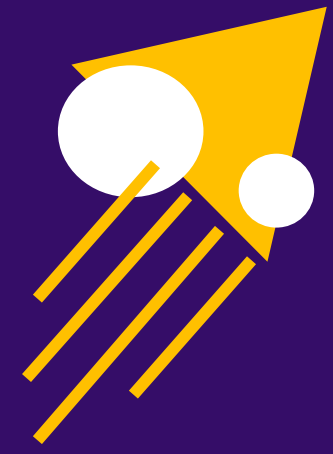
SUPPORT MATERIALS

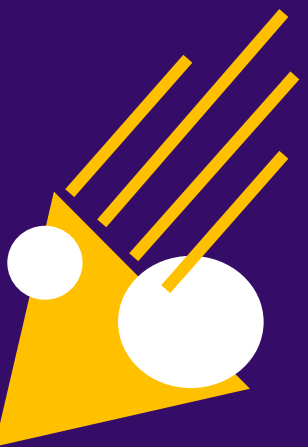## TINY URL

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QUESTIONS?
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