



THE POWER OF PRESENCE

◆ LDOE ATTENDANCE ◆

Needs Assessment

A focused needs assessment, completed individually by each attendance team member, is an essential **first step in informing the school's tiered attendance strategy**. This process systematically pinpoints the specific gaps and barriers hindering consistent attendance among students and families within the district. The collective insights from these individual assessments will then **shape the development of targeted interventions and supports** designed to foster improved attendance and, ultimately, greater student success.

Needs Assessment	
Name and Role:	
Outcomes: <ul style="list-style-type: none">● A clear understanding of our school's specific attendance strengths and challenges.● Identification of key barriers to consistent attendance.● Data to inform the development of our tracking system and interventions.	
1. In your words, describe the hurdle(s) your school faces to get students to and keep them at school?	

<p>2. Which of the following factors are most impactful on student attendance? Consider pre- and post-pandemic. Circle the TOP 5.</p>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>A. Lack of basic necessities</p> <p>B. Illness</p> <p>C. Family responsibilities</p> <p>D. Housing instability</p> <p>E. Involvement with Juvenile Justice System</p> <p>F. Poor transportation</p> <p>G. Behavioral health</p> <p>H. Avoidance of bullying</p> </div> <div style="width: 50%;"> <p>I. Avoidance of difficult subject matter</p> <p>J. Avoidance of unsafe conditions</p> <p>K. Avoidance of embarrassment</p> <p>L. Do not see the value in attending school</p> <p>M. There are no barriers</p> <p>N. Would rather do something else besides attend school</p> <p>O. Other</p> </div> </div>	
<p>3. How would you rate family response to outreach attempts?</p>	<p>0: Families are always unresponsive to contact / attempts to get students back at school are ineffective.</p> <p>1: Families sometimes respond, but we are often not kept in the loop about phone and address changes. Some students return to school, but outreach impact is unclear.</p> <p>2: Families often respond. Some students return to school. Outreach success is inconsistent – some tactics work sometimes, but not always.</p> <p>3: Families mostly respond and come in person to solve attendance issues. Students return to school. We collect data from families about outreach.</p> <p>Other:</p>	
<p>4. Which is currently the most effective method of communication to relay critical information to families?</p>	<p>A. Email</p> <p>C. Text</p> <p>E. Mail</p>	<p>B. Phone</p> <p>D. Newsletter</p> <p>F. Other:</p>

<p>5. Select attendance interventions that you currently use. Select all that apply.</p>	<p>A. Attendance conference or home visit B. Weekly newsletter C. Open houses or family nights D. PTO E. Robocalls/attendance calls F. Notification letters G. Daily check-in with student H. Warning letters I. Truancy referral J. Classroom-based interventions K. Attendance incentives L. Community-building M. Other:</p>
<p>6. Which of your current interventions are most successful and why?</p>	
<p>7. Which of your current interventions are least successful and why?</p>	
<p>8. Does your school rely more on positive or punitive attendance intervention?</p>	<p>A. Positive B. Punitive C. Both equally</p>
<p>9. Your school's biggest challenge in supporting effective attendance practices is...</p>	
<p>10. Your school's biggest strength in supporting effective attendance practices is...</p>	
<p>11. Your district's biggest challenge in supporting effective attendance practices is...</p>	

12. Your district's biggest strength in supporting effective attendance practices is...	
Needs Assessment Results	
Consider:	Our School Results:
What areas does your school excel in? What are some of the strengths?	
What areas does your school fall short? What are some of the challenges?	
What are additional takeaways noted from the needs assessment?	