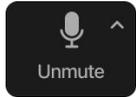
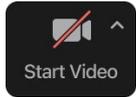


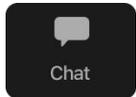
Zoom Meeting Preparation



- Please make sure your phone or computer is muted to minimize background noise.
 - To do this, hover over the bottom left-hand side of your screen and click “Mute.”



- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
 - To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”



- Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.

If you require an interpreter or have other accessibility needs for future LDOE meetings, please contact LDOEcommunications@la.gov.





THE POWER OF PRESENCE
◆ **LDOE ATTENDANCE** ◆

March 2026 Attendance Monthly Call

Enhancing Academic Success Through a Statewide Attendance Strategy

Agenda

- Introduction / Sign In
- Monthly Call Focus & Purpose
 - Defining meaningful progress monitoring and assessing for impact
 - Identifying elements of attendance goal progress monitoring
 - Measuring the impact of interventions and/or incentives
- Updates

Please email attendance@la.gov with questions.



Meaningful Progress Monitoring and Assessing for Impact



Progress Monitoring and Assessing Impact

Definition

Attendance data and intervention effectiveness must be monitored to ensure continuous improvement. Effective progress monitoring is essential for evaluating the impact of attendance strategies and ensuring that interventions are implemented successfully. It involves the ongoing collection and analysis of attendance data to track progress toward goals and make data-informed adjustments.



Progress Monitoring and Assessing Impact

Key components of progress monitoring include:

- **Regular Data Analysis:** Attendance teams should consistently review attendance data to identify trends, patterns, and the effectiveness of implemented interventions. This analysis should occur at various levels (e.g., school, grade, student group) and consider factors such as absenteeism rates, truancy rates, demographics, and reasons for absences.
- **Key Metrics Tracking:** Monitor key attendance metrics, including overall attendance rates, attendance rates by subgroup, chronic absenteeism rates, truancy rates, and the number of students requiring different levels of support.



Progress Monitoring and Assessing Impact

- **Assessment of Intervention Fidelity:** Ensure that attendance interventions are implemented as intended with fidelity. This may involve observing interventions, reviewing records, and gathering feedback from staff, students, and families.
- **Evaluation of Intervention Effectiveness:** Determine the impact of interventions on student attendance outcomes by analyzing data to identify evidence of absenteeism reduction and alleviation of attendance barriers.
- **Data-Driven Decision-Making:** Use the data and evaluation findings to inform decisions about continuing, modifying, or discontinuing interventions. Data-informed adjustments ensure interventions are meeting the needs of students and families to improve attendance.



Progress Monitoring and Assessing Impact

Purpose

Ensure interventions are producing measurable, positive, and sustainable improvements in student attendance.

What We Monitor

- Attendance trends (daily, weekly, monthly)
- Tier movement (Are students responding to support?)
- Subgroup performance
- Fidelity of implementation
- Student & family feedback

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Progress Monitoring and Assessing Impact

Evaluation of intervention effectiveness.

Key Questions

- Is the intervention reducing chronic absenteeism or truancy?
- How quickly are students responding?
- Are outcomes consistent across subgroups?
- Do we need to intensify, adapt, or discontinue supports?

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Progress Monitoring and Assessing Impact

Evaluation of intervention effectiveness.

Sample Data Review Cycle

- Collect (real-time data dashboards)
- Analyze (identify trends + outliers)
- Adjust (refine strategy and/or increase tiered support)
- Document (capture information + impact)
- Communicate (share progress)



Elements of Attendance Goal Progress Monitoring



Attendance Goal Progress Monitoring

Sample Chronic Absenteeism Progress Monitoring

| | | | | | | | |
|----|--|--|-----------------|---------------|---------------|---------------|---------------------------|
| 1 | 2024-2025 Chronic Absenteeism: | 22.50% | | | | | |
| 2 | 2025-2026 Chronic Absenteeism Goal: | Reduce chronic absenteeism by 2% from 22.5% to 20.5% | | | | | |
| 3 | | | | | | | |
| 4 | | 24-25 EOY | 2/2/2026 EdLink | 3/2/26 EdLink | 4/1/26 EdLink | 5/1/26 EdLink | Last Day of School EdLink |
| 5 | System | 22.50% | 21.50% | | | | |
| 6 | School A | 27.20% | 23.60% | | | | |
| 7 | School B | 20.40% | 20.10% | | | | |
| 8 | School C | 18.80% | 19.10% | | | | |
| 9 | School D | 26.40% | 25.60% | | | | |
| 10 | School E | 24.10% | 22.70% | | | | |
| 11 | School F | 18.10% | 18.00% | | | | |
| 12 | | | | | | | |



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Attendance Goal Progress Monitoring

Sample Truancy Progress Monitoring

| | | | | | | |
|--|--|-----------------|---------------|---------------|---------------|---------------------------|
| 2024-2025 Truancy: | 40.30% | | | | | |
| 2025-2026 Chronic Absenteeism Goal: | Reduce truancy by 5% from 40.3% to 35.3% | | | | | |
| | 24-25 EOY | 2/2/2026 EdLink | 3/2/26 EdLink | 4/1/26 EdLink | 5/1/26 EdLink | Last Day of School EdLink |
| System | 40.30% | 23.76% | | | | |
| School A | 45.90% | 29.20% | | | | |
| School B | 38.50% | 20.30% | | | | |
| School C | 33.10% | 21.20% | | | | |
| School D | 44.80% | 22.70% | | | | |
| School E | 42.90% | 29.90% | | | | |
| School F | 36.70% | 19.10% | | | | |

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Attendance Goal Progress Monitoring

- What are your goals?
- Does current data indicate that you are on track to meet your goals at the system and school levels?
 - If not, what adjustments should be made?
 - Is there a school that is demonstrating success?
 - If so, could their efforts be codified in a way that others in your system could follow?



Measuring the Impact of Incentives and/or Interventions



Measuring the Impact of Incentives and/or Interventions

How are systems determining if particular interventions or incentives are effective?

Define Success Before Implementation

- Identify the specific problem being addressed (e.g., chronic absenteeism $\geq 10\%$)
- Establish baseline data (school year or school semester prior)
- Set measurable targets (e.g., 1% reduction in 9 weeks)
- Determine monitoring timeline



Measuring the Impact of Incentives and/or Interventions

How are systems determining if particular interventions or incentives are effective?

Use Clear Data Metrics

- Attendance rate change (overall + subgroup)
- Reduction in chronic absenteeism
- Reduction in truancy
- Improvement in engagement indicators
- Tier movement (response to support)

Please email attendance@la.gov with questions.



Measuring the Impact of Incentives and/or Interventions

How are systems determining if particular interventions or incentives are effective?

Compare Before & After

- Pre-intervention vs. post-intervention trends
- Student-level growth tracking
- Matched comparison groups (if possible)
- Short-term gains vs. sustained improvement



Measuring the Impact of Incentives and/or Interventions

Sample Incentive Impact Tracker

| | | | | | | |
|-----------------------------|---|---------------------------------------|---------------------------|----------------------------|----------------------------|----------------------------|
| Target of Incentive: | Increasing Friday attendance percentage. | | | | | |
| Incentive description: | All students with full-day Friday attendance in the month of February are entered into an incentive drawing that will have 5 winners each week. Schools will have support from the district for approving and procuring incentives, but schools will offer incentives they decide on based on their contexts. | | | | | |
| Incentive measurement: | Friday attendance rate at each school. | | | | | |
| Incentive timeline: | 2/1/26 - 2/29/26 | | | | | |
| School | Baseline Attendance Rate (1/23/26) | Baseline Attendance Rate (1/30/26) | 2/5/26 Attendance Rate | 2/13/26 Attendance Rate | 2/20/26 Attendance Rate | 2/27/26 Attendance Rate |
| School A | 89.14% | 90.42% | 91.75% | 91.44% | 92.12% | 91.95% |
| School B | 93.21% | 91.68% | 93.85% | 94.01% | 93.90% | 94.25% |
| School C | 94.50% | 94.81% | 95.25% | 94.93% | 95.16% | 95.03% |
| School D | 88.75% | 88.45% | 88.30% | 89.62% | 89.50% | 89.75% |
| School E | 92.56% | 91.55% | 92.25% | 93.14% | 93.50% | 93.45% |
| School F | 95.20% | 94.26% | 95.30% | 95.20% | 95.55% | 95.48% |



Please email attendance@la.gov with questions.

Measuring the Impact of Incentives and/or Interventions



Simple



Measurable



Impactful





Questions?

Resources

Louisiana Attendance Planning

- Attendance Strategy
- Attendance Policy and Statutes
- Attendance Data
- Attendance Team Documents
- Attendance Tiered Strategy



[Power of Presence Attendance Webpage](#)



Please email attendance@la.gov with questions.





Updates

- Previous presentations can be found on the [LDOE Monthly Calls](#) webpage
- April [Attendance Monthly Call](#)
 - 8 a.m., April 2nd
- Attendance [Office Hours](#)
 - 8:30 a.m. March 19th

