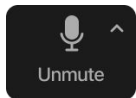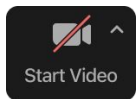# Zoom Meeting Preparation

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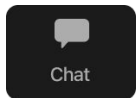
- Please submit questions during the presentation in the "Chat" function located on the bottom of your screen.

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

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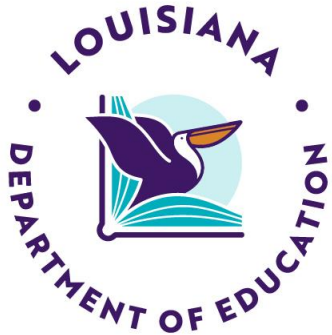
October 2025 Attendance Meeting

Enhancing Academic Success Through a Statewide Attendance Strategy

Agenda

- Introduction / Sign In

- Monthly Call Focus & Purpose

    ○ Accessing Data

    ○ Identifying Vulnerable Student Groups

    ○ Best Practices for Combating Chronic Absenteeism

    ○ How to Successfully Progress Monitor Student Attendance

- Presentation

- Updates

Defining The Purpose

- **Focus**: LDOE Attendance Strategy
- **Purpose**: To cultivate a knowledgeable network of attendance stakeholders to create and support attendance teams who implement evidence-based best practices and resources to improve student attendance.

Attendance Data Management

- Collection, Analysis, and Goal Setting
  - Establish a strategic data collection process to allow for insightful analysis.
  - Analyze data to identify students who require attendance support.
  - Establish data-informed goals for attendance improvement.
- Progress Monitoring
  - Monitor attendance data and intervention effectiveness to ensure continuous improvement.

How to Access Data in EdLink

Login to the EdLink Platform

Navigate EdLink portal (typically ldoe.edlink.la.gov) and enter your authorized username and password credentials. Ensure you have the appropriate permissions for attendance data access.
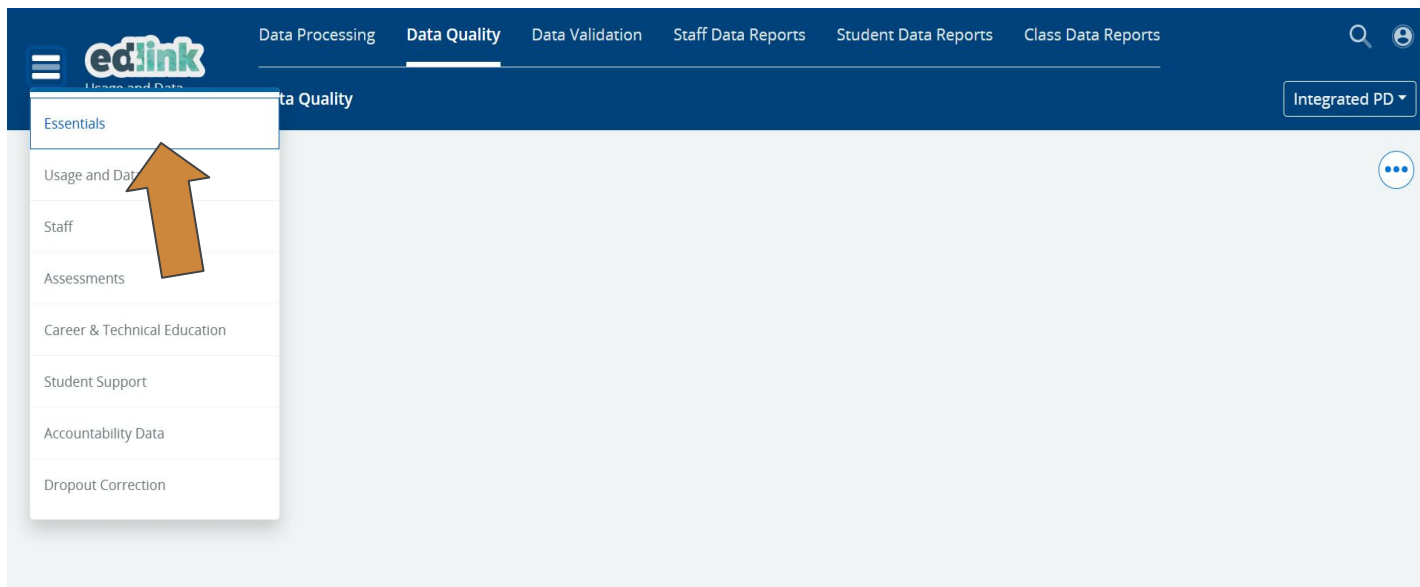
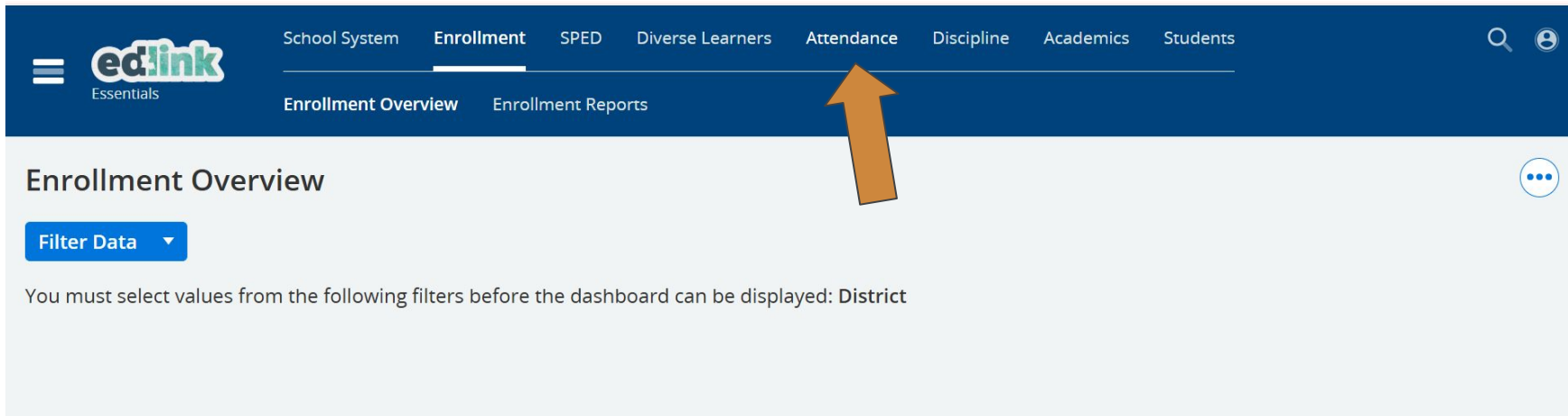Link-https://registration.edlink.la.gov/Home/ApplicationMenu

How to Access Data in EdLink

Navigate to Dashboard/Home

After successful login, you'll be directed to the main dashboard. Toggle to the upper left hand corner and select Essentials.
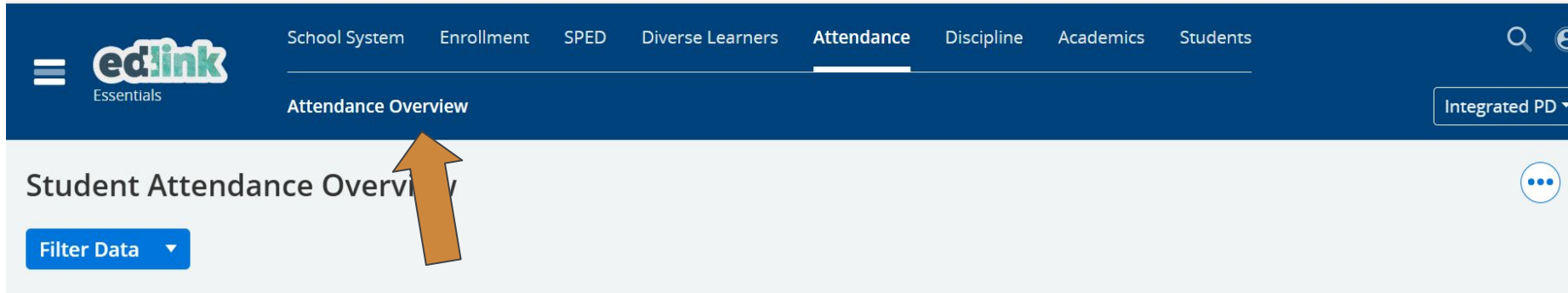
How to Access Data in EdLink

After you select Essentials the top banner will have Attendance as an option

How to Access Data in EdLink

How to Access Data in EdLink

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How to Access Data in EdLink

Is Student Attendance Improving Month by Month?

The monthly attendance trend for students over the last 3 years.
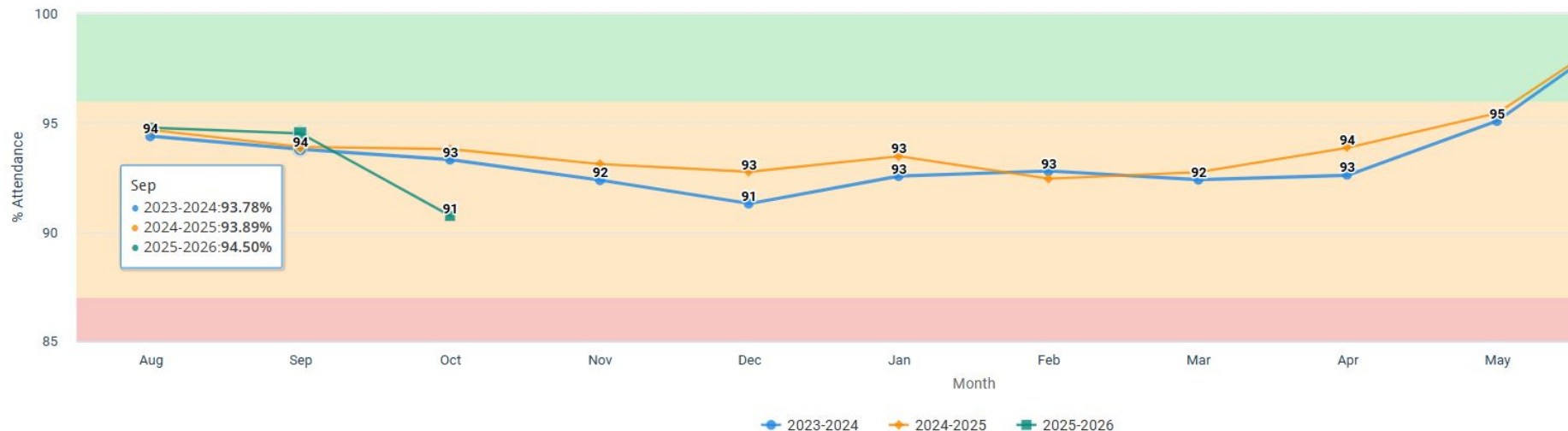
sample data set for display purposes

Attendance Guidance - Vulnerable Student Groups

How to identify vulnerable student groups

Examine connections between attendance issues and academic performance, disciplinary actions, or other challenges. Students struggling academically or facing frequent suspensions may develop attendance avoidance behaviors.

Examples of vulnerable student groups may include:

- Students with a history of truancy and/or chronic absenteeism
- Students experiencing housing instability and homelessness
- Students in foster care or frequent placement changes
- Students with chronic health conditions
- Students with language challenges

Attendance Guidance - Vulnerable Student Groups

Analyze Attendance Data Patterns

Review attendance records to identify students with chronic absenteeism (missing 10% or more of school days), frequent tardiness, or declining attendance trends. Use data analytics tools to spot patterns across demographics, grade levels, and time periods.

Attendance Guidance - Vulnerable Student Groups

How to Support High-Risk Demographics

Conduct Regular Outreach and Assessments

Implement systematic check-ins with families, conduct home visits when appropriate, and use early warning systems to flag students showing initial signs of attendance decline. Partner with community organizations to understand external factors affecting attendance.

Identifying Attendance Barriers

BARRIERS	AVERSION	DISENGAGEMENT
Students **CANNOT** attend school due to these barriers.	Students **WILL NOT** attend school to avoid these challenges/concerns.	Students **DO NOT** attend school because of disinterest or lack of connection.
Chronic and/or Acute Illness **Family Responsibilities** ● Caring for younger siblings or elder care for other family members ● Working to support family income **Unmet Basic Needs** ● Housing instability ● Food insecurity ● Poor transportation ● Unsafe path to school ● Natural disaster/property loss	**Academic Challenges** ● Avoidance of challenging work ● Academically behind/learning loss **Social/School Climate Challenges** ● Avoidance of embarrassment ● Avoidance of bullying ● Avoidance of unsafe conditions ● Language barriers	**Instructional Disconnect** ● Lack of connection to students' interest and backgrounds ● Irrelevant and/or unengaging curriculum **Poor Relationships** ● Adult distrust ● Inadequate sense of safety, belonging, or support in school ● Poor peer relationships **Misconceptions Regarding Value of School Attendance** ● No perceived consequences for absences ● Desire to enter the workforce

Adapted from LSU Social Research & Evaluation Center and Attendance Works

Examples of Barriers and Interventions

Reason for Absences	Possible Interventions
Food Insecurity	• Provide breakfast after the bell • Engage with local food bank
Housing Instability	• Access to a uniform closet • Collaborate with local support agencies
Academically Behind/Learning Loss	• Utilize individualized student support plans • Provide academic enrichment opportunities • Identify learning gaps and provide academic interventions
Language Barriers	• Provide targeted academic support • Increase parental outreach • Connect with specialized services
Instructional Disconnect	• Facilitate skillful implementation of HQIM • Connect instruction with academic enrichments • Provide opportunities for participation in work-based learning
Lack of Belonging	• Encourage engagement in after-school activities • Promote positive student-teacher interactions • Connect students with a mentor

Progress Monitoring

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

Measure Tier-Specific Intervention Fidelity

Assess implementation quality at each tier through classroom observations, intervention logs, and surveys. Track adherence to protocols, dosage of interventions delivered, and rates to ensure each tier operates as designed across all district schools.

Progress Monitoring

Track Student Movement Between Tiers

Monitor how students progress through Tier 1 (universal, proactive supports), Tier 2 (targeted early interventions), and Tier 3 (comprehensive individualized supports). Document entry/exit criteria, time spent in each tier, and percentage of students successfully moving to lower tiers or maintaining improved attendance.

Progress Monitoring

Conduct Quarterly System Reviews

Host district-wide meetings with school teams to review aggregate tier data, share best practices, and adjust program components. Examine resource allocation, staffing needs, and systemic barriers while celebrating schools showing strong tier implementation and student outcomes.

Questions?

Resources

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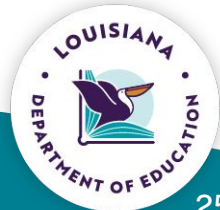
- Attendance Strategy
- Attendance Policy and Statutes
- Attendance Data
- Attendance Team Documents
- Attendance Tiered Strategy

Power of Presence Attendance Webpage

Please email attendance@la.gov with questions.

Updates

- Previous presentations can be found on the [LDOE Monthly Calls](#) webpage

- November [Attendance Monthly Call](#)
  - 8am, November 6th

- Attendance [Office Hours](#)
  - 8:30am, October 16th