Multidimensional Student Engagement

- "I am failing my classes."
- "The work is too hard."
- "I can’t do it."

"I keep forgetting to set my alarm."
"I missed the bus."
"My mama didn’t wake me up."

- "Why do I need to know algebra?"
- "I am never going to graduate anyway."
- "School is stupid."

Observable Engagement

- "I have no friends."
- "I am not riding the bus. Kids pick on me."
- "My teachers don’t want me there anyway. What’s the point?"

Academic

Internal Engagement
<table>
<thead>
<tr>
<th>Physically healthy learning environment</th>
<th>Enrichment activities and clubs (with virtual options)</th>
<th>Positive relationships between school staff, students and families</th>
<th>Support for all families to facilitate learning at home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to tech equipment and connectivity</td>
<td>Access to Learning Supports</td>
<td>Predictable daily/weekly routines, rituals and celebrations</td>
<td>A culture of continuous improvement</td>
</tr>
<tr>
<td>Welcoming, socially-emotionally safe, trauma-informed school climate</td>
<td>Home rooms and/or Advisory (with virtual options)</td>
<td>A schedule of classes and where/how they are held</td>
<td>Active engagement of parents and students in planning and problem solving</td>
</tr>
</tbody>
</table>

**Foundational “Whole School” Supports**

![Attendance Works](www.attendanceworks.org)
Effective Strategies for Improving Attendance

**Districts**

- Assess effectiveness of local policies and practices.
- Identify exemplary schools as well as those needing extra support.

**Schools**

- Reinforce attendance strategies in small group and individual programs such as mentoring and tutoring.
- Use case management and coaching.
- Provide attendance data monitoring.
- School/family/community partnerships.
- Develop and maintain a comprehensive tiered approach to improving attendance.
- Get involved with Attendance Awareness Month.

**Families & Communities**

- Involve parents for students with poor attendance.
- Cultivate school/family/community partnerships.
- Start outreach to families before school begins.
- Leverage existing activities to communicate the importance of good attendance.

**Students**

- Provide academic support.
- Implement incentive programs.
- Offer student engagement programs.
- Help students overcome attendance barriers.
- Encourage positive peer support.
Strategies for Promoting School Attendance
Data Analysis Step Sheet

Step 1: Review your current district/school attendance report.

Step 2: Complete the School Attendance Practices: Self-Assessment Tool

Step 3: Use the following guiding questions to take a closer look at your attendance.

• What is the district or school’s attendance data: 5 or fewer days; 6 to 15 days; more than 15 days?

• How discrepant are the attendance data across subgroups? If discrepancy is high, what are possible reasons for this discrepancy?

• Is there higher absenteeism for a particular content area? If so, is there a correlation between the content area and performance/retention?

• How do tardies impact performance in content classes?

• What policies and processes impact attendance? Are those policies and processes consistent across all schools?

• What kinds of perception data could provide root causes for these trends?

Step 4: Chart your tiered interventions for attendance.

Be prepared to share.
# School Attendance Practices: Self-Assessment Tool

<table>
<thead>
<tr>
<th>Strength</th>
<th>OK for now</th>
<th>Could be better</th>
<th>Urgent gap</th>
<th>Don’t know</th>
<th>How do you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance is accurately taken and entered daily into the district data system in all classrooms.</td>
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<tr>
<td>Our school has a clear and widely understood attendance policy.</td>
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<tr>
<td>A team with the administrator reviews attendance data on a regular basis to identify chronically absent students and monitor attendance patterns by grade, student and sub-groups and classroom.</td>
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<td>Our school offers rich and engaging learning activities, keeping students from not wanting to miss school.</td>
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<td>Our school recognizes and appreciates good and improved attendance.</td>
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<td>Our school informs parents about the importance of attendance and encourages parents to help each other get their children to school.</td>
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<tr>
<td>Our school identifies and reaches out to chronically absent students and their families in a caring manner to see how attendance could be improved.</td>
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<tr>
<td>Our school partners with community agencies that offer resources (pre-K, afterschool, health services, volunteer mentors, transportation) that can help engage students and their families and remove barriers to getting to school.</td>
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<td>Individual learning plans are developed for high-risk students that address poor attendance along with low academic performance.</td>
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<td>Our school discipline policy and practice ensure students do no miss instruction due to suspensions for non-violent behaviors.</td>
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<tr>
<td>Our strategies for supporting student attendance are reflected in our school improvement plan.</td>
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</tbody>
</table>

[www.attendanceworks.org](http://www.attendanceworks.org)
Fill Out Your Pyramid

For each tier, fill in the activities and supports currently in place.

Name of School or District ________________________________

How many students are in each tier?

Tier 3  #
Tier 2  #
Tier 1B  #
Tier 1A  #

Tier 1B: At-risk -- missed 5-9.99% of school (1+ days per month)
1.  
2.  
3.  

Tier 1A: Satisfactory Attendance -- missed less than 5% of school (< 1 day per month)
1.  
2.  
3.  

Tier 2: Moderate Chronic Absence -- missed 10-19.99% of school (2-3 days per month)
1.  
2.  
3.  

Tier 3: Severe Chronic Absence -- missed 20% or more of school (4+ days per month)
1.  
2.  
3.  