



WHITEPAPER

# Developing an Action Plan to Improve Classroom Attendance

BY DAVID HARDY





# Executive Summary

Chronic absenteeism negatively impacts student success. Once students have missed too much school, they begin to decline academically and have a higher risk of dropping out of high school. Schools have a responsibility to develop a culture where students desire to come to school every day and provide adequate support when students have challenges meeting attendance expectations. Though a variety of factors may contribute to a student's decline in attendance, schools have been able to get in front of chronic absenteeism by being strategic.

**Research has shown that schools can impact chronic absenteeism by creating a positive school culture and developing an early warning system to catch attendance patterns.**

When students are highly engaged with curriculum, have adequate support services, and feel a sense of identity at school, they are more likely to attend school regularly. Schools must focus on preventing chronic absenteeism by developing a positive, supportive culture that invests students in the mission of the school. Additionally, schools need to develop systems that identify early warning signs of absenteeism and ensure preventative action is taken. When chronic absenteeism does impact student success, schools must be prepared to provide targeted and individualized support to get students back on track to reaching attendance and academic goals.

## Systems to Address Chronic Absenteeism

### TIER I

- Identify and Nurture the Most Essential Behaviors for a Positive School Culture
- Track the Positivity Ratio
- Develop an Attendance Review Team
- Have an Effective Response to Intervention Team (RTI)
- Develop Community Partnerships
- Involve Parents and Guardians in the School
- Develop Positive Relationships
- Provide Engaging Instruction
- Create a Culture of Inclusion That Reduces Bullying
- Encourage Positive Social and Emotional Character Development
- Monitor Data Systems
- Support Tiered Efforts with Professional Development

### TIER II

- Parent phone calls
- Student check ins and behavior plans
- Alternative transportation

### TIER III

- Attendance Action Plan
- Time Recovery

A photograph of a man and a woman looking at a device together. The man is wearing a plaid shirt and a watch, and the woman is wearing glasses. The background is a warm, orange-toned wall.

# Introduction

**Chronic absenteeism** is defined as missing **10 percent or more school days per year, and it includes all forms of absences: excused, unexcused, and suspensions.**

As many as 7.5 million students nationwide miss nearly a month of school every year, amounting to an annual total of approximately 135 million days of lost learning time (Chang, Duardo, Olsen & Strong, 2012). Researchers have found that missing too much school for any reason increases the students' chances of dropping out of high school or being unable to read proficiently by the end of third grade (Chang & Jordan, 2017).

The Every Student Succeeds Act (ESSA) has been developed to further improve education in the United States with provisions that will help to ensure success for students and schools. The act encourages schools to provide evidence-based interventions to affect positive change in schools where groups of students are not making progress and where graduation rates are low over extended periods of time. Many states are now adding chronic absenteeism to their list of ESSA measures due to its implications on student learning and drop-out rates.

**While the causes of chronic absenteeism are varied, the phenomenon has gained recognition as a comprehensive warning sign that something within a school or student's life needs to be addressed and adjusted to keep learning on track.**



**135  
MILLION  
DAYS OF LOST  
LEARNING TIME**

## An effective program for addressing the root causes of chronic absenteeism involves a tiered approach:

### TIER I

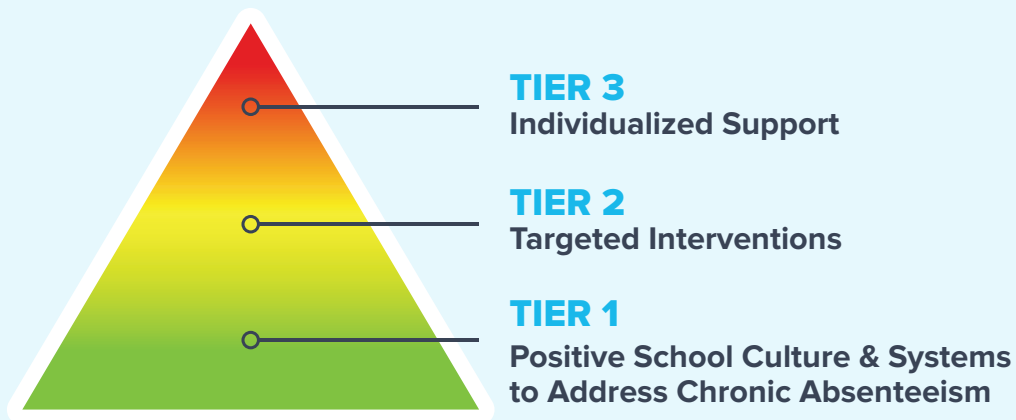
Develop a positive school culture and establish systems that address chronic absenteeism.

### TIER II

Provide targeted intervention for groups struggling with chronic absenteeism.

### TIER III

Launch individualized supports for students that need more specialized services to improve attendance.



**This paper focuses on establishing a strong cultural foundation and putting systems in place to start the journey towards addressing chronic absenteeism and improving attendance.**

# How to Build a Positive School Culture With Systems to Prevent and Address Chronic Absenteeism

Positive school culture is a component of highly successful schools that keeps students invested in the learning environment. It ensures that students are excited about attending a school where they feel safe and loved while meeting academic, social, emotional, and behavioral goals.

A school's culture is made up of the narratives, traditions, and rituals that have developed within the institution (Deal & Peterson, 2016). Schools set a foundation for student success when there is good school culture. Kwong & Ryan Davis (2015) note that school culture affects student attendance and an abundance of other areas: teacher commitment, motivation to learn, student identity development, student dropout rates, sense of school community, school satisfaction, school violence, academic achievement, and higher scores on standardized tests.

**When schools don't have a positive school culture, students are less likely to have healthy attendance.**

## **SCHOOL-LEVEL INDICATORS THAT IMPACT STUDENT ATTENDANCE INCLUDE:**

- Negative school climate
- Students' perception of their safety within the school
- Lack of positive student-to-teacher relationships
- Lack of positive student-to-student relationships
- Students' perception of being targeted for discipline and behavioral issues
- Condition of the school facility
- Students' engagement in learning
- Students' perception of self-worth
- Students' perception of academic and social ability

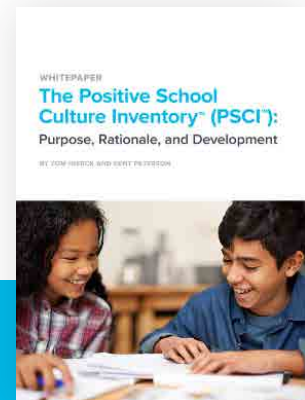
The following practices will help schools ensure that students feel welcomed, safe, and supported at school. Additionally, these practices will allow schools to prevent student-specific challenges such as chronic absenteeism.

## Identify and Nurture the Most Essential Behaviors for a Positive School Culture

Positive school climates are safe, supportive learning environments that cultivate student success. They arise from the culture (the practices and rituals) implemented and encouraged within a school. Students learn appropriate behavior in the same way that a child learns to read —through instruction, practice, feedback, and encouragement.

An extensive research base (Rodrigues & Sprick, n.d.) demonstrates the influence of positive behavior reinforcement on reducing antisocial behavior and increasing academic engagement. This includes teachers' positive feedback and positive interactions in the classroom and school. Educators should acknowledge desired behaviors in order to encourage positive, productive classrooms. Additionally, school leaders should design recognition systems and incentives for exhibiting positive behavior.

**The Positive School Culture Inventory™** (Hierck & Peterson, 2017) uses an analysis of data from 645 schools in the United States to confirm that while all positive behaviors are desirable, some behaviors are more essential to building a positive school climate than others. Those foundational behaviors are listed below:



- ACTIVE LISTENING/SHOWING ENGAGEMENT
- BEING PREPARED
- CARING
- COLLABORATION
- COOPERATION
- GOING ABOVE AND BEYOND
- HELPING OTHERS
- KINDNESS
- LEADERSHIP
- LOVE OF LEARNING
- MAKING GOOD CHOICES
- MAKING INSIGHTFUL COMMENTS
- ORGANIZATION
- PERSEVERANCE/RESILIENCE
- SELF RELIANCE
- SHOWING PRIDE IN SCHOOL
- TAKING PRIDE IN ONE'S WORK
- USING APPROPRIATE COMMUNICATION
- USING TIME WELL

## Track the Positivity Ratio

In this context, the positivity ratio refers to the frequency with which behaviors that have been established as confirming and contributing to a positive climate occur in comparison to less desired, corrective actions. This ratio provides an effective and objective metric to determine progress in creating a positive climate.



According to Fredrickson’s research (2013), schools should aim for a positivity ratio of about three to one (3:1)—that is, three positive behaviors recognized for every negative one. That 3:1 ratio translates into 75 percent positive behavior recognitions. Please note that this stated target is intended as a guideline rather than an absolute, particularly for monitoring an entire school. A school that has 65 to 85 percent positive behavior overall should be considered within an acceptable range.

## Develop an Attendance Review Team

Schools need to select individuals that prioritize monitoring student attendance and addressing needs. School leaders can prevent chronic absences and student needs from going unnoticed by developing a task force that strategically works to provide intervention and improve student attendance. The attendance review team is made up of a variety of team members who specialize in areas that drive student support. In this way, school leaders are able to leverage the strengths of school professionals and give them the ability to find external resources to support students.

### THE ATTENDANCE REVIEW TEAM IS RESPONSIBLE FOR:

- Regularly monitoring student attendance
- Researching student needs to identify why students are chronically absent
- Developing attendance action plans that include strategic intervention to address student needs and improve attendance
- Monitoring progress to clarify if students are meeting goals and adjust accordingly
- Collaborating with community resources and service providers to ensure students get support that extends beyond school capacity

## **Have an Effective Response to Intervention Team (RTI)**

Students may miss school due to academic challenges. Schools can ensure that students who are in need of academic support receive appropriate intervention through a comprehensive RTI system that analyzes student data, provides targeted intervention, and adjusts individualized student support as needed. The RTI process can also target behavioral, social, or emotional support, ensuring that students have the help they need and are less likely to lose motivation, get distracted, and miss school.

## **Develop Community Partnerships**

Schools may not have all of the resources students need to succeed, but collaborating with community organizations increases the school's capacity and ensures that no student need goes unmet. The attendance review team owns the development and maintenance of partnerships, keeps track of what the services providers offer, identifies the requirements to attain services, and evaluates the effectiveness of the programs. Schools should consider partnering with the following types of organizations to support chronic absenteeism improvement: mental health service providers, social service support centers, community housing initiatives, free healthcare providers, truancy court, and public transportation providers.

## **Involve Parents and Guardians in the School**

Students are more likely to have a positive school experience if their parents or guardians are actively involved in the school community. Ensure that parents have a voice in the school by developing or enhancing a parent organization where parents inform school policy, volunteer, and share their expertise with the school. Parents can collaborate with one another to better support their students' development and help clarify how schools can be more impactful.

Additionally, schools should develop a calendar of family engagement activities and events that will ensure that students and parents have positive connections to the school community. Some school events to consider include open house, spirit week, staff versus student sporting events, heritage celebrations, and awards ceremonies.



## Develop Positive Relationships

A student's emotional attachment to school can be increased by developing positive student-to-teacher and student-to-student relationships. Teachers can develop relationships with students by focusing on building trust. When students feel safe and seen by their educators, school begins to feel like home away from home.

### EDUCATORS CAN BUILD TRUST WITH STUDENTS BY:

- Actively listening
- Inquiring about students' personal histories and interests
- Intentionally responding to student needs
- Acknowledging students' feelings
- Highlighting student accomplishments
- Advocating for students
- Being vulnerable with students
- Attending community events

Having positive peer relationships can promote healthy school attendance. Students develop these relationships when they have sufficient time to connect with one another.

### SCHOOLS CAN DEVELOP THE FOLLOWING STRUCTURES TO ENCOURAGE POSITIVE STUDENT-TO-STUDENT RELATIONSHIPS:

- Student government
- Peer-to-peer mediation
- Community circles
- Morning meetings

These structures help develop a collective identity among students and empower students to have an active presence in the school.

## Provide Engaging Instruction

Learning should be fun and interactive. Teachers can make students excited to learn by intentionally building learning routines that engage students and connect to their interests.

### HERE ARE A FEW WAYS TEACHERS CAN INCREASE CLASSROOM ENGAGEMENT:

- Invest students in classroom narratives that connect students to a united purpose. This will allow students to see how the curriculum connects to their life and will help them reach their goals. It will also give students a strong desire to engage with schoolwork that feels invigorating.
- Include relevant texts, media, activities, and discussions in daily lesson plans to engage student interests and identity. Build school community by finding ways for students to get to know each other and get excited about learning and socializing with their peers.
- Develop platforms for students to give teachers feedback and to share their ideas with the school community.

## Create a Culture of Inclusion That Reduces Bullying

Some instances of chronic absenteeism are attempts to avoid bullying and other forms of student victimization. Since students can be reluctant to talk about being the victims of bullying, recognizing signs of this type of victimization is a skill that educators must acquire in order to assess how prevalent bullying is in their school. School staff will need training to develop and maintain practices that combat bullying, fights, and discriminatory practices or language.

Additionally, efforts to build students' general social and emotional skill sets will be a tremendous aid for the prevention of bullying. The American Educational Research Association (2013) states, "It is possible to greatly reduce bullying by directly addressing bystander peer norms, behaviors, and dynamics so that peers deter bullies, support victims, recognize the harm they may cause with rumors or gossiping, and are committed to reporting severe acts to teachers or administrators" (p. 42-43).

## Encourage Positive Social and Emotional Character Development

Social and emotional learning (SEL) should be an explicit part of instruction, whether it is taught every school day, once or more a week, or at specific points in the academic year. Research demonstrates that effective SEL implementation delivers a multitude of benefits to students. Durlak, Dymnicki, Taylor, Weissberg, and Schellinger (2011) found that SEL raises students' achievement scores by an average of 11 percentile points. SEL has also been found to increase social emotional skills and positive attitudes toward self, others, and school while decreasing conduct problems, emotional distress, and drug use.

### SOCIAL AND EMOTIONAL SKILLS, ATTITUDES, AND BEHAVIORS CAN BE TAUGHT USING A VARIETY OF APPROACHES:

- **Explicit SEL skills instruction** – Free-standing lessons designed to explicitly enhance students' social and emotional competence
- **Instructional practices** – Teaching practices such as cooperative learning and project-based learning, which promote SEL
- **Integration with academic curriculum areas** – Integration of SEL with academic curriculum such as language arts, math, social studies, or health
- **Organizational, culture, and climate strategies** – Organizational strategies that promote SEL as a schoolwide initiative that creates a climate and culture conducive to learning

While challenging to measure, schools should find ways to identify if students are experiencing any of the following indicators: negative perceptions of the school experience, poor self-esteem, depression, and anxiety.



# Monitor Data Systems

Before addressing a student need, schools must first be able to identify the need. Educators should look for at-risk indicators at the student level to identify who is struggling with chronic absenteeism. School leaders can make this process more efficient by developing tools that help track and assess student attendance patterns.

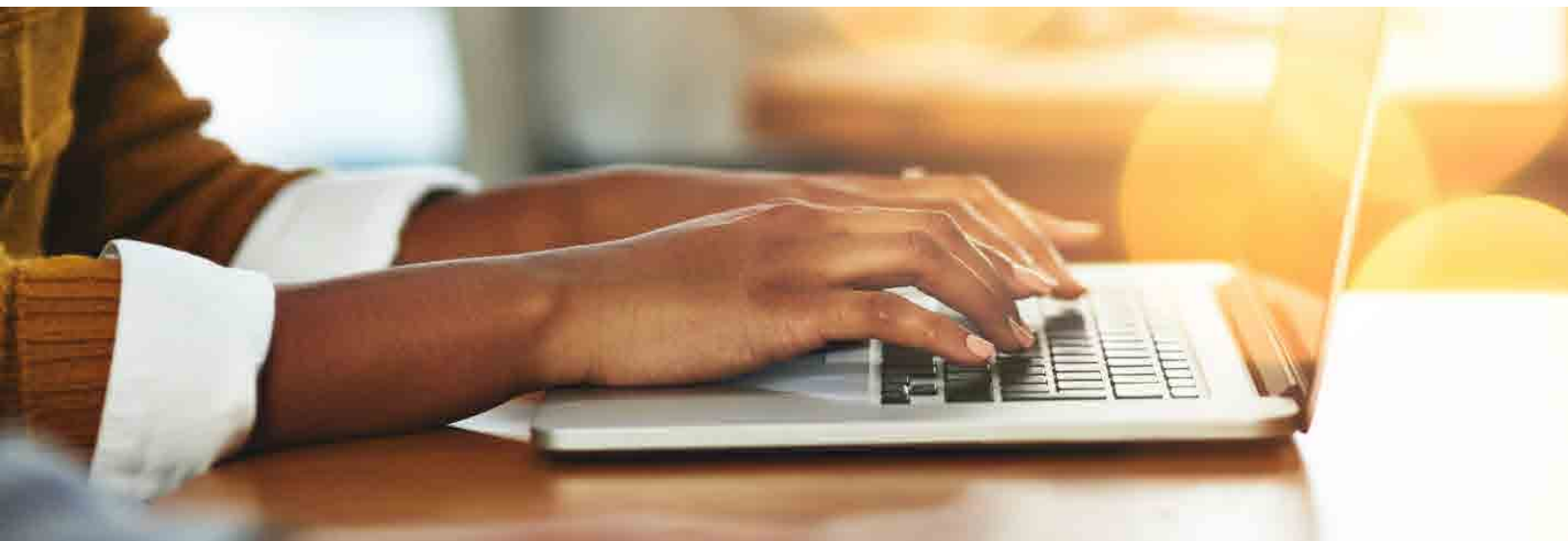
Student-level indicators include data; external or environmental barriers that impact attendance; and social, emotional, and mental factors that interfere with student decision making.

## Identify External and Environmental Barriers that Impact Student Attendance

In order to provide strategic support, schools should find ways to identify if students are experiencing the following challenges: lack of transportation, limited access to healthcare, housing needs, and traumatic events. While some of these factors are beyond a school's locus of control, identifying them can increase the school's chances of connecting students and families with adequate resources.

## Pay Attention to All Student Data

Schools can assess student attendance patterns by looking at absence and tardy trends alongside academic performance data. Schools should also clarify how many absences are due to suspensions to identify if individual behavioral supports are warranted. Additionally, knowing if students who are chronically absent are over-age or have been retained can be beneficial since this may cause students to feel less motivated to attend school regularly. Clearly understanding the nature of student demographics can improve the way in which the school intervenes.



## Track and React to Warning Flags

**Our research indicates that students exhibiting the following behaviors can be at risk for chronic absenteeism:**

The attendance review team must be prepared to provide strategic support based on the number of these occurrences. The goal is to prevent a pattern of chronic absenteeism before 10 days of school have been missed.

**TARDY –  
UNEXCUSED**

**TARDY –  
EXCUSED**

**BULLYING  
REMOVAL FROM  
CLASS**

**ABSENT –  
EXCUSED  
ABSENT –  
UNEXCUSED**



**Kickboard suggests having intervention warning flags and specific action steps to follow after these benchmarks:**

- 5 TARDIES
- 8 TARDIES
- 11 TARDIES
- 15 TARDIES

- 3 ABSENCES
- 5 ABSENCES
- 7 ABSENCES

- 3 CLASS REMOVALS
- 5 CLASS REMOVALS
- 7 CLASS REMOVALS
- 9 CLASS REMOVALS

# Provide Targeted and Individualized Support That Addresses Chronic Absenteeism

After monitoring data, student habits, and attendance patterns, schools can identify which students are in need of intervention. Then the attendance review team can enact a variety of initiatives to improve student attendance.

## Tier II: Targeted Intervention

### PARENT PHONE CALLS

The attendance review team should assign a representative to call parents when students initially show a pattern of missing school. The attendance policy should be reviewed with parents. If a student has a unique concern that may impact further school days, the attendance review team should discuss how to directly address student concerns through school-specific interventions or by collaborating with external partner organizations.

### STUDENT CHECK INS AND BEHAVIOR PLANS

If a student is missing school due to specific behavior concerns or peer relationships, the attendance review team can set up a system to check in on the student's behavior and daily interactions each day. This system can be rooted in monitoring the student's needs and providing emotional support while intentionally setting goals and providing incentives for progress.

### ALTERNATIVE TRANSPORTATION

If a student is missing school due to transportation challenges, the school can arrange for the student to ride the school bus, get public transportation tokens or passes, or participate in a carpool.



## Tier III: Individualized Support

### ATTENDANCE ACTION PLAN

The attendance action team meets with the student and his/her guardian to discuss absenteeism challenges. This includes a discussion of why the student is consistently missing school, how absences are affecting student supports, an outline of the intervention that will support improved attendance, and clarification of consequences if attendance fails to improve.

### TIME RECOVERY

Schools can organize time outside of regular school hours for individuals to make up missed time, which can ensure that students are able to review missed material and recover credits. Schools will need to organize teachers to directly support students during this time, tracking student's participation and improvement along the way.

### **There are a number of ways the school can address a student's specific needs.**

Some supports will be directly provided by the school, while others may be provided using community and city resources. As students improve, schools can decrease supports. The key is for schools to track the right behaviors so that they can identify warning signs and intervene before it's too late.

Ultimately, Tier II chronic absenteeism support is most effective when schools have systems that help track who is in need of intervention and how attendance is progressing with intervention. Data systems will help the attendance review team clarify which interventions are effective, when to intensify supports for students not making sufficient progress, and when school-wide systems may need to be revised in order to improve student attendance.



## Support Tiered Efforts with Professional Development

Teachers and school leaders will need multiple levels of support in their efforts to incorporate the new mindsets, schoolwide systems, and data practices required to build positive school cultures and practices that combat chronic absenteeism. School leaders and the attendance review team will likely require external guidance on how to collect and use the data to combat chronic absenteeism.

External experts can also help school staff gain a deeper understanding of how the school's climate and culture affect attendance, develop consistent practices, and put monitoring and evaluation tools into place. Additionally, the attendance review staff will need training on establishing and maintaining a data cycle, including using data to monitor progress of existing systems, sharing best practices, adjusting current systems as needed, and committing to new action steps.







## Conclusion

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**Attacking chronic absenteeism requires schools to develop systems that both proactively establish a positive school culture and reactively address absenteeism.**

This proactive approach prepares schools to address the root causes of chronic absenteeism to keep children regularly attending school. It also ensures that school is a place that kids are excited to be because they know what to expect, feel connected to the people they learn with, and are excited about how their learning connects to the vision they have for their lives.

By creating a solid foundation, schools can significantly reduce the number of students who will be in need of more interventions at the upper tiers of their chronic absenteeism program.



# Supporting Research

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The Baltimore Education Research Consortium found that children who had been chronically absent in pre-kindergarten and kindergarten showed lower proficiency in reading and math when they moved on to first and second grade (Chang, Duardo, Olsen & Strong, 2012). This reduced proficiency during early education undermines the foundation of learning that enables later academic success, significantly hampering students' ability to learn and perform academically even if their attendance improves.

Further, the consortium found that the poor attendance was very likely to persist, with 50 percent of the pre-kindergarteners and kindergarteners being chronically absent again in first grade and 45 percent of them continuing the behavior in second grade. In addition to the adverse effect on academic skills, chronic absenteeism in young learners has been found to delay development of desired social skills such as teamwork and conflict resolution (Rani, 2015).

**As students grow older, their chronic absenteeism is not only linked to a higher likelihood of dropping out of high school, but also drug usage and delinquent behavior (Paolini, 2016).**

According to the National Collaborative on Education and Health (2015), the “post-schooling” consequence of chronic absenteeism is that individuals are undereducated, underemployed, less financially stable, and in poorer health.



**For further reference, an Absenteeism Inventory table is included below.**

The table summarizes the absenteeism sub-categories that should be addressed, the student behaviors and conditions that should be looked for at the Tier 1 level, and the behaviors and strategies that teachers can use to increase school attendance.

<b>CHRONIC ABSENTEEISM</b>		
<b>ABSENTEEISM SUB-CATEGORIES</b>	<b>TIER 1: BASIC BEHAVIORS AND CONDITIONS FOR MONITORING</b>	<b>STRATEGIES EDUCATORS CAN USE TO INCREASE SCHOOL ATTENDANCE</b>
<b>SCHOOL/SYSTEM PREDICTORS</b>		
<b>CHRONIC ABSENCE AT-RISK FACTORS</b>	<ul style="list-style-type: none"> <li>• Student missed 4 or more days of school in the first month of the year</li> <li>• Parent is responsive in supporting school attendance</li> <li>• Student is tardy more than twice a week</li> <li>• Student has reliable transportation or “safe path” to school</li> </ul>	<ul style="list-style-type: none"> <li>• Track chronic absenteeism in addition to truancy and average daily attendance</li> <li>• Use chronic schoolwide absence data to determine need for additional supports</li> <li>• Train staff on effective attendance practices</li> <li>• Develop and implement a parent outreach plan to support students who are chronically absent</li> <li>• Use data from previous school years to target students who may be “at-risk” for chronic absenteeism</li> </ul>

<p><b>ATTENDANCE MONITORING</b></p>	<ul style="list-style-type: none"> <li>• Student is chronically absent (missing 10 percent of a school year for any reason)</li> <li>• Student’s chronic absences form a pattern</li> <li>• Teacher knows why the student missed school</li> <li>• Parent/family is proactive in providing reasons why student is absent</li> </ul>	<ul style="list-style-type: none"> <li>• Track chronic absence as well as truancy and look for patterns</li> <li>• Create an attendance plan with measurable goals</li> <li>• Involve counselors and truancy personnel</li> <li>• Establish a contact person who is responsible for attendance</li> <li>• Take positive and early action when a student is absent</li> <li>• Call or text home when students are tardy or absent</li> <li>• Develop an “Early Warning Indicator System” that alerts staff when a student is at risk of chronic absenteeism</li> <li>• Initiate personalized outreach to student and family before absences add up</li> <li>• Implement a system that recognizes and rewards strong attendance</li> <li>• Conduct workshops for families about attendance</li> <li>• Hire? a truant truancy? officer to work with chronically absent students and families</li> <li>• Make truancy court the last resort</li> </ul>
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<p><b>CULTURE/CLIMATE</b></p>	<ul style="list-style-type: none"> <li>• Student expresses that the school is a “safe place”</li> <li>• Student expresses that s/he has a positive relationship with his/her teacher</li> <li>• Student demonstrates positive peer-to-peer relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Form a team to establish and monitor a supportive and engaging school culture</li> <li>• Implement a system to track school culture data, e.g. student attendance, student behavior, the positivity ratio, etc.</li> <li>• Build positive relationships with students and parents</li> <li>• Have a yearlong focus on attendance</li> <li>• Nurture a schoolwide system of attendance incentives</li> </ul>
<p><b>TEACHER/ STUDENT RELATIONSHIPS</b></p>	<ul style="list-style-type: none"> <li>• Students express/ demonstrate that teachers care about them</li> <li>• Students express/ demonstrate that they are supported or respected by teachers and other school staff</li> <li>• Students express/ demonstrate that they are targeted for discipline and behavioral issues</li> </ul>	<ul style="list-style-type: none"> <li>• Build a classroom culture of respect and caring</li> <li>• Provide mentors for students who are chronically absent</li> <li>• Track data on “at risk for absence” students and intervene early</li> </ul>
<p><b>STUDENT ACADEMIC ISSUES</b></p>	<ul style="list-style-type: none"> <li>• Student’s grades are impacted because of absences</li> <li>• Student has identified learning differences</li> <li>• Student has identified attention issues</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that pupils with attendance problems are identified as early as possible to provide appropriate support services and interventions</li> <li>• Ensure that students have access to instruction and materials when they are out of school for extended periods</li> </ul>
<p><b>STUDENT BEHAVIOR ISSUES</b></p>	<ul style="list-style-type: none"> <li>• Student has identified behavior issues that result in learning disruption</li> <li>• Student is removed from learning environment because of behavior issues more than once per grading period</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that in-school suspension curriculum allows student to stay up with their learning</li> <li>• Implement interventions and support services for students whose behavior results in their removal from the learning environment</li> </ul>

<p><b>ENGAGEMENT AND RELEVANCE</b></p>	<ul style="list-style-type: none"> <li>• Student acknowledges that his/her classes are exciting and engaging</li> <li>• Student is consistently engaged in classroom learning</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that teachers are consistently providing lessons that engage students</li> <li>• Monitor lessons for effective student engagement</li> <li>• Provide PD for teachers in effective personalized learning and project-based learning</li> </ul>
<p><b>BULLYING</b></p>	<ul style="list-style-type: none"> <li>• Student admits that the reason for an absence/s is due to being bullied</li> <li>• Students state that they feel supported by staff and students when they report bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Track absences due to bullying</li> <li>• Assess how prevalent bullying is in your school</li> <li>• Put practices into place to combat bullying, fights, discriminatory practices or language</li> </ul>
<p><b>SCHOOL FACILITY</b></p>	<ul style="list-style-type: none"> <li>• Student/staff demonstrate that the school facility is conducive to learning</li> <li>• Students/staff report that bathrooms are clean and stocked</li> <li>• Students/staff wash hands frequently</li> <li>• Students with illnesses such as asthma take prescribed medications appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Have frequent checks on school facility</li> <li>• Ensure that health violations are addressed immediately</li> <li>• Institute aggressive hand washing programs</li> <li>• Improve the quality of school ventilation</li> <li>• School nurse ensures that maintenance medications for asthma, such as inhaled corticosteroids, are provided to students on a regular basis</li> </ul>

## PARENT AND FAMILY/HOME/COMMUNITY PREDICTORS

<p><b>PARENT/FAMILY INFLUENCES</b></p>	<ul style="list-style-type: none"> <li>• Parent has clear understanding of the effects of chronic absenteeism</li> <li>• Parent has strong relationship with teacher(s) and administration</li> <li>• Student is in single parent household</li> </ul>	<ul style="list-style-type: none"> <li>• Make home visits to families of chronically absent students</li> <li>• Use positive, effective messaging about school attendance with parents and students</li> <li>• Ensure that effective community and legal resources are located and provided to students in need</li> </ul>
<p><b>PHYSICAL/MENTAL HEALTH</b> <b>CHRONIC HEALTH CONDITIONS</b></p>	<ul style="list-style-type: none"> <li>• Student has been identified with a chronic illness that keeps him out of school</li> <li>• Student has good access to healthcare</li> </ul>	<ul style="list-style-type: none"> <li>• School-based advising and counseling</li> <li>• Teaching of stress- and anxiety-reduction methods</li> </ul>

# About the Author

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## David M. Hardy Jr.

### Lorain School District CEO

The Lorain Academic Distress Commission has named St. Louis Public Schools official David Hardy Jr. to be the CEO of the embattled Lorain School District in Ohio.

As a state leader in 2013, he was responsible for initiating the district turnaround of the lowest performing schools in New Jersey by catalyzing the transformation of Camden City Schools into what is now seen as the budding national model for school district turnaround.

As a district leader in 2017, he led the academic turnaround for St. Louis Public Schools that increased the district's Annual Performance Report (APR) score from 40.5 points to 104.5 in three years. Through Mr. Hardy's strong strategic planning, prudent fiscal allocations, and goal alignment, the academic gains by students have reached highs in St. Louis that have not been seen in almost 20 years.

David serves on the Board of Trustees at Columbia College in Missouri. He is an alumnus of some of the most forward thinking national educational organizations in the country — including Colgate University, the National Superintendents Academy, and the PELP Institute at Harvard University — and was named a Future Chief for Change Fellow in 2017. David holds a master's degree from Columbia University and will complete a doctorate there in 2018.





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