Measuring Attendance and Data Analysis: Determining the why and Goal Setting

Using Multiple Data Sources

"Understanding the reason/s behind chronic absenteeism may require examination of other data sources, including office discipline referrals, student surveys, academic performance, and medical history which may be obtained through record reviews or student and family surveys and interviews. Addressing multiple contributing factors will require collaboration between schools, families, and communities."

Measuring Attendance

- Average Daily attendance can mask problems as it is possible to have 90% average daily attendance and still have 20% to 30% of students chronically absent.

- Instead monitor:

❑**Regular Attenders**: miss 5 or fewer days a year

❑**At Risk**: miss 5%-9% of school (about 9 days a year)

❑**Chronically Absent**: miss 10% of school (18 days a year)

❑**Severely Chronically Absent**: miss 20% or more days of school (36 days a year)

Taking a deeper dive through further questioning

- What percent of students are experiencing attendance problems at each level?

- What day of the week or month are the most problematic?

- What time periods are the most problematic?

- What grade levels or classes have the highest absence rates?

- What student sub-groups are most affected?

- Are attendance problems clustered in specific neighborhoods?

Why do Students Miss School?

- They cannot come (e.g., illness, other circumstances or obligations)

- They will not come (e.g., avoid bullying, unsafe conditions, harassment)

- They do not come (e.g., don't see the value in school, have something else they would rather do)

These are different types of problems that require different interventions

Differentiation for Younger vs. Older Students

- Younger Students: more emphasis on supporting families for child to attend school

- Older students: increased emphasis on supporting student to attend (ex: self management, peer support

Using Data to Develop Solutions

- Data Analysis will support your understanding of you why your school/district is experiencing high absenteeism.

- Once there is an understanding of the why, goals can be set to increase attendance through specific and intentional tiered strategies based upon your school/district's specific needs.

- Based upon the specific attendance patterns in your school/district identify 2-3 priority areas and write measurable goals.

- These goals can be attained through building a continuum of support strategies.