



Attendance Intervention Programs (AIP) are initiatives implemented by the Dallas ISD to address and support student attendance in accordance with Texas state law and school policies. These programs focus on two key areas: A) Attendance for Credit, which ensures that students meet the minimum attendance requirements to receive course credit. B) Truancy, which addresses and seeks to prevent unexcused absences. Through these programs, Dallas ISD aims to maximize the educational benefits for students, ensure compliance with state laws, and provide necessary support to students and parents in maintaining regular school attendance.

Key Findings

Student Populations

- More than half of district students were affected by absenteeism or truancy. Twenty-five percent missed over 10% of school days and received an Attendance for Credit Violation, while 17% accumulated ten or more unexcused absences within six months, resulting in a truancy court case.
- The demographic composition of students with absenteeism or truancy closely mirrors the district's overall demographics, indicating these issues affect all groups proportionally rather than being concentrated among specific or high-risk populations.

Stakeholder's Perceptions of the Programs

- Most respondents reported strong satisfaction with AIP systems, staff support, and professional development.
- Stakeholders viewed AIP staff as collaborative and supportive, with 92% describing PD sessions as informative and relevant.
- Respondents identified workflow efficiency as a primary area for improvement. Data entry processes within AfC Enterprise and the Logical Attendance Tracker were frequent pain points, prompting recommendations for streamlining and better system integration.

Attendance for Credit

- District-wide, absenteeism affected 70,431 students, with nearly half receiving violation notices.
- High schools faced the most severe attendance challenges, with greater credit loss and lower make-up hour completion than elementary grades, suggesting decreased intervention effectiveness at higher grade levels.
- Attendance risk peaked in grades 9 and 10, where compliance and make-up completion rates dropped further, highlighting critical vulnerabilities during key credit-earning years.
- Many students missed required supports due to incomplete principal plans, conferences, or make-up hours, hindering progress toward attendance restoration goals.
- Restoration rates were low district-wide (47%), with marked disparities between elementary and high school levels and across regions, leaving more than half of violations unresolved.
- The number of Tier I/II campuses declined by 18% year-over-year, while Tier III campuses increased by 60%.

Truancy

- District-wide, truancy affected 92,741 students, with a quarter facing formal case filings.
- Dallas ISD issued 230,606 truancy notices, nearly half to high school students. Ninth graders represented the highest totals, underscoring escalating attendance issues during the transition to high school and the need for early intervention.
- The district filed 23,232 truancy cases, primarily against parents and concentrated in grades 7–8. In high schools, stricter absence criteria reduced court filings despite high notice volume, demonstrating how policy and enforcement practices shape outcomes.
- Campus compliance with truancy notice protocols reached 29%, while completion rates were 7%. Elementary schools led with 62% compliance, and high schools followed with 13%, revealing procedural gaps that contributed to higher legal risk.

Attendance Competitions

- Over 71,000 students achieved perfect attendance in August, most of them in elementary school.
- Nearly 57,000 students participated in the “Strive for No More Than Five” campaign, reflecting broad engagement across grade levels.



Recommendations

- **Integrate Attendance Data Systems and Automate Workflows for Data Accuracy**

To ensure reliable, accurate attendance data crucial for timely interventions and improving program effectiveness, it is recommended that the GRAAD department strengthen and integrate current attendance data systems. Such efforts will require collaborating with EdTech and campus data controllers to automate data entry workflows, synchronize data feeds between AfC Enterprise, the Logical Attendance Tracker, and related platforms, and eliminate redundant data inputs. Furthermore, the department should consider assigning a dedicated data analysts to establish a regular data quality audit schedule, systematically resolve all identified data inconsistencies, and develop and deliver role-specific training to all staff responsible for data entry.

- **Implement Early Warning Systems and Compliance Follow-Through in High Schools**

To reverse the critical decline in intervention effectiveness demonstrated by the fact that high schools account for 61% of all violation students and have significantly lower make-up hour completion rates compared to elementary schools, it is recommended that the GRAAD department intensify and focus support on high school campuses, particularly grades 9 and 10. Specifically, by enhancing data-driven decision-making by providing principals and staff with early warning systems that integrate comprehensive AfC and truancy histories, allowing for the proactive identification of at-risk students. Furthermore, to address the low compliance rates in these critical credit-earning years, the department should consider mandating and supporting rigorous staff follow-through on all principal compliance plans and student conferences. This targeted action will strengthen campus collaboration and ensure all students have maximum opportunity for credit restoration, directly increasing on-time graduation rates.