Attendance and Homelessness

Patrick Hickman
Ohio’s Attendance Advisor

April 2023
Overview

Grounding Vocabulary

Positive Conditions for Learning

Barriers

Communication
Why Focus on Attendance Data?

- A student’s attendance in the previous year can predict their attendance in the current school year.
- Student interventions are strengthened when the student attends school regularly.
- By ninth grade, good attendance can predict graduation rates better than eighth grade test scores.
- 65% of students are less likely to meet the Third Grade Reading Guarantee.
- 89% of students are less likely to graduate on time from high school.
- Chronic Absenteeism is an indicator on the state report card.
Positive Conditions for Learning
Multi-tiered System of Support for Attendance

Tier 3
Intensive Intervention

Tier 2
Early Intervention

Tier 1
Universal Prevention

Foundational Supports
Which Promote Positive Conditions for Learning

Students Missing 20% or More

Students Missing 10% - 19%

All Students and Families

All Students and Families

https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/
Positive Conditions for Learning
Lead to Students Being Engaged and Attending Regularly

- Restorative check-ins
- Access to health care & mental health supports
- Trauma-informed practice
- Staff self-care

- Healthy learning environments
- Welcoming, safe school climate
- Access to food & other basic needs
- Restorative circles

- Access to tech & internet
- Learning supports
- Project-based learning
- Credit recovery opportunities
- Internships/community service
- Alternative scheduling options

- Active student & family engagement
- Advisories/meetings to build community
- Enrichment & clubs
- Positive peer connections
Barriers
Reducing chronic absence requires addressing challenges worsened or created by the pandemic

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Aversion</th>
<th>Disengagement</th>
<th>Misconceptions</th>
</tr>
</thead>
</table>
| • Chronic and acute illness  
• Family responsibilities or home situation  
• Trauma  
• Poor transportation  
• Housing and food insecurity  
• Inequitable access to needed services  
• System involvement  
• Lack of predictable schedules for learning  
• Lack of access to tech  
• Community violence  
• Etc. and many more! | • Struggling academically and/or behaviorally  
• Unwelcoming school climate  
• Social and peer challenges  
• Anxiety  
• Biased disciplinary and suspension practices  
• Undiagnosed disability and/or disability accommodations  
• Parents had negative educational experiences | • Lack of challenging, culturally responsive instruction  
• Bored  
• No meaningful relationships to adults in the school (especially given staff shortages)  
• Lack of enrichment opportunities  
• Lack of academic and behavioral support  
• Failure to earn credits  
• Drawn to low-wage job vs. being in high school | • Absences are only a problem if they are unexcused  
• Missing 2 days per month doesn’t affect learning  
• Lose track and underestimate TOTAL absences  
• Sporadic absences aren’t a problem  
• Attendance only matters in the older grades  
• Suspensions don’t count as absence |
Communication
Team Communication

- Building Administration
- Counselors/Social Workers
- Nurses
- Office staff
- Coaches
- Teachers
- Bus drivers
- Custodians
- Community Members
Local Attendance Policies

District Flexibility

Communicate Expectations

How can families communicate a student absence?

Definition of medically excused absence

Attendance coding
Happy to Help!

Patrick Hickman
Ohio’s Attendance Advisor
614-387-2202
Patrick.hickman@education.ohio.gov