

Attendance and Homelessness



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Overview



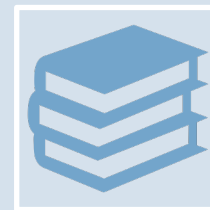
Grounding Vocabulary



Positive Conditions for Learning



Barriers

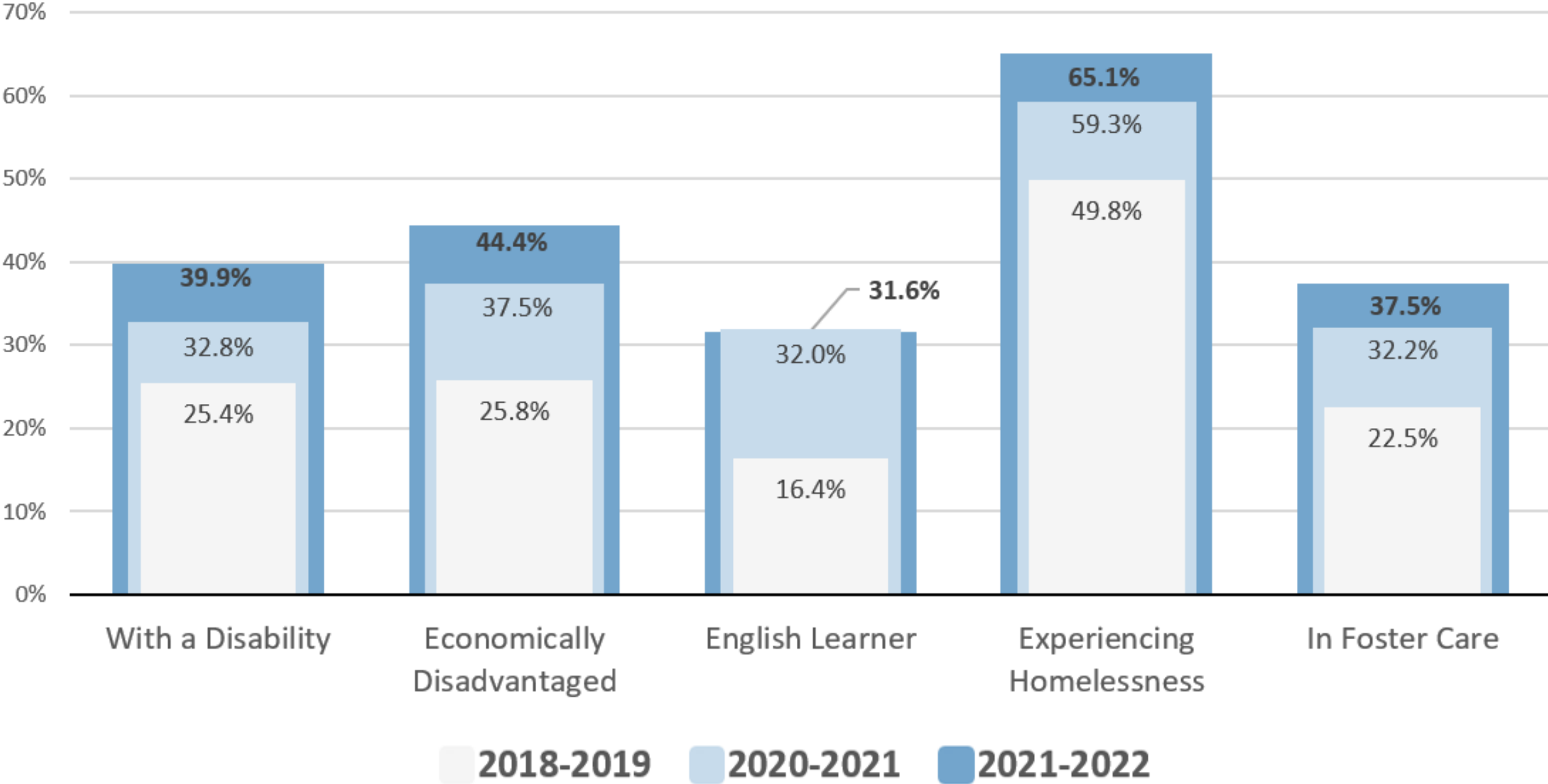


Communication

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.

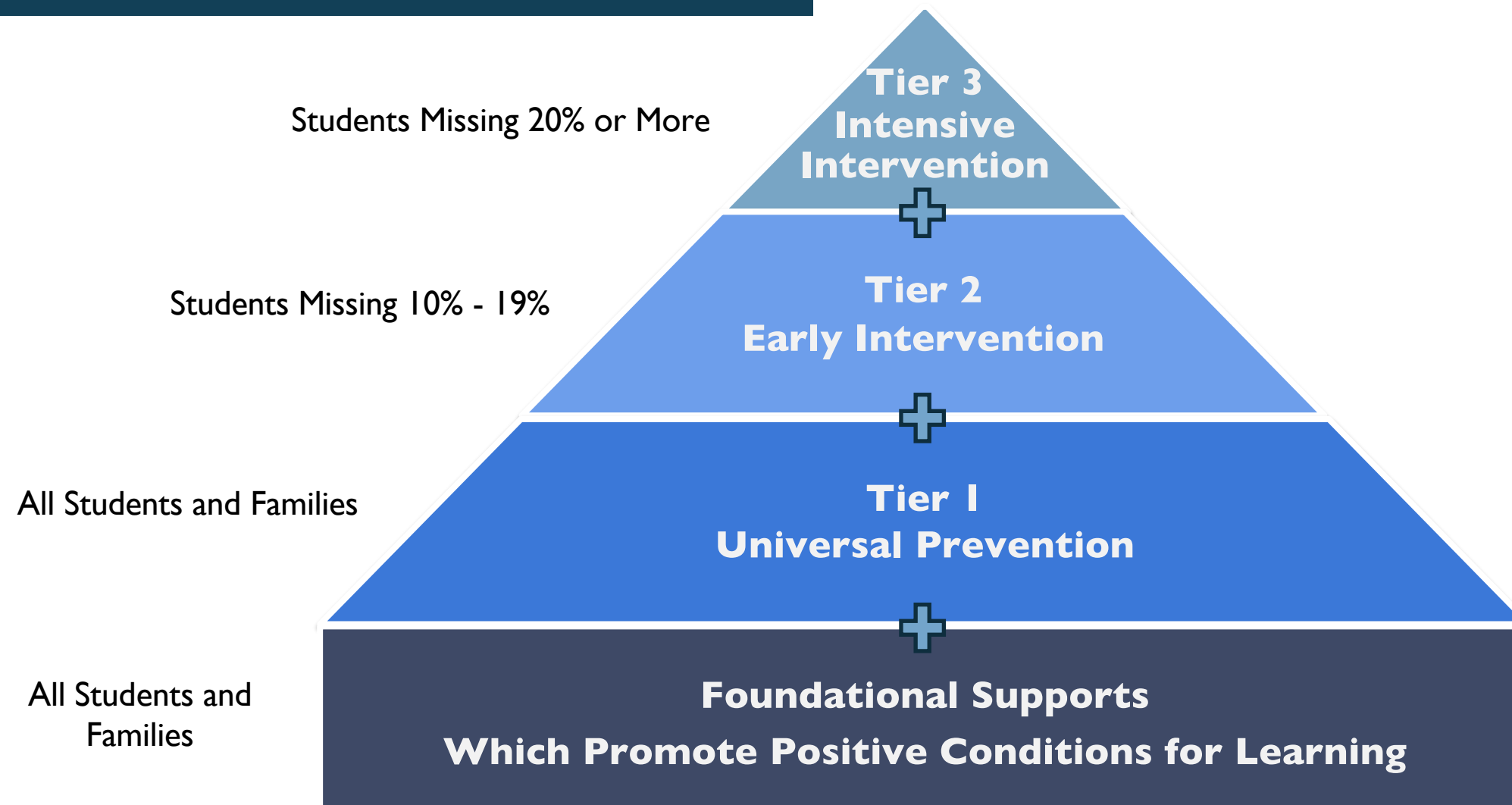
Chronic Absenteeism Data



Positive Conditions for Learning

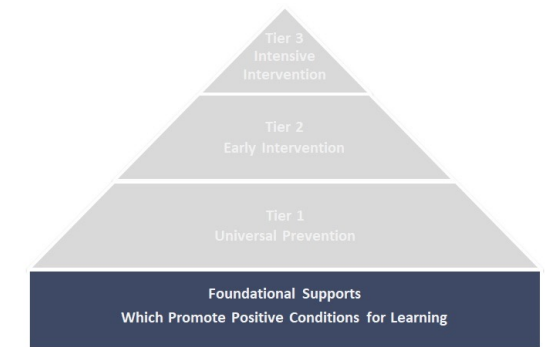


Multi-tiered System of Support for Attendance

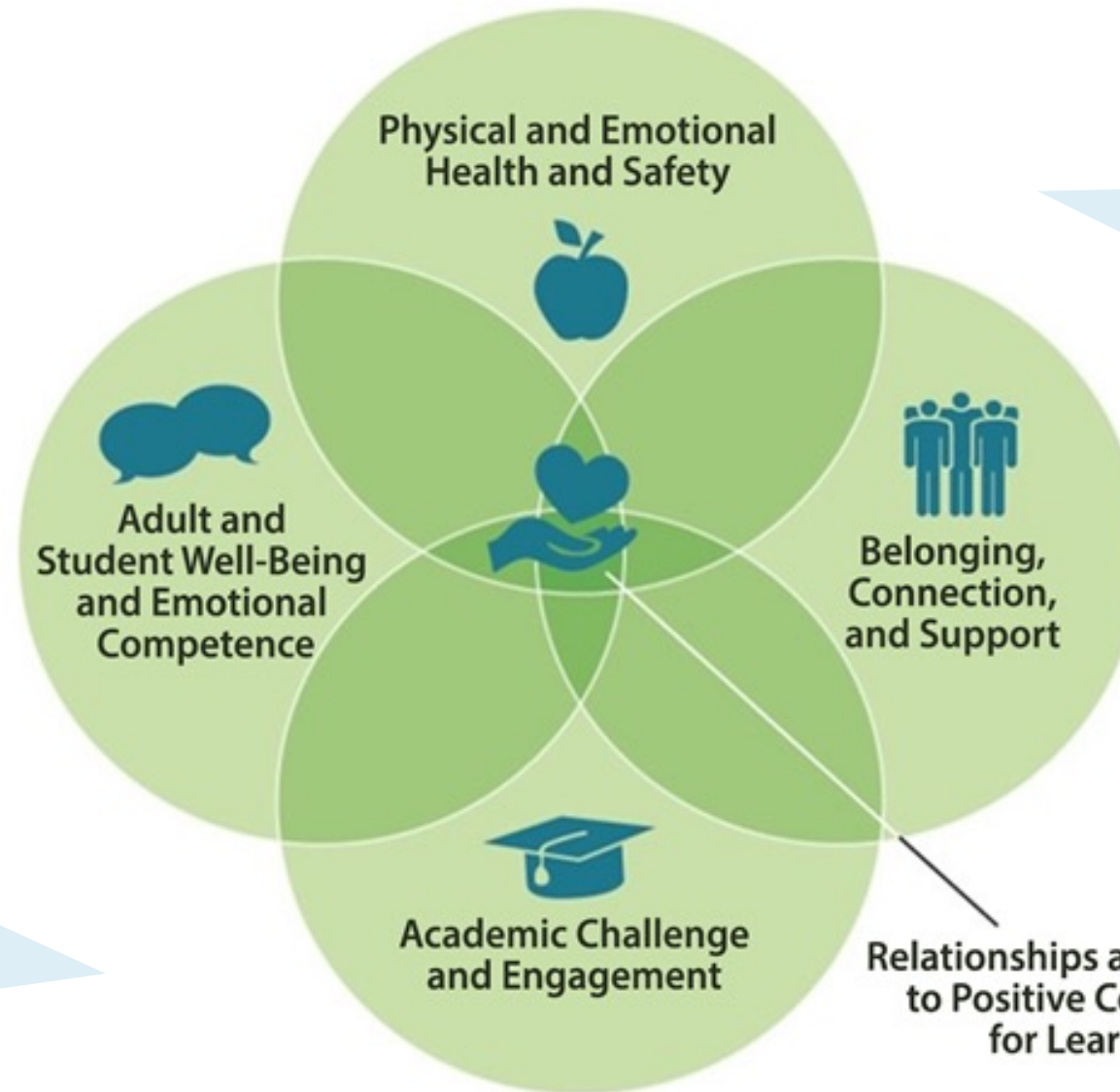


<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>

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

Barriers

- 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!

Aversion

- 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

Disengagement

- 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

Misconceptions

- 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!

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