

STEPPING UP THE PACE: IMPROVING ATTENDANCE

A “How to” Mini-Guide

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IMPROVING ATTENDANCE: *Challenge for Urban Schools*

Improving student attendance is a huge challenge confronted by urban high schools. The importance of attendance is clear; students need to be present in school to benefit from the curriculum, meet academic and other diploma requirements, and partake in special opportunities that school offers. Yet, urban high schools experience substantial attendance difficulties – evidenced by high absentee rates, student tardiness, class skipping, and suspensions/expulsions. Promising practices, aimed at improving attendance, exist in high schools across the nation – both as a part of larger school “turnaround” initiatives and as school/attendance improvement efforts.

What we know is that there are no “silver bullet” approaches -- there is no magic formula nor is there a canned approach capable of reaching and sustaining high levels of student attendance. Successful schools work on attendance issues on multiple fronts, over time, learning from the field, and learning from the results of their own efforts. These schools know that boosting attendance is a continuous process. As students, families, communities, and schools change, so must strategies aimed at improving attendance. **Successful schools face the big question head on -- “How are we contributing to absenteeism and how can we work with parents and communities to keep young people engaged, in school, and learning what they need to know to be successful?”**

There is no question that attendance improvement is part of fostering a school culture conducive to learning. Student attendance is, in fact, one of several ways through which progress on this front is measured. Increases in attendance provide one **indicator** that efforts in school transformation/turnaround are taking hold – as a school works to achieve:

- High expectations, strong student supports
- Climate of respect and caring
- Learning that is rigorous, challenging, relevant, and engaging
- Safe and orderly learning environment
- Student belonging, connectedness, and feelings of affiliation
- Personalized learning environment
- Interventions appropriate to meet students’ academic needs

We also know, from the research, that poor school attendance is also a **predictor** – part of an early warning system – signaling that a student or groups of students are at risk of dropping out of school. Students with chronically unexcused absences are at risk for serious behavioral issues – such as substance abuse, criminal activity, and incarceration. Dealing with school attendance is very important.

Why are students absent from school? A book could be written about this alone. The research looks at four types of factors -- student factors (poor health, substance abuse, academic difficulties, fear of bullying, and peer pressure), school factors (negative climate, inflexibility, safety issues, and inability to deal with truants), family factors (lack of supervision/guidance, different priorities, dissatisfaction with school, and lack of familiarity with school laws), economic factors (student employment, poverty, and lack of family child care).

What do students say? Among the reasons students give for not legitimate absence are:

- Classes are boring and not relevant
- They do not have positive relationships with teachers
- They do not feel safe at school and in transit
- No one seems to care
- They have academic difficulty, are not successful, and there is little help
- Peer influences are negative and strong
- The school environment is uncomfortable

WHAT CAN SCHOOLS DO?

Successful Schools:

- **Stay focused on improving student engagement through curriculum, instruction, academic and student support interventions, career development, climate, and safety initiatives**
- **Work hard improving student attendance, in a systematic way, throughout the year and over the years**
- **Address the different forms of attendance problems the school is evidencing:**
 - Absences
 - Tardiness
 - Class skipping
 - Suspension/Expulsion
- **Use a tiered intervention structure -- a continuum of strategies and practices:**
 - **Prevention for all students, establishing expectations and positive school climate; fair policies and procedures,**

- **Early Intervention for students on the verge of evidencing significant attendance problems -- Address barriers to attendance with targeted interventions specific to students**
- **Intensive Intervention for students evidencing patterns of chronic attendance problems**

- **Select strategies that are specific to needs and within the school's capacity to implement well**

- **Engage students, families, and community in solution-building**

STEPPING UP THE PACE: *Improving Attendance*

This mini-guide, provides a quick and easy format – providing information, strategies, and tips to help schools work on attendance issues. It is a companion to “Attendance Academy” type professional development giving staff tools to clarify problems and build “just right” solutions. This “how to mini-guide” culls from a variety of sources and presents information in a concise format – so that school staffs have a ready resource. This Guide focuses on prevention and intervention, not the “legal” side of truancy.

IMPROVING ATTENDANCE: *A Comprehensive Approach*

CHECKLIST: KEY ELEMENTS OF A COMPREHENSIVE APPROACH

Drawn from: Components of a Comprehensive School-Based Approach to Increase Attendance, 2010

- **Create a strong attendance data collection and dissemination system that helps target interventions early and often, including an early warning system**
- **Reduce school initiated exclusions, such as suspension**
- **Partner with families early on and often**
- **Create a communication/media campaign regarding the importance of attendance**
- **Create a uniform system, but one that has the flexibility to address individual needs**
- **Focus on prevention, intervention, and recovery rather than punishment and legal intervention**
- **Develop an individualized, comprehensive plan of services and supports, with case management, for students in need of intensive intervention**
- **Focus on high need populations, grades, and times of year when attendance problems are most prevalent**
- **Use rewards and incentives effectively**
- **Provide training to all school staff**
- **Focus on proven universal strategies – building positive culture, welcoming environment, engaging instruction**
- **Address transportation and safety barriers, such as safe passage strategies**
- **Listen to the youth voice and learn from students about how to improve attendance**
- **Engage the community in supporting school attendance**
- **Use referrals to law enforcement as last resort**

IMPROVING ATTENDANCE: *Some Practical Tips*

This “How to” Mini-Guide focuses on strategies and tips. Some practical tips for schools in tackling the broad range of attendance issues, includes:

BASIC TIPS:

- Know your attendance laws, local policies, and their inconsistencies
- Focus on student engagement, not just truancy
- Adopt promising practices that “fit” locally and are doable within your school
- Select approaches that are in line with school strengths/assets
- Create both incentives and graduated sanctions, the “carrots and the sticks”
- Turn mistakes into learning opportunities rather than failures meriting punishment
- Reinforce explicit expectations for positive behavior and academic success
- Reward and recognize good attendance, not just perfect/great attendance. The idea is to improve the incidence of both excused and non-excused absences. Schools do want students to stay home and get better when they are ill and when they can spread illness to others
- Take baselines and track progress, use data to signal need for mid-course corrections
- Do not provide temptation. Close campuses during breaks and lunch

TIPS IN WORKING WITH STUDENTS:

- Greet students by name, so that no student is “invisible”
- Strive to have every student feel close to a supportive adult at the school
- Let students know that when they are not in school, they are missed
- Create an environment where every student can be successful in something
- Help students to see the facts -- a high school diploma is important to their future; attendance is important to achieving the credential
- Involve students in planning programs to improve attendance and engagement
- Seek the student voice in school improvement

TIPS IN WORKING WITH PARENTS:

- Foster a welcoming environment for parents in the school
- Provide clear message to parents that school attendance is important
- Have an “attendance” point of contact for every parent with the school
- Share attendance improvement ideas with parents and seek their suggestions
- When a student is absent, immediately talk to their family member in person, not an answering machine
- Provide “parent-to-parent” tips on what they can do to help their children make it to school, on time, and ready
- Involve parents in case management and school-family counseling for chronic absentee situations

TIPS FOR WORKING WITH THE COMMUNITY:

- Seek referrals to other agencies to help students with problems outside of the school’s purview
- Identify community organizations who can help and the specific ways that they can support the school’s attendance improvement efforts
- Engage the local business community in providing discounts to students who earn positive attendance cards, as well as other attendance incentives
- Forge a relationship with local businesses and services -- where youth may congregate – encourage them to help you keep students in school during school hours
- Consider creating and disseminating a poster with your branded message, plus the following type of statement: “We support youth in school and will not serve students during school hours
- Bring together a community “leaders” focus group; identify innovative ways the community can wrap around school attendance improvement

IMPROVING ATTENDANCE: *Strategies to Consider*

Schools tailor strategies to be specific to their own situation. The following types of strategies provide a sense of the broad range of possibilities:

- 1. Put in Place an Attendance Improvement Structure** – For example, set up a school-wide attendance improvement team, with subcommittees for each grade level, house, or academy -- so that problems and solutions are closer and more responsive to needs, but aligned within the “single culture” and policies of the school. The team/subcommittees work through an attendance improvement process, with the mindset of continuously strengthening prevention and intervention through systematic planning and problem-solving. (Prevention/Universal, Early Intervention, Intensive Intervention)
- 2. Engage in Problem Analysis** – Spend time to understand your school’s attendance story. Identify available data sources and the quality of data available to you. Examine data/information related to the types of non-attendance: absences, tardy, class skipping, suspensions, expulsions. Break it down so you can look at subpopulations – such as ninth graders or special education served students. Look for patterns and trends. Dig deep and begin to think through root causes. Reflect on what you are doing now, policy and practice, and answer the question: What is working and what is not working? Identify the most important needs/priorities for the school to address. (Prevention/Universal, Early Intervention, Intensive Intervention)
- 3. Devise an Early Warning System** – Use individual attendance as a key element of an “early warning” system. Make sure that your data system tracks individual student attendance and flags students at various markers. For example, flag for intervention those ninth grade students who miss five days or more of school during the first 30 days of school. There is a strong predictive relationship between 9th grade poor attendance and future dropping out. (Early Intervention)
- 4. Create Awareness of Status and Progress** – Come up with easy ways for students, teachers and staff, parents, and community to see what is happening with respect to daily attendance and attendance improvement month-by-month. Perhaps, use a “real-time” graph to portray performance against school goals/standards, thus providing a dashboard that can be prominently posted. (Prevention/Universal)

5. **Separate Attendance and Grades** – Some schools have worked to “uncouple” attendance and grades – thus removing attendance as a factor in grading. Therefore, absences do not result in the lowering of the students’ grades for a class, day, or semester. However, this does not dismiss students from their responsibility for meeting course requirements – daily assignments, projects, and/or exams. Some schools are looking at ways to provide partial credit options for students. (Prevention/Universal)
6. **Review Policies and Procedures** – We like to think that school policies and procedures support student engagement. However, many schools have reviewed policies and found this not to be the case. Conduct a “push out” policy audit of school rules and procedures. First, develop criteria by which you will judge existing policies and procedures. An example of criteria, used by a school, follows:
- *Understood by staff and students*
 - *Aligned with district policies and goals*
 - *Policy/procedure is in line with practice (what is happening)*
 - *Purpose is to change behavior not punish*
 - *Effective reporting, recording (data collection), and monitoring*
 - *Includes full family involvement*
- Then modify “push out” policies/procedures to promote engagement. (Prevention/Universal):
7. **Put School Routines and Practices “Under the Microscope”** – Live by the creed that school attendance matters. This means that all school staff members promote school attendance, as role models and in what they do with students. This covers a broad range of activity – from school employees’ attendance, to making every day count in the classroom, to improving school practices that take away instructional time. For example, if teachers “slide” instructionally before holiday break, the message to students is that day is not important – why attend? Another example, expediting late arriver “check in” practices giving the message to students that time away from class should be kept to a minimum (Prevention/Universal).
8. **Listen to the Student Voice** – Enlist students in helping to understand the school’s attendance problems, in identifying possible solutions, in providing input on specific strategies, and in providing feedback on effectiveness of approaches. This can happen in many ways – student focus groups, individual interviews, suggestion boxes, solution-building teams, collecting information from students. The bottom-line is that school attendance is a decision made by each student, so the student voice in understanding and solving attendance issues becomes very important – particularly in getting to root causes and in assessing viability of strategies for implementation. (Prevention/Universal, Early Intervention, Intensive Intervention)

- 9. Create Potential “Aha” Moments for Students** – Some students certainly have situations, beyond their control, such as illness, that have a negative impact on attendance. For many students, absence from school is a choice. Young people generally do not truly understand the importance of school to their futures – particularly younger youth just transitioning to high school. Help them to see the facts in a hands-on experiential way. Create “awakening” opportunities. An example of this is to begin the year with a module, “It is About Your Future” or “The Game of Life.” Within the module, present information about earnings of dropouts, high school graduates, and post-secondary completers. Have students do “family” budgets based on each. Make the module interactive, fun, and discussion laden. Talk about the quality of life students would like in their future. Lead them to conclude that education matters; that high school is important. Bring in guest speakers who are adept at reaching young people – to talk about their experiences in life. (Prevention/Universal)
- 10. Conduct a Publicity Campaign** – Increase awareness among students, families, and community organizations and businesses. Keep attending school upfront and central. Brand your attendance improvement initiatives with a catchy title and tag line that is student-centric and has appeal to family and community. Use signage and other media, in the school and community, to promote the value you are expressing – that school matters -- “You’ve Got to Stay to Win.” (Prevention/Universal)
- 11. Use Case Management and Coaching** – Students with patterns of chronic absenteeism need intensive monitoring and support to turn around their attendance trajectory. These students oftentimes have substantive barriers and issues that require specialized intervention – whether behavioral, academic, and/or situational. A data system set up to flag individual students as attendance becomes problematic is very important. Ongoing attendance monitoring, counseling, resolution of barriers within the school’s control, referral to community agencies when beneficial, collaboration with home when feasible – all are a part of attendance case management and coaching. An individualized plan and a student/family contract with individually tailored incentives and consequences – are generally useful in attendance case management and coaching. (Intensive Intervention)
- 12. Establish a Multi-disciplinary School Attendance Team or Student Support Team** – Many high schools use a specialized team to problem solve and work with individual students with chronic absenteeism. This team is generally comprised of lead teachers, health specialists, mental health practitioners, guidance counselors, pupil personnel workers, and other key resources from the school and community. Case management and coaching are generally on-going processes used in this strategy. (Intensive Intervention)

13. Create Incentives for Good Attendance and Attendance Improvement – Incentives provide a positive consequence and can be material (such as gift cards) or experiential (an opportunity that is desirable, such as recognition). Incentives and rewards need to be carefully thought out. They are best as one element of a multi-prong attendance improvement initiative. Many schools leap forward with incentives as a whole school prevention strategy, without the capability to put an incentive structure in place systematically throughout the school. Motivation theory suggests that incentives are personal; what motivates one person is different from what motivates another. Research shows mixed results for this approach and positive results are often not long term. Yet, when properly used, rewards and incentives can be a powerful. Here are some things to think about:

- Incentives are most effective if part of comprehensive approach
- Reward systems need to be sufficiently detailed (the who, what, when, where, how, and why) to enable consistent implementation
- Consistent implementation is essential! Incentives, without full implementation, may have a different effect than intended
- Rewards/incentives systems need to be clearly articulated and promoted
- Rewards that have wide appeal to students and their families, as well as multiple uses may be more helpful (for example, a two-week discount card for a group of local businesses, unrestricted bus passes)
- Incentives do not need to be costly (dancing in the hallway, homework pass, a special activity)
- Incentives can include the element of interclass competition
- Recognize good and improved attendance, not just perfect attendance
- Reward timeliness, not just showing up
- Individually tailored incentives and rewards, as well as consequences, should be a part of intensive intervention planning
- Prevention focused incentive programs can be periodic and used to address a specific need the school is experiencing – for example, a “Winter Holiday” or “Spring” Challenge” – operating for a limited time makes it more likely that staff and community can undertake the challenge

(Prevention/Universal, Early Intervention, and Intensive Intervention)

14. Celebrate the School's Progress – There has been much written about the benefit of routines, traditions, and rituals in schools – as strategies that foster affiliation, sense of belonging. Consider celebrating the school's "good attendance" or "attendance improvement" by developing a tradition that will appeal to students and staff alike. For example, every day that the school's attendance exceeds school district standards, something celebratory happens. While the following idea certainly may not be right for you, your school, or your community, it does afford illustration of this strategy: In Houston, program staff, in unison, bang pots with metal spoons in celebration of an accomplishment. This harkens to a cultural tradition from that community. In that program, even the toughest participants embrace this unique, inexpensive way of celebrating their accomplishment. In a multi-cultural setting, it may even be possible to create a school "celebratory" tradition drawing from multiple cultures represented in the school – a practice that helps build affiliation. (Prevention/Universal)

15. Engage parents, Involve the Community – Families are important to attendance improvement. Parents/guardians need to understand school policies and practices, student responsibilities, and parent/guardian responsibilities. They may have varied perspectives on school attendance, oftentimes stemming from their own experience in school and divergent approaches to childrearing. They may be struggling with their teen, just as the school struggles – with students influenced by peers much more than adults during the teen years. Schools can provide information about policies, procedures, approaches, strategies and tips – what families can do.

Many schools use parent-to-parent techniques to deliver strategies and tips by **partnering** with the parent organization, a parent facilitator, or a team of parents (brochures, newsletters, flyers, discussion groups). In the same vein, parents may have valuable ideas to contribute to the school's attendance improvement plan. Schools need to keep communication lines open with parents. For students in need of intensive intervention, the home is a crucial element in resolving significant attendance problems and may need to be a part of case management and counseling. Schools will need to enlist community services to help, specific to student needs and family situations.

Involving the community in other ways can have a big pay-off for students and schools. The adage, "it takes a community to raise a child" holds true today. Community organizations and businesses can declare their property as a "no hangout zone" for teens during school hours. They can post flyers and other media. Schools can work with local businesses to donate products, services, and discounts – as part of the school's attendance incentives. (Prevention/Universal, Early Intervention, Intensive Intervention)

16. Use Other School Programs to Support Attendance Improvement – Review your current initiatives and determine if there are ways they can contribute to or support your focus on improving attendance. For example, efforts to personalize the school environment may include advisories, mentoring, tutoring, and other student one-on-one or small group support where attendance related strategies can be delivered/reinforced. (Prevention/Universal, Early Intervention, Intensive Intervention)

17. Encourage Positive Peer Support – Student-to-student strategies can be very useful. This strategy includes a broad range of possibilities, such as:

- Pairing juniors and seniors with good attendance, with 9th graders on the verge of evidencing chronic attendance problems – using a structured peer mentoring type format
- Using teaming methods in subject area classes, where each student has a clear and contributing role to his/her team’s work, and peers can apply positive pressure

(Prevention/Universal, Early Intervention)

18. Get a Jumpstart: Avoid Intensive Attendance Problems – Prior to the beginning of the school year, ask that feeder middle schools alert you to entering ninth graders evidencing chronic absenteeism. Poor attendance in eighth grade, without special intervention, is a strong predictor of future decision to drop out of school. Having this information, gives you a chance to be “up and running” with early intervention strategies, if needed. (Early Intervention)

IMPROVING ATTENDANCE: *Taking Action*

ATTENDANCE IMPROVEMENT PROCESS

PHASE I: **Plan**

- Analyze data and information to understand your school’s attendance situation, look at contributing factors and root causes
- Identify and clarify specific problems that need to be addressed
- Determine priorities, starting points, possible solutions
- Select and develop your solution – consider readiness, capacity, and resources
- Design your solution (can be a single or multiple strategies)
- Create a “preparation to implementation” action plan

PHASE II: **Prepare**

- Determine the “nuts and bolts” – what is needed and what needs to happen to put the solution in place (information, logistics, partners, materials, data to collect, and more); “the devil is always in the details”
- Prepare for implementation (get people, materials, locations, etc. ready)

PHASE III: **Implement**

- Implement your solution
- Monitor to ensure full implementation
- Work out kinks

PHASE IV: **Improve**

- Keep a pulse on progress
- Make mid-course corrections, when needed
- Evaluate results
- Determine next cycle improvements and enhancements

IMPROVING ATTENDANCE: *Resources*

WORKS USED:

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Attendance Improvement Package, Department of Education and Children’s Services, Government of South Australia, 2003

Components of a Comprehensive School-Based Approach to Increase Attendance – based on multiple school districts experience including Baltimore, Alhambra, Los Angeles, and others, draft 2010

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Sparks, Sarah D., ***“Spurred by Statistics, Districts Combat Absenteeism,”*** edWeek, October 2010

The Memory Jogger for Education: A Pocket Guide of Tools for Continuous Improvement for Schools, GOAL/QPC, Salem NH

Using a Typology for Truancy Prevention, National Center for School Engagement, Colorado Foundation for Families and Children, Denver CO, 2006

WEB RESOURCES:

www.betterhighschools.org – The National High School Center

www.schoolengagement.org – The National Center for School Engagement

www.attendanceworks.org – Attendance Works

www.dropoutprevention.org – The National Dropout Prevention Center

www.patruancytoolkit.info – Pennsylvania Truancy Toolkit

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