# Attendance Diagnostic and Planning Tool (for districts)

The Attendance Diagnostic and Planning Tool (ADPT) assists school districts in their efforts to reduce chronic absenteeism and increase regular attendance. The tool uses both quantitative and qualitative data to:

* Understand local drivers of chronic absenteeism (CA) within the school district and local community
* Survey school district policies and practices that are in place to support regular attendance (RA)
* Guide selection of strategies to impact indicators that are culturally responsive, sustainable, inclusive and equitable
* Identify the resources needed to support effective implementation of identified strategies to increase Regular Attendance

The ADPT highlights several different systemic areas within a school district that may impact student attendance. A district~~-~~level team may use this tool during one or multiple settings, depending on the structure of the district team and access to data relevant to each area. The amount of time needed to complete this diagnostic will vary from one district to the other and will be impacted by:

* Background/expertise of district team members
* Availability of data, including data from students/parents/community members

To efficiently move through this tool, have Regular Attender data available by student populations and grade levels in your district. If unavailable from district student data systems, you can download the latest report from the Oregon Department of Education’s Regular Attender Data (published annually in October).

## Data Review

Fill in this table using your district’s Regular Attender Data:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Specific population** | **% of Total Population** | **% Regular Attender** | **Is this population <90%?** | **Is this population <80%?** |
| Asian |  |  |  |  |
| American Indian/Alaskan Native |  |  |  |  |
| Black/African American |  |  |  |  |
| Hispanic/Latino/Latina/Latinx |  |  |  |  |
| Multi-Racial |  |  |  |  |
| Native Hawaiian/Pacific Islander |  |  |  |  |
| White |  |  |  |  |
| Students Navigating Poverty |  |  |  |  |
| English Learner |  |  |  |  |
| Ever English Learner |  |  |  |  |
| Students Experiencing  Houselessness |  |  |  |  |
| Students Experiencing Disabilities |  |  |  |  |
| Talented and Gifted |  |  |  |  |

Questions for consideration:

***What are your bottom three RA student groups?***

***What pattern does your data show?*** What do you know about this pattern? What does this pattern make you wonder? What additional data do you need to understand this pattern better (if any)?

***How might these patterns impact your intervention development or systemic changes?***

For example, is there a population of students who celebrate specific religious holidays or participate in cultural events that account for approximately X days of missed school a year?

Which grade levels have low levels of regular attendance in your district? (Mark where each grade level falls)

| ***Grade*** | **High (91%+)** | **Moderate (90-81%)** | **Low (<=80%)** |
| --- | --- | --- | --- |
| ***K*** |  |  |  |
| ***1*** |  |  |  |
| ***2*** |  |  |  |
| ***3*** |  |  |  |
| ***4*** |  |  |  |
| ***5*** |  |  |  |
| ***6*** |  |  |  |
| ***7*** |  |  |  |
| ***8*** |  |  |  |
| ***9*** |  |  |  |
| ***10*** |  |  |  |
| ***11*** |  |  |  |
| ***12*** |  |  |  |

Questions for consideration:

***What might you know about these grade levels in your district?*** What might explain these levels of RA for these grade levels? (Example: Parents of kindergartners have expressed that they believe kindergarten isn’t as important as the later grades.)

Disaggregate data by population and grade level for each school in the district. What patterns do you observe?

## Attendance Data Procedures

How often is attendance taken in elementary school(s)? (select all that apply)

* Daily
* Morning
* Afternoon
* Each period of the day

Comments/observations:

How often is attendance taken in middle school(s)? (select all that apply)

* Daily
* Morning
* Afternoon
* Each period of the day

Comments/observations:

How often is attendance taken in high school(s)? (Select all that apply)

* Daily
* Morning
* Afternoon
* Each period of the day

Comments/observations:

Questions for consideration:

***How do you ensure attendance quality?*** Is attendance entered from school classrooms directly into the district data system? How does the district ensure attendance is taken with substitute teachers? Is there a process for clearing up attendance data/mistaken entries?

**What attendance patterns are noted**? What time of day or period of day do you see more absences?

***Early Indicator & Intervention Systems provides*** *educators a quality and customizable tool to monitor data points and analyze key indicators of student progress, attendance and behavior. The tool also aims to allow educators to monitor the effectiveness of interventions.*

*With this system, student data from each school district's student information system is uploaded nightly and accessed through a Dashboard. The Dashboard offers a platform for staff to review the information in a way that’s easy to understand, so teams of teachers can come together to put interventions in place.*

Does your district have an Early Indicator and Intervention System (EIIS)?

If yes (we have an EIIS), what data is collected? *Check all that apply.*

* Attendance
* Behavior
* Course Credits
* Grades
* Other:

Who reviews attendance or EIIS data?

How often is attendance data or EIIS data reviewed? *Select all that apply*

* Daily
* Weekly
* Monthly
* Quarterly
* Semi-Annually
* Annually

If your district uses an EIIS, please describe the training that has been completed by staff using this system: (who was trained, on what aspects of the system, by whom, etc.)

Is there an established district Attendance Team? If so, who comprises that team?

What percentage of schools in the district that have an attendance team that meets regularly?

What processes or protocols are used for district/school team meetings? (ie, is there a specific agenda that is followed or processes for reviewing data and determining intervention strategies?)

Data is routinely disaggregated and analyzed for patterns and disparities routinely for the populations outlined in Section 1, Data Review?

* Yes
* No

If yes, how often?

How does your district monitor the effectiveness of intervention(s) selected to reduce CA and improve RA?

How would you rate your attendance system? (The attendance system being the system that your district uses to collect, monitor, and review student attendance--whether it's through a SIS or other method.)

How often is attendance data updated?

* Daily
* Weekly
* Monthly
* Quarterly
* Semi-Annually
* Annually

How often is the data reported or available to schools?

* Daily
* Weekly
* Monthly
* Quarterly
* Semi-Annually
* Annually

Is attendance data readily available to assess interventions and identify vulnerable students?

Comments/observations/identified needs regarding district attendance system:

## Absence Reporting to Students, Families/Caregivers & Community

This section is included to provide opportunity for review of district policies for student absences and communication with parents regarding those absences.

How are district attendance policies communicated to students, their families/caregivers and the community? *Check all that apply.*

* Student Handbook
* District/School Website
* Handout (paper/sent home to students/families/caregivers)
* Email (paper/sent home to students/families/caregivers)
* Social Media (Facebook, Twitter, Other)
* Digital Communication Tool (2-way)
* Other:

Does your district have clear tardy policies? If so, what systems are in place to ensure consistency throughout the district and across student populations?

How often are district attendance policies reviewed?

What is the process for this review and who is involved?

How are parents notified when a student is absent? *Check all that apply.*

* Robo-Call
* Phone Call
* Text Message
* Email
* Digital Communication Tools
* Other:

How would parents/caregivers rate district communication about attendance?

How would students rate district communication about attendance?

How would community members rate district communication about attendance?

How would educators rate district communication about attendance policies/practices to schools?

How does the district evaluate how parents, students and community members would rate communication from the district about attendance?

Comments/observations/identified needs regarding district attendance communication system:

Questions for consideration:

***How do parents/caregivers receive important information about attendance in their native language?*** Has your population changed, and are there other supports needed for communication in other languages?

## Transportation

This section is to gather information on district policies and procedures for student transportation to and from school.

How does your district assess the transportation needs of students?

Does your district provide transportation for students who live less than one mile from school and are in need of transportation to attend school? What processes are in place to evaluate this need?

How does your district handle situations in which the parent is not able to bring a student to school or does not pick up a student from school, especially regarding your least RA student populations?

Does the district/school have processes for evaluating transportation needs and providing support to Parents/ Caregivers/Students to address transportation barriers?

How would you rate your transportation system in making sure all students have a safe and dependable means of getting to school on time?

How would families and students rate the district transportation system in making sure all students have a safe and dependable means of getting to school on time?

Comments/observations/identified needs on transportation policies and resources:

Questions for consideration:

***Does every student have a safe and reliable path to school?*** How do you know?

***How often is bus discipline data reviewed to inform training opportunities?*** Have all bus drivers received training related to culturally responsive and inclusive practices?

## Health

There is a strong, well-established link between health and learning. Students’ emotional, social and physical health problems can become barriers to learning, impacting attendance, test scores, and the ability to pay attention in class. Addressing the health and well-being of the whole child can go a long way to support achievement in school.

The [Oregon Healthy Teens (OHT) Survey](https://www.oregon.gov/oha/PH/BIRTHDEATHCERTIFICATES/SURVEYS/OREGONHEALTHYTEENS/Documents/2019/2019%20State%20of%20Oregon%20Profile%20Report.pdf) is a survey of youth conducted in the spring every two years. This report provides a glimpse into the health and well-being of 8th and 11th graders in Oregon. To see districts that participated, [click here.](https://www.oregon.gov/oha/PH/BIRTHDEATHCERTIFICATES/SURVEYS/OREGONHEALTHYTEENS/Documents/2019/2019%20OHT%20District%20Participation%20by%20County.pdf)

[Oregon Health Authority’s (OHA) Student Wellness Survey (SWS)](https://oregon.pridesurveys.com/) may provide useful information, as well.

\*\*\*for complete links, please see Resource links, bottom of p. 13

What data do the Oregon Healthy Teens Survey and/or the OHA Student Wellness Survey suggest may be drivers of chronic absenteeism in your district?

What does this data suggest are your districts strengths related to health? Areas of weakness?

Does your district currently review data for any of the followingresources of student need:

* food/snacks
* clothing
* dental care
* health care
* mental health resources
* shelter
* before school care
* after school care
* Other:

Has your district provided professional development to staff on Trauma-Informed Practices? If so, please describe:

How does the district collaborate with local health care providers (ie, co-messaging on “too sick for school”, providing school calendars to health providers for out-of-school scheduling?)

How would you rate your district’s efforts in helping students who have health issues that affect their school attendance?

Comments/observations/identified on district health policies and resources:

Questions for consideration:

***How does the district provide clear guidance to families on when a child is too sick for school?*** How do students access school nurses? How does the district support students with chronic illnesses (asthma, diabetes, etc.)?

***What types of program are in place to promote student health?***

## Climate & Culture

This section intended to gather information around policies for student engagement with the school and curriculum.

What evidence does the district have for the following assertions?

* The district/school ensures every Parent/Caregiver/Student experiences a warm, safe and welcoming environment:
* Inclusive practices are an observable and integral to the district/school culture:
* Culturally responsive practices are an observable and integral to the district/school culture:
* Every student can identify at least one adult in the school building they trust:

What processes does your district have for tracking or assessing student engagement within your schools?

**A Multi-tiered System of Support (MTSS) provides tiered support to students in the areas: of social-emotional, academic, behavior and attendance.**

How has your district developed an MTSS that addresses attendance?

How is the MTSS serving students who are chronically absent?

What systems are in place to review supports/interventions and to update the district’s MTSS model?

**Partnership input:**

Parents/Caregivers have an authentic voice in policies and practices at the district/school level:

Describe parent/caregiver engagement:

Students have an authentic voice in policies and practices at the district/school level:

Describe student engagement:

Community members (including tribal) have an authentic voice in policies and practices at the district/school level:

Describe community/tribal engagement:

What systems are in place to evaluate your district’s positive climate and culture?

Comments/observations/identified needs regarding on your district's culture/climate and student engagement levels:

Questions for consideration:

***How does the district ensure:***

* Discipline policies are consistently applied and effective for all student populations
* Bullying and harassment policies are effective for all student populations

## Tier II & III Interventions to Support Students Experiencing CA

What percentage of students are considered to be Tier II/Chronically absent?

What percentage of students are considered to be Tier III/Severely Chronically Absent?

\*Note: If you have more than 20% of students in Tiers II and III (together), consider revising Tier I strategies/universal strategies for all students.

Describe the district's response to students who experience chronic absenteeism:

* Are interventions differentiated for student need?
* How is the effectiveness of interventions evaluated?
* What interventions have demonstrated to be the most effective?
* What additional supports are needed that have yet to be developed?

How would you rate your district’s support to students who experience CA?

## Evaluation

Use this section to review the information and insights gathered during the use of this tool to determine what areas to focus on for future work and identify the support your district needs from ODE. Ideally, these will also inform district goals and the Continuous Improvement Process. Using the Oregon equity lens, how will the district ensure that students are represented and supported in district priorities to support equitable outcomes?

After reviewing the questions above, what is the district’s order of priority for increasing Regular Attendance? *Mark only one per row:*

*HIGHER PRIORITY LOWER PRIORITY*

| ***Category*** | *1* | *2* | *3* | *4* | *5* | *6* | *7* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *Attendance Data Review* |  |  |  |  |  |  |  |
| *Data procedures* |  |  |  |  |  |  |  |
| *Absence reporting* |  |  |  |  |  |  |  |
| *Transportation* |  |  |  |  |  |  |  |
| *Health* |  |  |  |  |  |  |  |
| *Climate and Culture* |  |  |  |  |  |  |  |
| *Tier II and Tier III Interventions* |  |  |  |  |  |  |  |

How will addressing these priorities increase Regular Attendance for students?

How might the Every Day Matters team/ODE support the district/school with this priority? Please send an email to [everydaymatters@state.or.us](mailto:everydaymatters@state.or.us) to seek any additional support needed.

How can your Regional Capacity Builder (RCB) support the district with these priorities? Please indicate you plan for connecting with your RCB.

\*\*\*Resource links: Oregon Health Teen Survey State Report: <https://www.oregon.gov/oha/PH/BIRTHDEATHCERTIFICATES/SURVEYS/OREGONHEALTHYTEENS/Documents/2019/2019%20State%20of%20Oregon%20Profile%20Report.pdf>

Districts participating: <https://www.oregon.gov/oha/PH/BIRTHDEATHCERTIFICATES/SURVEYS/OREGONHEALTHYTEENS/Documents/2019/2019%20OHT%20District%20Participation%20by%20County.pdf>

OHA Student Wellness Survey (SWS) <https://oregon.pridesurveys.com/>