



ATTENDANCE DATA TO ACTION TOOLKIT



OKLAHOMA
Education

March 2021

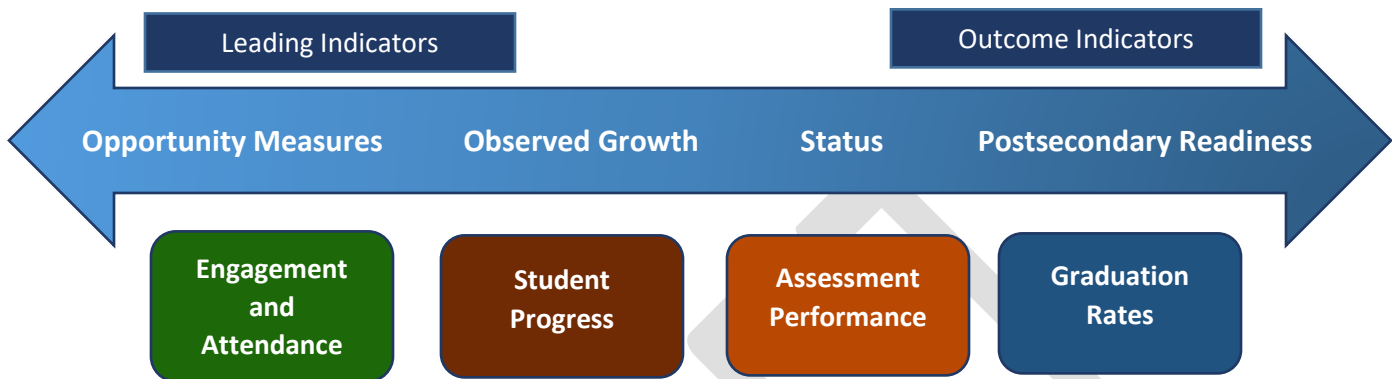
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DRAFT

Why Review Attendance Data?

To benefit from instruction, students must have access to learn, this is why attendance is a leading indicator. An indicator is a measure used to track progress over time. Attendance indicators examine the opportunities students had to access instructional time to support their learning.



In a year of distance, hybrid and face-to-face models, measuring attendance will provide relevant data to evaluate conditions of learning. Regardless of cause, when students are absent from learning and absenteeism becomes chronic (e.g., missing 10% or more of enrolled school days offered through your school calendar), students may be at risk of falling behind. Chronic absence is a powerful predictor of academic progress and performance because it means a student has missed a substantial portion of instructional time. Chronic absenteeism affects students at all grades, which is why it is measured across grades K-12.

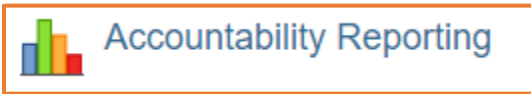
Because attendance is a leading indicator, we ask that you review your real-time attendance data displayed in the Accountability Reporting application, prior to the Wave rolling over. Doing so allows you to:

- Identify students who may be at risk of falling behind due to lost instructional time;
- Evaluate tiered interventions to determine what is working and what can be improved to plan next steps; and
- Make corrections in your local student information system to improve the accuracy of your data to inform next steps



About Attendance data within the Accountability Reporting Application

To access attendance data available within the Accountability Reporting Application, sign into your Single Sign-On account and click **Accountability Reporting**.



Attendance data housed within the Accountability Reporting application allows you to monitor how well you are supporting ALL students in having regular school attendance. Levels of data include **SCHOOL DATA**, **STUDENT DATA** and **REPORTS**. We will explore each level and connect the knowledge and actions each provides.

School Data

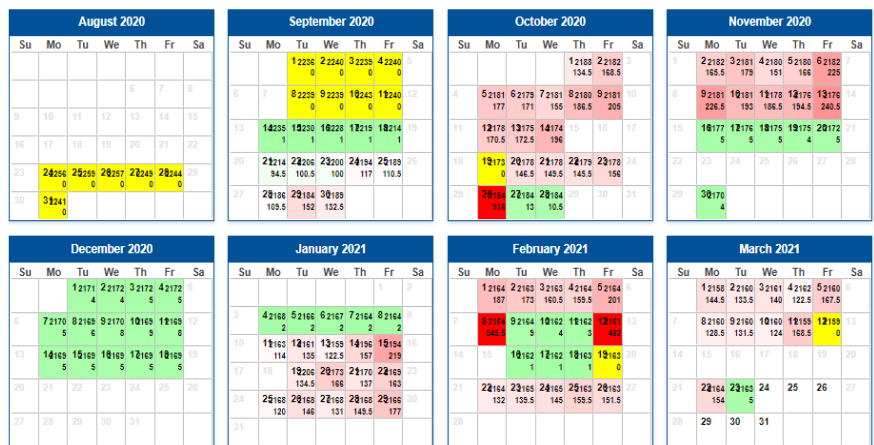
Click on **SCHOOL DATA** and then choose **SCHOOL CALENDAR** to display attendance and enrollment trends

School Year	View Calendar	Calendar Name	Days In Session	Instructional Hours	Avg Enrollment	Avg Absence	Avg Absence Rate	First Instr Date	Last Instr Date	Record Conflict
2021	View	Instructional	180	0	326.46	16.85	4.97%	2020-08-13	2021-05-26	
2021	View	Instructional	180	0	345.95	17.53	4.90%	2020-08-13	2021-05-26	
2021	View	Instructional	180	0	135.61	6.59	4.66%	2020-08-13	2021-05-26	

Click on **View** to open a calendar and display real-time attendance and enrollment data by school day. The top number in each day communicates your enrollment and the bottom number communicates the number of absences for that day.

2021 2020-2021 SCHOOL YEAR; TRACK: A

- Days **highlighted in green** have statistically fewer absences compared to other days.
- Days **highlighted in yellow** have no absences and alert you to a possible coding error in [your SIS](#)
- Days **highlighted in pink/red** have statistically more absences compared to other days.



Use the tools at the top of the window to change the way the data is being displayed.



Questions to ponder:

- What did we notice when looking at our calendar data?
- What questions does the data raise?
- What actions may we wish to take?

School Data in Action



Data	Attendance and enrollment records for each day in the school calendar
Knowledge	Ask questions and identify trends in overall enrollment and attendance
Action/s	<ul style="list-style-type: none"> • Adjust your school calendar based on trend data • Dig deeper using student attendance data to identify grade-level trends and barriers for students that may be struggling with regular school attendance • For SY 2020-2021, make sure your attendance is coded correctly: Enrollment and Attendance Guidance: https://sde.ok.gov/sites/default/files/documents/files/Enrollment_AttendanceGuidance20-21.pdf
Data to Action	<p>Data: District found high rates of absence before and after three-day breaks.</p> <p>Action: District extended three-day breaks to a full week and saw improved attendance rates the following year.</p>

Student Data

[Contact](#)
[School Data](#)
[Student Data](#)
[Reports](#)
[Conflicts](#)
[Appeals](#)

Click on STUDENT DATA and then choose ATTENDANCE

[Students](#)
[Enrollments](#)
[Attendance](#)
[English Learners](#)
[Assessments](#)
[Assessments ELP](#)
[Dropouts](#)
[Coursework](#)

Year: 2021

Records 1 to 100 of 741

STN	First Name	Middle Name	Last Name	Grade Level	Process Include	NFAY	Calendar	Absence Rate	Days Enrolled	Days Absent
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Data displayed on the attendance tab is based on days absent; therefore, students that have not been counted absent will not be displayed here. Data can be filtered, as shown in the example, to identify students that may be at risk of falling behind due to lost instructional time to help you ask questions about tier two and three interventions in place and that may be needed.

Grade Level	Process Include	NFAY	Calendar	Absence Rate	Days Enrolled	Days Absent
03	Y	3	View	64.71%	102	66.0
02	Y	3	View	55.88%	34	19.0
04	Y	3	View	52.54%	59	31.0
01	Y	3	View	48.13%	107	51.5
02	Y	3	View	44.74%	19	8.5
03	Y	0	View	44.35%	124	55.0
04	Y	3	View	43.39%	121	52.5
03	Y	0	View	41.94%	124	52.0
03	Y	0	View	41.94%	124	52.0

Students that have been counted absent 10% or more of the instructional days in which they have been enrolled are identified with a red box in the Absence Rate Column.

Data can also be filtered by grade level, as shown in this example, to help you gauge the effectiveness of your tier one strategies in supporting each grade level's regular attendance.

Records 1 to 100 of 201

STN	First Name	Middle Name	Last Name	Grade Level	Process Include	NFAY	Calendar	Absence Rate	Days Enrolled	Days Absent
				03						
				03	Y	3	View	64.71%	102	66.0
				03	Y	0	View	44.35%	124	55.0
				03	Y	0	View	41.94%	124	52.0
				03	Y	0	View	41.94%	124	52.0
				03	Y	3	View	41.84%	49	20.5
				03	Y	2	View	41.11%	90	37.0
				03	Y	0	View	40.32%	124	50.0
				03	Y	3	View	29.55%	22	6.5
				03	Y	0	View	27.82%	124	34.5
				03	Y	2	View	27.78%	18	5.0
				03	Y	0	View	24.60%	124	30.5



Digging Deeper into Student Level Attendance Data

You can dig deeper into a student's attendance data to show attendance patterns for the year and across the student's enrollment in all Oklahoma public schools. Doing so allows you to evaluate interventions in place and make adjustments as needed.

STN	First Name	Middle Name	Last Name	Grade Level	Process Include	NFAY	Calendar	Absence Rate	Days Enrolled	Days Absent
				03	Y	3	View	64.71%	102	66.0
				03	Y	0	View	44.35%	124	55.0

Click on **View** in the Calendar column to display a calendar that shows the absences for a particular student.



Click on a **student's STN** to open a new window that displays their attendance history to monitor lost instructional time, evaluate supports and remove barriers.

Student's attendance history for enrollment at all Oklahoma Schools

School Year	Grade Level	Full Code	NFAY	Days Enrolled	Days Absent	Absent Date	Local Attendance Code	Attendance Status	Attendance Note
2020	01	721013105	0	168	1.0	2019-12-12	ABU	Unexcused	
2020	01	721013105	0	168	1.0	2019-12-19	ABV	Excused	at therapy
2020	01	721013105	0	168	1.0	2020-01-09	ABV	Excused	Mom stated child is @ therapy
2020	01	721013105	0	168	1.0	2020-01-13	ABV	Excused	Ill per mom
2020	01	721013105	0	168	1.0	2020-01-22	ABV	Excused	Ill per mom
2020	01	721013105	0	168	1.0	2020-01-23	ABV	Excused	Therapy dad per mom
2020	01	721013105	0	168	1.0	2020-01-24	ABV	Excused	Ill per mom
2020	01	721013105	0	168	1.0	2020-01-30	ABV	Excused	Therapy per mom
2020	01	721013105	0	168	1.0	2020-03-04	ABD	Excused	Therapy today per mom W/Note
2020	01	721013105	0	168	1.0	2020-03-11	ABD	Excused	Therapy per mom W/Note
2019	KG	721013105	0	175	1.0	2018-08-22	ABV	Excused	ill
2019	KG	721013105	0	175	0.5	2018-08-29	ABV	Excused	CheckOut 1:29 PM administrative absence behavior
2019	KG	721013105	0	175	1.0	2018-08-30	ABV	Excused	trying to get into dr. behavior issues
2019	KG	721013105	0	175	1.0	2018-08-31	ABV	Excused	trying to get into dr. behavior issues
2019	KG	721013105	0	175	1.0	2018-09-06	ABV	Excused	home
2019	KG	721013105	0	175	1.0	2018-09-13	ABV	Excused	dr appt
2019	KG	721013105	0	175	1.0	2018-09-20	ABV	Excused	therapy appt
2019	KG	721013105	0	175	1.0	2018-10-08	ABV	Excused	ill
2019	KG	721013105	0	175	1.0	2018-10-09	ABV	Excused	CheckOut 9:40 AM administrative absence behavior
2019	KG	721013105	0	175	1.0	2018-10-10	ABV	Excused	CheckOut 9:18 AM administrative absence behavior
2019	KG	721013105	0	175	1.0	2018-10-11	ABV	Excused	sick per mom
2019	KG	721013105	0	175	1.0	2018-10-12	ABV	Excused	still not feeling well per mom
2019	KG	721013105	0	175	1.0	2018-10-26	ABV	Excused	Ill/Fever
2019	KG	721013105	0	175	1.0	2018-11-01	ABV	Excused	CheckOut 9:11 AM administrative absence behavior



Questions to Ponder

- When you think about your students that are chronically absent, what barriers do you see?
- What are you currently doing to improve attendance rates?
- What do you think is working? What evidence do you have?
- What do you think needs to improve? What next steps will you take?

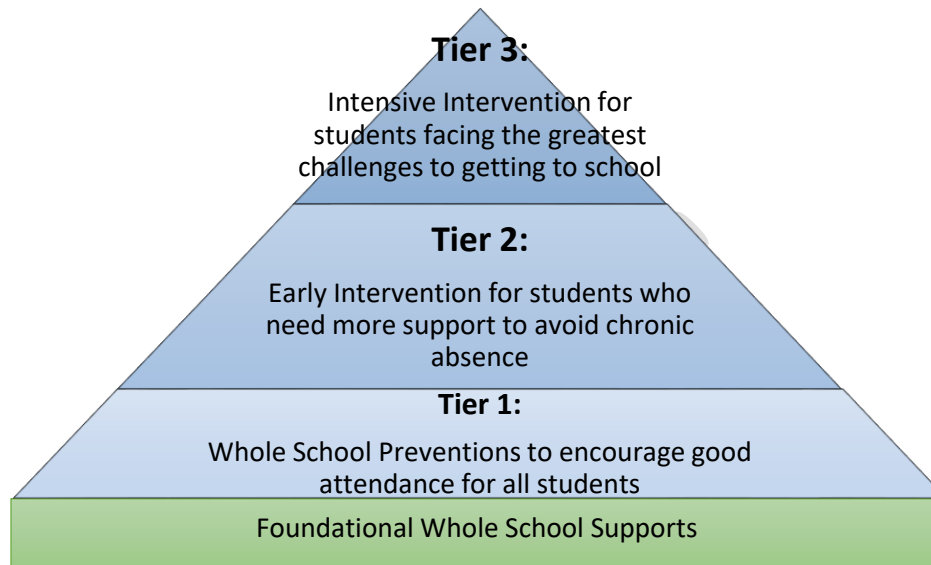
Student Attendance Data in Action



Data	Attendance data by grade-level and individual student
Knowledge	Ask questions and identify trends in grade-level and student- level attendance for past and in real-time so that you can monitor the effectiveness of interventions and identify needs.
Action/s	<ul style="list-style-type: none"> • Filter student attendance data by grade-level to monitor number of students in each grade that may be or were struggling with regular attendance and connect effectiveness of interventions in place to leverage what is working and identify steps for improvement. • For past years, identify students that have been chronically absent to monitor lost instructional time and evaluate effectiveness of interventions. • In real-time, promote a tiered approach to supporting students that begins with prevention, allows for frequent monitoring, and building a culture of belonging and engagement that helps everyone understand why daily attendance matters. This will also help families and students overcome barriers.
Data to Action	<p>Data: Data showed that more kindergarten students were struggling with regular attendance.</p> <ul style="list-style-type: none"> • Action Taken: The site implemented a breakfast club for students at risk that met each week and provided the opportunity for parents or guardians to attend once each month. The site saw improved attendance and more positive partnerships with their parents.

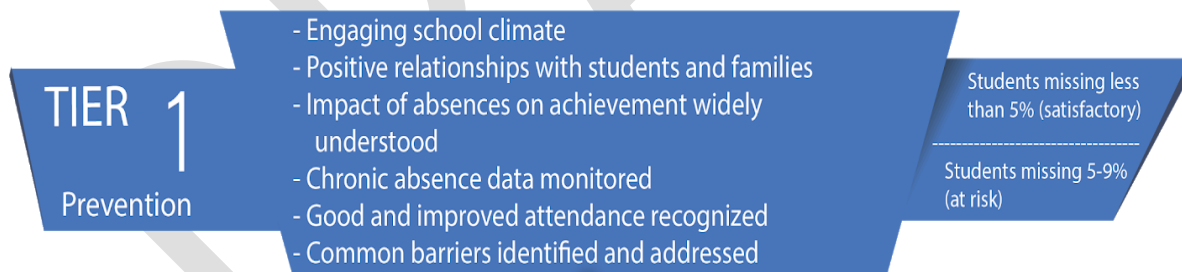
About Tiered Supports

Interventions that support regular school attendance thereby increasing access to instruction, regardless of model, fit nicely into the three-tiered system as shown in the graphic and outlined in this section.



Tier 1 Strategies rely on school wide steps to encourage attendance among ALL students through:

- Effective messaging and engagement;
- Removing barriers to good attendance; and
- Improving school climate.



Examples of Tier 1 Strategies for Distance or Hybrid Learning from [Attendance Works](#).

- Clear, concise and consistent communication about schedules and expectations
- Predictable daily/weekly routines, rituals and celebrations
- Community building to create belonging and connection
- Taking attendance in a caring manner
- Personalized outreach and communication to families when students are absent
- Recognition of good and improved attendance
- Individual wellness check and connectivity assessments
- Facilitate access to food, health/telehealth and supports for other basic needs
- Regular monitoring of attendance data to activate supports and identify trends

Additional Tier 1 Strategies from the [Attendance Playbook](#)

- Nudging Parents and Students
- Home Visits
- Positive Messaging
- Relevant - and Culturally Relevant - Curriculum
- Healthy School Buildings
- School-based Health Services

- Transportation
- A Safer Walk to School
- Breakfast for All
- Laundry at School
- Threshold Greetings
- Rethinking Recess
- Restorative Discipline Practices

[Tier 2 Interventions](#) target students at greater risk of chronic absenteeism, those close to or already missing 10% of the school year.

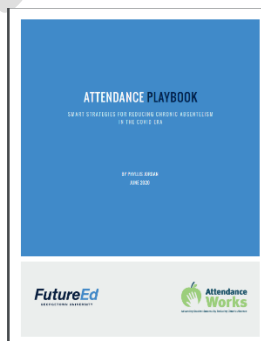


Examples of Tier 2 Practices for Distance or Hybrid Learning from [Attendance Works](#)

- Using absenteeism data to activate targeted supports
- Virtual/physically distanced family meeting or home visit when absences add-up
- Individual attendance plan developed with families and students
- Additional tech support and training for families and students
- Mentoring (in-person and virtual)
- Tailored physical and mental health supports
- Prioritizing participation in expanded learning

Additional Tier 2 Interventions from the [Attendance Playbook](#)

- Early Warning Systems
- Mentors
- Youth Engagement
- Addressing Asthma
- Targeted Transportation



[Tier 3 Approaches](#) work with the most struggling students, often involving not just schools, but also other agencies dealing with health, housing, and social services, and typically requires case management customized to the individual student and family challenges.



Examples of Tier 3 Practices for Distance or Hybrid Learning from [Attendance Works](#)

- Intensive outreach to locate student and family and assess situation
- Coordinated case management with multiple systems including child welfare, mental health, health, housing/homelessness and juvenile justice (as a last resort)

Additional Tier 3 approaches from the [Attendance Playbook](#)

- Truancy Courts
- Interagency Case Management
- Housing Challenges



Additional Tools:

- [Monitoring Attendance in Distance Learning](#)- tools and considerations from Attendance Works
 - Link: <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/monitoring-attendance-in-distance-learning/>
- [Three tiers worksheet](#)- Download the fill in your own 3 tiers worksheet to get a picture of the interventions you already have in place to think through what is working and what may need to change. This page also includes an example that you can download as well.
 - Link: <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>
- [Self-Assessment Tools](#) for districts and schools from Attendance Works
 - Link: <https://www.attendanceworks.org/resources/self-assessment/>
- [Attendance Playbook](#)- examples of interventions at each tier and levels of evidence (strong, moderate, promising or emerging) for each tier including updates for Covid-19
 - link: <https://www.future-ed.org/attendance-playbook/>



Report Data

SCHOOL DATA | STUDENT DATA | APPEALS | **REPORTS**

SCHOOL REPORT CARD

Click on reports and then choose **SCHOOL REPORT CARD** to display your overall report card so that you can see how the indicators fit together. Choose **CHRONIC ABSENTEEISM** to analyze your trends.

REPORTING YEAR 2019 | OVERALL | ACADEMIC ACHIEVEMENT | ACADEMIC GROWTH | ELPA PROGRESS | **CHRONIC ABSENTEEISM**

REPORTING YEAR 2019 | VIEW BY STUDENT GROUP

The overall grade represents your school's grade based on all of indicator grades put together. The overall letter grade is reduced by an asterick when there is a participation deduction.
Points Possible: 85

SCORE

Indicator	Points	Points Max	Score	Letter Grade
Academic Achievement	21.94	30	73.13	B
Academic Growth	11.22	30	37.40	D
ELPA Progress	8.41	15	42.11	C
Chronic Absenteeism	8.68	10	96.88	A
OVERALL	50.25	85	59.12	B

PARTICIPATION

Group	Subject	Numerator	Denominator	Participation Pct	Target Met
School	All	70	70	100.00	Y

Viewing your **OVERALL REPORT CARD** helps you see how the indicators fit together.

ACADEMIC GROWTH | ELPA PROGRESS | **CHRONIC ABSENTEEISM**

ECONOMICALLY DISADVANTAGED

VIEW BY STUDENT GROUP

Denominator

Numerator	Denominator	Score	Points
70	609	4.71	10

- All Students
- Student with Disabilities
- Economic Disadvantaged**
- English Language Learner
- Black
- Hispanic
- Native American
- Asian
- Two Or More Races
- White

Click on the **Denominator** to open a table that displays data for all your students as shown on the next page.

- Use the drop down menu beside **VIEW BY STUDENT GROUP** to display performance for each ESSA Student Group.
- Use the **REPORTING YEAR** tab to change the year and compare performance over time.

ECONOMICALLY DISADVANTAGED

VIEW BY STUDENT GROUP

SCORE

Numerator	Denominator	Score	Points	Points Max	Letter Grade
70	80	4.71	10	87.50	C

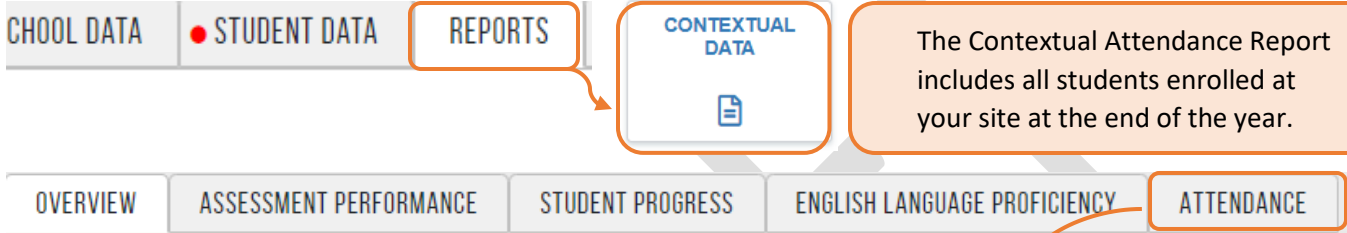
Viewing performance by **STUDENT GROUP** helps you gauge how well your interventions are working to engage **ALL** learners.



Grade Level	Days Absent	Days Enrolled	Adjusted Days Enrolled	Chronic Absent
KG	29.0	168	168	Y
01	22.0	168	168	Y
01	19.0	168	168	Y
04	21.0	168	168	Y
KG	18.5	168	168	Y
KG	18.0	168	168	Y
01	19.0	168	168	Y
KG	20.0	168	168	Y
04	34.0	168	168	Y
01	23.0	168	168	Y
03	17.5	167	167	Y
04	23.5	168	168	Y
04	26.0	168	168	Y
KG	17.5	168	168	Y
04	22.0	168	168	Y



- Data can be filtered to show students that were considered chronically absent; and
- Data can also be filtered by **grade level** and then filtered to show just students that were chronically absent in each grade;
- Data can be downloaded into an excel spreadsheet.



The Contextual Attendance Report includes all students enrolled at your site at the end of the year.

RATE 85.60

	Numerator	Denominator	Rate
School	1159	1354	85.60%
▼ Hide student groups			
Economic Disadvantage			
Not Economic Disadvantage	460	492	93.50%
Economic Disadvantage	699	862	81.09%
English Language Learner			
Not English Language Learner	1037	1223	84.79%
English Language Learner	122	131	93.13%
Gender			
Female	552	632	87.34%
Male	607	722	84.07%
Homeless			
Not Homeless	1119	1287	86.95%
Homeless	40	67	59.70%
Individual Education Plan			
Not Individual Education Plan	1003	1148	87.37%
Individual Education Plan	156	206	75.73%
Military			
Not Military	1137	1331	85.42%
Military	22	23	95.65%
Priority			
American Indian	64	69	92.75%
Economic Disadvantage	591	714	82.77%
English Language Learner	8	9	88.89%
Individual Education Plan	156	206	75.73%
Multi-race	82	84	97.62%
Race			
American Indian	189	237	79.75%
Asian	89	91	97.80%
Black	26	29	89.66%
Hispanic	94	116	81.03%
Other	208	246	84.55%
White	553	635	87.09%

- Click on **Student Groups** to display percentage of students not chronically absent in each demographic group.
- Click on the **numerator** or **denominator** to open a spreadsheet of the students in each group.
- Note that **Priority Student** groups are included. Recall that students are only counted once based on the first group with which they associate.

Questions to Ponder:

1. When we compare across years, are there students groups or grade levels what do we notice?

2. What questions does the data raise?

3. What actions may we wish to take?

Report Data in Action

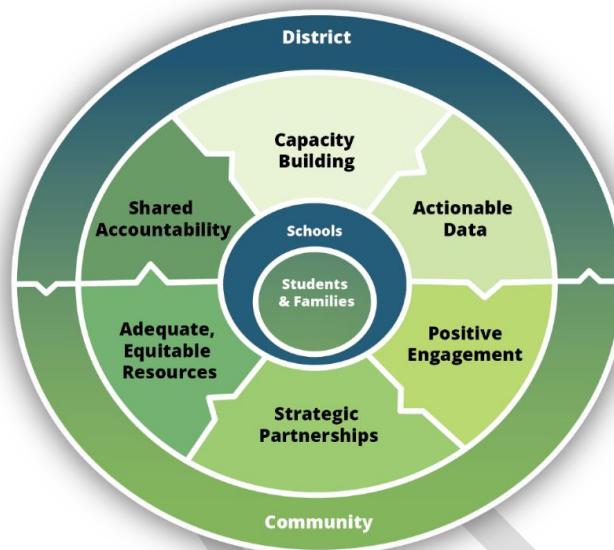


Data	Grade level and student group trends for chronic absenteeism
Knowledge	Ask questions and identify trends in grade-level and student level attendance for past years so that you can promote a tiered approach, evaluate interventions and barriers
Action/s	<p>Evaluate your tiered approach in place</p> <ul style="list-style-type: none"> • Examples of interventions at each tier, including levels of evidence [strong, moderate, promising or emerging) for each tier including updates for Covid-19] can be found here: Attendance Playbook- https://www.future-ed.org/wp-content/uploads/2020/06/REPORT_Attendance-Playbook-Covid-Edition-1.pdf <p>Identify trends in grade and/or student-level data to determine chronic absence levels to think through these questions:</p> <ul style="list-style-type: none"> • Does it affect students across the board? Consistently high levels across the board are a sign of systemic challenges and barriers. • Are some student populations, grades or neighborhoods more affected than others? If so, resources should be targeted to better understand and address the challenges for students who face higher levels of chronic absence. • Are the chronic absence levels at your school or for particular student populations better or worse than those in other schools or districtwide? High levels for multiple schools suggest challenges related to policy barriers in the school or community. (Source: Using CA data to Improve Conditions for Learning) <p>Monitor lost instructional time and use findings to</p> <ul style="list-style-type: none"> • Evaluate effectiveness of interventions already in place; • Identify and address barriers; • Strengthen and/or expand community partnerships; • Improve conditions for learning; and • Build/strengthen partnerships between school and home.
Problem to Action Example	<p>Problem- The district data showed that students with Disabilities had higher rates of chronic absenteeism in each grade level.</p> <ul style="list-style-type: none"> • Action Taken- The site reviewed the SDE Guidance for SWD and revised IEPs and 504s when needed to ensure that when the student was receiving services they were able to count them as present.



Data Driven Systemic Approach to Improve Regular School Attendance

As the graphic below shows, improving attendance is a team not a solo sport and ultimately requires a systemic approach. Attendance Work's experience working across the country tells us that while attendance improvements can begin in a single classroom or school, the most effective and sustainable approaches are data-driven, and are supported by strong district, school and community leadership.



- **Capacity Building**- starts with professional development around the skills and knowledge needed to take a data-driven, positive, problem-solving and multi-tiered approach to supporting student attendance, participation and engagement.
- **Actionable Data**- consists of quantitative and qualitative measures that show how much instructional time students are missing to inform tiered approaches and activate positive supports to remove barriers and improve access to learning.
- **Positive Engagement**- starts by taking a positive, not punitive, approach to absenteeism centered on a sense of belonging and understanding as to why regular attendance matters.
- **Strategic Partnerships**- consist of partnerships between the district, school and community working together to provide targeted resources and supports to address barriers to regular attendance.
- **Adequate, Equitable Resources**- ensure all students have similar opportunities to thrive and achieve in school and consist of resources and funding.
- **Shared Accountability**- absenteeism is a leading indicator that can be improved through systems of support and understanding that students, families, educators, agencies and community partners can work together.

Resources to support Systemic Change can be found at [Attendance Works](https://www.attendanceworks.org/resources/):

Link: <https://www.attendanceworks.org/resources/>

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