



Examples of Attendance Strategies and Interventions: A Comprehensive Data-Driven Approach

Characteristics of Successful Attendance Intervention Programs

- Strength-based approaches that foster positive perceptions of parents and higher expectations of student attendance
- Parent engagement
- School attendance is a high priority
- Shared belief that everyone has a role in improving attendance
- Commitment to program implementation
- Frequent analysis of data to identify students, needs, challenges and priorities
- Schools are welcoming, safe and supportive

The following interventions have successfully supported students who are absent between eight to twenty percent of school days (approximately 14 to 35 days a year). Students with this level of at-risk or chronic absenteeism are likely to respond to lower cost, less intensive interventions. For more information, contact the school or institution.

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Intervention	Description	Activities/Website Include	Resources Needed	Outcomes	For More Information
Ready Freddy	<ul style="list-style-type: none"> Multi-year school readiness program focused on transition to kindergarten Offers resources for students, parents and school staff 	<ul style="list-style-type: none"> Resources, such as calendars and books, that can be downloaded for preschool-aged students, parents, and school staff School activities or events such as kindergarten clubs, for parents and students, that are initiated before school year begins 		<ul style="list-style-type: none"> Increased kindergarten enrollment and attendance Increased parent involvement 	University of Pittsburgh www.readyfreddy.org
Walking School Bus	<ul style="list-style-type: none"> Urban program targets elementary students who are chronically absent, live within walking distance of school Relies on volunteers meeting students outside their homes and walking with small groups of students to school 	<ul style="list-style-type: none"> Analyze student data Work with families to identify barriers to getting child to school Target small group for initial implementation Complete home visits Recruit, screen and train volunteers 	<ul style="list-style-type: none"> Volunteers Staff to screen, train and coordinate volunteers and schedules 	<ul style="list-style-type: none"> Started with 6 students, by end of first year expanded to 30 students in two schools Increased attendance and student engagement Expanded to the summer meals and literacy program 	Providence Children's Initiative, Providence, Rhode Island www.familyserviceri.org/

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Breakfast Club	<ul style="list-style-type: none"> • Small groups of students meet with school staff over breakfast every day or multiple times a week before class begins • Some clubs meet in students' classroom to assist students with the transition or meet in a special designated room. • Option to have community volunteers join the group once a week 	<ul style="list-style-type: none"> • Analyze data and identify students • Provide adults to check-in/check-out with students • Work with students to have them design both fun as well as formal activities 	<ul style="list-style-type: none"> • Staff and community volunteers willing to participate • Time for planning 	<ul style="list-style-type: none"> • Increased attendance and on-time arrival for targeted students • Developed relationship with the staff member who leads the breakfast club group 	Kaler School, South Portland
Rise N' Shine Before-School Activities and Clubs	<ul style="list-style-type: none"> • Activities offered in the morning before classes begin • Clubs and activities can include math team or basketball or hoola hooping. • Activities offered year round or for 6-8 week sessions and run by community volunteers or school staff. 	<ul style="list-style-type: none"> • Identify town recreation or school staff to oversee the activities • Determine options and space that will appeal to target population (have students help design the clubs offered) • Identify staff and community volunteers to run the activity 	<ul style="list-style-type: none"> • Staff to provide training, check-ins and support to the students for at least one school year • Bus transportation 	<ul style="list-style-type: none"> • Increased student engagement and attendance • Increased on-time arrival of students who have been tardy 	East End School, Portland, Maine

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<p>Attendance Buddies, Invisible Mentors or “Follow the Kid Program”</p>	<p>Purpose: Foster caring relationships between students and staff</p> <p>School staff:</p> <ul style="list-style-type: none"> • Check-in daily with students • Call home at each absence • Connect, when necessary, with staff members who can assist with referring students and families to needed resources <p>Invisible mentoring is an intentional effort to become acquainted with specific students.</p> <p>An option for older students: Give students a list of names and let them choose the staff person they will check-in with every day.</p>	<ul style="list-style-type: none"> • Analyze data and identify students • Identify staff to oversee program • Recruit attendance buddies or invisible mentor. Consider those with natural connections, common interests or ease of access to the student throughout the week • Attendance buddy or invisible mentor begins by getting to know and talk with the student(s) frequently using their name. • A staff member should mentor no more than two students 	<ul style="list-style-type: none"> • Staff or administrator oversight • Committed staff to connect with students 	<ul style="list-style-type: none"> • Increased student engagement and attendance • Decreased discipline referrals 	

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High School Student Mentors for the Elementary School Students	<p>Modeled after Big Brothers Big Sisters. High school “Bigs” meet with their respective “Littles” one-on-one once a week for 50-60 minutes during the regular school day.</p> <p>High school students receive community service credit, which is required for graduation.</p>	<ul style="list-style-type: none"> • Analyze data, identify students at-risk • Speak to elementary students and families • Recruit high school students who have good attendance • High school students complete application and interviewed by school counselors • Provide one-hour training for high school students • Match students based on interest • Arrange bus between high school and elementary school • Counselors check-in with high school students and provide support as needed 	<ul style="list-style-type: none"> • The school counselors provide initial training and support to each match throughout the school year. • Bus transportation between elementary and high school 	<ul style="list-style-type: none"> • Increased student attendance and engagement for both elementary and high school students • Decrease in discipline referrals • Most of the high school students continue with their “Little” until graduation. 	Boothbay Area Schools

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<p>PEOPLE Strategy</p>	<p>Priority Early Outreach through Positive Linkages and Engagement*</p> <p>The school develops personal relationships with at-risk students and provides positive supports that facilitate students attending school every day.</p>	<ul style="list-style-type: none"> • Review attendance data to identify common patterns and needs • Award certificates to students with good and improved attendance • Share attendance goals with school community • Teachers connect with students and families • Strategically assign a staff member to follow up with absent student and their family. • Meet with family regarding those students whose attendance rates did not improve. 	<ul style="list-style-type: none"> • Attendance team” with a range of staff member roles or integrate team into existing RTI structure • Attendance data to look for common patterns and needs 	<ul style="list-style-type: none"> • Increased awareness in community about school and student attendance • Reduced chronic absence rate from 15% in 2010–11 to 8% in 2011–12 • Students learning more because of the increased time in school. • Academic achievement, as measured by state standardized tests, rose 30 points last year 	<p>Roosevelt Middle School, Oakland, CA</p> <p>*Developed by Attendance Works at attendanceworks.org</p>

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