

# Integrating Effective and Beneficial Interventions

## Integrating Effective and Beneficial Interventions to Increase Student Attendance in an Elementary School Setting

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### Abstract

The action research study revealed the effectiveness of recent interventions to the attendance process of a single elementary school located in the Southern United States. The study evaluated the benefits and impact of the interventions, and other possible interventions to increase student attendance. An explanation of each intervention is provided, and the data collected is discussed. If schools do not address reasons for absences, failure to make adequate yearly progress (AYP) in the area of attendance is possible. The results identify the value of the interventions.

### Integrating Effective and Beneficial Interventions to Increase Student Attendance in an Elementary School Setting

The purpose of this action research study (ARS) was to determine whether or not attendance in an elementary school has increased due to the implementation of several interventions. During 2008, the elementary school studied consisted of 615 students. The school is heavily comprised of white students, approximately 557, with Hispanic and African American students following behind with 21 and 17 from each race. Many professional school counselors (PSCs) have the responsibility of monitoring attendance for the entire school. In order to keep this requirement from taking away from more counselor related tasks, such as guidance, small group, and individual counseling, the attendance process must be clear, orderly, and effective. Being that attendance is an important facet of any school, with the requirements of Adequate Yearly Progress (AYP) and No Child Left Behind (NCLB), strengthening policies and implementing

incentives is helpful in getting students to attend school regularly and to arrive on time. When attendance is addressed, not only will students prosper academically, but the school as a whole will flourish. The study was based upon the principles of action research, meaning a set plan has been created to increase effective action (Stringer & Dwyer, 2005). The goal of the study was to evaluate current attendance interventions, and deduct whether or not an increase in attendance has occurred. Data was primarily taken from an anonymous, online survey. The survey was based upon the research questions of the study.

### Review of Connected Literature

The literature is specific to the following themes of school attendance. The areas identified and discussed include the importance of attendance, reasons for attendance problems, and interventions to improve attendance.

### Importance of Attendance

Regular school attendance is a necessary component to student achievement. Although it seems to be common sense, research has concluded that being in school on a consistent basis helps children build a strong learning foundation, on which to increase their knowledge (Chang & Romero, 2008). It is necessary to build a strong foundation during a child's elementary years of education. If a child misses school frequently, the foundation will more than likely not be stable. For a student in the early grades, missing at least 10% of the school year is defined as being "chronically absent". These absences include both unexcused and excused. Studies have found that kindergarten students identified as "chronic absentees", exhibit the lowest general knowledge in mathematics and reading upon entering first grade. Not only will these students lag behind in the first grade, but the poverty stricken students

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of the group continue to demonstrate struggles until fifth grade, with the lowest scores in reading and math (Jacobson, 2008). These findings relate the connection between regular attendance and academic achievement.

Regular attendance can also be tied to increased standardized test scores. Johnston (2000), reports on several studies pertaining to the benefits of time a student spends within the classroom. A correlation between test scores and attendance was taken, and findings deduced that students who attend class 95% of the time were twice as likely to pass state competency tests as students attending class only 85% of the time. In addition, minority students who increased attendance by one percentage point raised test scores on state reading and mathematics tests by one percentage point. Not only can students fall behind, but irregular attendance can result in a student eventually dropping out of school. Students who do not graduate from high school are twice as likely to live in poverty, are three times as likely to be unemployed, and are eight times as likely to end up in jail or prison (US Fed News Service, 2008). Not only is attendance important in building a student's knowledge, but also in keeping students off the streets and out of trouble. Most cases of juvenile crime related activities occur during school hours. Students who are off the streets and in school are less likely to be lured into criminal activity, or to become victims (US Fed News Service, 2006).

Not only are middle and high school students at-risk for negative occurrences if attendance is not regular, unfortunately elementary students are also. Loeber and Farrington (2000) found that elementary students with chronic truancy can exhibit serious delinquent behavior by age 12, and sometimes even younger. With these findings, it is necessary for children to attend school for their betterment as a student, and for their future as an adult. With hundreds of thousands of students absent from school every day, with no excuse, there must be reasons for such a lack of attendance (Baker, Sigmon, & Nugent, 2001).

## ***Reasons for Attendance Problems***

With such staggering numbers of children being absent from school on a daily basis, one must question what adequate reasoning is there for such irregular attendance. Baker, et al. (2001) found the reasons for excessive absences fall into the following four categories: family factors, school factors, economic influences, and student variables. Poverty, drug or alcohol abuse, domestic violence, and lack of parental guidance and supervision are

all family occurrences that can affect a child having regular school attendance. School climate can also be a factor of truant students if inflexibility exists within attendance protocol, if school climate issues are observable, or if a lack of administrative support is apparent. Economic factors that can be a cause for irregular attendance include single-parent homes, highly mobile families, a parent working more than one job, and a lack of a dependable form of transportation. Student variables include drug or alcohol use, lack of understanding concerning the school attendance policy, and poor mental or physical health. Although it is unreasonable for the school to take responsibility for all four categories, it is necessary for the school to work with families and make parents aware of the importance of regular attendance. Lack of parent knowledge concerning the school's attendance policy is not acceptable in any school. School personnel must be trained to answer questions surrounding the policies of attendance, while helping enforce the protocol daily and fairly among all students.

Other reasons for attendance issues result from a lack of basic resources, such as food, water, transportation, and even an alarm clock. Such basic needs are often taken for granted, yet may hinder a child getting to school on a daily basis. Past negative school experiences, for parents or guardians, can result in disregard for the educational process. This is another reason for poor attendance in elementary age students. A pressing factor for chronic absenteeism is the transient family. Constant moving may cause students to become behind academically and to be socially impaired (Jacobson, 2008). Although the home situation can be a major cause for lack of attendance, it is necessary for the school to work with families to address such problems, or refer families to community agencies. Children of transient families may be living in so-called "homeless" situations. A recent estimate found that during a year's time, over 900,000 children and youths will experience homelessness (U.S. Department of Education, 2001). Children living in homeless situations endure family circumstances based upon financial troubles, substance abuse, and mental and physical health issues, which in turn will likely lead to truancy issues (Hernandez Jozefowicz-Simbeni & Israel, 2006). The McKinney-Vento Act was reauthorized in 2001 as part of the No Child Left Behind Act. Homelessness, defined within the McKinney-Vento Act, is a student not having a "fixed, regular, and adequate nighttime residence" (P.L. 107-110, p. 582). Children waiting for foster placement, staying in a shelter, abandoned building, or hotel, living out of a car, and staying with friends or relatives, are just a few of the

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situations that can define a student as falling under the McKinney-Vento stipulations (P.L.). Any child living in such accommodations will find regular school attendance an insurmountable task. Based upon the reasons for excessive absences and lack of regular attendance, interventions must be in place to help students in such situations attend school on a daily basis.

## ***Interventions to Improve Attendance***

Improving attendance is necessary for the betterment and attainment of AYP in any school. One intervention that can be implemented is increasing parent knowledge of a school's attendance policy, and making necessary modifications to create uniform attendance rules. Another strategy to increase attendance is to strengthen community knowledge of the importance of regular attendance. Additional support can be sought through the help of local churches, recreation centers, and the YMCA. In addition to this strategy, incorporating home visits by school personnel, such as the PSC and school social worker, can build the family's relationship with their child's school. In occurrences where students are experiencing substantial absences due to surgery or illness, hospital homebound services can be implemented to help students stay caught up with lessons and assignments (Johnston, 2000). Incentive programs can also be used as interventions to the attendance process, by rewarding students for regular attendance (Jacobson, 2008). Also making parents aware of absences by phone or letter, and having a contact person, such as the PSC, are effective in decreasing unexcused absences (Johnston).

If such interventions do not increase a student's attendance, many systems use the Truancy Arbitration Program to help parents further acknowledge the importance of school attendance. Parents are called to a hearing before community agencies to discuss the reasons for their child's absences, while also identifying ways to help the family end this problem. The family will sign a contract or "performance agreement", stating that a child must have a doctor's excuse when he or she is absent for the remaining school year, and for the entirety of the next school year. If this does not increase attendance, arrest of the parents can take place (Jacobson, 2008).

The inclusion of the McKinney-Vento Act ensures that students living in homeless situations receive the same education as students living in non-homeless settings. The act's purpose is to keep homeless students in the same school in which they began their school year. If the student has moved out of the school's district, transportation is to be provided. Findings prove that a stable school set-

ting causes academics to strengthen and attendance to increase (National Law Center on Homelessness & Poverty, 2002). When school systems follow these regulations, students are more stable, resulting in positive change. Overall, interventions to any attendance process must be comprehensive, flexible, responsive, and persistent. In addition, a student's family and living situation must be taken into context when making assumptions about a child's behavior, academic performance, and attendance record. Highly trained professionals, working to support a family's needs, while building positive relationships between the family and school, are invaluable when implementing interventions to increase attendance (Schorr, 1997).

## **Research Questions**

The study was based upon the following research questions, which were created to determine the impact of current interventions to increase regular student attendance.

- What impact have the interventions had on student attendance?
- Does one intervention seem to affect student attendance more than others, or do all of the interventions have a similar impact on attendance?

## **Methodology**

The following modifications to the attendance process were used to collect data and identify whether or not student attendance increased.

## **Data Sources**

Interventions to the attendance process were implemented over the previous 15 months of the study. Upon employment of the current PSC, in January 2007, attendance was an area of concern for the administrators and teachers of the elementary school. During the 2007-2008 school year, the following modifications to the attendance process were made:

- An attendance form for tracking student absences was modified to increase its use and effectiveness for teachers (Appendix E). The purpose of the form is to help teachers be aware of accumulating absences, and to remind them when parent notification should occur. After teachers have tracked 3 unexcused absences and made parent contact, the form is given to the PSC to handle the next step of the process.
- Attendance Review Team (ART) was implemented to make parents accountable for attending a scheduled meeting with the professional school counselor, school social worker, and a school administrator, to

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discuss their child's current attendance. Making parents aware of what can happen if attendance problems continue, and to offer necessary resources to help the family, is the purpose of ART.

During the 2008-2009 school year, the following were modifications to the attendance process:

- The first notice letter sent to the parent by the teacher was created (Appendix F). This form is accessible to teachers through email attachment. They can easily print it and plug in the number of absences in the appropriate blank spaces. Because teachers are responsible for first notification to the parent, this form was created to make that process quicker and easier.
- A form was also integrated into the Attendance Review Team (ART) meetings during this school year. Teachers fill out the form and return it to the PSC prior to the meeting. The form includes academic, behavior, and hygiene issues. This is a tool to help the PSC discuss other areas of concern, besides attendance.
- The "Perfect Pals" student incentive program was also started. The monthly program recognizes students having perfect attendance (no absences or tardies) during the previous month. These students are invited to lunch in the school lobby, where they receive a small treat (e.g., candy, popcorn, cookie). Pictures of the students are also taken for the "Perfect Pals" bulletin board.

Data was collected on these interventions to determine the impact of each. The goal of the interventions was to increase student attendance.

## Data Collection & Analysis

Data was collected from anonymous surveys to measure the impact of the interventions to the attendance process (Appendix A). The survey was based on the study's research questions. A total of 29 anonymous surveys were emailed, and 28 were completed and returned. All teachers with a homeroom received the survey, along with the principal and assistant principal. The survey was composed of 10 items, with 3 items asking for further comments. Items were based upon the benefits of the interventions, and possible modifications to increase their usefulness. Responses to the survey items were compiled and calculated into percentages by the Survey Monkey website. Attendance records, including number of absences for the entire school year, number of days present for the entire school year, and number of students having

more than 15 absences for the entire school year, were taken from the countywide attendance program School Max. This data compared the school's year end attendance numbers, before and after the implementation of the interventions, to determine if an increase in attendance occurred. Review of current literature was conducted to compare researched interventions to those implemented to the elementary school's attendance process. Another source of data included informal discussions with teachers and administrators, which were composed to collect information beyond the survey. Discussions usually occurred when discussing a student's current attendance, meaning teachers were randomly selected. Also, data collected from the outcome results of the current interventions was taken from the PSC's documentation and observations. Since the interventions were initiated, the PSC has kept comparison notes, and counts of students and teachers involved in the changes to the process. The data taken from these sources will identify the level of impact of each intervention, and possible modifications to the process.

## Results of Data Collection

The data collected was used to answer the ARS research questions. Using the survey, 50% of the participants strongly agreed, whereas 39% agreed, that modified attendance forms were beneficial to tracking absences and notifying parents of a student's current attendance. Approximately 4% disagreed and 7% strongly disagreed with the effectiveness of the forms. Concerning the effectiveness of the "Perfect Pals" program, 57% strongly agreed and 36% agreed that the incentive was a good idea for increasing student desire to come to school regularly. No respondents disagreed, while 7% strongly disagreed that the program was effective. When survey participants were asked whether or not the ART meetings were as beneficial as making home visits, 36% strongly agreed and 54% agreed. Again, 7% strongly disagreed and 4% disagreed that ART was working. Based upon survey results, 71% of participants believed that Perfect Pals was the most effective intervention, while ART and the modified attendance forms tied with 54% as being effective (Appendix B, Table 3).

All interventions seem beneficial based upon survey results, with 83% of participants agreeing or strongly agreeing, although identifying future modifications to increase their effectiveness was not as easy. The survey found that 50% agreed that changes could be made, whereas 50% stated that changes were not necessary. Feedback was presented by 10 survey participants, although nothing spe-



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cific was volunteered (Appendix C). More contact with parents, and quicker action for repeat offenders, were two suggestions for strengthening the process. Another respondent stated that the attendance process is strong, but that attendance at the elementary level heavily depends upon parents. Every program can be improved, was also stated, unfortunately specific modifications were not stated.

When using attendance records to compare the effectiveness of the interventions, a substantial decrease was found in absenteeism during 2007 (Appendix D, Table 6). During 2006, before interventions to the attendance process were implemented, 51 students had more than 15 absences for the entire school year. In comparison to 2007 and 2008, which were years interventions were implemented to the attendance process, 39 and 41 students were absent 15 or more days (Appendix D). From the PSC's documentation, an increase in the use of modified attendance forms has been noted, in comparison to the previous forms. From August 2007 to April of 2008, 23 parents were invited to an ART meeting and 18 attended. From August 2008 to March 2009, 37 parents were invited to a meeting and 35 attended. In comparison to home visits, which were made prior to implementing ART, 15 home visits were made from January 2007 to May 2007, and of these only 5 parents were at home. Notes were left at the other 10 homes, but face-to-face contact was not made.

From informal discussions with teachers, the Perfect Pals program was found to be the most creative and student anticipated intervention. Counselor documentation identified a steady average of 213 students attending the monthly Perfect Pals luncheons. Suggestions were given by several teachers concerning the effectiveness of the modified attendance forms. Modifications included adding a parent signature and date space to the parent notification form, along with a statement asking the parent to return the form to prove that they have read and understood its purpose. Also, a brief note taken from the school's attendance policy can be added to the form as a reminder of the protocol to the parent. When asked about ART most said that it seemed helpful, whereas others said that they really didn't know much about it since they were not responsible for this step of the process. Although many teachers may not see the positive effects of ART, they are apparent. ART is the step in the attendance process that occurs before a parent is sent to truancy. Counselor documentation from January 2007 to May 2007, before ART was implemented, indicates 9 families were sent to truancy. Since ART began in August 2007, only 1 family

was sent to truancy during the 2007-2008 school year. From August 2008 to March 2009, 4 families took part in truancy, showing a substantial decrease in truancy participation since ART began.

Teachers and administrators were also asked informally about positive changes to the attendance process. Several admitted that not all teachers take the first notice seriously, and either forget to notify the parent or don't see the requirement as important. Another teacher stated that it is frustrating to see parents that have been involved with truancy, especially those who have been arrested, and still struggle to get their child to school consistently. This teacher also stated she realizes such actions are beyond the school's control. Changes can definitely be made to the elementary school's attendance process, although few concrete modifications were suggested.

## Discussion

The results of this ARS found the interventions made to the attendance process have been effective. Survey questions on the effectiveness of each intervention received the highest percentage of feedback under the strongly agreed and agreed categories. These findings conclude that teachers and administrators see the interventions as positively impacting attendance. Only 4% of survey participants believed that the modified attendance forms and "Perfect Pals" program were not effective. Year end attendance records for 2007 and 2008 found an increase in the average attendance of students, in comparison to 2006 when no interventions had been implemented. Data and documentation from the PSC noted an increase in the use of the modified attendance forms, along with a decrease in truancy contracts since implementing ART.

Although the interventions have proven to be a positive modification to the attendance process, survey results found the Perfect Pals program to be most effective. The feedback from survey participants concerning the program affirmed its benefits to the students. Although informal discussion with teachers and administrators did not directly identify the most effective intervention, the feedback was optimistic and useful when making minor modifications to the interventions. Student attendance increased the most during 2007, which was the year when the attendance forms were modified and ART started. Looking at the records, these interventions would be seen as the most beneficial to the attendance process.

Current literature states the most promising interventions to reducing excessive student absences are increased parent involvement, having an on-going process of steps

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within the attendance policy, using incentive programs for students, involving community resources, and incorporating consequences for truancy (Baker, et al., 2001). Parent involvement is increased through the ART meetings, and concrete steps are taken to make parents aware, such as teacher notification, call home service, letters from the principal, and ART. Parents are given information and warnings before being taken to truancy. Perfect Pals is an incentive based program that rewards students for their hard work and attendance, and community resources are offered to parents during ART. If parents must attend truancy meetings, they are required to sign a contract to decrease unexcused absences. If the contract is not upheld, parents are in jeopardy of facing severe consequences such as arrest. Jacobson (2008) includes home visits and high-quality preschool programs as attendance interventions. Even though home visits have decreased because of the implementation of ART, they still occur as needed. The elementary school also houses two preschool classrooms, which helps parents become familiar with the attendance policy before their child enters kindergarten. Attendance is taken in preschool, although until a child is 6 years old, the family will not be upheld to truancy standards. This protocol is set by the county, not the school. Overall, the current attendance process incorporates the suggestions of the literature.

Deciding what future modifications could be made to strengthen the attendance process was not clear from the survey results. Participant responses were split down the middle when asked what changes could be made to the process. Fifty percent agreed that changes could be made, and 50% stated that no changes needed to be made. Intervention suggestions from Baker et al. (2001) and Jacobson (2008) similarly mimic the attendance process of the elementary school. Having a concrete and concise process of steps, along with parent knowledge and involvement, are helpful in decreasing unnecessary student absences. Possible future modifications to the Perfect Pals program could be to strengthen the excitement and knowledge of the luncheon. Such modifications would include student made posters placed around the school as reminders of the incentive, more frequent morning announcements throughout the month, and a variety of treats to be given out as rewards. Although the ART meetings seem effective and beneficial to building parent knowledge of the attendance process, there is still room for improvement. A basic modification would be to include a copy of the student's current attendance in the ART invitation letter. This would give parents access to the record prior to the meeting, and time to review it and develop any questions.

These modifications are reasonable and easy to accomplish, although more detailed modifications may be necessary to further increase effectiveness of the attendance process.

## *Limitations/Implications*

One limitation of the study was the short period of time since the implementation of the interventions. A total of 15 months passed since the first intervention was made to the process. A longer period of time would allow for more data, which could further validate the findings. The Perfect Pals program was implemented in August 2008, meaning that the data collected on its effectiveness is based upon only five luncheons. Another limitation of the study would be the genuineness of the survey findings. It was somewhat odd that 7 of the 10 survey questions had exactly 7.1% under the strongly disagree category, and 5 out of 10 questions had 3.6% under disagree. Having so many same percentages under the same category makes findings seem somewhat botched. If the survey was completed by other school personnel, such as the school social worker, registrar secretary, and even paraprofessionals, broader survey findings would have been given to determine effectiveness of the process. Also, asking parents a few informal questions during the ART meetings would have presented information about their viewpoints. The attendance records from the School Max program were limited because they did not give information on how many of the yearly absences were excused and unexcused. The attendance process focuses most heavily upon unexcused absences. If absences are excused, such as with a doctor's note, these absences are understandable and un-touchable by the school. Knowing exactly how many of the absences were unexcused would have given a more exact picture of the effectiveness of the interventions.

## **Future Recommendations**

A future recommendation for an ARS would be to send the survey out to a variety of school staff, instead of only the teachers and administrators. Making modifications to the staff survey to receive feedback from parents and students would also be beneficial. Slight changes could be made to the existing survey to make the questions appropriate for other participants. Gathering a variety of viewpoints concerning the attendance process will increase the PSC's knowledge of possible future modifications. Explaining the purpose of the study in smaller groups, such as during grade level meetings, is another recommendation for future study. Further discussion of the study and purpose of the survey, would have been more effective

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than sending a quick email with the survey attachment. The small group would have allowed the participants to ask questions, and in turn the PSC could have possibly received further feedback for the ARS through the discussion of the questions. Another way to gain further information on possible modifications would be to include more survey items, specifically for teachers, concerning their responsibility of the attendance process. Questions such as, "How important is your role of first notifying parents of their child's attendance?", "What is the most challenging part of keeping up with student attendance?", and "What can be done to make your step of the process, first notifying the parent, easier?", would help the PSC determine the best ways to gain support of the attendance process from all teachers.

## Conclusion

The ARS found that the interventions, including the modified attendance forms, ART, and Perfect Pals program, to the school attendance process have been effective. Although the interventions were strongly agreed upon by a large percentage of the survey respondents as effective, a small percentage stated that they were not beneficial. Unfortunately the percentage that did not agree with the impact of the interventions failed to offer feedback concerning additional modifications to the process. The interventions seem to have positively affected the school's attendance, though more time will confirm their necessity and true benefit. As stated earlier, attendance is imperative to the betterment of a school's student population, both academically and socially. With this being said, data will continue to be collected and modifications will continue to be made to the school's attendance process, in order to further increase student attendance.

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## Appendix A

**Table 1**  
*Results of Anonymous Survey*

Items	Response Percent/ n = 29			
	SD	D	A	SA
1. Usefulness of the attendance forms? -Modified Absent Again form -Teacher First Notice to Parent form	71%	3.6%	39.3%	50.0%
2. Effectiveness of the "Perfect Pals" luncheon? (See Appendix B for additional feedback.)	71%	0.0%	35.7%	57.1%
3. Do students enjoy the "Perfect Pals" luncheon?	71%	0.0%	17.9%	75.0%
4. Do students make the connection between attendance and being invited to the luncheon?	71%	3.6%	42.9%	46.4%
5. Has integrating the ART meetings into the attendance process been effective?	71%	3.6%	53.6%	35.7%
6. Are the parents well aware of the school's attendance policy?	71%	0.0%	25.0%	67.9%
7. Would including the attendance policy in the school newsletter be an effective reminder?	71%	3.6%	42.9%	46.4%
8. Please rate the effectiveness of the following interventions.	See Appendix B			
9. Have the following interventions been effective in increasing attendance? • Modifications to attendance forms • "Perfect Pals" program • Attendance Review Team meetings	14.3%	3.6%	28.6%	53.6%
10. Could other intervention(s) be implemented? (See Appendix C for additional feedback.)	0.0%	50.0%	50.0%	0.0%

## Appendix B

**Table 2**  
*Feedback from Survey Question 2*

Has the "Perfect Pals" perfect attendance monthly luncheon been an effective intervention to increase attendance? Please feel free to add suggestions or feedback below:	
Respondent #	Response
21	The students love it. Great idea!!!
7	The students have enjoyed this very much.
4	The students absolutely love it and want to attend next month when they see their friends eating lunch in the lobby. Great idea!



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**Table 3**  
*Feedback from Survey Question 8*

The following interventions have been made to the attendance process. Please rate the effectiveness of each.			
	Very Effective	Effective	Not Effective
Modifications to attendance forms	42.9%	53.6%	3.6%
“Perfect Pals” program	71.4%	25.0%	3.6%
Attendance Review Team (ART) meetings	46.4%	53.6%	0.0%

## Appendix C

**Table 4**  
*Feedback from Survey Question 10*

Could other intervention(s) be implemented to strengthen the attendance process and increase student attendance? Please include suggestions to improve the contents of the board below:	
Respondent #	Response
25	More contact with PARENTS of students with numerous unexcused absences...before they get to the truancy level. Mailing, phone calls, emails, etc. Maybe these are done now???? When they hear consequences are coming, sometimes they respond quicker.
23	We can always improve a program, but I do not have any solid ideas at this time.
14	I feel our attendance program is very strong.
13	In my opinion, parents whose main concern is their child's education will get them to school. Others will not. While programs may help somewhat, this is, unfortunately, the reality.
9	I think for now what we are doing works.
7	Making parents responsible for their child's education is very difficult. Students' attendance is strongly and directly influenced by their parent's attitude toward education.
6	Our school's children are strongly encouraged to come to school regularly and are given incentives to be here. I think the attendance program is successful.
5	Take quicker action for repeat offenders in the next school year (home visits, phone calls, for each absence), and if absences are not better, quicker action to take them to court.
4	Everything that you are doing is great and appears to be working. Anything that motivates the child and parents is helpful. There are always tangible incentives; maybe include the parents in the reward.
2	I think what we are currently doing is very effective. The school counselor does a very good job staying on top of the attendance issue.

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## Appendix D

**Table 5**  
*Attendance Information from January 2006 – December 2006*

Total Student Enrollment	624 (Male: 337/Female: 287)
Students with more than 15 absences	51
Total Days Absent (entire student body)	4,597
Total Days Present (entire student body)	105,991
Average Daily Attendance	95.84%

*Note. No interventions made to the attendance process during 2006.*

**Table 6**  
*Attendance Information from January 2007 – December 2007*

Total Student Enrollment	639 (Male: 348/Female: 291)
Students with more than 15 absences	39
Total Days Absent (entire student body)	4,126
Total Days Present (entire student body)	107,244
Average Daily Attendance	96.30%

*Note. The following interventions were made to the attendance process during 2007: Modified attendance forms and ART implementation.*

**Table 7**  
*Attendance Information from January 2008 – December 2008*

Total Student Enrollment	615 (Male: 330/Female: 285)
Students with more than 15 absences	43
Total Days Absent (entire student body)	4,240
Total Days Present (entire student body)	104,831
Average Daily Attendance	96.11%

*Note. The following interventions were made to the attendance process during 2008: Creation of parent notification form (Appendix F) and Perfect Pals Perfect Attendance implementation.*

# Integrating Effective and Beneficial Interventions

## Appendix E

### *Modified Absent Again Form*

Name	
Teacher	
Student ID	

Teachers please record the dates of unexcused absences as a student accumulates them below. Do not worry about recording excused absences. At **three unexcused absences** please make contact with the parent/guardian of the student. At **four unexcused absences** please make a copy of this form and place it in the school counselor's mailbox. Continue to record absences, but once I receive a copy and am aware of this attendance issue I will begin to watch the student for truancy.

### Unexcused Absences (Codes: A-20 no reason, A-22 unexcused)

Date & Code	
1.	7.
2.	8. Referred to s. worker by counselor: Contact made:
3. Notified by Teacher:	9.
4. (make copy and put in counselor's mailbox)	10.
5. Notified by Counselor: Letter sent:	11.
6.	12.

# Integrating Effective and Beneficial Interventions

## Appendix F

### *Modified First Notice to Parent Form*

To the parents of	
Number of days child has been absent	
Of those days	
Have been excused	
Have been excused with a parent note	
Have been unexcused	
Number of days child has been tardy	
Of those days	
Have been excused	
Have been unexcused	

The bell rings at 8:10

Please be aware of the following:

- Students with eight (8) unexcused absences will be reported to the Attendance Officer or School Social Worker.
- Students with ten or more tardies and/or early dismissals are subject to be reported to the Attendance Officer or School Social Worker.

Please discuss with your child the importance of attending school each day for their continued success.

Thank you,