

Minnesota Student Attendance Pilot School District's Strategies & Goals

Report to the Minnesota Legislature

As required by Minnesota Statutes, section 20, subd. 4

July 1st, 2025

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Table of Contents

Legislative Charge.....	2
Membership.....	3
Executive Summary.....	4
Appendix A: State Attendance Pilot District Convening Agenda.....	7
Appendix B: Special School District No. 1, Minneapolis Goals & Strategies.....	8
Appendix C: Independent School District No. 13, Columbia Heights Goals & Strategies.....	12
Appendix D: Independent School District No. 38, Red Lake Goals & Strategies.....	17
Appendix E: Independent School District No. 47, Sauk Rapids-Rice Goals & Strategies.....	19
Appendix F: Independent School District No. 77, Mankato Goals & Strategies.....	21
Appendix G: Independent School District No. 152, Moorhead Goals & Strategies.....	23
Appendix H: Independent School District No. 166, Cook County Goals & Strategies.....	25
Appendix I: Independent School District No. 177 Windom Goals & Strategies.....	27
Appendix J: Independent School District No 191, Burnsville Goals & Strategies.....	28
Appendix K: Independent School District No. 535, Rochester Goals & Strategies.....	33
Appendix L: Independent School District No. 659, Northfield Goals & Strategies.....	36
Appendix M: Independent School District No. 695, Chisholm Goals & Strategies.....	39

Legislative Charge

The Student Attendance Pilot Program was established in 2024 by Minnesota Laws 2024, Chapter 115, Article 1, Section 20. The Student Attendance Pilot Program was established to support districts in developing and implementing innovative strategies to improve student attendance. Twelve school districts were selected to develop strategies to help policymakers determine how to effectively support district efforts to improve student attendance and engagement.

Membership

Special School District No. 1, Minneapolis, Colleen Kaibel, Director, Student Retention & Recovery

Special School District No. 1, Minneapolis, Eric Vanden Berk, Data Scientist

Independent School District No. 13, Columbia Heights, Bondo Nyenbwe, Assistant Superintendent

Independent School District No. 38, Red Lake, Delana Smith, Principal

Charter School District No. 4298, Endazhi-Nitaawiging (Red Lake) Rochelle Johnson

Independent School District No. 47, Sauk Rapids-Rice, Karrie Boser, Director, Teaching & Learning

Independent School District No. 47, Sauk Rapids-Rice, Nic Johnson, Assistant Principal, Middle School

Independent School District No. 47, Sauk Rapids-Rice, Brenten Magee, Assistant Principal, Elementary

Independent School District No. 77, Mankato, Scott Hare, Director of Student Support Systems

Independent School District No. 77, Mankato, Sam Steinman, Assistant Director of Special Education

Independent School District No. 152, Moorhead, Isaac Lundberg, Supervisor of Federal Programs

Independent School District No. 166, Cook County, Sara Lakosky, Dean of Students

Independent School District No. 177, Windom, Bryan Joyce, Principal

Independent School District No 191, Burnsville, Amy Piotrowski, Director of Student Support Services

Independent School District No 191, Burnsville, Morgan McDowell, Teacher on Special Assignment

Independent School District No. 535, Rochester, Angi McAndrews, Director of Student Engagement

Independent School District No. 535, Rochester, Kate Morrow, Attendance & Truancy Coordinator

Independent School District No. 659, Northfield, Carrie Duba, Systems & Instructional Coach

Independent School District No. 695, Chisholm, Ryan Bennett, Attendance Pilot Coordinator

Independent School District No. 695, Chisholm, Carrie McDonald, Director of Teaching and Learning

Minnesota Department of Education, Joe Curiel, Results Measurement Specialist

Minnesota Department of Education, Heather Giese, COMPASS Supervisor

Minnesota Department of Education, Ivy Wheeler, COMPASS Director

Executive Summary

Representatives from each of the Attendance Pilot districts meet virtually on the third Wednesday of each month. Monthly meetings are focused on continuous improvement of strategies, knowledge sharing, accountability, motivation, and fostering teamwork through shared challenges and goals.

On April 16th, pilot districts convened in person at the Minnesota Department of Education for an all-day meeting to align strategies, highlight innovative practices, promote peer learning, year-one reflection, and prepare for evaluation and year two implementation. The morning session was open to pilot districts and Minnesota Department of Education staff, with lunch and the afternoon session open to school districts statewide. The convening reached maximum capacity. Funding for the convening was secured through a grant from the Minneapolis Foundation which included meals for all attendees with mileage and hotel accommodations for outstate pilot districts.

During the 2024–2025 school year, pilot districts made significant progress in identifying strategies to address chronic absenteeism, improve data accuracy, and establish consistent attendance coding across all schools. Comprehensive effort focused on refining attendance coding systems, implementing targeted interventions, and improving communication with families. Some districts have already reported measurable outcomes in decreasing the number of students identified as chronically absent and improving average daily attendance rates. This report outlines key findings including progress of implementation strategies, challenges in implementation, actions taken, and next steps in support of districts' goals to improve student attendance and engagement.

Currently, MDE verified attendance data is complete through the 2022-2023 school year, two years before initial funding and implementation. Baseline data (one year before the initial funding and implementation in the 2023-24 school year) will be available in August of 2025. Some districts have included preliminary data from the 2025 school year in their summary.

Pilot districts used the following shared data collection techniques and materials to track their movement towards meeting attendance pilot Goals:

1. Attendance Team Meetings & Attendance Data Monitoring

- Feedback from attendance teams that meet regularly at each school and track chronic absenteeism in real time.
- Data dashboards powered by Student Information Systems to monitor students at risk of chronic absence.
- Reviews at school and district levels to track consistent attendance and truancy.

2. Root Cause Analysis

- Review of inconsistencies in attendance codes and reasons for absences across schools within a district that hinder accurate data analysis of absenteeism barriers.
- Surveys from students and parents/guardians to identify reasons for absences.

To evaluate the progress of Strategies used to meet goals districts used combined efforts to ensure a structured, responsive system that promotes accountability. This includes case notes of interventionists with documentation of contacts, type of support, family communication, and outcomes. Feedback from school support teams such as MTSS and attendance teams that routinely review data and guide the type and intensity of intervention. Development of an attendance monitoring system or use of existing systems (eduCLIMBER) that show visuals of individual student and cohort attendance patterns provide a clear and easily accessible method to determine which students need initial intervention, sustained intervention, and monitor the level of progress made.

Early results show that prevention and intervention strategies that are working well focus on all students and schoolwide climate, building strong family relationships, and embedding dedicated staff and systems to respond to absences that support students through early intervention and a tiered system. Overall, pilot initiatives promote consistent attendance through proactive engagement, data-driven strategies, and strong family-school partnerships.

Strategies that are working well include:

1. Universal Supports (All Students)

- Family Communication: Regular updates on district policies and student absences.
- School and district attendance teams.
- Student Led Attendance teams.
- School Challenges & Campaigns: Engaging activities and attendance awareness efforts to promote regular attendance.
- Student Engagement Surveys: Conducted to assess and improve school experiences.
- Structured morning routines and positive reinforcement through reward systems.

2. Targeted Supports (At-Risk Students)

- Family Outreach: Personalized communication to identify and address attendance barriers. Text messages to families to build awareness of absences.
- Attendance support and student engagement initiatives.
- Tardy Tracking: Review of data in school information systems to identify and provide intervention to students who are habitually tardy.
- Mentoring – with both staff volunteer mentors and dedicated mentors.
- Transportation Assistance: Creation of reports to identify at-risk students and provide assistance to families struggling with district transportation or walking zones.
- Administrative Support: Assistance in assuring timely notification through letters, phone calls, and family meetings related to absences.
- Attendance incentives.

3. Intensive Interventions (Chronically Absent Students)

- MTSS Team Collaboration: Individualized intervention plans for high-needs students.
- Family & County Coordination: Ongoing meetings, progress updates, and preparation of truancy documentation for county submission.

Time is still needed to verify findings and build upon implementation strategies to discover new insights and contribute to more robust and efficient systems of prevention and intervention.

Common challenges in implementation experienced by pilot districts in moving toward meeting the goals of their strategies to improve attendance include communication with families, lack of staff, time for staff training, reliable student transportation, consistent data practices, county impact, and stronger collaboration across schools within the district. Overcoming these barriers will support student attendance and engagement.

Challenges shared among districts in Strategy implementation:

1. School Level – Resource and Capacity Constraints:

- Administrative support is vital for attendance-taking, coding, addressing inconsistencies in application and staff training.
- State-level guidance is needed for coding and counting absences.
- Clear systems must be established to address chronic absenteeism, including referring students to MTSS for targeted support.
- While most schools have Attendance or Support Teams, staff shortages limit the ability to provide regular and intensive interventions.
- Truancy reporting can be delayed due to lack of staff time to file reports.
- Transportation: students in walk zones, inconsistent bus routes, behavior issues, and lack of transportation outside standard hours impact.

2. Collaboration Issues:

- Family Communication: Families need clarity on attendance policies, illness-related absences, and reporting procedures.
- Lack of effective partnership with county staff responding to truancy reports. Many county referrals result in no action or an action that does not improve attendance or address underlying causes.
- Families decline truancy intervention from the county attorney's office.
- Cost and sustainability of partnering with outside community agencies.

Pilot districts have identified focus areas to pinpoint areas needing strategic development and tailoring to lead to better outcomes and efficient resource allocation. Focus areas:

- Most absences are coded excused. Top reasons are illness, parent requests/family emergency, and vacation.
- Improvement in communication with families about the number of absences, reasons to be absent, and promoting proactive attendance practices.
- Development of strategies for the most chronically absent students that are persistent, impactful, sustainable, and available throughout the state.
- Clear and consistent coding guidelines.

Creation of targeted solutions in focus areas done in tandem with current resource optimization will maximize impact and provide measurable outcomes.

Appendices:

Appendix A: Agenda - Attendance Pilot Districts In-Person Convening



Minnesota School Attendance Convening
Wednesday, April 16 2025
9 AM - 3 PM



Wifi Name: mdeguest **Password:** yFMy79

Agenda:

8:30 AM	Check-in for Full-Day Attendees
9 AM	<i>Welcome & Introductions</i> - Colleen Kaibel, MPS
9:15 AM	<i>Updates from pilot districts and MDE</i>
9:45 AM	<i>Aligning Pilot District Initiatives with Evidence-based Strategies</i> - Dr. Eileen Klemm, UMN
10:30 AM	<i>Evaluation Structure</i> - Joe Curiel, Results Measurement Specialist, MDE, Eric VandenBerk, Data Scientist, MPS
11 AM	<i>Implications and Priorities for the Next Year of Implementation</i> - Eric Kloos, Assistant Director Special Education, MDE
11:20 AM	Break
11:30 AM - 12:30 PM	<i>Keynote Speaker</i> - Lt. Governor Peggy Flanagan <i>Lunch</i> - Courtesy of Chef K's Revolutionary Catering
12:30 PM	<i>Innovations in Implementations</i> - Salena Acox, Lead Program Officer, Minnesota Alliance With Youth MPS Student Attendance Teams, AmeriCorps Promise Fellows, and Clay County/Moorhead Public Schools Student Attendance Review Board
1:15 PM	<i>Student Panel</i> Minnesota Youth Council Representatives: Zohha Khan (CD 2), Saad Ali (CD 4) Rochester Public Schools: Katarina Larson, Sypras Phutseevong, Julia Behnke, Ayen Deng, and Ajulu Othow
1:45 PM	<i>Creating a Comprehensive and Effective Statewide Student Attendance Campaign</i> - Kate Suchomel, Lead Communications and Development Officer, Minnesota Alliance With Youth
2:20	<i>Building Collaboratives That Support Student Attendance</i> - Heather Giese, COMPASS School Improvement Supervisor, MDE Staci Allarmas, Director of School and Youth Engagement Lakes Country Service Cooperative; Jim Miklausich, Assistant Superintendent Shakopee Public Schools
2:50 - 3	<i>Closing Remarks</i> - MDE Assistant Commissioner, Office of Educational Opportunity, Angela Mansfield

In partnership with:



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Appendix B: Special School District No. 1, Minneapolis



1. **Were changes made after December 2024, to your attendance pilot goals (goals added, removed, or modified)? If Yes, please describe the changes below.**

No.

2. **What data or materials did you examine that provided evidence you are moving toward (or not moving toward) meeting your goals?**

Surveys from students, mentors, and facilitators who implemented the pilot program.
Attendance and behavior data of student participants.

3. **What challenges have you experienced in identifying and moving towards meeting your goals?**

Goal 1: Every school has a functional attendance team, meeting regularly with a selection of prevention, early intervention, and intensive intervention strategies.

- Though 97% of schools responded that they have an Attendance Team or other student support team that reviews and responds to absenteeism, staffing shortages have impacted the ability to meet regularly to review and provide targeted intervention to students who are chronically absent. Challenges include identifying intensive interventions that can be implemented with fidelity with a limited number of staff with time to dedicate to the work.

Goal 2: Increase in student retention rates in all racial categories (decrease in 15-day withdrawals).

- The primary challenge is the time it takes to make an impact. We did not expect to see changes in attendance at this point of implementation.

Goal 3: Decrease in American Indian and Black chronic absenteeism rates to below 30%.

- The primary challenge is the time it takes to make an impact. We did not expect to see changes in attendance at this point of implementation.

- 4. Were changes made after December 2024, to your attendance pilot strategies (strategies added, removed, or modified)? If Yes, please describe the changes below.**

No.

- 5. Please list strategies that are working well. Include a brief description.**

- Strategy 1 (Tier 1): Student Led Attendance Teams. Twelve schools participated with teams focusing on preventative measures and empowering students to identify, problem-solve, and implement attendance solutions. Students had grade level appropriate information shared with them regarding student attendance in their school. Students were charged with contributing to creating a positive school climate that fosters student engagement in learning and regular attendance. Teams met a minimum of bi-weekly.
- Strategy 2 (Tier 2) - Staff:Student Mentoring. Fourteen schools participated. School staff volunteered to mentor students with attendance concerns. The number of students mentored at each school ranged from 11 - 60 students, with most schools mentoring 20 - 35. Mentors met at least 20 minutes a week with students. Mentoring training was provided by the MPS Director of Student Retention & Recovery.
- Strategy 3 (Tier 3) - Student Engagement Specialists. Focused on intense, long-term intervention and mitigation efforts, it is scheduled to start in year 2.

- 6. What data or materials did you examine that provided evidence your strategies are working well (or not working well)?**

Surveys from students, staff, and facilitators.

- 7. Please list and describe any challenges you have encountered with your strategies.**

Both strategies were implemented without challenges.

- 8. Please share any information or stories that you would like highlighted in the report. What have been your successes that are not captured in your responses above?**

Feedback from staff Mentors and facilitators:

- The student I mentored didn't have any strong connections to peers or staff at the start of our mentoring. I was able to meet with him a couple of times a week and help him make friends. I also introduced him to other staff to encourage him and look out for him. He now walks into school with his head held high, a smile on his face, and his attendance has greatly improved. He tells me he loves school and doesn't want to miss it because he has friends and adults who care about him and take interest in him."
- Students felt "heard and seen" in this process. Some expressed "something just clicked" knowing who they could connect with and rely on. Other students

expressed "I learned I could ask questions" this now helped me be on track to graduate when I didn't think that was possible this school year. We as staff also noticed more students followed up with accessing mental health services. Students who struggled coming to school started coming more frequently. When they arrived at school, they would seek their mentors right away if something was going on. We also provided daily phone calls and texts for some, and this added to our graduation list and higher attendance.

- Most meetings we had were positive, and the data showed that outside of a few outliers we had significant progress with many students.
- Our school does intervention groups once a week as well, it really helped when students had both that and a mentor. Incentives were tailored to specific students--even things like being able to go read to the elementary school kids or community service around the school helped a lot of these kids feel like leaders in the community!
- Staff were really excited about building relationships with students that they don't normally see/interact with.

Feedback from Facilitators of Student Led Attendance Teams:

- It was really refreshing to center student voice and help guide a project that was truly student-led. Being part of this team showed me how powerful it can be when we give students the space to share their experiences and ideas. I believe work like this can really get the ball rolling to bring more student voice into our schools and make sure their perspectives are heard and valued.
- My students were shocked to learn how many students were missing classes. The students were intrigued by the breakdown of race because it showed a racial disparity with student attendance. Many of them were not necessarily surprised that Black and Hispanic/Latine students were the groups with poorer attendance. Students were surprised with how many MPS kids didn't graduate (dropout). Looking at this data led to many discussions about these statistics and then led to creating PowerPoints to teach students about what is going on.
- I loved getting to watch elementary students' faces light up when they realized that our SEAL (Student Engagement/Attendance Leaders) group was meeting. I had students ask me all week: "Is it Thursday?" "When's SEAL Team?". They loved the feeling of community, they loved that they were given autonomy, they loved to feel special and connected to a group. There were multiple students in SEAL Team that routinely had behavioral conflicts in their classes but were always engaged and excited for every SEAL meeting.



MINNEAPOLIS PUBLIC SCHOOLS - ATTENDANCE PILOT - CHRONIC ABSENTEEISM DETAIL SY2024-SY2025

MPS SY2024	GROUP	AVG DAILY ATTEND	CHRONIC ABSENT		MILD CHRONIC ABSENT 80% - 90%		MODERATE CHRONIC ABSENT 70% - 79% -		SEVERE CHRONIC ABSENT <70%	
	STUDENT_GROUP	N	PCT	PCT	N	PCT	N	PCT	N	PCT
DIST ALL		29263	88%	36%	10441	19%	5656	7%	2091	9%
AMER INDIAN		1672	79%	65%	1092	27%	450	16%	261	23%
ASIAN		1069	91%	27%	290	16%	170	5%	51	7%
BLACK AFR AMER		7779	84%	53%	4137	25%	1971	12%	923	16%
HAWAIIAN PAC ISL		22	86%	41%	9	14%	3	14%	3	14%
HISPANIC		6402	88%	40%	2529	23%	1454	8%	479	9%
TWO OR MORE		1655	90%	32%	532	18%	303	6%	105	8%
WHITE		10664	93%	17%	1852	12%	1305	3%	269	3%
Not Receiving ELL Services		22781	88%	35%	7868	18%	4165	7%	1591	9%
Receiving ELL Services		6482	88%	40%	2573	23%	1491	8%	500	9%
Not Receiving Special Ed Services		24031	89%	33%	8000	19%	4489	6%	1547	8%
Receiving Special Ed Services		5232	85%	47%	2441	22%	1167	10%	544	14%
Lunch Eligible		17048	85%	49%	8290	24%	4151	11%	1782	14%
Not Lunch Eligible		12215	93%	18%	2151	12%	1505	3%	309	3%
McKinney Vento HHM		2571	80%	67%	1722	29%	742	15%	391	23%
ENGLISH		20196	88%	35%	6968	18%	3645	7%	1418	9%
HMONG		469	91%	30%	142	19%	87	5%	24	7%
SOMALI		1920	88%	42%	800	24%	455	10%	186	8%
SPANISH		5604	88%	40%	2240	23%	1287	7%	417	10%
OTHER NON-ENG HL		1073	91%	27%	291	17%	182	4%	46	6%

MPS SY2025	GROUP	AVG DAILY ATTEND	CHRONIC ABSENT		MILD CHRONIC ABSENT 80% - 90%		MODERATE CHRONIC ABSENT 70% - 79% -		SEVERE CHRONIC ABSENT <70%	
	STUDENT_GROUP	N	PCT	PCT	N	PCT	N	PCT	N	PCT
DIST ALL		28453	89%	36%	10279	22%	6194	7%	1939	8%
AMER INDIAN		1548	81%	64%	991	28%	438	16%	245	20%
ASIAN		976	92%	27%	262	17%	169	5%	47	5%
BLACK AFR AMER		7366	85%	53%	3884	29%	2125	11%	827	13%
HAWAIIAN PAC ISL		15	82%	67%	10	33%	5	13%	2	20%
HISPANIC		6586	88%	42%	2773	26%	1732	7%	485	8%
OTHER INDIGENOUS		6	74%	83%	5	33%	2	17%	1	33%
TWO OR MORE		1648	91%	31%	517	19%	305	7%	116	6%
WHITE		10306	94%	18%	1836	14%	1418	2%	215	2%
Not Receiving ELL Services		21814	90%	35%	7518	21%	4484	7%	1446	7%
Receiving ELL Services		6639	88%	42%	2761	26%	1710	7%	493	8%
Not Receiving Special Ed Services		23092	90%	34%	7821	21%	4864	6%	1412	7%
Receiving Special Ed Services		5361	87%	46%	2458	25%	1330	10%	527	11%
Lunch Eligible		16435	86%	49%	8023	28%	4565	10%	1655	11%
Not Lunch Eligible		12018	93%	19%	2256	14%	1629	2%	284	3%
McKinney Vento HHM		2390	82%	65%	1550	33%	793	14%	340	17%
ENGLISH		19532	90%	34%	6676	20%	3952	7%	1290	7%
HMONG		388	92%	24%	91	13%	52	5%	20	5%
SOMALI		1690	88%	44%	739	28%	467	9%	143	8%
SPANISH		5764	88%	43%	2464	27%	1528	8%	433	9%
OTHER NON-ENG HL		1071	91%	28%	304	18%	193	5%	52	6%

Appendix C: Independent School District No. 13, Columbia Heights



- 1. Were changes made after December 2024, to your attendance pilot goals (goals added, removed, or modified)? If you answer Yes, please describe the changes below.**

No.

- 2. What data or materials did you examine that provided evidence you are moving toward (or not moving toward) meeting your goals?**

Weekly attendance teams meetings, number of students absent each week, root cause analysis data, number of students chronically absent, comparison of absences excused, unexcused absences for two years, incentive data, communication with families. Reading research for kindergarten students' attendance.

- 3. What challenges have you experienced in identifying and moving towards meeting your goals?**

Finding effective strategies for Middle and High School students. Addressing tardiness in both elementary and secondary schools.

The secondary school's attendance continues to be our most challenging group because of the age factors. During our focus groups, students shared that they tend to stay up late at night and struggle to get up in the morning for school. Especially since some parents have gone to work, students can decide to stay home without consequences. Communicating absences was useful for parents however, we need to find interventions that will work for students to attend school. In addition, we also need to find interventions for addressing tardies in our secondary schools and elementary schools.

- 4. Were changes made after December 2024, to your attendance pilot strategies (strategies added, removed, or modified)? Yes, please describe the changes below.**

Yes.

One of the proposed strategies was to implement a "nudge letter." However, we decided against it because it would have been redundant. Currently, we send notification letters to families when a student has been absent for 3, 5, and 7 days. Additionally, we introduced a quarterly postcard to inform parents if their child has accumulated more than five

absences. Since our existing strategies are effective and sufficient, we chose not to implement the nudge letter.

5. Please list strategies that are working well. Include a brief description.

Strategy #1. Increase communication about attendance using various platforms. Secondary school teachers used Talking Points to communicate with parents via text, Elementary school teachers called parents of students who missed school; Post "Attendance Matters" message on each school marquee; Principals sent weekly communication and included a reminder about attendance; development of magnets with important school phone numbers.

The Middle School conducted attendance workshops for students and families: connect with both students and family to discuss student success, strengthen student-parent/guardian relationships, and see strengths. Also sharing important attendance information.

Strategy #2. Establish an attendance team (AT) at each school site
The school attendance team serves as a formal body that meets about attendance and other factors that contribute to school absences. The attendance team meets weekly or biweekly to review data trends, and specific students are discussed for prevention, intervention, and improvement.

Strategy #3. Increase sense of belonging for students to prevent chronic absenteeism
Providing a mentor to build relationships with students (Take 5 initiative); Hired four Promise Fellows to work with a group of 21 students (each) to support them in improving attendance, work completion and engagement. They provided personalized and timely interventions and built skills in specific areas. They conducted focus groups with families and students.

Talk about the future with students: Connecting what students are learning in the classroom to their future. Promised fellows worked with students by having them connect what they are learning in class to their own life. Also, talking with students about post-high school plans, allowing them to see their strengths and interests, and how that may fit into their future. They reinforced the importance of building skills now, as high school GPA becomes important in 9th grade.

Someone to check and connect with: Students expressed enjoying being able to have 1:1 connection with someone like a Promise Fellow or AmeriCorps members, social work interns, or a therapist. Promise Fellows reported that "students enjoyed using my office time to receive help for assignments, personal situations, social situations at school, and to learn more about their future. Also, having someone who notices when a student is absent."

Strategy #4. Implement Nudge Letters. This strategy was not implemented because the schools already send letters to families to communicate 3, 5 and 7 days absences before filing for truancy.

Strategy #5. Established a 6:00 a.m. health line for parents or guardians to call and talk to a medical professional. The district implemented this strategy was implemented at the end of the third quarter to begin the pilot. Even though principals communicated with families about the 6:00 a.m. Health line, very few families used it. We discussed the need for more communication with families to create awareness in the fall. The schools will share an information sheet during orientation. Sharing information with parents/guardians when they visit the school to speak with the nurse and sending the information sheet via backpack to families of elementary students.

6. What data or materials did you examine that provided evidence your strategies are working well (or not working well)?

- **Tracking Parent Engagement:** Number of returned calls to schools after parents receive the attendance postcard. The postcard was sent to families of students with five absences or more. Families received postcards during quarter 2, and 3.
- **Attendance Team Meetings:** Frequency of weekly meetings. During the third quarter of the year, each school attendance team conducted a root cause analysis using attendance data from the first and second quarters of the year. The team studied absenteeism trends and reviewed reasons for absences to determine if barriers, misconceptions, aversion, or disengagement caused the absences. The conclusion of the root cause analysis revealed that barriers and aversions were primarily responsible for absences. Barriers include chronic and acute illness, family responsibilities or home situations, trauma, and inadequate access to needed services. Aversion includes academic struggles, social and peer challenges, and anxiety.

Focus Group Insights: Data collected from three schools. The attendance team conducted focus groups during the fourth quarter of the year to gain a deeper understanding of barriers and aversions. Three of five schools conducted focus groups with families and students both during school and after school. Promise fellows conducted small group sessions with students and also surveyed them. Teams reported that meeting with families provided additional information, which allowed school personnel to understand and humanize the experiences of both families and students.

- **Student Absenteeism:** Truancy rates and number of students taking extended vacations.
- **Promise Fellows Feedback:** Survey data from Promise Fellows was reviewed by each school attendance team and shared with the principal.

- **Communication via TalkingPoints:** Number of texts sent, messages received and frequency of usage was reviewed. See challenge section for this item.
- **Two-Way Communication:** Number of returned texts to measure engagement between parents and teachers from Columbia Heights Public Schools. ONLY Columbia Heights High School teachers used TalkingPoints this year. A couple Middle School teachers piloted TalkingPoints.
- **Impact of Relationships:** The district implemented a loose Action Research project called Take 5. Licensed staff at each school took five students to provide support in one of three areas, attendance, behavior and academics. The district reviewed Take5 data to evaluate adult-student connections and impact. A total of 1650 students were identified and connected with an adult. There was progress for some students. However, we cannot conclude that the Take5 initiative is responsible for the progress. Other school level factors contributed to the success. Some students did not improve due to the limited follow through with an adult.

7. Please list and describe any challenges you have encountered with your strategies.

Before implementing the paid version of TalkingPoints, teachers were using the free version. In the free version, the district could not access the data to measure usage and frequency. In February, the district entered into a contract and purchased TalkingPoints to get access to usage data. Some teachers continued using their free accounts, which prevented the district from having full access to all the data. Next year all teachers in the Middle School and High school will be using the paid version of TalkingPoints.

The 6:00 a.m. health line was introduced in the second semester, but many parents have not yet become familiar with it and are therefore not utilizing it. A few families (15) from North Park School for Innovation were introduced to the Health line during the fourth quarter while attending a focus group. 100% of these families said it was helpful to have the health line.

The secondary school's attendance continues to be our most challenging group because of the age factors. During our focus groups, students shared that they tend to stay up late at night and struggle to get up in the morning for school. Especially since some parents have gone to work, students can decide to stay home without consequences. Communicating absences was useful for parents however, we need to find interventions that will work for students to attend school. In addition, we also need to find interventions for addressing tardies in our secondary schools and elementary schools.

8. Please share any information or stories that you would like highlighted in the report. What have been your successes that are not captured in your responses above?

- The number of students referred for educational neglect decreased from 68 in 2023-24 to 48 in 2024-25.

- At the end of the year fewer students were uninvited in 2024-25 (54) compared to 2023-24 (117).
 - Collaboration among attendance teams helped distribute tasks such as calling, emailing, and working with families. Five schools had a functioning attendance team in 2024-25 compared to two schools in 2023-24.
 - Incentives for older elementary students positively impacted their attendance at North Park School for Innovation.
 - More parents used the attendance line to communicate their child's absences to the school.
 - Interactions with Promise Fellows provided students with a caring adult to listen to their needs, assist with academics, support work completion, and improve engagement. In total Four promise Fellows served 79 students.
 - The number of students absent up to 10% of school days increased by 162 compared to the previous year.
 - The number of students absent between 10% and 29% of school days decreased by 135 compared to the previous year.
- The number of students absent between 30% and 49% of school days decreased by 24.
 - The number of students absent 50% or more of school days decreased by 1 from 2023-24 to 2024-25.

Notable stories

Student #1: I noticed this student had a lot of things happen for them inside and outside of school which severely impacted their mental health and feeling of safety. I was able to connect with them, provide a space in my office for them to take a break from school, and connect with teachers and staff about this student's situation. This student was able to connect to a therapist in school, and I have observed this student to be less stressed.

Student #2: This student of mine was really motivated to complete homework throughout Quarter 4. I noticed their grades increase over time. In my office we discussed the importance of school for their future, self-accountability, and academic strategies. This student got "Outstanding Growth" for their aMath test in Quarter 4. Something they learned is to "Never give up, to keep trying, and work hard."

Student #3: This student was originally having difficulties asking for help, and wanting to make more friends throughout the school year. I involved this student in a student group for Quarter 4, and I gradually saw them connecting to more people throughout the school year. This student was able to get their theatre grade from a D to an A by learning to ask the teacher for help more often. In addition, this student ended the school year with all As and Bs, and had the most Outstanding Growth for aReading. They said, "I learned to wake up earlier to be on time to school. I also learned more about my emotions, and also not listen to other people's negative comments. You also taught me how to ask for help."

Appendix D: Independent School District No. 38, Red Lake



1. **Were changes made after December 2024, to your attendance pilot goals (goals added, removed, or modified)? If Yes, please describe the changes below.**

Yes.

- Completed attendance surveys for both students and community, staff, parents and guardians.
- Developed a plan with the charter school. Funds will be dedicated to the partial salary of home-school liaisons to work on attendance. The district has 1,519 students, and the charter has 113 students.
- Funds may be divided based on student numbers over the next two years. No pilot funds were spent this year. The district would use \$162,883 based on 1,519 students or \$81,441.50 SY 2025-26 and \$81,441.50 SY 2026-2027. The charter would use \$12,117 based on 113 students or \$6,058.50 SY 2025-26 and \$6,058.50 SY 2026-27.

2. **What data or materials did you examine that provided evidence you are moving toward (or not moving toward) meeting your goals?**

We used the results of our survey. There is also a new person assisting at the charter school which has helped with communication and moving forward.

3. **What challenges have you experienced in identifying and moving towards meeting your goals?**

One challenge was lack of communication with the Charter School. It was difficult to get them at the table. We were able to work as mentioned above, by the addition of a new staff member at the charter school. We also didn't know how to move forward with our goals. It may have been better if we had more guidelines or guidance.

4. **Were changes made after December 2024, to your attendance pilot strategies (strategies added, removed, or modified)? If Yes, please describe the changes below.**

No.

5. Please list strategies that are working well. Include a brief description.

Once we decided on a plan to move forward, it has helped. The plan includes meeting weekly with our home school liaisons. We review interventions: what has been done, what worked and didn't work, how did we adjust? Better and more consistent communication will assist us in our goal for better attendance.

6. What data or materials did you examine that provided evidence your strategies are working well (or not working well)?

- We use our student management system, Synergy, to document communication with home, home visits, interventions, and attendance letters.
- We meet weekly to review students who may be heading toward truancy. We review each student's specific circumstances. I believe moving forward, we will have a system district-wide.

7. Please list and describe any challenges you have encountered with your strategies.

We still have high absenteeism. I believe that being more consistent with our strategies will help.

8. Please share any information or stories that you would like highlighted in the report. What have been your successes that are not captured in your responses above?

We had a fairly high response rate for the surveys that I sent out. I had 300 student responses and 280 adult responses (this included staff, community and parents/guardians).

Appendix E: Independent School District No. 47, Sauk Rapids-Rice



- 1. Were changes made after December 2024, to your attendance pilot goals (goals added, removed, or modified)? If Yes, please describe the changes below.**

No.

- 2. What data or materials did you examine that provided evidence you are moving toward (or not moving toward) meeting your goals?**

We recognized the inconsistencies in attendance codes and reasons throughout our school district. The attendance codes/reasons were different in each of our six schools. This created challenges with analyzing the data to determine the main causes and barriers that were leading to chronic absenteeism for our students and families. Our primary focus thus far has been to finalize a list of common attendance codes/reasons to use throughout the district. Our plan is to roll out these new attendance codes/reasons for the 25-26 school year. We will provide training for our attendance teams and share communication with staff to ensure they all understand the new coding system.

With common attendance codes, we should be able to identify barriers that are leading to inconsistent attendance, and design, implement strategies to address barriers and support students in getting to school.

- 3. What challenges have you experienced in identifying and moving towards meeting your goals?**

There have been some challenges with making coding changes such as factoring in the various reasons for school absences from elementary aged students to high school, and young adults. The high school students have many school sponsored events and college related testing and visits. We need to meet at secondary level (high school and middle school) to further discuss the attendance codes/reasons before finalizing the list.

- 4. Were changes made after December 2024, to your attendance pilot strategies (strategies added, removed, or modified)? If Yes, describe the changes below.**

No

- 5. Please list strategies that are working well. Include a brief description.**

We have met with all involved in working with attendance throughout our district and are moving to consistency within our district.

6. What data or materials did you examine that provided evidence your strategies are working well (or not working well)?

We have looked at our attendance reports to see that we still need to make adjustments so we are consistent throughout our district and will continue to work on this to update our system districtwide.

7. Please list and describe any challenges you have encountered with your strategies.

This challenge can fall here as well: There have been some challenges with making coding changes such as factoring in the various reasons for school absences from elementary aged students to high school, young adults. The high school students have many school sponsored events and college related testing and visits. We need to meet at secondary level (high school and middle school) to further discuss the attendance codes/reasons before finalizing the list.

8. Please share any information or stories that you would like highlighted in the report. What have been your successes that are not captured in your responses above?

This process has allowed us the opportunity to take a deeper look at our attendance inconsistencies and discrepancies in our district. With common attendance codes/reasons, as students transition through our K-12 system, they (students and families) will have a better understanding of our attendance expectations and codes which will allow us to be transparent and resolve any challenges that arise along the way.

Appendix F: Independent School District No. 77, Mankato



- 1. Were changes made after December 2024, to your attendance pilot goals (goals added, removed, or modified)? If Yes, please describe the changes below.**

No.

- 2. What data or materials did you examine that provided evidence you are moving toward (or not moving toward) meeting your goals?**

- Consistent attendance is reviewed monthly at each school by the attendance team and by the leaders of the attendance pilot.

- 3. What challenges have you experienced in identifying and moving towards meeting your goals?**

- Although we have improved across the district in the right direction of increasing consistent attendance, we are just short of reaching our goal of 90%. Several of our schools have come pretty close, but as a district we will be short of reaching that goal.

- 4. Were changes made after December 2024, to your attendance pilot strategies (strategies added, removed, or modified)? If Yes, please describe the changes below.**

Yes

- We increased our communication with our school leaders on a more regular basis on their attendance data.

- 5. Please list strategies that are working well. Include a brief description.**

- Home visits have increased and have shown some positive results.
- The BARR program at one of our high schools has shown positive results for attendance. This is only a 9th grade program but will be expanded to the other high school.
- Weekly attendance team meetings by our schools with a more intense focus on our students who are chronically absent.
- Efforts to increase a sense of belonging in each of our schools we believe has also increased our attendance.

6. What data or materials did you examine that provided evidence your strategies are working well (or not working well)?

- Monthly consistent attendance data is reviewed by school leaders in communication with the attendance pilot leaders.

7. Please list and describe any challenges you have encountered with your strategies.

- Consistency across the district has been a challenge.

8. Please share any information or stories that you would like highlighted in the report. What have been your successes that are not captured in your responses above?

- The partnership with our county attorney's office has greatly increased with more communication on attendance and strategies we can collaborate on to increase attendance.

Mankato Area Public Schools Attendance Data Submission

2023-2024

Attendance Pilot Attendance Bands													
	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Attendance Pilot Attendance Bands	Student Count	% of Total	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	More than one race indicated	Homeless	FRP	Special Ed
2	Up to 10% Absent	6103	77.47%	419 (67%)	28(61%)	153(85%)	669(84%)	14(82%)	4451(82%)	354(71%)	82(54%)	1891(65%)	907(67%)
3	Between 10% and 29%	1556	19.75%	172(28%)	15(33%)	27(15%)	315(30%)	3(18%)	893(16%)	125(25%)	51(33%)	851(29%)	382(28%)
4	Between 30% and 49%	179	2.27%	26(4%)	12%	0	51(5%)	0	80(1%)	18(4%)	16(10%)	130(4%)	58(4%)
5	50% or More	40	0.51%	6(1%)	2(4%)	0	7(1%)	0	21(0%)	3(1%)	4(3%)	26(1%)	12(1%)
6	Total Students >= "0.5 ADM	7878		623	46	180	1042	17	5445	500	153	2898	1359
7													
8													
9													

2024-2025

Attendance Pilot Attendance Bands														
	A	B	C	D	E	F	G	H	I	J	K	L	M	
1	Attendance Pilot Attendance Bands	Student Count	% of Total	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	More than one race indicated	Homeless	FRP	Special Ed	
2		Up to 10% Absent	6244	80.37%	490(73%)	31(65%)	136(84%)	698(65%)	14(78%)	4481(85%)	381(73%)	70(49%)	2057(68%)	982(71%)
3		Between 10% and 29%	1339	17.24%	155(23%)	16(33%)	25(15%)	319(30%)	3(17%)	690(13%)	122(23%)	57(40%)	827(27%)	329(24%)
4		Between 30% and 49%	161	2.07%	27(4%)	1(2%)	1(1%)	48(4%)	1(6%)	62(1%)	18(3%)	13(9%)	116(4%)	68(5%)
5		50% or More	25	0.32%	3(0%)	0	0	6(1%)	0	12(1%)	4(1%)	3(2%)	19(1%)	9(1%)
6	Total Students >= "0.5 ADM	7769		675	48	162	1071	18	5245	525	143	3019	1388	
7														
8														

Note: An improvement in Band 1 (Up to 10% Absent) in every student group other than Homeless.

Appendix G: Independent School District No. 152, Moorhead



1. **Were changes made after December 2024, to your attendance pilot goals (goals added, removed, or modified)? If yes, please describe the changes below.**

No.

2. **What data or materials did you examine that provided evidence you are moving toward (or not moving toward) meeting your goals?**

Attendance procedure document (established consistent processes in buildings for implementation in 25-26 school year). PowerSchool InSites intervention tracking built and established. Attendance codes in the process of refinement. Plan is to review 25-26 data in relation to 24-25 data quarterly during the 25-26 school year. SARB piloted during the 24-25 school year in collaboration with the county - plans are in place to continue moving forward. Initial data suggests slight progress for students enrolled in the SARB program in 24-25, but sample size was small and it was late in the school year that it rolled out. Plan in progress to expand Promise Fellows work in 25-26 school year in partnership with local non-profit, F5.

3. **What challenges have you experienced in identifying and moving towards meeting your goals?**

A challenge remains that as we revise codes and processes to create consistency and efficiency, we are changing some coding/reporting practices, making it difficult to do longitudinal analysis of our data.

4. **Were changes made after December 2024, to your attendance pilot strategies (strategies added, removed, or modified)? If yes, please describe the changes below.**

No.

5. **Please list strategies that are working well. Include a brief description.**

As described in part above, SARB process has been a good collaboration with our County, prioritizing relationships and student success. Initial data suggests positive growth in attendance rates with small sample size. Anecdotal evidence suggests that attendance rates for our high school students are wrapped up in some issues with grading practices; that students falling behind aren't finding reason to attend if they don't believe they can get caught up and pass classes. Another initiative on our end was to establish consistent attendance processes in our buildings - it's proven difficult to roll out specific

interventions without a reliable system of data/coding, consistent teams to analyze data trends in buildings, and without clarifying roles for student support team members.

6. What data or materials did you examine that provided evidence your strategies are working well (or not working well)?

Attendance data, staff feedback, small group focus/work groups, feedback and collaboration with county members.

7. Please list and describe any challenges you have encountered with your strategies.

As described above, we felt we needed to build a better system in order to effectively implement and measure the effectiveness of any strategy (SARB, Promise Fellows, transportation initiatives, etc.). We have moved toward having a more consistent implementation of attendance teams and processes for the 25-26 school year, and look forward to more effectively measuring progress from that point of consistency.

8. Please share any information or stories that you would like highlighted in the report. What have been your successes that are not captured in your responses above?

Collaboration with our county and revising processes to better serve kids and families, create efficiencies, and reduce redundancy has been a huge success. Establishing a better system for tracking interventions (even simply to record the work we are already doing with students and families) that are happening so that we can evaluate effectiveness has also been a major success.

Appendix H: Independent School District No. 166, Cook County



Cook County ISD 166

Home of the Vikings

- 1. Were changes made after December 2024, to your attendance pilot goals (goals added, removed, or modified)? If you answer Yes, please describe the changes below.**

Yes.

1. Designate Attendance Team.
2. Designate Attendance time and focus (specific hours each day spent on attendance)
3. Daily data collection
4. Daily follow up with each student showing unexcused absences from the day(s) prior.
5. Focus on the top 5 students in each grade with unexcused absenteeism.
6. Maintain summer connections with students of concern or already in truancy.

- 2. What data or materials did you examine that provided evidence you are moving toward (or not moving toward) meeting your goals?**

Compared results of Attendance/Membership Report from 23/24 and 24/25 school years.

- 3. What challenges have you experienced in identifying and moving towards meeting your goals?**

Implementation can be slow due to other job responsibilities of this staff. Thus, creating more of an "Attendance Team".

- 4. Were changes made after December 2024, to your attendance pilot strategies (strategies added, removed, or modified)? Yes, please describe the changes below.**
Yes.

For school year 24/25, this staff will structure time for designated "attendance focus hours" which will incorporate meetings with students daily to discuss unexcused absences.

- 5. Please list strategies that are working well. Include a brief description.**

- Increased communication between teachers and families to discuss tardies/absences.
- Connecting students with outside or inside resources for more support when necessary.
- Utilizing Check and Connect staff.
- Utilizing Restorative Justice staff.

6. What data or materials did you examine that provided evidence your strategies are working well (or not working well)?

When looking at data collected from Attendance/Membership Reports, from 23/24 to 24/25 school years, we've seen improvements in attendance. For example, percentage of attendance for grades 9-12 in 23/24 was 88.23% while the percentage of attendance for grades 9-12 in 24/25 was 90.43%.

7. Please list and describe any challenges you have encountered with your strategies.

- Challenges can be but are not limited to the County's access to resources for chronic absenteeism.
- Another challenge could be our small school's lack of an "attendance team" in the past. We hope to implement this strategy starting in the Fall of 2025/26 school year.
- Another challenge is our inability to connect with parents/guardians or disrupt chronic absenteeism. This can occur with or without the parent/guardian's support of school or court processes. Some families do not respond.

8. Please share any information or stories that you would like highlighted in the report. What have been your successes that are not captured in your responses above?

Here are a few examples of middle school students who have made positive differences in their school attendance from 23/24 to 24/25:

Student #1: 55.02% attendance to 71.69%
Student #2: 83.23% attendance to 94.29%
Student #3: 54.24% attendance to 73.91%
Student #4: 75.31% attendance to 92.87%

Appendix I: Independent School District No. 177 Windom



1. **Were changes made after December 2024, to your attendance pilot goals (goals added, removed, or modified)? If you answer Yes, please describe the changes below.** No.

2. **What data or materials did you examine that provided evidence you are moving toward (or not moving toward) meeting your goals?**

Semester data on positive attendance and tardies as well as end of year truancy reports.

3. **What challenges have you experienced in identifying and moving towards meeting your goals?**

Connecting with families to encourage positive communication moving forward .

4. **Were changes made after December 2024, to your attendance pilot strategies (strategies added, removed, or modified)? Yes, please describe the changes below.** No.

5. **Please list strategies that are working well. Include a brief description.**

Building relationships with families, embedding our attendance coordinator to support all students .

6. **What data or materials did you examine that provided evidence your strategies are working well (or not working well)?**

Positive attendance rates, number of students missing credit due to attendance.

7. **Please list and describe any challenges you have encountered with your strategies.**

Connecting with families, building belonging so all students feel inclined to attend school. Encouraging more students to participate in extracurriculars.

SY 2025

% Absence	0-10%	10-29%	30-49%	50% & higher
All Students	87%	13%	<1%	<1%

Appendix J: Independent School District No 191, Burnsville



- 1. Were changes made after December 2024, to your attendance pilot goals (goals added, removed, or modified)? If you answer Yes, please describe the changes below.**

No.

- 2. What data or materials did you examine that provided evidence you are moving toward (or not moving toward) meeting your goals?**

- Creating a District Attendance Team was successfully met. The team meets monthly and includes Assistant Superintendent, Director of Student Support, Multi-Tiered Systems of Support Teacher on Special Assignment, Director of Communications, Director of Community Education, MARSS Coordinator, Data and Assessment Coordinator, Behavior Certified Behavior Analyst, District Nurse, Assistant Principal, School Social Workers (3), and Attendance Clerk.
- The district identified three pilot schools: Edward Neill Elementary, Eagle Ridge Middle School, and Burnsville High School. The pilot sites developed attendance teams. Further system-wide guidance for School Attendance Teams is being developed this summer by a committee from the Attendance Handbook Team. School Attendance Pilot Sites meetings were held regularly to discuss strategies and progress at sites.
- The District Attendance Team undertook a thorough process to create a comprehensive attendance plan, guided by the MnMTSS Data-Based Decision Making model. During the Current Performance stage, we conducted a deep dive into the data, disaggregating chronic absenteeism across various factors (grade, school, ethnicity, disability, EL status, open enrollment, and mode of transportation). We also gathered crucial insights through focus groups with school social workers, Cultural Liaisons, and clerical staff, and utilized the Attendance Works District Self-Assessment to evaluate key areas: Actionable Data, Positive Engagement, Strategic Partnerships, Resources, Shared Responsibility, and Capacity Building. Our pilot schools also assessed themselves. In the Performance Analysis stage, the team pinpointed systemic strengths and areas for improvement by asking: "Who is our system benefiting, and what contributes to positive outcomes?" and "Who is our system harming, and what barriers exist?". Root cause analyses were conducted on identified needs, leading to the development of a desired state. For Plan Development, we identified primary and secondary drivers to reach our desired state, brainstorming and prioritizing change ideas based on their value (alignment with district values and impact) and risk (complexity, cost, effort, time). This data-driven process has resulted in recommendations for the Executive Leadership Team, such as standardized attendance guidance and practices, school attendance teams, a

- community engagement campaign, and stronger partnerships. Pilot schools have also used fidelity checks to inform their school-specific action plans.
- We are working toward creating a consistent system and policies for tracking attendance more accurately district-wide. Recognizing "Actionable Data" as a significant need, the district formed an Attendance Handbook Team to specifically address this goal. This team is tasked with developing consistent processes and communication for more accurate district-wide attendance tracking.
 - Developing a tiered response is a goal of the Attendance Handbook Team, which aims to create Attendance Team guidance that includes strengthening Tier 1 attendance practices and preventions. Tier 1 PBIS Strategies are being examined for opportunities to enhance practices for better Tier 1 results.
 - Our District Attendance Team is collaborating across departments to increase family engagement. One of the committees of the Attendance Handbook Team will develop consistent communication practices such as an open house flyer, magnets, postcards, letters, etc. We plan to educate families about the importance of attendance through materials, newsletters, text nudges, and events.
 - Collaboration across departments is ongoing to increase family engagement. A committee of the Attendance Handbook Team is working to develop consistent communication practices for families through various materials. The plan includes educating families about attendance importance via materials, newsletters, text nudges, and events. Building a culture of positive attendance is tied to the "Positive Engagement" desired state.
 - Our ultimate goal is to reduce the number of chronically absent students in our system. Forming teams, developing a comprehensive plan based on root causes, improving data accuracy, implementing tiered supports, and increasing family engagement are all directed towards achieving this outcome. Our consistent attendance rate in 2023-2024 was 60.5%. Our consistent attendance rate in 2024-2025 was 62.9%.

3. What challenges have you experienced in identifying and moving towards meeting your goals?

Identifying our goals through the in-depth MnMTSS Data-Based Decision Making process highlighted key challenges in Actionable Data and Positive Engagement.

Regarding **Actionable Data**, we face hurdles in establishing consistent district-wide processes for accurate data tracking and review at all levels, developing effective systems for communicating absence information with families, and providing clear guidance for attendance teams to implement evidence-based tiered attendance strategies.

In terms of **Positive Engagement**, our challenges lie in consistently communicating with families through diverse channels and materials, and in implementing proactive attendance strategies across all schools.

Overarching these specific areas is the significant challenge of the high number of chronically absent students and the diverse, often unique, barriers contributing to

absenteeism. Addressing this requires substantial coordination, collaboration, and capacity.

Furthermore, a practical challenge is the sustainability of the financial cost of initiatives after the pilot program concludes, which has resulted in a decline in various opportunities.

4. Were changes made after December 2024, to your attendance pilot strategies (strategies added, removed, or modified)? Yes, please describe the changes below.

Yes.

One strategy was added. Our 9th Grade Academy at Burnsville High School is implementing the Building Assets Reducing Risks (BARR) model during the 2025-2026 school year as a strategy to improve consistent attendance and student achievement.

5. Please list strategies that are working well. Include a brief description.

- A District Attendance Team will continue to implement a comprehensive plan to improve consistent attendance in One91. The next stage of our Data Based Decision Making process is Plan Evaluation. Our team will monitor and adjust based on our data.
- The Attendance Handbook Team will work to develop consistent processes, consistent communication, and attendance team guidance. This will help unify our strategies. Proactive aligned communication to build a culture of attendance will strengthen our system. We need to identify patterns and trends sooner. Aligned communication and practices will help our families as they transition levels and have children at more than one school.
- During the 2025-2026 school year, Attendance Teams will be formed and meet regularly at each school. The Attendance Handbook Team will develop guidance to organize and facilitate a schoolwide attendance strategy and ensure it is an integral component of the school's plan to improve outcomes for all students.
- Collaboration with local counties and partners such as Dakota County, Scott County, St. David's Center, The Katallasso Group, and TreeHouse are valuable to support the whole child. Our partners are engaged and interested in continued collaboration to support students.
- We are experimenting with text nudges to families to build awareness and educate families about the importance of consistent attendance. Research indicates that both students and parents often underestimate the number of missed school days and how their attendance compares to peers. Sending an initial text nudge to families about their child's absences demonstrated a culture of attendance and surprised many families with the total number of absences, making it an effective strategy for building awareness. A follow-up text nudge sent a month later to families with improved attendance showed promising improvement rates at the pilot schools: School 1 had 70.7% students improve their attendance rate, School 2 had 72.8% improvement, and School 3 had 47.1% improvement.
- Attendance incentives are another area of experimentation and are noted as a promising practice. One school site developed a class-wide incentive for meeting

attendance goals. Another site integrated incentives with their Positive Behavioral Interventions and Supports (PBIS) initiatives.

6. What data or materials did you examine that provided evidence your strategies are working well (or not working well)?

Aligned with the Plan Evaluation stage of our district's MnMTSS Data-Based Decision Making process, the District Attendance Team will monitor and adapt based on evidence from sources such as chronic absenteeism data, district and school self-assessments, staff focus groups, student interviews, text nudge data, and attendance incentive data.

7. Please list and describe any challenges you have encountered with your strategies.

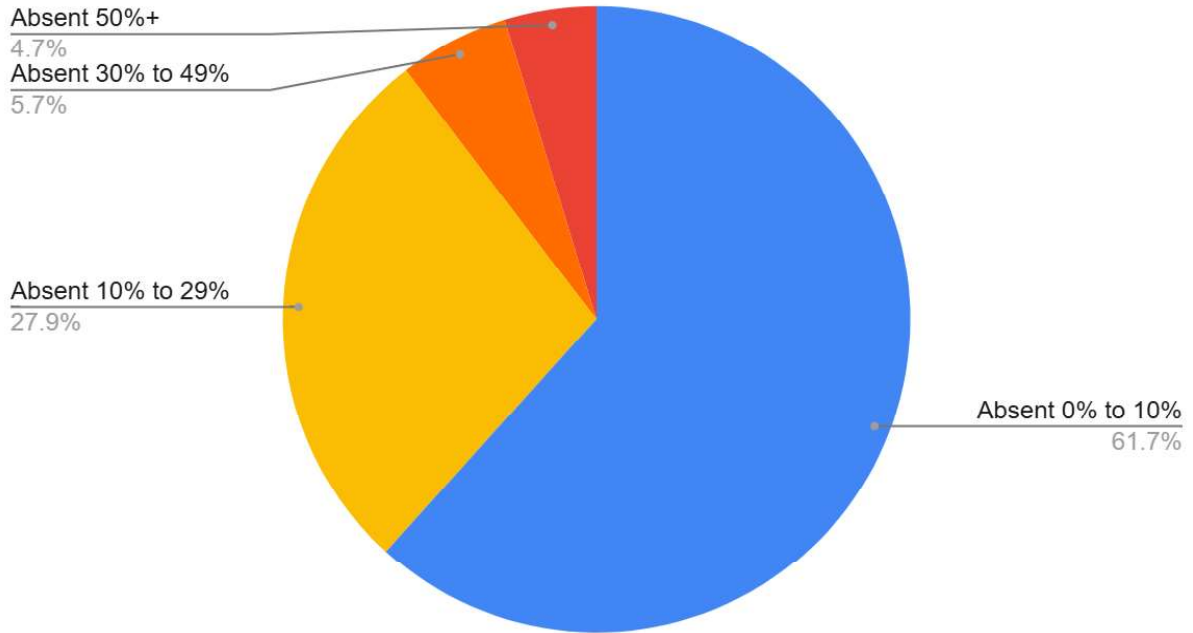
Several key challenges have emerged as we've implemented our attendance strategies:

- **Systemic Change and Capacity:** Introducing significant system changes, such as the creation of School Attendance Teams, requires considerable time and capacity, which can be challenging given existing workloads and priorities across our schools.
- **Collaboration and Alignment:** Building a strong culture of attendance demands deep collaboration across various levels and with external partners. The inconsistencies in practices and requirements between the two counties we serve present a specific hurdle to achieving this alignment. Many of our attendance processes were developed due to county requirements and state laws, and our data demonstrates a decline in attendance rate for the students that are reported to the county for educational neglect or truancy.
- **Data Implementation and Impact:** Implementing a district-wide text nudge system to improve data sharing with families is a large-scale project with internal resource implications. We selected to not partner with outside organizations due to the significant cost and lack of sustainability. Additionally, our experience with attendance incentives highlights the challenge of ensuring that chosen strategies effectively reach and impact the intended students.
- **Balancing Uniformity and Individualization:** We are also navigating the inherent tension between establishing consistent, system-wide approaches and the need to address the diverse and unique circumstances of our students and their families.

8. Please share any information or stories that you would like highlighted in the report. What have been your successes that are not captured in your responses above?

A lack of clear guidance regarding attendance codes and calculation methodologies from the state level has been challenging. Clear guidance is essential to support consistent attendance and student achievement.

Burnsville-Eagan-Savage Attendance 24-25



Appendix K: Independent School District No. 535, Rochester



1. **Were changes made after December 2024, to your attendance pilot goals (goals added, removed, or modified)? If Yes, please describe the changes below.**

No.

2. **What data or materials did you examine that provided evidence you are moving toward (or not moving toward) meeting your goals?**

To evaluate our progress toward meeting district goals, we conducted a comprehensive review of several key data sources and materials. These included the district-wide Attendance Handbook, the streamlined 15-day drop process, detailed attendance records, and data from our county intervention program.

Through an in-depth analysis of behavior patterns, attendance trends, and credit attainment rates, we identified a significant performance gap among our 9th-grade students. This finding highlighted the need for targeted interventions early in high school to improve student outcomes.

In response, we have committed to investing in the On Track program, developed by the National Freshman Success Institute at the University of Chicago. This evidence-based initiative is designed to support freshmen by enhancing attendance, improving behavioral outcomes, and ultimately increasing graduation rates. We are confident that this strategic investment will address the identified challenges and help us make measurable progress toward our district goals.

3. **What challenges have you experienced in identifying and moving towards meeting your goals?**

Throughout our efforts to identify and advance toward our goals, RPS has encountered several significant challenges. One major hurdle was a mid-year transition in our county's truancy intervention program which temporarily disrupted continuity and implementation efforts. Additionally, we have faced difficulties accessing and accurately interpreting attendance data, which is critical for informed decision-making and timely interventions.

At the building level, it has been challenging to identify and adopt evidenced-based and manageable Tier 2 intervention practices that can be consistently implemented. Moreover, county resources are limited and currently unable to fully meet the diverse needs of all our families, students, and schools, which constrains the reach and effectiveness of external support and interventions. Compounding these issues, technical complications have arisen with our student information system failing to sync effectively

with our data warehousing software, creating inconsistencies in data reporting and analysis. Furthermore, ongoing confusion surrounding attendance codes and calculation methodologies persists, a problem that remains unresolved until corresponding actions are taken at the state level.

These challenges have required ongoing attention and adaptation, underscoring the importance of continued collaboration and system improvements to ensure we stay on course toward meeting our goals.

- 4. Were changes made after December 2024, to your attendance pilot strategies (strategies added, removed, or modified)? Yes, please describe the changes below.**

No.

- 5. Please list strategies that are working well. Include a brief description.**

Several strategies are currently proving effective in supporting RPS's goals. We actively obtain feedback from our interpreter team, building attendance teams, and administrative staff to ensure diverse perspectives inform our efforts. By closely analyzing attendance data and our Student Information System (SIS), we identify challenges and gaps that need to be addressed. Additionally, we have developed a Tier 1 communication program that operates both district-wide and at the school level to improve outreach and engagement. Finally, we maintain a collaborative partnership with the county to revise and strengthen our intervention program, ensuring it better meets the needs of our students and families.

- 6. What data or materials did you examine that provided evidence your strategies are working well (or not working well)?**

To assess the effectiveness of our current strategies, we reviewed a variety of materials and data points that demonstrate progress and areas for growth. Key among these are the development and implementation of attendance teams at every school site, the rollout of Tier 1 communication plans for the 2025-26 school year, and the active involvement of our interpreter team to ensure clear and accessible communication for all families. Our attendance teams have provided positive feedback about our Tier 1 plans and are excited to implement them this fall.

In addition, we are actively analyzing and revising the county's truancy intervention program in collaboration with county officials and our attendance teams. This collaborative effort includes data analysis, engaging in a shared book study to align understanding and practices, and making data-driven decisions to optimize the use of both school and county resources. Our goal is to better address the diverse needs of our families and students through these targeted strategies.

- 7. Please list and describe any challenges you have encountered with your strategies.**

RPS has encountered several challenges in implementing and advancing our current strategies. One significant difficulty has been managing changes in practices within our truancy intervention program, which has impacted consistency and effectiveness.

Additionally, accessing and accurately interpreting attendance data remains a persistent obstacle, complicating our ability to make timely and informed decisions. At the building level, identifying and adopting manageable Tier 2 intervention practices that can be effectively implemented continues to present challenges. Furthermore, a lack of clear guidance regarding attendance codes and calculation methodologies from the state level has added complexity to our data management and reporting processes. These challenges require ongoing attention as we refine our strategies to better support student success.

8. Please share any information or stories that you would like highlighted in the report. What have been your successes that are not captured in your responses above?

RPS would like to highlight several successes and ongoing initiatives that demonstrate our commitment to improving attendance and student outcomes beyond what has been previously shared. Our attendance team is currently leading a collaborative book study with the county and Three Rivers Restorative Justice, focused on Rethinking Chronic Absenteeism: Why Schools Can't Solve It Alone, fostering a deeper, community-wide understanding of attendance challenges. Additionally, we had the opportunity to present at the Be@School Conference, sharing our insights and strategies with a broader audience. We continue to refine and implement the attendance handbook, which plays a critical role in streamlining systems and processes while ensuring effective communication of practices to a wide range of stakeholders; these include interpreter teams, building attendance teams, and district-level personnel.

RPS is making significant progress in analyzing attendance data and identifying key gaps that affect student outcomes. However, challenges with the synchronization and accuracy of data between our student information system and data warehouse continue to impact the reliability of the information available to our teams. While we are actively working to address these issues and exploring potential solutions, there remains important work to be done before we can fully rely on the data for decision-making. We remain committed to collaborating with relevant partners to resolve these technical challenges and enhance our data accuracy.

Our commitment to collaboration is further demonstrated through participation in a truancy summit, a multi-agency effort involving Olmsted County family services, county attorneys, truancy judges, and local school districts to evaluate and revise our truancy intervention program in preparation for the upcoming school year. Lastly, we are excited to have taken a team of 15 educators to the National Freshman Success Institute to launch our work with the On Track Program, aimed at supporting our ninth-grade students' success through evidence-based strategies. These initiatives collectively underscore RPS's proactive and holistic approach to addressing attendance and student engagement challenges.

SY2025

% Absence	0-10%	10-29%	30-49%	50% & higher
All Students	64.9%	29.7%	4.8%	1.6%
McKinney-Vento	31.9%	42.8%	17.4%	9%

Appendix L: Independent School District No. 659, Northfield



- 1. Were changes made after December 2024, to your attendance pilot goals (goals added, removed, or modified)? If you answer Yes, please describe the changes below. Yes.**

Our overall goal: "By 2027, we will have increased the number of students who sustain an attendance rate of 90% or better, from a current level of 80% to a level of at least 90%", has not changed substantially because our data indicate that we are making progress. Though we are excited about our progress, excused absences remain our greatest challenge. Our strategies, discussed below, are developed to address this pattern, and at least one of those will be modified as we proceed.

- 2. What data or materials did you examine that provided evidence you are moving toward (or not moving toward) meeting your goals?**

We are using our district attendance data from our SIS and integrated into our data visualization platform. All teams have access to our attendance dashboards, powered by our SIS but visualized in our Student Analytics platform (changing to EduClimber in the coming year).

All building attendance teams track data on students in or near a 10% chronic absence state and have protocols for consistently responding to that data. It has been very helpful to have refined our coding practices so that we are more confident that our definitions for absences are more coherent across the district and in our family communications.

We are thrilled to see our chronic absence rate down by nearly 5% year over year, a pace that would allow us to meet our goal in 2027. Additionally, the number of students who met the definition for chronic absence is down by 22% from the end of SY 2024. This first year has been about clarifying and unifying coding, definitions and procedures and increasing our supportive and clear attendance expectations to students and families.

3. What challenges have you experienced in identifying and moving towards meeting your goals?

We continue to monitor our excused absences which account for more than 2/3 of our total absences. With streamlined coding, our teams have identified 'illness' and 'parent request' as the two primary reasons students are excused from school. We have examined and updated our practices around these reasons and hope to have created more opportunities for preventative and proactive conversations with families about these reasons.

4. Were changes made after December 2024, to your attendance pilot strategies (strategies added, removed, or modified)? If yes, please describe the changes below.
Yes.

Our strategic goals are written incrementally for June 2026 and June 2027 - and are being adjusted. First, in order to address this goal: "By June of 2026, attendance will improve year over year by 7% for identified cohort and at least 50% of families surveyed will report increased knowledge of attendance strategies", we were partnering with a community organization to address the impact of anxiety on our excused absence rate (see response above) by introducing the concepts of SPACE [Supportive Parenting for Anxious Childhood Emotions], as our hypothesis is that some consistent portion of 'illness' or 'parent request' absences are mental health-related school refusal or avoidance. That organization has had some of its funding cut recently and so we are renegotiating the pace and the method for getting this family support information to families. We are modifying how our staff can use some of the language around accommodating anxiety concerns and we are also looking for additional county partners to help with the challenges of increasing parental participation in that support group.

5. Please list strategies that are working well. Include a brief description.

It is working well to fully integrate the work of our attendance pilot with our MnMTSS goals. For example, this goal: "By spring 2026, 100% of our buildings will have high functioning SLTs with goals that align with the district vision and DLT goals and that utilize a data-based decision-making framework for monitoring and supporting the implementation and integrity of high-quality instruction and systematic and aligned instructional intensification in Tiers II and III" is addressed weekly. Our attendance teams, problem solving teams, and school leadership (SLT) teams align their efforts similarly - examining data from a student, to a building, and to a district-level to understand not just what one family needs, but also what patterns exist in those families'

need that can be addressed more effectively or efficiently systematically. This includes how we approach instruction and academic supports, which are both identified as good attendance strategies. We are on target to meet this goal.

6. What data or materials did you examine that provided evidence your strategies are working well (or not working well)?

We consistently look at district and building-level attendance data and have worked as a district to improve family messaging so that it is timely and addresses the patterns in attendance we are currently seeing. Additionally, our family liaisons sit on our PST, SLT and attendance teams and they share information from families about what they struggle with or how the school can support them. Attendance data is a standing data review item on all meeting agendas.

7. Please list and describe any challenges you have encountered with your strategies.

We continue to need to move our teams from 'action' to intervention. That is, while we have seen measurable improvements in our attendance rates, this could be a first burst in response to 1) better and clearer definitions and communication, and 2) consistent actions taken at consistent thresholds. To continue to improve our rates, we will need to have a better bank of attendance *intervention* strategies, because as we shrink our number of chronically absent students the group that remains will have increasingly complex needs for support.

8. Please share any information or stories that you would like highlighted in the report. What have been your successes that are not captured in your responses above?

One improvement in our attendance processes is that we are much better at sharing the challenges of and solutions for attendance. That is, we had started to develop a divide: admin/support team - families - classroom teachers, each thinking the solution to attendance challenges exists with the other. However, our greater transparency and conversation about attendance has led to some great teaming. Classroom teachers are acting as attendance mentors at the high school, one elementary team is monitoring and reaching out to teachers right away when students get to 8% absences, and teachers and families are feeling supported. We have a way to go, but this is a positive effect of this opportunity to spotlight attendance in the district. We are encouraged and look forward to years 2 and 3!

Appendix M: Independent School District No. 695, Chisholm



1. **Were changes made after December 2024, to your attendance pilot goals (goals added, removed, or modified)? If you answer Yes, please describe the changes below.**

No.

2. **What data or materials did you examine that provided evidence you are moving toward (or not moving toward) meeting your goals?**

- The district continues to make progress toward its established goals. As additional data is collected toward the end of the school year, a clearer picture emerges of what strategies are effective and where further efforts are needed.
- Running Chronic Absenteeism reports in the PowerSchool system has been especially valuable, providing real-time data to identify students attending less than 90% of the time. These insights are instrumental in setting targeted goals and developing meaningful strategies to support students and families. The data has also supported timely referrals for mental health services.
- Check and Connect program, and, when necessary, truancy referrals to Saint Louis County.
- Real-time reports are particularly helpful when determining whether to send a Letter of Verification to families. If a student maintains a 90% or better attendance rate, sending a letter at that point may be unnecessary and counterproductive given the number of school days.
- The district has also reviewed how attendance codes and time thresholds are applied at two elementary schools and the high school. The review revealed inconsistencies in how unexcused tardies, unexcused absences, and excused absences are recorded across campuses. Improved communication between teachers, support staff, and office personnel is needed. To address this, the district is implementing standardized communication procedures to support accurate, daily, and hourly attendance updates.
- Revisions to the Student Handbook and Attendance Policy are underway to promote consistency moving forward.
- While coding for sports, school events, and other exempt absences is in place, communication among coaches, parents, and the office needs improvement to ensure timely updates to student attendance records. Once the office receives updated information, attendance codes are adjusted accordingly.
- To comply with district player eligibility requirements, a daily sports report is generated. The district continues to emphasize accountability for both attendance

and academic performance. Efforts to communicate expectations to families are ongoing and improving.

3. What challenges have you experienced in identifying and moving towards meeting your goals?

- To address these issues, enhanced communication and training for staff are recommended. For example, some teachers are currently unclear on how and when to take attendance, highlighting a need for clear guidance and ongoing support.
- At the secondary level, timely administrative approval is critical for allowing the County to take appropriate action with students who are habitually truant. With administrative backing, schools can implement more effective early intervention strategies supported by comprehensive plans and procedures.
- Additionally, there is a pressing need to establish clear protocols for addressing chronic absenteeism among secondary students. This includes providing consistent communication and support to teachers, empowering them to refer these students to the MTSS (Multi-Tiered System of Supports) team for targeted intervention.
- To strengthen the district's attendance practices and support student success, the following areas have been identified for improvement:
- **Bus Route Clarity and Communication:** Inconsistent or unclear bus routes and communication delays cause confusion for families and impact student attendance.
- **Before- and After-School Transportation:** Lack of reliable transportation outside of standard hours limits student participation in extended learning or support programs.
- **Behavior on Buses:** Ongoing behavior challenges during transportation require improved monitoring and intervention strategies to ensure a safe and respectful environment.
- **Family Communication and Policy Clarity. Explaining Attendance Policies:** Parents/guardians need clearer, more accessible explanations of the school's attendance policies and relevant laws.
- **Guidance for Illness-Related Absences:** Families would benefit from information about when to keep a child home, what documentation is required, and how to properly notify the school of medical absences.
- **Attendance Reporting and Data Consistency, Hourly Attendance Accuracy:** Inconsistent reporting of student presence throughout the day can lead to misclassification of attendance and undermine intervention efforts.
- **Data Fidelity and Staff Training:** District-wide consistency in attendance coding needs to be improved. Staff and teachers should receive training to ensure accurate, timely updates are made daily.
- **PowerSchool Coding Consistency:** Codes, absence reasons, and notes must be entered consistently and accurately across all schools to ensure uniform reporting and tracking.

- Timely Truancy and Educational Neglect Referrals: Truancy referrals are not always submitted when legal thresholds are met. Clear protocols and consistent follow-through are needed.
- Reporting 15-Day Drops: Students absent for 15 consecutive days must be reported to the County or referred to the County Attorney in a timely manner, in compliance with state and district policies.

4. Were changes made after December 2024, to your attendance pilot strategies (strategies added, removed, or modified)? Yes, please describe the changes below.

No.

5. Please list strategies that are working well. Include a brief description.

- Attendance Support and Student Engagement Initiatives:
 1. Tier 1: Universal Support for All Students. These proactive strategies promote awareness and positive attendance habits for the entire student body.
 2. Family Communication: Families are informed about the district's attendance policies and receive timely updates on all student absences.
 3. School-Based Attendance Challenges: Fun, engaging in-school competitions and activities are designed to motivate students to attend regularly.
 4. Annual Attendance Awareness Campaign: Promoted through social media, school alerts, and classroom activities to emphasize the importance of regular attendance and offer helpful tips.
 5. Student Engagement Survey: Conducted at the beginning and end of the school year to assess students' school experiences and guide improvement efforts.
 6. Designated Preparation Space: A structured space for students to prepare for the school day and transition between classes, supporting on-time arrival and readiness to learn.
 7. PBIS Incentives: Students earn school tickets through positive behavior and attendance, redeemable at the school store.
- Tier 2: Targeted Supports for Students At-Risk of Attendance Issues:
 1. Focused interventions for students demonstrating early signs of attendance concerns.
 2. Ongoing Family Communication: Staff work with families to discuss routines, concerns, and barriers affecting student attendance.
 3. Unexcused Tardy Tracking: Tardies are tracked and communicated to the office, with follow-up actions such as detentions or when a student has reached seven unexcused tardies, turning it into an unexcused absence.
 4. PowerSchool Documentation: Staff use log notes in PowerSchool to document absences, tardies, detentions, and family outreach.

5. Targeted Attendance Data Reports: Reports are generated for grades 4–12, identifying students with frequent absenteeism or tardiness to promote self-monitoring and awareness.
 6. Transportation Assistance: Support is provided to students and families struggling with transportation to reduce attendance-related barriers.
 7. Support for School Administrators: Drafting and sending written verification letters.
 8. Making attendance-related phone calls.
 9. Attending family support meetings.
- Tier 3: Intensive Interventions for Students with Chronic Absenteeism:
 1. Comprehensive and individualized support for students with significant attendance challenges.
 2. MTSS Team Participation: Collaboration with the MTSS team to develop targeted plans for students requiring intensive attendance interventions.
 3. Family Coordination: Scheduling and facilitating meetings with families, school administrators, and County representatives.
 4. Providing regular updates on student attendance progress and intervention outcomes.
 5. County-Level Reporting: Preparation and submission of unexcused absence reports. Completion of truancy referral forms, with principal approval, for submission to the County.
- 6. What data or materials did you examine that provided evidence your strategies are working well (or not working well)?**
- Data-Driven Attendance Support and Collaboration. The district has utilized real-time reports in PowerSchool to monitor student attendance, enabling staff to track both individual progress and overall trends. These reports provide up-to-date data that support timely interventions and informed decision-making.
 - In addition to digital monitoring, the Attendance Coordinator maintains monthly case notes documenting all family communication and intervention efforts. This ongoing documentation helps build a comprehensive picture of each student's attendance journey.
 - Attendance data and case notes are regularly reviewed during MTSS (Multi-Tiered System of Supports) meetings, held 1–2 times per month. These collaborative meetings—featuring input from administrators, teachers, and support staff—allow for:
 1. In-depth discussion of student-specific attendance barriers.
 2. Development of targeted intervention plans.
 3. Monitoring of student growth and adjustment of supports as needed.
 - The district also works closely with County representatives to ensure alignment with truancy protocols and to gain additional insights and resources when needed. These multi-layered efforts have created a more structured, informed, and responsive approach to addressing attendance concerns.

7. Please list and describe any challenges you have encountered with your strategies.

To ensure effective student support and compliance with district policies, several issues regarding attendance tracking, communication, and truancy reporting must be addressed.

- Administrative Approval for Truancy Referrals. There is a critical need for consistent administrative approval to report truancy, particularly for high-risk students. Currently, some students fall through the cracks due to delays or denials in approving truancy referrals, including cases requiring court intervention. The lack of timely and productive communication from administration has hindered efforts to intervene effectively.
- Clarity and Consistency in Attendance Procedures. Confusion persists among staff regarding attendance policies and procedures. Teachers and administrators often question how to correctly code absences and when to notify the office. Additionally, not all staff have access to change attendance codes in PowerSchool.
- Teachers find it difficult to update attendance during instructional time, some teachers do not complete daily attendance.
- Students absent for the entire day are sometimes only marked absent for a few hours.
- Students present in school but receiving services elsewhere are often inaccurately marked absent, and these records are rarely corrected. These inconsistencies can significantly distort attendance data and hinder early interventions.
- Office Staff and Attendance Follow-Up. Office staff must consistently accept and record excused absences reported by support staff or teachers and enter accurate notes into PowerSchool.
- Teachers or support staff do not always follow up with the office to verify or update attendance.
- Teachers and support staff frequently receive parent communications directly via text, email, or phone. When this information is reported to the office, they often question why parents did not contact them directly. Parents feel more comfortable communicating with their child's teacher or support staff. Parents have expressed not wanting to call the office because they are made to feel put down or they are not allowed to take their child out of school. Liaisons have been extremely helpful in building communication with parents to keep the school updated and their child accounted for.
- There is a need for clearer communication protocols and role definitions regarding who should handle parent updates and how this information is processed and logged. Clarifying the duties of liaisons and support staff could improve family communication and ensure accurate recordkeeping, regardless of the method used to notify the school.
- 4. Structured MTSS Meetings. The district is actively working to build a strong, efficient procedure for MTSS (Multi-Tiered System of Supports) at the secondary level. A functioning team is in development, with the goal of including teachers in regular, structured meetings. This collaboration will support teachers in designing and implementing interventions tailored to the needs of students, especially those

struggling with chronic absenteeism. The elementary level has implemented the MTSS procedure and works together to improve student success.

8. Please share any information or stories that you would like highlighted in the report. What have been your successes that are not captured in your responses above?

- Building a Culture of Attendance Through Engagement, Communication, and Positive Reinforcement. The role of the Attendance Coordinator has been essential in improving attendance practices across the district by fostering stronger family connections, increasing student awareness, and promoting a culture of consistent school participation.
- Family Communication and Education. The Attendance Coordinator has played a vital role in helping families understand the importance of regular attendance and the legal framework around absenteeism. Throughout the year, the coordinator has maintained communication with families via phone calls, media campaigns, and conferences, offering clear explanations of district policy and attendance expectations.
- At the elementary level, when students exceed the threshold for excused absences, the coordinator proactively reaches out to explain why families may receive formal letters. These calls provide reassurance that properly documented absences are recognized and appreciated.
- When absences become excessive—even if excused—the district follows up with supportive interventions, including family meetings and referrals to additional services, always using positive and constructive communication. Consistent individual check-ins help uncover barriers and guide tailored intervention strategies.
- Student Engagement and Ownership. Empowering students to take ownership of their attendance has proven effective in building lasting habits. Students are shown their own attendance data in age-appropriate formats, such as charts or visuals that reflect how many days they have missed. Student leadership groups identify and share effective strategies for improving daily routines and time management. Peer Leadership and Mentoring. Peer-led strategies have been particularly impactful among younger students. Cross-age mentoring, where older students support younger peers, builds mutual accountability and reinforces positive habits across grade levels. Listening to student voices and understanding student experiences has been a key focus of the district's attendance efforts. Student engagement surveys provided valuable insight into what students enjoy and what challenges them in the school environment.

These results have led to direct conversations with students to explore solutions that may influence both classroom practices and district-wide strategies.