

MODULE 14: SCHOOL ATTENDANCE CODES



Attendance data is one of this book's essential key points; proper understanding and entry of attendance codes are vital to identifying and determining which intervention is needed for students and their families. In addition, this data tells schools the four W's— what, when, where, and why regarding interventions. The relationship between attendance and success starts in elementary school, and attendance can have a lasting effect on students' school experiences.

Kindergarten can lead to a future of negative school experience because of excessive absences. Poor attendance additionally has severe implications for older students. Chronically absent students are much less likely to graduate on time and have a greater chance of dropping out. Students who are drop-out prone often have attendance issues in their early school life experiences. That is why it is essential that schools track, measure, and address student attendance.

Detailed attendance tracking provides for crucial student attendance accountability. For example, if attendance is recorded by the minute, it allows leadership to study when students struggle in any given subject. Minute-by-minute attendance also provides a record of when students sign in or out of classes and helps account for tardiness or early dismissals. In face-to-face settings, attendance is usually recorded based on the range of days and the period a student is physically in the classroom.



However, some courses may use completion-based attendance measures, in measuring attendance beyond regular class hours. This could include the number of completed assignments or lesson plans or the amount of time spent engaged in a virtual learning environment.

Virtual learning environments are measured based on instructional minutes, time logged in, performance assessments, competency achievement, etc. Timely interventions that target absenteeism issues can engage students and families, but timely attendance interventions are predicated on accurate data. For example, attendance data determines when contacting parents regarding when their child is absent from class. In addition, attendance codes can help schools choose attendance threshold indicators for early warning systems. These thresholds are created for students who may also be at risk for poor outcomes such as dropping out, allowing schools to develop early interventions.

Using attendance data and other school data can help gain a better understanding of students' academic challenges. School data is critical in determining students' achievements and how attendances impact them. Linking chronic absenteeism information with teacher educational data, demographic data, and behavior helps identify factors that aid and negatively affect student success. Students who fail to enroll or fail to attend once registered may also be experiencing a wide range of family issues. Schools need to understand the barriers better and create a detailed process to ensure a fair procedure before withdrawing students.

The decisions to remove students from school should be based on verified student situations using distinct criteria to determine when students are withdrawn and assuring proper understanding of withdrawal codes to determine when and if follow-up is needed. It is critical to have a detailed process of checks and balances before officially withdrawing a student.



Accurate attendance data and frequent monitoring of early interventions might decrease the number of withdrawals due to nonattendance. Schools should schedule interventions, such as family conferences, letters, and phone contacts, when students reach a certain attendance threshold for absences. Attendance code thresholds can prevent potential dropouts and allow schools to intervene before students are withdrawn due to nonattendance.

It is also essential that all staff members, especially teachers, have a general idea of an unexcused absence regarding students. They do not have to have details of each code that attendance clerks are responsible for entering. Still, it can help eliminate misunderstandings about students being out if they have a general idea of what the campus administrator considers an excused or unexcused absence.



WORKBOOK SECTION

1. What are the schools four W's?

2. How does virtual learning environments measured?

3. What are the types of interventions schools should schedule?
