

Welcome!

The event will start shortly. Please take a moment to introduce yourself in the chat by sharing your name and school or organization.

**Ohio Statewide
Family Engagement Center**





Advanced Learning Session

Improving Attendance



**Ohio Statewide
Family Engagement Center**



Ohio Network of Partnership Schools

Contact us for support
OhioSFEC@osu.edu

We support the development and academic achievement of children and youth by providing tools and learning opportunities to Ohio families and schools for building effective family-school partnerships.



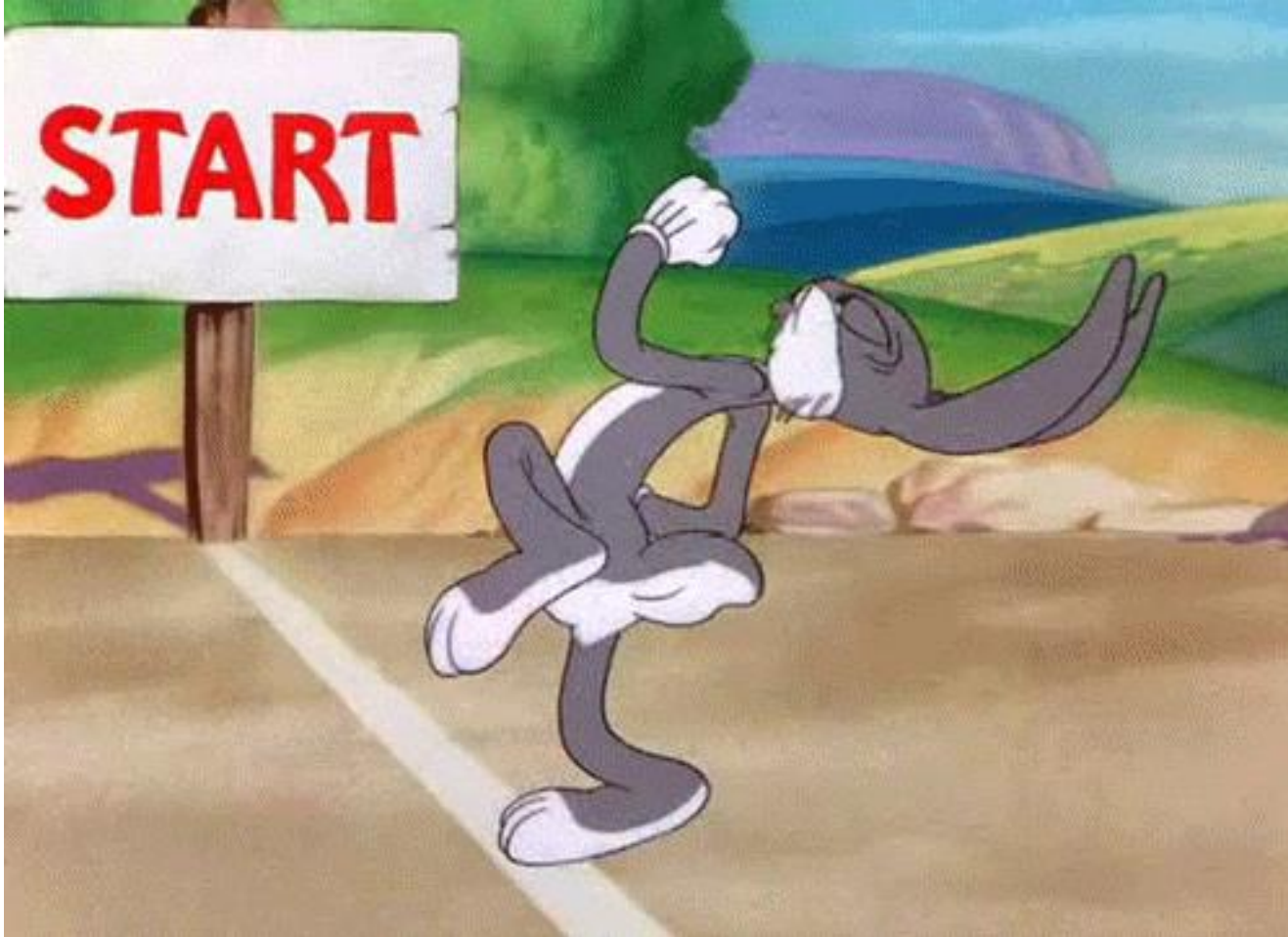
What Will We Do

1. Explain key research findings related to student attendance and its impact on learning outcomes.
2. Connect attendance research to a practical, real-world example from an Ohio school.
3. Identify resources that support efforts to improve student attendance.



What you will receive:

- Recording
- Copy of the PowerPoint
- Contact hours
- Links shared by the presenter(s) or chat



Take a moment to add one attendance strategy, initiative, or practice your school is currently using - big or small.

<https://go.osu.edu/notecatcher>



education.jhu.edu

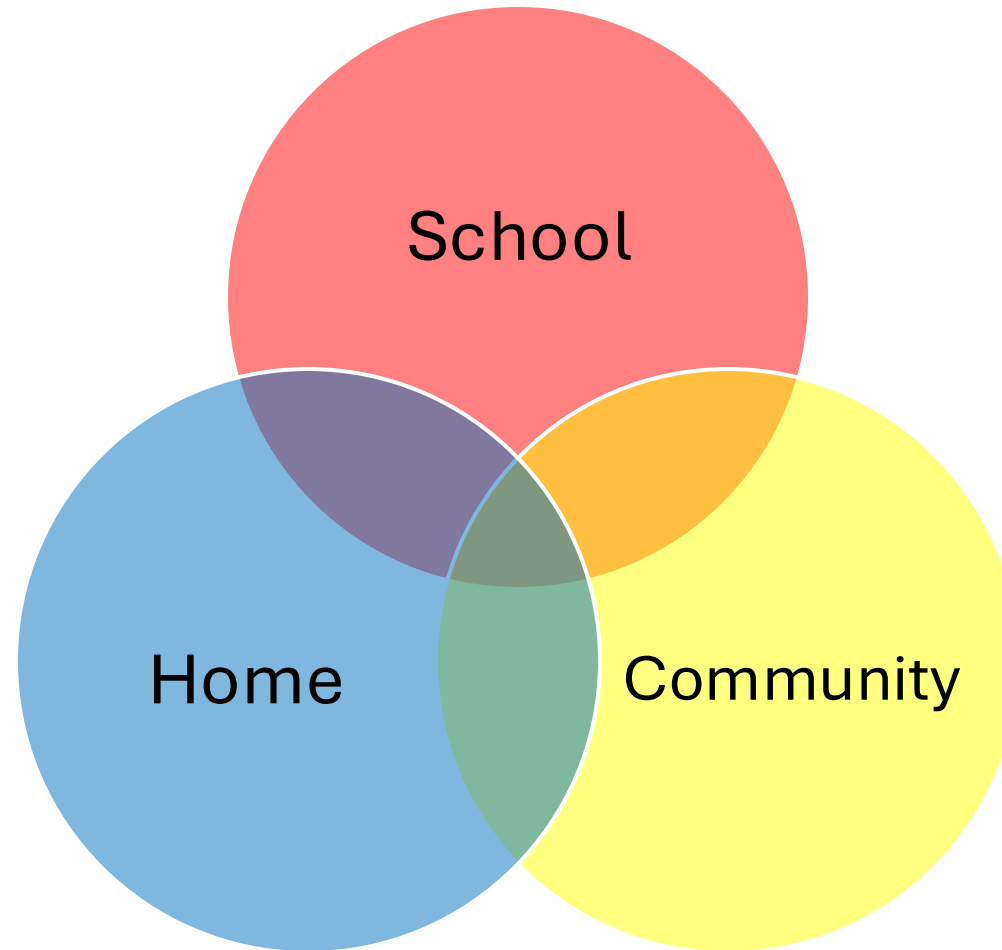
Featured Speaker



Steven B. Sheldon, PhD

Research on Family Engagement and Student Attendance

Root Causes of Attendance and Absenteeism





Tell us...

Are you focused on Attendance?



Attendance Poll

1. To what extent do the schools in your location systematically include family and community strategies to improve student attendance (e.g., daily attendance, chronic absenteeism, tardiness)?

- They don't use partnership strategies at all
- They use only a few traditional partnership strategies (e.g., Robocalls, letters home, etc.)
- They use a moderate amount of partnership strategies (e.g., incentives, beginning of year phone calls, etc.)
- Partnership strategies are important part of their approach to boosting attendance (e.g., home visits, mentoring programs, community partnerships)

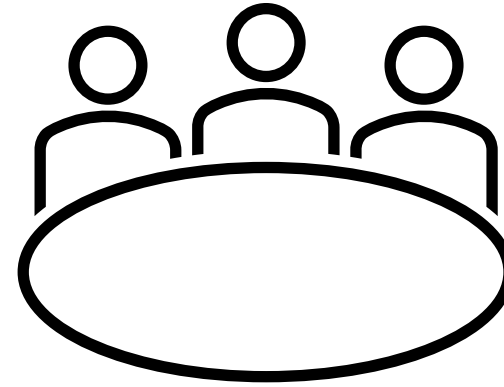
School-wide Approaches to Improving Attendance

Study 1:

NNPS Program Implementation & Attendance

Elements of Strong NNPS School, Family, and Community Partnership Programs

Teamwork



Planning



Implementation



Evaluation

Comparing Student Attendance in Elementary Schools Across Ohio

- **Research Question:** Does implementing NNPS predict better student attendance?
- *How did we investigate this?*
 - Compared 69 NNPS elementary schools in Ohio with the remaining elementary schools (N=1866)
 - From the remaining schools, we found matches to the NNPS school based on:
 - Enrollment
 - Prior reading and math achievement & prior attendance
 - Tests revealed that NNPS had slightly lower prior attendance but were otherwise comparable to non-NNPS schools



Findings...

Does implementing nnps predict attendance?

- Accounting for prior attendance and per pupil spending:
 - NNPS schools demonstrated higher levels of attendance from one year to the next, compared to their matched peers.

What might explain the “nnps effect”?

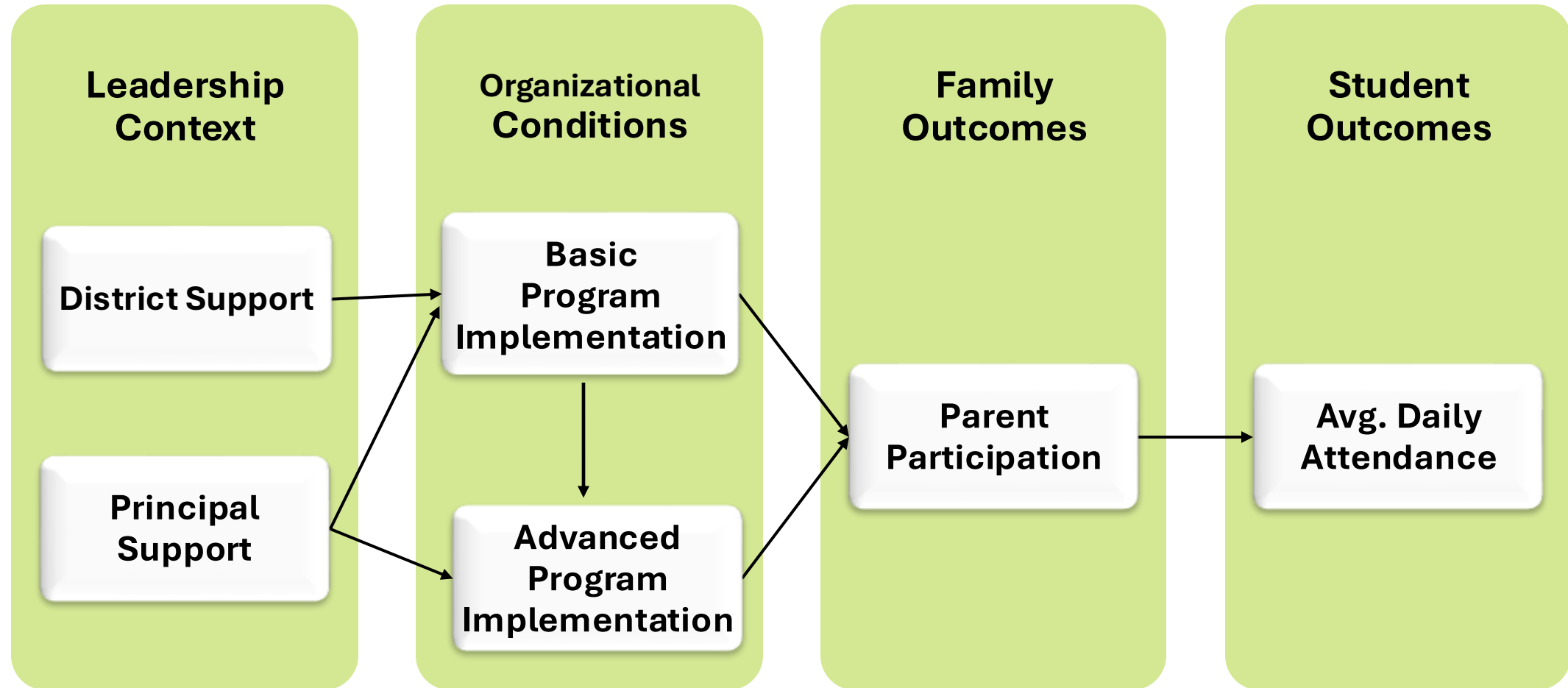
Accounting for prior attendance, school size and Title I status:

- Building a team and writing plans did not predict higher attendance
 - Nearly all schools did these
- Conducting outreach that is responsive to family and community challenges did predict higher attendance

Study 2:

NNPS Program Implementation & Attendance

Study 2: The Path from Program Implementation to Attendance



Study 2. Suggests...



Principal leadership and district facilitation improve the quality of schools' partnership programs.

Strong partnership programs have better outreach to families and engage more families.

Family engagement contributes to higher rates of student attendance.



Additional Research on School Attendance

A Range of Approaches

Relational home visits

At the beginning of the school year, educators meet with families outside or school to discuss hopes and fears, and to learn more about the student and their families' background.

- Sheldon & Jung (2018) looked at this practice across 3 large urban school districts and found an almost 18% decrease in Chronic Absenteeism (CA) attributable to home visit participation.
- Study of the LEAP program in CT found that home visits with chronically absent students improved attendance.

Nudging phone calls or text messages

- Researchers found a 12% reduction in CA when they sent text messages to parents if:
 - Child was absent
 - Child had missing assignments or poor grades
- When postcards were sent to parents about how many absences their child had, CA decreased by 11%.

Guiding Ideals to Your Attendance- focused Family and Community Engagement

Ohio Statewide Family Engagement Center: Insights

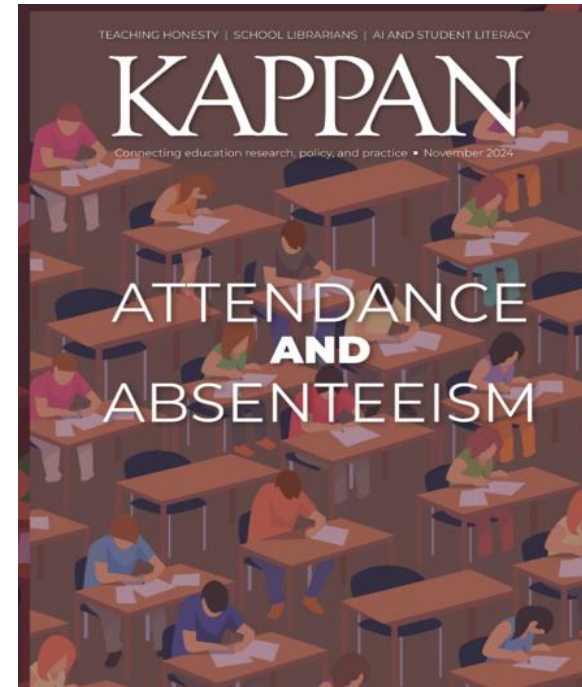
Collaboration

Consider Variations

Intervention vs. Prevention

Multitiered Approach

November 2024 kappan magazine



Thinking About a Multi-Tiered Approach

➤ Draw upon an MTSS approach

- Tier 1: Universal Prevention
- Tier 2: Early Intervention
- Tier 3: Targeted/Intensive Interventions

Does your Action Plan include practices across all 3 Tiers?

Do your Tier 3 plans include input from families?

Visit: Attendance Works

<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>

➤ Data Driven Identification

- Do you have access to the data?
- Look for patterns (e.g., by month, by grade level, by time of day, etc.)
- Talk to families about what might be driving these patterns

➤ Use a Continuous Improvement approach

- Go back and look at the data after you have tried something.



SMOOTH JAZZ

05:00

COUNTDOWN

Featured Speaker



Madison Local Schools

Andrew Ditlevson, Assistant Principal
Jennifer O'Brien, Attendance Officer



Department of
Education &
Workforce

Contact Information

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Professional Development

Ohio Department of Education & Workforce

**Teaching Attendance
Curriculum
for School Leaders**

Developed in partnership with Attendance Works



Conversation Guides

Conversation Guide: Talking with Students about Attendance, Grades 6-8

Using this Guide

Attendance conversations provide a supportive space to explore student perspectives, identify barriers, and collaboratively develop practical solutions. Schools, districts, or any trusted adult can use the questions below to guide meetings with **students in grades 6-8** about attendance. The facilitator should use open-ended questions, allow time for reflection, and keep the conversation strengths-based and focused on actionable strategies.

***Example:** What are your thoughts about how important school is?*

***Non-example:** Did you know you are required by law to go to school?*

STUDENT BACKGROUND

- Tell me about your favorite teacher/staff member. What do they do that makes them your favorite?
- Tell me about the school subjects and activities you enjoy most and what you enjoy about them.
- What skills or talents do you have?
- What are your hobbies?
- How do you typically spend your time when you're not at school?
- What are your goals for _____?
 - *Facilitators can personalize this question by filling in the blank with a topic that is meaningful/appropriate for the student (e.g., "this school year," "your future career," or "after graduation").*

STUDENT SCHOOL EXPERIENCE

- How much do your friends or classmates help you get through the school day or encourage you to come to school?
- What do the adults at home do to help you get to school every day?
- How do you feel about your teachers?
- If you could change one thing about school, what would it be? How would this make your time at school better?
- What is one word you would use to describe your feelings about our school?
- What times of the school day or classes feel more difficult for you?

ATTENDANCE CHALLENGES

- When you think about the days you've missed school, what is usually going on?

Attendance Calendar

Fall/Winter (November-February)

- ☐ Analyze attendance trends to identify days with high absenteeism (e.g. days before or after holidays)
- ☐ Conduct outreach through positive letters or calls to families, emphasizing partnership to address attendance concerns
- ☐ Communicate with families about the importance of attendance around holidays, vacations, winter break, hunting season, tournaments, etc.
- ☐ Identify students who are moderately chronically absent (missing 10-19% or 12-24 hours) and not connected to a caring adult
- ☐ Use data to prioritize connections for student groups with high levels of absenteeism and assign mentors
- ☐ Share positive messaging with families when students return from vacation
- ☐ Connect students with chronic absence to expanded learning opportunities

QUESTIONS?

EDUCATION.OHIO.GOV

Patrick Hickman

Ohio's Attendance Advisor

Patrick.Hickman@education.ohio.gov



**Department of
Education &
Workforce**



Green: What is an action your school can reasonably take after today?

Yellow: What strength can you leverage to help your school move forward?

Red: What question do still need answered?

Ohio Network of Partnership Schools

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UPCOMING WEBINAR

Family Engagement that Makes an Impact: Ohio Network of Partnership Schools

Friday, February 27, 2026

10:00-10:45 a.m. EST

Register at go.osu.edu/onps-webinar

This webinar will introduce you to results-based family engagement through Ohio's aligned National Network of Partnership Schools program. Move your school toward a focused coordinated strategy for family engagement aligned with student academic and whole child success.

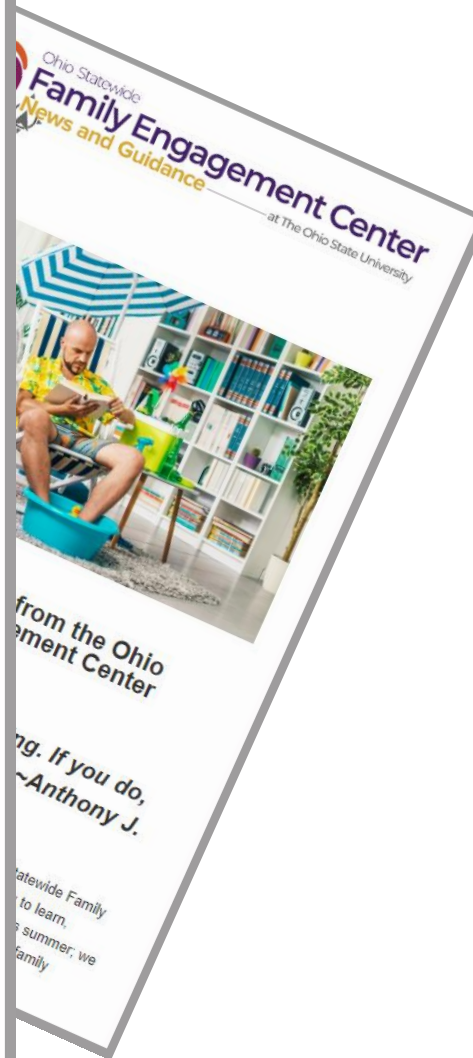
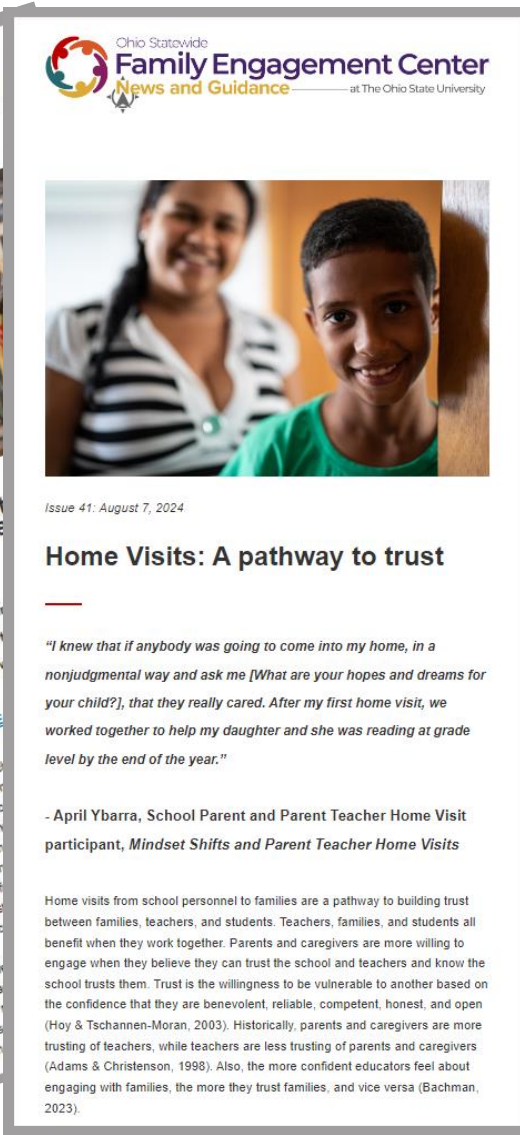
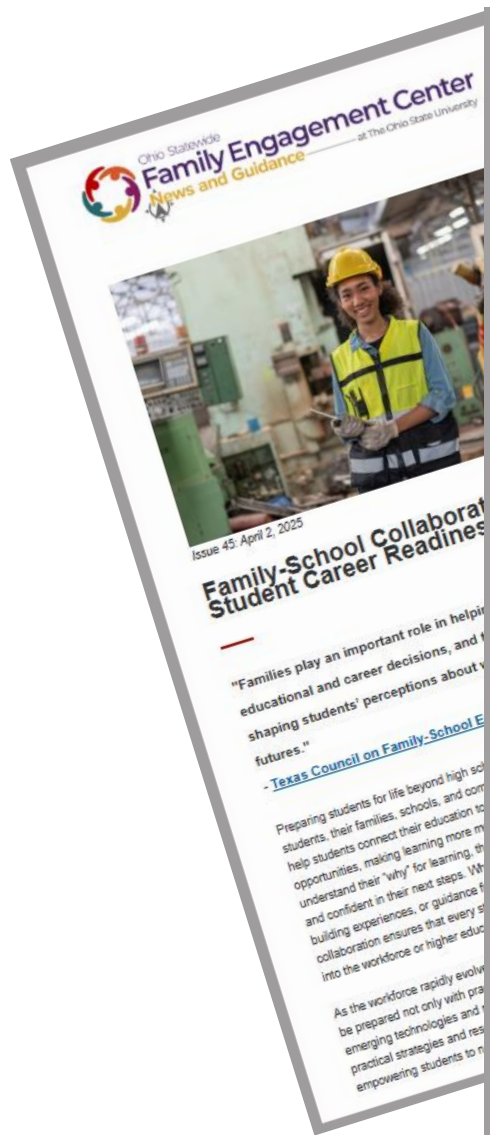
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SEVENTH ANNUAL

Family Engagement LEADERSHIP SUMMIT

small steps

extraordinary impact

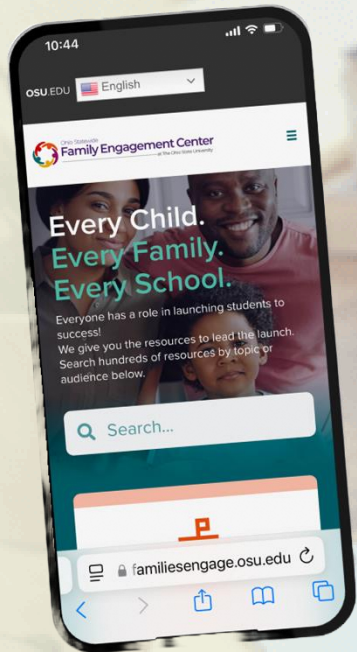
leading the way for family engagement



Feature us on your school's or organization's website!

- Add our logo and link
- Describe our partnership
- Promote our events
- Share resources

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Your feedback matters to us!



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