

Date: November 16, 2023

Written and Prepared By: Hathaway

Research Assistance From: Sarai Ortiz; Tim Bedeaux

Witness: Greg Frostad, Assistant Secretary of Policy, Research, and Technology, PED; Nichole Burgin, Superintendent, Truth or Consequences Municipal Schools; Steve Carlson, Superintendent, Central Consolidated School District; Lynette Deuel, Manager of Strategy, Innovation, and Performance Outcomes, Bernalillo Public Schools.

School Attendance and Chronic Absence: A Review of Statute, School Experiences, and Considerations

School attendance is a vital component in ensuring the promise of New Mexico's public education system. Research has long established that consistent school attendance is essential for the academic success of individual students and in turn, building the capacity of our schools to positively influence broader societal and economic wellbeing. As a fundamental building block in academic success and the development of college, career, and civic readiness for all students, it is crucial the state finds ways to support students being at school.

This report seeks to: summarize the imperative of school attendance—including a discussion of how changes in learning expectations and environments impact attendance, describe the current state of attendance and chronic absence data statewide, and provide policy and research considerations for New Mexico policymakers. This report also provides a comprehensive summary of the Legislative Education Study Committee's (LESC's) three-part study of school attendance during the 2023 interim. To these ends, this report includes three sections and an appendix of resources:

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Section 1: Why Attendance Matters and the Current State of Chronic Absence

The Imperative of School Attendance

Consistent school attendance is intrinsically linked to student wellbeing and academic success. When students attend school regularly, they leverage the opportunity to engage meaningfully with courses and curriculum, interact with educators and peers, and actively participate in classroom activities. This ongoing and iterative interaction helps students grasp and retain essential knowledge and skills that lead to improved academic outcomes.

Conversely, chronic absenteeism disrupts this educational process, leaving gaps in learning and hindering the development of critical academic, social, and emotional skills. As previous LESC [briefs](#) have reported, the body of research on attendance and chronic absenteeism consistently finds students who are chronically absent experience numerous

New Mexico state law defines chronic absenteeism as missing 10 percent or more of school days each academic year.

adverse impacts. Chronic absenteeism is [associated](#) with lower achievement throughout a student's academic life: a lack of initial school readiness, falling behind in early literacy and numeracy in elementary grades, greater grade level retention, failing middle school courses, and a lack of engagement in crucial high school years.

Moreover, the issue of chronic absenteeism extends beyond the classroom. It has far-reaching consequences for students' educational and career prospects, as well as societal wellbeing into adulthood. High levels of chronic absenteeism have been associated with higher dropout rates, limiting students' access to better job opportunities and higher education. Chronic absenteeism also affects all students in a classroom—when high levels of chronic absence are present in a classroom, *all* students are impacted because it causes increased “classroom churn,” where students are at differing points in their learning causing lessons and processes to be disrupted for all learners, whether they are chronically absent or not. Addressing chronic absenteeism is not only a matter of individual success, but a collective effort to ensure the overall quality of education and in the long-term, the economic vitality of our communities and society.

Consistent school attendance promotes social and emotional growth. Students who attend school regularly have the opportunity to build relationships, develop a sense of belonging, and engage in extracurricular activities, all of which contribute to their overall well-being. In contrast, research shows chronic absenteeism can lead to social isolation, diminished self-esteem, and mental health challenges. By addressing this issue and promoting regular school attendance, we may foster a healthier, more resilient generation of students who are better prepared to face the challenges of the future.

The importance of school attendance and addressing chronic absenteeism cannot be overstated. These elements are foundational to the academic and personal development of students and play a pivotal role in shaping their future opportunities. Supporting school attendance requires a collaborative effort among all parties to create school environments that encourage consistent school attendance and tackles the issue of chronic absenteeism, ensuring that every student has the chance to thrive in their educational journey.

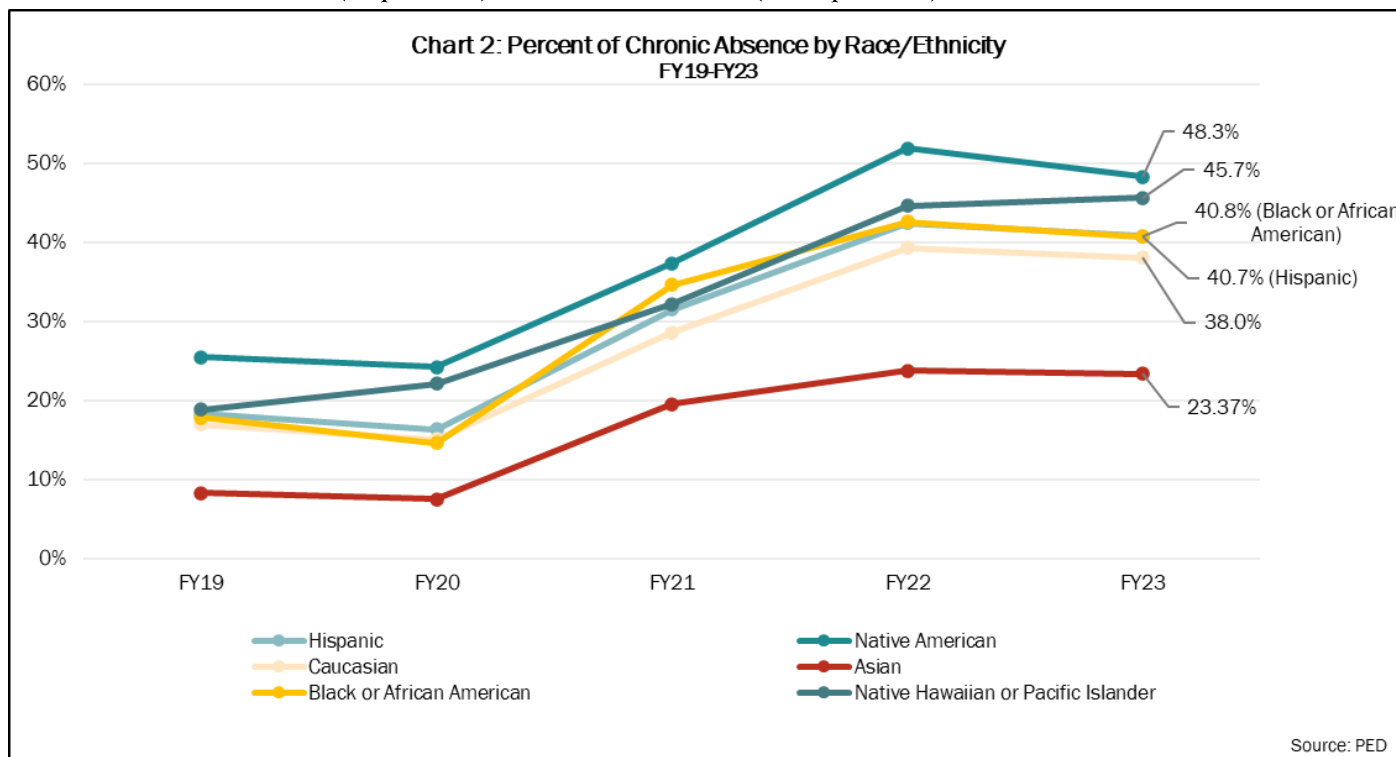
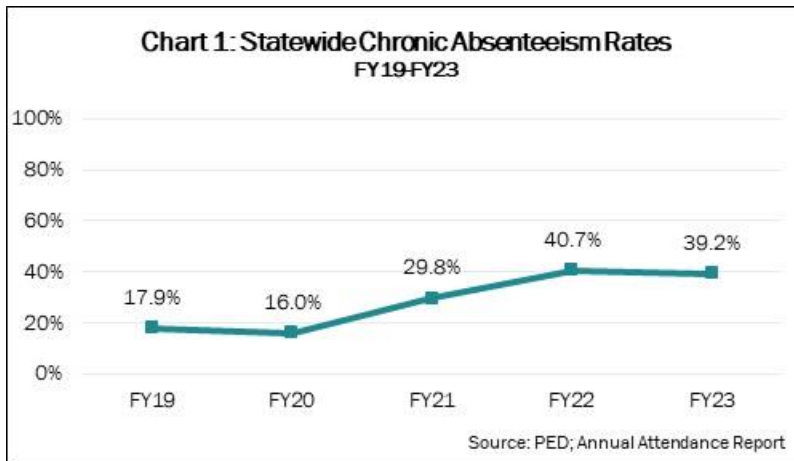
Setting the Stage: A Review of New Mexico’s Attendance Data and National Comparison

What Does Chronic Absence Look Like in New Mexico?

Chronic absenteeism is defined in New Mexico state law as missing 10 percent or more of classes or school days for any reason—whether excused or unexcused. Missing 10 percent of school equates to missing two school days every month, or 18 days (more than three full weeks) over a 180-day school year.

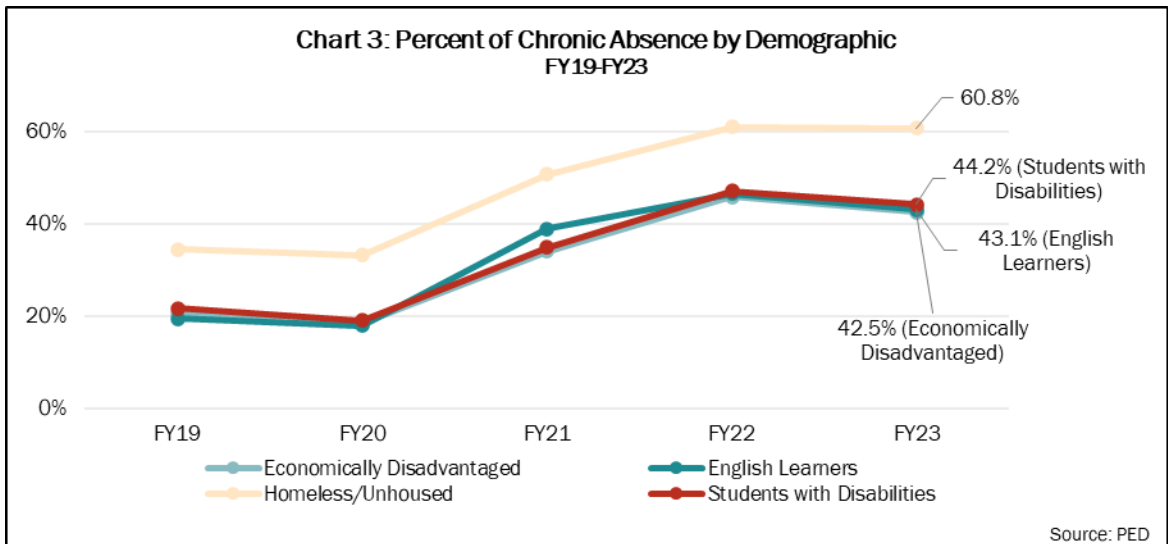
New Mexico has seen its chronic absence rates soar in the last few school years. As shown in **Chart 1**, Statewide Chronic Absenteeism Rates, [data](#) from the Public Education Department (PED) shows an alarming nearly 40 percent chronic absenteeism rate for the 2022-2023 school year. This is a slight drop from a 40.7 percent chronic absenteeism rate for the 2021-2022 school year. What this means is that 134,259 students in New Mexico are chronically absent—at an average school calendar of 180 days, this means these students are missing more than three weeks of school.

There are also meaningful differences when attendance and chronic absence data is looked at by demographic groups. As shown in **Chart 2**: Percent of Chronic Absence by Race/Ethnicity, chronic absence rates for FY23 are highest for Native American students (48.3 percent), followed by Native Hawaiian or Pacific Islander students (45.7 percent), Black or African American students (40.8 percent), Hispanic students (40.7 percent), Caucasian students (38 percent), and Asian students (23.37 percent).

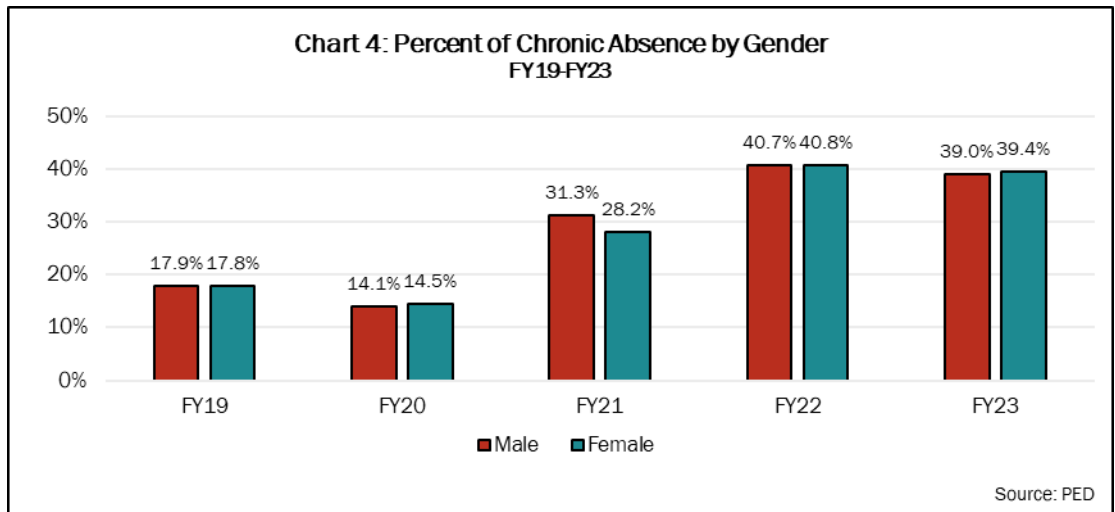


Factors such as housing status, English learner status, family income, and whether a student has disabilities are frequently associated with chronic absences. In fact, chronic absence rates are often highest among such students.

As can be seen in **Chart 3**, Percent of Chronic Absence by Demographic, below, 60.8 percent of students experiencing housing insecurity in New Mexico were also chronically absent during the 2022-2023 school year. For all these student groups—students experiencing housing insecurity, students with disabilities, English learners, and economically disadvantaged students—chronic absence rates were above the state average of 39.2 percent for the 2022 – 2023 school year.



One factor that does not appear to impact chronic absence is gender. As shown in **Chart 4**, Percent of Chronic Absence by Gender, below, both male and female students show similar rates of chronic absence over time.



How Does New Mexico Compare?

Rates of chronic absenteeism can be difficult to compare nationally because of inconsistencies in how data is collected and reported. Despite these challenges, Attendance Works [reported](#) that prior to the pandemic, one out of every six children nationwide was chronically absent—a figure that soared closer to one out of three during the pandemic.

In data [analysis](#) completed by FutureEd, an independent think tank at Georgetown University's McCourt School of Public Policy, researchers applied a consistent method of calculating chronic absence nationwide and found many states are seeing some progress in reducing chronic absenteeism, but *all* are still far from returning to pre-pandemic levels of attendance.

FutureEd reported New Mexico is among the states with highest chronic absence rates. In terms of the five states with highest chronic absence rates, New Mexico's 39.2 percent chronic absenteeism rate is followed by Oregon (38.1 percent), Nevada (34.9 percent), Colorado (31.1 percent), and Michigan (30.8 percent).

Chronic absence, while certainly a major concern in New Mexico, is a challenge for schools nationwide. Many states are facing severe difficulty in recovering attendance levels compared with pre-pandemic rates of attendance.

How is Absence Defined in New Mexico Law?

The Attendance for Success Act defines several key terms to describe attendance:

Absent means “not in attendance for a class or school day for any reason, whether excused or not; provided that “absent” does not apply to participation in interscholastic extracurricular activities.”

Chronically absent or chronic absenteeism means “that a student has been absent for ten percent or more of classes or school days for any reason, whether excused or not, when enrolled for more than ten days.”

Excessively absent or excessive absenteeism means “a student who is identified as needing intensive support and has not responded to intervention efforts implemented by the public school.”

Section 2: Overview of Research Design and Summary of Research Findings

LESC 2023 Interim Study of Attendance

The LESC's [2023 interim research agenda](#) included a policy review and evaluation of attendance, rooted in concerns about rising chronic absence rates and a need to understand the depth of attendance challenges. This research included a review of how the 2019 Attendance for Success Act is being implemented and how the law supports student attendance. To this end, LESC staff designed a research study on attendance focused on the following three components:

- **A review of the Attendance for Success Act** and a crosswalk of strategies, requirements, and policy options as compared with research- and evidence-based attendance practices.
- **A data review of statewide attendance plans** and analysis of strategies being used in practice and compared with the AFSA.
- **Site visits statewide to produce case studies** examining attendance practices in select school districts and charter schools.

LESC staff developed research questions to guide this inquiry. This research report investigates the following questions with a focus on short-term understanding of attendance challenges and implementation of the AFSA:

1. How are local education agencies using attendance improvement strategies outlined in the Attendance for Success Act?
2. If schools and school districts are not using strategies outlined in the Attendance for Success Act, what strategies are they using?
3. What factors or conditions are contributing to chronic absenteeism?

As additional, consistent, and disaggregated data is made available about attendance and chronic absence, long-term research will analyze the extent to which chronic absenteeism is related to specific factors. In particular, staff plan to examine root causes of school absenteeism in a framework offered by Attendance Works, a national nonprofit focused on attendance, including barriers to attendance, aversion to school, disengagement from school, and misconceptions about the impact of absences. A summarized research plan is included in the appendices of this document. See **Appendix 1, LESC Attendance Research Plan**.

A Review of the Attendance for Success Act

History and Key Components of the Attendance for Success Act

In 2019, the Legislature passed, and the governor signed, the Attendance for Success Act (AFSA). The AFSA, located at Section 22-12A-1 through 22-12A-14, NMSA 1978, repealed the Compulsory School Attendance law and replaced it in its entirety, with a focus on a

comprehensive, preventative and data-driven approach to supporting students. The AFSA places a strong emphasis on early intervention, data collection, and collaborative efforts to address absenteeism issues with intent to:

1. Prevent school absences;
2. Provide early and intensive interventions for absent, chronically absent, and excessively absent students;
3. Require public schools to develop and implement a whole-school absence prevention strategy that is reported to PED, and create attendance improvement plans if chronic absence reaches a certain threshold;
4. Create processes for prevention, intervention, support, and referrals for students and families struggling with school absenteeism; and
5. Create data and reporting requirements related to attendance.

Notably, the AFSA also defined chronic absenteeism as a student missing 10 percent or more of classes or school days for *any* reason, except for school-sponsored events. This was a substantial shift from previous law, which previously defined “habitual truancy” and counted only unexcused absences. The AFSA also delineates specific responsibilities for schools, local education agencies (LEAs), and the PED. Through each of these requirements, the AFSA creates a comprehensive framework of shared responsibility, with schools focusing on individualized interventions, LEAs on strategic planning and support, and PED on data compilation and oversight.

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School Requirements. Under Section 22-12A-6 NMSA 1978, schools are required to maintain attendance policies that incorporate early warning systems, intervention plans, and accurate record-keeping of various types of absences, as well as develop attendance teams. Schools must differentiate between different types of absences, document efforts to improve attendance, and collaborate with parents and students to address attendance issues. The law emphasizes that schools leverage personalized interventions, specialized supports, and data sharing with community-based organizations.

Local Education Agency (LEA) Requirements: Section 22-12A-7 NMSA 1978 focuses on the responsibilities of LEAs, directing them to differentiate chronic absence rates using a tiered system. LEAs are required to develop attendance improvement plans that specify supports and resources for schools, set improvement targets, and report progress to the PED. The law also emphasizes the role of attendance teams within schools and the provision of support and guidance by LEAs.

PED Requirements. Under the AFSA, PED is charged with compiling and reporting data from school districts (see Section 22-12A-13 NMSA 1978). This includes chronic absence rates, average absences per student, and other relevant metrics. The department is responsible for sharing information and ensuring consistent and correct reporting. Additionally, Section 22-12A-14 NMSA 1978 addresses timely graduation and support for students experiencing disruptions in their education, outlining procedures for communication and credit transfer between schools.

Planning Requirements

One significant change made by the AFSA was the development of “attendance improvement plans.” Plans are required at both the school and LEA level.

At the school level, the law, particularly in Section 22-12A-8 NMSA 1978, mandates the development and implementation of attendance improvement plans. Schools with a chronic absence rate of 5 percent or greater (either among all students or among one or more student subgroups) are required to create attendance improvement plans, with a focus on prevention and intervention. The plan must include detailed attendance data, strategies for each tier of the plan, identification of root causes, and performance measures. Additionally, schools are directed to provide interventions for absent or chronically absent students, such as assessing needs, making referrals, and establishing partnerships with community organizations. See **Appendix 2, Sample School Attendance Improvement Plan** for a school-level plan submission.

At the LEA level, Section 22-12A-7 NMSA 1978 outlines requirements for LEAs to also develop plans. These plans are expected to include specific supports and resources for schools at each level, attendance improvement targets for schools or subpopulations with high chronic absence rates, and an overall attendance improvement target. LEAs are also responsible for reporting their attendance improvement plans to the PED, tracking progress, and providing support and guidance to school attendance teams. See **Appendix 3, Sample District Attendance Improvement Plan** for a district-level plan submission.

Data and Reporting Requirements

The AFSA mandates specific data collection and reporting practices at the school, district, and department level, each contributing to a comprehensive set of data points to understand the state of attendance (see Section 22-12A-8 NMSA 1978). These practices are designed to track and monitor student attendance, identify at-risk students, and implement intervention strategies effectively. The law requires the following data collection practices:

- **Collection of attendance data:** Schools are required to maintain attendance data for each student, including the number of days missed for excused and unexcused absences. This data must be recorded for every student in the school for each school year.
- **Reporting chronic absence rates:** The law mandates the collection and reporting of chronic absence rates, disaggregated by student subpopulations, such as grade levels and demographic groups.
- **Development of performance measures:** Attendance improvement plans developed by schools must include performance measures for each strategy aimed at improving attendance and tracking the effectiveness of intervention efforts.
- **School documentation of interventions:** Schools are required to document efforts to improve attendance for chronically or excessively absent students. This includes recording attempts to notify parents of absences, interventions implemented to support students, and strategies to remove barriers to regular school attendance.

- **Sharing attendance data for student services:** Schools must encourage and support compliant data sharing, as permitted by the Family Educational Rights and Privacy Act (FERPA), between the school and community-based organizations that provide services to students. This data sharing facilitates personalized interventions and specialized supports as part of the school's and LEA's attendance improvement plans.
- **Sharing attendance policies and data:** The law mandates that each school provides a copy of its attendance policy to parents and publishes the policy on the school's website. This policy should include details about the consequences of failing to adhere to the attendance policy. Schools are also required to provide parents with access to their child's attendance data upon request, including information about intervention strategies employed to improve attendance.

Attendance Intervention Tiers

The AFSA also outlined a tiered system of intervention to address student attendance issues. This tiered approach is designed to provide targeted support based on how much school a student is missing and the severity of a student's attendance challenges. Each of the tiers is defined as follows:

- **Tier 1: Whole School Prevention:** This tier includes universal, whole-school prevention strategies that are applicable to all students, including those who have missed less than 5 percent of classes or school days for any reason. These strategies are proactive and aim to prevent attendance issues from emerging.

Examples of Tier 1 Strategies: Whole school, or Tier 1, actions are for the entire school and may include activities such as whole school attendance campaigns, class attendance competitions, parental notification of absence through a school's student information system, and efforts to improve a school or classroom environment such as education nights, school climate changes, and schoolwide attendance incentives.

- **Tier 2: Individualized Prevention:** This tier is for students who are missing between 5 percent and 10 percent of classes or school days for any reason. These interventions are tailored to address the specific needs of individual students and are geared at preventing escalation of attendance issues.

Examples of Tier 2 Strategies: At Tier 2, interventions begin to be more personalized and could include items such as personalized outreach to parents or families to inform them about attendance history, individualized phone calls, or increased parent or family engagement about the impact of student absences on academic outcomes.

- **Tier 3: Early Intervention:** This tier refers to students who are missing between 10 percent and less than 20 percent of classes or school days for any reason. These interventions are more intensive and are designed to address attendance issues in a more intentional and tailored way. It's important to note that at Tier 3, this student becomes marked as chronically absent in the data.

Examples of Tier 3 Strategies: At Tier 3, attendance teams must notify parents and family in writing about a student's absenteeism and include a date, time, and place to meet to agree upon interventions that focus on keeping the student in an educational setting. Interventions may also progress to more intensive action. The attendance team must also establish weekly progress monitoring and develop an attendance contract with the student.

- **Tier 4: Intensive Support:** Tier 4 is the most significant level of support and is reserved for students who are missing 20 percent or more of classes or school days for any reason. Intensive support strategies are implemented to address the most severe attendance problems.

Examples of Tier 4 Strategies: At Tier 4, attendance teams must meet with students and families and also inform them about the consequences of further absences that could include referral to the juvenile justice system or the Children, Youth and Families Department (CYFD).

If interventions at these tiers are not sufficient to reengage students, students may be characterized as “excessively absent,” a designation that carries additional requirements. If unexcused absences continue after written notice of excessive absenteeism as provided in the AFSA, the local school board or governing body of a charter school or private school, after consultation, must report the student to the probation services office of the judicial district in which the student resides for an investigation. This investigation is required to assess if the student should be considered a neglected child or a child in a family in need of family services.

If a student is characterized as excessively absent, documentation is provided to the juvenile probation services office for further investigation, and if it’s determined the student needs family services, a caseworker must meet with the family at the student’s school. The meeting must involve the school principal or other school personnel and, unless the parent objects in writing, appropriate community partners that provide services. The Children, Youth and Families Department (CYFD) shall determine if additional interventions will positively affect the student's behavior.

LESC staff, in their review of this process, note that for this cross-agency support to work well, both state agencies and local LEAs must be working in alignment, be fully staffed with the capacity to both manage workload and collaborate, and have the infrastructure (both data and process-wise) for this process to be possible.

How the Attendance Success Act Compares to Other States

All states have compulsory attendance laws of some form, but recent attendance policy reform enacted in the last decade has focused on a less punitive approach to absenteeism. Researchers at the American Institutes of Research, in a [review](#) of state attendance laws, identified 11 states—including New Mexico—that have made notable changes to attendance policy. Other states included South Dakota, Utah, Kentucky, Pennsylvania, Texas, Connecticut, California, Ohio, Indiana, and Washington.

All states have compulsory attendance laws of some form, but attendance policy reform enacted in the last decade has moved toward less punitive, and more supportive, approaches.












States that have recently amended their attendance laws have established statutory requirements like New Mexico’s AFSA. However, states still differ in their specific approaches. In analyzing common statutory components in attendance reform statute. LESL staff identified seven common components of comprehensive attendance laws:

1. Clear definitions.
2. Reporting and data collection requirements.
3. A focus on early intervention.
4. A focus on support services.

5. A focus on collaboration.
6. Enforcement provisions.
7. Data sharing and research.

Attendance Works also offers a framework for state actions on attendance. Specifically, Attendance Works [recommends](#) policymakers consider the following actions as displayed in **Table 1**, Recommended State Policy Action.

Table 1: Attendance Works Recommended State Policy Action

State Action	Staff Analysis on Status of Progress?
Adopt a standard definition of chronic absence (missing 10% or more of school), whether the school is in person, virtual or a blend, support daily attendance taking.	
Ensure the state has a longitudinal student database—ideally beginning in preschool—that tracks attendance for each student using a unique identifier.	
Make chronic absence a policy priority and direct districts and schools to identify contributing factors to student absenteeism.	
Promote the adoption of learning opportunity metrics (contact, connectivity, attendance, participation and relationships) in addition to chronic absence.	
Require that school improvement plans include prevention-oriented strategies to reduce chronic absence and improve attendance.	
Sponsor legislation that sets a common definition for chronic absence, promotes monitoring and public reporting of data, and requires schools and districts to address high levels of chronic absence.	
Support data sharing between education, health and social service agencies and other community-based youth and family organizations to target intervention efforts.	
Ensure adequate and equitable resources so that all students have a substantially similar opportunity to meet performance standards regardless of geographic location, and that state and local funding are sufficient to reasonably expect that all students can meet academic performance standards.	
Coordinate and secure resources to eliminate the digital divide.	
Use chronic absence data to identify districts, schools, student populations and communities that need additional resources to remove barriers to attendance and ensure positive conditions of learning.	
Build public awareness and consensus about addressing chronic absence.	

Source: Attendance Works; LESC Staff Review

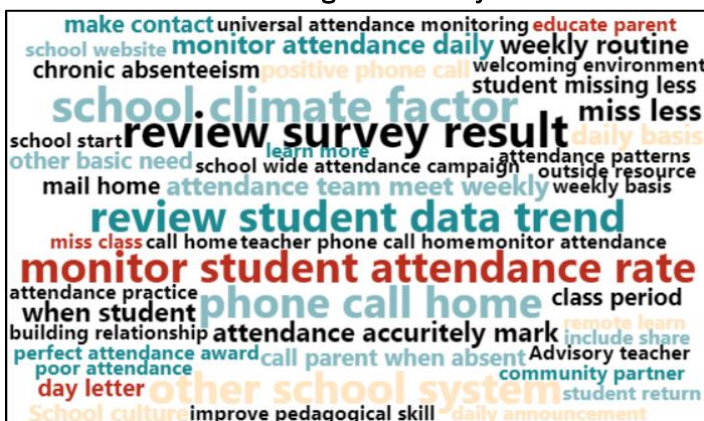
Findings of the Review of the Attendance for Success Act

The AFSA appears to incorporate many best practices and aligns with current research about how to most effectively support student attendance. The law is focused on collecting and using data to inform attendance engagement and intervention, preventing absences through robust planning, increasing the focus on viewing attendance through school-based teams, and connecting students and families to resources to support attendance. The effectiveness of the law, however, is also inextricably tied to its implementation and to schools’ understanding of its intent. As will be discussed in more detail in the final section of this report, there is considerable concern in the field about realistic capacity of schools and LEAs to address underlying root causes.

Data Review of Attendance Plans

The second part of the LESC attendance study included review of attendance plans statewide utilizing access to the PED attendance plan portal. LESC staff used attendance plans (N=472) from the 2021-2022 school year for the review of strategies at each attendance tier as these had been fully approved by the PED at the time of analysis. This portal allowed LESC staff to access submitted attendance plans. Text analysis was then derived from school level plans and submitted strategies used at each tier.

Tier 1 Strategies Text Analysis

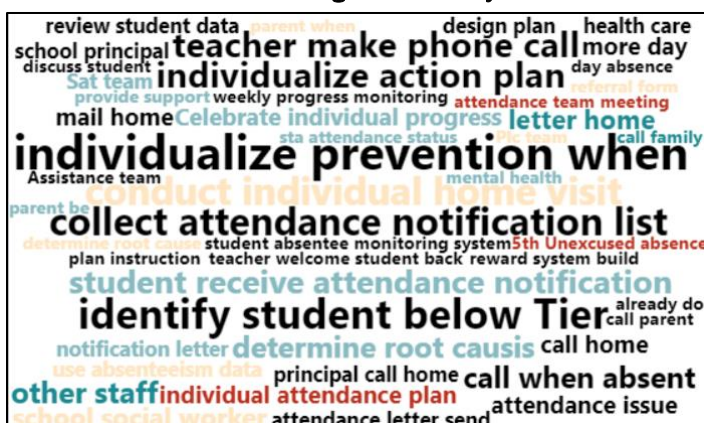


Source: LESC Analysis of Attendance Plans

Tier 1 Strategies:

Tier 1 encompasses whole school prevention, a component noted in the text analysis which found strategies such as monitoring daily attendance, reviewing student data trends, accurately marking attendance, conducting schoolwide attendance campaigns, attendance teams meeting weekly, mentions of school culture, and universal attendance monitoring. Based on the frequency of terms used, it appears many schools are using many of the same data usage, school climate, and information-based strategies at this tier.

Tier 2 Strategies Text Analysis



Source: LESC Analysis of Attendance Plans

Tier 2 Strategies:

At Tier 2, focused on individual prevention, text analysis finds some similar strategies to Tier 1, but also greater frequency in terms such as “individualize prevention,” determining root causes, using absenteeism data, sending letters and calling home, and also more recognition of attendance progress and celebration of student progress.

Tier 3 Strategies Text Analysis



Source: LESC Analysis of Attendance Plans

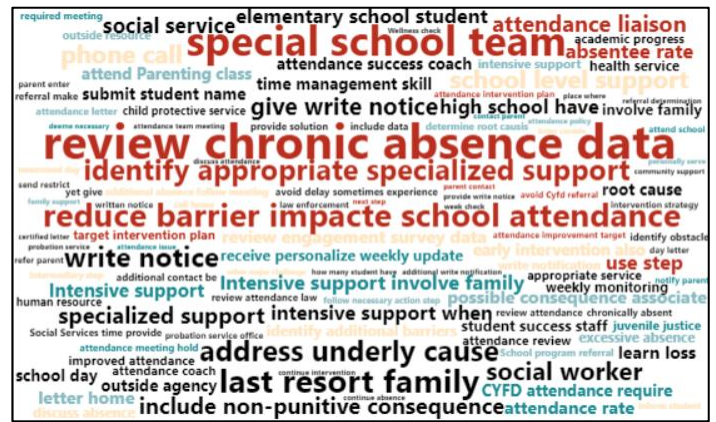
Tier 3 Strategies:

At Tier 3, focused on early intervention, text analysis reveals more words around specific intervention plans, individualized student plans, addressing root causes, reviewing attendance data, and involving school attendance teams. Terms around program referrals, home visits, and outside resources also begin to emerge.

Tier 4 Strategies Text Analysis

Tier 4 Strategies:

Tier 4, focused on intensive support, shows many similar terms as Tiers 1, 2, and 3, but terms around intensive family support, identifying specialized support, reviewing data, giving written notice, and mentions of outside agencies, social workers, social services, and the Children, Youth and Families Department (CYFD) also begin to appear.



Source: LESC Analysis of Attendance Plans

Findings from the Data Review

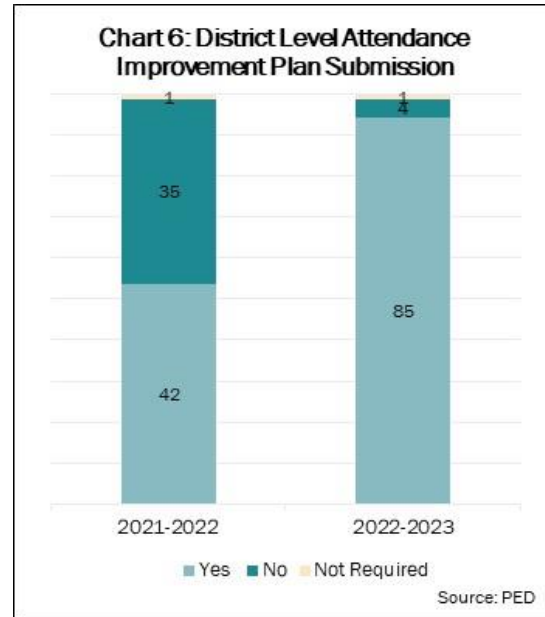
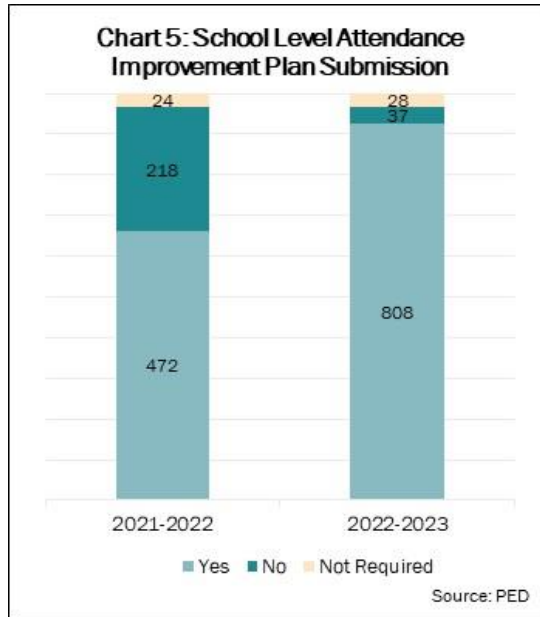
Text Analysis of Attendance Strategies in Plans. Text analysis, as well as staff review of strategies included in attendance plans, shows distinction at each level, a finding aligned with a tiered approach. At Tier 1, there is significant mention of activities such as “review student data trend” or “monitor student attendance rate,” as well as mentions around “welcoming environment,” “improve pedagogical skill,” and “school wide attendance campaign.” Staff found activities that would be expected in a universal, schoolwide approach. Strategies progress between each tier—for example, you can see at Tier 2 a greater mention of “attendance team meetings,” individualize action plan,” determine root causes,” and the like. At Tier 3, there is a clear transition to creating and using plans as shown in multiple phrases that were found with high frequency—however you also start to see other mentions such as “utilize attendance officer,” or “attendance meeting,” or “school program referral”—all indicating progression. At Tier 4, LESC staff found the first mentions of outside agencies numerous times, as well as significant phrasing around intensive or specialized support.

This all shows that the plans analyzed appear to be in compliance with the law. There is consistency in what schools and districts are doing to support attendance statewide as indicated by high frequency counts of similar phrasing across each tier.

However, what may be missing is meaningful, localized, and community-driven approaches. As the state has transitioned to a more prevention-oriented approach to attendance that prioritizes family engagement and support, strategies must be tailored to individual communities and families to adequately address the nuanced, differentiated, and sometimes very personalized root causes that result in chronic absenteeism issues.

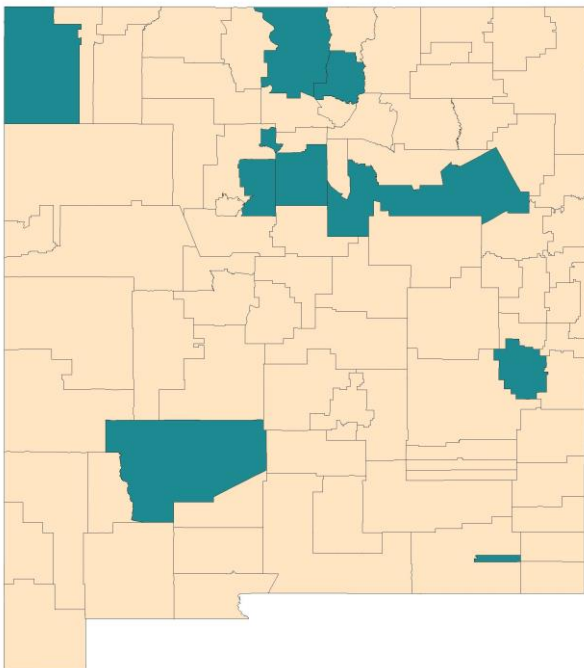
Submission of Attendance Improvement Plans is Improving. Plan submission is improving statewide with more schools and districts submitting required plans during the 2022-2023 school year than the 2021-2022 school year. See **Chart 5** and **Chart 6**, below, for numbers of plans submitted by both schools and districts. Analysis of PED’s online attendance report shows that for the 2022-2023 school year (the most recent data available), 808 schools did submit their attendance improvement plans, up from 472 schools in the 2021-2022 school year. Similarly, 85 school districts also submitted required attendance improvement plans for the 2022-2023 school year, up from 42 in the previous 2021-2022 school year.

This translates to a 93 percent compliance rate at the school level for the 2022-2023 school year and a 94 percent compliance rate at the district level.



Case Studies

As part of this study, LESC staff also conducted in-depth case study visits with 10 local education agencies (both school districts and a charter school) to investigate the impact of chronic absence and statutory requirements. Participating local education agencies were asked to include district and/or school leadership, key educators and staff, students, and anyone the LEA felt was important to its attendance processes in their case study visits. Participating LEAs were provided with a standardized agenda (See **Appendix 4, Case Study Site Visit Agenda** for a sample agenda) and case study visits lasted about two hours, on average, with some extending beyond this time.



LEAs were asked to participate based on several factors including geography, student demographics, and broad representation in how attendance data looked across the state. Participating LEAs included:

1. Bernalillo Public Schools
2. Central Consolidated Schools
3. Elida Municipal Schools
4. Los Alamos Public Schools
5. Loving Municipal Schools
6. Mesa Vista Consolidated Schools
7. Santa Fe Public Schools
8. Taos Integrated School for the Arts
9. Truth or Consequences Municipal Schools
10. West Las Vegas Public Schools

Summarized Case Study Findings

In-depth case study profiles are included in the appendices of this report (see **Appendix 5, Case Study Summaries**), however LESC staff have also summarized key points from the case study visits below:

1. **Schools and school districts are just now stabilizing their data collection processes.** Participating LEAs consistently noted the impact the AFSA had on standardizing data collection processes and improving attendance taking by classroom teachers.
2. **The pandemic caused disruption to the implementation of the AFSA.** PED delayed implementation of the AFSA in spring 2020 as the department dealt with school closures and as a result, many schools and districts are still understanding the shift to the AFSA.
3. **Schools and districts are implementing strategies aligned with the AFSA and are using tiered strategies.**
4. **Schools and districts feel limited in their ability to respond to all root causes.** Communities often lack sufficient resources to support root causes, even when schools and districts do their best to provide support.
5. **The AFSA may not fully recognize other activities of importance to students** such as tribal, cultural, and community-driven commitments.
6. **Many schools and districts view attendance as a symptom of external factors in a student's life and environment,** which can make it difficult to fully address in the school setting.
7. **Attendance teams and attendance-specific personnel can be a profound tool for schools and districts, but these are variably staffed across the state and many school leaders express it can be difficult to incentivize staff to participate.** Further, attendance teams could benefit from more widespread participation amongst school personnel.
8. **Additional staff and funding to help with attendance would be welcomed,** but most schools and districts would prefer local decision making about exactly how to do this. Schools and districts of all sizes expressed interest in the state funding employee positions to help with the provisions of the AFSA, but are wary to have this tied to a specific function. Some school districts expressed interest in additional funding ideas such as stipends for attendance team members.
9. **Schools and districts feel as though it is difficult to get support from other agencies** when needed, particularly the Children, Youth and Families Department.

Section 3: Ecological and Contextual Considerations, Current Initiatives, and Research and Policy Recommendations

Ecological and Contextual Considerations

Approaching Attendance Ecologically

Recent [research](#) has noted the complexity of solving educational problems—including attendance challenges—by catalyzing a greater understanding of educational problems in a broader ecological sense. In other words, this means considering the environment and communities in which schools operate as important factors in solving educational problems. Authors of this research note many educational policy solutions have focused on school improvement initiatives that center both educational challenges, and the solutions to these, directly in schools. An ecological view considers both school-based challenges and solutions, but also how community indicators, such as poverty, interplay with the school environment and student wellbeing.

Attendance is a deeply complex school challenge. While there is consensus that school attendance profoundly improves both short- and long-term outcomes in educational pursuits, workforce opportunities, academic outcomes, and student wellbeing, the root causes that lead to chronic absence are sometimes not rooted in the school system at all. If schools and LEAs, for example, find that issues such as gaps in transportation infrastructure, a lack of parenting skills, or chronic physical or mental health challenges,

The Inequity of Chronic Absence

Chronic absence rates in New Mexico during the 2022-2023 school year are highest for students experiencing housing insecurity (60.82 percent), Native American students (48.28 percent), students with disabilities (44.19 percent), English language learners (43.08 percent), and economically disadvantaged students (42.49 percent). For each of these student groups, average chronic absence rates are above the statewide average of 39.22 percent.

It is also important to note that many of these students are also the same students as those in the *Martinez-Yazzie* consolidated lawsuit, which found that New Mexico is not meeting its constitutional obligation to serve all students and prepare them for college and career.

As the state considers solutions to chronic absence challenges, tailored approaches for the students most impacted by attendance challenges is necessary—in particular, identifying root causes and identifying evidence-based and culturally and linguistically responsive interventions specific to these students will be important to make progress.

In this study, LESC staff met with two school districts serving high numbers of Native American students (Central Consolidated School District and Bernalillo Public Schools), as well as with leadership of the Indian Education Advisory Council, to better understand attendance implications for Native American students. The Indian Education Advisory Council leadership noted a current focus on building the capacity of tribal education agencies and robust partnerships between local education agencies and tribes, pueblos, and nations as current focuses of the council. Leadership also made recommendations to look at disciplinary and exclusionary data as it impacts student attendance.

LESC staff has also conducted a 2023 interim study on special education with a particular focus on state policy actions to support students with disabilities.

are root causes for student absence, an ecological framework helps to frame the realistic capacity of schools to address student attendance. In fact, many of the most challenging root causes for chronic absence are related to factors outside of school entirely. While schools can connect students and families with resources, it's important to assess if schools can meaningfully impact factors such as parental attitudes and capacities, family poverty, and fundamental health challenges.

Additional Factors Impacting Chronic Absenteeism

Chronic absenteeism is not a new issue, but our national understanding of the issue, as well as factors leading to chronic absenteeism, have both changed in recent years as a result of

federal legislative changes, the Covid-19 pandemic’s impact on our educational systems globally, and shifting expectations about school structures, where learning takes place, and what counts as learning time.

Federal Policy Impacts. A 2020 [meta-analysis](#) of evidence-based chronic absenteeism interventions found 36 states currently use accountability metrics related to attendance to address accountability required under the federal Every Student Succeeds Act (ESSA, 2015). ESSA now requires states to develop accountability systems that include both indicators of student academic achievement and indicators of student quality or student success. This has led to 36 states and the District of Columbia choosing to embed chronic absenteeism into federal accountability plans—as so many states are now accountable to attendance metrics, there has been an uptick in research about evidence-based strategies. This meta-analysis, however, also found that “most practices implemented to improve student attendance are either understudied, lead to small effects, or both,” meaning additional research is sorely needed across the education field to truly understand what works to address chronic absence.

Changing Trends. Recent reporting and research has pointed to a shift in factors contributing to chronic absenteeism. While the body of [research](#) on attendance has long pointed to issues such as transportation, physical health challenges (like asthma, diabetes, and oral health), and a lack of food security all contributing to attendance issues, more recent reporting has shown an uptick in additional factors. These include student physical and mental health, school safety concerns, caregiving and family obligations, increased teacher absenteeism, obligations for young people to work, and shifts in instruction during the pandemic (such as remote learning) that students and families are still finding value in.

Shifts in What Counts as Learning. As LESC staff have previously presented in hearings on middle and high school engagement, [school redesign concepts](#) have challenged existing practices about what leads to engaging and responsive learning environments. As students are increasingly accessing learning in remote environments, through technological platforms, and as they get older, through learning experiences such as job training programs, internships, work-based learning, and other applied learning experiences, it will be important to understand how attendance policy intersects with a broader lens on what counts as learning time and how learning can be measured.

Current Initiatives and Investments

Annual State, Districts, and Schools Attendance Report

In alignment with the AFSA, PED has created an online [attendance report dashboard](#) that allows the public to look at attendance data. The data included in the report includes all schools in the state and allows viewers to look at attendance data by tier, demographics, and grade level.

The dashboard, while comprehensive, does not allow for real-time data viewing and lags in information by at least a few months—for example, data for the 2022-2023 school year became available on the dashboard in late summer 2023. While statewide data may lag, it is important to note that schools do have access to their own real-time data and are required to track attendance regardless of the state dashboard.

As a best practice at the state level, however, FutureEd recommends considering real-time data as a component of effective attendance systems as after the fact data does not allow for timely intervention. FutureEd [reports](#) that as of mid-October 2023, Rhode Island was the only state that had developed a public, real-time [dashboard](#).

Current Legislative Investments

In addition to the AFSA, the Legislature has made additional investments to support school attendance. The General Appropriation Act of 2023 (GAA) included a \$5 million

Table 2: Attendance Success Initiative Awards
FY24

	Local Education Agency	Award Amount	
1	Albuquerque Public Schools	\$ 650,000	1
2	Farmington Municipal Schools	\$ 250,000	2
3	Gadsden Independent School District	\$ 250,000	3
4	Las Cruces Public Schools	\$ 300,000	4
5	Rio Rancho Public Schools	\$ 250,000	5
6	Roswell Independent Schools	\$ 300,000	6
7	Santa Fe Public Schools	\$ 500,000	7
8	Total	\$ 2,500,000	8

Source: PED

appropriation to PED for attendance success initiatives. Data from PED shows \$2.5 million of this appropriation was used to make awards to seven school districts as shown in **Table 2**, Attendance Success Initiative Awards.

In addition to specific attendance funding, schools and districts can—and frequently do—use their state equalization guarantee (SEG) distributions to support attendance—in particular, the at-risk funding included in the SEG may support attendance initiatives.

2023 Legislative Changes Proposed. During the 2023 legislative session, Senate Bill 367 (SB367) sought to make several amendments to the AFSA, however, the bill did not pass. SB367 would have established a new attendance for success fund, required school districts (rather than school boards) to report excessively absent students to probation services offices, and would have:

- Reduced reporting on student absenteeism from three times a year to once at the end of the school year;
- Removed students with 10 or more consecutive unexcused absences from the funding formula who have been provided all appropriate interventions;
- Set attendance improvement targets based on prior year chronic absence rates;
- Identified and offered school-based opportunities for students to catch up with coursework;
- Developed whole-school absence prevention strategies such as middle-to-high school transitions and positive behavior supports;
- Identified reasons for chronic absences and aligned attendance interventions based on these reasons; and
- Notified parents about services and consequences for students missing 5 percent of school and only apply progressive interventions to students missing 10 percent or more.

Research and Policy Recommendations

Study Limitations and Additional Research Considerations

While this report focuses primarily on the state’s shifting approach to attendance under the AFSA, the current state of chronic absence, and inquiry into how the act is being implemented, statewide stakeholders in this work have suggested additional research components that may help the legislature better understand state policy options to address chronic absence.

The AFSA has generated several robust data points to understand the depth of attendance challenges in New Mexico—however, this data is just beginning to stabilize following pandemic-induced disruptions to the implementation of statutory provisions. As attendance improvement plan compliance increases and more reliable data becomes available, additional evaluation of attendance initiatives would benefit from the following:

- Better connection between attendance data and school discipline and exclusion data. There has long been an [established](#) connection between disciplinary practices at a school and attendance rates. Now that the state is consistently tracking attendance data, additional research connecting student level data along variables of both attendance and disciplinary policy could allow for greater insight into the students most impacted by actions such as school suspensions or expulsions and how this impacts school attendance.
- Part of the state’s shift under the AFSA requires more robust identification of root causes of chronic absence. As these root causes are more clearly identified, this may allow for more targeted interventions as well as more robust research about what works to address specific root causes.
- The development of attendance improvement plans statewide has resulted in many strategies and interventions being tested. This could lead to increased evaluation of specific attendance interventions to better disseminate effective practices and contribute to a growing body of national research about evidence-based chronic absence interventions.

Policy and Budget Considerations

A study of the AFSA, attendance data and chronic absenteeism patterns, and in-depth visits with case study sites has helped to build a more comprehensive understanding of how the AFSA has been implemented, the root causes of attendance challenges, and the complexity inherent to addressing what causes students to miss school. This final section contains policy and budget recommendations to bolster New Mexico’s statutory framework around attendance.

The Legislature could consider:

- **Building school capacity to focus on attendance by considering investments in positions that can dedicate time to attendance.** While all of the LEAs that participated in case studies—as well as additional stakeholders statewide—expressed the importance of roles focused specifically on attendance issues within schools, there is inconsistency in if that should be a specific title or function and exactly how to tie funding to the role. The Legislature could consider a methodology to fund attendance roles that potentially includes factors such as chronic absence rate, student membership, or district size to determine funding specifically tied to workforce roles that support school attendance.
- **Strengthening and clarifying membership of attendance teams** and expected responsibilities. Research points to a teamed approach being of high value to adequately address student attendance, however schools and districts may need guidance on team membership, including aligning with provisions of the AFSA that allow for community membership.
- **Supporting ongoing data gathering and evaluation** in alignment with the data collection being improved by the AFSA. Alongside data monitoring and evaluation,

consider ways to improve data sharing among agencies when schools and districts need interventions on attendance from additional state agencies or community partners.

- **Blending attendance plans** in more meaningfully with other school and strategic plans created by schools and districts to allow for comprehensive plans that get beyond compliance and result in meaningful, community-driven, and tailored strategies to support school attendance.
- **Consider state approaches to a more robust incentives-based structure**, which shows promise in emerging evidence. This may include low-cost incentives but could also increase to high impact incentives such as tax breaks or other financial benefits for families that get their kids to school.
- **Investing in a comprehensive, statewide counseling strategy** to adequately address student mental health and other non-school barriers to attendance.

The Public Education Department could consider:

- **Supporting increased technical assistance on the implementation of the AFSA**, how to use data to drive decisions about attendance strategies, and better connecting interventions to root causes in ways that are responsive to differentiated needs based on school grade and cause of school absence.
- **Providing increased professional learning and networking among attendance focused professionals.** There is urgency among school professionals to quickly learn from one another and have a better understanding of attendance interventions and strategies that work directly in New Mexico.

Attendance Research

Overview and Background

- Attendance is a priority topic in the Legislative Education Study Committee's 2023 interim work plan. With schools experiencing high chronic absenteeism rates that worsened during the Covid-19 pandemic, it is critical the state finds meaningful solutions to support students being in school.

2023 Work Products

- Planned work products for the 2023 interim related to attendance include:
 - A review of the Attendance for Success Act (AFSA) and a crosswalk of strategies, requirements, and policy options as compared with research-based and evidence-driven attendance practices.
 - A data review of statewide attendance plans and analysis of strategies being used in practice and compared with the AFSA.
 - Case studies examining attendance practices in select school district and charter schools.
- A final LESC work product is scheduled to be presented in November 2023.

Case Study Locations

1. Central Consolidated Schools
2. Elida Municipal Schools
3. Hondo Valley Public Schools
4. Los Alamos Public Schools
5. Loving Municipal Schools
6. Mesa Vista Consolidated Schools
7. Rio Rancho Public Schools
8. Santa Fe Public Schools
9. Taos Integrated School for the Arts
10. Truth or Consequences Municipal Schools
11. West Las Vegas Public Schools

Case Study Format

- LESC staff anticipates producing a report with key information about attendance, the law, and core issues followed by a set of case studies examining more particular attendance practices. The report will also include statewide data, policy and budget recommendations, and key findings.
- Data and information we may include in the case studies includes:
 - School and community demographics and socio-demographics
 - Student enrollment; community population
 - Community poverty indicators
 - Demographics: Race and ethnicity, gender, housing status
 - *Martinez-Yazzie* student groups enrollment (students with disabilities, English learners, economically disadvantaged)
 - Disaggregated data by grade level
 - Attendance rates and chronic absenteeism rates (disaggregated)
 - Summative assessment scores in English, math, and science

- State equalization guarantee (SEG) allocations to each local education agency (LEA)
- School workforce information (Educator count; who is on the attendance team; who else supports attendance)
- Attendance policies
- Disciplinary policies
- Additional state investments/appropriations
 - Community school status; Innovation Zone funding; Family Income Index

Research Questions

- Near-Term:
 - How and in what ways are local education agencies using attendance improvement strategies outlined in the Attendance for Success Act (AFSA)?
 - If local education agencies are not using strategies outlined in the AFSA, what strategies are they using (at both the school and school district level)?
 - What factors and/or conditions are contributing to chronic absenteeism?

- Long-Term (Based on results of case studies and other components of research on attendance to allow for longer term analysis of how certain, specific factors contribute to chronic absenteeism):
 - To what extent is chronic absenteeism related to...
 - Barriers to attendance
 - Aversion to school
 - Disengagement from school
 - Misconceptions about the impact of absences

Barriers	Aversion	Disengagement	Misconceptions
<ul style="list-style-type: none"> • Chronic and acute illness • Family responsibilities or home situation • Trauma • Poor transportation • Housing and food insecurity • Inequitable access to needed services • System involvement • Lack of predictable schedules for learning • Lack of access to tech • Community violence 	<ul style="list-style-type: none"> • Struggling academically and/or behaviorally • Unwelcoming school climate • Social and peer challenges • Anxiety • Biased disciplinary and suspension practices • Undiagnosed disability and/or disability accommodations • Parents had negative educational experiences 	<ul style="list-style-type: none"> • Lack of challenging, culturally responsive instruction • Bored • No meaningful relationships to adults in the school (especially given staff shortages) • Lack of enrichment opportunities • Lack of academic and behavioral support • Failure to earn credits • Drawn to low-wage job vs. being in high school 	<ul style="list-style-type: none"> • Absences are only a problem if they are unexcused • Missing 2 days per month doesn't affect learning • Lose track and underestimate TOTAL absences • Sporadic absences aren't a problem • Attendance only matters in the older grades • Suspensions don't count as absence



www.attendanceworks.org



Attendance Improvement Plan

2023-2024

LEA Name: ALBUQUERQUE PUBLIC SCHOOLS

School Name: ALBUQUERQUE HIGH

Contact Name: Retracted

Contact E-mail: Retracted

Contact Phone Number: Retracted

Certification Status: Completed

District or School Attendance Team

Regardless of their absence rate, school districts must have an attendance team. Some districts may choose to have both a district and school level attendance team, depending on district size and need. The district or school attendance team is a group of school-based administrators, teachers, staff, other school personnel and community members who collaborate to implement an attendance plan. Attendance teams may be formed in whole or in part from preexisting groups or teams within the public school or may be formed for the explicit purpose of improving school attendance. School districts must reserve time for school personnel to collaborate as an attendance team. School districts must provide support and guidance to attendance teams on transportation and school scheduling options when these are identified as barriers to attendance.

Enter the names of attendance team members

Name	Title	Email
Retracted	Principal	Retracted
Retracted	Early Warning System Coordinator	Retracted
Retracted	Student Success Center	Retracted
Retracted	Special Education Teacher	Retracted
Retracted	Special Education Teacher	Retracted
Retracted	Special Education Teacher	Retracted
Retracted	School Community Coordinator	Retracted
Retracted	Student 12th	Retracted



Attendance Improvement Plan

Retracted	Social Studies Teacher	Retracted
Retracted	Student 10th	Retracted

Team Leader's Name: Retracted

Contact E-mail: Retracted

Contact Phone number: Retracted

Absence Rates

Absence Rate: Percentage of all student absences out of the total number of possible school days.

Chronic Absence Rate: Percentage of students in a subpopulation, public school or school district who have been enrolled for at least ten days and who have missed ten percent or more of school days since the beginning of the school year.

School 2022-2023 Overall Absence Rate: %11.20

School 2022-2023 Chronic Absence Rate: %36.38

Requirement to Develop Attendance Improvement Plan

Did your school have 5% or more of students with a chronic absence rate during the end of year reporting for the 2022-2023 school year.

Regardless of the chronic absence rate, all schools must develop and implement a whole-school absence prevention strategy to be reported to the PED. This strategy is reported using the Tier 1 section of the 4 Tiers of Supports tab.



Attendance Improvement Plan

Chronic Absence Data for Subpopulations and Grade Levels

Attendance Improvement Target for ALBUQUERQUE HIGH %37.10

School Chronic Absence Rate Disaggregated by Student Subpopulation

Subpopulation Name	Current Year Total Enrollment Number	2021-2022 Chronic Absence Rate	2022-2023 Chronic Absence Rate	2023-2024 Current Chronic Absence Rate
School - All Students	0	%40.66	%36.38	%0.00
Female	0	%38.65	%36.54	%0.00
Male	0	%42.80	%36.22	%0.00
Caucasian	0	%39.59	%35.51	%0.00
Black or African American	0	%50.35	%37.75	%0.00
Asian	0	%23.40	%30.56	%0.00
American Indian/Alaskan Native	0	%50.48	%48.04	%0.00
Native Hawaiian or Other Pacific Islander	0	%66.67	%57.14	%0.00
Economically-Disadvantaged	0	%53.46	%46.41	%0.00
Students with Disabilities	0	%50.00	%50.45	%0.00
English Language Learners	0	%45.56	%39.18	%0.00
Hispanic	0	%41.95	%37.07	%0.00
Non-Hispanic	0	%36.48	%34.18	%0.00



Attendance Improvement Plan

School Chronic Absence Rate Disaggregated by Student Grade

Subpopulation Grade Level	Current Year Total Enrollment Number	2021-2022 Chronic Absence Rate	2022-2023 Chronic Absence Rate	2023-2024 Current Chronic Absence Rate
School - All Students	0	%40.66	%36.38	%0.00
9th	0	%48.73	%42.55	%0.00
10th	0	%44.49	%34.97	%0.00
11th	0	%32.78	%30.05	%0.00
12th	0	%30.33	%34.51	%0.00



Attendance Improvement Plan

Root Causes

It is important to conduct an analysis of local district data to analyze root causes of chronic and excessive absenteeism and develop appropriate problem-solving strategies to address absences effectively. Document potential root causes of chronic and excessive absenteeism in your school using one or more of the following methods

1. *National and/or local research*
2. *Analysis of supportive factors and barriers*
3. *School-based research methods*

National and/or Local Research

Summarize research that can help to identify potential root causes and factors that may contribute to chronic and excessive absenteeism in your school. See appendix 4 for a list of national resources.

Across the country, more than 8 million students are missing so many days of school that they are academically at risk. Chronic absence - missing 10 percent or more of school days due to absence for any reason - excused, unexcused absences and suspensions, can translate into students having difficulty learning to read by the third-grade, achieving in middle school, and graduating from high school. (Attendance Works)



Attendance Improvement Plan

Analysis of Supportive Factors and Barriers in Addressing Chronic and Excessive Absenteeism

Describe the **supportive factors** that can assist your school in addressing absences. Examples include: Strong school advisory council, school-wide attendance campaign, full time school social worker, etc. Describe **barriers** that contribute to chronic absence that may be due to experiences and conditions that arise from factors outside the school and control of students and families. Examples may include: Acute and chronic illness, trauma, lack of health, mental health, vision or dental care; poor transportation; involvement with child welfare or juvenile justice systems; or frequent moves or school changes.

Supportive Factors

At AHS we have a strong early warning system (EWS) team composed of teachers, administrators, school health professionals, counselors, & support staff whose goal is to help our high-risk students succeed in the areas of academics, attendance, & behavior. The AHS Student Success Center (SSC) is used as a deterrent to out of school suspension. The use of Restorative Practices in the SSC helps in the following areas:

- * An additional intervention before punitive disciplinary action.
- * Minimizes the effect of the School-to-Prison Pipeline.
- * Encourage attendance improvement.
- * Emotional & social support for students whose needs are not met at home or school.
- * Opportunities to provide counseling & other services for students.
- * Opportunities to build community, school, & personal values, relationships, positive affirmations, historical knowledge, & school pride. * *
- * Opportunities to repair societal harm on our students.

Barriers

Some barriers AHS is currently facing are family social/emotional issues being brought to the school, defiant behavior from students who have chronic absenteeism, and exhausting all school resources such as basic food/clothing referrals, counseling, social work, behavior/attendance contracts, updating IEP's, and Behavior Intervention Plans. Another barrier is the amount of classes without teachers on a daily basis at our school campus that students miss because they do not want to be with a substitute teacher or did not have one available. Finally, mode of transportation within school boundaries is a challenge for many students.



Attendance Improvement Plan

School-Based Research Methods, including student surveys, student/staff interviews, youth participatory research

Our school intends to survey students and staff with regards to our attendance challenges. In addition, having student interviews and/or input during our EWS intervention assemblies guide our direction and next step plans on how to better service our At-risk student population.

In addition, collaboration with our school community coordinator is essential as we partner to provide our families all the resources needed so that students can focus on academics.

Student celebrations for academic excellence and positive attendance.

School wide announcements on attendance, in a positive approach. School wide attendance posters, Magnificent 7 recognitions, and partnering with homeroom/advisory teachers to ensure better attendance accountability.



Attendance Improvement Plan

Four Tiers Of Support: School Strategies to Improve Attendance

Tier 1: Whole School Prevention

Universal, whole school prevention for all students, including students who have missed less than 5% of classes for any reason. A whole-school approach focuses on improving attendance for all students and reducing chronic absenteeism.

Tier 1 strategies include engaging school climate, developing positive relationships with students and families, sharing impact of absences so it is widely understood, recognizing good or improved attendance, and identifying and addressing common barriers to attendance.

Strategy	Performance Measure	Data Collect Plan
All AHS staff will take attendance at every class period with fidelity	AHS staff will enter proper attendance codes for each student at every class period.	Synergy attendance reports for each class period/teacher.
Grade level secretaries will send attendance reminders to teachers who are not taking attendance.	School will generate a daily report for each period daily	Synergy attendance reports for each class period/teacher.
EWS ceremonies and celebration meetings.	Synergy/Versfit reports will display percentages for good attendance.	Reports every 6wk grading period per semester.
Prizes and recognitions for positive attendance trends at the school level.	Comparing reports of data between each event. Number of participants will also be measured.	Monitoring participation of students of each event.
Communication	Marquee, Surveys during advisory	25% of student population acknowledgement.
Positive Environment Messages	Surveys, posters, signs in and outside of school	25% of student population acknowledgement.



Attendance Improvement Plan

Tier 2: Individualized Prevention

Individualized prevention includes targeted intervention strategies for individual students who are missing five percent or more but less than ten percent of classes or school days for any reason. Tier 2 provides individualized prevention and early intervention for students who are missing 5% or more. Tier 2 provides an opportunity to create an individualized action plan that addresses chronic absences.

Tier 2 strategies include personalized outreach, assessing student and family needs, service coordination with health and social service providers to meet needs, and individualized action plans that address chronic absences and barriers to attendance and increase school engagement.

Strategy	Performance Measure	Data Collect Plan
Teachers will make contact with families in regards to attendance.	Teachers will make contact with families and document interaction on student contact log using emails, phone calls, and texts.	3 documented attempts by school staff on synergy student contact logs; one of which is a call or text.
Any AHS staff member will refer student to the Early Warning System Team via google forms.	Teacher will submit referral to the Early Warning System team at AHS.	Referrals for each student/class will be collected for documentation.
A member from the EWS team will attempt to make contact with family and add the (EWS) acronym.	Communication attempts will documented on synergy contact logs and on referrals.	Synergy student contact logs, referrals, and documented attempts.
AHS staff will provide families with in and out of school resources such as clothing, supplies, food, transportation, and housing assistance.	Families will be referred to the proper in and out of school resources as needed.	Number of referrals to each resource. Family center sign in sheets.
EWS member will follow up with families with regards to resources and attendance.	Synergy student contact logs and documentation on referral logs.	Synergy student contact log and referral follow up section.
During advisory, students will review and reflect on their attendance and brainstorm how to improve. Students will request support via AHS Assistance Form.	Lesson plan in the advisory classes. Data folder (google) creation. AHS Assistance Form will also be available around the school campus. (QR Code)	Data collection and monitoring by students in google docs.
Request for Support Form	MTSS & MLSS	Synergy



Attendance Improvement Plan

Tier 3: Early Intervention

Early intervention includes interventions for students who are considered chronically absent and missing ten percent or more but less than twenty percent of classes or school days for any reason.

Tier 3 strategies include developing individualized student intervention plans that focus on keeping the student in an educational setting with weekly progress monitoring and contract for attendance.

Strategy	Performance Measure	Data Collect Plan
Health & Wellness Referral	MTSS & MLSS	Synergy
A member from the EWS team will attempt to make contact with family to arrange a home visit.	Communication attempts will be documented on synergy contact logs and on referrals utilizing the EWS member label.	Synergy student contact logs, referrals, and documented attempts on EWS google sheets.
Create a Student Attendance Success Plan	10% to 19.99% MTSS/MLSS	Synergy
AHS staff member will monitor every 2 weeks	10% to 19.99% MTSS/MLSS	Synergy



Attendance Improvement Plan

Tier 4: Intensive Support

Intensive support includes interventions for students who are considered excessively absent and missing twenty percent or more of classes or school days for any reason. Tier 4 focuses on students who have not responded to previous interventions provided by the school and may lead to referrals to CYFD.

Tier 4 strategies include giving written notice to the student's family with a scheduled time to meet with the school principal and the attendance team, establishing non-punitive consequences at the school level, identifying appropriate specialized supports that may be needed to help student address the underlying causes of excessive absenteeism, and notifying the student and their family about the consequences for further absences.

Strategy	Performance Measure	Data Collect Plan
Refer to administration: Student, administration, and family will hold a conference to discuss best interest of the student.	Formal invite of conference via google meet or notification of conference form.	Student contact logs, synergy, & minutes taken at meetings with outcome of the conference.
20% + Excessive Chronic Absences	MTSS/MLSS	Synergy
AHS staff member will monitor every 2 weeks	20% + MTSS/MLSS	Synergy
A report to CYFD and JPO may occur.	Possible referral to CYFD and JPO documented on student contact log via synergy.	Student contact log via synergy.



Attendance Improvement Plan

School-Level Progress Update

Note: At the end of each school year, each school district must report progress made on the attendance improvement plan to the local school board and to the public on the school district's website on the following areas. This template has been provided to assist with this reporting.

Please identify the school supports and resources that were provided to students in each of the four tiers throughout the year in the spaces provided below.

Please provide a description of school supports and resources provided to students to further implementation of attendance plan for **Tier 1**.

Please provide a description of school supports and resources provided to students to further implementation of attendance plan for **Tier 2**.

Please provide a description of school supports and resources provided to students to further implementation of attendance plan for **Tier 3**.

Please provide a description of school supports and resources provided to students to further implementation of attendance plan for **Tier 4**.



Attendance Improvement Plan

Schools with chronic absence rates greater than ten percent are encouraged to monitor their progress in achieving attendance improvement targets throughout the year. School chronic absence rates for each reporting period will be auto-populated below and can be used to establish new attendance targets. The EOY target chronic absence rate for the school has been auto-populated from your School Attendance Improvement Plan.

Attendance Improvement Target at **40 day** Reporting Period

Actual Chronic Absence Rate: %0.00

Target Chronic Absence Rate: %0.00

Attendance Improvement Target at **80 day** Reporting Period

Actual Chronic Absence Rate: %0.00

Target Chronic Absence Rate: %0.00

Attendance Improvement Target at **120 day** Reporting Period

Actual Chronic Absence Rate: %0.00

Target Chronic Absence Rate: %0.00

Attendance Improvement Target at **EOY** Reporting Period

Actual Chronic Absence Rate: %0.00

Target Chronic Absence Rate: %37.10

If your 2022-2023 school chronic absence rate was greater than ten percent, discuss the extent to which your school achieved its improvement target in the space provided below.

Identify any barriers and challenges to reducing chronic absence rates at your school.

Identify effective school-based practices, as evidenced by decreased chronic absence rates.



Attendance Improvement Plan

Identify any school-level recommendations for improvement during the next school year.



Attendance Improvement Plan

2023-2024

LEA Name: ALBUQUERQUE PUBLIC SCHOOLS

Contact Name: Retracted

Contact E-mail: Retracted

Contact Phone Number: Retracted

Certification Status: Completed

Absence Rates

Absence Rate: Percentage of all student absences out of the total number of possible school days.

Chronic Absence Rate: Percentage of students in a subpopulation, public school or school district who have been enrolled for at least ten days and who have missed ten percent or more of school days since the beginning of the school year.

District 2022-2023 Overall Absence Rate: %10.42

District 2022-2023 Chronic Absence Rate: %36.40



Attendance Improvement Plan

District Attendance Targets by School

Enter an attendance improvement target for the district. For each school with chronic absence rate of ten percent or greater, please enter an attendance improvement target.

School Name	Current Year Total Enrollment Number	2021-2022 Overall Absence Rate	2021-2022 Chronic Absence Rate	2022-2023 Overall Absence Rate	2022-2023 Chronic Absence Rate	2023-2024 Overall Absence Rate	2023-2024 Chronic Absence Rate	Attendance Improvement Target if 2022-2023 chronic absence rate is greater than ten percent
DISTRICT-ALL STUDENTS	0	%12.08	%45.83	%10.42	%36.40	%0.00	%0.00	%33.40
A. MONTOYA ELEMENTARY	0	%12.92	%58.39	%10.65	%43.79	%0.00	%0.00	%34.20
ABQ CHARTER ACADEMY	0	%22.47	%59.55	%42.33	%92.31	%0.00	%0.00	%89.31
ACE LEADERSHIP HIGH SCHOOL	0	%17.21	%75.11	%15.09	%69.52	%0.00	%0.00	%63.52
ADOBE ACRES ELEMENTARY	0	%14.54	%65.99	%11.97	%51.23	%0.00	%0.00	%46.40
ALAMEDA ELEMENTARY	0	%14.73	%64.26	%11.72	%50.81	%0.00	%0.00	%48.00
ALAMOSA ELEMENTARY	0	%16.24	%67.06	%11.59	%47.64	%0.00	%0.00	%42.50
ALBUQUERQUE HIGH	0	%12.37	%40.66	%11.20	%36.38	%0.00	%0.00	%37.10
ALICE KING COMMUNITY SCHOOL	0	%7.42	%25.83	%8.63	%34.39	%0.00	%0.00	%31.39
ALVARADO ELEMENTARY	0	%10.30	%38.57	%8.30	%31.96	%0.00	%0.00	%28.96
APACHE ELEMENTARY	0	%17.18	%66.06	%13.18	%53.85	%0.00	%0.00	%48.00
ARMIJO ELEMENTARY	0	%15.81	%69.62	%12.37	%52.83	%0.00	%0.00	%52.00
ARROYO DEL OSO ELEMENTARY	0	%11.96	%51.88	%8.80	%31.73	%0.00	%0.00	%25.00



Attendance Improvement Plan

School Name	Current Year Total Enrollment Number	2021-2022 Overall Absence Rate	2021-2022 Chronic Absence Rate	2022-2023 Overall Absence Rate	2022-2023 Chronic Absence Rate	2023-2024 Overall Absence Rate	2023-2024 Chronic Absence Rate	Attendance Improvement Target if 2022-2023 chronic absence rate is greater than ten percent
ATRISCO ELEMENTARY	0	%14.19	%60.69	%11.35	%46.79	%0.00	%0.00	%44.40
ATRISCO HERITAGE ACADEMY HS	0	%15.30	%56.10	%12.37	%43.10	%0.00	%0.00	%43.00
BANDELIER ELEMENTARY	0	%10.43	%40.43	%8.09	%29.09	%0.00	%0.00	%21.40
BARCELONA ELEMENTARY	0	%14.01	%59.32	%12.83	%47.60	%0.00	%0.00	%45.40
BEL-AIR ELEMENTARY	0	%12.49	%47.06	%11.07	%39.56	%0.00	%0.00	%35.00
BELLEHAVEN ELEMENTARY	0	%14.79	%63.64	%9.64	%37.08	%0.00	%0.00	%31.00
CAREER ENRICHMENT	0	%0.00	%0.00	%0.00	%0.00	%0.00	%0.00	%0.00
CARLOS REY ELEMENTARY	0	%13.32	%59.72	%8.51	%28.50	%0.00	%0.00	%22.00
CHAMIZA ELEMENTARY	0	%11.72	%46.87	%9.17	%35.29	%0.00	%0.00	%30.29
CHAPARRAL ELEMENTARY	0	%12.15	%50.54	%9.64	%38.46	%0.00	%0.00	%35.46
CHELWOOD ELEMENTARY	0	%13.11	%53.32	%10.71	%45.99	%0.00	%0.00	%39.40
CHRISTINE DUNCAN HERITAGE ACADEMY	0	%8.75	%33.86	%10.89	%43.64	%0.00	%0.00	%40.64
CIBOLA HIGH	0	%12.58	%44.54	%11.20	%34.30	%0.00	%0.00	%31.30
CIEN AGUAS INTERNATIONAL	0	%5.46	%15.02	%5.52	%14.75	%0.00	%0.00	%11.75
CLEVELAND MIDDLE	0	%11.59	%43.92	%8.57	%26.31	%0.00	%0.00	%17.00



Attendance Improvement Plan

School Name	Current Year Total Enrollment Number	2021-2022 Overall Absence Rate	2021-2022 Chronic Absence Rate	2022-2023 Overall Absence Rate	2022-2023 Chronic Absence Rate	2023-2024 Overall Absence Rate	2023-2024 Chronic Absence Rate	Attendance Improvement Target if 2022-2023 chronic absence rate is greater than ten percent
COCHITI ELEMENTARY	0	%15.32	%56.43	%13.07	%51.63	%0.00	%0.00	%48.63
COLLEGE AND CAREER HIGH SCHOOL	0	%4.91	%14.45	%6.36	%20.69	%0.00	%0.00	%17.69
COLLET PARK ELEMENTARY	0	%11.51	%44.36	%11.32	%46.70	%0.00	%0.00	%43.70
COMANCHE ELEMENTARY	0	%11.57	%46.01	%8.50	%30.79	%0.00	%0.00	%25.00
CONTINUATION SCHOOL	0	%4.21	%9.30	%14.03	%16.67	%0.00	%0.00	%13.67
CORAL COMMUNITY CHARTER	0	%10.04	%40.53	%11.03	%45.00	%0.00	%0.00	%42.00
CORONADO ELEMENTARY	0	%7.41	%23.38	%6.45	%17.83	%0.00	%0.00	%11.80
CORRALES ELEMENTARY	0	%8.91	%32.44	%8.61	%34.29	%0.00	%0.00	%31.29
CORRALES INTERNATIONAL	0	%6.05	%14.17	%5.50	%11.76	%0.00	%0.00	%8.76
COTTONWOOD CLASSICAL PREP	0	%6.40	%19.85	%5.00	%10.14	%0.00	%0.00	%7.14
COYOTE WILLOW FAMILY SCHOOL	0	%5.66	%16.55	%4.56	%8.30	%0.00	%0.00	%5.20
DEL NORTE HIGH	0	%18.59	%58.72	%16.52	%52.98	%0.00	%0.00	%47.00
DENNIS CHAVEZ ELEMENTARY	0	%9.18	%35.56	%6.55	%21.15	%0.00	%0.00	%10.00
DESERT RIDGE MIDDLE	0	%6.91	%23.80	%6.01	%17.63	%0.00	%0.00	%12.00



Attendance Improvement Plan

School Name	Current Year Total Enrollment Number	2021-2022 Overall Absence Rate	2021-2022 Chronic Absence Rate	2022-2023 Overall Absence Rate	2022-2023 Chronic Absence Rate	2023-2024 Overall Absence Rate	2023-2024 Chronic Absence Rate	Attendance Improvement Target if 2022-2023 chronic absence rate is greater than ten percent
DESERT WILLOW FAMILY SCHOOL	0	%5.64	%14.04	%4.39	%8.00	%0.00	%0.00	%5.00
DIGITAL ARTS AND TECHNOLOGY	0	%6.31	%21.16	%7.47	%25.55	%0.00	%0.00	%22.55
DOLORES GONZALES ELEMENTARY	0	%11.81	%52.34	%9.63	%43.03	%0.00	%0.00	%36.80
DOUBLE EAGLE ELEMENTARY	0	%6.42	%17.74	%5.72	%14.91	%0.00	%0.00	%7.00
DURANES ELEMENTARY	0	%15.51	%61.98	%12.72	%48.77	%0.00	%0.00	%45.77
EARLY COLLEGE ACADEMY	0	%4.65	%10.48	%5.85	%17.27	%0.00	%0.00	%14.27
EAST MOUNTAIN HIGH SCHOOL	0	%5.56	%14.91	%4.47	%8.88	%0.00	%0.00	%5.88
EAST SAN JOSE ELEMENTARY	0	%10.35	%39.36	%9.67	%37.46	%0.00	%0.00	%37.50
ECADEMY K-8	0	%14.44	%48.17	%16.27	%48.80	%0.00	%0.00	%45.00
ECADEMY VIRTUAL HIGH SCHOOL	0	%0.60	%0.62	%0.99	%2.44	%0.00	%0.00	%1.50
EDMUND G ROSS ELEMENTARY	0	%13.16	%62.36	%10.73	%40.78	%0.00	%0.00	%35.00
EDWARD GONZALES ELEMENTARY	0	%13.03	%55.29	%8.95	%30.28	%0.00	%0.00	%32.00
EISENHOWER MIDDLE	0	%8.50	%31.63	%6.89	%20.69	%0.00	%0.00	%14.00



Attendance Improvement Plan

School Name	Current Year Total Enrollment Number	2021-2022 Overall Absence Rate	2021-2022 Chronic Absence Rate	2022-2023 Overall Absence Rate	2022-2023 Chronic Absence Rate	2023-2024 Overall Absence Rate	2023-2024 Chronic Absence Rate	Attendance Improvement Target if 2022-2023 chronic absence rate is greater than ten percent
EL CAMINO REAL ACADEMY	0	%10.12	%38.46	%11.52	%43.85	%0.00	%0.00	%40.85
ELDORADO HIGH	0	%10.01	%32.84	%8.85	%26.53	%0.00	%0.00	%21.00
EMERSON ELEMENTARY	0	%15.15	%61.10	%14.94	%51.49	%0.00	%0.00	%46.30
ERNIE PYLE MIDDLE	0	%13.46	%55.13	%10.84	%43.35	%0.00	%0.00	%40.35
EUGENE FIELD ELEMENTARY	0	%20.66	%85.26	%11.70	%46.25	%0.00	%0.00	%43.40
FREEDOM HIGH	0	%43.02	%90.71	%37.77	%88.44	%0.00	%0.00	%86.00
GARFIELD MIDDLE	0	%16.80	%64.40	%12.44	%44.34	%0.00	%0.00	%30.52
GEORGE I SANCHEZ	0	%11.78	%48.66	%10.15	%39.41	%0.00	%0.00	%29.00
GEORGIA O'KEEFFE ELEMENTARY	0	%7.61	%26.75	%5.72	%15.67	%0.00	%0.00	%12.67
GILBERT L SENA CHARTER HS	0	%21.67	%76.36	%25.37	%81.32	%0.00	%0.00	%78.32
GORDON BERNELL CHARTER	0	%9.41	%31.99	%7.86	%28.44	%0.00	%0.00	%25.44
GOV BENT ELEMENTARY	0	%13.60	%57.40	%10.61	%42.90	%0.00	%0.00	%35.00
GRANT MIDDLE	0	%12.93	%49.32	%9.81	%34.15	%0.00	%0.00	%28.00
GRIEGOS ELEMENTARY	0	%11.01	%45.00	%8.47	%32.11	%0.00	%0.00	%29.11
HARRISON MIDDLE	0	%10.74	%43.34	%10.57	%38.81	%0.00	%0.00	%35.81



Attendance Improvement Plan

School Name	Current Year Total Enrollment Number	2021-2022 Overall Absence Rate	2021-2022 Chronic Absence Rate	2022-2023 Overall Absence Rate	2022-2023 Chronic Absence Rate	2023-2024 Overall Absence Rate	2023-2024 Chronic Absence Rate	Attendance Improvement Target if 2022-2023 chronic absence rate is greater than ten percent
HAWTHORNE ELEMENTARY	0	%14.04	%65.24	%10.13	%40.11	%0.00	%0.00	%40.00
HAYES MIDDLE	0	%15.27	%57.55	%12.75	%45.01	%0.00	%0.00	%40.48
HEALTH LEADERSHIP HIGH SCHOOL	0	%25.08	%65.07	%30.38	%76.15	%0.00	%0.00	%73.15
HELEN CORDERO PRIMARY	0	%16.41	%72.98	%13.64	%56.80	%0.00	%0.00	%50.00
HIGHLAND AUTISM CENTER	0	%7.09	%26.79	%5.35	%25.53	%0.00	%0.00	%22.53
HIGHLAND HIGH	0	%12.38	%48.79	%13.46	%46.26	%0.00	%0.00	%36.00
HODGIN ELEMENTARY	0	%16.81	%70.53	%13.81	%50.43	%0.00	%0.00	%35.00
HOOVER MIDDLE	0	%10.08	%41.76	%8.51	%30.30	%0.00	%0.00	%18.00
HUBERT H HUMPHREY ELEMENTARY	0	%7.02	%24.07	%6.19	%16.02	%0.00	%0.00	%12.00
INEZ ELEMENTARY	0	%10.69	%40.24	%8.32	%31.17	%0.00	%0.00	%25.00
INTERNATIONAL SCHOOL AT MESA DEL SOL	0	%11.44	%50.74	%9.81	%37.43	%0.00	%0.00	%34.43
JACKSON MIDDLE	0	%12.61	%51.23	%10.37	%40.18	%0.00	%0.00	%37.18
JAMES MONROE MIDDLE	0	%11.03	%43.44	%8.37	%26.90	%0.00	%0.00	%23.90
JANET KAHN FINE ARTS ACADEMY	0	%14.63	%61.48	%12.01	%51.88	%0.00	%0.00	%46.00



Attendance Improvement Plan

School Name	Current Year Total Enrollment Number	2021-2022 Overall Absence Rate	2021-2022 Chronic Absence Rate	2022-2023 Overall Absence Rate	2022-2023 Chronic Absence Rate	2023-2024 Overall Absence Rate	2023-2024 Chronic Absence Rate	Attendance Improvement Target if 2022-2023 chronic absence rate is greater than ten percent
JEFFERSON MIDDLE	0	%11.25	%43.32	%9.12	%31.12	%0.00	%0.00	%29.20
JIMMY CARTER MIDDLE	0	%12.66	%51.71	%10.87	%41.61	%0.00	%0.00	%38.61
JOHN ADAMS MIDDLE	0	%15.76	%57.14	%11.95	%46.84	%0.00	%0.00	%43.84
JOHN BAKER ELEMENTARY	0	%9.35	%35.46	%7.66	%26.28	%0.00	%0.00	%20.00
KENNEDY MIDDLE	0	%14.10	%54.34	%11.96	%42.67	%0.00	%0.00	%40.20
KIRTLAND ELEMENTARY	0	%11.08	%48.90	%10.50	%36.82	%0.00	%0.00	%34.50
KIT CARSON ELEMENTARY	0	%16.51	%68.54	%12.73	%53.51	%0.00	%0.00	%51.70
L.B. JOHNSON MIDDLE	0	%9.46	%34.28	%9.12	%32.15	%0.00	%0.00	%28.00
LA ACADEMIA DE ESPERANZA	0	%23.10	%86.11	%20.56	%64.66	%0.00	%0.00	%61.44
LA CUEVA HIGH	0	%7.38	%25.82	%6.94	%21.12	%0.00	%0.00	%15.00
LA LUZ ELEMENTARY	0	%16.07	%67.15	%11.89	%42.86	%0.00	%0.00	%0.00
LA MESA ELEMENTARY	0	%10.47	%44.06	%9.77	%39.01	%0.00	%0.00	%34.03
LAVALAND ELEMENTARY	0	%17.01	%65.34	%13.84	%54.10	%0.00	%0.00	%51.10
LEW WALLACE ELEMENTARY	0	%14.07	%61.84	%11.04	%44.56	%0.00	%0.00	%40.06
LONGFELLOW ELEMENTARY	0	%10.79	%48.54	%9.58	%34.86	%0.00	%0.00	%32.06
LOS PADILLAS ELEMENTARY	0	%15.02	%66.30	%10.22	%39.02	%0.00	%0.00	%36.02



Attendance Improvement Plan

School Name	Current Year Total Enrollment Number	2021-2022 Overall Absence Rate	2021-2022 Chronic Absence Rate	2022-2023 Overall Absence Rate	2022-2023 Chronic Absence Rate	2023-2024 Overall Absence Rate	2023-2024 Chronic Absence Rate	Attendance Improvement Target if 2022-2023 chronic absence rate is greater than ten percent
LOS PUENTES CHARTER	0	%28.42	%81.60	%23.33	%64.96	%0.00	%0.00	%61.96
LOS RANCHOS ELEMENTARY	0	%14.80	%57.75	%11.19	%47.08	%0.00	%0.00	%44.08
LOWELL ELEMENTARY	0	%19.34	%69.51	%16.24	%52.22	%0.00	%0.00	%47.22
MACARTHUR ELEMENTARY	0	%14.33	%60.91	%10.05	%40.54	%0.00	%0.00	%37.54
MADISON MIDDLE	0	%9.49	%37.04	%8.83	%28.86	%0.00	%0.00	%23.00
MANZANO HIGH	0	%18.60	%63.34	%13.85	%45.25	%0.00	%0.00	%46.40
MANZANO MESA ELEMENTARY	0	%12.61	%56.48	%8.19	%30.80	%0.00	%0.00	%25.60
MARIE M HUGHES ELEMENTARY	0	%12.19	%52.24	%9.63	%37.12	%0.00	%0.00	%34.12
MARK ARMIJO ACADEMY	0	%12.88	%51.87	%11.69	%45.37	%0.00	%0.00	%42.37
MARK TWAIN ELEMENTARY	0	%12.80	%51.07	%11.53	%46.95	%0.00	%0.00	%33.00
MARYANN BINFORD ELEMENTARY	0	%12.85	%58.54	%9.50	%36.19	%0.00	%0.00	%33.19
MATHESON PARK ELEMENTARY	0	%11.33	%42.51	%9.26	%35.75	%0.00	%0.00	%35.00
MCCOLLUM ELEMENTARY	0	%11.51	%46.55	%12.17	%48.39	%0.00	%0.00	%39.00
MCKINLEY MIDDLE	0	%12.58	%50.92	%11.91	%43.69	%0.00	%0.00	%41.00
MISSION AVENUE ELEMENTARY	0	%17.11	%67.32	%11.34	%43.39	%0.00	%0.00	%38.00



Attendance Improvement Plan

School Name	Current Year Total Enrollment Number	2021-2022 Overall Absence Rate	2021-2022 Chronic Absence Rate	2022-2023 Overall Absence Rate	2022-2023 Chronic Absence Rate	2023-2024 Overall Absence Rate	2023-2024 Chronic Absence Rate	Attendance Improvement Target if 2022-2023 chronic absence rate is greater than ten percent
MITCHELL ELEMENTARY	0	%12.14	%52.70	%9.25	%35.09	%0.00	%0.00	%20.00
MONTE VISTA ELEMENTARY	0	%8.65	%31.68	%7.82	%28.54	%0.00	%0.00	%23.80
MONTESSORI OF THE RIO GRANDE	0	%6.43	%17.51	%6.53	%22.02	%0.00	%0.00	%19.02
MONTEZUMA ELEMENTARY	0	%11.16	%43.30	%10.57	%37.28	%0.00	%0.00	%34.60
MOUNTAIN MAHOGANY COMMUNITY SCHOOL	0	%13.78	%52.25	%10.34	%40.59	%0.00	%0.00	%37.59
MOUNTAIN VIEW ELEMENTARY	0	%13.87	%58.60	%12.32	%47.06	%0.00	%0.00	%42.60
NATIVE AMERICAN COMMUNITY ACADEMY	0	%8.91	%33.73	%9.47	%35.16	%0.00	%0.00	%32.16
NAVAJO ELEMENTARY	0	%13.40	%61.46	%10.85	%41.58	%0.00	%0.00	%42.40
NEW AMERICA SCHOOL	0	%34.85	%87.54	%24.52	%78.67	%0.00	%0.00	%75.67
NEW FUTURES HIGH SCHOOL	0	%54.48	%97.85	%40.12	%90.11	%0.00	%0.00	%87.11
NEW MEXICO INTERNATIONAL SCHOOL	0	%4.71	%10.07	%7.70	%30.23	%0.00	%0.00	%27.23
NEX GEN ACADEMY	0	%6.09	%17.96	%6.91	%23.48	%0.00	%0.00	%20.48
NORTH STAR ELEMENTARY	0	%6.03	%14.55	%5.69	%15.26	%0.00	%0.00	%1.00
ONATE ELEMENTARY	0	%8.92	%32.40	%7.65	%27.60	%0.00	%0.00	%17.00



Attendance Improvement Plan

School Name	Current Year Total Enrollment Number	2021-2022 Overall Absence Rate	2021-2022 Chronic Absence Rate	2022-2023 Overall Absence Rate	2022-2023 Chronic Absence Rate	2023-2024 Overall Absence Rate	2023-2024 Chronic Absence Rate	Attendance Improvement Target if 2022-2023 chronic absence rate is greater than ten percent
OSUNA ELEMENTARY	0	%8.79	%31.79	%6.50	%20.76	%0.00	%0.00	%13.00
PAINTED SKY ELEMENTARY	0	%14.40	%61.43	%10.66	%43.30	%0.00	%0.00	%40.30
PAJARITO ELEMENTARY	0	%15.97	%70.13	%11.89	%48.02	%0.00	%0.00	%40.50
PETROGLYPH ELEMENTARY	0	%10.43	%44.13	%8.67	%36.08	%0.00	%0.00	%33.08
POLK MIDDLE	0	%11.17	%47.92	%11.74	%44.22	%0.00	%0.00	%41.22
PUBLIC ACADEMY FOR PERFORMING ARTS	0	%7.85	%27.64	%7.03	%23.16	%0.00	%0.00	%20.16
REGINALD CHAVEZ ELEMENTARY	0	%13.71	%56.83	%13.08	%52.15	%0.00	%0.00	%52.30
RIO GRANDE HIGH	0	%14.92	%55.54	%13.42	%46.47	%0.00	%0.00	%43.47
ROBERT F. KENNEDY CHARTER	0	%16.87	%58.63	%14.94	%61.59	%0.00	%0.00	%58.59
ROOSEVELT MIDDLE	0	%9.40	%37.14	%9.01	%28.07	%0.00	%0.00	%24.90
RUDOLFO ANAYA ELEMENTARY	0	%14.83	%62.92	%10.76	%43.77	%0.00	%0.00	%35.00
S. Y. JACKSON ELEMENTARY	0	%7.79	%25.53	%6.55	%20.54	%0.00	%0.00	%15.00
SAN ANTONITO ELEMENTARY	0	%9.99	%46.35	%7.81	%26.30	%0.00	%0.00	%20.80
SANDIA BASE ELEMENTARY	0	%10.28	%39.41	%7.84	%27.44	%0.00	%0.00	%22.50
SANDIA HIGH	0	%11.08	%39.00	%9.11	%30.97	%0.00	%0.00	%25.00



Attendance Improvement Plan

School Name	Current Year Total Enrollment Number	2021-2022 Overall Absence Rate	2021-2022 Chronic Absence Rate	2022-2023 Overall Absence Rate	2022-2023 Chronic Absence Rate	2023-2024 Overall Absence Rate	2023-2024 Chronic Absence Rate	Attendance Improvement Target if 2022-2023 chronic absence rate is greater than ten percent
SCHOOL ON WHEELS HIGH SCHOOL	0	%6.60	%24.32	%13.00	%51.04	%0.00	%0.00	%48.04
SEVEN BAR ELEMENTARY	0	%10.51	%43.85	%7.92	%28.29	%0.00	%0.00	%20.00
SIEMBRA LEADERSHIP HIGH SCHOOL	0	%14.60	%57.29	%15.42	%65.73	%0.00	%0.00	%63.73
SIERRA ALTERNATIVE	0	%0.00	%0.00	%0.00	%0.00	%0.00	%0.00	%0.00
SIERRA VISTA ELEMENTARY	0	%10.72	%45.53	%8.70	%32.70	%0.00	%0.00	%29.70
SOMBRA DEL MONTE ELEMENTARY	0	%11.92	%46.26	%10.09	%36.43	%0.00	%0.00	%30.00
SOUTH VALLEY ACADEMY	0	%6.75	%21.52	%6.33	%16.75	%0.00	%0.00	%13.75
SUNSET VIEW ELEMENTARY	0	%10.08	%41.75	%7.26	%23.48	%0.00	%0.00	%20.48
SUSIE RAYOS MARMON ELEMENTARY	0	%15.78	%62.04	%12.54	%50.97	%0.00	%0.00	%47.97
TAFT MIDDLE	0	%8.80	%30.79	%9.37	%33.54	%0.00	%0.00	%30.54
TAYLOR MIDDLE	0	%8.21	%36.99	%9.53	%37.36	%0.00	%0.00	%31.00
TECHNOLOGY LEADERSHIP HIGH SCHOOL	0	%10.79	%37.84	%10.11	%33.33	%0.00	%0.00	%30.33
THE ALB TALENT DEVELOPMENT CHARTER	0	%16.37	%63.50	%11.75	%48.77	%0.00	%0.00	%45.77



Attendance Improvement Plan

School Name	Current Year Total Enrollment Number	2021-2022 Overall Absence Rate	2021-2022 Chronic Absence Rate	2022-2023 Overall Absence Rate	2022-2023 Chronic Absence Rate	2023-2024 Overall Absence Rate	2023-2024 Chronic Absence Rate	Attendance Improvement Target if 2022-2023 chronic absence rate is greater than ten percent
TIERRA ANTIGUA ELEMENTARY	0	%10.18	%41.67	%7.23	%23.11	%0.00	%0.00	%18.00
TOMASITA ELEMENTARY	0	%19.99	%71.84	%15.37	%50.57	%0.00	%0.00	%45.07
TONY HILLERMAN MIDDLE SCHOOL	0	%9.37	%34.34	%7.87	%24.40	%0.00	%0.00	%21.40
TRES VOLCANES COMMUNITY COLLABORATIVE SC	0	%11.35	%46.54	%10.05	%36.89	%0.00	%0.00	%33.89
TRUMAN MIDDLE	0	%12.85	%52.46	%10.25	%37.50	%0.00	%0.00	%28.00
UNITED COMMUNITY ACADEMY CHARTER SCHOOL	0	%0.00	%0.00	%0.00	%0.00	%0.00	%0.00	%0.00
VALLE VISTA ELEMENTARY	0	%15.09	%58.48	%12.60	%49.01	%0.00	%0.00	%45.60
VALLEY HIGH	0	%16.62	%58.47	%13.17	%44.70	%0.00	%0.00	%35.00
VAN BUREN MIDDLE	0	%10.52	%43.34	%11.64	%41.44	%0.00	%0.00	%38.44
VENTANA RANCH ELEMENTARY	0	%10.49	%45.37	%7.67	%27.35	%0.00	%0.00	%24.35
VISION QUEST ALTERNATIVE MIDDLE	0	%17.74	%82.14	%14.11	%50.00	%0.00	%0.00	%47.00
VOLCANO VISTA HIGH	0	%10.48	%37.46	%8.84	%27.94	%0.00	%0.00	%22.00
VOZ COLLEGIATE PREPARATORY CHARTER SCHOO	0	%0.03	%0.00	%0.54	%1.39	%0.00	%0.00	%1.00



Attendance Improvement Plan

School Name	Current Year Total Enrollment Number	2021-2022 Overall Absence Rate	2021-2022 Chronic Absence Rate	2022-2023 Overall Absence Rate	2022-2023 Chronic Absence Rate	2023-2024 Overall Absence Rate	2023-2024 Chronic Absence Rate	Attendance Improvement Target if 2022-2023 chronic absence rate is greater than ten percent
WASHINGTON MIDDLE	0	%9.04	%36.08	%7.94	%27.09	%0.00	%0.00	%27.07
WEST MESA HIGH	0	%16.87	%57.68	%13.91	%43.15	%0.00	%0.00	%40.15
WHERRY ELEMENTARY	0	%17.68	%66.38	%14.91	%56.77	%0.00	%0.00	%53.90
WHITTIER ELEMENTARY	0	%15.72	%68.73	%14.42	%57.31	%0.00	%0.00	%53.90
WILLIAM W JOSEPHINE DORN CHARTER	0	%12.90	%54.29	%9.64	%43.14	%0.00	%0.00	%40.14
WILSON MIDDLE	0	%13.84	%56.26	%12.33	%43.94	%0.00	%0.00	%37.00
ZIA ELEMENTARY	0	%10.32	%37.50	%9.36	%34.57	%0.00	%0.00	%31.40
ZUNI ELEMENTARY	0	%12.97	%47.13	%10.55	%43.36	%0.00	%0.00	%33.00



Attendance Improvement Plan

District Attendance Improvement Targets

District Attendance Improvement Targets by Subpopulation.

Enter the attendance improvement target for the district. For each subpopulation and grade level with a chronic absence rate of ten percent or greater, please enter an attendance improvement target.

Subpopulation Name	Current Year Total Enrollment Number	2021-2022 Chronic Absence Rate	2022-2023 Chronic Absence Rate	2023-2024 Current Chronic Absence Rate	2023-2024 Attendance Improvement Target if chronic absence rate is greater than ten percent
District - All Students	0	%45.83	%36.40	%0.00	%33.40
Female	0	%45.75	%36.69	%0.00	%33.69
Male	0	%45.90	%36.12	%0.00	%33.12
Caucasian	0	%45.51	%35.84	%0.00	%32.84
Black or African American	0	%48.14	%37.38	%0.00	%34.38
Asian	0	%23.45	%20.41	%0.00	%17.41
American Indian/Alaskan Native	0	%55.17	%45.13	%0.00	%42.13
Native Hawaiian or Other Pacific Islander	0	%49.62	%49.30	%0.00	%46.30
Economically-Disadvantaged	0	%54.50	%43.02	%0.00	%40.02
Students with Disabilities	0	%55.54	%44.04	%0.00	%41.04
English Language Learners	0	%49.90	%39.92	%0.00	%36.92
Hispanic	0	%49.37	%39.27	%0.00	%36.27
Non-Hispanic	0	%38.74	%30.66	%0.00	%27.66



Attendance Improvement Plan

District Attendance Improvement Targets by Grade Level.

Enter the attendance improvement target for the district. For each subpopulation and grade level with a chronic absence rate of ten percent or greater, please enter an attendance improvement target.

Subpopulation Grade Level	Current Year Total Enrollment Number	2021-2022 Chronic Absence Rate	2022-2023 Chronic Absence Rate	2023-2024 Current Chronic Absence Rate	2023-2024 Attendance Improvement Target if chronic absence rate is greater than ten percent
District - All Students	0	%45.83	%36.40	%0.00	%33.40
Kindergarten	0	%52.44	%42.90	%0.00	%37.90
1st	0	%51.05	%37.99	%0.00	%32.99
2nd	0	%47.98	%36.41	%0.00	%31.41
3rd	0	%46.71	%33.23	%0.00	%28.23
4th	0	%46.53	%33.37	%0.00	%28.37
5th	0	%45.36	%32.36	%0.00	%27.36
6th	0	%41.24	%29.93	%0.00	%24.93
7th	0	%40.90	%33.16	%0.00	%28.16
8th	0	%42.87	%34.98	%0.00	%29.98
9th	0	%47.95	%42.23	%0.00	%37.23
10th	0	%43.93	%36.64	%0.00	%31.64
11th	0	%41.67	%31.88	%0.00	%26.88
12th	0	%43.38	%39.16	%0.00	%34.16



Attendance Improvement Plan

Four Tiers Of Support

Tier 1: Whole School Prevention

Universal, whole school prevention for all students, including students who have missed less than 5% of classes for any reason. A whole-school approach focuses on improving attendance for all students and reducing chronic absenteeism.

Tier 1 strategies include engaging school climate, developing positive relationships with students and families, sharing impact of absences so it is widely understood, recognizing good or improved attendance, and identifying and addressing common barriers to attendance.

Provide description of supports and resources available to all schools in district to further implementation of attendance for Tier I

Everyone in the district has a role to play in attendance. The division of duties falls into three main categories: the attendance data system, district support staff who manage the data system and provide support to schools, and school staff who perform the individual attendance work with students and families.

ATTENDANCE DATA SYSTEM

Reliable, accessible and flexible data systems and data are critically important to the success of school and district attendance improvement efforts. APS encourages teachers to enter data into Synergy and is in non-stop development of data reports, snapshots and drill down options in order to support attendance efforts. Although this is a continuous process, staff at both the school and district levels can access various dynamic data in order to support their planning and implementation of the tiered approach to attendance.

DISTRICT-LEVEL SUPPORTS, RESOURCES, AND ACTIVITIES

Albuquerque Public Schools is fortunate to have multiple district departments with staff who have expertise in subjects, best practices, strategies, and resources to assist schools in implementing whole school processes and practices that create a school climate and culture of attendance. These specialized supports to schools focus on components such as: family engagement, school climate, equity, behavior redirectors and restorative practices, newcomer students, social emotional learning supports, community schools, community partnerships, volunteer programs, language and translation support, out of school time programs, and many others.

TRAINING AND CAPACITY BUILDING

All schools in the district (including APS chartered schools for most supports) are offered a variety of training and capacity building opportunities, resources, and support from the district. These capacity building opportunities are based on a wide variety of topics and practices that directly and indirectly support schools with their efforts to establish strong tier one whole school prevention. Specific examples that directly focus on attendance include the Fall and Spring Attendance Conferences and Kindergarten Attendance Initiative, which build knowledge, skills and resources for hundreds of staff annually.

Family Engagement

A specific means in which schools are supported with capacity building are the School Training for Engagement Planning (STEP) workshops



Attendance Improvement Plan

that focus school family engagement practices on meeting school goals, including attendance. School teams attend, learn about family engagement best practices, conduct a self-assessment, and start developing an annual plan. The training is designed to have schools intentionally link their family engagement efforts with school goals. In particular, student attendance and the tiered approach to attendance are explained and utilized as context. Then the participants engage in an activity where they align their family engagement efforts to support student attendance.

TIERED SUPPORTS TO SCHOOLS

The district has created a performance framework for each school aimed at identifying schools with high need, aligning district supports, and facilitating improvement. Attendance data is one of the indicators utilized. The Attendance Supports Unit utilizes this district-wide data to identify schools that require various levels of outreach support based on their need and performance. This tiered approach to school support guides district staff on which schools should receive training, the intensity of training, outreach, and individualized school support.

COMMUNICATIONS AND AWARENESS

Albuquerque Public Schools wants the entire community to understand and support student attendance every school day. In order for families and students to understand we are here to help remove barriers to their attendance and to partner with them to co-create attendance solutions, the district implements a variety of awareness and communication activities.

For instance, as September is Attendance Awareness Month, the district implemented an intentional Attendance Awareness Marketing Campaign. This campaign included specific calls to action for both internal and external audiences/customers. A key component of this marketing campaign was aimed at helping families understand attendance percentage calculations and included a description of the tiers of attendance.

As well, the district utilizes a variety of notifications to families around student absences and our wish to partner around solutions. These include notifications around safety as well as daily and period attendance.

ACTIVATION OF COMMUNITY PARTNERSHIPS

Schools are encouraged and supported to engage their community partners and volunteers to help with incentive programs, recognitions and celebrations. These efforts build school capacity to raise awareness, establish a culture of attendance, and focus community member efforts on tier one practices so that school staff (who don't have confidentiality limitations) can prioritize outreach and interventions for students in tiers 2-4.

One example of this is schools that activate volunteers to help run Walking School Bus programs. Volunteers run bus routes and support students with attending school daily and on time. Another example is schools activating community partners to contribute funding or materials that they then use as incentives for good and improved attendance.

School-Level Supports, Resources, and Activities

The district assigns a small cadre of Attendance Support Social Workers to high need schools to facilitate development of the school's systems to implement the tiered approach to attendance and to provide direct service to chronically absent students. The majority of time for these staff is working directly with students and families in the development of student attendance success plans.



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Tier 2: Individualized Prevention

Individualized prevention includes targeted intervention strategies for individual students who are missing five percent or more but less than ten percent of classess or school days for any reason.

Tier 2 provides individualized prevention and early intervention for students who are missing 5% or more. Tier 2 provides an opportunity to create an individualized action plan that addresses chronic absences.

Tier 2 strategies include personalized outreach, assessing student and family needs, service coordination with health and social service providers to meet needs, and individualized action plans that address chronic absences, barriers to attendance and increase school engagement.

Provide description of supports and resources available to available to all schools in the district to further implementation of attendance for Tier 2.

Tier 2 is the most challenging tier for a district the size of APS. With a student population of +/- 71,000 students, the district sees thousands of students who cross the 5% attendance threshold at some point each school year.

School Capacity Building and Support

The district provides training, coaching, guidance, tools, and other support to schools to facilitate their efforts in this tier. These supports emphasize three key best practices:

- 1) Identifying and supporting students as soon after they meet this absence threshold as possible in order to reduce the number of these students who meet the Tier 3 and 4 thresholds.
- 2) Understanding that families play a key role in a student's attendance, putting into practice activities that let families know that the school would like to help them if they are having issues that lead to barriers to their children attending school, and establishing strong partnerships with families.
- 3) Utilizing strategies that reach across the whole school to address this tier. For example, incorporating lessons and activities into advisory classes in secondary schools that support students to be aware of how their attendance is related to their success, to reflect upon their attendance, and to develop their own plans and strategies focused on attending school during every class period every day. An elementary school is to create and utilize a game or assignment that students can do with their family that is focused on discussing the importance of being in school every day and a plan with incentives for the whole family when attendance targets are met.

ALIGNED DISTRICT SUPPORT TO TARGETED SCHOOLS AND FAMILIES

An analysis of district, school, and student-level data in APS reflects a clear need for additional support for students in subpopulations with disproportionate chronic absences. APS has a variety of district departments that support schools around these students and/or work with the families of these students. This school year, the district is establishing cross-department collaborations in order to co-design intentional supports focused on positively impacting the attendance of these students.

In particular, students who are English Language Learners, in Foster Care, have Tribal Affiliations, receive Special Education services due to a disability, and receive services from the McKinney Vento program are targeted. District staff in departments that serve these student



Attendance Improvement Plan

populations will meet with attendance staff to identify some common barriers and issues that lead to absences in these populations. They will reflect on current services provided to schools, families, and students and align and integrate them with attendance best practices. In some cases, specific students will be identified and discussed. Regardless of the processes, the intent is to activate additional support and resources for these groups of students.

ATTENDANCE DATA SYSTEM

APS is in its second year of utilizing attendance data dashboards which are updated daily and provide school staff with schoolwide, target population, and student-level attendance data. These dashboards are critical to ensuring that school staff are able to identify students who meet the tier 2 absence threshold daily. School staff can then quickly provide outreach in order to intervene with students in this tier.

The district is also starting the second year of utilization of digital student attendance plans for students in this tier of intervention. The plans not only support staff with a uniform format, but as they are housed in the district's student information system, other staff are able to access them in the future if needed.

COMMUNICATIONS AND AWARENESS

The district is also sending out text and email messages to both parents listed in our student information system when a student crosses the 5% absence threshold. These notifications are aimed at raising the family's awareness of the district's concern about their child's absences. They encourage families to partner with their school to get their child to attend daily.

Tier 3: Early Intervention

Early intervention includes interventions for students who are considered chronically absent and missing ten percent or more but less than twenty percent of classes or school days for any reason.

Tier 3 strategies include developing individualized student intervention plans that focus on keeping the student in an educational setting with weekly progress monitoring and contract for attendance.

Provide description of supports and resources available to all schools in the district to further implementation of attendance for students receiving early intervention at Tier 3.



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Everyone in the district has a role to play in attendance. At Tier 3, district staff provide support through managing information and data systems and providing training and coaching to school teams on expectations and best practices for working with students and families. Our district saw a dramatic increase of students at the 10% threshold very early in the school year due to quarantining for COVID-19. This school year should be different as we are in a different place around the pandemic across our City, State, and nation. However, if we are once again in a situation where students are missing school due to being quarantined, school staff receive coaching to ensure students are not falling behind in their education and the school and family are clear on when the student will be returning to school.

ATTENDANCE DATA SYSTEM

All school principals have access to data dashboards with attendance information that is updated daily. These dashboards show the number (and percentage) of students at each tier. With one click, the principal can open a list of individual students at each tier and see the disposition of that student's attendance. This tool is critical in supporting school administrators in both understanding the school's needs around attendance and delegating and supporting staff to address students in this (and all tiers).

School staff have access to an electronic Student Attendance Plan template to complete for students who reach the 10% chronic absence threshold. Being housed in the student information system makes this tool invaluable in helping school staff create, save, and monitor student plans in one place within the system. Any staff member working with the student can see who has intervened with the student regarding their attendance.

SCHOOL CAPACITY BUILDING AND SUPPORT

Tools for Implementation

School attendance teams receive coaching and guidance on expectations for school staff at Tier 3. These ideas are outlined in a Tier 3 (10%+) flow chart, which can be used as a decision tree that is provided to all schools.

Support for Student Success Plans

The heart of Tier 3 attendance efforts lies in co-creating attendance success plans with students who have reached the Tier 3 absence threshold and their families. These plans are critically important yet require some time to create as they require relationship building with the family, scheduling of a collaborative meeting, root cause assessment, identification of protective factors and incentives, and concrete actions of all parties. This makes the plans highly individualized. Tier 3 attendance success plans for students are more successful when created with small, incremental improvement targets that are tracked and celebrated.

At the Spring Attendance Conference (hosted by the district and Mission Graduate), the Attendance Supports Unit provided training for school staff to help them with their efforts to meet with students and families and co-create effective plans to get the child back in school. In order to focus on the differing ways in which families are engaged and the various methods for co-creating plans at each level, three versions of this training were provided for staff working in elementary, middle, and high school. School staff also received information on family engagement best practices, conversation techniques from an experienced Attendance Social Worker, and tips for getting to the true root cause of why the student is missing school. Finally, staff learned how to scaffold the goals so the student (and family) can experience small wins that build efficacy for future, larger goals. All of these efforts, tools, and support are targeted toward identifying and supporting Tier 3 students in order to keep them coming to school and learning, which is one of the utmost priorities for schools and the district.



Attendance Improvement Plan

Tier 4: Intensive Support

Intensive support includes interventions for students who are considered excessively absent and missing twenty percent or more of classes or school days for any reason. Tier 4 focuses on students who have not responded to previous interventions provided by the school and may lead to referrals to CYFD.

Tier 4 strategies include giving written notice to the student's family with a scheduled time to meet with the school principal and the attendance team, establishing non-punitive consequences at the school level, identifying appropriate specialized supports that may be needed to help student address the underlying causes of excessive absenteeism, and notifying the student and family of consequences for further absences.

Provide description of supports and resources available to further implementation of attendance for student receiving intensive support at Tier 4.

District staff provide support to schools to facilitate their efforts to implement effective outreach and interventions at Tier 4 by managing information and data systems, and provide training and coaching for school teams.

School activities and practices to implement Tier 4 outreach, intervention are similar (although more complex and often chronic in nature) to Tier 3. The tools and professional development training provided to school staff, district expectations around students who meet the absence threshold for this tier due to quarantining for COVID-19, and the district expectations for co-creating plans for students for this tier are the same as those in Tier 3.

Past experience has shown that students in Tier 4 usually require wrap-around services in order to effectively address the number and/or complexity of issues and needs that are at the root causes for them missing school. As such, referrals to school, district and community services and support are usually integrated into the Student Attendance Success Plans for students in this tier. As well, many schools utilize their Health and Wellness Teams as mechanisms to reflect on the big picture regarding the whole student, to review data (including attendance data) and to discuss and develop comprehensive plans that address attendance and other factors. These meetings and plans often lead to referrals and linkages to a variety of extra interventions, resources and services to support the student and family.

Other important supports for this tier include:

- * District leadership reflecting an expectation that schools exhaust every possible resource and intervention to keep students in the education system.
- * District notifications to families that focus on families setting a meeting with the school principal right away.
- * Support for schools around developing partnerships with community organizations that provide services and supports for these students.
- * Supporting schools with district coordinated services to families, such as the community mental health program.



Attendance Improvement Plan

District-Level Progress Update

Note: At the end of each school year, each school district must report progress made on the attendance improvement plan to the local school board and to the public on the school district's website on the following areas. This template has been provided to assist with this reporting.

Please identify the supports and resources that were provided to all schools in the district in each of the four tiers throughout the year in the spaces provided below.

Provide a description of district supports and resources provided to schools to further implementation of attendance plan for **Tier 1**.

Provide a description of district supports and resources provided to schools to further implementation of attendance plan for **Tier 2**.

Provide a description of district supports and resources provided to schools to further implementation of attendance plan for **Tier 3**.

Provide a description of district supports and resources provided to schools to further implementation of attendance plan for **Tier 4**.



Attendance Improvement Plan

Districts with chronic absence rates greater than ten percent are encouraged to monitor their progress in achieving attendance improvement targets throughout the year. District chronic absence rates for each reporting period will be auto-populated below and can be used to establish new attendance targets. The EOY target chronic absence rate for the district has been auto-populated from your District Attendance Improvement Plan.

Attendance Improvement Target at **40 day** Reporting Period

Actual Chronic Absence Rate: %0.00

Target Chronic Absence Rate: %0.00

Attendance Improvement Target at **80 day** Reporting Period

Actual Chronic Absence Rate: %0.00

Target Chronic Absence Rate: %0.00

Attendance Improvement Target at **120 day** Reporting Period

Actual Chronic Absence Rate: %0.00

Target Chronic Absence Rate: %0.00

Attendance Improvement Target at **EOY** Reporting Period

Actual Chronic Absence Rate: %0.00

Target Chronic Absence Rate: %33.40

Discuss the extent to which the school district achieved the following attendance improvement targets: Overall rate for the district, all schools, and all subpopulations in the district.

1. District attendance improvement target:



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2. School attendance improvement targets:

3. Subpopulation attendance improvement targets:

Identify any barriers and challenges to reducing chronic absence rates as reported by school personnel.

Identify any effective school-based practices, as evidenced by decreased chronic absence rates.

Identify any recommendations for improvement during the next school year at the district level.

Identify any recommendations for improvement during the next school year at the school level.

Date: [insert date here]

Local Education Agency: [insert name here]

Attendance Case Study Agenda

Overview and Background

- Attendance is a priority topic statewide in the 2023 interim work plan for the Legislative Education Study Committee (LESC). With schools experiencing high chronic absenteeism rates that worsened during the Covid-19 pandemic, it is critical the state finds meaningful solutions to support students being in school.

Agenda

- **Introductions** (5 minutes)
 - Introductions of LESC staff and school staff present
- **Overview and Purpose of Case Studies** (3 minutes)
 - Overview of the purpose of the case studies
 - Presentation of research questions
- **Data Review** (5 minutes)
 - *LESC staff to present attendance data and other information collected to verify and discuss with LEA*
- **Facilitation of LESC Case Study Questions** (40 minutes)
 - 1. Tell us about your approach to supporting school attendance. What does this look like both philosophically and in practice?**
 - Do you have an attendance plan? How is this tied into your broader school plans?
 - Do you categorize your attendance supports? If so, how? (Ex: family engagement, school climate, community partnerships, transportation/infrastructure, student supports, case referrals and management, student safety)?
 - What resources, both in and out of school, are you leveraging?
 - 2. What does your workforce that supports attendance look like?**
 - What does this look like at the district level? School level?
 - Do you have attendance teams? Who is on these?
 - Do you hire specific attendance coordinators?
 - 3. How has the Attendance for Success Act impacted your attendance policies and practices?**
 - 4. What funding are you using to support attendance and attendance initiatives?**
 - 5. What are the root causes you are finding in chronic absence for your district?**
 - What are students and families telling you?
 - Are state statutory requirements and your attendance strategies at the LEA level adequately addressing root causes?
- **Break/Transition to Include Students** (if possible) (10 minutes)
- **Student Experiences** (25 minutes)
 - *Ideally, we would like to meet with some of your students for part of the time. If it is possible to include them, we have the following questions prepared.*
 - If you miss a day of school, what happens?
 - Who do you tell if you need to miss school?
 - How do you make up your work if you miss school?
 - What are you hearing from your peers about why they might miss school?

- **School Recommendations and Open Discussion** (30 minutes)
 - *Turn over time to LEA to discuss their recommendations, needs, and next steps. This can include any content but a few guiding questions are included below.*
 - What recommendations do you have for the legislature?
 - What resources/supports/funding do you need?
 - What feedback do you have about the Attendance for Success Act?
 - What is getting in the way of student attendance?
 - What else is happening in your school or community that we should know about?
- **Next Steps and Closing** (2 minutes)
 - *Expected timeline*
 - *Follow-up data and information*

Data Review: [Insert LEA Name here]

- *This document will be provided onsite*

Follow-Up Contact Information

- Jessica Hathaway
Senior Policy Analyst II
jessica.hathaway@nmlegis.gov | 505-986-4331

