

Colorado School Attendance Inventory

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Please see page 6 for inventory categories that can be addressed by your group.

1. What is your primary role at your school/district/organization?

(Please select one)

- District Level Leader/Representative
 - School Level Leader/Representative
 - Community Level Non-profit or For-Profit Leader/Representative
 - Government (local, county, state or judicial)
-

Display This Question:

If 1. What is your primary role at your school/district/organization? (Please select one) = District Level Leader/Representative

1a. District Level Leader/Representative:

- Attendance officer
- Attendance specialist
- Data manager (Student Information Systems)
- District liaison
- Lead staff for school and discipline attendance data collection
- Student services director
- Superintendent
- Other district-level position (Please explain)

Other:



Display This Question:

If 1. What is your primary role at your school/district/organization? (Please select one) = School Level Leader/Representative

1b. School Level Leader/Representative:

- Alternative Education Campuses (AEC) administrator/specialist
- Assistant principal
- Attendance advocate
- Education specialist
- Online or blended learning specialist/administrator
- Principal
- School counselor
- School psychologist
- School social worker
- Teacher
- Other school-level position (Please explain)

Other:

Display This Question:

If 1. What is your primary role at your school/district/organization? (Please select one) = Community Level Non-profit or For-Profit Leader/Representative

1c. Community Level Non-Profit or For-Profit Leader/Representative:

- Educational services provider
- Court-Appointed Special Advocate (CASA)
- Community advocate
- Family services provider
- For-profit provider
- Guardian ad Litem (GAL)
- Mental health provider
- Non-profit provider
- Other provider (Please explain)

Other:

Display This Question:

If 1. What is your primary role at your school/district/organization? (Please select one) = Government (local, county, state or judicial)

1d. Government (local, county, state or judicial)

- State agency employee
- County agency employee
- Municipal employee
- Judge/Magistrate
- School Resource Officer (SRO)
- Other (Please explain)

Other:

Inventory categories

A. **Collecting Attendance Data** – Includes seven questions for school and district staff regarding frequency in taking attendance, flexible measures, attendance tracking practices, and ensuring accuracy of data.

B. **Using Attendance Data** – Includes three questions for school/district staff and teachers on how attendance data informs decision-making, practices and policies.

C. **Attendance and Enrollment, and Reasons for Withdrawal** – Includes four questions for schools/district staff on related processes and practices.

D. **Attendance Supports** – Includes 13 questions that review what is in place to support and encourage regular school attendance at the school, district, court and community level. Includes examples of intervention strategies, activities, assessments and resources available.

E. **Attendance Categories** – Includes four questions regarding how schools and districts categorize, code or count if a student is absent or present.

F. **Policies Inventory** – Includes five questions on school and district guidance and regulations related to school attendance, chronic absenteeism and truancy.

G. **Training Inventory** – Includes seven questions regarding attendance-related professional development and training for schools, districts and communities.

2. What is your affiliation or primary level that you work in related to school attendance? (Please select one)

- School district (include district and K-12 schools)
- Boards of Cooperative Educational Services (BOCES)
- Community organization (private, non-profit or for-profit agency)
- County-level agency
- State agency
- Judicial district or county court

Display This Question:

If 2. What is your affiliation or primary level that you work in related to school attendance? (Please select one) = School district (include district and K-12 schools)

2a. Name of School District (Select from dropdown menu)

▼ 0010 MAPLETON 1 ... 9000 COLORADO SCHOOL FOR THE DEAF AND BLIND (180)

Display This Question:

If 2. What is your affiliation or primary level that you work in related to school attendance? (Please select one) = School district (include district and K-12 schools)

District/School Type (Please select one)

- District level
- Elementary school – includes Pk-6 through Pk-8
- Middle school/Junior high school – includes grades 5-8 through 7-8
- Senior high school – includes grades 9 to 12
- Charter School Authorized by Charter School Institute (CSI)
- Alternative Education Campus
- Other (Please explain: e.g., K-12 school, Preschool only, Facility school...)

Display This Question:

If District/School Type (Please select one) = Elementary school – includes Pk-6 through Pk-8

Name of Elementary school - Includes Pk-6 through Pk-8 (Please type response)

Display This Question:

If District/School Type (Please select one) = Middle school/Junior high school – includes grades 5-8 through 7-8

Name of Middle school/Junior high school - Includes grades 5-8 through 7-8 (Please type response)

Display This Question:

If District/School Type (Please select one) = Senior high school – includes grades 9 to 12

Name of Senior high school - Includes grades 9-12 (Please type response)

Display This Question:

If District/School Type (Please select one) = Charter School Authorized by Charter School Institute (CSI)

Name of Charter School Authorized by Charter School Institute (Please type response)

Display This Question:

If District/School Type (Please select one) = Alternative Education Campus

Name of Alternative Education Campus (Please type response)

Display This Question:

If District/School Type (Please select one) = Other (Please explain: e.g., K-12 school, Preschool only, Facility school...)

Name and explanation for Other:

Display This Question:
If 2. What is your affiliation or primary level that you work in related to school attendance? (Plea... = Boards of Cooperative Educational Services (BOCES)

2b. Boards of Cooperative Educational Services (BOCES) (Select from dropdown menu)

▼ Adams County BOCES - 9120 - NORTHGLENN ... Ute Pass BOCES - 9165 - WOODLAND PARK (22)

Display This Question:
If 2. What is your affiliation or primary level that you work in related to school attendance? (Plea... = Community organization (private, non-profit or for-profit agency)

2c. Community organization (private, non-profit or for-profit agency)

Please type in name of organization.

Display This Question:
If 2. What is your affiliation or primary level that you work in related to school attendance? (Plea... = County-level agency

2d. County (Select from dropdown menu)

▼ ADAMS ... YUMA (63)

Display This Question:

If 2. What is your affiliation or primary level that you work in related to school attendance? (Plea... = State agency

2e. State agency (Select from dropdown menu)

▼ CDE (Colorado Department of Education) ... Other (Please describe)

Display This Question:

If 2e. State agency (Select from dropdown menu) = Other (Please describe)

Other:

Display This Question:

If 2. What is your affiliation or primary level that you work in related to school attendance? (Plea... = Judicial district or county court

2f. Judicial district or county court (Select from dropdown menu)

▼ County Court ... 22nd Judicial District (23)

A. Collecting Attendance Data

1. How often is attendance taken at your school or district? (Select all that apply)

Daily

Twice daily

Each class period

Other (Please explain)

Other:

2. How does your school or district track attendance? (Select all that apply)

- Average daily attendance
- Average daily membership
- Number of minutes a student is present in a particular class period
- Class periods a student is present in the physical classroom
- Number of partial days attending
- Number of partial days excused absent
- Number of partial days unexcused absent
- Number of full days attending
- Number of full days excused absent
- Number of full days unexcused absent
- Number of tardies and/or minutes tardy
- Other (Please explain)
- Unsure

Other:

Display This Question:

If 2. How does your school or district track attendance? (Select all that apply) = Number of tardies and/or minutes tardy

When is a tardy or tardies counted as an absence? (For example, what is the criteria re: minutes tardy, number of tardies...)

3. What flexible ways does your school or district take and track attendance beyond traditional hours in the classroom? For example, in a competency-based system or in a non-traditional learning environment, how is attendance taken and tracked? (Select all that apply)

- Completion of work-based learning hours (internships, apprenticeships, job shadowing...)
- Number of meetings with instructional and support staff
- Number of successfully completed assignments
- Number of completed lesson plans
- Number of successfully completed projects
- Amount of time spent actively engaged in a virtual learning environment
- Other (Please explain)

Display This Question:

If 3. What flexible ways does your school or district take and track attendance beyond traditional h...
= Other (Please explain)

Other:

4. In virtual learning environments (online), how is attendance measured? (Select all that apply)

- Minutes of instruction
 - Time logged in
 - Performance on assessments
 - Competency achievement
 - Completion of course/module
 - Completion of required tasks/activities
 - Number of successfully completed assignments
 - Other (Please explain)
 - Not applicable
-

Display This Question:

If 4. In virtual learning environments (online), how is attendance measured? (Select all that apply) = Other (Please explain)

Other:

5. What position(s) ensure that attendance information is consistently entered into the Student Information System (SIS) across the school or district? (Select all that apply)

- Administrator
- Attendance taker (Office support staff)
- Classroom teacher
- Counselors
- Deans
- District attendance officer
- School attendance officer
- Other (please explain)

Display This Question:

*If 5. What position(s) ensure that attendance information is consistently entered into the Student I... =
Other (please explain)*

Other:

6. How does your school or district ensure attendance data are accurately collected and reported? (Select all that apply)

- Provide training to data custodians
- Provide training to attendance and enrollment staff
- Provide training to teachers
- Conduct audits of attendance data
- Conduct edit checks of data
- Review attendance policies
- Assess attendance policies for effectiveness
- Other (Please explain)

Display This Question:

If 6. How does your school or district ensure attendance data are accurately collected and reported?... = Other (Please explain)

Other:

7. Comments on this section - Collecting Data: Include definition of absent, excused, unexcused, and parameters of tardy, and any other data collection information for your school, district, or community. Include web link to policies if available.

B. Using Attendance Data

1. How is attendance data used in your school, district or community? (Select all that apply)

- Metric in the district's early warning system
- Included in Unified Improvement Plan (UIP) at the school or district level
- Inform withdrawal of students (schools/districts)
- Fulfill data reporting requirements to state
- Determine allocation of resources for interventions
- Inform academic performance strategies
- Inform behavior interventions
- Referral to attendance supports/interventions at the school level
- Referral to attendance supports/interventions at the district level
- Referral to Individual Student Problem Solving Teams (MTSS - Multi-Tiered System of Supports)
- Referral to service provider
- As a last resort, referral to truancy court (schools/districts)
- Other (Please explain)

Other:

2. How do teachers use attendance data? (Select all that apply)

- Reviewed during parent/student/teacher conference
- Inform provision of make-up work
- Flag need for course remediation
- Part of grading policy
- Part of rating behavior
- Other (Please explain)

Other:

3. **Comment on this section - Using Attendance Data:** Include more information on uses of data and describe other uses not covered this section.

C. Attendance and Enrollment, and Reasons for Withdrawal

1. When a student is enrolled but does not attend, provide examples of actions that the school and/or district takes to determine the status of the student.

2. At the school or district level, what types of accommodations are made for students whose attendance may be compromised due to extenuating circumstances, such as chronic health issues, homelessness, foster care, juvenile court...? (Select all that apply)

- Change in Individual Education Plan (IEP)
- Change in 504 Plan
- Course work packets
- Internet connectivity support
- Make-up work options
- Provide student support services/case management
- Referral to service provider
- Schedule adjustment
- Virtual (online) learning
- Tutor
- Other (Please explain)

Other:

3. Are there written processes and/or guidance in place before officially withdrawing a student?
(Select one)

- Yes
- No
- Unsure

4. Comments on this section - Attendance and Enrollment, and Reasons for

Withdrawal: Describe protocol/processes in place re: transfers of students, including those 17 years of age and older; enrollment of students who are court-involved and those with special designations such as foster care, homeless, migrant, English learner, and Free-reduced lunch eligible... Provide links to materials in school/district handbook if available.

D. Attendance Supports

1. At the school, district or community-level, what universal supports are in place to support and encourage regular school attendance? (Select all that apply)

- Attendance mediation (involving a facilitator/mediator)
- Automated phone call to home
- Automated text message or phone call to parent/guardian's cell phone
- Automated e-mail to parent/guardian(s)
- Back-to-school review of attendance policies
- Communicate updated information on an individual student's attendance status to teachers in a timely manner.
- Foster a welcoming school climate and positive relationships with students and their families. (e.g., Positive Behavioral Intervention Supports)
- Home visits
- Incentives for attendance
- Live phone call to parent/guardian(s)
- Mentorships to build relationships
- Multi-tiered System of Supports (MTSS) framework
- Post attendance policies on school/district website
- Produce scripts or templates to use when communicating with families about student absences.
- Referral to community-based program/service provider
- Regularly monitoring attendance

- September Attendance Awareness Campaign
- Student/family/school contacts to determine possible cause of chronic absences
- Other (Please explain)

Other:

2. Please describe what is working well to support good attendance in all grade levels. (Consider practices, policies, strategies, and programs in schools, communities, community-based organizations, courts...)

3. Does your school or district have a process for identifying students who are at risk of being chronically absent (i.e., monitoring attendance data)? *Definition: Chronic absenteeism is defined as a student missing 10% or more of a school year (2 or more days per month or 18 or more days per year) for any reason, including illness, suspension, need to care for a family member, regardless of whether absences are excused or unexcused.*

(Select one)

Yes

No

Unsure

4. Does your school or district have a procedure to follow-up on students who are at risk of being chronically absent? (Select one)

Yes

No

Unsure

5. What targeted interventions are in place at the school, district or community level when students chronically or repeatedly miss school? (Select all that apply.)

- Attendance letters
- Check In Check Out Intervention
- Family conferences
- Home visits
- Inquiries to students and their families to get to root cause of absences
- Opportunity to make up course work
- Opportunity to turn in missing homework
- Restorative practices/Restorative justice
- Referral to attendance coach/Attendance Advocate
- Referral to attendance improvement program (TAP/TIP)
- Referral to community agencies/service providers
- Other (Please explain)

Other:

6. What intensive interventions are available when students are habitually truant? (Select all that apply.) *Definition: Habitually truant means a student between 6 and 17 years of age, who has four unexcused absences from public school in any one month or ten unexcused absences from public school during a school year.*

- Alternatives to truancy court
- Attendance mediation workshops
- Conduct a Functional Behavioral Assessment
- Develop Individual Behavior Intervention Plan
- Family group conferencing (involving mediator, family members, and others (friends, school staff, service providers...))
- Intervene before students are withdrawn due to nonattendance
- Provide opportunities to catch-up on missed instruction (course remediation/credit recovery)
- Referral to attendance coach/attendance advocate
- Referral to community agencies/service providers
- Referral to county social services to pursue educational neglect
- Referral to high school equivalency program
- Referral to a job skills programs
- Referral to Juvenile Assessment Center (JAC)
- Referral to truancy court
- Restorative practices/Restorative justice
- Student Attendance Review Board (SARB)
- Truancy mediation (involving a facilitator or mediator)

Other (Please explain)

Other:

7. Do interventions for habitually truant students differ from those for chronically absent? (Select one.)

- Yes (Please explain)
- No
- Unsure

Please explain Yes:

8. What community agencies and organizations does your school, district or community work with for assistance with attendance issues? (Select all that apply)

- Academic service providers
- Businesses
- Community health clinics
- Colorado Department of Education
- Colorado Department of Human Services
- Division of Juvenile Justice
- Non-profit providers
- For-profit providers
- 1451 Collaborative Management Program (CMP)
- Libraries
- Mental health services
- Police/School Resource Officers (SROs)
- Restorative justice/practice services
- School districts
- Workforce centers
- Wraparound service providers
- Volunteer/Civic organizations
- Other (Please explain)

Other:

9. What disciplinary actions or sanctions does your school, district or community apply or enforce because of unexcused absences/habitual truancy? (Select all that apply)

- Academic penalties
- Early curfew
- Essay writing
- Detention
- In-school suspension
- Out-of-school suspension
- Referral to truancy court
- Regularly scheduled meetings with parents/guardians
- Withholding of privilege
- Other (Please explain)

Other:

Display This Question:

If 9. What disciplinary actions or sanctions does your school, district or community apply or enforce... = Referral to truancy court

Truancy court proceedings to compel school attendance is an approach of last resort. How does your school or district determine this.

10. What incentives does your school, district or community provide to recognize good or improved school attendance? (Select all that apply)

- Certificate of recognition
- Dismissal of truancy court case
- Gift/gift card
- Something tailored to a student's interest
- Special activity/field trip
- Other (Please explain)

Other:

11. What behavior assessments are used by your school, district or community? (Select all that apply)

- Adverse Childhood Experiences (ACES)
- CRAFFT (Car, Relax, Alone, Forget, Friends, Trouble)
- Child Adolescent Needs Assessments (CANS)
- Comprehensive record reviews
- Functional Behavioral Assessment (FBA)
- FACTS (Functional Assessment Checklist for Teachers and Staffs)
- Structured interviews
- Other (Please explain)

Other:

12. How does truancy court use attendance data? (Select all that apply)

Inform provision of incentives

Inform sanctions

Referral for services

Dismiss case

Other (Please explain)

Other:

13. **Comments on this section - Attendance Supports:** List additional supports, specific partners and other ways to support attendance and address barriers. As appropriate, provide web link to related materials.

E. Attendance Categories

A common set of student attendance categories can help schools, districts, and states collect, compare, and use quality attendance data. *Note: This list of may exceed the guidance provided by the Colorado Department of Education.*

1. Which of the following categories are tracked/used/applied in counting and reporting attendance in your school or district? (Select all that apply)

Present - In school, regular instructional program: The student is in class. This includes attendance at sites other than the school of record if the site is part of the student's regular instructional program approved by the school, district, and/or state. Examples of other sites are institutions of higher education, vocational/ technical centers, and special education centers.

Present - Nontraditional school setting, regular instructional program: The student is engaged in the regular instructional program in a nontraditional school setting. Examples include hospital- or homebound instruction, as well as off-campus distance education.

Present - Disciplinary action, receiving instruction: The student has been removed from the regular instructional setting for disciplinary reasons and is receiving instruction. In-school suspension typically falls within this category, but it also includes out-of-school suspension if instructional services are provided.

Present - Out of school, regular instructional program activity: The student is involved in an activity outside of school that is part of the regular instructional program, such as a field trip or work-study. The student is under the direct supervision of school personnel or someone who has been designated to act in place of school personnel.

Present - Out of school, school-approved extracurricular or co-curricular activity: The student is outside of school, participating in instruction that is related to, but not part of, the regular curriculum. Examples include school-approved extracurricular or co-curricular activities, such as a debate, an athletic competition, or a conference that has educational value

None (Please explain)

None:

2. Which of the following categories are tracked/used/applied in counting and reporting attendance in your school or district? (Select all that apply)

Absent – Non-instructional activity recognized by state, district, or school: The student is out of school and involved in a non-instructional activity recognized by the school, district, and/or state. Examples include such civic activities as involvement with the National Guard, service as a legislative page, jury duty, or participation on an election board. Note that “recognized activities” are not necessarily considered “excused” absences.

Absent – Illness, injury, health treatment, or examination: The student is out of school because of personal physical or mental illness or injury, including health-related appointments. This may include more unusual situations, such as quarantine.

Absent – Family activity: The student is out of school because of a family vacation or other activity. This also includes family time related to a parent being deployed to, or returning from, military duty.

Absent – Family emergency or bereavement: The student is out of school for unexpected family reasons. Examples include lack of child care for a student with child(ren), care for a sick relative, and bereavement for a family member.

Absent – Religious observation: The student is out of school observing a religious holiday or participating in religious instruction.

Absent – Student employment: The student is out of school for employment purposes. This does not include work-study or school-related employment.

Absent – Transportation not available: The student is not in school because transportation is not available. For example, roads have been closed due to flooding. This category includes school-provided transportation and the student’s personal transportation.

Absent – Disciplinary action, not receiving instruction: The student has been removed from the regular instructional setting for disciplinary reasons and is not receiving instruction. This may include either in-school or out-of-school suspension if instructional services are not provided. It does not include expulsion since expelled students are not enrolled in school.

Absent – Legal or judicial requirement: The student is out of school due to a legal obligation to attend judicial proceedings, required appointments, or trial or hearing dates. Or, the student is serving time in jail or is in the custody of the court and is not receiving instruction.

Absent – Student is skipping school: The student is willfully not attending school without parent or school approval.

Absent – Situation unknown: The student is not present and the reason for the absence is not known. “Situation unknown” is a default category to be used only until the correct attendance category is determined.

None (Please explain)

None:

3. Please describe additional codes or categories used by your school or district to count a student absent or present.

4. **Comments on this section: Attendance Categories:** For example: What staff positions are responsible for keeping track of the codes and categories provided by the Colorado Department of Education and determined by the district?

F. Policies Inventory

1. Is there a written policy or procedure regarding students remaining enrolled in the school/district or being withdrawn after a number of days of non-attendance and non-communication? (Select one)

- Yes
 - No
 - Unsure
-

2. Is there a written school or district policy in place to help students make up work missed due to absence? (Select one)

- Yes
 - No
 - Unsure
-

3. Does your school or district have a re-entry plan for students after a prolonged absence (e.g., from hospitalization or residential treatment) that includes social and emotional support for re-integration into school? (Select one)

- Yes
 - No
 - Unsure
-

4. How often are school or district attendance policies reviewed for effectiveness? (Select all that apply)

- Annually (26)
- Twice a year (27)
- Monthly (28)
- Weekly (29)
- Not reviewed on a regular schedule (30)
- Other (Please explain) (31)

Other:

5. **Comments on this section - Policy Inventory:** List unique policies, guidance, regulations that guide school attendance activities, interventions and support.

G. Training Inventory

1. From whom do you receive training and support on accurate collection of attendance data?

2. From whom do you receive training and support on suggested interventions or responses to low student attendance (e.g., district, other schools, CDE, national organizations)?

3. How often do teachers receive training to set up systems for grading and attendance tracking? (Select one)

- Annually
- Monthly
- Only once
- Never
- Other (Please explain)

Other:

4. How often do school and district staff receive training on school attendance, enrollment and withdrawal policies? (Select one)

- Annually
- Monthly
- Only once
- Never
- Other (Please explain)

Other:

5. Of the following training/professional development topics, which are offered in your school, district or community? (Select all that apply)

- Behavior/Classroom Management
- Creating a Positive School Climate and Culture
- Improving School Attendance
- Intervention for Chronic Absenteeism
- Positive Behavioral Interventions and Supports (PBIS)
- Trauma Informed Approaches
- Truancy Reduction
- Restorative Justice
- Wraparound Supports
- Training specific to Attendance Advocates
- Other (e.g., bullying prevention) (Please explain)

Other:

6. **Comment on this section - Training Inventory:** What training and support does your school, district or community provide to address and improve student attendance?

Thank you for completing this survey! Please provide your contact information if you would like a CDE staff member to contact you about school attendance.

- First and Last Name _____
- Email _____
- Daytime phone _____
- What information and/or question would you like CDE to address?

Note: A copy of your responses will be available after submission of survey by clicking "Download PDF".

