Building Better School Attendance

OGDEN SCHOOL DISTRICT
Empowering Excellence Through Education

MURRAY CITY SCHOOL DISTRICT
We Are Murray!

USBA Conference | January 10, 2026

Agenda

01 Foundation Stage

02 Implementation Stage

03 Refinement Stage

What information is notable?

What question(s) remain?

What action(s) will be taken?

OBJECTIVES

- **Provide** actions and strategies for foundational attendance system
- **Share** high lever actions to support implementation efforts
- **Reflect** on refinement opportunities
- **Identify** key actions to take after the conference

COLLABORATION

The power is in discussion

DISCUSSION PROMPTS

- Share key ideas
- Clarify information
- Thought partners
- Collaboration and interaction
- Identify action items
- Ask questions

INTERACT & QUESTION

- Ask questions
- Share feedback
- Interact with content, participants and presenters

Scan Me

Getting to Know You

Raise your hand if…

- You are a Superintendent
- You are a school board member
- You work at a school district
- You know where to find your LEA's attendance policy
- You gave feedback or participated in creation of your LEA's attendance policy

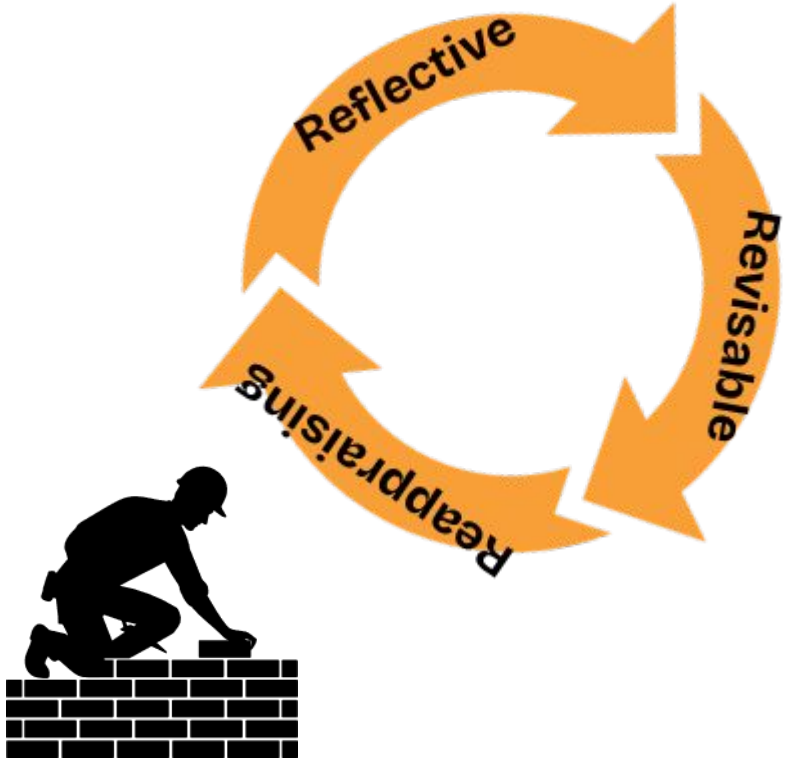
Introductions with OSD and MCSD team

FOUNDATION STAGE

Setting the stage

Foundation Stage: Key Components

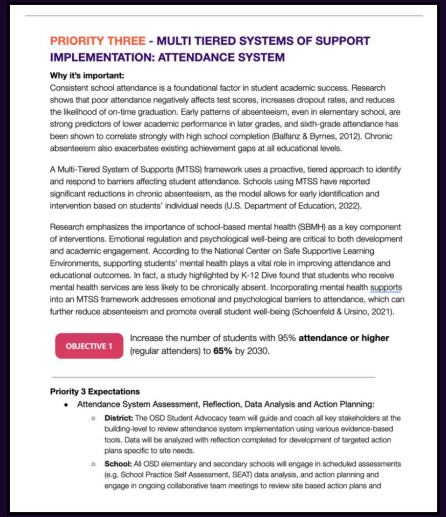
- Strategic Plan
- Attendance Policy
- District Attendance Team
- Data Tracking Tools
- School Board Involvement



Targeted Planning

Strategic Planning

- Attendance prioritized
- Goals, objectives, actions, indicators communicated



PRIORITY THREE - MULTI TIERED SYSTEMS OF SUPPORT IMPLEMENTATION: ATTENDANCE SYSTEM

Why it's important:

Consistent school attendance is a foundational factor in student academic success. Research shows that poor attendance negatively affects test scores, increases dropout rates, and reduces the likelihood of on-time graduation. Early patterns of absenteeism, even in elementary school, are strong predictors of lower academic performance in later grades, and sixth-grade attendance has been shown to correlate strongly with high school completion (Balfanz & Byrnes, 2012). Chronic absenteeism also exacerbates existing achievement gaps at all educational levels.

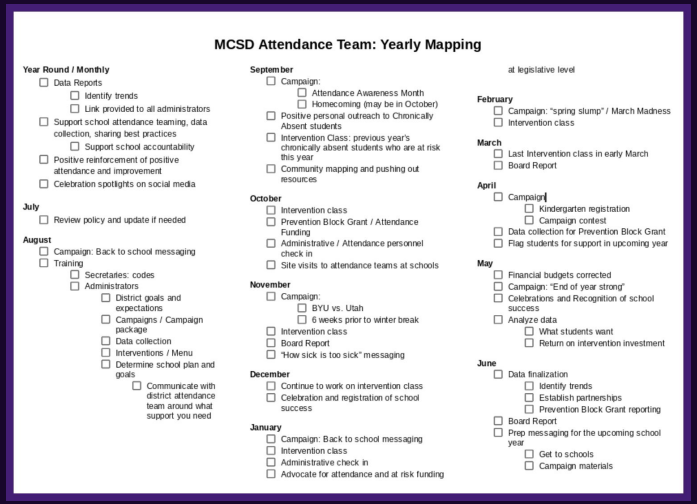
A Multi-Tiered System of Supports (MTSS) framework uses a proactive, tiered approach to identify and respond to barriers affecting student attendance. Schools using MTSS have reported significant reductions in chronic absenteeism, as the model allows for early identification and intervention based on students' individual needs (U.S. Department of Education, 2022).

Research emphasizes the importance of school-based mental health (SBMH) as a key component of interventions. Emotional regulation and psychological well-being are critical to both development and academic engagement. According to the National Center on Safe Supportive Learning Environments, supporting students' mental health plays a vital role in improving attendance and educational outcomes. In fact, a study highlighted by K-12 Dive found that students who receive mental health services are less likely to be chronically absent. Incorporating mental health supports into an MTSS framework addresses emotional and psychological barriers to attendance, which can further reduce absenteeism and promote overall student well-being (Schoenfeld & Ursino, 2021).

OBJECTIVE 1 — Increase the number of students with 95% **attendance or higher** (regular attenders) to **65%** by 2030.

Priority 3 Expectations

- Attendance System Assessment, Reflection, Data Analysis and Action Planning:
  - **District:** The OSD Student Advocacy team will guide and coach all key stakeholders at the building-level to review attendance system implementation using various evidence-based tools. Data will be analyzed with reflection completed for development of targeted action plans specific to site needs.
  - **School:** All OSD elementary and secondary schools will engage in scheduled assessments (e.g. School Practice Self Assessment, SEAT) data analysis, and action planning and engage in ongoing collaborative team meetings to review site based action plans and



MCSD Attendance Team: Yearly Mapping

Year Round / Monthly
- ☐ Data Reports
  - ☐ Identify trends
  - ☐ Link provided to all administrators
- ☐ Support school attendance teaming, data collection, sharing best practices
  - ☐ Support school accountability
- ☐ Positive reinforcement of positive attendance and improvement
- ☐ Celebration spotlights on social media

July
- ☐ Review policy and update if needed

August
- ☐ Campaign: Back to school messaging
- ☐ Training
  - ☐ Secretaries: codes
  - ☐ Administrators
    - ☐ District goals and expectations
    - ☐ Campaigns / Campaign package
    - ☐ Data collection
    - ☐ Interventions / Menu
    - ☐ Determine school plan and goals
      - ☐ Communicate with district attendance team around what support you need

September
- ☐ Campaign:
  - ☐ Attendance Awareness Month
  - ☐ Homecoming (may be in October)
- ☐ Positive personal outreach to Chronically Absent students
- ☐ Intervention Class: previous year's chronically absent students who are at risk this year
- ☐ Community mapping and pushing out resources

October
- ☐ Intervention class
- ☐ Prevention Block Grant / Attendance Funding
- ☐ Administrative / Attendance personnel check in
- ☐ Site visits to attendance teams at schools

November
- ☐ Campaign:
  - ☐ BYU vs. Utah
  - ☐ 6 weeks prior to winter break
- ☐ Intervention class
- ☐ Board Report
- ☐ "How sick is too sick" messaging

December
- ☐ Continue to work on intervention class
- ☐ Celebration and registration of school success

January
- ☐ Campaign: Back to school messaging
- ☐ Intervention class
- ☐ Administrative check in
- ☐ Advocate for attendance and at risk funding at legislative level

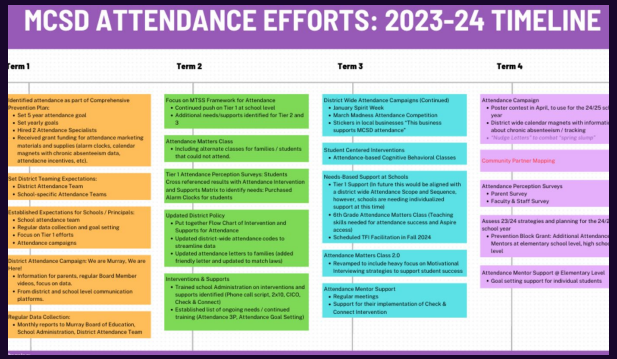
February
- ☐ Campaign: "spring slump" / March Madness
- ☐ Intervention class

March
- ☐ Last Intervention class in early March
- ☐ Board Report

April
- ☐ Campaign
  - ☐ Kindergarten registration
  - ☐ Campaign contest
- ☐ Data collection for Prevention Block Grant
- ☐ Flag students for support in upcoming year

May
- ☐ Financial budgets corrected
- ☐ Campaign: "End of year strong"
- ☐ Celebrations and Recognition of school success
- ☐ Analyze data
  - ☐ What students want
  - ☐ Return on intervention investment

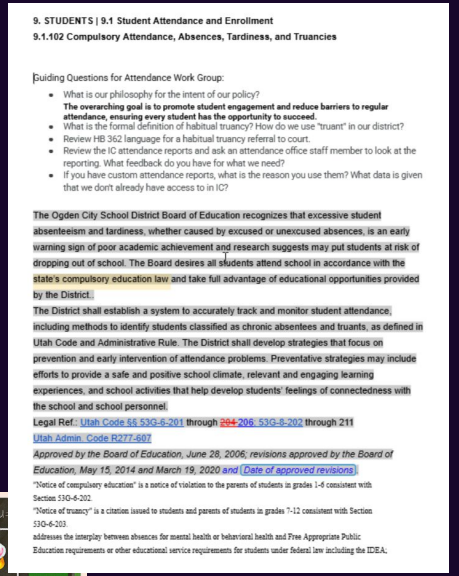
June
- ☐ Data finalization
  - ☐ Identify trends
  - ☐ Establish partnerships
  - ☐ Prevention Block Grant reporting
- ☐ Board Report
- ☐ Prep messaging for the upcoming school year
  - ☐ Get to schools
  - ☐ Campaign materials



Defined Policy

Attendance Policy

- Compliance with legislation
- Cyclical review and updates
- Defined attendance codes for absence/tardy reasons
  - Used consistently across schools
- Supports/addresses fidelity in tracking data



9. STUDENTS | 9.1 Student Attendance and Enrollment
9.1.102 Compulsory Attendance, Absences, Tardiness, and Truancies

Guiding Questions for Attendance Work Group:

- What is our philosophy for the intent of our policy?
  The overarching goal is to promote student engagement and reduce barriers to regular attendance, ensuring every student has the opportunity to succeed.
- What is the formal definition of habitual truancy? How do we use "truant" in our district?
- Review HB 362 language for a habitual truancy referral to court.
- Review the IC attendance reports and ask an attendance office staff member to look at the reporting. What feedback do you have for what we need?
- If you have custom attendance reports, what is the reason you use them? What data is given that we don't already have access to in IC?

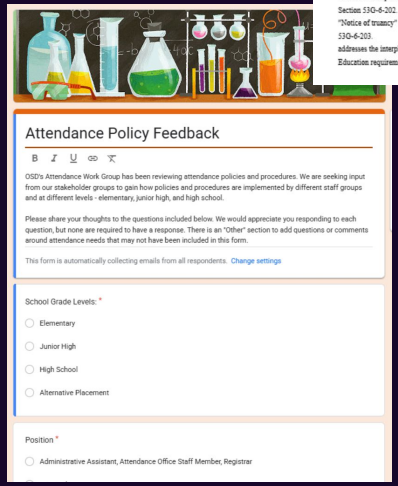
The Ogden City School District Board of Education recognizes that excessive student absenteeism and tardiness, whether caused by excused or unexcused absences, is an early warning sign of poor academic achievement and research suggests may put students at risk of dropping out of school. The Board desires all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the District.

The District shall establish a system to accurately track and monitor student attendance, including methods to identify students classified as chronic absentees and truants, as defined in Utah Code and Administrative Rule. The District shall develop strategies that focus on prevention and early intervention of attendance problems. Preventative strategies may include efforts to provide a safe and positive school climate, relevant and engaging learning experiences, and school activities that help develop students' feelings of connectedness with the school and school personnel.

Legal Ref.: Utah Code §§ 53G-6-201 **through** ~~204~~ 206, 53G-8-202 **through** 211
Utah Admin. Code R277-607

Approved by the Board of Education, June 28, 2006; revisions approved by the Board of Education, May 15, 2014 and March 19, 2020 and [Date of approved revisions].

"Notice of compulsory education" is a notice of violation to the parents of students in grades 1-6 consistent with Section 53G-6-202.
"Notice of truancy" is a citation issued to students and parents of students in grades 7-12 consistent with Section 53G-6-203.
addresses the interplay between absences for mental health or behavioral health and Free Appropriate Public Education requirements or other educational service requirements for students under federal law including the IDEA;



Attendance Policy Feedback

OSD's Attendance Work Group has been reviewing attendance policies and procedures. We are seeking input from our stakeholder groups to gain how policies and procedures are implemented by different staff groups and at different levels - elementary, junior high, and high school.

Please share your thoughts to the questions included below. We would appreciate you responding to each question, but none are required to have a response. There is an "Other" section to add questions or comments around attendance needs that may not have been included in this form.

This form is automatically collecting emails from all respondents. Change settings

School Grade Levels: *

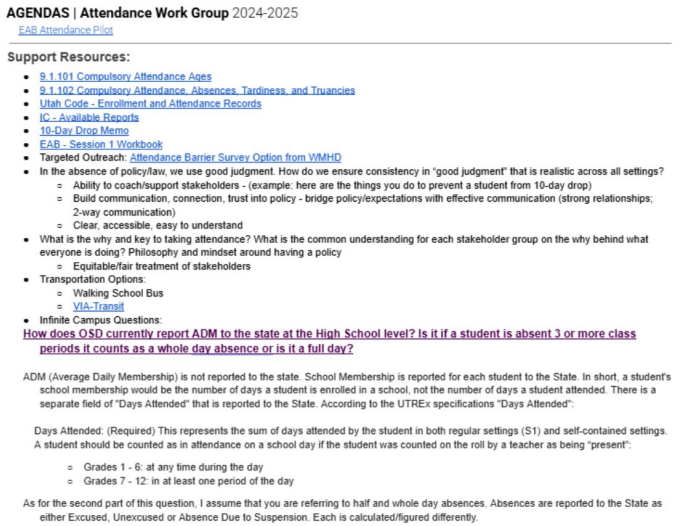
- Elementary
- Junior High
- High School
- Alternative Placement

Position *

- Administrative Assistant, Attendance Office Staff Member, Registrar

District Based Team

- Who are the “best minds” to be at the table to address district-wide attendance needs/planning?
- How are resources prioritized to support district level attendance work?



AGENDAS | Attendance Work Group 2024-2025

EAB Attendance Pilot

Support Resources:

- 9.1.101 Compulsory Attendance Ages
- 9.1.102 Compulsory Attendance, Absences, Tardiness, and Truancies
- Utah Code - Enrollment and Attendance Records
- IC - Available Reports
- 10-Day Drop Memo
- EAB - Session 1 Workbook
- Targeted Outreach: Attendance Barrier Survey Option from WMHD
- In the absence of policy/law, we use good judgment. How do we ensure consistency in “good judgment” that is realistic across all settings?
  - Ability to coach/support stakeholders - (example: here are the things you do to prevent a student from 10-day drop)
  - Build communication, connection, trust into policy - bridge policy/expectations with effective communication (strong relationships; 2-way communication)
  - Clear, accessible, easy to understand
- What is the why and key to taking attendance? What is the common understanding for each stakeholder group on the why behind what everyone is doing? Philosophy and mindset around having a policy
  - Equitable/fair treatment of stakeholders
- Transportation Options:
  - Walking School Bus
  - VIA-Transit
- Infinite Campus Questions:

How does OSD currently report ADM to the state at the High School level? Is it if a student is absent 3 or more class periods it counts as a whole day absence or is it a full day?

ADM (Average Daily Membership) is not reported to the state. School Membership is reported for each student to the State. In short, a student's school membership would be the number of days a student is enrolled in a school, not the number of days a student attended. There is a separate field of "Days Attended" that is reported to the State. According to the UTREx specifications "Days Attended":

Days Attended: (Required) This represents the sum of days attended by the student in both regular settings (S1) and self-contained settings. A student should be counted as in attendance on a school day if the student was counted on the roll by a teacher as being "present":

- Grades 1 - 6: at any time during the day
- Grades 7 - 12: in at least one period of the day

As for the second part of this question, I assume that you are referring to half and whole day absences. Absences are reported to the State as either Excused, Unexcused or Absence Due to Suspension. Each is calculated/figured differently.

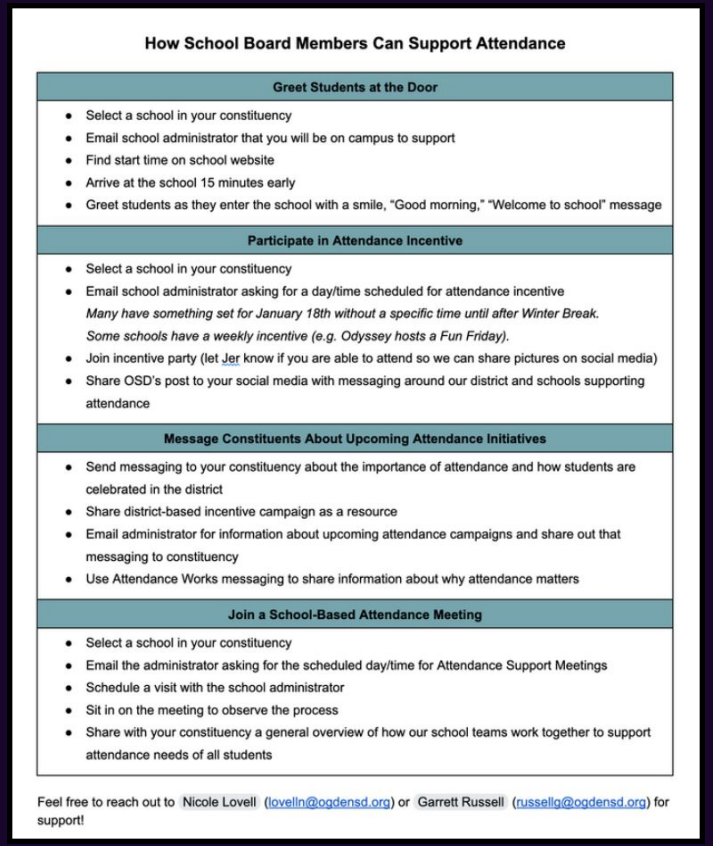
Data Tracking

- What system are you using, how is data collected?
- What data do you want tracked (e.g. daily absences, tardies, excused/unexcused, chronic absenteeism)?
- How will this be reported out?
- How is the data tracking tool flexible to adapt as needs change?
- What strategies/tools are used to gather stakeholder input?

	First Quarter				Second Quarter			
TAC	Q1 Regular Att.	At Risk	80%-90%	<80%	Q2 Regular Att.	At Risk	80%-90%	<80%
69%	45%	17%	20%	14%	32%	19%	25%	23%
78%	64%	17%	12%	6%	52%	21%	19%	8%
84%	50%	20%	16%	9%	44%	17%	f23	15%
60%	51%	18%	17%	10%	39%	22%	25%	15%
89%	56%	19%	13%	8%	52%	19%	18%	11%
93%	46%	16%	20%	14%	42%	20%	22%	17%
80%	46%	15%	19%	11%	39%	19%	26%	15%
78%	57%	18%	15%	7%	50%	20%	23%	7%
98%	66%	14%	13%	4%	59%	19%	17%	5%
69%	53%	22%	13%	7%	50%	16%	22%	12%
80%	53%	18%	16%	9%	46%	19%	22%	13%
73%	36%	18%	20%	23%	31%	14%	25%	28%
87%	43%	14%	19%	21%	40%	13%	21%	25%
78%	53%	15%	17%	11%	42%	18%	22%	17%
79%	44%	16%	18%	18%	36%	15%	23%	23%
80%	38%	17%	16%	26%	27%	13%	22%	37%
69%	20%	8%	11%	43%	13%	3%	10%	75%
87%	46%	16%	16%	20%	31%	17%	23%	29%
79%	35%	17%	14%	30%	24%	11%	18%	47%
79%	44%	17%	16%	19%	36%	15%	21%	28%

School Board Support

- What part does the district's school board play in attendance initiatives/goals?
  - OSD supporting Tier 1 Attendance at schools
  - MCSD school board members part of district-based attendance team



How School Board Members Can Support Attendance

Greet Students at the Door

- Select a school in your constituency
- Email school administrator that you will be on campus to support
- Find start time on school website
- Arrive at the school 15 minutes early
- Greet students as they enter the school with a smile, "Good morning," "Welcome to school" message

Participate in Attendance Incentive

- Select a school in your constituency
- Email school administrator asking for a day/time scheduled for attendance incentive
  Many have something set for January 18th without a specific time until after Winter Break.
  Some schools have a weekly incentive (e.g. Odyssey hosts a Fun Friday).
- Join incentive party (let Jer know if you are able to attend so we can share pictures on social media)
- Share OSD's post to your social media with messaging around our district and schools supporting attendance

Message Constituents About Upcoming Attendance Initiatives

- Send messaging to your constituency about the importance of attendance and how students are celebrated in the district
- Share district-based incentive campaign as a resource
- Email administrator for information about upcoming attendance campaigns and share out that messaging to constituency
- Use Attendance Works messaging to share information about why attendance matters

Join a School-Based Attendance Meeting

- Select a school in your constituency
- Email the administrator asking for the scheduled day/time for Attendance Support Meetings
- Schedule a visit with the school administrator
- Sit in on the meeting to observe the process
- Share with your constituency a general overview of how our school teams work together to support attendance needs of all students

Feel free to reach out to Nicole Lovell (lovelln@ogdensd.org) or Garrett Russell (russellg@ogdensd.org) for support!

Foundation | Group Discussion

STEP 1	**What is notable?** • Team members share out what information was notable based on current priorities/needs.	30 sec
STEP 2	**Clarifying Questions** • At the table, discuss what questions are lingering based on the information shared.	30 sed
STEP 3	**Application** • Participants share action steps that may be taken to support attendance system needs within their role and LEA.	30 sec
STEP 4	**Reflection** • Take the time to add questions and/or feedback points to the padlet shared.	1 min.

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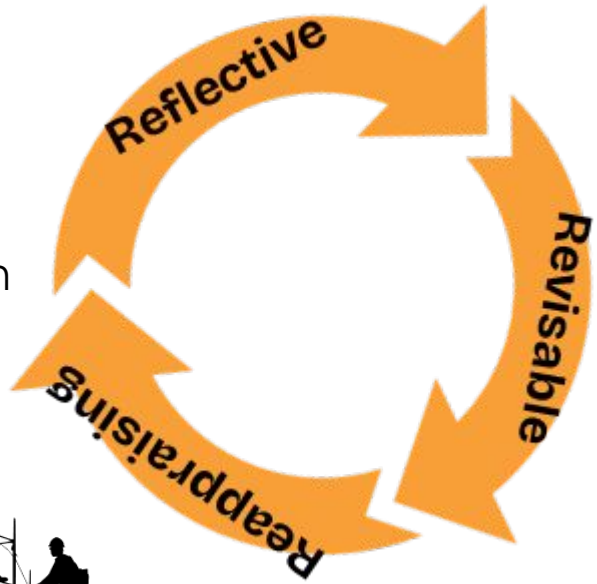
IMPLEMENTATION STAGE

Putting theory into practice

Implementation Stage: Key Components

- System/Flow chart
- Attendance procedures
- District-wide attendance campaigns
- Implementing best practices based on research
- Collaboration with USBE and LEAs
- Data to measure system development



System Flowchart

- What are the foundational components of district- and school-based systems?
- How does the system align with the district attendance policy and resources?
- What components focus on prevention and early intervention?

MCSD District Attendance Flow Chart

Schools should utilize the Tiered Attendance Checklist, the TFI, SEAT and student and parent surveys to ensure Tier 1 system components are in place.

Tier 1 System Includes

- Attendance Policy and Team (District and School)
- Accurate Attendance & Tier 1 Data Collection
- Consistent Stakeholder Communication
- Strong PBIS
- Welcoming Culture

Tier 1 System components are addressed at both the district and school level. From recent attendance survey data there is strong indication that classroom engagement and connection with teachers is a critical component of student attendance. Additionally, your PBIS structures need to include a focus on regular attendance.

Tier 1 Support Sequence

- Teacher Tardy/Attendance Talk with Student
- Teacher 2x10
- Teacher Phone Call Home
- Letters Sent Home
- Home Visit / Parent Meeting

After 3 consecutive absences, the teacher will reach out to the family. After 5 unexcused non-consecutive absences; compulsory education letter / truancy notification letter sent by school. Parents will be required to meet with school officials. After 10 excused non-consecutive absences, a friendly letter home will be sent. Additional home visits / parent meetings may take place to address attendance challenges.

Tier 2 Action & Intervention

- Attendance 3P (Problem Solving)
- Attendance Goal Setting
- Attendance CICO or Check and Connect
- District Attendance Matters Class (District Action)
- Attendance Specialist Meeting (District Action)
- Attendance Courses Assigned (Consultation with District Attendance Specialists)

After a school has tried Tier 2 Interventions without improvement, the school can refer that student to the district for additional Tier 2 and 3 district action.

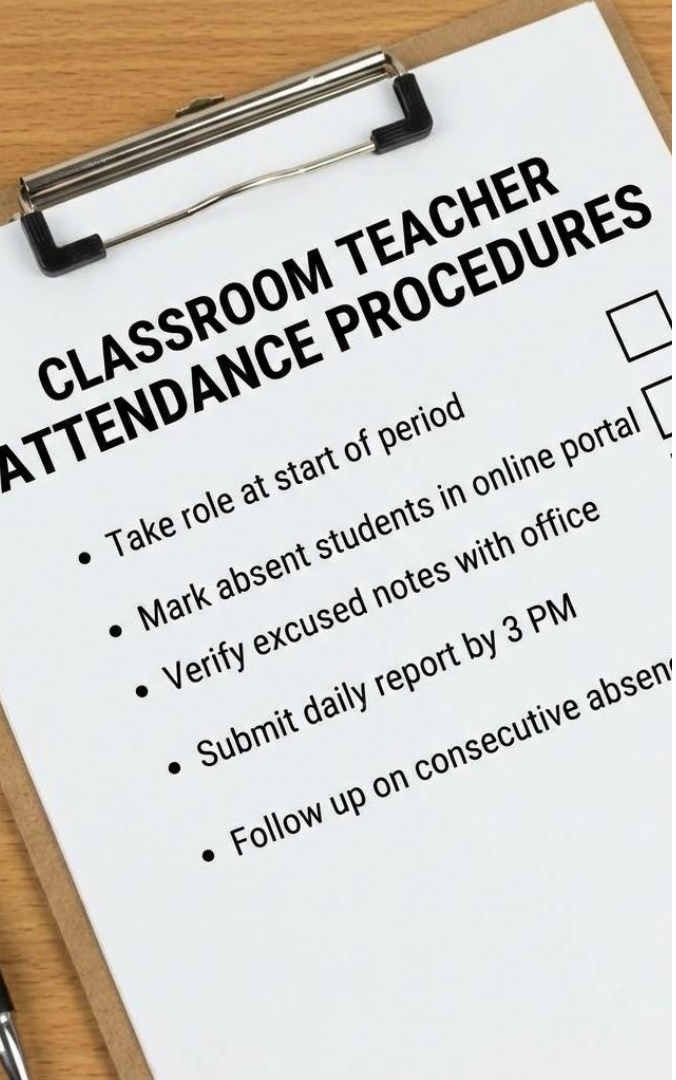
Tier 3 Intervention

- Peer Court or other community service referral
- District Attendance Hearing
- Attendance Success Plan
- DFCS Referral
- A Mental Health Referral can be made at any point in which it is deemed appropriate with parent/guardian consent.

Upon appropriate referral from the school, district office will set up an attendance hearing with the family. If attendance does not improve, then district will work with the school to make a DCFS referral.

School Based

Not in Place Yet

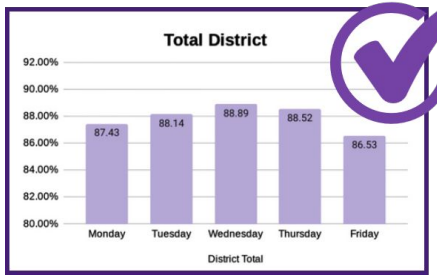


Attendance Procedures

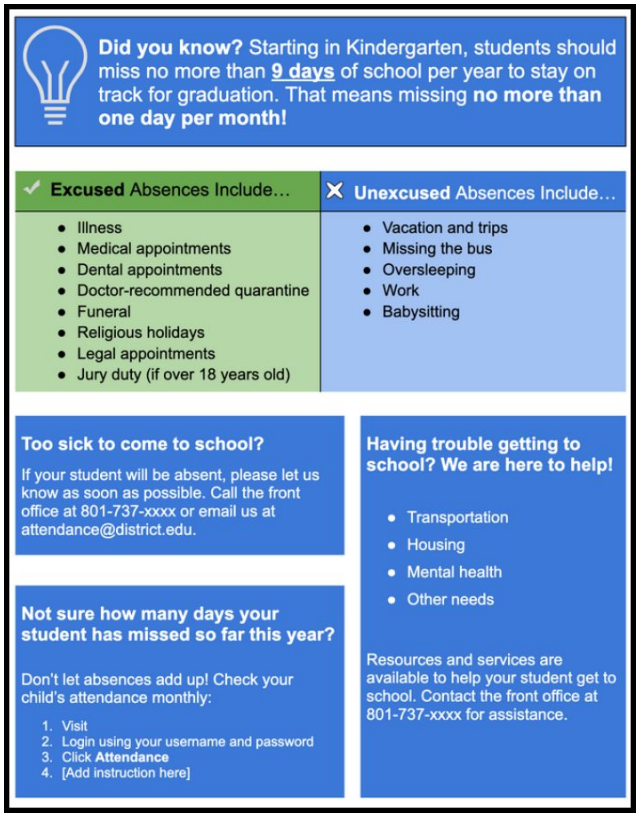
- How are attendance procedures (e.g. teachers taking attendance; office staff updates) defined?
- How do procedures align with needs (e.g. data tracking/analysis, prevention)?
- What barriers need to be addressed with revised procedures?

District-Wide Campaigns and Information

- How do campaigns incorporate data as a driver for the initiative/goal?
- Lacking clear expectations can be a barrier to increasing attendance outcomes. In what way is your district sharing information to foster a culture of commitment and accountability?



Ogden School District Campaign



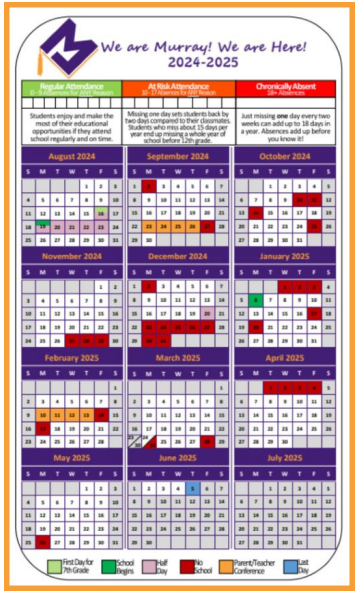
Universal Communication

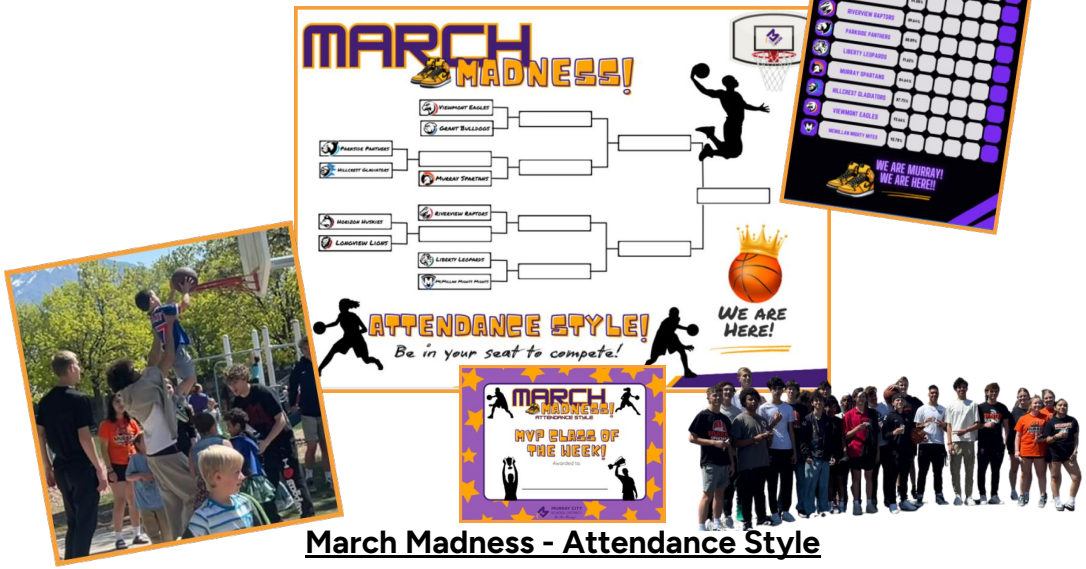
OSD refined attendance messaging to students and families. The focus was to provide clear expectations for attendance in family-friendly language. It was also important that messaging was consistent across settings.

Murray School District Campaigns

District-Wide Magnet

Had a District-wide fridge magnet made for every student. This was handed out with a attendance fact sheet. There is a place to track absences at the top.





March Madness - Attendance Style

This fun competition has quickly become a district favorite and has been especially effective in boosting attendance during the early stages of the “spring slide.” We involved our High School Basketball teams this year and they helped make promotional videos and spent some recess time with our winning elementary schools.

Campaign in Action

Evidence-Based Strategies

- Teacher-led attendance conversations
- Access to community resources
- Attendance Matters class - parent involvement
- Motivational interviewing

Using Data to Drive Initiatives

*National Data shows that students who miss more than 2 days in the first 20 days of school are 5 times more likely to be chronically absent by the end of the year.

After 30 days, 53% of students who received a postcard showed improved attendance—rising to 58% after 60 days.

Attendance System Implementation Data

- Use of evidence-based data tools
- Ongoing assessment windows
- Opportunities for analysis, reflection and action planning

PBIS and Attendance Assessment Dates

Survey	First Window	Second Window
PBIS Building Walk-Through	September 29th - October 14th	January 20th - February 6th
Benchmarks of Quality	October 20th - October 31st	March 9th - March 27th
Tiered Fidelity Inventory (TFI)	**NA**	April 20th - May 8th
Tiered Attendance Checklist (TAC)	September 29th - October 14th	March 9th - March 27th
SEAT | Attendance CNA Focus Group	February 2nd - February 27th	**NA**

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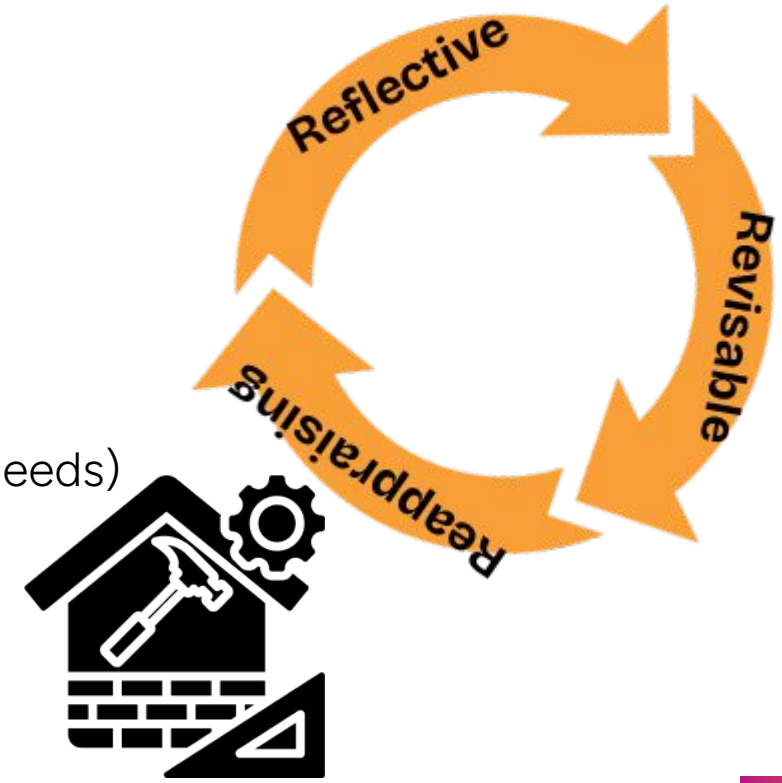
REFINEMENT STAGE

Multi-tiered system of support

Refinement Stage: Key Components

- Campaigns in schools
- Tier 2, Tier 3 flowchart
- School based attendance teams
- School based attendance staff
- Community resources
- Granular data tools (targeted support needs)



School-Based Campaigns

- Targeted site-based reinforcement

HIGHLAND

2 or less for success!

Dear Families,

We are looking forward to a great year, with students in classes and ready to learn every day.

We have learned that students who miss even a few days of school each month are at far greater risk of academic failure and dropping out than students who attend regularly. We have set a goal that every student in our school attends regularly, which is 90%, or missing 2 or less days a month.

Because attendance is so important, please send your child to school everyday unless he or she has a contagious illness or is running a fever.

We have included a chart with this letter that will help you keep track of your student's absences. If your child is at risk of missing too much school, please feel free to contact Elsie Lujan at 801-737-7717 for assistance. We will also monitor each student's attendance across the year so we can work with families when the number of absences puts a student at risk. We will be happy to work with you to help your student(s) attend regularly and have greater opportunities for success.

Sincerely,

Steve Poll, Principal

LINCOLN

90% of Kindergarten
proficient on End of Year Acadience

53% Regular Attenders
compared to **39%** last year

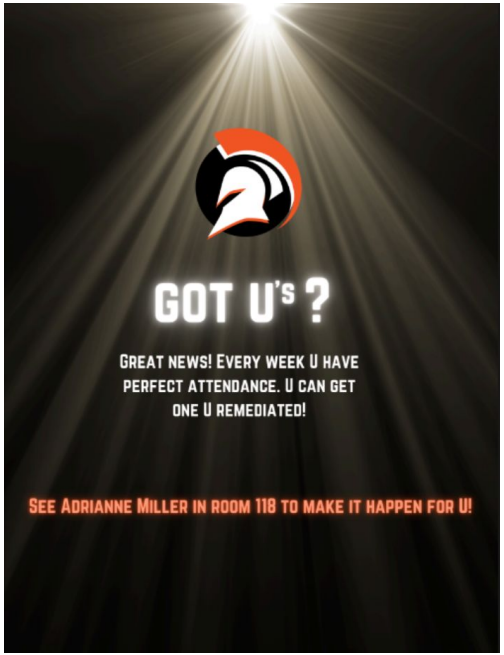
AVID National Showcase School

Secondary Attendance Campaigns

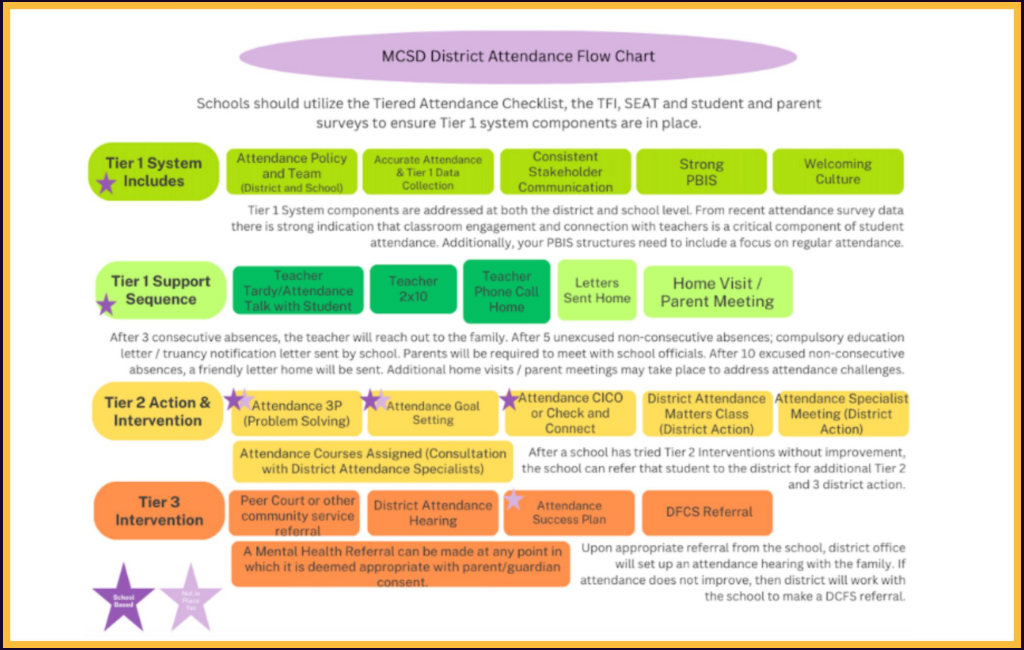
- You have to get a bit creative—maybe even a little sneaky—to grab their attention. Humor tends to do the trick.

School giving off a mad OPPS vibe?

Hamilton knew how to avoid FOMO...



Tiered Support System

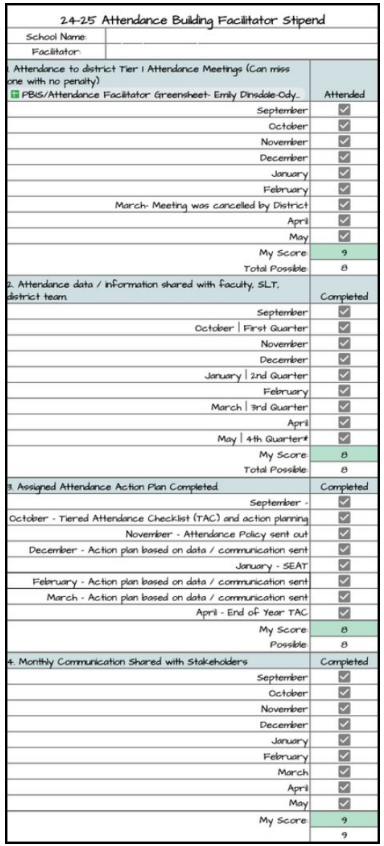


Multi-tiered system of support (MTSS) includes:

- Clear policy and processes
- Explicit communication to stakeholders (staff, students, parents)
- Reinforcement and corrective measures
- Tier 2 and Tier 3 support strategies/actions

School-Based Attendance Teams

- School staff member supported as attendance expert
  - Drives system implementation at school site
  - Coordinates with school team members and administration
  - Alignment to district initiatives and processes
- Process to address tiered support needs



24-25 Attendance Building Facilitator Stipend

School Name:	
Facilitator:	
1. Attendance to district Tier 1 Attendance Meetings (Can miss one with no penalty) PBIS/Attendance Facilitator Greensheet- Emily Dinsdale-Ody..	Attended
September	☑
October	☑
November	☑
December	☑
January	☑
February	☑
March- Meeting was cancelled by District	☑
April	☑
May	☑
My Score	9
Total Possible	8
2. Attendance data / information shared with Faculty, SLT, district team.	Completed
September	☑
October | First Quarter	☑
November	☑
December	☑
January | 2nd Quarter	☑
February	☑
March | 3rd Quarter	☑
April	☑
May | 4th Quarter*	☑
My Score	8
Total Possible	8
3. Assigned Attendance Action Plan Completed	Completed
September -	☑
October - Tiered Attendance Checklist (TAC) and action planning	☑
November - Attendance Policy sent out	☑
December - Action plan based on data / communication sent	☑
January - SEAT	☑
February - Action plan based on data / communication sent	☑
March - Action plan based on data / communication sent	☑
April - End of Year TAC	☑
My Score	8
Possible	8
4. Monthly Communication Shared with Stakeholders	Completed
September	☑
October	☑
November	☑
December	☑
January	☑
February	☑
March	☑
April	☑
May	☑
My Score	9
	9

School-Based Attendance Support Staff

- Designated staff to implement attendance support/intervention

CHECK & CONNECT®

STUDENT ENGAGEMENT INTERVENTION

Community Resources

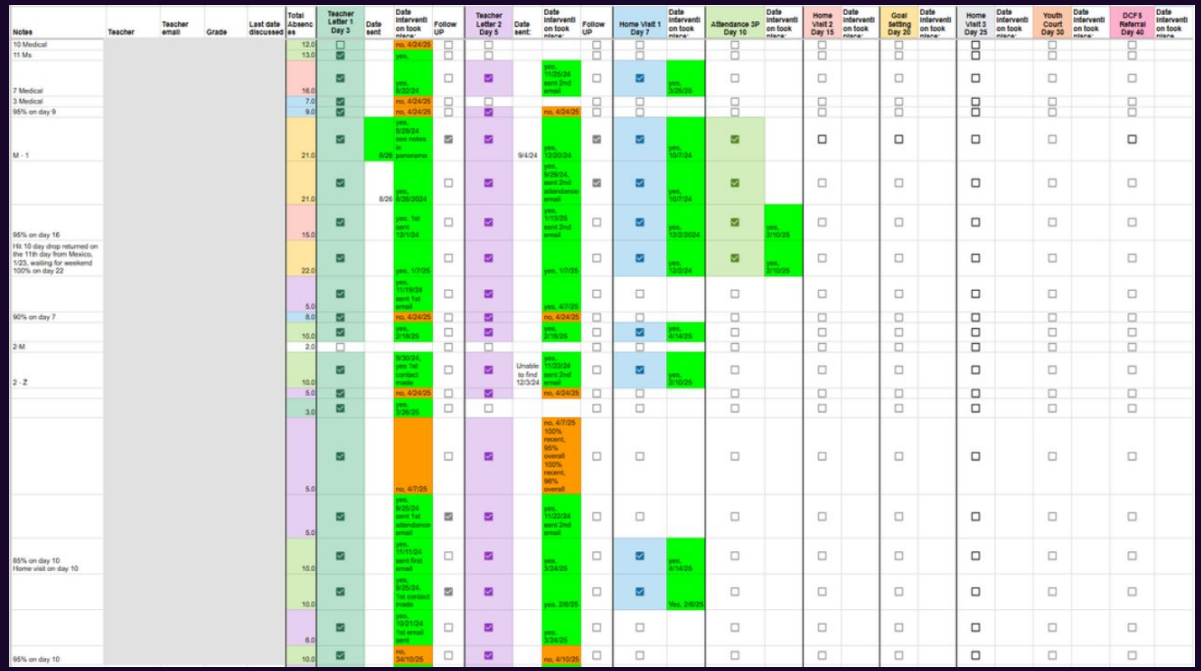
- Develop and refine partnerships
- Address LEA needs in alignment with community partner initiatives

UNITED WAY Northern Utah

WEBER-MORGAN HEALTH DEPARTMENT

Granular Data Tools

- Attendance Hot List | Moveable Middle Meetings



Refinement | Group Discussion

STEP 1	**What is notable?** • Team members share out what information was notable based on current priorities/needs.	30 sec
STEP 2	**Clarifying Questions** • At the table, discuss what questions are lingering based on the information shared.	30 sed
STEP 3	**Application** • Participants share action steps that may be taken to support attendance system needs within their role and LEA.	30 sec
STEP 4	**Reflection** • Take the time to add questions and/or feedback points to the padlet shared.	1 min.

Scan Me

02:30

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Scan Me

Contact Us

Murray School District

Brittany Roller | MCSD Attendance Specialist

broller@murrayschools.org

Erin Adams | MCSD Attendance Specialist

eadams@murrayschools.org

Ogden School District

Nicole Lovell | Director of Student Advocacy

lovelln@ogdensd.org

Five Challenges

1. Find and read your LEA's attendance policy - when was it last revised?
2. Read definitions for your LEA's attendance codes
3. Ask how to actively support your LEA's attendance campaign
4. Ask how your LEA reviews attendance data - regular/chronic
5. Build awareness of attendance code:
   Utah Code §§ 53G-6-201 through 211