

# ATTENDANCE STRATEGIES



## EXECUTIVE SUMMARY

Educators from seven Utah schools across four districts and one charter school detailed their efforts to increase and maintain high levels of student attendance through semi-structured interviews.

Albert R. Lyman Middle School  
San Juan School District  
Gennifer Blake, Student Advocate

Dual Immersion Academy  
Public Charter School  
Shannon Sanchez, Social Worker

Glendale Middle School  
Salt Lake City School District  
Keslie Green, Assistant Principal

Hawthorne Elementary  
Salt Lake City School District  
Cody Colvin, Principal

Monument Valley High School  
San Juan School District  
Coerina Fife, Principal  
Ryan Carlson, Vice Principal

South Jordan Middle School  
Jordan School District  
Spencer Young, Counselor  
Kami Taylor, Assistant Principal

Water Canyon High School  
Washington County School District  
Steve Showalter, Principal  
Brad Garrett, Learning Coach

### THEMES

Qualitative interview analysis illuminated four critical components of an effective attendance plan including:

#### 1. relationship building with students and families

various strategies for bolstering these attendance system needs and practices work in concert to produce results. Included in this report are examples of strategies from each practice site.

All sites use multiple instances of relationship building outside of the attendance system in addition to focused efforts.

Each of the **school leaders stressed the importance of building consensus with parents on why school attendance is important** for

their students and provided frequent, personal, and timely opportunities and incentives leading to a positive culture around attendance.

#### 2. accurate attendance tracking

The main limitation of cited practices is time for dedicated attention to attendance concerns, tracking, training, and personal connections, however; schools that have prioritized the time needed have seen positive outcomes in student attendance.

#### 3. timely communication, and

#### 4. parent education

There is no one practice that comprehensively accounts for each of these four components. Instead, participants discussed

The full report is available for download at <https://bit.ly/3RYtA94>

# ABOUT THIS REPORT

Utah Leading through Effective, Actionable, and Dynamic (ULEAD) Education was created to find, research, and highlight proven practices in Utah schools for replication statewide. ULEAD partners with practitioners, researchers, and education organizations to develop and curate resources, foster collaboration, and drive systemic change for improved student outcomes. The ULEAD Clearinghouse is a growing repository of innovative, effective, and efficient practice resources and tools to support educators.

The ULEAD Steering Committee, composed of current Utah educators and stakeholders, meets quarterly to inform the focus priorities that ULEAD will research. ULEAD uses data to find positive outliers in each focus area and create reports, such as this one, illuminating the practices and policies that resulted in positive data. At the time of this report, these priorities include: Student

Attendance, Educator Retention and Job Satisfaction, Academic Achievement through Strategic Engagement through Technology, and Academic Success through Social Emotional Supports Grounded in Academic Classroom Practice. This report addresses strategies for increasing student attendance.

ULEAD collaborates with Institutes of Higher Education

and education practitioners to develop Innovative Practice Reports. This report was developed in partnership with the Utah Teacher Fellows as a culminating activity. Fellows worked to identify outliers and complete field research resulting in thematic evidence of influential practices in Utah public education settings.

## UTAH TEACHER FELLOWS

The Utah Teacher Fellowship Program aims to improve the teaching and learning conditions in Utah's public schools and provide educators in the program with a chance to refine their teacher leadership skills.

## PRACTITIONER RESEARCH TEAM

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Interested in creating a practice report, or know of a successful practice that should be shared? Practitioners, researchers, and graduate students are all welcome partners. Contact us to initiate a report or research partnership: [ulead@schools.utah.gov](mailto:ulead@schools.utah.gov)