

Attendance Improvement Plan

2022-2023

LEA Name: ALBUQUERQUE PUBLIC SCHOOLS

School Name: CORRALES INTERNATIONAL

Contact Name: MarkTolley

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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.

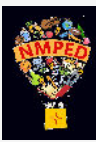
Enter the names of attendance team members

Name	Title	Email
Dawn Jackson	Registrar	jackson@corrales.org
Ana Perea	Director	Pereaa@corrales.org
Nikki Malizia	Staff support	malizian@corrales.org
Mark Tolley	HOS	tolley@corrales.org

Team Leader's Name: Mark Tolley

Contact E-mail: tolley@corrales.org

Contact Phone number: 505-344-9733



Attendance Improvement Plan

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 2021-2022 Overall Absence Rate: %6.05

School 2021-2022 Chronic Absence Rate: %14.17

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 2021-2022 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 CORRALES INTERNATIONAL %13.00

School Chronic Absence Rate Disaggregated by Student Subpopulation

Subpopulation Name	Current Year Total Enrollment Number	2020-2021 Chronic Absence Rate	2021-2022 Chronic Absence Rate	2022-2023 Current Chronic Absence Rate
School - All Students	0	%5.06	%14.17	%0.00
Female	0	%4.44	%14.62	%0.00
Male	0	%5.74	%13.64	%0.00
Caucasian	0	%5.16	%16.10	%0.00
Black or African American	0	%0.00	%9.09	%0.00
Asian	0	%0.00	%0.00	%0.00
American Indian/Alaskan Native	0	%18.18	%0.00	%0.00
Native Hawaiian or Other Pacific Islander	0	%0.00	%0.00	%0.00
Economically-Disadvantaged	0	%3.39	%23.64	%0.00
Students with Disabilities	0	%0.00	%16.67	%0.00
English Language Learners	0	%3.03	%20.00	%0.00
Hispanic	0	%3.50	%17.65	%0.00
Non-Hispanic	0	%7.02	%9.62	%0.00



Attendance Improvement Plan

School Chronic Absence Rate Disaggregated by Student Grade

Subpopulation Grade Level	Current Year Total Enrollment Number	2020-2021 Chronic Absence Rate	2021-2022 Chronic Absence Rate	2022-2023 Current Chronic Absence Rate
School - All Students	0	%5.06	%14.17	%0.00
Kindergarten	0	%4.76	%17.65	%0.00
1st	0	%0.00	%8.33	%0.00
2nd	0	%0.00	%0.00	%0.00
3rd	0	%0.00	%14.29	%0.00
4th	0	%0.00	%9.52	%0.00
5th	0	%0.00	%0.00	%0.00
6th	0	%0.00	%0.00	%0.00
7th	0	%0.00	%4.55	%0.00
8th	0	%3.70	%13.04	%0.00
9th	0	%6.25	%7.14	%0.00
10th	0	%11.11	%18.18	%0.00
11th	0	%55.56	%88.89	%0.00
12th	0	%100.00	%14.29	%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.

School research in to our absentee and chronic absentee percentage showed a mistake in data reported during the 2021-2022 year has inflated our chronic absence percentage. Looking at the results of the absents and chronic numbers we realize that an error was made in the reporting of our 11th and 12th grade students on Wednesday. The students attend school but do dual enrollment with CCNM and UNM for elective credits. The mistake caused all of our 11th and 12th grade students to be marked absent every Wednesday of the year.



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

Correct Data reporting. A mistake in data reported during the 2021-2022 year has inflated our chronic absence percentage. School-wide attendance campaign that has incentives and awards for perfect attendance and high attendance thresholds. This is combined with celebrations of this accomplishment. School social worker that works in conjunction with the registrar to identify and counsel students with chronic absenteeism. MLSS plan that provides academic performance and attendance thresholds for contact by teachers.

Barriers

Frequent moves or school changes effect charter schools more than traditional schools. Most of our students have already left a district school to attend CIS, this makes moving an easy way to deal with any difficulties the family or student may face. CIS does not provide transportation and our students come from all areas of the country. Difficulties with transportation effects our absenteeism.

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

Looking at the results of the absents and chronic numbers we realize that an error was made in the reporting of our 11th and 12th grade students on Wednesday. The students attend school but do dual enrollment with CCNM and UNM for elective credits. The mistake caused all of our 11th and 12th grade students to be marked absent every Wednesday of the year.

CIS is a small school, which makes it possible to follow up on absences with calls and personalized emails. We are able to analyze the data collected to look for trends in absenteeism and the reasons behind these absences. We also survey students in our classes for information on when they are most likely to miss school and the reasons for absences. We also survey the students on what makes them want to attend school regularly.



Attendance Improvement Plan

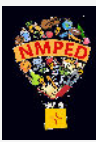
Four Tiers Of Support: School Strategies to Improve Attendance

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
Engaging School Climate	CIS is a small IB/Dual Language school with an accelerated academic program. Beyond this we offer many programs that entice students to attend the school. Our teachers make it a point to know each of our students and their families. Our teachers are available for extra help and tutoring daily.	We survey students and families about their satisfaction with the school and ask for recommendations on what could improve the school and school's climate
Positive relationships with families	School policy requires teachers and staff to make regular contact with students and their families. Staff must return calls and emails within 24 hours. We host several IB nights and events for families	We survey students and families about their satisfaction with the school and ask for recommendations on what could improve the school and school's climate.
Sharing the impact of absences with our community	Every semester we send home and post on our website information about the impact of absences on a students school career.	We ask for feedback and include a parent on our attendance committee.
Recognizing good or improving attendance	CIS holds assemblies every semester that include honoring perfect, good, and improving attendance. Family members are invited to attend. Certificates are given.	Attendance rates are analyzed so levels for each attendance honor can be determined



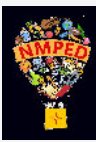
Attendance Improvement Plan

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
Personalized outreach to student and family.	Calls to family about the importance of attendance and asking how the school can support them to make sure their student attends	Students missing 5% or more but less than 10% of classes will be referred to the internal attendance committee. This committee will be comprised of four employees and one parent. The employees will be the registrar, the student facilitator, and teachers. These employees may be substituted at the discretion of the Head of School. The function of the committee will be to review the circumstances of the unexcused absences and make recommendations to the Head of School as to action needed to ensure the child's future attendance. This will be done in a written format
Assessing student and family needs	Identify and address factors contributing to students aversion and disengagement from school.	Monitor attendance and contact parents to see if contributing factors are causing additional absences
Creating action plan that addresses chronic absences and barriers to attendance.	Parents and student will meet with a school attendance committee and discuss what should be included in the action plan. Use the "My Child's Attendance Success Plan" from Attendance Works.	Committee will monitor attendance and review the Attendance Success Plan to see if the plan is being followed.



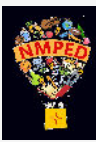
Attendance Improvement Plan

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
Creating action plan that addresses chronic absences and barriers to attendance. Contract will include weekly progress monitoring.	Head of School/Registrar will follow up with student/parents on progress made.	Attendance committee will discuss next steps and how to provide needed resources
Community resources will be used to intervene with student's barriers to attendance.	Attendance will be taken every period of the day and a weekly summary will be prepared and compared to the terms of the contract.	A log of community resource contacts made will be kept. Data from outside resource will be collected.



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
A written notice is sent to the students family to schedule a meeting with Head of School and Attendance committee.	The student must attend school every day with no absences/tardies for the remainder of the school year.	Registrar will monitor absences daily.
If unexcused absences continue the student shall be reported to the appropriate authorities, CYFD/Juvenile Probation & Parole/District Attorney/Truancy Court/ State of N.M. probation services office. An investigation as to whether the student is a neglected child or a child in need of family services will be conducted.	School will follow up with appropriate authorities for any recommendations of additional support.	All records of absences and interventions will be collected and reviewed by committee.



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**.

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

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

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

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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: %13.00

If your 2021-2022 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.

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