

# Handout: Strategies to Address Chronic Absenteeism

## Introduction

Chronic absenteeism refers to when a student misses a certain amount of school (the threshold is typically 10 percent of the academic year), regardless of the reason or whether the absence is excused or unexcused.<sup>1,2</sup> Chronic absenteeism is associated with lower academic performance and graduation rates, as well as future disengagement and chronic absence.<sup>3,4,5,6</sup> Therefore, chronic absence data can be used to identify students at risk for school failure and students who could benefit from additional supports. Chronic absenteeism is prevalent across the United States and grade spans; more than 7 million students (or about 16 percent of the K–12 student population) missed 15 or more days of school in 2015/16.<sup>7</sup>



School systems can create a context in which all students are encouraged and supported to attend school regularly, cultivating a culture of attendance for all while targeting chronically absent students with more specific interventions customized to address the root causes of their chronic absenteeism and help improve their attendance. Broad-based practices to encourage attendance include creating safe and inclusive environments, engaging families in the school community and their students' education, and providing wraparound supports that provide basic needs and address mental and physical health challenges.

Each section below highlights a specific intervention or type of strategy intended to directly improve attendance among K–12 students, especially those students who are chronically absent. Each includes what the strategy or practice is, what population it serves, how it works, what are the expected outcomes, and additional resources aimed at supporting implementation.\*

### Early Warning Systems

### Mentoring

### Check & Connect

### Nudging and Other Behavioral and Psychosocial Interventions

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\* REL Southwest conducted a review of literature on strategies to reduce chronic absenteeism in secondary schools using related keywords to search reference databases and other sources. The strategies and research presented in this handout may not include an exhaustive list of extant research on these strategies. This handout was prepared by REL Southwest under a contract with the U.S. Department of Education's Institute of Education Sciences (IES), Contract ED-IES-91990018C0002, administered by AIR. Its content does not necessarily reflect the views or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

## Early Warning Systems

### What is it?

An early warning system (EWS) is a systematic approach to identifying and supporting students in elementary and secondary schools who display symptoms of risk for failing to achieve a key educational milestone, such as readiness for high school, on-time high school graduation, or college readiness.<sup>8,9</sup> The EWS relies on data that are predictors of future success, such as absences, behavioral incidents, and course performance. A predictor, called an early warning indicator (EWI), should have a demonstrated association with failure to achieve the key educational milestone. Such indicators (for example, chronic absence, course performance) are more predictive of future performance than student demographics and more importantly are amenable to improvement with intervention. By reviewing EWIs early and regularly throughout the school year, schools may identify at-risk students and intervene to get students back on track before the negative outcome occurs.

An EWS encompasses staff, processes, and data focused on identifying struggling students as early as possible to prevent or ameliorate academic failure or eventual dropout.<sup>10</sup> Typically, a small team composed of district- and/or school-based staff meets regularly, as often as once a month or every quarter, to review EWIs, interpret data at the individual and student group levels, and identify patterns or trends at the school level. Additional investigation by staff may be required to gather more contextual information and understand the root causes of such trends. Relevant staff will recommend interventions to address specific concerns or root causes that have been identified by the EWS team members. An EWS is often implemented as a systematic continuous improvement process in which new data are used to restart the process as the data become available throughout the school year.

### What did the research find?

In one randomized controlled trial of a particular type of EWS, schools that implemented the approach during the first year experienced a statistically significant reduction in chronic absenteeism. In addition, those schools experienced a decrease in the number of students who failed a course during the ninth grade. Students identified through indicators experienced decreased suspensions, increased earned high school credits, and increased high school grade point average; however, these differences did not meet the threshold for statistical significance.<sup>8</sup> In a study of Chicago Public Schools that used the Freshman OnTrack Indicator, which combines course failures and credit accumulation into a single EWI, students who were found to be on track at the end of ninth grade were more likely to graduate on time and be prepared for postsecondary education.<sup>9</sup> An EWI such as the Freshman OnTrack Indicator is part of a broader EWS process and can be used to identify which students need additional attention.

### Where can I go to learn more?

- **Regional Educational Laboratory (REL) Program Learning Series on Early Warning Systems:** This collection of resources from the 10 federally funded RELs includes dozens of reports, infographics, tools, and videos that detail EWIs of risks of students having poor outcomes, summarizes research on EWS, and describes experiences from the field.  
<https://ies.ed.gov/ncee/edlabs/projects/ews.asp>
- **Issue Brief: Early Warning Systems in Education:** This brief from the U.S. Department of Education (2016) is part of a series on high school improvement strategies. It highlights EWS as a strategy for reducing dropout. It begins with a definition of EWS and describes key research-based EWIs (attendance, behavior, and course performance, or “the ABCs”). It then summarizes findings from the *National Survey on High School Strategies Designed to Help At-Risk Students Graduate*. The survey provided information about the use of EWS as a dropout prevention strategy in 2014/15 across the country. It did *not* measure the effectiveness of those systems but instead described the

prevalence and types of schools implementing EWS, the data collected in EWS, staff involved and frequency of monitoring, and user ratings of EWS usability.

<https://www2.ed.gov/rschstat/eval/high-school/early-warning-systems-brief.pdf>

- **REL Midwest Early Warning Intervention and Monitoring System (EWIMS) study report and infographic:** The infographic visualizes the seven-step EWIMS process—a specific type of EWS—and summarizes findings of the randomized controlled trial, including common barriers to implementation. The link below includes both the full text of the study as well as the infographic.  
<https://ies.ed.gov/ncee/rel/Products/Publication/3867>

- **Attendance Works' Three Tiers of Intervention:** After an EWS team identifies patterns across the school and students who would benefit from additional supports, the team may apply and monitor relevant interventions. This resource provides examples of interventions at different tiers: foundational, whole-school supports; Tier 1—universal prevention; Tier 2—early intervention; and Tier 3—intensive/individual intervention.

<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>

## Annotated References

Reference	Strategy	Setting	Sample	Methodology	Outcomes
<p>Faria, A.-M., Sorensen, N., Heppen, J., Bowdon, J., Taylor, S., Eisner, R., &amp; Foster, S. (2017). <i>Getting students on track for graduation: Impacts of the Early Warning Intervention and Monitoring System after one year</i> (REL 2017-272). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest.</p> <p><a href="https://files.eric.ed.gov/fulltext/ED573814.pdf">https://files.eric.ed.gov/fulltext/ED573814.pdf</a></p>	Early warning intervention and monitoring system (EWIMS)	73 high schools in Indiana, Michigan, and Ohio	37,671 students in grades 9 and 10, of whom 3% were English learner students, 13% were students with disabilities, and 44% were free or reduced-price lunch program participants	Experimental	<ul style="list-style-type: none"> <li>Improved attendance</li> <li>Decreased course failures</li> </ul>
<p>Roderick, M., Kelley-Kemple, T., Johnson, D. W., &amp; Ryan, S. (2021). <i>The preventable failure: Improvements in high school graduation rates when high schools focus on the ninth-grade year</i>. University of Chicago Consortium on Chicago School Research.</p> <p><a href="https://consortium.uchicago.edu/sites/default/files/2021-09/The%20Preventable%20Failure-Sep2021-Consortium.pdf">https://consortium.uchicago.edu/sites/default/files/2021-09/The%20Preventable%20Failure-Sep2021-Consortium.pdf</a></p>	Grade 9 “on track” indicator and monitoring system	17 high schools in Chicago Public Schools	Students in grade 9	Correlational study	Improved high school graduation rate
<p>U.S. Department of Education. (2016). <i>Issue brief: Early warning systems</i>. U.S. Department of Education Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service.</p> <p><a href="https://www2.ed.gov/rschstat/eval/high-school/early-warning-systems-brief.pdf">https://www2.ed.gov/rschstat/eval/high-school/early-warning-systems-brief.pdf</a></p>	Early warning systems	Public high schools in the United States	Students in grades 9–12	Descriptive statistics and research brief	Not applicable

## Mentoring

### What is it?

Mentoring programs are developed by schools to provide a range of supports to students and are primarily meant to establish an ongoing positive relationship between a student and a caring adult.<sup>11</sup>

Mentors can be individuals working in or with connections to the school, or they can be drawn from the community.<sup>12</sup> Mentors may be older students within the school.<sup>13</sup> Connecting students with mentors has been shown to reduce student chronic absenteeism.<sup>14,15</sup>

Mentoring programs vary in structure and can include individuals both within the school or from the community. One example of a mentoring program that uses mentors from within the school building is LISTEN (Linking Individual Students to Educational Needs). This program worked to establish a positive relationship between students displaying symptoms of risk and caring adults, such as school administrators, teachers, custodians, and others in the same school as the students. The mentoring relationship focused on several areas, including study habits, communication skills, and interpersonal relationships.<sup>11</sup> An example of a mentoring program that included individuals from inside and outside of the school is New York City's Success Mentors Corps.<sup>14</sup> This program included three types of mentors: adults from outside organizations such as AmeriCorps, trained school staff, and peer mentors, who are high school juniors who mentor their grade 9 peers.

### What did the research find?

A study examining the impact of Success Mentors on the attendance of approximately 10,000 students with histories of chronic absenteeism found that these students, on average, gained almost two additional weeks of schooling in the year(s) they had a mentor.<sup>14</sup> The study found that in-school staff (for example, teachers, coaches, noncertified staff) and external community partners (for example, national service corps members, social work students, retired professionals) had similar effects on student attendance.<sup>14</sup> May et al. (2021)<sup>12</sup> examined outcomes of secondary students who received mentorship from adult volunteers providing emotional support, behavioral support, and academic tutoring help two or more days per week at the school site. The authors found positive impacts on attendance and student achievement. Greater gains were shown for students who had a mentor for both middle and high school instead of one or the other. Other research found that mentors reduced chronic absenteeism in students from one year to the next and that having activities focused on attendance reduced the percentage of students who missed at least 20 days of school in a year.<sup>15</sup> Other benefits of mentoring programs include a positive association with grade point average and discipline referrals.<sup>11</sup>

### Where can I go to learn more?

- **Relationships Matter: A Toolkit for Launching an Elementary Success Mentors Initiative:** This toolkit from Attendance Works is designed to help school districts and site administrators establish an elementary Success Mentor program, from mentor recruitment to ongoing program support. It draws on ideas and resources from national partner organizations as well as several local efforts. The materials can be tailored to the needs of specific communities. The Success Mentor approach recognizes the power of using chronic absence to trigger early interventions that gets students to school so they don't miss important learning opportunities.  
<https://www.attendanceworks.org/resources/toolkits/mentoring-elementary-success-mentors/>
- **The National Mentoring Resource Center:** This organization aims to improve the quality and effectiveness of youth mentoring programs and relationships by supporting practitioners to more deeply incorporate evidence-based practices to support positive youth outcomes. It is a resource for mentoring tools and program and training materials, as well as providing access to no-cost training and technical assistance. The Department of Justice Office of Juvenile Justice and Delinquency

Prevention funds this center and selected MENTOR in 2013 to establish this national training and technical assistance center. <https://nationalmentoringresourcecenter.org/>

- **MENTOR: The National Mentoring Partnership:** MENTOR is a 30-year-old nonprofit organization with a mission to fuel the quality and quantity of mentoring relationships for America's young people and to close the mentoring gap for the one in three young people who grow up without this critical support. <https://www.mentoring.org>

## Annotated References

Reference	Strategy	Setting	Sample	Methodology	Outcomes
Balfanz, R., & Byrnes, V. (2013). <i>Meeting the challenge of combating chronic absenteeism: Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism and School Attendance and its implications for other cities</i> . Johns Hopkins School of Education. <a href="http://new.every1graduates.org/wp-content/uploads/2013/11/NYC-Chronic-Absenteeism-Impact-Report.pdf">http://new.every1graduates.org/wp-content/uploads/2013/11/NYC-Chronic-Absenteeism-Impact-Report.pdf</a>	Success Mentors	100 elementary, middle, and high schools in New York City	Students in grades K–12	Mixed-methods correlational and quasi-experimental	<ul style="list-style-type: none"> <li>Reduced chronic absenteeism</li> <li>Improved grade point average</li> </ul>
Johnson, K. C., & Lampley, J. H. (2010). Mentoring at-risk middle school students. <i>SRATE Journal</i> , 19(2), 64–69. <a href="https://eric.ed.gov/?id=EJ948699">https://eric.ed.gov/?id=EJ948699</a>	LISTEN (Linking Individual Students To Educational Needs)	1 northeastern Tennessee middle school	Students in grades 6–8	Correlational	<ul style="list-style-type: none"> <li>Increased attendance rates</li> <li>Improved grade point average</li> <li>Reduced discipline referrals</li> </ul>
Jordan, P. W. (2021). <i>Present danger: Solving the deepening student absenteeism crises</i> . FutureEd at Georgetown University. <a href="https://www.future-ed.org/present-danger-solving-the-deepening-student-absenteeism-crisis/">https://www.future-ed.org/present-danger-solving-the-deepening-student-absenteeism-crisis/</a>	Mentoring (generic)	<i>Not applicable</i>	<i>Not applicable</i>	Research brief	<ul style="list-style-type: none"> <li><i>Not applicable</i></li> </ul>
May, J. J., Conway, D. M., & Guice, A. D. (2021). Follow the money or follow the mentors? The impact of mentoring on absenteeism and achievement in high poverty schools. <i>Journal of Urban Learning Teaching &amp; Research</i> , 16(1), 118–139. <a href="https://eric.ed.gov/?id=EJ1294398">https://eric.ed.gov/?id=EJ1294398</a>	Mentoring (generic)	1 middle and 1 high school in an urban, Midwestern school district	Students in grades 6–10	Correlational	<ul style="list-style-type: none"> <li>Decreased absences</li> <li>Improved grade point average</li> </ul>
Sheldon, S. B., & Epstein, J. L. (2004). Getting students to school: Using family and community involvement to reduce chronic absenteeism. <i>School Community Journal</i> , 14(2), 39–56. <a href="https://eric.ed.gov/?id=EJ794822">https://eric.ed.gov/?id=EJ794822</a>	Mentoring (generic)	19 elementary and 10 secondary schools in the United States	Students in grades K–12	Correlational	<ul style="list-style-type: none"> <li>Reduced chronic absenteeism</li> </ul>

## Check & Connect

### What is it?

*Check & Connect is an intervention that uses a framework of mentoring and case management aimed toward reducing school dropout.<sup>16</sup> The “Check” component is includes frequent monitoring of student performance and progress. The “Connect” component involves program staff giving individualized attention to students while coordinating with other school staff, family members, and community organizations as relevant.* Check & Connect aligns with the mentoring section of this handout, as this program matches an adult to check in with a student regularly over time. However, it includes specific elements that are not always included in a typical mentoring program, including a core focus on the adult and student checking in on and documenting attendance, behaviors, and academic performance. Check & Connect adults serve as check-in partner and case manager, typically with less one-on-one time for students than some mentoring programs.

Check & Connect can be used with any K–12 student and has been implemented with students in all demographic groups with an emphasis on students who showed signs of disengagement (for example, lowered attendance and academic achievement). Check & Connect includes practices geared toward improving four “salient and pliable student-level factors” linked to dropout: attendance, academic achievement, engagement, and behavior.<sup>17</sup>

### What did the research find?

Maynard et al. (2013)<sup>17</sup> evaluated the impact of Check & Connect in a rigorous randomized controlled trial of middle and high school students who already received Communities in Schools (CIS) services. There were positive differences in attendance, academic performance, and behavior for CIS students who also received Check & Connect compared with students who received CIS services only. Two studies examined the effects of Check & Connect on secondary students with disabilities. The studies found that the program increases the likelihood that students will both stay in and progress in school.<sup>18,19</sup>

### Where can I go to learn more?

- **Check & Connect: The Power of Caring in a Student’s Life:** Check & Connect was developed by the Institute on Community Integration at the University of Minnesota. This organization provides resources for schools interested in implementing the intervention, such as background research, a manual for schools, training resources, and more. <https://checkandconnect.umn.edu/>
- **What Works Clearinghouse Evidence Snapshot for Check & Connect:** The What Works Clearinghouse (WWC) is a federally funded program that provides third-party reviews of the quality of evidence behind what works in education. This evidence snapshot provides an overview of the research behind the Check & Connect program, including the setting and sample included in the research, the relevant findings, and connection to more resources on the intervention.  
<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/78>

## Annotated References

Reference	Strategy	Setting	Sample	Methodology	Outcomes
Maynard, B. R., Kjellstrand, E. K., & Thompson, A. M. (2013). Effects of Check & Connect on attendance, behavior, and academics: A randomized effectiveness trial. <i>Research on Social Work Practice</i> , 24(3), 296–309. <a href="https://eric.ed.gov/?id=ED562747">https://eric.ed.gov/?id=ED562747</a>	Check & Connect	4 high schools, 9 middle schools, and one middle/high school in a large urban region in the southwestern U.S.	Students in grades 6–12	Randomized controlled trial	<ul style="list-style-type: none"> <li>Improved academic performance (grades)</li> <li>Reduced disciplinary infractions</li> </ul>
Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. <i>Exceptional Children</i> , 65(1), 7–21.	Check & Connect	1 school district in an urban area in the Midwest	Students in grades 7–9	Randomized controlled trial	<ul style="list-style-type: none"> <li>Increased completion of course assignments</li> <li>Increase credit accumulation</li> </ul>
Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. <i>Exceptional Children</i> , 71(4), 465–482.	Check & Connect	1 urban school district in the U.S.	Students in grade 9	Randomized controlled trial	<ul style="list-style-type: none"> <li>Reduced high school dropout</li> <li>Increased attendance</li> <li>Reduced student mobility</li> <li>Increased high school completion and educational persistence</li> </ul>
U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2015). <i>Dropout Prevention intervention report: Check &amp; Connect</i> . <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_checkconnect_050515.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_checkconnect_050515.pdf</a>	Check & Connect	<i>Not available</i>	Students in grades 9–12	Meta-analysis of randomized controlled trials	<ul style="list-style-type: none"> <li>Staying in school</li> <li>Progressing in school</li> <li>Completing school</li> </ul>

## Nudging and Other Behavioral and Psychosocial Interventions

### What is it?

*Behavioral interventions are a type of psychosocial intervention, a category that includes cognitive behavioral therapy, social skills training, and other supports to reduce emotional distress, improve prosocial behaviors, and subsequently increase attendance.<sup>20</sup> Nudge theory consists of unobtrusive interventions that are intended to promote a desired behavior.<sup>21</sup> Nudging interventions in educational settings often entail some sort of communication (for example, text, postcard) that reminds the recipient of an action that should be taken or provides information that may spur specific behavior.*

Nudging and other brief behavioral interventions have included students from all grade levels, geographical contexts, and demographic groups.<sup>20,21,22</sup> A research review by Maynard et al. (2015)<sup>20</sup> found high-quality studies of psychosocial interventions applied in both elementary and secondary students.

Nudging can include sending families a periodic postcard with student attendance records and/or encouragement to strive for consistent attendance to reduce absenteeism,<sup>21</sup> or sending weekly updates on missed assignments or absences.<sup>13</sup>

### What did the research find?

**Behavioral interventions.** Brief and simple interventions aimed at affecting student mindset and self-image are intended to increase school performance. Several rigorous studies showed that middle school students of color who participated in a self-affirming classroom writing exercise had improved academic and attendance outcomes that persisted over years.<sup>23</sup> Cognitive behavioral therapy was found to have significant positive effects on attendance among K–12 students in multiple countries.<sup>17</sup>

**Nudging.** Low-cost behavioral interventions such as nudges and other simple psychosocial interventions have been found to be effective in improving student attendance. Rogers et al. (2017)<sup>21</sup> conducted a randomized controlled trial and found that a single postcard that encouraged guardians to improve their student's attendance reduced absences by roughly 2.4 percent. This positive effect was found for elementary and secondary students. Heppen et al. (2020)<sup>22</sup> tested several text messaging strategies with families of 26,000 elementary students, showing that all strategies and message content were effective at reducing the chronic absence rate. For students who were chronically absent in the fall, personal texts directly from the teacher were associated with bigger improvements than automated text messages. Intensified messaging that involved school staff directly texting parents reduced chronic absence rates in the spring more than the other more automated intensified approach, for students with a prior history of high absences.

### Where can I go to learn more?

- **How to Text Message Parents to Reduce Chronic Absence Using an Evidence-Based Approach** (Kurkji et al., 2022): This toolkit from the Institute of Education Sciences is designed for school districts that are interested in running a text messaging campaign to address chronic absenteeism in their schools. The toolkit includes evidence-based approaches to communicating with parents and families of students displaying signs of chronic absenteeism as well as samples of text messages. <https://ies.ed.gov/ncee/pubs/2022001/pdf/2022001.pdf>

- **Quick Word With Jessica Heppen on Using Texting to Reduce Chronic Absenteeism in Schools:** This is a Q&A with the lead author of an IES-funded study (Heppen et al., 2020) of text nudges to families to increase attendance among their elementary school children.  
<https://www.air.org/resource/qa/quick-word-jessica-heppen-using-texting-reduce-chronic-absenteeism-schools>
- **Small Nudges Can Push Students in the Right Direction** (Sparks, 2017<sup>24</sup>): This short article gives an overview of findings from research on nudges and other brief cognitive and behavioral interventions.  
<https://www.edweek.org/leadership/small-nudges-can-push-students-in-the-right-direction>

## Annotated References

Reference	Strategy	Setting	Sample	Methodology	Outcomes
Borman, G. D., Choi, Y., & Hall, G. J. (2021). The impacts of a brief middle-school self-affirmation intervention help propel African American and Latino students through high school. <i>Journal of Educational Psychology</i> , 113(3), 605–620.	A brief self-affirmation intervention to mitigate stereotype threat	11 middle schools in Madison, WI	Students in grades 7–12	Randomized controlled trial	<ul style="list-style-type: none"> <li>Reduced the achievement gap between African American and Hispanic students and their White and Asian peers</li> <li>Increased on-time graduation rates</li> </ul>
Heppen, J. B., Kurki, A., & Brown, S. (2020). <i>Can texting parents improve attendance in elementary school? A test of an adaptive messaging strategy</i> (NCEE 2020-006). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. <a href="https://ies.ed.gov/ncee/pubs/2020006/">https://ies.ed.gov/ncee/pubs/2020006/</a>	Text messaging	108 elementary schools in 4 large, urban districts in the U.S.	Students in grades K–5	Randomized controlled trial	<ul style="list-style-type: none"> <li>Reduced chronic absences</li> </ul>
Jordan, P. W. (2021). <i>Present danger: Solving the deepening student absenteeism crises</i> . FutureEd at Georgetown University. <a href="https://www.future-ed.org/present-danger-solving-the-deepening-student-absenteeism-crisis/">https://www.future-ed.org/present-danger-solving-the-deepening-student-absenteeism-crisis/</a>	Not applicable	Not applicable	Not applicable	Research brief	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>
Kurki, A., Heppen, J. B., & Brown, S. (2021). How to text message parents to reduce chronic absence using an evidence-based approach. Toolkit (NCEE 2022-001). National Center for Education Evaluation and Regional Assistance. <a href="https://files.eric.ed.gov/fulltext/ED615917.pdf">https://files.eric.ed.gov/fulltext/ED615917.pdf</a>	Text messaging	Not applicable	Not applicable	Practitioner guide	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>
Maynard, B. R., Brendel, K. E., Bulanda, J. J., Heyne, D., Thompson, A. M., & Pigott, T. D. (2015). Psychosocial interventions for school refusal behavior with primary and secondary school students: A systematic review. <i>Campbell Systematic Reviews</i> , 11(1), 1–76. <a href="https://doi.org/10.4073/csr.2015.12">DOI 10.4073/csr.2015.12</a>	Cognitive behavioral therapy	Not applicable	Not applicable	Research synthesis	<ul style="list-style-type: none"> <li>Improved school attendance</li> </ul>

Reference	Strategy	Setting	Sample	Methodology	Outcomes
Rogers, T., Duncan, T., Wolford, T., Ternovski, J., Subramanyam, S., & Reitano, A. (2017). <i>A randomized experiment using absenteeism information to "nudge" attendance</i> (REL 2017-252). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic. <a href="https://eric.ed.gov/?id=ED572488">https://eric.ed.gov/?id=ED572488</a>	Sending postcards to parents or guardians of students	School District of Philadelphia (PA)	Students in grades 1–12	Randomized controlled trial	• Reduced student absences

<sup>1</sup> Attendance Works & Everyone Graduates Center. (2016). *Preventing missed opportunity: Taking collective action to confront chronic absence*. <https://new.every1graduates.org/preventing-missed-opportunity-taking-collective-action-to-confront-chronic-absence/>

<sup>2</sup> London, R. A., Sanchez, M., & Castrechini, S. (2016). The dynamics of chronic absence and student achievement. *Education Policy Analysis Archives*, 24(112), 1–31. <https://eric.ed.gov/?id=EJ1119285>

<sup>3</sup> Allensworth, E. M., & Easton, J. Q. (2007). *What matters for staying on-track and graduating in Chicago Public High Schools: A close look at course grades, failures, and attendance in the freshman year*. Consortium on Chicago School Research. <http://eric.ed.gov/?id=ED498350>

<sup>4</sup> Balfanz, R. & Byrnes, V. (2012). *Chronic absenteeism: Summarizing what we know from nationally available data*. Johns Hopkins University Center for Social Organization of Schools. <http://www.ccrscenter.org/products-resources/resource-database/chronic-absenteeism-summarizing-what-we-know-nationally>

<sup>5</sup> Ginsberg, A., Jordan, P., & Chang, H. (2014). *Absences add up: How school attendance influences student success*. Attendance Works. <https://eric.ed.gov/?q=source%3A%22attendance+works%22&id=ED579993>

<sup>6</sup> Kirksey, J. J. (2019). Academic harms of missing high school and the accuracy of current policy thresholds: Analysis of preregistered administrative data from a California school district. *AERA Open*, 5(3), 1–13. <https://eric.ed.gov/?id=EJ1229689>

<sup>7</sup> United States Department of Education. (2019). *Chronic absenteeism in the nation's schools: A hidden educational crisis* [Data Story]. <https://www2.ed.gov/dastory/chronicabsenteeism.html>

<sup>8</sup> Faria, A.-M., Sorensen, N., Heppen, J., Bowdon, J., Taylor, S., Eisner, R., & Foster, S. (2017). *Getting students on track for graduation: Impacts of the Early Warning Intervention and Monitoring System after one year* (REL 2017-272). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. <https://files.eric.ed.gov/fulltext/ED573814.pdf>

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