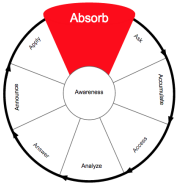
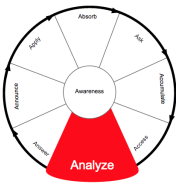
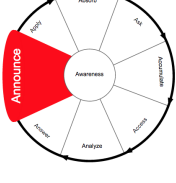


A+ INQUIRY

Example for High School Teachers (Statewide Longitudinal Data System)

Using Attendance Data to Write an Action Plan for Improving Attendance

ABSORB 	Mrs. Hendricks is Darby's 11th grade Business teacher during the 2015-2016 academic year. At the onset of the 2015-2016 school year, during a PLC meeting, Mrs. Hendricks has a conversation with Mr. Randall, one of Darby's 10th grade teachers. Mr. Randall informed Mrs. Hendricks that Darby was frequently absent from his class during the 2014-2015 school year. Based on her teaching experience, professional development, and a vast body of educational research, Mrs. Hendricks is aware of the positive impact consistent attendance can have on student achievement. Being present in the classroom arguably increases a student's chances of academic success. Although it is widely known that good attendance promotes positive outcomes, some students miss one year or more of instruction across their educational careers as a result of frequent absences. Mrs. Hendricks wants to help ensure Darby consistently attends class throughout the school year. She knows adequate parental support can contribute to higher attendance rates, but she also acknowledges that some parents attempt to ignore student attendance issues by dodging meetings, switching schools, or employing other avoidance strategies. She would like to meet with Darby and her parents to prepare an action plan for improving Darby's attendance. She knows Darby has been in the state's public school system since kindergarten and also knows the state has been tracking attendance in PowerSchool since Darby was in 3rd grade. She would like to use Darby's historical absence data as rationale for calling the meeting and developing the action plan; however, although she has a sense that Darby has missed an extensive amount of school throughout the years, she's not exactly sure how much school Darby has missed.
ASK 	Mrs. Hendricks asks the following question: "How many days of school did Darby miss between the first day of third grade and the last day of tenth grade?"
ACCUMULATE 	Mrs. Hendricks' question can be answered with attendance data representing Darby's third through tenth grade school years. She acknowledges that Darby's attendance data has been collected daily in PowerSchool since the first day of Darby's third grade year.
ACCESS 	Mrs. Hendricks accesses the attendance data she needs by logging into her Statewide Longitudinal Data System (SLDS) account online. She navigates to the "Teacher" section of reports and runs the "Teacher Student Roster" report. She clicks Darby's name in the displayed list of students. Then she respectively clicks the "Academic Dashboard" tab, "Attendance" tab, "+" sign in the "Historical Attendance" section, and "More..." link at the top right corner of the expanded "Historical Attendance" section. She selects the "Daily Attendance Dashboard" tab on the next screen to display data that will help answer her question.

ANALYZE 	Mrs. Hendricks analyzes the data by reading the number of days missed below the figure in the “Cumulative” section of the report.
ANSWER 	Mrs. Hendricks revisits the question presented in the “Ask” stage. The answer to her question is the number of days missed in the “Cumulative” section of the report. Darby missed 70 total days. In other words, between 3rd and 10th grade, she missed almost half an instructional year.
ANNOUNCE 	Mrs. Hendricks coordinates a meeting with Darby and her parents to discuss Darby’s attendance. During the meeting, Mrs. Hendricks uses a printout of the SLDS report as a visual aid for discussing Darby’s historical attendance. They discuss positive implications of consistent attendance and negative implications of inconsistent attendance as well as historical and potential future barriers to Darby’s attendance. They all agree that regular attendance is important and collectively develop an action plan to help ensure Darby optimizes the number of days she attends school throughout the year. Darby will make intentional efforts to be in school; Darby’s parents will encourage her to maintain regular attendance and agree to meet with Mrs. Hendricks again if Darby’s attendance becomes inconsistent; and Mrs. Hendricks will monitor Darby’s attendance, provide Darby with positive reinforcements for good attendance, and schedule additional meetings with Darby and her parents if needed. All parties sign the action plan and decide to revisit the plan quarterly.
APPLY 	Darby makes intentional efforts to be in school. Darby’s parents encourage her to maintain regular attendance. Mrs. Hendricks monitors Darby’s attendance and provides positive reinforcements when Darby’s behaviors align with the action plan. The action plan is reviewed quarterly and additional meetings are coordinated as needed if Darby’s behaviors do not align with the action plan.
AWARENESS 	Mrs. Hendricks demonstrates awareness throughout, ensuring the right context is absorbed, the right questions are asked, the right data are accumulated, accessed, and analyzed, the right answers are derived, the right announcements are communicated, and the right applications are made.

A+ Inquiry framework adapted from “Disciplined inquiry: Using the A+ Inquiry framework as a tool for eliminating data hoarding, mindless decision-making, and other barriers to effective ESA programming,” by N. C. Anderson, M. R. Brockel, and T. E. Kana, 2014, *Perspectives: A Journal of Research and Opinion About Educational Service Agencies*, 20(3).