

What Is Inside, and Where

18 pages, one goal: tracking attendance and identifying what is in the way.

Before you begin

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START HERE

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Filled Example: Attendance and Barriers
EXAMPLE

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How the sections build on each other: Section 1 sets up the codes and the caseload once. Section 2 is the daily and monthly data — attendance, barriers, engagement, family contact. Section 3 turns that data into a graph, a family update, and language for a progress note, closed out with one worked example.

Start Here — Three Steps

Ninety seconds of reading. Type the codes and roster once; the daily marks themselves are faster with a pen.



1

Set up once

Write the engagement rating anchors and barrier codes that apply at your school (page 6), then type the caseload roster (page 7).

These are your school's own definitions — the file supplies the grid, your team supplies the words.



2

Log every day

Mark attendance every day on the tardy/absence log (page 9). Once a month, or when a pattern shows up, check the barrier inventory (page 10) and the engagement checklist (page 11).



3

Graph and report

Plot the trend on the graph (page 14), send a family update (page 15), and use the phrase bank (page 16) when you write the progress note.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

Not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not calculate a percentage or a graph for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Observable facts only — transportation barriers, absences due to illness, housing instability, or a refusal to attend, each logged as a plain checked fact, never a clinical label, a cause, or an eligibility finding. Nothing here decides why a student is absent; your team writes that in from its own judgment.

WHAT THIS IS, AND WHAT IT IS NOT THE SAME AS

Not the full **Counselor and Social Work Session Data Sheets** — that file is a whole caseload clipboard covering many kinds of sessions. This file is narrower on purpose: one job, attendance and school engagement, with the barrier inventory, the family contact log, and the graph built around that one job.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. Opened in something that fills fields but does not save them — use Acrobat Reader and Save As.

I need more rows than a log holds. Print that page again and number the sheets.

Anything else — the **Ask a Question** tab; a fix to the file is a free update.

WHO KEEPS THIS FILE

Attendance coordinators, school counselors, and special educators who need one place to see the pattern, not just the day.

 **ROSTER**

Caseload Roster

Every student, their grade, current status, key barriers, attendance goal, which sheets they use, and critical contact information.

COUNSELOR OR ATTENDANCE COORDINATOR			SCHOOL / YEAR			UPDATED		
#	STUDENT	GR	TEACHER	STATUS	BARRIER(S)	GOAL %	PAGES	IEP
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

STATUS: ON (ON TRACK) / AT RISK (TRENDING DOWN) / INTENSIVE (BARRIER + PLAN)

Pages: attendance (page 9), barriers (page 10), engagement (page 11), contact log (page 12). Mark which sheets each student uses in the Pages column so a substitute or a second provider knows where to look. Goal % is from the IEP or attendance plan; the IEP column is a checkbox for whether attendance is written into the plan at all, not a clinical label or an eligibility note.

LOG

Attendance and Tardy Log

One row per student per month. Code every school day: P for present, T for tardy, A for absent, S for school event, and so on.

COORDINATOR

MONTH / YEAR

CODES: P PRESENT, T TARDY, A ABSENT, S SCHOOL EVENT, I ILLNESS, X EXCUSED

[illegible]

One row per student, one column per school day (D1–D15 shown; use more pages for full months). Enter the code every day. Tardy count is how many times T appears in that month.

TOTAL DAYS PRESENT

TOTAL DAYS ABSENT

TOTAL DAYS TARDY



Attendance Graph and Summary

Plot attendance percent and tardy count. The baseline, the aim line, and the trend. Three weeks below the aim: decision point.

STUDENT	MONTH(S)	AIM (GOAL % FROM ROSTER)

#	MONTH	DAYS ATTENDED	DAYS ABSENT	DAYS TARDY	% ATTENDING
1					
2					
3					
4					

Three weeks below the aim line: Change the intervention and write what changed. **Three weeks at or above:** check engagement in a second setting before closing this out. **One week of no data:** confirm the log is being kept, not that attendance improved.

INTERVENTIONS TRIED AND DATES

 **NOTES**

Family Communication Page

Attendance and Engagement

STUDENT	DATE / WEEK OF	FROM

THIS MONTH'S ATTENDANCE

ONE BARRIER WE ADDRESSED

WHAT COMES NEXT

FAMILY REPLY	BEST WAY TO REACH US

EXAMPLE

Filled Example: Attendance and Barriers

SAMPLE · INVENTED STUDENT

Marcus is invented, and so is every number. Notice how the attendance data drives the barrier check.

Attendance log (page 9) – Marcus, September (invented)

STUDENT	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15	TARDY
Marcus	P	P	T(15)	A	A	P	T(10)	P	P	A	T(20)	P	P	P	P	3

Summary: 80% attendance (12 of 15 days present or tardy, 3 tardy, 3 absent). **Tardy pattern:** math instruction days (9/3, 9/10, 9/15). **Absent days:** Thursdays and Fridays (9/6, 9/13, 9/20).

Barriers (page 10)

- | | |
|---|--|
| ☐ Transportation or getting to school | ☐ Illness or medical |
| ☐ Housing instability | ☒ Student refusal or anxiety |
| ☒ Family factors (work/childcare) | ☐ Other |

Facts: Marcus said math “feels too hard.” Mother works early shift; after-school pick-up uncertain on some days.

What will be tried next: Check-in before math starting 9/20. Family exploring after-school care options.

Engagement checklist (page 11)

DAY	AT SCHOOL?	RATING	CONTEXT	ONE-LINE NOTE
9/16	Yes	4	Math, small group	Off-task, watched the clock
9/17	Yes	7	Math, small group	Started after check-in, finished worksheet
9/19	No – absent	–	–	–

Family contact log (page 12)

DATE	STUDENT	FAMILY	CODE	REASON	MIN	OUTCOME	FOLLOW-UP
9/16	Marcus M.	Mother (phone)	C	Tardy pattern before math	8	Discussed check-in plan	Coordinator to start 9/20
9/20	Marcus M.	Mother (phone)	C	Follow-up on check-in	5	Check-in started well	Recheck attendance in 2 weeks

Graph and summary (page 14)

MONTH	DAYS ATTENDED	DAYS ABSENT	DAYS TARDY	% ATTENDING
September	12	3	3	80%

Aim: 95% (from roster). **Baseline:** 81%. **Status:** Below aim, intensive intervention started. **Decision:** if still below 85% in two weeks, try an incentive before math.

HOW THIS BECOMES A PROGRESS NOTE (PAGE 16)

“Marcus was tardy 3 times this month, most often on math instruction days. He names math as a barrier to getting to school. Since starting a before-math check-in, attendance has moved from 81% to 80% in September, with the team reviewing the plan again in two weeks.” Every fact in that sentence came from the tables above — none of it is a finding this file made on its own.