

SECTION 2 • RECORD AND CORRELATE THE DATA

ATTENDANCE & GOAL PROGRESS IMPACT

DATA

One row per week: the attendance number beside the goal number, so the pattern is visible instead of guessed at.

STUDENT

GOAL BEING WATCHED

ATTENDANCE TARGET THIS TEAM SET (%)

#	WEEK / DATES	ATTENDANCE % THIS WEEK	MET THE TARGET? (Y/N)	GOAL PROGRESS % THIS WEEK	TREND VS. LAST WEEK	NOTES ON THE RELATIONSHIP
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

WHAT TO LOOK FOR

Weeks that meet the target and show higher progress point at attendance as the barrier — the skill may already be there. **Weeks that meet the target with no progress** change point at the goal itself, not attendance. **Too few weeks meeting the target to tell** is a real answer; write it down rather than guess ahead of the data.

COPY THE NUMBERS, DO NOT RECOMPUTE THEM
HERE

Attendance % comes from the attendance record (page 9); goal progress % comes from the data sheet (page 10). This grid only puts the two side by side.

What Is Inside, and Where

21 pages, one question: is chronic absence limiting a goal, or is the goal itself the problem? Nothing here decides that for you.

Before you begin

PAGE 4



Start Here
START HERE **4**

01 Set Up the Caseload

PAGES 6–7



Code Key and Marking Guide
SETUP **6**



Caseload Roster
ROSTER **7**

02 Record and Correlate the Data

PAGES 9–14



Attendance Record
LOG **9**



Goal Progress Data Sheet
DATA **10**



Attendance and Goal Progress Correlation Grid
DATA **11**



Attendance and Goal Progress Graph
TRACKER **12**



Attendance Barrier Analysis
DATA **13**



Goal Readiness Note
NOTES **14**

03 Report, Plan and Share

PAGES 16–20



Quarterly Impact Summary
REPORTING **16**



Intervention Plan
NOTES **17**



Team and Family Update
NOTES **18**



Observable Language Phrase Bank
REFERENCE **19**



Filled Example: Attendance and Goal Progress
EXAMPLE **20**

How the sections build on each other: Section 1 sets up the codes, the caseload and each student's own attendance target once. Section 2 is the weekly data: an attendance record, a goal-progress data sheet, the grid and graph that put them side by side, a barrier analysis, and a goal-readiness note for the team's own decision. Section 3 turns that into a quarterly summary, an intervention plan, a family and team update, and a phrase bank, closed out with one worked example. Two related files carry either half of this job on its own — a full year of one goal, or a whole caseload's attendance — and are named on the back page if that is what you actually need instead.

Start Here — Three Steps

Ninety seconds of reading. Set the target and codes up once; the weekly marks themselves are faster with a pen.



1

Set up once

Write in each student's attendance target from the IEP or attendance plan on the roster (page 7) — this file does not supply one.

Read the code key (page 6) once; it is the marking system every other page in the file uses.



2

Record every week

Mark the attendance record (page 9) every school day and the goal-progress data sheet (page 10) on the days the student is present to practice the goal.



3

See the relationship, then report

Copy both numbers onto the correlation grid (page 11) and the graph (page 12) once a week; use the barrier analysis and goal-readiness note (pages 13–14) when a pattern shows up, then roll it into the quarterly summary, the plan, and the family update.

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 draw the 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

No day-count or percentage anywhere in this file is a rule it supplies; the attendance target that appears on the roster, the grid, and the graph is written in by your team from the student's own IEP or attendance plan. Nothing here decides why a student is absent, whether a goal is appropriate, or anything about a program's eligibility — those stay your team's judgment, recorded on the goal-readiness note.

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

Not the full **Attendance and School Engagement Monitoring** pack (attendance alone, no goal-progress comparison) and not the full **Goal Tracking** file (a year of one goal, no attendance comparison). This file is the page neither of those has: the two numbers, side by side, on one grid.

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 copies.

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

WHO KEEPS THIS FILE

Case managers, resource teachers, and school counselors who have a student not meeting a goal and want to know whether attendance is part of why before changing anything else.

DATA

Attendance and Goal Progress Correlation Grid

One row per week: the attendance number beside the goal number, so the pattern is visible instead of guessed at.

STUDENT

GOAL BEING WATCHED

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COPY THE NUMBERS, DO NOT RECOMPUTE THEM HERE

Attendance % comes from the attendance record (page 9); goal progress % comes from the data sheet (page 10). This grid only puts the two side by side.

TRACKER

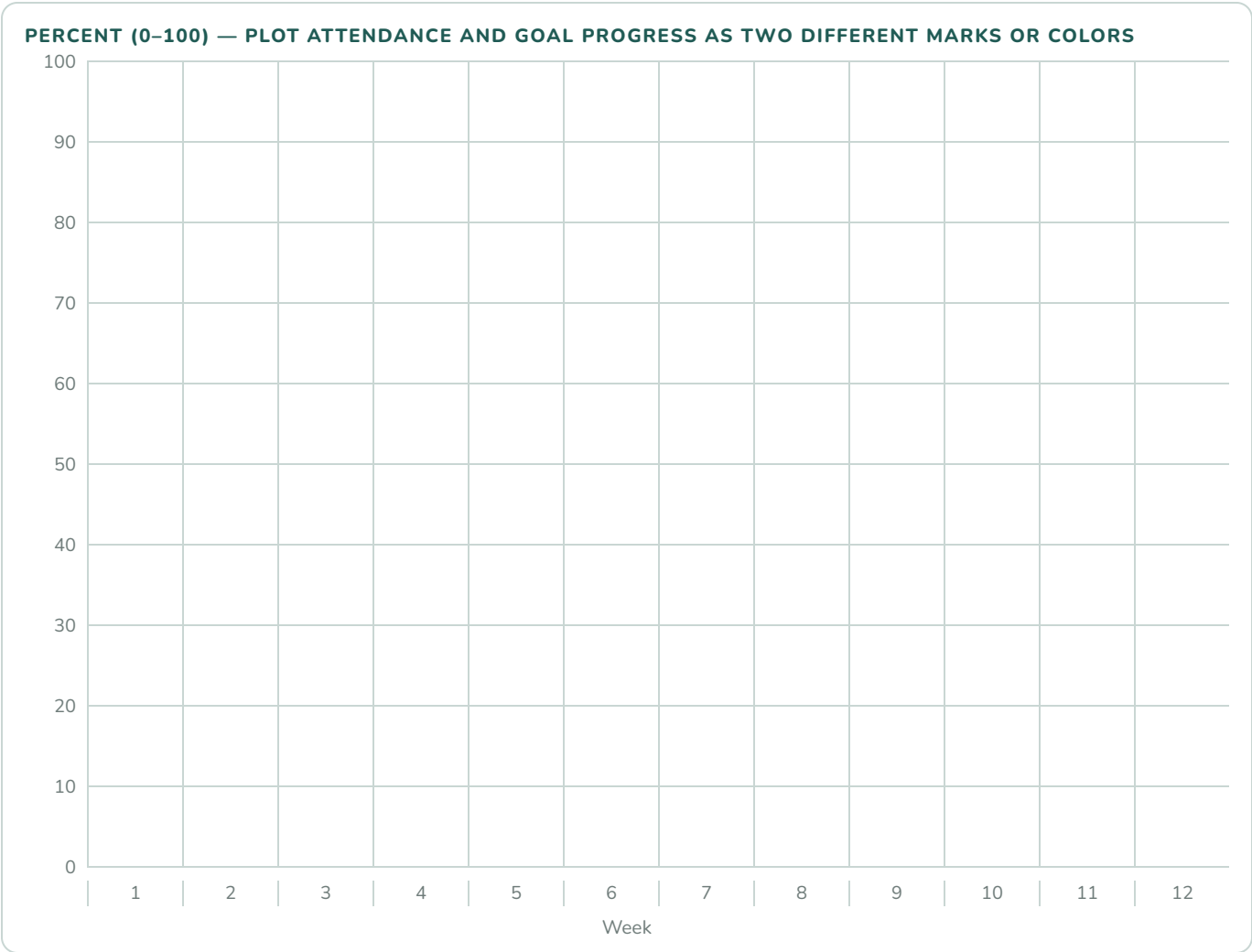
Attendance and Goal Progress Graph

Plot both lines on the same grid. Two lines moving together is a different story than two lines moving apart.

STUDENT

GOAL BEING WATCHED

ATTENDANCE TARGET (%)



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Attendance %												
Goal progress %												
Attendance target												

TWO LINES MOVING TOGETHER, OR TWO LINES MOVING APART

Lines that rise and fall together across the same weeks are the pattern the correlation grid is built to show. Lines that move independently — goal progress flat while attendance climbs, or the reverse — are just as real an answer, and belong on the quarterly summary either way (page 16).

REPORTING

Quarterly Impact Summary

One student, one reporting period, both numbers side by side. The relationship call is the team's, marked from the grid above.

STUDENT

REPORTING PERIOD

CASE MANAGER

ATTENDANCE THIS PERIOD

WEEKS WITH DATA

AVERAGE ATTENDANCE %

TREND (UP / FLAT / DOWN)

GOAL PROGRESS THIS PERIOD

BASELINE %

CURRENT %

TREND (UP / FLAT / DOWN)

RELATIONSHIP CALL, FROM THE CORRELATION GRID

☐ Progress tracked with attendance — both moved together this period

☐ Progress improved even in weeks attendance did not meet the target

☐ Progress did not improve even in weeks attendance met the target

☐ Not enough weeks meeting the target yet to tell

WHAT CHANGES NEXT PERIOD, AND WHY

YEAR AT A GLANCE, ONE LINE PER REPORTING PERIOD

#	PERIOD	AVG. ATTENDANCE %	GOAL PROGRESS % (START → END)	RELATIONSHIP CALL	DECISION MADE
1					
2					
3					
4					
5					

 NOTES

Team and Family Update

For the family, the general education teacher, or the team — ready to send as printed or typed, no jargon and no percentages required.

STUDENT	REPORTING PERIOD	FROM

ATTENDANCE THIS PERIOD, IN PLAIN WORDS

No percent required here — the data sheets already have it.

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GOAL PROGRESS THIS PERIOD, IN PLAIN WORDS

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WHAT WE NOTICED ABOUT THE TWO TOGETHER

Only what the grid shows — never a guess about why.

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WHAT WE ARE TRYING NEXT

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QUESTIONS? BEST WAY TO REACH US

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FAMILY OR TEAM ACKNOWLEDGMENT, IF YOUR SCHOOL ASKS FOR IT

.....

EXAMPLE

Filled Example: Attendance and Goal Progress

SAMPLE · INVENTED STUDENT

Amara is invented, and so is every number on this page. Notice which four weeks carry both the lowest attendance and the lowest goal score.

Correlation grid (page 11) – Amara, invented grade 5, Q1, goal: reading fluency comprehension checks

WEEK	ATTENDANCE %	MET TARGET? (80%)	GOAL %	NOTES
Wk 1	60%	N	30%	Below target; progress flat around 30–40%.
Wk 2	40%	N	30%	Below target; progress flat around 30–40%.
Wk 3	60%	N	40%	Below target; progress flat around 30–40%.
Wk 4	40%	N	30%	Below target; progress flat around 30–40%.
Wk 5	80%	Y	60%	Met target; progress climbing steadily.
Wk 6	100%	Y	80%	Met target; progress climbing steadily.
Wk 7	100%	Y	80%	Met target; progress climbing steadily.
Wk 8	80%	Y	70%	Met target; progress climbing steadily.
Wk 9	100%	Y	90%	Met target; progress climbing steadily.

Weeks below the 80% target (1–4): average goal progress 32.5%. **Weeks meeting the target (5–9):** average goal progress 76.0%. **Overall attendance this quarter:** 73%. **Goal progress:** baseline 30%, week 9 90%.

Barrier analysis (page 13)

- ☒ Transportation or getting to school — the bus route changed in September and the new pickup time was missed most mornings.
- ☒ Family circumstances — a parent's work shift changed the same month.
- ☐ Health or medical ☐ Disengagement or motivation ☐ Other

What the team tried, since Oct 6: a family carpool arrangement and a morning check-in call on days the bus was missed.

Goal-readiness note (page 14)

Goal progress rose from 30% to 90% in the same weeks attendance rose from an average of 50% to an average of 92%. **Decision (checked):** "Keep the goal as written — attendance and progress are moving in the same direction." The team is not changing the goal; the carpool and check-in plan continues.

Quarterly impact summary (page 16)

Weeks with data: 9. Average attendance: 73%, trend up. Goal progress: baseline 30%, current 90%, trend up. **Relationship call (checked):** "Progress tracked with attendance — both moved together this period." **Next period:** continue the carpool plan; recheck the grid at week 4.

HOW THIS BECOMES A PROGRESS-REPORT SENTENCE (PAGE 19)

"In the four weeks Amara's attendance was below 80%, goal progress averaged 32.5%; in the five weeks attendance met 80% or higher, goal progress averaged 76.0%. The team is keeping the current goal and continuing the attendance plan started in October." Every number in that sentence came from the tables above — none of it is a finding this file made on its own.