Intervention Logic Model

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<th>Assumptions</th>
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<tr>
<td>Families are a primary support system for learning.</td>
<td>MTSS that includes evidence-based attendance interventions.</td>
<td>Transparently help families keep track of attendance.</td>
<td>Personalized messaging for at-risk students missing more than 5% of days.</td>
<td>A 10–15% reduction in chronic absenteeism.</td>
<td>More equitable learning opportunities.</td>
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<tr>
<td>Families have agency over attendance.</td>
<td>Student and family engagement plans.</td>
<td>Help families understand that all absences, including excused, can impact achievement.</td>
<td>Personalized attendance nudges delivered by text and mail.</td>
<td>Reduced burden on teachers and attendance teams.</td>
<td>A stronger culture of attendance districtwide.</td>
</tr>
<tr>
<td>Effective family-school communication can change student outcomes.</td>
<td>Budget from federal or state and local funding.</td>
<td>Support students and families with individual and systemic attendance barriers.</td>
<td>Non-punitive messaging about the importance of attendance.</td>
<td>More support for students and families.</td>
<td>Increased longitudinal achievement metrics.</td>
</tr>
<tr>
<td>Evidence-based interventions are vital to changing student outcomes.</td>
<td>High-quality attendance data.</td>
<td>Making district resources easier to access and navigate.</td>
<td>On-demand support for families by text and phone.</td>
<td>Stronger relationships with families.</td>
<td>Improved family-school partnerships.</td>
</tr>
<tr>
<td>Applying behavioral science insights makes it easier for families to take action.</td>
<td>A district-level point of contact to help support the program.</td>
<td>Leveraging chronic absence data as an early-warning indicator.</td>
<td>Aggregated and disaggregated data reporting to help inform districts MTSS.</td>
<td>Reduction in the number of students that need more intensive intervention.</td>
<td>Increased graduation and enrollment rates.</td>
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<tr>
<td>Attendance is fundamental to closing equity gaps.</td>
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<td></td>
<td></td>
<td>An increase in funding attached to attendance metrics.</td>
<td>More equitable student outcomes.</td>
</tr>
</tbody>
</table>

Assumptions:
- Families are a primary support system for learning.
- Families have agency over attendance.
- Effective family-school communication can change student outcomes.
- Evidence-based interventions are vital to changing student outcomes.
- Applying behavioral science insights makes it easier for families to take action.
- Attendance is fundamental to closing equity gaps.

Inputs:
- MTSS that includes evidence-based attendance interventions.
- Student and family engagement plans.
- Budget from federal or state and local funding.
- High-quality attendance data.
- A district-level point of contact to help support the program.

Activities:
- Transparently help families keep track of attendance.
- Help families understand that all absences, including excused, can impact achievement.
- Support students and families with individual and systemic attendance barriers.
- Making district resources easier to access and navigate.
- Leveraging chronic absence data as an early-warning indicator.

Outputs:
- Personalized messaging for at-risk students missing more than 5% of days.
- Personalized attendance nudges delivered by text and mail.
- Non-punitive messaging about the importance of attendance.
- On-demand support for families by text and phone.
- Aggregated and disaggregated data reporting to help inform districts MTSS.

Initial Outcomes:
- A 10–15% reduction in chronic absenteeism.
- Reduced burden on teachers and attendance teams.
- More support for students and families.
- Stronger relationships with families.
- Reduction in the number of students that need more intensive intervention.

Ultimate Outcomes:
- More equitable learning opportunities.
- A stronger culture of attendance districtwide.
- Increased longitudinal achievement metrics.
- Improved family-school partnerships.
- Increased graduation and enrollment rates.
- More equitable student outcomes.