

Does Attendance Really Count in Our Expanded Learning Program?

A Tool for Self Assessment - (Version November 2016)

Key Element	Strength	OK for Now	Could be Better	Urgent Gap	Don't Know	Implication(s) for Action
1. Every day, in every class of our expanded learning program, staff take roll <i>accurately</i> and in a <i>caring</i> manner.						
2. We enter our attendance data into an electronic data base that can generate regular reports on satisfactory attendance, chronic absence and average daily attendance.						
3. We have a clear policy expressing the value placed on regular attendance and clearly communicate this policy to students and families.						
4. We track which students have poor attendance in our program and reach out to find out why and how attendance could be improved.						
5. We review and use our attendance data to identify problematic situations or promising approaches for improving attendance in the expanded learning program.						
6. We offer meaningful incentives to attract and reward students for attending our program.						
7. We target students who are chronically absent for recruitment to our expanded learning programs.						
8. In the schools where we work, we share information about the attendance of the students we both serve so we can work together to address their needs.						
9. Our program staff and school day staff work together to inform parents about the importance of attendance in both programs and encourage parents to help each other get their children to class.						
10. We evaluate the impact of our work on improving school day attendance.						
TOTAL						

(Note: Chronic Absence is missing=> 10% of the possible days of attendance over a year; Satisfactory Attendance is missing=< 5% of the possible days of attendance over a year)