

School: _____

School Attendance Team Self-Assessment

INDICATOR	Emerging	Developing	Proficient
School-Based Leadership	<input type="checkbox"/> The Principal acknowledges that improving attendance is important for student success, but only occasionally focuses on it (e.g., one professional development session for staff per year)	<input type="checkbox"/> The Principal has improving attendance as one of many priorities, consistently focuses on it, and periodically organizes training sessions for core staff including those who work with students with disabilities.	<input type="checkbox"/> The Principal has a systemic approach for improving attendance that is explicitly linked to academic outcomes and school climate and demonstrates visually and verbally the importance of student attendance at their school.
Team Membership	<input type="checkbox"/> Team includes 2-3 staff members, but does not include the principal or other administrator.	<input type="checkbox"/> Team includes 2-3 staff members, including the principal or other administrator.	<input type="checkbox"/> Team includes at least 4 staff members, including the principal and other staff (i.e. administrative assistant, nurse, school counselor, social worker, special educator, ELL lead teachers) plus, as appropriate, representation from students, families or community agencies.
Team Purpose	<input type="checkbox"/> Focus is on students with highest number of absences and providing case management for truant and/or Tier 3 students.	<input type="checkbox"/> Team organizes a couple of prevention strategies (e.g. perfect attendance awards) and focuses on Tier 3 students by providing case management.	<input type="checkbox"/> Team ensures the existence of school attendance strategies that emphasize prevention and early intervention for all students, while also ensuring triage and coordination of supports for Tier 2 and Tier 3 students based on the reasons for absences.
Roles & Responsibilities	<input type="checkbox"/> Team member roles and responsibilities are unclear.	<input type="checkbox"/> Roles are informally understood, but responsibilities are not clearly defined.	<input type="checkbox"/> Roles and responsibilities of members are defined and documented and members are held accountable.
Meeting Frequency	<input type="checkbox"/> Meetings are not held on a regular basis and member attendance is inconsistent.	<input type="checkbox"/> Meetings are scheduled on a monthly basis, but may be cancelled if a key team member is absent.	<input type="checkbox"/> A weekly meeting schedule is established and meetings are held even if a key member is unable to attend.
Meeting Protocols	<input type="checkbox"/> Meeting protocols (e.g. norms, data reports, and agenda) have not been formally established.	<input type="checkbox"/> Meeting protocols (e.g. norms, data reports, agendas) have been formally established but may not be consistently followed.	<input type="checkbox"/> Meeting protocols (e.g. norms, data reports, and agendas) have been formally established including when community partners and other members of the school community should be involved and are followed at every meeting.

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Data Driven			
What Data Is Collected	<input type="checkbox"/> Students with the highest number of absences, unexcused absences and truants.	<input type="checkbox"/> Data on individual students with excused and unexcused absences is clustered by subgroups (e.g. attendance categories, grade levels, vulnerable students).	<input type="checkbox"/> Data is disaggregated for individuals and groups of students with unexcused and excused absences and days missed due to suspensions (e.g. attendance categories, grade levels, vulnerable student subgroups).
Frequency of Data Review	<input type="checkbox"/> Chronic absence data is reviewed annually.	<input type="checkbox"/> Chronic absence data is reviewed monthly.	<input type="checkbox"/> Chronic absence data is reviewed at least biweekly.
How Data Is Used	<input type="checkbox"/> Chronic absence data is used as an accountability measure and not for early warning.	<input type="checkbox"/> Chronic absence data is used to identify individual students and subgroups in need of early intervention.	<input type="checkbox"/> Chronic absence data is analyzed to develop prevention, early, and intensive intervention strategies based on reasons for absences. Interventions for individuals and subgroups are assigned, monitored, and assessed for effectiveness.
Access to Data	<input type="checkbox"/> Attendance data is not shared with all school staff or school community.	<input type="checkbox"/> Attendance data is shared with all staff and school community on a quarterly basis.	<input type="checkbox"/> Attendance data is shared monthly with school staff and the school community in many ways (e.g. student or parent portals, staff reviews, school improvement plans, school report cards, newsletters, wall displays).
Focus on Tier 1 Students	<input type="checkbox"/> The primary focus is on Average Daily Attendance (ADA) and perfect attendance.	<input type="checkbox"/> School staff is aware of the negative impact of chronic absence, and efforts are underway to expand recognition to good and improved attendance.	<input type="checkbox"/> School staff, students, families, and community partners are aware of the impact of chronic absence and recognize good and improved attendance.
Climate & Culture	<input type="checkbox"/> Minimal efforts made to explore the connection between school climate and attendance.	<input type="checkbox"/> The team has a school climate improvement plan and process that incorporates attendance and is inclusive of vulnerable student subgroups.	<input type="checkbox"/> Attendance is embedded into student and family engagement and school climate strategies and plans.
Focus on Tier 2 Students <i>(missing more than 10% of the school year)</i>	<input type="checkbox"/> Follow district protocols for absences (e.g. letters or robo calls) with no early outreach when students are absent.	<input type="checkbox"/> Personal early outreach (e.g. home visits) to families the day a student is absent and over the summer for students with a history of chronic absence in the previous year.	<input type="checkbox"/> Monitors students who are on the cusp of Tier 2, common barriers to attendance are identified for individuals and groups of students, and systemic solutions are put in place with district staff and community partners.
Focus on Tier 3 Students <i>(missing more than 20% of the school year)</i>	<input type="checkbox"/> Phone calls are made to parents, and parent meetings are held with families of students once the absence rate reaches 20%.	<input type="checkbox"/> Targeted, personal outreach to families of students with an absence rate of 20% or more and referrals to court and/or community providers.	<input type="checkbox"/> Monitors students who are on the cusp of Tier 3, examines emerging patterns for all Tier 3 students to understand common causes or barriers, and facilitates problem-solving approaches and case management services with community partners.

Vulnerable student populations are those which data shows are disproportionately chronically absent as compared to the overall student population such as students with disabilities, living in poverty, from communities of color, facing high mobility or homelessness, involved in foster care or juvenile justice systems, and experiencing the stress of immigration.

