

Attendance Systems & Supports Self-Assessment

This self-assessment aims to help school leaders and their teams identify strengths and opportunities to implement a schoolwide attendance strategy. This self-assessment examines two key indicators that are integral to reducing chronic absence at a school level: Attendance Teams and a Systemic Approach to Attendance.

Use the following scale to support your thinking:

1 = Needs Improvement

2 = Meets Expectations

3 = Exceeds Expectations

Attendance Teams

Key Components		Scale	Comments
Prioritization	<ul style="list-style-type: none"> All stakeholders are committed to improving attendance. Attendance work is focused on chronic absenteeism and is reflected in the school improvement plan. The attendance team includes at least one administrator, teachers, an interventionist/counselor, an attendance clerk and a student and family representative. 		
Attendance Meetings	<ul style="list-style-type: none"> Meetings provide time to analyze schoolwide data, develop plans to address concerns and allocate responsibilities for creating needed tools or resources. Attendance team meets biweekly and conducts half-day planning sessions once per quarter Roles and responsibilities are defined and documented and all members own tasks/next steps. 		

Use of Data	<ul style="list-style-type: none"> • School and cohort level attendance rates and chronic absenteeism rates are analyzed bi-weekly. • Staff analyzes the attendance codes among chronically absent students to better inform the need for intervention. • School staff are aware of the percent & number of students in each attendance tier. • Data is used to create and assess the impact of interventions. 		
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Systemic Approach

	Key Components	Scale	Comments
Multi-tiered	<ul style="list-style-type: none"> • The attendance team focuses on students in all tiers and aligns interventions to each tier. • Coordinated interventions align to systemic and individual barriers. • Tier 1 strategies make up the majority of the interventions. • We have professional development opportunities for members of our school staff to address attendance. 		
Tier 1 Communication	<ul style="list-style-type: none"> • Attendance policy is non-punitive, clear and communicated to all stakeholders. • Messaging around the importance of attendance is shared with families throughout the entire school year. • All students and families receive data on their attendance and the impact of attendance on learning throughout the year. • Attendance data is used to proactively support at-risk students. • Schools offer incentives for attendance improvement. 		

<p>Tier 1</p> <p>Universal supports</p>	<ul style="list-style-type: none"> • Teams collect barriers to attendance from families and identify systemic barriers to create school-wide preventative support. • Supports utilize internal staff and programs as well as external community partners and resources. • Attendance teams use data to identify school-wide areas of improvement and create targeted campaigns to address them, for example: calendar data to identify dip days (days where attendance is lower than average); grade level data. 		
<p>Tier 2</p> <p>Utilizing Patterns & Trends in Individual Data to provide Interventions</p>	<ul style="list-style-type: none"> • There is a system in place for identifying individual student and family attendance barriers. • Students are placed in intervention groups based on patterns or trends and/or individual barriers. Intervention effectiveness is monitored every 4-6 weeks. • Data is grouped according to Early Tier II (10-14%) and High Tier II (15-19%) to support systematic intervention groupings. • School personnel contact the family of Tier II students by phone to inquire why a child is absent and communicate the importance of attending school. 		
<p>Tier 3</p> <p>Individual Supports & Wraparound Services</p>	<ul style="list-style-type: none"> • Students on the cusp of Tier 3 receive monitoring and targeted support. • Schools hold high quality attendance conferences with students and families missing more than 20% of school to determine an Attendance Improvement Plan. • Teams use a problem-solving individualized approach to address each Tier 3 student's unique barriers to attendance. • Improvement plans are monitored every 6 weeks for efficacy. • Students missing more than 20% of the school year receive wrap around services involving health, housing and social services with personalized plans and case management. 		