School Attendance Self-Assessment

You can use this self-assessment with your school team to assess your progress towards an attendance system and use the results to set your goals.

Attendance System Top Elements	Solidly in Place	We are getting there	Needs Improve-ment	Urgent Gap	Don't Know
1. How would you describe your school's progress towards a Culture of Attendance? Description: Our school promotes a culture of attendance in year-round communication to families and students (back-to school events, letters, flyers, personal phone calls, etc.) and regularly recognizes good and improved attendance. School makes accessible state RCWs and notifies families when certain thresholds are approaching.					
2. To what extent is Teaming for Tier 1 Attendance in place at your school? Description: Our school has a team that monitors schoolwide tier 1 attendance data and trends, including excused and unexcused, which examines the reasons for absences using quantitative and qualitative data through an equitable lens. This team coordinates the school's tier 1 attendance strategy.					
3. To what extent is Teaming for Tier 2 Attendance in place in your school? Description: Our school has a team that address group interventions based on common group barriers?					
4. To what extent is Teaming for Tier 3 Attendance in place in your school? Description: Our school has a team that supports individual students with more intensive interventions in partnership with community services and partners?					
5. How would you describe your school's access and use of Actionable Data on attendance?					

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Description: Teachers and school staff take attendance accurately, equitably, and frequently. Multiple staff (attendance clerks, counselors, teachers and administrators) have access to data reports that are easy to read and display chronic absence - when students are missing 2 or more days a month both excused and unexcused.					
6. To what extent are Tiered Interventions (Continuum of Supports) for attendance in place in your school? Description: Our school has a continuum of supports (tiered interventions) for addressing attendance. We have clearly defined roles, communication, and action steps are assigned when students meet certain thresholds of absences.					
7. How would you describe your school or district's Collaboration and Partnerships in regards to attendance? Description: Our school partners with community agencies that offer resources (e.g. expanded learning, health services, mentors) that help engage students and remove attendance barriers in a culturally responsive and reflective manner.					
8. To what extent does your school seek to engage Students and Families as Partners in addressing attendance & engagement? Description: Our school intentionally seeks out student and family voice and utilizes it to make decisions for interventions, goals, and changes around attendance and engagement. We engage students in supporting their peers to attend regularly, recognizing them as integral to implementing solutions.					
9. How would you describe the Staff Culture and Commitment to addressing attendance with an "all hands on deck" approach? Description: In our school, every member of the staff recognizes the unique and specific contributions they can make for supporting student attendance and they take steps within their role to promote it. Staff understand that attendance is not simply a "student and family problem", but that they are also responsible for addressing this issue.					