

1. Attendance data is entered accurately on a daily basis for each student into an electronic database.

2. Data on levels of chronic absence are calculated (ideally at least monthly) for our district as a whole as well as by grade, school, student sub-population and, if possible, by zip code.

3. At least once a month, school site teams & a district team receive & use data on the current level of chronic absence overall, by school, and by grade. School teams also receive a list of the students by grade who have missed 10% or more of school.

4. Students & parents can access their own attendance data in a format that is easy to understand & shows them if the student is at risk due to chronic absence (ideally they can also track problematic academic performance or behavior that may be related to absences).

1. Our district, from the Superintendent to our materials (flyers, handbook, back to school letters, etc.), clearly & consistently conveys messages about the importance of daily attendance & reducing absences in communications with parents & the general public, as well as other key stakeholders.

2. High quality trainings & workshops are available throughout the year & in the home languages of families to help parents understand how to help their children succeed in school. These include explaining why attendance matters, how to access data on their children's attendance and performance, & what parents can do to ensure daily attendance.

3. As soon as signs of chronic absence are detected, someone (from the school, district, **community partner, health providers, volunteers, etc.) reaches out to the student & family in a positive way to let them know they were missed, to encourage improved attendance, & to identify needed supports. Follow-up is pursued until contact is made.**

4. We recognize positive examples of students, families, teachers, schools, and community partners improving attendance and use these examples to inspire action and identify best practices.

1. We have a widely disseminated, comprehensive attendance policy and practice manual that clearly lays out why attendance matters, describes what schools and the district will do to build a positive culture of attendance, and outlines when and how to respond to student absences.

2. We have identified a lead and team from the district whose responsibility it is to develop and ensure implementation of a systemic, tiered approach to reducing chronic absence.

3. Principals understand what chronic absence is as well as how to address it. They are prepared to lead and coach their school staff & community partners in working together to improve attendance through a tiered approach.

4. Schools have teams in place that regularly review attendance data & practice, seek input from youth & families on attendance barriers, and use the insights gained to inform programmatic action and adopted a tiered approach to reducing absenteeism.

1. The Superintendent and School Board have established & announced annual district-wide goals and provided guidance for setting school-wide goals for improved attendance and lower chronic absence.

2. Each school site has a school improvement plan that includes data on chronic absence & attendance, targets for improvement, and the steps it will take with **community partners to maintain or improve attendance through a tiered approach.**

3. Every student with a prior history of chronic absence has an attendance improvement plan that sets attendance goals and identifies how they will be attained with support from families, school staff and community providers, as needed.

4. The district & key community stakeholders meet regularly to review chronic absence data in the context of other student, school, & community data, to identify causes of absence & opportunities for action, to discuss implications for targeting available resources, & to set community-wide goals for improved attendance.

1. Data on chronic absence (and ideally other attendance measures) are publicly reported annually (if not more often) and available to families and community partners, including health providers.

2. Schools and **community partners (city government, businesses, parent organizations, social workers, health providers, clergy, etc.) take a cross-sector approach to building a positive culture of attendance through student and family engagement, as well as recognition of good & improved attendance.**

3. Professional development & materials are available to help **community partners understand our attendance practice & how they can help build a culture of attendance, develop tiered interventions & engage in positive messaging & early outreach to students and families.**

4. Contracts or MOUs with community organizations outline how they will share data, and provide support to the school & district in improving school attendance and how they will assess if their contributions are having an impact.