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| Indicator | **Emerging** | | **Developing** | **Proficient** |
| **School Based Leadership** | * 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). | | * The Principal has improving attendance as one of many priorities and consistently focuses on it (e.g., school has a summer professional development session for staff focused on attendance). | * The Principal has a systemic approach for improving attendance that is explicitly linked to academic and school climate improvement (e.g., in-service training throughout the year for staff focused on attendance that includes teachers). |
| * No written attendance procedures. | | * School has written attendance procedures but only a few staff are aware of them. | * School has written attendance procedures that are clearly articulated to students, parents and staff. |
| * Attendance data is not shared with all school staff. | | * Attendance data is periodically shared with all staff. | * Improving attendance is an accountability element in the schools’ improvement plan. |
| **Team Membership** | * Team includes 2-3 staff members, but does not include the principal or other administrator. | | * Team includes 2-3 staff members, including the principal or other administrator. | * Team includes at least 4 staff members, the principal, and (i.e. administrative assistant, nurse, guidance counselor, social worker, and central office administrator) plus, as appropriate, representation from students, families or community agencies. |
| **Team Purpose** | * Team focuses on providing case management for truant and/or Tier 3 students. | | * Team focuses Tier 2 and Tier 3 students for triage and service coordination. | * 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. |
| **Roles and Responsibilities** | * Team member roles and responsibilities are unclear and member attendance is inconsistent. | | * Roles are informally understood but responsibilities are not clearly defined. | * Roles and responsibilities of members are defined and documented and members are held accountable. |
| **Meeting Frequency** | * Meetings are not held on a regular basis. | | * Meetings are scheduled on a monthly basis but may be cancelled if a key team member is absent. | * A weekly meeting schedule is established and meetings are held even if a key member is absent. |
| **Indicator** | | **Emerging** | **Developing** | **Proficient** |
| **Meeting Protocols** | | * Meeting protocols (e.g., norms, data reports, and agenda) have not been formally established. | * Meeting protocols (e.g., norms, data reports, agendas) have been formally established but may not be consistently followed. | * Meeting protocols (e.g., norms, data reports, and agendas) have been formally established and are followed at every meeting. They clarify when community partners and members of the school community should be involved to help craft strategies given the need to respect the confidentiality of individual students. |
| **Data Driven** | | * Chronic absence data is reviewed periodically. | * Data on individual and groups of students is reviewed at least monthly (e.g. attendance categories, grade levels, ELL, FRPL). | * Emerging patterns and changes in student’s status are discussed. |
| * Discussions and decisions minimally reflect use of district data. | * Data on individual and groups of students is reviewed at least bi-weekly (e.g. attendance categories, grade levels, ELL, FRPL). * Reasons for absence are fully explored and interventions are assigned and tracked for individual and groups of students. |
| * Focus is on students with highest number of absences. |
| **Focus on Tier 1 Students**  **(Creating a Culture of Attendance)** | | * Some recognition of the importance of attendance. | * School staff is aware of the negative impact of chronic absence and communicates this message. | * School staff, students and families are aware of the impact of chronic absence and messaging on good attendance is regularly communicated. |
| * Focus is on Average Daily Attendance (ADA) instead of chronic absence. | * Participates in Attendance Awareness Month and has an attendance display. | * School Staff have a proactive student engagement strategy and value the importance of positive relationships. |
| * Minimal efforts made to explore the connection between school climate and attendance. | * Attendance incentive program is focused on perfect attendance and is considering options to expand recognition to good and improved attendance. | * Attendance incentive program focuses on good and improved attendance with monthly recognition events. * Community partners are invited to team meetings to help plan and support prevention strategies. |
| * The team has a school climate improvement plan and process. | * School climate is welcoming and engaging for both students and families and the team has a climate plan. |

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| **Indicator** | **Category A** | **Category B** | **Category C** |
| **Focus on Tier 2 Students**  **(missing more than 10% of the school year)** | * Minimal early outreach (e.g. letters or phone calls) efforts to families when students are absent. | * Personal early outreach (e.g., home visits) to families over the summer for students with a history of chronic absence in the previous year and throughout the year using the 10% measure. | * Common barriers to attendance are identified and systemic solutions are put in place. * Monitors students who are on the cusp of Tier 2 and coordinates strategies with district staff and community partners. * Students with a history of chronic absence in the previous year receive interventions at the start of a new school year. * Particular attention is paid in the transition grades (K, 1, 6, 9) to students who have a history of chronic absence. * Chronic absence is discussed in Parent-Teacher conferences. * Chronic absence is incorporated into 504 plans and IEPs. * Students receive a caring call on the same day as an absence. * The team has protocols for connecting with students and families to better understand their attendance challenges and barriers. * Students who are chronically absent are connected to a caring mentor. (Can be a targeted intervention.) |
| **Focus on Tier 3 Students**  **(missing more than 20% of the school year)** | * Phone calls are made to parents and parent meetings with families of students once the absence rate reaches 20%. | * Targeted, personal outreach to families of students with an absence rate of 20% and connects families to community providers and services. | * The team looks at emerging patterns for all Tier 3 students to understand common causes or barriers. * Monitors students who are on the cusp of Tier 3. * Students with a history of severe chronic absence receive interventions at the start of a new school year. * Wrap around services are provided as needed. * Targeted, personal outreach to families of students with an absence rate of 20% and connects families to community providers and services. |