

**1. Our district has a cabinet-level team responsible for building the capacity of schools to improve attendance.**

**2. Our cabinet-level team responsible for attendance represents key departments such as academics, student support, communications, family engagement, health, special education, data, and operations.**

**3. Our district's attendance policy articulates a multi-tiered system of support that begins with prevention as the approach to improving attendance.**

**4. Our district has clear attendance guidance that outlines consistent procedures and practices to improve attendance.**

**5. Our district has specified how school teams focused on attendance, behavior and academic improvement strategies are aligned.**

**6. Our district team builds school level capacity to implement a multi-tiered approach to address chronic absence.**

**7. Our district builds the capacity of school staff to conduct root cause analysis of the reasons for student absences.**

**8. Our district team ensures all staff are equipped to address barriers that limit access and opportunity for all students.**



**1. Our district team has established protocols for taking attendance on a daily basis.**

**2. Our district team reviews attendance/chronic absence data at least every two weeks.**

**3. Our district ensures that school teams have quantitative data to analyze attendance patterns and trends.**

**4. Our district team ensures schools collect and document qualitative data about the reasons students miss school.**

**5. Our district team ensures that school principals and building-level teams review disaggregated attendance / chronic absence data every two weeks.**

**6. Our district ensures school leaders track and monitor the progress of attendance improvement strategies.**

**7. Our district regularly shares student data with families that is easy to understand (including attendance, behavior and academics).**

**1. Our district ensures schools invest in positive relationships with students and families.**



**2. Our district staff are equipped to work with all students and families enrolled in the district.**

**3. Our district provides an array of opportunities to create peer connections.**

**4. Our district has protocols for personalized, early outreach for any type of absence as soon as they start to add up.**

**5. Our district's approach to family engagement and attendance are integrated and not separate.**

**6. Our district has a community-wide communications campaign to promote the importance of attendance.**

**7. Our district has a district-wide attendance recognition program focused on good and improved attendance.**

**8. Our district disseminates positive and easy to understand information in families' home languages about the value of attendance.**

- 1. Our district partnerships are informed by an understanding of the major reasons for student absences.**



**2. Our district has mapped school, district and community-based attendance and engagement resources and gaps.**

**3. Our district has community partners that can address attendance and engagement gaps at multiple tiers.**

**4. Our district leverages its community partnerships to support the needs, languages, and cultures all of students and families.**

**5. Our district partners with organizations that have positive relationships with students and families.**

**6. Our district has  
partnerships with  
grassroots organizations.**

**7. Our district has formal agreements with community partners that specify roles, responsibilities, and attendance outcomes.**

# 8. Our district has health and mental health partnerships.

- 1. Our district team has a system in place to hear from and respond to school teams about their needs and resource gaps.**



**2. Our district has identified funding gaps that affect attendance.**

**3. Our district prioritizes the distribution of resources to schools with higher rates of chronic absence.**

**4. Our district has staff that speak the languages of the students and families we serve.**

**5. Our district has sufficient funding to implement an early intervention system.**

**6. Our district utilizes our existing resources effectively.**

**7. Our district aligns and integrates attendance into its existing systems and structures (e.g., PBIS, MTSS, etc.).**

**1. Our district has set goals for improving attendance and reducing chronic absence.**

**2. Attendance improvement strategies are included in district and school improvement plans.**



**3. Our district has clearly defined roles and responsibilities for all district and school staff on attendance.**

**4. Our district ensures that school leaders have a data-driven plan to improve attendance and reduce chronic absence.**

**5. Our district ensures schools have teams in place to address attendance.**

**6. Our district makes chronic absence data publicly available to inspire collective action.**

**7. Our district creates opportunities for community partners to play a part in the district's attendance efforts.**