**Does Attendance Really Count in Our Expanded Learning Program?**

***A Tool for Self-Assessment -* (Revised February 25, 2022)**

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| **Key Practices** | **Strength** | **OK for Now** | **Could be Better** | **Urgent Gap** | **Don’t Know** | **Implication(s) for Action** |
| 1. Every day we take roll *accurately* and in a *caring* manner. |  |  |  |  |  |  |
| 1. We enter our attendance data into an electronic data base that can generate regular reports. |  |  |  |  |  |  |
| 1. We have a team in place that reviews data and organizes our attendance strategy. |  |  |  |  |  |  |
| 1. We have a clear policy expressing the value of regular attendance and clearly communicate this policy to students and families. |  |  |  |  |  |  |
| 1. We acknowledge and affirm students who attend our program regularly. |  |  |  |  |  |  |
| 1. We provide a warm and welcoming climate for students ***and*** their families. |  |  |  |  |  |  |
| 1. We offer enriching and engaging program activities that motivate students to show up. |  |  |  |  |  |  |
| 1. We build strong relationships with students and families and help them meet their basic needs. |  |  |  |  |  |  |
| 1. We use our attendance data to identify problematic situations and promising approaches for improving attendance in our program. |  |  |  |  |  |  |
| 1. We track and reach out to students who have poor attendance in our program and their families. |  |  |  |  |  |  |
| 1. We partner with school day staff to inform families about the importance of attendance and to help students experiencing challenges. |  |  |  |  |  |  |
| 1. We evaluate the impact of our work on improving our own program attendance and school day attendance. |  |  |  |  |  |  |