School <u>Team</u> Self-Assessment

The goal of this self-assessment is to help school leaders and their teams identify strengths and opportunities to implement a schoolwide attendance strategy. The self-assessment is built around three key implementation indicators: **leadership, data-driven approach and multi-tiered supports,** all of which are integral in reducing chronic absence at a school level.

The three rating categories of emerging, developing and proficient are reflective of the developmental life cycle that schools may go through as they work on a schoolwide strategy. The individual indicators are touch points designed to signal the evolution from beginning awareness, to adoption of some best practices, to a changed schoolwide culture where attendance is integrated into the overall school strategy to achieve academic outcomes.

Schools might rank themselves differently on each indicator or the same for all indicators. Some schools may realize that they have not even begun to build attendance into their practice and have not yet reached the emerging category. For these schools, the self-assessment rubric can a be a tool to think about your aspirations and what it will take to get there. While assessing your school across the key indicators, think about the actions your school takes on its own, as well as whether you are making strategic use of community partnerships to advance your strategies.

Instructions for the School Team Self-Assessment:

1. Take a few minutes to fill out the self-assessment individually. For each row, check the appropriate box:
   Emerging, Developing, or Proficient and make notes about the rationale for your rating.

2. Discuss the assessment as a team and, if there are differences of opinion, the reasons for your answers.

3. Discuss what it will take for your team to: 1) move from Emerging to Developing, 2) move from Developing to Proficient, and/or 3) become Emerging.

4. Reach consensus on what your priorities are for improvement.

When schools are effectively implementing a schoolwide attendance strategy, they need ensure that they are addressing the needs of **vulnerable student populations**. Vulnerable student populations are those which data shows are disproportionally chronically absent as compared to the overall student population such as students with disabilities, living in poverty, from communities of color, facing high mobility or homelessness, involved in foster care or juvenile justice systems, and experiencing the stress of immigration.

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LEADERSHIP	Emerging	Developing	Proficient	Comments
Attendance as a Priority	❑ 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, consistently focuses on it, and periodically organizes training sessions for core staff including those who work with students with disabilities.	❑ The Principal has a systemic approach for improving attendance that is explicitly linked to academic outcomes and school climate, and demonstrates visually and verbally the importance of student attendance at their school.	
School Climate	❑ Beginning efforts to explore the connection between school climate and attendance.	❑ Attendance is incorporated into the school's climate improvement process (e.g., PBIS).	❑ Attendance is embedded into the school's student and family engagement and school climate plans.	
Team Purpose	❑ The group responsible to address attendance operates in isolation and focuses on students with highest number of absences.	❑ The group responsible to address attendance focuses on prevention and early intervention.	❑ The group responsible to address attendance is aligned with other school teams, focuses on the needs of the whole child based on the reasons for absence and ensures interventions are coordinated.	
Roles & Responsibilities	❑ Team member roles and responsibilities are unclear and meeting protocols have not been established.	❑ Roles are informally understood, but responsibilities are not clearly defined and meeting protocols are not consistently followed.	❑ Roles and responsibilities of members are defined and documented and members are held accountable.	
Meeting Frequency	❑ Meetings are not held on a regular basis and member attendance is inconsistent.	❑ Meetings are scheduled on a monthly basis, but may be cancelled if a key member is absent.	❑ A weekly meeting schedule is established and meetings are held even if a key member is unable to attend.	

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DATA-DRIVEN APPROACH	Emerging	Developing	Proficient	Comments
Data Collection	❑ Data on students with the highest number of absences, unexcused absences, and truants is collected.	❑ Data on individual students with excused and unexcused absences and suspensions clustered by attendance categories, grade levels, and vulnerable student categories is collected.	❑ Attendance data, trends, and patterns are monitored to assess which groups of students are most affected and what works to reduce chronic absence.	
Data Utilization	❑ Chronic absence data is used as an accountability measure and not for early warning.	❑ Chronic absence data is used to identify individual students in need of early intervention based on reasons for absences.	❑ Chronic absence data is used to develop & monitor prevention, early, and intensive intervention strategies and to remove common attendance barriers for individual and groups of students.	

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MULTI-TIERED STRATEGY	Emerging	Developing	Proficient	Comments
Tier 1 Universal	❑ Some staff provide a warm welcome to students and families.	❑ Some teachers build positive relationships with students and families to motivate attendance.	❑ Staff use data to identify when they need to intensify personal relationships to engage and motivate students on high attendance dip days.	
	❑ Students and families receive a flyer regarding the importance of attendance and the dangers of missing just two days a month.	❑ Students and families receive a letter, robo call, or text when absences for any reason are adding up, but no personal engagement.	❑ Students and families receive data on their attendance and the impact on learning in Parent-Teacher conferences and IEPs.	
	❑ School staff offer incentives focused on perfect attendance.	❑ School staff are beginning to recognize good and improved attendance.	❑ School staff, students, families, and community partners have a year-long, schoolwide approach, informed by students and families, to recognize good and improved attendance.	
Tier 2 Early Intervention	❑ Follow district protocols for absences (e.g. letters or robo calls) with no early outreach when students are absent.	❑ A group is designated to implement early intervention and personal outreach strategies (e.g., home visits) for students on the cusp of and in Tier 2, and identify attendance barriers.	❑ A group monitors the efficacy of Tier 2 interventions and develops systemic solutions with district staff and community partners that address common attendance barriers for groups of students.	
Tier 3 Intensive Supports	❑ Phone calls are made to parents, and parent meetings are held with families of students once the absence rate reaches 20%.	❑ Targeted, personal outreach to families of students with an absence rate of 20% or more and referrals to court and/or community providers.	❑ Monitor students who are on the cusp of Tier 3, examines emerging patterns for all Tier 3 students to understand common causes or barriers, and facilitates problem-solving approaches and case management services with community partners.	

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