

Does Attendance Really Count in Our Community?

A Tool for Self Assessment

(Version April 15, 2013)

Key Element	Strength	OK for Now	Could Be Better	Urgent Gap	Don't Know
1. We are aware of what is chronic absence and why it is important to work together to monitor and intervene when students are missing 10% or more of school for any reason.					
2. We know how many students are chronically absent overall and by grade and have determined which schools, preschools and populations are most affected.					
3. Our school district(s) regularly shares and reviews chronic absence data with key community stakeholders to identify implications for action and resource allocation.					
4. We are raising the awareness of all community members, especially parents and students, about the importance of building the habit of going to school every day matters starting in kindergarten and preschool.					
5. We are working together to build a culture of attendance by recognizing and offering incentives for good and improved attendance.					
6. We reach out to chronically absent children and their families and find out what would help to improve their attendance.					
7. We only use legal action as a last resort to intervene after less expensive, positive supports have failed.					
8. We provide professional development to help educate administrators, teachers, support staff and community partners understand why chronic absence matters and how they can help improve attendance.					
9. We have set measurable and achievable goals for improving attendance and reducing chronic absence.					

(Note: Chronic Absence = Missing 10% or more of school for any reason including excused and unexcused absences.)

Given your responses to this self –assessment, what are 1-3 steps you could take to help your community move forward?

1. _____
2. _____
3. _____