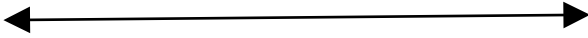






Review each category and record observations/conclusions to reflect the information about your school. You will also plot a point on the line according to your observations and conclusions for each category.

Category	Guiding Questions	Observations and Conclusions
<p>Culture</p> <p>The foundation of the school will either support or hinder the success of any improvement strategy. School teams must work on developing aligned beliefs while enhancing & changing practices.</p>	<ul style="list-style-type: none"> • Is your school's culture teacher-focused or student-focused? • Does your staff believe that attendance is crucial to the academic success of students? Is that belief pervasive? Is it consistently acted upon? • Is there a belief among your staff that they can improve attendance for all students? • Is attending school each day a value held by all students? • Do students believe there is a direct correlation between attending school and academic success? 	<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><i>Where would we rate our campus on this category?</i></p> <div style="text-align: center;">  </div> <p style="display: flex; justify-content: space-between; font-size: small;"> <i>Needs Improvement</i> <i>Acceptable</i> <i>Exceptional</i> </p> </div>
<p>Data Use</p> <p>Attendance can be improved if schools are using data regularly & systematically to support individual students & school-wide programs.</p>	<ul style="list-style-type: none"> • Is attendance data entered accurately on a daily basis for each student? • Is your data well-organized, efficient to use, and easily accessible to staff? • Do you have access to chronic absence data for students at your school, disaggregated by student populations, by grade level, and if possible, by zip code? • Do students and parents have access to attendance data in a format that is easy to understand and shows them the student is at risk due to chronic absence? • Do teams review attendance data for patterns at least once a month to make support plans for students? • Is data used to support decisions about individual student plans and/or school-wide attendance programs? 	<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><i>Where would we rate our campus on this category?</i></p> <div style="text-align: center;">  </div> <p style="display: flex; justify-content: space-between; font-size: small;"> <i>Needs Improvement</i> <i>Acceptable</i> <i>Exceptional</i> </p> </div>

Category	Guiding Questions	Observations and Conclusions
<p>Building Staff Capacity</p> <p>Leaders cannot sustain this work alone. Improving attendance in the long run will require support & commitment by ALL the staff in the school.</p>	<ul style="list-style-type: none"> Do staff understand the difference between average daily attendance (ADA) and chronic absenteeism and how to track and act on each? Is there a school team(s) identified whose responsibility it is to develop and ensure implementation of a systemic, tiered approach to reducing chronic absence? Is school leadership, including the principal, prepared to lead and coach school staff and partners in working together to improve attendance through a tiered approach? Is there a time and place for school teams to regularly review attendance data and practice, and use insights gained to inform action and adopt a tiered approach to reducing absenteeism? Do staff have opportunities to participate in professional development about attendance, chronic absences, truancy, etc.? 	<p style="text-align: center;"><i>Where would we rate our campus on this category?</i></p> <div style="text-align: center;">  </div>
<p>Policies and Practices</p> <p>School leaders can make policy decisions, implement new practices, and allocate resources so that it is easier to improve the attendance of all students.</p>	<ul style="list-style-type: none"> Is there a comprehensive attendance policy and practice manual for staff that clearly outlines attendance expectations and practices, including building a positive culture of attendance, and when/ how to respond to student absences? Are there clear communications for students and families that outline and support attendance expectations, incentives, and support? Are the policies and practices outlined in the manuals and guides implemented with fidelity and monitored? Are practice and action plans - for staff and families - supportive and restorative or punitive? Are resources such as money and time allocated to improve student attendance and reduce chronic absences? 	<p style="text-align: center;"><i>Where would we rate our campus on this category?</i></p> <div style="text-align: center;">  </div>

Category	Guiding Questions	Observations and Conclusions
<p>Family and Community Engagement</p> <p>Schools that engage with families and community partners in a comprehensive and authentic approach have seen increases in student attendance and school culture.</p>	<ul style="list-style-type: none"> Do families play an essential role in identifying what the barriers are to attendance as well as what would motivate students to go to school? Is the community an essential partner in promoting good attendance? Are families oriented in school policies and expectations for student attendance and on-time arrival? Does your school clearly and consistently convey messages about the importance of daily attendance and reducing absences in a way that is supportive and not punitive? Are high quality trainings and workshops available in the home languages of families to help them understand how to help their children succeed in school? Is your school a welcoming and engaging school environment that emphasizes building relationships with families? 	<div style="text-align: center; border-top: 1px solid black; border-bottom: 1px solid black; padding: 5px;"> <p>Where would we rate our campus on this category?</p>  </div>

What are the areas of priority for improving student attendance?

Using the ratings you've plotted for each category, plot the same rating on each spoke of the wheel. "Needs Improvement" goes closer to the center of the wheel, "Acceptable" in the middle of the spoke, and "Exceptional" towards the edge of the circle.

Once you've plotted all the ratings, connect the dots to make your campus wheel.

- What do you notice?
- What are our key conclusions?
- Would your school wheel roll easily?
- Why or why not?

Based on your findings, identify 1-2 categories of priority for improving student attendance.

1. _____

2. _____

