

EVERY DAY COUNTS START TO FINISH

ATTENDANCE CULTURE SCHOOL SELF-ASSESSMENT INSTRUCTIONS

Key Element	Strong Evidence	Requires Improvement	Does Not Exist	Notes:
1 Attendance is accurately taken and entered daily into the District data system-SIS in all classrooms/periods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2 Our school has a clear understanding of the District's attendance policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3 A team including the Principal or Asst. Principal reviews attendance data on a regular basis to identify students achieving 95%+ attendance and students who are making progress towards the goal. Patterns are monitored by grade levels and other factors as indicated, including identified barriers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4 Our school intentionally welcomes and honors all students and families in ways that are culturally sensitive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5 Our school recognizes students who attend 95%+, for example, through monthly, quarterly and annual incentive programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6 Our school recognizes students who improve, moving from 85% to 90%-95%+, for example, through incentive programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7 Our school reaches out to parents with positive messaging when students are achieving attendance goal 95%+ or are moving in the right direction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8 Our school partners with community agencies that offer resources, such as volunteer mentors and in-kind donations that can help students and their families remove barriers to getting to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9 Our school informs parents in non-policy language about the importance of attendance and encourages parents to help each other get their children to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10 Our school discipline policy and practice ensure students do not miss instruction due to suspensions for non-violent behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11 Our strategies for supporting student attendance are reflected in our school attendance improvement plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Adapted from materials provided by Attendance Works (attendanceworks.org)

School:

Date:



THE SCHOOL DISTRICT OF
PHILADELPHIA



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ATTENDANCE CULTURE *SCHOOL SELF-ASSESSMENT INSTRUCTIONS*

- 1** **To start**, identify one person who can assume responsibility for facilitating this assessment to improve student attendance at your school.
- 2** **Bring together a team of key stakeholders in your school to complete this self-assessment.** Include the principal, parents, attendance personnel, classroom teachers, and community partners—anyone who could offer valuable insights and divergent perspectives on strengthening an attendance culture at your school.
- 3** **Ask everyone to complete the assessment.** Let them know it takes about 10 minutes.
- 4** **Add up everyone's responses for each key element of an attendance school culture.** As completed copies of the assessment are collected, quickly tabulate scores to get an aggregate score for each key element.
- 5** **Share and discuss the results with the entire group.** Explore differences in opinions and perspectives. Keep in mind the goal is to deepen a collective understanding of why these differences might exist rather than to get everyone to agree on any one rating.
- 6** **Identify top priorities for improving student attendance.** Once identified, determine:
 - Immediate next steps?
 - Who needs to be involved? Who can take the lead?
 - What is the best way to stay apprised of each other's progress?
 - Should a follow-up meeting be set?

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