

1. Our district has a cabinet-level team responsible for building the capacity of schools to improve attendance.

2. Our cabinet-level team responsible for attendance represents key departments such as academics, student support, communications, family engagement, health, special education, data, and operations.

3. Our district's attendance policy articulates a multi-tiered system of support that begins with prevention as the approach to improving attendance.

4. Our district has clear attendance guidance that outlines consistent procedures and practices to improve attendance.

5. Our district has specified how school teams focused on attendance, behavior and academic improvement strategies are aligned.

6. Our district team builds school level capacity to implement a multi-tiered approach to address chronic absence.

7. Our district builds the capacity of school staff to conduct root cause analysis of the reasons for student absences.

8. Our district team ensures all staff are equipped to address inequities that limit access and opportunity for all students.

1. Our district team has established protocols for taking attendance on a daily basis.

2. Our district team reviews attendance/chronic absence data at least every two weeks.

3. Our district ensures that school teams have quantitative data to analyze attendance patterns and trends.

4. Our district team ensures schools collect and document qualitative data about the reasons students miss school.

5. Our district team ensures that school principals and building-level teams review disaggregated attendance / chronic absence data every two weeks.

6. Our district ensures school leaders track and monitor the progress of attendance improvement strategies.

7. Our district regularly shares student data with families that is easy to understand (including attendance, behavior and academic).

1. Our district ensures schools invest in positive relationships with students and families.

2. Our district staff who work with families are equipped to address the race, language and cultures of the students and families enrolled in the district.

3. Our district provides an array of opportunities to create peer connections.

4. Our district has protocols or personalized, early outreach for any type of absence as soon as they start to add up.

5. Our district's approach to family engagement and attendance are integrated and not separate.

6. Our district has a community-wide communications campaign to promote the importance of attendance.

7. Our district has a district-wide attendance recognition program focused on good and improved attendance.

8. Our district disseminates positive and easy to understand information in families' home languages about the value of attendance.

- 1. Our district partnerships are informed by an understanding of the major reasons for student absences.**

2. Our district has mapped school, district and community-based attendance and engagement resources and gaps.

3. Our district has community partners that can address attendance and engagement gaps at multiple tiers.

4. Our district leverages its community partnerships to support the needs, languages, and cultures of historically marginalized groups of students and families.

5. Our district partners with organizations that have positive relationships with students and families.

**6. Our district has
partnerships with
grassroots organizations.**

7. Our district has formal agreements with community partners that specify roles, responsibilities, and attendance outcomes.

8. Our district has health and mental health partnerships.

- 1. Our district team has a system in place to hear from and respond to school teams about their needs and resource gaps.**

2. Our district has identified funding gaps that affect attendance.

3. Our district prioritizes the distribution of resources to schools with higher rates of chronic absence.

4. Our district has staff that speak the languages of the students and families we serve.

5. Our district has sufficient funding to implement an early intervention system.

6. Our district utilizes our existing resources effectively.

7. Our district aligns and integrates attendance into its existing systems and structures (e.g., PBIS, MTSS, SEL).

1. Our district has set goals for improving attendance and reducing chronic absence.

2. Attendance improvement strategies are included in district and school improvement plans.

3. Our district has clearly defined roles and responsibilities for all district and school staff on attendance.

4. Our district ensures that school leaders have a data-driven plan to improve attendance and reduce chronic absence.

5. Our district ensures schools have teams in place to address attendance.

6. Our district makes chronic absence data publicly available to inspire collective action.

7. Our district creates opportunities for community partners to play a part in the district's attendance efforts.