

1. CLIMATE

CONNECT: Encourage a welcoming and engaging climate built on strong interpersonal relationships that promotes safety, belonging, alongside great teaching and learning.

	Not Present 0	Emerging 1	Progressing 2	In Place 3	Exceeds 4
A. Positive contact with students	Greet students every morning and when they leave in the afternoon. Little to no visible evidence of student contributions to the school community.	Students greeted by name, or with genuine personalized greetings. Evidence of student contributions throughout the building.	Students provide input to classroom rules and norms. Expectations written in positive language. Consequences are non-punitive. Checklist used to introduce new students to school and community.	Positive language used by most staff. Students & teachers co-create school norms. Curriculum is relevant to students' lived experiences. Restorative practices are encouraged. Students actively engaged in welcoming new students.	Positive language consistently used by all. Students are actively involved in creating or refining school norms throughout the year Restorative practices are the norm. Multiple means for collecting student input & their feedback is part of school-wide decision-making.
B.Positive contact with families	Report cards and conferences are the primary form of communication with families.	There is a sign to welcome families to school. Some families receive positive contact from teachers.	Regular one-way communication from teachers to families Most families receive individual, positive contact at least twice per year. School uses input from families to develop one strategy to encourage family involvement.	Established two-way communication between school and most families Families receive individualized, positive contact from teachers at least twice per year. School has implemented at least one strategy that has resulted in increased family engagement.	Regular and effective two-way communication between most families and teachers All families receive individualized, positive contact multiple times per year. Multiple strategies have increased family engagement throughout the school year.
C.Family engagement	There is no formal structure for family input.	Parent advisory group meets occasionally but serves primarily as a fundraising organization. There are no other opportunities for family input or involvement.	Parent advisory group meets regularly but their feedback is rarely integrated into school policies and practices. There is at least one other structure for family input and/or involvement.	Parent advisory group meets regularly, and their feedback is sometimes integrated into school policies and practices. There are at least two other structures for family input or involvement.	Parent advisory group reflects the community and meets at least quarterly. There are multiple means for family input and involvement throughout the year. Feedback is often integrated into school policy and practices.
D.Community partnerships	No engagement with organizations to support students and families beyond the classroom.	There is a comprehensive list of businesses, organizations, and community resources that can assist students and families.	Occasional contact with businesses and organizations to support student and family needs. Limited connections between school and community resources.	Proactive contact with businesses, local organizations, and community resources to create partnerships to support students and families.	Several ongoing partnerships and collaborations to support students and families beyond the classroom.
E.Family partnerships	Staff assume student or family needs without student or family input. Staff are not aware of community support beyond their classroom.	Staff tell students & families about the school's priorities and resources. Staff send home flyers or postings about community resources or events.	Staff ask students & families about their needs, priorities, and share potential resources based on needs. Staff recognize successes and improvements.	Staff asks students and families about hopes and dreams and integrates the family's ideas into support plans. Successes and improvements are celebrated.	School partners with student, family, and community resources using a trauma-informed approach to develop and implement support based on shared needs and priorities.

2. MONITOR

Matters: Promote a community-wide, positive culture of attendance.

	Not Present 0	Emerging 1	Progressing 2	In Place 3	Exceeds 4
A.School attendance matters.	School staff take attendance accurately and it is entered daily into the data system. Staff, students and parents have access to attendance data in an understandable format that allows them to monitor if students are at risk due to absence.	Written materials for staff, students, families, and community members are available in preferred languages and explain how regular attendance and avoiding chronic absence is critical to success in school.	Training is available to help staff, students, parents, and community members understand why attendance matters, how to access data, and what they can do to promote good daily attendance. Chronic absence data are publicly reported on an annual basis.	Materials on promoting attendance are available to help community partners. Attendance goals are integrated within school and district strategic plans. School leaders promote attendance in regular communications with multiple stakeholders.	Promoting attendance is a community effort. Schools and community partners (city government, businesses, parent organizations, healthcare providers, local service providers, clergy, etc.) build a positive culture of attendance through communications with families and incentives. Attendance data and goals are publicly available.
B. Recognize good and improved attendance.	Good/improving attendance is not acknowledged.	Attendance is acknowledged sometimes.	Attendance is acknowledged consistently and is an expectation for student habits of work and learning.	School leaders have announced individual and aggregate attendance goals and provided guidance for improved attendance and lower chronic absence.	Celebrating attendance success is a community-wide effort. Community stakeholders have communicated how they will support the school and district in improving school attendance and how they will assess if their contributions are having an impact.
C. Staff respond to absences.	<30% of teachers contact families when criterion is met and/or the contact is a push communication (robo-call, template email, etc)	31% to 55% of teachers personally contact families when criterion is met to communicate that they missed the child	56% to 75% teachers personally contact families when the criterion is met and connect to build a relationship. Nudge communications are sent occasionally.	More than 75% of teachers contact families when criterion is met, connect authentically and offer support. Nudge communications happen regularly.	Teachers regularly contact families using multiple means of communication to build relationships and offer support. Nudge communications are built into the system.
D. Review attendance data.	Inconsistent/inaccurate data and/or system not in place to obtain and/or track data	School only identifies truant students and/or tracks required steps.	School Identifies all chronically absent students monthly and has a system for reviewing data.	A list of students, by grade, who are absent 10% of the school year is reviewed at least once a month.	A list of students, by grade, who are absent 10% of the school year is reviewed at least twice a month.
E. Collaborate with the community on attendance.	School committee and municipal leadership are unaware of the chronic absentee rate.	School committee or municipal leadership are aware of the rate but no actions have been taken.	School committee and municipal leadership regularly review aggregate attendance data and have improvement goals.	School committee and local leaders collaborate to proactively address chronic absenteeism, including implementation of systemic interventions and prevention initiatives.	Well-established community collaboration, including school and other local leaders, to promote school success, including improved attendance.

3. INSTITUTE CHANGE

Intervene: Utilize a collaborative, multi-tiered, and adaptive approach to improving attendance.

	Not Present 0	Emerging 1	Progressing 2	In Place 3	Exceeds 4
A. Collaborative Team	Team includes just two people and/or only meets to respond to crises.	Staff team meets infrequently and/or discusses only problems and challenges.	Team of 3 or more staff meets monthly, reviews tracked attendance data, and develops action steps to address student concerns.	Team meets at least twice a month to coordinate collaborative development of action plans including school staff, family, and students, based on student data, strengths, needs, and root causes for student's absenteeism.	Proactive development of action plans for students with a history of chronic absenteeism. Team regularly incorporates community resources into action and transition plans.
B. Effective Collaboration	No established team norms, roles, or agenda. Team only discusses individual student's present situations.	Established team roles and norms. Team shares limited background information about each student. Next steps are inconsistently tracked for students.	Meeting agenda, defined team roles and shared norms. Prior to meeting, a team member or teacher has contacted the student and caregivers for input, which is conveyed to the team. Multiple team members contribute to discussion before developing a clear action plan.	Team has a structured discussion, outlining the student's strengths, reviewing previous actions and brainstorming. Multiple perspectives shared before the team collaboratively develops an action plan with the students and family's priorities & perspective integrated into the plan.	Team consistently partners with families during structured discussion. Team includes input from other school and community support involved with the student and family.
C. Data-driven intervention	Interventions introduced based on assumed need.	Team uses data to design and pilot at least one tier 1 or tier 2 intervention to target a documented need.	School focuses on two tiers of intervention and occasionally monitors effectiveness of interventions.	School focuses on all three tiers of intervention, introduces new interventions based on need and occasionally monitors effectiveness of interventions.	Team has a well established multi-tiered attendance plan and routinely monitors effectiveness of interventions using data.
D. Whole-school communication system	No communication between team and staff.	Occasional check-ins with teachers regarding intervention team work.	Team liaison consistently checks-in with teachers and support staff regarding contact with students and families.	Two-way sharing between team liaison and <i>teachers</i> regarding student and family contact and action plans occur at least 50% of the time.	Consistent, regular, and collaborative communication between team and teachers regarding contact and team discussions.
E. Continuous progress monitoring	Little to no review of data.	Share annual summary of attendance data with staff.	Leadership team discussion using annual data to assess progress and help identify needs and next steps.	Review of data from present school year at least twice a year to assess progress and revise multi-tiered attendance plans.	Staff refer to data regularly to help identify needs, allocate resources and assess progress on action steps.