Instructions for Conducting a School Self-Assessment

The goal of this self-assessment is to help school leaders identify strengths and opportunities to develop a systemic approach to reducing chonic absence. Ideally, this assessment should be completed in partnership with a team. The following is a suggested process:

1. Bring together a team of key stakeholders in your school to complete this self-assessment. Participants should include the principal, attendance personnel, classroom teachers, staff from partnering community agencies and active parents. Feel free to expand this list to include others who you think might have valuable insights to offer about student attendance in your school.

2. Identify one person who will assume responsibility for facilitating the process and dialogue.

3. Ask each participant to spend 10 minutes completing the tool.

4. Create one version with everyone's responses. Or, **visit Attendance Works for a large chart version** for a more inclusive meeting (attendanceworks. org/resources/self-assessment).

5. As a group, review the collective results. Encourage participants to identify and explore differences in how they have ranked particular elements. Use this as an opportunity to find out why two people might have different perspectives. Keep in mind that the goal is to deepen understanding of why the differences of opinion exist; agreeing upon a rating is not essential.

6. Develop a plan. Participants should discuss the biggest gaps or priorities that need to be addressed first. If needed, take a vote to agree on the following questions:

   • Who needs to be involved in advancing this priority?

   • What are the immediate next steps?

   • Who will take responsibility to ensure follow-up occurs? Determine how to stay in communication with each other about progress on the next steps and decide whether a follow-up meeting is needed.

7. Communicate the results. The team should communicate the results of the self-assessment with school and district staff, students, families and community partners, and begin a process to engage them in implementing the plan.

Attendance **Works**
Advancing Student Success By Reducing Chronic Absence

Adapted from **Attendance Works**
www.attendanceworks.org

OKLAHOMA STATE DEPARTMENT OF
EDUCATION
CHAMPION EXCELLENCE

sde.ok.gov/chronic-absenteeism

Key Elements	Strength	OK for Now	Could be Better	Urgent Gap	Unsure	Documentation How do we know?
Accurate Data: The principal ensures that teachers and school staff take attendance accurately and that it is entered daily into the district data system.						
Attendance Team: Our attendance team, led by an administrator, meets at least every two weeks to: 1. Monitor attendance strategy 2. Coordinate the school's multi-tiered attendance strategy 3. Examine the reasons for absences using quantitative and qualitative data 4. Ensure chronically absent students receive needed support						
Engaging Climate: Our school has a welcoming and engaging climate that promotes safety, great teaching and learning, and positive interpersonal relationships with students, families and staff.						
Culture of Attendance: Our school promotes a culture of attendance in year-round communication to families and students (back-to-school events, letters, flyers, personal phone calls, etc.) and regularly recognizes good and improved attendance.						
Family Engagement: Our school staff reaches out to families and engages them as partners in problem-solving.						

Key Elements	Strength	OK for Now	Could be Better	Urgent Gap	Unsure	Documentation How do we know?
District Policy: Our district policy promotes taking a problem-solving approach that includes all staff, students, families and partners at our school.						
Policy Dissemination: Our school ensures the district attendance policy is communicated to families through printed materials, posted on our website and social media, and shared at school events.						
Staff Capacity: Our school ensures staff knows what chronic absence is, why it matters and best practices for reducing it.						
Improvement Plan: Our strategies for supporting student attendance are reflected in our school improvement plan.						
Community Partners: Our school partners with community agencies that offer resources (afterschool, health services, mentors, etc.) that help engage students and remove attendance barriers.						