

Chronic Absenteeism

Examples of documents that provide evidence for **Chronic Absenteeism**:

<ul style="list-style-type: none"> Attendance records over a specified period of time Attendance team meeting agendas/minutes Student attendance plans/contracts 	<ul style="list-style-type: none"> Data tracking system reports Parent Communication logs Division/school attendance protocol manual Analysis report of attendance data 	<ul style="list-style-type: none"> Needs assessment Attendance monitoring tracking system/log Parent resources School attendance plan
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Links: [Student Records Coding](#), [Applying Chronic Absenteeism to Accountability](#), [Virginia Code](#)

Category	Criteria	Evidence	Criteria Status	Comments
Attendance Plan(s)	<ul style="list-style-type: none"> Designates a school attendance team with the purpose of analyzing student-level and school-level data and subsequently implementing attendance priorities and strategies to establish a school and/or student attendance plan(s). 		<input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Emerging	
	<ul style="list-style-type: none"> Monitors data and conducts follow-up audits of individual student attendance meetings to determine if a student is meeting objectives in attendance plan. 		<input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Emerging	
Data Collection	<ul style="list-style-type: none"> Records and monitors student attendance daily using an established software system where real-time student attendance data can be entered, stored, exported, and analyzed by designated and knowledgeable staff. 		<input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Emerging	
	<ul style="list-style-type: none"> Identifies students who have over two absences (excused or unexcused) in the first 2 weeks, or over three absences in the first month, or over four absences in the first 2 months to refer to the attendance team for monitoring. 		<input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Emerging	
	<ul style="list-style-type: none"> Follows division protocol to ensure attendance data is accurately recorded, including consistent data definitions, regular audits of attendance data, defined procedures of how and when to collect data, and a system for training staff. 		<input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Emerging	

	<ul style="list-style-type: none"> Utilizes a system that captures a student's total days present, total days absent, total days unscheduled, total days in session, and total days in membership in order to monitor the percentage rate of excessive absences on a weekly basis. 		<input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Emerging	
Data Analysis and Causation	<ul style="list-style-type: none"> Conducts monthly attendance team meetings and attendance reports to look for patterns across student groups to include: identifying excessive absences within a certain time frame during the day and school year, types of absences, grade-level, historical family data, to inform invention processes and reflect on school attendance procedures to inform the action plan. 		<input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Emerging	
	<ul style="list-style-type: none"> Conducts meetings and prepares monthly attendance reports for the school attendance team with school-wide data, including: <ul style="list-style-type: none"> percentage of students attending school regularly (> 95%) percentage and names of students at risk of chronic absenteeism attendance rates by grade level attendance rates by teacher and/or class period reasons and categories for absences 		<input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Emerging	
	<ul style="list-style-type: none"> Uses a needs assessment to determine causes, resources that are currently available, and which resources are needed to implement support strategies to provide guidance to the attendance team when implementing plans of support. 		<input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Emerging	
Communication	<ul style="list-style-type: none"> Uses school activities and multiple forms of school-to-home and home-to-school communication to engage and educate families, build shared accountability, and provide related support around the importance of school attendance. 		<input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Emerging	
	<ul style="list-style-type: none"> Contacts families when a student's attendance exceeds or equals five unexcused absences in order to provide 		<input type="checkbox"/> Proficient	

	<p>support, express concern and refers the student to the school attendance team.</p>		<input type="checkbox"/> Developing <input type="checkbox"/> Emerging	
	<ul style="list-style-type: none"> Conducts attendance meetings for individual students, to include the classroom teacher, family representative(s), administrator or designee, and a member of the attendance team to decide on next steps and interventions for student groups at risk for chronic absenteeism. 		<input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Emerging	
	<ul style="list-style-type: none"> Develops strategic partnerships between divisions and community partners to address specific attendance barriers and mobilize support for students and families. 		<input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Emerging	

Essential Action(s):