This protocol is designed for school teams to complete a thorough and comprehensive analysis of school-level chronic absenteeism data using the Attendance Data Dashboard. This protocol will serve to both familiarize yourself with the data displays in the dashboard as well as review disaggregated student chronic absenteeism data by school, grade, and subgroup to understand school attendance patterns and trends.

Schools

The **Schools** page displays chronic absenteeism data by school per attendance category. The drop-down filters on the right can limit the view. Use the questions below to review the data.

Guiding Questions	Notes
Compare category percentages amongst schools and to the **district**. What do you notice?	
If you only have one school per grade band, skip this question. Use the Grade filter to cycle through one grade at a time. What similarities/differences do you notice about specific grades disaggregated by school? How do they compare to the district?	
When comparing your school to the other schools and the district, what stands out? What would you like to investigate further?	

Grade

The **Grade** page displays chronic absenteeism data by grade level per attendance category. Use the drop-down filter on the right to **select your school**. Use the questions below to review the data. (Ctrl+ or Cmd+ allows users to multi-select)

Guiding Questions	Notes
Compare category percentages amongst grades within the **school** and to the district. What do you notice?	
From this **school-level** view, what stands out? What would you like to investigate further?	

Equity

The **Equity** page displays chronic absenteeism comparison data by subgroup per attendance category. Use the drop-down filters on the right to **select your school**. Use the questions below to review the data.

Accountability Connection - Many of the subgroups on this page correlate to gap closing subgroups.

- N = 15 to count for report card measures
- The filters will provide a view showing the attendance of students affecting multiple subgroups.

Directions:

1. **School:** Use the filter on the right to select your **School**.
2. **Grade:** Using the filter on the right, cycle through each **Grade** one at a time. Note observations in the respective subgroup area in the space provided.
3. **Race:** Using the filter on the right, cycle through each **Race** one at a time. Note observations in the respective subgroup area in the space provided.
4. **Economically Disadvantaged:** Note observations in the respective subgroup area in the space provided.

Students with Disabilities
Notes:

Gender
Notes:
Economically Disadvantaged
Notes:
English Language Learners (ELL)
Notes:

Ethnicity/Race
Notes:
Homeless
Notes:

Equity Reflection

From this **school-level equity investigation**, what stands out? What would you like to investigate further?
Notes:

Action Planning (30 minutes)

Attendance Goal-Setting Best Practices

- Set annual attendance goals and measure your progress along the way.
- Ensure attendance goals reflect multiple attendance measures, such as:
    - Improvement in average daily attendance.
    - Reductions in the percent of students who are chronically absent.
    - Increases in students with satisfactory attendance.
    - Establish multiple goals:
        - School-wide.
        - Sub-group specific based on needs, such as reducing chronic absence among students with disabilities.
- Share attendance data on a regular basis.

Goal Identify a school-wide goal(s) for improving attendance and reducing chronic absence.
Goal Implementation How will this goal embed into school improvement plans?
Track/Monitor Progress ● What metric will you use to track progress? ● When (how often) will you collect data? ● Who is responsible?

Beginning of Year Section

The questions below investigate various risk indicators for chronic absenteeism. To be completed after the first two weeks of school.

Guiding Question	Notes
Prior Year Chronic Absenteeism Review chronic absenteeism by grade/subgroup. What stands out?	
Kindergarteners After 2 weeks, what do you notice?	
Transition Grades After 2 weeks, what do you notice?	

2 Days in 2 Weeks After 2 weeks, what grades/subgroups have students with 20% or higher chronic absenteeism? *(Tier 3, Severe, Extreme)*	