



A Comprehensive Toolkit: Improving School Attendance

Local Education Agency Planning and Implementation Workbook

Division of Student Support and Federal Programs

April 2026



MARYLAND STATE DEPARTMENT OF EDUCATION

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How to Use This Workbook

This workbook accompanies the *Comprehensive Toolkit: Improving School Attendance*. It is designed to help local education agencies (LEAs):

- Assess current conditions and systems for attendance
- Set a clear vision and goals
- Plan concrete actions, roles, timelines, and metrics
- Embed attendance into Multi-Tiered System of Support (MTSS), equity work, and existing improvement plans
- Establish year-round monitoring and continuous improvement routines

Recommended Users

- LEA cabinet-/executive-level cross-departmental team
- LEA attendance/MTSS leads
- Community Schools leadership
- School improvement and accountability staff
- Key community partners (where appropriate)

Suggested Process

1. Confirm or establish a cross-departmental LEA attendance team.
2. Complete Sections 1–2 to clarify baseline, vision, and goals.
3. Use Sections 3–8 to assess current practice for each key ingredient and build action plans.
4. Develop Policy and Guidance Review Suggestions (Section 9).
5. Develop a year-round attendance calendar (Section 10).
6. Establish priorities, data review plans, and continuous improvement routines (Sections 12–13).

Local Education Agencies (LEAs) Context and Readiness Snapshot

CURRENT ATTENDANCE LANDSCAPE

Baseline Data (Most Recent Full Year)

Overall chronic absenteeism rate: _____ # of Students _____

Comparison Data (Current Year - Year to Date (YTD))

Overall chronic absenteeism rate: _____ # of Students _____

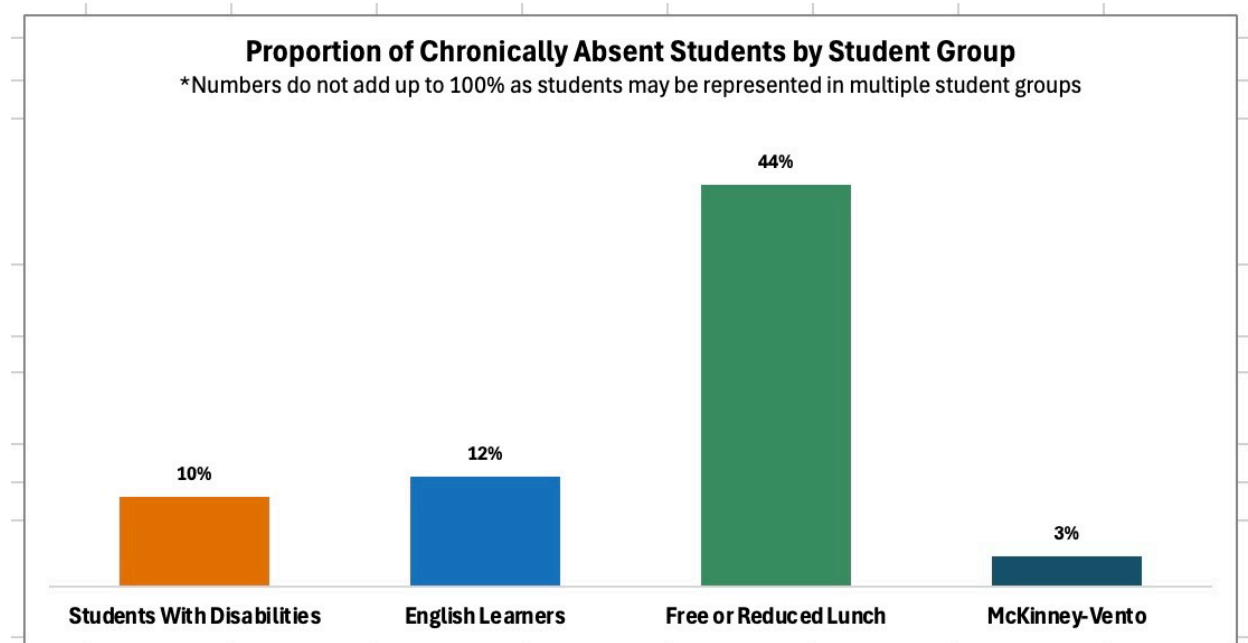
Chronic Absenteeism by Grade:

Grade	% Chronic Absence: YTD	% Chronic Absence: Prior Year YTD	# Of Students: YTD	# Of Students: Prior Year YTD
Pre-K				
Kindergarten				
1 st Grade				
2 nd Grade				
3 rd Grade				
4 th Grade				
5 th Grade				
6 th Grade				
7 th Grade				
8 th Grade				
9 th Grade				
10 th Grade				
11 th Grade				

12 th Grade				
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Create a report detailing student attendance data by student group (students with disabilities, race/ethnicity, homeless, foster care, and economically disadvantaged) by attendance band (example below; customize as needed) compare this year to the prior year to identify the trend line.

Satisfactory Attendance	Missed less than 5% (fewer than 9 days in a 180-day school year)
At-risk Attendance	Missed 5-9.99% (9-17 days in a 180-day school year)
Moderate Chronic Absence	Missed 10-19.99% (18-35 days in a 180-day school year)
Severe Chronic Absence	Missed 20-49.99% (36-89 days in a 180-day school year)
Extreme Chronic Absence	Missed 50% or more (90 or more days in a 180-day school year)



Reflection: Patterns and Gaps

- Where are chronic absence rates most concentrated (by grade, school, student group, and zip code)?

- What changes were observed before and after the COVID-19 pandemic?

- Where does the team see “bright spots” or schools/groups doing well with attendance?
-
-

READINESS AND CAPACITY REFLECTION

Directions: Each member of the team should individually consider the areas of readiness and capacity such as:

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- School leaders view data by band, student group, and zip code
- School leaders receive support and professional development for interpreting and using data to support the school’s MTSS
- Accurate daily attendance-taking protocols exist and are followed
- Students and families receive regular, understandable attendance updates
- Systematic collection of reasons for absences (qualitative data)
- Regular, disaggregated data reviews guide resource allocation
- Interventions are tracked and linked to student outcomes

After each person is finished, the facilitator should collect the data and invite observations using the [ATLAS protocol](#). Facilitator choices include: Have individuals post their results on flip chart paper or hang their individual sheets on a wall, or across a table for a gallery view.

Begin with a Silent Review: The team spends time silently examining where there were agreements in readiness and disagreements in readiness.

Next Describe the Data: The team focuses strictly on facts and descriptions and discusses out loud where the overlaps do and do not exist. The team identifies only what they see, such as patterns without offering feelings or assumptions.

Offer Wonderings: The team moves into a phase of posing questions and expressing curiosity about the data.

Identify Implications: Finally, the team discusses what the data means for their work and professional practice. Including identifying areas of strength, challenges, and additional inquiry.

Individuals should rate each area: Circle or highlight one description per row.

- 1. Cross-departmental LEA attendance team exists and meets regularly**
Solidly in Place, Needs Improvement, Urgent Gap, Don’t Know
- 2. Attendance integrated into MTSS structures and planning**
Solidly in Place, Needs Improvement, Urgent Gap, Don’t Know
- 3. Data systems support early warning and progress monitoring**
Solidly in Place, Needs Improvement, Urgent Gap, Don’t Know
- 4. Capacity-building and professional development on attendance are coordinated and ongoing**
Solidly in Place, Needs Improvement, Urgent Gap, Don’t Know
- 5. Equity lens applied to attendance data and strategies**
Solidly in Place, Needs Improvement, Urgent Gap, Don’t Know
- 6. Community partners engaged as co-strategists and not just service providers**
Solidly in Place, Needs Improvement, Urgent Gap, Don’t Know

7. Year-round approach to attendance

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

What are the biggest readiness strengths?

What are the biggest readiness challenges?

Vision, Goals, and Equity Commitments

LEA ATTENDANCE VISION

LEA's vision for attendance (connect to belonging, opportunity, and student success):

Equity-Focused Problem Statement:

Current challenge is (include data):

How chronic absence exacerbates inequities in our LEA:

Attendance Goals (1–3 Years)

LEA Overall

Baseline (SY ____): ____%

Goal (SY ____): ____%

Goal (SY ____): ____%

By Grade Band

Elementary (PreK–5) – Baseline: ____% Goal: ____% Year: ____

Middle (6–8) – Baseline: ____% Goal: ____% Year: ____

High (9–12) – Baseline: ____% Goal: ____% Year: ____

Priority Student Groups

Group: _____

Baseline: ____% Goal (SY ____): ____%

Group: _____

Baseline: ____% Goal (SY ____): ____%

Notes on rationale, equity focus, and alignment to other LEA goals:

Key Ingredient 1: Actionable Data

Description: Ensuring access to quantitative and qualitative data that is accurate, accessible, timely, comprehensive, and understandable, to inform the development of prevention and intervention strategies and the allocation of resources. This data should activate positive support.

ACTIONABLE DATA: READINESS & CAPACITY REFLECTION

Directions: Each member of the team should individually consider the areas of readiness and capacity such as:

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Identify Implications: Finally, the team discusses what the data means for their work and professional practice. Including identifying areas of strength, challenges, and additional inquiry.

Individuals should rate each area: Circle or highlight one description per row.

1. LEA-wide attendance/MTSS dashboard is in place and used

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

2. School leaders can view data by band, student group, and zip code

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

3. School leaders receive support and professional development for interpreting and using data to support the school's MTSS.

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

4. Accurate daily attendance-taking protocols exist and are followed

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

5. Students and families receive regular, understandable attendance updates

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

6. Systematic collection of reasons for absences (qualitative data)

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

7. Regular, disaggregated data reviews guide resource allocation

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

8. Interventions are tracked and linked to student outcomes

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

Reflection:

- Do school leaders have real-time dashboards that triangulate attendance, behavior, and academic data?
- Can attendance data be easily viewed by school, student group, and zip code?
- Do students and families receive timely, easy-to-understand information about attendance?
- How does the LEA systematically collect and use qualitative data on reasons for absences?
- How often does the LEA conduct deep analysis of disaggregated data to inform resource allocation?

Notes / Evidence:**Priorities for Actionable Data****Top 2–3 priorities for improving Actionable Data:**

1. _____
2. _____
3. _____

Action Plan: Actionable Data

Action Step: _____

Lead Person/Team: _____

Key Partners (e.g., data/IT): _____

Timeline (Start–End): _____

Resources Needed (tools, staffing, funding, staffing): _____

Success Indicators / Metrics: _____

*(Repeat as needed for additional action steps.)***Data Review & Inquiry Notes**

Use the following prompts during data reviews:

- Do attendance patterns vary by grade level, school, or neighborhood/zip code?
- Which student groups are most affected by chronic absence?
- What role do suspensions/expulsions play?
- What policy or practice changes may be driving trends?
- Which reasons for absence affect the greatest number of students?
- Do reasons for absence differ by time of year and by student group?

Quarter _____ Data Review – Key Takeaways

What the team noticed:

Implications for strategy:

Key Ingredient 2: Capacity Building

Description: Providing professional development to LEA and school teams and staff, as well as community partners, to equip them with the skills and knowledge needed to take a data-driven, positive, problem-solving, and multi-tiered approach to supporting student attendance, participation, and engagement.

CAPACITY BUILDING: READINESS, AND CAPACITY SELF-REFLECTION

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Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

2. Attendance integrated into MTSS structures and planning

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

3. Data systems support early warning and progress monitoring

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

4. Capacity-building and professional development on attendance are coordinated and ongoing

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

5. Equity lens applied to attendance data and strategies

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

6. Community partners engaged as co-strategists and not just service providers

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

7. Year-round approach to attendance

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

Reflection:

- Are cabinet-level, cross-departmental teams driving attendance work?
- Are school teams supported to implement integrated MTSS (academics, behavior, attendance)?
- Do staff and partners share a common understanding of key attendance terms and thresholds?
- Do the LEA maintain an easily accessible menu of tiered, evidence-based practices to improve attendance?
- Are schools with higher levels of chronic absence receiving targeted assistance (coaching, resources, partnerships)?

Notes / Evidence:

Priorities For Capacity Building

Top 2–3 Priorities:

1.

2.

3.

Action Plan: Capacity Building

Action step:

Target Audience (Schools, Roles):

Lead Person/Team:

Timeline (Start–End):

Resources Needed (Materials, Time, Funding, Staffing):

Evidence Of Impact (What Will Change?):

(Repeat For Additional Actions.)

Key Ingredient 3: Positive Engagement

Description: Creating a culture of attendance and engagement where school staff take positive, non-punitive action to ensure students feel they belong in school; relationships and communications between staff and families are respectful, reciprocal, and two-way; and solutions are co-created with students, families, staff, and community partners.

POSITIVE ENGAGEMENT: READINESS AND CAPACITY SELF-REFLECTION

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1. Professional Development aimed at shifting mindsets from blame to family engaged solution-making is offered

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

2. Positively framed, year-round attendance messaging campaign in place

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

3. Communications reviewed to remove blame and alienating language

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

4. Protocols for teacher/family outreach when students approach 10% absence

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

5. Structures for two-way communication with families

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

6. Use of relationship-building strategies (e.g., 2x10, relationship mapping)

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

7. Personalized messaging (texts, calls, letters) implemented and tracked

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

Reflection:

- Where are there punitive approaches to absenteeism?
- Does the LEA/school communications ever unintentionally blame or alienate families and/or students?
- Are there clear protocols for early, personalized outreach when absences begin to add up?
- Are student and family experiences and cultures shaping the strategies developed by the LEA?
- How systematically are relationship-building and belonging strategies being implemented (e.g., conditions for learning framework)?

Notes / Evidence:

Priorities and Action Plan: Positive Engagement

Top 2–3 priorities:

1.

2.

3.

Action Step:

Lead Person/Team:

Schools/Partners Involved:

Timeline (Start–End):

Resources Needed:

Success Indicators: (e.g., reduced chronic absence among targeted group; improved family feedback):

(Repeat for additional actions.)

Key Ingredient 4: Adequate and Equitable Resources



Description: Provide resources and funding at sufficient levels to ensure students from all backgrounds and circumstances receive a quality education and similar opportunities to thrive and achieve.

ADEQUATE AND EQUITABLE RESOURCES: READINESS AND CAPACITY SELF-REFLECTION

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Individuals should rate each area: circle or highlight one description per row.

1. An LEA-level staff, program, and partner asset analysis informs expansion of attendance and engagement resources.

Solidly In Place, Needs Improvement, Urgent Gap, Don't Know

2. School-level staff and program analyses expand capacity for early intervention and prevention

Solidly In Place, Needs Improvement, Urgent Gap, Don't Know

3. Systems exist for schools to communicate resource needs and gaps and receive timely responses.

Solidly In Place, Needs Improvement, Urgent Gap, Don't Know

4. Schools have resources to take a year-round approach to attendance and monitor effectiveness.

Solidly In Place, Needs Improvement, Urgent Gap, Don't Know

5. Additional funding and supports are targeted to schools and student groups with higher chronic absence.

Solidly In Place, Needs Improvement, Urgent Gap, Don't Know

6. Braided funding supports a comprehensive, multi-tiered system of attendance prevention and intervention.

Solidly In Place, Needs Improvement, Urgent Gap, Don't Know

7. Effective attendance interventions and programs are scaled based on evidence of impact.

Solidly In Place, Needs Improvement, Urgent Gap, Don't Know

Reflection:

1. Which students, schools, or communities face the greatest attendance barriers, and do our funding, staffing, and partnerships reflect those realities?
2. How intentionally are additional supports directed to schools and student groups experiencing higher levels of chronic absence or compounding barriers?
3. Are staffing, programs, and funding sufficient to sustain prevention, early intervention, and intensive supports throughout the school year?
4. Which strategies are helping students thrive, and how are effective practices being scaled or resources redirected when inequities remain?

NOTES / EVIDENCE:

LEA-LEVEL ASSET ANALYSIS

Use This [Asset Mapping Protocol](#) to assess current assets that support attendance and engagement.

Asset mapping is a strength-based, systematic process used to identify, catalog, and visualize a community's valuable resources including people, skills, places, and institutions to unite them for positive change. The protocol for asset mapping these wellness variables¹ involves a multi-step framework designed to support student and family well-being holistically. The steps should happen over the course of several weeks to months, broken out by steps with ample time for the team to collect and review the data, reflect and build an asset map and determine next steps for maximizing resource utilization.

The [Asset Mapping Protocol](#) follows these steps:

Step 1. Step Designate a Team

Step 2. Gather Data

Step 3. Categorize Resources by Wellness Dimension

Step 4. Document Asset Details

¹ "8 Dimensions of Wellness." Health Promotion & Wellness Services, University of Maryland Health Center, <https://health.umd.edu/wellness-advocacy/health-promotion-wellness-services/8-dimensions-wellness>. Accessed 22 Dec. 2025.

Step 5. Analysis and Strategic Application

Key Ingredient 5: Strategic Partnerships



Description: Strengthening and expanding partnerships between the school and community to nurture relationships with students and families and engage them in identifying and co-creating solutions to attendance barriers.

STRATEGIC PARTNERSHIPS: READINESS AND CAPACITY SELF-REFLECTION

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Identify Implications: Finally, the team discusses what the data means for their work and professional practice. Including identifying areas of strength, challenges, and additional inquiry.

Individuals should rate each area: circle or highlight one description per row.

1. **School, LEA, and community-based assets and resources are mapped to support attendance and engagement.**
Solidly in Place, Needs Improvement, Urgent Gap, Don't Know
2. **LEA partnerships are informed by analysis of the major reasons for student absences across students and families.**
Solidly in Place, Needs Improvement, Urgent Gap, Don't Know
3. **Attendance goals or priorities are embedded in partnership agreements where appropriate.**
Solidly in Place, Needs Improvement, Urgent Gap, Don't Know
4. **Community and faith-based partners are engaged as trusted messengers in attendance campaigns.**
Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

5. **The Community Schools strategy is leveraged to connect external partners with schools.**
Solidly in Place, Needs Improvement, Urgent Gap, Don't Know
6. **The LEA advocates for funding and resources to strengthen community partners' capacity to address attendance-related needs and gaps.**
Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

Reflection:

- To what extent are students and families most affected by attendance barriers actively informing how partnerships are designed, prioritized, and implemented?
- Are community partnerships aligned to the primary reasons students are absent, and do they meaningfully reduce barriers to attendance?
- Do students, families, schools, and community partners experience relationships as respectful, reciprocal, and focused on co-creating solutions rather than delivering one-way services?
- Which students or families are still not benefiting from existing partnerships, and what changes would increase reach, usability, and impact?

Notes / Evidence:

ASSESS OPPORTUNITIES TO EXPAND PARTNERSHIPS OR RESOURCES TO STUDENTS AND FAMILIES

Use a structured reflection process to strengthen attendance-focused collaboration with school and community partners. The goal is to ensure that partnerships and available resources are effectively reaching and supporting students and families most affected by attendance barriers. This process is designed to help LEAs examine current access to supports, identify gaps, and expand or redesign partnerships so that services are accessible, relevant, and trusted by the communities they are intended to serve.

This reflection process includes the following steps:

Opening Reflection

What would our system of supports look like if students and families most affected by attendance barriers had meaningful voice, access, and trust in the partnerships and resources available to them?

Step 1. Identify Attendance- Related Needs and Barriers

Examine available data and local insights to identify which students and families are experiencing the greatest attendance challenges and what barriers may be contributing (e.g., transportation, health, housing, school climate, or engagement).

Step 2. Identify Who Is Not Accessing Existing Supports

Determine which groups of students and families are not currently accessing available programs, services, or partnerships, and identify where gaps exist across schools, grade levels, or communities.

Step 3. Review Current Patronships and Resource Alignment

Assess whether existing partnerships and resources are aligned to the needs of students most impacted by attendance challenges. Consider whether supports are accessible, culturally responsive and responsive to the specific needs of the community.

Step 4. Expand and Strengthen Partnerships

Identify opportunities to strengthen existing partnerships or develop new ones that address unmet needs. This may include collaboration with community-based organizations, health providers, social services, or other local partners to increase access to supports.

Step 5. Commit to Action Steps

Develop clear, actionable steps to improve access to partnerships and resources. Define roles, responsibilities, and timelines to ensure that changes are implemented and monitored over time.

Key Ingredient 6: Shared Accountability

Description: Providing clear guidance and support to all stakeholders—students, families, educators, agencies, and community partners—about their roles and responsibilities in helping to reduce chronic absence and creating systems to hold everyone accountable for doing their part.

SHARED RESPONSIBILITY: READINESS AND CAPACITY SELF-REFLECTION

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1. **Board attendance policies align with model policies.**
Solidly in Place, Needs Improvement, Urgent Gap, Don't Know
2. **Principals lead building-level attendance improvement teams.**
Solidly in Place, Needs Improvement, Urgent Gap, Don't Know
3. **Schools set data-informed attendance goals based on root cause analysis.**
Solidly in Place, Needs Improvement, Urgent Gap, Don't Know
4. **Students and families receive clear, accessible attendance handbooks.**
Solidly in Place, Needs Improvement, Urgent Gap, Don't Know
5. **Guidance aligns attendance interventions with academics and behavior.**
Solidly in Place, Needs Improvement, Urgent Gap, Don't Know
6. **Attendance and engagement are included in LEA monitoring dashboards.**
Solidly in Place, Needs Improvement, Urgent Gap, Don't Know
7. **MTSS defines attendance roles, responsibilities, and evidence-based practices.**
Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

8. Chronic absence data is publicly available to support collective action.

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

9. Community partners contribute to attendance improvement efforts.

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

10. Student outcome data is reviewed regularly to guide improvements.

Solidly in Place, Needs Improvement, Urgent Gap, Don't Know

Reflection:

- How clearly are roles and responsibilities for reducing chronic absence defined, communicated, and supported across students, families, educators, agencies, and community partners?
- What structures are in place to ensure all stakeholders have the guidance, tools, and support they need to fulfill their roles in improving attendance?
- How can collective accountability be established across schools, LEA leadership, and partners to ensure consistent implementation and follow-through of attendance strategies?
- How are attendance data and improvement goals shared in ways that clarify responsibility, support action, and promote collaboration?
- Where are gaps in role clarity or support that may be contributing to chronic absence?

Notes / Evidence:

Roles and Responsibilities Map - Assess the “attendance” responsibilities for each role.

1. Stakeholder Group: LEA Leadership
 - Key Responsibilities for Attendance and Engagement:
2. Stakeholder Group: School Leaders
 - Key Responsibilities:
3. Stakeholder Group: Teacher
 - Key Responsibilities:
4. Stakeholder Group: School Counselors & Social Workers
 - Key Responsibilities:
5. Stakeholder Group: School Staff
 - Key Responsibilities:
6. Stakeholder Group: Students
 - Key Responsibilities:
7. Stakeholder Group: Families & Caregivers
 - Key Responsibilities:
8. Stakeholder Group: Community Partners

- Key Responsibilities:

Priorities & Action Plan: Shared Responsibilities

Top 2–3 priorities:

1. _____
2. _____
3. _____

Action Step: _____

Lead Person/Team: _____

Schools/Partners Involved: _____

Timeline (Start–End): _____

Resources Needed: _____

Success Indicators: _____

(Repeat for additional actions.)

Policy, Communication, and Guidance Alignment

Using the analysis of the six key ingredients for systems building, reflect on what you have learned and identify implications for strengthening LEA-level guidance, policies, and accountability structures that systems building for reducing chronic absence.

Use the questions below to identify existing policies, regulations, and guidance that may need to be revised, aligned, or strengthened:

1. Which policies related to attendance need revision or alignment with model policies?
2. How will handbooks and communications clearly and accessibly explain expectations?
3. How will chronic absence appear in LEA dashboards and monitoring systems?
4. How will equity and outcomes be examined regularly across student groups, schools, and other relevant categories?

Action Step: _____

Focus (policy, communication, monitoring, etc.): _____

Lead Person/Team: _____

Timeline (Start–End): _____

Success Indicators: _____

Year-Round Attendance Calendar

Attendance Works' calendars can be used as a tool for planning activities and events that will keep a focus on improving attendance all year long. The team can customize the attendance plan for your community. For each activity, the team might specify who is responsible for leading and how to measure results of the activity.

LEA Team Yearly Attendance Activities Planning Tool

- [LEA yearly calendar with sample activities](#)
- [LEA blank yearly planning tool](#)

School Team Yearly Attendance Activities Planning Tool

- [Grades K-12 with sample activities](#)
- [Grades K-12 blank planning tool](#)

Continuous Improvement and Progress Monitoring

DATA REVIEW ROUTINES

Data-informed monitoring involves the regular collection and analysis of multiple data sources to guide a LEA's decision making. Teams use these data to develop and/or assign tiered interventions and evaluate their effectiveness, adjusting supports based on updated data. This iterative cycle ensures that interventions are responsive to student needs, delivered with fidelity, and adjusted in a timely manner to promote equitable access to learning and improved outcomes for every student.

Level: LEA-Wide

Team/Meeting Name: _____

Frequency (e.g., monthly, quarterly): _____

Data Reviewed (attendance, behavior, academics, etc.): _____

Decision-Making Authority (what can this team change?): _____

Level: School

Team/Meeting Name: _____

Frequency: _____

Data Reviewed: _____

Decision-Making Authority: _____

REFLECTION AFTER EACH CYCLE

Use these questions to assess the results of strategies:

- What was the extent of implementation (i.e., the quantity of strategies implemented)?
- How well were the strategies implemented (i.e., the quality of implementation)?
- What impact was achieved (i.e., improvements in key data indicators)?
- Who is better off? (Impact on the whole school, groups of students or grade levels)
- Are there differences in outcomes for students in different student groups? If yes, why? What can be done to address barriers to access and opportunity for student groups that are not improving? (Equity in outcomes)

Use these questions after implementing strategies:

- What strategies were implemented as planned?
- What changed in the data (overall and by student group)?
- Who is better off? (Which schools, grades, or groups improved?)
- Where did gaps persist or widen? Why?
- What will be discontinued, initiated, or expanded in the next cycle?

LEA Attendance Improvement Plan

Priority Focus Areas (Next 12–18 Months)

- ☐ Key Ingredient 1: Actionable Data
- ☐ Key Ingredient 2: Capacity Building
- ☐ Key Ingredient 3: Positive Engagement
- ☐ Key Ingredient 4: Adequate and Equitable Resources
- ☐ Key Ingredient 5: Strategic Partnerships
- ☐ Key Ingredient 6: Shared Accountability

Why were these priorities selected:

High-Level Strategy Map

Key focus area: _____

Lead Department/Role: _____

Priority Area #1: _____

Desired Outcome (12–18 months): _____

Key focus area: _____

Lead Department/Role: _____

Priority Area #2: _____

Desired Outcome (12–18 months): _____

Key focus area:

Lead Department/Role: _____

Priority Area #3: _____

Desired Outcome (12–18 months): _____

Implementation Launch Checklist

LEA Launch Checklist

- ☐ Cross-departmental attendance/MTSS team identified
- ☐ Roles, responsibilities, and decision-making authority clarified
- ☐ Baseline attendance data compiled and disaggregated
- ☐ LEA attendance vision and goals drafted
- ☐ Initial communication plan for schools and partners developed

School-Level Support Launch Checklist

- ☐ School attendance/MTSS teams in place
- ☐ Access provided to dashboards and data tools
- ☐ Early outreach and personalized messaging protocols established
- ☐ Menu of tiered attendance interventions shared with schools
- ☐ Community resources and partners identified and connected
- ☐ Regular school-level data meetings scheduled