

Does Attendance Really Count in Our AfterSchool Program?

A Tool for Self Assessment - (Draft February 16, 2010)

Key Element	Strength	OK for Now	Could be Better	Urgent Gap	Don't Know	Implication(s) for Action
1. Every day, in every afterschool class, staff take roll accurately and in a caring manner.						
2. We enter our attendance data into an electronic data base that can generate regular reports on satisfactory attendance, chronic absence and average daily attendance.						
3. We have a clear policy expressing the value placed on regular attendance and clearly communicate this policy to students and families.						
4. We track which students have poor attendance in our afterschool program and reach out to find out why and how attendance could be improved.						
5. We review and use attendance data to identify problematic situations or promising approaches for improving attendance in afterschool classrooms or program sites.						
6. We offer meaningful incentives to attract and reward students for attending our program.						
7. The schools in which we work see us as a resource for improving school day attendance.						
8. We actively recruit and address the needs of students with poor school day attendance.						
9. Afterschool staff and school day staff work together to inform parents about the importance of attendance in both programs and encourage parents to help each other get their children to class.						
10. We evaluate the impact of our work on improving school day attendance.						
TOTAL						

(Note: Chronic Absence is missing=> 10% of the possible days of attendance over a year; Satisfactory Attendance is missing=< 5% of the possible days of attendance over a year)