**Tier I Inputs**
- Intervention partners (e.g., OST; extracurriculars; Read by 4th)
- Community partners (businesses)
- Parents, SACs
- District expertise & capacity to oversee implementation of attendance efforts and to use Qlik & SIS for data monitoring. 
  - Student Rights/Responsibilities; Climate & Safety; P&I; ORE; FACE; DPO; Strategic Partnerships; Student Leadership
- SDP MTSS specialists
- SDP Attendance coaches
- Dedicated time for role-specific training for district staff, teachers, principals, and secretaries
- Appropriate ratio of school counselors to students
- School-based Attendance designee (AD)
- Dedicated time each month for school-level attendance data review and planning in LT meeting
- Teachers and instructional support staff

**Tier I Activities**
- Community partners participate in implementing evidence-based schoolwide attendance initiatives
- Community partners incentivize attendance and help convey information about attendance policies and procedures
- Attendance Team provide attendance policies & protocols for school-level staff
- Attendance Team reviews Qlik & SIS data monthly to identify needs and plan support. Shares plan with other SDP offices.
- Attendance coaches train teachers, secretaries, principals, parents, community partners
- Attendance Team supports school LTs in developing & implementing schoolwide plans
- Attendance plans are implemented and monitored by LT as part of schoolwide plans
- LT reviews attendance data monthly
- Teachers follow schoolwide attendance plan and use incentives and parent contact to support regular attendance

**Tier I Outputs**
- All schools have strategic community partners with clear roles in supporting attendance
- All stakeholders (families, teachers, students) understand attendance policies and procedures & importance of time in school
- All school staff understand their roles and responsibilities around attendance, how to implement protocols with fidelity, and how to obtain support as needed
- Ongoing cross-office discussion centers around using data to identify needs, troubleshoot issues, and recognize successes related to attendance

**Tier I Outcomes**
- All schools’ Tier I systems are effective at preventing most students from requiring Tier II intervention
  - Students with 95% attendance maintain this rate across each data check-in period
  - Students with 90%-94% attendance move to 95% by next data check-in period
  - Fewer than 20% of students progress to Tier II for attendance

**Impacts**
- Districtwide attendance goals are met
  - At least 60% of middle and high school students will attend 95% of days or more
  - At least 60% of elementary school students will attend 95% of days or more

- All schools’ Tier I systems are effective at preventing most students from requiring Tier II intervention
  - Students with 95% attendance maintain this rate across each data check-in period
  - Students with 90%-94% attendance move to 95% by next data check-in period
  - Fewer than 20% of students progress to Tier II for attendance

- Culture of attendance positively impacts the entire school community
  - Staff attendance 95% or above

All students are engaged in school and have the opportunity to achieve maximal personal and academic growth
Upon referral from school, DHS Family Empowerment Services provides parent-focused interventions for chronically truant students in grades K-3.

Upon referral from school, truancy court intervenes for chronic truancy in grades 4-12.

Attendance coaches and Office of Student Rights/Responsibilities assist schools in determining next steps for truant students.

Every child referred to Tier III receives interventions matched to his/her specific attendance barriers and family supports as needed.

All schools’ Tier II systems are effective at preventing most students from truancy court involvement.

➢ Students referred to Tier III have no additional absences.

All students are engaged in school and have the opportunity to achieve maximal personal and academic growth.