# Appendix A: Sample School Corrective Action Plan (CAP) Template for Addressing Chronic Absenteeism

Pursuant to N.J.S.A. 18A:38-25.1, in the event that 10 percent or more of the students enrolled in a public school are chronically absent, which means a student has missed 10% or more days of school, the school shall develop a corrective action plan to improve the absenteeism rate. The plan will be presented to the local board of education and reviewed and revised annually until absenteeism rates are below 10%.

**Table 1: Corrective Action Plan (CAP) Overview**

|  |  |
| --- | --- |
| District Name |  |
| Principal Name & School Name |  |
| Date Presented to the Board of Education |  |
| Grade Levels |  |
| Problem Solving Team Members (refer to Section 3: Problem Solving Team) |  |
| Start Date of CAP |  |

## Systems Processes

In accordance with NJTSS’ Data-Based Decision Making, the NJDOE encourages districts to establish a Chronic Absenteeism Early Warning System (CA EWS), which is a system to detect patterns, trends, and perception data that could indicate increased risks of a student becoming chronically absent. Data collected for the CA EWS should reflect attendance at multiple levels (school-wide, grade-level, classroom, individual students) to identify target populations and measure the appropriateness and effectiveness of current or proposed interventions. For more information about Data-Based Decision making please refer to Section 4: Data-based Decision Making.

The table below provides a sample of grade-level data that can be considered when developing a corrective action plan. It will be helpful to also reflect on schoolwide and district level data.

**Table 2: Corrective Action Plan Data, Systems Processes- Grade Level Sample**

|  |  |  |
| --- | --- | --- |
| **Chronic Attendance Early Warning System Data Source** | **Prior year attendance data % of students Chronically Absent** | **Notes** |
|  |  |  |
|  |  |  |
|  |  |  |

**Table 3: Corrective Action Plan Data, Systems Processes- Using Historical Data to Identify students at-risk of future chronic absenteeism**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unique Student Identifier  (Identifying Students At-Risk for Chronic Absenteeism)** | **Source** | **Ranges of Absences** | **Notes** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

* Do not include information that may identify an individual student.
* Schools can consider reviewing student data specific to student sub-groups to better target their interventions and include in their corrective action plan.

## Additional Data Sources to Consider in Chronic Absenteeism Early Warning System Parent/Caregiver Survey

In developing the corrective action plan, the school shall solicit input from parents or guardians of students currently attending the school. The solicitation shall include, at a minimum, a parental survey that includes questions related to parents’ beliefs regarding the reasons why students are chronically absent and recommendations on the best ways to improve attendance. Please refer to Section 4: Parent/Guardian Survey for guidance on developing a parent survey. Parents’ perceptions

**Table 4: Corrective Action Plan Data, Parent Survey Results Analysis**

|  |  |  |
| --- | --- | --- |
| **Total responses** | **Parents’ perceptions regarding the reasons why students are chronically absent** | **Percent** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Inventory of Current Strategies

Please review Appendix B: Tier 1 and Tier 2/Tier 3.

Additional data to consider when developing a responsive CAP are the current strategies being implemented by a district. In the cells below "Inventory Current Strategies”, insert the names or descriptions of Tier 1/Universal strategies currently utilized to encourage students’ regular attendance in school. In the cells below "Inventory Current Strategies Reflection”, insert notes reflecting upon the effectiveness of the strategy. You can consider whether the strategy is being implemented consistently and with fidelity, if the strategy broadly supports your students, or if the strategy is not having the effects envisioned when first implemented.

### Tier 1

**Table 5: Corrective Action Plan Inventory of Current Strategies, Tier 1**

|  |  |
| --- | --- |
| **Inventory Current Strategies** | **Inventory Current Strategies Reflection** |
| **Fill in here (I.e., morning meeting, joy activities)** | **Fill in here (i.e., Since starting morning meetings our schoolwide tardiness has decreased 10 percent)** |
| **Fill in here (i.e., automatic call home when absent)** | **Fill in here** |
| **Fill in here (i.e., partnerships with local police to ensure safe corridors)** | **Fill in here** |

In the cells below "Inventory Current Strategies”, insert the names or descriptions of Tier 2/3 strategies currently utilized to encourage targeted groups of students or individual students to improve their attendance in school. In the cells below "Inventory Current Strategies Reflection”, insert notes reflecting upon the effectiveness of the strategy. You can consider whether the strategy is being implemented consistently and with fidelity, if the strategy addresses the specific barrier challenging the students’ regular attendance, or if the strategy is not having the effects envisioned when first implemented.

### Tier 2/3

**Table 6: Corrective Action Plan Inventory of Current Strategies, Tier 2/3**

|  |  |
| --- | --- |
| **Inventory Current Strategies** | **Inventory Current Strategies Reflection** |
| **Fill in here (i.e., check and connect for students with 5 or more absences)** | **Fill in here** |
| **Fill in here (i.e., grade level specific incentives for regular attendance)** | **Fill in here** |
| **Fill in here (i.e., student attendance goal-setting)** | **Fill in here** |
| **Fill in here (i.e., “Street Team” to serve as school ambassadors to community)** | **Fill in here** |

## Identified Areas for Improvement Progression arrows showing the Beginning

## Factors Contributing Towards Chronic Absenteeism

Please review Section 4: Three Steps for Assessing System Needs.

After collecting and analyzing the data collected earlier in the CAP’s development, use the information to memorialize areas identified for improvement and identify the school level data used to inform these conclusions.

**Table 7: Corrective Action Plan Identified Areas for Improvement, Factors contributing towards Chronic Absenteeism**

|  |  |  |
| --- | --- | --- |
| **Area. No.** | **Area Identified for Improvement** | **What school level data prioritizes this area as needing improvement?** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |

## Data-Informed Strategies to Address Student AbsenteeismProgression Arrows showing the Beginning

Please review Appendix B: Tier 1 and Tier 2/Tier 3. Populate the table below with proposed strategies to address the needs identified in Table 7.

**Table 8: Corrective Action Plan Identified Areas for Improvement, Action Items**

|  |  |  |  |
| --- | --- | --- | --- |
| **Tier** | **Data-Driven Strategies** | **Problem-Solving Team Member(s** | **Completion Date** |
| 1  Universal | Strategy Description:  Anticipated Outcome: | Name(s):  Title(s): | mm/dd/yy |
| 1  Universal | Strategy Description:  Anticipated Outcome: | Name(s):  Title(s): | mm/dd/yy |
| 2  Small Group | Strategy Description:  Anticipated Outcome: | Name(s):  Title(s): | mm/dd/yy |
| 3  Individualized | Strategy Description:  Anticipated Outcome: | Name(s):  Title(s): | mm/dd/yy |

## Interim Review of CAP Progress Progression arrows showing In Progress

## Progress Summary

This table should be completed midway through the school year to examine whether the strategies included in table 7 are having the intended impact on a school’s chronic absenteeism rate. This is an opportunity for schools to look closely at the strategies they have implemented and determine if they are being implemented with fidelity. Schools can rethink the strategies if they have new data suggesting that they apply other interventions to address their students’ absenteeism.

**Table 9: Interim Progress Summary**

|  |  |  |  |
| --- | --- | --- | --- |
| **Tier** | **Data-Driven Strategies** | **Data-Driven Strategies** | **Date** |
| 1  Universal | Fill in here | Fill in here | mm/dd/yy |
| 2  Small Group | Fill in here | Fill in here | mm/dd/yy |
| 2  Small Group | Fill in here | Fill in here | mm/dd/yy |
| 3  Individualized | Fill in here | Fill in here | mm/dd/yy |

Percent of population currently Chronically Absent: \_\_\_\_\_\_ Date: \_\_\_\_

## Summative Review of CAP Progress Progression arrows showing Complete

This table should be completed at the end of the school year to examine whether the strategies included in table 7 are having the intended impact on a school’s chronic absenteeism rate. This is an opportunity for schools to look closely at the strategies they have implemented and determine if they were implemented with fidelity. Schools can rethink the strategies if they have new data suggesting that they apply other interventions to address their students’ absenteeism in the upcoming school year.

**Table 10: Summative Progress Summary**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tier** | **Data-Driven Strategies** | **Outcome Met Y/N** | **Completion Date** | **If outcome not met, % of students receiving intervention that remain CA** |
| 1  Universal | Fill in here | Y/N | mm/dd/yy | % |
| 2  Small Group | Fill in here | Y/N | mm/dd/yy | % |
| 2  Small Group | Fill in here | Y/N | mm/dd/yy | % |
| 3  Individualized | Fill in here | Y/N | mm/dd/yy | % |

Percent of population currently Chronically Absent: \_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_