Attendance Works

Session 2

Early Intervention Strategies:
Using Teams to Monitor & Identify
Students in Need of Support

Professional Learning Series

September 21, 2023

Welcome!

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Review Session 1

If you wish to review Session 1, please take a look at the slides, list of materials and the recording.

❖ [Recording: Session #1](#)

❖ [Presentation slides](#)

❖ [Outline & Summary of Resources](#)

Introductions

Please share in Chat:

- Name

- Role

- Organization

- When it was hard for you to attend school, who or what helped you get there?

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Three E-Learning Sessions

During these sessions, participants will learn how to work as a team to take a multi-tiered approach to improve attendance in their schools:

❖ **Session 1** — Whole School Engagement Strategies for Reducing Student Absenteeism

❖ **Session 2** — Early Intervention Strategies: Using Teams to Monitor and Identify Students in Need of Support

❖ **Session 3** — Partnering to Make a Difference

Learning Goals for Session 2

Participants will:

- Learn which attendance measures to monitor in order to identify students in need of engagement and support.

- Identify the key functions of a school team that addresses attendance and take stock of where they are in having a high-functioning team.

- Name the assets, barriers, and strategies that affect attendance.

Session 1 Review
(poll)

1. Chronic absenteeism can result in the inability to read proficiently in 3rd grade, lower achievement in middle school, increase high school dropout, and contribute to greater gaps between student groups. *(True or False)*

2. The most effective approach to reducing high levels of chronic absence across a school is to focus on the students with the most absences. *(True or False)*

3. Effective whole school strategies are those that invest in strong relationships with students and families and create positive conditions for learning. *(True or False)*

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Reducing Chronic Absence Requires a Team Approach

What makes a team effective?

Type in Chat:

Describe one value that is essential to an effective team.

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Primary Purpose of a Team Approach

Organize and facilitate a schoolwide attendance strategy and ensure it is an integral component of the school's plan to improve outcomes for all students.

Session 2

1. **Organize a multi-tiered attendance strategy that begins with prevention and early intervention.**

2. **Examine attendance and absenteeism data to assess which groups of students have higher or lower levels of absence.**

3. **Identify assets, barriers and strategies that affect attendance.**

Session 3

4. **Mobilize everyone in the school community to address attendance.**

5. **Determine if you are making a difference.**

Attendance Team in Action
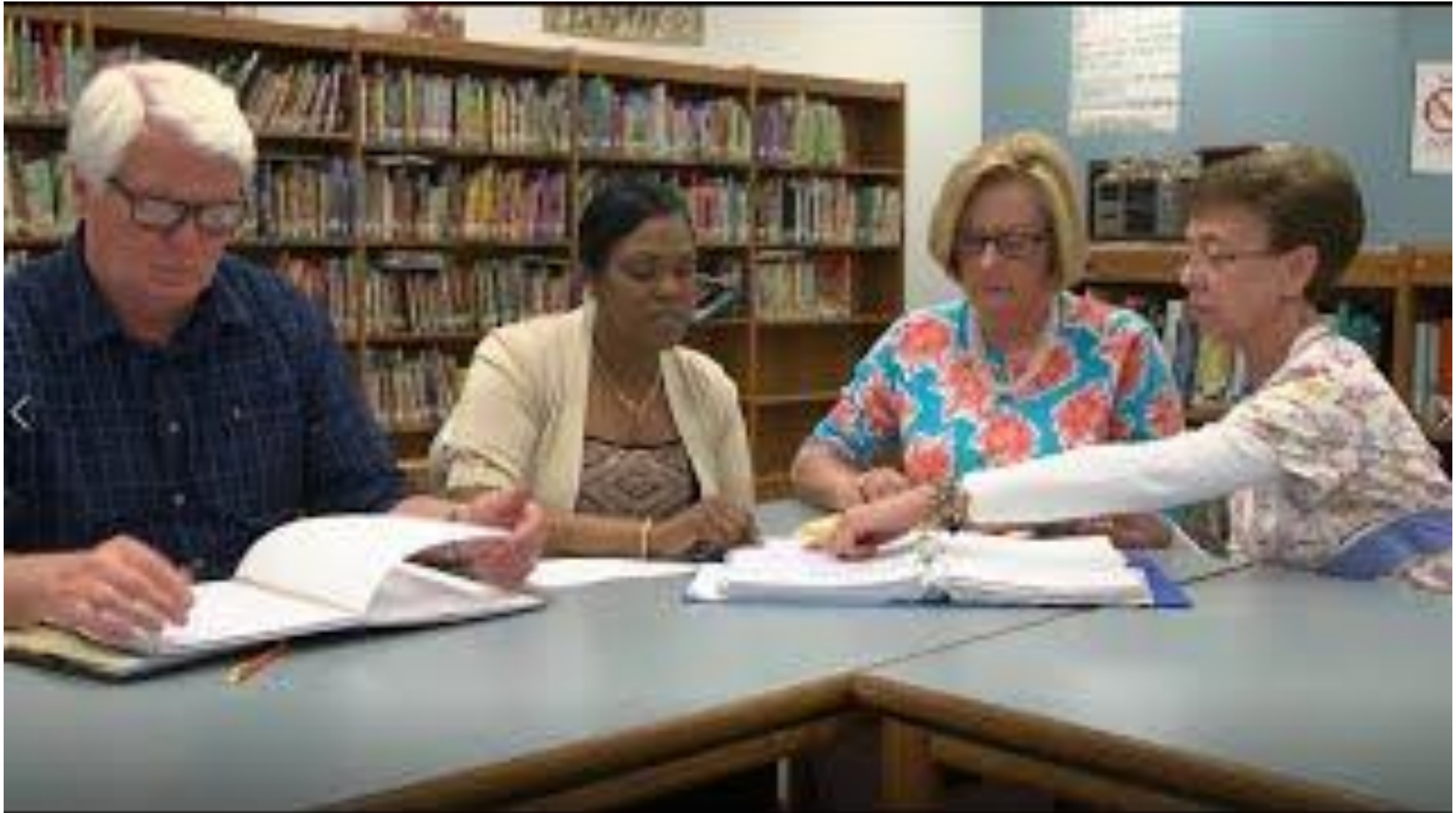
https://youtu.be/wFWfT4N64mM

The Attendance Strategy should be led by the school principal and the leadership team.

Teams working on improving student attendance could include the school's:

* Nurse
* Counselor
* Social Worker
* Administrative support staff
* Special education staff
* Teachers
* Early education staff
* Sports coaches
* Community School Directors and Coordinators
* Expanded Learning program staff
* Family Resource Center Directors and Coordinators
* Attendance Officers

Members should be able to bring the perspectives of the student demographics. Teams should incorporate input from families and students along with the community.

Determine which team(s) will assume the attendance MTSS functions

- Map all the teams that currently operate in your school by purpose, membership and meeting schedule.

- Identify areas of overlap, redundancy and/or gaps.

- Consider if attendance responsibilities can be integrated into an existing team (e.g., PBIS, RTI, MTSS, EWIS grade-level, etc.).

- Consider if different teams can assume responsibility for each tier and how efforts will be coordinated across teams.

- Determine if a new team needs to be established.

https://www.attendanceworks.org/wp-content/uploads/2019/06/Map-of-School-Teams.pdf

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Map of School Teams

Name of Team	Team Purpose	Team Members	Meeting Frequency

https://www.attendanceworks.org/wp-content/uploads/2019/06/Map-of-School-Teams.pdf

Poll

What teams in your school address attendance?
(check all that apply)

- ❑ Stand-alone attendance team

- ❑ Positive Behavioral Intervention Supports (PBIS) team (attendance and behavior)

- ❑ Multi-Tiered Systems of Support (MTSS) team

- ❑ Response to Intervention (RTI) team

- ❑ Early Warning Indicator System (EWIS) team

- ❑ Case Management Team

- ❑ Other (type in chat)

- ❑ No team addresses attendance

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Suggested Agenda Items for Teams

I. Aggregate Data Trends

High-level picture of all students by tier and attendance categories; changes since last meeting. Is it getting better? Worse? For particular groups of students?

✔ **Parents/Students/Community Partners Can be Involved**

II. Unpacking Patterns

Identify any patterns or trends across groups of students and interventions including insights about common barriers or what might be contributing to positive outliers.

III. Tiered System of Support

Strategies for strengthening your tiered system / year-long approach

IV. Tier 2 and Tier 3 Students

Review individual students as a team; determine who follows-up with individual or groups of student(s) and/or families

Outreach to students and families to determine barriers causes for absence; assign interventions and offer appropriate resources

V. Meeting Decisions and Next Steps

Option:

Teams meet twice a month with first meeting focused on reviewing data and strengthening tiered approach.

Second meeting focuses on case management.

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Roles and Responsibilities

Core Team roles include:

❖ Team facilitator/leader

❖ Data coordinator

❖ Note taker

Tips:

- Divide up responsibilities

- Create opportunities for everyone to contribute their insights

- Encourage clarifying questions

- Don't just focus on problem but create time to reflect on assets

- Keep school staff informed and engaged

- Establish regular meeting schedule for the school year

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Avoid Common Pitfalls

✖ Establish a team that **operates in isolation**

✖ **Fail to rally whole school** to support prevention & early intervention

✖ Focus only on students with **most absences**

✖ **Case management** as the sole strategy

✖ **Jumping to solutions** without sufficient understanding of factors behind absences

✖ **Team** composition **does not reflect the demographics**, perspectives or cultural realities **of the student population**

How well does your school...

- Accurately & consistently take attendance every day

- Utilize a team to address attendance

- Provide a welcome & engaging climate

- Reach out to chronically absent students & families

- Partner with community agencies

School Team Self-Assessment

Lead A Whole School Approach to Attendance	Solidly in Place	Measurable Progress	Needs Improvement	Urgent Gap	Evidence
1. The principal makes attendance a top priority for the entire school.					
2. The group responsible for organizing the school's attendance strategy is aligned with other school teams to ensure attendance is an integral component of the school's plan to improve outcomes for all children.					
3. Our team members reflect the demographics of our school community and/or are able to bring the perspectives of the student demographics.					
4. Collectively, team members have the authority, will and skill to remove barriers and address inequities.					

Organize A Multi-Tiered Strategy	Solidly in Place	Measurable Progress	Needs Improvement	Urgent Gap	Evidence
1. Our regular team agenda is aligned to a multi-tiered system of support.					
2. We proactively promote an engaging school climate.					
3. We have defined when Tier 2 or Tier 3 supports should be offered.					
4. We have a protocol for early personalized outreach to families.					
5. We connect students who are missing too much learning time to one adult in the school (e.g., Mentor or Family Ambassador).					
6. We have a coordinated interagency response to ensure students receive the additional support they need.					

How well does your team...

- Lead a whole school approach to attendance

- Organize a multi-tiered strategy

- Examine attendance data

- Identify barriers & inequities

- Mobilize the school community

- Monitor progress

School Name:_____   SCHOOL PRACTICE SELF-ASSESSMENT: rev. 5/25/2022

Does Attendance Really Count in Our School?
A Tool for Self-Assessment

Key Element	Strength	OK for Now	Could be Better	Urgent Gap	Don't Know	How do you know?
1. **Accurate Data:** Teachers and school staff take attendance accurately and it is entered daily into the district data system.						
2. **Team to Address Attendance:** Our team, led by an administrator, meets at least every two weeks to: (a) monitor attendance data and trends; (b) coordinate the school's multi-tiered attendance strategy; (c) examine the reasons for absences using quantitative and qualitative data; and (d) ensure chronically absent students receive needed supports.						
3. **Engaging Climate:** Our school has a welcoming and engaging climate that promotes safety, belonging, great teaching and learning, and interpersonal relationships with students, families, and staff.						
4. **Culture of Attendance:** Our school promotes a culture of attendance						

https://www.attendanceworks.org/resources/self-assessment/

Team Function #1:

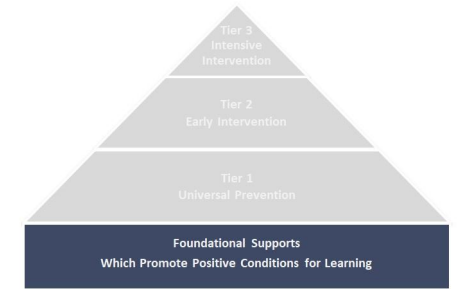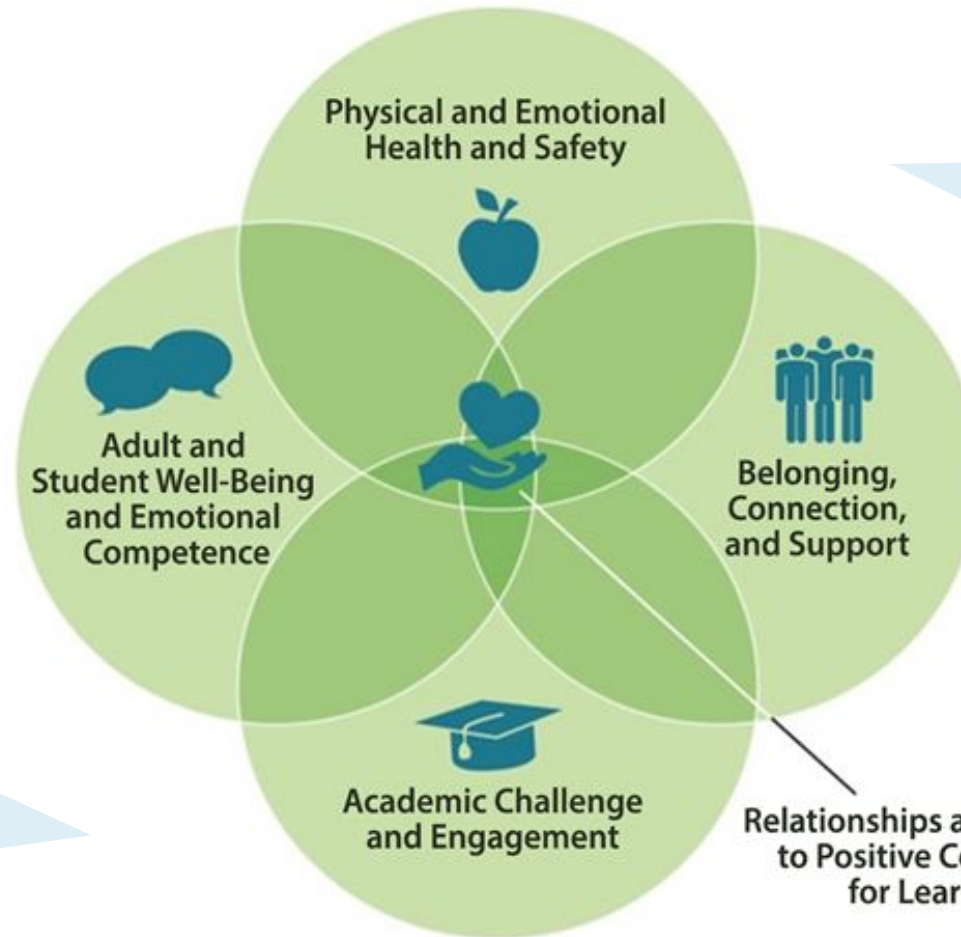## Organize a multi-tiered attendance strategy that begins with prevention and early intervention
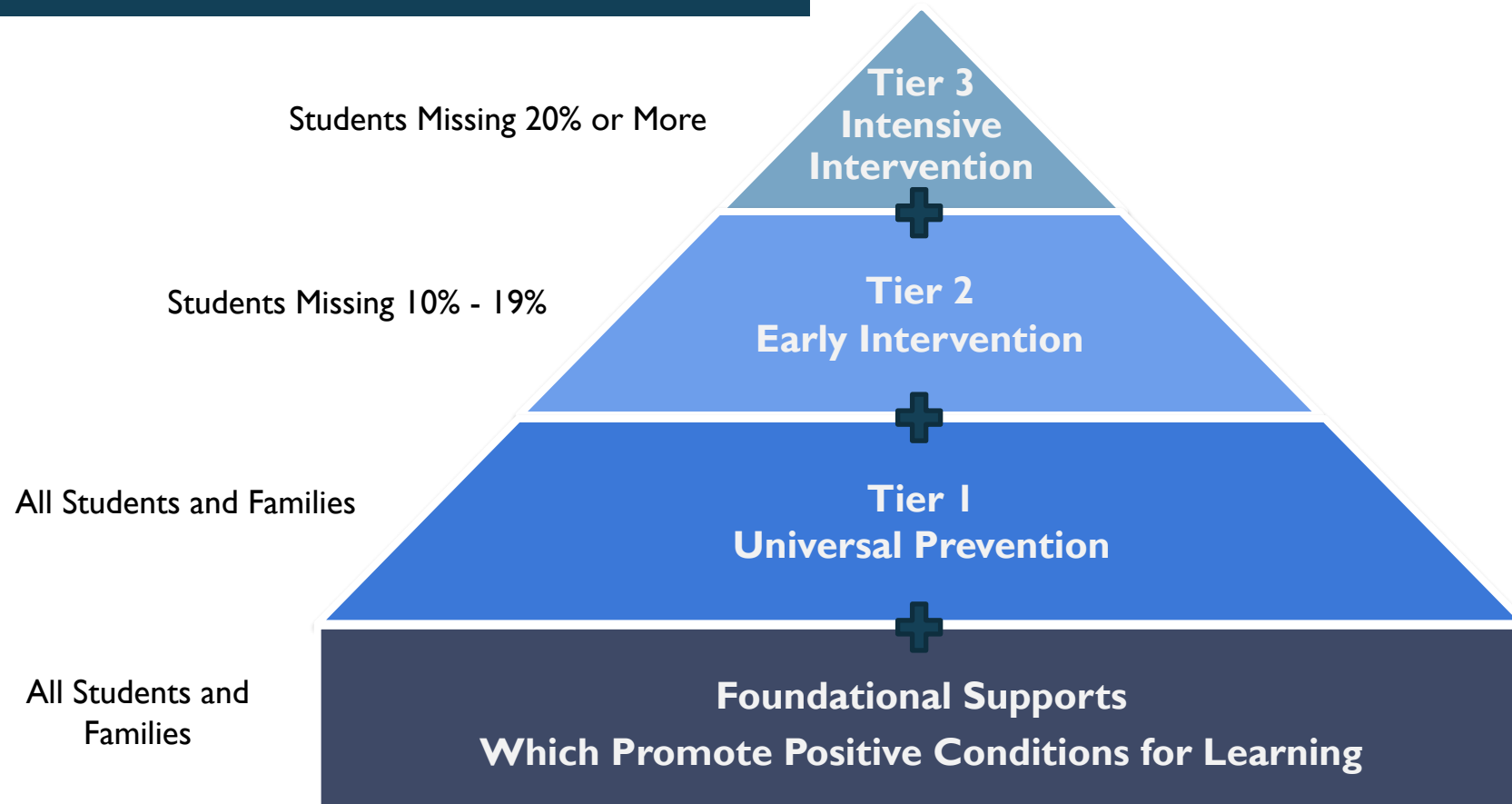
Positive Conditions for Learning
Lead to Students Being Engaged and Attending Regularly

- *Restorative check-ins*
- *Access to health care & mental health supports*
- *Trauma-informed practice*
- *Staff self-care*

- *Healthy learning environments*
- *Welcoming, safe school climate*
- *Access to food & other basic needs*
- *Restorative circles*

Physical and Emotional Health and Safety

Adult and Student Well-Being and Emotional Competence

Belonging, Connection, and Support

Academic Challenge and Engagement

Relationships are Essential to Positive Conditions for Learning

- *Access to tech & internet*
- *Learning supports*
- *Project-based learning*
- *Credit recovery opportunities*
- *Internships/community service*
- *Alternative scheduling options*

- *Active student & family engagement*
- *Advisories/meetings to build community*
- *Enrichment & clubs*
- *Positive peer connections*

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Tier 1: Universal Attendance Supports
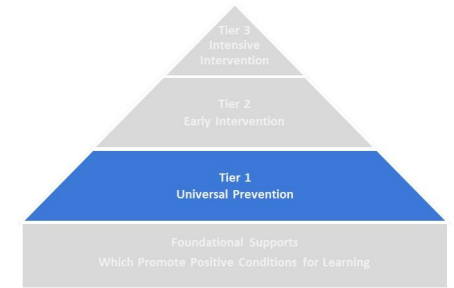
❖ Clear, concise and consistent communication about schedules
and expectations

❖ Routines, rituals and celebrations related to attendance and engagement

❖ Personalized positive communication to families when students are absent

❖ Recognition of good and improved attendance

❖ Impact of attendance on whole child widely understood

❖ Connection to a caring adult in the school

❖ Every child and their family encouraged to develop a success plan that
includes attention to attendance

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Tier 2: Early Interventions Layer in Support and Remove Barriers to Attendance
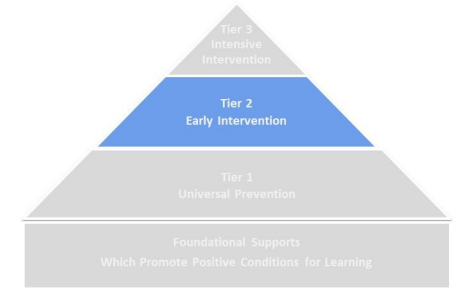
❖ Common community and school barriers identified and addressed

❖ Individualized student success plan that includes attention to attendance

❖ Attendance strategies added to IEP

❖ Family visit

❖ Mentors (e.g., Success Mentors, Peer Group Connections)

❖ Intensive tutoring

❖ Check-In/Check-Out (CICO)

❖ Expanded learning opportunities

❖ Small group interventions and supports for students

❖ Restorative alternatives to discipline and suspension

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Tier 3: Intensive Interventions
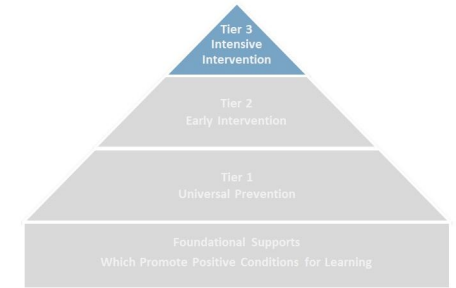
❖ Educational support champions / advocates

❖ Interagency case management

❖ Housing stability supports

❖ Student attendance review board

❖ Community-based, non-criminal truancy court

❖ Individualized learning and success plan leading to graduation

❖ Legal Intervention *(as a last resort)*

In working to improve attendance, where does your school put most of its efforts?

- ❑ Foundational Supports

- ❑ Tier 1 Absenteeism Prevention

- ❑ Tier 2 Absenteeism Early Intervention

- ❑ Tier 3 Absenteeism Intensive Supports

Attendance Pyramid Worksheet (examples)

	Family Engagement	Positive Student Engagement	Behavioral and Mental Health	Physical Health	Academic Support	Extended Learning	Basic Needs
Tier 3: Intensive Intervention	Assign family advocate to coordinate supports	1:1 connection with adult advocate (e.g. social worker)	Individual plan developed with psychologist/social worker	Coordinated care plans with local health provider	Individualized learning and success plan leading to graduation	Accelerated credit recovery	Provision of targeted resources, e.g. housing assistance
Tier 2: Early Intervention	Targeted, positive family visits	Clubs Success Mentors Check-In / Check-Out	Small group counseling	Plans for students with chronic illnesses such as asthma and diabetes	Attendance strategies added to IEPs and 504 plans Tutoring and intensive classroom supports	Music or art program prioritized for students who have experienced trauma	Bus passes, walking school bus, bike program, or ride sharing services
Tier 1: Universal Prevention	Clear communications about attendance expectations Recognition of good and improved attendance	Connection to a caring adult (*Relationship Mapping*) Establish positive, caring, daily attendance practices and routines	Open-door policy for students, families, and staff to seek mental health services	Build time into routines for students and staff to wash hands Immunization clinic Health screenings	Learning objectives are clear and students can make up work after they are absent	Summer enrichment for every student	School-based clothing closet
Foundational Supports	Family resource centers Universal family visits	Grade-level advisories or morning meetings	Schoolwide mindfulness	Clean school campuses with good ventilation P.E. and recess	All students have access to challenging and engaging curriculum	Plentiful, high-quality afterschool programs exist in the community	Universal free meal program

Year-Round Planning

Plan activities and events that keep a focus on improving attendance all year long.

- ❖ See sample activities for PreK, K-12 and district teams

- ❖ Use blank calendars to customize the plan for your community

- ❖ Remember to specify who is responsible for leading and how to measure the results
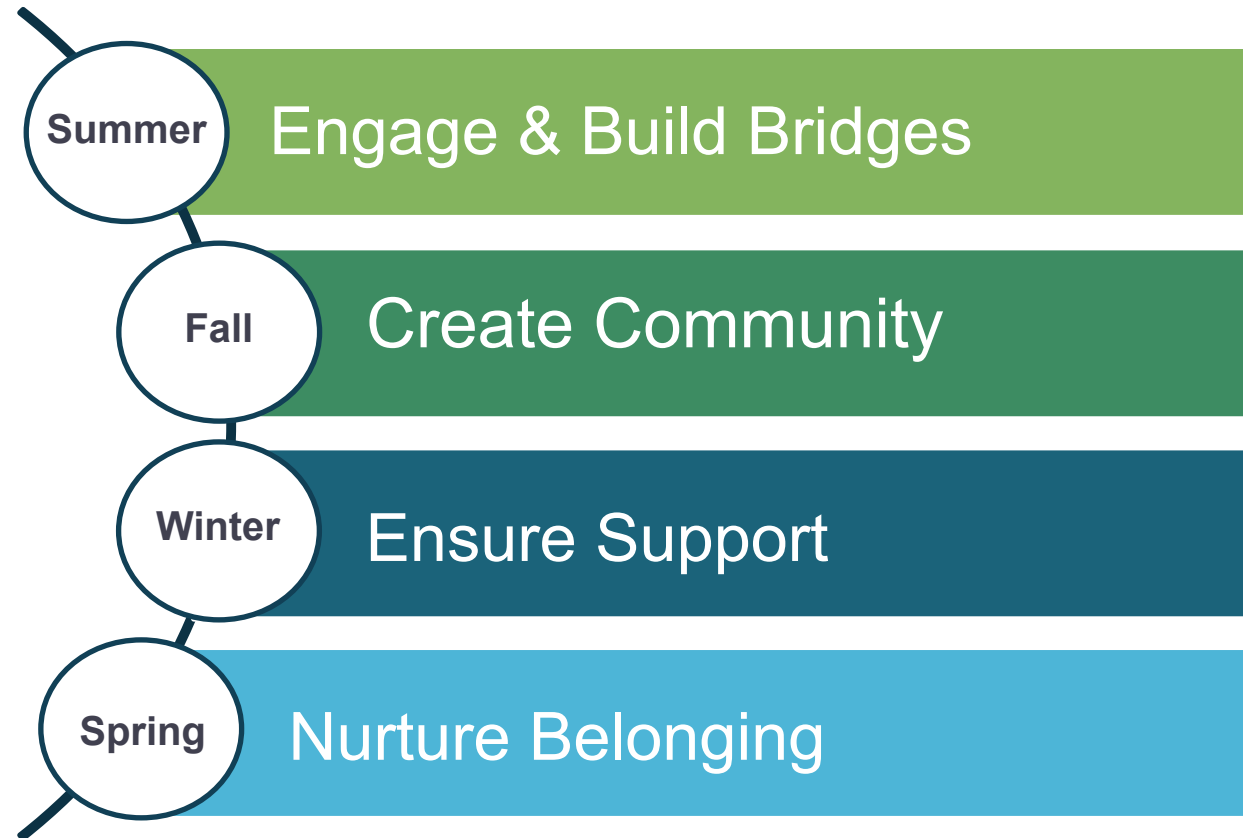

https://www.attendanceworks.org/resources/year-long-planning/

Taking A Year-Long Approach

Summer — Engage & Build Bridges

Fall — Create Community

Winter — Ensure Support

Spring — Nurture Belonging

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Team Function #2:
Examine attendance & absenteeism data to assess which groups of students have higher or lower levels of absence

2021-22 Chronic Absenteeism Rate

State Report
Disaggregated by Race/Ethnicity

+ Report Description

+ Report Glossary

+ Report Options and Filters

Race / Ethnicity	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	308,567	131,285	42.5%
American Indian or Alaska Native	27,485	11,975	43.6%
Asian	572,401	65,450	11.4%
Filipino	138,028	21,416	15.5%
Hispanic or Latino	3,347,968	1,185,092	35.4%
Pacific Islander	25,495	10,915	42.8%
White	1,256,635	291,879	23.2%
Two or More Races	255,333	62,404	24.4%
Not Reported	63,487	19,318	30.4%

Report Totals

Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Statewide	5,995,399	1,799,734	30.0%

Prioritize outreach and engagement with groups that have the highest rates of chronic absence and largest number of chronically absent students so you can learn more about community assets and barriers to attendance.

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Chronic Absence By Additional Student Groups in California SY 2021-22

Subgroup	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
English Learners	1,202,442	417,150	34.7%
Foster Youth	41,956	19,514	46.5%
Homeless Youth	220,162	101,601	46.1%
Migrant Education	50,187	16,515	32.9%
Students With Disabilities	828,692	336,068	40.6%
Socioeconomically Disadvantaged	3,723,989	1,385,713	37.2%

Report Totals

Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Statewide	5,995,399	1,799,734	30.0%

- English Language Learners comprise nearly 1 out 4 (this is an increase from SY 18-19)

- Students with Disabilities comprise 1 out of 5

- Socioeconomically Disadvantaged Students comprise the majority (79%) while students who are not (21%)

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Chronic Absence Doubled in Many States in 2021-22

Chronic Absence in Ohio
SY 18-19 to SY 21-22

Which groups of students require priority attention?

Please write down your answer and
we'll refer back to it later.

Free Attendance Works Data Tools

The District Attendance Tracking Tools (DATT) and School Attendance Tracking Tools (SATT) are available in three modules:

✔ Grades K-5 or PK-5

✔ Grades 6-8

✔ Grades 9-12

We also offer a Tool to Combine the Modules for PK-12 reports
https://www.attendanceworks.org/resources/data-tools/

Chronic Absence

Missing 10% or more of the school year – A key early warning indicator.

Contact

Schools have working contact and back up information for each enrolled student and their family.

Connectivity

Students, families and staff have access to technology (computer, software and internet access) and other materials to support learning at home.

Use Data to Identify and Address Inequities

☐ Analyze data overall, broken down by school, grade, race/ethnicity, home language, disability and zip code.

☐ Use qualitative information, especially drawing upon the perspectives of students and families, to deepen an understanding of the contributing factors.

☐ Determine how to address unequal access to resources.

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Poll

What data is your school using to activate outreach? (check all that apply)

- ❑ One absence
- ❑ Missing 10% of days enrolled
- ❑ Number of unexcused absences
- ❑ Student does not log in to class
- ❑ Cannot reach family with existing contact info
- ❑ Other *(type in chat)*

When to Reach Out and Provide Support

**Tier 2
Early Intervention**

Suggested Criteria for what activates early outreach:

- Missing 10% or more of school in the prior school year

- Missing 10% in the current year

- Not checking in or completing work in distance/virtual learning

Consider who should respond: _Who is most trusted by families?_
Attendance staff? Counselors? Nurses? Community partners? Teachers? Teachers on special assignment? Social work interns?

Document: Any attendance barriers staff identify, supports provided or follow up needed.

When to Reach Out and Provide Support

Tier 3 **Intensive Intervention**	**Suggested Criteria for what activates intensive outreach:** • Missing 20% or more of school in prior school year (severely chronically absent) • Missing 20% or more of school during current year • Students who already qualify for McKinney Vento services, who are in foster care or involved in juvenile justice • Students whose attendance does not improve with Tier 2 supports **Consider who should respond: *Who is already working well with families and can take the lead?*** Social Workers? Staff of public agencies? **Document:** Any attendance barriers staff identify, supports provided or follow up needed

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Reflect

In your school, is it clear...

✔ when to take action to improve attendance?

✔ how that should happen?

✔ who should do it?

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What should happen at our school for each level of absence?

sample form: https://www.attendanceworks.org/wp-content/uploads/2019/06/School-Summary-of-Actions-SAMPLE-FORM-rev-Sept-2022.pdf

Number of Absences	Action(s)	People Responsible	Resources to Support Action(s)	Documentation *What was the reason for the absence, and what intervention or support was offered?*
0	Welcome Letter Welcome Video on website	School secretary Principal and person who updates the school website	• Link to resources, e.g. District letter that can be personalized by principal / school team • AW Flyers • AW Student Success Plan	• Add contacts from Student Success Plan to family contact information form.
1-2 Per month	Caring Communication (text, postcard, call)	Teacher	• Script for Call • Sample Text • Easy-to-Use Post Card	• Log in Student Screen on SIS • Track and monitor in case management system
3-4 Per month	Call Home	School Counselor or Social Worker	• Call Script • Documentation of Reasons https://www.attendanceworks.org/wp-content/uploads/2019/06/teacher-attendance-strategy-worksheet-rev-10-16-19.pdf	• Log in Student Screen on SIS • Note reasons for absence and any supports or interventions needed. • Track and monitor in case management system
5 Per month	Family Meeting	Principal or other School Administrator	• Standard agenda for family meeting • Student Success Plan • List of resources • Form for taking notes and follow up	• Use district form for family meeting • Attach

Blank form: https://www.attendanceworks.org/wp-content/uploads/2019/06/School-Summary-of-Actions-BLANK-FORM-rev-July-2021.pdf

Team Function #3:

Identify assets, barriers and strategies that affect attendance

Addressing Reasons for Absences

https://www.youtube.com/watch?v=iPw1WiE6Dkk

Why Understanding the Perspectives of Students and Families Matter

❖ Students have untapped expertise and knowledge that can bring renewed relevance and authenticity.

❖ Addressing the challenges students experience requires considering their specific realities.

❖ Understanding when many students and families experience similar challenges allows for scalable solutions.

❖ It ensures that the engagement strategies you create are inclusive of students and families' cultural norms.

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Qualitative Data Tools
Gather information about why students do or don't attend school

❏ **Scan of Environment and Attendance Tool (SEAT)**: Identify strengths and opportunities to promote positive school culture and strong attendance

❏ **Empathy Interviews:** Targeted, one-on-one conversations with a small group of students

❏ **2x10:** Relationship and trust building strategy; spend two minutes per day for 10 days talking with a student

❏ **Student Focus Groups:** Moderated small group discussions to explore experiences and perspectives

❏ **Attendance Café:** Engage parents in discussions about attendance

❏ **Student and Parent Surveys:** Ask about reasons behind their absences

https://www.attendanceworks.org/resources/qualitative-data/

Reducing chronic absence requires addressing challenges worsened or created by the pandemic

Barriers	Aversion	Disengagement	Misconceptions
• Chronic and acute illness • Family responsibilities or home situation • Trauma • Poor transportation • Housing and food insecurity • Inequitable access to needed services • System involvement • Lack of predictable schedules for learning • Lack of access to tech • Community violence	• Struggling academically and/or behaviorally • Unwelcoming school climate • Social and peer challenges • Anxiety • Biased disciplinary and suspension practices • Undiagnosed disability and/or disability accommodations • Caregivers had negative educational experiences	• Lack of challenging, culturally responsive instruction • Bored • No meaningful relationships to adults in the school (especially given staff shortages) • Lack of enrichment opportunities • Lack of academic and behavioral support • Failure to earn credits • Need to work conflicts with being in high school	• Absences are only a problem if they are unexcused • Missing 2 days per month doesn't affect learning • Lose track and underestimate TOTAL absences • Assume students must stay home for any symptom of illness • Attendance only matters in the older grades • Suspensions don't count as absence

https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/root-causes/

Reflecting on Root Causes

1. Go through the list of Barriers, Aversion, Disengagement or Misconceptions and highlight the ones your team believes affect the students and families in your school

2. Select a method for learning about what affects attendance

3. Listen carefully for reasons why students attend or do not attend school

4. After talking with students or families, write down what you learned about why students attend school

5. Then summarize what you learned about why they don't attend by going through the list of Barriers, Aversion, Disengagement or Misconceptions and circling the ones that you heard most frequently

6. Review the list to see if there are any significant factors that are not on the list

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Small Group Discussion

Reflect on the groups of students you identified as requiring priority attention for attendance.

1. Share which are those groups.

2. What barriers keep them from school?

3. What helps them come to school?

Large group – share in Chat:

What helps students who struggle with absenteeism show up to school?

How might strategies need to be tailored?

10 minutes

Ground Rules

▪ Turn on your video camera

▪ Briefly introduce yourself

▪ Raise your hand to speak

▪ Ask clarifying questions

▪ Create space for everyone to speak (and use the chat to express ideas)

▪ Person whose first name is closest to the letter "M" is the facilitator

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Align Interventions to Reasons for Absences

Reason for Absence	Possible Interventions
Anxiety	• Enlist trusted messengers to talk with families about health and safety • Meet with school counselor, social worker or psychologist • Offer small groups to teach calming skills
Disengaged	• Assign a peer group mentor • Create an individualized learning plan • Explore afterschool options (art, music, STEM, etc.) • Offer alternatives for credit recovery
Lack of Access to Health Care	• Provide school nurses and school-based health clinics • Support enrollment / re-enrollment in health insurance • On-site health, dental and vision screenings
Transportation Barriers	• **Share ideas in the chat…**

Understanding Common Causes of Absences Worksheet

- ☑ Academic Conditions
- ☑ Safety Concerns
- ☑ Social Dynamics
- ☑ Home Situation
- ☑ Health Status
- ☑ School Culture
- ☑ Student and Parent Voice

Worksheet: Understanding the root causes for student absenteeism

Use these questions to help identify the likely causes of absenteeism for a student who is chronically absent in your class. Understanding the root causes for missing too much school can help determine the best course of action. Is this something that you can help your student and his/her family overcome? Or is there an underlying issue that requires additional support, perhaps from the school social worker or guidance counselor?
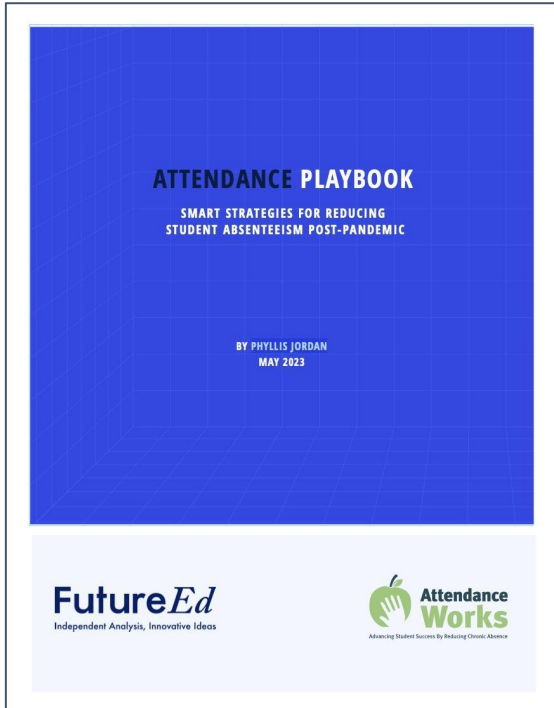
Academic Conditions	
Is the student struggling academically? Consider what skills and content the student has missed as a result of his or her absences as well as other instructional needs.	Y / N
Does the student need accommodations to benefit from classroom instructions? (e.g. peer support, access to computer, breaks, material presented in different ways)	Y / N
Does the student have language or communication challenges?	Y / N
Does the student struggle with organizational tasks?	Y / N
Are there barriers to homework completion?	Y / N
Do you suspect that the student has an unidentified disability?	Y / N
Safety Concerns	
Have there been any reports of bullying?	Y / N
Is the student exposed to race, disability, cultural or LGBTQ biases?	Y / N
Social Dynamics	
Does the student get to avoid difficult social or academic situations by staying away from school?	Y / N
Are transitions difficult for the student? (e.g. entering the school building, moving from class to class)	Y / N
Home Situation	
Do the parents/guardians recognize the importance of and support regular school attendance?	Y / N
Are there problems in the home that contribute to frequent absences? (e.g., parental illness, homelessness, joblessness, child care, needed health or mental health services for parent/caregiver)	Y / N
Health Status	
Are there conditions in the classroom, cafeteria or other school areas that affect the student's health or safety? (e.g. mold or other asthma triggers, animal dander, food allergens)	Y / N
Does the student exhibit anxiety due to separation from parent / caregiver?	Y / N
Does the student require health or mental health-related treatment that interferes with attendance?	Y / N
School Culture	
Are there any clubs, programs or resources during the school day and after school that might help engage the student?	Y / N
Is there a caring adult at the school that could mentor the student?	Y / N
Student Voice	
Has the student identified the reasons for missing school?	Y / N
Parent Voice	
Have you met with the parent/caregiver to discuss attendance concerns?	Y / N
Has the parent/caregiver identified specific barriers to attendance?	Y / N
Are there cultural, language, or other types of barriers that require extra effort on the part of the school to work with the parent/caregiver?	Y / N
Attendance Barriers for Students with Identified Disabilities	
Has the IEP/504 team met recently to review and revise the student's educational plan?	Y / N
Are the instructional and behavioral supports the rights ones?	Y / N

Attendance Works ©

rev. 10/16/19
www.attendanceworks.org

https://www.attendanceworks.org/wp-content/uploads/2019/06/teacher-attendance-strategy-worksheet-rev-10-16-19.pdf

Interventions that can be found in the Attendance Playbook

ATTENDANCE PLAYBOOK

SMART STRATEGIES FOR REDUCING
STUDENT ABSENTEEISM POST-PANDEMIC

BY PHYLLIS JORDAN
MAY 2023

FutureEd
Independent Analysis, Innovative Ideas

Attendance Works
Advancing Student Success By Reducing Chronic Absence

TIER I: Foundational Support and Schoolwide Prevention
- Community Schools
- Engaging with Families
- Student-Teacher Relationships
- Relevant—and Culturally Relevant—Instruction
- Restorative Discipline Practices
- Summer Learning and Afterschool Strategies
- Positive Greetings at the Door
- Incentives
- Rethinking Recess
- Healthy School Buildings
- School-based Health Services
- Telehealth
- Free Meals for All
- School Buses and Public Transit
- A Safer Walk to School
- Laundry at School

TIER II: Targeted Support
- Early Warning Systems
- Targeted Home Visits
- Mentors and Tutors
- Targeted Youth Engagement
- Addressing Asthma
- Mental Health Support and School Refusal
- Students with Disabilities
- Immigrant Students

TIER III: Intensive Support
- Interagency Case Management
- Housing Insecurity
- Truancy

Attendance Playbook: https://www.future-ed.org/attendance-playbook/

Implementation Guide: https://www.attendanceworks.org/resources/attendance-playbook/

FutureEd
GEORGETOWN UNIVERSITY

How to Use the Attendance Playbook

The Guide to the Attendance Playbook offers practical tips for:

- ☐ Forming a team

- ☐ Using attendance data to determine the number of strategies

- ☐ Analyzing why students are absent and selecting strategies that address those reasons

- ☐ Realistically assessing your team's capacity to implement each strategy

- ☐ Selecting strategies that are likely to have the greatest impact for the lowest effort

- ☐ Making an implementation plan

- ☐ Assessing how well the strategies worked

https://www.attendanceworks.org/resources/attendance-playbook/

Questions from the Audience

Review:
Learning Goals for Session 2

Participants will:

- Learn which attendance measures to monitor in order to identify students in need of engagement and support.

- Identify the key functions of a school team that addresses attendance and take stock of where they are in having a high-functioning team.

- Name the assets, barriers, and strategies that affect attendance.

Evaluation Survey

Please let us know how we can improve:

https://app.upmetrics.com/data_collector/ckf2oltbqlt8k0759tfdbfybj

Thank you!

Attendance Works ©

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About Us

Attendance Works advances student success and closes equity gaps by reducing chronic absence. Operating at the local, state, and national level, Attendance Works:

- ✔ Advances better **policy**
- ✔ Nurtures proven and promising **practice**
- ✔ Promotes meaningful and effective **communication**
- ✔ Catalyzes needed **research**

Since our launch in 2010, we have become the nation's "go-to" resource for improving student attendance. To learn more, visit our website: www.attendanceworks.org

Attendance Works ©

Appendix:
Additional Resources

Qualitative Data Tools
Gather information about why students do or don't attend school

❏ **Scan of Environment and Attendance Tool (SEAT)**

❏ **Empathy Interviews**

❏ **2x10 Relationship Strategy Bank**

❏ **Student Focus Groups**

❏ **Attendance Café**

❏ **Student and Parent Surveys**

https://www.attendanceworks.org/resources/qualitative-data/

Attendance Works ©

Scan of Environment and Attendance Tool (SEAT)

The Scan of Environment and Attendance Tool (SEAT) is designed for school leaders to engage school staff, students, parents and community members to identify strengths and opportunities to promote positive school culture and strong attendance.

The SEAT comes with:
- A user guide
- A description of how key features of school climate positively reinforce attendance
- A debriefing tool

Equipped with information about building-level practices that influence attendance, schools can take actionable steps to address some of the causes, not just the symptoms, of chronic absence.

https://www.attendanceworks.org/resources/scan-environment-attendance/

Empathy Interviews

2x10 Relationship Strategy Bank

Strategy	Plan & Track	Reflect
- Identify a student who may benefit from more support - Spend 2 minutes with them over 10 consecutive days - Talk about anything they want to talk about - Focus on listening, don't get distracted	- Check off or record dates - Start with one student	- How did this help you learn about the student in new ways? - Bring results back to the team for sharing to understand larger themes across multiple students (if using this strategy for whole classroom or grade or school)

https://www.scoe.net/media/e4olyyjr/sesion_2_relationship_strategy_bank.pdf

2 x10 Relationship Strategy Bank

2 x 10 Strategy

PURPOSE

This strategy can be layered onto universal relational supports to strengthen relationships with individual students by focusing attention on personalized understandings.

DIRECTIONS:

Use the strategy and process below to plan, track and reflect on a series of brief, informal and individualized relationship interventions.

Strategy:

THE 2 x 10

- Identify a student who may benefit from additional support.
- Spend 2 minutes per day for 10 consecutive school days with the student
- Talk with the student about anything he or she wants to talk about.
- Focus on listening and the conversation, as opposed to the time or other things happening around you.

Plan & Track:

Check off or record the dates of 2 x 10 strategy implementation. Start by trying it with one student and add more students as is necessary and feasible.

Student:	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10

Reflect:

How did this help you learn about the student in new ways?

What did you notice about your relationship with the student across the 10 days?

https://www.scoe.net/media/e4olyyjr/sesion_2_relationship_strategy_bank.pdf

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Student Focus Groups

Student focus groups are moderated discussions held with a small number of students that help to explore experiences and perspectives.

https://docs.google.com/document/d/1EXJKy DFvbsBULdX1dzNrSWtISC9h2L2o/edit

Student Attendance Focus Group
The purpose of the student attendance focus groups are to seek students' opinions and experiences with attending school. Select students who have different attendance patterns so you hear about a variety of experiences. The questions explore key reasons for student absenteeism and ways the schools can encourage increased attendance.

Scheduling Student Attendance Focus Groups
Focus groups preferably should take place during the regular school day. Coordinate with school administrators to identify the best date and time to hold the focus group.

Confidentiality Protocol:
Individual student names will not be collected or recorded.

Student Attendance Focus Group Protocol

Attendance Cafe

1. Invite Families - In Person or Virtual

2. Table Hosts - Facilitate conversations in groups of 6

3. Listen carefully for strengths and assets as well as barriers to attendance

4. Write down what you learn *after* families leave. Remember, you are trying to build relationships as well as understand what affects attendance.

https://www.attendanceworks.org/resources/exercises/

EXERCISE: ATTENDANCE CAFE

Time: 30 minutes

MENU:

Special Today: ATTENDANCE

APPETIZERS

» Welcome and Parent Café Agreements

» 3 Minute conversation with your designated partner. Each partner gets a turn to respond to these questions: How was school attendance for you when you were a student? Did you go every day? Did you miss a lot?

ENTREE

» Discuss this question for 15 minutes: Did you know that children who miss 18 or more days of the school year (2 days a month) starting in kindergarten are less likely to learn to read by third grade and graduate from high school?

» Discuss this question for 15 minutes: What are some of the obstacles that parents face in getting their children to attend school every day?

» Discuss this question on the new table for 15 minutes: What are some ways that parents can overcome these obstacles? How can you help other parents overcome these obstacles?

DESSERT

» Conversation reflection: Table Hosts summarize the conversations at their tables.

» Volunteer to be on an attendance committee

» One-word reflection

The Attendance Café is part of a series of Parent Cafes developed by Oakland Parents Together. Reprinted with permission by Attendance Works, January 2013. For more information on Parent Cafes, contact Oakland Parents Together, 510-452-9854. http://www.parentstogether.org

A Multi-Tiered
System of Supports

PS / RtI

Problem Solving/Response to Intervention

Reasons for Chronic Absenteeism (RCA)

Chronic absenteeism, commonly defined as missing 10% or more of instructional days per school year, has significant impact on student outcomes. It is associated with decreased reading levels, overall academic performance, on-time graduation rates, and post-secondary enrollment as well as increased dropout rates.[1,2] Fortunately, chronic absenteeism rates are alterable at the student and system level when interventions are appropriately targeted and matched to student needs.

*PreK: https://floridarti.usf.edu/resources/format/pdf/PreK%20RCA%20Parent%20Version%20Items.pdf

*Secondary: http://www.floridarti.usf.edu/resources/format/pdf/rca_educator_version.pdf

Fill in your own 3 Tiers Worksheet

Blank form: https://www.attendanceworks.org/wp-content/uploads/2019/06/Pyramid-worksheet-BLANK-revised-June-2023.docx

Attendance Pyramid Worksheet

	Family Engagement	Positive Student Engagement	Behavioral and Mental Health	Physical Health	Academic Support	Extended Learning	Basic Needs
Tier 3: Intensive Intervention							
Tier 2: Early Intervention							
Tier 1: Universal Prevention							
Foundational Supports							

Sample form: https://www.attendanceworks.org/wp-content/uploads/2019/06/Pyramid-worksheet-with-EXAMPLES-revised-June-2023.pdf

3 Tiers of Intervention: https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/

Adapted from format created by Nancy Erbstein, Associate Professor of Education in Residence, with the UC Davis Center for Regional Change and Sacramento City USD.