Session 2

Early Intervention Strategies:

Using Teams to Monitor & Identify Students in Need of Support

Professional Learning Series

September 15, 2022

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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: Group 3, Session 1
- Presentation slides
- Outline & Summary of Resources

Introductions

Please share in Chat:

- Name
- Role
- Organization
- Describe a time when it was a challenge for you to attend school. Who or what helped you get there?

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

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. High leverage, whole school strategies are those that invest in strong relationships with students and families and create positive conditions for learning. ***(True or false)***

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.

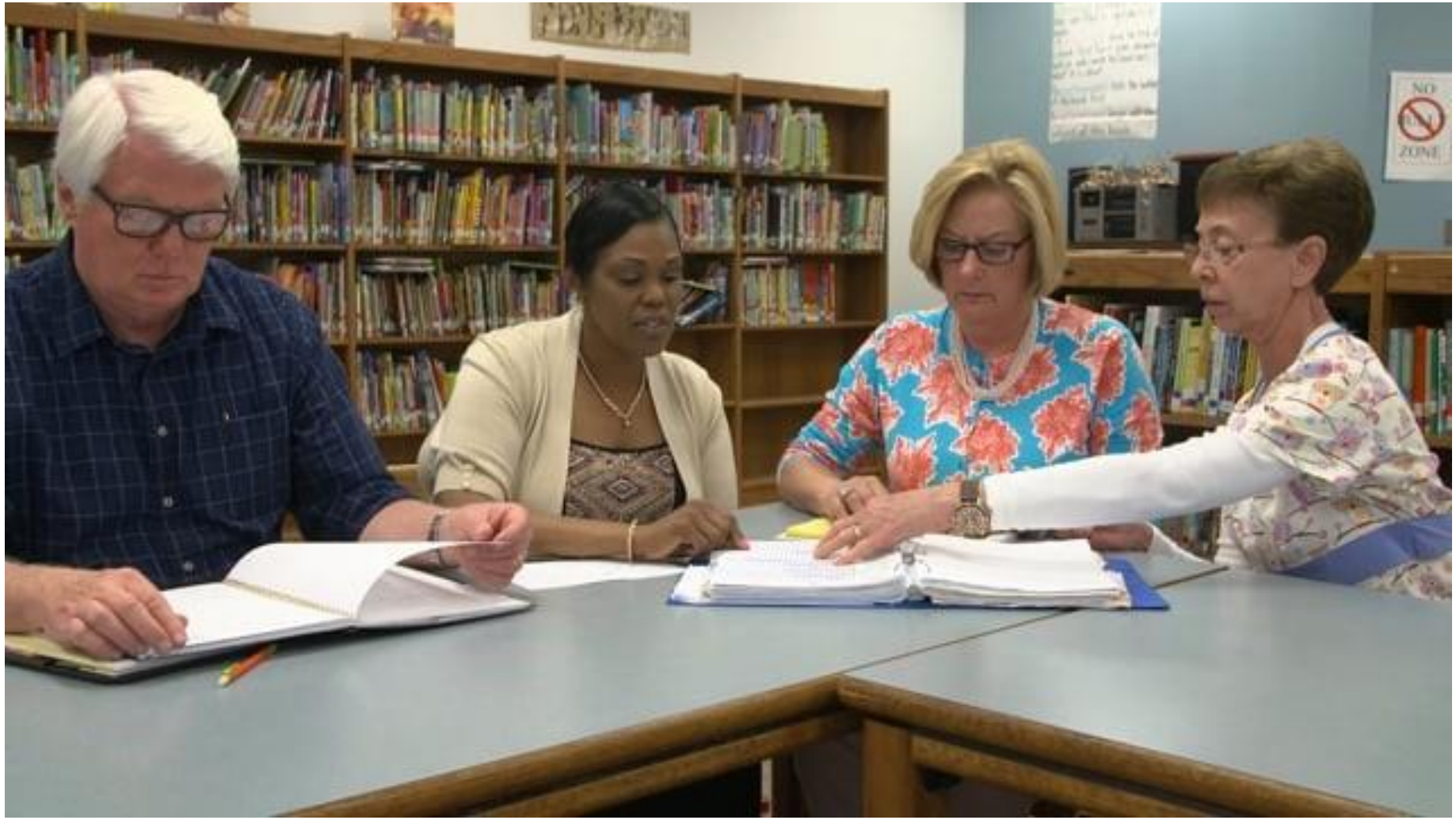
Primary Purpose of a Team Approach

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.

Attendance Functions of a School Team

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.
4. Mobilize everyone in the school community to address attendance.
5. Determine if you are making a difference.

Attendance Team in Action



https://vimeo.com/260324608

Ensuring Attendance Requires a Team

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

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 or 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

Avoid Common Pitfalls

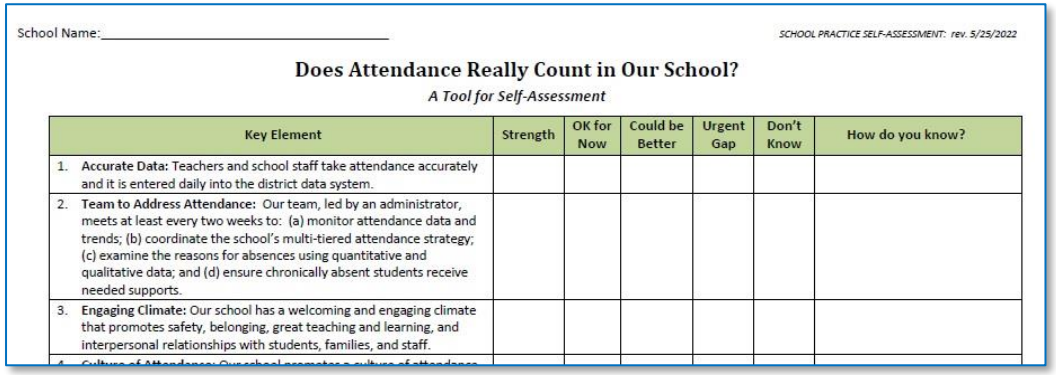
- What helps to avoid these pitfalls?
- What other pitfalls have you seen?

- ✗ 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

School Self-Assessments

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



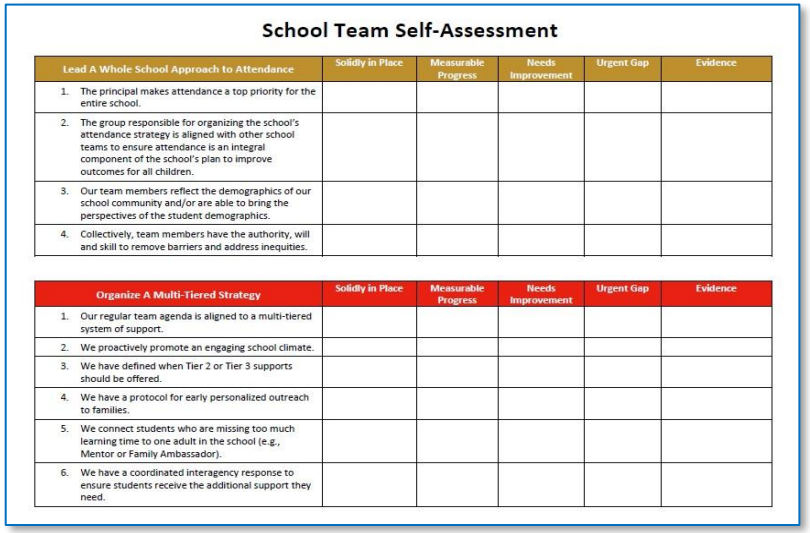
School Name:_____ SCHOOL PRACTICE SELF-ASSESSMENT: rev. 5/25/2022

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.						

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



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.					

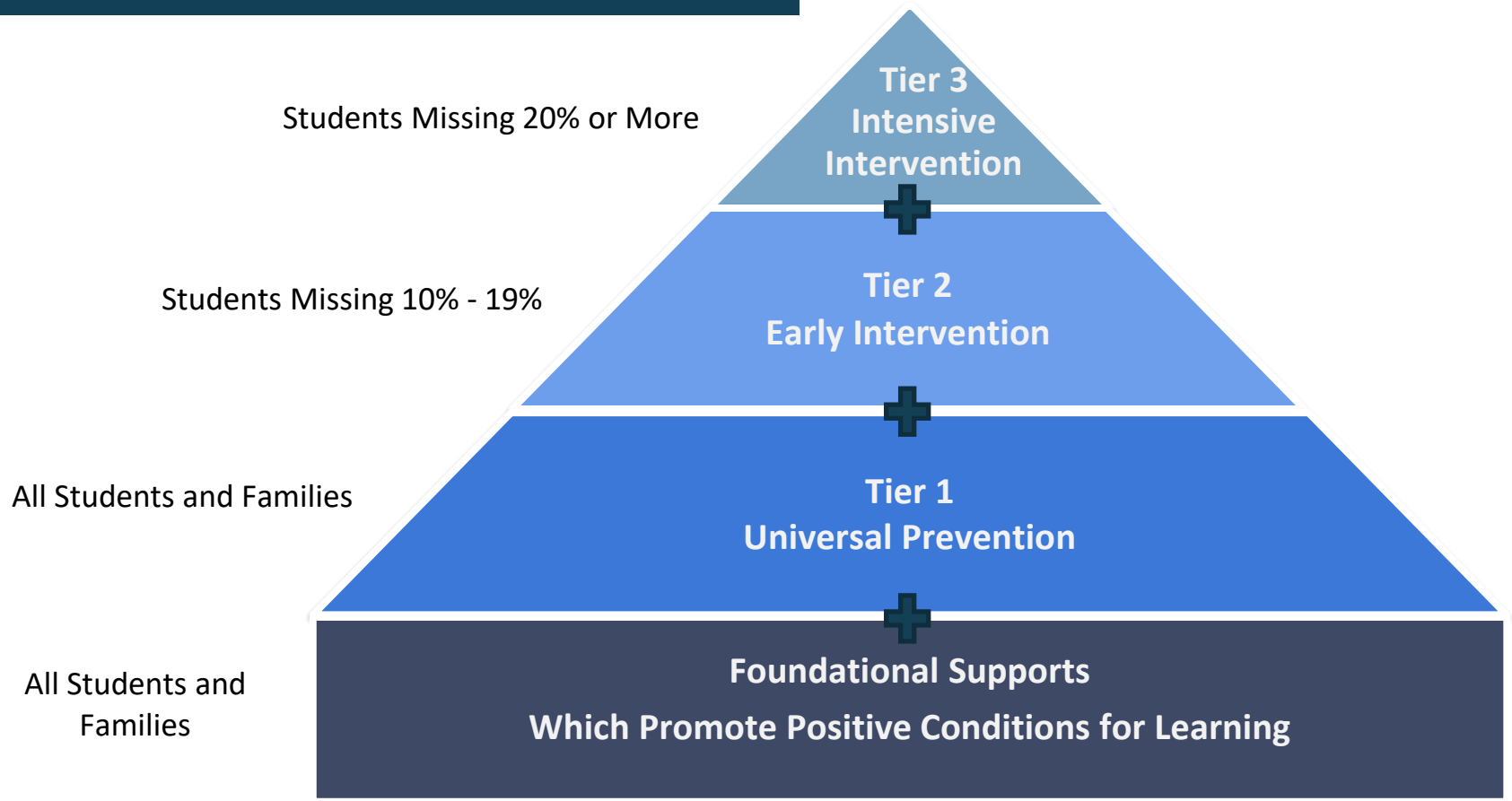
How well does your team...

- Lead a whole school approach to attendance
- Organize a multi-tiered strategy
- Examine attendance data
- Identify barriers & inequities
- Mobilize the school community
- Monitor progress

Team Function #1:

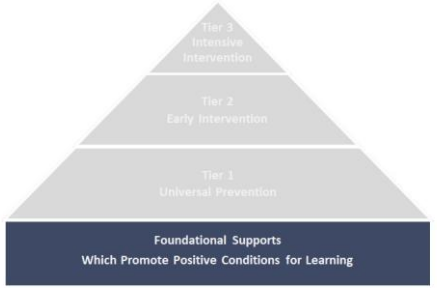
Organize a multi-tiered attendance strategy that begins with prevention and early intervention

Multi-tiered System of Support for Attendance

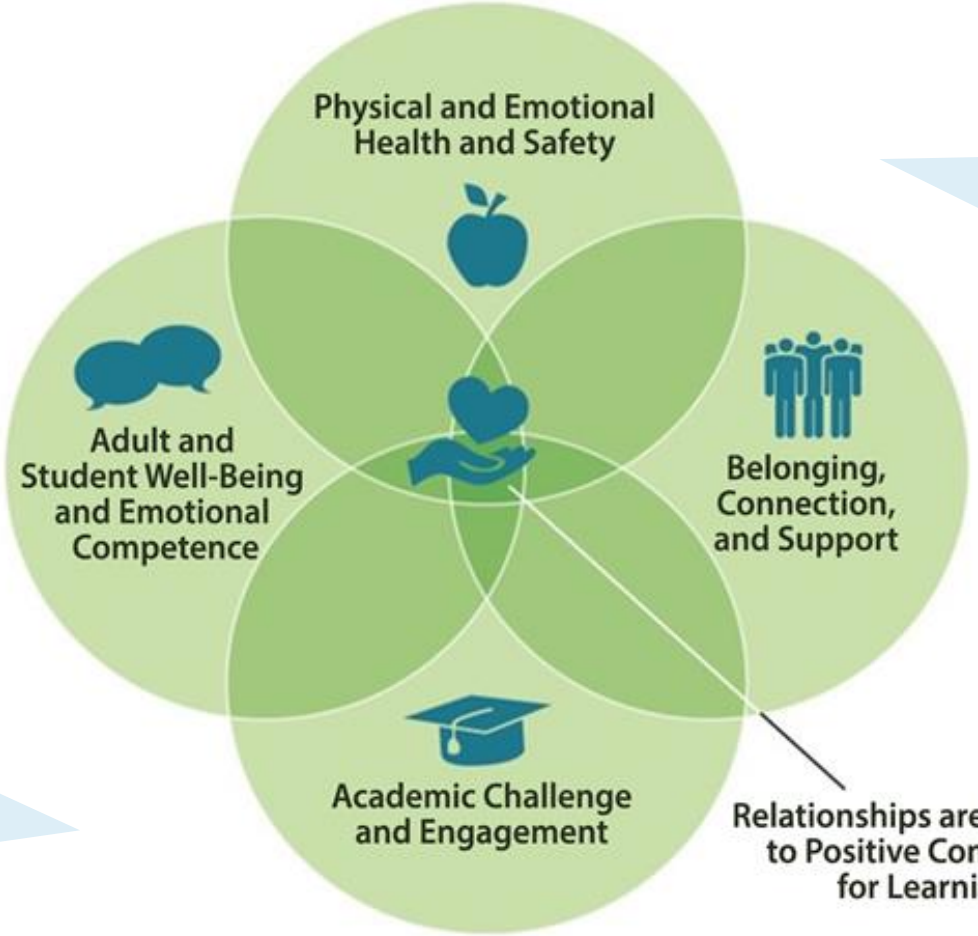


https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/

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*

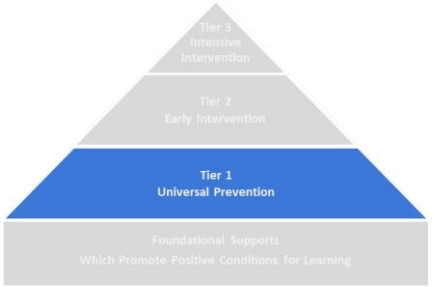


- *Healthy learning environments*
- *Welcoming, safe school climate*
- *Access to food & other basic needs*
- *Restorative circles*

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

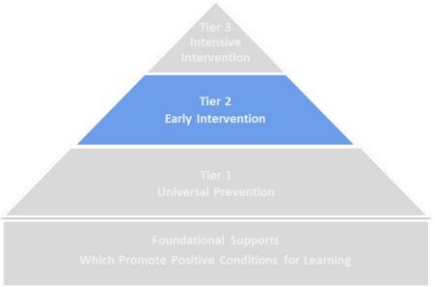
- *Active student & family engagement*
- *Advisories/meetings to build community*
- *Enrichment & clubs*
- *Positive peer connections*

Tier 1: Universal Attendance Supports



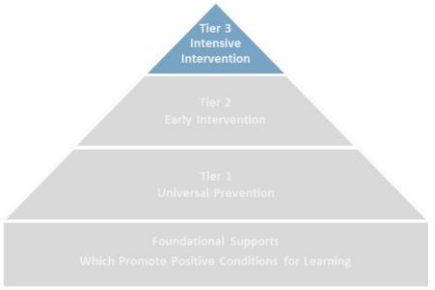
- Clear, concise and consistent communication about schedules and expectations
- Routines, rituals and celebrations related to attendance and engagement
- Personalized communication to families when students are absent
- Recognition of good and improved attendance
- Impact of attendance on whole child 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

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
- Intensive tutoring
- Check in, check out
- Expanded learning opportunities
- Small group interventions and supports for students
- Restorative alternatives to discipline and suspension

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)*

Poll

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

Family and Student Engagement	Social and Emotional Learning Relationships	Behavioral and Mental Health	Data Monitoring	Physical Health	Academic Support	Basic Needs
			Tier 3 Intensive Intervention			
			Tier 2 Early Intervention			
			Tier 1 Universal Prevention			
			Foundational Supports			

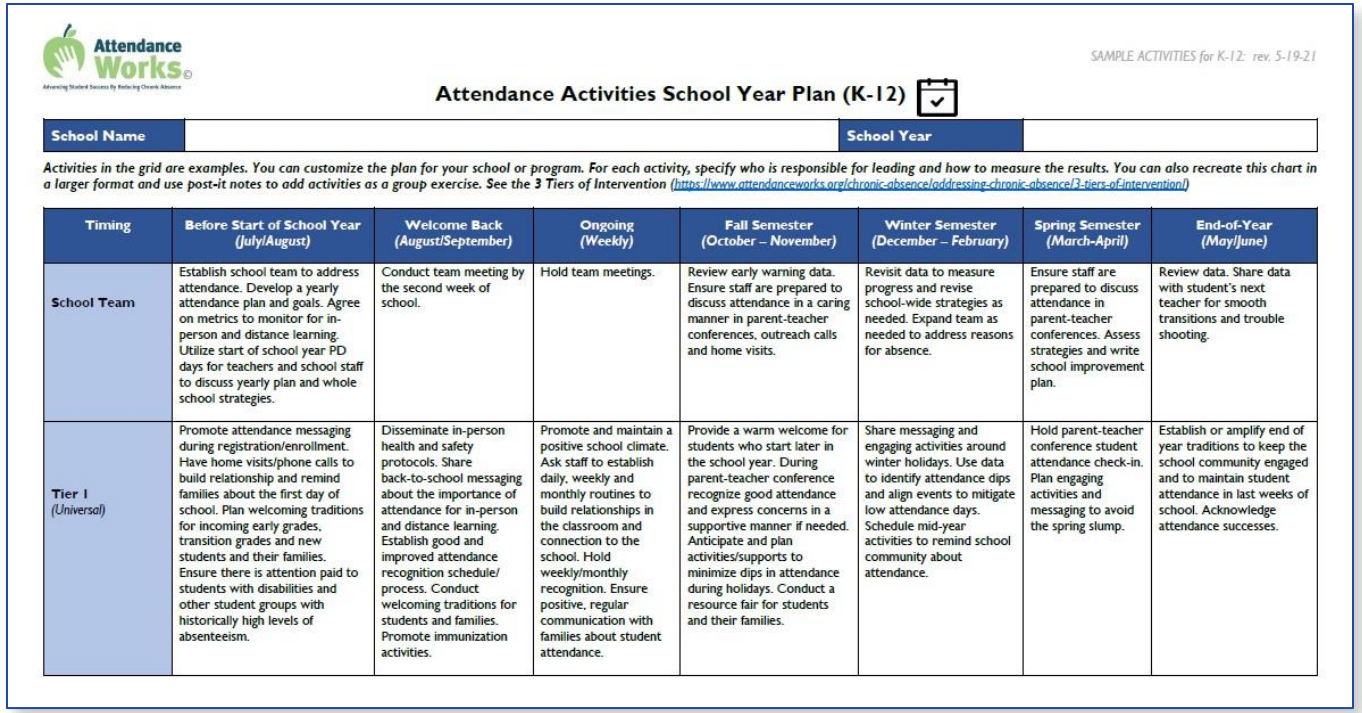
https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/

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.

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*



Attendance Works©

SAMPLE ACTIVITIES for K-12: rev. 5-19-21

Attendance Activities School Year Plan (K-12)

School Name		School Year	

Activities in the grid are examples. You can customize the plan for your school or program. For each activity, specify who is responsible for leading and how to measure the results. You can also recreate this chart in a larger format and use post-it notes to add activities as a group exercise. See the 3 Tiers of Intervention (https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/)

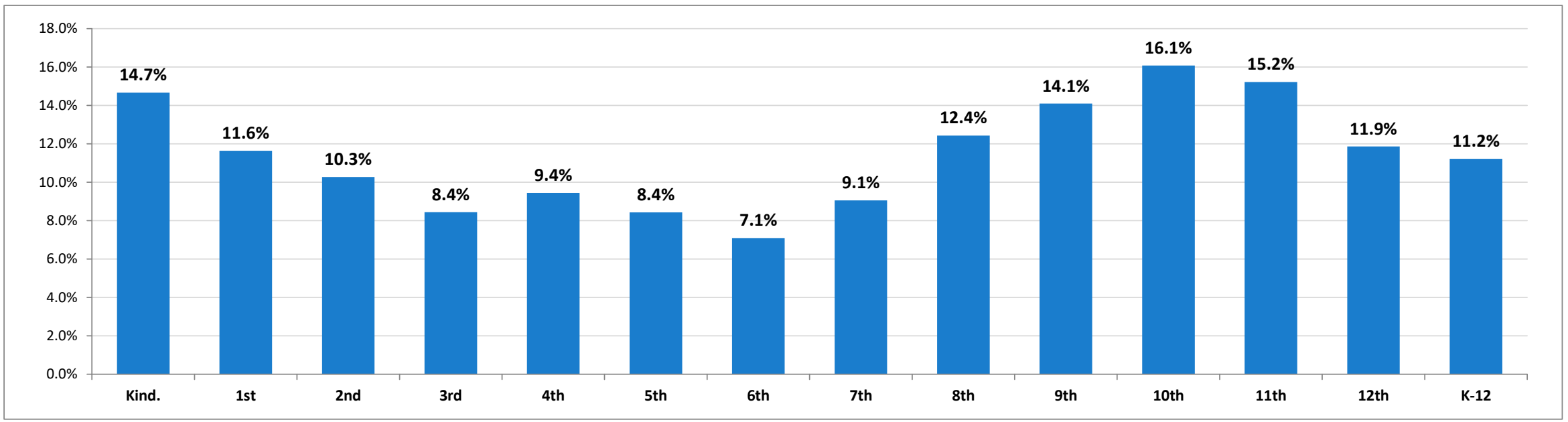
Timing	Before Start of School Year (July/August)	Welcome Back (August/September)	Ongoing (Weekly)	Fall Semester (October – November)	Winter Semester (December – February)	Spring Semester (March-April)	End-of-Year (May/June)
School Team	Establish school team to address attendance. Develop a yearly attendance plan and goals. Agree on metrics to monitor for in-person and distance learning. Utilize start of school year PD days for teachers and school staff to discuss yearly plan and whole school strategies.	Conduct team meeting by the second week of school.	Hold team meetings.	Review early warning data. Ensure staff are prepared to discuss attendance in a caring manner in parent-teacher conferences, outreach calls and home visits.	Revisit data to measure progress and revise school-wide strategies as needed. Expand team as needed to address reasons for absence.	Ensure staff are prepared to discuss attendance in parent-teacher conferences. Assess strategies and write school improvement plan.	Review data. Share data with student's next teacher for smooth transitions and trouble shooting.
Tier I (Universal)	Promote attendance messaging during registration/enrollment. Have home visits/phone calls to build relationship and remind families about the first day of school. Plan welcoming traditions for incoming early grades, transition grades and new students and their families. Ensure there is attention paid to students with disabilities and other student groups with historically high levels of absenteeism.	Disseminate in-person health and safety protocols. Share back-to-school messaging about the importance of attendance for in-person and distance learning. Establish good and improved attendance recognition schedule/ process. Conduct welcoming traditions for students and families. Promote immunization activities.	Promote and maintain a positive school climate. Ask staff to establish daily, weekly and monthly routines to build relationships in the classroom and connection to the school. Hold weekly/monthly recognition. Ensure positive, regular communication with families about student attendance.	Provide a warm welcome for students who start later in the school year. During parent-teacher conference recognize good attendance and express concerns in a supportive manner if needed. Anticipate and plan activities/supports to minimize dips in attendance during holidays. Conduct a resource fair for students and their families.	Share messaging and engaging activities around winter holidays. Use data to identify attendance dips and align events to mitigate low attendance days. Schedule mid-year activities to remind school community about attendance.	Hold parent-teacher conference student attendance check-in. Plan engaging activities and messaging to avoid the spring slump.	Establish or amplify end of year traditions to keep the school community engaged and to maintain student attendance in last weeks of school. Acknowledge attendance successes.

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

Team Function #2:

Examine attendance & absenteeism data to assess which groups of students have higher or lower levels of absence

Use Data to Determine Where to Intervene. Which Grades Have Highest Levels?

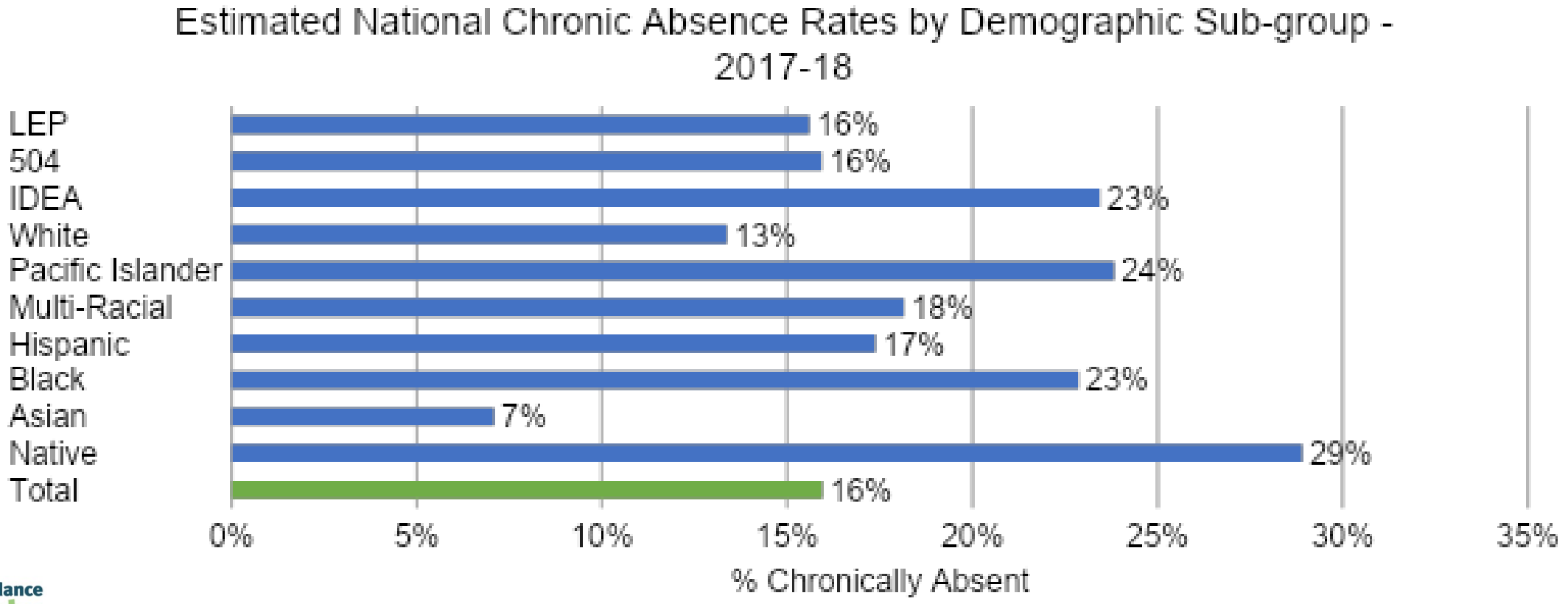


Example from K-12 Combination Tool

National Data Show that the Impact of Chronic Absence is Disproportionate

EVERYONE GRADUATES CENTER

Populations disproportionately affected by chronic absence are among those most affected by Covid-19



Take Note

Which groups of students in your school have higher rates of absenteeism and require priority attention?

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/

Expanded Metrics

Contact

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

Connectivity & Access

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

Relationships

Students and families feel connected, supported and engaged in reciprocal, problem-solving relationships.

Chronic Absence /Attendance

The extent to which students show up and are not chronically absent for in person and remote instruction.

Use Data to Identify and Address Inequities

- Analyze absences, contact, connectivity, relationships and participation 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.

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 10-19% of school—*regardless of the mode of instruction*—in the prior school year
- Missing 10% of learning opportunities during current year
- Not checking in or completing work in distance/virtual learning
- Lost contact with student/family

Consider who should respond: 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: Social Workers? Staff of public agencies?

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

Reflect

In your school, is it clear...

- ✓ when to take action to improve attendance?
- ✓ how that should happen?
- ✓ who should do it?

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://vimeo.com/260324362

Asking Powerful Questions

5 Whys Worksheet

Identify a Positive Outlier:

Third graders' attendance improved during the month of September.

Use the 5 Whys to understand what works.

Why is this happening?

1. Teachers decided to implement doorway greetings. → Why is that?

2. The principal shared the idea during a staff meeting. → Why is that?

3. The principal selected this strategy as a high impact, medium effort, evidence-based strategy that could improve attendance, behavior and focus on learning. → Why is that?

4. Focus groups with families revealed that their children felt that their teachers only paid attention to them when they were disruptive or not working quickly enough. → Why is that?

5. Lack of daily routines that acknowledge and welcome their presence.

Blank worksheet:
https://www.attendanceworks.org/wp-content/uploads/2019/06/Five-Whys-Worksheet.pdf

Identified Root Cause:
Students needed a sense of connection, belonging and welcome in order to show up, engage and participate in learning.

Asking Powerful Questions

5 Whys Worksheet

Define the Problem:

A large number of middle schoolers are tardy or absent the first month of school.

Why is this happening?

1. Middle school students are not waking up early enough to get to school.

Why is that?

2. Middle school students have not been in the routine of showing up in person every day for the past year and a half.

Why is that?

3. They haven't had the opportunity to practice daily routines or allow extra time for unexpected issues such as the bus being late.

Why is that?

4. Many students do not have guidance to help them develop and stick to positive routines.

Why is that?

5. Adults overestimate a student's ability to organize himself/herself or plan for issues.

Use the 5 Whys to understand a problem and the system that produces it.

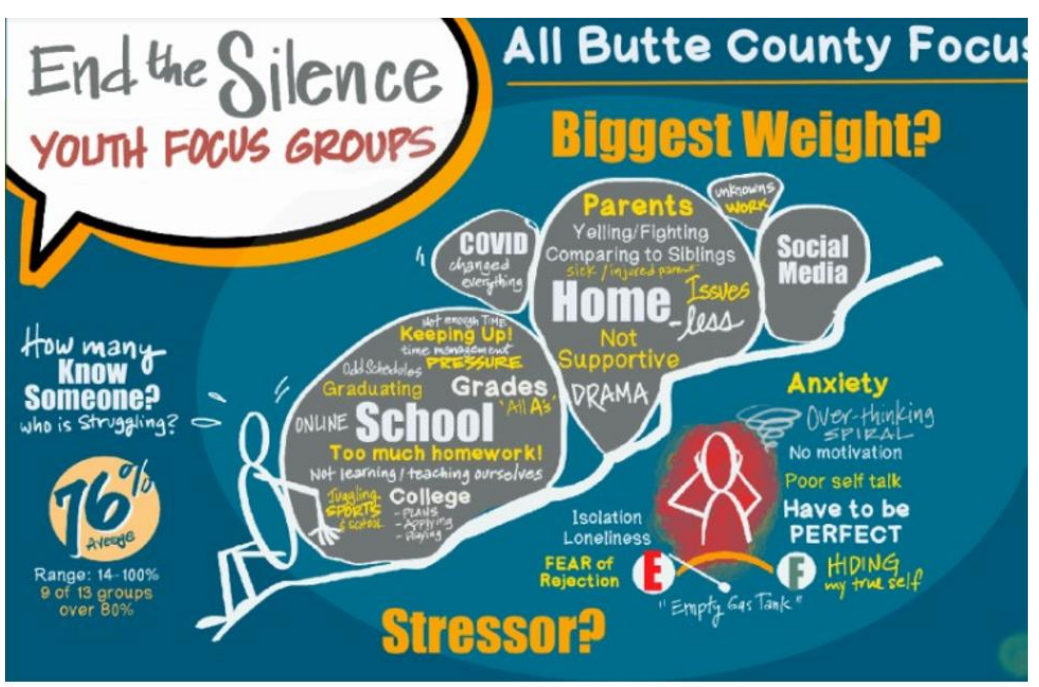
Caution: do not use it to lay blame on students or families

Blank worksheet:
https://www.attendanceworks.org/wp-content/uploads/2019/06/Five-Whys-Worksheet.pdf

Identified Root Cause:
Students have not been taught, coached and supported in developing successful routines for getting to school on time.

Validate Your Insights – Gather Information About Why Students Do and Do Not Attend School

- Student / Family Focus Groups
- Student / Family Surveys
- School Staff Observation
- Student / Family Gatherings



Used with permission from Butte County Office of Education

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

Barriers

- 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
- Etc. and many more!

Aversion

- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Parents had negative educational experiences

Disengagement

- 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
- Drawn to low-wage job vs. being in high school

Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Lose track and underestimate TOTAL absences
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions don't count as absence

Small Group Discussion

Reflect on the population of students you identified earlier who were most likely to be chronically absent.

1. Share, which **group** of students you notice miss most often.
2. What helps them come to school?
3. What barriers keep them from school?

Large group – In the Chat:

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

Ground Rules

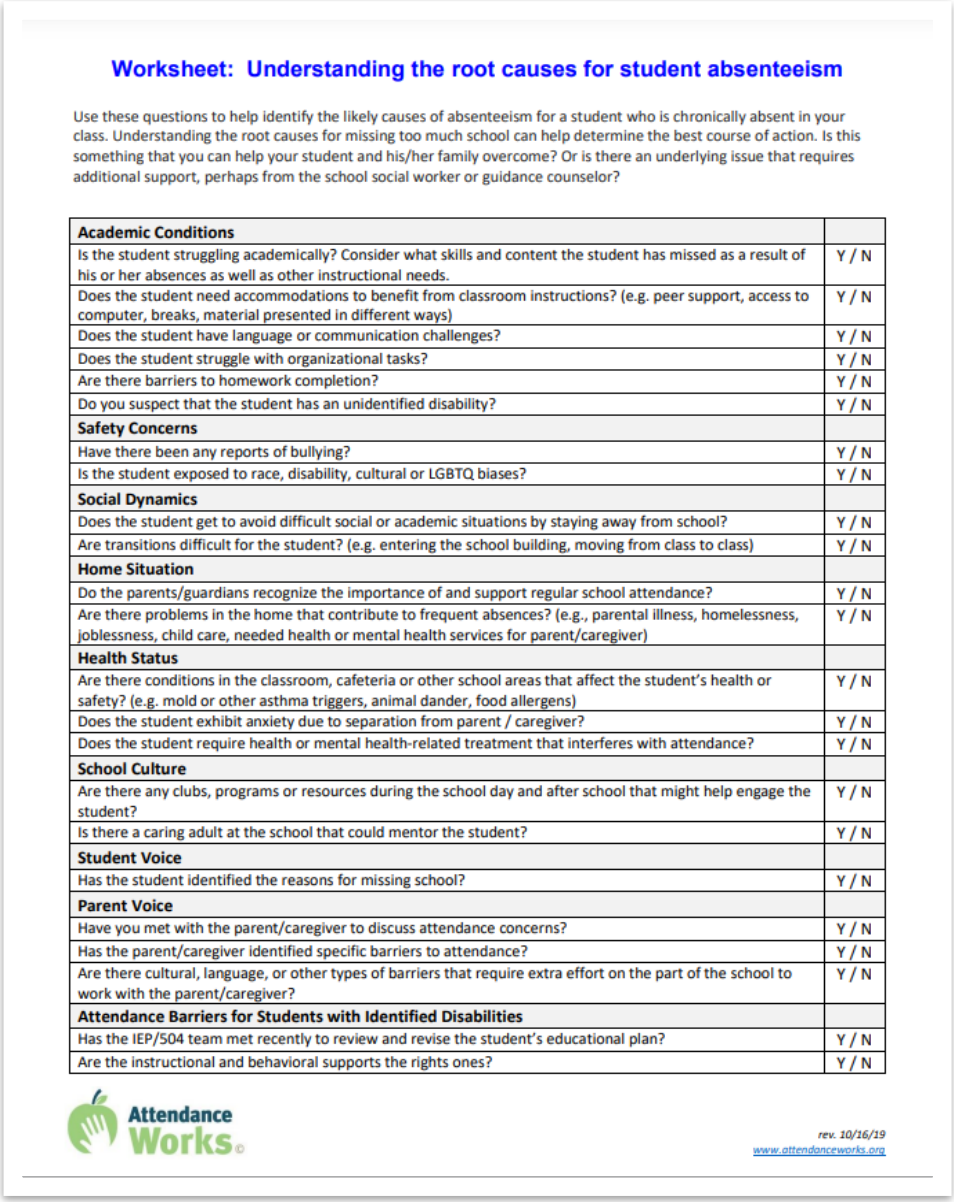
- Turn on your video camera
- Briefly introduce yourself
- Raise your hand to speak
- Ask clarifying questions
- Create space for everyone to speak (and use the chat to express ideas)
- Person whose first name is closest to the letter M is the facilitator

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 • 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
Family/Work Responsibilities	• Identify alternate caregivers • Provide a modified schedule • Negotiate work schedules with local employers
Transportation Barriers	• Provide bus passes/tokens for students • Volunteer parent carpool or Walking School Bus • Provide district van/bus services • Provide Uber/Lyft services

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?

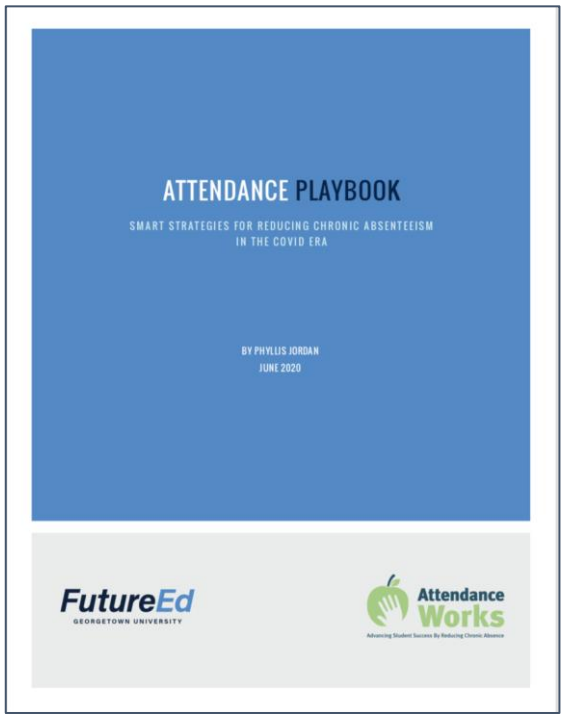
Academic Conditions	
Is the student struggling academically? Consider what skills and content the student has missed as a result of his or her absences as well as other instructional needs.	Y / N
Does the student need accommodations to benefit from classroom instructions? (e.g. peer support, access to 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



TIER I Interventions

- Nudging Parents and Students
- Home Visits
- Positive Messaging
- Incentives
- Healthy School Buildings
- School-based Health Services
- Telehealth
- School Buses and Public Transit
- A Safer Walk to School
- Breakfast for All
- Laundry at School
- Relevant—and Culturally Relevant—Curriculum
- Threshold Greetings
- Rethinking Recess
- Restorative Discipline Practices

TIER II Interventions

- Early Warning Systems
- Mentors
- Youth Engagement
- Addressing Asthma
- Targeted Transportation
- Students with Disabilities
- School Refusal
- Immigration Enforcement

TIER III Interventions

- Truancy Courts
- Interagency Case Management
- Housing Challenges

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

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

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**

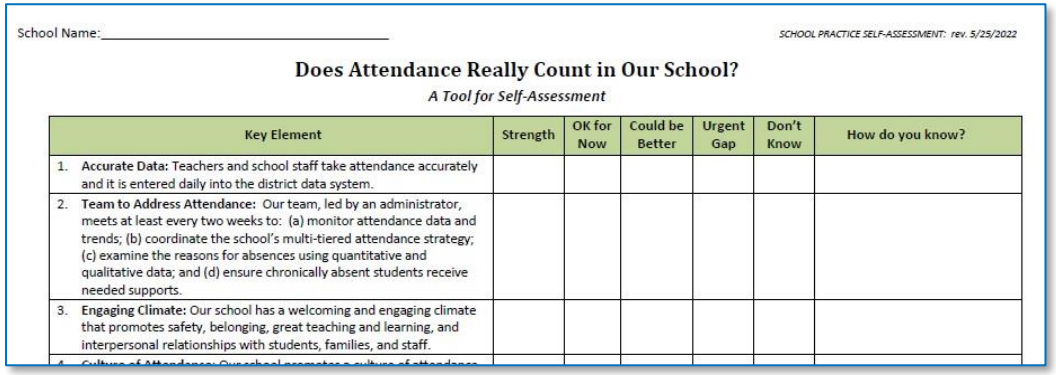
Since our launch in 2010, we have become the nation's "go-to" resource for improving student attendance. To learn more, visit our website: www.attendanceworks.org

Appendix:
Additional Resources

School Self-Assessments

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



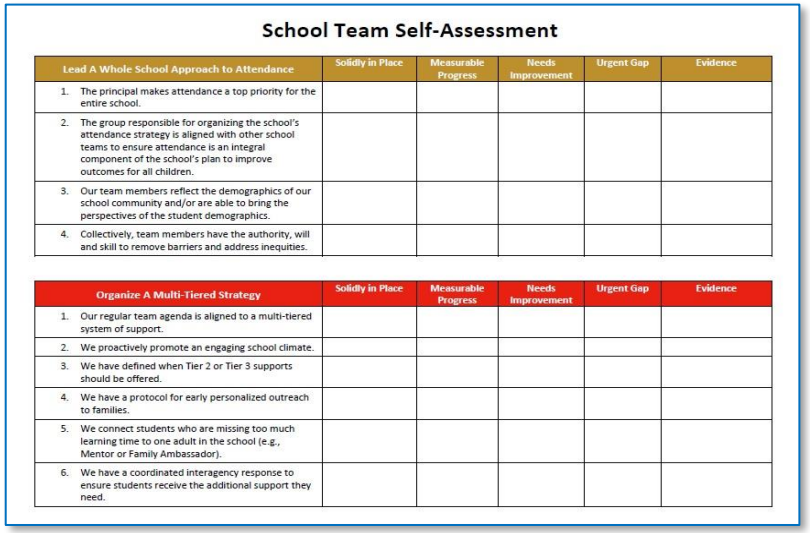
School Name:_____ SCHOOL PRACTICE SELF-ASSESSMENT: rev. 5/25/2022

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.						

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



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.					

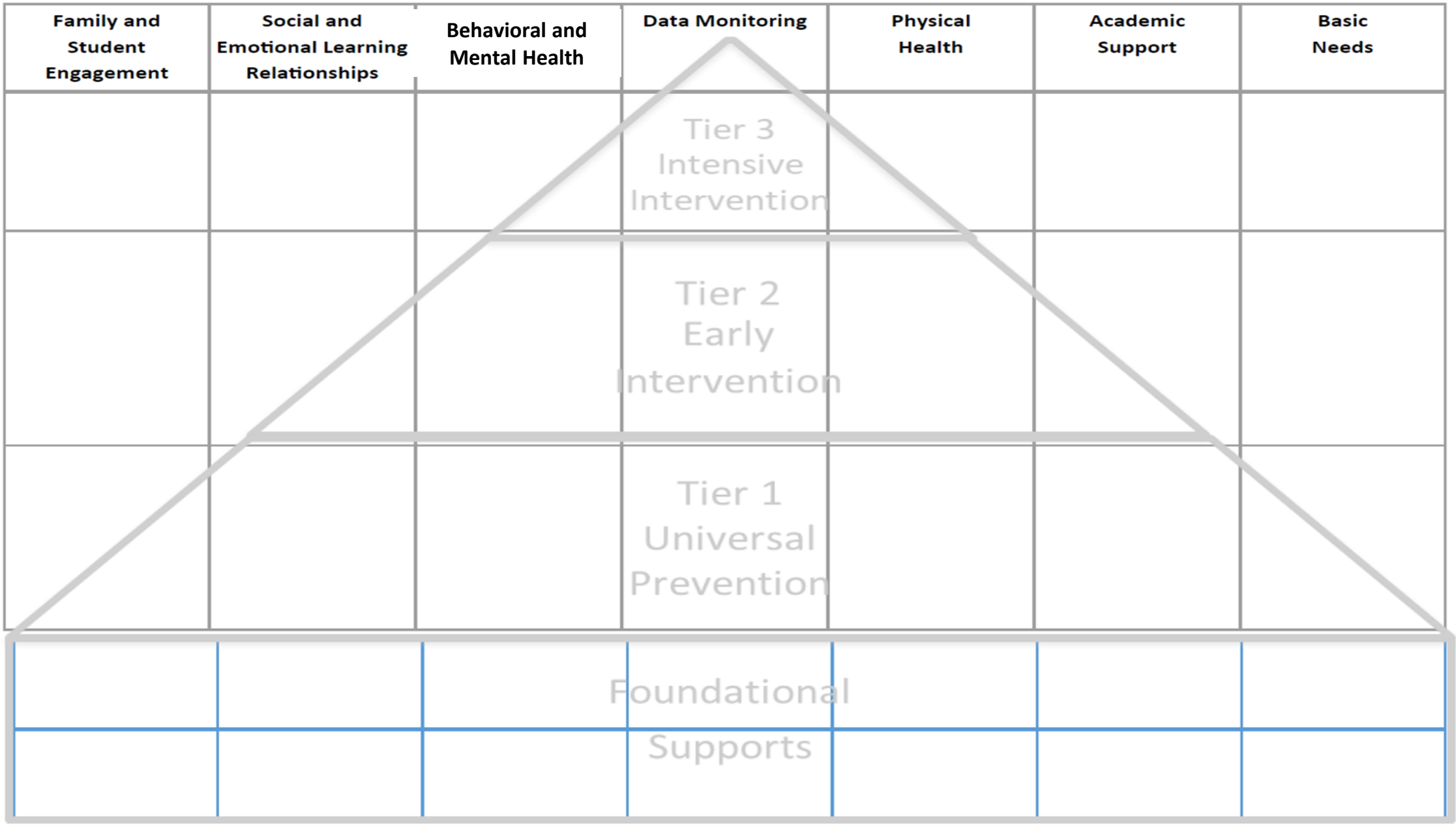
How well does your team...

- Lead a whole school approach to attendance
- Organize a multi-tiered strategy
- Examine attendance data
- Identify barriers & inequities
- Mobilize the school community
- Monitor progress

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



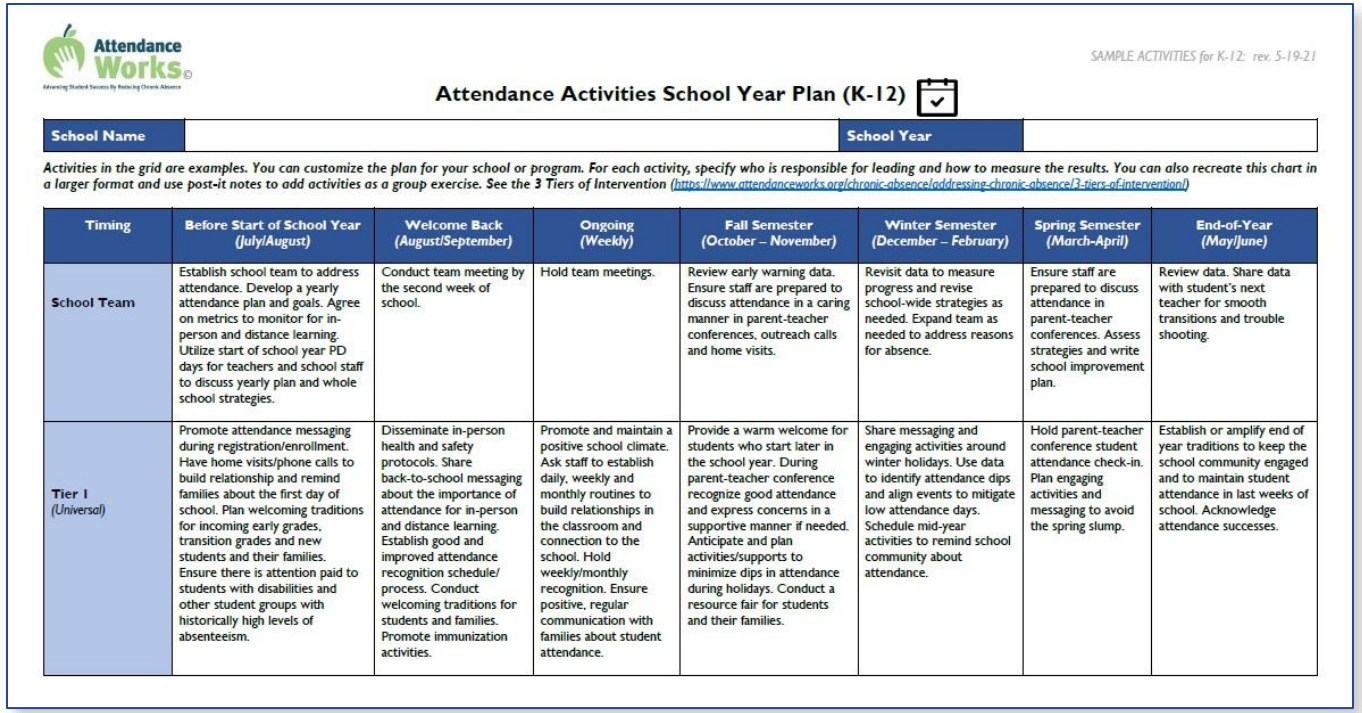
https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/

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.

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*



Attendance Works©

SAMPLE ACTIVITIES for K-12: rev. 5-19-21

Attendance Activities School Year Plan (K-12)

School Name		School Year	

Activities in the grid are examples. You can customize the plan for your school or program. For each activity, specify who is responsible for leading and how to measure the results. You can also recreate this chart in a larger format and use post-it notes to add activities as a group exercise. See the 3 Tiers of Intervention (https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/)

Timing	Before Start of School Year (July/August)	Welcome Back (August/September)	Ongoing (Weekly)	Fall Semester (October – November)	Winter Semester (December – February)	Spring Semester (March-April)	End-of-Year (May/June)
School Team	Establish school team to address attendance. Develop a yearly attendance plan and goals. Agree on metrics to monitor for in-person and distance learning. Utilize start of school year PD days for teachers and school staff to discuss yearly plan and whole school strategies.	Conduct team meeting by the second week of school.	Hold team meetings.	Review early warning data. Ensure staff are prepared to discuss attendance in a caring manner in parent-teacher conferences, outreach calls and home visits.	Revisit data to measure progress and revise school-wide strategies as needed. Expand team as needed to address reasons for absence.	Ensure staff are prepared to discuss attendance in parent-teacher conferences. Assess strategies and write school improvement plan.	Review data. Share data with student's next teacher for smooth transitions and trouble shooting.
Tier I (Universal)	Promote attendance messaging during registration/enrollment. Have home visits/phone calls to build relationship and remind families about the first day of school. Plan welcoming traditions for incoming early grades, transition grades and new students and their families. Ensure there is attention paid to students with disabilities and other student groups with historically high levels of absenteeism.	Disseminate in-person health and safety protocols. Share back-to-school messaging about the importance of attendance for in-person and distance learning. Establish good and improved attendance recognition schedule/ process. Conduct welcoming traditions for students and families. Promote immunization activities.	Promote and maintain a positive school climate. Ask staff to establish daily, weekly and monthly routines to build relationships in the classroom and connection to the school. Hold weekly/monthly recognition. Ensure positive, regular communication with families about student attendance.	Provide a warm welcome for students who start later in the school year. During parent-teacher conference recognize good attendance and express concerns in a supportive manner if needed. Anticipate and plan activities/supports to minimize dips in attendance during holidays. Conduct a resource fair for students and their families.	Share messaging and engaging activities around winter holidays. Use data to identify attendance dips and align events to mitigate low attendance days. Schedule mid-year activities to remind school community about attendance.	Hold parent-teacher conference student attendance check-in. Plan engaging activities and messaging to avoid the spring slump.	Establish or amplify end of year traditions to keep the school community engaged and to maintain student attendance in last weeks of school. Acknowledge attendance successes.

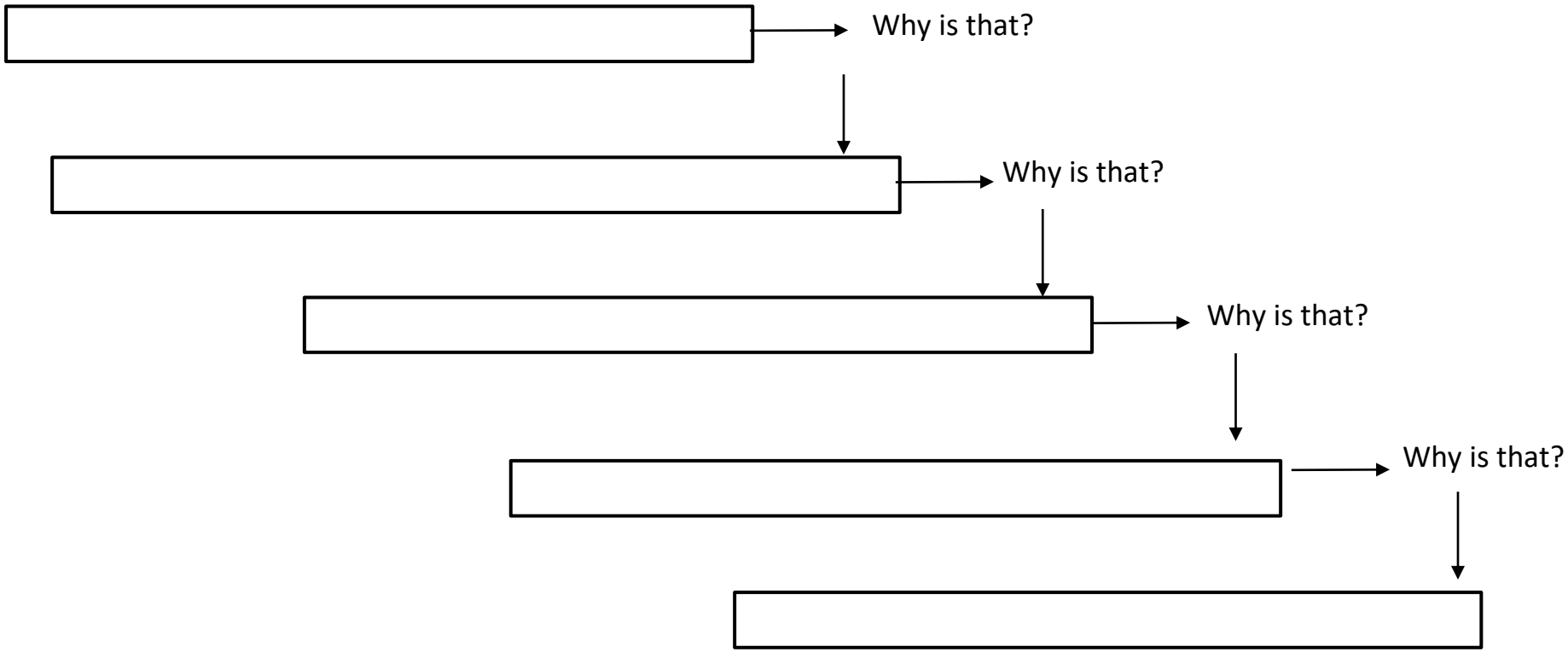
https://www.attendanceworks.org/resources/year-long-planning/

Asking Powerful Questions

5 Whys Worksheet

Identify a Positive Outlier

Why is this happening?



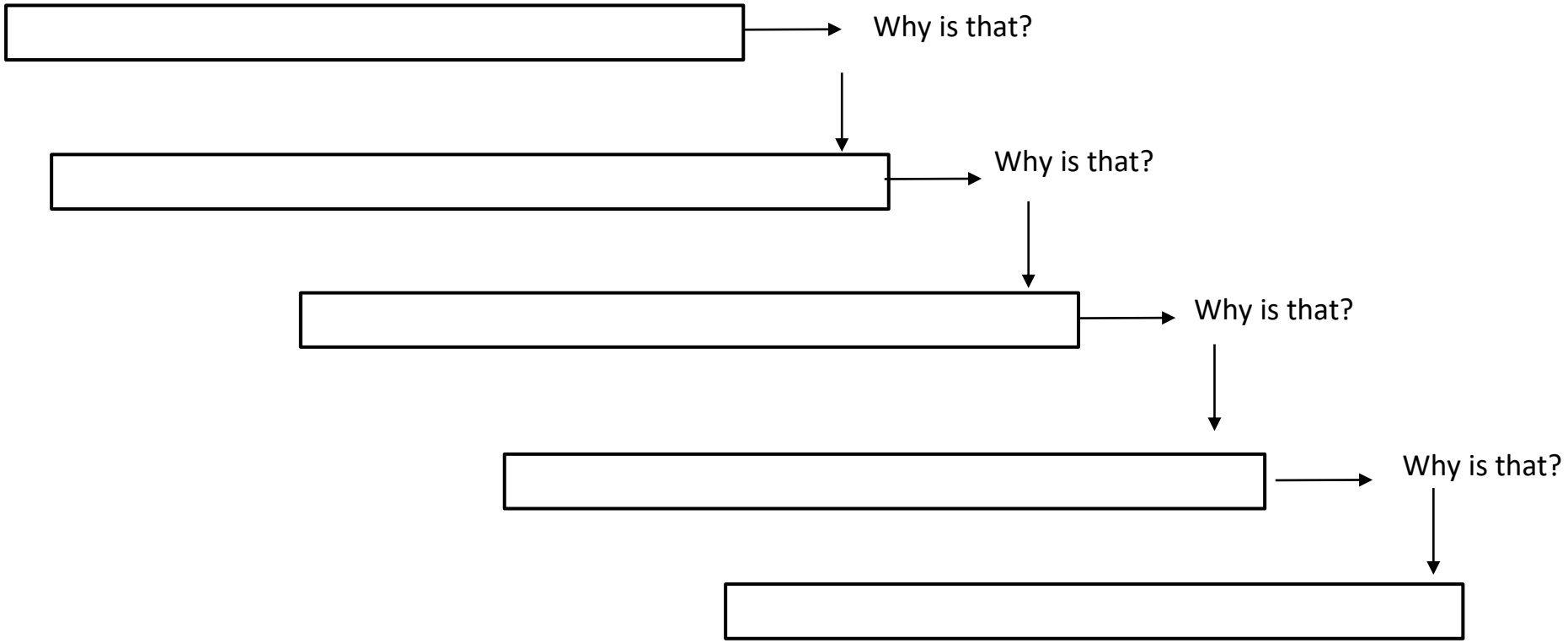
Identified Root Cause:

Asking Powerful Questions

5 Whys Worksheet

Define the Problem

Why is this happening?



Identified Root Cause: