Session 2
Early Intervention Strategies:
Using Teams to Monitor & Identify Students in Need of Support

Professional Learning Series

February 9, 2022

Meet the Attendance Works E-Learning Team

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Welcome

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

❖ Recording: Session 1, Group B

❖ Presentation slides

❖ Outline & Summary of Resources

Introductions

Please share in Chat:

- Name
- Role
- Organization
- Share one thing you love about adolescents/teenagers!

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 factors (assets, barriers, & 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 positive 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

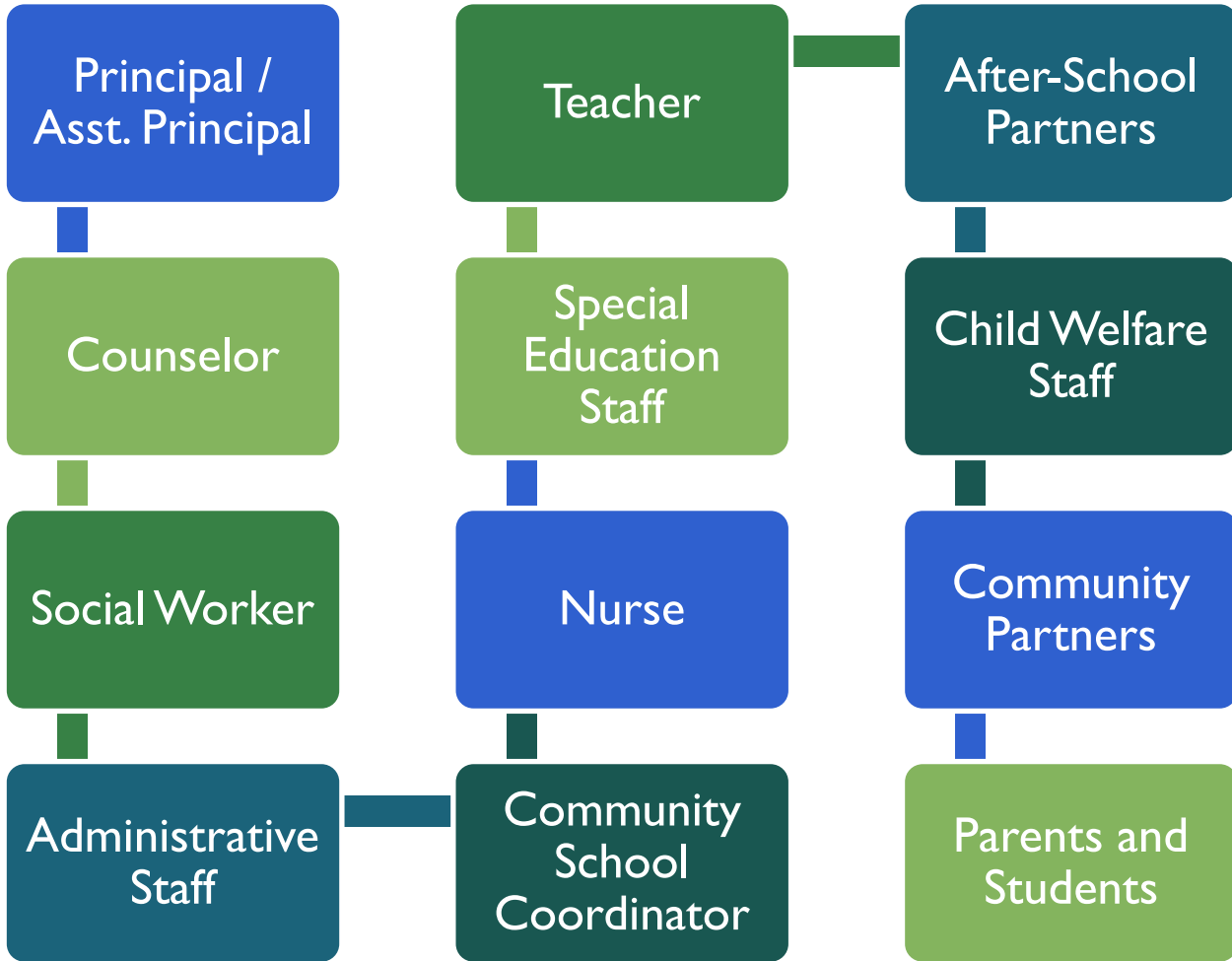## What makes a team effective?

Type in Chat:

Share a value that is essential to an effective team.

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

1. Organize a multi-tiered system of support (MTSS) for attendance 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 attendance.

3. Identify factors (assets, barriers & strategies) that affect attendance.

4. Mobilize everyone in the school community to promote attendance and address the common causes of absenteeism.

5. Measure the difference you are making.

Team Membership

Principal / Asst. Principal	Teacher	After-School Partners
Counselor	Special Education Staff	Child Welfare Staff
Social Worker	Nurse	Community Partners
Administrative Staff	Community School Coordinator	Parents and Students

How can you ensure that the members of the team are representative of the school community?

Attendance Team in Action

https://vimeo.com/260324608

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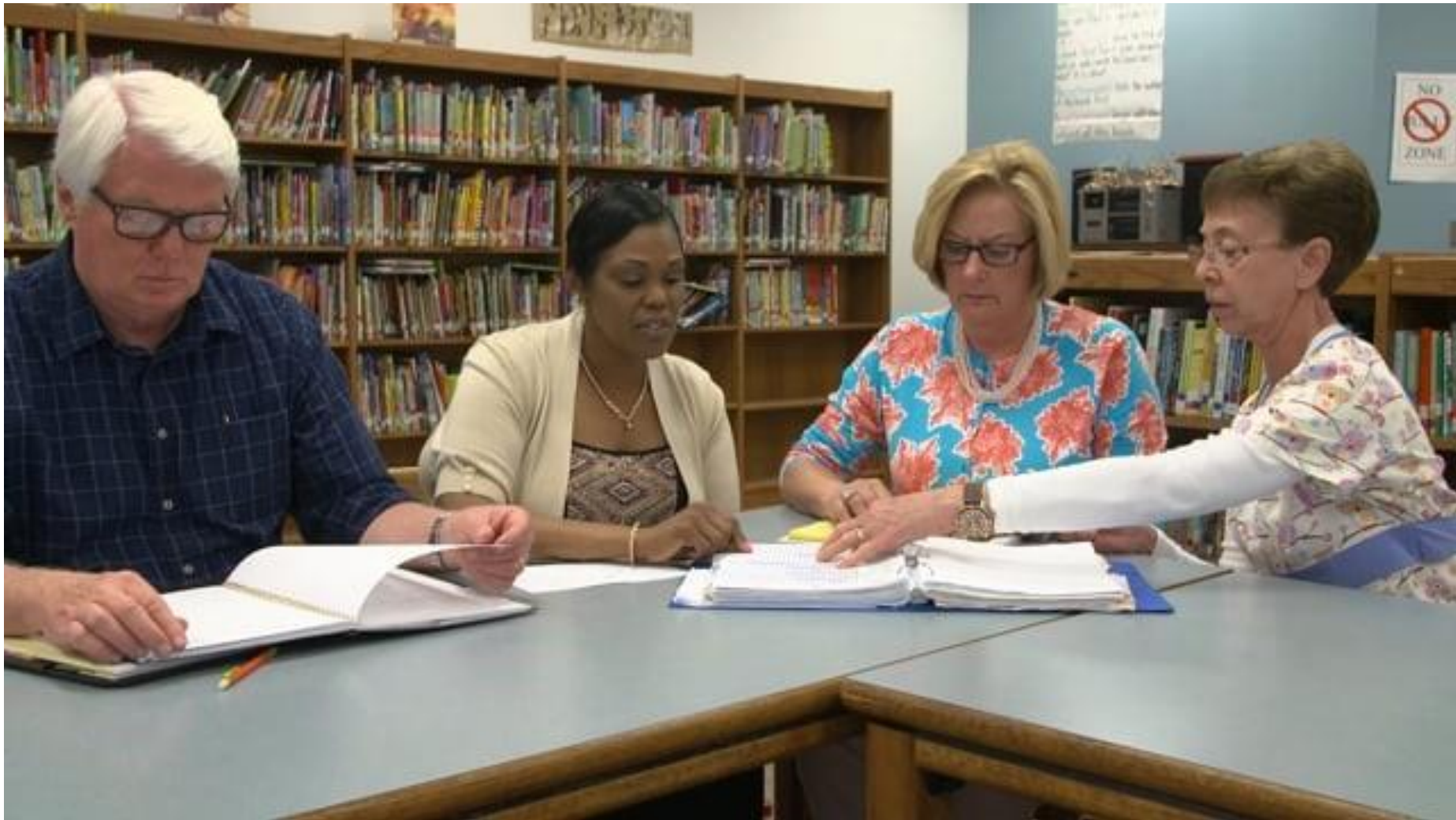
Determine which team(s) will assume the attendance MTSS functions

- 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, 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

Chat

Which teams address attendance in your school?

❑ 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

❑ Case Management Team

❑ Other *(type in chat)*

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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

Team 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

https://www.attendanceworks.org/wp-content/uploads/2019/06/School-Team-Self-Assessment-rev-1-31-21.pdf
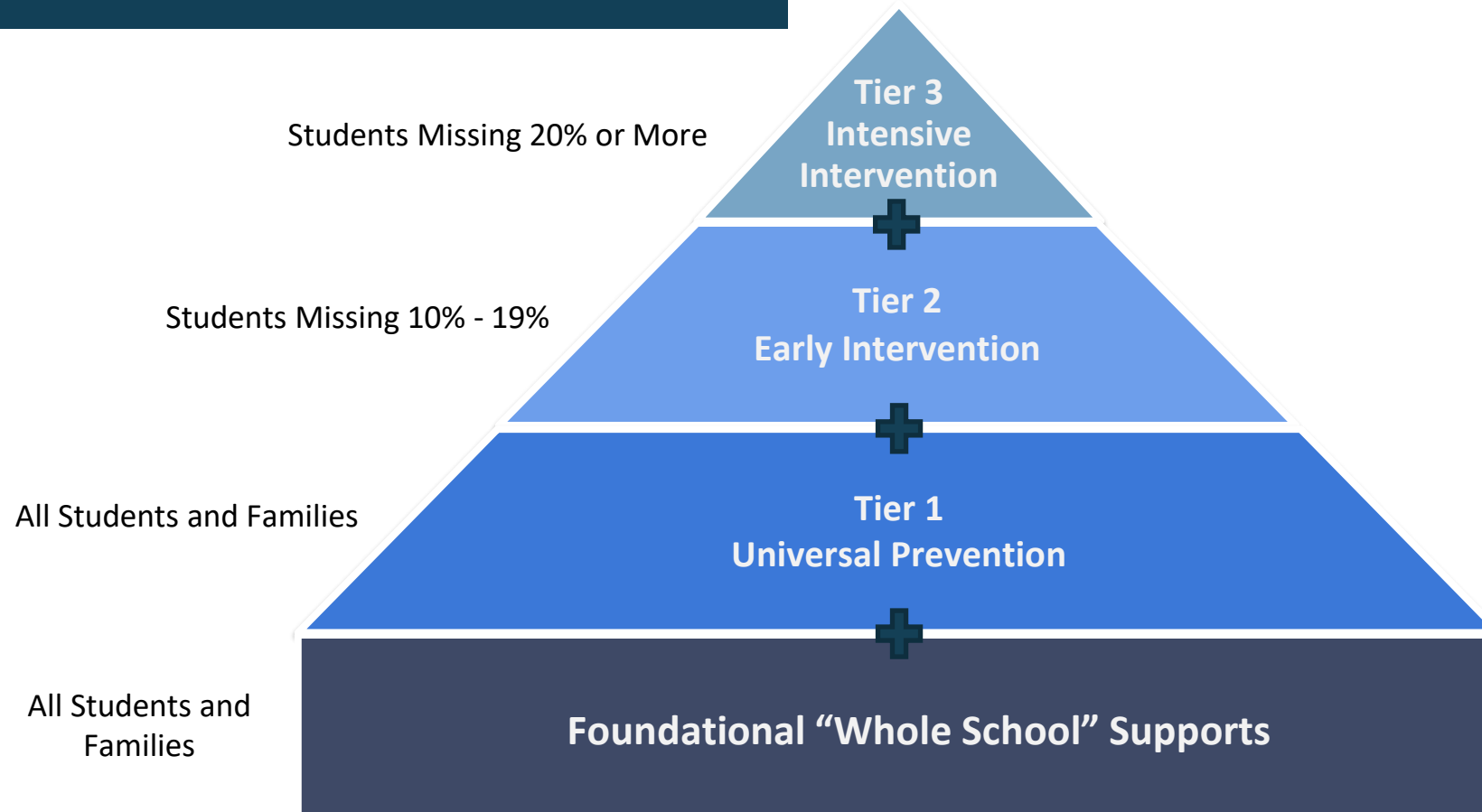
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Team Function #1:
Organize a multi-tiered attendance strategy that begins with prevention and early intervention

When Tackling Absenteeism, Begin with Whole School and Prevention Strategies

Students Missing 20% or More

Tier 3
Intensive Intervention

Students Missing 10% - 19%

Tier 2
Early Intervention

All Students and Families

Tier 1
Universal Prevention

All Students and Families

Foundational "Whole School" Supports

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

Foundational Supports are Building Blocks of Schools that Promote Engagement

Healthy learning environments	Enrichment activities and clubs	Positive relationships	Active family and student engagement
Access to tech equipment and connectivity	Challenging and Engaging Curriculum	Traditions and celebrations	Support for families to facilitate learning at home
Welcoming, safe school climate	Advisories or Morning Meetings to Build Community	Learning Supports	Access to Food and Other Basic Needs

Foundational "Whole School" Supports

Poll

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

❏ Foundational Whole School Supports

❏ Tier 1 Absenteeism Prevention

❏ Tier 2 Absenteeism Early Intervention

❏ Tier 3 Absenteeism Intensive Supports

Team Function #2:

Examine attendance & absenteeism data to assess which groups of students have higher or lower levels of absence
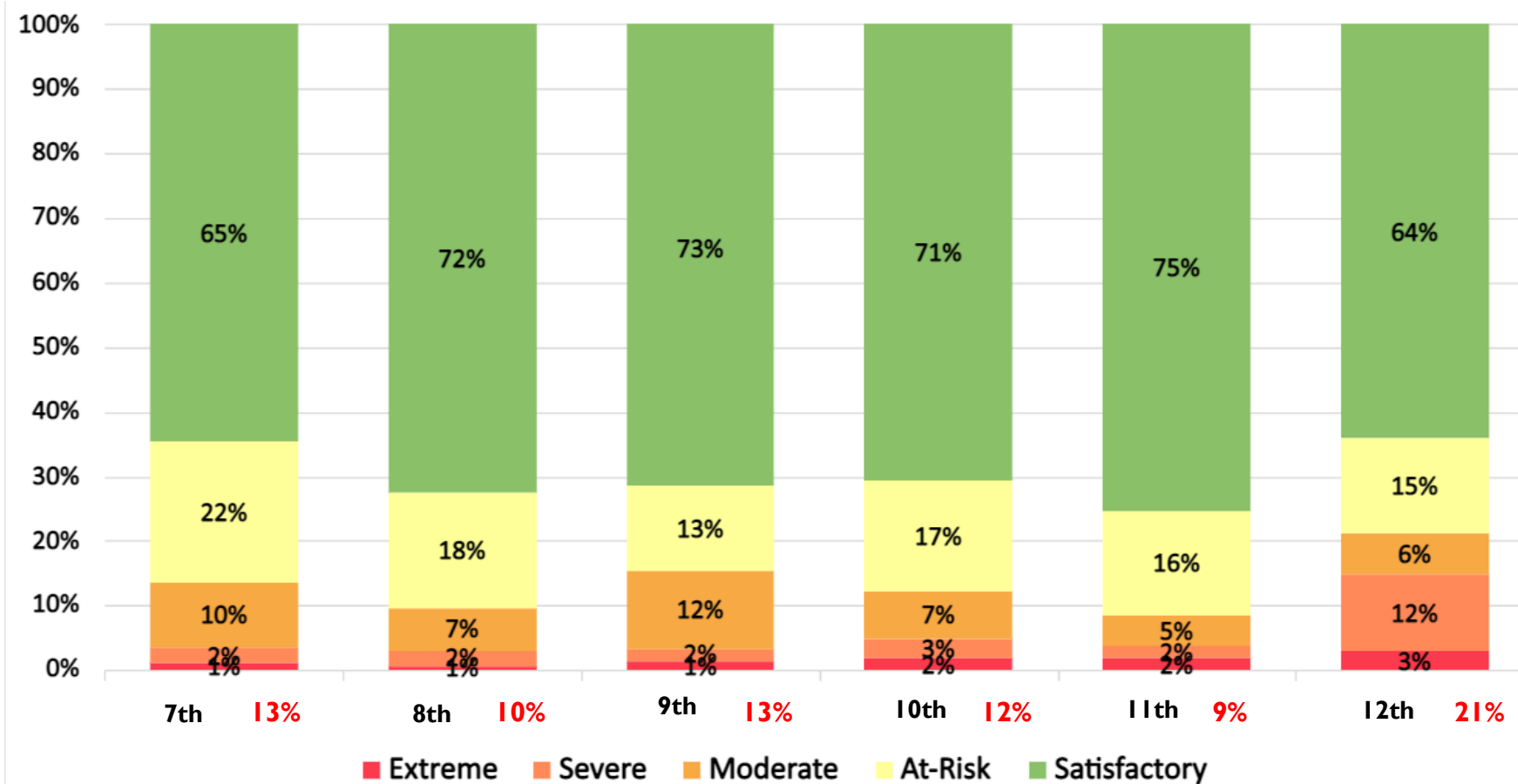
Use Data to Identify and Address Inequities

➤ Analyze absence data overall, and broken down by school, grade, classroom, race & ethnicity, economic status, gender, home language, disability and zip code.

➤ Track additional variables relevant to attendance including up to date contact information, connectivity, relationships and participation.

➤ Draw upon the perspectives of students and families to deepen an understanding of the contributing factors to absence.
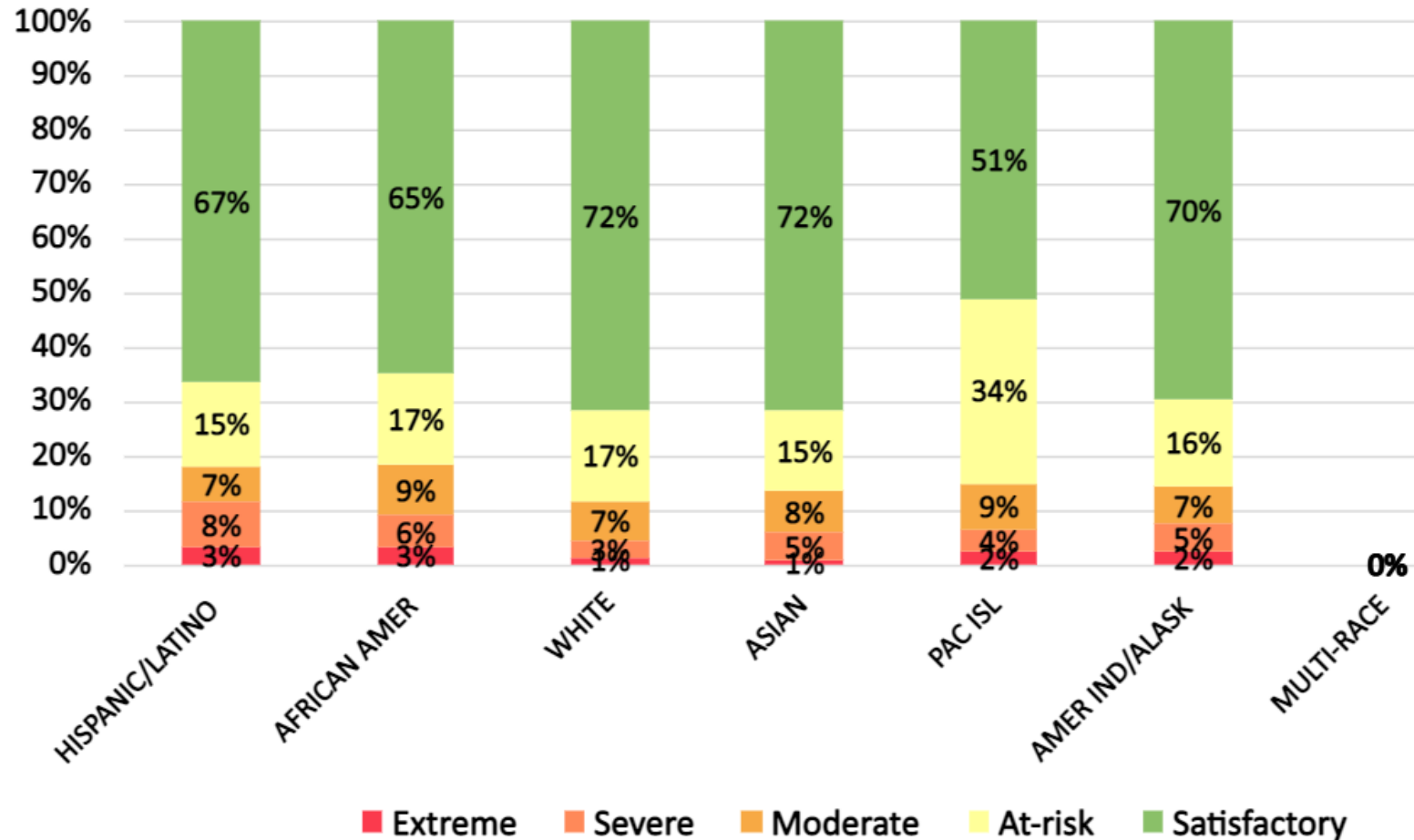
➤ Address unequal access to resources.

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

Grade	Extreme	Severe	Moderate	At-Risk	Satisfactory	Total
7th	1%	2%	10%	22%	65%	13%
8th	1%	2%	7%	18%	72%	10%
9th	1%	2%	12%	13%	73%	13%
10th	2%	3%	7%	17%	71%	12%
11th	2%	2%	5%	16%	75%	9%
12th	3%	12%	6%	15%	64%	21%

■ Extreme   ■ Severe   ■ Moderate   ■ At-Risk   ■ Satisfactory

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23

Use Data to Determine Where to Intervene. Which Student Groups Have the Highest Levels of Absence?

Students who are disproportionately affected by chronic absence are among those most affected by the impact of Covid-19.

	HISPANIC/LATINO	AFRICAN AMER	WHITE	ASIAN	PAC ISL	AMER IND/ALASK	MULTI-RACE
Satisfactory	67%	65%	72%	72%	51%	70%	
At-risk	15%	17%	17%	15%	34%	16%	0%
Moderate	7%	9%	7%	8%	9%	7%	
Severe	8%	6%	3%	5%	4%	5%	
Extreme	3%	3%	1%	1%	2%	2%	

Legend: ■ Extreme ■ Severe ■ Moderate ■ At-risk ■ Satisfactory

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24

Let's Chat

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

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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 misses daily or weekly check-ins
- ❏ Student does not log in to class
- ❏ Other *(type in chat)*

When to Reach Out and Provide Support

Tier 2 Early Intervention **(2-3 days a month)**	**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 learning • Lost contact with student/family — wellness check (immediate action required) **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

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When to Reach Out and Provide Support

Tier 3 Intensive Intervention (4+ days a month)	**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:** School Social Workers? School Counselor? School Principal? Engagement vendor? **Document:** Any attendance barriers staff identify, supports provided or follow up needed

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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-July-2021.pdf
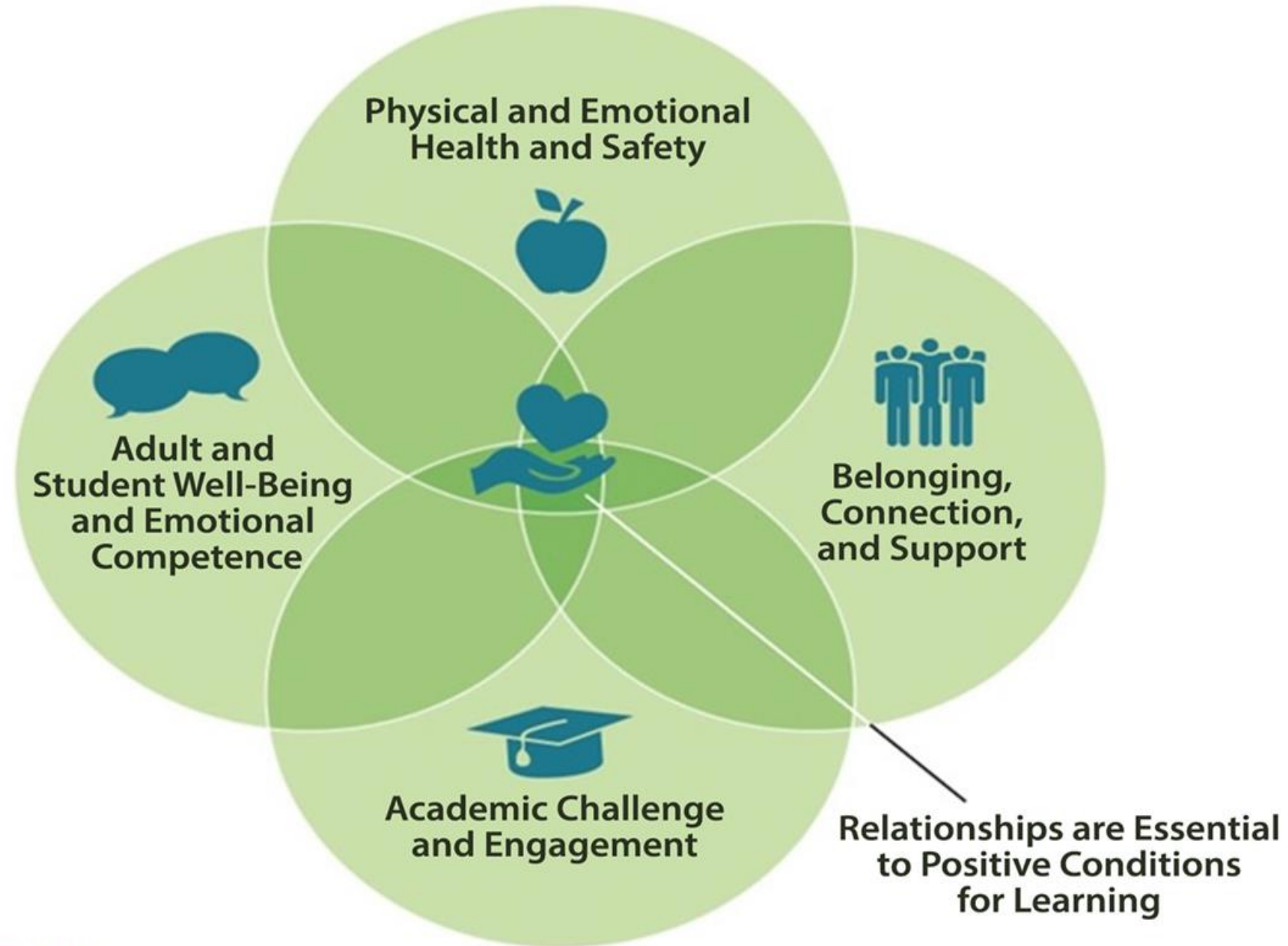
Number of Absences	Action(s)	People Responsible	Resources to Support Action(s)	Documentation *What was the reason for the absence, and what intervention or support was offered?*
0	Welcome Letter Welcome Video on website	School secretary Principal and person who updates the school website	• Link to resources, 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	Call Home	Teacher	• Call Script	• 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 factors and strategies that affect attendance

Positive Conditions for Learning Lead to Students Well-Being

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

The Push and Pull of Conditions for Learning

Examples of Push-Out Factors

Feeling:
 Ignored
 Unsafe
 That you do not belong

Experiencing:
 Bullying
 Boredom
 Harsh and Exclusionary
  Discipline

Examples of Pull Factors

Feeling:
 Cared for
 Safe
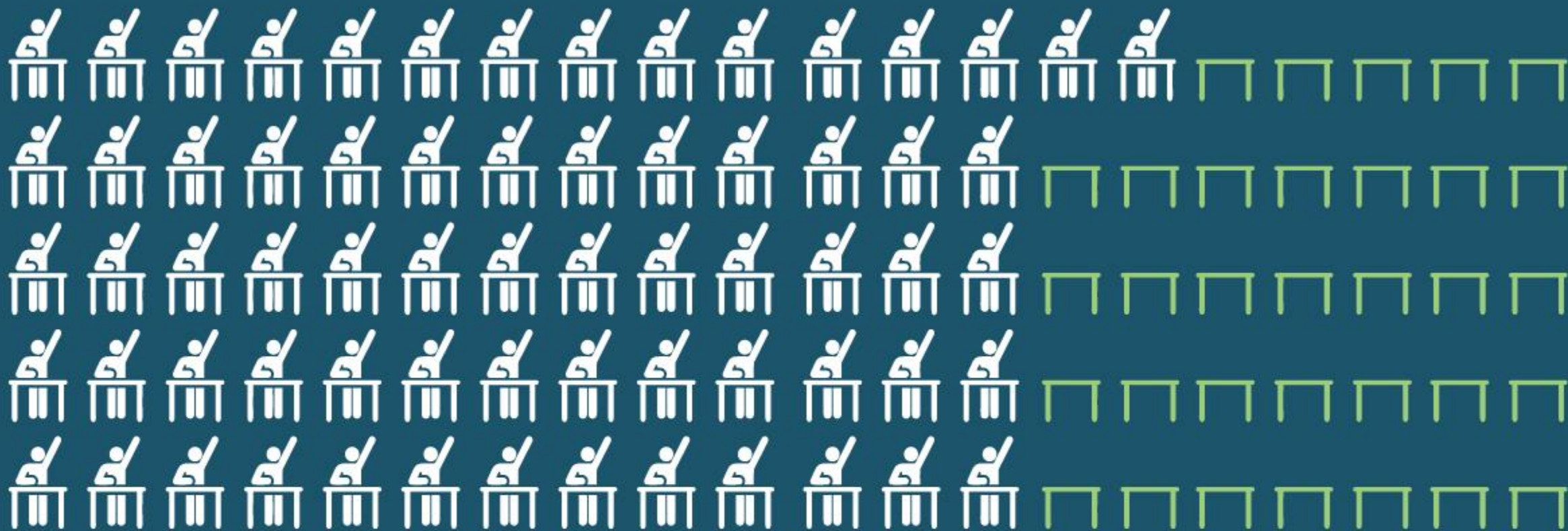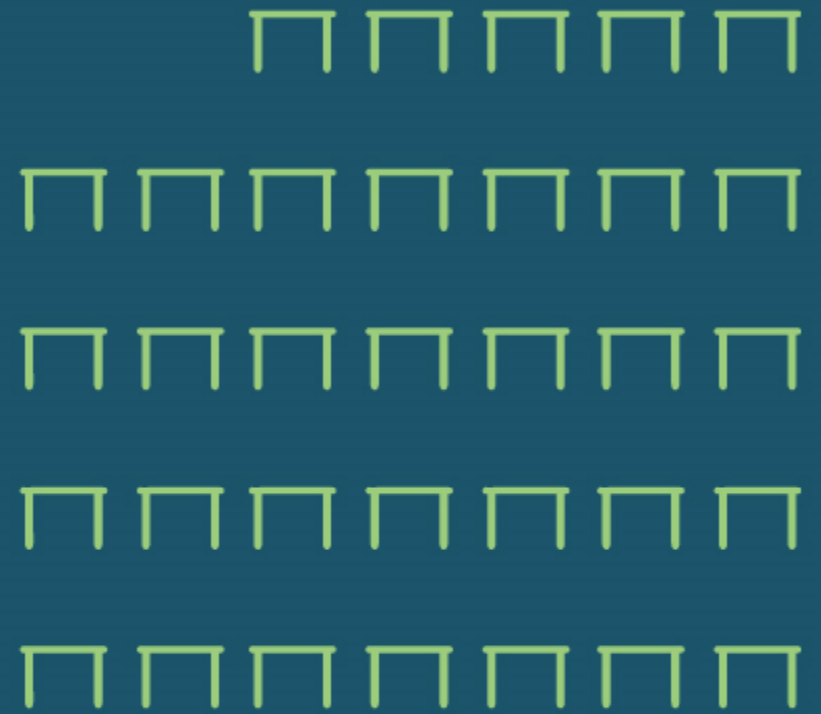 That you belong

Experiencing:
 Community
 Engagement
 Supportive relationships
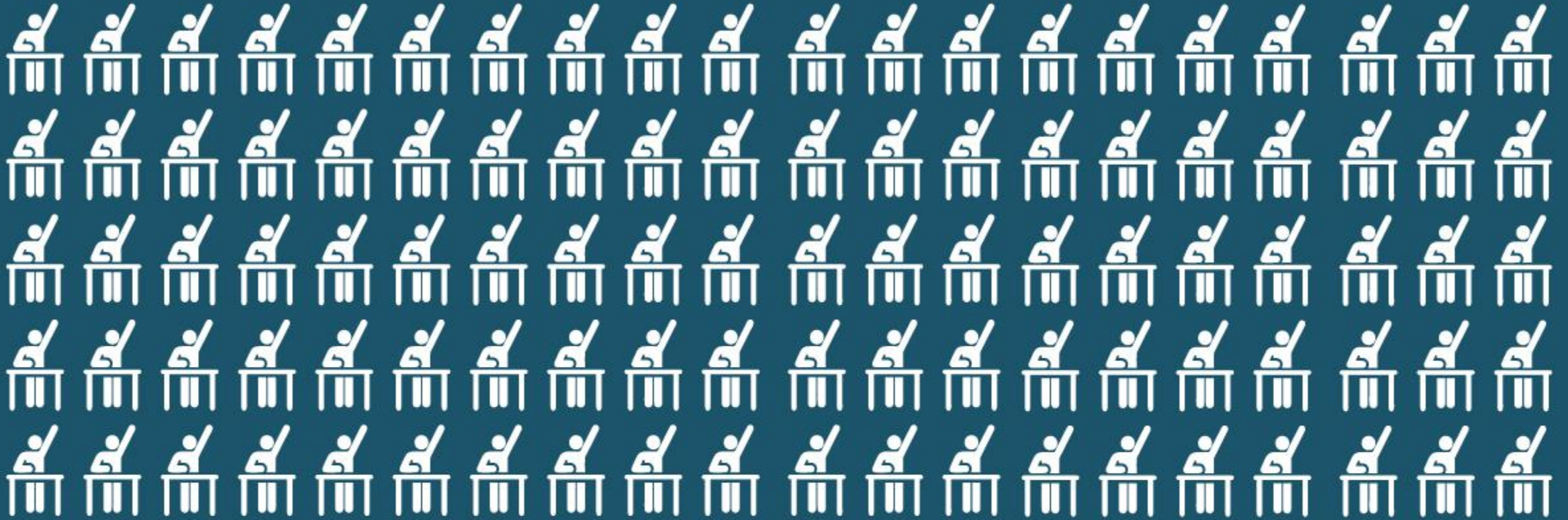
Consider this group of 100 Students

Attendance Works
Advancing Student Success By Reducing Chronic Absence

32% of students are chronically absent

Attendance **Works**
Advancing Student Success By Reducing Chronic Absence

What do we know about the reasons for the absences?

Students, Families, and Staff are experiencing a significant level of stress.

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Students, Families, and Staff are all experiencing a significant level of stress.
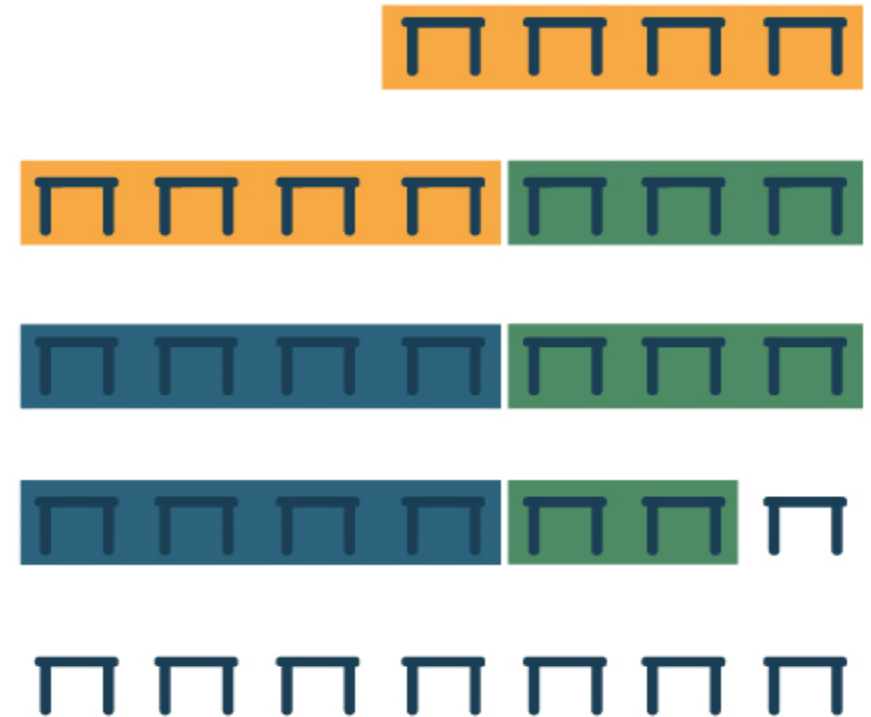
Students are required to quarantine due to Covid-19 protocols.

Attendance Works ©

Students, Families, and Staff are all experiencing a significant level of stress.

Students are required to quarantine due to Covid-19 protocols.

Students and families feel left out of decision-making regarding programming.

Attendance Works ©
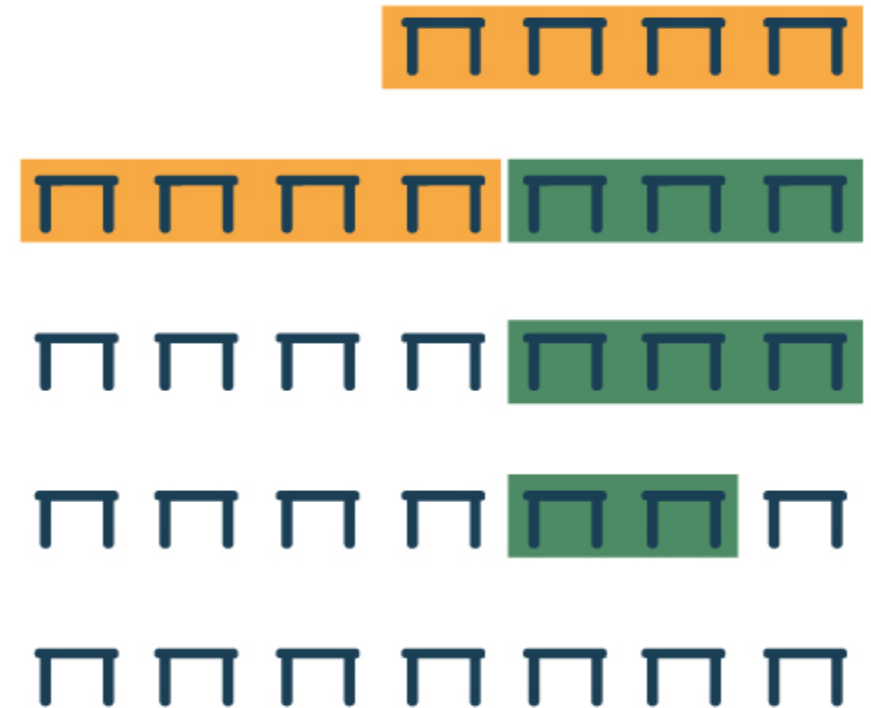
Students, Families, and Staff are all experiencing a significant level of stress.

Students are required to quarantine due to Covid-19 protocols.

Students and families feel left out of decision-making regarding programming.

Students and families are experiencing food and housing insecurity.

Solutions must be grounded in an understanding of reasons for absence

Barriers	Negative School Experiences	Lack of Engagement	Misconceptions
• Illness, both chronic and acute – physical and mental • Lack of health, mental health, vision, or dental care • Family responsibilities • Trauma • Depression or anxiety • Unsafe path to/from school • Poor transportation • Housing and food insecurity • Frequent school changes • Involvement with child welfare or juvenile justice systems • Inequitable access to resources.	• Struggling academically and behaviorally • Ineffective or harmful interventions • Bored • Social challenges • Bullying • Suspensions and expulsions • Harsh, biased disciplinary practices especially for students of color • Parents affected by their own school experiences • Undiagnosed disability • Lack of appropriate accommodations for disability • Pressure for academic success	• Lack of or inequitable access to challenging, culturally responsive, engaging instruction & enrichment • Lack of or ineffective academic, emotional and behavioral support • No meaningful or negative relationships to adults in the school • Stronger ties with peers out of school than in school • Unwelcoming school climate • Failure to earn credits/ no future plans • Many teacher absences or long-term substitutes	• Absences are only a problem if they are unexcused • Missing 2 days per month doesn't affect learning • Sporadic absences aren't a problem • Attendance only matters in the older grades • Suspensions are not relevant

Covid-19 Added Additional Barriers to Attendance

- Students who are quarantining

- Students who lost loved ones

- Covid anxiety (about getting sick or spreading covid to family members)

- Students who disengaged academically during remote learning who now feel behind or unprepared and avoid school or classes

- Students who suffered mental health impacts from remote schooling/pandemic

- Students who increased their amount of time they were working or care-taking during the pandemic (secondary school)

- Unclear Covid-19 Protocols

Addressing Reasons for Absences

https://vimeo.com/260324362

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 assets contribute to that group coming to school?

3. What barriers contribute to that group being absent from school?

Large group – In the Chat:

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

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 D is the facilitator

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Validate Your Insights − Gather Information About Why Students Do and Do Not Attend School
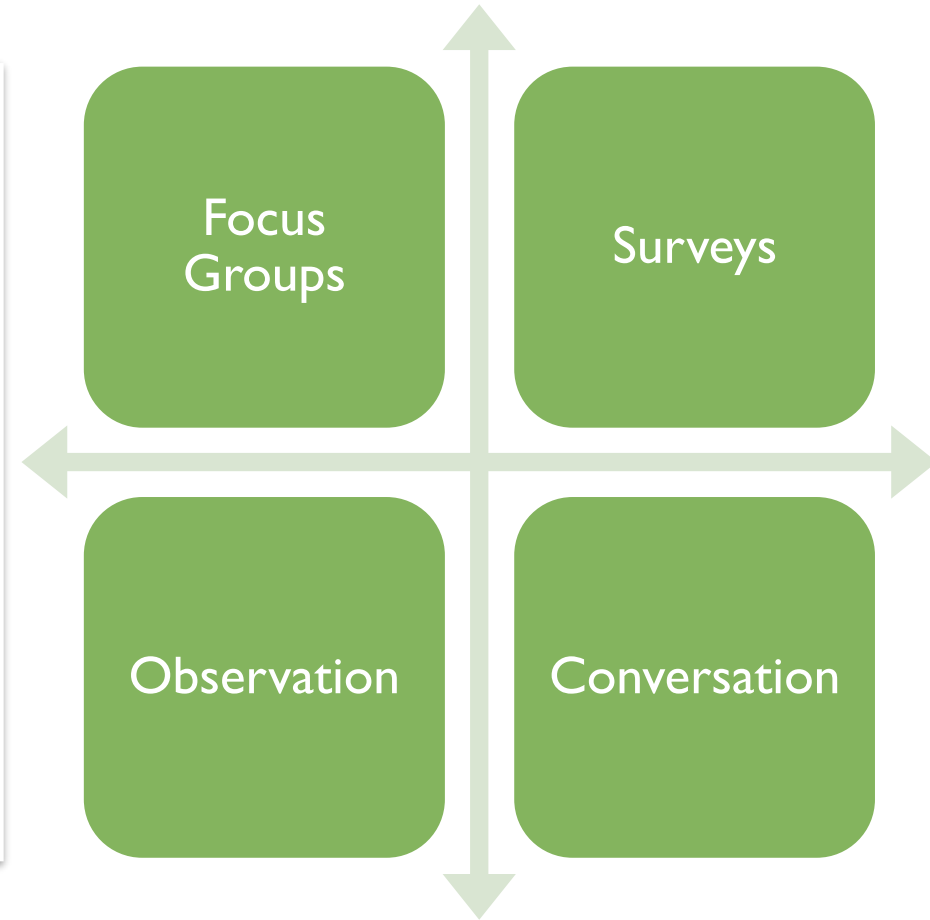
Used with permission from Butte County Office of Education

Focus Groups	Surveys
Observation	Conversation

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Align Interventions to Reasons for Absences

Anxiety

Enlist trusted messengers (e.g., doctors) to talk with families	Review health and safety protocols	Hold a virtual open house to answer questions and address concerns	Make school counselors available for consultation

Misunderstanding

Create an education campaign that connects academic achievement with attendance	When working with individual families, explore their hopes for their child and help connect them to school and attendance

School Schedule
Out-of-Sync with Family Schedules

Offer before or after school programming	Organize a walking school bus	Provide a modified schedule that aligns school and family schedules

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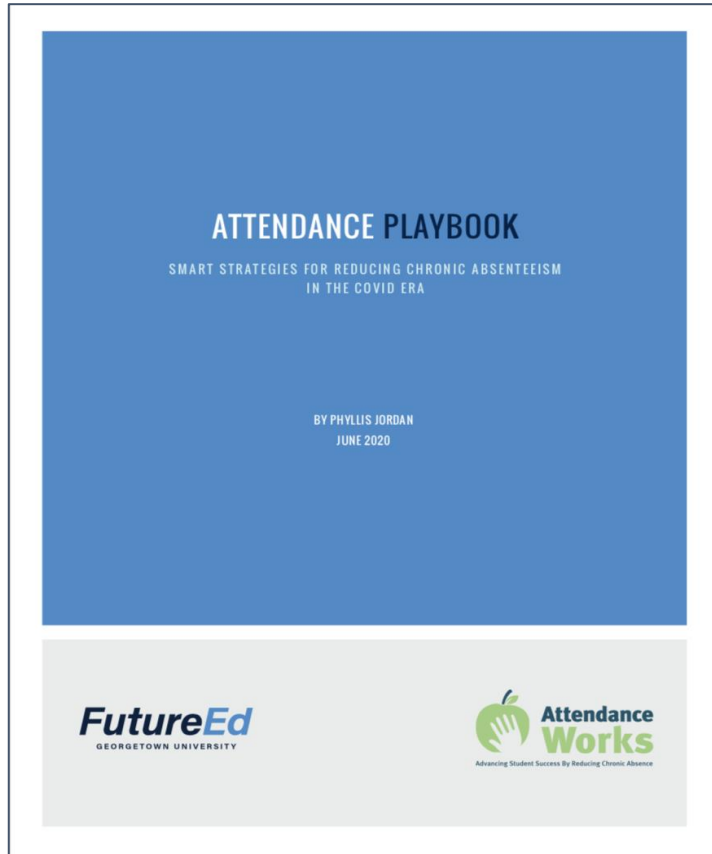
Academic Conditions	
Is the student struggling academically? Consider what skills and content the student has missed as a result of his or her absences as well as other instructional needs.	Y / N
Does the student need accommodations to benefit from classroom instructions? (e.g. peer support, access to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

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

Interventions that Can be Found in the Attendance Playbook

ATTENDANCE PLAYBOOK

SMART STRATEGIES FOR REDUCING CHRONIC ABSENTEEISM IN THE COVID ERA

BY PHYLLIS JORDAN
JUNE 2020

FutureEd
GEORGETOWN UNIVERSITY

Attendance Works
Advancing Student Success By Reducing Chronic Absence

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/

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

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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.

- Be able to draw on high leverage strategies to address common reasons for student absenteeism

Evaluation Survey

Please let us know how we can improve:

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

Thank you!

Sue Fothergill, Director of Strategic Programming
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Adrienne Sesay, Senior Fellow
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www.attendanceworks.org

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**
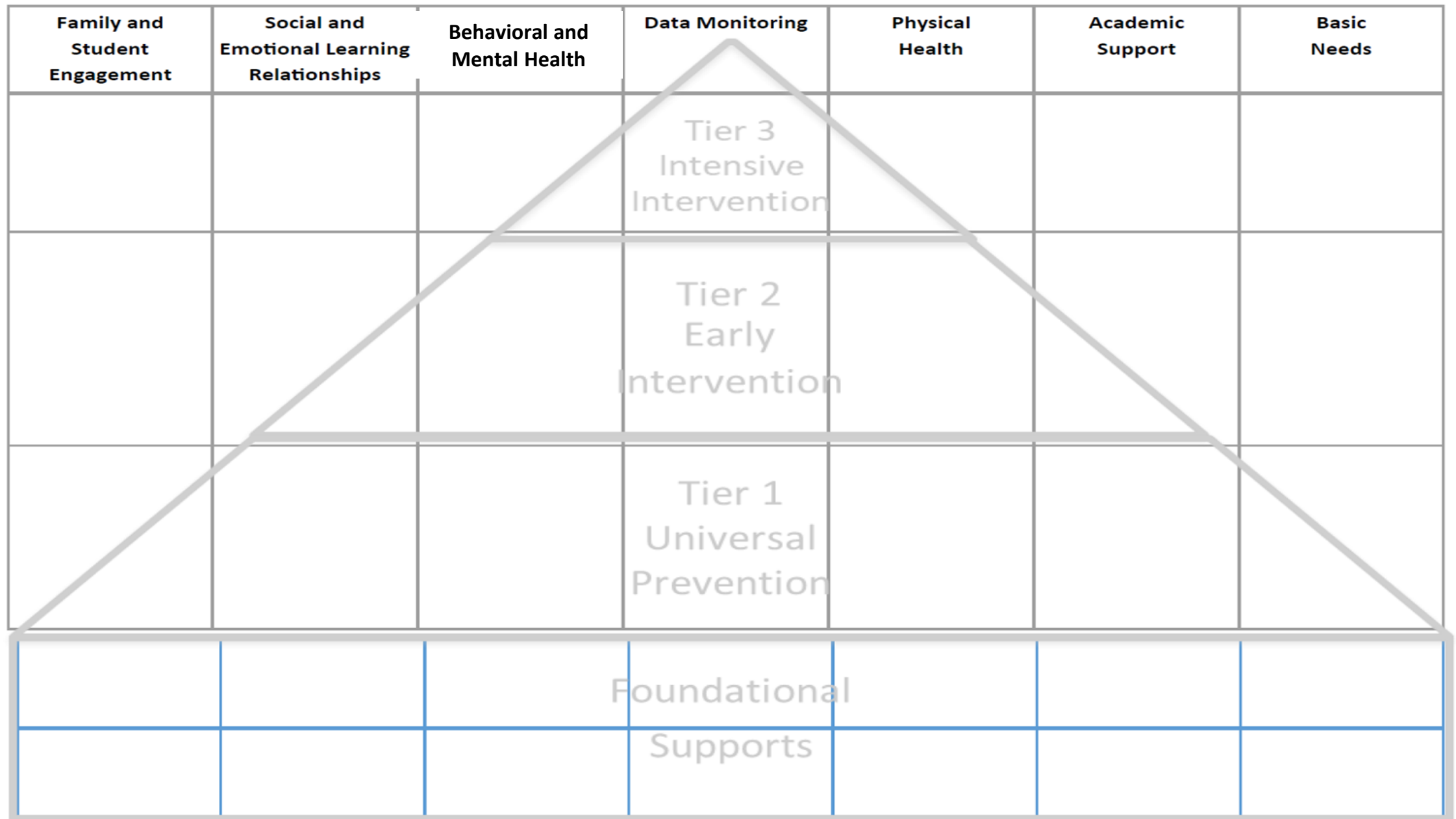- ✓ Catalyzes needed **research**

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

Map of School Teams

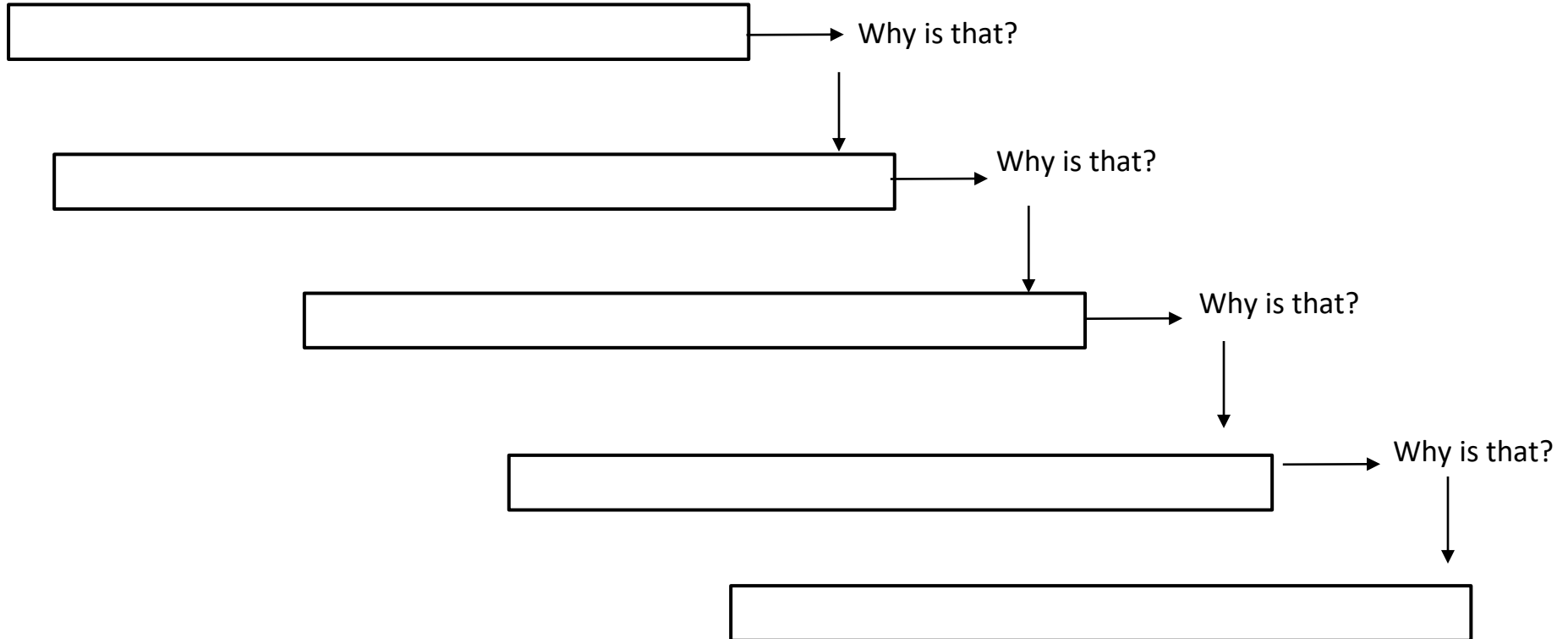| Name of Team	Team Purpose	Team Members	Meeting Frequency

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

www.attendanceworks.org

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			

Asking Powerful Questions

5 Whys Worksheet

Define the Problem

Why is this happening?

	→ Why is that?

	→ Why is that?

	→ Why is that?

	→ Why is that?

Identified Root Cause:

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
  - ✓ Grades 6-8 and
  - ✓ Grades 9-12

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

how-to guide to relationship mapping

MAKING CARING COMMON PROJECT | HARVARD GRADUATE SCHOOL OF EDUCATION

GRADES
K–12

IMPLEMENTED BY
School Administrators

TIME & RESOURCE INTENSITY
low ●● ○○○○○ high

CAPACITIES PROMOTED
Relationship-building; Student confidence; Shifting school norms

Key Elements
See all students at-a-glance.

See who is well-supported and who needs support by adults.

Involve *all* adults in relationship mapping.

Key Benefits
Connect all students to at least one school adult.

A *Relationship Map* lists *all* students in a school (or grade, team, etc.).

A *Relationship Map* allows adults in a school to have a quick and visual snapshot of students who are well supported and who most need support. Knowing this, adults can then strategize about how to best reach out to students who most need positive and supportive relationships with adults.

A *Relationship Map* is most effective if *all* adult stakeholders with a connection to students participate in its creation. This includes administrators, teachers, counselors, sports coaches, mentors, community partners, and other school staff.

A *Relationship Map* helps identify students who do not already have adult connections and provides opportunities for adults in school to build positive relationships with those students.

Download in-person and virtual versions of this guide at https://mcc.gse.harvard.edu/resources-for-educators/relationship-mapping-strategy

Have you mapped relationships at your school?

If so, what insights did you gain?

If not, how could you use this tool?