



Department of Education & Workforce



SESSION II-EARLY INTERVENTION STRATEGIES: USING TEAMS TO MONITOR AND SUPPORT STUDENTS

**Welcome Back
Southeast Quad!**

Presenters:

Laura Downs, Attendance Works

Gisela Ariza, Attendance Works

Patrick Hickman, Ohio Department of Education and Workforce



PRESENTERS



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Ohio Attendance Advisor
Ohio Department of Education
and Workforce



Laura Downs
Senior Fellow
Attendance Works



Gisela Ariza
Associate Director of Programs
Attendance Works

WELCOME AND INTRODUCTIONS

In the chat, please share:

- **Name and Role**
- **ESC or SST Region**
- **Your Favorite Work-Related Team**

Six Session Topics



Session I: Overview of Foundational Supports and Tier I Universal Prevention

Session II: Early Intervention Strategies: Using Teams to Monitor and Identify Students in Need of Support

Session III: Attendance Climate and Culture – Key Approaches and Strategies

Session IV: Tier 2 – Key Approaches, Strategies and Tools

Session V: Aligning interventions based on Reasons for Absences

Session VI: Tier 3: Key Approaches, Strategies and Tools

OVERALL TRAINING OBJECTIVES

- **Increase your individual and organizational knowledge of attendance improvement best practices and infuse practices into your daily work.**
- **Enhance and strengthen your ability to coach and support districts and schools to adopt attendance improvement best practices.**
- **Share learnings from sessions with colleagues in your organization.**

LEARNING GOALS FOR SESSION II

Participants will:

- **Share lessons learned from piloting foundational strategy.**
- **Learn the key functions of teams and how to effectively embed these functions into existing teams**
- **Learn what attendance measures districts and schools should **access, analyze, and monitor.****

OHIO'S ATTENDANCE GUIDE

District and School Practices in Early Intervention

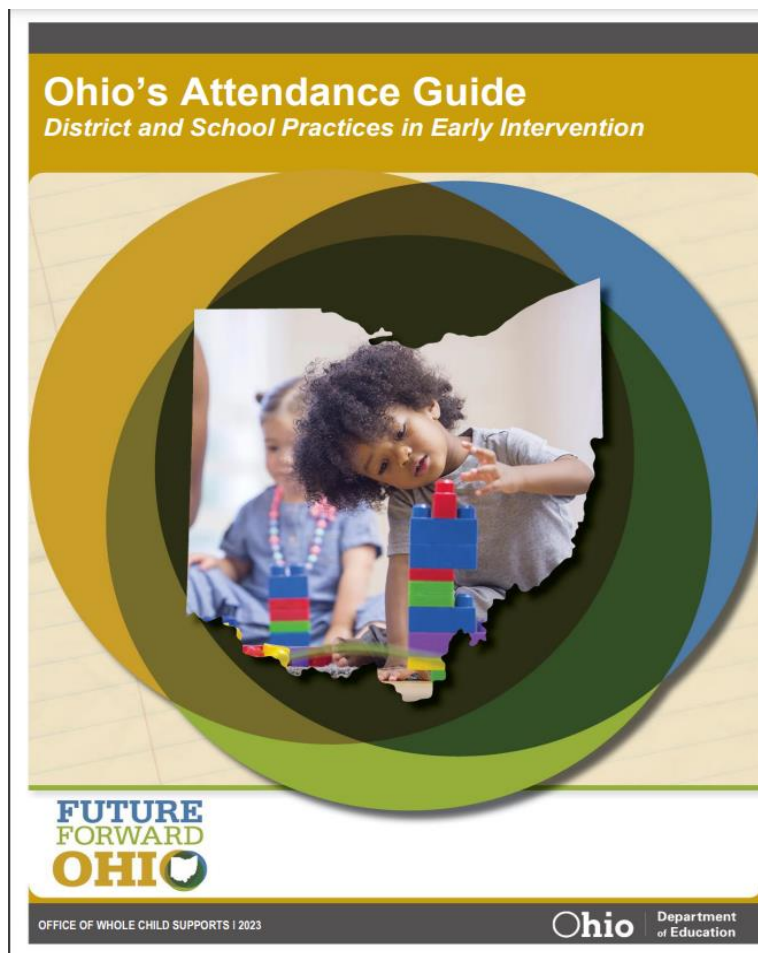


TABLE OF CONTENTS

OVERVIEW	3
ATTENDANCE AND CHRONIC ABSENCE	4
<i>Why Does Attendance and Chronic Absence Matter?</i>	4
<i>What is Chronic Absence?</i>	4
<i>How is Chronic Absence Different from Average Daily Attendance and Truancy?</i>	5
<i>Why Are Students Absent?</i>	5
<i>What Do We Know About Chronic Absence in Ohio?</i>	6
OHIO'S ATTENDANCE LAWS	9
HOW CAN DISTRICTS IN OHIO IMPROVE ATTENDANCE?	11
<i>What is the Role of District Administration?</i>	14
HOW CAN SCHOOLS IN OHIO IMPROVE ATTENDANCE?	20
<i>What are the Characteristics of an Effective School-Level Team?</i>	21
WHAT STATE RESOURCES ARE AVAILABLE TO SUPPORT ADDRESSING CHRONIC ABSENCE?	28
<i>District Team Resources</i>	28
<i>School Team Resources</i>	28
<i>Other Resources</i>	28

AGENDA



Introduction

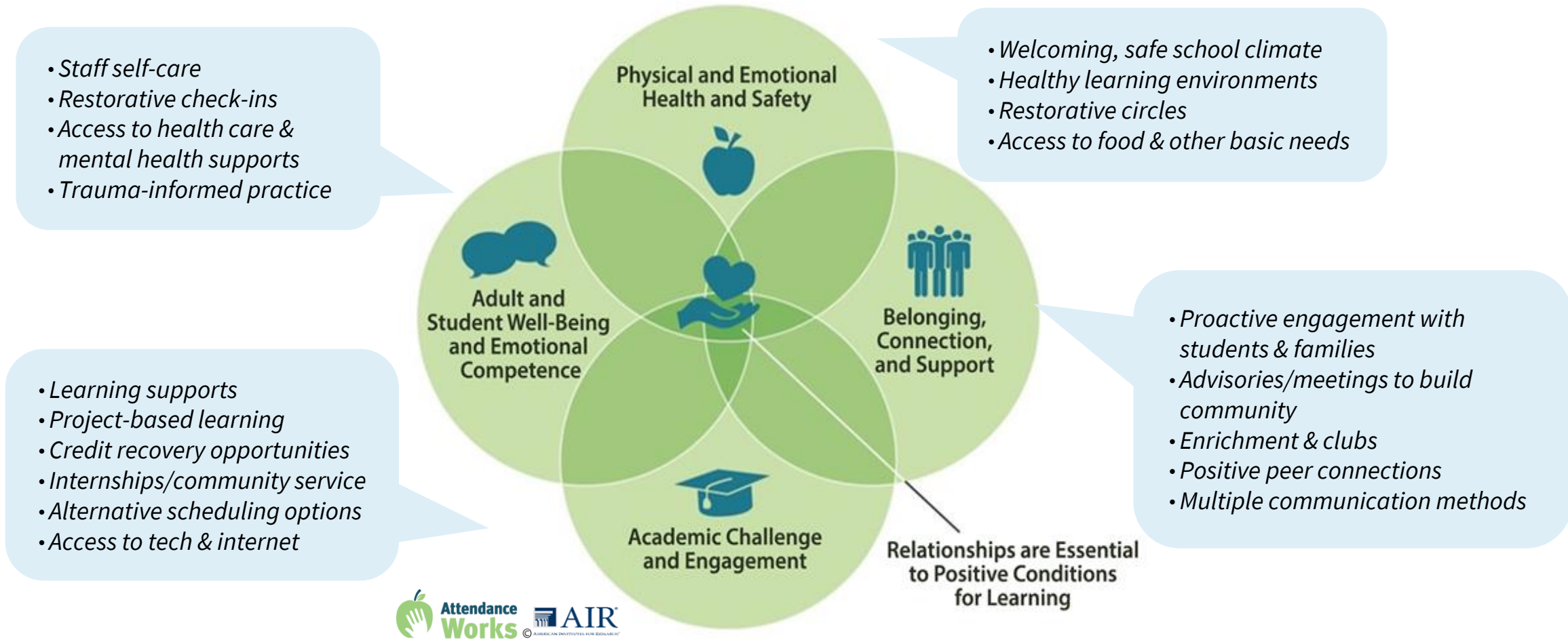
Share Foundational Strategies

Team Structure and Functions

Utilizing Attendance Data

Next Steps

Positive Conditions for Learning Lead to Students Being Engaged and Attending Regularly



Small Group Discussion

Sharing Foundational Strategies

Each person share what they piloted in Sept/Oct.

- What worked?
- What are growth opportunities?

**10
Minutes**

Ground Rules

- Turn on your video camera
- Briefly introduce yourself
- Ask clarifying questions
- Explore differences of opinion
- Create space for everyone to speak
The person whose first name is closest to the letter “Z” should facilitate.

Large Group Discussion on Foundational Strategies

**Share any insights or questions
you may have.**

AGENDA



Introduction

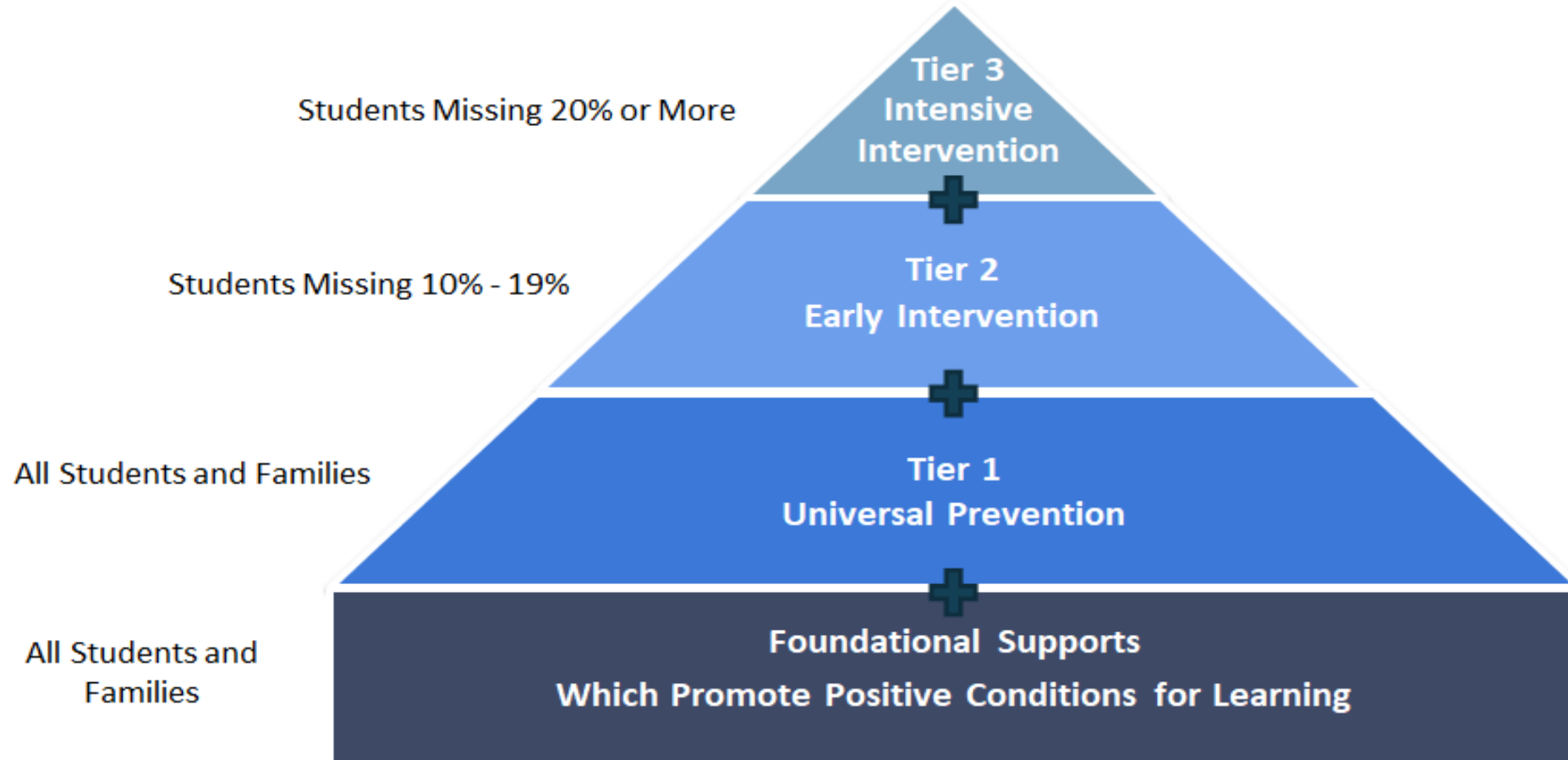
Share Foundational Strategies

Team Structure and Functions

Utilizing Attendance Data

Next Steps

Teams are Grounded in a Multi-tiered System of Support



District Administration Role

[Ohio Attendance Guide](#) (pages 14-19)



Cross- Departmental District Team Functions

Examine and Monitor Data

Establish Districtwide Engagement Policies
and Practices

Build School Level Capacity

Establish Community Partnerships

Promote Shared Solutions and
Accountability

District Team Membership

The cross-departmental team is responsible for ensuring attendance is aligned with all existing initiatives to improve academic outcomes. Can be integrated into an existing team focused on continuous improvement (e.g., DLT).

District Department Staff with the following responsibilities should be included:

- * *Academics (Teaching & Learning)*
- * *Student Supports (Social Work, Counselors, SEL, PBIS, MTSS)*
- * *Communications*
- * *Community Partnerships*
- * *Data and Research*
- * *Special Populations (SWD, ELL, Homeless)*
- * *Health/Mental Health*
- * *Family Engagement*
- * *Equity Office*
- * *Professional Development*
- * *Transportation Director*
- * *Building Administrators, when possible*

Building Level Role

[Ohio Attendance Guide](#) (pages 20-27)



School Team Functions

Organize Multi-Tiered Strategy Beginning with Prevention and Early Intervention

Examine and Monitor Data

Identify Assets and Barriers to Develop Interventions

Mobilize Everyone in the School Community

Promote Shared Solutions and Accountability

School Team Membership

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
- * Early education staff
- * Sports coaches
- * Teachers
- * Special education staff
- * Expanded Learning program staff
- * 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.

Characteristics of Effective School Teams

- Meetings scheduled every 2 weeks
- Utilize real-time data
- Defined roles and responsibilities (e.g., recorder, data coordinator, time-keeper)
- Membership representative of the school community
- Regular communication and coordination with school staff



Adopting The Attendance Team Functions

- What Teams already exist at the building level?
- Identify areas of overlap, redundancy and/or gaps.
- Can the attendance team functions be incorporated into an existing team? What are the challenges and opportunities?
- Is a new team needed? Why?

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>

Small Group Discussion

Everyone has a different touchpoint with a district and/or school based on their role.

What are opportunities to apply these team best practices with the district and/or school team?

How can I engage other ESC/SST staff to support district and school teams?



Ground Rules

- Turn on your video camera
- Briefly introduce yourself
- Ask clarifying questions
- Explore differences of opinion
- 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

Large Group Discussion

Share your ideas or ahas!

Agenda



Introduction

Share Foundational Strategies

Team Structure and Functions

Utilizing Attendance Data

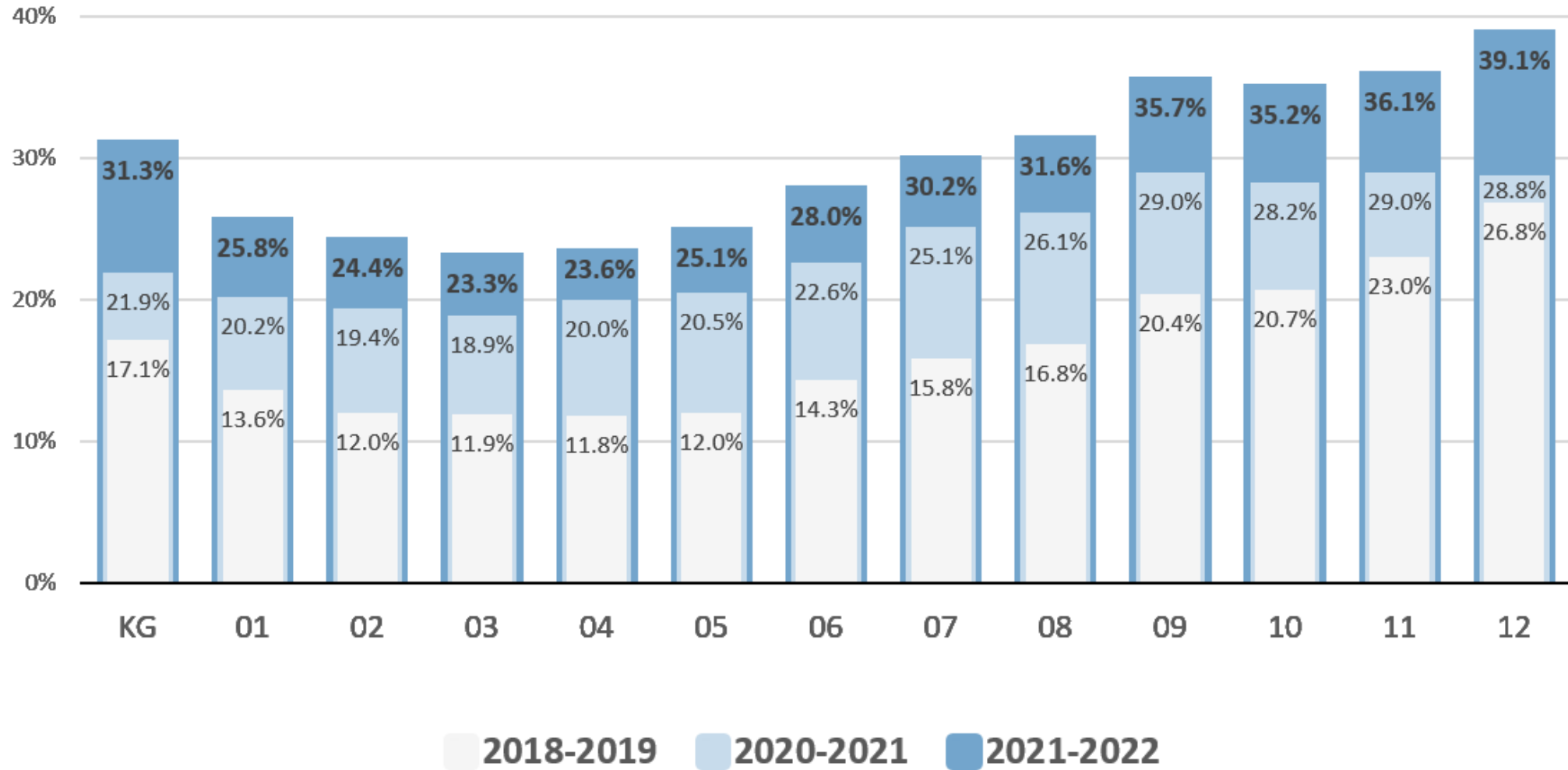
Next Steps

Examine and Monitor Quantitative and Qualitative Data

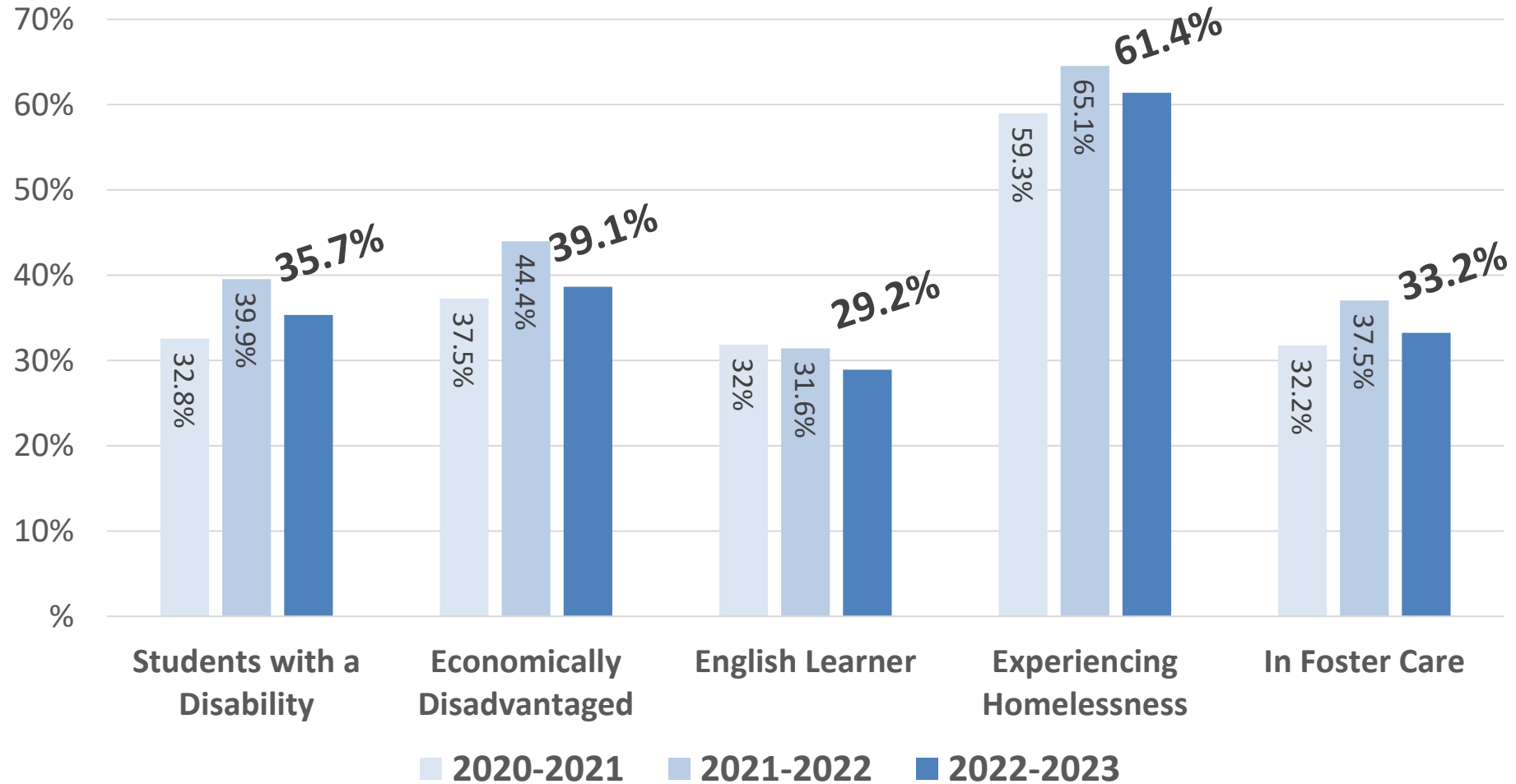
Analyze Data Patterns and Trends

- What is the extent of the chronic absence problem?
Is it getting worse or better?
- How many students are chronically absent or at-risk of becoming chronically absent?
- Is chronic absence concentrated among particular grades or subgroups of students?

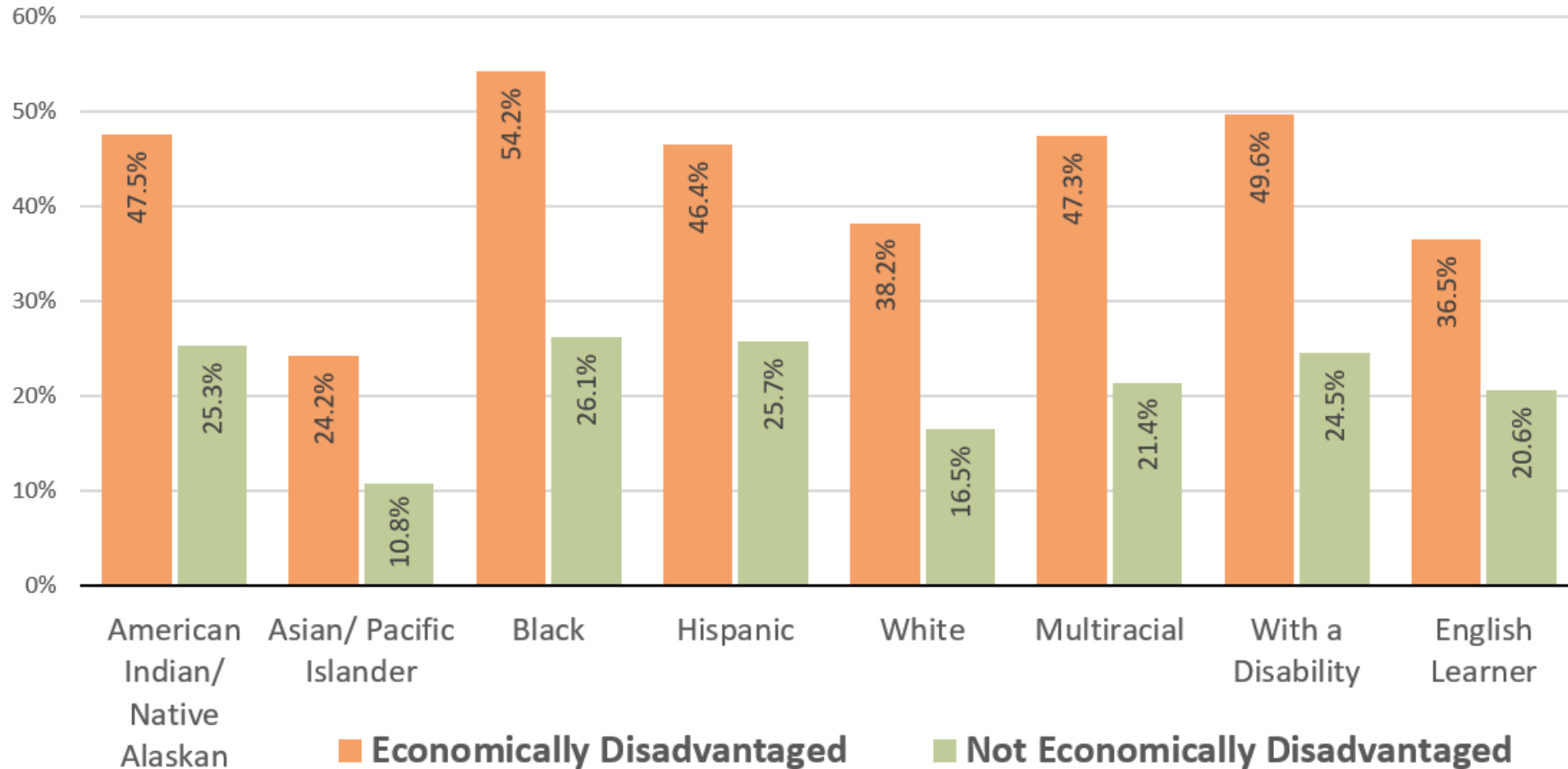
Use Data to Identify Patterns and Trends



Chronic Absenteeism in Ohio



Chronic Absence by Student Group ('21-22)

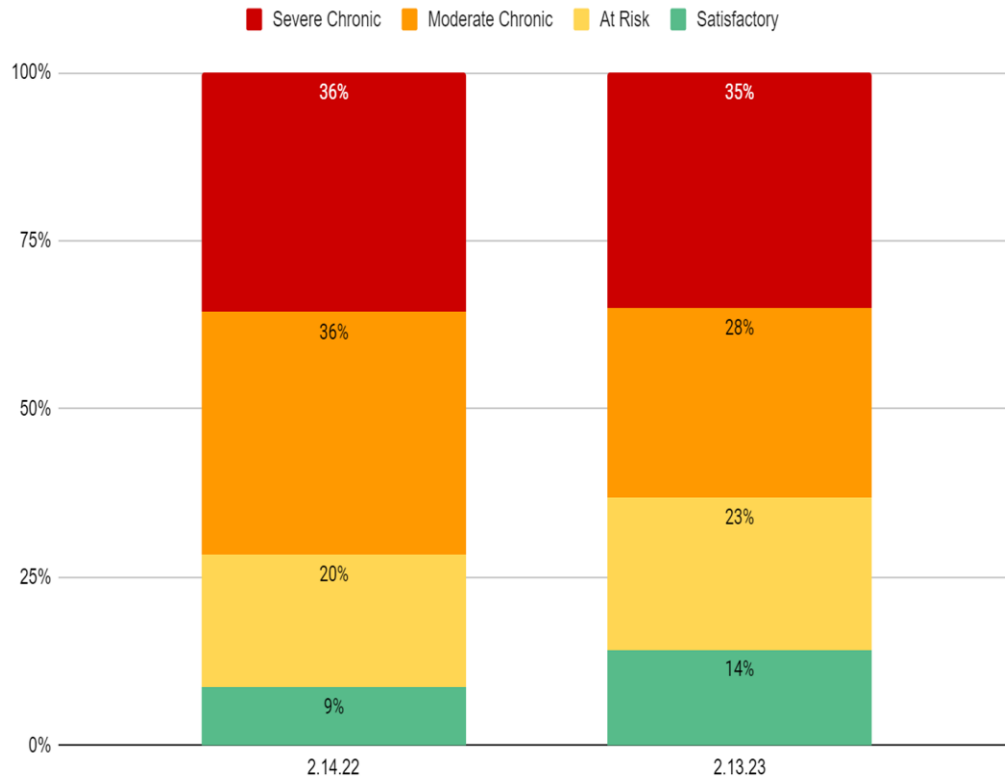


Know Your Students' Attendance Status

DAYS MISSED IN SCHOOL YEAR	
Satisfactory Attendance	Missed less than 5% (6 hours or one day per month)
At-risk Attendance	Missed 5-9.99% (7 to 11 hours per month)
Moderate Chronic Absence	Missed 10-19.99% (12-24 hours per month)
Severe Chronic Absence	Missed 20-49.99% (25-59 hours per month)
Extreme Chronic Absence	Missed 50% or more (60+ hours per month)

Data Dashboard by Grade Level and Attendance Tier

Comparison Student Attendance by Absence Category



Grade	Satisfactory	At Risk	Moderate Chronic	Severe Chronic	ALL CHRONIC (moderate + severe)
PK	3	8	6	3	9
K	8	6	9	12	21
1	6	6	17	12	29
2	5	10	9	2	11
3	2	13	11	16	27
4	9	8	14	12	26
5	5	8	14	9	23
6	4	8	7	13	20
TOTAL	42	67	87	79	166

Use Data to Identify Students Early in the School Year

- ✓ Chronic absence (missed 10-19.9% of school) in the prior year.
- ✓ And/or starting in the beginning of th school year, student has:



Qualitative Data Tools

Tools to share with schools/districts to learn why students do or don't attend school

- ❑ **2x10:** Relationship and trust building strategy; spend two minutes per day for 10 days talking with a student
- ❑ **Student and Family Focus Groups:** Moderated small group discussions to explore experiences and perspectives

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

Practice Assignment for January 4 Session

1) Work with a district or school to map their existing teams

AND/OR

2) Identify a bright spot where attendance is an explicit part of the districts ongoing work within the context of academic outcomes and an existing team

www.attendanceworks.org

Next Steps for Southeast Quad

Consultation Session II: Wed. Nov 29 from 1:30- 3:00

Practice Assignment: Map existing teams OR identify a bright spot where attendance is integrated into team

**Next PD Session III: Thursday, January 4 from
1:00-2:30**

QUESTIONS?

EDUCATION.OHIO.GOV

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**Department of
Education &
Workforce**



Evaluation Survey

Please let us know how we can improve

<https://www.surveymonkey.com/r/ESCSSTSession2>

Thank you!

RESOURCES

District Self-Assessment Tool

Does our district team have a systemic approach to reducing chronic absence?

(pictured: 6 key ingredients)

CAPACITY BUILDING		Solidly in place	Measurable Progress	Needs Improvement	Urgent Gap	Comments
1.	Our district has a cabinet-led team with responsibility for attendance that aligns with existing strategies to improve academic outcomes that represents key departments/functions (e.g., academics, student					
ACTIONABLE DATA		Solidly in Place	Measurable Progress	Needs Improvement	Urgent Gap	Comments
2.	1. Our district team has established protocols for taking attendance/participation on a daily basis for in-person and					
POSITIVE ENGAGEMENT		Solidly in Place	Measurable Progress	Needs Improvement	Urgent Gap	Comments
3.	2.					
	3. 1. Our district ensures schools are able to implement a restorative, positive school climate, with differentiated engagement strategies, that mitigate disconnectedness, stress and trauma.					
STRATEGIC PARTNERSHIPS		Solidly in Place	Measurable Progress	Needs Improvement	Urgent Gap	Comments
2.						
	3. 1. Our district leverages its community partnerships to align services and supports to the needs, languages and cultures of historically marginalized groups of students and families (e.g. Black, Latinx,					
ADEQUATE & EQUITABLE RESOURCES		Solidly in Place	Measurable Progress	Needs Improvement	Urgent Gap	Comments
2.	1. Our district has mapped school, district and community-based resources that promote attendance.					
SHARED ACCOUNTABILITY		Solidly in Place	Measurable Progress	Needs Improvement	Urgent Gap	Comments
2.	1. Our district has set district-wide goals for improving attendance and reducing chronic absence.					
	3.					
	2. Our district ensures that school leaders have set goals and a data-driven plan to improve attendance and reduce chronic absence.					
	3. Our district ensures that data for each student (including attendance, behavior and academic progress) is easy to understand and accessible to families in a timely manner.					

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



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.					

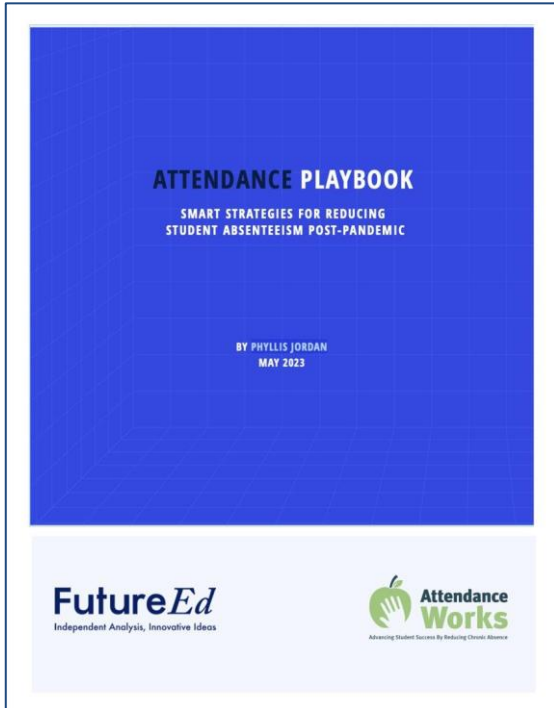
How well does your team...

- 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>



Interventions that can be found in the Attendance Playbook



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/>

2 x10 Relationship Strategy Bank

Strategy	Plan & Track	Reflect
<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● Check off or record dates● Start with one student	<ul style="list-style-type: none">● 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/e4olyjr/sesion_2_relationship_strategy_bank.pdf

Sample Agenda

Biweekly Meetings

- Welcome/Check-In (2 min)
- Review Data Patterns & Trends (10 min)
- Tier 1 Engagement Efforts (10 min)
- Tier 2 Priority Groups and Interventions (30 min)
- Tier 3 Action Step Status Summary (5 min.)
- Next Steps & Assignments (3 min.)

Ohio District Data

Links to Access Data:

- <https://reportcard.education.ohio.gov/>

Chronic Absence is under Gap Closing

- <https://reports.education.ohio.gov/overview>

Public Data → Student Attendance → School/district