Department of Education & Workforce

FUTURE FORWARD OHIO

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

Welcome Back

Western Quad!

Presenters:

Susan Lieberman, Attendance Works

Gisela Ariza, Attendance Works

Patrick Hickman, Ohio Department of Education and Workforce

PRESENTERS

Patrick Hickman
Ohio Attendance Advisor
Ohio Department of Education
and Workforce

Susan Lieberman
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

Showing Up Together!

2023 Attendance Awareness Campaign

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

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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
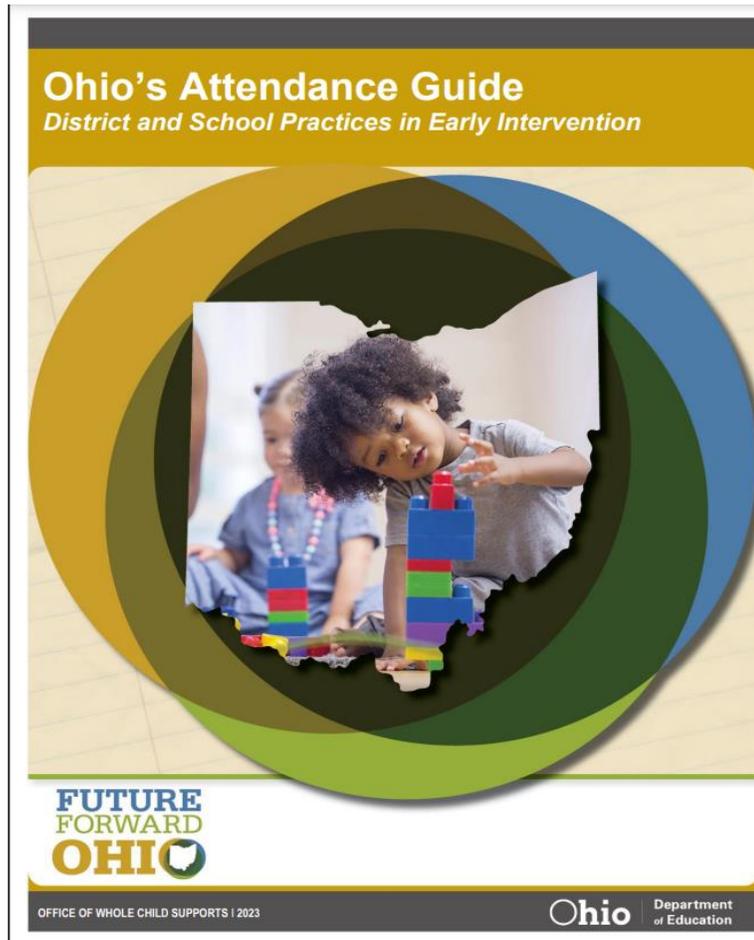# District and School Practices in Early Intervention
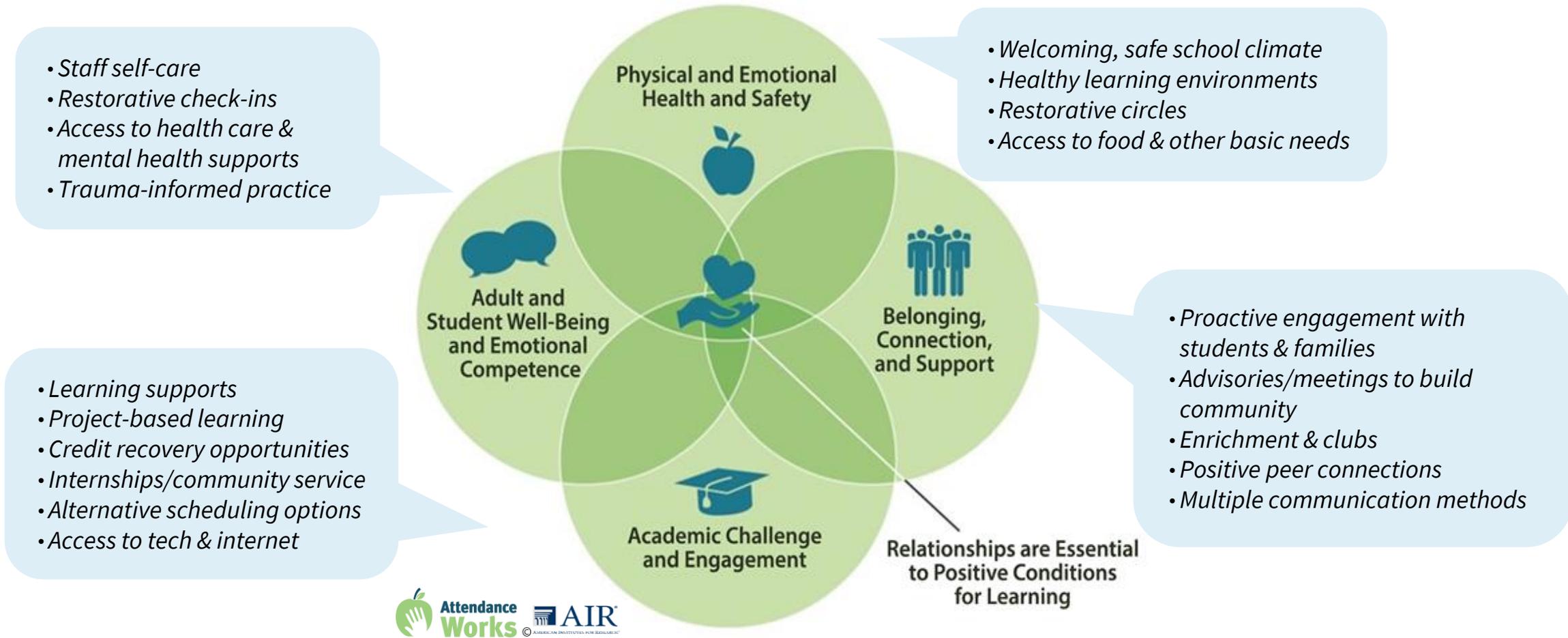
AGENDA

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

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

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

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

- *Proactive engagement with students & families*
- *Advisories/meetings to build community*
- *Enrichment & clubs*
- *Positive peer connections*
- *Multiple communication methods*

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

Attendance Works © American Institute for Research AIR

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.

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AGENDA

Showing Up Together!

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Teams are Grounded in a Multi-tiered System of Support
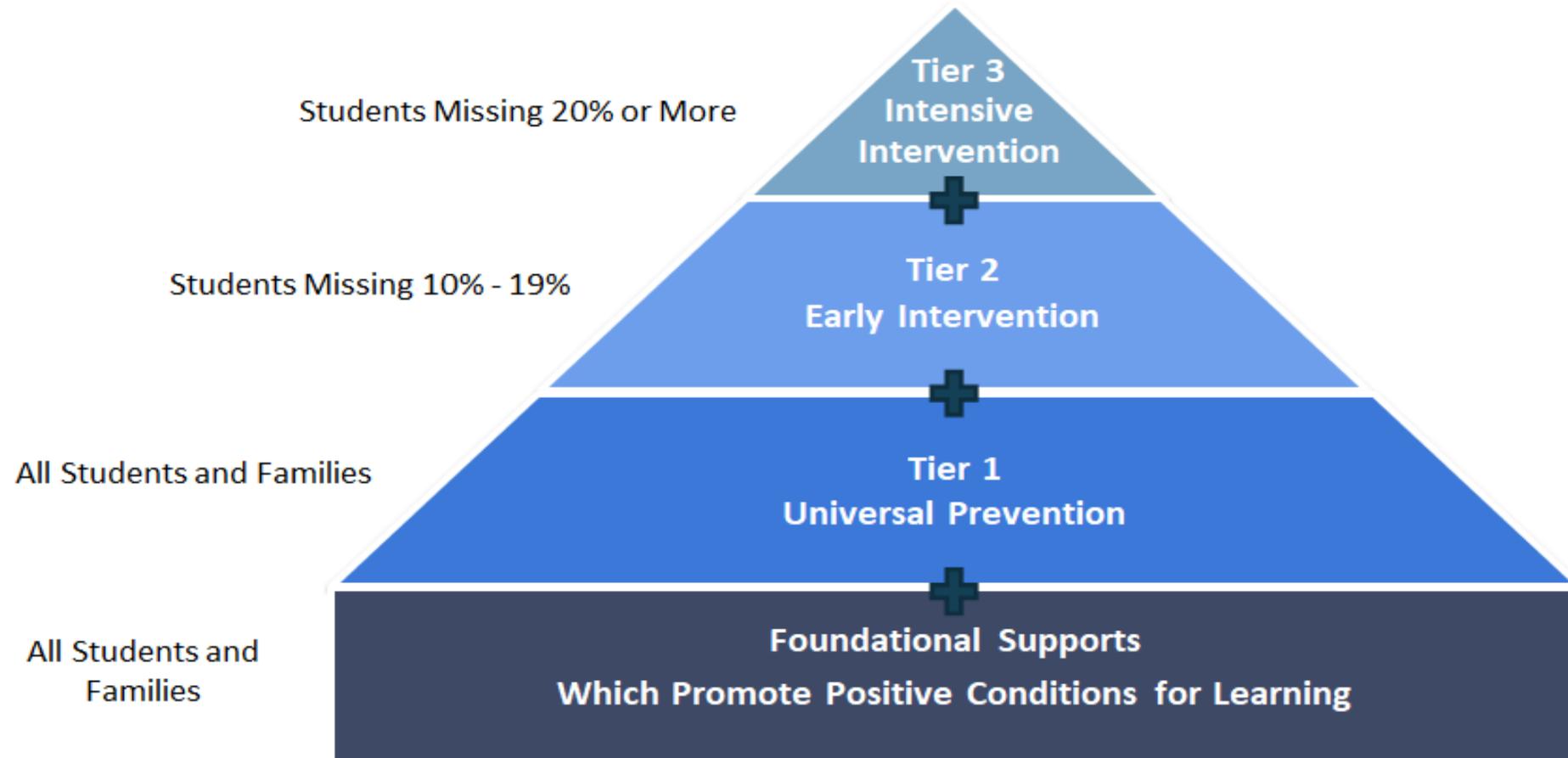
District Administration Role

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

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

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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   *Sports coaches
* Counselor   *Teachers
* Social Worker   *Special education staff
* Administrative support staff   *Expanded Learning program staff
* Early education 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.

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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

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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?

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 *(and use the chat to express ideas)*
- Person whose first name is closest to the letter "M" is the facilitator

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Large Group Discussion

Share your ideas or ahas!

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Agenda

Introduction

Share Foundational Strategies

Team Structure and Functions

Utilizing Attendance Data

Next Steps

Examine and Monitor Quantitative and Qualitive Data

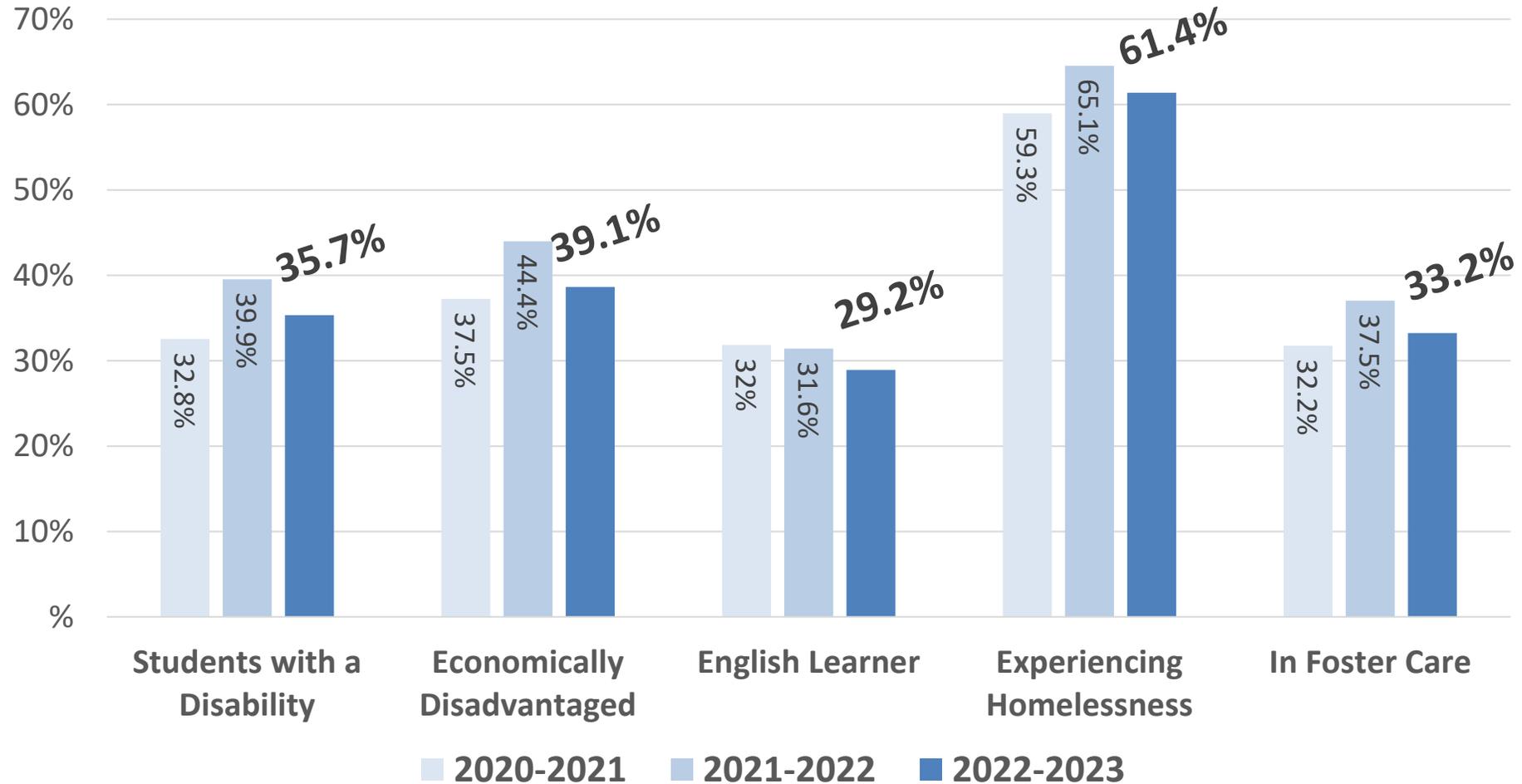# Analyze Data Patterns and Trends

- 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
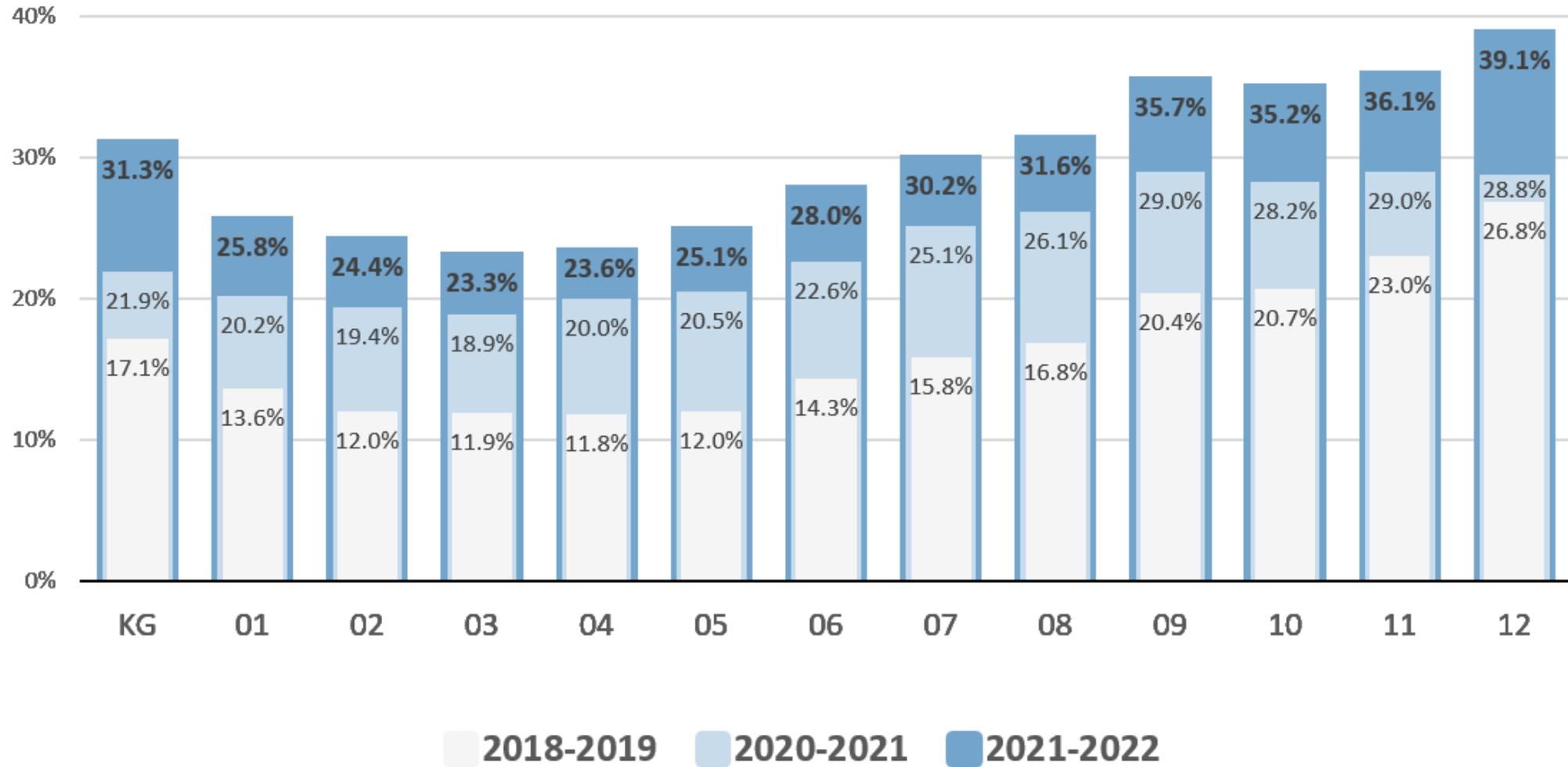
Chronic Absenteeism in Ohio

Chronic Absence by Student Group ('21-22)
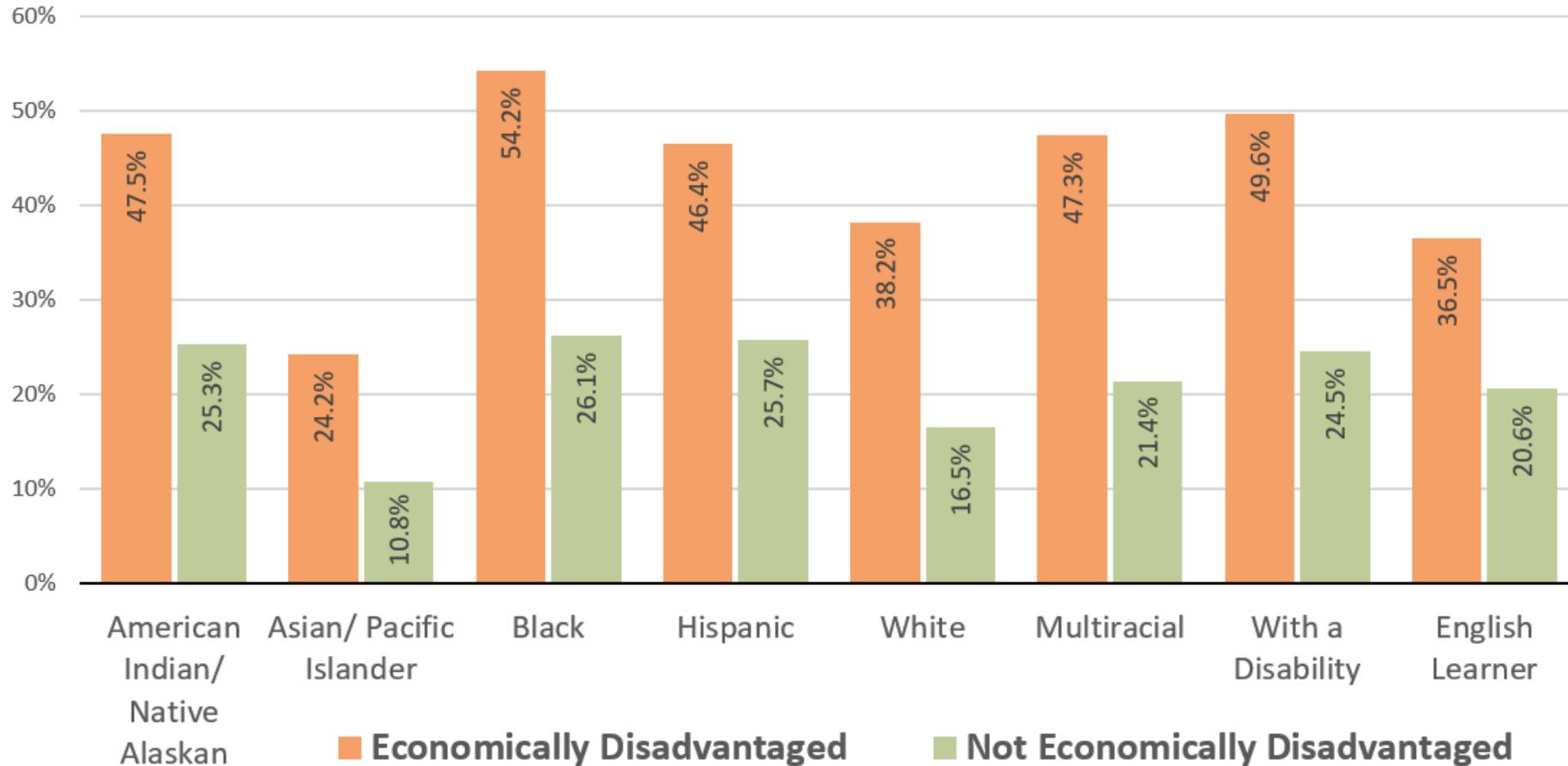
Know Your Students' Attendance Status

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

Columbus City Schools

Comparison Student Attendance by Absence Category

Legend: Severe Chronic | Moderate Chronic | At Risk | Satisfactory

2.14.22: Severe Chronic 36%, Moderate Chronic 36%, At Risk 20%, Satisfactory 9%

2.13.23: Severe Chronic 35%, Moderate Chronic 28%, At Risk 23%, Satisfactory 14%
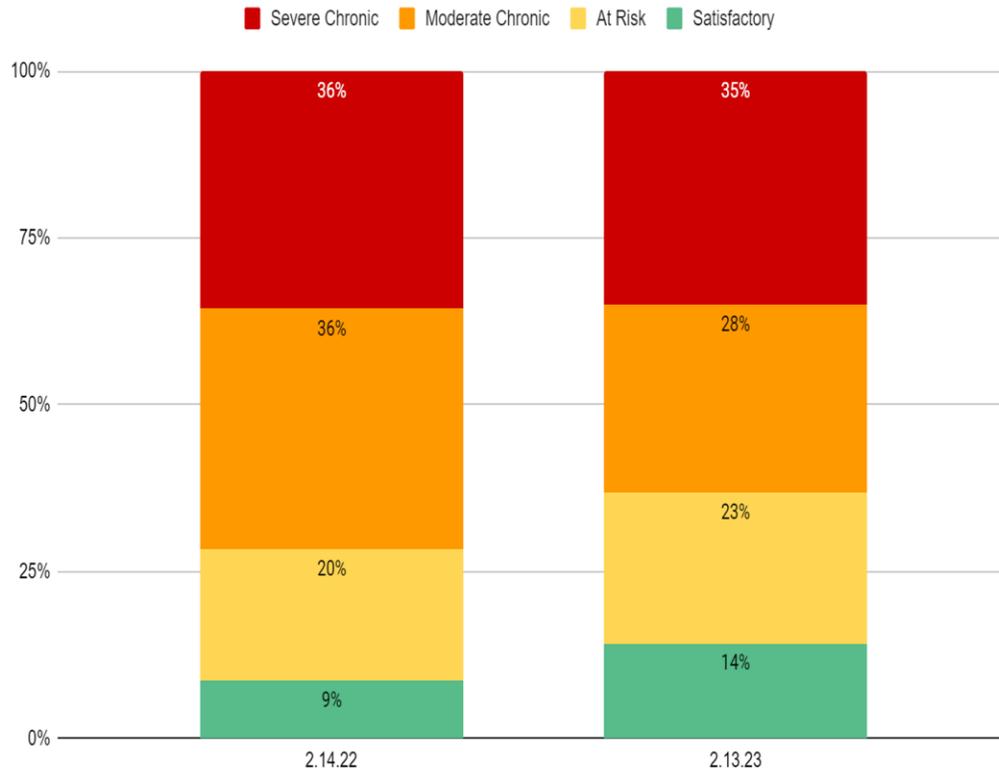
Grade	Satisfactory	At Risk	Moderate Chronic	Severe Chronic	ALL CHRONIC (moderate + severe)
PK	3	8	6	3	9
K	8	6	9	12	21
1	6	6	17	12	29
2	5	10	9	2	11
3	2	13	11	16	27
4	9	8	14	12	26
5	5	8	14	9	23
6	4	8	7	13	20
	42	67	87	79	166

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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:

In first 2 weeks	2 absences
In first month (4 weeks)	2-3 absences
In first 2 months (8 weeks)	4-7 absences

← **Missing 10% any time after**

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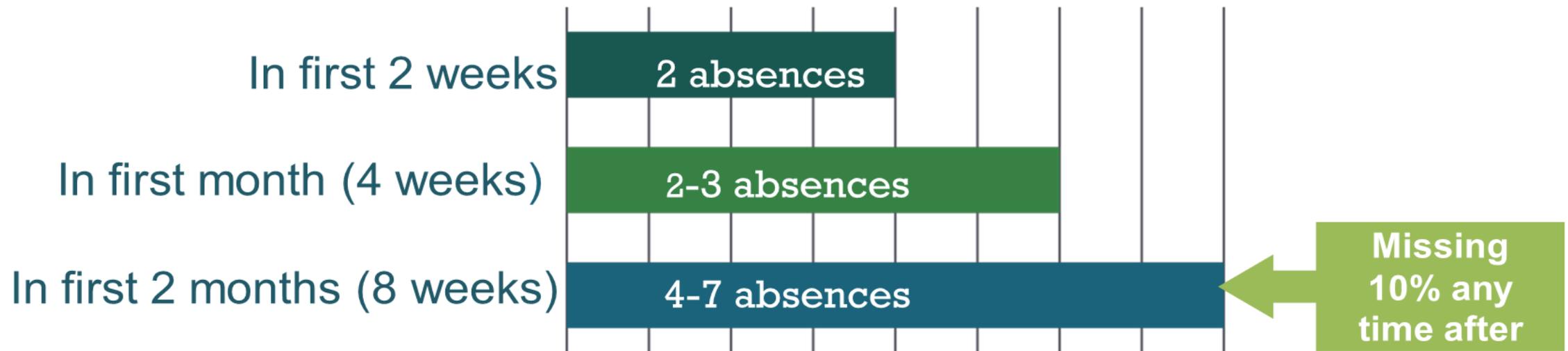
Qualitative Data Tools
Tools to share with schools/districts to learn why students do or don't attend school

❑ **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/

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Practice Assignment for January 10 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

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Next Steps for Western Quad

Consultation Session II: Tues. Nov 28 from 3:00-4:00

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

Next PD Session III: Wednesday, January 10 from 2:30-4:00

QUESTIONS?

EDUCATION.OHIO.GOV

Patrick Hickman, Ohio's Attendance Advisor
Patrick.Hickman@education.ohio.gov
614-387-2202

Evaluation Survey

Please let us know how we can improve

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

Thank you!

RESOURCES

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

(pictured: 6 key ingredients)

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

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
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
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
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
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
1. Our district has set district-wide goals for improving attendance and reducing chronic absence.					
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.					

Team Self-Assessment

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 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.					

Interventions that can be found in the Attendance Playbook
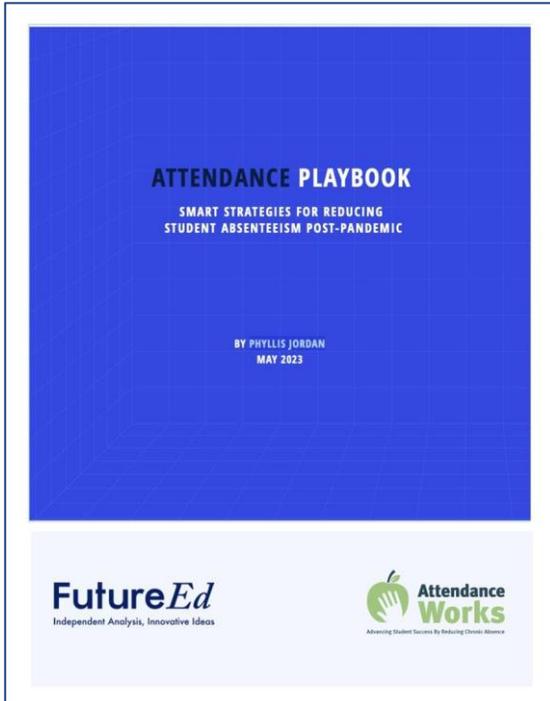
TIER I: Foundational Support and Schoolwide Prevention
- Community Schools
- Engaging with Families
- Student-Teacher Relationships
- Relevant—and Culturally Relevant—Instruction
- Restorative Discipline Practices
- Summer Learning and Afterschool Strategies
- Positive Greetings at the Door
- Incentives
- 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

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

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

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

FutureEd
GEORGETOWN UNIVERSITY

2 x10 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

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

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