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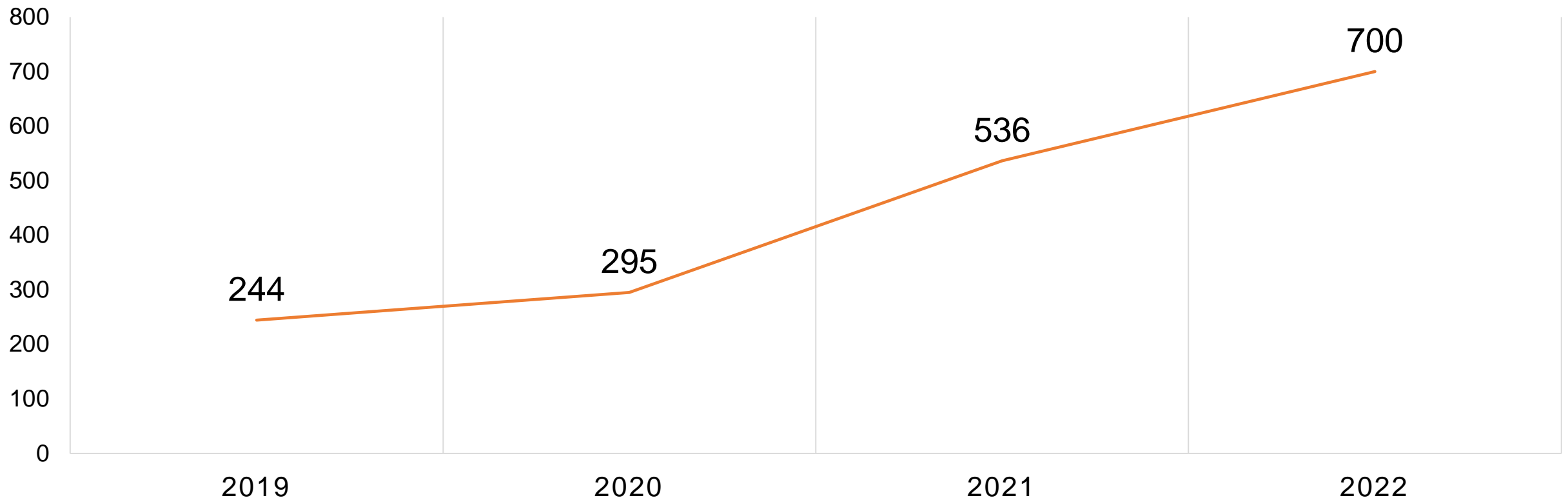
Early Intervention Strategies:
Using Teams to Monitor & Identify Students in Need of Support

February 9, 2023

NUMBER OF CONNECTICUT SCHOOLS
WITH CHRONIC ABSENCE RATES HIGHER THAN 15%
2018-19 TO 2021-22

C.G.S. Sec. 10-198c, Chronic Absence, definitions and attendance review teams

Source: CT EdSight, Supporting Student Participation (ct.gov) Monthly Attendance Reports

Welcome!

Hedy Chang
Executive Director

Susan Lieberman
Senior Fellow

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Associate Director for Policy

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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 1, Session 1
- ❖ Presentation Slides
- ❖ Outline and Link to Resources

Introductions

Please share in Chat:

- Name

- Role

- District/Organization

- When it was hard 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
(poll)

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

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

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

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Reducing Chronic Absence Requires a Team Approach

What makes a team effective?

Type in Chat:

Describe one value that is essential
to an effective team.

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.

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
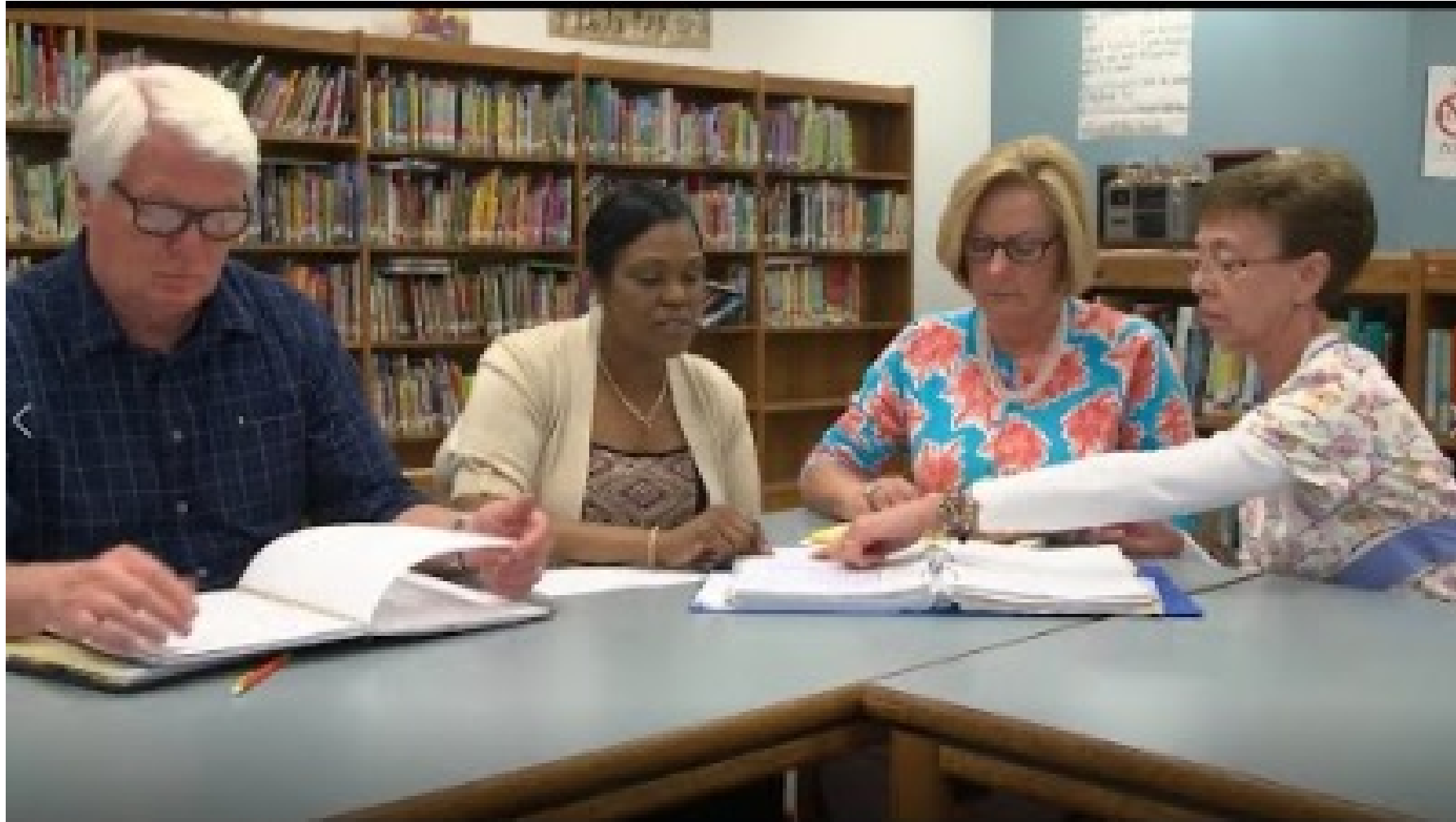
https://youtu.be/wFWfT4N64mM

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

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

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

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

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

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

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

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

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

- Determine if a new team needs to be established.

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

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Map of School Teams

Name of Team	Team Purpose	Team Members	Meeting Frequency

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

Poll

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

❑ Stand-alone attendance team

❑ Positive Behavioral Intervention Supports 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

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Suggested Agenda Items for Teams

I. Aggregate Data Trends

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

> ✓ Parents/Students/Community Partners can be involved

II. Unpacking Patterns

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

III. Tiered System of Support

Strategies for strengthening your tiered system/ year long approach

IV. Tier 2 and Tier 3 Students

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

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

V. Meeting Decisions and Next Steps

Roles and Responsibilities

Core Team roles include:

- ❖ Team facilitator/leader

- ❖ Data coordinator

- ❖ Note taker

Tips:

- Divide up responsibilities

- Create opportunities for everyone to contribute their insights

- Encourage clarifying questions

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

- Keep school staff informed and engaged.

- Establish regular meeting schedule for the school year.

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**

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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

https://www.attendanceworks.org/resources/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
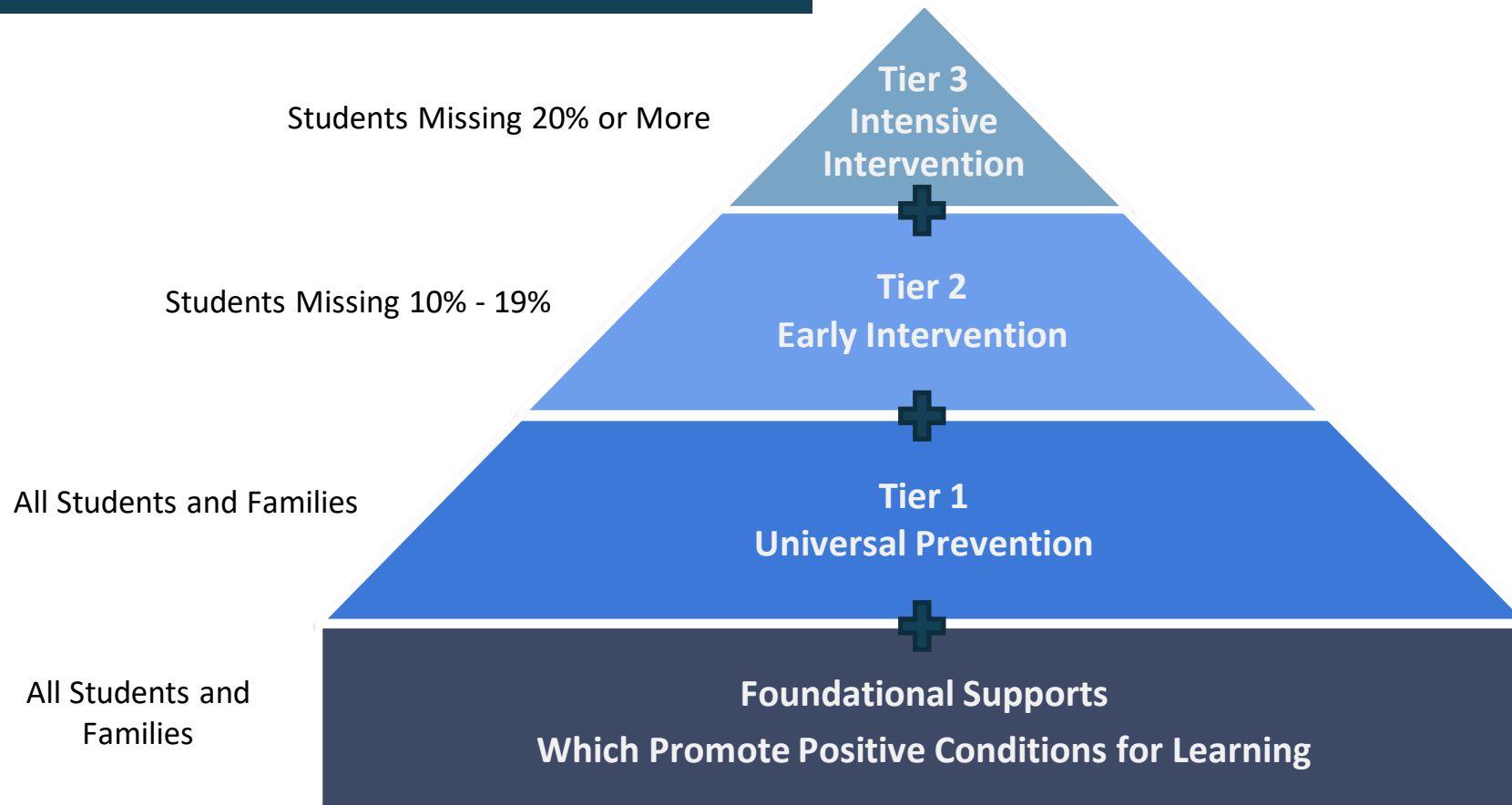- Monitor progress

Team Function #1:
*Organize a multi-tiered attendance strategy that begins with prevention and early intervention*

Multi-tiered System of Support for Attendance

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 Supports
Which Promote Positive Conditions for Learning

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

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Positive Conditions for Learning
Lead to Students Being Engaged and Attending Regularly
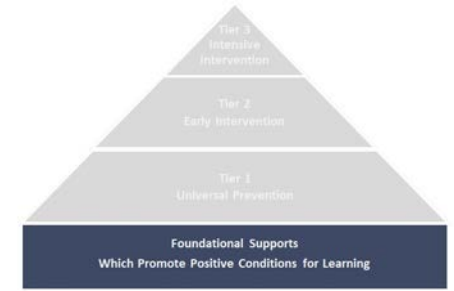
- Restorative check-ins
- Access to health care & mental health supports
- Trauma-informed practice
- Staff self-care

Physical and Emotional Health and Safety
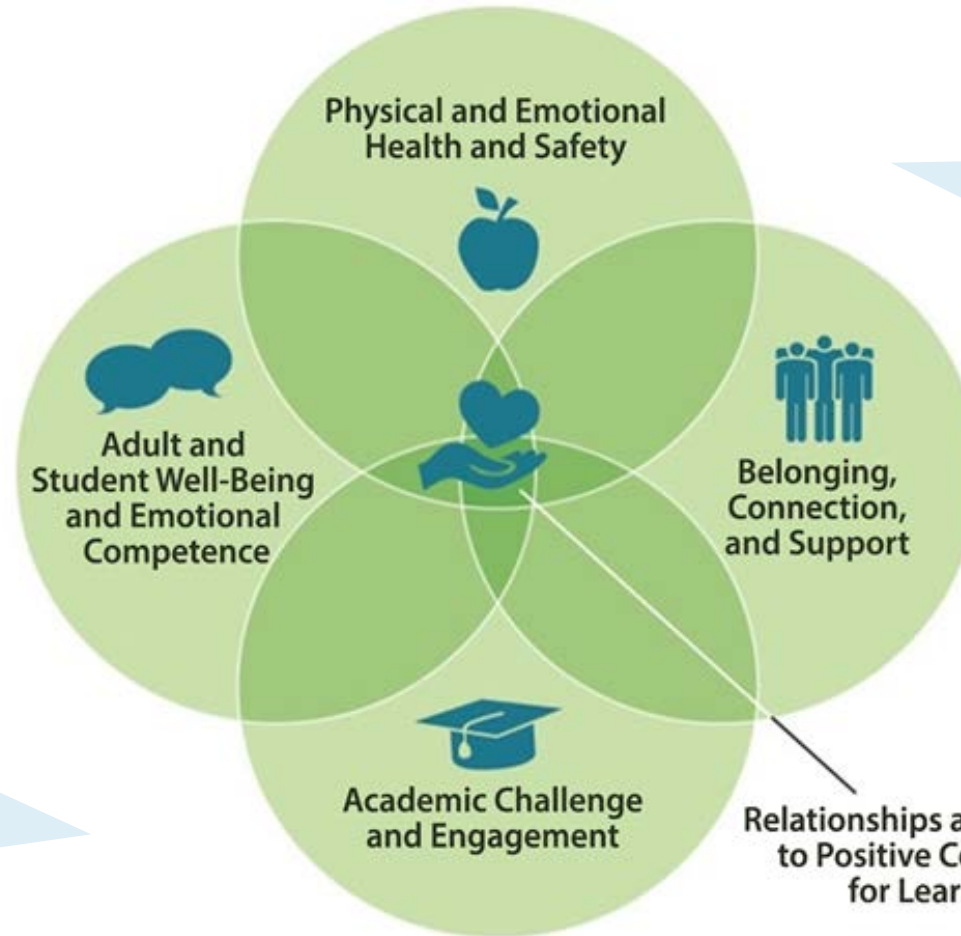
- Healthy learning environments
- Welcoming, safe school climate
- Access to food & other basic needs
- Restorative circles

Adult and Student Well-Being and Emotional Competence

Belonging, Connection, and Support

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

Academic Challenge and Engagement

Relationships are Essential to Positive Conditions for Learning

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

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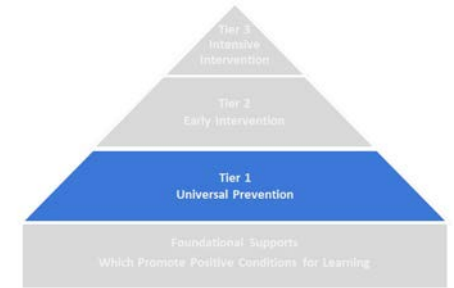
❖ Clear, concise and consistent communication about schedules and expectations

❖ Routines, rituals and celebrations related to attendance and engagement

❖ Personalized positive communication to families when students are absent

❖ Recognition of good and improved attendance

❖ Impact of attendance on whole child widely understood

❖ Connection to a caring adult in the school

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

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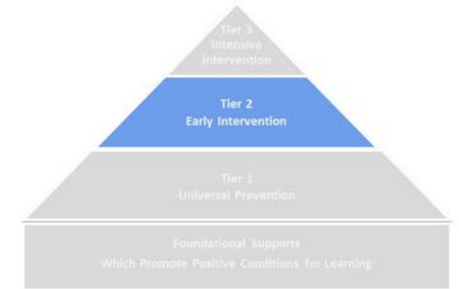
❖ Common community and school barriers identified and addressed

❖ Individualized student success plan that includes attention to attendance

❖ Attendance strategies added to IEP

❖ Family visit

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

❖ Intensive tutoring

❖ Check-In/Check-Out (CICO)

❖ Expanded learning opportunities

❖ Small group interventions and supports for students

❖ Restorative alternatives to discipline and suspension

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Tier 3: Intensive interventions

❖ Educational support champions / advocates

❖ Interagency case management

❖ Housing stability supports

❖ Student attendance review board

❖ Community-based, non-criminal truancy court

❖ Individualized learning and success plan leading to graduation

❖ Youth Service Bureaus

   Referral Process: https://portal.ct.gov/-/media/SDE/Truancy/Youth-Service-Bureau-Referral-for-Truancy-and-Defiance-of-School-Rules-Form.pdf
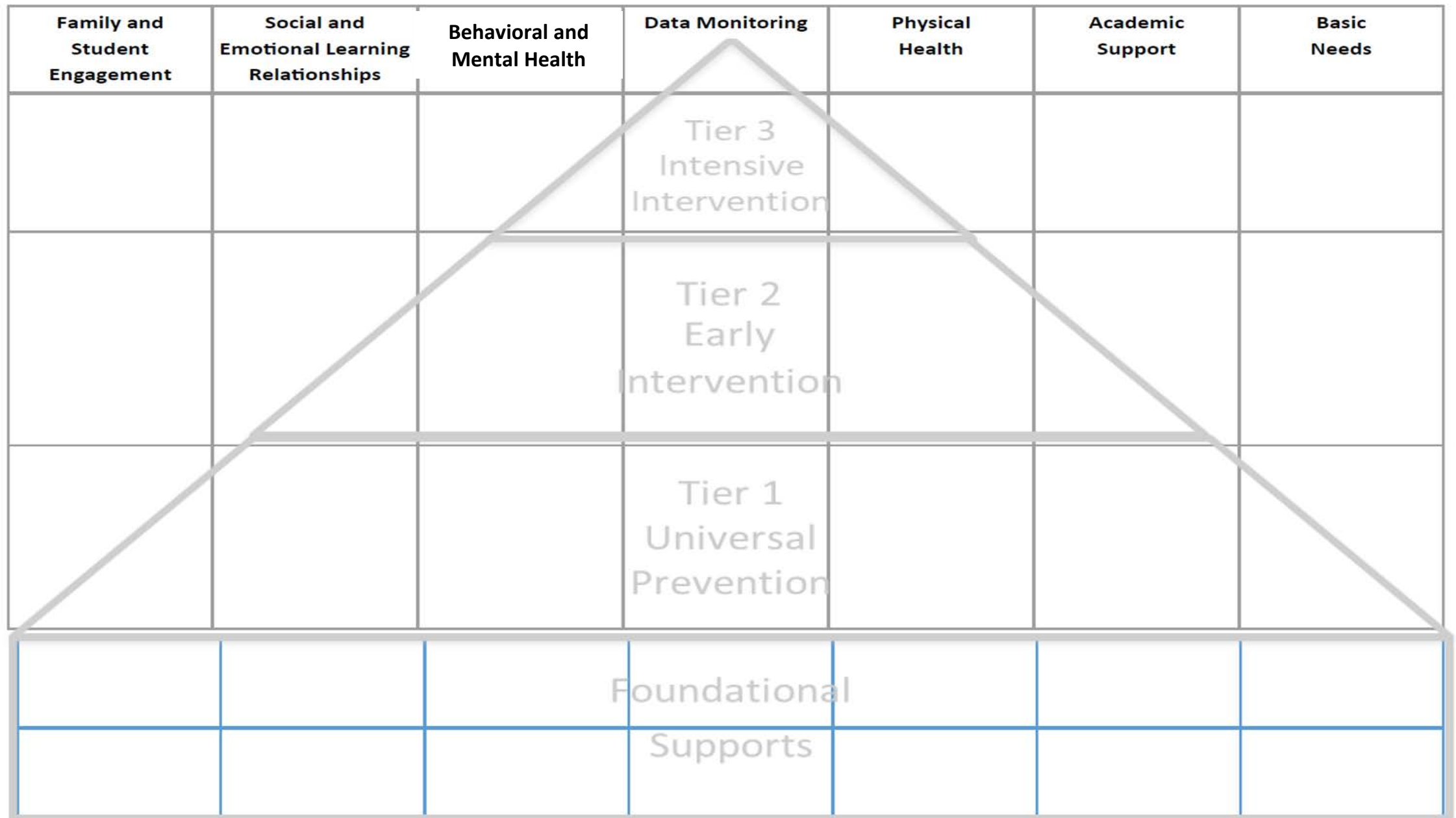
❖ Legal Intervention *(as a last resort)*
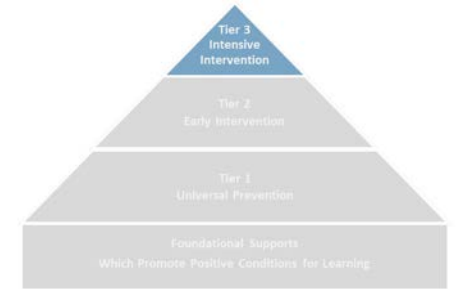
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Poll

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.

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

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

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

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

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

Team Function #2:

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

What percentage of students in each grade were chronically absent last month (12/2022) compared to end of last year (2021-22)?
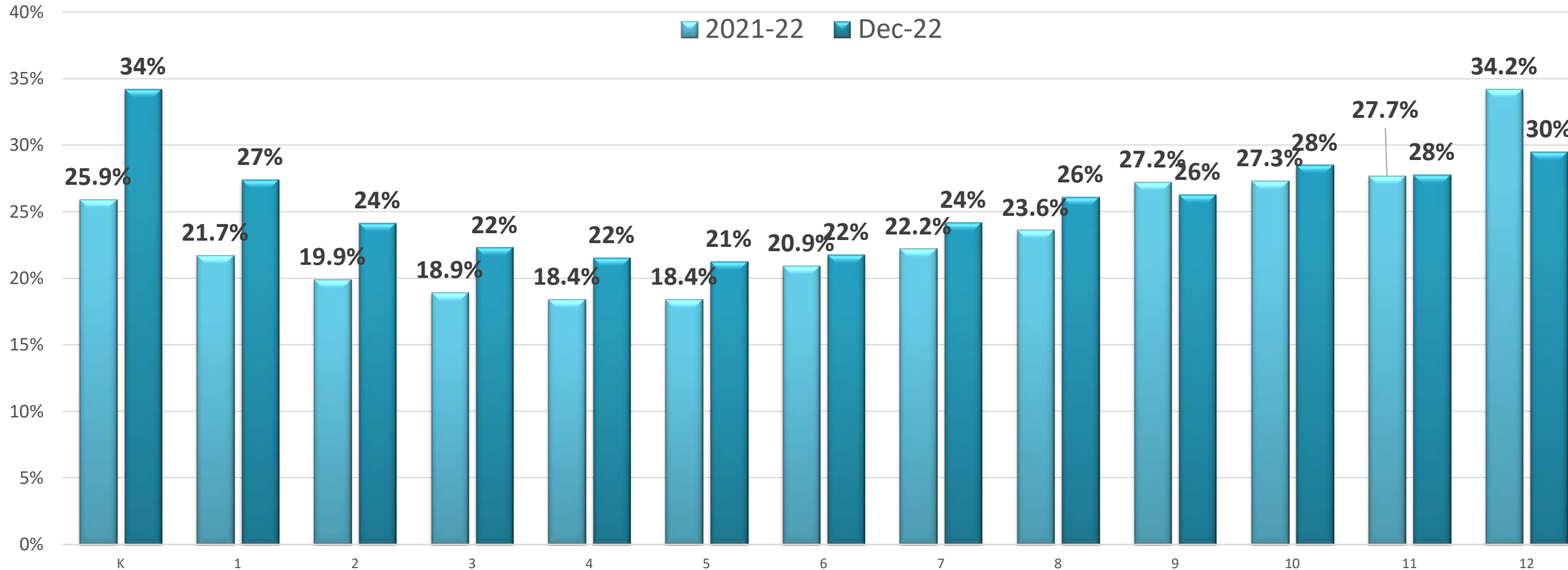
Source: CT EdSight, Supporting Student Participation (ct.gov) Monthly Attendance Reports

Percentage of Students Chronically Absent by Student Group
YTD as of Dec 2022 compared to SY 2021-22, 2020-21 and 2019-20
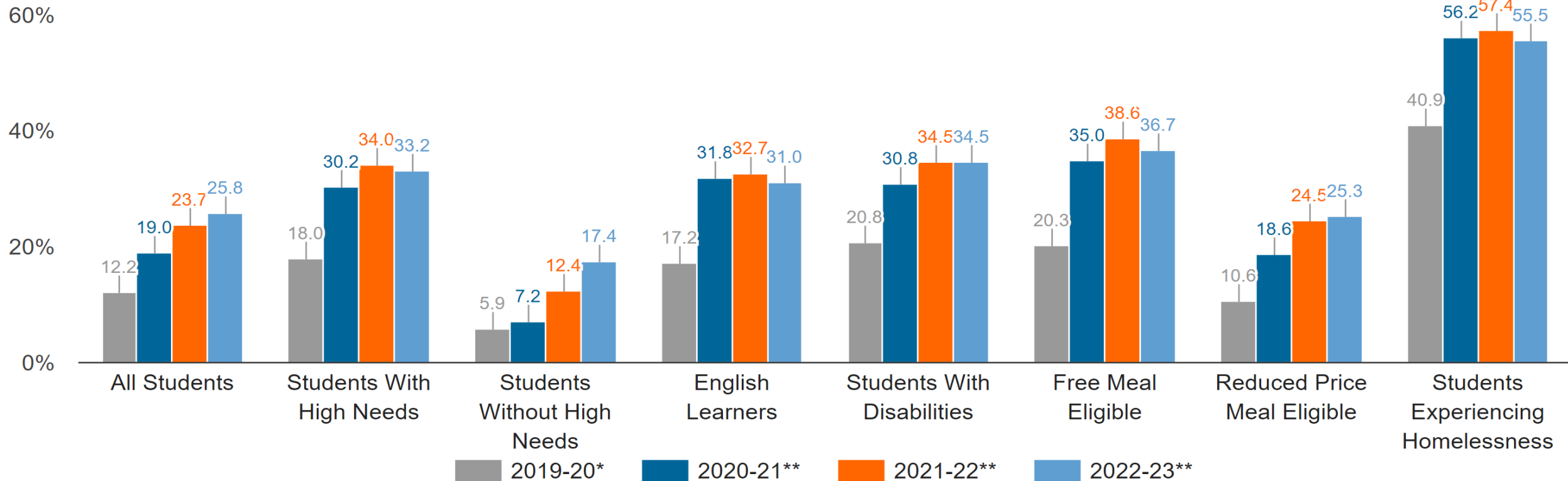
*Calculations are based only on in-person school days until mid-March 2020. **Calculations include both in-person and remote days.

Source: CT EdSight, Monthly Attendance Reports, Supporting Student Participation (ct.gov)

Chronic Absence Slightly Decreased for African American and Latino Students While Increased for Others

Chronic Absence by Ethnicity
SY 2021-22 versus Dec 2022

Ethnicity	Jun-22	Dec-23
All other races	20%	22%
Black or African American	35%	31%
Hispanic/Latino of any race	36%	33%
White	17%	21%

■ Jun-22 ■ Dec-23

Take Note

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

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

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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.

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Use Data to Identify and Address Inequities

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

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

➢ Determine how to address unequal access to resources.

What data is your school using to activate outreach?

❑ One absence

❑ Missing 10% of days enrolled

❑ Number of unexcused absences

❑ Cannot reach family with existing contact info

❑ Other *(type in chat)*

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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 the current year **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

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Reflect

In your school, is it clear...

✓ when to take action to improve attendance?

✓ how that should happen?

✓ who should do it?

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

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

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www.attendanceworks.org

Team Function #3:
Identify assets, barriers and strategies that affect attendance

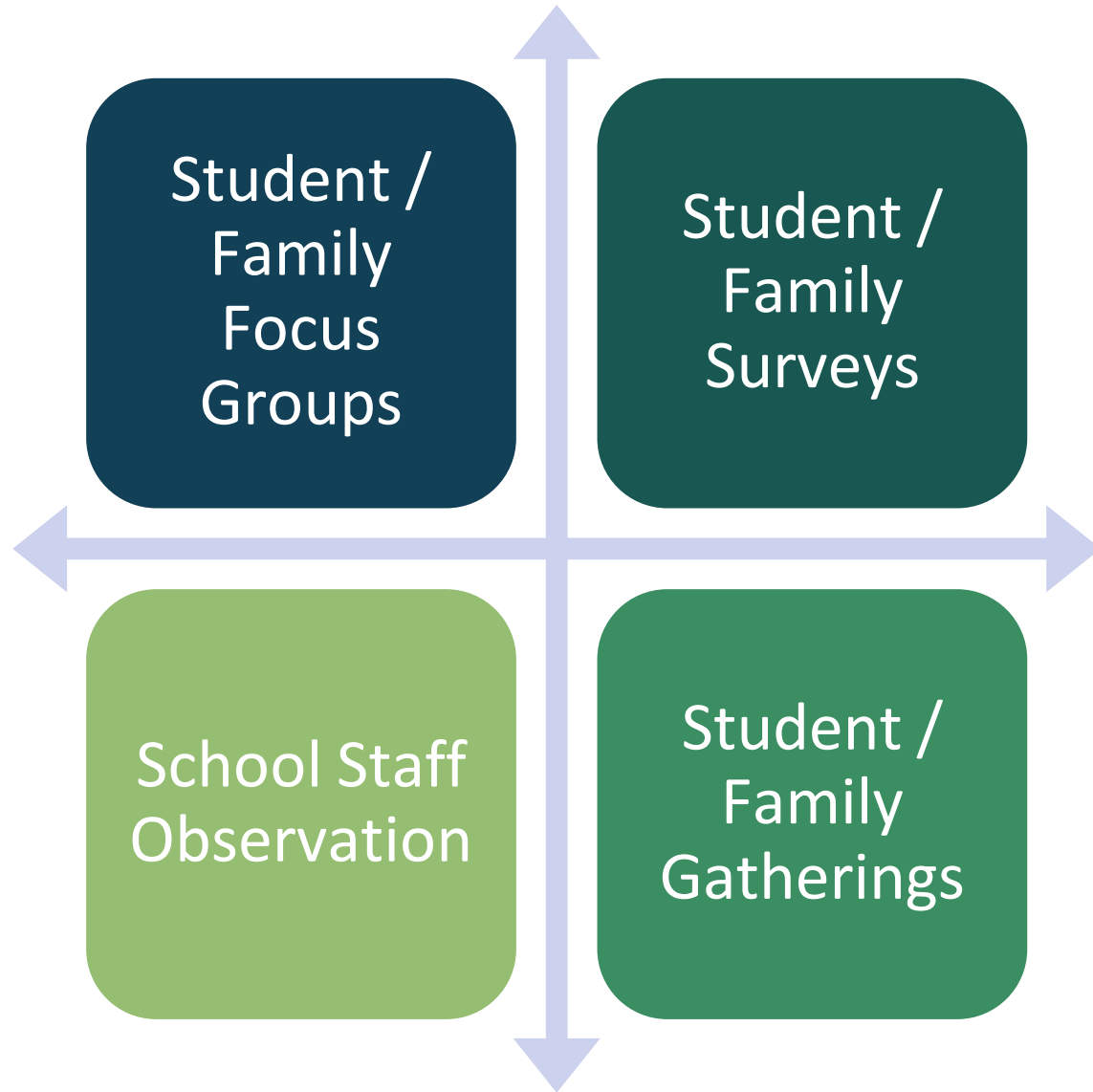# Addressing Reasons for Absences

https://youtu.be/iPw1WiE6Dkk

Why Understanding the Perspectives of Students and Families Matter

❖ Students have untapped expertise and knowledge that can bring renewed relevance and authenticity to classrooms and school reform efforts.

❖ Addressing the challenges students experience requires considering their specific realities. The goal is to hear student opinions and experiences while attending school

❖ Understanding when many students and families experience similar challenges allows you to create scalable solutions.

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

Student / Family Focus Groups

Student / Family Surveys

School Staff Observation

Student / Family Gatherings

Used with permission from Butte County Office of Education

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

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2 x10 Relationship Strategy Bank

2 x 10 Strategy

PURPOSE

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

DIRECTIONS:

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

Strategy:

THE 2 x 10

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

Plan & Track:

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

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

Reflect:

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

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

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

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Attendance Cafe

1. Invite Families - In Person or Virtual

2. Table Hosts - Facilitate conversations in groups of 6

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

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

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

EXERCISE: ATTENDANCE CAFE

Time: 30 minutes

MENU:

Special Today: ATTENDANCE

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

ENTREE
» Discuss this question for 15 minutes: Did you know that children who miss 18 or more days of the school year (2 days a month) starting in kindergarten are less likely to learn to read by third grade and graduate from high school?
» Discuss this question for 15 minutes: What are some of the obstacles that parents face in getting their children to attend school every day?
» Discuss this question on the new table for 15 minutes: What are some ways that parents can overcome these obstacles? How can you help other parents overcome these obstacles?

DESSERT
» Conversation reflection: Table Hosts summarize the conversations at their tables.
» Volunteer to be on an attendance committee
» One-word reflection

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

Reflecting on Root Causes

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

2. Select a method for learning about what affects attendance

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

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

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

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

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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
- Community violence
- 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

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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?

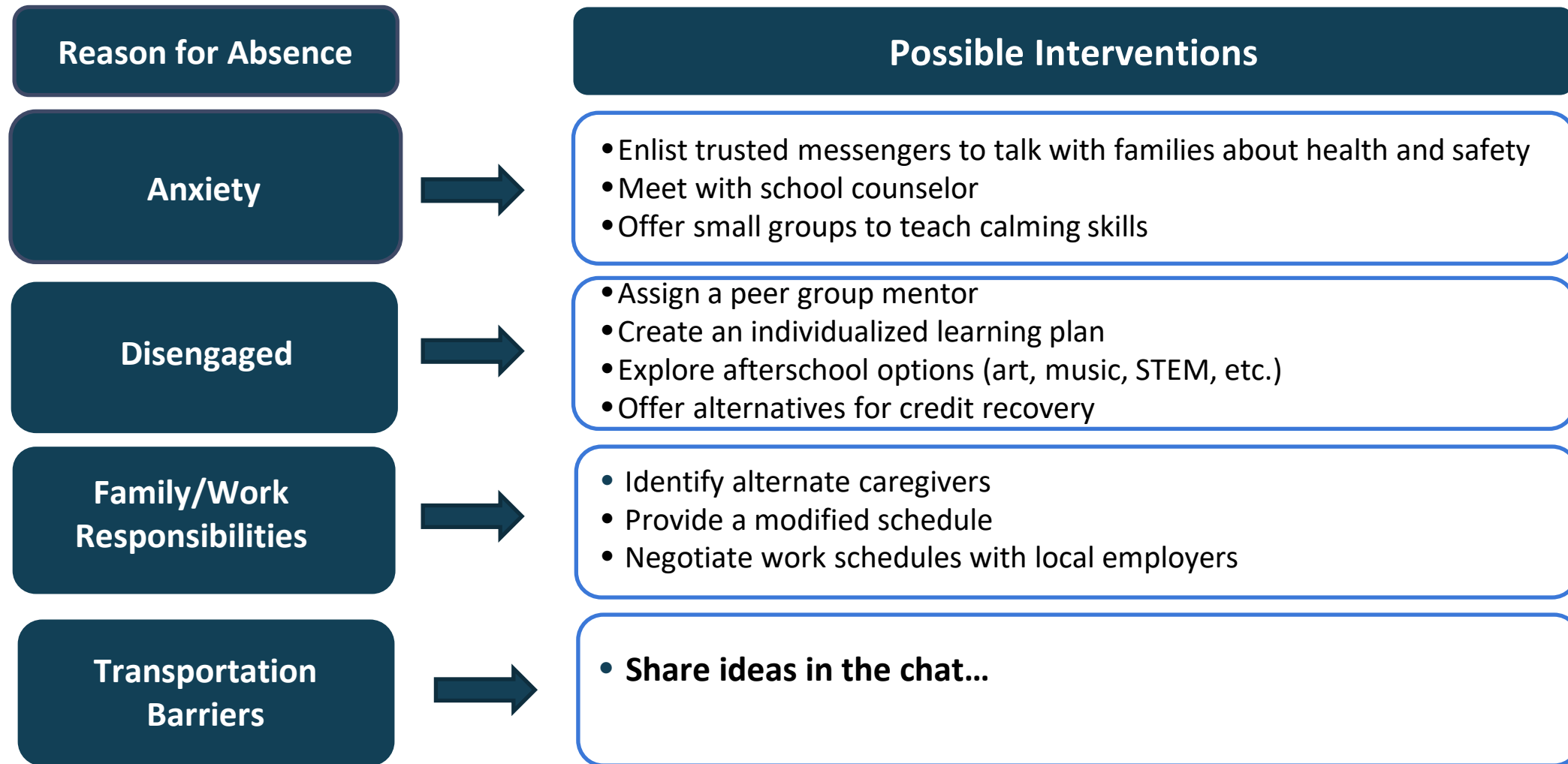**Large group – In the Chat:**

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

10 minutes

Ground Rules

- Turn on your video camera

- Briefly introduce yourself

- Raise your hand to speak

- Ask clarifying questions

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

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

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Align Interventions to Reasons for Absences

Reason for Absence	Possible Interventions
Anxiety	• Enlist trusted messengers to talk with families about health and safety • Meet with school counselor • 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	• **Share ideas in the chat…**

Understanding Common Causes of Absences Worksheet

➢ Academic Conditions

➢ Safety Concerns

➢ Social Dynamics

➢ Home Situation

➢ Health Status

➢ School Culture

➢ Student and Parent Voice

Worksheet: Understanding the root causes for student absenteeism

Use these questions to help identify the likely causes of absenteeism for a student who is chronically absent in your class. Understanding the root causes for missing too much school can help determine the best course of action. Is this something that you can help your student and his/her family overcome? Or is there an underlying issue that requires additional support, perhaps from the school social worker or guidance counselor?

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

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
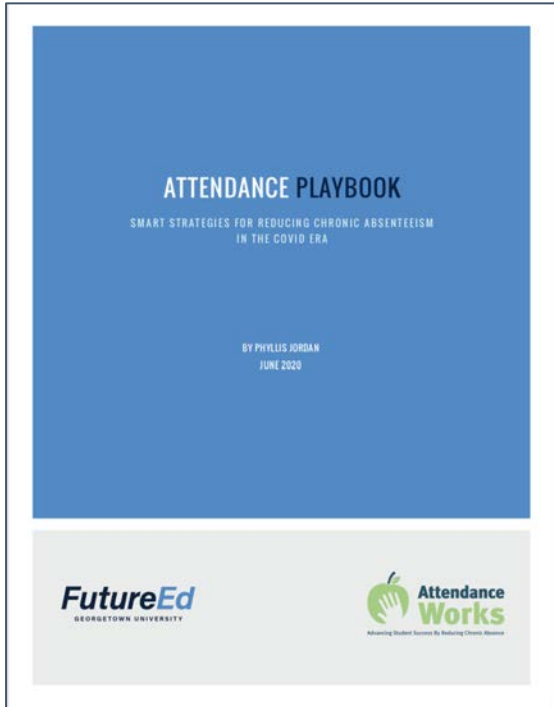
TIER I Interventions
- Nudging Parents and Students
- Home Visits
- Positive Messaging
- Incentives
- Healthy School Buildings
- School-based Health Services
- Telehealth
- School Buses and Public Transit
- A Safer Walk to School
- Breakfast for All
- Laundry at School
- Relevant—and Culturally Relevant—Curriculum
- 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/

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/

Follow-Up Assignment

Reach out to students and families to say you are trying to learn how to address chronic absence in your school/district and you would like their help. Ask:

➢ What helps students come to school?

➢ What barriers keep students from school?

Questions from the Audience

Evaluation Survey

Please let us know how we can improve:

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

Thank you!

Attendance Works ©

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.

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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

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

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

Attendance Works ©

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

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/

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

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

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

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

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