# A8 – Improving Attendance Across Live & Virtual Settings

Presenters:

Bob Putnam, The May Institute (MA); Mark Pellegrino, Gardner Public School District (MA); Amber Casavant, Gardner Public School District (MA) Content Facilitator: Joyce West, Gardner Public School District (MA)

- Topic: School-wide
- Keywords: Implementation, School Climate, Social Relationships



### Virtual Forum Expectations

| EXPECTATI<br>ON   | OVERALL Event  | CHAT Tab  | POLLS Tab<br>(+Q&A)   |
|-------------------|--|---|---|
| BE<br>RESPONSIBLE | <ul> <li>Use a shared action<br/>plan for your team</li> <li>Complete session<br/>evaluations</li> </ul> | <ul> <li>◆ Post positive on-topic comments</li> <li>◆ Questions for the presenters go in the POLLs tab ⇒</li> </ul> | Add questions before<br>and/or during session   |
| BE<br>RESPECTFUL  | <ul> <li>Limit distractions</li> <li>Follow up on your assigned action items</li> </ul>                  | ♦ Use inclusive language  | <ul> <li>Use sincere phrasing</li> <li>Complete additional polls when prompted</li> </ul> |
| BE<br>SAFE        | <ul> <li>Take movement breaks</li> <li>Be aware of your stress</li> <li>level</li> </ul>                 | <ul> <li>Engage in productive<br/>dialogue</li> </ul>   | <ul> <li>Ask solution-</li> <li>oriented questions</li> </ul>                             |
| For<br>Presenters | <ul> <li>Ensure Files Tab has<br/>current materials and<br/>related weblinks</li> </ul>                  | Monitor and remove<br>inappropriate comments  | <ul> <li>Identify common Qs<br/>to address in final 15<br/>minutes</li> </ul>             |

Virtual PBIS Leadership Forum | #PBISForum

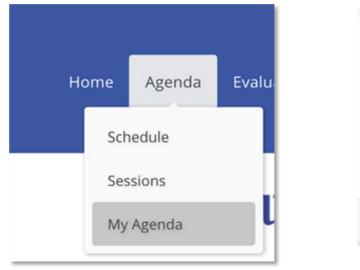
October 26-28, 2021

#### The store and parties

# Finding Your Registered Sessions in Pathable

#### Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select "My Agenda" from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.

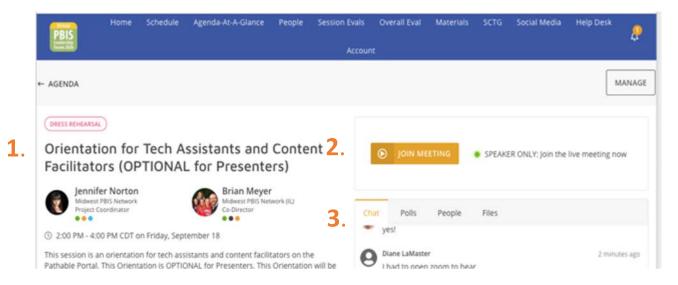






# Navigating the Session Page

- 1. Session Details (Title, Presenters, Date & Time, Description, Keywords)
- 2. Join Session
- 3. Interact through Chat, Polls, & Uploaded Files





### Tips for Participants Chat, Polls, and Q&A

 Use Chat for engaging with other participants around the session topic.

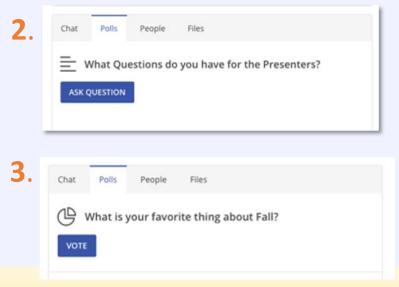
Presenters may use chat differently in specific sessions.

Follow overall Forum expectations for responsible, respectful, and safe



- 2. Find the **Q&A** under **Polls**.
  - Questions for presenters go there.
- 3. Some sessions have other **Polls or** more **Specific Questions**.

#### Complete those when prompted



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### Tips for Participants Be careful of accidently navigating away

#### While participating in a live Session...Be Present!

- If you navigate away from the live Session you will need to press the "Join Meeting" button to get back in.
- What does **navigating away** look like? Here are some examples:
  - 1. Clicking on any area of the navigation menu
  - 2. Clicking on a Person's name







# Tips for Participants Support is Available

If at any time you need support as a participant, use the **Help Desk:** 





#### When Working In Your Team

#### **Consider 5 Questions**

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?

### **Today's Presenters**



**Bob Putnam** Executive Vice President of Positive Behavioral Interventions and Supports (PBIS) and Consultation at May Institute



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### GPS DISTRICT WIDE MTSS/ATTENDANCE GLOW

# "All schools have shown an increase in attendance rates from January to February!

District Email to Schools: "Kudos to all schools for sticking with defining attendance, working through attendance data graphing, creating problem statements, outcome goals, coming to agreed upon criteria/decision making points, resource mapping and beginning to progress monitor interventions! It has been a lot of work but is beginning to pay off!!!"



### National Attendance: How do we define it?

Freeman et al., 2020

Positive Behavioral Interventions & Supports

Regular attendees (miss less than 5% of instructional opportunities) At risk (miss 5%-9% of instructional opportunities)

Chronically absent (miss 10% or more of instructional opportunities) Severely chronically absent (miss 20% or more of instructional opportunities)



# National Attendance Before the COVID Pandemic





### FACTS

- OVER 7
   MILLION students
   missed 15 or more days
   of school in 2015-16.
- That's 16 percent of the student
   population—or about
   I in 6 students.



U.S. Department of Education, 2021 MayInstitute

### FACTS



- Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4 days in September go on to miss nearly a month of school.
- Over 8 million U.S. students miss nearly a month of school each year.
- Absenteeism and its ill effects start early. One in 10 kindergarten and first grade students are chronically absent.

Attendance Works, 2021



### FACTS



- Research shows that <u>missing 10% of school, or about</u> <u>18 days in most school districts, negatively affects a</u> <u>student's academic performance.</u> That's just two days a month and that's known as chronic absence.
- Students who live in communities with high levels of poverty are four times more likely to be chronically absent than others often for reasons beyond their control, such as unstable housing, unreliable transportation and a lack of access to health care.

Attendance Works, 2021





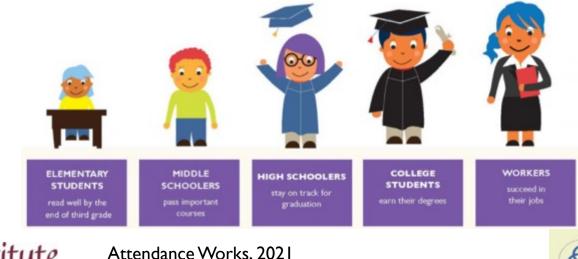
## **Equity Issues**

- Underrepresented and special populations have greater issues with attendance particularly students
  - with special needs
  - of racial minorities
  - from poverty
  - from single parent households



### Impact upon School Achievement

- Poor attendance can influence whether children read proficiently by the end of third grade or be held back.
- By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.





Positive Behavioral Interventions & Supports

### **Two Guiding Principles**







## **Guiding Principle I**



#### Select Interventions and Processes that are Staff Time-Efficient and Support Staff Wellness



MayInstitute



Positive Behavioral nterventions & Supports

## Guiding Principle 2



Select Interventions and Processes that are Resource-Efficient and Produce the Largest Outcomes

"Do the simplest thing that will result in the biggest outcomes" -Rob Horner



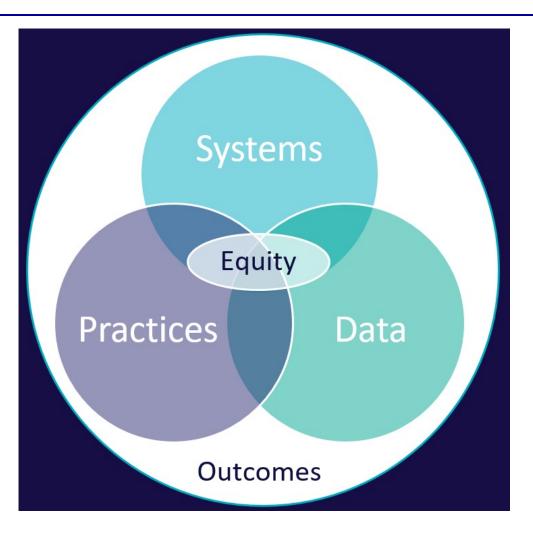


#### Most Typical School-based Interventions are <u>Reactive</u> without Team-Based Data-Based Decision-Making

### Typical Interventions

- Parent communication teacher/staff
- Parent communications with counselor
- Parent communication with nurse
- Attendance letter home
- Phone call to DCF
- Student Meeting
- Parent/Student meeting
- SRO Home visit
- □ File 51A for educational neglect
- File CRA
- Mental health supports (i.e. counseling)

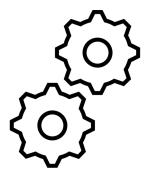
#### Braiding your Attendance Initiative with SWPBIS



### Systems

#### Systems (Don't silo your attendance team)

- Administrative support
- Representative data-based decision-making teams meeting regularly
- Access to representative disaggregated data
- All faculty looking at representative data
- Team based development of problem statements based on data







#### Disaggregating Data for Data-based Decision-making

#### Data

- By School-wide
- By Class period
- By Individual
- By Day
- By Subgroups (racial, SpEd, SES, EL, etc)

#### Important

- to develop problem statements for intervention planning
- to first prioritize the least time and resource intensive e.g.; school-wide, classwide and tier 2 interventions to implement
- to use your data to progress monitor and problem-solve



### **Create a Precision Problem Statement**

Almost 45% of students have (5+) absences, with grade 3 having being the lowest attendance percent rate, on Wednesdays during virtual/remote learning.



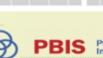


#### Practices: Tier I:

#### All students, families & educational staff

- Incorporating attendance into school-wide & class-wide expectations
  - Be there
- Acknowledgement systems for attendance
  - Dojo points/Individual recognition
  - Other systems: Class competitions, class/grade/school recognitions
- Educating families on the importance of attendance
  - Educational achievement
  - Dropouts
- Sharing data with families
  - Attendance rates





#### Disitive Behavioral terventions & Supports

## Practices: Tier 2: At risk students

#### Identifying students at risk of attendance concerns

- Early in the year
- Before it becomes a chronic problem
- Standardized protocols
  - For connecting with family in a supportive way (teacher/counselor)
  - Sharing data
  - Problem-solving
- Modified CICO
- Small groups





#### Practices: Tier 3 – Students with chronic attendance issues (excused & unexcused)

Identifying students

- Individual assessment examining functions and circumstances (antecedents)
- Individualized protocols focusing supporting students and their families





## Gardner Public Schools



- May Institute provided a senior Doctoral BCBA for over ten years focusing on district professional development and behavior intervention support particularly around high-risk students (students who needed Tier 3 interventions)
- Over the past year and half focused on the development and implementation of MTSS/PBIS systems, data and practices.







### Gardner Public Schools

- Since September 2020, under the leadership of Dr. Mark Pellegrino, Superintendent, and Mrs. Joyce West, Director of Pupil Personnel Services, the district has intensively focused on improving attendance.
- May Inst. has actively supported the district in beginning to integrate attendance into their MTSS/PBIS initiative and their data-based decision-making teams at all three tiers.
- The district looked at this as a three-to-five-year process



### It starts from the top



#### Superintendent Mark Pellegrino, Gardner Public Schools – email signature

#### Positive Relationships and Rigor for Every Child, in Every Classroom, Every Day...





### Gardner Public Schools

Improving Attendance Across Live & Virtual Settings



Virtual PBIS Leadership Forum October 26<sup>th</sup>, 2021 Mark Pellegrino - Superintendent Amber Casavant BCBA/District Coordinator

### Gardner Schools

Student enrollment: 2300 5 Schools: Elementary PK-1 Elementary 2-4 Middle School 5-7 High School 8-12 Alternative School 9-12







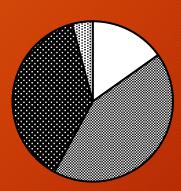
### Gardner Demographics



#### **Select Populations**

- SWD: 22%
- High Needs: 64.5%
- Economically Disadvantaged: 55%

• ELL: 6%



#### **Race/Ethnicity**

- White-65.7%
- Hispanic-22.2%
- Multi-race/non Hispanic-7.2%
- African American-2.6%
- Asian-2.1%

#### District Theory of Action



**IF** we have strong leaders *at every level* who focus on equity, have the capacity to develop effective leaders, facilitators and teams, and have the primary goal of creating a Multi-Tiered System of Support in their school;

THEN GPS will develop a district-wide, robust Multi-Tiered System of Supports that strives to eliminate inequitable outcomes for students, and bring about adaptive change to address the myriad of issues facing our schools.

#### Superintendent's Why



### "The role of the principal is unmanageable."

- Adaptive, Systemic Change requires a new set of skills What Got You Here Won't Get You There: How Successful People Become Even More Successful. By Marshal Goldsmith
- Annual Whack-a-Mole Competition
- There is not enough time in my day/week/month/year/decade/'til retirement/lifetime

#### Focus on Leadership Capacity



#### Hired District Coordinator/Coach

Provide PD and Planning Time for building leaders (Administrators and Teacher Leaders) to continually develop MTSS programming, and build Facilitative and Adaptive leadership skills

#### Hired 40 Stipended Teacher Leaders

Utilize Lynch Leadership Academy of Boston College to:

- Train and coach building administrators about equity issues in education, culturally responsive leadership, data-driven decisions, and meeting facilitation
- Train and Coach District Leaders to coach principals and facilitators

Engaged the May Institute & MTSS DESE SEL MH Academy to help GPS assess, plan, and implement an effective MTSS

### Focus on MTSS Development - Coaching



#### **STRATEGIZE**

Superintendent, Director of PPS, and MTSS Coordinator meet weekly to debrief progress and needs of individuals, teams, and buildings

Central Office Executive Leaders meet weekly to strategize short & long-range MTSS Development and Outcome goals (Academic, Mental Health, & Social/Emotional) Every principal has an evaluation goal to create an effective MTSS in their building Utilize MTSS (SEL/MH and Academics) to address issues and implement initiatives

#### **DEVELOP and SUPPORT BUILDING LEADERS**

Superintendent periodically attends core team and facilitators meetings

Superintendent, Chief Academic Officer & PPS Director alternate weekly meetings with each principal to discuss the building's MTSS SEL Team

District Coordinator meets with MTSS SEL Facilitators and District PBIS Coaches monthly

# Why did our MTSS teams focus on Attendance?



What was the problem?



#### 2019-2020 Pre-Pandemic Attendance Report Gardner Vs. MA State Average



| Data Point  | Gardner | MA State Average |  |  |  |
|---|---------|------------------|--|--|--|
| Avg Attendance Rate                                       | 93.8%   | 94.7%            |  |  |  |
| Avg # Absences  | 6.3     | 5.7              |  |  |  |
| Absent 10+ Days   | 21.1%   | 16%              |  |  |  |
| Chronically Absent (10% or more)                          | 19.1%   | 13%              |  |  |  |
| Unexcused 9+ Days   | 14.1%   | 6.8%             |  |  |  |
| https://profiles.doe.mass.edu/statereport/attendance.aspx |         |                  |  |  |  |



# Attendance Challenges

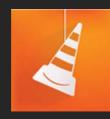


#### Defining attendance in virtual/remote setting

- Different schools were defining and recording differently
- Staff within a school were defining and recording differently

### » Data Source (Rediker)

- cumbersome to pull attendance reports
- difficult to export into excel and view in graphic form for visual analysis



Attendance Challenges Cont.



# » District of Schools vs. School District

- Each school doing their own thing in regards to monitoring attendance
  - No consistent cycle of data review
  - No consistent data points or disaggregated or guiding questions
  - Data was difficult to visually analyze (not in graph form)



### Attendance Interventions (Prior to MTSS)



- $\star$  Parent Communication with Teacher/ Staff
- Parent Communication with Counselor
- ☆ Parent Communication with Nurse
- ★ Attendance Letter Sent Home
- Phone Call to DCF
- Transformation Student Meeting
- Parent / Student Meeting
- SRO Home Visit
- File 51A for Educational Neglect

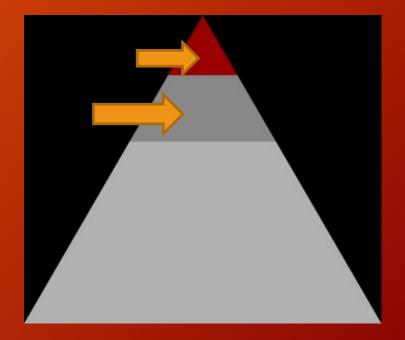
📩 File CRA

- ☆ Mental Health Supports
- The second secon
- ☆ Parent Communication with Teacher/ Staff
- Parent Communication with Counselor
- ☆ Parent Communication with Nurse
- Attendance Letter Sent Home
- Phone Call to DCF
- 🔀 Parent / Student Meeting
- 🖈 SRO Home Visit
- File 51A for Educational Neglect
- 🖈 File CRA
- Mental Health Supports developed (i.e.
  - counseling)





#### Tier 2 & 3 Focused



# Incorporating Attendance Into MTSS



What did it look like?

Building the Plane as we FLY



# Incorporating Attendance into MTSS



#### "Building the plane as were flying it" -Pre-correcting and lots of modeling & coaching for school teams was critical to success.

#### Adapted Behavior Skills Training (BST) Model



- Provided descriptions, both verbal and written
  - (e.g., MTSS Manual, MTSS & PBIS Facilitators/Coaches Guides), of the target skills to be taught
- Demonstrated the target skills
  - (modeling facilitation during District MTSS, MTSS Facilitator, PBIS Coaches & Mental Health Staff meetings), had staff practice those skills in meetings
- Followed by feedback
  - (debrief meetings & written feedback notes)



# Implementation Conditions for Success



#### <u>District Leadership</u> Involvement

- ✓ <u>Superintendent commitment</u>
- Pupil Personnel Director commitment & direction
- ✓ <u>District Coordinator/Coach</u> <u>Hire/Role</u>
  - ✓ Coaching plans and Feedback forms
- Building based support staff (not sharing roles)
- MTSS SEL Mental Health Academy (DESE) District Team
  - ✓ Conscious selection of representation



#### **Other Systems of Success**

- ✓ Grants to support work (approved 2)
- ✓ <u>Technical Assistance from</u>



- District Team Growth/Commitment
- Phased in each buildings' participation and <u>Tiered teams.</u>
- Disaggregation of Attendance data for databased decision making
- ✓ Implementation of PBIS at the classroom level (Classroom Observation System)
- ✓ MTSS SEL Manual and Supporting Tools



✓ Focus on Results, Process & Relationships



#### MTSS/PBIS Implementation (4 Step Data-Based Decision Making Process)



Step 1: **Define**, in objective and measurable terms, the goal(s) to be obtained. (What is it we want students/educators/syst em to know and be able to do?)

Step 4: Evaluate the effectiveness of the plan in relation to stated goals.



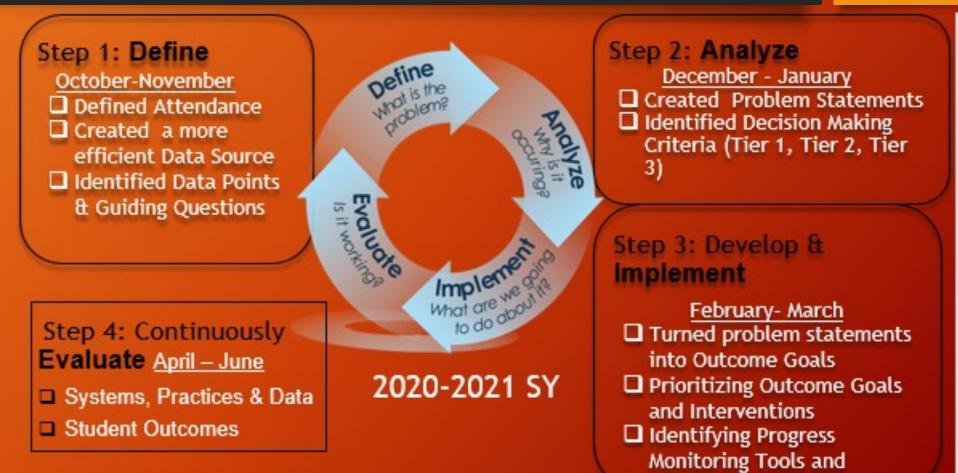
Step 2: Identify and analyze possible reasons for why the desired goal(s) are not being met.

Step 3: Develop outcome goals and implement a wellsupported plan using evidenced based strategies to obtain the goal(s)



#### MTSS/PBIS Implementation (4 Step Data-Based Decision Making Process)





**Fidelity Measures** 



# Data Representation Challenge



| Data Disaggregation                                     |           | Sept. 2020 | Currently | Next Steps |
|---|-----------|------------|-----------|------------|
| Average Attendance - Whole School by Month              | Х         | Х          |           |            |
| Average Attendance Rate by Classroom, Course, and/o     | or Staff  |            | Х         |            |
| Percent of Students Chronically Absent                  |           |            | Х         |            |
| Average Attendance Rate by Grade                        | CHALLENGE |            | Х         |            |
| Average Attendance by IEP/504 Status                    | AGENTEN   |            | Х         |            |
| Average Attendance by Race/Ethnicity                    | ACCEPTED  |            | Х         |            |
| Average Attendance by EL Group                          |           |            | Х         |            |
| Average Attendance Rate by Day of the Week              |           |            | Х         |            |
| Attendance by Individual Student Aggregate              |           |            | Х         |            |
| Attendance by Individual Student Trend Graphs           |           |            |           | Х          |
| Attendance by Individual Student by Tier with Automatic |           |            | Х         |            |
|   |           |            |           |            |
| Triangulation of Data                                   |           |            |           | Х          |

# Disaggregating the Data for School Team Data-Based Decision Making



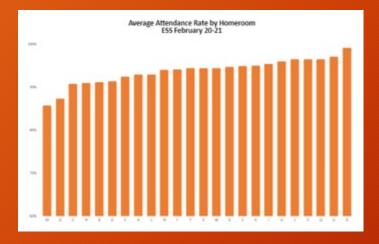
By...

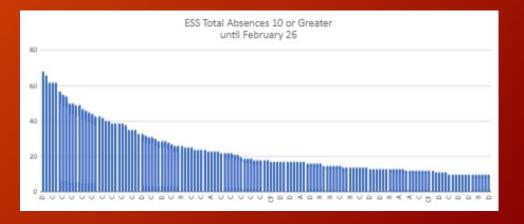
# Month Grade Day of Week Homeroom/Teacher

uga Attaridance Auto I ESA 2020 - 2021

✓ IEP/504 Status
 ✓ Race/Ethnicity
 ✓ ELL Status
 ✓ Individual Student







#### Using our Data to Progress Monitor for Tier 2 and Tier 3 - work in progress



#### Individual Student Trends (# of Absences per month) \*Goal is a decreasing Trend



|       | 68  |     | Perc | ent o | of St | uden | 12% |    |   |       |          |                           |
|-------|-----|-----|------|-------|-------|------|-----|----|---|-------|----------|---------------------------|
|       | 95  |     | Perc | ent o | of St | uden | 17% |    |   |       |          | Over 30                   |
|       | 138 |     | Perc | ent o | of St | uden | 25% |    |   |       |          | Over 20                   |
|       | 229 |     | Perc | ent o | of St | uden | 42% |    |   |       |          |                           |
|       | 546 |     |      |       |       |      |     |    |   |       |          |                           |
| GRADE | Sep | Oct | Nov  | Dec   | Jan   | Feb  | Mar | RA | Α | Total | % absent | Annual Trend              |
| 05    | 1   | 0   | 0    | 0     | 0     | 0    |     | 1  | 0 | 1     | 1%       |                           |
| 05    | 1   | 0   | 0    | 1     | •1    | 0    |     | 4  | 0 | 4     | 4%       | $\backslash \land$        |
| 05    | 0   | 0   | 1    | 1     | 1     | 0    |     | 2  | 0 | 2     | 2%       |                           |
| 05    | 1   | 0   | 0    | 0     | 0     | 0    |     | 1  | 0 | 1     | 1%       |                           |
| 05    | 0   | 0   | 0    | 0     | 0     | 1    |     | 1  | 0 | 1     | 1%       |                           |
| 05    | 1   | 3   | 9    | 7     | 7     | 3    |     | 28 | 2 | 30    | 28%      | $\searrow$                |
| 05    | 0   | 1   | 1    | 1     | 1     | 0    |     | 4  | 0 | 4     | 4%       |                           |
| 05    | 0   | 1   | 2    | 1     | 1     | 1    |     | 8  | 0 | 8     | 7%       | $\sim$                    |
| 05    | 4   | 0   | 0    |       | 4     | 0    |     | 2  | 0 | 2     | 20/      | $\backslash / \backslash$ |

# Triangulating Attendance - with other data sources - work in progress



|           |                 |                 |                         | ALL      | Filtered           | ALL                                     | Filtered | ALL               | Filtered              | ALL               | Filtered  | ALL               | Filtered           |                  |      |     |      |
|-----------|-----------------|-----------------|-------------------------|----------|--------------------|---|----------|-------------------|-----------------------|-------------------|-----------|-------------------|--------------------|------------------|------|-----|------|
|           |                 | All or Filtered | 13.6%                   | 13.6%    | 23.6%              | 23.6%                                   | 17.5%    | 17.5%             | 4.1%                  | 4.1%              | 1.4%      | 1.4%              |                    |                  |      |     |      |
|           |                 |                 | Support Rating Average: |          | 14.3%              | 41.1%                                   | 41.1%    |                   |                       | 16.1%             | 16.1%     |                   |                    |                  |      |     |      |
| Grade Lev | els & Special P | opulations      | 4.443                   | 72.0%    | 72.0%              | 19.8%                                   | 19.8%    | 18.4%             | 18.4%                 | 75.2%             | 75.2%     | 98.4%             | 98.4%              |                  |      |     |      |
| Grade     | ls on           | ls an           |                         | Attend   | lance              | Academic Indicator Academic Indicator D |          | Indicator         |                       | Discipline        | Indicator |                   |                    |                  |      |     |      |
| Level \Xi | IEP/504? =      | EL? =           | Support Rating          | Indic    | ator               | (El                                     | LA)      | (M                | ath)                  | BE                | SS        | (ma               | ajor)              |                  |      |     |      |
| 04        |                 |                 | 2                       | low      | risk               | mee                                     | eting    | partially meeting |                       | partially meeting |           | partially meeting |                    | low              | risk | low | risk |
| 03        |                 |                 | 0                       | low risk |                    | mee                                     | meeting  |                   | meeting               |                   | risk      | low               | risk               |                  |      |     |      |
| 03        |                 |                 | 8                       | high     | risk               |   |          | partially         | partially meeting hig |                   | high risk |                   | high risk low risk |                  | risk |     |      |
| 03        |                 |                 | 4                       | low      | risk               | partially                               | meeting  | partially         | meeting               | low risk          |           | low risk          |                    | low risk low ris |      |     |      |
| 03        |                 |                 | 3                       | low      | risk               | mee                                     | eting    | not meeting       |                       | low risk          |           | low               | risk               |                  |      |     |      |
| 03        |                 |                 | 2                       | low      | risk               | mee                                     | eting    | partially         | meeting               | low               | risk      | low               | risk               |                  |      |     |      |
| 02        |                 |                 | 4                       | low      | risk               | partially                               | meeting  | partially         | meeting               | low               | risk      | low               | risk               |                  |      |     |      |
| 02        |                 |                 | 0                       | low      | low risk exceeding |   | exce     | eding             | low                   | risk              | low       | risk              |                    |                  |      |     |      |
| 02        |                 |                 | 5                       | low risk |                    | not m                                   | eeting   | partially         | meeting               | low               | risk      | low               | risk               |                  |      |     |      |
| 03        |                 |                 | 5                       | high     | risk               |   |          | partially         | meeting               | low               | risk      | low               | risk               |                  |      |     |      |
| 04        |                 |                 | 2                       | low      | risk               | mee                                     | eting    |                   |                       | mediu             | ım risk   | low               | risk               |                  |      |     |      |
| 04        |                 |                 | 0                       | low      | risk               |   |          |                   |                       |                   |           | low               | risk               |                  |      |     |      |



#### Scripting the Change - Guiding Questions to Analyze the Data



# "make a switch, you need to script the critical moves"

- Chip Heath, Switch: How to Change Things When Change Is Hard
- Provided Instructions (verbal & written)
  - Developed a tool "script" to reference Guiding Questions that corresponded to identified data points
  - Reviewed the tool at District level MTSS meetings
- Modeled using the guiding questions to review attendance data
- District Initiative All MTSS Teams to follow
- Provided Feedback to MTSS Facilitators, PBIS Coaches and Mental Health Staff

#### Key Tools & Scripts for MTSS Teams -Data Based Decision Making



|  |   | $\sim$  |
|--|---|---|
| Problem  | ΤοοΙ  | Purpose: To provide teams   |
| Teams having difficulty replicating the<br>4 step data based decision making<br>process and needing explicit<br>feedback for next steps  | 4 Step Data Based<br>Decision Making<br>Checklist (Overview of<br>process with embedded<br>scripts/tools) | A checklist overview with step<br>by step process for following<br>the 4 Step Data Based Decision<br>Making Process.        |
| Even with data disaggregated, teams had difficulty asking the right questions.   | MTSS Data Analysis<br>Guiding Questions   | To provide teams a script for<br>key queries/data points to<br>ask/consider when reviewing &<br>analyzing data.             |
| Teams were getting stuck on fidelity<br>when completing the key intervention<br>components (not all curriculum came<br>with a fidelity tool, varying levels of<br>understanding related to fidelity) | Fidelity Checklist  | An easy way to breakdown key<br>components of an intervention<br>and a way to then measure<br>fidelity of any intervention. |



# **MTSS SEL Guiding Questions**



- What is the average attendance rate for the whole school by month?
- What % of students are chronically absent?
- What's the average attendance rate by....
  - Grade?
  - IEP status?
  - Race/ethnicity?
  - EL group?
  - Day of the week?
  - Classroom, course, staff?



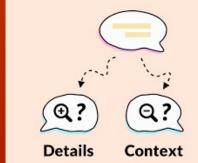


# **MTSS SEL Guiding Questions**



# **Guided Follow up Questions**

- What is the average attendance rate for the whole school by month?
  - Is it increasing, decreasing or no change?
- What % of students are chronically absent?
  - What % have 5+ absences?
  - What % have 10+ absences?
- What's the average attendance rate by grade?
  - What grade(s) have the lowest attendance?
  - Are those grades increasing, decreasing or no change
  - Are those grades with lowest attendance the same as previous months or does it vary?





# Problem Statements



# Following the same <u>BST</u> process, we trained teams in creating problem statements

#### Example Problem Statement from our Early Adopter

45% of students have (5+) absences, with grade 3 being the lowest attendance % rate, on Wednesdays during virtual/remote learning.

> WHAT PROBLEM ARE WE TRYING TO SOLVE?



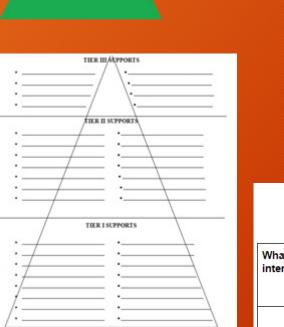
FEI

SOME

## Organization of Interventions Across Tiers



### Road to Resource Mapping



| TIER 1 - Missing Less than 10% of school (1/15/2021 76% of student body)   |
|--|
| Clear, concise and consistent communication about schedules and expectations   |
| Predictable daily/weekly routines, rituals and celebrations  |
| Taking attendance in a caring manner   |
| Personalized outreach and communication to families when students are absent   |
| Community building to create belonging and connection  |
| Recognition of good and improved attendance  |
| Individual wellness check and connectivity assessments   |
| Facilitate access to food, health/telehealth and supports for other basic needs  |
| TIER 2 - Missing 10 - 19% of school (1/15/2021 12% of student body)  |
| Using absenteeism data to activate targeted supports   |
| Virtual/physically distanced family meeting or home visit when absences add-up   |
| Individual attendance plan developed with families and students that addresses barriers and builds caring, supportive family relationships   |
| Additional tech support and training for families and students   |
| Mentoring (in-person and virtual)  |
| Tailored physical and mental health supports, counseling check-ins or referrals  |
| Review attendance every week for students who are chronically absent or at risk of chronic absence (due to chronic absence in the past or existence of a health challenge such as asthma). Look for patterns in attendance |
| TIER 3 Missing 20% or more of school (1/15/2021 - 12% of student body  |
| Intensive outreach to locate student and family and assess situation   |
| Coordinated case management with multiple systems including child welfare, mental health, health, housing/homelessness and juvenile justice (as a last resort)   |
| Check-in check out system  |
| Identify which and how many students have a history of missing 20% or more of school and or at risk due to other major challenges (involvement in child welfare, juvenile justice, homelessness etc.)                      |
| Review attendance daily and ensure that Tier III students are in school each day. Follow up on each absence for each student identified for tier III intervention  |
| Refer students and families to appropriate service agencies e.g. social services, human resources, counseling, housing, and health services  |
| Share data with anoronrists again is an annua that againsis are using chronic shares as a must reasond to indicator  |

MTSS SEL INTERVENTION MATRIX TIERS 1-3

(Adjust per school building)

#### **TIER 1 Interventions**

| What is the intervention? | ls it<br>Evidence<br>Based?<br>Yes/No | What does the intervention Target?<br>What area of student Need? Function? | What is the Fidelity<br>Tool? | What data will be used to<br>evaluate student<br>outcome/progress/effectiv<br>eness of the intervention? |
|---------------------------|---------------------------------------|--|-------------------------------|--|
|                           |                                       |  |                               |  |



#### Implementation of Interventions



#### Across the Tiers

#### Work in Progress: Using Data to...

- Measure
   Fidelity
- Assess
   Effectiveness
- Improve Efficiency

MTSS SEL Intervention FIDELITY Checklist Tiers 1-3 ARE WE DOING WHAT WE SAID WE WERE GOING TO DO?

OUTCOME GOAL TO ADDRESS: INTERVENTION (Name):

Tier (circle/highlight): 1 (all students 80-100%) 2 (some students 10-15%) 3 (few students 1-5%)

| Fidelity Guiding Questions                                       | Answers to Fidelity Questions | Fidelity | Ratin | g Scale |
|--|-------------------------------|----------|-------|---------|
| WHO will implement? (Name or Role teacher,<br>counselor, admin?) |                               | 2        | 1     | 0       |



| HOW OFTEN and what DATA SOURCE will<br>be used to measure FIDELITY? To what<br>extent are we doing what we said we would do?<br>(annually, quarterly, monthly?, using fidelity<br>scale, TFI, TFI walkthrough, curriculum specific<br>fidelity tool etc.) | 2 1 0                                       |
|---|---|
| WHO will conduct Fidelity Checks? (Name<br>or Role teacher, counselor, admin?)  | Total % (total score/ total possible score) |

Fidelity Rating Scale Definitions:

2 = full implementation (every time the opportunity arose the component was implemented as intended according to fidelity questions)

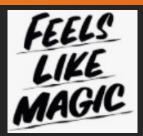
1 = partial implementation (component was intermittently or not entirely implemented according to fidelity questions)

0 = not implemented (according to fidelity questions)

# What were the Magic Interventions?



Wait for it...



# What were the Magic Interventions??





# Emphasized Universal Interventions - Tier 1 (All Students)











ALL



#### Emphasized Universal Interventions -Tier 1 (All Students) - Elementary Level



#### School Wide

- Grade level <u>Dojo Point</u> Competition
- Grade level <u>Attendance</u>
   Competition





#### **Class Wide**

- School Store & Fun Activities on Remote Days (higher absence days)
  - Virtual Menu
- Expectation and Acknowledgement Points for "Being Here" and "Being Engaged"

Improving Engagement & On Task Behavior





#### Appetizers

| Change the Teacher's Name in Zoom<br>(1 hour)     | 10 points |
|---|-----------|
| Choose Read Aloud for the Class<br>(picture book) | 10 points |
| Time to Draw or Color                             | 10 Points |
| Time to Doodle on a Whiteboard                    | 10 points |

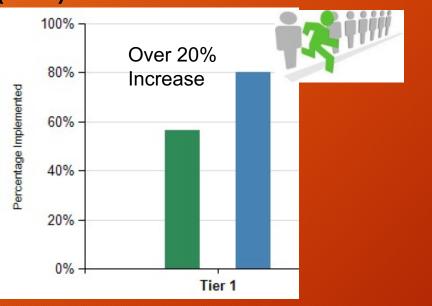


Emphasized Universal Interventions -Tier 1 (All Students) - Elementary Level

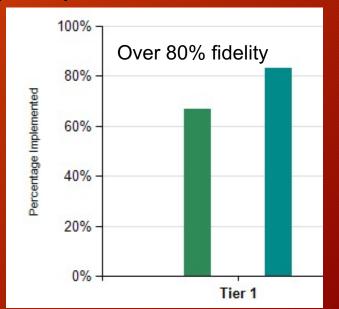


Focused on Implementation Fidelity for Tier 1 - Increased to 80% or above for both Elementary Schools as measured using the Tiered Fidelity Inventory (TFI)

# Early Adopter – Elm Street School (ESS)



# Waterford Street School (WSS)

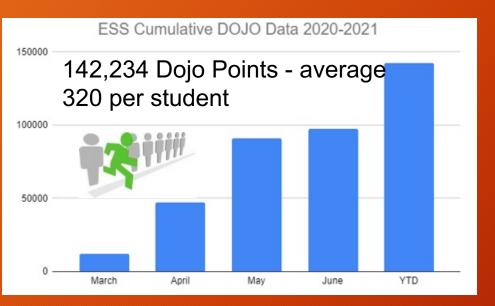




Emphasized Universal Interventions - Tier 1 (All Students) - Elementary Level



#### Focused on Acknowledgement Systems Added Expectation and Acknowledgement Points for "Being Here" and "Being Engaged"



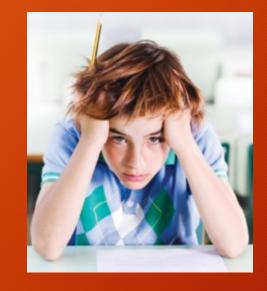


# Return to Full In Person Spring & Fall 2021



#### Anticipated Increased Anxiety & School Refusal









Emphasized Universal Interventions -Tier 1 (All Students) - Elementary Level



# **Return to Full In Person**

- Red Carpet Return
- Previewed Video of Expectations





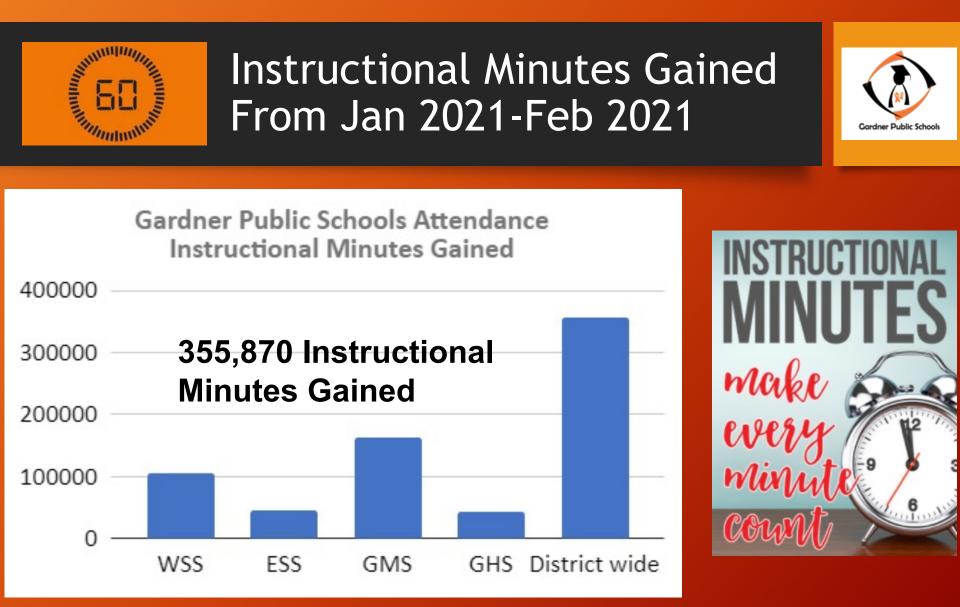


# What were the Results?



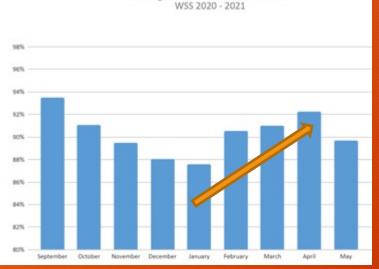
#### Did it work?



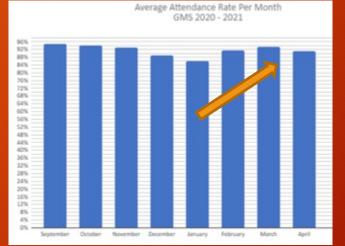


#### Additional Success <u>District</u> Wide





Average Attendance Rate Per Month





# What have we learned?



#### What's Next for Gardner 21-22 SY?



WHAT HAVE WE LEARNED From the Data and the MTSS Process with Attendance???

Early Adopter & District Next Steps:

□ Focus on Equity Gaps/Disproportionality

Focus on Improving <u>Tier 1</u> Practices at Secondary Level

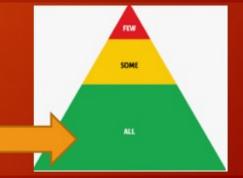
Focus on Improving Fidelity of Practices









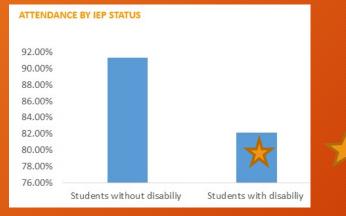






#### Focus on Equity Gaps -Disproportionality

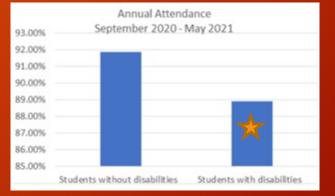


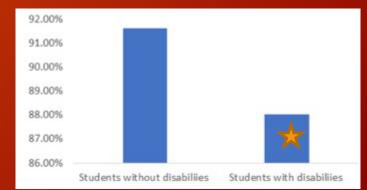




#### **IEP STATUS**

Students with disabilities have lower attendance across the district as compared to students without disabilities

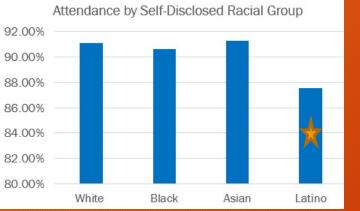




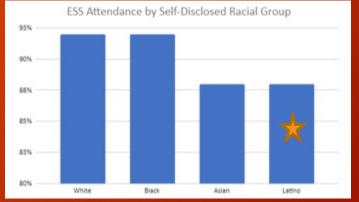


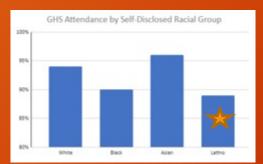
#### Focus on Equity Gaps -Disproportionality



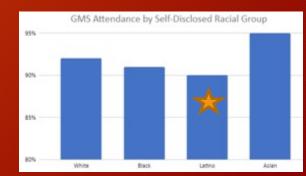


RACE/ ETHNICITY





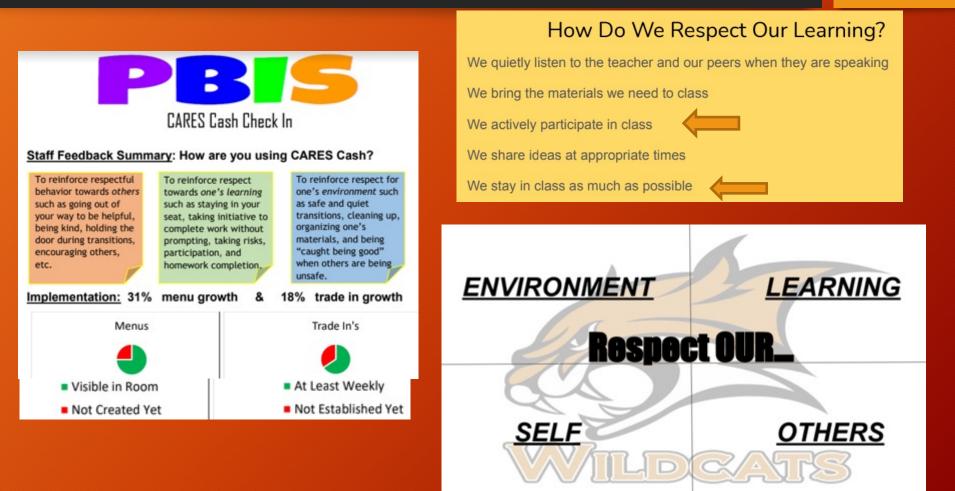
Students in <u>Latino</u> self disclosed group have lower attendance across the district as compared to other race/ethnicity groups





#### Focus on Tier 1 (All Students) Secondary Level (GMS)







#### Focus on Tier 1 (All Students) Secondary Level **(GHS)**



We have our acknowledgement system- let's give our students a blueprint on how to be acknowledged!

> What does this look like at GHS?

> > deserve a HIGH FIVE



IN THE CAFETERIA

Community I am respectful and kind to others.

Appreciation I am on time and stay in my seat until dismissed.

Responsibility
I return my tray and throw away my trash in the trash can.

Excellence
I use appropriate language and a quiet voice.



#### Community

I make everyone feel welcome and important.

Appreciation

I use my time and the time of others wisely.

Responsibility

I take care of myself and my environment.

Excellence I do my best.



# Focus on Fidelity



#### MTSS SEL Intervention FIDELITY Checklist Tiers 1-3

#### ARE WE DOING WHAT WE SAID WE WERE GOING TO DO?

#### **Fidelity Guiding Questions**

WHO will implement? (Name or Role teacher, counselor, admin?)

WHO will be targeted? (audience: all students, specific grade, specific classrooms, specific group of students, individual student?)

WHAT is being targeted/taught/addressed? (specific skills, function of behavior/purpose of intervention?)

WHAT is the outcome goal? (student, staff and/or parent/ family outcome?)

WHAT are the key components of the Intervention? What things do we need to do to ensure it is effective? What are 3-5 critical defining features?



#### Fidelity Rating Scale Definitions:

- 2 = full implementation (every time the opportunity arose fidelity questions)
- 1 = partial implementation (component was intermittently
- 0 = not implemented (according to fidelity questions)



WHERE will it be implemented? (Location: classroom, guidance office, hallway, cafeteria, bus etc.)

WHEN will it be implemented? (monthly, weekly, daily?, specific times of the day?)

HOW MUCH? (to what extent/intensity? duration (e.g.,minutes) of intervention?

HOW OFTEN and what DATA SOURCE will be used to PROGRESS MONITOR? (annually, quarterly, monthly, bi-weekly, weekly, daily? using CICO, BESS, ODR, Attendance, pre/post test/assessment, failures, other data?)





# Please Complete this Session's Evaluation Session #A8 - Improving Attendance Across Live & Virtual Settings

OR

- 1. In the Event Platform/App:
- In "Files" tab,
- In "Evaluations" in the navigation menu
- In "Chat"

AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

Evaluations are anonymous! We send reminder emails to all participants.

# Virtual PBIS Leadership Forum | #PBISForum

October 26-28, 2021

2. QR Code



#### Other resources

- www.pbis.org
- www.Attendanceworks.org

# Both sites have several great free resources around attendance





#### 2018-2021 DIP Update Expected Outcomes



|    | OUTCOME  | STATUS                    |
|----|--|---------------------------|
| 1. | Full inclusion placement for students with disabilities will increase by 5%  | EXCEEDED GOAL<br>(+13%)   |
| 2. | 100% of co-teaching teams identified at the elementary level<br>will implement varied co-teaching models to effectively<br>address student needs | PARTIALLY MET<br>GOAL     |
| 3. | Special Education referrals will be reduced by 10% annually  | MET GOAL<br>(-47%)        |
| 4. | District will meet annual state expectations and compliance<br>for discipline for all subgroups  | SUBSTANTIALLY<br>MET GOAL |
| 5. | Building level office referrals will show an annual decrease of 20%  | MET GOAL<br>(-78%)        |