



Tier 1 Addressing Schoolwide Attendance: Coaching Support Session

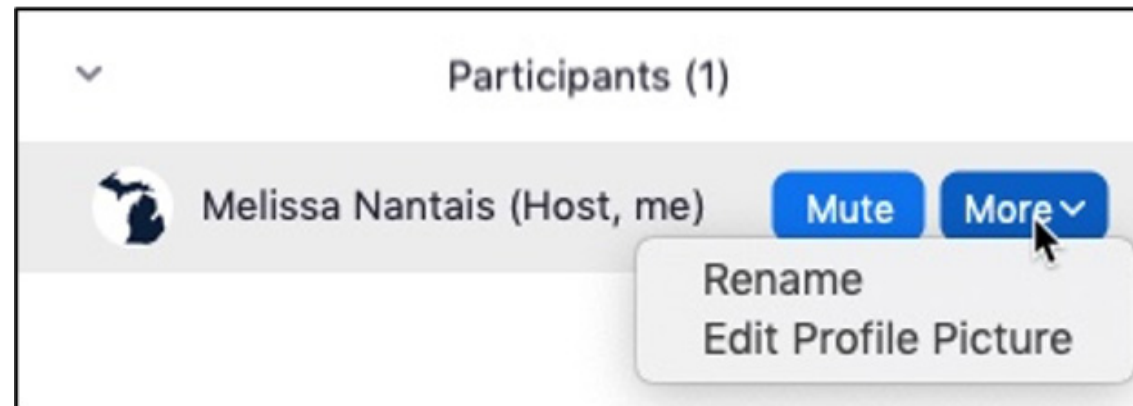
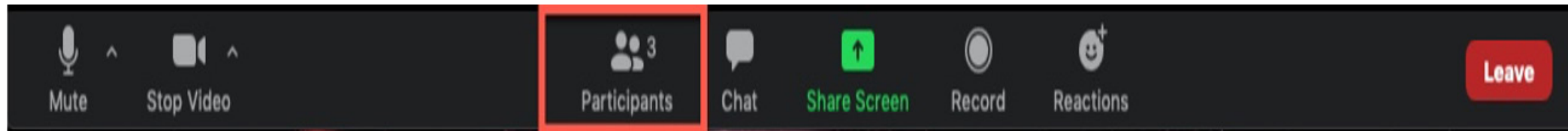
Fall 2021

mimtsstac.org



Zoom Attendance

- Click on Participants Icon
- Is your first and last name listed? If not, please click Rename and edit so we know who is here



Acknowledgments

The content for this training day was developed based on the work of:

- Jennifer Freeman, National PBIS Center
- Jessica Sprick, Ancora Publishing
- Attendance Works
- Michigan Data Hub

Group Expectations - Virtual

Be Responsible

- Return from breaks on time
- Active Participation
 - Use participant features of raise hand, thumbs up, etc.
 - Type short answer or questions in chat box
 - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time Keeper: keep track of time and bring the team back together



Purpose

Prepare coaches for the upcoming Tier 1 Addressing Schoolwide Attendance School Leadership Team training.

Intended Outcomes

- Update school's status on Tier 1 SWPBIS implementation
- Articulate the importance and need to address attendance schoolwide and how attendance links to the Early Warning Indicators (EWI)
- Calculate current attendance data
- Identify specific strategies to implement to address attendance schoolwide
- Plan for supporting SLT during training and updates to plan

Agenda

1.0 Update on SWPBIS Implementation

2.0 Importance of Attendance

3.0 Attendance Data

4.0 High-Yield Prevention Strategies

5.0 Wrap-Up & Next Steps

1.0 Updates on Schoolwide PBIS Implementation

Status Check

- Fall Kick-off of Tier 1 School-wide PBIS
- Completed Tier 1 of the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI)
 - Target 70% of higher on Tier 1 scale of the SWPBIS TFI



Activity 1.1

- Login into the MiMTSS Data System
- Navigate to your school's dashboard (let me know if you need help)
- Review your school's status on the following:
 - Tier 1 PBIS Installation Checklists on the Installation Checklist tab
 - Fall score for Tier 1 of the SWPBIS Tiered Fidelity Inventory on the Behavior Fidelity tab
- Use this information to populate the MTSS Update Google Slide Deck shared with you in the chat

2.0 Importance of Attendance

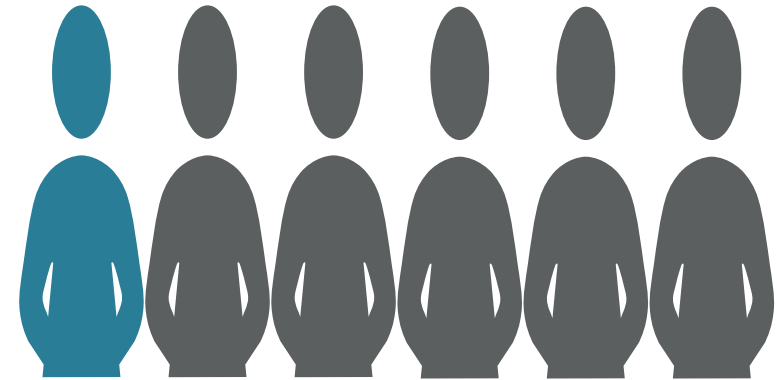
Importance of Attendance

”For students to learn, they must be present and engaged in school. As a result, absenteeism is a concern for all schools. Poor attendance is associated with a host of negative short- and long-term outcomes, such as academic failure, disengagement, leaving school, and problem behaviors in school and community (Balfanz, 2016). Despite the challenges, evidence suggests that even small changes in attendance are related to meaningful outcomes for students (Balfanz & Byrnes, 2012).”
(Freeman, et al., 2020)



National Attendance Facts

- Over 7 million students in the United States missed 15 or more days of school in 2015-16
- That's 16 percent of the student population across the country



U.S. Department of Education (2021)

Michigan Attendance Rates for 2019-2020

- All Students = attend **93.07%** of instructional time/days
- Students who are Chronically Absent = attend **79.6%** of instructional time/days
- Students who are not Chronically Absent = attend **96.3%** of instructional time/days

MiSchool Data (2021)

Impact of Absenteeism

- Absenteeism in the first month of school can predict poor attendance throughout the school year
- Research shows that missing 10% of school negatively affects a student's academic performance
- By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school

Attendance Works (2021)



Activity 2.1

- Take a few minutes to reflect on and discuss what additional local context will be important as your SLT and the rest of the staff and community engage in this work related to addressing attendance schoolwide
- Be sure to take note of these to share with your team during the upcoming training

3.0 Attendance Data

What Data Should Our SLT Examine?

- Need a robust and sensitive account of absenteeism
- Examine the percent of students present school-wide
- Focus on percent of days missed rather than number of days

Level of Risk	Percent of Instruction Present
On-Track	$\geq 95\%$ of instruction time/days
Caution	$>90\%$ to $<95\%$ of instruction time/days
Flagged	$<90\%$ of instruction time/days

Examining Your Data in MiEWIMS

- Log into MiEWIMS
- Navigate to the Individual Early Warning Indicators Dashboards
- Select "Attendance" as the Indicator
- Use the Time Range of the first day of school for 2022-23 to yesterday
- Select Year/Month/Week next to the Time Range and then click on Year
- Record the percent of students on-track, with a caution, and flagged
- This is the current status for your school, year to date
- Repeat the process to get the data for the same time period from the 2021-22 school year

What Goal Should We Set based on Our Data?

- **Big Picture Goal:**

- 100% of students regularly attends school, missing no more than 5% of days in the school year

- **Interim Target:**

- Need to know where your school is currently related to attendance and how that relates to the big picture goal above
- An interim target gives your school something to measure progress towards
- Think about what is realistic, manageable, and doable during this school year

Example

- **Big Picture Goal:**
 - 100% of students regularly attends school, missing no more than 5% of days in the school year
- **Current Status:**
 - During the 2020-2021 school year, only 85% of students are missing no more than 5% of days during the school year compared to the goal of 100% of students in the school year
- **Interim Target:**
 - At least 92% of students will attend school regularly, missing no more than 5% of school days by December 15, 2021.



Activity 3.1

- Run your school's attendance data in MiEWIMS for the current time frame, comparison time frame from 2021-22, and full year 2021-22
- Draft a possible school-wide interim target for attendance and then create a rationale as to why you would recommend the SLT (and ultimately the entire school staff/community) consider this goal
- Add a data summary to your Google Slide Deck

4.0 High-Yield Prevention Strategies

Research-Based Behavioral Principles

- Behavior is **learned**
- Behavior can be **changed**
- Lasting behavior change is more likely with **positive** rather than punitive strategies
- **No** student should be intentionally or unintentionally humiliated or belittled

Understanding the ABC Paradigm

Antecedent	Behavior	Consequence
Conditions that exist when the behavior occurs	Behavior	Conditions that exist / occur after the behavior

Adapted from Statewide Autism Resources and Training (START)



Activity 4.1

- Take a few minutes to reflect on any current attendance strategies, practices, and/or policies in place within your school and district (think about both attendance and tardies)
- Place each strategy, practice, and/or policy on the “Taking Stock” worksheet as either a preventive strategy or a responsive strategy
- What do you notice about the distribution between prevention and responsive strategies?

Prevention Logic for All - Attendance

- Redesigning of teaching environments... not students
- Focuses on:
 - Decreasing incidences of absenteeism
 - Prevent worsening or intensity of current absenteeism
- Prevention Actions:
 - Eliminate what triggers or maintains absenteeism
 - Add to or change the environments to increase or maintain attendance
 - Teach, monitor, and acknowledge the importance of attendance

(Adapted from Sugai, 2011)

High-Yield Prevention Strategies

- Start with the simplest strategies first before adopting more complex strategies
- Low-cost, high impact prevention strategies such as:
 - Academic engagement
 - Awareness Strategies
 - Motivational Systems
 - Nudge letter

Academic Engagement: Content Area Reading Strategies

- Text Summarization Professional Learning
 - Staff participated in this training earlier this year
 - Focus on activities to support implementation and scale-up of the strategy across classrooms and content areas
 - Add on additional content area reading strategies when Text Summarization has been implemented across content areas

Awareness Strategies

- Share the school-wide data with staff, students, and families on a regular basis
- Provide a rationale for why attendance is essential for success in school and beyond
- Provide an Attendance Chart
- Kick-off Assembly for Attendance
- Create and teach lessons on attendance
- Posters and flyers in the community

Motivational Systems

- Within or across school friendly competitions
- School-wide celebration of attendance
- Classroom motivational systems

Nudge Theory

- A behavior science approach to behavior change
- “...any small feature in the environment that attracts our attention and alters our behavior” (Thaler & Sunstein, 2008)

Nudge Letter (Rogers, et al., 2017)

- Simple, intentional communication home regarding attendance
- Key components:
 - Positive message
 - Statement conveying importance of attendance
 - Encouragement to the family
 - Specific and personalized data about the student's attendance history
- Sent at specific time of year and/or when a student's absences meet a specified level





Activity 4.2

- Read through the document titled “High-yield Prevention Strategies for Schoolwide Attendance”
- Identify any questions you have regarding each strategy
- Consider the context of your school and team to identify which strategy(s) you might recommend your team consider and develop a rationale as to why

What Will Your Team Do?

- Review these strategies
- Select at least one potential strategy to implement in order to meet or maintain the interim target for attendance identified by the team
- Identify activities to add into your MTSS Implementation Plan towards meeting the interim target
 - Include opportunities for staff, student, and family input into your strategy and activities
- Present data and proposed plan to your staff (students and families)
- Implement plan and monitor progress

5.0 Wrap Up & Next Steps

Outcomes of the Upcoming Training

- Articulate the importance and need to address attendance schoolwide and how attendance links to the Early Warning Indicators (EWI)
- Review current attendance data and develop a school-wide interim target
- Select specific prevention strategy(s) to implement to address attendance schoolwide
- Plan for regular review of attendance data and updates to your MTSS Implementation Plan

References

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