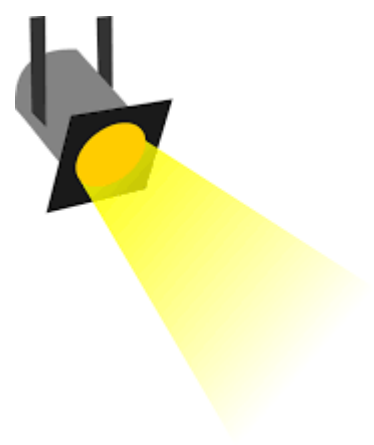




School Attendance Teams in Action: Strategic Use of Data within an RTI/ Multi- Tiered System of Supports Framework

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Purpose and Overview

Purpose: to show how an RTI/Multi-Tiered System of Supports (MTSS) framework can be especially helpful in guiding School Attendance Teams (SATs) in the strategic use of DATA

- School Attendance Teams
- Application of RTI/MTSS Framework to Attendance
- Setting up school attendance data sets
- Strategic process for data analysis
 - “Real World” Examples
- Discussion Questions
- Take Home Points

School Attendance Teams: Membership

“Core” Team Members meet weekly:

- Administrator
- Data analyst
- Teacher representatives
- Academic & behavior specialists
- School nurse
- School/educational psychologist

When appropriate/available:

- Teachers for individual students
- Parents/parent liaisons
- Community partners



Teams Can Apply What They Already Know about RTI/MTSS to Attendance

Academic Systems

Behavioral Systems

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- High intensity

1-5%

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions

5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

5-15%

Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

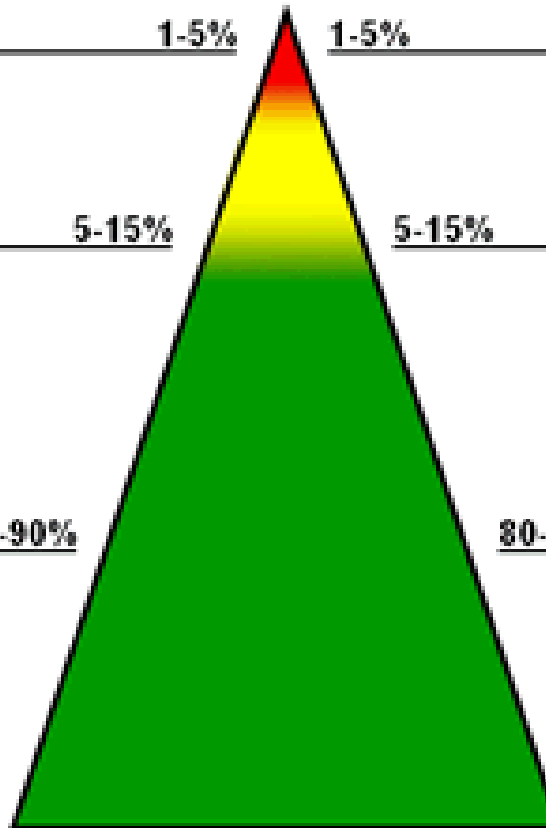
80-90%

- All students
- Preventive, proactive

80-90%

Tier 1/Universal Interventions

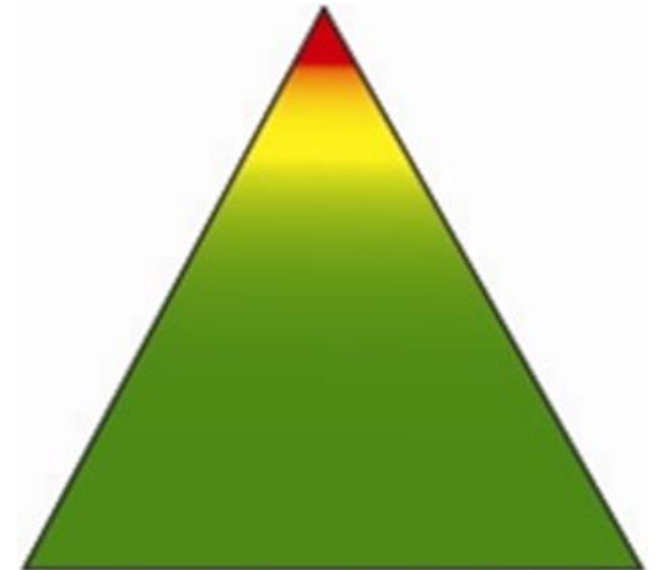
- All settings, all students
- Preventive, proactive



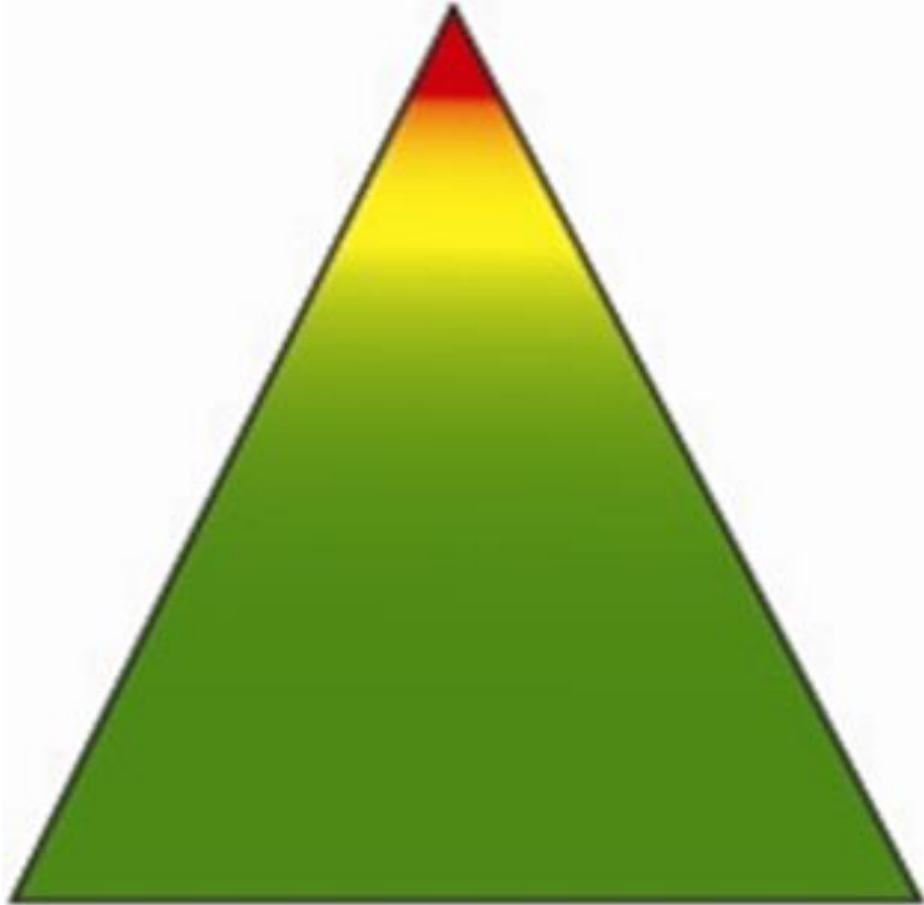
RTI/MTSS Approach: Data-Based Decision-Making at Multiple Tiers & Multiple Levels

Start at School Level by Tiers, then dig deeper...

- Grade Level
- Classroom Level
- Student Subgroups (e.g., Low SES, Students in special education)
- Individual students
- Months
- Days of the Week



Example: How to Define Tiers



Tier 3: Chronic Absenteeism

Absent: 10% or more

Tier 2: At-Risk for Chronic Absenteeism

Absent: >5% but <10%

Tier 1: Satisfactory Attendance:

Absent: 5% or less

Setting up your data set

Minimum Fields to Consider:

- Number of Days: in Attendance, Absent
- Percent of *Instructional Time*: in Attendance, Absent
- Sort by Student Subgroup (for example, by SES, Students in Special Education)
- Sort by Month, Day of the Week

Set up so that you can rank order students by Attendance & Color-code by tiers

Types of data to consider

- Attendance & Related Data
 - Tardies – Late to School, Late to Classes
 - Early School Departures
- Academic Data
- Behavioral/Social & Emotional Learning/ Mental Health data

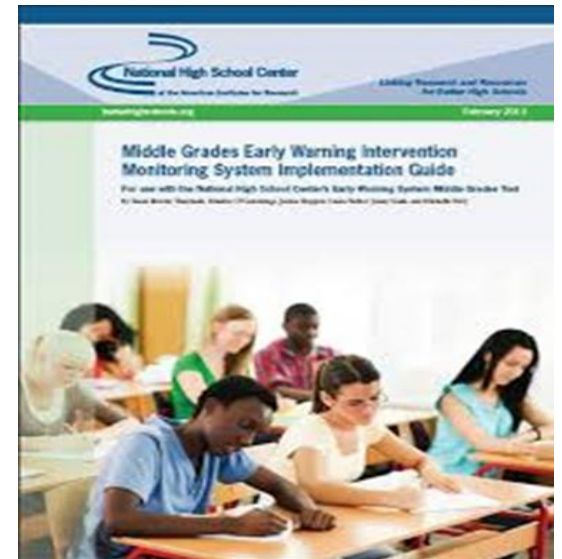
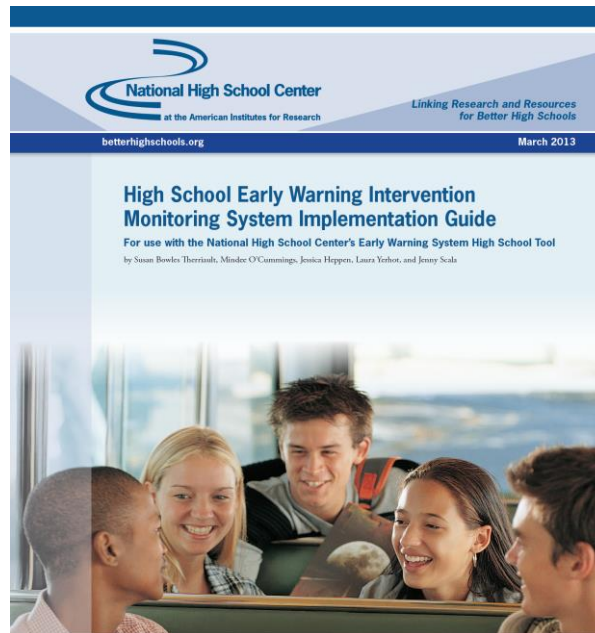


Middle School and Secondary Schools (Grades 6-12): Early Warning System (EWS)

National High School Center:

<https://www.air.org/sites/default/files/High-School-Early-Warning-Intervention-Implementation-Guide-March-2013.pdf>

- Tiered Model
- Attendance
- Academic Credits Earned
- Academic Course Failures
- Office Discipline Referrals



Other types of data to consider

- Progress monitoring data
- Fidelity data
- Parent Report
- Teacher Report

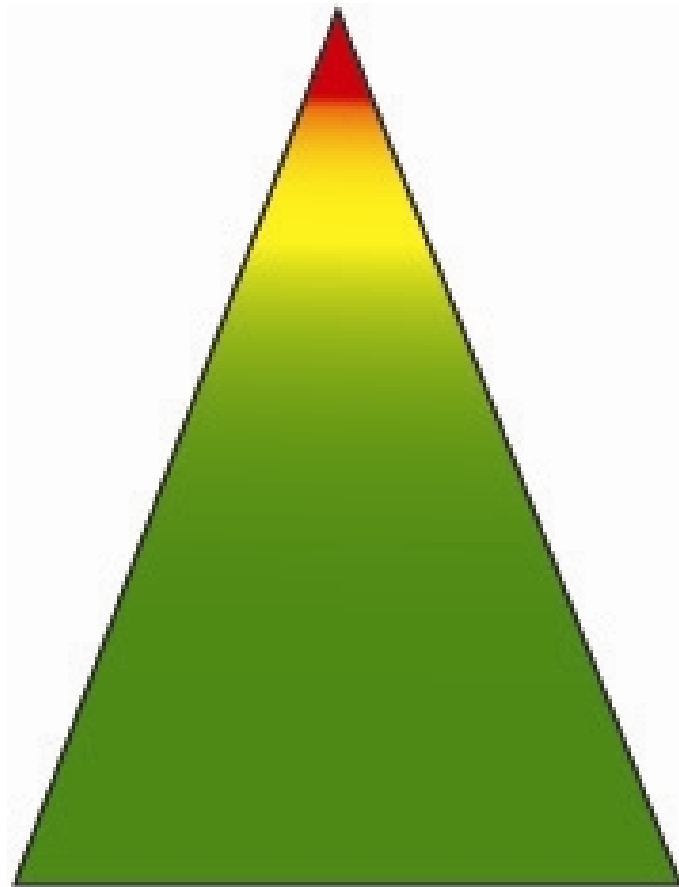


Four-Step Problem-Solving Process



Examples Using Actual Attendance Data

Example 1: Percent Attendance by Tiers for Kindergarten



Tier 3: 13%

Tier 2: 38%

Tier 1: 49%

Kindergarten Example Problem-Solving



Step 1: Problem identification

Discrepancy Statement: It is **expected** that at least **80%** of students should be attending school on a regular basis. Only **49%** of students are attending on a regular basis by mid-year. There is a discrepancy of **31%** between what is expected and what is occurring. (Tier 1 problem)

Step 2: Problem analysis – Why is this discrepancy happening?

H1: Parents are unaware of the importance of regular attendance in Kindergarten.

H2: Students are unaware of the importance of regular attendance in Kindergarten.

Kindergarten Example Problem-Solving (cont'd)



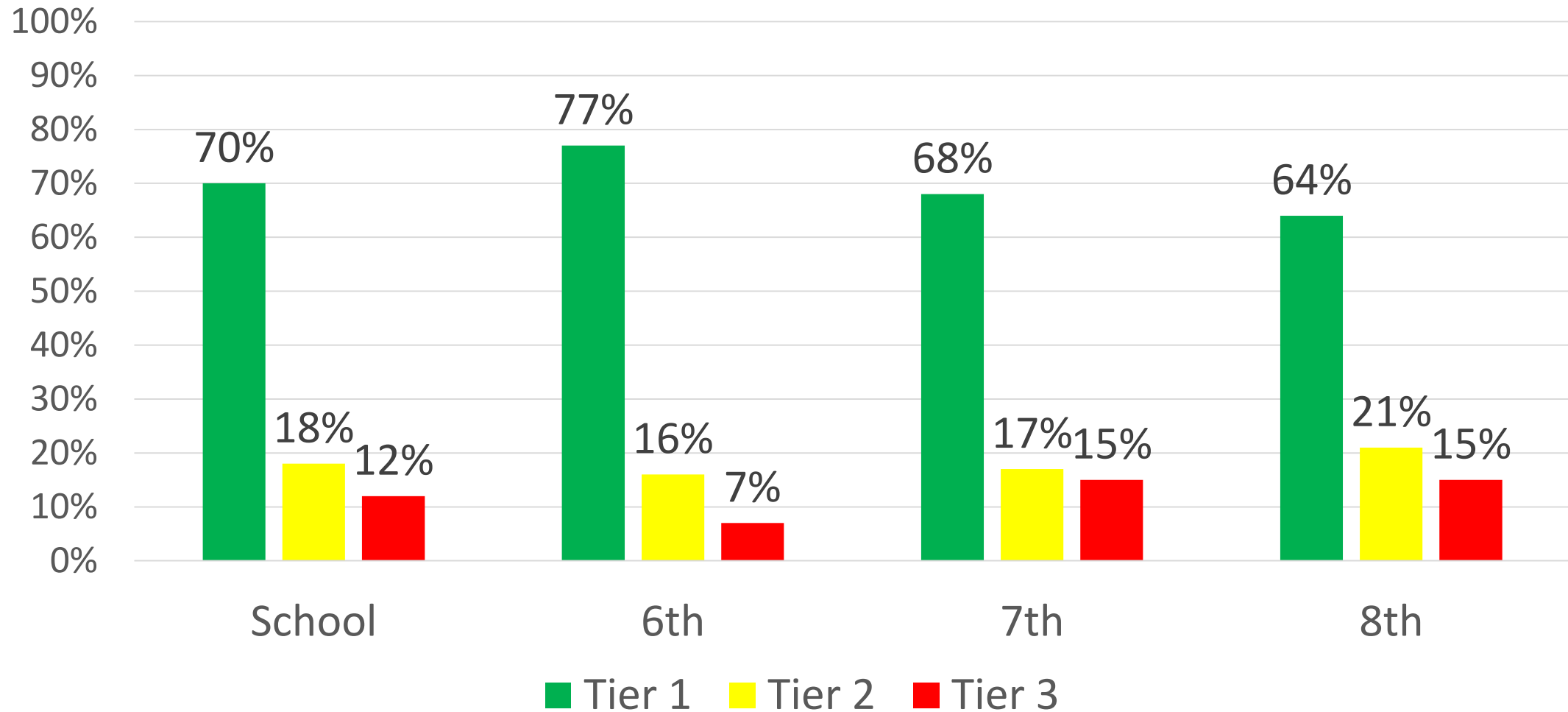
Step 3: Select and implement intervention(s)

1. Empower parents by educating them on the importance of daily school attendance to their Kindergarten children's well-being.
2. Empower Kindergarten students by educating them on the importance of daily school attendance.
3. Provide monthly incentives for Kindergarten classroom with the highest percent of students showing *perfect or improved attendance from previous month*.

Step 4: Evaluate effectiveness of intervention(s)

Results: By the end of the year **73%** of Kindergarten students were attending on a regular basis (in Tier 1). This indicates a **24% increase** in Tier 1.

Example 2: Middle School Percent Attendance by Tiers



Middle School Example Problem-Solving



Step 1: Problem identification

Discrepancy Statement: It is **expected** that at least **80%** of students should be attending school on a regular basis. Only 50% and 45% of our African-American students in 7th & 8th grade respectively are attending on a regular basis by mid-year. There is a **discrepancy of 30% and 35%** respectively between what is expected and what is occurring. (Tier 1 problem)

Step 2: Problem analysis – Why is this discrepancy happening?

H1: **Staff** need to do more to engage our African-American students, especially in 7th and 8th grade.

H2: **Staff** need to focus on improving teacher-student relationships with our African-American students.

Middle School Example Problem-Solving (cont'd)



Step 3: Select and implement intervention(s)

1. Staff will implement “Positive Greetings at the Door” strategy (Cook, Fiat, & Larson, 2018).
2. Each African-American Student in Tier 2 and Tier 3 will be linked with a caring adult mentor (and some in Tier 1).

Step 4: Evaluate effectiveness of intervention(s)

Results: By the end of the year **65%** of 7th grade and **60%** of 8th grade African-American students were at school on a regular basis (Tier 1). This indicates a **15%** increase in Tier 1 at both grade levels!

Things to look for in your Attendance Data

- Wide variability across different levels! Important to *analyze your data systematically*
- Students in Tier 3 in previous year
- Students in Tier 3 the first month of school
- Check subgroup data



Fidelity Data: Are we doing what we said we would do?

Fidelity

- Are we implementing our interventions with fidelity?
- Are we implementing our school attendance plan with fidelity?

Fidelity Monitoring Approach for School Attendance Plan

Background Information:

- Provided three ½-day trainings to key district administrators and new SATs on MTSS for Attendance based largely on Kearney & Graczyk's (2014) RTI model, t
- Then ongoing coaching support
- Determined “Non-negotiables” (i.e., required practices) for each tier
- Developed an “Attendance Monitoring System” guiding document for school teams
- Fidelity tool was developed from this document

Attendance Monitoring System

Attendance Monitoring System

Directions: Principals, please complete with input from your Attendance Intervention Team members and submit to the district superintendent's office by _____

Tier 1-Absent 5% or less

| Timeline | Required tasks/Non-negotiables | Responsible | Accountable | Communication Format | Inform |
|------------------------------------|---|---|-------------|-----------------------------------|--|
| Yearly | School attendance will be incorporated into the annual District Improvement Plan (DIP) and School Improvement Plans (SIPs) as a goal area. | Principals Dept for Student Services | Ad Council | SIP Status Visits Data Retreat | Parents Teachers Students Community |
| Qtr 1: Beginning of school year | Principal designates Intervention Team: school psychologist, staff member responsible for attendance data, school social worker, school nurse, MS counselors, teacher reps. | Intervention committee | Principal | Electronic Template | Superintendent Classroom Teachers |
| Qtr 1 | Establish problem-solving process to identify potential barriers and additional supports and practices to improve attendance for all students | Intervention Committee | Principal | MTSS Agendas | Principal Classroom Teachers |
| Weekly | Weekly attendance data review by administrator or administrator designee | Admin Designee | Principal | Electronic Template | Intervention Committee |

Example: Fidelity Tool for Schools

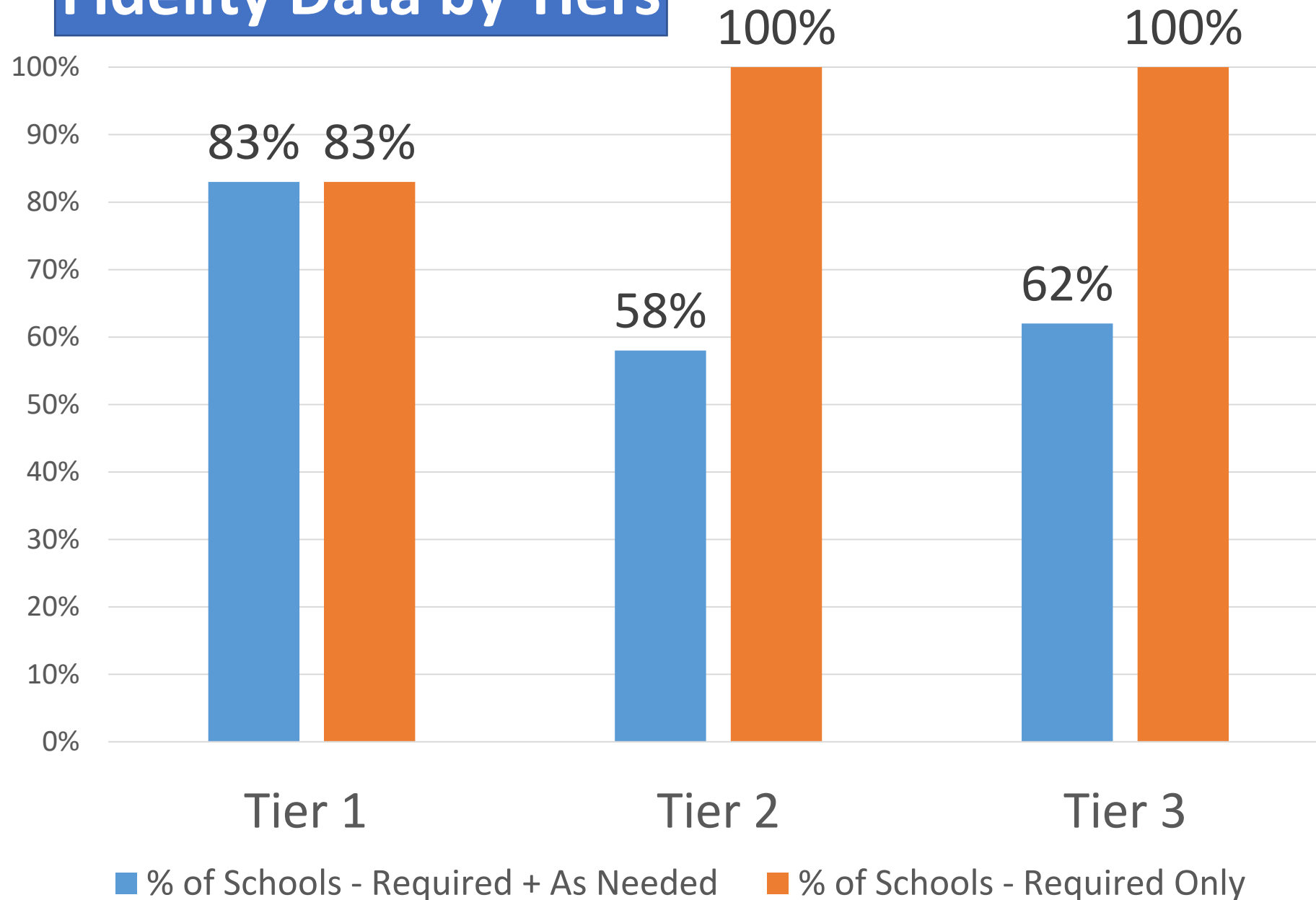
Attendance Monitoring System Fidelity Checklist

Directions: Principals, please complete with input from your Attendance Intervention Team members and submit to the district superintendent's office by _____

Tier 1-Absent 5% or less

| Timeline | Required tasks/Non-negotiables | Responsible | Accountable | Communication Format | Inform | Status (Please indicate for each task) |
|------------------------------------|---|---|-------------|-----------------------------------|--|--|
| Yearly | School attendance will be incorporated into the annual District Improvement Plan (DIP) and School Improvement Plans (SIPs) as a goal area. | Principals Dept for Student Services | Ad Council | SIP Status Visits Data Retreat | Parents Teachers Students Community | <input type="checkbox"/> Completed <input type="checkbox"/> Ongoing <input type="checkbox"/> Not Started |
| Qtr 1: Beginning of school year | Principal designates Intervention Team: school psychologist, staff member responsible for attendance data, school social worker, school nurse, MS counselors, teacher reps. | Intervention committee | Principal | Electronic Template | Superintendent Classroom Teachers | <input type="checkbox"/> Completed <input type="checkbox"/> Ongoing <input type="checkbox"/> Not Started |
| Qtr 1 | Establish problem-solving process to identify potential barriers and additional supports and practices to improve attendance for all students | Intervention Committee | Principal | MTSS Agendas | Principal Classroom Teachers | <input type="checkbox"/> Completed <input type="checkbox"/> Ongoing <input type="checkbox"/> Not Started |
| Weekly | Weekly attendance data review by administrator or administrator designee | Admin Designee | Principal | Electronic Template | Intervention Committee | <input type="checkbox"/> Completed <input type="checkbox"/> Ongoing |

Fidelity Data by Tiers





Your turn:

How are you using attendance data at this time?

What other sources of data do you use---or believe would be helpful --- to use to address the needs of students with School Attendance Problems?



Take home points...

- To be strategic & enhance their effectiveness, School Attendance teams (SATs) should utilize a tiered approach to analyze their attendance and related data.
- Teams can apply what they already know about an MTSS framework for academics and behavior to attendance
- A 4-step problem-solving approach can be useful to address student needs at multiple levels
- Teams should use data to monitor progress by tiers, by various groupings of students, by individual students, and to ensure fidelity.