School Attendance Guidelines
for
Implementing MTSS/RTI Framework
Multi-Tiered System of Supports/Response To Intervention

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Moderators: INSA Executives: Dr. Carolyn Gentle-Genitty and Dr. Gil Keppens

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Agenda: Welcome/Opening | Presentations | Question/Answer | Close

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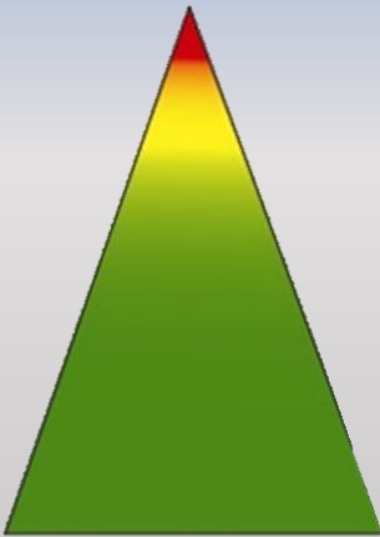for School Attendance
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Overview

- Background

- Guidelines:
    1. Leadership
    2. Organization
    3. Competence

- Summary ("Take Home" Points)

- Question & Answer

Brief Definition of Framework

MTSS = **M**ulti-**T**iered **S**ystem of **S**upports

RTI = **R**esponse **T**o **I**ntervention (RTI) is:

- Model to improve <u>student attendance</u>

- Using <u>data</u> and <u>evidence-based practices</u>

- Matched with student needs

Implementation Guideline #1
Leadership

Effective Implementation
Needs Effective Leadership

- Establish School Attendance Teams (*SATs*)

  Primary tasks of team:

    - To *actively* oversee MTSS/RTI
      implementation

School Attendance Teams Membership

"Core" Team:

- Administrator
- Data analyst
- Teacher representatives
- Academic & behavior specialists
- School/educational psychologist
- Key Opinion Leader(s)

When appropriate / available:

- Medical Professional
- School Attendance Officers
- Teachers of individual students
- Parents/parent liaisons
- Students
- Community partners

Team Process

❑Meet weekly (*if possible*)

❑Set Agenda

     Standing Items
          *Action Plan review
          *Prior Meeting <u>Action Items</u> review
            -    **"Who is going to do what by when?"**
          *Data Review

❑Meeting Roles
     *Facilitator
     *Notetaker
     *Timekeeper

Consensus-Building

1. Vision and Mission statements
2. Team Self-Assessment & Action Plan
3. Key Terms
   - Attendance
   - School attendance problems (SAPs)
4. Core Components of MTSS/RTI
5. Decision Guidelines

Team Self-Assessment & Action Plan

School <u>Team</u> Self-Assessment

DATA-DRIVEN APPROACH	Emerging	Developing	Proficient	Comments
Data Collection	❑ Data on students with the highest number of absences, unexcused absences, and truants is collected.	❑ Data on individual students with excused and unexcused absences and suspensions clustered by attendance categories, grade levels, and vulnerable student categories is collected.	❑ Attendance data, trends, and patterns are monitored to assess which groups of students are most affected and what works to reduce chronic absence.	
Data Utilization	❑ Chronic absence data is used as an accountability measure and not for early warning.	❑ Chronic absence data is used to identify individual students in need of early intervention based on reasons for absences.	❑ Chronic absence data is used to develop & monitor prevention, early, and intensive intervention strategies and to remove common attendance barriers for individual and groups of students.	

From Attendance Works www.attendanceworks.org

Key Terms

1) Average Daily Attendance

2) Regular Attendance

3) **School Attendance Problems (SAPs):**
   - School Refusal
   - Truancy
   - School Withdrawal
   - School Exclusion
   - Chronic Absenteeism

7 Core MTSS/RTI Components
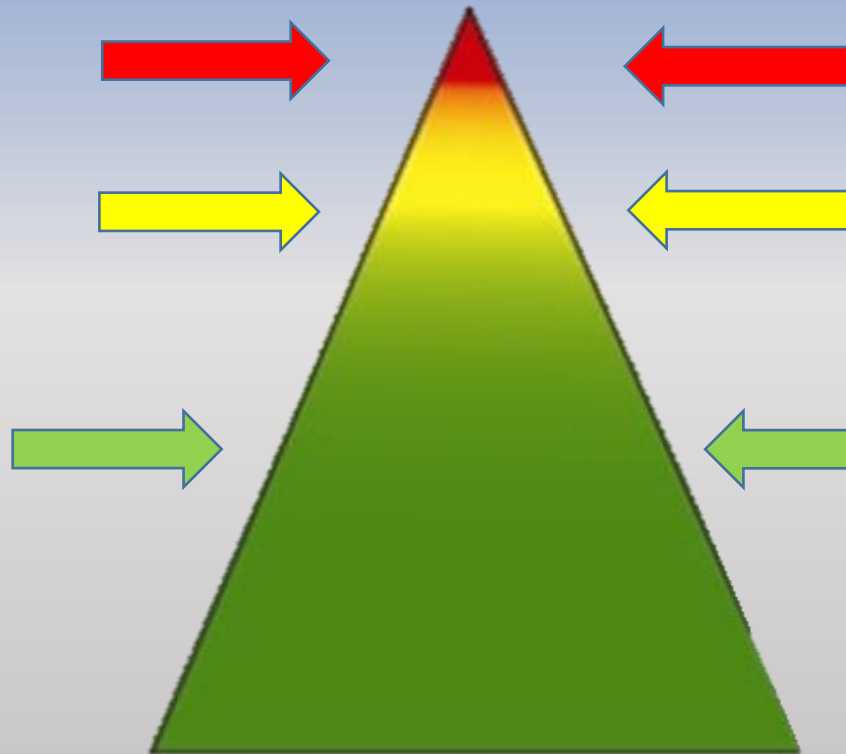## *for Attendance*

1. Team approach
2. Multi-tiered alignment for ALL students' needs
3. Systemic
4. Prevention-focused not "wait to fail" approach
5. Problem-solving process
6. Data-based decision-making
7. Evidence-based practices implemented with fidelity

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Implementation Guideline #2
Organization

Organizational Considerations
Structures

- Teaming structure & process

- Tiered framework

- Data system

Data Systems: Data set Guidelines

Consider:
- % of instructional time absent/in attendance
- Late school arrivals
- Periods absent during school day
- Early school departures
- Types of school attendance problems

Don't forget
- Student Subgroups (e.g., SES, Students with disabilities)
- Days of the week
- Months of school year

More data to consider…
## "Whole Child Approach"

- Academic Data

- Behavioral Data

- Health/Mental Health data

Organizational Considerations
Processes

- Do a self-assessment and action plan

- Ensure fidelity

- Monitor student progress

- Select evidence-based practices

- "Roll out" – <u>What's going to happen when</u>

- Match interventions to student needs

- Build staff knowledge and skills

Align Tiers of Support
with Student Needs
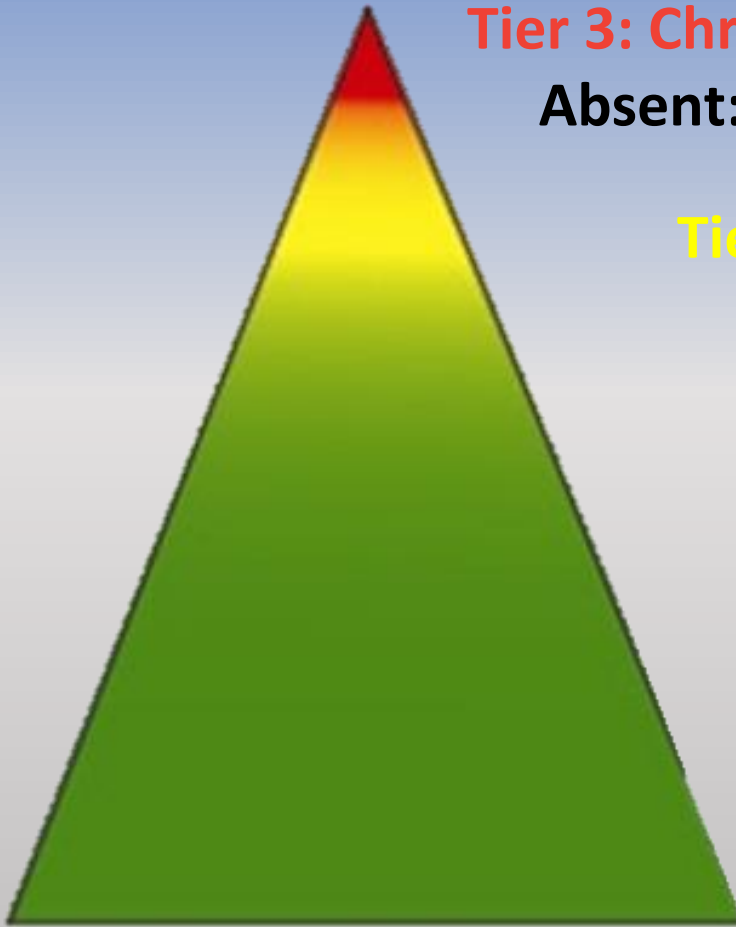
Tier 3: Chronic Absenteeism
Absent: 10% or more

Tier 2: At-Risk for Chronic Absenteeism
Absent: >5% but <10%

Tier 1: Satisfactory Attendance
Absent: 5% or less

Implementation Guideline #3
Competence

Build Staff Competency

Professional development for staff should include...

- Initial training
- Ongoing support
- Training based on their role

Start with the SAT!

Take Home Points

An MTSS/RTI framework is …

- *Prevention-oriented*
- *Evidence-based*

It can help to…

- *Promote* school attendance
- *Prevent* school attendance problems
- Guide *interventions* when problems exist

- For effective implementation keep focus on:
  1) **Leadership |Organization|Competence**
  2) Start with Tier 1.
  3) "Start slow to go fast."

Questions?

Remember Q&A with speaker next 15 minutes

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YOU!

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- Speaker and all participants today,
- INSA Executive, INSA 21 and 200+ INSA members world-wide,
- For leading, researching, and advancing the field of absenteeism
- For caring for our children and families as you take care of yourself

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November 18, 2020 10 am EST

School Refusal

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