# Plan → Do → Study → Act (PDSA) Plan

| **Testers:** Attendance Team | **Test Title:** 2x10 Strategy | **Cycle #:** 1 |
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### What change idea is being tested?

*2x10 Strategy is the change idea. Attendance Team members will each identify one student who might benefit from additional support. Attendance Team members will each meet with one student for two minutes for ten consecutive days, allowing the student to talk about anything they would like.*

### Date of test: *October 2-13, 2023*

*After the ten days, reflect on the following: How did this help you learn about the student in new ways? What did you notice about your relationship with the student across the ten days? What are the implications of your learning for school practice going forward?*

### What is the overall goal of this test?

*Improve attendance for students who seem to be disconnected and who have missed between 10-19% of the school year. Provide adults with insight into student realities. Students who feel seen, heard, and cared for will have better attendance. Selected students will have fewer total absences going forward as a result of feeling more cared for.*

### Driver:

*Insight into student realities that might strengthen positive adult-peer relationships*

### Learning Questions: What do you hope to learn from this test?

*Q1 - Are adults willing and able to support this intervention?*
*Q2 - How many of the identified students will participate in the check-in for ten consecutive days?*
*Q3 - Does attendance for students who participate improve going forward?*
*Q4 - What are the implications for wider implementation of the 2x10 strategy?*
*Q5 - Are there any spillover effects, e.g., do some students participate more in class? Does behavior improve?*

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| Plan | | | Do | Study |
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| **Details:**<br>What are the steps in the test? Who will implement it? | **Predictions:**<br>Make a prediction for each question. Not optional. | **Data you will collect** | **Briefly describe:**<br>what happened during the test, surprises, difficulty getting data, obstacles, successes, etc. | **What were the results?**<br>Comment on your predictions in the rows below. Were they correct? Record any data summaries as well. |
| 1. Review the 2x10 process with team members to get buy-in to ensure fidelity and provide conversation starters<br><br>2. Use data to identify students for outreach<br><br>3. Team members invite one student to check in at a specific time/location<br><br>4. At the end of each check-in, make specific plans for meeting the following day.<br><br>5. Note on the 2x10 grid when the check-in is complete | Q1 - Prediction - All Attendance Team members (8) are willing to participate<br><br>Q2 - Prediction - 5 students will check in for ten consecutive days | 2x10 checklist from each Team member | Prioritizing which of the chronically absent students to contact proved to be a challenge. Once the students were selected, Team members each contacted one student to meet with.<br><br>Initially, the students thought they were in trouble, particularly when the principal contacted her student.<br><br>Of the 8 students, 6 actually showed up all ten consecutive days. | Q1. All Team members were able to participate each of the ten days.<br><br>Q2. Six students checked in all ten days. |
| | Q3 - Prediction - Students who participate in all 10 days improve attendance going forward. | Student attendance prior to 2x10, during 2x10, in the two weeks following the 2x10, and one month following the 2X10 | | Q3. One student had two excused absences for illness. A second student had one excused absence, also for illness.<br><br>Six students had no unexcused absences for the 2 weeks following the 2x10. |
| | Q4 – Implications for wider implementation? | Meet with Attendance Team members and students for reflection | | Q4. Attendance Team members decide to implement the 2x10 with one additional student and check in at least once per week with their student from group one. |
| | Q5 - Are there any spillover effects? | | | Q5. There were reductions in referrals for behavior for the 6 students who participated. |

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| **Act:** *Describe modifications and/or decisions for the next PDSA cycle. What will you do next?* | |
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| __X_ **Adapt** *(tweak the process and try again)*<br><br>____ **Adopt** *(make this my standard process)*<br><br>__X_ **Expand** *(try this for a longer period of time)*<br><br>____ **Abandon** *(go to a new change idea)* | • *Develop criteria to prioritize students selected to participate*<br>• *Provide Caring Conversations Training and active listening techniques for Attendance Team members and other staff*<br>• *Ask Team members to do one more cycle with different students before implementing more broadly with teachers* |

*Resource:*

2x10 Relationship Strategy Bank:  https://www.scoe.net/media/e4olyyjr/sesion_2_relationship_strategy_bank.pdf