



Session 3:

Partnering to Make a Difference



Professional Learning Series

March 20, 2024



Welcome!



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Three E-Learning Sessions

During these sessions, participants will learn how to work as a team to take a multi-tiered approach to improve attendance in their schools:

- ❖ **Session 1** — Whole School Engagement Strategies for Reducing Student Absenteeism
- ❖ **Session 2** — Early Intervention Strategies: Using Teams to Monitor and Identify Students in Need of Support
- ❖ **Session 3** — Partnering to Make a Difference



Welcome!

If you wish to review Session 2, please take a look at the slides, list of materials and the recording.

- ❖ [Recording: Session #2](#)
- ❖ [Presentation slides](#)
- ❖ [Outline & Summary of Resources](#)



Getting Started: Introductions

Use the Chat and share:

- ✓ Your name, school name and role at the school
- ✓ What is one outstanding question you still have about chronic absence?



Poll

What has been most valuable to you from the first 2 classes? (check all that apply)

- The key functions of an attendance team
- Taking a multi-tiered approach to reducing absenteeism beginning with prevention
- Effective communication strategies
- Using chronic absence data to inform action
- Identifying root causes of absenteeism
- Other (*type in chat*)



Pop Quiz

1. Early intervention begins when students miss 20% of school. (True or False)
2. There are many factors affecting student attendance. (True or False)
3. Schools must form a stand-alone attendance team. (True or False)
4. You matter! (True or False)



Learning Goals for Session 3

Participants will:

- Learn strategies for mobilizing school staff and community agencies to partner with families to improve attendance and engagement.
- Find out about how to determine if your efforts are making a difference.



Session 2

- 1. Organize a multi-tiered attendance strategy that begins with prevention and early intervention.**
- 2. Examine attendance and absenteeism data to assess which groups of students have higher or lower levels of absence.**
- 3. Identify assets, barriers and strategies that affect attendance.**

Session 3

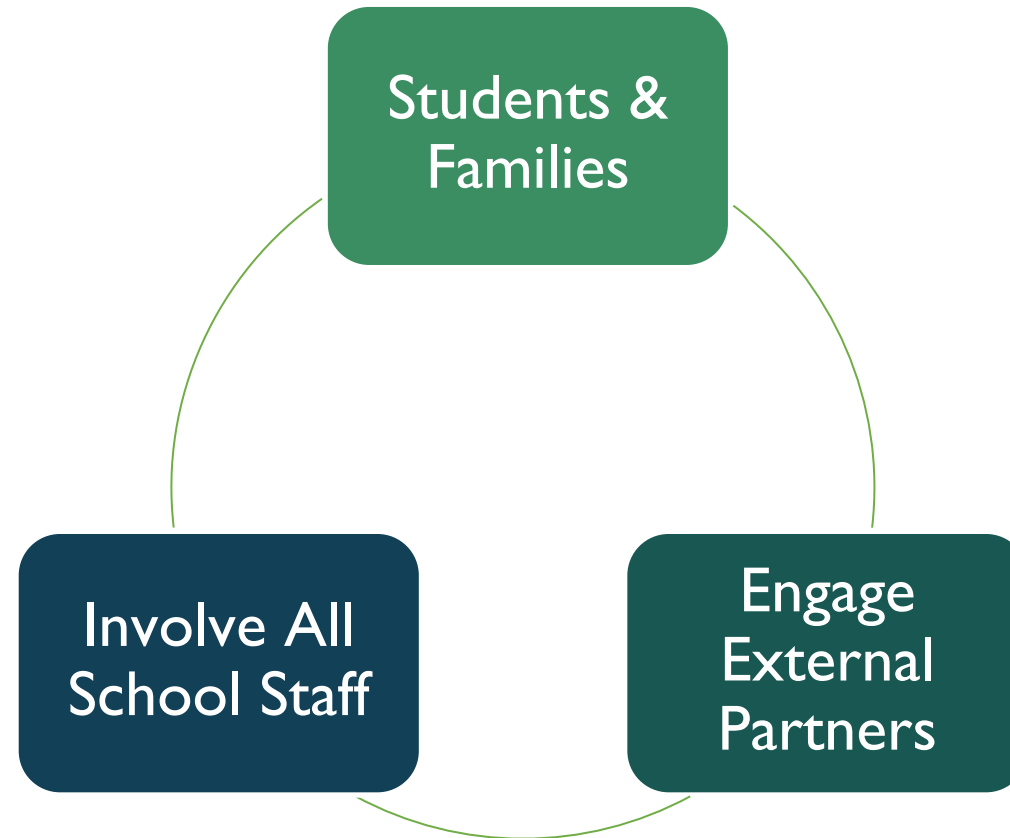
- 4. Mobilize everyone in the school community to address attendance.**
- 5. Determine if you are making a difference.**

Team Function #4: **Mobilize everyone in the school community to address attendance**





Mobilize the School Community to Address Attendance



Shifting from Individual to a Team Approach

Individual Responsibility

- One person or department handles attendance
- Each staff member operates in isolation
- Site administrators are expected to produce results on their own
- Schools alone are accountable for improving attendance

Shared Responsibility

- Many people play different roles to improve attendance
- School team coordinates efforts to improve student attendance and engagement
- Site administrators receive district resources, policies and guidance to support effective practice
- Collective impact with partner agencies

We All Have a Role





Team Self-Assessment

Our entire school staff has bought into an “all hands on deck” approach to attendance.

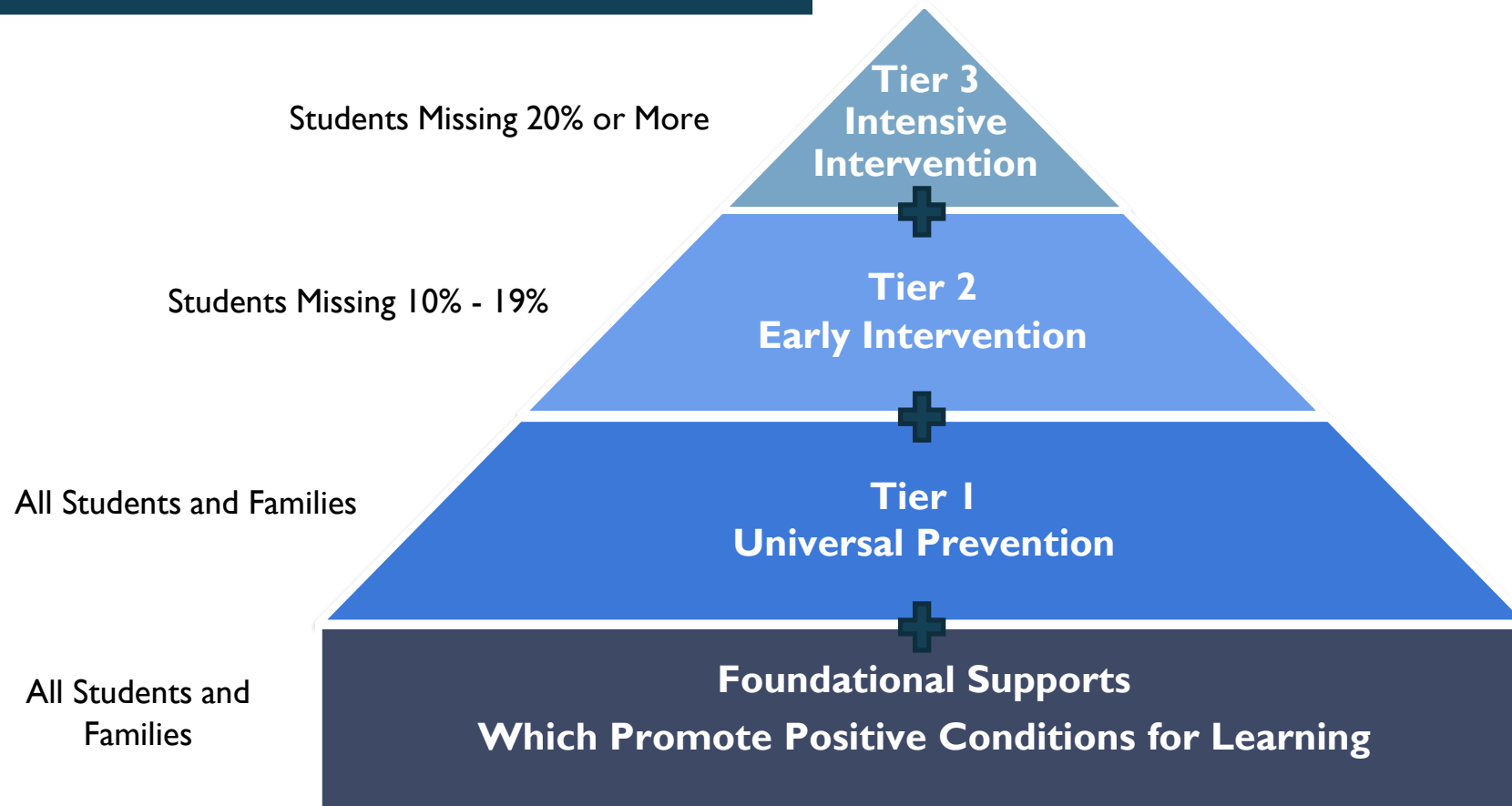
- Strongly in Place
- Measurable Progress
- Needs Improvement
- Urgent Gap

Mobilize the Community: **Involve All School Staff in Caring Conversations**

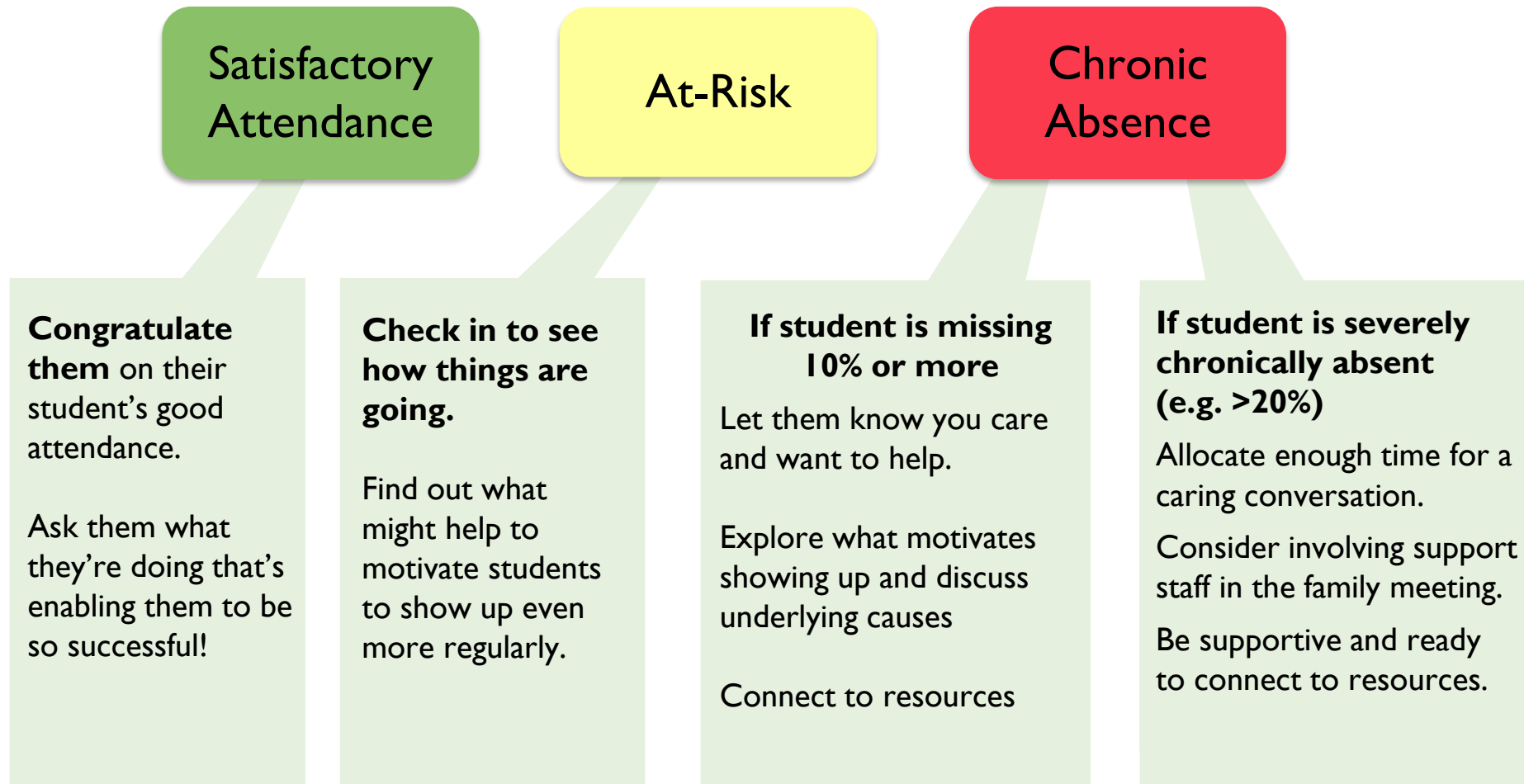




Multi-tiered System of Support for Attendance



Tailor Conversations to Students' Attendance Status





Reflection

We've all had the experience of conversations going poorly when trying to broach a sensitive subject. Take a moment and reflect about an instance when this happened.

- Why the conversation went badly
- What could have helped



Sample Scenario: *Modeling Caring Conversations*

- **You are Alyssa's teacher.** You have noticed that Alyssa seems more reserved and less attentive than normal in class. She has missed 8 days of school in the two and a half months of school and is frequently tardy. Alyssa sometimes says she does not feel well but you aren't sure she is seriously ill. You have not been able to contact Alyssa's parent since the beginning of the school year despite multiple attempts.
- **You are Alyssa's parent.** Alyssa has asthma and you're scared that it's been getting worse. Sometimes her wheezing keeps her up at night so it's hard to get her to school on time. You are still worried that Covid could be a problem. She's started to ask if she can stay home sometimes because she feels lost in class and doesn't want to look dumb in front of the other kids. You have not found that teachers at Alyssa's school know what it's like for you to try to manage Alyssa's asthma and make sure that she's alright.



Sample Scenario: *Modeling Caring Conversations*

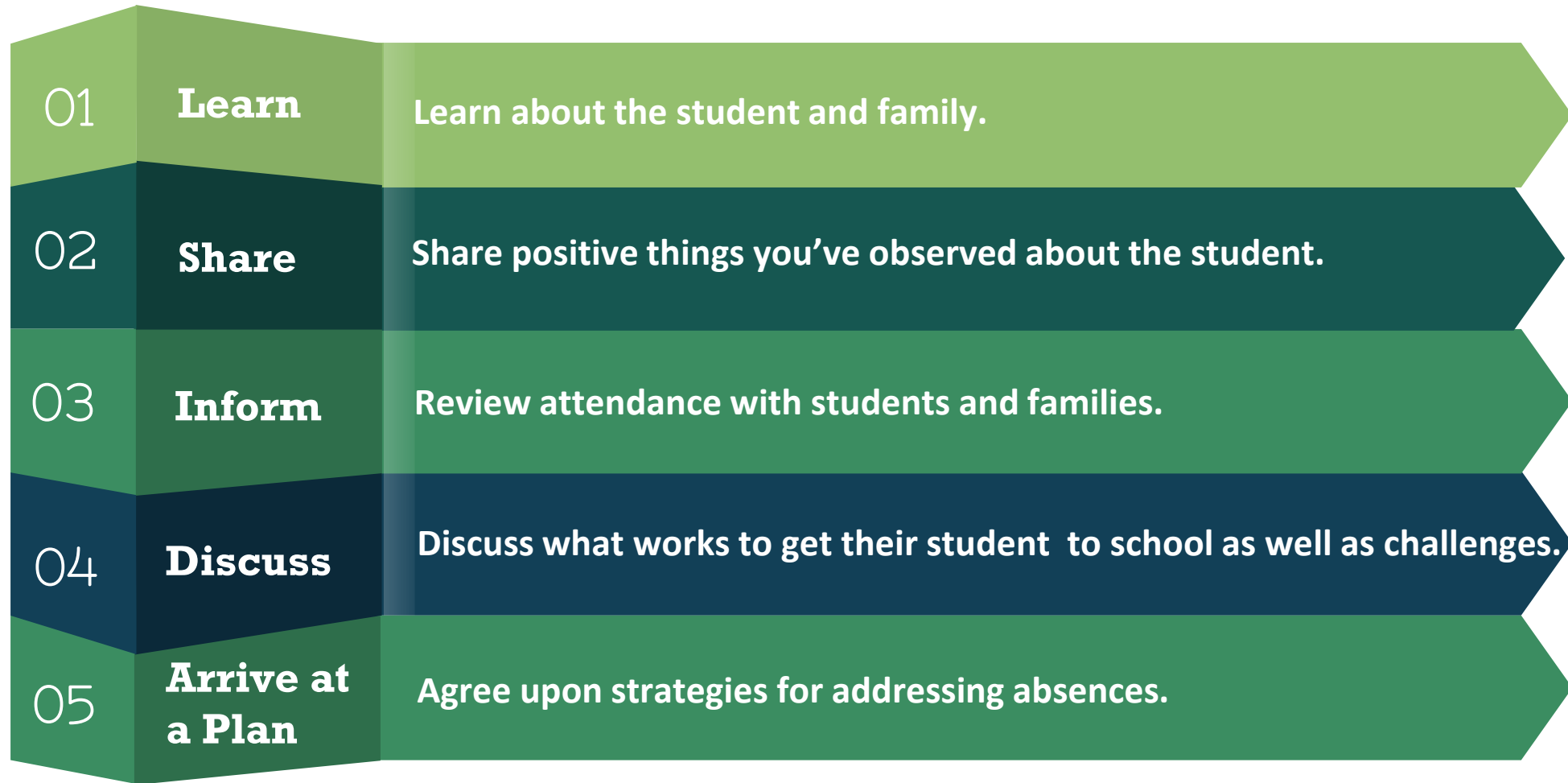
- **You are Peter's teacher.** Peter is a 7th grader who struggles to keep up. Since returning to school in person, he has been quiet and distracted in class. In the first 12 weeks of school, he has missed 8 days and been tardy 15 times.
- **You are Peter's parent.** Peter has the responsibility for getting his younger siblings to elementary school since his parents are at work by the time the children wake up for school. The entire family is still grieving the death of your spouse.



Sample Scenario: *Modeling Caring Conversations*

- **You are Charles teacher.** Charles Brown is an 11th grader who struggles to keep up. Since returning to school in person, Charles has been quiet and distracted in class. In the first 12 weeks of school, he has missed 8 days and been tardy 15 times.
- **You are Charles:** Charles has the responsibility for getting his younger siblings to elementary school since his mother is at work by the time the children wake up for school. He also has taken a part-time job to help out. The entire family is still grieving the death of the father.

The “Caring Conversations for Attendance” Process



Adapted with permission from materials created by © High Expectations Parental Service, 2011



Steps 1 & 2: Learn and Share

Share in Chat:

- What excellent questions can you ask to learn about a student's family?
- What are some positive observations about a student you might share with the student or family?

01

Learn

Learn about the student's family. What are their hopes and dreams for their student? What does the student enjoy about school this year? What has been interesting or challenging about learning?

02

Share

Share positive things you've observed about the student. Share your own vision for student learning & development.

Step 3: Inform

03

Inform

Review attendance with parents. Tailor conversation to student's level of absenteeism & inform them of possible impacts of missing school. How might poor attendance affect their hopes and dreams for their student?

1. Show absences marked on a school calendar
2. Identify patterns
3. Share what key concepts a student missed relating back to the hopes and dreams that the student or parents shared

2023-2024 ACADEMIC CALENDAR

September 2023							October 2023							November 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1	2													
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

December 2023							January 2024							February 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1	1	2	3	4	5	6								
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29		
31																				

March 2024							April 2024							May 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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31																				

June 2024							July 2024							August 2024						
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						1	1	2	3	4	5	6								
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23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
30																				

<https://www.attendanceworks.org/resources/student-attendance-success-plans/>

Step 4: Discuss


04

Discuss

Discuss what works to get their student to school as well as challenges.
Explore options for making up for lost learning time in the classroom.

1. Learn about student motivations
2. Discuss reasons for absenteeism
3. Explore what would help reduce absences and increase engagement
4. Identify opportunities to make up for lost learning in the classroom
5. Use help bank to identify support systems

MY FAMILY'S HELP BANK



MY FAMILY

1. **My Family:** List who lives in your house.
2. **Everyday Helpers:** Identify who you can call on to help drop your child off or who can pick him or her up when you cannot. These are people like friends, neighbors and relatives who can help regularly.
3. **Occasional Helpers:** Identify people who probably cannot help everyday, but can help in a pinch. Maybe it's a godparent, a relative or a friend who lives outside your neighborhood but can be there for short stints.
4. **Potential Helpers:** Identify people who are part of your school community, church or neighborhood who are able to help — if you ask.

1. My Family: _____

2. Everyday Helpers: _____

3. Occasional Helpers: _____


4. Potential Helpers: _____

If I need help getting my child to and from school, I will ask the following people to be our back-up:

Name: _____ Best Contact Number: _____

Name: _____ Best Contact Number: _____

Name: _____ Best Contact Number: _____

 To learn more, please visit www.attendanceworks.org
Adapted from materials created by Early Works at Earl Boyles Elementary School

<https://www.attendanceworks.org/resources/student-attendance-success-plans/>

Step 5: Arrive at a Plan

05

Arrive at a Plan

Assess strategies for addressing absences. Help students and families develop an attendance and learning plan. Offer referrals to services as needed and ask if there are other ways you can help.

1. Work with the family to identify specific steps that will help to prevent absenteeism in the future
2. Develop and complete a plan for attendance and learning
3. Ensure that the plan includes any support that the school will offer as well
4. Provide a copy of the plan to the student/parent
5. Agree on a timeline to check in and see how things are progressing

MY CHILD'S ATTENDANCE SUCCESS PLAN

POSSIBLE STRATEGIES TO REACH MY CHILD'S ATTENDANCE GOALS AND HELP MY CHILD GAIN THE SKILLS TO DO WELL IN SCHOOL AND TO READ BY 3RD GRADE.

- Keep an attendance chart at home to track absences. Consider using the attached calendar.
- At the end of the week, I will recognize my child for attending preschool every day with _____ (i.e., a visit to the park, a new book, a special treat, a hug, etc.)
- Make sure my child is in bed by _____ p.m. and the alarm clock is set for _____ a.m.
- Find a relative, friend or neighbor who can take my child to or from preschool if I can't. I can list who can help on the Help Bank (attached).
- Set up medical and dental appointments for weekdays after preschool.
- If my child has a slight stomachache, headache or allergies, and is not sick with a contagious illness including Covid-19, I will send my child to school. I will call the school or a health provider for advice if my child complains regularly.

To improve _____'s attendance, I commit to the following:

- _____
- _____

To improve _____'s attendance, the program commits to:

- _____
- _____

We will review progress to meet this goal in one month.

Family Signature: _____ Date: _____

Program Signature: _____ Date: _____

Attendance Works To learn more, please visit www.attendanceworks.org
Adapted from materials created by Early Works at Earl Boyles Elementary School in Portland, Oregon (<http://www.childnet.org/ourcommitment/early-works/>)

<https://www.attendanceworks.org/resources/student-attendance-success-plans/>

Caring Conversations Professional Development Resources

	Key Points	Questions and Messages
1. Learn	<ul style="list-style-type: none"> • Gather information • Ask open-ended, supportive questions 	<i>What is your vision for <u>student's</u> future? (ask parent and student)</i>
2. Share	<ul style="list-style-type: none"> • Positive observations about student so far • What you want students to accomplish this year • One goal is helping students acquire good habit of attendance 	<i>_____ is such a good listener. We love having her (you) in our class.</i>
3. Inform	<ul style="list-style-type: none"> • Progress you've seen (start positive) • Areas where child is struggling • Review report card & update parents on child's attendance • Deliver appropriate attendance messages 	<p><i>_____ is excelling at math! and is making progress with reading. Reading remains the area that needs work.</i></p> <p><i>_____ has been late five times and has missed two days during this first month of school. Absences impede reading and overall learning progress.</i></p>
4. Discuss	<ul style="list-style-type: none"> • Challenges, attendance barriers • Learning at home activities • How to stay connected 	<p><i>What makes it hard for _____ to get to school?</i></p> <p><i>What helps ____ catch up on learning given their absences?</i></p>
5. Ask & Arrive at a Plan	<ul style="list-style-type: none"> • Are there any questions? • Is there anything you can do to support a partnership between home and school? • Make referrals to community resources 	<p><i>What questions do you have?</i></p> <p><i>How can I help you?</i></p> <p><i>Would it help you to work with...?</i></p>

<https://www.attendanceworks.org/wp-content/uploads/2019/06/Caring-Conversation-Worksheet-2-16-22.docx>

Small Group Discussion

At your school:

- Who in your school community could benefit from learning about Caring Conversations?
- How and when can you introduce them to Caring Conversations?



Ground Rules

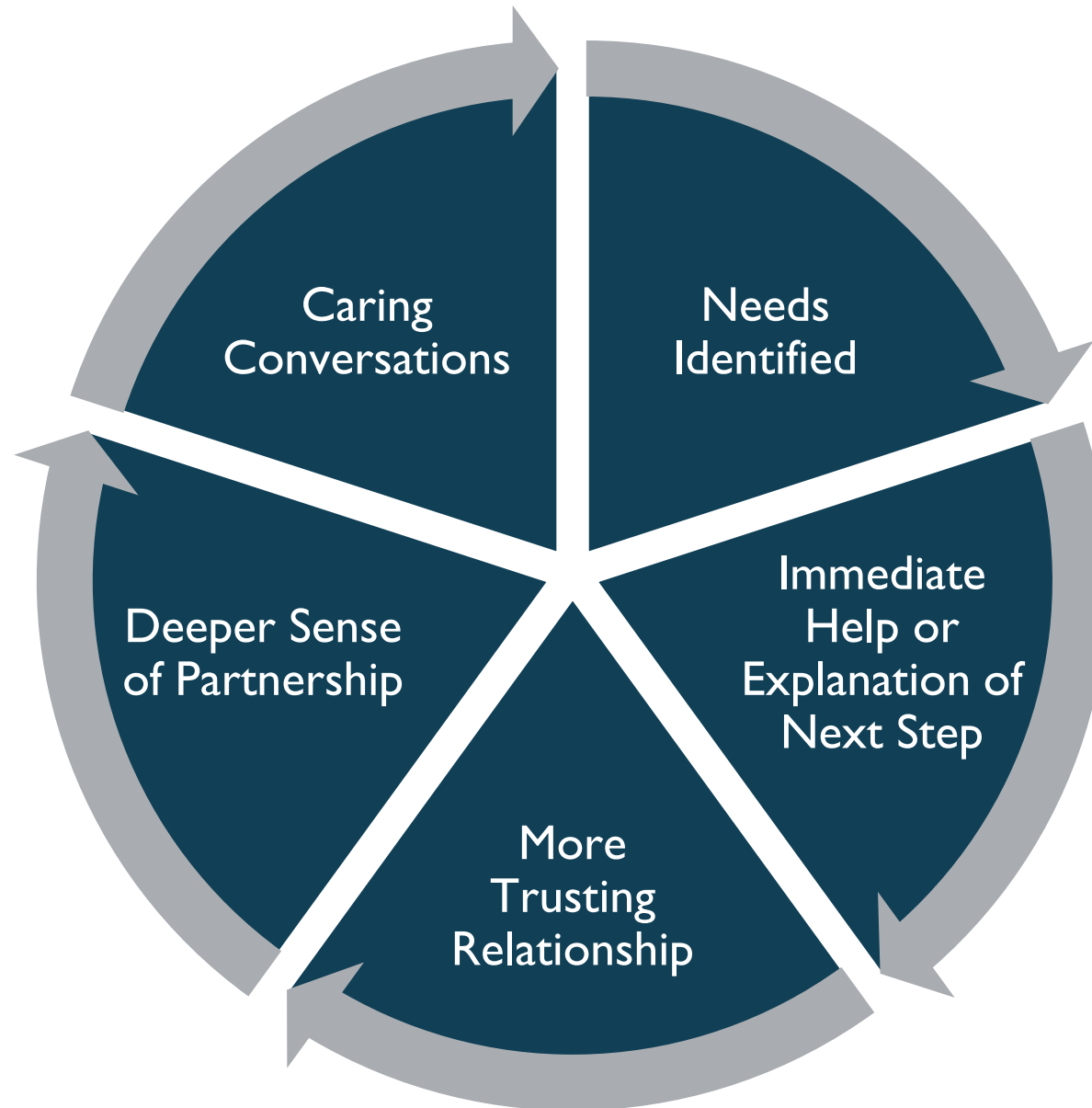
- Turn on your video camera
- Briefly introduce yourself
- Create space for everyone to speak (*and use the chat to express ideas*)
- The person whose first name is closest to the letter “Z” should facilitate



Report Out

How and when can you equip others in your school community to have Caring Conversations?

The Cycle of Effective Relationship Building



Listening to Parents



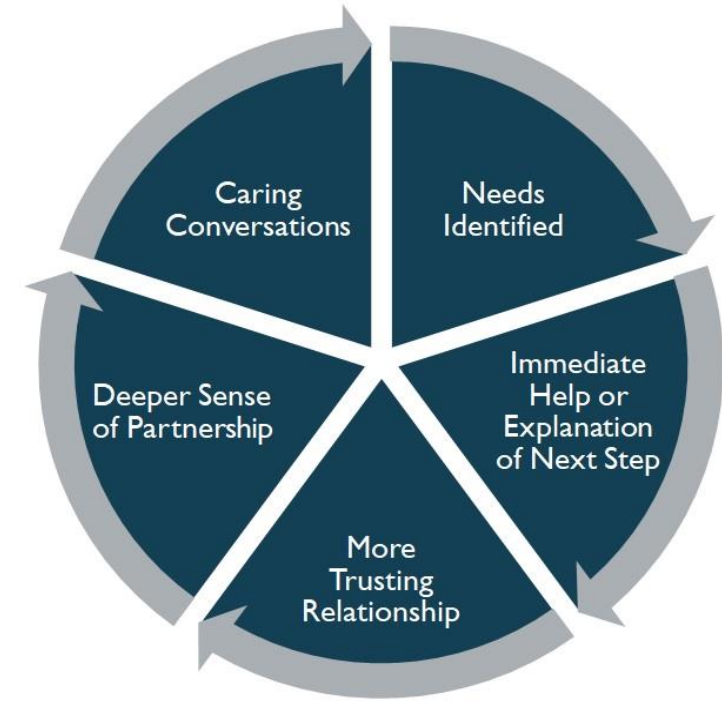
Lorri Hobson, Former Director of Attendance
Cleveland Metropolitan School District (CMSD) in Cleveland, Ohio

<https://youtu.be/f93RjyYvHb0>

www.attendanceworks.org



Let's Chat



Type in chat:

- What might cause the cycle to break down?
- What can school teams do to keep it going?

Mobilize the Community: Engage Partners





School Self-Assessment

Poll: Sample Question

Community partners and public agencies are partners in providing support to students and families in my school.

- Strongly in Place
- Measurable Progress
- Needs Improvement
- Urgent Gap

School Team Self-Assessment tool: <https://www.attendanceworks.org/resources/self-assessment/>

Community Schools Strategy



<https://www.youtube.com/watch?v=oc64K3obVqE>

To learn more about community schools, contact the Coalition of Community Schools
Or find a local Communities In Schools affiliate



Partners for Change

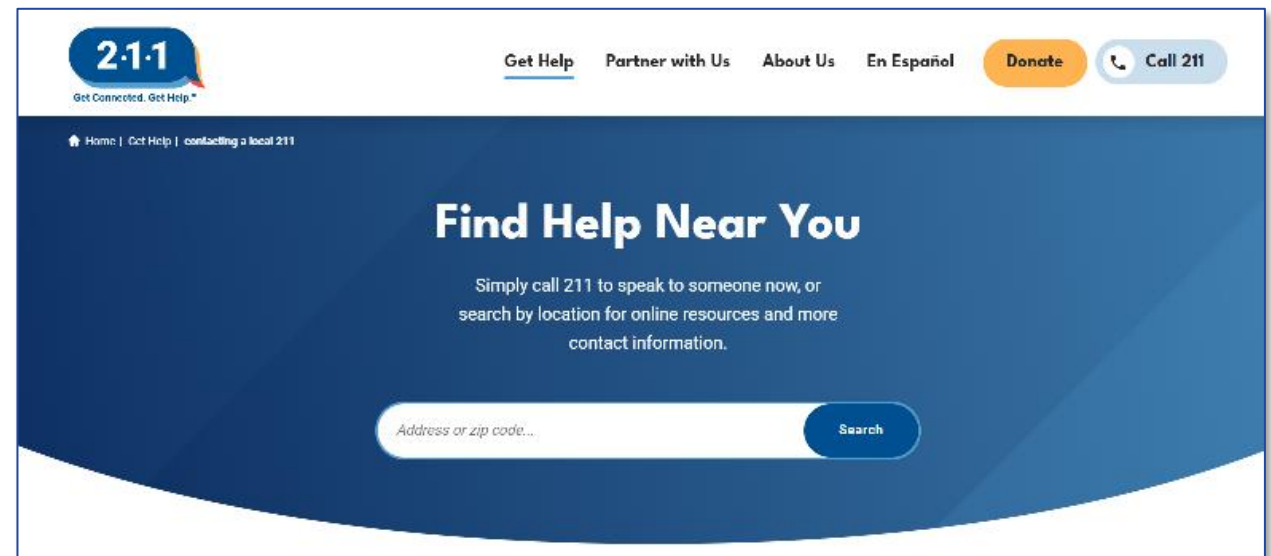
The greater the size of the challenge, the more partners are needed. Many different types of partners can be enlisted, but local government and public agencies are especially important. Tap into existing initiatives and coalitions to engage potential partners.

- Businesses
- Community Schools Initiatives
- Family Support Organizations
- Early Childhood Providers
- Faith-Based Organizations
- Health / Mental Health Providers
- Housing Agencies
- Hunger Relief Organizations
- Institutes of Higher Education
- Local / Tribal Governments
- National Service / Volunteers / Mentors
- Out-of-School Time providers
- Social Emotional Learning Providers
- Social Services
- Population-Specific Service or Civic Organizations
- Philanthropy (including foundations and United Ways)



Ways to Identify External Partners and Resources

- ✓ United Way [211](#)
- ✓ Online Search – e.g. [Findhelp.org](#)
- ✓ Any other examples?
(type in chat)




Align Partners and Interventions to Reasons for Absences

Reason for Absence	Possible Interventions	Potential Partner
Anxiety	<ul style="list-style-type: none"> • Enlist trusted messengers to talk with families about health and safety • Meet with school counselor, social worker or psychologist • Offer small groups to teach calming skills 	Local pediatricians Promotoras (<i>community health workers</i>) NAMI – online courses
Disengaged	<ul style="list-style-type: none"> • Assign a peer group mentor • Create an individualized learning plan • Explore afterschool options (art, music, STEM, etc.) • Offer alternatives for credit recovery 	MENTOR Parks & Rec program Boys & Girls Club
Family/Work Responsibilities	<ul style="list-style-type: none"> • Identify alternate caregivers for elderly or for children • Provide a modified schedule • Negotiate work schedules with local employers 	Adult Day Care Child Care Referral Networks
Transportation Barriers	<ul style="list-style-type: none"> • Walking School Bus • Free municipal bus passes • Carpools 	Parents AmeriCorps program City government

School Community and External Partners

- ❖ Use this worksheet to help keep track of your partners
- ❖ Be sure to update the list on a regular basis

<https://www.attendanceworks.org/wp-content/uploads/2019/06/List-of-Partners-2.16-22.docx>



Partners

School _____ District _____

Primary School / District Contact
 Name _____ Title/Position: _____
 Email: _____ Phone _____

Name of Partner	Contact Info. <small>(name, email, phone)</small>	What is being provided?	Who is being served?	Time Period of Partnership	Who established this partnership? <small>(name, email, phone)</small>	Last updated on <small>(mm/dd/yy)*</small>
<i>EXAMPLE: Springfield County Food Bank</i>	<i>name, email, phone#</i>	<i>food</i>	<i>all students</i>	<i>SY 2021-2022</i>	<i>name, email, phone#</i>	<i>8/1/21</i>

*Update the information for each partner at least annually.

Team Function #5:

Determine if you are making a difference

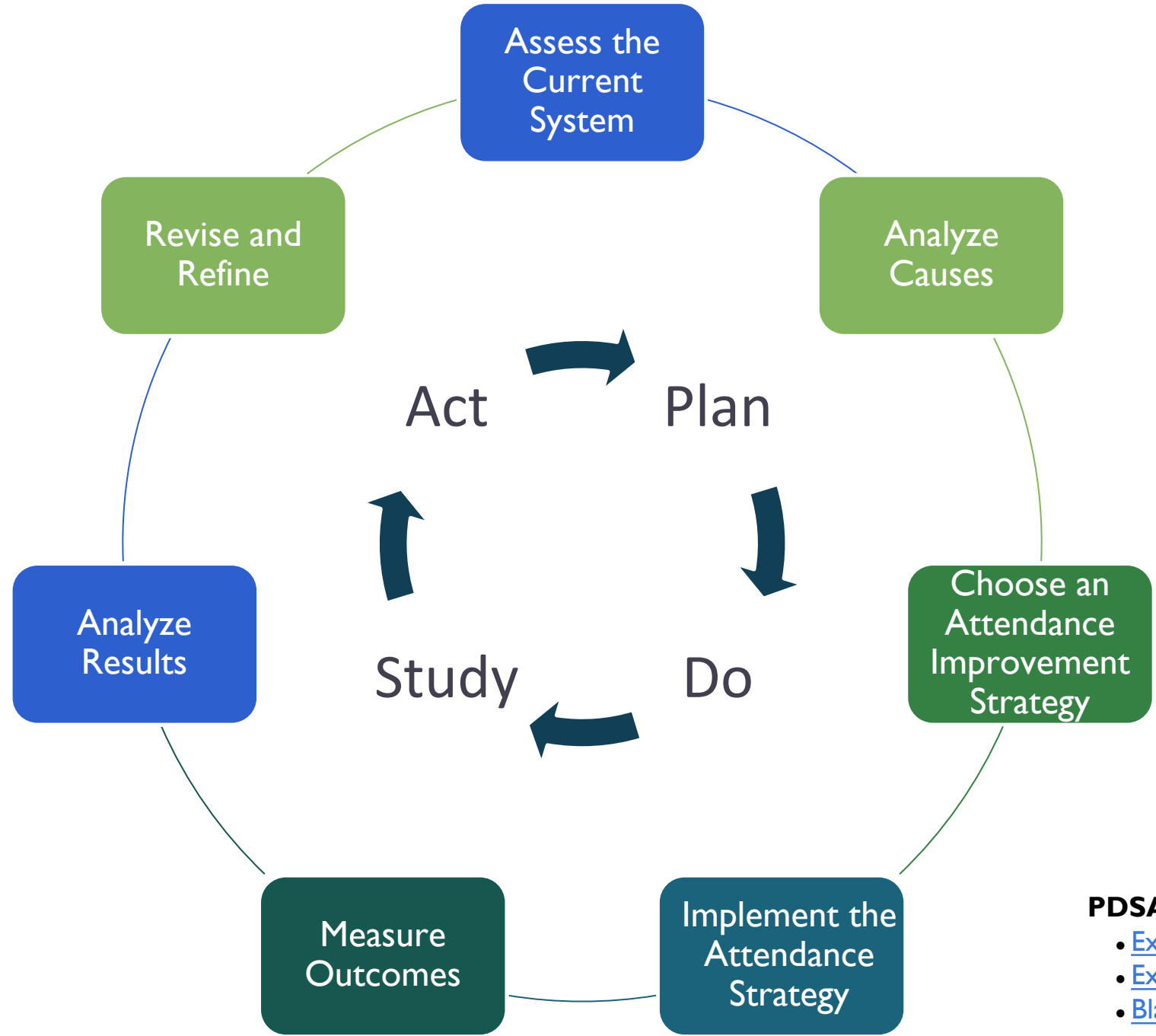




Measuring Progress

Answer these four key questions:

1. How much did we do? (*quantity*)
2. How well did we do it? (*quality*)
3. What difference did we make for the students who received support?
4. What was the impact on the school as a whole?



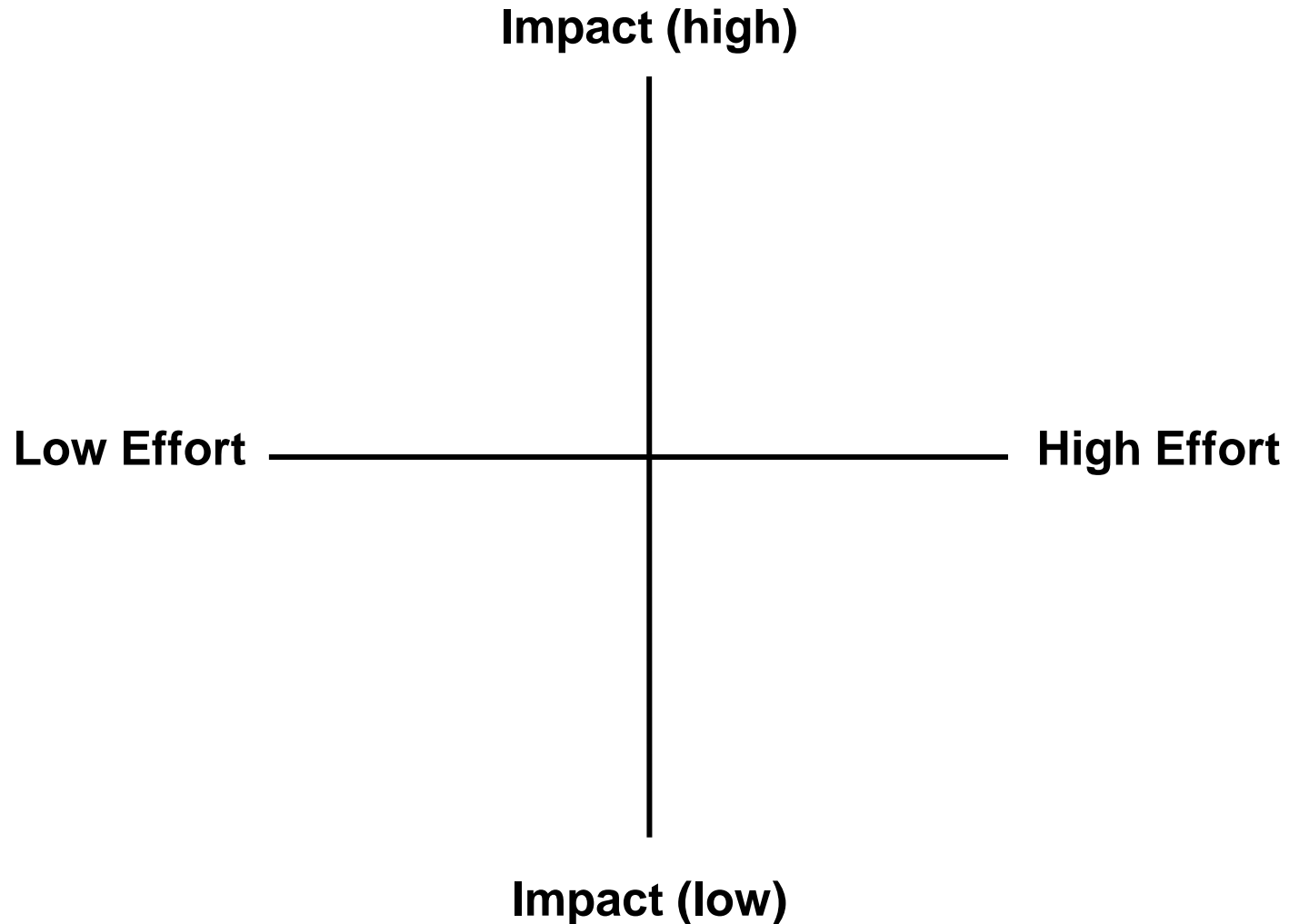
PDCA worksheets

- [Example #1](#)
- [Example #2](#)
- [Blank worksheet](#)

Priority Matrix

Reflection:

What practices do you want to adapt, adopt or abandon?





Review: *Learning Goals for Session 3*

Participants will:

- Learn strategies for mobilizing school staff and community agencies to partner with families to improve attendance and engagement.
- Find out about how to determine if your efforts are making a difference



Evaluation Survey

Please let us know how we can improve:

https://app.upmetrics.com/data_collector/ckf2oltbqlt8k0759tfdbfybj

Thank you!



Questions from the Audience





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About Us

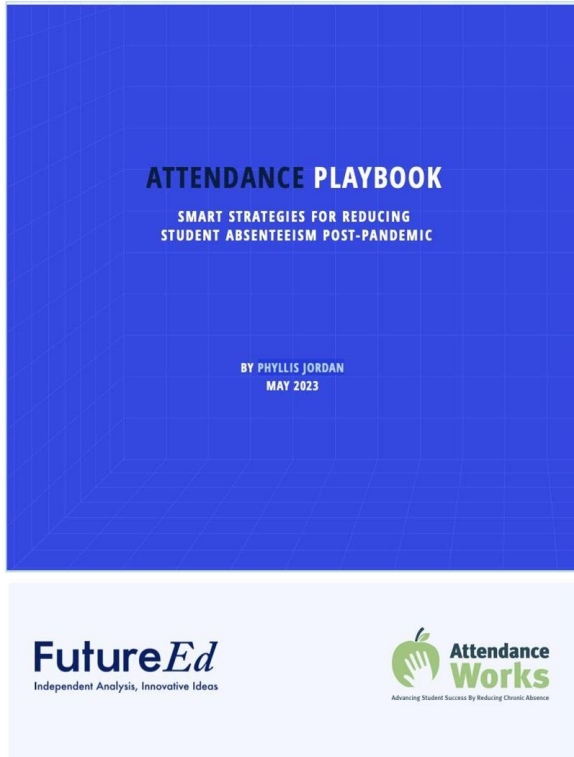
Attendance Works advances student success and closes equity gaps by reducing chronic absence. Operating at the local, state, and national level, Attendance Works:

- ✓ Advances better **policy**
- ✓ Nurtures proven and promising **practice**
- ✓ Promotes meaningful and effective **communication**
- ✓ Catalyzes needed **research**

Since our launch in 2010, we have become the nation's “go-to” resource for improving student attendance. To learn more, visit our website: www.attendanceworks.org



Interventions that can be found in the Attendance Playbook



TIER I Interventions

- Nudging Parents and Students
- Home Visits
- Positive Messaging
- Incentives
- Healthy School Buildings
- School-based Health Services
- Telehealth
- School Buses and Public Transit
- A Safer Walk to School
- Breakfast for All
- Laundry at School
- Relevant—and Culturally Relevant—Curriculum
- Threshold Greetings
- Rethinking Recess
- Restorative Discipline Practices

TIER II Interventions

- Early Warning Systems
- Mentors
- Youth Engagement
- Addressing Asthma
- Targeted Transportation
- Students with Disabilities
- School Refusal
- Immigration Enforcement

TIER III Interventions

- Truancy Courts
- Interagency Case Management
- Housing Challenges

Attendance Playbook: <https://www.future-ed.org/attendance-playbook/>

Implementation Guide: <https://www.attendanceworks.org/resources/attendance-playbook/>



How to Use the Attendance Playbook

The Guide to the Attendance Playbook offers practical tips for:

- Forming a team
- Using attendance data to determine the number of strategies
- Analyzing why students are absent and selecting strategies that address those reasons
- Realistically assessing your team's capacity to implement each strategy
- Selecting strategies that are likely to have the greatest impact for the lowest effort
- Making an implementation plan
- Assessing how well the strategies worked

PDSA Example: Lunch Buddies

Goal: Improve attendance for disconnected students

Plan → Do → Study → Act (PDSA) Plan

Testers: **Counselors**

Test Title: **Lunch Buddies**

Cycle #: **1**

What change idea is being tested?

Lunch Buddies is the change idea. Counselors will invite students who seem disconnected to eat lunch and meet with peers in small groups every Friday.

Date of test: *October 23, 2023*

(After the first attempt, review the data, discuss, and make modifications to increase outcomes for the next week. Use a new form every week to record results.)

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. Students who feel more connected to their peers will have better attendance. Selected students will have fewer total absences on the day of the test than on the previous Friday as a result of feeling more connected to peers.

Driver:

Positive Peer Relationships

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

Q1 - Are counselors willing to support this intervention?

Q2 - Which students will show up?

Q3 - Does attendance improve on Fridays?

Q4 - Are there any spillover effects, i.e., does attendance improve the other days of the week?

PDSA Example: Lunch Buddies

Goal: Improve attendance for disconnected students

Plan → Do → Study → Act (PDSA) Plan

Plan		Do	Study
Details: What are the steps in the test? Who will implement it?	Predictions: Make a prediction for each question. Not optional.	Data you will collect	Briefly describe: what happened during the test, surprises, difficulty getting data, obstacles, successes, etc.
1. <i>Recruit counselors</i>	<i>Q1 - Prediction - All counselors are willing to help</i>	<i>Attendance of counselors</i>	<i>We had four counselors and 24 students. The students were split into groups of six. There was a miscommunication and the special outreach to chronically absent students did not happen.</i>
2. <i>Select location where groups can sit in a circle</i>	<i>Q2 - Prediction - Students who have satisfactory attendance and at-risk attendance will show up. Some students who are chronically absent will show up.</i>	<i>List of students who participate each Friday sorted into attendance categories.</i>	<i>All but one of the counselors showed up. She was out sick.</i>
3. <i>Agree on conversation starters</i>			<i>Of the students who were invited, half showed up. Only about a quarter of the chronically absent students made it</i>
4. <i>Invite all students</i>			
5. <i>Special outreach to students who are chronically absent</i>	<i>Q3 - Does attendance improve on Fridays?</i>	<i>Compare the total number of absences for targeted students on this Friday with the total number of absences for targeted students on previous Friday.</i>	<i>Yes, several of the chronically absent students who attended the lunch had been absent the previous Friday.</i>
6. <i>Note which students attended after each session</i>	<i>Q4 - Are there any spillover effects?</i>	<i>Compare the total number of absences on the following Monday with previous Mondays.</i>	<i>The Monday absences were the same as the previous week.</i>

PDSA Example: Lunch Buddies

Goal: Improve attendance for disconnected students

Plan → Do → Study → Act (PDSA) Plan

Act: Describe modifications and/or decisions for the next PDSA cycle. What will you do next?

Adapt (*tweak the process and try again*)

Adopt (*make this my standard process*)

Expand (*try this for a longer period of time*)

Abandon (*go to a new change idea*)

- Ask our assistant principal to be the backup in case anyone is out
- Ask students for ideas about a special activity they want to do as a group to build connections among group members
- We will text every student with a reminder to attend
- Expand and repeat for the next two weeks.

- Download the example: <https://www.attendanceworks.org/wp-content/uploads/2019/06/PDSA-Plan-Do-Study-Act-worksheet-EXAMPLE-rev-August-2023.pdf>
- Download the blank worksheet: <https://www.attendanceworks.org/wp-content/uploads/2019/06/PDSA-Plan-Do-Study-Act-worksheet-BLANK-rev-August-2023.pdf>

PDSA Example: 2x10 Relationship Strategy Bank

Goal: Improve attendance for disconnected students

Plan → Do → Study → Act (PDSA) Plan

Testers: Attendance Team	Test Title: 2x10 Strategy	Cycle #: 1
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<p>What change idea is being tested? <i>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.</i></p>	<p>Date of test: <i>October 2-13, 2023</i> <i>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?</i></p>
<p>What is the overall goal of this test? <i>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.</i></p>	<p>Driver: <i>Insight into student realities that might strengthen positive adult-peer relationships</i></p>
<p>Learning Questions: What do you hope to learn from this test? <i>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?</i></p>	

PDSA Example: 2x10 Relationship Strategy Bank

Goal: Improve attendance for disconnected students

Plan → Do → Study → Act (PDSA) Plan

Plan		Do	Study
Details: What are the steps in the test? Who will implement it?	Predictions: Make a prediction for each question. Not optional.	Data you will collect	Briefly describe: what happened during the test, surprises, difficulty getting data, obstacles, successes, etc.
1. Review the 2x10 process with team members to get buy-in to ensure fidelity and provide conversation starters	Q1 - Prediction - All Attendance Team members (8) are willing to participate	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.
2. Use data to identify students for outreach	Q2 - Prediction - 5 students will check in for ten consecutive days		Initially, the students thought they were in trouble, particularly when the principal contacted her student.
3. Team members invite one student to check in at a specific time/location	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	Of the 8 students, 6 actually showed up all ten consecutive days.
4. At the end of each check-in, make specific plans for meeting the following day.	Q4 – Implications for wider implementation?	Meet with Attendance Team members and students for reflection	
5. Note on the 2x10 grid when the check-in is complete	Q5 - Are there any spillover effects?		
			Q1. All Team members were able to participate each of the ten days. Q2. Six students checked in all ten days. Q3. One student had two excused absences for illness. A second student had one excused absence, also for illness. Six students had no unexcused absences for the 2 weeks following the 2x10. 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. There were reductions in referrals for behavior for the 6 students who participated.

PDSA Example: 2x10 Relationship Strategy Bank

Goal: Improve attendance for disconnected students

Plan → Do → Study → Act (PDSA) Plan

Act: Describe modifications and/or decisions for the next PDSA cycle. What will you do next?

Adapt (tweak the process and try again)

Adopt (make this my standard process)

Expand (try this for a longer period of time)

Abandon (go to a new change idea)

- Develop criteria to prioritize students selected to participate
- Provide Caring Conversations Training and active listening techniques for Attendance Team members and other staff
- Ask Team members to do one more cycle with different students before implementing more broadly with teachers

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- Download the blank worksheet: <https://www.attendanceworks.org/wp-content/uploads/2019/06/PDSA-Plan-Do-Study-Act-worksheet-BLANK-rev-August-2023.pdf>



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