


Tier One Intervention Curriculum
Attendance Strategy Elementary Schools
School Climate

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The University of North Carolina at Greensboro (UNCG) is one of the sixteen university campuses of The University of North Carolina. UNCG holds two classifications from the Carnegie Foundation for the Advancement of Teaching, as a “research university with high research activity” and for “community engagement” in curriculum, outreach, and partnerships.

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Overview

CISNC Introduction

In the 2014-2015 school-year, Communities In Schools of North Carolina (CISNC) introduced a framework that aligns site and student metrics and interventions and supports to four areas that have been shown to have the greatest impact on student success: attendance, behavior, coursework, and parent involvement, or ABC+P. Both combined and individually, attendance, behavior, and coursework are among the best predictors of a student's academic success and on-time graduation. While collecting data around ABC+P is critically important to understanding the school and student, it is even more important to use the data to drive high impact intervention and support delivery to empower each student to reach their full potential. To this end, Communities In Schools of North Carolina has partnered with the SERVE Center at the University of North Carolina at Greensboro to design curricula specifically for CIS within the ABC+P framework to enhance student outcomes in school and success in life. This document is one of more than 50 modules developed to support local CIS staff and most importantly the students that are served. We encourage you to explore all of the modules available online at www.cisnc.org.

Using Evidenced-Based Strategies


There are a multitude of strategies that claim to address attendance, but there are few that actually do so for all students. We suggest that schools use an evidence-based, decision-making model to ensure that high quality information informs the decisions made.

The Institute of Education Sciences (IES) at the U.S. Department of Education defines evidence-based decision making as routinely seeking out the best available information on prior research and recent evaluation findings before adopting programs or practices that will demand extensive material or human resources (including both funding and teacher time) and/or affect significant numbers of students (Whitehurst, 2004).

Evidence-based practice means delivering interventions and supports to students (clients) in ways that integrate the best available evidence from data, research, and evaluation; professional wisdom gained from experience; and contextual knowledge of the particular classroom, school, district, or state that might impact the design or implementation.

This document is written to provide schools with attendance-related strategies based on the best evidence from prior research and recent evaluations in elementary schools. In the context of our review, we propose six strategies designed to help improve elementary attendance:

- Monitoring Data strategy
- School-Family-Community Partnerships strategy
- Positive Behavior Interventions and Supports (PBIS) strategies (2)



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- Hand hygiene strategy
- School Climate strategy

Problem/Rationale

Regular, on-time school attendance is vital to student academic success. A National Center for Children in Poverty (NCCP) review revealed that nationally more than 11% of kindergarten students and nearly 9% of first grade students are chronically absent (Chang & Romero, 2008). Kindergarten students, regardless of gender, socioeconomic status, or ethnicity, who are chronically absent, are likely to show lower gains in reading, math, and general knowledge during the first grade (Chang and Romero, 2008). Moreover, students from low income families often lack the resources to provide the necessary assistance to help their children make up for skills not previously acquired (Chang & Romero, 2008). Students who do not attain essential social and academic skills during their early elementary years may require extra assistance to catch up and may also be at greater risk of dropping out of school in later years.

Students may be absent from school for a variety of reasons. They may not be able to attend school, are unwilling to attend school, or may choose not to attend school (Balfanz & Byrnes, 2012). Students who do not attend school or will not attend school may be positively influenced to attend school if they have a stronger sense of engagement and belonging at the school. Students who feel that adults in schools care about them and value them may be more likely to attend school. Encouraging students to develop positive behaviors, including regular and on-time attendance, can help them establish good habits early that will carry them throughout their educational careers.

Purpose

There are four areas of focus to be considered when examining school climate: safety, relationships, teaching and learning, and the institutional environment.


This document will highlight strategies for fostering a climate that establishes the school as a safe haven and an environment in which students are valued and feel a sense of belonging.

Implementation Plan

Uses

This guide can be used with school staff to develop strategies for improving the school climate to ensure students, families, and staff feel safe, cared for, respected and engaged.

A sample student lesson includes an activity for teaching students cooperative and respectful behaviors.



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Audiences

School staff will benefit from reviewing suggested strategies for cultivating a positive school climate in which students feel safe, cared for, respected, and engaged.

Activities

Schools should conduct a school climate survey (see Resources section for links to surveys) to ascertain areas in which they may need to develop a comprehensive and purposeful plan for improving or enhancing the school climate to ensure students, families, and staff feel safe, cared for, respected, and engaged in contributing to and promoting a positive environment for teaching and learning.

- Creating a welcoming environment for students and families by:
 - Greeting students and acknowledging parents at drop-off and pick-up.
 - Greeting students by name as they enter the classroom.
 - Getting to know students, including learning styles and person interests.
 - Communicating with families in their native language.
 - Communicating with parents at times other than when their child is in trouble or not doing well.
 - Encouraging staff to attend extracurricular school events (e.g., plays, sports) and interact with parents.
- Creating schoolwide activities that involve students, parents, and school staff in cooperative and noncompetitive activities.
 - Including gallery walks of student projects during PTA/PTO meetings or during parent/teacher conference week.
 - Creating a clean-up the school campaign – invite staff, parents, and students to participate in a playground clean-up or enhancement project, such as building new equipment or landscaping around the school.
 - Encouraging family involvement in service-learning projects.
- Encouraging positive relationships with and among students.
 - Getting to know students, including their learning styles and personal interests.
 - Allowing class time for teacher/student interactions in which teacher allows students to select topics of interest to discuss.
 - Teacher models positive social interactions and active listening skills.
 - Facilitating classroom time that allows teachers to teach and model positive behaviors such as acting responsibly, respectfully, and safely.
 - Teaching expectations in a positive tone.
 - Using teaching behaviors that let students know that teachers care about the success and well-being of all students, by:
 - Calling on all students equitably.
 - Differentiating instruction and assessments to accommodate different learning styles and needs.



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- Providing hints and clues to help students answer questions.
- Telling students they have the ability to do well.
- Correcting students in a constructive way and providing meaningful feedback.
- Developing positive classroom pride.
- Allowing students to recognize other students for random acts of kindness.
- Praising students for making continued effort to improve behaviors or academic performance.
- Preventing and reducing frustration and stress.
 - Playing calming music.
 - Engaging in relaxation techniques, such as yoga or deep breathing.
 - Taking short breaks to get up and move about or take a classroom walk.
 - Allowing time for students to talk through some anxieties when stressful periods arise (e.g., test taking, writing assignments, grading period).
- Matching older students as mentors or buddies with younger students.
- Developing assignments and activities students can do at home so that families can be involved in their child's schoolwork.
 - Encouraging parent/guardian sign-off on homework assignments.
 - Including weekly note to parents about student's progress and question that promotes parent/guardian response (create a variety of relevant notes to send different weeks).
 - How many nights did the student read during the week?
 - What was student's favorite reading of the week?
 - What assignments (if any) did the student seem to struggle with this week?

Materials/Equipment/Space

Staff should review *11 Principles of Effective Character Education* and *Improving Students' Relationships with Teachers to Provide Essential Supports for Learning* as a precursor to meeting for planning. If the school has not conducted a school climate survey, a link to a library of surveys is available in the Resources section.

Note: For presentations, check for access to computer, Smart board or data projector and screen, relevant power cords, and remote slide advancer.


Time

- Staff review of school climate data and planning for improving/enhancing school climate should occur prior to the start of the school year and monitoring and adjustments should be ongoing.
- Student lesson plan – 20 minutes

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Sample Lesson – *I Am Cooperative*

Activity	Process Notes
Review classroom expectations for appropriate behaviors, including being respectful to others and property, cooperative, and attentive to self and others.	<p><i>May refer to classroom behavior rules/expectations posted around the room.</i></p> <p><i>If you do not have classroom behavior rules/expectations posted, you may consider making this a learning activity prior to this lesson.</i></p>
<p>Scenario #1: Jamie’s family was running late this morning and his mom dropped him off at school just minutes before the start of school. Jamie wanted to be in his classroom on time so he ran down the hallway and bumped into Lexi just outside the classroom causing her to drop her backpack and spill the contents on the floor. Jamie did not stop, but was able to get to his seat before the bell rang.</p>	<p><i>Discuss the scenario with students and ask what they would have done in this situation.</i></p> <p><i>Ask questions to have students explore:</i></p> <ul style="list-style-type: none"> ○ <i>Were Jamie’s actions justified since he made it to class on time?</i> ○ <i>What routines might Jamie’s family adopt to ensure that Jaimie has plenty of extra time to get to school on time?</i> <p><i>Ask for two volunteers to allow students the opportunity to role-play the situation and what they think Jamie should do.</i></p> <p><i>Debrief the scenario, asking students:</i></p> <ul style="list-style-type: none"> ○ <i>If they have additional suggestions on how to handle the situation.</i> ○ <i>About recent opportunities they have had to help others.</i> ○ <i>About recent situations in which they may have had to think about whether or how to help someone else.</i>
<p>Scenario #2: Students are working together in teams to create a poster assignment. Lucy’s team wants to use many colors in making their poster, but only has 3 different colored markers. Lucy notices that another team has 10 different colored markers and they don’t seem to be using all of them. Lucy doesn’t think this is fair.</p>	<p><i>Discuss this scenario and ask students what they think Lucy’s team should do.</i></p> <p><i>Prompt students to explore:</i></p> <ul style="list-style-type: none"> ○ <i>Classroom expectations for group work</i> ○ <i>Working cooperatively</i> ○ <i>Being respectful of others and property</i> ○ <i>Being attentive and managing own emotions</i> <p><i>Ask for six volunteers to create two teams. Allow students the opportunity to role-play the situation and what they think Lucy should do.</i></p> <p><i>Debrief the scenario, asking students:</i></p> <ul style="list-style-type: none"> ○ <i>If they have additional suggestions of how to handle the situation.</i> ○ <i>About what self-regulation means.</i> ○ <i>To share a situation when they may have wanted to act a certain way but thought about it and decided they needed to behave differently in order to respect others.</i> <ul style="list-style-type: none"> ○ <i>If so, how did they feel?</i>



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Tier 2 Intervention and Support Examples

There are four areas of focus when examining school climate: safety, relationships, teaching and learning and institutional environment. Once a school determines the area that appears to be having the most impact on attendance, they can develop a plan to reach out to those students who have excessive absences.


Some students do not feel connected to their school; the examples below suggest developing a peer and/or cross-age mentoring program and ensuring that students feel close to at least one adult in the school.

Example 1: One way of reaching students would be to assist them in forming relationships with others; these relationships would provide a support system and guidance, where needed. Karcher (2008) states, "...there are two targets of successful programs: (a) positively shifting the school climate, and (b) creating opportunities for prosocial engagement and interpersonal connectedness (Dryfoos, 1990; Schorr, 1989)." However, to make this work, the elementary school would need to be located close to either a middle or high school. In addition, staff members would need to examine other mentor programs and their materials.

Karcher, M. J. (2008). The cross-age mentoring program: A developmental intervention for promoting students' connectedness across grade levels. *Professional School Counseling, 12*(2), 137-143.

Example 2: All teachers should be expected to get to know their students and their families, however, there will be some students that need more attention. These "intense" relationships should not be viewed as punitive, but as a way to identify student needs and provide solutions to the challenges students face. These actions may include home visits and providing referrals to other agencies.

Bryant, V.C., Shdaimah, C., Sander, R.L., & Cornelius, L.J. (2013). School as haven: Transforming school environments into welcoming learning communities. *Children and Youth Services Review, 35*(5), 848-855.



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Resources

The following resource(s) are identified as part of the activity. Read through these resource(s) carefully to become familiar with any concepts and instructions as they pertain to the content and activity.

American Psychological Association. *Improving Students' Relationships with Teachers to Provide Essential Supports for Learning.* Retrieve

from: <http://www.apa.org/education/k12/relationships.aspx>

Character.org. *11 Principles of Effective Character Education.* Retrieve

from: <http://character.org/uploads/PDFs/Eleven%20Principles.pdf>


- See pages 8-9 for indicators of Principle 4: School creates a caring community

The following resource(s) will provide additional information and suggestions for enhancing activities related to attendance monitoring and using data for making decisions about strategies for reducing absenteeism. Read through the resource(s) carefully to become familiar with any concepts and instructions as they may pertain to the content and the extension of activities.

National School Climate Center. Retrieve from: <http://schoolclimate.org/>

U.S. Department of Education – National Center on Safe Supportive Learning. *School Climate Survey Compendium.* Retrieve from: <http://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium>

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Measuring Success

Identifying outcomes and collecting data to measure the success of school climate strategies can help the school track quality of implementation as well as the effectiveness of these strategies.

Following are indicators for creating a caring school community as identified by www.character.org. Methods include surveys and interviews with students, families, and staff as well as observations and a review of school policies.

4.1 The school makes it a high priority to foster caring attachments between students and staff.

Key indicators of exemplary implementation:

- Students perceive staff as caring and report that they could go to an adult in the school with a problem.
- Staff frequently attends school events; students and parents report that they do.
- The school encourages and makes provisions and time for students and teachers to meet in small group settings such as class meetings or advisor-advisee periods.
- Staff provides extra help in academic work and counsel or mentor students when needed.

4.2 The school makes it a high priority to help students form caring attachments to each other.

Key indicators of exemplary implementation:


- Students perceive the student body as friendly and inclusive.
- The school uses educational strategies (e.g., cooperative learning, cross-age mentoring, class meetings) to encourage mutual respect and a feeling of responsibility for one another.

4.3 The school takes steps to prevent peer cruelty and violence and deals with it effectively when it occurs.

Key indicators of exemplary implementation:

- Students report that bullying (including cyber-bullying), teasing, and acts of cruelty or intolerance are infrequent and are not tolerated by staff.
- All students participate in activities, programs, and processes that promote tolerance, understanding, respect, and peace among students (e.g., conflict resolution, anti-bullying programs, peer mediation, class meetings).
- Staff demonstrate ways to identify, constructively address, and discourage peer abuse (e.g., bullying; put-downs; racial slurs; insensitive gender remarks; remarks on appearance, economic, or social status) and increase students' understanding and respect for personal, economic, and cultural differences.

4.4 The school makes it a high priority to foster caring attachments among adults within the school community.



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Key indicators of exemplary implementation:

- Parents, community members, and guests report feeling welcome in the school.
- Staff perceives the work environment as positive and their colleagues as supportive and caring. Artifacts demonstrate ways their relationships are nurtured (e.g., invitations for social gatherings or agendas from helping those in need, working collaboratively, celebrating successes and accomplishments).
- Staff make efforts to form positive relationships with students' parents and guardians. Parents and teachers both report feeling respected by one another.
- Staff report that the administration fosters a collegial atmosphere.
- (For districts): Staff at the district level make efforts to develop caring and respectful relationships among themselves, with staff at the school level, and in the broader community.

From: Character.org. *11 Principles of Effective Character Education*. Retrieved from: <http://character.org/uploads/PDFs/Eleven%20Principles.pdf>

Assess student understanding of appropriate behaviors as well as attitudes and behaviors.

- Observation of student behaviors.
- Ask students about appropriate and expected behaviors.
- Ask students how they make decisions about their behaviors.
 - Give students the opportunity to role-play behaviors as new expectations are introduced.



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Appendix A: Glossary

Following are some key terms used in the Attendance Curriculum Guides.

Average Daily Attendance (ADA): the presence of a student on days when school is in session. A student is counted as present only when he/she is actually at school, present at another activity sponsored by the school as part of the school’s program, or personally supervised by a member of the staff. ADA is based on the sum of the number of days in attendance for all students divided by the number of days in the school month. No state allotments are based on ADA (Public Schools of North Carolina, 2014).

Average Daily Membership (ADM): the total number of school days within a given term – usually a school month or school year – that a student’s name is on the current roll of a class, regardless of his/her being present or absent, is the “number of days of membership” for that student. Average Daily Membership is a calculation using data from the Principal’s Monthly Report. The calculation uses the number of days in the school month and the number of Non-violation (NVIO) Membership Days (Public Schools of North Carolina, 2014).

Chronic Absenteeism: “typically based on the total number of days of school missed, including both excused and unexcused absences” (Balfanz and Byrnes, 2012).

Excessively Absent: defined in some locales as missing 20 days or more of school (Balfanz and Byrnes, 2012).

Expulsions: students who are expelled are to be withdrawn from school (Public Schools of North Carolina, 2014).


Germs (pathogens): types of microbes that can cause disease.

Hand hygiene: a general term that applies to routine hand washing, antiseptic hand wash, antiseptic hand rub, or surgical hand antisepsis.

Hand sanitizer – alcohol-based: for alcohol-based hand sanitizers, the Food and Drug Administration (FDA) (5) recommends a concentration of 60 percent to 95 percent ethanol or isopropanol, the concentration range of greatest germicidal efficacy.

Hand washing: the vigorous, brief rubbing together of all surfaces of lathered hands, followed by rinsing under a stream of water. Hand washing suspends microorganisms and mechanically removes them by rinsing with water. The fundamental principle of hand washing is removal, not killin

Influenza: a viral infection that attacks your respiratory system — your nose, throat and lungs.



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Lawful Absence: when satisfactory evidence of a lawful absence is provided to the appropriate school official, the absence should be coded as lawful (Public Schools of North Carolina, 2014).

Medically Fragile and Teacher-In-Treatment: the 1H absence code should only be used for students who have been identified as medically fragile or for students who are enrolled at one of the six Teacher-In-Treatment sites (Public Schools of North Carolina, 2014).

Microbes: tiny living organisms that may or may not cause disease.

School Refusal: refers to student absenteeism because of (short-term or long-term) emotional stressors related to school attendance (most common occurrence is in students aged 5, 6, 10, and 11) (American Family Physician).


Suspensions: absence of a student which results from the suspension or expulsion of that student for misconduct may not be used for a compulsory attendance violation action (Public Schools of North Carolina, 2014).

Truancy: “typically defined as a certain number of or certain frequency of unexcused absences” (Balfanz and Byrnes, 2012).

Unlawful Absences: students who are willfully absent from school without a lawful excuse are to be considered unlawfully absent (Public Schools of North Carolina, 2014).

Vaccine: a product that stimulates a person’s immune system to produce immunity to a specific disease, protecting the person from that disease. Vaccines are usually administered through needle injections, but can also be administered by mouth or sprayed into the nose.

Vaccination: the act of introducing a vaccine into the body to produce immunity to a specific disease.



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Appendix B: References

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Appendix C: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
Baker, D., & Jansen, J. (2000). Using groups to reduce elementary school absenteeism. <i>Social Work in Education, 22</i> (1), 46-53.	Describes the use of attendance groups among elementary school students to reduce absenteeism. Participating students were grouped by grade level, with 1 st and 2 nd graders grouped together and 3-5 th graders grouped together. Both groups focused on three goals: improving attendance, developing a more positive attitude toward school and learning, and enhancing self-esteem.	14 students at one elementary school.	Of the 14 group members, 13 had fewer absences while the group was in progress. The mean number of absences for the Primary group pretest was 9.4 and 2.7 posttest. The mean number of absences for the Secondary group pretest was 9.4 and 2.7 posttest as well. All 14 students exhibited improved attitudes toward school and learning. Results indicated improved self-esteem in all group members, as measured by teacher report for primary students and the Piers-Harris Children's Self-Concept Scale Profile for 3-5 th graders.	The groups met weekly for a four-month period beginning in February. The primary group met each Monday for 20 to 25 minutes and the secondary group met for 35 minutes every Tuesday morning. Themes were adopted by both groups and incorporated into many group activities: "I'm cool, I don't miss school" and "School is cool".
Battistich, V., Schaps, E., Watson, M., Solomon, D., &	Child Development Project (CDP) helps schools become	Twenty-four elementary	Consistent with the findings from analyses of the composite	CDP is introduced via a "train-the-trainers"




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Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Lewis, C. (2000). Effects of the Child Development Project on students' drug use and other problem behaviors. <i>The Journal of Primary Prevention, 21</i>(1), 75-99.</p> <p>Several studies have been conducted on this intervention including a What Works Clearinghouse review. [The Child Development Project was found to have potentially positive effects on behavior; no discernible effects on knowledge, attitudes, and values; and no discernible effects on academic achievement.]</p>	<p>caring communities of learners, environments that are characterized by caring and supportive relationships and collaboration.</p> <p>CDP is a framework that focuses on 1) an intensive classroom program (cooperative learning, literature-based reading and language arts curriculum, and “developmental discipline”), 2) a schoolwide component, and 3) a family involvement component.</p>	<p>schools from six school districts (2 treatment and 2 comparison schools in each district)</p>	<p>implementation scores, students at the five “high change” program schools increased in their sense of community scores during the three intervention years, whereas the sense of community scores for students at their matched comparison schools declined following baseline (contrast t D 9.04; p < .001; ES D .47).</p>	<p>approach. Project staff work with small groups of 8 – 15 principals, teachers, and staff developers/resource teachers. During the subsequent three years, they continue to work with these same small groups/implementation teams.</p>
<p>Bryant, V. C., Shdaimah, C., Sander, R. L., & Cornelius, L. J.</p>	<p>Qualitative study of the contextual factors that impact</p>	<p>Interviews and focus groups</p>	<p>School as a haven: most children will attend school if it is a safe</p>	<p>Guidelines as to when, how and by whom parents</p>




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Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>(2013). School as haven: Transforming school environments into welcoming learning communities. <i>Children and Youth Services Review</i>, 35(5), 848-855.</p>	<p>children’s school attendance in the state of Maryland.</p>	<p>with over 60 respondents from five Maryland counties.</p>	<p>place that welcomes them. Listening to what students have to say: listen to students and how they perceive obstacles to school attendance so that schools can be made more engaging and welcoming. Making attendance a priority: making and communicating school attendance as a priority at all levels to improve attendance while also providing a <i>consistent</i> message that attendance is valued and taken seriously. Clear rules and procedures: attendance guidelines should be clearly stated and implemented with flexibility. Identifying and addressing needs: connect students and families with resources for help. Unwelcoming policies and practices: analyze admission and expulsion policies that may intentionally or</p>	<p>should be notified about a student’s continued absence. Also, earlier and more consistent follow-up when students are absent. Having parents be involved with and know the rules regarding attendance. Create a welcoming school environment.</p>




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Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			unintentionally deter school attendance. Threats to developing an engaging atmosphere: try to increase financial and personnel resources lessen “high-stakes testing’ environments, decrease instructional learning challenges and monitor school size.	
National Center for School Engagement. (2005). <i>Project PACT: Partnering To Assess and Counteract Truancy Program and Student Success Stories. 1-6.</i> https://www.ncjrs.gov/App/Publications/abstract.aspx?ID=233634	Project PACT's two primary components were a multi-agency partnership and a school-based program that embraces a prevention philosophy and practices an early intervention approach.	Two elementary schools in Oahu, Kamaile, and Maili. The two schools served 1,489 students (698 and 791 respectively). During the six-year-plus project period, program staff worked with a total of	Project data revealed that students involved in the project improved their attendance. Unexcused absences at intake averaged 19.55, fell to 9.72 three months later and dropped to 5.03 at six months. Tardies and excused absences also declined.	Student and family services: assessments were conducted of students and their families, and a case file was maintained for each student and their family.



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Attendance Strategy Elementary Schools
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		103 youth.		
<p>Ohlson, M. (2009). Examining instructional leadership: A study of school culture and teacher quality characteristics influencing student outcomes. <i>Instructional Leadership and School Culture</i>, 2(2), 102-124.</p>	<p>Examines the influence of teacher input characteristics and teacher perceptions of school culture on student absences. Surveys were administered to examine collaborative leadership, teacher collaboration, unity of purpose, professional development, collegial support, and learning partnership, identified by Gruenert and Valentine (1998) as the six components of the collaborative culture of a school. Surveys also documented teacher input characteristics such as years teaching, percent out of field, and highest degree obtained.</p>	<p>23 urban Florida elementary schools.</p>	<p>Correlation using multiple regression was used to analyze the data. As the Unity of Purpose factor increased, the model predicted that student absences would decrease by 22.56%. In addition, the model predicted that when either the average years of experience for teachers within a school increased or when the Collaborative Leadership factor increased, student suspensions would decrease by 0.413% and 4.81% respectively.</p>	<p>Teachers voluntarily completed the school culture survey at schools in various districts throughout the state; 85% response rate. Outputs construct was operationalized by both student absences and suspensions during the 06-07 school year as reported by the Florida Department of Education's Florida Schools Indicators Report.</p>
<p>Snyder, F., Vuchinich, S.,</p>	<p>Implementation of a</p>	<p>Twenty public</p>	<p>Matched paired t-test of</p>	<p>Intervention schools were</p>



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<p>Acock, A., Washburn, I., Beets, M., & Kin-Kit, L. (2010). Impact of the positive action program on school level indicators of academic achievement, absenteeism, and disciplinary outcomes: A matched-pair, cluster randomized, controlled trial. <i>Journal of Research on Educational Effectiveness</i>, 3(1), 26-55.</p>	<p>comprehensive elementary school-based social-emotional and character education program (SACD).</p>	<p>elementary schools (K-5 or K-6), 10 matched pairs on three Hawai'ian islands.</p>	<p>difference scores were used to examine change in school level outcomes by condition. Effect sizes were also calculated. At posttest, results indicated that PA schools had significantly higher math and reading HCPS II scores ($p < .05$ for both) and significantly lower absenteeism ($p < .001$). Effect size for math HCPS II scores .69, for reading HPCS II scores .72 and for absenteeism .63.</p>	<p>asked to implement Positive Action program (PA). The complete program was offered free of charge. The PA program consists of K-12 curricula, of which only the elementary curricula was used. A school-wide climate development component, including teacher/staff training, a PA coordinator's (principal's) manual, school counselor's program, PA coordinator/committee guide and family-and community involvement programs. School climate kit consists of materials to reinforce and encourage the six units of PA.</p>



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