



Tier One Intervention Curriculum
Attendance Strategy High Schools
Incentives for Promoting Good Attendance

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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 high schools. In the context of our review, we propose six strategies designed to help improve high school attendance:

- Monitoring Data Strategy
- School-Family-Community Partnerships strategy
- Health Related strategy



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- Positive Behavior Interventions and Supports (PBIS) strategies (2)
- School Climate strategy

This document will focus on one easy to implement positive behavior incentive activity that can be implemented school-wide

Problem/Rationale

Chronic absenteeism is one of the major problems faced by high school teachers and administrators. When students miss too many school days, it can negatively impact their academic achievement, be disruptive to classroom instruction as teachers have to shift attention to students who need to catch up with the rest of the class, as well as have a negative effect on the overall school climate. Students who do not attend school or will not attend school may be positively influenced by a stronger sense of engagement and belonging at school. Students who feel that adults in school care about them and value them may be more likely to attend school (Chang & Romero, 2008).

Promoting a school-wide culture and climate that encourages positive behaviors while reinforcing the school's expectations, including regular, on-time attendance, is one of the strategies that schools can use to influence student outcomes (Flannery, Sugai, & Anderson, 2009). By offering multiple opportunities for students to learn about, discuss, and enact positive social behaviors, schools have a unique opportunity to explain and reinforce the core values upon which academic success is based (U.S. Department of Education).

Purpose

The purpose of this document is to highlight strategies schools can use to encourage positive behavior. The Student Support Specialist can use this guide to share with school staff:

- One easy to implement positive behavior incentive school-wide activity
- Additional incentives to promote regular, on-time attendance
- Strategies for communicating expectations about attendance to students
- Incentive, tools and resources to share with parents

Implementation Plan

Uses

Student Support Specialists can use the information provided in this guide to help teachers understand the importance of communicating with students that they care about them, as well as the school's (and teacher's) expectations for on-time, regular attendance and commitment to the students' academic success.



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Audiences

Information provided in this guide is designed for teachers and school staff to use school-wide incentives and recognition to encourage, reinforce and reward positive attendance among high school students. Information as it pertains to discussion of school-wide expectations of student behaviors may be introduced to administrators with possible follow-up during a staff meeting if school-wide expectations are not currently, routinely, and consistently communicated.

Activities

Below are several activities schools can implement to motivate and reinforce regular, on-time attendance. In this guide, a sample activity will be described in the Lesson Plan of Activity section for the activity highlighted.

- Use evidence-based decision making.
 - Refer to the curriculum guide on monitoring data.
- Develop school-wide expectations for regular, on-time attendance.
 - Refer to the curriculum guide on positive behavior reinforcements.
 - Develop and post attendance expectations in school hallways and classrooms.
- **Establish incentives for individual students who have regular, on-time attendance publicly in the classroom and school-wide.**
 - Distribute “attendance dollars” each day for a month to students who are in class and on-time. Students can cash in “dollars” at the end of the month for small prizes, free tutoring donated by teachers or other items from an “incentive store.” This incentive can be used by several teachers throughout the day (not just during homeroom).
 - Hold monthly attendance competitions for a chance to win a variety of prizes. Drawings can be done at the end of each month. Could increase to two per month (or weekly) if attendance rates dip/fluctuate. (See sample list of inexpensive prizes in the sample activity section.)
 - Publish names of students with perfect attendance in the monthly parent e-newsletter or on school’s website, place the student’s picture on the school’s bulletin board or recognize them school-wide over the PA system or during an assembly.
 - Publicly recognize students with marked improvement from the prior month(s) in front of the class and/or with a note from the principal encouraging them to keep up the good work and to continue working toward perfect attendance.
- Develop an encouraging classroom (i.e., homeroom) climate for regular, on-time attendance.
 - Set a homeroom goal for perfect, on-time attendance and communicate daily progress in morning announcements.



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- Establish incentives such as use of headphones during homeroom for a week or making the morning announcements.
- Establish a positive school-wide atmosphere for regular, on-time attendance.
 - Post of cardboard cut-out of the school's mascot, principal, sports figure, etc. at the main entrance(s) with attendance slogans such as "Every day counts on the road to graduation" or "Today counts". Homerooms, teams, or clubs can also compete to develop or choose the monthly slogan.
 - Designate one of the first few weeks of the school year as "Attendance Awareness Week" and kick off with a school-wide rally or assembly. Put banners and posters throughout the school. Invite the student government to speak and participate in planning the event.
 - Have homerooms compete for perfect attendance each month. Partner with local businesses to obtain gift certificates and/or discount coupons (e.g., movie tickets, free pizza, etc.) to be used as student and teacher incentives or hold a year-long competition to duck the principal to the wall on the last day of school.
- Involve students (positive peer pressure).
 - Establish a student attendance task force to survey students about regular, on-time attendance.
 - Allow the task force to function as an advisory group to the principal throughout the year.
 - Generate additional incentives and/or manage the incentive program throughout the school year.
- Involve parents.
 - Send home a letter at the beginning of the school year that outlines the positive benefits and importance of regular on-time attendance and the school's commitment to helping families achieve regular, on-time attendance. (See resource list for sample one-to-one communication tips.)
 - Include school contact information in the letter and details about how the school will keep families informed of student's attendance (e.g., morning wake-up calls, calls when student is absent, teacher follow-up after certain number of missed school days, attendance tracking on progress reports and report card, etc.)
 - Send a postcard home when a student receives perfect attendance for the month.
 - If the student had perfect attendance, the postcard should be upbeat and praise the student (and parent/guardian/family) for recognizing the importance of attendance for their child's academic success.
 - If the student has marked improvement over prior month(s), the postcard should praise the student (and parent/guardian/family) and encourage them to keep up the good work and continue to work toward perfect attendance.



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- Announce an attendance-related family incentive during parent orientation, PTO meetings, or other parent night early in the school year. For example, students with perfect attendance the previous month can be entered into a drawing for prizes. Collaborate with the PTO and local businesses to obtain gift certificates and/or discount coupons to be used as family prizes.

Materials/Equipment/Space

Teachers will need computer, paper, printer/copier to make incentive dollars.

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

Time

- Teacher explanation of activity – 5 mins
- Distribution of dollars – 1 min daily or 5 mins/month
- Incentive store/Raffle – 20 mins/month

Lesson Plan of Activity

This sample activity will encourage and motivate students to strive for regular, on-time attendance by linking positive behaviors with incentives. This activity is appropriate for all 9-12 grade students.

Review the resources listed in the Resource section.

Teachers and school staff should begin by sharing school-wide behavioral expectations based upon school policies. Additional classroom expectations can also be incorporated, but beginning with school-wide expectations establishes a consistent message for all students. (See curriculum guide for Positive Behavior Reinforcement for Promoting Good Attendance.)

- Establish a positive tone and check for understanding.
- Provide strategies for maintaining regular, on-time attendance throughout the school year.



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Sample Lesson - *Attendance Bucks/Incentive Store*

Activity	Process Notes
Begin by reminding students of the school's expectations for regular, on-time attendance.	<i>This activity is appropriate for all subjects/teachers, not just homeroom. The more positive reinforcement and reward for class attendance, the better.</i>
Activity	Process Notes
Introduce the "Insert School Mascot Name" Dollar.	<ul style="list-style-type: none"> - <i>Authenticate the dollar with school logo and/or teacher signature so that it cannot be easily replicated.</i> - <i>The colors or features of the dollars can change each month so that there is no carry-over month to month.</i>
Tell students that each day that they come to class on time (before the bell rings) they will receive one dollar.	- <i>Dollars can also be distributed at the end of the week or month during the last few minutes of class.</i>
At the end of each month, the \$\$ can be spent in the Incentive Store and/or traded in for a raffle tickets for school-wide prizes.	<i>Give examples of items in the incentive store. See sample list of items/prizes below.</i>
Activity	Process Notes
Set up the Incentive Store <ul style="list-style-type: none"> - Involve students and/or teachers to manage the store and solicit items for sale. - Vary the contents each month. - Announce "new arrivals" or "hot items" the last few days of the month to generate interest and encourage increased attendance. 	<ul style="list-style-type: none"> - <i>Should be located in a prominent location where there is heavy student traffic (e.g., close to main entrance, cafeteria, etc.)</i> - <i>Store could only be open once a month, on the first day of every month during certain hours (e.g., 20 mins before the first bell rings, during lunch hours, etc.)</i>
Incentive Dollars Raffle <ul style="list-style-type: none"> - For students who choose to use their incentive dollars for a chance for bigger prizes. 	- <i>Raffle drawings can coincide with the incentive store operating hours.</i>

Sample Incentive Store Items / Raffle Prizes*

- Snacks, drinks, candy
- Free breakfast or lunch ticket
- Free makeover
- Chance to display artwork/graphic designs throughout school
- Dress as the school mascot during a game
- Make morning announcements for a week
- Sit at the score table during a basketball game / football game
- Free tutoring for a week
- Free movie tickets, popcorn or soda (donated by local theatres)
- Park in principal's parking spot for a day
- Free lunch with your favorite teacher in the school cafeteria



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- Free ticket to the upcoming school dance, football or basketball game
- Assistant coach for a game
- Principal for a day

*Partner with community groups/business to donate items (e.g., discount coupons, movie tickets, etc.) for the incentive store.

Tier 2 Intervention and Support Examples

Some students struggle to attend school because of the school itself. They may perceive the school to be unwelcoming, or have teachers who are unable to connect/from meaningful relationships with them.

Example 1: Student Task Force

Establish student teams to survey peers and focus on student issues that may promote greater sense of belonging and create meaningful roles for students.

Flannery, K. B., Fenning, P., Kato, M. M., & McIntosh, K. (2014). Effects of school-wide positive behavioral interventions and supports and fidelity of implementation on problem behavior in high schools. *School Psychology Quarterly, 29*(2), 111-124.

Example 2: Teachers Mentor Students

Teachers can be invited to serve as one-on-one mentors for students with attendance issues. In their role as mentors, they could establish daily times for student check-ins and make special efforts during their interactions to encourage and develop the student's special interests and personal aspirations.

DeSocio, J., VanCura, M., Nelson, L. A., Hewitt, G., Kitzman, H., & Cole, R. (2007). Engaging truant adolescents: Results from a multifaceted Intervention pilot. *Preventing School Failure, 51*(3), 3-11.



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Resources

The following resources will provide additional information and suggestions for enhancing attendance incentive and recognition activities, attendance monitoring and using data for decision-making. Read through the resources carefully to become familiar with any concepts and instructions as they may pertain to the content and the extension of activities.

Attendance Works – <http://www.attendanceworks.org/>

- Establishing School-wide Attendance Incentives. Retrieve from: <http://www.attendanceworks.org/wordpress/wp-content/uploads/2010/05/AW-Incentives-two-pager-1-4-11.pdf>

NYC Mayor’s Interagency Task Force on Truancy, Chronic Absenteeism & School Engagement – <http://www.nyc.gov/html/truancy/html/home/home.shtml>

- How To... Be Creative with Attendance Incentives for High School. Retrieve from: http://www.nyc.gov/html/truancy/downloads/pdf/how_to_get_incentives_high_2011-2012.pdf

PBISWorld.com

- School Reward Dollars Template. Retrieve from: <http://www.pbisworld.com/wp-content/uploads/School-Reward-Dollars.pdf>

Free printable certificates. Retrieve from: <http://www.123certificates.com/>

National School Climate Center – <http://www.schoolclimate.org/>

OSEP - Technical Assistance Center on Positive Behavioral Interventions and Supports – <https://www.pbis.org/>

The National High School Center – <http://www.betterhighschools.org>

U.S. Department of Education – National Center on Safe Supportive Learning Environments
<http://safesupportivelearning.ed.gov/>

Note: All posters, images, and activity guides identified are copyright cleared for non-commercial use.



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Measuring Success

Identifying outcomes and collecting data to measure the success of PBIS strategies can help the school track quality of implementation as well as the effectiveness of these strategies. Following are some suggestions that schools may find useful to begin measuring success.

How many students were recorded as having perfect attendance each month?

- Chart data at the classroom level, grade level and school-wide.
 - Establish a baseline and compare during future years.

How many classroom or school-wide incentives were earned?

- Chart data at the classroom, grade and school-wide level
 - Establish a baseline and compare during future years.
- Length of time to earn incentives?
 - Did the amount of time to earn incentives decrease over the course of the school year?
- Types of incentives used by classrooms and school-wide?
- Do some incentives achieve better results than others?



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Appendix A: Glossary

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

Average Daily Attendance (ADA) – is 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) – is 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 – “is 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.



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Hand sanitizer – alcohol-based: for alcohol-based hand sanitizers, the Food and Drug Administration (FDA) (5) recommends a concentration of 60% to 95% 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 killing.

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

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 – The 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).



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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
<p>Bohanon, H., Fenning, P., Carney, K. L., Minnis-Kim, M. J., Anderson-Harris, S., Moroz, K. B., Hicks, K. J., Kasper, B. B., Culos, C., Sailor, W., & Pigott, T. D. (2006). Schoolwide application of positive behavior support in an urban high school: A case study. <i>Journal of Positive Behavior Interventions</i>, 8(5), 131-145.</p>	<p>This study uses an evaluative approach to examine the process and outcomes of implanting schoolwide PBS in an urban high school with an average daily attendance of 86% and a dropout rate of 19%.</p> <p>This article provides a detailed description of the PBIS program design and its implementation within the school. The authors also outline the incentive program using acknowledgement tickets. The authors noted many faculty members thought</p>	<p>N = 1,800 students in one (1) high school.</p> <p>This study used a mixed-methods approach, meaning both quantitative and qualitative data was gathered. Qualitative data included interviews, document reviews and comprehensive field notes from observations within the school and with the team. The School-wide Evaluation Tool (SET) was used 5 months after the first full year of implementation to</p>	<p>According to SET data, by year three the study reached 80% implementation across the five domains. The EBS Survey showed that there was a 50% increase in the amount of staff/faculty who stated that the student expectations were positively and clearly defined. There was a 33% increase of faculty/staff that stated that problem behaviors were defined.</p> <p>This study did not examine the use of PBIS on attendance, but did look at its' influence on other discipline referral data. The study found that average daily referrals were reduced by 20% during the intervention. There was a significant change in the proportion of students reported for using problem behavior ($\chi^2(3,150) = 53.199, p < 0.01$)</p> <p>The general rule to identify when the full power of a PBIS model is reached is that when the</p>



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Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness
	<p>the use of “cool tickets” were babyish but 83% were willing to use them.</p>	<p>measure the integrity of the school-wide implementation. Typically SET is used to assess the need for training, impact of professional development, the sustained use of procedures, and to develop strategies that will be effective in the school’s context. The Effective Behavior Support (EBS) Survey was used to assess the level of implementation and change across the four (4) PBS domains: school-wide, classroom, non-classroom and individual supports. The last piece of quantitative data was the Office Disciplinary</p>	<p>overall score on the SET is 80% and the teaching domain is 80%. The overall score on SET in this study was 80% but the “behavioral expectations taught” domain was below 80%, meaning this project has yet to reach full school-wide implementation per the 80/80 rule. The study found that one of the most difficult components was to get staff to teach the expectations in class.</p>



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Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness
		Referral data.	
<p>Brigid Flannery, K., Frank, J. L., McGrath Kato, M., Doren, B., & Fenning, P. (2013). Implementing schoolwide positive behavior support in high school settings: Analysis of eight high schools. <i>The High School Journal</i>, 96(4), 267-282.</p>	<p>This study examined the feasibility and fidelity of school-wide positive behavior support across diverse high school settings over a two-year period of implementation. SWPBIS was assessed in each school after an detailed outlined implementation procedure which included: forming a SWPBS school leadership team, action plan development using results from the Schoolwide Evaluation Tool (SET), data</p>	<p>N = 8 schools</p> <p>N = 16 people completed HS-SET</p> <p>N = 10 interviews with randomly selected staff.</p> <p>N=15 interviews with randomly selected students</p>	<p>Paired t-tests Cohen’s d were used to examine if there were changes in the implementation subscales on the HS-SET.</p> <p>There weren’t any statistically significant changes on any of the sub-scores from pre-intervention until after year one. However, Teaching Behavior Expectations and Establishing a System for Rewarding Behavior both had large effect sizes , d = 1.70 and d = 1.00 respectively, meaning that there are meaningful differences.</p> <p>From first to second year, there was statistical significance and meaningful changes in a few sub-</p>



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Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness
	<p>use for decision-making, professional development for team and school faculty and staff, technical support based on action plan and student involvement. Implementation was measured using an adapted version of the SET called the High School Schoolwide Evaluation Tool (HS-SET). The HS-SET included 4 additional items. Two people from each school completed the HS-SET during three time points. In addition, randomly selected staff and students were interviewed.</p> <p>The results of the study provided evidence that high schools could feasibly</p>		<p>score areas: Teaching Behavior Expectations ($t(7) = 3.35$, adj. $p < 0.05$, $d = 1.18$), Establishing a System for Rewarding Behavior ($t(7) = 3.45$, adj. $p < 0.05$, $d = 1.22$), and Responding to Behavioral Violations ($t(7) = 4.58$, adj. $p < 0.05$, $d = 1.62$). There was also a meaningful improvement in Monitoring and Decision Making after year two ($d = 0.84$).</p> <p>This study provides evidence that high schools can implement components of SWPBS with fidelity but it takes longer to do so, therefore leadership teams must focus when beginning implementation.</p>



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Attendance Strategy High Schools
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Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness
	implement SWPBS with fidelity to influence change, however it took at least two years to do so.		
Brigid Flannery, K., Sugai G., & Anderson, C. M. (2009). School-wide positive behavior support in high school: Early lessons learned. <i>Journal of Positive Behavior Interventions</i> , 11(3), 177-185.	This survey study used quantitative and qualitative items to examine how leadership team members responsible for implementing SWPBS in high schools described their efforts. The Survey of Positive Behavior Support Implementation in High School was developed specifically for this study and has not undergone rigorous psychometric evaluation for reliability and validity. The survey	N = 43 schools The schools in the sample represented 12 different states. Sixty-eight persons have been implementing SWPBS for 3 years or less with 55% stating they have used it for less than two years.	The study showed that securing support and participation from faculty and staff in high schools is a challenge. Only 30% of the schools reported that 76% or more of the school staff supported SWPBS implementation efforts and only 26% stated that 76% or more of their staff participated in the SWPBS program. Although SWPBS research states that 80% of faculty and staff must support the SWPBS project for it to be successful, there should be further research and consideration as to rather that is appropriate criteria for high schools. Not many schools reported student and parent participation on their leadership teams but stated



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	<p>requested information on: information on the school’s team, status of SWPBS, Perceptions of factors that facilitate and inhibit implementation. Additionally they were asked to report the team’s top three priorities.</p> <p>Two broad themes from the research was the need for administrative support and a data-based decision making system. Respondents also reported that formally teaching expectations and ensuring school-wide implementation were critical to having a successful SWPBS.</p>		<p>that it would probably be helpful.</p> <p>Fewer than half of the respondents reported using or planning to use some sort of acknowledgement strategy. The 21 that provided this information included sending postcards home, publically acknowledging students, posting names and giving small tokens as gifs as some of their strategies. Some schools provided grade-level awards based on the entire class performance.</p>



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Best/Promising Practices

Promising Practice	Source(s)	Comments/Limitations
Incentives are an effective tool in encouraging positive behavioral change in students	Balfanz, R. & Byrnes, V. (2013). <i>Meeting the challenge of combating chronic absenteeism: Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism and School Attendance and its implications for other cities</i> . Everyone Graduates Center, Johns Hopkins School of Education. http://new.every1graduates.org/wp-content/uploads/2013/11/NYC-Chronic-Absenteeism-Impact-Report.pdf	The evaluation discussed this initiative but it did not partition out its effectiveness on students' or school outcomes. Survey results from principals and mentors showed that they believed the incentives were an effective tool in encouraging positive behavioral change in students. The task force's website offers a toolkit with information on how to implement an incentive program in a high school. http://www.nyc.gov/html/truancy/html/resources/incentives.shtml No specifics on sample size, impact/effectiveness or implementation.