

# Delivering Tiered Interventions in Response to Attendance and Discipline Disproportionality

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&  
Robert Daniel

# Who we are

## Jillian Hove

- 10 years as a school counselor
  - Last 7 years have been at Federal Way Public Schools in a middle school
- Enjoys mentoring counseling interns and those new to the field
- Proud mama to two kiddos
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# Who we are

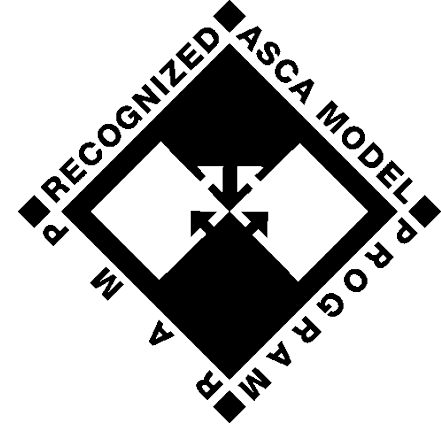
Robert Daniel

- Entering 4th year as School Counselor
- Loves Nature and the Outdoors
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# Who we are

## Kilo Middle School

- 1st Middle School with RAMP Counseling program in WA
- Population (616 Students Grades 6-8)
  - Hispanic 39%
  - White 20.8%
  - Asian 13.6%
  - PI 5.5%
  - Black 11.5%
  - Mixed/Two or more 9.3%
  - ML/ELL 25%
  - FRL 78%



# Session Overview

- How to identify disproportionality in your data
- How to create Tiered plans to address identified disproportionalities that can be initially implemented in the first month of school
- How to use Templates from the American School Counselor Association to Guide your work

# Learning Outcomes

Participants will leave with strategies to identify a gap in their ABC data (Attendance, Behavior, Coursework/grades) and start to create action steps to address the gap during the upcoming school year

Participants will be shown examples of tier 1 and 2 interventions that were implemented to address disproportionality in discipline and attendance data at a RAMP designated middle school (grades 6-8)

# Useful Tools

## ASCA

- ASCA School Data Summary
- Annual Goal statement
- Closing the Gap Plan

## Other Tools

- Root Cause analysis
- 5 Why's protocol

### Root Cause Analysis Process



# The Story of Our Data (Discipline) 2021/2022

## What We Saw:

- Since returning from COVID online learning, there were an overwhelming number of fights on campus
- Within the data, a majority of these fights and related discipline incidents were involving our Hispanic students

Our Hypothesis: Students were fighting because they were stressed, had lost skills of how to self-regulate in social situations, and how to resolve conflicts with communication or other methods.



# Annual SMART Goal

We began our work with a SMART goal, using current year data as a baseline (This is unusual).

We also set our goal to end Mid year, since our baseline data was slightly skewed due to COVID and so we could be forced to progress monitor and re-evaluate

School Counselor Jillian Hove & Robert Daniel School Year 21-22

Identify and describe outcome data (achievement, attendance or discipline) that serves as basis for goal:

Hispanic students account for 7 out of the total 13 referrals for fighting
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Create a goal statement that focuses on a specific subset of students for whom intentional strategies/interventions will be delivered and assessed.

By	January 28 2022	,	disciplinary incidents among hispanic students (as of Oct 15, 2021)
	<i>End Date</i>		<i>Describe Targeted Students (Criteria for inclusion in interventions with multiple descriptors)</i>

will	Decrease	the cumulative number of incidents
	<i>Decrease/Increase</i>	<i>Describe specific outcome to be changed (achievement, attendance or discipline)</i>

by	50%	from	23	to	12
	<i>Percent change</i>		<i>Baseline data (Numbers only)</i>		<i>Target data (Numbers only)</i>

# Closing the Gap Plan



## Closing-the-Gap Action Plan/Results Report

We then used our goal to map out an action plan targeting a specific population of students that included data gathering (See Pre and Post data in red)

School Name	Kilo Middle School
Annual Student Outcome Goal	By January 28 2022 disciplinary incidents among hispanic students (as of Oct. 15 2021) will decrease the cumulative number of incidents by 50% from 23 to 12.
<b>ASCA Student Standards (Limit of two standards)</b>	
<ol style="list-style-type: none"> <li>1. B.SMS.2 Self-discipline and self-control</li> <li>2. B.SMS.9 Social maturity and behaviors appropriate to the situation and environment</li> </ol>	
Mindsets & Behaviors Pre-/Post-Assessment Statements	
<ol style="list-style-type: none"> <li>1. I know how my body feels when I am feeling unsafe <b>3.8&gt;4.0</b></li> <li>2. I know how my body feels when I am feeling stressed <b>3.8 &gt;4.0</b></li> <li>3. I know how my body feels when I am feeling angry <b>3.8 &gt;4.0</b></li> <li>4. I know that the rules at school are different than rules at Home <b>3.5&gt;4.0</b></li> <li>5. Name 2 strategies to de-escalate a situation when faced with a conflict <b>40%&gt;75%</b></li> <li>6. Name 2 strategies for pausing for reflection in a stressful or problem situation <b>20%&gt;62.5%</b></li> </ol>	
<b>Interventions That Support Achieving the Annual Student Outcome Goal</b>	
Describe Direct Student Services (minimum of two)	Describe Indirect Student Services (minimum of two)
<ol style="list-style-type: none"> <li>1. Mind over Matter emotional management group (Small group)</li> <li>2. 7 Problem solving and stress management classroom lessons (Whole school)</li> </ol>	<ol style="list-style-type: none"> <li>1. Referrals to TalkSpace Virtual therapy</li> <li>2. Parent phone calls</li> <li>3. Administrator consults</li> </ol>

# What are some Gap areas in your data?

- Turn and talk with a neighbor about some gap areas in your data
  - If you are unsure, where could you look?
- Is there a specific racial group, gender group, grade level that you may need to consider building interventions around?

# Tiered Plans

Tier 1: Intensive Whole school lessons: Problem solving, Empathy, Assertive Communication, Conflict Resolution, Reporting, Stress Management

Tier 2: Small group made up of Hispanic Boys with 2 or more Discipline referrals. The group goals were to work on emotion recognition and management, using mindfulness to learn to regulate ourselves

Tier 3: Additionally, some students in our target population also received:

- Parent meetings, Referrals to Outside Counseling, More regular meetings with school counselor, parent meetings, restorative conversations with other students

# Outcomes

Following our week of lessons, there was a SHARP decline in on-campus fights and referrals that lasted for months (until January, after Winter Break). Only one fight occurred during this period, and it was initiated by a student who had been in Mexico during our lessons

After Winter Break, More minor discipline issues began to re-emerge, but our fighting issues remained minimal.

# Reflections

When looking at the outcome data, we noticed that **there was an immediate decline in disciplinary incidents following the series of 7 lessons on problem solving and stress management.** However, we noticed that starting in January after winter break, there was a rapid increase in disciplinary incidents. In the future, we would like **to strengthen this intervention by teaching a series of 1-2 lessons each month to review the content and associated skills.** Since we noticed a reduction in fighting but an increase in disruptive conduct, we could **also teach lessons around advocacy so that students will be able to advocate for themselves instead of engaging in disruptive conduct.**

# Tiered Interventions at your School

- Turn and talk with a neighbor what are some tier 1, tier 2, and tier 3 interventions you could potentially implement to address a gap

# The Story of Our Data Continued (Attendance) -2022/2023

What We Saw: Pacific Islander students have the largest percentage of students in tier 2 and tier 3 for attendance concerns with a total of 8 in tier 2 and 8 in tier 3

Our Hypothesis: Perhaps our low number of PI staff made it hard for students to see themselves in the education world and the lack of real world relevance in curriculum lost interest



# Annual SMART Goal

We again began with a half-year goal ,and discovered that we indeed needed to pivot mid year to include more students and adjust interventions, which we reflected in a 2nd Closing The Gap Plan

School Counselor Robert Daniel and Jillian Hove School Year 2021-2022

Identify and describe outcome data (achievement, attendance or discipline) that serves as basis for goal:

17 Pacific Islander students are in Tier 2 or Tier 3 because of attendance concerns because they have below 90% daily attendance average

Create a goal statement that focuses on a specific subset of students for whom intentional strategies/interventions will be delivered and assessed.

By

*End Date*

,

*Describe Targeted Students*

*(Criteria for inclusion in interventions with multiple descriptors)*

will

*Decrease/Increase*

*Describe specific outcome to be changed (achievement, attendance or discipline)*

by

*Percent change*

from

*Baseline data (Numbers only)*

to

*Target data (Numbers only)*

# Closing the Gap Plan

School Name	Kilo Middle School	
Annual Student Outcome Goal	By January 31 2023, the 17 Pacific Islander students with less than 90% daily average attendance will decrease the number of students by 25% from 17 to 13	
<b>ASCA Student Standards (Limit of two standards)</b>		
<ol style="list-style-type: none"> <li>1. B-LS 7. Long- and short-term academic, career and social/emotional goals</li> <li>2. M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment</li> </ol>		
Mindsets & Behaviors Pre-/Post-Assessment Statements		
<ol style="list-style-type: none"> <li>1. I like coming to school</li> <li>2. I know how to write a SMART goal</li> <li>3. I will stay in school until I graduate</li> <li>4. I feel respected at school</li> </ol>		
<b>Interventions That Support Achieving the Annual Student Outcome Goal</b>		
Describe Direct Student Services (minimum of two)	Describe Indirect Student Services (minimum of two)	
<ol style="list-style-type: none"> <li>1. Attendance Conferences (Group setting)</li> <li>2. Attendance 1-1 meetings (Individual)</li> <li>3. Cougar Ambassadors</li> <li>4. Trying to increase the <u>AANAHP!</u> club participants</li> <li>5. Home visits</li> </ol>	<ol style="list-style-type: none"> <li>1. Parent phone calls</li> <li>2. Referral to Community Truancy Board</li> <li>3. Multi-tiered systems of support team meetings</li> </ol>	

Our first set of plans focused on attempting to build awareness of attendance concerns and to build up community at the school level

# Closing the Gap Plan (round 2!)

For the Second half of the year, we added in more students to the intervention group who had cropped up with attendance concerns. We also pivoted to add more community building outside of the school building, and include a small group focused on future thinking and visioning

Annual Student Outcome Goal	By June 5 2023, the average daily attendance of the group of 25 Pacific Islander students with less than 90% daily average attendance will increase by 5% from 75.6% to 80%.	
<b>ASCA Student Standards (Limit of two standards)</b>		
<ol style="list-style-type: none"> <li>1. B-LS 7. Long- and short-term academic, career and social/emotional goals</li> <li>2. M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment</li> </ol>		
Mindsets & Behaviors Pre-/Post-Assessment Statements		
<ol style="list-style-type: none"> <li>1. I like coming to school</li> <li>2. I know how to write a SMART goal</li> <li>3. I will stay in school until I graduate</li> <li>4. I feel respected at school</li> </ol>		
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	Describe Direct Student Services (minimum of two)	Describe Indirect Student Services (minimum of two)
	<ol style="list-style-type: none"> <li>1. Attendance Conferences (Group setting)</li> <li>2. Attendance 1-1 meetings (Individual)</li> <li>3. Cougar Ambassadors</li> <li>4. Trying to increase the <u>AANAHP</u> club participants</li> <li>5. Home visits</li> <li>6. Watermark Visit</li> <li>7. CEO Bosslife group</li> <li>8. Multicultural Night Promotion</li> </ol>	<ol style="list-style-type: none"> <li>1. Parent phone calls</li> <li>2. Referral to Community Truancy Board</li> <li>3. Multi-tiered systems of support team meetings</li> </ol>

# Tiered Plans

Tier 1: Attendance postcards, attendance competitions, AANHPI club promotion, Cougar Ambassador program invitations

Tier 2: Cougar Ambassador group, Attendance conferences (just students) and Workshops (Students with guardians)

Tier 3: Home visits, referrals to outside agencies, referrals to district re-engagement officers, BECCA petitions, individual meeting with school counselors

# Tiered Plans (Redux!)

Tier 1: Attendance postcards, AANHPI club promotion, Cougar Ambassador program invitations, **Multicultural Night + Promotion, Watermark Community Visit,**

Tier 2: Cougar Ambassador group, Attendance conferences (just students) and Workshops (Students with guardians), **CEO Bosslife Future skills Group (9 PI students for 6 weeks)**

Tier 3: Home visits, referrals to outside agencies, referrals to district re-engagement officers, BECCA petitions, individual meeting with school counselors

# Outcomes and Reflections

We went from 25 students with an average of 75.60% daily attendance in January to 22 students with an average of 76.84% daily attendance in June (13 students made improvement in attendance percentages, but not necessarily to the 5% threshold we aimed for to reach 80% overall)

**We did not meet our goal,** but the group, multicultural night, and the Watermark visit seemed to have a large impact on student's sense of acceptance and belonging at school. We would improve the interventions by having them earlier on in the year.

# Progress Not Perfection

- Critically look at your data to determine the gap areas and create a tiered plan to reduce the gap
- Don't give up if you don't meet your goal!
- Consider writing mid year goals so you can evaluate your progress and determine if you need to pivot