

Provided the tools and support needed to encourage and reward positive student attendance behavior, can positive reinforcement from teachers evoke an increase in positive attendance behavior within students?

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Problem - Student tardiness is the highest frequency of student discipline referrals

Plan - Implement Positive Behavior Interventions & Support (PBIS) strategies to student attendance behavior

Evidence - Initial decrease of 33% followed by 30% increase
Effectiveness = Inconclusive

Next Steps - Evaluate:

- Desirability of rewards
- Effectiveness of policies

References

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Year to Year Tardy Comparison

2015-2016 School Year										
2015-2016	0	1	2	3	4	5	6	7	8	Total
9 (466)	30	2271	585	402	409	472	951	0	0	5120
10 (379)	149	1608	305	382	387	470	285	5	0	3591
11 (351)	70	1444	349	262	268	354	182	4	8	2941
12 (397)	63	1309	408	321	128	424	148	74	41	2916
1593	312	6632	1647	1367	1192	1720	1566	83	49	14568
2014-2015 School Year										
2014-2015	0	1	2	3	4	5	6	7	8	Total
9 (473)	36	2722	823	853	1082	1091	1418	0	11	8036
10 (393)	144	1962	691	799	673	747	680	5	5	5706
11 (349)	173	1817	415	310	334	436	381	21	32	3919
12 (345)	355	1442	426	321	300	509	288	141	65	3847
1561	708	7943	2355	2283	2389	2783	2767	167	113	21508

1st Quarter Tardy Comparison

2016-2017	0	1	2	3	4	5	6	7	8	Total
9	0	487	117	75	117	105	131	0	0	1032
10	18	396	69	84	94	65	78	2	0	806
11	40	456	74	38	72	103	80	1	2	866
12	17	239	55	30	29	61	30	8	4	473
All Grades	75	1578	315	227	312	334	319	11	6	3177
±	+23	+38	+34	+18	+11	+110	+43	+7	-7	+731
2015-2016										
9	0	405	70	44	52	49	166	0	0	786
10	12	285	59	76	65	72	47	0	0	616
11	22	276	84	52	61	58	39	0	2	594
12	18	228	68	37	15	45	24	4	11	450
All Grades	52	1119	281	209	193	224	276	4	13	2446