



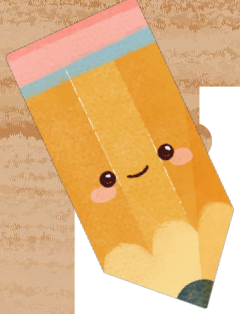
2023-2024

Welcome



Tobin Montessori School Council





Agenda

8:05-8:10: Quick word from Tobin Parent Nina M.

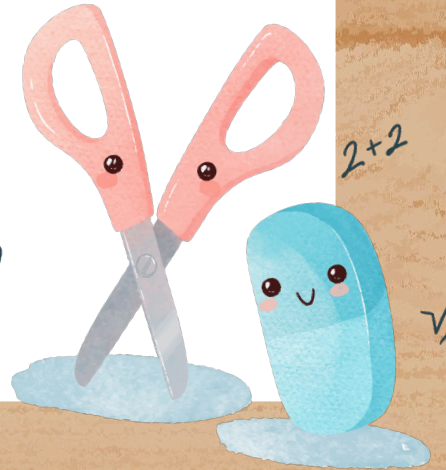


8:10-8:15: Opening



8:15-8:45: Attendance/Tardiness

8:45-9:00: Updates from Jaime



Tobin Montessori

School Improvement Plan (Attendance/Tardiness)

2023
to
2025



CAMBRIDGE
PUBLIC SCHOOLS



What is your fondest
memory of school
mornings?





What do you think
your student does
from 7:40-7:55?





Children's House





Lower Elementary





Lower Elementary





Upper Elementary





Upper Elementary



Week of Thursday, October 12

	Subject	Done ✓	Assignment	Half Pairs
Thursday	8:45	✓	Gym	Time Out
	11:45	✓	Math 4th	Time In
	12:15	✓	Lunch/Recess	Recess
	1:00	✓	Work cycle	Time Out
		✓	Word study Packet (Paragraph)	Time In
		✓	Math follow up (3)	Time In
Friday	8:30	✓	Work cycle	Time Out
	9:30	✓	Gym	Time In
	11:00	✓	P edit review	Recess
	11:30	✓	Cultural	Recess
	12:15	✓	Lunch/Recess	Time In
	1:00	✓	Finish up Friday!	Time In
		✓	curative scrambled sentences	Recess
	✓	Printing Math	Time In	

Goals & Notes





Why is this important?





Long Term Effects




Chronic absenteeism may prevent children from reaching early learning milestones.

Children who are chronically absent in preschool, kindergarten, and first grade are much less likely to read at grade level by the third grade. Students who cannot read at grade level by the end of third grade are four times more likely than proficient readers to drop out of high school.





Long Term Effects



Irregular attendance can be a better predictor of whether students will drop out before graduation than test scores.

A study of public school students in Utah found that an incidence of chronic absenteeism in even a single year between 8th and 12th grade was associated with a seven-fold increase in the likelihood of dropping out.





Long Term Effects



Frequent absences from school can shape adulthood.

High school dropout, which chronically absent students are more likely to experience, has been linked to poor outcomes later in life, from poverty and diminished health to involvement in the criminal justice system.








What is “Chronic Absenteeism”?

10% of school days or 18 days total throughout the school year








What is “Chronic Tardiness”?





10% of school days or 18 tardies total throughout the school year





What does the data tell us about Chronic Absenteeism at Tobin?

Where have 
we been? 

90.8% of Tobin Students
attend school regularly





9.2% Broken Down...



Further broken down...

53.8%

Hispanic or Latino

40.5%

African American/Black

38%

Student with disabilities

37.6%

Low income



Key Successes

Attendance

Chronic absenteeism - Non-high school							About the Data
Group	2022 Rate (%)	2023 Rate (%)	Change	Target	N	Points	Reason
All Students	27.3	15.0	-12.3	26.2	173	4	Exceeded Target
Lowest Performing	30.0	25.0	-5.0	26.7	20	4	Exceeded Target
High needs	29.9	17.9	-12.0	27.8	84	4	Exceeded Target
Low income	35.3	18.9	-16.4	31.0	53	4	Exceeded Target
EL and Former EL	-	-	-	-	17	-	-
Students w/ disabilities	28.9	20.8	-8.1	26.4	53	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	23	-	-
Afr. Amer./Black	-	-	-	-	38	-	-
Hispanic/Latino	-	-	-	-	13	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	19	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	25.6	16.3	-9.3	24.4	80	4	Exceeded Target

Tobin Montessori School Improvement Plan

2023
to
2025

Attendance Goal

By Spring 2025 our chronic absenteeism rate will decrease for each demographic group:

Students	Percentage Point Decrease by 2025
All Students	2.2
Lowest Performing	4.2
High Needs	8.7
Low Income	5.0
Students With Disabilities	2.4

Chronic Absenteeism Targets

Site	School Code	District Name	School Name	Group	Grades span	2022 % Making Progress Baseline	2023 % Making Progress Target	Annual % Making Progress Increment (2023-2027)	2022 Chronic Absenteeism Rate # Included	2022 Chronic Absenteeism Rate Baseline (%)	2023 Chronic Absenteeism Rate Target (%)	Annual Chronic Absenteeism Rate Reduction (2023-2027)
0000	00490065	Cambridge	John M Tobin	All Students	NonHS				176	27.3	26.2	1.1
0000	00490065	Cambridge	John M Tobin	Lowest performing	NonHS				20	30.0	26.7	3.3
0000	00490065	Cambridge	John M Tobin	High Needs	NonHS				77	29.9	27.8	2.1
0000	00490065	Cambridge	John M Tobin	Low Income	NonHS				51	35.3	31.0	4.3
0000	00490065	Cambridge	John M Tobin	EL and Former EL	NonHS				12			
0000	00490065	Cambridge	John M Tobin	Students w/Disabilities	NonHS				45	28.9	26.4	2.5
0000	00490065	Cambridge	John M Tobin	Amer. Ind. or Alaska Nat.	NonHS				1			
0000	00490065	Cambridge	John M Tobin	Asian	NonHS				29			
0000	00490065	Cambridge	John M Tobin	Afr. Amer./Black	NonHS				31			
0000	00490065	Cambridge	John M Tobin	Hispanic/Latino	NonHS				15			
0000	00490065	Cambridge	John M Tobin	Multi-race, Non-Hisp./Lat.	NonHS				18			
0000	00490065	Cambridge	John M Tobin	Nat. Haw. or Pacif. Isl.	NonHS							
0000	00490065	Cambridge	John M Tobin	White	NonHS				82	25.6	24.4	1.2

Attendance Goal:

**2023
to
2025**

Milestones

90-day Milestone September '23-January '24

By December 1, 2023, we will see a .5% increase in daily attendance rate from 90.5 to 91%



90-day Milestone January '24-June '24

By March 1, 2024, we will see a .5% increase in daily attendance rate from 91% to 91.5%



90-day Milestone September '24-January '25

By September 1, 2024, we will see a .5% increase in daily attendance rate from 91.5% to 92%



90-day Milestone January '25-June '25

By June 1, 2025, we will see a .5% increase in daily attendance rate from 92% to 92.5%

Data Overview

District Attendance

Student Attendance (2022-23) - End of Year

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Chronically Absent (20% or more)	Unexcused > 9 days
All Student	92.2	13.4	52.2	25.2	6.6	12.9

What action steps will we take towards improving student attendance at Tobin?

Where are we going?

1. Every two weeks, Krissie and Albert will work to pull ASPEN data to scan for absences
2. Students close to the 10% mark will be identified
3. Students will be discussed at SST meeting biweekly
4. One of three interventions will be attempted:
 - a. Call Home
 - b. Letter Home
 - c. Guardian visit
 - d. Etc.
5. Student attendance will be monitored for improvement after first intervention
6. If intervention isn't successful, the SEL team will move to a Tier 2 intervention



Building Updates

