Distance Learning MTSS Framework
Academic Engagement and Attendance

Most school districts and charter schools have an existing Multi-Tiered System of Support (MTSS) or Response to Intervention (RtI) model established for academics and behavior. During distance learning, it is appropriate to maintain your MTSS or RtI model to support students' regular academic engagement and attendance. The following helps to identify how academic engagement and attendance in a distance learning model fits into your current MTSS/RtI model.

Tier 1: Universal Strategies for ALL Students

Data: Classroom, aggregate building-level, and disaggregated student group building-level academic engagement and attendance

Student engagement is the commitment to learning, sense of belongingness, and willingness to participate in learning and extracurricular activities that is associated with positive student outcomes (Christenson et al., 2008). **Tier 1** represents universal strategies to encourage academic engagement.

As a school district or charter school, set the academic engagement expectations for students and create a communication plan to share with students and families. In addition, determine at what point in their academics a student can be brought up to the problem-solving team (PST) and moved from Tier 1 to Tier 2. *Track data in the classroom and at the building-level.*

Daily Contact Academic Engagement: Teachers must verify student academic engagement daily. Student academic engagement could include, but is not limited to – submitting classroom assignments; **or** participating in class activities; **or** taking an exam; **or** participating in an online discussion; **or** initiating contact with the teacher about a subject related to the class.

Teacher	Student	Family	Administrator	Student Support
Minimum: Daily contact with students – academic engagement	*Minimum:* Daily contact with teacher(s) – academic work	*Minimum:* Confirm daily contact with teacher(s) re: academic engagement	*Minimum:* Daily contact with teachers re: academic engagement of students	*Minimum:* Daily contact with students – academic engagement for groups/lessons

Reducing chronic absence fits nicely into the three-tiered reform systems being successfully implemented to reduce chronic absenteeism in schools and districts across the United States. **Tier 1** represents universal strategies to encourage good attendance for all students. (AttendanceWorks)

As a school district or charter school, set the attendance expectations for students and communicate them to students and families. *If a student has not been in contact with any school personnel for two days, the problem-solving model should begin – move students from Tier 1 to Tier 2.*

Daily Contact Attendance: Daily communication between teacher and/or students who are not academically engaged. This could include, but is not limited to – phone calls, emails, or internet-based face-to-face platforms*.*

Teacher	Student	Family	Administrator	Student Support
Minimum: Daily contact with students – attendance (for students who are not engaged academically)	*Minimum:* Daily contact with teacher(s) – attendance	*Minimum:* Confirm daily contact with teacher(s) re: attendance	*Minimum:* Daily contact with teachers re: student contact attendance	*Minimum:* Daily contact with students – attendance for groups/lessons

Problem Solving Team – Once a student meets the school-wide absence or academic disengagement criteria to move from Tier 1 to Tier 2, bring the student to the problem-solving team to identify next steps and/or an intervention.

Tier 2: Early Intervention

Data: Classroom and building-level academic engagement and attendance; Tier 2 intervention by type, duration, and communication

Tier 2 provides early intervention for students who need more support to avoid academic disengagement and chronic absences.

Determine at what point in their academics a student can be brought up to the problem-solving team (PST) and moved from Tier 2 to Tier 3. *Continue tracking data in the classroom, at the building-level, and begin tracking intervention data for every Tier 2 student.*

Daily Contact Academic Engagement: Teachers must verify student academic engagement daily. Student academic engagement could include, but is not limited to – submitting classroom assignments; **or** participating in class activities; **or** taking an exam; **or** participating in an online discussion; **or** initiating contact with the teacher about a subject related to the class.

Teacher	Student	Family	Administrator	Student Support
Minimum: Daily contact with student(s) – academic engagement and Implement identified intervention	*Minimum:* Daily contact with teacher(s) – academic work and Participate in identified intervention	*Minimum:* Confirm daily contact with teacher(s) re: academic engagement and Partner with teacher/school in identified intervention	*Minimum:* Daily contact with teachers re: academic engagement of students and Support teacher, student, and family in identified intervention	*Minimum:* Communicate intervention to families Support the implementation of intervention Monitor intervention *consider student home wellness checks

Determine how many absences a student can have before they are brought up to the problem-solving team (PST) and moved from Tier 2 to Tier 3. *Length of intervention and number of days must be shortened given the structure of distance learning.*

Daily Contact Attendance: Daily communication between teacher and/or students who are not academically engaged. This could include, but is not limited to – phone calls, emails, or internet-based face-to-face platforms.

Teacher	Student	Family	Administrator	Student Support
Minimum: Daily contact with students who are not academically engaged – attendance and Implement identified intervention	*Minimum:* Daily contact with teacher(s) – attendance and Participate in identified intervention	*Minimum:* Confirm daily contact with teacher(s) re: attendance and Partner with teacher/school in identified intervention	*Minimum:* Daily contact with teachers re: student contact attendance and Support teacher, student, and family in identified intervention	*Minimum:* Communicate intervention to families Support the implementation of intervention Monitor intervention *consider student home wellness checks

Problem Solving Team – Once a student meets the school-wide absence or academic disengagement criteria to move from Tier 2 to Tier 3, bring the student to the problem-solving team to identify next steps and/or an intervention.

Tier 3: Intensive Support

Data: Classroom and building-level academic engagement and attendance; Tier 3 intervention by type, duration, and communication

Tier 3 provides intensive support for students facing the greatest challenges getting to school and engaging academically.

Determine at what point in their academics a student can be brought up to the problem-solving team (PST) and moved from Tier 2 to Tier 3. *Continue tracking data in the classroom, at the building-level, and track intervention data for every Tier 3 student.*

Daily Contact Academic Engagement: Teachers must verify student academic engagement daily. Student academic engagement could include, but is not limited to – submitting classroom assignments; **or** participating in class activities; **or** taking an exam; **or** participating in an online discussion; **or** initiating contact with the teacher about a subject related to the class.

Teacher	Student	Family	Administrator	Student Support
Minimum:	*Minimum:*	*Minimum:*	*Minimum:*	*Minimum:*
Daily contact with student(s) – academic engagement	Daily contact with teacher(s) – academic work	Confirm daily contact with teacher(s) re: academic engagement	Daily contact with teachers and families re: academic engagement of students	Communicate intervention to families
	and Participate in identified intervention	and Partner with teacher/school in identified intervention	and Support teacher, student, and family in identified intervention	Implement intervention
				Monitor intervention
				*consider home visits

Determine how many absences a student can have before they are brought up to the problem-solving team (PST) and moved from Tier 3 to community support and intervention. *Length of intervention and number of days must be shortened given the structure of distance learning.*

Daily Contact Attendance: Daily communication between teacher and/or students who are not academically engaged. This could include, but is not limited to – phone calls, emails, or internet-based face-to-face platforms.

Teacher	Student	Family	Administrator	Student Support
Minimum:	*Minimum:*	*Minimum:*	*Minimum:*	*Minimum:*
Daily contact with student(s) – attendance	Daily contact with teacher(s) – attendance	Confirm daily contact with teacher(s) re: attendance	Daily contact with teachers and families re: student contact attendance	Communicate intervention to families
	and Participate in identified intervention	and Partner with teacher/school in identified intervention	and Support teacher, student, and family in identified intervention	Implement intervention
				Monitor intervention
				*consider home visits

Problem Solving Team – Once a student meets the school-wide absence or academic disengagement criteria to move from Tier 3 to community support and intervention, bring the student to the problem-solving team to identify next steps and/or an intervention.

Data Points: It will be important to have overall academic engagement and attendance data for every student (classroom level), aggregate data as a building, and disaggregated data by student groups as a building. Additionally, data for each Tier 2 and Tier 3 student by intervention type, duration, and communication points.