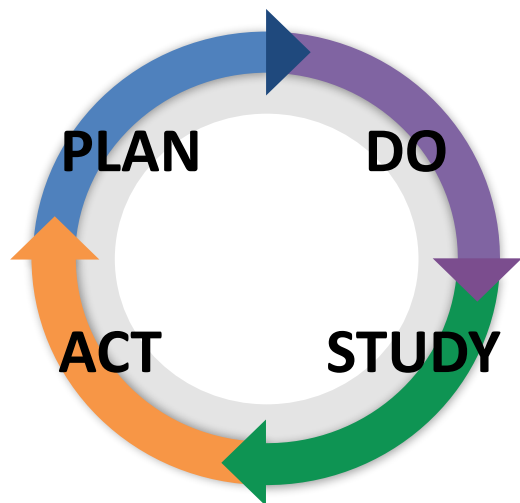
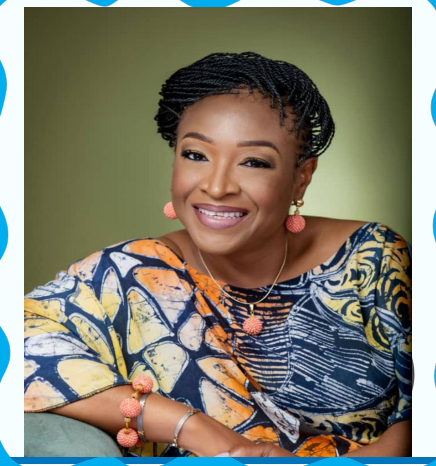


# Pathways to Presence: Ensuring Every Student's Success

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## Problem Statement

Chronic absenteeism is a persistent issue among selected 9th-grade students, hindering their academic progress.

### PLAN

Implementing a gamified system for attendance Level Up Milestones will increase student engagement and motivation to attend school consistently, thereby reducing chronic absenteeism. The introduction of XP, levels, and tangible rewards for consistent attendance will make attending school more appealing and provide students with a sense of progress and achievement, ultimately leading to improved attendance rates.

### ACT

- **Personalization Strategies:** Investigate ways to personalize the Level Up Milestone system to better cater to individual student needs and motivations. This could involve allowing students to set personalized attendance goals or choose specific reward.
- Significant **changes and adjustments** are recommended based on these findings. While the core idea of gamification is promising, optimizing the reward system, exploring personalization, and considering integration with academics are key next steps.

## Key Results

- The gamification of attendance has shown promise in improving student attitudes towards school and potentially influencing positive behaviors.

## Lessons Learned

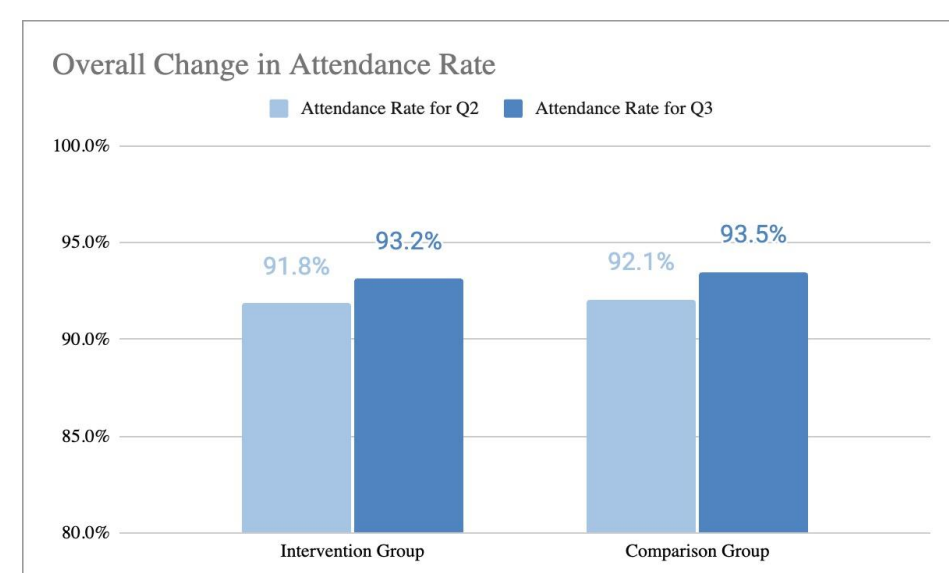
- Students believe the program had positive spillover effects beyond just attendance, influencing their grades, participation, and behavior.
- While attendance is a key metric, future evaluations could explore deeper measures of student engagement, such as participation in class, completion of assignments, and academic performance, to get a more holistic understanding of the innovation's impact.

### DO

- I noticed an overall increase in the average attendance rate for the Intervention Group from 91.8% in Quarter 2 to 93.2% in Quarter 3.
- I also observed a slight increase in the average attendance rate for the Comparison Group from 92.1% in Quarter 2 to 93.5% in Quarter 3.
- This suggested that the disruptive idea might have had a positive impact on the Intervention Group, but other factors could also be at play, as the Comparison Group showed improvement as well.

### STUDY

- Overall Attendance Rates for Intervention and Comparison Groups in Q2 and Q3.
- Student reflections on academic performance, challenges, and improvement strategies.
- The positive student perception and reported improvements align with the expectation that gamification could be motivating.
- The small overall increase in attendance and the similar trend in the comparison group suggest the impact on attendance alone might be less pronounced than hoped.



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