

NATIONAL STUDENT ATTENDANCE, ENGAGEMENT, AND SUCCESS CENTER



GETTING STARTED

Putting It All Together: How Success Mentors and a Schoolwide Attendance Plan Keep Students on Track

May 10, 2018

Linda Muskauski, Everyone Graduates Center



NSAESC

National Student Attendance, Engagement, and Success Center

Welcome

Corner Meet and Greet

Pick the area of greatest strength in your school, organization, or district and head to that corner of the room.

Introduce yourself to the participants in your corner.

Share one reason or practice that caused you to identify with this area.

Use the sticky notes to capture any practices you would like to share. (One per sticky note)

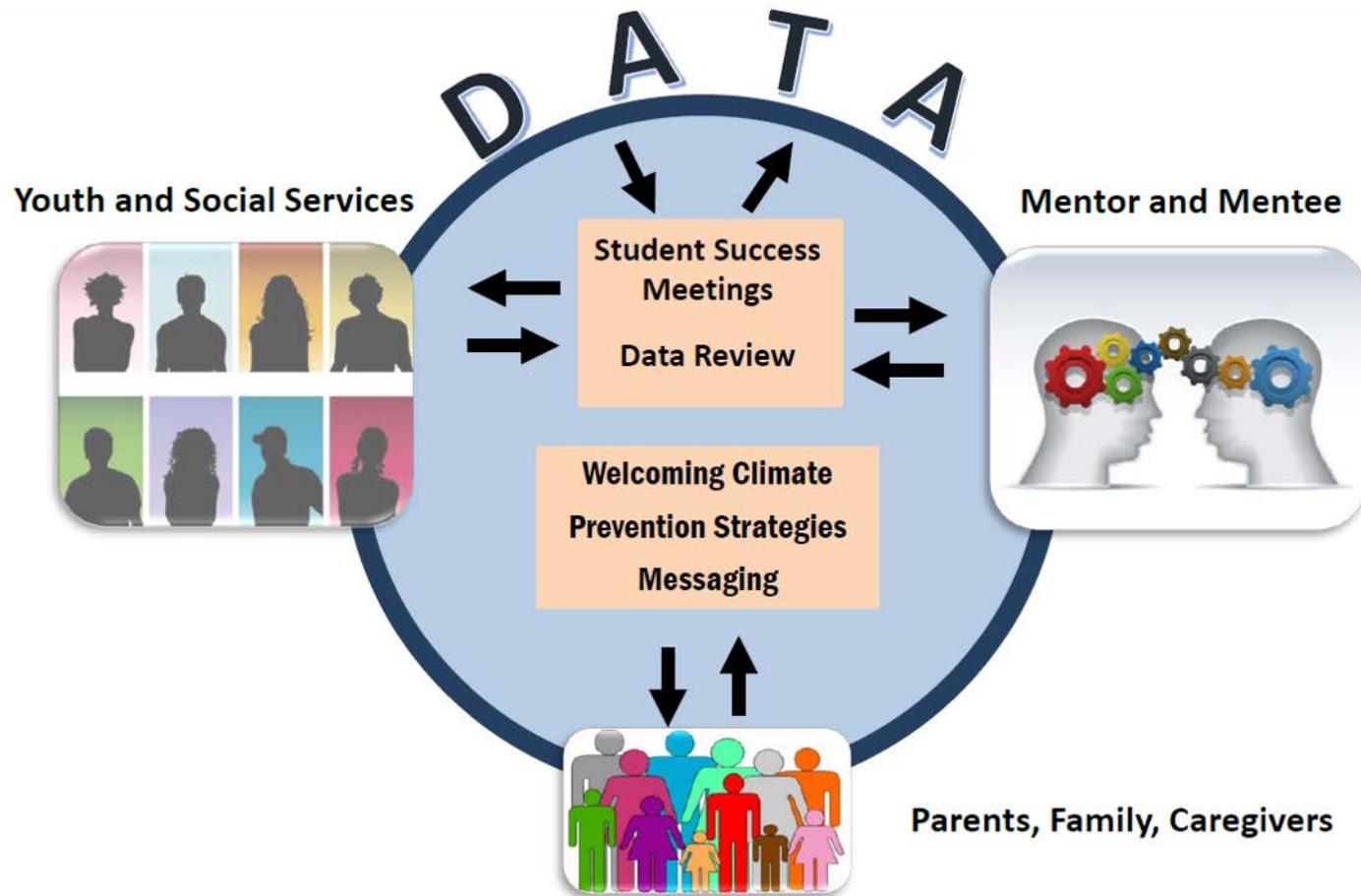


Purpose

Today, we will explore how a schoolwide attendance plan, resource map, data, and weekly attendance meetings work together to keep students on track for academic success.



The Success Mentors Model



Weekly Student Success Meetings



Video: https://www.youtube.com/watch?time_continue=4&v=p2SGt6oOc3E



Data and Its Many Uses

How might viewing data trends uncover challenges that may otherwise be invisible?

Which data views might assist us in determining how to use our resources and capacities? Which of our tiered attendance approaches are effective and which may need to be changed?

How might we structure data use to surface alignment between school practices and intentions?



What types of data views may be useful in designing a schoolwide attendance plan?

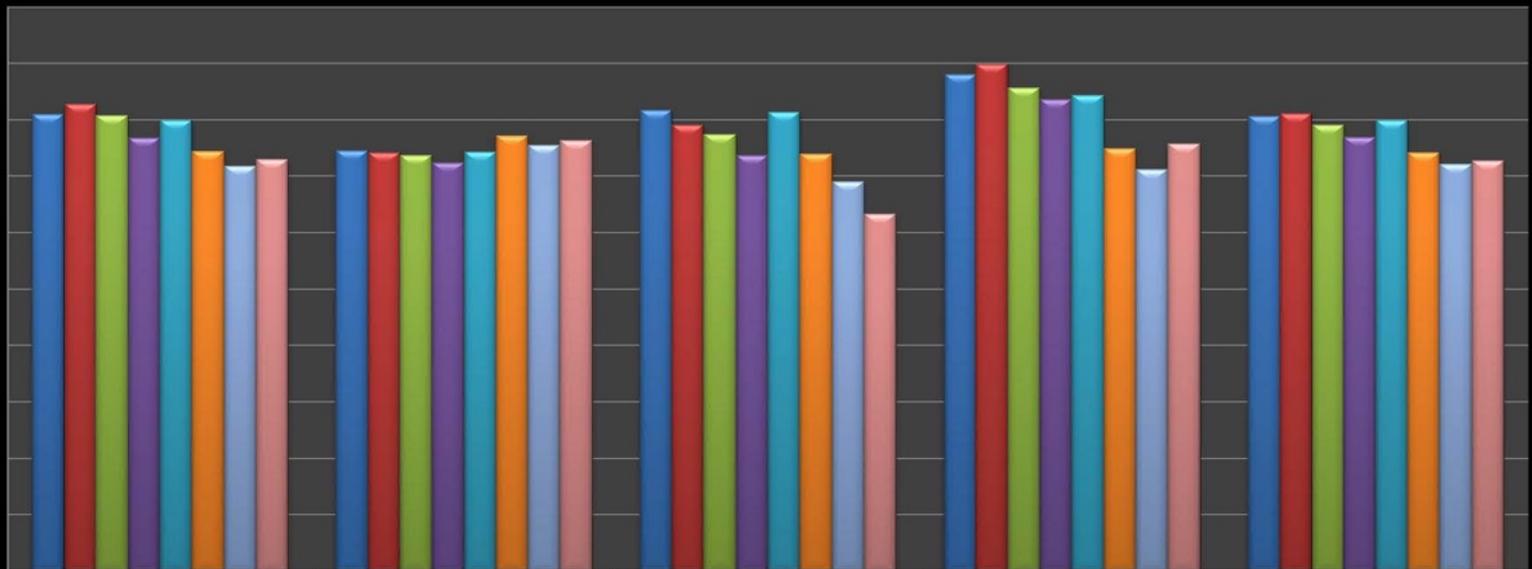
What types of data views are useful in designing or maintaining attendance resource maps?



Data Views during Attendance Meetings

Attendance Comparison Sept -April by Grade

Average Daily Attendance



	9th	10th	11th	12th	School Total
September	81.06	74.59	81.77	88.09	80.73
October	82.84	74.31	79.18	89.95	81.21
November	80.88	73.82	77.45	85.72	79.12
December	76.88	72.51	73.82	83.68	76.97
January	79.97	74.44	81.46	84.44	80
February	74.51	77.31	74.08	74.95	74.3
March	71.9	75.57	69.11	71.33	72.19
April	73.05	76.38	63.37	75.82	72.78

Data View for Attendance Trends



TALENT DEVELOPMENT HIGH SCHOOL Homeroom Attendance Percentages

Homeroom Teacher	Sept Average	Oct Average	Nov Average	Dec Average	Jan Average	February Average*	March Average	April Average	Increase or Decrease March to April	
901	83.51	86.55	81.67	77.57	82.61	67.61	77.05	77.90	+	
902	80.19	85.26	89.00	80.82	83.2	81.13	73.01	76.25	+	
903	80.85	82.24	81.17	78.78	82.64	77.12	73.04	80.03	+	
904	84.20	80.51	76.08	74.88	75.16	62.59	55.30	53.06	-	
905	75.81	79.39	83.18	69.84	74.62	70.75	65.55	59.52	-	
906	(New Homeroom for 2 nd Semester)						86.67	90.28	91.47	+
1001	92.41	91.23	91.20	90.83	93.33	91.94	89.31	87.36	-	
1002	77.38	78.03	75.44	76.82	73.61	71.33	80.56	72.69	-	
1003	81.69	82.90	80.88	77.66	76.44	79.11	69.04	79.91	+	
1004	71.05	74.06	70.35	67.63	67.8	66.98	63.01	65.54	+	
1101	93.29	84.93	81.58	77.21	87.04	74.81	68.29	71.14	+	
1102	88.89	89.28	86.28	79.46	82.74	75.18	72.73	63.80	-	
1103	87.14	82.41	77.03	74.43	80.81	71.20	65.64	58.19	-	
1104	81.48	79.53	75.23	83.82	88.07	75.19	69.43	65.18	-	
1201	86.38	89.38	81.53	80.50	82.95	77.17	73.03	73.45	+	
1202	86.19	88.84	87.56	81.16	80.98	70.76	69.21	82.25	+	
1203	90.63	91.28	87.58	89.16	89.52	83.39	84.53	84.10	-	
1204	(New Homeroom for 2 nd Semester)						62.33	45.30	49.29	+
School Total	80.71	81.21	79.12	76.97	80.00	74.30	72.19	72.78	+	



What types of data views may be useful for classrooms?

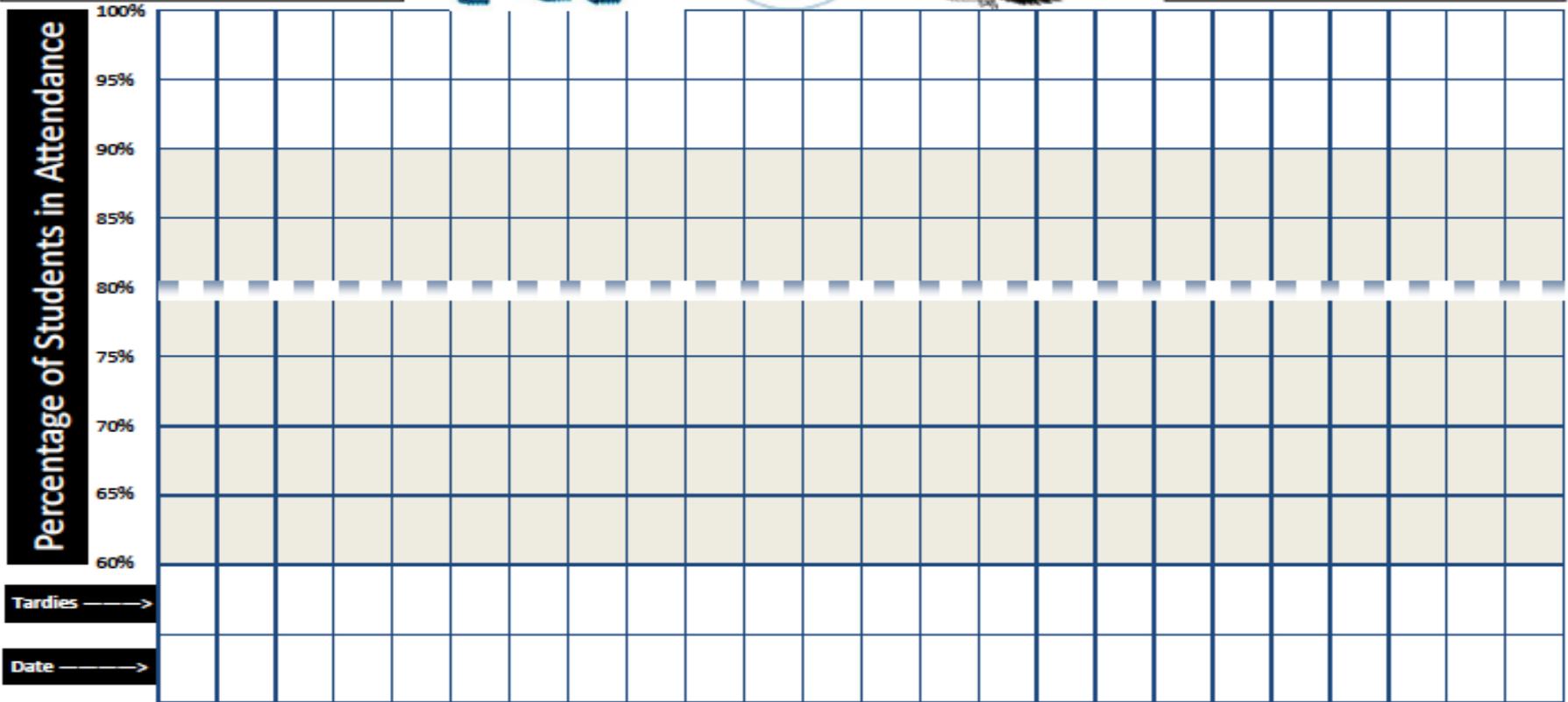


Tier 1 Schoolwide

Goal: 100%



Team / Mascot: **Eagles**
 Homeroom Teacher: **Ms. Johnson**
 Section: **9-3**



School Level Summary - [School Name] HS (Academic Year)

NOT FOR PUBLIC DISTRIBUTION

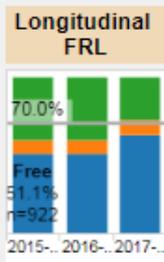
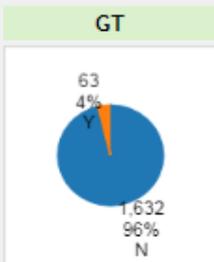
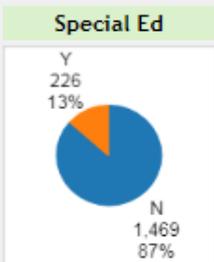
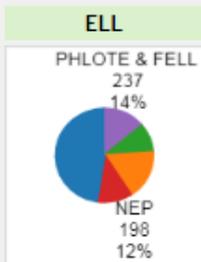
Learning Community: All Schools |
 School: [School Name] HS |
 School Type: All Schools |
 Grade Level: All |
 Grade: All |
 Term*: Academic Year |
 Exclude Programs*: None

Click on the **groups** in the demographic charts to filter to that **group** in the other tables and charts.

Note: FRL data is from October count. *Term filter only applies to ADA totals, chronically absent, behavior, grades, on track, and count of courses. Selecting Academic Year Term for On-Track applies end of year on-track rules. Exclude programs does not apply to CMAS and only removes students from their home schools.

Total Enrollment

	N	%
Amer. In..	13	1%
Asian	62	4%
Black	380	22%
Hispanic	936	55%
White	229	14%
Hawaiian	14	1%
2+	55	3%
2-More t..	2	0%
Total	1,691	100%



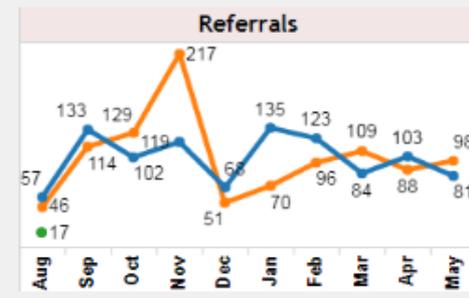
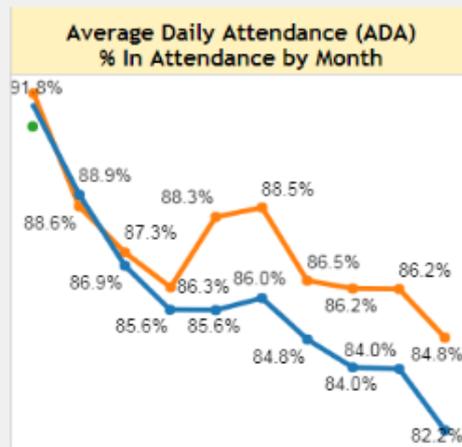
APS 2020 Goal Status

1 - Plan	Demonstrating Progress for 1 Incomplete Actions
2 - Skills	On Track for 1 Incomplete Actions
3 - Credentials	On Track for 1 Incomplete Actions

Outdated statuses can be updated in a group by clicking on the icon.

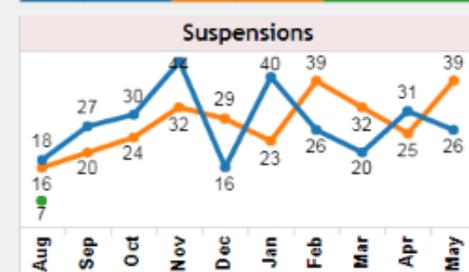
Display: Historical Chart View

Restorative Justice?: All events including RJ



2015-16 2016-17 2017-18

1,005	1,018	17
-------	-------	----



2015-16 2016-17 2017-18

278	279	7
-----	-----	---

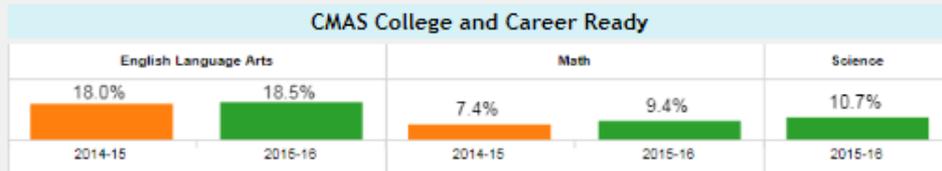


2015-16 2016-17 2017-18

86.0%	87.5%	90.8%
-------	-------	-------

Chronically Absent - Academic Year

	2015-16	2016-17	2017-18
#Severe	581	486	263
% Severe	28.6%	24.8%	15.4%
#Moderate	385	393	274
% Moderate	19.0%	20.0%	16.1%
# CA	966	879	537
% CA	47.6%	44.8%	31.5%



TS GOLD
Count of Domains within or above Widely Held Expectations

READ*
*Prior year numbers are students reported as SRD on the state submission, current year numbers are students with READ plans.

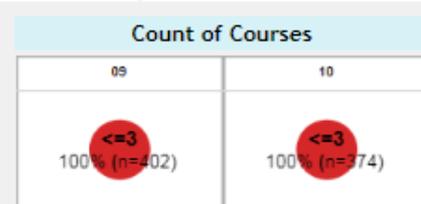
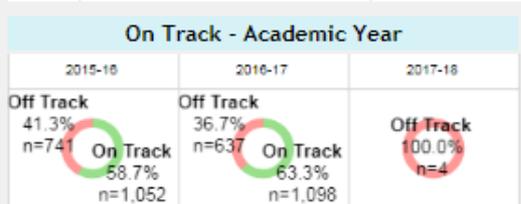
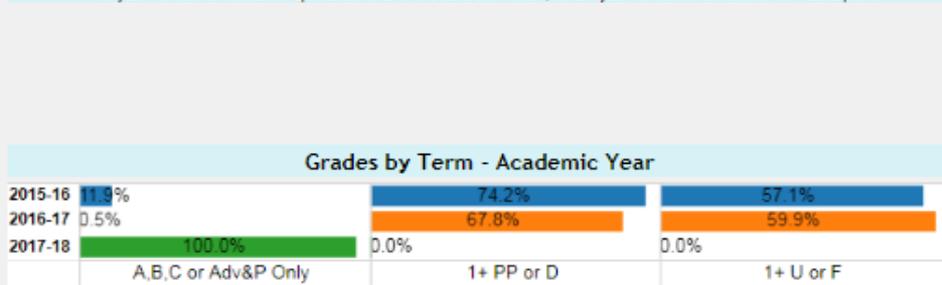


Table Activity

Review the sets of data provided in the packet at your table.

Which groups might find certain views useful?

What questions might they answer?

What other views might you like to have?



The Resource Map

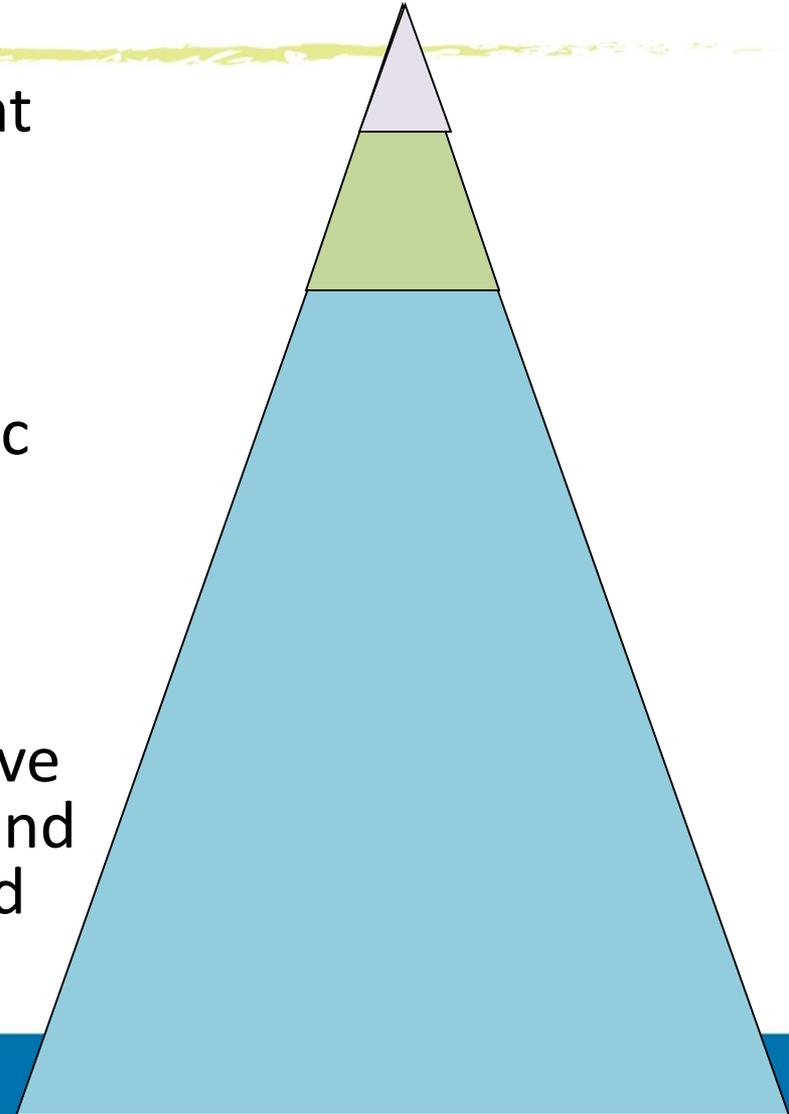


A tiered attendance plan supports...

Intensive support for chronically absent students facing complex challenges

Early detection and smaller group intervention for students with a chronic absenteeism indicator responding

Schoolwide prevention/intervention strategies aimed at developing a positive culture, addressing known problems, and preventing students from falling behind



Resource



What supports are available?

How does one access these supports?

MAPPING



Who manages these supports or who is the point person?



How does one help implement efficiently and effectively without being the manager?



What is a TIERED APPROACH TO ATTENDANCE?



Image www.attendanceworks.org

Creating a Mock Attendance Resource Map



Tier 1 Attendance Supports

On sticky notes at your table, list specific strategies or activities you would include as schoolwide intentional designs to promote attendance or as responses to trends that reveal patterns of missing school.

Place on the chart paper for your group.



Tier 2 Attendance Supports

On sticky notes at your table, list specific strategies or activities you would include as responses for students with a chronic absenteeism indicator.

Be sure to include Success Mentors.

Place on the chart paper for your group.

What might be the capacity available for each of the Tier 2 supports or resources you created? How might that be included in a weekly meeting?



Tier 3 Attendance Supports

On sticky notes at your table, list specific strategies or activities you would include as responses for students with an attendance rate below 80 percent.

Place on the chart paper for your group.

What might be the capacity available for each of the Tier 3 supports or resources you created? How might that be included in a weekly meeting?



Using Data and Resource Maps during the Attendance Meeting



Weekly Meeting Best Practices

- Meeting takes place same day and time each week and follows standard agenda
- Led by principal or principal's designee
- Include Success Mentors (or lead Success Mentors)
- Invite key community-based partners
- Community-based partners sign confidentiality agreement to review student-level data





The Attendance Plan



A Clear, Shared Identifiable Goal

What are your attendance goals? These will be determined after reviewing current data.

How will the goals be communicated to all faculty, staff, students, and the community?

How will the goals be made visible so that a person entering would know them and the progress you are making toward them?

Will individual teams also set a daily attendance goal that they make visible in their team area?



A Plan for Using Data to Monitor Progress

How will you use data to monitor attendance on a regular basis?

How will you be sure there is access to real-time actual data? Example: clear the rolls of non-attending “ghost” students

How will data on attendance be communicated to students, homeroom teachers, the rest of school, and other visitors to the school?



Building and Maintaining a Resource Map and Attendance Plan

What strategies will you use to improve attendance?

When will you begin implementing these strategies (i.e., after how many absences)?

Incentives, rewards, and recognition

What will be your academy standards for perfect and good attendance?

How will students be acknowledged for meeting perfect, good, and improved attendance goals?



Questions, Comments, Next Steps



What Should I Do Next?

- Stay involved in the NSAESC:
 - [Access consulting and training support](#) from National Center staff to **better understand chronic absenteeism, early warning signs, and key implementation strategies.**
 - For no-cost training and coaching to **start or improve a Success Mentors program**, reach out to dhagan@mentoring.org or 617.303.1804.
- [Visit the NSAESC webpage](#) to access recorded webinars on a wealth of topics related to these strategies—and look out for our updated website coming soon!
- Join the Success Mentors or Early Warning Systems communities of practice to support your implementation of these strategies and receive email updates about upcoming training and learning opportunities.
 - For more info about the Success Mentors community of practice, visit <http://new.every1graduates.org/national-success-mentors-initiative/>.
 - To join the Early Warning Systems community of practice, join the mailing list [here](#).



What Should I Do Next?

■ Learn:

- Read the [Success Mentors Implementation Guide](#) by My Brother's Keeper and the U.S. Department of Education, and visit the [National Success Mentors Initiative webpage](#) for a wealth of implementation resources.
- Read through the [Elements of Effective Practice for Mentoring TM](#), which details research-informed and practitioner-approved standards for creating and sustaining quality youth mentoring programs.
- [The ABCs of School-Based Mentoring](#) provides a guide to all aspects of designing and delivering a school-based mentoring program.
- Review the Department of Education's Guide on [How To Leverage Community Relationships While Protecting Student Privacy](#).



Organizations that we work with:

Everyone Graduates Center: <http://new.every1graduates.org>

Attendance Works: <http://www.attendanceworks.org>

MENTOR: <http://www.mentoring.org>

My Brother's Keeper Alliance: <https://www.mbkalliance.org>

Jobs for the Future: <http://jff.org>

The work reported herein is supported under the Education Technical Assistance and Support Services (EDTASS) project, National Early Warning System and Chronic Absenteeism Reduction Center, Contract Number ED-ESE-15-A-0011/0004, from September 27, 2016 – September 26, 2018, as administered by the Office of Safe and Healthy Students, U.S. Department of Education. This contract was awarded to Jobs for the Future, Inc. (JFF). The contents do not necessarily represent the positions or policies of the Office of Safe and Healthy Students or the U.S. Department of Education and you should not assume endorsement by the federal government.

