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
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

Student Success Meetings
Data Review

Welcoming Climate
Prevention Strategies
Messaging

Youth and Social Services
Mentor and Mentee
Parents, Family, Caregivers

Balfanz, 2016
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

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Data View for Attendance Trends

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<th>Nov Average</th>
<th>Dec Average</th>
<th>Jan Average</th>
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<th>March Average</th>
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</tbody>
</table>

School Total: 80.71 81.21 79.12 76.97 80.00 74.30 72.19 72.78

* = Homerooms in grades 9 and 10 were reconfigured at the beginning of second semester. Comparisons not consistent for January to February.
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

Percentage of Students in Attendance

<table>
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<tr>
<th>100%</th>
<th>95%</th>
<th>90%</th>
<th>85%</th>
<th>80%</th>
<th>75%</th>
<th>70%</th>
<th>65%</th>
<th>60%</th>
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</thead>
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Tardies

Date

DIPLOMAS NOW

Talent Development

CITY YEAR DETROIT

Communities In Schools
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?

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](http://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?
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, 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