# What Helps Students Feel Visible

At Eskolta, we have identified nine practices that appear to help students feel known and can thereby improve attendance. This is based in part on three studies we conducted as well as our team’s experience working with more than 35 New York City transfer schools since 2011.

* [JFF WBCHS Book](http://www.eskolta.org/catalog/files/WBCHS%20Transfer%20School%20Book.pdf): A book we wrote in collaboration with Jobs for the Future, Good Shepherd Services, and West Brooklyn Community High School (WBCHS) documenting effective transfer school practices at WBCHS (Jobs for the Future: 2013)
* [NQCHS Analysis](http://www.eskolta.org/catalog/files/What%20Makes%20a%20Difference%20in%20Attendance.pdf): A statistical analysis we conducted of the impact of 30,000 attendance interventions recorded over three years (North Queens Community High School, 2009–13).
* [NYC Transfer School (TS) Study](http://www.eskolta.org/catalog/files/What%20Motivates%20Students%20to%20Turn%20around%20Attendance%20-%20Student%20Names%20Redacted.pdf): A study we conducted with students who had posted dramatic improvements in attendance (A NYC Transfer School, 2011–12)

|  |  |  |  |
| --- | --- | --- | --- |
| Practices that improve student attendance | Supporting research | | |
| 1. Greeting: Someone (like a principal or counselor) who knows and cares about students greets them at the door every day. | [JFF WBCHS Book](http://www.eskolta.org/catalog/files/WBCHS%20Transfer%20School%20Book.pdf) (pp. 93–96) | | |
| 2. Morning check-in: A phone call or conversation within the first 45 minutes of the day makes an absent student realize they could still show up and participate. | [JFF WBCHS Book](http://www.eskolta.org/catalog/files/WBCHS%20Transfer%20School%20Book.pdf) (pp. 93–96) | | |
| 3. Daily personal connection: One person in the school building makes the effort once a day, whether they are in school or not, to personally touch base with a student, see how they’re doing, and remind them that they matter. | [JFF WBCHS Book](http://www.eskolta.org/catalog/files/WBCHS%20Transfer%20School%20Book.pdf) (pp. 93–96) | | |
| 4. Home outreach: A call home, a visit home, or a parent meeting pulls guardians into the conversation *…as long as some positive parent-student relationship already exists.* | [NYC TS Study](http://www.eskolta.org/catalog/files/What%20Motivates%20Students%20to%20Turn%20around%20Attendance%20-%20Student%20Names%20Redacted.pdf) | [NQCHS Analysis](http://www.eskolta.org/catalog/files/What%20Makes%20a%20Difference%20in%20Attendance.pdf) | [JFF WBCHS Book](http://www.eskolta.org/catalog/files/WBCHS%20Transfer%20School%20Book.pdf)  (pp. 93–96) |
| 5. Effects on graduation: Teachers or counselors help students realize they will never graduate unless they change. | [NYC TS Study](http://www.eskolta.org/catalog/files/What%20Motivates%20Students%20to%20Turn%20around%20Attendance%20-%20Student%20Names%20Redacted.pdf) | | [NQCHS Analysis](http://www.eskolta.org/catalog/files/What%20Makes%20a%20Difference%20in%20Attendance.pdf) |
| 6. Meaningful feedback: In the classroom, teachers break ideas down and give individualized feedback to build confidence. | [NYC TS Study](http://www.eskolta.org/catalog/files/What%20Motivates%20Students%20to%20Turn%20around%20Attendance%20-%20Student%20Names%20Redacted.pdf) | | |
| 7. Future-oriented discussions: Students engage in experiences like visits or talks with visitors that make college and career feel real. | [NYC TS Study](http://www.eskolta.org/catalog/files/What%20Motivates%20Students%20to%20Turn%20around%20Attendance%20-%20Student%20Names%20Redacted.pdf) | | |
| 8. Connection outside of class: A peer group or extracurricular activity makes students want to come into school. | [NYC TS Study](http://www.eskolta.org/catalog/files/What%20Motivates%20Students%20to%20Turn%20around%20Attendance%20-%20Student%20Names%20Redacted.pdf) | | |
| 9. Noticing patterns together: Counselors and teachers help students look for specific patterns in their grades, behavior, or attendance and reflect together on how they could change. | [NYC TS Study](http://www.eskolta.org/catalog/files/What%20Motivates%20Students%20to%20Turn%20around%20Attendance%20-%20Student%20Names%20Redacted.pdf) | | |