

An Evaluation of the Truancy Prevention Through Mediation Program

2006-2007

Submitted by
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Executive Summary

The Truancy Prevention Through Mediation Program (TPTM) was created in 1999 to reduce school absenteeism by holding truancy mediation sessions with a teacher, a parent or guardian of the targeted child, and a neutral third-party mediator. In the 2006-2007 school year, 33 schools representing six school districts in Cuyahoga County took part in the TPTM Program. The selected districts included Bedford, Cleveland, Cleveland Heights, East Cleveland, Garfield Heights, and Parma. Referrals to mediations were made for any child who was absent or tardy 15 or more times in a school year or any child who was previously identified as chronically truant and who was absent or tardy 5 times. Three mediation agencies were used to conduct the mediations: Cleveland Mediation Center (CMC), Conflict Resolution Center, and Bellaire-Puritas.

After the mediation, the mediator completed a questionnaire that captured the following information: the demographics of the child, the reasons for absences or tardies, the total number of absences, tardies, and early dismissals before and 10 school days after the mediation, the referrals made following mediation, and additional information related to the child, the family, or the mediation. Mediations were held for 132 males (54.5%) and 110 females (45.5%). Caucasians represented 47.9% of the sample and African Americans represented 45.5%. The average age of the sample was 9.62 years.

Proportions of absences, tardies, and early dismissals were calculated by dividing the total number in each category by the total number of school days prior to mediation. The average proportion of absences before the mediation was 0.13. This means that on average, a student was absent on 13% of the school days prior to the mediation date. The average proportion of tardies before the mediation date was 0.17 and the average proportion of early dismissals prior to the mediation date was 0.01. Results from the questionnaire indicated that health-related issues (47.1%) and transportation problems (31.0%) were selected most often as reasons for attendance problems.

Follow-up attendance data were collected at 10, 20, 40, and 60 school days following the mediation. Although the proportion of absences were all lower after mediation than before, the only statistically significant improvement in absences was seen at the 20-day mark. For the tardy data, every comparison made yielded significant differences in the predicted direction. Depending on the measurement interval, there was a 6-8% reduction in tardies following the TPTM program.

When the sample was divided into “mild” and “severe” attendance problem groups, additional results emerged. While tardies decreased for both groups, reductions for the “severe” tardy group ranged from 13-18%. In addition, significant reductions in absences were observed for the “severe” absence problem group at 20 and 40 school days post-mediation. No significant reductions in absences were observed for the “mild” absence group.

Results from the no-show sample revealed only one significant result; absences significantly decreased from pretest to 20 school days after the mediation was supposed

to have been held. In fact, attendance problems often increased in this sample. Therefore, it does not appear that the threat of mediation is sufficient to correct attendance problems. Based on the results of the evaluation, only after a mediation has occurred would we expect to see an improvement in attendance.

Formal truancy mediations are rare in the Cleveland Municipal School District (CMSD). Instead, Cleveland Mediation Center makes phone calls and sends letters to the families of truant children, alerting them of attendance problems. CMC also uses techniques such as facilitated conversations and conflict coaching to empower the family to arrive at solutions aimed at improving the child's attendance.

There were 452 students in the sample from CMSD; 226 males (50.9%) and 222 females (49.1%). African Americans comprised 62.4% of the sample, Caucasians made up 12.6%, and Hispanics were 2.9% of the sample. The average age of the sample was 10.6 years old. CMC made two-way contact with the family with 241 families, most often by way of a telephone conversation. CMC completed 22 facilitated conversations and engaged in conflict coaching 135 times. The average number of contacts (e.g. letters, phone calls) between CMC and the family was 3.61 times.

For those positively contacted by CMC, excused absences, unexcused absences, and tardies all significantly decreased from pre-intervention to post-intervention. The percentage of excused absences dropped from 11% prior to the intervention to just 2% 60 school days post-intervention. The percentage of unexcused absences and tardies also dropped significantly after 60 school days after the intervention (10% to 4% and 21% to 6% respectively). The most common reasons identified for a student's attendance problems were health-related issues (13.7%), transportation problems (10.8%) and parent's mental health issues (4.4%). While CMC employs different strategies in the CMSD, results indicate that the interventions used in the CMSD are effective in improving both absences and tardies. While much is still unknown about possible differential effects, the current evaluation provides significant support for the effectiveness of the TPTM Program.

An Evaluation of the Truancy Prevention Through Mediation Program: 2006-2007 School Year

Background and Program Description

Created in 1999, the purpose of the Truancy Prevention Through Mediation Program (TPTM) is to reduce school absenteeism through a preventative effort by holding truancy mediation sessions with the teacher, a parent or guardian of the targeted child, and a neutral third-party mediator. The goal of the mediation is for the parties to come to a decision about why the child is missing school and to develop a plan to improve the child's attendance.

In the 2006-2007 school year, 33 schools representing six school districts in Cuyahoga County took part in the Truancy Prevention through Mediation Program. The selected districts included Bedford, Cleveland, Cleveland Heights, East Cleveland, Garfield Heights, and Parma. There are usually two ways into the TPTM program. Any child who is absent or tardy 15 or more times in a school year is identified as a candidate for mediation. In addition, if a child who has previously been identified as chronically truant is absent or tardy 5 times in a school year, he or she is identified for mediation. Attendance policies and programs vary by school district, and the following section describes the various policies and procedures currently in place in each district.

School District Attendance Policies

Cleveland Heights/University Heights (CH/UH)

Any CH/UH student who is absent from school for all or any part of the day without a legitimate excuse is considered truant, and any student under age 18 who has 10 or more consecutive or 15 total absences is labeled 'chronically truant'. When a student is absent or tardy between 5-7 days, a letter is sent to the student's parents and a copy of the letter is placed in the student's file (tardies must be 15 or more minutes to count toward this total). The final decision on which students receive the letter is made by the principal of the school building. After 10-12 absences or tardies, a second letter is sent to the child's home. In addition, a phone call is made to the parents/guardians of the child to determine the reason for the absences or tardies.

An intervention meeting is held to attempt to resolve the attendance issue. Interventions may include parent conferences, home visits, contact by a school nurse, etc. Once a child is absent or tardy 15 or more days, a third letter is sent home and the child is referred for mediation. The AAASP coordinator mails home a notification of mediation two weeks prior to the mediation date. Reminder calls are made to the parent/caregiver the day prior to the mediation.

Cleveland Municipal School District (CMSD)

The CMSD defines "habitually truant" as any child of compulsory school age who is absent without a legitimate excuse for five or more consecutive school days, seven or more school days in a single month, or twelve or more school days in the school year. If the parent or guardian is unable to provide cause for the student's absences, the child is assigned to one of several truancy intervention programs which may include assigning

the student to an alternative school. In addition, the district can revoke the student's driving privileges and file a complaint in juvenile court against the student and parent/guardian. CMSD defines "chronically truant" as any child of compulsory school age who is absent without a legitimate excuse for seven or more consecutive school days, ten or more school days in one month, or fifteen or more school days in a school year. If a parent is unable to provide cause for the child's absences, the district files a complaint in juvenile court against the student and the parent/guardian alleging that the child is a delinquent from being a chronic truant.

Garfield Heights School District (GHSD)

GHSD uses the same definitions of habitually and chronically truant as does CMSD. GHSD also sends letters home to parents/guardians alerting them to the absences or tardies. The First Notice letter is sent home after 5 absences in the first quarter, 10 total absences in the second quarter, 15 total absences in the third quarter, and 20 total absences in the fourth quarter. A copy of the letter is filed with the principal and a copy is placed in the student's permanent record. In addition to the First Notice letter, a letter will be sent from the Center for Social Services. The Second Notice letter is sent after 10 total absences in the first quarter, 15 total absences in the second quarter, 20 total absences in the third quarter, and 25 total absences in the fourth quarter. Once again, the letter is filed with the principal and placed in the student's permanent record. In addition, a request for mediation letter will be sent to parents/caregivers and a mediation will be scheduled.

Bedford City School District (BCSD)

Bedford City School District makes phone calls and sends letters home to parents of children who miss 5, 7, and 10 days of school. When a child misses 15 days, the child is identified for the Truancy Prevention Through Mediation Program and a letter is sent home to the caregivers advising them of the mediation. In addition, a truancy brochure is sent home to the caregivers describing the program and process. If attendance continues to be a problem for the child, the Department of Child and Family Services is called and an educational neglect complaint is then filed.

Parma City School District (PCSD)

PCSD also uses a similar definition of habitually and chronically truant and can take the same actions as both CMSD and GHCS.

No specific attendance policy information was submitted for East Cleveland.

Procedures

Three mediation agencies were used to conduct the mediations: Cleveland Mediation Center, Conflict Resolution Center, and Bellaire-Puritas. Cleveland Mediation Center was responsible for mediations conducted in Cleveland and Cleveland Heights/University Heights. Conflict Resolution Center conducted mediations for Parma and Bedford school districts. Bellaire Puratis conducted mediations in East Cleveland and Garfield.

Once the referrals are made by the school district, the mediation agency assigned to the school is alerted and a mediation is scheduled. Most of the mediations are held at the child's school during the school day. After the mediation, the mediator is responsible for completing a questionnaire that captures the following information: the demographics of the child, the reasons for absences or tardies, the total number of absences, tardies, and early dismissals before and 10 school days after the mediation, the referrals made following mediation, and additional information related to the child, the family, or the mediation (see Appendix A).

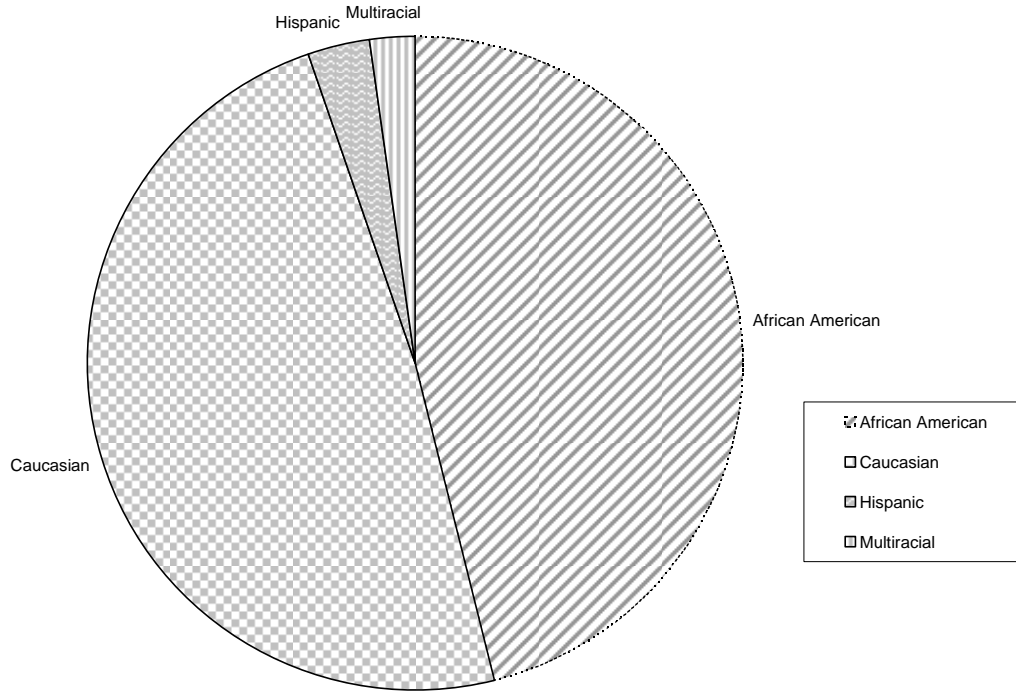
While the mediation agency is responsible for the completion of the initial questionnaire, the school districts were responsible for all follow-up information. Each school district was required to complete attendance, tardy, and early dismissal reports for each child who underwent mediation (see Appendix B). These reports were completed 20, 40, and 60 school days after mediation.

Interventions in the CMSD (conducted by Cleveland Mediation Center) operate much differently than they do in the other districts. Formal mediations are not common for children referred to the program. There were 12 mediations conducted with families from CMSD and data from those mediations are included in the primary evaluation. However, a separate evaluation for all other CMSD interventions is included following the main evaluation.

Demographics and School Data

Mediations were held for 132 males (54.5%) and 110 females (45.5%). Several ethnicities were represented in the data, with Caucasians and African Americans accounting for over 93% of the mediations (47.9% and 45.5% respectively). Hispanics represented 3.1% of the sample and 2.1% of the sample were identified as multiracial (see Chart 1).

Chart 1. Ethnic Breakdown of Held Mediations



Results based on 234 mediation forms indicated the age range for this sample was between 5 and 17 years of age, with the average age at the time of mediation of 9.62 years. Six districts and 33 schools reported data for the 2006-2007 school year (see Table 1.). The number of mediations at each school varied greatly (see Table 2) as did the number of mediations by grade level (see Table 3). In addition, Table 4 shows the average number of school days prior to mediation for the participating school districts.

Table 1. Mediations by School District

School District	Number of Mediations
Bedford	37
Cleveland	12
CH/UH	45
East Cleveland	14
Garfield Heights	34
Parma	100

Table 2. Mediations by School

School Name	School District	Number on Mediations
Aurora	Bedford	7
Boulevard	CH/UH	5
Caledonia	East Cleveland	3
Canterbury	CH/UH	6
Carlywood	Bedford	5
Central	Bedford	4
Columbus	Bedford	10
Coventry	CH/UH	5
Dentzler	Parma	21
Elmwood	Garfield Heights	11
Fairfax	CH/UH	5
Glendale	Bedford	11
Green Valley	Parma	5
Hanna	Parma	7
John Glenn	Parma	5
John Muir	Parma	3
Maple Leaf	Garfield Heights	14
Noble	CH/UH	20
Oxford	CH/UH	2
Parma Park	Parma	7
Parma Senior High	Parma	4
Pearl Road	Parma	22
Pleasant Valley	Parma	8
Pleasantview	Parma	6
Prospect School	East Cleveland	8
Ridgebrook	Parma	7
Roxboro Elementary	CH/UH	2
Rozelle	East Cleveland	3
State Road	Parma	1
Thoreau Park	Parma	4
Watterson-Lake	Cleveland	2
William Foster	Garfield Heights	9
Willow	Cleveland	10

Table 3. Mediations by Grade Level

Grade Level	Number of Mediations
Pre-K and K	44
1 st	39
2 nd	24
3 rd	34
4 th	30
5 th	36
6 th	18
7 th	10
8 th	3
9 th	4

Table 4. Average School Days Prior to Mediation by School District

School District	Average Number of Days
Bedford	97.3
CH/UH	122.5
Cleveland	125.3
East Cleveland	107.1
Garfield Heights	93.2
Parma	104.4

Reasons for Attendance Problems

The mediation agency was responsible for identifying the reasons for the child's attendance problems. The mediators had 14 choices from which to select, and were able to select multiple reasons. There was also a text box included for responses that were not included on the list.

Health-related issues (47.1%) and transportation problems (31.0%) were selected most often as reasons for attendance problems. The next most common reason for student's attendance problems, at slightly over seven percent (7.4%), was "student doesn't feel the need to attend school". The next most common reasons were parent/child separation issues (7.0%), student's mental health (5.8%), and employment problems (5.8%). There were 92 additional reasons supplied by the mediators that did not fit into the options on the questionnaire. Items related to poor parenting skills, such as "mom oversleeps" and "parent didn't know when school started" were most common among write-in reasons for poor attendance (26% of the write-in answers). Ten responses (9.2%) indicated that the child had difficulty waking up in the morning, and therefore missed school (for complete data on reasons for poor attendance, see Table 5).

Table 5. Reasons for Poor Attendance

Reason	Frequency
Health Related Issues	114
Student Does Not Feel Need to Attend	18
Parent Does Not Feel Need for Child to Attend	2
Student's Mental Health Issues	14
Parent's Mental Health Issues	4
Parent/Child Separation Issues	17
Transportation	75
Childcare Problems	12
Domestic Violence	1
Employment Problems	14
Safety	2
Homelessness	0
Unstable Housing	6
Financial Problems	5
Other	92

Referrals Made Before Mediation

One question on the Truancy Prevention Through Mediation Questionnaire asked the mediator to identify any referrals that were made to the family or student before mediation. The most common response was “none”, or no referrals made (34.3%). While this is a significant number, the actual number is most likely higher, as many mediators failed to mark any answer to this question. Communication with parents prior to mediation was used in 16.5% of the cases, followed by a referral to in-school programming in 13.2% of the cases. Complete data can be found in Table 6.

Table 6. Referrals Made to Family/Student Before Mediation

Referral Made	Frequency
Communication with Parent	40
Counseling Services	8
DCFS	1
Financial Services	0
In-School Programming	32
Medical Insurance Services	1
Medical/Health Services	2
None	83
Other	12

Referrals Made After Mediation

Following the mediation, one or more referrals could have been made by the mediator. The most common referral made after mediation was to in-school programming, such as tutoring or a food program (24.4%). Referrals to counseling services were made for 12.4% of the children. The third most popular referral made after the mediation was to medical/health services, such as a doctor or dentist (9.5%). There were 54 other referrals listed by the mediation agencies that were not encompassed by the available options on the questionnaire. Many of these additional “referrals” were actually not referrals at all, but rather results of the mediation. Some examples of these outcomes include “student’s mother signed him up for the school bus”, “housing foreclosure assistance”, and “mom was made aware of the bell schedule”.

Discussions with mediation agencies indicated that the outcomes of mediations are often not formal referrals made to agencies or services, but rather more informal solutions, such as “parent will buy an alarm clock and use it”. Therefore, the number of referrals made should not be the only information used to determine the outcomes of the mediation. Complete data related to referrals made after mediation can be found in Table 7.

Table 7. Referrals Made to Family/Student After Mediation

Referral Made	Frequency
Parenting Classes/Resources	10
Counseling Services	30
DCFS	1
Financial Services	4
In-School Programming	59
Medical Insurance Services	5
Medical/Health Services	23
None	81
Other	54

Individuals Present During Mediation

The Truancy Prevention Through Mediation Program was designed to bring school personnel and caregivers together with a neutral third party mediator. Mediation agencies were asked to identify the individuals present at the mediation. In 94% of the mediations, or 227 of the 242 mediations, at least one parent was present. A teacher was present 64% of the time and the school principal was in attendance 32% of the time. Additional school personnel were present during 48% of the mediations while a school social workers was present for 18% of the mediations (for complete data, see Table 8).

Table 8. Individuals Present During Mediation

Individual	Frequency
Parent	227
Principal	77
Teacher	154
Other School Personnel	116
Case Worker	18

Attendance Information Prior to Mediation

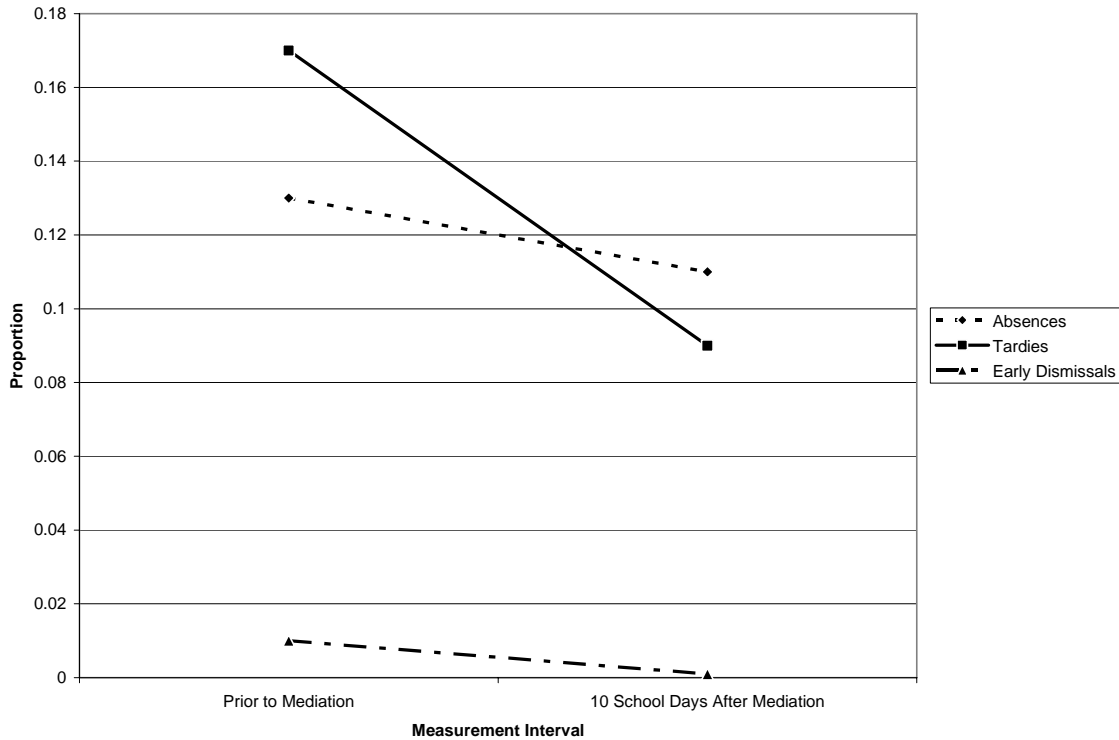
The mediation agency was responsible for reporting data related to a student's absences, tardies, and early dismissals prior to the mediation date. The total number of days prior to mediation was calculated using each school's calendar and the date of mediation for each student. Next, the proportion of absences, tardies, and early dismissals was calculated by dividing the total number in each category by the total number of school days prior to mediation. The average proportion of absences before the mediation was 0.13. This means that on average, a student was absent on 13% of the school days prior to the mediation date. The range of proportion of absences prior to the mediation date was 0.00 to 0.45. The average proportion of tardies before the mediation date was 0.17 with a range of 0.00 to 0.60. Finally, the average proportion of early dismissals prior to the mediation date was 0.01 with a range of 0.00 to 0.16. Although most districts did not monitor early dismissal data, it was included in the evaluation. However, results obtained using these data should be viewed cautiously.

Attendance 10 School Days After Mediation

In order to measure the immediate impact of the Truancy Prevention Through Mediation Program, the mediation agencies were responsible for collecting absence, tardy, and early dismissal information for each child mediated at 10 school days after mediation. Once again, these data were transformed into proportions by dividing the number of days missed, tardies, and early dismissals by 10.

The average proportion of absences 10 school days after the mediation was 0.11 (SD = 0.16). This means that on average, a student was absent on 11% of the first 10 school days after the mediation date. The range of proportion of absences 10 school days after mediation was 0.00 to 1.00. The average proportion of tardies 10 days after the mediation date was 0.09 (SD = 0.15) with a range of 0.00 to 0.80. Finally, the average proportion of early dismissals 10 days after the mediation date was 0.001 (SD = .007) with a range of 0.00 to 0.05. A visual representation of the immediate impact of the Truancy Prevention Through Mediation Program can be seen in Chart 2.

Chart 2. Immediate Impact of the Truancy Prevention Through Mediation Program



Follow-up Attendance Information (20, 40, and 60 Days After Mediation)

The school district was responsible for the collection of attendance data at 20, 40, and 60 school days post-mediation. Because mediations are held at various times during a school year, every child does not have attendance data for every time point. For example, if a mediation is scheduled for the beginning of April, there are not 60 school days remaining in the academic year, and therefore that student would not have a 60-day follow-up form. The results of the follow-up forms, as well as attendance data prior to and 10 days after the mediation are represented by proportions and are visually represented in Chart 3. Exact proportions can be found in Table 9.

Chart 3. Attendance Change as a Result of the TPTM Program

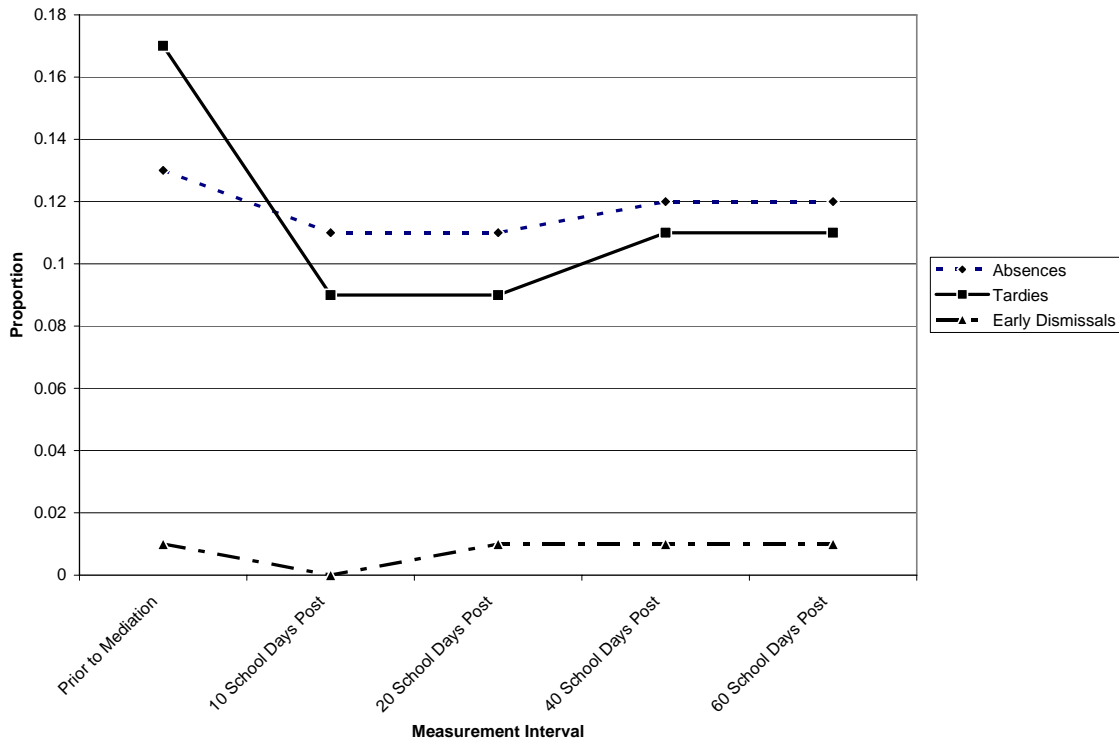


Table 9. Complete Attendance Data for Mediated Students

Measure of Attendance	Prior to Mediation	10 School Days Post-Mediation	20 School Days Post-Mediation	40 School Days Post-Mediation	60 School Days Post-Mediation
Absences	.13 (SD = .07) (n = 242)	.11 (SD = .16) (n = 242)	.11 (SD = .11) (n = 177)	.12 (SD = .10) (n = 137)	.12 (SD = .09) (n = 111)
Tardies	.17 (SD = .14) (n = 241)	.09 (SD = .15) (n = 240)	.09 (SD = .13) (n = 177)	.11 (SD = .13) (n = 139)	.11 (SD = .12) (n = 110)
Early Dismissals	.01 (SD = .02) (n = 150)	.00 (SD = .03) (n = 106)	.01 (SD = .03) (n = 84)	.01 (SD = .02) (n = 57)	.01 (SD = .02) (n = 44)

Note: units are proportions of days missed during assessment period

Paired-samples t-tests were conducted on the pre and post absence data for mediations that were held. In order to correct for the multiple tests being run on the sample, a Bonferroni correction was applied to the alpha level. This correction makes it more difficult to commit a Type I error, finding a significant result when one is not actually there. The alpha level, which is typically set at .05, is adjusted downward to become more conservative. The amount of this adjustment depends on the number of comparisons being made.

Paired-samples t-tests only use data from individuals who have both pre and post-test data for the time points in question. Therefore, the total number of individuals making up each comparison changes with the completeness of the data set. In this case, there are many more individuals who have data for the 20-day follow-up than the 60-day follow-up. Thus, the comparison between the means on the pre and 60-day follow-up will only take into consideration data from individuals who have complete data from both of those time periods.

Absences

Results of paired-samples t-tests on the absences data revealed that there were significant improvements in absences from pre ($M = .14$) to 20-day ($M = .11$), $t(176) = 3.75$, $p < .001$ and a trend from pre ($M = .14$) to 40-day (.11), $t(136) = 2.83$, $p = .005$. While all other pretest-posttest comparisons showed improvement, they failed to reach statistical significance.

Tardies

Results of paired-samples t-tests revealed significant results across all comparison levels. Significant differences existed between the pre ($M = .17$) and 10-day ($M = .09$), $t(238) = 7.19$, $p < .001$; pre ($M = .16$) and 20 day (.09), $t(175) = 6.51$, $p < .001$; pre ($M = .17$) and 40-day ($M = .11$), $t(137) = 5.73$, $p < .001$; and pre ($M = .18$) and 60-day ($M = .11$), $t(108) = 6.10$, $p < .001$. There was a significant decrease in tardies across all time points after the mediation was conducted.

Early Dismissals

Paired-samples t-tests revealed only one significant difference in the early dismissal data for mediations held. A significant reduction in early dismissals was observed from pre ($M = .007$) to 10-day ($M = .002$), $t(146) = 3.26$, $p = .001$. No other significant results emerged from the analyses.

For descriptive purposes, additional attendance data by gender and ethnicity are found in Appendices C and D. A comparison of attendance data by school district is located in Appendix E.

High Attendance Problems

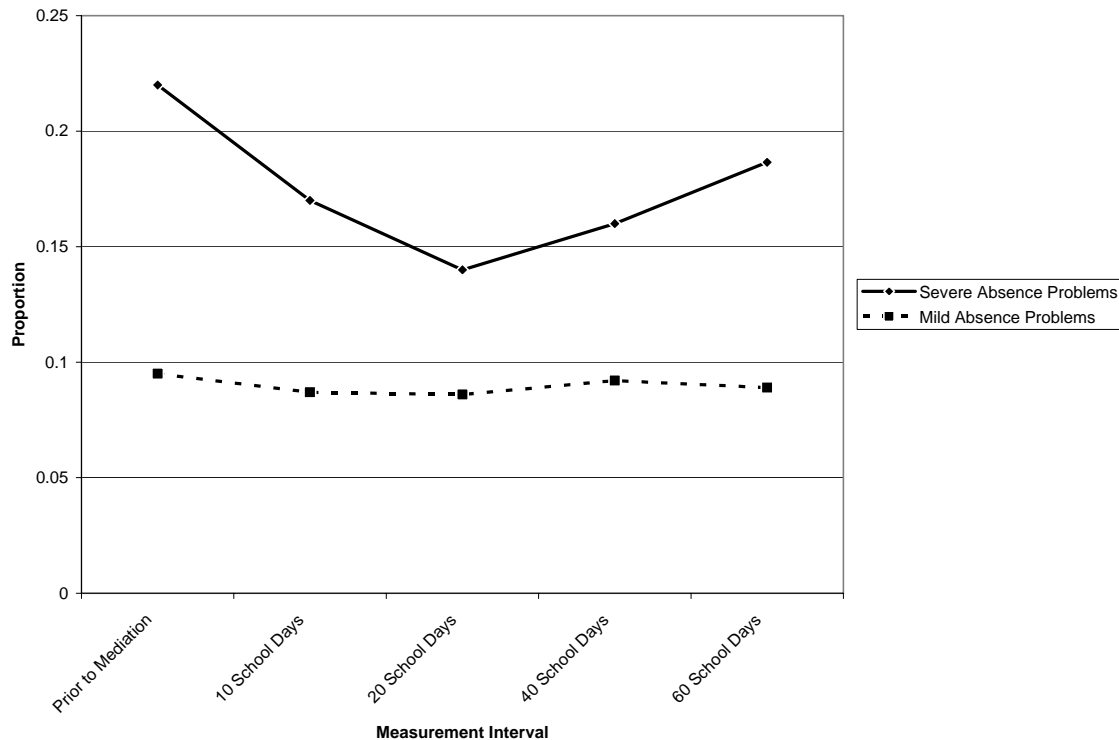
In order to examine the effects of the TPTM program on individuals with severe attendance problems, “severe problem” groups were created by identifying any child who scored higher than one standard deviation above the mean proportion of absences or tardies. These data will help to identify potential differential effects of the TPTM program for children with more mild or severe attendance problems. Because most districts did not keep track of early dismissal data, it was not used to identify students who had severe early dismissal problems.

Absences

The sample was divided into “severe” vs. “mild” absence problems groups. Paired-samples t-tests were conducted on the data for both groups. While absences in the “mild” condition decreased slightly, no test reached statistical significance. In the

“severe” condition, two tests reached statistical significance; pre (M = 0.23) vs. 20-day (M = .15), $t(53) = 4.23$, $p < .001$ and pre (M = .23) vs. 40-day (M = .16), $t(45) = 4.19$, $p < .001$. There was a significant decrease in absences 20 and 40 school days after the mediation for the “severe” group of children. All data for these groups can be found in Chart 4.

Chart 4. Data for the “Severe” vs. “Mild” Absence Problems Students



Tardies

Once again, the sample was divided into “severe” vs. “mild” tardy problem groups. Paired samples t-tests revealed significant differences for both groups across every time point. For the “mild” group, pre (M = .09) vs. 10-day (M = .06), $t(168) = 3.45$, $p < .001$, pre (M = .09) vs. 20-day (M = .06), $t(129) = 4.11$, $p < .001$, pre (M = .09) vs. 40-day (M = .07), $t(95) = 3.14$, $p = .002$, and pre (M = .09) vs. 60-day (M = .06), $t(73) = 3.62$, $p < .001$ were all significant. For the “severe” group, pre (M = .35) vs. 10-day (M = .17), $t(69) = 7.55$, $p < .001$, pre (M = .36) vs. 20-day (M = .20), $t(45) = 5.78$, $p < .001$, pre (M = .35) vs. 40-day (M = .22), $t(41) = 5.46$, $p < .001$, and pre (M = .36) vs. 60-day (M = .21), $t(34) = 5.80$, $p < .001$ were also all significant. The pre-intervention proportion mean for tardies in the “mild” group was .09, which means that the average child was tardy about 9% of the total possible school days prior to the mediation. The pre-intervention proportion mean for tardies in the “severe” group was .35. Students in this group were tardy for 35% of the total possible school days prior to the mediation. All data can be seen in Chart 5. Proportions of absences and tardies for both the “severe” and “mild” groups are found in Table 10.

Chart 5. Data for “Severe” vs. “Mild” Tardy Problems Students

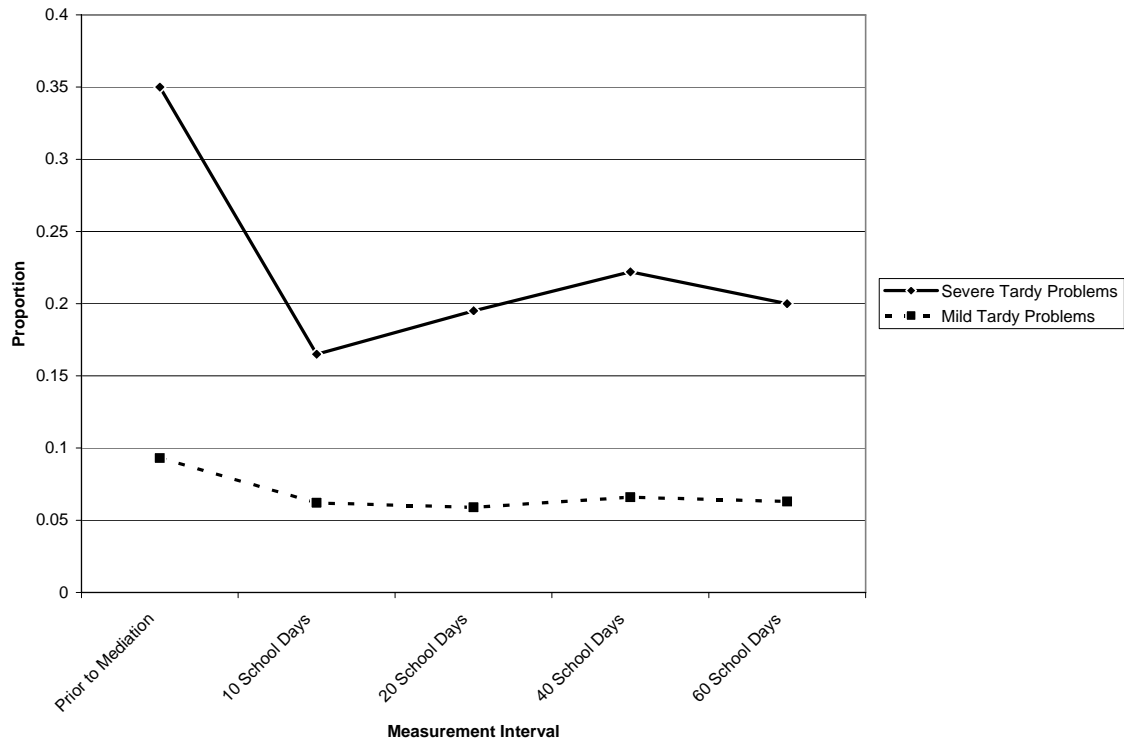


Table 10. Proportions of Absences and Tardies for Students with “Mild” and “Severe” Attendance Problems

	Mild	Severe
Absences Prior to Mediation	.10 (SD = .05) (n = 170)	.22 (SD = .06) (n = 72)
Absences 10 School Days After Mediation	.09 (SD = .13) (n = 170)	.17 (SD = .21) (n = 72)
Absences 20 School Days After Mediation	.09 (SD = .09) (n = 123)	.15 (SD = .15) (n = 54)
Absences 40 School Days After Mediation	.09 (SD = .09) (n = 91)	.16 (SD = .12) (n = 46)
Absences 60 School Days After Mediation	.09 (SD = .06) (n = 74)	.19 (SD = .11) (n = 37)
Tardies Prior to Mediation	.09 (SD = .07) (n = 171)	.35 (SD = .09) (n = 70)
Tardies 10 School Days After Mediation	.06 (SD = .11) (n = 169)	.17 (SD = .20) (n = 70)
Tardies 20 School Days After Mediation	.06 (SD = .09) (n = 130)	.20 (SD = .17) (n = 46)
Tardies 40 School Days After Mediation	.07 (SD = .07) (n = 96)	.22 (SD = .16) (n = 42)
Tardies 60 School Days After Mediation	.06 (SD = .06) (n = 74)	.20 (SD = .16) (n = 35)

Note: units are proportions of days missed during assessment period

No Show Demographic Information

Data were submitted for 135 “no-show” mediations. Of the 135, 51.1% were males (n = 69), 43.7% were females (n = 59) and 7 failed to report a gender. Ninety of the 135 no-show forms contained information related to child ethnicity. Of the 90, 80 reported the child’s ethnicity to be African American (88.9%), 7 indicated the child was Caucasian (7.8%), two forms were submitted for Multiracial children (2.2%), and one form was submitted for a Hispanic child (1.1%). Table 11 shows no-show information for each district and Table 12 displays grade level information for no-shows. No-show data by individual school can be found in Table 13.

Table 11. No-Show Data by School District

School District	Frequency	No-Show Rate
Bedford	38	50.67%
CH/UH	43	48.88%
East Cleveland	7	33.33%
Garfield Heights	10	22.73%
Parma	37	27.01%

Table 12. No-Show Data by Grade Level

Grade Level	Frequency	No-Show Rate
K	23	34.32%
1 st	18	31.57%
2 nd	12	33.33%
3 rd	17	33.33%
4 th	20	40.00%
5 th	21	36.84%
6 th	13	41.94%
7 th	1	9.09%

Table 13. No Show Data by School and School District

School Name	School District	Frequency	No-Show Rate
Aurora	Bedford	6	46.15%
Boulevard	CH/UH	9	64.29%
Canterbury	CH/UH	5	45.45%
Carlywood	Bedford	10	66.67%
Central	Bedford	8	66.67%
Columbus	Bedford	11	52.38%
Coventry	CH/UH	9	64.28%
Dentzler	Parma	2	8.70%
Elmwood	Garfield Heights	3	21.43%
Fairfax	CH/UH	9	64.28%
Glendale	Bedford	3	21.43%
Hanna	Parma	3	30.00%
John Glenn	Parma	2	28.57%
John Muir	Parma	2	40.00%
Maple Leaf	Garfield Heights	4	22.22%
Monticello	CH/UH	1	100%
Noble	CH/UH	3	13.04%
Oxford	CH/UH	4	33.33%
Parma Park	Parma	3	30.00%
Pearl Road	Parma	8	26.67%
Pleasant Valley	Parma	9	52.94%
Prospect School	East Cleveland	5	38.46%
Roxboro Elementary	CH/UH	3	60.00%
State Road	Parma	2	66.67%
Thoreau Park	Parma	6	60.00%
William Foster	Garfield Heights	3	25.00%

No Show Attendance Data Prior to *Scheduled* Mediations

Once again, attendance data were converted into proportions. The average proportion of days missed prior to the *scheduled* mediations for the no show sample was 0.13 (SD = 0.08). This number was the same as the average proportion of days missed for those children who attended mediations (0.13). The range of proportion of days missed prior to the *scheduled* mediation was 0.00 to 0.62. For tardies, the average proportion prior to the *scheduled* mediation was 0.16 (SD = 0.14), with a range of 0.00 to 0.56). Again, this average is quite similar to the average proportion of tardies prior to the mediation for held mediations (0.17). The average proportion of early dismissals prior to *scheduled* mediations was 0.01 (SD = 0.34). Again, this number was the same for children who attended mediation (0.01). The range of proportions of early dismissals prior to the *scheduled* mediations for the no show group was 0.00 to 0.22.

No Show Attendance Data 10 Days After *Scheduled Mediations* and Follow-ups

The average proportion of absences 10 school days after the scheduled mediation was .10 (SD = .13), which is a decrease from the no-show original mean (.13). The mean proportion of tardies 10 school days after the scheduled mediation was .18 (SD = .22). This number is slightly higher than the original mean for tardies for the no-show group (.16). Finally, the average proportion of early dismissals 10 school days after the scheduled mediation was .02 (SD = .11), which is slightly greater than the original mean for the no-show group (.01). The only paired-samples t-test to reach significance was between pre (M = .13) and 20-day absence data (M = .10), $t(125) = 3.21$, $p = .002$. All other tests failed to reach significance. All no-show data can be found in Chart 6, and specific proportions are found in table 14.

Chart 6. Attendance Data for No-Shows

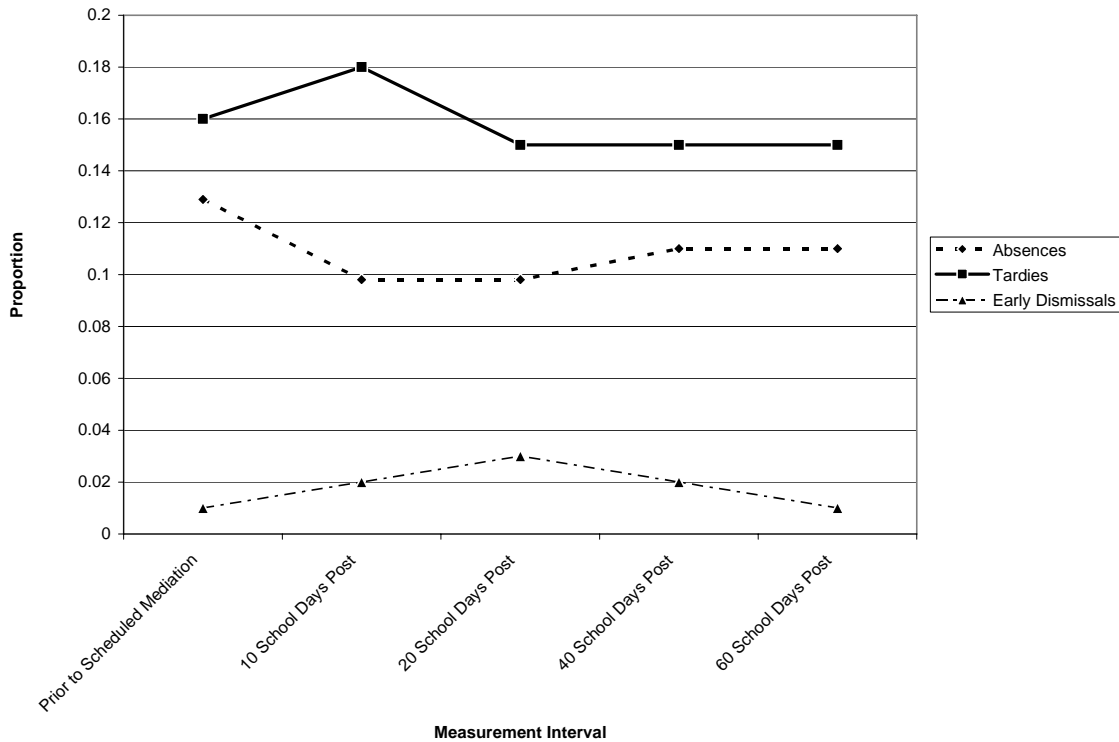


Table 14. Attendance Data for No-Shows

Measure of Attendance	Prior to Mediation	10 School Days Post-Mediation	20 School Days Post-Mediation	40 School Days Post-Mediation	60 School Days Post-Mediation
Absences	.13 (SD = .08) (n = 134)	.10 (SD = .13) (n = 98)	.10 (SD = .11) (n = 127)	.11 (SD = .11) (n = 95)	.11 (SD = .09) (n = 68)
Tardies	.16 (SD = .14) (n = 134)	.18 (SD = .22) (n = 98)	.15 (SD = .18) (n = 127)	.15 (SD = .19) (n = 95)	.15 (SD = .16) (n = 68)
Early Dismissals	.01 (SD = .03) (n = 48)	.02 (SD = .11) (n = 48)	.03 (SD = .10) (n = 40)	.02 (SD = .05) (n = 40)	.01 (SD = .02) (n = 29)

Note: units are proportions of days missed during assessment period

Cleveland Municipal School District and the TPTM Program

The TPTM Program works differently in the CMSD than it does in the other districts. Cleveland Mediation Center (CMC) was responsible for working with school personnel and families from the CMSD. Formal truancy mediations are rare in the CMSD. Instead, CMC makes phone calls and sends letters to the families of truant children, alerting them of attendance problems. In addition, CMC uses techniques such as facilitated conversations and conflict coaching to assist the family in identifying the reasons for attendance problems and arrive at solutions to improve the child’s attendance.

Facilitated conversations are usually held at the student’s school and are attended by the mediation advocate and other relevant parties. The advocate helps facilitate the conversation through clarifying what is said, asking questions, helping all parties identify concrete action steps, structuring measurable agreements, and developing steps for follow-up. In conflict coaching, the mediation advocate guides the family in deciding how best to resolve the conflict on their own. The goal is to help parents recognize ways that have been successful in the past, identify more effective methods of communication, and demonstrate how the parent can model constructive conflict resolution strategies to their children.

Demographic and School Data

There were 452 students in the sample from CMSD; 226 males (50%) and 222 females (49.1%). African Americans comprised 62.4% of the sample, Caucasians made up 12.6%, and Hispanics were 2.9% of the sample. Over 20% of the sample had incomplete racial data. The average age of the sample was 10.6 years old, with a range of 4.3 years to 16.4 years. Table 15 contains data on interventions by school and Table 16 displays data related to interventions by grade level.

Table 15 Number of Interventions in CMSD by School

School Name	Frequency
A.B. Hart	32
Anton Grdina	134
Fullerton	13
Charles A. Mooney	18
Mound	38
Union	62
Watterson-Lake	41
Willow	114

Table 16. Intervention Frequency by Grade Level for CMSD

Grade Level	Number of Mediations
Pre-K and K	49
1 st	51
2 nd	35
3 rd	36
4 th	32
5 th	47
6 th	33
7 th	70
8 th	48

Reasons for Attendance Problems

The most common reason identified for a student's attendance problems was health-related issues (13.7%). The next most common reasons were transportation problems (10.8%) and parent's mental health issues (4.4%). Additional reasons were supplied by the mediation agency. Most common among those were both the parent's and the child's problems with getting up and getting ready in the morning (see Table 17).

Table 17. Reasons for Attendance Problems in CMSD

Reason	Number of Youth
Health Related Issues	62
Student Does Not Feel Need to Attend	8
Parent Does Not Feel Need for Child to Attend	1
Student's Mental Health Issues	14
Parent's Mental Health Issues	7
Parent/Child Separation Issues	5
Transportation	49
Childcare Problems	12
Domestic Violence	0
Employment Problems	11
Safety	7
Homelessness	2
Unstable Housing	18
Financial Problems	1
Other	107

Intervention Information

In 5.5% of the cases, the family refused to participate in any intervention. In 8.6% of the cases, CMC lost contact with the family. In 241 of the cases, CMC made two-way contact with the family, most often by way of a telephone conversation. CMC completed 22 facilitated conversations and engaged in conflict coaching 135 times. The average number of contacts (e.g. letters, phone calls) between CMC and the family was 3.61 times, with a range of 0 to 13 times. CMC identified 84.3% of the cases as closed.

Attendance Information for CMSD for Contacted Families

Once again, proportions of days absent and tardy were created by dividing the total number of absences and tardies by the total number of school days possible in each evaluation period. Early dismissal data was not included in the data set, and therefore no further discussion of early dismissals for CMSD will be offered. Complete attendance data for those positively contacted by the mediation agency can be found in Chart 7 and Table 18. Appendix F presents a comparison of attendance proportion change across measurement intervals for facilitated conversation and conflict coaching.

Excused Absences

Paired-samples t-tests revealed that each comparison made concerning the excused absence data proved to be significant. Following contact, there was a significant decrease in excused absences between pre and 10-day; $t(190) = 3.57$, $p < .001$, pre and 20-day; $t(190) = 10.05$, $p < .001$, pre and 40-day; $t(159) = 10.43$, $p < .001$, and pre and 60-day; $t(110) = 9.75$, $p < .001$.

Unexcused Absences

Results of paired-samples t-tests revealed three significant comparisons for the unexcused absence data. There was a significant decrease in unexcused absences between pre and 20-day; $t(190) = 6.09$, $p < .001$, pre and 40-day; $t(159) = 5.11$, $p < .001$, and pre and 60-day; $t(110) = 6.14$, $p < .001$.

Tardies

Paired-samples t-tests found significant decreases in tardies between pre and 20-day; $t(190) = 11.37$, $p < .001$, pre and 40-day; $t(159) = 12.36$, $p < .001$, and pre and 60-day; $t(110) = 12.62$, $p < .001$. There were statistically significant decreases in tardies between these measurement intervals.

Chart 7. Attendance Data for CMSD Contacted Families

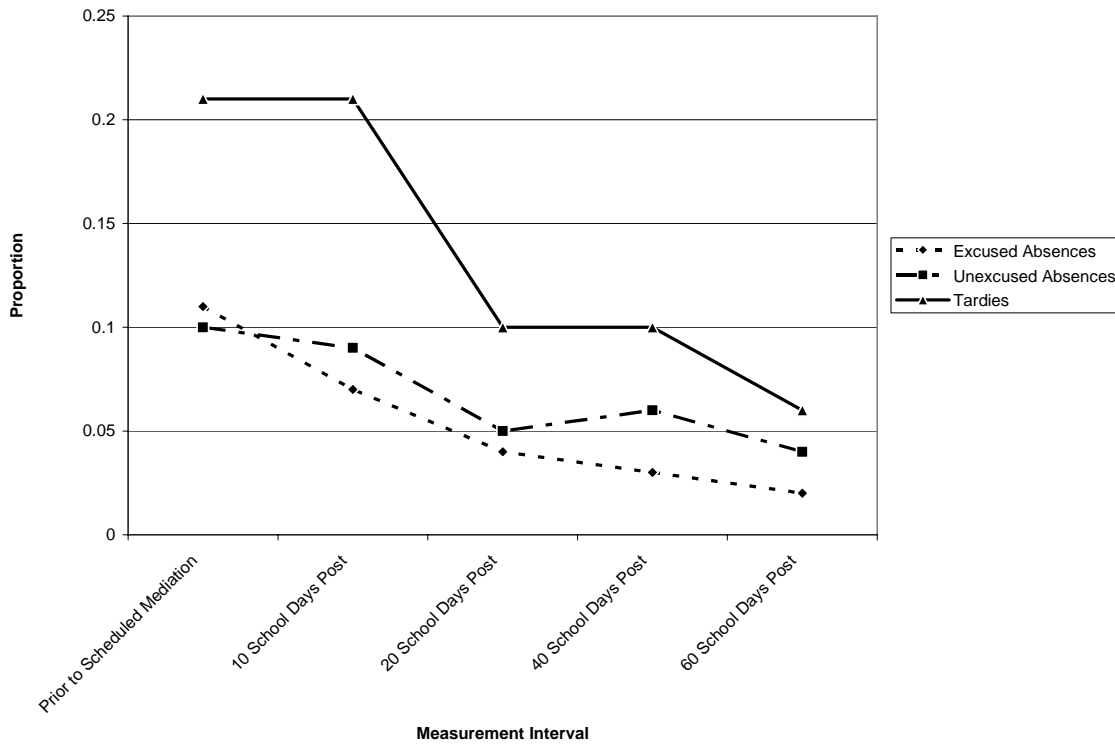


Table 18. Mean Attendance Data for Families Definitely Contacted by CMC

Measure of Attendance	Prior to Intervention	10 School Days Post-Intervention	20 School Days Post-Intervention	40 School Days Post-Intervention	60 School Days Post-Intervention
Excused Absences	.11 (SD = .10) (n = 206)	.07 (SD = .13) (n = 192)	.04 (SD = .07) (n = 192)	.03 (SD = .05) (n = 161)	.02 (SD = .04) (n = 111)
Unexcused Absences	.10 (SD = .10) (n = 207)	.09 (SD = .14) (n = 192)	.05 (SD = .07) (n = 192)	.06 (SD = .07) (n = 161)	.04 (SD = .04) (n = 111)
Tardies	.21 (SD = .15) (n = 207)	.21 (SD = .24) (n = 192)	.10 (SD = .12) (n = 192)	.10 (SD = .10) (n = 161)	.06 (SD = .07) (n = 111)

Note: units are proportions of days missed during assessment period

Attendance Information for CMSD for Contact Uncertain Families

Attendance results for those families Cleveland Mediation Center attempted to contact, but were uncertain as to whether the family received the letter or phone message, are presented below. It could be the case that some of these families did receive the attempted contact by CMC, but there was no way to confirm this. Therefore, the contact status for these families is uncertain. In addition, it is not possible to establish a date of first contact for these families. Accordingly, proportions were not able to be created and no statistical tests were performed on these data.. All data presented in Table 19 are means.

Table 19. Mean Attendance Data for CMSD – Contact by CMC Uncertain

Measure of Attendance	Prior to Intervention	10 School Days Post-Intervention	20 School Days Post-Intervention	40 School Days Post-Intervention	60 School Days Post-Intervention
Excused Absences	8.9 (SD = 8.5) (n = 172)	.84 (SD = 1.6) (n = 159)	.74 (SD = 1.4) (n = 148)	1.2 (SD = 2.2) (n = 130)	1.0 (SD = 1.7) (n = 103)
Unexcused Absences	8.7 (SD = 8.2) (n = 172)	1.0 (SD = 1.4) (n = 159)	1.2 (SD = 1.7) (n = 148)	1.9 (SD = 2.3) (n = 130)	2.5 (SD = 2.6) (n = 103)
Tardies	17.4 (SD = 13.2) (n = 173)	1.9 (SD = 2.0) (n = 159)	1.9 (SD = 2.7) (n = 148)	3.76 (SD = 3.78) (n = 130)	3.9 (SD = 3.6) (n = 103)

Note: units are mean number of absences/tardies

Conclusions

While fewer absences were observed after the Truancy Prevention Through Mediation Program, only one comparison performed on the overall sample reached statistical significance. There were significantly fewer absences 20 school days after the mediation. While much of the absence data failed to reach significance, the data involving tardies were more promising. Every comparison made yielded significant differences in the predicted direction. Depending on the measurement interval, there was a 6-8% reduction in tardies following the TPTM program. While early dismissal data were incomplete, there was evidence of an immediate significant decrease in early dismissals from pretest to 10 school days after mediation.

Dividing the sample into “mild” and “severe” attendance problem groups produced additional results. While tardies were reduced for both groups, reductions for the “severe” tardy group ranged from 13-18%, depending on the measurement interval. In addition, significant reductions in absences were observed for the “severe” absence problem group at 20 and 40 school days post-mediation. No significant reductions in absences were observed for the “mild” absence group.

Results from the no-show sample revealed only one significant result; absences significantly decreased from pretest to 20 school days after the mediation was supposed to have been held. All other tests failed to reach significance and quite often, attendance problems increased in this sample. Therefore, it does not appear that a simple warning in the form of a letter, phone call, or *scheduled* truancy mediation is sufficient to correct attendance problems. Based on the results of the evaluation, only after a mediation has occurred would we expect to see an improvement in attendance.

The TPTM Program in the CMSD functions differently than in most other districts. Formal mediations are used, but are not the first option for most of the families referred to the program from CMSD. Strategies such as facilitated conversations and conflict coaching are designed to empower families to take ownership of the attendance problem and create solutions that result in improved attendance. For those positively contacted by Cleveland Mediation Center, excused absences, unexcused absences, and tardies all significantly decreased from pre-intervention to post-intervention. While CMC employs different strategies in the CMSD, results indicate that the interventions used in the CMSD are effective in improving both absences and tardies.

Initial data suggests that the TPTM program may have differential effects on children. It may be the case that children with “severe” attendance problems benefit the most from the TPTM Program. Additional data and analyses will help to reveal the ideal target for the TPTM program. An additional piece of information that is lacking from the current evaluation is the distinction between excused and unexcused absences. While the data from CMSD did contain this information, the data for the remaining districts did not. Therefore, it is not possible to determine the effects the TPTM Program may have had on, for example, unexcused absences. These data will be collected for the next TPTM Program evaluation. While much is still unknown about possible differential effects, the

current evaluation does provide support for the effectiveness of the TPTM Program.

Next Steps

Based on the preliminary results presented above on the TPTM program, several next steps and considerations for the future require mention:

- The most significant findings are for days absent and tardies. Early dismissals are not significantly impacted by the program. If significant time and energy is needed to gather accurate information about early dismissals, then providers may want to reconsider including this variable as a targeted outcome. *There may be more benefit in gathering information that distinguishes between excused and unexcused absences.*
- The main effects for the program (for all students involved) are less impressive than the few *differential effects* (severe vs. mild cases) examined here. Additional analyses on differential effects (gender, grade, chronically truant) may reveal significant program outcomes not evident for the sample as a whole.
- An important outcome may be *whether or not families actually take action based on a particular referral* made by the TPTM program. Simply making a referral or recommending an action step as an outcome does not always mean the recommendation is acted on by a parent or child.
- *Child health and transportation issues* were the two most consistently noted reasons for child absence across all schools and districts. Yet, the biggest decline in the CMC program was for excused absences (typically child health issues). One might expect a bigger change in unexcused absences. Gathering accurate and reliable information on reasons for missing school is imperative to understanding the effects of the mediation program.
- Based on the frequency of their reported influence, “*parenting issues*” should be considered as a formal option on the intake forms for reasons a child is missing school.

Appendix A

TRUANCY PREVENTION THROUGH MEDIATION PROGRAM
2006-2007 SCHOOL YEAR

1. District

2. School Name

3. Student Mediation ID

4. Today's Date

5. Date of Mediation

6. Grade

7. Individuals present during mediation (select all that apply)

Teacher

Other School Personnel

Case Worker

Principal

Parent(s)

Other

8. Student Date of Birth

9. Student Ethnicity

10. Student Gender

11. Number of absences this school year BEFORE mediation

12. Number of tardies this school year BEFORE mediation

13. Number of early dismissals this school year BEFORE mediation

14. Please indicate which of the following were discussed as reasons for the student's absence from school (check all that apply)

Health-related issues

Parent does not feel needed for child to attend

Parent's Mental Health

Safety

Student's Mental Health

Student does not feel needed to attend

Employment Problems

Homelessness

Parent/Child Separation Issues

Unstable Housing

Transportation

Financial Problems

Childcare Problems

Domestic Violence

Other (please specify)

Appendix A continued

15. Please indicate which of the following referrals were made to the family/student BEFORE mediation (check all that apply)

- | | |
|---|--|
| None <input type="checkbox"/> | DCFS <input type="checkbox"/> |
| Medical insurance services <input type="checkbox"/> | In-school programming (e.g. tutoring, food program) <input type="checkbox"/> |
| Counseling Services <input type="checkbox"/> | Communication with Parent Prior to Mediation <input type="checkbox"/> |
| Financial Services <input type="checkbox"/> | Medical/health services (e.g. doctor, dentist) <input type="checkbox"/> |
| Other (please specify) <input type="checkbox"/> | |

16. Please indicate which of the following referrals were made to the family/student DURING OR AT THE CONCLUSION OF mediation (check all that apply)

- | | |
|---|--|
| None <input type="checkbox"/> | Parenting Classes/Resources/Aides <input type="checkbox"/> |
| Medical insurance services <input type="checkbox"/> | In-school programming (e.g. tutoring, food program) <input type="checkbox"/> |
| Counseling Services <input type="checkbox"/> | Communication with Parent Prior to Mediation <input type="checkbox"/> |
| Financial Services <input type="checkbox"/> | Medical/health services (e.g. doctor, dentist) <input type="checkbox"/> |
| DCFS <input type="checkbox"/> | Other (please specify) <input type="checkbox"/> |

17. Has this child ever been picked up in a truancy sweep?

- No Yes Not sure

17a. If YES, indicate how many times

Post Mediation Data - 10 Day

18. Number of absences in the last 10 school days since mediation

19. Number of tardies in the last 10 school days since mediation

20. Number of early dismissals in the last 10 school days since mediation

Appendix B

TRUANCY PREVENTION THROUGH MEDIATION PROGRAM
2006-2007 SCHOOL YEAR - FOLLOW-UP

- 1. District**
- 2. School Name**
- 3. Student Mediation ID**
- 4. Today's Date**
- 5. Date of Mediation**
- 6. Grade**
- 7. Student Date of Birth**
- 8. Student Ethnicity**
- 9. Student Gender**
- 10. School Days Since Mediation**
- 11. Total number of absences this school year SINCE mediation**
- 12. Total number of tardies this school year SINCE mediation**
- 13. Total number of early dismissals this school year SINCE mediation**
- 14. Has this child been identified for any special services (e.g. IEP, IBA)?**

No Yes

14a. If yes, please indicate which special service(s)

Appendix C

Attendance Data by Gender

	Female	Male
Absences Prior to Mediation	.14 (SD = .09)	.13 (SD = .07)
Absences 10 School Days After Mediation	.11 (SD = .18)	.11 (SD = .15)
Absences 20 School Days After Mediation	.11 (SD = .12)	.10 (SD = .10)
Absences 40 School Days After Mediation	.12 (SD = .11)	.11 (SD = .10)
Absences 60 School Days After Mediation	.13 (SD = .10)	.11 (SD = .09)
Tardies Prior to Mediation	.16 (SD = .13)	.17 (SD = .15)
Tardies 10 School Days After Mediation	.09 (SD = .15)	.10 (SD = .16)
Tardies 20 School Days After Mediation	.09 (SD = .11)	.10 (SD = .15)
Tardies 40 School Days After Mediation	.10 (SD = .11)	.12 (SD = .15)
Tardies 60 School Days After Mediation	.09 (SD = .08)	.12 (SD = .15)
Early Dismissals Prior to Mediation	.01 (SD = .01)	.01 (SD = .03)
Early Dismissals 10 School Days After Mediation	.00 (SD = .00)	.00 (SD = .01)
Early Dismissals 20 School Days After Mediation	.01 (SD = .03)	.01 (SD = .02)
Early Dismissals 40 School Days After Mediation	.01 (SD = .03)	.01 (SD = .01)
Early Dismissals 60 School Days After Mediation	.01 (SD = .03)	.01 (SD = .01)

Note: units are proportions of days missed during assessment period

Appendix D

Attendance Data by Ethnicity

	African American	Caucasian
Absences Prior to Mediation	.12 (SD = .08)	.14 (SD = .07)
Absences 10 School Days After Mediation	.12 (SD = .18)	.10 (SD = .14)
Absences 20 School Days After Mediation	.10 (SD = .11)	.10 (SD = .11)
Absences 40 School Days After Mediation	.10 (SD = .09)	.12 (SD = .11)
Absences 60 School Days After Mediation	.11 (SD = .10)	.13 (SD = .09)
Tardies Prior to Mediation	.22 (SD = .14)	.11 (SD = .11)
Tardies 10 School Days After Mediation	.12 (SD = .18)	.06 (SD = .11)
Tardies 20 School Days After Mediation	.15 (SD = .17)	.05 (SD = .08)
Tardies 40 School Days After Mediation	.17 (SD = .16)	.06 (SD = .08)
Tardies 60 School Days After Mediation	.15 (SD = .15)	.07 (SD = .08)
Early Dismissals Prior to Mediation	.01 (SD = .02)	.01 (SD = .02)
Early Dismissals 10 School Days After Mediation	.00 (SD = .01)	.00 (SD = .00)
Early Dismissals 20 School Days After Mediation	.01 (SD = .02)	.01 (SD = .03)
Early Dismissals 40 School Days After Mediation	.01 (SD = .02)	.01 (SD = .03)
Early Dismissals 60 School Days After Mediation	.01 (SD = .02)	.02 (SD = .03)

Note: units are proportions of days missed during assessment period

Appendix E

Attendance Data by District

	Bedford	Cleveland	CH/UH	East Cleveland	Garfield Heights	Parma
Absences Prior to Mediation	.11 (SD = .07)	.12 (SD = .06)	.10 (SD = .06)	.19 (SD = .09)	.16 (SD = .11)	.14 (SD = .06)
Absences 10 School Days After Mediation	.13 (SD = .24)	.18 (SD = .28)	.09 (SD = .14)	.19 (SD = .21)	.10 (SD = .11)	.10 (SD = .12)
Absences 20 School Days After Mediation	.08 (SD = .09)		.08 (SD = .09)	.19 (SD = .16)	.14 (SD = .12)	.10 (SD = .11)
Absences 40 School Days After Mediation	.09 (SD = .08)		.10 (SD = .10)	.19 (SD = .08)	.14 (SD = .11)	.12 (SD = .11)
Absences 60 School Days After Mediation	.09 (SD = .08)		.12 (SD = .10)	.22 (SD = .12)	.13 (SD = .09)	.12 (SD = .09)
Tardies Prior to Mediation	.17 (SD = .11)	.18 (SD = .07)	.26 (SD = .13)	.23 (SD = .12)	.28 (SD = .18)	.08 (SD = .07)
Tardies 10 School Days After Mediation	.10 (SD = .15)	.10 (SD = .13)	.14 (SD = .21)	.17 (SD = .23)	.09 (SD = .12)	.05 (SD = .10)
Tardies 20 School Days After Mediation	.12 (SD = .12)		.14 (SD = .19)	.19 (SD = .20)	.11 (SD = .11)	.05 (SD = .08)
Tardies 40 School Days After Mediation	.13 (SD = .11)		.20 (SD = .21)	.18 (SD = .15)	.14 (SD = .12)	.06 (SD = .07)
Tardies 60 School Days After Mediation	.11 (SD = .10)		.17 (SD = .21)	.19 (SD = .14)	.14 (SD = .11)	.06 (SD = .07)
Early Dismissals Prior to Mediation	.01 (SD = .01)	.00 (SD = .00)	.01 (SD = .03)	.00 (SD = .00)	.02 (SD = .03)	.01 (SD = .01)
Early Dismissals 10 School Days After Mediation	.00 (SD = .01)	.00 (SD = .00)	.00 (SD = .00)	.00 (SD = .00)	.00 (SD = .01)	.00 (SD = .00)
Early Dismissals 20 School Days After Mediation	.01 (SD = .02)			.00 (SD = .00)	.03 (SD = .06)	.00 (SD = .01)
Early Dismissals 40 School Days After Mediation	.01 (SD = .02)			.00 (SD = .00)	.03 (SD = .04)	.00 (SD = .01)
Early Dismissals 60 School Days After Mediation	.01 (SD = .01)			.00 (SD = .00)	.02 (SD = .03)	.00 (SD = .01)

Note: units are proportions of days missed during assessment period

Appendix F

Attendance Change Across Measurement Intervals for Facilitated Conversation, Conflict Coaching, and Neither Method - CMSD

	Facilitated Conversation	Conflict Coaching	Neither, but Contact was Established
Excused Absences Prior to Mediation	.11 (SD = .10) (n = 22)	.10 (SD = .11) (n = 131)	.12 (SD = .09) (n = 53)
Excused Absences 10 School Days After Mediation	.06 (SD = .10) (n = 22)	.07 (SD = .13) (n = 123)	.08 (SD = .14) (n = 47)
Excused Absences 20 School Days After Mediation	.03 (SD = .07) (n = 21)	.04 (SD = .07) (n = 125)	.04 (SD = .06) (n = 46)
Excused Absences 40 School Days After Mediation	.02 (SD = .03) (n = 17)	.03 (SD = .05) (n = 104)	.04 (SD = .05) (n = 40)
Excused Absences 60 School Days After Mediation	.03 (SD = .04) (n = 10)	.02 (SD = .04) (n = 81)	.01 (SD = .02) (n = 20)
Unexcused Absences Prior to Mediation	.08 (SD = .07) (n = 22)	.11 (SD = .11) (n = 131)	.07 (SD = .07) (n = 54)
Unexcused Absences 10 School Days After Mediation	.11 (SD = .15) (n = 22)	.09 (SD = .14) (n = 123)	.09 (SD = .16) (n = 47)
Unexcused Absences 20 School Days After Mediation	.08 (SD = .12) (n = 21)	.05 (SD = .06) (n = 125)	.04 (SD = .05) (n = 46)
Unexcused Absences 40 School Days After Mediation	.08 (SD = .12) (n = 17)	.06 (SD = .06) (n = 104)	.05 (SD = .07) (n = 40)
Unexcused Absences 60 School Days After Mediation	.06 (SD = .05) (n = 10)	.04 (SD = .04) (n = 81)	.03 (SD = .03) (n = 20)
Tardies Prior to Mediation	.29 (SD = .19) (n = 22)	.21 (SD = .14) (n = 131)	.20 (SD = .15) (n = 54)
Tardies 10 School Days After Mediation	.41 (SD = .34) (n = 22)	.19 (SD = .20) (n = 123)	.19 (SD = .22) (n = 47)
Tardies 20 School Days After Mediation	.17 (SD = .16) (n = 21)	.09 (SD = .10) (n = 125)	.10 (SD = .12) (n = 46)
Tardies 40 School Days After Mediation	.16 (SD = .13) (n = 17)	.10 (SD = .09) (n = 104)	.08 (SD = .08) (n = 40)
Tardies 60 School Days After Mediation	.08 (SD = .05) (n = 10)	.07 (SD = .07) (n = 81)	.05 (SD = .05) (n = 20)

Note: units are proportions of days missed during assessment period