



Muchin College Prep - The Glue Behind a Successful High School

Transition: Advisors Make the Difference

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Noble, founded as Noble Street Charter School in 1999, is a nonprofit organization that runs 17 charter public high schools and one middle school in the city of Chicago, serving more than 12,000 students from all Chicago neighborhoods. Muchin College Prep, a Noble high school, considers the strategy of Advisory as “the heart and soul of Muchin.” Advisory builds a family environment in the school, connecting students with a peer group and a staff member to [build community and support academic and social emotional growth](#). All students and staff participate in this core strategy, in which small groups of students from the same graduating class meet regularly during dedicated class periods with their Advisor, who is a teacher or staff member. At Muchin, Advisories meet two or three times daily. 9th and 10th grade Advisories meet for a 6-minute check-in in the morning, 30 minutes after lunch, and 10 minutes at the end of the day; 11th and 12th grade Advisories meet for 25 minutes in the morning and 10-minutes at the end of each day.

Goal of Advisory

Research suggests that Advisory can be an effective way to attend to [social emotional learning](#), especially for students with lower socioeconomic status. Advisory can also be tailored to meet specific needs, for example focusing on [strategies to support college readiness](#).

The purpose of Advisory at Muchin is four-fold: academic promotion, culture-building, family engagement, and identity building. At Muchin, students are randomly assigned to Advisories, with attention to balance across zip code, race, grammar school, and diverse learner status. Advisors stay with the same group of 20-25 students throughout all four years of high school. Students build trusting relationships with each other and with their Advisor. Advisors meet with Advisees (students) several times each day for Advisory; individually and in small groups for check-in discussions; track Advisee’s academic progress; and attend games, ceremonies, and academic meetings. A dashboard allows Advisors to quickly see students’ grades, progress to graduation, and assessment data to support advising around [academic outcomes](#). Advisors build relationships with students’ families, offering a consistent point of contact with an adult who knows their child. At Muchin, Advisors hold report card meetings four times each year with families to discuss scholars’ academic progress, social emotional progress, and upcoming events. Advisors solicit family feedback and engage families in the school’s decision-making processes.

Information about Advisory

[Presentation Slides - The Glue Behind a Successful High School Transition: Advisors Make the Difference](#)

[Center for School Success Promising Practices Series: Student Advisory](#)

[Education Resource Strategies - Advisory](#)

[Designing Advisories to foster student strength and support organizational resilience](#)

[Sample advisory curriculum – Westbrook HS; Westbrook CT](#)

Structure of Advisory

Critical to success of Advisory is support by administrators for a process that has clear [goals, guidelines, training for Advisors](#), and a curriculum. At Muchin, Advisory is so important that staff are hired for their role (e.g., teacher, administrator, support staff) as well as the role of Advisor or co-Advisor. Emphasizing the importance of Advisory at the time of hiring ensures staff commitment to creating an atmosphere in which they and their Advisees can be vulnerable, open, and supportive. Muchin Advisors participate in professional development about the philosophy behind Advisory and communication strategies to support student and family engagement. Muchin has developed a [framework curriculum](#) that Advisors adapt to the needs of their students. Family and student feedback to the program helps to ensure that Advisory is fully implemented and leads to desired academic and social emotional outcomes.

