



# Creating a Culture of Accountability at Paul Laurence Dunbar High School

Discover how Paul Laurence Dunbar High School tackled chronic absenteeism and transformed student accountability with end-to-end campus management.

## MINGA CHAMPION:



**Dr. Yatunde Reeves**  
Principal



STUDENTS  
**1,000+**

GRADES  
**9–12**



Student ID



Community



Hall Pass



Behavior



Check in





## THE CHALLENGE

# Tackling **Chronic Absenteeism** & Incentivizing Students



Baltimore's Paul Laurence Dunbar High School needed a better way to track student attendance, reinforce accountability, and create an engaging school culture. With the city having one of the highest chronic absenteeism rates in the state, Principal Dr. Yatunde Reeves wanted a system that could not only accurately monitor attendance but also motivate students to show up on time using incentives and rewards. Building a positive environment where students were rewarded for meeting and exceeding expectations was a key priority, rather than only being disciplined for missteps.

Beyond daily attendance, maintaining consistent student accountability was a challenge for the school. Behavioral expectations, such as school uniform policies, were enforced inconsistently across classrooms, leading to variability in detention assignments and discipline. The school relied on multiple disconnected systems and manual processes to manage digital IDs, daily student check ins, rewards, and interventions, making it difficult to track student movement, monitor behavior, and reward accountability efficiently.

## KEY PROBLEM AREAS

- Inefficient student check ins and daily attendance tracking
- Difficulty identifying and addressing chronic absenteeism
- Lack of visibility into student behavior trends and data
- Detentions weren't always issued with clear communication
- Limited parent involvement and awareness of student behavior
- Multiple disconnected systems prevented effective behavior and attendance management

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“It’s about more than tracking data—it’s about making students feel seen. I want to track on-time attendance, but I also want to say thank you. This helps me do both.”



**Dr. Yatunde Reeves**

Principal

Paul Laurence Dunbar High School, MD

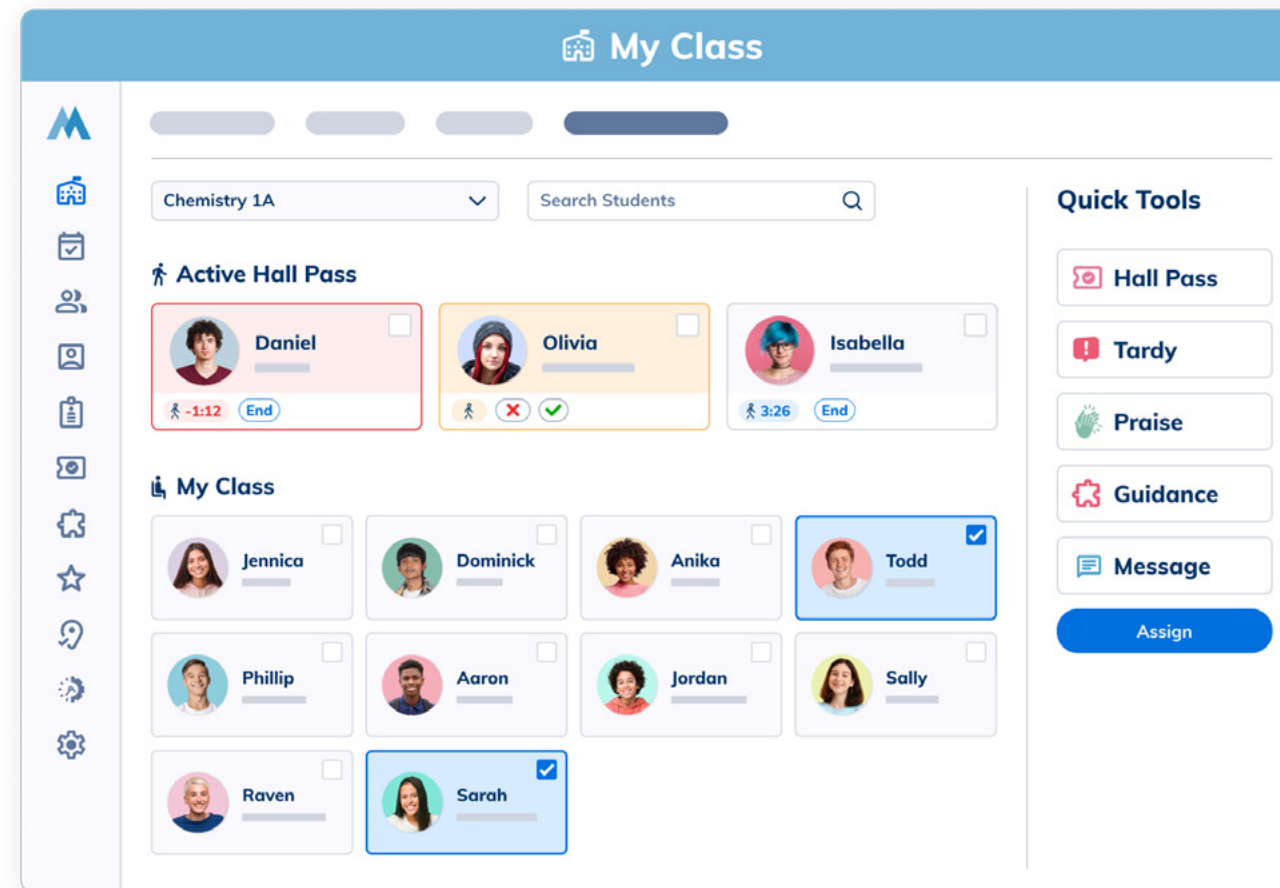


## THE SOLUTION

# Attendance, Behavior, & Incentives All Within a **Single Platform**

When a teacher discovered Minga, it gave Principal Dr. Reeves and her team a way to unify fragmented tools into one consistent, school-wide platform. What started as a search for a digital hall pass solution quickly expanded into a system for tracking attendance, managing behavior, reinforcing expectations, and organizing incentives. Now, each morning, students check in using their digital ID, giving staff real-time visibility into who's on time and in uniform. When students check in late or out of uniform, Minga automatically logs the tardy behavior or infraction, notifies staff and parents, and ensures appropriate follow-up, making enforcing accountability more consistent, accurate, and less labor-intensive.

By connecting check in and attendance data directly to rewards, Minga brought structure to the school's existing incentive program. Students now see a clear link between showing up and being recognized, with rewards ranging from school-branded gear to exciting music events featuring popular artists—turning participation into something students are genuinely excited about.



## WHAT MINGA OFFERED:

- One platform for managing attendance, hall passes, behavior, and incentives
- Digital IDs streamlined access to check ins, passes, and rewards
- Real-time check in data revealed attendance and chronic absenteeism patterns
- Rewards tied directly to attendance and behavior data, even for parents
- Tardies, absences, and detentions triggered automatic behavior logs and follow-ups
- Automated notifications kept parents informed on their student's attendance and behavior
- Dashboards highlighted trends early for timely interventions

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“Tracking on-time attendance is important, but having a system that seamlessly combines digital check ins, behavior management, and student incentives made Minga a true one-stop shop.”



**Dr. Yatunde Reeves**

Principal

Paul Laurence Dunbar High School, MD



THE OUTCOMES

Record Attendance & Engaged Students

Clear Incentives That Students Value

Minga strengthened Dunbar’s incentive strategy by directly linking positive behavior and attendance to meaningful rewards. Students could see how meeting expectations led to prizes like school-branded gear or access to exclusive events, making the path to recognition both clear and motivating.

High Participation Through Daily Check Ins

With students scanning in each morning using their digital ID, check ins quickly became a routine and something they looked forward to. Instead of the thought of metal detectors and security, students saw check ins as a quick and fun way to earn rewards. Participation increased, exceeding the school’s 90% attendance criteria, while giving admins reliable and real-time attendance data.

Automated Consequences

Late arrivals, non-compliant uniforms, and other behavioral infractions are now logged effortlessly in Minga, triggering automatic consequences and notifications. This helped ensure that discipline was no longer inconsistent or teacher-dependent, but instead fair, timely, and supported by data.

Improved Admin Efficiency & Visibility

Administrators no longer rely on paper passes, spreadsheets, or manual processes to monitor student behavior. With access to digital hall passes and real-time dashboards, the leadership team can easily track check ins, student movement, behavior trends, and missed detentions—allowing them to respond quickly and prevent small issues from escalating.

A Stronger Partnership with Parents

With automated notifications and clearer communication around student behavior and attendance, parents became more engaged. Many reached out to confirm check in data and even showed up to collect rewards for their students—deepening school-home connections.

A Culture of Accountability, Backed by Data

By unifying check ins, hall passes, behavior management, and incentives, Dunbar created a school-wide system that didn’t just enforce accountability—it celebrated it. Students understood what was expected. Staff had the tools to stay consistent. And leadership had the data to lead with intention.



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“Students talk to each other about meeting the check in criteria. Parents even show up to collect prizes for their kids!”



**Dr. Yatunde Reeves**

Principal

Paul Laurence Dunbar High School, MD



# Are You Ready to Transform Your Classroom Management?

See the results firsthand! Schedule a demo today and learn how Minga's "My Class" feature can streamline your school's processes, reduce disciplinary incidents, and foster a positive school environment.

 Student ID

 Check-in

 Hall Pass

 Behavior & Rewards

 Community

 FlexTime

