

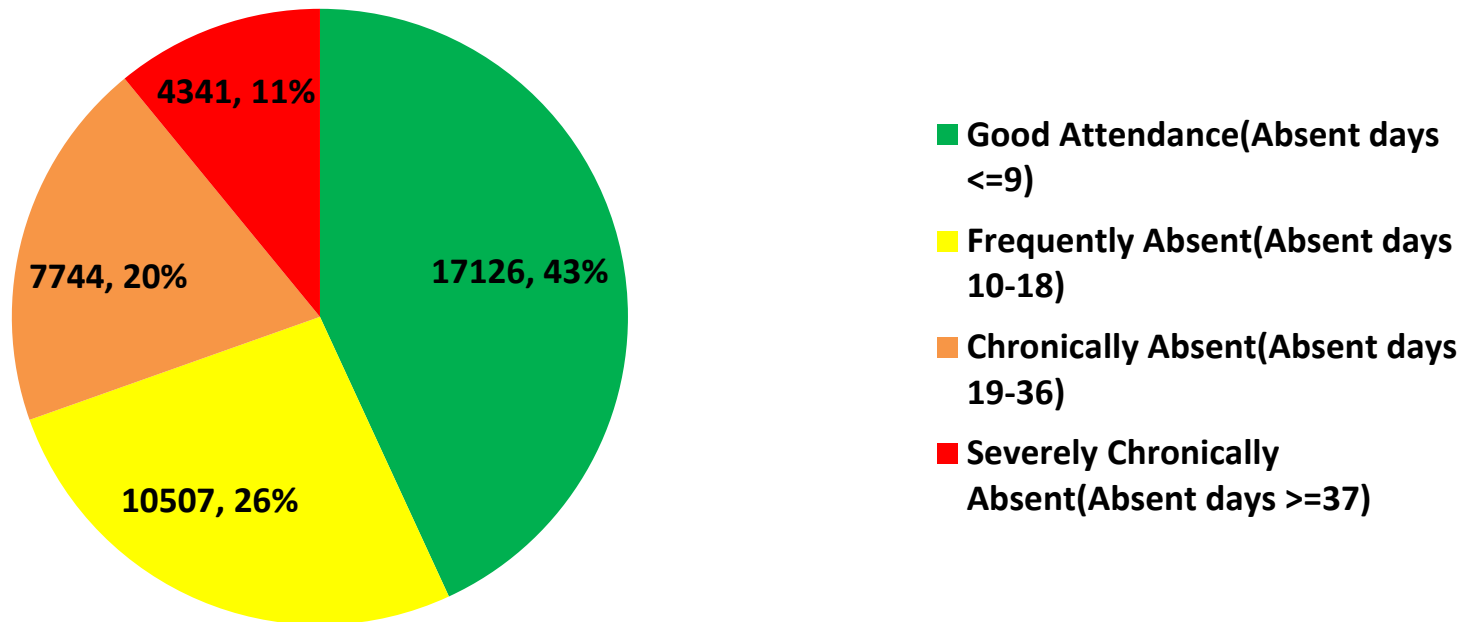
ATTENDANCE OUTCOMES 2016-2017



Prepared by Brad Haggerty, Chief Academic Officer
& Data Assessment & ED Tech Team
August 9, 2017

OVERALL ATTENDANCE OUTCOMES

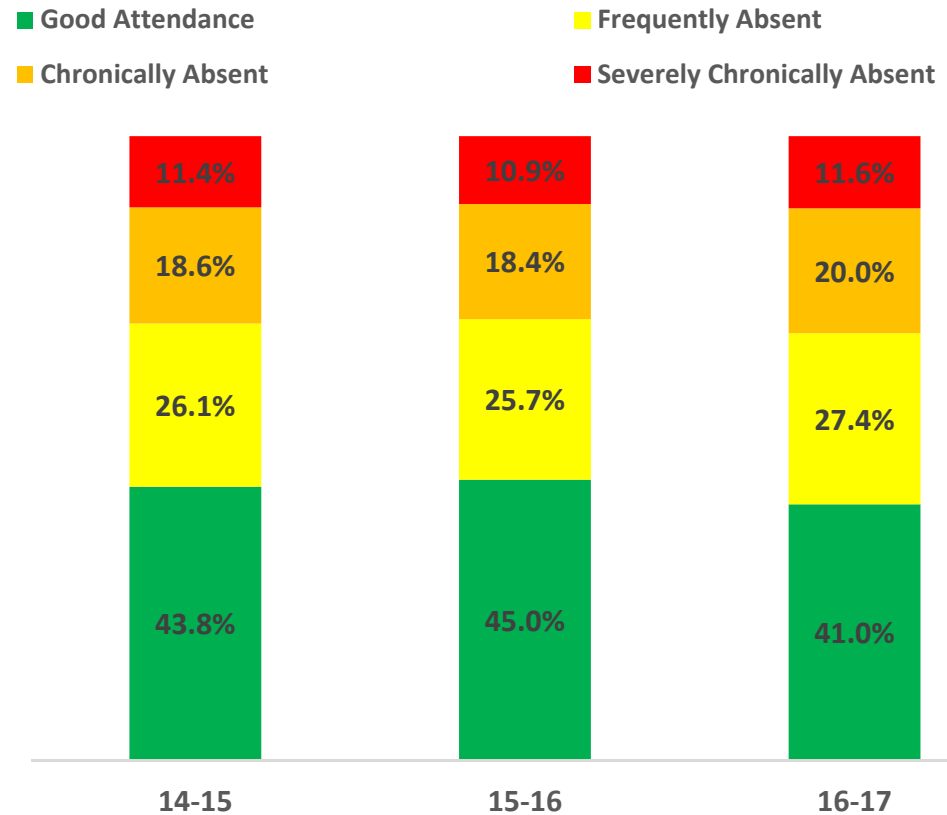
Number & Percentage of Students by Attendance Category 16-17



3 YEAR COMPARISON DISTRICT OVERALL

Chronic and Severely Chronic Absenteeism went up at 31.6% in 16-17, compared to 29.3% in 15-16 and 30% in 14-15.

Note: All historical data pulled from Data Archive and Pre-K data was not included due to limited data.



Note: For the district calculation, students with less than 20 total days enrolled in NPS were excluded, and students with more than 185 days enrolled.

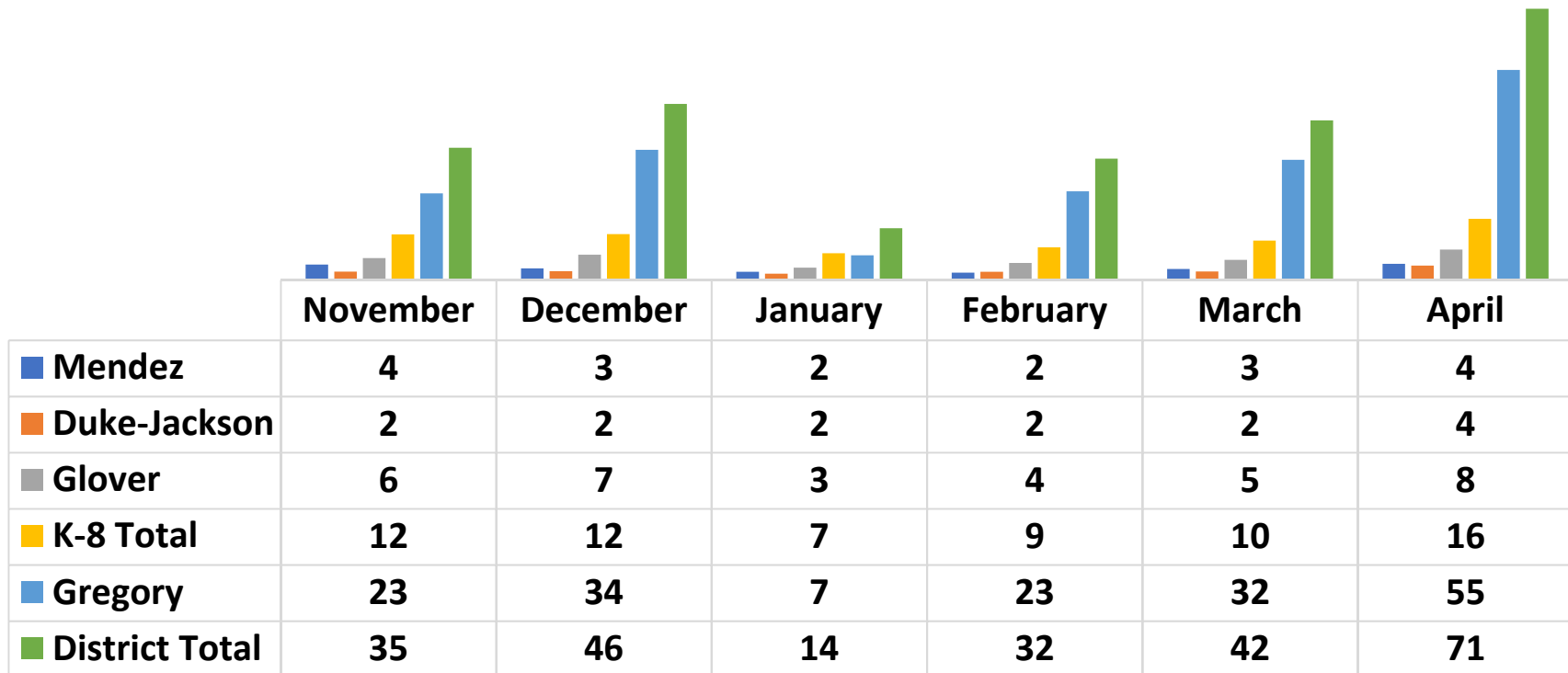
CONSISTENCY AND ACCURACY OF DAILY ATTENDANCE DATA IS STRONG IN K-8 & NEEDS IMPROVEMENT IN 9-12

- Limited value in any further analysis if we don't feel confident the attendance is more accurate.
 - Reminder: students are counted as present if attendance isn't taken (which inflates the statistics).
- In Nov 2016, Academics Team started gathering, analyzing, and responding to data on how many teachers in each school did not have attendance taken by 12:00pm each day. This was an indicator of the strength of each school's attendance taking systems.
- Conclusions:
 - K-8 attendance taking systems are strong
 - HS systems need improvement

AVERAGE DAILY NUMBER OF TEACHERS WHO DID NOT TAKE ATTENDANCE BY 12:00PM

Average Daily Number of Teachers Missing Taking Attendance

■ Mendez ■ Duke-Jackson ■ Glover ■ K-8 Total ■ Gregory ■ District Total



PLAN FOR 17-18

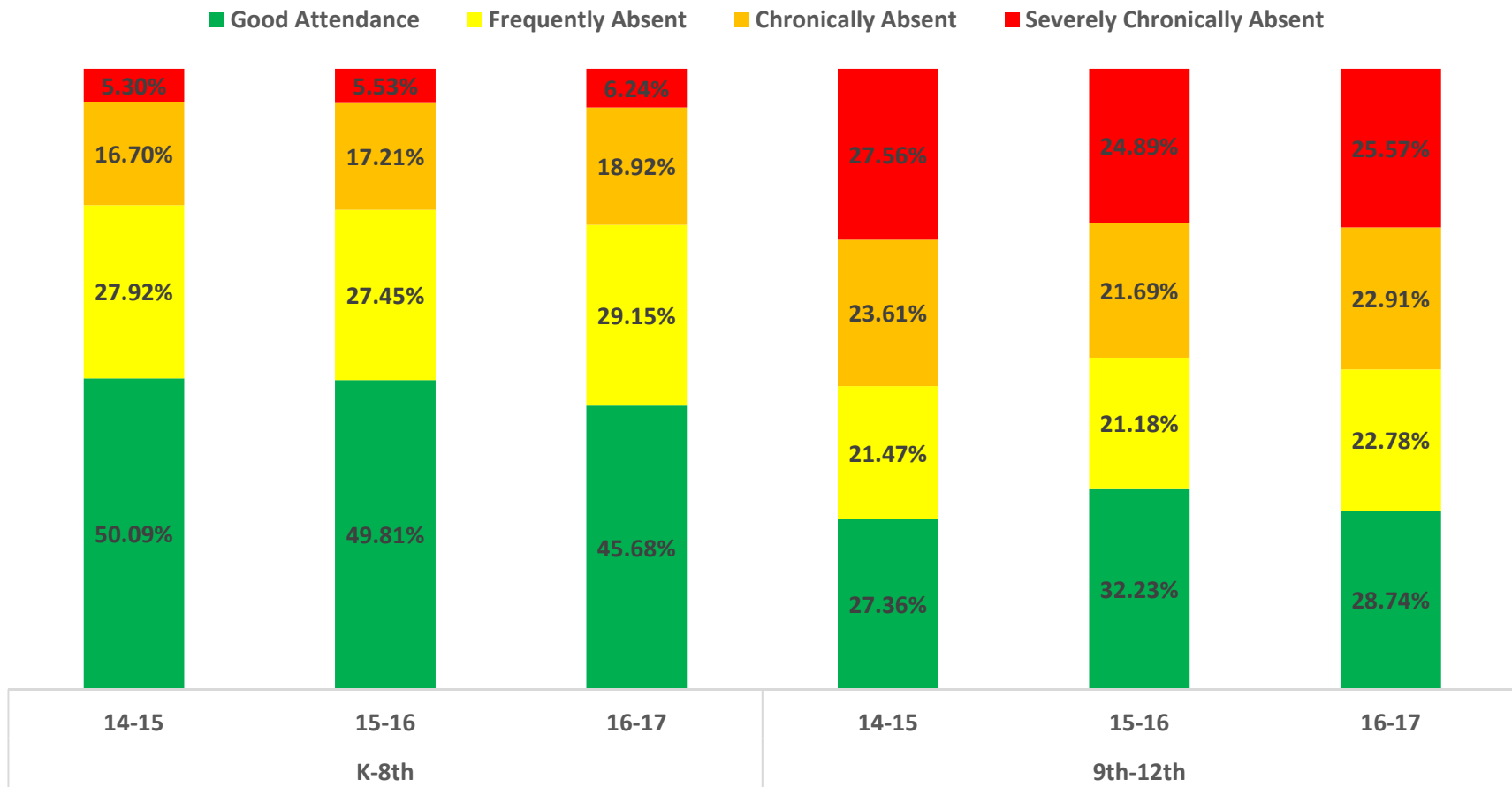
- K-8

- Provide the data; A-Sup and Spec Asst follow-up with any lagging schools

- HS

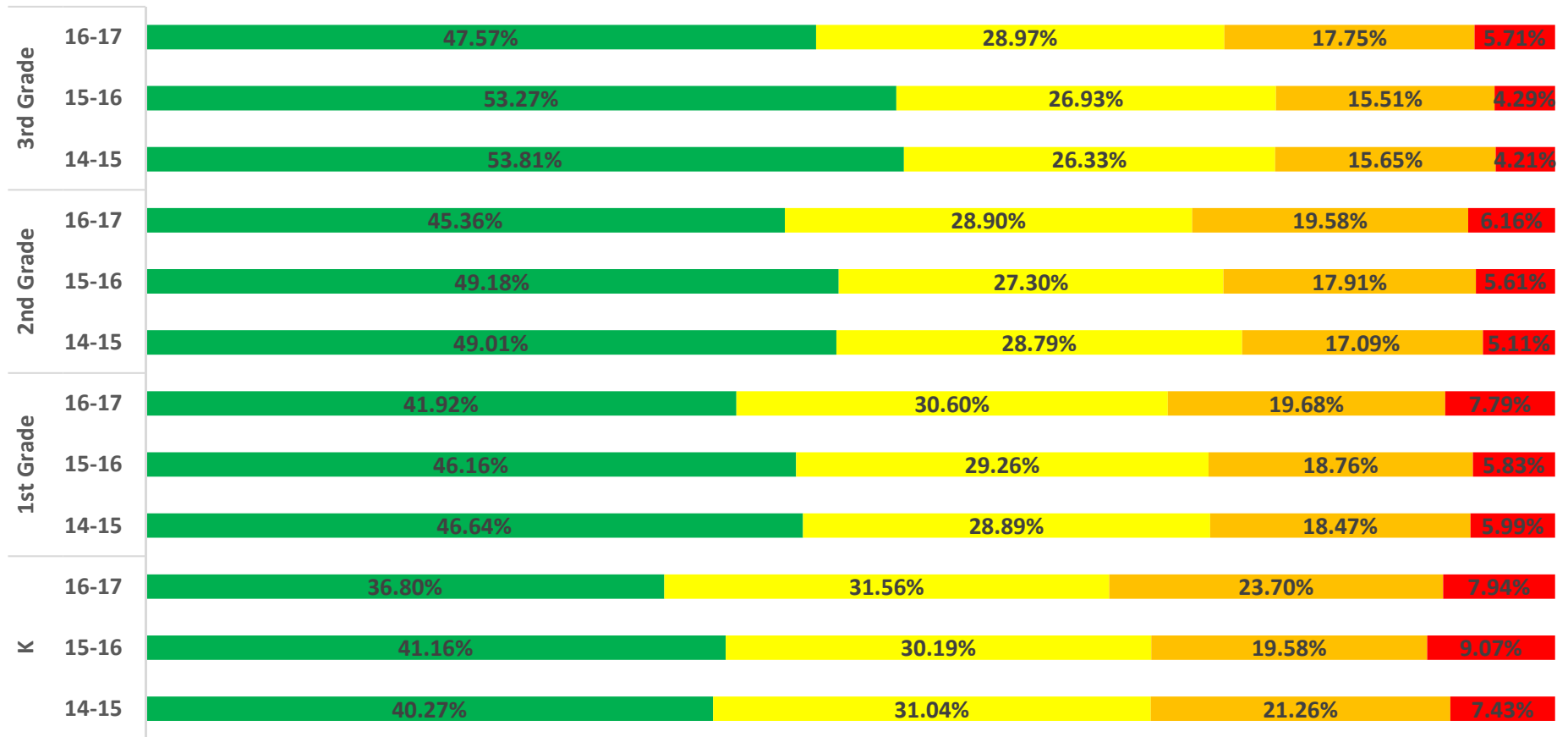
- Training on importance of daily attendance and the role of point person/advisor/HR teacher in that capacity (some mind-set change required here)
- Provide the data; focus of Sept for Spec Asst; daily reports with follow-up with school-based attendance sub-committees.

BAR GRAPH WITH 3 GRADE BANDS: K-8, 9-12

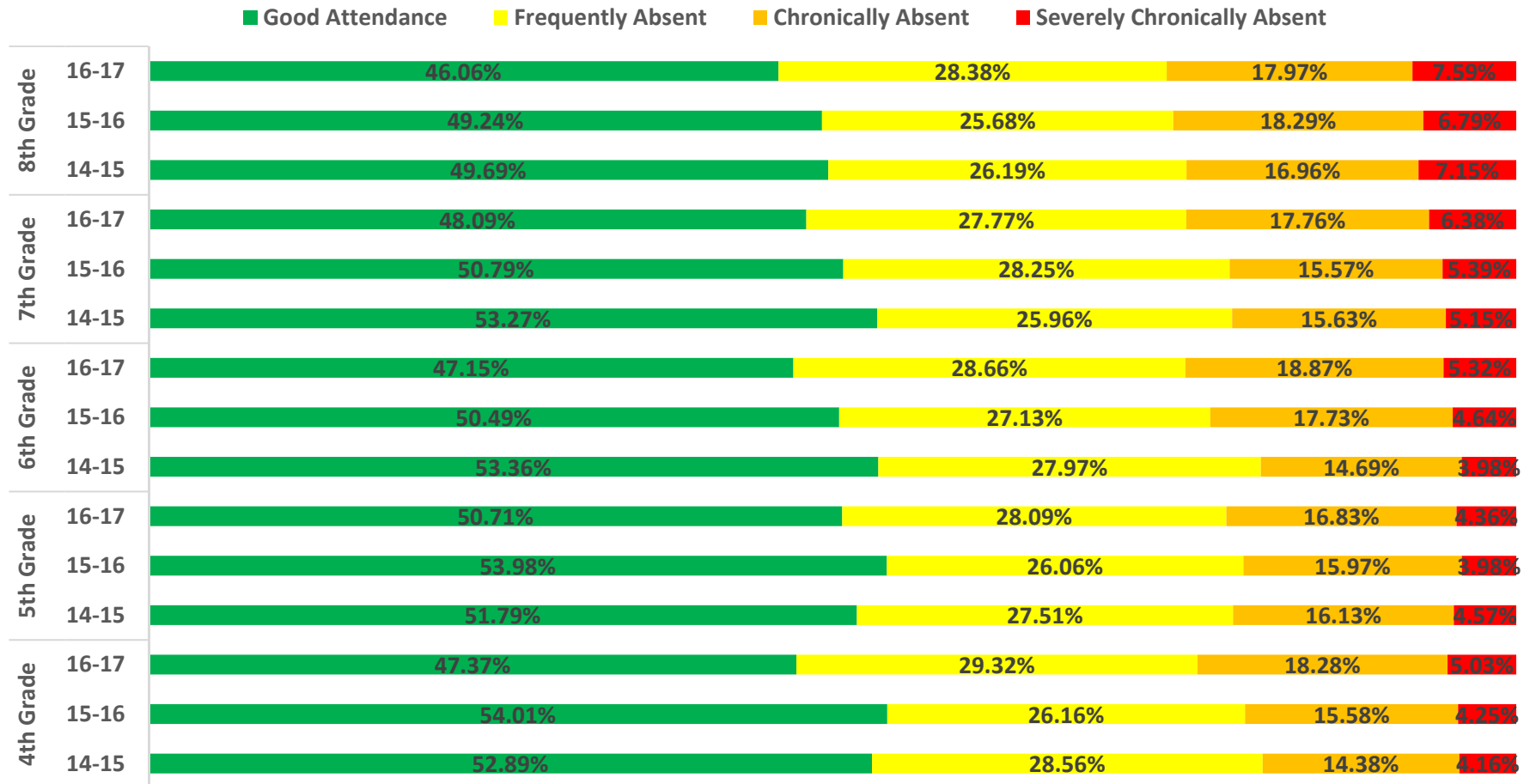


BAR GRAPH WITH ALL 4 CATEGORIES FOR GRADES K-3

■ Good Attendance
 ■ Frequently Absent
 ■ Chronically Absent
 ■ Severely Chronically Absent

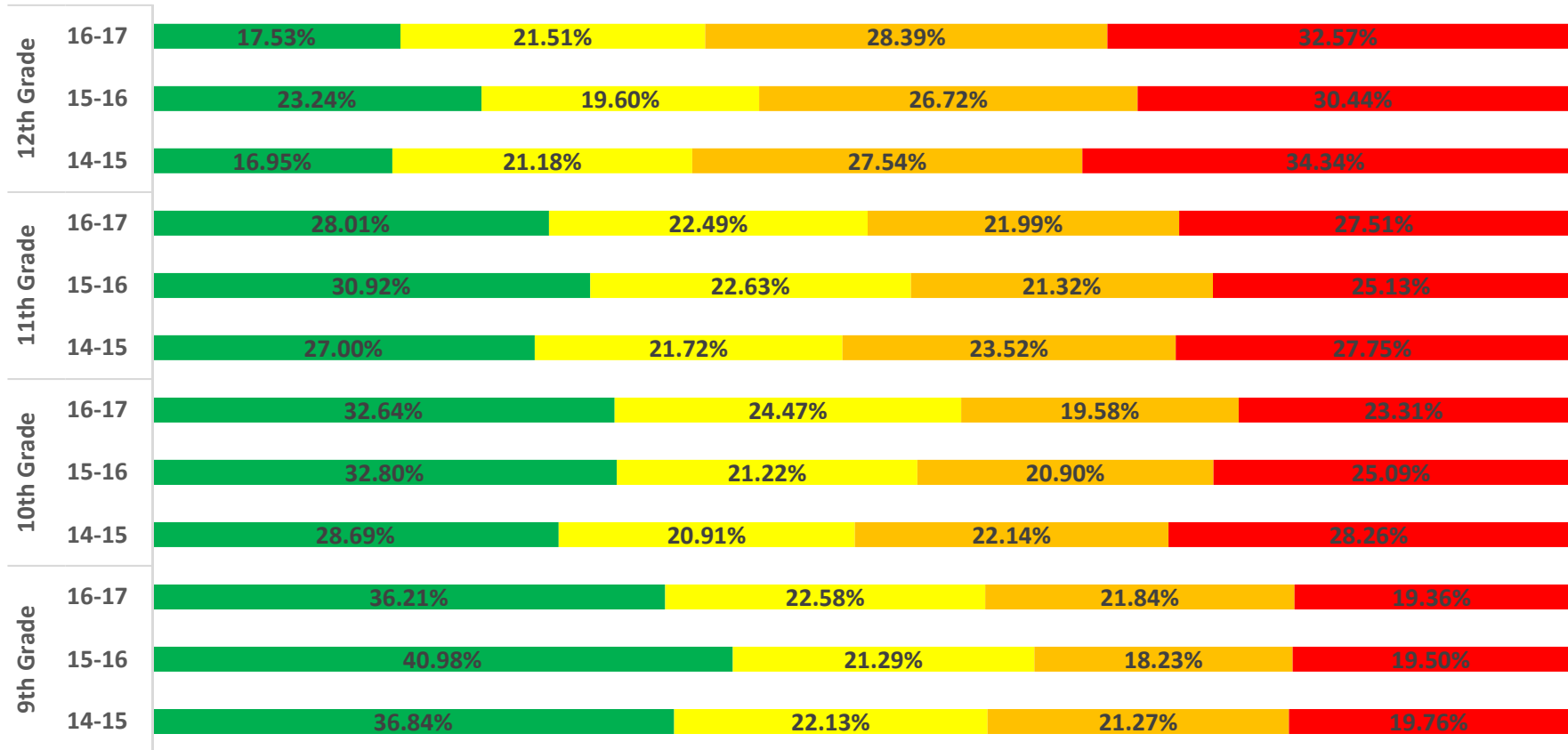


BAR GRAPH WITH ALL 4 CATEGORIES FOR GRADES 4-8



BAR GRAPH WITH ALL 4 CATEGORIES FOR GRADES 9-12

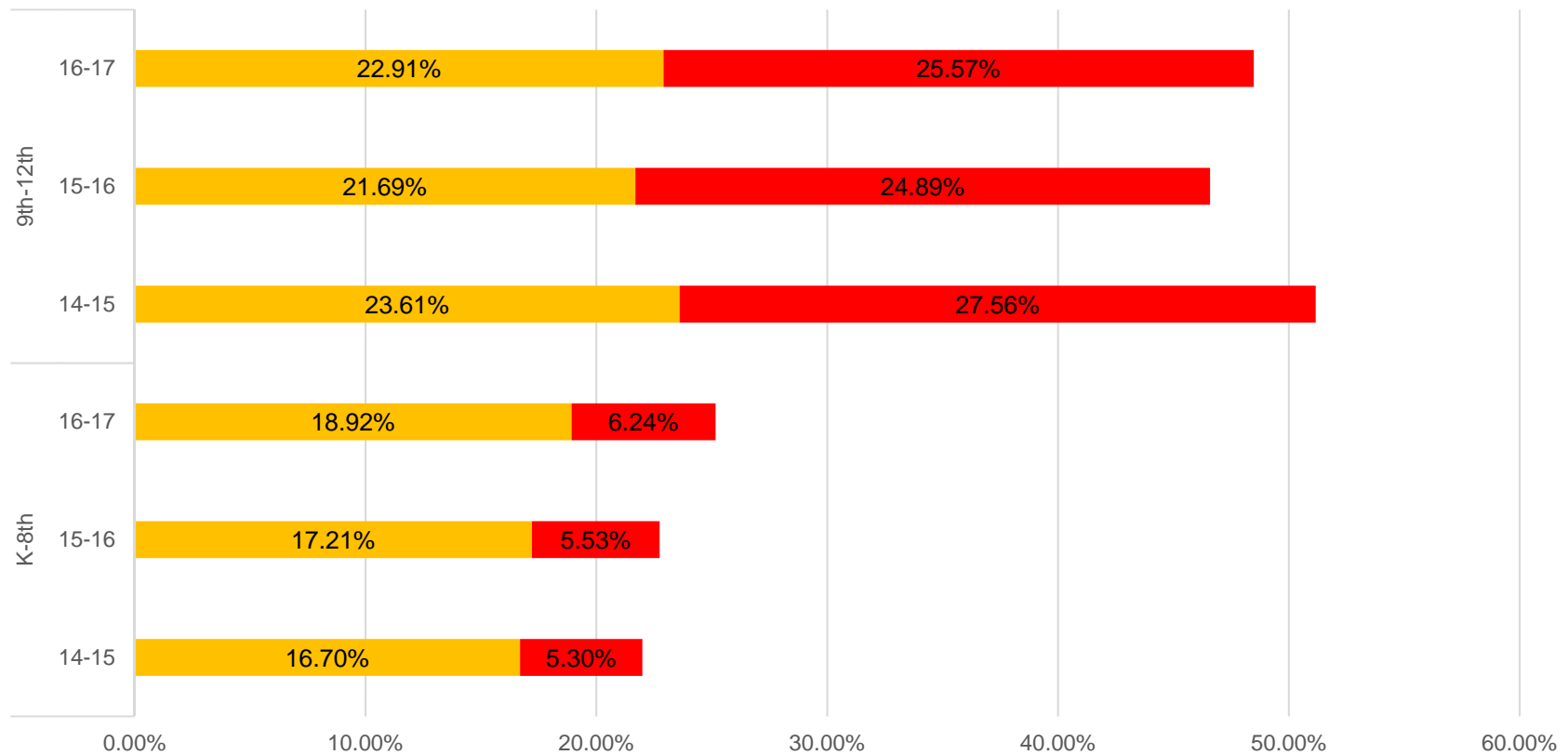
■ Good Attendance
 ■ Frequently Absent
 ■ Chronically Absent
 ■ Severely Chronically Absent



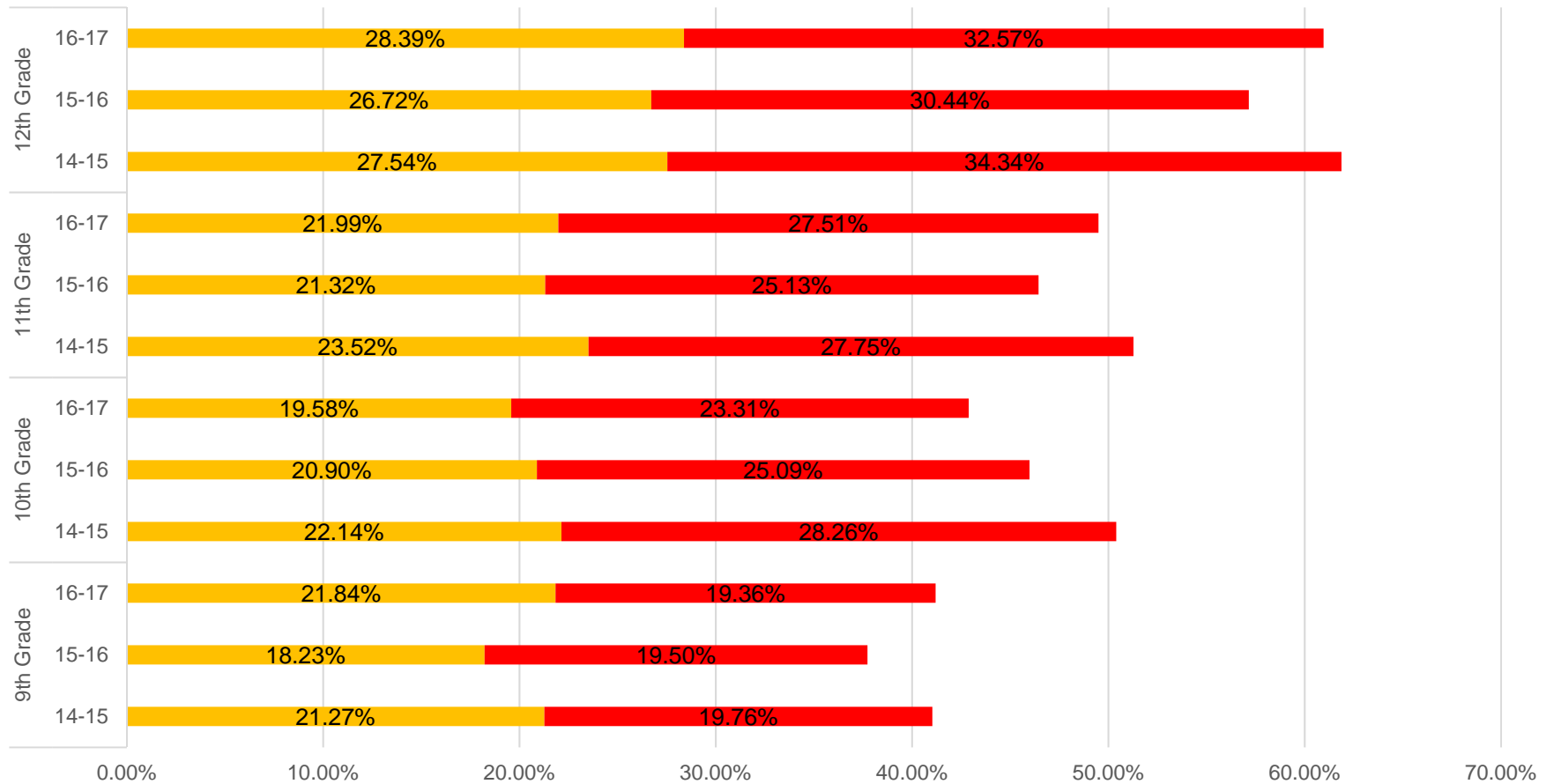
GRADE BANDS: K-8, 9-12

CHRONICALLY ABSENT

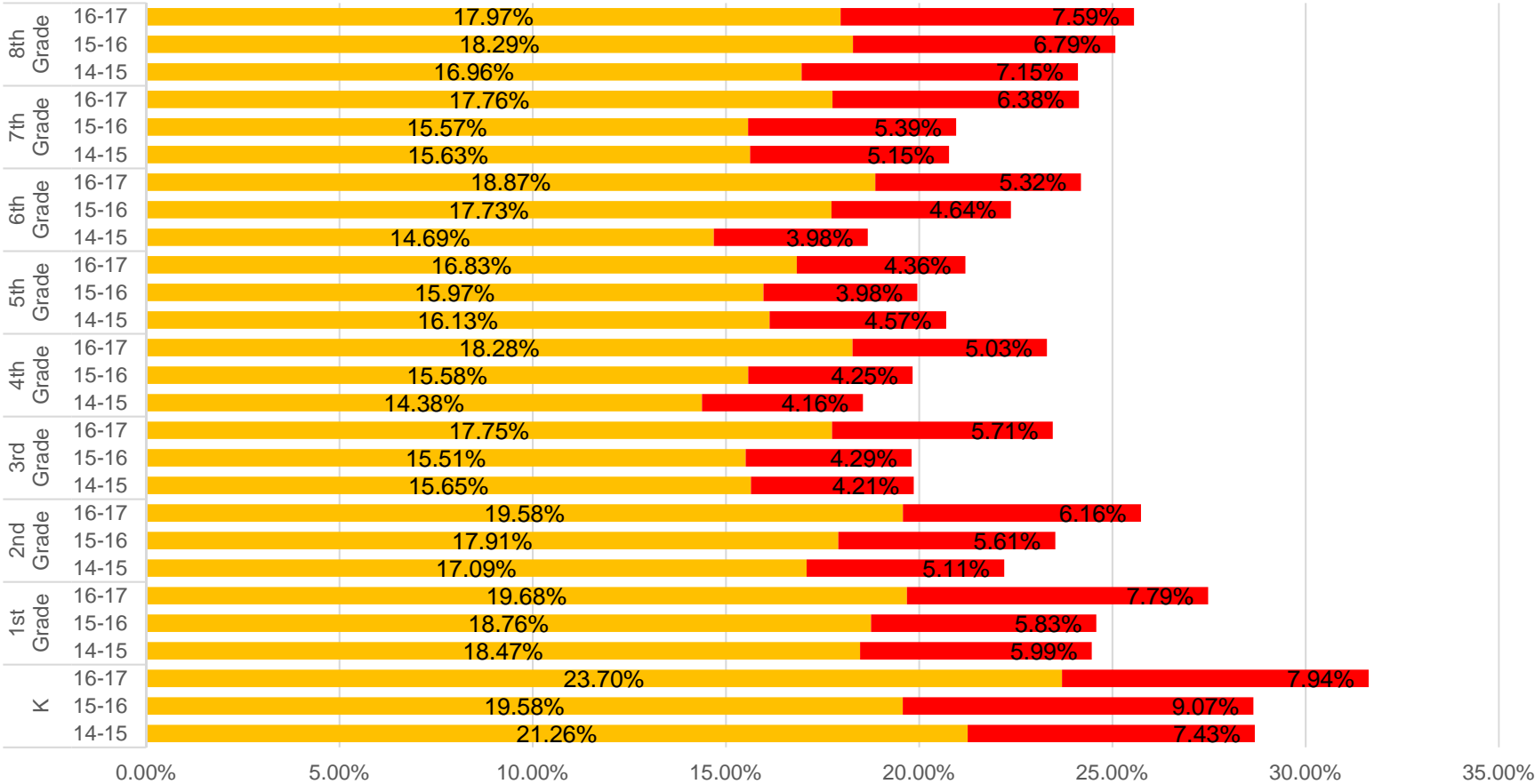
3 Year Attendance by Grade Bands: Chronically Absent



CHRONICALLY ABSENT FOR GRADES 9-12



CHRONICALLY ABSENT FOR GRADES K-8

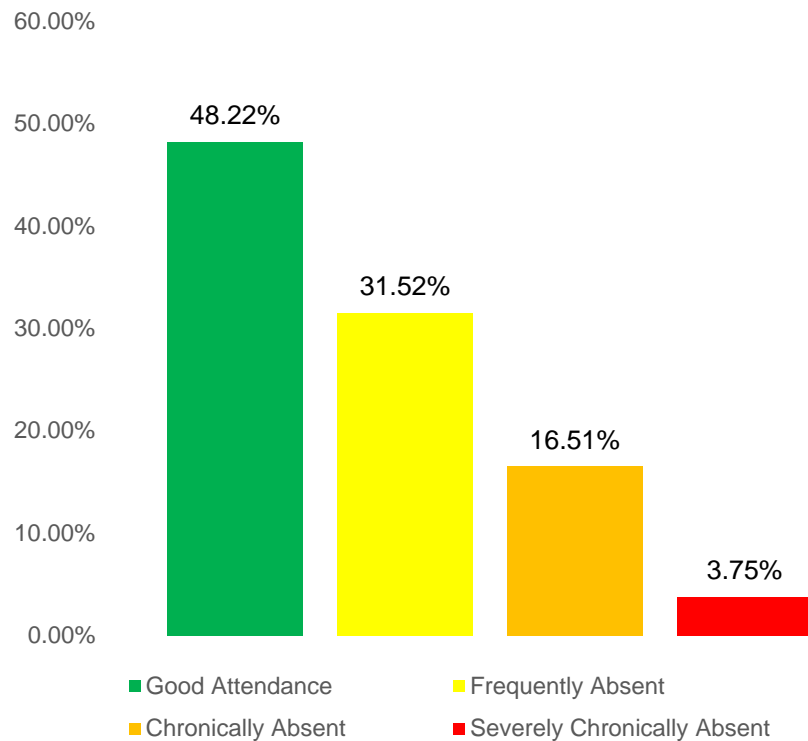


CLAIMS BASED ON GRADE LEVEL DATA

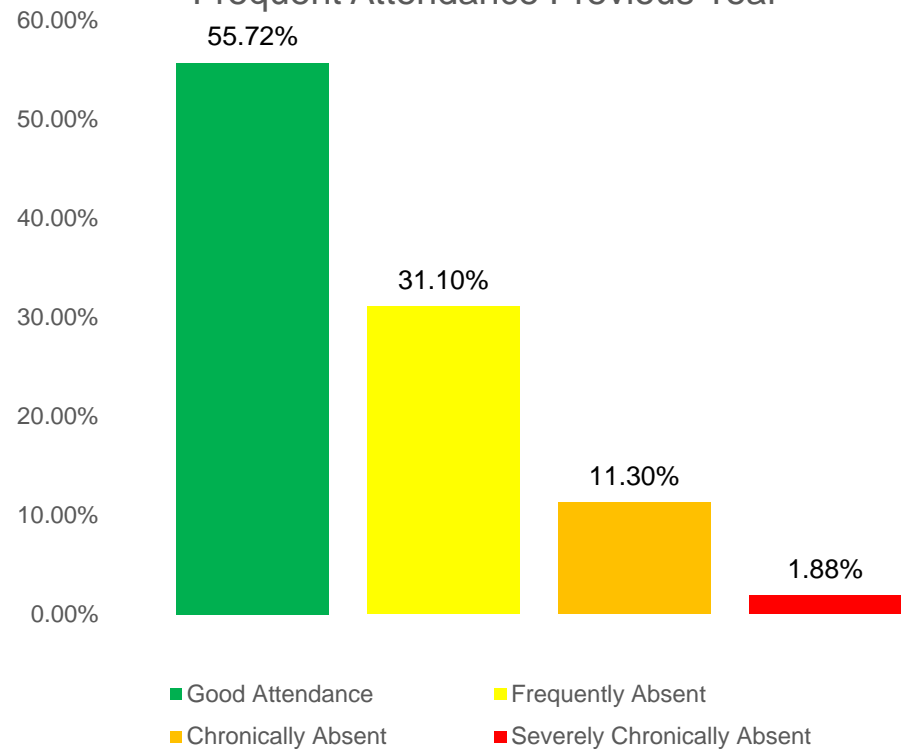
- Chronic and severely chronic absenteeism increased over-all in grades 9-12 from 15-16 to 16-17.
 - Grade 9: 37.73% to 41.20% went up
 - Grade 10: 45.99% to 42.89% went down
 - Grade 11: 46.45% to 49.49% went up
 - Grade 12: 57.15% to 60.96% went up
- Chronic and severely chronic absenteeism increased in grades K-8
 - Kindergarten: 28.65% to 31.63% went up
 - Grade 1: 24.58% to 27.48% went up
 - Grade 2: 23.52% to 25.74% went up
 - Grade 3: 19.80% to 23.46% went up
 - Grade 4: 19.83% to 23.31% went up
 - Grade 5: 19.95% to 21.20% went up
 - Grade 6: 22.38% to 24.19% went up
 - Grade 7: 20.96% to 24.14% went up
 - Grade 8: 25.08% to 25.56% went up
- Note: data are comparable if attendance taking is consistent; since we can't confirm for past years, we are making the assumption that attendance taking was better in 16-17 than prior years (hence increases in K-8 chronic absences could be due to better attendance-taking systems).

PRE-K ANALYSIS – GOOD OR FREQUENT ATTENDANCE

Students Entering PK4 with Good or Frequent Attendance Previous Year

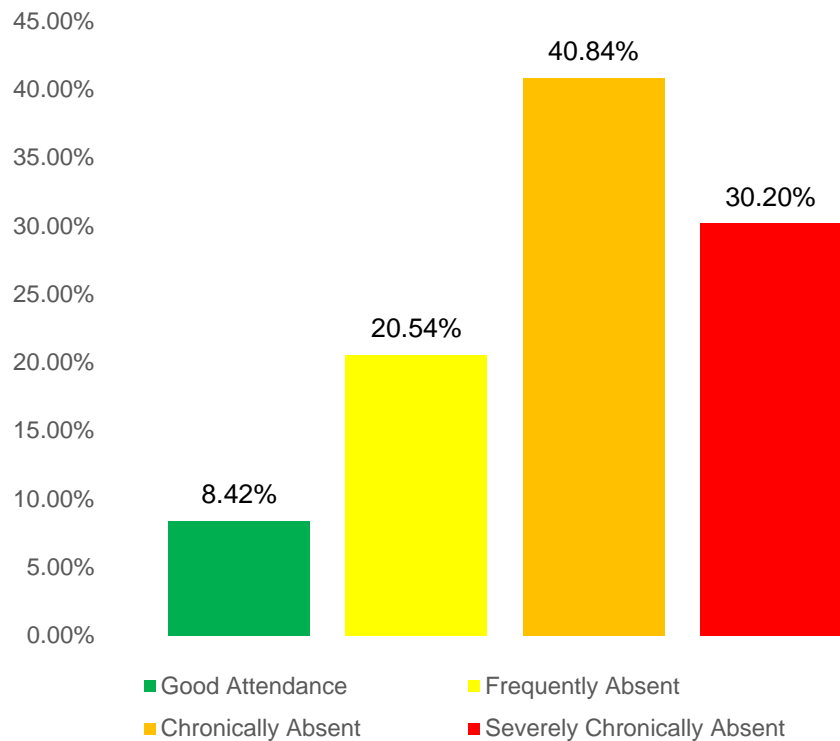


Students Entering Kindergarten with Good or Frequent Attendance Previous Year

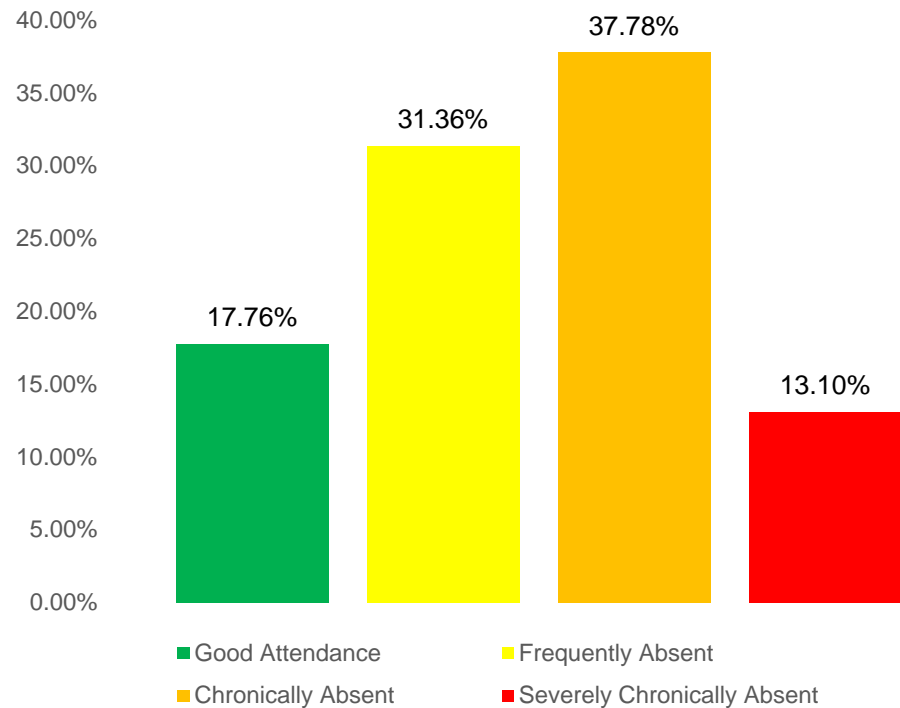


PRE-K ANALYSIS - CHRONICALLY OR SEVERELY CHRONICALLY ABSENT

Students Entering PK4 Chronically or Severely Chronically Absent Previous Year

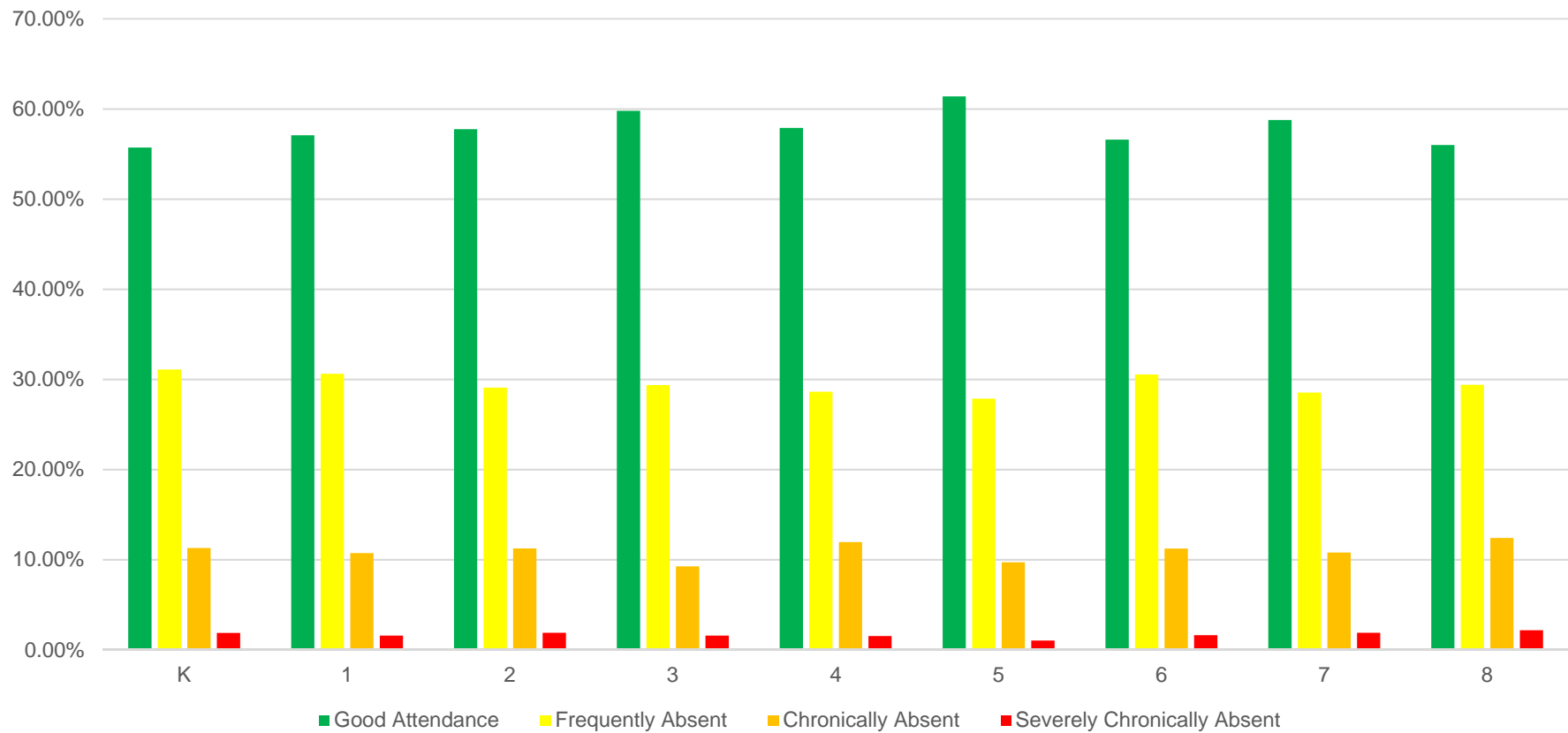


Students Entering Kindergarten Chronically or Severely Chronically Absent Previous Year



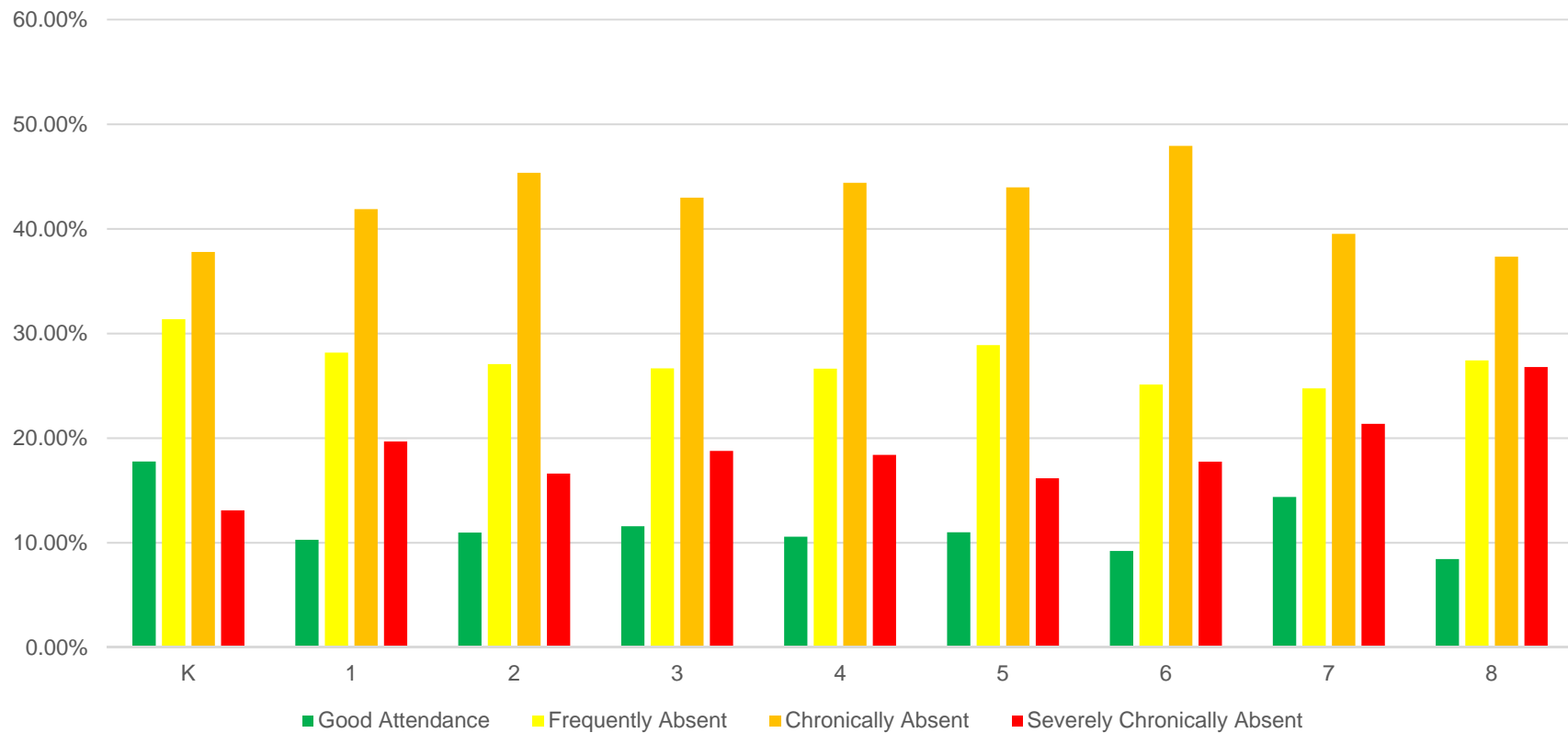
K-8 ANALYSIS - GOOD OR FREQUENTLY ABSENT

Students Entering 16-17 with Good or Frequently Absent Attendance Previous Year



K-8 ANALYSIS - CHRONICALLY OR SEVERELY CHRONICALLY ABSENT

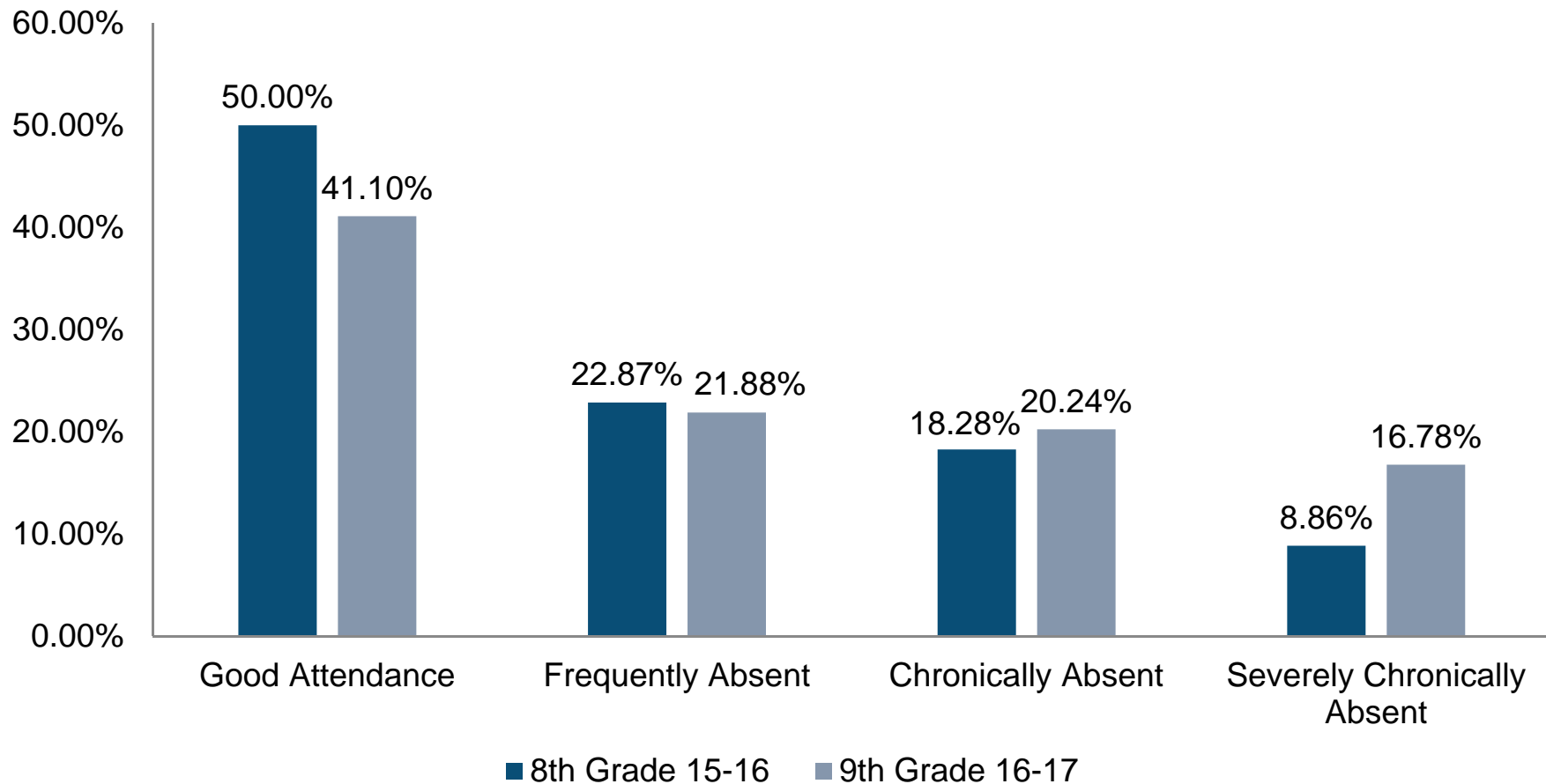
Students Entering 16-17 Chronically or Severely Chronically Absent Previous Year



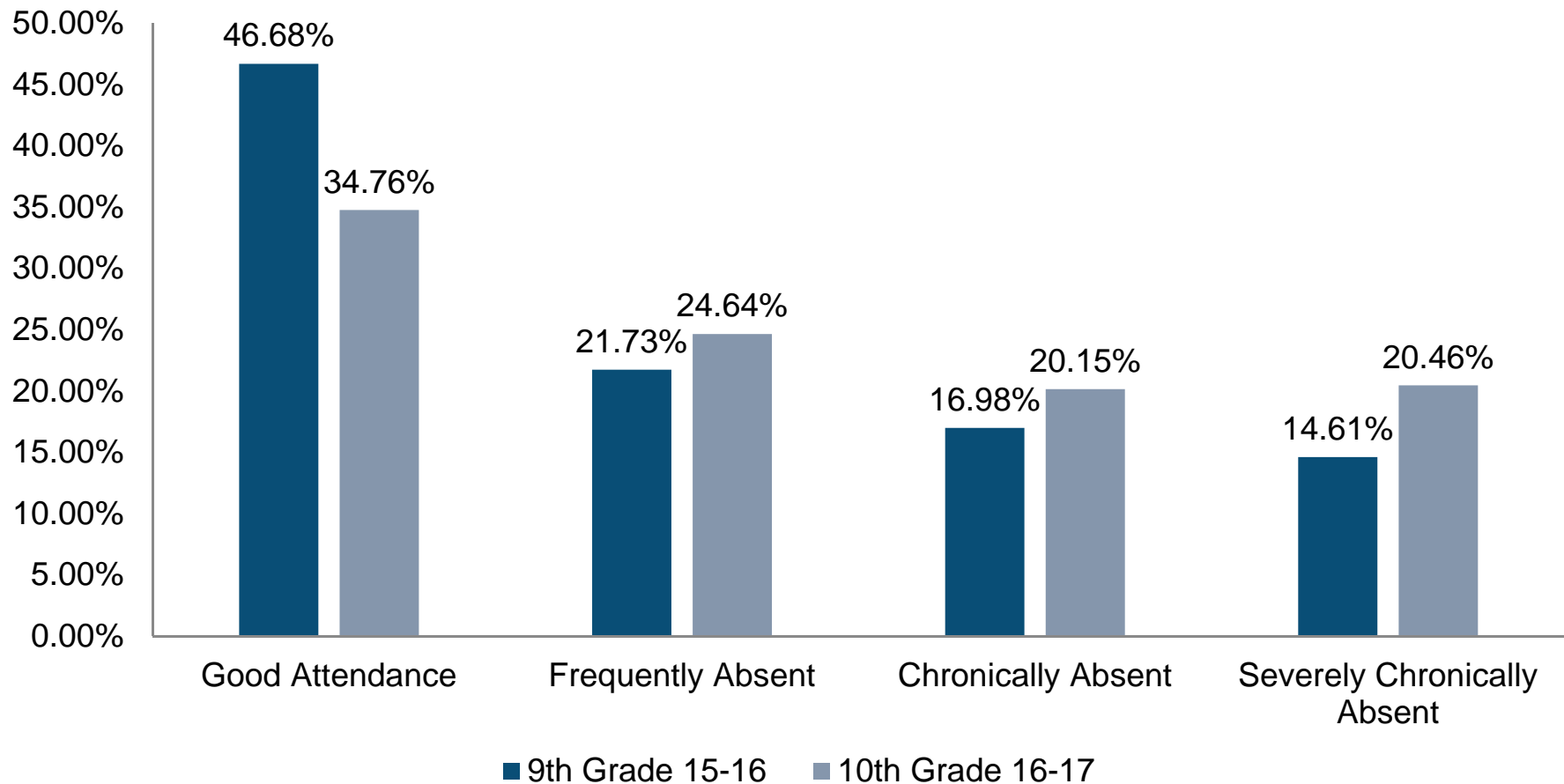
DEEP DIVE INTO HIGH SCHOOL

- Conclusions on improvements and regression
 - Chronic absenteeism increases once students start high school. Gap between grades 8/9. Same students become more chronically absent once they start HS.
 - Chronic absenteeism gets worse every year of HS.
 - 12th grade levels of chronic absenteeism are shocking. (How to make 12th grade meaningful – to students on path to graduation & college? To students not on path to 4-year graduation?)

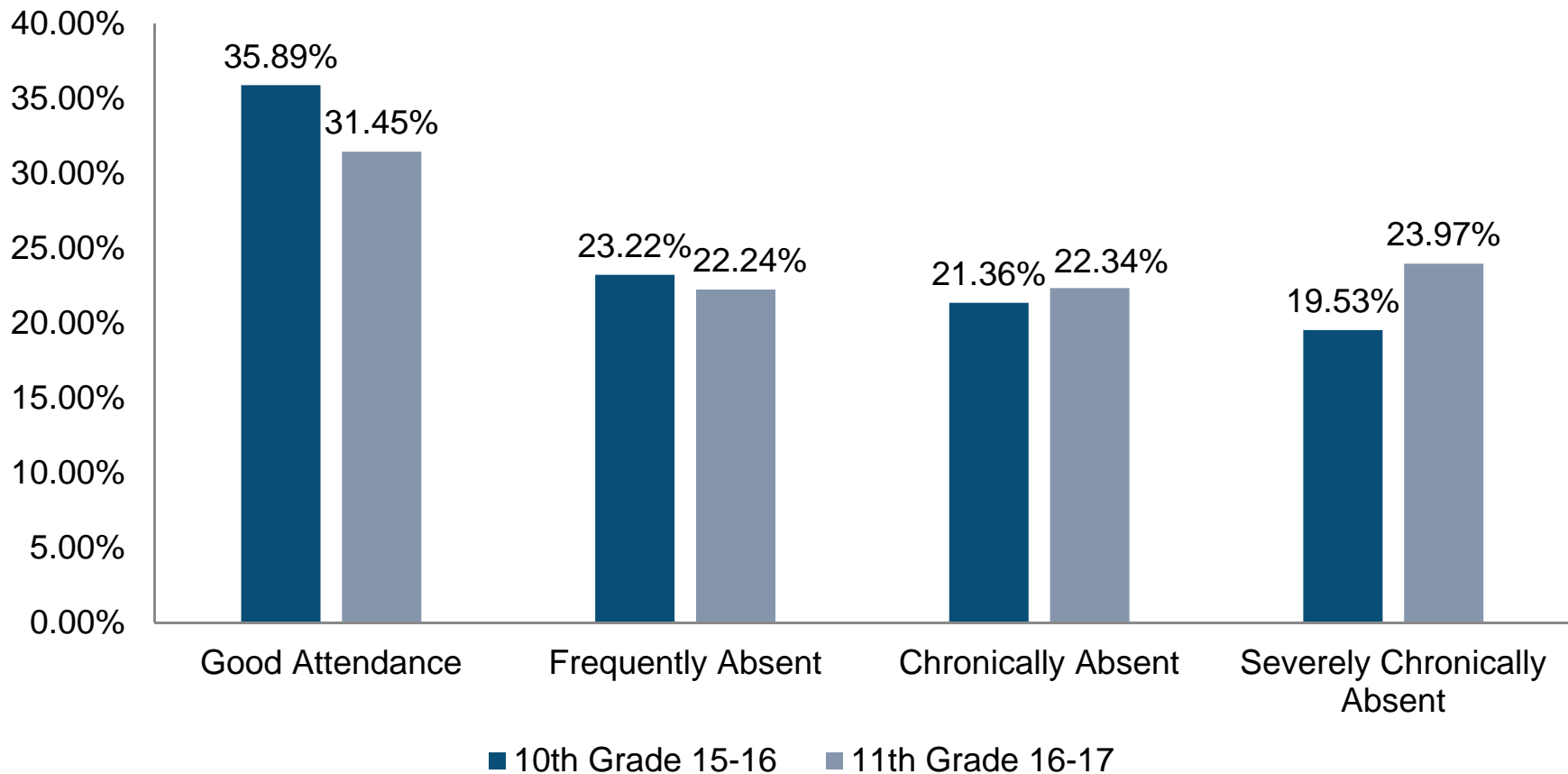
8TH TO 9TH GRADE ATTENDANCE – PRECISE COHORT



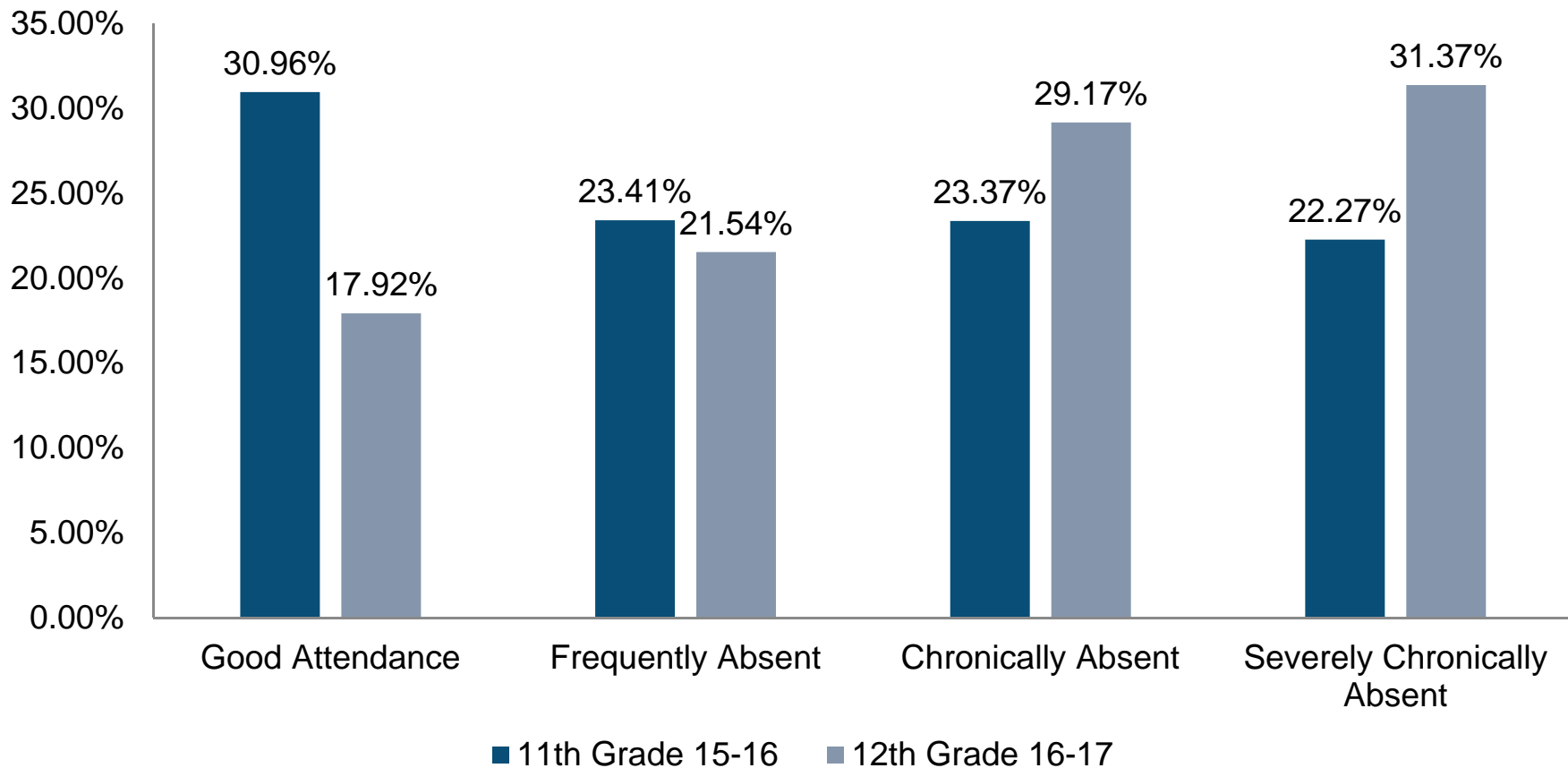
9TH TO 10TH GRADE ATTENDANCE – PRECISE COHORT



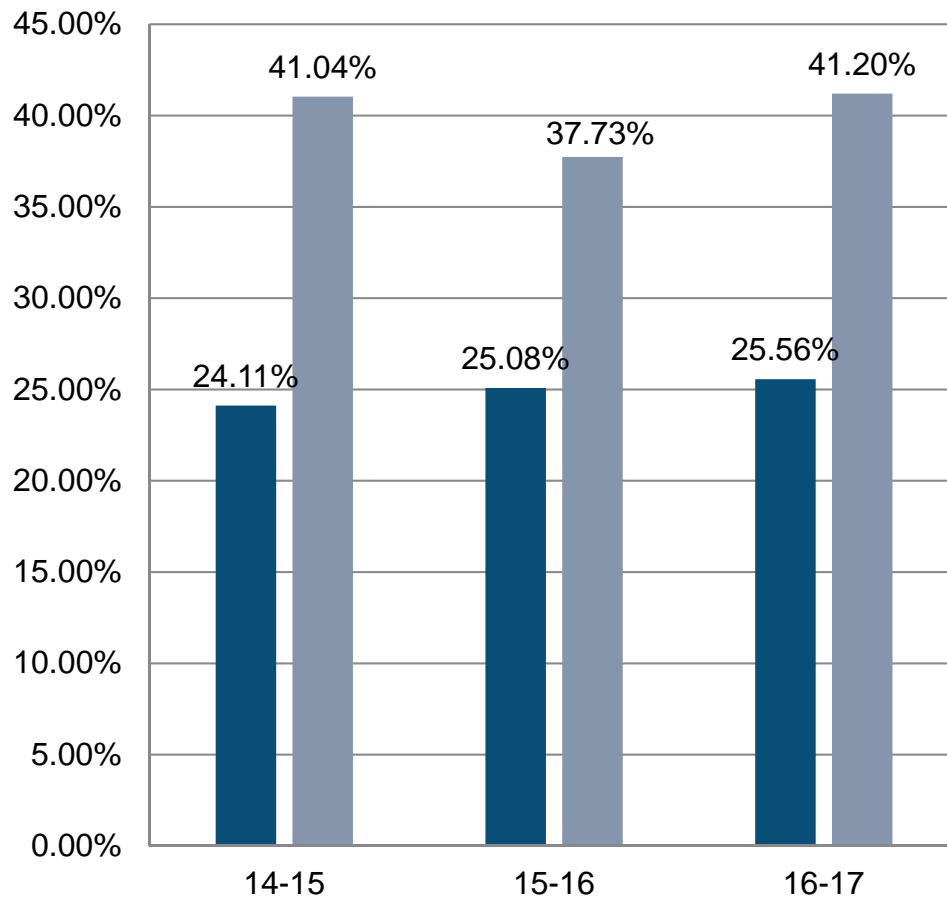
10TH TO 11TH GRADE ATTENDANCE – PRECISE COHORT



11TH TO 12TH GRADE ATTENDANCE – PRECISE COHORT



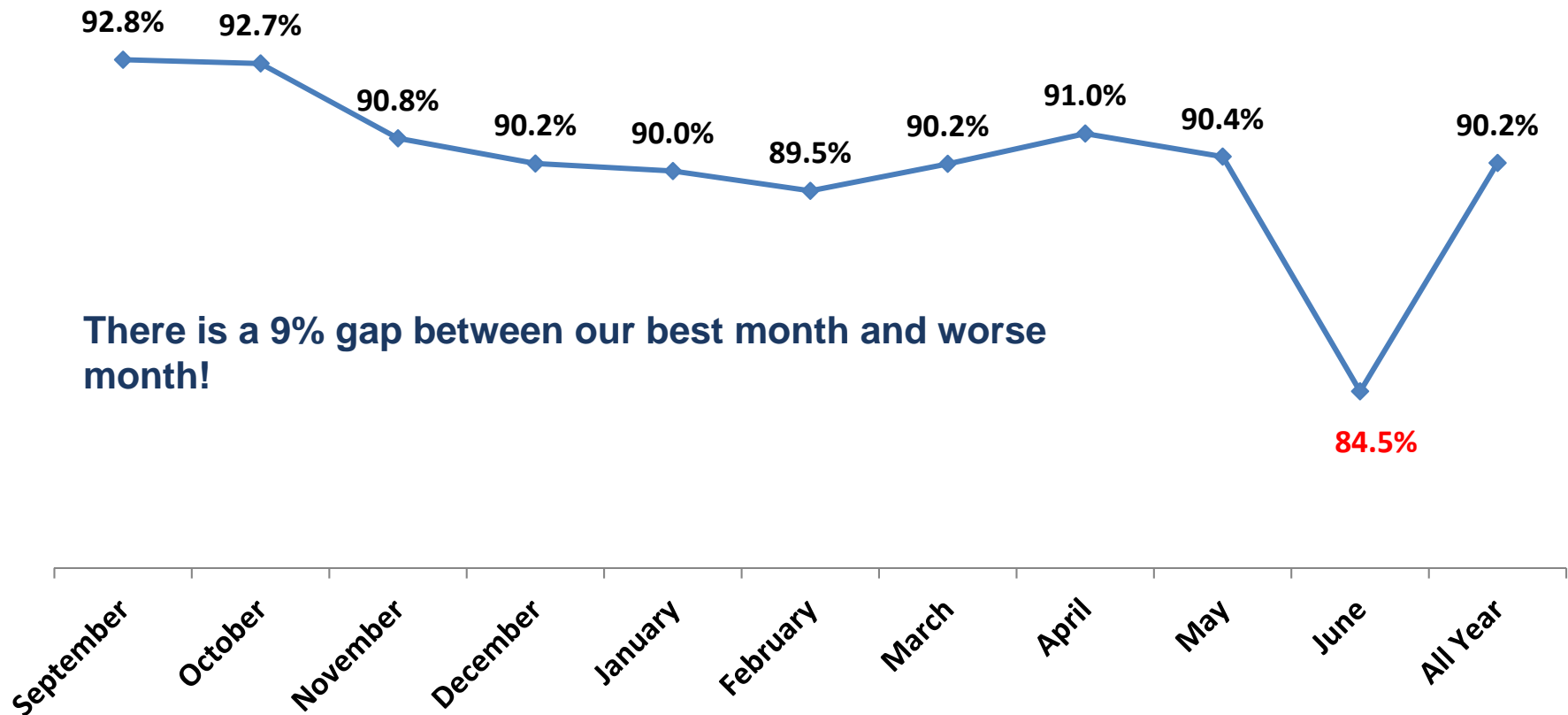
8TH AND 9TH GRADE CHRONICALLY AND SEVERELY CHRONICALLY ABSENT STUDENTS



- For the past 3 years transition to 9th grade has resulted in >12% jump in students either Chronically or Severely Chronically Absent.

MONTH BY MONTH VIEW

Average Attendance Rate - 2016-17



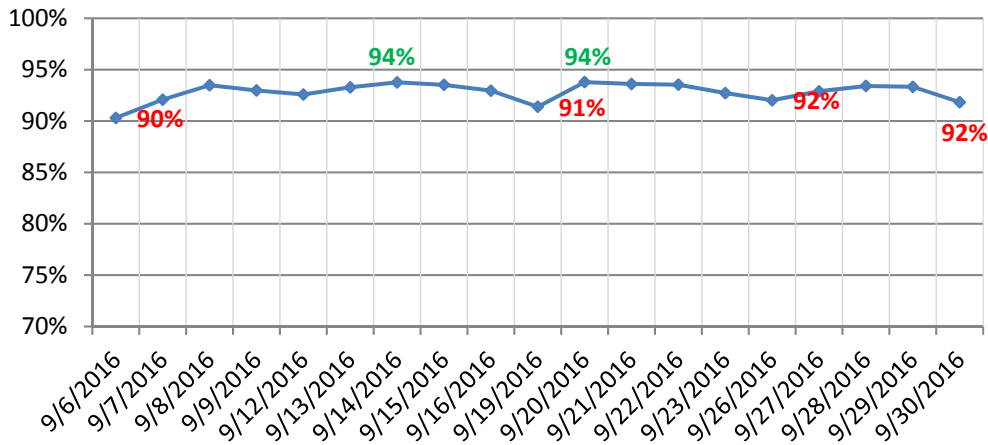
There is a 9% gap between our best month and worse month!

MONTH BY MONTH ANALYSIS - FALL

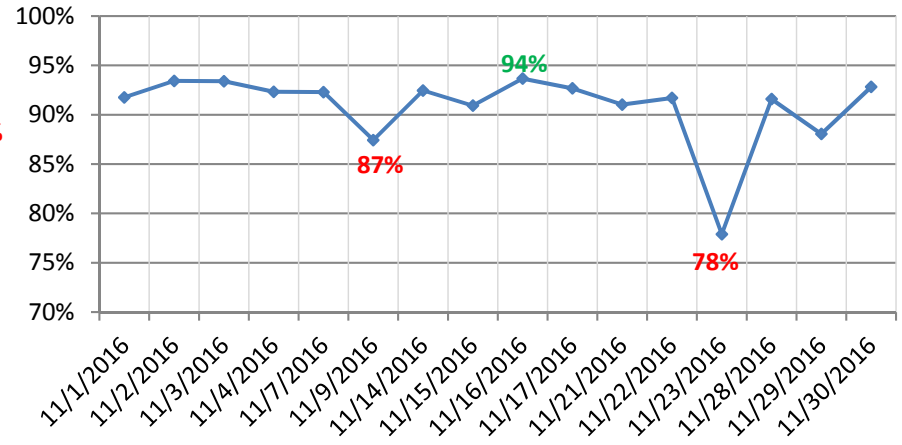
- **September: start of school (first few days)**
 - Sep starts with 90% daily attendance for first few days and then increased to 92-94% for the rest of the month
 - 22.1% were chronically absent by end of Sept
- **October: best month for many reasons**
 - 16.1% were chronically absent
 - Oct 31 had the lowest attendance rate of 84% of all month (Halloween).
- **November: irregular calendar (Elections Day/NJEA week-87%, Thanksgiving-78%)**
 - Daily attendance decreased from 93% in Oct to 91% in Nov
 - 31.2% were chronically absent
- **December: impact of winter break**
 - Daily attendance decreased from 91% in Nov to 90% in Dec
 - 32.2% were chronically absent
- 24.9% were chronically absent by end of Dec (for 69 days of school, about 1/3 of the year)
- **Conclusions: September & October were the best months; due to irregularities in calendar and holidays, the attendance rate declined while Chronic Absenteeism rate jumped.**

AVERAGE DAILY ATTENDANCE RATE-FALL

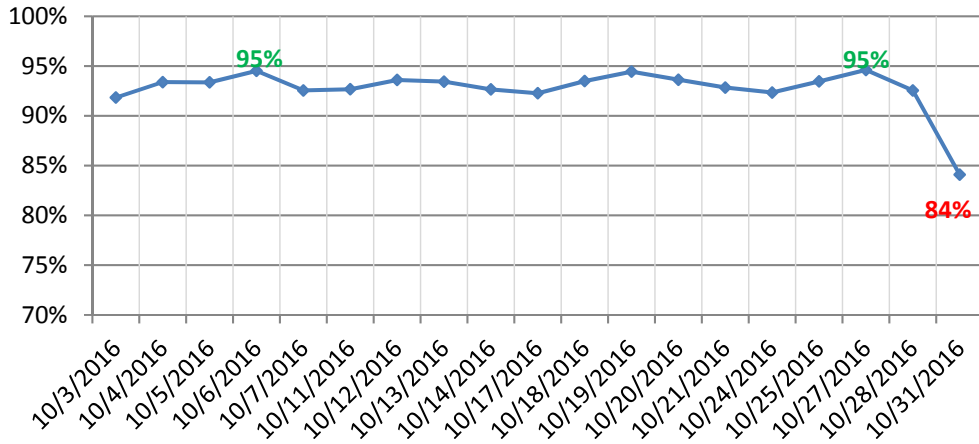
2016-17 Daily Attendance Rate-September(93%)



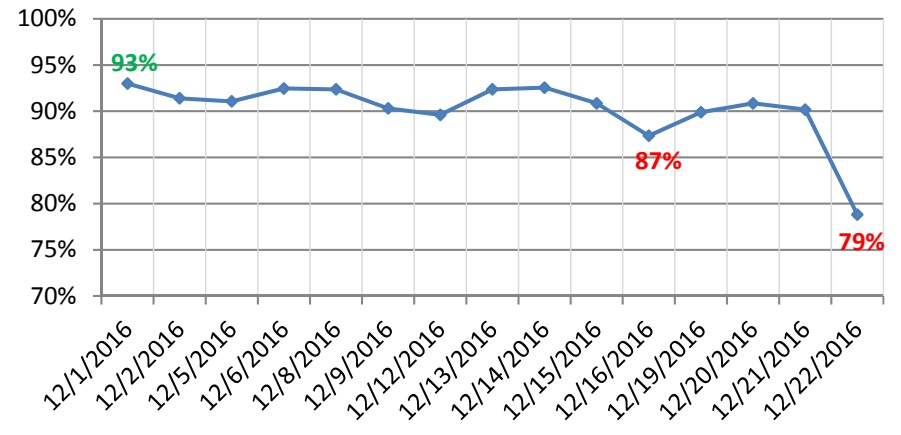
2016-17 Daily Attendance Rate-November(91%)



2016-17 Daily Attendance Rate-October(93%)



2016-17 Daily Attendance Rate-December(90%)

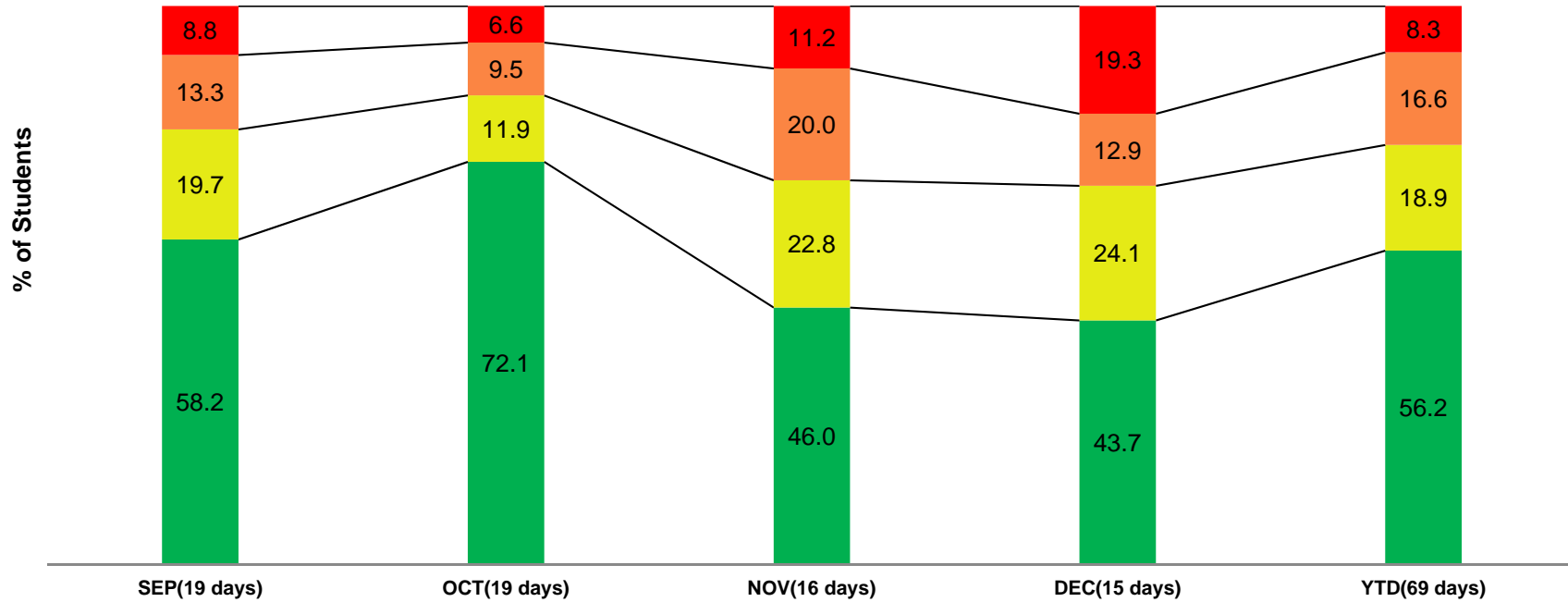


10/06/2016: Columbus day; 10/26/2016: PD Day; 11/08/2016: Election Day; 11/10/2016: PD Day; 11/11/2016: Veteran's Day; 11/18/2016: Puerto Rican Observance; 11/23/2016: Early Dismissal 1PM; 11/24/2016-11/25/2016: Thanks Giving; 12/22/2016: Early Dismissal 1PM; 12/23/2016-01/02/2017: Christmas + Winter Recess

CHRONIC ABSENTEEISM-FALL

Chronic Absenteeism-Fall

■ Good Attendance(<5%) ■ Frequently Absent(5-10%) ■ Chronically Absent(10-20%) ■ Severely Chronically Absent(>=20%)

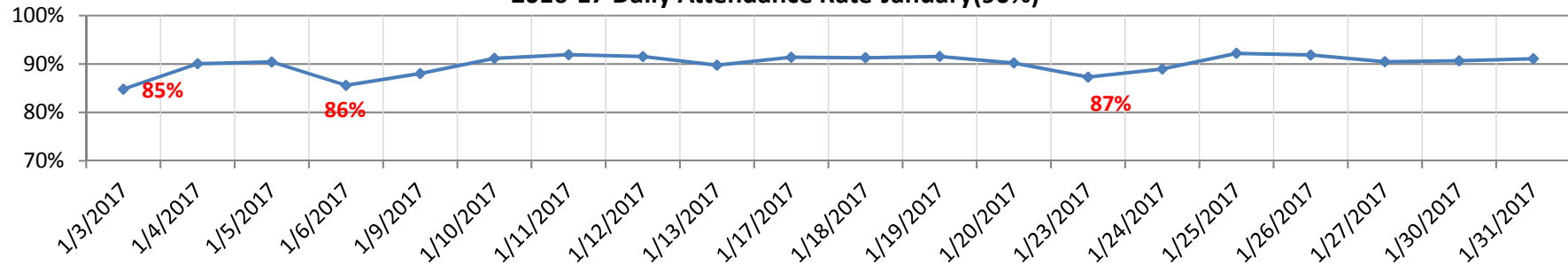


MONTH BY MONTH ANALYSIS - WINTER

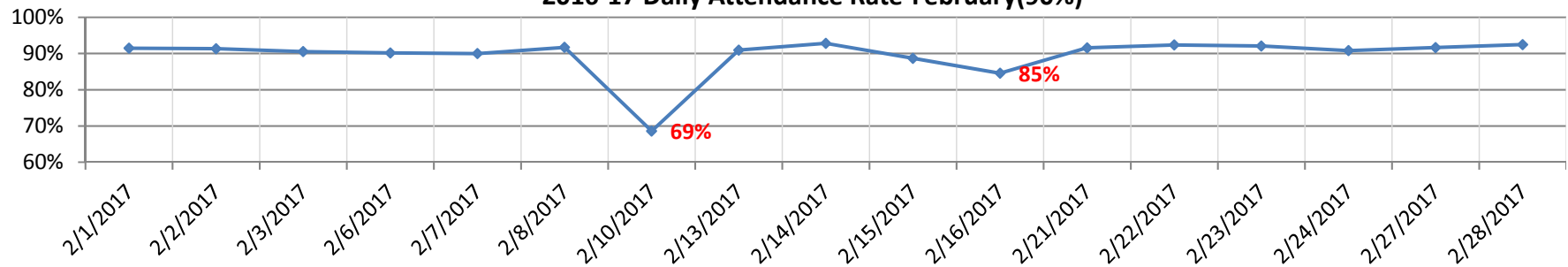
- **January: worst attendance so far, but lowest number of teachers not taking attendance**
 - 5 days in Jan, NPS had daily attendance rates lower than the January average of 90%.
 - 41% were chronically absent
- **February: snow days led to lower attendance**
 - 3 days in February, NPS had daily attendance rates lower than the February average of 90%.
 - Feb 10 had the lowest attendance rate ever(69%) due to the severe weather (after 1st snow day)
 - 39.6% were chronically absent
- **March: as weather improves so does attendance**
 - 5 days in March, NPS had daily attendance rates lower than the March average of 90%.
 - March 14 had the lowest attendance rate for the month (80%) due to the severe weather(after the 2nd snow day and a PD day)
 - 27.8% were chronically absent
- Show 26.9% chronically absent by end of March; 127 days so about 2/3 of school year
- **Conclusions:**
 - Winter weather impacts attendance. Attendance is worse on bad weather days.

AVERAGE DAILY ATTENDANCE RATE- WINTER

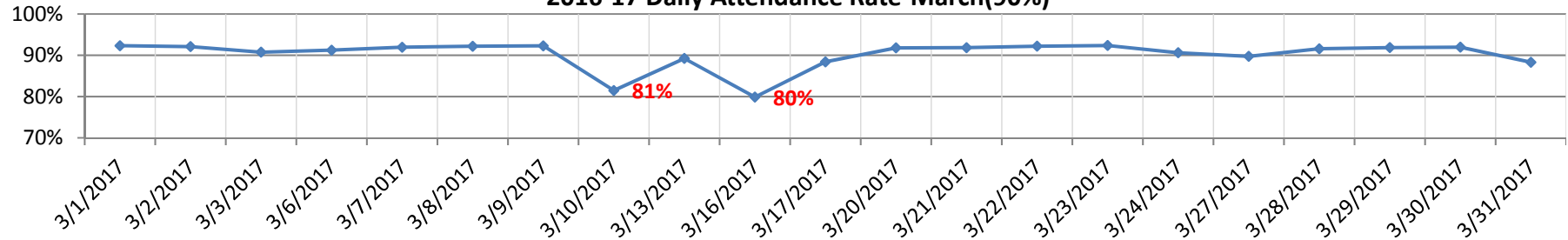
2016-17 Daily Attendance Rate-January(90%)



2016-17 Daily Attendance Rate-February(90%)



2016-17 Daily Attendance Rate-March(90%)

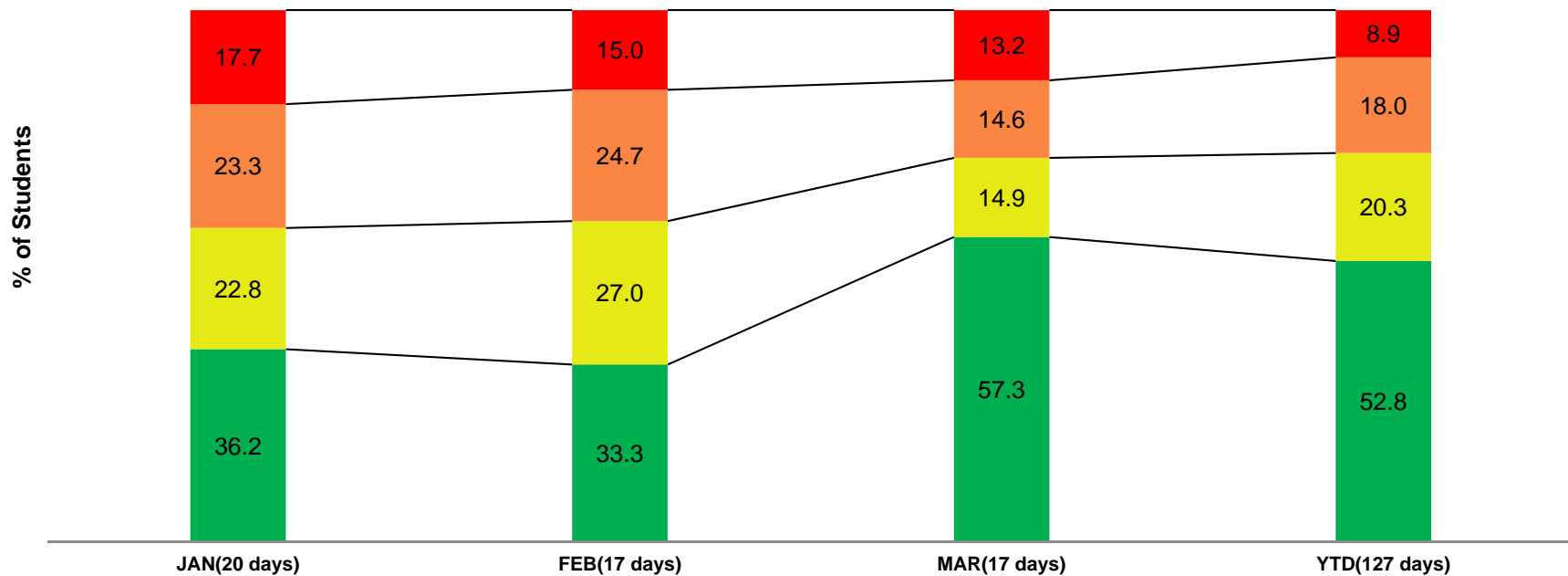


01/16/2017: Martin Luther King's Day; 02/09/2017: First Snow Day; 02/17/2017: Lincoln's Birthday; 02/20/2017: President's Day; 03/14/2017: Second Snow Day₃₀
 03/15/2017: PD Day; 03/16/2017: two hours delay

CHRONIC ABSENTEEISM-WINTER

Chronic Absenteeism-Winter

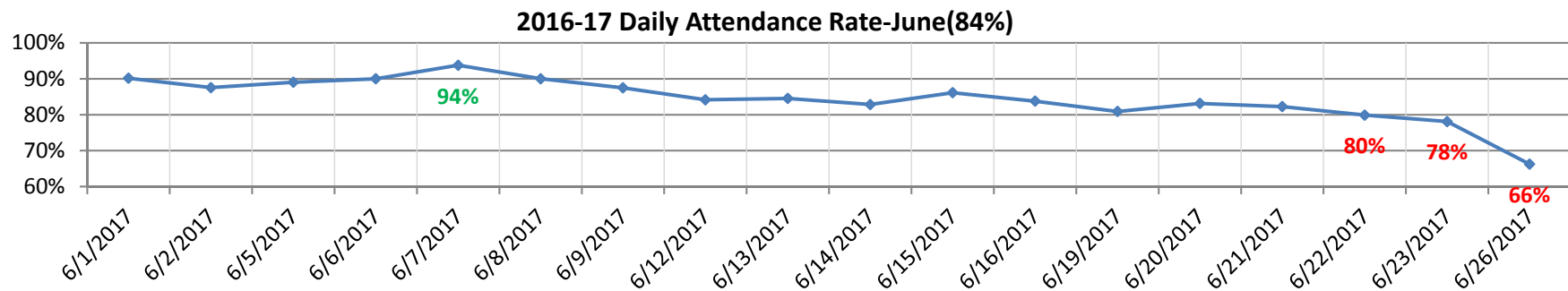
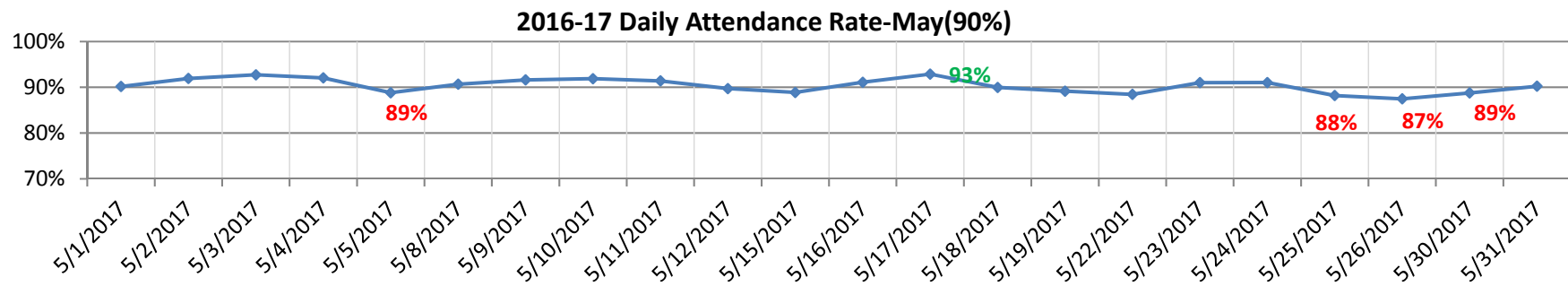
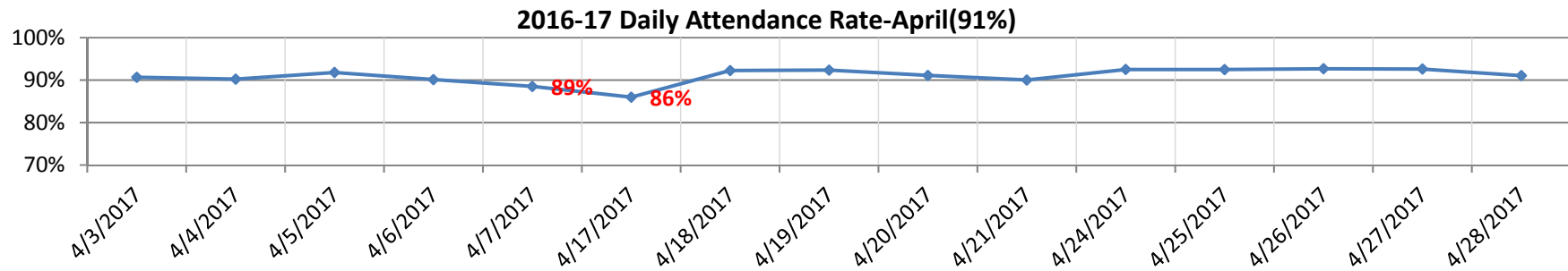
■ Good Attendance(<5%) ■ Frequently Absent(5-10%) ■ Chronically Absent(10-20%) ■ Severely Chronically Absent(>=20%)



MONTH BY MONTH ANALYSIS - SPRING

- April: spring break
 - 5 days in April, NPS had daily attendance rates lower than the April average of 91%
 - April 17 had the lowest rate(86%), which was the first day of school after the break
 - 40% were chronically absent
- May: impact of PARCC testing
 - 7 days in May, NPS had daily attendance rates lower than the May average of 90%
 - 27.1% were chronically absent
- June: impact of end of year
 - 14/18 days in June, NPS had <90% attendance rate
 - Starting from the end of final exams in HS as 6/13, it starts to decline
 - 56.7% were chronically absent
- Chronically absent by May (27.3%) compared to end of June (30.4%)
- Conclusions:
 - June has significant negative effect on annual statistics. Steps to address this in upcoming slides.
 - PARCC testing doesn't impact attendance.

AVERAGE DAILY ATTENDANCE RATE- SPRING

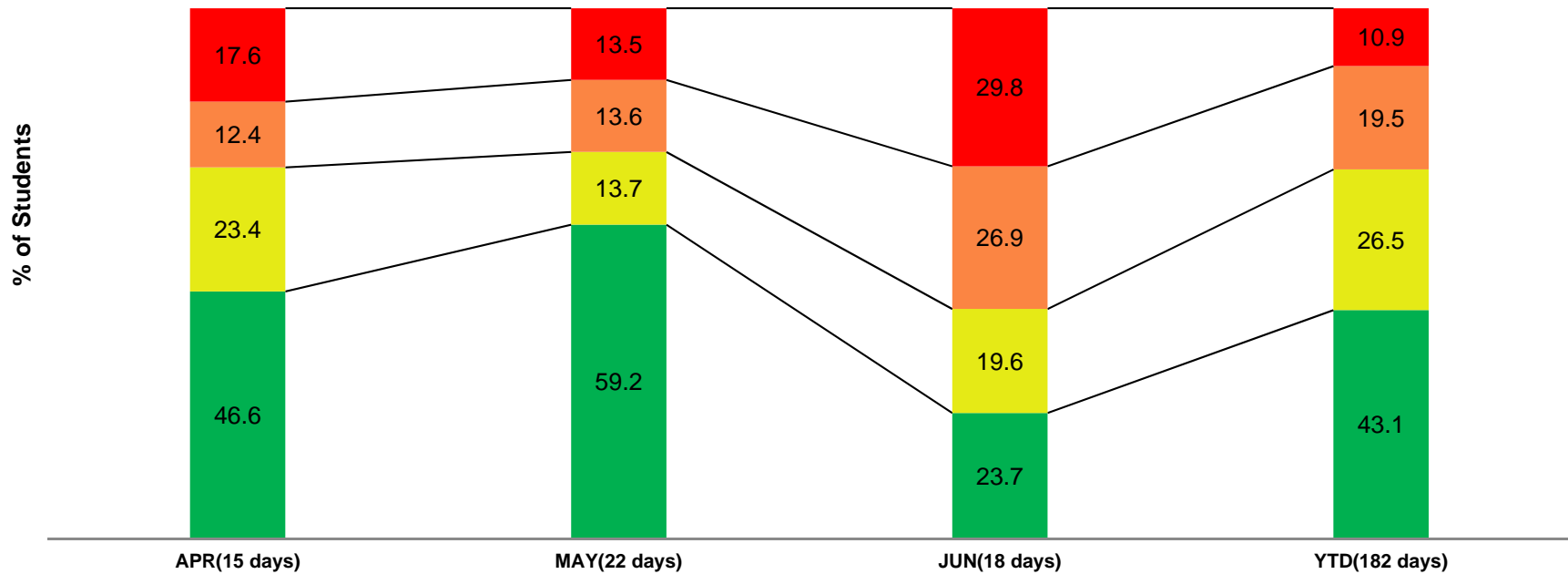


04/10/2017-04/14/2017: Spring Break

CHRONIC ABSENTEEISM-SPRING

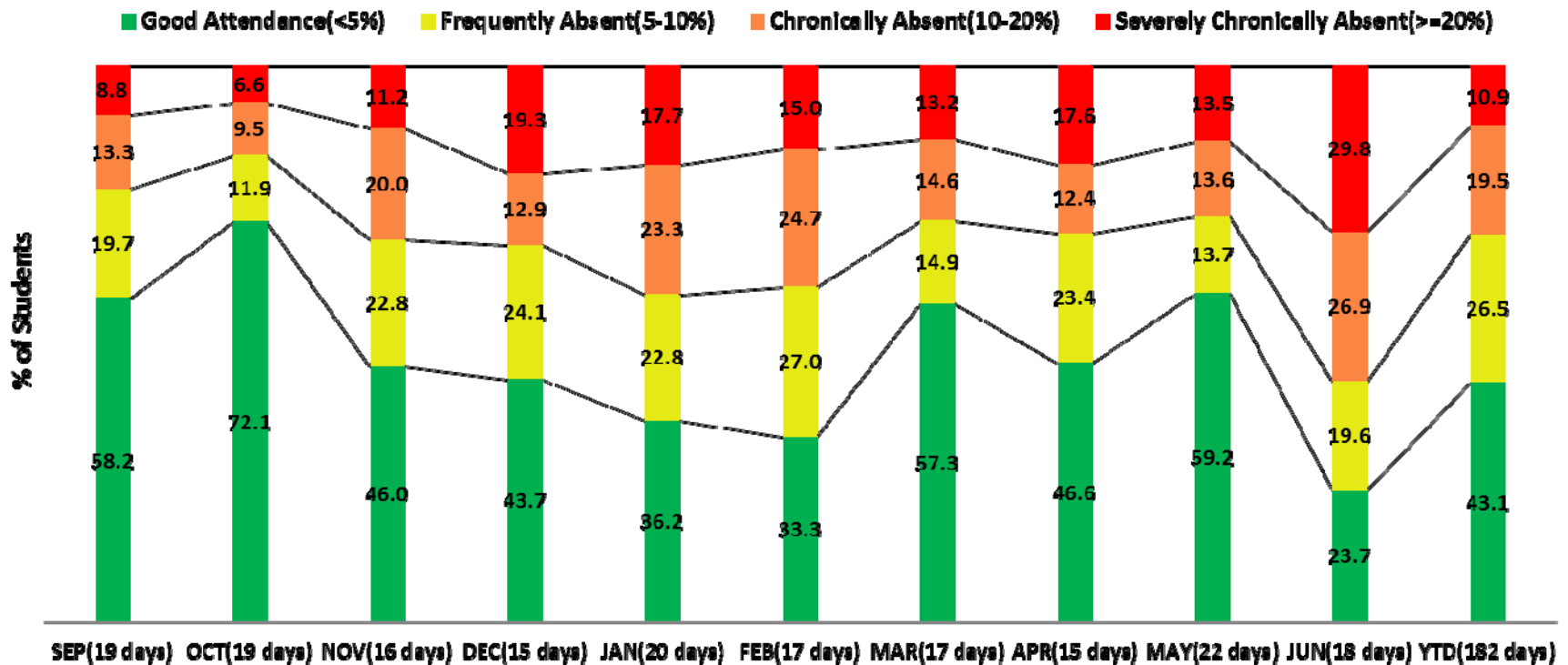
Chronic Absenteeism-Spring

■ Good Attendance(<5%) ■ Frequently Absent(5-10%) ■ Chronically Absent(10-20%) ■ Severely Chronically Absent(>=20%)



OVERALL ATTENDANCE BY MONTH

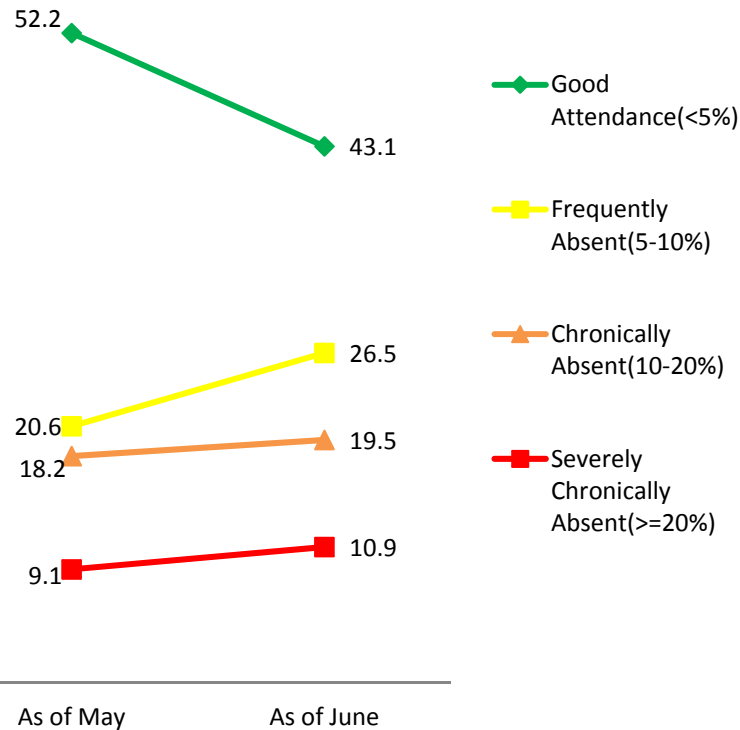
Chronic Absenteeism-Overall District



This data comes from Monthly Attendance dataset.

MAY AND JUNE ATTENDANCE COMPARISON

YTD Attendance Categories 16-17



Number of Students by Attendance Category

	YTD as of May	YTD as of June
Good Attendance	18552	17126
Frequently Absent	7316	10507
Chronically Absent	6459	7744
Severely Chronically Absent	3217	4341

CLAIM: THE SCHOOL CALENDAR IMPACTS STUDENT ATTENDANCE

- Student attendance frequently dips when there are irregular school day and week schedules.
- Show using specific dates from monthly data set
 - Start of school
 - NJEA week
 - Early dismissal date
 - June

OUR PLAN

- Structural changes planned and integrated into new NTU contract and 2017-18 school calendar
 - More instructional days in high achieving months (Sept 5 start date) and fewer in low attendance month of June (12 days in 17-18 compared to 18 in 16-17).
 - Provision to monitor early dismissal dates for PD
- Other structural changes
 - Marking period dates
 - High school final exam schedule
- Strategies to make low attendance days more meaningful and engaging for students
 - Days before vacations
 - Early dismissal dates (PD, parent-teacher conferences, etc.)
 - High interest June programming (academic competitions, student productions, STEM week, etc.)

2 CASE STUDY SCHOOLS

■ Cohort Attendance: Data only includes students who stayed year-to-year

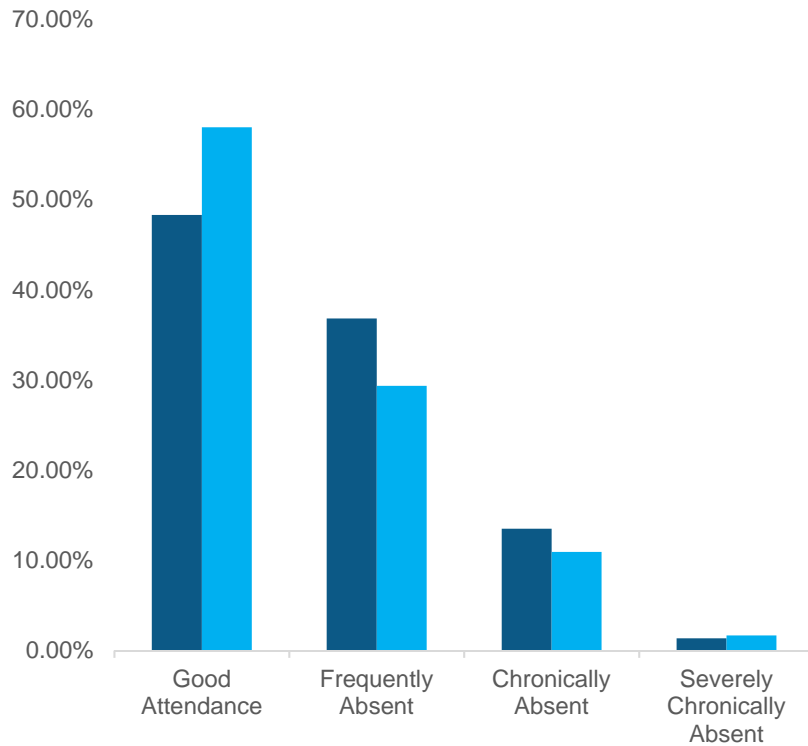
■ Overall Attendance: Data includes all students

		Good Attendance	Frequently Absent	Chronically Absent	Severely Chronically Absent	Good Attendance	Frequently Absent	Chronically Absent	Severely Chronically Absent
Sussex Avenue	2014-15	38.78%	14.76%	8.86%	2.56%	50.77%	27.41%	19.31%	2.51%
	2015-16	43.96%	32.13%	19.79%	4.11%	40.84%	32.07%	21.91%	5.18%
	2016-17	38.39%	32.68%	24.41%	4.53%	38.48%	31.86%	25.65%	4.01%

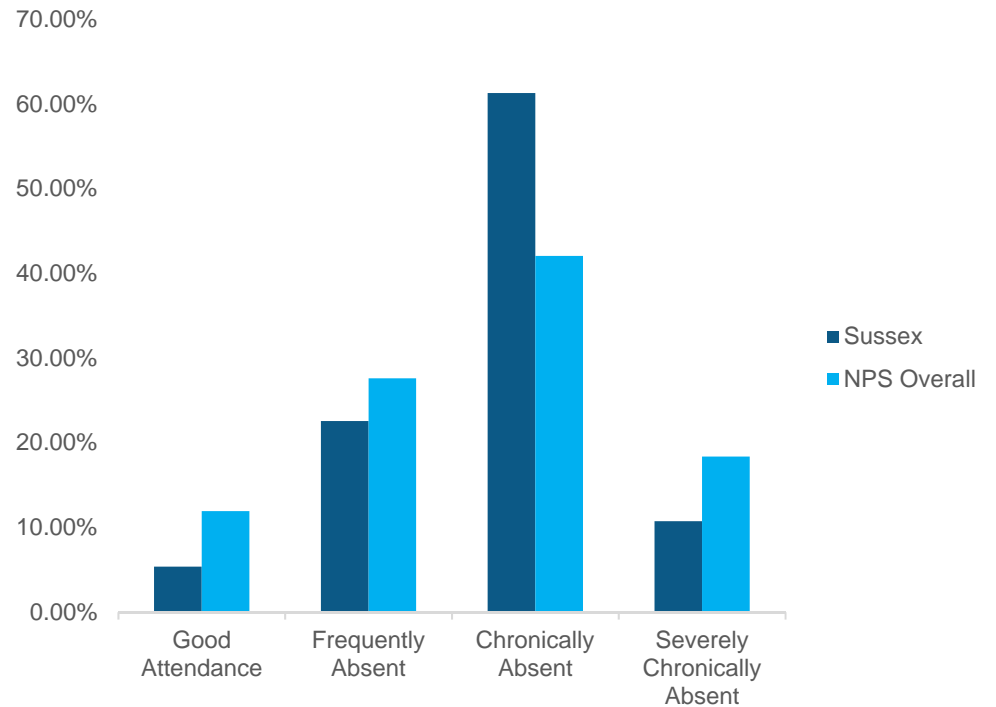
		Good Attendance	Frequently Absent	Chronically Absent	Severely Chronically Absent	Good Attendance	Frequently Absent	Chronically Absent	Severely Chronically Absent
Barringer S.T.E.A.M.	2014-15	18.05%	10.15%	13.27%	12.68%	15.37%	16.25%	25.44%	42.95%
	2015-16	21.57%	21.29%	30.53%	26.61%	14.35%	17.82%	27.03%	40.79%
	2016-17	27.90%	21.07%	24.00%	27.02%	22.22%	21.90%	26.00%	29.88%

SUSSEX AVENUE CASE STUDY

Students with Good or Frequent Attendance 2015-2016

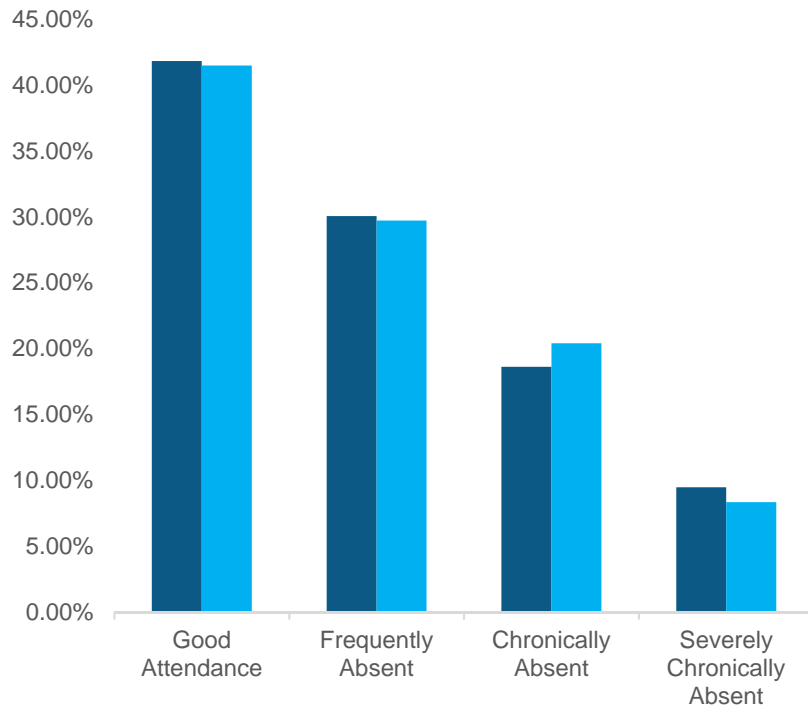


Students with Chronic or Severely Chronic Attendance 2015-2016

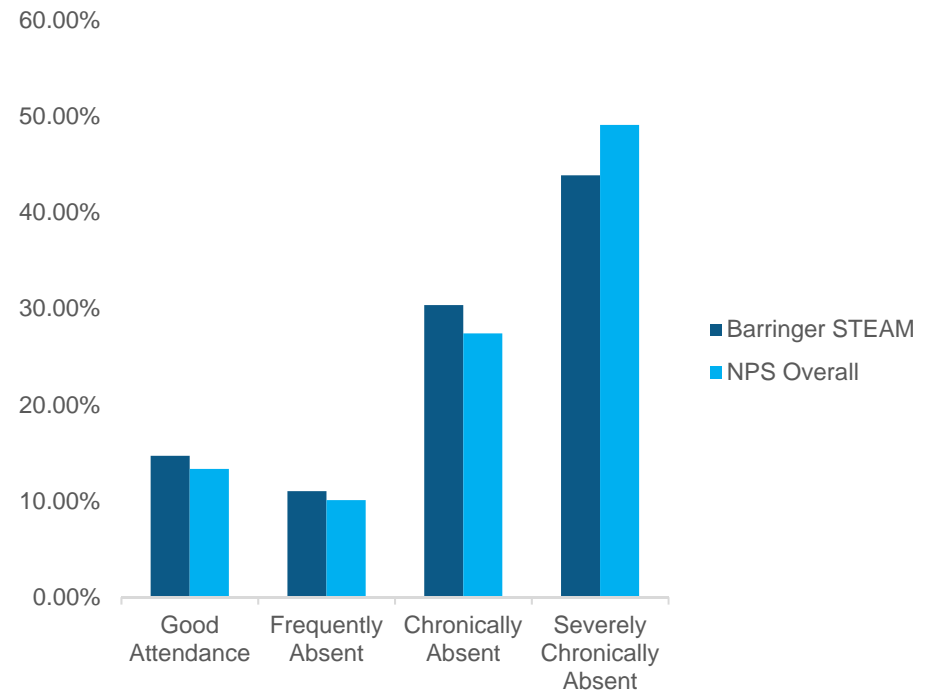


BARRINGER STEAM CASE STUDY

Students with Good or Frequent Attendance 2015-2016



Students with Chronic or Severely Chronic Attendance 2015-2016



CASE STUDY- BARRINGER STEAM

WHAT WE LEARNED

Communication/ Know your Attendance

Established clear systems for taking attendance

Parents received monthly letter re: their child's attendance and weekly calls from teacher

Students received monthly report on their attendance and convocation for those w/4-6 absences

Monthly Staff PD on attendance; data was shared and discussed

Incentives (Proactive)

Students sat on the SST team and were given the opportunity to select their homeroom/advisory teacher

Age appropriate incentives that were developed by the students gave students ownership of the process

Supports (Reactive/ Responsive)

Students who fell in the "red" or "yellow" engaged in need-based discussions about their attendance

Student Support Specialist and Deans conducted home visits

CASE STUDY- BARRINGER STEAM PRINCIPAL MINCY'S RECOMMENDATIONS

- A person who has the primary responsibility of managing attendance and tracking data
- School calendar- student attendance trails off after final exams
- Incentives for parents with students who have perfect attendance

CASE STUDY- SUSSEX AVENUE

WHAT WE LEARNED

Communication/ Know your Attendance

Established clear systems for taking attendance

Parents received phone calls from Principal Gearhart

Students received monthly report on their attendance and convocation for those w/4-6 absences

Teachers received attendance data for their class AND teacher attendance

Incentives (Proactive)

Monthly school-wide events

Some activities held on the last day before 3-day weekend

Perfect attendance for students and staff posted in the cafeteria

Age appropriate incentives

Supports (Reactive/ Responsive)

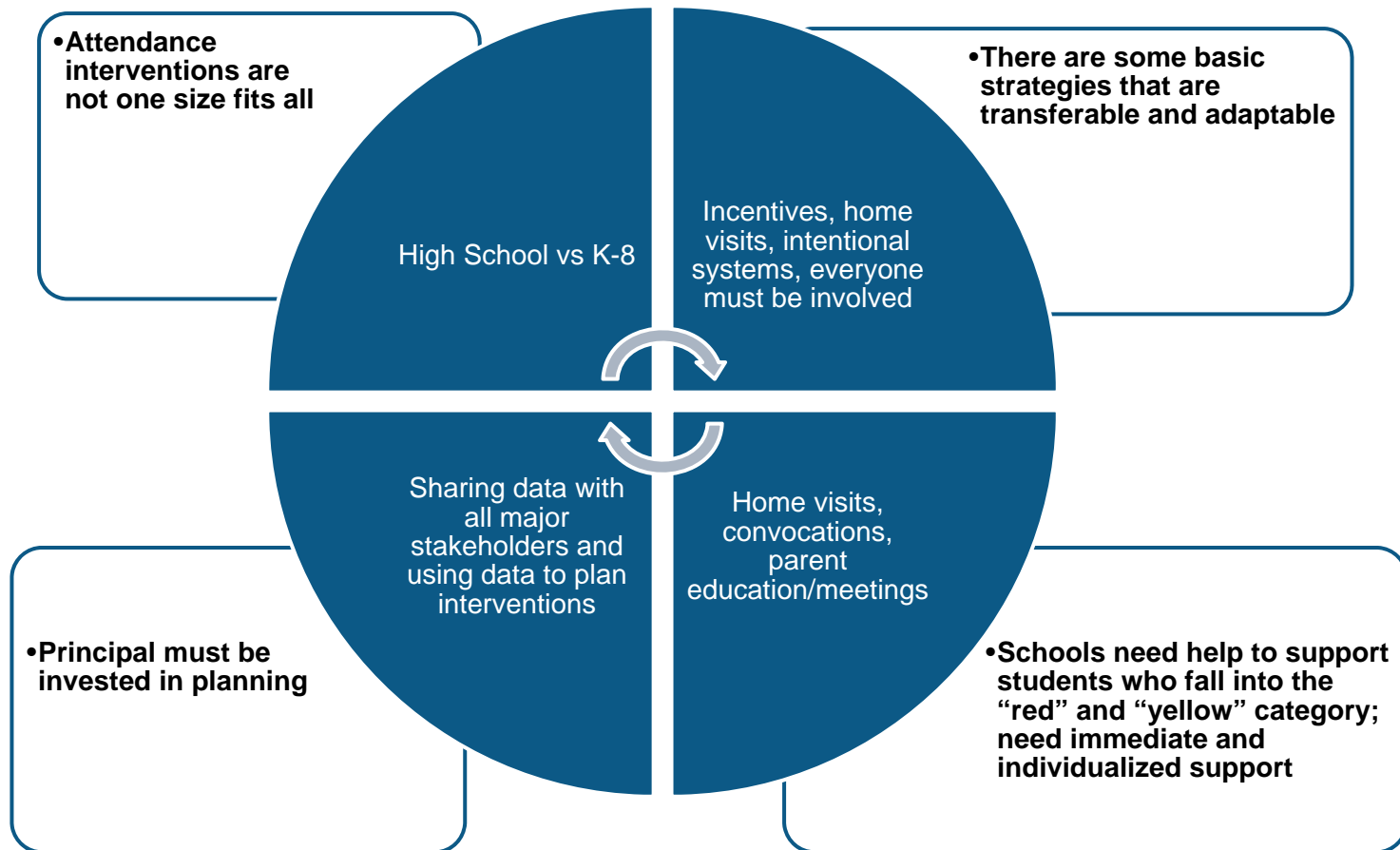
Focused on the “yellow” group

Principal Gearhart conducted home visits

CASE STUDY- SUSSEX AVENUE PRINCIPAL GEARHART'S RECOMMENDATIONS

- Designated individuals to conduct home visits
- Be strategic about monthly incentives
- Attendance counselors knew the community and had valuable relationships with the courts- consider bringing them back

REFLECTIONS & CONCLUSIONS ON SCHOOLS



Challenges

- Attendance data has stayed level
- June attendance decreases significantly
- Need additional Support at the Central Office level to manage, monitor and support district goals

Inputs (Assets)

- Support from Superintendent
- Emphasis on data collection and analysis
- Data sharing with schools; accountability measures

Outputs

- Training and programming that promotes a positive school climate and encourages students to attend school
- Engage the city in partnering with the district on attendance initiatives
- Additional central office staff designated to support schools on attendance management and interventions for students who fall in the “yellow” and “red” categories (conduct home visits, support SST in case managing severe cases, work with court reps).

Outcomes

SUMMARY OF PLAN

1. Continue to share monthly attendance data (district and school) with major stakeholders- Asst. Superintendents, Principals, Student Support Services Team
2. Create a Student Support Attendance Team (District Attendance Coordinator, Attendance Interventionist, and Court reps) that will be responsible for developing and supporting each school in an attendance improvement plan
3. Use a vendor to provide home visit services to schools with greatest attendance needs- students in the “yellow” and “red” category.

NEXT STEPS/QUESTIONS

- Next steps
- Questions

FUTURE ADDITIONAL DATA CUTS

- Deeper cohort analysis
 - How many students went up, down, stayed same in their attendance category
 - Schools where cohort data shows impact (good or bad)
- Impact of attendance on academic achievement
 - Does improved attendance lead to better outcomes and vice versa
 - I'd like to look at changes in PARCC for students who changes attendance categories (both up and down)