

SDPBC FY16-FY17 STUDENT ATTENDANCE

Level	Subgroup	% 11 + Absences			% 15 + Absences			% 21 + Absences		
		FY2016	FY2017	DIFF	FY2016	FY2017	DIFF	FY2016	FY2017	DIFF
		% 11+	% 11+	% 11+	% 15+	% 15+	% 15+	% 21+	% 21+	% 21+
HS	All	12.4	13.3	0.8	8.4	8.9	0.5	5.4	5.7	0.2
HS	All-Female	11.8	12.9	1.0	7.8	8.3	0.6	4.7	5.2	0.4
HS	All-Male	13.0	13.6	0.7	9.0	9.4	0.4	6.1	6.1	0.0
HS	All-Black	13.9	14.5	0.6	9.9	10.3	0.4	6.7	7.0	0.3
HS	Female-Black	12.3	13.3	1.0	8.5	9.2	0.8	5.4	6.2	0.9
HS	Male-Black	15.5	15.6	0.1	11.4	11.4	0.0	8.1	7.7	-0.3
HS	All-Hispanic	14.4	15.0	0.6	9.9	10.2	0.2	6.6	6.3	-0.3
HS	Female-Hispanic	14.5	15.0	0.5	9.9	9.8	0.0	6.2	5.9	-0.3
HS	Male-Hispanic	14.2	14.9	0.7	10.0	10.5	0.5	6.9	6.7	-0.2
HS	All-White	9.8	10.9	1.1	6.0	6.6	0.6	3.5	4.0	0.5
HS	Female-White	9.4	10.8	1.4	5.6	6.3	0.7	3.1	3.6	0.5
HS	Male-White	10.2	10.9	0.8	6.3	6.8	0.5	3.8	4.3	0.5
HS	All-ELL	11.9	13.5	1.6	7.7	8.7	1.0	4.7	5.0	0.3
HS	Female-ELL	11.5	13.9	2.4	7.2	8.5	1.3	4.0	4.8	0.8
HS	Male-ELL	12.3	13.2	0.9	8.1	8.9	0.8	5.4	5.2	-0.2
HS	All-SWD	21.4	22.1	0.7	15.6	16.1	0.5	10.8	11.1	0.4
HS	Female-SWD	21.0	22.1	1.1	14.7	15.2	0.5	10.5	10.1	-0.4
HS	Male-SWD	21.6	22.1	0.5	16.0	16.6	0.5	10.9	11.6	0.7
HS	All-FRL	14.6	15.0	0.4	9.9	9.9	0.0	6.2	6.0	-0.2
HS	Female-FRL	14.3	14.9	0.5	9.5	9.5	0.0	5.7	5.7	0.1
HS	Male-FRL	15.0	15.2	0.2	10.3	10.3	0.0	6.7	6.4	-0.4



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		% 11+	% 11+	% 11+	% 15+	% 15+	% 15+	% 21+	% 21+	% 21+
MS	All	13.7	15.4	1.7	7.9	8.9	1.1	3.8	4.3	0.5
MS	All-Female	12.9	14.7	1.8	7.5	8.3	0.9	3.6	3.9	0.3
MS	All-Male	14.4	16.0	1.6	8.3	9.5	1.3	4.0	4.7	0.7
MS	All-Black	10.4	11.6	1.2	6.4	7.0	0.6	3.3	3.7	0.4
MS	Female-Black	9.7	11.0	1.2	6.1	6.3	0.2	3.2	3.4	0.1
MS	Male-Black	11.0	12.2	1.2	6.7	7.7	1.0	3.3	4.0	0.7
MS	All-Hispanic	14.8	17.3	2.5	8.7	10.3	1.6	4.5	5.0	0.5
MS	Female-Hispanic	13.8	16.4	2.7	8.0	9.7	1.7	4.3	4.6	0.4
MS	Male-Hispanic	15.7	18.1	2.4	9.3	10.8	1.5	4.7	5.4	0.7
MS	All-White	15.9	17.3	1.4	8.6	9.6	1.0	3.7	4.3	0.6
MS	Female-White	15.5	17.1	1.6	8.5	9.3	0.8	3.6	4.1	0.5
MS	Male-White	16.2	17.5	1.2	8.7	9.9	1.1	3.9	4.6	0.7
MS	All-ELL	11.5	12.8	1.3	6.5	7.6	1.1	3.2	3.9	0.7
MS	Female-ELL	11.1	12.3	1.2	6.5	6.8	0.4	3.2	3.8	0.6
MS	Male-ELL	11.9	13.2	1.3	6.5	8.3	1.8	3.3	4.0	0.8
MS	All-SWD	19.3	21.5	2.2	12.1	13.8	1.7	6.3	7.6	1.3
MS	Female-SWD	20.2	21.1	0.9	12.4	13.4	1.0	6.3	7.0	0.7
MS	Male-SWD	18.7	21.6	2.9	12.0	14.1	2.1	6.2	7.9	1.6
MS	All-FRL	13.8	16.2	2.4	8.4	9.9	1.5	4.3	5.1	0.8
MS	Female-FRL	12.8	15.3	2.5	7.8	8.9	1.1	4.1	4.7	0.6
MS	Male-FRL	14.7	17.1	2.4	9.0	10.8	1.8	4.5	5.5	1.0

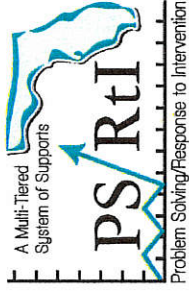


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		FY2016	FY2017	DIFF	FY2016	FY2017	DIFF	FY2016	FY2017	DIFF
		% 11+	% 11+	% 11+	% 15+	% 15+	% 15+	% 21+	% 21+	% 21+
EL	All	30.1	31.0	0.9	17.8	18.2	0.5	8.5	8.3	-0.2
EL	All-Female	29.6	30.7	1.1	17.2	17.8	0.6	8.1	8.1	0.0
EL	All-Male	30.7	31.4	0.7	18.3	18.7	0.4	8.9	8.6	-0.3
EL	All-Black	25.8	26.1	0.3	16.3	16.3	0.0	8.6	8.0	-0.6
EL	Female-Black	24.4	24.7	0.3	15.1	15.2	0.1	7.9	7.2	-0.7
EL	Male-Black	27.2	27.4	0.2	17.4	17.3	-0.1	9.3	8.7	-0.6
EL	All-Hispanic	34.8	36.0	1.2	21.1	21.7	0.6	10.2	10.2	-0.1
EL	Female-Hispanic	34.7	35.9	1.2	21.0	21.3	0.3	10.1	10.0	-0.1
EL	Male-Hispanic	34.8	36.1	1.3	21.2	22.1	0.9	10.4	10.3	0.0
EL	All-White	29.6	30.6	1.0	16.0	16.4	0.4	6.9	6.7	-0.1
EL	Female-White	29.2	30.7	1.5	15.6	16.4	0.8	6.4	6.7	0.3
EL	Male-White	30.0	30.6	0.5	16.4	16.5	0.1	7.2	6.7	-0.5
EL	All-ELL	29.7	30.9	1.2	17.8	18.8	1.0	8.1	8.5	0.3
EL	Female-ELL	29.6	31.0	1.4	17.8	18.4	0.6	8.3	8.2	0.0
EL	Male-ELL	29.8	30.8	1.0	17.7	19.1	1.4	8.0	8.7	0.7
EL	All-SWD	40.5	39.6	-0.9	26.9	26.3	-0.6	14.8	13.8	-1.0
EL	Female-SWD	40.1	39.9	-0.2	26.5	26.5	0.0	15.2	14.2	-1.0
EL	Male-SWD	40.7	39.4	-1.3	27.0	26.2	-0.8	14.6	13.6	-1.0
EL	All-FRL	33.9	34.7	0.8	21.3	21.8	0.5	10.9	10.6	-0.3
EL	Female-FRL	33.1	33.9	0.8	20.6	21.0	0.4	10.4	10.2	-0.3
EL	Male-FRL	34.6	35.4	0.8	22.0	22.6	0.6	11.4	11.0	-0.3



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Report Date: 03-14-17

State: Florida

District: School District of Palm Beach County

Reasons for Chronic Absenteeism Report

Chronic absenteeism, commonly defined as missing 10% or more of instructional days per school year, has significant impact on student outcomes. It is associated with decreased reading levels, overall academic performance, on-time graduation rates, and post-secondary enrollment as well as increased dropout rates.^{1,2} Fortunately, chronic absenteeism rates are alterable at the student and system-level when interventions are appropriately targeted and matched to student needs.

The Reasons for Chronic Absenteeism (RCA) Report provides information about common barriers to attendance experienced by secondary students that may be used to inform a data-based problem-solving process that includes intervention development. This report provides an overview of common barriers experienced by your students as measured by the percentage of students who endorsed an item as “sometimes” or “usually” the reason they missed school. The barriers are organized around the following 12 categories:

- Health Related
- Personal Stress
- Physical Safety/Conflict
- School Climate
- School Stress
- Adult Responsibilities
- Housing/Material Instability
- Legal System Involvement
- Suspension
- Transportation
- Preferred Activity Outside of School
- Value of School

In addition, the report provides student perceptions of their own number of absences and absence rates relative to peers. Also provided are student reports of perceived existing resources or motivators for school attendance and what they think would help them attend school more regularly or miss fewer days. More detailed information for each of the categories and student responses within each category follow as well as recommendations.

¹ Balfanz, R., & Byrnes, V. (2012). *Chronic Absenteeism: Summarizing what we know from nationally available data*. Baltimore: Johns Hopkins University Center for Social Organization of Schools.

² Chang, H. & Romero, M. (2008). *Present, engaged and accounted for: The critical importance of addressing chronic absence in the early grades*. National Center for Children in Poverty (NCCP): The Mailman School of Public Health at Columbia University.

Results

Overall Summary

The data provided are based on 633 middle school student responses. The table below provides an overview of the percentage of all students who responded that rated items in each category as “sometimes” or “usually” the reason(s) they missed school. Health Related reasons were the most commonly reported reasons, followed by Transportation. On the following pages more detailed information is provided for each of the categories.

Overall Responses	
Reason	Percentage
Personal Stress	33.3
Safety/Conflict	24.8
School Climate	31.8
School Stress	30.6
Adult Responsibility	23.7
Health Related	92.7
Housing/Material Instability	14.4
Legal System Involvement	15.5
Suspension	8.4
Transportation	55.5
Preferred Activity Outside of School	34.6
Value of School	33.8

Perceptions of Absences

In order to be eligible to participate in the survey, students had to have missed 18 or more (10%) days of school during the 2015/2016 school year. The Absences Last Year table provides a summary of student perceptions of the number of school days they missed during the 2015/2016 school year. Approximately a third (34.7%) of students accurately recalled and/or reported absences consistent with chronic absenteeism. This may suggest an intervention opportunity to increase student awareness of absences and implications associated with chronic absenteeism.

Reported Number of Absences Last Year	Percentage
0-5 days	19.1
6-10 days	25.0
11-15 days	21.0
16-20 days	14.5
21+ days	20.2

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Absences Last Month

Students were asked to report on their perceived number of absences within the last month. This may be an indicator of students who are on-pace to be chronically absent again this year. As few as two absences per month can lead to 18 or more days of school missed per year. Approximately 67.7% of students reported 2 or more absences in the previous month indicating they may have an increased likelihood of chronic absenteeism during this school year.

Reported Number of Absences Last Month	Percentage
0-1 days	32.1
2-3 days	42.3
4+ days	25.4

Absences Compared to Others

In an attempt to better understand student perceptions about the frequency of their absences, students were asked to report if they perceived they had the same, fewer or greater number of absences relative to other students. A little more than one half of students (57.1%) perceived their absence rate to be less than or the same as peers. This rate may indicate a skewed perception of what is considered typical absence rates and indicate an intervention opportunity for correcting misconceptions and building awareness of good attendance patterns.

Absence Rate Compared to Peers	Percentage
Absence Rate Less than Peers	25.3
Absence Rate the Same as Peers	31.8
Absence Rate More than peers	42.8

Resources/Motivators

To better understand student perceptions of resources or motivators for school attendance, students were asked to identify the reasons that they do come to school. The top reported reason for school attendance was Value of Education (Desire to learn, future goals, to get an education).

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Top 5 Responses	
Motivator	Instances Mentioned
Value of Education (Desire to learn, future goals, to get an education)	366
Peer Relationships	242
School Activities (Clubs, sports, extra-curriculars)	62
Enjoyment of School or School Day	29
Relationships with Adults in School	26
Classes (Content or elective)	26

Supports

Students were asked to provide ideas for what they thought would help them attend school more regularly. The top reported support to improve attendance was Illness Prevention.

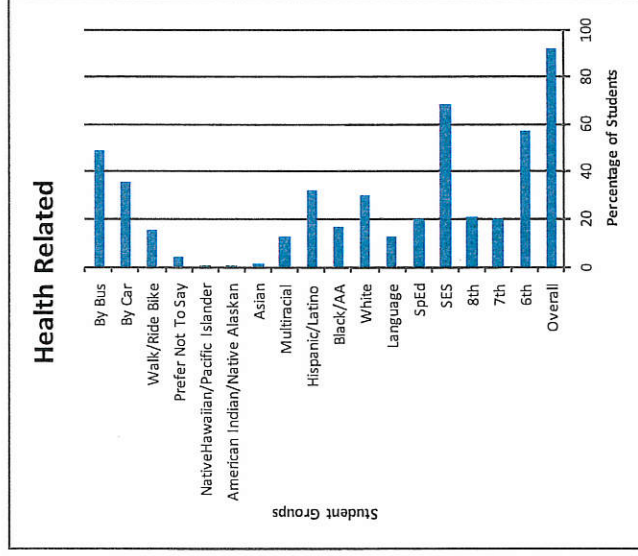
Top 5 Responses	
Supports	Instances Mentioned
Illness Prevention	63
Engaging Environment (More interesting/fun, more hands-on)	52
Level of Difficulty/ Strictness (Less homework, more fair rules, lenient dress code)	36
Academic Support (Tutoring, better teachers, help from teachers)	29
Sleep Routines (Go to bed/get up earlier)	26

Response by Category

Health Related

Health Related barriers were reported by 92.7% of the chronically absent students to be the reasons they missed school “sometimes” or “usually.” Health Related barriers were the most frequently reported reasons for students missing school among all the categories. Items within the health related category measured short-term (cold, flu, etc.) and chronic illnesses (asthma, allergies, disease), medical appointments and the perception of becoming or getting sick while at school.

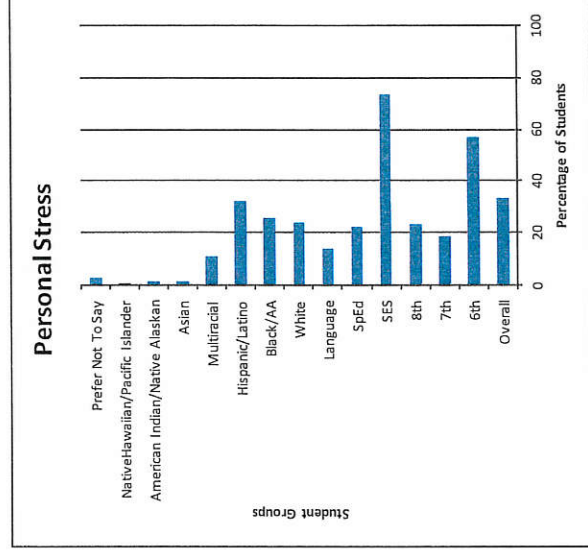
Within grade levels, 6th grade students reported missing school more often for health related reasons. Among student groups, students who arrive to school by bus or car, those who identify as Hispanic/Latino or White, and those who are eligible for special education or free or reduced price lunch reported health related reasons for missing school most often.



Personal Stress

Personal Stress was reported as “sometimes” or “usually” the reason for missing school by 33.3% of the chronically absent students. Personal Stress included items that measured perceived levels of stress, depression or sadness, being too “upset” to attend school, or family emergencies that may include death, illness, injury or “drama.”

Within grade levels, 6th grade students reported missing school more often for personal stress related reasons than other grade-levels. Among student subgroups, students who identify as Hispanic/Latino, White, or Black/African American, and those who are eligible for special education or free or reduced price lunch reported missing school due to personal stress most often.



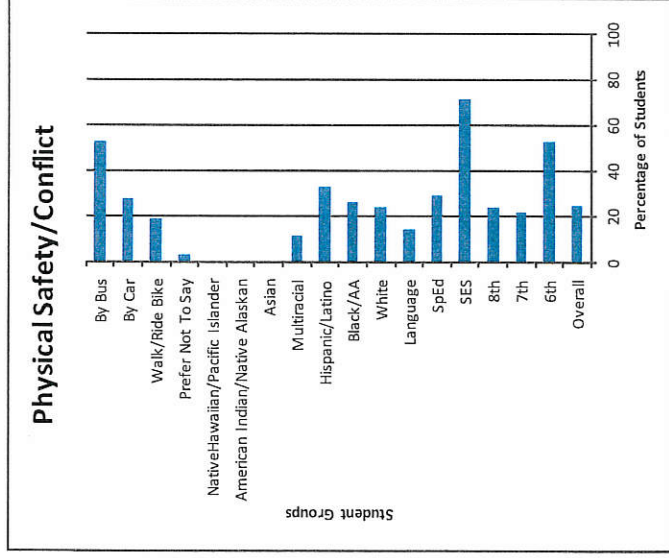
Physical Safety/Conflict

Physical Safety/Conflict reasons were endorsed by 24.8% of students overall. Items in the Physical Safety/Conflict category measured student perceptions of safety on the bus ride or walk to/from

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school, safety while at school, teasing/bullying, or avoidance of other students due to conflict.

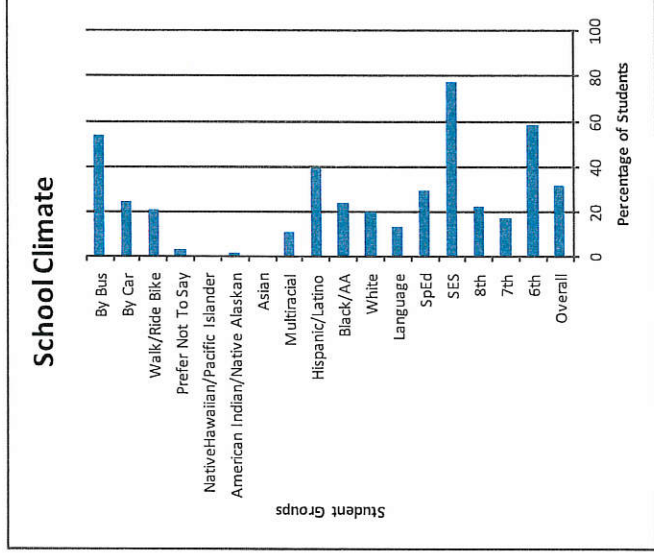
Within grade levels, students in 6th grade reported missing school more often for physical safety/conflict related reasons. Among student subgroups, students who arrive to school by bus, those who identify as White, Hispanic/Latino, or Black/ African American, and those who are eligible for special education or free or reduced price lunch reported missing school due to physical safety/conflict most often.



School Climate

School Climate barriers were reported as “sometimes” or “usually” the reasons for missing school by 31.7% of the chronically absent students. School Climate included items that measured student perceptions of the physical environment of the school (condition, cleanliness, basic supplies) as well as the affective environment (perceived fairness of rules/discipline practices, kindness of others, recognition of absences by others).

Within grade levels, 6th grade students reported missing school more often for school climate related reasons. Among student subgroups, students who arrive to school by walking or biking, bus, or car, those who identify as White, Black/African American, or Hispanic/Latino, and those who are eligible for special education or free or reduced price lunch reported missing school due to school climate most often.



School Stress

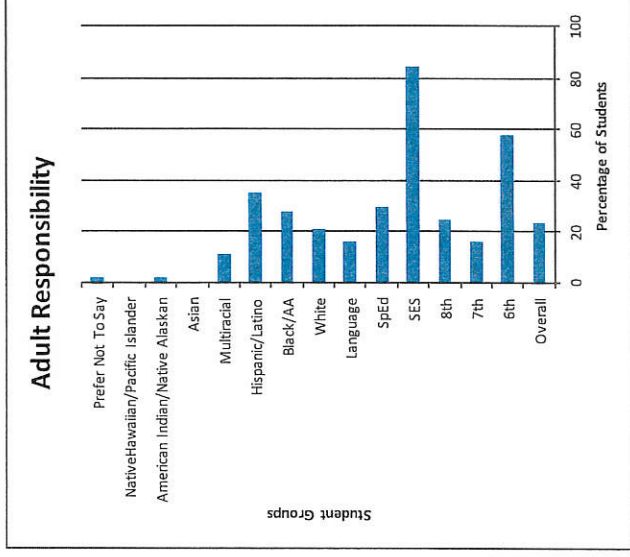
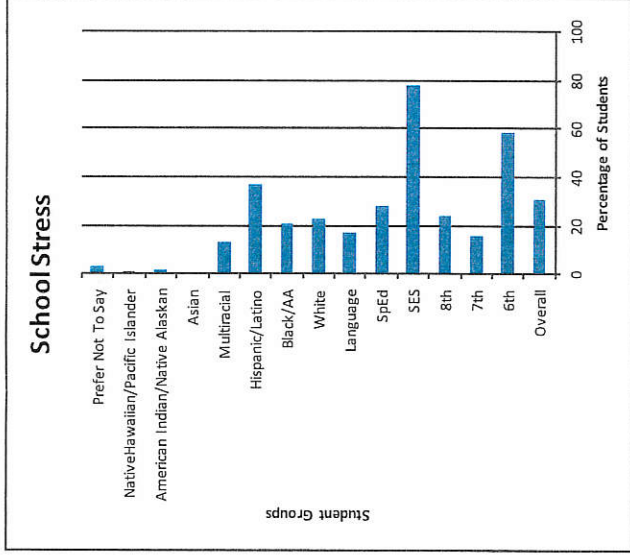
School Stress reasons were endorsed by 30.6% of students overall. Items in the School Stress category measured the perception of the level of difficulty in school work, lack of preparedness for a class, and avoidance of a teacher or class.

Within grade levels, 6th grade students reported missing school more often for school stress related reasons. Among student subgroups, students who identify as White, Hispanic/Latino, or Black/African American, and those who are eligible for special education or free or reduced price lunch reported missing school due to school stress most often.

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Adult Responsibilities

Adult Responsibilities were reported as “sometimes” or “usually” the reasons for missing school by 23.6% of the chronically absent students. Adult Responsibilities included items that measured having to work, care for another family member, or help a family member.

Within grade levels, 6th grade students reported missing school more often for adult responsibilities related reasons. Among student subgroups, students who identify as Hispanic/Latino, Black/African American, or White, and those who are eligible for special education or free or reduced price lunch reported missing school due to adult responsibilities most often.

Housing/Material Instability

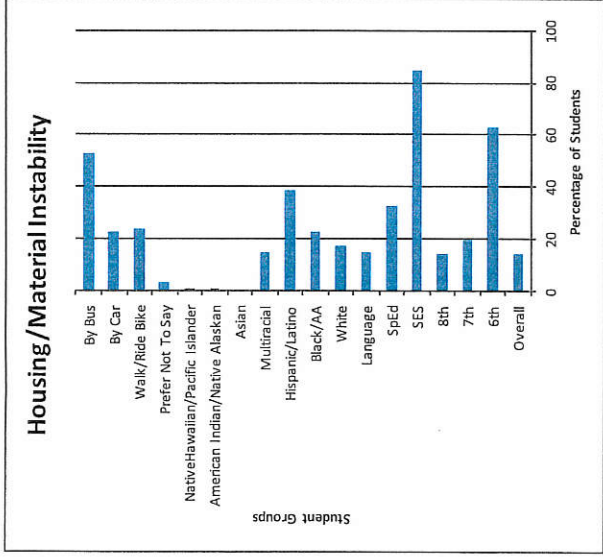
Housing/Material Instability was reported as “sometimes” or “usually” the reasons for missing school by 14.3% of the chronically absent students. Housing/Material Instability included items that measured lack of clean or appropriate clothing or materials for school, mobility, lack of housing or household utilities.

Within grade levels, 6th grade students missing school more often for housing/material instability related reasons. Among student subgroups, students who arrive to school by bus, those who identify as Hispanic/Latino or Black/African American, and those who are eligible for special education or free or reduced price lunch reported missing school due to housing/material instability most often.

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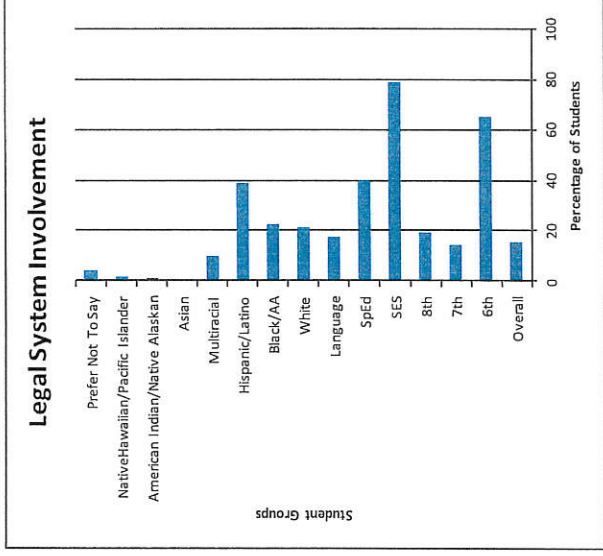
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Legal System Involvement

Legal System Involvement reasons were endorsed by 15.4% of students overall. Items in the Legal System Involvement category measured incarceration (juvenile or adult facilities) and missing school due to court attendance.

Within grade levels, 6th grade students missing school more often for legal system involvement related reasons. Among student subgroups, students who identify as Hispanic/Latino, Black/African American, or White, and those who are eligible for special education or free or reduced price lunch reported missing school due to legal system involvement most often.

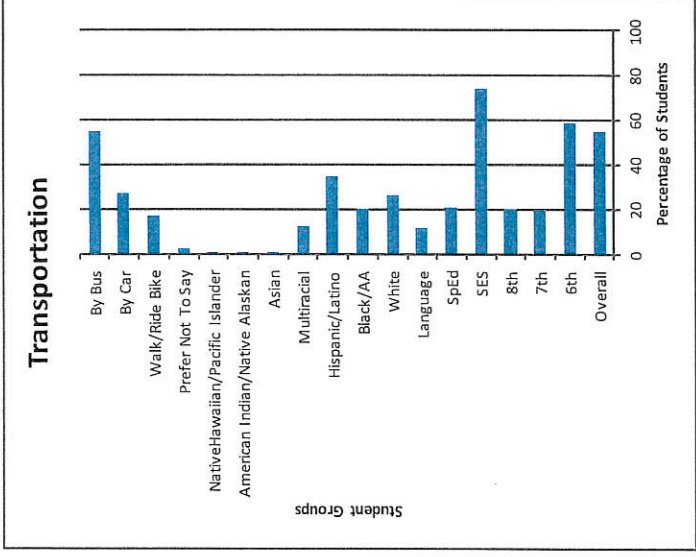
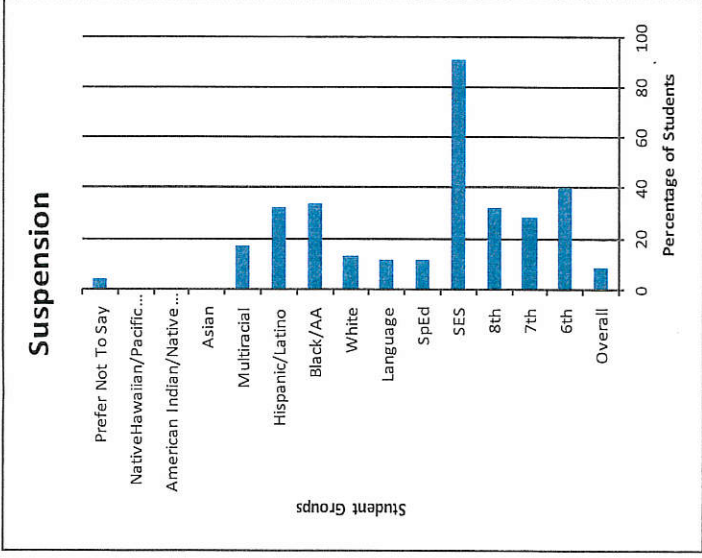


Suspension

Suspensions were reported by 8.3% of the chronically absent students to be the reasons they missed school “sometimes” or “usually.” One item made up this category (student absences due to suspensions).

Within grade levels, 6th grade students missing school more often for suspensions. Among student subgroups, students who identify as Hispanic/Latino or Black/African American, and those who are eligible for free or reduced price lunch reported missing school due to suspensions most often.

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Transportation

Transportation reasons were endorsed by 55.4% of students overall. Items in the Transportation category measured car problems, bus problems (late, missed, did not come), not wanting to walk in bad weather, or being out of town.

Within grade levels, 6th grade students reported missing school more often for transportation reasons. Among student subgroups, students who arrive to school by bus, those who identify as Hispanic/Latino, Black/African American, or White, and those who are eligible for special education or free or reduced price lunch reported missing school due to transportation most often.

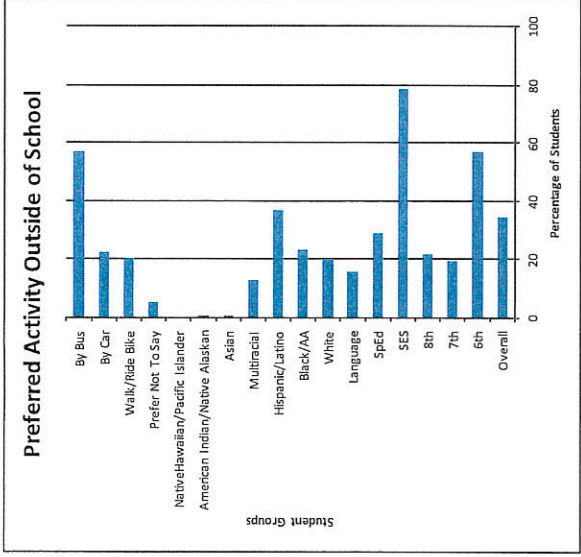
Preferred Activity Outside of School

Preferred Activity Outside of School was reported as “sometimes” or “usually” the reason for missing school by 34.6% of the chronically absent students. Preferred Activity Outside of School included items that measured hanging out with family/friends instead of attending school, staying up too late to get up for school, oversleeping, and substance use.

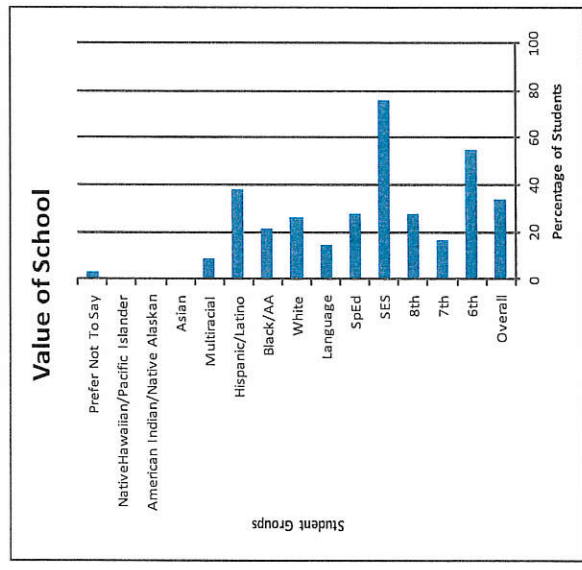
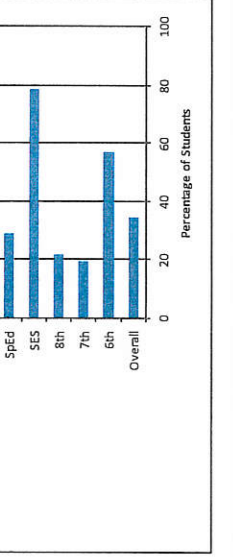
Within grade levels, 6th grade students reported missing school more often for preferred activity outside of school reasons. Among student subgroups, students who arrive to school by bus, those who identify as Hispanic/Latino, Black/African American, or White, and those who are eligible for special education or free or reduced price lunch reported missing school due to preferred activity outside of school most often.

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Within grade levels, 6th grade students reported missing school more often for value of school reasons. Among student subgroups, students who identify as Hispanic/Latino, Black/African American, or White, and those who are eligible for special education or free or reduced price lunch reported missing school due to value of school most often.



Value of School

Value of School was reported as “sometimes” or “usually” the reasons for missing school by 33.8% of the chronically absent students. Value of School included items that measured student perceptions that school is boring, their parents don’t care if they miss school, school will not help them reach future goals, and a general belief that there is no reason to attend school.

Recommendations

Using the data provided in the report to identify common student barriers, is a first step towards improving attendance and reducing chronic absenteeism in your school. Accurately matching interventions to student need is essential to efficiently utilize resources and improve outcomes. Additional problem-solving may be necessary to better understand the needs of some student groups. The following recommendations may be useful as ideas for intervention development. Schools will need to determine which strategies may be most impactful with their population.

- Establish district and school attendance goals and share with all stakeholders (staff, students, families, community partners)
- Ensure consistent attendance data collection and policies/practices across schools and teachers
- Establish district and school expectations for attendance data monitoring, stakeholder messaging and involvement and action-planning

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- Examine current policies/practices to identify those that may inadvertently interfere with student attendance and achievement (school start times, tardy practices, use of in/out of school suspensions, make-up work policies, course fee's, etc.)
- Communication with parents about "avoidable" versus "unavoidable" absences
- Engage in frequent communication regarding attendance in multiple ways to all stakeholders (school marquees, posters, letters, banners, announcements, etc.)
- Recognition of good and improved attendance (awards ceremonies, certificates, recognition at sporting events, calls to parents, drawings, class/grade-level/school competitions and celebrations, incentives, etc.)
- Focused messaging to students and parents about current numbers, acceptable levels and typical numbers of absences per year/semester/quarter/month and implications for achievement/educational outcomes to establish expectations and dispel any misconceptions (Rogers, Attendance Works)
- Establish partnerships with school nurses, community health department, community medical providers to establish preventative care practices (hand-washing, flu shots, mobile medical/dental units, asthma/allergy maintenance) and promote health care access
- Establish communication with local medical and dental providers about scheduling routine check-ups before or after school hours
- Implement structured mentoring programs using peers and adults as mentors (Success Mentors, Check & Connect, etc.)
- Utilize peer attendance partners to establish support networks and accountability
- Utilize school mental health supports for common mental health concerns (anxiety, depression, stress, grief, anger management)
- Consider partnerships with community stakeholders (mental health providers, City Year, Boys & Girls Club, Communities in Schools, etc.) for additional student supports
- Implement a social-emotional curriculum and supports district/school-wide
- Implement common support period such as Power Hour to provide time for: additional time to complete assignments, adult or peer directed academic support, club participation, mentoring, etc. (https://www.eccrsd.us/family/bell_schedule/Power-Hour-Common-Lunch.pdf)
- Engage with community and school partners to develop a school clothes/materials closet with various clothing/uniform items, school supplies, etc.
- Consider alternate options for students to have clean clothing (onsite laundry facilities or partner with community for Laundromat passes, etc.)

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- Work with community partners to ensure safe travel to/from school via walking school buses, safe routes to school (<http://www.saferoutespartnership.org/healthy-communities/101/getting-started>), etc.
- Work with stakeholders to establish alternate transportation options such as car pools, bus passes, late bus, etc.
- Consider ways to use automated call system to provide “wake-up” calls for students- consider use of recordings from featured school or district staff, community members, students
- Partner with families to help establish healthy sleep routines (consistent sleep/wake times, limiting screen time, use of an alarm, etc.) with their children
- Investigate restorative justice practices to build school culture of support and potentially decrease exclusionary discipline practices
- Utilize resources, tools and information from Attendance Works <http://www.attendanceworks.org>

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