Attendance Data School Committee March 28, 2024

Haverhill Public Schools

Excerpt from DESE "Guidance for Developing Attendance Policies February 2022"

•Students who attend school regularly are more likely to have success in school and careers. Research supports the connection between regular attendance and a student's personal, social, and emotional wellness and academic success. When students are not present in school, they miss out on opportunities for social development and are often not able to make adequate academic progress; they may disengage from learning as they get further off-track and may even drop out of school.

•Attendance is an important factor for students to reach four key educational milestones as reported in the Massachusetts Early Warning Indicator System (EWIS):

(1) reading by 3rd grade as assessed on the grade 3 MCAS English Language Arts (ELA) test;
(2) meeting grade level expectations as measured on the grade 6 MCAS ELA and Mathematics tests;
(3) passing all grade 9 courses; and
(4) graduating from high school.

•There are many different reasons that a student may not attend school consistently – for example, work or family responsibilities, chronic illness, lack of stable housing, as a response to falling behind in schoolwork and/or failing courses, behavioral and mental health needs, and other personal or academic challenges. The impact of missing school is significant. Massachusetts data show that 96% of students with high attendance in 10th grade graduate from high school in 4 years, while only 69% of students with low attendance in 10th grade graduate from high school in 4 years.

School	Total Students Gr 1-12	# of Students Chronic	% of Students Chronic	Data Report March 2023
District	7067	2022	28.61%	
HHS	1983	855	43.12%	
9	545	208	38.17%	52.5
10	531	240	45.20%	47.8
11	440	194	44.09%	49.2
12	467	213	45.61%	47.0
Consentino	831	199	23.95%	
5	220	51	23.18%	50.6
6	196	47	23.98%	34.9
7	215	55	25.58%	37.6
8	200	46	23.00%	33.5
Hunking	991	128	12.92%	
1	86	10	11.63%	28.4
2	84	12	14.29%	26.0
3	75	5	6.67%	24.5
4	113	17	15.04%	29.0
5	137	15	10.95%	26.8
6	177	28	15.82%	19.1
7	150	13	8.67%	27.1
8	169	28	16.57%	28.1
Nettle	537	113	21.04%	
5	121	26	21.49%	40.4
6	147	27	18.37%	38.1
7	129	22	17.05%	37.5
8	140	38	27.14%	38.1
JG Whittier	502	107	21.31%	
5	85	19	22.35%	26.1
6	138	35	25.36%	25.9
7	142	31	21.83%	32.1
8	137	22	16.06%	26.8

Some Promising News!

Every school has lowered the percent of student chronically absent in every grade this March compared to last March.

School	Total Students Gr 1-12	# of Students Chronic	% of Students Chronic	Data Report March 2023
Silver Hill	363	93	25.62%	
1	102	30	29.41%	38.0
2	97	24	24.74%	28.9
3	87	23	26.44%	25.3
4	77	16	20.78%	27.0
5				26.5
Bradford	391	115	29.41%	
1	105	34	32.38%	44.5
2	98	27	27.55%	41.3
3	96	21	21.88%	34.8
4	92	33	35.87%	38.0
Golden Hill	379	82	21.64%	
1	94	15	15.96%	46.9
2	96	25	26.04%	25.9
3	93	21	22.58%	34.3
4	96	21	21.88%	42.0
Pen Lake	429	102	23.78%	
1	84	18	21.43%	36.4
2	70	19	27.14%	34.1
3	103	23	22.33%	33.3
4	129	33	25.58%	28.5
5	43	9	20.93%	43.2
Tilton	345	82	23.77%	
1	73	19	26.03%	42.7
2	94	24	25.53%	30.3
3	88	21	23.86%	39.5
4	90	18	20.00%	
Walnut	119	21	17.65%	
1	42	7	16.67%	40.5
2	38	7	18.42%	29.3
3	39	7	17.95%	

Chronic absenteeism - Non-high school
About the Data

Group	2022 Rate (%)	2023 Rate (%)	Change	Target	N	Points	Reason
All Students	37.0	28.8	-8.2	36.0	5,204	4	Exceeded Target
Lowest Performing	47.9	37.4	-10.5	46.8	704	4	Exceeded Target
High needs	43.1	34.4	-8.7	41.3	3,827	4	Exceeded Target
Low income	44.8	36.0	-8.8	42.4	3,452	4	Exceeded Target
EL and Former EL	39.2	27.9	-11.3	36.7	1,034	4	Exceeded Target
Students w/ disabilities	45.5	36.3	-9.2	43.1	1,198	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	6	-	-
Asian	-	-	-	-	92	-	-
Afr. Amer./Black	23.1	19.5	-3.6	20.6	293	4	Exceeded Target
Hispanic/Latino	45.5	35.0	-10.5	42.6	2,423	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	147	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-

Chronic absenteeism - High school
About the Data

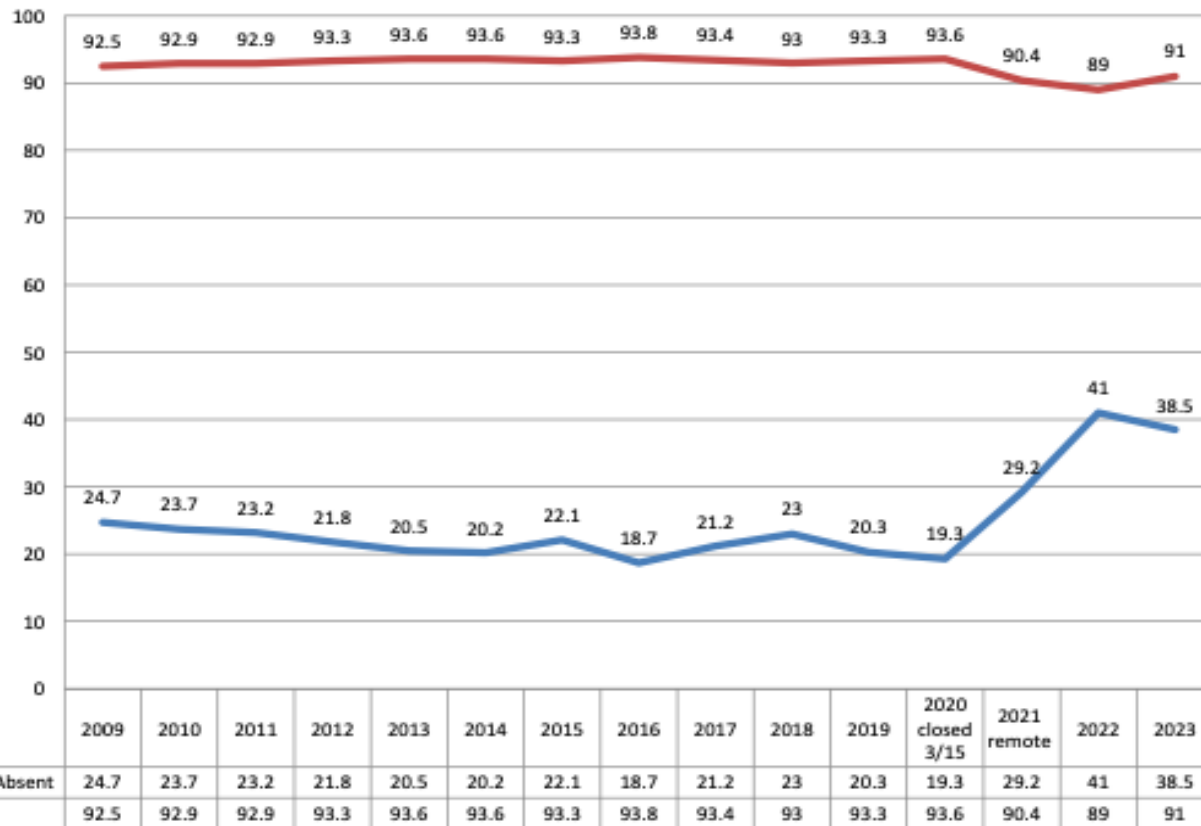| Group	2022 Rate (%)	2023 Rate (%)	Change	Target	N	Points	Reason
All Students	51.7	49.6	-2.1	50.1	2,177	3	Met Target
Lowest Performing	-	-	-	-	-	-	-
High needs	60.6	59.9	-0.7	57.7	1,481	2	Improved Below Target
Low income	63.0	62.2	-0.8	58.5	1,301	2	Improved Below Target
EL and Former EL	58.6	57.1	-1.5	54.5	338	2	Improved Below Target
Students w/ disabilities	61.5	55.5	-6.0	58.0	517	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	6	-	-
Asian	-	-	-	-	36	-	-
Afr. Amer./Black	44.0	38.8	-5.2	40.3	134	4	Exceeded Target
Hispanic/Latino	62.8	60.8	-2.0	58.4	903	2	Improved Below Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	40	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	6	-	-
White	45.0	42.5	-2.5	43.2	1,052	4	Exceeded Target

Haverhill also improved across the board last year for accountability.

School Name	Chronically Absent (10% or more) End of Year 2023	Accountability info 2023 Chronic Absenteeism Rate Baseline (%)	Accountability info 2024 Chronic Absenteeism Rate Target (%)	Current Rate as of March 11
Bradford Elementary	35.4	33.0	31.5	29.41%
Caleb Dustin Hunking School	22.1	22.1	19.9	12.92%
Consentino Middle School	30.9	30.9	28.7	23.95%
Dr Paul Nettle	31.0	31.0	28.8	21.04%
Gateway Academy	85.5	91.4	89.1	77.24%
Golden Hill	32.9	32.7	30.5	21.64%
Haverhill High	48.4	48.4	45.4	43.12%
John G Whittier	24.5	24.5	22.3	21.31%
Pentucket Lake Elementary	30.0	29.0	27.5	23.78%
Silver Hill Elementary School	26.0	25.2	23.7	25.62%
Tilton	29.1	Information related to 2024 targets for certain districts, schools, and/or groups will be available at a later date		23.77%
Walnut Square	28.4	Information related to 2024 targets for certain districts, schools, and/or groups will be available at a later date		17.65%

And on pace to hit all of our 2024 goals

School	2015	2016	2017	2018	2019	closed 3/15	remote	2022	2023
Bradford Elementary	9.5	9	11	13	14.6	20.7	38.6	48.5	42.4
Consentino Middle	16.3	16.9	16.9	23.1	19.5	19.5	38.2	41.5	36.9
District	22.1	18.7	21.2	23	20.3	19.3	29.2	41	38.5
Golden Hill Elementary	19.2	15.5	22.6	24.6	22.2	18.8	30.9	37.7	37.9
Haverhill High School	36.9	31.9	30.6	29.2	27.7	23.2	30	50.9	48.4
Hunking School	8.1	7.7	9.8	10.2	11.9	12.7	18.5	28.1	21.76
Nettle Middle	18.2	10.1	16.2	20.5	19	19.2	32.2	40.1	38.5
Pentucket Lake Elementary	15	14	15.7	16.9	12.7	19	25.9	39.8	34.8
Silver Hill (charter 2009-2018)	6.6	4.8	6.4	6	10.4	13.4	21.7	34.6	29.8
Tilton Elementary	24.1	15.3	23.4	26	24	19	26.1	42.2	35.9
Walnut Square Elementary	8.2	6.8	8.1	12.6	12.9	14.9	23.8	38.5	32.9
Whittier Middle	13.2	10.1	13.8	16.2	15.1	16.1	23.1	35	27.8

District Attendance

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020 closed 3/15	2021 remote	2022	2023
Chronically Absent	24.7	23.7	23.2	21.8	20.5	20.2	22.1	18.7	21.2	23	20.3	19.3	29.2	41	38.5
Final ADA	92.5	92.9	92.9	93.3	93.6	93.6	93.3	93.8	93.4	93	93.3	93.6	90.4	89	91

But still lots of work to be done to get to pre-pandemic rates.

To achieve our goal, we continue our commitment to addressing attendance through tiered interventions.

With a focus on a positive learning community where all students and families feel connected

Tier 1 Universal Supports:

- Clear, concise and consistent communication about schedules and expectations
- Predictable daily/weekly routines, rituals and celebrations
- Community building to create belonging and connection
- Taking attendance in a caring manner
- Recognition of good and improved attendance
- Automated phone calls and letters
- Attendance teams that includes representatives from all aspects of school building that monitors attendance data to activate supports and identify trends

Tier 2 Early Intervention:

- Personalized outreach to families when students' have missed 10% of the school year or when indicators show the student is at-risk for school avoidance
- Meeting with family and student for their input to collaborate in the development of intervention plans
- Psychoeducational CBT group to increase coping capacity ,access to self-regulation spaces, Check-In Check-Out programs.
- Referrals to outside agencies for Individualized physical and mental health supports
- Referral to STAT team to assess possible root causes.

Tier 3 Intensive Intervention:

- Intensive outreach to locate student and family and assess situation
- Filing of 51a if question of neglect.
- Convening of HPS Attendance Panel in conjunctions with multiple agencies
- Filing at Juvenile Court CRA and/or Failure to Send Petitions
- Formal assessment to determine the function of school avoidance