

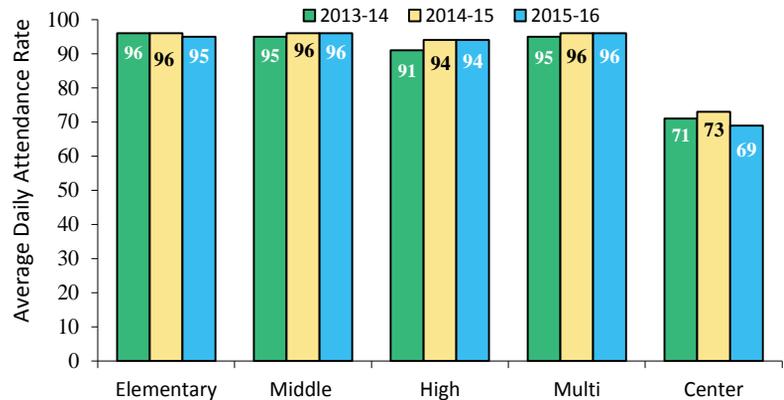
On Average

95%

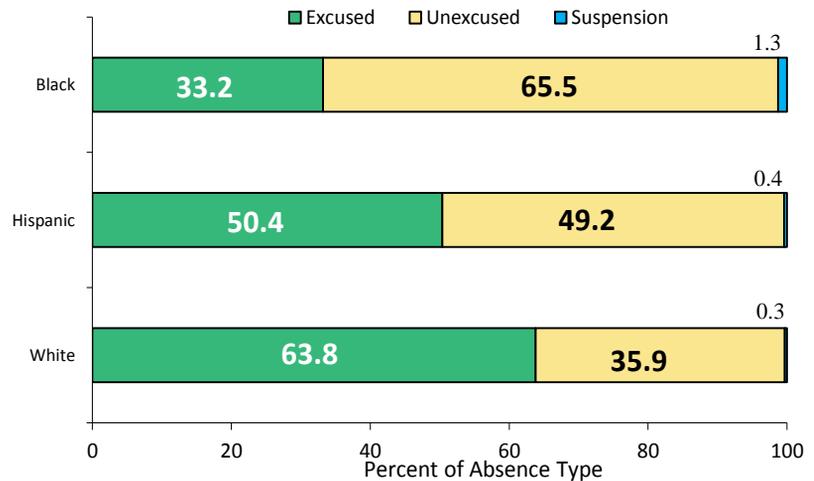
of students are in school everyday

- The average daily attendance rate increased by 1 percentage point to 95% between 2013-14 and 2015-16.
- Attendance was lower for high schools (94%) compared to elementary schools (95%) and Middle Schools (96%). Attendance at centers was the lowest (69%).
- Black, Hispanic, and White students all had a similar average daily attendance rate. However, Black students registered a higher proportion of unexcused absences than Hispanic or White students.
- Students enrolled at centers missed an average of 46 days, while the average high school student missed 11 days during the 2015-16 school year.

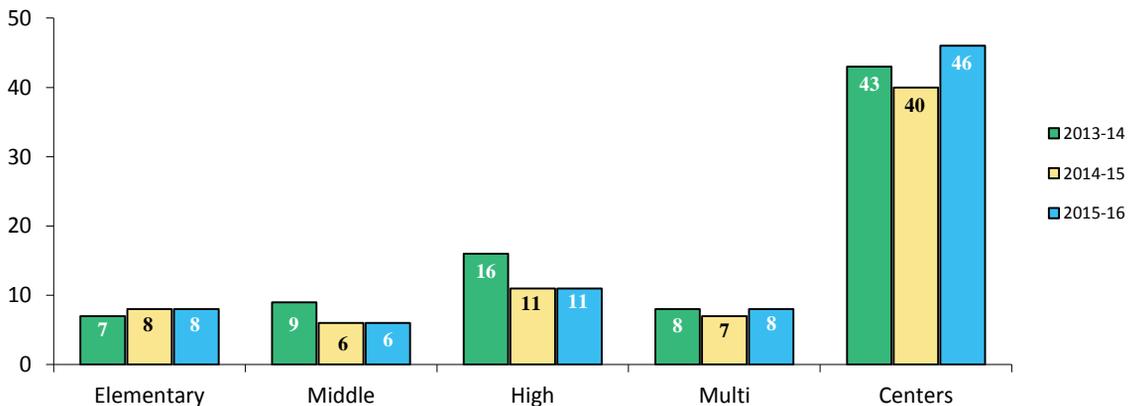
Attendance Rate by School Level



Ratio of Excused to Unexcused Absences by Racial Group



Average Number of Absences per Student



Additional Resources

- Detailed school-by-school results: <http://www.broward.k12.fl.us/sar/releases/briefs/AttendanceAppendices2016.xls>
- Information on BCPS's attendance programs: <http://browardstudentservices.com/attendance-campaign-resources/>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

**DANIEL GOHL
CHIEF ACADEMIC OFFICER**

Original Signatures on File

DATE: October 4, 2016

TO: All Principals

FROM: Daniel F. Gohl
Chief Academic Officer

VIA: Valerie S. Wanza, Ph.D.
Chief School Performance & Accountability Officer

SUBJECT: **STUDENT ATTENDANCE IN BROWARD COUNTY PUBLIC SCHOOLS, 2013-14 THROUGH 2015-16**

Broward County Public School's Average Daily Attendance rate (ADA) **increased** from 93.7% to 94.6% between the 2013-14 and 2015-16 school years. Centers registered the lowest ADA rates ranging from 69.3% to 73.0%.

During the most recent school year, ADA rates were similar for Black students (94.5%), Hispanic students (94.7%), and White students (94.6%). However, when Black students were absent, their absences were more likely to be unexcused (65.5%) as compared to Hispanic (49.2%) and White (35.9%) students. These findings were similar for all three years examined.

Centers registered the highest rate of absence (46 days per student). High schools averaged the next highest rate (11 days per student), followed by elementary schools (8 days per student), multi-level schools (8 days per student), and middle schools with (6 missed days per student). A similar trend can be seen when comparing the rate of unexcused absence to excused absence. At centers 90.6% of all registered absences (excused, unexcused, and suspension days) were unexcused. Multi-level schools had the next largest percentage (57.1%), followed by high schools (51.1%), elementary schools (48.3%), and middle schools (30.3%).

Questions regarding this report should be addressed to **Richard Baum, Director of Student Assessment & Research at 754-321-2500**. This report may also be accessed on the Student Assessment & Research website at: <http://www.broward.k12.fl.us/sar/index.htm>.

RWR/DG/VSW/RGB/SLS/JAC:rs
Attachments

cc: School Board Members
Senior Leadership Team
Directors, Office of School Performance & Accountability
Jody Perry, Director, Charter Schools Support



Research Brief

STUDENT ATTENDANCE IN BROWARD COUNTY PUBLIC SCHOOLS 2013-14 THROUGH 2015-16

This brief summarizes attendance trends in Broward County Public Schools (BCPS) for the three school year period from 2013-14 to 2015-16 at both non-charter and charter schools.

METHOD

Data from all three school years, excluding summers, were gathered from the Districts Data Warehouse. For each school year, the total population reflects the number of students in grades Kindergarten through 12 who attended a BCPS school for at least five days during the year. Student absences are credited to the school the student attended the most during that school year. Absences are classified as excused (parent/guardian notified the school), unexcused (no parent/guardian notified the school), or suspension (external suspension).

OVERALL ATTENDANCE

The Overall District Average Daily Attendance (ADA) rate increased from 93.7% in 2013-14 to 94.6% in 2015-16. Figure 1 illustrates the ADA rate by school level for the three year period. The ADA rate increased at the middle (95.1% to 96.4%) and high (90.7% to 93.8%) school levels. Elementary schools and multi-level schools both remained stable (elementary 95.7% to 95.3%; multi-level 95.4% to 95.6%). The ADA rate at centers decreased from 70.9% to 69.3% over the three year period (see Appendix A for more details).

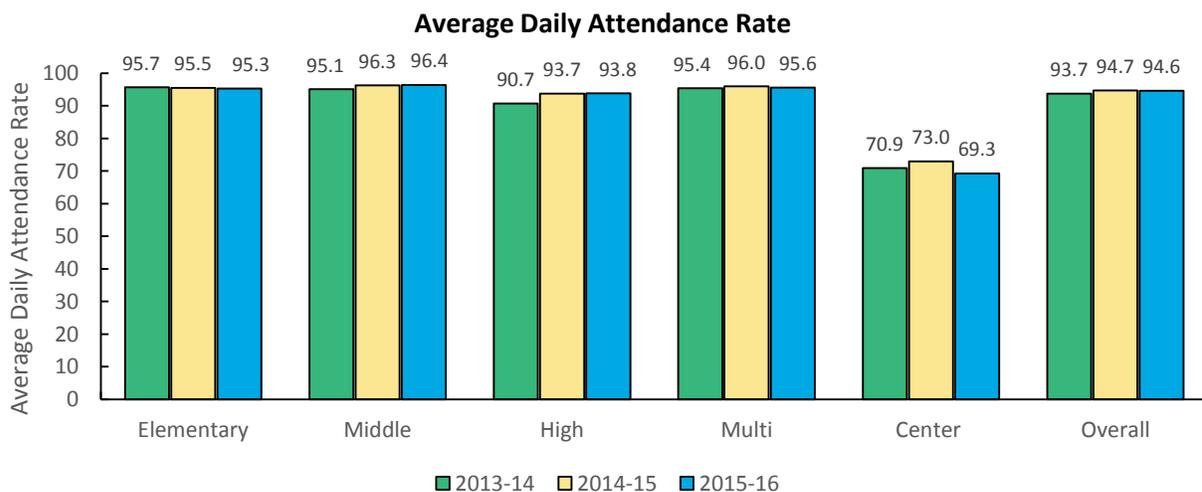


Figure 1. Average daily attendance rate, by school level, 2013-14 through 2015-16.

Figure 2 shows the average number of days absent per student by school type for the three year period. Historically, high school students averaged more days absent than middle and elementary students. Over the three year period the average number of recorded absences increased at the elementary and center schools. During the same time period middle, high, and multi-level schools decreased the average number of recorded absences. Modifications made to the District’s attendance-taking practices effective as of the beginning of the 4th quarter of the 2013-14 school year may help to account for this change. Previously, students were marked as absent if they were not present during the designated attendance period. Students are now recorded as present for the day if they are present for any class. Students at centers averaged more than four times as many days absent than students at the high school level (Appendix B).

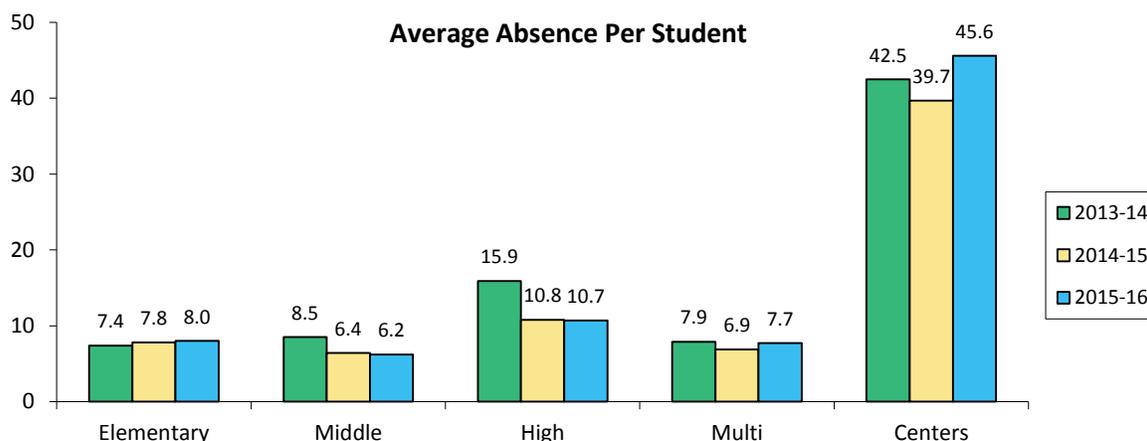


Figure 2. Average number of absences per student, by school level, 2013-14 through 2015-16.

Table 1 displays the average daily attendance rate by students’ racial group for the three-year period. **The ADA increased slightly (0.9 percentage points) between 2013-14 and 2015-16.** Asian students were more likely to be in attendance than all other racial groups (Appendix C).

Table 1

Student Attendance Rates by Students’ Racial Group, 2013-14 through 2015-16

Race/Ethnicity	2013-14		2014-15		2015-16	
	Population	Average Daily Attendance Rate	Population	Average Daily Attendance Rate	Population	Average Daily Attendance Rate
Asian	9,555	95.5	9,634	96.2	9,847	96.1
Black	106,400	93.4	107,736	94.6	107,743	94.5
Hispanic	81,204	93.6	84,785	94.7	88,548	94.7
Multi-Racial	6,957	94.0	7,043	94.8	7,170	94.8
Native American	860	92.7	816	94.5	800	94.0
Pacific Islander	297	93.6	360	94.6	409	94.3
White	64,864	93.8	63,238	94.6	60,963	94.6
District	270,137	93.7	273,612	94.7	275,480	94.6

Table 2 below displays the number and percent of students with perfect attendance and students with 15 or more total absences, by school level. For the most recent school year, middle schools had the highest percent of students with perfect attendance, followed by center and multi-level schools. Centers also had the highest percent of students with 15 or more absences, followed by high schools and elementary schools. Due to the unique types of student populations served at centers, students are more likely to have perfect attendance at some (i.e., exceptional centers such as Bright Horizons) or be absent 15 or more days at others (i.e., alternative centers such as Seagull School).

Table 2
Number and Percent of Students with Perfect Attendance and Fifteen or More Absences by School Level, 2013-14 through 2015-16

	No Absences		15+ Total Absences		Total
	<i>n</i>	%	<i>n</i>	%	<i>N</i>
2013-14					
Elementary	9,229	8.2	14,794	13.1	113,173
Middle	3,756	7.0	8,908	16.6	53,732
High	2,908	3.8	27,870	36.7	76,040
Center	1,253	19.8	4,022	63.6	6,328
Multi	3,282	15.7	3,276	15.7	20,864
2014-15					
Elementary	9,113	7.9	16,712	14.6	114,664
Middle	6,993	13.3	5,523	10.5	52,426
High	6,384	8.3	16,311	21.1	77,336
Center	1,057	15.6	4,454	65.9	6,762
Multi	3,816	17.0	2,883	12.9	22,424
2015-16					
Elementary	8,807	7.7	17,629	15.3	114,907
Middle	7,818	14.8	5,405	10.2	52,830
High	7,737	9.9	15,322	19.6	78,179
Center	878	14.3	4,379	71.5	6,121
Multi	2,901	12.4	3,257	13.9	23,443

ABSENCES BY TYPE: EXCUSED, UNEXCUSED AND SUSPENSION

Figure 3 shows the percent of excused and unexcused absences based on the total number of absences, by school level. Students enrolled at centers were 10 times as likely to be absent without excuse than to have an excused absence (Appendix D).

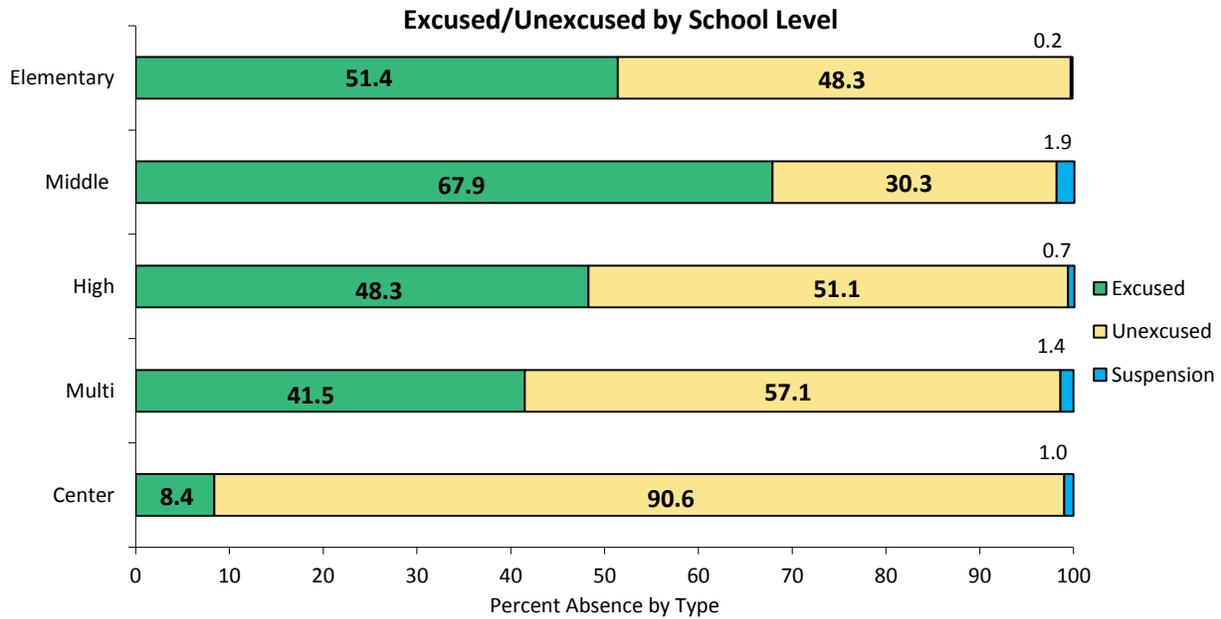


Figure 3. Rate of excused and unexcused absence, by school level, 2015-16

Figure 4 shows the percent of excused and unexcused absences based on the total number of absences, by the three major student racial groups. The data show that although Black, Hispanic, and White students all have a similar average daily attendance rate, Black students registered a higher unexcused to excused absence rate than Hispanic or White students (Appendix E).

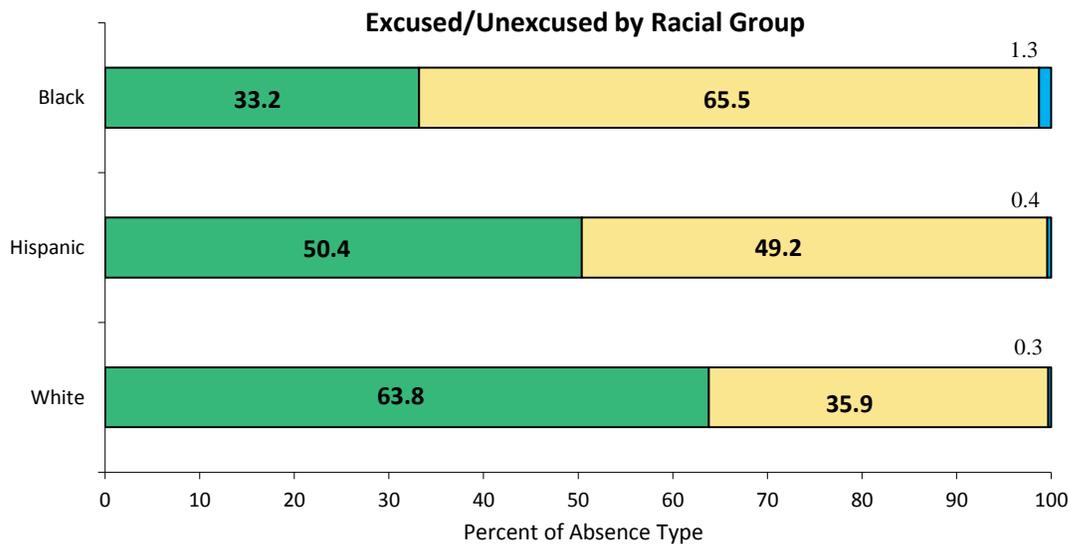


Figure 4. Rate of excused and unexcused absence, by three major racial groups, 2015-16.

SUMMARY

Overall Trends in Attendance

- The District's average daily attendance rate increased by 0.9 percent points from 2013-14 (93.7%) to 2015-16 (94.6%) (Appendix A).
- Attendance was lower (93.8%) for high schools compared to elementary schools (95.3%) and middle school (96.4%). Attendance at centers was the lowest (69.3%), representing a decrease in the average daily attendance rate at centers of 1.6 percentage points over the three year period (Appendix A and Figure 1).
- Students enrolled at centers missed an average of 46 days during the 2015-16 school year. The average high school student missed 11 days, middle school student 6 days, and elementary school student 8 days during the same time period (Appendix B).

Attendance Type

- The District overall registered a decrease in the number and rate of unexcused absences from 2013-14 to 2015-16 (from 55.9% to 52.2%) (Figure 3 and Appendix D).
- Students enrolled at centers were about ten times more likely to be absent without excuse than to have an excused absence (Figure 3 and Appendix D).
- For the 2015-16 school year, middle schools had the highest percent of students with perfect attendance, followed by center, and multi-level schools (Table 2).
- Centers had the highest percent of students with 15 or more absences, followed by high schools and elementary schools in the 2015-16 school year (Table 2).

Student Subpopulations

- Black, Hispanic, and White students all had a similar average daily attendance rate. This was true for all three school years (Table 1 and Appendix C).
- For the 2015-16 school year, Black students had a higher rate of unexcused absences (65.5%), compared to Hispanic students (49.2%) and White students (35.9%) (Figure 4).
- Students who receive free and reduced-price lunch (FRL) and students with disabilities (SWD) had about a 1 percent lower average daily attendance rate than their Non-FRL and Non-SWD counter parts (Appendix C).

DISCUSSION

A number of initiatives addressing attendance have taken place in the 2015-16 school year. The Student Assessment and Research Department began providing attendance dashboards to principals on a monthly basis to help them to identify potential issues early and to track the impact of their interventions. The Department of Student Services, who monitors attendance and initiates policy change, took the following action in this year:

Expanded the use of Attendance Success Coaches

The Reservist program utilizes retired professionals to serve as Attendance Success Coaches who meet directly with students who were chronically absent from school the previous year. Coaches convey to the students the importance of regular attendance, doing well in school, and getting along with peers. They also give students the opportunity to discuss their feelings about school and academic challenges, and provide students with much needed attention from a caring adult. Schools are selected for the program based on their Title I status and level of need as determined using the Social Indicator of Need report.

Created an Annual Attendance Plan Template for Schools

In 2015-16, a new initiative was launched giving schools tools to create an annual attendance plan. Schools receive a template for the plan which includes two years of both their average daily attendance rate and their chronic absenteeism rates.

Increased Awareness Activities

A number of initiatives to promote attendance have taken place over the 2015-16 school year. All middle schools and select elementary and center schools were provided with materials to promote increased attendance awareness among the students, school, parents and community. Promotional materials include large outdoor banners, flyers, pledge cards, lanyards, and stickers for the elementary level. Additionally, the Student Services Department delivered presentations at open houses and community events, and at a board meeting.

Student Attendance Recognition Awards

Awards are given on an annual basis to recognize students with exceptionally high attendance. A Best-in-Class Attendance Award is given to the student who has been continuously enrolled in a BCPS school from Kindergarten through 12th grade who has the best cumulative attendance. Awards are also given to the elementary, middle, and high school students who have the best attendance in their District for their school level.

Attendance Taking Policy

Made changes in attendance-taking practices effective as of the beginning of the 4th quarter of the 2013-14 school year. Students are counted as in attendance if they attended any part of the day. Previously, students needed to be present during the attendance-taking period.

The Department of Student Services handles all matters concerning student attendance. This discussion summarizes current initiatives related to student attendance. For further information regarding attendance policies and/or initiatives please contact Laurel E. Thompson, Ph.D., Director of Student Services, (754) 321-1550.

DETAILED APPENDICES

(Available On-line at <http://www.broward.k12.fl.us/sar/Releases.htm>)

Appendix A

Average daily attendance rate by school level, 2013-14 through 2015-16

Appendix B

Average number of absences per student, by school level, 2013-14 through 2015-16

Appendix C

Average daily attendance rate by students' demographics, 2013-14 through 2015-16

Appendix D

Total number and percent of excused and unexcused absence, by school level, 2013-14 through 2015-16

Appendix E

Total number and percent of excused and unexcused absence, by race/ethnicity, 2013-14 through 2015-16

Appendix F

Number of Absences, Average Daily Attendance Rate, and Number of Absences by Absence Type, by School 2013-14 through 2015-16

Prepared by

Jack Ciminera, Database Researcher IV
Sandra Skinner, Ph.D., Research Specialist
Richard Baum, Director

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