CHRONIC ABSENTEEISM TABLE

The New Jersey School Performance Report evaluates information on school attendance. Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student’s ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as a measure of school quality and student success within the Every Student Succeeds Act (ESSA) accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during a school year. Students with fewer than 45 days in membership are excluded from attendance calculations.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SCHOOL YEAR | 20-21 | 19-20 | 18-19 | 17-18 | 16-17 | 15-16 | 14-15 | 13-14 | 12-13 | 11-12 |
| Percent of students Chronically absent for Chelsea Heights School | \*5.01  ...as of 5/3/2021 | \*\*\*\*\*  2.3%  \*\*\*\* | 5.1 | 10.4 | 9.4 | 9.7 | 7.25 | 5.0 | 6.0 | 6.0 |
| District Average | N/A | \*\*\*\*  20.0% | 23.4 | 21.4 | 21.7 |  |  |  |  |  |
| State Average | N/A | \*\*\*\*\* | 9.0 | 9.1 | \*\* | \*\* | \*\*\*  10 |  |  |  |
| Peer School  Percentile | N/A | \*\*\*\*\* | N/A | N/A | \*\* | \*\* | \*\* | 71 | 100 | 90 |
| Statewide percentile | N/A | \*\*\*\*\* | N/A | N/A | \*\* | \*\* | \*\* | 68 | 67 | 62 |

\* From PowerSchool

\*\* No state data

\*\*\* Advocates for Children of New Jersey September 2016

\*\*\*\* Above numbers were calculated following guidance in the Chronic Absenteeism Guidance *v3 May 2019* and the [NJ School Performance Report Reference Guide 2019-2020](https://rc.doe.state.nj.us/Documents/1920/ReferenceGuide.pdf).  Snap shot of  NJSMART. NJSMART exports only active students, not inactive.  The information contained in the table above was extracted from that file.

\*\*\*\*\* Due to the COVID-19 pandemic, the New Jersey Department of Education (NJDOE) received a federal waiver which removed the requirement to report on chronic absenteeism and related accountability measures for the 2019-20 school year. As a result, NJDOE will not report on chronic absenteeism and other attendance data for 2019 -20.

<https://www.nj.gov/education/students/safety/behavior/attendance/>

Chronic absenteeism is a national issue that has a direct impact on student learning and achievement. Based on the New Jersey School Performance Report and research throughout the state, the New Jersey Department of Education has selected chronic absenteeism as a measure of school quality and student success for the Every Student Succeeds Act (ESSA) accountability plan. Evidence has shown that when a student becomes chronically absent, it is harder for them to achieve academic success. Two absences per month are enough to jeopardize student achievement. Therefore, the Chelsea Heights School has formed a teacher-led collaborative team/advisory committee comprised of teachers who have worked collaboratively to combat chronic absenteeism.

Thus far, from 2014 to 2021, our committee has obtained excellent results by keeping the rate of chronic absenteeism for our students below the state average rate, with the exception of the 2017-2018 school year. The one year that Chelsea Heights was above the state average, it was by a mere 1%. Additionally, 73% of the Chelsea Heights School population is derived from low-income families. The chart below shows how well Chelsea Heights has performed this school year, compared to other schools in the Atlantic City School District, which have a cumulative chronic absenteeism rate of 20%.

The below table EXCLUDES any student with less than 45 days in membership, as well as Pre-K.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CHELSEA HEIGHTS SCHOOL** | | | | |
| **Grade Levels**  **(K-8)** | **Total of Number Students Not Chronically Absent** | **Total of Number Students Chronically Absent** | **Grand Total** | **School-Level Chronic Absenteeism Rate (Excluding Students <45 Days in District)** |
| **Grand Total** | **340** | **8** | **348** | **2.3%** |
| **DISTRICT** | | | | |
| **Grade Levels**  **(K-12** | **Total of Number Students Not Chronically Absent** | **Total of Number Students Chronically Absent** | **Grand Total** | **School-Level Chronic Absenteeism Rate (Excluding Students <45 Days in District)** |
| **Grand Total** | **5105** | **1276** | **6381** | **20.0%** |

Above numbers were calculated following guidance in the Chronic Absenteeism Guidance *v3 May 2019* and the [NJ School Performance Report Reference Guide 2019-2020](https://rc.doe.state.nj.us/Documents/1920/ReferenceGuide.pdf).  Snap shot of  NJSMART. NJSMART exports only active students, not inactive.  The information contained in the table above was extracted from that file.

The teacher-led collaborative team on Chronic Absenteeism has implemented ideas and strategies to engage staff members, students, their families, and even the community to improve student attendance. The committee developed a multi-faceted approach to keep the rate of chronic absenteeism below the state average.

Incentives

Attendance incentives have been the most effective part of our plan. That said, identifying students who are trending towards being chronically absent is the first step of our plan. Classroom teachers make parental contact, informing parents that their child’s attendance may eventually become an issue. Our primary goal is to be preemptive, as we strive to keep students from *even being labeled* as chronically absent. Our incentives for attendance have become a part of our school’s philosophy and culture, as students are aware of what they may receive for being present every day. Ice cream socials, morning movies, pizza parties, middle-school dances, perfect attendance trips, classroom banners, and marking-period certificates have been invaluable incentives in reaching our goal.

Interventions

Our teacher-led collaborative team is continually monitoring attendance data. Relevant data is then analyzed and clarified, and the results have developed into a variety of interventions such as a morning attendance program and having teachers call home after three absences. After four absences, an action plan is determined and administered. After seven days of absences, truancy is notified. Lastly, letters are sent home at five, ten, and fifteen-day intervals. Moreover, ongoing staff professional development is also integral to the success of our attendance plan. Additionally, we have taken the opportunity to educate our students’ parents during our Back-to-School night and parent-teacher conferences.  In closing, the collaboration between staff, students, and parents has had a positive and direct impact on student attendance, and ultimately, student achievement.