

Options for Adjusting for Student Attendance in the Local 20%



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Local unions and school districts are required to negotiate the assessments to be used in a teacher's sub-component score for the Locally Selected Measures of Student Achievement. Many local presidents have raised concerns about the impact students' attendance has on student achievement; they have asked if attendance can be taken into account in the local 20%. If your local and district is considering adjusting for attendance in the calculation of the local 20%, SED has indicated that attendance adjustments are allowed. SED Guidance indicates adjustments for attendance are acceptable as long as no students are excluded as part of the adjustments. **SED has limited the total number of adjustment points allowable under either of the student performance sub-components (local or growth) to two points.**

This document provides two options for adjusting for student attendance. According to SED, to implement an adjustment for attendance, districts must be able to assure they have a process in place that accurately collects student attendance data to use in the weighting calculation. Districts must also have a plan in place designed to improve student attendance. We have provided one approach to meeting this requirement.

Option #1- Weighting Scores for Attendance

NYSUT, in consultation with researchers, have developed the following methodology for adjusting teacher scores based on student attendance:

The steps are:

1. Multiply each students' assessment score (X_i) by the number of days they were in attendance (W_i)
2. Sum Step 1 scores for an all student number (sum of $X_i * W_i$)
3. Sum all days attended by student group (sum W_i)
4. Divide Step 2 by Step 3 (Sum of $X_i * W_i$)/(Sum of W_i)

The following is an example:

Student #	Days of Attendance (W_i)	Score (X_i)	Calculation ($X_i * W_i$) (Step 1)	Result of Step 1
1	175	98	$98 * 175$	17150
2	100	94	$94 * 100$	9400
3	75	72	$72 * 75$	5400
4	50	50	$50 * 50$	2500
5	150	86	$86 * 150$	12900
Sum	550 (Step 3)	400		47350 (Step 2)
Average Score		$400/5 = 80$		
Weighted Average	$47350/550 = 86.09$ (Step 4)			

The average score for these five students would be 80 the score that has been adjusted, or weighted, based on the number of days each student was in attendance is 86.

Option #2- High School Absenteeism Procedure

The following approach was approved by SED to meet the APPR requirements of a district with a School Improvement Grant (SIG). If the combined “severe” and (plus) “chronic” absenteeism percentage in the school (school-wide percentage) is greater than the combined District-wide “severe” and (plus) “chronic” absenteeism percentage, the HEDI growth percentages for both the “increase in the percent of students passing the five core Regents” and the “school-wide increase in the percent of students receiving five course credits towards graduation” will decrease by the percentage of the difference between the District and school-wide combined percentages. The data from the District Student Attendance Report will be utilized for the absenteeism procedures calculations. The report defines chronic absenteeism as missing 10% but less than 20% (approx. 18-35 days) of the school year and severe absenteeism as missing 20% or more (approx. 36 days or more) of the school year.

The steps to calculate this are:

1. Sum the School-wide percentages of severe (SS%) and chronic (SC%) absenteeism
2. Sum the District-wide percentages of severe (DS%) and chronic (DC%) absenteeism
3. If Step 1 is greater than Step 2 then subtract Step 2 from Step 1

The following is an example:

Individual school combined severe and chronic absenteeism (Step 1)	45%
District-wide combined severe and chronic absenteeism (Step 2)	40%
Difference (Step 3)	05% (or .05)

For this example, the negotiated minimum for reaching highly effective is a 3% increase in students receiving five course credits towards graduation.

Calculating a new minimum growth:

Highly effective (current) >3% increase

$3 \text{ (minimum growth to reach H.E.)} \times .05 \text{ (school/district difference from above)} = .15$

$3 \text{ (minimum growth to reach H.E.)} - .15 \text{ (school/district difference)} = 2.85\%$

2.85% is the adjusted minimum growth to reach highly effective.

SED Requirement – SED requires districts using an adjustment for attendance to have a plan for improving attendance.

One way of addressing SED’s requirement for an APPR plan to address issues of attendance would be to formalize a teacher/district responsibility plan structured around attendance benchmarks, for example:

Number days of Student absence	Action
Ten days	Teacher reports absence, school notifies parents and arranges parent teacher conference with principal and teacher (if necessary).
Twenty days	Teacher reports absence, school notifies parents and arranges parent teacher conference with principal and teacher. Refers student to attendance teacher and student support teams (SST).
Thirty days	Teacher reports absence, school arranges meeting with Principal, SST, attendance Teacher, refers student to Pupil Personnel and/or appropriate agency.

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