



Boston Public Schools

**Revised Attendance  
Policy & Procedures  
SY21-22**

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# Key Rationale

- Consolidate three circulars to one
- Update strategies and best practices with a focus on chronic absenteeism
- End policy of student tardy conversion
- Discontinue no credit (NC) policy
  - Tardies no longer lead to unexcused absences that convert to an “F”
  - Align with District’s shift to competency-based grading
- Student-centered, non-punitive language
- Remove procedures that are no longer relevant (attendance waivers)
- Elimination of Habitual School Offender (HSO) language to reflect state statute
- School leader decisions for CRA aligned with spirit and protocol of Code of Conduct (CoC)

# Alignment with District Priorities

## **Policy to Eliminate Opportunity & Achievement Gaps**

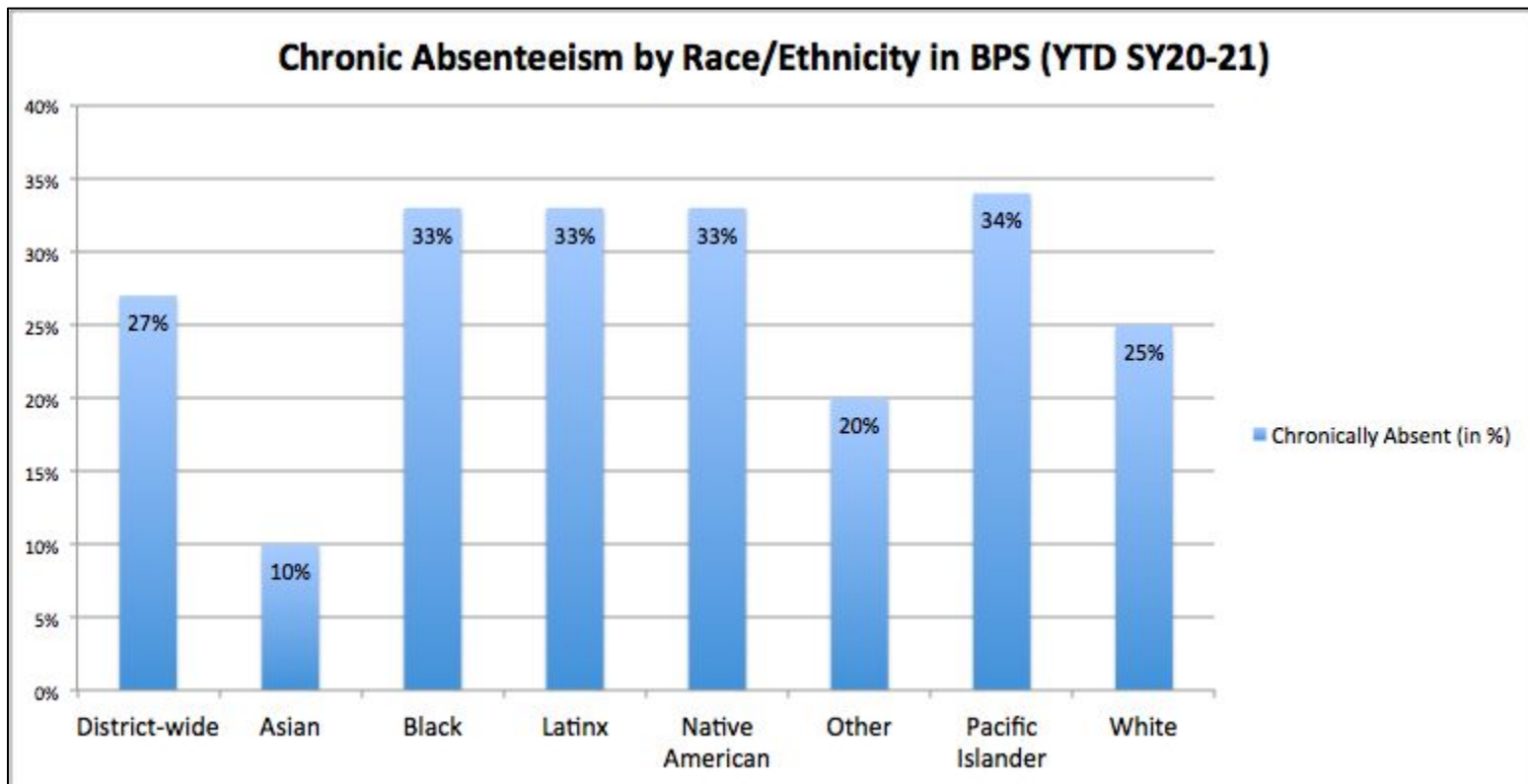
- GOAL 5: DISMANTLING STRUCTURAL BARRIERS AND PROVIDING GREATER ACCESS TO OPPORTUNITIES
  - To create a District that prioritizes its capacity to give each child equitable access to opportunity and achievement, while vigilantly identifying and dismantling cultural, structural, racial and social barriers that could hinder their access to high quality learning environments.

## **Strategic Vision**

- COMMITMENT 2: ACCELERATE LEARNING
  - 2.6 Reduce chronic absenteeism by ensuring that students are welcomed into joyful and engaging classrooms and where their unique needs can be met.
  - 2.7 Make every school a safe space for every BPS student, offering the support and protection needed to learn, grow, and thrive.



## Focus on Chronic Absenteeism



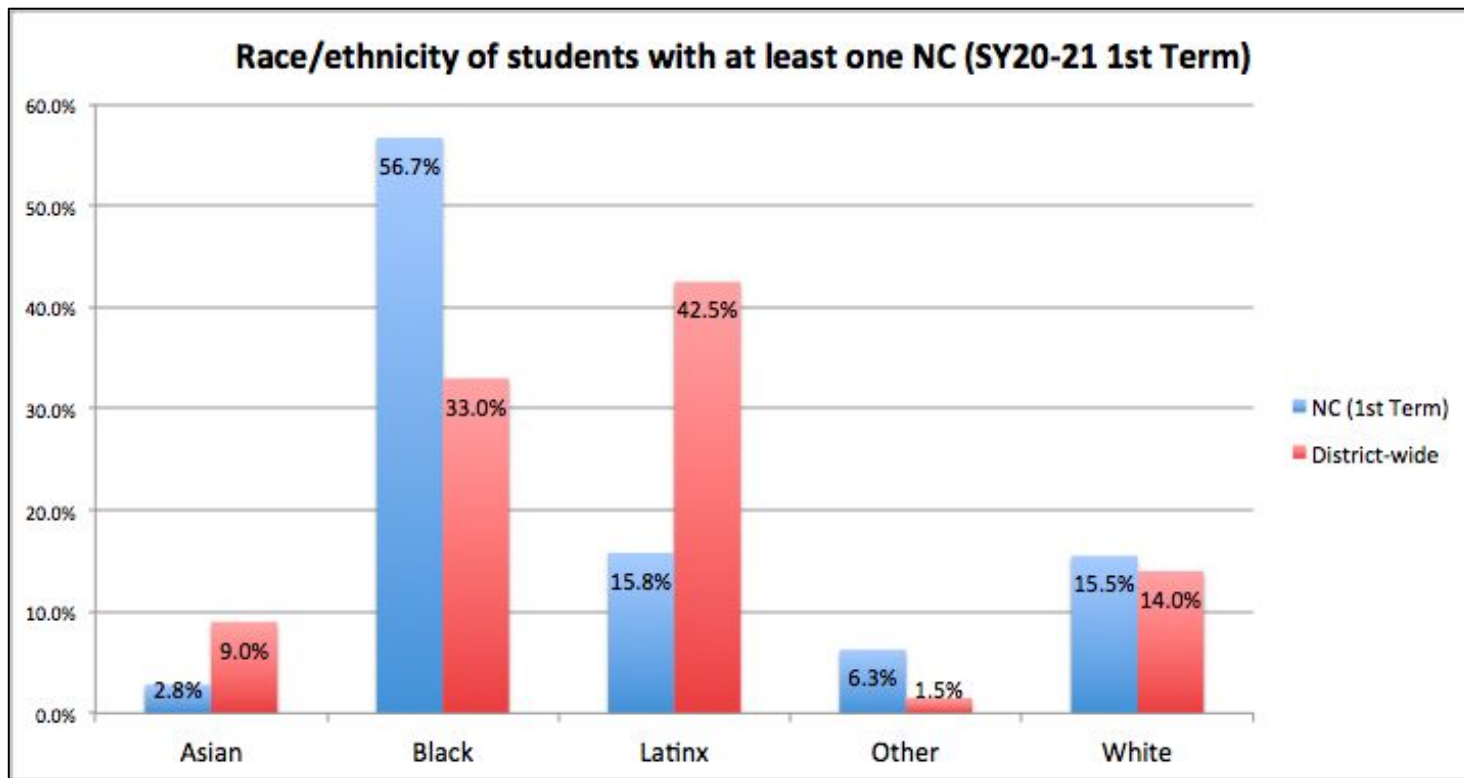
# Focus on Prevention & Intervention

<i>Aspen Student Information System (SIS)</i>	<i>Panorama Student Success</i>
<p><b>Aspen will be used to:</b></p> <ul style="list-style-type: none"><li>→ input daily student attendance</li><li>→ house master student schedules and courses</li><li>→ enter course grades</li><li>→ house individual teacher schedules</li><li>→ teacher attendance</li><li>→ to recommend to Suffolk County Juvenile Court and record documentation for an Attendance Intervention Plan (AIP)</li></ul>	<p><b>Panorama Student Success will be used to:</b></p> <ul style="list-style-type: none"><li>→ display student data</li><li>→ house student success plans</li><li>→ assign team members for communication and collaboration</li><li>→ help track information in one place, including assessments from Illuminate</li></ul>

- Consistent outreach and support to students and families who are struggling with chronic absenteeism is a fundamental best practice.
- Schools use the Panorama Student Success Platform to monitor student attendance progress, as well as to document interventions and success plans.



## No Credit (NC) Policy Data Insights



# Students Earning No Credit (NC)

## SY19-20

SY19-20 Group	% of "NC"	% of BPS
Students experiencing homelessness	8.1%	8%
Students with disabilities	32.3%	21%
English Learners	38.1%	32%

SY19-20 Group	% of "NC"	% of BPS
Asian	2.3%	9%
Black	51%	33%
Latinx	8.6%	42.5%
White	27.7%	14%

## SY20-21 (1st Marking Period)

SY20-21 Group	% of "NC"	% of BPS
Students experiencing homelessness	10%	8%
Students with disabilities	22.5%	21%
English Learners	28%	32%

SY20-21 Group	% of "NC"	% of BPS
Asian	2.8%	9%
Black	56.7%	33%
Latinx	15.8%	42.5%
White	15.5%	14%

## Proposed Revisions to No Credit (NC) Policy

### Prior Policy

**Credit Recovery/No Credit:** Any student with more than three unexcused absences in a marking term (four unexcused absences in schools with three marking terms) – or more than 12 unexcused absences for the school year – will receive a grade of “NC” (no credit) if the student otherwise earned a passing grade. The following guidelines apply:

- If a student has earned a passing grade, he or she may change the “NC” to a letter grade by passing the final exam at the end of the year.
- If a student has not earned a passing grade, he or she will receive an “F.”
- If a student receives an “NC” for one or more marking terms, but does not exceed 12 unexcused absences for the school year, the “NC” will be converted at the end of the school year to the grade the student would have otherwise received.

In all cases of absence, a student must be given the opportunity and responsibility to make up the work missed within a marking period.

### Proposed Policy for SY21-22

**Credit Recovery (No Credit Policy Discontinued):** In order to facilitate competency-based grading across the district, the No Credit (NC) policy regarding students having three unexcused absences in a marking term (four unexcused absences in schools with three marking terms) has been discontinued. As a result, schools should no longer assign grades of “No Credit (NC)” to students. The following guidance has been provided regarding credit recovery for students:

- Passing grades should be competency based, which may be impacted by attendance due to missed assignments or school work, but should not be tied exclusively to attendance or participation.
- It is essential that schools outreach early and often for students at risk of a failing grade.
- As an alternative, schools may mark a student with an “incomplete” grade to enable equitable learning recovery.
- In all cases, a student not earning a passing grade must be given the opportunity and responsibility to equitably recover any learning loss or make up the work missed within a marking period to earn a passing grade.



# Appendix

# Counts of Students Earning No Credit (NC)

## SY19-20

SY19-20 Group	1+ NC	BPS
Students experiencing homelessness	197	4,272
Students with disabilities	785	11,215
English Learners	925	17,089

SY19-20 Group	1+ NC	BPS
Asian	56	4,807
Black	1,239	17,624
Latinx	209	22,698
White	673	7,477

## SY20-21 (1st Marking Period)

SY20-21 Group	1+ NC	BPS
Students experiencing homelessness	98	4,272
Students with disabilities	219	11,215
English Learners	273	17,089

SY20-21 Group	1+ NC	BPS
Asian	27	4,807
Black	553	17,624
Latinx	154	22,698
White	151	7,477