

# TACKLING CHRONIC ABSENTEEISM

<https://tinyurl.com/chronicabs>

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# TRUE or FALSE?

- A school with a >95% average daily attendance rate doesn't have a chronic absenteeism problem
- According to ESSA accountability rules, schools are accountable for chronic absenteeism beginning at first grade
- Regular attendance in Kindergarten doesn't really matter
- Absences are only a problem if they are unexcused
- Absenteeism during the K-8 years is a better predictor of graduation than eighth grade test scores.

# OBJECTIVES

- Understand Chronic Absenteeism and how it impacts school & district accountability
- Identify practices to examine Chronic Absenteeism
- Explore strategies and resources to improve student attendance



# ACCOUNTABILITY

# INDICATORS

## Student Academic Achievement

For **all schools**, based on the Composite Performance Index, which measures achievement on state assessments in English language arts (ELA), math and science. For **high schools**, also measures achievement on state assessments in social studies

## Student Growth

For **elementary and middle schools**, measures student growth on statewide assessments in ELA and math for students in grades 4-8 by comparing the scores of students in the current year to the scores of students with similar scores in prior years

## Academic Progress

For **all schools**, measures student progress on state assessments in ELA and math against long-term goals and measures of interim progress (MIPs).

## Graduation Rates

For **high schools**, measures four-, five-, and six-year cohort graduation rates against long-term goals and MIPs

## English Language Proficiency

For **all schools**, measures the progress of English Language Learners in meeting their individual progress targets on the New York State English as a Second Language Achievement Test (NYSESLAT)

## Chronic Absenteeism

For **all schools**, measures the percentage of students who miss 10% or more of the school year against long-term goals and MIPs

## College, Career and Civic Readiness

For **high schools**, measures the percentage of students who are leaving school prepared for college, career, and civic readiness as measured by diplomas, credentials, advanced course credits and enrollment, career and technical education certifications, and other similar indicators against long-term goals and MIPs



**Note:** NYS will add an indicator based on out-of-school suspension rates in 2018-2019 (to be used for school identification after 2020-2021) and will consider adding additional indicators in the future.

# DEFINITION

## Chronic Absenteeism Rate

- Excused and unexcused absences equaling 10% or more of *enrolled school days*
- Exclusions
  - Excused medical absences
  - Suspensions

*Check your Attendance Codes!*



# NYS GOALS

## Long Term Goals (Baseline 2016-2017)

- By 2021-2022, reduce Chronic Absenteeism by 20% for each subgroup

## Measures of Interim Progress

- School Level
- State Level

## End Goal

- <5% of students chronically absent in each accountability subgroup

# MIPs

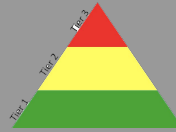
## Chronic Absenteeism Level

- Did the school meet the State's Long-Term Goal?
- Did the school meet the state's MIP or the school's MIP?

Examples of Chronic Absenteeism Level Clarifications			
	Did not meet long-term goal (Greater than state long-term goal)	Met long-term goal (Less than or equal to state long-term goal but greater than cut point for exceeds long-term goal)	Exceed long-term goal (Less than or equal to cut point for exceeds long-term goal)
Did not meet either MIP (Rate > state and school MIP)	Level 1	N/A	N/A
Met higher (worse) but not lower (better) of school or state MIP (Less than or equal to higher of state/school MIP but greater than lower of state/school MIP)	Level 2	Level 3	Level 4
Met lower (worse) of the school or state MIP (Less than or equal to lower of state/school MIP)	Level 3	Level 4	Level 4

**Note:** Schools that failed to submit Chronic Absenteeism data received a Level 1 on this indicator.





# PRACTICES

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1. Collect Accurate Data
2. Identify Students
3. Look at Policies
4. Work on Culture
5. Provide Support
6. Evaluate Progress

# SCHOOL PRACTICES

## Does Attendance Really Count in Our School?

A Tool for Self-Assessment

Key Element	Strength	OK for Now	Could be Better	Urgent Gap	Don't Know	How do you know?
1. <b>Accurate Data:</b> The principal ensures that teachers and school staff take attendance accurately and that it is entered daily into the district data system.						
2. <b>Attendance Team:</b> Our attendance team, led by an administrator, meets at least every two weeks to: (a) monitor attendance data and trends; (b) coordinate the school's multi-tiered attendance strategy; (c) examine the reasons for absences using quantitative and qualitative data, and; (d) ensure chronically absent students receive needed supports.						
3. <b>Engaging Climate:</b> Our school has a welcoming and engaging climate that promotes safety, great teaching and learning, and interpersonal relationships with students, families, and staff.						
4. <b>Culture of Attendance:</b> Our school promotes a culture of attendance in year-round communication to families and students (back to school events, letters, flyers, personal phone calls, etc.) and regularly recognizes good and improved attendance.						
5. <b>Family Engagement:</b> Our school staff reaches out to families and engages them as partners in problem-solving.						
6. <b>District Policy:</b> Our district policy promotes taking a problem-solving approach that includes all staff, students, families and partners at our school.						
7. <b>Policy Dissemination:</b> Our school ensures the district attendance policy is communicated to families through printed materials, posted on our website, and shared at school events.						
8. <b>Staff Capacity:</b> Our school ensures staff knows what is chronic absence, why it matters, and what are best practices for reducing it.						
9. <b>Improvement Plan:</b> Our strategies for supporting student attendance are reflected in our school improvement plan.						
10. <b>Community Partners:</b> Our school partners with community agencies that offer resources (afterschool, health services, mentors) that help engage students and remove attendance barriers.						

*(Note: Chronic Absence is missing >= 10% of school over a year including any type of absence; Satisfactory Attendance is missing <= 5% of school over a year)*



[www.attendanceworks.org](http://www.attendanceworks.org)

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## Self-Assessment

❖ *What is your first priority to address?*

# SYSTEMIC APPROACH

## Does Our School District Have a Systemic Approach to Reducing Chronic Absence?

*A Planning Tool for Districts and Communities*

Actionable data, positive engagement, capacity building, shared accountability, and strategic partnerships all play an integral role in reducing chronic absence in your district. After assessing where you are across all five ingredients, think about the actions your district will take on its own and with the help of community partners. What are your next steps? Who is responsible for each task? When will each task be completed?

ACTIONABLE DATA	What are Key Next Steps?	Individuals or Groups Responsible	Target Date	Resources to Leverage
1. At least every two weeks (ideally in real time), data on levels of chronic absence are produced and reviewed by a cross-functional district team that also ensures schools accurately enter daily attendance into the district student information system.				
2. At least every two weeks, the district office distributes data on the current levels of chronic absence to individual schools broken down by grades, student sub-groups and categorized by satisfactory, at-risk, moderate, and severe chronic absence.				
3. The district office ensures that students and parents have access to attendance data that is easy to understand and alerts them to when a student is academically at risk due to poor attendance.				
4. The district office publicly reports on a regular basis aggregate attendance and chronic absence data by school and grade level.				



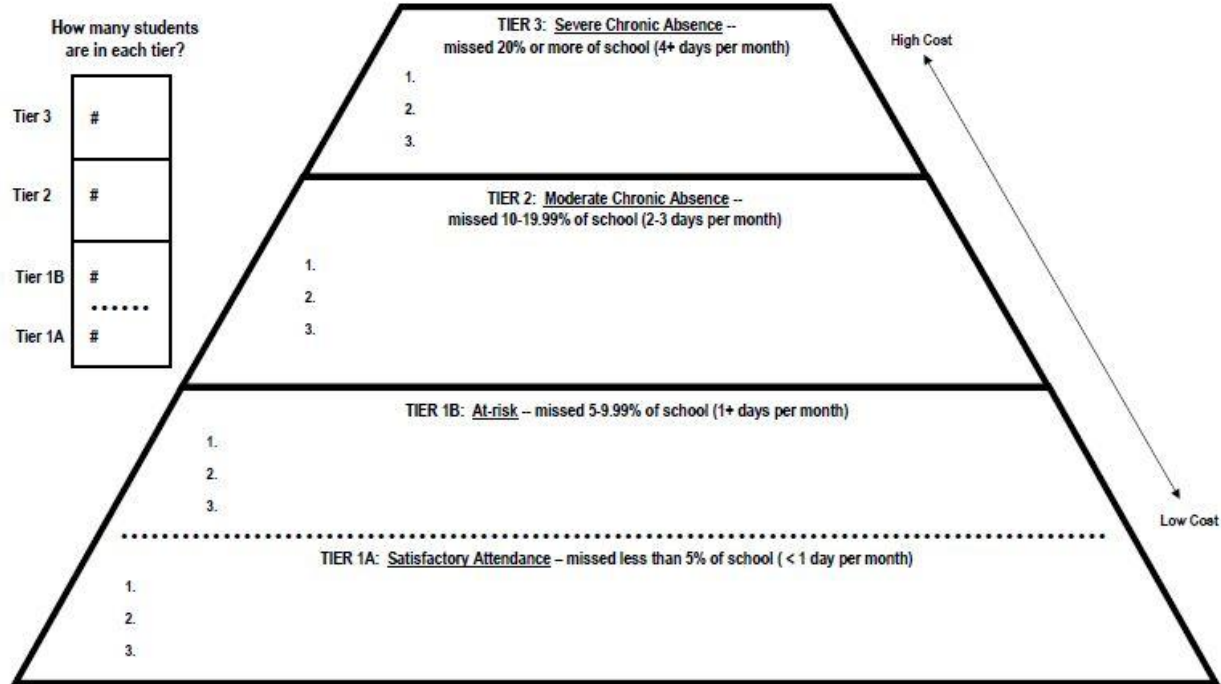
[www.attendanceworks.org](http://www.attendanceworks.org)

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## Self-Assessment

- actionable data
- positive engagement
- capacity building
- shared accountability
- strategic partnerships

# TIERED APPROACH



<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>

# IDENTIFY STUDENTS

SIRS 361

Subgroup Name a	Attendance Days to Date b	Students Enrolled for at Least One Day During the School Year c	Number and Percentage of Students Who Were Absent						Average Number of Days Absent to Date	
			0 - 4% of Enrolled School Days Number d	0-4% of Enrolled School Days Percent $e = (d/c) * 100$	5-9% of Enrolled School Days (At-Risk of becoming Chronically Absent) Number f	5-9% of Enrolled School Days (At-Risk of becoming Chronically Absent) Percent $g = (f/c) * 100$	10% or More of Enrolled School Days (Chronically Absent) Number h	10% or More of Enrolled School Days (Chronically Absent) Percent $i = (h/c) * 100$	All Students j	Chronically Absent Students Only k
All Students	167	601	314	52.2 %	145	24.1 %	142	23.6 %	13.12	36.32



Drill down to individual student

# PAIR - SHARE

- ❖ What strategies are you currently implementing at each tier?
- ❖ Who heard a strategy from their partner that was interesting or something you hadn't thought of?

# TRUE or FALSE?

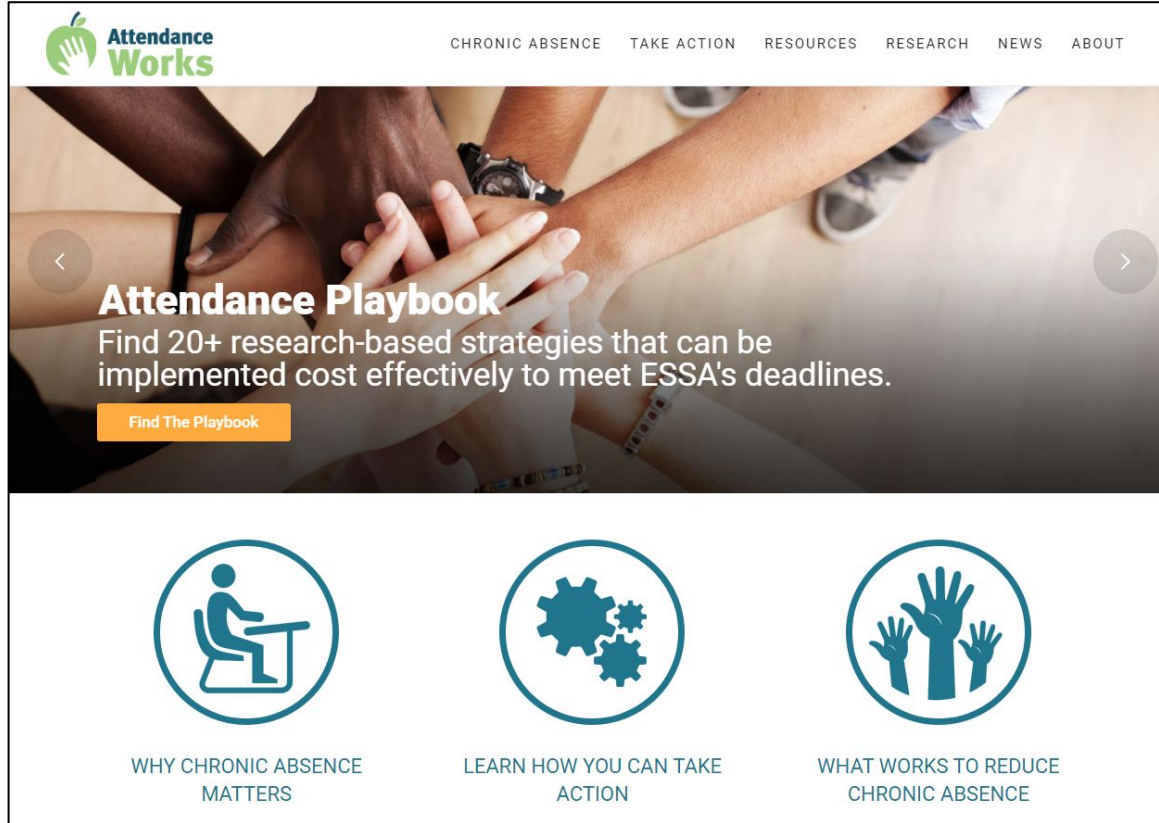
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# STRATEGIES & RESOURCES

# Attendance Works



The image shows a screenshot of the Attendance Works website. At the top left is the logo, which consists of a green hand icon with a leaf above it, followed by the text "Attendance Works" in green. To the right of the logo is a navigation menu with the following items: "CHRONIC ABSENCE", "TAKE ACTION", "RESOURCES", "RESEARCH", "NEWS", and "ABOUT". Below the navigation is a large hero section with a background image of several hands of different skin tones stacked together. Overlaid on this image is the text "Attendance Playbook" in a large, bold, white font. Below this is a sub-headline: "Find 20+ research-based strategies that can be implemented cost effectively to meet ESSA's deadlines." At the bottom of the hero section is an orange button with the text "Find The Playbook". Below the hero section are three circular icons in teal. The first icon shows a person sitting at a desk. The second icon shows three interlocking gears. The third icon shows three hands raised. Below each icon is a corresponding text label.


**Attendance Works**


CHRONIC ABSENCE TAKE ACTION RESOURCES RESEARCH NEWS ABOUT


## Attendance Playbook

Find 20+ research-based strategies that can be implemented cost effectively to meet ESSA's deadlines.

[Find The Playbook](#)

 WHY CHRONIC ABSENCE MATTERS

 LEARN HOW YOU CAN TAKE ACTION

 WHAT WORKS TO REDUCE CHRONIC ABSENCE



CENTER FOR SUPPORTIVE SCHOOLS

**Connecting Through Conversation:  
*Short Activities for Mentors***

# Every Student Present



The screenshot shows the 'Every Student Present' website. At the top left is the New York State logo. The navigation menu includes 'Services', 'News', 'Government', and 'Local'. A yellow bar on the right contains the text 'Resources for Educators'. The main content area features the headline 'If I'm not here, I can't learn.' followed by the sub-headline 'Ways to help your child attend school every day.' Below this is a list of four resources, each in a colored box with a white square icon: 'Boost your child's confidence' (yellow), 'Keep your child on track with school work' (orange), 'Keep your child healthy' (blue), and 'Protect your child from bullies' (green). The background of the page is a photograph of a young girl with red curly hair sitting at a desk with an open book and a pencil.

**NEW YORK STATE**

Services News Government Local

Resources for Educators

**every student present!**

## If I'm not here, I can't learn.

Ways to help your child attend school every day.

- Boost your child's confidence
- Keep your child on track with school work
- Keep your child healthy
- Protect your child from bullies