

**When I miss school,
my opportunities
disappear...**



Missing school matters. You can help.

- Get your child back to school after all breaks
- Schedule appointments after school hours
- Help boost your child's confidence



**Every Student
Present!**

Learn more at www.everystudentpresent.org/parents

Chronic Absenteeism

Renee Rider,
Mary DeMasi,
Michele Shahren

DATAG Spring Meeting
March 11, 2016

Measuring School Climate

✓ A School Climate Index (SCI) is a tool that allows schools and districts to:



- effectively assess and analyze school climate;
- identify areas most in need of programmatic interventions aimed at improving school climate;
- use research-based factors that are known to influence learning and success in school.

Proposed NYS School Climate Index

- ✓ Chronic Absenteeism
- ✓ School Climate Surveys
 - Students
 - Parents/Guardians
 - School Personnel
- ✓ Violent and Disruptive Incident Reporting (VADIR) and Dignity for All Students Act (DASA) data

Additional information:

[http://www.regents.nysed.gov/comm
on/regents/files/meetings/SSTFUpdateOct2015.pdf](http://www.regents.nysed.gov/comm
on/regents/files/meetings/SSTFUpdateOct2015.pdf)



Attendance Fast Facts

- ✓ Students who miss too much school **fall behind** and have a hard time catching up.
- ✓ Good attendance builds good habits, essential for **success in school and life**.
- ✓ **Attendance indicates an engaged student**; absences can signal disengagement.
- ✓ Too many students missing too many days slow down classroom instruction and affect **school climate**.
- ✓ School exposes children to **language-rich environments** they may not have at home.
- ✓ In states where funding depends on enrollment, good attendance pays.





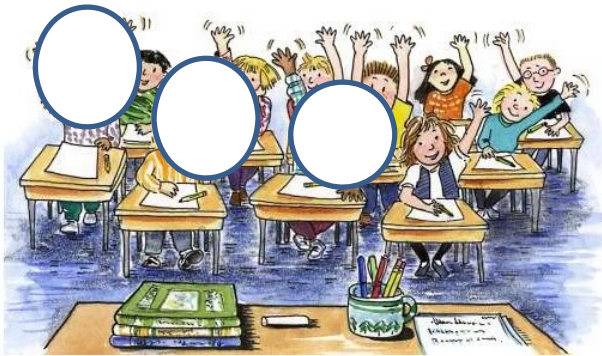
What are SEDs plans for Chronic Absenteeism data?

- ✓ Give data to schools so administrators can use it to **improve school climate**;
- ✓ ESSA includes Chronic Absenteeism reporting by states for Title I schools (still learning about ESSA requirements);
- ✓ ESSA includes measures of student and educator engagement, and/or school climate and safety in accountability measures (still learning about ESSA requirements);
- ✓ 2015-16 data is informational (no certification!);
- ✓ Will be used in the future as part of a school climate index; and
- ✓ USDOE plans to report CA from Civil Rights collection this spring (data are collected directly from districts).

What is chronic absence?

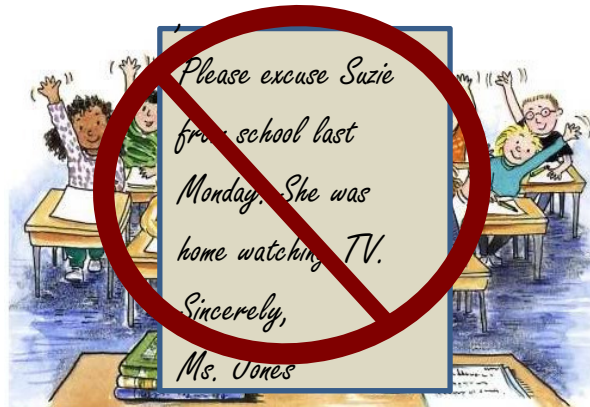
Average Daily Attendance

Portion of students attending school



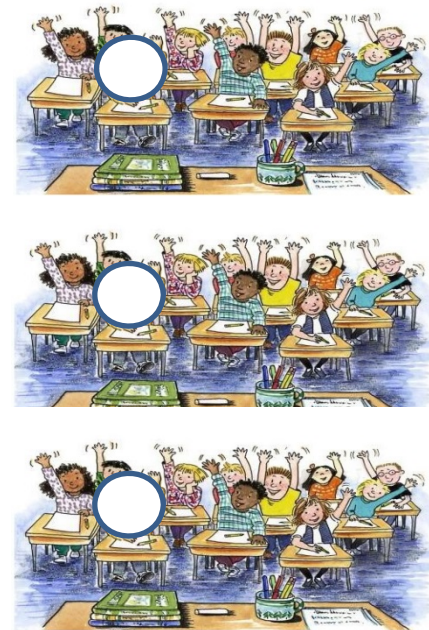
Truancy

Portion of students with *unexcused* absence



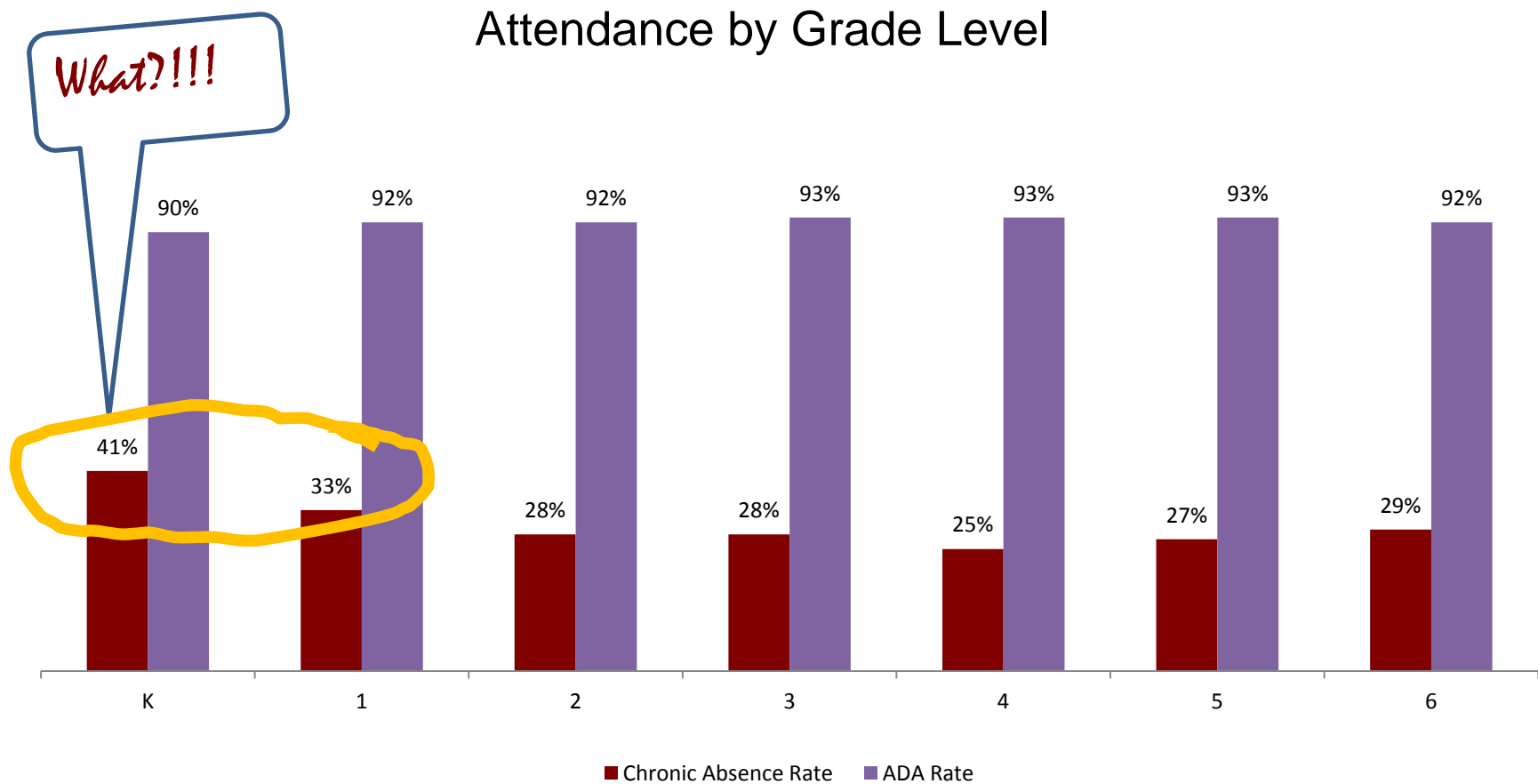
Chronic Absence

Portion of students repeatedly missing school **(10%)**



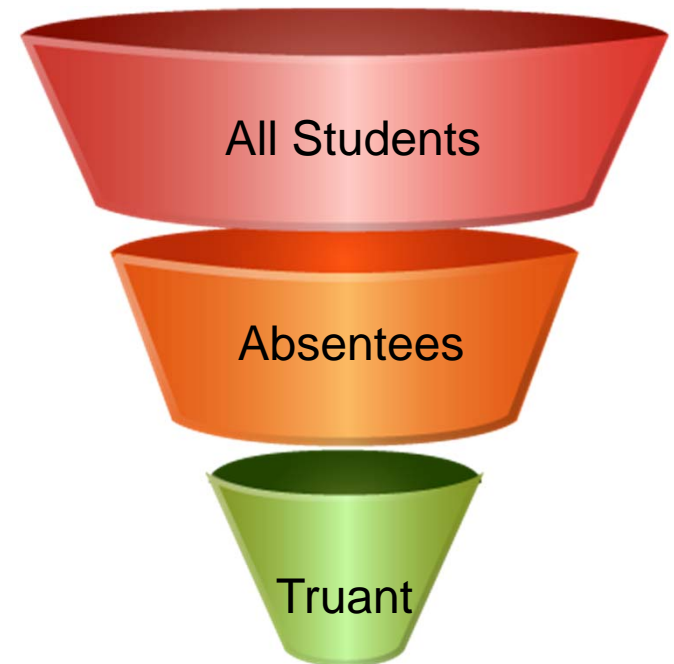
When is **93%** a bad thing?

Chronic absence vs. ADA

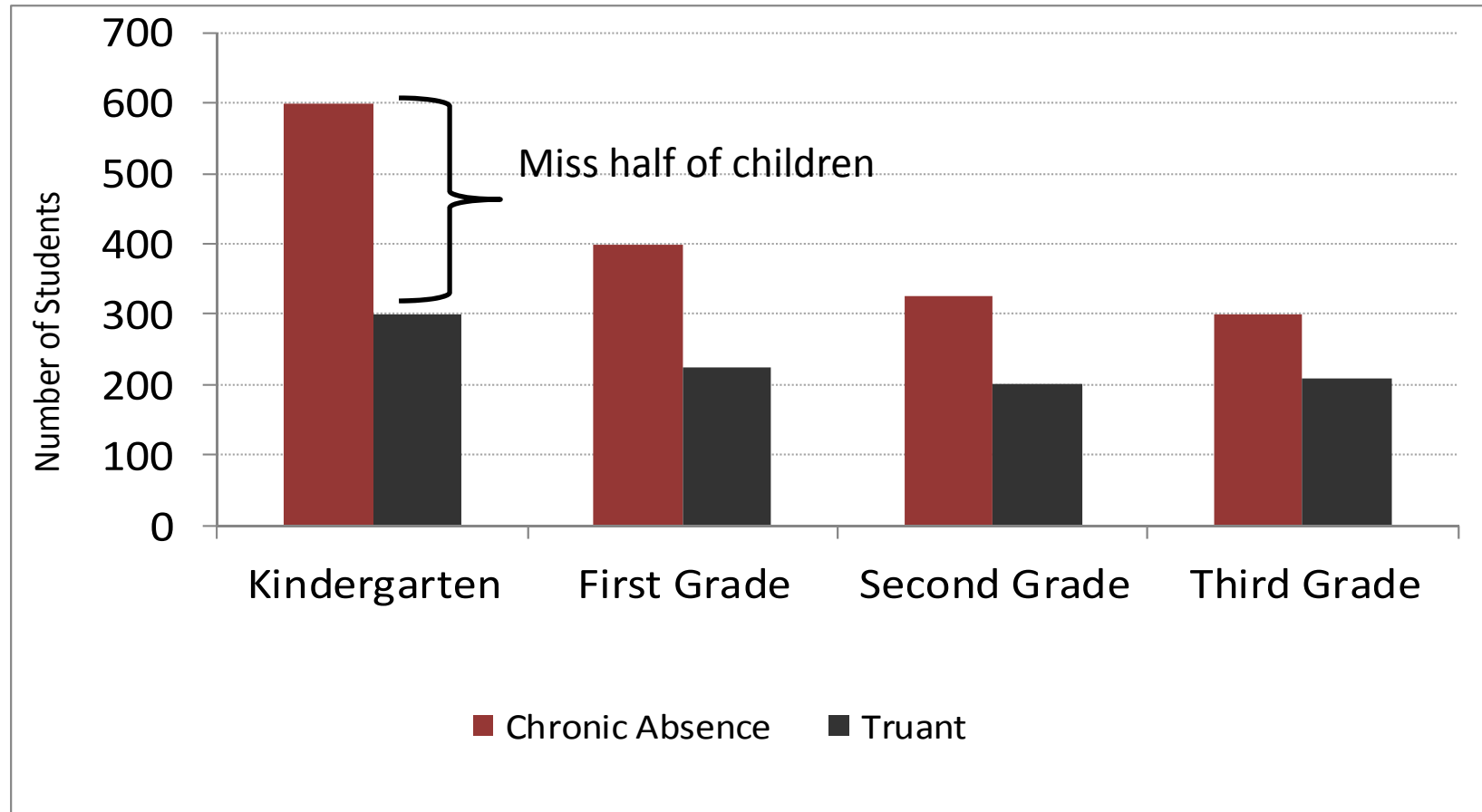


Truancy = Missed Opportunities

- Too narrow; only **unexcused** absences
- Often in **later grades**
- **Reduces opportunity** for interventions
- Often triggers **legal** intervention



Truancy Misses Students



Reasons for Chronic Absence

- ✓ Anxiety
- ✓ Health
- ✓ Academics
- ✓ Family-related
- ✓ Lack awareness



Multiple reasons, complex issues, requires resources beyond schools

Good News!!



IT'S SOLVABLE!!!

Data Tracking

U.S. Department of Education
&
New York State Education Department

chronic absence
calculation =

of absences



of days student has
been enrolled

WHAT?

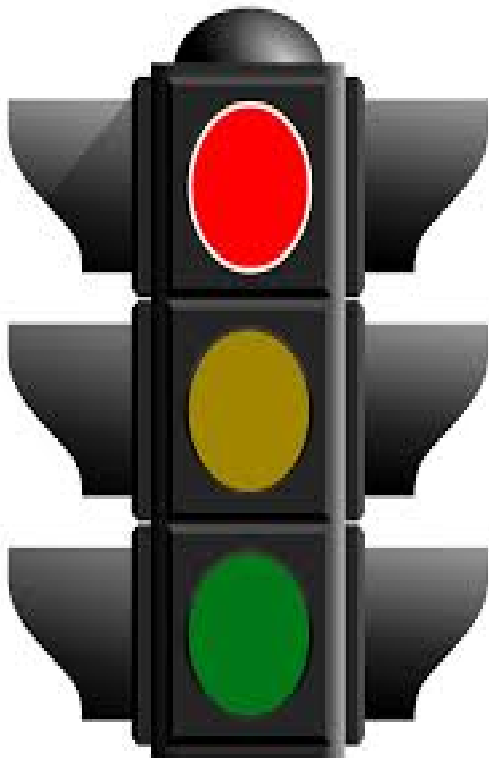
- All about missed instruction
- Includes **excused** (e.g., illness, family vacation) & **unexcused** absences

WHY?

- More reliable—accurately identifies children who enroll later in year

Data Tracking

Student's Attendance Rate



.90 & lower

.91 - .95

.96 & up

WHY?

Research found
10% of child's
days enrolled, not
school calendar days,
is tipping point
for school
success

New Verification Reports



We love DATA, (this is DATAG after all!!)

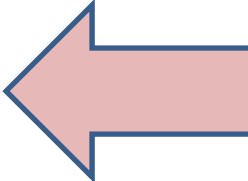
New Verification Reports

- ✓ include data reported in the Day Calendar, Student Daily Attendance, and School Entry Exit templates;
- ✓ new reports are informational in the 2015-16 school year (no certification);
- ✓ communication between the data coordinator and the attendance official will be an important part of submitting and verifying attendance data in SIRS for 2016-17;
- ✓ a memo about the initiative will be going to school district and BOCES superintendents and principals in the coming weeks;
- ✓ Will be available in L2RPT by the end of the month (March);

Calculating Chronic Absence

At the **Student** Level:

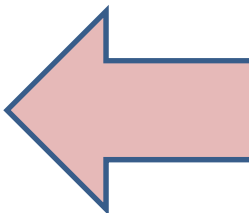
the year-to date number of absences *for any reason* as a percentage of the total number of school days enrolled



Is there something preventing this child from coming to school?

At the **School** Level:

the year-to date number of students whose Rate of Absence is *10% or greater* as a percentage of the total number of students enrolled *anytime* during the school year



What can I change about my school culture to improve student attendance?

Attendance and Absence Summary

District Name: [REDACTED]
 School Location: [REDACTED]
 School Year: 30-JUN-16
 Data Refresh Date: Mar 5, 2016

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	110	2,060	1,028	50 %	576	28 %	456	22 %	6.56	17.46
Female	0	1,012	508	50 %	279	28 %	228	23 %	6.70	17.74
Male	0	1,048	524	50 %	297	28 %	227	22 %	6.42	17.19
American Indian/Alaska	0	5	3	60 %	1	20 %	1	20 %	4.40	12

Column b includes the cumulative number of instructional school days to date for this school year (the total number of school days that students were expected to attend school).

Column c is the cumulative number of students who were enrolled in this school to date for at least one day during the school year.

Columns d to i include the count and percentage of students absent less than 5%, 5-9%, and 10% or more of enrolled school days based on: the number of instructional days that have occurred to date for this school year, the number of days that each student has been enrolled, and the number of days that each student has been absent.

Attendance and Absence Details

Student ID a	NYSSIS ID b	Student Name c	Race/ Ethnicity d	Gender e	Disability Status f	Economically Disadvantaged Status g	LEP Flag h	Grade i	Not at Risk (Abs 0-4% of Enrolled Days) j	At Risk C.A. (Abs 5-9% of Enrolled Days) k	C.A. Flag (Abs 10% or more of Enrolled Days) l	Date of First Enrollment for this School Year (September 1 - June 30) m	Date of Last Enrollment to date for this School Year (September 1 - June 30) n	Number of Days Enrolled for this School Year o	Number of Days Present (Not Absent) p	Number of Days Absent (Excused and Unexcused) q	Percentage of Enrolled Days Absent $r = (q/o) * 100$ r	Number of Days Absent Excused s	Number of Days Absent Unexcused t	Number of Days Tardy (Present/ Not Absent) u
██████	██████	██████	White	Female		YES		██	█		*	Sep 8, 2015	Mar 4, 2016	110	96	14	13%	4	10	20
██████	██████	██████	White	Male				██	*			Sep 8, 2015	Mar 4, 2016	110	110	0	0%	0	0	0
██████	██████	██████	White	Male		YES		██	█		*	Nov 23, 2015	Feb 5, 2016	44	9	35	80%	2	33	3
██████	██████	██████	White	Male		YES		██	█		*	Sep 8, 2015	Feb 3, 2016	93	83	10	11%	3	7	16
██████	██████	██████	White	Female		YES		██	█		*	Sep 8, 2015	Feb 3, 2016	93	79	14	15%	3	11	59
██████	██████	██████	White	Male				██	█	*		Sep 8, 2015	Mar 4, 2016	110	100	10	9%	8	2	36
██████	██████	██████	White	Male		YES		██	█		*	Sep 18, 2015	Mar 4, 2016	102	79	23	23%	6	17	12
██████	██████	██████	White	Female		YES		██	*			Sep 8, 2015	Mar 4, 2016	110	107	3	3%	0	3	3
██████	██████	██████	Hispanic or Latino	Male		YES		██	█	*		Sep 8, 2015	Mar 4, 2016	110	102	8	7%	0	8	0
██████	██████	██████	White	Female		YES		██	█		*	Sep 8, 2015	Mar 4, 2016	110	60	50	45%	7	43	54
██████	██████	██████	White	Male	Learning Disability	YES		██	█		*	Sep 8, 2015	Mar 4, 2016	110	94	16	15%	5	11	47
██████	██████	██████	Hispanic or Latino	Female		YES		██	*			Sep 8, 2015	Mar 4, 2016	110	109	1	1%	0	1	71
██████	██████	██████	Hispanic or Latino	Male	Learning Disability	YES		██	█	*		Sep 8, 2015	Mar 4, 2016	110	103	7	6%	2	5	55
██████	██████	██████	White	Male		YES		██	█	*		Sep 8, 2015	Mar 4, 2016	110	104	6	5%	2	4	18
██████	██████	██████	White	Male				██	*			Sep 8, 2015	Mar 4, 2016	110	110	0	0%	0	0	1
██████	██████	██████	White	Female				██	*			Sep 8, 2015	Mar 4, 2016	110	108	2	2%	1	1	1
██████	██████	██████	White	Male				██	█	*		Sep 8, 2015	Mar 4, 2016	110	104	6	5%	5	1	0
██████	██████	██████	White	Female				██	█	*		Sep 8, 2015	Mar 4, 2016	110	104	6	5%	1	5	3
██████	██████	██████	White	Female				██	█	*		Sep 23, 2015	Mar 4, 2016	99	92	7	7%	3	4	26

Columns (j), (k) and (l) contain an indicator "*" for students whose year to date absences in (r) are: (j) between 0 and 4%, (k) between 5 and 9% (at-risk), (l) 10% or more (chronically absent), of enrolled school days.

Columns (m) and (n) reflect the first and last date of enrollment, respectively, for this student in this school and school year as recorded in SIRS.

Column (o) is the year to date calculated number of days enrolled, based on the start and end enrollment dates reflected in (m) and (n) for the student, and the school calendar as reported in SIRS.

Columns (p) and (q) are the year to date number of enrolled days the student was (p) not absent (excused or unexcused) and (q) was reported absent (excused or unexcused) in SIRS.

IS-361 Year to Date Student Attendance/Absenteeism Detail Report

Page 10, 2016

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(hold CTRL when clicking to open in new tab) [Report Documentation](#)

9:13:56 AM

Daily Attendance Summary

Instructional Day as reported in Day Calendar Template a	b	Total Number of Enrolled Students c	Total Number of Students Absent (Excused and Unexcused) d	Total Number of Students Present (Total number of students not absent) e	Excused Absences (E) f	Unexcused Absences (U) g	Tardy (T) h
Mar 4, 2016	Friday	1,915	0	1,915	0	0	0
Mar 3, 2016	Thursday	1,566	0	1,566	0	0	0
Mar 2, 2016	Wednesday	1,915	144	1,771	44	100	132
Mar 1, 2016	Tuesday	1,912	124	1,788	51	73	130
Feb 29, 2016	Monday	1,915	154	1,761	76	78	139
Feb 26, 2016	Friday	1,913	154	1,759	59	95	148
Feb 25, 2016	Thursday	1,913	148	1,765	67	81	132
Feb 24, 2016	Wednesday	1,913	168	1,745	77	91	162
Feb 23, 2016	Tuesday	1,912	133	1,779	52	81	135
Feb 22, 2016	Monday	1,911	172	1,739	63	109	106
Feb 12, 2016	Friday	1,915	159	1,756	66	93	116
Feb 11, 2016	Thursday	1,915	121	1,794	58	63	103
Feb 10, 2016	Wednesday	1,917	131	1,786	67	64	156
Feb 9, 2016	Tuesday	1,919	149	1,770	69	80	171
Feb 8, 2016	Monday	1,919	155	1,764	70	85	146
Feb 5, 2016	Friday	1,920	142	1,778	67	75	133
Feb 4, 2016	Thursday	1,920	142	1,778	73	69	147
Feb 3, 2016	Wednesday	1,925	138	1,787	68	70	147

Daily Attendance Detail Report

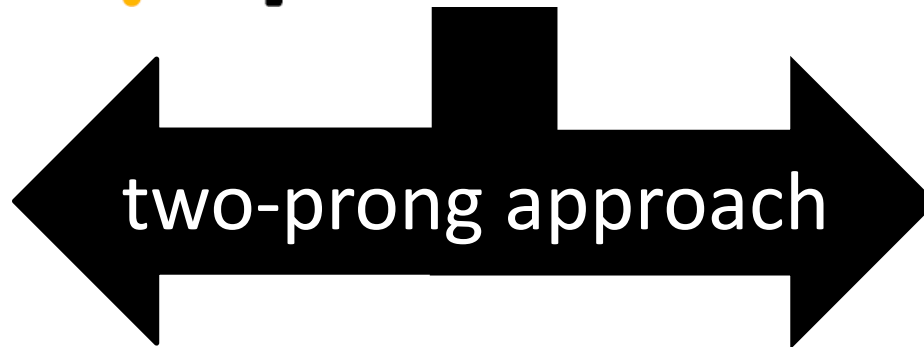
Student ID a	NYSSIS ID b	Student Name c	Grade on Attendance Date (student grade may change during school year) d	State Attendance Code E = Excused, U = Unexcused, T = Tardy e	State Attendance Description f
██████	██████	██████████	09	U	Unexcused
██████	██████	██████████	09	U	Unexcused
██████	██████	██████████	09	E	Excused
██████	██████	██████████ Michele	09	U	Unexcused
██████	██████	██████████	09	U	Unexcused
██████	██████	██████████	09	U	Unexcused
██████	██████	██████████	09	U	Unexcused
██████	██████	██████████	09	E	Excused
██████	██████	██████████	09	U	Unexcused
██████	██████	██████████	09	U	Unexcused
██████	██████	██████████	09	U	Unexcused
██████	██████	██████████	09	E	Excused
██████	██████	██████████	09	E	Excused
██████	██████	██████████	10	E	Excused
██████	██████	██████████	10	U	Unexcused
██████	██████	██████████	10	U	Unexcused
██████	██████	██████████	10	U	Unexcused
██████	██████	██████████	10	U	Unexcused
██████	██████	██████████	10	U	Unexcused

Local Policy to Reduce Chronic Absenteeism

- ✓ track individual student absences (preferably weekly, no less than monthly);
- ✓ a way to track overall chronic absenteeism rates on an ongoing basis throughout the school year;
- ✓ a process of identifying students who are missing 5% or more of the days that the student has been enrolled and school has been in session (excused and unexcused);
- ✓ prevention and intervention strategies for students missing 5% or more of the days the student has been enrolled and school is in session (excused and unexcused).



What Can Be Done



Promote
school
prevention
& reduction

Build a
community
culture to
reduce it

School-based

Tiered Approach

- **Builds** on what's already in place
- Fosters student and family **engagement**
- Elevates **school climate**
- Supports provided at the most **useful level**
- Promotes the **positive**
(e.g., problem-solving, skills development)



Key School Components

Tiered Approach

- Positive messages
- Motivational strategies
- Supports from school & community
- Guided, not driven, by data

Data Tracking

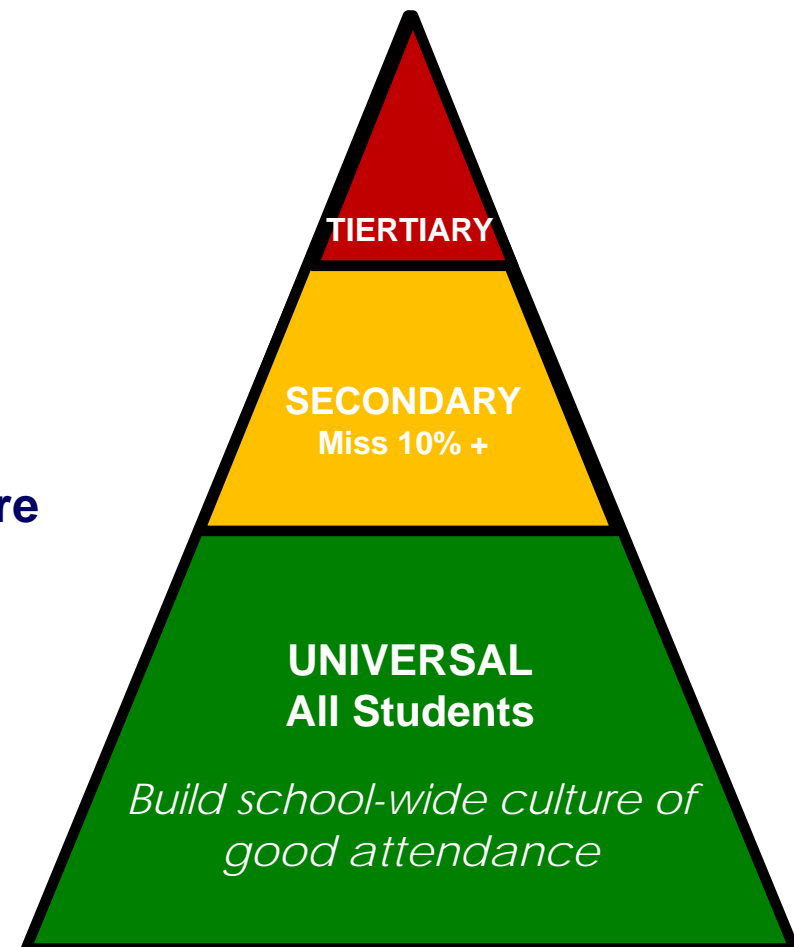
- Student level data
- School, district aggregated data

Attendance Team—School Infrastructure

- Provide supports to chronically absent students & families
- Principal, Student Support Services, etc.

Build Awareness

- Regularly send message to parents
- Recognize improvement



Community Awareness Campaign

Q. How can we build
a community culture...?

Build Community Culture

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



NEW YORK
STATE OF
OPPORTUNITY
Every Student
Present!

When I miss school,
my opportunities
disappear.



Positive Messages

- Focus on impact of absences
- Parent-tested
- Parent-approved

Missing school matters. You can help.

- Get your child back to school after all breaks
- Schedule appointments after school hours
- Help boost your child's confidence

Learn more at www.everystudentpresent.org/parents



Every Student
Present!

Build Community Culture



Build Community Culture



Build Community Culture



“On air”

School success &
school attendance go
hand-in-hand...

Build Community Culture



Build Community Culture

Project U Students

from
SUNY Albany



Build Community Culture



Build Community Culture



Build Community Culture: Schools

FORT DRUM
UNITED STATES ARMY
We are the ARMY's home

FEEDBACK | WEATHER | ICE | FOIA | AEO

Reporting Status: **normal**
Road conditions: **Green as of 12/3/2015 3:18 AM**
Frost bite temperature: **35 as of 12/3/2015 03:12 AM**

SEARCH GO >

Fort Drum Organizations | Newcomers | Soldier Services | Family Services | Retirees | Civilians | Mountaineer

QUICK LINKS

- Immediate Help for a Troubled Soldier
- Welcome Home
- The Mountaineer Online
- Telephone Directory
- Sexual Assault Hotline
- Ready & Resiliency Campaign

Contact Us Feedback

RESOURCE GUIDES

Agency Guide

Fort Drum A-Z list

Community Resource

NEW

The Mountaineer News Release

Helpful Links | **FAQ** | **Fort Drum**

COMMUNITY ACTION PLANNING COUNCIL
OF JEFFERSON COUNTY, INC.

518 Davidson St. • Watertown, NY 13601 • 815-782-4900

HOME | NEWS | ABOUT US | PROGRAMS/SERVICES | HOW YOU CAN HELP | CAREERS | CONTACT US

News

- Community Action Thankful for Holiday Support

As we approach the holidays, agency staff worry about whether we can meet the needs of the low-income families in our community. Will there be enough resources to ensure that our friends and neighbors are able to enjoy a holiday...? Read more >>

Programs for Children

- Holiday Angels Program Now Underway

Holiday Assistance for Low-Income Families Low-income parents who are worried about providing for their children at Christmas can find help through the Holiday Angels program. Holiday Angels is a collaborative effort of organizations and individuals working together to ensure that...? Read more >>

Like 408 people like this. Sign Up to see what your friends like.

Watertown City School District
"School and Community Working Together"

DISTRICT | SCHOOLS | CALENDARS | FINE ARTS | ATHLETICS | RESOURCES | STUDENT REGISTRATION

QUICK LINKS

- Emergency Closing Info.
- Driving Directions
- Employment Opportunities
- Facilities Use Procedures
- Faculty Email Access
- Farm to School
- Library

NEWS

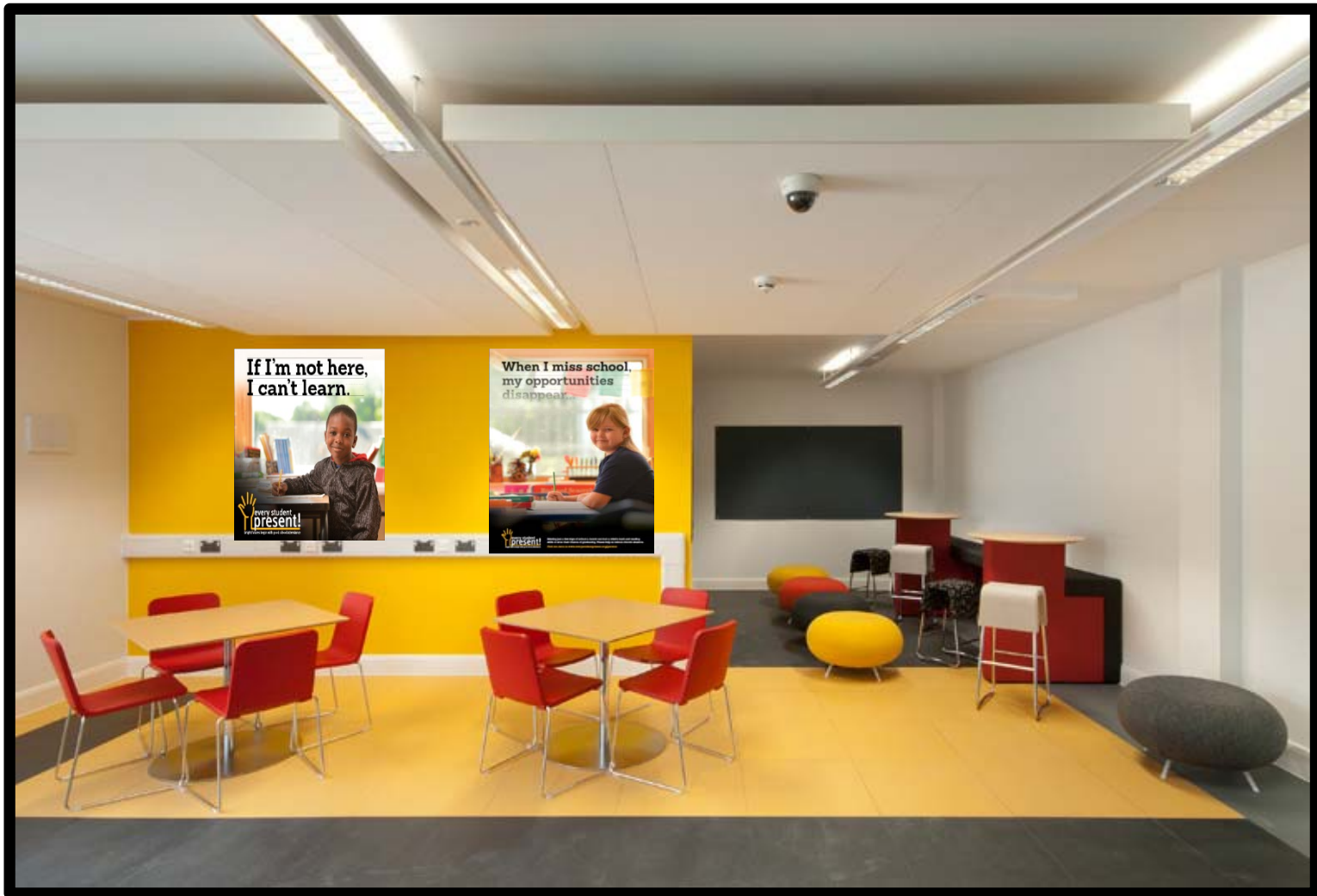
UPCOMING EVENTS

Notification System for Emergency Broadcasts and Other... read more

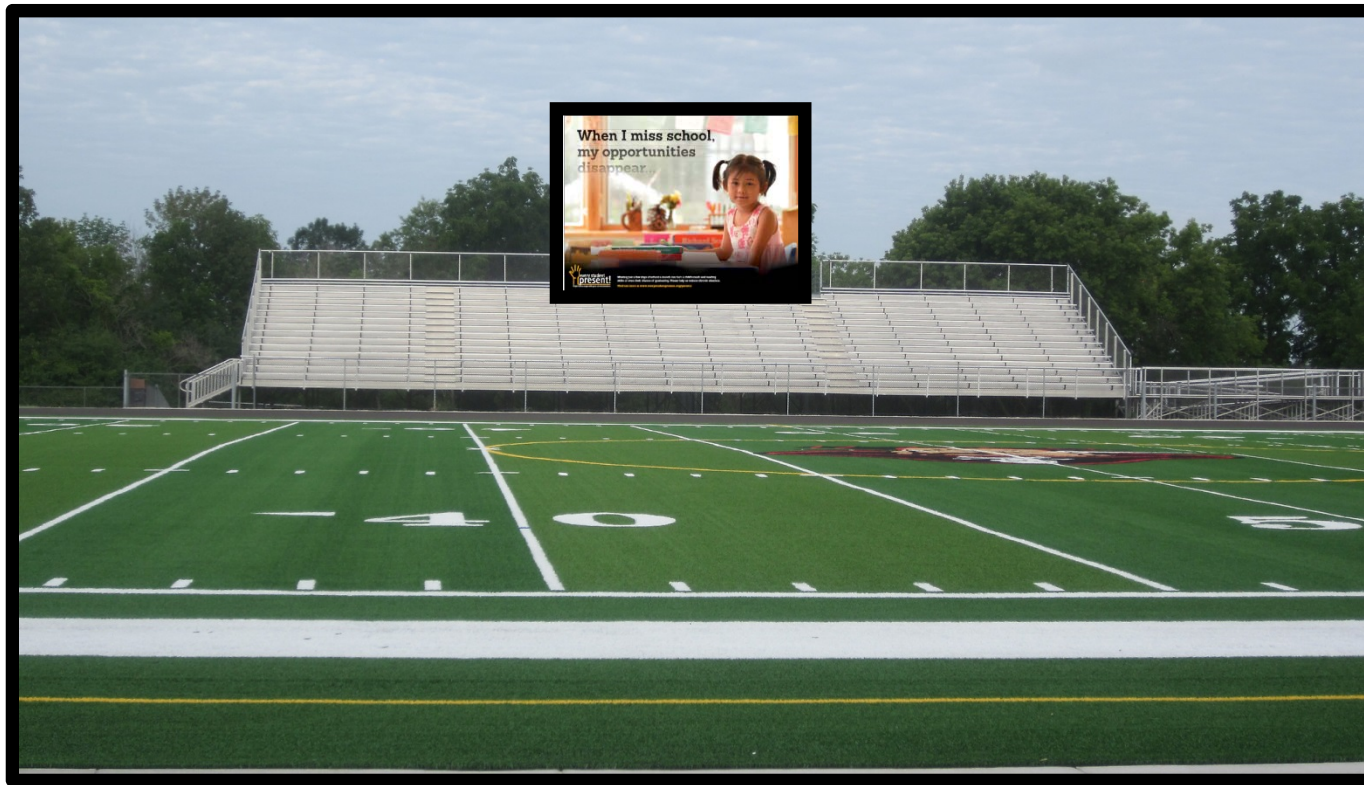
FEATURES

Notification System for Emergency Broadcasts and Other... read more

Build Community Culture



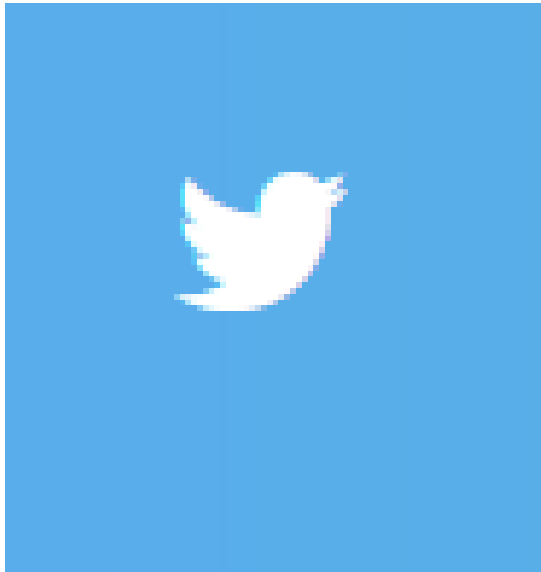
Build Community Culture



Build Community Culture

Join us!

@nysccf



Build Community Culture

<http://everystudentpresent.org/resources.htm>



- Posters
- Parent fliers
- 15 second PSA
- Code for web icon

What's Next?

Contact the Council on Children and Families
or NYS Education Department for:

- more information,
- technical assistance,
- materials,
- etcetera!

mary.demasi@ccf.ny.gov
michele.shahen@nysed.gov

