

New York State Education Department
Persistently Struggling and Struggling Schools Indicators
Indicator #98: Chronic Absenteeism Receivership Rubric

Chronic absence from school, defined as students missing at least ten percent of the school days for which they are enrolled, warrants urgent attention, as it diminishes successful student outcomes and undermines education and learning. Extensive research and common sense tell us that the less time students are in school the less they are able to gain from sound curricula and exemplary instruction.

Chronic absence is closely associated with poor performance in priority academic areas, including reading proficiency, math performance, graduation rates, and even college completion. The reduction of chronic absence is a means for narrowing the achievement gap as research indicates low-income students are more likely to be at risk of chronic absence. Clearly, having students in school for instruction is a fundamental first step to helping students achieve.

Chronic absence differs from other attendance measures because its emphasis is on missed instructional time, which includes both unexcused and excused absences (this distinguishes it from truancy, which focuses on only unexcused absences). Chronic absence also differs from the annual daily attendance (ADA) rate in that the ADA rate provides a collective, broad-brush view of attendance and does not provide information on the degree to which individual students are missing instructional time. At the local level, identification of students who are, or are at-risk of becoming, chronically absent provides the opportunity for intervention to engage students and their families, so that students come to school and are able to learn.

Resources and information regarding reducing chronic absenteeism and helping students and their families engage in school, are available at:

Every Student Present (<http://www.everystudentpresent.org>)

Attendance Works (<http://www.attendanceworks.org/>)

USDOE Community Toolkit to Address and Eliminate Chronic Absenteeism
(<http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html>)

Schools in receivership that elect to include chronic absenteeism as a Level 2 indicator must incorporate a three-year implementation of a chronic absenteeism policy aimed at reducing chronic absenteeism. In year 1 (2015-16 school year), the school must implement a district developed and board adopted chronic absenteeism policy aimed at reducing chronic absenteeism and submit affirmation that the school and district has taken these actions prior to the end of the 2015-16 school year. In year 2, the school must use the baseline data from year 1 (2015-16 school year) and work to reduce the incidence of chronic absence on an ongoing basis. In year 3, the school must continue to implement strategies to reduce the incidence of chronic absence and by the end of the 2017-18 school year, must show a reduction in the student chronic absenteeism count, rate, and number of absence days. Additional details are provided below.

- Year 1 (2015-16 school year): by May 1, 2016, the district has developed and implemented a comprehensive chronic absenteeism policy for each school using the indicator and an implementation plan aimed at reducing chronic absenteeism. The policy and plan includes:
 - i. tracking individual student absences regularly defined as no less than monthly and preferably weekly;
 - ii. a process of identifying students who are missing 5% or more (excused and unexcused) of the days that the student has been enrolled and school has been in session;
 - iii. prevention and intervention strategies, where appropriate, for students missing 5% or more (excused and unexcused) of the days the student has been enrolled and school is in session; and
 - iv. a way to track overall chronic absenteeism rates on an ongoing basis throughout the school year.

- Year 2 (2016-17 school year): each school will review the results of the chronic absenteeism policy and implementation plan and will create a base year of chronic absenteeism data for the prior school year (2015-16 school year) that includes:
 - i. the number and percentage of students chronically absent;
 - ii. the student roster for students who were chronically absent; and
 - iii. by student, the total number of absences for students who were chronically absent.

In addition, the school will track and monitor current-year cumulative absenteeism rate (updated monthly), student roster for students who are chronically absent and at-risk of becoming chronically absent and total number of absence days for all students, as well as adapt and amend the policy and plan to meet the individual needs of the school. This year should also be used to engage with and involve the community by sharing the chronic absenteeism process results from Year 1 and incorporating feedback into the plan for Year 2.

- Year 3 (2017-18 school year): each school will reduce its rate of chronic absenteeism by a certain percentage (to be determined later). Based on the data from Year 2, by utilizing the chronic absenteeism policy and procedures, each school will reduce:
 - i. the number of students who are chronically absent each year;
 - ii. the school chronic absenteeism rate; and
 - iii. the total number of absence days for students who were chronically absent in the prior school year.

The school will also continue to engage with and involve the community in an effort to further reduce chronic absenteeism into future years.

Part I – to be completed in Year 1.

Year 1 Criteria (2015-16 School Year)	
1.	<p>a. Did the district develop and implement a comprehensive attendance and chronic absenteeism policy aimed at reducing chronic absenteeism by May 1, 2016?</p> <p>Yes _____ No _____</p> <p>b. Has the district Board of Education formally adopted the comprehensive attendance and chronic absenteeism policy by May 1, 2016?</p> <p>Yes _____ No _____</p>
2.	<p>a. Does your school proactively inform parents and students about the importance of attendance and encourage parents to contact school personnel about obstacles to getting their children to school?</p> <p>Yes _____ No _____</p> <p>b. Have you reached out to local or community resources to provide assistance in addressing obstacles to good attendance?</p> <p>Yes _____ No _____</p>

Year 1 Criteria (2015-16 School Year)

3. a. Does the school have procedures in place to ensure that daily attendance is *accurately* taken and entered in the student management system, and is there a process in place for appropriate staff to review the information for errors and make corrections, as necessary?

Yes _____ No _____

b. Does your school student management system for tracking student attendance identify, at least monthly, students who are chronically absent after missing 10% or more of enrolled school days (excused and unexcused) and students who are at-risk of becoming chronically absent after missing between 5-9% of enrolled school days (excused and unexcused)?

Yes _____ No _____

4. For students who are chronically absent or at-risk, provide information about the procedure for follow-up to ensure appropriate progress is made, and services are being provided.

a. Outreach to parents occurs (check one):

- _____ daily
- _____ weekly
- _____ bi-weekly
- _____ monthly
- _____ other (specify) _____

b. Outreach is in the form of (check all that apply):

- _____ letter to parents
- _____ telephone call
- _____ parent conference
- _____ student conference
- _____ letter to parents
- _____ home visits
- _____ other (specify) _____

c. Position of individual(s) responsible for providing follow-up (check all that apply):

- _____ teacher
- _____ attendance official
- _____ mentor
- _____ school counselor
- _____ principal
- _____ other (specify) _____

Year 1 Criteria (2015-16 School Year)

5. a. Are you able to calculate a chronic absenteeism rate (excused and unexcused absences at or exceeding 10% of enrolled school days) for the 2014-15 school year? (Note: This information is not required, but please provide if it is available.)

Yes _____ No _____

b. If yes, please provide the number of students chronically absent (excused and unexcused absences at or exceeding 10% or more of enrolled school days), number of students enrolled, the chronic absenteeism rate for the school year, and the average (mean) number of days absent for chronically absent students in the 2014-15 school year.

2014-15 School Year

Chronically Absent Students: _____

Number Enrolled: _____

Chronic Absenteeism Rate: _____

Average Days Absent for Chronically Absent Students: _____

Please provide any additional comments or information about your school absenteeism policy, intervention plan and/or procedures, etc. below.

Part II – to be completed in Year 2.

Year 2 Criteria (2016-17 School Year)	
6.	<p>Baseline data For Year 1 of receivership (2015-16 school year), indicate the number of students chronically absent (excused and unexcused absences at or exceeding 10% or more of enrolled school days), number of students enrolled, the chronic absenteeism rate for the school year, and the average (mean) number of days absent for chronically absent students.</p> <p>At the end of Year 2 of receivership (2016-17 school year), indicate the number of students chronically absent (excused and unexcused absences at or exceeding 10% or more of enrolled school days), number of students enrolled, the chronic absenteeism rate for the school year, and the average (mean) number of days absent for chronically absent students.</p> <p style="text-align: center;">2015-16 School Year</p> <p>Chronically Absent Students: _____</p> <p>Number Enrolled: _____</p> <p>Chronic Absenteeism Rate: _____</p> <p>Average Days Absent for Chronically Absent Students: _____</p> <p style="text-align: center;">2016-17 School Year</p> <p>Chronically Absent Students: _____</p> <p>Number Enrolled: _____</p> <p>Chronic Absenteeism Rate: _____</p> <p>Average Days Absent for Chronically Absent Students: _____</p>
7.	<p>For the current school year (2016-17), does the school track and monitor the cumulative absenteeism rate (updated at least monthly)?</p> <p>Yes _____ No _____</p> <p>For the current school year (2016-17), does the school track and monitor the student roster for students who are chronically absent and at risk of becoming chronically absent (updated at least monthly)?</p> <p>Yes _____ No _____</p>
8.	<p>During the current school year (2016-17), has your school reviewed the prevention and intervention strategies put in place in Year 1 (2015-16 school year) for effectiveness and made adjustments where necessary?</p> <p>Yes _____ No _____</p> <p>Please provide any additional comments or information about your school absenteeism policy, intervention plan and/or procedures, etc. below.</p>

Part III – to be completed in Year 3.

Year 3 Criteria (2017-18 School Year)	
<p>9.</p>	<p>Indicate for Year 2 of receivership (2016-17 school year), the number of students chronically absent (excused and unexcused absences at or exceeding 10% or more of enrolled school days), number of students enrolled, the chronic absenteeism rate for the school year, and the average (mean) number of days absent for chronically absent students.</p> <p>At the end of Year 3 of receivership (2017-18 school year), indicate the number of students chronically absent (excused and unexcused absences at or exceeding 10% or more of enrolled school days), number of students enrolled, the chronic absenteeism rate for the school year, and the average (mean) number of days absent for chronically absent students.</p> <p style="text-align: center;">2016-17 School Year</p> <p>Chronically Absent Students: _____</p> <p>Number Enrolled: _____</p> <p>Chronic Absenteeism Rate: _____</p> <p>Average Days Absent for Chronically Absent Students: _____</p> <p style="text-align: center;">2017-18 School Year</p> <p>Chronically Absent Students: _____</p> <p>Number Enrolled: _____</p> <p>Chronic Absenteeism Rate: _____</p> <p>Average Days Absent for Chronically Absent Students: _____</p>
<p>10.</p>	<p>During the current school year (2017-18), has your school reviewed the prevention and intervention strategies put in place in Year 1 (2015-16 school year) and Year 2 (2016-17 school year) for effectiveness and made adjustments where necessary?</p> <p>Yes _____ No _____</p> <p>Please provide any additional comments or information about your school absenteeism policy, intervention plan and/or procedures, etc. below.</p>

SED Use Only

Rating Guidelines
C = Compliant
D = Developing
N = Non-compliant

Implementation Scoring Rubric: Check the box in the appropriate column to indicate whether the school is Compliant, Developing, or Non-compliant for each question.

In Year 1, schools must receive a Compliant rating for Question 1 for an acceptable rating.
In Year 2, schools must receive a Compliant rating for Question 6 and 7 for an acceptable rating.
In Year 3, schools must receive a Compliant rating for Question 9 for an acceptable rating.

	C	D	N
Part I/Year 1			
Question 1: Policy implementation			
Question 2: Parent, student, staff awareness			
Question 3: Accurate recordkeeping and review and identification of students CA and at risk			
Question 4: Outreach method and frequency			
Question 5: Can calculate CA for prior year			
Part II/Year 2			
Question 6: Baseline number and rate for the 2015-16 school year			
Question 7: Track the cumulative CA rate and roster at least monthly for current school year (2016-17)			
Question 8: Review and adjust interventions			
Part III/Year 3			
Question 9: Number and rate for the 2016-17 school year and current school year (2017-18)			
Question 10: Review and adjust interventions			