New York State Education Department

Persistently Struggling and Struggling Schools Indicators

Indicator #98: Chronic Absenteeism Receivership Rubric

**Year 3 / 2017-18 School Year**

School:       Person Completing Report:

District:       Title :

School BEDS Code:       Phone :

Submission Date:       Email:

**Please submit by July 11, 2018**

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 as follows. 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 engage in all the same activities required in year 1, and work to reduce the incidence of chronic absence on an ongoing basis. In year 3, the school must engage in all the same activities required in years 1 and 2, and 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.

Information about calculating chronic absenteeism data from district reported data to the Student Information Repository System (SIRS), and information regarding reducing chronic absenteeism and helping students and their families engage in school, are available in the memorandum, *Guidance about Calculating Chronic Absenteeism* released on May 2, 2016 at: <http://www.p12.nysed.gov/sss/>.

**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, at a minimum, the school should have the following in place:

* tracking individual student absences and overall chronic absenteeism rates on an ongoing basis throughout the school year (no less than monthly, and preferably weekly);
* apply prevention and intervention strategies, for students missing 5% or more (excused and unexcused) of the days the student has been enrolled and school is in session.

**Year 2 (2016-17 school year)**

The school **must do all the same items as in Year 1, and will work to reduce the incidence of chronic absence on an ongoing basis**, including:

* tracking individual student absences and overall chronic absenteeism rates on an ongoing basis throughout the school year (no less than monthly, and preferably weekly);
* track and monitor student roster for students who are chronically absent and at-risk of becoming chronically absent;
* apply chronic absenteeism prevention and intervention strategies for students chronically absent and at-risk of becoming chronically absent;
* engage with and involve parents and the community in efforts to reduce chronic absenteeism;
* at the end of the 2016-17 school year, calculate and report a baseline of chronic absenteeism data that includes, the number and percentage of students chronically absent for the 2016-17 school year based on data reported in SIRS.

**Year 3 (2017-18 school year)**

The school must do **all the same items as in Years 1 and 2, and will work to reduce the incidence of chronic absence on an ongoing basis, and will reduce its rate of chronic absenteeism** (percentage to be determined later). Based on the data from Year 2, by utilizing the chronic absenteeism policy and procedures, the school will reduce:

* the number of students who are chronically absent each year;
* the school chronic absenteeism rate; and
* the total number of absence days for students who were chronically absent in the prior school year.

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| **1.** | Did the district develop and implement a comprehensive attendance and chronic absenteeism policy aimed at reducing chronic absenteeism?  Yes \_\_     \_\_\_\_\_\_\_\_ No \_\_\_\_     \_\_\_\_\_\_ | | | | | |
| **2**. | Has the district Board of Education formally adopted the comprehensive attendance and chronic absenteeism policy?  Yes \_\_\_     \_\_\_\_\_\_\_ No \_\_\_\_\_     \_\_\_\_\_ | | | | | |
| **3**. | 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?  Yes \_\_\_\_     \_\_\_\_\_\_ No \_\_\_\_     \_\_\_\_\_\_ | | | | | |
| 4. | Have you reached out to local or community resources to provide assistance in addressing obstacles to good attendance?  Yes \_\_\_     \_\_\_\_\_\_\_ No \_\_\_\_     \_\_\_\_\_\_ | | | | | |
| **5.** | 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 \_\_\_\_\_     \_\_\_\_\_ | | | | | |
| **6**. | Does your school make use of data that are available in the SIRS 360 and SIRS 361 Reports in the Level 2 Reporting System (Year-to-Date Student Attendance/Absenteeism Summary Report and Student Attendance Daily Summary Report) as a means of identifying students who are chronically absent and provide appropriate intervention?  Yes \_\_\_     \_\_\_\_\_\_\_ No \_\_\_\_     \_\_\_\_\_\_ | | | | | |
| 7. | 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.   1. Outreach to parents occurs (check one):   \_\_     \_\_\_\_\_\_\_daily  \_\_     \_\_\_\_\_\_\_weekly  \_\_     \_\_\_\_\_\_\_bi-weekly  \_\_\_     \_\_\_\_\_\_monthly  \_\_\_     \_\_\_\_\_\_other (specify) \_\_\_\_\_\_\_\_     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Outreach is in the form of (check all that apply):   \_\_\_     \_\_\_\_\_\_letter to parents  \_\_\_     \_\_\_\_\_\_telephone call  \_\_\_     \_\_\_\_\_\_parent conference  \_\_\_     \_\_\_\_\_\_student conference  \_\_\_\_     \_\_\_\_\_home visits  \_\_\_     \_\_\_\_\_\_other (specify) \_\_\_\_\_\_\_\_\_     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Position of individual(s) responsible for providing follow-up (check all that apply):   \_\_     \_\_\_\_\_\_teacher  \_\_     \_\_\_\_\_\_\_attendance official  \_\_     \_\_\_\_\_\_\_mentor  \_\_     \_\_\_\_\_\_\_school counselor  \_\_     \_\_\_\_\_\_\_principal  \_\_     \_\_\_\_\_\_\_other (specify) \_\_\_\_\_\_\_     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| **8**. | 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?  Yes \_     \_\_\_\_\_\_\_\_\_ No \_     \_\_\_\_\_\_\_\_\_ | | | | | |
| **9**. | | Indicate the number of students chronically absent as reported in SIRS (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. | | | | |
|  | 2015-16 School Year  (if available) | 2016-17 School Year  (as reported in SIRS) | 2017-18 School Year  (as reported in SIRS) | Change  2016-17 to 2017-18 School Year |
| Chronically Absent Students |  |  |  |  |
| Number Enrolled |  |  |  |  |
| Chronic Absenteeism Rate |  |  |  |  |
| Average Days Absent for Chronically Absent Students |  |  |  |  |
| **10**. | | **Superintendent’s Certification**  I, \_\_\_\_\_     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, certify that the above information is true and accurate to the best of my knowledge  Signature: \_\_\_     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |

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| ***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 3, schools must receive a Compliant rating for Question 1,2,3,5,6,8,9, and 10, and show a decrease in the number of chronically absent students, the chronic absenteeism rate, and number of absence days for an acceptable rating.*** | | | |
|  | **C** | **D** | **N** |
| **Question 1: Policy implementation** |  |  |  |
| **Question 2: Board Adopted Policy** |  |  |  |
| **Question 3: Parent, student, staff awareness** |  |  |  |
| Question 4: Community Resources |  |  |  |
| **Question 5: Accurate recordkeeping and review** |  |  |  |
| **Question 6: SIRS reports 2017-18** |  |  |  |
| Question 7 Outreach method and frequency |  |  |  |
| **Question 8: Review and adjust interventions** |  |  |  |
| **Question 9: Number and rate for the 2016-17 and 2017-18 school years and reduction** |  |  |  |
| **Question 10: Certification** |  |  |  |
| First Review  Reviewed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date reviewed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Comments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Second Review  Reviewed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date reviewed *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  Comments *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | | | |