new york city
COMMUNITY
schools

Using Data to Reduce Chronic Absenteeism

Webinar

November 1, 2019

NYC Department of Education

Welcome!

The webinar will begin shortly.

As you join, please open the Chat box and let us know you're here! Please tell us your name, district/school, and role.

Thank you.

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Your Presenters

Sarah Jonas
Executive Director,
Office of Community Schools at NYCDOE

Sarah D. Peterson
Director of Research and Development,
Office of Community Schools at NYCDOE

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Objectives

- ➢ Review the definition of chronic absenteeism (CA) and its implications for academic achievement
- ➢ Discuss the Every Student Succeeds Act (ESSA) guidelines for chronic absenteeism and ways to set CA targets for your school(s)
- ➢ Share strategy for using data for continuous improvement to reduce chronic absenteeism
- ➢ Learn how to lead a weekly attendance meeting for best results

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What is Chronic Absenteeism?

*Chronic absenteeism—***missing at least 10 percent of school days in a school year for any reason, excused or unexcused—***is a primary cause of low academic achievement and a powerful predictor of those students who may eventually drop out of school.*

Absent 2 days per month ✖ **9 months of school** ▬ **Chronic Absence**

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Chronic Absence Is Easily Masked If We Only Monitor Missing Consecutive days

| September | October | November | December | January |
| M T W TH F | M T W TH F | M T W TH F | M T W TH F | M T W TH F |

| February | March | April | May | June |
| M T W TH F | M T W TH F | M T W TH F | M T W TH F | M T W TH F |

Chronic Absence = 18 days of absence = As Few As 2 days a month

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Attendance Masks Chronic Absenteeism

Presenting: **Sarah Jonas**

Students with poor attendance (or are chronically absent) in K & 1st grade are much less likely to read proficiently in 3rd grade.
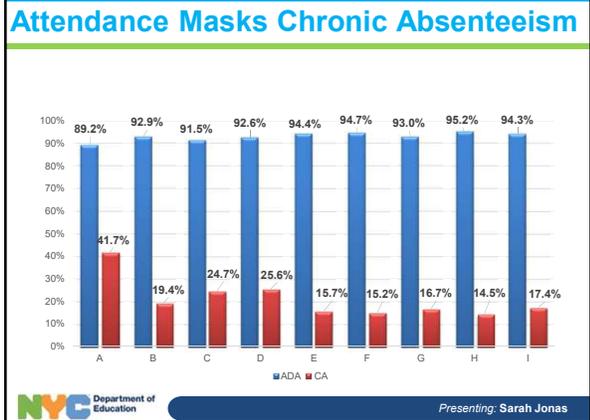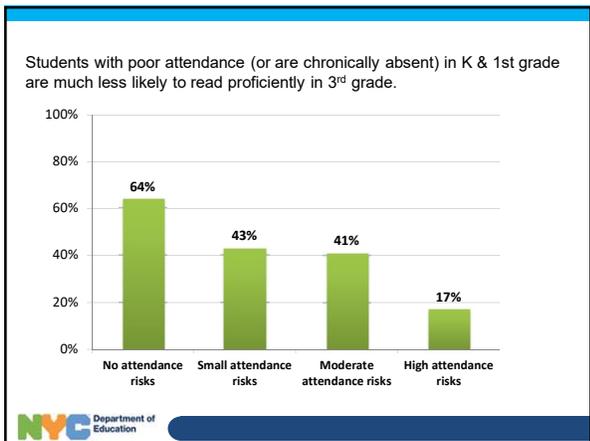

Most schools think 90% attendance OK

With 90% attendance for a school at the end of the year:

➢ The "average" student has missed one full month of school

➢ Has missed 110 hours of instructional time

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ESSA AND CHRONIC ABSENTEEISM TARGETS IN NEW YORK STATE

➢ The aspirational goal for New York State is to ensure every school attains a 5% chronic absenteeism.

➢ By school year 2021-22, New York State expects all schools to reduce the gap between the baseline chronic absenteeism rate (i.e. SY 2016-17 CA rate) and the 5% by 20%.

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Who Is Counted?	ESSA Accountability
Grade levels	1-8 and 9-12
Days enrolled	10 or more
Minimum days present	1
What is CA?	<=90% attendance

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Slide 1

Base Year CA Rate (SY 2016-17)	Aspirational Goal	Gap from Base Year to End Goal	Reduction Goal(reduce gap by 20%)	(By SY 2021-22)
24.2%	5%	19.2%	3.8%	20.4%

24.2% -5%

19.2% x 20%

21.2%-0.8%

3.8% / 5

0.8%	23.4%	22.7%	21.9%	21.1%
Yearly Gap Reduction Goal (1/5 of Reduction Goal)	First Year (SY2017-18)Measure of Interim Progress (MIP)	Second Year (SY2018-19)Measure of Interim Progress (MIP)	Third Year (SY2019-20) Measure of Interim Progress (MIP)	Fourth Year (SY2020-21) Measure of Interim Progress (MIP)

24.2%-0.8%

23.4%-0.8%

22.7%-0.8%

21.9%-0.8%

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Slide 2

Resources

DOE State and Federal Evaluation Home (wiki) / ESSA Accountability
https://wiki.nycenet.edu/display/SFA/State+and+Federal+Evaluation+Home
  See links referenced on ESSA CA Tool

ESSA Accountability Designation
http://www.nysed.gov/accountability/essa-accountability-designation
  2018-19 Accountability Status

ESSA Helpful Links
http://www.nysed.gov/essa/helpful-links
  New York State's ESSA plan

NY Stated Ed Data / Downloads
https://data.nysed.gov/
  Report Card Database

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Slide 3

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Data Helps Educators Keep Kids at Center and on Track

SCHOOL A

Attendance & Parent Communication Systems triggered

Instruction/Assessment & Programming Systems triggered

On track to college

Starts cutting class

Passes Algebra Regents with a 65

First year attendance stays high

Passes with an 80 on retake

Student enters on track

First year attendance slips

Fails Algebra Regents

Attendance slips further

Off track to graduate

SCHOOL B

Data aren't captured or acted on by the next day

Instruction/Assessment System not in place, student is not reprogrammed

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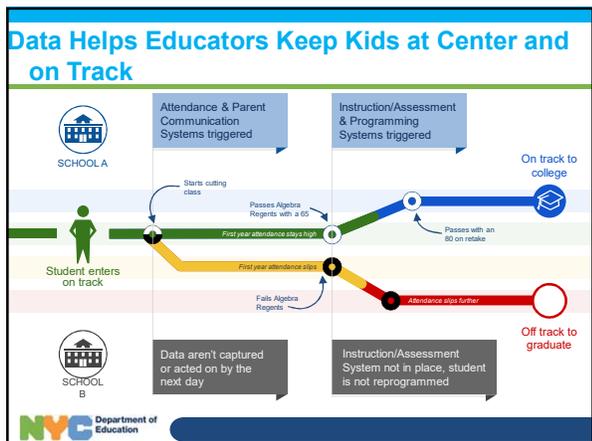
Three Beliefs

1) Real-time data guides decisions about student needs and the equitable allocation of resources
2) The people and partnerships closest to the issue have the solution
3) The facilitator and a focus on results move groups from talk to action

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Real-time data guides decisions about student needs and the equitable allocation of resources

Before / **After**

Paper and Pencil

Electronic Data in Real Time

Example of Data Reports Now Available

Assign Interventions & Monitor for Impact

The people and partnerships closest to the issue have the solution

Before	After
Principal Solving Problems Alone with Limited Data	Use of Data Tools / Collaborative Partnerships
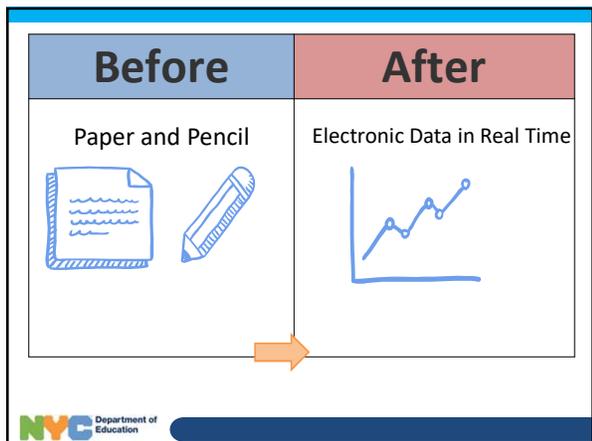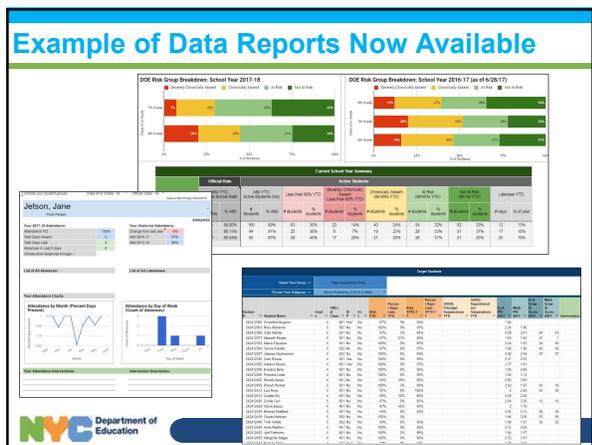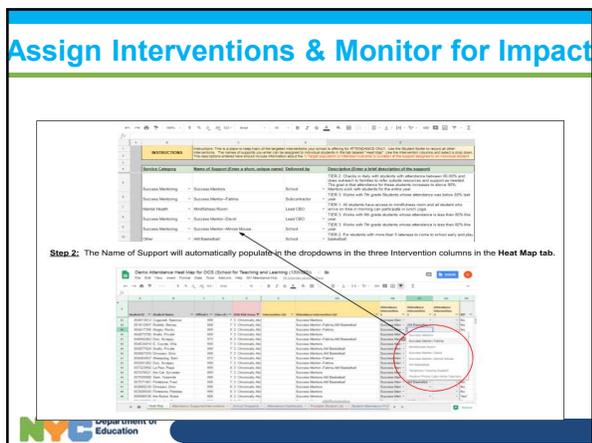
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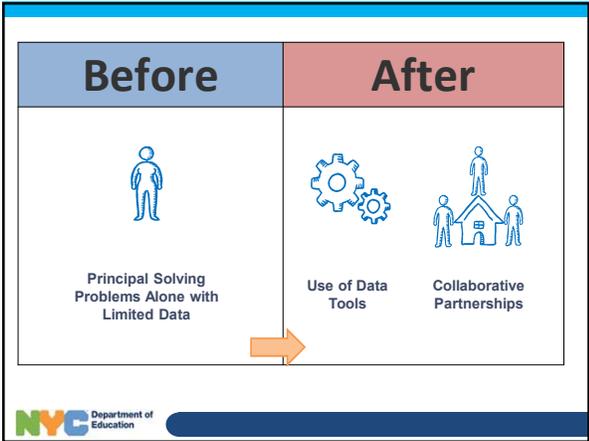
The facilitator and a focus on results moves groups from talk to action

Why Does Facilitation Matter?
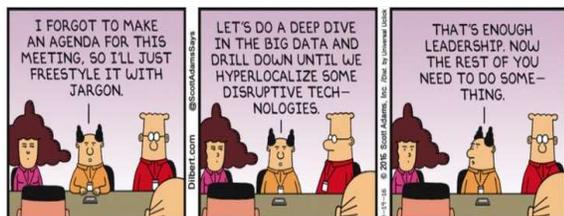
Neutrally Facilitated Continuous Improvement Cycle
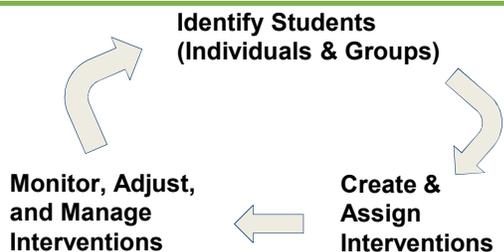
Identify Students (Individuals & Groups)

Monitor, Adjust, and Manage Interventions

Create & Assign Interventions

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Meet Regularly, Review Data in Real Time & Collaborate to Keep Students at the Center

PRINCIPAL

PRINCIPAL'S LEADERSHIP TEAM

SUCCESS MENTORS

CBO LEADERS

Identify At-Risk & Chronically Absent Students -- Develop & Track Interventions

GOAL = STRATEGIC COLLABORATION FOR IMPROVED OUTCOMES

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Additional Resources

➢ **Council on Children and Families: Every Student Present**
www.ccf.ny.gov

➢ **NYC Community Schools Website & Continuous Improvement Guides and Supplemental Material:**
http://www.communityschools.nyc

➢ **Attendance Works**
http://www.attendanceworks.org

➢ **MENTOR NY http://www.mentornewyork.org**

➢ **inspired activities and teams**
http://www.inspired.fb.com

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Q&A

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