

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

- x 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

	Year 1 Criteria (2015-16 School Year)
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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 _____

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.

Part II – to be completed in Year 2.

Year 2 Criteria (2016-17 School Year)

Part III – to be completed in Year 3.

Year 3 Criteria (2017-18 School Year)

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			