

# DATA REPORT SPOTLIGHT

Curriculum Council Meeting – February 3, 2023

2022 - 2023

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Educational Support Services, School Data Bank Services Program

# Why Address Chronic Absenteeism

- Direct correlation between attendance and student growth and success
  - ▣ Use evidence of attendance to inform decision-making; to provide a foundation
  - ▣ Foundation for targeted action planning to support improved student attendance in the future

# ESSA Accountability Designations

## One-Year Accountability Model, 2022-23

The New York State Education Department (NYSED) has established a new set of indicators to measure school performance.

The new indicators include:

- ❑ Student academic achievement;
- ❑ Student growth and school progress;
- ❑ Progress of English language learners;
- ❑ **Chronic absenteeism;** and
- ❑ For high schools, graduation rates and preparing students for college, career and civic engagement.

# ESSA Accountability Indicator Info Sessions

## NYSED Session Topics:

- ❑ #1: Weighted Average Achievement and Core Subject Performance (Elementary/Middle Level)
- ❑ #2: Weighted Average Achievement and Core Subject Performance (High School Level)
- ❑ #3: Graduation Rate
- ❑ **#4: Chronic Absenteeism**
- ❑ #5: English Language Proficiency

[Recordings of NYSED Accountability Sessions](#)

# Who Should Access: SIRS – 107 Summary

- ☐ Teachers
- ☐ District Administrators
- ☐ Building Principals
- ☐ Guidance Directors & Counselors
- ☐ Deans
- ☐ School Social Works
- ☐ School Psychologists



# Chronic Absenteeism Accountability Report

## SIRS – 107 Summary

[Level 2 Reporting Navigation Quick-Reference Guide](#)

[NYS Assessment Data & Instructional Reporting Platforms](#)



Chronic Absenteeism Accountability Report  
Data Contained in the Student Information Repository System

# 2021-22 EOY Reporting: **Small** District Sample

Data Refresh Date: Sep 3, 2022  
Attendance Through: Jun 30, 2022  
Last Attendance Date Loaded: Jun 24, 2022

## Area of Concern – Question Data Reporting

Student Subgroup (accountability subgroups are marked with an asterisk (**))	Elementary/Middle Level Chronic Absenteeism for Accountability (Grades 1-8 & Ungraded Age Equivalent Students)			High School Level Chronic Absenteeism for Accountability (Grades 9-12 & Ungraded Age Equivalent Students)		
	Number of Students Enrolled 10 or More Instructional Days** (a)	Students Absent 10% or More of Enrolled Instructional Days (b)	Percentage of Students Chronically Absent (c) = ((b)/(a))*100	Number of Students Enrolled 10 or More Instructional Days** (d)	Students Absent 10% or More of Enrolled Instructional Days (e)	Percentage of Students Chronically Absent (f) = ((e)/(d))*100
<b>*All Students</b>	<b>1,106</b>	<b>217</b>	<b>19.6%</b>	<b>697</b>	<b>174</b>	<b>25.0%</b>
Female	534	108	20.2%	354	92	26.0%
Male	572	109	19.1%	343	82	23.9%
*American Indian/Alaska Native	2	0	0.0%	2	0	0.0%
*Black	29	6	20.7%	11	7	63.6%
*Hispanic	101	23	22.8%	46	15	32.6%
*Asian/Pacific Islander	23	5	21.7%	13	4	30.8%
Asian	23	5	21.7%	13	4	30.8%
*White	925	180	19.5%	612	146	23.9%
*Multiracial	26	3	11.5%	13	2	15.4%
General Education Students	887	152	17.1%	586	134	22.9%
*Students with Disabilities	219	65	29.7%	111	40	36.0%
Former Students with Disabilities	18	1	5.6%	10	2	30.0%
Not English Language Learner	1,095	213	19.5%	692	171	24.7%
*English Language Learner	11	4	36.4%	5	3	60.0%
Formerly English Language Learner	4	2	50.0%	2	0	0.0%
*Economically Disadvantaged	160	56	35.0%	116	49	42.2%
Not Economically Disadvantaged	946	161	17.0%	581	125	21.5%
Not Migrant	1,106	217	19.6%	697	174	25.0%
Homeless	10	4	40.0%	2	1	50.0%

\*\*Students must be in attendance for at least one of the ten or more instructional days for which they are enrolled.

Above Counts are as of "Attendance Through"

\*\*Students with Missing attendance are considered Absent in all calculations.



Chronic Absenteeism Accountability Report  
Data Contained in the Student Information Repository System

# 2021-22 EOY Reporting: **Large** District Sample

Data Refresh Date: Sep 3, 2022  
Attendance Through: Jun 30, 2022  
Last Attendance Date Loaded: Jun 24, 2022

## Area of Concern – Question Data Reporting

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Elementary/Middle Level Chronic Absenteeism for Accountability (Grades 1-8 & Ungraded Age Equivalent Students)			High School Level Chronic Absenteeism for Accountability (Grades 9-12 & Ungraded Age Equivalent Students)		
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<b>*All Students</b>	<b>4,715</b>	<b>1,751</b>	<b>37.1%</b>	<b>2,602</b>	<b>76</b>	<b>2.9%</b>
Female	2,297	842	36.7%	1,238	35	2.8%
Male	2,418	909	37.6%	1,364	41	3.0%
*American Indian/Alaska Native	3	1	33.3%	1	0	0.0%
*Black	640	221	34.5%	400	8	2.0%
*Hispanic	3,860	1,441	37.3%	2,079	61	2.9%
*Asian/Pacific Islander	72	31	43.1%	42	3	7.1%
Asian	69	29	42.0%	39	3	7.7%
Native Hawaiian/Other Pacific Islander	3	2	66.7%	3	0	0.0%
*White	95	36	37.9%	58	4	6.9%
*Multiracial	45	21	46.7%	22	0	0.0%
General Education Students	4,054	1,465	36.1%	2,356	63	2.7%
*Students with Disabilities	661	286	43.3%	246	13	5.3%
Former Students with Disabilities	26	2	7.7%	9	0	0.0%
Not English Language Learner	2,926	1,075	36.7%	1,821	55	3.0%
*English Language Learner	1,789	676	37.8%	781	21	2.7%
Formerly English Language Learner	431	135	31.3%	173	3	1.7%
*Economically Disadvantaged	3,322	1,305	39.3%	1,829	57	3.1%
Not Economically Disadvantaged	1,393	446	32.0%	773	19	2.5%
Not Migrant	4,715	1,751	37.1%	2,602	76	2.9%

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Chronic Absenteeism Accountability Report  
Data Contained in the Student Information Repository System

## 2021-22 EOY Reporting: District Sample

Data Refresh Date: Sep 3, 2022  
Attendance Through: Jun 30, 2022  
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Accurately/Completely Reported Data

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Elementary/Middle Level Chronic Absenteeism for Accountability (Grades 1-8 & Ungraded Age Equivalent Students)			High School Level Chronic Absenteeism for Accountability (Grades 9-12 & Ungraded Age Equivalent Students)		
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<b>*All Students</b>	<b>3,315</b>	<b>212</b>	<b>6.4%</b>	<b>2,044</b>	<b>141</b>	<b>6.9%</b>
Female	1,634	86	5.3%	987	69	7.0%
Male	1,681	126	7.5%	1,056	72	6.8%
Nonbinary	0	0	0.0%	1	0	0.0%
*American Indian/Alaska Native	2	0	0.0%	2	0	0.0%
*Black	62	2	3.2%	37	2	18.9%
*Hispanic	364	34	9.3%	161	27	16.8%
*Asian/Pacific Islander	492	22	4.5%	248	11	4.4%
Asian	492	22	4.5%	246	10	4.1%
Native Hawaiian/Other Pacific Islander	0	0	0.0%	2	1	50.0%
*White	2,260	146	6.5%	1,568	93	5.9%
*Multiracial	135	8	5.9%	28	3	10.7%
General Education Students	2,856	172	6.0%	1,778	105	5.9%
*Students with Disabilities	459	40	8.7%	266	36	13.5%
Former Students with Disabilities	82	6	7.3%	40	5	12.5%
Not English Language Learner	3,242	201	6.2%	2,017	133	6.6%
*English Language Learner	73	11	15.1%	27	8	29.6%
Formerly English Language Learner	50	6	12.0%	21	3	14.3%
*Economically Disadvantaged	482	69	14.3%	342	49	14.3%
Not Economically Disadvantaged	2,833	143	5.0%	1,702	92	5.4%

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# A look at 2022-23 Data Reporting

SIRS – 107 Summary and Detail



Chronic Absenteeism Accountability Report  
Data Contained in the Student Information Repository System

Four-days since last data-load;  
Skews Chronically Absent Percent

Data Refresh Date: Dec 31, 2022  
Attendance Through: Dec 24, 2022  
Last Attendance Date Loaded: Dec 20, 2022

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Elementary/Middle Level Chronic Absenteeism for Accountability (Grades 1-8 & Ungraded Age Equivalent Students)			High School Level Chronic Absenteeism for Accountability (Grades 9-12 & Ungraded Age Equivalent Students)		
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<b>*All Students</b>	<b>1,049</b>	<b>421</b>	<b>40.1%</b>	<b>669</b>	<b>249</b>	<b>37.2%</b>
Female	518	213	41.1%	324	114	35.2%
Male	531	208	39.2%	345	135	39.1%
*American Indian/Alaska Native	2	0	0.0%	2	0	0.0%
*Black	22	9	40.9%	9	6	66.7%
*Hispanic	99	34	34.3%	48	16	33.3%
*Asian/Pacific Islander	23	7	30.4%	14	1	7.1%
Asian	23	7	30.4%	14	1	7.1%
*White	871	355	40.8%	583	221	37.9%
*Multiracial	32	16	50.0%	13	5	38.5%
General Education Students	857	334	39.0%	547	184	33.6%
*Students with Disabilities	192	87	45.3%	122	65	53.3%
Former Students with Disabilities	17	7	41.2%	8	4	50.0%
Not English Language Learner	1,040	415	39.9%	660	245	37.1%
*English Language Learner	9	6	66.7%	9	4	44.4%
Formerly English Language Learner	5	2	40.0%	3	0	0.0%
*Economically Disadvantaged	157	86	54.8%	115	55	47.8%
Not Economically Disadvantaged	892	335	37.6%	554	194	35.0%
Not Migrant	1,049	421	40.1%	669	249	37.2%
Homeless	1	0	0.0%	0	0	0.0%

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Chronic Absenteeism Accountability Report  
Data Contained in the Student Information Repository System

Four-days since last data-load;  
Skews Chronically Absent Percent

Data Refresh Date: Dec 31, 2022  
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Use [hyperlink](#) to access detail

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Female	518	213	41.1%	324	114	35.2%
Male	531	208	39.2%	345	135	39.1%
*American Indian/Alaska Native	2	0	0.0%	2	0	0.0%
*Black	22	9	40.9%	9	6	66.7%
*Hispanic	99	34	34.3%	48	16	33.3%
*Asian/Pacific Islander	23	7	30.4%	14	1	7.1%
Asian	23	7	30.4%	14	1	7.1%
*White	871	355	40.8%	583	221	37.9%
*Multiracial	32	16	50.0%	13	5	38.5%
General Education Students	857	334	39.0%	547	184	33.6%
*Students with Disabilities	192	87	45.3%	122	65	53.3%
Former Students with Disabilities	17	7	41.2%	8	4	50.0%
Not English Language Learner	1,040	415	39.9%	660	245	37.1%
*English Language Learner	9	6	66.7%	9	4	44.4%
Formerly English Language Learner	5	2	40.0%	3	0	0.0%
*Economically Disadvantaged	157	86	54.8%	115	55	47.8%
Not Economically Disadvantaged	892	335	37.6%	554	194	35.0%
Not Migrant	1,049	421	40.1%	669	249	37.2%
Homeless	1	0	0.0%	0	0	0.0%

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# New York State Education Department



## Chronic Absenteeism Accountability Report Data Contained in the Student Information Repository System

Use [hyperlink](#) to access detail

District :

School:

School Year:

Data Refresh Date:

Attendance Through:

Last Attendance Date Loaded:

2022-23

Dec 31, 2022

Dec 24, 2022

Dec 20, 2022

Level:

Elementary/Middle Level

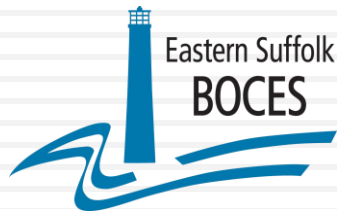
Enrolled/Absent: Students Absent 10% or more of Enrolled Instructional Days

Subgroup: \*All Students

Student ID	NYSSIS ID	Student Name	Location	Grade	Gender	Ethnicity	Economically Disadvantaged	ELL Eligible	Former ELL	ELL Duration	Disability	Former SWD	Days Enrolled	Days Absent	Percent Absent
				01	Male	White							74	14	18.9%
				01	Male	White					Autism		74	8	10.8%
				01	Male	White							74	18	24.3%
				01	Male	White							74	9	12.2%
				01	Male	Hispanic or Latino	YES				Speech or Language Impairment		74	8	10.8%
				01	Female	White							74	12	16.2%
				01	Male	White	YES				Learning Disability		74	11	14.9%
				01	Female	White					Speech or Language Impairment		74	10	13.5%
				01	Female	White							74	9	12.2%
				01	Female	White							74	9	12.2%
				01	Female	White							74	8	10.8%
				01	Male	Hispanic or Latino	YES	YES					74	9	12.2%
				01	Female	White							74	11	14.9%
				01	Female	White							74	11	14.9%
				01	Female	White							74	9	12.2%
				01	Male	White	YES						74	8	10.8%
				01	Male	Hispanic or Latino	YES				Speech or Language Impairment		74	9	12.2%
				01	Female	White							74	11	14.9%
				01	Male	Black or African American	YES				Other Health Impairment		74	12	16.2%

# Review

- ❑ Load data to Level 0 - Data Warehouse by Thursday at 5pm. Attendance data refreshes the following Monday
- ❑ Verify the attendance data reported to SED by confirming the student attendance data contained in your Student Management System (SMS)
- ❑ Chronic Absenteeism Data appears on the NYSED generated District Report Card
- ❑ Chronic Absenteeism Data is used for accountability purposes
- ❑ Chronically Absent is determined by days absent divided by the number of instructional days the student is enrolled
  - ❑ I.E., Student enrolled for 49 days and absent for 5 days is considered chronically absent, meeting the threshold of 10%



# Questions & Support - Contact

## Data Reporting & Deadlines - Student Data Services

- Email: [DWTShelp@esboces.org](mailto:DWTShelp@esboces.org)

## Data Analysis & Training - School Data Bank Services

- Email: [SDBS@esboces.org](mailto:SDBS@esboces.org)