



# Attendance Matters!

Presentation to the Board of Regents  
Audit Committee  
January 2025



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# Overview of the Conversation

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- Background Information about the OSC Report on Chronic Absenteeism
- Shared Responsibility Approach to Addressing Chronic Absenteeism
  - NYSED Responsibilities and Support
  - District Responsibilities
  - School Responsibilities
- Barriers and Next Steps
- Questions and Dialogue with Committee Members

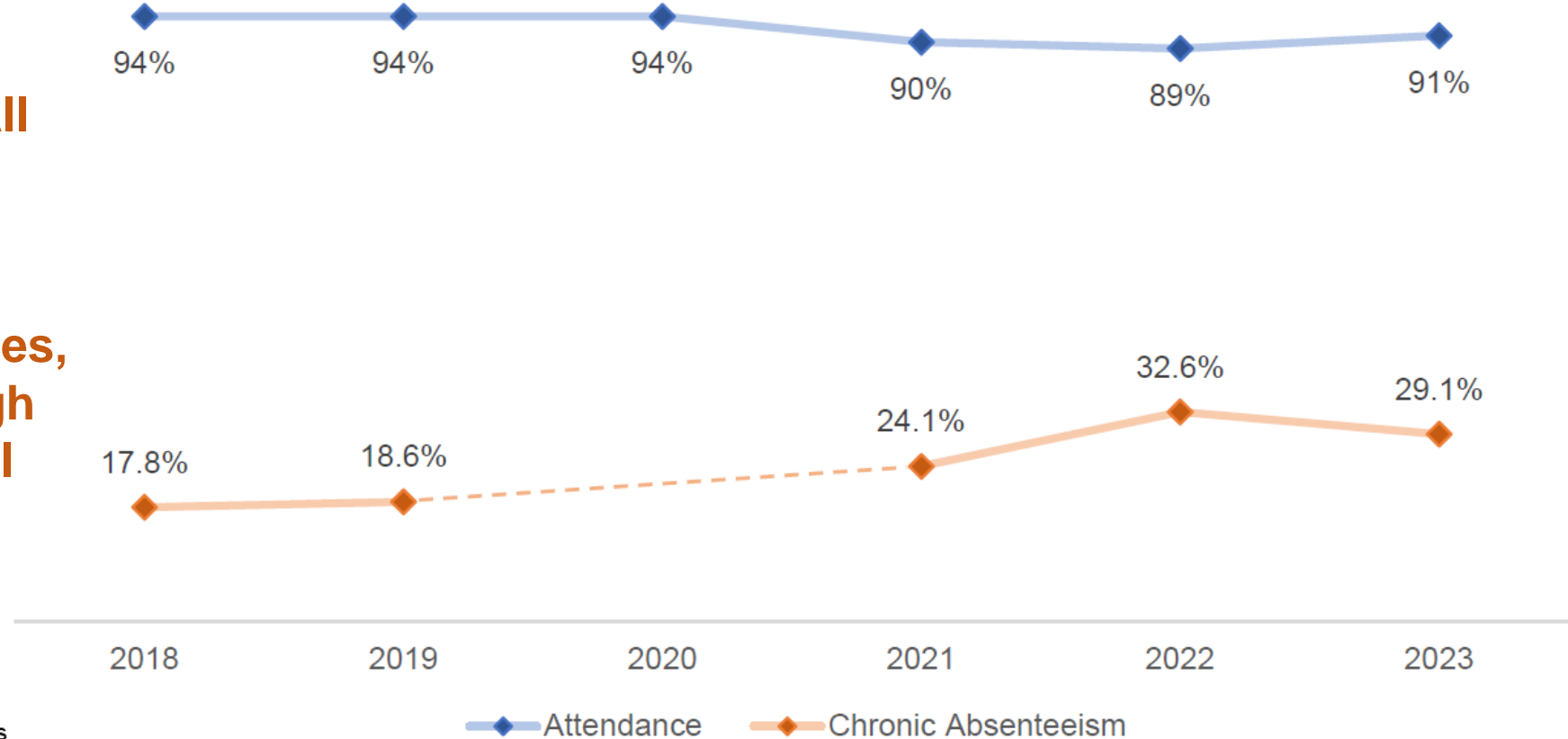
# Background Information

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- In October 2024, the Office of the State Comptroller (OSC) issued an audit report titled “Missing School: New York’s Stubbornly High Rates of Chronic Absenteeism.”
- For the purposes of the report, OSC used the U.S. Department of Education’s definition of Chronic Absenteeism – the share of students who miss at least 10 percent of days (typically 18) in a school year.
- New York excludes suspensions and extended medical absences from the State’s chronic absenteeism calculation.
- NYSED reports chronic absenteeism rates annually on the NYSED Report Card at [data.nysed.gov](https://data.nysed.gov).

# Impact of the Pandemic

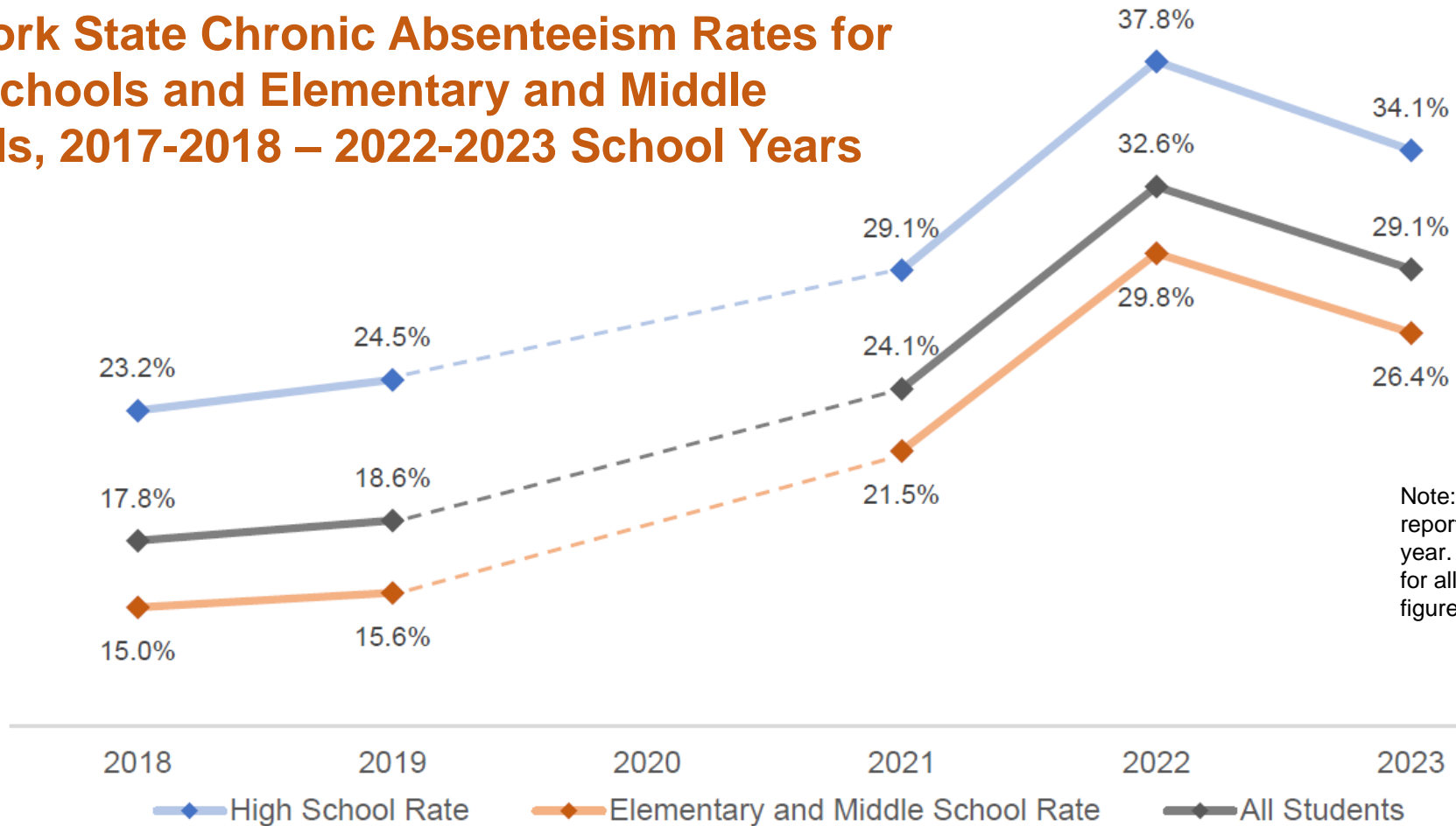
## New York State All Public Schools Attendance and Chronic Absenteeism Rates, 2017-2018 through 2022-2023 School Years



Note: Due to COVID-19, no data were reported for the 2019-2020 school year. The chronic absenteeism rate for all students was calculated using figures reported by NYSED.

# Comparing Grade Bands

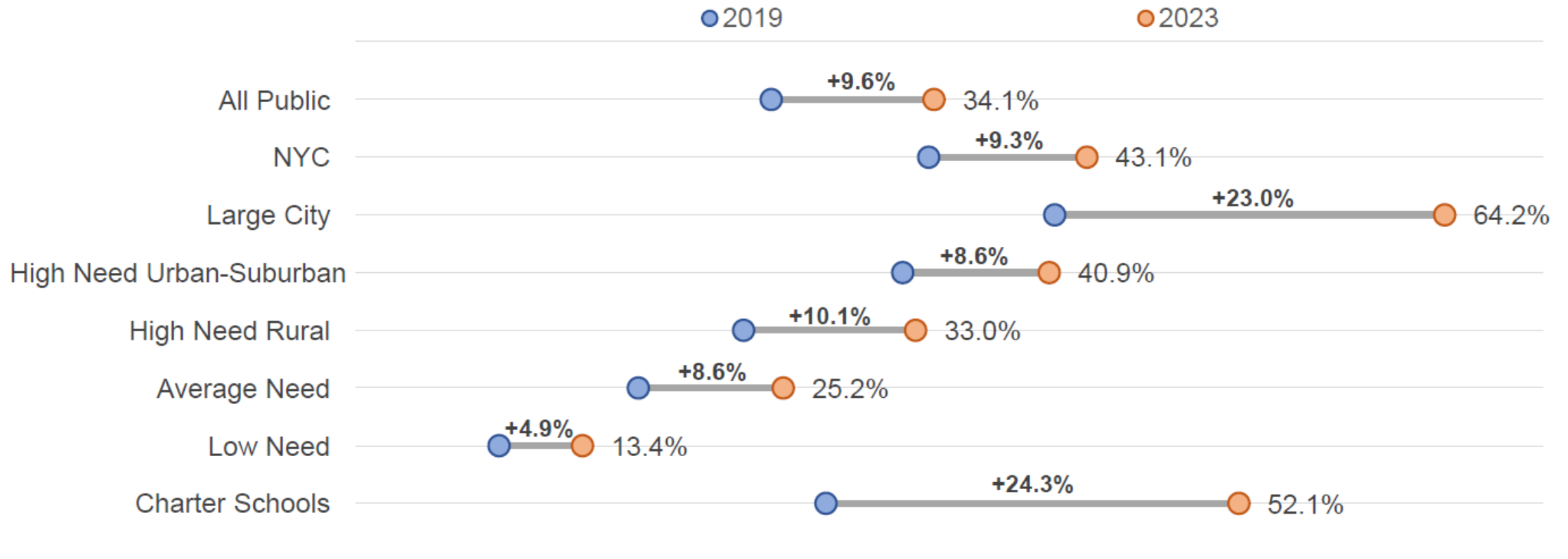
## New York State Chronic Absenteeism Rates for High Schools and Elementary and Middle Schools, 2017-2018 – 2022-2023 School Years



Note: Due to COVID-19, no data were reported for the 2019-2020 school year. The chronic absenteeism rate for all students was calculated using figures reported by NYSED.

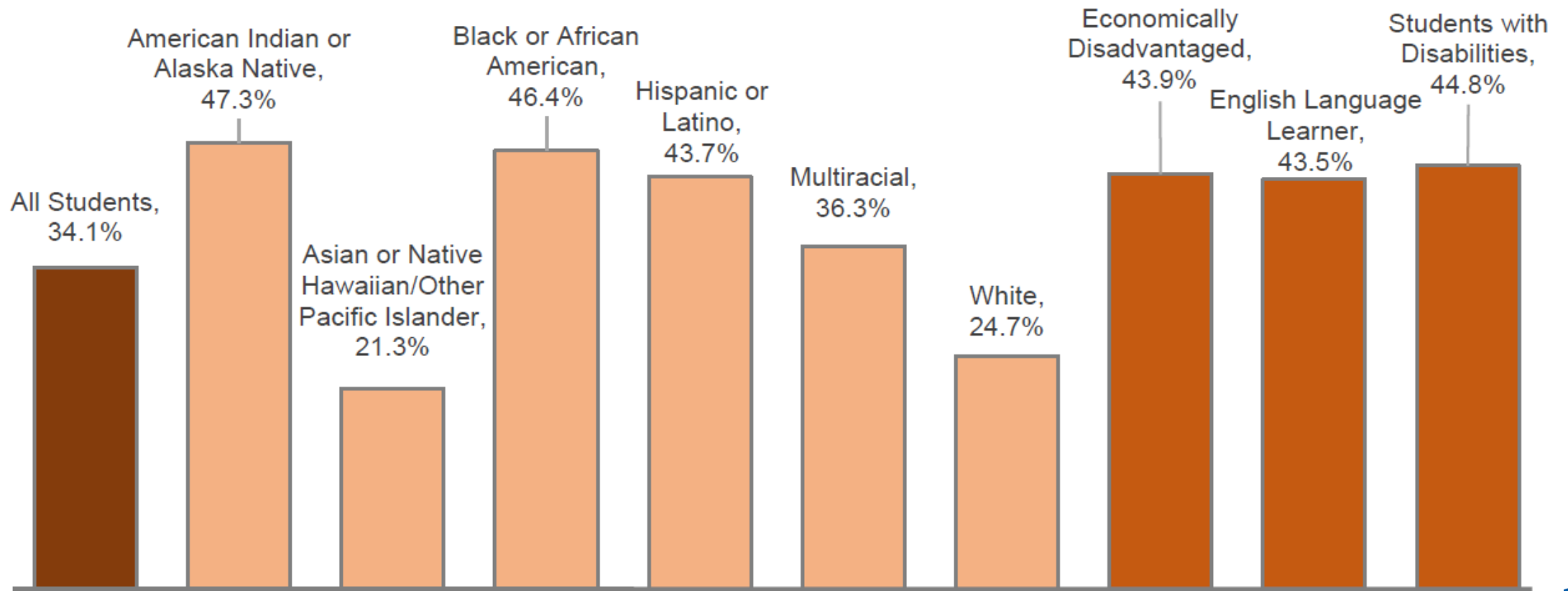
# Most Severe at High School Level

## Change in High School Chronic Absenteeism Rates by Needs Category, 2019-2023



# HS Rates by Student Subgroups

All Public High Schools Chronic Absenteeism Rates by Subgroups, 2022-2023 School Year



# OSC Conclusions

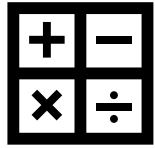
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- *“Reducing chronic absenteeism in New York’s schools is not going to be easy, particularly in the schools where the issue is the most acute.”*
- *“The State needs to continue to track chronic absenteeism on a school, district, and State level, and report the data publicly as it currently does, to allow parents, policy makers, and concerned members of the public to understand the issue and track the State’s and district’s progress towards reducing absenteeism. It is important that the State continue to be transparent about one of the key factors impacting its ability to overcome pandemic era learning losses.”*



# Chronic Absenteeism Remains a Priority

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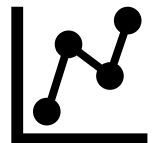
Measure

- NYSED will continue to measure chronic absenteeism, defined as missing 10% or more of enrolled instructional days.



Publicly Report

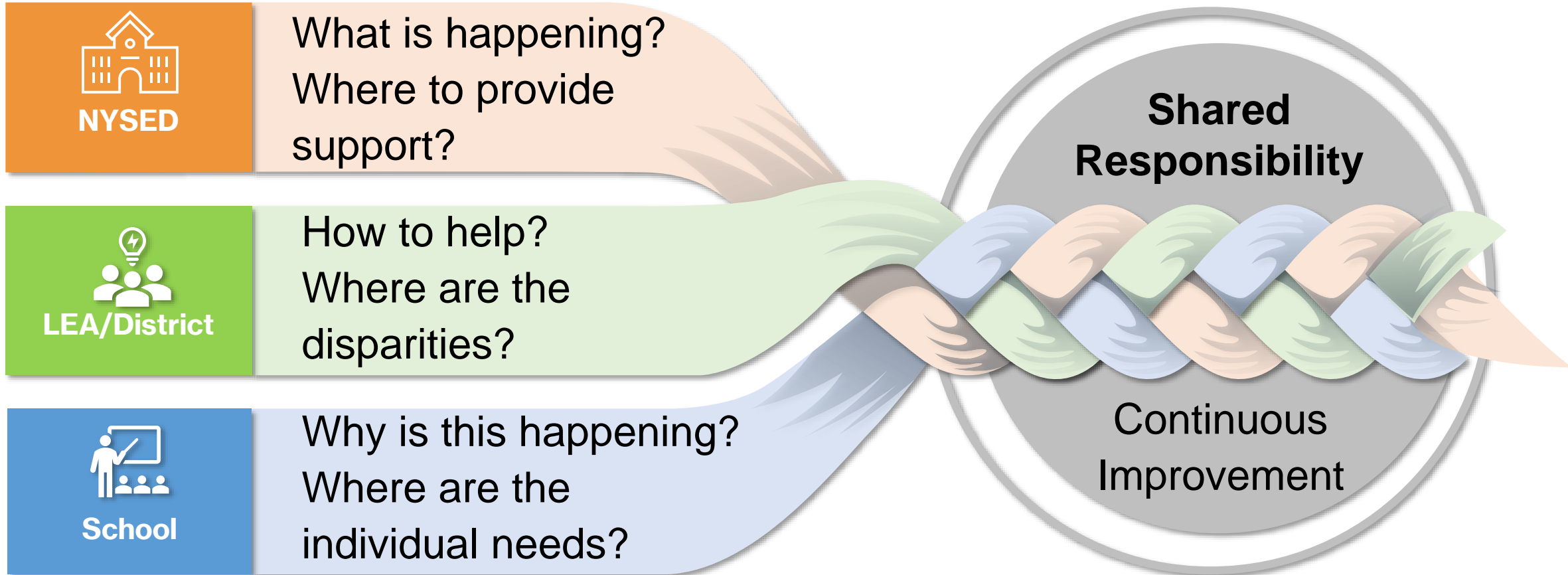
- Chronic absenteeism rates will continue to be reported on the school report card.
- Attendance Indices will be reported as well.



Track Progress

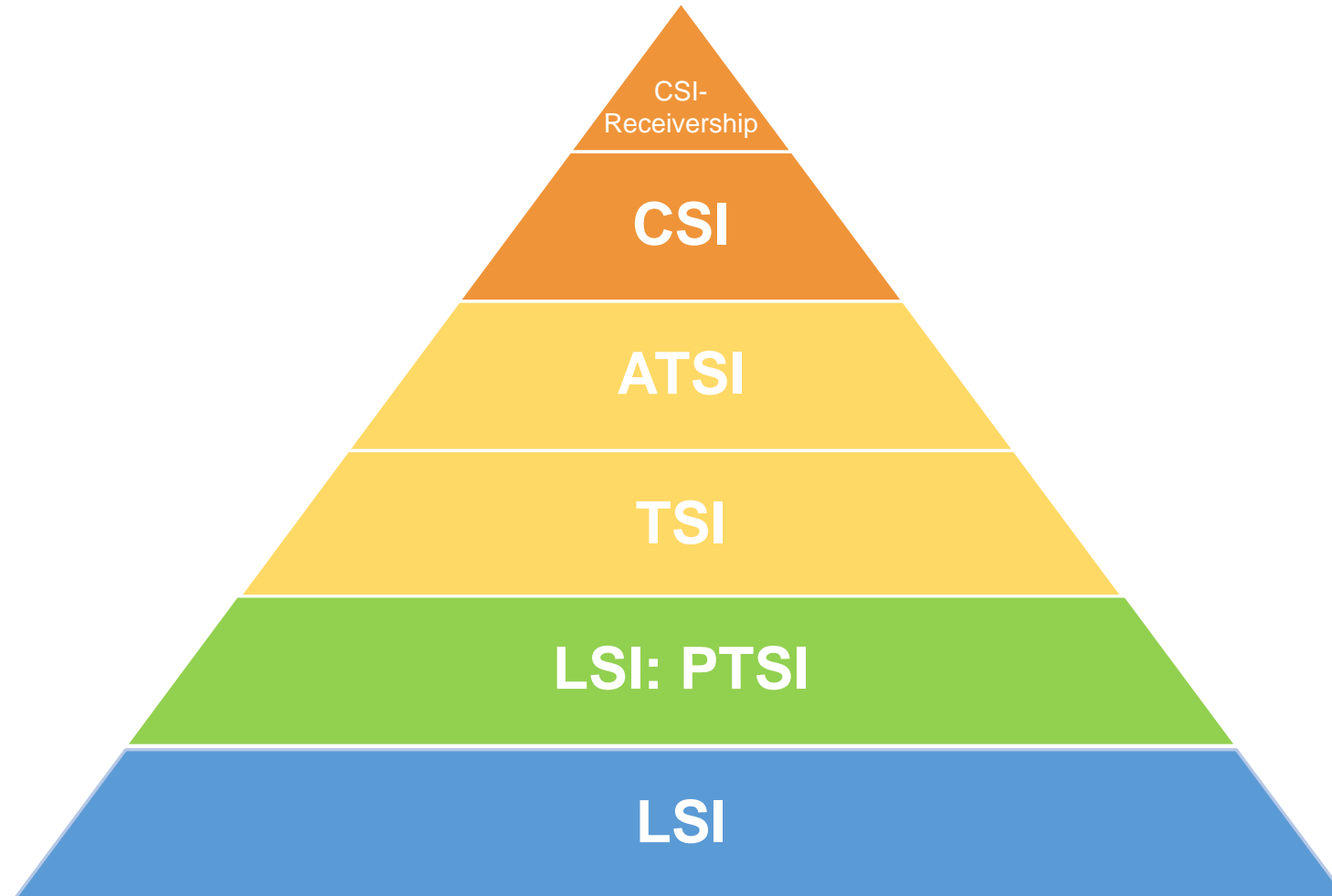
- Monitoring attendance patterns for all students.
- Enabling a more proactive trends analysis.

# Stronger Together



# NYSED: Deploying Resources Strategically

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# Proposed Indicators for 2024-25 SY Results

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 New indicator

Reimagine Phase 1	
Indicator	Level
Weighted Average Achievement	EM HS
Core Subject Performance	EM HS
English Language Proficiency (ELP)	EM HS
Graduation Rate	HS
Growth	EM
College, Career, and Civic Readiness (CCCR)	HS
<b>Attendance</b>	EM HS

# New Attendance Indicator

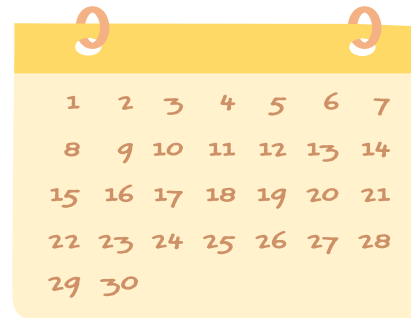


In response to extensive stakeholder feedback and the need to support attendance growth for all, a new Attendance indicator will replace the Chronic Absenteeism Indicator.

All students will be assigned an attendance level and contribute to calculations.



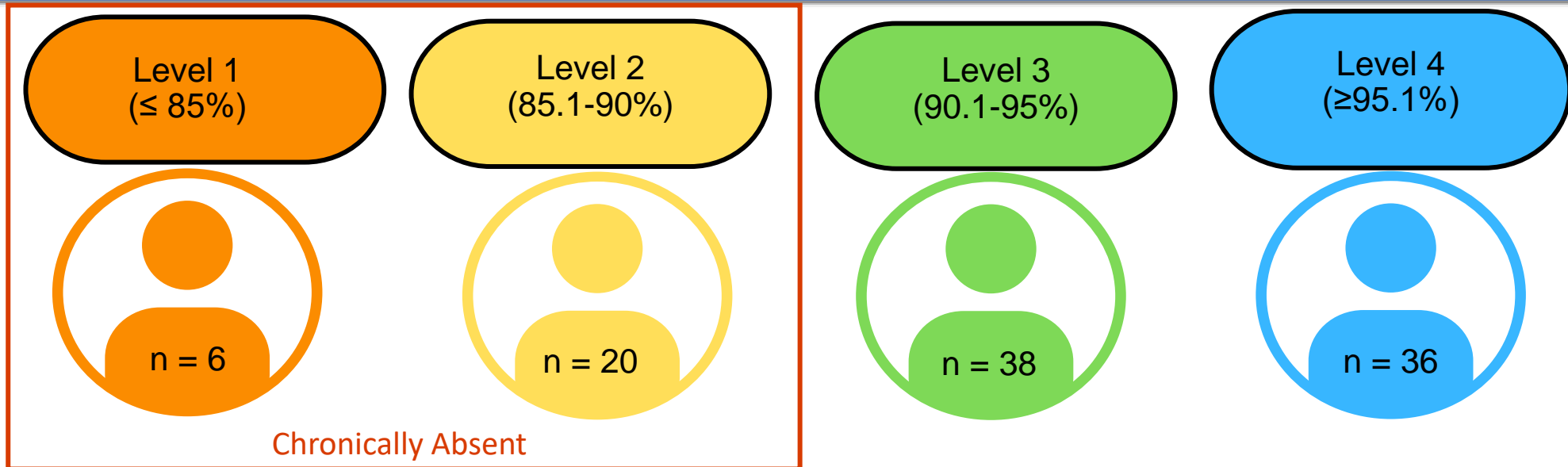
Inclusion criteria increases to 30 instructional days.



Static cut-points will provide clear targets for continuous improvement.



# New Attendance Indicator



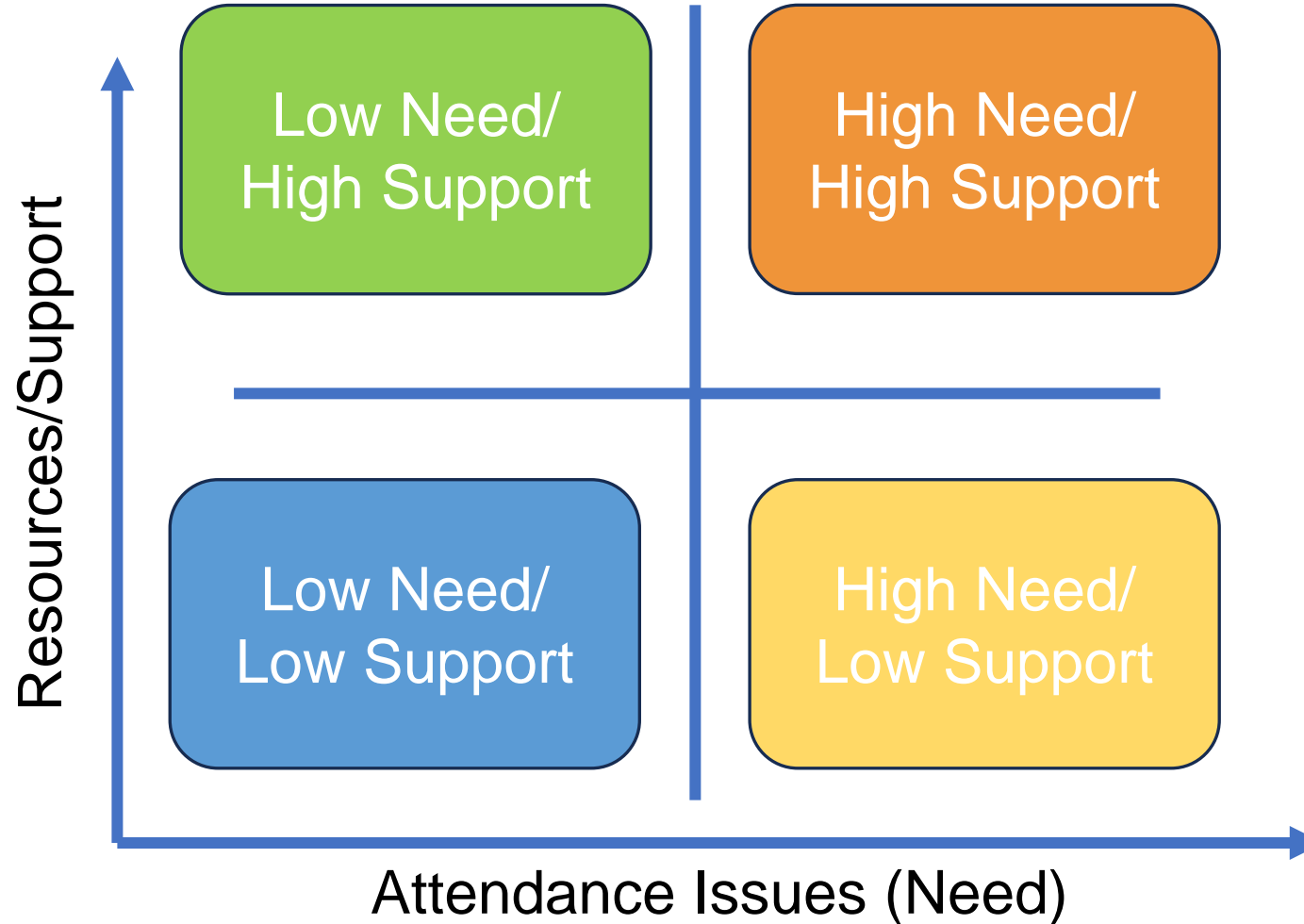
These student attendance levels are used to calculate the Attendance Index.

$$\text{Attendance Index} = \frac{(\# \text{ Level 2}) + (2 \times \# \text{ Level 3}) + (2.5 \times \# \text{ Level 4})}{\# \text{ Students enrolled } \geq 30 \text{ days and in attendance at least one day}} \times 100$$

$$\text{School A - All Students Group Attendance Index} = \frac{(20) + (2 \times 38) + (2.5 \times 36)}{100} \times 100 = 186$$

# LEA/Districts: Analyzing Data

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# SIRS Reports

Subgroup	Students Enrolled 30 or More Instructional Days	Level 1: Attended <=85%	Level 2: Attended 85.1-90.0%	Level 3: Attended 90.1-95.0%	Level 4: Attended 95.1-100%	Attendance Index	Accountability Level
All Students	100	<u>6</u>	<u>20</u>	<u>38</u>	<u>36</u>	<u>186</u>	<u>2</u>
ELL	50	<u>0</u>	<u>3</u>	<u>35</u>	<u>12</u>	<u>206</u>	<u>3</u>
SWD	20	<u>6</u>	<u>10</u>	<u>2</u>	<u>2</u>	<u>95</u>	<u>1</u>



# Schools: Root Cause & Targeted Intervention

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# Schools: Targeted Improvement Planning

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A School Comprehensive Education Plan (SCEP) is required for schools identified for additional support.



Needs assessment to assist with root cause analyses



Key strategies to address attendance issues

- Implementation Plan
- Success Criteria
- Benchmark Targets

# The Need for Multifaceted Solutions

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*“Reducing chronic absenteeism in New York’s schools is not going to be easy, particularly in the schools where the issue is the most acute.”*

System Level Factors	Family / Student Level Factors
Political Environment	Housing / Food / Income Instability
Federal / State / Local Funding	Physical/Mental Health & Wellness
Staffing Shortages	Family Logistics
Resource Allocation	Disengagement



Questions?

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