



L2RPT

SIRS-351 Student Attendance Verification Report

SIRS-360 Attendance/Absence Verification Report

SIRS-361 Year to Date Attendance/Absenteeism Verification Report

SIRS-370 Day Calendar Summary Report

For public schools, districts, charters and BOCES, verification reports that reflect year to date Chronic Absenteeism (CA) data based on student daily attendance records (excused and unexcused) reported in SIRS are available via L2RPT. Districts, BOCES and charter schools should continue reporting student attendance data and day calendar in SIRS, consistent with the requirements defined by local attendance policy (e.g., a district policy that requires a student attend at least 3 classroom periods to be considered in attendance for a school day).

Please use the information in the reports and data available in district (or school) to develop an internal process for verification that meets the individual needs of the district or school. Communication between the data coordinator and the attendance official and establishing an internal process for verification will be an important part of submitting and verifying attendance data in SIRS.

What is Chronic Absenteeism?

Chronic absence from school, defined as missing at least ten percent of enrolled school days, warrants urgent attention because it diminishes successful student outcomes and undermines learning. Chronic absence is inversely associated with key academic priorities, including reading proficiency, math performance, graduation rates, and even college completion. Improving the ability to identify students at risk affords school staff the opportunity to engage students and their families early to ensure students are on track to learn and succeed.

Chronic absence differs from traditional attendance measures because its emphasis is on *missed instructional time*, which takes into account both unexcused and excused absences rather than focusing on unexcused absences or truancy. Clearly, having students in school for instruction is a fundamental first step to helping students achieve. Fortunately, considerable research has shown that interventions to help get kids to school are successful, and when students stop being chronically absent, they improve academically and are more likely to stay in school. Additional information on research and resources to address chronic absenteeism can be found here: *Every Student Present* (<http://www.everystudentpresent.org/>), and here: *Attendance Works* (<http://www.attendanceworks.org/>).

Successful intervention strategies to reduce chronic absenteeism will require early identification of students who are chronically absent, or at-risk of becoming chronically absent, and it is understood that schools must establish internal processes and procedures to do so. SED is developing and distributing these year-to-date absenteeism reports so that all schools have access to a uniform method of identifying students who are academically at risk because of excessive absence from school using a standard statewide definition.

SIRS Data that are Included in the Reports

Schools maintain electronic records of daily attendance in their student management systems. Student attendance is stored in SED's data warehouse (SIRS) in two different data layouts referred to as templates; Day Calendar and Student Daily Attendance. The new verification reports use data from the Day Calendar and Student Daily Attendance as well as the School Entry Exit templates which contain student enrollment records. To be included in the SIRS-351 Student Attendance Verification Report, SIRS-360 Attendance/Absence Report and SIRS-361 Year to Date Attendance/Absenteeism Verification Report, enrollment records must be reported in the School Entry Exit template and calendar information must be reported in the Day Calendar template for the student. Additional information about the data templates used for collecting data is available here: <http://www.p12.nysed.gov/irs/vendors/home.html>

The **Day Calendar template** is used to collect for each school building and grade present in the building (or AL if the calendar applies to all grades), a record for each day of the calendar year and whether the day is an instructional day (Day Type Codes = Instructional day, Make-up day, Late Arrv/Early Dism, Regents – attendance) or a non-instructional day (Day Type Codes = Teacher only day, Holiday, Regents – no attendance, Superintendent conference full-day, Emergency day, Strike, Weather, Other). In circumstances when both AL and grade level records are reported in SIRS, the grade level records are used.

(Note: for schools reporting Day Calendar records with Location Grade Level = AL, a day calendar record for each day and grade will be created for this report based on the grades reported in the entry/exit enrollment template.)

The **Student Daily Attendance template** is used to collect a daily record for each student absent, tardy or suspended for each instructional day (State Attendance Code: E = excused absence, U =unexcused absence, T =tardy, ISS = in-school suspension, and OSS = out-of-school suspension). (Note that the SIRS-360 Attendance/Absence Verification Report and SIRS-361 Year to Date Attendance/Absenteeism Verification Report do not include student suspensions.)

The **School Entry Exit template** is used to collect enrollment data for each enrolled student, and includes for each school where enrolled, the location and start and end dates of enrollment. Students reported in SIRS with any of the following Reason for Beginning Enrollment codes are included in these reports (using the BEDS rules for determining location of enrollment, students will be counted in the attendance report of the school where they are enrolled, regardless of the district of reporting responsibility):

- 0011 (Enrollment in building or grade)
- 0022 (Foreign exchange student enrollment in building or grade)
- 0055 (Enrolled for instructional reporting only)
- 5544 (Transferred in under the NCLB Title I "School in Improvement Status" transfer option)
- 5654 (Enrollment in a AHSEP program)
- 7000 (Transferred in under the NCLB "Persistently Dangerous School" transfer option)
- 7011 (Transferred in under the NCLB "Victim of Serious Violent Incident" transfer option)

Note that students who are reported with an “0011” or other “regular” enrollment record and a “0055” instructional record (students attending half-day program at a BOCES location or receiving instruction for one or more classes in a school other than their school of regular enrollment, etc.) will be reflected on the attendance report for both schools if both locations reported **Day Calendar** records.

Students who are reported with an “0011” or other enrollment record indicating they are enrolled in a BOCES location will be reflected on the attendance report for the BOCES location where the student is enrolled. (Note that feedback provided from school and district administrators regarding this initiative included requests to make use of the attendance data being collected in SIRS to provide attendance details for out of district placed students to the home district. SED staff are developing a process to do so, and plan an additional report. To support this work and provide necessary data to the home district, BOCES locations and schools that educate students placed by other districts should report daily attendance data in SIRS.)

In circumstances when student attendance records are reported but there is no corresponding enrollment record in that location or day calendar, the attendance records will not appear in this report.

Data that Appear in the Reports

For these reports, for each location, instructional day to date (based on Day Calendar), and student enrolled (based on Student Entry/Exit), a record for each student for each day is created, indicating the student was Absent (E = excused absence, U =unexcused absence) as sourced from the Student Daily Attendance template, or was Present. A student will be considered Present if the student was enrolled on a given instructional day and was not reported as Absent (excused or unexcused). Note that a student reported as Tardy will be considered Present for the day for this report. In addition, students marked absent on non-instructional days are not counted as absent on these reports because only instructional days are included.

For each student, the number of possible instructional days is determined by comparing the instructional days reported in the Day Calendar to enrollment records reported in Student Entry/Exit. For reference, the dates of first and last enrollment as reported in School Entry/Exit are included on the student detail report.

As of the current date, data in the entry/exit enrollment table for each student are used to determine the number of days the student was enrolled of the possible instructional days. In addition, information in the Student Daily Attendance table is used to provide the number of days the student was present and absent.

SIRS-351 Student Attendance Summary Report

This report provides a year-to-date summary count of days absent (excused, unexcused), tardy, in-school and out-of-school suspension in intervals of 1-5 days, 6-10 days, 11-15 days, and 18 or more days. As with other summary reports in L2RPT, designated staff can “drill through” from the summary report to a student detail report that shows the students who are included in the summary report. Students may be represented in more than one absence type in this report.

SIRS-360 Daily Student Attendance Daily Summary Report

This report provides a daily summary count of students enrolled, absent and tardy. This report is intended to provide a simplified summary of the daily student attendance records being reported in SIRS to assist in the task of verification. As with other summary reports in L2RPT, designated staff can “drill through” from the summary report to a student detail report that shows for each day, the students who are included in the summary count.

SIRS-361 Year-to-Date Student Attendance/Absenteeism Summary Report

This report provides by student subgroup, a year-to-date summary of attendance days, students enrolled during the school year, the number and percentage of students absent between 0-4% of enrolled school days, 5-9% of enrolled school days (at-risk of becoming chronically absent), and 10% or more of enrolled school days (chronically absent). Designated staff can “drill through” from the summary report to a student detail report that shows for each student, the number of days enrolled, present, and absent, as well as start and ending enrollment dates.

Simply stated, the chronic absenteeism rate for a school is the number of students who have been identified as chronically absent (excused and unexcused absences numbering ten percent or more of enrolled school days) as a percentage of the total number of students enrolled during the school year (denominator). Chronically absent students will be identified as such based on the number of days a student is enrolled. This is significant because students may enroll in the school or district during different points in the school year. For example, a student who misses five days of school and was enrolled from September 1 through January 31 would not be considered chronically absent. However, a student who is enrolled only for the month of December yet missed five days of school would be categorized as such. This definition has the advantage of identifying chronically absent students regardless of the point in time they enter the district or school.

In the definition of chronic absenteeism adopted by NYSED, the emphasis is on missed instruction, and as such, when determining chronic absenteeism, both unexcused and excused absences will be included. Suspensions will not be considered absences because suspended students must receive alternate instruction as long as the student is of compulsory school age. Similarly,

a student who is not present in school for an extended period of time for medical reasons would receive instruction at home (or hospital, etc.) and would not be reported as absent. More specific information about the data included in the report is below.

Attendance Days to Date (column b): this column reflects the count of instructional days to date (as of the latest data refresh date) as reported in the Day Calendar. Instructional days are Day Type Codes = Instructional day, Make-up day, Late Arrival/Early Dismissal, Regents-attendance.

Students Enrolled for at Least One Day During the School Year (column c): this column reflects the total number of students who were enrolled in this school to date for at least one day during the school year.

Number and Percentage of Students Absent (columns d – i):

0-4% of Enrolled School Days – this is the count of students whose cumulative absences for the school year are between 0 and 4 % (rounded) of enrolled school days.

5-9% of Enrolled School Days – this is the count of students whose cumulative absences for the school year are between 5 and 9 % (rounded) of enrolled school days, depending on the point in the school year that you are generating this report, this may be an indicator of students who are at risk of missing more than 10% of school days.

10% or More of Enrolled School Days – this is the count of students whose cumulative absences for the school year are 10% or more (rounded) of enrolled school days, and meet the threshold for chronic absenteeism.

Average Number of Days Absent to Date (columns j - k): these columns reflect the average (mean) number of days absent to-date, for All Students, and for Chronically Absent Students.

Drilling through from a student count in the summary report returns a report that includes the students who are reflected in that count. Fields included on the Student Detail report include: the local Student ID and NYSSIS ID, Student Name, Race/Ethnicity, Gender, Disability, Economically Disadvantaged, ELL Status, Homeless, Foster, Parent in Armed Forces, as well as Grade and enrollment start and end dates. In circumstances when a student changed grades during the school year, the last grade recorded for the school year (based on the maximum enrollment start date) is reflected. In circumstances when there are multiple enrollment records for a student in a school during the same school year (for example: for a student who began the school year at school A, transferred to school B in November, and then returned to school A in March) the start enrollment date will be the first starting enrollment date in that school, and the last enrollment date will be the last ending enrollment date in that school.

Additional fields included on the Student Detail Report are described below.

Not at Risk (Abs 0-4% of enrolled days), At-Risk C.A. (Abs 5-9% of enrolled days), C.A. Flag (Abs 10% or more of enrolled days) (columns m-o): an indicator “*” will appear in the column that represents the appropriate absence rate, based on cumulative absences as a

percentage of enrolled days.

SIRS-370 Day Calendar Summary Report

This report provides a summary of calendar day types by grade for instructional and non-instructional days. The drill through provides a day type for each calendar day by month. The count of instructional days is used in the calculation of student chronic absenteeism.