

The Office of Accountability is committed to providing schools with actionable data. We have added and will continue to add new features to the Accountability Reporting Application to drive conversations that leverage what is working and support actions around what needs to improve to support regular school attendance.



To access new attendance tools in the Accountability Reporting Application, sign into your Single Sign-On account and click on [Accountability Reporting](#).



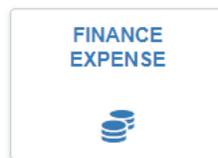
School Attendance Tools

There are three levels of attendance data within the accountability reporting application that allow you to monitor how well you are supporting ALL students in having regular school attendance- **SCHOOL DATA**, **STUDENT DATA** and **REPORTS**.



School attendance is a baseline factor in determining student success. Successful schools begin by engaging students and monitoring their attendance.

SCHOOL DATA Tools:



Click on **SCHOOL DATA** and then choose **SCHOOL CALENDAR** to display attendance and enrollment trends

Records 1 to 6 of 6

School Year	View Calendar	Calendar ID	Calendar Name	Days In Session	First Instr Date	Last Instr Date
2020	View	39D135A4A7DA4407B8D93381B8DAD2B1	Regular Calendar	163	2019-08-21	2020-05-27
2019	View	F683B36742D748CD9170226EFFD3BFFB	Regular Calendar	172	2018-08-16	2019-05-20
2018	View	7C6B8C81F7CA4F45AE4E27EF6FCEB163	Regular Calendar	169	2017-08-17	2018-05-30
2017	View	3D62E7481955427B8716722FD312628D	Regular Calendar	172	2016-08-18	2017-05-22

Click on [View](#) to open a calendar and displays real-time attendance and enrollment data by school day. The top number in each day communicates your enrollment and the bottom number communicates the number of absences for that day.



Use the tools at the top of the window to change the way the data is being displayed.



School Calendar Data in Action



Data	Attendance and enrollment records for each day in the school calendar
Knowledge	Ask questions and identify trends in enrollment and attendance
Action/s	<ul style="list-style-type: none"> • Adjust your school calendar based on trend data. <ul style="list-style-type: none"> ▪ Example: One Oklahoma district found that they had high absences before and after three-day breaks, they extended three-day breaks to a full week and saw improved attendance. • Conduct student and family surveys to gauge school climate, culture, student and family engagement and safety and use the data to evaluate effectiveness of interventions already in place, needs for strategic partnerships and gaps • Dig deeper using student attendance data to identify grade-level trends and barriers for students that may be struggling with regular school attendance

STUDENT DATA Tools

SCHOOL DATA | STUDENT DATA | **APPEALS** | REPORTS

ASSESSMENTS | ASSESSMENTS ELP | ENGLISH LEARNERS | **ATTENDANCE**

Click on STUDENT DATA and then choose **ATTENDANCE** by grade level and student as shown below.

YEAR 2020

Grade Level	NFAY	Calendar	Absence Rate	Days Enrolled	Days Absent
KG	0	View	3.68%	163	6.0
02	0	View	3.99%	163	6.5
02	0	View	1.84%	163	3.0
KG	0	View	4.60%	163	7.5
KG	0	View	6.44%	163	10.5
04	0	View	0.31%	163	0.5
05	0	View	1.23%	163	2.0
KG	0	View	8.28%	163	13.5
KG	0	View	1.84%	163	3.0
01	0	View	2.15%	163	3.5
KG	0	View	2.45%	163	4.0
03	0	View	8.28%	163	13.5
KG	0	View	7.10%	162	11.5
01	2	View	13.64%	11	1.5
04	0	View	3.07%	163	5.0

- Student attendance data can be displayed for past years or in real-time beginning SY2021;
- Data can be filtered by grade level; and
- Students that have missed 10% or more are identified with a red box in the Absence Rate Column.

Click on **View** for a particular student to display a calendar of their absences and look for patterns.

Click on a **student's STN** to open a new window that displays their attendance history to monitor lost instructional time evaluate supports and remove barriers.

Student's attendance history for enrollment at your site

School Year	Grade Level	Full Code	NFAY	Days Enrolled	Days Absent	Absent Date	Local Attendance Code	Attendance Status	Attendance Note
2020	01	721013105	0	168	1.0	2019-12-12	ABU	Unexcused	
2020	01	721013105	0	168	1.0	2019-12-19	ABV	Excused	at therapy
2020	01	721013105	0	168	1.0	2020-01-09	ABV	Excused	Mom stated child is @ therapy
2020	01	721013105	0	168	1.0	2020-01-13	ABV	Excused	ill per mom
2020	01	721013105	0	168	1.0	2020-01-22	ABV	Excused	ill per mom
2020	01	721013105	0	168	1.0	2020-01-23	ABV	Excused	Therapy dad per mom
2020	01	721013105	0	168	1.0	2020-01-24	ABV	Excused	ill per mom
2020	01	721013105	0	168	1.0	2020-01-30	ABV	Excused	Therapy per mom
2020	01	721013105	0	168	1.0	2020-03-04	ABD	Excused	Therapy today per mom W/Note
2020	01	721013105	0	168	1.0	2020-03-11	ABD	Excused	Therapy per mom W/Note
2019	KG	721013105	0	175	1.0	2018-08-22	ABV	Excused	ill
2019	KG	721013105	0	175	0.5	2018-08-29	ABV	Excused	CheckOut 1:29 PM administrative absence behavior
2019	KG	721013105	0	175	1.0	2018-08-30	ABV	Excused	trying to get into dr. behavior issues
2019	KG	721013105	0	175	1.0	2018-08-31	ABV	Excused	trying to get into dr. behavior issues
2019	KG	721013105	0	175	1.0	2018-09-06	ABV	Excused	home
2019	KG	721013105	0	175	1.0	2018-09-13	ABV	Excused	dr appt
2019	KG	721013105	0	175	1.0	2018-09-20	ABV	Excused	therapy appt
2019	KG	721013105	0	175	1.0	2018-10-08	ABV	Excused	ill
2019	KG	721013105	0	175	1.0	2018-10-09	ABV	Excused	CheckOut 9:40 AM administrative absence behavior
2019	KG	721013105	0	175	1.0	2018-10-10	ABV	Excused	CheckOut 9:18 AM administrative absence behavior
2019	KG	721013105	0	175	1.0	2018-10-11	ABV	Excused	sick per mom
2019	KG	721013105	0	175	1.0	2018-10-12	ABV	Excused	still not feeling well per mom
2019	KG	721013105	0	175	1.0	2018-10-26	ABV	Excused	ill/Fever
2019	KG	721013105	0	175	1.0	2018-11-01	ABV	Excused	CheckOut 9:11 AM administrative absence behavior
2019	KG	721013105	0	175	1.0	2018-11-06	ABV	Excused	ill

Student Attendance Data in Action



Data	Attendance data by grade-level and individual student
Knowledge	Ask questions and identify trends in grade-level and student- level attendance for past and in real-time so that you can monitor the effectiveness of interventions and identify needs
Action/s	<ul style="list-style-type: none"> Filter student attendance data by grade-level to monitor number of students in each grade that may be or were struggling with regular attendance and connect effectiveness of interventions in place to leverage what is working and identify steps for improvement For past years, identify students that have been chronically absent to monitor lost instructional time and evaluate effectiveness of interventions. In real-time, <ul style="list-style-type: none"> Leverage Absenteeism Data during the Covid-19 Crisis promote a tiered approach to supporting students that begins with prevention, allows for frequent monitoring, and building a culture of belonging and engagement that helps everyone understand why daily attendance matters. This will also help families and students overcome barriers.
Problem to Action Example	<p>Problem: Data showed that more kindergarten students were struggling with regular attendance.</p> <ul style="list-style-type: none"> Action Taken: The site implemented a breakfast club for students at risk that met each week and provided the opportunity for Parents or guardians to attend once a month to build partnerships between school and home.

Examples of interventions and levels of evidence (strong, moderate, promising or emerging) for each tier including updates for Covid-19 Can be found here:

https://www.future-ed.org/wp-content/uploads/2020/06/REPORT_Attendance-Playbook-Covid-Edition-1.pdf

REPORT DATA Tools

SCHOOL DATA • STUDENT DATA • APPEALS REPORTS

SCHOOL REPORT CARD

Click on reports and then choose **SCHOOL REPORT CARD** to display your overall report card so that you can see how the indicators fit together. Choose **CHRONIC ABSENTEEISM** to analyze your trends.

REPORTING YEAR 2019 ▾ OVERALL ACADEMIC ACHIEVEMENT ACADEMIC GROWTH ELPA PROGRESS CHRONIC ABSENTEEISM

VIEW BY STUDENT GROUP ▾

The overall grade represents your school's grade based on all of indicator grades put together. The overall letter grade is reduced by an asterick when there is a participation deduction.
Points Possible: 85

SCORE 100

59.12

Indicator	Points	Points Max	Score	Letter Grade
Academic Achievement	21.94	30	73.13	B
Academic Growth	11.22	30	37.40	D
ELPA Progress	8.41	15	42.11	C
Chronic Absenteeism	8.68	10	96.88	A
OVERALL	50.25	85	59.12	B

PARTICIPATION

Group	Subject	Numerator	Denominator	Participation Pct	Target Met
School	All	70	70	100.00	Y

Viewing your **OVERALL REPORT CARD** helps you see how the indicators fit together.

ACADEMIC GROWTH ELPA PROGRESS CHRONIC ABSENTEEISM

ECONOMICALLY DISADVANTAGED

VIEW BY STUDENT GROUP ▾

Denominator

Numerator	Denominator	Score	Points	Points Max	Letter Grade
70	609	4.71	10		

- All Students
- Student with Disabilities
- Economic Disadvantaged**
- English Language Learner
- Black
- Hispanic
- Native American
- Asian
- Two Or More Races
- White

Click on the **Denominator** to open a table that displays data for all your students as shown on the next page.

- Use the drop down menu beside **VIEW BY STUDENT GROUP** to display performance for each ESSA Student Group.
- Use the **REPORTING YEAR** tab to change the year and compare performance over time.

ECONOMICALLY DISADVANTAGED

VIEW BY STUDENT GROUP ▾

SCORE 100

87.50

Numerator	Denominator	Score	Points	Points Max	Letter Grade
70	80	4.71	10	87.50	C

Viewing performance by **STUDENT GROUP** helps you gauge how well your interventions are working to engage **ALL** learners.

Grade Level	Days Absent	Days Enrolled	Adjusted Days Enrolled	Chronic Absent
KG	29.0	188	188	Y
01	22.0	188	188	Y
01	19.0	188	188	Y
04	21.0	188	188	Y
KG	18.5	188	188	Y
KG	18.0	188	188	Y
01	19.0	188	188	Y
KG	20.0	188	188	Y
04	34.0	188	188	Y
01	23.0	188	188	Y
03	17.5	187	187	Y
04	23.5	188	188	Y
04	26.0	188	188	Y
KG	17.5	188	188	Y
04	22.0	188	188	Y



- Data can be filtered to show students that were considered chronically absent; and
- Data can also be filtered by **grade level** and then filtered to show just students that were chronically absent in each grade;
- Data can be downloaded into an excel spreadsheet.

SCHOOL DATA | STUDENT DATA | **REPORTS** | CONTEXTUAL DATA

The Contextual Attendance Report includes all students enrolled at your site at the end of the year.

OVERVIEW | ASSESSMENT PERFORMANCE | STUDENT PROGRESS | ENGLISH LANGUAGE PROFICIENCY | **ATTENDANCE**

- Click on **Student Groups** to display percentage of students not chronically absent in each demographic group.
- Click on the **numerator** or **denominator** to open a spreadsheet of the students in each group.
- Note that **Priority Student** groups are included. Recall that students are only counted once based on the first group with which they associate.

RATE			
			85.60
	Numerator	Denominator	Rate
School	1159	1354	85.60%
▼ Hide student groups			
Economic Disadvantage			
Not Economic Disadvantage	460	492	93.50%
Economic Disadvantage	699	862	81.09%
English Language Learner			
Not English Language Learner	1037	1223	84.79%
English Language Learner	122	131	93.13%
Gender			
Female	552	632	87.34%
Male	607	722	84.07%
Homeless			
Not Homeless	1119	1287	86.95%
Homeless	40	67	59.70%
Individual Education Plan			
Not Individual Education Plan	1003	1148	87.37%
Individual Education Plan	156	206	75.73%
Military			
Not Military	1137	1331	85.42%
Military	22	23	95.65%
Priority			
American Indian	64	69	92.75%
Economic Disadvantage	591	714	82.77%
English Language Learner	8	9	88.89%
Individual Education Plan	156	206	75.73%
Multi-race	82	84	97.62%
Race			
American Indian	189	237	79.75%
Asian	89	91	97.80%
Black	26	29	89.66%
Hispanic	94	116	81.03%
Other	208	246	84.55%
White	553	635	87.09%

Report Data in Action



Data	Grade level and student group trends for chronic absenteeism
Knowledge	Ask questions and identify trends in grade-level and student level attendance for past years so that you can promote a tiered approach, evaluate interventions and barriers
Action/s	<ul style="list-style-type: none"> • Evaluate your tiered approach to supporting students that began with prevention, allowed for frequent student monitoring, and building a culture of belonging and engagement that helps everyone understand why daily attendance matters. <ul style="list-style-type: none"> ○ Examples of interventions at each tier, including levels of evidence [strong, moderate, promising or emerging) for each tier including updates for Covid-19] can be found here: Attendance Playbook- https://www.future-ed.org/wp-content/uploads/2020/06/REPORT_Attendance-Playbook-Covid-Edition-1.pdf • Identify trends in grade and/or student-level data to determine chronic absence levels to think through these questions- <ul style="list-style-type: none"> ○ Does it affect students across the board? Consistently high levels across the board are a sign of systemic challenges and barriers. ○ Are some student populations, grades or neighborhoods more affected than others? If so, resources should be targeted to better understand and address the challenges for students who face higher levels of chronic absence. ○ Are the chronic absence levels for your school or particular student populations better or worse than those in other schools or districtwide? High levels for multiple schools suggest challenges related to policy barriers in the school or community. (Source: Using CA data to Improve Conditions for Learning) • Monitor lost instructional time and use findings to <ul style="list-style-type: none"> ○ evaluate effectiveness of interventions already in place, ○ identify and address barriers, ○ strengthen and/or expand community partnerships, ○ improve conditions for learning, and ○ build/strengthen partnerships between school and home.
Problem to Action Example	<p>Problem- The district data showed that students with Disabilities had higher rates of chronic absenteeism in each grade level.</p> <ul style="list-style-type: none"> • Action Taken- The site reviewed the SDE Guidance for SWD and revised IEPs and 504s when needed to ensure that when the student was receiving services they were able to count them as present.

SDE- Engaging Families in Reopening Schools-

sde.ok.gov/sites/default/files/documents/files/Engaging-Families-in-Reopening-Our-Schools%20%282%29.pdf

Present, Engaged and Supported: A Guide to Planning Transitions to School-
<https://www.attendanceworks.org/resources/transition-guide/>

New for SY2021 from Attendance Works

Attendance Works is proposing a new data framework for monitoring attendance whether school is virtual or blended. This page is a work in progress and offers the latest version of this evolving framework. The image below has been updated to reflect change from using Engagement, to Relationships. Check back to this page for updates

Link to Framework: [Monitoring attendance in Distance Learning](#)

Additional “Attendance Measures ”				
	What are we (districts, schools & community partners) trying to find out?	What are school/district responsibilities, with support from community partners?	What data can we collect? (Possible data points)	What are the equity implications?
Contact	Can we reach students and families?	Maintain regularly updated contact information.	% of families with working contact information. % of students unreachable, disaggregated by race/ethnicity, zip code, homelessness, foster care, free and reduced lunch, disabilities.	Working contact information is essential to offering supports and learning opportunities.
Connectivity	Are we ensuring all students and families have digital access and competency?	Provide access to technology and equip school staff and families to use it effectively.	% of students/families with technology (have computer, software, and internet). % of staff who have the equipment and skills to support digital learning.	Lack of tech = less access to quality learning opportunities. Digital literacy requires offering support in the home languages of families.
Relationships	Are we establishing reciprocal relationships with students and families and creating a sense of connection and support?	Ensure students and families have meaningful two-way communications with staff and each other about how to improve conditions for learning.	% of students reporting positive relationships with at least one adult in the school % of students participating in group relationship building activities led by adults or peers (clubs, enrichment activities, advisory and mentoring) % of families reporting positive relationships with school staff % of families reporting the opportunity to provide feedback on school decisions	When students and families are connected to and supported by the school community students are more likely to do well academically and stay in school.
Participation	Are students participating in learning opportunities?	Offer options to participate in meaningful learning opportunities.	% of students participating in learning opportunities at least 95% of the time. % of students missing 10% or more of learning opportunities	Students who participate regularly are less likely to fall behind academically and graduate.

