PRIORITY GROUP DEEP DIVE REPORT GUIDANCE

School-level Priority Group Deep Dive Reports are issued by the Attendance and Truancy Department monthly. The purpose of these reports is to provide a progress overview of attendance, chronic absence, and chronic truancy for each priority group at the school and the whole school population. Schools should use the data to form a targeted attendance strategy to improve attendance and minimize truancy for these groups.

CPS ATTENDANCE DEFINITIONS

Average Daily Attendance rate (ADA) = percentage of days present out of total days enrolled; attendance rate includes both excused and unexcused absences. Any attendance accrued by a student at a school remains on that school’s record for the remainder of that school year.

Absence rate = percentage of days absent out of total days enrolled; includes excused and unexcused absences, suspensions, and course cutting.

Absenteeism:
- Chronic Absentee: student who has accrued 18 or more absences in a school year (includes excused and unexcused absences).
- High-Risk for Chronic Absenteeism: student who has been absent for 10% of their total enrolled school days (includes excused and unexcused absences), but has not yet reached 18 days of absence.
- At-Risk for Chronic Absenteeism: student who has been absent for 5% of their total enrolled school days (includes excused and unexcused absences).

Truancy:
- Chronic Truant: student who has accrued 9 or more unexcused absences in a school year.
- High-Risk for Chronic Truancy: student who has unexcused absences for 5% or more of their total enrolled school days, but has not yet reached 9 days of unexcused absence.
- At-Risk for Chronic Truancy: student who has unexcused absences for 2.5% or more of their enrolled school days.

CPS ATTENDANCE GOALS

For high school:
- For schools under 90%, increase attendance to 90%.
- For schools above 90%, decrease number of absences by 10%, and subsequently improve upon the prior year’s performance.

For elementary school:
- For schools under 95%, increase attendance to 95%.
- For schools above 95%, decrease number of absences by 10%, and subsequently improve upon the prior year’s performance.

PRIORITY GROUP DEEP DIVE REPORT - GUIDING QUESTIONS

WHOLE SCHOOL GROUP

This group gives an overview of how the school is trending overall and by grade level. It also provides a good baseline against which to compare the performance of the priority groups.

PRIORITY GROUPS

Students in Temporary Living Situations

The STLS population at a school is often made up of a relatively small number of students that can be directly targeted; however, some schools may have larger populations. Each school has an STLS liaison in the building. Further, funds are allocated to schools to provide specific resources to students who are deemed STLS.

- How do the attendance, chronic truancy, and chronic absence rates for the STLS students compare to the school as a whole?
- Within the STLS population, are there certain grades that are struggling more than others?
- Does this suggest the population as a whole needs to be targeted or only certain students?
- How can the STLS liaison be engaged in the conversation around these students to help improve their attendance?
- What unique challenges might this population face that cause a barrier to attendance?
Office of Student Support and Engagement
Department of Attendance and Truancy

**Students with an IEP**

Students with IEPs are serviced by case managers, who should be brought into the conversation around their attendance struggles. Some students may have attendance accommodations included as part of their IEP.

- How do the attendance, chronic truancy, and chronic absence rates for the students with IEPs compare to the school as a whole?
- Within this population, are there certain grades that are struggling more than others?
- Does this suggest the population as a whole needs to be targeted or only certain students?
- How can the case manager be engaged in the conversation around these students to help improve their attendance?
- What unique challenges might this population face that cause a barrier to attendance?

**English Learner Students**

This priority group is serviced by the bilingual coordinator at your school.

- How do the attendance, chronic truancy, and chronic absence rates for the English Learner students compare to the school as a whole?
- Within this population, are there certain grades that are struggling more than others?
- Does this suggest the population as a whole needs to be targeted or only certain students?
- How can the bilingual coordinator be engaged in the conversation around these students to help improve their attendance?
- What unique challenges might this population face that cause a barrier to attendance?

**METRICS**

**Average Daily Attendance Rate**

The average daily attendance rate is the total number of present days students have accrued at the school, divided by the total number of enrolled days they have accrued. Attendance earned by students while they are enrolled at the school will remain in the school’s attendance rate for the remainder of the school year, even if those students transfer.

In the “All Students” section, look at the breakdown by grade level.

- Which grade levels are below the ADA of the school? Which grade levels are struggling with attendance?
- Are the same grades or different grades struggling with chronic truancy/chronic absence?
- What structures do you have in place to encourage attendance and discourage absence?

**Students with Attendance Records**

The number of attendance records may be different than your total enrollment. Attendance records count any students who earned attendance at your school at any point during this school year; the attendance they earned at your school remains in your school’s attendance rate for this year, even if they are no longer enrolled.

Think about which groups you have the potential to impact. Are there certain grades or priority groups that have only a small number of students with attendance records? These may be easier students to target individually for intervention. On the other hand, targeting grades or priority groups that have a large number of students with attendance records can be done by putting broader strategies into place, and will have a larger impact on your overall data.

**Chronic Absence**

Chronic absence is an important metric because it identifies students who are absent, regardless of excused or unexcused status. Students who are chronically absent are less likely to find success in their academics, and are less likely to feel connected to their school.

- What do you and your team know about the students who are chronically absent, or close to becoming chronically absent?
- What information or conversations need to be had in order to address the root causes of these students’ absence?
- What structures are already in place or could be put in place to address these causes?

**Chronic Truancy**

Chronic truancy is an important metric because it identifies the students who are absent 9+ times without cause. While this could simply mean a parent/guardian did not write a note, it also means there is a disconnect between the student’s home and school, which manifests itself into a student falling behind, a student disengaging from the school, and a student developing habits that will appear each year.

- What do you and your team know about the students who are chronically truant, or close to becoming chronically truant?
- What information or conversations need to be had in order to address the root causes of these students’ absence?
- What structures are already in place or could be put in place to address these causes? How might this differ (or not) from the chronically absent students?