

In-Person and Virtual Attendance Reporting Requirements for 2021-22

GEORGIA'S REIMAGINING EDUCATION CONFERENCE
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Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section
 - ❖ Handouts are also available on our Events and Conferences webpage
- **Questions:** Enter questions/comments in the questions box
- **Feedback:** Please complete the pop-up survey at the close of the session
- **Certificate of Attendance:** A link to a certificate of attendance will be emailed in 24-hours
 - ❖ Must attend the entire live session
- **On Demand:** Session recordings will be available for on-demand access following the close of the conference on the Events and Conference webpage at <http://www.gadoe.org/sdeevents>
 - ❖ On-demand views are not eligible to receive a certificate of attendance

Session Description

Accurate student attendance reporting has become more challenging due to the increase in virtual instruction as a response to COVID-19. This session will provide guidance on tracking virtual attendance, calculating daily attendance for schools with virtual students, and how to accurately report to GaDOE as part of the 2021-22 Student Record and Student Class submissions.

About Your Presenters



Kathy Aspy is a fierce advocate for public education. As a graduate of Georgia public schools and a teacher in Georgia public school, she has spent 45 years in education. She started her educational career as a middle school and high school biology teacher for ten years. After teaching student information software for three years, she moved to the DOE. She has had a variety of training and helpdesk roles and has worked with data collections for the last 25 years. She is currently the Data Collections Manager.



Nicholas L. Handville has worked in education for over twenty years with experience in both the public and nonprofit sectors. He worked as a middle school teacher and pre-college program coordinator in Miami before becoming an applied researcher at New York University, where he contributed to multiple projects focused on education equity and the systemic reform of schools and districts. He joined the Georgia Department of Education in 2014 and worked previously on the ESSA-required school and district comprehensive needs assessment and the College and Career Ready Performance Index (CCRPI). He is currently the Director of Data Collections, Analysis, and Reporting and leads the team responsible for the Department's state and federally-required data collection and reporting.

Session Goals

Attendees will become familiar with state laws and State BOE Rules governing attendance requirements.

Attendees will learn ways to track virtual attendance.

- What is an 'absence'?
- Finding documentation
- FTE attendance reporting requirements
 - Data collected
 - Funding online, remote, and virtual classes
- Student Record reporting requirements
 - Data collected
- Where is attendance data used



What is an Absence?

Disclaimers

- We are Data Collections; not lawyers or legislators.
- We compiled these references to assist you.
- The hierarchical order of authority is: State law, State BOE rule, your district's BOE rules and policies.

What is an Absence?

An 'absence' is not defined in State law or State BOE Rule, but both talk about collecting the number of days a student is absent, not the number of classes, or hours, etc. ***The only definition of a 'day absent' comes from the state Data Collections documentation.***

From the Student Record data collection:

- The data element **DAYS ABSENT** is: Total days student was absent for **more than one half of the instructional day** during the enrollment period reflected by this record.
- **DAYS PRESENT** is defined as: Total days student was present for **at least one-half of the instructional day** during the enrollment period reflected by this record.

One of the requirements of FTE:

- **PRIOR TEN DAYS:** A student must have attended class for at least one of the prior ten school days before the FTE count day.

What is an Absence?

FTE Requirements for Attendance

From the [FY2021 FTE General Information](#) document:

- FTE is earned for students who are present for at least one of the 10 days prior to the FTE count day. This active participation can be recorded for students receiving instruction in-person or virtually/distanced/remotely. “Attended class” for virtual and/or distance learning students means that the student has been acknowledged through direct interaction between the student and the instructor at some time during the 10-day period preceding the FTE count day.
- All providers of virtual and/or distance learning services shall maintain a record of this interaction to be considered demonstrable proof that the student for which QBE funding is received is in fact present and attending class during this 10-day period. This requirement shall apply equally to students in full-time virtual and/or distance learning settings, or in part-time (segment-based) settings. There is no distinction between traditional, virtual/distance/remote, or hybrid instructional model.

Source: <https://www.gadoe.org/Technology-Services/Data-Collections/Documents/FTE%20Resources/FY2021/FY2021%20FTE%20%20General%20Information.pdf>

What is an Absence?

Virtual Attendance

From Student Attendance and Virtual/Distance/Remote Learning FAQ June 26, 2020

2.a. VIRTUAL and/or DISTANCE LEARNING STUDENTS:

“Attended class” for virtual and/or distance learning students means that the student has been acknowledged through direct interaction between the student and the instructor at some time during the 10-day period preceding the FTE count day. This interaction can take several forms but would be most commonly demonstrated by a communication such as an email or other digital message transmitted from the student to the instructor indicating that the student is both present and actively engaged in the instructional setting, which the instructor then acknowledges. All providers of virtual and/or distance learning services shall maintain a record of this interaction to be considered demonstrable proof that the student for which QBE funding is received is in fact present and attending class during this 10-day period. This requirement shall apply equally to students in full-time virtual and/or distance learning settings, or in part-time (segment-based) settings. There is no distinction between online or virtual state charter schools, brick and mortar settings with a distance learning component, or traditional school districts offering such programming to students.

Source: [https://www.gadoe.org/External-Affairs-and-Policy/communications/Documents/FTE%20Attendance%20Guidance%20\(08.2020\).pdf](https://www.gadoe.org/External-Affairs-and-Policy/communications/Documents/FTE%20Attendance%20Guidance%20(08.2020).pdf)



Finding Documentation

State laws in LexisNexis

<https://advance.lexis.com/container?config=00JAAzZDgzNzU2ZC05MDA0LTRmMDItYjkzMS0xOGY3MjE3OWNIODIKAFBvZENhdGFsb2fcIFJnJ2lC8XZi1AYM4Ne&crd=f0840a76-8aa6-4192-b848-a21d2c4aabc1&prid=0ffb9e8-6d08-4447-bd65-3e2eda80ef08>

State BOE rules on GaDOE.org

<https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/Pages/PEABoardRules.aspx>



Finding Documentation: *Mandatory School Attendance*

O.C.G.A. § 20-2-690.1

- Mandatory school attendance
- Appropriately addressing the issue of non-attendance with parents and guardians

Finding Documentation: *Student Enrollment and Withdrawal*

State Board Rule 160-5-1-.28 Student Enrollment
and Withdrawal

Source: <https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-5-1-.28.pdf#search=school%20age>

Finding Documentation: *Student Enrollment and Withdrawal*

Guidance for the Student Enrollment and Withdrawal Rule

- Students not in attendance on the first day of school but expected based on prior year enrollment should not accrue absences until the student is physically present and attending.

Source: <https://www.gadoe.org/External-Affairs-and-Policy/Policy/Documents/Guidance%20for%20Student%20Enrollment%20and%20Withdrawal%20Rule.pdf#search=enrollment%20and%20with>

Finding Documentation: *School Day*

State Board Rule 160-5-1-.02 SCHOOL DAY AND SCHOOL YEAR FOR STUDENTS AND EMPLOYEES.

- 2. For Grades K-12, the LBOE shall schedule a school day that must, at a minimum, satisfy the following instructional time requirements:
 - (i) Any grade K – 3 shall have not less than a daily average of 4 ½ hours (270 minutes) of instructional time based on the 180-day school year.
 - (ii) Any grade 4 – 5 shall have not less than a daily average of 5 hours (300 minutes) of instructional time based on the 180-day school year.
 - (iii) Any grade 6 - 12 shall have not less than a daily average of 5 ½ hours (330 minutes) of instructional time based on the 180-day school year.

Source: <https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-5-1-.02.pdf>

Finding Documentation: *School Day*

State Board Rule 160-5-1-.02 SCHOOL DAY AND SCHOOL YEAR FOR STUDENTS AND EMPLOYEES.

2. (h) Only days in which students are present for at least half of the instructional time required at each grade level shall be counted as a school day in the school year.
3. Students enrolled in dual or joint enrollment programs, or both, are exempt from required average instructional time.

Source: <https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-5-1-.02.pdf>

Finding Documentation: *Student Attendance*

State Board Rule 160-5-1-.10 STUDENT ATTENDANCE

Excused vs. Unexcused

(a) School days missed as a result of an out of school suspension shall not count as unexcused days for the purpose of determining student truancy.

(b) Local boards of education shall adopt policies and procedures excusing students from school under the following circumstances, as a minimum. Policies may require submission of appropriate documentation.

1. Personal illness . . . 2. A serious illness or death in a student's immediate family . . . 3. A court order . . . 4.

The observation of religious holidays . . . 5. Conditions rendering attendance impossible or hazardous . . . 6.

Registering to vote . . . 7. (Military) A student whose parent . . . has been called to duty . . . 8. to attend military affairs sponsored events . . .

(i) To reduce unexcused absences, each local board of education shall adopt policies and procedures that shall include . . .

Source: <https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-5-1-.10.pdf>

Finding Documentation: *Truancy*

O.C.G.A. § 20-2-735

State Board Rule 160-5-1-.10 STUDENT ATTENDANCE

Each local board of education shall adopt as a part of the student codes of conduct developed pursuant to O.C.G.A. § 20-2-735 a definition of truancy that contains the minimum standards established by State Board of Education Rule 160-5- 1-.10 Student Attendance and a summary of possible consequences and penalties for truancy.

Source: <https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-5-1-.10.pdf>

Finding Documentation: *Student Attendance and School Climate Committee*

State Board Rule 160-5-1-.10 STUDENT ATTENDANCE

O.C.G.A. § 20-2-690.2

(a) The purpose of the committee shall be to ensure coordination and cooperation among officials, agencies, and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from school, to increase the percentage of students present to take tests which are required to be administered under the laws of this state, and to improve the school climate in each school.

(f) The committee shall review and make recommendations for policies relating to school climate for the purpose of promoting positive gains in student achievement scores, student and teacher morale, community support, and student and teacher attendance, while decreasing student suspensions, expulsions, dropouts, and other negative aspects of the total school environment.

Source: <https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-5-1-.10.pdf>

Source: https://advance.lexis.com/documentpage/?pdmfid=1000516&crd=f697778f-1926-4c19-a49a-2c9523293d13&config=00JAA1MDBIYzCzZi11YjFILTQxMTgtYWE3OS02YTgyOGM2NWJIMDYKAFBvZENhdGFsb2feed0oM9qoQOMCSJFX5qkd&pddocfullpath=%2Fshared%2Fdocument%2Fstatutes-legislation%2Furn%3AcontentItem%3A61XD-TBV1-JBT7-X252-00008-00&pdcontentcomponentid=234186&pdteaserkey=sr0&pditab=allpods&ecomp=L5w_kkk&earg=sr0&prid=f46ec8f8-fa01-4e25-ae08-f4f80adfd3

Finding Documentation: *Virtual/Distance/Remote*

Student Attendance and Virtual/Distance/Remote Learning FAQ June 26, 2020

- The recording of student attendance should not be impacted by the district's determination of a traditional, virtual/distance/remote, or hybrid instructional model. Students are considered to be in attendance when participating in active instruction and/or educational services from a school or district. This active instruction may occur in-person or through virtual/distance/remote learning.
- Examples of how some virtual schools collect attendance for full or hybrid virtual instruction/distance/remote learning include (but are not limited to):
 - Track student duration in online course and time spent in the online classroom/platform
 - Track student log-in into online platform
 - Track student attendance during live virtual instruction
 - Track student submission of assignments and student/teacher interactions

Source: [https://www.gadoe.org/External-Affairs-and-Policy/communications/Documents/FTE%20Attendance%20Guidance%20\(08.2020\).pdf](https://www.gadoe.org/External-Affairs-and-Policy/communications/Documents/FTE%20Attendance%20Guidance%20(08.2020).pdf)

Finding Documentation: *Virtual/Distance/Remote*

District Guidance for Student Attendance and Virtual Learning

School and district leaders should collaborate with their communities and district committees (e.g., School Attendance and School Climate) to:

- Develop clear definitions for absences and tardiness
- Identify supports for students and families struggling with attendance and truancy
- Implement interventions

Source: https://www.georgiainsights.com/uploads/1/2/2/2/122221993/virtual_attendance_guidance_-_updated_link.pdf

Finding Documentation: *Alternative / Non-Traditional Education Absences*

State Board Rule 160-4-8-.12 ALTERNATIVE/NON-TRADITIONAL EDUCATION PROGRAMS

(b) Each LEA shall ensure that all Alternative/Non-traditional Education Program(s)/School(s) report to GaDOE both the number of actual absences (excused and unexcused) that students served by the Attendance Recovery Program incurred during the school year and the number of absences the students served by the Attendance Recovery Program recovered during the same school year.

Source: <https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-8-.12.pdf>



Data Collections Reporting Requirements

FTE
Student Class
Student Record

FTE Reporting Requirements: *Funding Remote Learning and Virtual Education*

- For those schools that have chosen the distance/remote learning model, FTE reporting should continue to reflect the student's regularly scheduled classes as of the FTE count day the same as if all students were still in a traditional school building.

FTE Attendance Data Elements

- **PRIOR 10 DAYS** - Indicates whether the student has been present at least one of the ten days prior to the FTE day.

SC Attendance Data Elements

- **COURSE TEACHER CODE 90% ATTENDANCE** - Identifies whether the teacher was the teacher of record for at least 90% of the class instructional days.
- **STUDENT 90% ATTENDANCE** - Identifies whether the student attended at least 90% of the class instructional days for EOC and EOG Math and ELA courses. **GRADE LEVEL** = '04' - '12'.

SR Attendance Data Elements

- **DAYS ABSENT** - Total days student was absent for more than one half of the instructional day during the enrollment period reflected by this record.
- **DAYS PRESENT** - Total days student was present for at least one-half of the instructional day during the enrollment period reflected by this record.
- **DAYS MADE UP** - The number of days the student was allowed to make up through attendance recovery (e.g., Saturday School).
- **TKES 90% TEACHING** - Identifies whether the LEA wants to consider 90% course time taught for all or individual SGP teachers of record.
 - ‘C’ is going to look at time taught and calculate the 90% and attach the SGP to only those teachers with 90%.
 - ‘A’ is going to attach an SGP to all teachers regardless of the 90% and they will use CPI and other data to calculate whether the teachers are 90%.

FTE and SR: *New Withdrawal Code*

In FTE and SR, we are adding a WITHDRAWAL CODE for Withdrew to TCSG.

Add valid value '7' - withdrew to attend TCSG to **WITHDRAWAL CODE**.

- New error check for this value, student must be in **GRADE LEVEL 9-12** to withdraw with a **WITHDRAWAL CODE = '7'**.

How Attendance Data are Used



Offering a holistic education to **each and every child** in our state.



How Attendance Data are Used: *CCRPI Indicators*

- Percent of students absent less than 10% of enrolled days.
- For all three grade bands of schools, attendance is an Indicator of the College and Career Ready Performance Index.

Source: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Documents/Resdesigned%20CCRPI%20Support%20Documents/Redesigned%20CCRPI%20Indicators%20011918.pdf>

How Attendance Data are Used: CCRPI Indicators



Redesigned College and Career Ready
Performance Index

Readiness

College and Career Ready Performance Index (CCRPI) Indicators

Elementary	<p>Literacy: Percent of students in grades 3-5 demonstrating reading comprehension at the midpoint of the College & Career Ready “Stretch” Lexile Band for each grade level.</p> <p>Student Attendance: Percent of students in grades K-5 absent less than 10% of enrolled days.</p> <p>Beyond the Core: Percent of students earning a passing score in fine arts or world language.</p>
Middle	<p>Literacy: Percent of students in grades 6-8 demonstrating reading comprehension at the midpoint of the College & Career Ready “Stretch” Lexile Band for each grade level.</p> <p>Student Attendance: Percent of students in grades 6-8 absent less than 10% of enrolled days.</p> <p>Beyond the Core: Percent of students earning a passing score in fine arts, world language, physical education/health, or career exploratory.</p>
High	<p>Literacy: Percent of students in 9th Grade Literature and American Literature demonstrating reading comprehension at the midpoint of the College & Career Ready “Stretch” Lexile Band for each course.</p> <p>Student Attendance: Percent of students in grades 9-12 absent less than 10% of enrolled days.</p> <p>Accelerated Enrollment: Percent of 12th-grade students earning credit for accelerated enrollment via Dual Enrollment, Advanced Placement, or International Baccalaureate courses.</p> <p>Pathway Completion: Percent of 12th-grade students completing an advanced academic, CTAE, fine arts, or world language pathway.</p> <p>College and Career Readiness: Percent of 12th-grade students entering TCSG/USG without needing remediation; achieving a readiness score on the ACT, SAT, two or more AP exams, or two or more IB exams; passing a pathway-aligned end of pathway assessment (EOPA) resulting in a national or state credential; or completing a work-based learning program.</p>

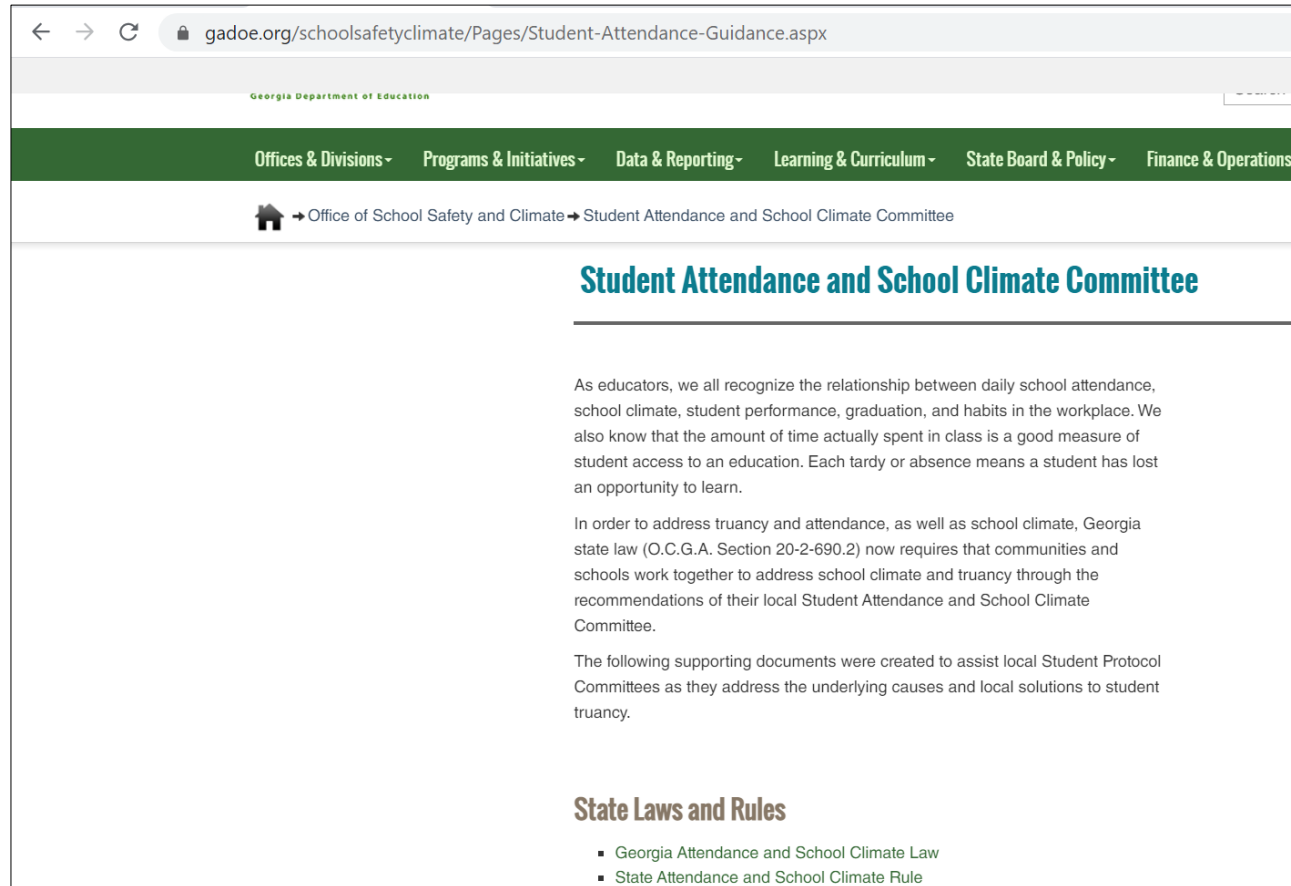
How Attendance Data are Used: *TKES / LKES – 90% Attendance*

One component of the Teacher Keys Effectiveness System is Student Growth which is comprised of Student Growth Percentiles (SGP) for teachers of SGP grades and courses.

- During SY 2020-21, all SGP End Of Grade (EOG) and End Of Course (EOC) courses will be subject to the 90% attendance requirement. The SGP scores of students who meet the 90% attendance requirements will count towards the teachers'/leaders' SGP or MGP numerical score and rating if both the student and teacher meet or exceed 90% attendance requirements (if applicable) in the School Information System (SIS).
- The application of the teacher 90% attendance rule is at the discretion of the LEA. If an LEA chooses NOT to apply the 90% attendance rule, check A (ALL) in the LEA's Student Information System. SGPs will be attached to all teachers.

Source: <https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/TKES%20LKES%20Documents/2020-2021/TKES%20Handbook%20Final%202020.2021.pdf>

How Attendance Data are Used: *School Climate*



The screenshot shows a web browser window with the URL gadoe.org/schoolsafetyclimate/Pages/Student-Attendance-Guidance.aspx. The page header includes the Georgia Department of Education logo and a navigation menu with items: Offices & Divisions, Programs & Initiatives, Data & Reporting, Learning & Curriculum, State Board & Policy, and Finance & Operations. Below the menu is a breadcrumb trail: Home → Office of School Safety and Climate → Student Attendance and School Climate Committee. The main content area features the title **Student Attendance and School Climate Committee** followed by three paragraphs of text and a list of state laws and rules.

Georgia Department of Education

Offices & Divisions - Programs & Initiatives - Data & Reporting - Learning & Curriculum - State Board & Policy - Finance & Operations -

Home → Office of School Safety and Climate → Student Attendance and School Climate Committee

Student Attendance and School Climate Committee

As educators, we all recognize the relationship between daily school attendance, school climate, student performance, graduation, and habits in the workplace. We also know that the amount of time actually spent in class is a good measure of student access to an education. Each tardy or absence means a student has lost an opportunity to learn.

In order to address truancy and attendance, as well as school climate, Georgia state law (O.C.G.A. Section 20-2-690.2) now requires that communities and schools work together to address school climate and truancy through the recommendations of their local Student Attendance and School Climate Committee.

The following supporting documents were created to assist local Student Protocol Committees as they address the underlying causes and local solutions to student truancy.

State Laws and Rules

- Georgia Attendance and School Climate Law
- State Attendance and School Climate Rule

How Attendance Data are Used: *Federal EDFACTS Reporting*

As part of the reporting that we do to the U.S. Department of Education, we report the number of students enrolled in any federally-supported program. The EDFACTS Reports also include a report of students in those federal programs with chronic absenteeism – absent 10% or more of their enrolled school days.

Next Steps

- Make sure that LEA has district attendance rules regarding what is an excused absence spelled out in the district board rules, policies published on the district website, and in any student handbook sent home at the beginning of the year.
- These policies should also include a description of how virtual attendance will be taken and recorded.

Questions and Answers



Session Feedback

Thank you for attending our session!

- Please take a moment to provide your feedback on the pop-up survey at the close of the session.
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youtube.com/c/GeorgiaDepartmentofEducation

Kathy Aspy and Nicholas Handville

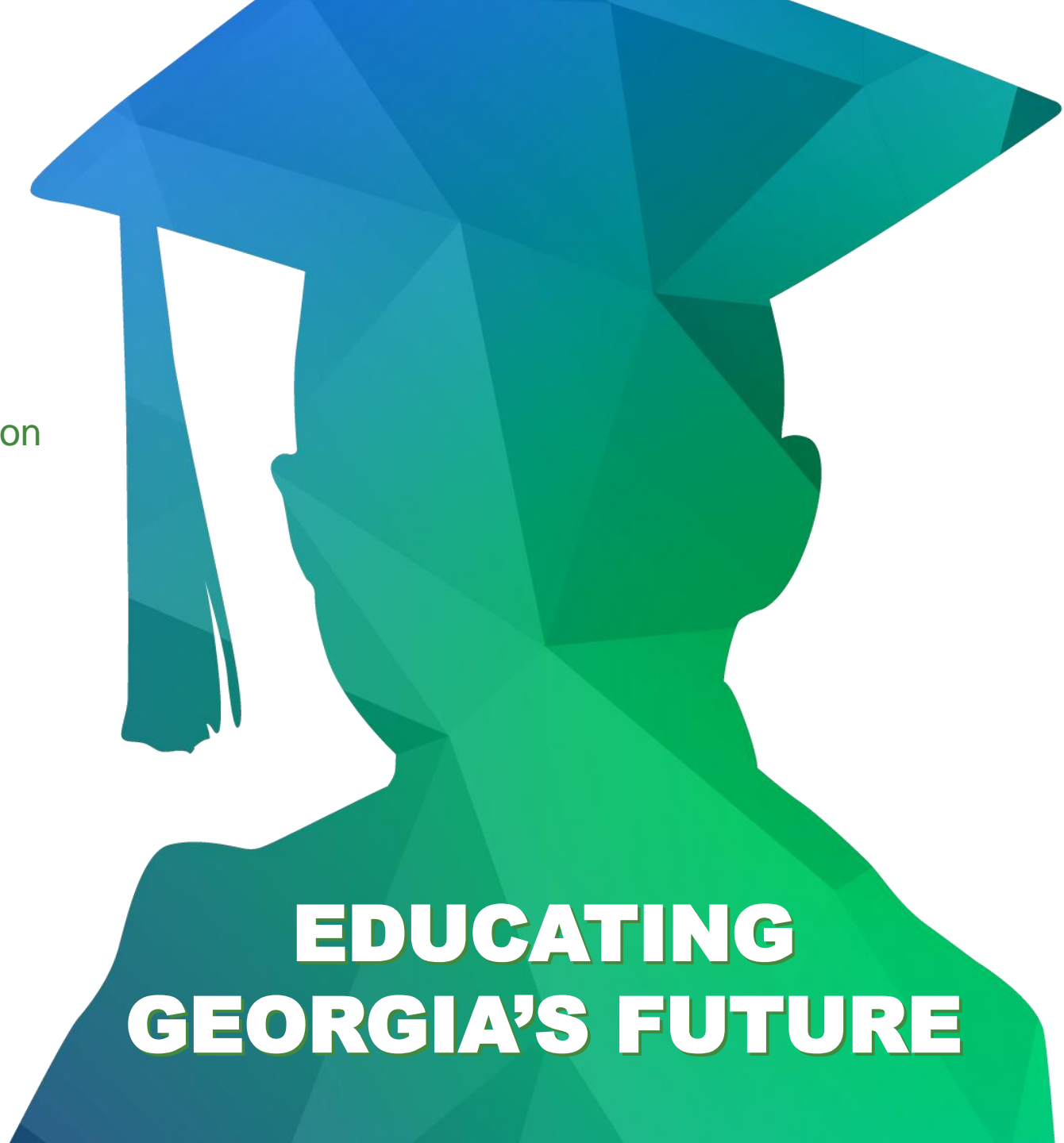
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