



NSD92 Student Attendance Report

Developing an Attendance Strategy for 2026-2027

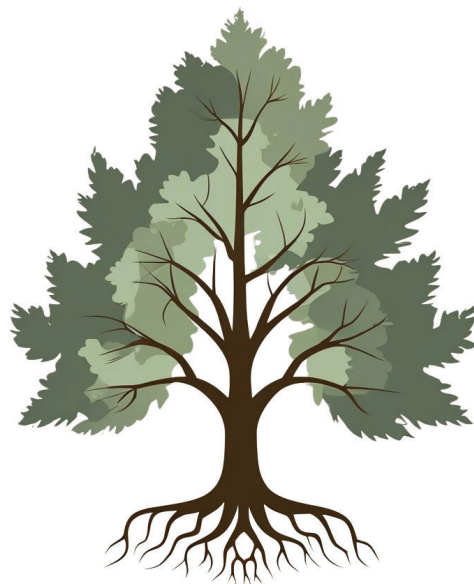
May 2026

Nisga'a School District 92



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Rooted in Culture.
Grounded In Community.
Growing Every Learner.

Executive Summary

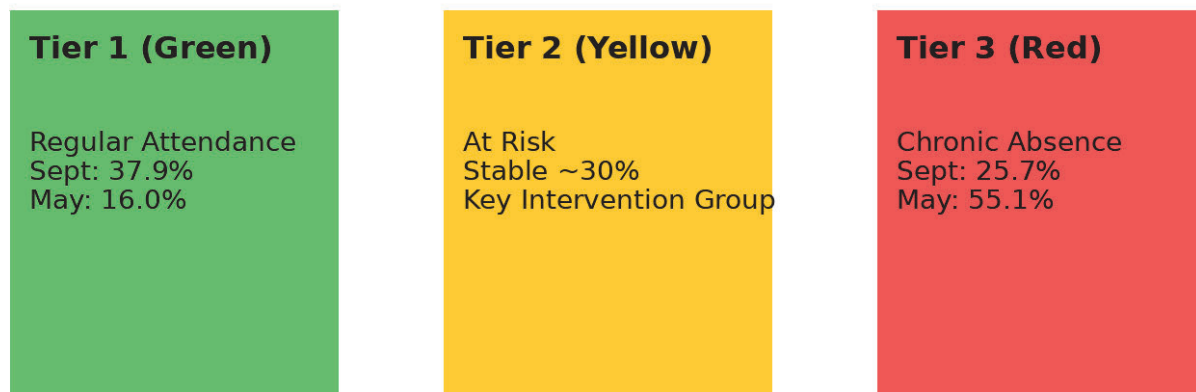


This report provides a district-wide analysis of student attendance patterns, with a focus on **chronic absenteeism**, defined as students missing more than 10 percent of instructional time.

The report uses a **tiered framework** to support monitoring and response:

- **Tier 1 (Green):** Less than 10 percent absence
- **Tier 2 (Yellow):** 10 to 20 percent absence
- **Tier 3 (Red):** Greater than 20 percent absence (chronic absenteeism)

NSD 92 Attendance Executive Summary



Student attendance across NSD 92 shows a **significant and sustained decline over the 2025 school year**, with a marked increase in chronic absenteeism.

- In September, approximately **one quarter of students were chronically absent (25.7 percent)**.
- By May, this had increased to **over half of all students (55.1 percent)**.

At the same time:

- The proportion of students attending regularly (Tier 1) declined from **37.9 percent to 16.0 percent**.
- The number of chronically absent students more than doubled from **97 to 210 students**.

This pattern indicates that **chronic absenteeism is no longer an isolated concern but a district-wide systemic issue requiring coordinated, multi-tiered action**.



Key Findings



1. Growth in Chronic Absenteeism (Tier 3 – Red)

There is a steady, month-over-month increase in the proportion of students experiencing chronic absence:

- Growth accelerates significantly between **October and January**, with nearly half of students reaching chronic levels by December.
- By spring, **the majority of students fall within Tier 3.**

This trend reflects a **progressive disengagement from school over time**, rather than a sudden shift.

2. Decline In Regular Attendance (Tier 1 – Green)

Students attending regularly become an increasingly smaller proportion of the student population:

- Tier 1 drops from **143 students in September to 61 students in May.**

This decline signals an erosion of consistent engagement and highlights the need to strengthen **preventative, universal supports.**

3. Stability Represents Opportunity (Tier 2 – Yellow)

The percentage of students in Tier 2 (10 to 20 percent absence) remains relatively stable at approximately **30 percent across the year.**

This group represents a **critical intervention cohort:**

- Without timely supports, many students transition into chronic absenteeism
- With targeted intervention, this group offers the **greatest opportunity for improvement**

4. Seasonal Pattern and Missed Recovery

Attendance declines steadily through the fall and winter months:

- There is **no observable recovery period following winter break**
- March through May reflects continued deterioration rather than stabilization

This suggests a need for **intentional mid-year re-engagement strategies**, particularly in January and February.

5. Punctuality Trends Provide Additional Context

While absenteeism increases, **student punctuality improves** among those attending:

- Students with low late rates increase from **60.6 percent in September to 78.2 percent in May.**

This indicates that:

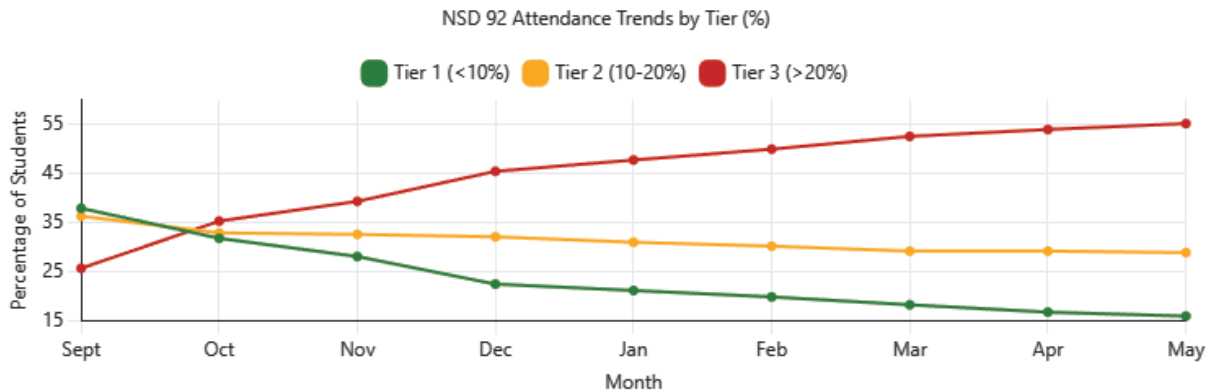
- **Students who are attending are increasingly engaged in daily routines**
- The challenge lies primarily with **students not attending at all**, rather than lateness

Attendance Trends



Attendance Trends By Percentage

This chart shows the system shift over time toward chronic absenteeism.



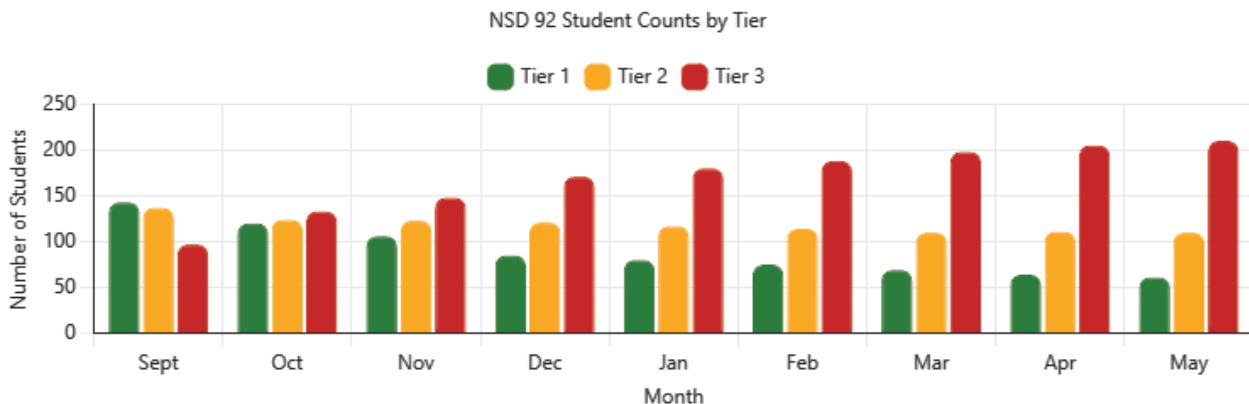
What this shows:

- Tier 3 (Red, >20%) rises steadily and becomes dominant by December onward
- Tier 1 (Green, <10%) declines sharply across the year
- Tier 2 (Yellow) remains relatively stable but gradually erodes



Attendance Trends By Student Count

This chart highlights the actual number of students moving between tiers.



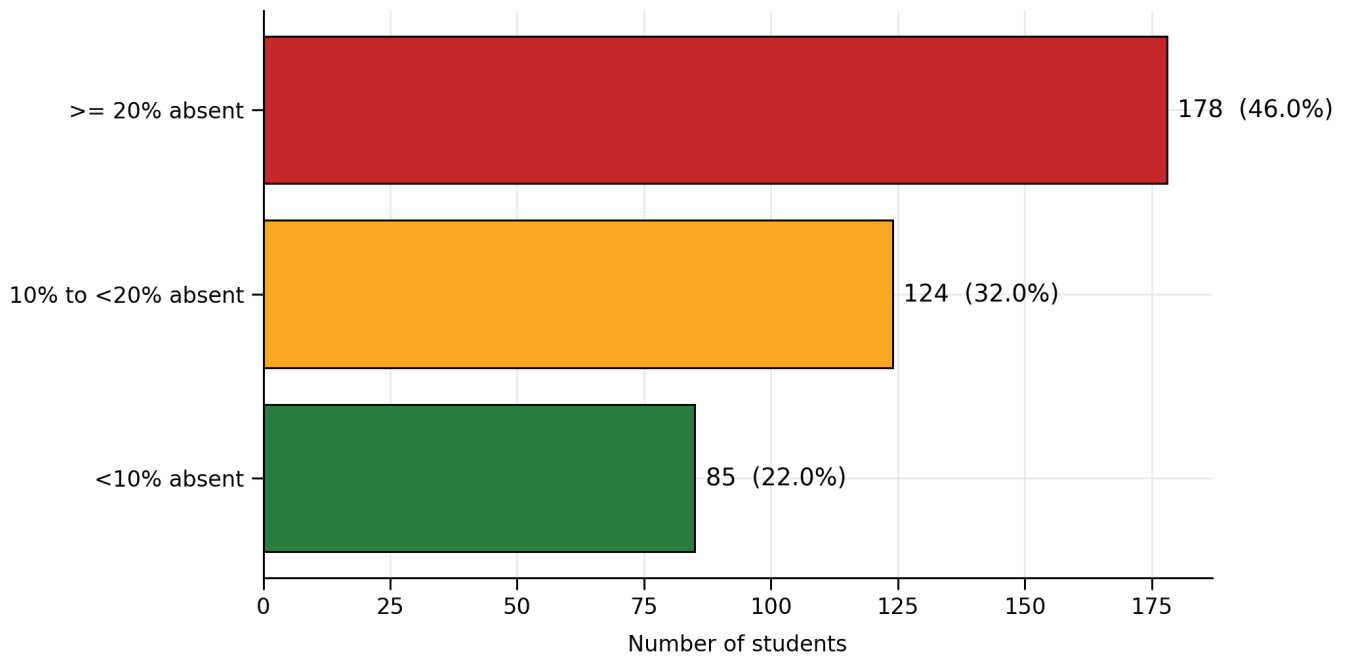
What this shows:

- Red Tier more than doubles (97 → 210 students)
- Green Tier drops significantly (143 → 61 students)
- Yellow Tier remains a key intervention group



Attendance Trends (continued)

NSD 92 Attendance All Schools 2025
Students by days absent band



Taken together, the pattern indicates a system level challenge that requires timely, coordinated action by students, families, staff, the district, and our community partners.



Key Indicators

- Of 387 students reported, 178 have missed 20 percent or more of days in session, 124 have missed 10 to under 20 percent, and 85 have missed less than 10 percent. That means 302 students, or 78.04 percent, meet the common definition of chronic absenteeism at 10 percent or more. Severe chronic absenteeism at 20 percent or more is 45.99 percent. Non chronic is 21.96 percent.
- Chronic absenteeism is widely defined in the research as missing at least 10 percent of school days for any reason. The evidence base links chronic absence to lower reading by Grade 3, lower math performance, and lower graduation likelihood, especially when chronic absence persists across years.
- High school absenteeism rates harm student success and can place limits on their range of possibilities for their future success. Schools with higher average days missed show large declines in proficiency across subject areas.



System-Level Implications

The data suggests **three important system-level** considerations:

1. Attendance as a System Priority

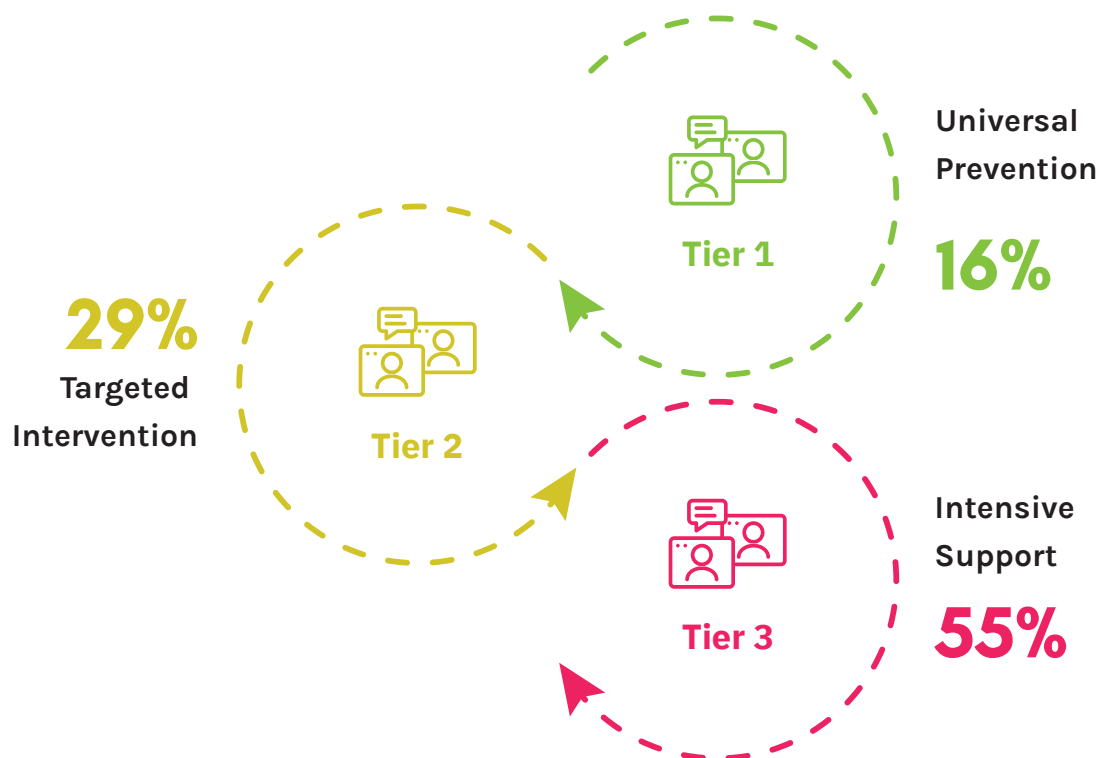
Chronic absenteeism now affects the majority of students and must be addressed as a **central driver of student success, equity, and well-being**.

2. Early Intervention Window

The period between **October and December** represents a **critical tipping point**, where many students transition from Tier 2 to Tier 3.

3. Need for Coordinated, Tiered Response

The scale of the issue requires a **coherent, district-wide approach**, integrating school-based, family, community and external partnership supports.



Tiered Response Framework



Tier 1 (Green) – Universal Prevention

★ Focus: Strengthening belonging, engagement, and attendance culture

- School-wide attendance expectations and recognition
- Culturally responsive learning environments
- Strong home-school communication
- Celebrations of consistent attendance



Tier 2 (Yellow) – Targeted Intervention

★ Focus: Preventing movement into chronic absenteeism

- Early identification and monitoring
- Personal outreach to families
- Mentorship and check-in systems
- Flexible supports to address emerging barriers



Tier 3 (Red) – Intensive Support

★ Focus: Re-engagement and wraparound support

- Individualized attendance plans
- Collaboration with families and community agencies
- Culturally grounded approaches to connection and belonging
- Exploration of alternative and flexible learning pathways

Next Steps



★ The 2025-2026 attendance data presents a clear and **urgent call to action**:

- **Student attendance is declining over time**
- **Chronic absenteeism is increasing and widespread**
- **Coordinated, culturally responsive, and tiered interventions are required**

At the same time, the data also points to **opportunity**:

- Students who are attending are demonstrating **improved punctuality and engagement**
- With focused effort, particularly at the Tier 2 level, the district can **shift the trajectory and strengthen student connection to school**

★ To address these trends, the district will:

- **Prioritize attendance within School Learning Impact Plans**
- **Strengthen data monitoring and early identification systems**
- **Enhance family and community and external partnerships to support attendance**
- **Focus targeted interventions on Tier 2 students to prevent escalation**
- **Align attendance strategies with Nisga'a student success and well-being priorities**

