

OMAHA PUBLIC SCHOOLS

Omaha, Nebraska

Attendance and Absenteeism: 2022-23

A student's attendance at schools is essential to their academic success and social and emotional well-being. Regular attendance and participation at school are the foundation for successful graduation from high school and we expect every student to attend school on time and every day. Beginning in Kindergarten, absenteeism can begin to impact a student's academic performance in the future (Change & Romero, 2008). According to research compiled by Attendance Works, by third grade, attendance impacts whether a student reads on or above grade level (Attendance Works, 2014). Findings from the Baltimore Education Research Consortium suggest that by sixth grade, absenteeism is one of three signs a student may drop out of school (Alonso et al., 2011). Additional research by University of Chicago Consortium on Chicago School Research finds that improved attendance rates of ninth grade students increase their likelihood of staying on track for graduation (Roderick et al., 2014). Analyses of the most recently available Nebraska Student-Centered Assessment System (NSCAS) testing in the Omaha Public Schools suggest that students who are absent for less than five percent of their school year have higher proficiency rates on state tests in language arts, math, and science. Students who attend regularly stay engaged in school and are prepared to excel in college, career, and life.

School attendance is required by law in Nebraska for children 6 through 17 years of age. The responsibility for ensuring children's regular school attendance is a responsibility shared by schools, parents, students, and the community. Our district, in accordance with state law, has an attendance policy that encourages daily attendance while providing support and resources to students and families that help address attendance barriers and chronic absenteeism. Families are encouraged to call their child's school as soon as they are aware their child will be absent. There are many reasons that a student's absence would be excused and those are recorded as excused when the school is notified of the reason by a family. The Board of Education policy for students who accumulate unexcused absences outlines the communication and support provided by the attendance team at each five-day increment (through 20 days) and ten-day Increment of unexcused absences. The attendance team, which includes school building administrators, School Support Liaisons, School Counselors and School Social Workers, are all equipped to support families with student attendance.

The following report provides a review of student attendance and absenteeism for the 2022-23 school year and its relationship to trends across previous school years. In this reporting, students who "Strive for 95" have attended 95% or more of their enrolled school year and were absent for fewer than nine days if they were enrolled for the full school year. Chronically absent students have missed 10% or more of their school year and have missed 17 or more days if they were enrolled for the full school year. Chronically absent students are also split into a severe group when they have missed 20% or more of their school year. Finally, students who missed more than 5% but less than 10% of their school year are identified as being at risk of becoming chronically absent. Focusing on all students provides insight into the student attendance trends impacting school communities, both positive and negative.

The Nebraska Department of Education (NDE) uses a cutoff of ten or more days to determine if a student's attendance should be counted in the metrics by which a school is graded by NDE. Likewise, most analyses in this report only include students who were enrolled in their school or the school district for 40 or more days. At the district level, this distinction removes less than 2,000 (4%) students from the analysis in each school year. These students have been removed to help account for high student and family mobility between schools and school districts. Students enrolled in pre-kindergarten classes are not included in this report. Additionally, Adult High School, Gateway to College, Homebound, Interim and Contract locations, and the Transition Program have all been excluded from these calculations because of low enrollment and different attendance taking methods.

Absence Code Use

In 2022-23, unexcused absences made up about 69% of all out-of-school absences, an increase of 2.3% from the 2021-22 school year. The “unverified” absence code, defined as an absence that has not been verified by the school and is not excused, made up 47.1% of all absences recorded in 2022-23. The “unverified” code is used for 28.5% of all absences at the elementary level but increases to 62.1% by high school. The broad use of this code likely stems from a lack of information from families regarding why a student is absent, the overall volume of attendance record keeping needed each day, and a district practice of changing un-coded period absences at the secondary level to “unverified” after three weeks so that they can be reported to NDE. The lack of information about these absences makes it more difficult to understand absenteeism in our District. The “absent” code, defined as an absence that is verified by the school but not excused, made up 19.5% of absences in 2022-23. The “absent” code was used for 28.5% of all absences at the elementary level but decreases to 12.6% at the high school level.

Excused absences made up 31.3% of absences in 2022-23, a decrease of 2.3% from the 2021-22 school year. The excused “illness” and “medical” codes represented 19.5% and 6.1% of all absences respectively in 2022-23 and decreased 2.9% combined when compared to the 2021-22 school year. The “illness” absence represents when a parent or guardian notifies the school the student is ill while a “medical” absence represents that a medical provider’s note was provided, or the school nurse sent the student home. Illness and medical absences account for 40.2% of absences at the elementary level but only 16.0% at the high school level. Out-of-school “suspension” absences, an excused absence representing when a student was suspended from school, made up 4.4% of all absences in 2022-23, an increase of 0.6% from the 2021-22 school year. Suspension absences make up less than 1.6% at the elementary level, 9.3% at the middle school level, and 4.1% in high schools.

Strive for 95

Beginning in the 2018-19 school year, the department of Student and Community Services implemented the Strive for 95 initiative. The focus of this initiative is to support student, family, and school efforts to get every OPS student to attend school for 95% or more of the school year. In 2022-23, 33.1% of all students attended 95% of their school year, an increase of 0.3% from the 2021-22 school year, the first increase since the 2019-20 school year. At the elementary level, 41.4% of all students attended for 95% of their school year in 2022-23, an increase of 1.9% from 2021-22 school year. The rates of students attending for 95% or more of the school year decreased at the middle school (1.9%) and high school level (0.4%) between 2021-22 and 2022-23. These changes suggest a stabilization of the rates of students attending for 95% or more of the school year at the middle school and high school level after two years (2020-21 and 2021-22) of decline.

Difference in Strive for 95 rates for student groups include:

- Asian students (56.5%) have the highest rates of students attending for 95% or more of the school year followed by white students (39.5%).
- Current ELs (37.4%), exited ELs (38.6%) and refugee students (47.2%) were the most likely overall to attend for 95% of the school year compared to students who were not served as English learners (30.2%) or not identified as refugees (32.3%).
- Students who were not eligible for educational benefits (43.7%) were more likely to attend for 95% of the school year compared to students who were eligible for educational benefits (28.9%).
- Students who were not receiving special education services (34.5%) were more likely to attend for 95% of the school year compared to students who were receiving special education services (26.8%).

Chronic Absenteeism

Chronic absenteeism, defined as missing 10% or more of the school year, represents a common metric used across education to understand students whose absenteeism is likely to impact their academic achievement. In 2022-23, 39.7% of students missed 10% or more of their enrolled time during the year, the same rate as the 2021-22 school year. The percentage of students who were at risk for becoming chronically absent decreased by 0.4% compared to the 2021-22 school year. Chronic absenteeism is most pronounced at the high school level (57.8%), decreases at the middle level (42.7%), and is lowest at the elementary level (26.9%). The percentage of students missing more than 10% of the school year decreased for the second year in a row in elementary schools, stayed the same in high schools and increased 2.4% in middle schools in 2022-23.

Freshman Academies

Student attendance is a key measurement of student engagement and is linked to the Nine for Nine supports for freshman. All high schools include attendance goals in their school improvement plans and ninth grade academy and attendance teams regularly use the real-time attendance dashboard to monitor and intervene in support of students and families. At the high school level, absenteeism is least pronounced in grade nine where about 50% of students were chronically absent in 2022-23. The chronic absenteeism rate in 22-23 is about the same as it was in 2021-22 suggesting a stabilization of attendance after two years of increases during the pandemic. The percentage of grade nine students attending 95% of their school year has also stabilized in 2022-23 at about 26% after two years of decline. Benson High, where the freshman academy has been in place since 2014-15, was the only high school that experienced an increase (24% to 29%) in the percentage of grade nine students attending 95% of their school year in 2022-23 since the declines experienced over the pandemic.

Strategic Plan of Action

The district's Strategic Plan of Action (SPOA) goal one under the strategic priority of Ethic of Care identifies a goal for improving attendance. This goal states that each year, all schools and programs in the Omaha Public Schools will demonstrate an increase of up to 2% in the percentage of students missing fewer than nine days. The measurement of this goal is done using the percentage of students attending for 95% of the school year instead of students missing fewer than nine days, which is roughly 5% of a school year of 165 to 170 days. The baseline year for measurement of this goal is the 2021-22 school year and the calculations do not include PK students, students enrolled at the school for less than 40 school days, or student enrollments at locations that are for less than 50% of their school day. Additionally, Forest Station Elementary, Pine Elementary, Buena Vista High, and Westview High are included in the following goal tables as a baseline but will be excluded from the goal calculation because they do not have a 2021-22 rate to compare to. Change in rate is calculated by subtracting the previous year's rate from the current year's rate. Adult High School, Gateway to College, Homebound, Interim and Contract locations, and the Transition Program have been excluded from these calculations because of low enrollment and different attendance taking methods.

In 2022-23, 36 of 94 (38.3%) schools and programs met the goal of increasing the rate of students attending 95% or more of the school year by 2% between the 2021-22 and 2022-23 school years. A total of 16 of 94 (17.0%) schools and programs experienced growth in the rate of students attending for 95% or more of the school year between the 2021-22 and 2022-23 school years but did not reach the 2% improvement goal. Overall, 52 (55.3%) schools and programs experienced growth in the rate of students attending for 95% or more of the school year between the 2021-22 and 2022-23 school years. Looking at the goal by school level:

- Thirty (40.6%) elementary schools increased by 2% or more and nine additional elementary schools increased, but not by 2% or more.

- No middle schools or high schools increased by 2% more, however, one high school and four middle schools increased, but not by 2% or more.
- Six (50%) programs increased by 2% or more and two programs increased, but not by 2% or more.

The following tables and charts present the information noted in the report above and include a school level measurement of the SPOA goal, analyses of attendance code usage, student attendance rate distribution across multiple demographic and school groups, and a comparison of student attendance rates and proficiency on the NSCAS assessments.

References

- Chang, H. N., Romero, M (2008). *Present, Engaged, and Accounted For*. National Center for Children in Poverty. Retrieved from http://www.nccp.org/wp-content/uploads/2008/09/text_837.pdf
- Attendance Works (2014, February). *Attendance in the Early Grades: Why it Matters for Reading*. Retrieved from <https://www.attendanceworks.org/wp-content/uploads/2017/06/Attendance-in-the-Early-Grades.pdf>
- Alonso, A., Connolly, F., Bell-McKoy, D., Duval-Harvey, J., Henderson, J. H., Norman, O., Plank, S., Satalises, Sundius, J., Van Itallie, M. D. (2011). *Destination graduation: Sixth grade early warning indicators for Baltimore City Schools. Their prevalence and impact*. ERIC Clearinghouse. Retrieved from <http://www.baltimore-berc.org/pdfs/SixthGradeEWIFullReport.pdf>
- Roderick, M., Kelley-Kemple, T., Johnson, D. W., Beechum, N. O. (2014). *Preventable Failure: Improvements in Long-Term Outcomes When High Schools Focused on the Ninth Grade Year. Research Summary*. University of Chicago Consortium on Chicago School Research. 1313 East 60th Street, Chicago, IL 60637. Retrieved from <https://www.attendanceworks.org/wp-content/uploads/2017/09/Preventable-Failure-CCSR-April-2014.pdf>

Strategic Plan of Action: Ethic of Care Goal 1: 2022-23

Each year, all schools and programs in the Omaha Public Schools will demonstrate an increase of up to 2% in the percentage of students missing fewer than nine days.

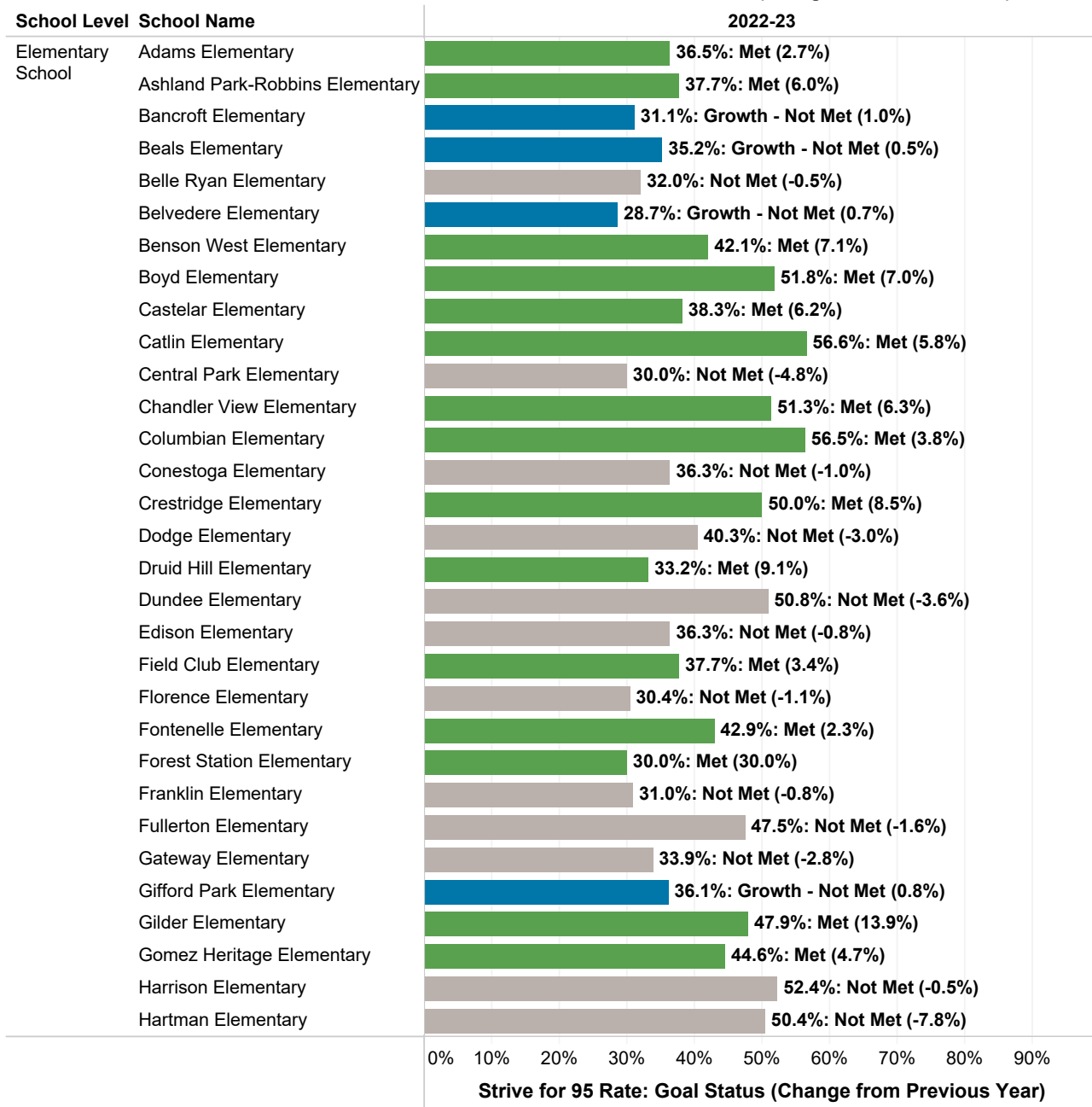
Total Schools/Programs = 94
Total Schools/Programs Meeting Goal = 36
% Schools/Programs Meeting Goal = 38.3%

Total Schools/Programs = 94
Total Schools/Programs with Positive Growth = 52
% Schools/Programs with Positive Growth = 55.3%

2% Change in School % - Goal Status

Met Growth - Not Met Not Met

Strive for 95 Rate: Goal Status (Change from Previous Year)



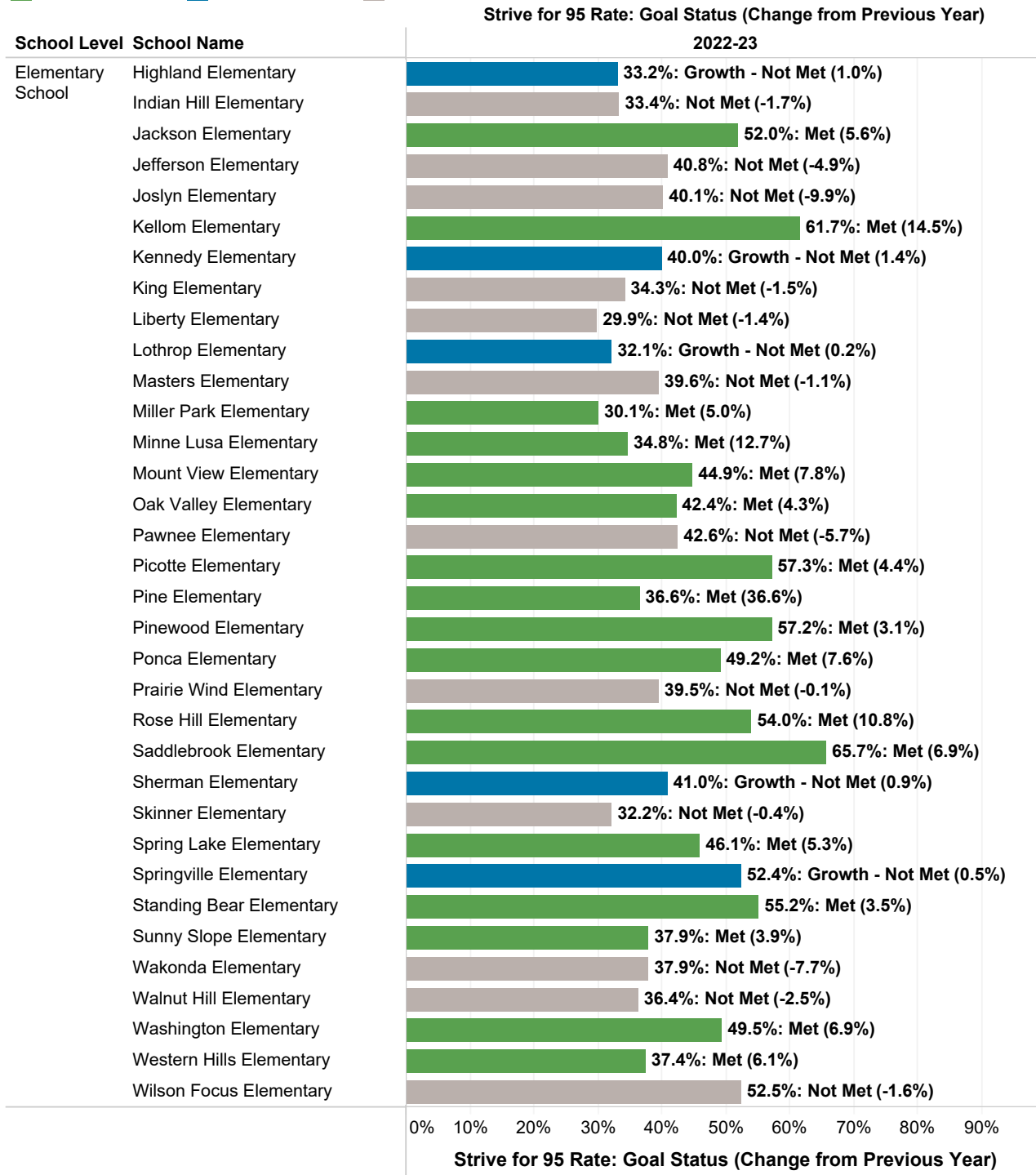
Notes: These calculations do not include PK students, students enrolled at the school for less than 40 school days, or students enrolled for less than 50% FTE. Forest Station Elementary, Pine Elementary, Buena Vista High, and Westview High are included here as a baseline but will be excluded from the goal calculation because they do not have a 2021-22 rate to compare. Change in rate is calculated by subtracting the previous year's rate from the current year's rate. Adult High School, Gateway to College, Homebound, Interim and Contract locations, and the Transition Program have been excluded from these calculations because of low enrollment and different attendance taking methods.

Strategic Plan of Action: Ethic of Care Goal 1: 2022-23

Each year, all schools and programs in the Omaha Public Schools will demonstrate an increase of up to 2% in the percentage of students missing fewer than nine days.

2% Change in School % - Goal Status

Met Growth - Not Met Not Met



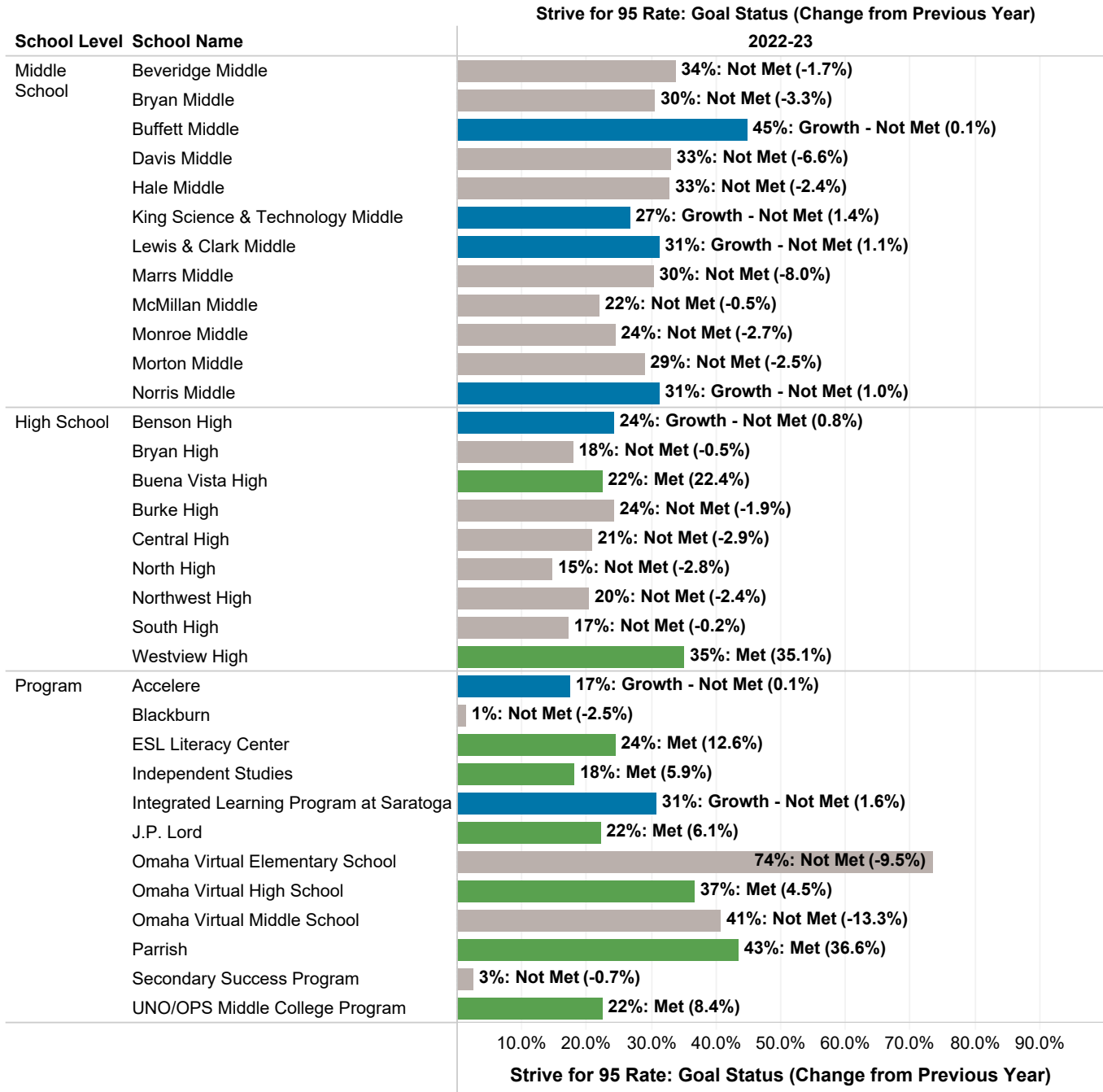
Notes: These calculations do not include PK students, students enrolled at the school for less than 40 school days, or students enrolled for less than 50% FTE. Forest Station Elementary, Pine Elementary, Buena Vista High, and Westview High are included here as a baseline but will be excluded from the goal calculation because they do not have a 2021-22 rate to compare. Change in rate is calculated by subtracting the previous year's rate from the current year's rate. Adult High School, Gateway to College, Homebound, Interim and Contract locations, and the Transition Program have been excluded from these calculations because of low enrollment and different attendance taking methods.

Strategic Plan of Action: Ethic of Care Goal 1: 2022-23

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2% Change in School % - Goal Status

Met Growth - Not Met Not Met



Notes: These calculations do not include PK students, students enrolled at the school for less than 40 school days, or students enrolled for less than 50% FTE. Forest Station Elementary, Pine Elementary, Buena Vista High, and Westview High are included here as a baseline but will be excluded from the goal calculation because they do not have a 2021-22 rate to compare. Change in rate is calculated by subtracting the previous year's rate from the current year's rate. Adult High School, Gateway to College, Homebound, Interim and Contract locations, and the Transition Program have been excluded from these calculations because of low enrollment and different attendance taking methods.

Attendance and Absenteeism

2022-2023 School Year



Data Limitations and Definitions

- Due to the national health emergency (i.e., COVID-19) the spring school calendar was impacted and all 2019-20 attendance data is only through 3/6/2020. Comparing 2019-20 to other school years may not be appropriate.
- The 2020-21 school year featured fluctuating proportions of fully remote, partial remote, and in person learning for all students. Attendance data includes all days a student was enrolled regardless of the learning type. Comparing 2020-21 to other school years may not be appropriate.
- The counts and percentages depicted may not match the Attendance Dashboard due to changes made in Infinite Campus after these data were compiled.
- Only students in grades K-12 with >50% enrollment FTE were used in these analyses.
- Some program locations were excluded because they use different attendance-taking methods or are not a traditional school environment. These include:
 - Adult High School
 - Gateway to College
 - Homebound
 - Interim and Contracted Locations
 - Transition Programs
- The programs that have been excluded differ from previous versions of this report.
- Absences are an accumulation of all absent time - be it from the beginning of the day, the end of the day, the full day, or any period within the school day.



Data Limitations and Definitions

The absence codes used in this analysis include all out-of-school absences that are not school/district sanctioned. These include:

Excused absences:

- **Bereavement (BER)** - Parent/guardian notifies the school the student is attending a funeral. *DEPICTED AS "OTHER"*
- **Court/Legal Appearance (LEG)** - Parent/guardian notifies the school the student is required to attend a court or legal proceeding. This is specific to only the student. *DEPICTED AS "OTHER"*
- **Illness (ILL)** - Parent/guardian notifies the school the student is ill. *Illness absences include all Covid related absences in 2020-21.*
- **COVID** - Four attendance codes were used to document COVID related absences in 2020-21. These codes were only used for the 2020-21 school year and have been grouped with illness absences in this analysis. These codes only represented about 2% of all counted absences in 2020-21.
- **Medically Excused (MED)** - A medical provider's note is required to verify the absence to include: a medical appointment, hospitalization, or a long term chronic illness; or the school nurse is required to send the student home.
- **Military Leave (MIL)** - Parent/guardian notifies the school the student absence is specific to deployment and/or military leave activities. *DEPICTED AS "OTHER"*
- **Post-Secondary Visit (PSV)** - Parent/guardian notifies the school the student is visiting a post-secondary program. *DEPICTED AS "OTHER"*
- **Religious Holiday Observance (RHO)** - Parent/guardian notifies the school of the religious holiday observance. *DEPICTED AS "OTHER"*
- **Suspension (SUS)** - Student absence while they have been suspended.

Unexcused absences include:

- **Absent (ABS)** - The school has been notified of an absence that does not constitute an excused absence.
- **Truant (TRU)** - Neither the family nor school officials know the student's whereabouts, the student is refusing to attend school, class, remote learning, or the school has been notified that the student has been reported as a run-away.
- **Unverified (UNV)** - No one has contacted the school, or the school has been unable to confirm the reason for the absence, or the school has not confirmed the reason for absence.

Exempt absence codes are not used in this analyses because either the students is at a school-sponsored activity, or the absences was the result of school/district action. Exempt absences include:

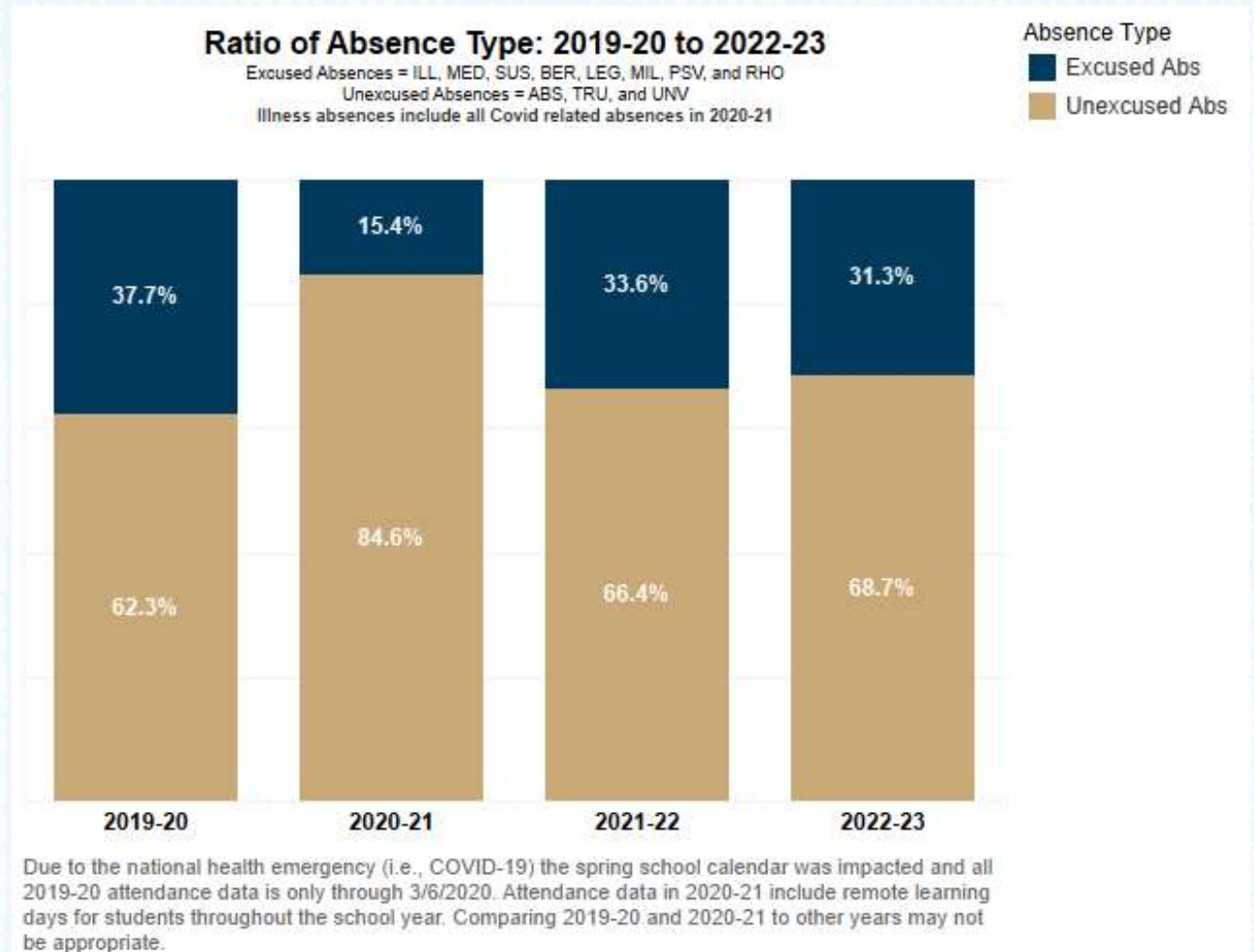
- **School Sponsored Activities (ACT)** – School-related activities that take a student out of their scheduled classes, i.e. field trips, competitions, athletic events, school matinees, speakers, testing, etc.
- **Office (OFF)** - The student is in the school, but has written authorization from a school administrator or nurse identifying the reason the student was not in class.
- **Student Success Center (SSC)** - Student is assigned to the Student Success Center.
- **OPS Student Transportation (BUS)** - The principal, or designee, provides notice that there has been a delay due to District-provided transportation.
- **Interim (INT)** - The student is in an interim school setting.
- **Technology (TECH)** - The student had technology issues preventing them from participating in remote learning.
- **Senior Release (SSR)** – The student was in 12th grade and was not required to attend at the end of the school year when seniors are released early for graduation.



Absence Code Use: 2019-20 to 2022-23

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

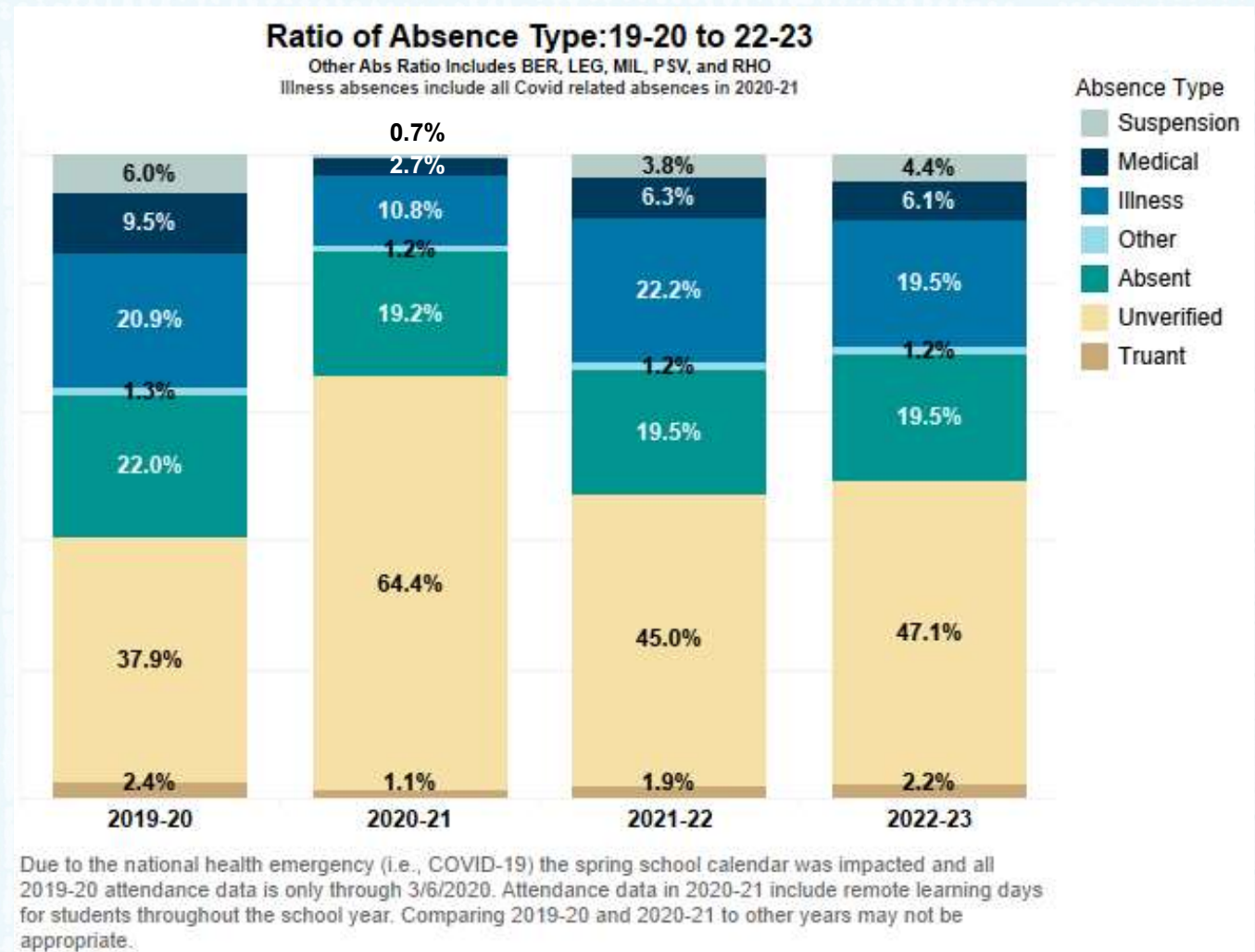
- In 2022-23, unexcused absences made up 68.7% of all out of school absences, an increase of 2.3% from the 2021-22 school year.
- Excused absences made up 31.3% of all absences in 2022-23.



Absence Code Use: 2019-20 to 2022-23

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

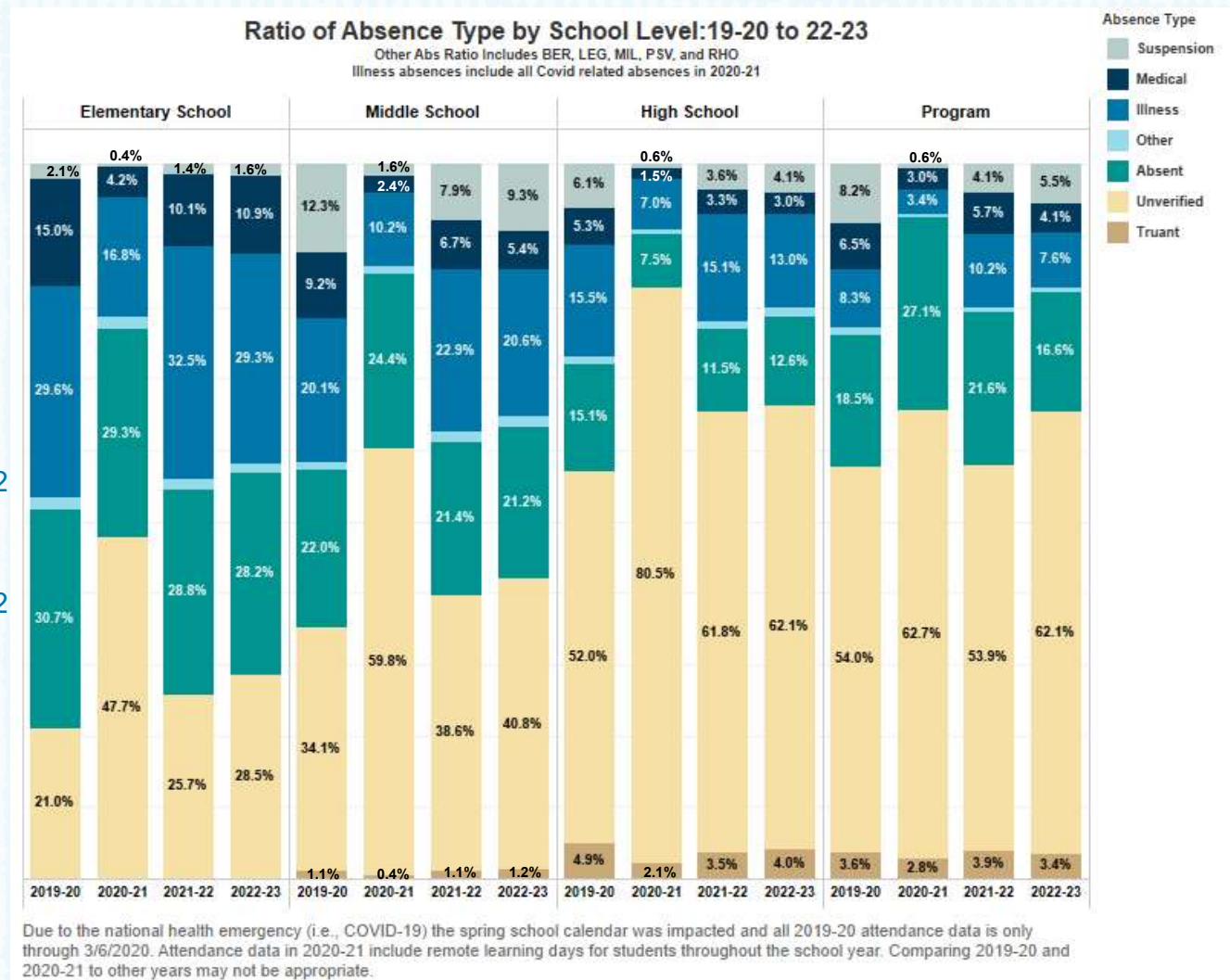
- The use of the unverified absence code increased by 2.1% between 2021-22 and 2022-23
- The use of the illness code decreased 2.7% between 2021-22 and 2022-23, likely due to a reduced impact of COVID-19 during the 2022-23 school year.



Absence Code Use: 2019-20 to 2022-23

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

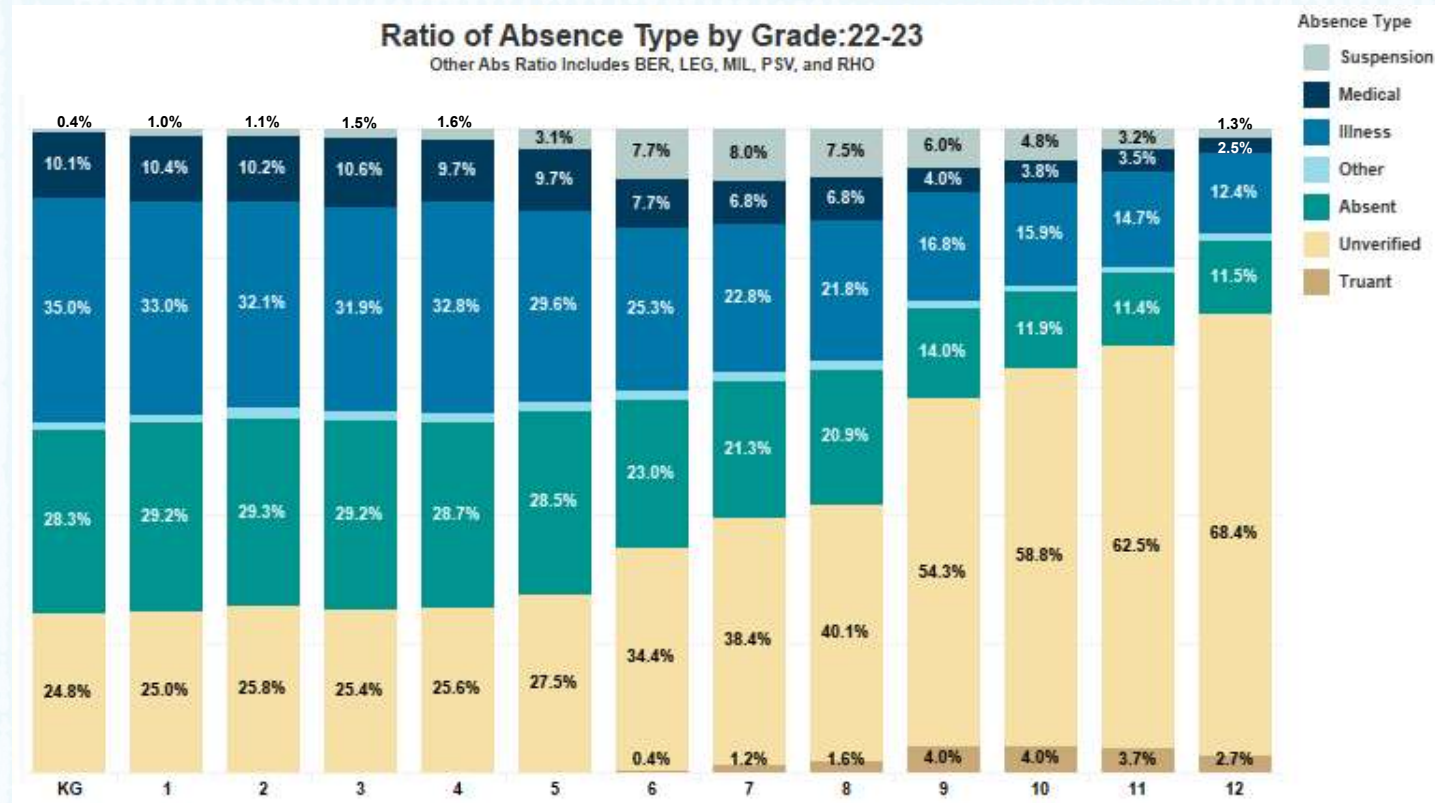
- The use of the unverified absence code increased at all school levels between 2021-22 and 2022-23
- The use of the suspension absence code increased at all school levels between 2021-22 and 2022-23 but is still below 2019-20 rates.
- The use of the illness absence code decreased at all school levels returning to rates seen in 2019-20 in elementary and middle schools.



Absence Code Use: 2019-20 to 2022-23

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- The use of the unverified absence code as a percentage of all absences generally increases as a student's grade level increases, while the use of most other codes decreases.
- The unverified code was used for about 68.4% of all absences of 12th grade students in 2022-23.
- Absences due to suspensions peak in 6th-8th grade as in previous years.



Excused, Unexcused, and Absence Code Use Review

- The unverified and absent codes make up about 45% of all absences in normal years. This lack of information about the specific reasons that students are absent makes it difficult to fully understand absenteeism in our District.
- The use of the unverified and absent codes is highest at the high school level where absenteeism is most pronounced.
- At the high school level, teachers use an "A" code when a student is not in class, and they will change it to a Tardy "T" if they arrive late in any period other than the first period of the school day.
- "A" codes that were not updated/changed in Infinite Campus to a specific absence reason are subsequently converted to an unverified (UNV) absence after three weeks for state reporting purposes. This conversion likely inflates the unverified absence category.



Strive for 95

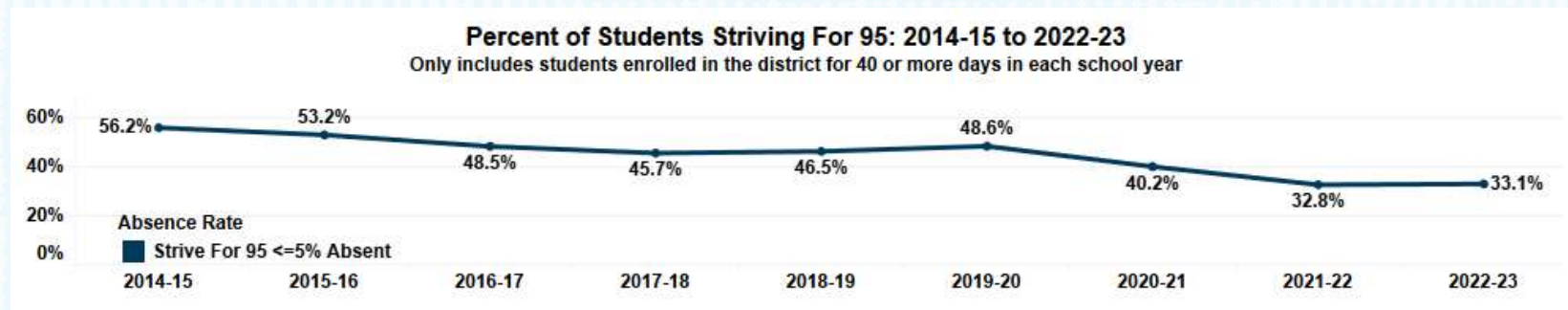
Miss fewer than 9 days throughout the school year and attend 95% of the time
[#Strivefor95](#)

- Beginning in the 2018-19 school year, the department of Student and Community Services implemented “Strive for 95.”
- This focus is intended to support student, family, and school efforts to get every OPS student to attend school for at least 95% of the school year.
- Good attendance prepares students to excel in college, career and life.
- Students who meet the Strive for 95 Attendance goal tend to:
 - Remain on or above grade level academically
 - Become socially and emotionally connected to the school, staff, and peers
 - Stay on track for graduation
 - Develop important life skills



Strive for 95 Impact

- Between the 2014-15 and 2017-18 school years, the percent of K-12 students attending 95% or more of their school year dropped from 56.2% to 45.7%. The average rate of decline in the rate over this period was about 3.5%.
- With the implementation of Strive for 95 in the 2018-19 school year, the percentage of students attending for 95% of their year increased in 2018-19 and 2019-20.
- In both the 2020-21 and 2021-22 school years, the percentage of students attending for 95% of their year decreased by about 8%.
- The 2020-21 and 2021-22 school years were significantly impacted by the national health emergency (i.e., COVID-19). The dramatic change in attendance rates in these years suggests that the pandemic, coupled with varied learning models in 2020-21, likely impacted student attendance and attendance record keeping in several ways.
- In 2022-23, the percentage of students attending 95% or more of their school year increased to 33.1%. This increase represents a stabilization of student attendance after a 16% decrease in students attending 95% or more of their school year over the previous two years.

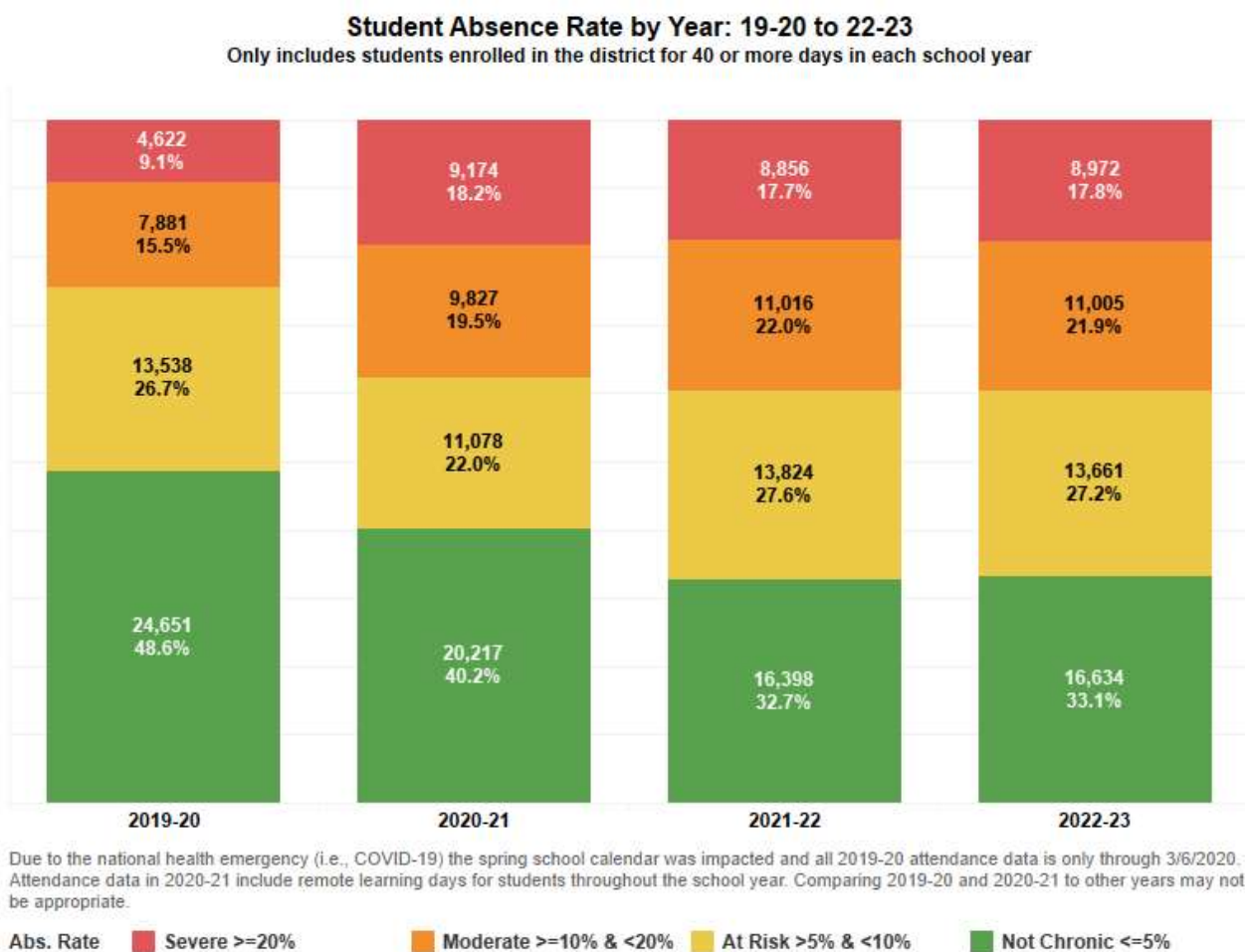


Absenteeism

2019-20 to 2022-23

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- Chronic Absenteeism, represented by the orange and red bars, is defined as students missing 10% or more of their enrolled time. This would amount to about 17 or more days for a student enrolled for the entire normal school year.
- In 2022-23, 39.7% of students missed 10% or more of their enrolled time during the year, the same rate as the 2021-22 school year.
- The percentage of students who were at risk for becoming chronically absent, represented by the yellow bar, decreased by 0.4% compared to the 2021-22 school year.
- Students achieving the Strive for 95 goal are represented by the green bar. The percentage of students attending for 95% or more of the school year increased by 0.4% compared to the 2021-22 school year.

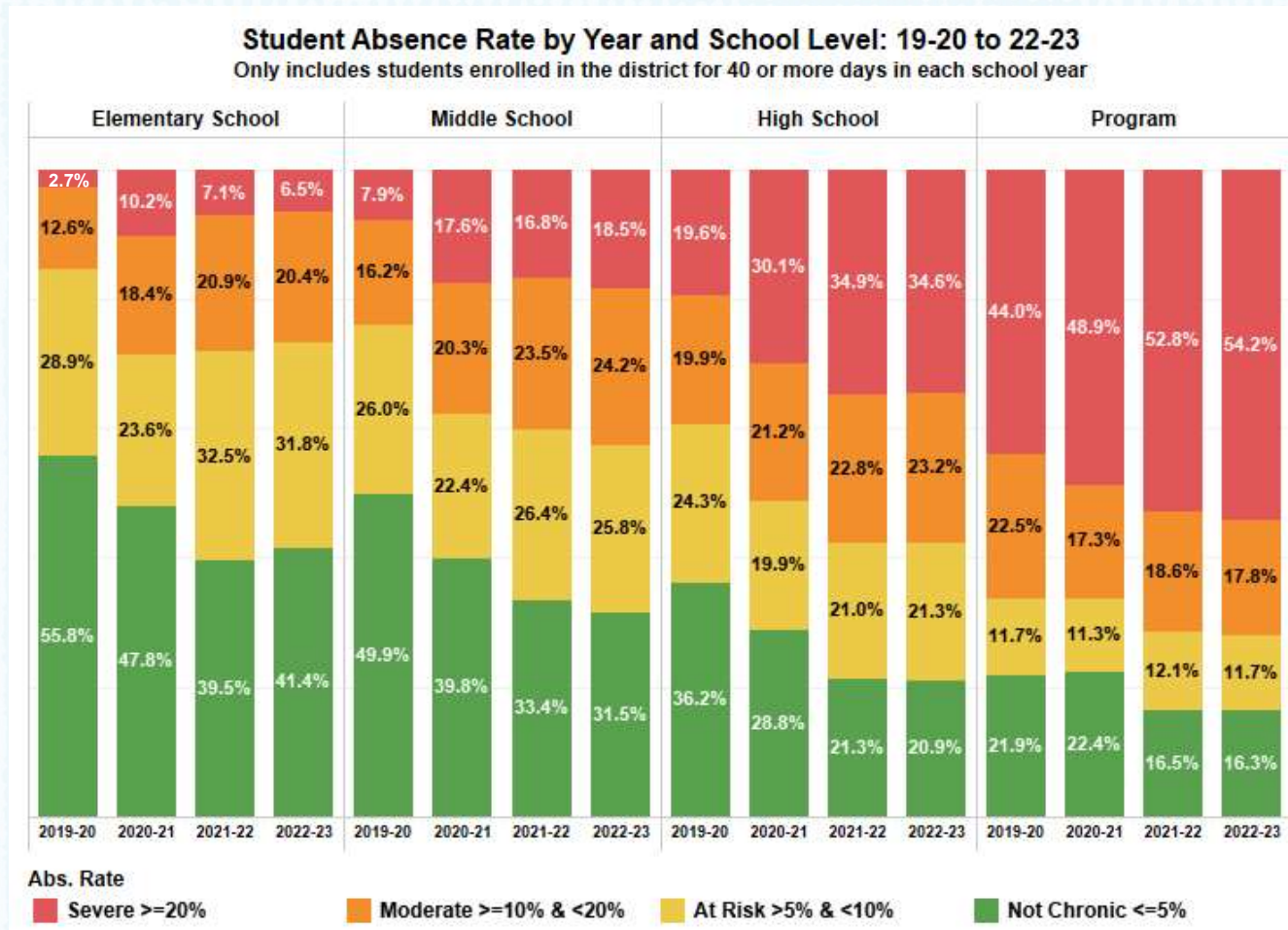


Absenteeism

2019-20 to 2022-23

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

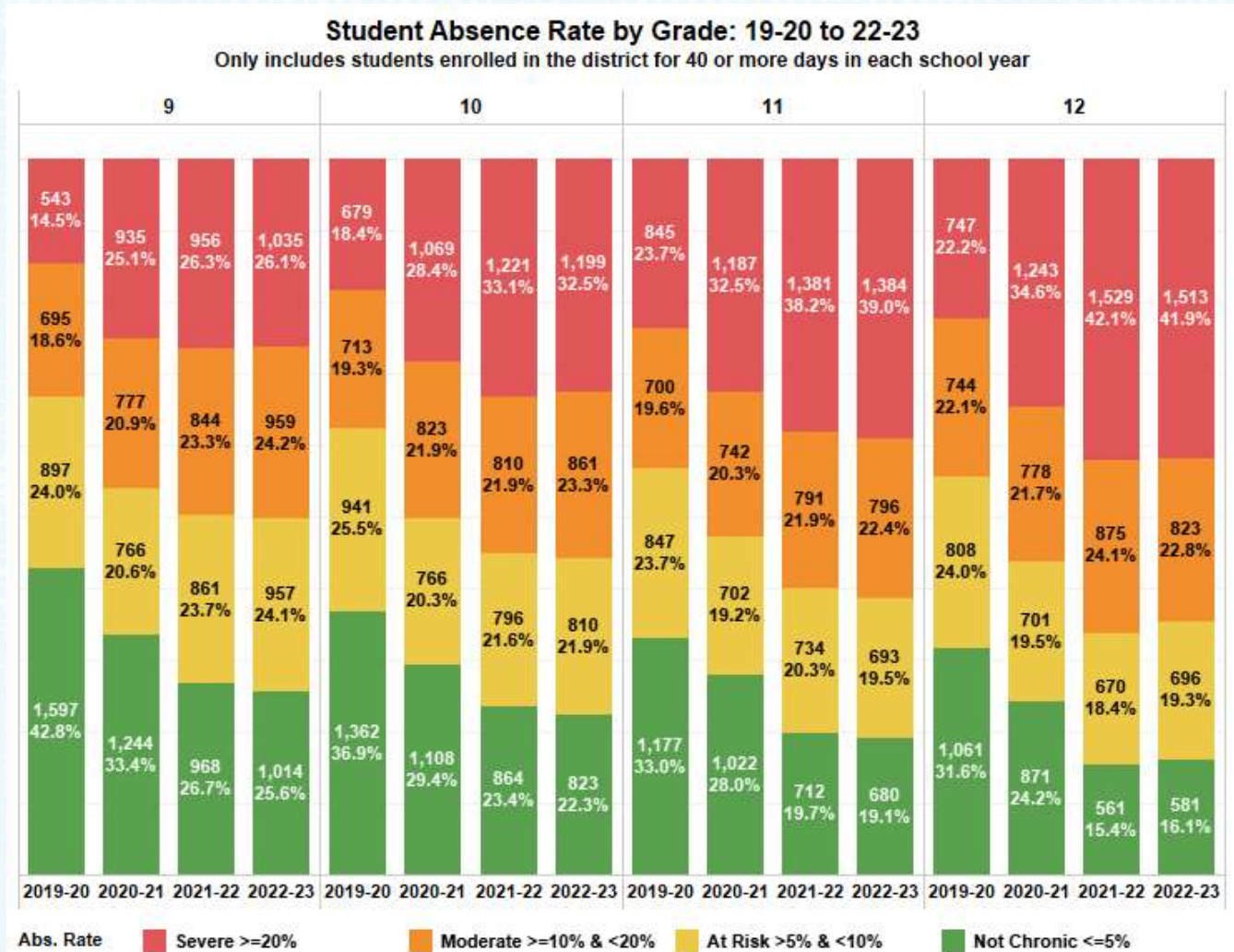
- Absenteeism is least pronounced at the elementary level and increases at the middle and high school level where about 21% of all students attend for 95% or more of their school year.
- The percentage of students attending for 95% or more of the school year increased 1.9% in elementary schools, decreased 1.9% at middle schools and decreased by 0.4% at high schools in 2022-23.
- The percentage of students missing more than 10% of the school year decreased for the second year in a row in elementary schools, stayed the same in high schools and increased 2.4% in middle schools in 2022-23.



High School Absenteeism 2019-20 to 2022-23

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

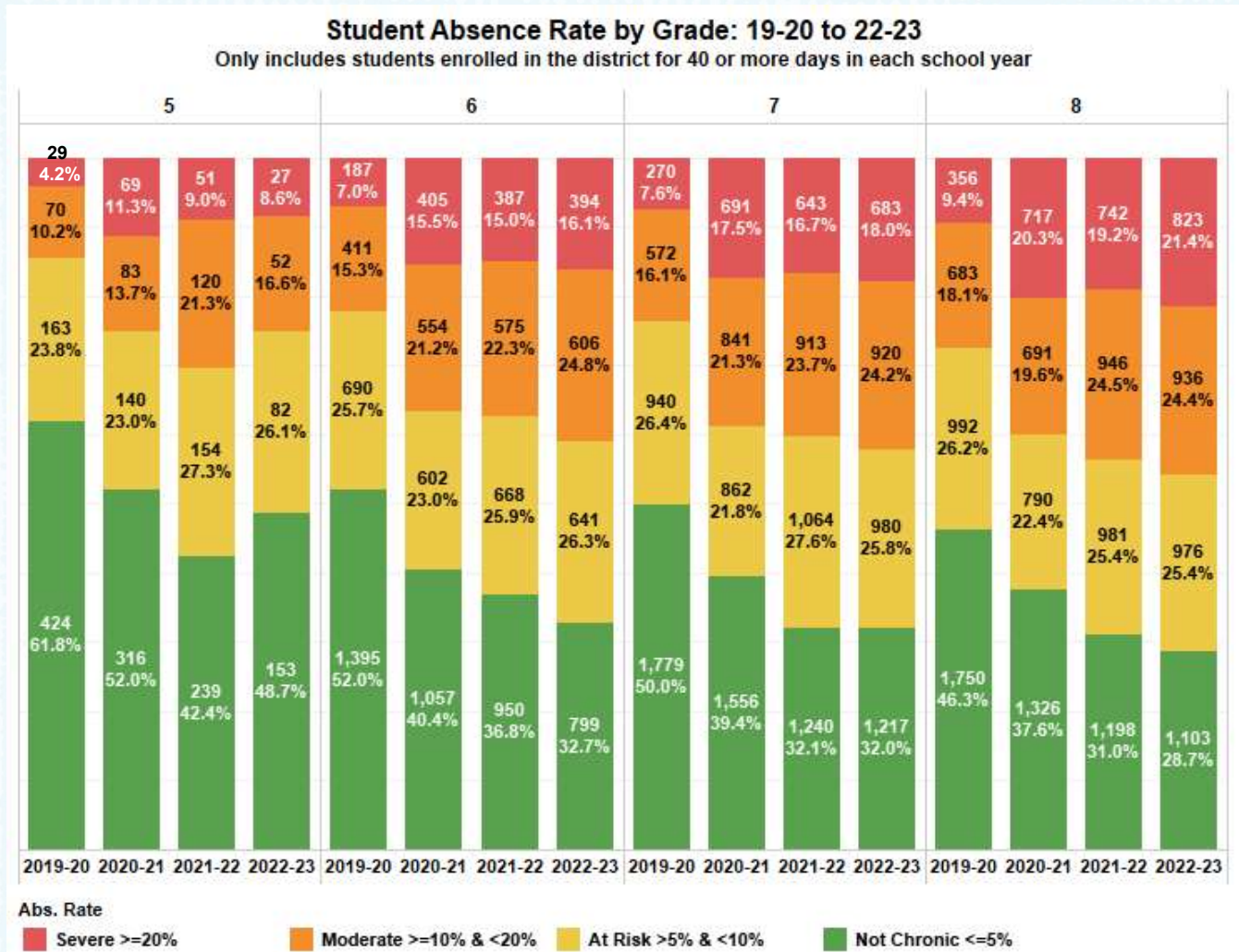
- Absenteeism is least pronounced at ninth grade and increases in grades ten through twelve.
- The percentage of students attending for 95% or more of the school year increased 0.7% in twelfth grade but decreased in grades nine through eleven in 2022-23.
- The rate of decline of students attending for 95% or more of the school year dropped in 2022-23 at all high school grade levels suggesting a stabilization of attendance rates at the high school level after two years of decline.



Middle School Absenteeism 2019-20 to 2022-23

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

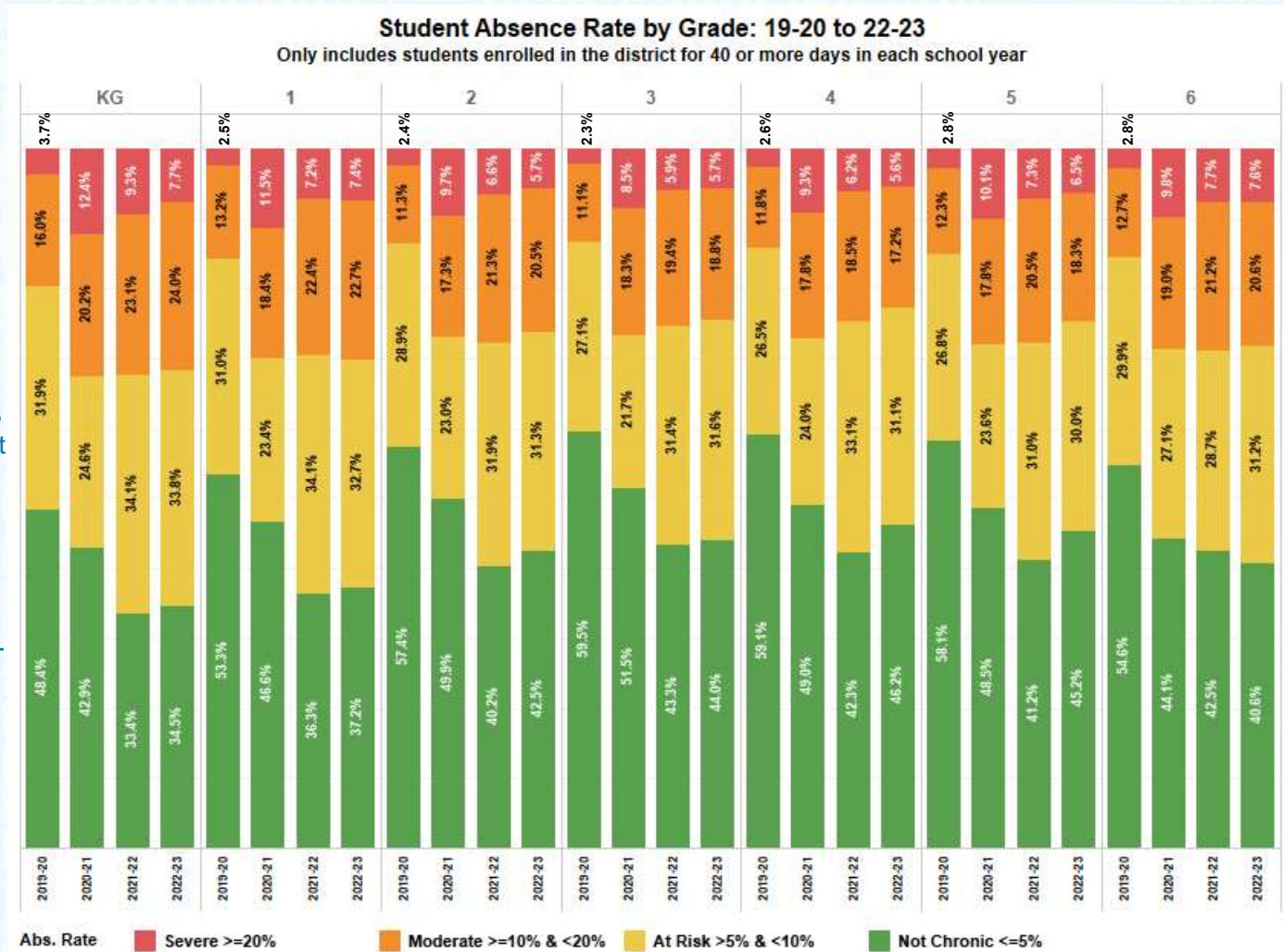
- Absenteeism is least pronounced at fifth grade and increases in grades six through eight.
- The rate of decline of students attending for 95% or more of the school year dropped in 2022-23 at all middle school grade levels suggesting a stabilization of attendance rates at the middle school level after two years of decline.
- Shifting grade configurations at the middle school level resulted in a reduction of the fifth-grade population at middle schools. There were only 314 students enrolled in fifth grade at middle schools in 2022-23 compared to almost 700 in 2019-20. Changes in attendance at fifth grade are likely related to these population changes.



Elementary School Absenteeism 2019-20 to 2022-23

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- Absenteeism is least pronounced at the elementary level where students attending for 95% or more of the school year are, on average, 41% at all grade levels. Third and fourth grade have the highest rates, a trend that has been stable over the last four years.
- The percentage of students attending for 95% or more of the school year increased at all elementary grades except for sixth grade in 2022-23.
- The decline of students attending for 95% or more of the school year reversed in 2022-23 at all elementary school grade levels except for sixth grade suggesting a stabilization of attendance rates after two years of decline.

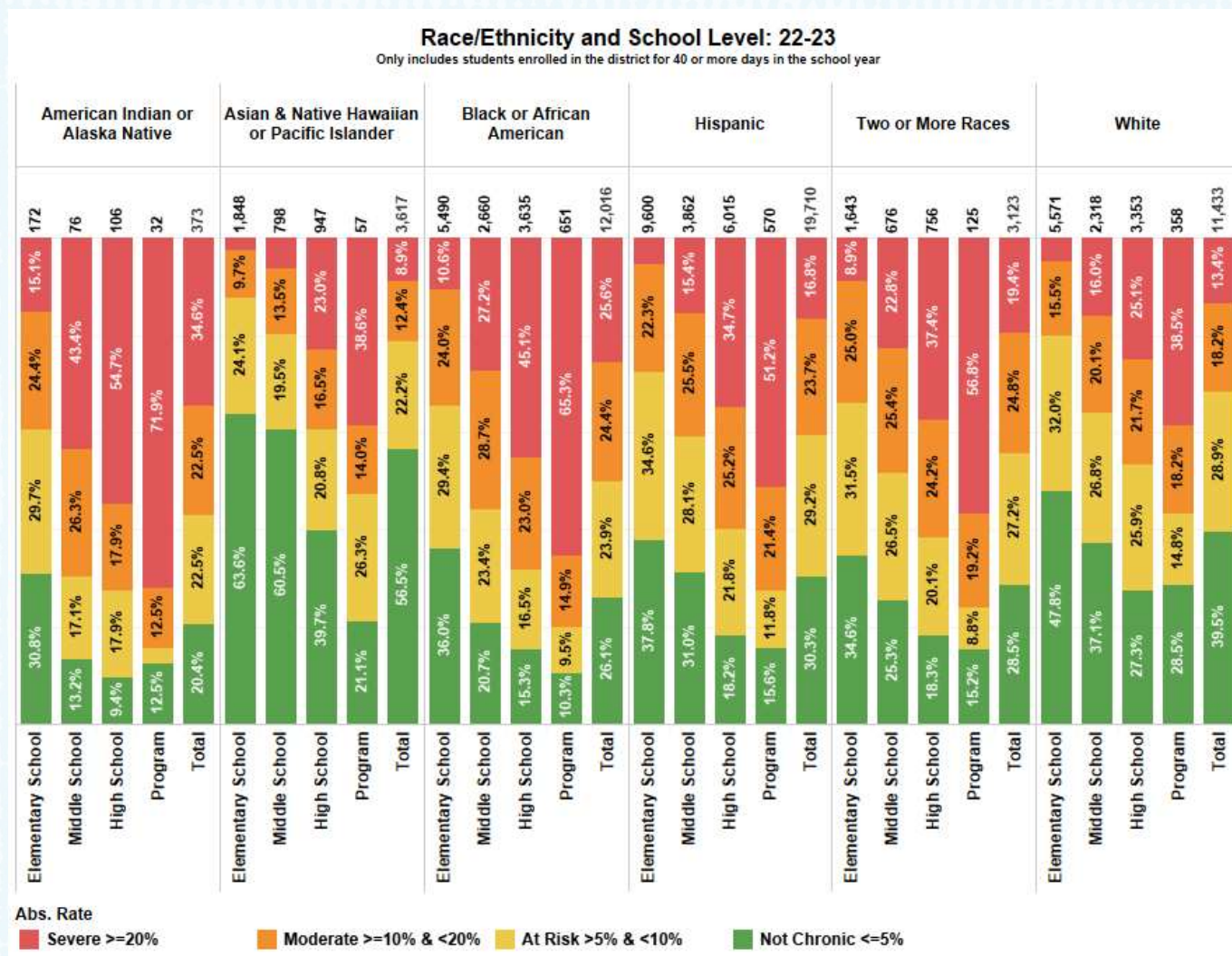


Abs. Rate Severe >=20% Moderate >10% & <20% At Risk >5% & <10% Not Chronic <=5%

Absenteeism by Race/Ethnicity

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- Asian students (56.5%) have the highest rates of students attending for 95% or more of the school year followed by white students (39.5%).
- American Indian or Alaska Native students (20.4%) have the lowest rates of students attending for 95% or more of the school year followed by Black or African American students (26.1%), Students of two or more races (28.5%), and Hispanic students (30.3%).
- Absenteeism for all groups is least pronounced at elementary schools and increases at middle schools and high schools.

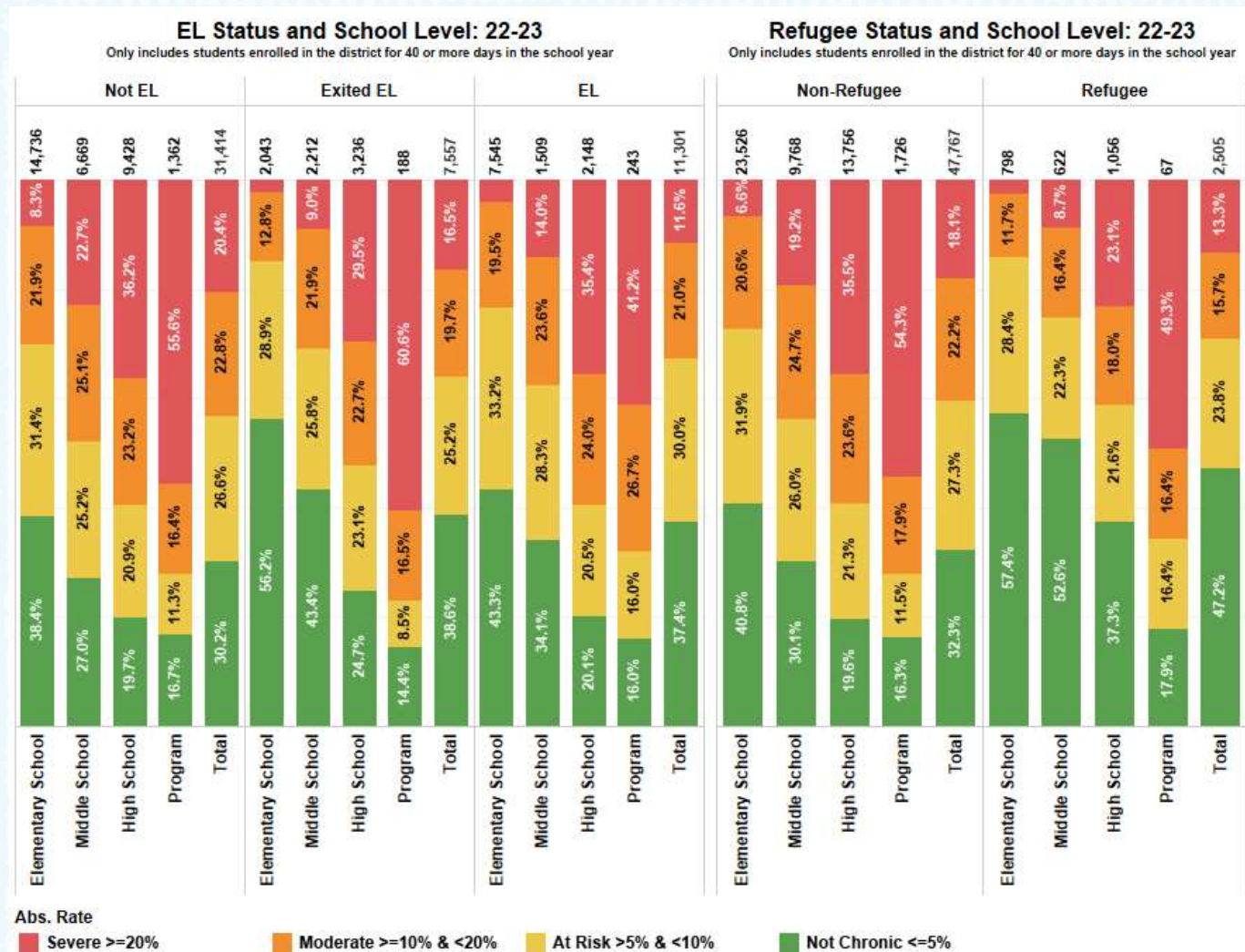


Absenteeism by English Learner (EL) and Refugee Status

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

EL includes students who waived EL services and Not EL includes students who exited to receive special education services.

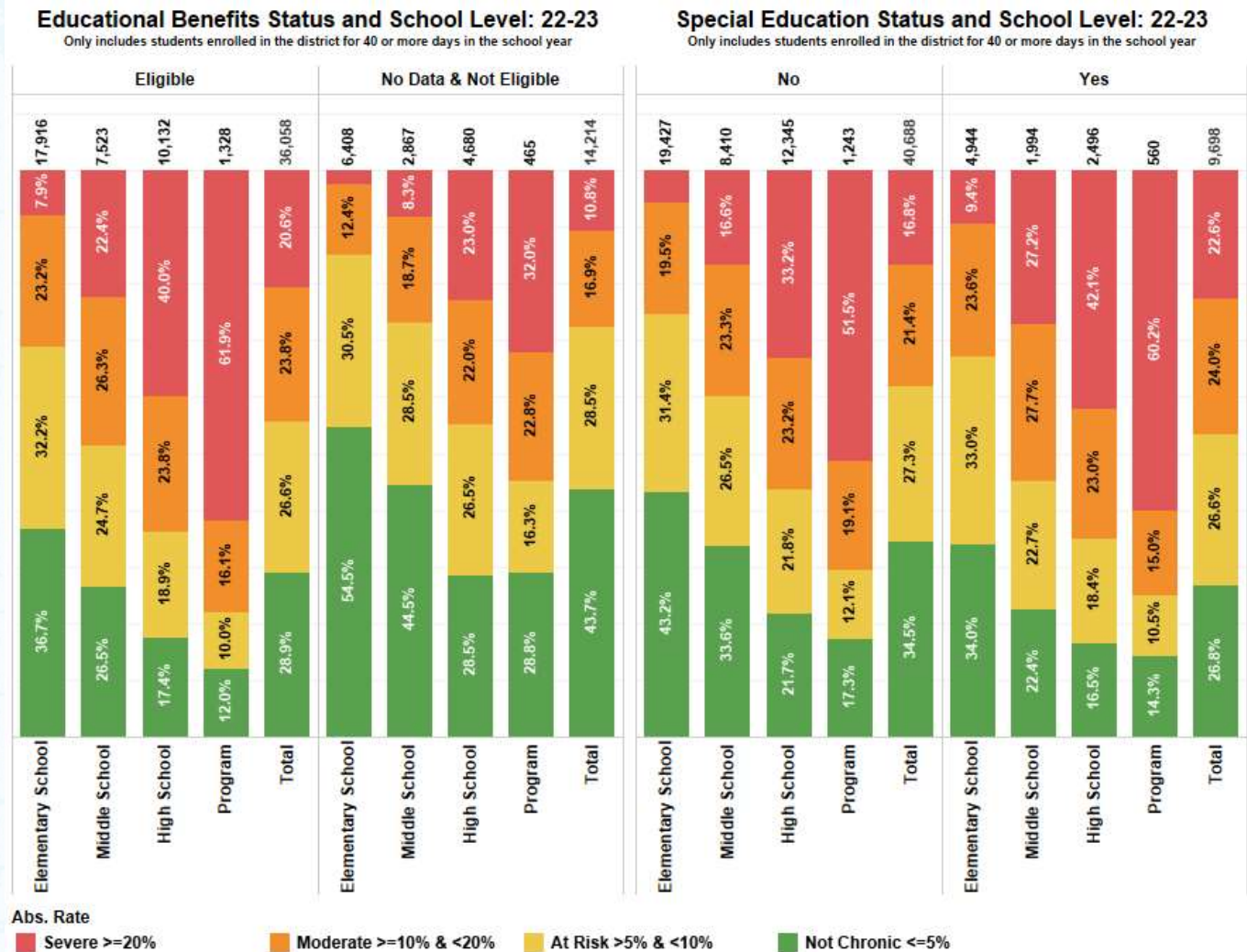
- Current ELs (37.4%), exited ELs (38.6%) and refugee students (47.2%) were the most likely overall to attend for 95% or more of the school year compared to students who were not served as ELs (30.2%) or not identified as refugees (32.3%).
- Absenteeism for all groups is least pronounced at the elementary grade levels and increases at the middle school and high school grade levels.



Absenteeism by Educational Benefits Eligibility and Special Education Status

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

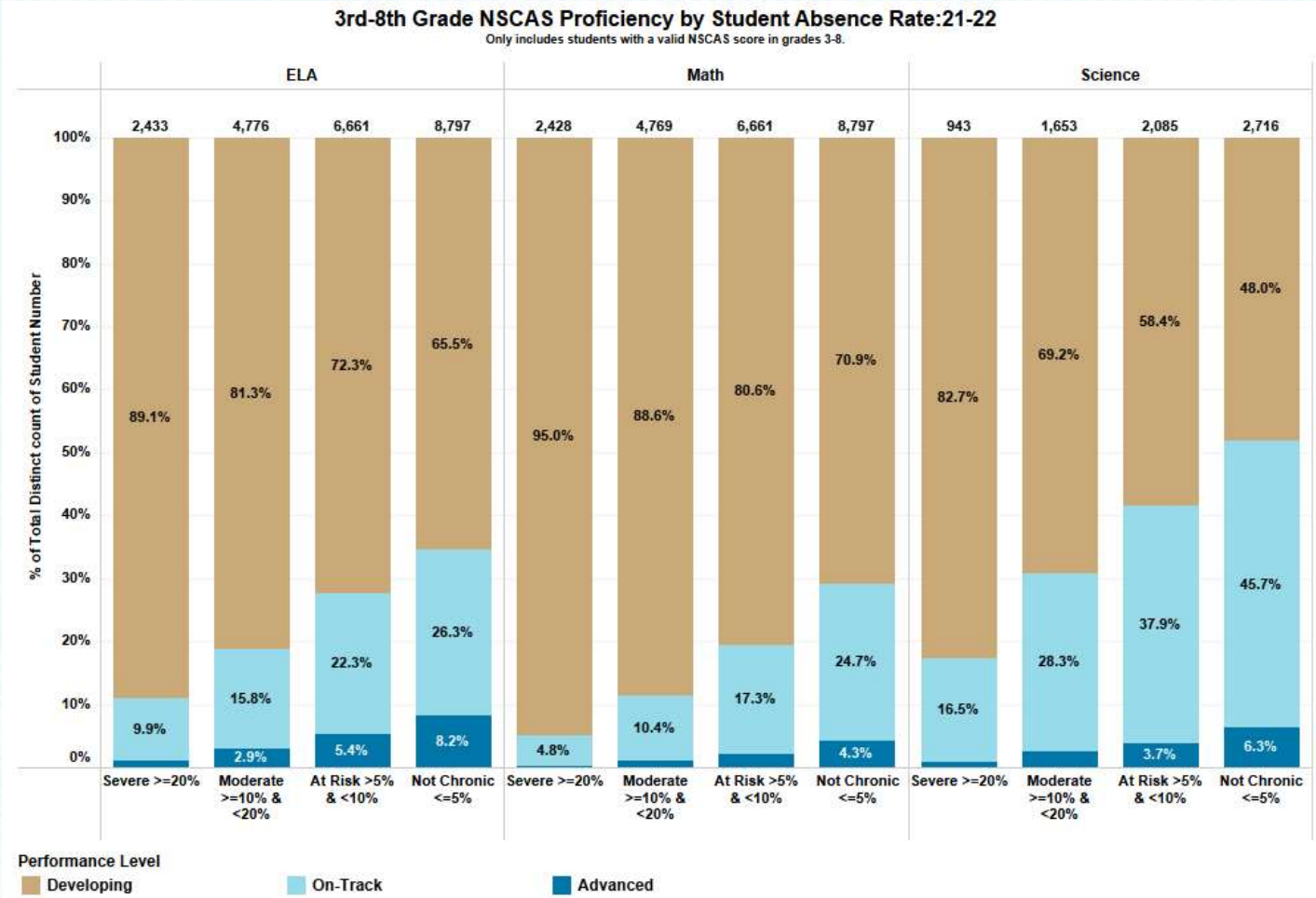
- Students who were not eligible for educational benefits (43.7%) or not receiving special education services (34.5%) were more likely to attend for 95% or more of the school year compared to student who were eligible for educational benefits (28.9%) or who were receiving special education services (26.8%).
- Absenteeism for all groups is least pronounced at the elementary grade levels and increases at the middle school and high school grade levels.



2021-22 Nebraska Student Centered Assessment System (NSCAS) Proficiency by 2021-22 Absence Rate

Note: These tables only include students with a valid NSCAS score in grades 3-8 and do not represent district proficiency rates.

- A steady decrease in the percentage of students proficient on the ELA, math, and science state NSCAS tests occur as students are absent for a larger percentage of the school year.
- This trend is consistent across years suggesting that absenteeism impacts a student's ability to be proficient on the NSCAS assessments.



Strategic Plan of Action: Ethic of Care – Goal 1

Each year, all schools and programs in the Omaha Public Schools will demonstrate an increase of up to 2% in the percentage of students missing fewer than nine days.

Change in Percentage of Students Attending for 95% or More of the School Year: 2021-22 to 2022-23

School Level	Increased	Met Goal (Increased by 2% or More)	Did Not Increase	Total Schools/ Programs
Elementary	39	30	24	63
Middle	4	0	8	12
High	1	0	6	7
Program	8	6	4	12
Total	52 (55.3%)	36 (38.3%)	42 (44.7%)	94

Forest Station Elementary, Pine Elementary, Buena Vista High, and Westview High were not considered for this goal because they did not have a 2021-22 rate for comparison.



College Careers Academies and Pathways (CCAP): Freshman Academy

- Freshman academy was established at all high schools in 2021-22 and CCAP will be fully implemented at the end of the 2024-25 school year.
- All high schools include attendance goals in their school improvement plans and freshman academy and attendance teams regularly use the real-time attendance dashboard to monitor and intervene in support of students and families.
- At the high school level, absenteeism is least pronounced in grade nine where about 50% of students were chronically absent in 2022-23. The chronic absenteeism rate in 22-23 is about the same as it was in 2021-22 suggesting a stabilization of attendance after two years of increases during the pandemic.
- The percentage of grade nine students attending 95% of their school year has also stabilized at about 26% in 2022-23 after two years of decline.
- Benson High, where the freshman academy has been in place since 2014-15, was the only high school that experienced an increase (24% to 29%) in the percentage of grade nine students attending 95% of their school year in 2022-23 since the declines experienced over the pandemic.

