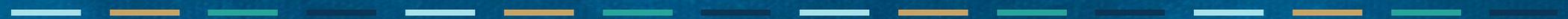


# Attendance and Absenteeism

2017-2018 School Year: October, 2018



# Data Limitations and Definitions

- The following analyses uses attendance and absence data pulled at the end of each school year.
- Only grades K-12 were used in this analysis.
- The demographic analyses only includes student who were enrolled on the last Friday in September 2017.
- Some program locations were excluded from the analysis because they use different attendance taking methods or are not a traditional school environment. These include:
  - Accelerere
  - Adult High School
  - Gateway to College
  - Homebound
  - Independent Studies Program
  - Interim and Contracted Locations
  - Omaha Virtual Schools
  - Parrish
  - The ESL Teen Literacy Center
  - The Transition Programs
  - UNO/OPS Middle College Program
- 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

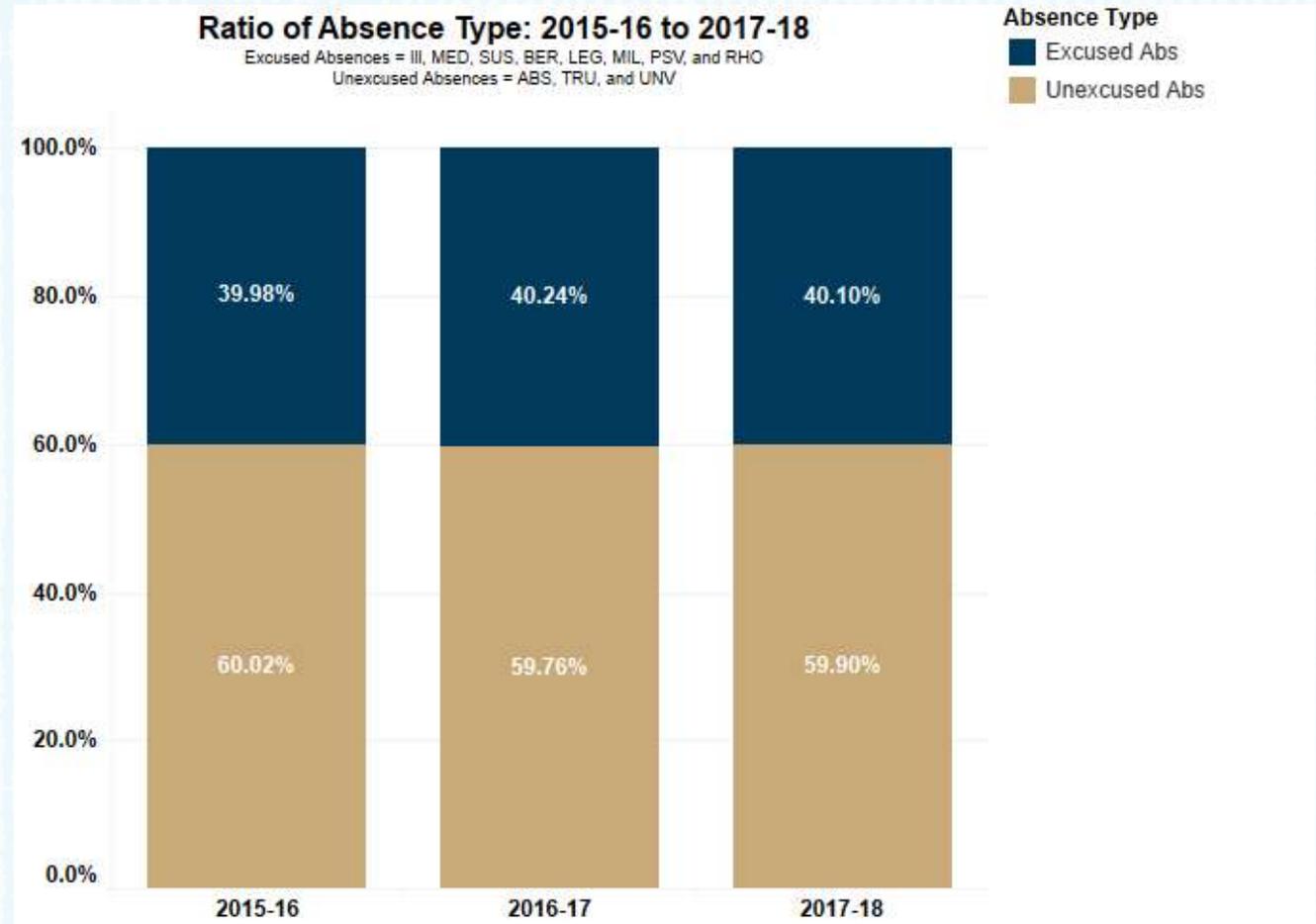
The absence codes used in this analysis include:

- **Excused absences:**
  - Bereavement (BER)– The student is attending a funeral.
  - Court/Legal Appearance (LEG)– The student is required to attend a court or legal proceeding.
  - Illness (ILL) – Parent/Guardian notifies the school the student is ill.
  - Medically Excused (MED) – A doctor’s note is provided to explain the absence, or the school nurse is required to send the student home. Absences related to the student’s hospitalization or a long term or chronic illness while under the care of a licensed physician or a parent/guardian indicates a medical appointment will be considered excused.
  - Military Leave (MIL)– The student’s absence is specific to deployment and/or military leave activities.
  - Post-Secondary Visit (PSV)– The student is visiting a post-secondary program.
  - Religious Holiday Observance (RHO)
  - Suspension (SUS)
- **Unexcused absences include:**
  - Absent (ABS)– The school has been notified of an absence that does not meet the definition of excused.
  - Truant (TRU)– Neither the family nor school officials know the student’s whereabouts. The student is refusing to attend school or class, or the school has been notified that the student is 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.
- **Absence codes not used in this analysis include:**
  - School Sponsored Activities (ACT)
  - Office (OFF)– The student is in the school, but in the office (visiting the nurse, counselor, administrator, etc.).
  - Student Success Center (SSC) – Student is assigned to the Student Success Center.
  - OPS Student Transportation (BUS) – Student is absent because of an OPS transportation issue.

# Absence Code Use: 2015-16 to 2017-18 (K-12)

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

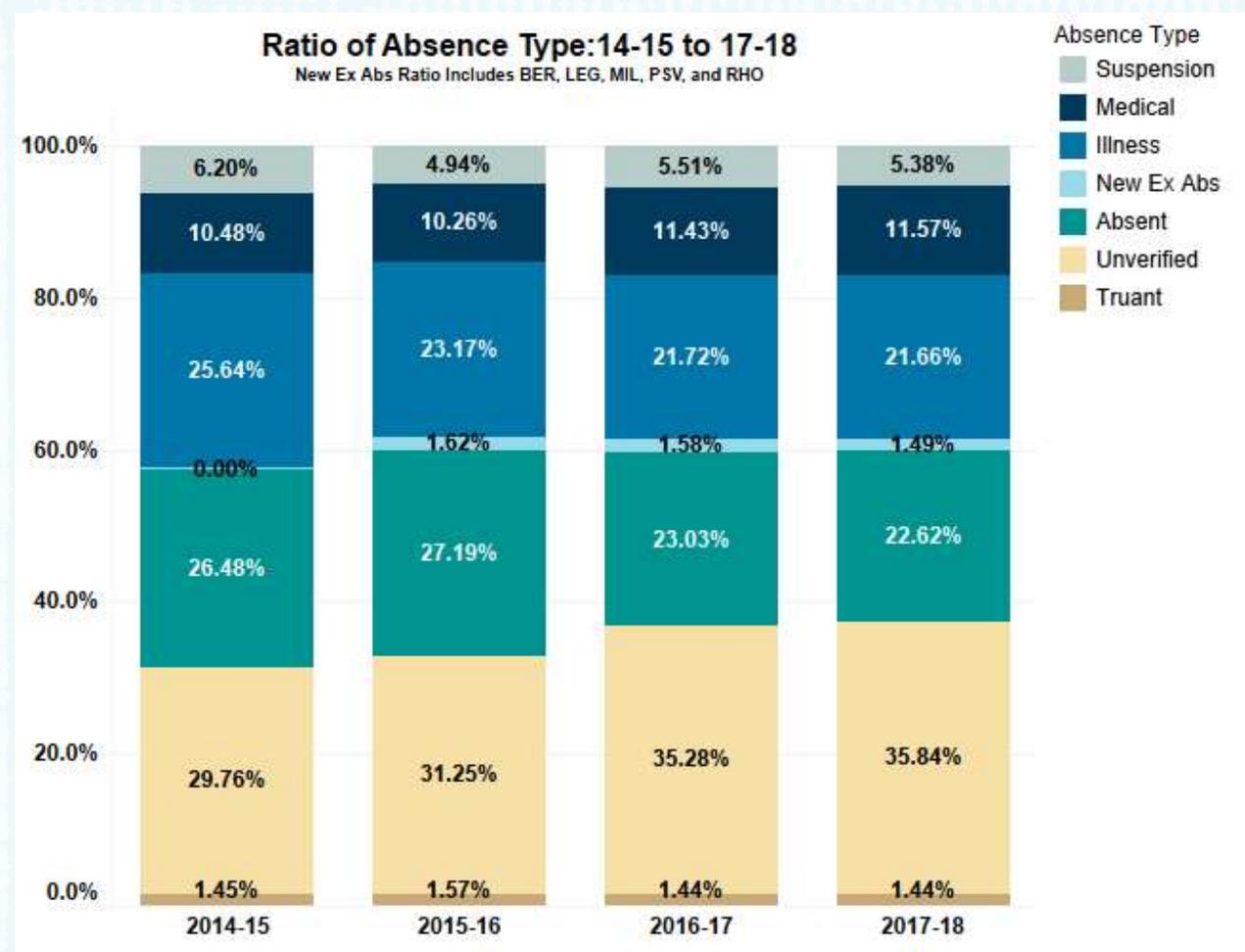
- In 2017-18, unexcused absences made up about 60% of all absences. This percentage has remained stable over the last three years.



# Absence Code Use: 2014-15 to 2017-18 (K-12)

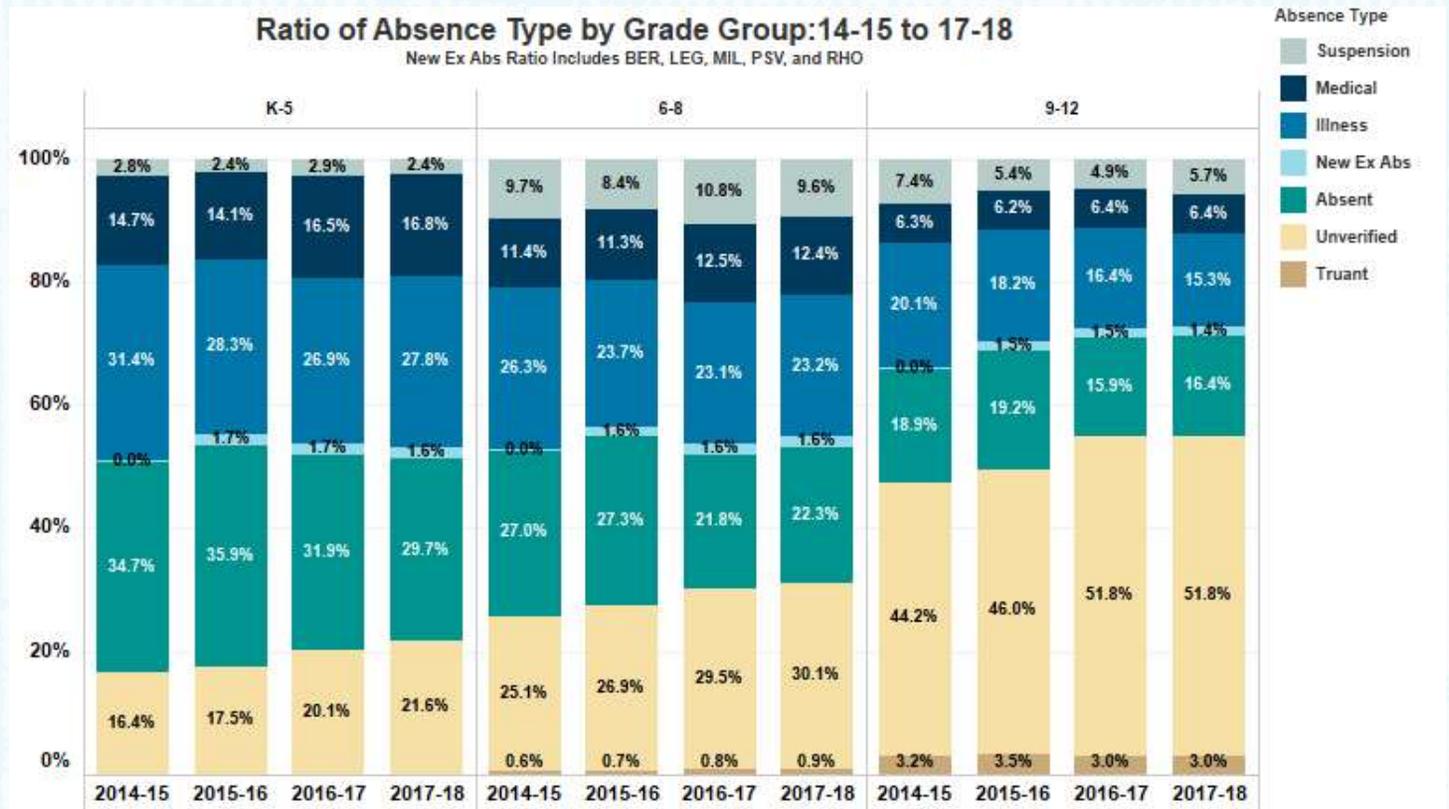
K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- The use of most absence codes as a percentage of all out of school absences decreased from 2014-15 to 2017-18 with the exception of unverified and medical absences.
- The use of the new ex absence code implemented in 2015-16 make up less than 2% of all absences.



# Absence Code Use by Grade Group and Year: 2014-15 to 2017-18 (K-12)

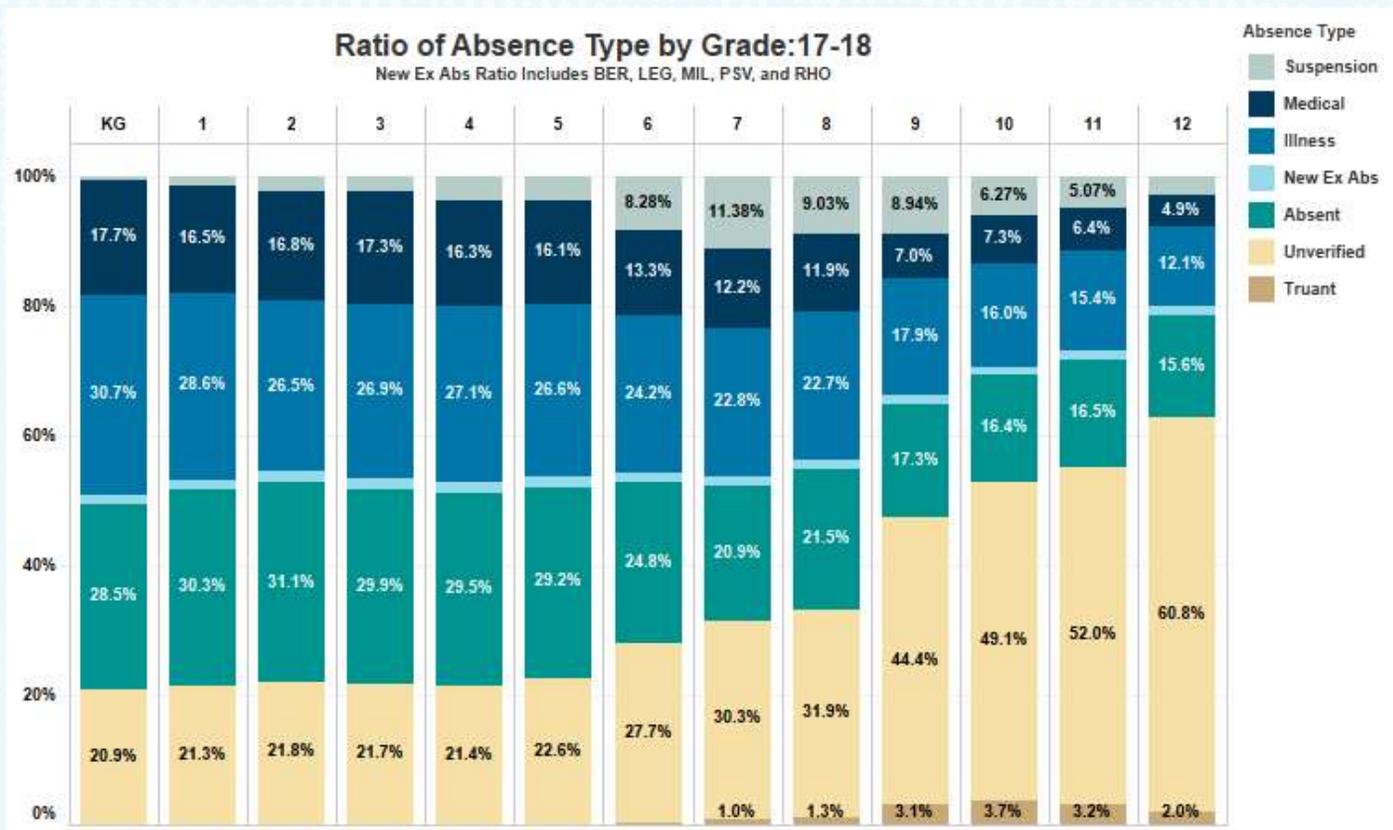
K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.



- The use of the Unverified absence code as a percentage of all out of school absences has increased over the last four years at all grade levels. The use of most other absence codes has decreased over the same period and across grade levels.

# Absence Code Use by Grade: 2017-18 (K-12)

K-12 students enrolled throughout the 2017-18 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 out of school absences generally increases as the grade level increases while the use of all other codes decreases. The Unverified code was used for almost 61% of all absences of 12<sup>th</sup> grade students in 2017-18.

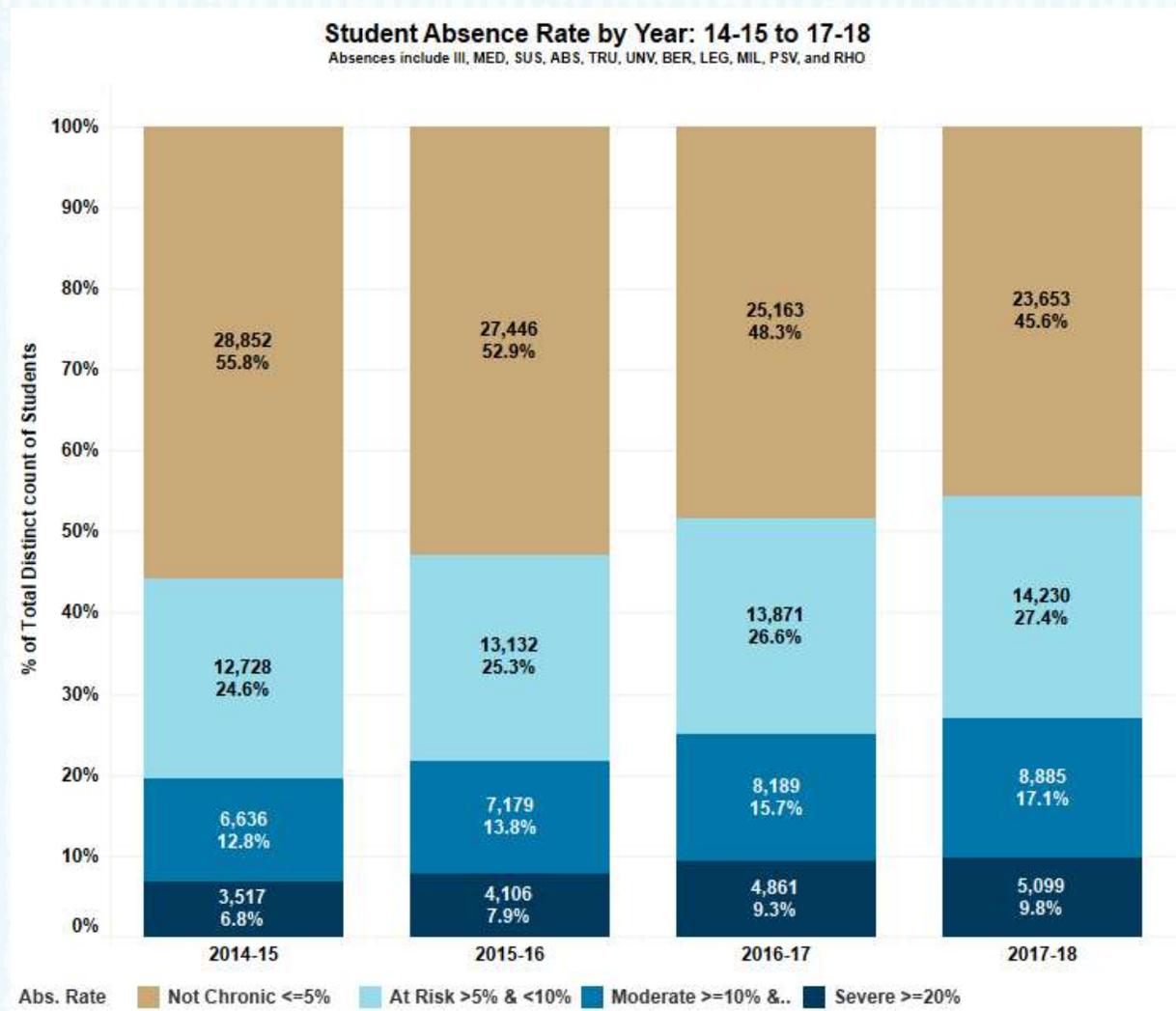
# Excused, Unexcused, and Absence Code Use Review

- The Unverified and Absent codes make up more than half of all absences. This lack of information about the specific reasons that students are absent makes it difficult to fully understand absenteeism in the District.
- The use of the Unverified and Absent code 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. "A" codes that are not updated/changed in Infinite Campus to a specific absence type are subsequently counted as an unverified (UNV) absence which inflates that category of absence.

# Chronic Absenteeism by Year: 2014-15 to 2017-18

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

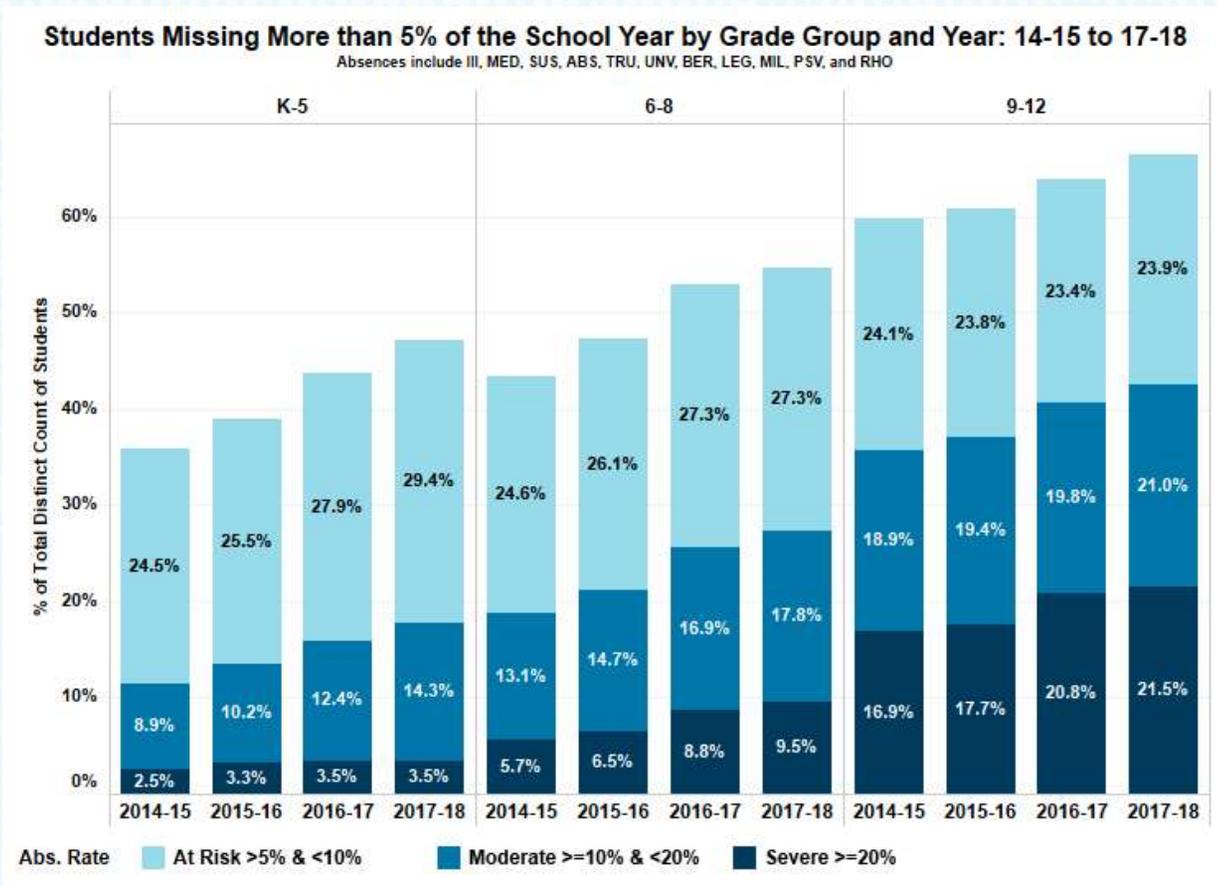
- Chronic Absenteeism is defined as students missing 10% or more of their time. This would amount to about 17 days for a student enrolled for the entire school year.
- In 2017-18, 27% of students missed 10% or more of their enrolled time during the year. This is up from about 20% in 2014-15.



# Students Missing More than 5% of the School Year by Grade Group and Year: 2014-15 to 2017-18 (K-12)

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

- A steady rise in the percentage of Chronically absent students (missing more than 10% of the year) occurred across all grade levels. At the high school level, more than 42% of students missed more than 10% of their school year and more than 66% missed more that 5% of their school year.
- The school year is approximately 170 days and missing more than 5% of a full year would amount to about 9 days.



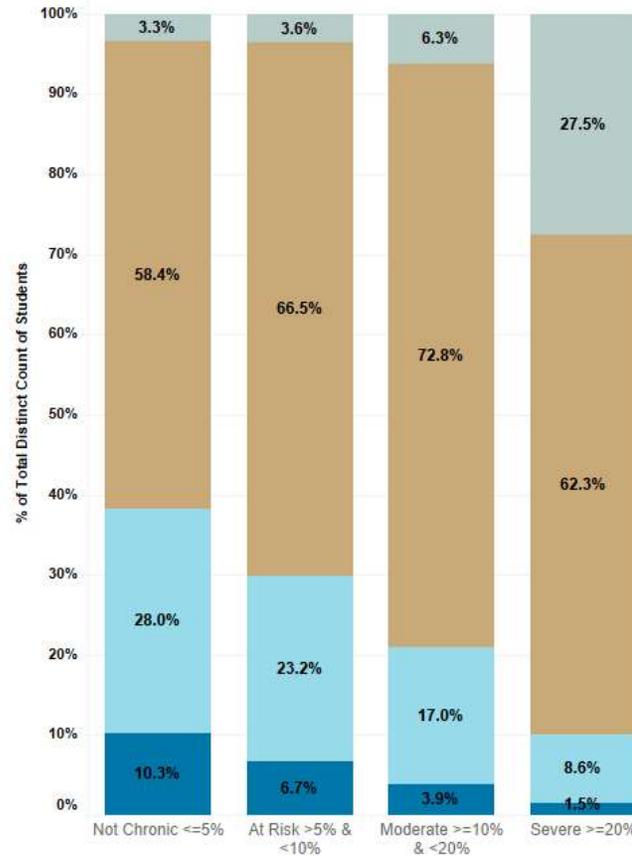
# 2017-18 NSCAS ELA & Math Proficiency by Absence Rate: 2017-18 (K-12)

3rd-8th grade students enrolled throughout the 2017-18 school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- A steady decrease in the percentage of student proficient on both the ELA and math state tests occur as a student is absent for a larger percentage of the school year.

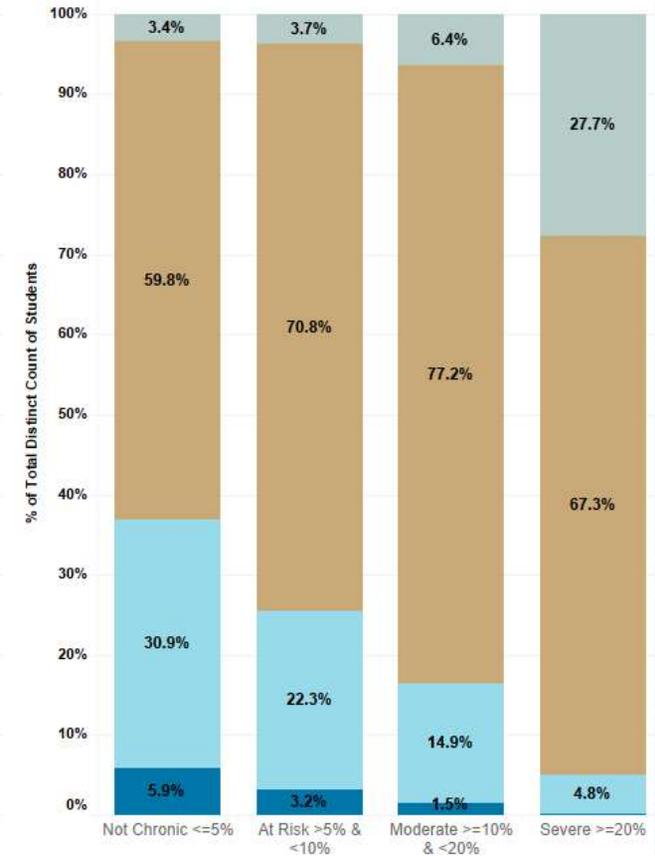
Grade 3rd-8th NSCAS ELA Proficiency by Student Absence Rate: 17-18

Absences include Ill, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, and RHO



Grade 3rd-8th NSCAS Math Proficiency by Student Absence Rate: 17-18

Absences include Ill, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, and RHO



Performance Level

Not Tested

Not Prof.

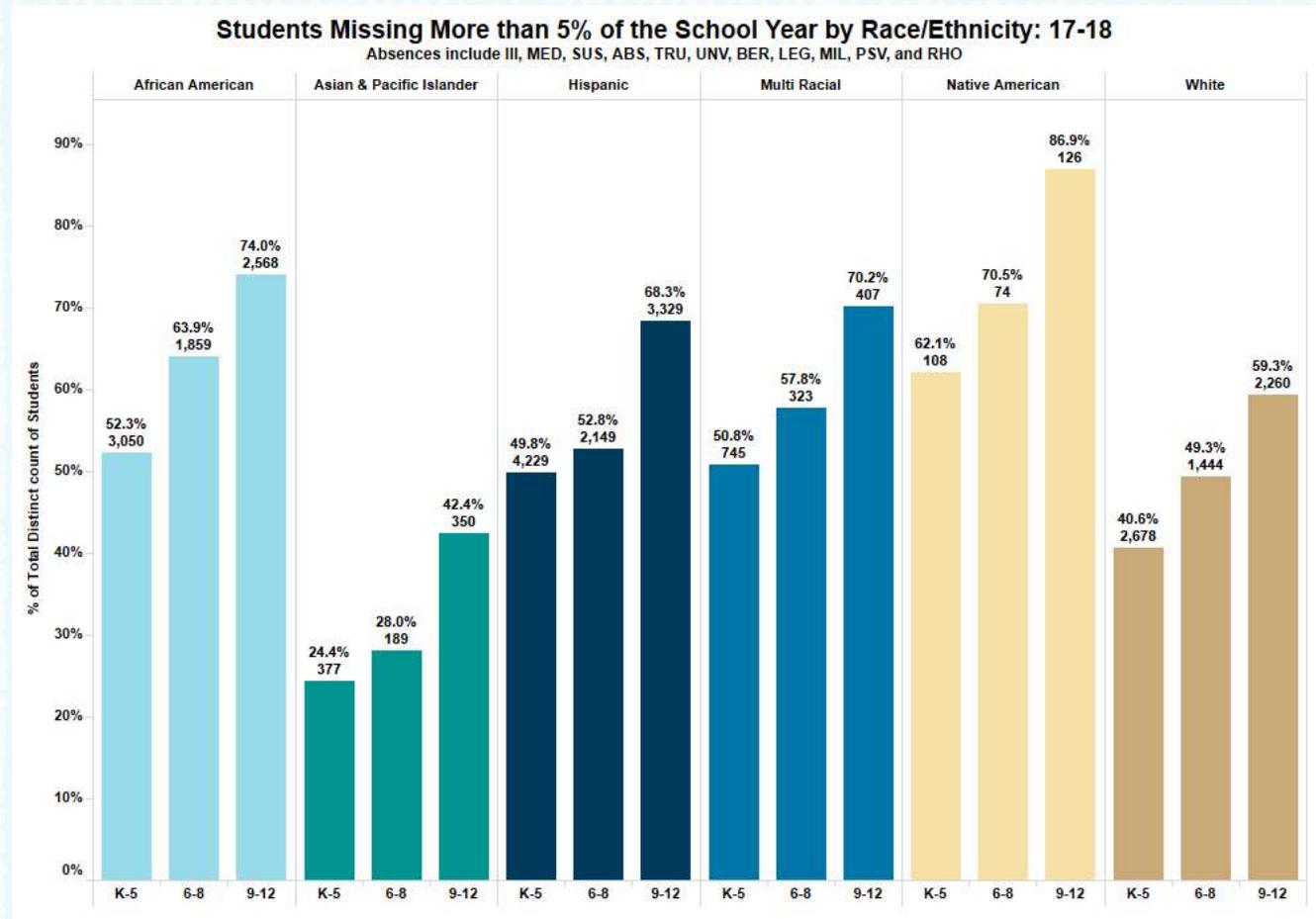
Proficient

Above Prof.

# Students Missing More than 5% of the School Year in 2017-18 by Race/Ethnicity

Only K-12 students enrolled at official membership in 2017-18 are included in this analysis. See *Data Limitations and Definitions for programs excluded from these counts.*

- Attendance for racial and ethnic groups differ but shows similar trends between grade levels.

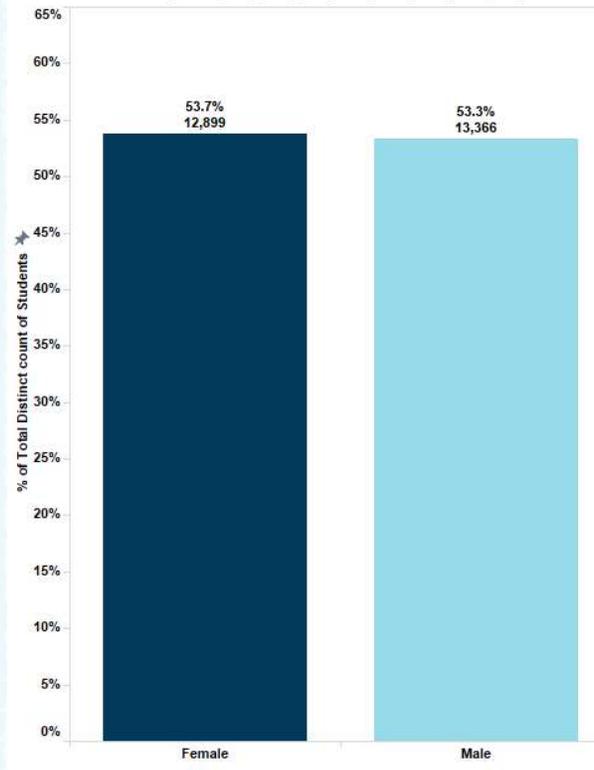


# Students Missing More than 5% of the School Year in 2017-18 by Gender and Racial Status

Only K-12 students enrolled at official membership in 2017-18 are included in this analysis. See *Data Limitations and Definitions* for programs excluded from these counts.

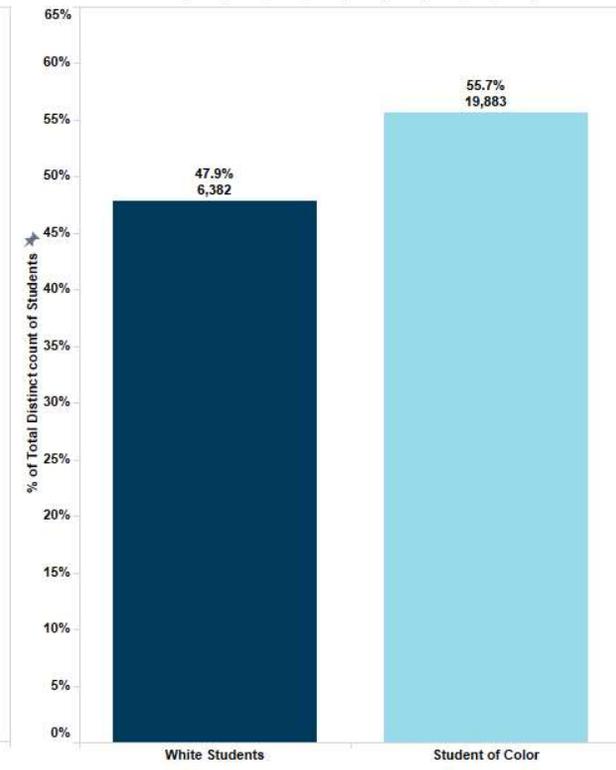
### Students Missing More than 5% of the School Year by Gender: 17-18

Absences include Ill, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, and RHO



### Students Missing More than 5% of the School Year by Racial Status: 17-18

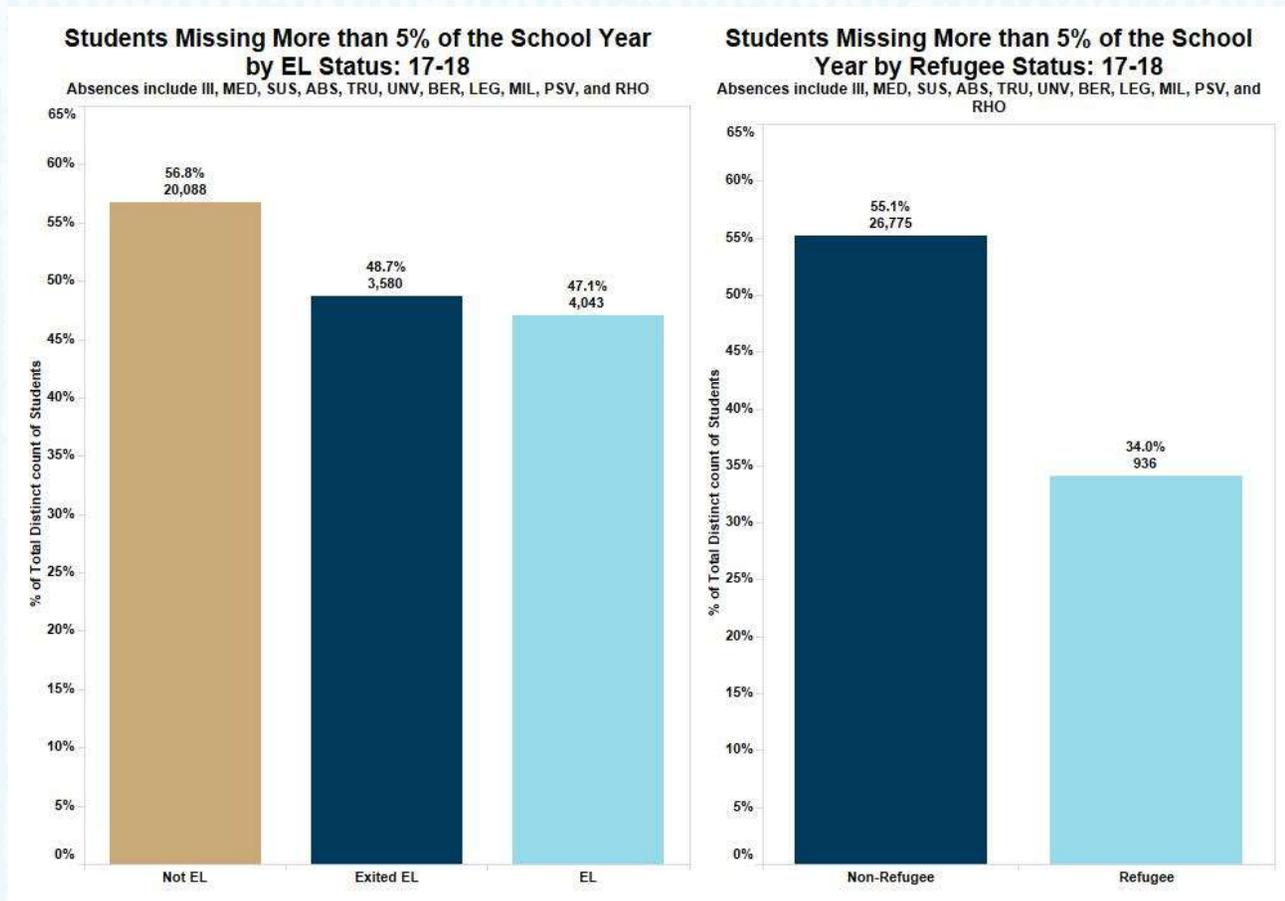
Absences include Ill, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, and RHO



- There is little difference between the percentage of males and female students who missed more than 5% of their school year in 2017-18. However, students of color are more likely to have missed more than 5% of their school year.

# Students Missing More than 5% of the School Year in 2017-18 by ESL and Refugee Status

Only K-12 students enrolled at official membership in 2017-18 are included in this analysis. See *Data Limitations and Definitions* for programs excluded from these counts.



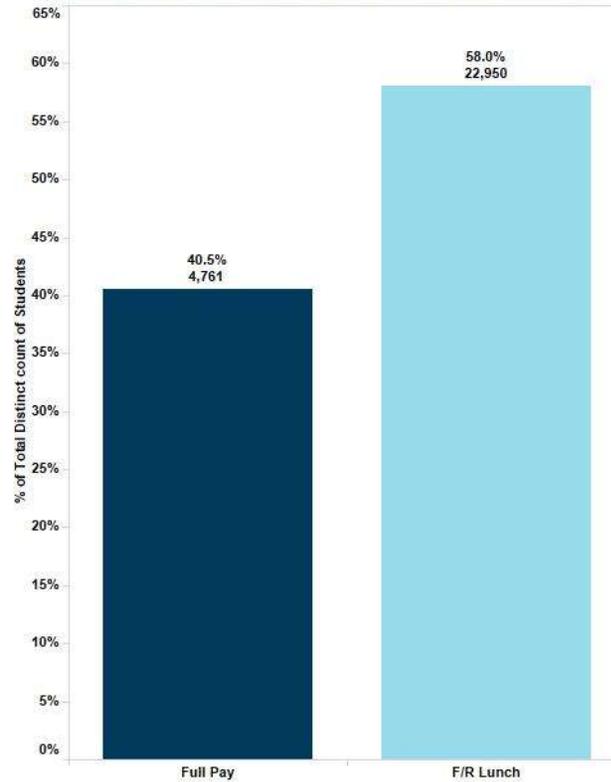
- English learners and refugee students were less likely to have missed more than 5% of their school year in 2017-18 than students who were not currently being served as an English learner or not identified as a Refugee.

# Students Missing More than 5% of the school year in 2017-18 by F/R Lunch Participation and Special Education Status

Only K-12 students enrolled at official membership in 2017-18 are included in this analysis. See *Data Limitations and Definitions* for programs excluded from these counts.

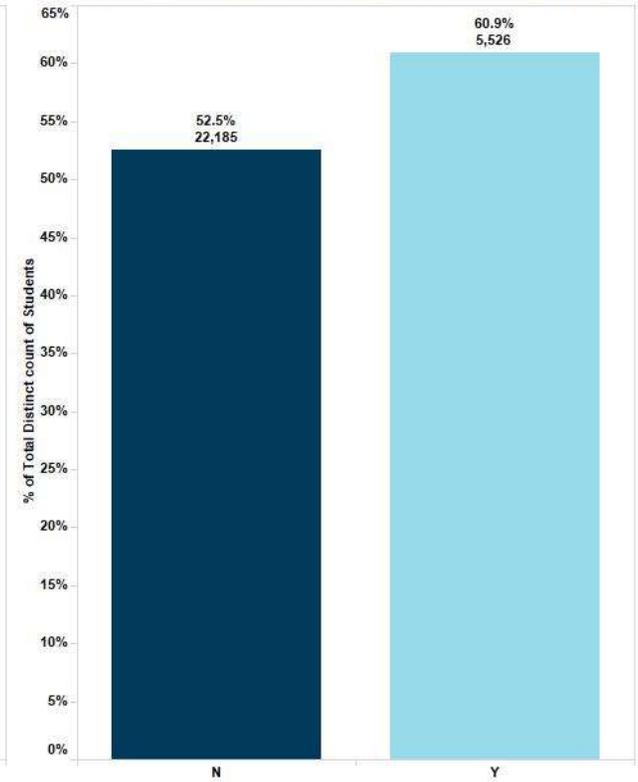
### Students Missing More than 5% of the School Year by F/R Lunch Participation: 17-18

Absences include Ill, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, and RHO



### Students Missing More than 5% of the School Year by Special Education Status: 17-18

Absences include Ill, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, and RHO



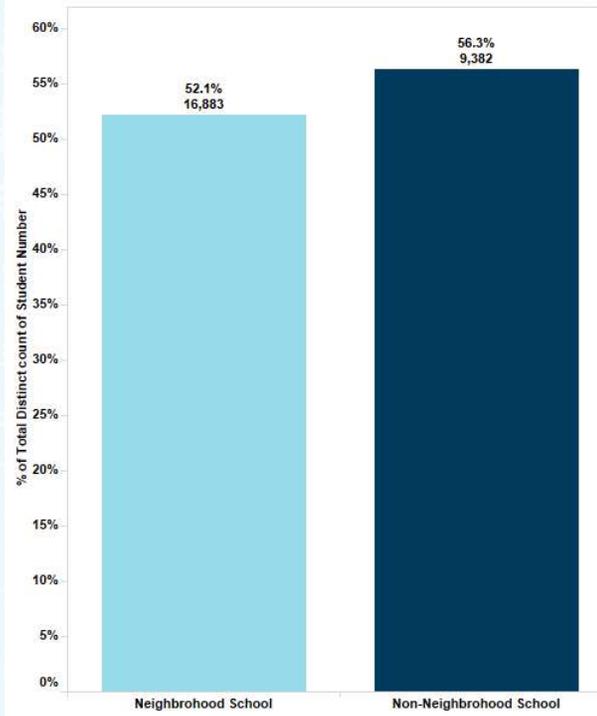
- In 2017-18, students who were receiving free or reduced price lunch or special education services were more likely to have missed more than 5% of their school year in 2017-18.

# Students Missing More than 5% of the School Year in 2017-18 by District Transportation

Only K-12 students enrolled at official membership in 2017-18 are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- In 2017-18, students who were receiving contracted district transportation were slightly less likely overall to have missed more than 5% of their school year.
- Students who were receiving special education transportation were the most likely to have missed more than 5% of their school year but health factors and the small group size could play a role in this.
- Students attending their neighborhood school were less likely to have missed more than 5% of their school year compared to students attending a non-neighborhood school or a special program.

**Students Missing More than 5% of the School Year by Enrollment School Type: 17-18**  
Absences include Ill, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, and RHO



**Students Missing More than 5% of the School Year by Transportation Status: 17-18**  
Absences include Ill, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, and RHO

