

# Attendance and Absenteeism

2019-2020 School Year: November, 2020



# 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 previous years may not be appropriate.**
- The following analyses use attendance and absence data pulled at the end of each school year.
- The counts and percentages depicted may not match the attendance dashboard.
- Only grades K-12 were used in these analyses.
- The demographic analyses only include students who were enrolled on October 1, 2019.
- Some program locations were excluded because they use different attendance taking methods or are not a traditional school environment. These include:
  - Accelerate
  - 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 analyses include:

- **Excused absences:**

- Bereavement (BER)– The student is attending a funeral. *DEPICTED AS “OTHER”*
- Court/Legal Appearance (LEG)– The student is required to attend a court or legal proceeding. *DEPICTED AS “OTHER”*
- 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. *DEPICTED AS “OTHER”*
- Post-Secondary Visit (PSV)– The student is visiting a post-secondary program. *DEPICTED AS “OTHER”*
- Religious Holiday Observance (RHO) *DEPICTED AS “OTHER”*
- 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.

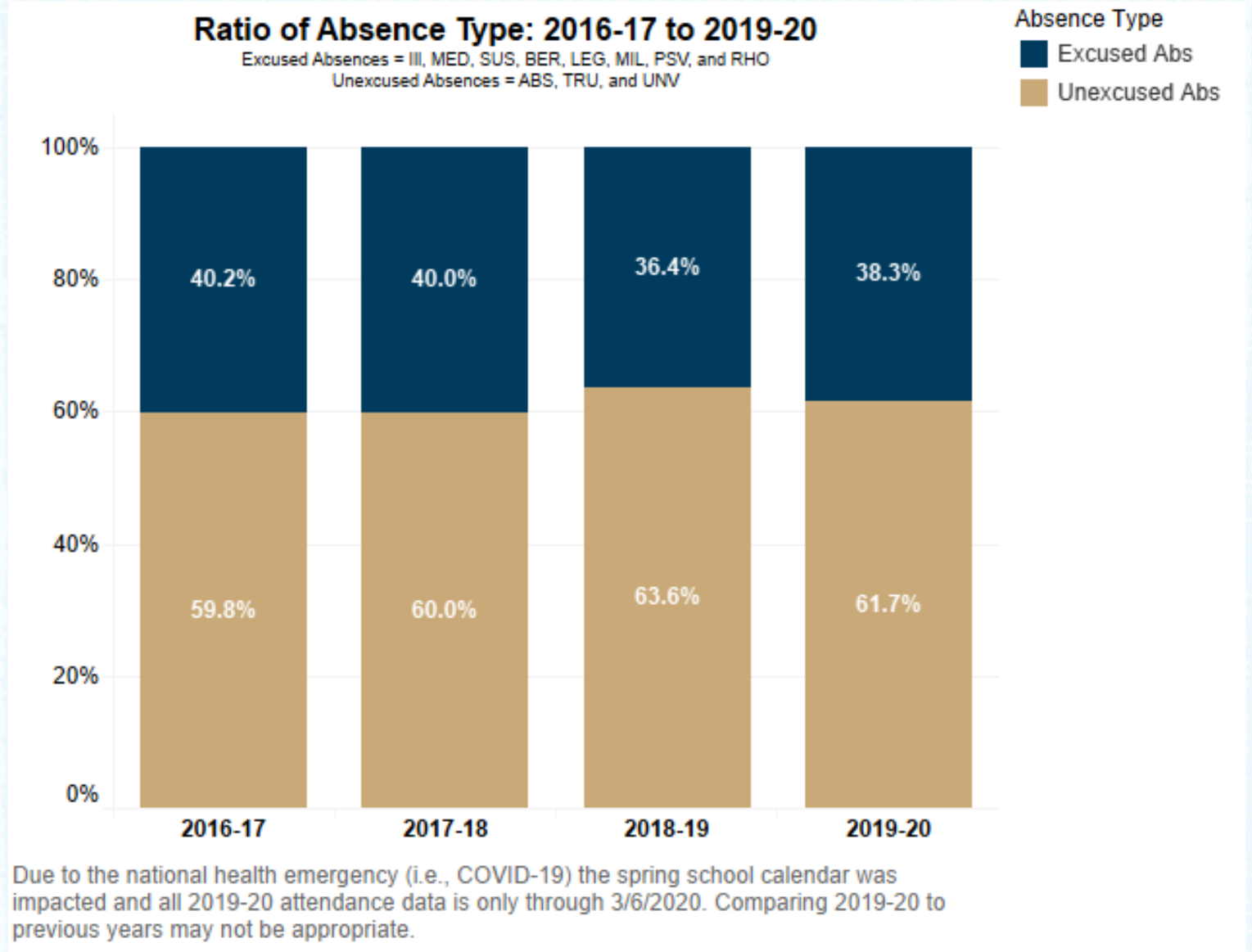
- **Absence codes not used in this analyses include:**

- 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) – The student is assigned to the Student Success Center.
- In School Suspension (ISS) – The student is attending in school suspension.
- OPS Student Transportation (BUS) – The student is absent because of an OPS transportation issue.
- Interim (INT) – The student is in an interim school setting.

# Absence Code Use: 2016-17 to 2019-20 (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.

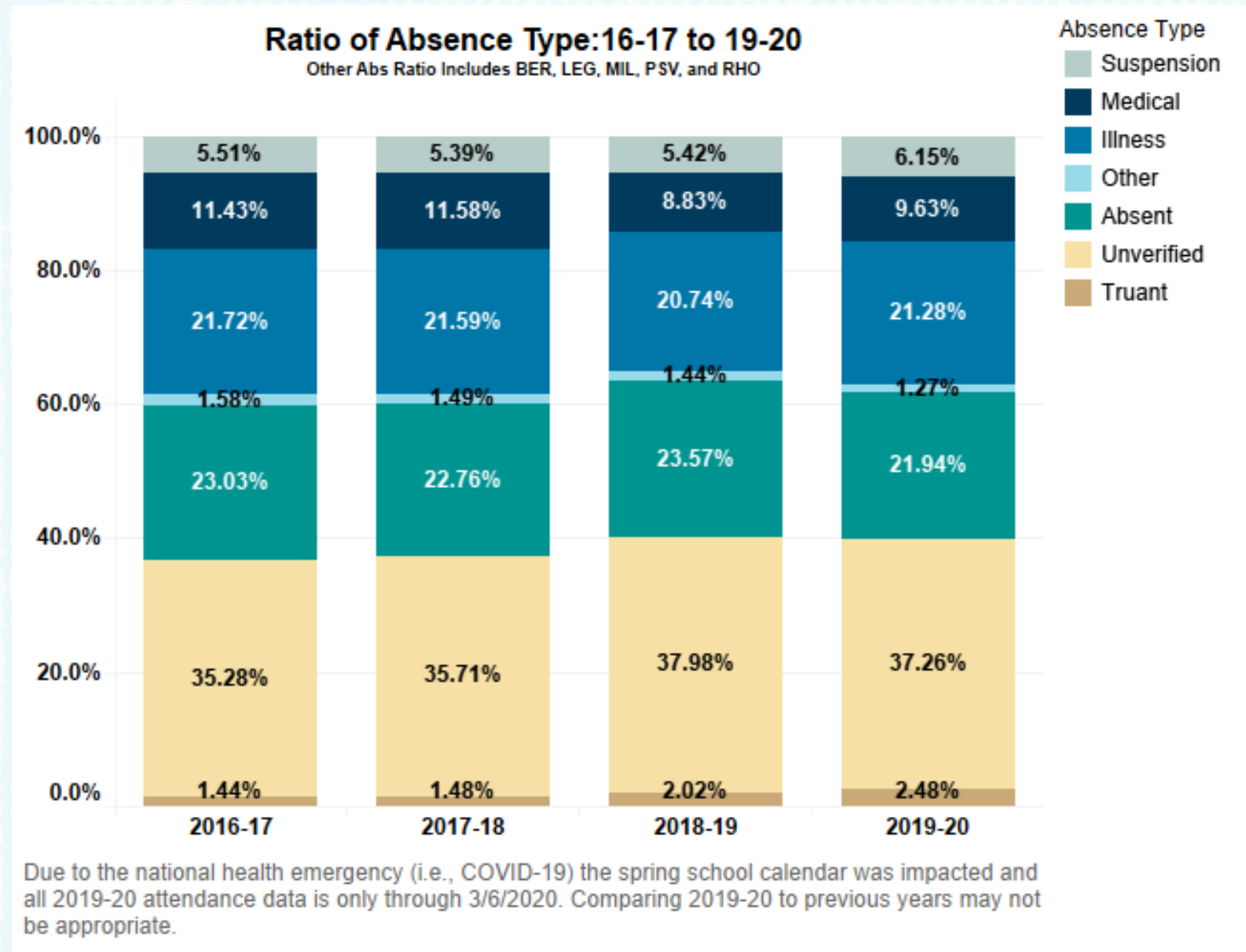
- In 2019-20, unexcused absences made up about 62% of all absences, a decrease of almost 2% from the 2018-19 school year.



# Absence Code Use: 2015-16 to 2019-20 (K-12)

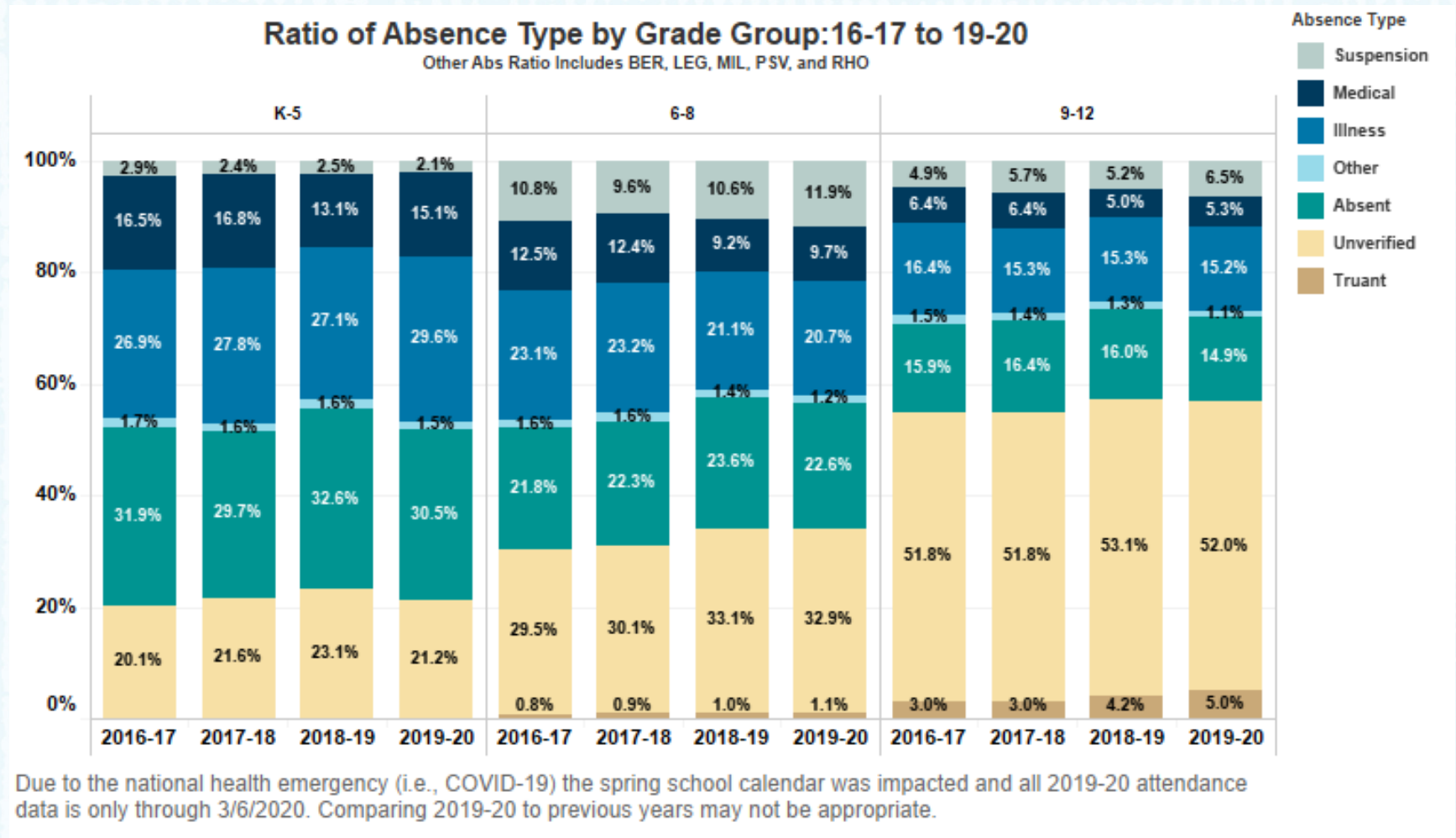
K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- The use of all absence types remained stable over the last two years. Only the use of the “absent” code changed more 1% from 2018-19 to 2019-20



# Absence Code Use by Grade Group and Year: 2015-16 to 2019-20 (K-12)

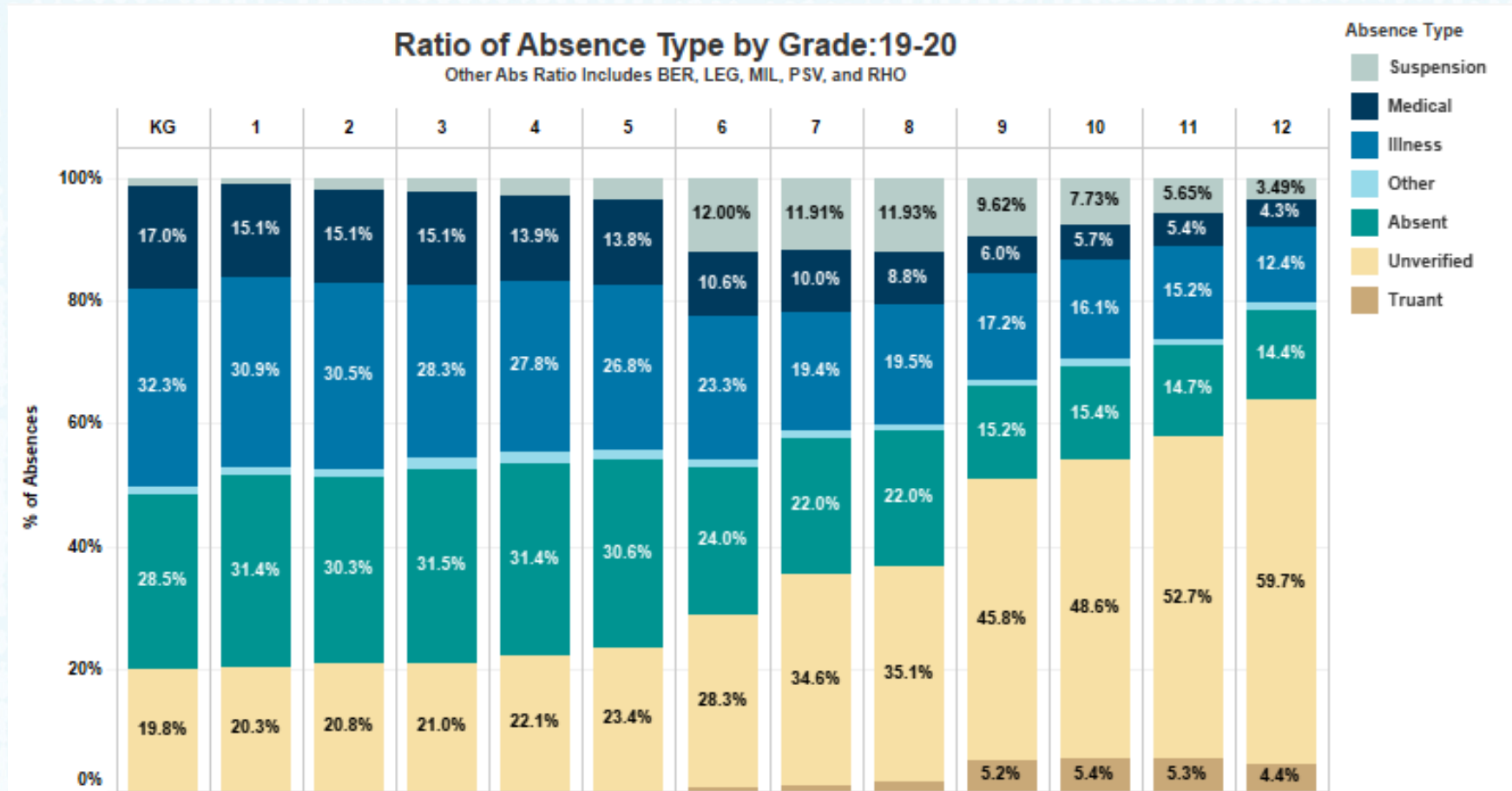
K-12 students enrolled throughout each school year are included in this analysis. See [Data Limitations and Definitions](#) for programs excluded from these counts.



- The use of the unverified absence code decreased at all grade level between 2018-19 and 2019-20.
- The use of the suspension absence code increased at the middle and high school levels between 2018-19 and 2019-20.
- The use of the medical and illness absence code increased at the elementary level between 2018-19 and 2019-20.

# Absence Code Use by Grade: 2019-20 (K-12)

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



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 previous years may not be appropriate.

- The use of the unverified absence code generally increases as a student's the grade level increases while the use of most other codes decreases. Absences due to suspensions peak in 6<sup>th</sup>-8<sup>th</sup> grade where they make up about 12% of all out of school time. The unverified code was used for almost 60% of all absences of 12<sup>th</sup> grade students in 2019-20.

# 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 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.
- Beginning in 2018-19, "A" codes that were not updated/changed in Infinite Campus to a specific absence reason were subsequently converted to an unverified (UNV) absence after two weeks which inflates that category of absence.
- In 2019-20, the conversion from "A" to unverified (UNV) took place after three weeks to provide school staff more time to update the absence reason.



# Strive for 95

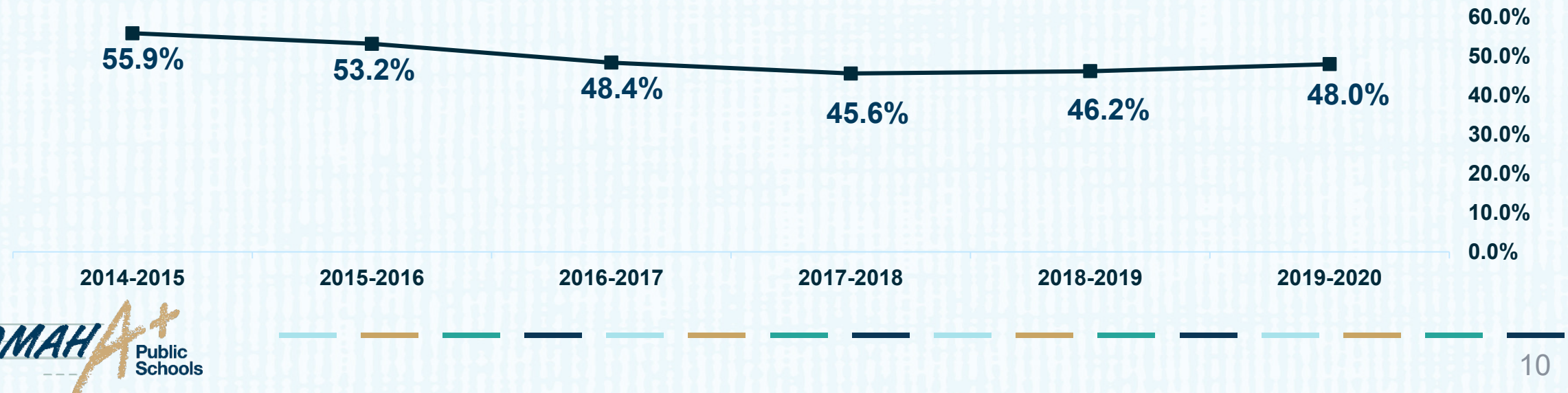
Miss less than 9 days throughout the school year and attend 95% of the time

#Strivefor95

- Beginning in the 2018-19 school year, the department of Student and Community Services implemented “Strive for 95”.
- This initiative 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.
- 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

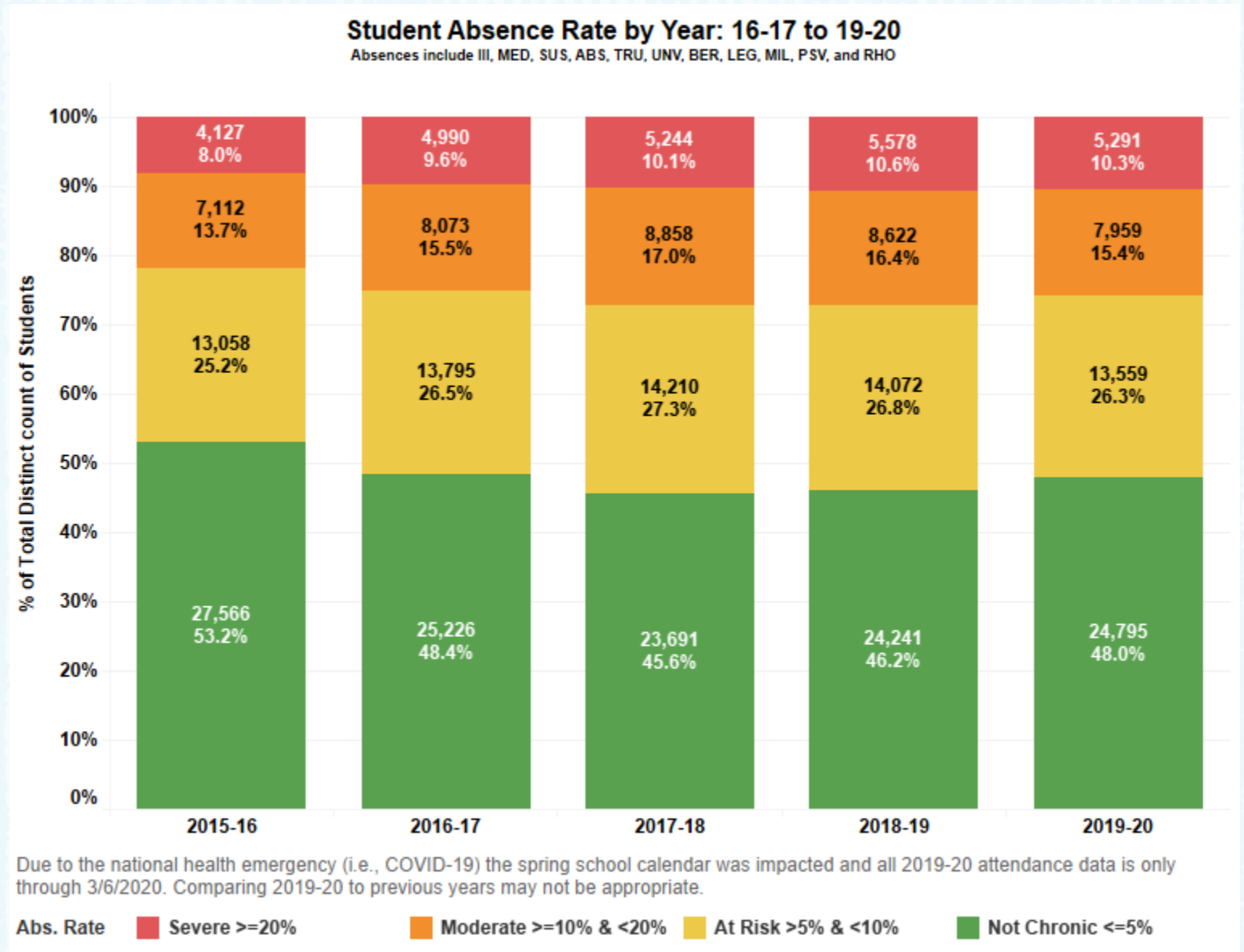
- Between the 2014-15 and 2017-18 school years, the percent of K-12 students attending 95% or more of their school year dropped from about 55.9% to 45.6%. The average rate of decline over this period was about 3.4%.
- With the implementation of Strive for 95 in the 2018-19 school year, the percentage of students attending for 95% of their year increased for the first time in the last five school years to 46.2%.
- The percentage of students attending for 95% of their year increased by almost 2% in 2019-20.
- The percentage of students attending for 95% or more of their school year in 2019-20 was impacted by the national health emergency (i.e., COVID-19). All 2019-20 attendance data is only through 3/6/2020 and comparing 2019-20 to previous years may not be appropriate.



# Chronic Absenteeism by Year: 2015-16 to 2019-20

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 enrolled time. This would amount to about 17 days for a student enrolled for the entire normal school year.
- In 2019-20, about 25.7% of students missed 10% or more of their enrolled time during the year. This is down 1.3% compared to the 2018-19 school year.
- Students achieving the Strive for 95 goal are represented by the green bar in the chart to the right. The percentage of students attending for 95% or more of the school year increased by 1.8% compared to the 2018-19 school year.

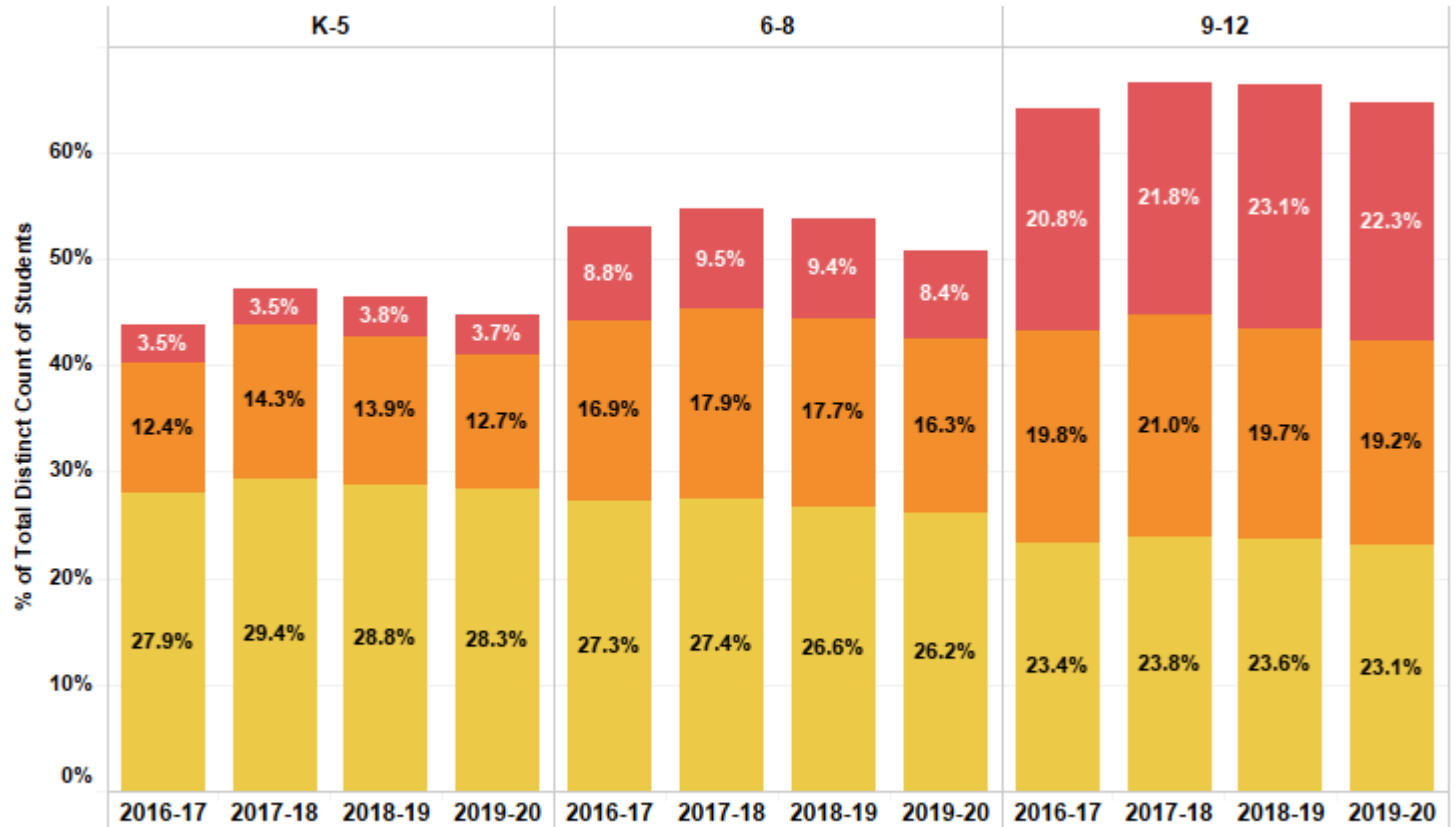


# Students Missing More than 5% of the School Year by Grade Group and Year: 2016-17 to 2019-20 (K-12)

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 decrease in the percentage of chronically absent students (missing more than 10% of the year) occurred at all grade levels.
- The percentage of students who missed more than 5% of their school year also decreased at all grade levels in 2019-20.
- In a normal school year of approximately 170 days, missing more than 5% of a full year would amount to about 9 days. In 2019-20, attendance data is only through 3/6/2020 and missing more than 5% was a little more than 6 days.

**Students Missing More than 5% of the School Year by Grade Group and Year: 16-17 to 19-20**  
Absences include Ill, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, and RHO



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 previous years may not be appropriate.

**Abs. Rate**    ■ Severe >=20%    ■ Moderate >=10% & <20%    ■ At Risk >5% & <10%

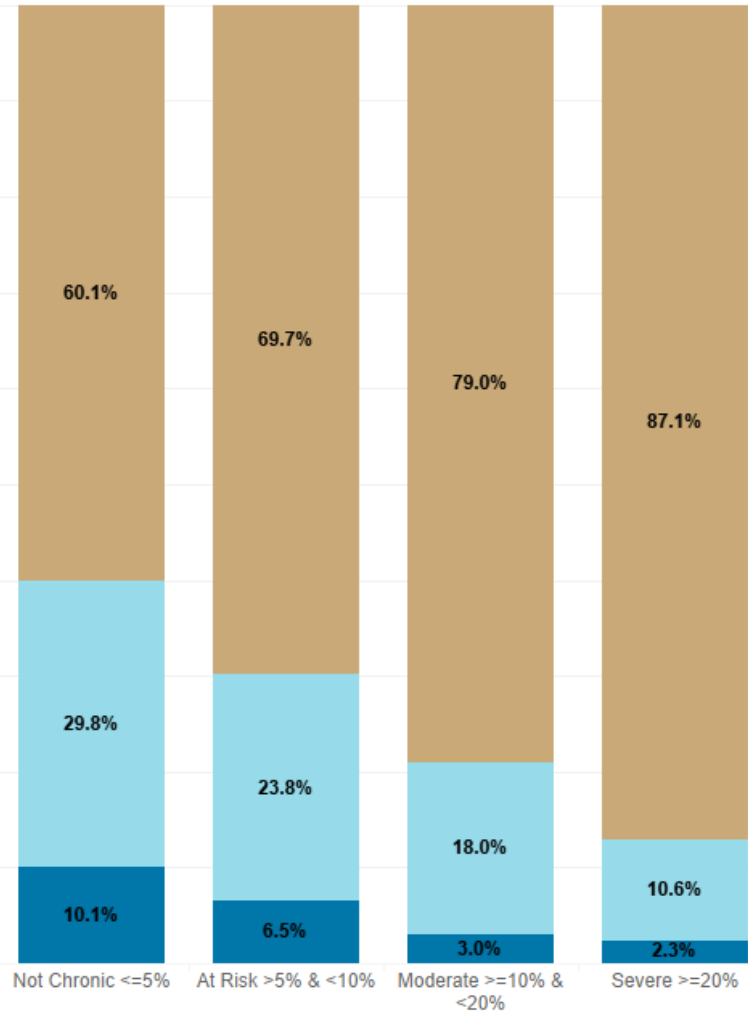
# 2018-19 NSCAS ELA & Math Proficiency by Absence Rate: 2018-19 (3rd-8th)

3<sup>rd</sup>-8<sup>th</sup> grade students enrolled throughout the 2018-19 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 students proficient on both the ELA and math state tests occur as students are absent for a larger percentage of the school year.
- Only tested students are included in these charts for 2018-19 while previous years included untested students and students who were not enrolled at the time of testing.
- These data were not updated for 2019-20 because the NSCAS test was not administered due to the national health emergency (i.e., COVID-19).

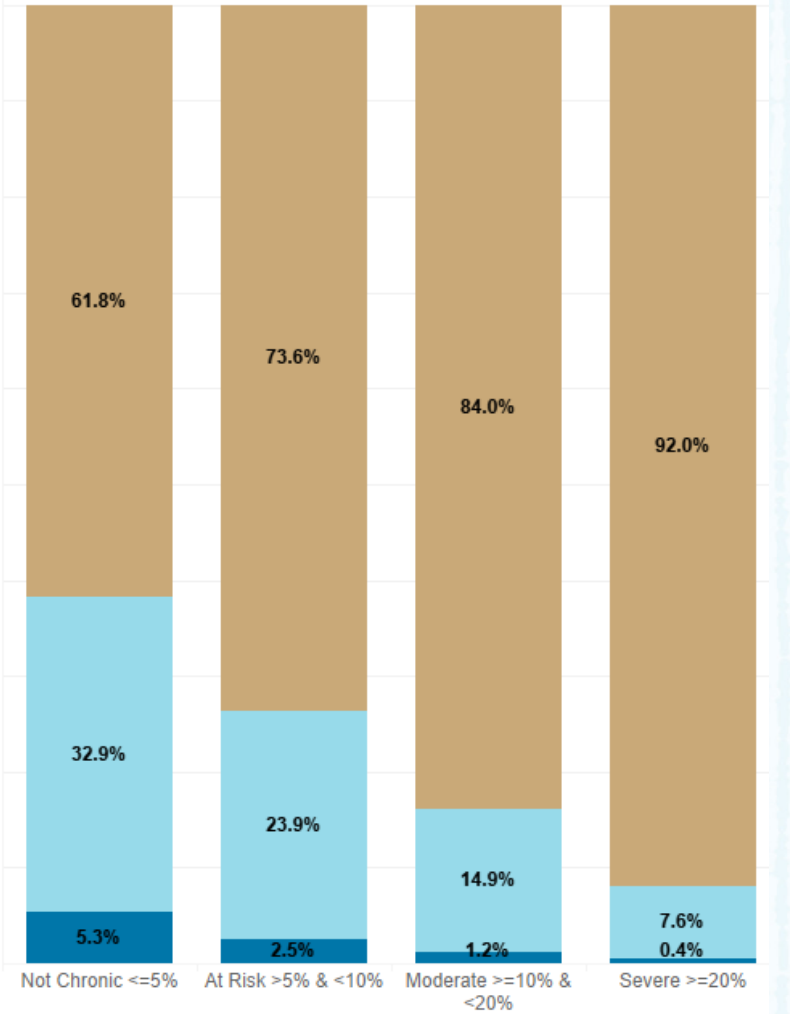
3rd-8th Grade NSCAS ELA Proficiency by Student Absence Rate: 18-19

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



3rd-8th Grade NSCAS Math Proficiency by Student Absence Rate: 18-19

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



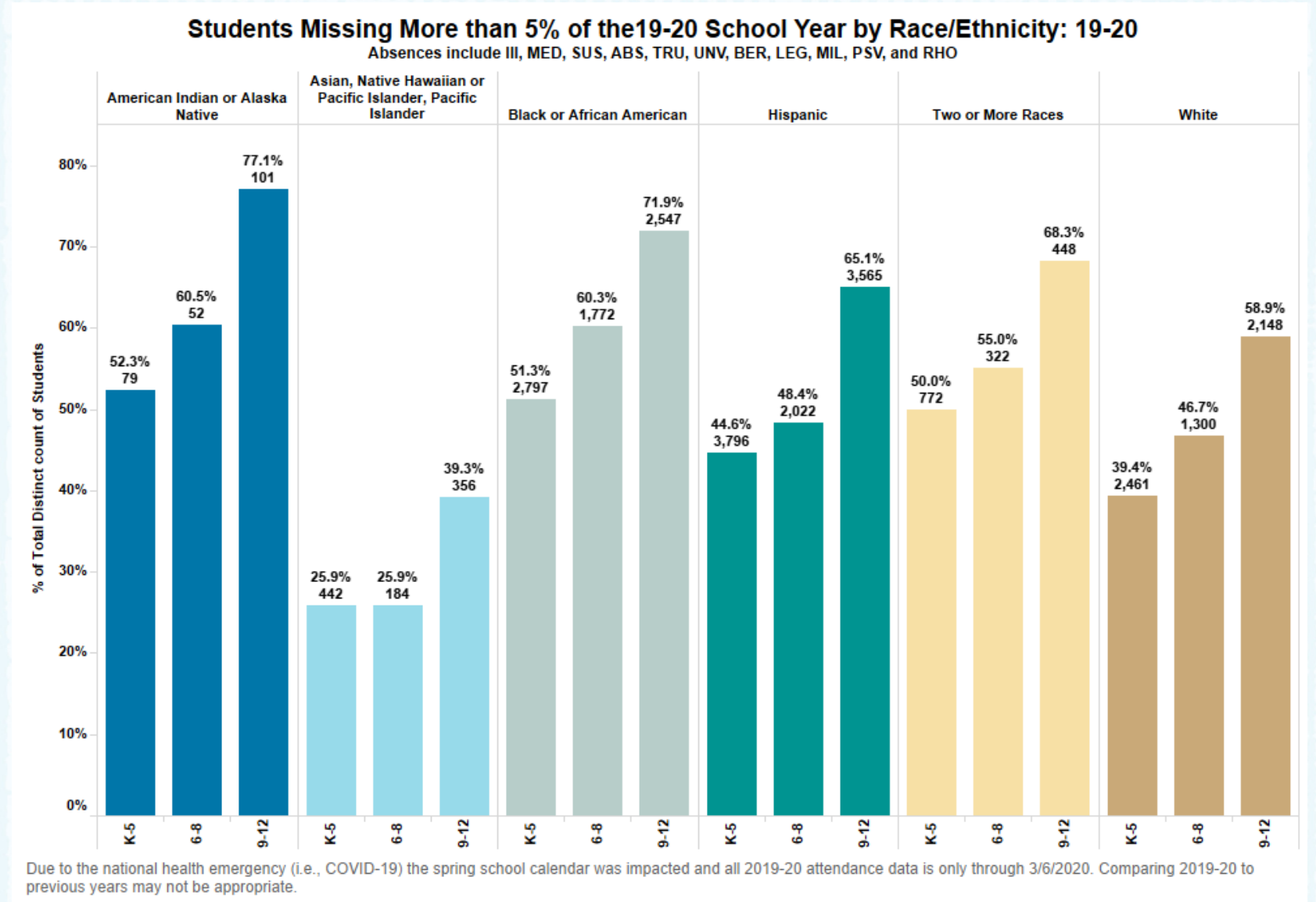
Performance Level  
■ Developing    ■ On Track    ■ CCR Benchmark



# Students Missing More than 5% of the School Year in 2019-20 by Race/Ethnicity

Only K-12 students enrolled at official membership in 2019-20 are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

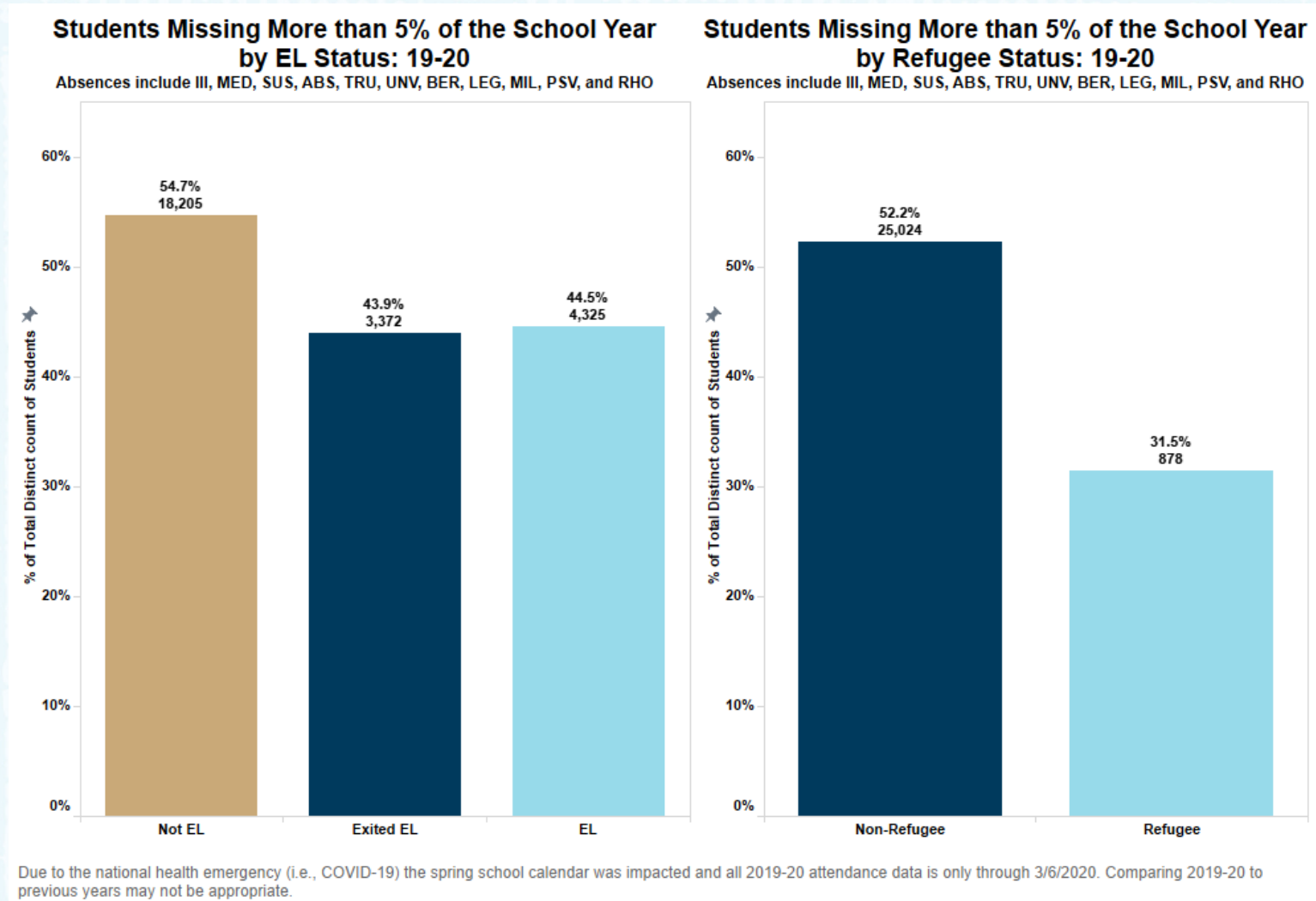
- Attendance for racial and ethnic groups differ but show similar trends between grade levels.



# Students Missing More than 5% of the School Year in 2019-20 by EL and Refugee Status

Only K-12 students enrolled at official membership in 2019-20 are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

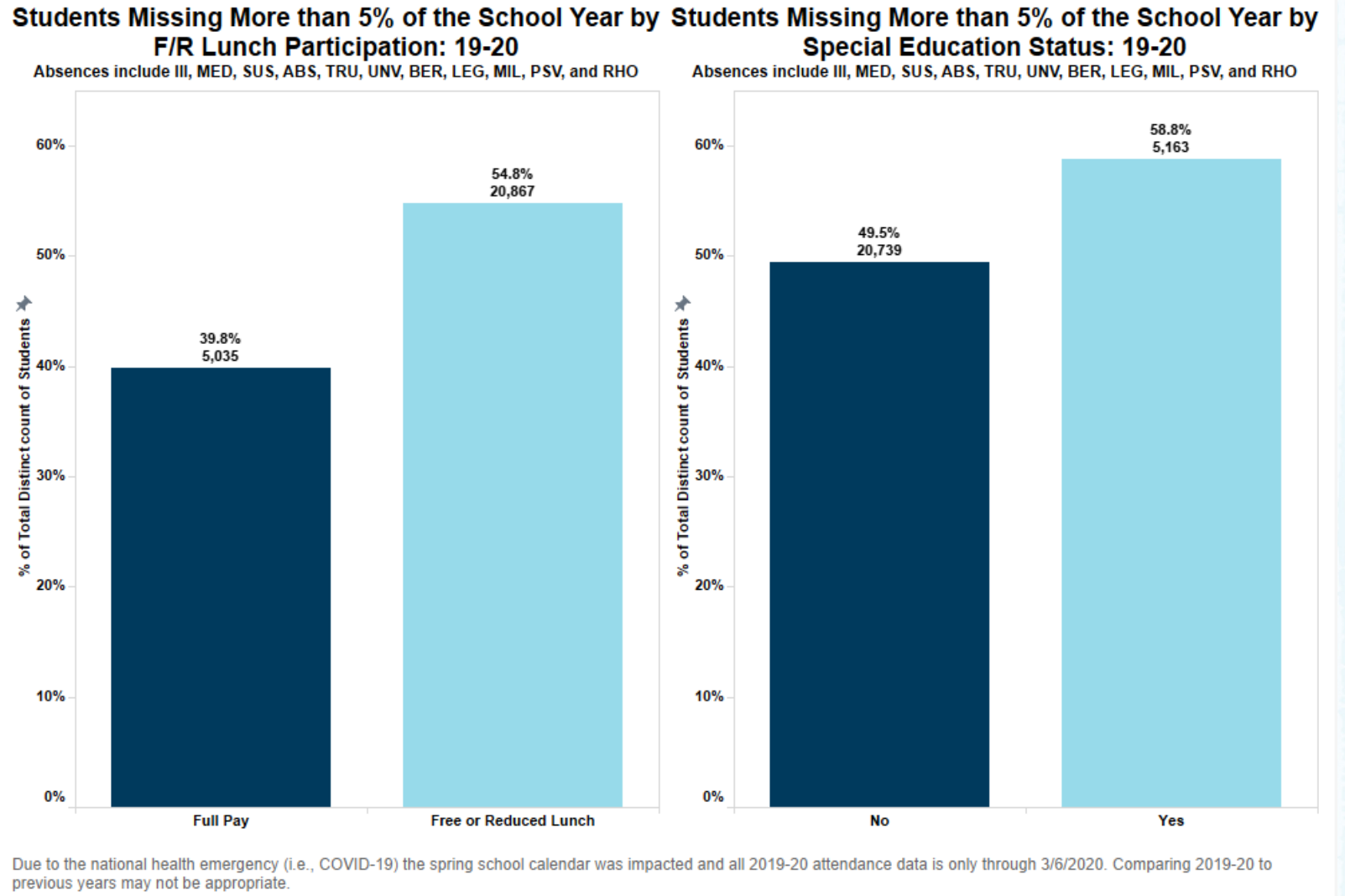
EL includes students who waived EL services.



- English learners, exited English learners, and refugee students were less likely to have missed more than 5% of their school year in 2019-20 than students who were not served as English learners or not identified as refugees.

# Students Missing More than 5% of the School Year in 2019-20 by F/R Lunch Participation and Special Education Status

Only K-12 students enrolled at official membership in 2019-20 are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.



- In 2019-20, 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.

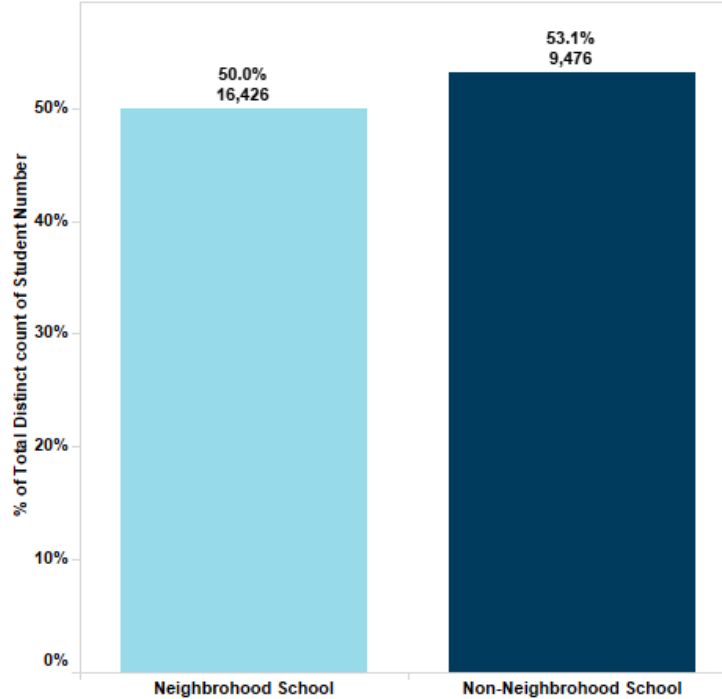


# Students Missing More than 5% of the school year in 2019-20 by Transportation and School Status

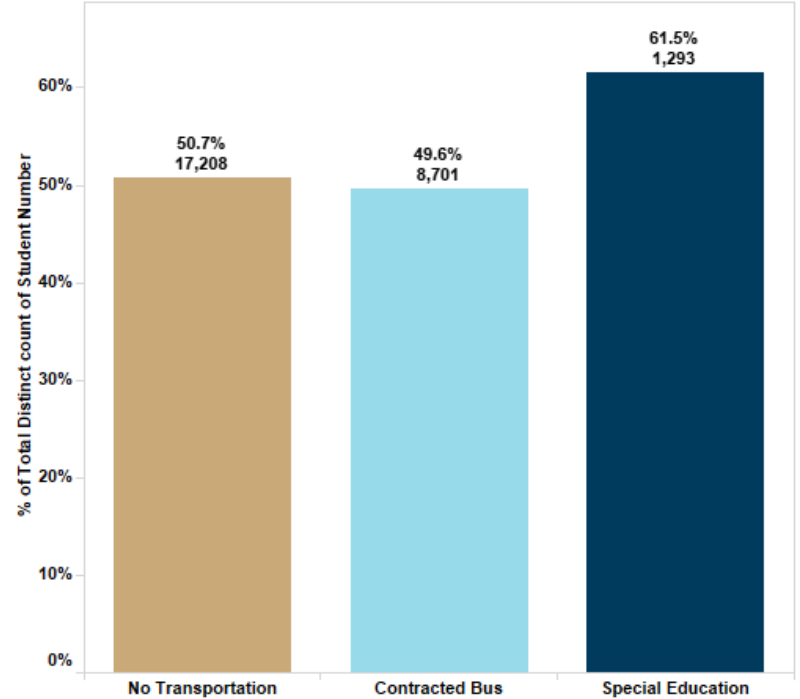
Only K-12 students enrolled at official membership in 2019-20 are included in this analysis. See [Data Limitations and Definitions](#) for programs excluded from these counts.

- In 2019-20, 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 program.

**Students Missing More than 5% of the School Year by Enrollment School Type: 19-20**  
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: 19-20**  
Absences include Ill, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, and RHO



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# High School Student Absence Rates in 2019-20 by District

## Transportation

Only grade 9-12 students enrolled at official membership in 2019-20 are included in this analysis. See *Data Limitations and Definitions* for programs excluded from these counts.

- Students in grades 9-12 who were receiving district provided transportation were more likely to have attended for 95% or more of their school year than students not receiving transportation.

- At the high school level, roughly 42% of non-transported students missed 10% or more of their school year in 2019-20 compared to about 37% of all transported students.

