Omaha Public School District 2023-24 Attendance and Absenteeism

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Executive Summary/Key Findings

- In 2023-24, unexcused absences made up 68.4% of all out-of-school absences.
  - Unexcused absences include the "absent", "truant", and "unverified" codes. The "unverified" absence code, defined as an absence that has not been verified by the school and is not excused, made up 47.9% of all absences recorded in 2023-24.
- In 2023-24, excused absences made up 31.6% of all out-of-school absences.
  - Excused absences include numerous absence codes. The excused "illness" and "medical" codes are the most used excused codes and made up 19.5% and 6.9% of all absences respectively in 2023-24.
  - Out-of-school "suspension" absences, an excused absence representing when a student was suspended from school, made up 3.9% of all absences in 2023-24, a decrease of 0.5% from the 2022-23 school year. Suspension absences make up 1.2% at the elementary level, 9.3% at the middle school level, and 3.2% in high schools.

Strive for 95 – Students attending for 95% of their school year.
- Asian & Native Hawaiian or Pacific Islander students (55.2%) have the highest rates of students attending for 95% or more of the school year followed by white students (40.0%).
- Current ELs (37.1%), exited ELs (37.7%) and refugee students (45.2%) were the most likely overall to attend for 95% or more of the school year compared to students who were not served as ELs (29.8%) or not identified as refugees (32.2%).
- Students who were not eligible for educational benefits (43.4%) were more likely to attend 95% or more of the school year compared to students who were eligible for educational benefits (28.6%).
- Students without IEPs (34.0%) were more likely to attend 95% of the school year compared to students with IEPs (27.5%).
- Students who were provided contracted district transportation as of 10/1/2023 (32.4%) were slightly less likely to attend 95% of the school year compared to students who were not receiving contracted district transportation (33.5%).

Chronically Absent – Students absent for 10% or more of their school year.
- Chronic absenteeism is most pronounced at the high school level (59.6%), decreases at the middle level (42.2%), and is lowest at the elementary level (27.0%).
- American Indian or Alaska Native students (58.8%) have the highest rates of chronic absenteeism followed by Black or African American students (51.2%).
- Non-EL students (43.9%) and non-refugee students (40.7%) were more likely overall to be chronically absent compared to students who were current or exited ELs (33.2% and 37.1%) or identified as refugees (31.5%).
- Students who were eligible for educational benefits (44.9%) were more likely to be chronically absent compared to students who were not eligible for educational benefits (28.4%).

- Students with IEPs (46.5%) were more likely to be chronically absent compared to students without IEPs (38.8%).
- Students who were provided contracted district transportation as of 10/1/2023 (41.8%) were slightly more likely to be chronically absent compared to students who were not receiving contracted district transportation (39.0%).

Introduction

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. District policy for students who accumulate excused and 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 absences. This policy was updated for the 2024-25 school year to include excused and unexcused absences but only included unexcused absences in the 2023-24 school year and prior. 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 2023-24 school year and its relationship to trends across previous school years. Appendix B presents the figures from which most of the discussed statistics are taken. 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. 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 about 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 2023-24, unexcused absences made up 68.4% of all out-of-school absences, a decrease of 0.3% from the 2022-23 school year. The "unverified" absence code, defined as an absence that has not been verified by the school and is not excused, made up 47.9% of all absences recorded in 2023-24. The "unverified" code is used for 32.6% of all absences at the elementary level but increases to 61.0% 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 18.2% of absences in 2023-24. The "absent" code was used for 24.8% of all absences at the elementary level but decreases to 13.4% at the high school level.

Excused absences made up 31.6% of absences in 2023-24, an increase of 0.3% from the 2022-23 school year. The excused "illness" and "medical" codes represented 19.5% and 6.9% of all absences respectively in 2023-24 and increased 0.8% combined when compared to the 2022-23 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 39.8% of absences at the elementary level but only 17.0% at the high school level. Out-of-school "suspension" absences, an excused absence representing when a student was suspended from school, made up 3.9% of all absences in 2023-24, a decrease of 0.5% from the 2022-23 school year. Suspension absences make up 1.2% at the elementary level, 9.3% at the middle school level, and 3.2% 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 2023-24, 32.8% of all students attended 95% of their school year, a decrease of 0.3% from the 2022-23 school year. The percentage of students meeting this goal was similar to the previous year at all school levels. At the elementary level, 41.2% of all students attended for 95% of their school year in 2023-24, a decrease of 0.2% from 2022-23. At middle school, 32.3% met the Strive for 95 goal (an increase of 0.8%), while at high school, 19.8% met the goal (a decrease of 1.1%).

Difference in Strive for 95 rates for student groups include:

- Asian & Native Hawaiian or Pacific Islander students (55.2%) have the highest rates of students attending for 95% or more of the school year followed by white students (40.0%).
- Current ELs (37.1%), exited ELs (37.7%) and refugee students (45.2%) were the most likely overall to attend for 95% or more of the school year compared to students who were not served as ELs (29.8%) or not identified as refugees (32.2%).
- Students who were not eligible for educational benefits (43.4%) were more likely to attend 95% or more of the school year compared to students who were eligible for educational benefits (28.6%).
- Students without IEPs (34.0%) were more likely to attend 95% of the school year compared to students with IEPs (27.5%).
- Students who were provided contracted district transportation as of 10/1/2023 (32.4%) were slightly less likely to attend 95% of the school year compared to students who were not receiving contracted district transportation (33.5%).

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 2023-24, 40.2% of students missed 10% or more of their enrolled time during the year, an increase of 0.5% over the 2022-23 school year. The percentage of students who were at risk for becoming chronically absent decreased by 0.2% compared to the 2022-23 school year. Chronic absenteeism is most pronounced at the high school level (59.6%), decreases at the middle level (42.2%), and is lowest at the elementary level (27.0%). The percentage of students missing more than 10% of the school year increased by 0.2% in elementary schools, 0.5% in middle schools, and 1.8% in high schools, compared to the 2022-23 school year.

Difference in chronic absenteeism rates for student groups include:

- American Indian or Alaska Native students (58.8%) have the highest rates of chronic absenteeism followed by Black or African American students (51.2%).
- Non-EL students (43.9%) and non-refugee students (40.7%) were more likely overall to be chronically absent compared to students who were current or exited ELs (33.2% and 37.1%) or identified as refugees (31.5%).
- Students who were eligible for educational benefits (44.9%) were more likely to be chronically absent compared to students who were not eligible for educational benefits (28.4%).
- Students with IEPs (46.5%) were more likely to be chronically absent compared to students without IEPs (38.8%).
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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 2022-23 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 for less than 50% of their school day. 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. Change in rate is calculated by subtracting the previous year's rate from the current year's rate. Appendix A presents a school level measurement of this SPOA goal.

In 2023-24, 29 of 99 (29.3%) schools and programs met the goal of increasing the rate of students attending 95% or more of the school year by 2% compared to the 2022-23 year. A total of 19 of 99 (19.2%) schools and programs experienced growth in the rate of students attending for 95% or more of the school year between the 2022-23 and 2023-24 school years but did not reach the 2% improvement goal. Overall, 48 (48.5%) schools and programs experienced growth in the rate of students attending 95% or more of the school year between the 2022-23 and 2023-24 school years. Examining this goal by school level:

- Sixteen (24.6%) elementary schools increased by 2% or more and ten additional elementary schools increased, but not by 2% or more.
- Five (38.5%) middle schools increased by 2% or more and five additional middle schools increased, but not by 2% or more.
- No high schools increased by 2% more, however, three high schools increased, but not by 2% or more.
- Eight (66.7%) programs increased by 2% or more and one program increased, but not by 2% or more.

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 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 53% of students were chronically absent in 2023-24. This is an increase (of about 2%) over the previous year. Three schools (Benson High, Bryan High, and Westview High) experienced decreases in the percentage of grade nine students who were chronically absent in 2023-24. Two high schools, Benson High and Bryan High, decreased the percentage of chronically absent grade nine students for the last two years. The percentage of grade nine students attending 95% of their school year was about 24% in 2023-24. Three schools (Benson High, Bryan High, and South High) experienced increases in the percentage of grade nine students attending 95% of their school year in 2023-24. Both Benson High and Bryan High had academies in place prior to the establishment of CCAP district wide in 2021-22.

Conclusion

A student's attendance at schools is critical to maintaining academic success and engagement in school. Regular attendance and participation at school are the foundation for achievement at

all school levels and are strong predictors of high school graduation. A student's school attendance is a shared responsibility between schools, families, students, and the wider community. Communication between a family and their student's school regarding attendance is an important part of addressing student absenteeism. The district's attendance policy encourages daily attendance while providing support and resources to students and families that help address attendance barriers and chronic absenteeism through the school's attendance team. This report is intended to inform stakeholders about trends in attendance and absenteeism and help align support related to student attendance.

References

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Strategic Plan of Action: Ethic of Care Goal 1: 2023-24

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 = 99
Total Schools/Programs Meeting Goal = 29
% Schools/Programs Meeting Goal = 29.3%

Total Schools/Programs = 99
Total Schools/Programs with Positive Growth = 48
% Schools/Programs with Positive Growth = 48.5%

2% Change in School % - Goal Status
■ Met   ■ Growth - Not Met   ■ Not Met

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

School Level	School Name	2023-24
Elementary School	Adams Elementary	41.3%: Met (4.8%)
	Ashland Park-Robbins Elementary	36.2%: Not Met (-1.4%)
	Bancroft Elementary	34.3%: Met (3.1%)
	Beals Elementary	34.4%: Not Met (-0.8%)
	Belle Ryan Elementary	35.1%: Met (3.1%)
	Belvedere Elementary	25.9%: Not Met (-2.7%)
	Benson West Elementary	38.3%: Not Met (-3.8%)
	Boyd Elementary	50.1%: Not Met (-1.8%)
	Castelar Elementary	36.4%: Not Met (-1.9%)
	Catlin Elementary	52.7%: Not Met (-3.9%)
	Central Park Elementary	30.8%: Growth - Not Met (0.8%)
	Chandler View Elementary	43.7%: Not Met (-7.5%)
	Columbian Elementary	60.2%: Met (3.8%)
	Conestoga Elementary	40.8%: Met (4.5%)
	Crestridge Elementary	50.3%: Growth - Not Met (0.2%)
	Dodge Elementary	49.2%: Met (8.9%)
	Druid Hill Elementary	32.2%: Not Met (-1.1%)
	Dundee Elementary	56.5%: Met (5.7%)
	Edison Elementary	33.9%: Not Met (-2.4%)
	Field Club Elementary	37.1%: Not Met (-0.6%)
	Florence Elementary	36.6%: Met (6.3%)
	Fontenelle Elementary	35.2%: Not Met (-7.7%)
	Forest Station Elementary	42.7%: Met (12.7%)
	Franklin Elementary	22.8%: Not Met (-8.2%)
	Fullerton Elementary	50.5%: Met (3.0%)
	Gateway Elementary	36.7%: Met (2.9%)
	Gifford Park Elementary	32.7%: Not Met (-3.4%)
	Gilder Elementary	37.1%: Not Met (-10.9%)
	Gomez Heritage Elementary	42.0%: Not Met (-2.5%)
	Harrison Elementary	55.5%: Met (3.1%)
	Hartman Elementary	50.6%: Growth - Not Met (0.2%)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

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. 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.

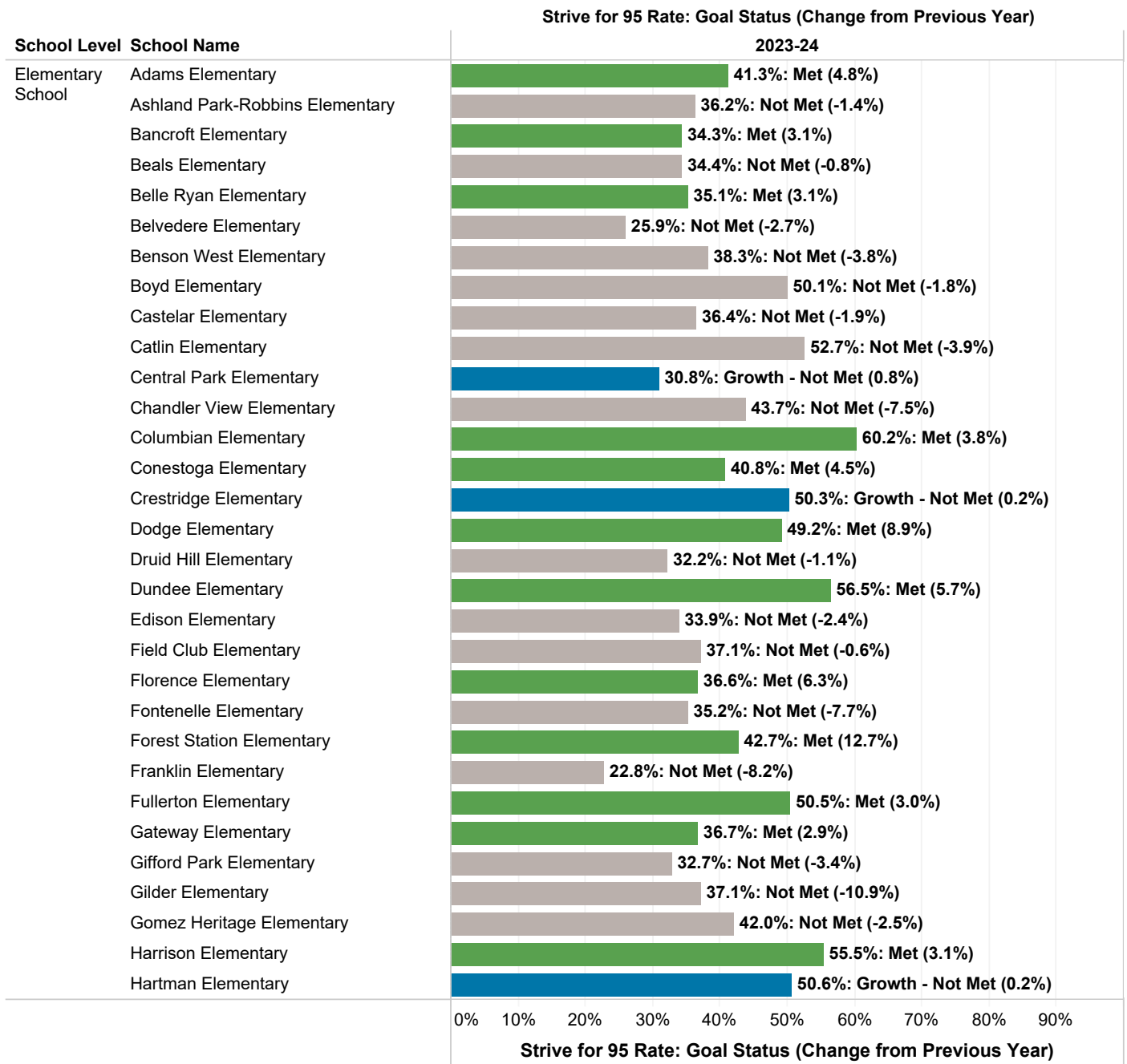# Strategic Plan of Action: Ethic of Care Goal 1: 2023-24

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

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

School Level	School Name	2023-24
Elementary School	Highland Elementary	41.3%: Met (8.2%)
	Indian Hill Elementary	34.2%: Growth - Not Met (0.8%)
	Jackson Elementary	45.8%: Not Met (-6.2%)
	Jefferson Elementary	41.1%: Growth - Not Met (0.2%)
	Joslyn Elementary	39.2%: Not Met (-0.9%)
	Kellom Elementary	43.2%: Not Met (-18.5%)
	Kennedy Elementary	39.7%: Not Met (-0.3%)
	King Elementary	34.8%: Growth - Not Met (0.5%)
	Liberty Elementary	32.8%: Met (2.9%)
	Lothrop Elementary	29.2%: Not Met (-2.9%)
	Masters Elementary	36.7%: Not Met (-2.9%)
	Miller Park Elementary	29.0%: Not Met (-1.0%)
	Minne Lusa Elementary	33.7%: Not Met (-1.0%)
	Mount View Elementary	39.5%: Not Met (-5.4%)
	Oak Valley Elementary	37.2%: Not Met (-5.2%)
	Pawnee Elementary	41.9%: Not Met (-0.7%)
	Picotte Elementary	56.6%: Not Met (-0.7%)
	Pine Elementary	36.8%: Growth - Not Met (0.2%)
	Pinewood Elementary	53.4%: Not Met (-3.8%)
	Ponca Elementary	46.2%: Not Met (-3.1%)
	Prairie Wind Elementary	38.9%: Not Met (-0.6%)
	Rose Hill Elementary	49.5%: Not Met (-4.5%)
	Saddlebrook Elementary	62.8%: Not Met (-2.9%)
	Sherman Elementary	32.7%: Not Met (-8.3%)
	Skinner Elementary	26.9%: Not Met (-5.3%)
	Spring Lake Elementary	44.5%: Not Met (-1.5%)
	Springville Elementary	50.8%: Not Met (-1.5%)
	Standing Bear Elementary	52.4%: Not Met (-2.7%)
	Sunny Slope Elementary	39.4%: Growth - Not Met (1.5%)
	Wakonda Elementary	40.7%: Met (2.8%)
	Walnut Hill Elementary	45.0%: Met (8.6%)
	Washington Elementary	49.7%: Growth - Not Met (0.2%)
	Western Hills Elementary	35.4%: Not Met (-2.0%)
	Wilson Focus Elementary	53.4%: Growth - Not Met (0.9%)

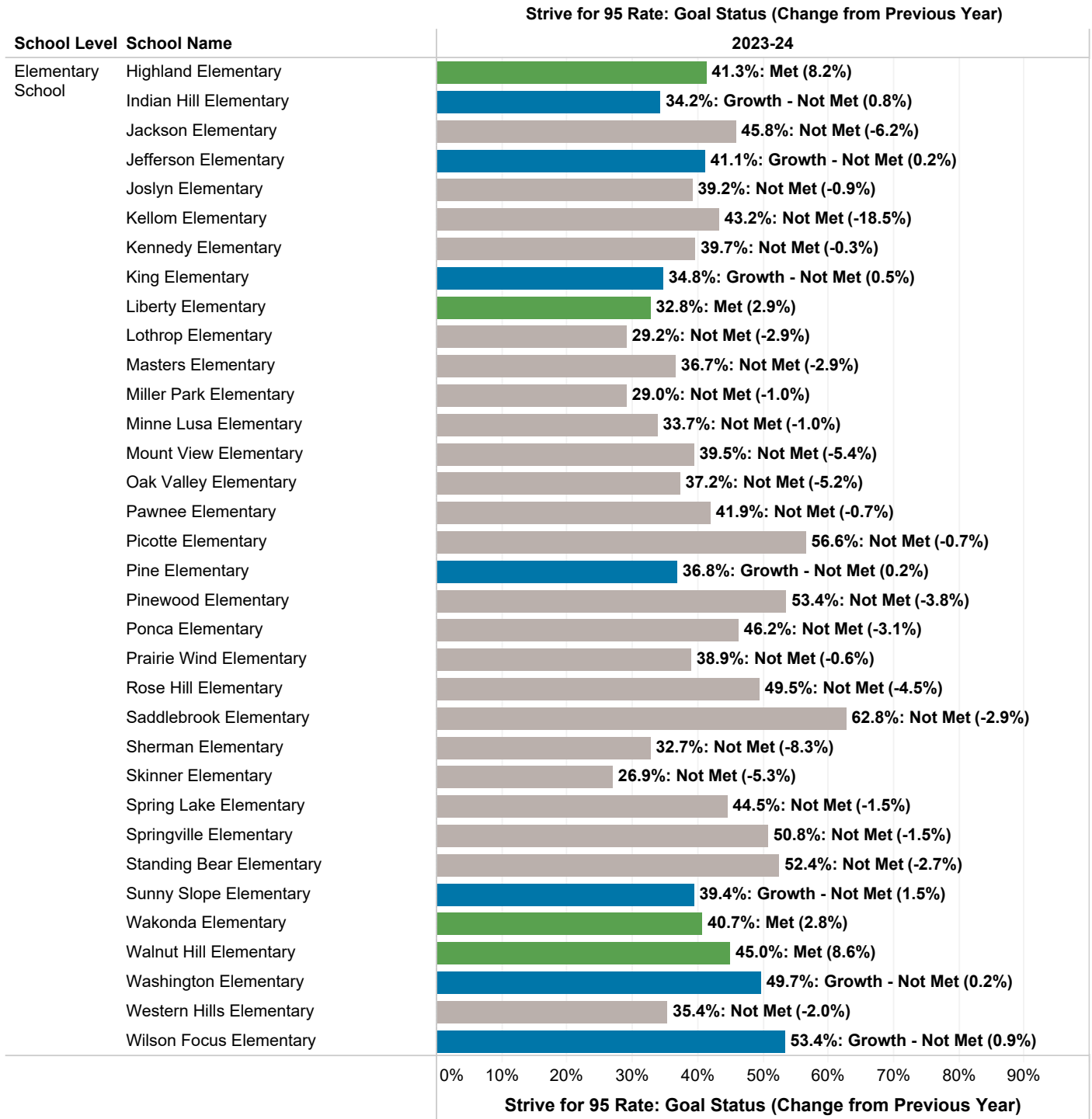**Strive for 95 Rate: Goal Status (Change from Previous Year)**

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. 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: 2023-24

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

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

School Level	School Name	2023-24
Middle School	Beveridge Middle	32%: Not Met (-1.4%)
	Bluestem Middle	29%: Met (28.9%)
	Bryan Middle	32%: Growth - Not Met (1.1%)
	Buffett Middle	42%: Not Met (-2.9%)
	Davis Middle	43%: Met (9.9%)
	Hale Middle	33%: Growth - Not Met (0.3%)
	King Science & Technology Middle	27%: Growth - Not Met (0.5%)
	Lewis & Clark Middle	27%: Not Met (-4.0%)
	Marrs Middle	33%: Met (2.8%)
	McMillan Middle	22%: Growth - Not Met (0.5%)
	Monroe Middle	26%: Growth - Not Met (1.9%)
	Morton Middle	32%: Met (3.0%)
	Norris Middle	33%: Met (2.0%)
High School	Benson High	24%: Growth - Not Met (0.2%)
	Bryan High	18%: Growth - Not Met (0.5%)
	Buena Vista High	17%: Not Met (-5.9%)
	Burke High	21%: Not Met (-3.0%)
	Central High	19%: Not Met (-2.0%)
	North High	13%: Not Met (-1.6%)
	Northwest High	18%: Not Met (-2.5%)
	South High	17%: Growth - Not Met (0.2%)
	Westview High	33%: Not Met (-1.8%)
Program	Accelere	26%: Met (8.5%)
	Blackburn	10%: Met (8.3%)
	ESL Literacy Center	33%: Met (8.7%)
	Independent Studies	21%: Met (2.8%)
	Integrated Learning Program	25%: Not Met (-5.8%)
	J.P. Lord	30%: Met (8.1%)
	Omaha Virtual Elementary School	76%: Met (2.3%)
	Omaha Virtual High School	29%: Not Met (-7.8%)
	Omaha Virtual Middle School	45%: Met (4.2%)
	Parrish	4%: Not Met (-38.9%)
	Secondary Success Program	3%: Growth - Not Met (0.5%)
	UNO/OPS Middle College Program	26%: Met (3.6%)

10.0% 20.0% 30.0% 40.0% 50.0% 60.0% 70.0% 80.0% 90.0%

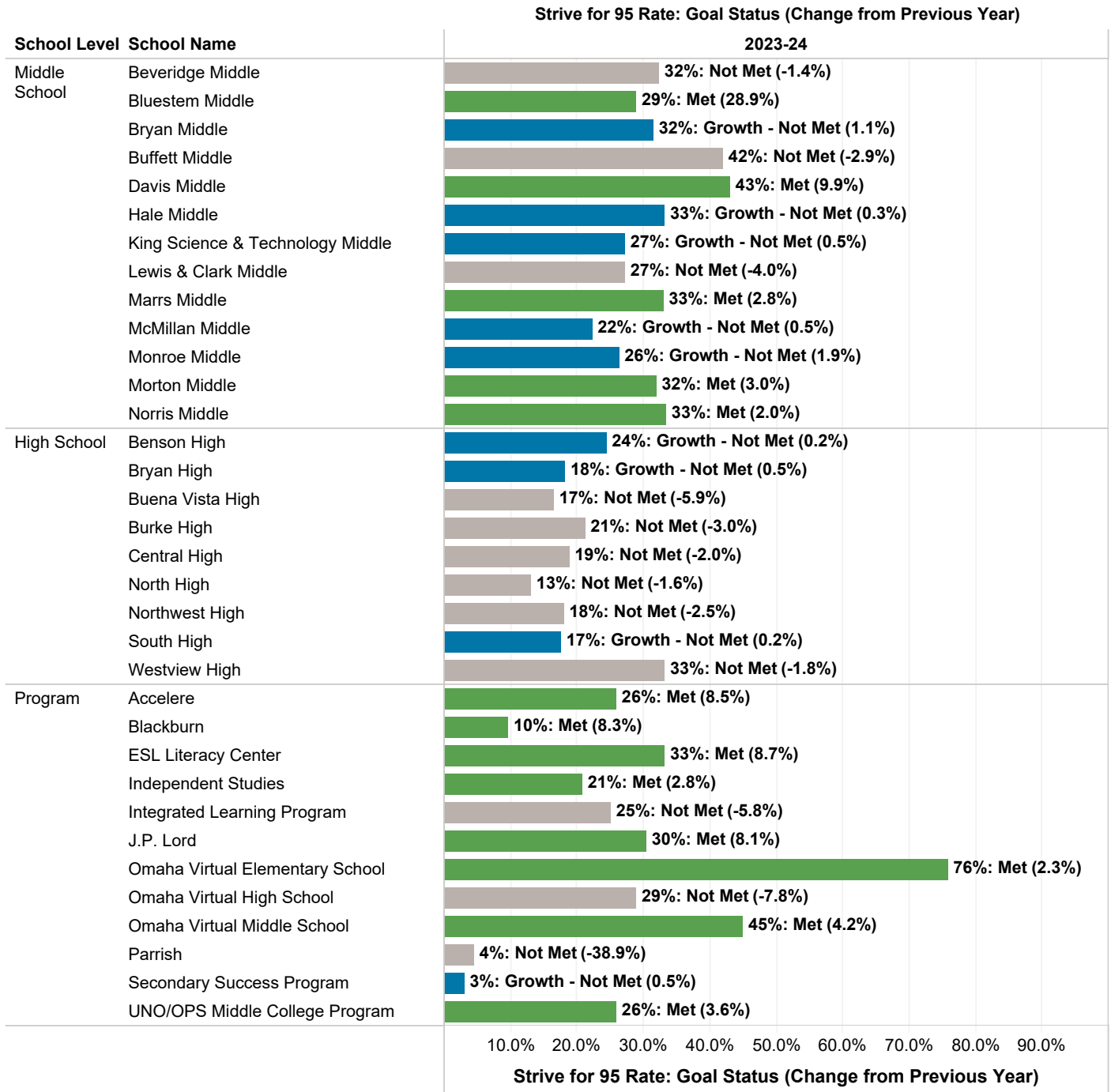**Strive for 95 Rate: Goal Status (Change from Previous Year)**

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. 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.

Data Limitations and Definitions

- 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. All programs present in the attendance dashboard are now included in this reporting.
- 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.
- Totals displayed by school level will not match the overall total because students could be enrolled at more than one level across a school year.

Data Limitations and Definitions

The absence codes used in this analysis include all out-of-school absences that are not exempt because they are 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.
- **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:
- **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, 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.
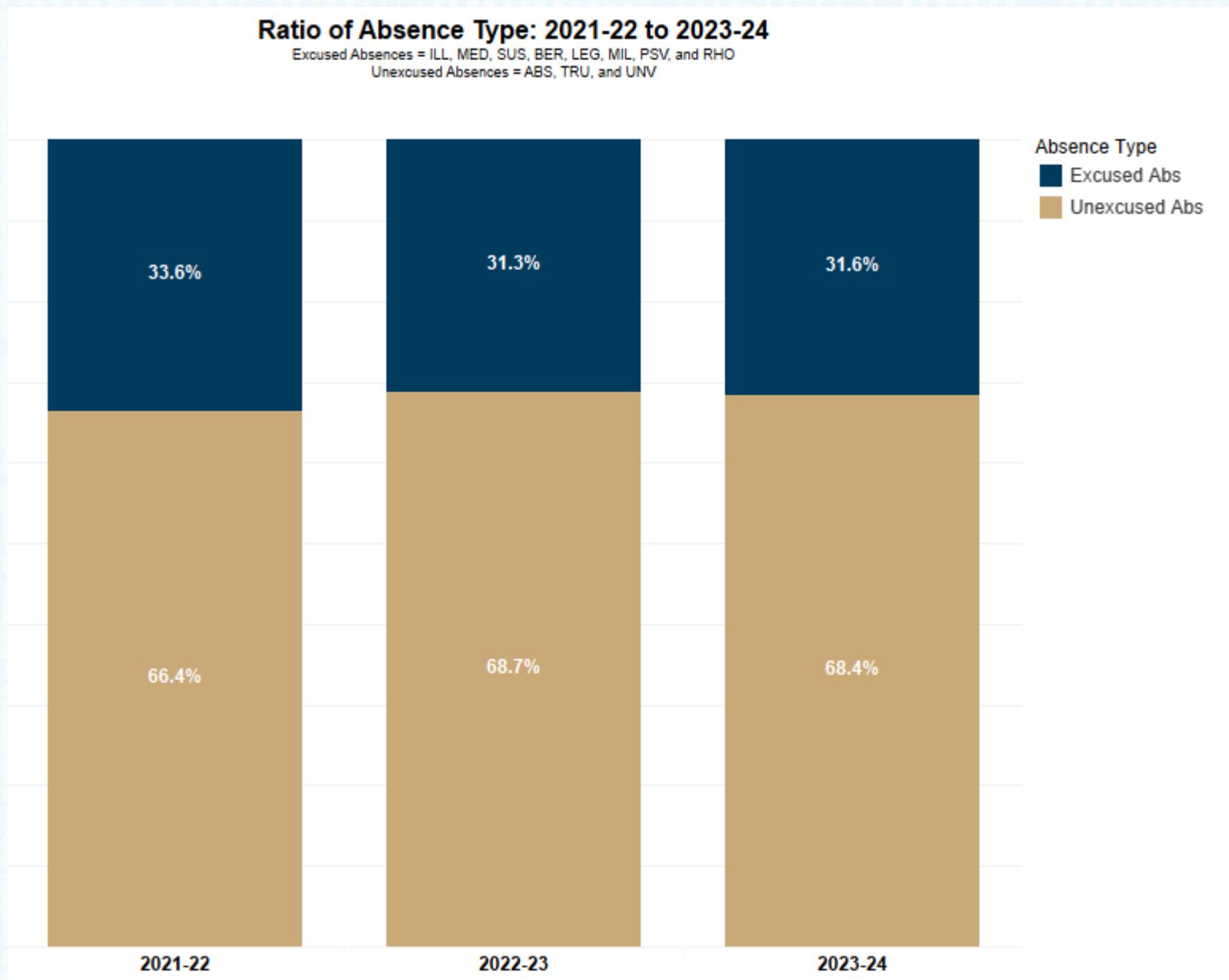
Exempt absence codes are <u>not</u> used in this analyses because either the student is at a school-sponsored activity, or the absences is the result of school/district action. Exempt absences include:
- **School Sponsored Activities (ACT)** – School-related activities that take a student out of their 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.
- **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.

OMAHA Public Schools

Absence Code Use: 2021-22 to 2023-24

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.
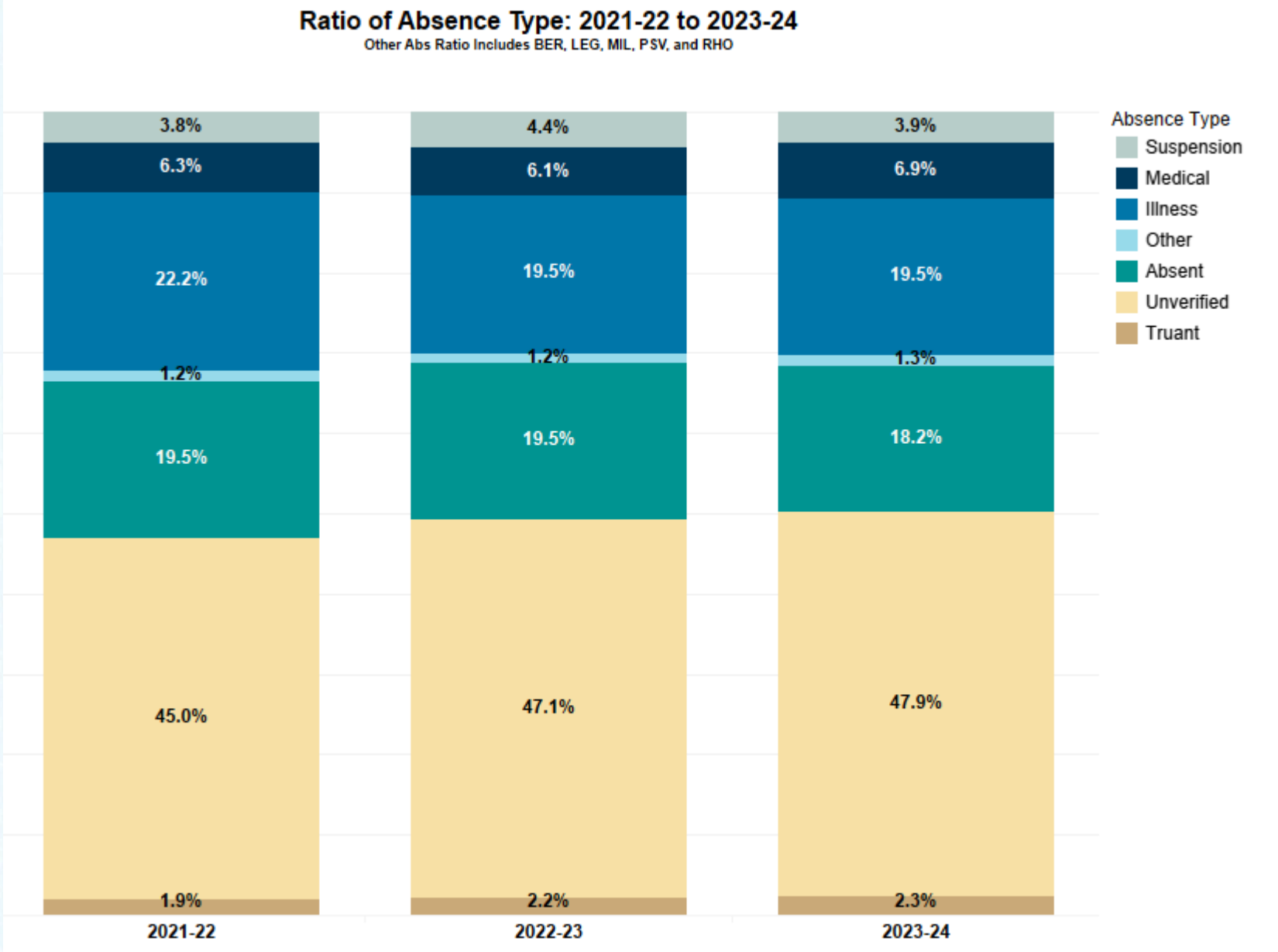
- Use of unexcused vs. excused absence codes has been consistent over the past three years.

- In 2023-24, unexcused absences made up 68.4% of all out of school absences, a very slight decrease from the 2022-23 school year.

- Excused absences made up 31.6% of all absences in 2023-24.

Ratio of Absence Type: 2021-22 to 2023-24

Excused Absences = ILL, MED, SUS, BER, LEG, MIL, PSV, and RHO
Unexcused Absences = ABS, TRU, and UNV

Absence Type
- Excused Abs
- Unexcused Abs

Year	Excused Abs	Unexcused Abs
2021-22	33.6%	66.4%
2022-23	31.3%	68.7%
2023-24	31.6%	68.4%

Absence Code Use: 2021-22 to 2023-24

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.
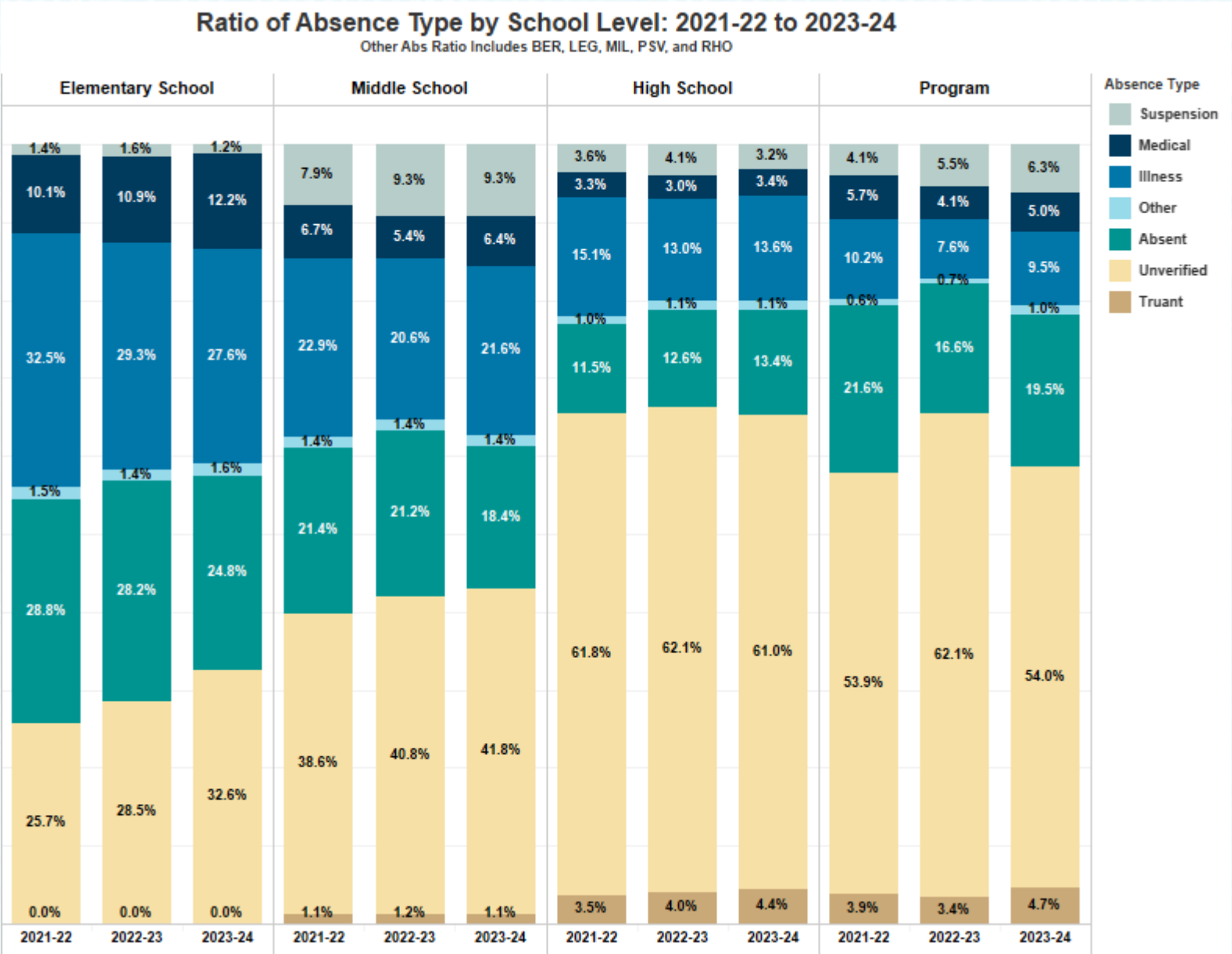
- There was very little change in the use of all absence types between 2022-23 and 2023-24.

- The absence type with the most significant change was the "absent" code, which had a 1.3% decrease in use.

Ratio of Absence Type: 2021-22 to 2023-24
Other Abs Ratio Includes BER, LEG, MIL, PSV, and RHO

Absence Type
Suspension
Medical
Illness
Other
Absent
Unverified
Truant

2021-22: 3.8%, 6.3%, 22.2%, 1.2%, 19.5%, 45.0%, 1.9%

2022-23: 4.4%, 6.1%, 19.5%, 1.2%, 19.5%, 47.1%, 2.2%

2023-24: 3.9%, 6.9%, 19.5%, 1.3%, 18.2%, 47.9%, 2.3%

OMAHA+ Public Schools

Absence Code Use: 2021-22 to 2023-24

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 has increased at elementary schools each of the past two years, while staying relatively flat at middle and high schools, and fluctuating at programs.

- Between 2022-23 and 2023-24, the use of the absent absence code decreased at elementary schools (by 3.4%) and middle schools (by 2.8%), while increasing at high schools (by 0.8%) and at programs (by 2.9%).

- The use of the suspension absence code remains highest at the middle school level. Use of this code stayed relatively flat at all school levels between 2022-23 and 2023-24, decreasing nearly 1% at high schools and increasing nearly 1% at programs.

Ratio of Absence Type by School Level: 2021-22 to 2023-24
Other Abs Ratio Includes BER, LEG, MIL, PSV, and RHO

Absence Code Use: 2023-24

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 grade level increases, while the use of most other codes decreases.

- The unverified code was used for 67.6% of all absences of 12th grade students in 2023-24.

- Absences due to suspensions peak in 6th-8th grade as in previous years.

- Use of the truant absence code increases sharply in high school, peaking in 10th grade at 4.9% in 2023-24.

Ratio of Absence Type by Grade: 2023-24
Other Abs Ratio Includes BER, LEG, MIL, PSV, and RHO
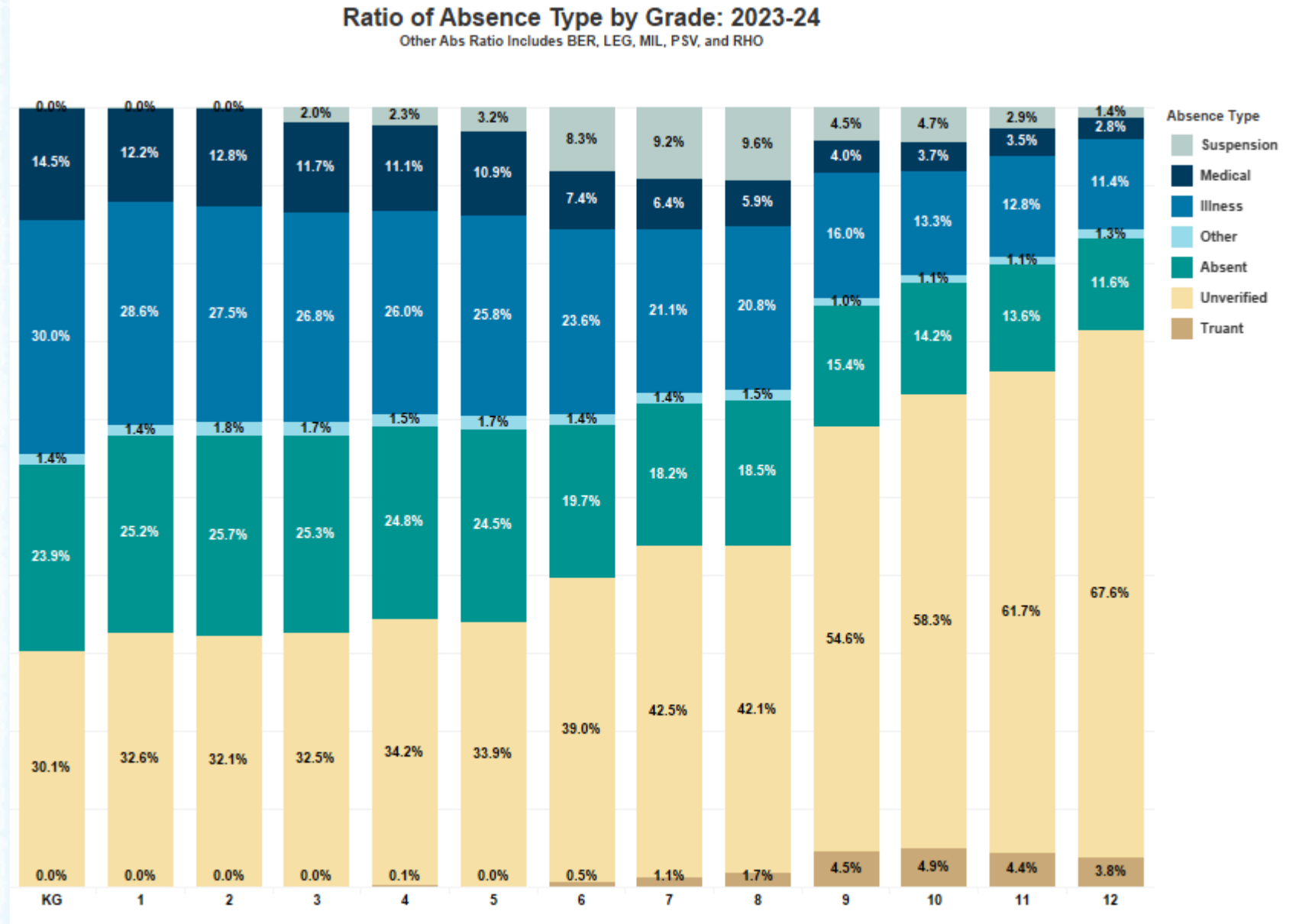
Excused, Unexcused, and Absence Code Use Review

- The unverified and absent codes make up about 65% 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 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 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

- 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

OMAHA Public Schools

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%, and it remained relatively steady in 2023-24 (with a decrease of just 0.3%). This shows a stabilization of student attendance after the steep decreases in students attending 95% or more of their school year over the previous two years.
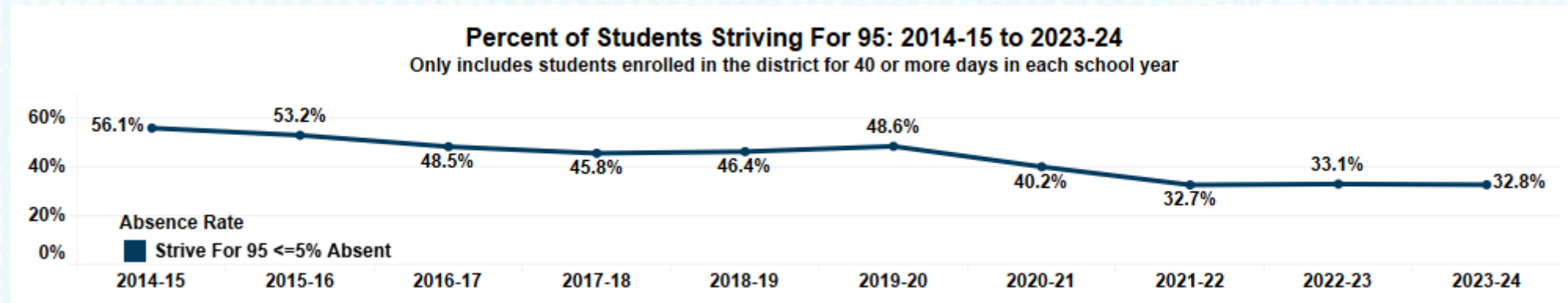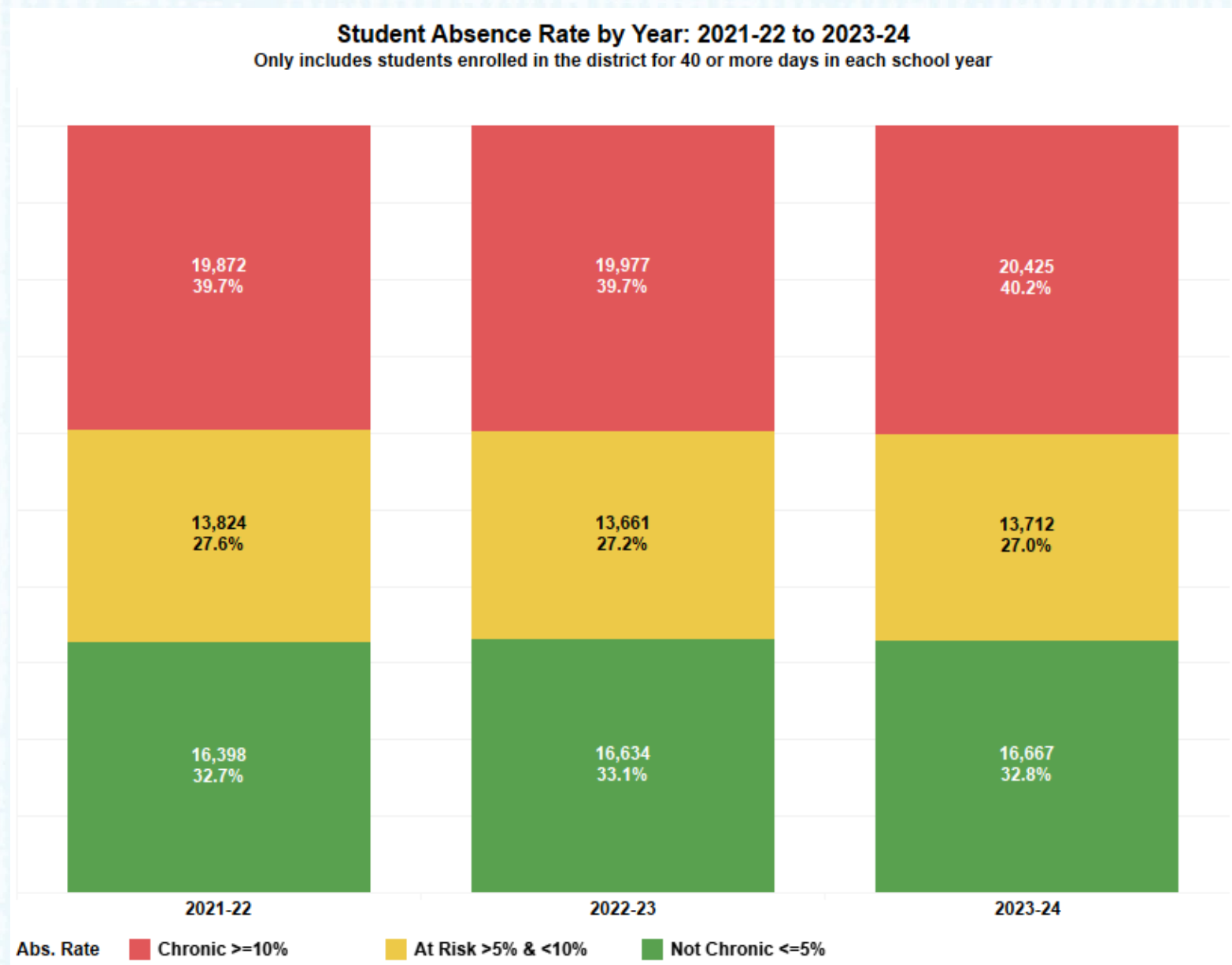

Percent of Students Striving For 95: 2014-15 to 2023-24
Only includes students enrolled in the district for 40 or more days in each school year

Absenteeism
2021-22 to 2023-24

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 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 2023-24, 40.2% of students missed 10% or more of their enrolled time during the year, an increase of 0.5% over the 2022-23 school year.

- The percentage of students who were at risk for becoming chronically absent in 2023-24, represented by the yellow bar, decreased by 0.2% compared to the 2022-23 school year.

- Students attending for 95% or more of the school year are represented by the green bar. In 2023-24, the percentage of students in this category decreased by 0.3% compared to the 2022-23 school year.

Student Absence Rate by Year: 2021-22 to 2023-24
Only includes students enrolled in the district for 40 or more days in each school year

	2021-22	2022-23	2023-24
Chronic >=10%	19,872 / 39.7%	19,977 / 39.7%	20,425 / 40.2%
At Risk >5% & <10%	13,824 / 27.6%	13,661 / 27.2%	13,712 / 27.0%
Not Chronic <=5%	16,398 / 32.7%	16,634 / 33.1%	16,667 / 32.8%

Abs. Rate — Chronic >=10% — At Risk >5% & <10% — Not Chronic <=5%

Absenteeism 2021-22 to 2023-24

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 20% 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 decreased 0.2% in elementary schools, increased 0.8% at middle schools and decreased by 1.1% at high schools in 2023-24.

- The percentage of students missing more than 10% of the school year increased in elementary schools (by 0.2%) and middle schools (by 0.5%) but decreased (by 1.8%) in high schools.

Student Absence Rate by Year and School Level: 2021-22 to 2023-24
Only includes students enrolled in the district for 40 or more days in each school year

	Elementary School			Middle School			High School			Program		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
Chronic >=10%	28.0%	26.8%	27.0%	40.3%	42.7%	42.2%	57.7%	57.8%	59.6%	71.4%	72.0%	67.0%
At Risk >5% & <10%	32.5%	31.8%	31.9%	26.4%	25.8%	25.5%	21.0%	21.3%	20.7%	12.1%	11.7%	13.3%
Not Chronic <=5%	39.5%	41.4%	41.2%	33.4%	31.5%	32.3%	21.3%	20.9%	19.8%	16.5%	16.3%	19.7%

Abs. Rate — ■ Chronic >=10% — ■ At Risk >5% & <10% — ■ Not Chronic <=5%
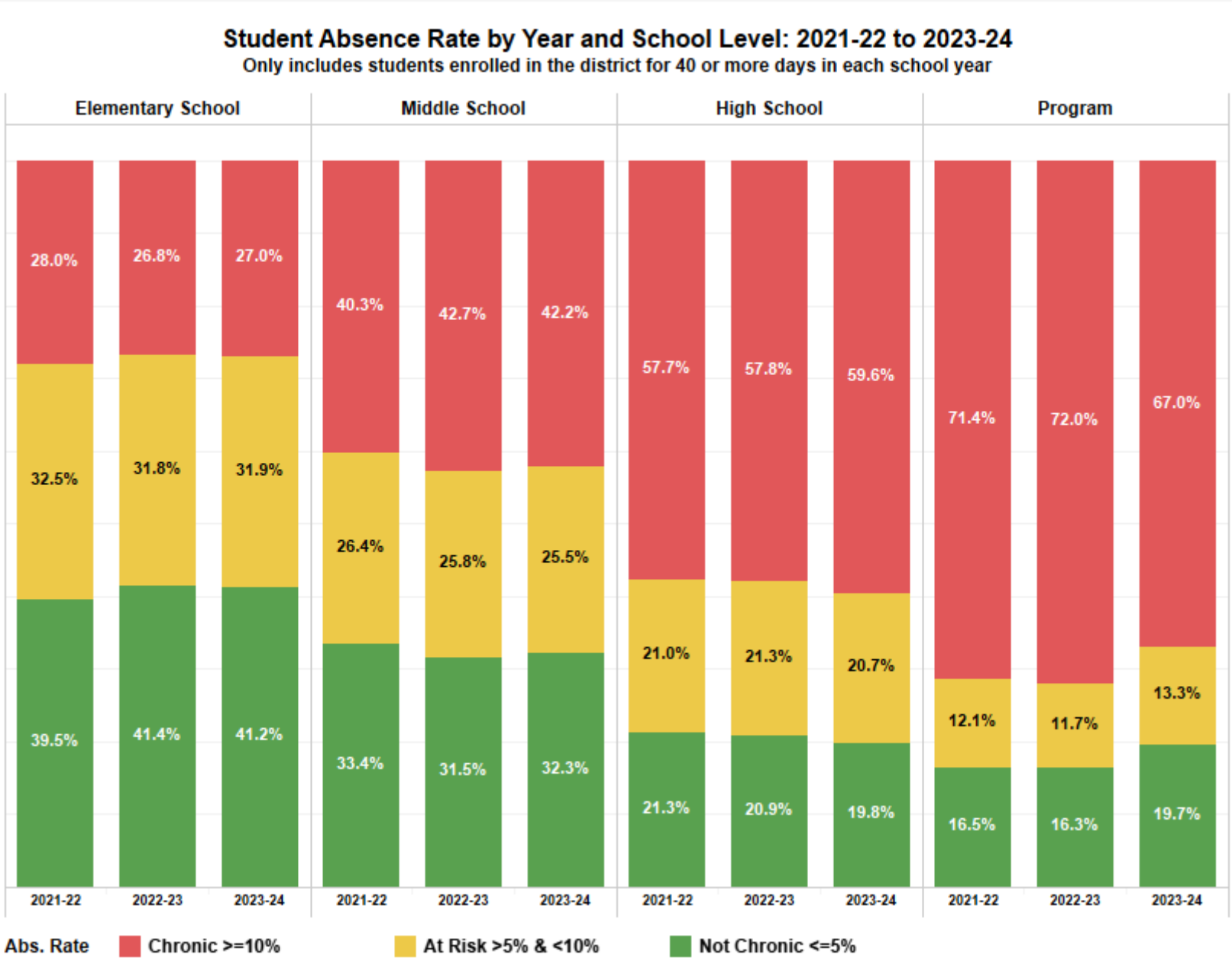
High School Absenteeism 2021-22 to 2023-24

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.
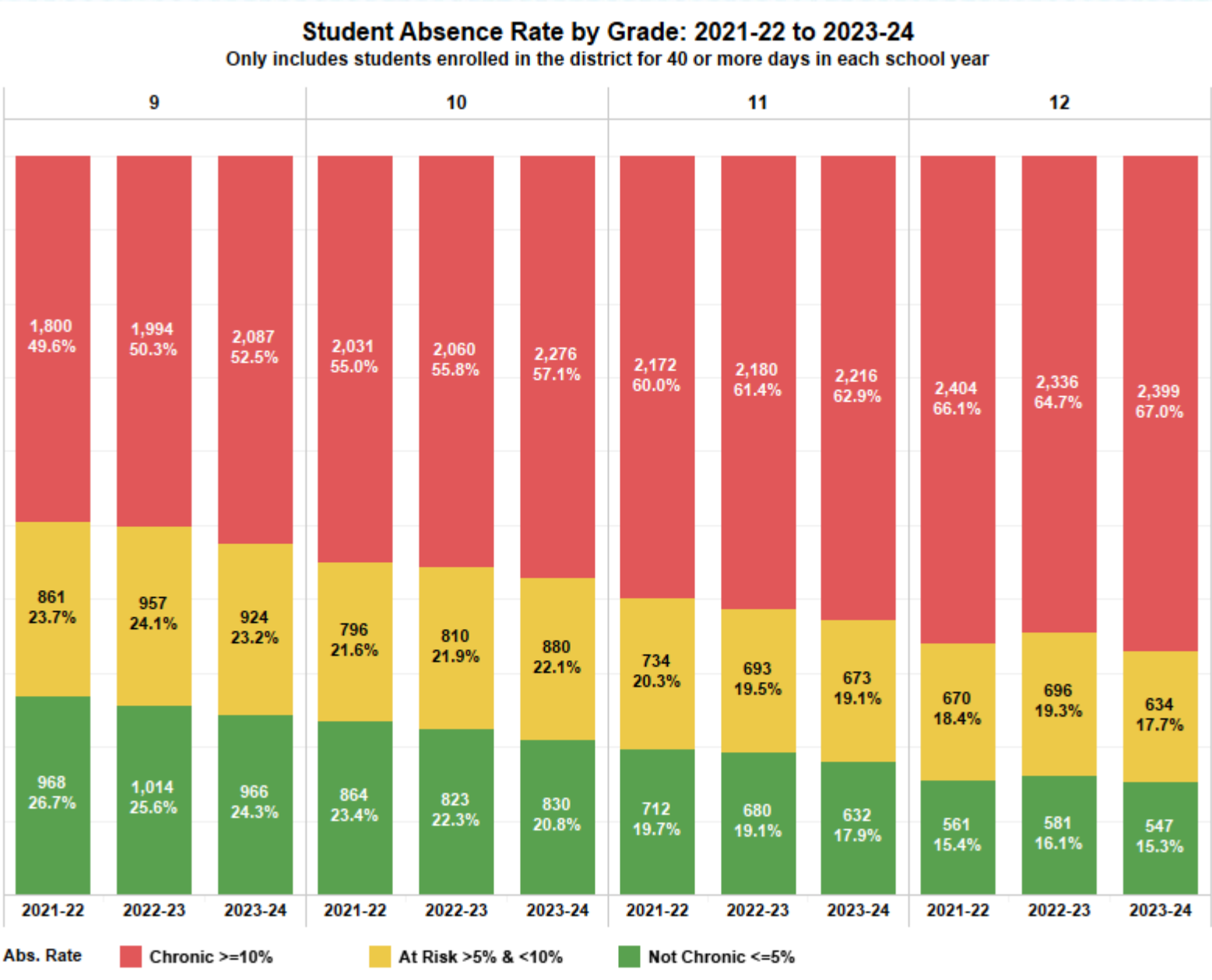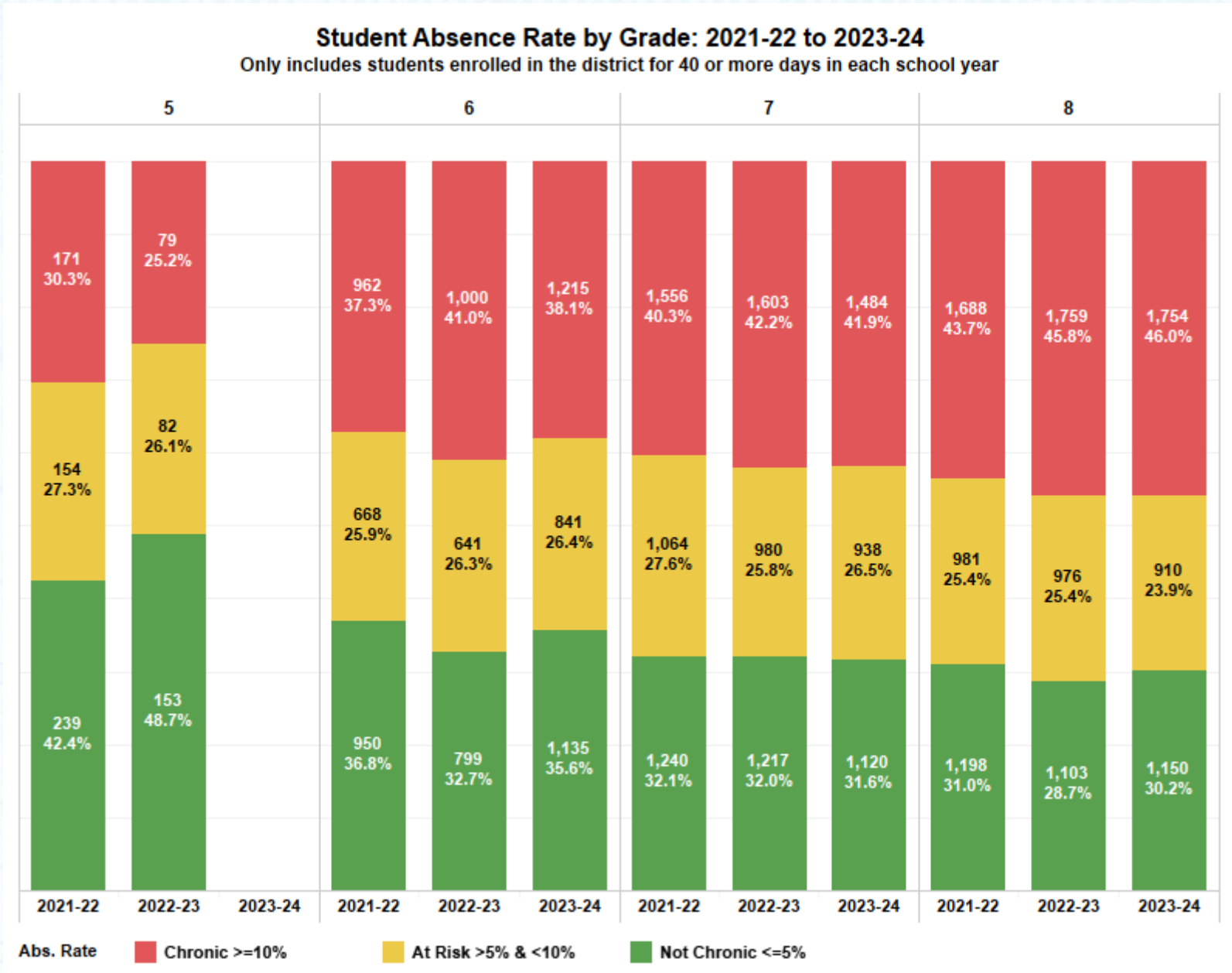
- Absenteeism is least pronounced at ninth grade and increases in grades ten through twelve.

- The percentage of students attending for 95% or more of the school year decreased slightly in all grade levels in 2023-24.

Student Absence Rate by Grade: 2021-22 to 2023-24
Only includes students enrolled in the district for 40 or more days in each school year

	9			10			11			12		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
Chronic >=10%	1,800 49.6%	1,994 50.3%	2,087 52.5%	2,031 55.0%	2,060 55.8%	2,276 57.1%	2,172 60.0%	2,180 61.4%	2,216 62.9%	2,404 66.1%	2,336 64.7%	2,399 67.0%
At Risk >5% & <10%	861 23.7%	957 24.1%	924 23.2%	796 21.6%	810 21.9%	880 22.1%	734 20.3%	693 19.5%	673 19.1%	670 18.4%	696 19.3%	634 17.7%
Not Chronic <=5%	968 26.7%	1,014 25.6%	966 24.3%	864 23.4%	823 22.3%	830 20.8%	712 19.7%	680 19.1%	632 17.9%	561 15.4%	581 16.1%	547 15.3%

Abs. Rate — Chronic >=10% — At Risk >5% & <10% — Not Chronic <=5%

Middle School Absenteeism 2021-22 to 2023-24

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.

- Among middle school students, absenteeism is least pronounced at sixth grade and increases in grades seven and eight.

- Sixth grade saw the most significant reduction in the percentage of chronically absent students, with a decrease of 2.9%.

- The percentage of students attending for 95% or more of the school year increased in sixth grade by 2.9%, decreased by only 0.4% in seventh grade, and increased by 1.5% in eighth grade.

- Grade level configurations shifted at the middle school level, and there are no longer any middle schools with fifth grade.

Student Absence Rate by Grade: 2021-22 to 2023-24
Only includes students enrolled in the district for 40 or more days in each school year

	5			6			7			8		
Chronic >=10%	171 / 30.3%	79 / 25.2%		962 / 37.3%	1,000 / 41.0%	1,215 / 38.1%	1,556 / 40.3%	1,603 / 42.2%	1,484 / 41.9%	1,688 / 43.7%	1,759 / 45.8%	1,754 / 46.0%
At Risk >5% & <10%	154 / 27.3%	82 / 26.1%		668 / 25.9%	641 / 26.3%	841 / 26.4%	1,064 / 27.6%	980 / 25.8%	938 / 26.5%	981 / 25.4%	976 / 25.4%	910 / 23.9%
Not Chronic <=5%	239 / 42.4%	153 / 48.7%		950 / 36.8%	799 / 32.7%	1,135 / 35.6%	1,240 / 32.1%	1,217 / 32.0%	1,120 / 31.6%	1,198 / 31.0%	1,103 / 28.7%	1,150 / 30.2%
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24

Abs. Rate ■ Chronic >=10%   ■ At Risk >5% & <10%   ■ Not Chronic <=5%

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Elementary School Absenteeism 2021-22 to 2023-24

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, about 41% at all grade levels. Fifth grade has the highest rates, while Kindergarten has the lowest.

- The percentage of students attending for 95% or more of the school year increased in some grades and decreased in others in 2023-24. The most significant change was in first grade, where the increase was 2.7%.

- Shifting grade configurations resulted in a reduction of the sixth-grade population at elementary schools. There were only 637 students enrolled in sixth grade at elementary schools in 2023-24 compared to almost 1,170 in 2022-23. Changes in attendance at sixth grade are likely related to these population changes.
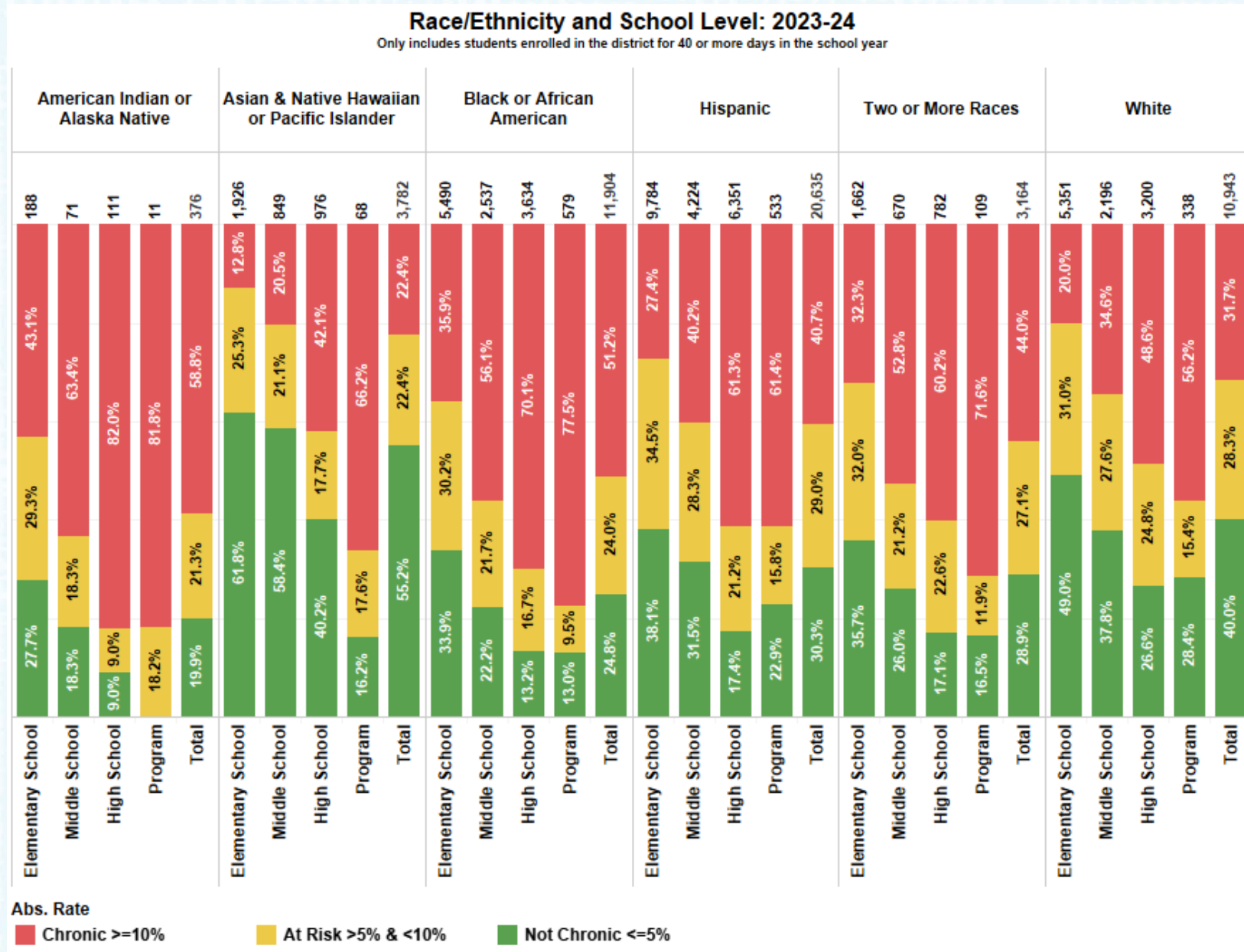

Student Absence Rate by Grade: 2021-22 to 2023-24
Only includes students enrolled in the district for 40 or more days in each school year

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.
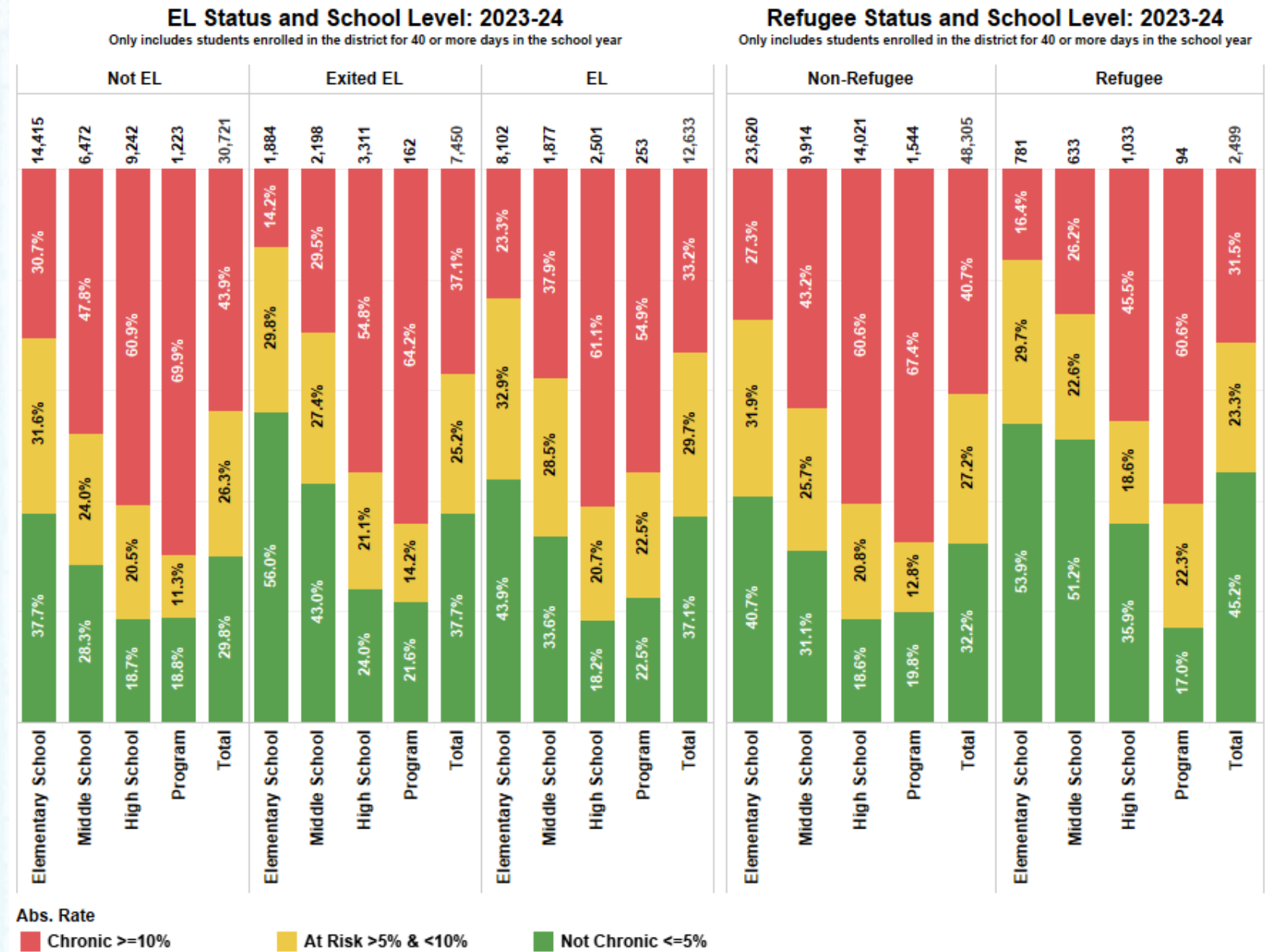
- Asian & Native Hawaiian or Pacific Islander students (55.2%) have the highest rates of students attending for 95% or more of the school year followed by white students (40.0%).

- American Indian or Alaska Native students (19.9%) have the lowest rates of students attending for 95% or more of the school year followed by Black or African American students (24.8%), Students of two or more races (28.9%), and Hispanic students (30.3%).

- Absenteeism for all groups is least pronounced at elementary schools and increases at middle schools and high schools.

Race/Ethnicity and School Level: 2023-24
Only includes students enrolled in the district for 40 or more days in the school year

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 (37.1%), exited ELs (37.7%) and refugee students (45.2%) were the most likely overall to attend for 95% or more of the school year compared to students who were not served as ELs (29.8%) or not identified as refugees (32.2%).

- Absenteeism for all groups is least pronounced at the elementary grade levels and increases at the middle school and high school grade levels.

EL Status and School Level: 2023-24
Only includes students enrolled in the district for 40 or more days in the school year

Refugee Status and School Level: 2023-24
Only includes students enrolled in the district for 40 or more days in the school year

Absenteeism by Educational Benefits Eligibility and IEP 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 (43.4%) and students who do not have IEPs (34.0%) were more likely to attend for 95% or more of the school year compared to student who were eligible for educational benefits (28.6%) or students with IEPs (27.5%).

- Absenteeism for all groups is least pronounced at the elementary grade levels and increases at the middle school and high school grade levels.

Educational Benefits Status and School Level: 2023-24
Only includes students enrolled in the district for 40 or more days in the school year

IEP Status and School Level: 2023-24
Only includes students enrolled in the district for 40 or more days in the school year

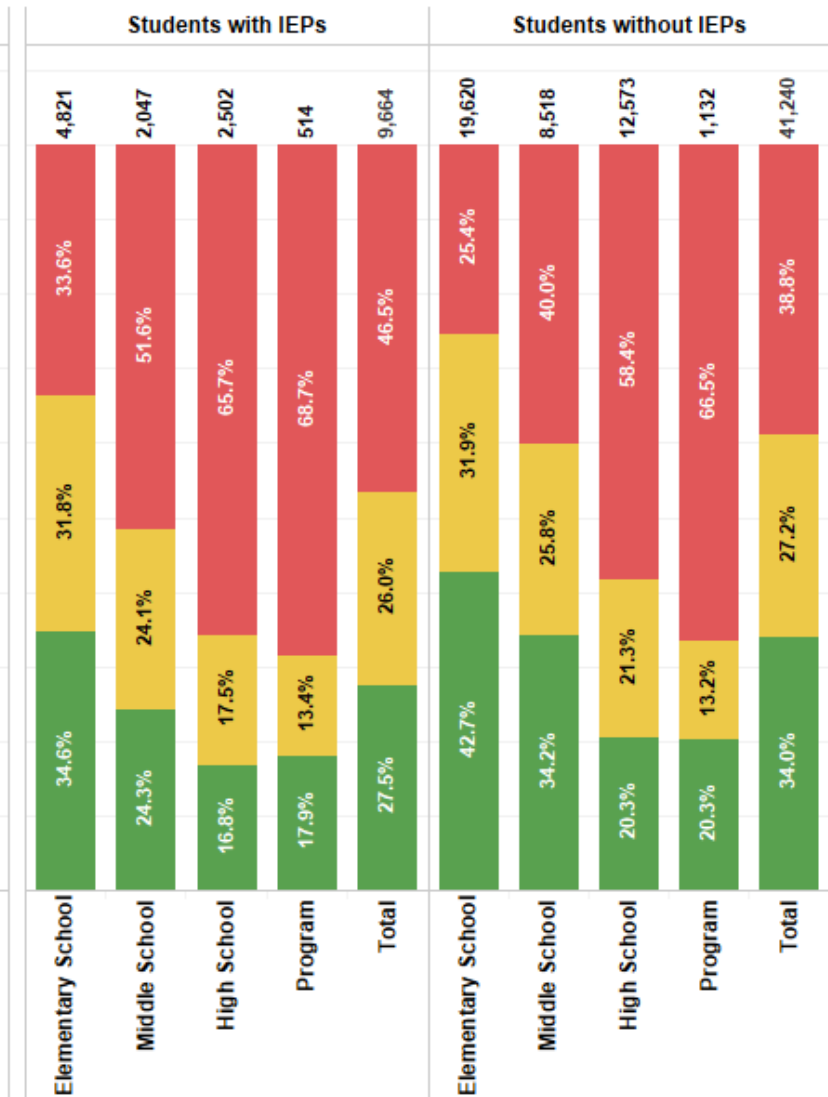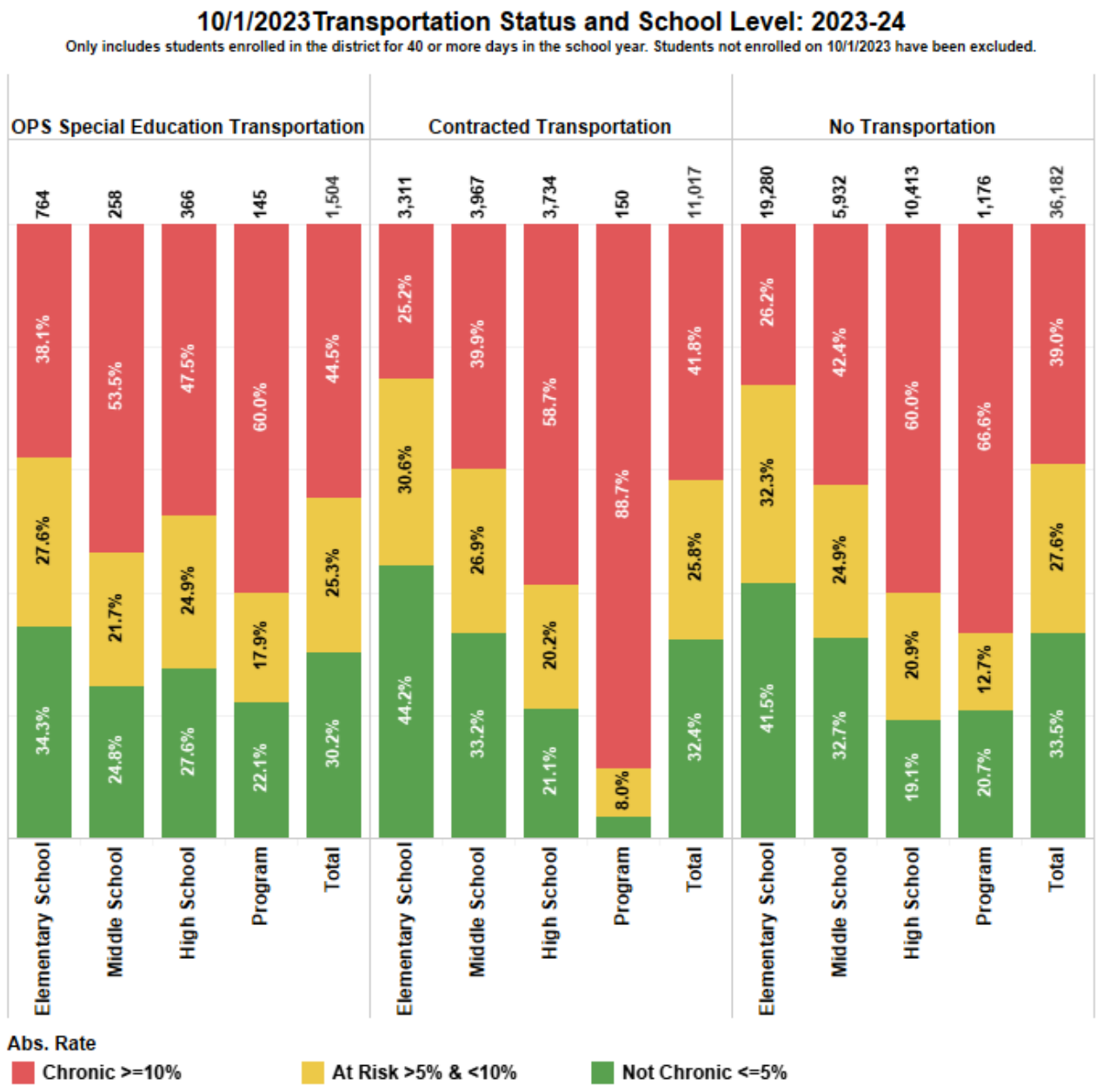Abs. Rate — Chronic >=10% | At Risk >5% & <10% | Not Chronic <=5%

Absenteeism by Transportation Status

Note: K-12 students enrolled throughout each school year are included in this analysis. Transportation status is as of 10/1/2023 and may not have been accurate across the entire year for each student. 2,144 (4.2%) students who were not enrolled on 10/1/2023 have been excluded from these calculations.
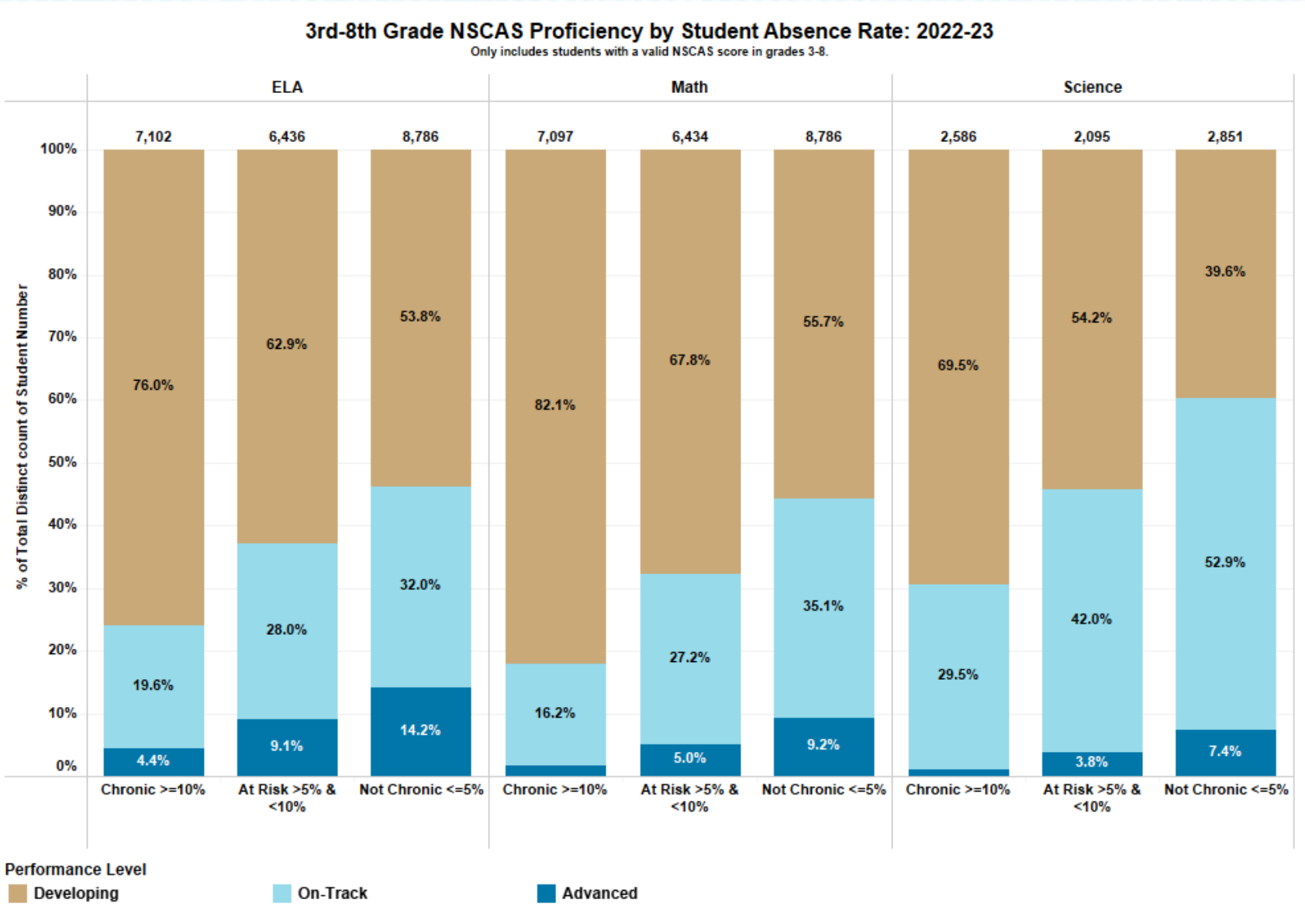
- Overall, students who were receiving contracted transportation as of 10/1/2023 were slightly more likely to be chronically absent (41.8% vs. 39.0%) and less likely to attend for 95% or more of the school year (32.4% vs. 33.5%) compared to students who were not receiving contracted transportation.

- When disaggregated by school level, this relationship is reversed and students who were receiving contracted transportation were slightly less likely to be chronically absent and more likely to attend for 95% or more of the school year.

- This difference is likely the result of student mobility and the fact that transportation status is only measured at one point in the school year. In general, transportation appears to play a minimal role in absenteeism and attendance when compared to other factors.

10/1/2023 Transportation Status and School Level: 2023-24
Only includes students enrolled in the district for 40 or more days in the school year. Students not enrolled on 10/1/2023 have been excluded.

2022-23 Nebraska Student Centered Assessment System (NSCAS) Proficiency by 2022-23 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.

3rd-8th Grade NSCAS Proficiency by Student Absence Rate: 2022-23
Only includes students with a valid NSCAS score in grades 3-8.

	ELA			Math			Science		
	Chronic >=10%	At Risk >5% & <10%	Not Chronic <=5%	Chronic >=10%	At Risk >5% & <10%	Not Chronic <=5%	Chronic >=10%	At Risk >5% & <10%	Not Chronic <=5%
Total	7,102	6,436	8,786	7,097	6,434	8,786	2,586	2,095	2,851
Developing	76.0%	62.9%	53.8%	82.1%	67.8%	55.7%	69.5%	54.2%	39.6%
On-Track	19.6%	28.0%	32.0%	16.2%	27.2%	35.1%	29.5%	42.0%	52.9%
Advanced	4.4%	9.1%	14.2%	—	5.0%	9.2%	—	3.8%	7.4%

Performance Level: Developing, On-Track, Advanced

OMAHA Public Schools

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: 2022-23 to 2023-24				
School Level	Increased	Met Goal (Increased by 2% or More)	Did Not Increase	Total Schools/ Programs
Elementary	26	16	39	65
Middle	10	5	3	13
High	3	0	6	9
Program	9	8	3	12
Total	**48 (48.5%)**	**29 (29.3%)**	**51 (51.5%)**	**99**