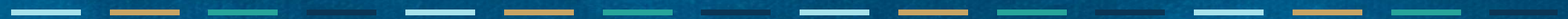


# Attendance and Absenteeism

2018-2019 School Year: January 23, 2020



# Data Limitations and Definitions

- 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, 2018.
- Some program locations were excluded 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 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.

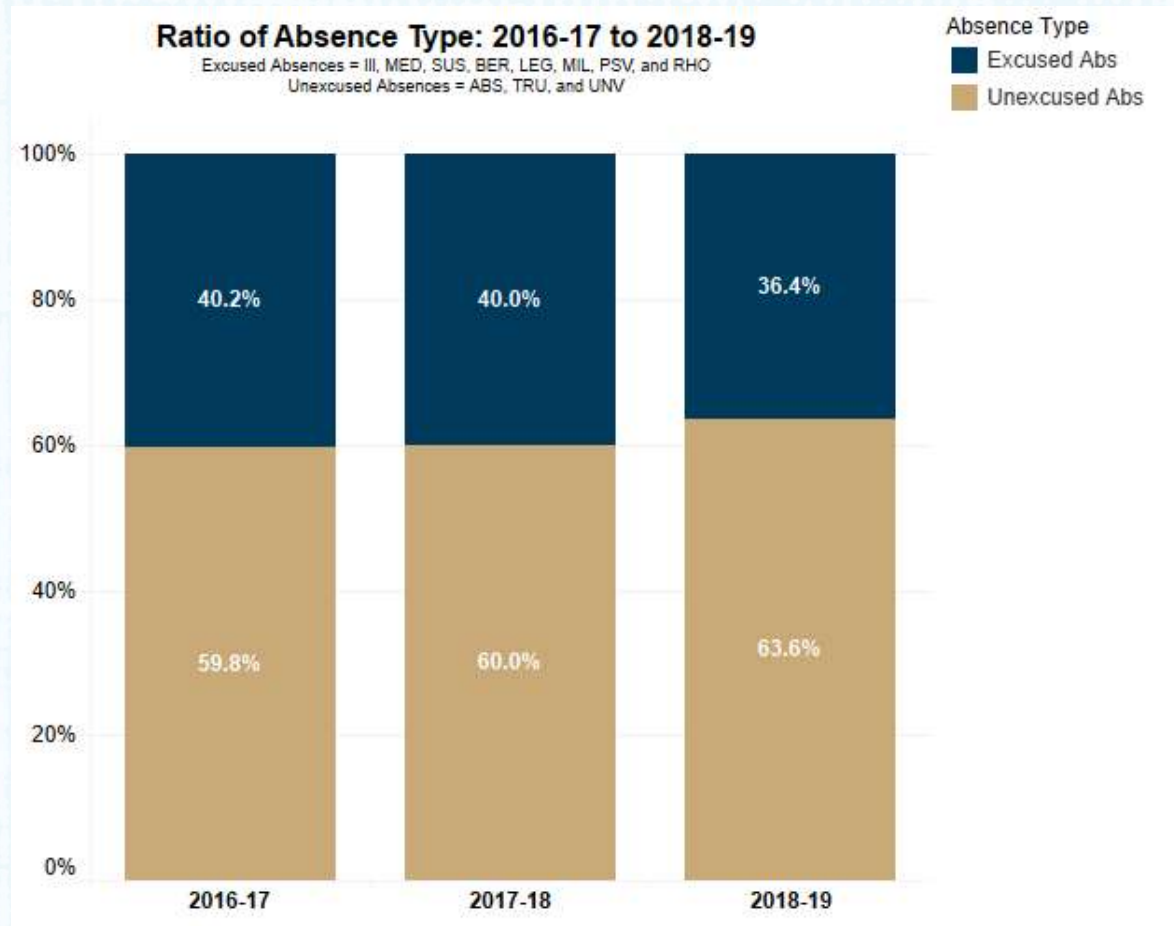
- **Absence codes not used in this analyses include:**

- 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.
- 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 2018-19 (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.

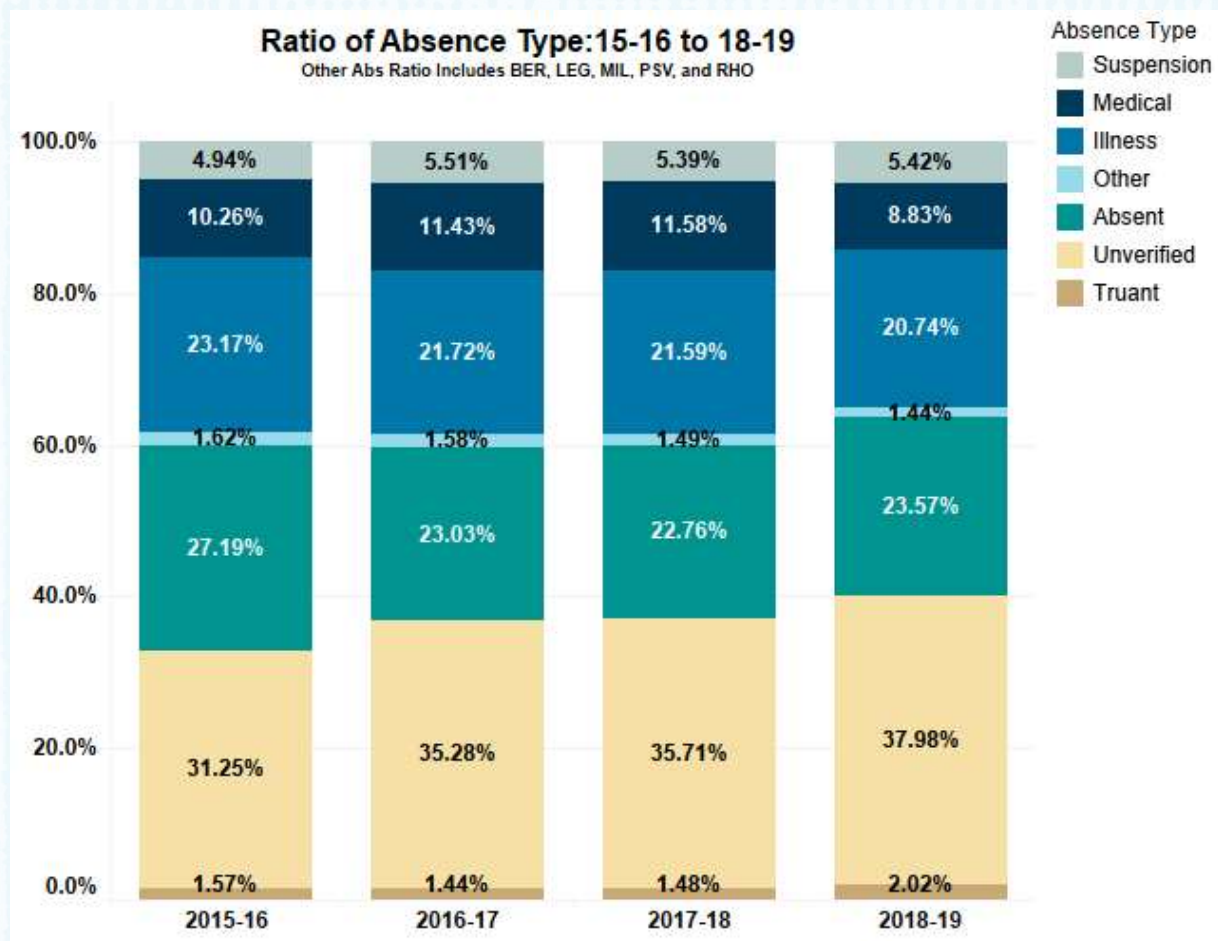
- In 2018-19, unexcused absences made up about 64% of all absences, an increase of about 3.8% over the last two years.
- This increase could be the result of a new practice of converting non-coded absences to unverified after two weeks for state reporting purposes.



# Absence Code Use: 2015-16 to 2018-19 (K-12)

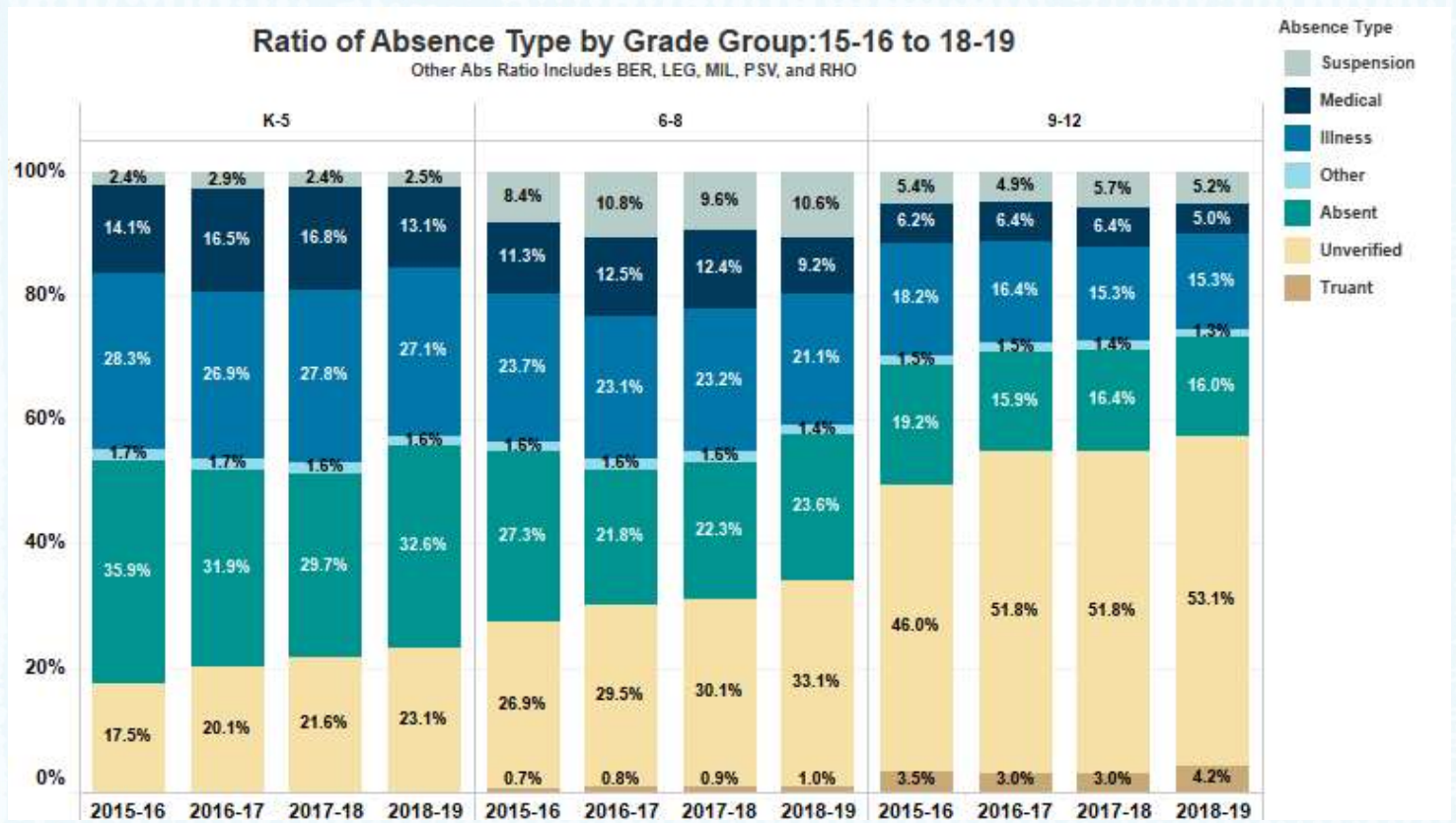
K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- The use of the unverified and absent codes increased in 2018-19 while illness and medical absences decreased slightly.
- The increase in unverified absences could be the result of a new practice of converting non-coded absences to unverified after two weeks for state reporting purposes.



# Absence Code Use by Grade Group and Year: 2015-16 to 2018-19 (K-12)

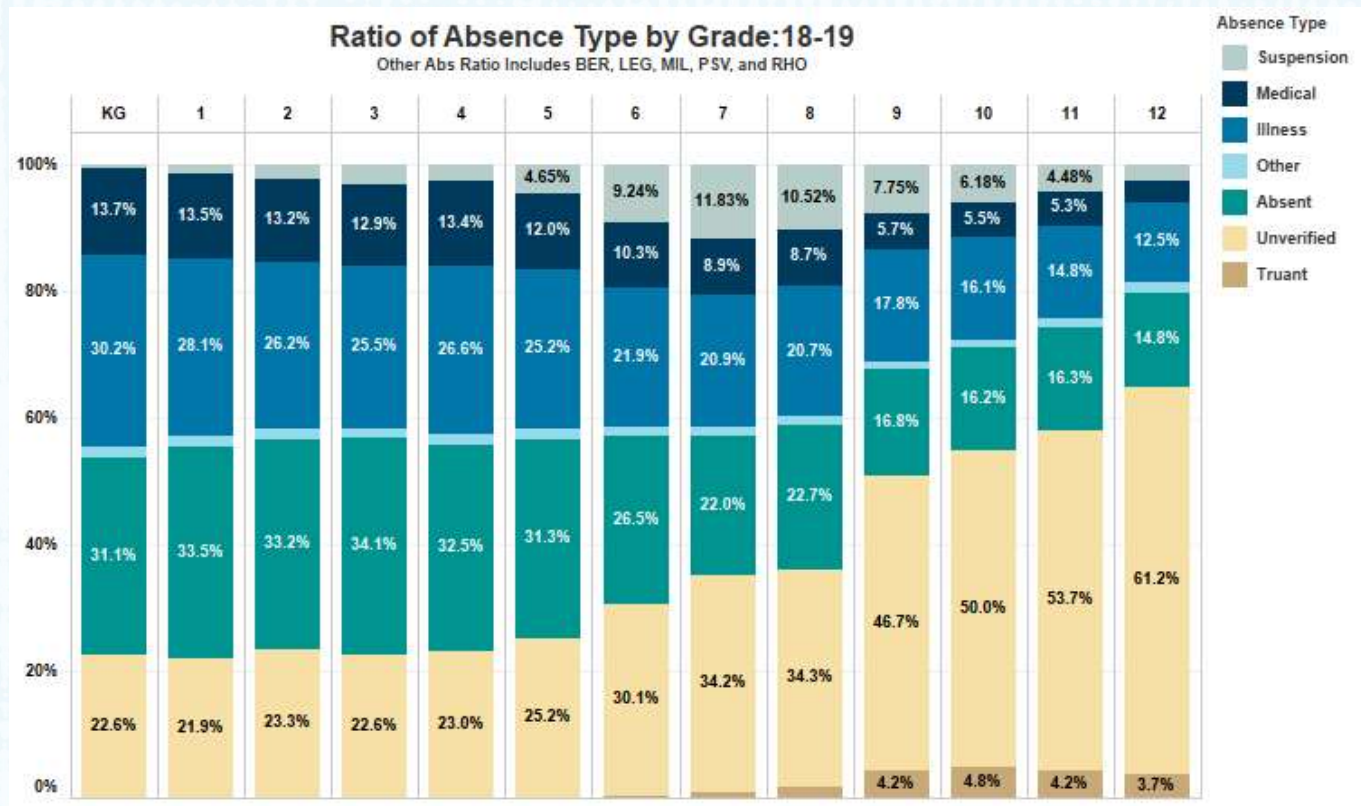
K-12 students enrolled throughout each school year are included in this analysis. See [Data Limitations and Definitions](#) for programs excluded from these counts.



- 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: 2018-19 (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.



- 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 most other codes decreases. Absences due to suspensions peak in 7<sup>th</sup> grade where it makes up almost 12% of all out of school time. The unverified code was used for 61% of all absences of 12<sup>th</sup> grade students in 2018-19.

# 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.
- 2019-20, the conversion from "A" to unverified (UNV) will take place after three weeks to provide school staff more time to update the absence reason.



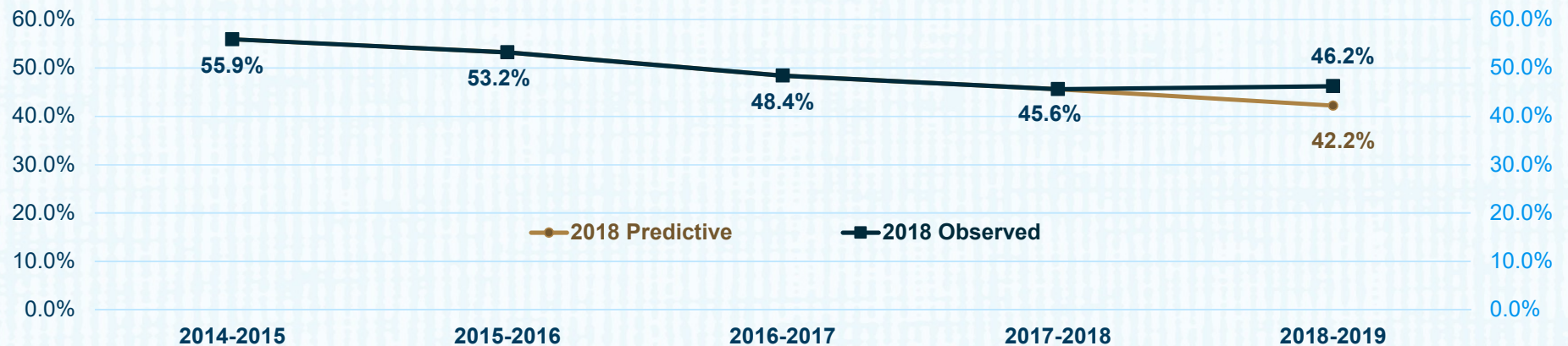
# Strive for 95

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

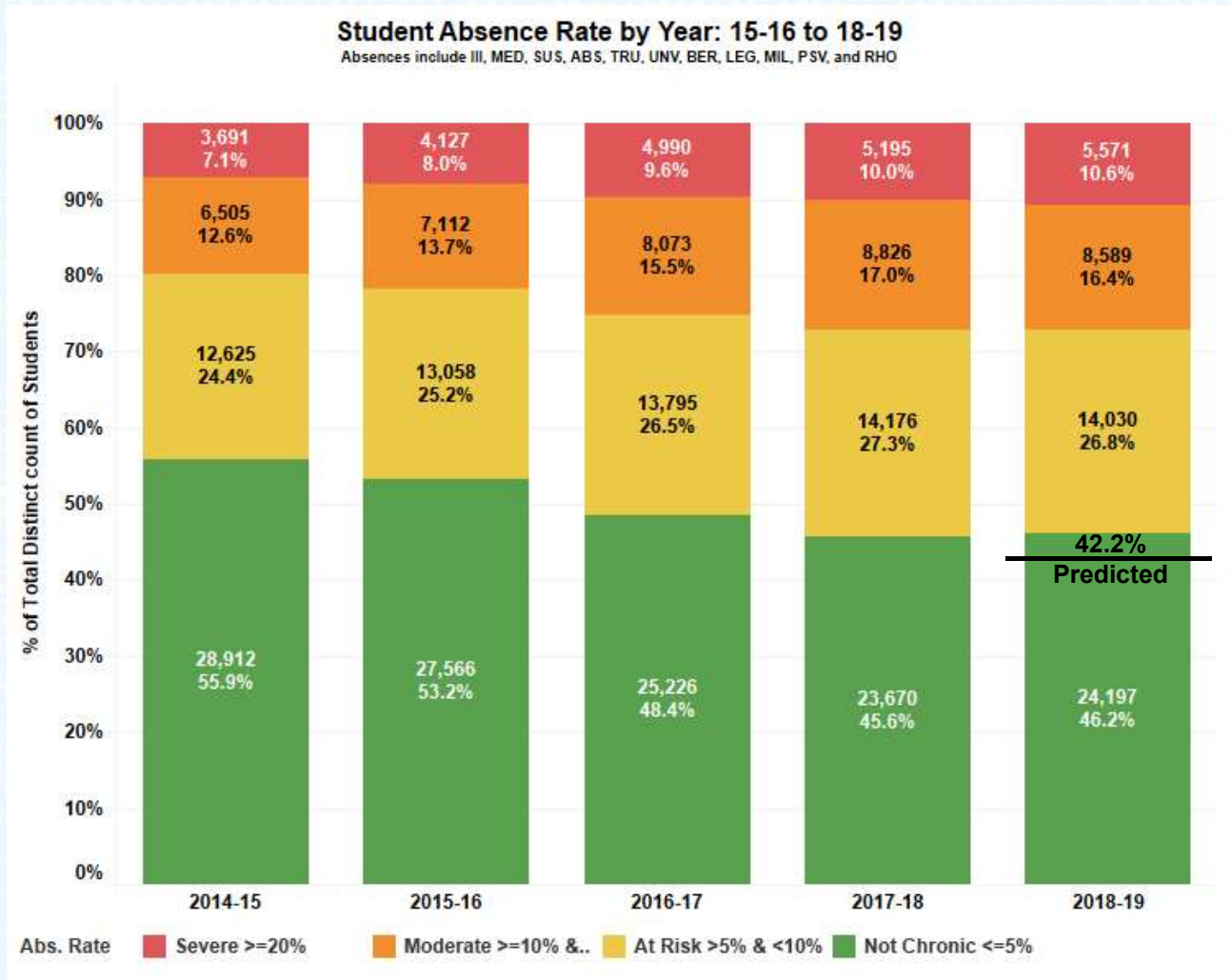
- Between the 2014-15 and 2017-18 school years, the percent of K-12 students attending 95% or more of their school year dropped from about 55.9% to 45.6%. The average rate of decline over this period was about 3.4%.
- Using this average, we would have predicted that the percentage of K-12 students attending 95% of their school year in 2018-19 would have been about 42.2%.
- 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% or more of their school year in 2018-19 was 4% higher than predicted based on the trend over the last four years.**



# Chronic Absenteeism by Year: 2015-16 to 2018-19

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

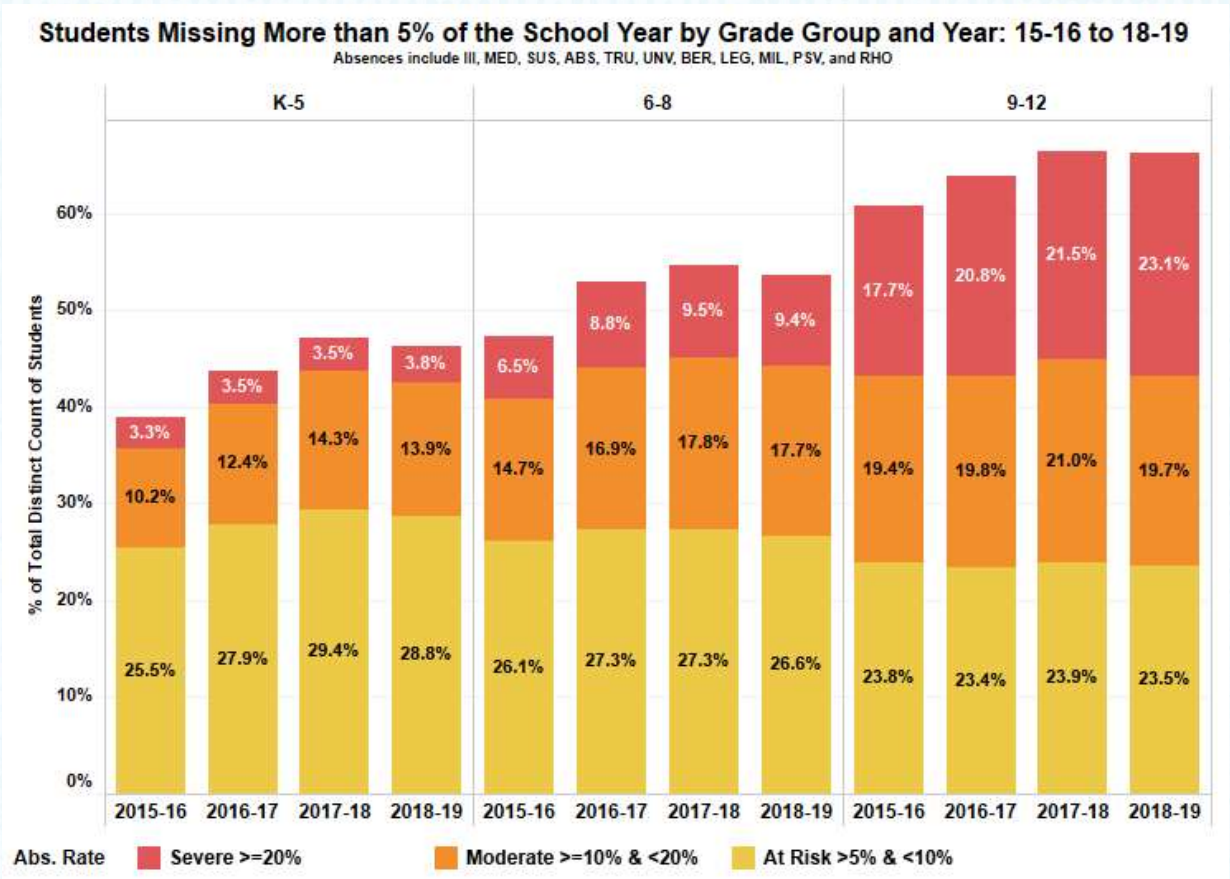
- Chronic Absenteeism is defined as students missing 10% or more of their enrolled time. This would amount to about 17 days for a student enrolled for the entire school year.
- In 2018-19, about 27% of students missed 10% or more of their enrolled time during the year. This is about the same rate as last year.
- This is the first year that the district's chronic absenteeism rate did not increase over the last five years.
- 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 also increased for the first time in the last five school years.



# Students Missing More than 5% of the School Year by Grade Group and Year: 2015-16 to 2018-19 (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 the elementary and middle levels for the first time in five years.
- The percentage of students who missed more than 5% of their school year decreased at all grade levels in 2018-19.
- The school year is approximately 170 days and missing more than 5% of a full year would amount to about 9 days.

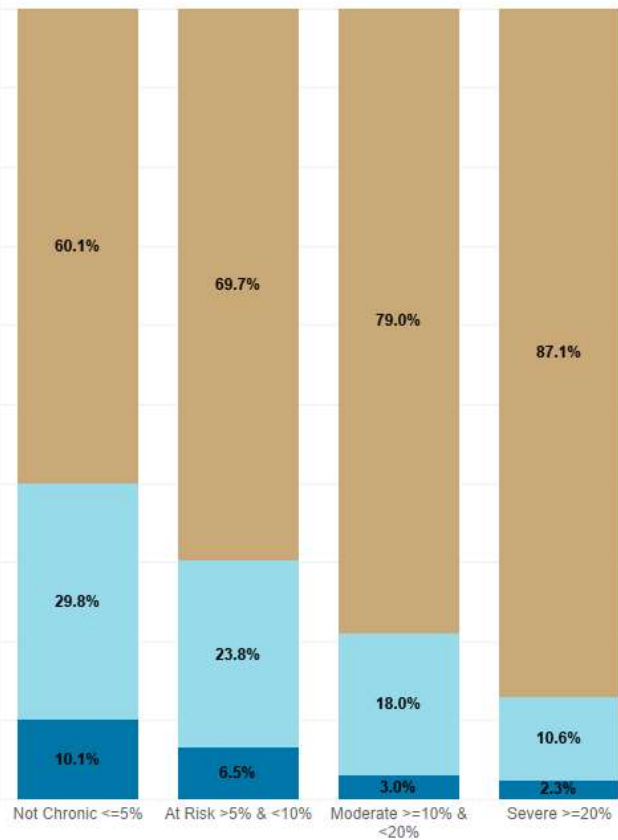


# 2018-19 NSCAS ELA & Math Proficiency by Absence Rate: 2018-19 (3rd-8th)

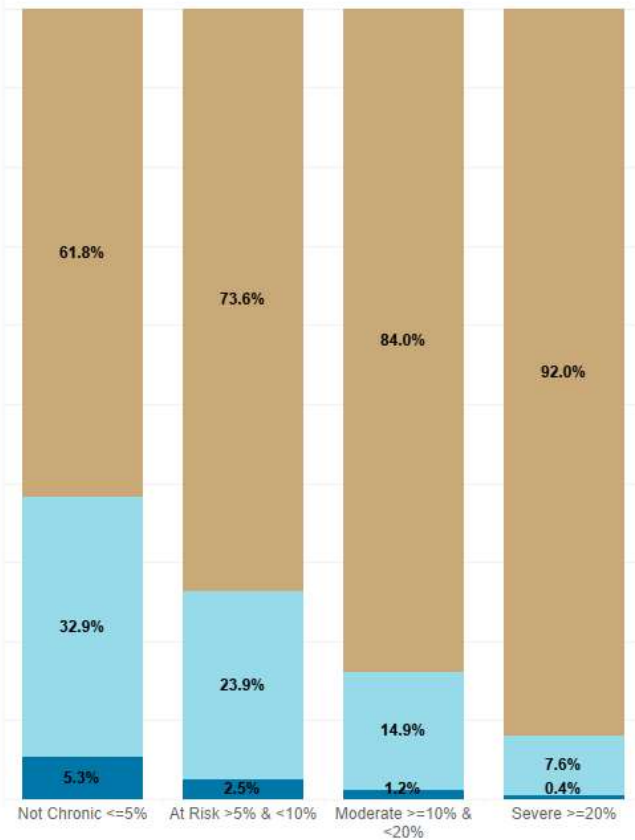
3rd-8th grade students enrolled throughout the 2018-19 school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- 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.

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



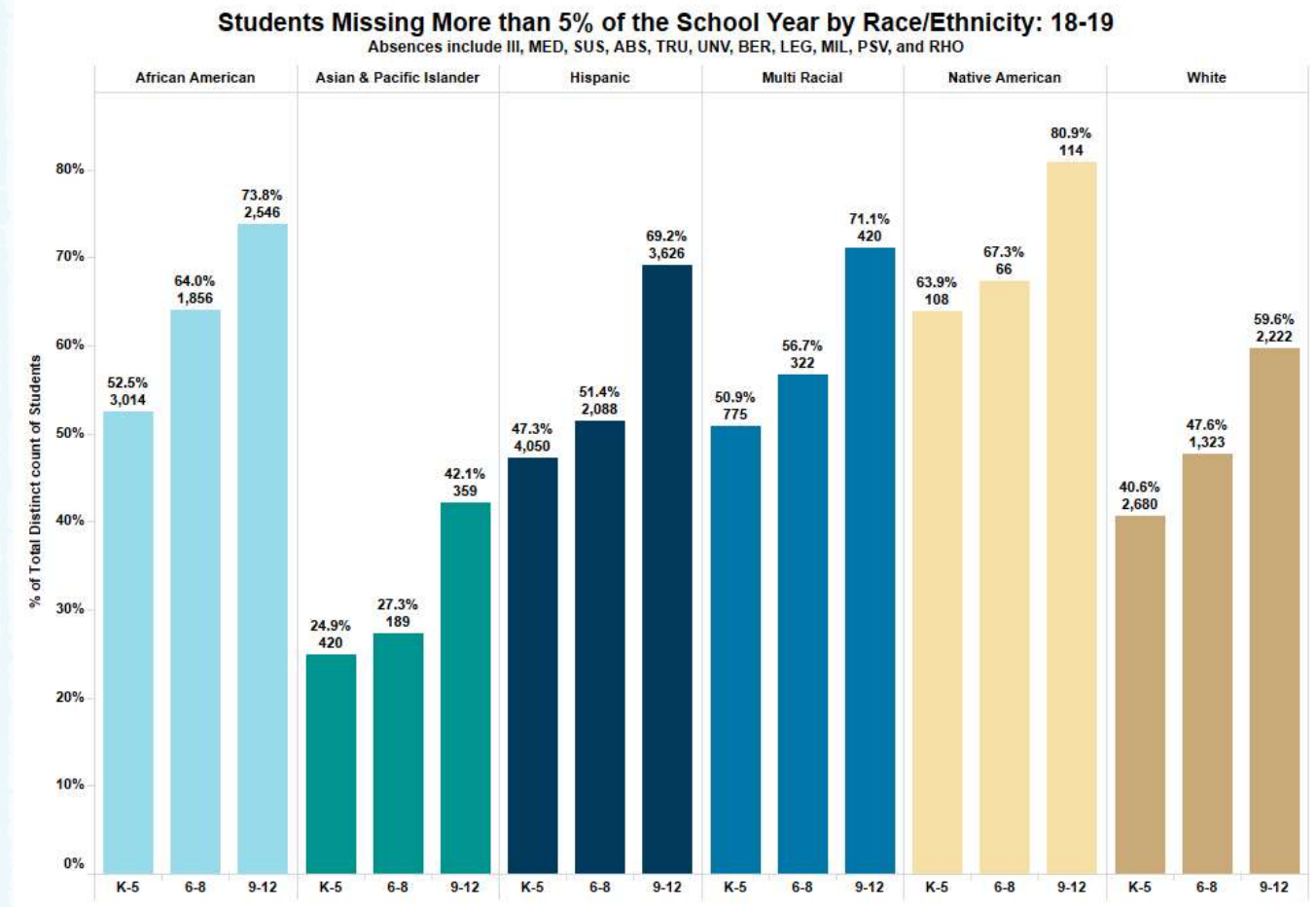
Performance Level  
■ Developing  
■ On Track  
■ CCR Benchmark



# Students Missing More than 5% of the School Year in 2018-19 by Race/Ethnicity

Only K-12 students enrolled at official membership in 2018-19 are included in this analysis. See *Data Limitations and Definitions for programs excluded from these counts.*

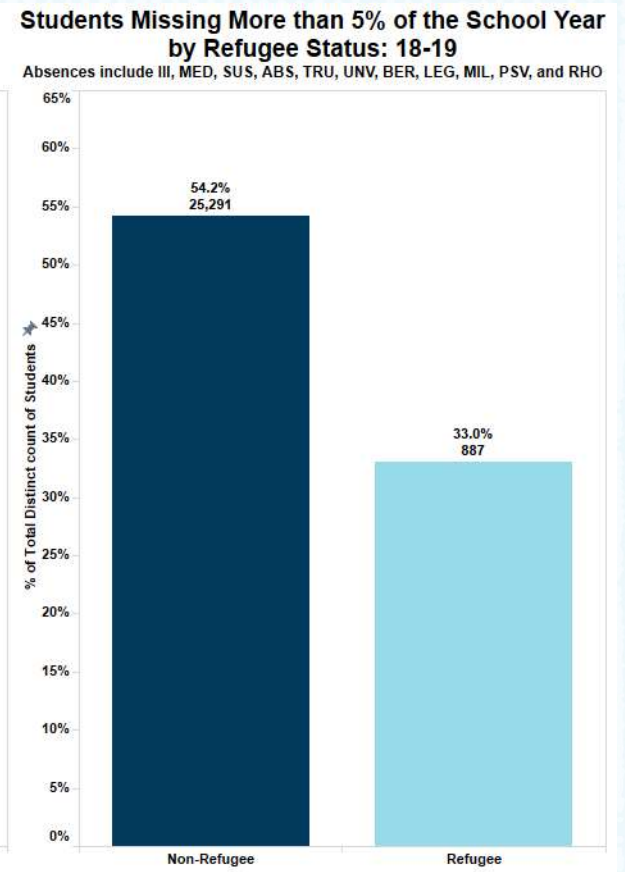
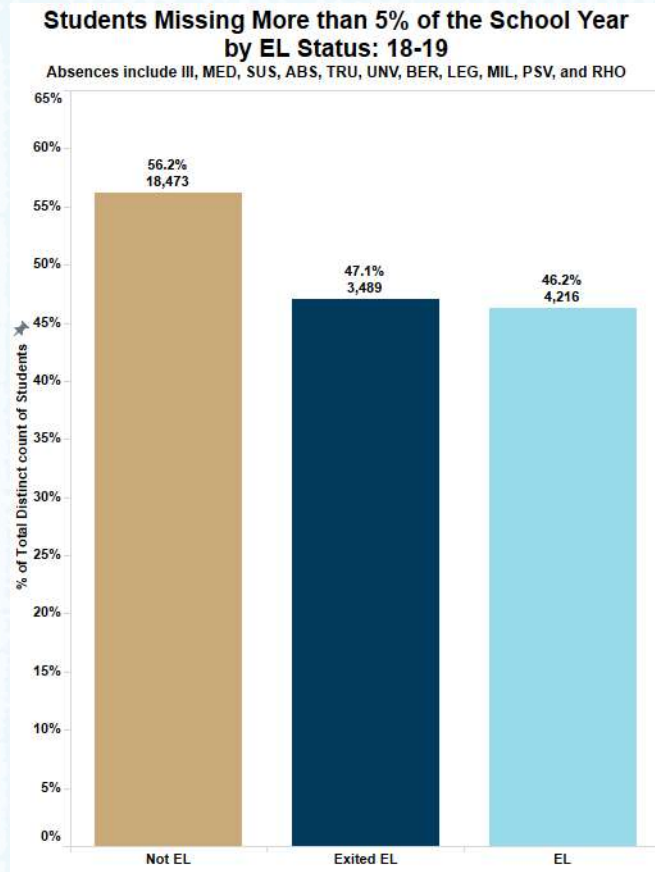
- Attendance for racial and ethnic groups differ but show similar trends between grade levels.



# Students Missing More than 5% of the School Year in 2018-19 by ESL and Refugee Status

Only K-12 students enrolled at official membership in 2018-19 are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

EL includes students who waived EL services.



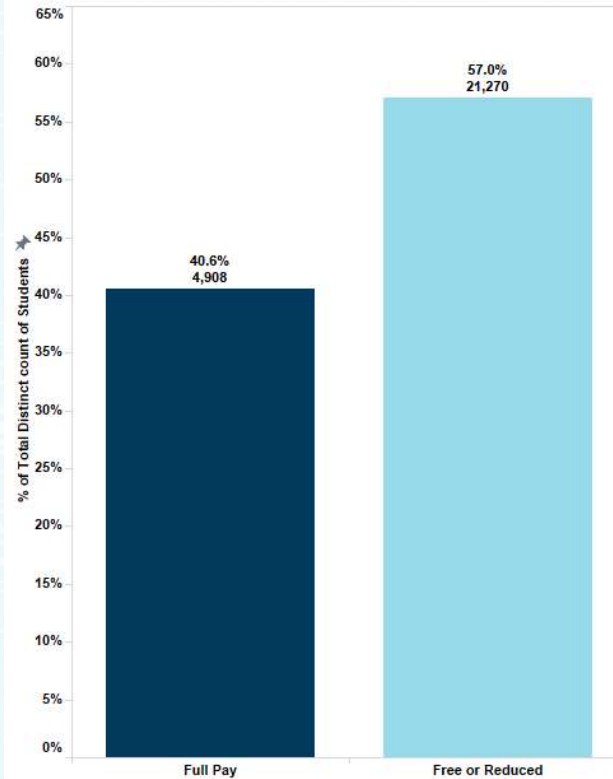
- English learners, exited English learners, and refugee students were less likely to have missed more than 5% of their school year in 2018-19 than students who were not served as English learners or identified as refugees.

# Students Missing More than 5% of the School Year in 2018-19 by F/R Lunch Participation and Special Education Status

Only K-12 students enrolled at official membership in 2018-19 are included in this analysis. See *Data Limitations and Definitions* for programs excluded from these counts.

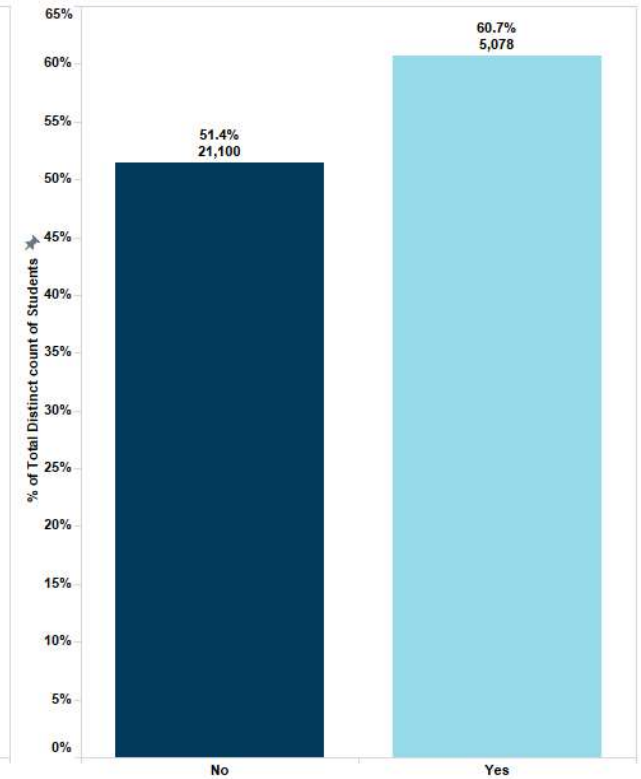
**Students Missing More than 5% of the School Year by F/R Lunch Participation: 18-19**

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: 18-19**

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



- In 2018-19, 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.

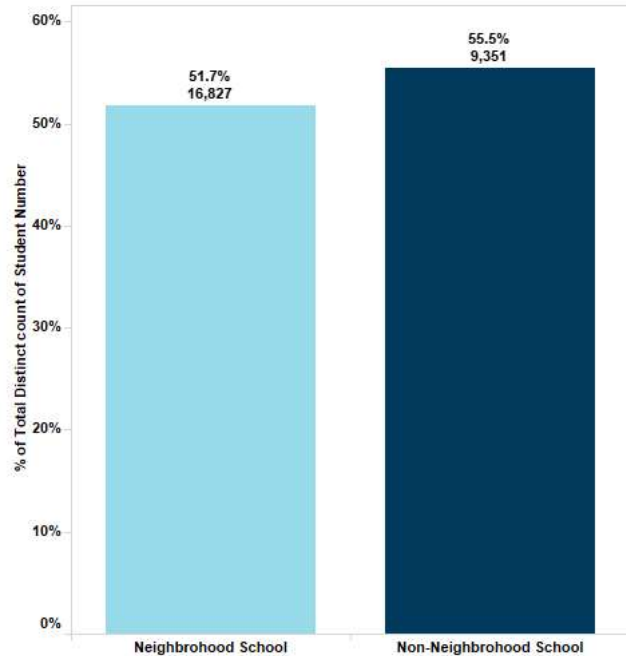


# Students Missing More than 5% of the school year in 2018-19 by Transportation and School Status

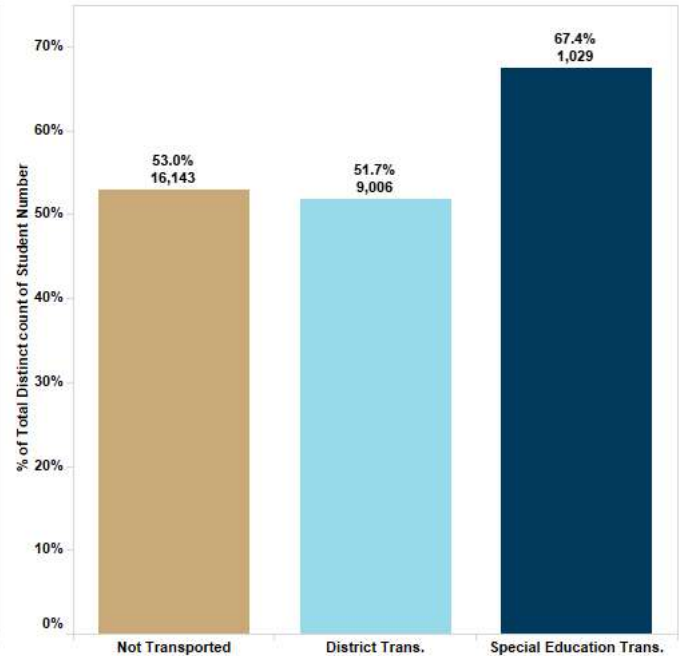
Only K-12 students enrolled at official membership in 2018-19 are included in this analysis. See *Data Limitations and Definitions* for programs excluded from these counts.

- In 2018-19, 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: 18-19**  
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: 18-19**  
Absences include Ill, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, and RHO



# High School Student Absence Rates in 2018-19 by District Transportation

Only grade 9-12 students enrolled at official membership in 2018-19 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 44% of non-transported students missed 10% or more of their school year in 2018-19 compared to about 38% of all transported students.

