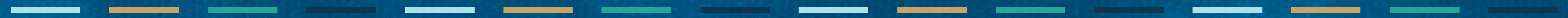# Attendance and Absenteeism

2020-2021 School Year: January 2022

Data Limitations and Definitions

- The 2020-21 school year featured fluctuating proportions of fully remote, partial remote, and in person learning for all students. Attendance data includes all days a student was enrolled regardless of the learning type. Comparing 2020-21 to other school years may not be appropriate.

- Due to the national health emergency (i.e., COVID-19) the spring school calendar was impacted and all 2019-20 attendance data is only through 3/6/2020. Comparing 2019-20 to other school years may not be appropriate.

- The 2019-20 version of this report depicts slightly different rates for 2019-20 because of an omission of one school (Gifford Park) in the reporting.

- 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, 2020.

- Some program locations were excluded because they use different attendance taking methods or are not a traditional school environment. These include:
  - Accelere
  - 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.

OMAHA Public Schools

Data Limitations and Definitions

The absence codes used in this analyses include:

Excused absences:

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

Unexcused absences include:

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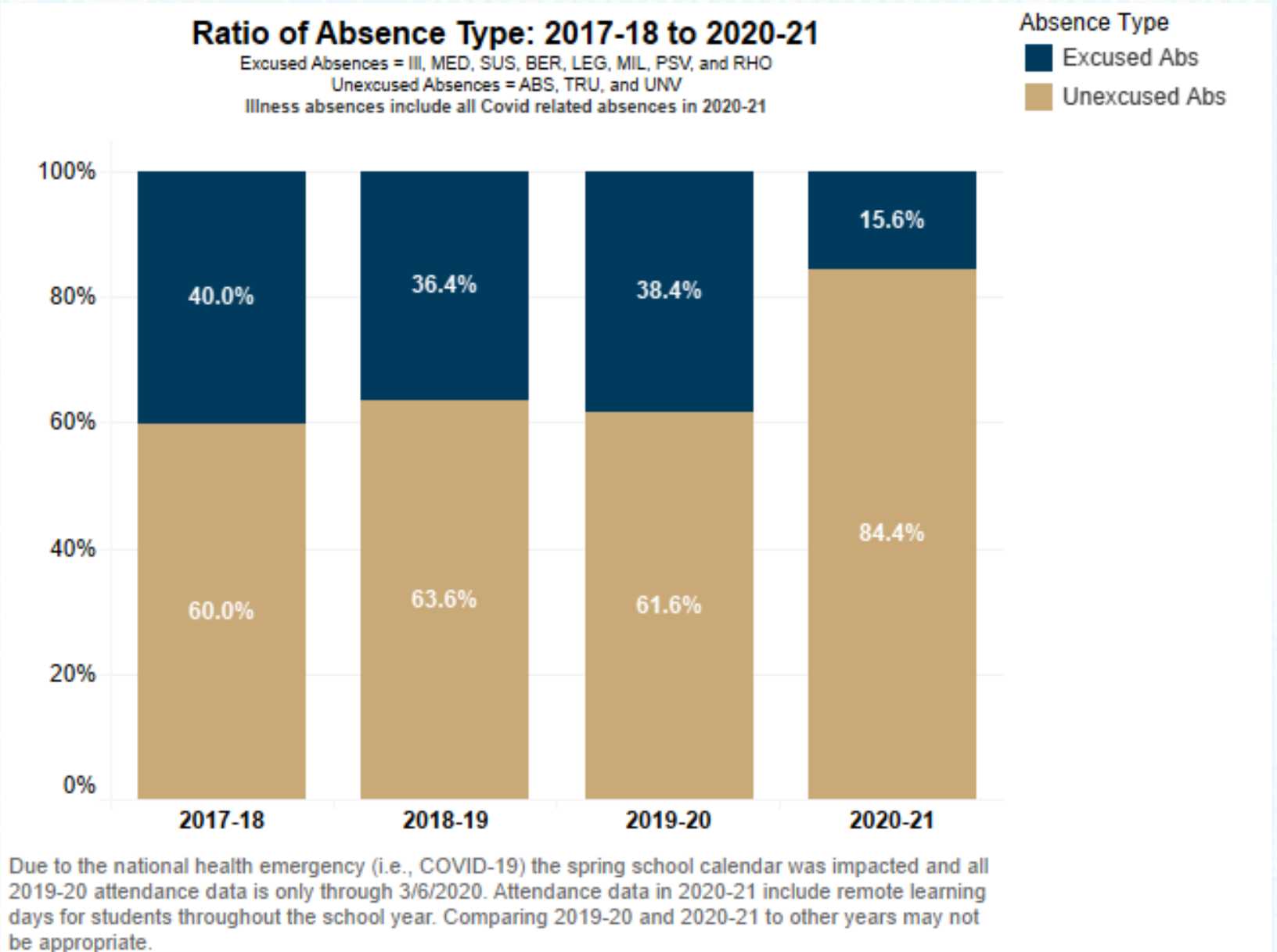
Absence codes not used in this analyses because they are exempt include:

- **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 identify the reason the student was not in class.
- **Student Success Center (SSC)** - Student is assigned to the Student Success Center.
- **OPS Student Transportation (BUS)** - The principal, or designee, provides notice that there has been a delay due to District provided transportation.
- **Interim (INT)** - The student is in an interim school setting.
- **Technology (TECH)** - The student had technology issues preventing them from participating in remote learning.

Absence Code Use: 2017-18 to 2020-21 (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.
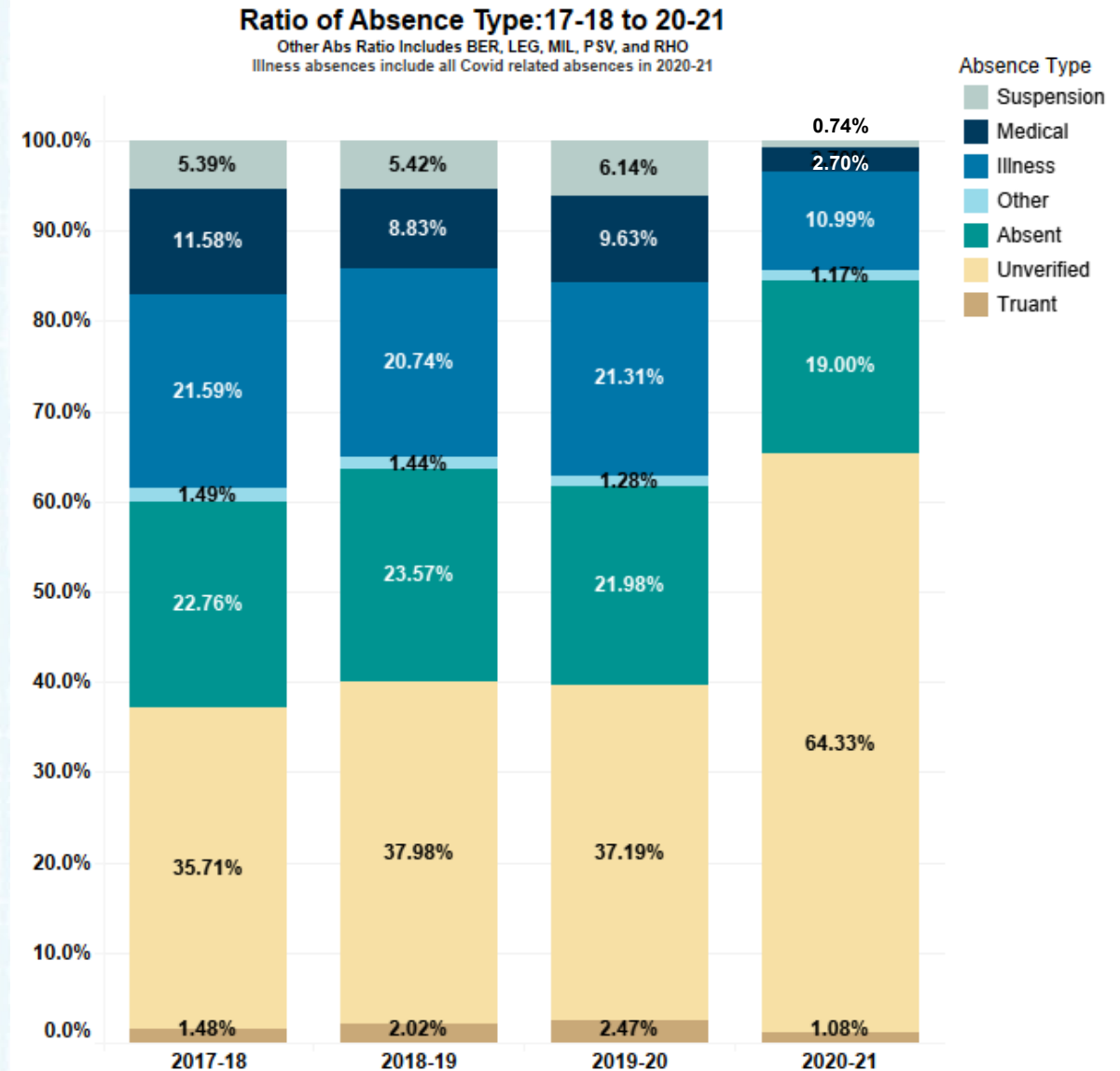
- In 2020-21, unexcused absences made up about 84% of all absences, an increase of 22% from the 2019-20 school year.
- While all students learned remotely for some period in 2020-21, more than 10,000 students were remote for the entire school year. This likely impacted how attendance codes were used by staff and how families reported student absences.

Ratio of Absence Type: 2017-18 to 2020-21
Excused Absences = Ill, MED, SUS, BER, LEG, MIL, PSV, and RHO
Unexcused Absences = ABS, TRU, and UNV
Illness absences include all Covid related absences in 2020-21

Absence Type
- Excused Abs
- Unexcused Abs

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. Attendance data in 2020-21 include remote learning days for students throughout the school year. Comparing 2019-20 and 2020-21 to other years may not be appropriate.

Absence Code Use: 2017-18 to 2020-21 (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 increased 27% between 2019-20 and 2020-21.

- The use of the medical, illness, and suspension absence codes all decreased between 2019-20 and 2020-21.

Ratio of Absence Type:17-18 to 20-21
Other Abs Ratio Includes BER, LEG, MIL, PSV, and RHO
Illness absences include all Covid related absences in 2020-21

Absence Type
- Suspension
- Medical
- Illness
- Other
- Absent
- Unverified
- Truant

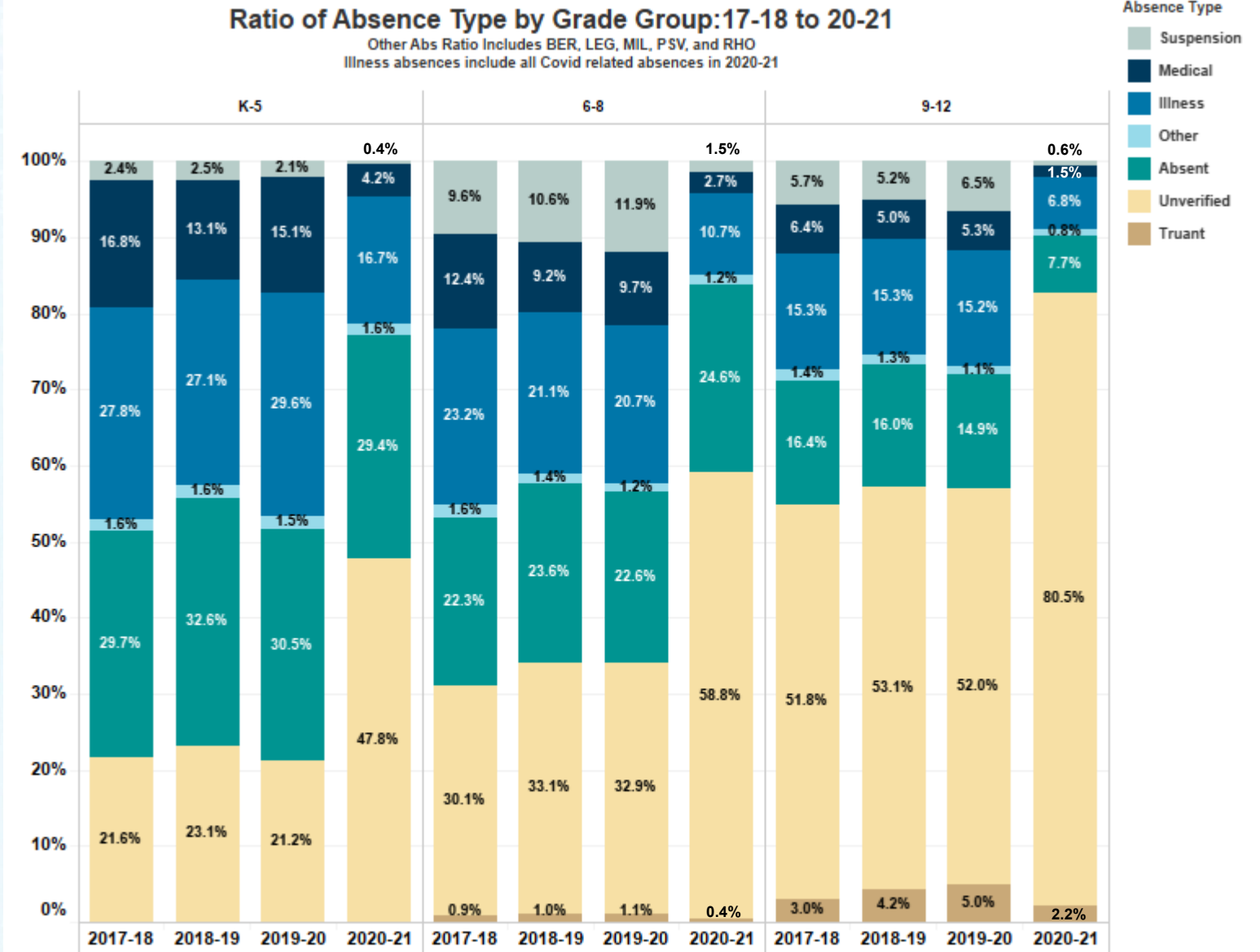|	2017-18	2018-19	2019-20	2020-21
Suspension	5.39%	5.42%	6.14%	0.74%
Medical	11.58%	8.83%	9.63%	2.70%
Illness	21.59%	20.74%	21.31%	10.99%
Other	1.49%	1.44%	1.28%	1.17%
Absent	22.76%	23.57%	21.98%	19.00%
Unverified	35.71%	37.98%	37.19%	64.33%
Truant	1.48%	2.02%	2.47%	1.08%

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. Attendance data in 2020-21 include remote learning days for students throughout the school year. Comparing 2019-20 and 2020-21 to other years may not be appropriate.

OMAHA Public Schools

Absence Code Use by Grade Group and Year: 2017-18 to 2020-21 (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.
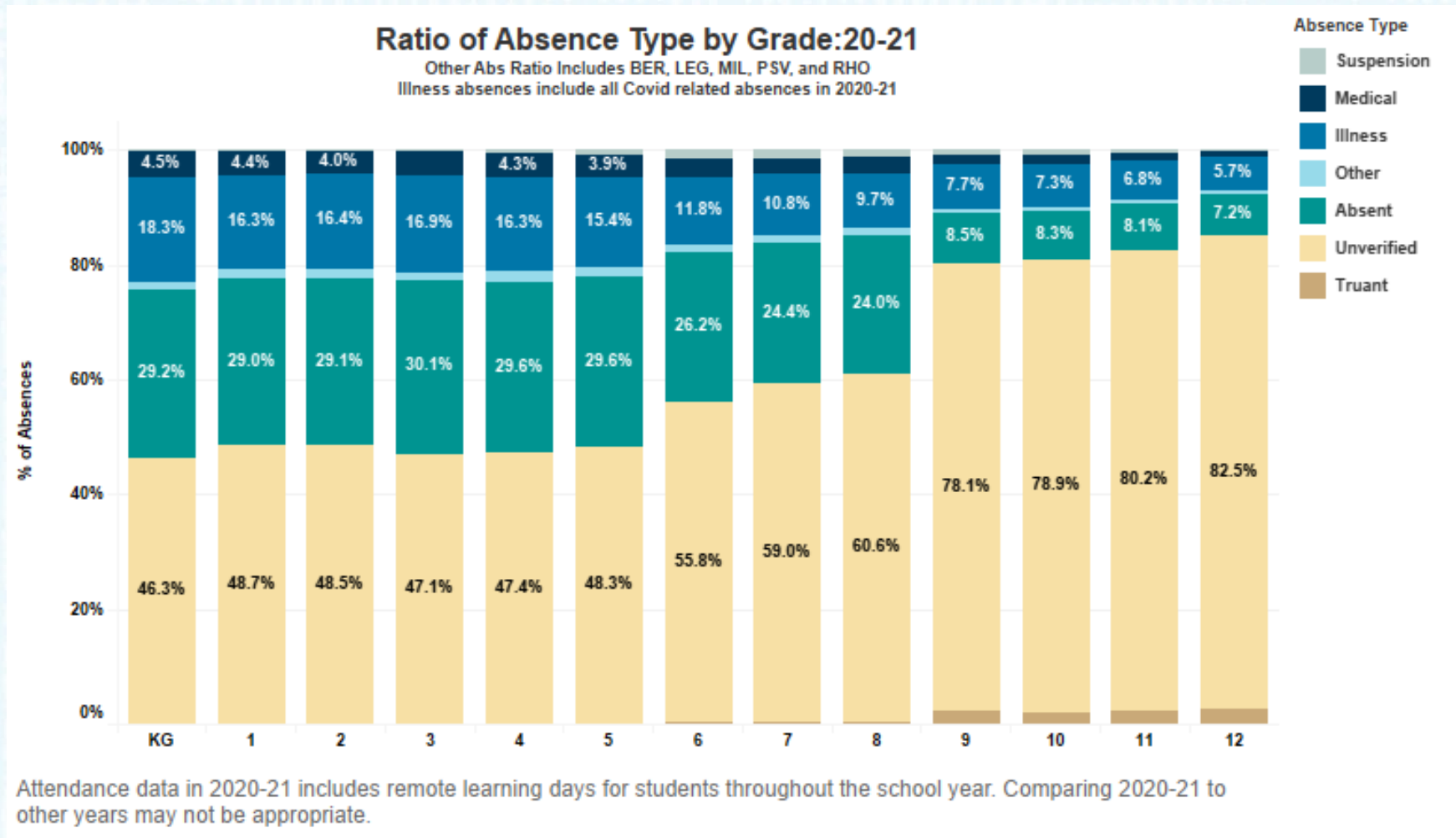
- The use of the unverified absence code increased at all grade level between 2019-20 and 2020-21.

- The use of the suspension absence code decreased at all levels between 2019-20 and 2020-21.

- The use of the medical and illness absence codes also decreased at all levels between 2019-20 and 2020-21.

Ratio of Absence Type by Grade Group:17-18 to 20-21
Other Abs Ratio Includes BER, LEG, MIL, PSV, and RHO
Illness absences include all Covid related absences in 2020-21

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. Attendance data in 2020-21 include remote learning days for students throughout the school year. Comparing 2019-20 and 2020-21 to other years may not be appropriate.

Absence Code Use by Grade: 2020-21 (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.

Ratio of Absence Type by Grade: 20-21
Other Abs Ratio Includes BER, LEG, MIL, PSV, and RHO
Illness absences include all Covid related absences in 2020-21

Attendance data in 2020-21 includes remote learning days for students throughout the school year. Comparing 2020-21 to other years may not be appropriate.

- The use of the unverified absence code as a percentage of all absences generally increases as a student's grade level increases, while the use of most other codes decreases.
- The unverified code was used for about 83% of all absences of 12th grade students in 2020-21.
- Absences due to suspensions peak in 6th-8th grade as in previous years.

Excused, Unexcused, and Absence Code Use Review

- The unverified and absent codes make up more than half of all absences in normal years. This lack of information about the specific reasons that students are absent makes it difficult to fully understand absenteeism in our District.

- The use of the unverified and absent codes is highest at the high school level where absenteeism is most pronounced.

- At the high school level, teachers use an "A" code when a student is not in class, and they will change it to a Tardy "T" if they arrive late in any period other than the first period of the school day.

- "A" codes that were not updated/changed in Infinite Campus to a specific absence reason are subsequently converted to an unverified (UNV) absence after three weeks which inflates that category of absence.

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

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 in 2018-19 and 2019-20.
- In 2020-21, the percentage of students attending for 95% of their year decreased by almost 8%.
- The 2020-21 school year was significantly impacted by the national health emergency (i.e., COVID-19). All students were learning remotely at the beginning of the school year and most students gradually returned to fully in-person learning by the end of the year. More than 10,000 students learned remotely for the entire school year, and more than half of all present student time was remote. The dramatic change in attendance rates in 2020-21 suggests that the pandemic and the varied learning models likely impacted student attendance and attendance record keeping in several ways.
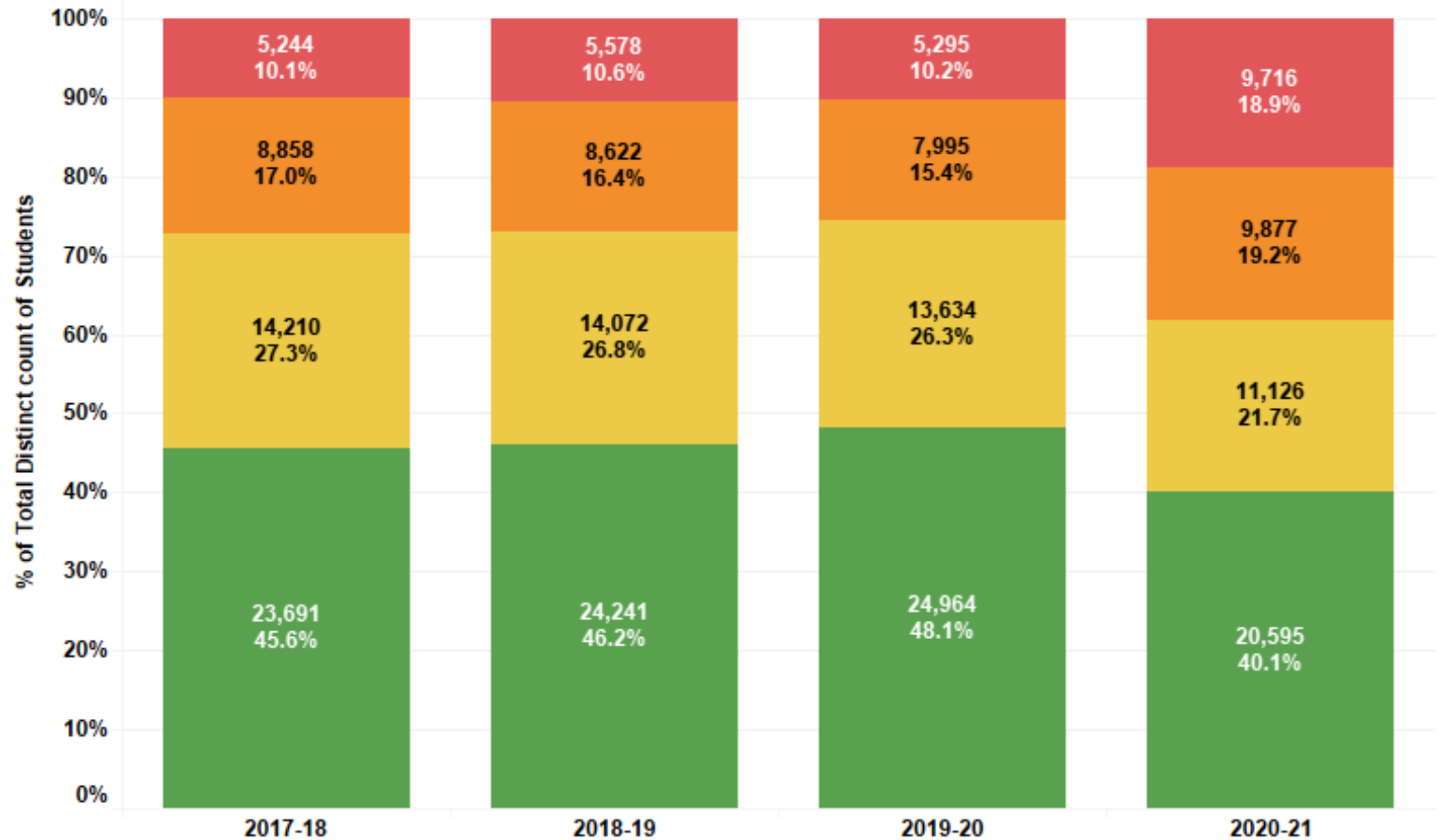

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-21
	55.9%	53.2%	48.4%	45.6%	46.2%	48.1%	40.1%

Chronic Absenteeism by Year: 2017-18 to 2020-21

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

- Chronic Absenteeism, represented by the orange and red bars in the chart to the right, 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 2020-21, about 38.1% of students missed 10% or more of their enrolled time during the year, a 12.5% increase compared to the 2019-20 school year.

- Students achieving the Strive for 95 goal are represented by the green bar. The percentage of students attending for 95% or more of the school year decreased by 8% compared to the 2019-20 school year.

Student Absence Rate by Year: 17-18 to 20-21
Absences include Ill, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, RHO, and Covid related absences in 20-21

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. Attendance data in 2020-21 include remote learning days for students throughout the school year. Comparing 2019-20 and 2020-21 to other years may not be appropriate.

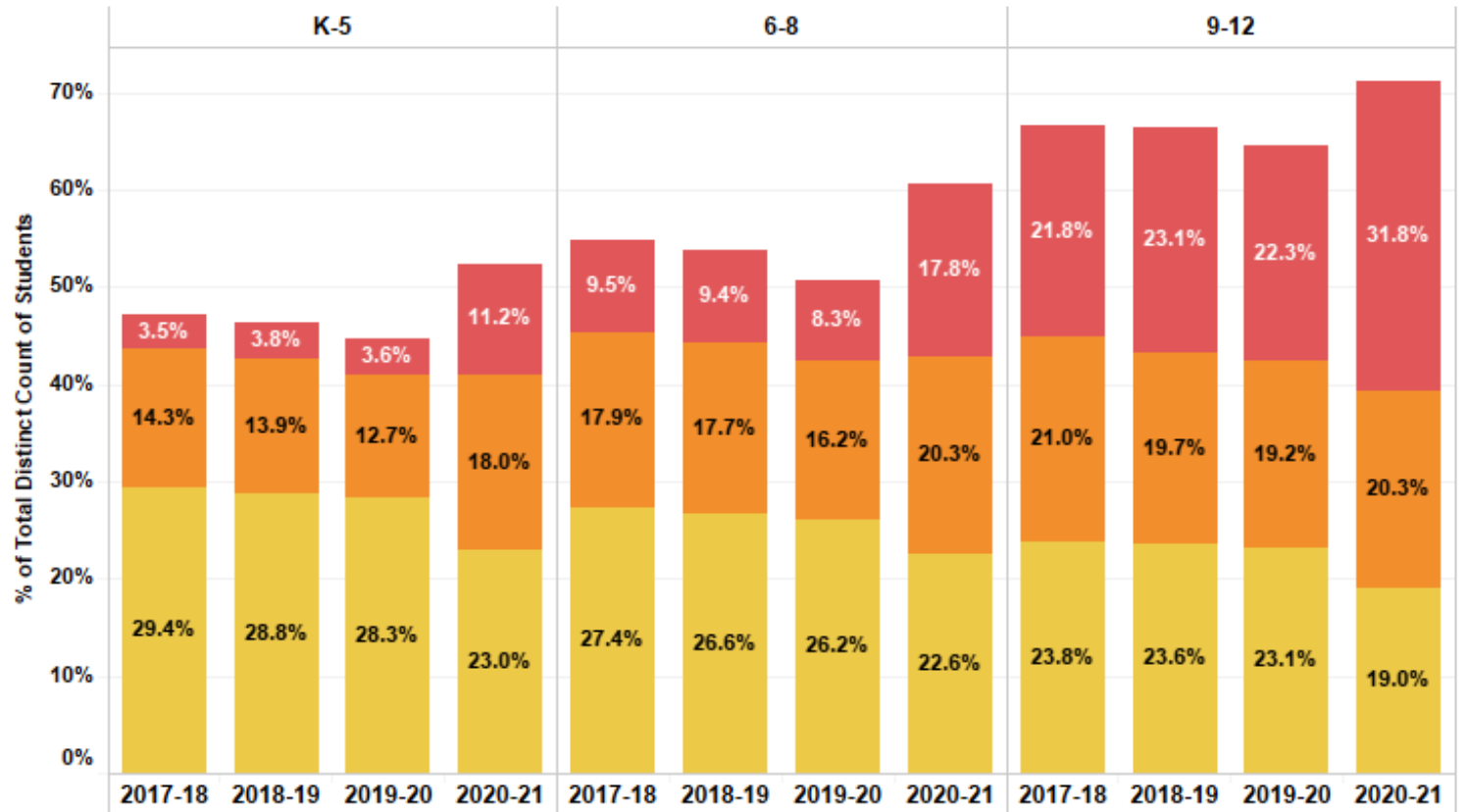| Abs. Rate | Severe >=20% | Moderate >=10% & <20% | At Risk >5% & <10% | Not Chronic <=5% |

Students Missing More than 5% of the School Year by Grade Group and Year: 2017-18 to 2020-21 (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.

- An increase in the percentage of chronically absent students (missing more than 10% of the year) occurred at all grade levels in 2020-21.
- The percentage of students who missed more than 5% of their school year also increased at all grade levels in 2020-21.
- In a normal school year of approximately 170 days, missing more than 5% of a full year would amount to about 9 days.

Students Missing More than 5% of the School Year by Grade Group and Year: 17-18 to 20-21

Absences include Ill, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, RHO, and Covid related absences in 20-21

% of Total Distinct Count of Students

K-5

	2017-18	2018-19	2019-20	2020-21
Severe	3.5%	3.8%	3.6%	11.2%
Moderate	14.3%	13.9%	12.7%	18.0%
At Risk	29.4%	28.8%	28.3%	23.0%

6-8

	2017-18	2018-19	2019-20	2020-21
Severe	9.5%	9.4%	8.3%	17.8%
Moderate	17.9%	17.7%	16.2%	20.3%
At Risk	27.4%	26.6%	26.2%	22.6%

9-12

	2017-18	2018-19	2019-20	2020-21
Severe	21.8%	23.1%	22.3%	31.8%
Moderate	21.0%	19.7%	19.2%	20.3%
At Risk	23.8%	23.6%	23.1%	19.0%

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. Attendance data in 2020-21 include remote learning days for students throughout the school year. Comparing 2019-20 and 2020-21 to other years may not be appropriate.
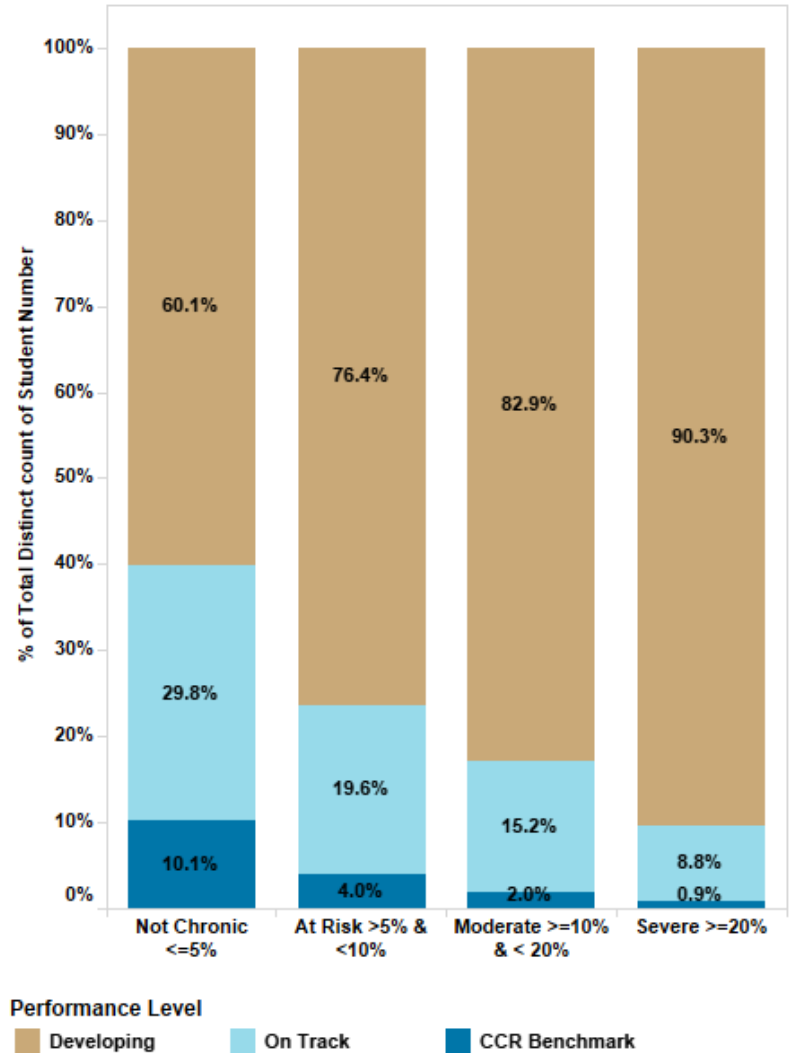
Abs. Rate — Severe >=20% — Moderate >=10% & <20% — At Risk >5% & <10%

OMAHA+ Public Schools

12

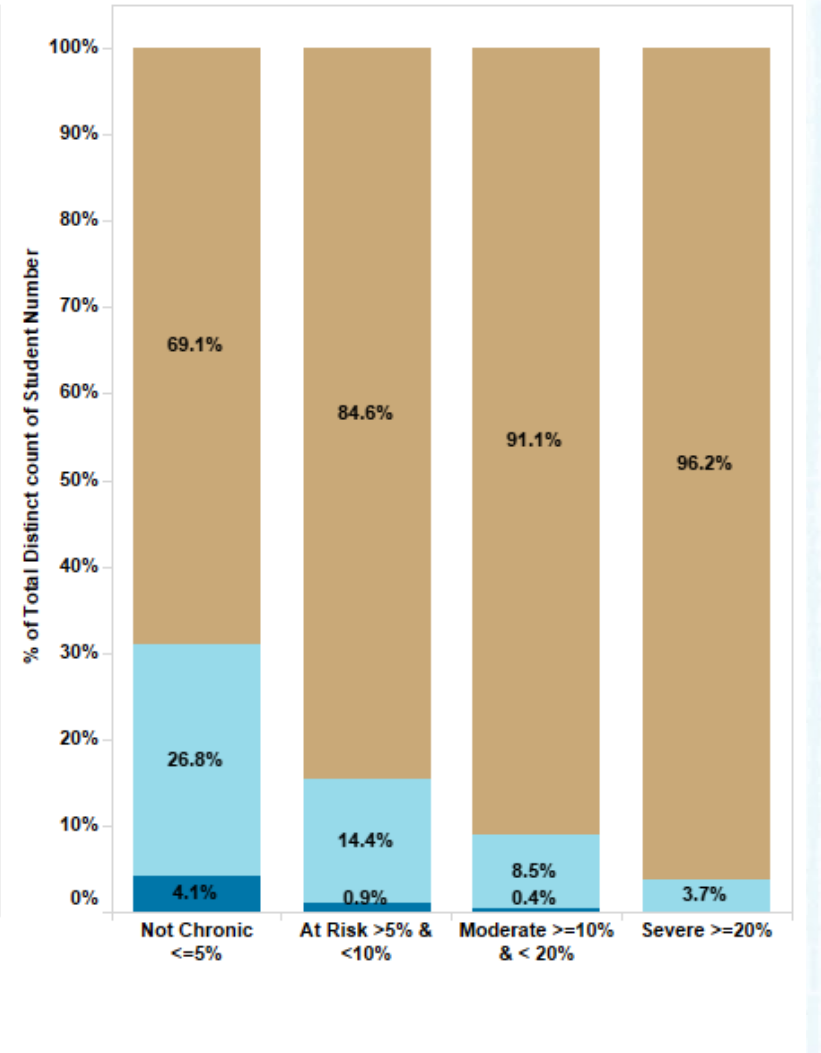# 2020-21 NSCAS ELA & Math Proficiency by Absence Rate: 2020-21 (3rd-8th)

Only grade 3-8 students enrolled at official membership in 2020-21 are included in this analysis. The 2020-21 NSCAS test was a pilot and not all students tested due to remote learning. These data should not be compared to previous years or used for other purposes.

- 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.

3rd-8th NSCAS ELA Proficiency by Student Absence Rate: 20-21
Absences include III, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, RHO, and Covid related absences in 20-21

3rd-8th NSCAS Math Proficiency by Student Absence Rate: 20-21
Absences include III, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, RHO, and Covid related absences in 20-21

Performance Level: Developing | On Track | CCR Benchmark
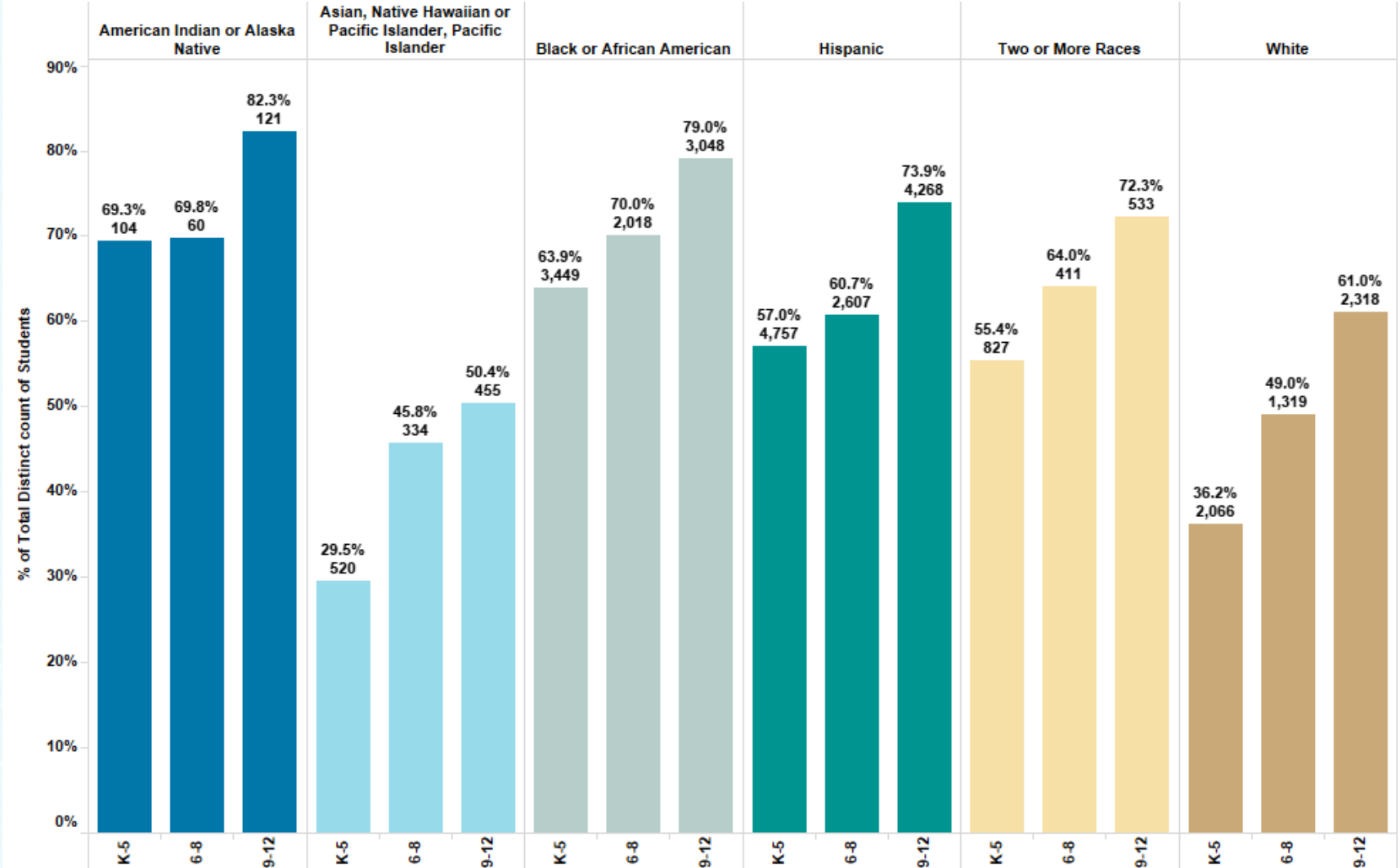
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Students Missing More than 5% of the School Year in 2020-21 by Race/Ethnicity

Only K-12 students enrolled at official membership in 2020-21 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 by Race/Ethnicity: 20-21
Absences include ILL, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, RHO, and Covid related absences in 20-21

% of Total Distinct count of Students

American Indian or Alaska Native
- K-5: 69.3% / 104
- 6-8: 69.8% / 60
- 9-12: 82.3% / 121

Asian, Native Hawaiian or Pacific Islander, Pacific Islander
- K-5: 29.5% / 520
- 6-8: 45.8% / 334
- 9-12: 50.4% / 455

Black or African American
- K-5: 63.9% / 3,449
- 6-8: 70.0% / 2,018
- 9-12: 79.0% / 3,048

Hispanic
- K-5: 57.0% / 4,757
- 6-8: 60.7% / 2,607
- 9-12: 73.9% / 4,268

Two or More Races
- K-5: 55.4% / 827
- 6-8: 64.0% / 411
- 9-12: 72.3% / 533

White
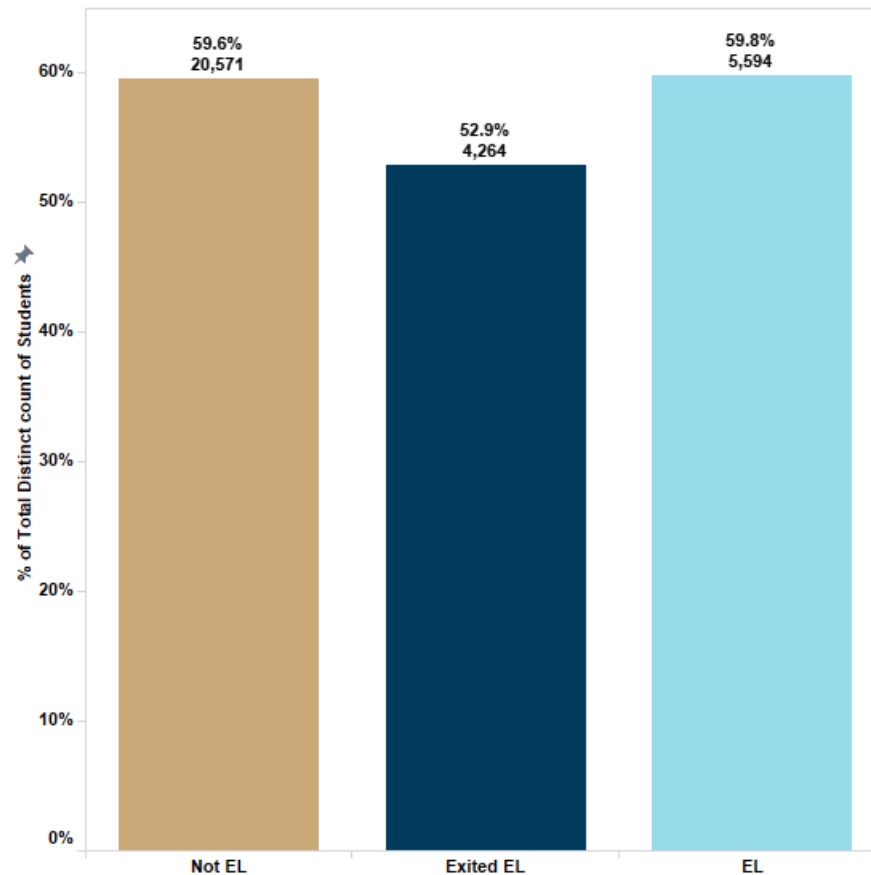- K-5: 36.2% / 2,066
- 6-8: 49.0% / 1,319
- 9-12: 61.0% / 2,318

Attendance data in 2020-21 includes remote learning days for students throughout the school year. Comparing 2020-21 to other years may not be appropriate.

OMAHA Public Schools

Students Missing More than 5% of the School Year in 2020-21 by EL and Refugee Status
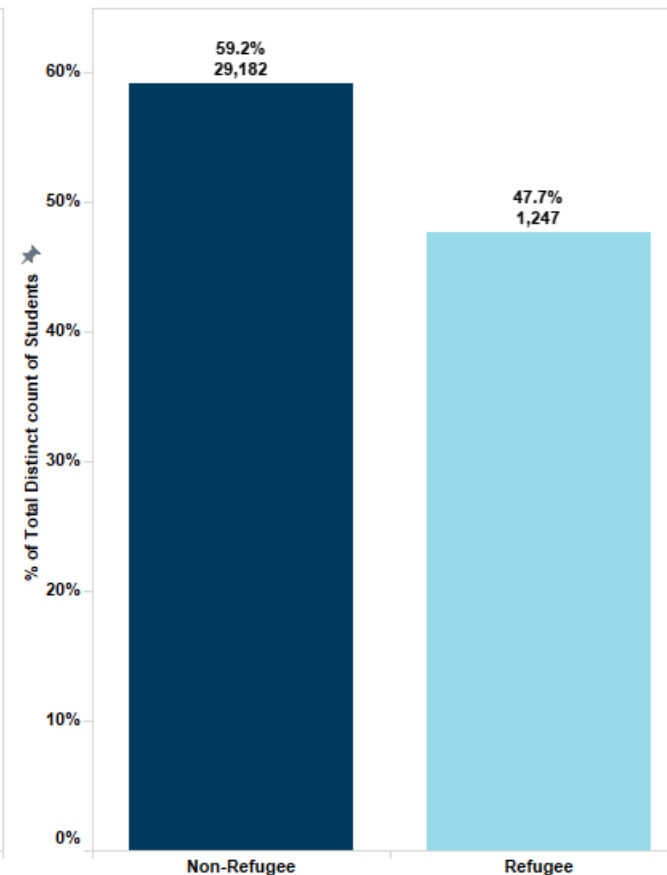
Only K-12 students enrolled at official membership in 2020-21 are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

EL includes students who waived EL services.

Students Missing More than 5% of the School Year by EL Status: 20-21
Absences include Ill, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, RHO, and Covid related absences in 20-21

- Not EL: 59.6% — 20,571
- Exited EL: 52.9% — 4,264
- EL: 59.8% — 5,594

% of Total Distinct count of Students

Students Missing More than 5% of the School Year by Refugee Status: 20-21
Absences include Ill, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, RHO, and Covid related absences in 20-21

- Non-Refugee: 59.2% — 29,182
- Refugee: 47.7% — 1,247

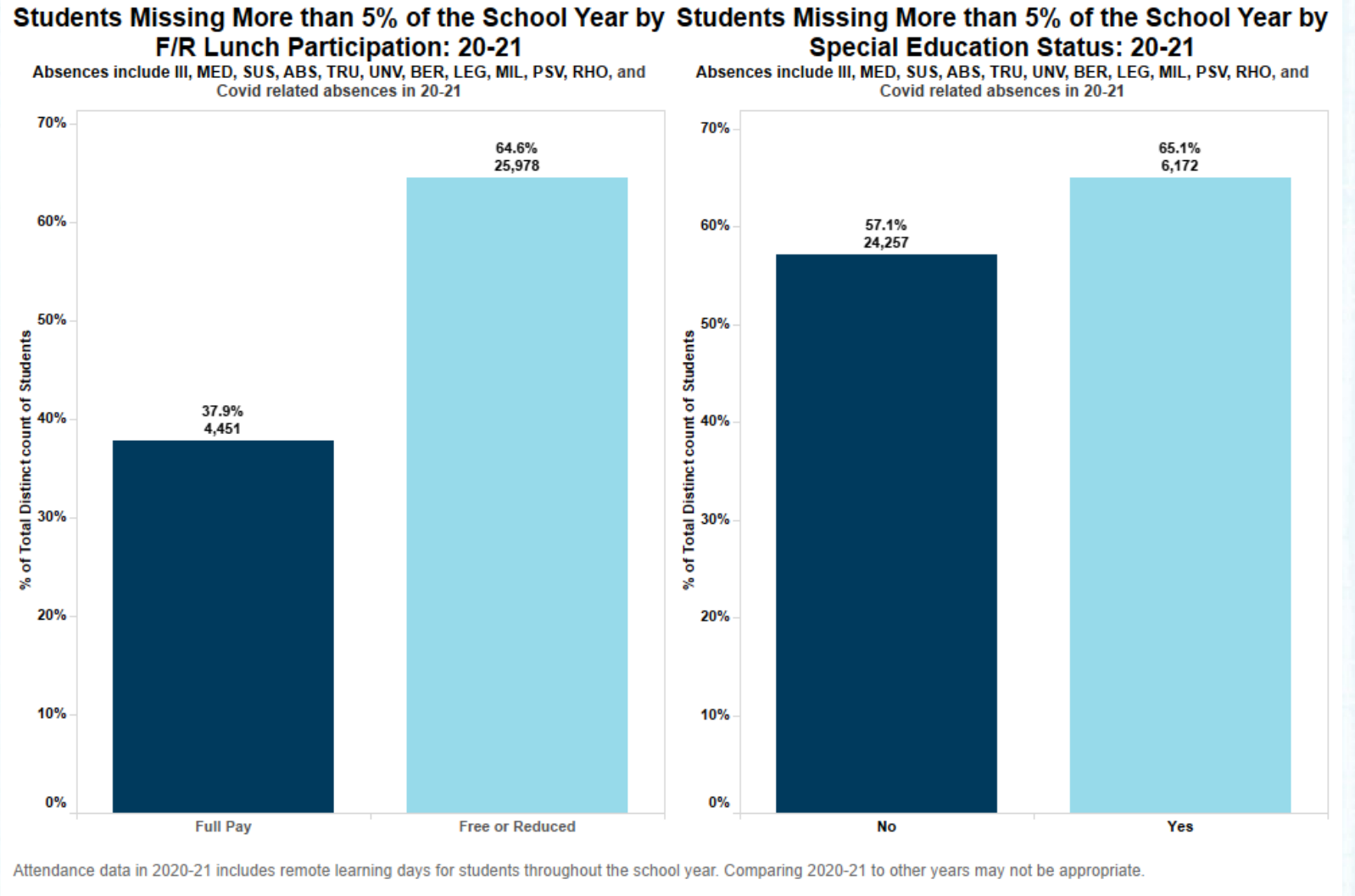*% of Total Distinct count of Students*

Attendance data in 2020-21 includes remote learning days for students throughout the school year. Comparing 2020-21 to other years may not be appropriate.

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

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Students Missing More than 5% of the School Year in 2020-21 by F/R Lunch Participation and Special Education Status

Only K-12 students enrolled at official membership in 2020-21 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: 20-21
Absences include Ill, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, RHO, and Covid related absences in 20-21

Students Missing More than 5% of the School Year by Special Education Status: 20-21
Absences include Ill, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, RHO, and Covid related absences in 20-21

Attendance data in 2020-21 includes remote learning days for students throughout the school year. Comparing 2020-21 to other years may not be appropriate.

- 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.
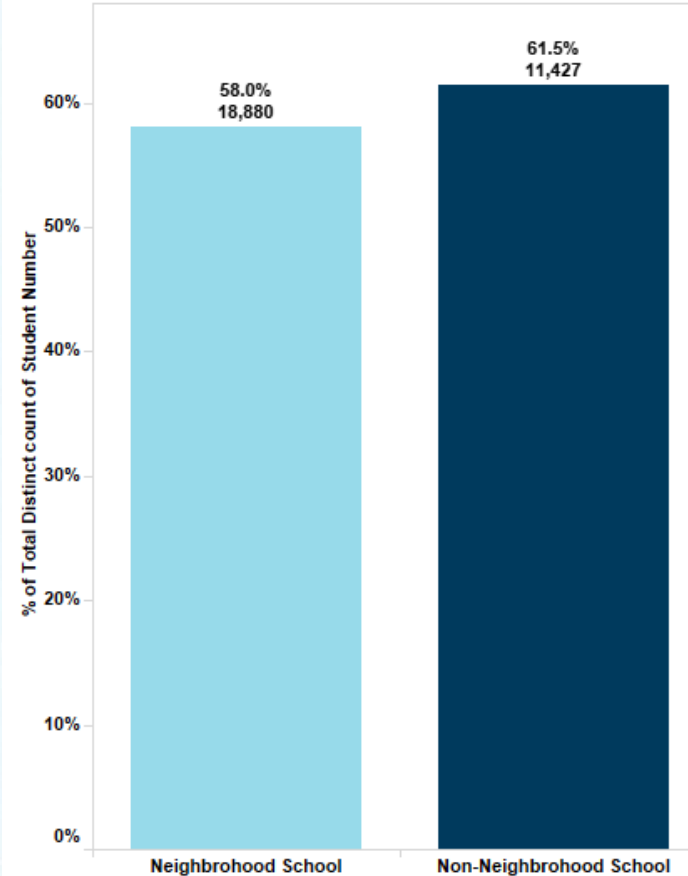
Students Missing More than 5% of the School Year in 2020-21 by Transportation and School Status

Only K-12 students enrolled at official membership in 2020-21 are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- Students who were eligible for contracted district transportation were slightly more likely overall to have missed more than 5% of their school year.

- 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.
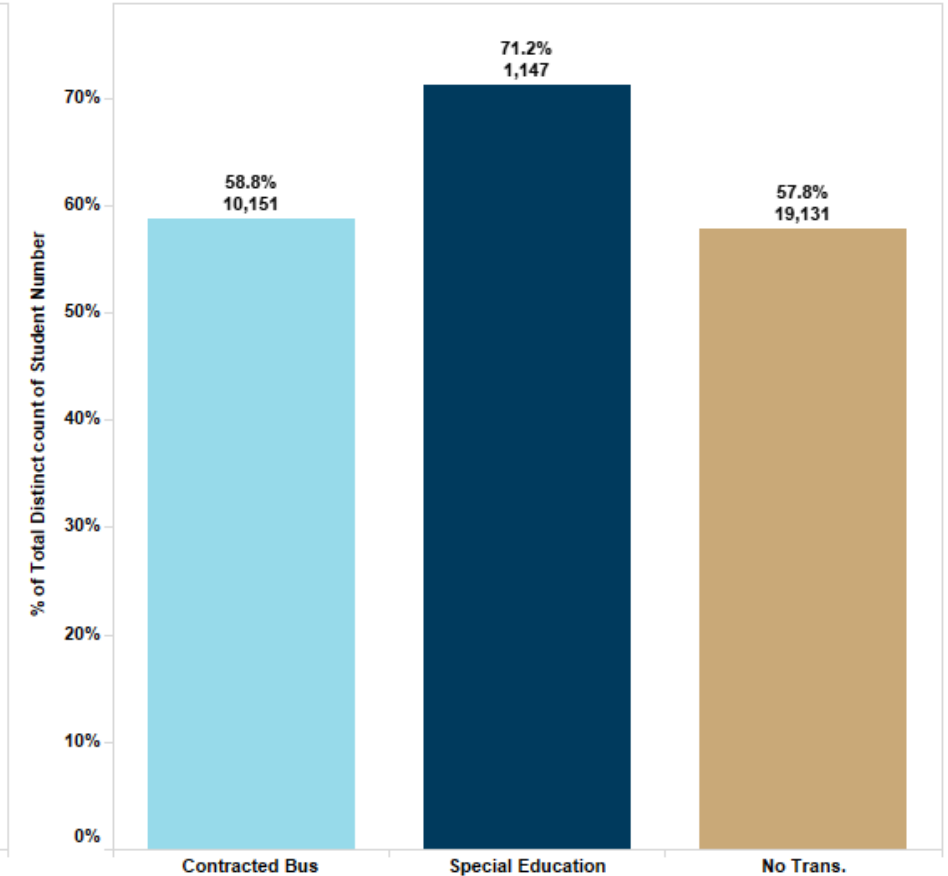

Students Missing More than 5% of the School Year by Enrollment School Type: 20-21
Absences include Ill, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, RHO, and Covid related absences in 20-21

Neighborhood School: 58.0% / 18,880
Non-Neighborhood School: 61.5% / 11,427

Students Missing More than 5% of the School Year by Transportation Status: 20-21
Absences include Ill, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, RHO, and Covid related absences in 20-21

Contracted Bus: 58.8% / 10,151
Special Education: 71.2% / 1,147
No Trans.: 57.8% / 19,131

Attendance data in 2020-21 includes remote learning days for students throughout the school year. Comparing 2020-21 to other years may not be appropriate.