National Forum on Education Statistics

Welcome to the National Forum on Education Statistics *Summer 2016 Meeting*

sponsored by the

National Center for Education Statistics

as a component of the

National Cooperative Education Statistics System

http://nces.ed.gov/forum

Chronic Absenteeism Data

Forum Opening Session

Sunday, July 10, 2016

Panelists

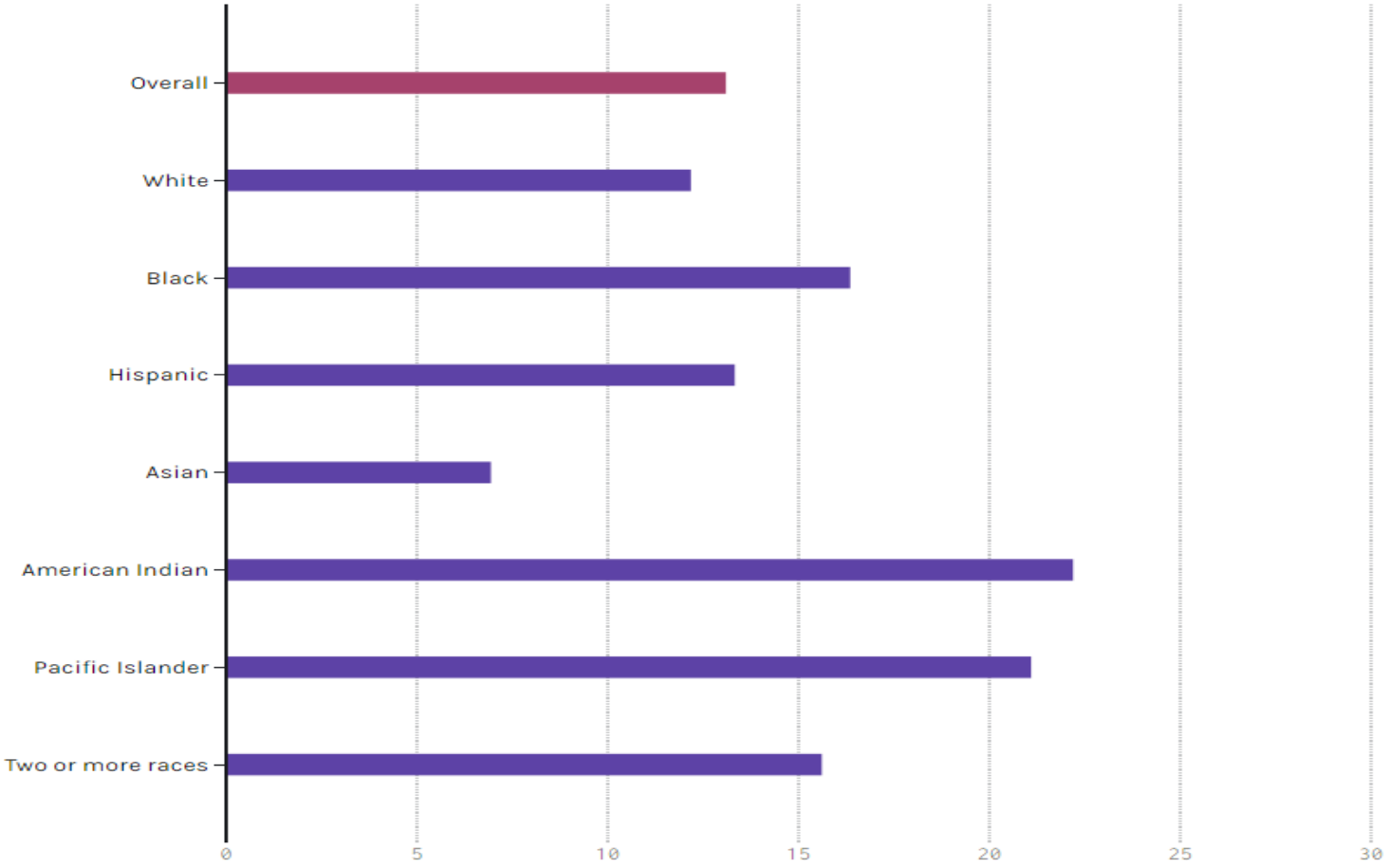
- Peter Tamayo
  Washington State Office of Superintendent of Public Instruction
- Georgia Hughes-Webb
  West Virginia Department of Education
- Michael Hopkins
  Rochester School Department (NH)

USED Data Collection

- CRDC: School Years 2013-14 and 2015-16
- ED*Facts*: Starting in School Year 2016-17
- Change in definition
  - from: number of students who were absent 15 or more school days during the school year
  - to: number of students absent 10% or more school days during the school year

CRDC SY 2013-14 Data Release

- Over 6 million students (13 percent) missed 15 or more days of school



Why does attendance matter?

- Chronic absenteeism has significant impacts on a student's achievement, even in early grades.
- Students that are chronically absent are more likely to drop out of high school and/or not attend college.

Romero, M., and Lee, Y. (2007). *A National Portrait of Chronic Absenteeism in the Early Grades*. New York, NY: The National Center for Children in Poverty.

Hickman, G.P., Bartholomew, M., and Mathwig, J. (2007). *The Differential Development Trajectories of Rural High School Dropouts and Graduates: Executive Summary*. Phoenix, AZ: The College of Teacher Education and Leadership at the Arizona State University at the West Campus.

Chronic Absenteeism Defined

What It Is

The percentage of students that have missed at least 18 full days for any reason (excused or unexcused).

What It Is *Not*

Daily average attendance – how many students show up to school each day.

Truancy – missing five or more full days, without permission – or "unexcused," within a month, or missing 10 or more full days, unexcused, within a school year.

What are the causes of chronic absenteeism?

Myths

- Absences are only a problem if they are unexcused
- Ok to miss a day here or there
- Attendance only matters in the older grades
- Pre-K and K are seen as day care not learning

Barriers

- Chronic disease (asthma) or lack of health/dental care
- Caring for siblings or other family members
- Unmet basic needs: transportation, housing, food, clothing, etc.
- Trauma
- No safe path to school

Aversion

- Academic struggles
- Being teased or bullied
- Poor school climate, disproportionate school discipline, or unsafe school
- Parents had negative school experience

Disengage-ment

- Lack of engaging and relevant instruction
- No meaningful relationship with school adults
- More exciting to be with peers out of school vs. in school

www.attendanceworks.org

How many students are chronically absent

- Approximately 16% of all Washington students were chronically absent during the 2014–15 school year. This amounts to roughly 174,000 students!

- The rate of chronically absent students varies across districts—from less than 5% to more than 40% of students in a district.

Who is chronically absent

Low-income students, students of color, and students with disabilities have the highest chronic absence rates.

Student Group	% Chronically Absent
American Indian/Alaskan Native	31%
Native Hawaiian/Other Pacific Islander	25%
504	24%
Special Education	22%
Low Income	21%
Migrant	19%
Black/African American	18%
Hispanic/Latino	18%
Two or More Races	17%
Female	16%
Non ELL	16%
All	16%
Non Migrant	16%
Non 504	16%
Male	16%
White	15%
Non Special Education	15%
ELL	15%
Non Low Income	11%
Asian	9%

Panelists

- Georgia Hughes-Webb
  West Virginia Department of Education

West Virginia Department of EDUCATION

Chronic Absenteeism in West Virginia

Improving access to information year-round

ONE VOICE ONE FOCUS
All Students Achieving

Data System Background

West Virginia Education Information System (WVEIS)

Statewide, centralized data system
1990-present
Student, personnel, financial data

WVEIS on the Web (WOW)

Web-based data entry
Limited reporting capabilities

ZoomWV & ZoomWV-e

Modern reporting system
Dashboards and reports
Easier access for more stakeholders

ONE VOICE
ONE FOCUS
All Students Achieving

Tracking Absences

- Schools collect absence data daily
- Each absence and reason recorded in WVEIS
- Used to
  - Track absences and trends
  - Identify truant students
  - Calculate attendance rate
  - Calculate chronic absenteeism

Reporting Absences

WVEIS

- Absences recorded daily
- Schools and districts produce real-time absence lists

Warehouse

- Absence data updated nightly
- WVDE staff can create customized queries to report data as needed

Dashboards

- Dashboards display updated information at district, school, classroom, and student level

West Virginia Department of EDUCATION

Welcome Georgia Hughes-Webb

ZOOMWVe FOR EDUCATORS

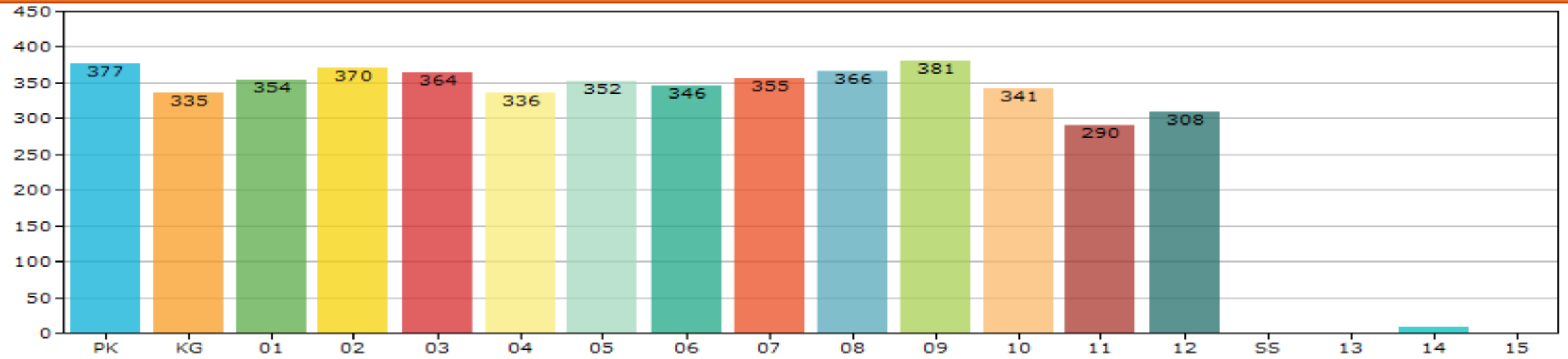
District | School | Assessments | Financial | Student Search | Data Quality | Help

Summary

District/County | School | Grade: [All Grades], PK, KG | Ethnicity: [All] | Gender: [All] | Grad Co: [All Co

# Schools	# Teachers	# Students	% Attn. YTD	# Incidents	% Chronically Absent
13	401	4,884	93.31%	3,225	13.91%

Currently Enrolled Students



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Attendance Overview

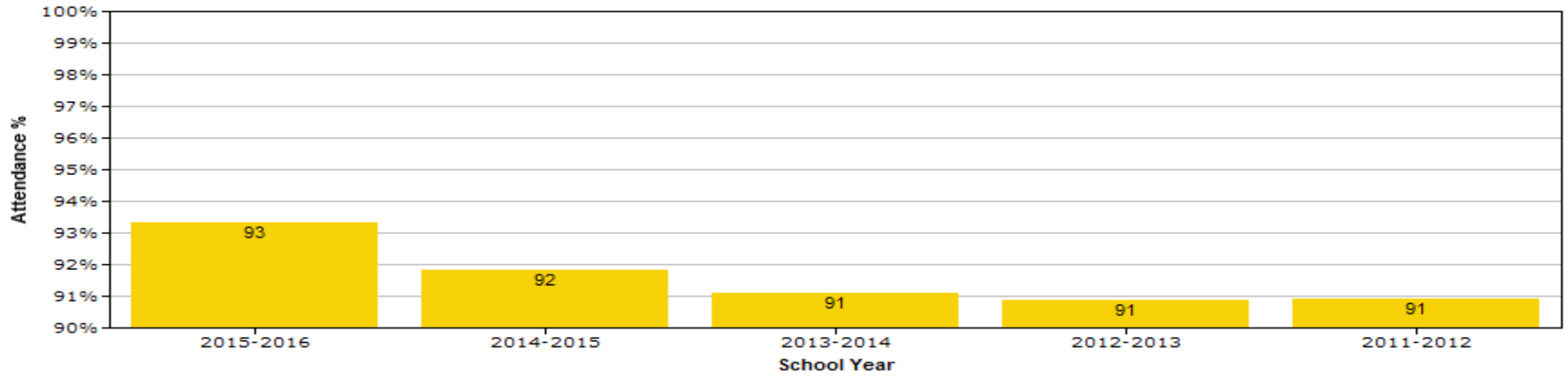
Options

District/County | School | Grade: [All Grades], PK, KG | Ethnicity: [All] | Gender: [All] | Grad Cohort: [All Cohorts] | 504: [All]

Related Dashboards
- Attendance Overview
- Attn by Time
- Attendance Control
- Attn Weekly

# Schools	# Students	% Attn. YTD	7 Day Attn	30 Day Attn	60 Day Attn	# Chronically Absent
13	4,884	93.3%	100.0%	91.0%	92.8%	679

Annual Attendance Trend



Attn % by Race - 2015-2016

What are we doing?

- Compiling data across all schools and districts
- Submitting files as required
- Providing real(ish) time chronic absenteeism rates at state, district, and school levels
- Supporting local data analysis and use

– *Note:* WVDE already uses the 10% standard for identifying chronic absence.

What do we want to do?

- Standardize absence reasons
- Improve review and approval process for ED*Facts* data files
- Consider certifying absenteeism data
- Learn how to do better

Panelists

- Michael Hopkins
  Rochester School Department (NH)

Chronic Absenteeism

- **What It Is**
  - The percentage of students that have missed at least 18 full days for any reason (excused or unexcused).

Rochester School District
Steps in preventing chronic absences

- A letter after five days of absences
- A letter and meeting with the Principal after 10 days
- A meeting with the Assistant Superintendent if issues continue
- Referral to the Discipline Committee
- Referral to the Rochester Police Department for an intervention

When a student has been absent for eight half days

- A school team will determine if an intervention plan needs to be developed.
- If a plan is put in place, the parents will be notified of the plan.
- If attendance concerns continue after the plan is implemented
- The student (if appropriate) and parent will need to meet with the principal.

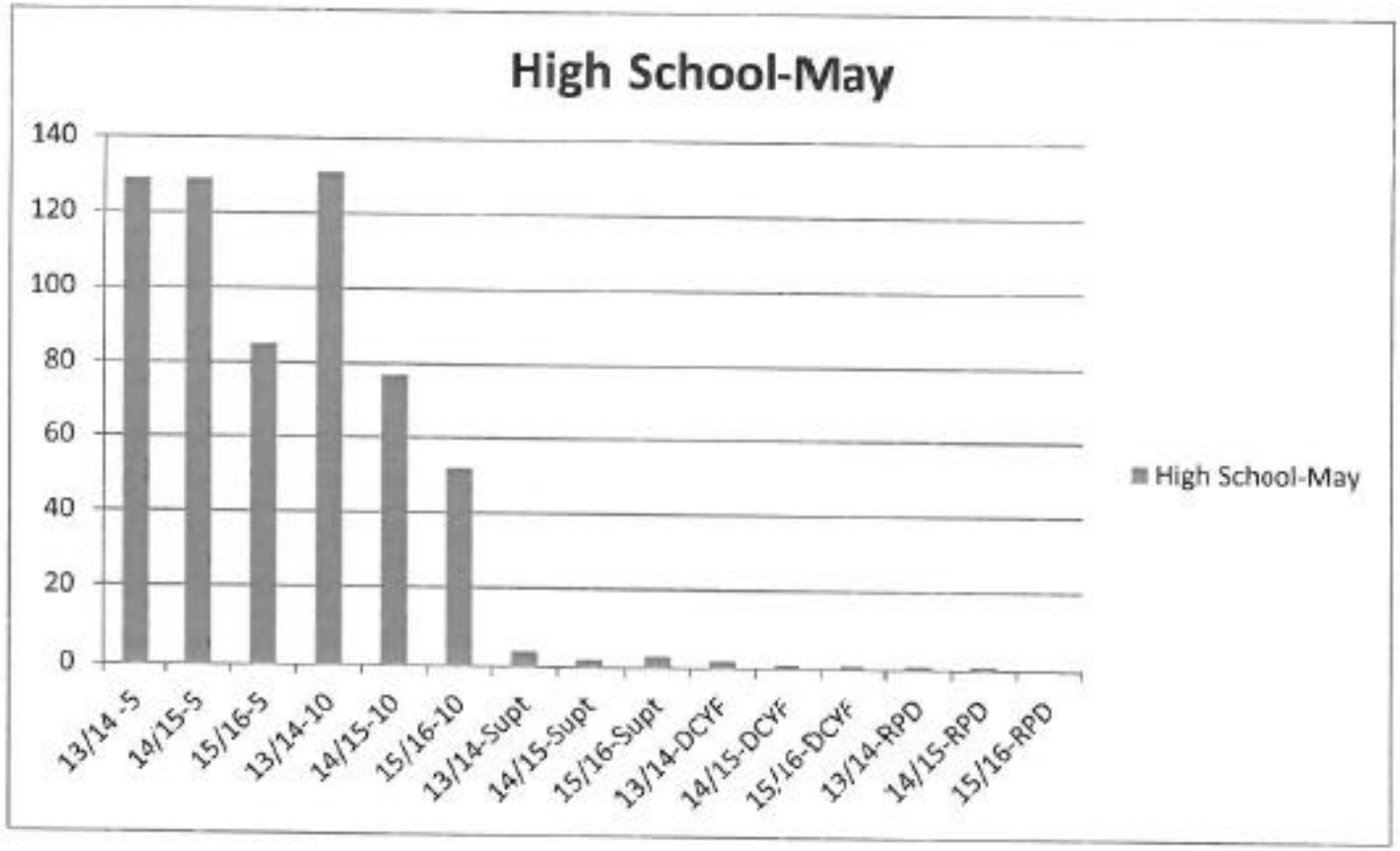
Rochester School District 2015 – 2016 Attendance Data							
Attendance Level	**September**				**October**		
	ES	**MS**	**HS**		**ES**	**MS**	**HS**
School Plan (5 day letter)	0	9	34		21	48	165
Principal (10 day letter)	0	2	0		1	5	48
Assistant Superintendent	0	0	0		0	1	8
Referral to Rochester Police Department	0	0	0		0	0	0
Referral to Central Intake	1	1	1		3	3	10

Rochester School District 2015 – 2016 Attendance Data							
Attendance Level	**November**				**December**		
	ES	**MS**	**HS**		**ES**	**MS**	**HS**
School Plan (5 day letter)	43	44	33		34	85	175
Principal (10 day letter)	5	6	44		12	24	65
Assistant Superintendent	1	4	4		2	1	5
Referral to Rochester Police Department							
Referral to Central Intake	1	2	5		1		2

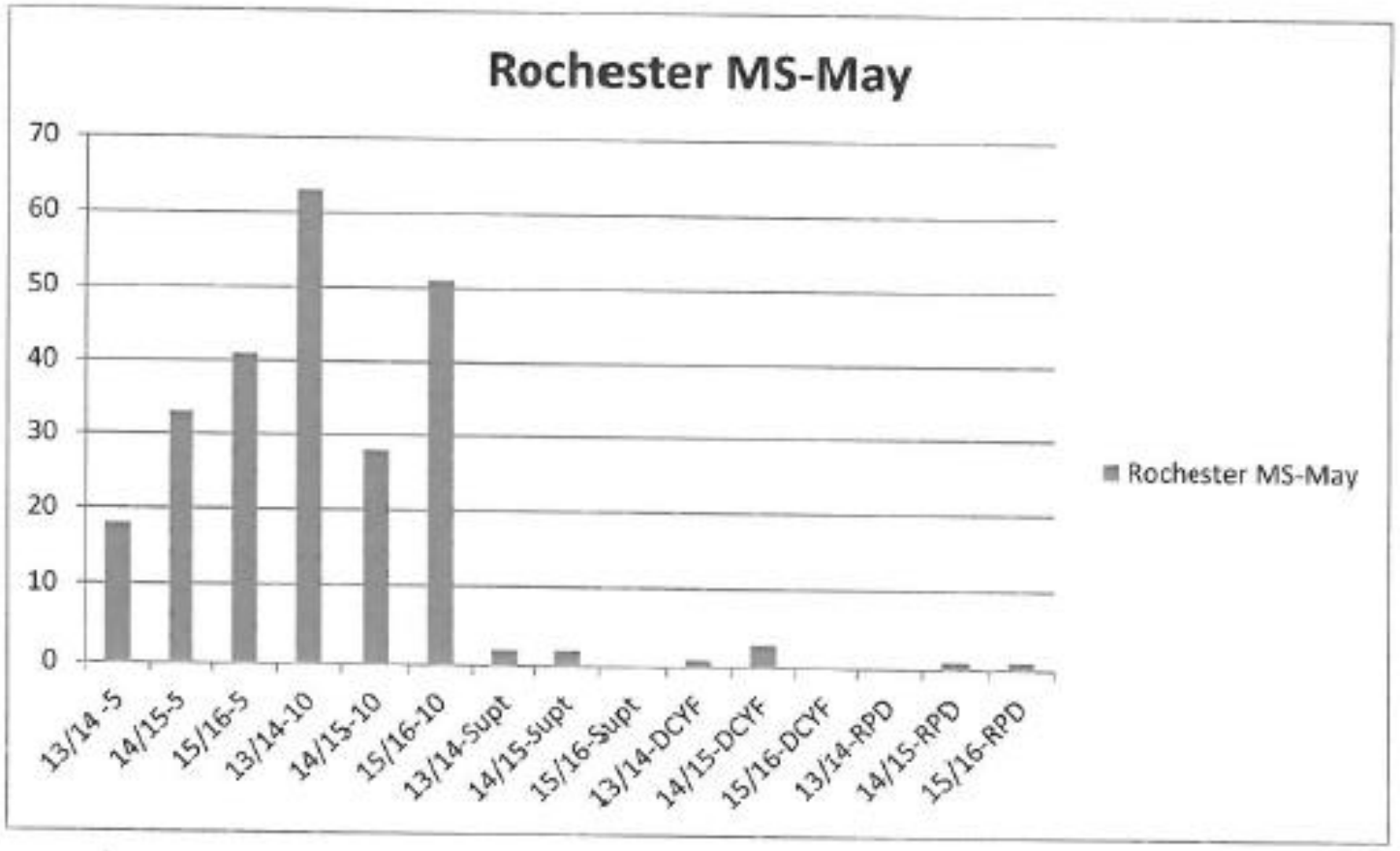
Rochester School District 2015 – 2016 Attendance Data							
Attendance Level	**January**				**February**		
	ES	**MS**	**HS**		**ES**	**MS**	**HS**
School Plan (5 day letter)	98	62	160		32	127	74
Principal (10 day letter)	22	21	71		6	28	88
Assistant Superintendent	1	4	11		2	3	3
Referral to Rochester Police Department			1				
Referral to Central Intake	1	2	5			1	

Rochester School District 2015 – 2016 Attendance Data							
Attendance Level	**March**				**April**		
	ES	**MS**	**HS**		**ES**	**MS**	**HS**
School Plan (5 day letter)	78	75	100		42	70	143
Principal (10 day letter)	45	54	53		16	84	76
Assistant Superintendent		3	5			2	2
Referral to Rochester Police Department						1	
Referral to Central Intake		4	3			1	1

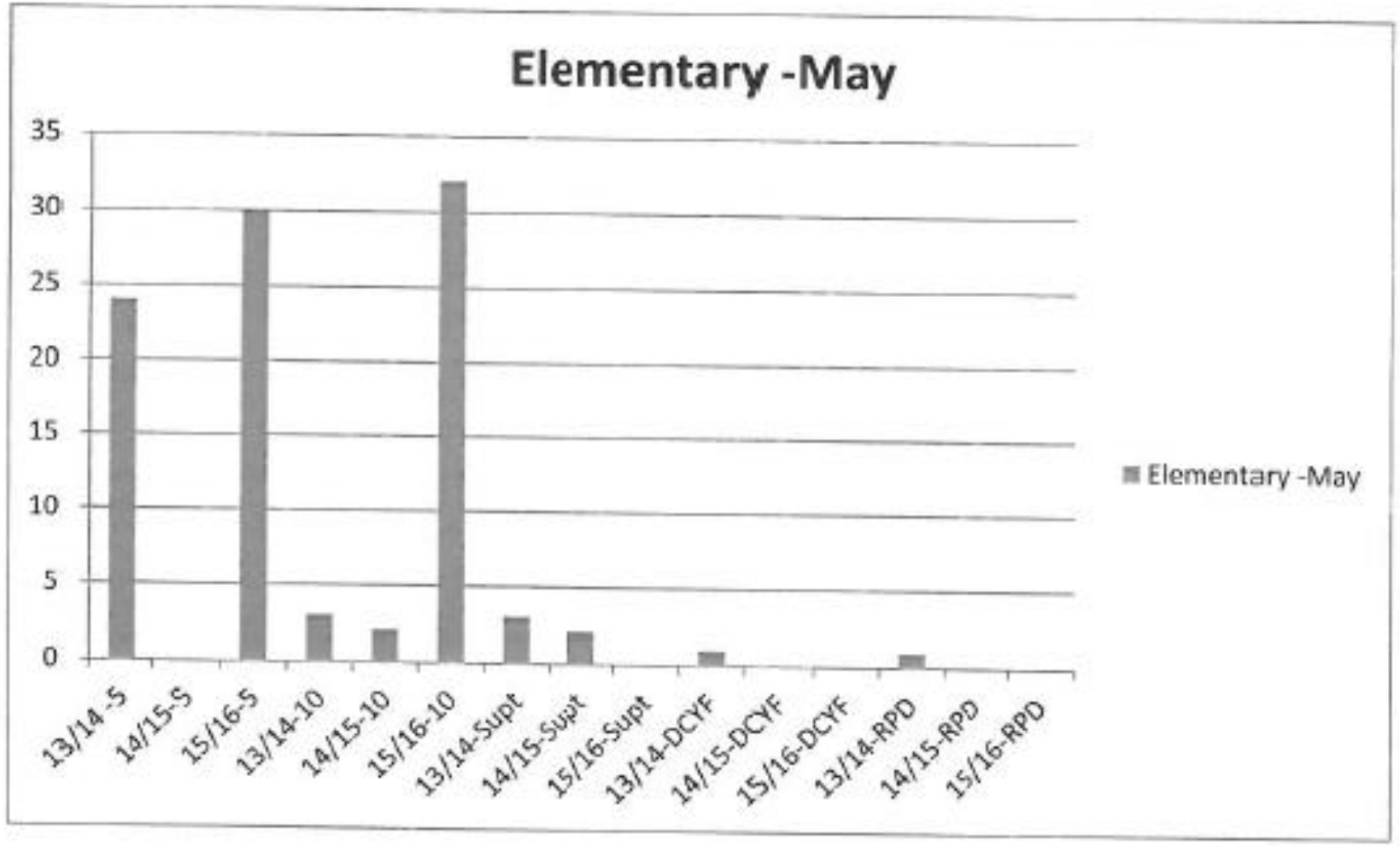
	High School-May
13/14 -5	129
14/15-5	129
15/16-5	85
13/14-10	131
14/15-10	77
15/16-10	52
13/14-Supt	4
14/15-Supt	2
15/16-Supt	3
13/14-DCYF	2
14/15-DCYF	1
15/16-DCYF	1
13/14-RPD	1
14/15-RPD	1
15/16-RPD	0



	Rochester MS-May
13/14 -5	18
14/15-5	33
15/16-5	41
13/14-10	63
14/15-10	28
15/16-10	51
13/14-Supt	2
14/15-Supt	2
15/16-Supt	0
13/14-DCYF	1
14/15-DCYF	3
15/16-DCYF	0
13/14-RPD	0
14/15-RPD	1
15/16-RPD	1



	Elementary -May
13/14 -5	24
14/15-5	0
15/16-5	30
13/14-10	3
14/15-10	2
15/16-10	32
13/14-Supt	3
14/15-Supt	2
15/16-Supt	0
13/14-DCYF	1
14/15-DCYF	0
15/16-DCYF	0
13/14-RPD	1
14/15-RPD	0
15/16-RPD	0



Thank You!