

Appendix A: Attendance Codes by Reasons for Student Absences

The chart on the following pages presents a crosswalk of the taxonomy and reasons for student absences provided by state statutes and Forum members. The information is not exhaustive, and there may be additional examples not presented in the chart.

P R E S E N T

S: State statute or report D: District report

	1A	1B	1C	1D	1E
STATES	In school, regular instructional program	Nontraditional school setting, regular instructional program	Disciplinary action, receiving instruction	Out of school, regular instructional program activity	Out of school, school-approved extracurricular or cocurricular activity
Alabama		S			
Alaska		S	S		
American Samoa					
Arizona	S	S, D	S	D	
Arkansas	S				S
California					
Colorado		S	S	S	
Connecticut					
Delaware					
District of Columbia					
Florida		S			
Georgia					
Guam					
Hawaii		S			
Idaho					
Illinois					
Indiana					S
Iowa					
Kansas					
Kentucky		S			S
Louisiana					
Maine					S
Maryland					
Massachusetts					
Michigan		S, D	D	D	D
Minnesota			D		D
Mississippi			S	S	S
Missouri					
Montana			S		
Nebraska					
Nevada		S			
New Hampshire					
New Jersey					
New Mexico					
New York					
North Carolina					
North Dakota					
Ohio					
Oklahoma		S		S	
Oregon					
Pennsylvania	S			S	S
Puerto Rico					
Rhode Island					
South Carolina					
South Dakota					
Tennessee		S			
Texas					
Utah					S
Vermont					
Virgin Islands					
Virginia	S				S
Washington	D		D		
West Virginia		S	S	S	S
Wisconsin	S	S	S	S	
Wyoming					

A B S E N T

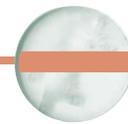
S: State statute or report D: District report

	2A	2B	2C	2D	2E	2F
STATES	Noninstructional activity recognized by state or school	Religious observation	Illness, injury, health treatment, or examination	Family emergency or bereavement	Disciplinary action, not receiving instruction	Legal or judicial requirement
Alabama			S			
Alaska	S		S		S	S
American Samoa						
Arizona	S	S	S		S	
Arkansas						
California	S	S	S	S		S
Colorado			S		S	S
Connecticut						
Delaware			S			
District of Columbia						
Florida	S	S	S	S		
Georgia	S		S	S		
Guam			S			
Hawaii			S			S
Idaho			S			
Illinois		S	S	S		
Indiana	S	S	S			S
Iowa		S				S
Kansas		S				
Kentucky	S		S			
Louisiana		S	S	S		
Maine	S	S	S	S		
Maryland	S					
Massachusetts	S	S			D	
Michigan	D	S, D	D	D	D	D ^o
Minnesota		S	S, D	S, D	D	
Mississippi	S	S	S	S	S	S
Missouri						
Montana			S	S	S	
Nebraska	S		S			
Nevada			S			S
New Hampshire			S			
New Jersey	S	S				
New Mexico		S				
New York		S	S	S		
North Carolina			S	S		
North Dakota						
Ohio			S			
Oklahoma		S	S	S		
Oregon			S	S		
Pennsylvania	S	S	S	S		
Puerto Rico						
Rhode Island			S			
South Carolina				S		S
South Dakota	S		D	S		
Tennessee	S		S	S		
Texas	S	S	S			S
Utah			S	S		
Vermont	D		S	S		D
Virgin Islands						
Virginia						
Washington	S			D	D	
West Virginia	S	S	S	S	S	S
Wisconsin		S	S			
Wyoming						

A B S E N T (continued)

S: State statute or report D: District report

	2G	2H	2I	2J	2K
STATES	Family activity	Student employment	Transportation not available	Student is skipping school	Situation unknown
Alabama		S			
Alaska		D			
American Samoa					
Arizona		S			
Arkansas					
California					
Colorado		S			
Connecticut					
Delaware					
District of Columbia		S			
Florida			S		
Georgia	S				
Guam					
Hawaii		S			
Idaho					
Illinois		S			
Indiana		S			
Iowa					
Kansas					
Kentucky	S				
Louisiana		S			
Maine	S	S			
Maryland					
Massachusetts		S	D		
Michigan	D	D	D	D	
Minnesota	D	S			
Mississippi	S				
Missouri					
Montana					
Nebraska					
Nevada		S			
New Hampshire					
New Jersey					
New Mexico					
New York	S	S			
North Carolina		S			
North Dakota		S			
Ohio					
Oklahoma					
Oregon		S			
Pennsylvania		S			
Puerto Rico					
Rhode Island					
South Carolina		S			
South Dakota	D				
Tennessee	S				
Texas		S			
Utah		S			
Vermont	S	S			
Virgin Islands					
Virginia			S		
Washington	D			D	
West Virginia	S	S	S		
Wisconsin	S				
Wyoming	S				

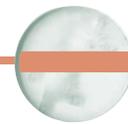


Appendix B: Differences in State Statutes Regarding Reasons for Student Absences

This chart highlights instances where state statutes differ in categorizing students as “present” and “absent.” The information is not exhaustive, and there may be additional examples not presented in the chart.

Reason	Considered present in state statute	Considered absent in state statute
Religious instruction	Indiana	Arizona, California, Florida, Iowa, Massachusetts, Michigan, Minnesota, New Mexico, Pennsylvania, West Virginia, Wisconsin
Service on precinct election board or as a helper to a political candidate or party	Indiana, South Dakota	New Jersey
Work training, career education, career and technical education, vocational education, manual training program meeting the Department of Education’s educational standards	Arizona	Arkansas
4-H club educational activities	Kentucky	Arkansas
Parent/custodian is deployed to the armed forces or is returning from deployment	Kentucky	Georgia, Tennessee
Religious holiday	New Jersey, Texas	Florida, Illinois, Louisiana, Maine, Mississippi, New York, Oklahoma, Pennsylvania, West Virginia, Wisconsin

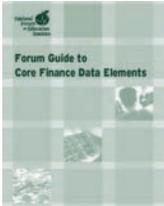




Appendix C: Recent Publications from the National Forum on Education Statistics

The publications listed on the following pages can be accessed at <http://nces.ed.gov/forum/publications.asp>.

Forum Guide to Core Finance Data Elements (2007)



<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007801>

This publication establishes current and consistent terms and definitions for maintaining, collecting, reporting, and exchanging comparable information related to education finances. It is designed to accompany *Financial Accounting for Local and State School Systems: 2003 Edition* by identifying common reporting requirements and defining frequently used indicators and calculations that use data elements from accounting and other data systems.

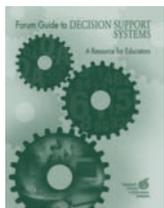
Forum Curriculum for Improving Education Data: A Resource for Local Education Agencies (2007)



http://nces.ed.gov/forum/pub_2007808.asp

This resource supports efforts to improve the quality of education data by serving as training materials for K–12 school and district staff. It provides lesson plans, instructional handouts, and related resources, and presents concepts necessary to help schools develop a culture for improving data quality.

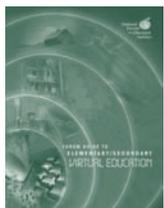
Forum Guide to Decision Support Systems: A Resource for Educators (2006)



http://nces.ed.gov/forum/pub_2006807.asp

This NCES/Forum guide was developed to help the education community better understand what decision support systems are, how they are configured, how they operate, and how they might be developed and implemented in an education setting.

Forum Guide to Elementary/Secondary Virtual Education (2006)



http://nces.ed.gov/forum/pub_2006803.asp

This publication offers recommendations for collecting accurate, comparable, and useful data about virtual education in the elementary/secondary education setting. It highlights policy questions and data elements that are critical to meeting the information needs of policymakers, administrators, instructors, and parents involved in virtual education.

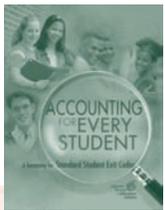
Forum Guide to the Privacy of Student Information: A Resource for Schools (2006)



http://nces.ed.gov/forum/pub_2006805.asp

This publication was written to help school and local education agency staff better understand and apply the Family Educational Rights and Privacy Act, a federal law that protects the privacy interests of parents and students with respect to information maintained in student education records. It defines terms such as “education records” and “directory information”; and offers guidance for developing appropriate privacy policies and information disclosure procedures related to military recruiting, parental rights and annual notification, videotaping, online information, media releases, surveillance cameras, and health-related information.

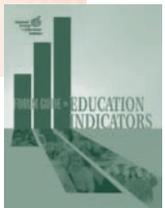
Accounting for Every Student: A Taxonomy for Standard Student Exit Codes (2006)



http://nces.ed.gov/forum/pub_2006804.asp

This publication was developed to help education agencies develop effective information systems for tracking the enrollment status of students. It presents a student-level exit code taxonomy for states and districts that accounts for 100 percent (and not 90 percent or 110 percent) of all students. It also offers “best practice” advice regarding effective practices for tracking students, collecting exit codes data, and distinguishing among high school completion credentials.

Forum Guide to Education Indicators (2005)



http://nces.ed.gov/forum/pub_2005802.asp

This publication provides encyclopedia-type entries for 44 commonly used education indicators. Each indicator entry includes a definition, recommended uses, usage caveats and cautions, related policy questions, data element components, a formula, commonly reported subgroups, and display suggestions. The *Guide* will help readers better understand how to appropriately develop, apply, and interpret commonly used education indicators.

Forum Guide to Building a Culture of Quality Data: A School and District Resource (2005)



http://nces.ed.gov/forum/pub_2005801.asp

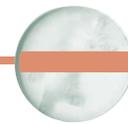
This publication focuses on data entry—getting things right at the source. As such, it recommends a practical process for developing a culture of quality data based around individual “Tip Sheets” for the many people involved in providing quality data, including principals, teachers, office staff, school board members, superintendents, data stewards, and technology staff.

Forum Unified Education Technology Suite (2005)



http://nces.ed.gov/forum/pub_tech_suite.asp

This publication presents a practical, comprehensive, and tested approach to assessing, acquiring, instituting, managing, securing, and using technology in education settings. It is written for individuals who lack extensive experience with technology, but are tasked with leading technology initiatives in a school or district setting.



Forum Guide to Protecting the Privacy of Student Information: State and Local Education Agencies (2004)



http://nces.ed.gov/forum/pub_2004330.asp

This publication presents a general overview of privacy laws and professional practices that apply to information collected for, and maintained in, student records. The Guide provides an overview of key principles and concepts governing student privacy; summarizes federal privacy laws; identifies issues concerning the release of information to both parents and external organizations; and suggests good data management practices for schools, districts, and state education agencies.

Facilities Information Management: A Guide for State and Local Education Agencies (2003)



http://nces.ed.gov/forum/pub_2003400.asp

This publication provides a framework for identifying a basic set of school facilities data elements and definitions that will meet the information needs of school and community decisionmakers, school facility managers, and the general public. It presents recommendations for designing and maintaining an information system that addresses the condition, design, use, management, and financing of elementary/secondary education facilities. It also includes commonly used measures, data elements, and a list of additional resources for the practitioner.

Planning Guide for Maintaining School Facilities (2003)



http://nces.ed.gov/forum/pub_2003347.asp

This publication is intended to help school facilities managers plan for efficient and effective operations. It provides practical advice on a range of topics, including how to conduct a facilities audit, planning for maintenance to ensure smooth operations and avoid costly surprises, managing staff and contractors, and evaluating maintenance efforts.

