

Chronic Absence Patterns Across California Schools

Prepared for the California Department of Education

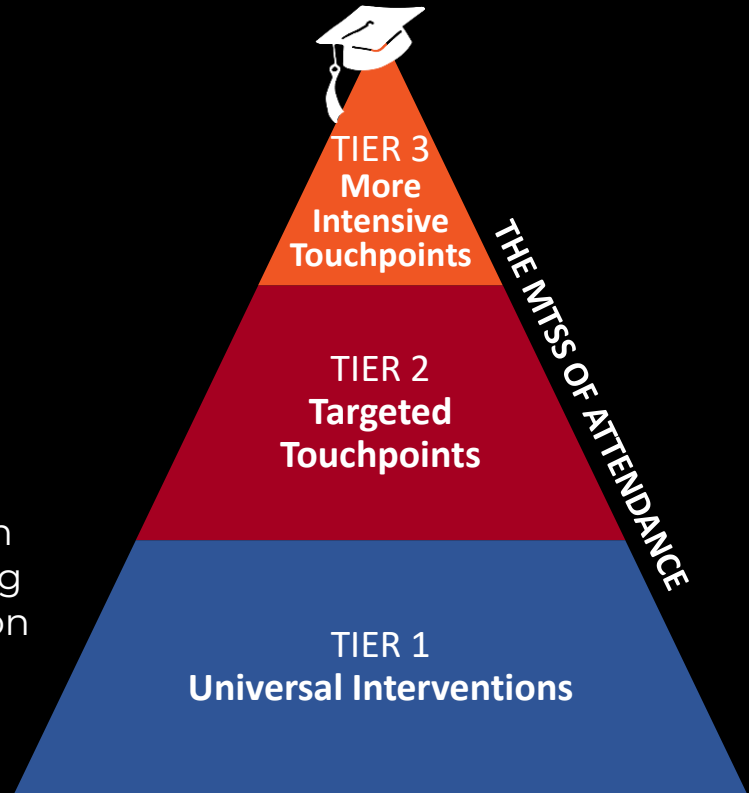
July, 2023

About SI&A

School Innovations & Achievement makers of The Achievement Initiative.

The Achievement Initiative powered by **Attention2Attendance**, is a data-driven Multi-Tiered System of Supports to track, manage and improve student attendance.

The Achievement Initiative puts the power of data in the hands of administrators and educators, promoting trust and engaging families in productive conversation that positively impact student achievement.



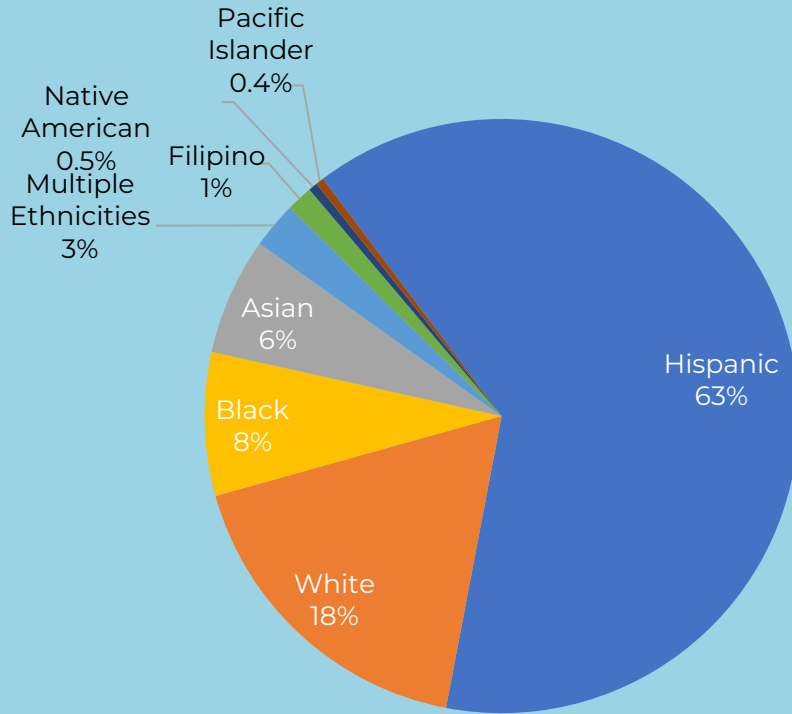
Preliminary Chronic Absence Analysis



Given that the California Department of Education (CDE) collects absenteeism information in arrears, the CDE would like to spot and address attendance patterns and trends as they are occurring.

In an effort to support public education, SI&A is the supplier of absenteeism reports to the California Department of Education.

Preliminary Chronic Absence Analysis



The pie chart displays the racial/ethnic composition of nearly 320,000 students in the 29 districts. This composition resembles the overall California state enrollment.

| Race/Ethnicity | Percent of Population |
|----------------------|-----------------------|
| Hispanic | 63% |
| White | 18% |
| Black | 8% |
| Asian | 6% |
| Multiple Ethnicities | 3% |
| Filipino | 1% |
| Native American | 0.5% |
| Pacific Islander | 0.4% |

SI&A calculates chronic absenteeism differently than the California Dashboard

Our program, Attention2Attendance includes all students in all grades including high school grades 9-12

Our chronic absence rate includes all active students regardless of how many days enrolled

We calculate on a day equivalent basis, weighting partial days absences

Based on these differences, SI&A chronic rates include more students than the California Dashboard

Percent Change vs. Rate of Change: What's the Difference?

Percent Change

Percent Change is the change in percentage year over year: We have a 5% increase in our chronic absence rate, it went from 5% to 10%. That is a percentage change of 5%.

Rate of Change

Rate of change is the percent change in the number of kids: We have a 50% increase in the number of kids chronically absent. Last year we had 200 kids and 5% were chronically absent – that's 10 kids. This year we have 150 kids and 10% are chronically absent – that's 15 kids – that's an increase of 5 kids or a 50% rate of increase.

Areas of Focus

Pre-Pandemic

Strong systems are required to eliminate bias and close equity gaps

Attendance is the #1 predictor for student success

Today

Chronic absenteeism is at an all time high across the state and nation

The focus on daily attendance is essential to re-build trust with families

The issues behind student absenteeism are complex. It will take multiple communications with families to discover, support and resolve the underlying challenges.

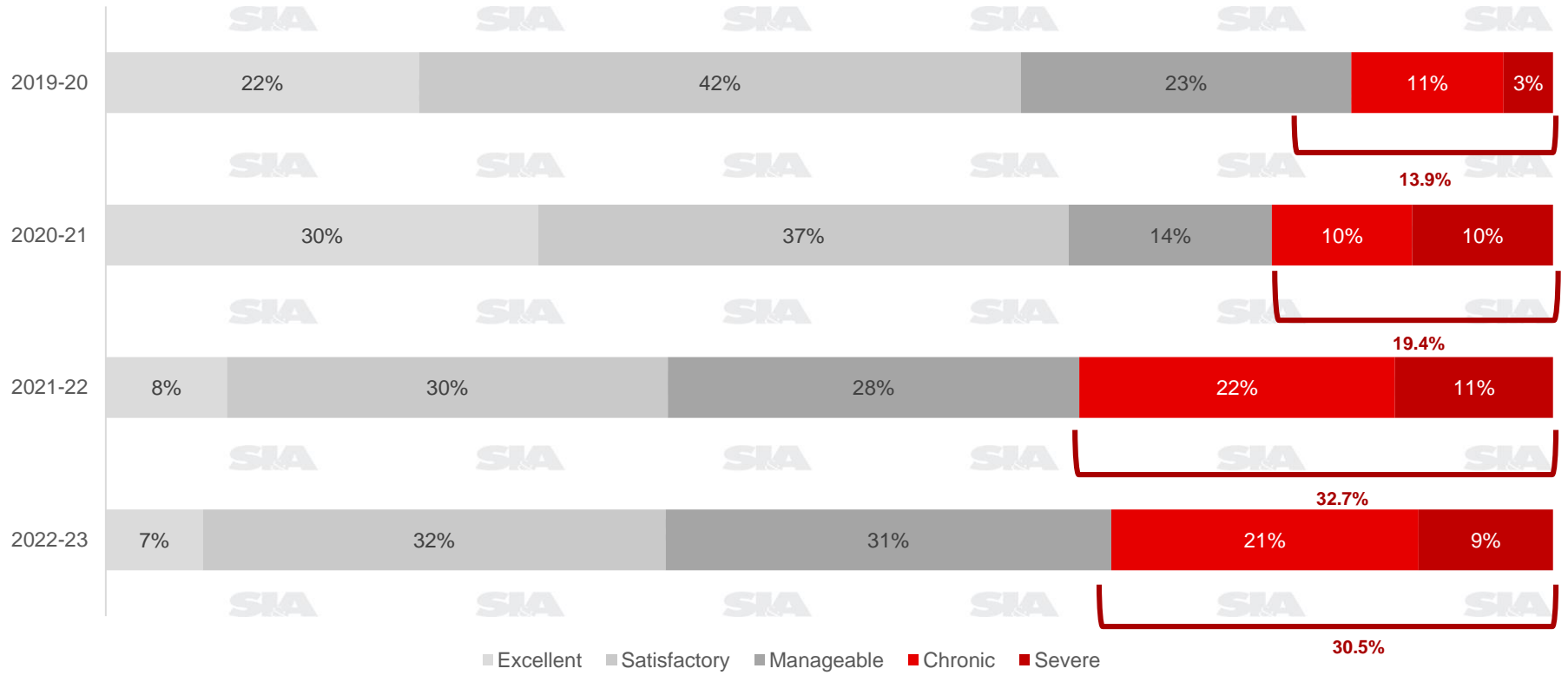
Long term impacts of missing school

| | | | |
|-----------------------------|-------------------------|-----------------------------------|---|
| 1 day per quarter = | 4 days per year | Which is 1 week per year | In 13+ years of schooling is 36% of 1 school year |
| 1 day per month = | 10 days per year | Which is 2 weeks per year | In 13+ years of schooling is 3/4 of 1 year |
| 4 days per quarter = | 16 days per year | Which is 3 weeks per year | In 13+ years of schooling is just over 1 year |
| 1 day per week = | 36 days per year | Which is 7 weeks per year | In 13+ years of schooling is just over 2 1/2 years |
| 2 days per week = | 72 days per year | Which is 14 weeks per year | In 13+ years of schooling is just over 5 years |

Being on time also matters

| | | | |
|----------------------------|----------------------------|----------------------------------|---|
| 30 min. per month = | 7.5 min. per week | Which is 1 day per year | In 13+ years of schooling is 13 days |
| 10 min. per day = | 50 min. per week | Which is 1 week per year | In 13+ years of schooling is 36% of 1 school year |
| 20 min. per day = | 100 min. per week | Which is 2 weeks per year | In 13+ years of schooling is 3/4 of 1 year |
| 30 min. per day = | Half a day per week | Which is 3 weeks per year | In 13+ years of schooling is just over 1 year |
| 1 hour per day = | 1 day per week | Which is 7 weeks per year | In 13+ years of schooling is just over 2 1/2 years |

Attendance Snapshot Year Over Year



Chronic Rates Comparison by District Type

| District Type | June 2021 Chronic Absence Rate | June 2022 Chronic Absence Rate | June 2023 Chronic Absence Rate | June 2022 vs. June 2023 | |
|---------------|--------------------------------|--------------------------------|--------------------------------|-------------------------|-----------------------------|
| | | | | S&A Rate of Change | Est. Non-S&A Rate of Change |
| ESD | 19.0% | 29.5% | 29.5% | 0.0% | 21.3% |
| HSD | 28.1% | 46.6% | 43.5% | -6.6% | 10.1% |
| USD | 16.1% | 28.2% | 25.6% | -9.3% | 18.3% |

Still a long way to go but the majority of dataset are in Unified School Districts so improvement in this group applies to more students.

Unified School Districts rate of change decreased by 9.3%. Followed by high school districts with a -6.6% rate of change.

Chronic Rate Comparison by District Size

| District Size | June 2021 Chronic Absence Rate | June 2022 Chronic Absence Rate | June 2023 Chronic Absence Rate | June 2022 vs. June 2023 | |
|------------------|---|---|---|----------------------------|---|
| | | | | SI&A Rate of Change | Est. Non- SI&A Rate of Change |
| < 3500 | 18.4% | 25.3% | 23.8% | -6.0% | 24.8% |
| 3500 - 5000 | 11.6% | 20.0% | 18.9% | -5.4% | 33.6% |
| 5000 - 10000 | 15.7% | 25.9% | 23.9% | -7.7% | 22.4% |
| 10000 - 20000 | 22.0% | 33.5% | 31.1% | -7.2% | 16.0% |
| > 20000 | 19.5% | 37.1% | 34.8% | -6.3% | 14.7% |

We are seeing some improvement across all district enrollment bands

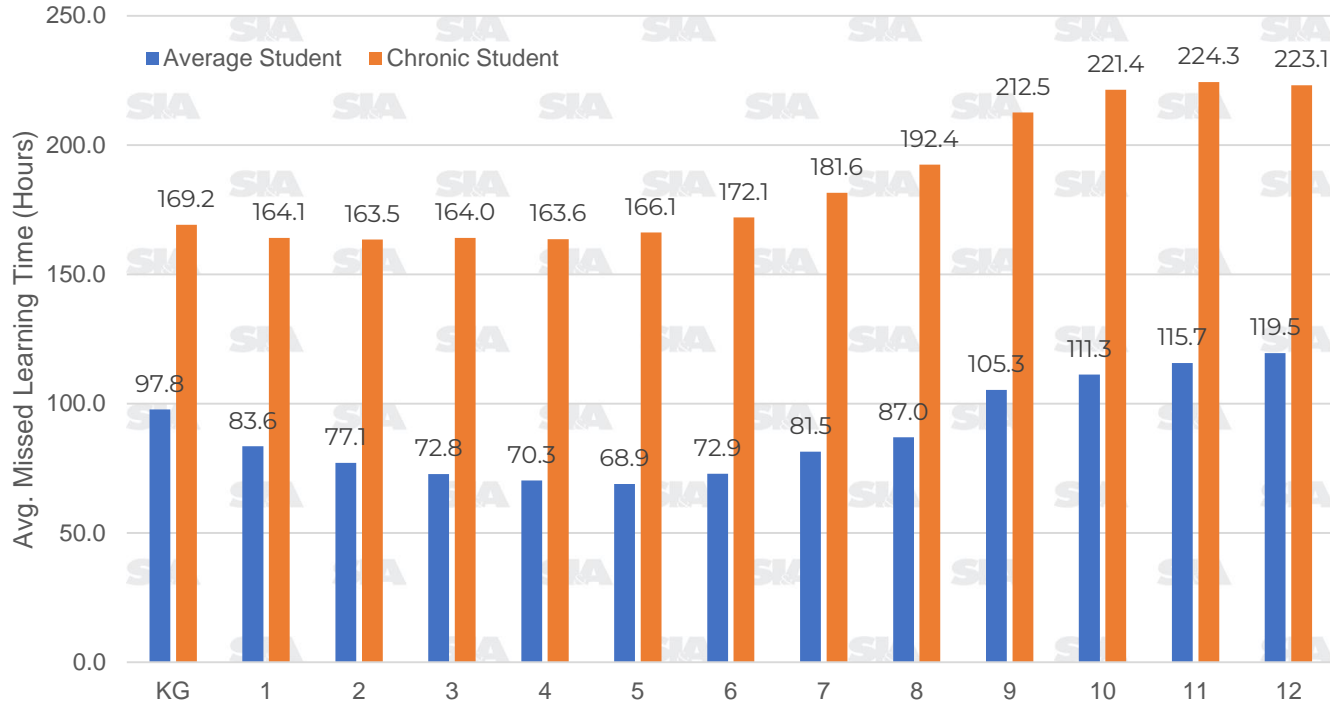
Chronic Absence Comparison by Grade

June 2022 vs. June 2023

| Grade | June 2021 Chronic Absence Rate | June 2022 Chronic Absence Rate | June 2023 Chronic Absence Rate | SI&A Rate of Change | Est. Non-SI&A Rate of Change |
|-----------|--------------------------------|--------------------------------|--------------------------------|---------------------|------------------------------|
| KG | 17.4% | 36.6% | 38.0% | 4.0% | 21.2% |
| 1 | 16.1% | 31.3% | 28.9% | -7.5% | 12.7% |
| 2 | 14.8% | 27.2% | 24.9% | -8.2% | 15.0% |
| 3 | 13.1% | 25.0% | 22.5% | -9.9% | 15.3% |
| 4 | 13.7% | 24.2% | 21.7% | -10.5% | 15.4% |
| 5 | 13.7% | 23.8% | 20.7% | -13.4% | 13.0% |
| 6 | 17.4% | 25.4% | 22.3% | -12.3% | 12.5% |
| 7 | 20.7% | 27.6% | 26.2% | -5.1% | 17.7% |
| 8 | 20.4% | 27.9% | 27.8% | -0.4% | 22.2% |
| 9 | 25.0% | 36.6% | 34.6% | -5.5% | 15.8% |
| 10 | 24.9% | 39.9% | 36.2% | -9.3% | 10.2% |
| 11 | 24.1% | 40.7% | 38.0% | -6.6% | 12.5% |
| 12 | 22.7% | 44.0% | 39.7% | -9.9% | 7.8% |

Elevated absence rates in Kindergarten makes parent education on the importance of early learning critical.

Missed Learning Time by Student and Grade

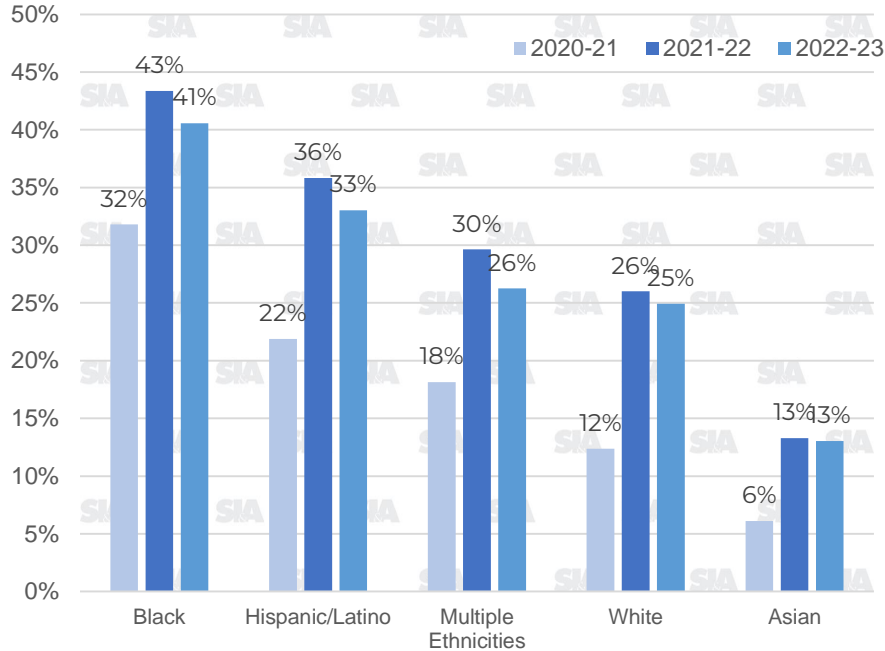


Chronically absent students accumulate **double** the missed learning time compared to their non-chronically absent peers

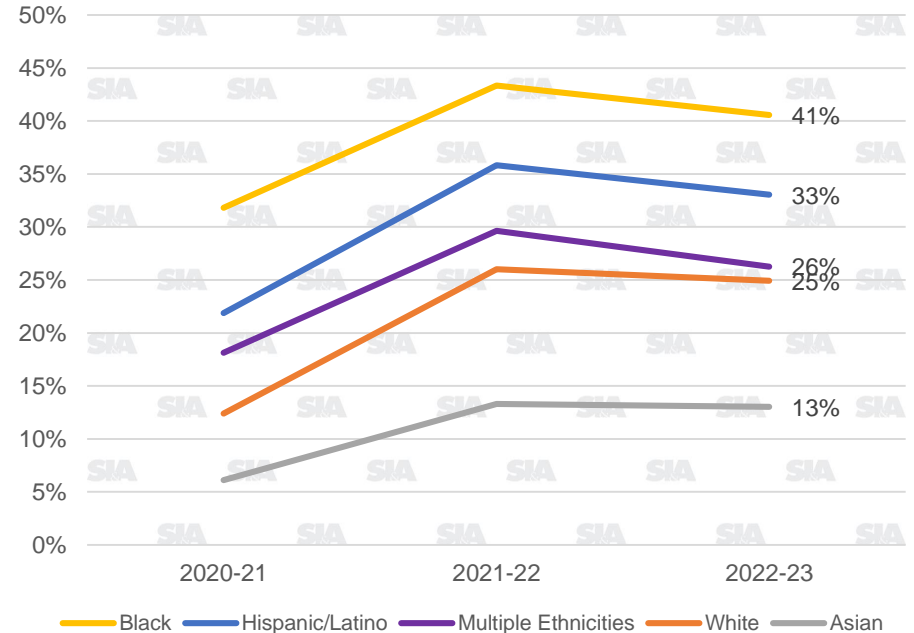
Learning Time Calculated by Multiplying Total Days Missed by 6 hours in a school

Chronic Absences Highest for Black & Hispanic Students

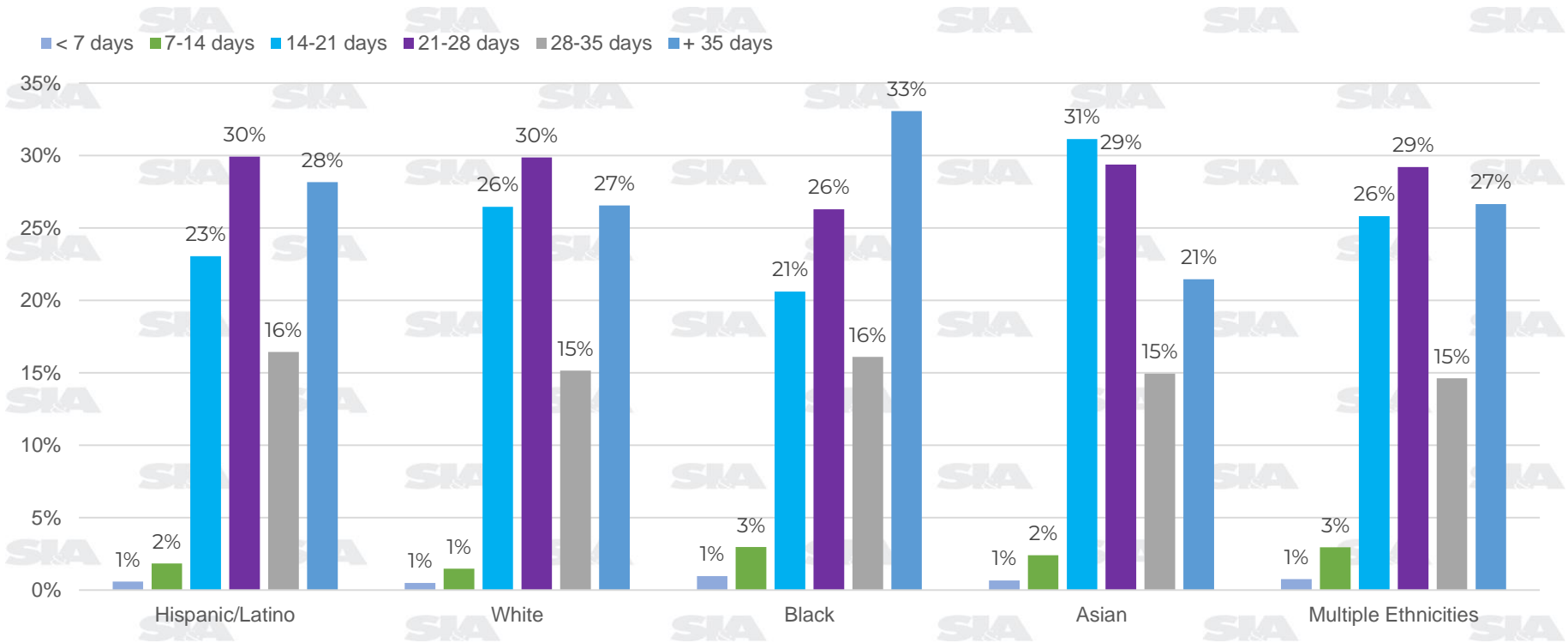
Chronic Absence Rates by Top 5 Ethnicities by Year



Relative Chronic Absence Rate Trends by Top 5 Ethnicities



Days Missed for Chronically Absent Students by Ethnicity



Student Group Analysis

| June 2022 vs. June 2023 | | | | | | |
|------------------------------|--------------------------------|--------------------------------|--------------------------------|---------------------|----------------|-----------------------------|
| Student Group | June 2021 Chronic Absence Rate | June 2022 Chronic Absence Rate | June 2023 Chronic Absence Rate | Decrease in Chronic | Rate of Change | Est. Non-SIA Rate of Change |
| English Language Learner | 24.6% | 33.9% | 32.4% | -1.5% | -4.5% | 18.5% |
| Non English Language Learner | 17.5% | 33.0% | 30.1% | -2.8% | -8.6% | 15.1% |

Change in chronic rates for **ELL vs. non-ELL** Subgroups.

Both subgroups saw similar decreases in chronic rates.

| June 2022 vs. June 2023 | | | | | | |
|-------------------------|--------------------------------|--------------------------------|--------------------------------|---------------------------------|----------------|-----------------------------|
| Student Group | June 2021 Chronic Absence Rate | June 2022 Chronic Absence Rate | June 2023 Chronic Absence Rate | Increase or decrease in Chronic | Rate of Change | Est. Non-SIA Rate of Change |
| Free & Reduced Lunch | 24.4% | 34.8% | 36.9% | 2.1% | 6.0% | 28.4% |
| Paid Lunch | 10.9% | 33.4% | 23.1% | -10.3% | -30.9% | -7.6% |

Change in chronic rates for the **Free & Reduced vs. Paid Lunch** subgroups.

The latter saw a decrease in chronic rates while F&R saw an increase.

| June 2022 vs. June 2023 | | | | | | |
|-------------------------|--------------------------------|--------------------------------|--------------------------------|---------------------|----------------|-----------------------------|
| Student Group | June 2021 Chronic Absence Rate | June 2022 Chronic Absence Rate | June 2023 Chronic Absence Rate | Decrease in Chronic | Rate of Change | Est. Non-SIA Rate of Change |
| Foster Care | 24.0% | 37.4% | 36.4% | -1.1% | -2.9% | 18.0% |
| Permanent Housing | 14.1% | 29.4% | 26.1% | -3.3% | -11.3% | 15.2% |

Change in chronic rates for the **Foster Care vs. Permanent Housing** subgroups.

Each saw similar decreases in chronic rates.

Positive Engagement and Multiple Touchpoints

Dear Parent or Guardian,

I want to welcome you to a new school year!

To say that these past two and a half years have been difficult would be an understatement. Our families faced a number of challenges including sickness, finances, isolation, and in some cases, coping with grief from loss. During this time, we did our best to provide a supportive environment that focused on the health and safety of our students, families, staff and community.

As we move forward, our top priority must be student learning. Our goal is to continue to provide a safe learning environment while we focus on re-establishing good attendance habits and family connections.

By rebuilding and nurturing good attendance habits, we can recapture lost learning as well as improve student research, attending school every day possible:

- Helps kids get back on track and recover lost momentum
- Promotes student learning and increases chances of graduation
- Helps kids feel better about school and themselves
- Improves mental health and relationships with peers
- Allows for a personal connection with staff

Evidence also shows when families and staff communicate often and do well academically and socially.

We want you to know that we value your input and we will communicate often and be responsive to your needs.

Thank you for partnering with us. Together we will succeed.

Sincerely,

Dr. King Davis
Superintendent



Our families faced a number of challenges including sickness, finances, isolation, and in some cases, coping with grief from loss.

Our goal is to continue to provide a safe learning environment while we focus on re-establishing good attendance habits and family connections.

...attending school every day possible:

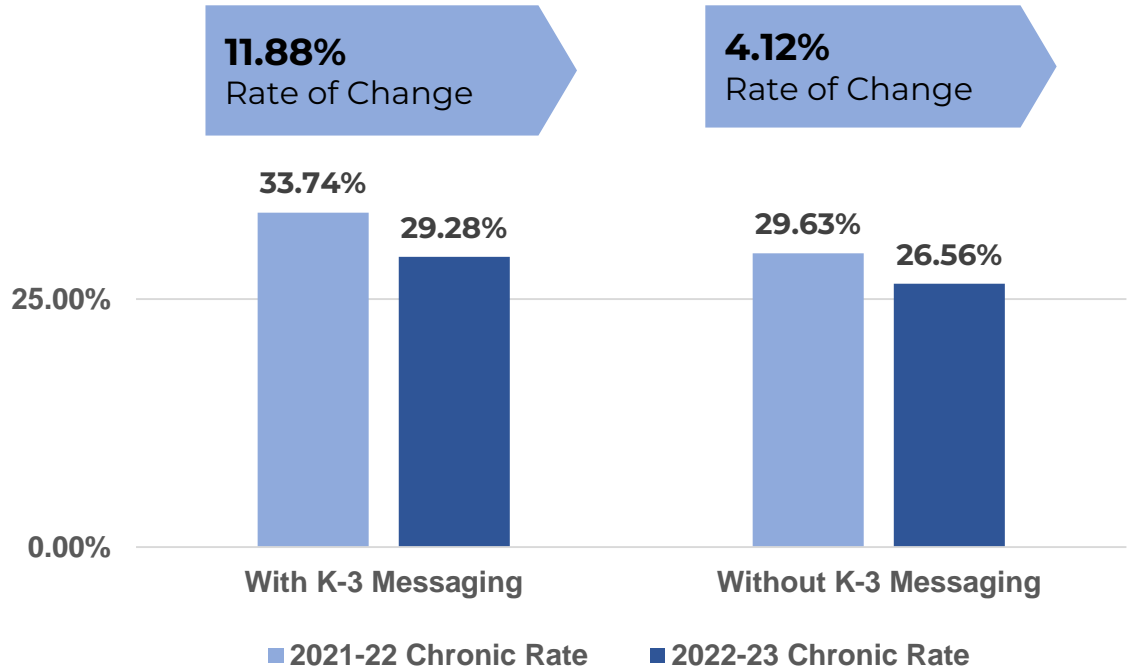
- Helps kids get back on track
- Promotes student learning and increases chances of graduation
- Helps kids feel better about school and themselves

We promise to communicate often and be supportive with on-going touch points throughout the year.

Together we will succeed.

Early and Often Makes a Positive Impact

- While we saw an overall reduction in chronic absenteeism for K-3rd students across all districts, districts that communicated **more frequently** in a positive, proactive and consistent manner saw greater reductions in chronic absenteeism.



What districts need to do for 2023-2024

- Set the expectation now for the year ahead and what it means to be successful
- Leadership messaging to all families at all grade levels on the importance of coming to school
- Lean into Attendance Month as a perfect segway to focus on attendance
- Create a systemwide communication plan that reinforces the importance of good attendance habits
- Schedule regular intervals to analyze the attendance data and make course corrections as necessary
- Focus on attendance as an ongoing process not a singular event



Save the Date

- FREE Attendance Awareness Month Webinar
- Wednesday, August 30 at 10 AM PT
- Registration opens August 1
- Register at www.sia-us.com/events
- Attendees receive a FREE Attendance Awareness Month Social Media Kit from SI&A

