



The Attendance Crisis in California Schools

Report prepared for the CA Department of Education
by School Innovations & Achievement



School
Innovations
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Building and Reinforcing Habits is Essential

*“We are what we repeatedly do.
Excellence, then, is not an act,
but a habit.”*

~ Aristotle



Opening Thoughts & Considerations

- Chronic absenteeism has been high since the start of the year.
 - Delta
 - Omicron
 - BA.2
- After the Omicron surge, an attendance boomerang was expected but has not happened.
- Districts need to take a systems approach, starting with universal/Tier 1 supports to rebuild the habit of coming to school.

Why are good habits necessary?



Habits are who *you* are



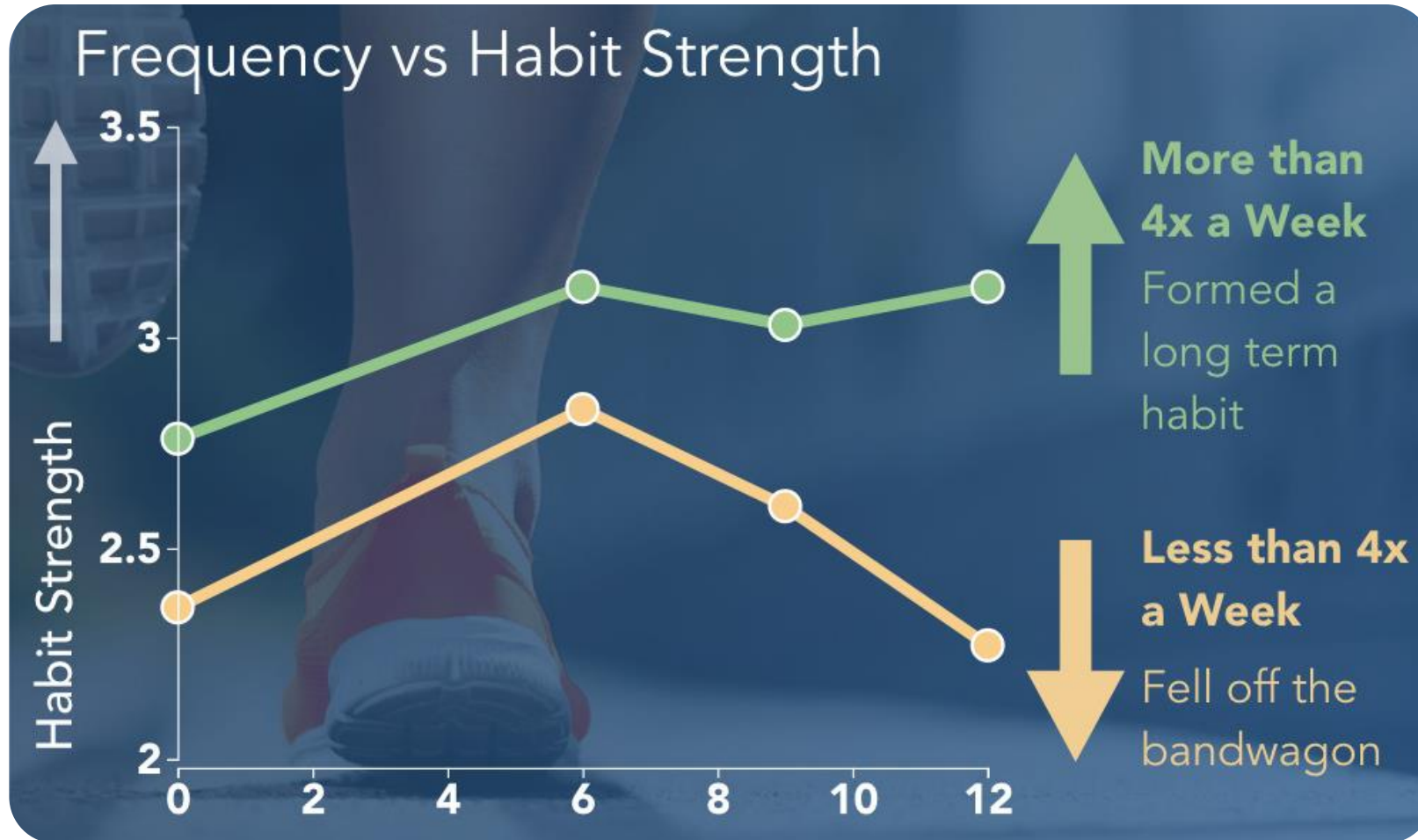
Habits allow you to reach *your goals*



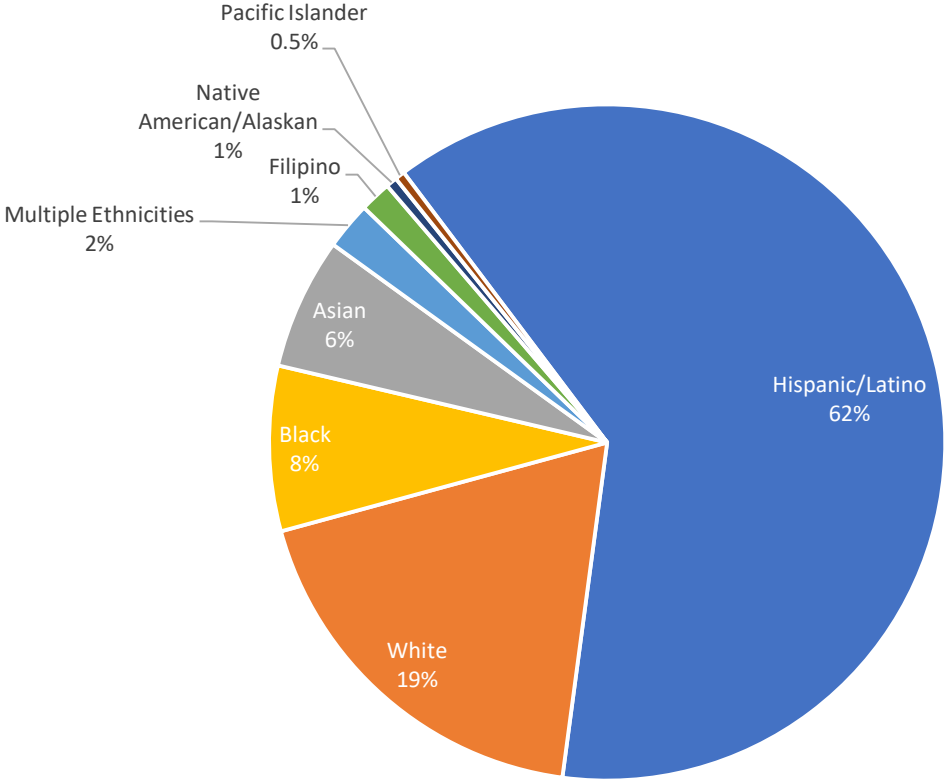
Habits set a *foundation for your life*



Habit Formation: From Psychology Today



Demographic Breakdown of Dataset



The CA dataset includes:

- More than 320,000 students
- Across 17 counties
- Racial/ethnic composition that resembles the overall statewide enrollment

Race/Ethnicity	Percent of Population
Hispanic/Latino	62%
White	19%
Black	8%
Asian	6%
Multiple Ethnicities	2%
Filipino	1%
Native American/Alaskan	1%
Pacific Islander	0.5%

Percentages based on 2021-22 fiscal year student counts

The Attendance Crisis Has Gotten Worse

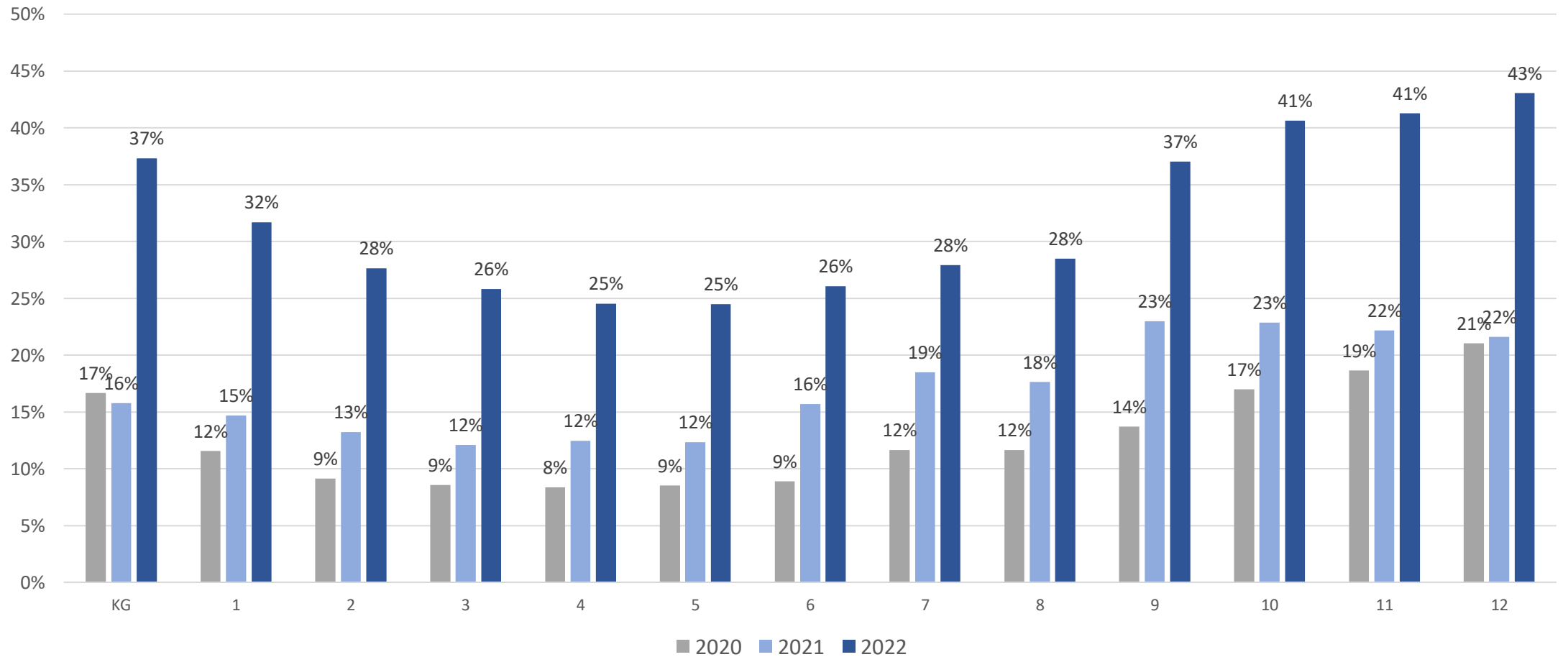


Chronic Rates Comparison by District Type

High School Districts have the highest chronic rate (47% of their students are chronically absent).

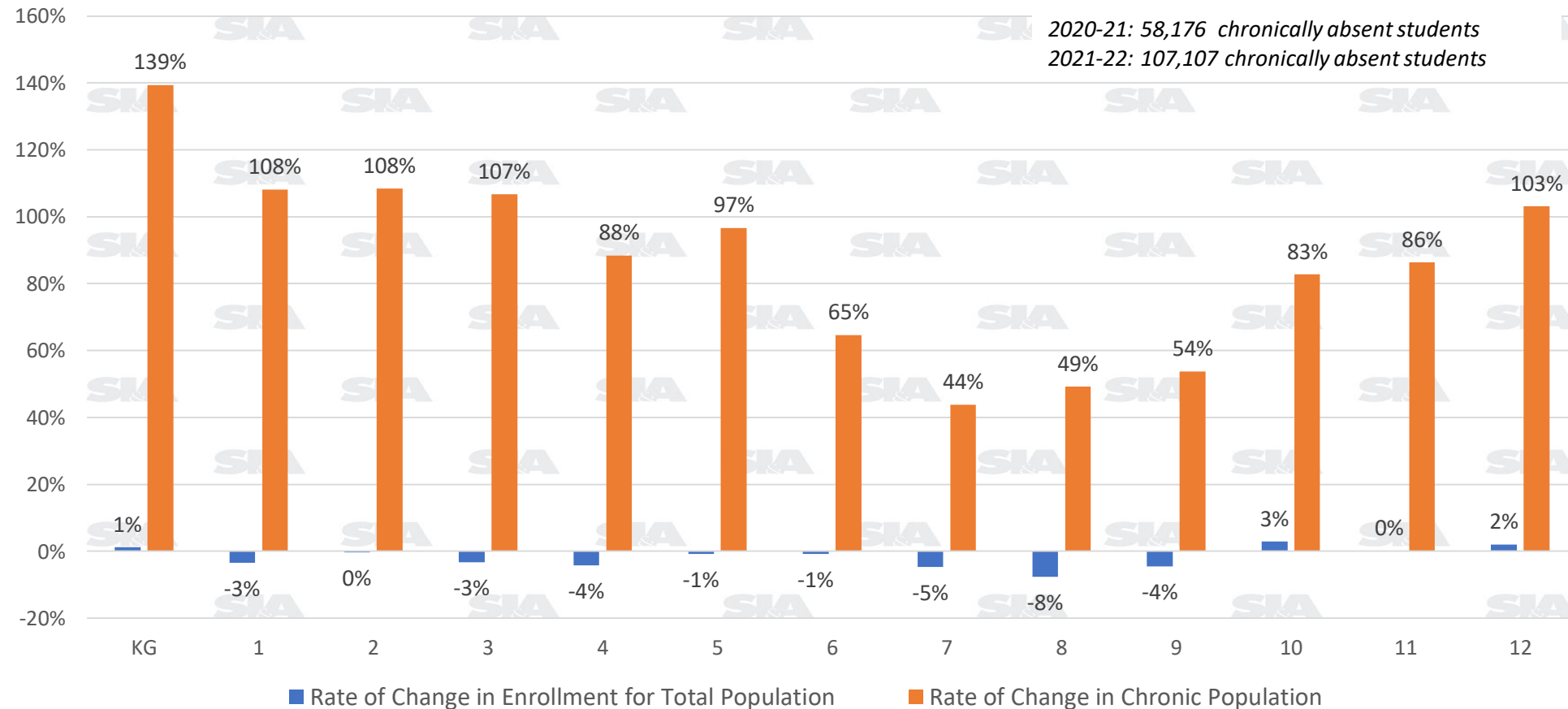
				Mar 2021 vs. Mar 2022	
District Type	Mar 2020 Chronic Absence Rate	Mar 2021 Chronic Absence Rate	Mar 2022 Chronic Absence Rate	SI&A Rate of Increase	Est. Non-SI&A Rate of Increase
ESD	11.0%	16.7%	28.6%	71.6%	144.2%
HSD	16.9%	26.0%	47.0%	80.9%	113.2%
USD	12.8%	14.8%	29.1%	97.0%	153.9%

Chronic Absence Rate Comparison By Grade

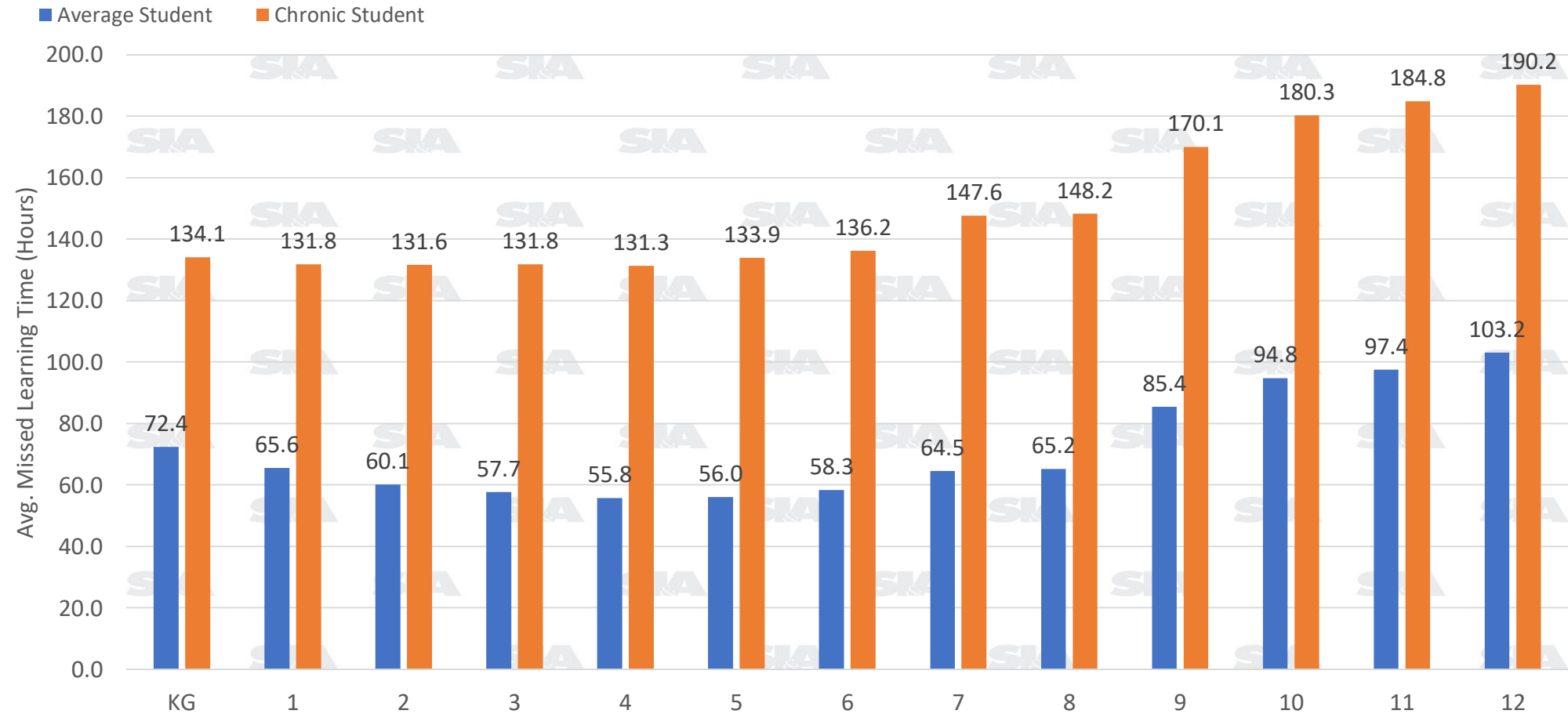


Enrollment Down & Chronic Absences Up in Every Grade

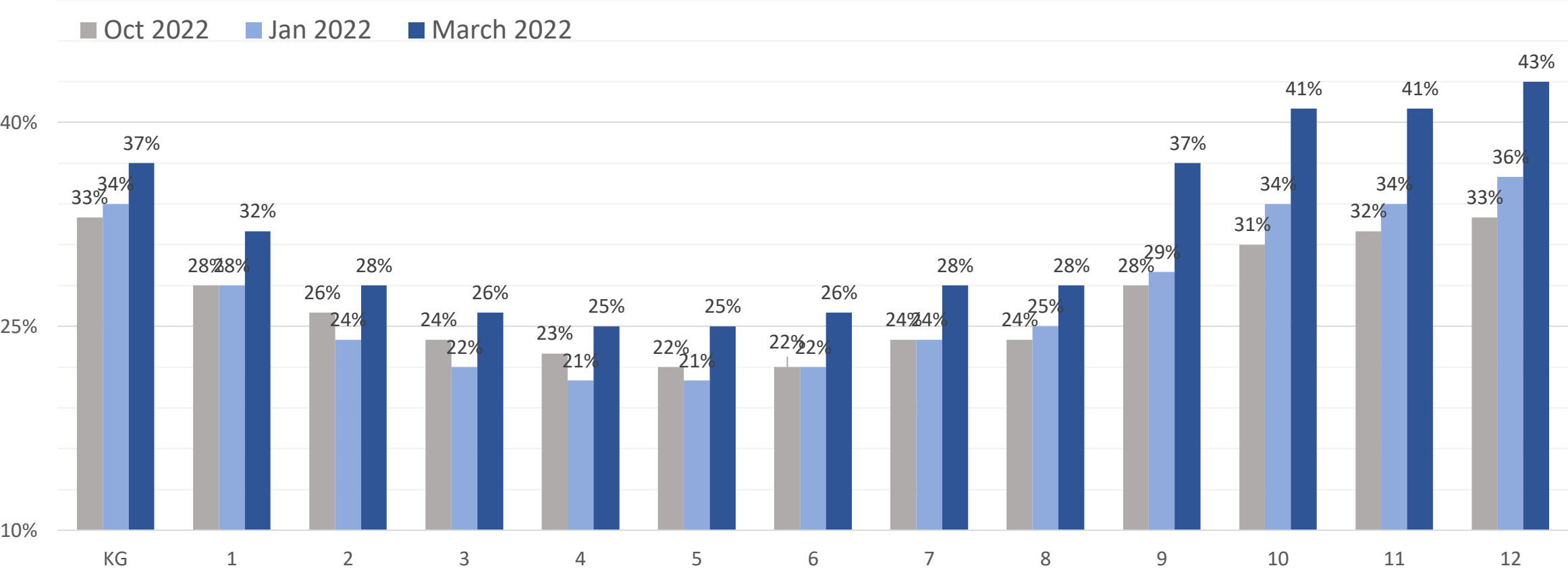
Rate of Change in Enrollment & Chronic Absences by Grade from YTD 2020-21 to YTD 2021-22



Average Missed Learning Time by Grade

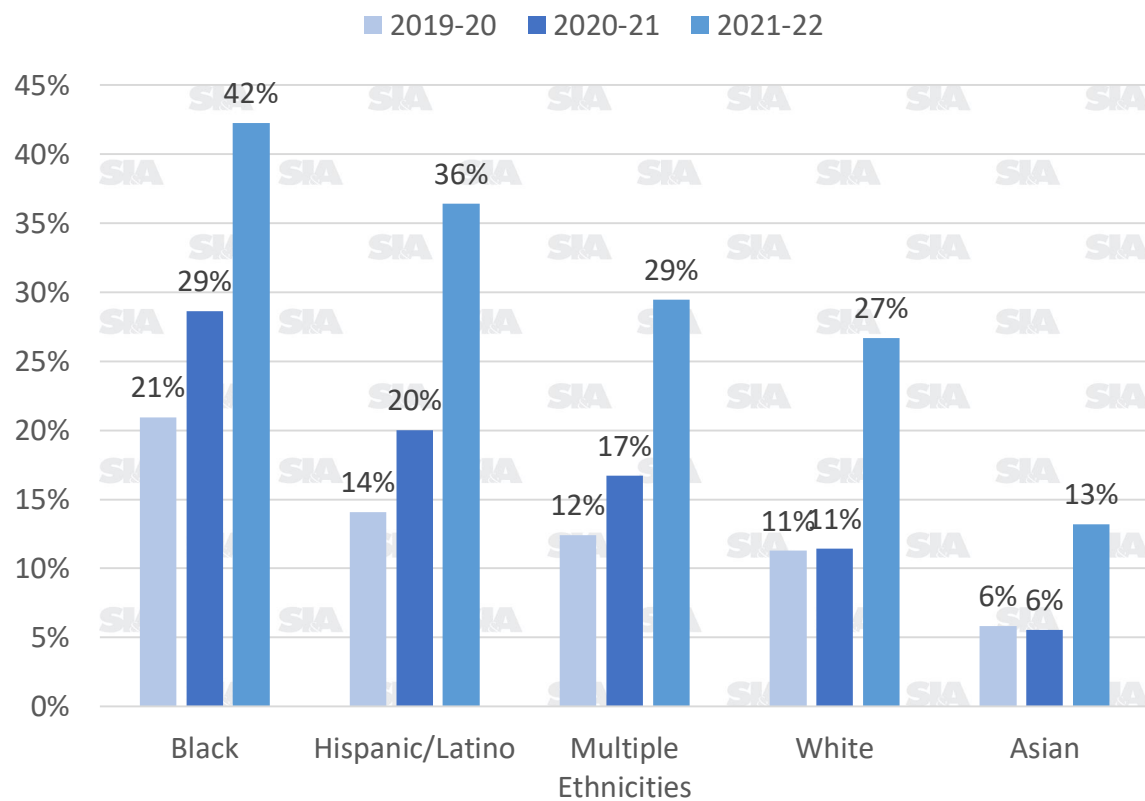


Still Waiting For The Post-Omicron Recovery

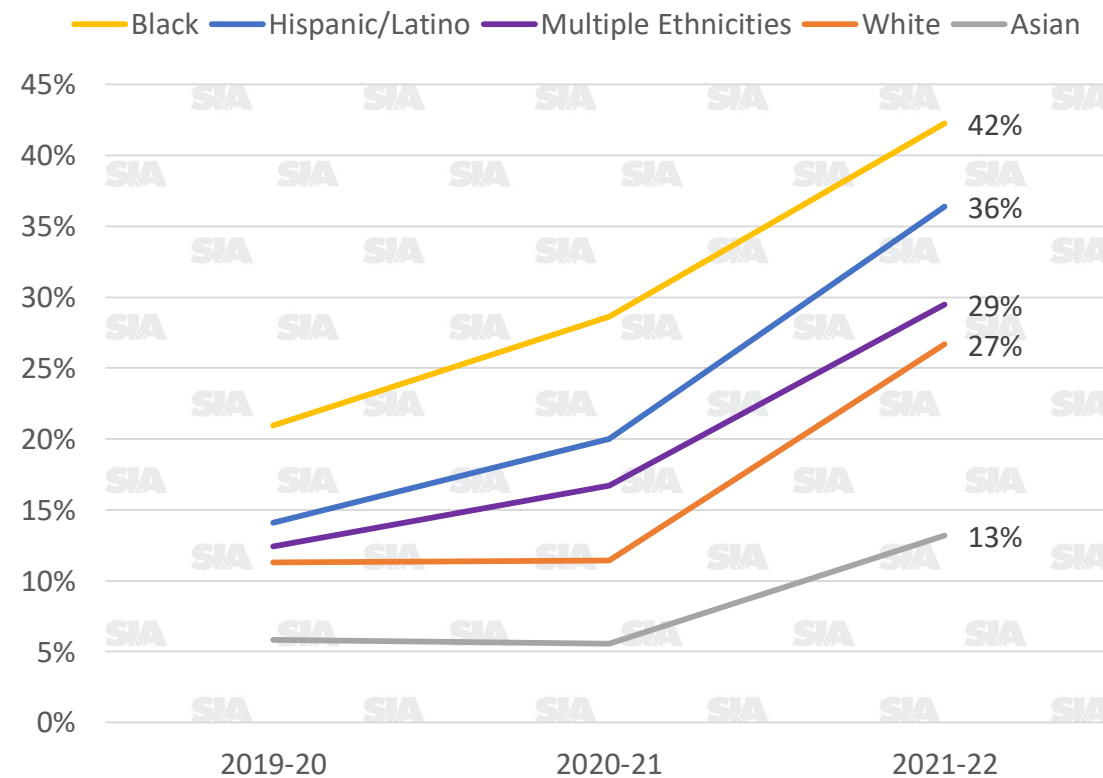


Chronic Absences Continue to be Highest for Black & Hispanic Students

Chronic Absence Rates by Top 5 Ethnicities by Year

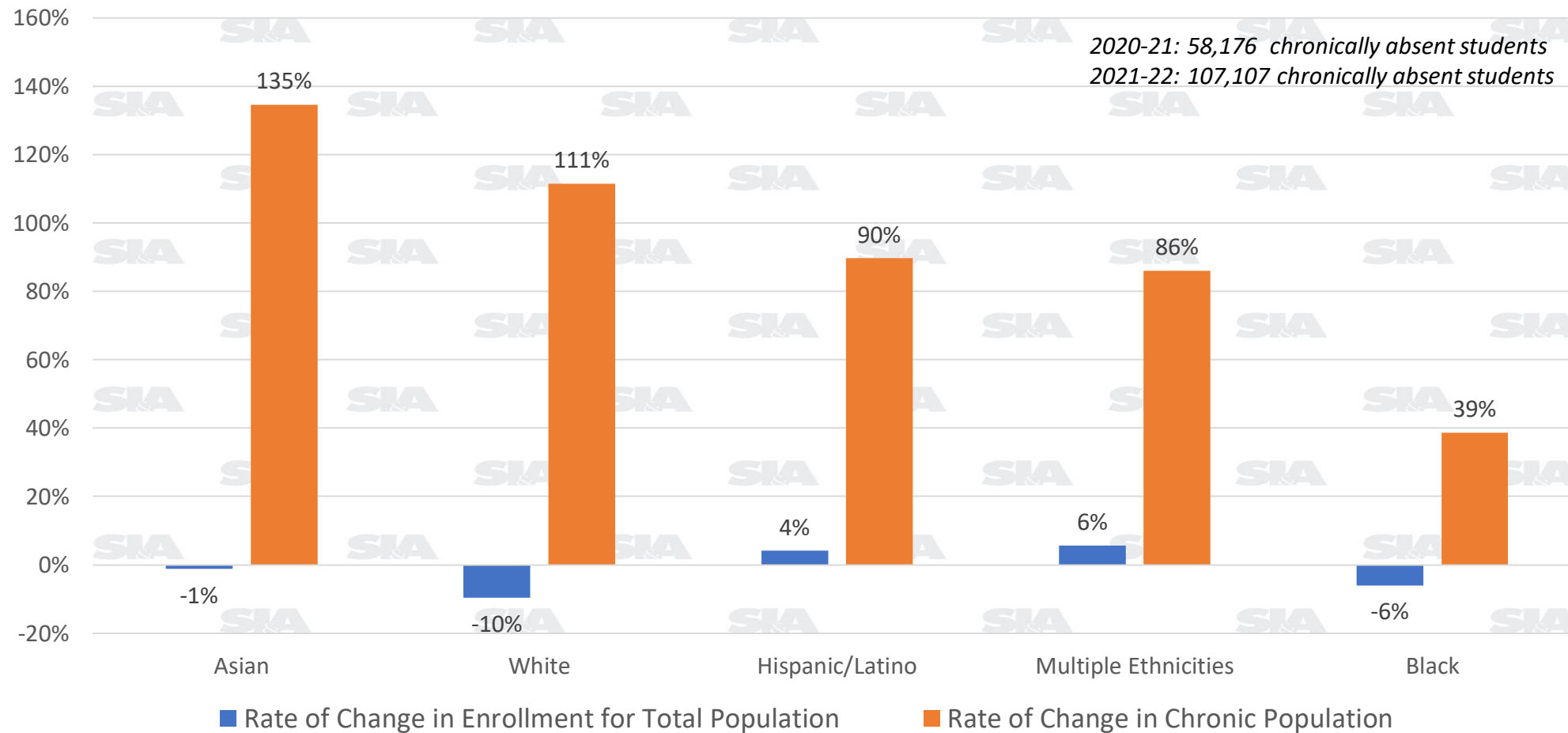


Relative Chronic Absence Rate Trends by Top 5 Ethnicities

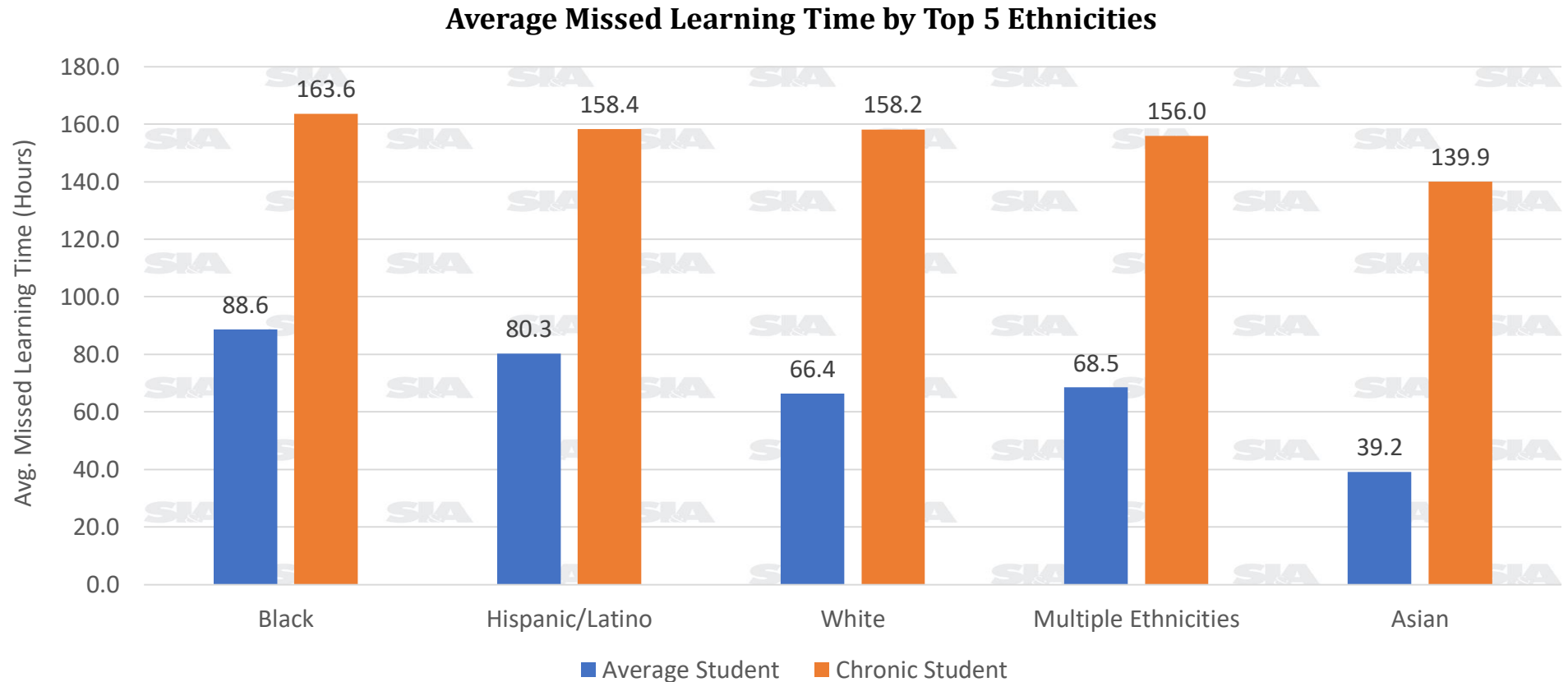


Rate of Change in Enrollment & Chronic Absenteeism by Top 5 Ethnicities

YTD 2020-21 vs. YTD 2021-22



Missed Learning Time Highest for Students of Color



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

English Language Learners; Free & Reduced Lunch Subgroups

Language Designation				Mar 2021 vs. Mar 2022		
Subgroups	Mar 2020 Chronic Absence Rate	Mar 2021 Chronic Absence Rate	Mar 2022 Chronic Absence Rate	Increase in Chronic	Rate of Increase	Est. Non-SI&A Rate of Increase
English Language Learner	14.9%	23.2%	36.1%	13.0%	55.9%	92.2%
Non English Language Learner	13.2%	16.1%	33.2%	17.1%	106.3%	158.5%

All groups saw increases in chronic rates.

The Non-ELL population had an increase in chronic rates that was two times as large as the increase in chronic rates for English Language Learners. Essentially, non-ELL students have 'caught' up.

Lunch Status				Mar 2021 vs. Mar 2022		
Subgroups	Mar 2020 Chronic Absence Rate	Mar 2021 Chronic Absence Rate	Mar 2022 Chronic Absence Rate	Increase in Chronic	Rate of Increase	Est. Non-SI&A Rate of Increase
Free & Reduced Lunch	16.5%	22.9%	41.0%	18.1%	79.3%	116.0%
Paid Lunch	9.3%	9.8%	25.7%	15.9%	161.4%	246.8%

Both populations saw an increase in their chronic rate. The F&R Lunch population continues to have a larger chronic rate compared to students that pay for lunch.

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**Non English Language Learner status includes any student who is not currently categorized as English Language Learner status*

Foster Care Subgroup

Foster care students have chronic rates of 40% and above. This what we see with our free & reduced and ELL students.

				Mar 2021 vs. Mar 2022		
Subgroups	Mar 2020 Chronic Absence Rate	Mar 2021 Chronic Absence Rate	Mar 2022 Chronic Absence Rate	Increase in Chronic	Rate of Increase	Est. Non-SI&A Rate of Increase
Foster Care	17.0%	20.1%	40.3%	20.1%	99.9%	141.6%
Permanent Housing	11.5%	12.8%	31.2%	18.3%	142.9%	208.3%

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**Permanent Housing status includes any student who is not categorized as Foster Care status*

LEAs Have Started To Design Recovery Plans Across Multiple Areas of Focus

What is the desired **IMPACT** of your investment?

CATEGORY #1



Empowering,
Adaptable
Instruction

CATEGORY #2



Time &
Attention

CATEGORY #3



The
Teaching
Job

CATEGORY #4



Relationships
& Social-
Emotional
Supports

CATEGORY #5



Family &
Community
Partnerships

The examples on this slide are organized by our [five “Power Strategies”](#) to illustrate how the [common investments we are currently seeing](#) across districts can be tied to common areas of intended impact.

Student needs and national research - the causes, absenteeism, are not being addressed with the same rigor

Student Needs



Our students, like school-age children across the country, have experienced learning loss due to the COVID-19 pandemic.



Students missed **XX** days of in-person instruction with educators and peers during the 2019-20 and 2020-21 school years due to COVID and have fallen behind.



During the 2020-21 school year there were **XXX** cases of COVID and **XXX** students and staff impacted as close contacts. All of these individuals were directed to quarantine and missed in-person learning opportunities and chances to build relationships.

National Research



Research shows that students that are chronically absent in Kindergarten and 1st grade, only 17% on reading level



67% of course failures are attributed to absenteeism



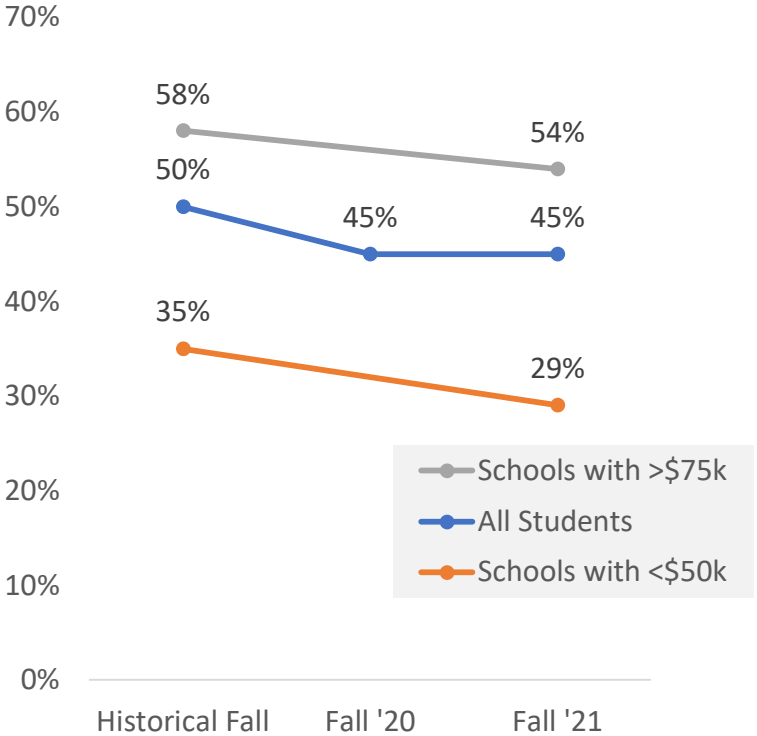
70% of students in special education are considered mild to moderate and only 7% students exit special education



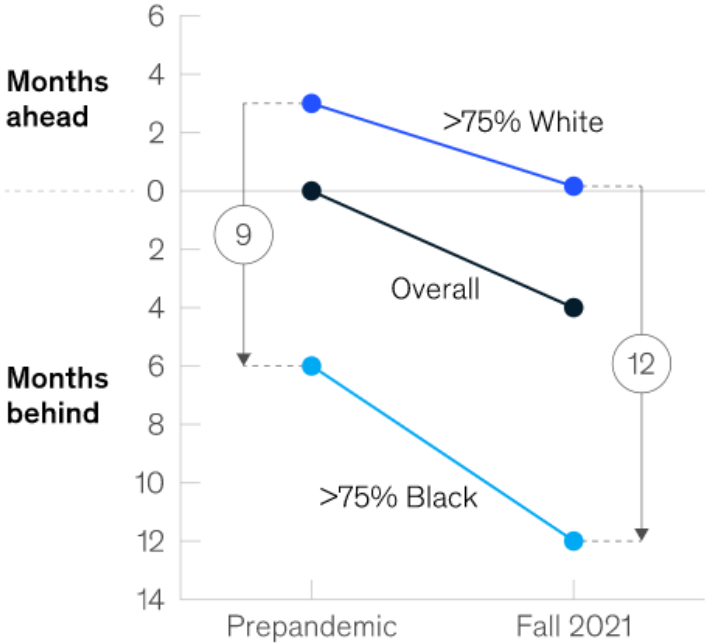
Effective frequency – parents need to hear a message 6 – 20 times to change behavior or take action

Fall 2021 assessment data shows students continuing to fall behind, and growing gaps for low-income and students of color

**% of Students on Grade Level
Grade 3, Reading and Mathematics**



**Cumulative months unfinished
learning, grades 1st thru 6th**

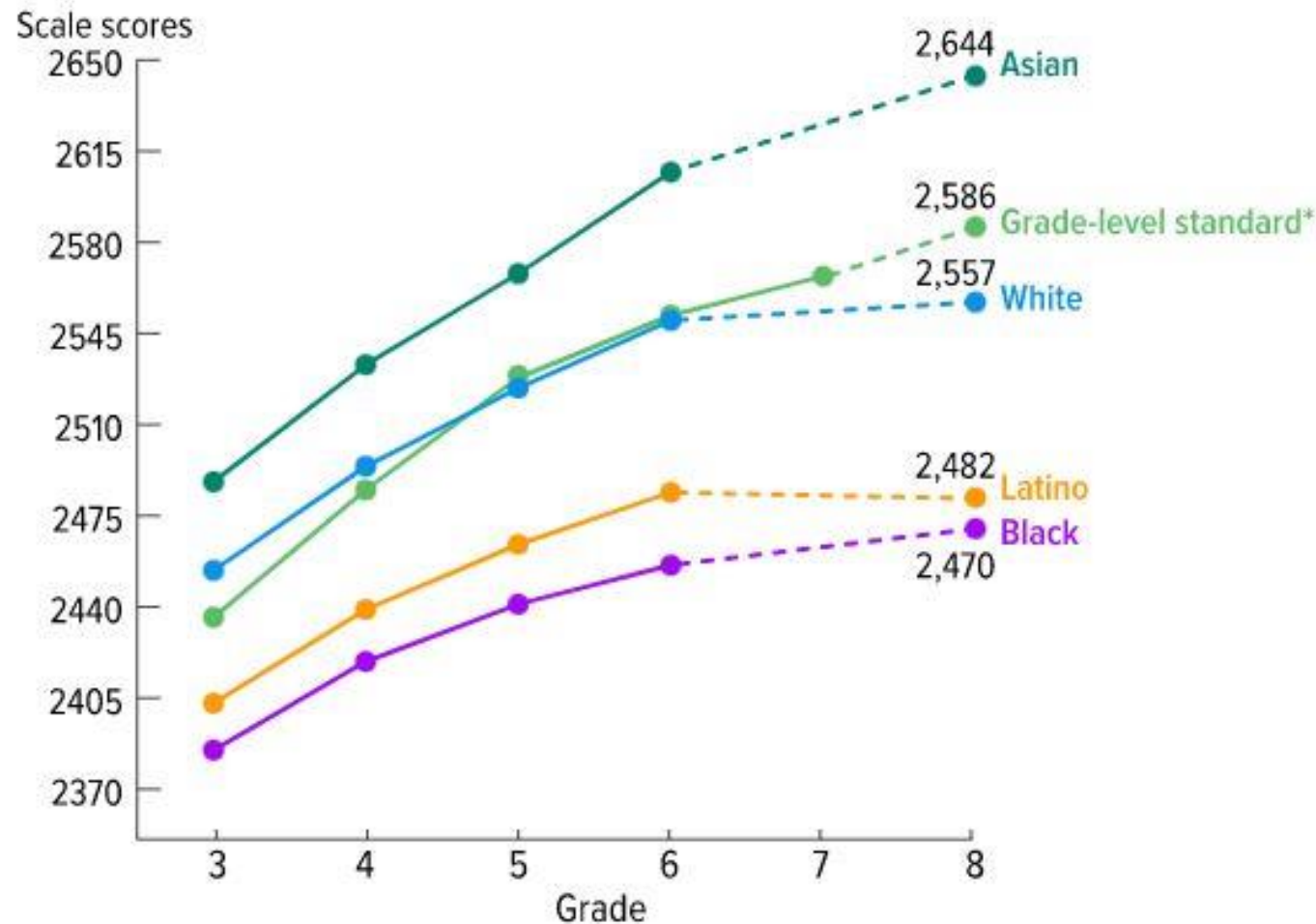


¹Values shown in bubbles have been rounded to the nearest whole number.
Source: Curriculum Associates i-Ready assessment data

Note: Measuring the impact of new investments with ongoing learning loss and without consistent year over year performance trends will be challenging.

Tutoring & Summer School Won't be Enough

Smarter Balanced average math scores by race and ethnicity

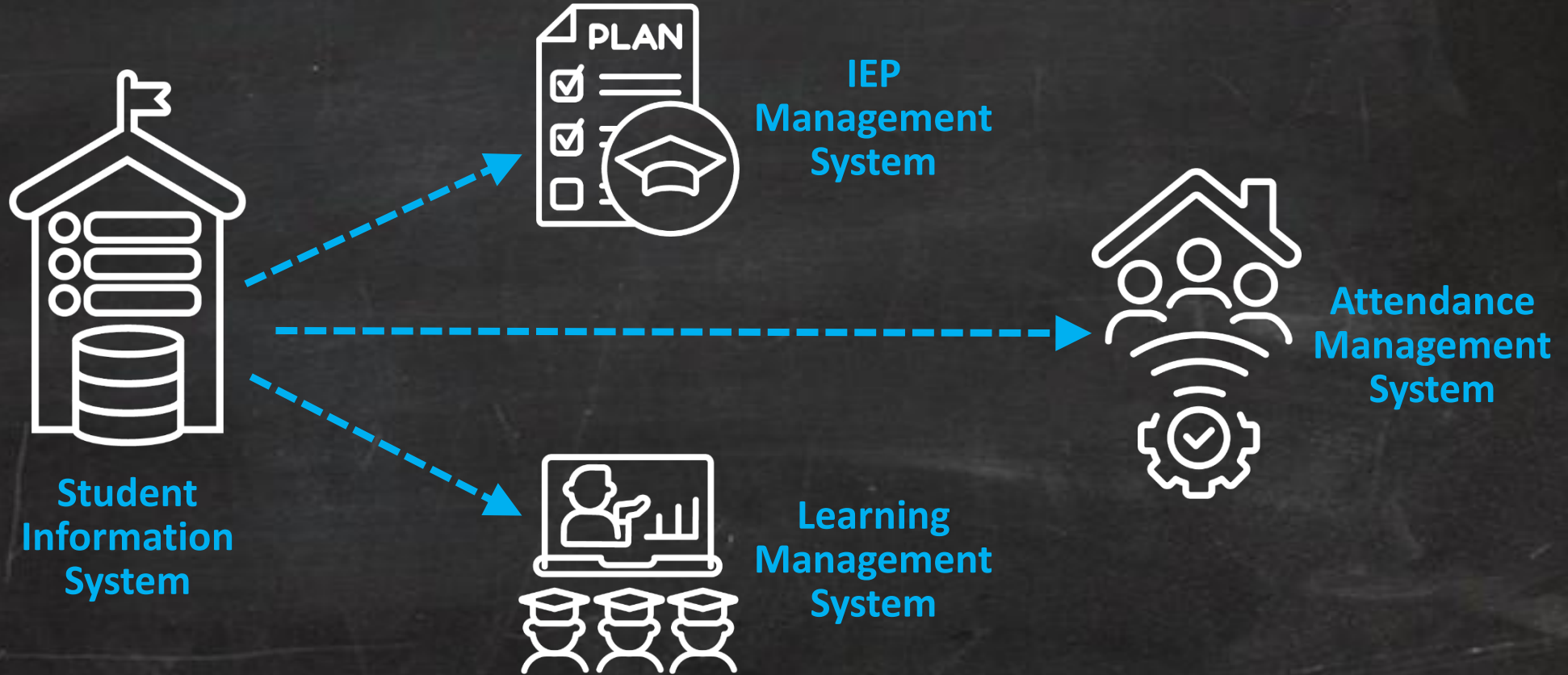


Black and Latino eight grade students continued to average far below the state's grade-level standards, with an average test score last year approximating meeting fourth grade standards.

*Note: The Smarter Balanced test was not given in 2020.
Source: David Wokelyn and the California Department of Education.
Chart redesigned by Yuxuan Xie.*

EdSource

Strong Systems



The Time To Act On Attendance Is Now

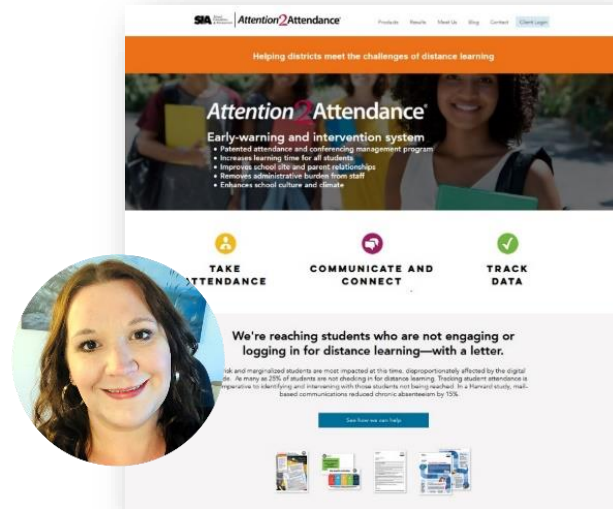


No matter what proposal is adopted, LEAs will be required to focus more on attendance moving forward



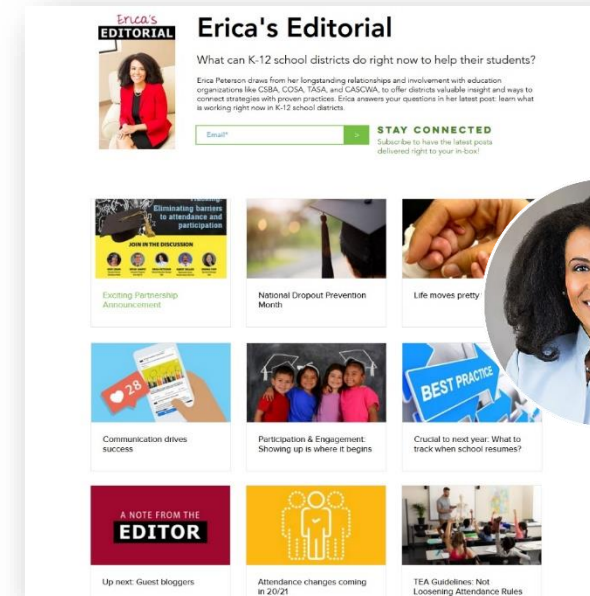
SI&A is ready **NOW** to help LEAs in a campaign to address habits today and model options for tomorrow.

Resources



Brenda Tapp
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Attendance Blog



Erica Peterson
AskErica@sia-us.com
www.sia-us.com/ericas-editorial