

Statewide Chronic Absenteeism Analysis

DATA ANALYSIS • TRENDS • PROMISING PRACTICES



SIA School
Innovations
& Achievement

School Innovations & Achievement (SI&A) are experts on student attendance, school-to-home communications and data analytics.

SI&A is unmatched with their automated capability to cleanse and standardize data.

SI&A has the cleanest set of current and historical K-12 attendance data.

Discussion

- What we are seeing:
 - Chronic up across the state
 - Enrollment down across the state
 - Learning Loss Recovery plans are short term and can't just be focused on summer school and extended learning in the year ahead
 - Long term investment is requirement
 - We have a 5-10 year problem and strategies should reflect that
- Open Discussion (10-15 minutes)
- What are you seeing? - Please unmute

Post-COVID: We Have a 5 - 10 Year Problem

This is a generational problem.

The pandemic has widened the gap

15% -
20%
Increase to
existing
gaps



What we are seeing

Forecasting **reading acquisition** problems and **dropouts**

Attendance/Chronic Absenteeism in DL

			2019-20 vs. 2020-21	
Grade	SY 2019-20 Chronic Absence Rate	SY 2020-21 Chronic Absence Rate	A2A Rate of Increase	Est. Non-A2A Rate of Increase
KG	16.8%	17.6%	4.7%	76.8%
1	11.7%	16.7%	42.6%	146.0%
2	9.3%	15.1%	62.3%	192.4%
3	8.8%	13.6%	53.4%	190.3%
4	8.5%	14.2%	67.0%	209.8%
5	8.8%	14.1%	61.0%	199.4%
6	9.2%	18.0%	95.3%	226.9%
7	12.1%	20.9%	73.8%	174.3%
8	12.5%	20.7%	65.7%	162.9%
9	14.3%	24.6%	72.8%	131.6%
10	17.6%	24.6%	39.8%	87.5%
11	19.0%	23.7%	24.3%	68.4%
12	21.6%	22.2%	2.9%	41.9%

Generational problem

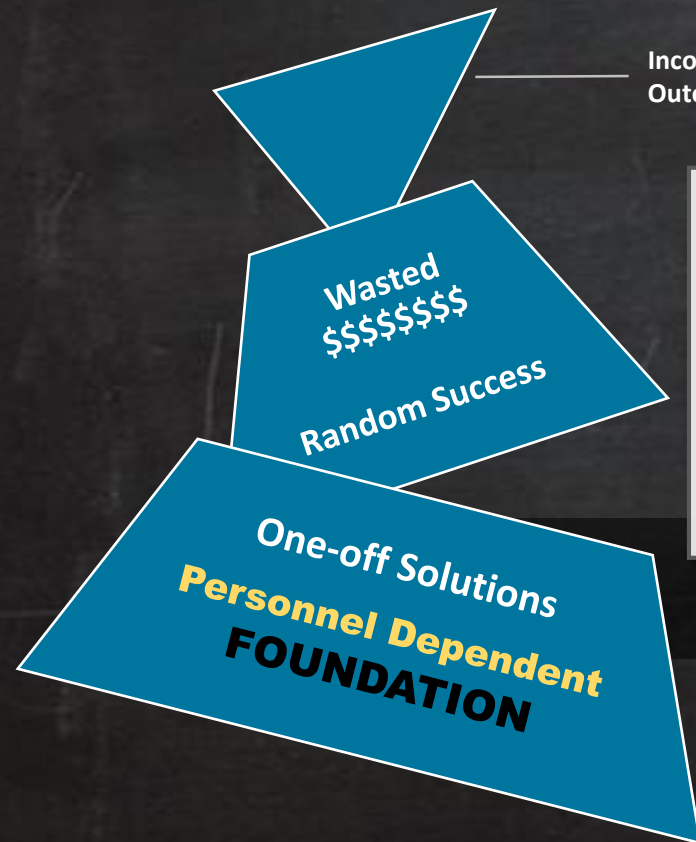
- Enrollment down
- Parents exploring other options
- Others marketing to your families

Will take a **long-term plan & experience** to move the needle

*Analysis included 33 districts, nearly 350,000 students and demographics that mirrors CA state diversity.

Design Matters

PERSONNEL DEPENDENT



Inconsistent Student Outcomes

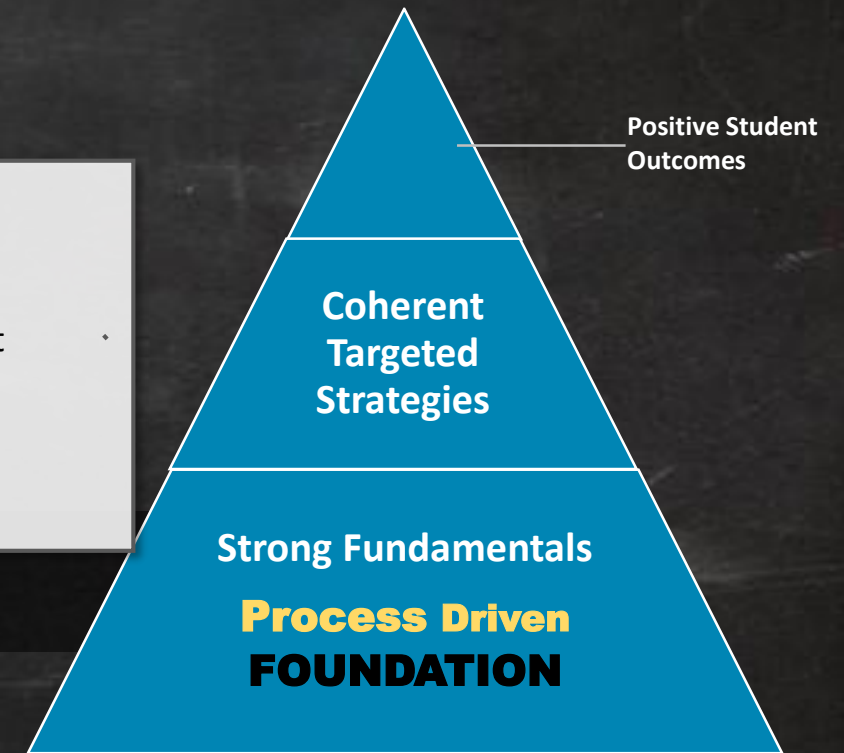
Wasted
\$\$\$\$\$\$\$\$
Random Success

One-off Solutions
Personnel Dependent
FOUNDATION



- Most district operations are staff dependent
- **Equity requires:**
 - Bias-free processes, measurement & oversight
 - Administrative & performance reporting

PROCESS DRIVEN

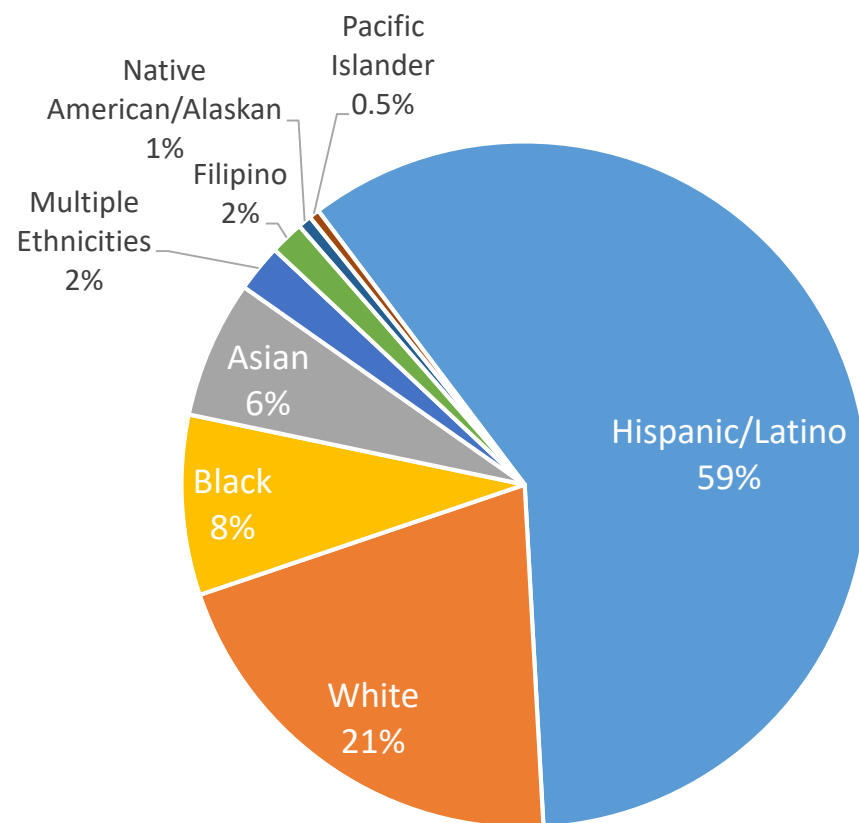


Positive Student Outcomes

Coherent
Targeted
Strategies

Strong Fundamentals
Process Driven
FOUNDATION

Demographic Breakdown of Dataset

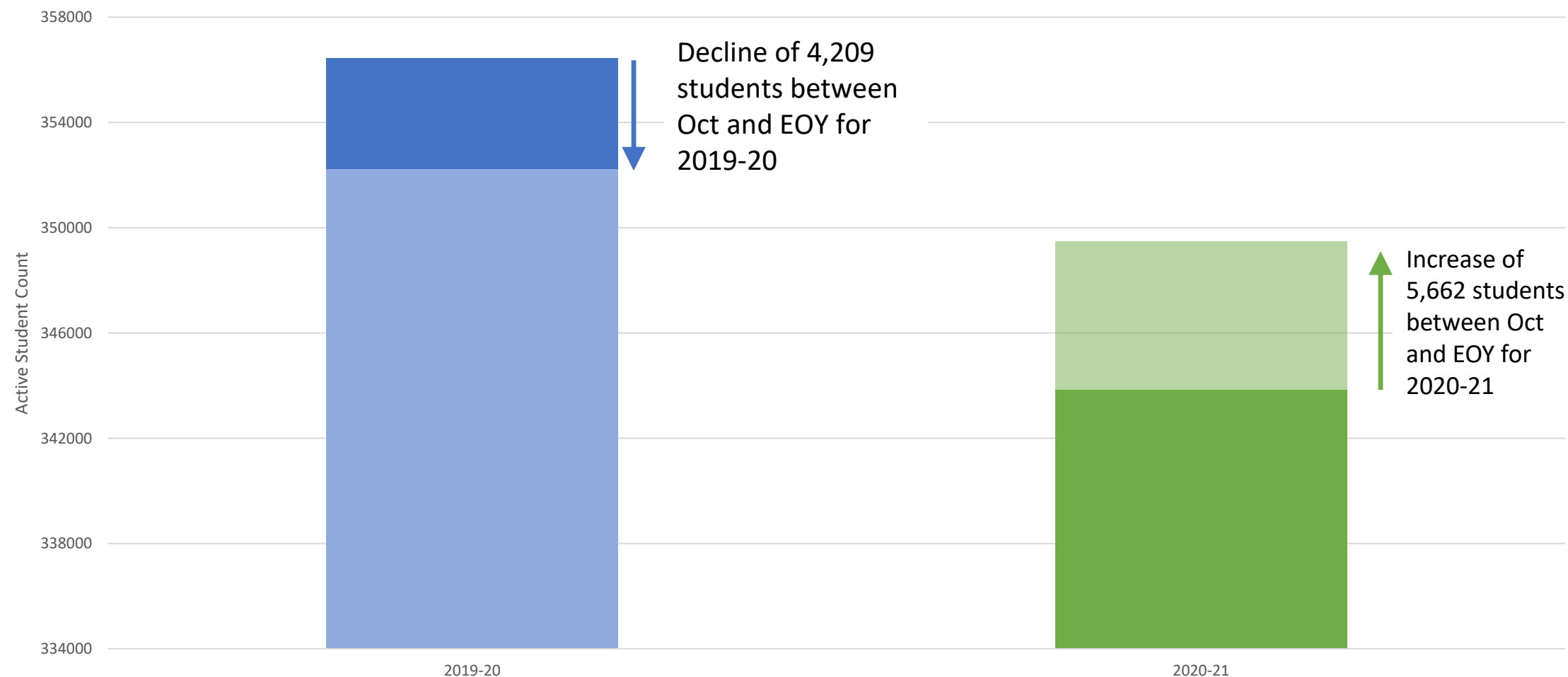


Percentages based on 2020-21 fiscal year student counts

The dataset includes nearly 350,000 students from the following 18 counties: Contra Costa, Fresno, Humboldt, Kern, Kings, Los Angeles, Merced, Monterey, Riverside, Sacramento, San Bernardino, San Mateo, Santa Barbara, Santa Clara, Sutter, Tulare, Ventura, Yuba.

This composition closely resembles the overall California state enrollment.

Enrollment Trends: 2020 vs 2021



Rate of Change in Chronic Absence Across Districts

- Unfortunately, we see a 5.7% increase in the overall chronic rate
- We project a possible 103% growth rate for non-partner districts
- Fewer school days reported in 2019/2020 vs. a full 180 school days in 2020/2021

		2019-20 vs. 2020-21		
SY 2019-20 Chronic Absence Rate	SY 2020-21 Chronic Absence Rate	Increase in Chronic Absence Percentage	Rate of Increase	Est. Non-A2A Rate of Increase
13.7%	19.4%	5.7%	42.1%	103.6%

Chronic Absence Comparison by District Type

Elementary School Districts have the largest rate of increase in chronic rates.

High School Districts continue to have the highest chronic rate (28% of their students are chronically absent).

			2020 vs. 2021	
District Type	SY 2019-20 Chronic Absence Rate	SY 2020-21 Chronic Absence Rate	A2A Rate of Increase	Est. Non-A2A Rate of Increase
ESD	11.9%	20.3%	70.0%	171.4%
HSD	18.5%	28.1%	51.6%	96.9%
USD	12.5%	15.9%	26.8%	93.7%

Chronic Absence Comparison by District Size

The largest rate of increase in chronic absences is seen in districts with < 3500 student enrollment.

			2019-20 vs. 2020-21	
District Size	SY 2019-20 Chronic Absence Rate	SY 2020-21 Chronic Absence Rate	A2A Rate of Increase	Est. Non-A2A Rate of Increase
< 3500	9.8%	20.5%	109.5%	195.4%
3500 - 5000	16.1%	17.8%	10.5%	62.6%
5000 - 10000	11.1%	15.8%	42.0%	117.5%
10000 - 20000	14.1%	21.5%	52.4%	112.1%
> 20000	15.3%	19.5%	27.0%	81.8%

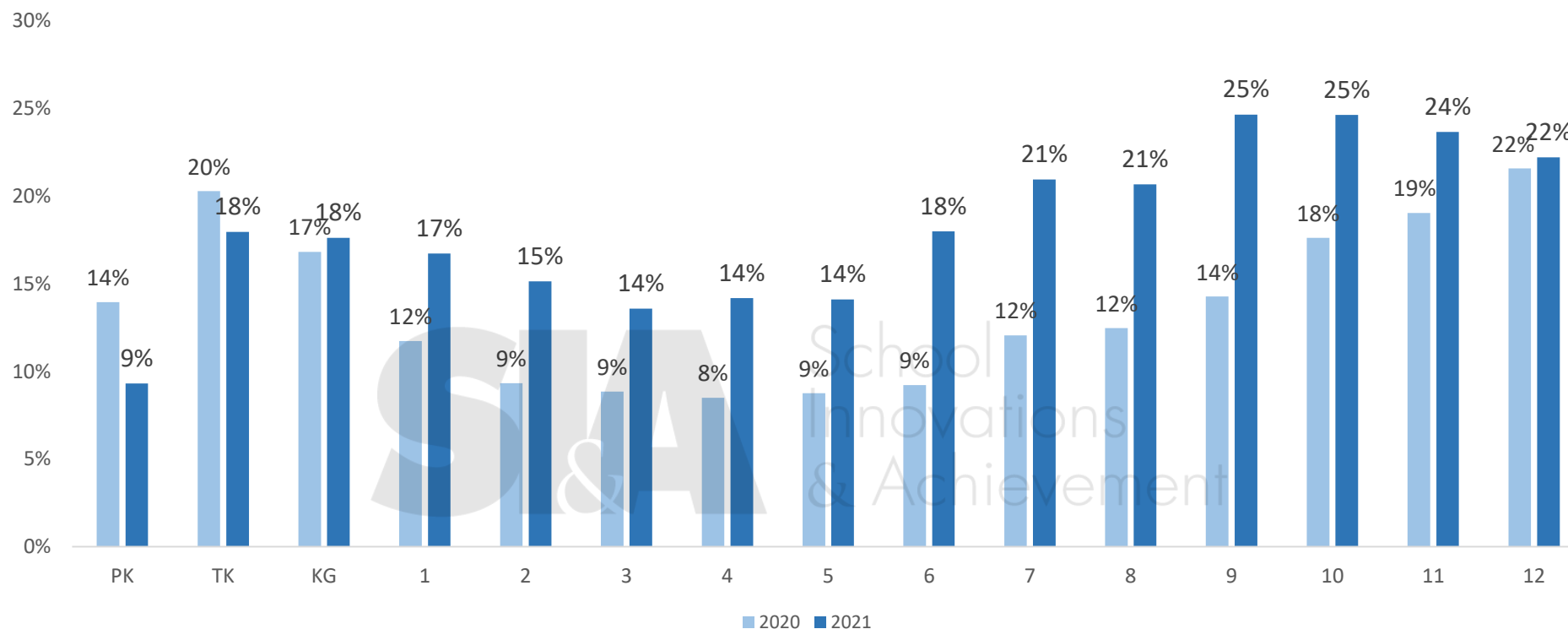
Chronic Absence Comparison By Grade

A generational problem, foundational learning has been disrupted.

			2019-20 vs. 2020-21	
Grade	SY 2019-20 Chronic Absence Rate	SY 2020-21 Chronic Absence Rate	A2A Rate of Increase	Est. Non-A2A Rate of Increase
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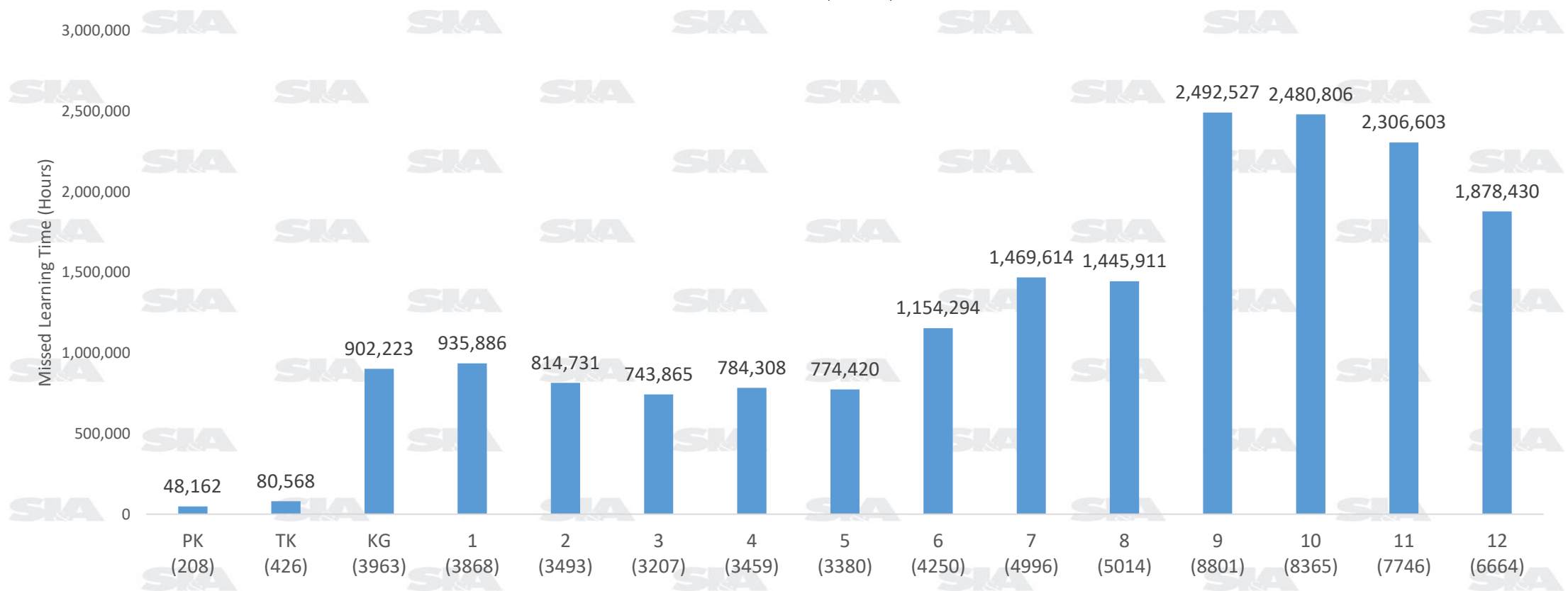
Chronic Absence Rate Comparison By Grade

We see the largest difference in chronic absence rates in the grades 6-9, aka the transition years.



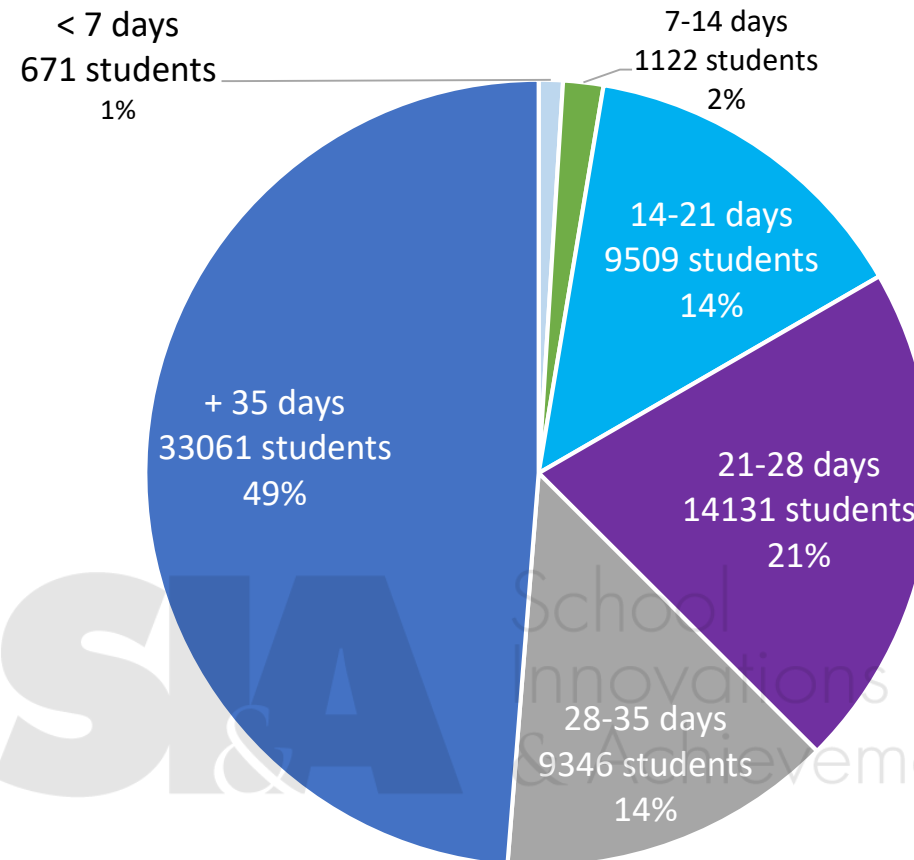
Missed Learning Time as of June 2021

Total Missed Hours of Learning Time: **18,312,348 Hours**



Learning time calculated by multiplying total days missed by 6 hours in a school day. Numbers below grades represent the number of chronic students in that grade

Number of Days Missed by Chronically Absent Students

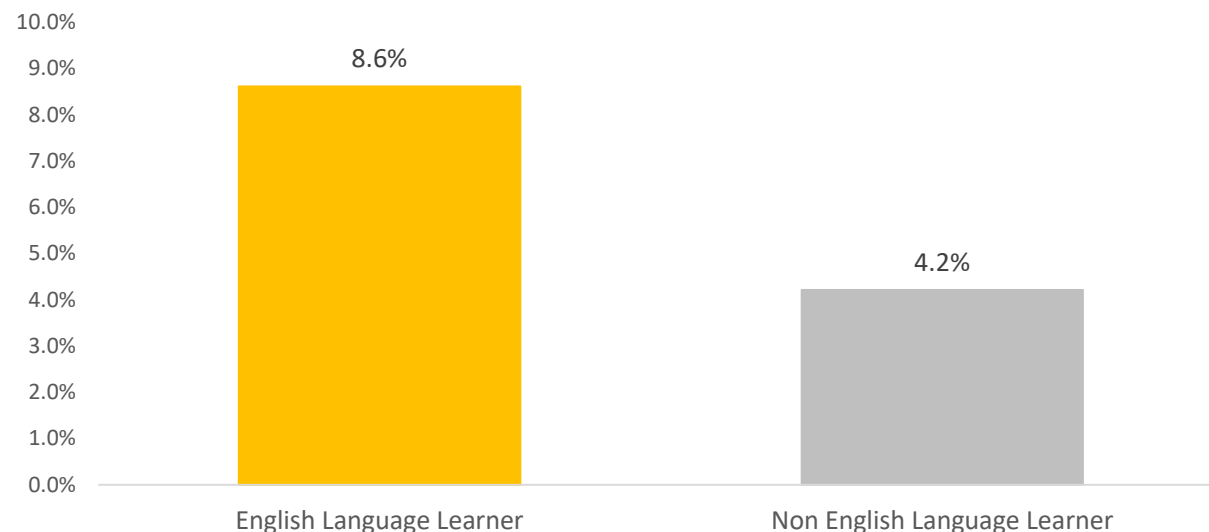


Chronic Absence Rate by Race/Ethnicity

Black and brown students continued to have the highest chronic absences rates

			2019-20 vs. 2020-21	
Race/Ethnicity	SY 2019-20 Chronic Absence Rate	SY 2020-21 Chronic Absence Rate	A2A Rate of Increase	Est. Non-A2A Rate of Increase
Hispanic/Latino	14.4%	21.7%	50.3%	108.5%
White	11.5%	12.7%	10.7%	84.0%
Black	21.2%	31.9%	50.7%	90.4%
Asian	5.8%	6.1%	5.0%	149.4%
Multiple Ethnicities	12.9%	19.2%	48.9%	114.1%
Filipino	6.5%	5.2%	-19.2%	110.6%
Native American/Alaskan	18%	24%	33.2%	79.8%
Pacific Islander	23%	30%	32.2%	69.1%

English Language Learner Subgroups

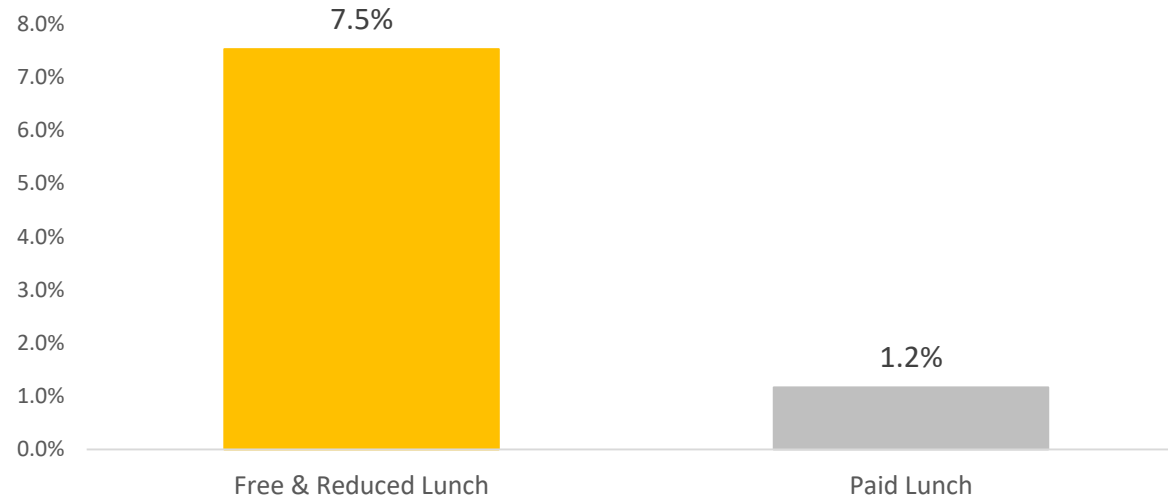


The English Language Learner population had a rate of increase in chronic rates that was almost **2** times as large as the chronic rate of increase for Non English Language Learners.

			2019-20 vs. 2020-21		
Subgroups	SY 2019-20 Chronic Absence Rate	SY 2020-21 Chronic Absence Rate	Increase in Chronic	Rate of Increase	Est. Non-A2A Rate of Increase
English Language Learner	14.6%	23.2%	8.6%	59.1%	116.8%
Non English Language Learner	13.5%	17.7%	4.2%	31.2%	93.4%

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

F&R Lunch versus non-F&R Lunch Status



The Free & Reduced Lunch population has a rate of increase in chronic rates that is over **3.5 times** larger than students who pay for lunch.

			2019-20 vs. 2020-21		
Subgroups	SY 2019-20 Chronic Absence Rate	SY 2020-21 Chronic Absence Rate	Increase in Chronic	Rate of Increase	Est. Non-A2A Rate of Increase
Free & Reduced Lunch	16.6%	24.2%	7.5%	45.2%	95.7%
Paid Lunch	9.4%	10.5%	1.2%	12.4%	102.2%

**Paid Lunch status includes any student who is not categorized as free or reduced lunch status*

SaveRates

We definitely saw end of year fatigue as the over all SaveRate dropped to 31%. Schools reopening for partial in-person (aka hybrid instruction) actually saw a significant decrease in attendance.

Absence Type	At-Risk	Saved	SaveRate
Unexcused Absence Notification	177,627	53,129	29.9%
Excused Absence Notification	22,994	15,542	67.6%
General Absence Notification	12,465	11,856	95.1%

**Truancy Letters and Unexcused Distance Learning Letters included in Unexcused Absence Letter rate. EEA Letters and Excused Distance Learning Letters included in Excused Absence Letter rate. EA Letters and General Distance Learning Letters included in General Absence Letter rate.*

End of Year Attendance

District Total — Average Daily Absence: 547

Well Below Avg. < 468

Well Above Avg. > 626

July 2020				
	1	2	3	
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August 2020				
		5	6	7
		3	2	5
10	11	12	13	14
337	283	238	183	196
17	18	19	20	21
876	731	575	626	594
24	25	26	27	28
732	534	472	554	527
31				
570				

September 2020				
	1	2	3	4
	464	438	486	528
7	8	9	10	11
Holiday	539	460	497	517
14	15	16	17	18
525	432	423	456	457
21	22	23	24	25
526	444	401	476	451
28	29	30		
529	413	443		

October 2020				
		1	2	
		498	537	
5	6	7	8	9
Holiday	Holiday	Holiday	Holiday	Holiday
12	13	14	15	16
843	466	437	459	518
19	20	21	22	23
537	436	379	457	486
26	27	28	29	30
530	438	452	500	477

November 2020				
2	3	4	5	6
494	424	402	450	431
9	10	11	12	13
473	456	Holiday	521	512
16	17	18	19	20
479	450	523	473	557
23	24	25	26	27
Holiday	Holiday	Holiday	Holiday	Holiday
30				
601				

December 2020				
	1	2	3	4
	478	510	473	559
7	8	9	10	11
529	465	472	494	503
14	15	16	17	18
492	408	429	493	713
21	22	23	24	25
Holiday	Holiday	Holiday	Holiday	Holiday
28	29	30	31	
Holiday	Holiday	Holiday	Holiday	

January 2021				
			1	
			Holiday	
4	5	6	7	8
Holiday	Holiday	651	562	536
11	12	13	14	15
502	421	431	505	488
18	19	20	21	22
Holiday	483	492	470	526
25	26	27	28	29
537	412	711	520	524

February 2021				
1	2	3	4	5
502	433	533	500	494
8	9	10	11	12
Holiday	418	485	491	521
15	16	17	18	19
Holiday	524	537	520	511
22	23	24	25	26
511	466	469	459	507

March 2021				
1	2	3	4	5
560	428	440	494	507
8	9	10	11	12
557	485	471	457	536
15	16	17	18	19
812	667	599	717	804
22	23	24	25	26
Holiday	Holiday	Holiday	Holiday	Holiday
29	30	31		
Holiday	Holiday	Holiday		

April 2021				
			1	2
			Holiday	Holiday
5	6	7	8	9
1,022	587	610	631	668
12	13	14	15	16
564	513	630	559	641
19	20	21	22	23
734	645	620	725	749
26	27	28	29	30
734	667	597	689	739

May 2021				
3	4	5	6	7
727	637	579	704	752
10	11	12	13	14
855	755	619	822	836
17	18	19	20	21
820	717	615	756	808
24	25	26	27	28
798	698	607	709	840
31				
Holiday				

June 2021				
	1	2	3	4
	871	690	930	1,159
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Attendance Codes Used: &, (, 0, 2, 3, 4, 5, 6, 7, 8, 9, A, C, DLI, DLN, DLR, DLX, E, J, k, U, V, W, X

Attendance Through: 6/4/2021

Opportunity in the Lessons Learned

- Shift mind-set on attendance across district
 - It's everyone's issue; Student attendance = Student success
- Invest for the long haul
 - Budget initiatives with a minimum of to 3-5 years to start
 - Focus on systemic processes
 - Start with universal/foundational supports and interventions
- Our Communication Goal: Find “the why”?
 - Parent Education and Engagement/Re-engagement Strategy
 - Review existing outreach/communications processes for equity
 - How we communicate just as important as what we communicate

Recommendations

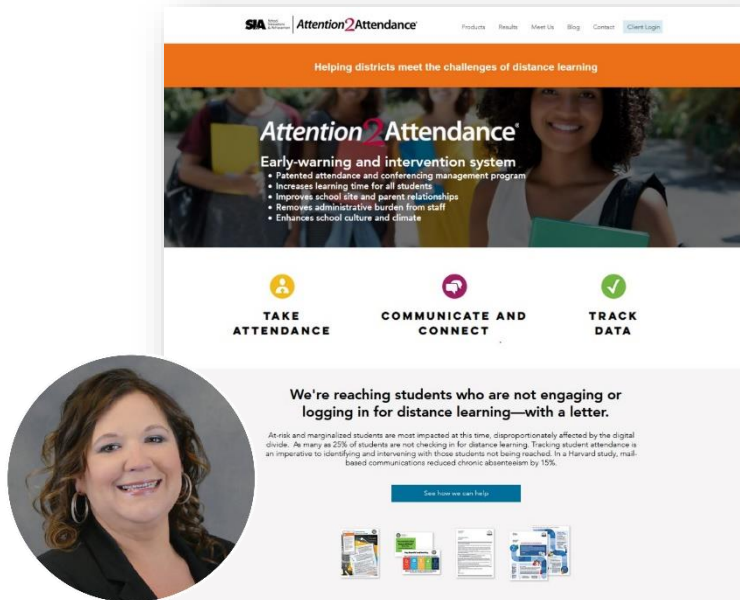
- Identify and communicate with the families that were chronically absent last year- NOW
- No contact outreach early- within the first 1-2 weeks of school
- If you haven't been sending attendance letters, emails, texts, holding SART/SARB- we recommend you resume
- Use data to develop targeted interventions then adjust as the data informs
- Schedule updates with staff, superintendent, board and community
 - First 90 days
 - Mid Year
 - EOY

Q&A



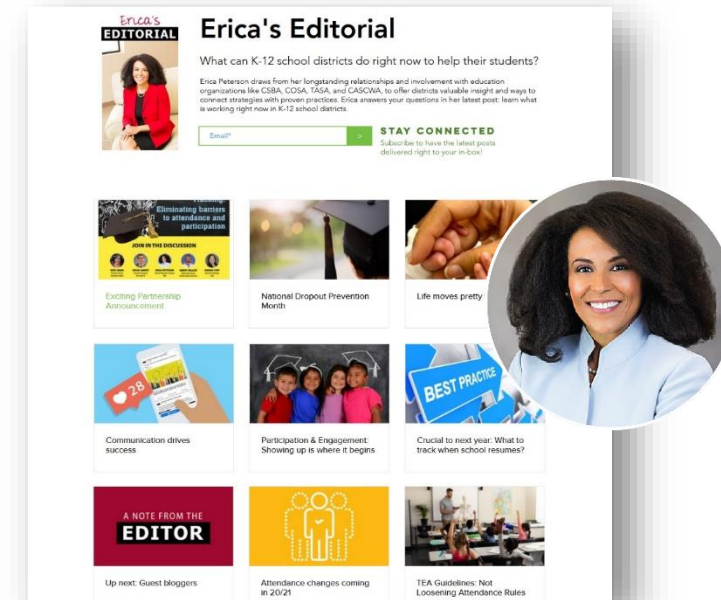
Resources

Attention2Attendance



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Attendance Blog



Erica Peterson
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Stay tuned! **Next webinar coming at the end of August...** look for invitation in your emails.