

Statewide Chronic Absenteeism Analysis

DATA ANALYSIS • TRENDS • PROMISING PRACTICES



SIA School
Innovations
& Achievement

The Achievement Initiative

School Innovations & Achievement (SI&A) is an expert 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.

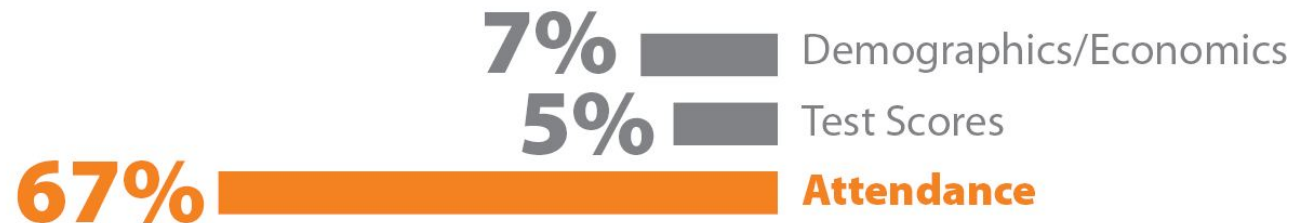
Over 40 years of research has confirmed the impact of school attendance on educational achievement

#1 **Attendance is the number one predictor** of dropout and graduation rates

25% There is a 25% drop in likelihood of graduating high school in 4 years when students are absent between 5-9 days per semester

5-9 As little as 5-9 absences a semester can drop a student's GPA from a 3.0 to a 2.7

Course failures were contributed to:



The Achievement Initiative: The MTSS for Attendance

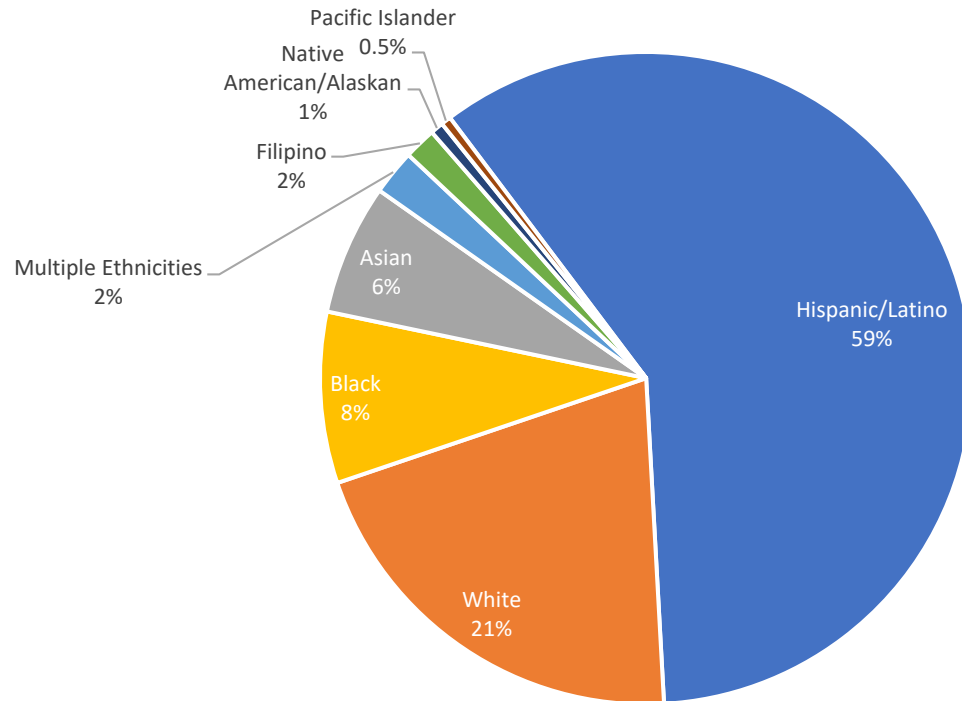
PREVENTION OVER REMEDIATION



SI&A Difference

Demographic Breakdown of Dataset

The dataset encompasses nearly 350,000 students in 33 districts , across 18 CA counties.



Race/Ethnicity	Percent of Population
Hispanic/Latino	59%
White	21%
Black	8%
Asian	6%
Multiple Ethnicities	2%
Filipino	2%
Native American/Alaskan	1%
Pacific Islander	0.5%

A2A Chronic Absence Rates

SI&A calculates chronic absenteeism differently than the CA Dashboard:

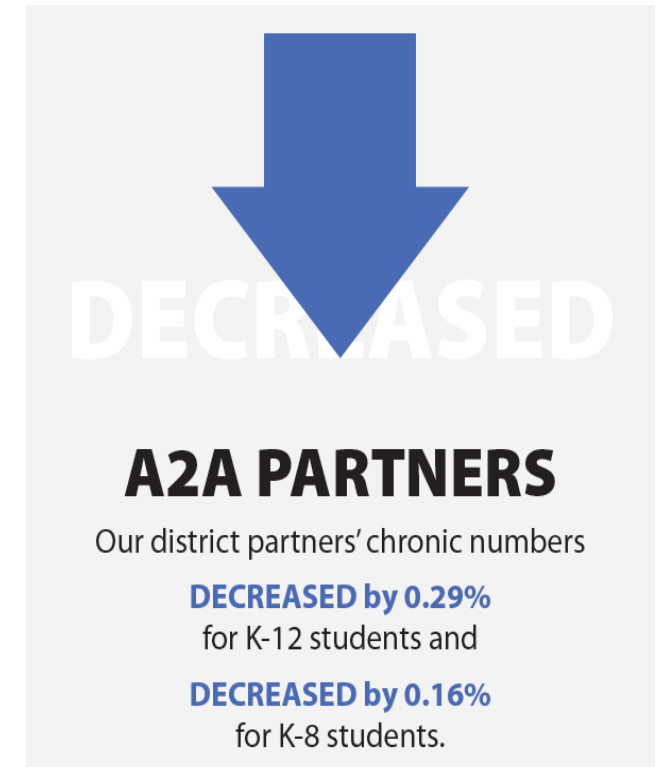
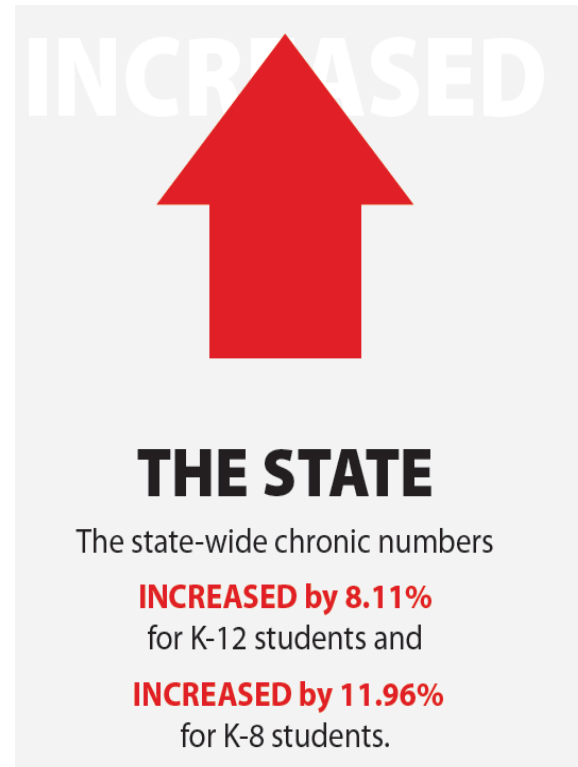
- Our program, A2A, includes all students in all grades including PK/TK and high school grades 9-12 (State only calculates based on TK-8)
- Our chronic rate includes all active students
- We include all students regardless of how many days enrolled
- A2A calculates on a day equivalent basis, weighting partial days absences (State only calculates based on full day absences)

Based on these differences, A2A chronic absence rates include more students, and captures more lost learning time than the California Dashboard

Even with all these considerations...

A2A District Chronic Absence Rates are Lower

- It's important to note, although the data shows an increase in chronic absentee rates, what we know is that A2A districts have better results than most non-A2A districts.
- A2A district partners outperform the statewide average in chronic absence rates when looking at the CA Dashboard chronic absentee rate changes from 2017-18 to 2018-19.



Key Finding: Increases in Chronic Absenteeism Across All Districts

- **Percent Change vs. Rate of Increase**
 - Percent Change is simply the change in percentage: We have a 5% increase in our chronic rate, it went from 5% to 10%
 - Rate of Increase 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% increase.
- We see a 5.1% increase, which is a growth rate or rate of increase of 38.8%, in the overall chronic a rate. 26 out of the 33 districts saw an increase in their chronic rate at the individual district level.

				Mar. 2020 vs. Mar. 2021		
SY 20/21 Oct. Chronic Absence Rate	SY 20/21 Dec. Chronic Absence Rate	SY 20/21 Mar. Chronic Absence Rate	SY 19/20 Mar. Chronic Absence Rate	Increase in Chronic	Rate of Increase	Est. Non-A2A Rate of Increase
17.6%	18.7%	18.4%	13.2%	5.1%	38.8%	102.3%

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Chronic Rates Comparison by District Type

- Elementary School Districts have the largest rate of increase in chronic rates. This is concerning in that ESD may not be equipped to efficiently manage the larger volume of students in need of outreach at scale based on the rate of increase.
 - Similarly, with the return to in-person instruction, there may likely be a K/1 “bubble” with an uptick in enrollment at those grade levels and yet those who may have opted out of kindergarten this year and enroll their kiddos in 1st grade next year— those kids will be significantly behind their peers.
- High School Districts continue to have the highest chronic rates overall (almost 27% of their students are chronically absent).

					Mar. 2020 vs. Mar. 2021	
District Type	SY 20/21 Oct. Chronic Absence Rate	SY 20/21 Dec. Chronic Absence Rate	SY 20/21 Mar. Chronic Absence Rate	SY 19/20 Mar. Chronic Absence Rate	A2A Rate of Increase	Est. Non-A2A Rate of Increase
ESD	17.5%	17.8%	17.9%	11.5%	55.5%	160.6%
HSD	22.5%	26.8%	26.4%	17.3%	52.6%	101.1%
USD	15.8%	16.0%	15.6%	12.4%	25.8%	93.6%

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**Negative values show a smaller rate of increase in March, compared to October and December.*

Chronic Rate Comparison by Enrollment

Small school districts continue to experience the largest rates of increase

					Mar. 2020 vs. Mar. 2021	
Enrollment	SY 20/21 Oct. Chronic Absence Rate	SY 20/21 Dec. Chronic Absence Rate	SY 20/21 Mar. Chronic Absence Rate	SY 19/20 Mar. Chronic Absence Rate	A2A Rate of Increase	Est. Non-A2A Rate of Increase
< 3500	14.5%	16.9%	20.0%	9.5%	110.4%	198.9%
3500 - 5000	13.3%	14.8%	12.7%	21.4%	-40.7%	-1.4%
5000 - 10000	14.5%	17.4%	16.0%	10.9%	46.1%	123.0%
10000 - 20000	19.1%	19.3%	18.7%	13.7%	36.8%	98.1%
> 20000	18.0%	19.3%	19.3%	14.7%	31.6%	88.8%

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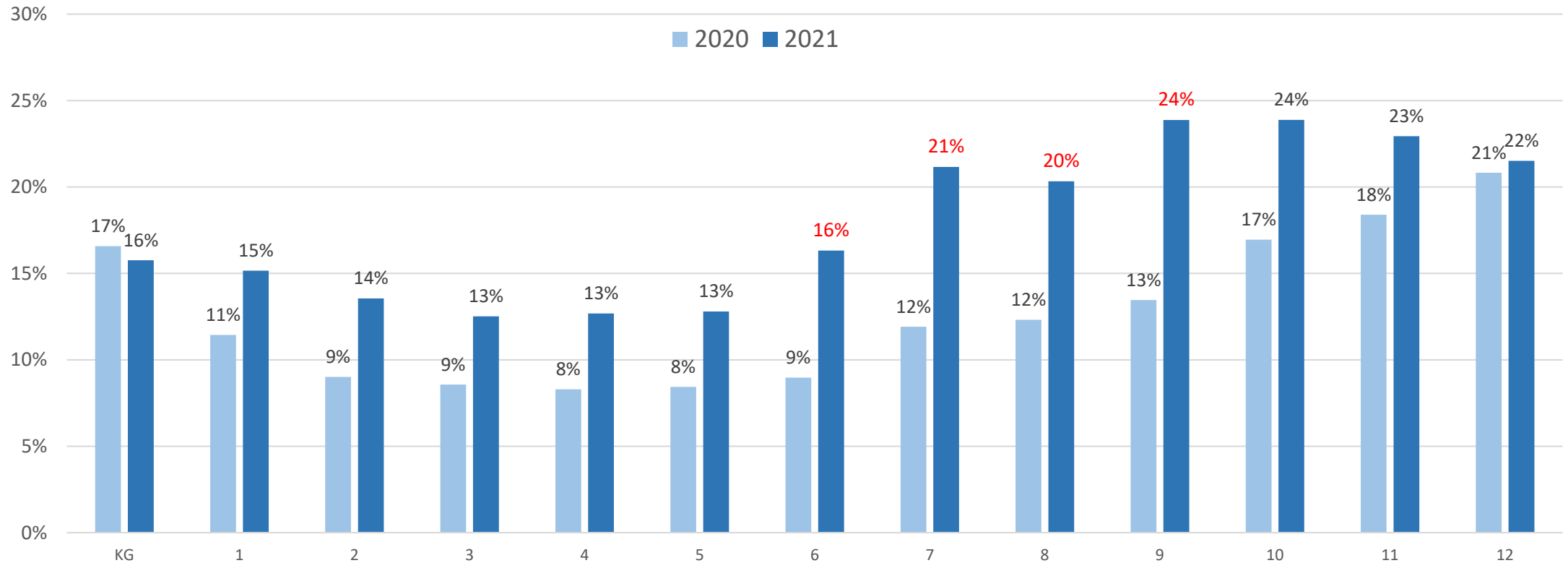
Chronic Rate Comparison By Grade

We see the largest rates of increase in chronic absenteeism in primary and intermediate grades.

					Mar. 2020 vs. Mar. 2021	
Grade	SY 20/21 Oct. Chronic Absence Rate	SY 20/21 Dec. Chronic Absence Rate	SY 20/21 Mar. Chronic Absence Rate	SY 19/20 Mar. Chronic Absence Rate	A2A Rate of Increase	Est. Non-A2A Rate of Increase
KG	14.3%	15.5%	15.8%	16.6%	-4.9%	68.2%
1	15.0%	15.3%	15.2%	11.4%	32.5%	138.4%
2	13.7%	13.7%	13.6%	9.0%	50.4%	184.9%
3	12.5%	12.1%	12.5%	8.6%	46.1%	187.5%
4	12.3%	12.4%	12.7%	8.3%	52.9%	198.9%
5	12.6%	12.4%	12.8%	8.4%	51.7%	195.4%
6	16.4%	16.1%	16.3%	9.0%	82.0%	217.1%
7	20.9%	21.7%	21.2%	11.9%	77.6%	179.3%
8	20.9%	21.0%	20.3%	12.3%	65.1%	163.5%
9	22.2%	24.7%	23.9%	13.5%	77.4%	139.8%
10	21.6%	24.5%	23.9%	16.9%	40.9%	90.5%
11	20.3%	23.4%	22.9%	18.4%	24.7%	70.4%
12	19.6%	22.1%	21.5%	20.8%	3.3%	43.6%

Chronic Absence Rates By Grade

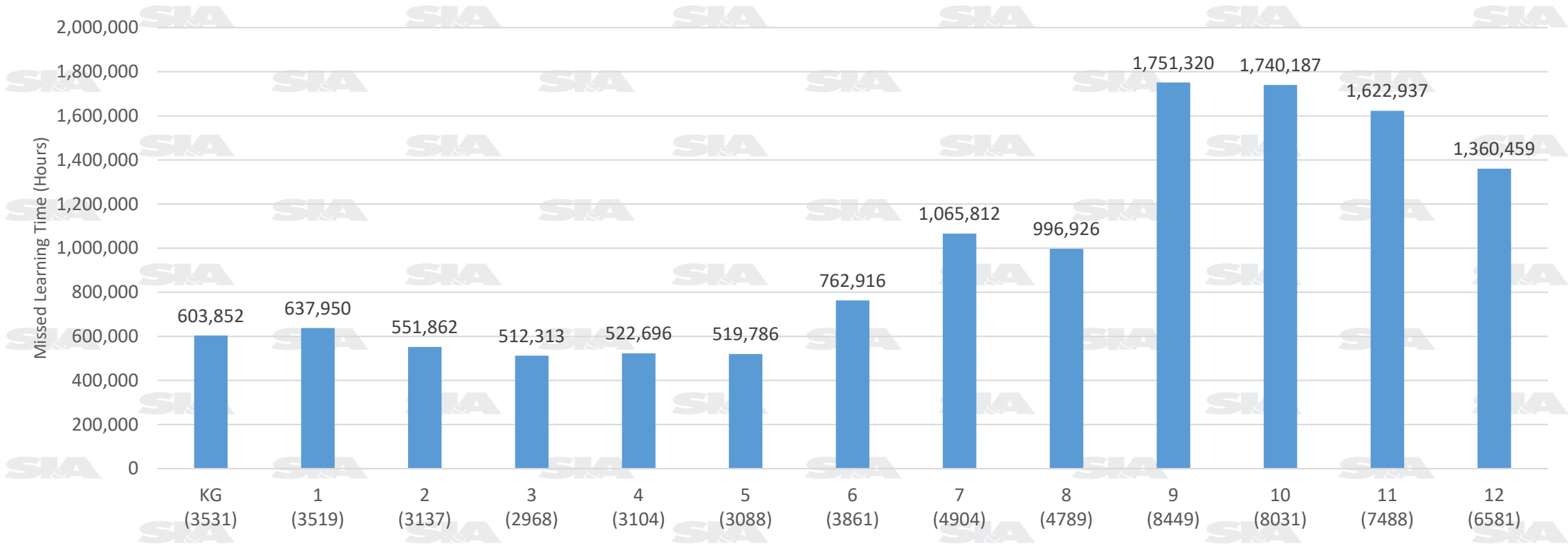
We see the largest increase in chronic absences rates in the grades 6-9



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Missed Learning Time by Grade as of Dec. 2020

Total Missed Hours of Learning Time: **12,732,397 Hours**
(2,122,066 days of lost instructional time)



Learning time calculated by multiplying total days missed by 6 hours in a traditional school day by the number of chronically absent students for that grade.

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Chronic Rate Comparison by Race/Ethnicity

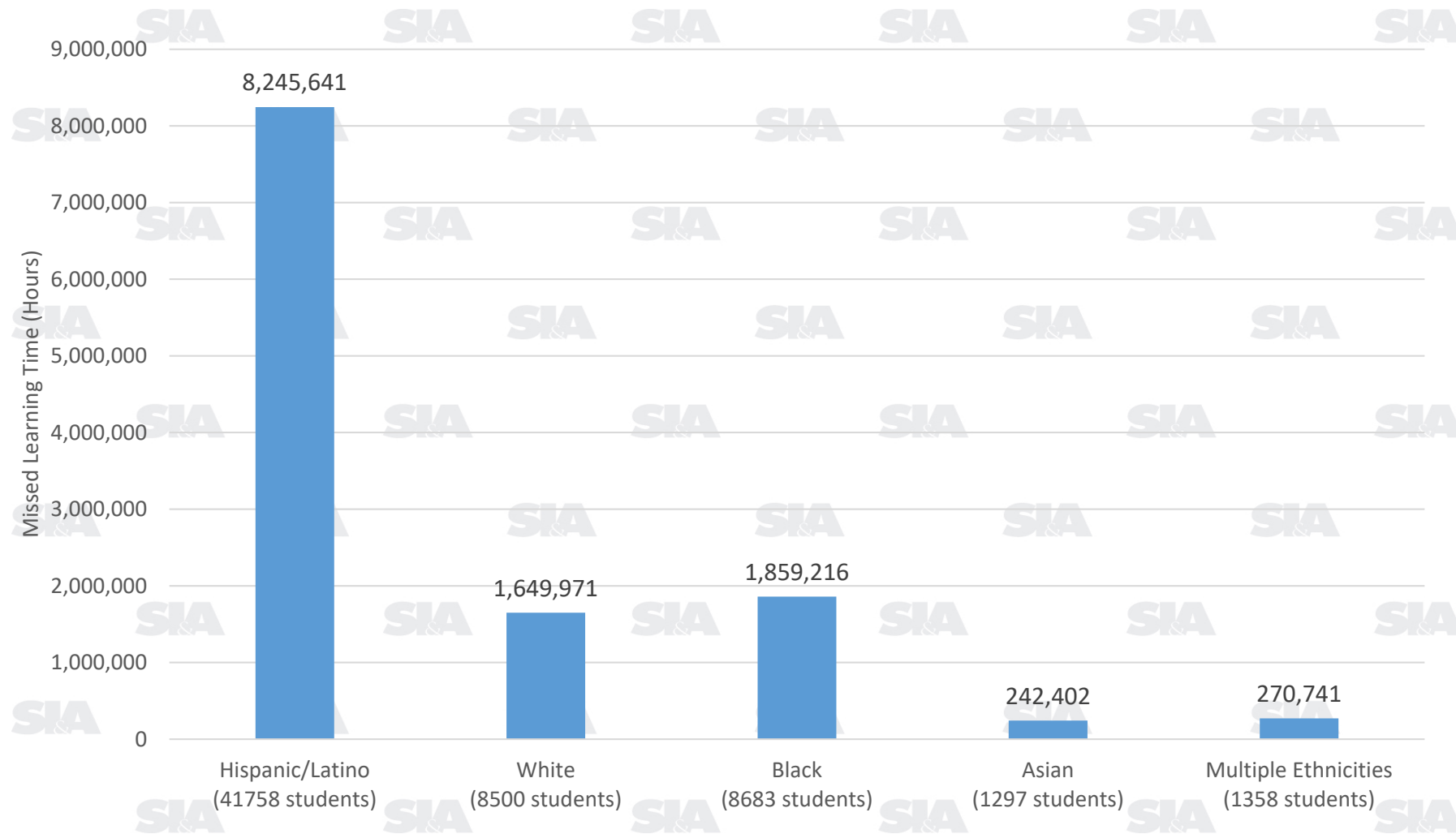
Black and brown kids have the highest rates of chronic absence.

					Mar. 2020 vs. Mar. 2021	
Race/Ethnicity	SY 20/21 Oct. Chronic Absence Rate	SY 20/21 Dec. Chronic Absence Rate	SY 20/21 Mar. Chronic Absence Rate	SY 19/20 Mar. Chronic Absence Rate	A2A Rate of Increase	Est. Non-A2A Rate of Increase
Hispanic/Latino	19.5%	21.1%	20.6%	13.9%	47.9%	108.2%
White	11.2%	12.2%	12.1%	11.1%	8.2%	83.7%
Black	29.2%	30.0%	30.0%	20.9%	43.7%	83.9%
Asian	6.9%	6.3%	5.9%	5.7%	2.9%	150.3%
Multiple Ethnicities	16.0%	17.0%	17.7%	12.8%	39.1%	104.9%
Filipino	6.1%	5.3%	5.0%	6.2%	-18.6%	117.0%
Native American/Alaskan	24.3%	25%	24%	18%	33.2%	80.6%
Pacific Islander	26%	28%	27%	23%	19.0%	56.0%

*Ethnicities ordered by largest to smallest proportion of the population *Students associated with the following ethnicity codes were removed from the dataset: Undefined, Declined, Not Provided*

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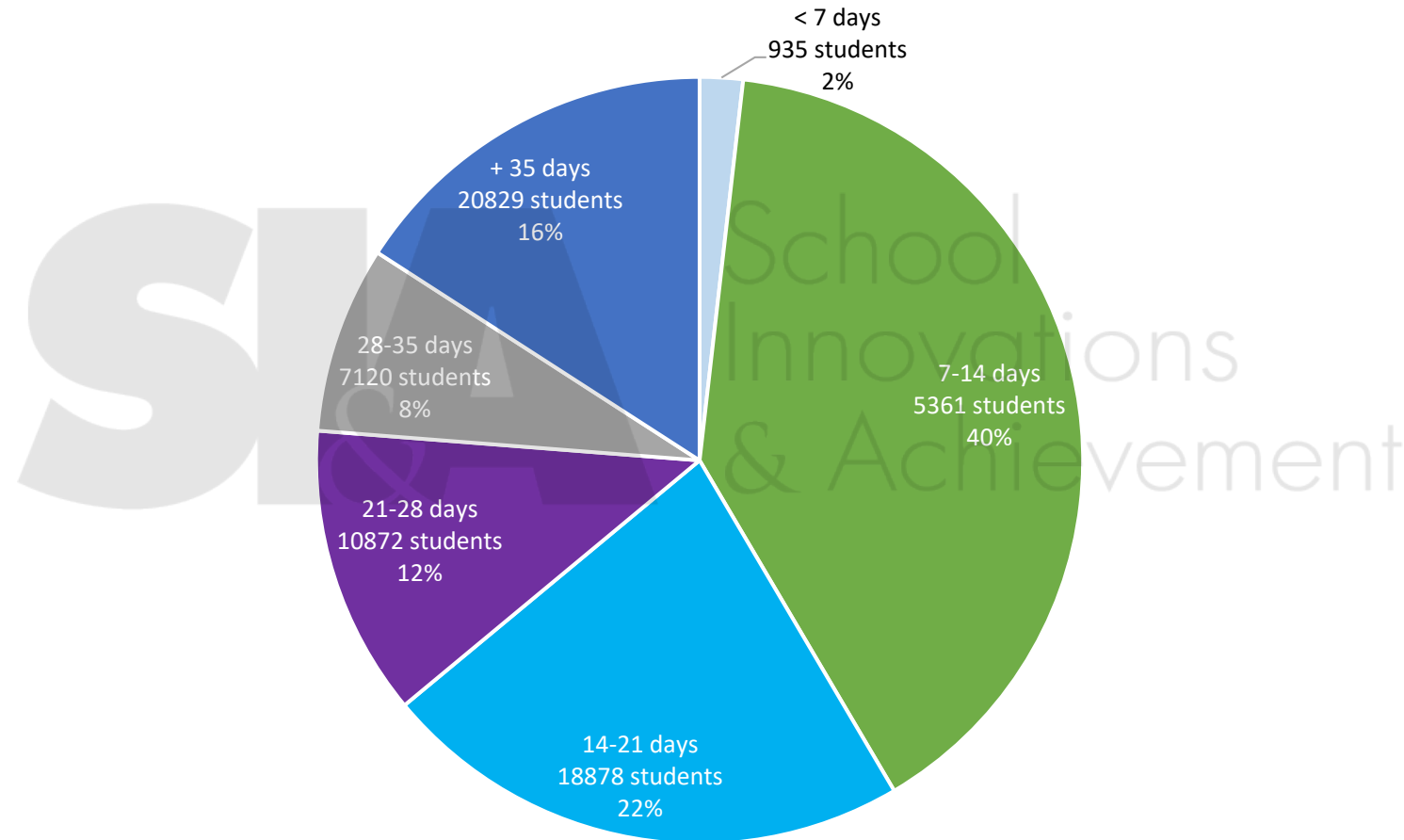
Missed Learning Time by Top 5 Ethnicities



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

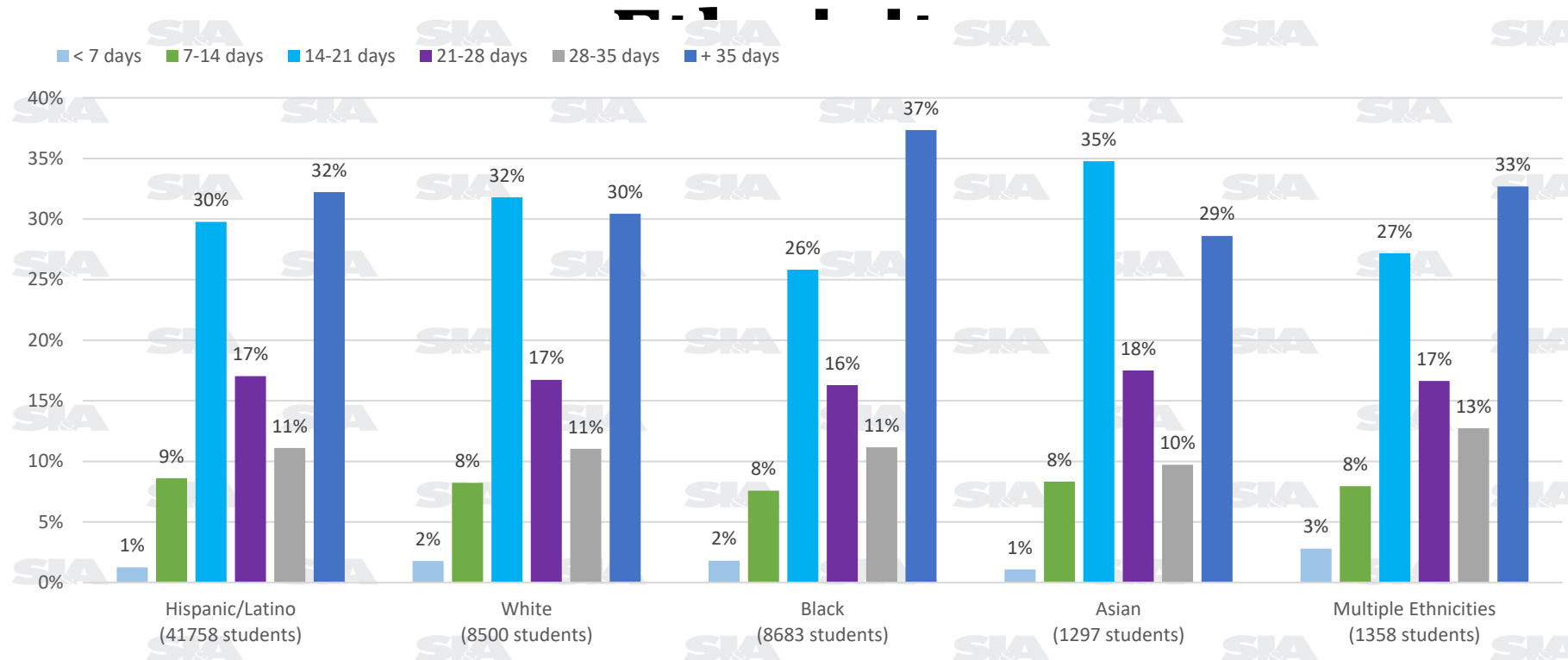
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Number of Days Missed by Chronically Absent Students



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Number of Days Missed for Chronically Absent Students by Ethnicity

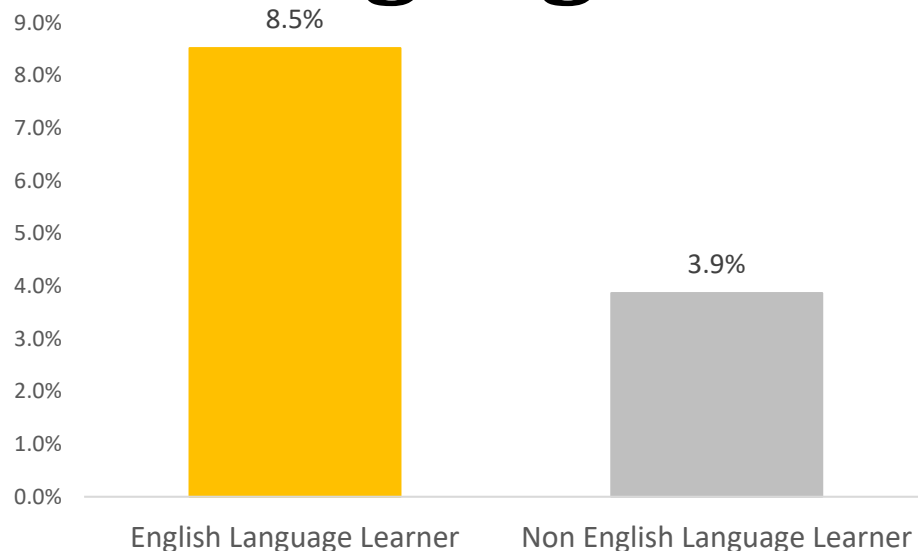


*Includes only chronic student population. Buckets represent the breakout of missed days for each subgroup.

** Showing the 5 largest ethnic/racial subgroups

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Chronic Absence Comparison by English Language Learner Status

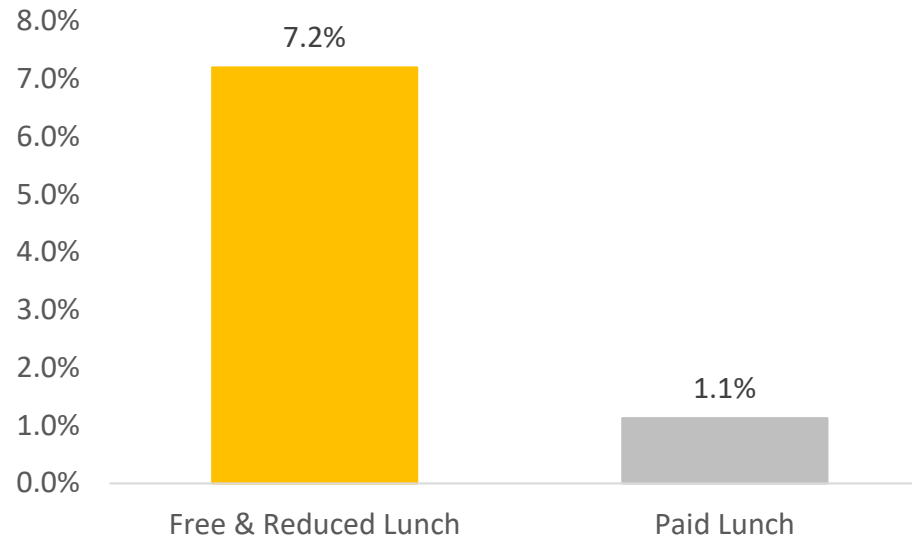


The English Language Learner population had a rate of increase in chronic rates that was more than 2 times as large as the chronic rate of increase for Non-English Language Learners.

					Mar. 2020 vs. Mar. 2021		
Subgroup	SY 20/21 Oct. Chronic Absence Rate	SY 20/21 Dec. Chronic Absence Rate	SY 20/21 Mar. Chronic Absence Rate	SY 19/20 Mar. Chronic Absence Rate	Increase in Chronic	Rate of Increase	Est. Non-A2A Rate of Increase
English Language Learner	22.9%	23.6%	22.9%	14.3%	8.5%	59.4%	118.0%
Non English Language Learner	15.3%	17.0%	16.9%	13.1%	3.9%	29.7%	94.0%

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

Lunch Status Subgroups



The Free & Reduced Lunch population has a growth rate that is over **3.5** times larger than students who pay for lunch.

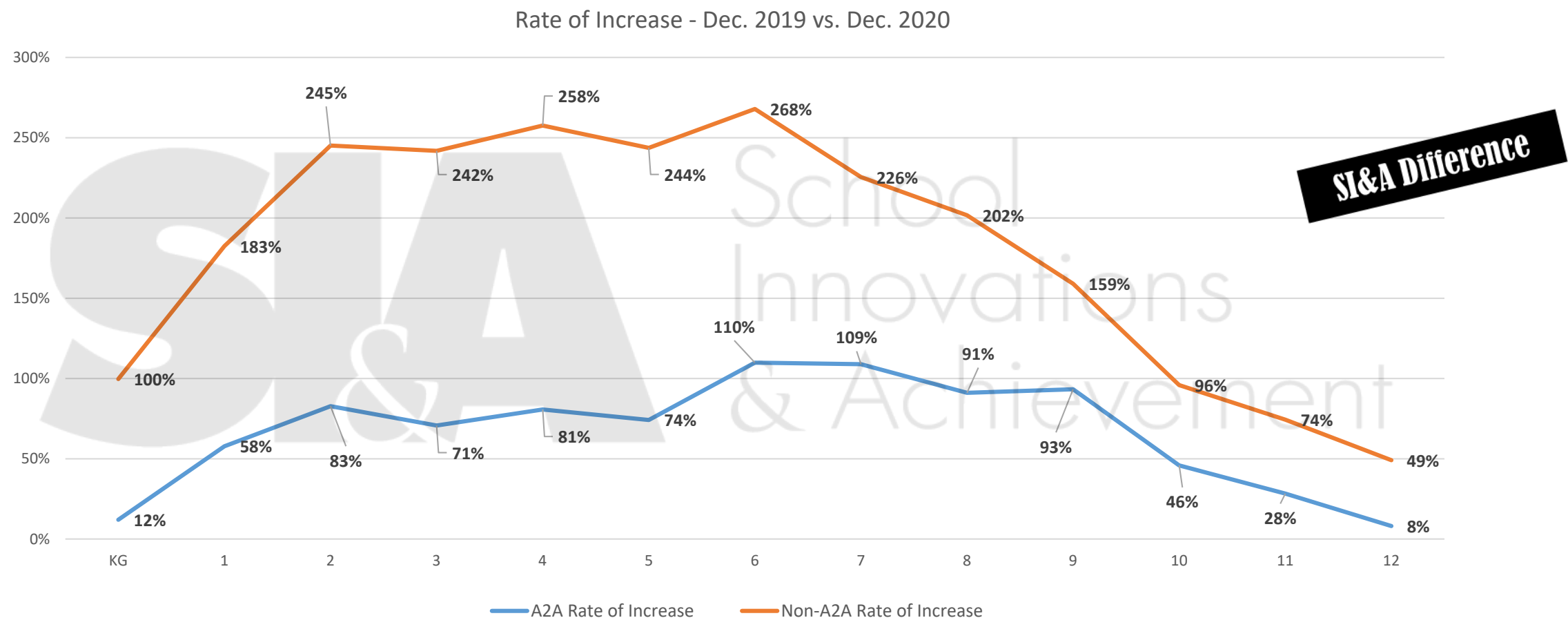
					Mar. 2020 vs. Mar. 2021		
Subgroup	SY 20/21 Oct. Chronic Absence Rate	SY 20/21 Dec. Chronic Absence Rate	SY 20/21 Mar. Chronic Absence Rate	SY 19/20 Mar. Chronic Absence Rate	Increase in Chronic	Rate of Increase	Est. Non-A2A Rate of Increase
Free & Reduced Lunch	21.2%	23.6%	23.4%	16.2%	7.2%	44.6%	96.6%
Paid Lunch	12.6%	11.8%	10.2%	9.1%	1.1%	12.4%	104.9%

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

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The SI&A Difference!

Partners v. Non-Partners Chronic Rates By Grade



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Tier 1 Intervention Effectiveness

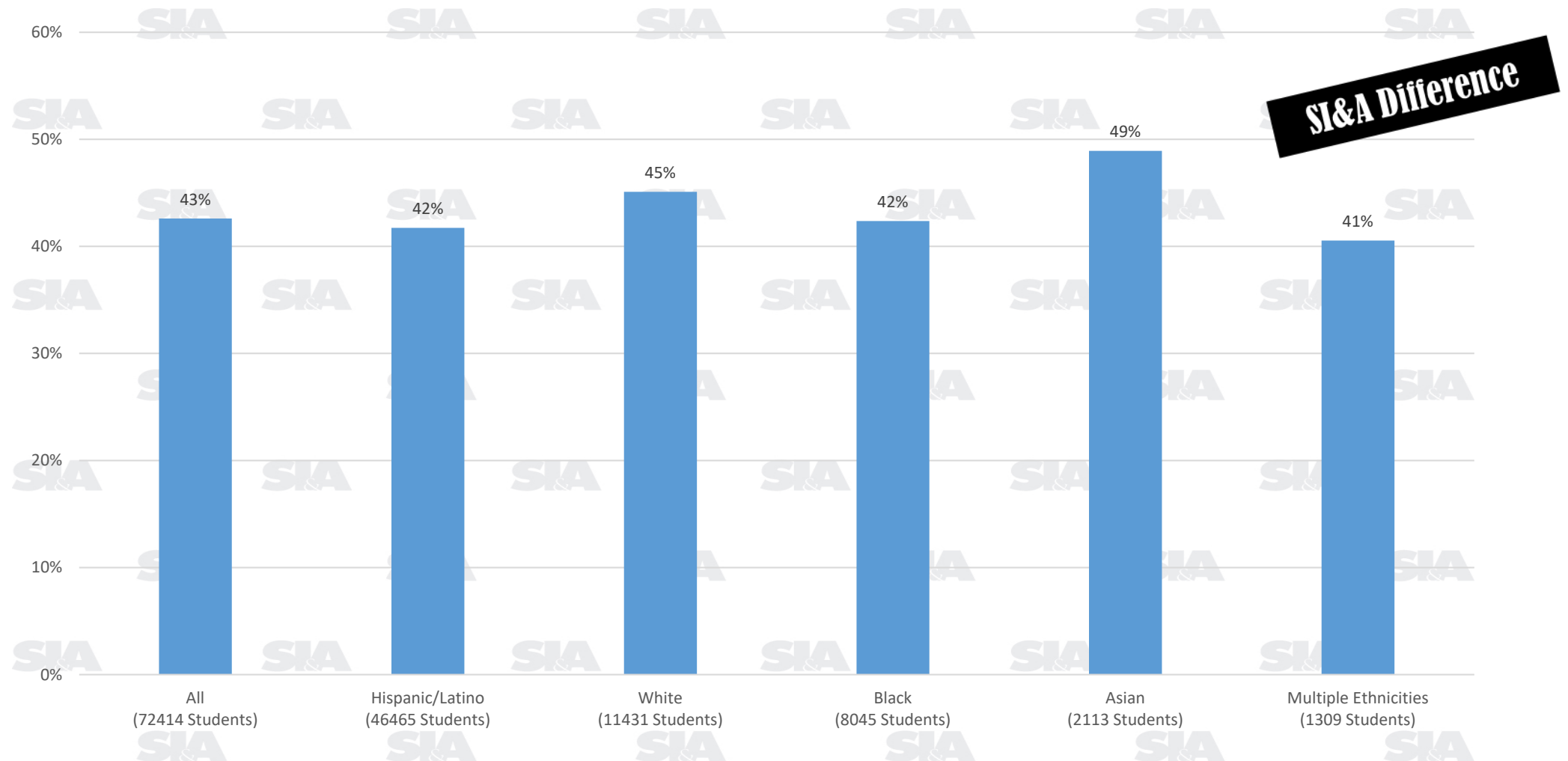
Implementing **efficient and effective** Tier-1 supports should be every district’s starting point. Many districts report that they are conducting more home visits than ever before. While Tier-3 interventions, like home visits, are important, we recommend districts focus on fundamental Tier-1 interventions to stem the volume given the high rates of absenteeism.

Tier 1 Intervention	At-Risk	Saved	SaveRate
Unexcused Absence Notification	141,916	47,286	33.3%
Excessive Excused Absence Notification	16,100	11,424	71.0%
Total Absence Notification	14,773	14,392	97.4%

SI&A Difference

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2020-21 saveRATE by Ethnicity



Areas of Focus: Small District Solutions

Small districts are well served with technology solutions that provide automation at scale and staff supports

- Look at local County Office of Education consortiums with neighboring small districts to share in staff costs and technology supports

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5000 - 10000	14.5%	17.4%	16.0%	10.9%	46.1%	123.0%
10000 - 20000	19.1%	19.3%	18.7%	13.7%	36.8%	98.1%
> 20000	18.0%	19.3%	19.3%	14.7%	31.6%	88.8%

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Area of Focus: Elementary Supports

We anticipate a K/1 “bubble” with an uptick in enrollment at those grade levels by families that opted out of kindergarten this year and look to enroll their kiddos in K or 1st grade next year— these kids will likely be significantly behind their peers.

					Mar. 2020 vs. Mar. 2021	
Grade	SY 20/21 Oct. Chronic Absence Rate	SY 20/21 Dec. Chronic Absence Rate	SY 20/21 Mar. Chronic Absence Rate	SY 19/20 Mar. Chronic Absence Rate	A2A Rate of Increase	Est. Non-A2A Rate of Increase
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2	13.7%	13.7%	13.6%	9.0%	50.4%	184.9%
3	12.5%	12.1%	12.5%	8.6%	46.1%	187.5%
4	12.3%	12.4%	12.7%	8.3%	52.9%	198.9%
5	12.6%	12.4%	12.8%	8.4%	51.7%	195.4%
6	16.4%	16.1%	16.3%	9.0%	82.0%	217.1%
7	20.9%	21.7%	21.2%	11.9%	77.6%	179.3%
8	20.9%	21.0%	20.3%	12.3%	65.1%	163.5%
9	22.2%	24.7%	23.9%	13.5%	77.4%	139.8%
10	21.6%	24.5%	23.9%	16.9%	40.9%	90.5%
11	20.3%	23.4%	22.9%	18.4%	24.7%	70.4%
12	19.6%	22.1%	21.5%	20.8%	3.3%	43.6%



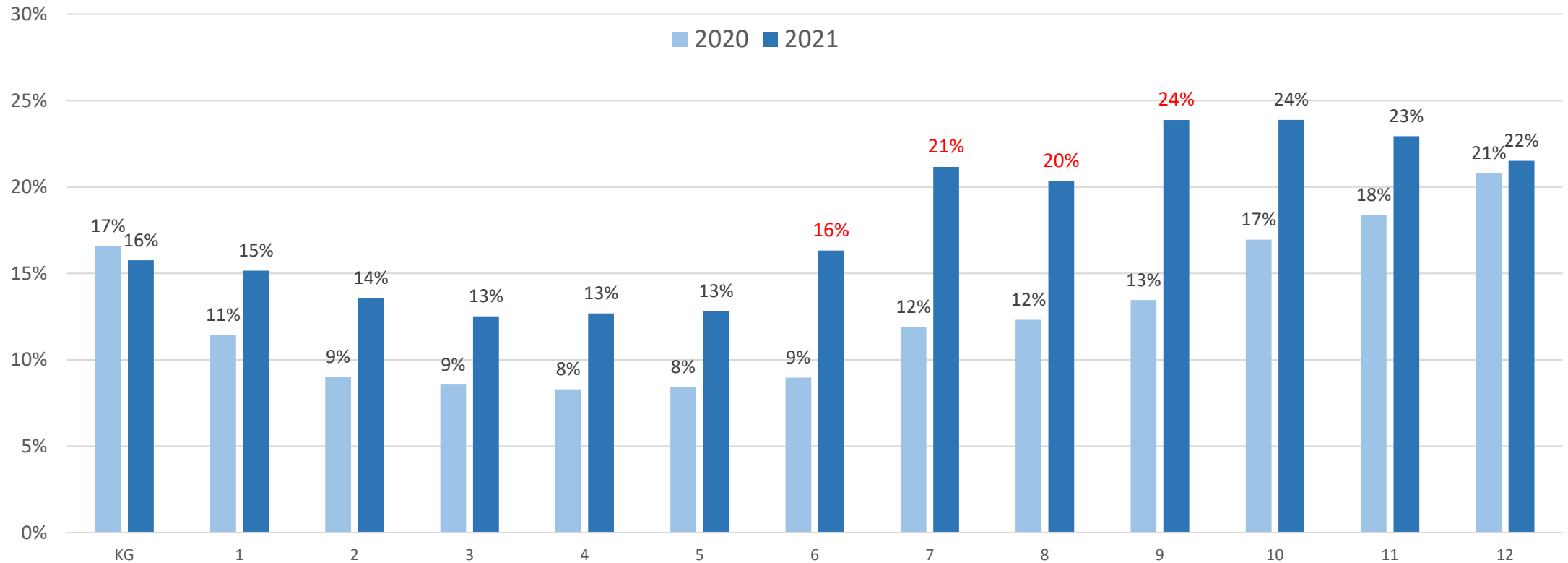
K-3

The purpose of the K-3 Campaign is to educate parents on the importance of attendance in the early years.

- ✓ Being absent from Kindergarten, is associated with lower academic performance in the first grade & lower achievement in the 5th grade
- ✓ Reading proficiency in the 3rd grade is directly linked to High School Graduation
- ✓ Showing up is determined by parents in the early years and sets the habits for students in later years

Area of Focus: Transition Supports

We see the largest increase in chronic absences rates in the grades 6-9



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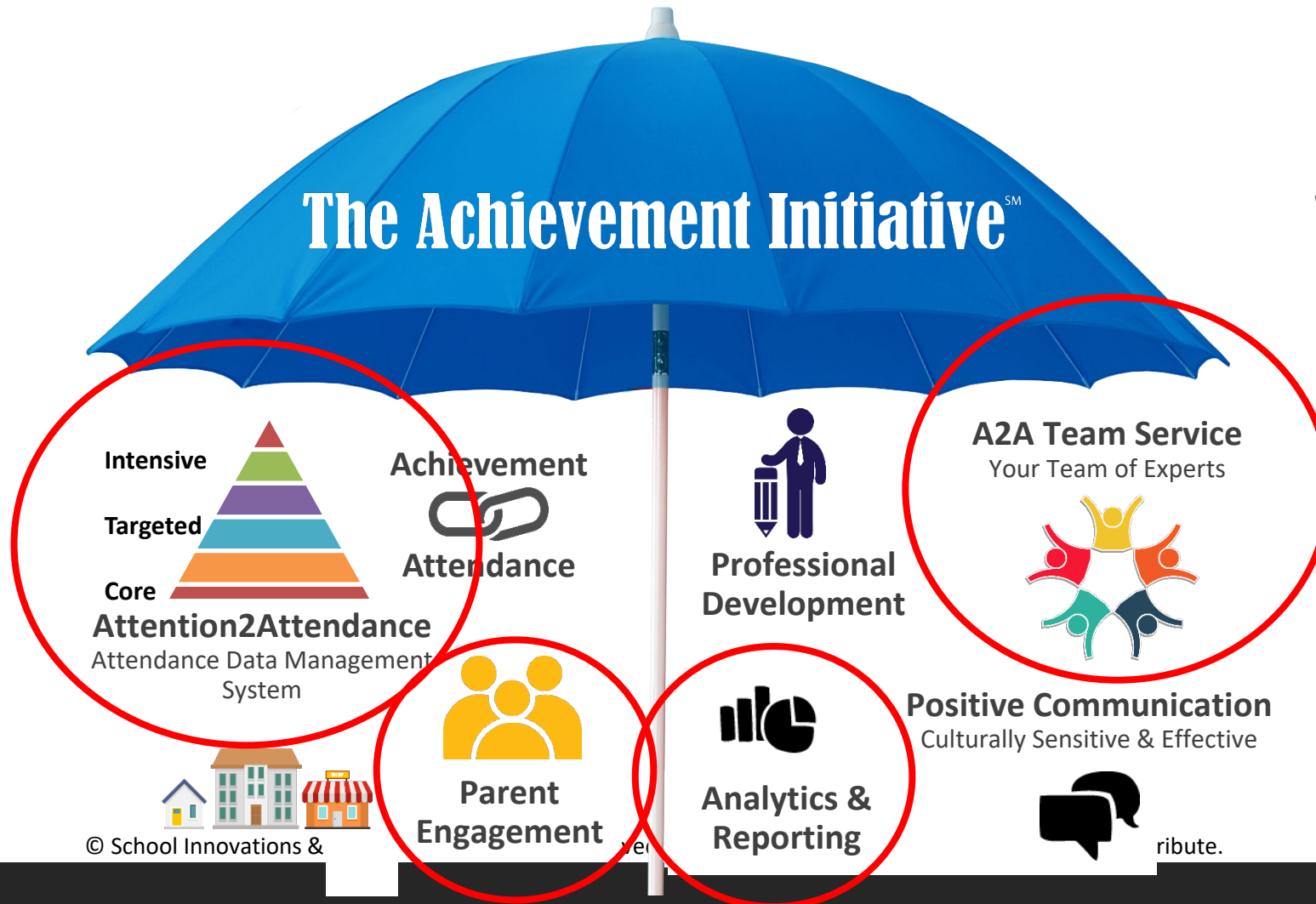
Transition Years

Purpose: To educate & inform parents and students about the difficult changes they can expect and what can be done to make them successful at every stage.

- ✓ This is a grade specific campaign to communicate about the skills needed to handle the changes and the importance of staying connected to parents and teachers
- ✓ Customized informational guide about what to expect in the student's year of transition:
 - ✓ How it's different
 - ✓ Skills for making a smooth transition
 - ✓ Resources specific to their grade level

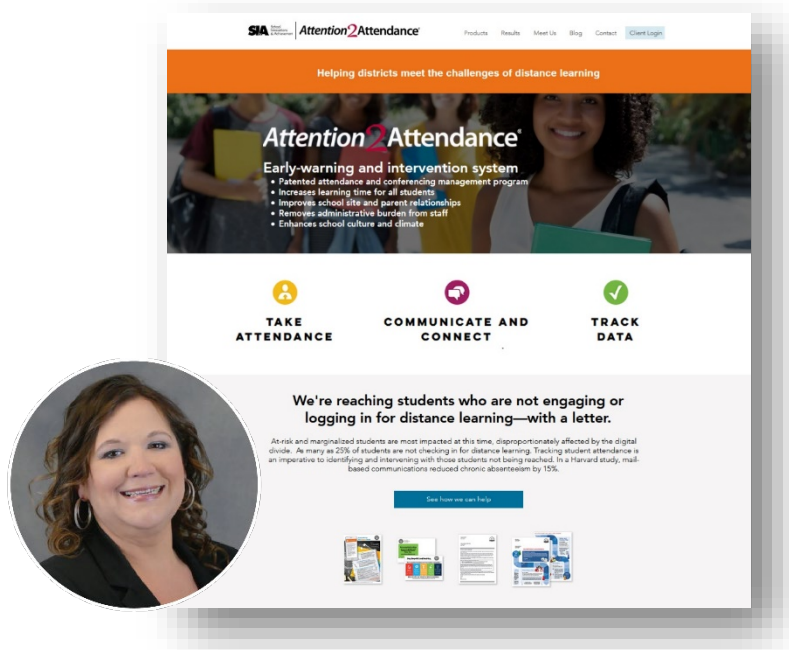
The Achievement Initiative: The MTSS for Attendance

PREVENTION BEFORE REMEDIATION

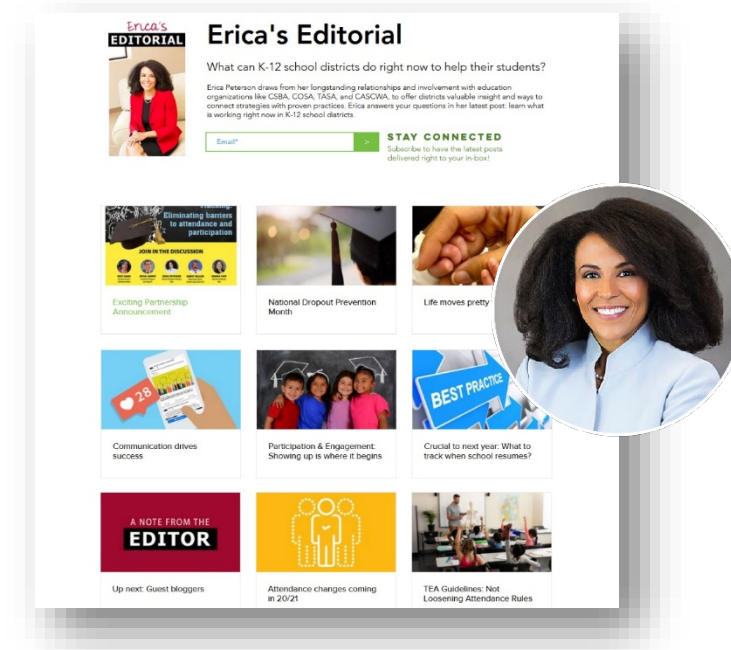


SI&A Difference

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