



# 2016-17 STUDENT ATTENDANCE

FEBRUARY 2018

SHARON L. CONTRERAS, PH.D. | SUPERINTENDENT



---

# Mission

Guilford county students will graduate as responsible citizens prepared to succeed in higher education, or in the career of their choice.\*

\*This mission was adopted by the Guilford County Board of Education on December 12, 2000.



## Why Attendance Matters

In 2006, Hedy Chang examined whether missing too much school in the early grades was one of the reasons so few low-income children were reading proficiently by the end of 3rd grade. **This research found that chronically absent students—those who miss 10 percent or nearly a month of school—do worse academically.** Hedy subsequently coined the term “chronic absence” to differentiate it from truancy and to account for all absences, including excused and unexcused.

*[www.AttendanceWorks.org](http://www.AttendanceWorks.org)*

## Who Are Most Affected

*Children living in poverty are two to three times more likely to be chronically absent. . . . Students from communities of color as well as those with disabilities are disproportionately affected. This isn't simply a matter of truancy or skipping school. **In fact, many of these absences, especially among our youngest students, are excused.** Often absences are tied to health problems, such as asthma, diabetes, and oral and mental health issues. Other barriers including lack of a nearby school bus, a safe route to school or food insecurity make it difficult to go to school every day.*

<http://www.attendanceworks.org/chronic-absence/the-problem/>

## Defining Chronic Absenteeism

**Definition of "Chronic Absence":** A measure of how many students miss a certain percentage or number of days, including excused and unexcused absences and suspensions. Researchers often track 10 percent of the school year, but there is no common definition among states.

Ginsburg, Alan, Phyllis Jordan and Hedy Chang, *Absences Add Up: How School Attendance Influences Student Success*, Attendance Works, August 2014

Ed.gov identifies 15 days in one definition & cites 19 in another.

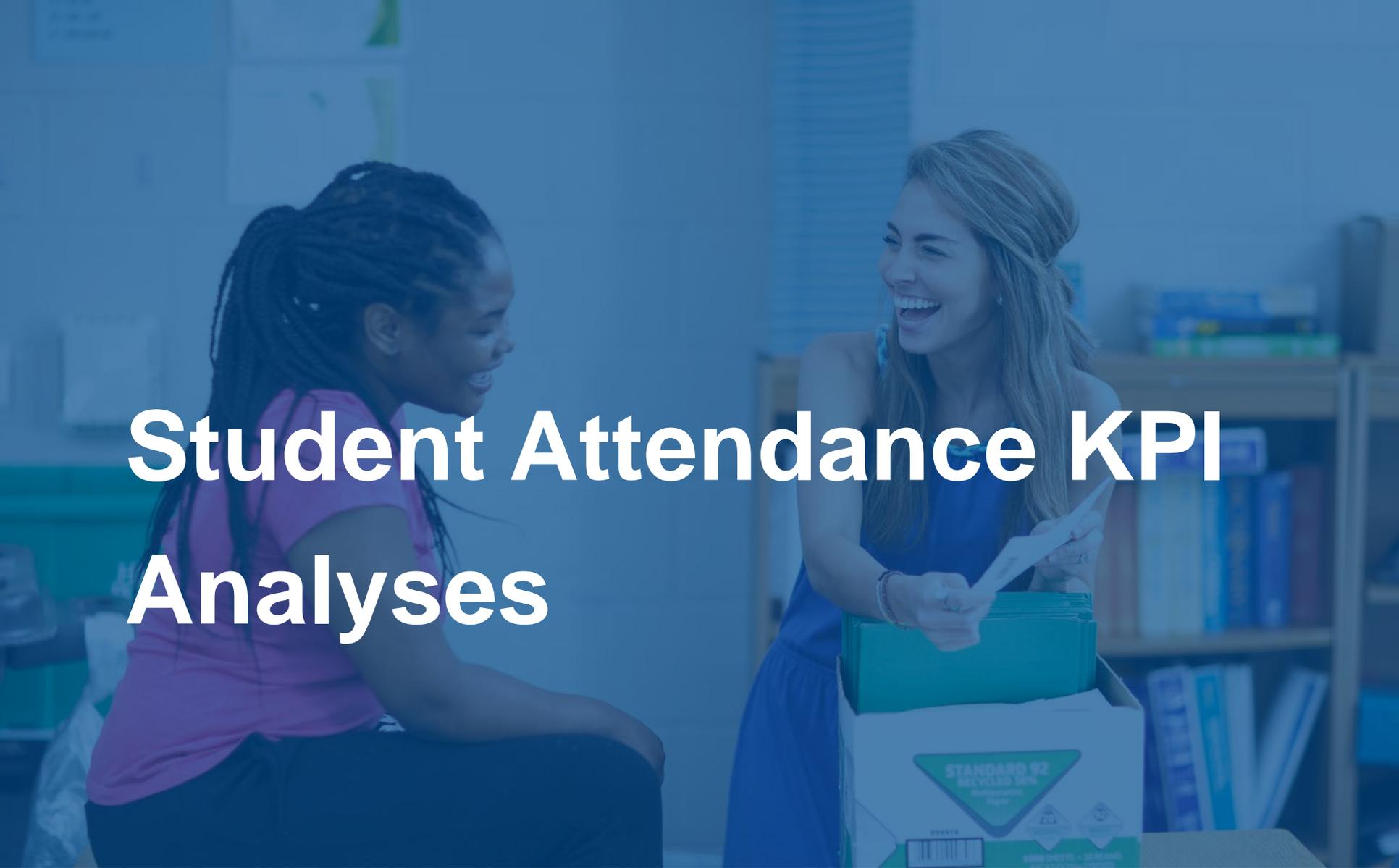
New USDOE regulation requires all states to report chronic absenteeism using the 10% definition.

Our KPIs are based on the Council of Great City Schools attendance bands which identified greater than 19 days as a critical marker.

The NC State Board of Education defines chronic absenteeism as missing 10% of days enrolled (after an initial enrollment of 10 days).

## Parameters of the Data Analysis

- 2016-17 student attendance data
- Includes students who were enrolled at least 140 days
- Includes excused and unexcused absences
- Analyzed using two methods:
  - Based on our KPI attendance bands
  - Based on NC State Board definition of chronic absence

A photograph of two women in a classroom or office setting. The woman on the left is Black with long braids, wearing a pink shirt, and is looking towards the woman on the right. The woman on the right is White with long blonde hair, wearing a blue dress, and is smiling while holding a white folder. She is standing next to a large white box labeled 'STANDARD 92 RECYCLED 50%'. The background shows bookshelves and a bulletin board. The entire image has a blue overlay.

# Student Attendance KPI Analyses

## GCS Board Goals

**Goals I, II, and V list student attendance as a Key Performance Indicator**



**Goal I:** By 2022, the percentage of students who will read proficiently by the end of third grade will increase to 63%.

**Goal II:** 75% of incoming 6th grade students will pass NC Math I (Algebra I) with a C or better by the end of their 9th grade year in 2022.

**Goal V:** By 2022, decrease the achievement gap between black and Latino students and their white peers by 7 percentage points.

## Key Performance Indicator

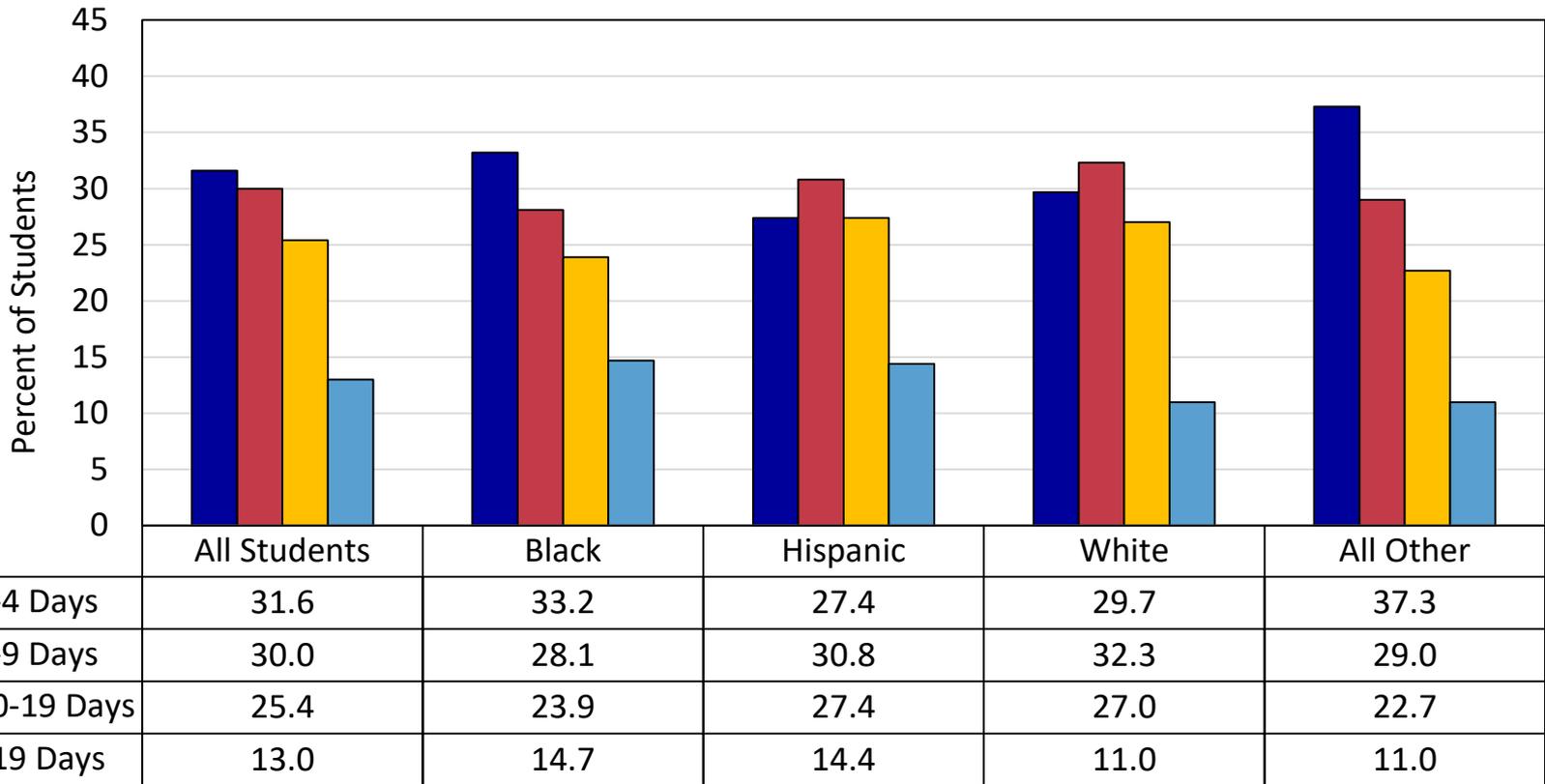
The Key Performance Indicator (KPI) used in three of the Board goals, adapted from Council of Great City Schools:

Percentage of students absent overall and in comparison to proportional representation (measured in increments of 5-9 days absent, 10-19 days absent and greater than 19 days absent).

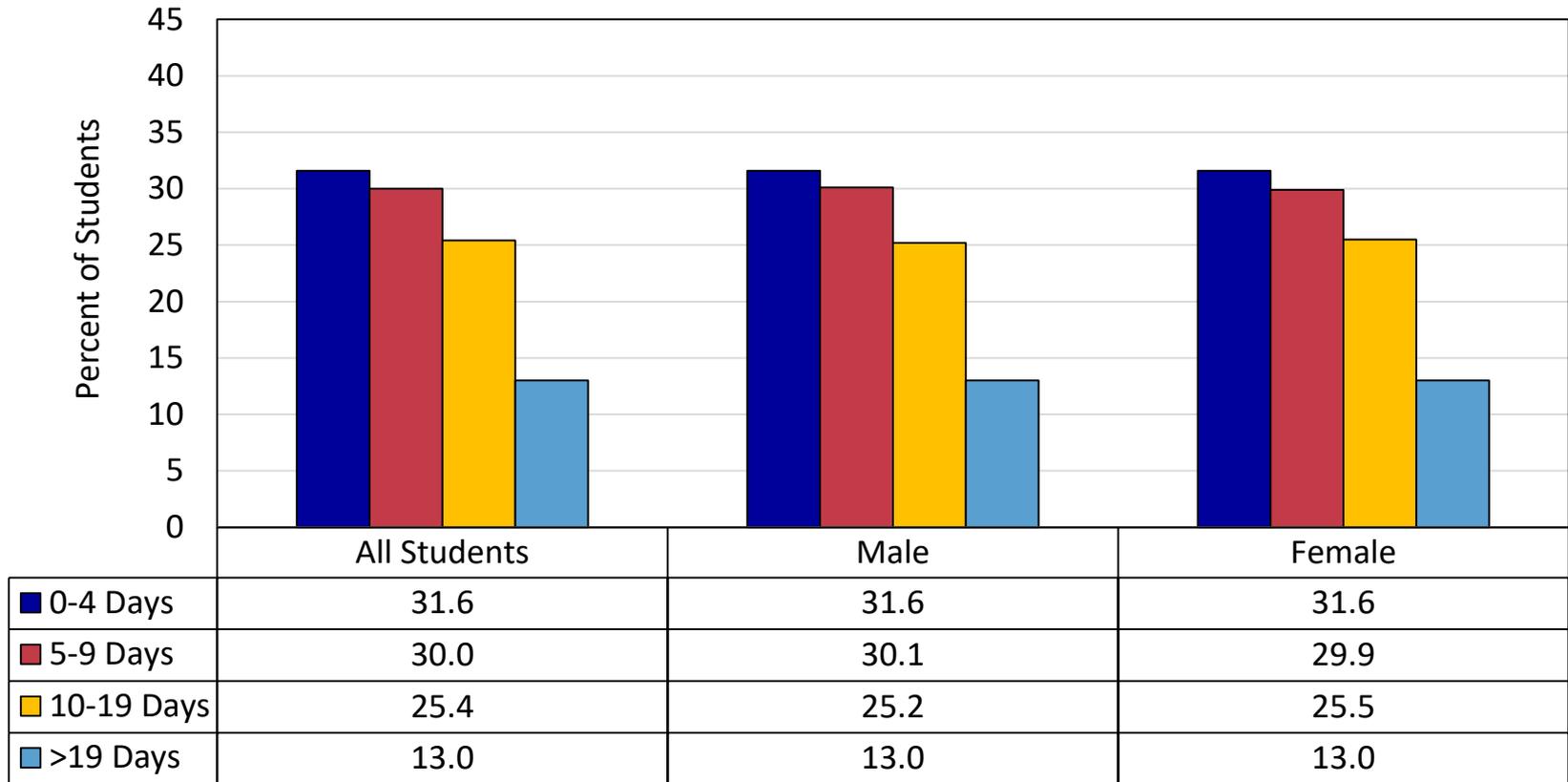
## KPI Baseline Data Trends 2016-2017

- Overall, 13% of students are absent more than 19 days
- Black and Hispanic students have slightly higher percentages of students absent more than 19 days
- No differences for gender or for race-ethnicity by gender
- No discernable difference between English Language Learners (ELL) and non-English Language Learners
- Students with Disabilities (SWD) exhibit greater absences than their non-disabled peers
- High school students have higher percentages of students absent more than 19 days, followed by middle school and then elementary students

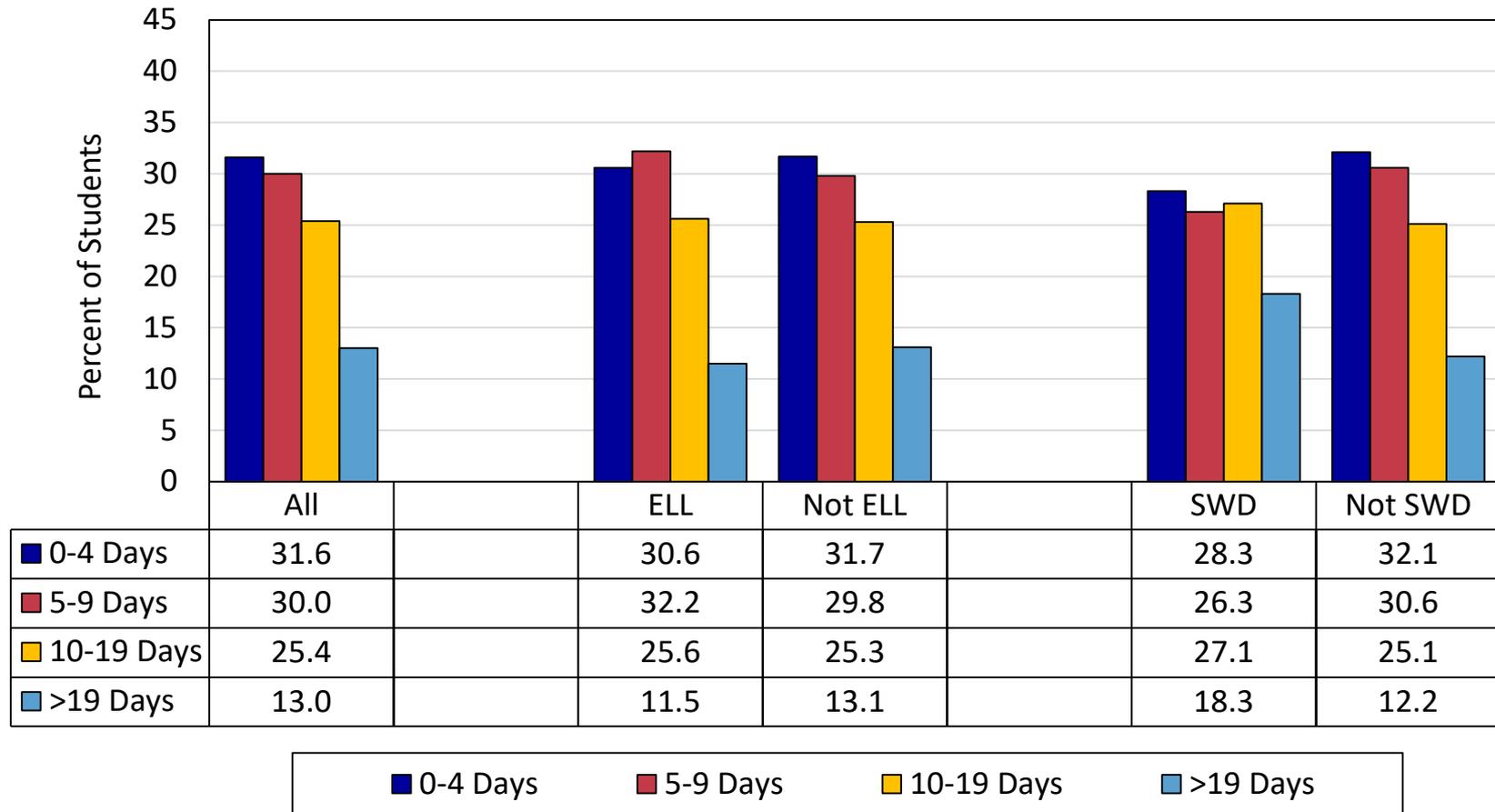
# Student Absences by Race/Ethnicity



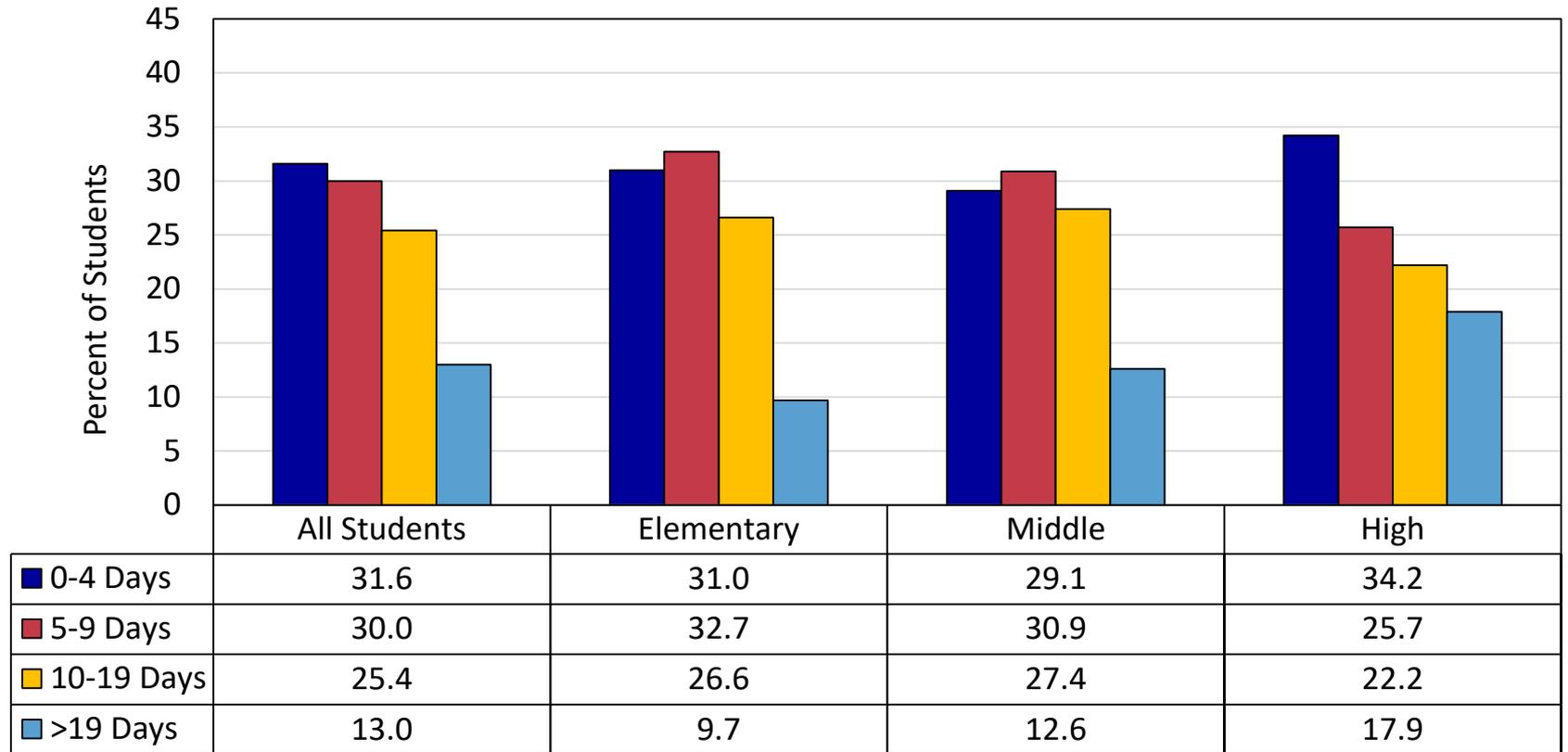
## Student Absences by Gender



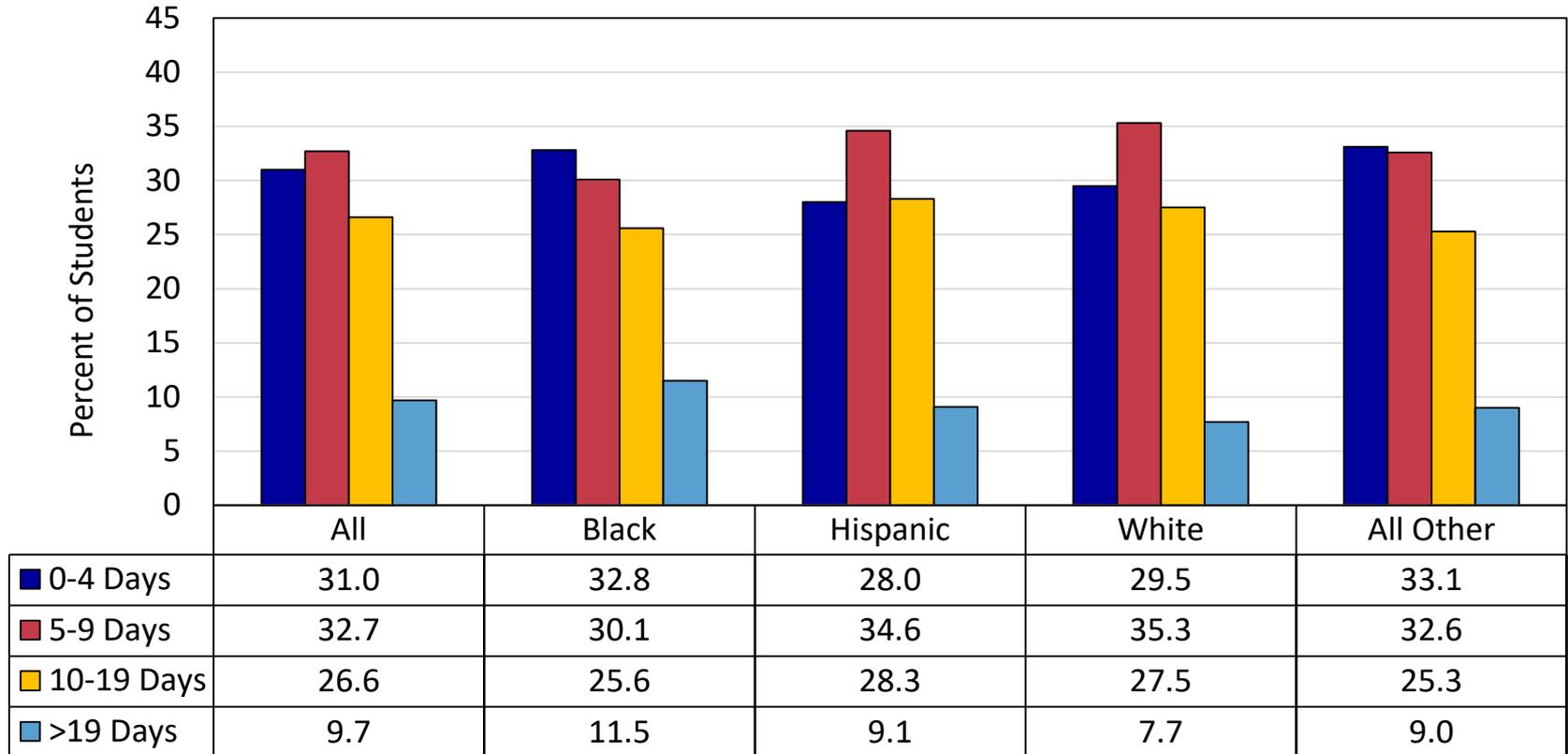
## Student Absences By English Language Learners and Students with Disabilities



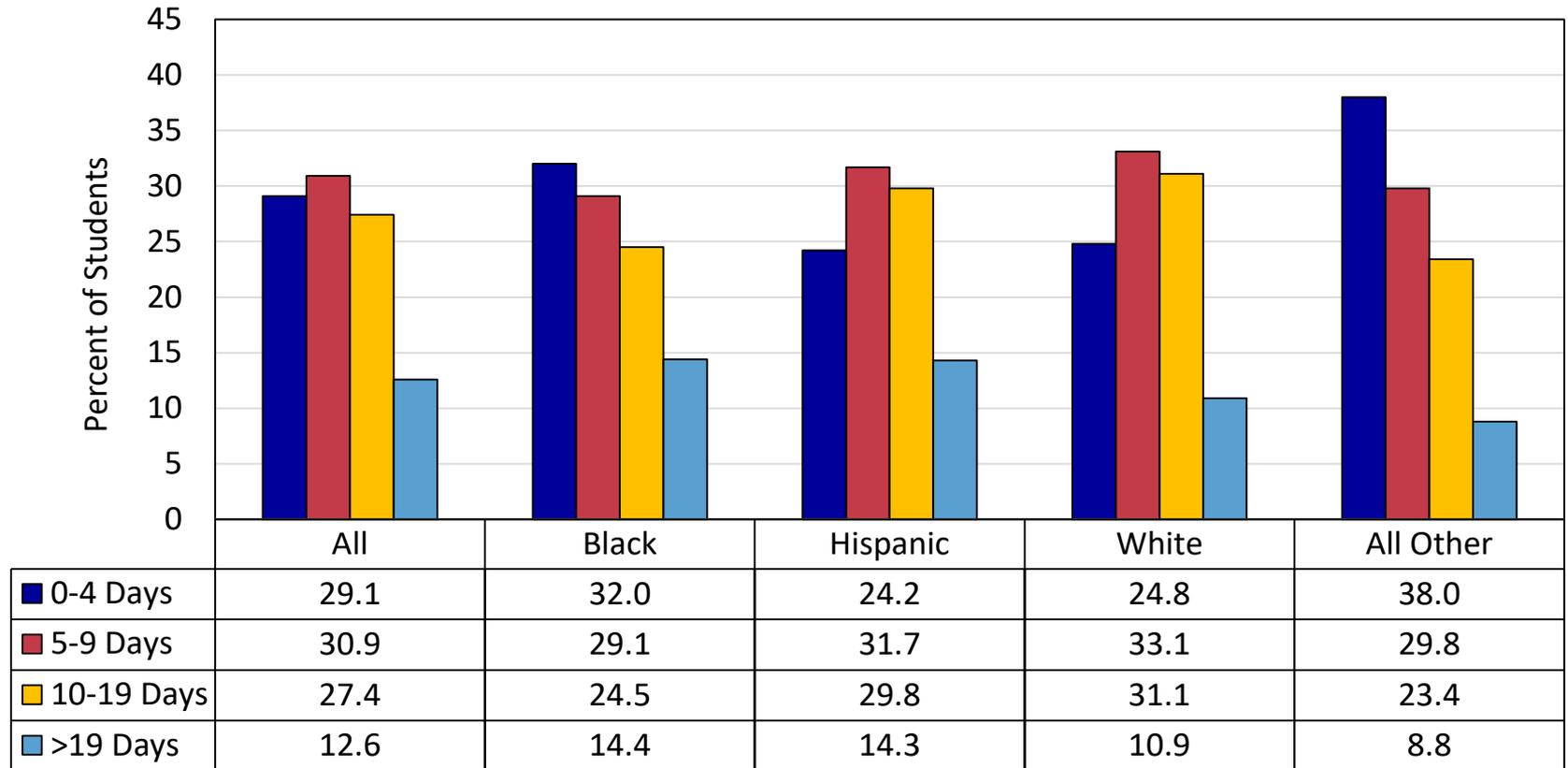
## Student Absences by School Level



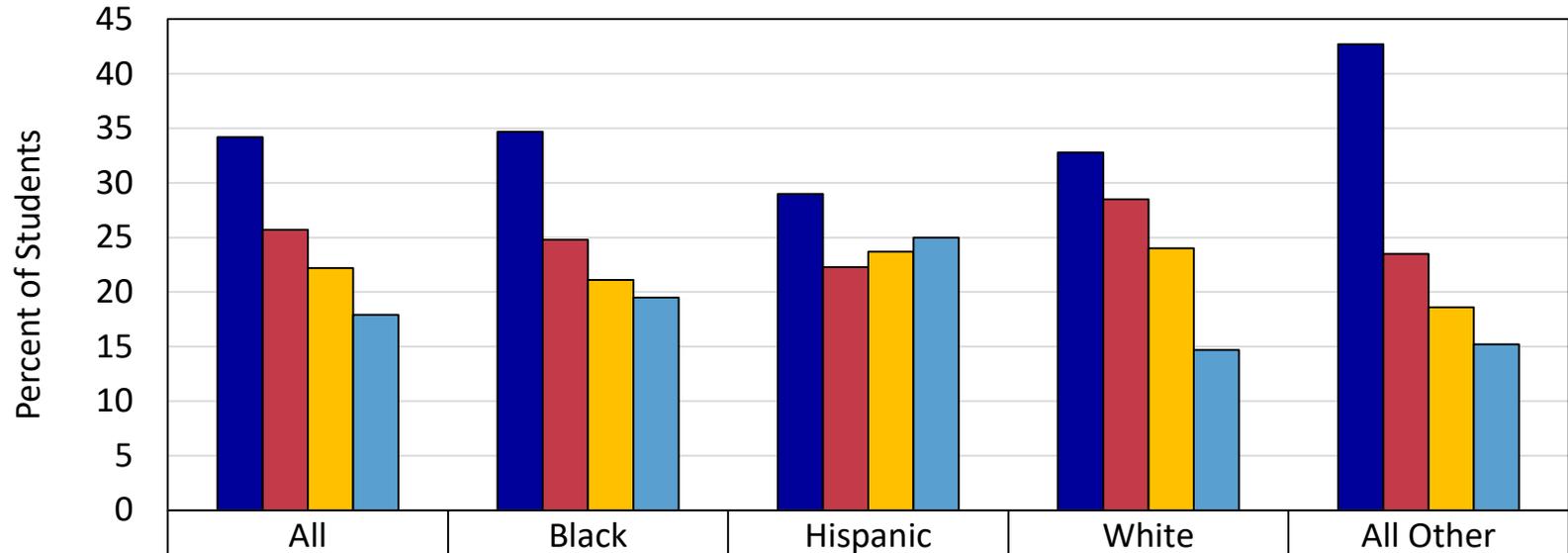
# Elementary Student Absences by Race/Ethnicity



## Middle School Student Absences by Race/Ethnicity



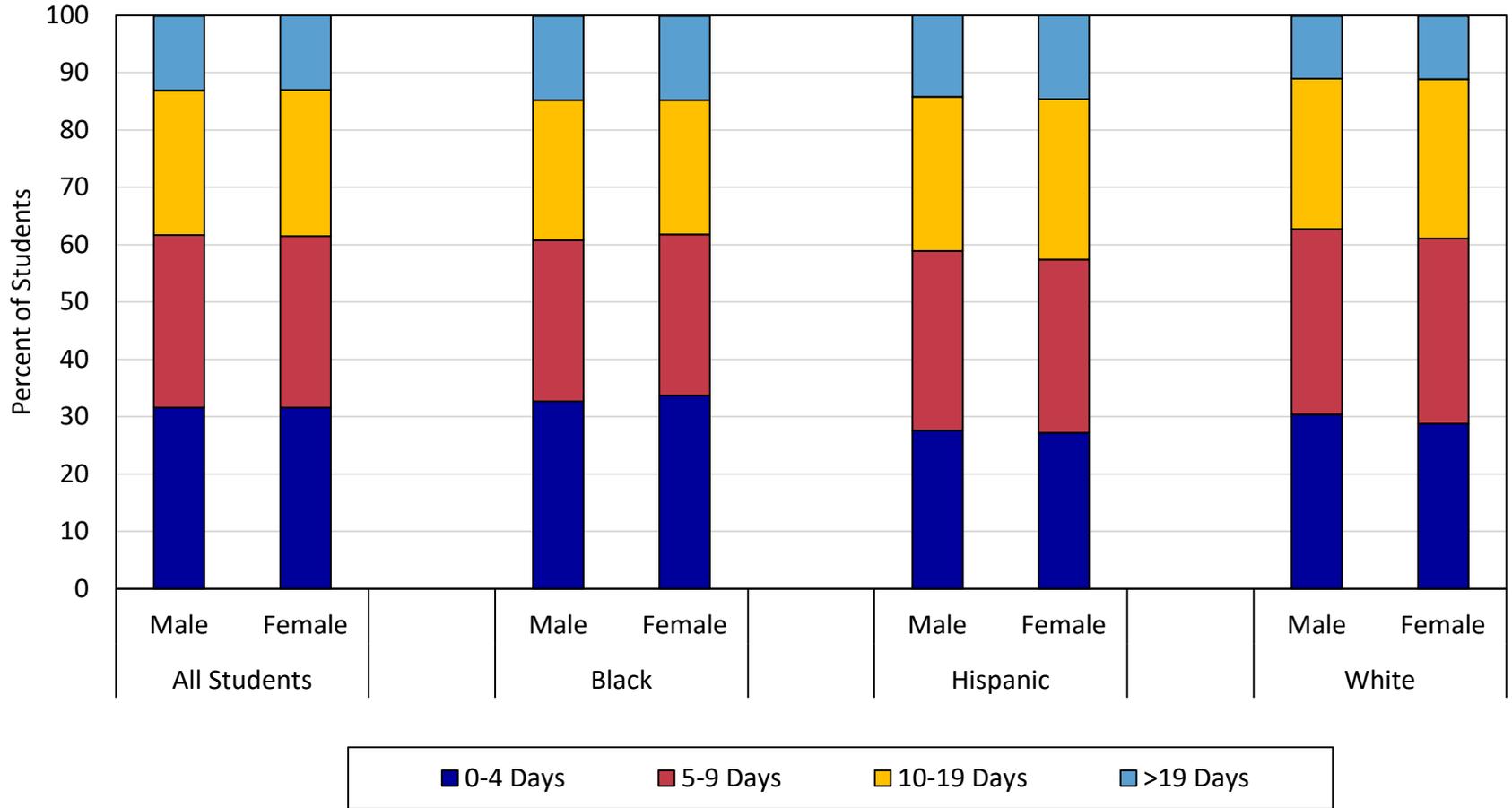
# High School Student Absences by Race/Ethnicity

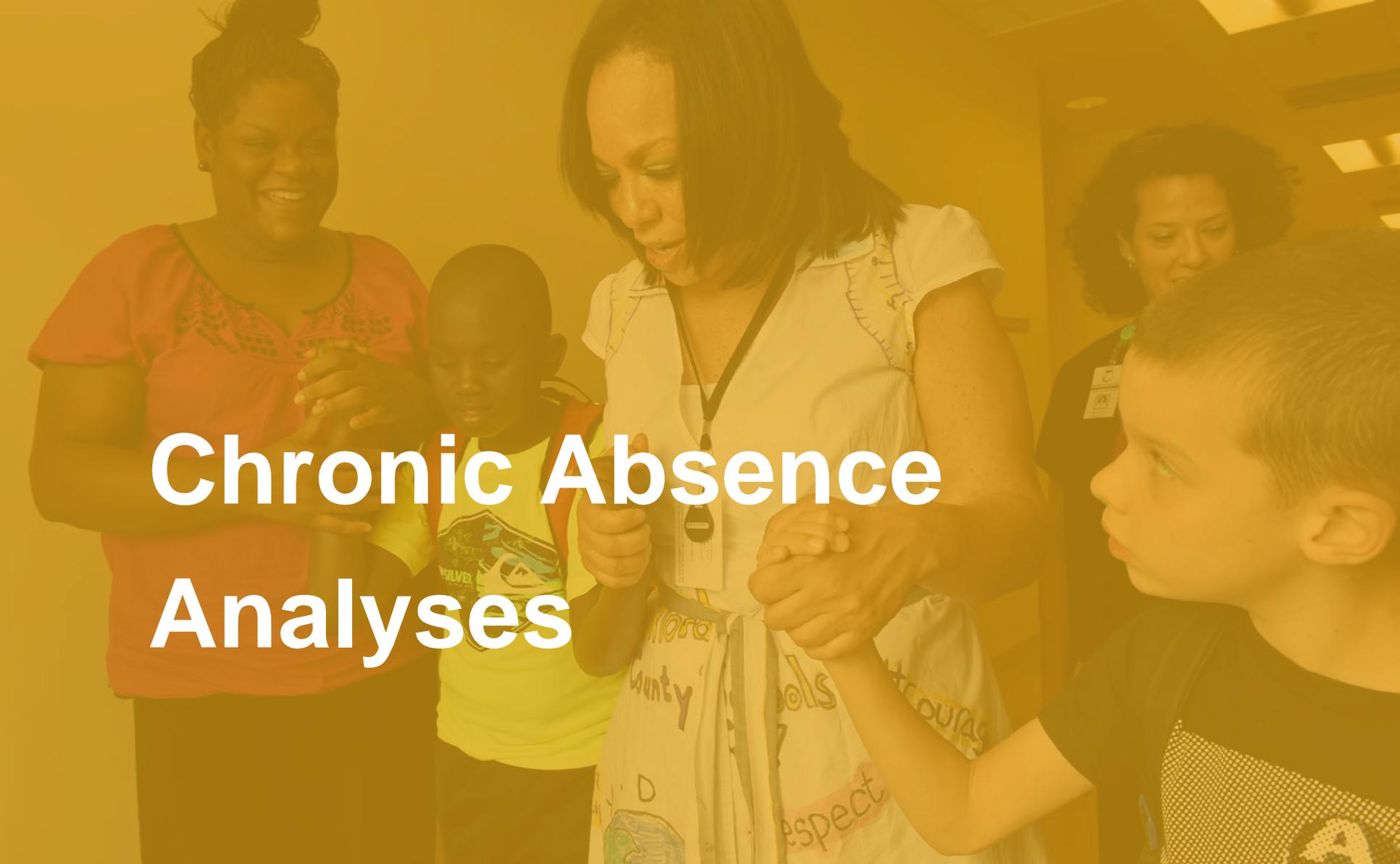


	All	Black	Hispanic	White	All Other
0-4 Days	34.2	34.7	29.0	32.8	42.7
5-9 Days	25.7	24.8	22.3	28.5	23.5
10-19 Days	22.2	21.1	23.7	24.0	18.6
>19 Days	17.9	19.5	25.0	14.7	15.2



# Student Absences by Race/Ethnicity & Gender





# Chronic Absence Analyses

---

## Chronic Absence Definition

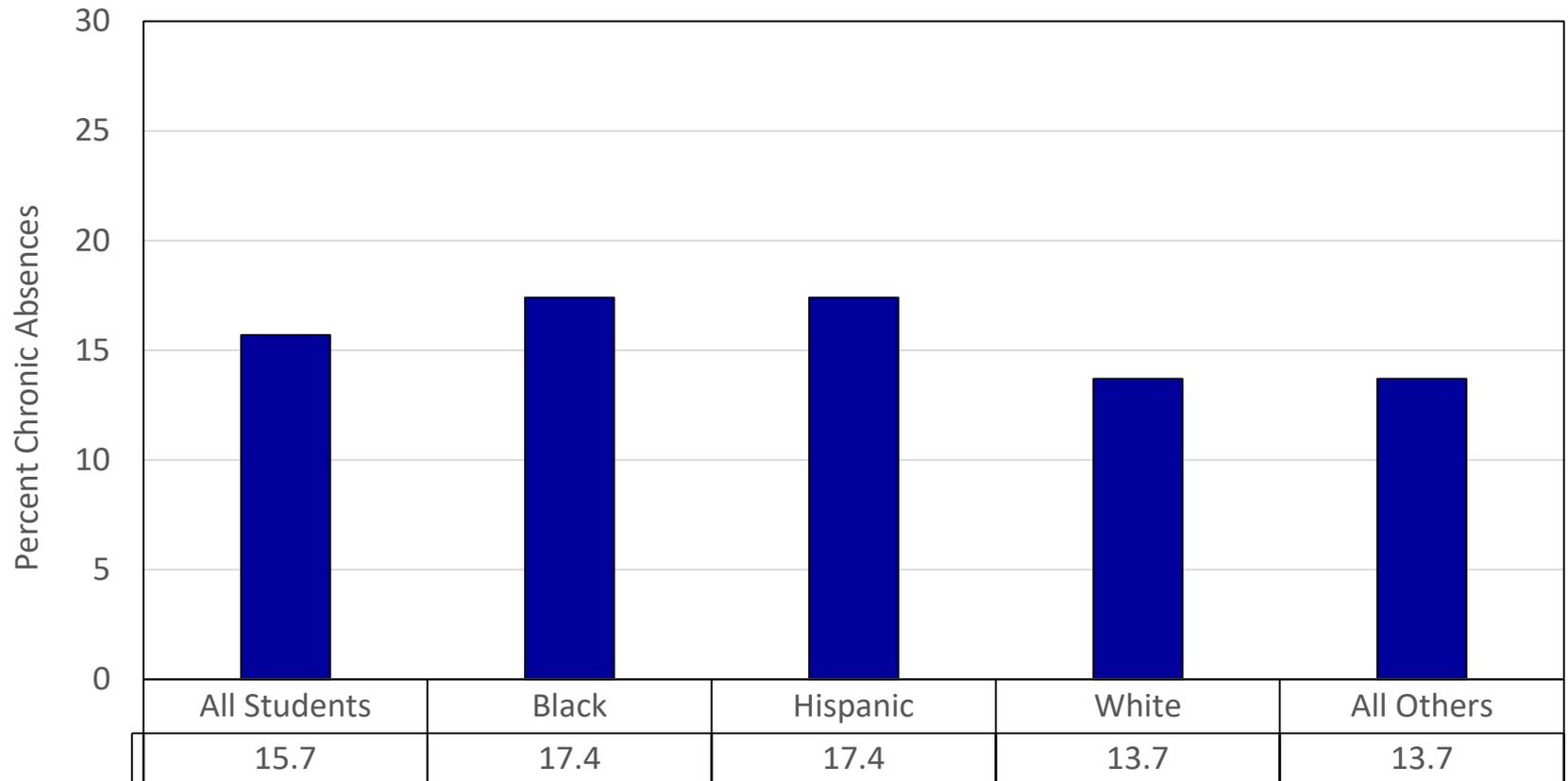
The North Carolina State Board of Education recently defined chronic absence as:

*“Student Chronic Absentee” is a student who is enrolled in a NC public school for at least 10 school days at a time during the school year, and whose total number of absences is equal to or greater than 10 percent of the total number of days that such student has been enrolled at such school during such school year.*

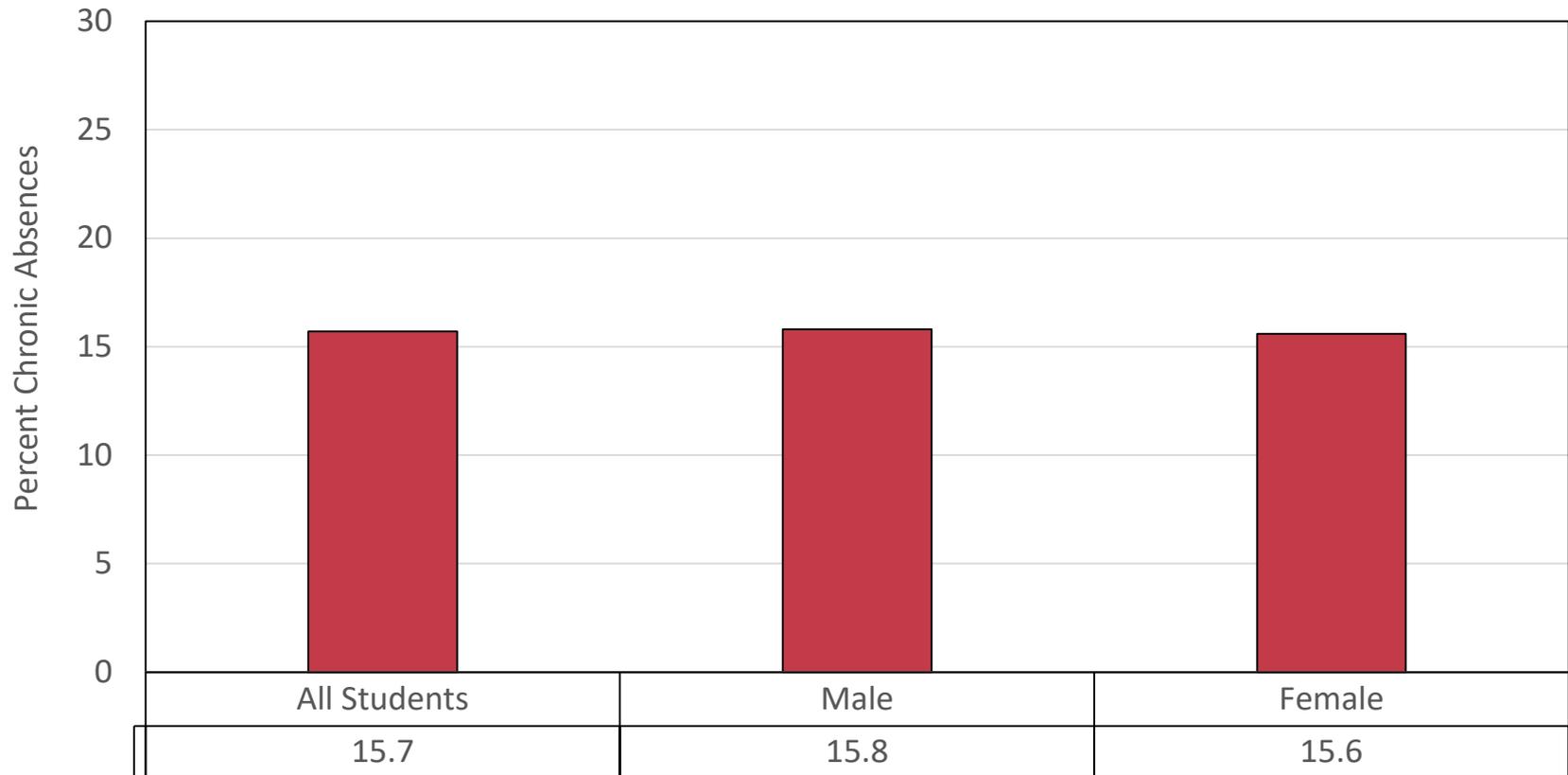
## Chronic Absence Baseline Data Trends 2016-2017

- Overall, 16% of students are chronically absent
- Black and Hispanic students have higher rates of chronic absenteeism
- No differences for gender or for race-ethnicity by gender
- English Language Learners (ELL) have lower rates of chronic absenteeism than and non-English Language Learners
- Students with Disabilities (SWD) exhibit greater chronic absences than students without disabilities
- High school students have higher percentages of chronic absenteeism followed by middle school students and then elementary students

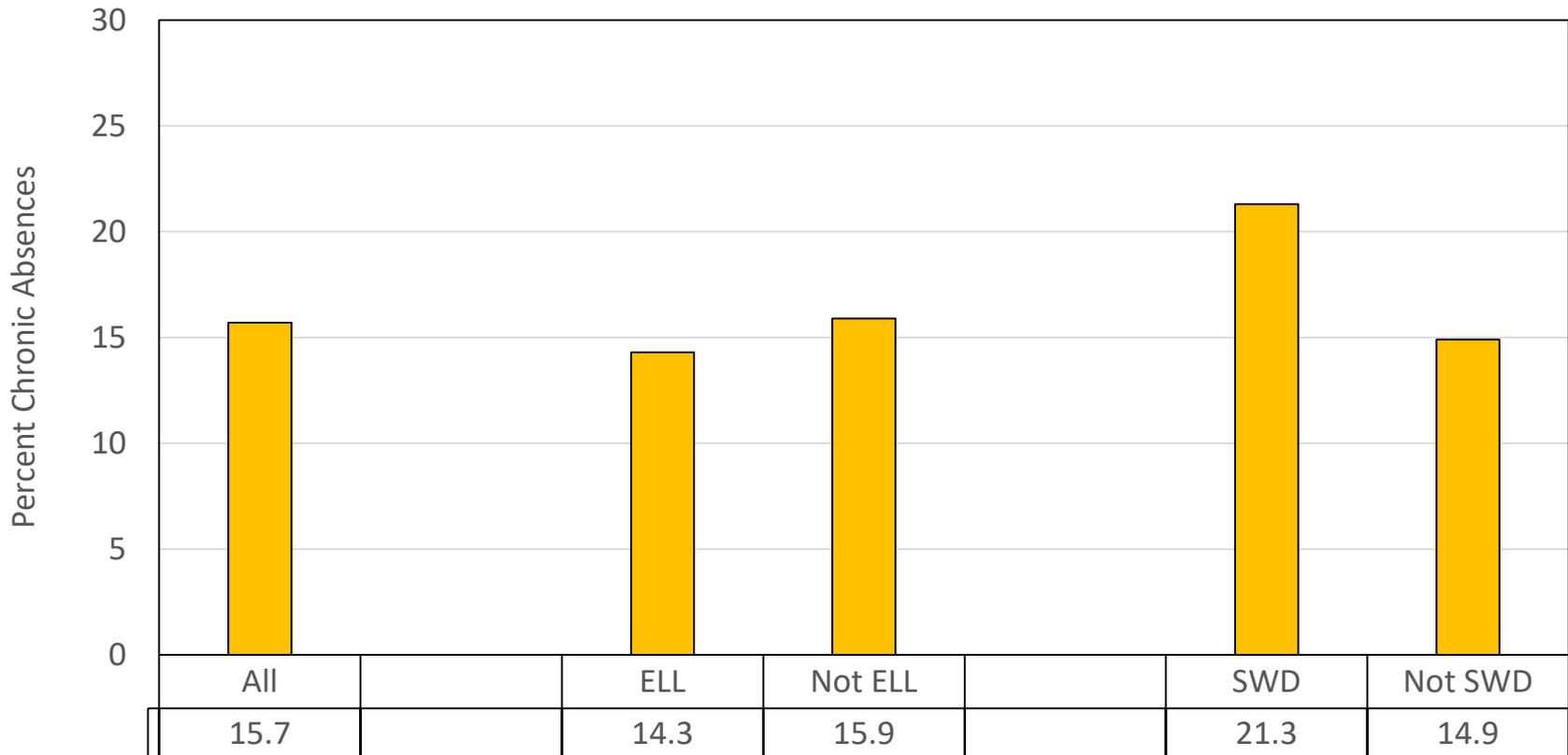
## Chronic Absences by Race/Ethnicity



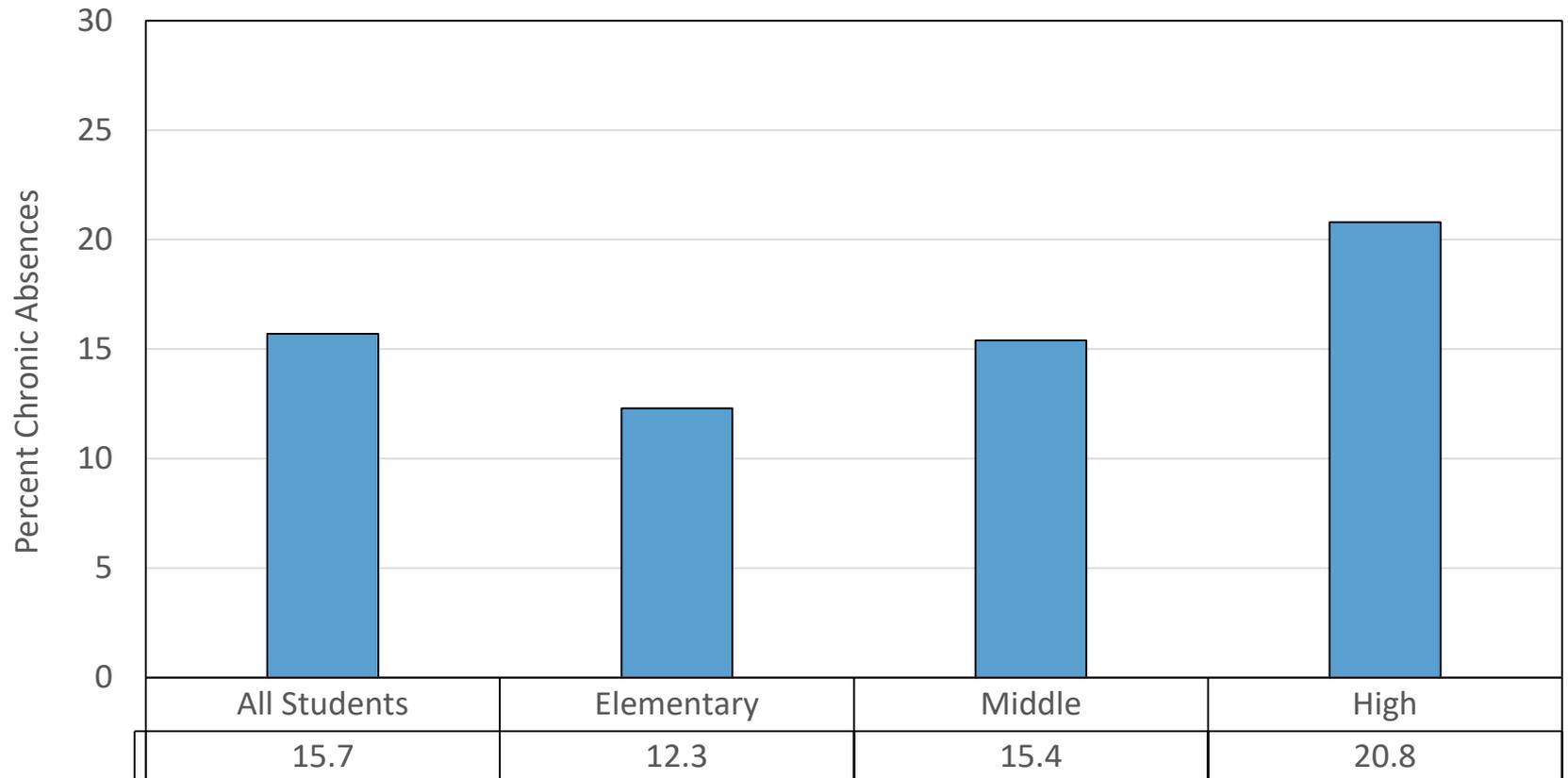
## Chronic Absences by Gender



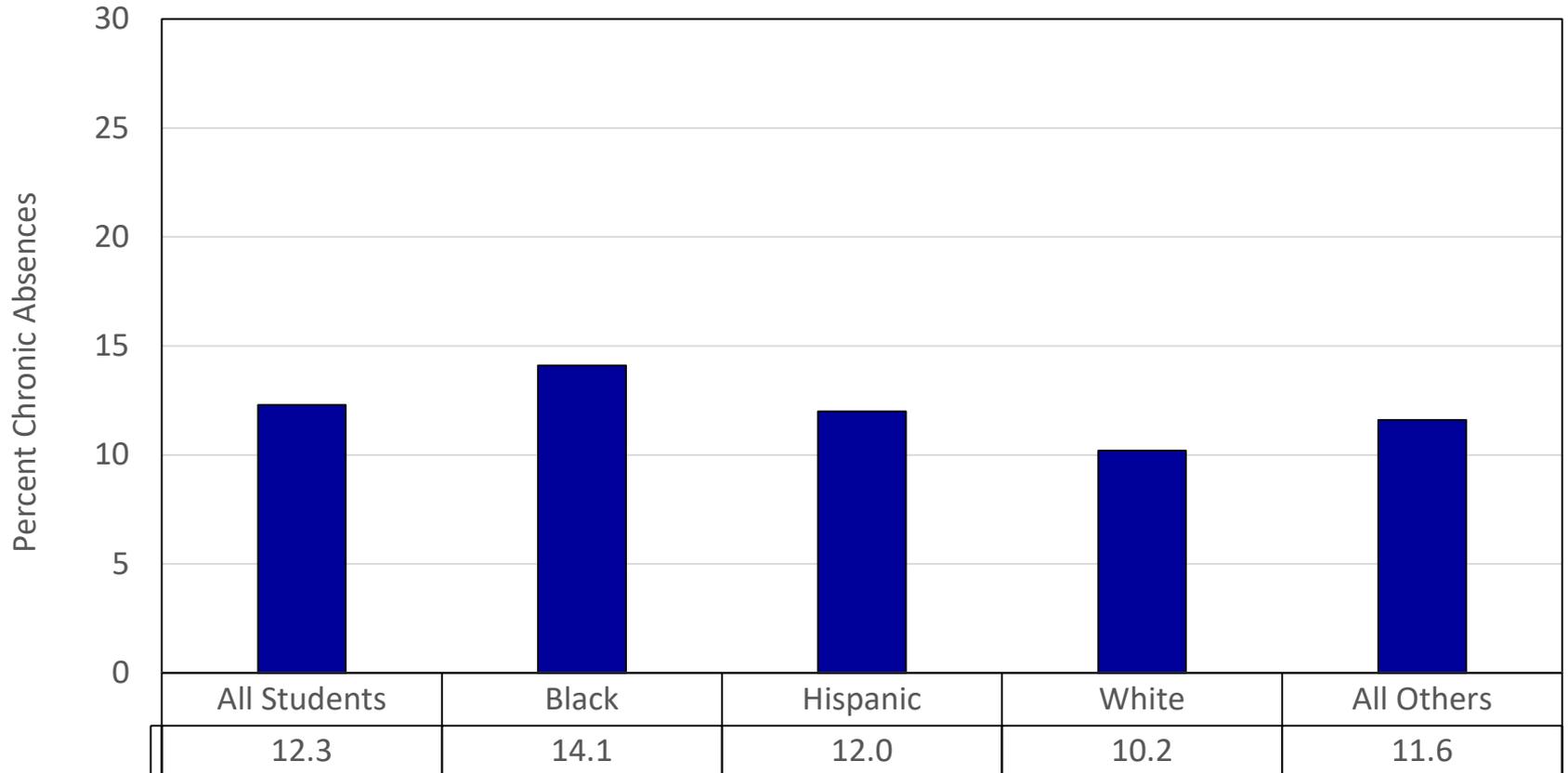
## Chronic Absences By English Language Learners and Students with Disabilities



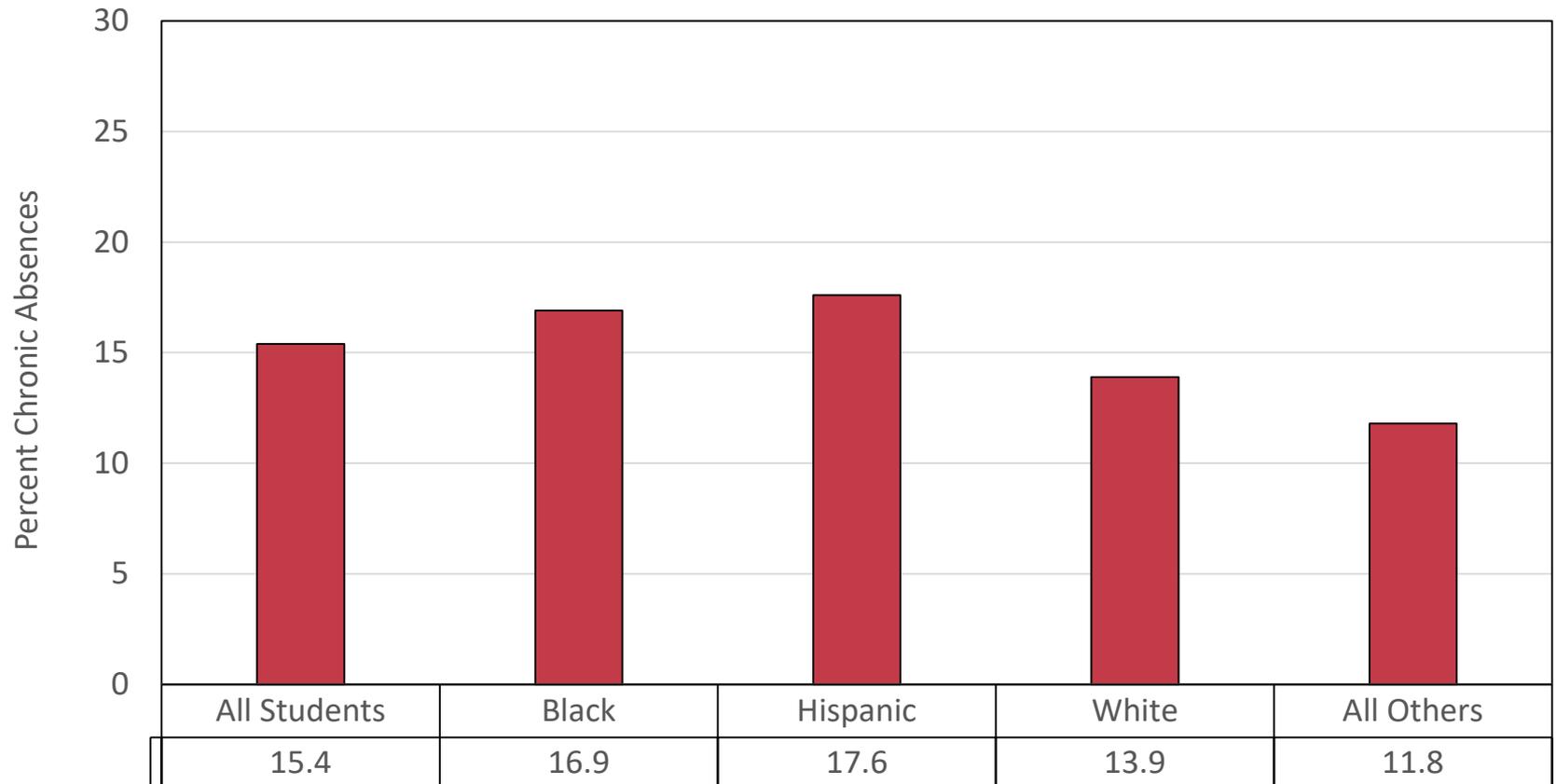
## Chronic Absences by School Level



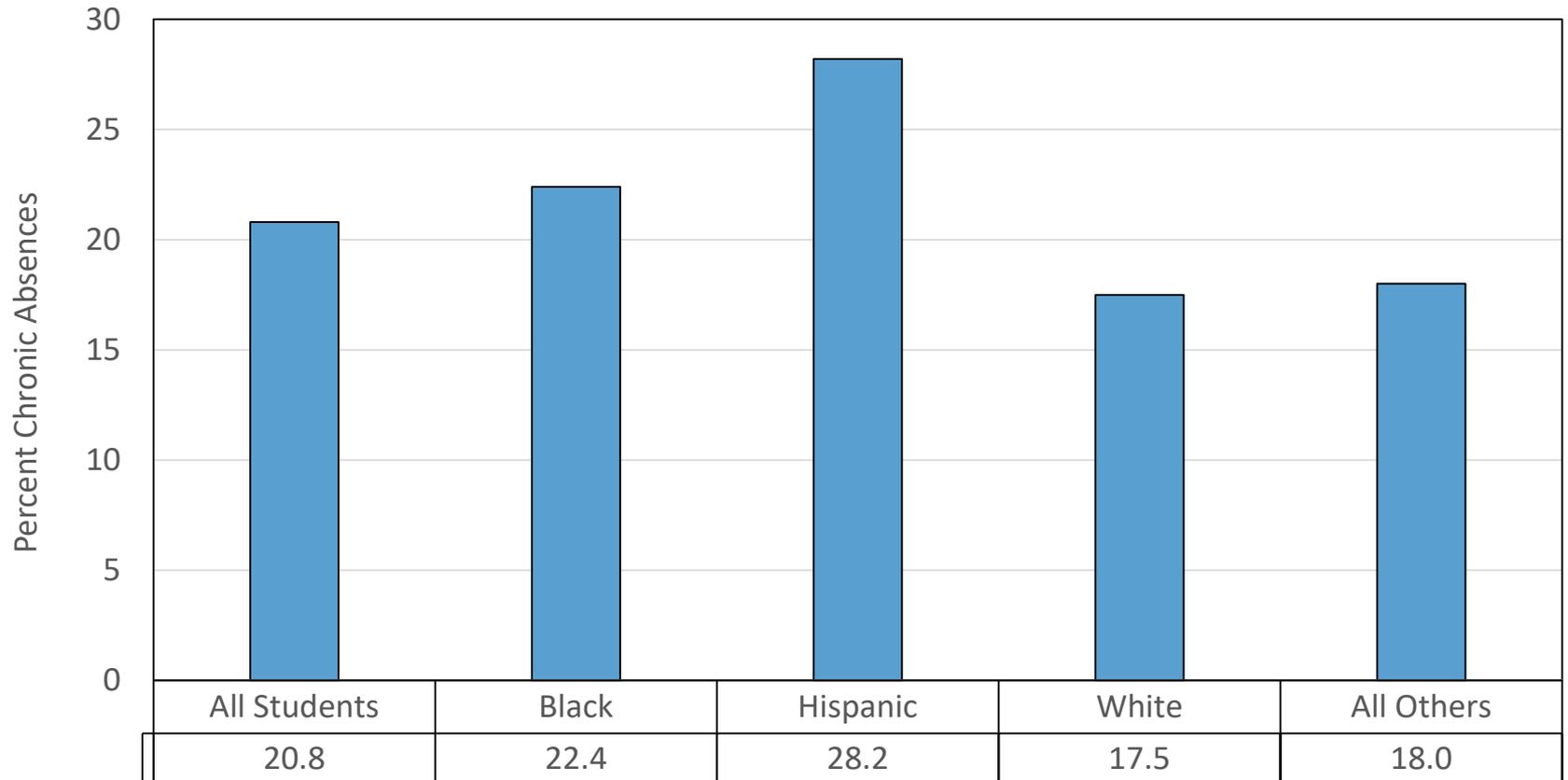
## Elementary Chronic Absences by Race/Ethnicity



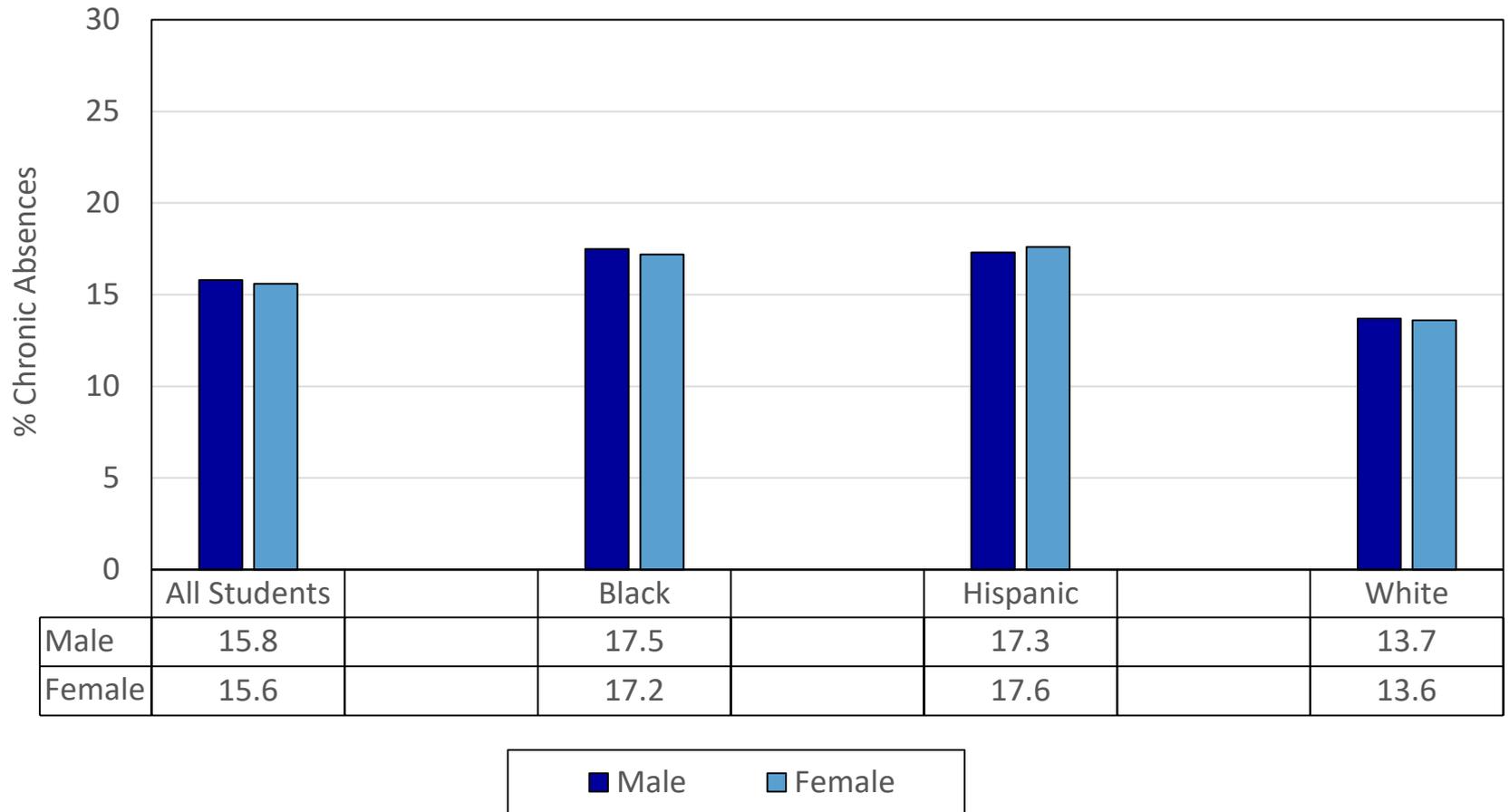
## Middle School Chronic Absences by Race/Ethnicity



## High School Chronic Absences by Race/Ethnicity



## Chronic Absences by Race/Ethnicity & Gender



## Overall Findings from Chiefs for Change

- Unsurprisingly, student absences (both excused and unexcused) reduce academic achievement (Aucejo & Romano 2014; Goodman 2014; Gottfried 2009).
- Student absences also put students at risk for future truancy and increase their probability of dropping out of school (Alexander et al. 1997; Rumberger 1995).
- Goodman (2014) estimates that each absence caused by bad weather reduces math achievement by 5% of a standard deviation for elementary students and almost 4% for older students.
- Other researchers have found more modest effect sizes: reducing students' absences by ten days per annum is estimated to increase math and reading test scores by 5.8% and 3% of a standard deviation respectively (Aucejo & Romano 2014).
- These effects are stronger for poor students and black or Hispanic students (Goodman, 2014; Aucejo & Romano 2014).

## Next Steps

- Conduct in-depth analyses of relationship between student absences and achievement in GCS
- Explore root causes of student absences
- Design strategies to address student absence issues



# Questions