

REPORT mid_year Chronically Absent # MVWSD, to 10 Jan

CHRONIC ABSENCE - problem for all student learning

Losing 1 in 10 school days is very bad for learning. No school learning for 1 day every two weeks.

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How bad was this for **MVWSD students mid_year** (2019-20)?
data from MVWSD to S. Nelson, Public Records Act request in January

MVWSD # 331 mid_year

**That would be 331 kids who missed 9 or more days
*around 3,000 learning days lost***

Crittenden MS #44

Graham MS #61

Bubb #22

Castro #42

Huff #20

Landels #26

Mistral #24

Monta Loma #20

Stevenson #13

Theuerkauf #42

Vargas #17

California Definition of Chronic Absentee

... in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year ..." (CDE) Child Welfare & Attendance <https://www.cde.ca.gov/ls/ai/cw/>

SEIZE THE DATA OPPORTUNITY CALIFORNIA Using Chronic Absence to Improve Educational Outcomes:

Attendance Works, Children Now, UC Davis Center for Regional Change
<https://regionalchange.ucdavis.edu/sites/g/files/dgvnsk986/files/inline-files/Seize-Opportunity%20FINAL%20REPORT.pdf>

“Having available chronic absence data is new for California ... If students are not in school, they cannot benefit from reform efforts. The goal of focusing on chronic absence does not require a new independent effort. Instead it bolsters existing work by providing critical information and another lens for understanding what is needed to achieve more equitable student outcomes, especially for our most vulnerable students.”

Senate Bill 1357 in 2010 was the first state effort to define the term “chronic absence” but the first data collection was in June 2017 and released in DataQuest in December 2017.

Misconceptions

- Absences are only a problem if they are unexcused
- Missing two days per month doesn't affect learning
- Sporadic absences are not a problem
- Attendance only matters in the older grades

Materials 2 Attendance: Chronically Absent

CHRONICALLY ABSENT #, periodic “Chronic Absenteeism” (EOY_3)

Attendance, average percentage. Until the 2010 change in Ed Code, this was the standard used in tracking 'students in school'. With the newest Federal Education Act, this metric was displaced by **Chronic Absenteeism** (also a percentage). **Since 2017 the State is demanding [this metric](#) be used!**

TREND DATA is used to follow how a metric is developing as the year goes on. It is periodic data, used for making operational decisions and *policy decisions*. The Board policy requires the Superintendent (or designee) to make “periodic” attendance reports to the Board **This is not happening!** When I made a request for a document on this, covering since the beginning of the 2019-20 school year, the official District Office Reply was 'no materials meeting your request are available.' Ask for yourself, or search the MVWSD.org web pages.

Terminology - please do not get stuck on this. It is minutia!

- “Chronic Absence” first legally defined in California 2010 by SB 1358. (10% or more)
- The Federal Education Law is different (15% or more).
- “Chronic Absenteeism” is a percentage of students. It is *summative, at year end*. A District can get this report - after submitting **EOY_3** data file to the CDE (**CALPADS**) at the end of a full year. This is used in Dashboard reports & Dashboard indicator calculations.
- Trend Data reports can be produced by **CALPADS** “periodically” if attendance data from PowerSchool is submitted periodically. *THIS IS EXPLAINED BY CDE* in the **CALPADS** manual.
- **Chronically Absent #**, is a term I use to denote the number of students with a “Chronic Absence” problem.

QED

There are many reasons why CHRONIC ABSENT is a much better metric than Average Attendance. Over a year (summative, **EOY_3**) 180 days **95% Attendance** = 95 students / 100 enrolled can mean: No Students have a Chronic Absence problem, *or it can mean* 10 students have a Chronic Absence problem (10% Chronically Absent).

Absent Days plotted for all students is like a truncated skew-normal type of distribution. It is cut off (truncated) 'cause no students have -1 or -2 days absent. It is sort-of-normal (like a bell curve) because less and less students have high Absent Days. What “Chronic Absenteeism” (%) measures is the distribution out past 17 Absent Days (10% or more of 180 days). End_Of_Year. Out “in the tail.”

An “Average” cannot well describe a truncated skew-normal distribution. This is actually now well covered IN MIDDLE SCHOOL **COMMON CORE** math standards!

Materials 3 Attendance: Chronically Absent

CALPAD Data Guide v10.2 5/13/2019

== “**EOY 3**” is the **E**nd **O**f **Y**ear single submission, used for DASHBOARD.
Districts must submit EOY 3.

The district’s “**SIS**” attendance information system is **PowerSchool**.

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“Important reminders regard batch and online data submission

These data should be maintained in LEAs’ local student information systems (SIS) throughout the year. The data must be submitted to **CALPADS** once a year during the collection window time frame.

Best practices for LEAs who submit data in batch

Although the data can be submitted to CALPADS throughout the year, because the Student Absence Summary (STAS) file is processed as a “full replacement” file in CALPADS (i.e., CALPADS replaces all data for a given school with each batch posting), LEAs should continually maintain attendance data in their own SIS, and then submit the data to CALPADS when the LEA wishes to view a student absence summary report.

During the EOY 3 collection window, after submitting the data, LEAs should review the certification reports. If necessary, LEAs may amend their data and resubmit data for the whole LEA or for a particular school.”

== It seems: All authorized school administrators, could get **Chronically Absent** reports monthly, for their school sites from the **CALPADS** system.

QED. Even without using PowerSchool “plug-ins,” it seems like the 90% attendance numbers can be monitored monthly. Monthly reports are not EOY 3 reports used for calculating “**Chronic Absenteeism**” for the **Dashboard** (an end-of-year percentage).

PowerSchool working with **CALPADS** tracks Chronic Absent. (batch data)

Materials 4 Attendance: Chronically Absent

CALPADS generated Attendance Trend Data on Chronically Absent

CALPADS can be loaded periodically (batch data) using the process explained on page 91 of the CALPAD Data Guide (2019 version, Materials 2). By periodically doing this, administration can provide TREND DATA Attendance Reports containing site and subgroup information. This is useful for the Board to monitor (as Board Policy explains about periodic attendance reports) and for the other board advisory committees that overlook student progress at the sites.

Batch loading data (EOY_3 format) into CALPADS could be done at:

- 30 days into school-year
- first trimester (60 days)
- mid_year (90 days)
- Second trimester (120 days)
- EOY_3 as currently required for closing out the year (180 days)

Since this is exactly the same data handling process - for EOY_3 - as must be done anyway, the CALPADS training could be very minimal. Perhaps a few more DO staff could be trained, so that the work is not too narrowly “siloed” and dependent on too few staff. The generation of CALPADS reports on attendance, may be another area where DO staff need some extra training.

The Service Needed depends on the # Students, **CHRONICALLY ABSENT #**

Since student number during year - *not percent* - determine how much resources are needed to improve attendance absence problems, it should be quite clear that TREND DATA can show where there are problems.

Problems - delivering student learning - hit at the core of MVWSD's purpose. Missed learning days, in large numbers, is detrimental to all the academic Goals of MVWSD. These problem area, which may just need 'shifted resources' are part of Board oversight. These problems are also Board advisory committee responsibility.

The DELAC, SSCs, and ELACs all need to know how well the system is working to deliver learning. As Dr. Rudolph wrote (Trustee Questions) it is not good enough, to wait for the summative Dashboard **CHRONIC ABSENTEEISM** percent *months into the next school year!* This information is collected weekly and could be reported, on a periodic basis to all the stakeholders.

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Materials 6 Attendance: Chronically Absent

Self_Quiz on the Statistical Math of Average Attendance % & Chronically Absent # Quantitative examples

100 students/ for 100 days of school

95% **Daily Attendance%** means: 500 absent days. (5% of 10,000 possible attendance days)

Question / which of these is TRUE? A, B, C, d

A all 100 students make it in for 95 days = 95% attendance

B 10 EL students miss 50 days each, 90 EO students always make it in = 95% attendance

C 20 SED students miss 25 days each, 80 wealthier-family students always make it in = 95% attendance

d. 10 SED students miss 20 days & 10 miss 10 days, 80 wealthier-family kids miss ave. 2.5 days [8-0 range] = 95% attendance

Chronically absent #s (100 days into the school year?)

Which of these is TRUE?

A. # 00

B. # 10

C. # 20

above: Federal #s are the same as State, all are compared against individual attendance of better than 85%

d. # 10 federal, # 20 state

above: Federal #s are those \hat{A} 80% DA% (<85%), State # are those 90% \hat{A} or worse \hat{A} DA%

QED

school A has *no big attendance problem!* school d. has a typical real problem. 10 kids a great community problem, and 10 more a sort-of problem for the community. Always telling the community, hey we made **Goal of 95% attendance!** Great! (?) (I say what?!)