

Detroit Public Schools Community District

Discussion Materials – Chronic Absenteeism (“CA”)

June 7, 2017

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Multiple Measures of Attendance

Average Daily Attendance

- How many students show up to school every day?
- The percent of enrolled students who attend school each day
- It is used in some states for allocating funding

Truancy

- Who is missing school without permission?
- Typically refers only to unexcused absences
- Each state has the authority to define truancy and when it triggers legal intervention

Chronic Absence

- Attendance Works:
 - Who is missing so much school they are academically at risk?
 - Broadly means missing too much school for any reason – excused, unexcused, etc.
 - Researchers commonly define it as missing 10% of school
 - OCR currently defines it as missing 15 days and will be releasing a report in Spring 2016
 - Chronic absence is a required reporting metric in ESSA
- The US Department of Education defines Chronic Absenteeism as 15 missed days or missing 10% of available school days for students in transit
- Michigan defines Chronic Absenteeism as 10 missed days per year or missing 10% of available school days for students in transit (if an individual is seen one time during the day, that is considered to be present)
- The DPS/CD Dashboard definition of Chronic Absenteeism, which is based on period absence, is much more stringent than both the state and the federal standard

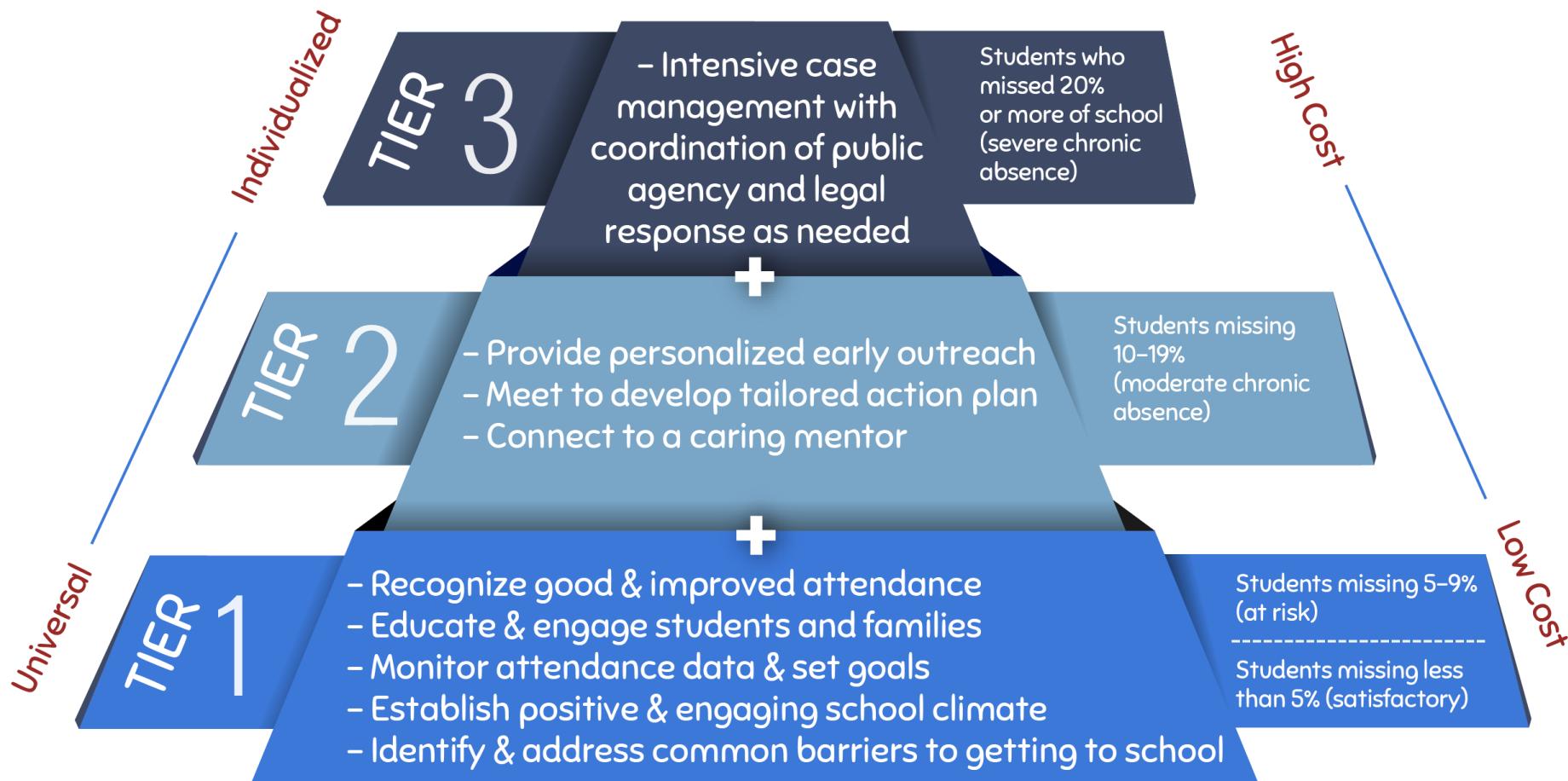
Why Does Attendance Matter?

- **Exposure to language:** Starting in Pre-K, attendance equals exposure to language-rich environments especially for low-income children
- **Time on Task in Class:** Students only benefit from classroom instruction if they are in class
- **On Track for Success:** Chronic absence is a proven early warning sign that a student is behind in reading by 3rd grade, failing courses middle and high school, and likely to drop-out
- **College and Career Ready:** Cultivating the habit of regular attendance helps students develop the persistence needed to show up every day for college and work
- **Engagement:** Attendance reflects engagement in learning
- **Effective Practice:** Schools, communities and families can improve attendance when they work together

Contributing Factors

Myths	Barriers	Aversion	Disengagement
<ul style="list-style-type: none">• Absences are only a problem if they are unexcused• Sporadic versus consecutive absences aren't a problem• Attendance only matters in the older grades	<ul style="list-style-type: none">• Lack of access to health or dental care• Poor Transportation• Trauma• No safe path to school• Homelessness	<ul style="list-style-type: none">• Child struggling academically or socially• Bullying• Ineffective school discipline• Parents had negative school experience• Undiagnosed disability	<ul style="list-style-type: none">• Lack of engaging and relevant instruction• No meaningful relationships with adults in school• Vulnerable to being with peers out of school vs. in school• Poor school climate

Invest in Prevention and Early Intervention



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Why Chronic Absenteeism Matters: What the Research Says

- Chronic absenteeism is widespread – about 1 out of 7 students missed three weeks or more of school in 2013-2014, translating to approximately 98 million school days lost
- Research suggests the reasons for chronic absenteeism are as varied as the challenges our students and families face – including poor health, limited transportation, and a lack of safety – which can be particularly acute in disadvantaged communities and areas of poverty

Chronic absenteeism may prevent children from reaching early learning milestones

Children who are chronically absent in preschool, kindergarten, and first grade are much less likely to read at grade level by the third grade. Students who cannot read at grade level by the end of third grade are four times more likely than proficient readers to drop out of high school.

Irregular attendance can be a better predictor of whether students will drop out before graduation than test scores.

A study of public school students in Utah found that an incidence of chronic absenteeism in even a single year between 8th and 12th grade was associated with a seven-fold increase in the likelihood of dropping out.

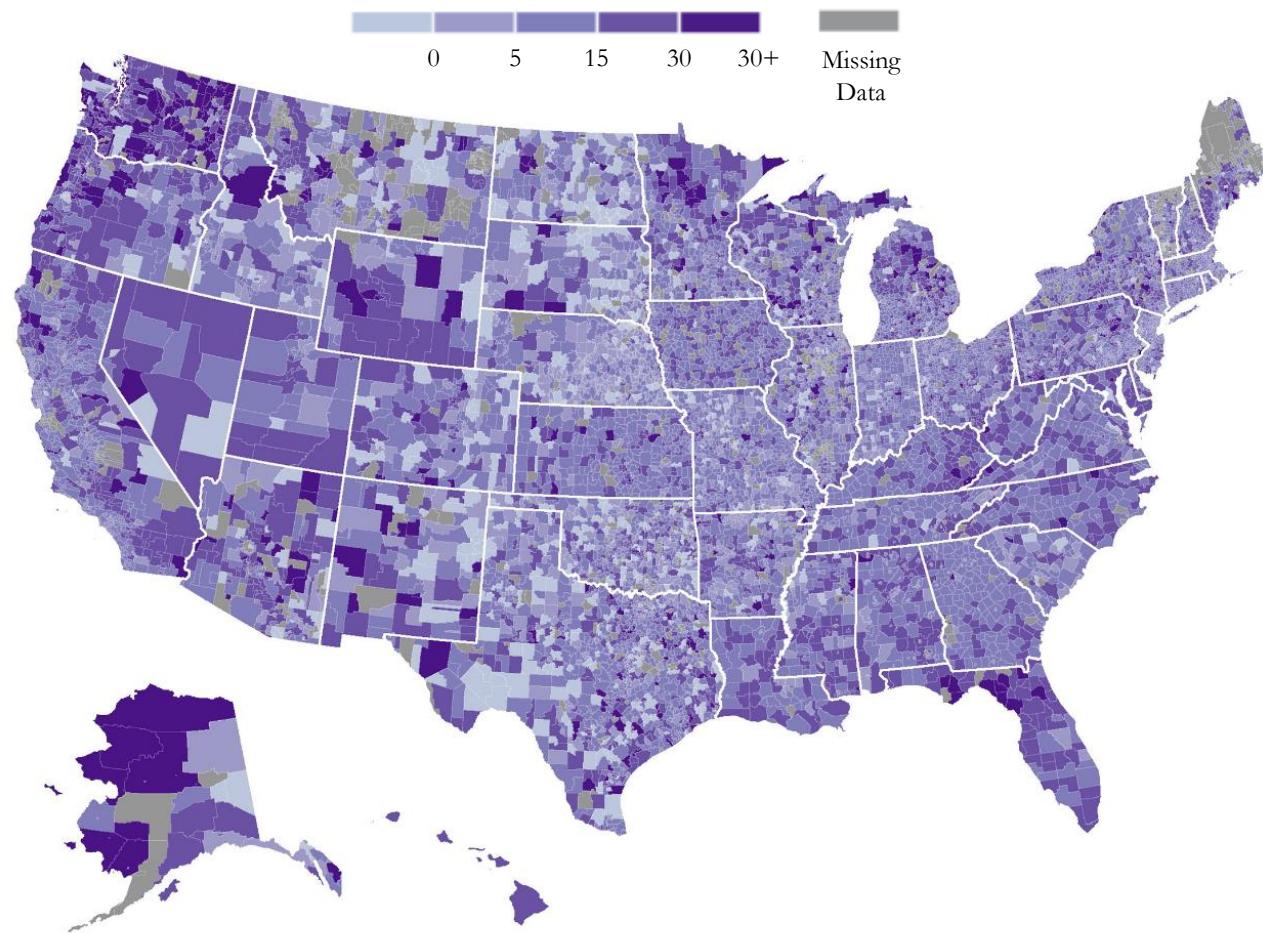
Frequent absences from school can shape adulthood

High school dropout, which chronically absent students are more likely to experience, has been linked to poor outcomes later in life, from poverty and diminished health to involvement in the criminal justice system.

The Geography of Chronic Absenteeism

- Students across the United States experience chronic absenteeism; approximately 500 school districts reported that 30 percent or more of their students missed at least three weeks of school in 2013-2014

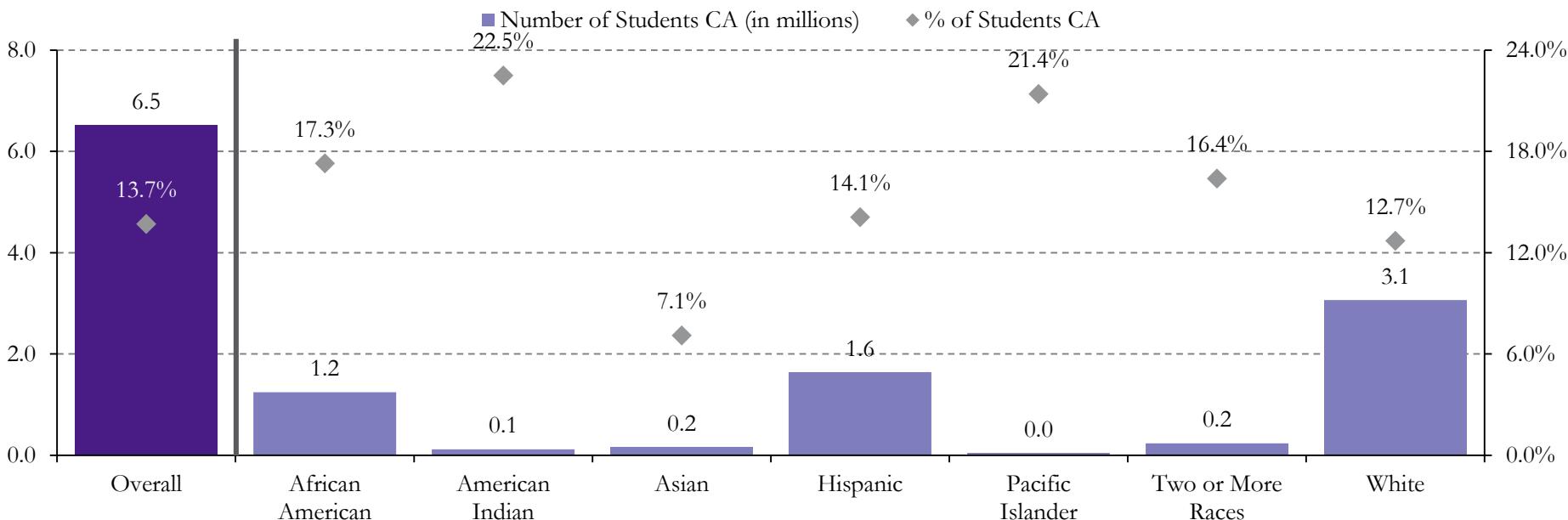
% of Students Chronically Absent In 2013-14



Chronic Absenteeism In The Nation's Schools

- Over 6 million students (14% of student population) missed 15 or more days of school in 2013-2014, which equates to about 1 in 7 students
- While prevalent across the country, students of different races and ethnicities experience chronic absenteeism at different rates
- Compared to their white peers, the likelihood that these groups lose 3 or more weeks of school are:
 - American Indian and Pacific Islander students 65% more likely
 - African American students 36% more likely
 - Hispanic students 11% more likely

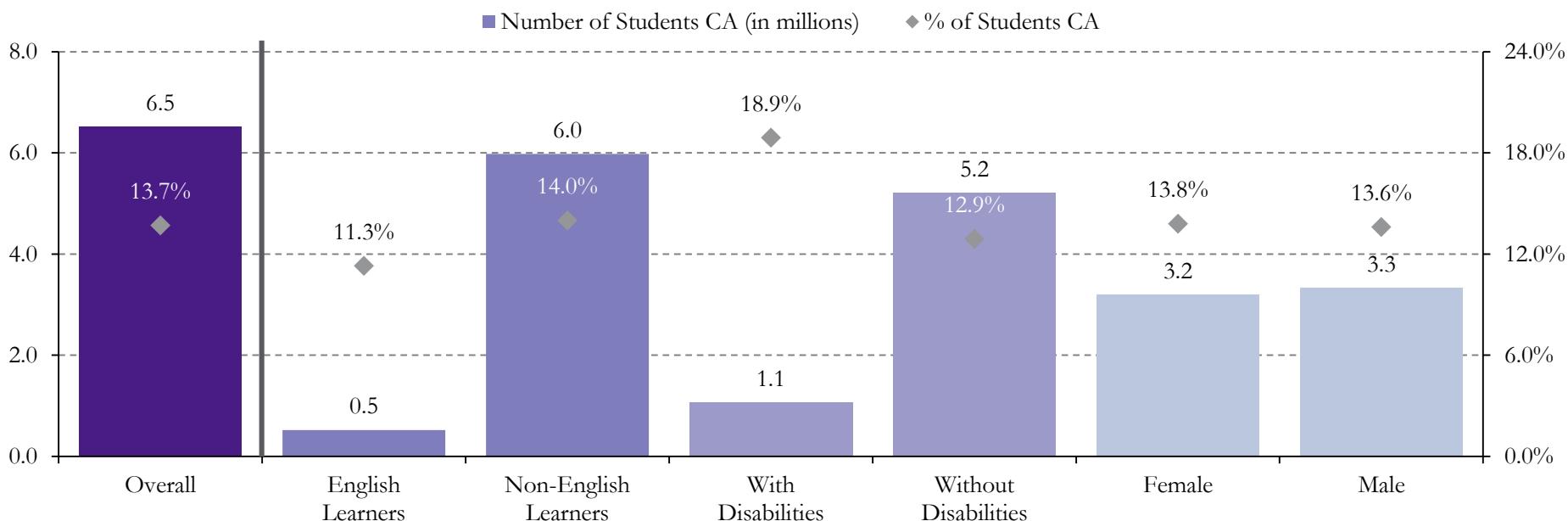
Chronically Absent by Race / Ethnicity (2013-2014)



Chronic Absenteeism by Other Student Groups

- English learners, who face significant barriers in school and society, are 1.2 times less likely to be chronically absent than their non-English learner peers; 11% of English learners are chronically absent compared to 14% of non-English learners
- Students with disabilities are almost 1.5 times more likely to be chronically absent than students without disabilities
 - The Individuals with Disabilities Education Act (“IDEA”) is intended to ensure all students with disabilities have access to a free, appropriate education yet chronic absenteeism is a barrier that gets in the way of achieving that goal
- At roughly 14% each, male and female students are similarly likely to be chronically absent

Chronically Absent by Other Student Groups (2013-2014)

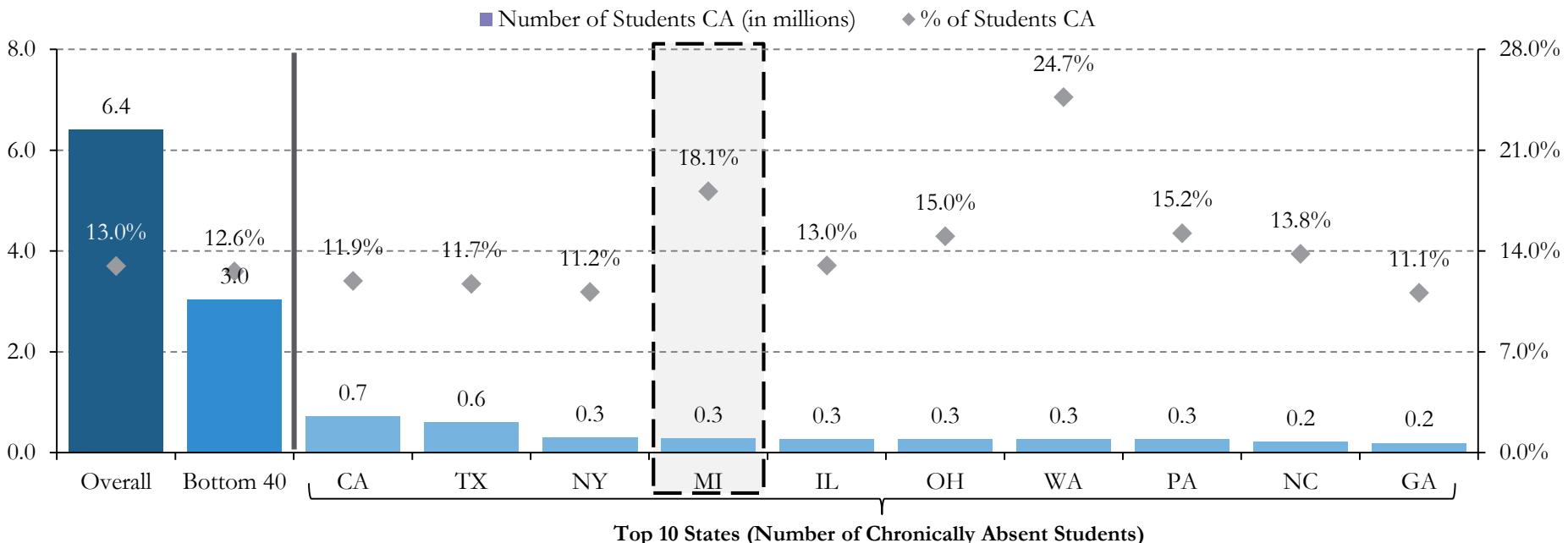


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Chronically Absent on a State Level

- The top 10 States with the most chronically absent students make up 51.3% of total enrollment, but contribute 52.7% of the chronically absent students
- Michigan has a high chronic absenteeism rate at 18.1%, compared to the average across all states of 13.9%
- Out of the 862 districts within Michigan, 75% of chronically absent students are concentrated within 219 school districts, or 25.4% of total districts
- The connection between educating primarily high-poverty and minority students living in segregated neighborhoods and extremely high rates of chronic absenteeism is not limited to the nation's big cities

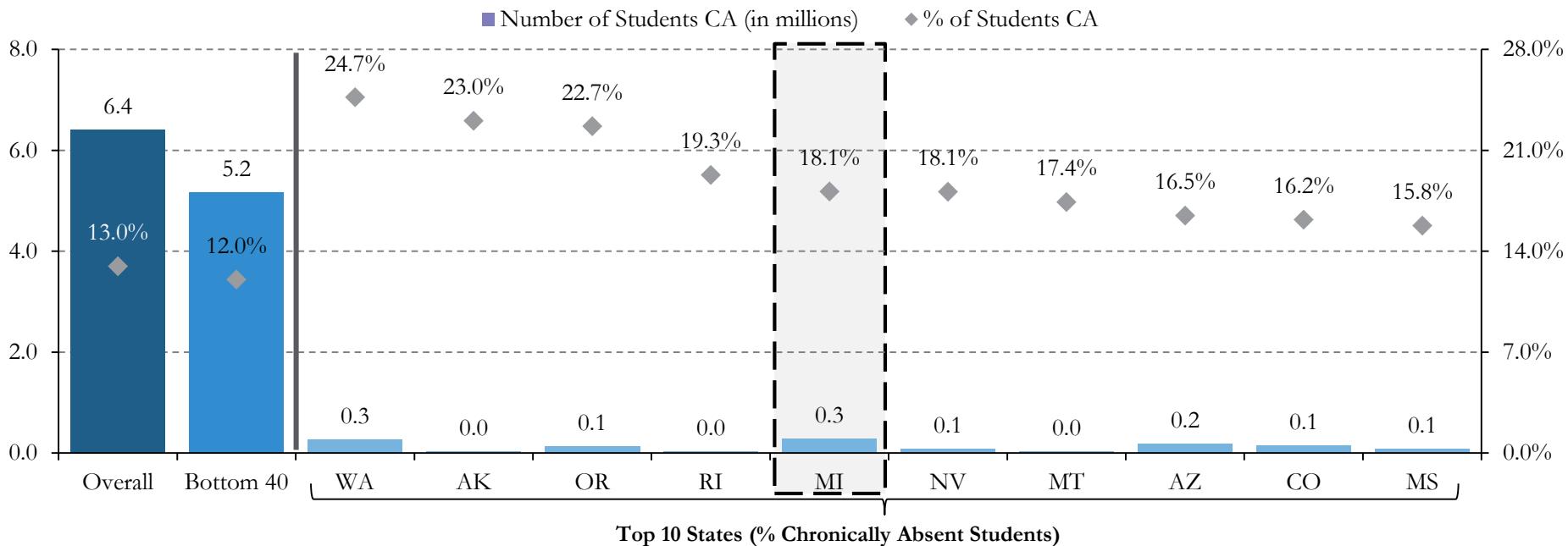
Concentration of Chronic Absenteeism at School District Level Across States (2013-2014)



Chronically Absent on a State Level

- The top 10 States with the most chronically absent students make up 13.3% of total enrollment, but contribute 20.9% of the chronically absent students
- Michigan has a high chronic absenteeism rate at 18.1%, compared to the average across all states of 13.9%
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Concentration of Chronic Absenteeism at School District Level Across States (2013-2014)

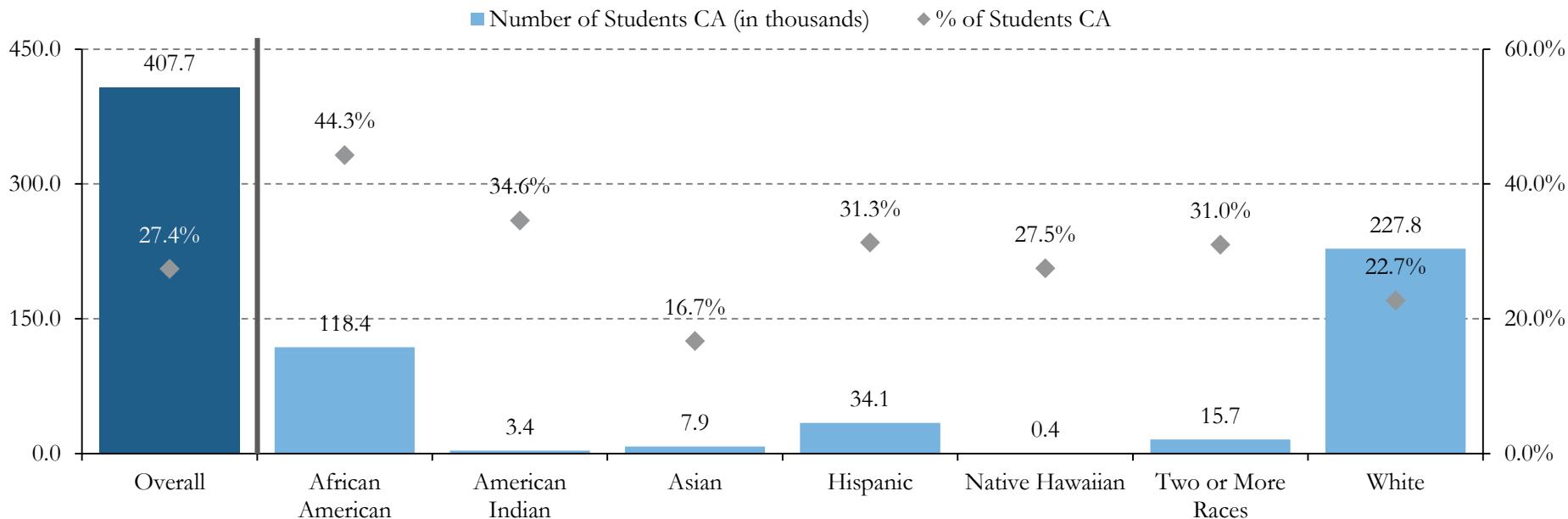


Source: Preventing Missed Opportunity: Taking Collective Action to Confront Chronic Absence; excludes

Chronic Absenteeism In Michigan

- Over 400,000 students (27.4% of student population) missed 10 or more days of school in 2015-2016, which equates to about 1 in 4 students
- While prevalent across the state, students of different races and ethnicities experience chronic absenteeism at different rates
- More than half of the chronically absent students are white, but the percent of chronically absent for this category is much lower than some other races
 - African American students are 2.0 times more likely to be chronically absent
 - Hispanic students are 1.4 times more likely to be chronically absent

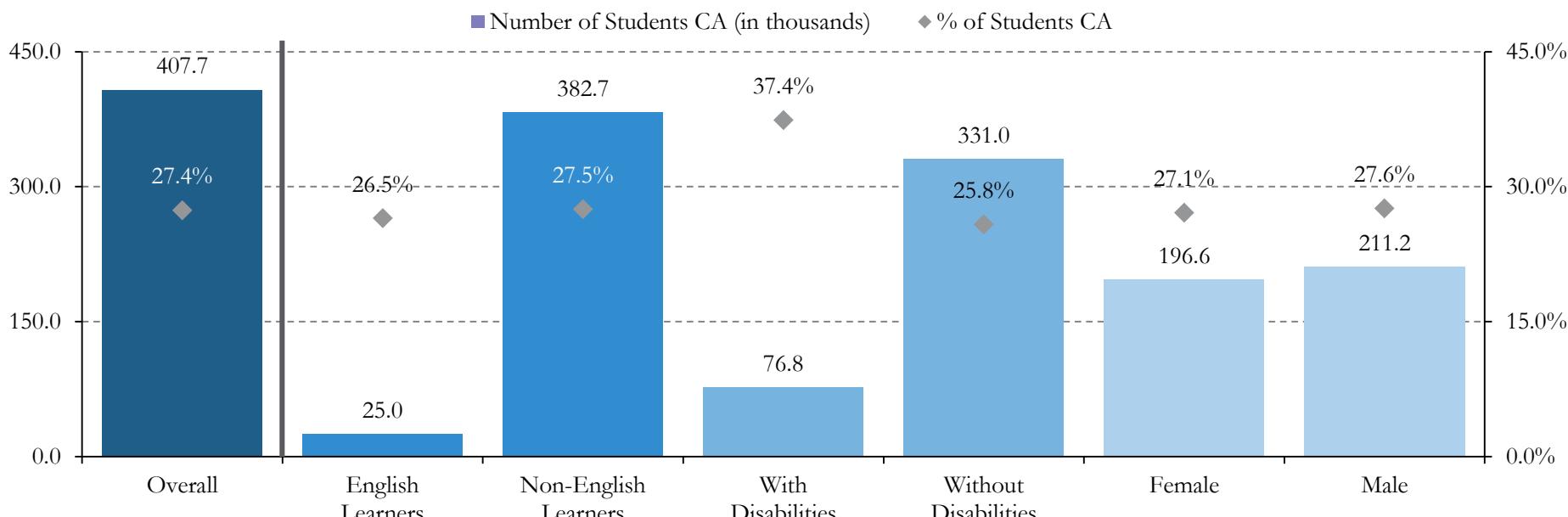
Chronically Absent by Race / Ethnicity (2015-2016)



Chronic Absenteeism by Other Student Groups In Michigan

- English learners and non-English learners both had high rates of chronic absenteeism in 2015-2016
 - 26.5% of English learners are chronically absent compared to 27.5% of non-English learners
- Students with disabilities are almost 1.4 times more likely to be chronically absent than students without disabilities
 - 37.4% of students with disabilities are chronically absent compared to 25.8% of students without disabilities
- Female and male students are similarly likely to be chronically absent, at 27.1% and 27.6%, respectively

Chronically Absent by Other Student Groups (2015-2016)



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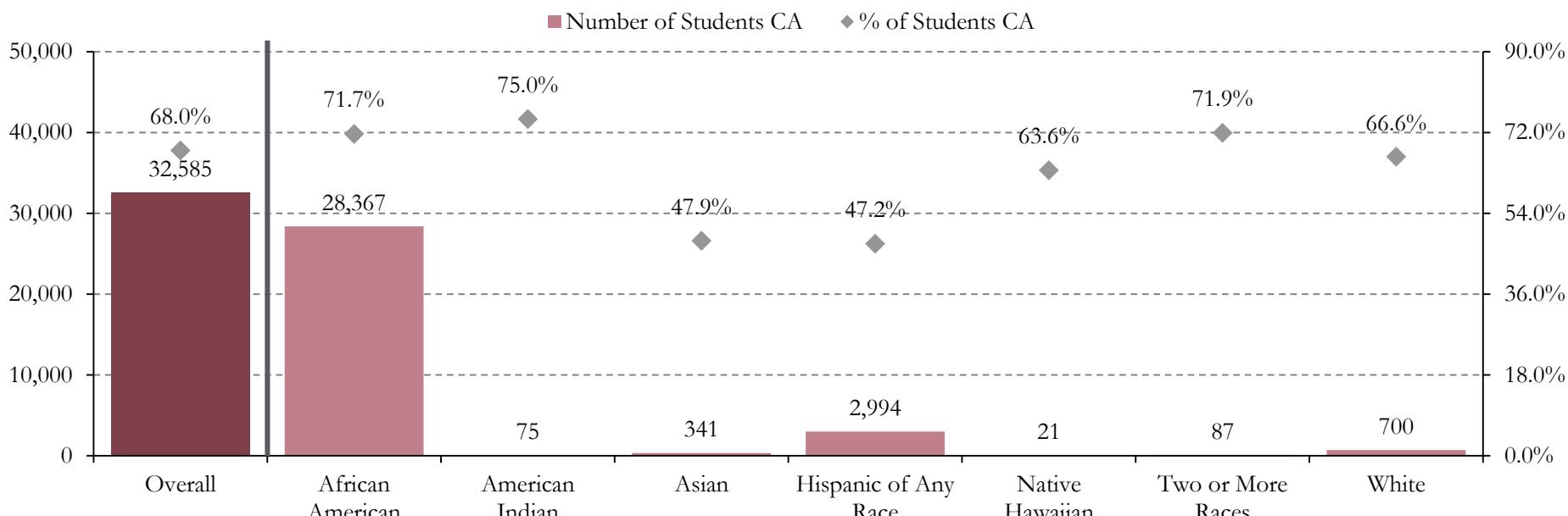
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Chronic Absenteeism in Detroit Public Schools Community District

- Over 30,000 students (68.0% of student population) missed 10 or more days of school in 2015-2016
- While prevalent across the country, students of different races and ethnicities experience chronic absenteeism at different rates
- Of all the chronically absent students within DPSCD, African American students make up the majority at 87.1% (82.6% of total number of students), with the next highest race / ethnicity group, Hispanic students, comprising 9.1% of chronically absent students

Chronically Absent by Race / Ethnicity (2015-2016)



Chronic Absenteeism by Other Student Groups in DPSGD

- English learners and non-English learners both had high rates of chronic absenteeism in 2015-2016
 - 47.0% of English learners are chronically absent compared to 71.0% of non-English learners
- Students with disabilities are almost 1.1 times more likely to be chronically absent than students without disabilities
 - 75.7% of students with disabilities are chronically absent compared to 66.3% of students without disabilities
- Male students were chronically absent at 69.4% in 2015-2016, compared to 66.5% for female students

Chronically Absent by Other Student Groups (2015-2016)

