



Using DataQuest to Inform Action

Accessing and Unpacking Chronic Absence Data





About Us

Attendance Works is a national and state initiative that promotes awareness of the important role that school attendance plays in achieving academic success starting with school entry. We are an implementation partner for attendance with the Campaign for Grade Level Reading.

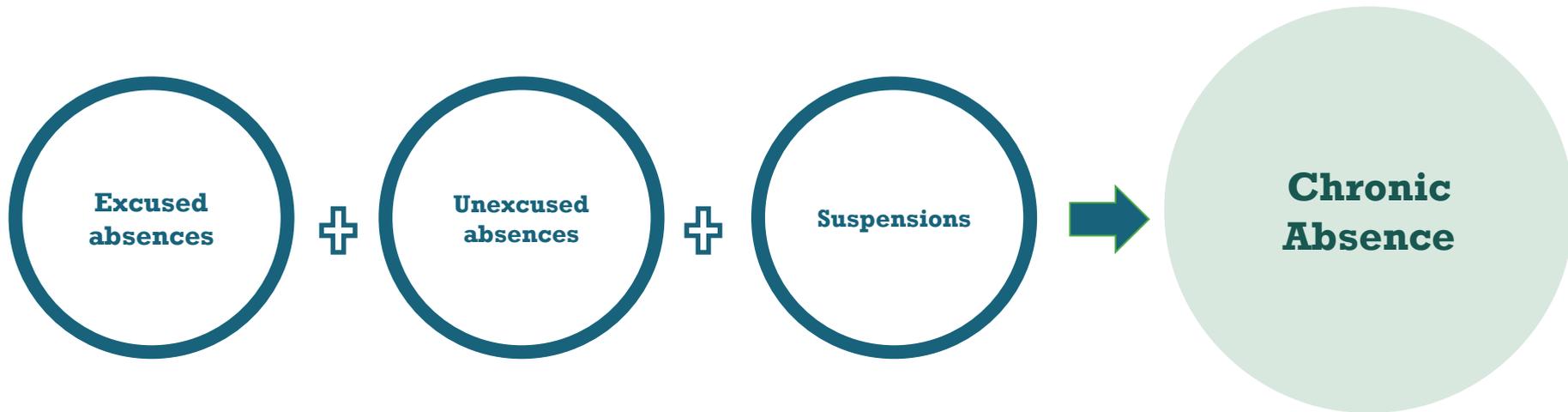
Our three focus areas to improve student attendance are:

- ✓ Build public awareness and political will
- ✓ Foster state campaigns
- ✓ Encourage local practice



What is Chronic Absence?

Chronic absence is missing so much school for any reason that a student is academically at risk. Attendance Works recommends defining it as **missing 10% or more of school for any reason.**



Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).



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

Who is missing so much school they are academically at risk? Broadly means missing too much school for any reason—excused, unexcused, etc. Many researchers and growing number of states define it as missing 10% of school. OCR currently define it as missing 15 days. Chronic absence is a required reporting metric and an optional measure for school improvement in ESSA.



Introduction

- In December 2017, statewide chronic absenteeism data became available for the first time in California, providing a new understanding of absenteeism rates and enabling schools to see which students are missing school and in danger of falling behind.
- Through an interactive channel, the public can access and analyze the data to identify which schools, districts, and populations are most affected and in need of prevention and early intervention.
- The data is available to the public on *DataQuest*.



Why Does This Matter?

In the 2016-17 school year, 694,030 students (or 10.8%) of all students in California were chronically absent, missing approximately one month of instruction or more.

- Chronic absence can indicate barriers to learning
- The data shows disparities across subgroups, meaning some groups of students experience higher rates of chronic absence than others
- Data should inform decisions about how to allocate resources to address chronic absence in districts' Local Control and Accountability Plans, with a focus on LCFF subgroups (English Learners, homeless, and foster youth)
- Districts are now being held accountable for chronic absence through the federal (ESSA) and state plans (LCAP)



Key Questions Chronic Absence Data Can Answer

- Is chronic absence a problem in your community?
- Do some student populations have higher or lower levels of chronic absence?
- Is chronic absence higher or lower among particular grades?
- Do the data look accurate to you? (For COEs, LEAs or school sites)



Accessing Chronic Absence Data: Step-by-step Overview

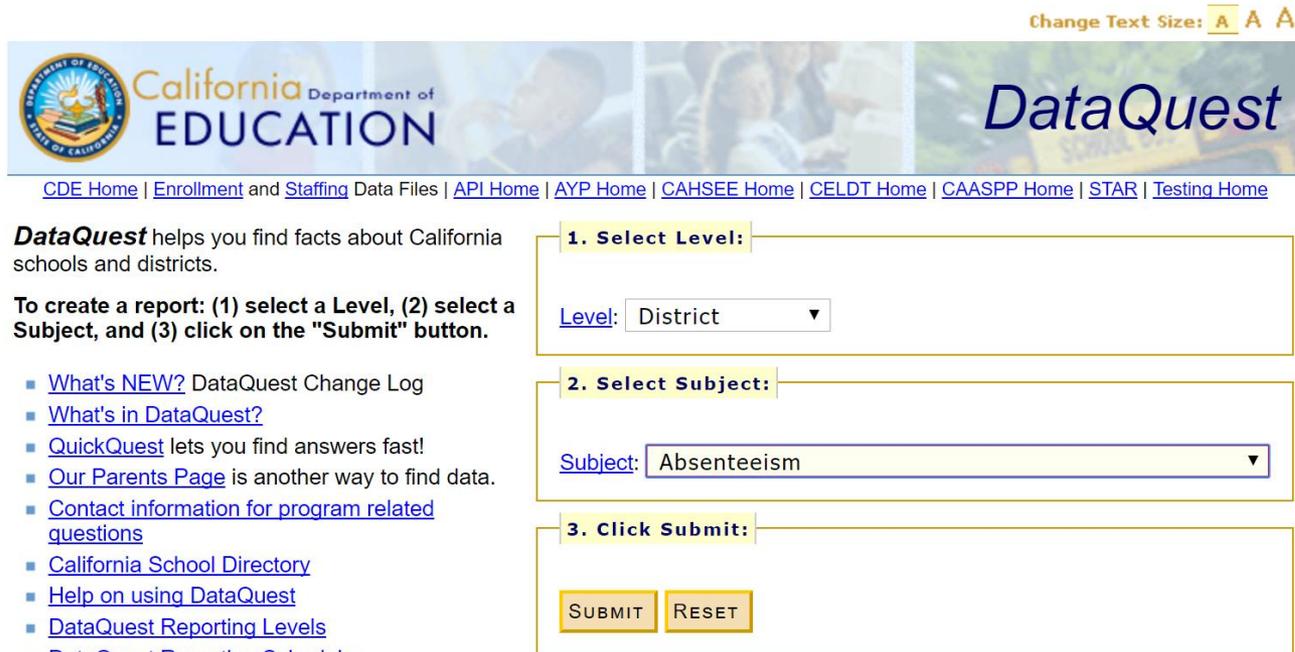
- I: Navigate to CDE DataQuest Website
- 2a: Select Unit of Analysis from Dropdown Menu
- 2b: Select “Absenteeism” from Dropdown Menu of Subjects
- 2c: Click the “Submit” Button
- 3a: Type in District/County/ School Name; Click “Submit”
- 3b: Select the Agency from the Dropdown Menu
- 3c: Click the “Submit” Button
- 3d: For State/District/County Levels (not School), Select the Type of Report to View; Click “Submit”
- 4: Interpret the *Chronic Absenteeism Rate* Report
- 5a: Optional: Select “Report Options and Filters”
- 5b: Select “Program Subgroups” to View by LCFF Subgroups
- 5c: View by Grade Span
- 5d: Using Multiple Filters Examines Even More Targeted Subgroups

1

Navigate to CDE DataQuest Website

<https://data1.cde.ca.gov/dataquest/>

Change Text Size: [A](#) [A](#) [A](#)



DataQuest helps you find facts about California schools and districts.

To create a report: (1) select a Level, (2) select a Subject, and (3) click on the "Submit" button.

- [What's NEW?](#) DataQuest Change Log
- [What's in DataQuest?](#)
- [QuickQuest](#) lets you find answers fast!
- [Our Parents Page](#) is another way to find data.
- [Contact information for program related questions](#)
- [California School Directory](#)
- [Help on using DataQuest](#)
- [DataQuest Reporting Levels](#)
- [DataQuest Reporting Schedule](#)
- [Data Privacy](#)
- [Data Requests](#)

1. Select Level:

Level:

2. Select Subject:

Subject:

3. Click Submit:

2a

Select Level from Dropdown Menu (State, County District, School)



[CDE Home](#) | [Enrollment](#) and [Staffing](#) Data Files | [API Home](#) | [LAVD Home](#) | [CAUSEE Home](#) | [CELEDT Home](#) | [CAASPP Home](#) | [STAR](#) | [Testing Home](#)

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1. Select Level:

Level:

2. Select Subject:

Subject:

3. Click Submit:

2b

Select "Absenteeism" from Dropdown Menu of Subjects



Change Text Size: [A](#) [A](#) [A](#)

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- [Data Requests](#)

1. Select Level:

Level:

2. Select Subject:

Subject:

3. Click Submit:

A red arrow points to the dropdown menu for the Subject field, which is highlighted with a red border.

2c Click the “Submit” Button



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- [Data Privacy](#)
- [Data Requests](#)

1. Select Level:

Level:

2. Select Subject:

Subject:

3. Click Submit:

3a

Type in District/County/
School Name; Click
"Submit"

*(Depending on What Level You
Selected in Previous Screen)*



[CDE Home](#) » [DataQuest](#) » Select Criteria

Select Year of Data and Enter District Name

1) Determine a time frame.

Single year -- select year: 2016-17 ▼

2) Type a portion of the name then press the "Submit" button.

SEARCH

SUBMIT

*Currently, chronic
absenteeism is only
available for SY2016-17 as
this is the first year CDE
collected the data required
to calculate this measure.*

3b

Select the Agency from the Dropdown Menu



[CDE Home](#) » [DataQuest](#) » [Select Criteria](#) » Select a Report

Absenteeism Data - 2016-17

Select an Agency

Roosevelt Middle -- Oakland Unified -- 0161259-6057087

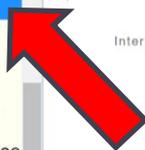
- Roosevelt Elementary -- Stockton Unifie -- 3968676-6042758
- Roosevelt Elementary -- Taft City -- 1563800-6010151
- Roosevelt Elementary -- Tulare City -- 5472231-6054514
- Roosevelt High -- Fresno Unified -- 1062166-1035831
- Roosevelt Internatio -- San Diego Unifi -- 3768338-6059703
- Roosevelt Junior Hig -- Modesto City El -- 5071167-6052807
- Roosevelt Middle -- Compton Unified -- 1973437-6061261
- Roosevelt Middle -- Oakland Unified -- 0161259-6057087**
- Roosevelt Middle -- San Francisco U -- 3868478-6059901
- Roosevelt Middle -- Vista Unified -- 3768452-6107577
- Theodore Roosevelt -- Paramount Unifi -- 1964873-6021471
- Theodore Roosevelt E -- Burbank Unified -- 1964337-6012009
- Theodore Roosevelt E -- Desert Sands Un -- 3367058-6032007
- Theodore Roosevelt E -- Santa Ana Unifi -- 3066670-6030399
- Theodore Roosevelt E -- Selma Unified -- 1062430-6007314
- Theodore Roosevelt M -- Glendale Unifie -- 1964568-6057715
- Theodore Roosevelt S -- Los Angeles Uni -- 1964733-1937424

Data Reporting Office | (916) 327-0219

or Parents

18, 2013

Internal Validator | Link Checke



3c Click the "Submit" Button



[CDE Home](#) » [DataQuest](#) » [Select Criteria](#) » Select a Report

Absenteeism Data - 2016-17

Select an Agency

Roosevelt Middle -- Oakland Unified -- 0161259-6057087

Select a Report

Chronic Absenteeism Rate

SUBMIT

3d

For State/District/County Levels (not School), Select the Type of Report to View; Click “Submit”



[CDE Home](#) » [DataQuest](#) » [Select Criteria](#) » Select a Report

Absenteeism Data - 2016-17

County Selected: 07 CONTRA COSTA

Select a Report

- Chronic Absenteeism Rate
- Chronic Absenteeism Rate (with District Data)

SUBMIT

The first *Chronic Absenteeism Rate* report generates the agency’s data disaggregated by Race/Ethnicity.

The second report (*with District Data*) generates the agency’s data and sub-units within that agency (e.g., the districts within a selected county, the schools within a selected district).

4

Interpret the *Chronic Absenteeism Rate Report*

The standard *Chronic Absenteeism Rate* report includes chronic absenteeism rates disaggregated by Race/Ethnicity.

It also displays rates for the agency/level you selected and *Report Totals* for corresponding District, County, State levels, depending on the level you selected for analysis.

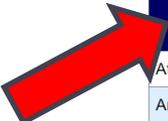
2016-17 Chronic Absenteeism Rate

Roosevelt Middle School Report (01-61259-6057087)
Disaggregated by Ethnicity

+ [Report Description](#)

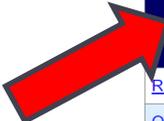
+ [Report Glossary](#)

+ [Report Options and Filters](#)



Ethnicity	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	105	23	21.9%
American Indian or Alaska Native	*	*	*
Asian	229	9	3.9%
Filipino	14	0	0.0%
Hispanic or Latino	188	20	10.6%
Pacific Islander	*	*	*
White	13	5	38.5%
Two or More Races	*	*	*
Not Reported	*	*	*

Report Totals



Name	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Roosevelt Middle	572	60	10.5%
Oakland Unified	52,758	7,923	15.0%
Alameda County	235,470	25,624	10.9%
Statewide	6,405,496	694,030	10.8%

Note: Data may be suppressed (*) to protect student privacy ([Data Suppression](#)).

5a

Optional: Select “Report Options and Filters”

Report Options and Filters

Report Selection

Report:

County:

District:

Year:

Data Type Options

View Row Data As: Ethnicity Program Subgroup

Report Filters

School Type: All Schools Charter Non-Charter

Grade Span: All Grades Kindergarten 1-3 4-6 7-8 K-8 9-12 Ungraded

Gender: All Students Male Female

English Learners: All Students Yes No

Students With Disabilities: All Students Yes No

Program Subgroups:

If you want to dig deeper, *Report Options and Filters* allow for additional analyses, including school type, grade span, gender, English Learners, students with disabilities, and LCFF program subgroups.

5b

Select “Program Subgroups” to View by LCFF Subgroups

Under *Data Type Options*, you can view your agency’s data disaggregated by Race/Ethnicity or by LCFF Program Subgroup.

Data Type Options

View Row Data As: Ethnicity Program Subgroup

Report Filters

School Type: All Schools Charter Non-Charter

Grade Span: All Grades Kindergarten 1-3 4-6 7-8 K-8 9-12 Ungraded

Gender: All Students Male Female

Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
English Learners	33,310	4,415	13.3%
Foster Youth	1,259	520	41.3%
Homeless Youth	2,530	1,195	47.2%
Migrant Education	14	3	21.4%
Socioeconomically Disadvantaged	77,371	14,285	18.5%
Students with Disabilities	22,666	4,447	19.6%

5c View by Grade Span

Report Filters

School Type: All Schools Charter Non-Charter

Grade Span: All Grades Kindergarten 1-3 4-6 7-8 K-8 9-12 Ungraded

Gender: All Students Male Female

English Learners: All Students Yes No

Students With Disabilities: All Students Yes No

Program Subgroups:

Filters Enabled:
Grade Span: Kindergarten

Report Totals

Name	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Sacramento City Unified	4,363	969	22.2%
Sacramento County	21,774	4,156	19.1%
Statewide	566,122	79,287	14.0%

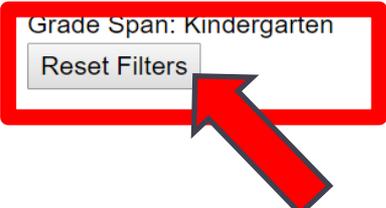
Variation in chronic absence levels often occurs across grades. As you select each grade span, note the chronic absence rate at each grade span band so you can compare across all grades.

5d Using Multiple Filters Examines Even More Targeted Subgroups

Filters Enabled:

Grade Span: Kindergarten

Reset Filters



Data Type Options

View Row Data As:

Ethnicity Program Subgroup

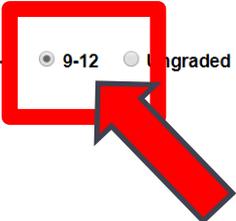
Report Filters

School Type:

All Schools Charter Non-Charter

Grade Span:

All Grades Kindergarten 1-3 4-6 7-8 K 9-12 Ungraded



Gender:

All Students Male Female

English Learners:

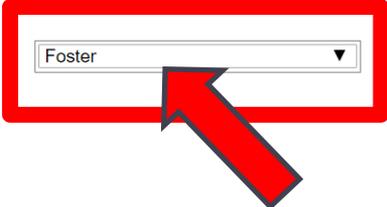
All Students Yes No

Students With Disabilities:

All Students Yes No

Program Subgroups:

Foster



First, be sure to click on “Reset Filters” to clear all selections. In this example, we will view Row Data by Ethnicity. We made selections to filter first by Grade Span (9-12) and then by the Program Subgroup (Foster).

Filters Enabled:

Grade Span: 9-12

Foster: Yes



Ethnicity	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	65	30	46.2%
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	62	27	43.5%
Pacific Islander	*	*	*
White	26	9	34.6%
Two or More Races	*	*	*
Not Reported	*	*	*

Report Totals

Name	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Sacramento City Unified	17	75	43.6%
Sacramento County	1,016	376	36.7%
Statewide	18,659	7,161	38.4%

The report is displayed below the filters you just selected. Check that the “Filters Enabled” show the student characteristics you meant to select.

Under *Report Totals*, the number (and percentage) of foster students in grades 9-12 for the selected agency (Sacramento City Unified) who were chronically absent in SY2016-17 are now displayed.

Note: Data may be suppressed (*) to protect student privacy ([Data Suppression](#)).

Filters Enabled:

Grade Span: 9-12

Reset Filters



Ethnicity	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	2,633	716	27.2%
American Indian or Alaska Native	85	24	28.2%
Asian	2,453	233	9.5%
Filipino	220	21	9.5%
Hispanic or Latino	5,107	1,160	22.7%
Pacific Islander	278	93	33.5%
White	2,181	353	16.2%
Two or More Races	754	142	18.8%
Not Reported	*	*	*

Report Totals

Name	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Sacramento City Unified	13,711	2,747	20.0%
Sacramento County	78,551	15,710	20.0%
Statewide	2,013,053	309,931	15.4%

Note: Data may be suppressed (*) to protect student privacy ([Data Suppression](#)).

How does this compare with students in the same grade span, more broadly?

To find out, we clicked on Reset Filters and selected only the Grade Span for Grades 9-12 above this table.

In this example, we now see that the chronic absence rate for high school students in Sacramento City Unified who are foster youth is over twice the rate as the general high school student population. Unfortunately, this disparity occurs in many communities.



Connecting Data to Action

- What might explain these data trends?
- What additional information do you need to identify barriers or effective strategies currently in place?
- How does the level of need (reflected in chronic absence rates) compare to the availability of attendance supports in your school and district?