



# 2022-2023 School Year

## Chronic Absenteeism Improvement Indicator

### TRADITIONAL DISTRICT AND SCHOOL REPORT CARDS

## Introduction

The Chronic Absenteeism Improvement Indicator compares the chronic absenteeism rate of schools and districts against annual goals and improvement benchmarks. **This indicator was reported for informational purposes only on the 2021-2022 Local Report Card. Starting with the 2022-2023 school year, the chronic absenteeism improvement indicator contributes a possible 5 points to the Gap Closing Component.**

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## Overview of Indicator/Measure

This section includes a description of the Chronic Absenteeism Improvement Indicator. References to Ohio Revised Code (ORC – state law) and Ohio Administrative Code (OAC – rule) are included. Additional detail on the calculation and reporting codes is included in the calculation and business rule section of this document.

### CHRONIC ABSENTEEISM

Ohio's [Every Student Succeeds Act \(ESSA\) plan](#) identifies chronic absenteeism as an additional measure of school quality or student success as there is a significant body of research around the impact of chronic absenteeism on academic performance. A student is considered chronically absent if they miss at least 10 percent of instructional time (excused or unexcused) for any reason.

### CHRONIC ABSENTEEISM RATE

The chronic absenteeism rate is the percentage of students in a school or district who are considered chronically absent.

### CHRONIC ABSENTEEISM IMPROVEMENT INDICATOR

The Chronic Absenteeism Improvement Indicator ([ORC 3302.02\(A\(3\)\)](#)) compares the chronic absenteeism rates of schools and districts against annual goals and benchmarks set for year over year improvement. For the 2022-2023 school year, this indicator will contribute a possible 5 points to the Gap Closing Component. Please refer to the [Gap Closing Component Technical Documentation](#) for detailed business rules and calculations.

## Data Elements and Data Source

*State Equivalent Grade Level*

*How Received and Sent Reason Elements*

*How Received IRN Element*

*Student Percent of Time*

*Sent To Percent of Time*

*Tuition Type Element*

*School Year Attendance Hours*

*School Year Excused Absence Hours*

*School Year Unexcused Absence Hours*

*Majority of Attendance IRN*

*Accountability IRN*

*Attending Building IRN*

### DATA SOURCE

Reported by district through EMIS in FY2023 for all reporting windows.

## Business Rules

The chronic absenteeism indicator does not use the business rules described in the [“Where Kids Count”](#) documentation to determine whether a school or district is held accountable for a student. Rather, to be included in a school or district's rate, students must be enrolled and have at least 100 hours of **possible** attendance (i.e. they were enrolled for at least 100 hours). A student who changes schools or districts within a school year will count in all schools and all districts where they meet the enrollment threshold and will count as a partial FTE in each building or district where they were enrolled. Students with 0 attendance hours, 0 excused absence hours and 0 unexcused absence hours are removed from the calculation. See [Appendix A](#) for specific inclusion criteria.



## DATA NOTES

The Department of Education is required per state law to release the Ohio School Report Cards no later than September 15<sup>th</sup> of each year. The Department also must review enrollment once a school year ends (referred to as an FTE review) to confirm schools and districts are funded based on an accurate count of students. These reviews can cause changes to the base FTE number that is used for the chronic absenteeism calculation and the change may not happen until after the report cards are released. For this reason, the current year chronic absenteeism percentage will be calculated based on a snapshot of the base FTE as of mid-September when the final data are pulled for the report cards. A report card will not be updated if the FTE later changes, however, the final FTE data will be used when calculating whether the district or one of its schools met the improvement thresholds to meet the measure goals and earn points toward the Gap Closing Component.

## Chronic Absenteeism Rate

This is the percentage of students in a school or district who are deemed chronically absent. Students are chronically absent if they miss at least 10% of the possible attendance hours for any reason (excused or unexcused) based on the individual student absence rate as described below. This calculation is done by turning each student into a full-time equivalent (FTE) based on the number of hours they are enrolled. A student who is enrolled all year is 1.0 FTE. A student who is there less than the full year counts as a partial student based on the number of hours enrolled (e.g. – a student with half a year of enrollment equals 0.5 FTE). Students need at least 100 hours of possible attendance to be included in this calculation.

## STUDENT ABSENCE RATE

The student absence rate is the ratio of the total number of absence hours (excused or unexcused) during the school year to the number of total possible attendance hours for the student as described in the [Attendance Rate Technical Documentation](#).

## CHRONICALLY ABSENT STUDENTS – NUMERATOR CALCULATION

The numerator for the Chronic Absenteeism Rate is the sum of FTEs for students who are considered chronically absent, based on their individual absence rate, and have at least 100 hours of possible attendance.

## ALL STUDENTS ENROLLMENT – DENOMINATOR CALCULATION

The denominator of the Chronic Absenteeism Rate is the sum of FTEs for all students enrolled in the school or district that have at least 100 hours of possible attendance.

## CHRONIC ABSENTEEISM RATE – CALCULATION

The chronic absenteeism rate, using the numerator and denominator as described above, is the percentage of students in a school or district that are chronically absent.

## Chronic Absenteeism Improvement Indicator

Once calculated, the chronic absenteeism rate is used to determine whether a school or district meets the Chronic Absenteeism Improvement Indicator. The two improvement standards allow for attainable improvement for all districts and schools – regardless of their baseline or prior-year rates. The emphasis is to highlight the data and provide crucial supports to students to increase achievement. The indicator can be met through two different pathways:

- 1) **Meeting or exceeding the annual goal for chronic absenteeism:** In Ohio's pending Every Student Succeeds Act Plan with the U.S. Department of Education, Ohio set a long-term goal of reducing Ohio's chronic absenteeism rate to 5% by the 2030-2031 school year. As part of that state plan, Ohio also submitted a series of interim targets leading to the long-term goal. The 2022-2023 interim target is 20.2%.



This means that a school or district would “meet” the indicator if it has a chronic absenteeism rate of 20.2% or lower.

CHRONIC ABSENTEEISM INDICATOR INTERIM AND LONG-TERM GOALS											
	2020-2021 Baseline	2021 - 2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students	24%	22.1%	20.2%	18.3%	16.4%	14.5%	12.6%	10.7%	8.8%	6.9%	5.0%

- 2) **Meet an improvement standard relative to the starting point of each school or district via absolute or relative improvement:** If a school or district’s baseline chronic absenteeism rate is 36.7 or higher, it has the opportunity to meet the indicator by improving by 1.1 percentage points, also known as absolute improvement. If the school or district’s baseline chronic absenteeism rate is less than 36.7%, then the school or district can meet the indicator by improving by having a 3 percent reduction, also known as relative improvement. This is the second pathway to “meeting” the chronic absenteeism improvement indicator.

BASELINE CHRONIC ABSENTEEISM	IMPROVEMENT STANDARD
36.7% or higher	1.1 percentage points
Lower than 36.7%	3%

- a. *Absolute when baseline is 36.7% or greater:* A school or district will meet this pathway if it shows a reduction of at least 1.1 percentage points from one year to the next (see example below).

District	2021-2022 Rate	2022-2023 Rate	Actual Change	Met
District 1	40.1%	39.0%	-1.1 points	Yes
District 2	38.3%	37.9%	-0.4 points	No
District 3	39.6%	34.8%	-4.8 points	Yes

- b. *Relative when baseline is less than 36.7%:* To help schools/districts as they approach the target, this calculation will allow a school/district to meet the indicator if it reduces its chronic absenteeism rate by 3%. Note this is a percent reduction not a points reduction (see example below).

District	2021-2022 Rate	2022-2023 Rate	What is a 3% Reduction From the 2021-2022 Rate?	Actual Change	Met
District 4	25%	24.25%	-0.750% (25% x 3%)	-0.75	Yes
District 5	19.9%	19.1%	-0.597% (19.9% x 3%)	-0.8	Yes
District 6	15.1%	14.9%	-0.453% (15.1% x 3%)	-0.2	No



## Appendix A: Inclusion Criteria

The filters below are used to determine the district and school where a student will count.

- How Received Element = “\*”, “2”, “3”, “7”, “8”, “9”, “A”, “C”, “D”, “G”, “J”, “K”, “L”, “M”, “R”, “S”, “W” and “Y”;

**AND**

- Student Percent of Time > 0.

**OR**

- Sent Reason Element = “JV,” “MR,” “NP”, “OS”, “PI”, “PS”.

**OR**

- Students that your district sent to a special education cooperative program at another district. These students will be included in your district’s calculation based upon the data reported by the district educating the student. The educating district would report the students with How Received Element = “B”.

**AND**

- Tuition Type Element = “D” and “T”

**AND**

- Student has at least 100 hours of possible attendance when summing the attendance hours plus the excused and unexcused absence hours

**AND**

- State Equivalent grade level = “KG”, “1-12”, “13” or “23”

**AND**

- Students reported with a How Received reason of “P”, “Q” and “T” count at the state level only for this indicator.

**AND**

- For How Received = “K”, the student counts at the STEM school but for district accountability, the student is moved from the STEM school to the student’s resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district.