

# Student Attendance Technical Documentation



Traditional District and School,  
Dropout Prevention and  
Recovery, and Career-Technical  
Planning District Report Cards

2023-2024 School Year



**Department of  
Education &  
Workforce**

# Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections - are not marked.

Date	Effective	Description

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. Data should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data before it is final, and the Report Cards are released. *The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMISz*

Table 1: Breadcrumb Trail to Secure Data Center Reports for Districts to Review

Component	Measure	SDC Breadcrumb Trail
	Student Attendance Rate	Report Portal > Secure Data Center > Enrollment > <b>District (or School) Enrollment</b>
Gap Closing	Chronic Absenteeism Improvement Indicator	Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > <b>Chronic Absenteeism</b>

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## Introduction

In the pursuit of academic excellence and student well-being, schools must monitor attendance diligently. The Department monitors student attendance using two different measures – the Attendance Rate and the Chronic Absenteeism Rate, with the latter feeding directly into the Chronic Absenteeism Improvement Indicator. This introduction offers a high-level overview of both measures, underlining their significance and interconnected roles in assessing and enhancing student attendance. The technical documentation that follows will detail the definitions, business rules, calculation methods, and inclusion criteria, providing transparency and clarity in the reporting process.

The **Attendance Rate** measures the total time students spend in school against the total enrolled time, acting as a gauge for the school environment’s effectiveness in promoting regular attendance.

The **Chronic Absenteeism Rate** tracks the percentage of students who are chronically absent, indicating they miss a significant portion (10% or more) of the school year. Schools use this data to identify trends in absenteeism and implement targeted interventions that improve student attendance and academic success. It’s a crucial measure because missing too much school, whether excused or unexcused, has detrimental effects on a student’s learning trajectory. By identifying trends, districts and schools can direct support toward students’ needs.

Detailed data elements and business rules inform both measures, ensuring their accuracy and consistency across districts. These measures play a crucial role in Ohio’s educational accountability system, fostering a learning-friendly environment.

## Definitions

### EXCUSED ABSENCE HOURS

Number of hours the student was absent for excused reasons ([Ohio Administrative Code 3302-69-02](#)) from the school or district during the time the student was enrolled. Hours before the student enrolls, or after the student withdraws, are not included. An absence may be excused for various reasons, please refer to the [Attendance Law FAQs](#) for more detailed information.

These excused absences are recognized and documented by the school to ensure accurate attendance records and appropriate support for students.

### UNEXCUSED ABSENCE HOURS

Number of hours the student was absent for reasons not listed in ([Ohio Administrative Code 3302-69-02](#)) from the school or district during the time the student was enrolled. Hours before the student enrolls, or after the student withdraws, are not included. In Ohio public schools, an unexcused absence occurs when a student is absent without a legitimate excuse. These unexcused absences can impact a student’s educational progress and overall

achievement. It's essential for students to attend school regularly to maximize their learning opportunities.

## EXPULSION

An expulsion involves the removal of a student from the school or district for a specified period due to serious behavioral issues. Here are the key points about expulsions in Ohio:

- **Duration:** Students can be expelled for up to 80 school days for severe behavioral violations.
- **Serious Offenses:** Expulsion can last up to one year in rare circumstances involving:
  - Bringing a gun or knife to school.
  - Making a bomb threat.
  - Committing a crime that results in serious physical harm to another person or property.

Remember that expulsions are significant actions taken by schools to address severe misconduct and maintain a safe learning environment.

## IN-SCHOOL SUSPENSIONS

A In-school suspension is the suspension of the student's normal instructional activities by the superintendent or school principal due to discipline reasons. The student attends school but is assigned a special placement that allows him/her to do schoolwork but does not specifically address the behavior(s) that resulted in discipline.

## OUT-OF-SCHOOL SUSPENSIONS

An out of school suspension involves temporarily removing a student from school for violating school policies or rules. This includes the suspension of the student's normal instructional activities by the superintendent or school principal due to discipline reasons. Here are the key points about suspensions in Ohio:

- **Duration:** The school can suspend a student for up to 10 school days in a single school year ([Ohio Revised Code 3313.66\(A\)](#)).
- **Review for Disabilities:** If the school wants to suspend a student for more than 10 days, they must review the student's history to determine if a disability causes their behavior.
- **Make-Up Work:** Students have the right to make up schoolwork they miss during the suspension

## SCHOOL SPONSORED FIELD TRIP

A "school sponsored field trip" refers to an educational outing organized by the school district. Here are some key points about field trips:

- Purpose: These trips serve educational purposes, allowing students to learn beyond the classroom environment.
- Arrangements: Schools make proper arrangements with the business or organization at least two weeks in advance.
- Communication: Students inform other instructors whose classes might be affected by the trip.
- Inclusion: Field trips must be inclusive of students with disabilities, as required by Section 504 of the Rehabilitation Act of 1973.

Remember, these trips enhance students' learning experiences and provide valuable real-world context to their studies.

## Business Rules

### DETERMINING STUDENTS INCLUDED IN ATTENDANCE RATE AND CHRONIC ABSENTEEISM RATE

Neither rate utilizes the business rules for Where Kids Count (WKC) 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 will count in all schools and all districts where they meet the enrollment threshold. For the detailed definitions, business rules, and specific student inclusion criteria see the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) document. For detailed EMIS reporting and a description of the inclusion criteria, refer to Appendix A of the Understanding Student Placement for Ohio's Differentiated Accountability Systems.

### EXPULSIONS

Expulsions are counted as attendance hours if the student is receiving instructional services from the school or district. If they are not receiving instructional services from the school or district, that time will not be included in the calculations of either the Attendance or Chronic Absenteeism Rate.

### IN-SCHOOL SUSPENSIONS

In-school suspensions are counted as attendance hours.

### OUT-OF-SCHOOL SUSPENSIONS

Out-of-school suspensions are counted as attendance hours if the student is receiving instructional services from the school or district. If they are not receiving instructional services from the school or district, the hours are counted as an unexcused absence.

### SCHOOL SPONSORED FIELD TRIPS

School sponsored events outside the classroom are counted as attendance hours.

## STUDENTS ATTENDING SCHOOL LESS THAN FULL-TIME

Students attending school less than full-time should not be counted as being in attendance more than the portion of the day they are scheduled to attend. Fractional hours (up to two decimal places) are permitted.

## AGGREGATE MEMBERSHIP

Sum of the hours for all students in kindergarten through twelfth grade (including grades 13 and 23), as well as students who reside in the district but attend a post-secondary institution, a board of Developmental Disabilities, or a non-public school at the resident district's expense.

## ATTENDANCE HOURS

Actual number of hours the student was in attendance in the district during the time the student was enrolled in the district. This includes in-school suspensions, school sponsored field trips, and the number of hours a student received instructional services from the school district while expelled or serving an out-of-school suspension. While students are suspended, they can make up missed assignments if they are not receiving instructional services, but those hours do not count for attendance. Hours before the student enrolls or after the student withdraws from the district are not counted. Hours the students are absent due to personal illness, legal excuse, religious holiday, illness in the home, or any other reason are not counted as attendance hours.

## 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.

## Attendance Rate

According to [Ohio Administrative Code 3301-18-01](#), enrolled students' attendance rate is calculated as the ratio of the time they are present during the school year to the total possible attendance hours.

## ATTENDANCE RATE - CALCULATION

The Attendance Rate calculation is the sum of the total aggregate hours of attendance divided by the total aggregate hours of all students.

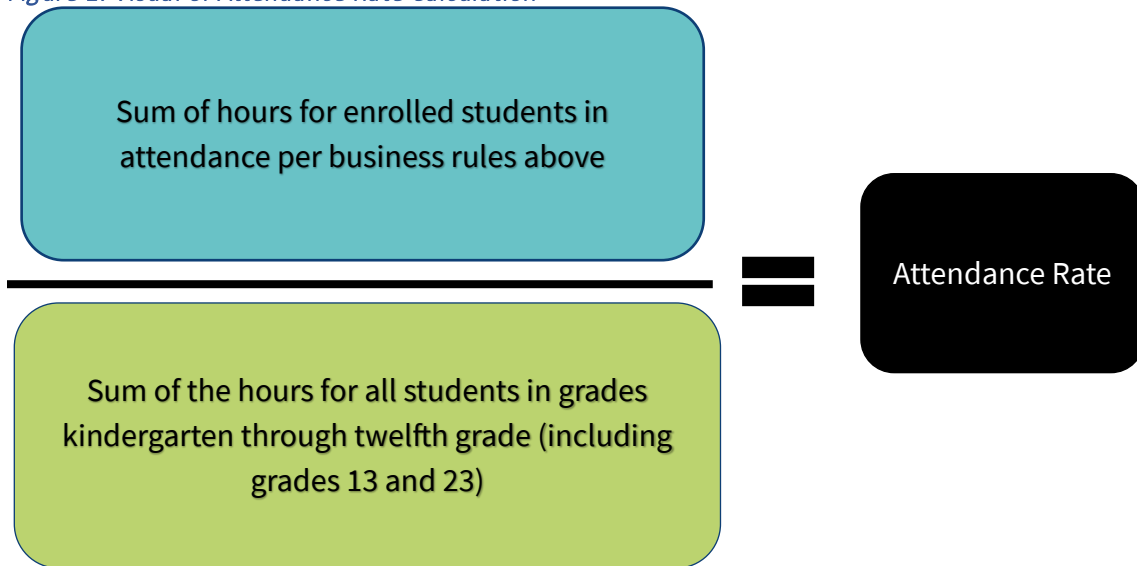
### *DENOMINATOR - AGGREGATE MEMBERSHIP*

The denominator for the attendance rate is the sum of total attendance hours (hours the students were in attendance), excused absence hours, and unexcused absence hours for all students who meet the [criteria](#) listed in the Business Rules section of this calculation.

### NUMERATOR - AGGREGATE ATTENDANCE

The numerator for the attendance rate is the sum of total attendance hours for students who meet the [criteria](#) listed in the Business Rules section of this calculation.

Figure 1: Visual of Attendance Rate Calculation



## 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 above.

### 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.

### DENOMINATOR

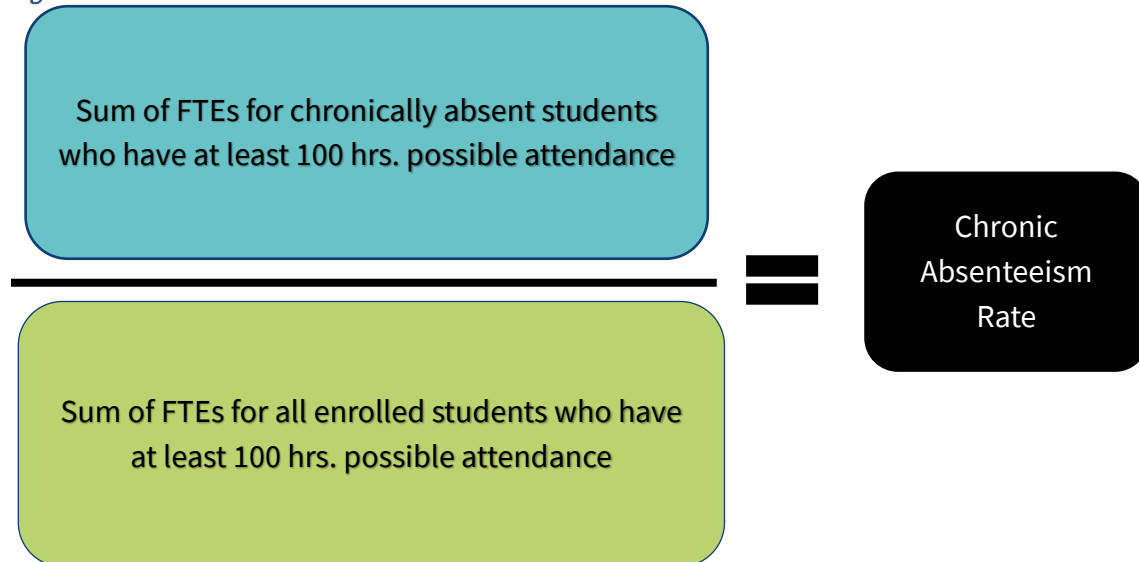
The denominator of the Chronic Absenteeism Rate is the sum of FTEs for all students enrolled in the school or district that have at least 100 hours of possible attendance.



## NUMERATOR

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.

Figure 2: Visual of Chronic Absenteeism Rate Calculation



## Chronic Absenteeism Improvement Indicator

The Chronic Absenteeism Improvement Indicator ([Ohio Revised Code 3302.02\(A\)\(3\)](#)) assesses schools and districts by comparing their chronic absenteeism rates against annual goals and benchmarks for year-over-year improvement. In the 2023-2024 school year, this indicator contributes up to five points to the Traditional Report Card Gap Closing Component. Schools or districts successfully meet the Chronic Absenteeism Improvement Indicator if they achieve or exceed the annual goal or demonstrate sufficient improvement from the previous year.

Once calculated, the Chronic Absenteeism Rate is used to determine whether a school or district meets the Chronic Absenteeism Improvement Indicator. The indicator can be met through two different pathways:

- **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 2023-2024 interim target is 18.3%. This means that a school or district will “meet” the indicator if their chronic absenteeism rate is 18.3% or lower.

### CHRONIC ABSENTEEISM INDICATOR INTERIM AND LONG-TERM GOALS

	2020-2021	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%

Table 1: Interim and Long-Term Goals

- Meeting an improvement standard relative to the starting point of the school or district via absolute or relative improvement:** If the school or district’s prior year chronic absenteeism rate is less than 36.7%, then the school or district can meet the indicator by reducing their rate by 3 percent, also known as relative improvement. If a school or district’s prior year chronic absenteeism rate is 36.7% or higher, they can meet the indicator by improving their rate by 1.1 percentage points, also known as absolute improvement. The reason behind this is that 36.7% is the point where a 3 percent reduction is equal to 1.1 percentage points. This means that any prior-year percentage of greater than 36.7% will require the school or district to improve by more than 1.1 percentage points. Capping the improvement threshold at 1.1 percentage points, allows for attainable improvement for all districts and schools – regardless of their baseline or prior-year rates.

Table 2: Improvement Standard

PRIOR YEAR CHRONIC ABSENTEEISM RATE	IMPROVEMENT STANDARD
36.7% or higher	1.1 percentage points
Lower than 36.7%	3%

- Absolute when prior year 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).

Table 3: Example of Districts needing 1.1 percentage points to show improvement

District	2022-2023 Rate	2023-2024 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

- Relative when prior year 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).

Table 4: Example of Districts needing 3% to show improvement

District	2022-2023 Rate	2023-2024 Rate	What is a 3% Reduction From the 2023-2024 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