# 2023 Dashboard On-Demand Session: Chronic Absenteeism Indicator Notetaking Guide

California Department of Education | January 2024

## Agenda

* Overview of the California School Dashboard (Dashboard)
* The Chronic Absenteeism Indicator
* Differences Between DataQuest and the Dashboard
* Frequently Asked Questions (FAQs)
* General Rules About the Dashboard
* Contact Us

## Overview of the Dashboard

### Dashboard

The Dashboard is an online tool designed to help communities across the state access important information about kindergarten through twelfth grade. The Dashboard reports how districts and schools are performing on multiple state and local measures that make up California’s accountability system.

#### What can I Expect from the 2023 Dashboard?

Thankfully, 2022 was a big year of changes, and 2023 will be different, but most of it will be familiar. The Dashboard will still report local indicators and state indicators. The big change will be in the state indicators returning to colors.

### Dashboard State Indicators

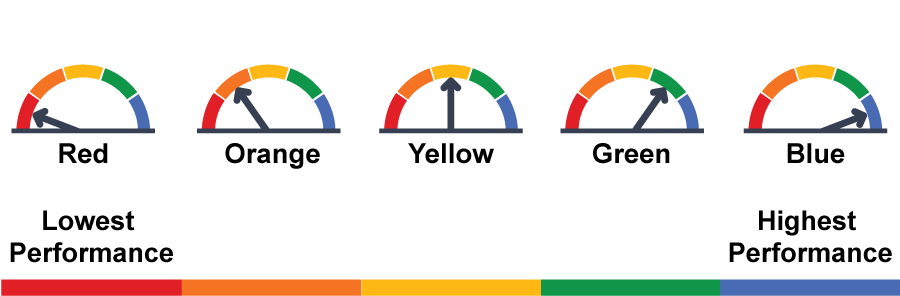
* Academic Indicators
  + English language arts/literacy (ELA)
  + Mathematics
* English Learner Progress Indicator (ELPI)
* Chronic Absenteeism Indicator
* Graduation Rate Indicator
* Suspension Rate Indicator
* College/Career Indicator (CCI)
  + Reported as a Status Only indicator on the 2023 Dashboard

### Measurement of Performance

* The measurement of performance for LEAs, schools, and student groups on the Dashboard is done by looking at two years of data:
  + Current year data equals Status.
  + A comparison between current and prior year data equals Change.
* It is the combination of Status and Change that determines color performance on the Dashboard and is designated by receiving a color, ranging from Red at the lowest Performance Level to Blue at the highest Performance Level.

### Five Performance Levels (Colors)

There are five Performance Levels (colors) that can be reported on the Dashboard.



## 2023 Chronic Absenteeism Indicator

### What Is Chronic Absenteeism?

Chronic absenteeism represents the percentage of students who were absent for 10 percent or more of the instructional days they were enrolled to attend.

Absences include

* excused absences in person;
* unexcused absences in person;
* out-of-school suspensions; and
* non-average daily attendance (ADA) generating independent study days.

#### Who Is Included in the Chronic Absenteeism Indicator?

Chronic absenteeism is calculated for

* students in kindergarten through grade eight including transitional kindergarten (TK); and
* students who are expected to attend for at least 31 days.

#### Chronic Absenteeism Data Source

* The Chronic Absenteeism Indicator uses attendance data from the student absence summary file submitted by LEAs for the End-of-Year (EOY) three collections.
* For more information about all of the data sources on the Dashboard, refer to the California Department of Education (CDE) 2022–23 Handbook Connecting CALPADS to the Dashboard: <https://www.cde.ca.gov/ta/ac/cm/documents/caldashhandbook23.docx>

#### Calculating Student Absence Rate

To calculate the student absence rate, divide the number of days the student was absent (numerator) by the total number of days the student was expected to attend (denominator). The following are the elements that are included in the calculation:

* Numerator—number of days the student was absent. The sum of fields below:
  + Excused absence
  + Unexcused absence
  + Out-of-school suspensions
  + Non-ADA generating independent study days
* Denominator—the total number of days the student was expected to attend. The sum of fields below:
  + Days attended in person
  + Out of school suspension
  + Days in attendance in-school suspension
  + Days absent in person excused
  + Days absent in person unexcused non-suspension
  + Non-ADA generating independent study days
  + ADA-generating independent study days

### Calculating Performance (Status)

* Numerator: Total number of unduplicated count of students who were absent 10 percent or more of instructional days (in which the student was expected to attend) during the 2022–23 academic year
* Denominator: Total number of cumulatively enrolled students who meet specific “eligible enrolled” requirements

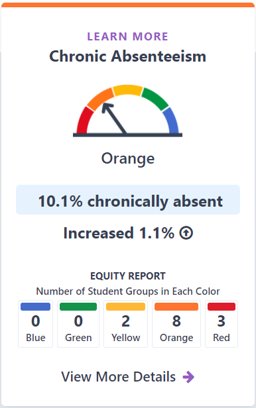
#### Calculating Change

To calculate Change, take the current year's Status and subtract the prior year's Status.

For the 2023 Dashboard, this will mean the 2022–23 Status minus the Status from the 2021–22 school year.

### Chronic Absenteeism on the Dashboard

Baseball cards will be the first level of information available to schools and LEAs related to the Chronic Absenteeism Indicator. They show Performance Levels or colors, Status, Change, and the equity report.



#### Description of Chronic Absenteeism Baseball Card

This card reports the results of a school or LEA's Chronic Absenteeism Indicator. The gauge shows five different possible Performance Levels: Red, Orange, Yellow, Green, and Blue. This sample baseball card displays an Orange Performance Level, or color, with the gauge pointing to the orange section and the word "Orange" under the gauge. Under the gauge, there is the reporting for Status and Change. In this example, the Status shows a Chronic Absenteeism rate of 10.1 percent and an increase of 1.1 percentage points from the prior year. Finally, at the bottom of the card, the equity report shares the number of student groups in each Performance Level or color. In this example, no student groups were in Blue or Green, two groups were in Yellow, eight groups were in Orange, and three groups were in Red. There is a link to view more details at the base of the card, which provides more specific student group information.

#### Chronic Absenteeism Rate—Reverse Goal

For most of the other state indicators, the desired outcome is to have a high percentage in the current year with a “high” Status level. However, for the chronic absenteeism rate, the desired outcome is reversed, and the goal is to achieve a low chronic absenteeism rate and a decreased rate in Change.

Overall Performance Level (color) remains the same where Red is the lowest Performance Level and Blue is the highest Performance Level, just like the other Dashboard indicators.

### Five-by-Five Table

An LEA, school, or student group’s Performance Level (color) is determined through the use of a five-by-five colored table that utilizes the Status and Change levels.

The Status header column on the left side, indicating performance in the current year, includes Very Low, Low, Medium, High, and Very High.

The Change header row on the top, indicating the Change from the prior year, includes Increased Significantly, Increased, Maintained, Declined, and Declined Significantly.

As a reminder, Very Low is the desired outcome for the Chronic Absenteeism Indicator.

The five-by-five tables and cut scores are available for each of the indicators on the CDE Five-by-Five Colored Tables web page at <https://www.cde.ca.gov/ta/ac/cm/fivebyfivecolortables23.asp>.

Table . Five-by-Five Colored Table

| **Performance Level** | **Increased Significantly** | **Increased** | **Maintained** | **Declined** | **Declined Significantly** |
| --- | --- | --- | --- | --- | --- |
| **Very Low** | Yellow | Green | Blue | Blue | Blue |
| **Low** | Orange | Yellow | Green | Green | Blue |
| **Medium** | Orange | Orange | Yellow | Green | Green |
| **High** | Red | Orange | Orange | Yellow | Yellow |
| **Very High** | Red | Red | Red | Orange | Yellow |

### Three-by-Five Table

Select LEAs and schools with small populations are more susceptible to large swings in results from year to year. To account for this, a three-by-five table is applied when N-size is less than 150 at the LEA, school, and student group levels for certain indicators, including the Chronic Absenteeism Indicator. When less than 150 students meet the eligibility criteria to be included in the denominator, the three-by-five table is applied.

The three-by-five tables remove both the “Increased Significantly” and “Declined Significantly” Change levels from the Performance Level determinations. Small student populations will receive only one of **three Change levels**: Increased, Maintained, or Declined.

Table . Three-by-Five Colored Table

| **Performance Level** | **Increased** | **Maintained** | **Declined** |
| --- | --- | --- | --- |
| **Very Low** | Green | Blue | Blue |
| **Low** | Yellow | Green | Green |
| **Medium** | Orange | Yellow | Green |
| **High** | Orange | Orange | Yellow |
| **Very High** | Red | Red | Orange |

### Automatic Assignment of Orange

LEAs that do not certify their EOY data, had more full days of out-of-school suspensions than the number of days reported as absences, submitted incorrect data, did not submit Student Absence Summary (STAS) data, or submitted STAS data that is misaligned with their cumulative enrollment data submission will have their Performance Level automatically assigned to Orange if they have 30 or more students enrolled.

A Red Performance Level is assigned if the LEA or school’s own chronic absenteeism data placed them at this performance color. In these instances, the LEA or school continued to receive a Red Performance Level and was not automatically assigned Orange.

### Changes to the Chronic Absenteeism Indicator

There have been a few changes to the Chronic Absenteeism Indicator since the Dashboard was published in 2022. To simplify these differences, the table below shows what has changed.

Table . Differences Between 2022 and 2023 Dashboard Chronic Absenteeism

|  |  |
| --- | --- |
| 2022 Dashboard | 2023 Dashboard |
| Only Status reported | Return to **colors** |
| No three-by-five methodology applied due to no Change | The three-by-five methodology applied for small schools |
| Automatic assignment of High | Automatic assignment of **Orange** |

### Verify Your Chronic Absenteeism Data

LEAs can validate their chronic absenteeism data prior to certification using the following two California Longitudinal Pupil Achievement Data System (CALPADS) Reports:

* 14.1 Student Absenteeism—Count for summary results
* 14.2 Student Absences—Student List to access student-level data

These reports are available annually starting in May and can be reviewed throughout the CALPADS EOY certification window. Further information about these reports can be obtained through the Connecting CALPADS to the Dashboard handbook. The handbook contains print screens to help you navigate through these reports and includes examples and questions to consider prior to certification. The CDE 2022–23 handbook Connecting CALPADS to the Dashboard is available at <https://www.cde.ca.gov/ta/ac/cm/documents/caldashhandbook23.docx>.

### Differences between DataQuest and the Dashboard

Many schools and LEAs use both DataQuest and the Dashboard to understand their data. While both report chronic absenteeism rates, there are differences in the way the data is calculated and reported. To simplify these differences, the table below highlights the differences between DataQuest and the Dashboard reports for the Chronic Absenteeism Indicator.

Table . Differences between DataQuest and the Dashboard

| DataQuest | Dashboard |
| --- | --- |
| Reports kindergarten through grade twelve. Use filters to report grade spans. | Reports **kindergarten through grade eight** only. |
| Use filters to include or exclude charter schools for authorizers. | **Charter schools are excluded** from the authorizer’s results. |
| Students with Disabilities are reported at the District of Attendance. | Students with Disabilities are reported at the **District of Residence.** |
| Reports absenteeism by reason. | **Does not report** absenteeism by reason. However, there is a link on the Dashboard to the DataQuest Absenteeism by Reason report. |

## FAQs

### The Dashboard is not showing chronic absenteeism data for all of my high schools. Is this an error?

No. Keep in mind that the Chronic Absenteeism Indicator is for students in kindergarten through grade eight. Data are reported on the Dashboard for elementary and middle school grades only. However, chronic absenteeism data for all grade levels (kindergarten through grade twelve) are available on DataQuest.

### Are TK students included?

Yes. Because TK and kindergarten students are both coded the same way in CALPADS, TK students are included in the Chronic Absenteeism Indicator.

### Are excused absences included?

Yes. The following absences are included in the Chronic Absenteeism Indicator:

* Excused absence in person
* Unexcused absence in person
* Out-of-school suspension
* Non-ADA-generating independent study

### Are students with ‘in-school’ suspensions counted as absent in the chronic absenteeism rate?

No. In-school suspensions are not counted as absences. Only the following are counted as an absence and included in the numerator of the chronic absenteeism rate:

* Excused absence in person
* Unexcused absence in person
* Out-of-school suspension
* Non-ADA-generating independent study

### Will the Chronic Absenteeism Indicator have new cut scores because of the COVID-19 pandemic?

No. The California School Board of Education decided in their July 2023 meeting that the Chronic Absenteeism Indicator will not have new cut scores for the 2023 Dashboard. Previous cut scores will remain in place. However, the Dashboard will have a link to Absenteeism by Reason data in DataQuest.

### My school was closed because of a blizzard (natural disaster). Will all of my students be counted as absent for the Chronic Absenteeism Indicator?

No. The Chronic Absenteeism Indicator uses “Expected Attendance Days” as its denominator. Expected Attendance Days are the total number of days a student was scheduled to attend. The days the school is closed are not included in the Expected Attendance Days calculation. The following are types of days that are included in the calculation for Expected Attendance Days. For information on these days please refer to the 2023 Dashboard Technical Guide: Chronic Absenteeism Indicator document at <https://www.cde.ca.gov/ta/ac/cm/documents/dbguidechron23.docx>.

* Days attended in person
* Out of school suspension
* Days in attendance in-school suspension
* Days absent in person excused
* Days absent in person unexcused non-suspension
* Non-ADA generating independent study days
* ADA-generating independent study days

### Additional 2023 Chronic Absenteeism Indicator Resources

* The CDE Chronic Absenteeism Indicator web page: <https://www.cde.ca.gov/ta/ac/cm/dashboardchronic.asp>
* The CDE School Dashboard Additional Reports web page: <https://www6.cde.ca.gov/californiamodel/>

## General Rules About the Dashboard

### Dashboard for 30 or More Students

* Performance Level (color) gauge graphic displayed
* Status and Change reported
* Held accountable for support determinations

### Dashboard for 11 to 29 Students

* Performance Level (color) graphic greyed out
* Status and Change reported
* Not held accountable for support determinations

### Dashboard for Fewer than 11 Students

* Performance Level (color) graphic greyed out
* Status and Change not reported
* Not held accountable for support determinations

### Exception: Foster Youth and Homeless

LEAs with at least 15 students in the current and prior year will receive a Performance Level (color) for Homeless and Foster Youth only.

Charter schools are treated as schools and still require the 30 students to receive a Performance Level (color).

### A Rule About Charter Schools

Since charter schools are treated as LEAs under the Local Control Funding Formula, their data are not included in their authorizer’s Dashboard report. This includes both direct and locally funded charters.

The CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> features a toggle option to either include or exclude charter schools from the district reports.

### District of Special Education Accountability

The District of Special Education Accountability (DSEA) rule is applied to all available state indicators for Students with Disabilities (SWDs) who receive special education services at another district or county office of education. These students will be “sent back” to the district of residence or DSEA and included in the DSEA’s Dashboard.

For example, the district where the student geographically resides is held accountable for the student’s graduation outcomes, and that data is included in the district of residence’s Graduation Rate Indicator.

Please note that this rule applies to LEAs only. All schools, including charter schools, are held accountable for all SWDs.

For more information, refer to the “District of Residence Rule” flyer under the Additional Flyers and Information section on the CDE Dashboard Communications Toolkit web page <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>.

## Contact Us

* Email: [dashboard@cde.ca.gov](mailto:dashboard@cde.ca.gov)
* Follow us on X (formerly Twitter): [@CDEDashboard](https://twitter.com/cdedashboard)