

Calculating Chronic Absenteeism

Measuring chronic absenteeism is important and necessary to address root causes of barriers to student’s attendance. In 2016, ODE changed the name of this report to Regular Attenders, as this is grounded in a strengths-based lens.

What are the steps in calculating chronic absenteeism?

Step 1: Data Submission

Public school districts, charter schools, and other providers of K-12 education submit attendance data to ODE 4 times a year. Chronic Absenteeism is calculated from Spring Membership, which is the third data submission, and includes all students enrolled on the first school day in May. This data includes counts of days present and absent for each student, as well as demographic information such as enrolled grade, and other demographic data, including the data listed in the table on page 2 of this document.

Step 2: Data Validation

The Accountability team at ODE compiles the student attendance information into the Regular Attenders validation¹ and the district then checks and confirms that the data is correct. This occurs over the summer.

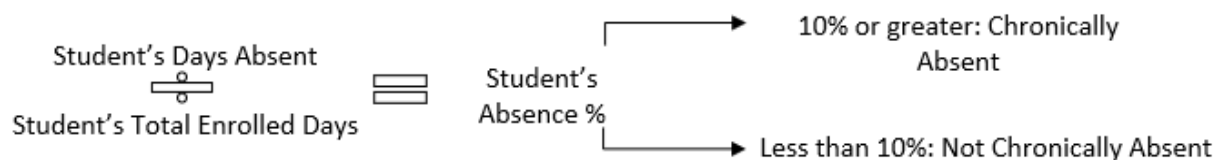
Step 3: Data Reporting

The data from that validation is then published in the school and district At-A-Glance Reports as well as online in the fall.

Which students are included in the calculation?

- Students enrolled in the district/school on the first school day in May
- Students enrolled in the district/school for at least 75 days throughout the school year
- K-12 students in a regular type program (not tutorial or small group, which are reported hourly instead of by day)
- Data includes the district/school the students are attending (not their resident district/school)

Calculation: Student-Level



Calculation: District Level

$$\frac{\text{Number of Students Chronically Absent}}{\text{Total Number of Students in the District*}} = \text{Percentage of Students Chronically Absent}$$

*Percent Chronically Absent is calculated separately for districts and schools; you may see more students included in district calculations than schools due to changing schools within a district.

¹ All training materials for the Regular Attenders Validation are posted on the ODE Video Training Page. All trainings are recorded, archived, and viewable from the Video Training page. [ODE District Data Site: Regular Attenders.](#)

Student Populations	
Most of the student population data comes from flags in the third period Cumulative ADM collection:	
Race/Ethnicity	<p>If a student is marked as Hispanic, they fall in this population no matter what race they have marked.</p> <ul style="list-style-type: none"> A student with two race flags marked is included as multi-racial, unless they are also Hispanic, in which case they would be included in the Hispanic population only.
Talented and Gifted (TAG)	If any of the TAG flags are marked yes, the student is considered TAG.
English Learner (EL)	If the student was marked as any code but 3H, 5M, 5F, or 2J in the ESE.
Ever English Learner	If the student was marked as any code but 3H and 2J in the current year's ESEA Title III English Learner collection.
Students Experiencing Homelessness	If the student was reported by any district in the ESEA Title X Homeless student data collection for the school year.
Students with Disabilities	If the student's record in 3rd period Cumulative ADM is marked as "Y" for the special education flag.
Military Connected	If the student's record in 3rd period Cumulative ADM is marked as "Y" for the military connected flag.
Combined Disadvantaged	Students are included in this group if they are a member of any of the following: Students Navigating Poverty (as newly defined using the State Board of Education adoption in December 2022 in OAR 581-014-001 using SNAP or TANF participation, Students Navigating Homelessness, Students Navigating Foster Care, and Migrant Students), Students with Disabilities, Emerging Bilingual Students, American Indian/ Alaska Native Students, Black/ African American Students, Hispanic/Latina/o/x Students, Native Hawaiian /Pacific Islander Students, Asian Students, Multiracial Students, Nonbinary Students, Students Recently Arrived, and Students with Experience of Incarceration or Detention.

Chronic Absenteeism & Regular Attendance Data Resources

- [Regular Attenders Validation](#)
- [Oregon Department of Education](#)
- [Every Day Matters webpage](#)
- [Regular Attenders Report](#)