

Student Attendance, Behavior, and Academics

Education Interim | August 9, 2023

Objectives

- Overview of the scope of the problem
- Student attendance and behavior issues and how they impact academics and student achievement
- Early warning system and case study data
- Recent legislative efforts
- USBE efforts to address behavior and attendance issues
- Identified gaps

Attendance

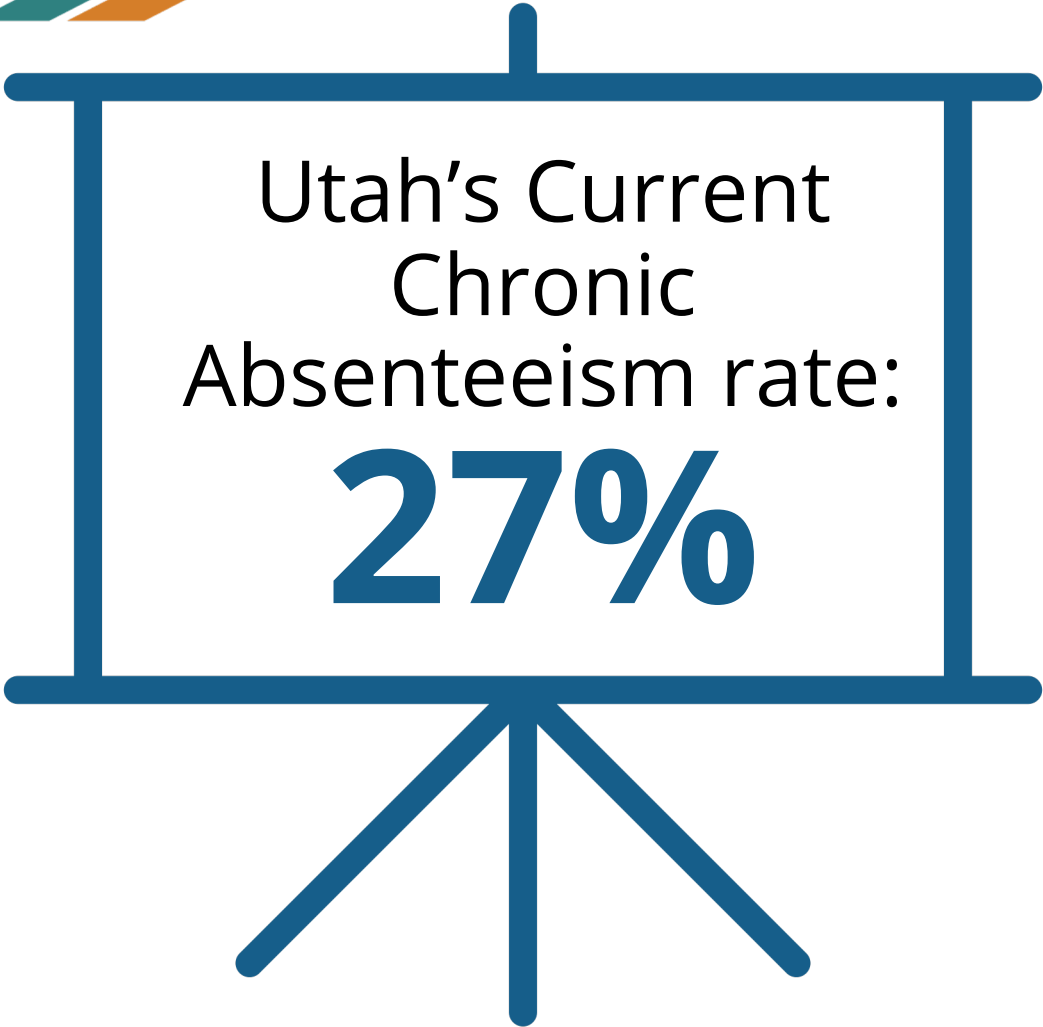

Basic Definitions Attendance:

Chronic Absenteeism

Students who have missed more than **10%** of the school days for any reason after being enrolled for 60 days.

Regular Attender

Students who attend **95%** or more of school days



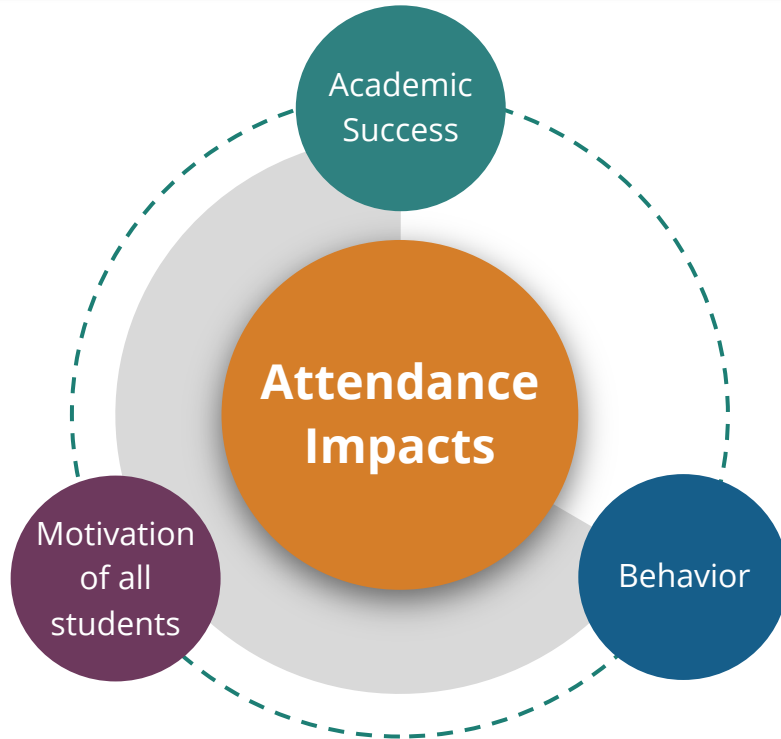
Utah's Current
Chronic
Absenteeism rate:
27%

Data by Grade Level:

| Grade | 2017-2018 | 2020-2021 | 2021-2022 |
|-------|-----------|-----------|-----------|
| K | 18.3 | 21.6 | 36.7 |
| 1st | 14.9 | 20.7 | 34.4 |
| 2nd | 13.6 | 19.8 | 32.5 |
| 3rd | 13.1 | 20 | 29.7 |
| 4th | 13.1 | 20.6 | 29.7 |
| 5th | 13.6 | 21.2 | 29.6 |
| 6th | 12.2 | 19.9 | 26 |
| 7th | 8.8 | 15.5 | 21.5 |
| 8th | 10.2 | 16.6 | 22.9 |
| 9th | 11.4 | 16.5 | 22.5 |
| 10th | 11.5 | 17.3 | 21.4 |
| 11th | 13.1 | 18.4 | 23.4 |
| 12th | 14.8 | 20.5 | 25.8 |

Numbers represent % of students who were
chronically absent

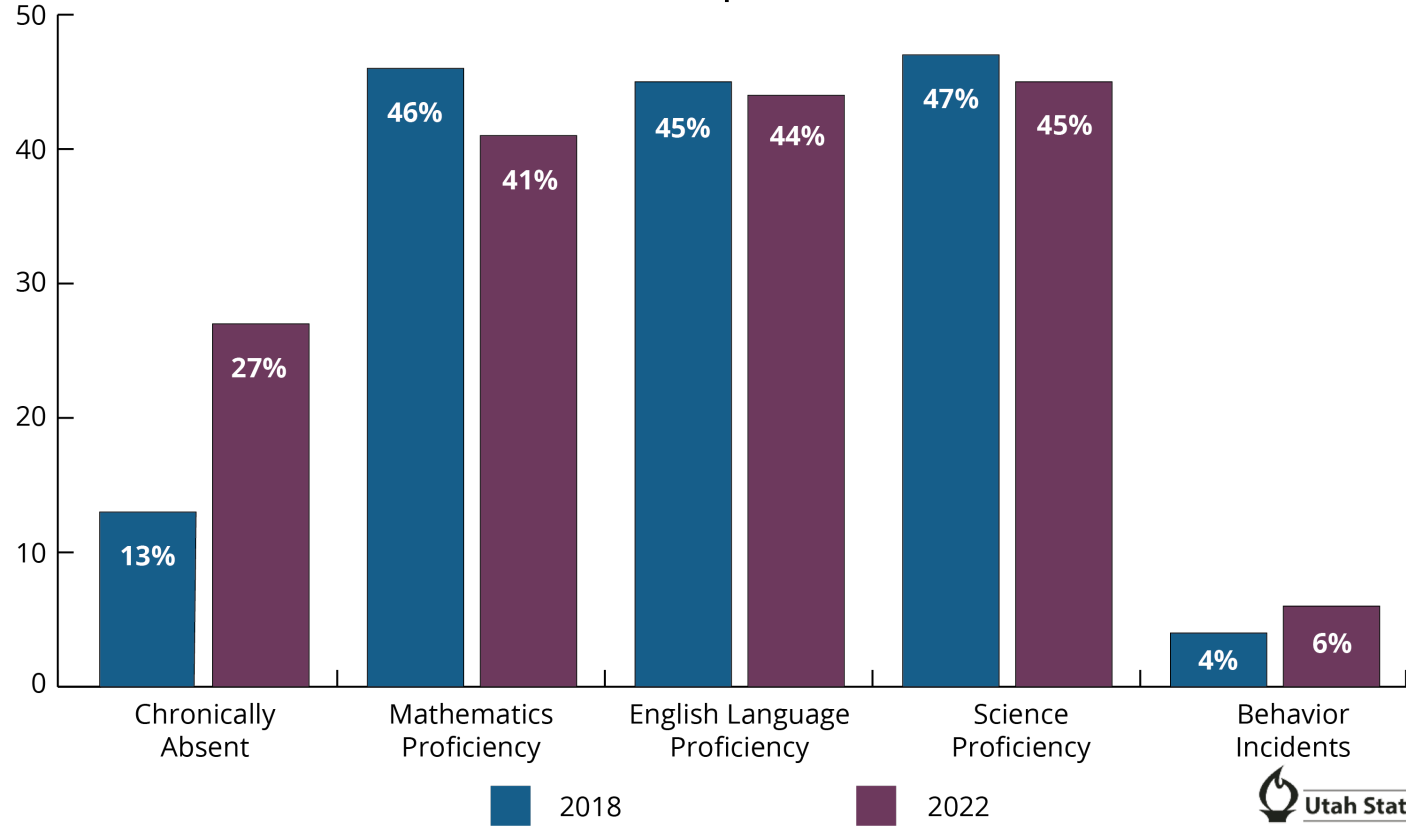
Importance of Measuring Student Absenteeism



School Attendance impacts student success in academic achievement, language development, social development, and future career.

Behavior + Attendance + Academics

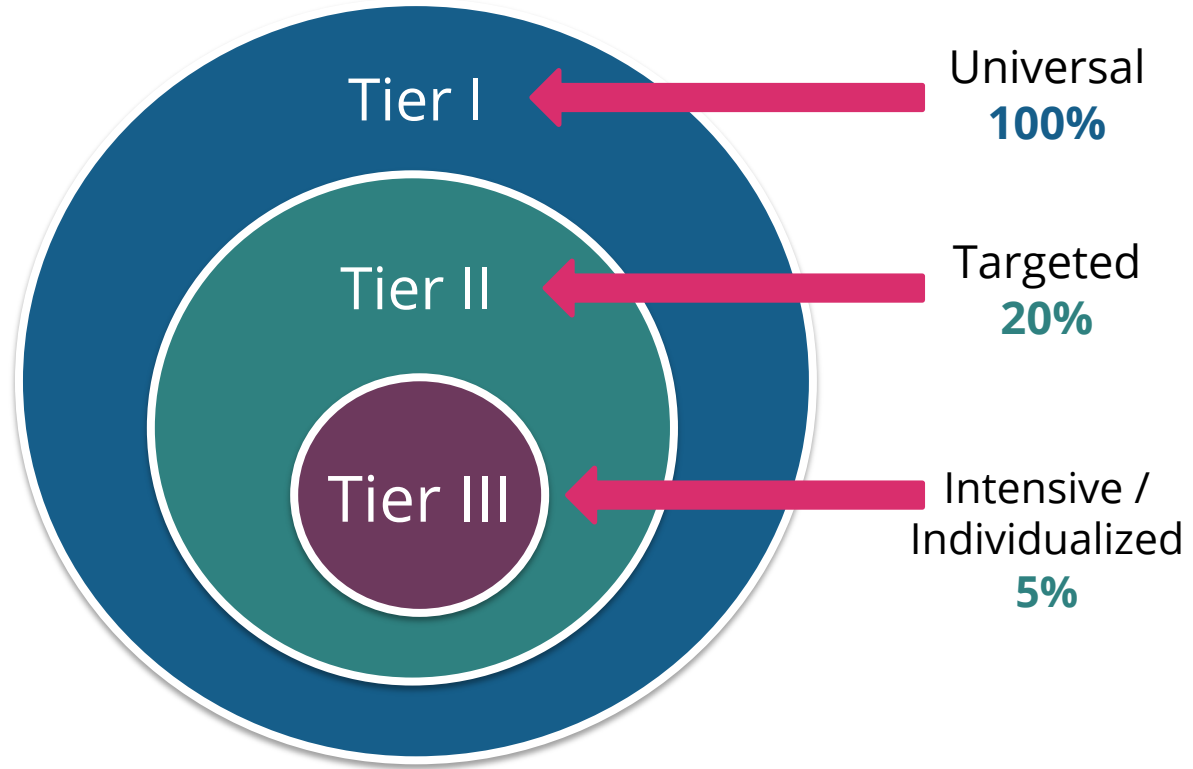
Behavior, Attendance, and Academics: A 2018 and 2022 Comparison



Systems of Support

Tier 1 strategies should be implemented for all students consistently **prior** to strategies for Tiers 2 or 3.

Tier 2 and 3 supports are provided in addition to — **not instead of** — Tier 1 instruction



Early Warning Program

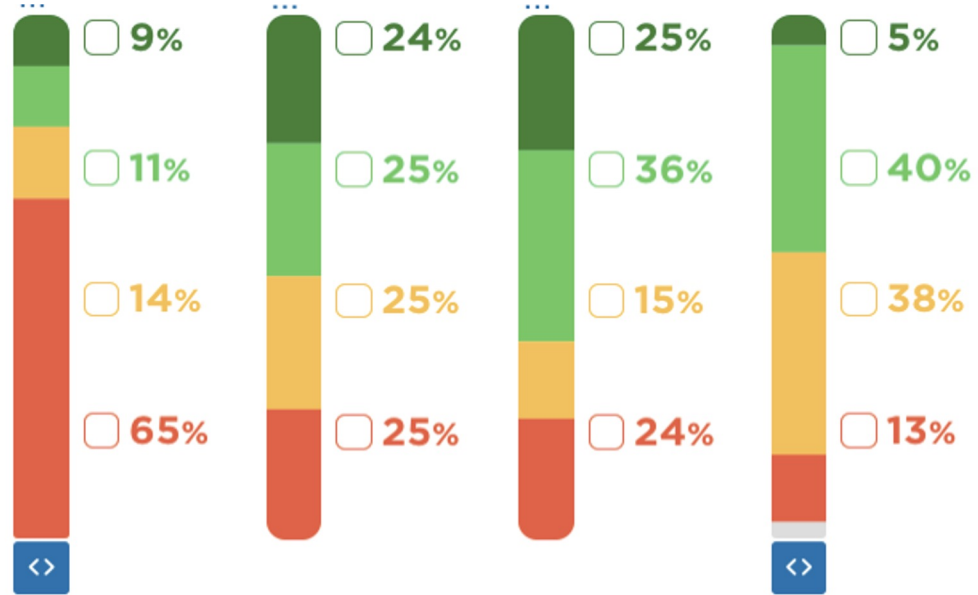
- Early warning indicators:
 - **School discipline / Behavior**
 - **Attendance**
 - **Academic Achievement**
- Legislature provided ongoing funding for data tool
- 328 schools (19 LEAs)
- State funds provide for 50% of the costs of the program, LEAs pay 50%



Title 1 Junior High Case-Study Ogden

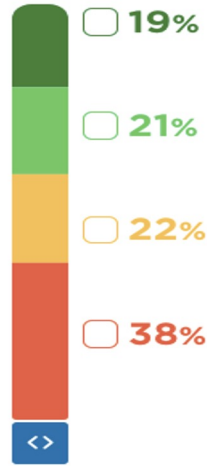
All student
data for the
2022-23
School Year

Academics Attendance Behavior

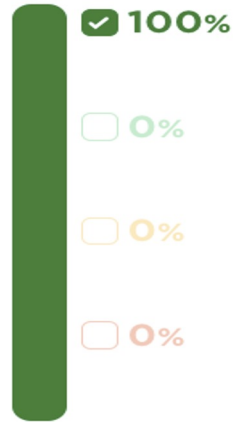


Grades 7-9: 604 students, Title 1,
Majority Minority School

Academics



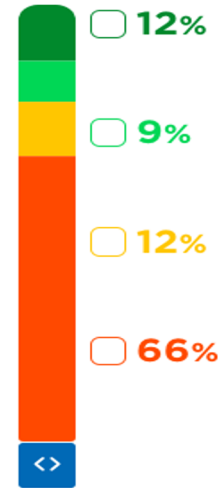
Attendance



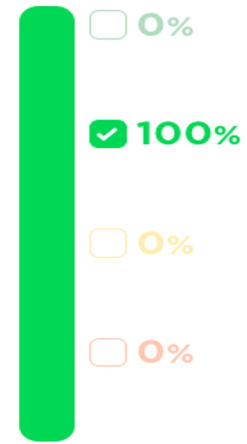
Expand

- Attending 95% or more.
- 38% with 1 F or U
- 55/144 with at least 1 F or U

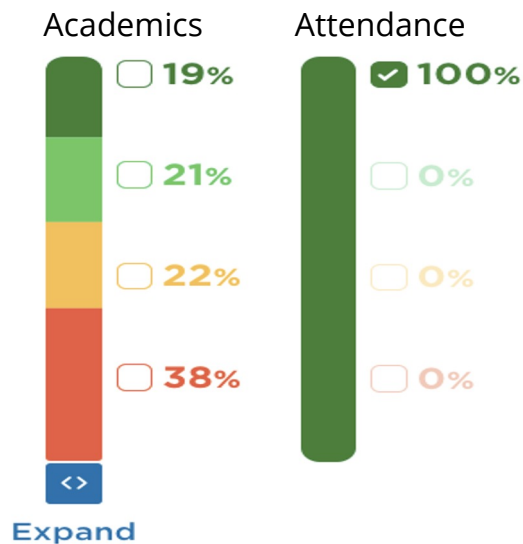
Academics



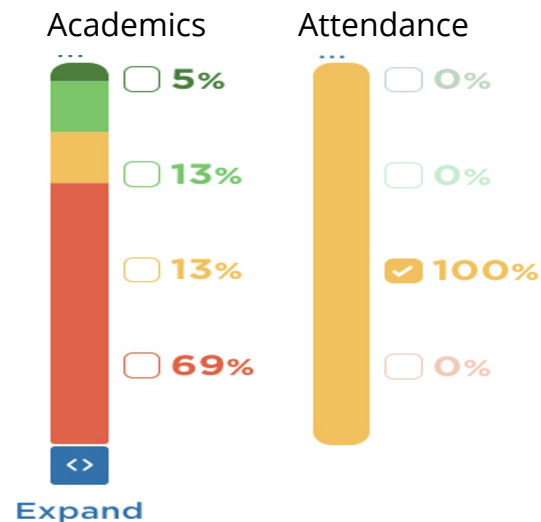
Attendance



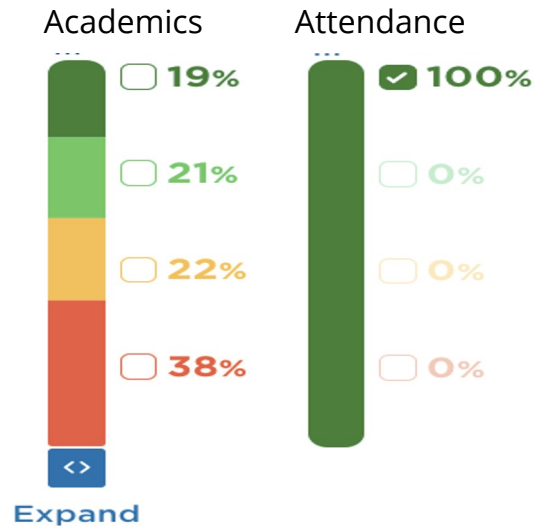
- Attending 90%-95%.
- 66% with 1 F or U
- 28% increase in academic risk
- 90/137 with at least 1 F or U



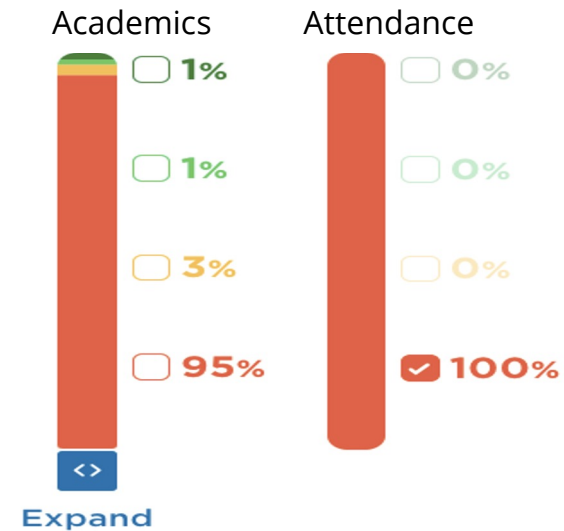
- Attending 95% or more.
- 38% with 1 F or U
- 55/144 with at least 1 F or U



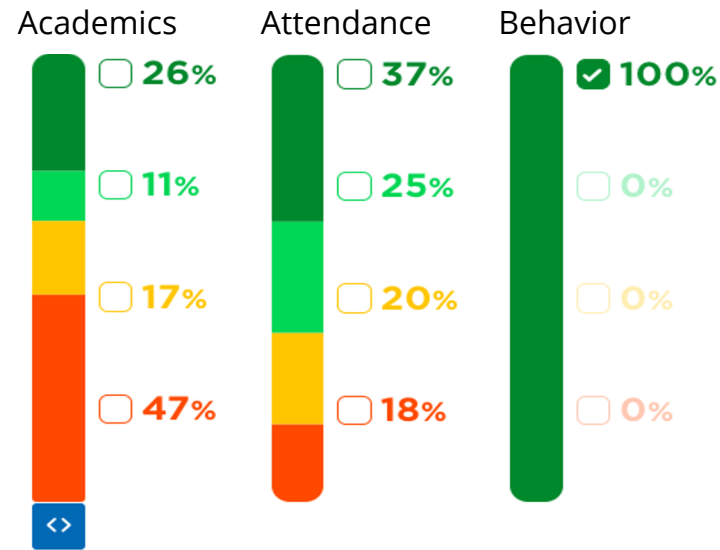
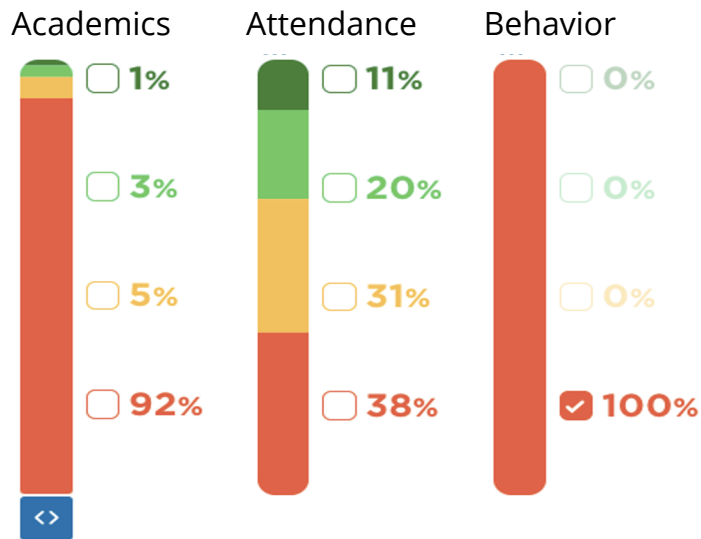
- Attending between 80% \$ 90%
- 69% with 1 F or U
- 31% increase in academic risk
- 105/152 with at least 1 F or U



- Attending 95% or more.
- 38% with 1 F or U
- 55/144 with at least 1 F or U

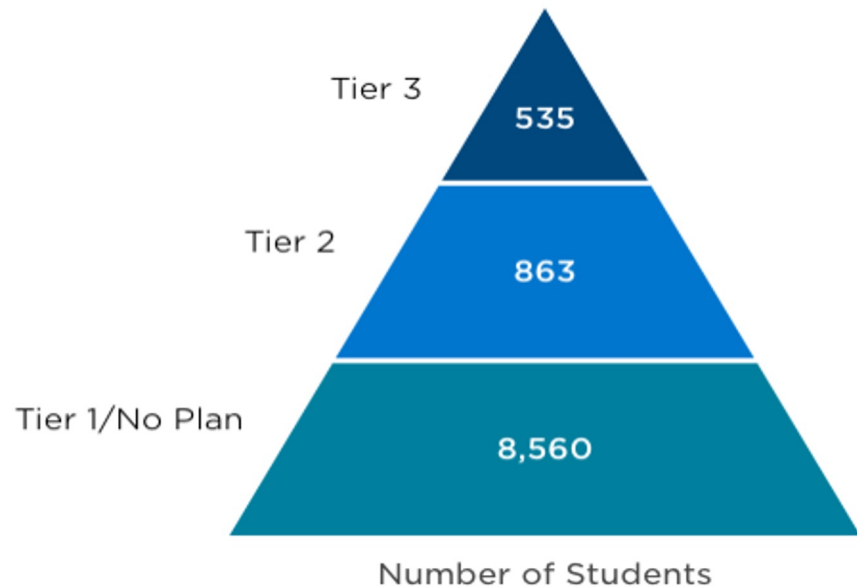
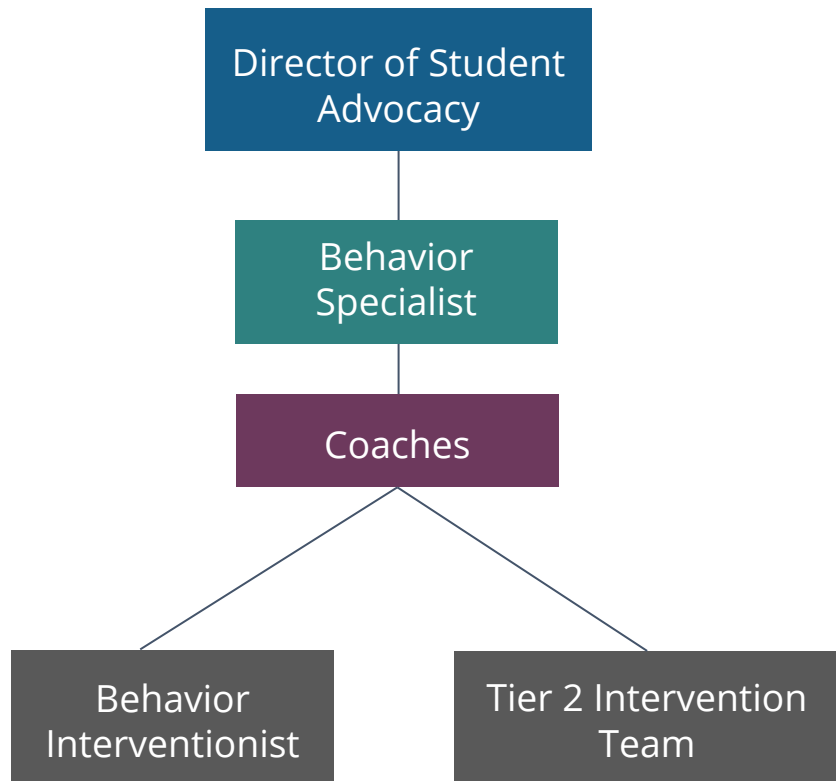


- Attending 80% or less
- 95% with 1 F or U
- 57% increase in academic risk
- 146/154 with at least 1 F or U



92% of students with documented behavior incidents on more than 5% of the school days had 1 F or U. **47%** of students with no behavior incidents had 1 F or U.

Ogden School District



- **88%** Receiving **Tier 1/No Plan**
- **9%** Receiving **Tier 2**
- **6%** Receiving **Tier 3**



Recent Legislative Efforts

School Absenteeism Amendments

- HB 400 (2023)
- Result of a comprehensive workgroup
- Targeted positive promotion of attendance issues and non-punitive interventions
- Funding provided for:
 - Full-time Attendance Specialist at USBE
 - JJYS youth development specialists
- Required updates to USBE Rule R277-607
- Beginning stages of implementation

Student Behavioral Health Service Amendments

- HB 411 (2023)
- Created paraprofessional role of a “Behavioral Support Personnel”
- Allows LEAs the **option** to use School-based Mental Health Qualifying Personnel grant funds to employ these individuals

Identified Gaps

- There are currently many schools who currently do not use or have access to Early Warning Systems
- Evaluation of the problem: common data points and information from across the state are difficult to access due to lack of resources, systems, and ability to gather data
- LEAs lack the resources to provide a trained position to support behavior interventions throughout their schools

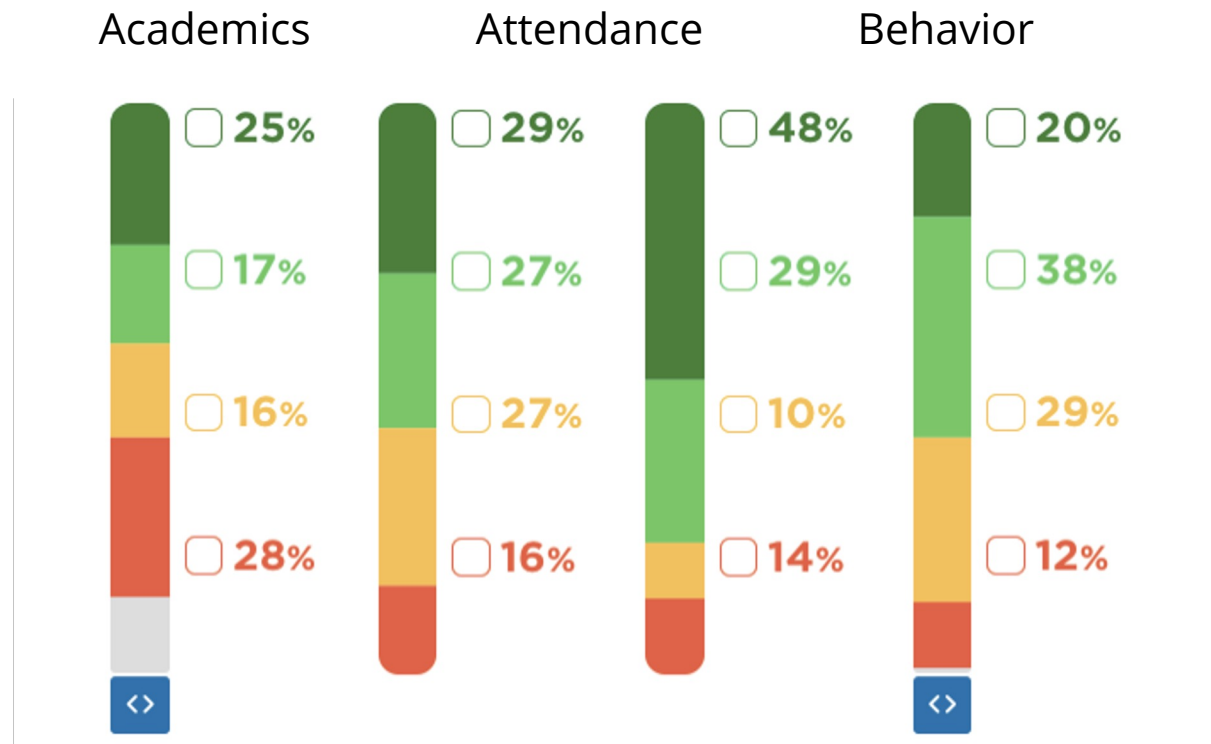
Appendix

Additional Data Case Studies



Title 1 Elementary Case Study: Ogden

All Student Data for the 2022-23 School Year

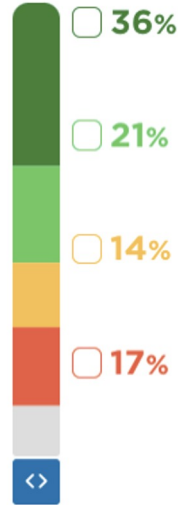


595 Students K-6- Title 1- Majority Minority School

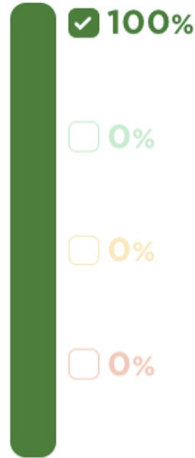
17% of students
attending 95% had
at least 1 F or U

33/174 students
with at least 1 F or
U

Academics



Attendance



Academics



Attendance

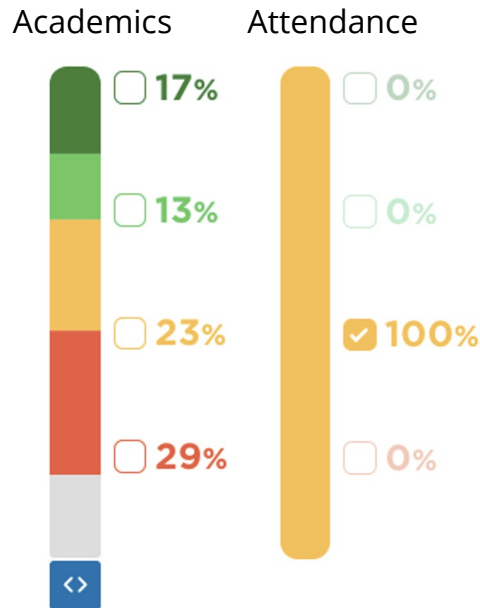
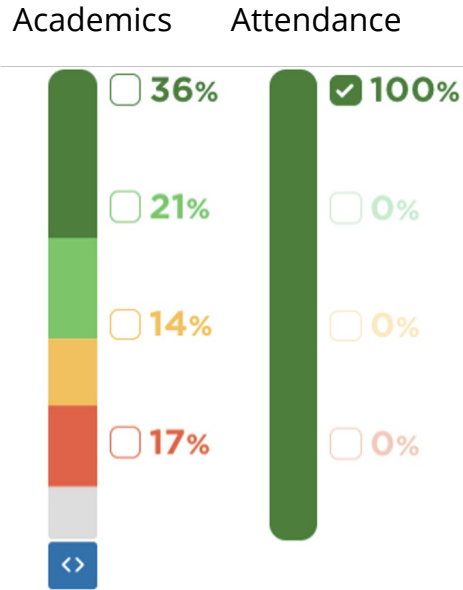


23% of students
attending 90% had
at least 1 F or U

38/163 students
with at least 1 F or
U

17% of students attending 95% had at least 1 F or U

33/174 students with at least 1 F or U

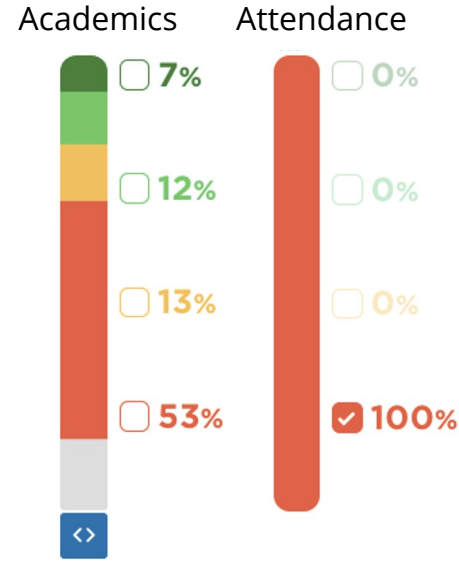
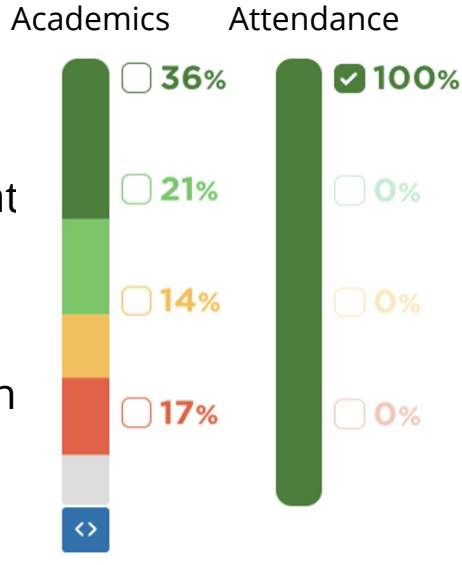


29% of students attending 80%-90% had at least 1 F or U

48/163 students with at least 1 F or U

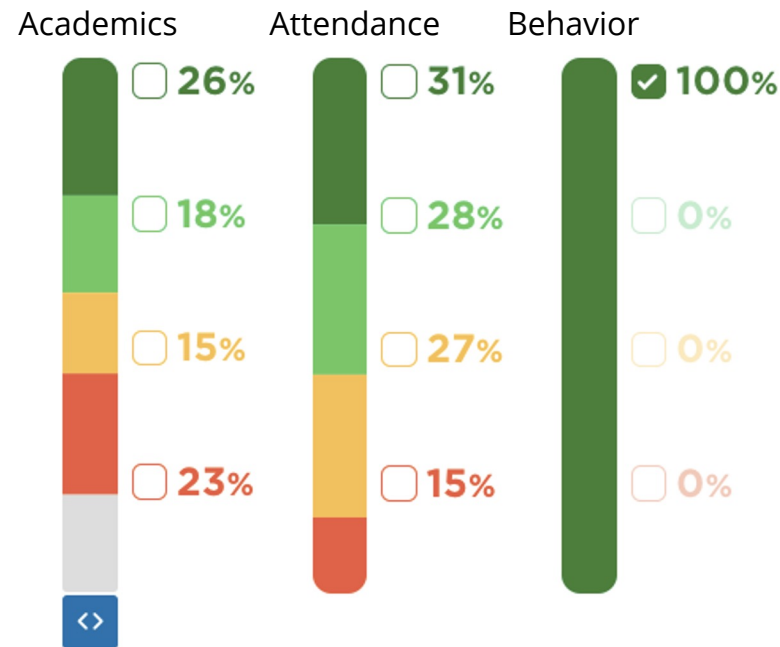
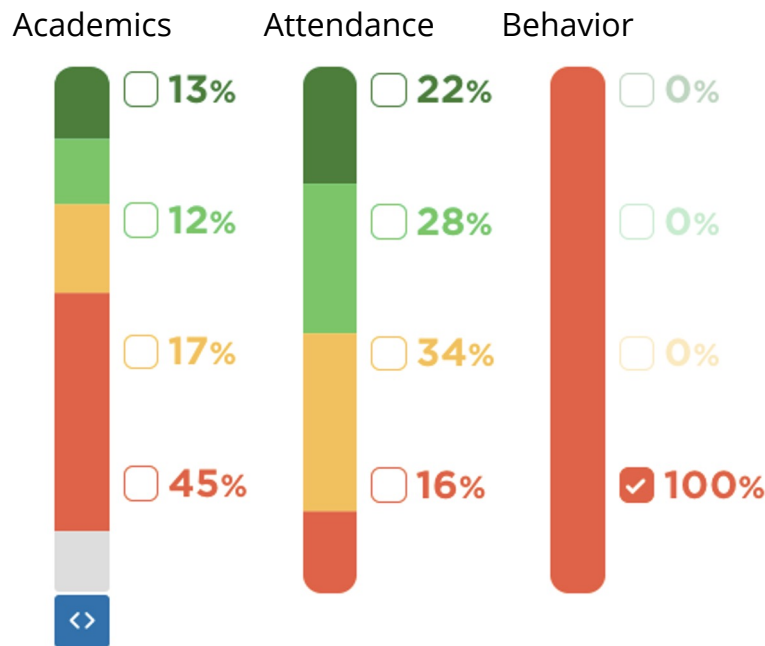
17% of students
attending 95% had at
least 1 F or U

33/174 students with
at least 1 F or U



53% of students
attending 80% or less
had at least 1 F or U

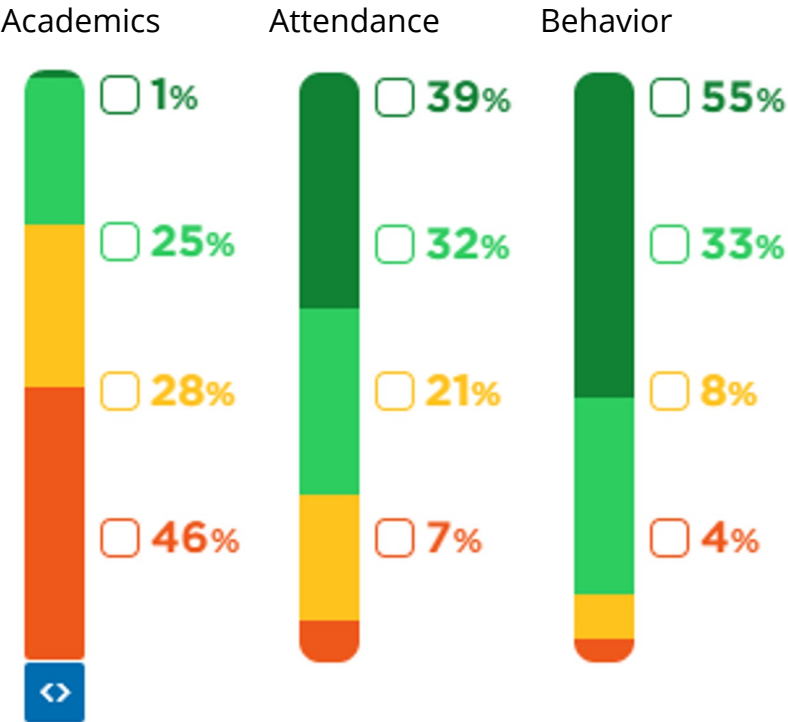
50/95 students with
at least 1 F or U



45% of students with documented behavior incidents on more than **5%** of the school days had 1 F or U. **23%** of students with no behavior incidents had 1 F or U.

Title 1 Elementary Case Study: Granite

All Student Data for the 2022-23 School Year



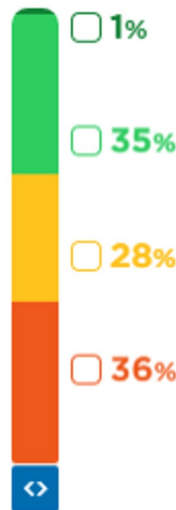
661 Students k-6 School

Students
attending 95% or
more

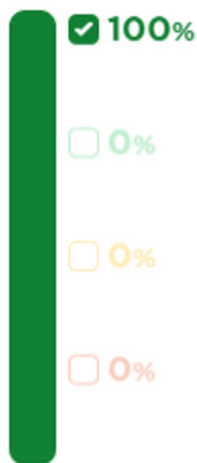
36% were critical
in at least one
subject area

93/260 students
were critical in at
least one subject
area

Academics



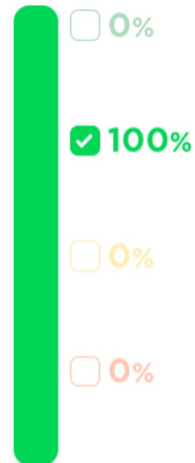
Attendance



Academics



Attendance



Students
attending 90% or
more

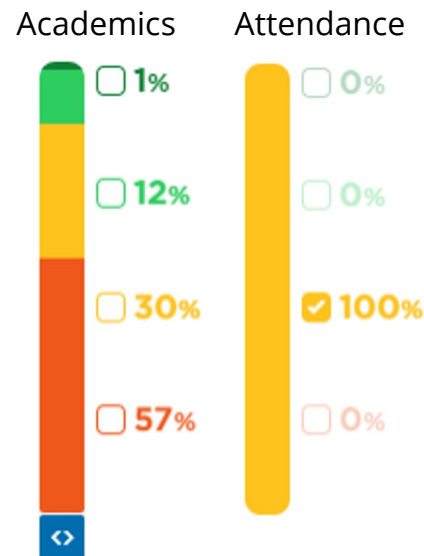
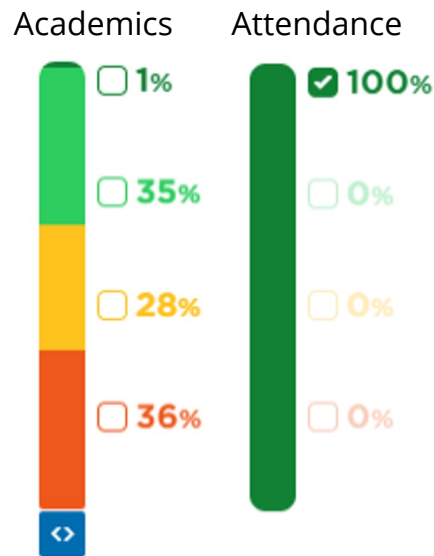
45% were critical
in at least one
subject area

95/211 students
were critical in at
least one subject
area

Students attending 95% or more

36% were critical in at least one subject area

93/260 students were critical in at least one subject area



Students attending between 80 and 90% or more

57% were critical in at least one subject area

80/141 students were critical in at least one subject area

Students attending 95% or more

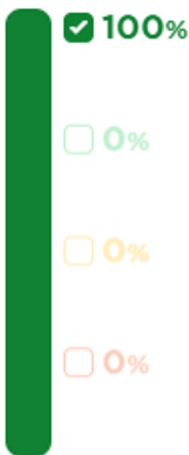
36% were critical in at least one subject area

93/260 students were critical in at least one subject area

Academics



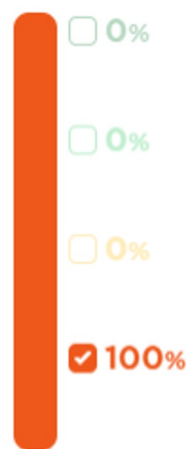
Attendance



Academics



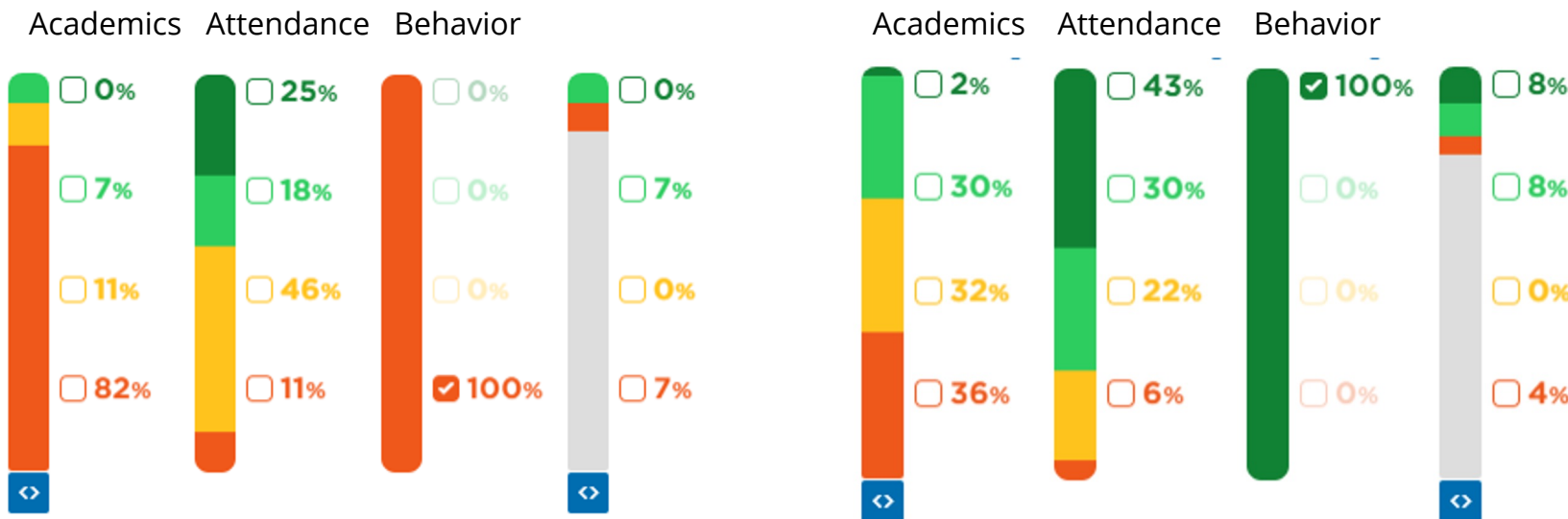
Attendance



Students attending between less than 80%

76% critical in at least one subject area

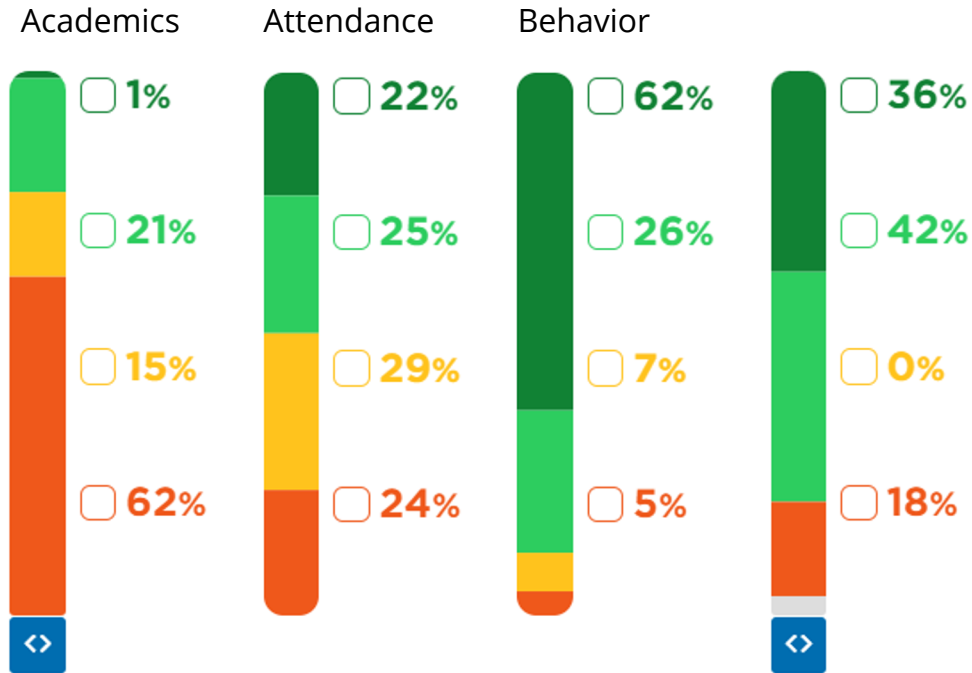
37/49 students were critical in at least one subject area



82% of students with documented behavior incidents on more than **5%** of the school days were critical in at least one subject area. **36%** of students with no behavior incidents were critical in at least one subject area.

Title 1 Junior High Case Study: Granite

All Student Data for the 2022-23 School Year

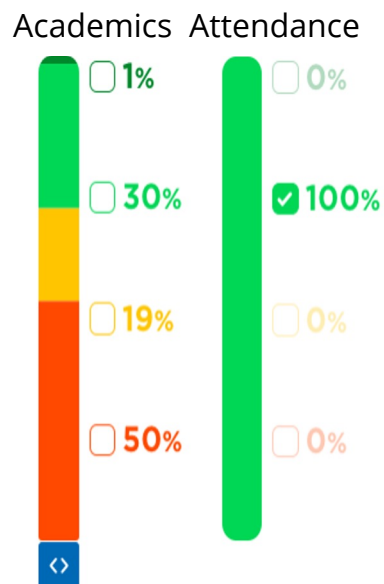
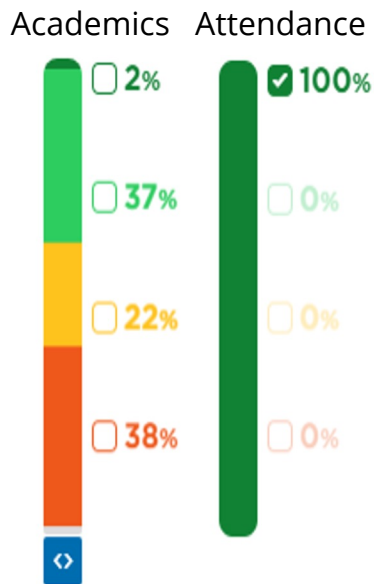


560 Students 6,7,8 1- Majority Minority School

Students attending
95% or more

38% of students
were critical in at
least one subject
area.

47/125 students
were critical in at
least one subject
area



Students attending
90% or more

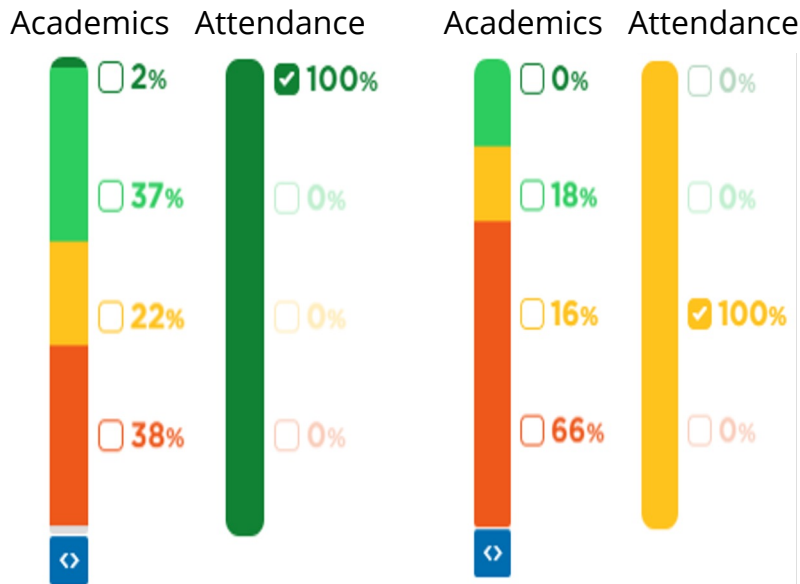
50% of students
with at least one
critical subject area

70/141 students
with at least one
critical subject area

Students attending
95% or more

38% of students
were critical in at
least one subject
area

47/125 students
were critical in at
least one subject
area



Students attending
between 80 and 90%
or more

66% of students with
at least one critical
subject area

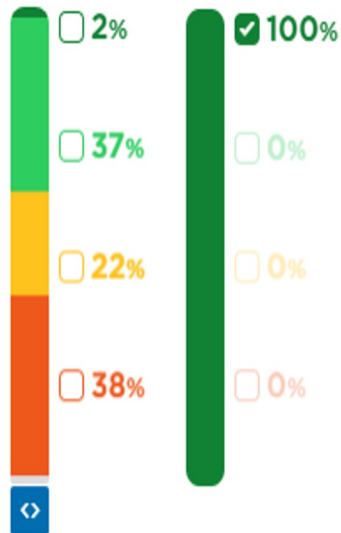
106/161 of students
with at least 1 F

Students attending 95% or more

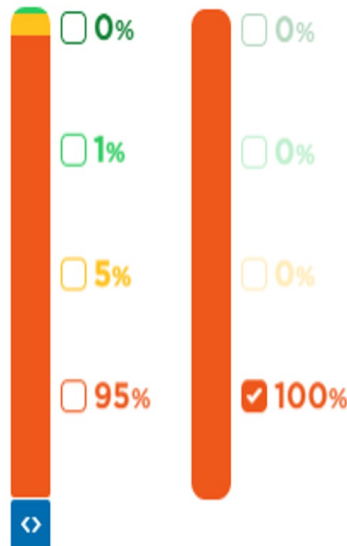
38% of students were critical in at least one subject area.

47/125 students were critical in at least one subject area

Academics Attendance



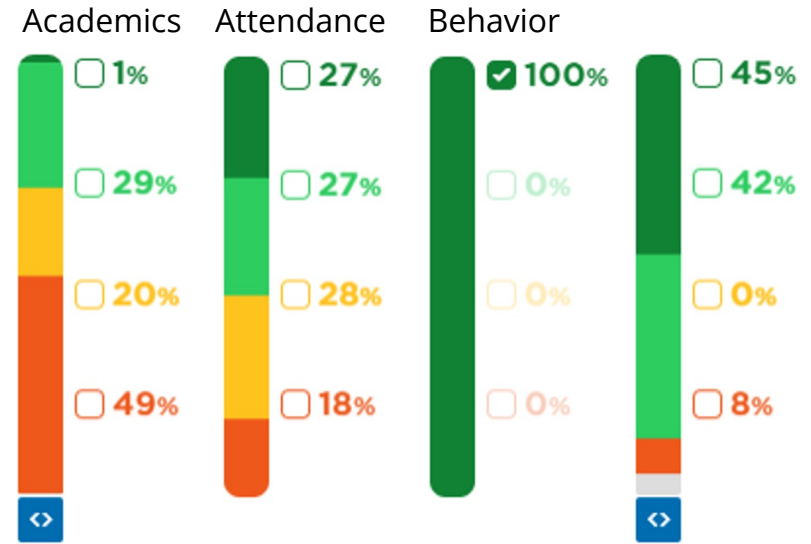
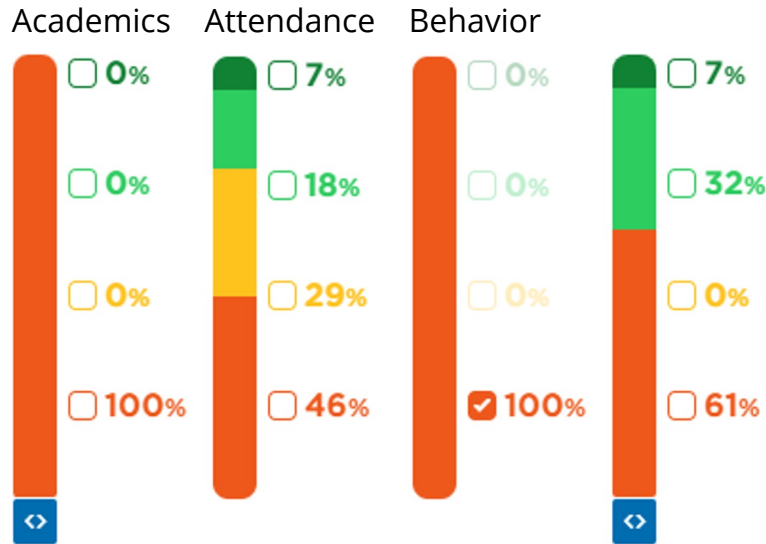
Academics Attendance



Students attending between less than 80 %

95% of students with at least one critical subject area

125/133 of students with at least one critical subject area



100% of students with documented behavior incidents on more than **5%** of the school days had at least one critical subject area. **48%** of students with no behavior incidents had at least one critical subject area.

Attendance



Attendance Data by Notable Demographics:

Numbers represent %
of students who were
chronically absent

| Demographic | 2017-2018 | 2020-2021 | 2021-2022 |
|----------------------------|-----------|-----------|-----------|
| American Indian | 27.6 | 29.4 | 46.8 |
| Pacific Islander | 24.9 | 32.4 | 48.4 |
| Hispanic/Latino | 17.9 | 26.9 | 35.3 |
| Economically Disadvantaged | 19.6 | 27.6 | 37.6 |
| ELL | 18.6 | 26.9 | 35.8 |
| Student with Disability | 18.8 | 23.7 | 33.2 |

“Schools are more likely to improve student attendance and reduce chronic absenteeism with three broad strategies:

- (a) Taking a comprehensive approach
- (b) Positive rather than negative activities
- (c) Focus on improving attendance over time.”

(Epstein and Sheldon, 2002)



Incident and Behavior



Noteworthy Findings

Increase in incident discipline rates from SY 21 to SY 22.

Nearly all (95.5%) of Local Education Agencies reported incident data.

Half of all incidents were related to disruptions and truancy.

41,142 students initiated or engaged in one or more incidents.

14,515 students received one or more disciplines.

Significant disparities in incidents and disciplines reported across student groups.

Students lost 48,928 days of classroom instruction due to exclusionary discipline.



Current USBE efforts to address Student Behavioral Incidents



USBE Efforts to Increase Positive Student Behavior and Supports to LEAs

