

Academic Year 2020-21 Quarter 1

Chronic Absenteeism Data

This report summarizes chronic absenteeism data collected for the first 39 school days of the current academic year 2020-21 (first quarter) compared with the first quarter of the last two academic years (2018-19 and 2019-20). With school buildings closed due to the COVID-19 pandemic, instruction was virtual for all students during the entire first quarter. Virtual instruction was delivered remotely with both synchronous days (i.e., when a group of students are engaging in learning at the same time) and asynchronous days¹ (i.e., days when students learn the same material at different times and locations).

Methodology

Attendance for Quarter 1 included September 7 through November 2, 2020. For chronic absenteeism calculations, absences are counted regardless of whether they are excused or unexcused. Students chronically absent, 10% or more days of the academic year, were only identified if they had been enrolled in ACPS for 20 or more days.

Results Summary

The overall percentage of students chronically absent was nearly three times as high for Q1 this year (17%) as Q1 last year (6%). This high rate was primarily driven by low attendance on asynchronous days, which are days where students do not attend live, virtual classes. The percentage of students chronically absent in Q1 dropped to 8% when only counting synchronous days, just two percentage points higher than last year's rate (6%).

Similar to trends from the previous two years, middle school students have lower rates of chronic absenteeism (11%) than elementary school (18%) and high school students (19%). Elementary students were more likely to be chronically absent on synchronous days (10% of students) than middle (3%) or high school students (7%). However, elementary students (36%) were less likely to be chronically absent on asynchronous days than middle school (42%) or high school students (48%).

Black and Hispanic students were chronically absent at disproportionately higher rates than white students. While white students maintained a 5% rate of chronic absenteeism in Q1 for the last three years, rates for Black and Hispanic students have tripled this year compared with the last two years. This suggests a disproportionate impact of virtual instruction on Black and Hispanic students as compared with white students. Similarly, English learners, students with disabilities, and students with free or reduced meal status all have higher rates of chronic absenteeism compared with the division overall.

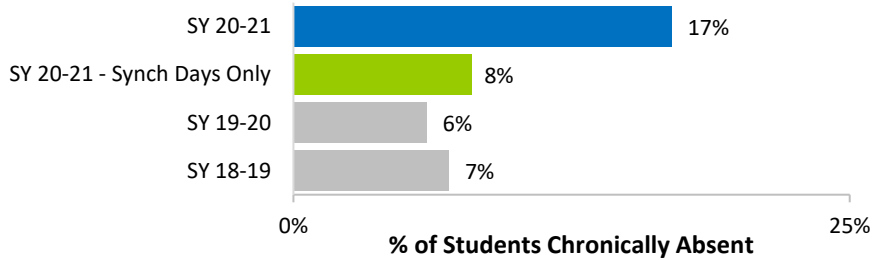
¹ Definitions of synchronous and asynchronous learning can be found here: <https://www.acps.k12.va.us/Page/2968>

Overall Chronic Absenteeism Rates

Key Findings:

The overall percentage of students chronically absent is nearly three times as high for Q1 this year (17%) as Q1 last year (6%).

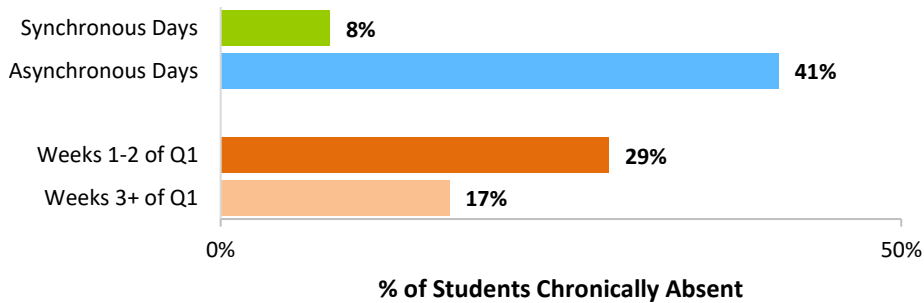
Overall Division Quarter 1 Chronic Absenteeism Rate 3-Year Trend



The high rate of chronic absenteeism was primarily driven by low attendance on asynchronous days, which are days where students do not attend live, virtual classes. The percentage of students chronically absent in Q1 dropped to 8% when only counting synchronous days.

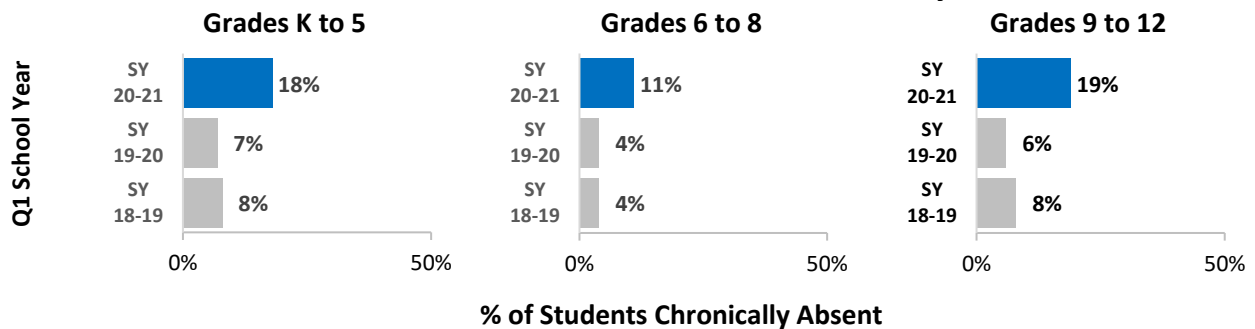
The rate of chronic absenteeism was higher in the first two weeks of the quarter (29%) compared with weeks three through the end of Q1 (17%). This difference could reflect a period of time in the beginning of the quarter when students were settling into a routine and learning to connect to their classes.

Overall Division Quarter 1 Chronic Absenteeism Rate by Type of School Day



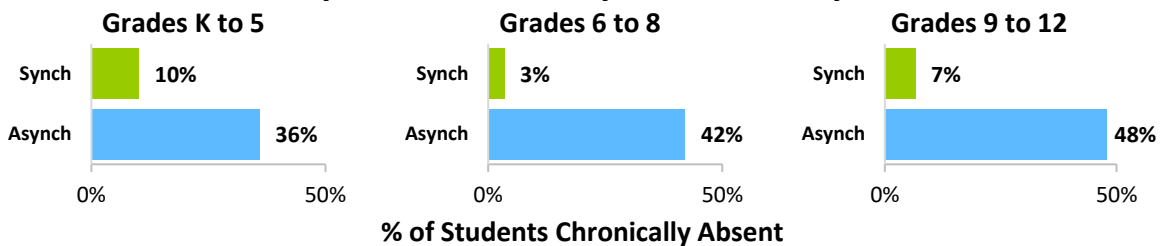
Chronic Absenteeism Rates by School Level and School

Quarter 1 Chronic Absenteeism Rate 3-Year Trends by School Level

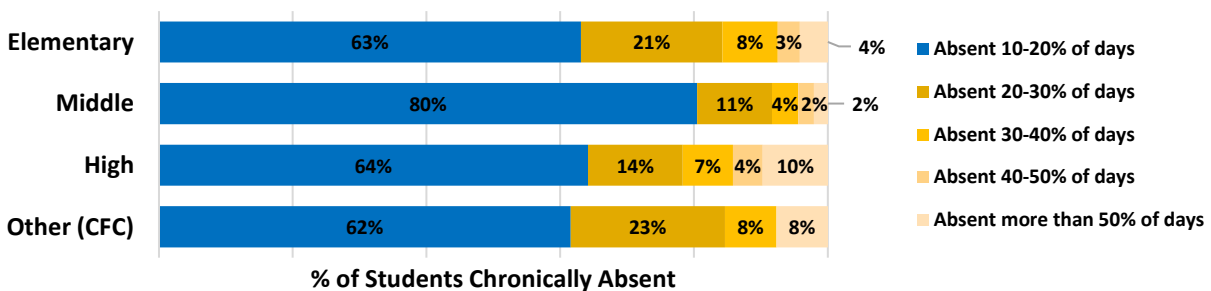


Note: See table 1 in Appendix for breakdown by grade level.

Quarter 1 Chronic Absenteeism Rate by School Level Synchronous vs. Asynchronous Days

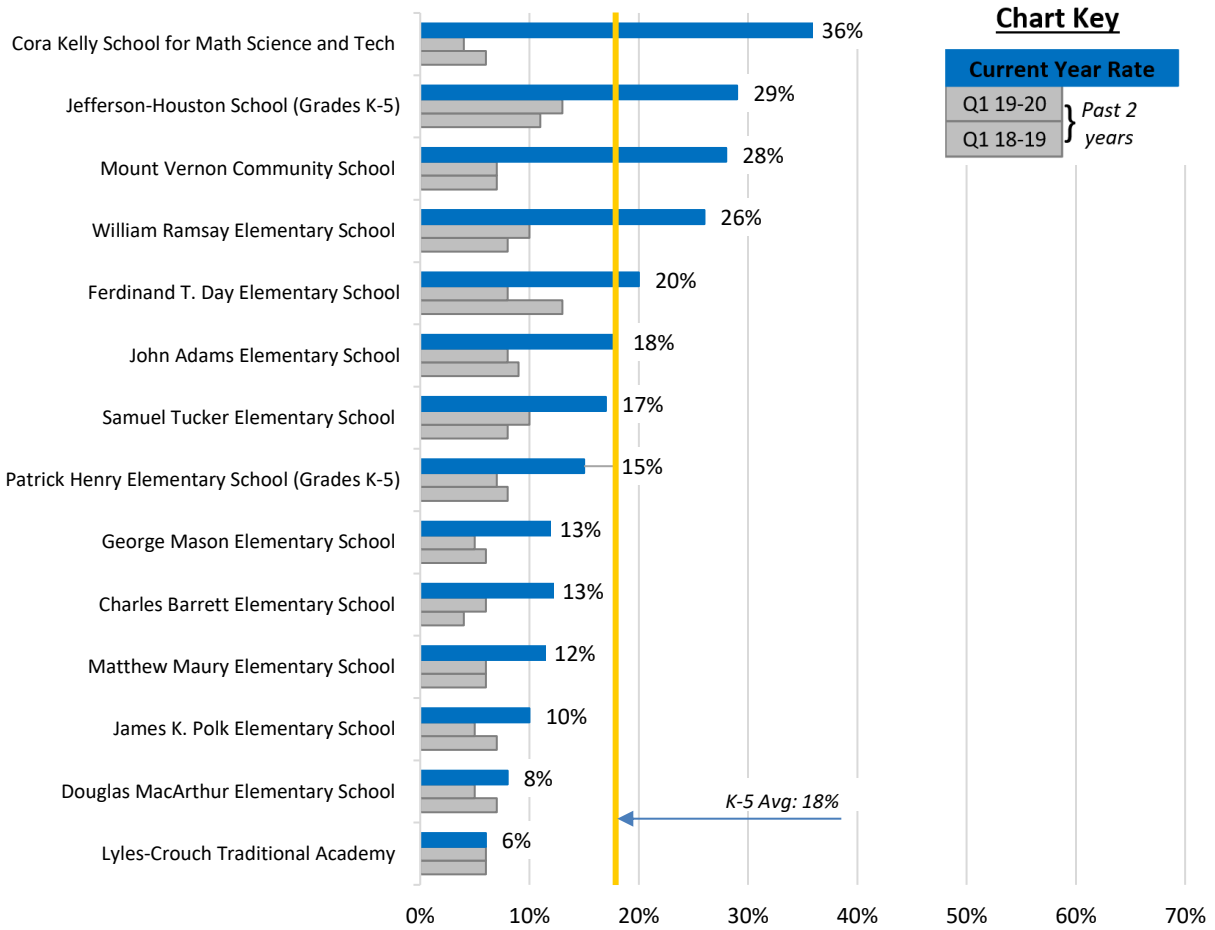


Degree of Absenteeism for Students with Chronic Absenteeism

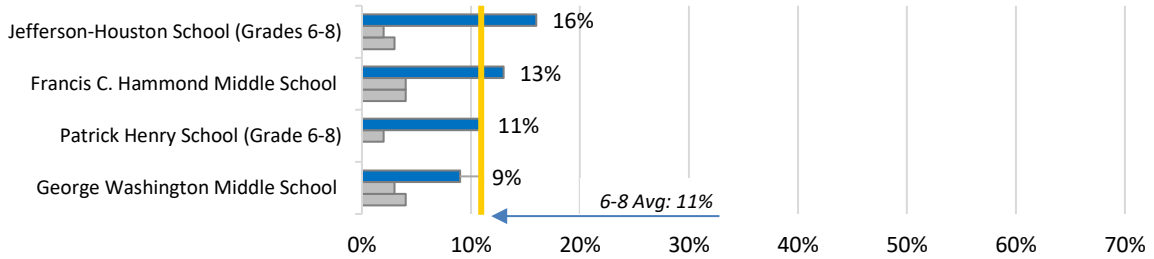


Quarter 1 Chronic Absenteeism 3-Year Trend by School

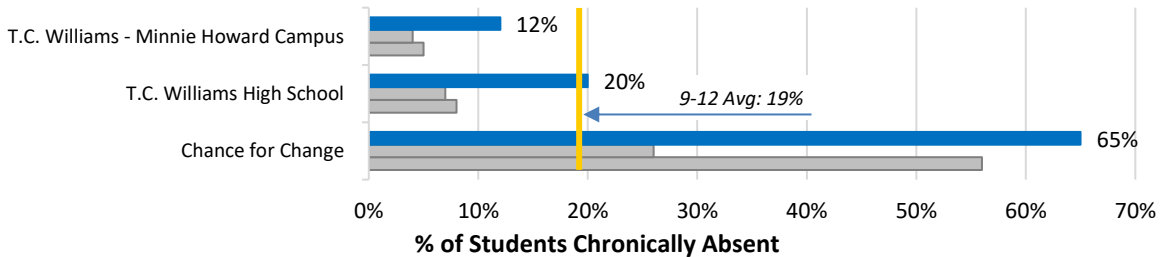
Elementary Schools



Middle Schools

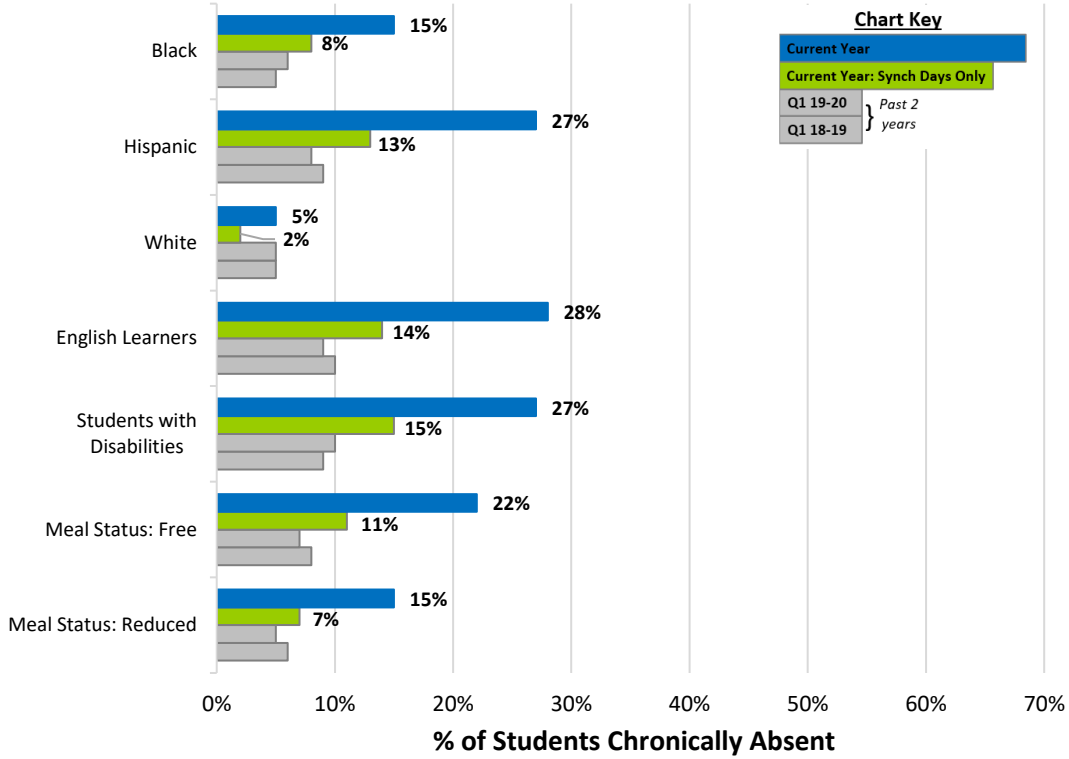


High Schools & Chance for Change

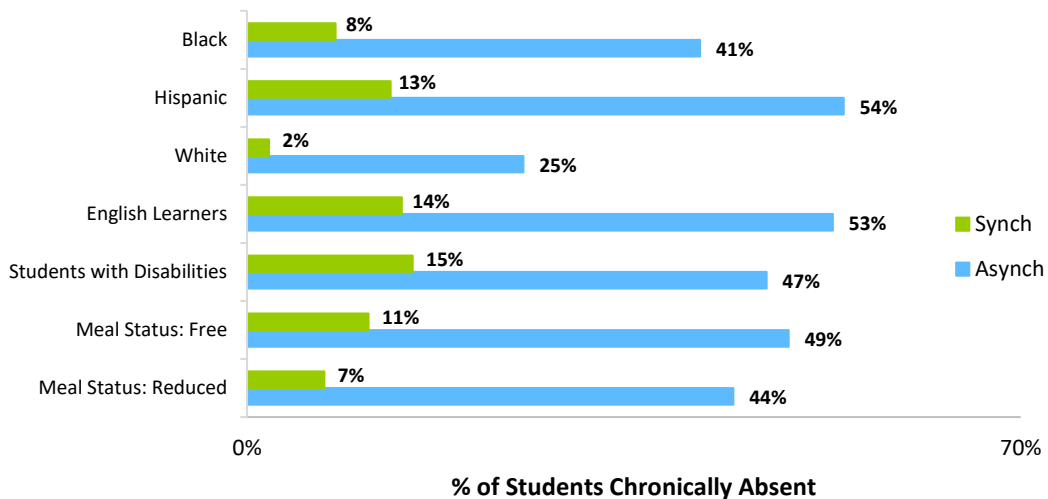


Chronic Absenteeism Rates by Population of Interest

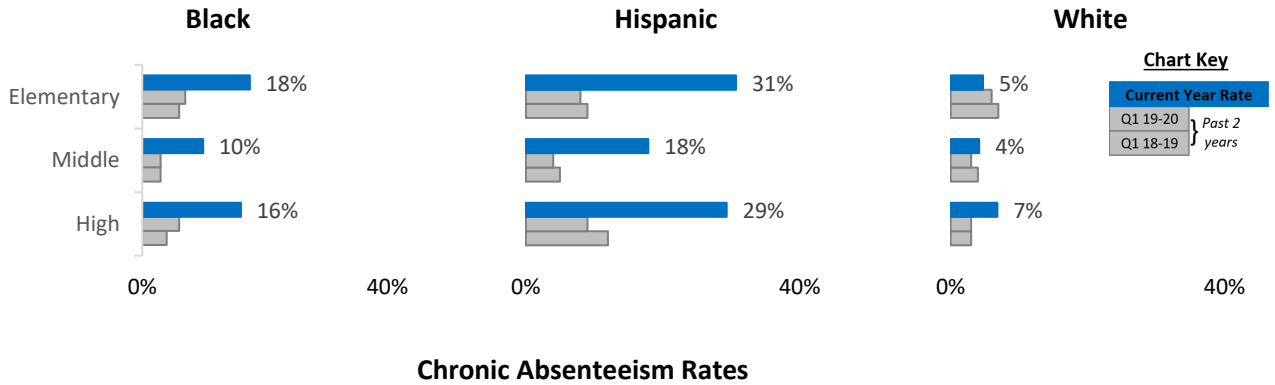
Quarter 1 Chronic Absenteeism 3-Year Trend by Population of Interest



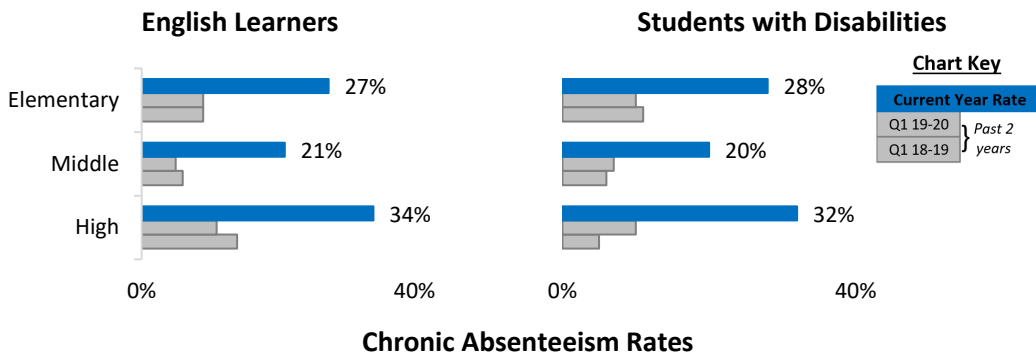
Quarter 1 Chronic Absenteeism by Special Population Synchronous vs. Asynchronous Days



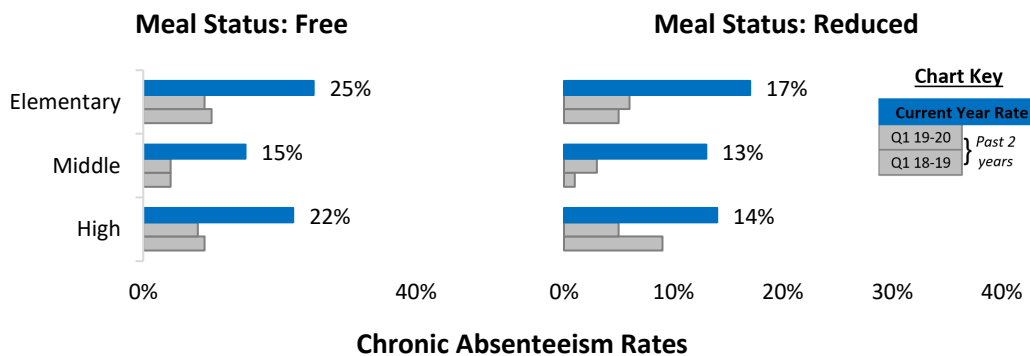
Quarter 1 Chronic Absenteeism 3-Year Trend by School Level and Race/Ethnicity



Quarter 1 Chronic Absenteeism 3-Year Trend by School Level For English Learners and Students with Disabilities



Quarter 1 Chronic Absenteeism 3-Year Trend by School Level For Students with Free and Reduced Meal Status



Chronic Absenteeism Tables

TABLE 1
Alexandria City Public Schools
Summary of Chronically Absent Students by Grade Level Quarter 1 SY 2020-21¹

Grade Level	# of students as of Q1	Chronically Absent			
		Total # of Students enrolled > 20 days	% of students 2020-21 Q1	% of students 2019-20 Q1	% of students 2018-19 Q1
KG	281	1239	23%	10%	13%
1	239	1366	17%	8%	9%
2	197	1354	15%	8%	6%
3	185	1257	15%	6%	6%
4	208	1251	17%	5%	5%
5	248	1211	20%	7%	5%
Grade Level K-5	1358	7678	18%	7%	8%
6	113	1122	10%	3%	3%
7	150	1110	14%	4%	3%
8	121	1157	10%	4%	6%
Grade Level 6-8	384	3389	11%	4%	4%
9	185	1129	16%	6%	7%
10	217	1116	19%	7%	8%
11	157	891	18%	7%	8%
12	202	964	21%	7%	7%
Grade Level 9-12	761	4100	19%	6%	8%
Other (CFC)	13	20	65%	26%	56%
Division Total²	2516	15187	17%	6%	7%

¹2020-21 academic year data is the first 39 days of school.

²As an external comparison, the end-of-year state average for chronic absenteeism in SY 18-19 was 11%.

TABLE 2
Alexandria City Public Schools
Summary of Chronically Absent Students by School Quarter 1 AY 2020-21¹

School	# of students Q1 2020-21	Chronically Absent		
		% of students Q1 2020-21	% of students Q1 2019-20	% of students Q1 2018-19
Charles Barrett Elementary School	64	13%	6%	4%
Cora Kelly School for Math Science and Tech	103	36%	4%	6%
Douglas MacArthur Elementary School	45	8%	5%	7%
Ferdinand T. Day Elementary School	118	20%	8%	13%
George Mason Elementary School	50	13%	5%	6%
James K. Polk Elementary School	68	10%	5%	7%
Jefferson-Houston School (Grades K-5)	116	29%	13%	11%
John Adams Elementary School	115	18%	8%	9%
Lyles-Crouch Traditional Academy	25	6%	6%	6%
Matthew Maury Elementary School	42	12%	6%	6%
Mount Vernon Community School	235	28%	7%	7%
Patrick Henry School (Grades K-5)	101	15%	7%	8%
Samuel Tucker Elementary School	128	17%	10%	8%
William Ramsay Elementary School	148	26%	10%	8%
Elementary School Total	1358	18%	7%	8%
Francis C. Hammond Middle School	183	13%	4%	4%
George Washington Middle School	145	9%	3%	4%
Jefferson-Houston School (Grades 6-8) ²	32	16%	2%	3%
Patrick Henry School (Grade 6-8)	24	11%	2%	0%
Middle School Total	384	11%	4%	4%
T.C. Williams - Minnie Howard Campus	120	12%	4%	5%
T.C. Williams High School	641	20%	7%	8%
High School Total	761	19%	6%	7%
Chance for Change	13	65%	26%	56%
Other Total	13	65%	26%	56%
Division Total	2516	17%	6%	7%

¹2020-21 academic year data is the first 39 days of school.

²2020-21 is the first year in which Patrick Henry School included 8th graders.

TABLE 3
Alexandria City Public Schools Summary of Chronically Absent Students:
Race and Ethnicity Quarter 1 SY 2020-21¹

School Level	Black						Hispanic						White					
	<u>2018-19</u>		<u>2019-20</u>		<u>2020-21</u>		<u>2018-19</u>		<u>2019-20</u>		<u>2020-21</u>		<u>2018-19</u>		<u>2019-20</u>		<u>2020-21</u>	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Elementary	132	6%	134	7%	335	18%	251	9%	218	8%	808	31%	166	7%	165	6%	111	5%
Middle	26	3%	25	3%	90	10%	62	5%	56	4%	241	18%	32	4%	30	3%	36	4%
High	47	4%	52	6%	171	16%	188	12%	158	9%	490	29%	30	3%	37	3%	73	7%
Other (CFC)	5	50%	3	18%	3	50%	9	50%	7	43%	10	77%	3	100%	N/A	N/A	N/A	N/A
Division	210	5%	214	6%	599	15%	510	9%	439	8%	1549	27%	231	5%	232	5%	463	5%

¹2020-21 academic year data is the first 39 days of school.

TABLE 4
Alexandria City Public Schools Summary of Chronically Absent Students:
English Learners, Students with Disabilities, and Free and Reduced Meal Status Quarter 1 SY 2020-21¹

School Level	EL						SPED						Meal Status: Free						Meal Status: Reduced					
	<u>2018-19</u>		<u>2019-20</u>		<u>2020-21</u>		<u>2018-19</u>		<u>2019-20</u>		<u>2020-21</u>		<u>2018-19</u>		<u>2019-20</u>		<u>2020-21</u>		<u>2018-19</u>		<u>2019-20</u>		<u>2020-21</u>	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Elementary	303	9%	257	9%	833	27%	87	11%	80	10%	196	28%	381	10%	318	9%	926	25%	39	5%	36	6%	63	17%
Middle	38	6%	42	5%	162	21%	21	6%	25	7%	71	20%	76	4%	76	4%	264	15%	4	1%	10	3%	25	13%
High	123	14%	111	11%	334	34%	21	5%	32	10%	127	32%	158	9%	155	8%	414	22%	34	9%	23	5%	30	14%
Other (CFC)	11	65%	4	67%	6	67%	4	80%	3	25%	4	67%	14	52%	n/a	n/a	10	71%	4	80%	n/a	n/a	n/a	n/a
Division	475	10%	414	9%	1335	28%	133	9%	140	10%	398	27%	629	8%	549	7%	1614	22%	81	6%	69	5%	118	15%

¹2020-21 academic year data is the first 39 days of school.