

# Alexandria City Public Schools

## Academic Year 2020-21 Quarter 1 and 2

### Chronic Absenteeism Data

This report summarizes chronic absenteeism data collected for the first two quarters of the current academic year 2020-21. With school buildings closed due to the COVID-19 pandemic, instruction was virtual for all students during the entire first and second quarters. 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 days<sup>1</sup> (i.e., days when students learn the same material at different times and locations).

#### Methodology

The current report details the percentage of students who were chronically absent at the end of Q2. The primary focus is on the overall cumulative chronic absenteeism rate for the academic year to date (referred to as “Q1+Q2” in the report). The individual chronic absenteeism rates for Q1 and Q2 are also included to allow for comparison between the two quarters. For chronic absenteeism calculations, absences were counted regardless of whether they were 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. Calculation details can be found in Table 5 of the appendix.

#### Results Summary

As reported in December, 2020, the Q1 chronic absenteeism rate was nearly three times as high in Q1 this year (17%) as Q1 last year (6%). The current analysis showed that the cumulative chronic absenteeism rate (16%) was relatively steady, decreasing by one percentage point compared with Q1. The Q2 rate was 19%, two percentage points higher than the Q1 rate (17%). This indicates more students were chronically absent in Q2 than Q1. Like in Q1, the high rates were primarily driven by low attendance on asynchronous days, which are days where students do not attend live, virtual classes. Four times as many students were chronically absent on asynchronous days in Q2 (40%) compared with synchronous days (10%).

For Q1+Q2, middle school students had lower rates of chronic absenteeism (11%) than elementary school (18%) and high school students (17%). In Q2, elementary students were more likely to be chronically absent on synchronous days (14% of students) than middle (5%) or high school students (8%). However, elementary students (36%) were less likely to be chronically absent on asynchronous days than middle school (40%) or high school students (46%). Breaking out synchronous and asynchronous days, the largest difference between Q1 and Q2 was seen in elementary students’ chronic absenteeism rate on synchronous days, which increased from 10% in Q1 to 14% in Q2.

Black and Hispanic students were chronically absent at disproportionately higher rates than white students. As reported in Q1, while white students maintained a 5% rate of chronic absenteeism in Q1 for the last three years, Q1 rates for Black and Hispanic students tripled this year compared with the last two years. The current analysis found similarly disproportionate rates of chronic absenteeism. Hispanic students continue to have the highest chronic absenteeism rate overall (27%). The Q1+Q2 chronic absenteeism rate for Black students is the same as the division overall (16%). However, the individual Q1 and Q2 rates for Black students increased from 15% in Q1 to 19% in Q2, the largest increase among race and ethnicity subgroups. These data point to a disproportionate impact of virtual instruction on Black and Hispanic students as compared with white students. Similarly, English learners, students with disabilities, and students who are disadvantaged all have higher rates of chronic absenteeism compared with the division overall.

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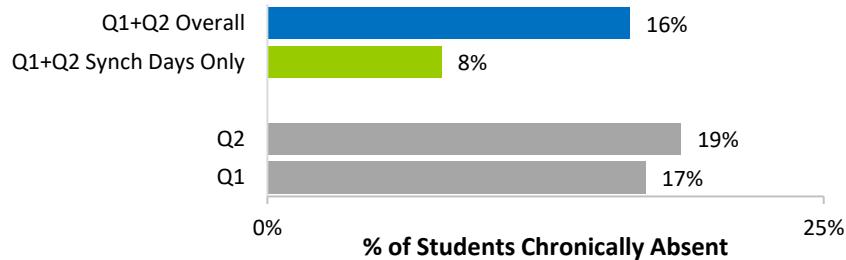
<sup>1</sup> Definitions of synchronous and asynchronous learning can be found here: <https://www.acps.k12.va.us/Page/2968>

# Overall Chronic Absenteeism Rates

## Key Findings:

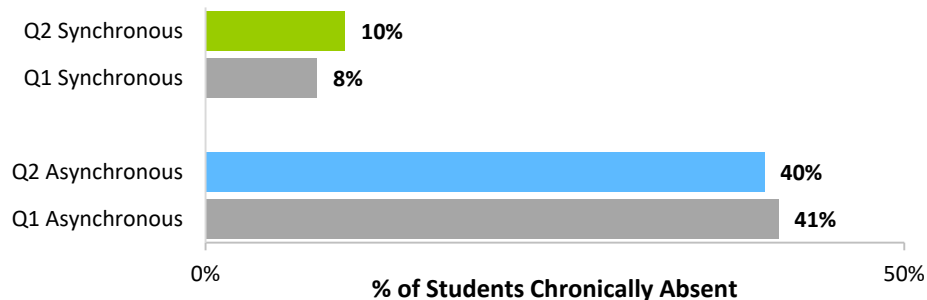
The overall percentage of students chronically absent at the end of Q2 was 16%. The rate for the individual quarters increased from 17% in Q1 to 19% in Q2, indicating that more students missed 10% or more of days in Q2 than Q1.

**Figure 1.**  
**Alexandria City Public Schools**  
**Academic Year 2020-21 Quarter 1 and 2 Chronic Absenteeism Rates**



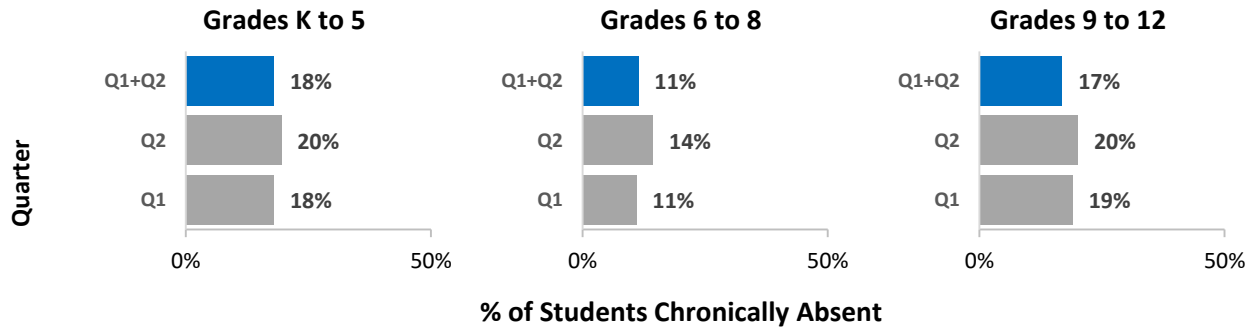
The high rate of chronic absenteeism was primarily driven by low attendance on asynchronous days, which are days where students do not attend live, virtual classes. The percentage of students chronically absent in Q1+Q2 dropped to 8% when only counting synchronous days. However, as shown in Figure 2 below, the Q2 Synchronous chronic absenteeism rate is higher (10%) than Q1 (8%)

**Figure 2.**  
**Alexandria City Public Schools**  
**Academic Year 2020-21 Quarter 1 and 2 Chronic Absenteeism Rates**  
**Synchronous vs. Asynchronous Instruction Days**



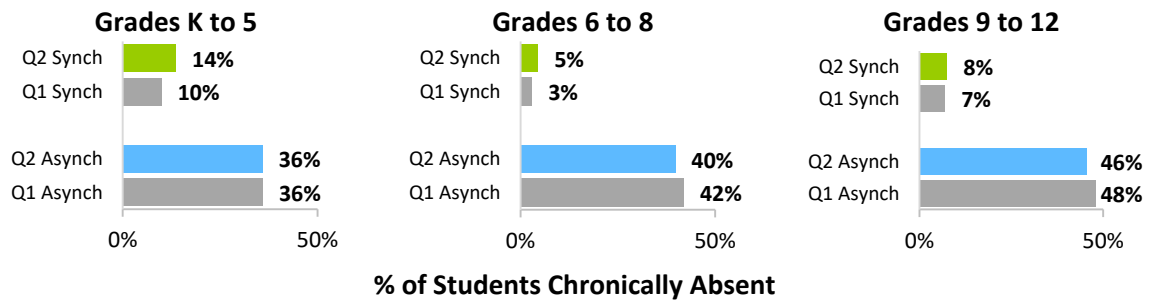
# Chronic Absenteeism Rates by School Level and School

**Figure 3.**  
**Alexandria City Public Schools**  
**Quarter 1 and 2 Chronic Absenteeism Rates by School Level**

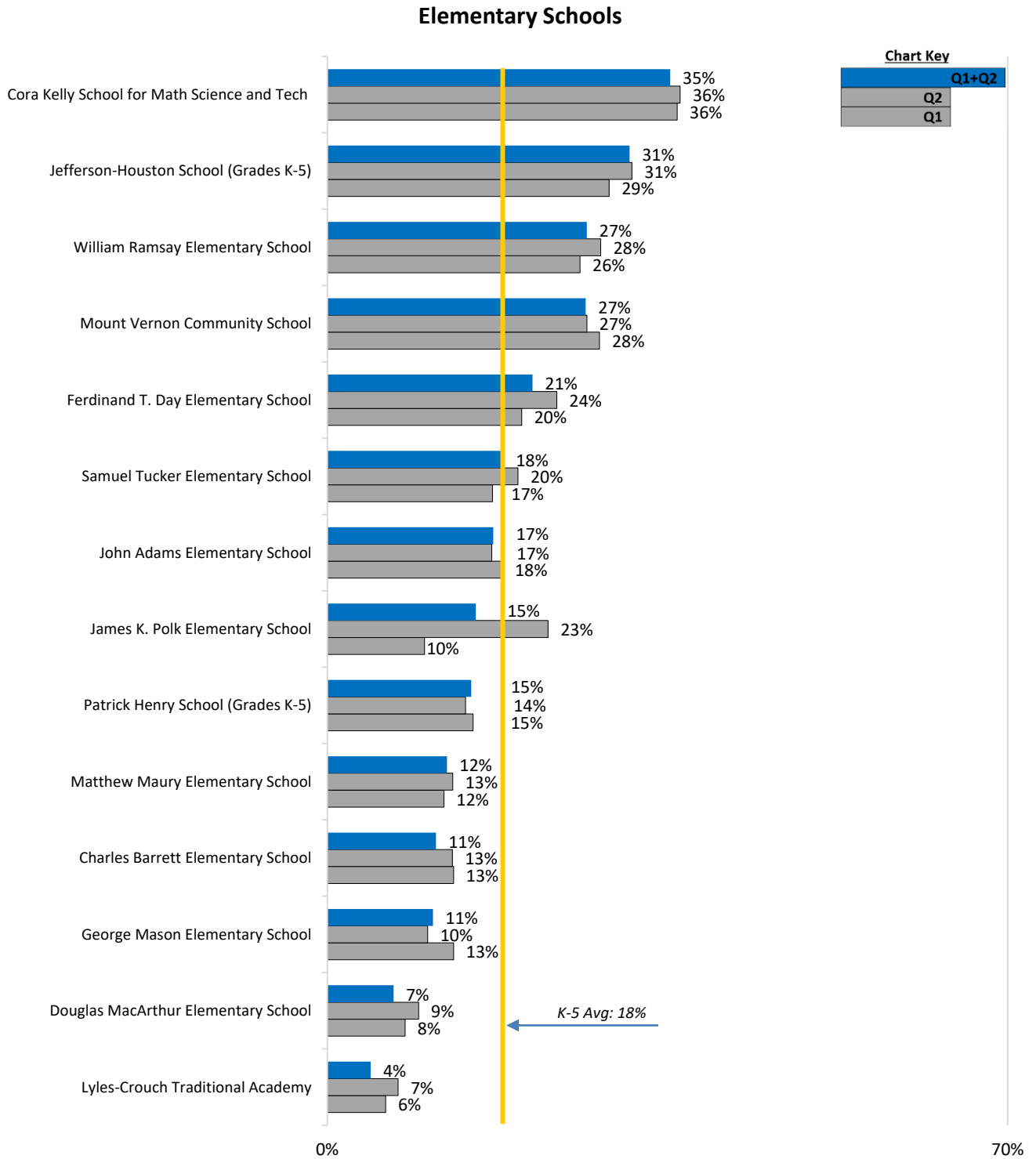


Note: See table 1 in Appendix for breakdown by grade level.

**Figure 4.**  
**Quarter 1 and 2 Chronic Absenteeism Rate by School Level**  
**Synchronous vs. Asynchronous Days**

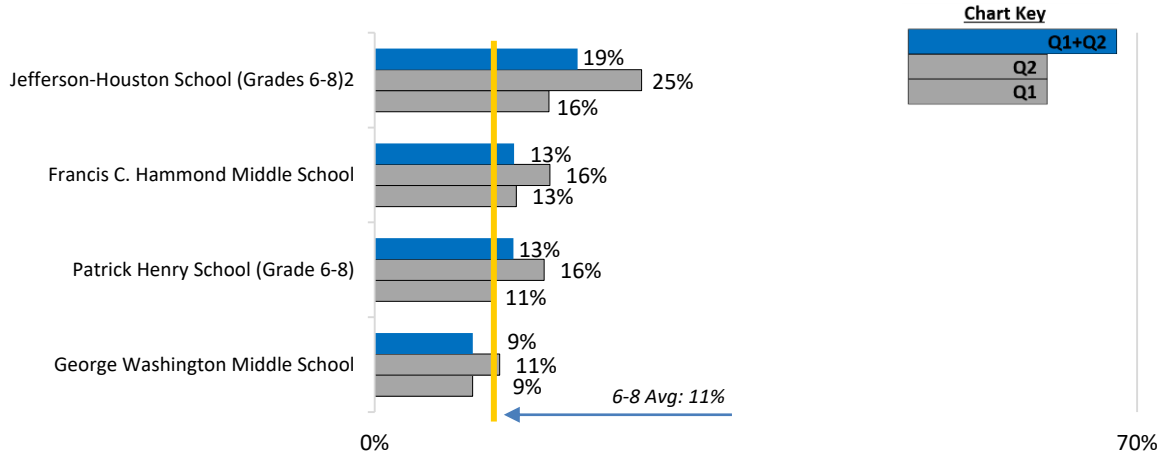


**Figure 5.**  
**Alexandria City Public Schools**  
**Quarter 1 and 2 Chronic Absenteeism by Elementary School**

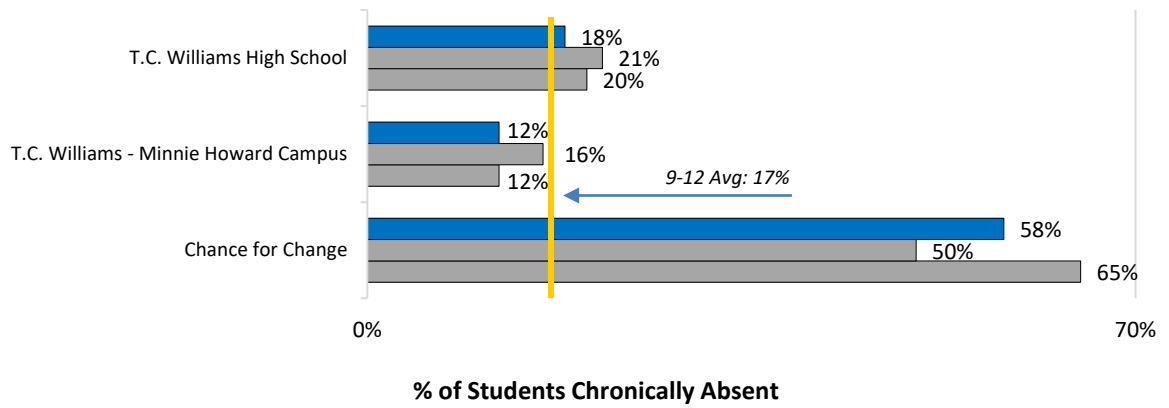


**Figure 6.**  
**Alexandria City Public Schools**  
**Quarter 1 and 2 Chronic Absenteeism by Middle and High School**

**Middle Schools**

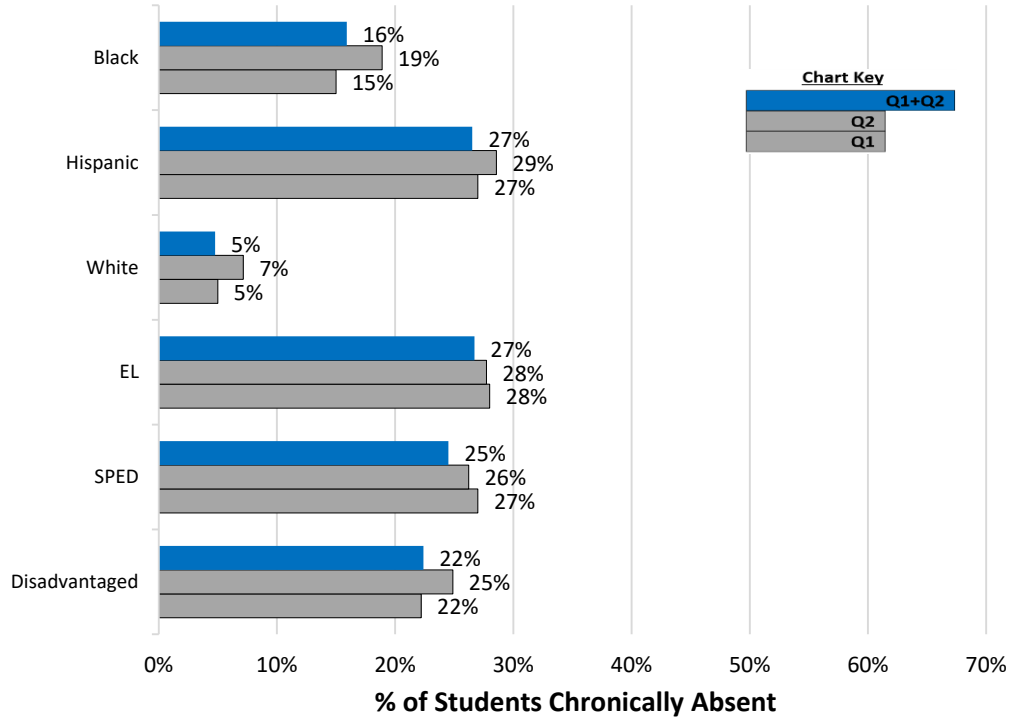


**High Schools & Chance for Change**

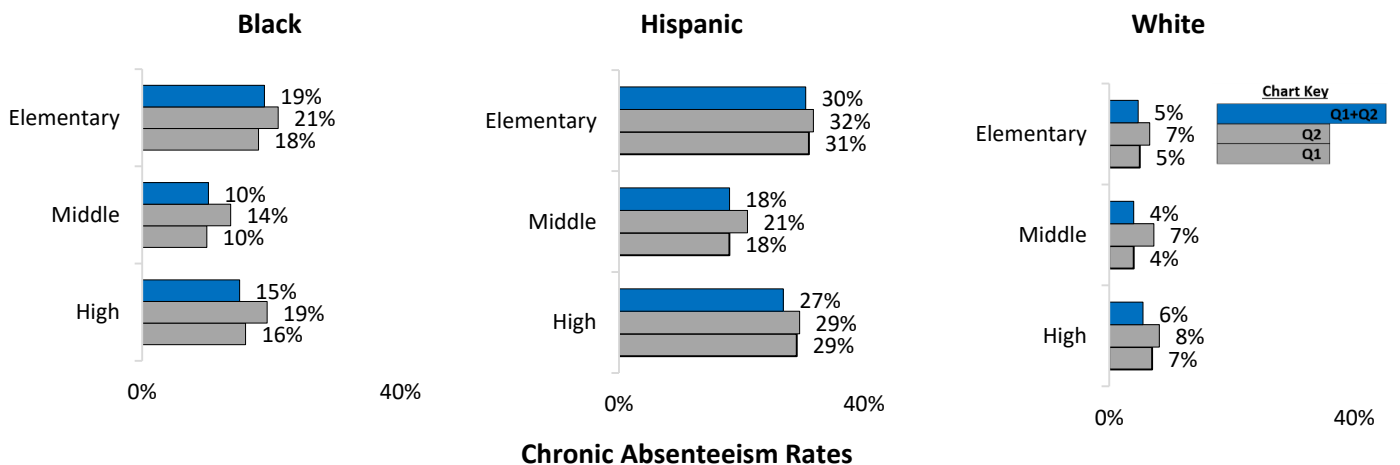


# Chronic Absenteeism Rates by Population of Interest

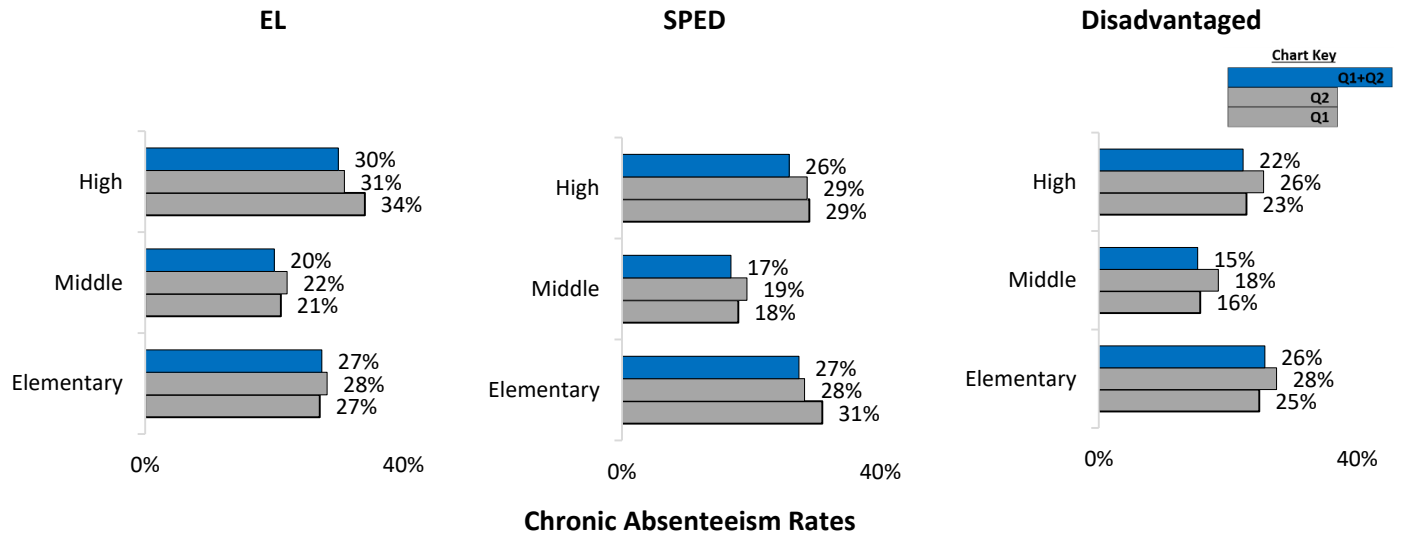
**Figure 7.**  
**Alexandria City Public Schools**  
**Quarter 1 and 2 Chronic Absenteeism Rates by Population of Interest**



**Figure 8.**  
**Alexandria City Public Schools**  
**Quarter 1 and 2 Chronic Absenteeism Rates by School Level and Race/Ethnicity**



**Figure 9.**  
**Alexandria City Public Schools**  
**Quarter 1 Chronic Absenteeism Rates for English Learners, Students with Disabilities, and**  
**Students who are Disadvantaged**



# Chronic Absenteeism Tables

**TABLE 1**  
**Alexandria City Public Schools**  
**Summary of Chronically Absent Students by Grade Level Quarter 1 and 2 AY 2020-21**

Grade Level	# of students chronically absent	Total # of students enrolled > 20 days	% of students chronically absent	% of students chronically absent	% of students chronically absent
	Q1+Q2		Q1+Q2	Q2	Q1
KG	268	1233	22%	21%	23%
1	251	1345	19%	22%	17%
2	211	1330	16%	18%	15%
3	196	1233	16%	18%	15%
4	181	1230	15%	15%	17%
5	254	1200	21%	24%	20%
<b>Grade Level K-5</b>	<b>1361</b>	<b>7571</b>	<b>18%</b>	<b>20%</b>	<b>18%</b>
6	115	1105	10%	13%	10%
7	137	1103	12%	16%	14%
8	131	1149	11%	14%	10%
<b>Grade Level 6-8</b>	<b>383</b>	<b>3357</b>	<b>11%</b>	<b>14%</b>	<b>11%</b>
9	176	1121	16%	19%	16%
10	187	1107	17%	20%	19%
11	152	880	17%	21%	18%
12	175	963	18%	21%	21%
<b>Grade Level 9-12</b>	<b>690</b>	<b>4071</b>	<b>17%</b>	<b>20%</b>	<b>19%</b>
<b>Other (CFC)</b>	<b>11</b>	<b>19</b>	<b>58%</b>	<b>50%</b>	<b>65%</b>
<b>Division Total<sup>1</sup></b>	<b>2445</b>	<b>15018</b>	<b>16%</b>	<b>19%</b>	<b>17%</b>

<sup>1</sup>As 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 and 2 AY 2020-21**

School	# of students chronically absent Q1+Q2	Total # of students enrolled > 20 days	Chronically Absent		
			% of students chronically absent Q1+Q2	% of students chronically absent Q2	% of students chronically absent Q1
Charles Barrett Elementary School	53	474	11%	13%	13%
Cora Kelly School for Math Science and Tech	103	292	35%	36%	36%
Douglas MacArthur Elementary School	37	543	7%	9%	8%
Ferdinand T. Day Elementary School	118	559	21%	24%	20%
George Mason Elementary School	40	368	11%	10%	13%
James K. Polk Elementary School	107	700	15%	23%	10%
Jefferson-Houston School (Grades K-5)	125	402	31%	31%	29%
John Adams Elementary School	113	662	17%	17%	18%
Lyles-Crouch Traditional Academy	19	426	4%	7%	6%
Matthew Maury Elementary School	42	341	12%	13%	12%
Mount Vernon Community School	222	835	27%	27%	28%
Patrick Henry School (Grades K-5)	101	682	15%	14%	15%
Samuel Tucker Elementary School	132	729	18%	20%	17%
William Ramsay Elementary School	149	558	27%	28%	26%
<b>Elementary School Total</b>	<b>1361</b>	<b>7571</b>	<b>18%</b>	<b>20%</b>	<b>18%</b>
Francis C. Hammond Middle School	179	1398	13%	16%	13%
George Washington Middle School	139	1543	9%	11%	9%
Jefferson-Houston School (Grades 6-8)	38	204	19%	25%	16%
Patrick Henry School (Grade 6-8) <sup>2</sup>	27	212	13%	16%	11%
<b>Middle School Total</b>	<b>383</b>	<b>3357</b>	<b>11%</b>	<b>14%</b>	<b>11%</b>
T.C. Williams - Minnie Howard Campus	118	956	12%	16%	12%
T.C. Williams High School	572	3115	18%	21%	20%
<b>High School Total</b>	<b>690</b>	<b>4071</b>	<b>17%</b>	<b>20%</b>	<b>19%</b>
Chance for Change	11	19	58%	50%	65%
<b>Other Total</b>	<b>11</b>	<b>19</b>	<b>58%</b>	<b>50%</b>	<b>65%</b>
<b>Division Total</b>	<b>2445</b>	<b>15018</b>	<b>16%</b>	<b>19%</b>	<b>17%</b>

<sup>2</sup>2020-21 is the first year in which Patrick Henry School included 8<sup>th</sup> graders.

**TABLE 3**  
**Alexandria City Public Schools Summary of Chronically Absent Students**  
**Race and Ethnicity Quarter 1 and 2 AY 2020-21**

School Level	Black						Hispanic						White					
	<u>Q1+Q2</u>		<u>Q2</u>		<u>Q1</u>		<u>Q1+Q2</u>		<u>Q2</u>		<u>Q1</u>		<u>Q1+Q2</u>		<u>Q2</u>		<u>Q1</u>	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Elementary	358	19%	398	21%	335	18%	805	30%	838	32%	808	31%	107	5%	150	7%	111	5%
Middle	92	10%	123	14%	90	10%	240	18%	279	21%	241	18%	34	4%	62	7%	36	4%
High	159	15%	204	19%	171	16%	446	27%	490	29%	490	29%	58	6%	86	8%	73	7%
Other (CFC)	4	67%	3	50%	3	50%	7	58%	6	55%	10	77%	N/A	N/A	N/A	N/A	N/A	N/A
Division	<b>613</b>	<b>16%</b>	<b>728</b>	<b>19%</b>	<b>599</b>	<b>15%</b>	<b>1498</b>	<b>27%</b>	<b>1613</b>	<b>29%</b>	<b>1549</b>	<b>27%</b>	<b>199</b>	<b>5%</b>	<b>298</b>	<b>7%</b>	<b>220</b>	<b>5%</b>

**TABLE 4**  
**Alexandria City Public Schools Summary of Chronically Absent Students**  
**English Learners, Students with Disabilities, and Students who are Disadvantaged Quarter 1 and 2 AY 2020-21**

School Level	EL						SPED						Disadvantaged					
	<u>Q1+Q2</u>		<u>Q2</u>		<u>Q1</u>		<u>Q1+Q2</u>		<u>Q2</u>		<u>Q1</u>		<u>Q1+Q2</u>		<u>Q2</u>		<u>Q1</u>	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Elementary	833	27%	858	28%	833	27%	189	27%	195	28%	808	31%	1212	26%	1297	28%	1149	25%
Middle	151	20%	166	22%	162	21%	61	17%	70	19%	241	18%	349	15%	422	18%	355	16%
High	290	30%	299	31%	334	34%	103	26%	114	29%	490	29%	613	22%	700	26%	622	23%
Other (CFC)	3	38%	2	29%	6	67%	4	57%	3	43%	10	77%	11	65%	9	56%	11	69%
Division	<b>1277</b>	<b>27%</b>	<b>1325</b>	<b>28%</b>	<b>1335</b>	<b>28%</b>	<b>357</b>	<b>25%</b>	<b>382</b>	<b>26%</b>	<b>1549</b>	<b>27%</b>	<b>2185</b>	<b>22%</b>	<b>2428</b>	<b>25%</b>	<b>2137</b>	<b>22%</b>

**TABLE 5**  
**Chronic Absenteeism Rate Calculation Methods**

Quarter	Calculation
Q1+Q2 September 7, 2020 to January 28, 2021	$\frac{\text{Number of students in the denominator who were absent 10\% or more of days enrolled in Q1 and Q2}}{\text{Number of students enrolled at the end of Q2 who were enrolled at least 20 days total}}$
Q2 November 3, 2020 to January 28, 2021	$\frac{\text{Number of students in the denominator who were absent 10\% or more of days enrolled in Q2}}{\text{Number of students enrolled at the end of Q2 who were enrolled at least 20 days total in Q2}}$
Q1 September 7, 2020 to November 2, 2020	$\frac{\text{Number of students in the denominator who were absent 10\% or more of days enrolled in Q1}}{\text{Number of students enrolled at the end of Q1 who were enrolled at least 20 days total in Q1}}$