



# **Omaha Public School District 2024-25 Attendance and Absenteeism**

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## Executive Summary/Key Findings

- In 2024-25, unexcused absences made up 71.7% of all out-of-school absences, an increase of 3.3 percentage points compared to 2023-24.
  - Unexcused absences include the “absent”, “truant”, and “unverified” codes. The “unverified” absence code, defined as an absence that has not been verified by the school and is not excused, made up 52.6% of all absences recorded in 2024-25.
  - The increase in unexcused absence codes was driven by an increase in “unverified” absence and coincided with a decrease in “illness” and “medical” absence code use.
- In 2024-25, excused absences made up 28.3% of all out-of-school absences.
  - Excused absences include numerous absence codes. The excused “illness” and “medical” codes are the most used excused codes and made up 16.9% and 7.0% of all absences respectively in 2024-25.
  - Out-of-school “suspension” absences, an excused absence representing when a student was suspended from school, made up 3.1% of all absences in 2024-25, a decrease of 0.8 percentage point from the 2023-24 school year. Suspension absences make up 0.9% at the elementary level, 7.5% at the middle school level, and 2.8% in high schools.

### Students attending for 95% of their school year

- Asian & Native Hawaiian or Pacific Islander students (58.3%) have the highest rates of students attending for 95% or more of the school year followed by white students (43.1%).
- Current ELs (39.6%), exited ELs (39.0%) and refugee students (46.7%) were the most likely overall to attend for 95% or more of the school year compared to students who were not served as ELs (31.8%) or not identified as refugees (34.2%).
- Students who were not eligible for educational benefits (43.5%) were more likely to attend 95% or more of the school year compared to students who were eligible for educational benefits (29.8%).
- Students without IEPs (36.2%) were more likely to attend 95% of the school year compared to students with IEPs (28.9%).
- Students who were provided contracted district transportation as of 10/1/2024 (34.4%) were slightly less likely to attend 95% of the school year compared to students who were not receiving contracted district transportation (35.6%).

### Chronically Absent – Students absent for 10% or more of their school year

- Chronic absenteeism is most pronounced at the high school level (60.1%), decreases at the middle level (38.6%), and is lowest at the elementary level (24.2%).
- American Indian or Alaska Native students (56.0%) have the highest rates of chronic absenteeism followed by Black or African American students (48.4%).
- Non-EL students (42.0%) and non-refugee students (38.9%) were more likely overall to be chronically absent compared to students who were current or exited ELs (31.4% and 36.4%) or identified as refugees (29.6%).
- Students who were eligible for educational benefits (43.7%) were more likely to be chronically absent compared to students who were not eligible for educational benefits (29.5%).
- Students with IEPs (45.4%) were more likely to be chronically absent compared to students without IEPs (36.8%).

- Students who were provided contracted district transportation as of 10/1/2024 (39.8%) were slightly more likely to be chronically absent compared to students who were not receiving contracted district transportation (37.2%).

## Introduction

A student's attendance at school is essential to their academic success and social and emotional well-being. Regular attendance and participation at school are the foundation for successful graduation from high school and we expect every student to attend school on time and every day. Beginning in Kindergarten, absenteeism can begin to impact a student's academic performance in the future (Gottfried & Ansari, 2021). According to research compiled by Attendance Works, by third grade, attendance impacts whether a student reads on or above grade level (Attendance Works, 2024). Findings from the Baltimore Education Research Consortium suggest that by sixth grade, absenteeism is one of three signs a student may drop out of school (Alonso et al., 2011). Additional analyses of the most recently available Nebraska Student-Centered Assessment System (NSCAS) testing in the Omaha Public Schools suggest that students who are absent for less than five percent of their school year have higher proficiency rates on state tests in language arts, math, and science. Students who attend regularly stay engaged in school and are prepared to excel in college, career, and life.

School attendance is required by law in Nebraska for children 6 through 17 years of age. The responsibility for ensuring children's regular school attendance is a responsibility shared by schools, parents, guardians, educational decision maker students, and the community. Our district, in accordance with state law, has an attendance policy that encourages daily attendance while providing support and resources to students and families that help address attendance barriers and chronic absenteeism. Families are encouraged to call their child's school as soon as they are aware their child will be absent. There are many reasons that a student's absence would be excused and those are recorded as excused when the school is notified of a valid excuse. District policy for students who accumulate 20 days of excused and unexcused absences outlines the communication and support provided by the attendance team. During the 2024-25 school year, milestone letters were sent after days 5 and 15 of a student missing school. The attendance team, which includes school building administrators, School Support Liaisons, School Counselors and School Social Workers, are all equipped to support families with student attendance.

The following report provides a review of student attendance and absenteeism for the 2024-25 school year and its relationship to trends across previous school years. Appendix B presents the figures from which most of the discussed statistics are taken. In this reporting, students who attended 95% or more of their enrolled school year were absent for fewer than nine days if they were enrolled for the full school year. Chronically absent students have missed 10% or more of their school year and have missed 17 or more days if they were enrolled for the full school year. Finally, students who missed more than 5% but less than 10% of their school year are identified as being at risk of becoming chronically absent. Focusing on all students provides insight into the student attendance trends impacting school communities, both positive and negative.

The Nebraska Department of Education (NDE) uses a cutoff of ten or more days of enrollment to determine if a student's attendance should be counted in the metrics by which a school is graded by NDE. Most analyses in this report only include students who were enrolled in their school or the school district for 40 or more days. At the district level, this distinction removes about 1,700 (3%) students from the analysis in each school year. These students have been removed to help account for high student and family mobility between schools and school districts. Beginning with next year's reporting (2025-26), we will align this report to include all students enrolled for 10 or more days to mirror the NDE's attendance business rules. A preview of this change suggests that it will have a minimal impact on the trends reported here. Students

enrolled in pre-kindergarten classes are not included in this report. Additionally, Adult High School, Gateway to College, Homebound, Interim and Contract locations, and the Transition Program have all been excluded from these calculations because of low enrollment and different attendance taking methods.

## Collaborative Attendance Improvement Plans

A Collaborative Attendance Improvement Plan (CAIP) is a plan created by a student’s family and school attendance team to address barriers to school attendance. The CAIP process has been in place for many years, but updates were made for the 2024-25 school year to meet the requirements of legislative changes. A new dashboard focusing on barriers to attendance has been developed for the 2025-26 school year to help track these barriers to attendance so that appropriate services can be provided to students and their families. These plans are created when a student misses 20 days of school (excused or unexcused) and include resources and support to address barriers to attendance, which may include:

- Behavioral Health
- Financial Burden
- High Risk Behaviors
- Homelessness
- Home Concerns
- Mental Health
- Neglect
- Parent/Guardian Communication
- Physical Health
- School Engagement/Academics
- Transportation
- Truancy
- Withdrawal

CAIPs consider (but are not limited to):

- The physical, mental, or behavioral health of the child
- Educational counseling
- Referral to community agencies for economic services
- Family or individual counseling
- Assisting the family in working with other community services
- Referral to restorative justice practices or services

## Absence Code Use

In 2024-25, unexcused absences made up 71.7% of all out-of-school absences, an increase of 3.3 percentage points from the 2023-24 school year. The “unverified” absence code, defined as an absence that has not been verified by the school and is not excused, made up 52.6% of all absences recorded in 2024-25. The “unverified” code is used for 35.8% of all absences at the elementary level but increases to 65.4% by high school. The broad use of this code likely stems from a lack of information from families regarding why a student is absent, the overall volume of attendance record keeping needed each day, and a district practice of changing un-coded period absences at the secondary level to “unverified” after three weeks so that they can be reported to NDE. The lack of information about these absences makes it more difficult to understand absenteeism in our District. The “absent” code, defined as an absence that is verified by the school but not excused, made up 16.6% of absences in 2024-25. The “absent” code was used for 24.7% of all absences at the elementary level but decreases to 11.3% at the high school level.

Excused absences made up 28.3% of absences in 2024-25, a decrease of 3.3 percentage points from the 2023-24 school year. The excused “illness” and “medical” codes represented

16.9% and 7.0% of all absences respectively in 2024-25 and decreased 2.5 percentage points combined when compared to the 2023-24 school year. The “illness” absence represents when a parent or guardian notifies the school the student is ill while a “medical” absence represents that a medical provider’s note was provided, or the school nurse sent the student home. Illness and medical absences account for 37.2% of absences at the elementary level but only 14.9% at the high school level. Out-of-school “suspension” absences, an excused absence representing when a student was suspended from school, made up 3.1% of all absences in 2024-25, a decrease of 0.8 percentage point from the 2023-24 school year. Suspension absences make up 0.9% at the elementary level, 7.5% at the middle school level, and 2.8% in high schools.

## Students Attending 95% or More of the School Year

Beginning in the 2018-19 school year, the department of Student and Community Services started a focused initiative to support student, family, and school efforts to get every OPS student to attend school for 95% or more of the school year and reduce chronic absenteeism. In 2024-25, 34.9% of all students attended 95% of their school year, an increase of 2.1 percentage points from the 2023-24 school year. The percentage of students meeting this goal increased at elementary and middle school levels, while staying relatively flat at the high school level. At the elementary level, 44.4% of all students attended 95% of their school year in 2024-25, an increase of 3.2 percentage points from 2023-24. At middle school, the rate was 35.3% (an increase of 3.0 percentage points). And at the high school level, 19.7% attended for 95% of their school year (a decrease of just 0.1 percentage point).

Student group differences for students attending school for 95% or more of the school year include:

- Asian & Native Hawaiian or Pacific Islander students (58.3%) have the highest rates of students attending for 95% or more of the school year followed by white students (43.1%).
- Current ELs (39.6%), exited ELs (39.0%) and refugee students (46.7%) were more likely overall to attend for 95% or more of the school year compared to students who were not served as ELs (31.8%) or not identified as refugees (34.2%).
- Students who were not eligible for educational benefits (43.5%) were more likely to attend 95% or more of the school year compared to students who were eligible for educational benefits (29.8%).
- Students without IEPs (36.2%) were more likely to attend 95% of the school year compared to students with IEPs (28.9%).
- Students who were provided contracted district transportation as of 10/1/2024 (34.4%) were slightly less likely to attend 95% of the school year compared to students who were not receiving contracted district transportation (35.6%).

## Chronic Absenteeism

Chronic absenteeism, defined as missing 10% or more of the school year, represents a common metric used across education to understand students whose absenteeism is likely to impact their academic achievement. In 2024-25, 38.4% of students missed 10% or more of their enrolled time during the year, a decrease of 1.8 percentage points over the 2023-24 school year. The percentage of students who were at risk for becoming chronically absent decreased by 0.3 percentage point compared to the 2023-24 school year. Chronic absenteeism is most pronounced at the high school level (60.1%), decreases at the middle level (38.6%), and is

lowest at the elementary level (24.2%). The percentage of students missing more than 10% of the school year decreased in elementary schools (by 2.8 percentage points) and middle schools (by 3.6 percentage points) but increased slightly (by 0.5 percentage point) in high schools compared to the 2023-24 school year.

Student group differences in chronic absenteeism rates include:

- American Indian or Alaska Native students (56.0%) have the highest rates of chronic absenteeism followed by Black or African American students (48.4%).
- Non-EL students (42.0%) and non-refugee students (38.9%) were more likely overall to be chronically absent compared to students who were current or exited ELs (31.4% and 36.4%) or identified as refugees (29.6%).
- Students who were eligible for educational benefits (43.7%) were more likely to be chronically absent compared to students who were not eligible for educational benefits (29.5%).
- Students with IEPs (45.4%) were more likely to be chronically absent compared to students without IEPs (36.8%).
- Students who were provided contracted district transportation as of 10/1/2024 (39.8%) were slightly more likely to be chronically absent compared to students who were not receiving contracted district transportation (37.2%).

## Strategic Plan of Action

The district's Strategic Plan of Action (SPOA) goal one under the strategic priority of Ethic of Care identifies a goal for improving attendance. This goal states that each year, all schools and programs in the Omaha Public Schools will demonstrate an increase of up to 2 percentage points in the percentage of students missing fewer than nine days. The measurement of this goal is done using the percentage of students attending for 95% of the school year instead of students missing fewer than nine days, which is roughly 5% of a school year of 165 to 170 days. The baseline year for measurement of this goal is the 2022-23 school year, and the calculations do not include PK students, students enrolled at the school for less than 40 school days, or student enrollments at locations for less than 50% of their school day. Adult High School, Gateway to College, Homebound, Interim and Contract locations, and the Transition Program have been excluded from these calculations because of low enrollment and different attendance taking methods. Change in rate is calculated by subtracting the previous year's rate from the current year's rate. Appendix A presents a school level measurement of this SPOA goal. This will be the last reporting period for this strategic plan goal that concluded in 2025.

In 2024-25, 51 of 98 (52.0%) schools and programs met the goal of increasing the rate of students attending 95% or more of the school year by 2 percentage points compared to the 2023-24 year. A total of 19 of 98 (19.4%) schools and programs experienced growth in the rate of students attending for 95% or more of the school year between the 2023-24 and 2024-25 school years but did not reach the 2% improvement goal. Overall, 70 (71.4%) schools and programs experienced growth in the rate of students attending 95% or more of the school year between the 2023-24 and 2024-25 school years. Examining this goal by school level:

- Thirty-eight (58.5%) elementary schools increased by 2 percentage points or more and 11 additional elementary schools increased, but not by 2 percentage points or more.

- Eight (61.5%) middle schools increased by 2 percentage points or more and three additional middle schools increased, but not by 2 percentage points or more.
- No high schools increased by 2 percentage points more, however, five high schools increased, but not by 2 percentage points or more.
- Five (45.5%) programs increased, all by 2 percentage points or more.

### College & Careers Academies and Pathways (CCAP): Freshman Academy

Freshman academy was established at all high schools in 2021-22 and CCAP was fully implemented at the end of the 2024-25 school year. All high schools include attendance goals in their school improvement plans and freshman academy and attendance teams regularly use the attendance dashboard to monitor and intervene in support of students and families. At the high school level, absenteeism is least pronounced in grade nine where about 52% of students were chronically absent in 2024-25. This is a decrease of 0.6 percentage point over the previous year. About 26% of grade nine students attended 95% of their school year. This is an increase of 1.3 percentage points over the previous year. Six schools (Benson, Buena Vista, Burke, North, Northwest, and South) experienced decreases in the percentage of grade nine students who were chronically absent in 2024-25. Eight schools (Benson, Buena Vista, Burke, Central, North, Northwest, South, and Westview) experienced increases in the percentage of grade nine students attending 95% of their school year in 2024-25. The highest increases occurred at Buena Vista, North, and Northwest, which all saw increases of over 4 percentage points.

### Conclusion

A student's attendance at school is critical to maintaining academic success and engagement in school. Regular attendance and participation at school are the foundation for achievement at all school levels and are strong predictors of high school graduation. A student's school attendance is a shared responsibility between schools, families, students, and the wider community. Communication between a family and their student's school regarding attendance is an important part of addressing student absenteeism. The district's attendance policy encourages daily attendance while providing support and resources to students and families that help address attendance barriers and chronic absenteeism through the school's attendance team. This report is intended to inform stakeholders about trends in attendance and absenteeism and help align support related to student attendance.

## References

- Attendance Works (2024). *Stemming the Surge in Chronic Absence: What States Can do a Fourth Annual Review of State Attendance Policy and Practice*. Retrieved from <https://www.attendanceworks.org/wp-content/uploads/2019/06/Policy-Brief-2024-062524.pdf>
- Alonso, A., Connolly, F., Bell-McKoy, D., Duval-Harvey, J., Henderson, J. H., Norman, O., Plank, S., Satelises, Sundius, J., Van Itallie, M. D. (2011). *Destination graduation: Sixth grade early warning indicators for Baltimore City Schools. Their prevalence and impact*. ERIC Clearinghouse. Retrieved from <http://www.baltimore-berc.org/pdfs/SixthGradeEWIFullReport.pdf>
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- Roderick, M., Kelley-Kemple, T., Johnson, D. W., Beechum, N. O. (2014). *Preventable Failure: Improvements in Long-Term Outcomes When High Schools Focused on the Ninth Grade Year. Research Summary*. University of Chicago Consortium on Chicago School Research. 1313 East 60th Street, Chicago, IL 60637. Retrieved from <https://www.attendanceworks.org/wp-content/uploads/2017/09/Preventable-Failure-CCSR-April-2014.pdf>

## Appendix A

### Strategic Plan of Action: Ethic of Care Goal 1: 2024-25

Each year, all schools and programs in the Omaha Public Schools will demonstrate an increase of up to 2% in the percentage of students missing fewer than nine days.

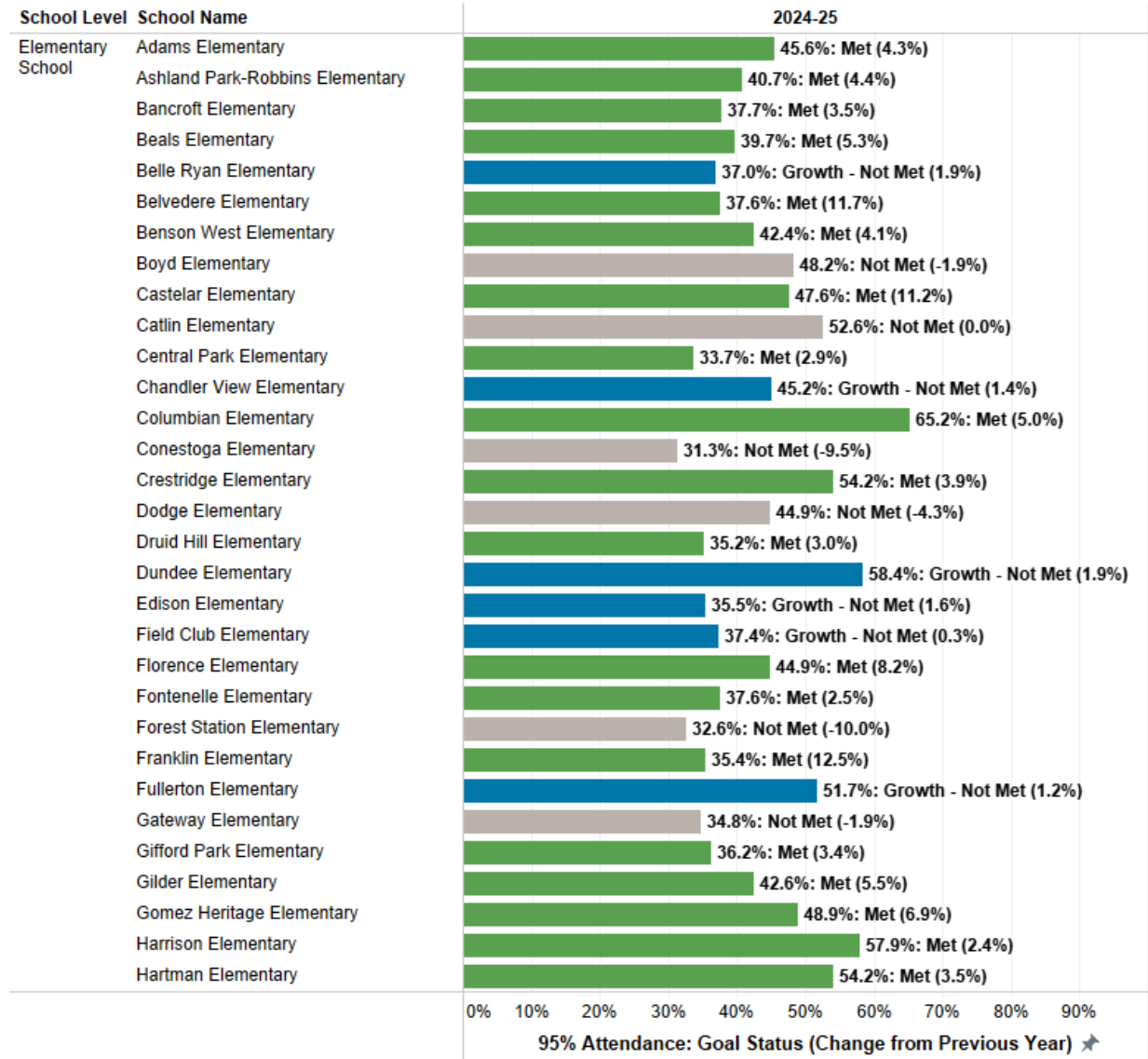
Total Schools/Programs = 98  
 Total Schools/Programs Meeting Goal = 51  
 % Schools/Programs Meeting Goal = 52.0%

Total Schools/Programs = 98  
 Total Schools/Programs with Positive Growth = 70  
 % Schools/Programs with Positive Growth = 71.4%

2% Change in School % - Goal Status

Met Growth - Not Met Not Met

95% Attendance: Goal Status (Change from Previous Year)



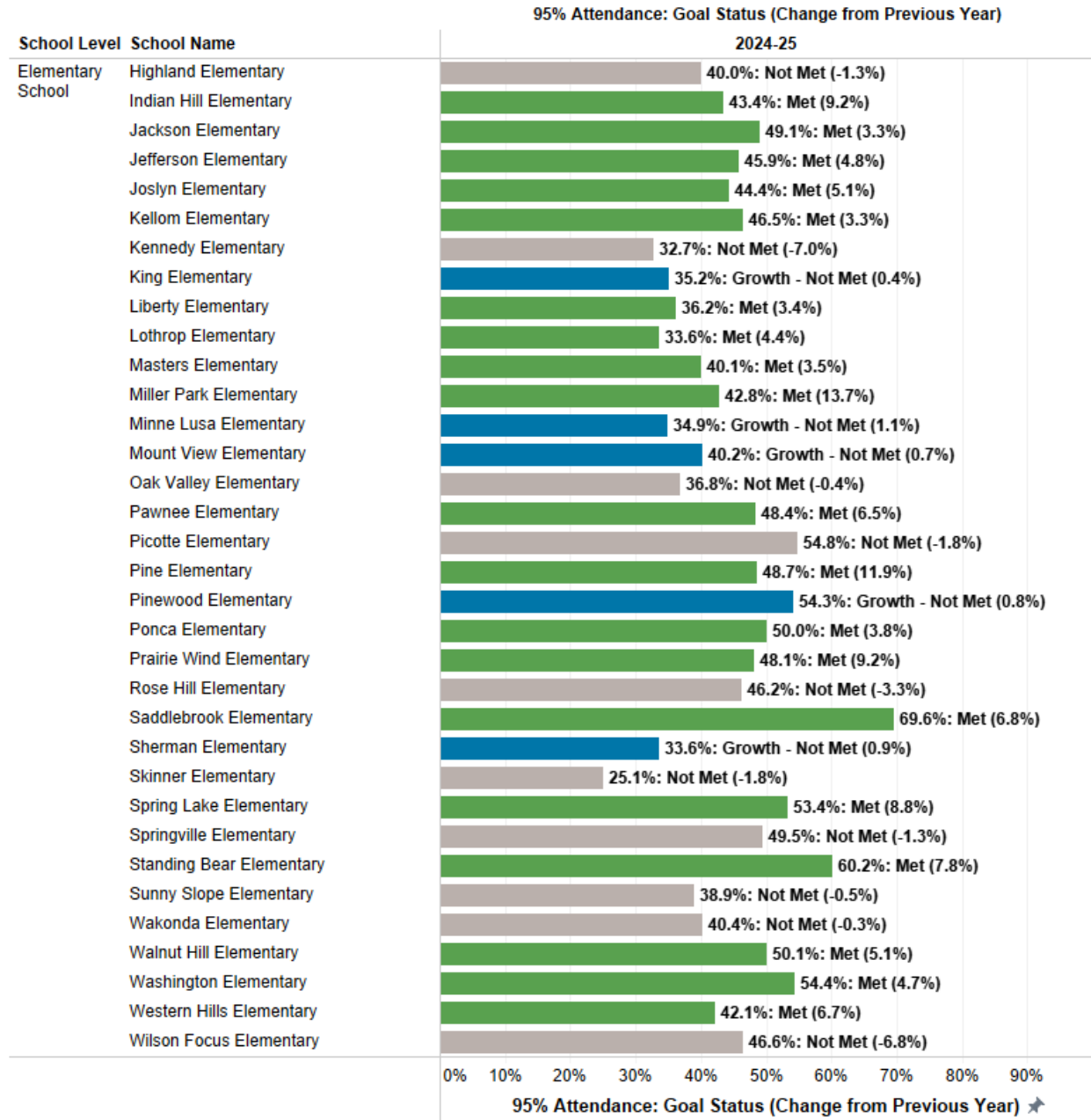
Notes: These calculations do not include PK students, students enrolled at the school for less than 40 school days, or students enrolled for less than 50% FTE. Change in rate is calculated by subtracting the previous year's rate from the current year's rate. Adult High School, Gateway to College, Homebound, Interim and Contract locations, and the Transition Program have been excluded from these calculations because of low enrollment and different attendance taking methods.

### Strategic Plan of Action: Ethic of Care Goal 1: 2024-25

Each year, all schools and programs in the Omaha Public Schools will demonstrate an increase of up to 2% in the percentage of students missing fewer than nine days.

2% Change in School % - Goal Status

■ Met     
 ■ Growth - Not Met     
 ■ Not Met



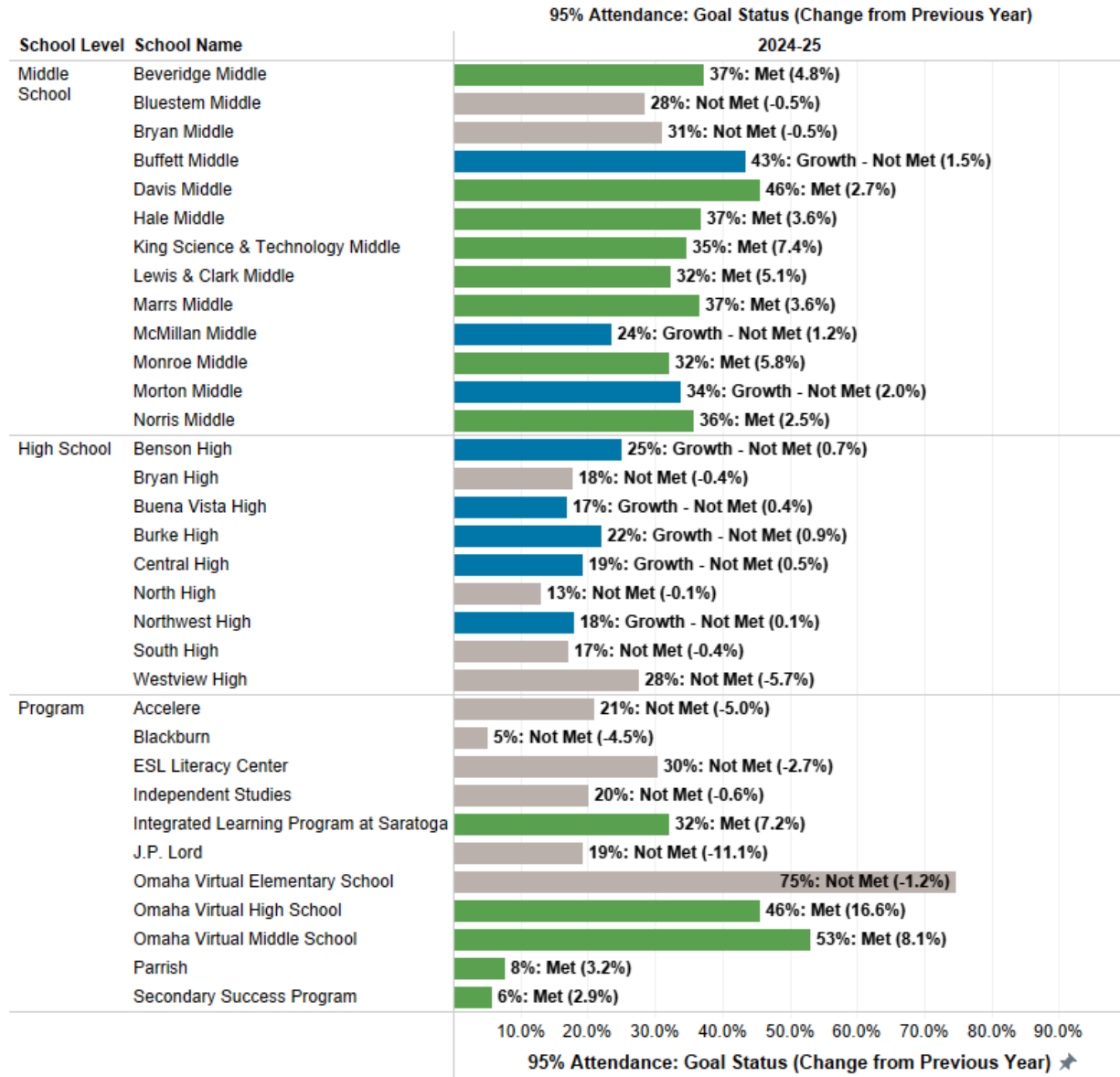
Notes: These calculations do not include PK students, students enrolled at the school for less than 40 school days, or students enrolled for less than 50% FTE. Change in rate is calculated by subtracting the previous year's rate from the current year's rate. Adult High School, Gateway to College, Homebound, Interim and Contract locations, and the Transition Program have been excluded from these calculations because of low enrollment and different attendance taking methods.

### Strategic Plan of Action: Ethic of Care Goal 1: 2024-25

Each year, all schools and programs in the Omaha Public Schools will demonstrate an increase of up to 2% in the percentage of students missing fewer than nine days.

2% Change in School % - Goal Status

■ Met     
 ■ Growth - Not Met     
 ■ Not Met



Notes: These calculations do not include PK students, students enrolled at the school for less than 40 school days, or students enrolled for less than 50% FTE. Change in rate is calculated by subtracting the previous year's rate from the current year's rate. Adult High School, Gateway to College, Homebound, Interim and Contract locations, and the Transition Program have been excluded from these calculations because of low enrollment and different attendance taking methods.

# Data Limitations and Definitions

- The counts and percentages depicted may not match the Attendance Dashboard due to changes made in Infinite Campus after these data were compiled.
- Only students in grades K-12 with >50% enrollment FTE were used in these analyses.
- Some program locations were excluded because they use different attendance-taking methods or are not a traditional school environment. These include:
  - Adult High School
  - Gateway to College
  - Homebound
  - Interim and Contracted Locations
  - Transition Programs
- The programs that have been excluded differ from previous versions of this report. All programs present in the attendance dashboard are now included in this reporting.
- Absences are an accumulation of all absent time - be it from the beginning of the day, the end of the day, the full day, or any period within the school day.
- Totals displayed by school level will not match the overall total because students could be enrolled at more than one level across a school year.

# Data Limitations and Definitions

The absence codes used in this analysis include all out-of-school absences that are not exempt because they are school/district sanctioned. These include:

## Excused absences:

- **Bereavement (BER)** - Parent/guardian notifies the school the student is attending a funeral. *DEPICTED AS "OTHER"*
- **Court/Legal Appearance (LEG)** - Parent/guardian notifies the school the student is required to attend a court or legal proceeding. This is specific to only the student. *DEPICTED AS "OTHER"*
- **Illness (ILL)** - Parent/guardian notifies the school the student is ill.
- **Medically Excused (MED)** - A medical provider's note is required to verify the absence to include: a medical appointment, hospitalization, or a long term chronic physical or mental illness; or the school nurse is required to send the student home.
- **Military Leave (MIL)** - Parent/guardian notifies the school the student absence is specific to deployment and/or military leave activities. *DEPICTED AS "OTHER"*
- **Post-Secondary Visit (PSV)** - Parent/guardian notifies the school the student is visiting a post-secondary program. *DEPICTED AS "OTHER"*
- **Religious Holiday Observance (RHO)** - Parent/guardian notifies the school of the religious holiday observance. *DEPICTED AS "OTHER"*
- **Suspension (SUS)** - Student absence while they on suspension.

## Unexcused absences:

- **Absent (ABS)** - The school has been notified of an absence that does not constitute an excused absence.
- **Truant (TRU)** - Neither the family nor school officials know the student's whereabouts, the student is refusing to attend school, class, or the school has been notified that the student has been reported as a run-away.
- **Unverified (UNV)** - No one has contacted the school, or the school has been unable to confirm the reason for the absence, or the school has not confirmed the reason for absence.

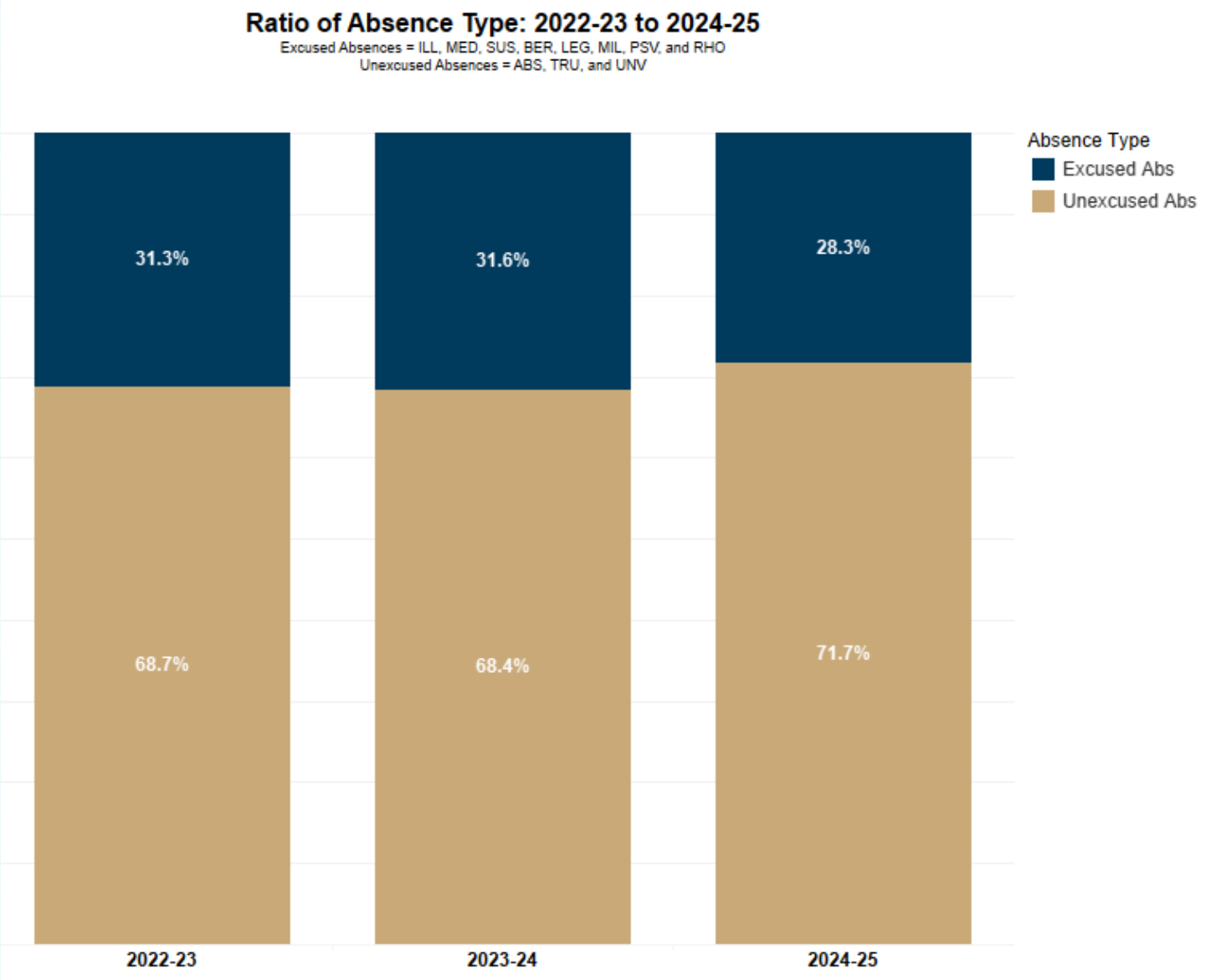
**Exempt absence codes are not used in these analyses because either the student is at a school-sponsored activity, or the absence is the result of school/district action. Exempt absences include:**

- **School Sponsored Activities (ACT)** – School-related activities that take a student out of their scheduled classes, i.e. field trips, competitions, athletic events, school matinees, speakers, testing, etc.
- **Office (OFF)** - The student is in the school, but has written authorization from a school administrator or nurse identifying the reason the student was not in class.
- **Student Success Center (SSC)** - Student attending Student Success Center.
- **OPS Student Transportation (BUS)** - The principal, or designee, provides notice that there has been a delay due to District-provided transportation.
- **Interim (INT)** - The student is in an interim school setting.
- **Senior Release (SSR)** – The student is a 12<sup>th</sup> grader and not required to attend at the end of the school year - graduation.

# Absence Code Use: 2022-23 to 2024-25

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

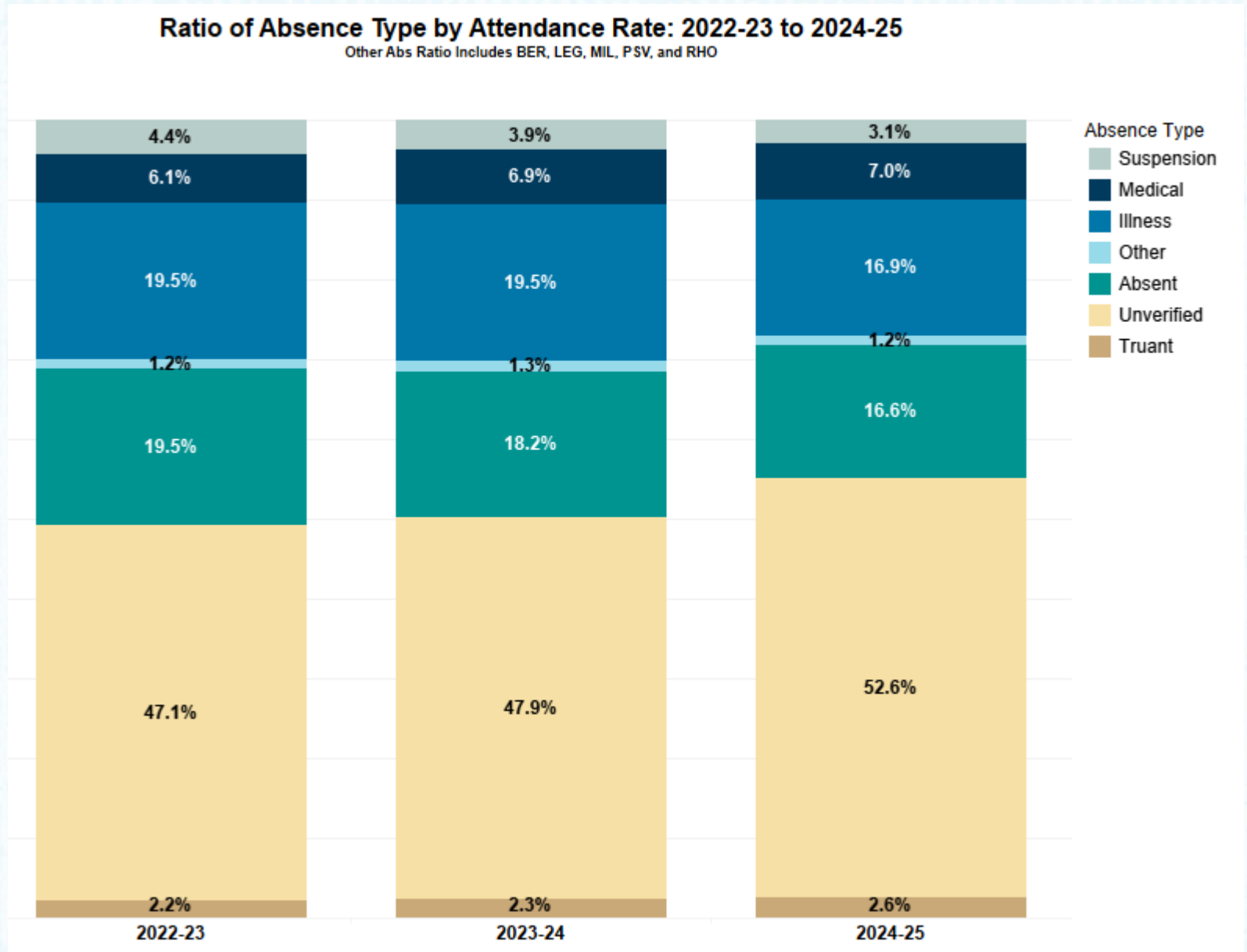
- Use of unexcused vs. excused absence codes has been relatively consistent over the past three years, however there was an increase in unexcused absences of just over 3 percentage points in 2024-25.
- In 2024-25, unexcused absences made up 71.7% of all out of school absences, while excused absences made up 28.3%.



# Absence Code Use: 2022-23 to 2024-25

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- Between 2023-24 and 2024-25, most absence type use stayed consistent.
- The absence types with the most significant change were:
  - Illness (decrease of 2.6 percentage points)
  - Absent (decrease of 1.6 percentage points)
  - Unverified (increase of 4.7 percentage points)



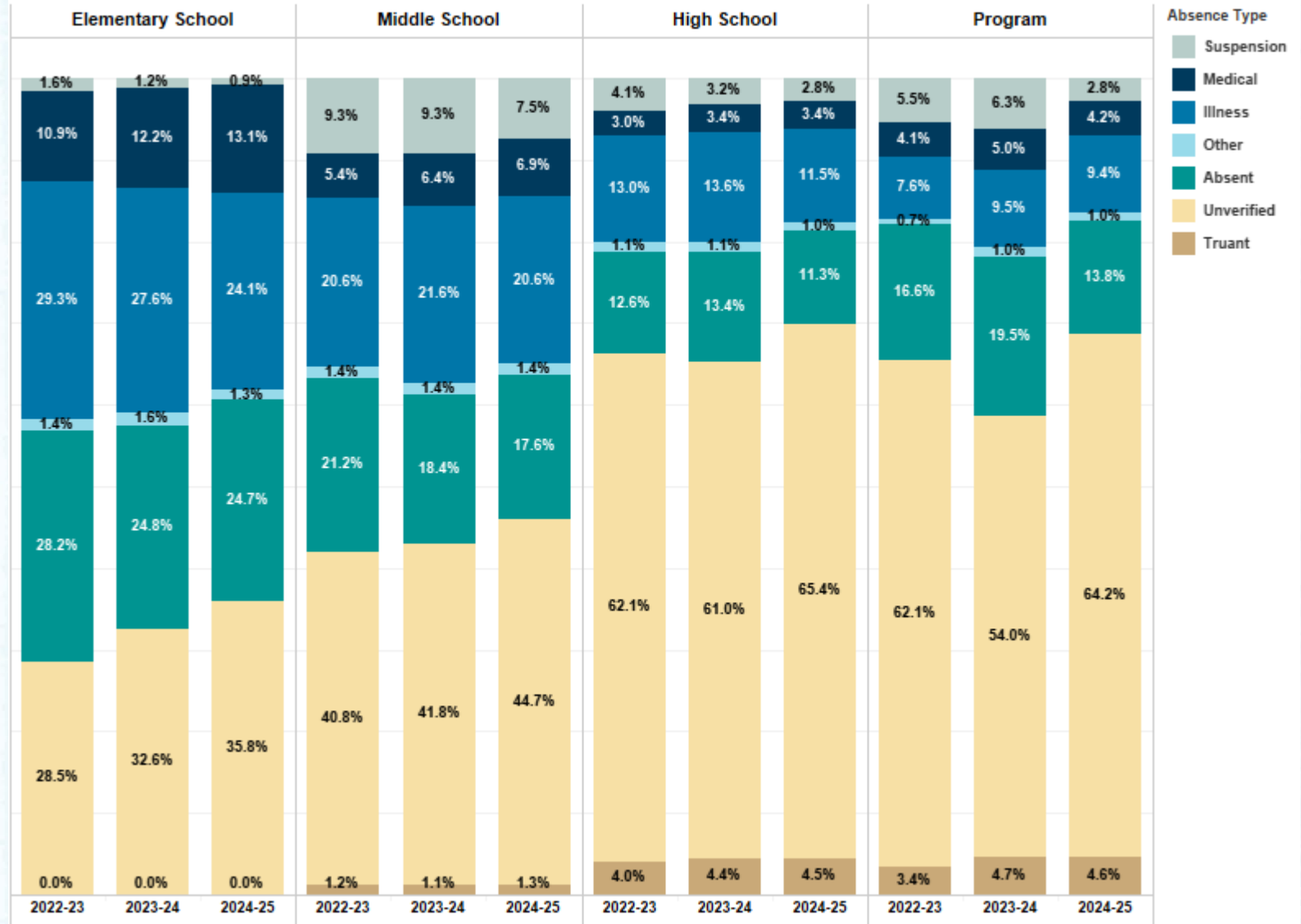
# Absence Code Use: 2022-23 to 2024-25

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- The use of the unverified absence code increased at all school levels between 2023-24 and 2024-25.
- Between 2023-24 and 2024-25, the use of the absent absence code decreased at all levels.
- The use of the suspension absence code remains highest at the middle school level. Use of this code decreased at all school levels between 2023-24 and 2024-25, decreasing by nearly 0.4 percentage point at high schools and 1.8 percentage points at middle schools.

Ratio of Absence Type by School Level: 2022-23 to 2024-25

Other Abs Ratio Includes BER, LEG, MIL, PSV, and RHO



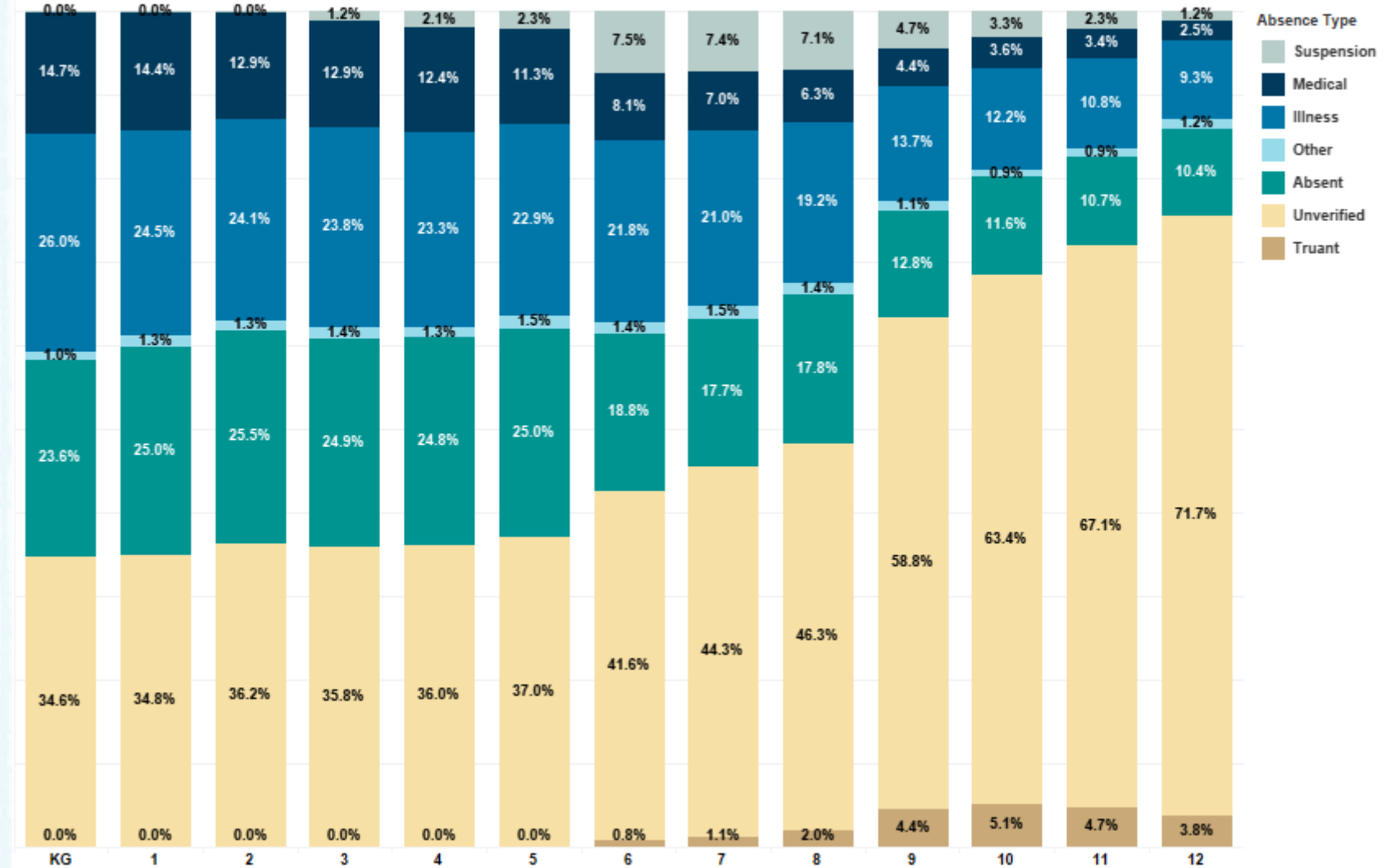
# Absence Code Use: 2024-25

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- The use of the unverified absence code as a percentage of all absences generally increases as grade level increases, while the use of most other codes decreases.
- The unverified code was used for 71.7% of all absences of 12<sup>th</sup> grade students in 2024-25.
- Absences due to suspensions peak in 6<sup>th</sup>-8<sup>th</sup> grade as in previous years.
- Use of the truant absence code increases sharply in high school, peaking in 10<sup>th</sup> grade at 5.1% in 2024-25.

## Ratio of Absence Type by Grade: 2024-25

Other Abs Ratio Includes BER, LEG, MIL, PSV, and RHO

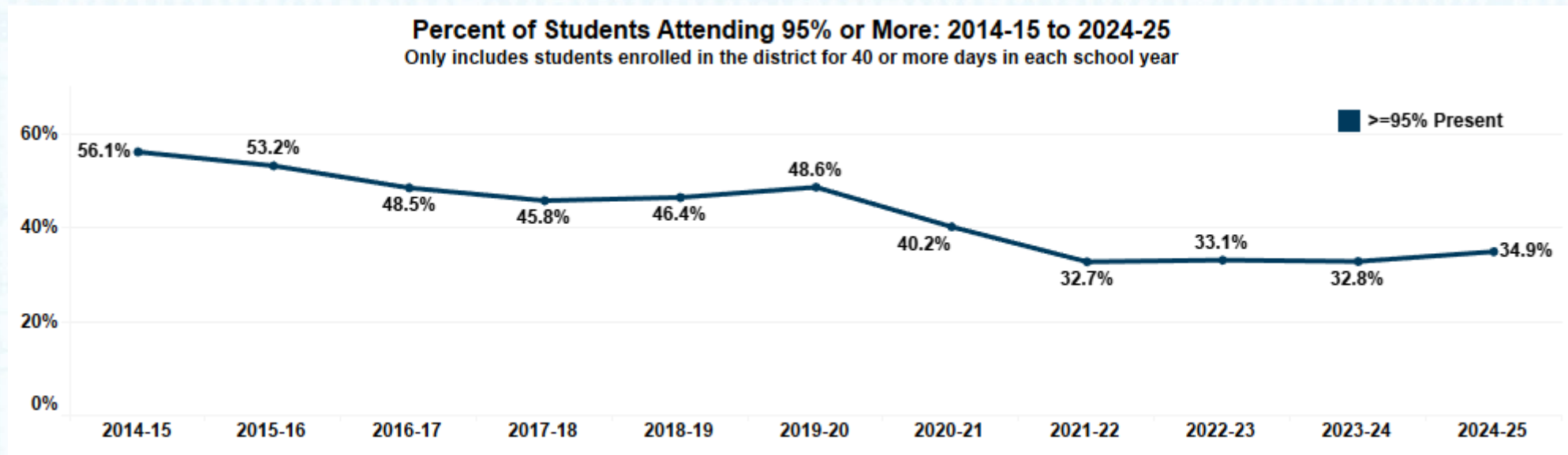


# “Unverified” and “Absent” Code Use

- The unverified and absent codes make up over half of all absences. This lack of information about the specific reasons that students are absent makes it difficult to fully understand absenteeism in our District.
- The use of the unverified code is highest at the high school level where absenteeism is most pronounced.
- At the high school level, teachers use an "A" code when a student is not in class, and they will change it to a Tardy "T" if they arrive late in any period other than the first period of the school day.
- "A" codes that were not updated/changed in Infinite Campus to a specific absence reason are subsequently converted to an unverified (UNV) absence after three weeks for state reporting purposes. This conversion likely inflates the unverified absence category.

# Students Attending 95% or More of the School Year

- Between the 2014-15 and 2019-20 school years, roughly half of K-12 students attended for 95% or more of their school year.
- The 2020-21 and 2021-22 school years were significantly impacted by the national health emergency (i.e., COVID-19). The dramatic change in attendance rates in these years suggests that the pandemic, coupled with varied learning models in 2020-21, likely impacted student attendance and attendance record keeping in several ways.
- In 2022-23 and 2023-24, the percentage of students attending 95% or more of their school year stayed relatively flat. But in the 2024-25 school year, this rate increased by 2.1 percentage points over the previous year.



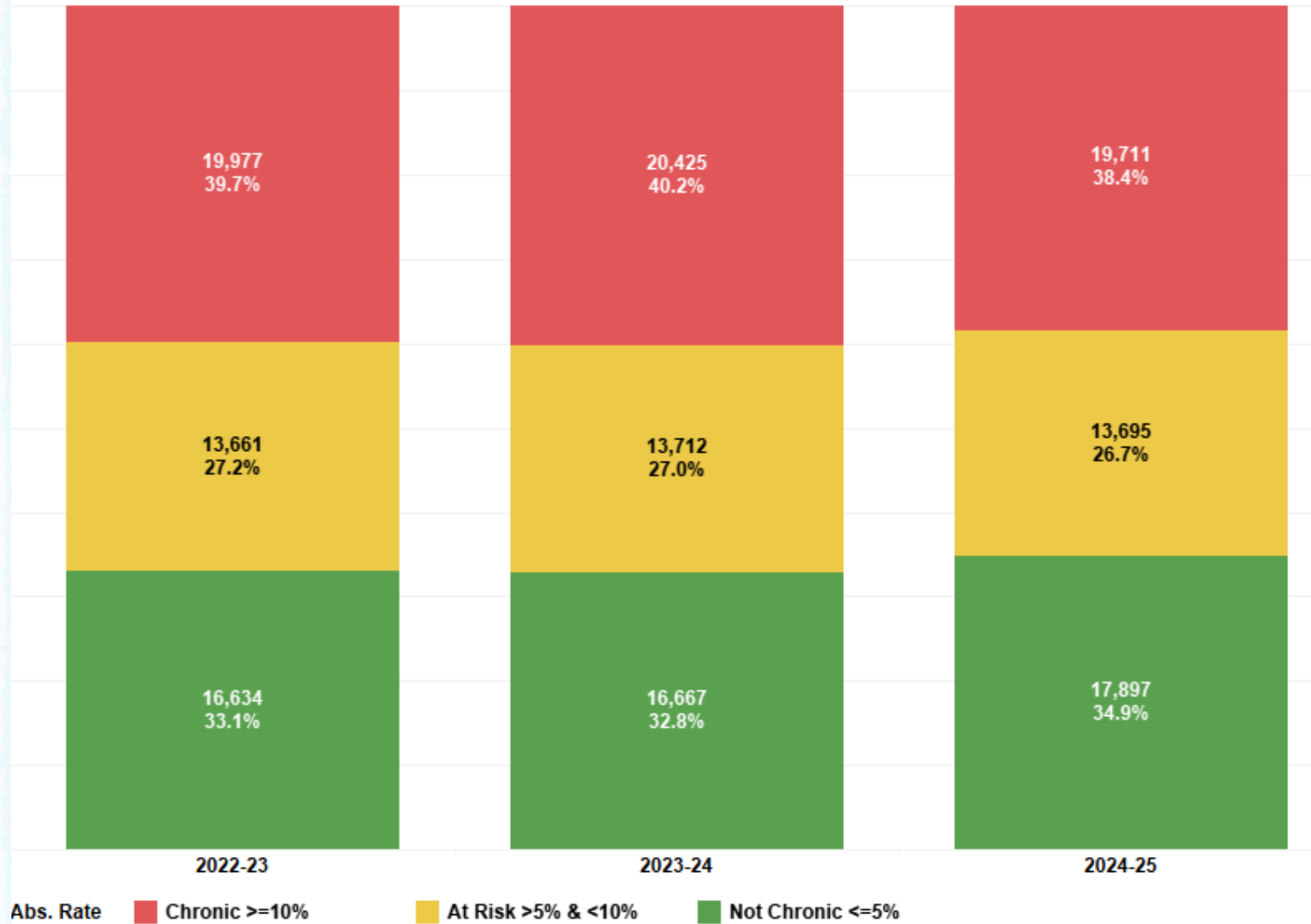
# Absenteeism

## 2022-23 to 2024-25

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- Chronic Absenteeism, represented by the red bars, is defined as students missing 10% or more of their enrolled time. This would amount to about 16-17 or more days for a student enrolled for the entire normal school year.
- In 2024-25, 38.4% of students missed 10% or more of their enrolled time during the year, a decrease of 1.8 percentage points compared to the 2023-24 school year.
- The percentage of students who were at risk for becoming chronically absent in 2024-25, represented by the yellow bar, decreased by 0.3 percentage point compared to the 2023-24 school year.
- Students attending for 95% or more of the school year are represented by the green bar. In 2024-25, the percentage of students in this category increased by 2.1 percentage points compared to the 2023-24 school year.

**Student Absence Rate by Year: 2022-23 to 2024-25**  
Only includes students enrolled in the district for 40 or more days in each school year

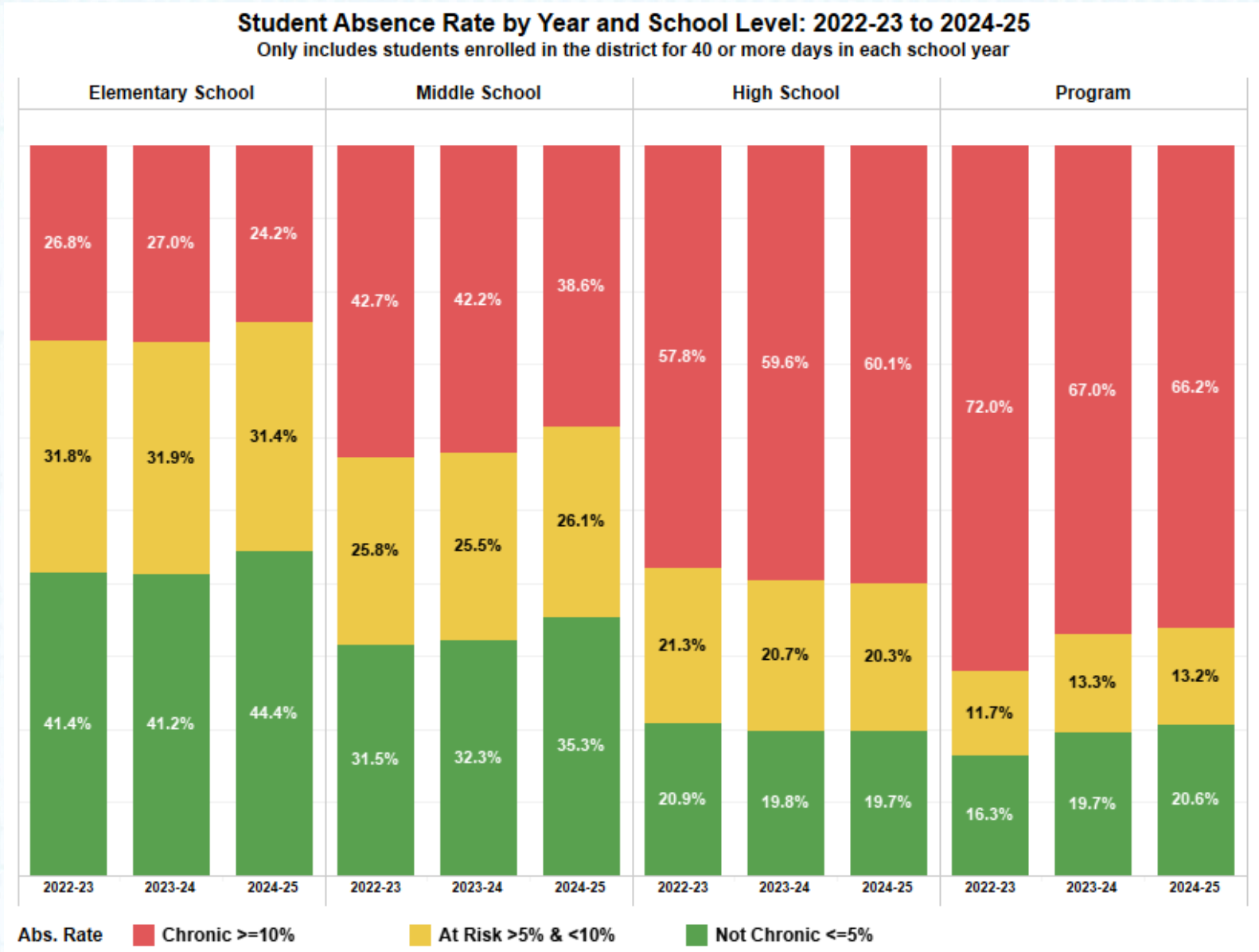


# Absenteeism

## 2022-23 to 2024-25

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

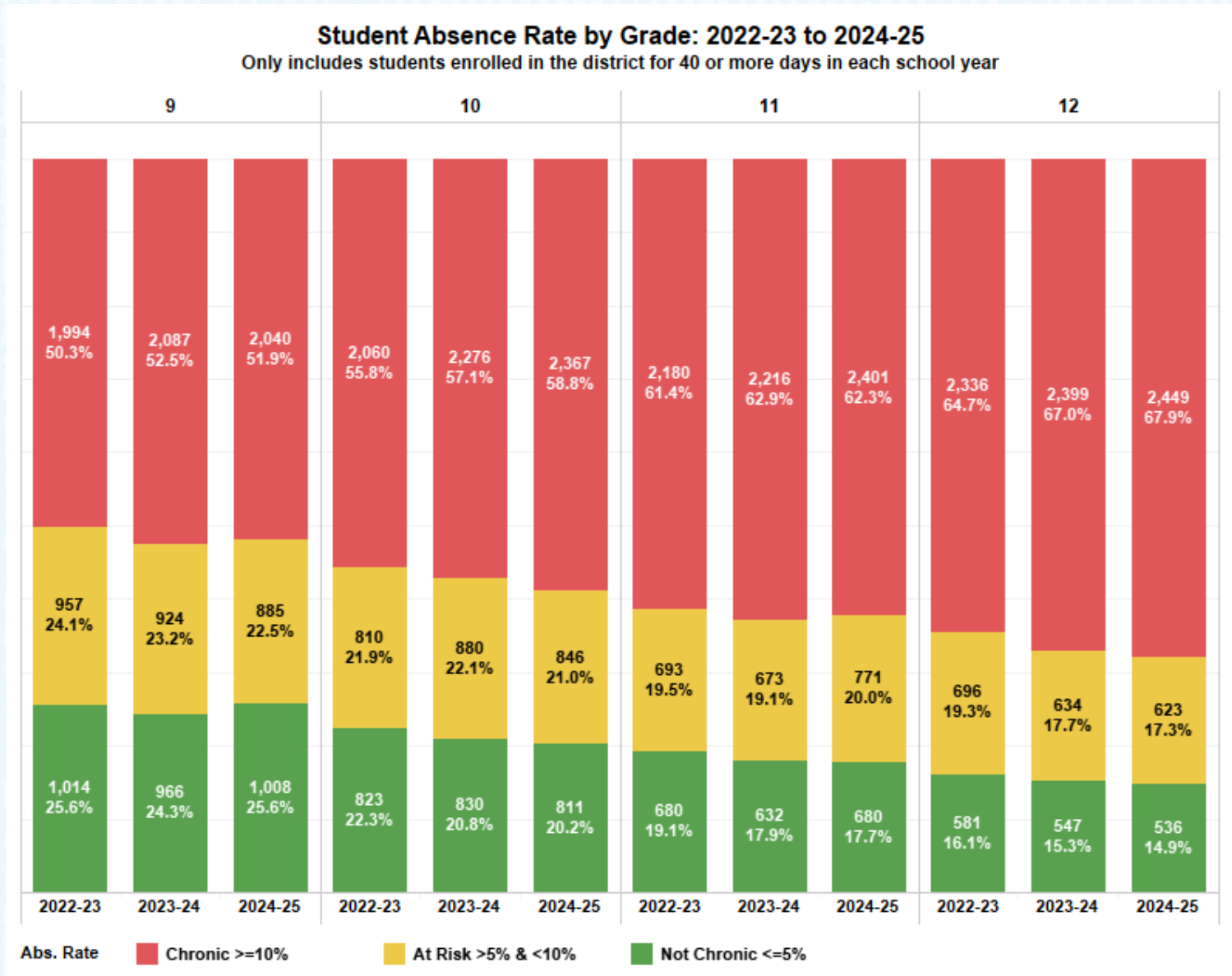
- Absenteeism is least pronounced at the elementary level and increases at the middle and high school level where about 20% of all students attend for 95% or more of their school year.
- In 2024-25, the percentage of students attending for 95% or more of the school year increased 3.2 percentage points in elementary schools, increased 3.0 percentage points at middle schools and stayed relatively flat at high schools (decreasing by just 0.1 percentage point).
- The percentage of students missing more than 10% of the school year decreased in elementary schools (by 2.8 percentage points) and middle schools (by 3.6 percentage points) but increased slightly (by 0.5 percentage point) in high schools.



# High School Absenteeism 2022-23 to 2024-25

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- Absenteeism is least pronounced at ninth grade and increases in grades ten through twelve.
- The percentage of students attending for 95% or more of the school year increased in ninth grade, while decreasing slightly in all grades ten through twelve in 2023-24.

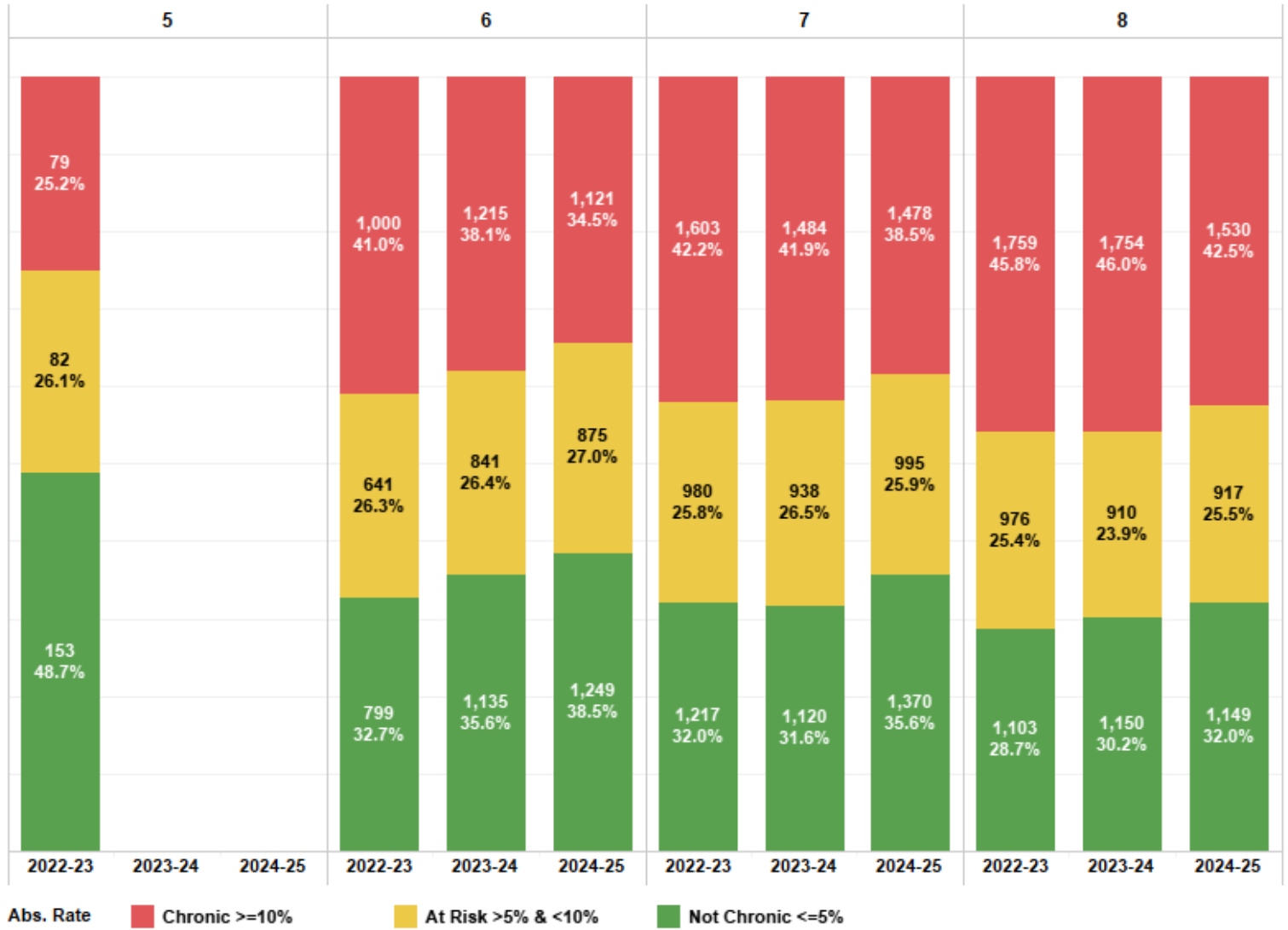


# Middle School Absenteeism 2022-23 to 2024-25

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- Among middle school students, absenteeism is least pronounced at sixth grade and increases in grades seven and eight.
- Sixth through eighth grades saw similar, significant reductions in the percentage of chronically absent students between 2023-34 and 2024-25, with decreases between 3.4 and 3.6 percentage points.
- During the same period, the percentage of students attending for 95% or more of the school year increased in all grade levels - sixth grade by 2.9, seventh grade by 4.0, and eighth grade by 1.8 percentage points.
- Grade level configurations shifted at the middle school level, and there are no longer any middle schools with fifth grade.

**Student Absence Rate by Grade: 2022-23 to 2024-25**  
Only includes students enrolled in the district for 40 or more days in each school year



# Elementary School Absenteeism 2022-23 to 2024-25

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- Absenteeism is least pronounced at the elementary level where students attending for 95% or more of the school year are, on average, about 44% at all grade levels. Sixth grade has the highest rates, while Kindergarten has the lowest.
- The percentage of students attending for 95% or more of the school year increased in all elementary grade levels in 2024-25. The most significant increases were in second grade (5.1 percentage points) and sixth grade (5.0 percentage points).
- Shifting grade configurations resulted in a reduction of the sixth-grade population at elementary schools starting in 2023-24. There were only 626 students enrolled in sixth grade at elementary schools in 2024-25. Changes in attendance at sixth grade may be impacted by the small population.

**Student Absentee Rate by Grade: 2022-23 to 2024-25**  
Only includes students enrolled in the district for 40 or more days in each school year

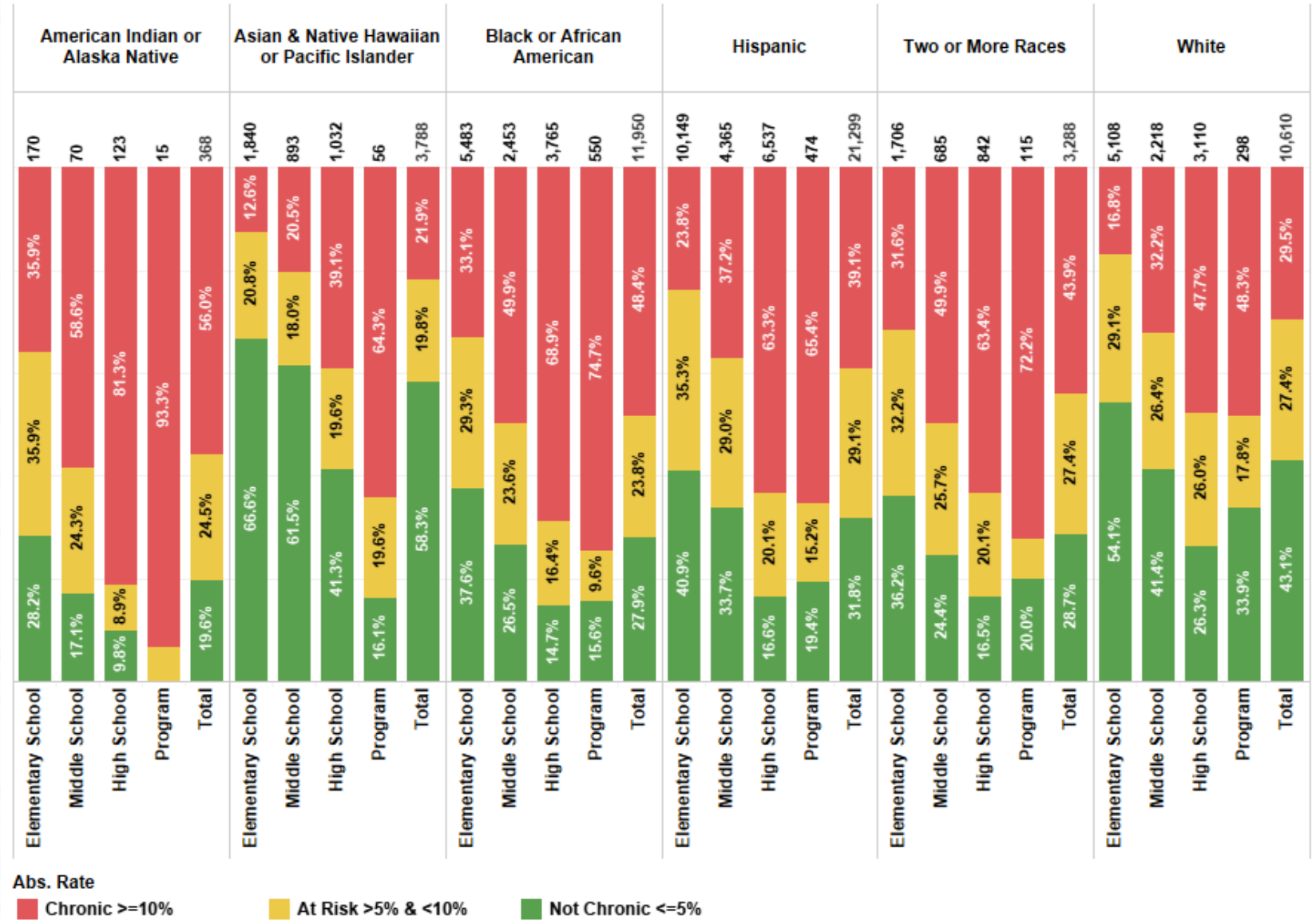


# Absenteeism by Race/Ethnicity

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- Asian & Native Hawaiian or Pacific Islander students (58.3%) have the highest rates of students attending for 95% or more of the school year followed by white students (43.1%).
- American Indian or Alaska Native students (19.6%) have the lowest rates of students attending for 95% or more of the school year followed by Black or African American students (27.9%), students of two or more races (28.7%), and Hispanic students (31.8%).
- Absenteeism for all groups is least pronounced at elementary schools and increases at middle schools and high schools.

**Race/Ethnicity and School Level: 2024-25**  
Only includes students enrolled in the district for 40 or more days in the school year



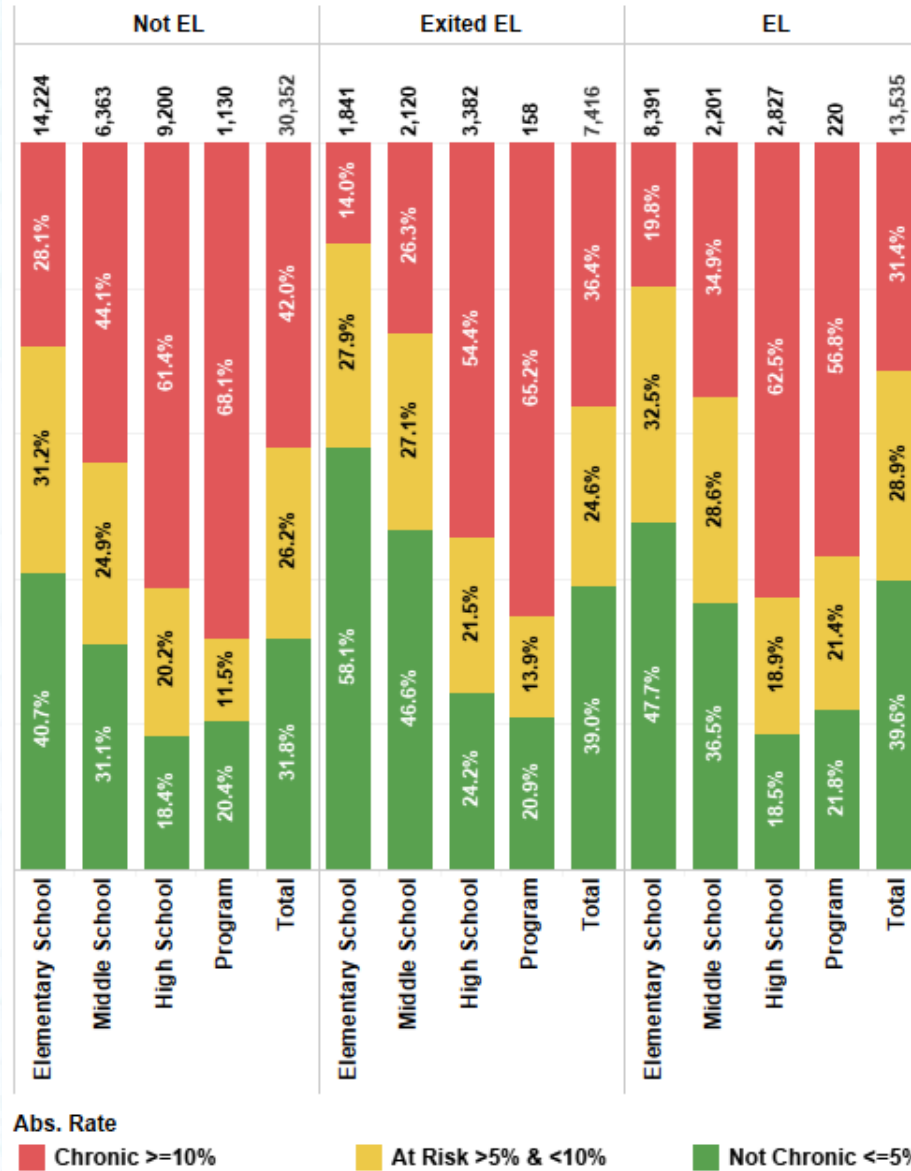
# Absenteeism by English Learner (EL) and Refugee Status

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts. EL includes students who waived EL services and Not EL includes students who exited to receive special education services.

- Current ELs (39.6%), exited ELs (39.0%) and refugee students (46.7%) were more likely overall to attend for 95% or more of the school year compared to students who were not served as ELs (31.8%) or not identified as refugees (34.2%).
- Absenteeism for all groups is least pronounced at the elementary grade levels and increases at the middle school and high school grade levels.

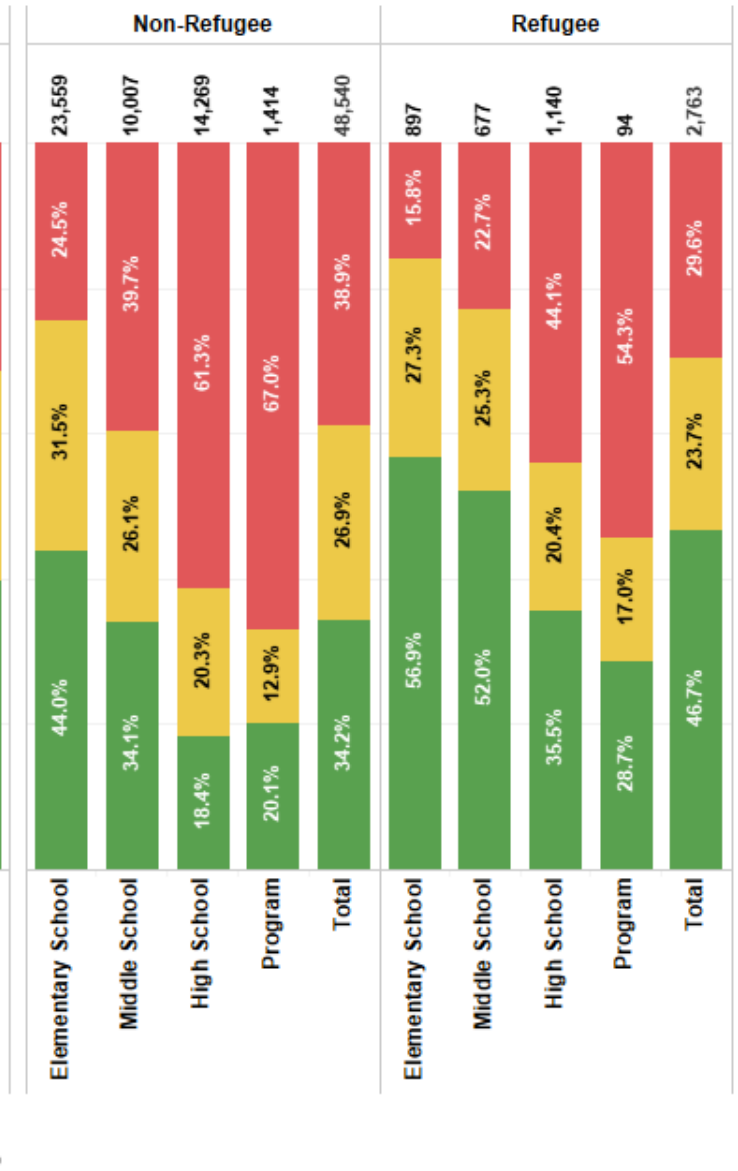
## EL Status and School Level: 2024-25

Only includes students enrolled in the district for 40 or more days in the school year



## Refugee Status and School Level: 2024-25

Only includes students enrolled in the district for 40 or more days in the school year



Abs. Rate

Chronic >=10%

At Risk >5% & <10%

Not Chronic <=5%

# Absenteeism by Educational Benefits Eligibility and IEP Status

Note: K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- Students who were not eligible for educational benefits (43.5%) and students who do not have IEPs (36.2%) were more likely to attend for 95% or more of the school year compared to student who were eligible for educational benefits (29.8%) or students with IEPs (28.9%).
- Absenteeism for all groups is least pronounced at the elementary grade levels and increases at the middle school and high school grade levels.

### Educational Benefits Status and School Level: 2024-25

Only includes students enrolled in the district for 40 or more days in the school year



Abs. Rate

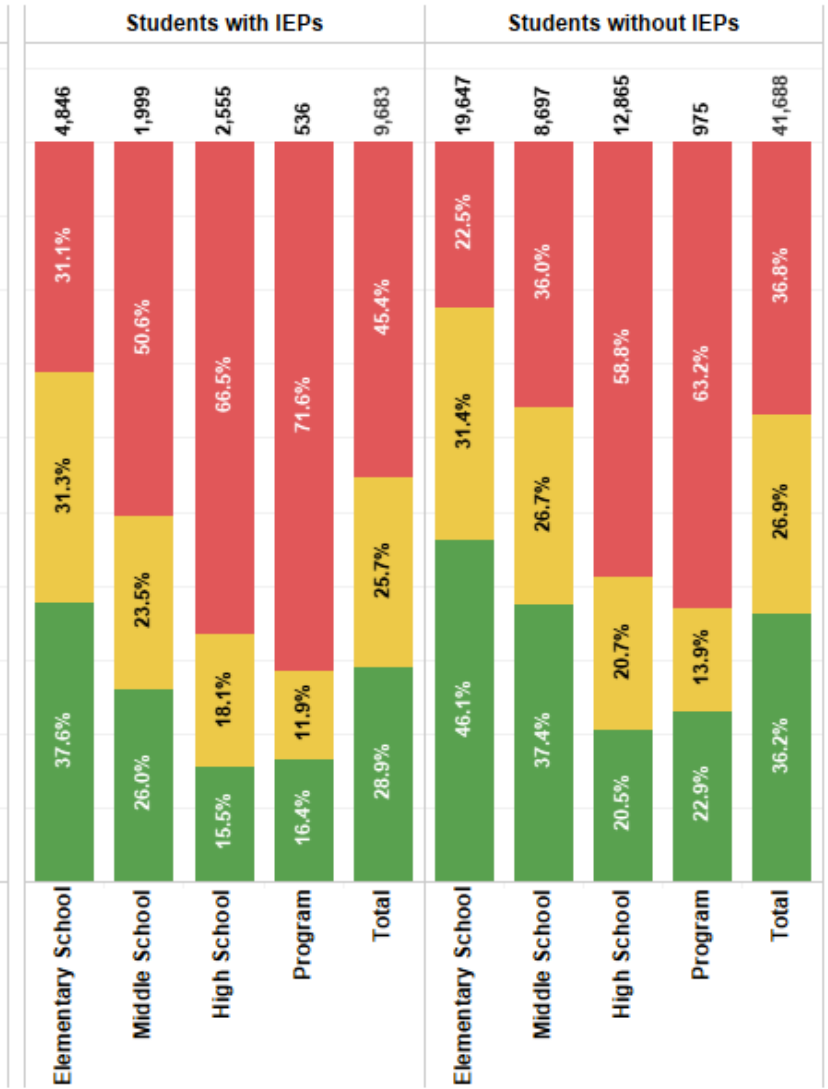
Chronic >=10%

At Risk >5% & <10%

Not Chronic <=5%

### IEP Status and School Level: 2024-25

Only includes students enrolled in the district for 40 or more days in the school year



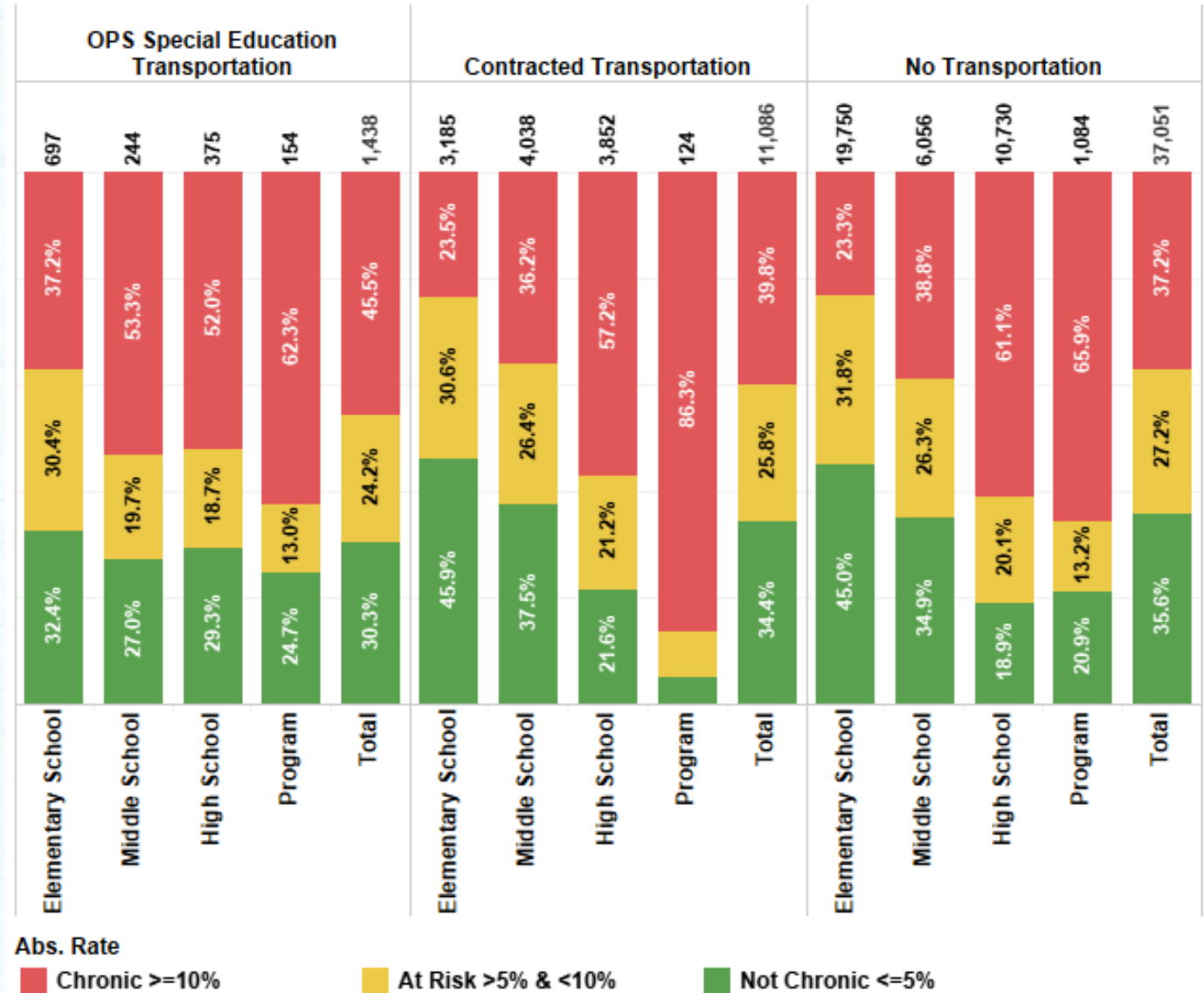
# Absenteeism by Transportation Status

Note: K-12 students enrolled throughout each school year are included in this analysis. Transportation status is as of 10/1/2024 and may not have been accurate across the entire year for each student. 1,728 (3.4%) students who were not enrolled on 10/1/2024 have been excluded from these calculations.

- Overall, students who were receiving contracted transportation as of 10/1/2024 were slightly more likely to be chronically absent (39.8% vs. 37.2%) and less likely to attend for 95% or more of the school year (34.4% vs. 35.6%) compared to students who were not receiving contracted transportation.
- When disaggregated by school level, there was very little difference between attendance rates at elementary schools. Middle and high school students with contracted transportation were slightly more likely to be chronically absent and slightly less likely to attend for 95% or more of the school year.
- This difference is likely the result of student mobility and the fact that transportation status is only measured at one point in the school year. In general, transportation appears to play a minimal role in absenteeism and attendance when compared to other factors.

## 10/1/2024 Transportation Status: 2024-25

Only includes students enrolled in the district for 40 days or more. Students not enrolled on 10/1/2024 have been excluded.



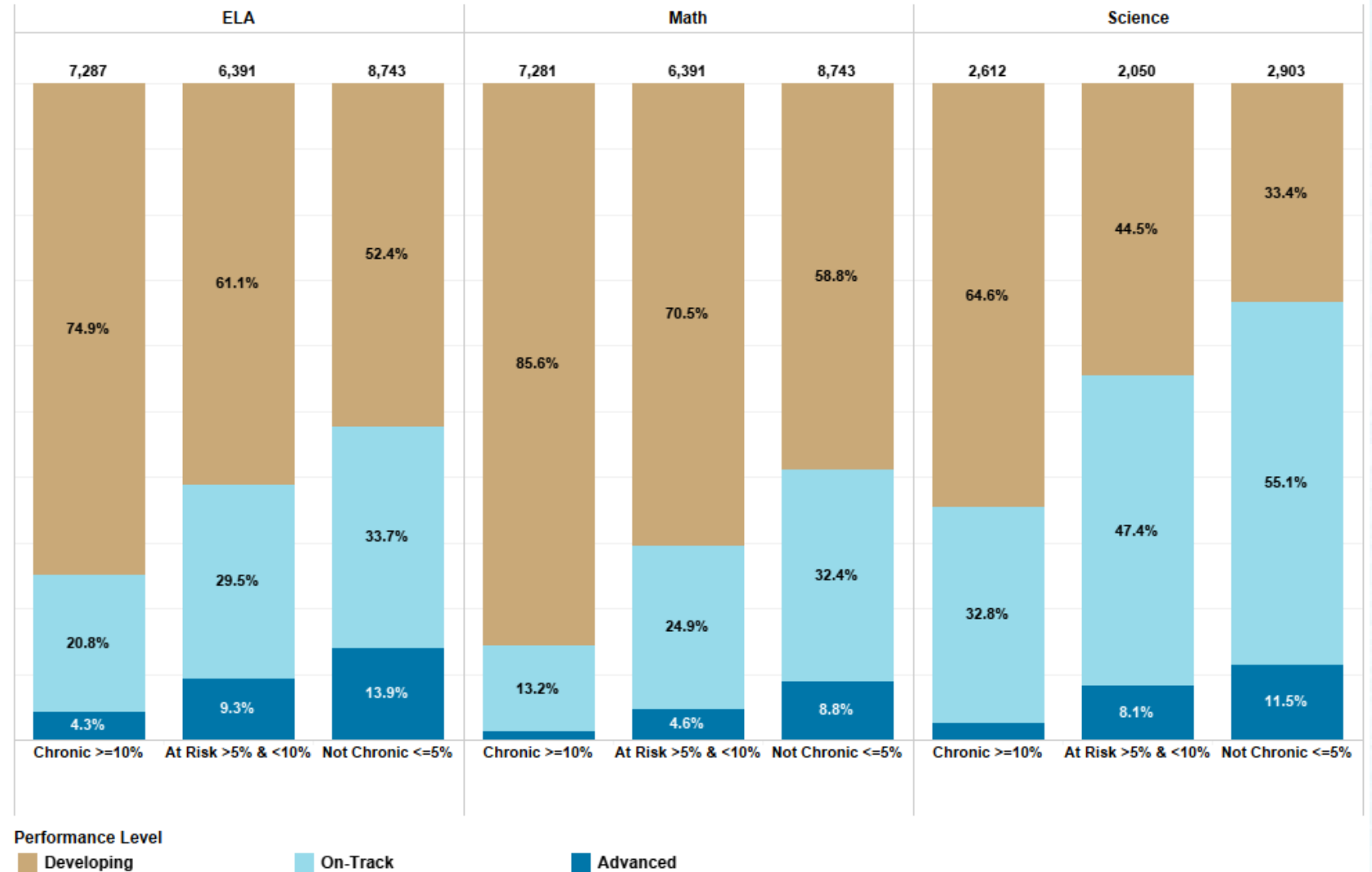
# 2023-24 Nebraska Student Centered Assessment System (NSCAS) Proficiency by 2023-24 Absence Rate

Note: These tables only include students with a valid NSCAS score in grades 3-8 and do not represent district proficiency rates.

- A steady decrease in the percentage of students proficient on the ELA, math, and science state NSCAS tests occur as students are absent for a larger percentage of the school year.
- This trend is consistent across years suggesting that absenteeism impacts a student's ability to be proficient on the NSCAS assessments.

3rd-8th Grade NSCAS Proficiency by Student Absence Rate: 2023-24

Only includes students with a valid NSCAS score in grades 3-8.



# Strategic Plan of Action: Ethic of Care – Goal 1

Each year, all schools and programs in the Omaha Public Schools will demonstrate an increase of up to 2% in the percentage of students missing fewer than nine days.

## Change in Percentage of Students Attending for 95% or More of the School Year: 2023-24 to 2024-25

School Level	Increased	Met Goal (Increased by 2% or More)	Did Not Increase	Total Schools/ Programs
Elementary	11	38	16	65
Middle	3	8	2	13
High	5		4	9
Program		5	6	11
<b>Total</b>	<b>19 (19.4%)</b>	<b>51 (52.0%)</b>	<b>28 (28.6%)</b>	<b>98</b>

# College & Careers Academies and Pathways (CCAP): Freshman Academy

- Freshman academy was established at all high schools in 2021-22 and CCAP was fully implemented at the end of the 2024-25 school year meaning that 2025 graduates had the full CCAP experience including Freshman Academy as grade nine students.
- All high schools include attendance goals in their school improvement plans and freshman academy and attendance teams regularly use the attendance dashboard to monitor and intervene in support of students and families.
- At the high school level, absenteeism is least pronounced in grade nine where about 52% of students were chronically absent in 2024-25. This is a decrease of 0.6 percentage point compared to the previous year.
- About 26% of grade nine students attended 95% of their school year. This is an increase of 1.3 percentage points over the previous year.
- Six schools (Benson, Buena Vista, Burke, North, Northwest, and South) experienced decreases in the percentage of grade nine students who were chronically absent in 2024-25.
- Eight schools (Benson, Buena Vista, Burke, Central, North, Northwest, South, and Westview) experienced increases in the percentage of grade nine students attending 95% of their school year in 2024-25. The highest increases occurred at Buena Vista, North, and Northwest, which all saw increases of over 4 percentage points.