



Chronic Absenteeism

Implications for Academic Performance

**Corbin J. Standley, Crystal Garcia, Leonel Torres,
and Yesenia Quintana**

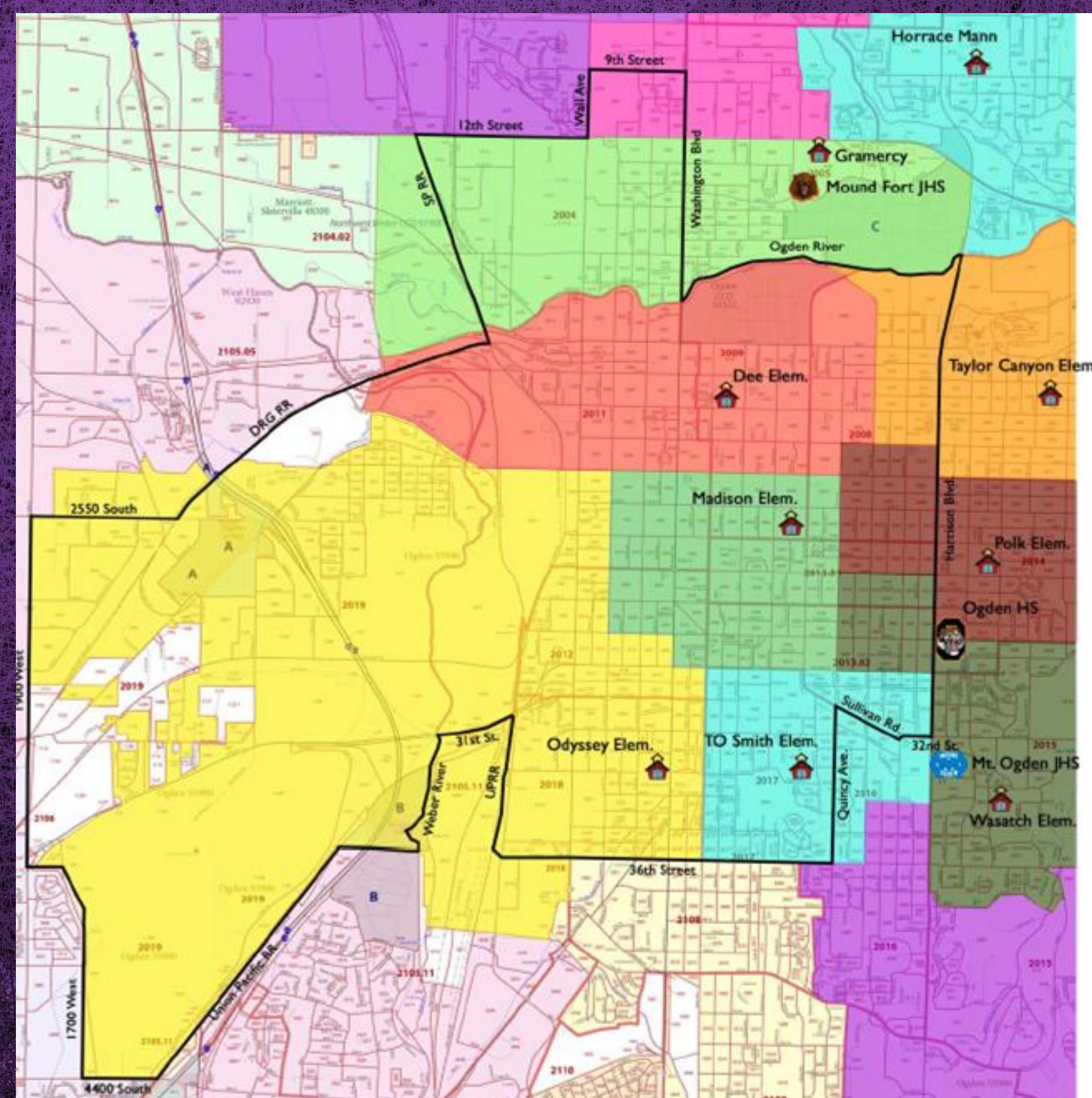
Faculty Mentor: Azenett A. Garza, Ph.D.



INTRODUCTION

Funded by a grant from the U.S. Department of Education, the Ogden United Promise Neighborhood (OUPN) initiative strives to address the issues of poverty, employment, health care, and education within a specified footprint in central Ogden. All children and youth growing up in the neighborhood should have access to great schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and a career.

FOOTPRINT



BACKGROUND

- Students are considered chronically absent if they are absent more than 10% of the total number of days they are enrolled.
- For the purposes of these analyses, students were considered to reside in the OUPN footprint if they were attending one of the five footprint schools (Dee, Gramercy, James Madison, Odyssey, or T.O. Smith).
- Chronic absenteeism has been shown to be related to a number of negative outcomes, including:
 - Lower odds of being on grade level,
 - Lower Criterion Referenced Test (CRT) scores,
 - Lower cumulative GPAs, and
 - Higher odds of dropping out of school (Utah Education Policy Center, 2014).

DATA

Overall CRT Mathematics Proficiency by Chronic Absentee (CA) Status

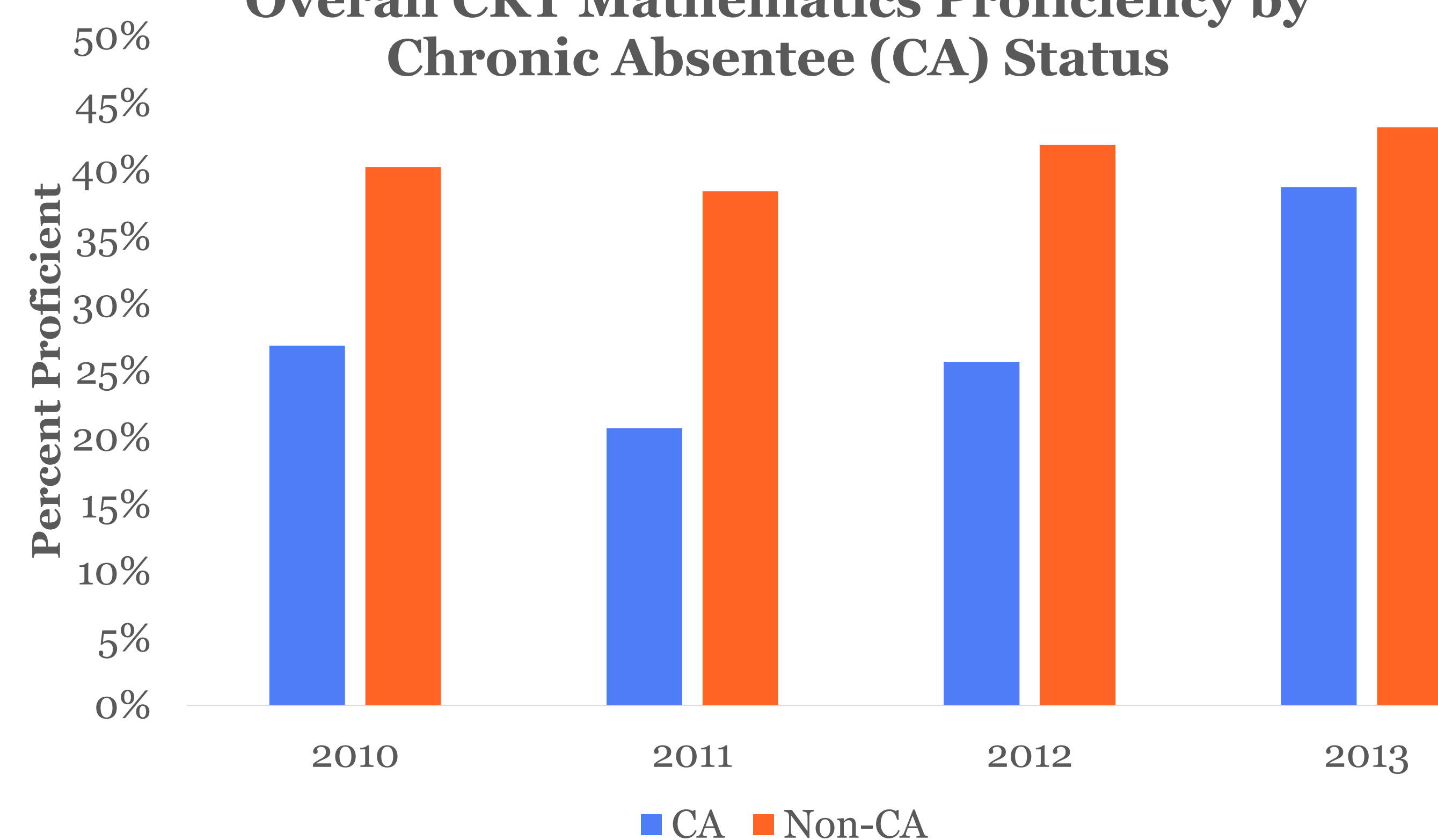


Figure 1
Mathematics proficiency by year by chronic absentee status across all grade levels for Ogden School District students living in the OUPN footprint.

Overall CRT Science Proficiency by Chronic Absentee (CA) Status

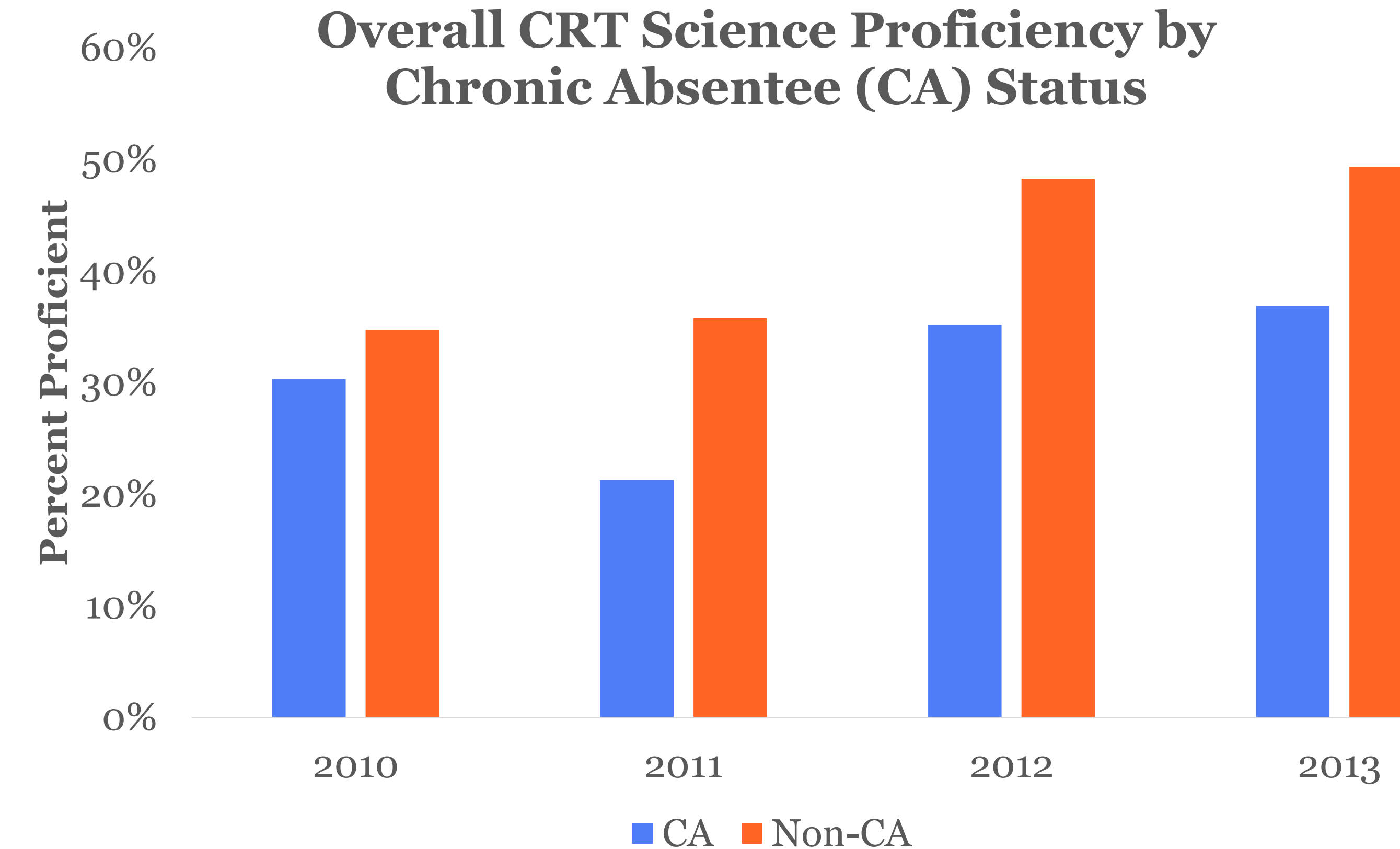


Figure 2
Science proficiency by year by chronic absentee status across all grade levels for Ogden School District students living in the OUPN footprint.

Overall CRT Language Arts Proficiency by Chronic Absentee (CA) Status

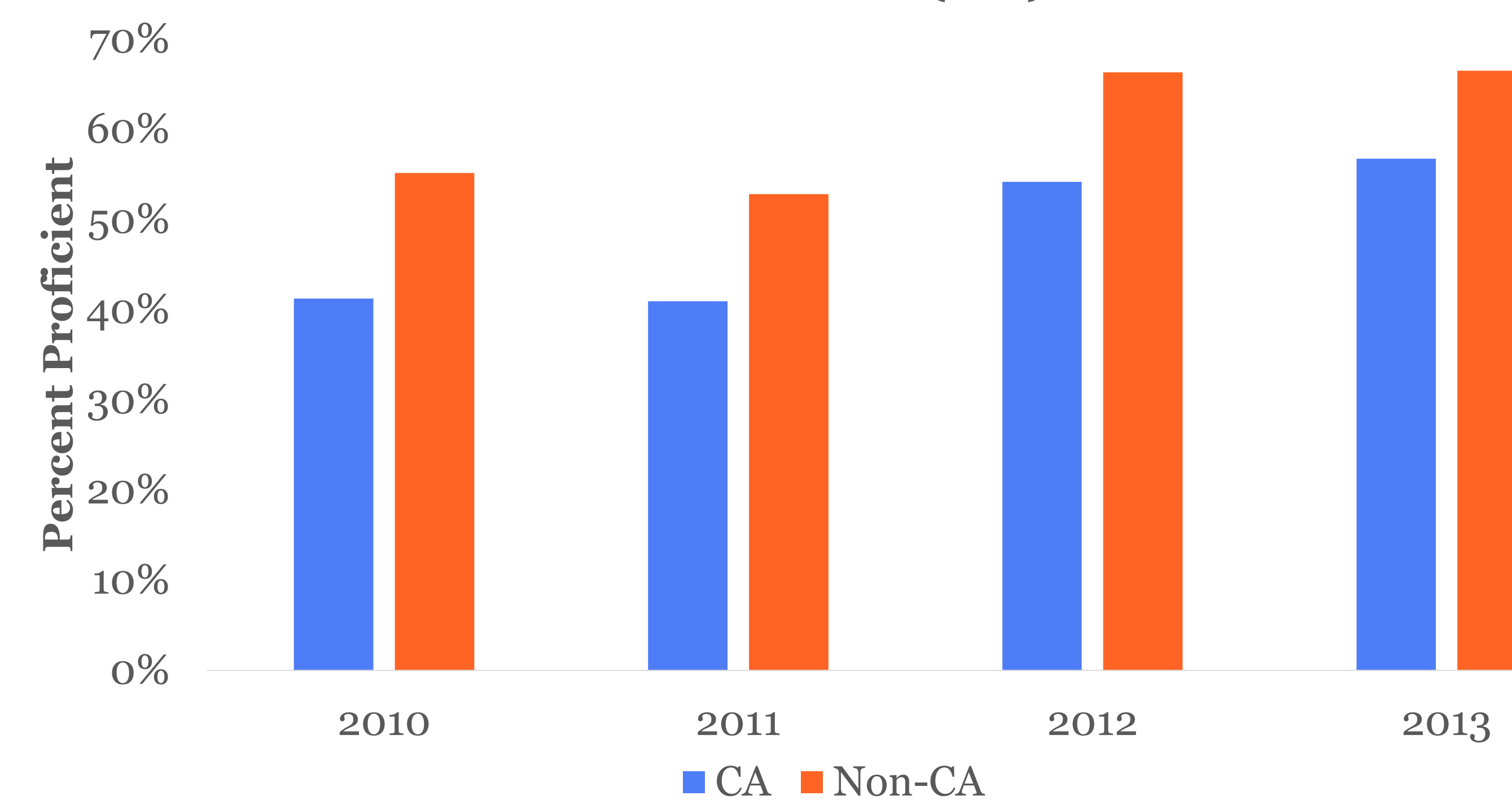


Figure 3
Language Arts proficiency by year by chronic absentee status across all grade levels for Ogden School District students living in the OUPN footprint.

SUMMARY

- Ogden School District students who resided in the OUPN footprint were more likely to be chronically absent than students who did not reside in the footprint (UEPC, 2012).
- Ogden School District students were more likely to be chronically absent than Utah students (UEPC, 2012).
- Chronic absenteeism follows a rough, U-shaped pattern with high rates of chronic absenteeism in the early grades and again in later grades (UEPC, 2012).
- Results indicate that students who are chronically absent significantly underperform in mathematics, science, and language arts, as compared to their non-chronically absent peers.

REFERENCES

- Utah Education Policy Center. (2012). Research Brief: Chronic Absenteeism. Unpublished research brief.
- Utah Education Policy Center. (2014). Mathematics Proficiency. Unpublished data set.



**OGDEN UNITED
PROMISE NEIGHBORHOOD**



WEBER STATE UNIVERSITY
Center for Community Engaged Learning



English Language Learners

Implications for Academic Performance

Crystal Garcia, Corbin J. Standley, Leonel Torres,
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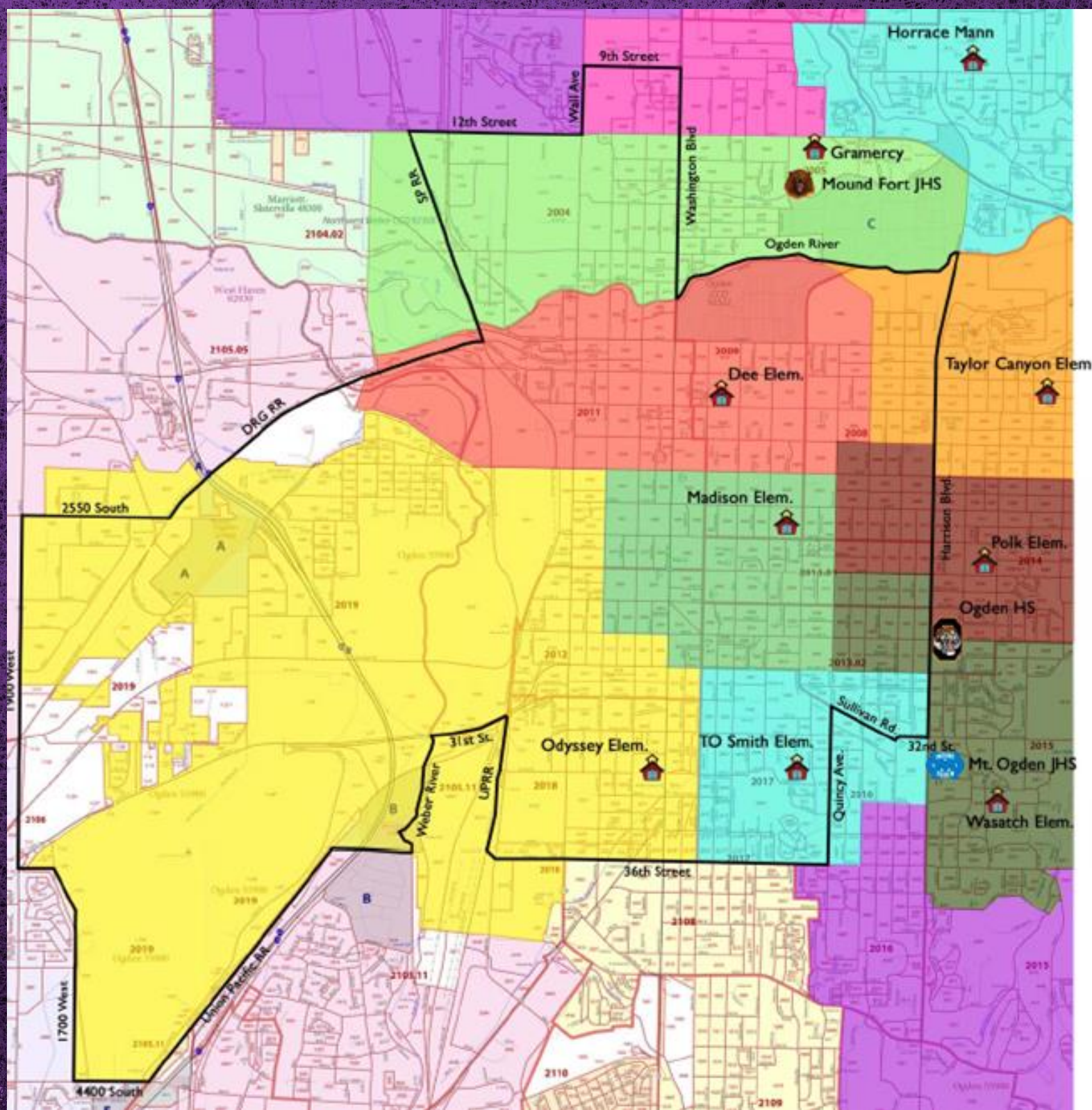
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FOOTPRINT



BACKGROUND

- “English Language Learner (ELL) students are active learners of the English language who may benefit from various types of language support programs” (National Council of Teachers of English, 2008).
- ELLs are a highly heterogeneous and complex group of students.
- ELLs are the most quickly growing subset of the student population, with the most growth occurring in grades 7 through 12 (National Council of Teachers of English, 2008).
- Students who are ELLs tend to struggle academically.
 - “In 2005, 4 percent of ELL eighth graders achieved proficiency on the reading portion of the National Assessment of Educational Progress versus 31 percent of all eighth graders” (National Council of Teachers of English, 2008).

DATA

Overall CRT Mathematics Proficiency by English Language Learner (ELL) Status

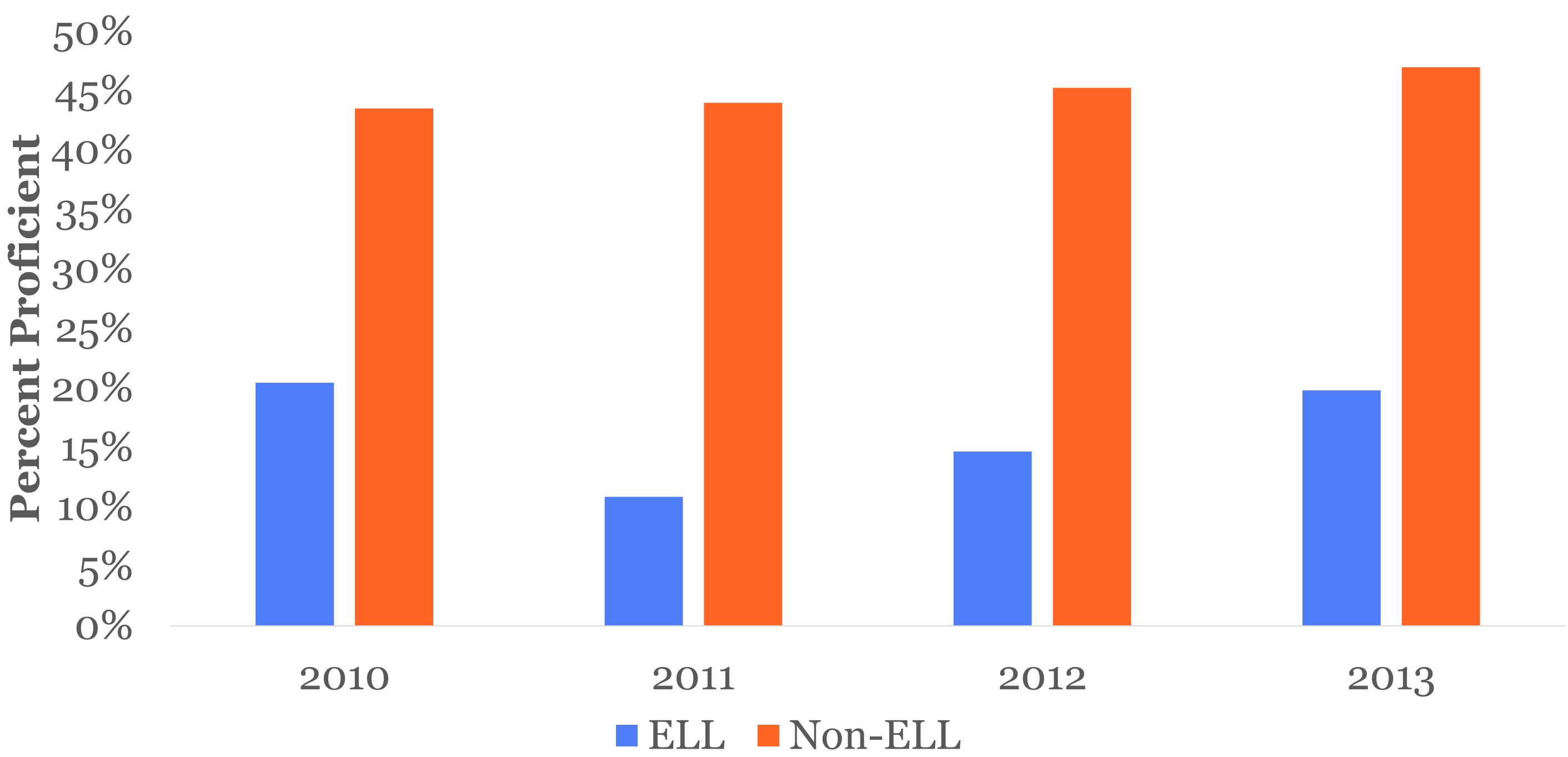


Figure 1
Mathematics proficiency by year by English Language Learner status across all grade levels for Ogden School District students living in the OUPN footprint.

Overall CRT Science Proficiency by English Language Learner (ELL) Status

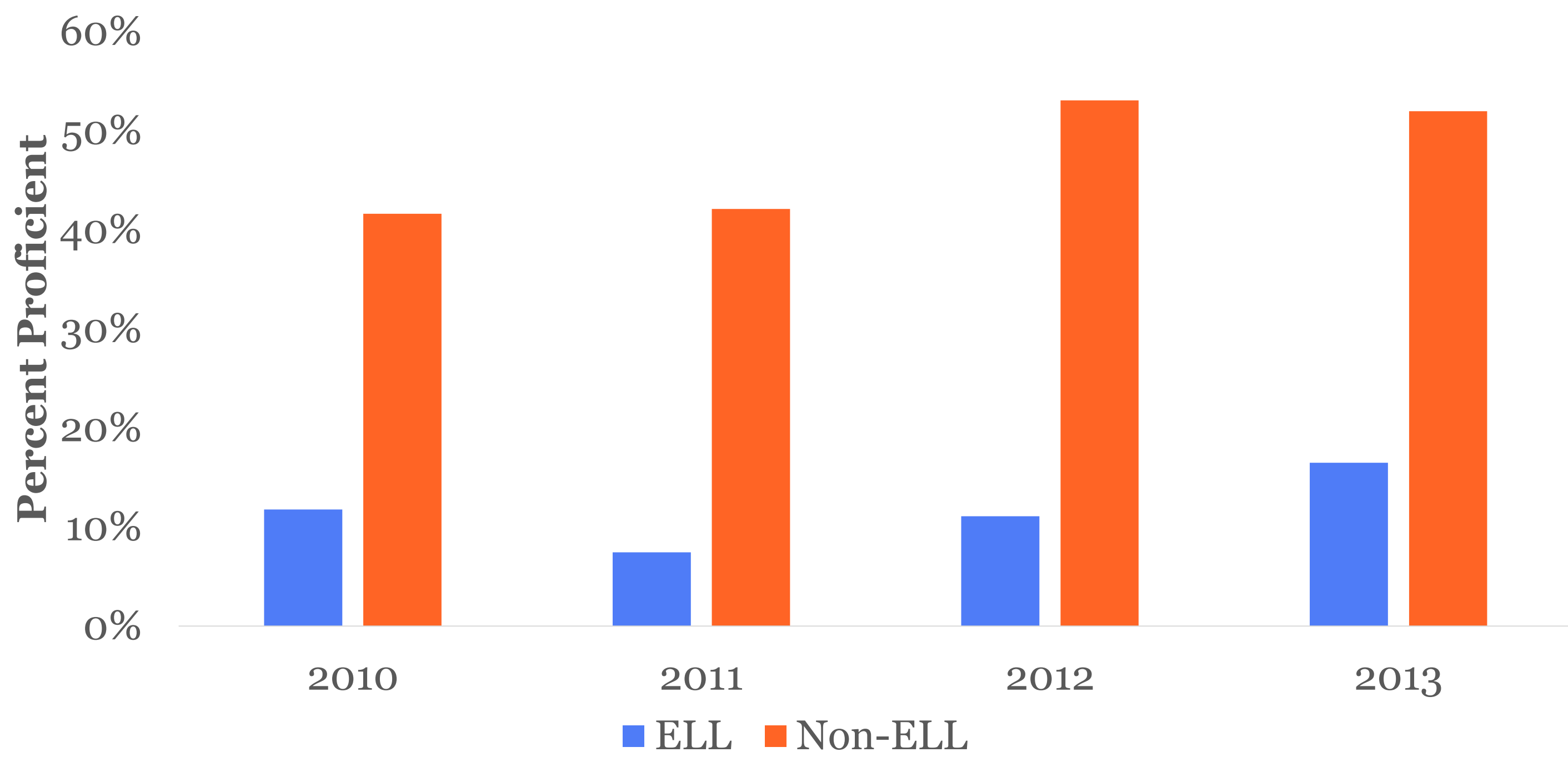


Figure 2
Science proficiency by year by English Language Learner status across all grade levels for Ogden School District students living in the OUPN footprint.

Overall CRT Language Arts Proficiency by English Language Learner (ELL) Status

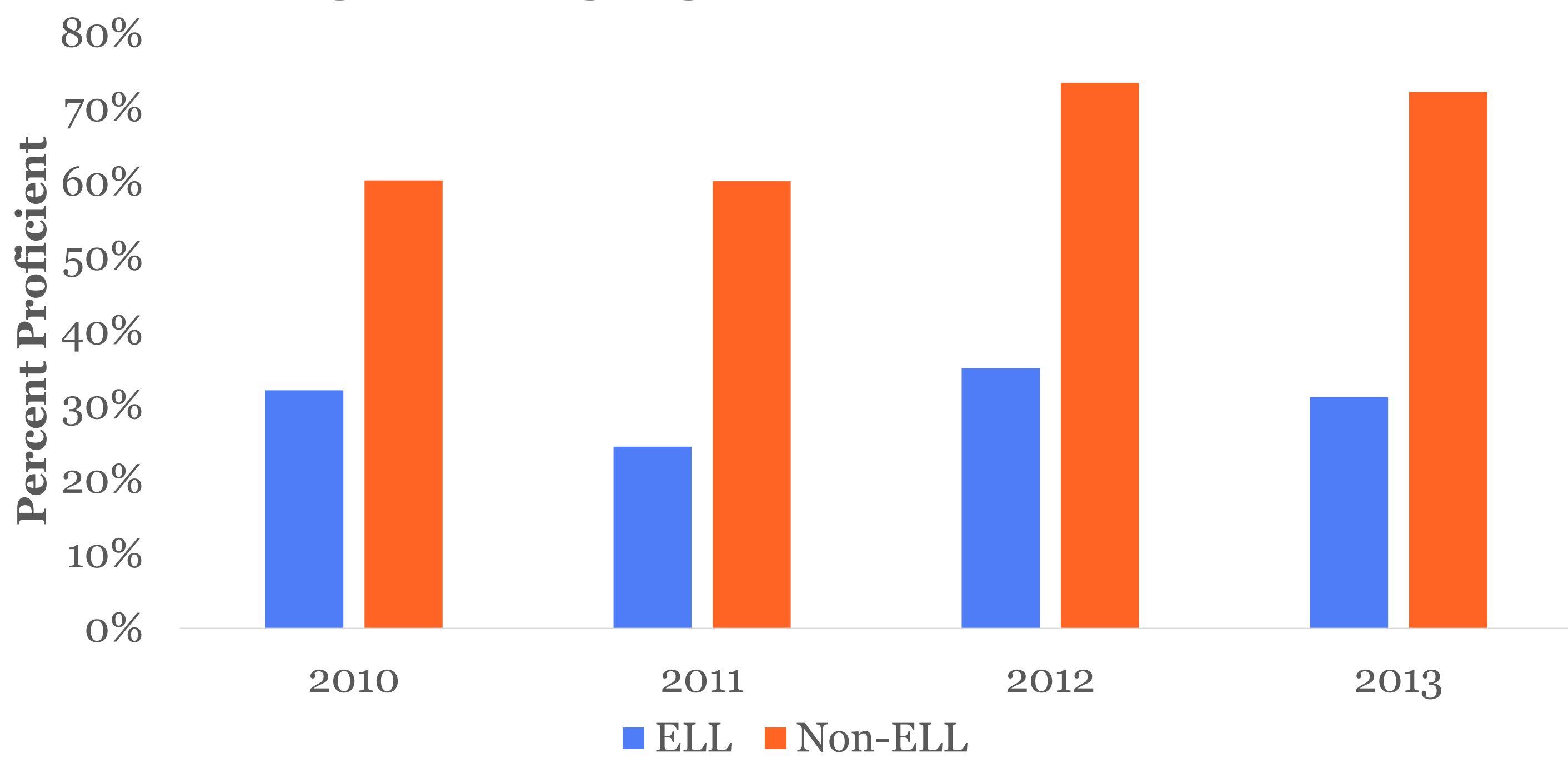


Figure 3
Language Arts proficiency by year by English Language Learner status across all grade levels for Ogden School District students living in the OUPN footprint.

SUMMARY

- English Language Learner (ELL) students significantly underperform as compared to non-ELL students.
- ELL students were significantly less proficient in all areas of the Criterion Referenced Test as compared to their non-ELL counterparts.
- This difference is seen across grades and across subjects.
- The reasons for which ELL students lack academically are complex and variant.
- Ideally, ELL students would not be categorized together, as many factors affect knowledge acquisition and retention.

REFERENCES

- National Council of Teachers of English. (2008). English Language Learners: A policy research brief. Unpublished research brief.
- Utah Education Policy Center. (2014). ELL Academic Proficiency. Unpublished data set.

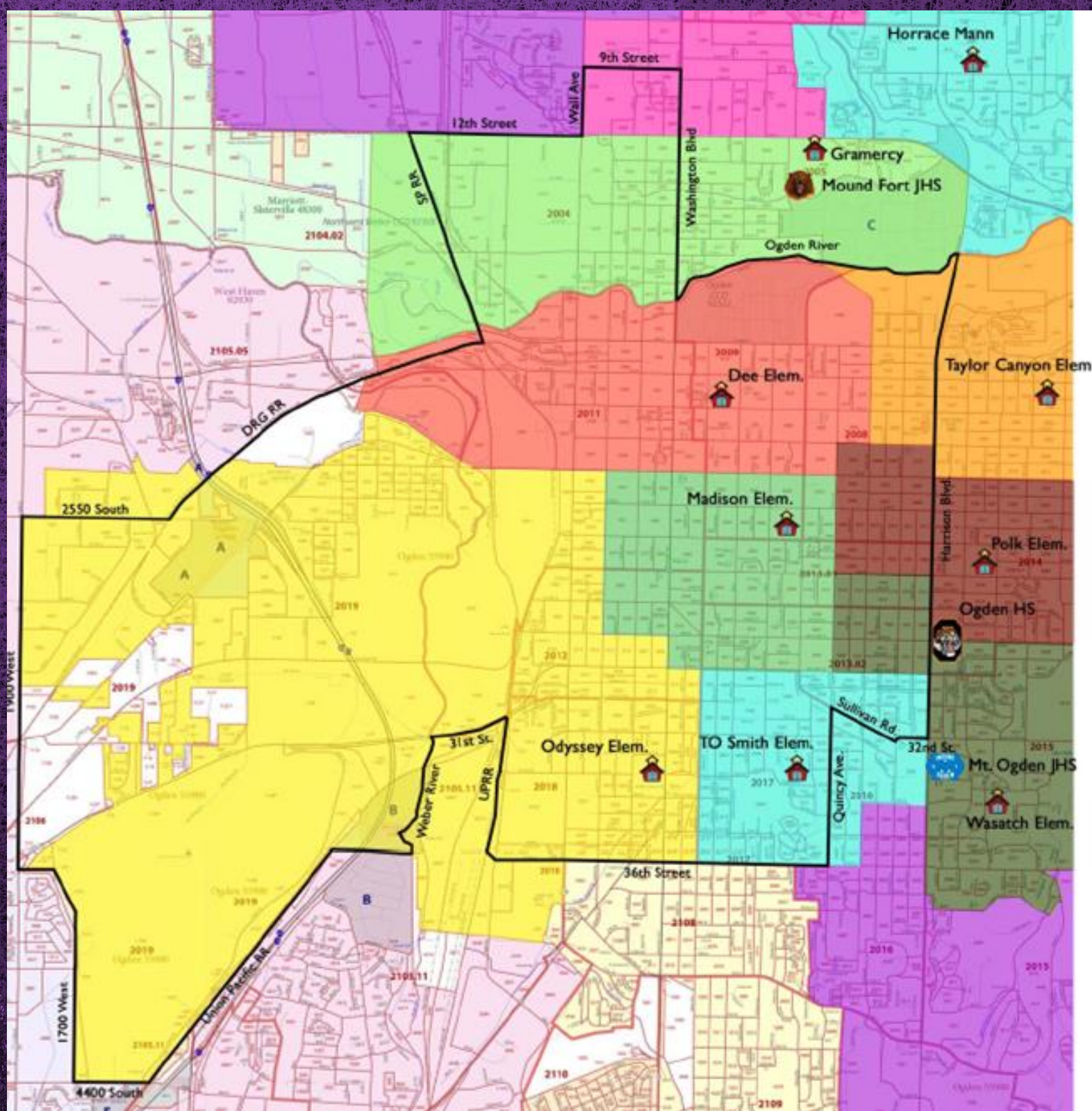




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FOOTPRINT



BACKGROUND

- In the spring of 2014, the State Board of Education implemented new state tests, called Student Assessment of Growth and Excellence (SAGE) to replace the Criterion Referenced Test (CRT).
- “SAGE assessments have the ability to provide questions that are interactive, ask for demonstration of an idea by highlighting, and drag and drop sentences from reading passages. These types of assessments allow students to demonstrate what they know and not just guess by selecting A,B,C, or D. This type of testing is commonly referred to as adaptive assessments” (Garfield County School District, 2014).
- Given these differences, CRT and SAGE data are not *directly* comparable.

CRT and SAGE Results

Implications for Ogden United Promise Neighborhood

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DATA

**Overall Mathematics Proficiency by Location
All Grades**

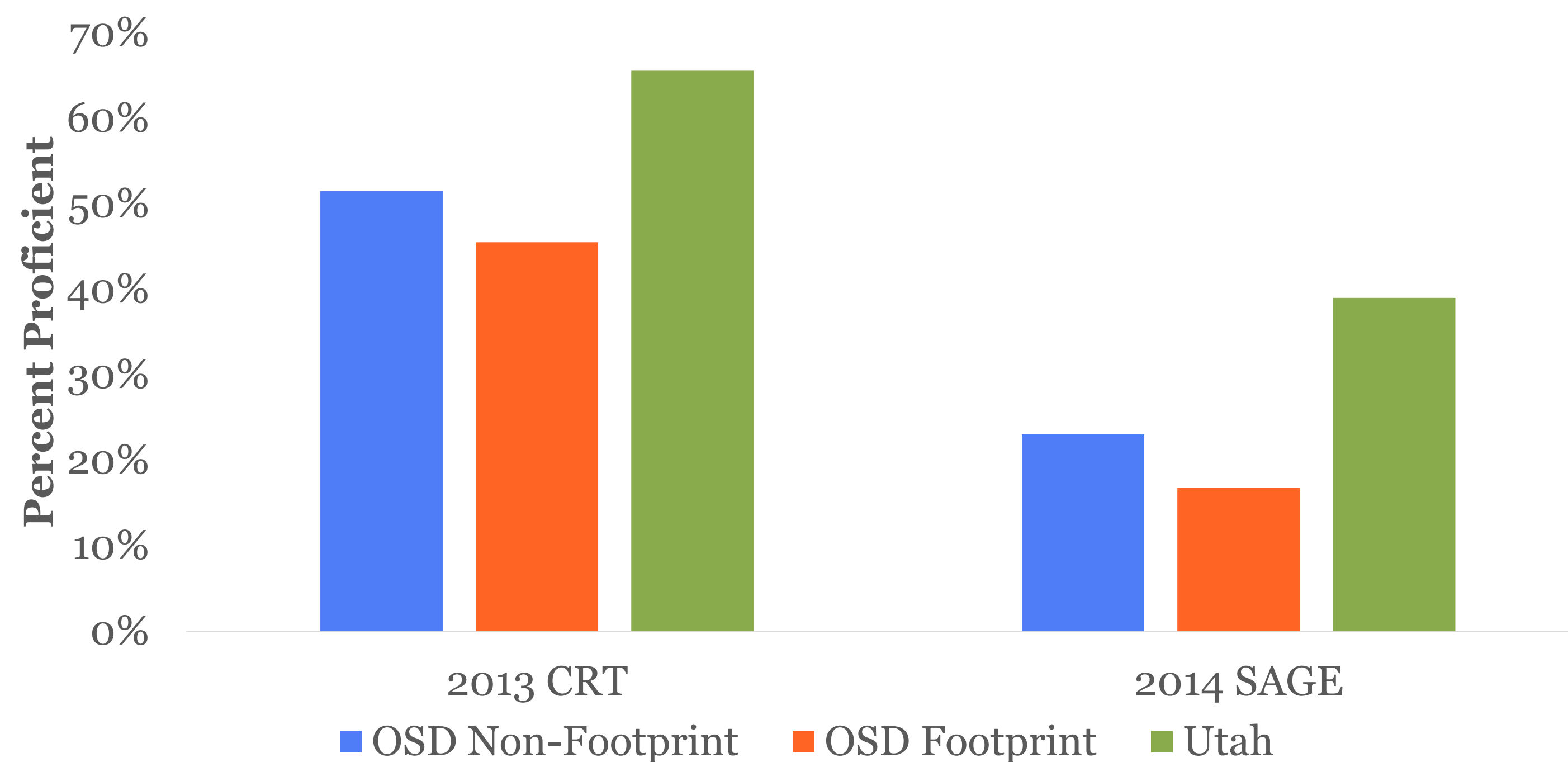


Figure 1
Mathematics proficiency by test by location across all grade levels for Ogden School District students.

**Overall Science Proficiency by Location
All Grades**

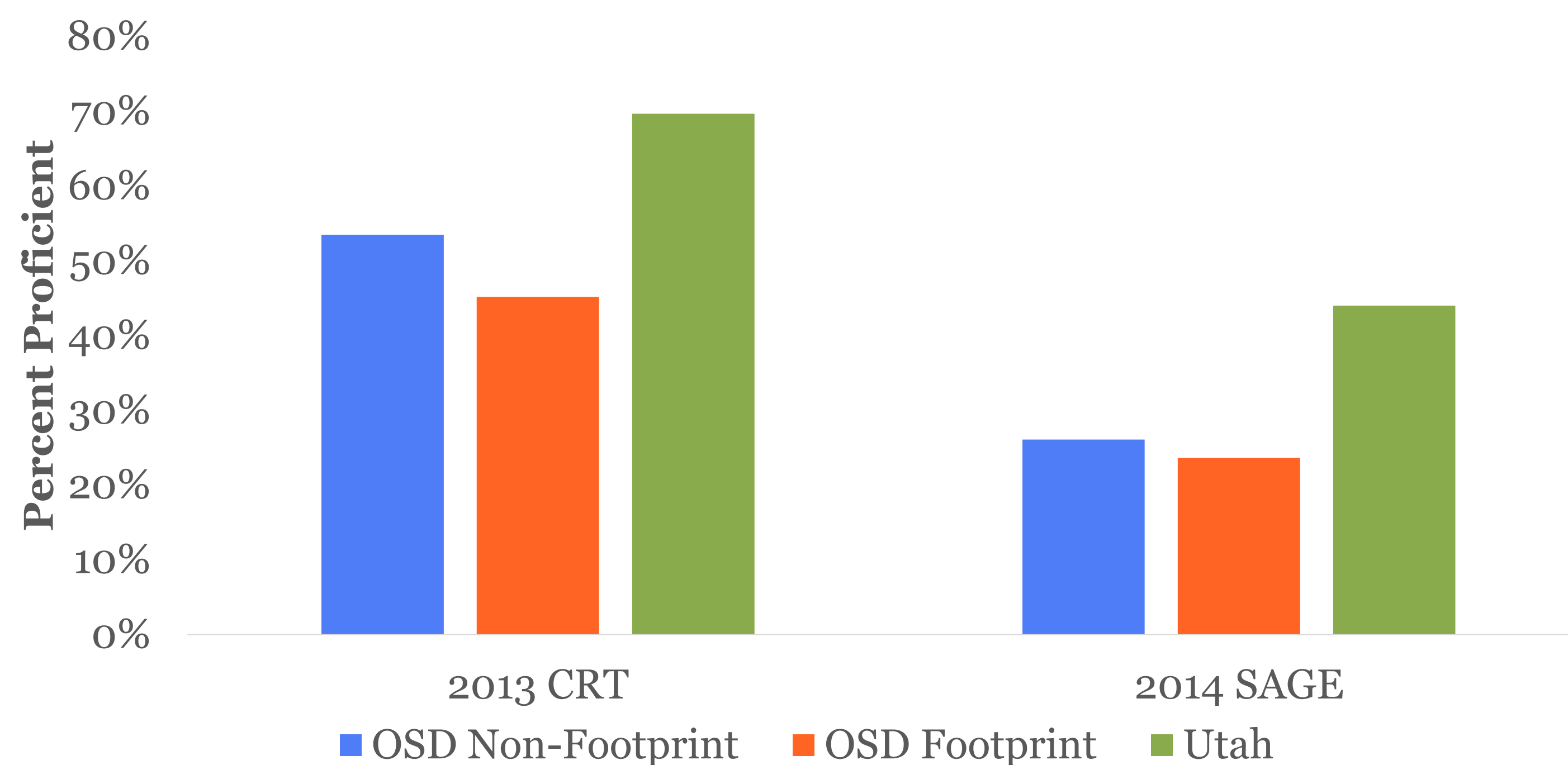


Figure 2
Science proficiency by test by location across all grade levels for Ogden School District students.

**Overall Language Arts Proficiency by Location
All Grades**

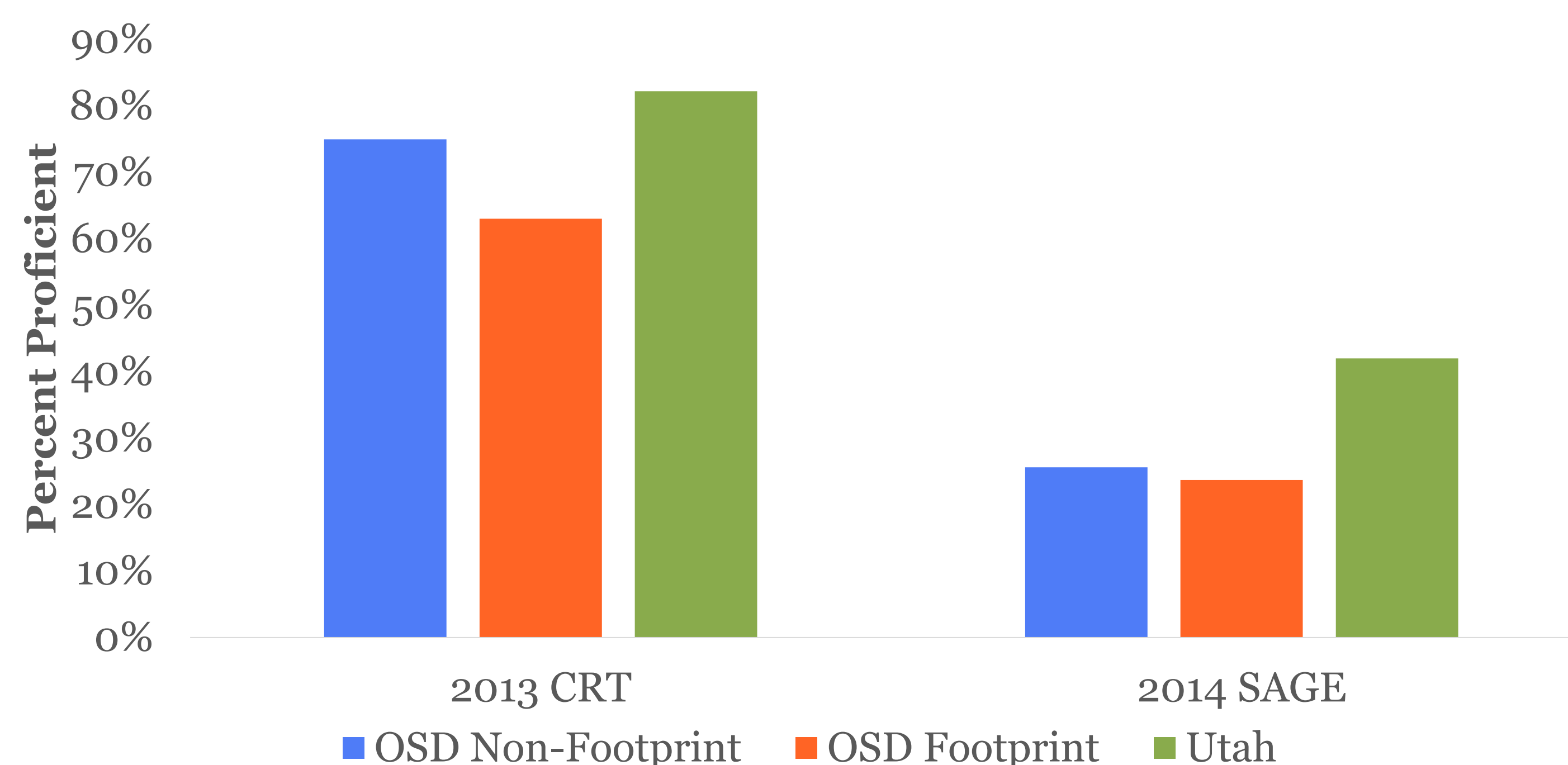


Figure 3
Language Arts proficiency by test by location across all grade levels for Ogden School District students.



SUMMARY

- Ogden School District (OSD) students significantly underperform as compared to their cohorts across the state of Utah.
- OSD students living within the Ogden United Promise Neighborhood footprint significantly underperform as compared to their cohorts in non-footprint schools.
- Due in large part to the adaptive nature of the SAGE tests, students across the state underperformed as compared to the previous years' CRT scores.

REFERENCES

- Garfield County School District. (2014). CRT and SAGE. Website.
- Utah Education Policy Center. (2014). Mathematics Proficiency. Unpublished data set.
- Utah Education Policy Center. (2014). Science Proficiency. Unpublished data set.
- Utah Education Policy Center. (2014). Language Arts Proficiency. Unpublished data set.
- Utah State Office of Education. (2015). SAGE Results. *Data Gateway*.

