

# Severe Chronic Absenteeism and 4-Year Graduation for the Oregon High School Class of 2020



Fact Sheet  
May 2023

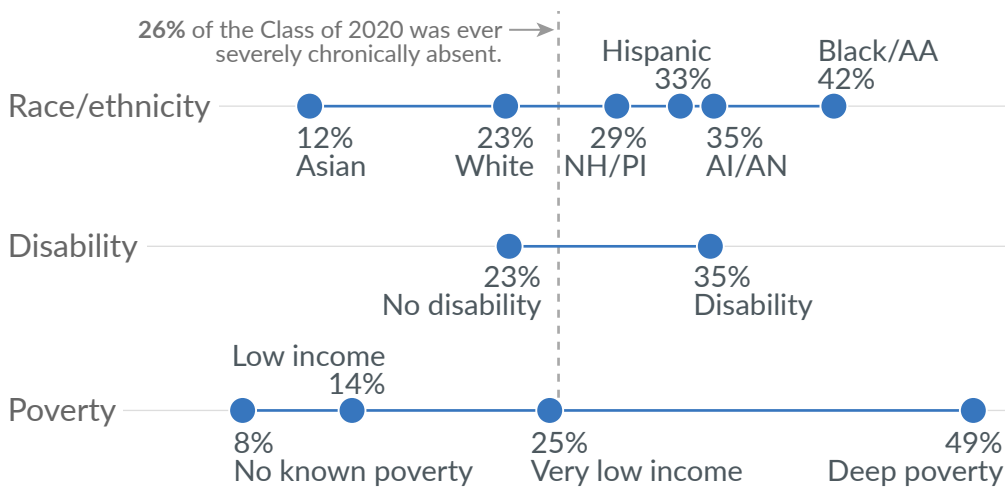
## Foundational Overview

[Previous OCID analysis](#) identified ever experiencing severe chronic absenteeism as a top barrier to 4-year high school graduation, one measure of educational success. This fact sheet provides an overview of students with severe chronic absenteeism, to guide decisions focused on improving outcomes for children in Oregon.

### Who experiences severe chronic absenteeism?

Over **26%** of the Oregon Class of 2020 (7,890 of 30,410 students) ever experienced severe chronic absenteeism, which is missing 20% or more of the academic year, an average of 1 day each week.

Oregon Department of Education (ODE) [research](#) and [legislative reports](#) highlight the systemic, multisystem nature of barriers to regular attendance. Disproportionality in student absenteeism for certain groups of youth, particularly youth of color, youth with disabilities, and youth experiencing poverty, is a [well-documented national concern](#).



### Data note

Due to the COVID-19 public health emergency, attendance information is not available for the 2019-2020 school year—12th grade for the Class of 2020.

### Definitions

**Severe chronic absenteeism** means attending 80% of school days or fewer in a school year.

**Deep poverty** is defined here as ever being enrolled in TANF.

**Very low income** is defined here as ever being enrolled in SNAP and never enrolled in TANF.

**Low income** is defined here as ever being enrolled in Medicaid/CHIP and never enrolled in TANF or SNAP.

**Disability** is defined here as ever having an Individualized Education Program (IEP).

Learn about [OCID's race and ethnicity methodology](#).

Find more information on data definitions in the [methods summary](#).

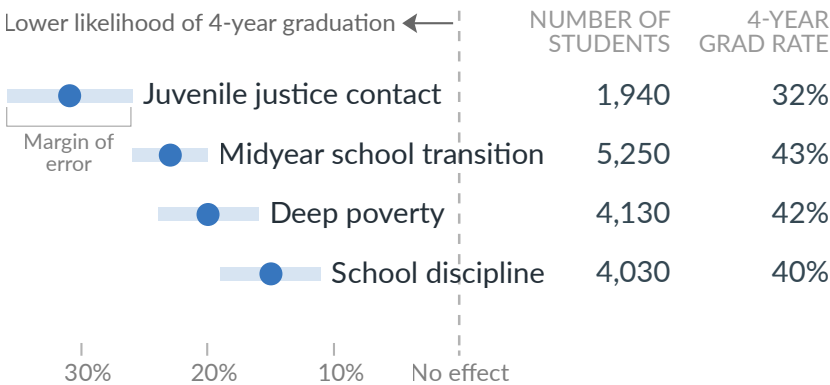
The 4-year graduation rate for students with severe chronic absenteeism was **51%**, 30 percentage points lower than the overall Class of 2020 (81%).

### State Agency Resources

The Oregon Department of Education has many focused resources on improving student attendance. Oregon-specific, as well as national, research and initiatives can be found on the ODE [Every Day Matters](#) web page.

## What were the top barriers to 4-year graduation for students who were severely chronically absent? —○

To better understand students with severe chronic absenteeism, OCID analyzed additional student characteristics with the strongest relationship to 4-year graduation. For example, students who ever experienced deep poverty in addition to severe chronic absenteeism were 20% less likely to graduate in 4 years compared to their peers who did not experience deep poverty.

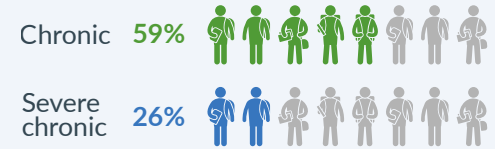


In addition to the listed characteristics, the analysis controlled for sex/gender, disability, and very low income. Find more details in the [methods summary](#).

## CHRONIC ABSENTEEISM

**Chronic absenteeism** is a broadly used attendance metric that means school attendance of 90% or less. Most ODE research and statistics focus on chronic absenteeism.

% OF CLASS OF 2020



4-YEAR GRADUATION RATES



To learn more about students with chronic absenteeism, explore the [Class of 2020 interactive displays](#).

## What are key program interactions and opportunities for additional support? —○

Across childhood, 92% of youth with severe chronic absenteeism interacted with at least 1 other non-education public program and 85% had additional contact with the education system. This high rate of overlap between public programs and severe chronic absenteeism highlights the potential cross-program opportunities to provide support or to intervene earlier.

### FREQUENCY OF SEVERE CHRONIC ABSENTEEISM FOR STUDENTS WITH OTHER CHARACTERISTICS

