

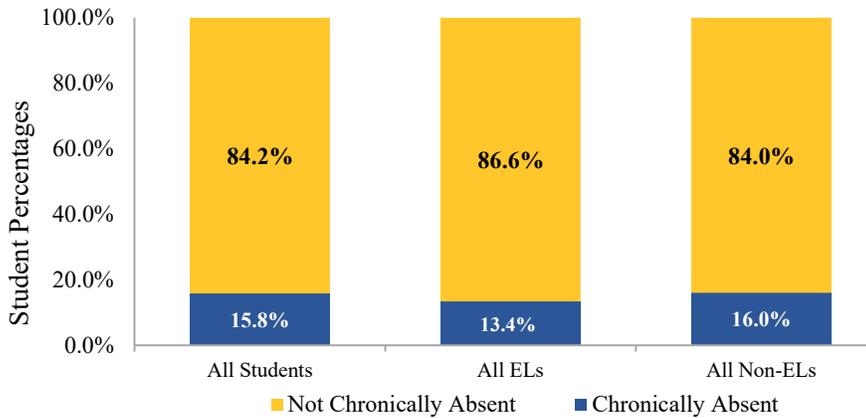


Office of English Language Acquisition

English Learners: Absenteeism, Retention, and Suspension

This fact sheet reports data from the 2015–16 Civil Rights Data Collection (CRDC), a survey of nearly all public schools and school districts in the United States, which includes data on chronic student absenteeism, student retention, and in-school and out-of-school student suspension. For information and resources to support students, families, educators, and other stakeholders, see *Every Student, Every Day: A Community Toolkit to Address and Eliminate Chronic Absenteeism*.¹

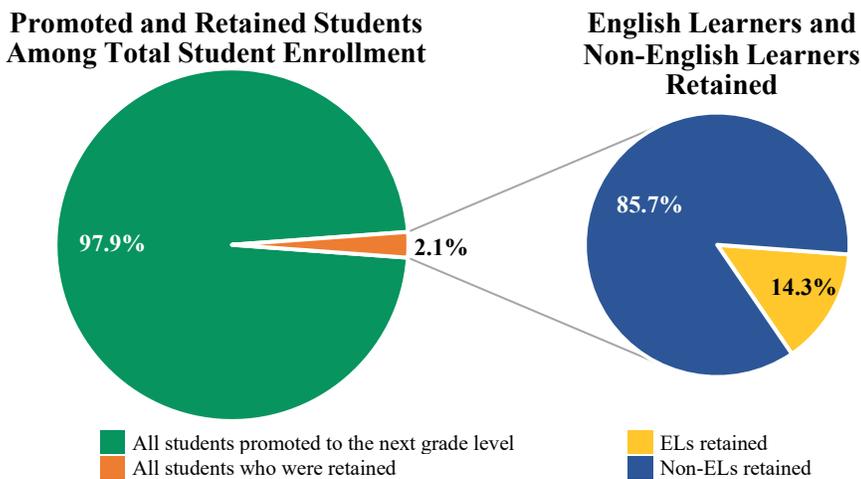
Percentage of K–12 Students Who Were Chronically Absent² by English Learner Status: School Year 2015–16



Out of all K–12 students, 15.8% were chronically absent in school year (SY) 2015–16. Chronic absenteeism was about 2.6 percentage points lower among English learners (ELs) than non-ELs. Approximately one out of every seven ELs was chronically absent in SY 2015–16 as compared to approximately one in six non-ELs.

Note: The CRDC defined chronic absenteeism as students missing 15 or more school days per year. Author calculations: Percentage of ELs or non-ELs, who were chronically absent, equals the number of ELs or non-ELs who were absent 15 or more school days during the school year divided by total EL or non-EL enrollment (respectively) times 100.

Percentage of K–12 Students Who Were Promoted and Retained³ by English Learner Status: School Year 2015–16



In SY 2015–16, 10% of all students in grades K–12 were ELs. During that same year, 14% of students retained, or not promoted to the next grade, were ELs.

Students who are retained, particularly in the later grades, are at a higher risk of school dropout than those not retained.⁴

Author calculations: Percentage of students by subgroup who received only one out-of-school suspension equals number of students in each subgroup who received only one out-of-school suspension divided by total number of students in that subgroup times 100. Percentage of students by subgroup who received more than one out-of-school suspension equals number of students in each subgroup who received more than one out-of-school suspension divided by total number of students in that subgroup times 100. Each subgroup includes students with and without disabilities.

¹ See <https://www2.ed.gov/about/inits/ed/chronicabsenteeism/toolkit.pdf>

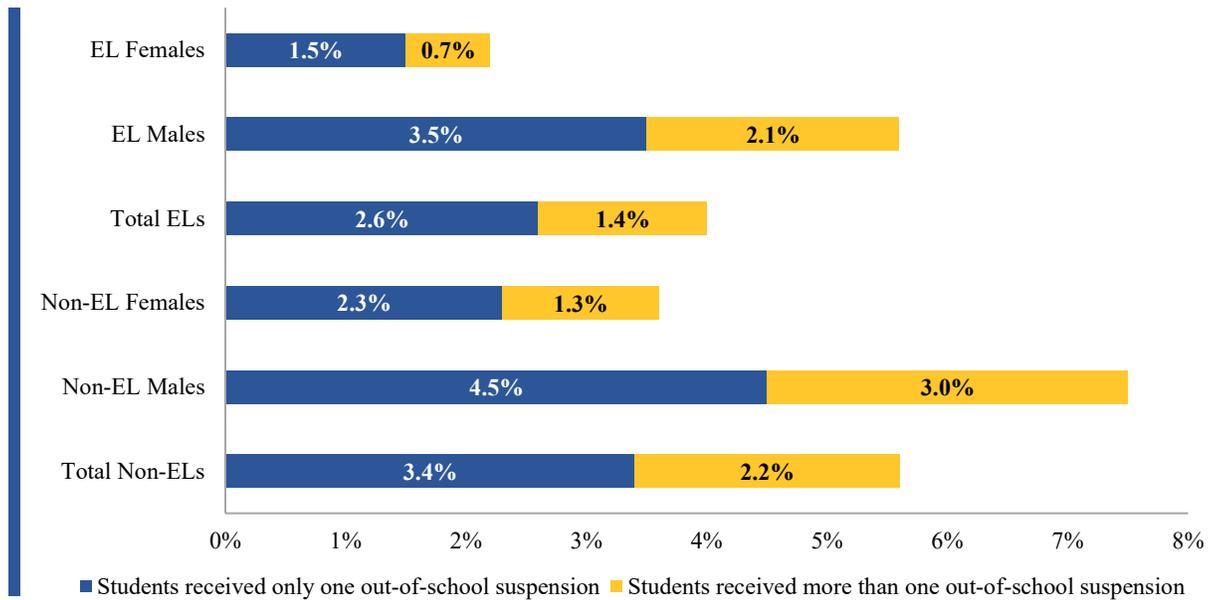
² For SY 2015–16, the CRDC defined a chronically absent student as one “who is absent 15 or more school days during the school year.” For schools operating on a 180-day calendar, 15 days represents approximately 8.5 percent of the school year. See <https://www2.ed.gov/about/offices/list/ocr/docs/crdc-2015-16-all-schools-form.pdf>, page 45.

³ A “retained” student refers to a student who is not promoted to the next grade, or is “held back,” prior to the beginning of the following school year.

⁴ Allensworth, E.M., & Easton, J.Q. (2007) *What matters for staying on-track and graduating in Chicago Public Schools*. Chicago, IL: University of Chicago Consortium on Chicago School Research. Retrieved from <https://consortium.uchicago.edu/publications/what-matters-staying-track-and-graduating-chicago-public-schools>. Bowers, A.J., Sprott, R., & Taff, S.A. (2013) Do we know who will drop out?: A review of the predictors of dropping out of high school: precision, sensitivity, and specificity. *The High School Journal*, 96(2), 77-100. Retrieved from <https://academiccommons.columbia.edu/doi/10.7916/D86W9N4X>

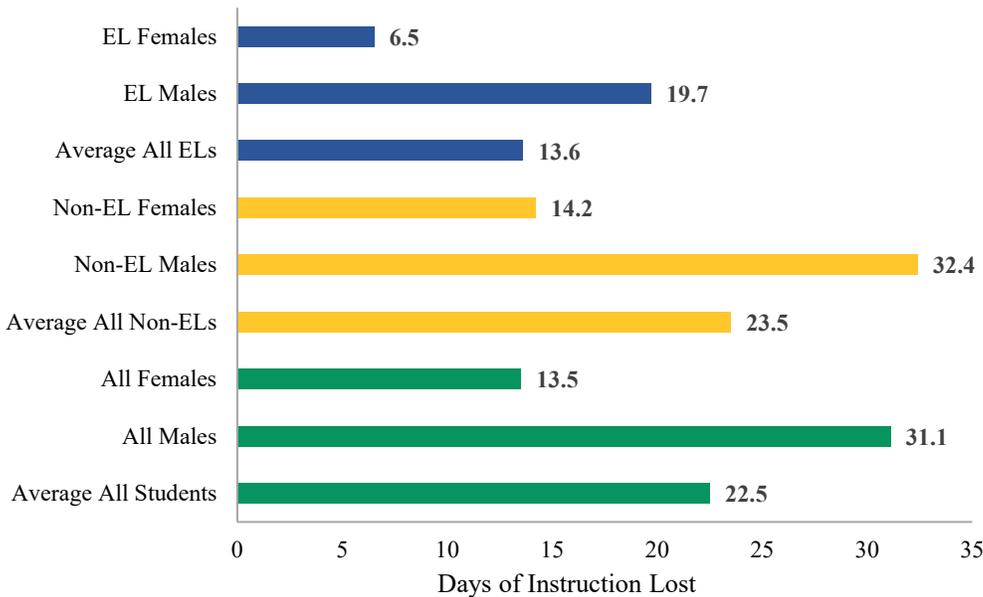
Percentage of K–12 Students Who Received an Out-of-School Suspension by Gender and English Learner Status: School Year 2015–16

In SY 2015–16, over 2.7 million K–12 students received at least one out-of-school suspension. Over 190,000 of these students were ELs.



Author calculations: Percentage of students by subgroup who received only one out-of-school suspension equals number of students in each subgroup who received only one out-of-school suspension divided by total number of students in that subgroup times 100. Percentage of students by subgroup who received more than one out-of-school suspension equals number of students in each subgroup who received more than one out-of-school suspension divided by total number of students in that subgroup times 100. Each subgroup includes students with and without disabilities.

Days of Instruction Lost per 100 K–12 Students Due to Out-of-School Suspension: School Year 2015–16



In SY 2015–16, ELs lost fewer days of classroom instruction per 100 students due to out-of-school suspensions than non-ELs (13.6 days vs. 23.5 days). However, EL males lost an average of 19.7 days of instruction while EL females lost 6.5 days of instruction.

Author calculations: For days of instruction lost, in order to enable comparisons despite enrollment differences for each subgroup, the total number of days lost are divided by enrollment and multiplied by 100 to provide the days lost per 100 students enrolled. The number of days lost represent school days missed due to out-of-school suspension.

Note: At the time of publication, the 2015–16 CRDC data were the latest data publicly available from OCR.

Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16 [data file]. Released April 2018. Retrieved from <https://ocrdata.ed.gov/>