TO: Members of the State Board of Education

FROM: Mohammed Choudhury

DATE: January 25, 2022

SUBJECT: Enrollment and Attendance

PURPOSE:

To update the State Board on Attendance for the school year 2020-2021 and Enrollment for school year 2021-2022.

EXECUTIVE SUMMARY:

The presentation will include background information and available data on attendance and enrollment. Information presented will include:
1. Enrollment trends by grade and student groups,
2. Attendance rate trends,
3. Mobility and habitual truant data, and
4. Chronic absenteeism.

In addition, Attendance Works will present a national perspective of chronic absenteeism and provide information on essential actions that state and local policy makers can take to ensure that students are engaged in learning.

ACTION:

No action is necessary; for discussion only.

Maryland State Board of Education Attendance and Enrollment

January 25, 2022

Topics

Enrollment

- Defining Terms

- State Law

- Data and Trends

Attendance

- Defining Terms

- State Law

- Data and Trends

National Perspective – Attendance Works

Enrollment refers to whether a student's name was, is, or will be officially registered on the roll of a school or schools.

Adapted from *the National Forum on Education Statistics. (2018). Forum Guide to Collecting and Using Attendance Data (NFES 2017-007). U.S. Department of Education. Washington, DC: National Center for Education Statistics*, p. 5.

Enrollment: State Law

<u>Admission</u>
Under State Law all individuals aged 5 years old or older and under 21 shall be admitted free of charge to the public schools of this State. (Md. Ann. Code., Ed. Art, §7–101)

<u>Location</u>
Each child shall attend a public school in the county where the child lives with their parent or guardian. (Md. Ann. Code., Ed. Art, §7–101)

<u>Collection Timeline</u>
The MSDE collects enrollment once per year as of September 30 or the closest weekday if the date falls on the weekend. The September 30 date is established in State Law. (Md. Ann. Code, Ed. Art., §5–201(g)(1))
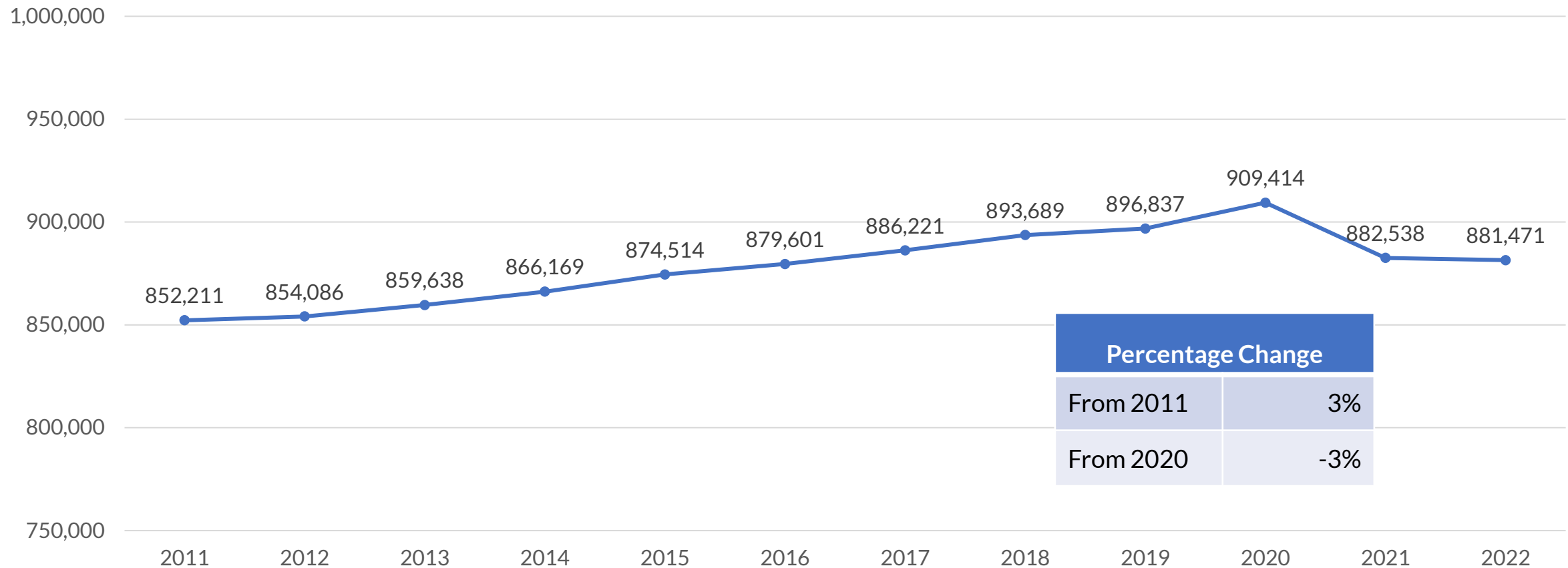
National Perspective

- The nation's public schools in 2020-2021 lost more than 1 million students, partly due to the pandemic and the widespread shuttering of in-person learning.

- During the pandemic every state saw a dip in enrollment.

- Most of the nation's enrollment drop took place in the early grades.

Pendharkar, Eesha. "More than 1 Million Students Didn't Enroll during the Pandemic. Will They Come Back?" *Education Week*, Education Week, 13 Jan. 2022, https://www.edweek.org/leadership/more-than-1-million-students-didnt-enroll-during-the-pandemic-will-they-come-back/2021/06.
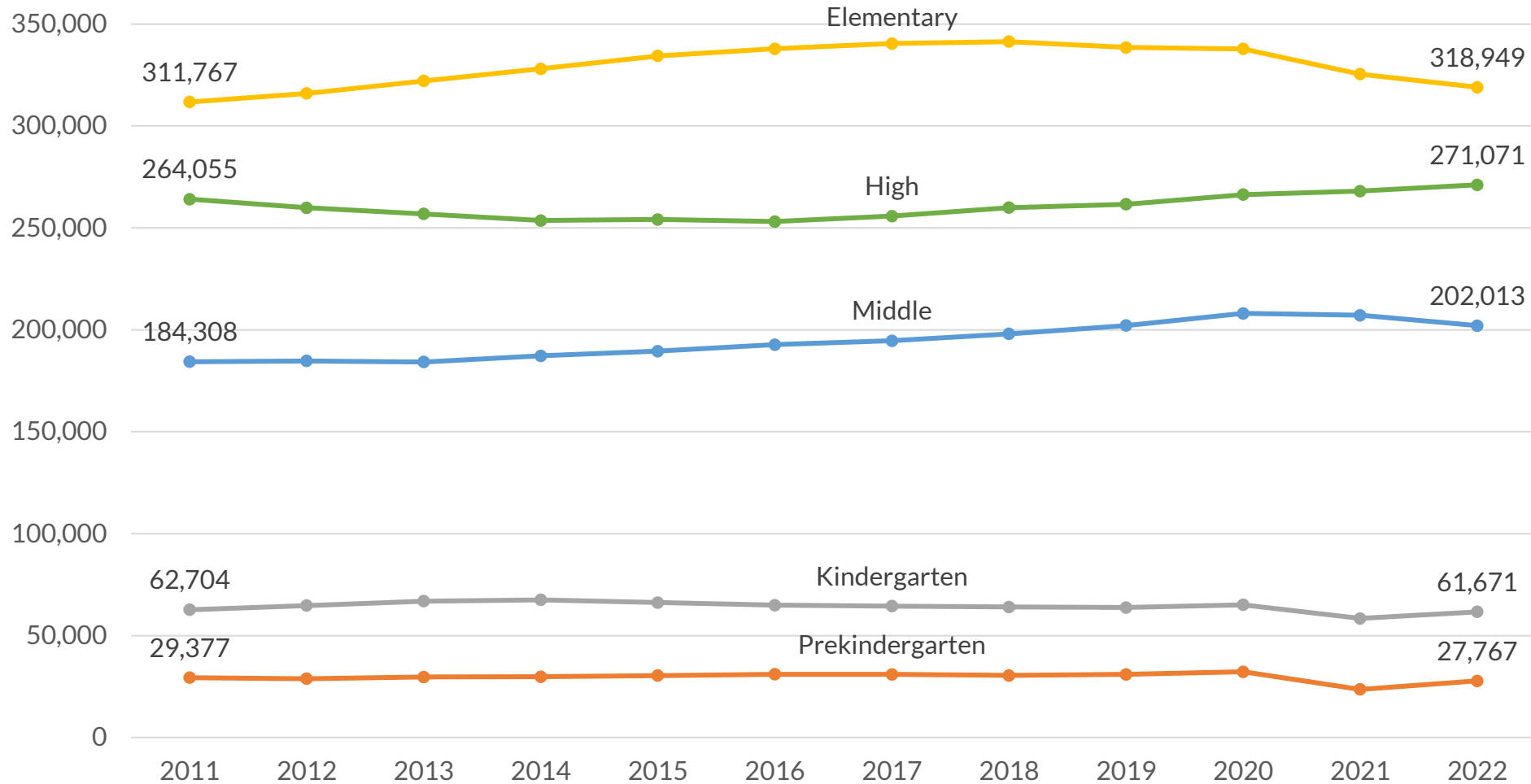
Maryland Public School Enrollment: Trend for All Students

Enrollment: The number of students registered and have attended a school as of September 30. The number includes ungraded special education and pre-kindergarten students.

Percentage Change	
From 2011	3%
From 2020	-3%

Data points:
- 2011: 852,211
- 2012: 854,086
- 2013: 859,638
- 2014: 866,169
- 2015: 874,514
- 2016: 879,601
- 2017: 886,221
- 2018: 893,689
- 2019: 896,837
- 2020: 909,414
- 2021: 882,538
- 2022: 881,471

Maryland Public School Enrollment: Trend by Grade Bands

Chart showing Maryland public school enrollment trends by grade band from 2011 to 2022:
- Elementary: 311,767 (2011) → 318,949 (2022)
- High: 264,055 (2011) → 271,071 (2022)
- Middle: 184,308 (2011) → 202,013 (2022)
- Kindergarten: 62,704 (2011) → 61,671 (2022)
- Prekindergarten: 29,377 (2011) → 27,767 (2022)

Grade Bands	Percentage Change
PreK	-5%
K	-2%
Elementary	2%
Middle	10%
High	3%

Maryland Public School Enrollment: By Grade

Enrollment has been impacted by the pandemic with decreases across all grades in the 2020-2021 school year as compared to pre-pandemic 2019-2020 school year. Pre-K, Kindergarten and 9th grade increased in enrollment for the 2021-2022 school year as compared to 2020-2021 school year.
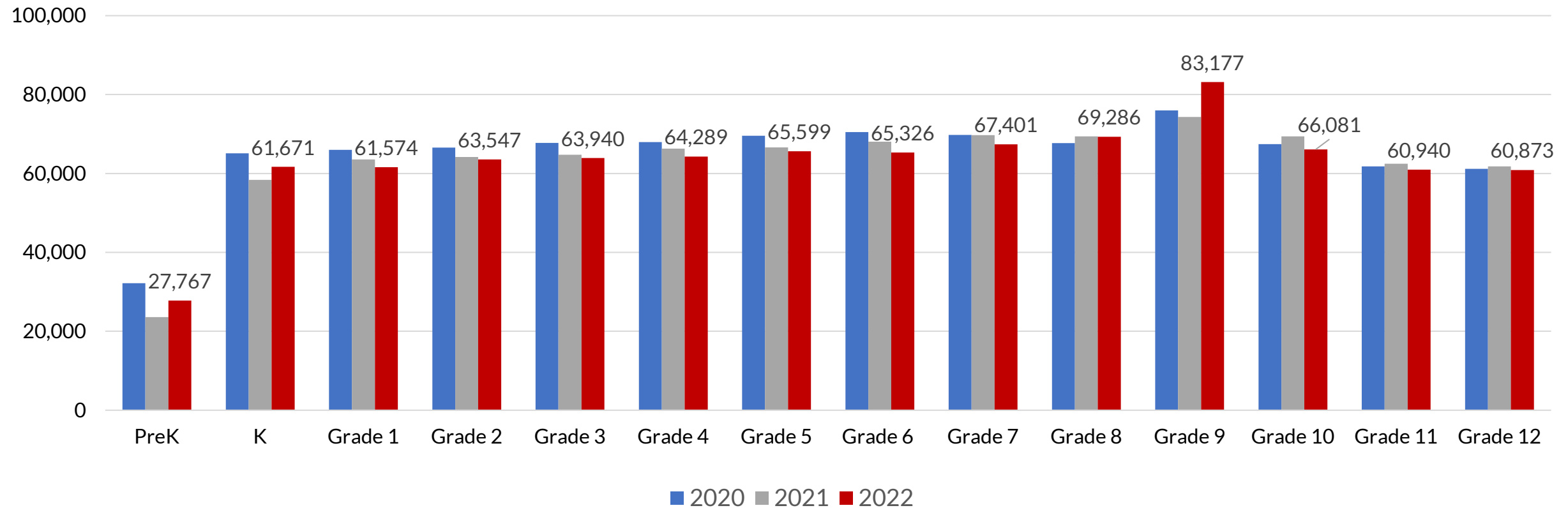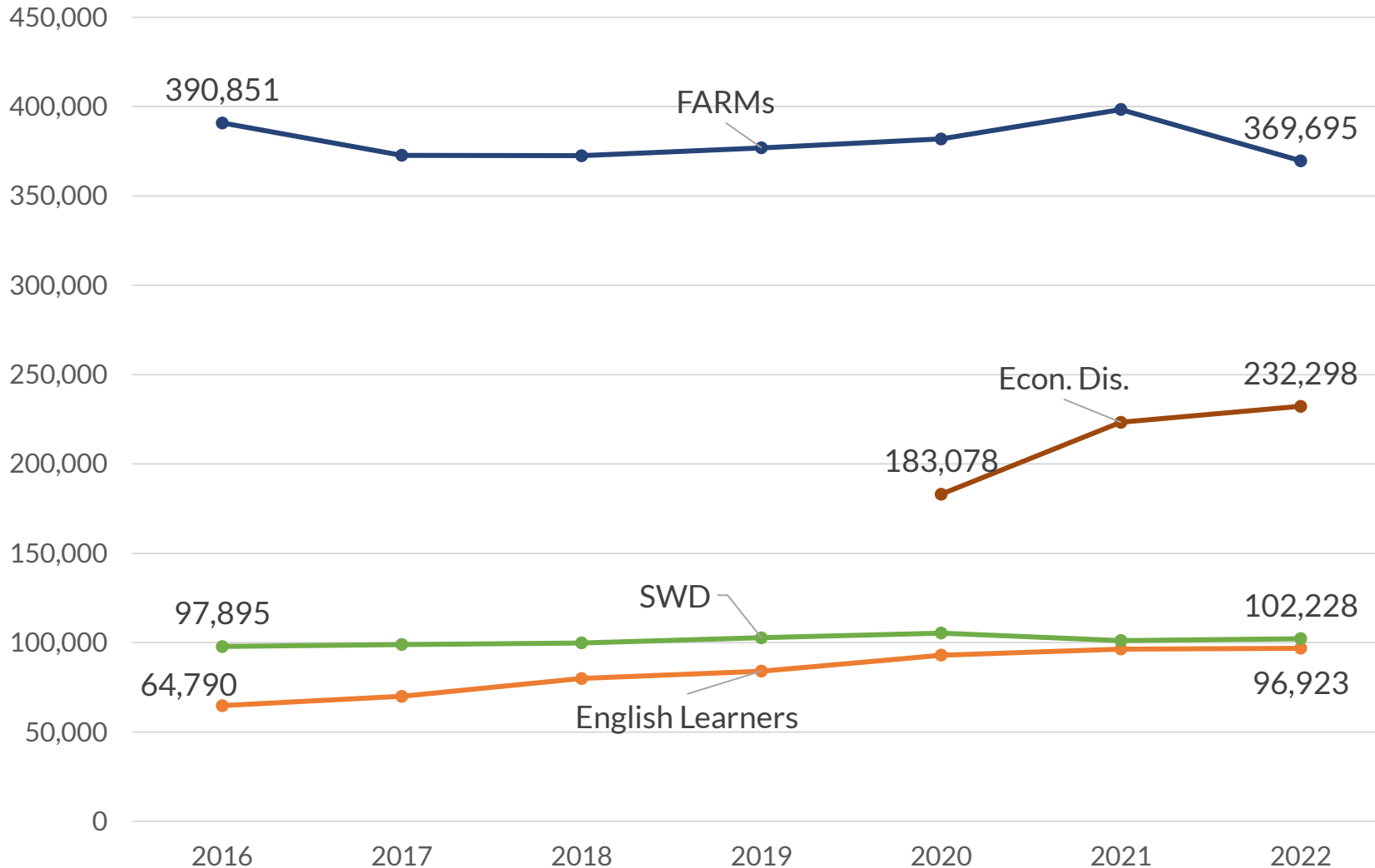
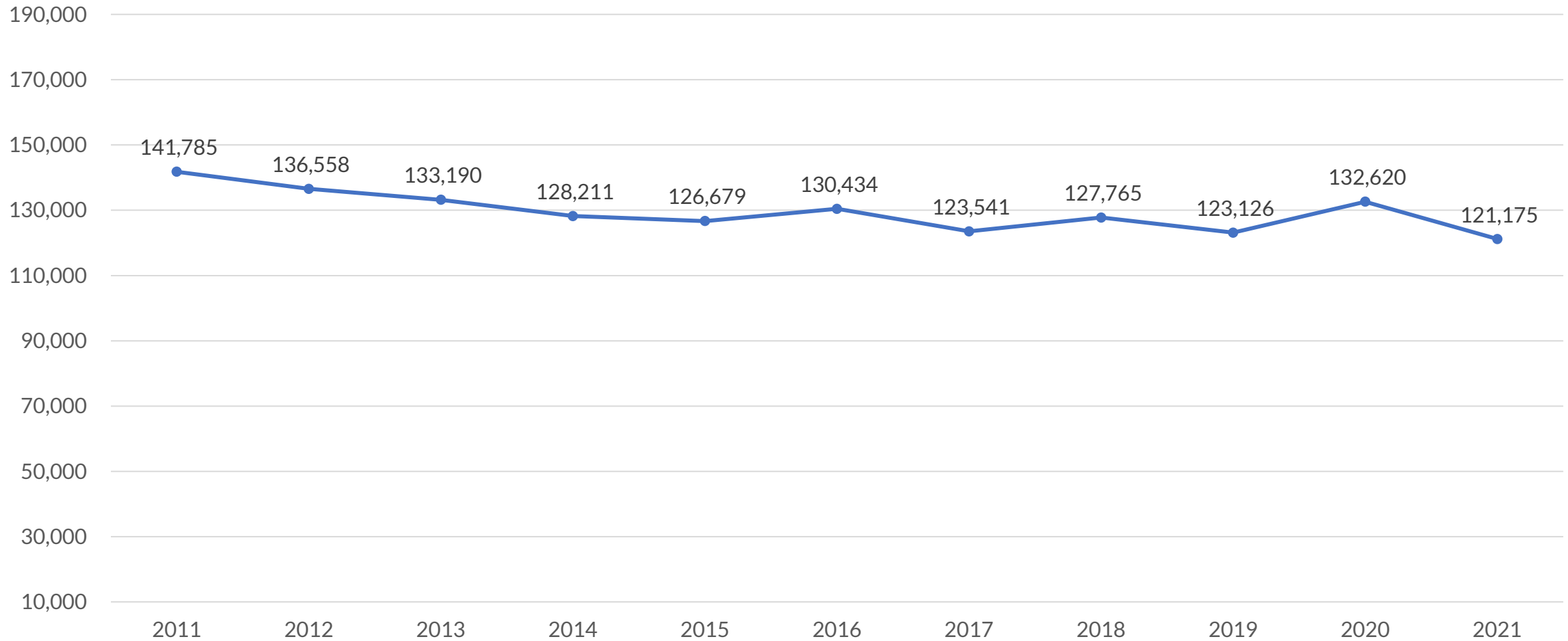# Maryland Public School Enrollment: Trend by Race and Ethnicity
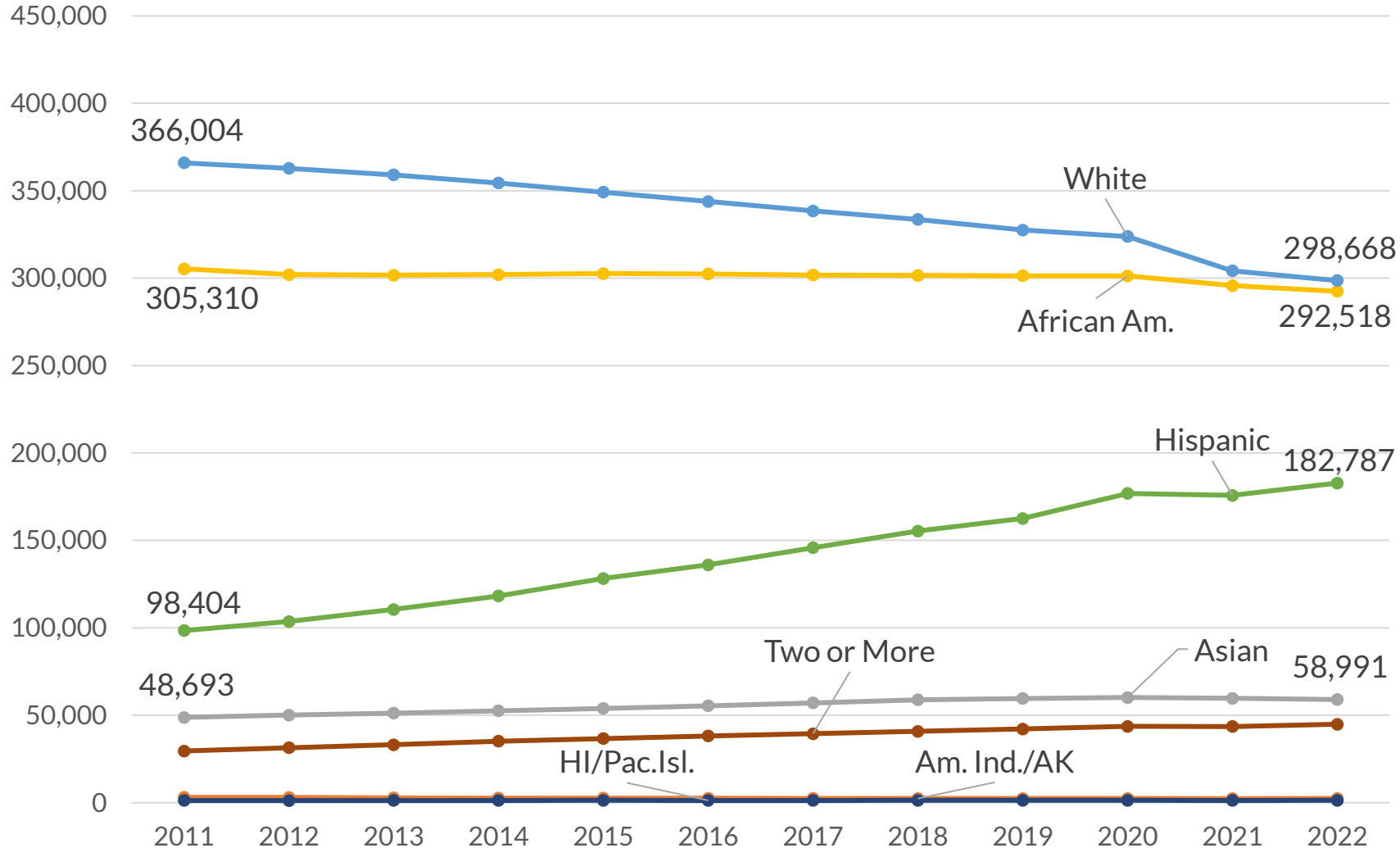
Change 2011 to 2022		
Race and Ethnicity	Student Count	Percent Change
Am. Ind./ AK Native	(688)	-23%
Asian	10,298	21%
African Am.	(12,792)	-4%
White	(67,336)	-18%
Hispanic	84,383	86%
Native HI/ Other Pac. Isl.	53	4%
Two or More Races	15,342	52%

Maryland Public School Enrollment: Trend by Student Groups

Change 2011 to 2022		
Student Group	Student Count	Percent Change
English Learners	32,133	50%
Students with Disabilities	4,333	4%
FARMs	(21,156)	-5%
Economically Disadvantaged	49,220	27%

Maryland Private School Enrollment: Trend by All Students

Chart: Maryland Private School Enrollment trend line from 2011 to 2021.

Year	Enrollment
2011	141,785
2012	136,558
2013	133,190
2014	128,211
2015	126,679
2016	130,434
2017	123,541
2018	127,765
2019	123,126
2020	132,620
2021	121,175

Note: Nonpublic school enrollment data is self-reported by Maryland's Nonpublic Schools and is not subject to a thorough verification and audit process.
Data Source: MSDE Staff and Student Publications, Nonpublic School Enrollment, State of Maryland, September 2011 through September 2021

Maryland Total Number of Students Taught through Home Schooling

Line chart showing Maryland Total Number of Students Taught through Home Schooling from 2011 to 2021:

Year	Number of Students
2011	22,110
2012	23,069
2013	24,302
2014	26,434
2015	26,975
2016	27,742
2017	27,828
2018	26,040
2019	27,551
2020	27,754
2021	42,632
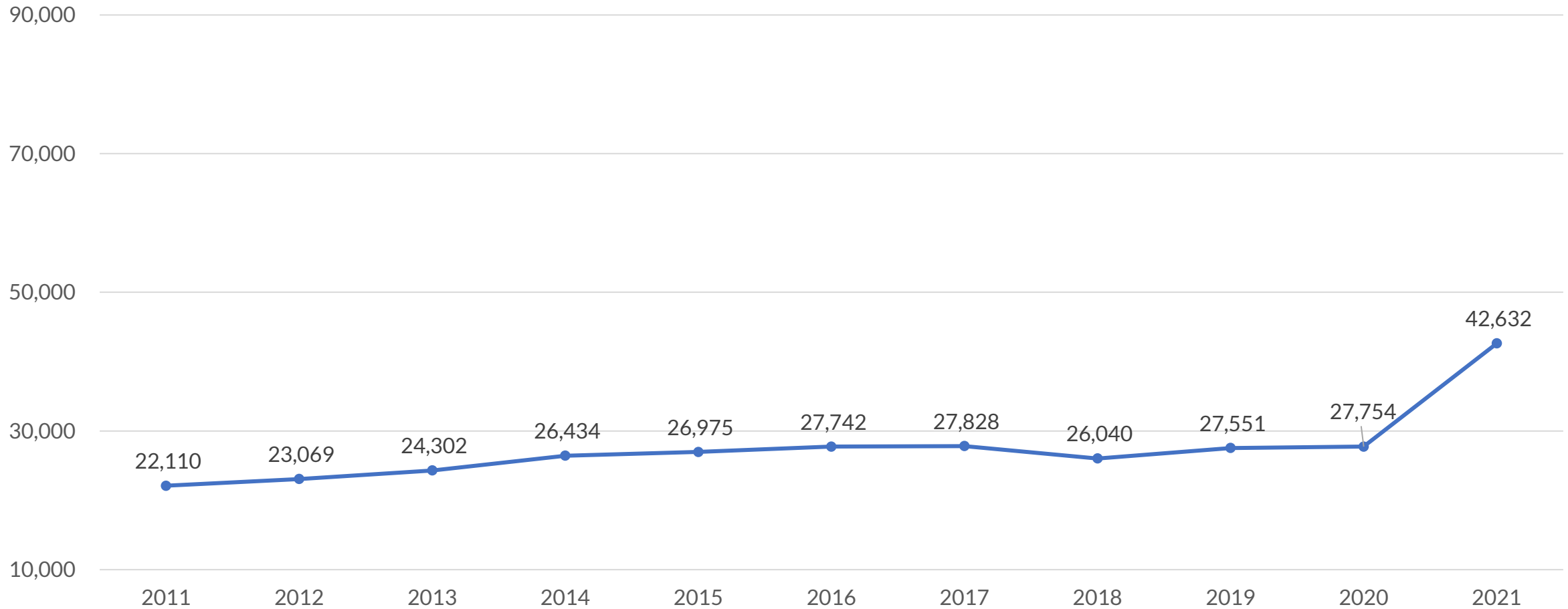
Note: Number of Students Taught through Home Schooling as reported by Local School Systems.

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Attendance refers to a student's presence or absence in an instructional program approved by the state, district, and/or school.

Adapted from *the National Forum on Education Statistics. (2018). Forum Guide to Collecting and Using Attendance Data (NFES 2017-007). U.S. Department of Education. Washington, DC: National Center for Education Statistics*, p. 5.

Attendance: State Law

Definition
Attendance means that a student is present at school on a regular school day and includes participation in school-sponsored activities. (COMAR 13A.02.06.02B(5); COMAR 13A.08.01.01; 2020 Maryland Student Records System Manual)

Compulsory Attendance
Each child who resides in this State and is 5 years old or older and under 18 shall attend a public school regularly during the entire school year. (Md. Ann. Code, Ed. Art., §7-301(a-1))

Student Attendance Policy
Each local school system shall develop a student attendance policy which includes a record of daily attendance. (COMAR 13A.08.01.05)

Collection Timeline
The MSDE collects attendance 3 times per year in September, Spring, and the End of the School Year.

Maryland Attendance Rate: Trend by All Students

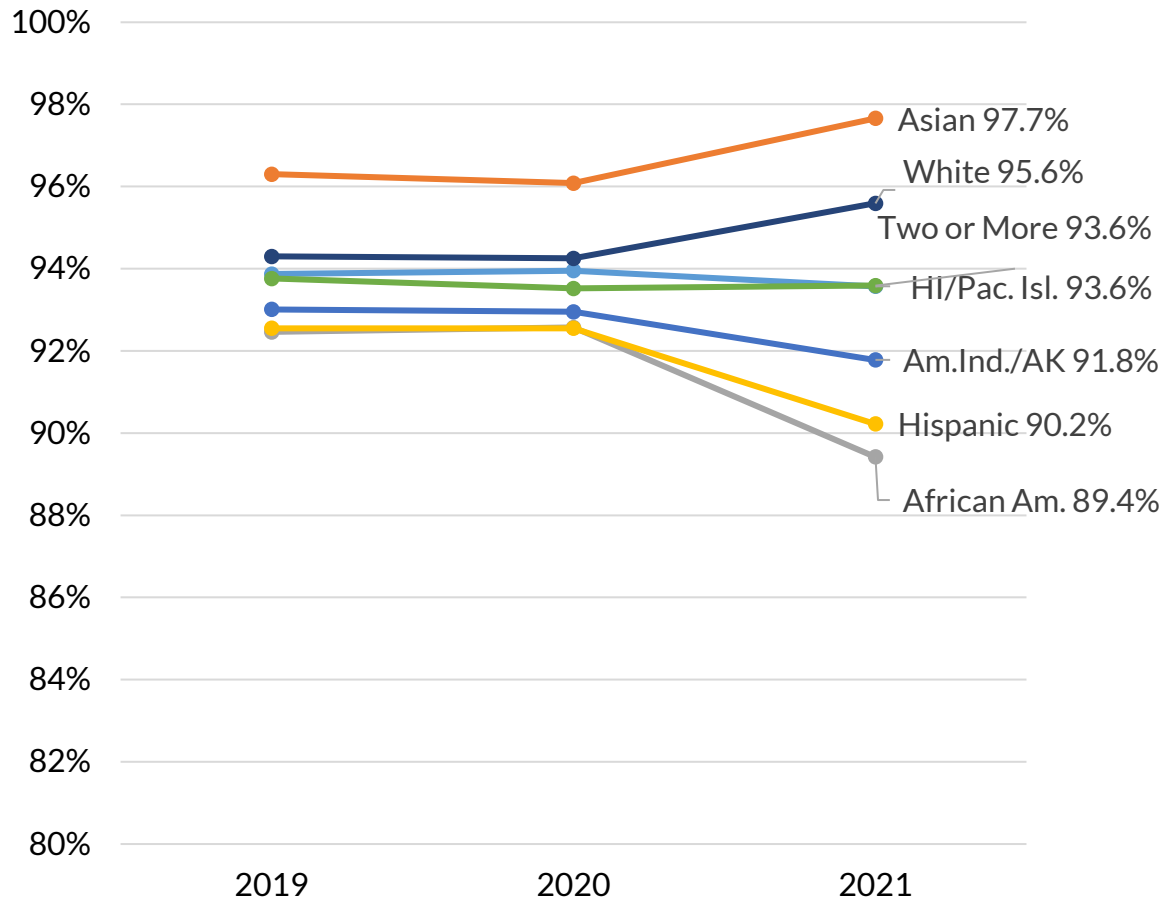Attendance Rate: The percent of students in grades 1-12 who attend school each day.
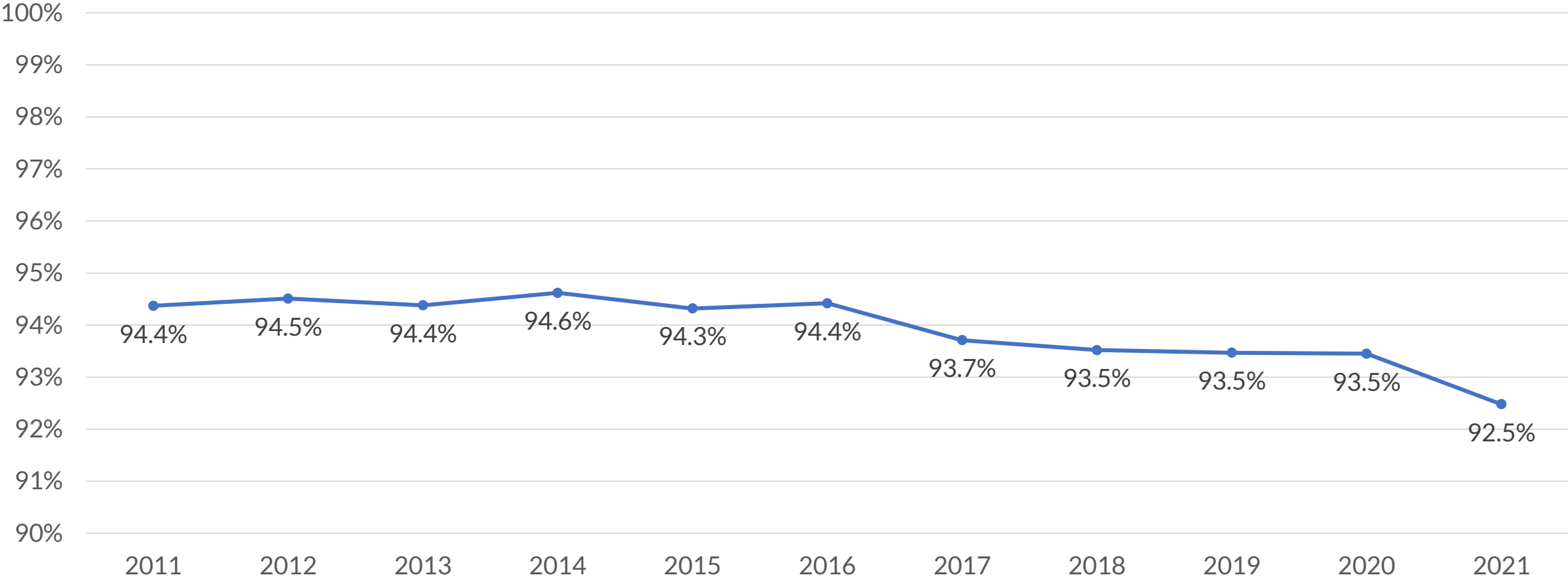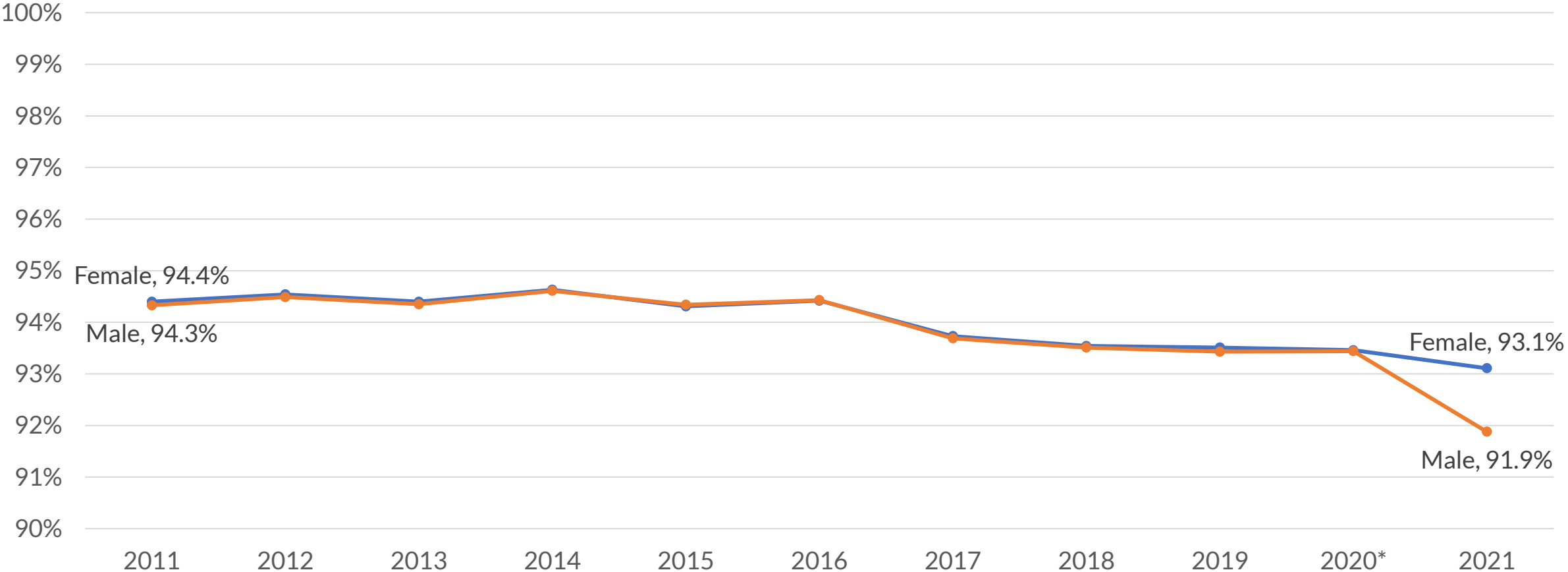
Note: Attendance Rate does not include prekindergarten or kindergarten grades.
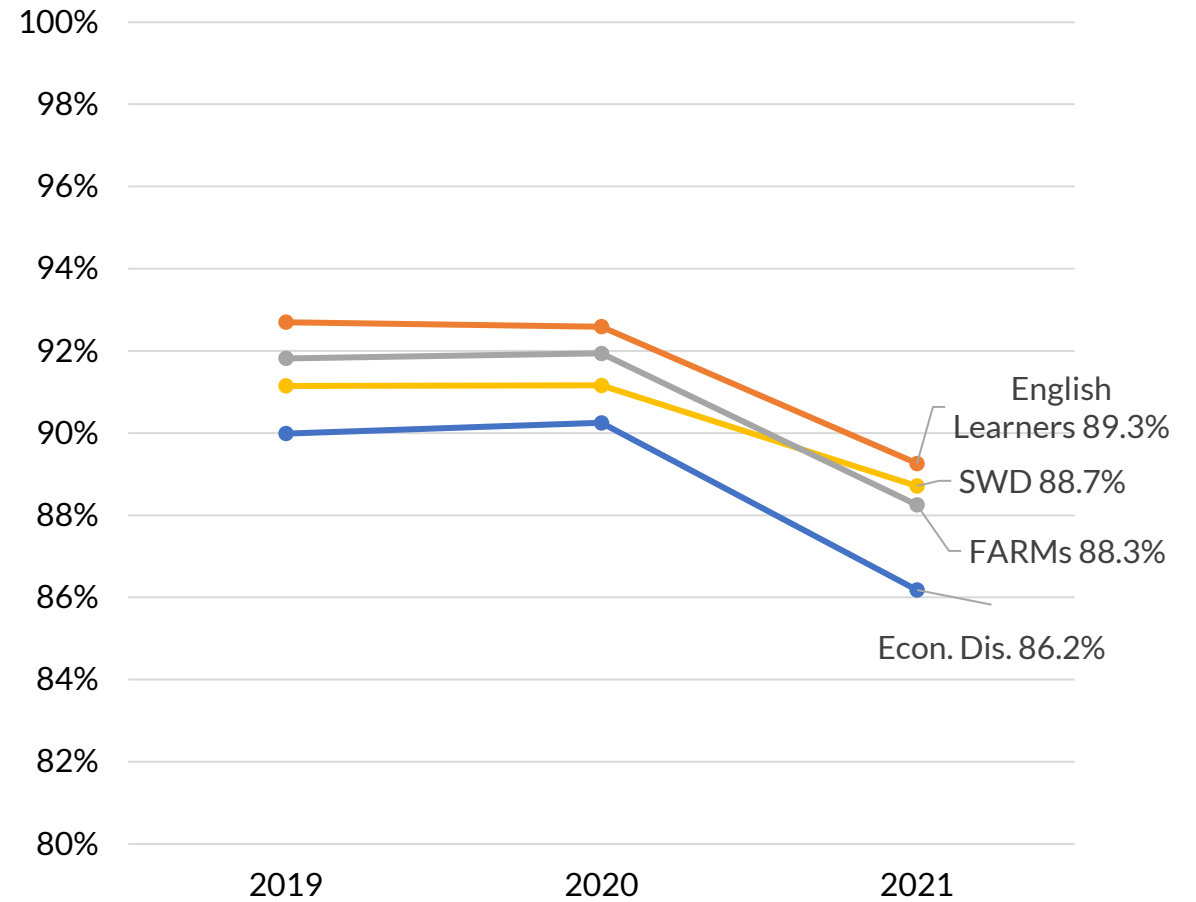Data Source: Early Attendance, 2011-2012 through 2020-2021

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Attendance Rate: by Student Groups

Race and Ethnicity

- Asian 97.7%
- White 95.6%
- Two or More 93.6%
- HI/Pac. Isl. 93.6%
- Am.Ind./AK 91.8%
- Hispanic 90.2%
- African Am. 89.4%

Special Service Groups

- English Learners 89.3%
- SWD 88.7%
- FARMs 88.3%
- Econ. Dis. 86.2%

Revised 1/28/2022

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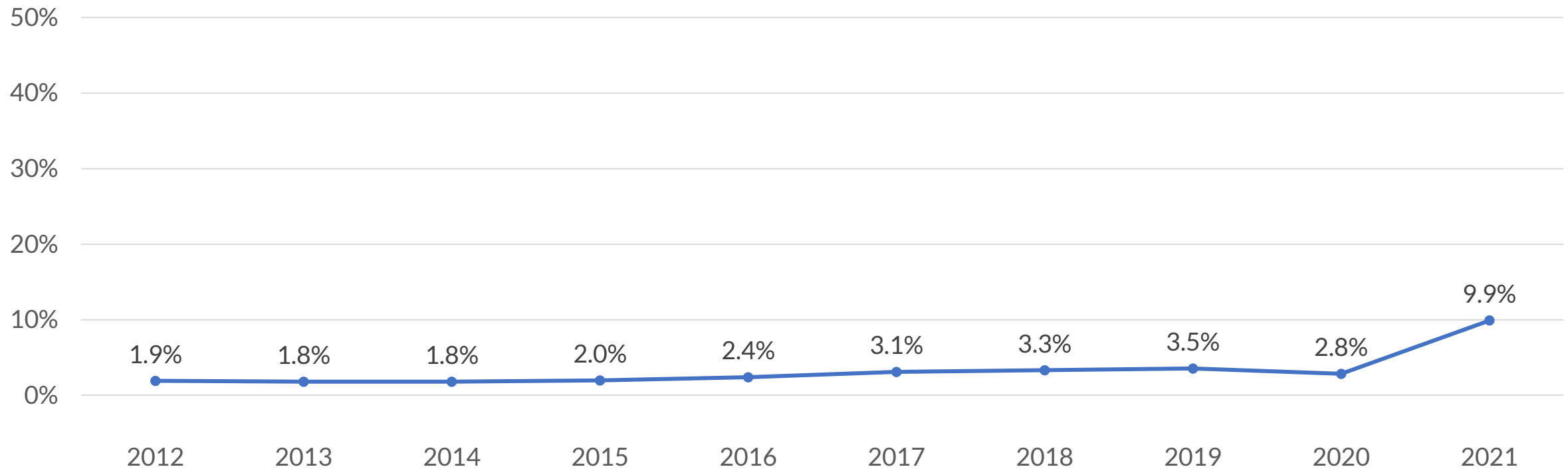# Mobility Rate: Trend by All Students

Mobility Rate: The percentage of students that either entered or withdrew from a school during the school year.
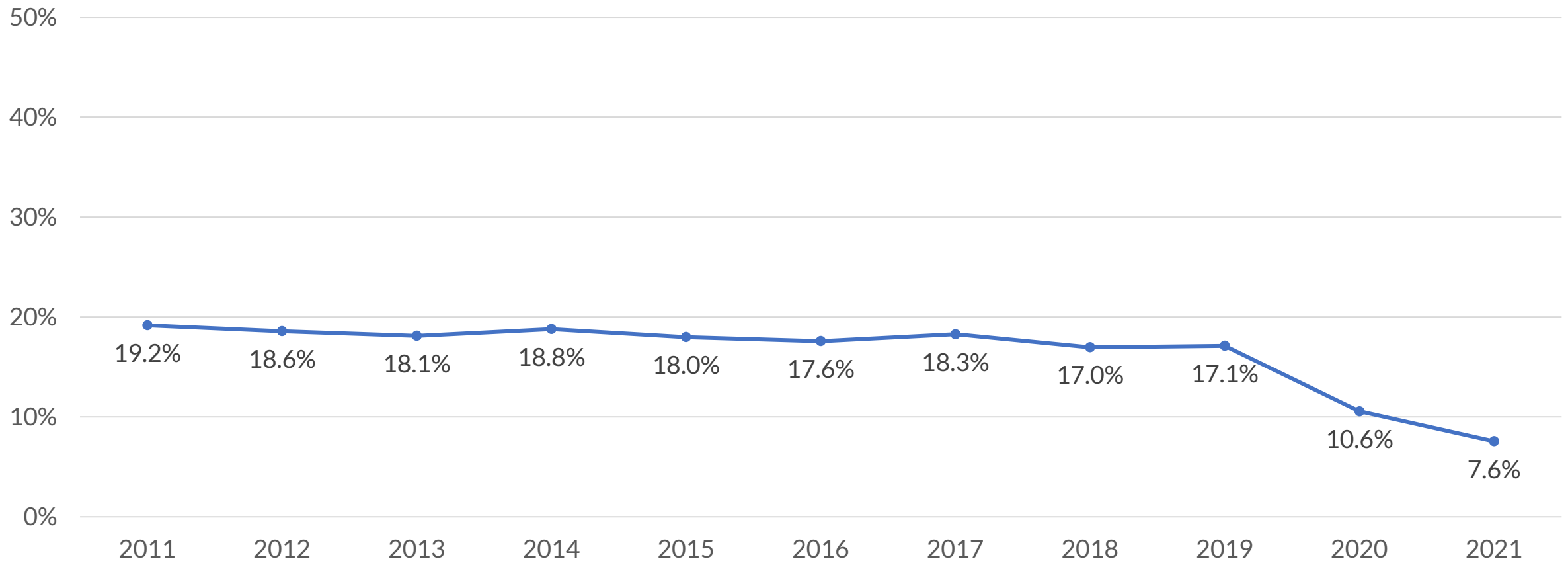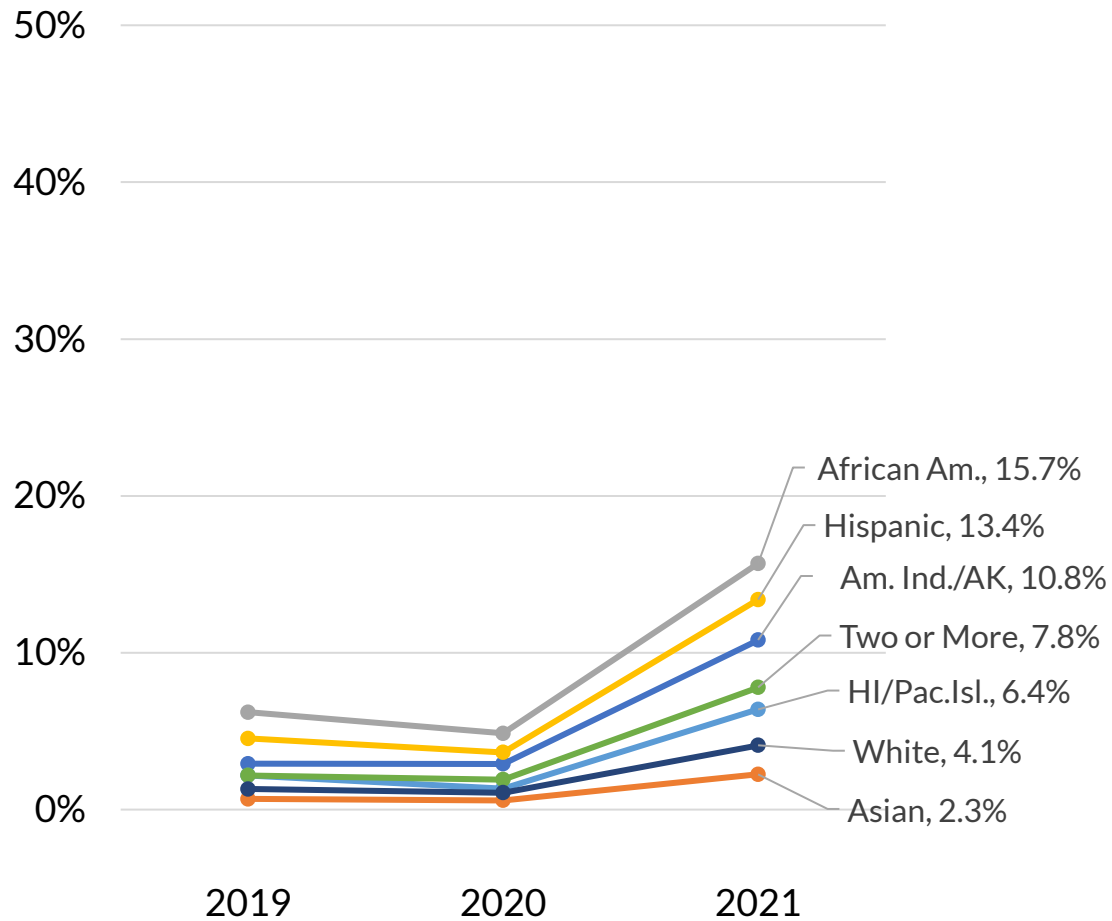
Habitual Truants: Trend for All Students

Habitual Truant: Defined in state law as a student who is unlawfully absent from school for more than 8 days in any quarter, 15 days in any semester, or 20 days in a school year. State law requires LEAs to develop a **system of active interventions for truant students** and refer students for those interventions. (Md. Ann. Code, Ed. Art., §7-302.2)
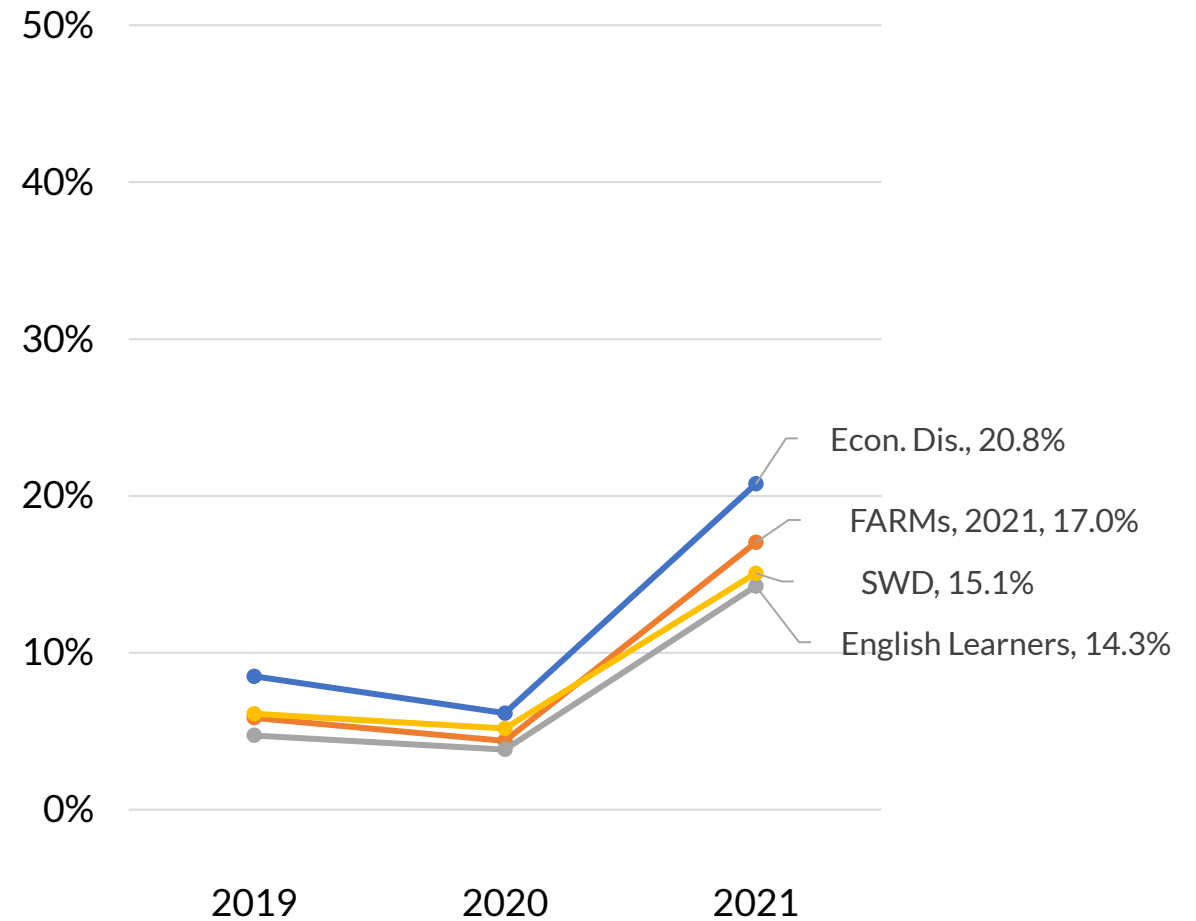
Habitual Truants: by Student Groups
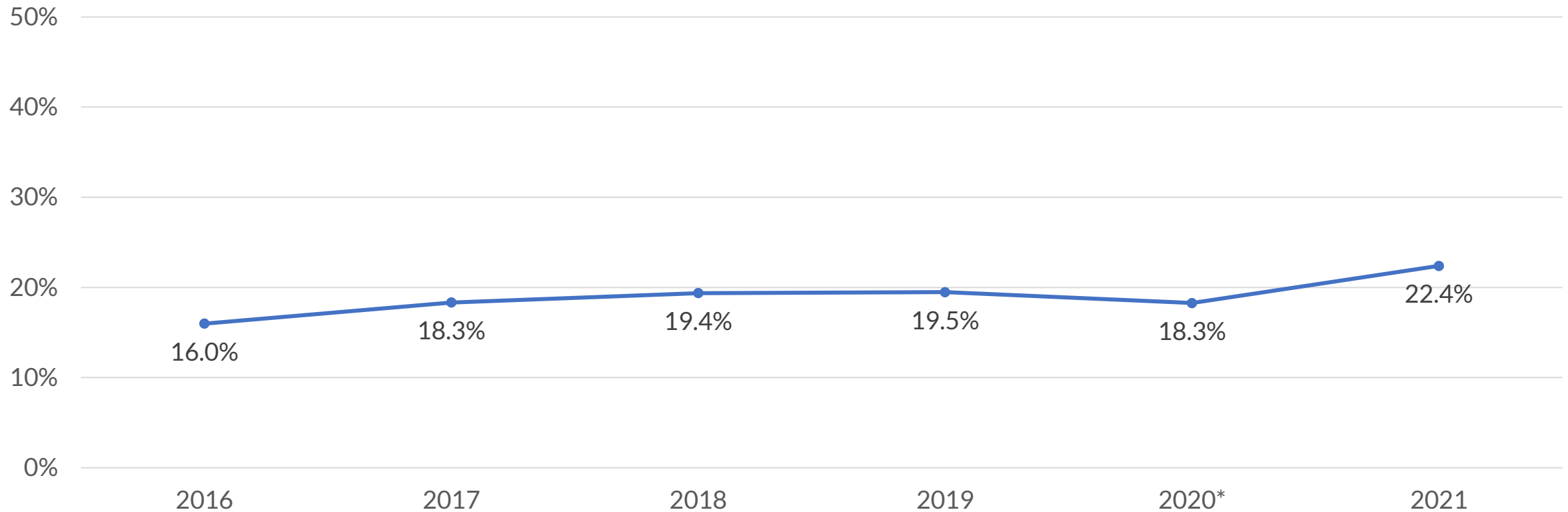
Race and Ethnicity

- African Am., 15.7%
- Hispanic, 13.4%
- Am. Ind./AK, 10.8%
- Two or More, 7.8%
- HI/Pac.Isl., 6.4%
- White, 4.1%
- Asian, 2.3%

Years: 2019, 2020, 2021

Special Service Groups

- Econ. Dis., 20.8%
- FARMs, 2021, 17.0%
- SWD, 15.1%
- English Learners, 14.3%

Years: 2019, 2020, 2021

Chronic Absenteeism Rate: Trend by All Students

Chronic Absenteeism: Students are chronically absent when absent 10% or more of the school days while enrolled at that school. For example, a student who is registered to attend a school for 30 days and who is absent 3 of those 30 days is considered chronically absent.
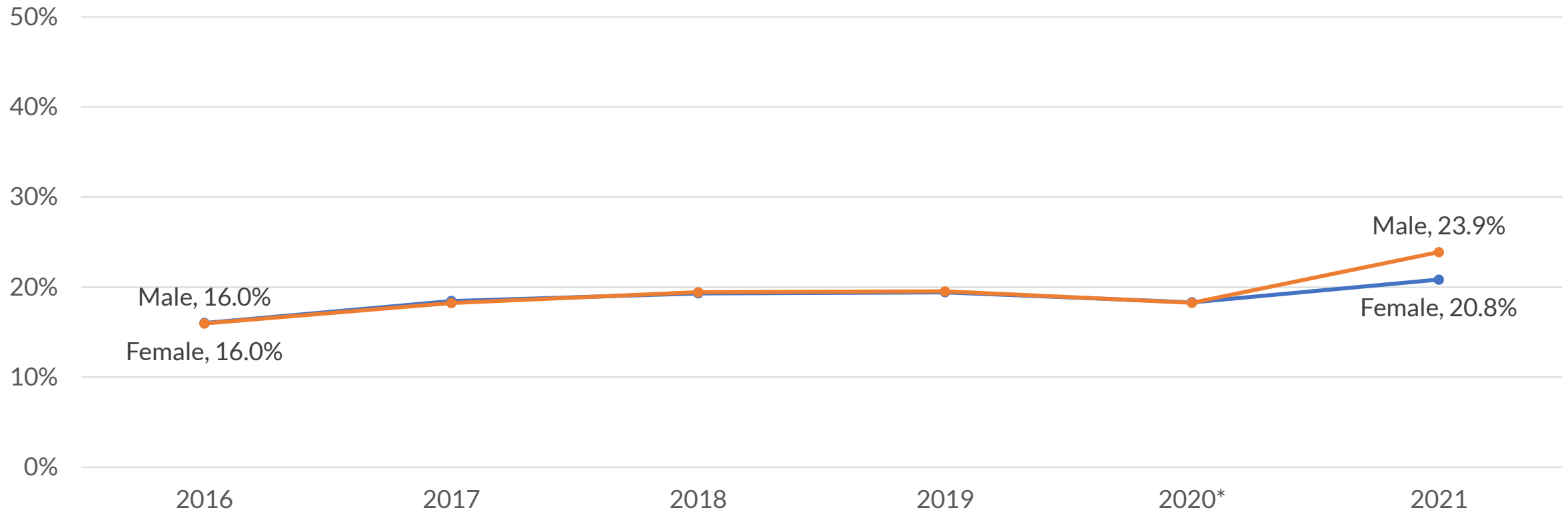

Revised 1/28/2022

*Chronic Absenteeism for 2019-2020 calculated from the start of school through March 13, 2020 when school buildings closed due to the pandemic.

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Chronic Absenteeism Rate: Trend by Gender

Chronic Absenteeism: Students are chronically absent when absent 10% or more of the school days while enrolled at that school. For example, a student who is registered to attend a school for 30 days and who is absent 3 of those 30 days is considered chronically absent.
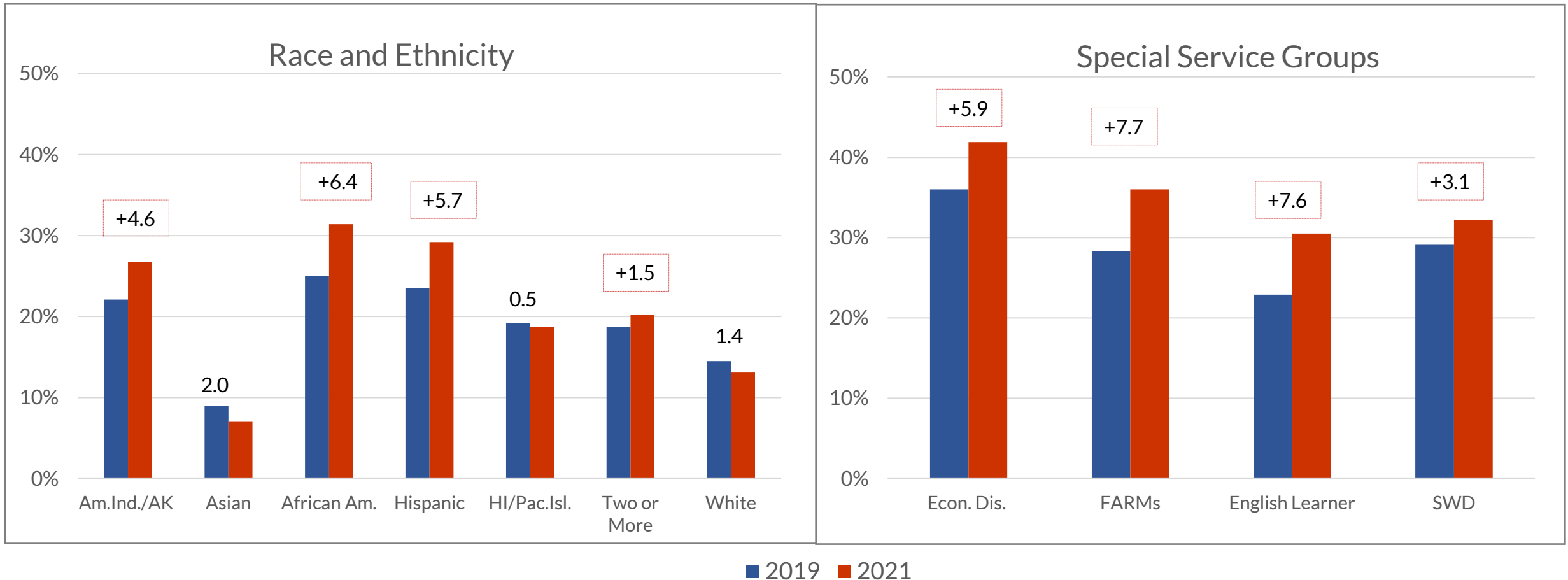
Revised 1/28/2022

*Chronic Absenteeism for 2019-2020 calculated from the start of school through March 13, 2020 when school buildings closed due to the pandemic.

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Chronic Absenteeism: by Student Groups

Chronic Absenteeism has been impacted by the pandemic with increases across most student groups in the 2020-2021 school year as compared to pre-pandemic 2018-2019 school year.

Race and Ethnicity: Am.Ind./AK +4.6, Asian 2.0, African Am. +6.4, Hispanic +5.7, HI/Pac.Isl. 0.5, Two or More +1.5, White 1.4

Special Service Groups: Econ. Dis. +5.9, FARMs +7.7, English Learner +7.6, SWD +3.1

■ 2019 ■ 2021

National Perspective

- In-person schooling is back this school year, but fewer students than normal are regularly attending class according to emerging data. **More students are missing out on instruction after many fell behind last year** (Barnum, 2021).

- Disruptions to learning are not over, and student attendance rates lag significantly behind pre-pandemic levels.

- Reports of **chronic absenteeism have increased since before the pandemic**. Low-income students are 1.6 times more likely to be missing multiple days of school than their high-income peers.

- Based on historical links between chronic absenteeism and graduation, 1.7 million to 3.3 million eighth-12th grade **students could drop out of school due to the pandemic without coordinated efforts to reengage them in learning** (Dorn et al.; 2021).