

EXECUTIVE SUMMARY

This report documents the pattern of staff absenteeism in the Alexandria City Public Schools (ACPS). Principally, it addresses the following three questions:

- 1) What is the expected attendance rate for staff in an educational setting such as the ACPS?
- 2) Is there a problem of poor staff attendance in the ACPS?
- 3) If there is poor attendance, is it predominantly related to specific schools or service groups?

The data were obtained primarily from the end-of-year payroll reports (1998, 1999 and 2000), as well as information from Human Resources for 2000. The data were disaggregated by location and staff designation. The table below encapsulates the overall leave taken by all employees.

	Average Leave 1998			Average Leave 1999			Average Leave 2000		
	Sick Days	Total Leave	# of Instances	Sick Days	Total Leave	# of Instances	Sick Days	Total Leave	# of Instances
Elementary	6.7	12.1	8.6	7.4	12.9	8.8	6.5	11.3	7.9
Secondary	6.9	13.0	8.9	8.3	14.4	9.7	7.9	13.8	9.2
Central Office	9.1	21.8	15.0	8.8	21.4	15.4	8.4	19.3	14.2
ACPS Total	7.1	13.9	9.7	8.0	14.8	10.2	7.3	13.5	9.4

- The ACPS does not appear to have an excessive absence rate. The absence rates for elementary teachers, secondary teachers and all employees overall were 4.5%, 4.9% and 5.9%, respectively. The highest industry rate reported was 4.7% for government workers across the nation.
- Teachers generally used a similar amount or less sick and total leave than their non-classroom counterparts.
- ACPS students are taught by substitutes for at least three weeks of the school year. Both elementary and secondary schools used an average per classroom teacher of 17.6 substitute teacher days in 1999/2000.
- Statistical differences were noted between all staff at elementary schools, secondary schools and central office on use of sick leave, total leave and number of leave requests.
- There was a statistical difference among secondary schools for the number of leave requests by all staff.
- Among both elementary and secondary teaching staff, there were statistical differences in schools' use of professional leave and number of leave requests.

This study provides the baseline context for future assessments of staff attendance and student performance.