

CHRONIC ABSENTEEISM: *A CLOSER LOOK AT CONNECTICUT DATA*

Strategic Action Group on Chronic Absence

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Why focus on Chronic Absenteeism?

- Commonly reported aggregate attendance measures for districts/schools/subgroups (e.g., a district attendance rate) may not adequately highlight the extent of individual absenteeism. For example, a high school may have an attendance rate of 92% but as many as quarter of their students could be chronically absent.
- Tracking attendance and chronic absenteeism on a frequent basis can help districts and schools to identify students who need interventions and support services. It is the first step to helping children achieve success in school.

Attendance Rate and Chronic Absenteeism (Eight Alliance Districts with Network Schools), 2011-12



School Attendance Matters

- Students need to attend school daily to succeed. If chronic early absence is not addressed at the elementary level, then it may worsen in the higher grades. A report by John Hopkins University outlines various research findings that highlight the **association of chronic absenteeism to student academic achievement and high school graduation**.
- Factors that contribute to chronic absence may be situated in the **family, school and/or the community**. Some examples of such factors include inadequate healthcare, high family mobility, low maternal education, food insecurity, ineffective parent engagement, and high levels of community violence.
- Solutions to high levels of chronic absenteeism will require the **collaborative efforts** of schools, communities, and families.
- *Chang & Romero, Present, Engaged & Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades, National Center for Children in Poverty: September 2008.*
- *Balfanz, R., & Byrnes, V. (2012). Chronic Absenteeism: Summarizing What We Know From Nationally Available Data. Baltimore: Johns Hopkins University Center for Social Organization of Schools.*

Chronic Absenteeism

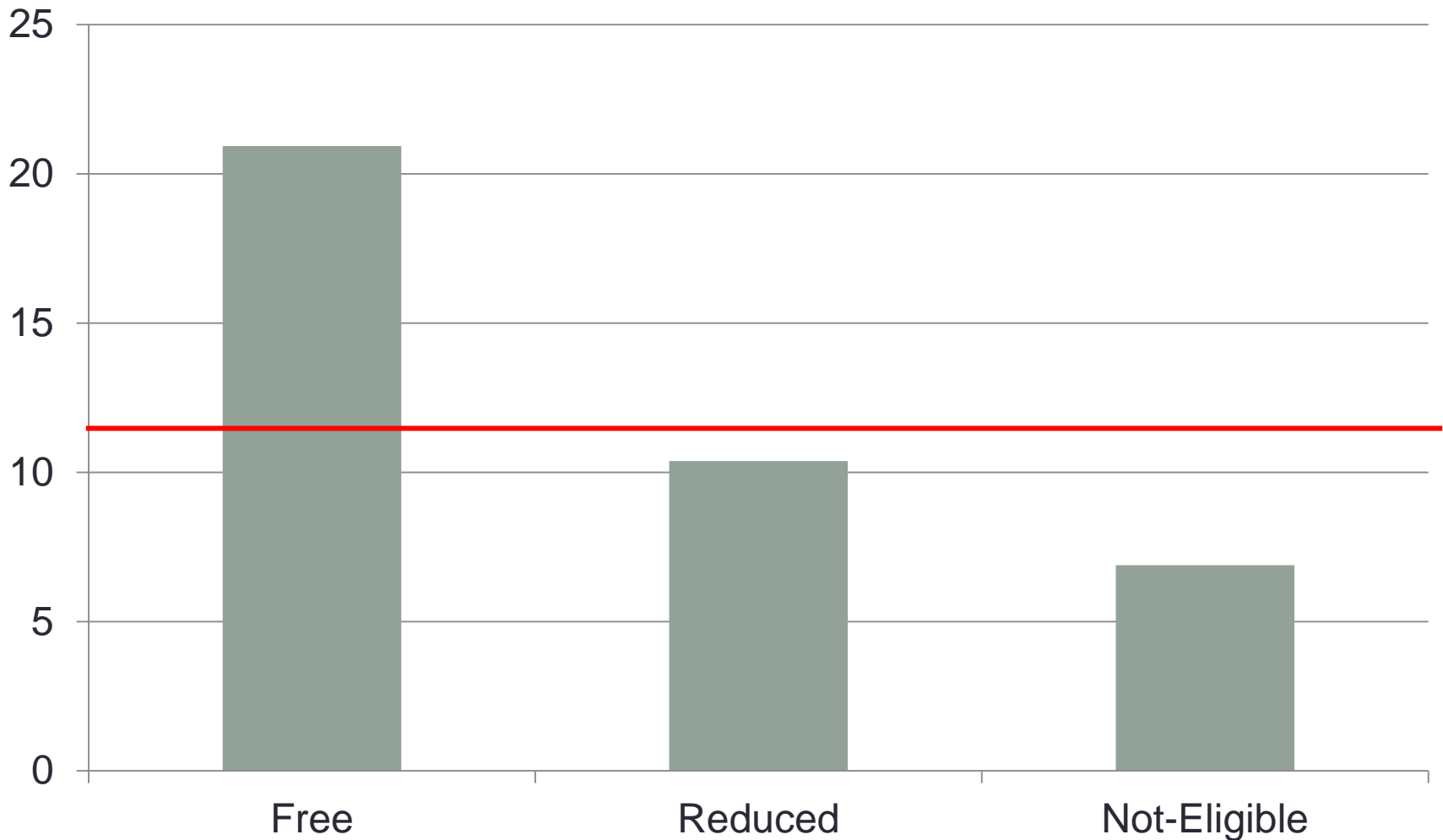
- Chronic absenteeism is defined as missing ten percent or greater of the total number of days enrolled in the school year for any reason. It includes both excused and unexcused absences.
- SDE has recently begun to analyze chronic absenteeism at the state, district and school level.
- Student Attendance Rate* =
$$\frac{\text{Student's Total Days of Attendance}}{\text{Student's Total Days of Membership}}$$
- A student is classified as chronically absent if his/her attendance rate is less than or equal to 90%.

*Source: Public School Information System (PSIS) June Collection

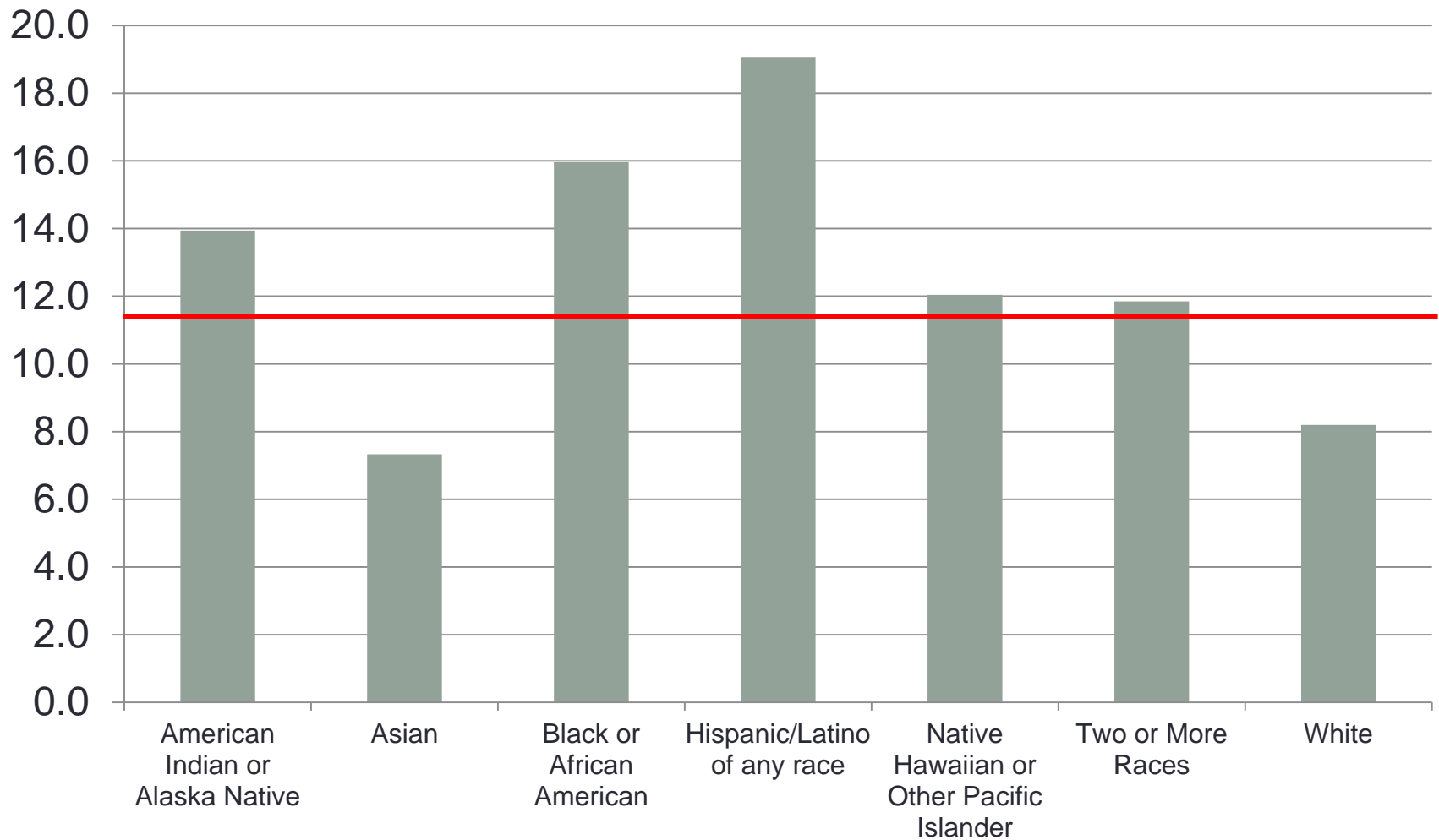
What have we learned?

- Over 11 percent of K-12 students (around 60,000 students) are chronically absent
- Great disparities exist in chronic absenteeism rates:
 - Students eligible for **free lunch** are *three times* as likely as their peers who are not eligible for lunch subsidies to be chronically absent
 - **Black/African American** students are about twice as likely and **Hispanic** students are more than two times as likely as **White** students to be chronically absent
 - **English Language Learners** and **Students with Disabilities** also evidence substantially higher chronic absenteeism rates when compared to their general education peers.
 - Chronic absenteeism rates are higher in the **urban** districts.

Percent of Students Chronically Absent by Lunch Eligibility, 2012-13

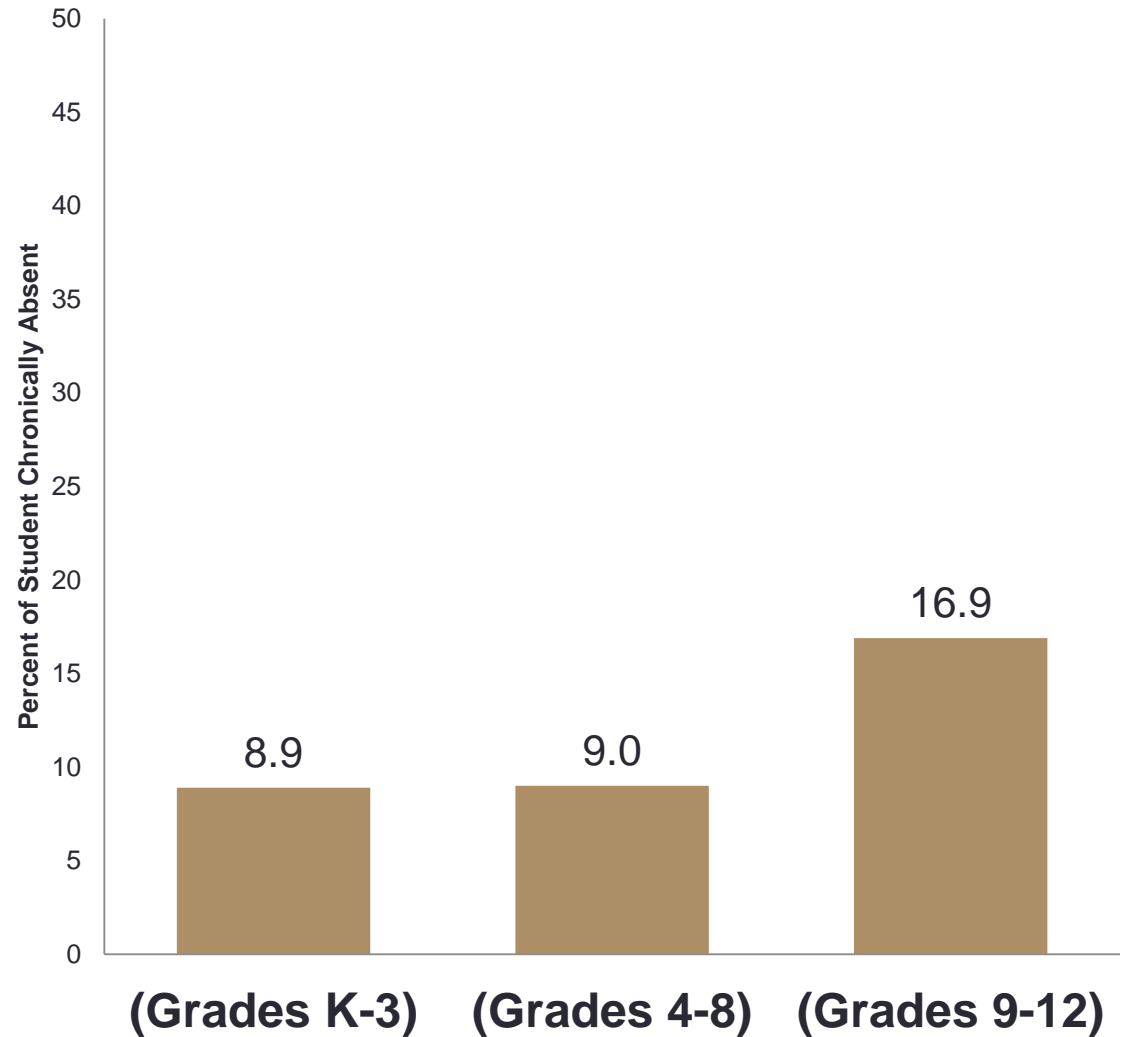


Percent of Students Chronically Absent by Race/Ethnicity, 2012-13

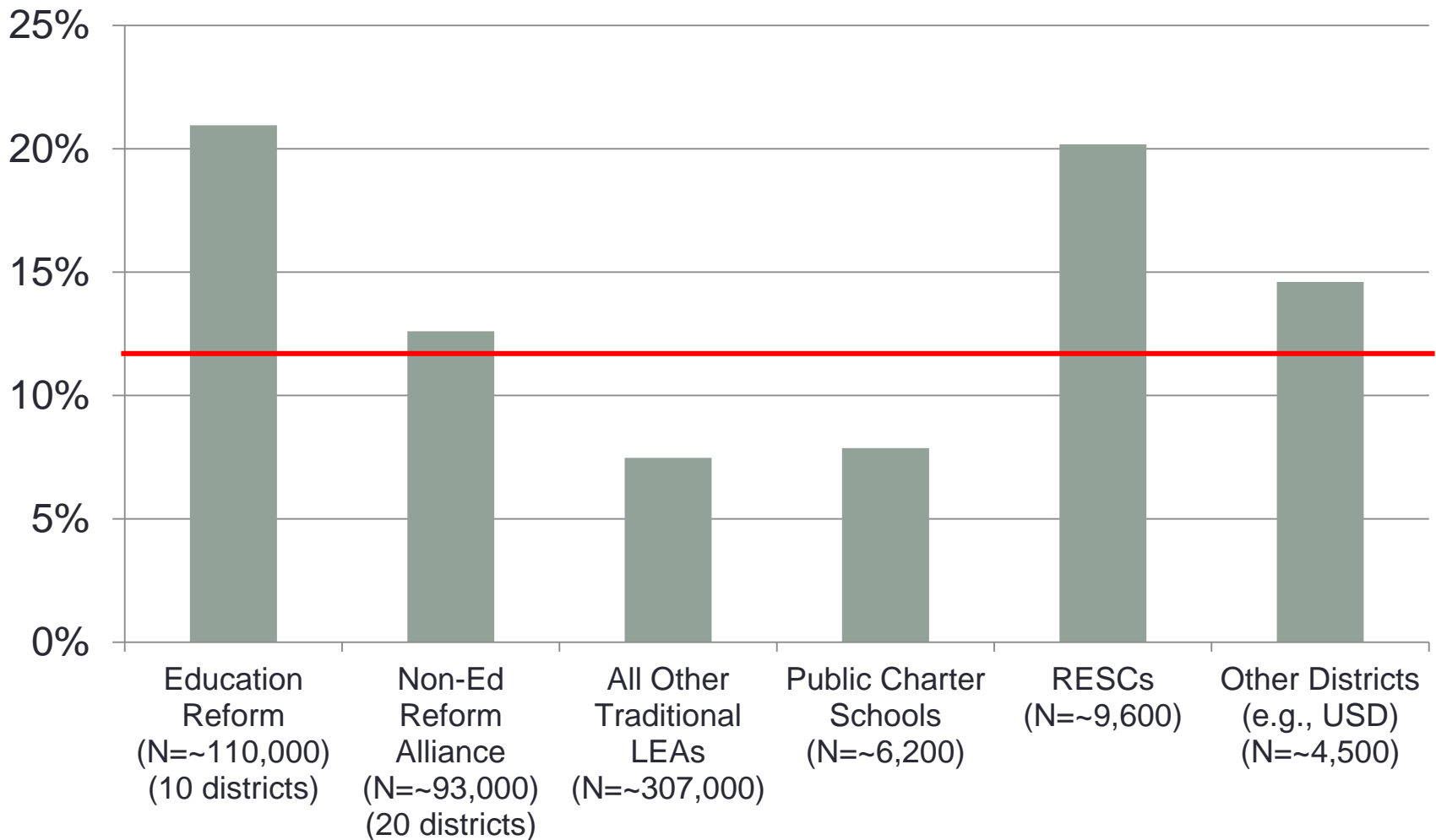


Chronic Absenteeism by Grade-Level

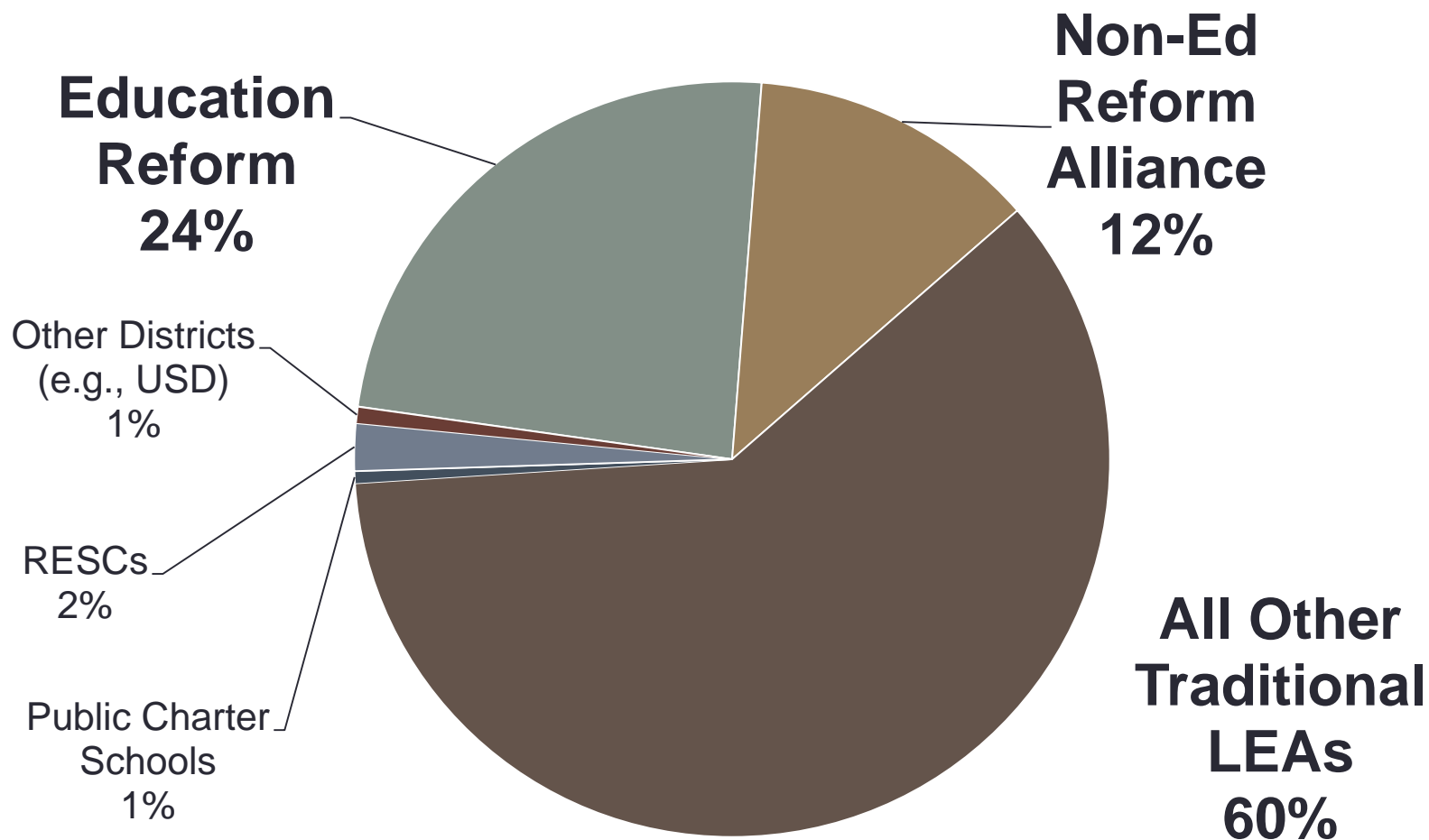
High School students are nearly twice as likely to be chronically absent as K-8 students.



Chronic Absenteeism by District Type, 2012-13



Where are the chronically absent children?



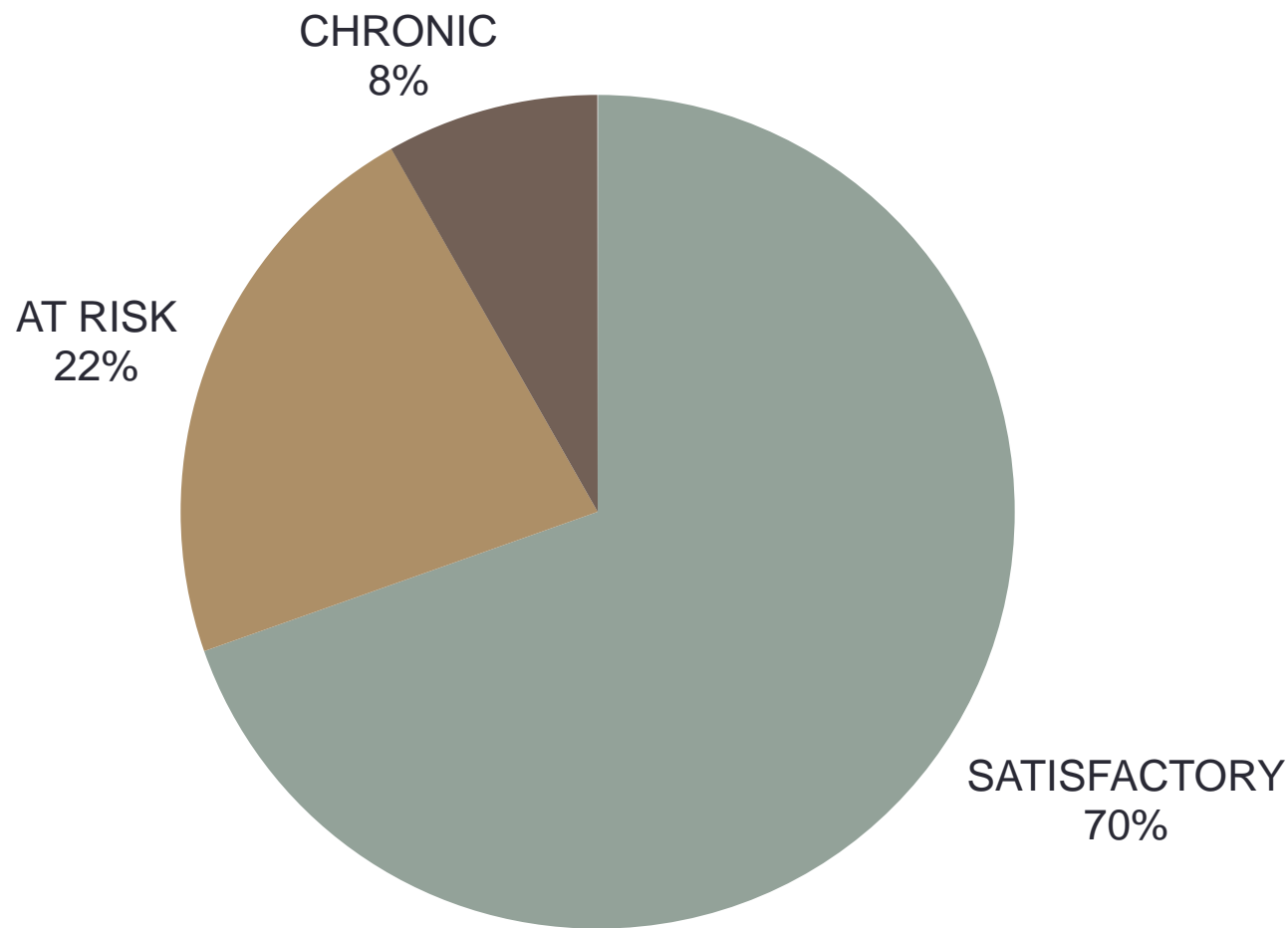
Association of Student Attendance to Achievement and Graduation, 2011-12

- Students were grouped into the following attendance categories to examine their association to student achievement on CMT (standard CMT only) and 4-year graduation

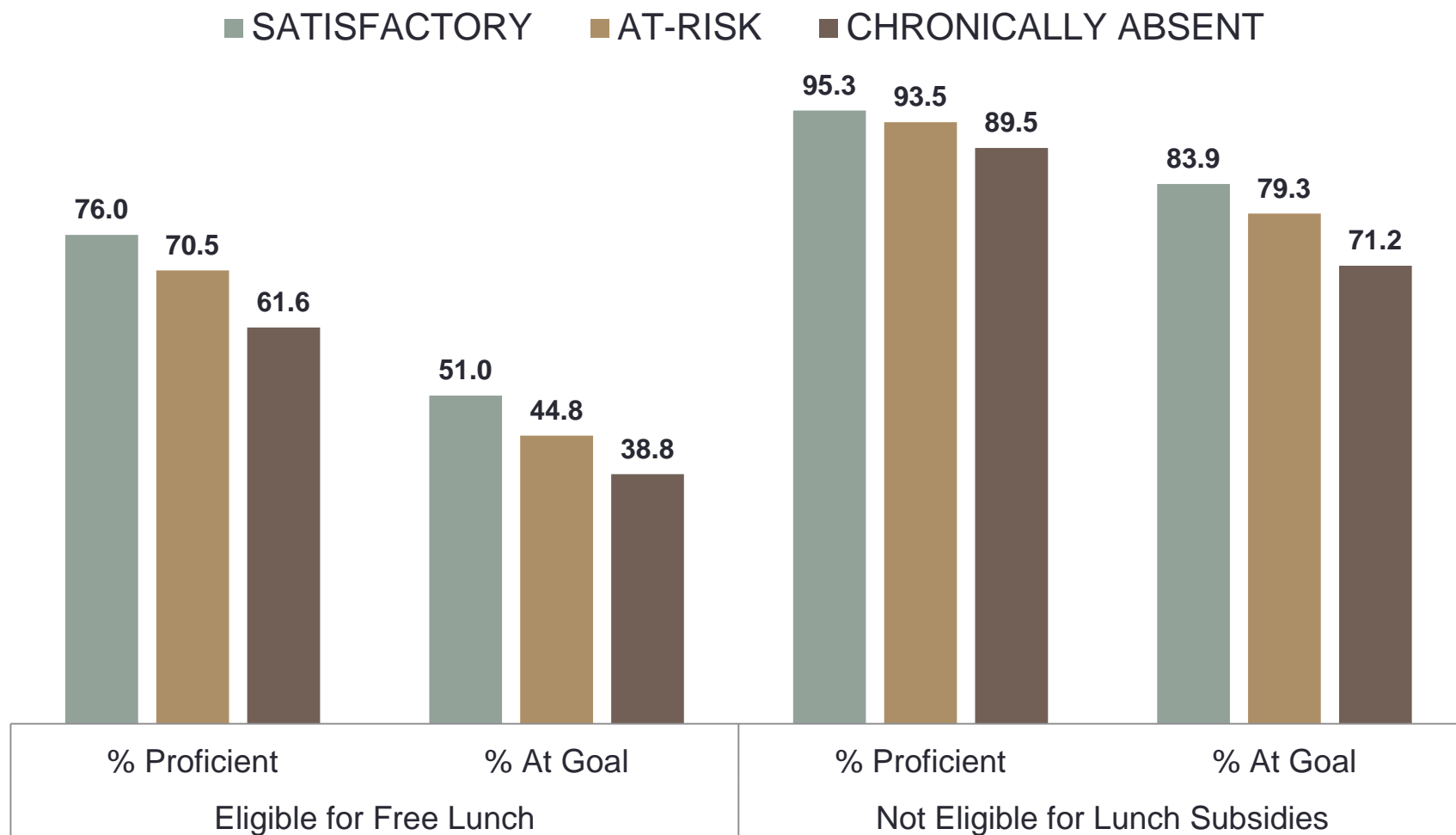
Attendance Rate Level	Definition
Satisfactory	Student attendance rate greater than 95%
At Risk	Student attendance rate between 90-95%
Chronically Absent	Student attendance rate of less than or equal to 90%

- In general, students with better attendance evidence higher achievement and graduation rates even among subgroups

Percent of Students by Attendance Category for CMT Analysis (Grades 3-8)

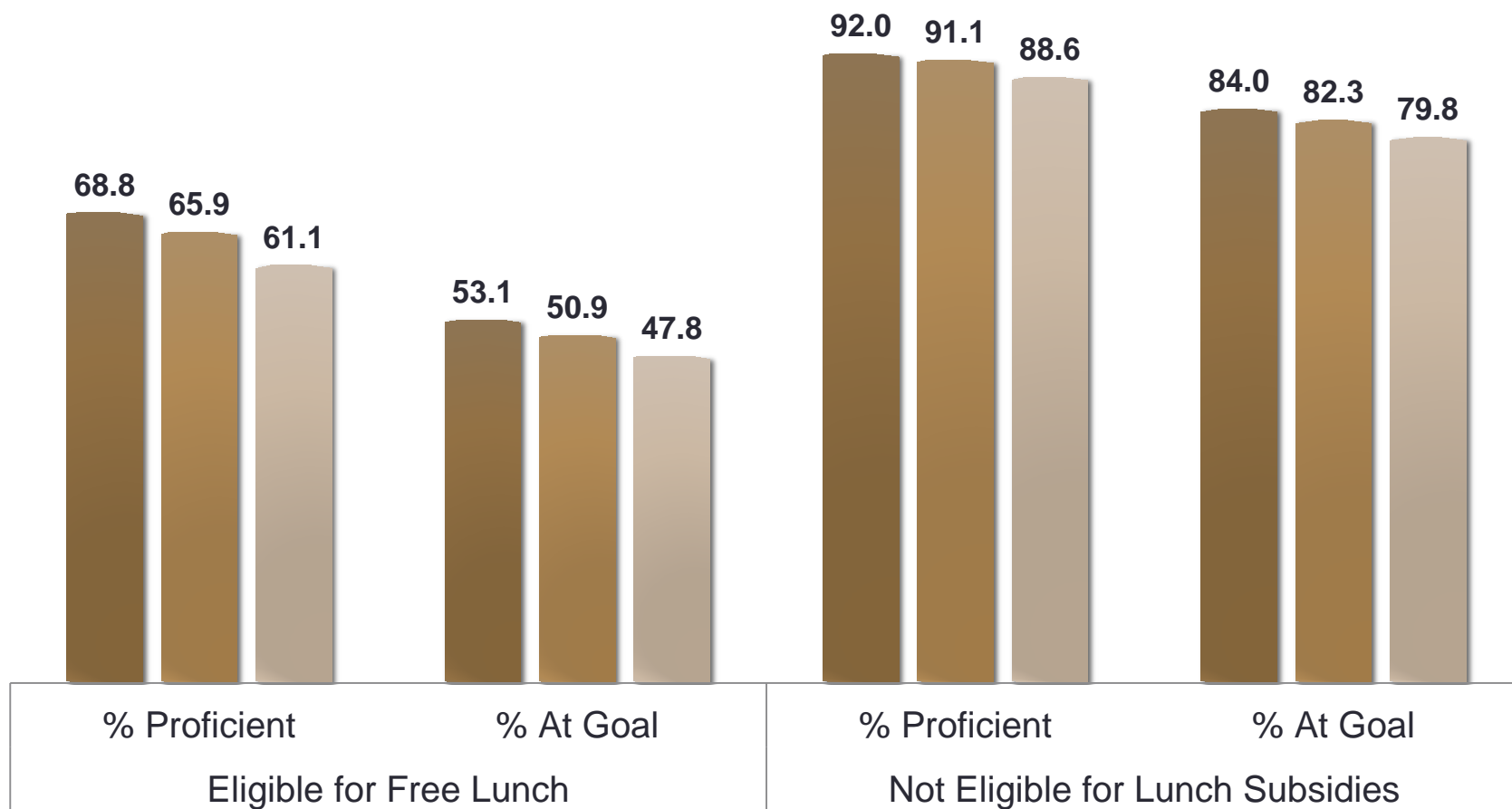


Student Attendance and CMT Math (Grades 3-8) By Lunch Eligibility

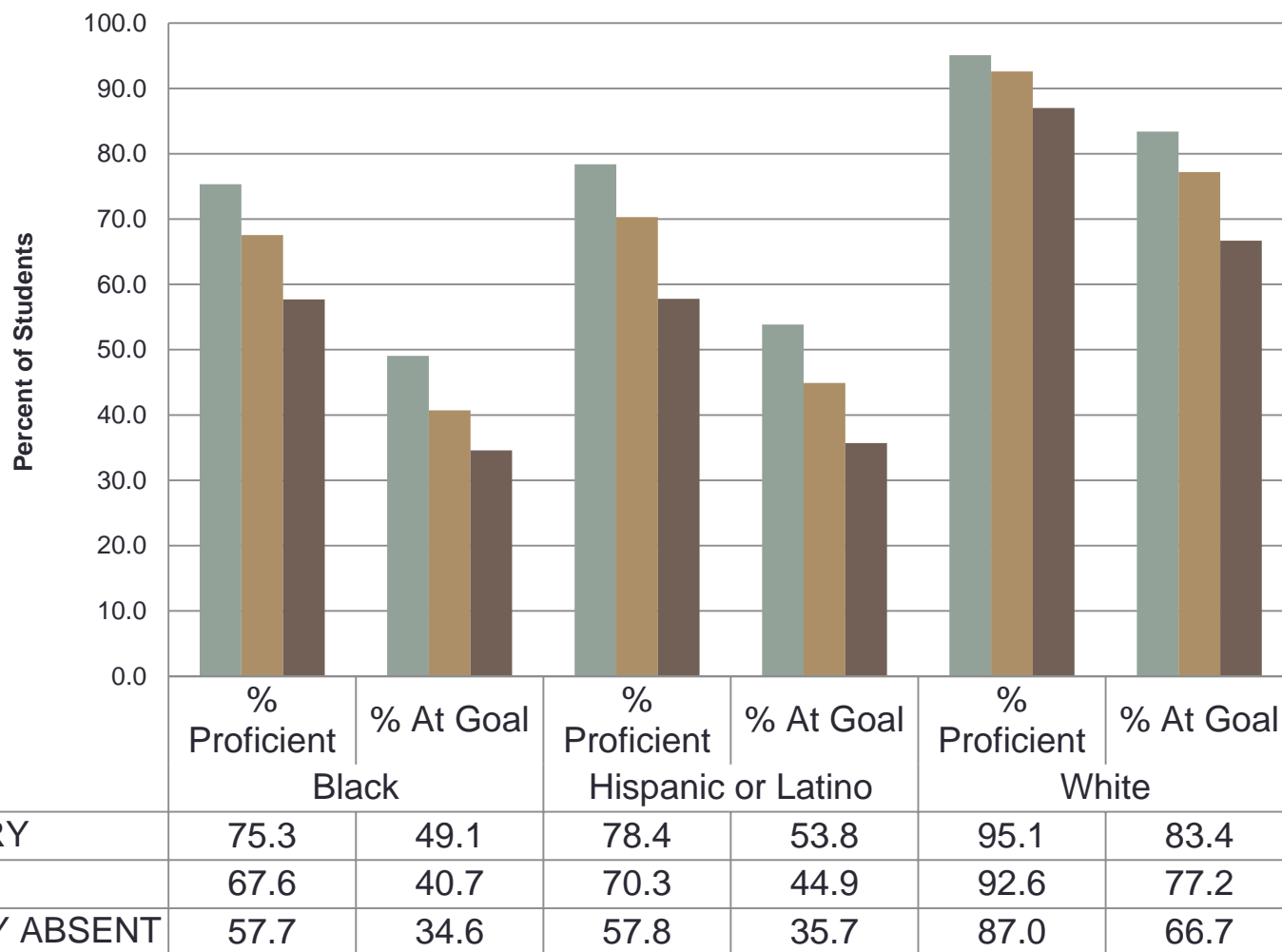


Student Attendance and CMT Reading (Grades 3-8) by Lunch Eligibility

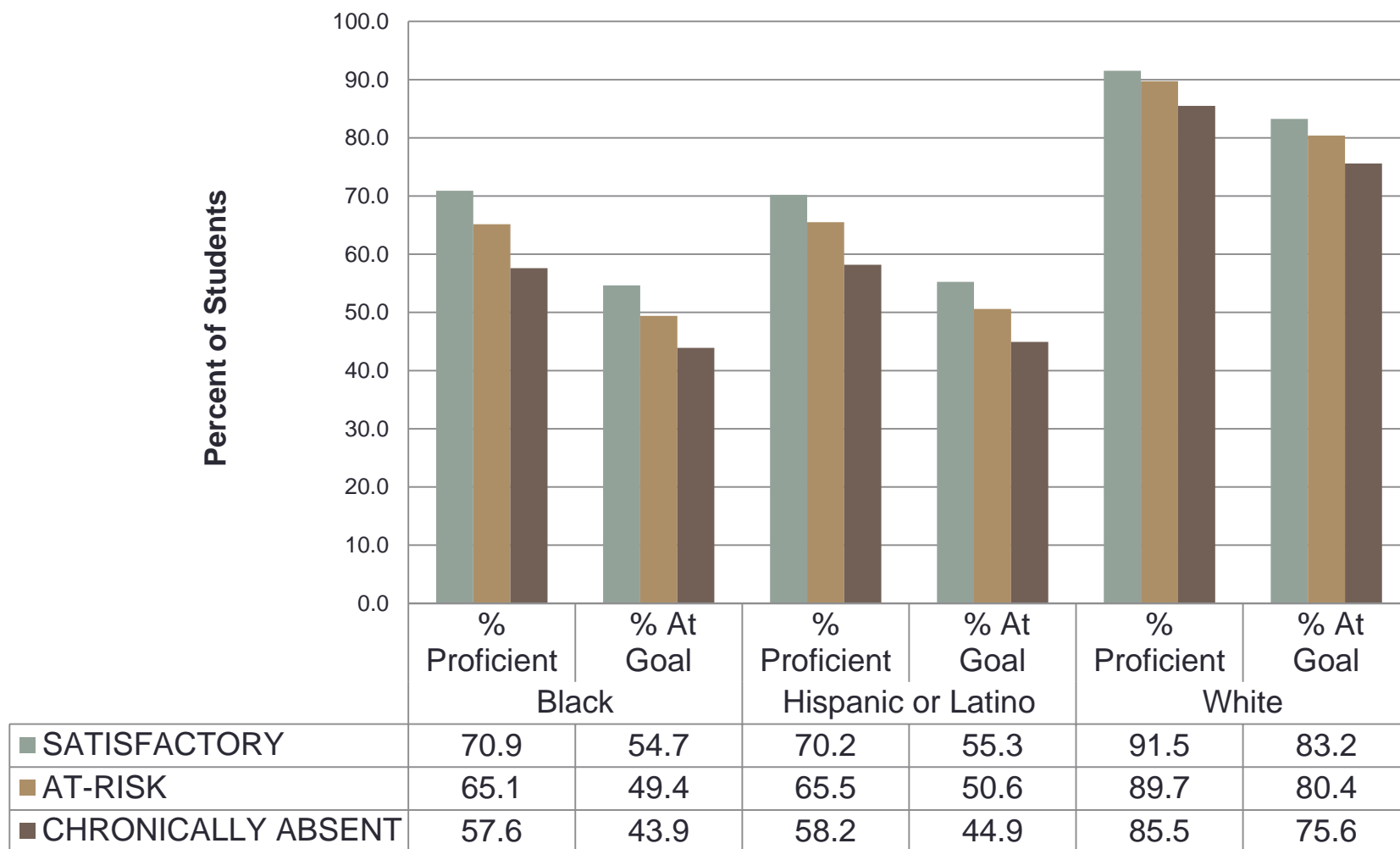
■ SATISFACTORY ■ AT-RISK ■ CHRONICALLY ABSENT



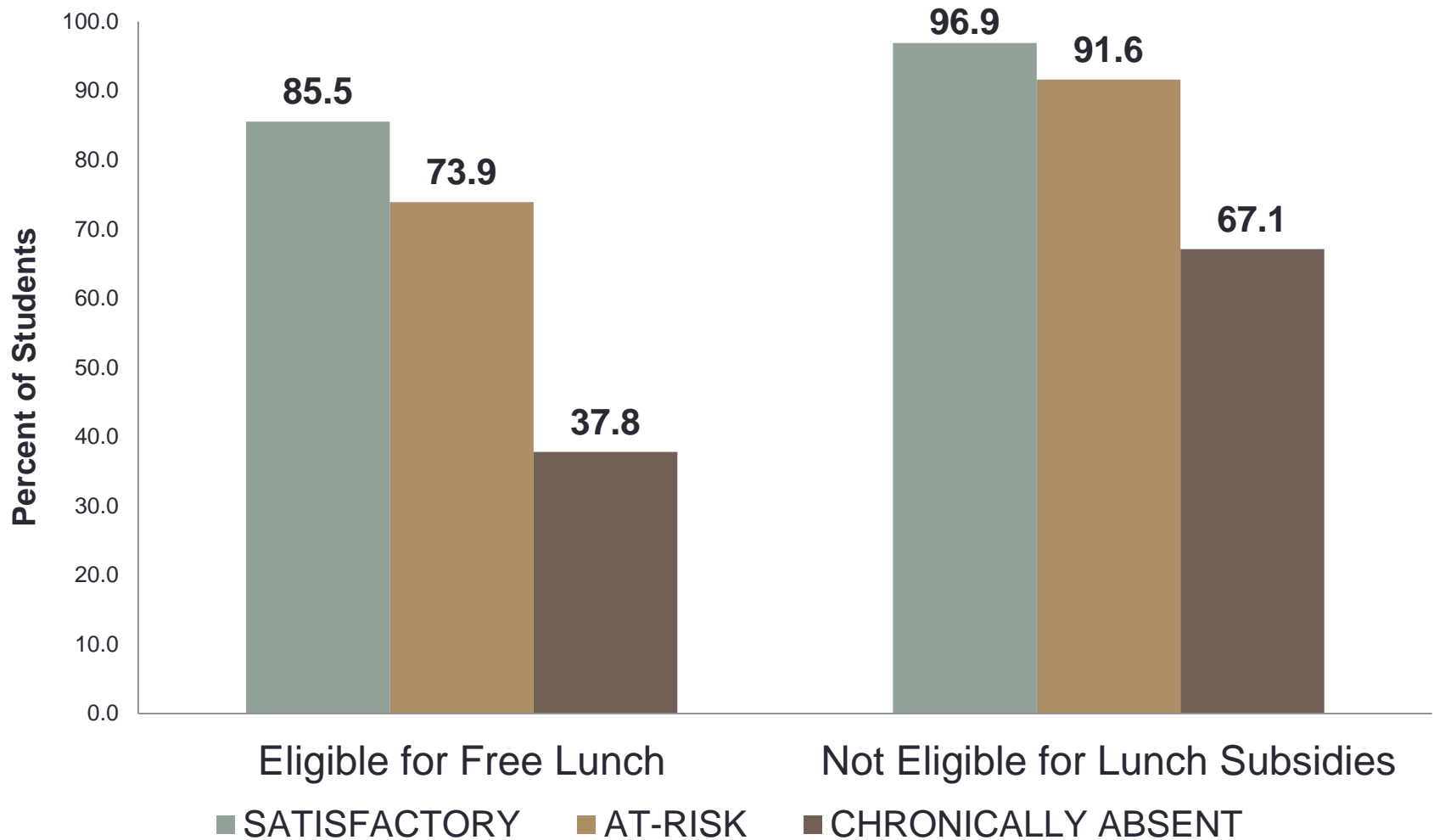
Student Attendance and CMT Math (Grades 3-8) by Race/Ethnicity



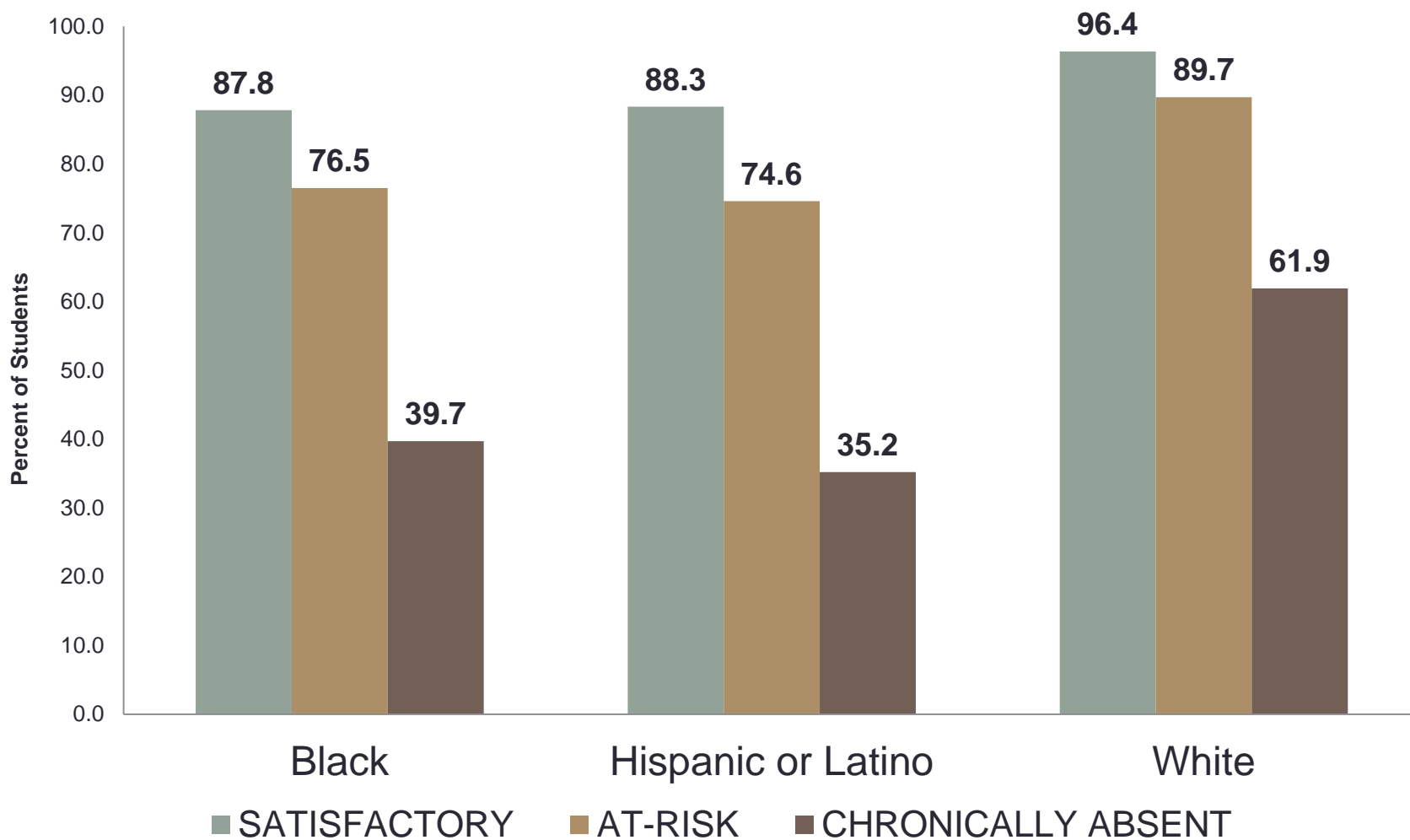
Student Attendance and CMT Reading (Grades 3-8) by Race/Ethnicity



Attendance in 9th Grade and Graduation in 4 Years by Lunch Eligibility



Attendance in 9th Grade and Graduation in 4 years by Race/Ethnicity



Chronic Absenteeism Reports in PSIS

(June PSIS Collection ONLY)

ATTENDANCE REPORTS:

[Attendance Report by District](#) District attendance report by selected fields. Please note this report only includes students where attendance has been reported.

[Attendance Report by School](#) School attendance report by selected fields. Please note this report only includes students where attendance has been reported.

[Attendance Report by School by Percentage Range](#) School attendance report by school by percentage range. Please note this report only includes students where attendance has been reported.

[Chronic Absenteeism Report by School](#) School Absenteeism report by selected fields.

[Chronic Absenteeism Report by District](#) District Absenteeism report by selected fields.

Districts are encouraged to review all attendance related reports available in the June collection and make any necessary changes to a student's reported membership and attendance days prior to the final certification process.

SAMPLE REPORTING: Chronic Absenteeism by District or School (Available in June 2013 PSIS collection Only)

- Chronic Absenteeism reports are available to districts in the June collection of PSIS upon PRE-CERTIFICATION of the data uploaded to CSDE.
- Both the District-Level and School-level reports provide the true count and percentage of chronically absent students across the standard demographic subgroups.

		Count of Chronically Absent Students	Percent of Chronically Absent Students	Total*
ELL	English Language Learners	3	6.6	45
	English Primary	14	4.4	314
Gender	Female	8	4.4	178
	Male	9	4.9	181
Lunch Eligibility	Free	11	10.4	105
	Not eligible	6	2.7	217
Race	Black or African American	4	13.7	29
	Hispanic/Latino of any race	8	7.6	105
	Two or More Races	1	12.5	8
	White	4	2.1	184
Students with Disabilities	General Education	13	3.9	328
	Students With Disabilities	4	12.9	31