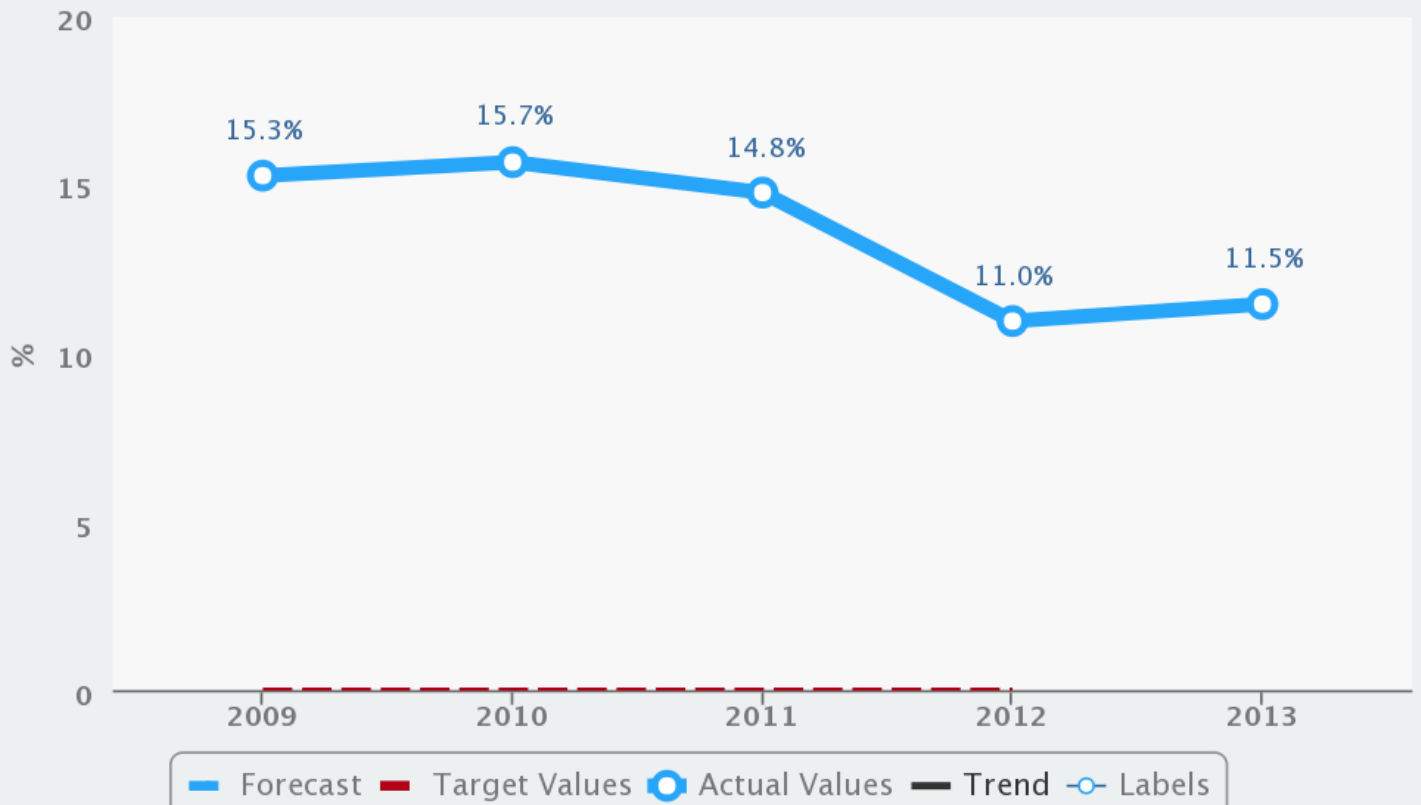


Students Chronically Absent



ResultsScorecard.com

Time Period	Actual Value	Target Value	Time Period	Actual Value	Target Value
2013	11.5%	0.0%	2011	14.8%	0.0%
2012	11.0%	0.0%	2010	15.7%	0.0%
			2009	15.3%	0.0%

Story Behind the Curve

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. Commonly reported aggregate attendance measures such as average daily attendance or attendance rates may not adequately highlight the extent of individual absenteeism. In CT, levels of Chronic Absenteeism have been measured at 15.3% in 2008-9, 15.7% in 2009-10 and 14.8% in 2010-11. These numbers translate to approximately eighty-thousand students each year who are missing school at least 10% of their total days enrolled. When the 2010-11 data was disaggregated into subgroups such as race, ethnicity, free/reduced lunch status, special education status, and English language learner status, the percentages suggest that certain populations are struggling more with chronic absences. 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[i]. A report by John Hopkins University[ii] 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. [i] 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. [ii] 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. Prepared by the Connecticut State Department of Education, September 2012 for the Children's Results Based Accountability (RBA) Working Group on Stability.

Partners

In this section we will identify the partners who have a potential role to play in doing better for our children.

What Works

In this section we will describe what we can do that is no-cost, or low-cost, in addition to things that cost money.

Strategy

In this section we will describe what we, as individuals, communities, agencies, and as a larger group, propose to actually do to turn the curve on the results for Connecticut's children.

File Attachments

File Name