

# In School and Engaged

Student Attendance:  
Data Collection, Reporting, and Accountability



# Indicator 4: Chronic Absenteeism

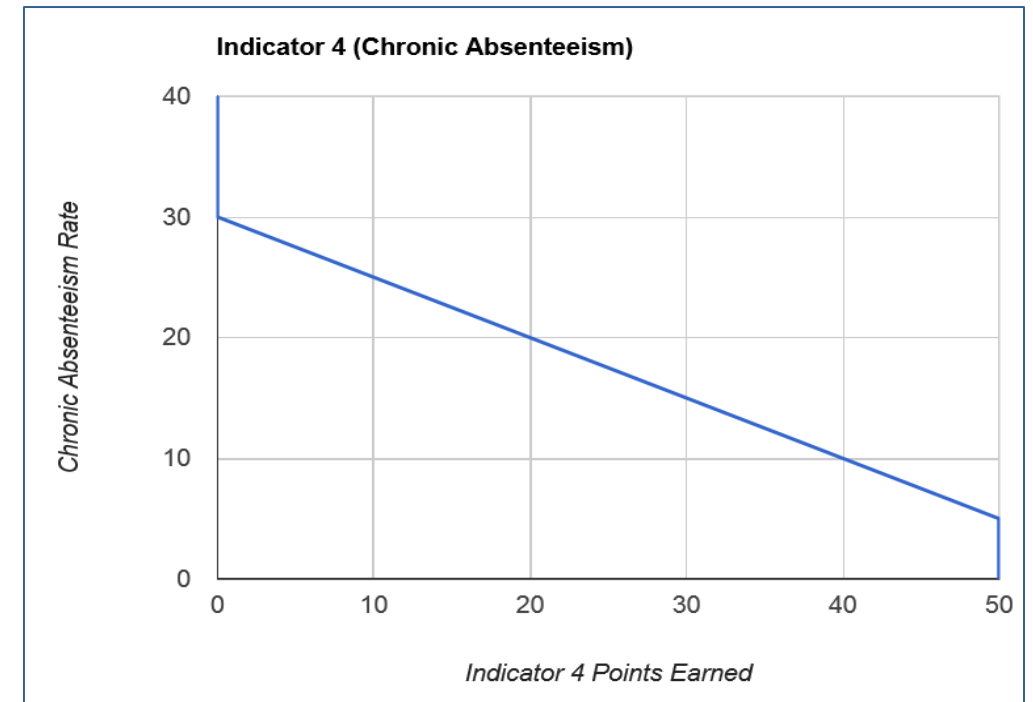
- Definition
  - Chronic absenteeism is the percentage of students missing ten percent or greater of the total number of days enrolled in the school year for any reason.
  - For example, School X had 100 students on the last day of school. 90 students were enrolled for the full year (i.e., 180 days); 10 of those students were absent for 18 or more days during the school year. Another 10 students enrolled in January for 100 days; 3 of those students were absent for 10 or more days. Therefore, 13 students were chronically absent. School X's chronic absenteeism rate is 13% (13 out of 100 students).
- Data Source: June PSIS collection



# Indicator 4: Chronic Absenteeism Methodology

Indicator	Max Points – All Years
Percentage of students chronically absent <ul style="list-style-type: none"><li>All Students</li><li>Students in <i>High Needs Subgroup</i></li></ul>	50 50

- Full points are awarded if the chronic absenteeism rate is 5% or lower. No points are awarded if rate is 30% or greater. Chronic absenteeism rates between 30% and 5% are awarded proportional points.



# Resources to Combat Chronic Absenteeism

- [CSDE Chronic Absenteeism website](#)
- See pages 17-19 of [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)



# How is “in attendance” defined?

- The Connecticut State Board of Education policy states that  
*“A student is considered to be ‘in attendance’ if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.”*  
A student not meeting the definition of ‘in attendance’ is considered absent.
- Districts may have other ways in which they count absences for local purposes but the above definition must be used for state reporting (e.g., three tardy days do not make an absence).
- See [CSDE Guidelines for Excused and Unexcused Absences](#).



# Truancy vs Chronic Absenteeism

- Truancy:
  - refers only to unexcused absences and is defined as four unexcused absences in one month or 10 unexcused absences in a school year
  - alerts schools of the need to hold a meeting with a parent and, if necessary, connect to community supports and services (or referral to juvenile court)
- Chronic absenteeism:
  - incorporates all absences – excused, unexcused and suspensions
  - focuses on the academic consequences of lost instructional time and on preventing absences before students fall behind in school
  - recognizes that students miss school for many understandable issues such as asthma or homelessness or unreliable transportation, for which supports or interventions are needed



# Reiteration of State Policies

- For now, the data source for chronic absenteeism indicator is June PSIS.
- Pre-K attendance is not included in chronic absenteeism calculations.
- Only attendance (days of membership and days of attendance) in the “facility” on the last day of school are reported. It is not a cumulative across schools for the entire year.
- High Needs Students – who are they? English learners or students with disabilities or those eligible for free/reduced price meals as reported by districts through PSIS.
- Detailed attendance policies are in the [PSIS Reference Guide](#) (appendix G).



# Local Practices for Capturing Attendance

- Period based attendance vs school day attendance
- Determination of the “half-day” cut off point
- Consistency of practices across schools
  - Where is the information captured?
  - Who captures the information?
  - How is it synthesized for state reporting?

*Accountability is the autopsy.  
Local early warning systems are needed.*



# Special Circumstances/Scenarios

- Kindergarten students where physical is delayed at entry
- Student with anxiety, mental health issues, concussions, or other chronic illness who are missing school and in some cases are impacted by early dismissals for treatment
- Absences from school while students are participating in activities that could be deemed relevant to their studies (e.g., military training)
- Students who travel abroad
- Not all scenarios mean there's a "data" issue; sometimes a student is simply missing too much instruction and is chronically absent. Note that ultimate target for the chronic absenteeism rate is not 0 percent but less than or equal to 5 percent.



# Who can I contact at CSDE?

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