

## Chronic Absenteeism Relevance

A significant amount of research has demonstrated the relationship between student attendance and student achievement. Students missing fewer than 10 percent (18 days) of their school year achieve better academic results and a host of other positive outcomes. Economically disadvantaged students are more likely to be chronically absent and have the most academic ground to lose when they miss more than 10 percent of their school year.

- A study on Houston ISD found that children from low-income families were more likely to be chronically absent than their peers. This effect is more profound in lower grade levels than in secondary grade levels.<sup>1</sup>
- The Central Texas Absence Reasons 2015 study found that although half of Central Texas students are low-income, they account for more than their share of absences.<sup>2</sup>

## Chronic Absenteeism Ideas

Thirty-seven states include an absenteeism or attendance indicator in their accountability system for the following reasons:

- 1) Students regularly attending school have better outcomes.
- 2) **Schools can influence and improve their own attendance rates.**
- 3) Schools should be held accountable for students who are not regularly attending school and who are more than likely not performing well.

### Ideas:

- Rename chronic absenteeism:
  - Ideal attendance
  - Non-chronically absent
  - Regular attendance
  - Consistent attendance
  - Model attendee
- Measure performance against *and* progress towards a benchmark.
  - 85% present is below the benchmark of 90%, but progress was made from 80 → 85% YoY.
  - To help schools struggling with absenteeism, give maximum/bonus points for improving absenteeism.

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<sup>1</sup> Finck, J.B. (2015) When Students Miss school: The High Cost to Houston. Retrieved from [https://static1.squarespace.com/static/5731ee0840261d67c7155483/t/57645a759de4bb528a12cf78/1466194571775/Finck\\_When+Students+Miss+School+Final%2C+The+High+Cost+to+Houston\\_2015.pdf](https://static1.squarespace.com/static/5731ee0840261d67c7155483/t/57645a759de4bb528a12cf78/1466194571775/Finck_When+Students+Miss+School+Final%2C+The+High+Cost+to+Houston_2015.pdf).

<sup>2</sup> Wiseman, A & Dawson, S. (2015) Why Do Students Miss School? The Central Texas Absence Reasons Study. Retrieved from <http://missingschoolmatters.org/the-ctx-absence-reasons-study/>.

- Percentile method would award the most points to a campus that made the most improvement.
- **Some states award credit to either students who improve their attendance rate or students who maintain a high attendance rate.**

## Chronic Absenteeism and Achievement

A significant amount of research has demonstrated the relationship between student attendance and student achievement. Students missing fewer than 10 percent of their school year achieve better academic results and a host of other positive outcomes.

Chronically absent students are at high risk for several negative outcomes during and after their education:

- Chronic absence in kindergarten is associated with lower academic performance in first grade. The impact is two times greater for students from low-income families, who had the lowest levels of achievement in fifth grade.<sup>3</sup>
- One study shows that a record of chronic absence diminishes the likelihood of reading proficiency in grade 3, with 4 percent fewer students proficient in reading compared to their peers with acceptable attendance.<sup>4</sup>
- Chronic absenteeism in the early grades is predictive of retention, behavior issues, poor academic performance, and continued high levels of absence.<sup>5</sup>
- In schools with high chronic absenteeism rates, the achievement of all students is impacted.<sup>6</sup>
- Negative effects of chronic absenteeism are present in middle and high school, where chronic absenteeism is associated with lower grade-point averages (GPA), lack of credit accumulation, and a higher probability of dropout.<sup>7</sup>
- High numbers of absences in grade 6 have been found to be an early warning risk indicator for dropping out.<sup>8</sup>
- Chronic absenteeism in grade 9 predicted 77 percent of dropouts.<sup>9</sup>

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<sup>3</sup> Chang, Hedy N and Romero, Maria José 2008. Present, Engaged and Accounted For The Critical Importance of Addressing Chronic Absence in the Early Grades. National Center for Children in Poverty (NCCP): The Mailman School of Public Health at Columbia University. Retrieved from [https://www.attendanceworks.org/wp-content/uploads/2017/06/FINALChronicAbsenteeismReport\\_May16-1.pdf](https://www.attendanceworks.org/wp-content/uploads/2017/06/FINALChronicAbsenteeismReport_May16-1.pdf).

<sup>4</sup> Attendance Works. (2014). Attendance in the early grades: Why it matters for reading. Retrieved from <https://www.attendanceworks.org/wp-content/uploads/2017/06/Attendance-in-the-Early-Grades.pdf>.

<sup>5</sup> Chen, P. & Rice, C. (2016). Showing up matters: The state of chronic absenteeism in New Jersey: 2nd annual report. Retrieved from [https://acnj.org/downloads/2016\\_09\\_13\\_chronicabsenteeism\\_2ndannualreport.pdf](https://acnj.org/downloads/2016_09_13_chronicabsenteeism_2ndannualreport.pdf).

<sup>6</sup> Musser, M. P. 2011. Taking Attendance Seriously: How School Absences Undermine 44 Student and School Performance in New York City. The Campaign for Fiscal Equity, Inc. Retrieved from [https://www.attendanceworks.org/wp-content/uploads/2017/06/FINALChronicAbsenteeismReport\\_May16-1.pdf](https://www.attendanceworks.org/wp-content/uploads/2017/06/FINALChronicAbsenteeismReport_May16-1.pdf)

<sup>7</sup> Allensworth, E.; Gwynne, J.; Moor, P.; de la Torre, M. (2014). Looking forward to high school and college: Middle grade indicators of readiness in Chicago Public Schools. Retrieved from <https://files.eric.ed.gov/fulltext/ED553149.pdf>.

<sup>8</sup> Baltimore Education Research Consortium (2011). Destination graduation: Sixth grade early warning indicators for Baltimore city schools their prevalence and impact. Retrieved from <http://baltimore-berc.org/pdfs/SixthGradeEWIFullReport.pdf>.

<sup>9</sup> Allensworth, E. & Easton, J. (2007). What matters for staying on track and graduating in Chicago public high schools. Retrieved from <https://consortium.uchicago.edu/sites/default/files/2018-10/07%20What%20Matters%20Final.pdf>.

- Chronically absent students are also less likely to attend or complete college, with one analysis demonstrating that only 11 percent of chronically absent students made it to their second year of college.<sup>10</sup>
- High school dropout perpetuates the achievement gap;<sup>11</sup> for students who dropout, the negative impact extends into adulthood by lowering their lifetime earning potential, and negatively affects society as they contribute fewer tax dollars to the economy.<sup>12</sup>

## Chronic Absenteeism and Poverty

Chronic absenteeism impacts students of all demographics, household income, and academic achievement levels. However, chronic absenteeism often impacts at-risk students the most by compounding the challenges they face to achieving their educational goals:

- Elementary school absenteeism is highest in low-income districts in New York and while attendance rises and falls in every schools, the declines are much deeper in poor communities. Schools with high chronic absenteeism face more challenges at the community and school level.<sup>13</sup>
- Based on an analysis of nationally represented data, chronically absent students gained 14 percent fewer literacy skills in kindergarten and 15 percent fewer literacy skills and 12 percent fewer mathematics skills in first grade.<sup>14</sup>
- One study found that homeless children were chronically absent at almost twice the overall New York citywide rate – 36% compared to 19% in 2013-14.<sup>15</sup>
- A study following student cohorts through high-poverty middle schools in Philadelphia while controlling for teacher quality, prior achievement, behavior, effort, and demographics found that chronically absent students had significantly lower odds of closing their mathematics achievement gaps than their peers who, equally in all other respects, attended school regularly.
  - This same study found that in Maryland, chronic absenteeism rates were three times higher among economically disadvantaged students in middle and high schools and at least twice as high in elementary schools. In Nebraska, two-thirds of

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<sup>10</sup> Ginsburg, A., et al. (2014). Absences add up: How school attendance influences student success. Retrieved from [https://www.attendanceworks.org/wp-content/uploads/2017/05/Absences-Add-Up\\_September-3rd-2014.pdf](https://www.attendanceworks.org/wp-content/uploads/2017/05/Absences-Add-Up_September-3rd-2014.pdf).

<sup>11</sup> Lara, J.; Noble, K.; Pelika, S.; Coons, A. (2018). Chronic absenteeism: NEA research brief. Retrieved from <http://www.nea.org/assets/docs/Chronic%20Absenteeism%20NBI%2057-2017.pdf>.

<sup>12</sup> National Educational Association (2008). Preventing future high school dropouts: An advocacy and action guide for NEA state and local affiliates. Retrieved from <http://www.nea.org/assets/docs/HE/dropoutguide1108.pdf>.

<sup>13</sup> Nauer, K, et al. (2014). A Better Picture of Poverty: Why Chronic Absenteeism and Risk Load Reveal About NYC's Lowest-Income Elementary Schools. Retrieved from [https://www.attendanceworks.org/wp-content/uploads/2017/06/BetterPictureofPoverty\\_PA\\_FINAL\\_001.pdf](https://www.attendanceworks.org/wp-content/uploads/2017/06/BetterPictureofPoverty_PA_FINAL_001.pdf).

<sup>14</sup> Ready, Douglas. 2010. Socioeconomic disadvantage, school attendance, and early cognitive development: The differential effects of school exposure. *Sociology of Education*, 83(4) 271-28. Retrieved from [https://www.attendanceworks.org/wp-content/uploads/2017/06/FINALChronicAbsenteeismReport\\_May16-1.pdf](https://www.attendanceworks.org/wp-content/uploads/2017/06/FINALChronicAbsenteeismReport_May16-1.pdf).

<sup>15</sup> Institute for Children, Poverty, and Homelessness (2015). Empty Seats: The Epidemic of Absenteeism Among Homeless Elementary Students. Retrieved from [https://www.attendanceworks.org/wp-content/uploads/2017/12/ICPH-Policy-Report\\_Empty-Seats\\_Chronic-Absenteeism.pdf](https://www.attendanceworks.org/wp-content/uploads/2017/12/ICPH-Policy-Report_Empty-Seats_Chronic-Absenteeism.pdf).

chronically absent students are economically disadvantaged and in Georgia, 70 percent.

- While the causes of chronic absenteeism are unknown, the primary characteristic of students missing a lot of school is poverty.<sup>16</sup>
- Chronic absenteeism is most prevalent among low-income and special education students, or those who stand to benefit the most from regular attendance. In poor rural areas, one in four students can miss at least a month's worth of school.<sup>17</sup>
- **The largest differences in chronic absenteeism rates are not between states, but between schools within districts. Superintendents and principals must understand and be equipped to address varying absenteeism rates among their schools.**<sup>18</sup>

### Chronic Absenteeism and Poverty in Texas

- A study on Houston ISD found that children from low-income families were more likely to be chronically absent than their peers. This effect is more profound in lower grade levels than in secondary grade levels.<sup>19</sup>
- The Central Texas Absence Reasons 2015 study found that although half of Central Texas students are low-income, they account for more than their share of absences.<sup>20</sup>
- A 2015 white paper on chronic absenteeism in San Antonio Schools found that 24 percent of economically disadvantaged students were chronically absent, compared to 6 percent of those with no economic disadvantage.<sup>21</sup>

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<sup>16</sup> Balfanz, R. & Byrnes, V. 2006. Closing the Mathematics Achievement Gaps in High Poverty Middle Schools: Enablers and Constraints Journal for Educating Students Placed at Risk 11(2) p.143-157. Retrieved from [https://www.attendanceworks.org/wp-content/uploads/2017/06/FINALChronicAbsenteeismReport\\_May16-1.pdf](https://www.attendanceworks.org/wp-content/uploads/2017/06/FINALChronicAbsenteeismReport_May16-1.pdf).

<sup>17</sup> Balfanz, R & Byrnes, V. (2012). The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. Retrieved from [https://www.attendanceworks.org/wp-content/uploads/2017/06/FINALChronicAbsenteeismReport\\_May16-1.pdf](https://www.attendanceworks.org/wp-content/uploads/2017/06/FINALChronicAbsenteeismReport_May16-1.pdf).

<sup>18</sup> Jordan, P & Miller, R. (2017) Who's In: Chronic Absenteeism Under the Every Student Succeeds Act. Retrieved from [https://www.future-ed.org/wp-content/uploads/2017/09/REPORT\\_Chronic\\_Absenteeism\\_final\\_v5.pdf](https://www.future-ed.org/wp-content/uploads/2017/09/REPORT_Chronic_Absenteeism_final_v5.pdf)

<sup>19</sup> Finck, J.B. (2015) When Students Miss school: The High Cost to Houston. Retrieved from [https://static1.squarespace.com/static/5731ee0840261d67c7155483/t/57645a759de4bb528a12cf78/1466194571775/Finck\\_When+Students+Miss+School+Final%2C+The+High+Cost+to+Houston\\_2015.pdf](https://static1.squarespace.com/static/5731ee0840261d67c7155483/t/57645a759de4bb528a12cf78/1466194571775/Finck_When+Students+Miss+School+Final%2C+The+High+Cost+to+Houston_2015.pdf).

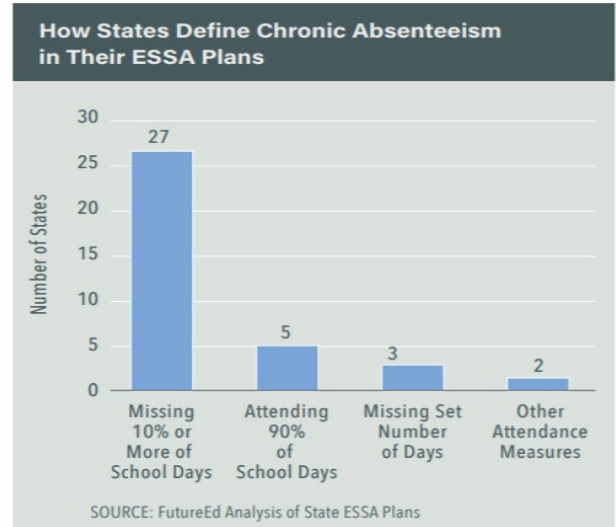
<sup>20</sup> Wiseman, A & Dawson, S. (2015) Why Do Students Miss School? The Central Texas Absence Reasons Study. Retrieved from <http://missingschoolmatters.org/the-ctx-absence-reasons-study/>.

<sup>21</sup> Speigle, E, at al. (2015) Attendance Matters: White Paper on Chronic Absenteeism in San Antonio Schools. Retrieved from <https://www.attendanceworks.org/policy/state-education-policy/texas/>.

## Chronic Absenteeism and ESSA, All States

A chronic absenteeism indicator must meet the following requirements to be included in a state's ESSA plan. All states already collect this information, and 37 have decided to include it in their accountability system, for the following reasons:

- 1) Students regularly attending school have better outcomes
- 2) Schools can influence and improve their own attendance rates
- 3) Schools should be held accountable for students who are not regularly attending school, and are more than likely not performing well



ESSA Requirements and Chronic Absenteeism	
Be applicable to every student	All enrolled students are included in attendance counts; no students are excluded.
Provide summary and disaggregated data	Chronic absence rates can be reported separately for all subgroups of students in a school, district, and state.
Be comparable across a state's school districts	States already have protocols that standardize attendance taking and reporting. The U.S. Department of Education's Office for Civil Rights has recently required states to track and report a standard measure of chronic absence. As a result, chronic absence rates will be comparable within states and, unlike many indicators, across the nation.
Be able to distinguish differences in performance among schools	Chronic absence levels vary substantially among students and schools within any district or state. These variations are not random; they represent meaningful differences in student engagement, achievement, and success.
Be valid	Test scores are measures of test success, which can be strongly or weakly related to subject matter mastery. Chronic absence, on the other hand, measures how much school has been missed.
Be reliable	Counting errors aside, taking attendance and computing chronic absence repeatedly will yield a consistent result.
Have a proven impact on achievement	An abundance of studies link chronic absence to academic achievement.

## Alabama

- Chronically Absent = Having 18 or more absences.
- [Alabama ESSA Plan](#)

**Alabama Indicator Weightings**

Indicator	With Grade 12	Without Grade 12
Academic Achievement	20%	40%
Growth	25%	40%
ELP Progress	5%	5%
<b>Chronic Absenteeism</b>	<b>10%</b>	<b>15%</b>
Graduation Rate	30%	-
College/Career Readiness	10%	-

## Alaska

- Chronically Absent = Absent 10% or more of enrolled days.
- Schools earn from 0 to 100 points for performance on this indicator, measured as the percentage of students *not* chronically absent.
- [Alaska ESSA Plan](#)

**Alaska Indicator Weightings**

Indicator	K-6 Weight	Grades 7-12 Weight
Achievement	15%	30%
Growth	20%	-
Graduation Rate	-	20%
EL Progress	15%	10%
<b>Chronic Absenteeism</b>	<b>10%</b>	<b>10%</b>
Grade 3 ELA	5%	-

## Arizona

- Chronically Absent = Absent 10% or more, or 18+ days.
  - 5 points = Current year chronic absenteeism rate is less than prior year's
  - 5 points = Current year and prior year chronic absenteeism rate is 0%
  - 0 points = Current year chronic absenteeism percentage is greater than the prior year's
- Used in K-8 only.
- Kindergarten and chronically ill students not included.

**Arizona Indicator Weightings**

Indicator	K-8 Weight	K-8 and 12 Weight
Proficiency	60%	60%
Growth	20%	10%
EL Achievement and Growth	10%	10%
<b>Chronic Absenteeism</b>	<b>10%</b>	<b>10%</b>
Drop-Out	-	5%
Graduation Rate	-	5%

## California

- ESSA plan says chronic absenteeism is their additional academic indicator for grades K-8, but it is not on their report cards (might be added after COVID).
- [California's ESSA Plan](#)

## Colorado

- Chronically Absent = Absent 10% or more of enrolled days. Illness, suspension, excused and unexcused absences are included.
  - Exceeds = At or above the 85<sup>th</sup> percentile
  - Meets = At or above the 50<sup>th</sup> percentile but below the 85<sup>th</sup> percentile
  - Approaching = At or above the 15<sup>th</sup> percentile but below the 50<sup>th</sup> percentile
  - Does Not Meet = Below the 15<sup>th</sup> percentile
- Used for elementary and K-8 school types only.
- [Colorado's ESSA Plan](#)

**Colorado K-8 Schools Indicator Weightings**

Indicator	Weight
Achievement	23.3%
Growth	60%
<b>Other Indicator (Chronic Absenteeism)</b>	<b>16.7%</b>



## Connecticut

- Chronically Absent = Absent 10% or more of enrolled days.
  - Full points = Chronic absenteeism rate  $\leq$  5%
  - Proportional points = Chronic absenteeism rate between 5% and 30%
  - No points = Chronic absenteeism rate  $>30\%$
- All school types include chronic absenteeism.
  - Elementary = Weighted at 10.5%
  - Middle = Weighted at 10%
  - High = Weighted at 6%
  - Middle + High = Weighted at 6.8%

Indicator	Elem.	Middle	High	Mid / High
Indicator 1: Academic Achievement (ELA/Math/Science weighted equally in elementary, middle, and middle/high schools and at a ratio of 3:3:2 for high schools)	300	300	800	300
Indicator 2a: Academic Growth	400	400		400
Indicator 2b: Progress Toward English Language Proficiency	100	100	100	100
Indicator 4: Chronic Absenteeism	100	100	100	100
Indicator 5: Preparation for CCR – Coursework			50	50
Indicator 6: Preparation for CCR – Exams			50	50
Indicator 7: On-track to High School Graduation		50	50	50
Indicator 8: 4-year Adjusted Cohort Graduation			100	100
Indicator 9: 6-year Adjusted Cohort Graduation			100	100
Indicator 10: Postsecondary Entrance			100	100
Indicator 11: Physical Fitness	50	50	50	50
Indicator 12: Arts Access			50	50
<b>Total Possible Points</b>	<b>950</b>	<b>1000</b>	<b>1550</b>	<b>1450</b>



## Delaware

- Chronically Absent = Absent 10% or more
- Chronic absenteeism is included in Delaware's SQSS indicator, along with other indicators:
  - SQSS in Elementary and middle schools: Science and social studies proficiency and chronic absenteeism
  - SQSS in high schools: College and career preparedness, on track for graduation in 9<sup>th</sup> grade, and chronic absenteeism

**Delaware Indicator Weightings**

Indicator	Elementary & Middle Weight	High School Weight
Achievement	30%	30%
Progress	40%	N/A
<b>SQSS</b>	<b>20%</b>	<b>40%</b>
Graduation Rate	-	20%
Progress Toward ELP	10%	10%

## District of Columbia

- Chronically absent = absent 10% or more of enrolled days
- Schools receive points based on two options:
  - **90%+ not chronically absent**
  - Growth in 90%+ not chronically absent: Student attendance growth percentile for the median student at a school. This percentile is compared with students who had a similar attendance rate the previous year.
- Chronic absenteeism is included in the SQSS indicator along with in-seat attendance, re-enrollment, CLASS, access and opportunities, AP and IB, and an alternate graduation metric.

# Chronic Absenteeism in Academic Accountability

## 1. Elementary Schools

- a. Academic Achievement (30 percent):
  - i. PARCC 4+ ELA (10)
  - ii. PARCC 4+ Math (10)
  - iii. PARCC 3+ ELA (5)
  - iv. PARCC 3+ Math (5)
- b. Academic Progress (40 percent):
  - i. Norm/Relative Referenced Growth ELA (10)
  - ii. Norm/Relative Referenced Growth Math (10)
  - iii. Criterion Referenced Growth ELA (10)
  - iv. Criterion Referenced Growth Math (10)
- c. School Environment (25 percent)
  - i. Addressing Chronic Absenteeism (5.775\*)
  - ii. In-Seat Attendance (3.85\*)
  - iii. Re-enrollment (6.375\*)
  - iv. Access and Opportunities\*\* (5)
  - v. Pre-Kindergarten metrics (4)
    - 1. CLASS (3) (1 point each for Classroom Organization; Emotional Support; Instructional Support)
    - 2. In-Seat Attendance, pre-K (1)
- d. English Language Proficiency (5 percent)
  - i. ACCESS Growth (5)

## 2. K-8 Schools

- a. Academic Achievement (30 percent):
  - i. PARCC 4+ ELA (10)
  - ii. PARCC 4+ Math (10)
  - iii. PARCC 3+ ELA (5)
  - iv. PARCC 3+ Math (5)
- b. Academic Progress (40 percent):
  - i. Norm/Relative Referenced Growth ELA (10)

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- ii. Norm/Relative Referenced Growth Math (10)
- iii. Criterion Referenced Growth ELA (10)
- iv. Criterion Referenced Growth Math (10)
- c. School Environment (25 percent)
  - i. Addressing Chronic Absenteeism (5.775\*)
  - ii. In-Seat Attendance (3.85\*)
  - iii. Re-enrollment (6.375\*)
  - iv. Access and Opportunities\*\* (5)
  - v. Pre-Kindergarten metrics (4)
    - 1. CLASS (3) (1 point each for Classroom Organization; Emotional Support; Instructional Support)
    - 2. In-seat Attendance, pre-K (1)
- d. English Language Proficiency (5 percent)
  - i. ACCESS Growth (5)

# Chronic Absenteeism in Academic Accountability

## 3. Middle Schools

- a. Academic Achievement (30 percent):
  - i. PARCC 4+ ELA (10)
  - ii. PARCC 4+ Math (10)
  - iii. PARCC 3+ ELA (5)
  - iv. PARCC 3+ Math (5)
- b. Academic Progress (40 percent):
  - i. Norm/Relative Referenced Growth ELA (10)
  - ii. Norm/Relative Referenced Growth Math (10)
  - iii. Criterion Referenced Growth ELA (10)
  - iv. Criterion Referenced Growth Math (10)
- c. School Environment (25 percent)
  - i. Addressing Chronic Absenteeism (7.5)
  - ii. In-Seat Attendance (5)
  - iii. Re-enrollment (7.5)
  - iv. Access and Opportunities\*\* (5)
- d. English Language Proficiency (5 percent)
  - i. ACCESS Growth (5)

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\* The Access and Opportunities measure will be piloted in the year, and used in formal accountability results for the 2019-20 school year. In the interim the overall framework scores will be calculated out of 95.

## 4. High Schools (Year 1)

- a. Academic Achievement (40 percent):
  - i. PARCC 4+ ELA (7.5)
  - ii. PARCC 4+ Math (7.5)
  - iii. PARCC 3+ ELA (5)
  - iv. PARCC 3+ Math (5)
  - v. SAT DC Percentile Threshold (5)
  - vi. SAT College Ready Benchmark (10)
- b. School Environment/School Quality (44 percent)
  - i. Addressing Chronic Absenteeism (7.5)
  - ii. In-Seat Attendance (5)
  - iii. Re-enrollment (7.5)
  - iv. Access and Opportunities\*\* (5)
  - v. AP/IB Participation (5)
  - vi. AP/IB Performance (5)
  - vii. Alternate Graduation Metric (9)
- c. English Language Proficiency (5 percent)
  - i. ACCESS Growth (5)
- d. Graduation Rate (11 percent)
  - i. 4YR ACGR (11)

### 4. High Schools (Year 1)

- a. Academic Achievement (40percent):
  - i. PARCC 4+ ELA (7.5)
  - ii. PARCC 4+ Math (7.5)
  - iii. PARCC 3+ ELA (5)
  - iv. PARCC 3+ Math (5)
  - v. SAT DC Percentile Threshold (5)
  - vi. SAT College Ready Benchmark(10)
- b. School Environment/School Quality (44 percent)
  - i. Addressing Chronic Absenteeism (7.5)
  - ii. In-Seat Attendance (5)
  - iii. Re-enrollment (7.5)
  - iv. Access and Opportunities\*\* (5)
  - v. AP/IB Participation (5)
  - vi. AP/IB Performance (5)
  - vii. Alternate Graduation Metric (9)
- c. English Language Proficiency (5 percent)
  - i. ACCESS Growth (5)
- d. Graduation Rate (11 percent)
  - i. 4YR ACGR (11)

\*\* The Access and Opportunities measure will be piloted in the year, and used in formal accountability results for the 2019-20 interim the overall framework scores will be calculated out of

# Chronic Absenteeism in Academic Accountability

## Georgia

- Chronically absent = absent more 10% or more of enrolled days.
- Attendance is measured for elementary, middle, and high schools.
- [Georgia's ESSA Plan](#)

ESSA Category	CCRPI Component	CCRPI Indicator	ES	MS	HS
Academic Achievement (i)	Content Mastery	ELA Achievement	11.25	11.25	7.50
Academic Achievement (i)	Content Mastery	Mathematics Achievement	11.25	11.25	7.50
Academic Achievement (i)	Closing Gaps	ELA and Mathematics	7.50	7.50	5.00
Academic Achievement (i)	Progress	ELA growth			13.50
Academic Achievement (i)	Progress	Mathematics growth			13.50
Student Growth (ii)	Progress	ELA growth	15.75	15.75	
Student Growth (ii)	Progress	Mathematics growth	15.75	15.75	
Graduation Rate (iii)	Graduation Rate	4-Year Adjusted Cohort Graduation Rate			10.00
Graduation Rate (iii)	Graduation Rate	5-Year Adjusted Cohort Graduation Rate			5.00
English Language Proficiency (iv)	Progress	Progress Towards English Language Proficiency	3.50	3.50	3.00
School Quality or Student Success (v)	Content Mastery	Science Achievement	3.75	3.75	7.50
School Quality or Student Success (v)	Content Mastery	Social Studies Achievement	3.75	3.75	7.50
School Quality or Student Success (v)	Closing Gaps	Science and Social Studies	7.50	7.50	5.00
School Quality or Student Success (v)	Readiness	Literacy	6.67	6.67	3.00
School Quality or Student Success (v)	Readiness	Student Attendance	6.67	6.67	3.00
School Quality or Student Success (v)	Readiness	Beyond the Core	6.67	6.67	
School Quality or Student Success (v)	Readiness	Accelerated Enrollment			3.00
School Quality or Student Success (v)	Readiness	Pathways			3.00
School Quality or Student Success (v)	Readiness	College and Career Readiness			3.00
		i - iv Total	65.00	65.00	65.00
		v Total	35.00	35.00	35.00
		Total	100	100	100

## Hawaii

- Chronically absent = Absent 15 or more days.
- Excused and unexcused absences are included.
- Included for middle and high schools.
- [Hawaii's ESSSA Plan](#)

**Table A.8. School Performance Unit Score example for an elementary/middle school**

Indicators	Measures	Results	Conversion	Measure Weights*	Measure Score	Indicator Score
Academic Achievement	Language Arts Achievement	60%	$60/100=0.60$	20	12.0	22.0
	Mathematics Achievement	50%	$50/100=0.50$	20	10.0	
Academic Progress	Language Arts Growth*	42	$42/100=0.42$	20	8.4	15.6
	Mathematics Growth*	36	$36/100=0.36$	20	7.2	
Progress in Achieving English Language Proficiency	On-Target to English Language Proficiency rate	72%	$72/100=0.72$	10	7.2	7.2
Student Success	Chronic Absenteeism*	12%	$100-12=88$ $88/100=0.88$	10	8.8	8.8
School Performance Unit Score						53.6

\* Stakeholders provided significant feedback which informed selection of the proposed state-selected measures and weights.

**Table A.9. School Performance Unit Score example for a high school**

Indicators	Measures	Results	Conversion	Measure Weights*	Measure Score	Indicator Score
Academic Achievement	Language Arts Achievement	60%	$60/100=0.60$	15	9.0	16.5
	Mathematics Achievement	50%	$50/100=0.50$	15	7.5	
Graduation Rate	4-year Adjusted Cohort Graduation Rate	82%	$82/100=0.82$	50	41.0	41.0
Progress in Achieving English Language Proficiency	On-Target to English Language Proficiency rate	72%	$72/100=0.72$	10	7.2	7.2
Student Success	Chronic Absenteeism*	12%	$100-12=88$ $88/100=0.88$	10	8.8	8.8
School Performance Unit Score						73.5

\* Stakeholders provided significant feedback which informed selection of the proposed state-selected measures and weights.

## Illinois

- Chronically Absent = Absent 10% or more of enrolled days, regardless of the reason.
  - Every student enrolled at least 10 days is included.
- Kindergarten not included.

Illinois Indicator Weightings

Indicator	Elementary Weight	High School Weight
ELA Proficiency	7.5%	7.5%
Math Proficiency	7.5%	7.5%
ELA and Math Growth	50%	50%
EL Proficiency	5%	5%
Science Proficiency	5%	5%
<b>Chronic Absenteeism</b>	<b>5-10% (depends on fine arts weight)</b>	<b>5-10% (depends on fine arts weight)</b>
Climate Survey	5%	5%
P-2 Indicator	5%	-
College/Career Readiness	-	6.25%
9 <sup>th</sup> Grade on Track	-	6.25%
Fine Arts Indicator	0-5%	0-5%

## Indiana

- Chronically absent = Missing 10 percent or more of enrolled days.
- **Credit is earned for model attendees.** A model attendee is either:
  - A student attending at least 96 percent of enrolled days (persistent attendance) or
  - A student demonstrating an increase in days attended from the prior to current school year of at least 3 percent (improved attendance).
- Used in grades K-8.
- **Campus goal is 80% model attendees.** If 80% of a school's students are model attendees, the school earns full points for this indicator.
  - If less than 80%, the calculation below is used to determine the number of indicator points earned.
- [Indiana's ESSA Plan](#)

### Calculation Example:

$\frac{\text{\# Persistent Attendees} + \text{\#Improving Attendees}}{\text{Total Number of Students Enrolled}} \times 1.25$
------------------------------------------------------------------------------------------------------------------------------



# Chronic Absenteeism in Academic Accountability

## Kentucky

- Chronic absenteeism is part of Kentucky's SQSS (Opportunity and Access) indicator for elementary, middle, and high schools.
  - 3 points = 5% or less chronically absent
  - 2 points = 6-10% chronically absent
  - 1 point = 11-15% chronically absent
  - 0 points = 16% or more chronically absent
- The Opportunity and Access indicator also includes rich curriculum, rigorous coursework, behavior events, and equitable access (proportionality of student group access to gifted and talented services).
- [Kentucky's ESSA Plan](#)

### Overall Accountability Weights

The table below are the approved weight ranges discussed with the Kentucky Board of Education that reflect the emphasis and importance of Kentucky's indicators within its State Accountability System.

	Proficiency (Reading and Mathematics)	Separate Academic Indicator (Science, Social Studies, and Writing)	Growth (Reading and Mathematics)	English Language Proficiency (Growth)	Achievement Gap Closure	Opportunity and Access	Transition Readiness (Composite at grades 5 & 8)	English Language Proficiency (Transition)	Graduation Rate (4 and 5 year cohort)
Elementary/ Middle Schools	15-25	15-25	20-30		15-25	10-20	5-10	---	---
High Schools	10-40*	10-20	---	---	10-25	10-20	15-30		5-15*
LEA (Districts)	10-20	10-20	10-20		10-20	10-20	10-20		5-15

\*Standard setting will establish the final weights. High school weights for ESSA Academic Indicators (Proficiency and Graduation Rate) combined will be greater than 50% of the total high school weight as required by ESSA.

## Maine

- Chronically Absent = Absent more than 10% of the school year
- Used in grades K-12, for both elementary and high school accountability.
- [Attendance Data Reporting](#)

### Maine Indicator Weightings

Indicator	Elementary Weight	High School Weight
Academic Achievement	42%	40%
Student Progress	38%	-
Graduation Rate	-	40%
EL Proficiency	10%	10%
<b>Consistent Attendance</b>	<b>10%</b>	<b>10%</b>

## Maryland

- Chronically absent = Absent 10 percent or more school days with membership of at least 10 days
- Applies to grades K-12.
- [Maryland's ESSA Plan](#)

**Maryland Indicator Weightings**

Indicator	Elementary/Middle	High School
Academic Achievement	20%	30%
Academic Growth	25% 10% Credit for completion of a well-rounded curriculum	-
Graduation Rate	-	15%
EL Progress	10%	10%
<b>SQSS</b>	<b>15% Chronic Absenteeism</b> 10% School Climate 10% Access to a well-rounded curriculum	<b>15% Chronic Absenteeism</b> 10% School Climate 10% Access to a well-rounded curriculum
Readiness for Postsecondary Success	-	5% On-track in 9 <sup>th</sup> grade 5% Readiness for postsecondary success

## Massachusetts

- Chronically Absent = Absent more than 10% of the school year
- Chronic absenteeism is included in the SQSS indicator:
  - Elementary = science scores and **chronic absenteeism**
  - High school = science scores, five-year graduation rate, annual dropout rate, **chronic absenteeism**, success in grade 9 courses, and successful completion of broad and challenging coursework

**Massachusetts Indicator Weightings**

Indicator	Elementary Weight	High School Weight
Academic Achievement	40%	33.3%
Academic Progress	25%	20%
Graduation Rate	-	5.8%
EL Proficiency	10%	5%
<b>SQSS</b>	<b>25%</b>	<b>35.8%</b>

## Michigan

- Chronically Absent = Absent 10% or more of enrolled days
- [Michigan's ESSA Plan](#)

**Michigan SQSS and Overall Indicator Weightings**

Indicator	Weight Within SQSS	Weigh Within Overall
<b>K-12 Chronic Absenteeism</b>	<b>29%</b>	<b>4%</b>
K-8 Access to Arts/PE	29%	4%
11-12 Advanced Coursework	21%	3%
Postsecondary Enrollment	14%	2%
K-8 Access to a Librarian	7%	1%

## Minnesota

- **Consistent attendance = 90% attendance during enrolled days.**
  - Must be enrolled half of an academic year to be included.
  - Included in Minnesota's SQSS indicator.
- [Minnesota's ESSA Plan](#)

Student Group	All Students	White	Black	Free or Reduced-Price Lunch (FRP)	Not-FRP
Number of Students	100	75	25	20	80
Chronic Absenteeism Rate	3.4	3.1	4.3	7	2.5
Consistent Attendance Rate	96.6	96.9	95.7	93	97.5

Minnesota State ESSA Plan - Title I, Part A: Accountability

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The school's consistent attendance average would be calculated as follows:

$$\frac{(96.6 + 96.9 + 95.7 + 93 + 97.5)}{5}$$

The result of that calculation is 95.9, which would be used as the consistent attendance average at the school.

## Missouri

- Missouri measures student attendance. Schools receive credit for students attending at least 90 percent of the time.
- [Missouri's ESSA Plan](#)

### Sample Middle School

Achievement	Year 1	Year 2	Year 3	3 yr Avg	NCE	Weight	Index
ELA MPI	339.5	361.3	357.3	352.7			
Math MPI	320.2	351.5	313.3	328.3			
	Average MPI			340.5	54.9	4	219.6
Progress							
ELA Growth	45.8	54.9	57.7	52.8			
Math Growth	50.3	56.2	52.3	52.9			
	Average NCE			52.9	52.9	3	158.7

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Achievement	Year 1	Year 2	Year 3	3 yr Avg	NCE	Weight	Index
EL Acquisition	101	89	123	104	74.3	2	148.6
Attendance	90.6	90.7	88.4	89.9	49.8	1	49.8
Total	Accountability Index Score						576.2

# Chronic Absenteeism in Academic Accountability

## Montana

- Satisfactory attendance = missing 5% or less of the school year
- Included for elementary, middle, and high schools.
  - K-8 = 10%
  - High school = 15%
- [Montana's ESSA Plan](#)

Federally Required Indicators 1-4	2016-2017		2017-2018		2018-2019		2019-2020	
Accountability Indicators	K-8	High school	K-8	High school	K-8	High school	K-8	High school
Academic Achievement-proficiency on statewide mathematics and ELA assessments	25 points	30 points	25 points	30 points	25 points	30 points	25 points	30 points
Academic Growth	30 points	N/A	30 points	N/A	30 points	N/A	30 points	N/A
English Learner Progress-applied to all schools with 10 or more English Learners	10 points	10 points	10 points	10 points	10 points	10 points	10 points	10 points
Four-year adjusted cohort graduation rate	N/A	25 points	N/A	25 points	N/A	25 points	N/A	25 points
<b>Montana Flexibility Indicator 5</b>								
Satisfactory Attendance	20 points	15 points	20 points	15 points	20 points	15 points	20 points	15 points
College and Career Ready Percentage of Grade 12 students determined to be college and/or career ready, met by students meeting one or more of the following criteria: <ul style="list-style-type: none"> <li>• College-ready benchmark on ACT composite according to the Montana University System</li> <li>• Concentrator in a Career and Technical Education pathway, or</li> <li>• Completion (with passing grade) of a dual enrollment course, AP, or IB as data is available</li> <li>• Military ready indicator once data is available</li> </ul>	N/A	15 points	N/A	15 points	N/A	15 points	N/A	15 points
STEM Indicator: Proficiency on statewide science assessment	10 points CRT	N/A	10 points CRT	N/A	0 points New science assessment under development	N/A	10 points New science assessment	N/A
School Survey of program quality indicators for improving school climate, reducing behavior issues, and increasing engagement	0 point	0 points	0 point	0 points	5 points	5 points	5 points	5 points
	Under development							

## Nebraska

- Chronically absent = absent 10% or more of in membership days
- Chronic absenteeism is included in the SQSS indicator along with science results and evidence-based analysis (questionnaire on practices, policies, and procedures).
- Evaluated for elementary, middle, and high schools.
- Goal is for each school to reduce their rate of chronic absenteeism by half in 10 years. Thus, each school has an annual reduction rate necessary to achieve this goal. Schools are awarded for meeting the reduction target. Three years of data are used to establish a baseline, which will be recalibrated every three years.
  - +1 points = met reduction target
  - 0 points = maintained chronic absenteeism rate
  - -1 points = increased chronic absenteeism rate
- [Nebraska's ESSA Plan](#)

## Nevada

- Chronically Absent = Absent 10% or more of instructional days
- [Nevada's ESSA Plan](#)

**Nevada SQSS Overall Weightings**

Indicator	Elementary (10%)	Middle (10%)	High (35%)
<b>Chronic Absenteeism</b>	<b>10%</b>	<b>5%</b>	<b>8%</b>
High School Matriculation	-	3%	-
Academic Learning Plans	-	2%	2%
High School Readiness	-	-	5%
ACT Scores	-	-	10%
End-of-course Scores	-	-	10%

**Nevada Indicator Weightings**

Indicator	Elementary	High
Academic Achievement	20-25%	20-25%
Student Growth and Closing Opportunity Gaps	55%	-
Graduation Rate	-	30%
EL Proficiency	10%	10%
<b>SQSS</b>	<b>10-35%</b>	<b>10-35%</b>

## New Jersey

## Chronic Absenteeism in Academic Accountability

- Chronically Absent = Absent 10% or more of in membership days. Student must be enrolled 45 days to be included.
  - Take Our Children To Work Days, religious holidays, and college visits are exempted, limited to three days per year for grades 11 and 12.
  - All other student absences, excused or unexcused, are recognized.
- Grades K-12 are included.
- [New Jersey's ESSA Plan](#)

**New Jersey Indicator Weightings**

Indicator	Elementary	High
Academic Achievement	30%	30%
Academic Progress	40%	-
Graduation Rate	-	40%
EL Proficiency	20%	20%
<b>Chronic Absenteeism</b>	<b>10%</b>	<b>10%</b>

## New Mexico

- Chronically Absent = Absent 10% or more of enrolled days.
- Schools earn points based on the percentage of students who *are not* chronically absent.
  - All absences, excused or unexcused, are recognized.
- [New Mexico's ESSA Plan](#)

**New Mexico Indicator Weightings**

Indicator	Elementary Points	High School Points
Math and Reading Proficiency	30	25
Student Academic Growth	40	30
EL Proficiency	10	5
Science Proficiency	5	5
<b>Chronic Absenteeism</b>	<b>5</b>	<b>5</b>
College and Career Readiness	-	10
Educational Climate Survey	10	5
Growth in 4-Year Rate	-	5
4-Year Graduation Rate	-	5
5-Year Graduation Rate	-	3
6-Year Graduation Rate	-	2

## New York

- Chronic absenteeism=missing 10% or more of enrolled school days
  - Excused and unexcused absences are included, suspensions and medical exemptions are not included



## Chronic Absenteeism in Academic Accountability

- Used for elementary, middle, and high schools.
  - High school SQSS indicator also includes College, Career, and Civic Readiness and science and social studies performance.
- New York does not weight each indicator; they use a series of decision rules to differentiate between schools. Most weight is given to academic achievement and growth (elementary and middle) and achievement and graduation (high school). Chronic absenteeism, college-career readiness, and academic progress are weighted equally but less than achievement, growth, and the graduation rate.
- [New York's ESSA Plan](#)

	Did not meet Long-Term Goal	Met Long-Term Goal	Exceeded Long-Term Goal
Did not meet an MIP	1	NA	NA
Met lower MIP	2	3	4
Met higher MIP	3	4	4

As shown in the chart above, each subgroup's performance on each measure will be assessed against two MIPs: the State-level MIP for that year and the school-specific MIP that is established using the same methodology. In the chart above, the greater of these MIPs is referred to as the "higher MIP" and the lesser of these MIPs is referred to as the "lower MIP." For example, if a subgroup's state level MIP for chronic absenteeism for 2017-2018 is 12% and the school-specific MIP is 10%, the "higher MIP" is 10% and the "lower MIP" is 12% because a chronic absenteeism rate of 10% is more rigorous than a rate of 12%.

# Chronic Absenteeism in Academic Accountability

## Grades 1-8 Chronic Absenteeism End Goals, Long-Term Goals and Measure of Interim Progress

Grades 1-8 Chronic Absenteeism

Measure	Group Name	2016-17 Baseline	Gap from Ultimate Goal	5 Yr Gap Reduction Goal	Yearly Gap Reduction Goal	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target	2021-22 Long Term Goal	End Goal
Chronic Absenteeism	All Students	15.4%	10.4%	2.1%	0.4%	15.0%	14.6%	14.2%	13.7%	13.3%	5.0%
	Asian/Pacific Islander	8.4%	3.4%	0.7%	0.1%	8.3%	8.1%	8.0%	7.9%	7.7%	5.0%
	Black	21.5%	16.5%	3.3%	0.7%	20.8%	20.2%	19.5%	18.9%	18.2%	5.0%
	Economically Disadvantaged	21.1%	16.1%	3.2%	0.6%	20.5%	19.8%	19.2%	18.5%	17.9%	5.0%
	English Language Learners	18.6%	13.6%	2.7%	0.5%	18.1%	17.5%	17.0%	16.4%	15.9%	5.0%
	Hispanic	21.0%	16.0%	3.2%	0.6%	20.4%	19.7%	19.1%	18.4%	17.8%	5.0%
	Multiracial	17.5%	12.5%	2.5%	0.5%	17.0%	16.5%	16.0%	15.5%	15.0%	5.0%
	American Indian/Alaska Native	22.0%	17.0%	3.4%	0.7%	21.3%	20.6%	20.0%	19.3%	18.6%	5.0%
	Students With Disabilities	22.9%	17.9%	3.6%	0.7%	22.2%	21.5%	20.8%	20.0%	19.3%	5.0%
	White	10.9%	5.9%	1.2%	0.2%	10.7%	10.4%	10.2%	10.0%	9.7%	5.0%

## Grades 9-12 Chronic Absenteeism End Goals, Long-Term Goals and Measure of Interim Progress

Grades 9-12 Chronic Absenteeism

Measure	Group Name	2016-17 Baseline	Gap from Ultimate Goal	5 Yr Gap Reduction Goal	Yearly Gap Reduction Goal	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target	2021-22 Long Term Goal	End Goal
Chronic Absenteeism	All Students	24.2%	19.2%	3.8%	0.8%	23.4%	22.7%	21.9%	21.1%	20.4%	5.0%
	Asian/Pacific Islander	14.8%	9.8%	2.0%	0.4%	14.4%	14.0%	13.6%	13.2%	12.8%	5.0%
	Black	33.9%	28.9%	5.8%	1.2%	32.7%	31.6%	30.4%	29.3%	28.1%	5.0%
	Economically Disadvantaged	32.4%	27.4%	5.5%	1.1%	31.3%	30.2%	29.1%	28.0%	26.9%	5.0%
	English Language Learners	36.4%	31.4%	6.3%	1.3%	35.1%	33.9%	32.6%	31.4%	30.1%	5.0%
	Hispanic	34.0%	29.0%	5.8%	1.2%	32.8%	31.7%	30.5%	29.4%	28.2%	5.0%
	Multiracial	24.7%	19.7%	3.9%	0.8%	23.9%	23.1%	22.3%	21.5%	20.8%	5.0%
	American Indian/Alaska Native	37.4%	32.4%	6.5%	1.3%	36.1%	34.8%	33.5%	32.2%	30.9%	5.0%
	Students With Disabilities	35.2%	30.2%	6.0%	1.2%	34.0%	32.8%	31.6%	30.4%	29.2%	5.0%
	White	16.6%	11.6%	2.3%	0.5%	16.1%	15.7%	15.2%	14.7%	14.3%	5.0%

## Ohio

- Chronic absenteeism = Absent 10% or more of days.
  - The indicator can be met by:
    - Meeting a benchmark.
    - Meeting an improvement standard by at least 3 percentage points.
- Chronic Absenteeism is housed as an SQSS within the Indicators Met section for elementary and middle schools. High school and districts are also evaluated on the Prepared for Success component.
- Overall, the chronic absenteeism measure is weighted at <1% of the overall letter grade.
- [Ohio's ESSA Plan](#)

### Oklahoma

- Chronic absenteeism = Absent 10% or more of enrolled days.
- Evaluated for elementary, middle, and high schools SQSS indicator.
- The percentage of not chronically absent students is multiplied by available points.
  - For example, a school with 25% chronically absent earns 7.5 points. A school with 35% chronically absent earns 6.5 points.
- [Oklahoma's ESSA Plan](#)

**FIGURE 7: Indicators and Weights for Elementary and Middle School Accountability Index**

	Indicator	Weight
1a.	English Language Arts Status	15
1b.	Mathematics Status	15
2.	Science Status	5
3a.	English Language Arts Growth	15
3b.	Mathematics Growth	15
4.	English Language Proficiency Progress	15
5.	Chronic Absenteeism	10

**FIGURE 8: Indicators and Weights for High School Accountability Index**

	Indicator	Weight
1a.	English Language Arts Status	15
1b.	Mathematics Status	15
2.	Science Status	15
3.	English Language Proficiency Progress	15
4.	Graduation Rate	10
5.	Chronic Absenteeism	10
6.	Postsecondary Opportunity*	10

\*(AP, IB, dual enrollment, internship, apprenticeships, industry certification)

## Oregon

- Chronically Absent = Absent 10% or more of enrolled days.
- Schools earn points based on the percentage of students who *are not* chronically absent.
  - All absences, excused or unexcused, are recognized.
- Chronic Absenteeism is 11% of elementary, middle, and high school overall ratings.
- [Oregon ESSA Plan](#)

**Oregon Indicator Weightings**

Indicator	Elementary	Middle	High
ELA Achievement	1	1	1
Math Achievement	1	1	1
ELA Growth	2	2	-
Math Growth	2	2	-
EL Progress	2	2	2
Four-year Cohort Rate	-	-	2
<b>Chronic Absenteeism</b>	<b>1</b>	<b>1</b>	<b>1</b>
Freshmen on Track	-	-	1
Five-year Completion Rate	-	-	1
Total	9	9	9

## Pennsylvania

- Chronically absent = Missing 10 percent or more of school days
  - Includes excused and unexcused absences.
  - Excludes students with fewer than 90 (half) enrolled days.
- To identify schools for improvement, Pennsylvania first evaluates and categorizes schools based on achievement and growth results. Then graduation rates, EL progress, career standards, and chronic absenteeism are examined.
- [Pennsylvania's ESSA Plan](#)

## Puerto Rico

- Excused and unexcused absences are included
- SQSS is 20% of the composite score.
  - Elementary: Attendance, participation, EL proficiency (each 33.3%)
  - High school: Attendance, participation, College Board results (each 33.3%)
- [Puerto Rico's ESSA Plan](#)

## Rhode Island

- Chronically absent = Absent more than 10% of enrolled days.
  - Grades PK-12 are included.
  - Rhode Island also has a teacher chronic absenteeism indicator, which measures the percentage of students taught by a chronically absent teacher.
- SQSS indicator includes Exceed expectations, chronic absenteeism, student suspensions, high school graduate proficiency, and post-secondary success. Science proficiency to be added in 2022.
- Weights are not assigned to indicators. All SQSS indicators are summed together into a single score.
- [Rhode Island's ESSA Plan](#)

### Elementary and Middle Schools:

Percent Chronically Absent (Student)	Student Chronic Absenteeism Points
$\geq 15$ OR no data reported	1
$\geq 5$ AND $< 15$	2
$< 5$	3

### High Schools:

Percent Chronically Absent (Student)	Student Chronic Absenteeism Points
$\geq 20$ OR no data reported	1
$\geq 10$ AND $< 20$	2
$< 10$	3

## South Dakota

- Chronically absent = Absent more than 10% of enrolled days
  - Used for elementary and middle schools.
  - Exempt absences are excluded.
  - Chronic Absenteeism is reported in the elementary and middle school report cards, but no SPI points are applied for this measure for school environment.
  - [South Dakota's ESSA Plan](#)

## Tennessee

- Chronically Absent = Absent 10% or more of enrolled days.
- Schools earn points based on the percentage of students who *are not* chronically absent.
  - In school suspensions are not considered an absence.
- Schools can achieve “absolute performance” or performance on an AMO target (reduction in percent of chronically absent students).
- Weighted at 10%
- [Tennessee ESSA Plan](#)

### Virginia

- Chronically absent = Absent 10% or more of the school year.
  - Virginia determines the chronic absenteeism rate for each subgroup at the 20<sup>th</sup> percentile of enrollment among all schools and sets this as the baseline.
  - The state-determined target for all students is set as the long-term goal for each subgroup.
  - Decreasing interim targets are set to result in all subgroups meeting the state-determined target by the 2023-2024 assessment year.
- Virginia assigns the greatest weight to achievement and growth, then EL progress, then school quality and student success indicators carry the least weight.
- Chronic absenteeism is used to identify schools for improvement.
- [Virginia's ESSA Plan](#)

### Washington

- Chronically absent (regular attendance for high school) = Percentage of students present for 90% or more of school days.
  - Excused and unexcused absences are included.
  - Students must be enrolled at least 90 days.
- Chronic absenteeism is used as the SQSS indicator for elementary and middle schools and combined with 9<sup>th</sup> graders on track and advanced course-taking for high schools.
- [Washington's ESSA Plan](#)



# Chronic Absenteeism in Academic Accountability

Table 6. Overview of indicators by grade span.

Grade Span	Academic Indicators			School Quality or Student Success Indicators
Elementary	Proficiency on the statewide assessments in ELA and Math	Academic growth as measured by Student Growth Percentiles (SGPs)	English Learner Progress	Chronic Absenteeism
Middle				
High	Proficiency on statewide assessments on ELA and Math	Graduation Rate	English Learner Progress	Chronic Absenteeism
				9th Graders on Track

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Grade Span	Academic Indicators			School Quality or Student Success Indicators
				Advanced Course-Taking (dual credit)

## Chronic Absenteeism in Academic Accountability

Indicator	Measure(s)	Description
Academic Achievement	Proficiency on the statewide assessments in ELA and mathematics.	Percentage of students at Level 3 or Level 4.
Academic Progress	Academic growth (elementary and middle schools only)	Student growth percentiles for 4th to 8th graders on the statewide assessments in ELA and mathematics.
Graduation Rate	High School Graduation	Four-year graduation rate, adjusted for relatively large increases in extended-year graduation rates.
Progress in Achieving English Language Proficiency	Progress on the ELPA21 assessment (on track to becoming proficient)	Percentage of students who are making enough progress to transition out of the program within 6 years.
School Quality and Student Success	Regular attendance	Percentage of students who regularly attend school (are present for 90% or more of school days)
	9th Grade On Track (high schools)	The percent of first time ninth grade students who earned credit for all attempted courses.
	Dual Credit (high schools)	Among all enrolled students (grades 9–12), the percent of students who completed a dual credit course or program (i.e., AP, IB, College in the High School, Cambridge, Running Start, Advanced Certificated Courses, or Tech Prep).

Table 11. Detailed weighting based on missing indicators due to small n or grade level of school.

Detailed Weighting Based on Missing Indicators Due to Small N or Grade Level of School	(i) Academic Achievement (ELA Proficiency)	(i) Academic Achievement (Math Proficiency)	(ii) Growth	(iii) Graduation	(iv) EL Progress	(v) School Quality or Student Success Indicators (averaged)
K–12 Schools (with all indicators)	15%	15%	25%	25%	5%	15%
K–8 (no graduation)	20%	20%	50%	0%	5%	5%
No Growth (typical HS)	15%	15%	0%	50%	5%	15%
K–12 (no EL progress)	17.5%	17.5%	25%	25%	0%	15%
K–8 (no graduation and no EL progress)	20%	20%	55%	0%	0%	5%
No Growth or EL Progress (HS with no EL)	17.5%	17.5%	0%	50%	0%	15%

## West Virginia

- Chronically absent = absent 10% or more of instructional days
  - Includes K-12
  - Used for elementary, middle, and high schools.
  - Only full academic year (FAY, 135 days annual membership) are included.
  - Must have at least 20 FAY kids at the school level and for each subgroup.
  - Out of school suspensions are excluded.
- For the Student Success indicator, where attendance is located, schools receive a label:
  - Exceeds Standard: 95% of students meet the criteria for behavior and attendance measures (no out-of-school suspensions or are in attendance for 90% or more instructional days)
  - Meets Standard: 90-95% of students meet attendance and behavior criteria.
  - Partially Meets Standard: 80-90% of students meet attendance and behavior criteria.
  - Does Not Meet Standard: Less than 80% of students meet attendance and behavior criteria.
    - Behavior and attendance are used for elementary and middle schools. Only attendance is used for high schools.
- [West Virginia's ESSA Plan](#)

Table 6. Accountability indicators and measures by school programmatic level.

Level	Indicator	Measure
Elementary and Middle Schools	Academic Achievement Indicator	ELA Performance Math Performance
	Other Academic Indicator	ELA Progress Math Progress
	English Language Proficiency (ELP) Indicator	English Language Proficiency Progress
	School Quality/Student Success Indicator	Attendance Behavior
High Schools	Academic Achievement Indicator	ELA Performance Math Performance
	Graduation Rate Indicator	4-Year Cohort Graduation Rate 5-Year Cohort Graduation Rate
	English Language Proficiency (ELP) Indicator	English Language Proficiency Progress
	School Quality/Student Success Indicator	Attendance On-Track to Graduation Post-Secondary Achievement

# Chronic Absenteeism in Academic Accountability

	1 <sup>st</sup> Academic Indicator	2 <sup>nd</sup> Academic Indicator for Elem/Middle Schools	2 <sup>nd</sup> Academic Indicator for High Schools		English Language Proficiency	Student Success Indicators			
	Performance Points Earned in ELA and Math	Progress on State Benchmark Assessments ELA and Math	4-Year Graduation Rate: Percent of Students Graduating	5-Year Graduation Rate: Percent of Students Graduating		Attendance: Percent of Students Attending 90% or more Instructional Days	Behavior: Percent of Students with No Out-of-School Suspensions	On-Track to Graduation: Percent of Students Meeting Credit Earned Criteria	Post-Secondary Achievement: Percent of Students Meeting Achievement Criteria
<b>Exceeds Standard</b> performance indicates that a school's performance on a particular indicator is above the expected level of performance set by the State.	100 to 125 Points (80 to 100% of Points)	To be established once data are available	95 to 100%	95 to 100%	95 to 100%	95 to 100%	95 to 100%	95 to 100%	80 to 100%
<b>Meets Standard</b> performance indicates that a school's performance on a particular indicator is within the range of expected performance set by the State.	81.25 to 100 Points (65 to 80% of Points)	To be established once data are available	90 to 95%	90 to 95%	85 to 95%	90 to 95%	90 to 95%	90 to 95%	65 to 80%
<b>Partially Meets Standard</b> performance indicates that a school's performance on a particular indicator is not yet at the expected range of performance set by the State.	62.5 to 81.25 Points (50 to 65% of Points)	To be established once data are available	80 to 90%	80 to 90%	70 to 85%	80 to 90%	80 to 90%	80 to 90%	50 to 65%
<b>Does Not Meet Standard</b> performance indicates that a school's performance on a particular indicator is substantially below the expected level of performance set by the State.	< 62.5 Points (< 50% of Points)	To be established once data are available	< 80%	< 80%	< 70%	< 80%	< 80%	< 80%	< 50%)

# Chronic Absenteeism in Academic Accountability

## Wisconsin

- Chronically absent = absent more than 10 percent of possible attended days.
  - Used in all grade spans.
  - The percentage of not chronically absent students is converted to an indicator score on a scale of 0 to 100 using a percentile-based approach.
- [Wisconsin's ESSA Plan](#)

School Type		Academic Achievement	Student Growth	Graduation	Chronic Absenteeism	EL Progress
High School	EL >= 20; EL >= 10%	37.5		37.5	15	10
	EL >= 20; EL <10%	40		40	15	5
	EL < 20	42.5		42.5	15	
Elem. and/or Middle School	EL >= 20; EL >= 10%	37.5	37.5		15	10
	EL >= 20; EL <10%	40	40		15	5
	EL < 20	42.5	42.5		15	
Combined School	EL >= 20; EL >= 10%	25	25	25	15	10
	EL >= 20; EL <10%	26.7	26.7	26.7	15	5
	EL < 20	28.3	28.3	28.3	15	

### States Without Chronic Absenteeism

- Arkansas
- Florida
- Idaho
- Iowa
- Kansas
- Louisiana
- Mississippi
- New Hampshire
- North Carolina
- North Dakota
- South Carolina
- Texas
- Utah
- Vermont
- Wyoming