

MARCH 2024

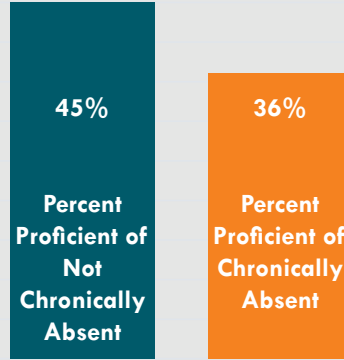
FACT SHEET

CHRONIC ABSENTEEISM & ACHIEVEMENT



Chronic Absenteeism & Achievement of 8th Grade Students on the 2023 Math RISE Assessment

A primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Students who attend school regularly have been shown to achieve at higher levels than students who do not attend school



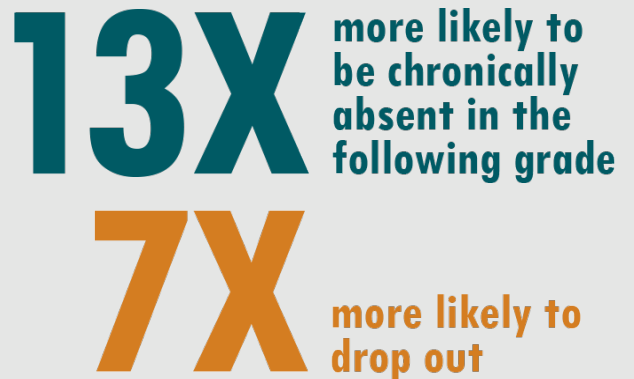
regularly (NFES 2018). A student is deemed chronically absent if they missed at least 10% of the school year. On the 2023 8th grade Utah RISE Math assessment, students who were not chronically absent were 1.5 times as likely to be proficient than students who were chronically absent.



Chronic Absenteeism and the Dropout Rate

Being chronically absent in one grade increases the odds of being chronically absent in the next grade by 13 times. Further, a student who is chronically absent in any year, starting with their 8th grade year, is 7 times more likely to drop out than a student who is not chronically absent. Being a racial minority, student with a disability, English learner, and/or low income student increases the odds of being chronically absent (UEPC, 2012).

Reducing chronic absenteeism is key to reducing inequities in student achievement and dropout rates.



Outlier Schools in Improving Chronic Absenteeism

There are outlier schools in regard to reducing chronic absenteeism of students. ULEAD has identified ten representative high schools in Utah that have reduced chronic absenteeism year-over-year the past two comparison cycles (2021 to 2022, 2022 to 2023). These are the only high schools of the 179 included in the analysis that saw consistent improvements in chronic absenteeism over these three years of attendance data.



Outlier Schools

10

 public schools representative of all Utah schools

7 public schools

3 charter schools

State Average 13% charter

1 Title 1 schools

9 non-Title 1 schools

State Average 40% Title 1



4 City Schools

State Average
28% of schools



5 Suburban Schools

State Average
53% of schools



1 Town/Rural Schools

State Average
19% of schools

Criteria Rationale

Why...

Use chronic absenteeism as the measure for attendance?

Chronic absenteeism is defined as a student missing at least 10% of school days in a school year. This measure has a high negative correlation with student achievement and graduation rate.

Focus on high school?

By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores (Allensworth & Easton, 2007, p. 16). A study in Utah public schools found that chronic absenteeism in a single year between 8th and 12th grade increased the likelihood of dropout by 7 times (Utah Education Policy Center, 2012).

Look at two years of YOY change (2021->2022, 2022->2023) encompassing three school years (2021, 2022, and 2023)?

Multiple years of comparison data increases confidence that results are more likely to be meaningful and less likely to be aberrational. The 2019-2020 school year is not included because of the effects of the COVID-19 pandemic.

Allensworth, E. M., & Easton, J. Q. (2007). *What matters for staying on-track and graduating in Chicago public high schools*. Consortium on Chicago School Research at the University of Chicago. <https://consortium.uchicago.edu/sites/default/files/2018-10/07%20What%20Matters%20Final.pdf>

National Forum on Education Statistics. (2019). *Forum guide to collecting and using attendance data* (NFES 2017-007). U.S. Department of Education. National Center for Education Statistics. <https://nces.ed.gov/pubs2017/NFES2017007.pdf>

Utah Education Policy Center. (2012). *Research brief: chronic absenteeism*. https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/508_UPEC_Chronic_Absenteeism_Research_Brief.pdf



Grades Served

Title I Status

Locale

% Racial Minority

% Low Income

% Limited English

% Students with Disabilities

School
School District

10-12



City - Small

23%



29%

4%



13%

Charter School

Pk-12



Suburban - Large

60%



24%

<1%



>90%

School
School District

10-12



City - Small

29%



41%

2%



12%

Charter School

9-12



Rural - Distant

>83%



24%

<1%



20%

School
School District

10-12



Suburban - Large

16%



16%

3%



10%

Charter School

9-12



Suburban - Large

41%



58%

3%



26%

School
School District

7-12



City - Small

41%



53%

4%



6%

School
School District

9-12



City - Small

34%



42%

6%



16%

School
School District

10-12



Suburban - Large

20%



28%

5%



11%

School
School District

10-12



Suburban - Large

14%



18%

1%



11%