

The Chronic Absenteeism Indicator



CCEE Resources



California Collaborative for Educational Excellence

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Resource Collection



Definition of Chronic Absenteeism

The percentage of students who are absent 10% or more of the instructional days they were enrolled.



Truancy vs. Chronic Absence

Truancy

- Counts only unexcused absences
- Emphasizes compliance/school rules
- Relies on legal/administrative solutions

Chronic Absence

- Counts all absences: excused, unexcused, suspensions
- Emphasizes academic impact of missed days
- Focus on community-based, positive strategies

What counts as “absent”?

A K-8 student is absent if he/she has:

- An unexcused absence
- An excused absence
- A suspension (details to follow)

What counts as “absent”?

Exceptions (do not count as an absence):

- Partial day attendance
 - As long as your SIS and data entry are set up to count a partial day as a day of attendance
- In-school suspension
 - As long as a certificated person is supervising the student
- Independent Study
 - As long as the student is set up for at least 5 days and it is indicated that work was completed
- Field Trips
 - As long as the number of trips does not exceed 10 days and the trip is aligned with the student's course of instruction

Ponderings....

- Saturday School
- Kindergarten and Compulsory Attendance
- Suspensions



Which students are **not** counted as chronically absent?

All K-8 students who meet the following criteria are removed from being counted:

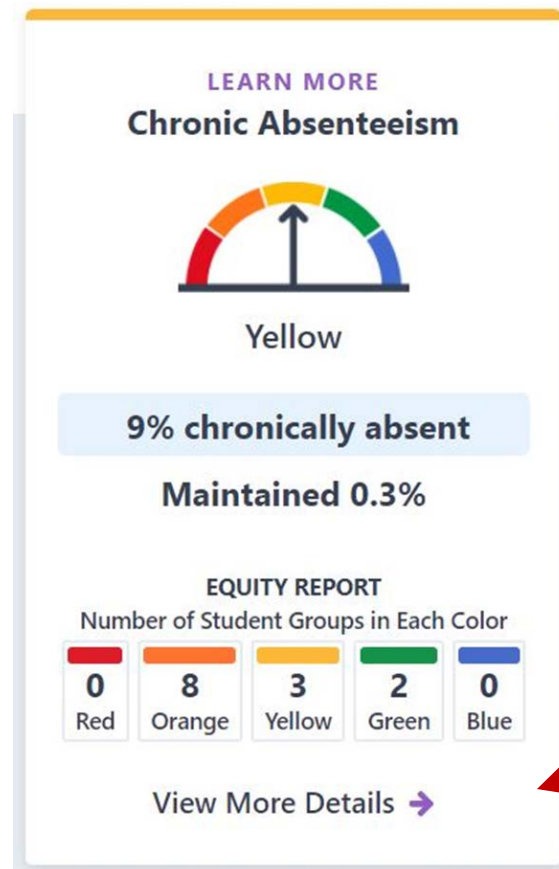
- Enrolled less and 31 instructional days
- Enrolled at least 31 instructional days but did not attend at least one day
- Were flagged as “exempt” in the CALPADS submission
- Were enrolled in an NPS
- Received instruction through home/hospital setting
- Attended community college full time (?)

The 5x5 Grid

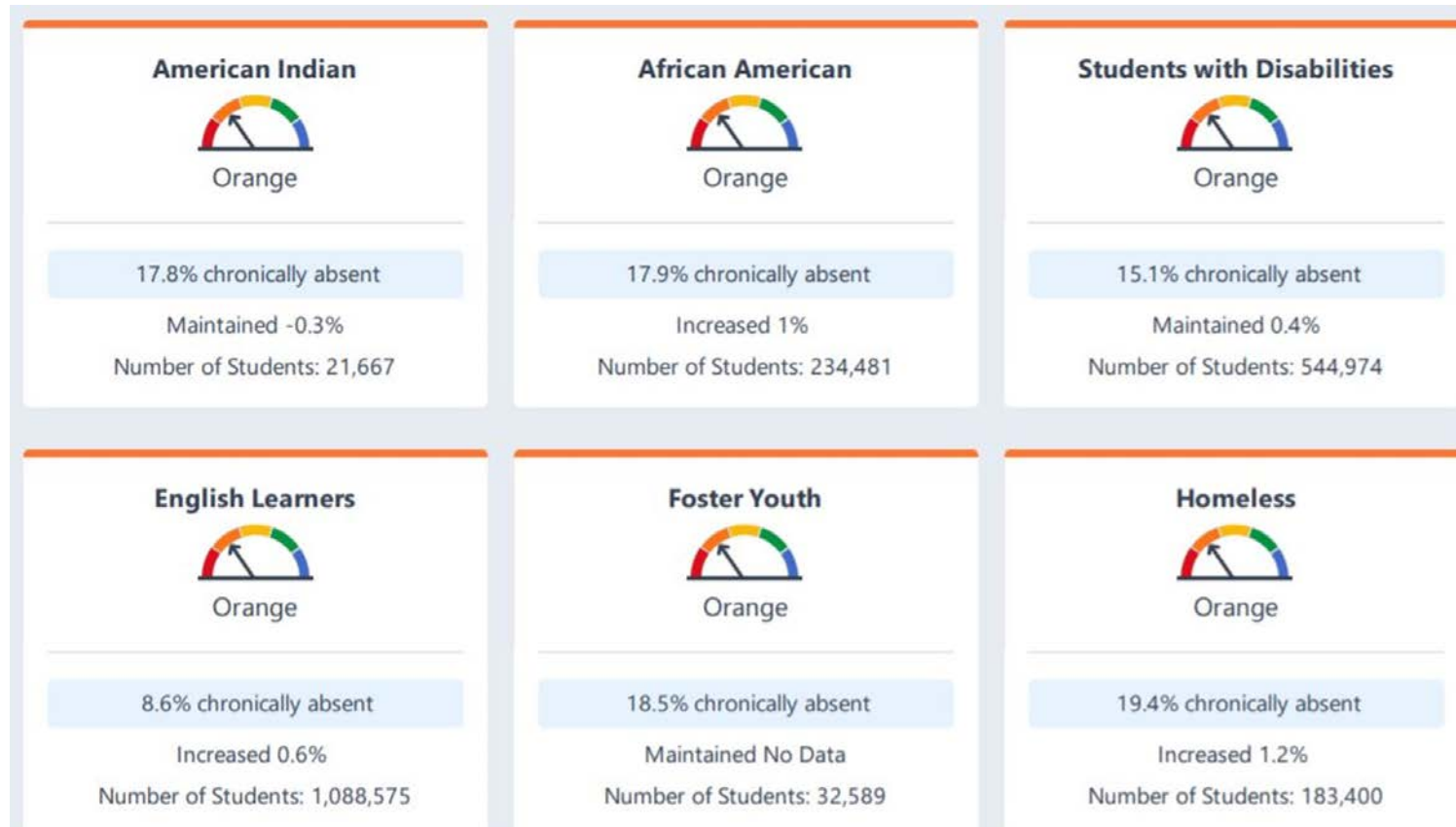
Performance Level	Increased Significantly from Prior Year (by 3.0% or more)	Increased from Prior Year (by 0.5% to less than 3.0%)	Maintained from Prior Year (declined or increased by less than 0.5%)	Declined from Prior Year (by 0.5% to less than 3.0%)	Declined Significantly from Prior Year (by 3.0% or more)
Very Low 2.5% or less in Current Year	Yellow	Green	Blue	Blue	Blue
Low More than 2.5% to 5.0% in Current Year	Orange	Yellow	Green	Green	Blue
Medium More than 5.0% to 10.0% in Current Year	Orange	Orange	Yellow	Green	Green
High More than 10.0% to 20.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very High More than 20.0% in Current Year	Red	Red	Red	Orange	Yellow

Where to Look on the Dashboard

Entire LEA

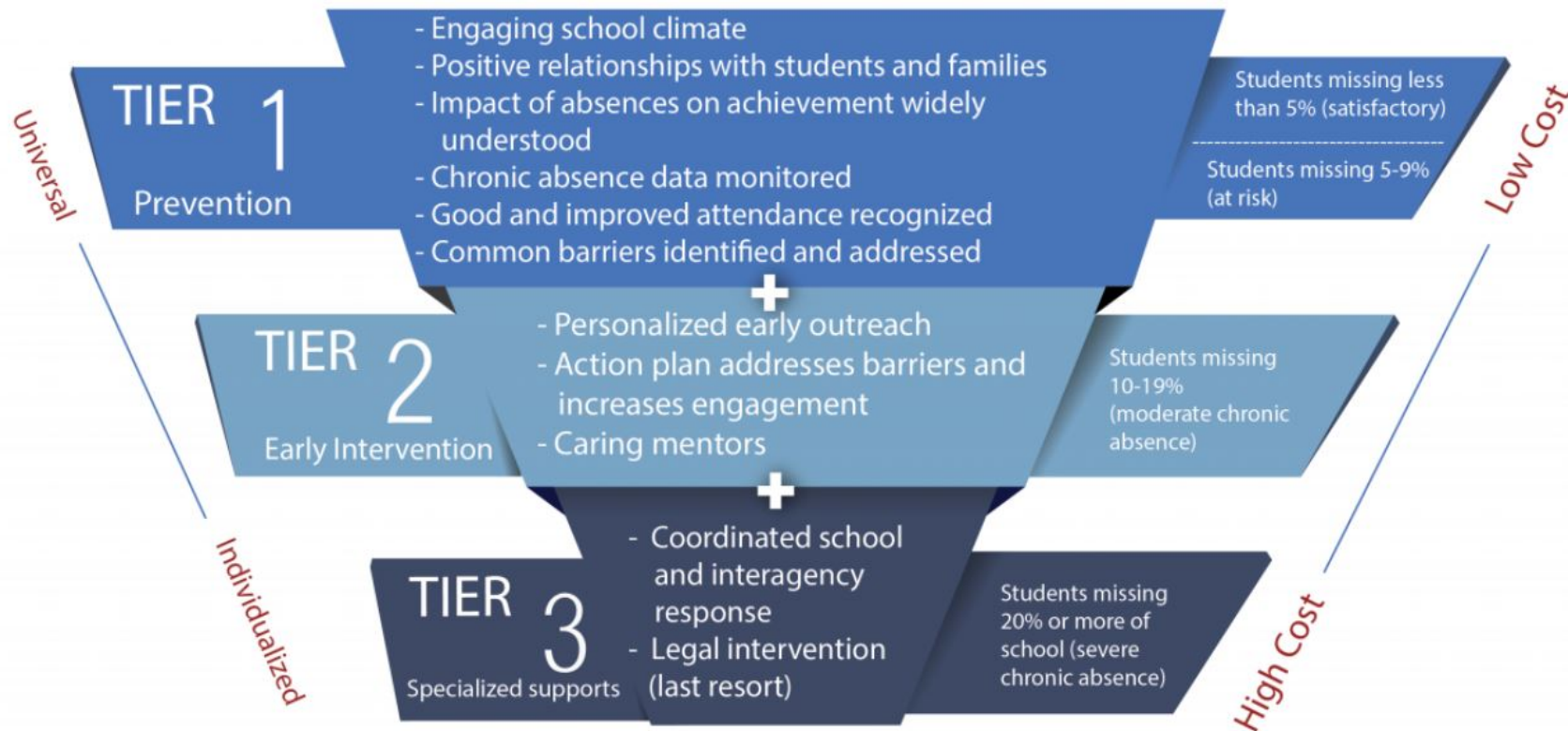


Equity Report (Groups)



Tools to Explore Absenteeism

Tiered Intervention Model from Attendance Works



Tiered Intervention Worksheet



Fill Out Your Pyramid

For each tier, fill in the activities and supports currently in place.

Name of School or District _____

1. 2. 3.

TIER 1A: Satisfactory Attendance -- missed less than 5% of school (< 1 day per month)

1. 2. 3.

TIER 1B: At-risk -- missed 5-9.99% of school (1+ days per month)

1. 2. 3.

TIER 2: Moderate Chronic Absence -- missed 10-19.99% of school (2-3 days per month)

1. 2. 3.

TIER 3: Severe Chronic Absence -- missed 20% or more of school (4+ days per month)

1. 2. 3.

Low Cost

High Cost

How many students are in each tier?

Tier 1A	#
Tier 1B	#
Tier 2	#
Tier 3	#

www.attendanceworks.org

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A Tool from the San Bernardino SOS

Data Visualization Project

- Interactive Chronic Absenteeism Map

<https://sbcss.maps.arcgis.com/apps/webappviewer/index.html?id=e704aa852b614bd58e17d7013a4d239e>