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May 2012

The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools

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What is Chronic Absenteeism?

- o Definition 1)

- o Missing 10% of School

- o Definition 2)

- o Missing a Month or more of School
(20/21 Days)

How Prevalent is Chronic Absenteeism ?

Chronic Absenteeism Rates in Five States

State	Percent Chronically Absent	Number Chronically Absent
Oregon	23% (2009-10)*	129,190
Rhode Island	18% (2010-11)**	30,168
Maryland	11% (2010-11)***	85,188
Florida	10% (2009-10)***	302,382
Nebraska	6% (2010-11)***	18,100

* Missing 10% or more of enrolled school days

** Missing 10% of enrolled school days, for those who attended at least 90 days

*** Students absent 21 or more days-of those enrolled all year

What is the Magnitude at the Most Impacted Schools?

Maryland 2010-2011

Number of Schools with Large Numbers of Students Chronically Absent

Chronically Absent Students	50 or more	100 or more	500 or more	Greatest Number
Elementary	58	3	NA	137
Middle School		26	NA	152

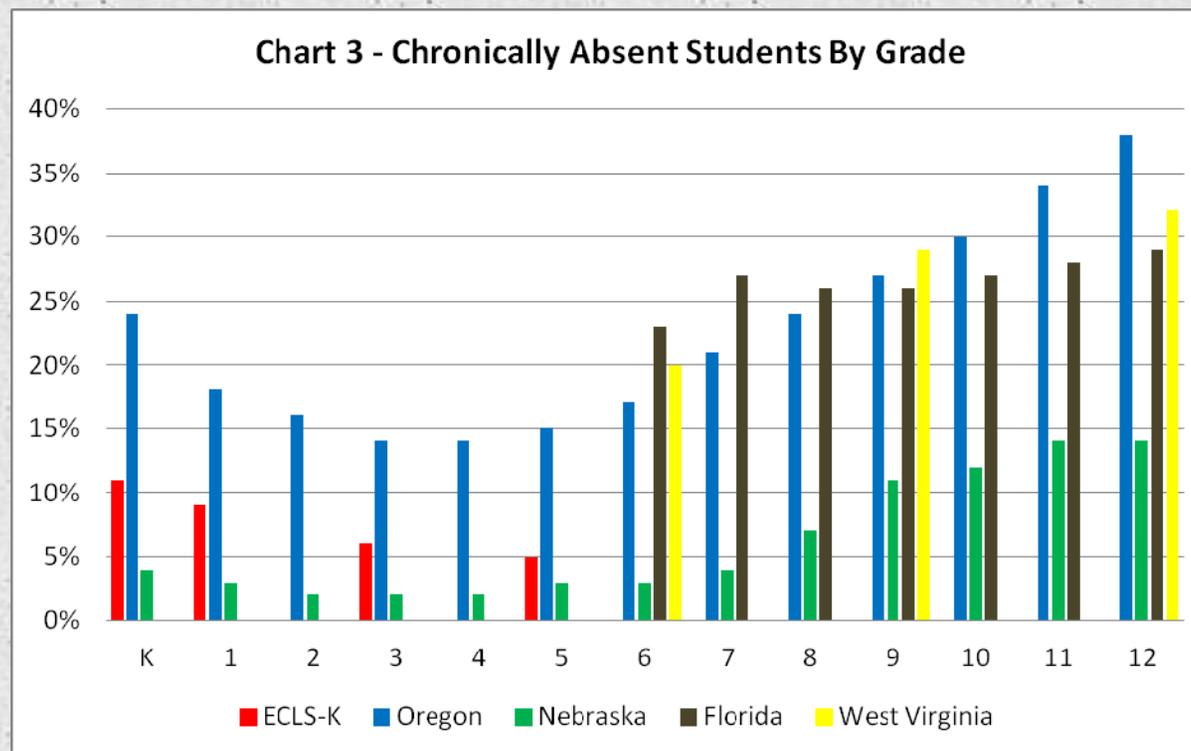
Chronically Absent Students	100 or more	250 or more	500 or more	Greatest Number
High School	161	61	12	807

What is the Cumulative Impact of Chronic Absenteeism?

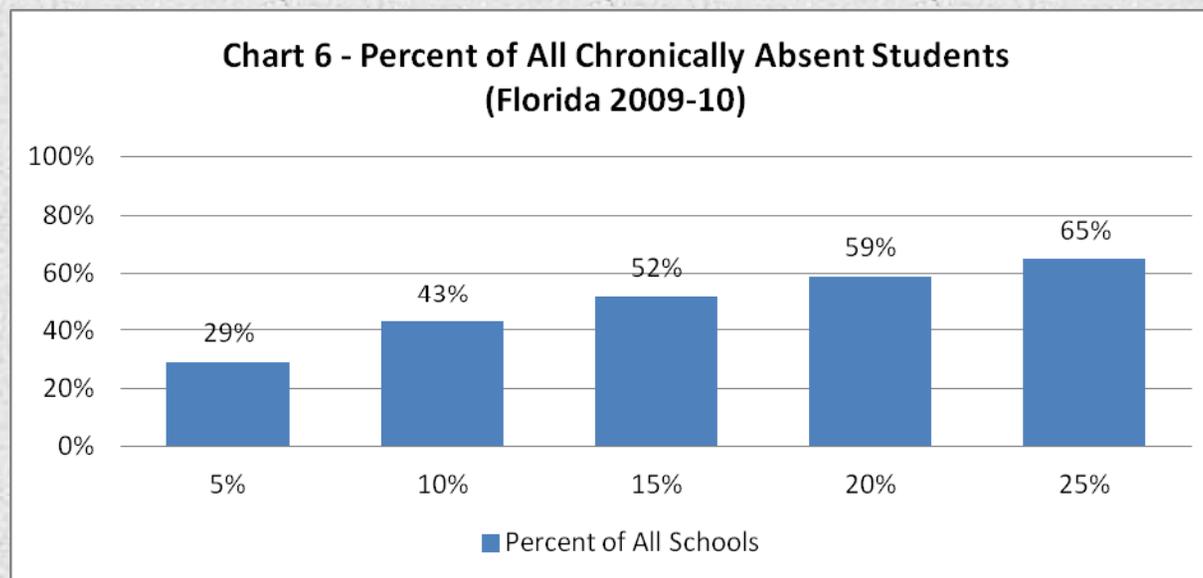
Florida 6th Grade Cohort
Cumulative Days Absent Over Seven Years of Middle and High School by Quintile

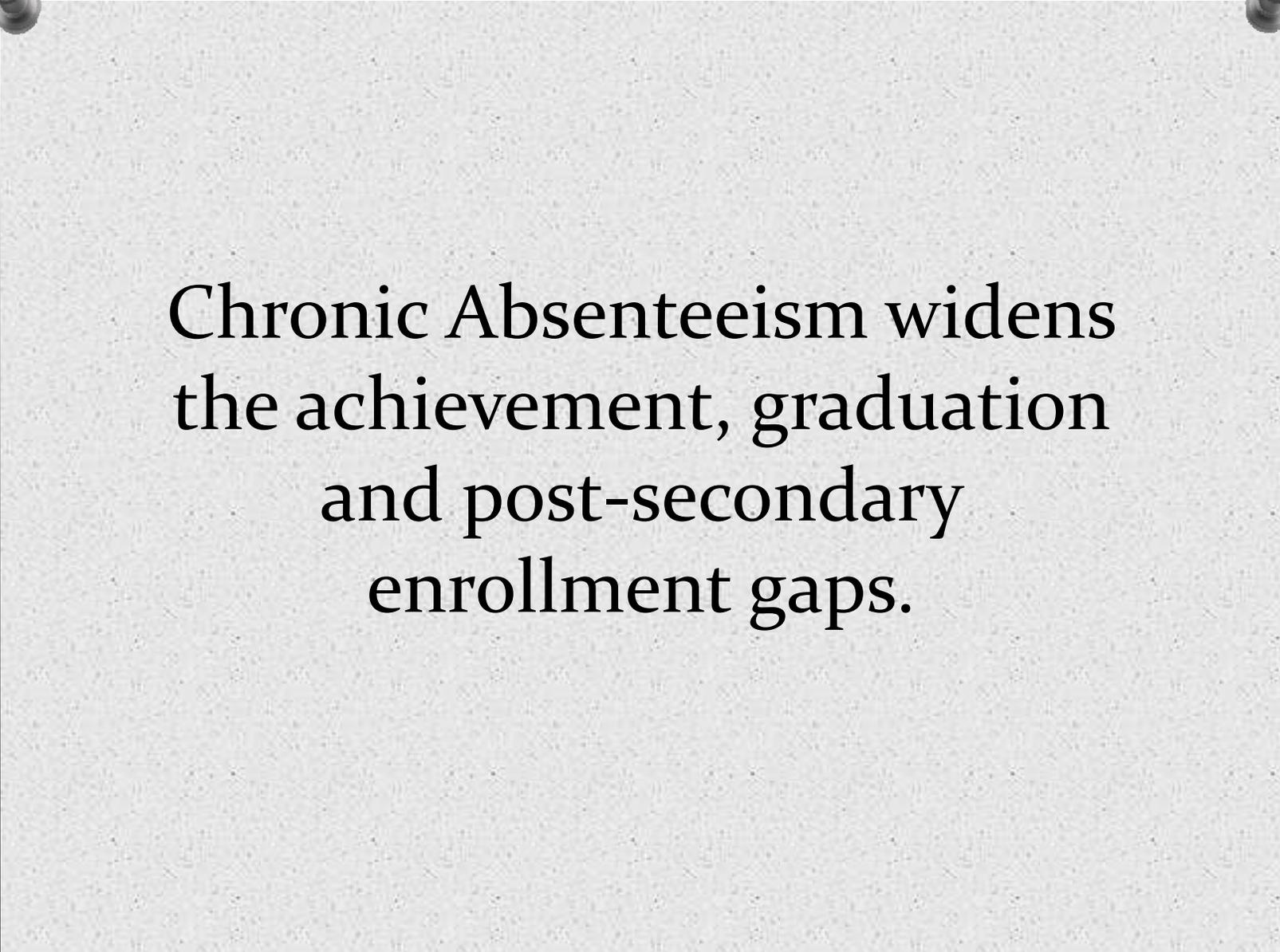
	Mean Number of Days Absent	Means Days Absent Per Year
Top 20%	13	3
Upper Middle 20%	35	6
Middle 20%	58	9
Lower Middle 20%	90	15
Bottom 20%	171	28

How Does Chronic Absenteeism Vary by Grade?



Chronic Absenteeism is Concentrated in a Sub-Set of Schools

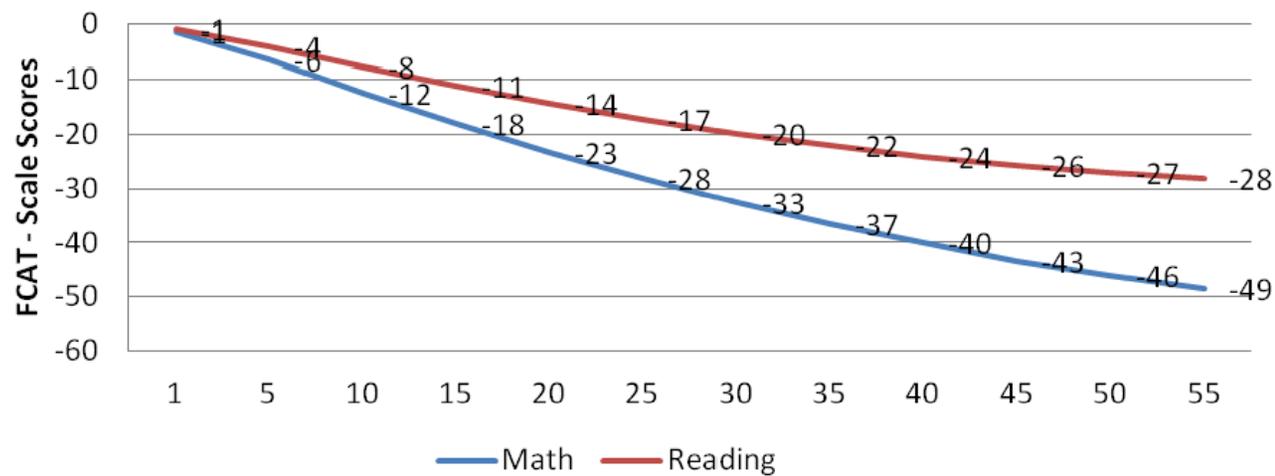




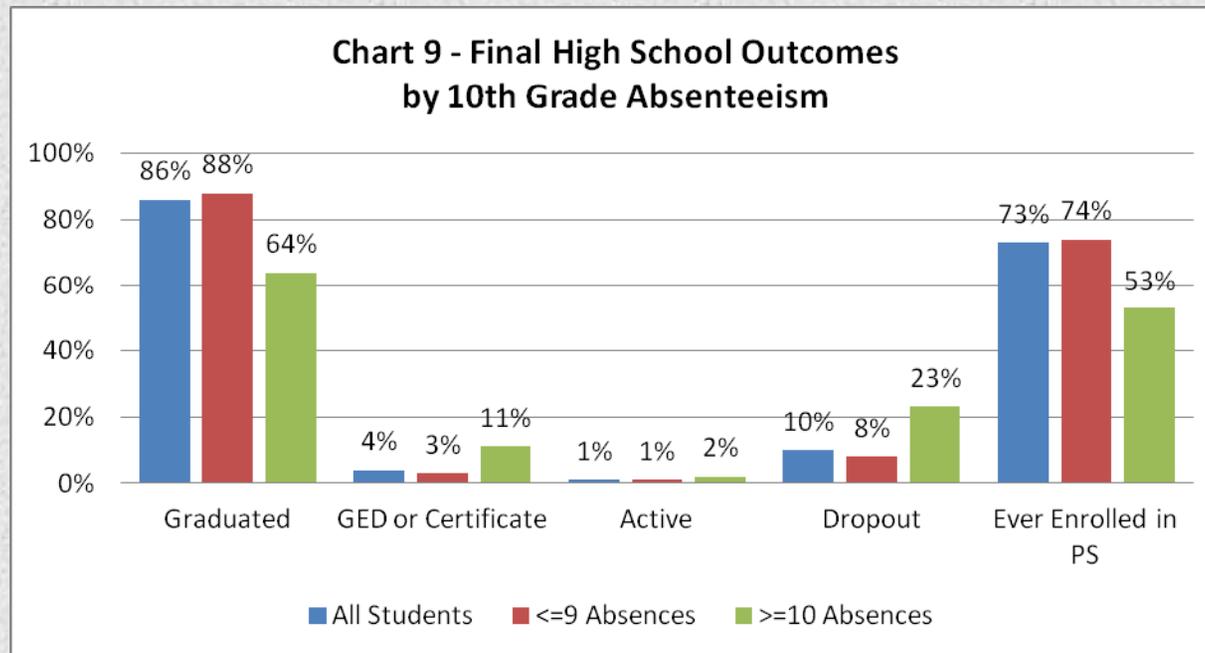
Chronic Absenteeism widens
the achievement, graduation
and post-secondary
enrollment gaps.

Impact on Achievement

Chart 7 - Impact of Days Absent on Achievement Scores
Florida 1st Time 9th Graders, 2000-01



Impact on High School Graduation and Post-Secondary Enrollment



Why Don't Students Go to School?

- o *Can't-*

- o something prevents them from going to school

- o *Won't-*

- o avoiding something at school or on the way to/from school

- o *Don't-*

- o decide they would rather be elsewhere

Solution Step 1-Measure

- o Add to US Department of Education Office of Civil Rights Survey
- o Include as required data reporting element in re-authorization of ESEA
- o Require as state action in Race to the Top applications

Solution Step 2-Monitor

- o Facilitate the spread of early warning systems at state and school district level
- o Make early warning systems a key component of school improvement grants

Solution Step 3-Act

- o Inter-agency efforts at state and local level led by Governors and Mayors
- o Infuse second shift of adults into highest need schools as success mentors (Americorps, United Way, etc.)
- o Make implementing a comprehensive plan combating absenteeism a part of required activities in school improvement grants

Where Can I Get a Report?

o www.every1graduates.org

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