

## Inclusion of Chronic Absence in State ESSA Plans (\*)

STATE	Is chronic absence a metric?	School Quality Indicator(s) for Elementary	Definition of the attendance measure (if included)	For what grades?
ARIZONA	Y	Academic acceleration and readiness	TBD	K-8
COLORADO	Y	Reduction in chronic absenteeism	The unduplicated count of students absent 10 percent or more of the days enrolled in the public school during the school year. A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g. illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused.	K-8
CONNECTICUT	Y	Chronic absenteeism, access to arts education and physical fitness	The percentage of students missing 10 percent or greater of the total numbers of days enrolled. The chronic absenteeism rate should not exceed 5 percent; therefore, full points will be awarded if the rate is 5 percent or lower. Conversely, no points will be awarded if the rate is 30 percent or higher. Rates between 30 percent and 5 percent receive proportional points.	K-12
DELAWARE	Y	Chronic absenteeism	The unduplicated number of students absent 10 percent or more school days during the school year.	K-12
DISTRICT OF COLUMBIA	Y	Chronic absenteeism, a mix of attendance indicators and school observations	Schools will receive points based on which of the two following measures they do best in: 1) percentage of enrolled students who were present/in attendance for 90 percent or more of enrolled days (the inverse of chronic absenteeism). - OR - 2) the student attendance growth percentile for the median student at a school when students are ordered from lowest to highest student attendance growth percentile. The student's attendance growth percentile measures how a student's access to instructional time (the percentage of enrolled days a student was present) in the current school year compared with DC students who had a similar attendance rate in the previous year.	K-12
ILLINOIS	Y	Chronic absenteeism, climate survey and an arts indicator	The definition of chronic absenteeism is being developed by the Illinois Attendance Commission. The proposed definition is 10 percent or more of excused and unexcused absences in the prior academic year.	K-12
LOUISIANA	N	Interests and opportunities		
MAINE	Y	Percentage of students with consistent attendance	Percentage of students at a school who have regular attendance. (To be further defined and likely to be defined as missing 17 or less days)	K-12
MASSACHUSETTS	Y	Chronic absenteeism	Percentage of students missing at least 10 percent of their days in membership in a school (18 days or more in a typical 180 day school calendar).	K-12
MICHIGAN	Y	Chronic absenteeism and time spent in arts, library, and physical education	The K-12 chronic absenteeism indicator is calculated using all students enrolled in a school for at least 10 days. Chronic absenteeism is defined as missing at least 10 percent of a student's scheduled enrollment.	K-12
NEVADA	Y	Student engagement, closure of opportunity gaps and chronic absenteeism	The student engagement indicator consists of a measure of student chronic absenteeism and school climate and contributes to the 10 percent total index score. Chronic absenteeism will be calculated for all students missing 18 school days or more during the school year, divided by the total student population at the school.	K-12
NEW JERSEY	Y	Chronic absenteeism	Percent of students who are not present 10 percent or more of their total enrolled school days.	K-12
NEW MEXICO	Y (over time)	Opportunity to learn surveys and attendance	The state will work with stakeholders to define chronic absenteeism with an implementation date of the 2018-19 school year. NM will use truancy for the 2017-18 school year.	K-12
NORTH DAKOTA	N	Student engagement		
OREGON	Y	Chronic absenteeism	Percentage of students absent 10 percent or more of enrolled days. Oregon uses students enrolled on the first school day in May that have been enrolled for at least 75 days, which is about half of the school year from the first school day through the first school day in May. At the district level, Oregon looks at all days the student is enrolled in the district, regardless of school.	K-12
TENNESSEE	Y	Chronic absenteeism and out-of-school suspensions	Absolute performance: Percent of students who are chronically absent. Value-Added: Student-level comparison to measure reduction in chronic absenteeism for specific students who were chronically absent in the previous year.	K-12
VERMONT	N	Physical education and science		

(\*) This analysis is based upon the plans officially submitted to the U.S. Department of Education as of 5/27/2017. These plans can be found at <https://ed.gov/admins/lead/account/stateplan17/statesubmission.html>. Use this link to see if your state has submitted a plan and if it includes chronic absence. This chart was made possible by the generous support of the Campaign for Grade-Level Reading and the W.K. Kellogg Foundation. June 2017.