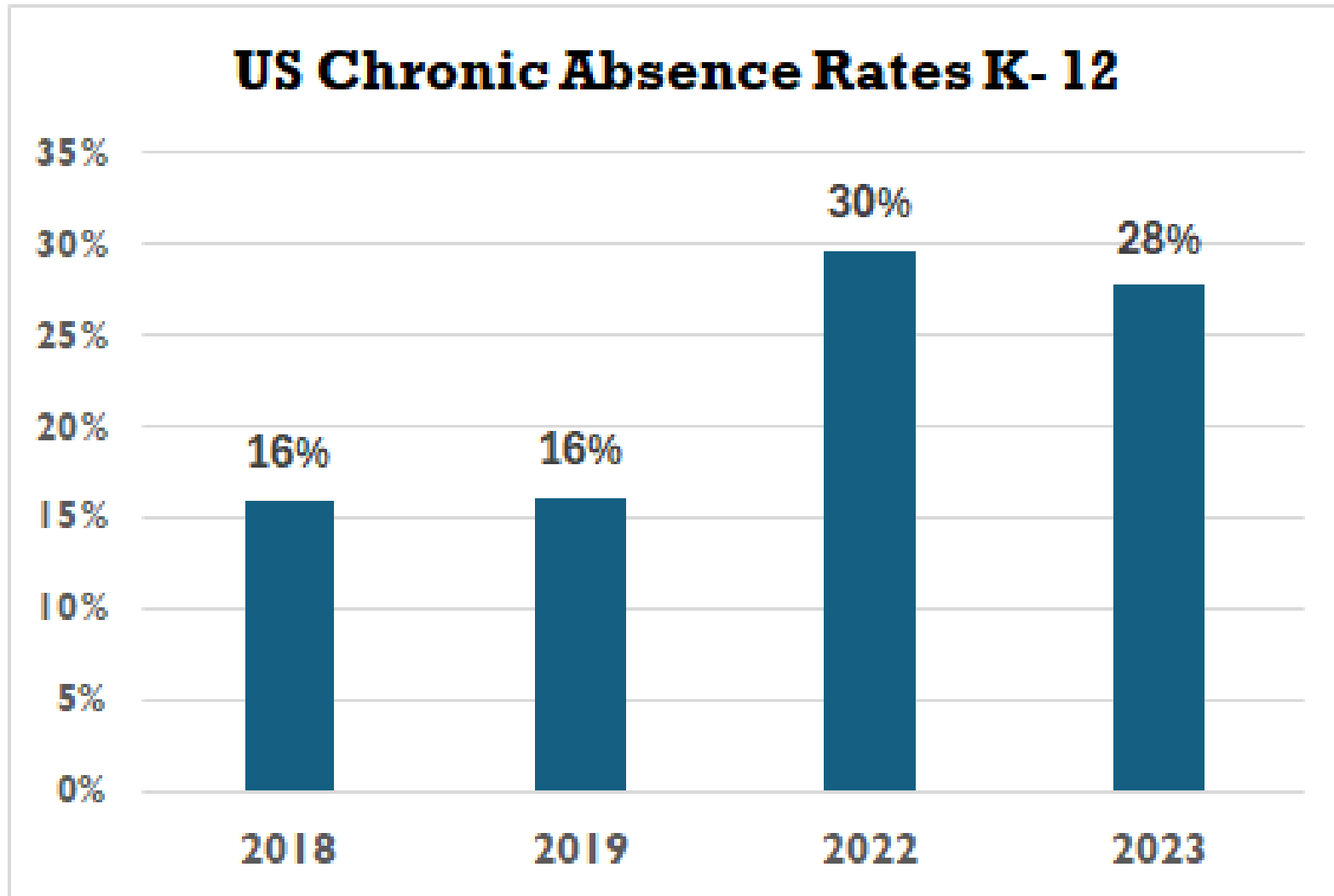


National Chronic Absence Crisis



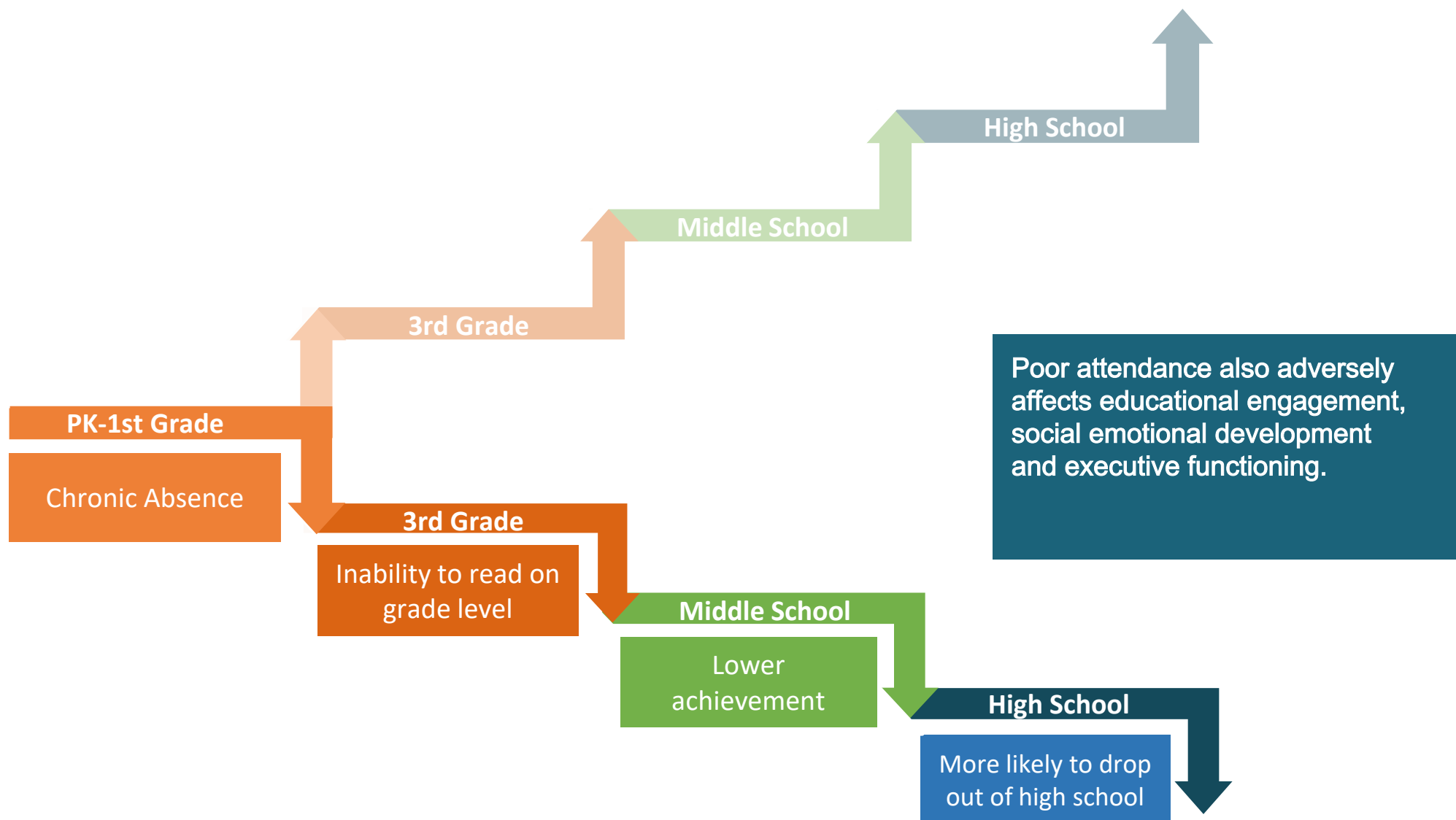
Chronic absence doubled from 1 in 6 students pre -pandemic to 1 in 3 in 2021 -22.

It slightly decreased in 2022-23.

Based upon state data from 2023 -24, we estimate it is now approx. 1 in 4.

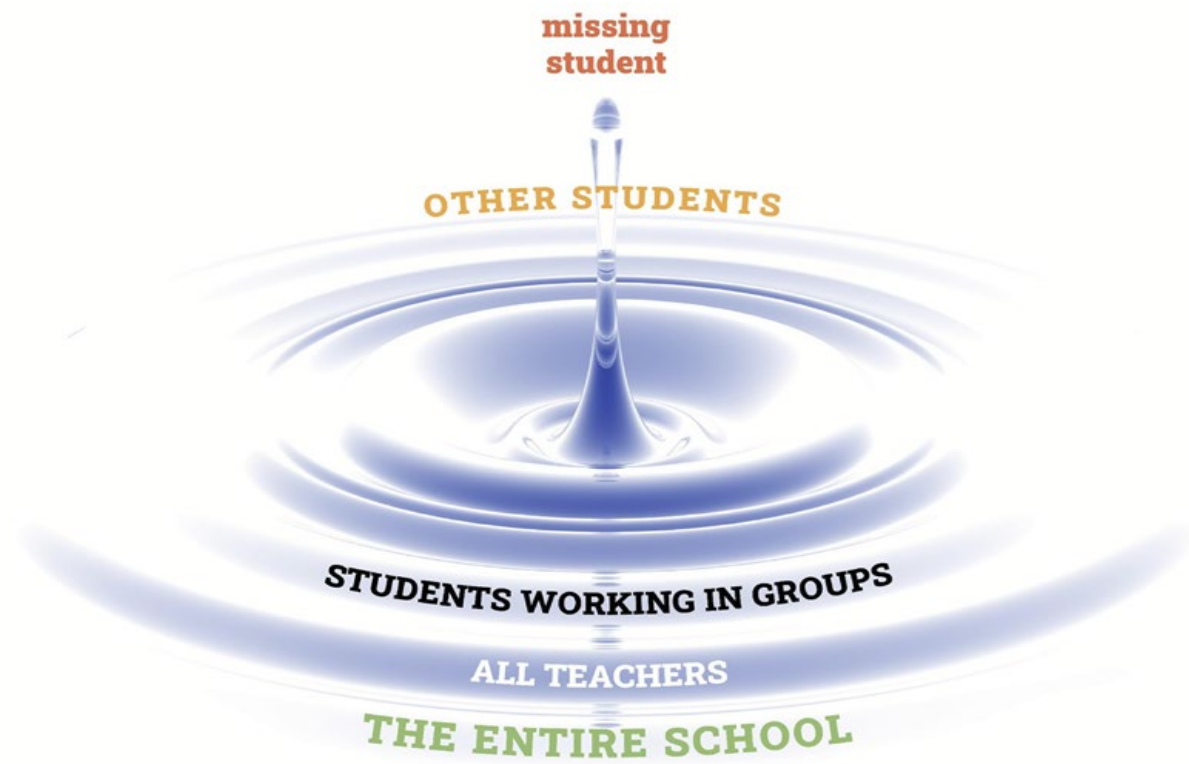
Source: US Department of Education, Ed Facts

Improving Attendance Matters K-12



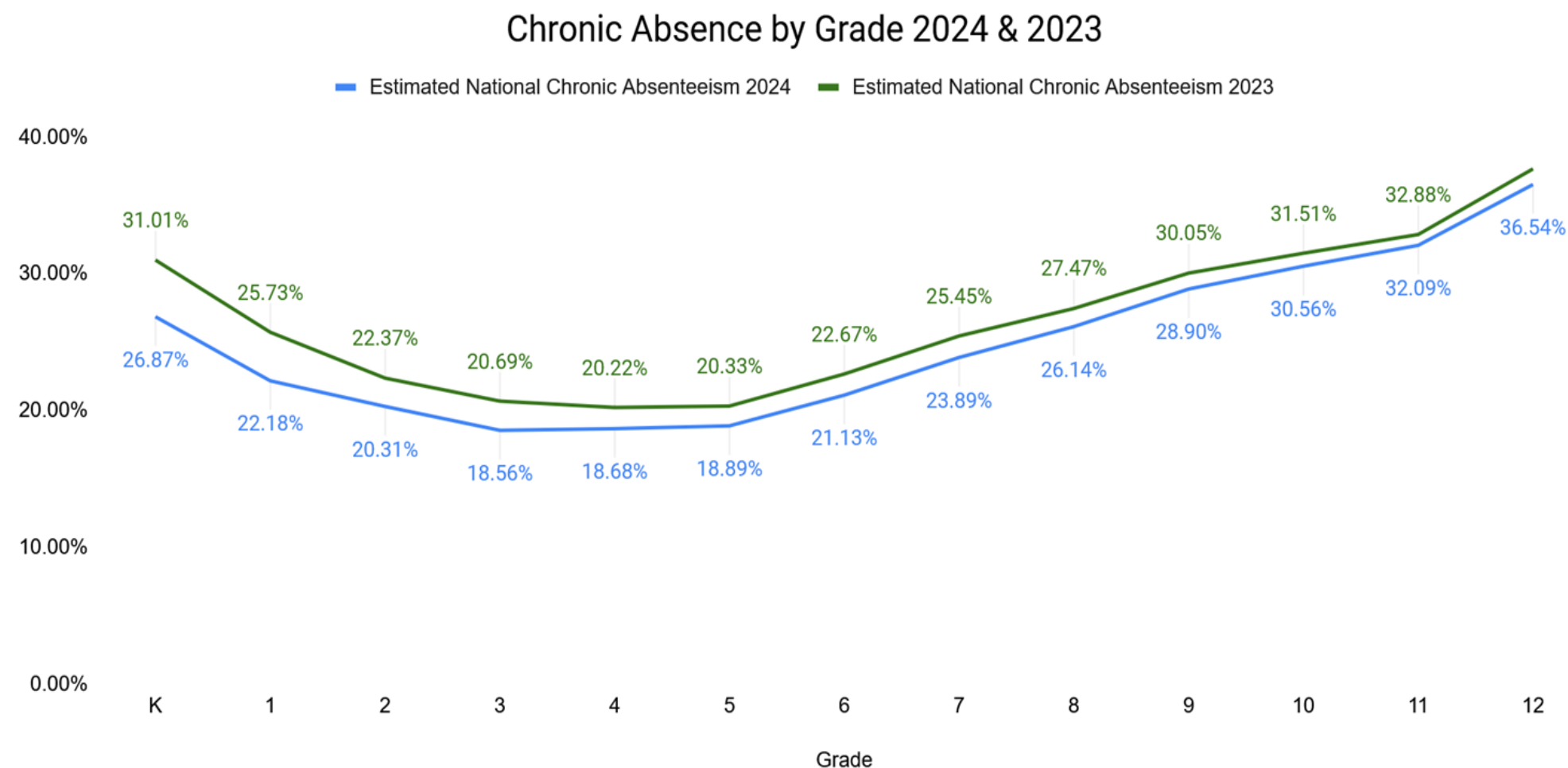


**When multiple students are
chronically absent, all
students are affected**



In SY 2022-23
61% of schools
had a chronic
absence rate of
20%+
versus
28% prior to the
pandemic

Reducing chronic absence must begin in kindergarten (ideally preschool)



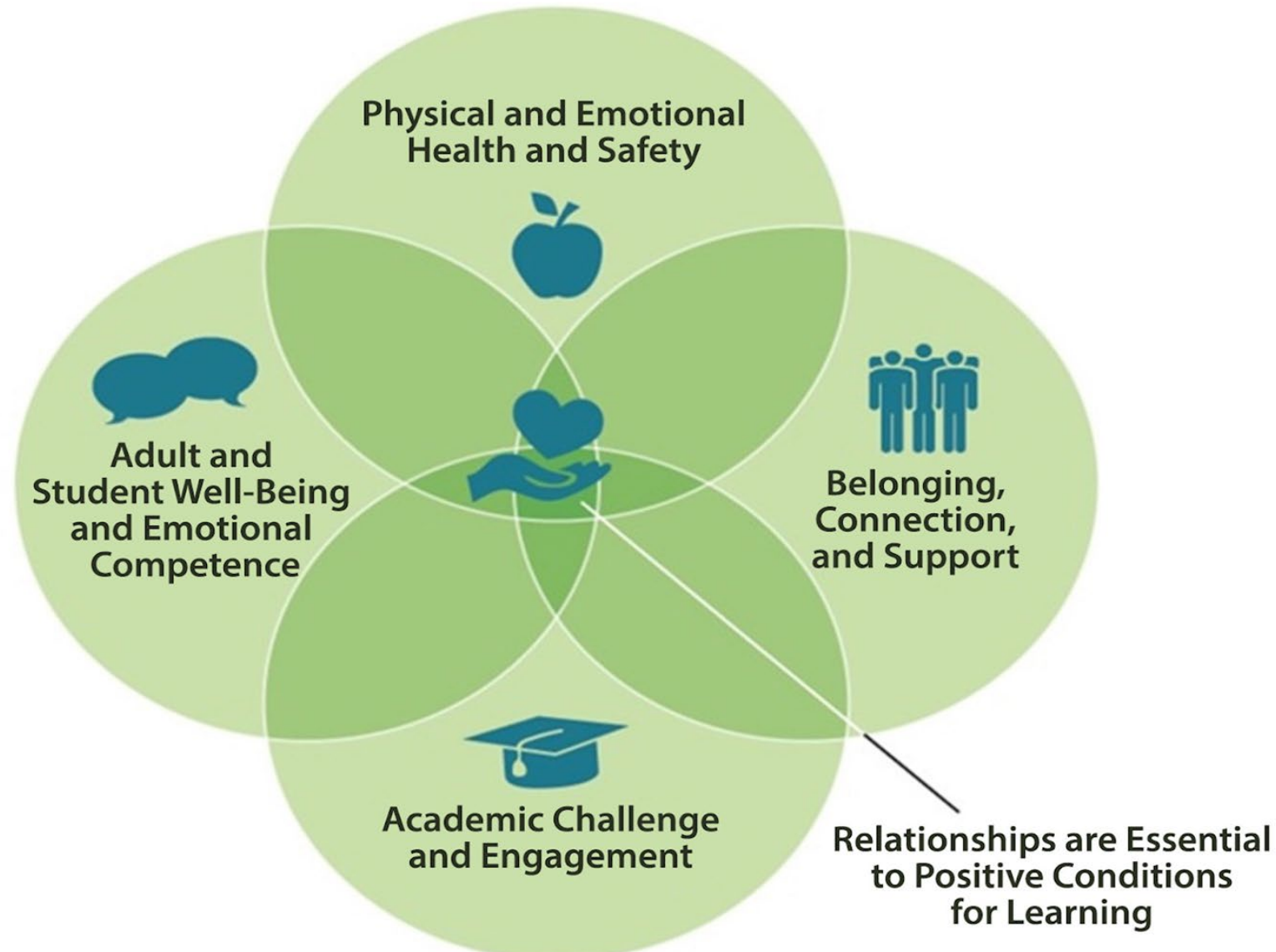
Note: These estimates are based upon data from 14 states (CO, CT, DE, GA, HI, IL, IN, IA, MI, ME, NE, OH, OR, WA) representing around 17% of the K-12 public school population.

The key to reducing chronic absence is to find and address what causes students to miss school

Barriers	Aversion	Disengagement	Misconceptions
<ul style="list-style-type: none">• Chronic and acute illness• Family responsibilities or home situation• Trauma• Poor transportation• Housing and food insecurity• Lack of access to needed services• System involvement• Unpredictable schedules for learning• Lack of access to technology• Community violence	<ul style="list-style-type: none">• Struggling academically and/or behaviorally• Unwelcoming school climate• Social and peer challenges• Anxiety• Unfair disciplinary and suspension practices• Undiagnosed disability and/or disability accommodations• Caregivers had negative educational experiences	<ul style="list-style-type: none">• Lack of challenging, engaging instruction• Bored• No meaningful relationships to adults in the school (especially given staff shortages)• Lack of enrichment opportunities• Lack of academic and behavioral support• Failure to earn credits• Need to work conflicts with being in high school	<ul style="list-style-type: none">• Absences are only a problem if they are unexcused• Missing 2 days per month doesn't affect learning• Lose track and underestimate TOTAL absences• Assume students must stay home for any symptom of illness• Attendance only matters in the older grades• Suspensions don't count as absence

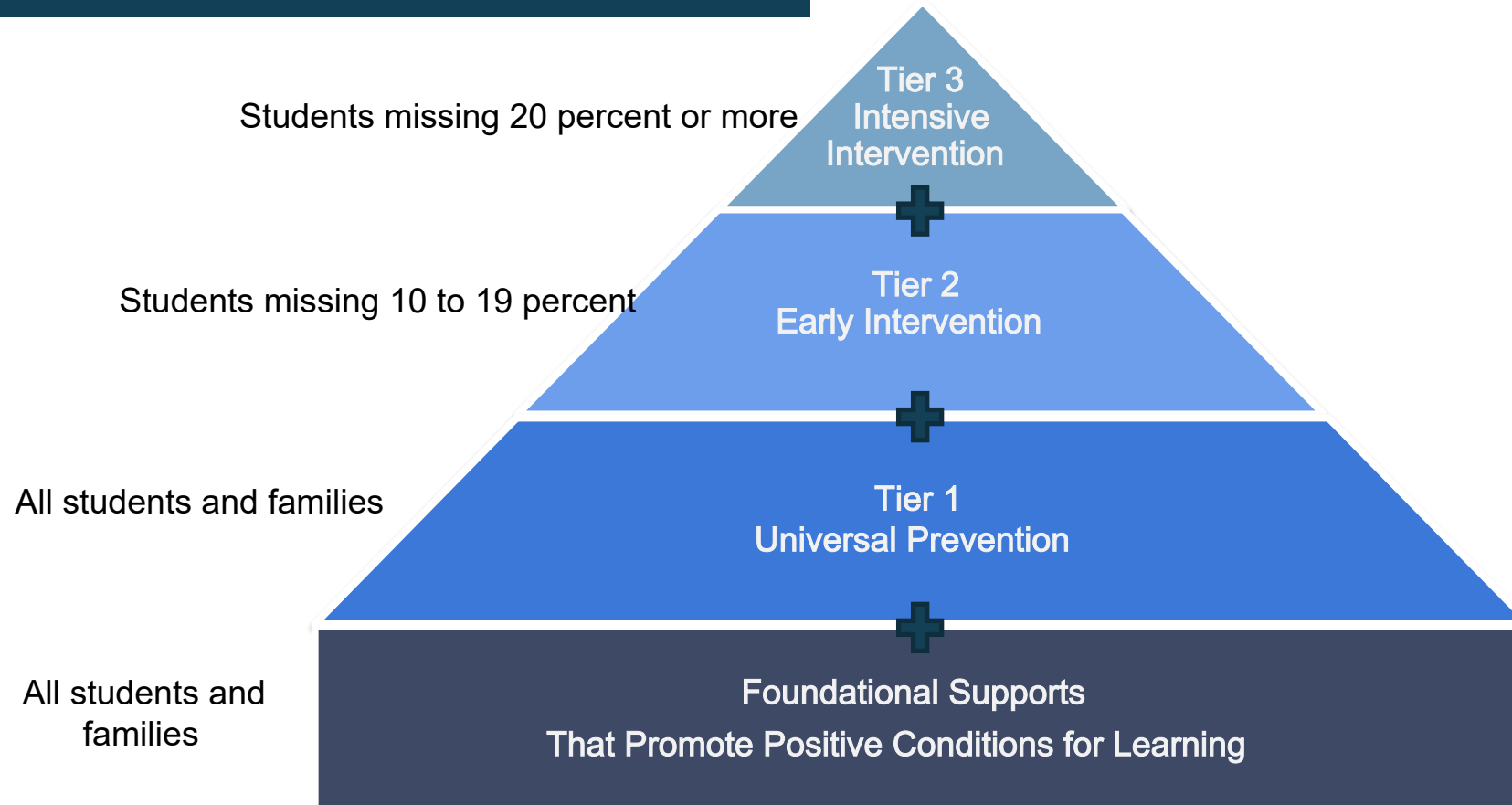
<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/root-causes/>

High levels of absence reflect an erosion in positive conditions for learning

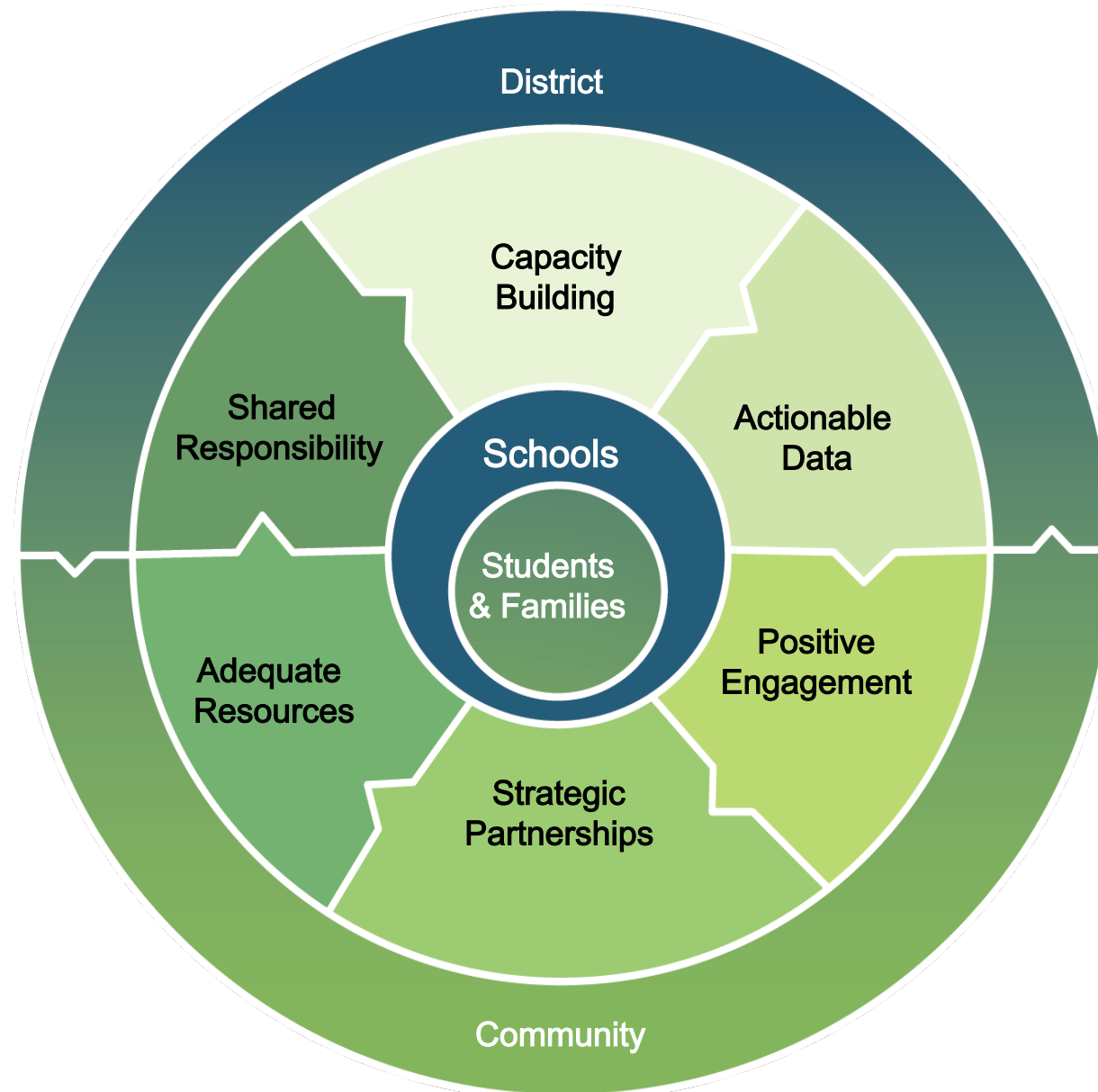




**Reducing it requires scaling out
multi-tiered support systems that
begin with prevention**



Key Ingredients for Improving Attendance

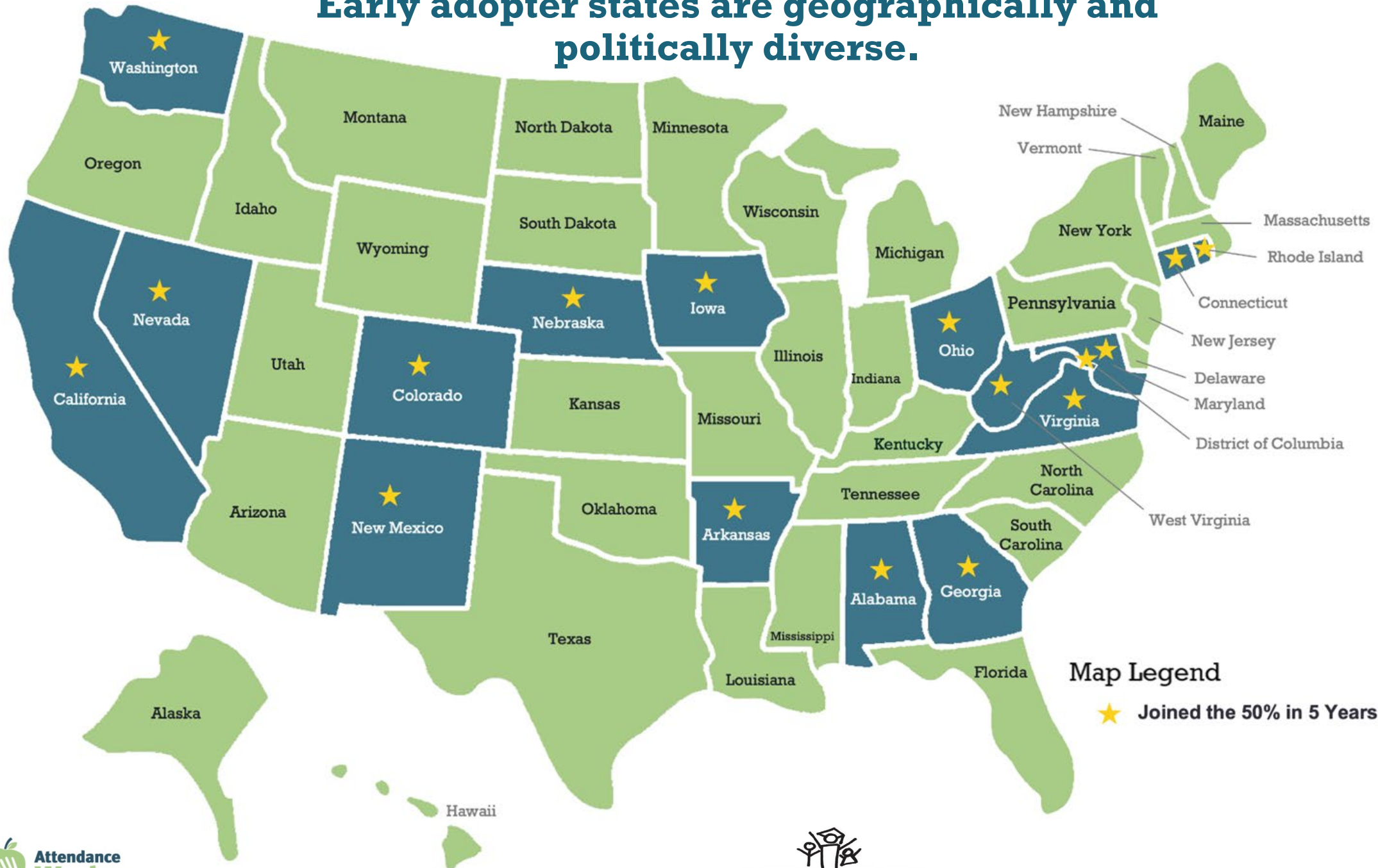


The 50% Challenge

- **The 50% Challenge** encourage states and districts to embrace a bold yet achievable goal: cut chronic absence rates from pandemic highs by 50% over five years.
- The 50% Challenge is
 - Addressing a top priority for superintendents across the country
 - Aspirational and achievable
 - Trackable and accountable
 - A comprehensive bipartisan effort that makes school attendance a highly visible national value
- It was launched on July 17, 2024 in partnership with EdTrust's Denise Forte and AEI's Nat Malkus.



Early adopter states are geographically and politically diverse.



Craft Your Engagement & Attendance State Road Map

For more information go to:



Implement, Monitor
& Adapt

6



Build Capacity
& Partnerships

5



Share Your
Road Map

4



Prioritize Route(s)

- Family Engagement
- Student Connectedness
- Relevant & Engaging Learning
- Health, Well-Being & Safety
- Access to Learning

3



Agree Upon
Destination

2



Organize Your Team

1

