



Chronic Absenteeism

What is Chronic Absenteeism?

According to the JCPS Pupil Personnel Manual, any student who has ***missed 10% of the school year*** is considered chronically absent, whether the absence is excused or unexcused.

In a typical school year, chronically absent students will miss at least ***17.5 days*** of school.

Group	% Chronically Absent
All JCPS Students	29.8%
Free/Reduced Lunch	36.5%
ECE	39.3%
<i>Race / Ethnicity</i>	
Black/African-American	36.1%
Hispanic/Latino	32.7%
White	25.3%
<i>Health Conditions</i>	
None	28.7%
One or More	36.5%
Asthma	40.6%
Diabetes	48.4%
Seizures	41.8%

Chronic Absenteeism Rates by Level & Choice Zones

Level	% Chronically Absent		
	Inside Choice Zone	Outside Choice Zone	Total
Elementary	39%	19%	22%
Middle	52%	29%	32%
High	58%	37%	39%

Note: Pathfinder not included; Quarantined receiving services not included.

Why Does it Matter?

To answer this question, we reviewed published research on chronic absenteeism and computed median Winter 2021 NWEA MAP achievement and conditional growth percentiles for JCPS students in grades 3-8.

*Pathfinder School of Innovation not included

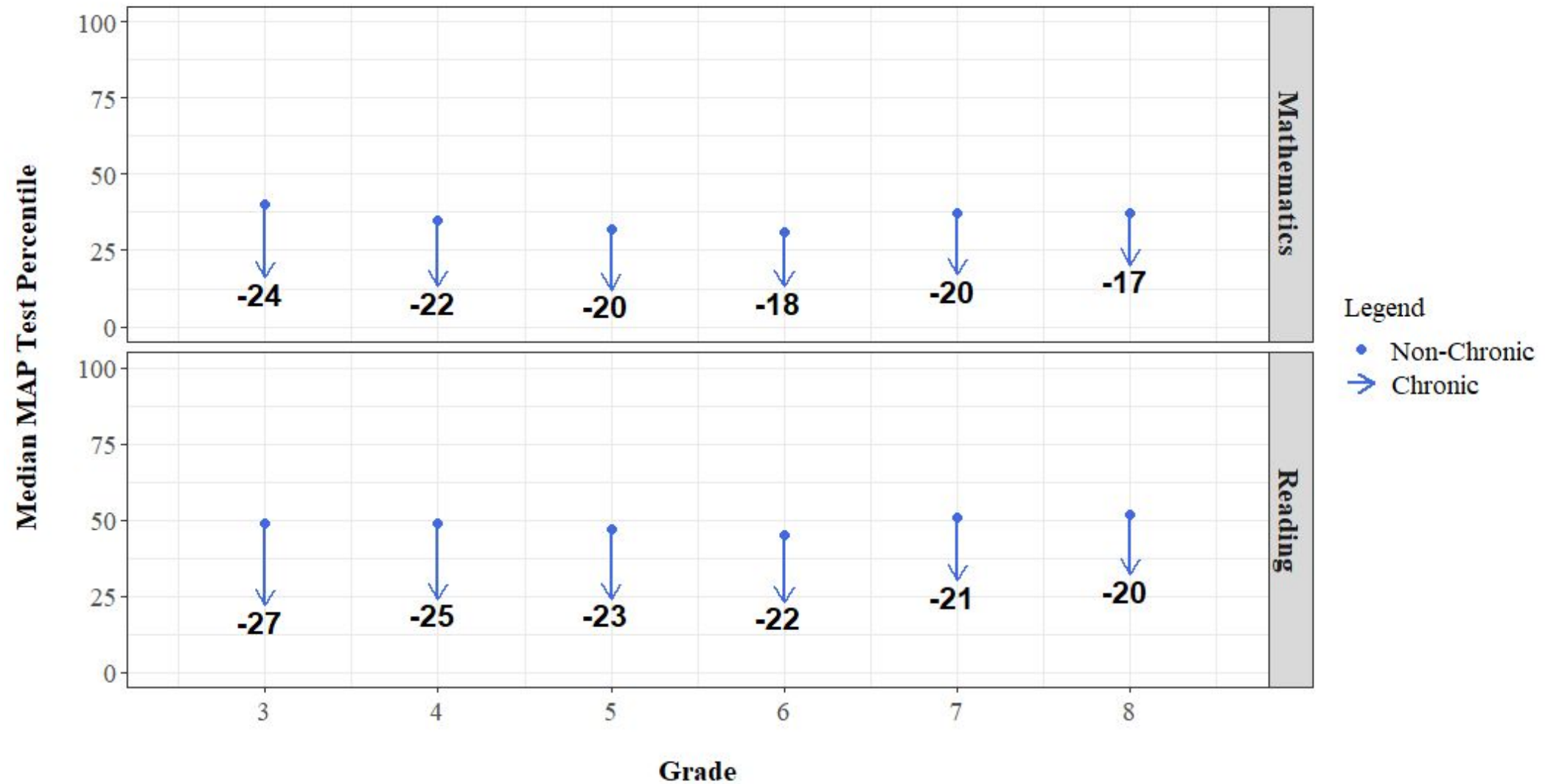
Why Does it Matter?

Chronic absenteeism has been linked to:

- lower test scores
- course failures
- lower graduation rates
- reduced educational engagement
- increased social disengagement
- ‘spillover’ effects

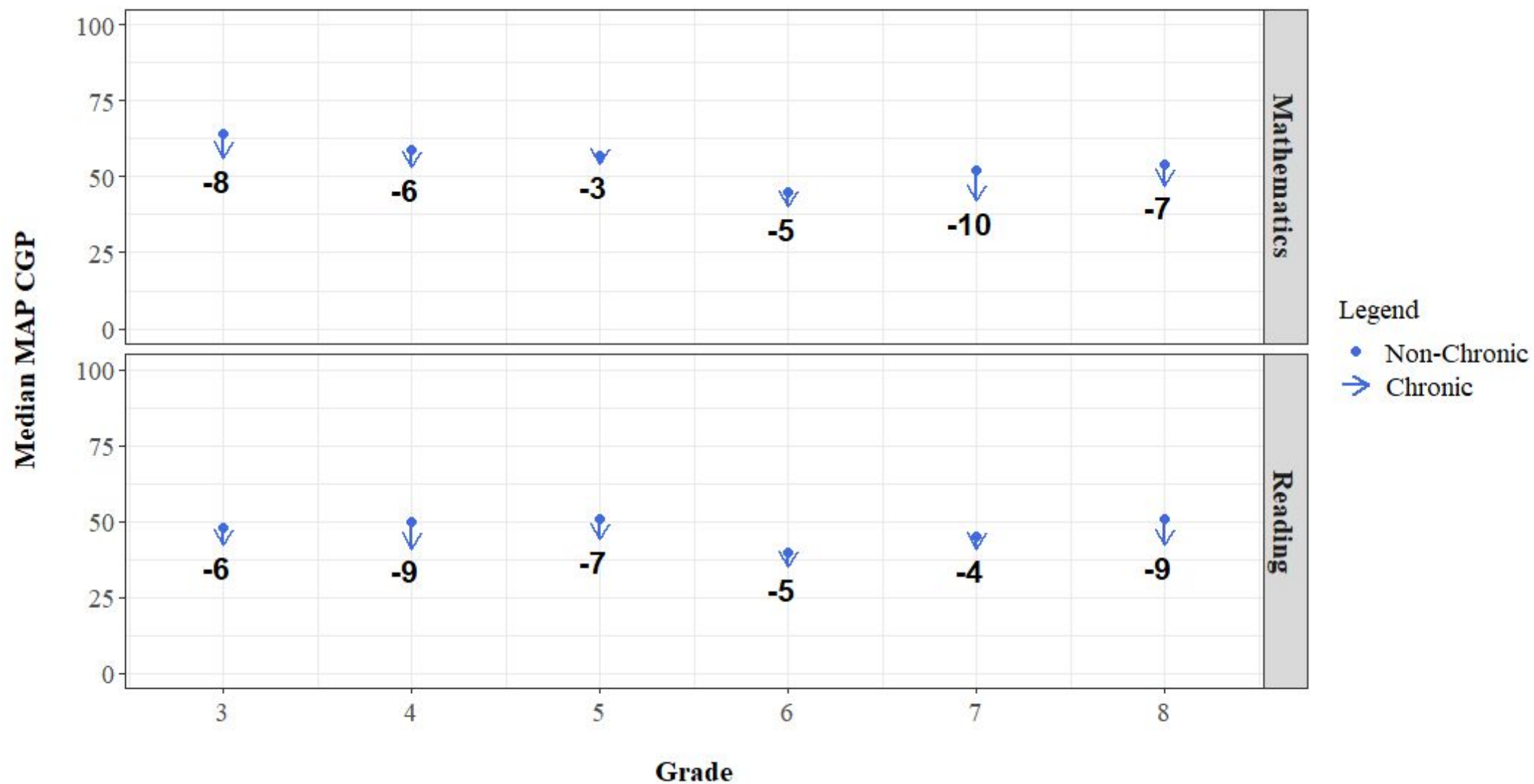
NWEA Winter 2021 MAP Median Achievement Percentiles by Grade

Chronically vs. Non-Chronically Absent



NWEA Winter 2021 MAP Median Conditional Growth Percentiles by Grade

Chronically vs. Non-Chronically Absent



Why Does it Matter?

Current State Summary

- 26,831 students are chronically absent so far this year
 - **7% increase** from 2018-19
 - Disparities by Race/Ethnicity, FRL, ECE, Health Conditions
- Chronic absenteeism and Winter 2021 MAP
 - Lower achievement in Math and Reading
 - Lower growth implies widening gaps

Strategies to Reduce Chronic Absenteeism

- Provide a close to home choice for all Choice Zone students that is fully resourced with the supports necessary.
- Implement later start times for schools, especially middle and high school students.
- Continue to fund school nurses, even after the pandemic.
- Increase fidelity of district and school based attendance teams to provide interventions.
- Continue and increase fidelity of programs like Academies of Louisville and the new middle school Explore that improves sense of belonging.
- Continue and increase focus on student physical/mental health.