

Attendance Report Notes

Table of Contents

- Overview 2
 - Terms/Definitions..... 2
- How to Use this Report..... 3
 - State Dashboard Page 3
 - Yearly Attendance Page 3
 - Monthly Attendance Page..... 4
 - View Data Page 5
- Data Notes 6
 - Who is included in this report?..... 6
 - What does Year-to-Date mean?..... 6
 - What is the difference between chronic absence, attendance rate and truancy? 7
 - What is the difference between an excused and an unexcused absence?..... 8
 - How did the COVID-19 Pandemic affect attendance calculations?..... 9
 - How are student demographic values determined?..... 9
 - Who is included in “Students of Color”? What about “Students with Disabilities?” 9
- Source(s) and Update Schedule 9
- Data Contact 9

Overview

Being in school is as important as ever before. Good attendance can help children to do well in school, and eventually in the workplace. Year-end student attendance is monitored as part of school accountability in the [Next Generation Accountability System](#). In the 2020-21 school year, the Connecticut State Department of Education added a monthly attendance collection to allow for more detailed reporting and monitoring throughout the year. This report displays data from the year-end attendance collection (used for accountability) and the monthly attendance collection (used for monitoring).

Terms/Definitions

Term	Definition
Days in Attendance	According to State Board of Education policy, "A student is considered to be 'in attendance' if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day."
Days in Membership	The number of instructional days a student was enrolled in school.
Average Daily Attendance	The percentage of membership days a student or group of students is/are in attendance.
Chronic Absence	Missing 10% or more membership days for any reason.
Chronic Absence Rate	The percent of students who are chronically absent.
Truant	Having more than 4 <i>unexcused</i> absences in a month or 10 <i>unexcused</i> absences in a year. See State Resources on Truancy .
Excused Absence	An absence can be considered "Excused" if documentation of the reason for the absence meets one of several criteria. The specific criteria are set by the local board of education. The CSDE has Guidance on excused and unexcused absences . The CSDE does not collect data on whether individual absences are excused or unexcused.
Remote Attendance	A remote student can be considered as being 'in attendance' on a particular day if the total time spent on one more of the following activities equals at least half the school day: Synchronous virtual classes; synchronous virtual meetings; time logged in electronic systems; and/or assignment submission/completion. All attendance in the report includes both remote and in-person attendance. Any student could opt into remote attendance during the 2020-21 school year. In 2021-22 remote learning was allowed in more limited circumstances. In later years remote learning is only allowable for students in grades 9-12 and/or as part of an individualized learning plan for students with disabilities.
Tardy	A student who is late to school but still meets the definition of attendance above may be considered tardy for local purposes. Tardiness is not reported to CSDE and is not included in the attendance report.

How to Use this Report

There are four pages on this report: State Dashboard, Yearly Attendance, Monthly Attendance and View Data. The tabs at the top of the report can be used to move between the pages.

State Dashboard

Yearly Attendance

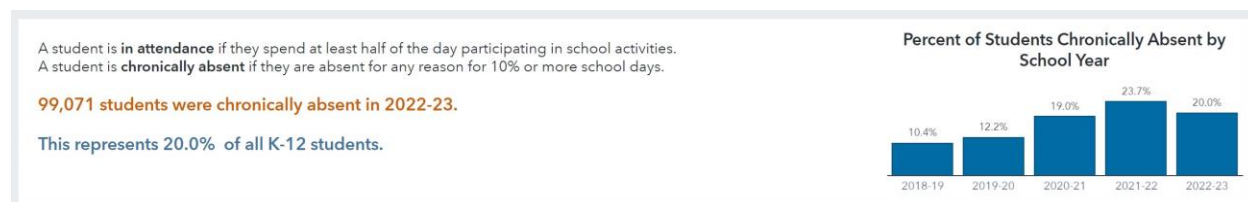
Monthly Attendance

View Data

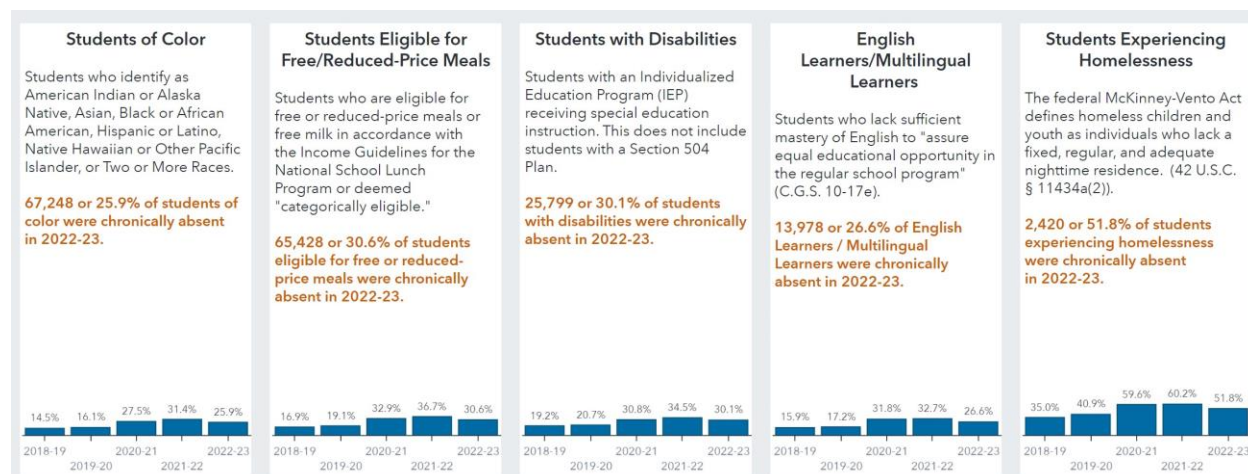
State Dashboard Page

The first page – “State Dashboard” shows chronic absence rates for each year since the 2018-19 school year. Chronic absence rates are based on the June PSIS collection; these are the data used for school and district accountability. This page has no interactive elements.

The text shows the number and percent of students who were reported as chronically absent in the latest June PSIS collection. The chart shows the percentage of students who were chronically absent in each school year starting in 2018-19.



Scrolling down shows the percentage of students chronically absent for several student groups.



Yearly Attendance Page

The second report page – “Yearly Attendance” shows all attendance data for each year since the 2018-19 school year. The data on this page come from the June PSIS collection. The default report state shows chronic absence data for the entire state of Connecticut.

Three different metrics are available on this page. Chronic absence (The percent of students attending 90% or fewer school days) is shown by default. Select “Average Daily Attendance” (See #1 below) to view

the total number of membership days attended by all students. Select “Truancy” to view the percent of students reported as truant.

The “Student Group” dropdown (See #2 below) changes the grouping shown in the chart. Options include Grade, Gender, Race/Ethnicity/ Homelessness Status, English Learner / Multilingual Learner Status, Free or Reduced-Price Meal Eligibility, Disability status and Primary Disability. To view data for all students, select “Clear Filter.” The school years shown can be limited by using the “Years” dropdown (See #3 below).

The “Organization Type” (#4 below) dropdown filters the available districts and schools to the selection. Options include district types such as public-school districts, regional school districts, and charter school districts. Also available are school and district support designations such as alliance/opportunity districts and turnaround/focus schools. Making a change to this selection will add all associated districts to the chart and may result in a chart that is difficult to read.

To limit the districts displayed, select districts under the “Districts” dropdown (#5). When more districts are selected, more schools will populate the “Schools” Dropdown (#6). Select “District-level” under the “Schools” dropdown to view data for the whole district. Select individual schools to compare schools.

The orange rectangles show the currently applied filters (see #7 below).



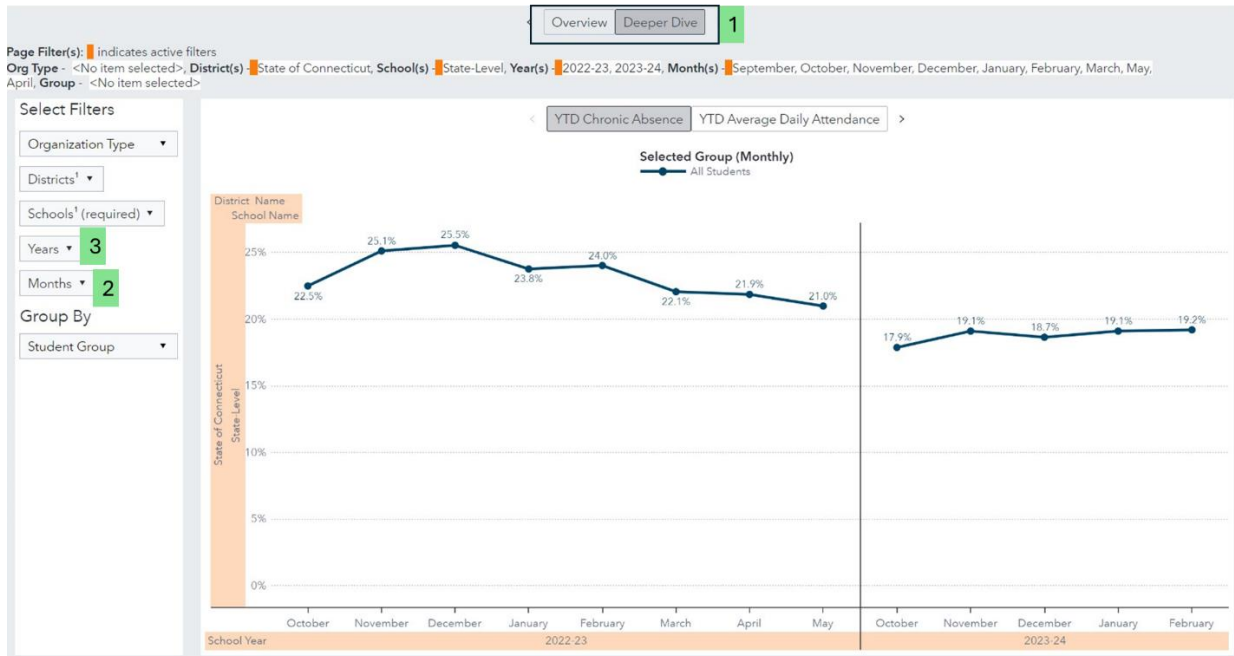
Monthly Attendance Page

The Monthly Attendance page opens with an overview, showing chronic absence (calculated year-to-date) rates for several student groups for the latest month available.

Select “Deeper Dive” (#1 below) to view trend data:

The chart shown on the deeper dive has all filters available on the yearly attendance page with the addition of the ability to select individual months (See #2 below). The default report state shows state-level data for all students for the current year and the prior year. To view additional districts, add them to the “Districts” filter, **and select** “District-level” from the “Schools” filter. The default report state shows

the current year and prior year of data. To view additional years, select them from the “Years” dropdown (#3). Due to the small number of days in an individual month, chronic absence rates are not shown for September.



There is no truancy tab on this page, truancy is only reported in the yearly June PSIS collection and is not available with the monthly attendance data. There is no monthly attendance collection in June as attendance is collected with the June PSIS collection.

View Data Page

The View Data page shows the data in table form. As with the yearly attendance and monthly attendance pages, users can filter the district and select groups for disaggregation. To view all districts or all schools unselect every district and/or school. The orange rectangles show the current selections. Data for small groups are suppressed following the [CSDE data suppression guidelines](#).

The default report state shows all students. When a group is selected, the values for each group are shown in separate columns (see #1 below). Use the scroll bar to view columns off screen (See #2 below). Use the “Export to Excel” button (#3) to export the data.

Page Filter(s): indicates active filters
 Org Type - <No item selected>, District(s) - State of Connecticut, School(s) - State-Level, Year(s) - 2019-20, 2020-21, 2021-22, 2022-23, 2023-24, 2018-19, Month(s) - June, Group - High Needs Status

Select Filters

Organization Type ▾

Districts¹ ▾

Schools¹ ▾

Years ▾

Months ▾

Group By

High Needs Status ▾

< Chronic Absence Average Daily Attendance Truancy >

Selected Group 1 (Data) ▾

School Year ▲	Reporting Month ▲	District Name ▲	District Code ▲	School Name ▲	School Code ▼	Not High Needs			High Needs			Total All Student Count ▲
						All Student Count*	Chronic Absence Count*	Chronic Absence Percent*	All Student Count*	Chronic Absence Count*	Chronic Absence Percent*	
2022-23	June	State of Connecticut	0000000	State-Level	0000000	228,118	23,232	10.2%	266,055	75,839	28.5%	494,173
2021-22	June	State of Connecticut	0000000	State-Level	0000000	235,736	29,289	12.4%	259,420	88,224	34.0%	495,156
2020-21	June	State of Connecticut	0000000	State-Level	0000000	240,575	17,338	7.2%	255,883	77,168	30.2%	496,458
2019-20	June	State of Connecticut	0000000	State-Level	0000000	241,610	14,188	5.9%	266,735	48,001	18.0%	508,345
2018-19	June	State of Connecticut	0000000	State-Level	0000000	246,438	10,750	4.4%	263,954	42,440	16.1%	510,392

1

2

3 EXPORT TO EXCEL

If too many schools, years or months are selected the table may not render the data. If this occurs a small icon ⓘ will appear in the corner of the table; the hover-over text will say “No data appears because too many values were returned from the query. Filter your data to reduce the number of values.” Simply select fewer schools, years, or months of data and the table will render.

Data Notes

Who is included in this report?

All students reported in the Public School Information System (PSIS) in grades Kindergarten through twelve who are enrolled on the last day of the month are included in monthly attendance. All students who are enrolled on the last day of the school year are included in yearly attendance. Students who are enrolled in an approved private special education program at the cost of the public school district **are** included in both monthly and yearly attendance for the state and district. Pre-kindergarten students are excluded.

What does Year-to-Date mean?

The monthly attendance values in this report represent the total attendance “year-to-date” (YTD) for that month; that is, October monthly attendance rates represent attendance for September and October. January monthly attendance rates represent all months September through January, etc.

When a student changes schools during the year, data from all schools are included in the state-level display. However, only the days attended in an individual school or district count toward the school- and district-level metrics. The Individual Month table below shows hypothetical raw data for a student’s monthly attendance. The year-to-date tables show how the monthly attendance are aggregated to the state and school.

Individual Month

Student	School	Month	Attendance	Membership
Student A	School A	September	19	21
Student A	School B	October	20	21
Student A	School B	November	11	19

Year-to-Date: Student overall (For state-level metrics)

Student	Month	YTD Attendance	YTD Membership	Attendance Rate	Chronic Absence?
Student A	September	19	21	90.4%	-
Student A	October	39	42	92.9%	No
Student A	November	50	61	82.0%	Yes

Year-to-Date: Student within school (For school-level metrics)

Student	School	Month	YTD Attendance	YTD Membership	Attendance Rate	Chronic Absence?
Student A	A	September	19	21	90.4%	-
Student A	B	October	20	21	95.2%	No
Student A	B	November	31	40	77.5%	Yes

Student A attends 19 out of 21 days in September in school A, then transfers to school B for October where they attend 20 out of 21 days. In November the student is still enrolled in School B and attends 11 out of 19 membership days.

The student has a year-to-date attendance rate of 90.4% in September, 92.9% in October and 82.0% in November. They are chronically absent year-to-date in November.

When calculating the school-level (and district-level) metrics, only the days attended at the school count toward the year-to-date attendance rate and chronic absence determination. In this example, Student A has a school-level attendance rate of 90.4% in school A for September. In School B, the student has a 95.2% attendance rate in October and a 77.5% attendance rate in November. If the student transferred back to school A, the attendance from September would be included in the year-to-date calculation for later months. Average daily attendance and chronic absence for a school in each month only includes students enrolled and reported that month.

Chronic absence rates are not reported in September. Since there are so few days in an individual month, a student who is absent for only two days could be considered chronically absent for that month.

What is the difference between chronic absence, attendance rate and truancy?

Attendance rate and chronic absence are determined based on the number of attendance days and membership days of a student. For these two metrics, no distinction is made between excused and unexcused absences. Truancy is based only on unexcused absences. Thus, a student could be chronically

absent but not truant or truant but not chronically absent. The table below shows some examples of student year-end attendance, chronic absent status, and truancy status.

Student	Days of Attendance	Days of Membership	Excused Absences	Unexcused Absences	Average Daily attendance	Chronically absent?	Truant?
Student A	165	183	15	3	90.1%	No	No
Student B	95	100	5	0	95.0%	No	No
Student C	179	183	0	4	97.8%	No	Yes*
Student D	179	183	0	4	97.8%	No	No*
Student E	172	183	0	11	94.0%	No	Yes
Student F	160	183	23	0	87.4%	Yes	No
Student G	160	183	13	10	87.4%	Yes	Yes
Student H	162	180	15	3	90.0%	Yes	No

* A student with four unexcused absences in one month is truant.

- Student A was enrolled in the school for the entire school year (183 days). They had fifteen excused absences and three unexcused absences. Their overall attendance rate is 90.1% so they are not chronically absent and not truant.
- Student B enrolled part way through the school year (100 membership days). They attended 95 days, and all absences were excused. They are not chronically absent and not truant.
- Student C was enrolled for the entire school year. They had four unexcused absences in one month. They are not chronically absent, but they are truant.
- Student D, similarly, to student C, had four unexcused absences. However, they were not from the same calendar month. Student D is not chronically absent and not truant.
- Student E had eleven unexcused absences spread throughout the year. They are not chronically absent, but they are truant.
- Student F had 23 excused absences and no unexcused absences. They are chronically absent but not truant.
- Student G had 13 excused absences and 10 unexcused absences. They are chronically absent and truant.
- Student H was enrolled for 180 school days. They have 15 excused absences and three unexcused absences. Since they attended 90% or fewer school days, they are chronically absent (but not truant).

What is the difference between an excused and an unexcused absence?

The [Guidelines for Excused and Unexcused Absences](#) detail how local education agencies can define unexcused absences for the purposes of reporting truancy. A student's absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets specified criteria.

How did the COVID-19 Pandemic affect attendance calculations?

In the 2019-20 school year data were only reported through mid-March. In this year, attendance represents only in-person days. In following years, unless otherwise noted, all in-person and remote days are included in the report. Students who enrolled in a school after March are counted in the denominator for chronic absence rate.

How are student demographic values determined?

Student race, gender and grade level are taken from PSIS registration. The monthly attendance report uses the most recent race and gender reported by the monthly attendance school at the time of monthly attendance collection. If a student updates their race and/or gender after the last day of the month the change is not applied retroactively but will be applied for future months.

Student free-meal eligibility, disability status, homelessness status and English learner status are collected with the October PSIS collection. Those variables are not collected continuously; the value reported in October is used for the entire school year. If a student enrolls in a school after the October PSIS Collection, then the values are set to “No.”

Who is included in “Students of Color”? What about “Students with Disabilities?”

Students of Color includes all students who are not identified as “white” including students who identify as two or more races. “Students with disabilities” includes all students who have an active individualized education plan (IEP) and receive special education services. “Students with disabilities” does not include students who have a 504 plan unless they also have an IEP.

Source(s) and Update Schedule

Yearly attendance data and truancy data are collected with the June PSIS collection and are updated in the summer.

Monthly attendance data are collected at the start of the following month (e.g. September data are collected in early October, October data are collected in early November). June data monthly attendance data are no longer collected as summary data are recorded with the June PSIS collection.

Monthly attendance is reported by the district to CSDE. All membership and attendance days for that month are included in the report. Only students who are enrolled in the district on the last day of the reporting month are included in the report.

Data Contact

For questions about attendance data collection contact Kendra Shakir at Kendra.Shakir@ct.gov. For data analysis and reporting questions contact Briana Hennessy at Briana.Hennessy@ct.gov. For attendance support, contact Kari Sullivan at Kari.Sullivan@ct.gov. For technical questions about navigating the report, please email the EdSight Helpdesk at edsight.sde@ct.gov.