

CHRONIC ABSENTEEISM

WHEREAS, More than 13% of Utah’s students are chronically absent from school, missing more than 10% of the school year¹; and

WHEREAS, Studies from the Utah Education Policy Center at the University of Utah and elsewhere indicate that chronic absenteeism is a proven predictor of lower academic performance and higher dropout rates^{2,3,4}; and

WHEREAS, Other studies showing best practices indicate that parents and community who work together to promote good attendance; to address the challenges that keep children from getting to and staying in school^{5,6} and provide early identification programs have a positive effect on school attendance^{7,8}; now, therefore, be it

Resolved, That Utah PTA urge the Utah State Board of Education to adopt policies for early identification of students who are chronically absent; provide targeted prevention, positive support, and outreach strategies and services which include parents and families that address chronic absenteeism; and develop community-wide awareness strategies; and be it further

Resolved, That Utah PTA and its constituent bodies encourage district school boards or charter school boards to adopt policies to examine their own chronic absenteeism data; implement prevention programs, positive support, and outreach strategies and services for students and families; and develop community-wide awareness strategies to address chronic absenteeism; and be it further

Resolved, That Utah PTA and its constituent bodies encourage parents and student to promote student attendance and address chronic absenteeism through incentive programs, awards, events, or awareness campaigns.

Documentation

¹Utah Education Policy Center: University of Utah. *Research Brief: Chronic Absenteeism*. (p. 2) <http://www.utahdataalliance.org/downloads/ChronicAbsenteeismResearchBrief.pdf>. July, 2012.

²Ibid (p. 14)

³West, Thomas C., *Just the Right Mix: Identifying Potential Dropouts in Montgomery County Public Schools Using an Early Warning Indicators Approach*. Office of Accountability, Montgomery County Public Schools, March 2013. <http://www.attendanceworks.org/wordpress/wp-content/uploads/2013/10/Just-the-Right-Mix-Montgomery-County-Public-Schools-2013.pdf>.

⁴Balfanz, Robert, *A Systematic Approach to Chronic Absence: Why It Matters, What We Have Learned, and How to Get Started*. Superintendent Instruction Policy Forum, May 2011. Everyone Graduates Center: Johns Hopkins University. <http://www.attendanceworks.org/wordpress/wp-content/uploads/2011/06/Bob-Balfanz-Powerpoint.pdf>.

⁵Epstein, J. L. & Sheldon, S. B., *Present and Accounted for: Improving Student Attendance Through Family and Community Involvement*. <http://dothan.troy.edu/ed/rdavis/PDF%20files/EDU%26629/Present%20and%20Accounted%20For%20Improving%20Student%20Attendance%20Through%20Family%20and%20Community%20Involvement.pdf>. 2002.

⁶Chang, H. N. & Romero, M., *Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in Early Grades*. http://www.nccp.org/publications/pdf/text_837.pdf. September, 2008.

⁷Allensworth E. & Easton J. Q., *What Matters for Staying On-Track and Graduating in Chicago Public Schools*. <http://ccsr.uchicago.edu/publications/what-matters-staying-track-and-graduating-chicago-public-schools>. 2007.

⁸Balfanz, R., Herzog, L. & MacIver, D. J., *Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions*. <http://web.jhu.edu/sebin/q/b/PreventingStudentDisengagement.pdf>. 2007.