



## The Effects of Attendance on Academic Achievement for Elementary and Middle School Students

**Excessive absences impact students' long-term academic success. Children who miss 10% or more of days in a school year are the most likely to suffer lower academic performance in subsequent school years, according to a 2007 study by the National Center for Children in Poverty.<sup>1</sup>**

### What is the impact of Chronic Early Absence?

The National Center for Children in Poverty's national data analysis found that chronic absence in kindergarten is associated with lower academic performance in first grade.<sup>2</sup>

Students chronically absent in Kindergarten and 1<sup>st</sup> grade are much less likely to read proficiently in 3<sup>rd</sup> grade.<sup>3</sup>

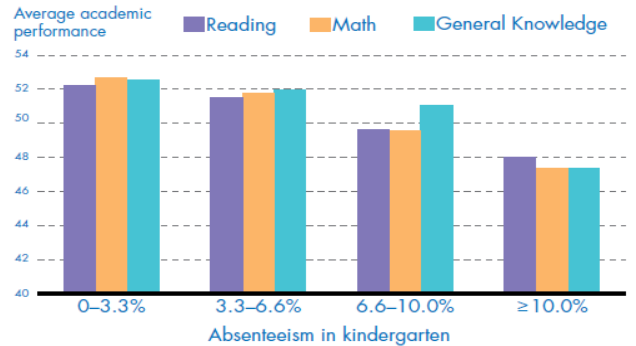
### What is the impact of Middle School Attendance?

National middle school data focusing on elementary school truancy and absenteeism demonstrate that poor attendance continues throughout a child's education.<sup>4</sup>

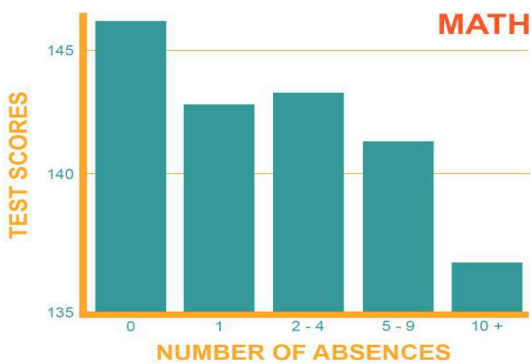
Key findings from this study of 6,981 public middle school students include:

- Student absences are negatively associated with reading and math scores.
- Students with 10+ absences had lower reading scores (167.55) than students with no absences (174.96).
- Students with 10+ absences had lower math scores (138.09) than students with no absences (146.70).

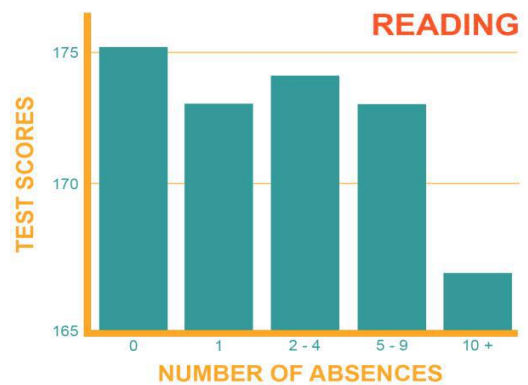
Figure 2: Chronic absentees in kindergarten have the lowest academic performance in first grade



### Association between Math Scores & Middle School Attendance



### Association between Reading Scores & Middle School Attendance



<sup>1</sup> Romero, M., & Lee, Y.S. (2007). *A national portrait of chronic absenteeism in the early grades*. New York City: National Center for Children in Poverty.

<sup>2</sup> Chang, H., & Romero, M. (2008). *Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*. New York City: National Center for Children in Poverty.

<sup>3</sup> Applied Survey Research & Attendance Works (2011)

<sup>4</sup> Tourangeau, K., Nord, C., Le, T., Sorongon, A. G., & Najarian, M. (2009). *Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K): Combined User's Manual for the ECLS-K Eighth-Grade and K-8 Full Sample Data Files and Electronic Codebooks*. NCES 2009-004. National Center for Education Statistics.