



## Chronic Absenteeism and Its Relationship to Preschool Child Outcomes 2017-18

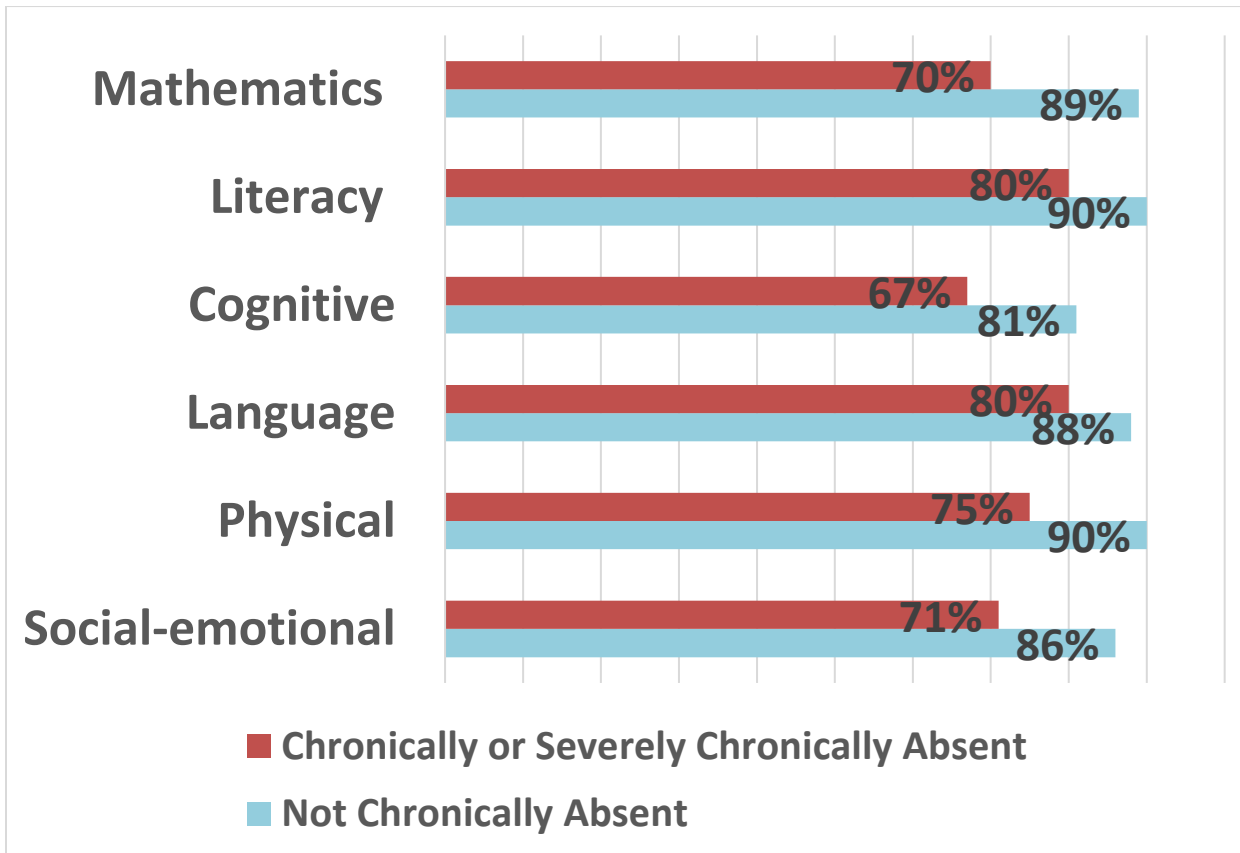
Maine Department of Education Preschool Expansion Grant  
504 children assessed in 13 school districts across the state

### CHRONICALLY OR SEVERELY CHRONICALLY ABSENT

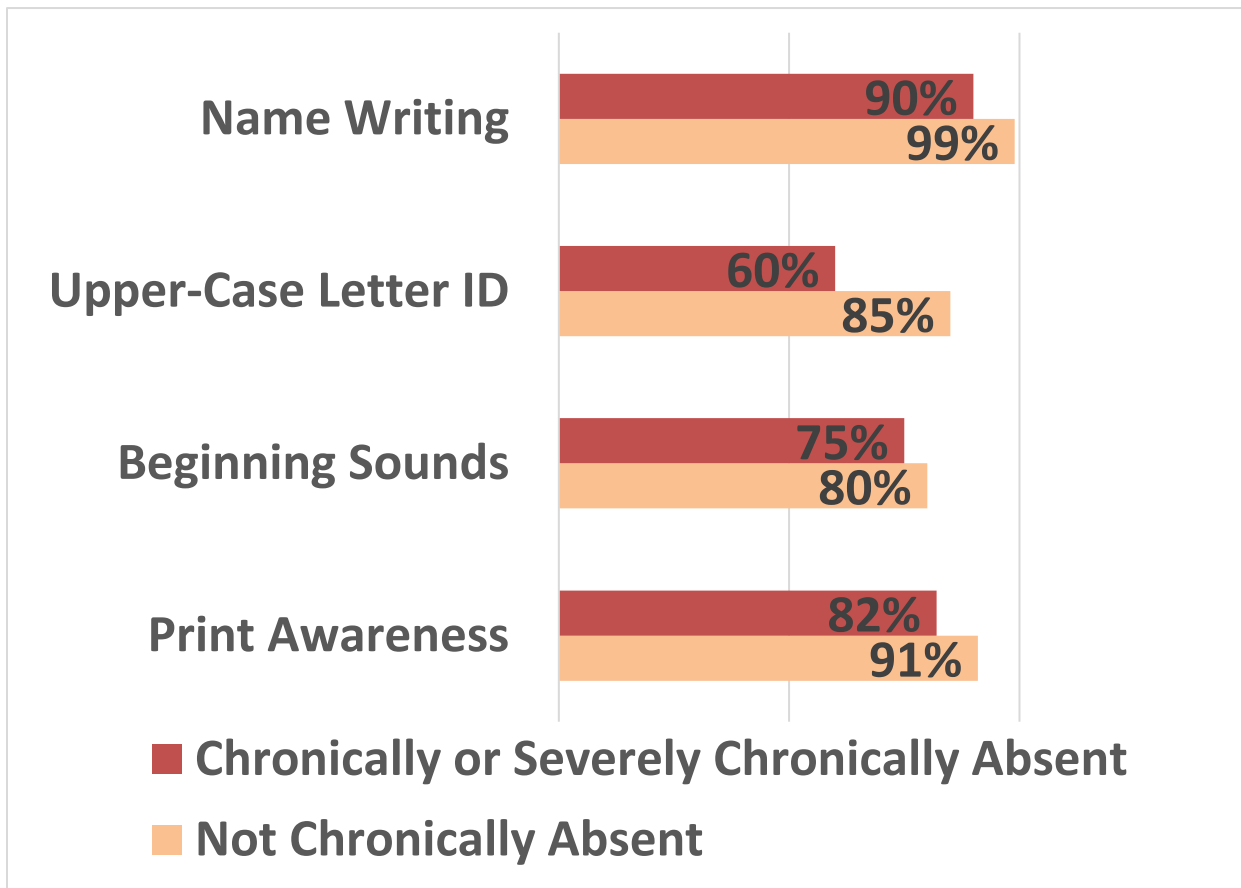
Missing 10% or *more* enrolled days

**Chronically absent** (missing 10% or more but less than 20% of enrolled days); and **Severely chronically absent** (missing 20% or more of enrolled days)

Teaching Strategies GOLD®-a research-based, whole-child, authentic assessment used in grant classrooms. Observations, work-samples, photos, videos, etc. are collected on children throughout the preschool year. Summative points are late fall, mid-winter and late spring. An average of 127 children were determined to be “high-risk for school readiness” based on fall scores in the area listed below. The following chart shows the percentage of children who moved out of the high-risk category based on attendance data. These are the results at the end of May 2018.



PALS© (Phonological Awareness Literacy Screen) a research-based assessment measures the specific pre-literacy skills required for children to be successful as they are *learning to read*. This assessment is also given fall, winter and spring. 81 children were assigned to a “high risk” category based on fall scores. These are the results at the end of May 2018.



FMI-Please contact Sue Reed, Early Childhood Specialist and PEG Director at the Maine Department of Education [susan.d.reed@maine.gov](mailto:susan.d.reed@maine.gov) 624-6632 for permission to use this data.