

Chronic Absenteeism

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

MISSISSIPPI STATE BOARD OF EDUCATION
STRATEGIC PLAN GOALS

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



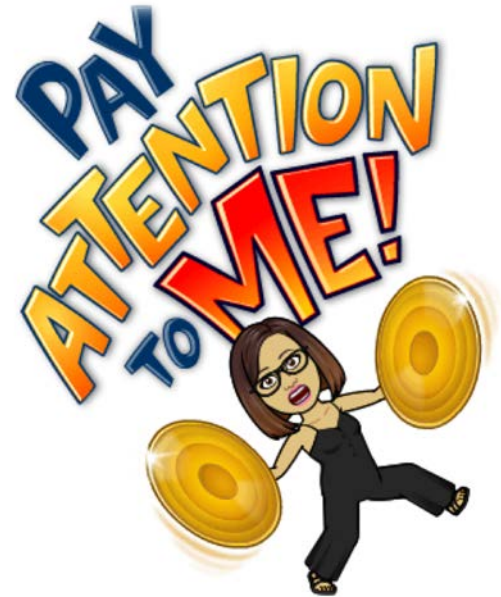
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Every School and District is Rated “C” or Higher



Session Norms

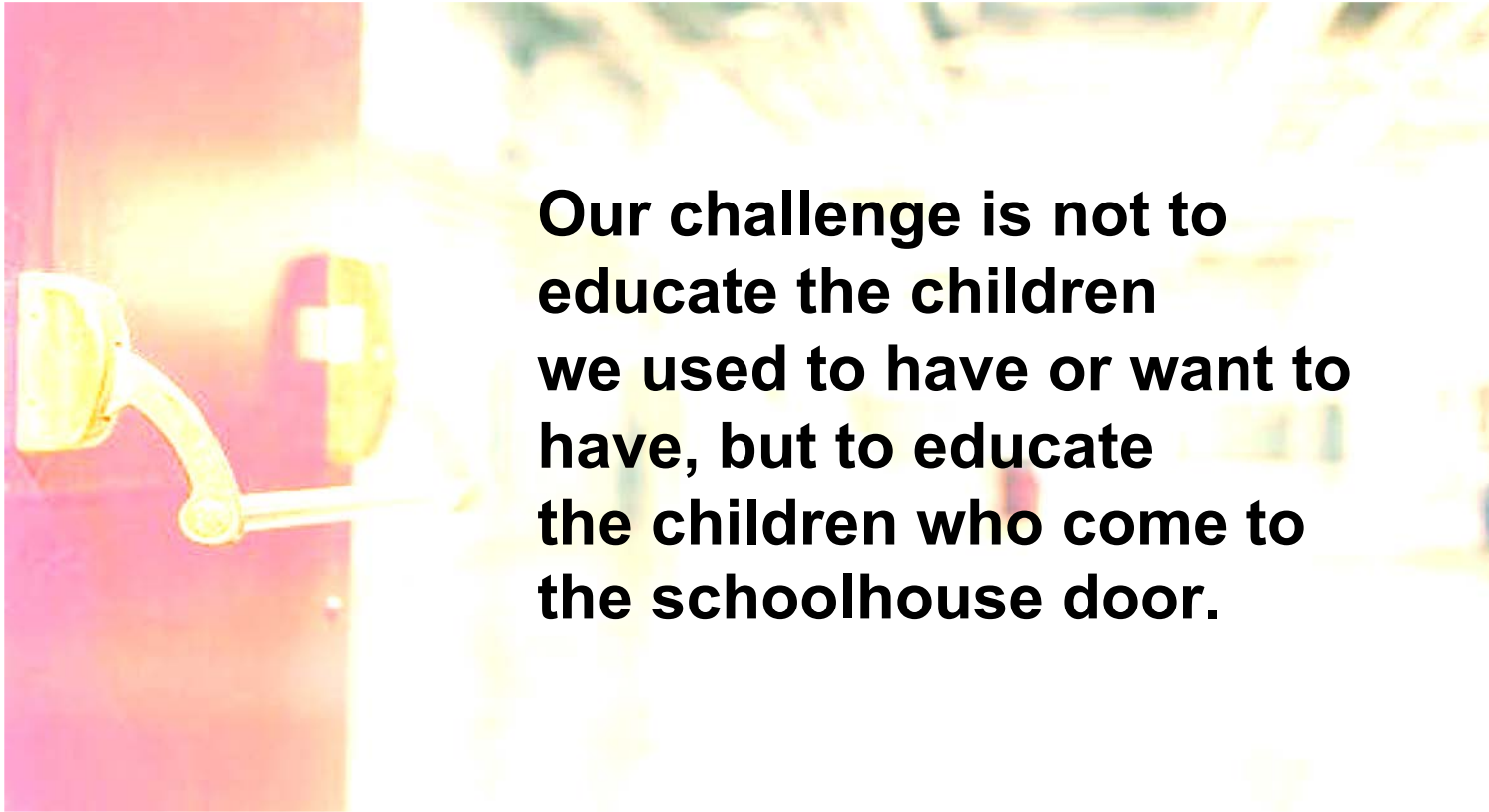
- Silence your cell phones
- Please check and/or reply to emails during the scheduled breaks
- Be an active participant
- Do not hesitate to ask questions



Learning Target



Our Role as Educators



Our challenge is not to educate the children we used to have or want to have, but to educate the children who come to the schoolhouse door.



Compulsory School Attendance-Mississippi Code 37-13-91

Mississippi law requires children from ages 6-17 years old to attend a public school, private school, or to receive home-based instruction.



Non-Compulsory

- ✓ If a compulsory-school-age student turns seventeen by December 31st they are no longer compulsory on January 1st.
- ✓ If a compulsory-school-age student turns seventeen by Sept 1 they are no longer compulsory.

17

Unlawful Absence

- ✓ An "unlawful absence" is an absence during a school day by a compulsory-school-age child, which absence is not due to a valid excuse for temporary nonattendance.
- ✓ An unlawful absence is any compulsory school-age child who is absent thirty-seven percent (37%) or more of a school day, which the absence is not due to a valid excuse for temporary nonattendance.

Truant Defined

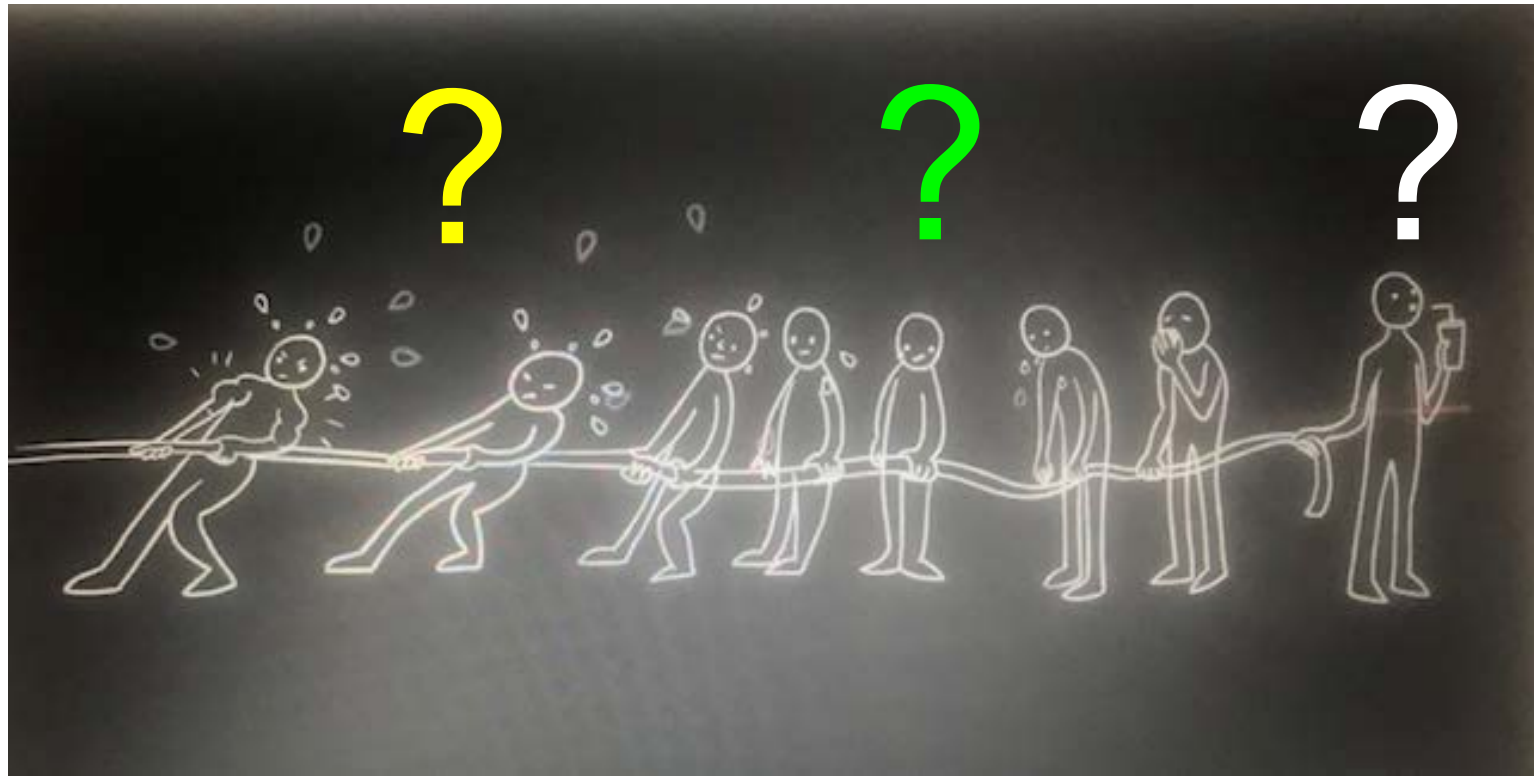
Truant – a student that has accumulated five (5) or more unlawful absences in a school year, excluding suspension and expulsion days.

Habitually Truant – a student who has accumulated twelve (12) or more unlawful absences, excluding suspension and expulsion days, in a school year, which shall result in the filing of a petition in a court of competent jurisdiction by the school attendance officer.

Three (3) Tardy Rule



What's The Impact of the Team ?



Attendance Team



Kentucky Math, Know What They Don't Know



<http://youtu.be/CACQmiaU6CU>

Chronic Absenteeism Defined

Chronic absenteeism is typically defined as missing 10 percent or more of a school year - approximately 18 days a year, or just two days every month

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
M	T	W	TH	F
X	X			
	X		X	
		X		
			X	
				X
FEBRUARY	MARCH	APRIL	MAY	JUNE
M	T	W	TH	F
X		X		
	X		X	
		X		
	X	X	X	
				X

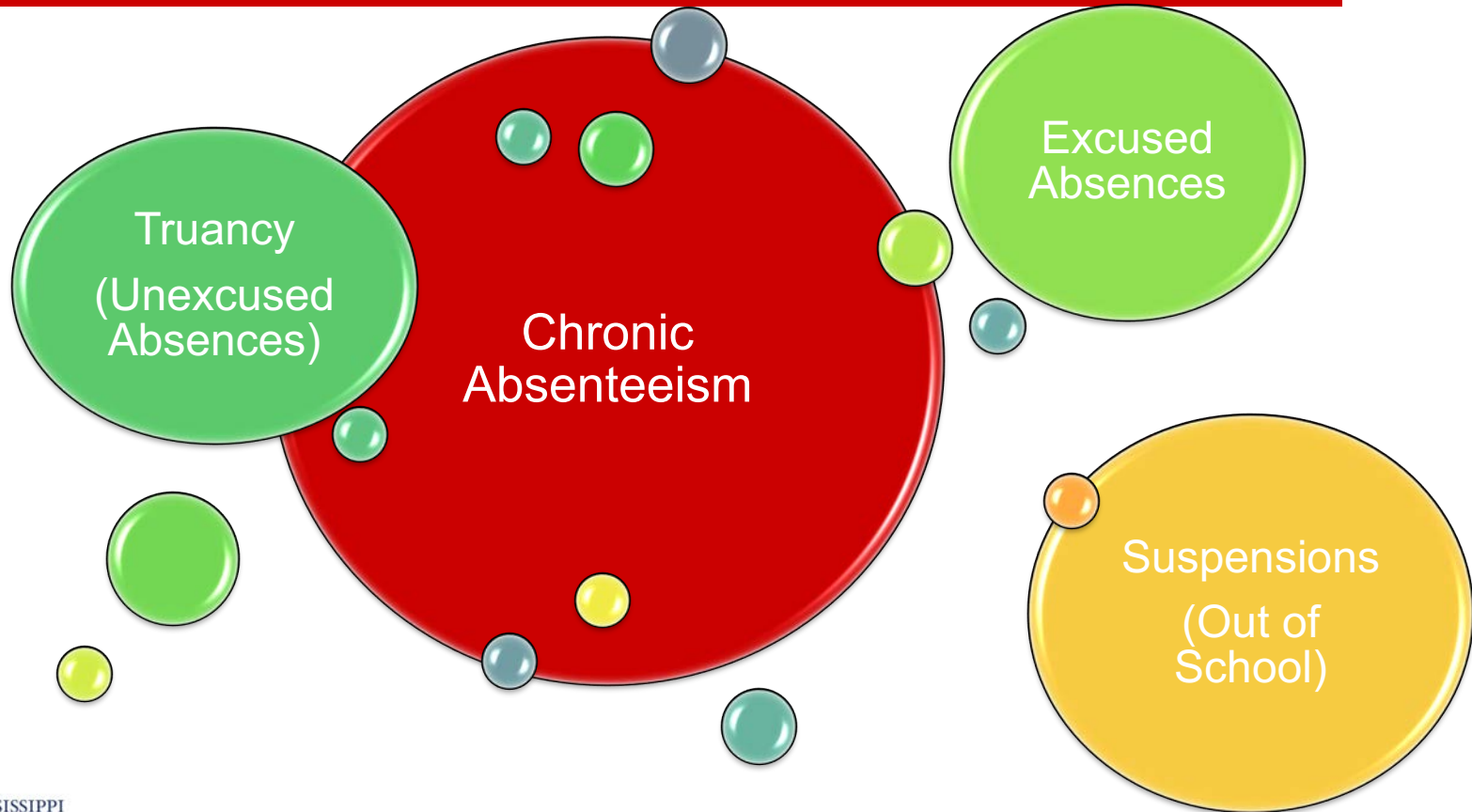
Federal Calculations Include:

- ✓ Students enrolled in more than one school will be included in the report.
- ✓ Any student enrolled in a school for at least 10 days must be included in the calculation.
- ✓ Any student absent 10% or more of the time that he/she was enrolled in any school will be included in the report.
- ✓ Any student who misses 50% or more of a school day will be counted as absent starting with the 2018-2019 school year.

Average Daily Attendance

The percent of enrolled students who attend school each day. While the average daily attendance rate has been used for reporting purposes for many years, the use of a single average measure tends to mask significant attendance problems.

Chronic Absenteeism



Where Do We Start...



WITH THE END IN MIND

Goal-Chronic Absenteeism



Truancy vs Chronic Absenteeism

TRUANCY

Counts only
**UNEXCUSED
ABSENCES**

**EMPHASIZES
COMPLIANCE**

with school rules and
compulsory attendance law

Relies on **LEGAL AND
ADMINISTRATIVE**
solutions

CHRONIC ABSENCE

Counts **ALL ABSENCES:**
excused, unexcused, and
suspensions

**EMPHASIZES ACADEMIC
IMPACT** of missed days

Uses **INTERVENTIONS** and
positive strategies

VS

Chronic Absenteeism vs Compulsory School Attendance

Chronic Absenteeism

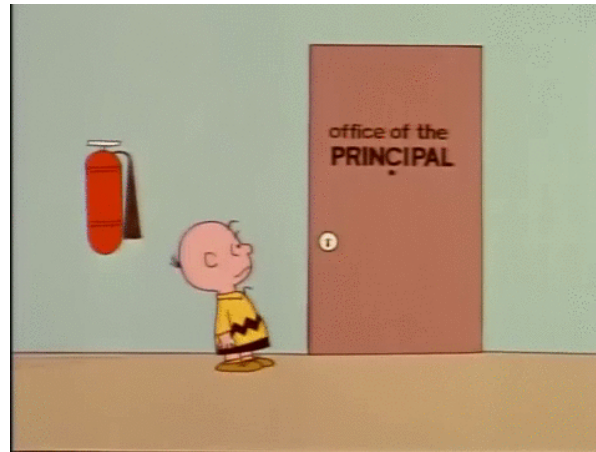
- Incorporates all absences: excused, unexcused and suspensions of **ALL** enrolled students regardless of age.

Compulsory Attendance

- The law that mandates any ***minor between the ages of 6 -17 (age 5 if enrolled in a full-day kindergarten program)*** to be enrolled in a private, public or home school.

Suspension

Suspension (also known as temporary exclusion) is a mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to ten days, during which time the student is not allowed to attend regular school lessons.



Alternative Education Placement

Any compulsory-school-age child who has been suspended for more than ten (10) days or expelled from school, except for any student expelled for possession of a weapon or other felonious conduct.



If a child doesn't know how to read.....We **TEACH**

If a child doesn't know how to swim.....We **TEACH**

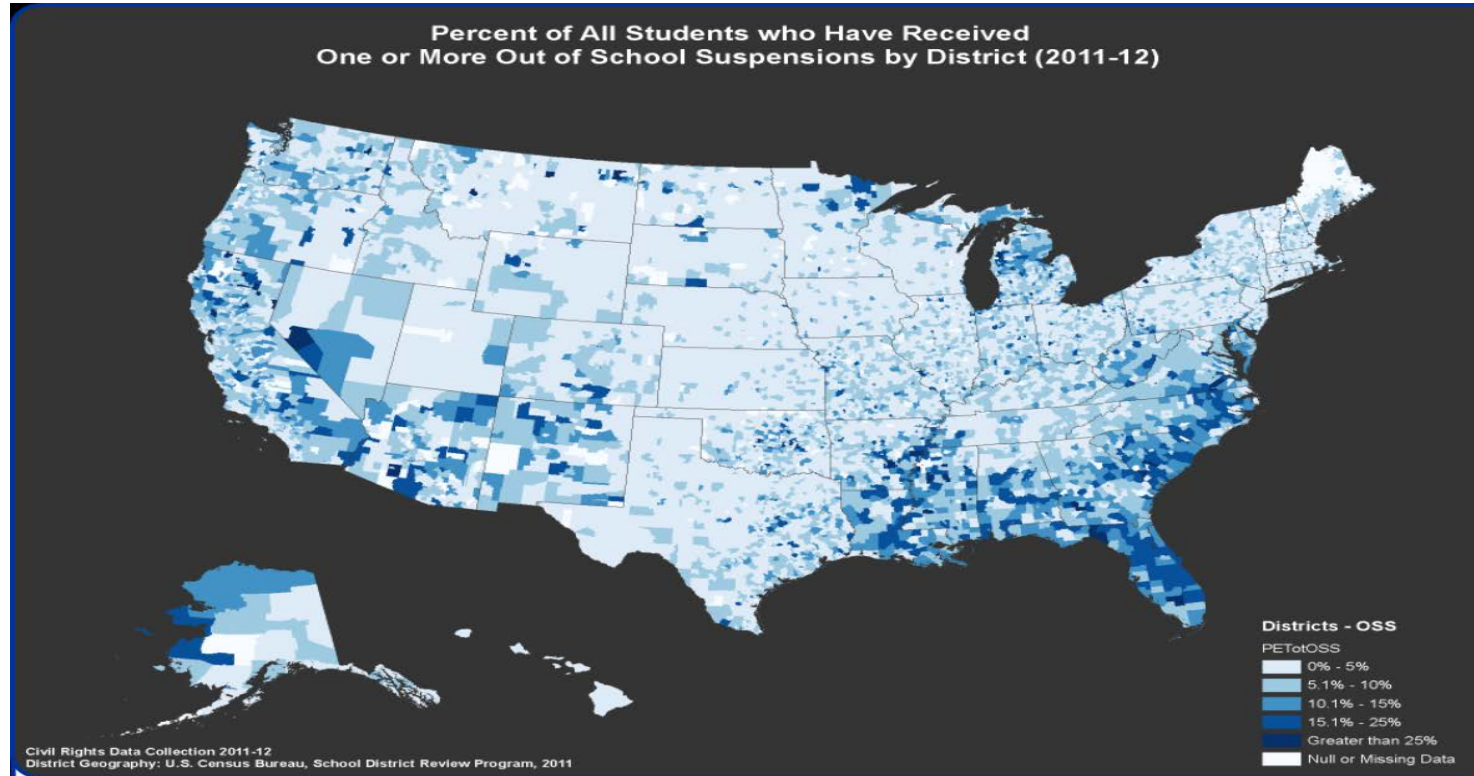
If a child doesn't know how to multiply....We **TEACH**

If a child doesn't know how to behave....We **PUNISH**

John Herner



Suspensions



True/False

The practices of suspensions and expulsions are not effective.

(If such practices worked wouldn't we be doing less of them?)



In-School Suspension

A temporary change in placement from the regular classroom setting to a special classroom monitored by a district employee.



Parent Monitoring, Overnight Suspensions



Epidemiology

Epidemiology is the study and analysis of the **patterns**, **causes**, and **effects** of health and disease conditions in defined populations.

It is the cornerstone of public health, and **shapes policy decisions** and **evidence-based practice** by identifying risk factors for disease and targets for preventive healthcare.

Discipline Pitfalls

- Zero Tolerance Policies
- Abundance Number of Other Punitive Measures
- Inability or Time to Unpack Root Cause of Discipline
- Inappropriate skills in developing interventions that are SMART

SMART Goals

GOAL:

S

Specific

- What do I want to accomplish?
- Why do I want to accomplish this?
- What are the requirements?
- What are the constraints?

M

Measurable

- How will I measure my progress?
- How will I know when the goal is accomplished?

A

Achievable

- How can the goal be accomplished?
- What are the logical steps I should take?

R

Relevant

- Is this a worthwhile goal?
- Is this the right time?
- Do I have the necessary resources to accomplish this goal?
- Is this goal in line with my long term objectives?

T

Time-Bound

- How long will it take to accomplish this goal?
- When is the completion of this goal due?
- When am I going to work on this goal?

Adverse Childhood Experiences (ACE) Study

The Adverse Childhood Experiences (ACE) Study examines the health and social effects of ACEs throughout the lifespan among 17,421 members of the Kaiser Health Plan in San Diego County.





**NADINE BURKE HARRIS:
HOW CHILDHOOD TRAUMA
AFFECTS HEALTH
ACROSS A LIFETIME**

SwanWaters.com

Trauma Informed Decisions

- The staff understands the prevalence and impact of trauma on their students and themselves.
- The district and/or school strives for physical, emotional, and social well-being of all students.
- The school is inclusive and connects students to the community instead of excluding them.

Trauma Informed Decisions

- The staff works collaboratively to support students.
- The district leaders adapt services and supports based on needs of students.



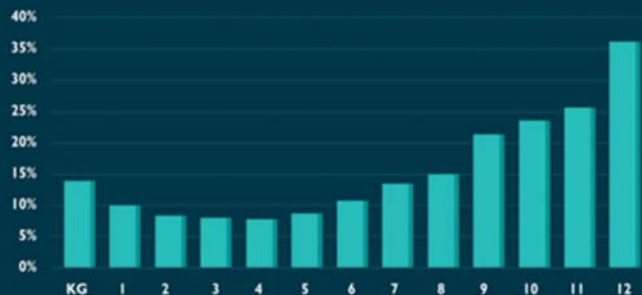
Opening Strong

- What can you do the first 20 days of school to encourage students to attend regularly?
- What can you do to express the importance of school to students and parents?
- What incentives can be provided?
- What weekly recognition can occur during the first 20 days?

Chronic Absenteeism Comparison

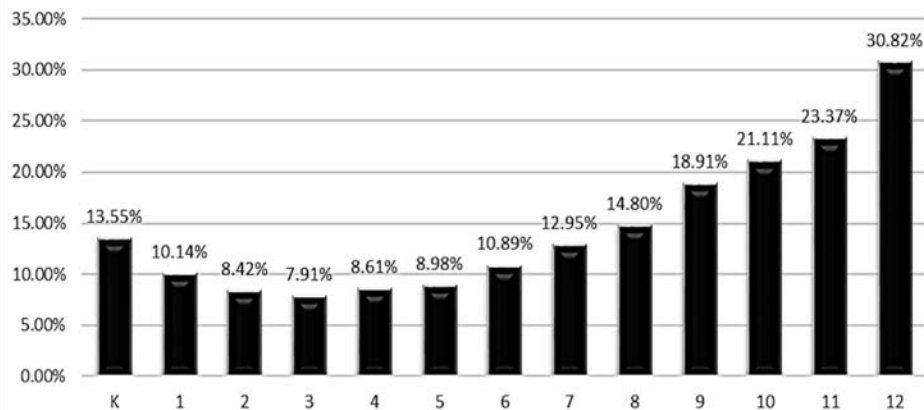
Mississippi's Chronic Absence Rates by Grade Mirror Those of Other States

Chronic Absence Rates in Mississippi by Grade,
2013/14 SY



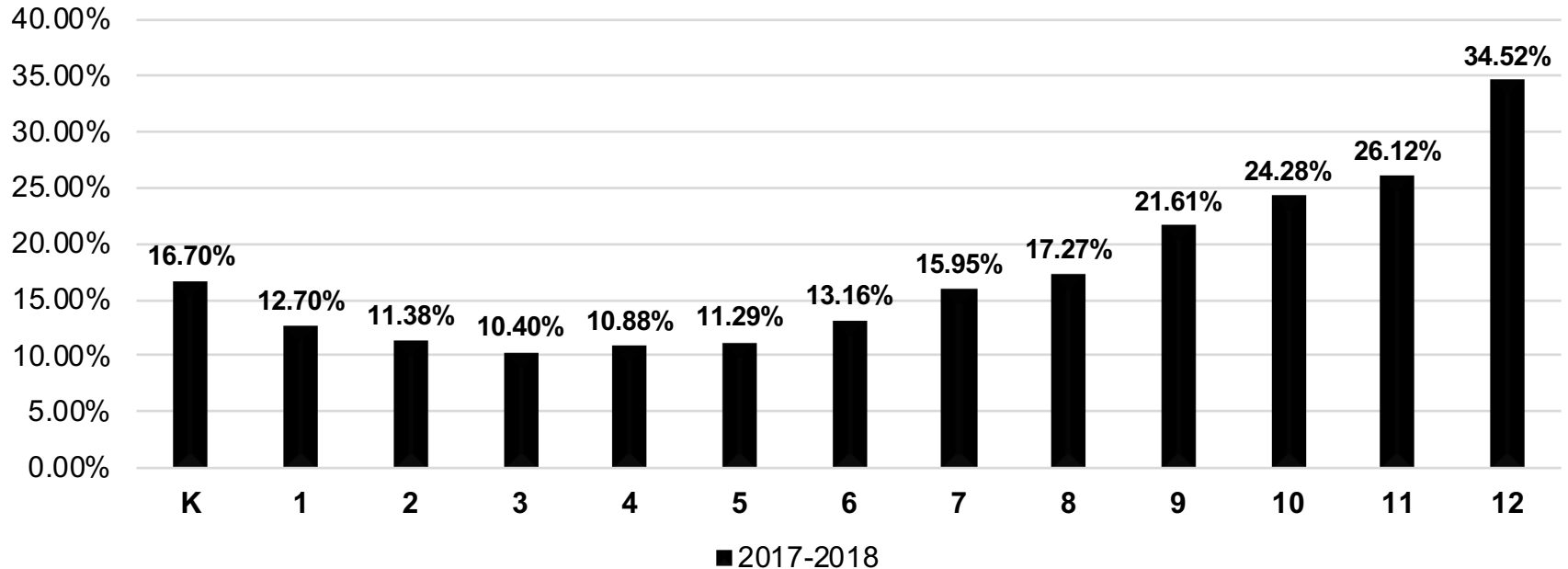
Source: Analysis of MDE data by P15 KIDS COUNT

Chronic Absenteeism Rates By Grade 2016-2017



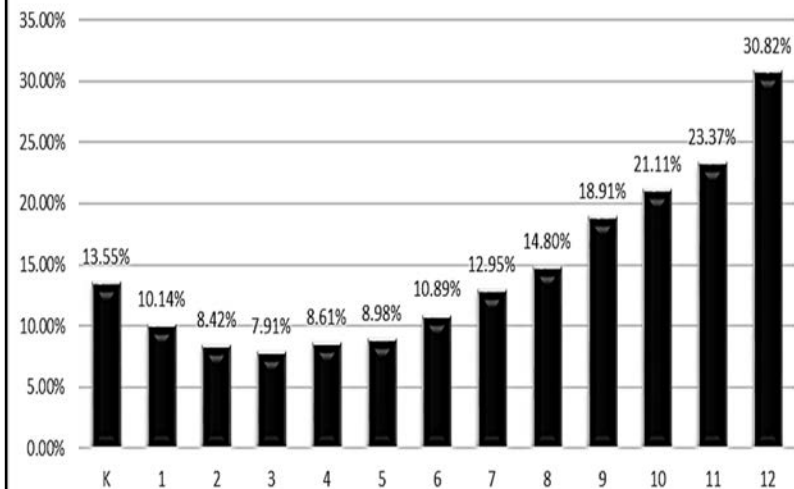
Mississippi Rates by Grade 2017-2018

Chronic Absenteeism Rates by Grade 2017-2018

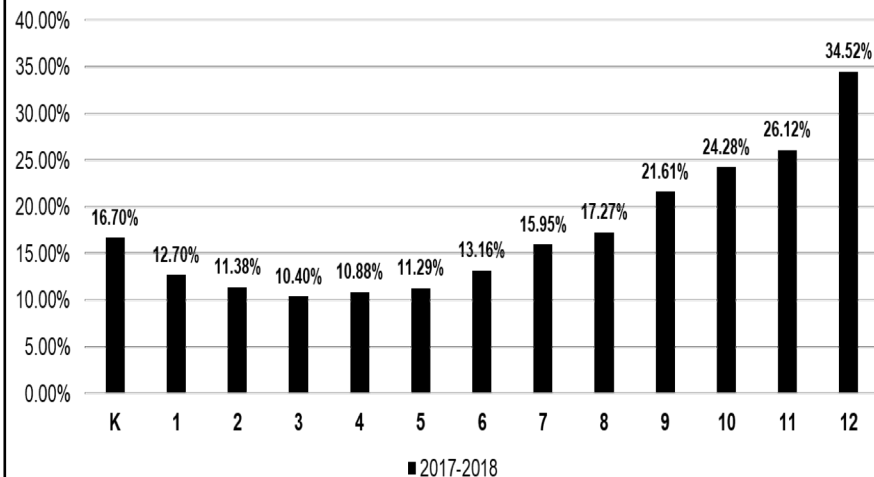


Chronic Absenteeism Grade Comparison

Chronic Absenteeism Rates By Grade 2016-2017



Chronic Absenteeism Rates by Grade 2017-2018





"Anyone can get to school on time if he tries hard enough, Eddie."

Teacher Absences/Student Absences

3,300 Minutes

of Direct Instruction

X

2

6,600 Minutes

55 Hours

of Direct Instruction

X

2

110 Hours

First Step

Unpack attendance and discipline data contained within the district's student management system.



Obtaining Necessary Data Points

District administrators could assist with understanding the chronic absenteeism issues in schools and/or district.

- How does the administrator perceive the importance of attendance in elementary, middle or high school?
 - a. Excused Absences
 - b. Unexcused
 - c. Suspensions

Chronic Absenteeism Rate-Mississippi

2017-2018



Data Needed to Reduce Chronic Absenteeism

- ✓ How do chronic absenteeism rates differ across schools, grades and subgroups within the district?
- ✓ How many of the absences can be attributed to excused, unexcused or disciplinary reasons?
- ✓ Are there periods within the school calendar that are particularly problematic?

Data Needed to Reduce Chronic Absenteeism

- ✓ How are absences addressed? Does office staff or the teacher contact the family?
- ✓ Are there any issues district or school specific?
- ✓ What are the effective or ineffective methods utilized by the school and/or district?

Reducing Chronic Absenteeism

- Realistic goals and timelines
- Annual targets-target the most challenging areas
- Attendance must be part of the School Improvement Plan
- Communication that provides definitions of excused and unexcused absences
- Daily reminders of expectations (i.e. morning announcements)

Chronic Absenteeism Scenario

Principal-Elementary School



Chronic Absenteeism Rate-15.40%

Excused Absences-Illness



Respiratory Related

Environmental

Field Rats/Snakes/Dusty Blinds



Interventions

- Create an Early Warning Process
- Utilize Counselors
- Classroom Management
- Multi-Tiered System of Supports (MTSS)
- Restorative Justice
- Wrap Around Services

MISSISSIPPI

LET'S

STRIVE

FOR LESS THAN

FIVE

GOOD ATTENDANCE LEADS TO...

Reading well by the
end of 3rd grade

Passing important
courses

Staying on track
for graduation

Earning
college degrees

Succeeding in
the workplace

Strive For Less Than Five Campaign

- Purpose for Awareness Campaign
- Increase knowledge of chronic absenteeism
- Emphasize the impact of chronic absenteeism on student success



Strive For Less Than Five Campaign

- Decrease the chronic absenteeism rates in districts/schools
- Emphasize the importance of school attendance
- Provide resources for the various stakeholders



YOU ARE A MANDATED REPORTER



As school employee, you are a mandated reporter of child abuse. If you suspect that a child is being abused or neglected, it is your legal obligation to report it. Reporting to a principal, superintendent, counselor or other teachers does **NOT** meet your mandated responsibilities and is punishable by law.

In accordance with Miss. Code Ann. § 43-21-353(7): Any attorney, physician, dentist, intern, resident, nurse, psychologist, social worker, family protection worker, family protection specialist, child caregiver, minister, law enforcement officer, public or private school employee or any other person having reasonable cause to suspect that a child is a neglected child or an abused child, shall cause an oral report to be made immediately to the Department of Child Protection Services.

CALL NOW

Mississippi Centralized Intake

1-800-222-8000

OR SUBMIT A WRITTEN REPORT TO:
www.msabusehotline.mdhs.ms.gov



Call your local law enforcement agency or 911
if the situation is a life-threatening emergency.

Making a Difference



ATTENTION

Questions & Closing Thoughts



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