

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

METIS Conference

July 2019

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Bureau Director
Compulsory School Attendance Enforcement

Mississippi Department of Education

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



6

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

Our Role as Educators

“

Teachers have three loves:
love of learning, love
of learners, and the love
of bringing the first two
loves together.

SCOTT HAYDEN

Fixed vs Growth Mindset

Mindsets are determined by existing structures...which stands in the way of change

Growth mindset	Fixed mindset
Embraces challenges	Avoids challenges
Accepts criticism and negative feedback as constructive	Rejects criticism and is hurt by negative feedback
Equates reward with effort	Expects reward without effort
Persists in the face of setbacks	Lets setbacks derail them
Never gives up	Gives up easily
Learns from failure	To fail once is to fail completely
"Talent is developed"	"I'm no good at this"
"What more can I do?"	"Why should I bother?"





Quiz

How many days are in an academic school year for Mississippi students?

How many minutes constitute a school day?

Can district personnel change a student's grade from A, B, C, or D to F for non-attendance?

180 School Days – Process Standard 13.4

The school year is 180 days for all students including seniors. Seniors are allowed to be absent for graduation purposes, not to exceed three (3) days. In preparation for the upcoming year, districts should prepare graduation ceremonies in such a manner that graduating seniors are absent from classes for no more than three (3) days prior to the end of the school year.



See MS. Code Ann. § 37-13-63

How is a “regular high school diploma” defined?

A “regular high school diploma” is the standard high school diploma awarded to the preponderance of students in Mississippi that is fully aligned with the State’s standards and does not include a general equivalency diploma, certificate of completion, certificate of attendance, or any other similar or lesser credential, such as a diploma based on meeting Individualized Education Program (IEP) goals. The term “regular high school diploma” also includes any “higher diploma” that is awarded to students who complete requirements above and beyond what is required for a regular high school diploma. (ESEA section 8101(43); 34 C.F.R. § 200.34(c)(2)).

Student Transfer

Only a student who transfers out and enrolls in another high school or in an educational program (including a program in a prison or juvenile facility) from which the student is expected to receive a regular high school diploma or State-defined alternate diploma.

Student Transfer

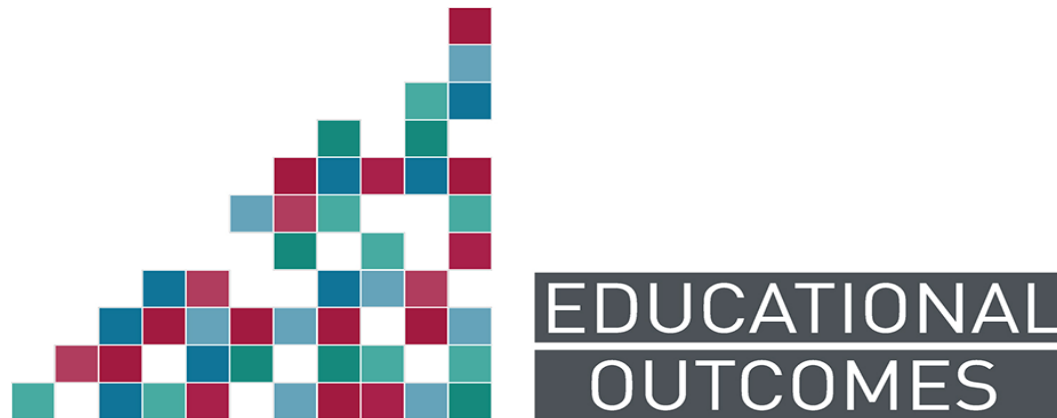
Before dropping a student from a roll, a school or LEA must obtain confirmation in writing that the student transferred out, emigrated, transferred to a prison, private school, home school or juvenile facility, or died.

Official Documentation

- ✓ A record in MSIS
- ✓ A request for student records from a receiving public or private high school or an educational program
- ✓ A written record of a response from an official in the receiving school or program acknowledging the student's enrollment

Question

What is one of the major factors utilized in determining





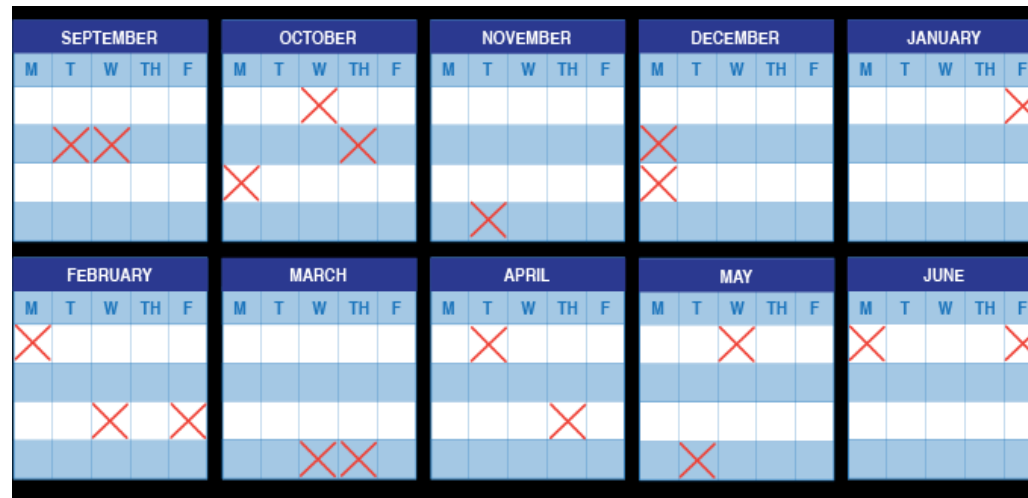
Attendance



CHRONIC ABSENTEEISM

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



Average Daily Attendance vs Chronic Absenteeism

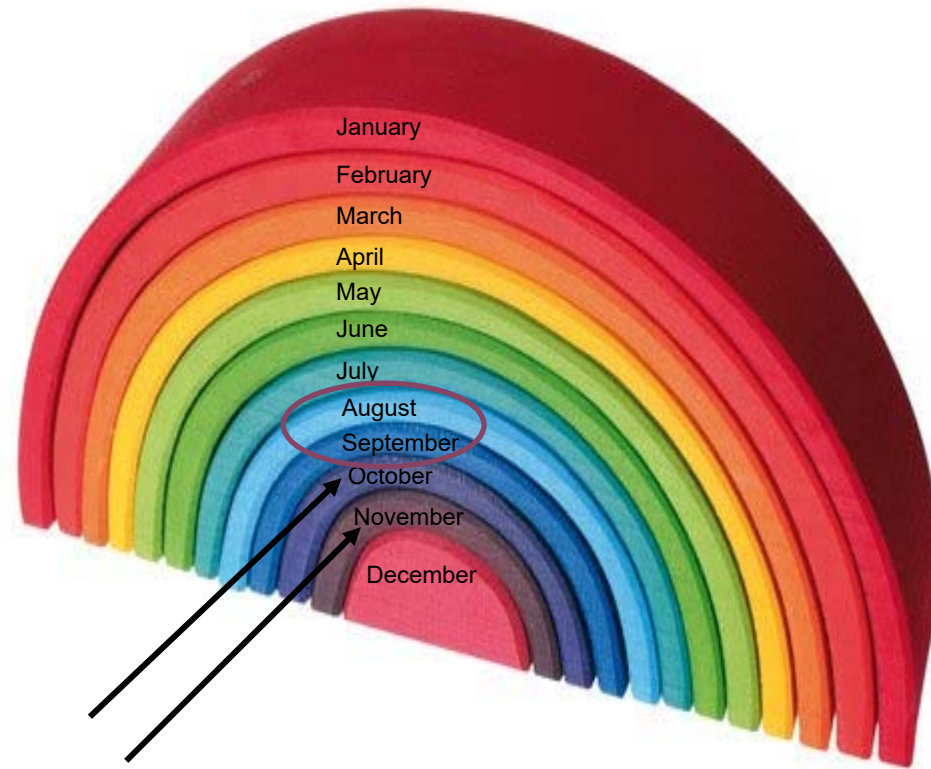


Average Daily Attendance

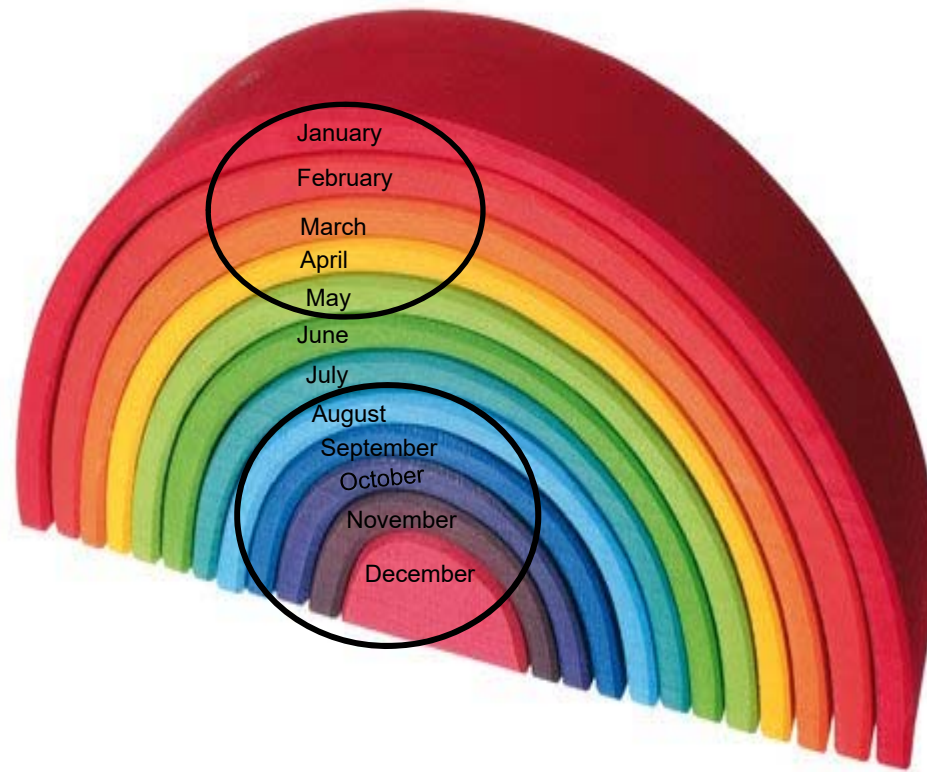
The percent of enrolled students who attend school each day. While the average daily attendance rate has been used for reporting purposes for many years, the use of a single average measure tends to mask significant attendance problems.

Mississippi's ADA-Snapshot in Time

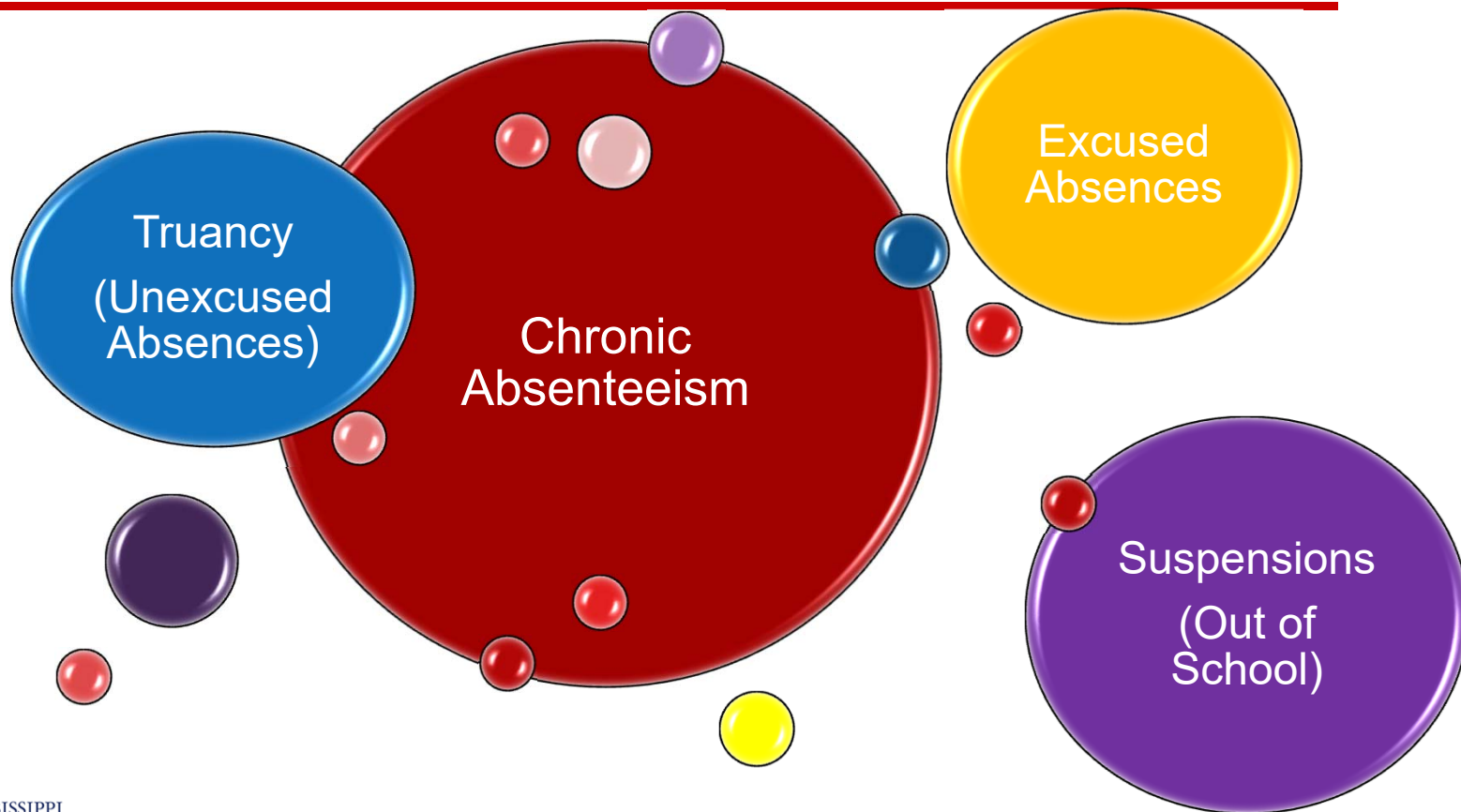
Effective with fiscal year 2011, the State Department of Education shall determine the percentage change from the prior year of each year of each school district's average of months two (2) and three (3) ADA.



Chronic Absenteeism-Whole Year



Chronic Absenteeism



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.

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.



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.

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.

Chronic Absenteeism vs Compulsory School Attendance

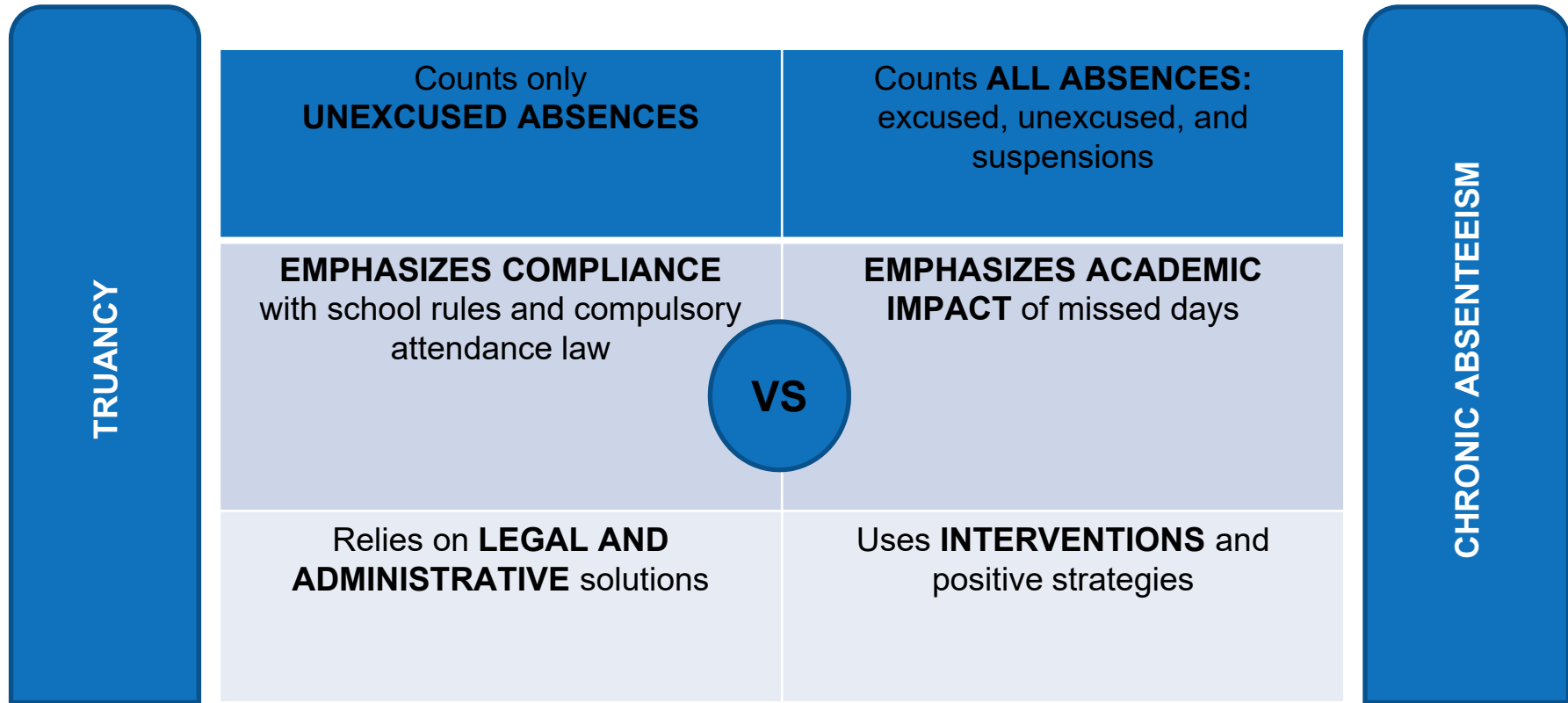
Chronic Absenteeism

- 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.

Truancy vs Chronic Absenteeism



Impact of Chronic Absenteeism

Decreases Impact of Pre-k and K on School Readiness

Decreases Third Grade Reading Performance

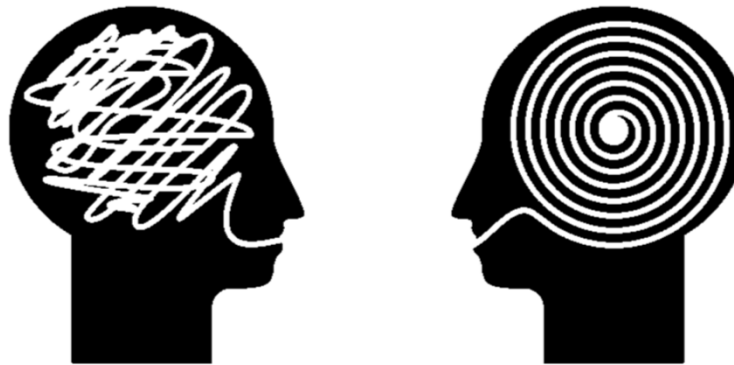
Decreases Eight Grade Math Performance

Decreases High School Graduation Rates

Decreases College and Career Readiness

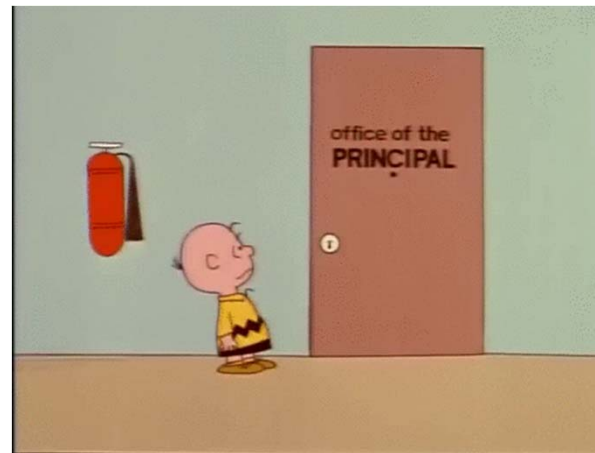
First Step

Understand the Scale and Scope of the Chronic Absenteeism Challenge in Your School/Class



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.



In-School Suspension

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



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?

School to Prison Pipeline



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?

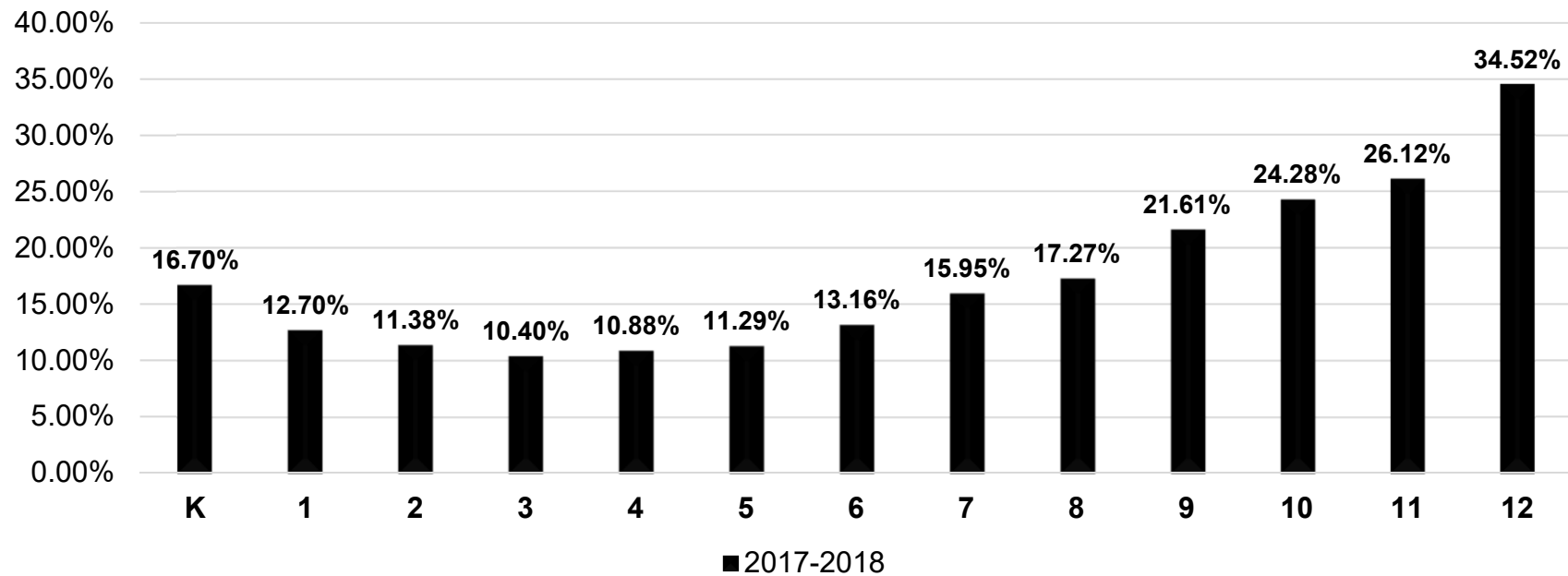
Chronic Absenteeism Rate-Mississippi

2017-2018

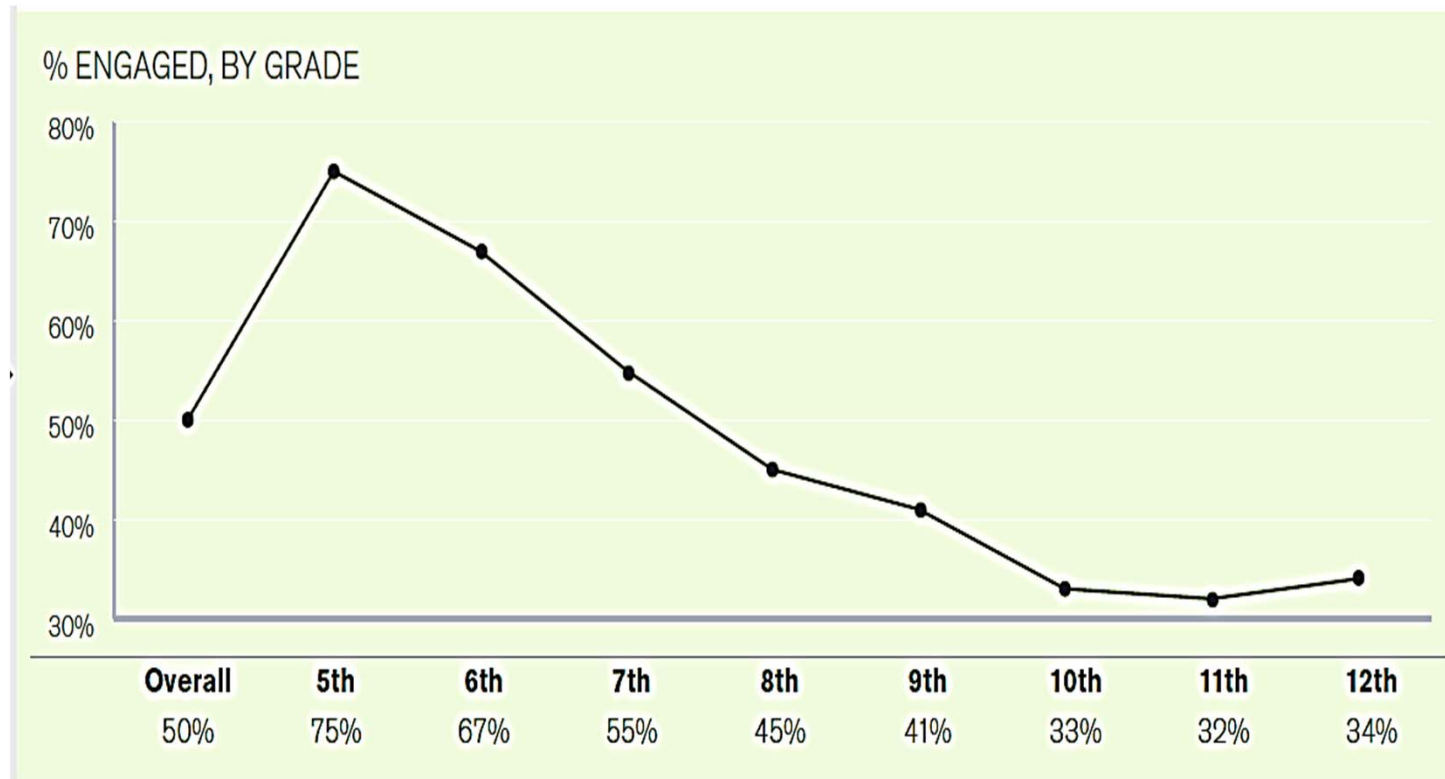


Mississippi Rates by Grade 2017-2018

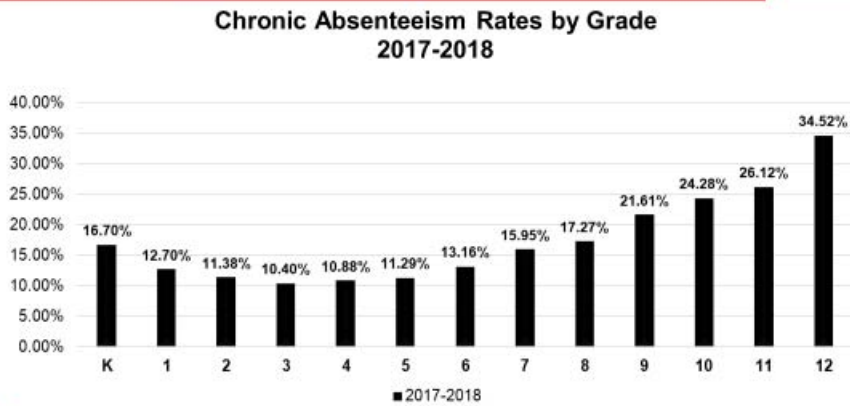
Chronic Absenteeism Rates by Grade 2017-2018



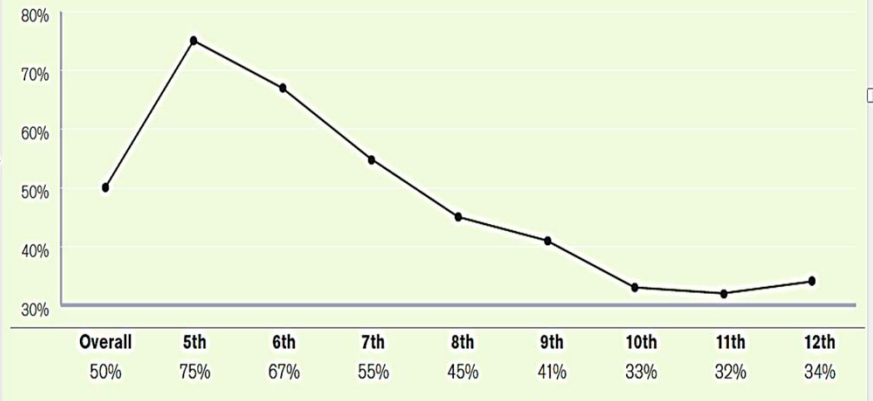
Decrease in Student Engagement



Mississippi Rates by Grade 2017-2018



% ENGAGED, BY GRADE



40

Student Engagement

Engagement varies by grade. It is high in elementary school and declines through the middle grades and early high school years.

Decline directly linked to student's perceptions about the value placed on good schoolwork. 74% of 5th graders said "In the last 7 days I have received recognition or praise for doing good schoolwork." Compared to only 31% of 9th graders.

Also, sharp decline between 5th and 8th grade in "My teachers make me feel that my schoolwork is important."

Students also report significant decline in how frequently teachers make them feel excited about the future.



What are some reasons students are absent?

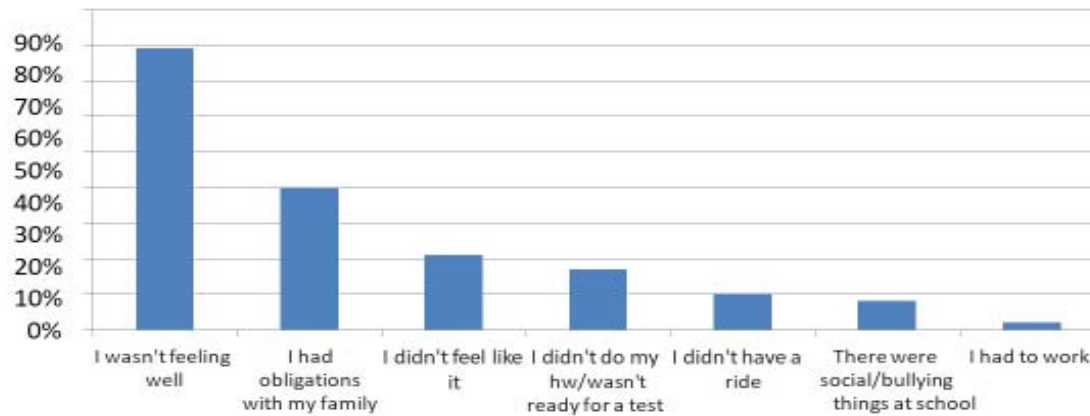
What are some reasons teachers are absent?

What are your top three reasons?

Circle & Number them!

Reasons for missing school

Not feeling well is far and away the number one reason for missing school, with family obligations a distance second.



What Contributes to Chronic Absence?

Myths

Absences are only a problem if they are unexcused

OK to miss a day here or there

Attendance only matters in later grades

PreK and K is seen as day care not learning

Barriers

Chronic disease (asthma) or lack of health/dental care

Caring for siblings or other family members

Unmet basic needs: transp., housing, food clothes, etc.

Trauma
No safe path to school
High suspension rates

Aversion

Academic struggles

Being teased or bullied

Poor school climate, disproportionate school discipline, or unsafe school

Parents had negative school experience

Disengagement

Lack of engaging and relevant instruction

No meaningful relationships with adults in school

More exciting to be with peers out of school vs. in school

Teacher Absences/Student Absences

3,300 Minutes

of Direct Instruction

X

2

6,600 Minutes

55 Hours

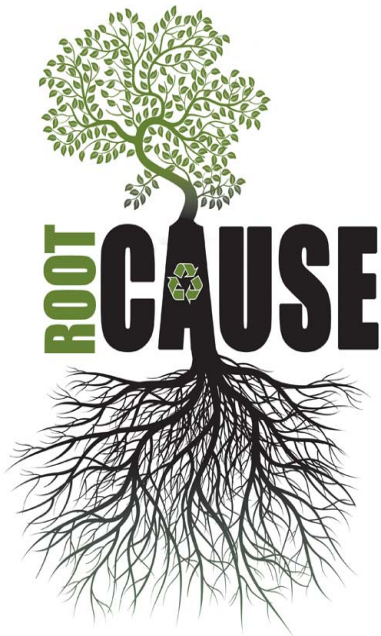
of Direct Instruction

X

2

110 Hours

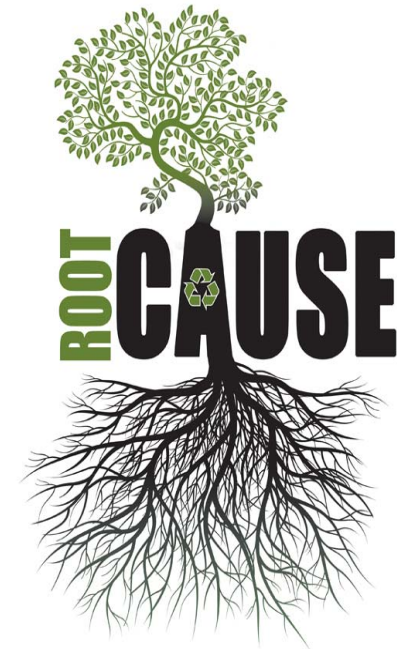
Getting to the Root Cause



IF you do the same thing
over and over, and
expect to get different
results, . . .

**It might be time to try
another approach.**

*Let's get to the Root
Cause.*



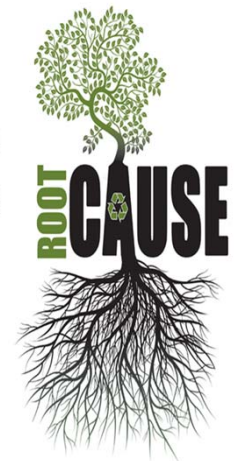
Digging Deeper

Root Cause – Deepest underlying cause(s) of positive or negative symptoms within any process that, if resolved, would eliminate or substantially reduce the symptom.

Root Cause Analysis (RCA) – a tool used both reactively, to investigate an adverse event that already has occurred, and proactively, to analyze and improve processes and systems before they break down (Preuss, 2003).

Data Analysis – the process of gathering, reviewing, and evaluating data.

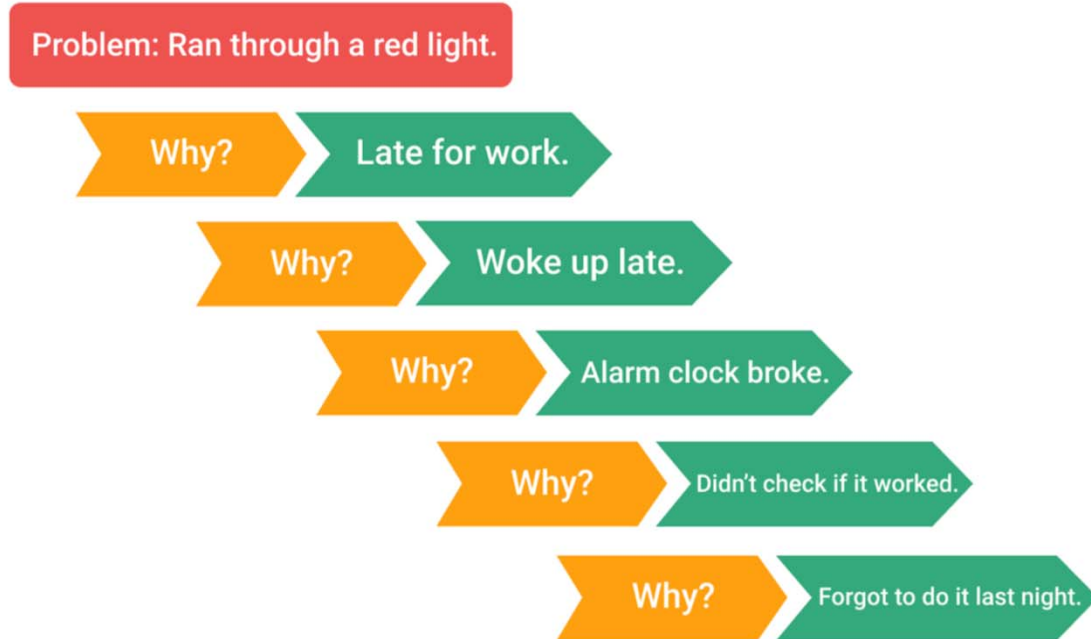
Symptoms – the noticeable gap between expectations and reality; the “red flag” that draws attention to the issue.



Root Cause Analysis

- ✓ Helps identify the problem or challenge
- ✓ Helps resolve the Problem
- ✓ Eliminates Patching
- ✓ Conserves Resources
- ✓ Facilitates Discussion (leading to solutions)
- ✓ Provides Rationale for Strategy Selection

Root Cause Analysis



System Planning Process

Problem solving approach asks 4 questions:

- ***Where are we now?***
- ***Where are we going?***
- ***How will we get there?***
- ***What is holding us back?***



Moving in the Right Direction



What's the Root Cause



Chronic Absenteeism Scenario

Principal-Elementary School



Chronic Absenteeism Rate-15.40%



Excused Absences-Illness



Respiratory Related

Environmental

Field Rats/Snakes/Dusty Blinds



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

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)

Interventions

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

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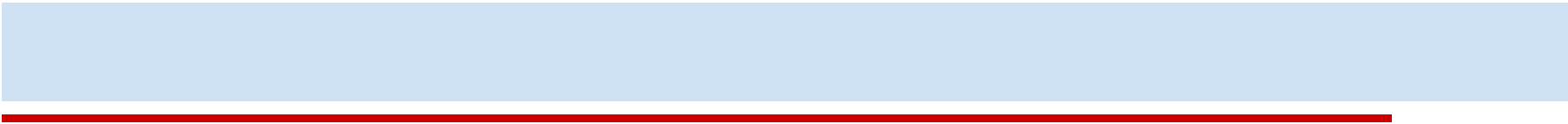
Reading well by the
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YOU ARE A **MANDATED** REPORTER



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.

Questions & Closing Thoughts



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