EVERY STUDENT, EVERY DAY

Addressing and Eliminating Chronic Absenteeism

2015-2016

Every day COUNTS!
School success starts with attendance

COMMISSIONER MARY ELLEN ELIA *in conjunction with*

- UNITED STATES DEPARTMENT OF JUSTICE
- UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES
- UNITED STATES DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
- UNITED STATES DEPARTMENT OF EDUCATION

ARE CREATING A SENSE OF URGENCY AROUND CHRONIC ABSENTEESIM

Address or Eliminate Chronic Absenteeism

Generate and Act on Absenteeism Data

Focus Communities on Addressing Chronic Absenteeism

Create and Deploy Positive Messages and Measures

WHY

Improve Life Outcomes

HOW

WHAT

Increase Graduation Rate

FDR PBIS 2015-2016

IMPROVING LIFE OUTCOMES

Children who are chronically absent are…

- LESS LIKELY TO READ BY THIRD GRADE

- FOUR TIMES MORE LIKELY TO DROP OUT

- TEND TO HAVE GREATER HEALTH RISKS

- HAVE MORE FREQUENT, NEGATIVE CONTACT LAW ENFORCEMENT

CHRONIC ABSENTEEISM

What is it?

❧

Missing at least 10 percent of school days in a year for any reason – excused or unexcused

Five to Seven and a Half Million

Chronically Absent Each Year

GOAL

Reduction of Chronic Absenteeism

by 10% Every Year

Data suggests that…

Chronic Absenteeism = Continued cycle of poverty, poor health, homelessness, incarceration.

Chronic Absenteeism = a population that is less educated, less healthy, underemployed, less financially stable, more disenfranchised.

CIVIL RIGHTS ISSUE

- Spring 2016 – ED will release the 2013-2014 Civil Rights Data Collection (CRDC) including the first ever school level data on all students who missed at least 15 days of school.

- Chronic absenteeism may particularly affect students who are low-income, of color, homeless, highly mobile, juvenile justice involved, and/or who are students with disabilities.

Action Step 1:
Generate and act on absenteeism data.

- Prioritize the development of early warning prevention and intervention systems that identify students who are, or are at risk of becoming, chronically absent.

Action Step 2:
Create and deploy positive messages and measures.

- Focus on developing **positive messages** for youth and families as well as implementing supportive engagement strategies.

- Positive Behavior Interventions and Supports

- Punitive messages and measures are often ineffective and can lead to disproportionate suspensions and expulsions from school and inappropriate referrals of students and families to law enforcement.

Action Step 3:
Focus communities on addressing chronic absenteeism

- Launch local initiatives to raise public awareness about the causes and effects of chronic absenteeism, including awareness among families and youth.

- Prioritize training within communities and across sectors to conduct root-cause analyses of local absenteeism trends.

- Implement research and evidence-based strategies and programs—such as *Check & Connect* - that effectively engage and support students who are, or are at risk of becoming, chronically absent.

Draft Submitted by L. Williams

Action Step 4:

Ensure responsibility across sectors

- Regularly communicate that chronic absenteeism is a problem that affects the whole community, not just those students who are chronically absent and their families.