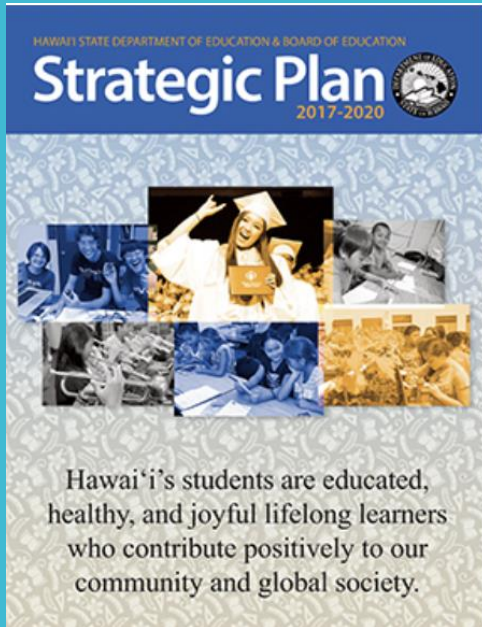


Reframing School Attendance: Focusing on Regular Attendance vs. Chronic Absenteeism

SEAC Presentation

November 8, 2024



2017-2020 STRATEGIC PLAN

Objective 2: All students are safe, healthy and supported in school, so they can engage fully in high-quality educational opportunities.

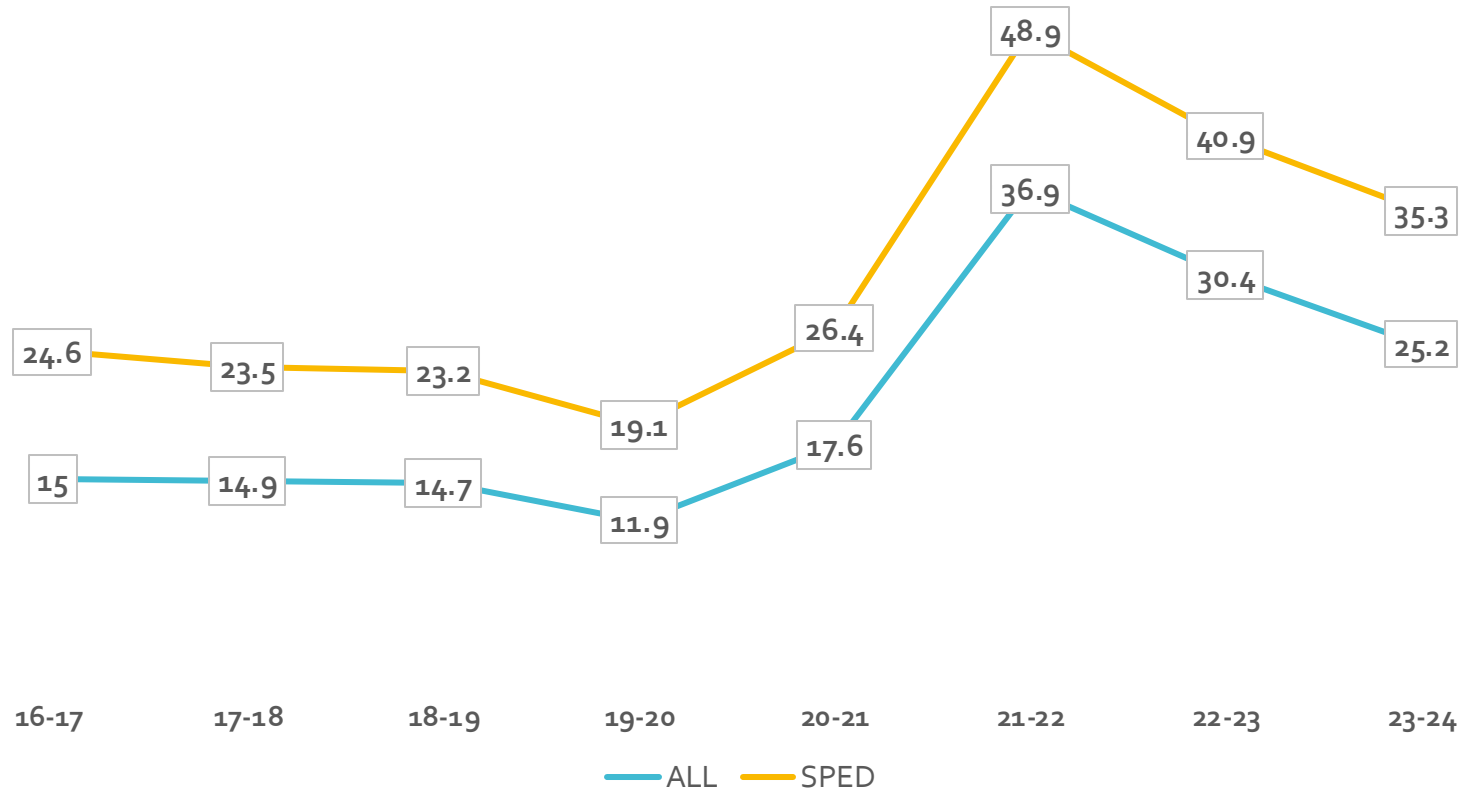
2c. 1.2.1. Cultivate a community and school culture where attendance is valued, encouraged and supported. Extend this culture of attendance to the home: encourage families to plan for family vacations, travel and other events during school breaks, holidays, and other non-student days.

Statewide Student Success Indicator:

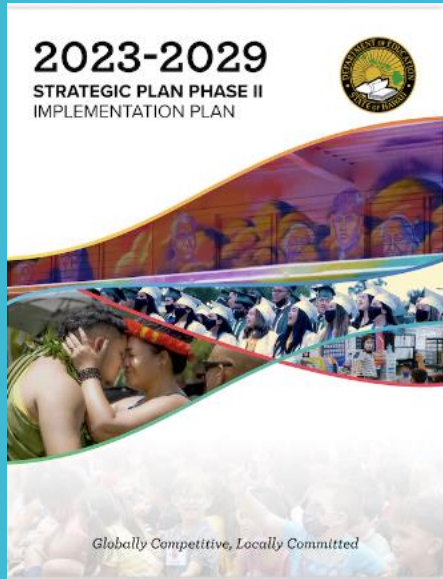
Chronic absenteeism: Percentage of students who are absent for 15 or more days during the school year.

Rates of Chronic Absenteeism Pre and Post Pandemic

% of Students who are Chronically Absent



Source:



2023-2029 STRATEGIC PLAN PHASE II

Goal 1.2: All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcomes:

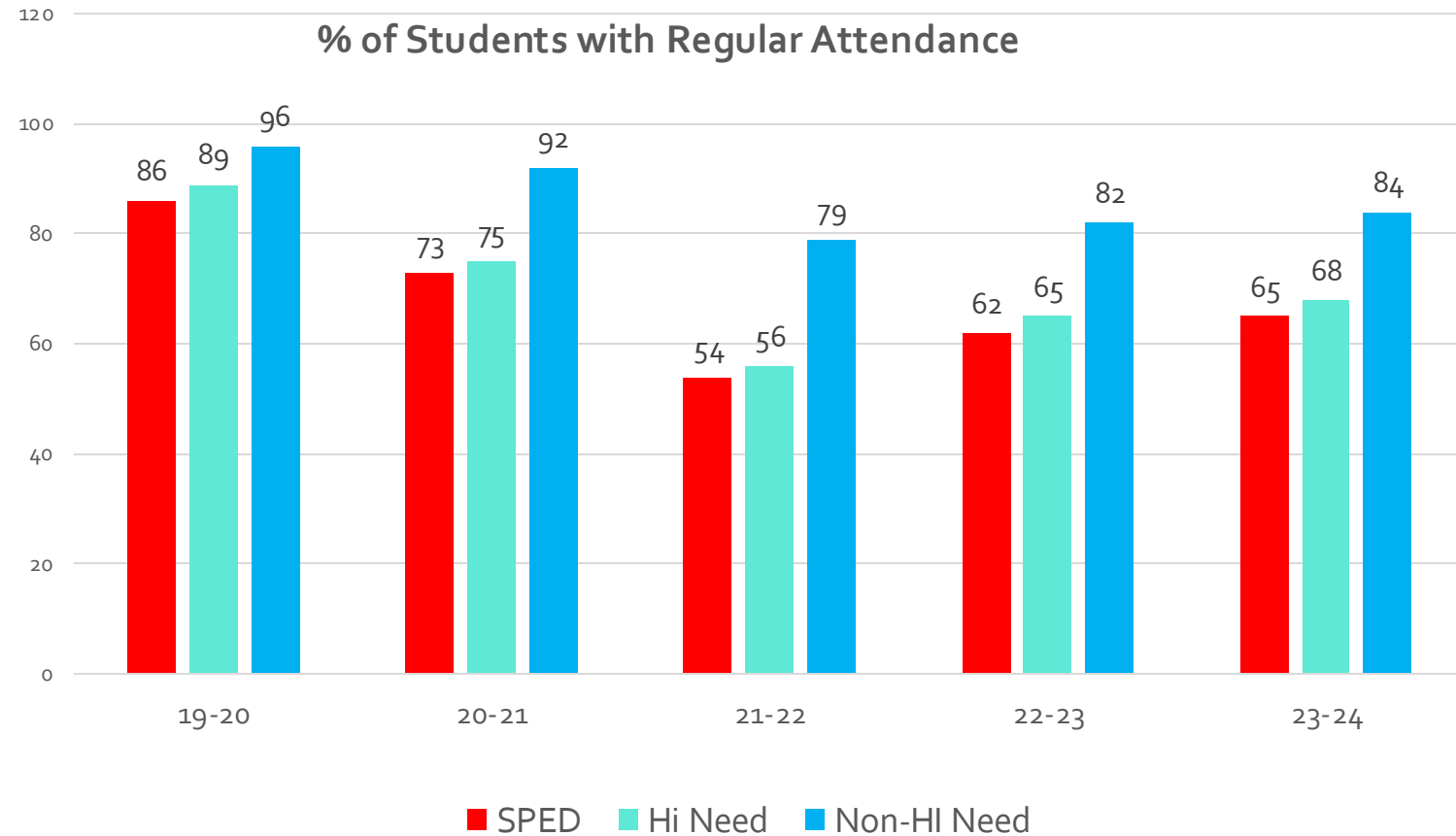
1.2.1. All students desire to and attend school regularly.

Measurement:

% of students regularly attending school 90% or more of the school year

(missing 17 or less days of instruction per year)

Rates of Regular Attendance Pre and Post Pandemic



Note: Hi Need Group includes special education, economically disadvantaged students and English Learners

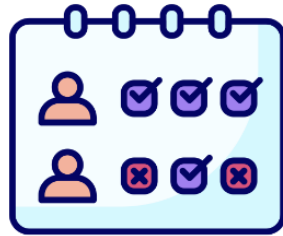
Source: State KPI Strategic Plan Dashboard, <https://adc.hidoe.us/#/kpi>

Current HIDOE Definitions



Daily Attendance

Refers to a student's attendance in school on a given school day.



Regular Attendance

Describes a pattern of showing up consistently over a longer period such as a month, semester, or year. It is not just about being there one day, rather about attending school consistently, 90% of more of the time.



Chronic Absenteeism

Nationally chronic absenteeism is defined as missing 10% or more of the school year, excused or unexcused and can occur with missing as little as two days a month.

Attendance Risk Factors for Students with IEPs or 504 Plans

Students with IEPs are **SUSPENDED** at a rate **2-3 times** higher than other students.

2-3 times

more students with disabilities are likely to be **BULLIED** than students who are not disabled.

Students who have **POOR ACADEMIC OR BEHAVIOR SUCCESS** are less motivated to attend classes.

Students with **MENTAL HEALTH** conditions like anxiety, school phobia and depression miss more school than their peers.

1 in 10

children in Hawaii have **ASTHMA**. Native Hawaiian and Big Island students are at higher risk.

Students whose **PLACEMENT** is outside of the general education classroom miss more school than those in inclusive classes.

Why Regular Attendance Matters-- Chronic Absenteeism Leads to:



Missed opportunities for rewarding activities at school



Poorer academic performance



Lower graduation rates



Higher drop out rates



Lower future earnings

Absenteeism: Root Causes

BARRIERS

AVERSION

DISENGAGEMENT

MISCONCEPTION

Source: Attendance Works, <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/root-causes/>

BARRIERS: What is keeping the student out of school?

- Chronic and acute illness
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- Lack of predictable schedules for learning
- Lack of access to technology
- Community violence
- Family responsibilities—sibling, grandparent, etc. **P+**
- High school students with jobs to support themselves and family **P+**
- Trauma and mental health **P+**

(**P+** indicates that the root cause increased due to the Pandemic)

AVERSION: Why doesn't the student want to go to school?

- Biased disciplinary and suspension practices
- Struggling academically and/or behaviorally P+
- Unwelcoming school climate (unpredictable and/or feeling excluded P+
- Peer challenges, including drama, teasing or bullying P+
- Social Anxiety P+
- Undiagnosed disability and/or disability accommodation
- Caregivers had negative educational experiences

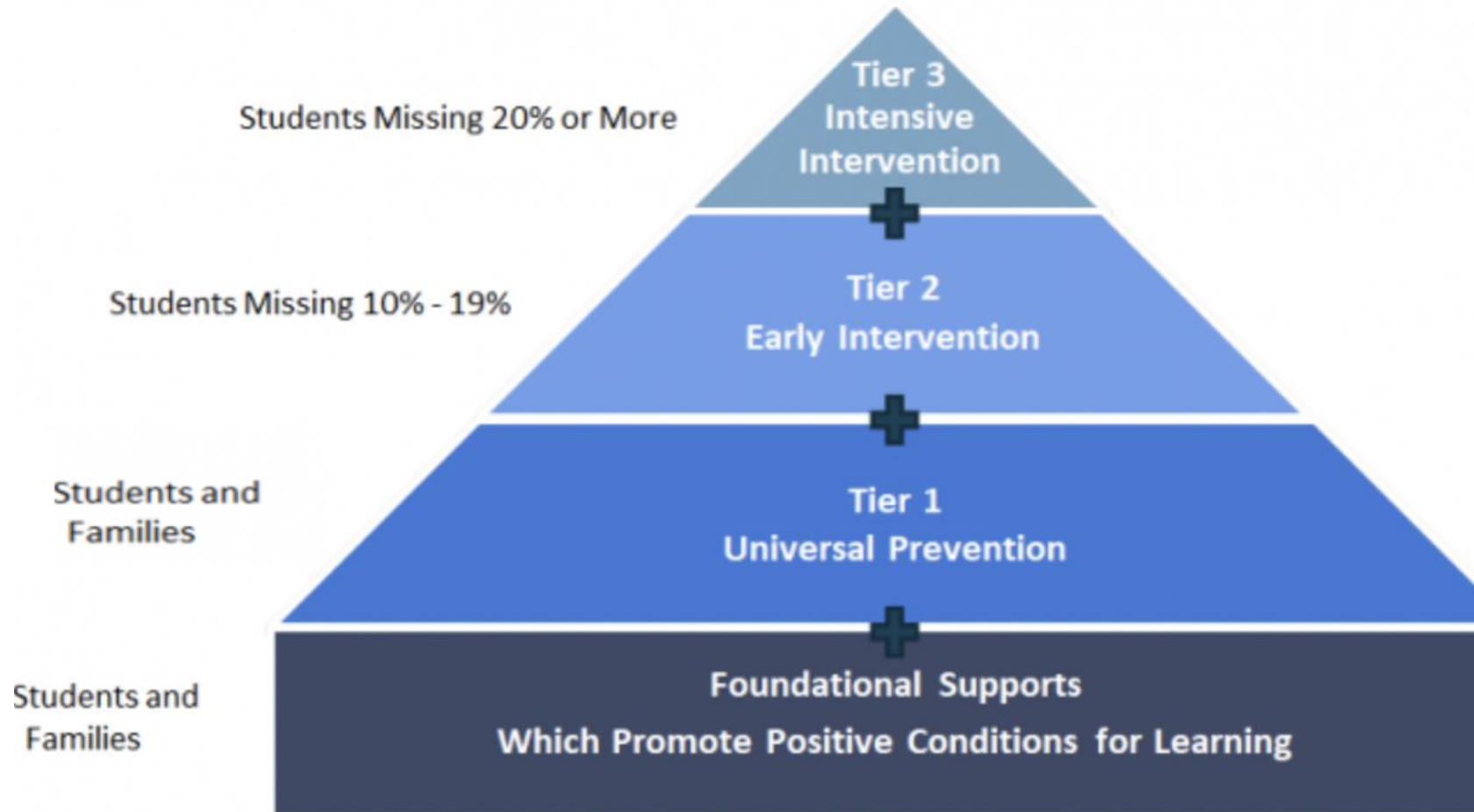
DISENGAGEMENT: What is the point of going to school?

- Lack of challenging, culturally responsive instruction and enrichment opportunities P+
- Don't see the connection between regular school attendance and important outcomes P+
- No meaningful relationships to adults and peers in the school Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- Need to work conflicts with being in school

**MISCONCEPTION:
What the student (or parents) failed to realize**

- Assume students must stay home for any symptom of illness P+
- Don't have to be in school to succeed in school (can do assignments online) P+
- Absences are only a problem if they are unexcused
- Lose track and underestimate total absences
- Attendance only matters in the older grades
- Suspensions don't count as absences
- Missing 2 days per month doesn't affect learning

CHRONIC ABSENCE TIERED INTERVENTIONS



Attendance Pyramid with Examples

| | Family Engagement | Positive Student Engagement | Behavioral and Mental Health | Physical Health | Academic Support | Extended Learning | Basic Needs |
|---------------------------------------|---|---|---|---|--|---|--|
| Tier 3: Intensive Intervention | Assign family advocate to coordinate supports | 1:1 connection with adult advocate (e.g. social worker) | Individual plan developed with psychologist/social worker | Coordinated care plans with local health provider | Individualized learning and success plan leading to graduation | Accelerated credit recovery | Provision of targeted resources, e.g. housing assistance |
| Tier 2: Early Intervention | Targeted, positive family visits | Clubs Success Mentors Check-In / Check-Out | Small group counseling | Plans for students with chronic illnesses such as asthma and diabetes | Attendance strategies added to IEPs and 504 plans Tutoring and intensive classroom supports | Music or art program prioritized for students who have experienced trauma | Bus passes, walking school bus, bike program, or ride sharing services |
| Tier 1: Universal Prevention | Clear communications about attendance expectations Recognition of good and improved attendance | Connection to a caring adult (<i>Relationship Mapping</i>) Establish positive, caring, daily attendance practices and routines | Open-door policy for students, families, and staff to seek mental health services | Build time into routines for students and staff to wash hands Immunization clinic Health screenings | Learning objectives are clear and students can make up work after they are absent | Summer enrichment for every student | School-based clothing closet |
| Foundational Supports | Family resource centers Universal family visits | Grade-level advisories or morning meetings | Schoolwide mindfulness | Clean school campuses with good ventilation P.E. and recess | All students have access to challenging and engaging curriculum | Plentiful, high-quality afterschool programs exist in the community | Universal free meal program |

<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>

Questions for Small Group Discussions:

1. What challenges do families and students with disabilities face regarding attendance?
2. What solutions do you feel would support increased attendance?