



# Consistent Attendance and Chronic Absenteeism

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# Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.

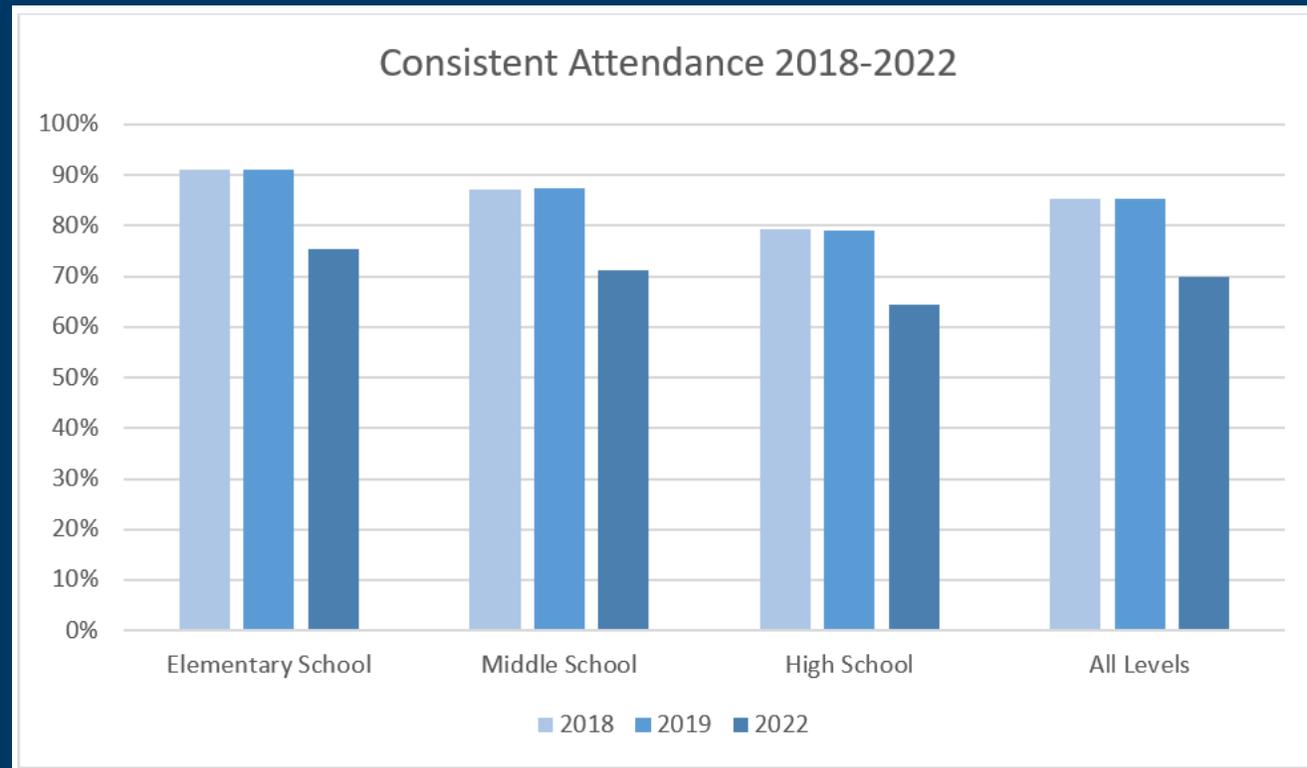


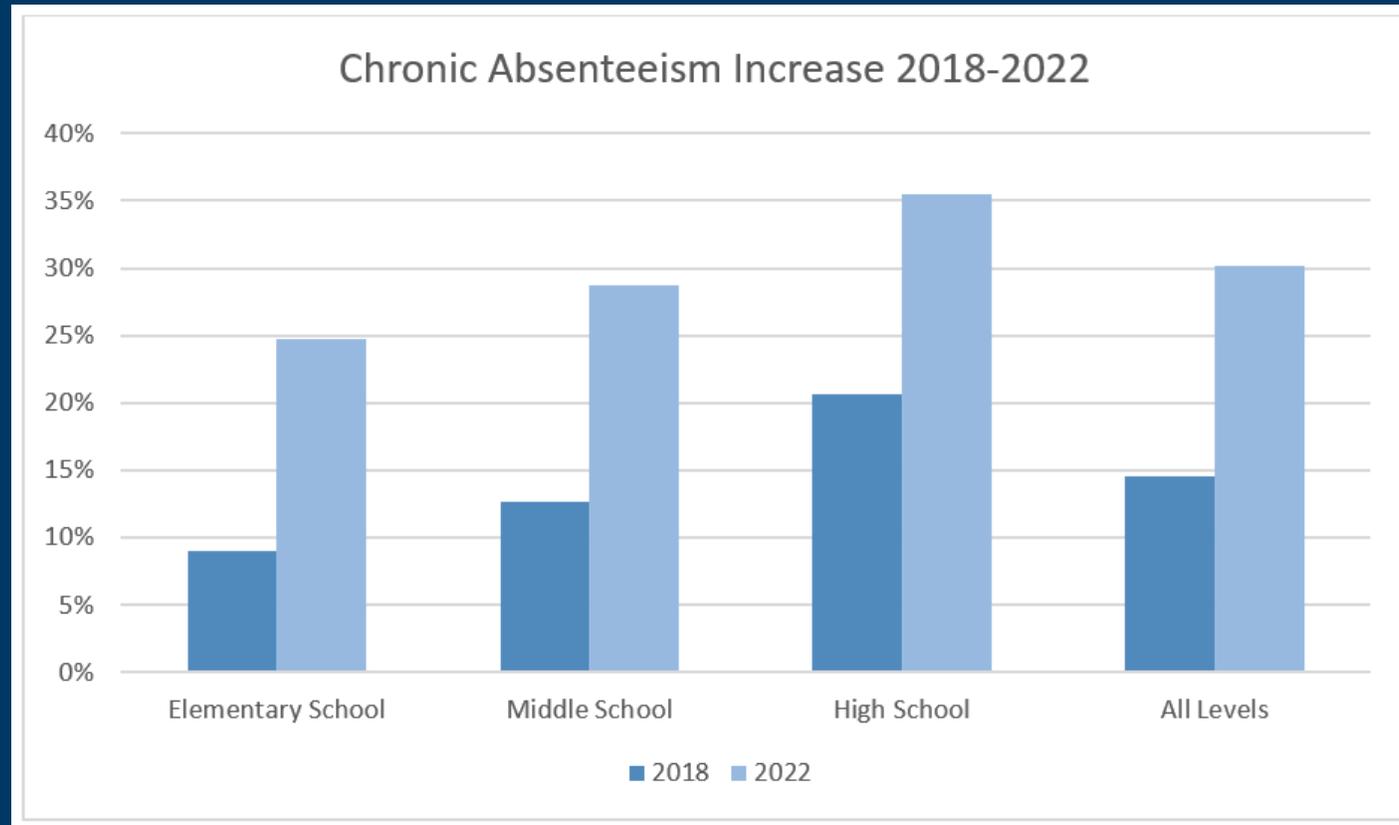
- **Consistent Attendance** – the student has been in attendance more than 90% of the days of the school year.
- **Chronic Absenteeism**– the student has been not been in attendance 10% or more of the days of the school year. This includes both excused and unexcused absences.
- **Daily Attendance** – definition determined at the local level.

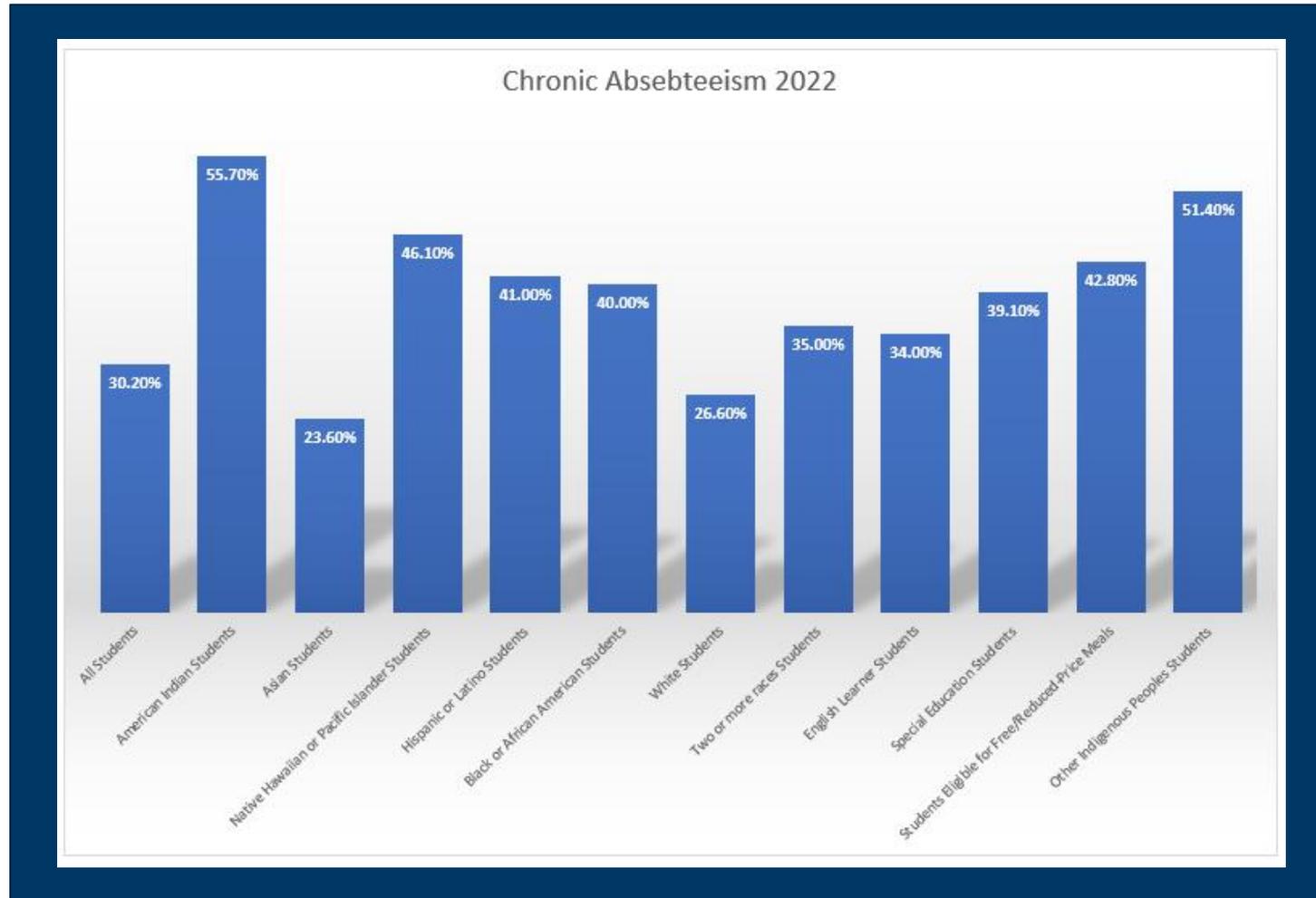
- The United States Department of Education data story on the impacts of chronic absenteeism explains that students who are **chronically absent in early grades** are **less likely to read at grade level** in third grade, students who do not read at grade level in third grade are much **more likely to drop out of school** before graduation, and students who drop out of school before graduation are more likely to **experience poor outcomes later** in life, such as **poverty, diminished health, and involvement in the criminal justice system**.
- Low consistent attendance – either for students overall or particular student groups – may **indicate that students and/or families do not feel connected to school** as a result of school climate issues, or they **face other outside barriers** that the school can help to address.

# Data Tracking and Use

- How we currently track attendance data
  - MARSS attendance data is available for the previous school year in December of the following year.
  - This data shows us the students at each school who were consistently in attendance or who were chronically absent and allows us to calculate the percent of students chronically absent.
  - This data does not differentiate between excused and unexcused absences.
  - This data can be disaggregated by race and ethnicity, ability status, socioeconomic status and other student groups.
- Tracking students not enrolled in school
  - Because we use this MARSS data for school finance, it is difficult to track students who have been unenrolled due to missing 15 days consecutively in a way that informs intervention or support.







# Support for Identified Schools

- ESSA Federal identification for school improvement
  - Attendance is the final filter for identification.
  - No schools are identified for attendance alone.
  - Identification attendance data is based on the percent of students missing more than 10% of school days in a year.
- Identified schools receive additional targeted support through our support system.
  - School Advocates build the capacity of school leadership teams to lead through continuous improvement.
  - The school engages in a comprehensive needs assessment.
  - The school team selects an evidence based practice (EBP).
  - The school is supported to implement the EBP.
  - Number of schools that selected an attendance specific EBP in current round: 4

# COMPASS Statewide System of Support

In partnership with the Minnesota Service Cooperatives, MDE is expanding continuous improvement support to all districts, charter schools, and tribal schools in Minnesota.

- Areas of support include MnMTSS, Literacy, Math, Principal Support, Climate and Culture, equitable access for specific student groups.
- District level implementation of MnMTSS framework through cohorts and regional professional development, direct support and local capacity building.
- Foundational supports and tier one practices for instruction and school climate and culture.
- Additional layer of focused support for schools identified through the state accountability system.
- Not addressed by current system:
  - MDE attendance specialist to follow state and national trends and promising practices, create guidance, and lead support.
  - Support for district level attendance policies and practices and data literacy.
  - Regional support for understanding student and family barriers to attendance and identification and implementation of attendance specific tier 2 and tier 3 practices.

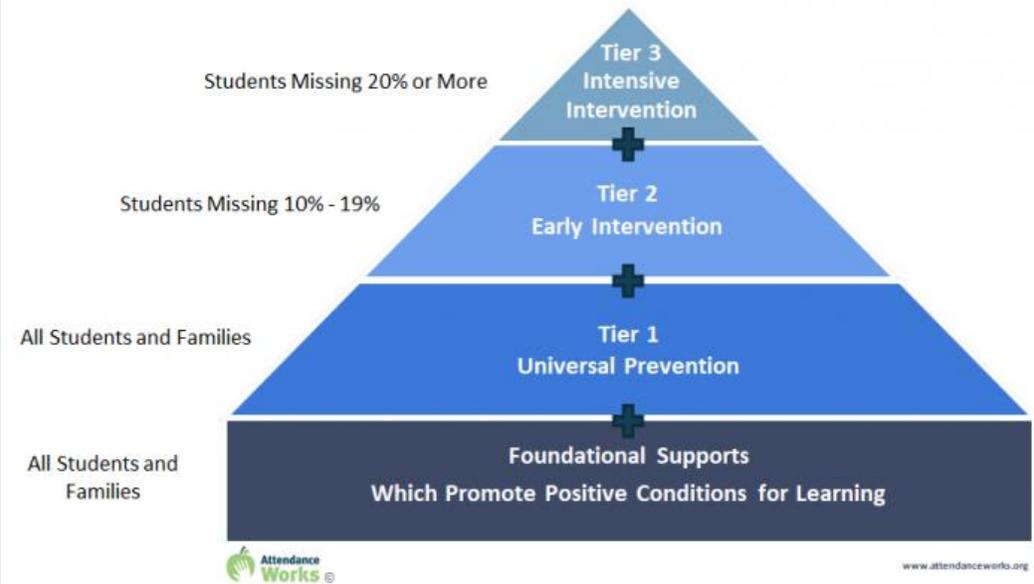
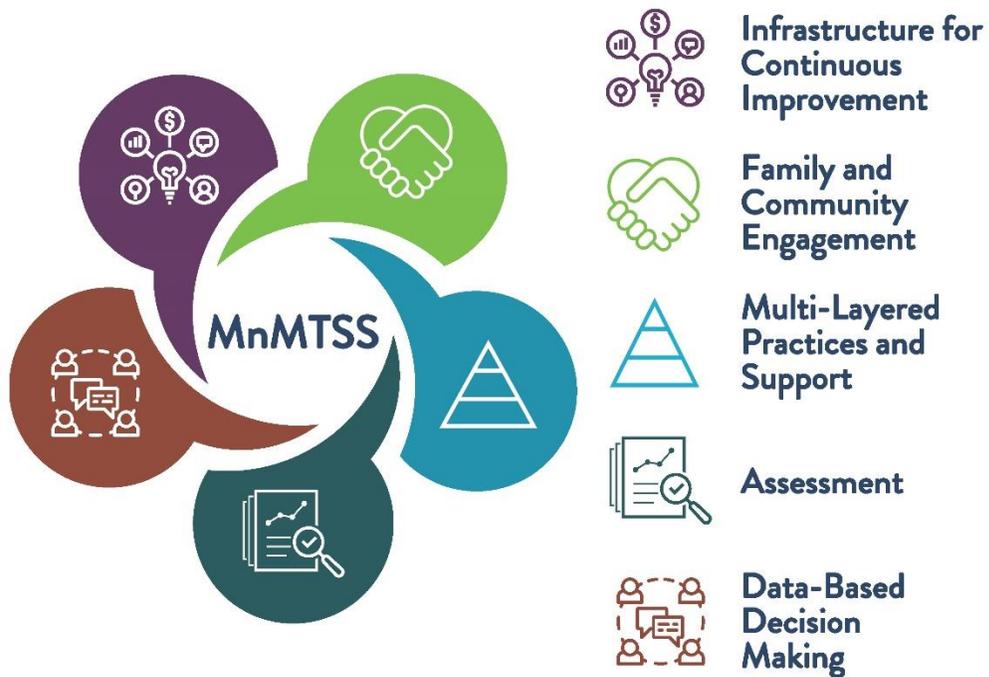
# Other MDE Areas of Support

- [The Minnesota Early Indicator and Response System 2.0](#) (MEIRS 2.0) is an evidence based Early Warning and Intervention Monitoring System. MEIRS 2.0 can be used as a universal screener to identify students in need of additional supports and interventions to increase regular attendance.
- [Full-Service Community Schools](#) – Minnesota invested in this growing community school movement and is seen as a National Leader in building neighborhood to National nested civic infrastructure intended to address non-academic barriers to attending and engaging in school consistently.
- [The Minnesota Family and Community Engagement model](#) to support schools is designed to help schools look at the systems and educator capacities they need to grow in order to effectively engage every family and learn together what the assets and needs are in the school community to co-design solutions that will address prioritized needs.

# Promising Practices and Interventions

- What do we see nationally?
  - Research based guidance from the state agency with aligned professional development, flexible support and capacity building.
  - Solutions based on local strengths, context, and needs.
  - Systemic solutions that increase school connectedness and belonging and identify and remove student or student group barriers to attendance.
  - Multi-tiered systems of support.

# MnMTSS for Attendance



# What is working?

## Foundational Supports

- Physical and Emotional Health and Safety
- Belonging, Connection and Support
- Academic Challenge and Engagement
- Adult and Student Well-Being and Emotional Competence

## Tier 1 Universal Supports

- Clear, concise and consistent communication about schedules and expectations
- Routines, rituals and celebrations related to attendance and engagement
- Personalized positive communication to families when students are absent
- Recognition of good and improved attendance
- Impact of attendance on whole child widely understood
- Connection to a caring adult in the school

# What is working?

## Tier 2 Early Intervention

- Common community and school barriers identified and addressed
- Individualized student success plan that includes attention to attendance
- Family visit
- Mentors
- [Check-In/Check-Out \(CICO\)](#)
- Small group interventions and supports for students
- Restorative alternatives to discipline and suspension

## Tier 3 Intensive Intervention

- Educational support champions / advocates
- Interagency case management
- Housing stability supports
- Student attendance review board
- Community-based, non-criminal truancy court
- Individualized learning and success plan leading to graduation

# What Are We Hearing?

- MDE currently has the data needed to identify schools for additional support through the state accountability system, identify WBWF districts with the highest percent of identified schools, and to identify other tiers of districts and schools for support through the COMPASS statewide system of regional support.
- Districts and partners are sharing that additional ways of collecting, reporting and using data to guide decision making and target support could be beneficial if it was a robust and well maintained system that tracked attendance and absenteeism in real time and had the capacity to track implementation and impact of EBPs.
- Districts and partners are also sharing that would be beneficial for MDE to build the capacity of and support district and school leaders to use their local data to track attendance data in real time to identify early warning signs, identify barriers, improve systems, and support the unique strengths of students and families in their communities.

# Thank you for your time

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