



Compulsory Education, Truancy, and Chronic Absenteeism

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Chronic Absenteeism Impacts Student Achievement

- Poor attendance can influence whether children read proficiently by the end of third grade or be held back.
- By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.

Source: Attendance Works



Identified Need



- Eliminating Barriers Task Force priority
- Lack of consistent definitions
- Consistent and reliable data aides in pinpointing supports needed
- LEA requested guidance regarding chronic absences that are unexcused

Why

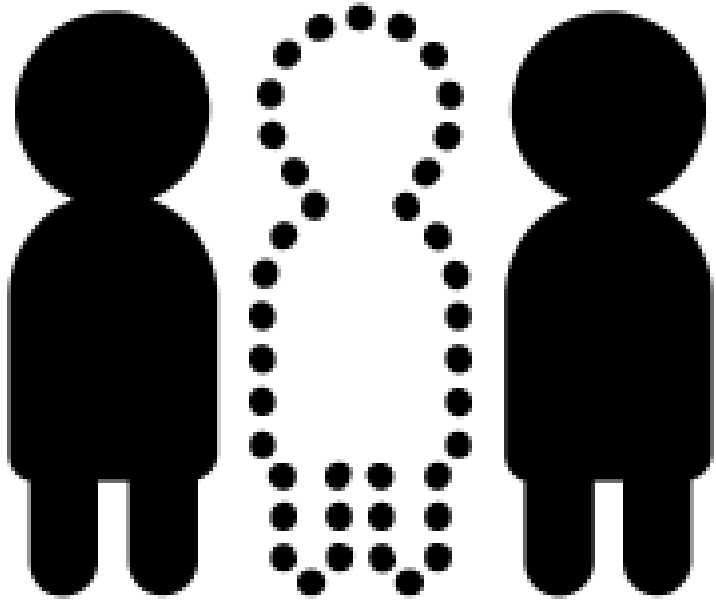


Standardize definitions to allow for accurate data across LEAs:

- Chronic absenteeism (currently undefined)
- Absence

Reframe consequences and policy requirements by grade level vs. age

Data Collection Points to Inform Future Policy



- Define three types of absences:
 - Excused
 - Unexcused*
 - Suspension/expulsion

**Only unexcused absences count towards truancy*

How: Refile 2019 HB 340, Chronic Absenteeism

Provide schools and districts with a uniform definition of absences in the context of truancy

Maintain the current ability of a school to track and define absences for other purposes

Provide clarity around which grade level requirements for attendance and truancy requirements apply*

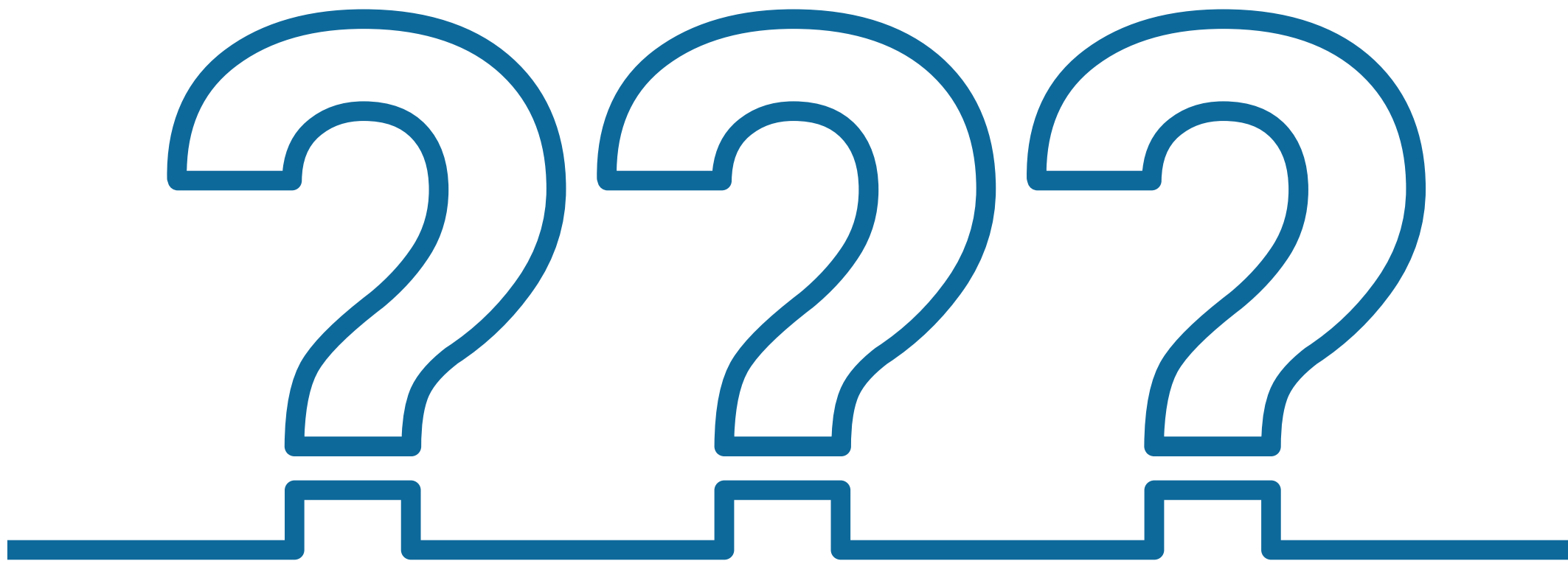
**Currently by age, is not consistent in code, provides confusion*



Legislation Outcomes

- Will not impact Average Daily Membership (Board Rule R277-419)
- Goal is to incentivize student to come to school, not to punish
- Maintains flexibility for LEAs to establish programs and policies
- Consistent and reliable data
- Data will be used to inform practice on absenteeism





Questions

