

6 COMPONENTS OF WHY

ALASKA SCHOOL ATTENDANCE MATTERS

01 ATTENDANCE & CHRONIC ABSENCE

WHY IT MATTERS

Attendance is a crucial issue in Alaska schools. During the 2022-2023 school year, 45% of students were chronically absent, meaning they missed more than 10% of the school year. Recognizing this challenge, the State Board of Education (SBOE) Chair asked:

WHAT CAN BE DONE TO ADDRESS CHRONIC ABSENTEEISM?

Starting as early as kindergarten, chronic absenteeism is a key indicator of future academic struggles.

Children who are chronically absent are more likely to:



Fall behind in reading by the end of third grade



Struggle in Middle School



Be at risk of not graduating High School on time

And they lose opportunities to:

- LEARN AND ENGAGE WITH CURRICULUM
- BUILD MEANINGFUL RELATIONSHIPS WITH PEERS & EDUCATORS
- DEVELOP MENTAL HEALTH AND OVERALL WELL-BEING
- ACCESS CRITICAL SCHOOL-BASED RESOURCES

02 CHRONIC ABSENCE VS. ATTENDANCE

WHAT'S THE DIFFERENCE?

CHRONIC ABSENCE

Chronic Absence acts as an early warning system. Identifying students who miss 10% or more of the school year—even intermittently—helps schools address academic risks proactively.

5x

STUDENTS MISSING 2-4 DAYS IN SEPTEMBER ARE FIVE TIMES MORE LIKELY TO BE CHRONICALLY ABSENT FOR THE REST OF THE YEAR.



MISSING JUST TWO DAYS PER MONTH EQUATES TO 10% OF THE SCHOOL YEAR—OR 18 TOTAL MISSED DAYS, WHICH IS NEARLY ONE MONTH OF LOST INSTRUCTION.

ATTENDANCE

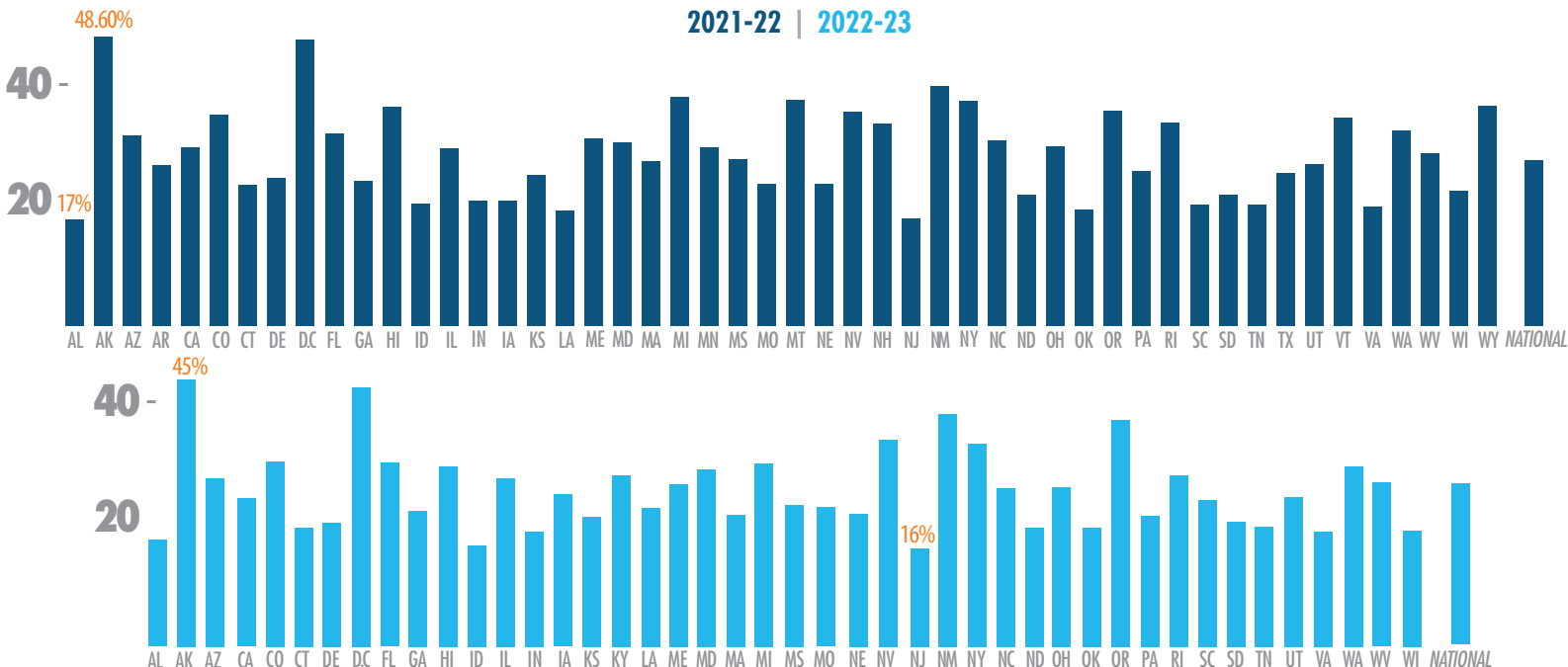
Attendance is a straightforward measure: the total days attended divided by the total days in session. For all schools, the goal is for students to attend at least 95% of school days.

To better understand and address the issue, the state in concert with school districts should analyze data on chronic absenteeism over the past five years, broken down by:

- DISTRICTS OR REGIONS
- GRADE LEVELS
- DEMOGRAPHICS (IF AVAILABLE)

NATIONAL CHRONIC ABSENTEEISM RATES

2021-22 | 2022-23



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03 WHY ARE STUDENTS ABSENT? *UNDERSTANDING THE ROOT CAUSE OF ABSENTEEISM IS CRITICAL*



COLLABORATE WITH DISTRICTS TO EXPLORE THE FACTORS DRIVING ABSENTEEISM IN THEIR SCHOOL COMMUNITIES



ENGAGE STUDENTS AND FAMILIES AS ACTIVE PARTNERS IN DEVELOPING SOLUTIONS, RATHER THAN FRAMING THEM AS PART OF THE PROBLEM



ATTENDANCE

=



ENGAGEMENT
IN SCHOOL

=



STUDENT
LEARNING

**MISSED SCHOOL DAYS
DIRECTLY IMPACT STUDENT WELLNESS
AND ACADEMIC OUTCOMES**

04 ALASKA'S COMPULSORY ATTENDANCE LAWS

AS 14.30.010

AS 14.30.020

AS 14.30.030

WHEN ATTENDANCE COMPULSORY

VIOLATIONS

PREVENTION AND REDUCTION OF TRUANCY

05 WHAT CAN DEED DO TO SUPPORT SCHOOLS? *PROVIDE VALUABLE RESOURCES & PARTNERSHIPS TO COMBAT CHRONIC ABSENTEEISM*



Partner with education stakeholders to raise awareness of the issue



Leverage and align existing improvement systems



Expand Multi-Tiered Systems of Support (MTSS) to provide universal resources for all schools

06 EVIDENCE-BASED SOLUTIONS *HOW TO ADDRESS CHRONIC ABSENTEEISM EFFECTIVELY*

SHIFT ATTITUDES AND BELIEFS



Challenge outdated perspectives on absenteeism, (those shaped by the pandemic)

USE DATA FOR PROACTIVE SOLUTIONS



Monitor attendance trends closely & intervene early

BUILD CAPACITY WITH DISTRICT PARTNERS



Provide training, tools, & resources to support attendance initiatives

IMPLEMENT EVIDENCE-BASED STRATEGIES



Introduce programs that have proven to reduce absenteeism & foster student engagement

NEXT STEPS

01 | USE DISTRICT AND STATE-LEVEL DATA TO TAILOR INTERVENTIONS.

02 | DEVELOP AND ALIGN ACTIONABLE PLANS AND RESOURCES WITH CLEAR GOALS AND ACCOUNTABILITY.

03 | FOSTER COLLABORATION AMONG SCHOOLS, FAMILIES, AND COMMUNITY STAKEHOLDERS TO ENSURE THAT EVERY STUDENT HAS THE OPPORTUNITY TO SUCCEED.