

State Board of Education Attendance Report

Alaska Department of Education and Early Development

Dr. Deena Bishop, Commissioner

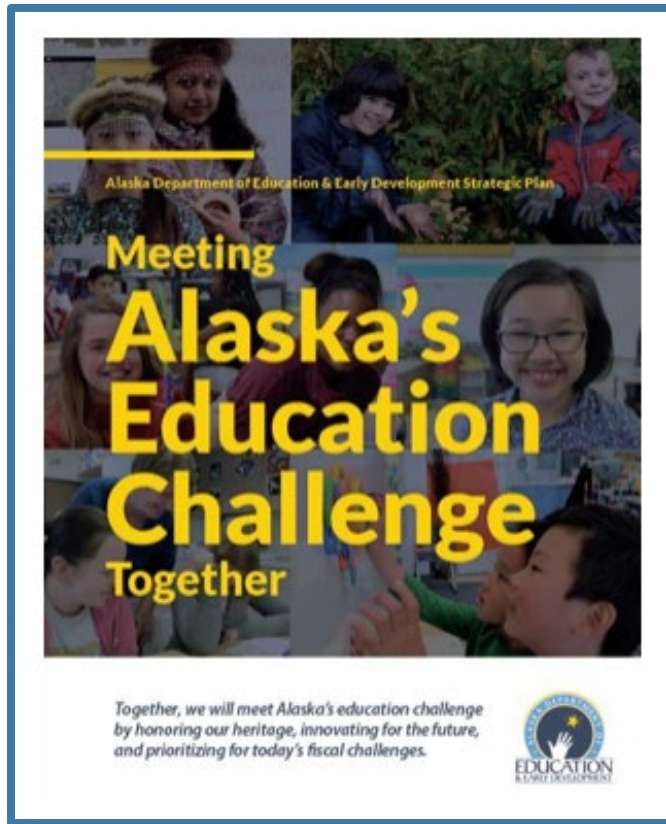
December 5, 2024



Mission, Vision, and Purpose

Mission	Vision	Purpose
An excellent education for every student every day.	All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them. - Alaska Statute 14.03.015	DEED exists to provide information, resources, and leadership to support an excellent education for every student every day.

Alaska's Education Challenge



Five Shared Strategic Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.

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?

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

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.

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.

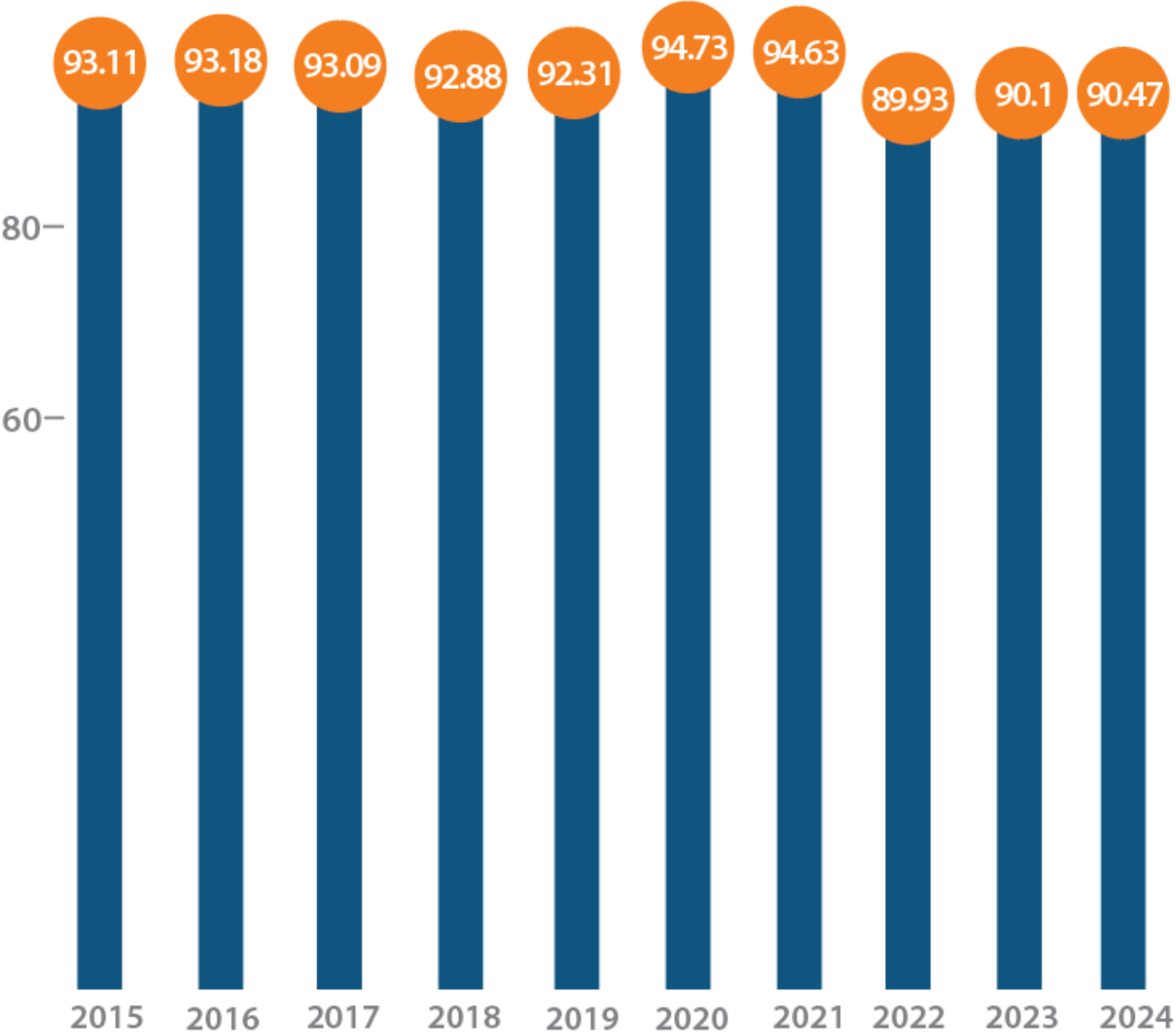


Students missing 2-4 days in September are five times more likely to be chronically absent for the rest of the year



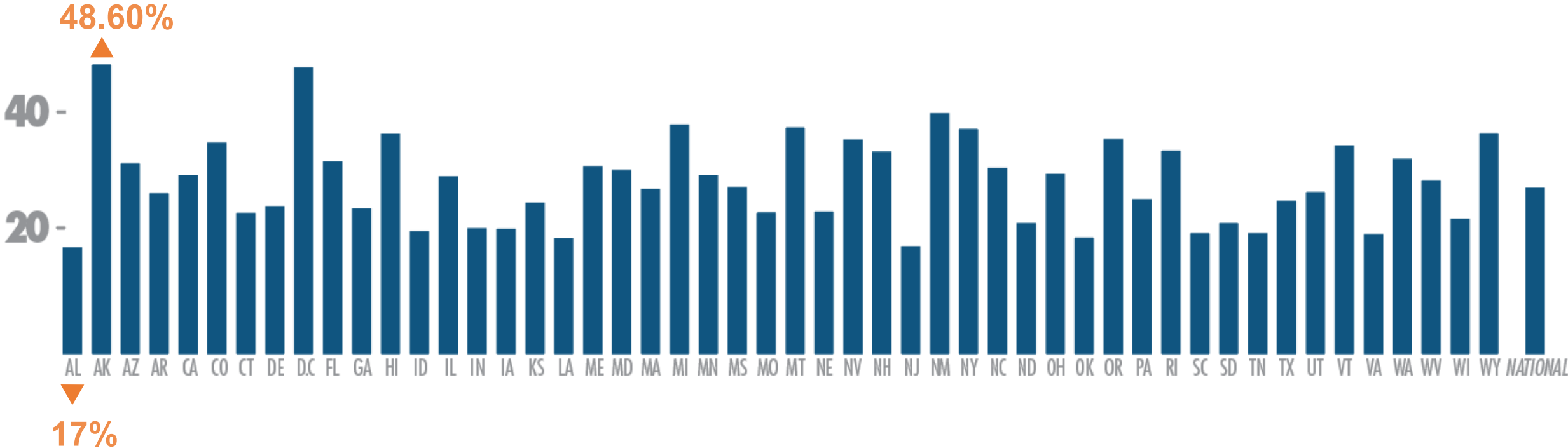
Missing just two days per month equates to 10% of the school year—or 18 total missed days, which is nearly one month of lost instruction

ALASKA STATE ATTENDANCE AVERAGE



NATIONAL CHRONIC ABSENTEEISM RATES

2021-22

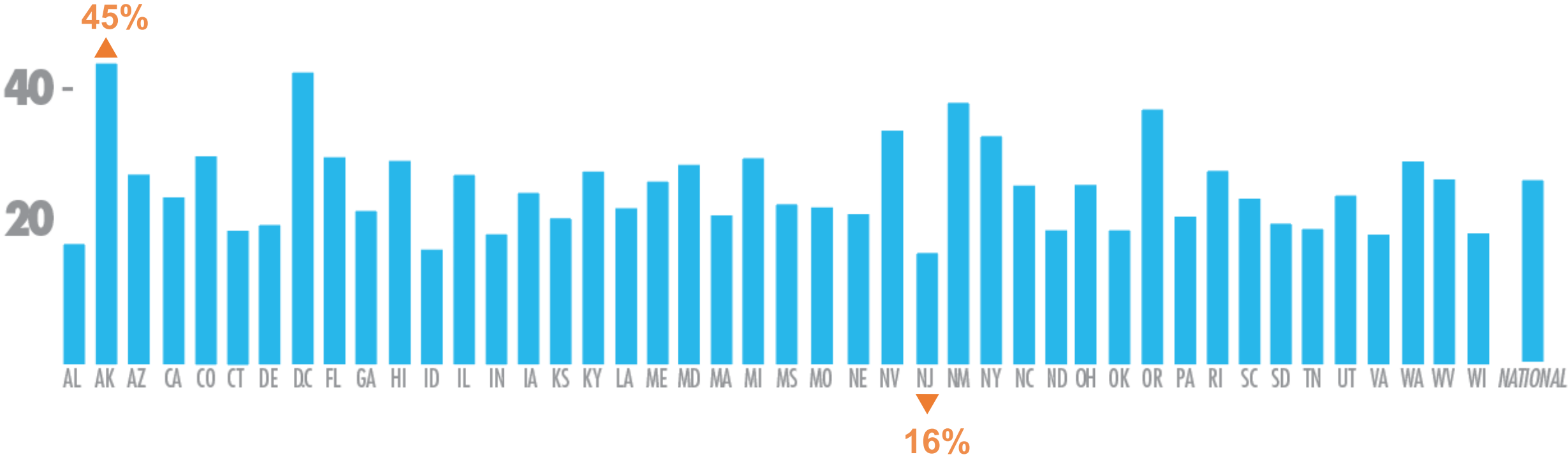


7 SchoolStatus (2024). Navigating Absenteeism in 2024: Insights & Trends. <https://www.schoolstatus.com/resource/download-navigating-absenteeism-in-2024-trends-and-insights#>



NATIONAL CHRONIC ABSENTEEISM RATES

2022-23



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

=

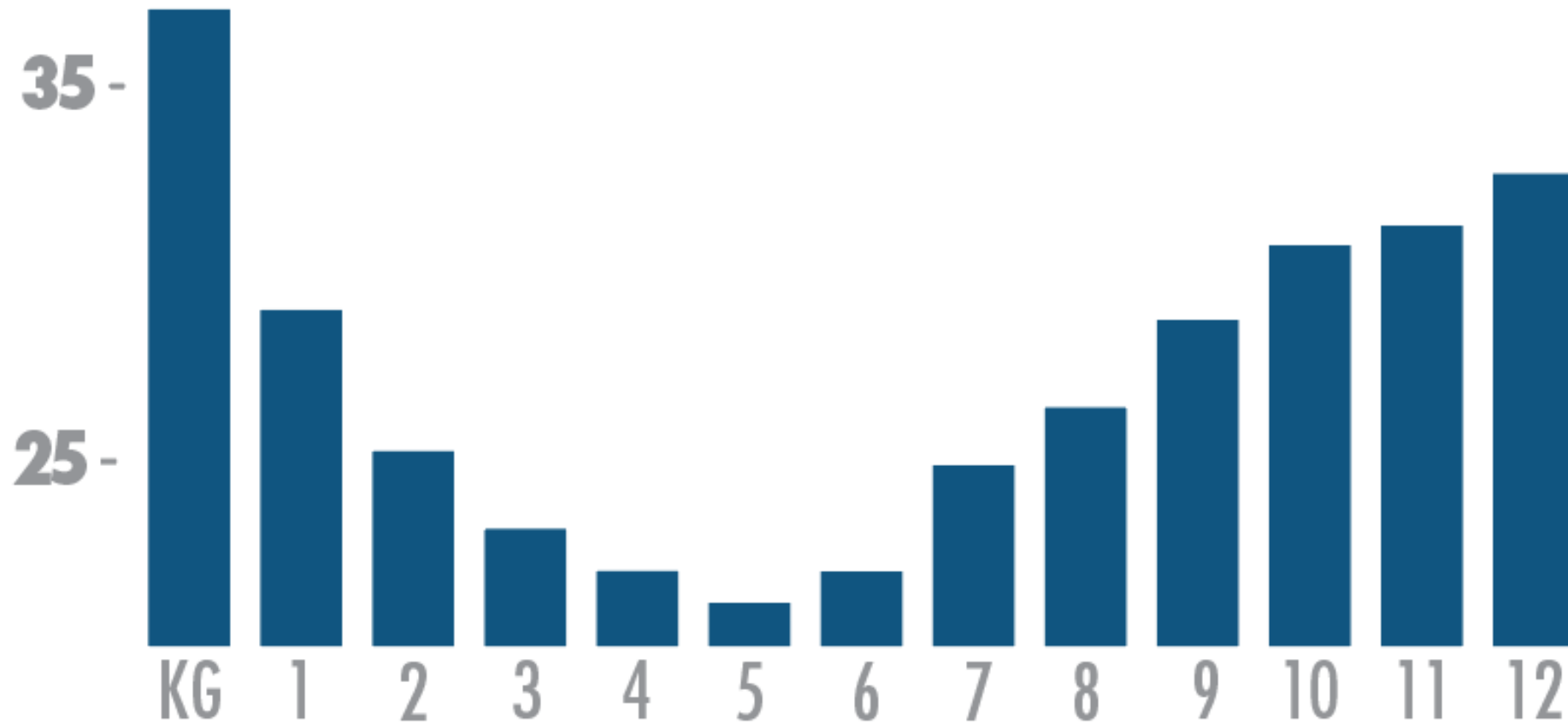


STUDENT
LEARNING

Missed school days directly impact student wellness and academic outcomes

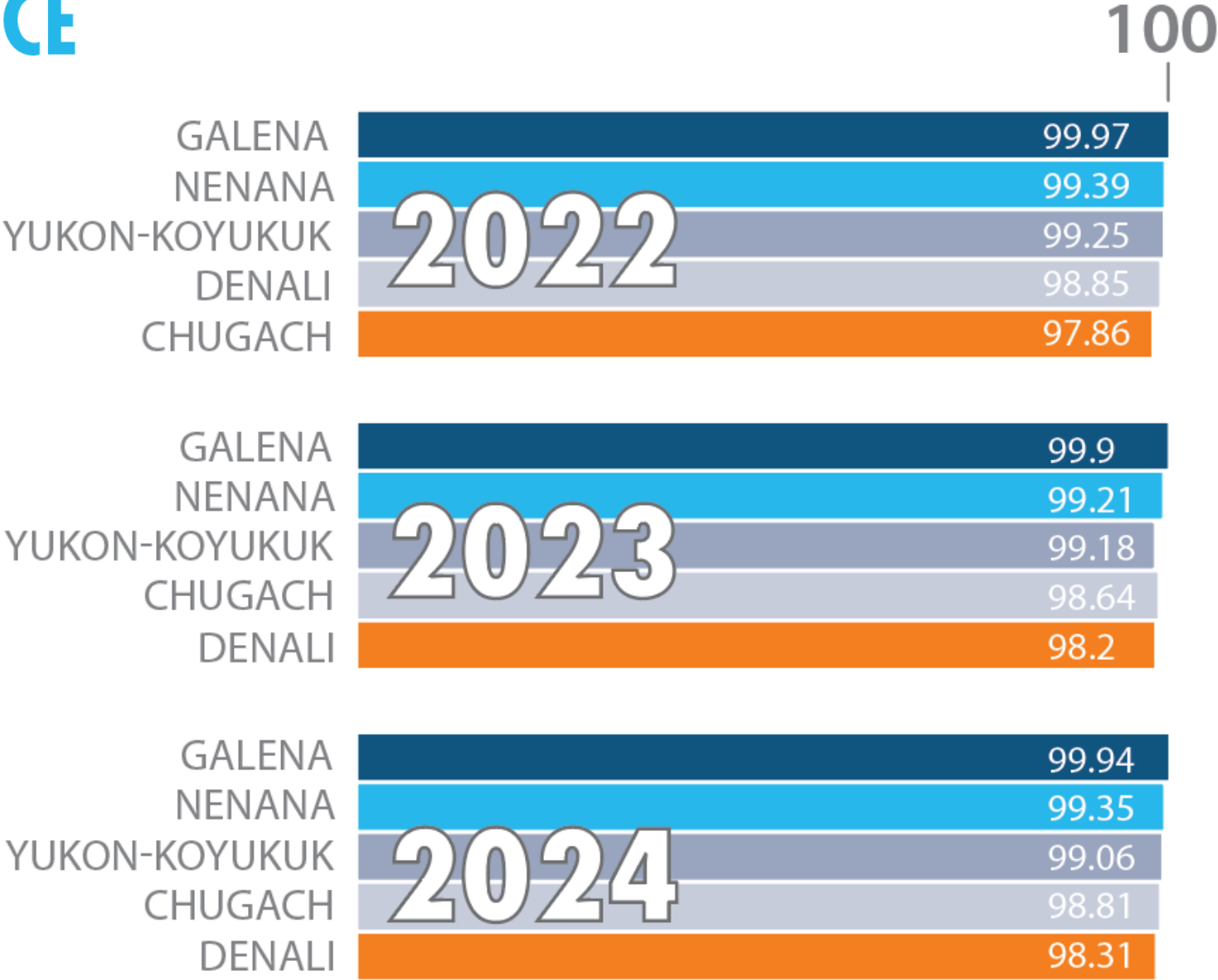
NATIONAL CHRONIC ABSENTEEISM BY GRADE LEVEL

2022-2023



DISTRICTS WITH THE HIGHEST ATTENDANCE

- 1
- 2
- 3
- 4
- 5



Our primary focus has been to raise the presence of positive messaging around attendance and improve attendance data collection and sharing. By reducing chronic absenteeism, we aim to work directly with families on hurdles to regular attendance.

– Dan Polta, Superintendent

DISTRICTS WITH THE LOWEST CHRONIC ABSENTEEISM

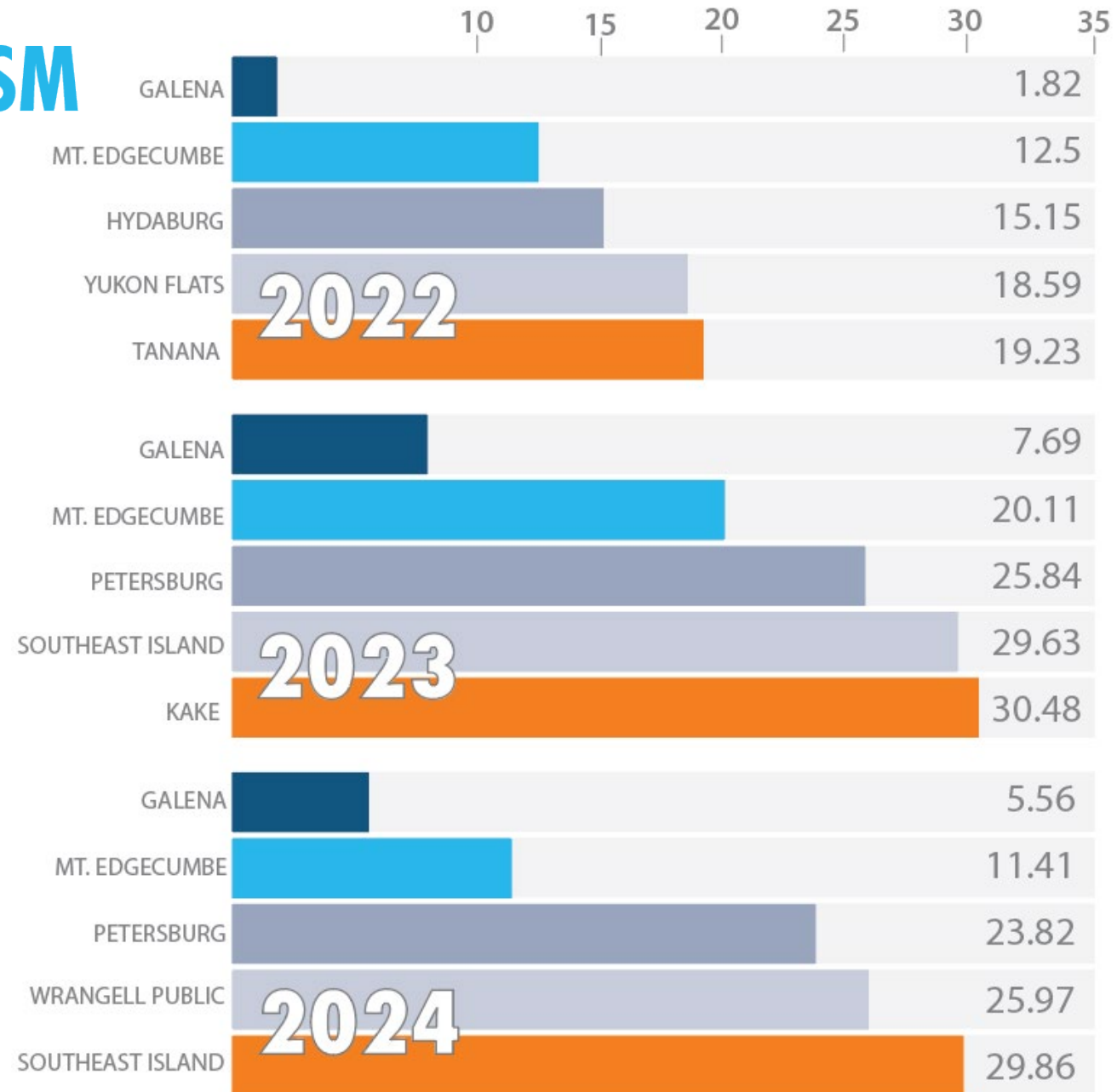
- 1
- 2
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This is a community-wide effort where the value of education has long been entrenched in the culture. The schools are truly the heart of the community, supported by agencies, tribes, and families working together to ensure student success.

Robyn Taylor | Superintendent

At Southeast Island School District, we have built a strong culture of care, connection, and support, where attending school is an expectation and a natural part of our community. Our small schools foster close relationships and meaningful learning experiences, making education relevant and inspiring for our students.

Rod Morrison | Superintendent



04 ALASKA'S COMPULSORY ATTENDANCE LAWS

AS 14.30.010

WHEN ATTENDANCE COMPULSORY

AS 14.30.020

VIOLATIONS

AS 14.30.030

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

EXAMPLE OF LEVERAGING EXISTING REQUIREMENTS

DEED School Support

- Comprehensive Support and Improvement (CSI) Schools
- Additional Targeted Support and Improvement (ATSI) Schools
- Alaska Reads Act – District Reading Intervention Plan (DRIP)

WHAT CAN BE DONE TO ADDRESS CHRONIC ABSENTEEISM?

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



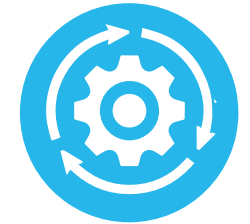
Monitor attendance trends closely & intervene early

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.

EXAMPLES OF ACTIONABLE PLANS & ACTIVITIES

- Align School Improvement Plans
- DEED Develop Communication Plan & Awareness Campaign
- Create an Alaska Toolkit to support districts with Reduce Chronic Absence
- Provide training modules around absenteeism for districts to use with leadership; staff
- Develop Community Cafe module for districts to use regarding absenteeism at family/community engagement events
- Plan Alaska's version of Talk Tuesdays for regular support around absenteeism – Problems of Practice style
- Plan and deliver absenteeism-focused sessions at state principals' conference in October and all other relevant ongoing gathering points for education leaders in Alaska

Contact Information

Kathy Moffitt, Division Director Innovation and Education Excellence
kathy.moffitt@alaska.gov
(907) 269-3700

Kelly Manning, Deputy Director Innovation and Education Excellence
kelly.manning@alaska.gov
(907) 465-8431

Deb Riddle, Division Operations Manager Innovation and Education Excellence
deborah.riddle@alaska.gov
(907) 465-2892

Dr. Deena Bishop, Commissioner Department of Education and Early Development
deed.commissioner@alaska.gov
(907) 465-2802

Stay Connected

Find us online:

- Our website: education.alaska.gov
- Facebook and Twitter: @AlaskaDEED

Give us a ring:

- Main line: 907 465 2800
- Teacher Certification: 907 465 2831