



NATIONAL INDIAN EDUCATION ASSOCIATION

**ASSOCIATION OF ALASKA SCHOOL BOARDS  
NOVEMBER 8, 2019**

**CHRONIC ABSENTEEISM FACTSHEET**

What Does ESSA Say About Chronic Absenteeism:

1. Information submitted by SEA and LEA: Chronic Absenteeism (including both excused and unexcused absents)
2. When carrying out in-service training schools must provide training addressing issues related to chronic absenteeism
3. "At-Risk" student definition includes chronic absenteeism

What Does Alaska ESSA State Plan Say About Chronic Absenteeism:

1. When implementing the accountability system, Alaska will implement two School Quality or Student Success indicators: chronic absenteeism and Grade 3 English language arts proficiency
2. A student is chronically absent when they miss at least ten percent of the days in which they were enrolled in school
3. The state will develop resources and strategies to support schools in reducing rates of chronic absenteeism
4. The state recognizes circumstances which may exacerbate the rates of chronic absenteeism: access to medical and dental care, participation in student activities, and cultural events. The state will advocate for districts to provide instruction for students during times away from school
5. The state will continue to review data and impact of this indicator for possible revisions in the future



### National Data:

1. Nationally, over six million students were chronically absent, representing 14% of all students:
  - a. African American – 17%
  - b. Hispanic – 14%
  - c. White – 12%
  - d. Asian – 7%
  - e. AI/AN – 22%
2. Highest rates of absenteeism occur at the pre-K/K level and high schools.

### Alaskan Data:

1. Statewide, there were over 33,600 chronically absent, representing 26% of all students.
2. Almost 2/3 of schools in Alaska have very high levels of kids missing so much school that they are academically at risk

### Potential Strategies:

1. Define “a day.” Set a standard of what constitutes a day of attendance so that chronic absenteeism rates can be compared across districts and schools.
2. Creating a clear definition of what counts as an absence; including a definition of partial-day absence and how it counts toward overall attendance
3. Create a method which allows for subsistence hunting and cultural events and not counted as an absence
4. Ensuring rates of absences are measured and patterns of chronic absences are addressed at all grade levels
5. Create a supportive school climate that promotes health and wellbeing
6. Implement an early warning system to identify students at greatest risk
7. Utilize staffing structures to support students with a range of needs – trauma informed education
8. Partner with community entities to create wrap-around services