

# Chronic Absenteeism

## State Board of Education

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# What is Chronic Absenteeism?

The Nevada Department of Education (NDE) defines chronic absenteeism as students who are absent 10% or more of their enrolled school days.

A student is absent if they miss 50% or more of a school day.

$$\text{Student Attendance Rate} = \frac{\text{Student's Total Days of Attendance}}{\text{Student's Total Days of Membership}^*}$$

# Chronic Absenteeism vs. Truancy

## TRUANCY

Counts only unexcused absences.  
Emphasizes compliance with school rules.  
Relies on legal and administrative solutions.

**VS.**

## CHRONIC ABSENCE

Counts all absences: excused,  
unexcused, and suspensions.  
Emphasizes academic impact of missed days.  
Uses community-based, positive strategies.

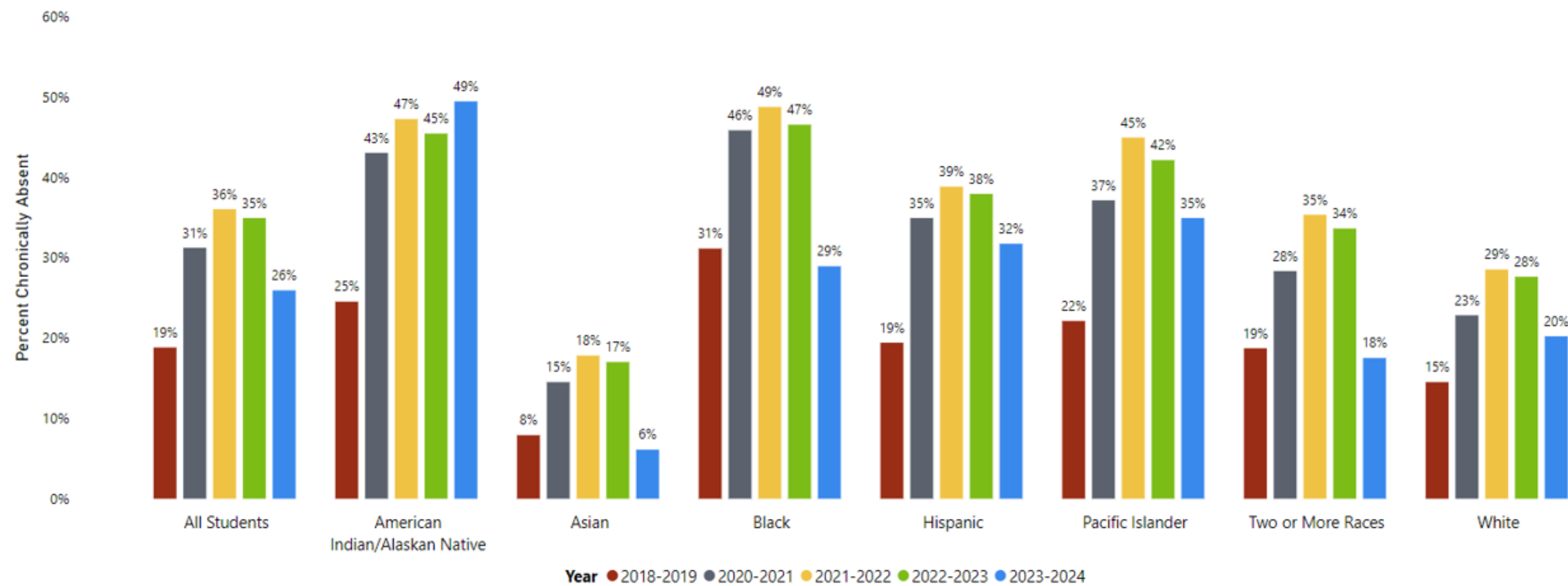
# Why Chronic Absenteeism

- Chronic Absence = Warning Light on a Car Dashboard
- Early intervention
- Address early or potentially pay much more later
- **Key is to ask why**



# Chronically Absent Rates for Ethnicities

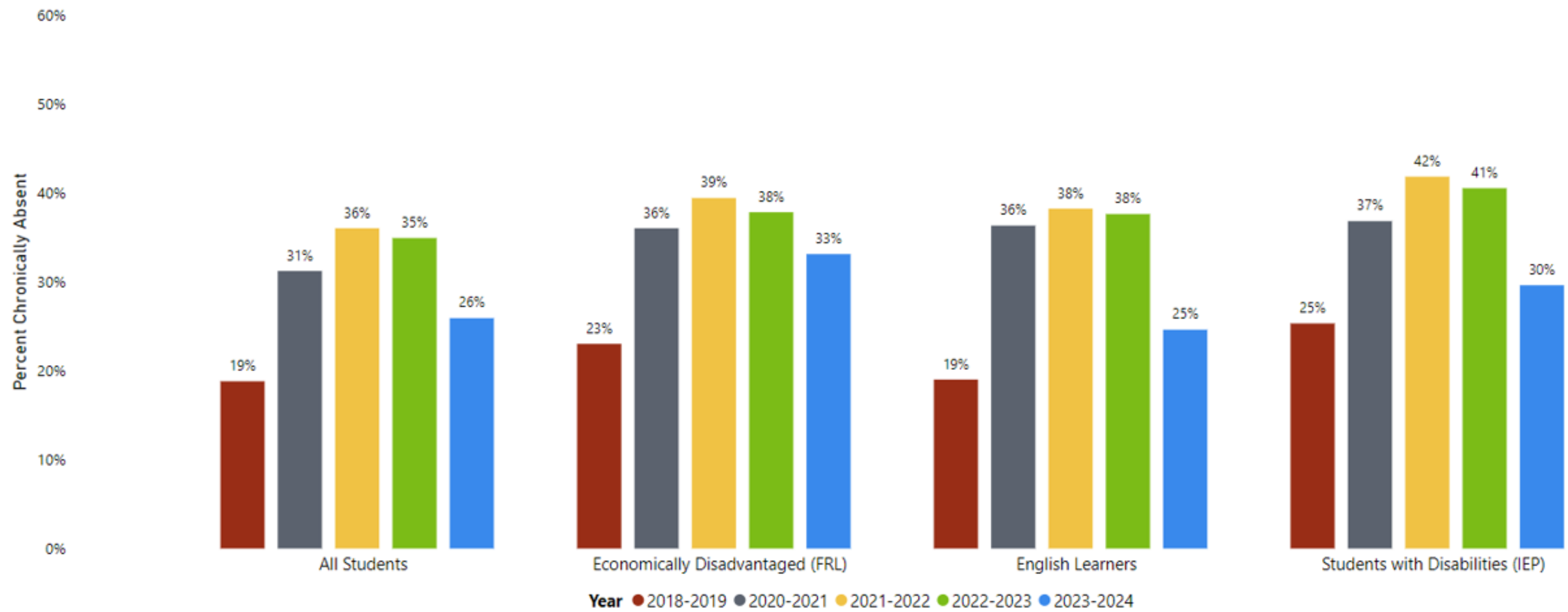
Chronic Absenteeism Rates for All Students and by Race/Ethnicity





# Chronically Absent Rates for Populations

Chronic Absenteeism Rates for All Students and by Economically Disadvantaged, English Learners, and Students with Disabilities



# Why Students are Chronically Absent

## Factors Contributing to Chronic Absence

| Barriers  | Negative School Experiences   | Lack of Engagement  | Misconceptions  |
|---|---|---|---|
| <ul style="list-style-type: none"><li>• Illness, both chronic and acute</li><li>• Lack of health, mental health, vision, or dental care</li><li>• Trauma</li><li>• Unsafe path to/from school</li><li>• Poor Transportation</li><li>• Frequent moves or school changes</li><li>• Involvement with child welfare or juvenile justice systems</li></ul> | <ul style="list-style-type: none"><li>• Struggling academically or socially</li><li>• Bullying</li><li>• Suspensions and expulsions</li><li>• Negative attitudes of parents due to their own school experience</li><li>• Undiagnosed disability</li><li>• Lack of appropriate accommodations for disability</li></ul> | <ul style="list-style-type: none"><li>• Lack of culturally relevant, engaging instruction</li><li>• No meaningful relationships with adults in school</li><li>• Stronger ties with peers out of school than in school</li><li>• Unwelcoming school climate</li><li>• Failure to earn credits/no future plans</li><li>• Many teacher absences or long-term substitutes</li></ul> | <ul style="list-style-type: none"><li>• Absences are only a problem if they are unexcused</li><li>• Missing 2 days per month doesn't affect learning</li><li>• Sporadic absences aren't a problem</li><li>• Attendance only matters in the older grades</li></ul> |



# Engaged Partners and Bright Spots





# Policy Considerations

<https://www.attendanceworks.org/policy/policy-makers/>



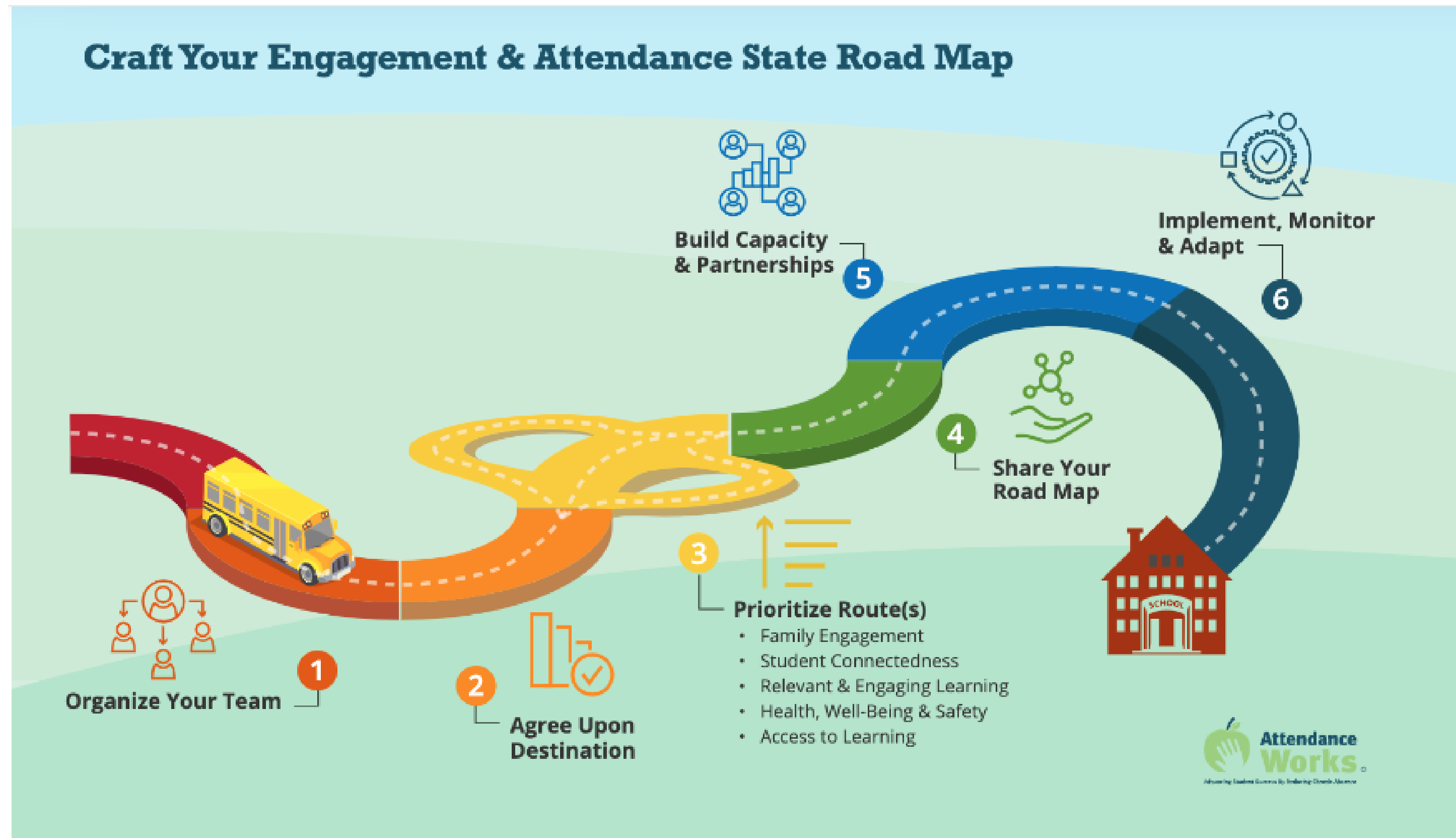
## Defining and Addressing Chronic Absence

- Chronic Absence Definition: Missing 10% or more of school (in-person, virtual, or blended).
- Longitudinal Tracking: Require state databases to track attendance from preschool using unique identifiers.
- Policy Priority: Make chronic absence a focus; identify contributing factors at the district level.
- Legislative Action: Standardize definitions, monitor data, and require action on high absenteeism.

## Promoting Equity and Awareness

- Resource Equity: Ensure equitable resources and funding for all students to meet performance standards.
- Learning Opportunity Metrics: Include contact, connectivity, participation, and relationships alongside chronic absence.
- Data Sharing: Collaborate across agencies to target interventions effectively.
- Public Awareness: Build consensus on addressing chronic absence as a community priority.

# Nevada joins the challenge to reduce chronic absence by 50% in 5



# Recommendation—A whole student systems approach

## Nevada's MTSS Core Elements





# Continued Supports

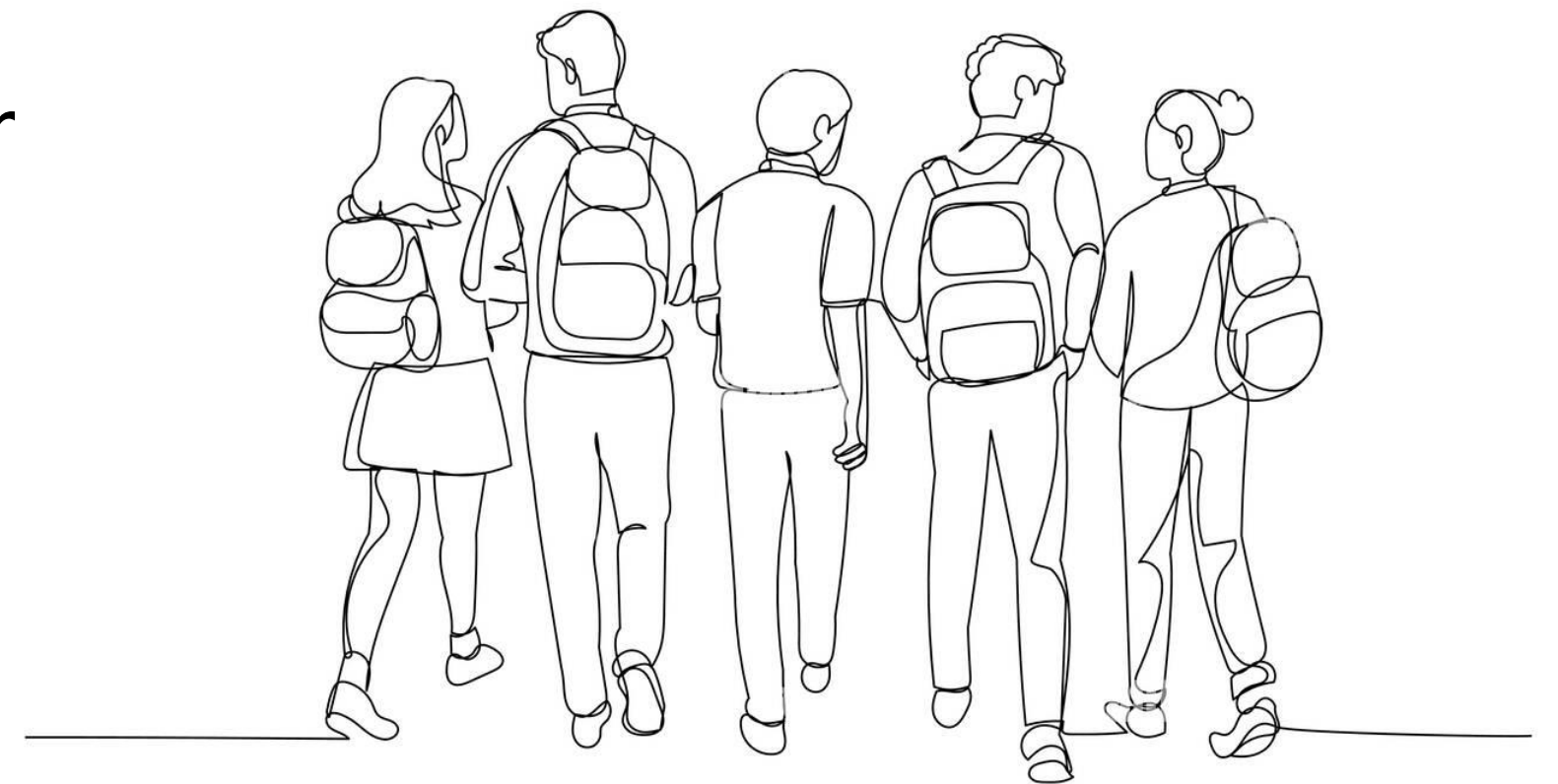
| TIER 1 TRAINING SERIES  | TIER 2 TRAINING SERIES  | TIER 3 TRAINING SERIES   | COACHING SERIES   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>Initial Workshop: Tier 1 Universal Strategies (2 days)</li> <li>PD #1: School-Wide Data-Based Decision-Making (full day)</li> <li>PD #2 Classroom Systems &amp; Supports (full day)</li> <li>PD #3 Data- Based Tier 1 Enhancement in MTSS (full day)</li> <li>PD #4: Disproportionality &amp; Sustainability (full day)</li> </ul> | <ul style="list-style-type: none"> <li>Initial Workshop: Tier 2 Targeted Interventions (2 days)</li> <li>PD #1 Universal Screening and Tier 2 Intervention Selection (half day)</li> <li>PD #2: Progress Monitoring (half day)</li> <li>PD #3: Communication to Staff, Parents, and Community (half day)</li> <li>PD #4: Evaluating Efficacy &amp; Outcomes of Tier 2 Systems &amp; Social Validity (half day)</li> </ul> | <ul style="list-style-type: none"> <li>Initial Workshop: Tier 3 Intensive Supports (2 days)</li> <li>PD #1: Brief FBA/Competing Pathway (half day)</li> <li>PD #2: Comprehensive FBA/PTR (half day)</li> <li>PD #3: School-Based Wraparound: RENEW (half day)</li> <li>PD #4: Evaluating Efficacy &amp; Outcomes of Tier 3 (half day)</li> </ul> | <ul style="list-style-type: none"> <li>Initial Workshop: Coach Kick-Off (full day)</li> <li>PD #1: Ethics and Effective Spokesperson (full day)</li> <li>PD #2: Pre-Requisite Knowledge &amp; Experience (full day)</li> <li>PD #3 Systems Coaching (full day)</li> <li>PD #4: Implementation Science (half day)</li> </ul> |

# Increase School Connectedness

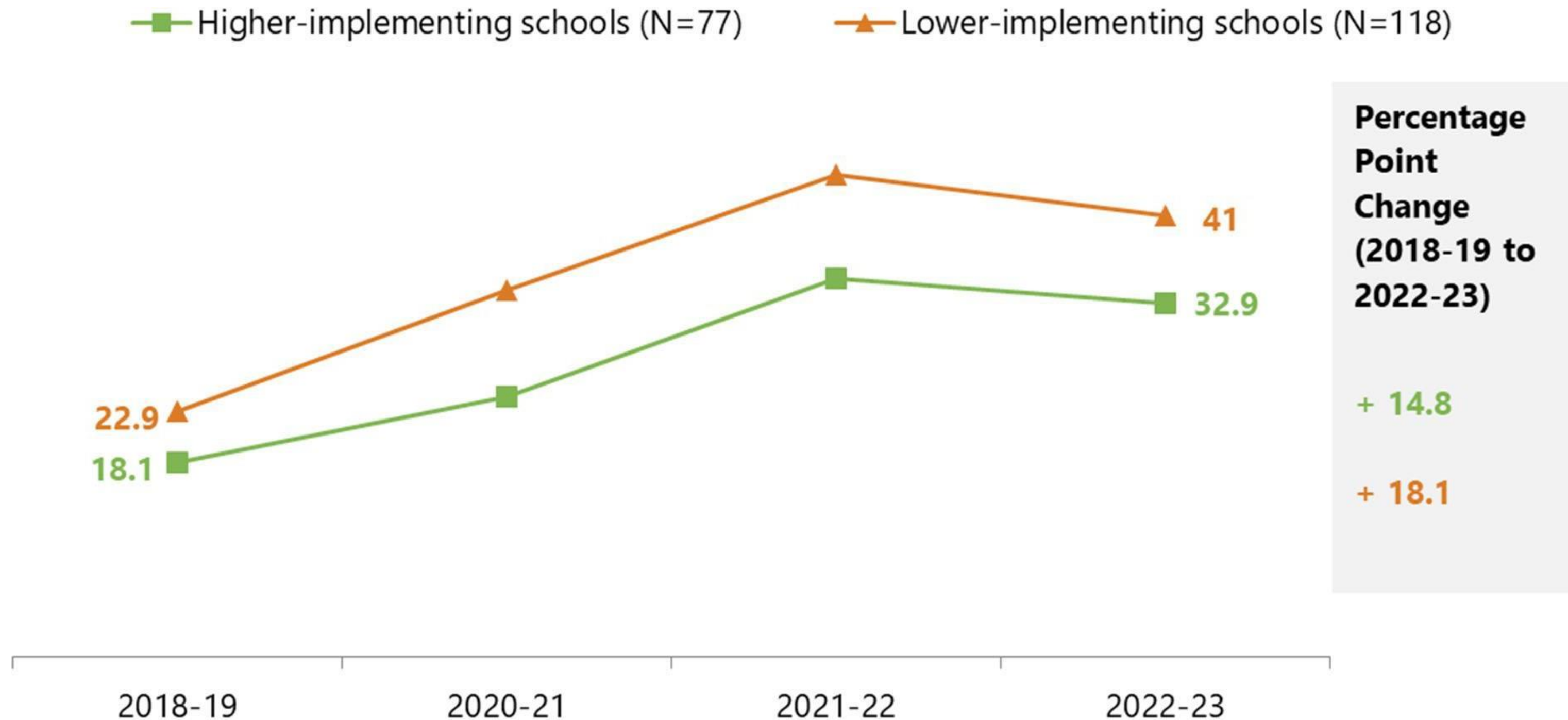
Students are connected to school when:

- They believe there is an adult at school who knows and cares about them
- They have a supportive peer group
- They are engaged in activities they find meaningful
- They feel welcome in school for who they are

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# NV MTSS trends in Chronic Absenteeism





# Thank you

*“Educating the mind without educating the heart is no education at all.” –Aristotle*

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