

# Chronic Absenteeism

## State Board of Education

January 14, 2026

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Office for a Safe and Respectful Learning Environment

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**NEVADA**  
Department of  
Education

# Overview of Chronic Absenteeism

1. Clarify Definitions & Requirements
2. Understand the Statewide Landscape
3. Connect Strategies to Impact

# Policy Landscape

# Current Policy Landscape

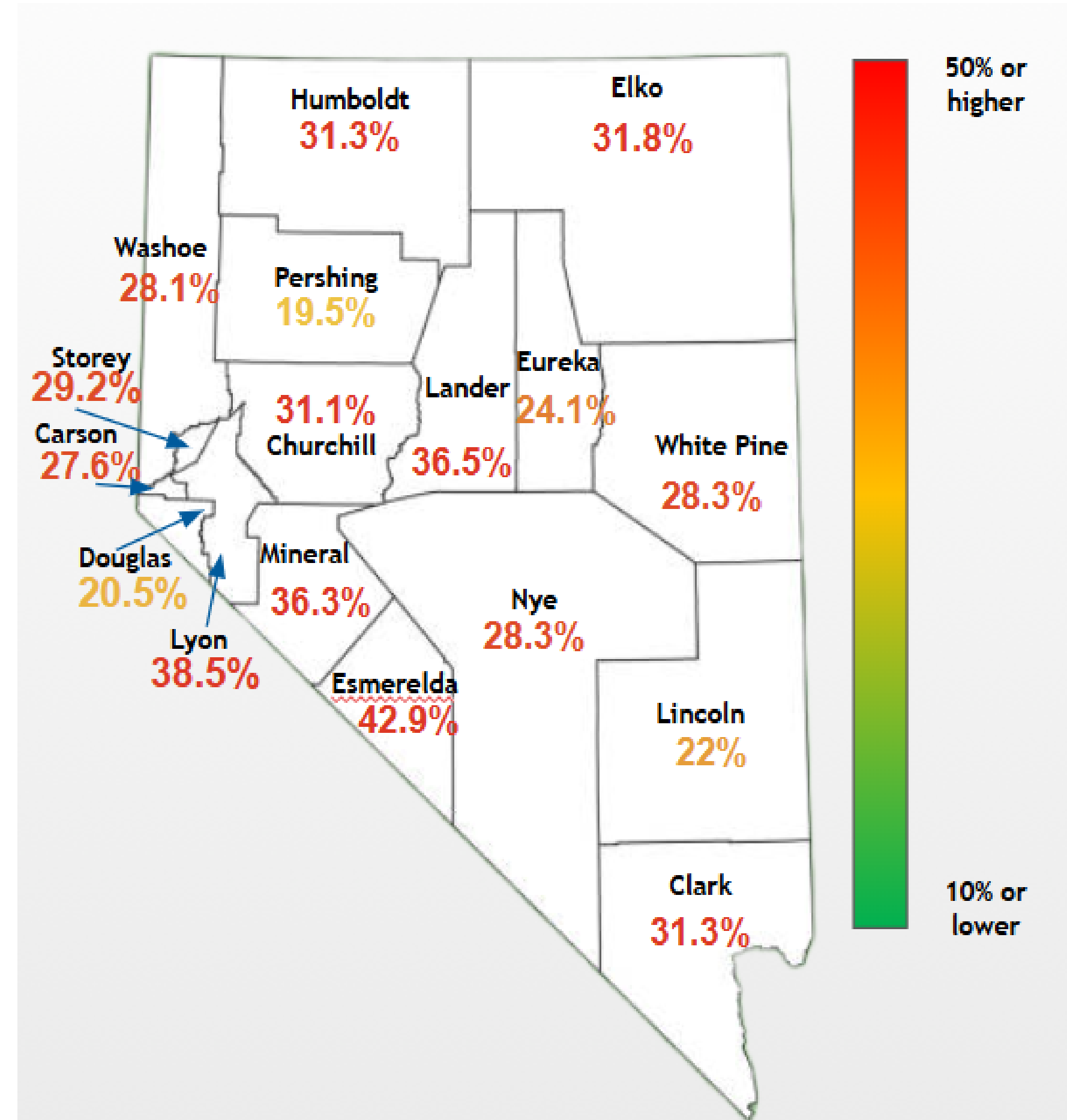
- **Chronic Absenteeism**--The Nevada Department of Education is required to adopt a regulatory definition of chronic absenteeism for accountability purposes.
- **Truancy**—Is defined in NRS and counts towards chronic absenteeism, but truancy triggers specific legal and administrative interventions at the local level.
- **Attendance**--The State Board of Education adopts regulations on uniform attendance reporting for funding purposes.
- School Districts are required to track all three metrics distinctively as they serve different administrative and accountability functions.

# Nevada's Definition of Chronic Absenteeism

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

The Nevada Department of Education (NDE) defines chronic absenteeism as missing 10% or more of enrolled school days or approximately 18 absences in a standard 180-day school year.

2024-2025: Nevada #12 Highest State



U.S. Department of Education, 2025  
Nevada Report Card 2025

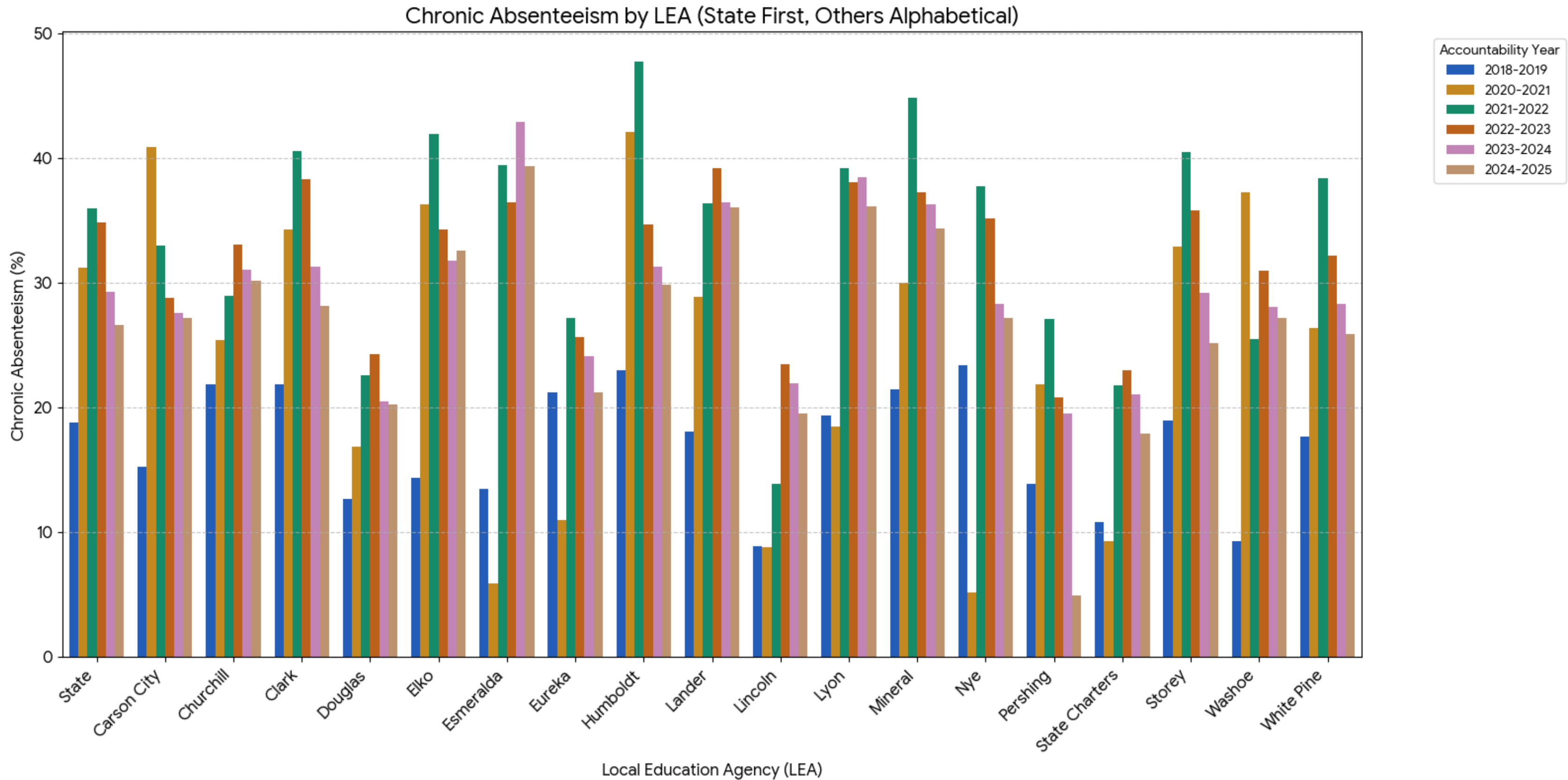


# Exceptions Added

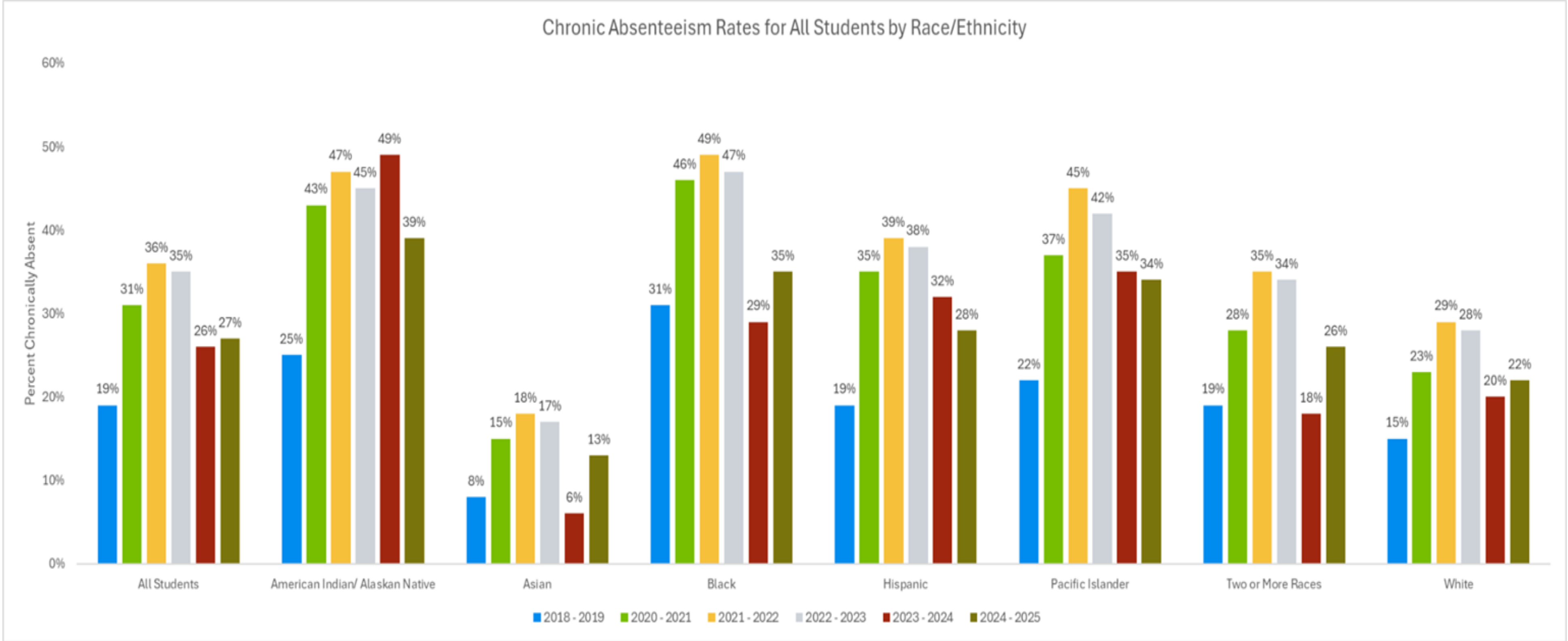
- **2023 Religious Observances:** Absences for approved religious holidays are legally protected under NRS 392.130 and shall not be deemed absences for purposes of statewide accountability reporting, report cards, or eligibility for attendance-based awards. [Memo for Religious Holiday Exemptions](#)
- **2021 Mental & Behavioral Health:** Absences excused due to a physical, mental, or behavioral health condition—when supported by documentation from a qualified professional—must not negatively affect a school’s accountability rating under NRS 392.050. [Memo for Health Exceptions](#)

# Data Overview

# Chronic Absenteeism Rates by LEA

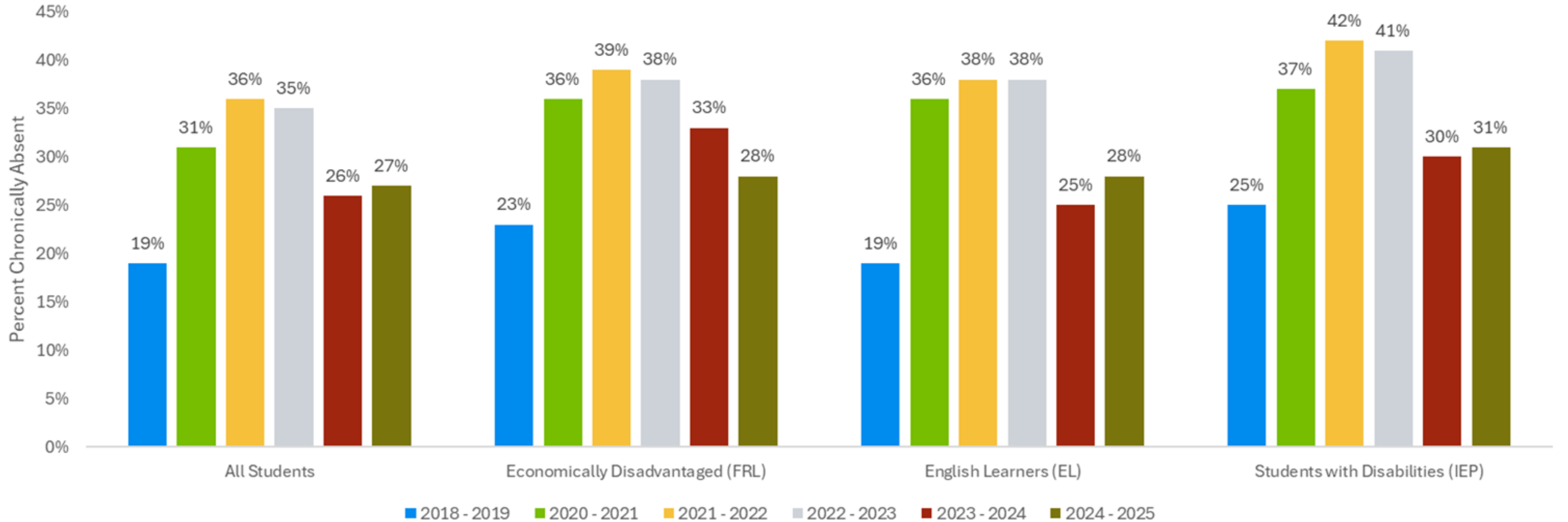


# Chronically Absent Rates Across Ethnicities



# Chronically Absent Rates Across Sub-Populations

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



# Why Students are Chronically Absent

## Factors Contributing to Chronic Absence

### Barriers

- Illness, both chronic and acute
- Lack of health, mental health, vision, or dental care
- Trauma
- Unsafe path to/from school
- Poor Transportation
- Frequent moves or school changes
- Involvement with child welfare or juvenile justice systems

### Negative School Experiences

- Struggling academically or socially
- Bullying
- Suspensions and expulsions
- Negative attitudes of parents due to their own school experience
- Undiagnosed disability
- Lack of appropriate accommodations for disability

### Lack of Engagement

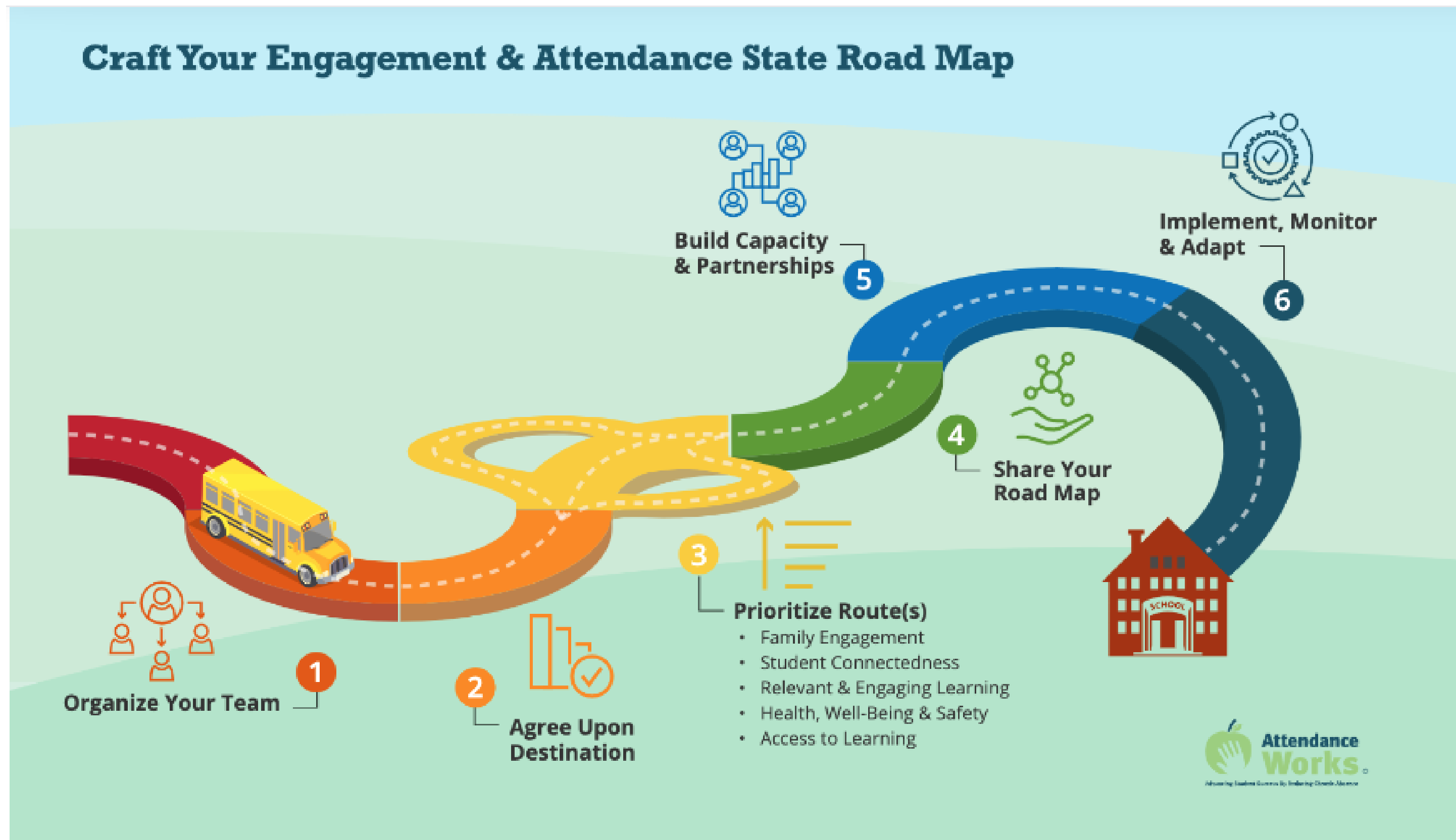
- Lack of culturally relevant, engaging instruction
- No meaningful relationships with adults in school
- Stronger ties with peers out of school than in school
- Unwelcoming school climate
- Failure to earn credits/no future plans
- Many teacher absences or long-term substitutes

### Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Sporadic absences aren't a problem
- Attendance only matters in the older grades

# Interventions/Supports

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



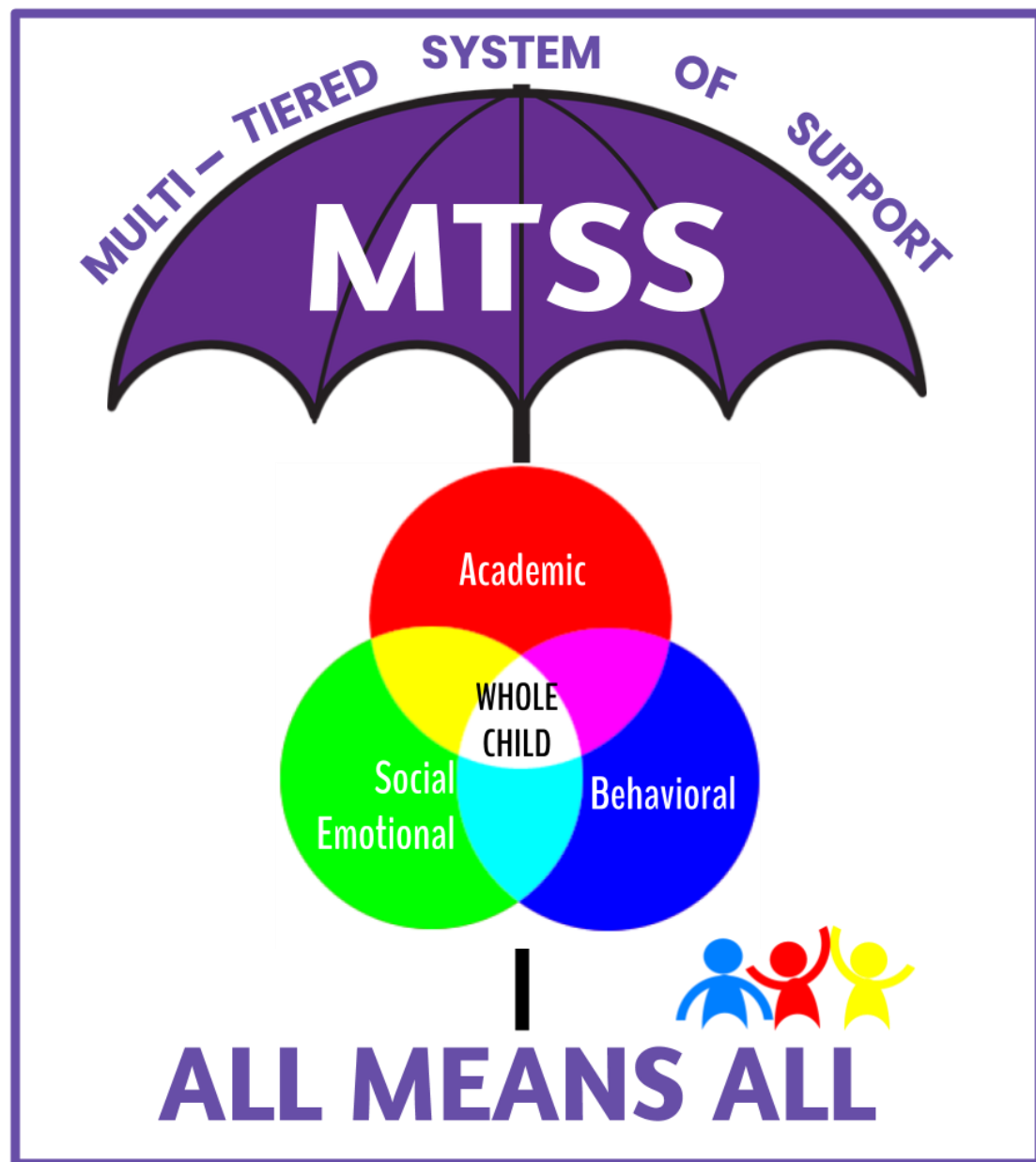
# Engaged Partners and Bright Spots

<u>NDE State Partners</u>	<u>Other State &amp; High Ed. Partners</u>	<u>Family &amp; Community Partnerships</u>	<u>Ongoing Workgroups</u>
<p><b>OSSS</b> - Office of Student and Schools Support</p>	<p>DHCFP - Division of Health Care Financing and Policy (Medicaid)</p>	<p>NV PEP</p>	<p>NDE's Internal Chronic absenteeism workgroup</p>
<p><b>OSRLE</b>- Office for a Safe and Respectful Learning Environment</p>	<p>University of Nevada, Reno (UNR) PBIS - MTSS team</p>	<p>Strengthen Our Community</p>	<p>50% Attendance Works Challenge</p>
<p><b>EDLiFE</b> - Office of Educator Development, Licensure, and Parental Involvement and Family Engagement</p>	<p>University of Nevada, Reno (UNR) Human Development &amp; Family Science</p>	<p>Education Alliance</p>	<p>Safer Communities Grant Workgroups (2)</p>
<p><b>OCSS</b> - Office of Comprehensive Student Services</p>	<p>University of Nevada, Las Vegas (UNLV)</p>	<p>Children's Cabinet</p>	<p>Nevada's Coalition to Address Personnel Shortages in Special Education and Related Services (NSHA)</p>
<p><b>OELD</b> - Office of Early Learning &amp; Development</p>	<p>Nevada State University (NSU)  Nevada Speech-Language-Hearing Association (NSHA)</p>	<p>Communities in Schools  Children's Mental Health Consortia - Rural, Washoe, and Clark</p>	<p>Thrive &amp; Sustain Initiative  Family Engagement Advisory Council (ACFFE)</p>



# Recommendation—A whole student systems approach

Nevada’s Multi-Tiered System of Support (MTSS) is a framework that helps schools support the whole child by combining academics, mental health, and social-emotional learning into one system. By working together, schools, families, and communities can create safe, healthy environments that keep students engaged, learning, and attending school.



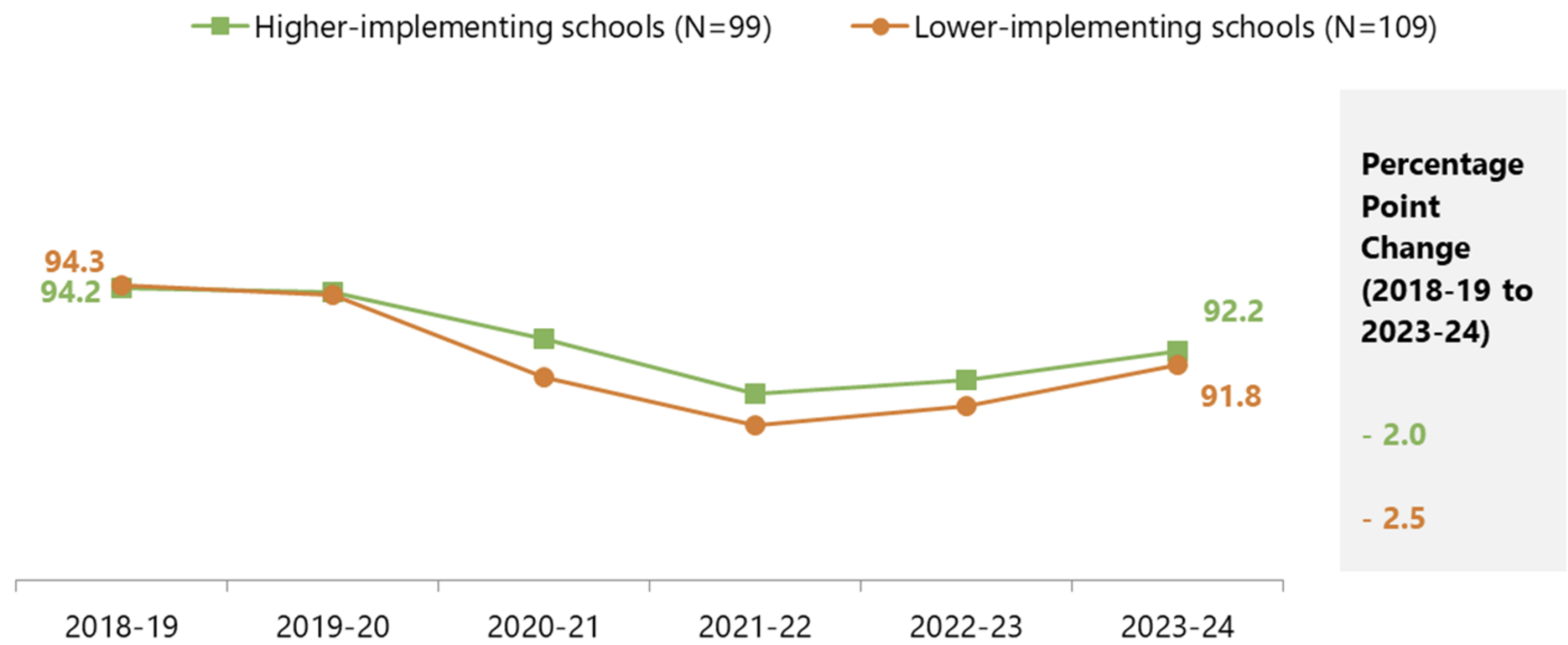
## Nevada’s MTSS Core Elements



# NV MTSS trends in Chronic Absenteeism

Trends in Average Daily Attendance Rates (Nevada State Report Card Data)\*

Figure 20. Trends in Average Daily Attendance (Nevada State Report Card Data)\*



# Solutions to Chronic Absenteeism in Washoe County School District

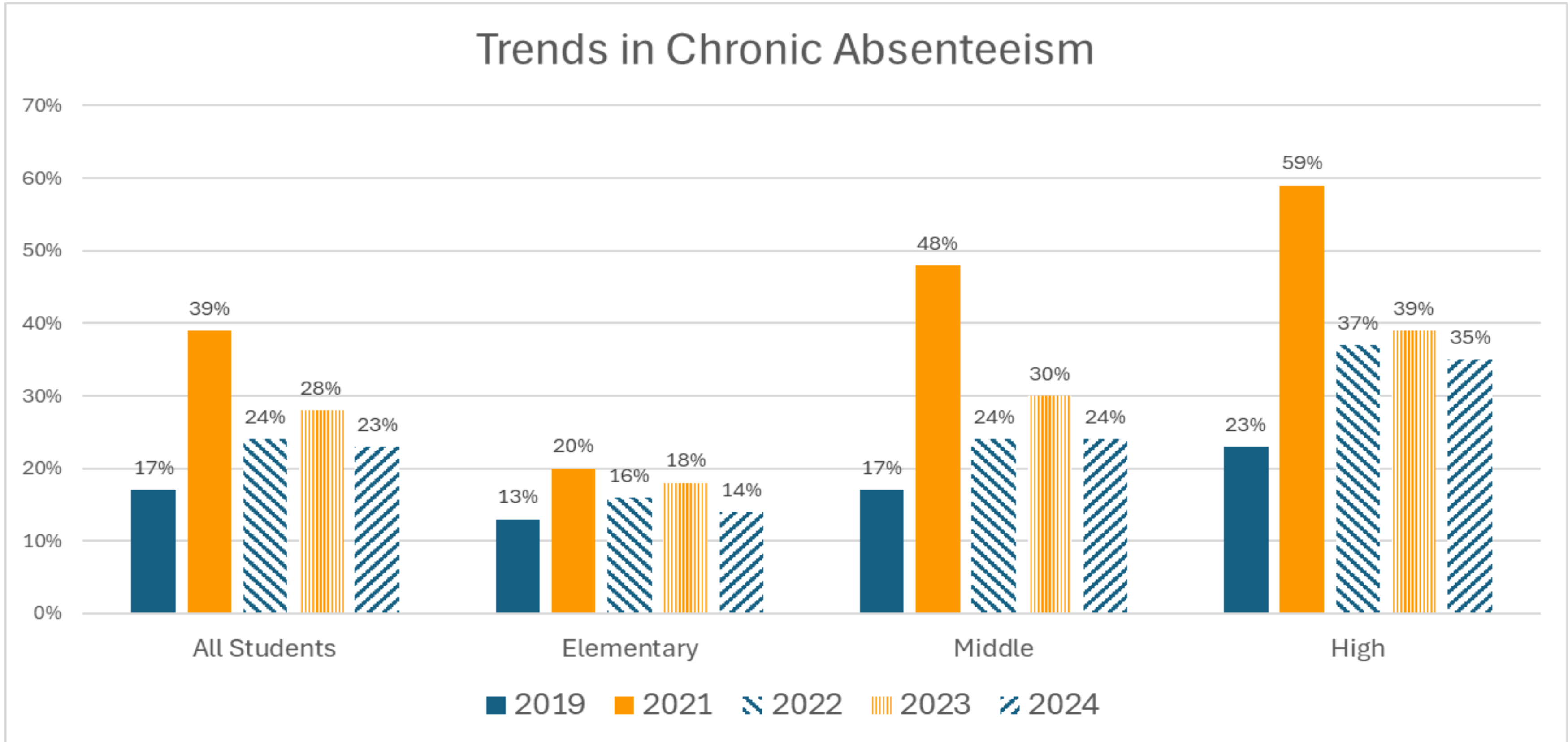
Nevada State Board of Education  
January 14, 2026

*Rechelle Murillo, Director of Intervention*  
*Paul LaMarca, Ph.D., Chief Student Services Officer*



# Framing the Problem

## Trends in Chronic Absenteeism



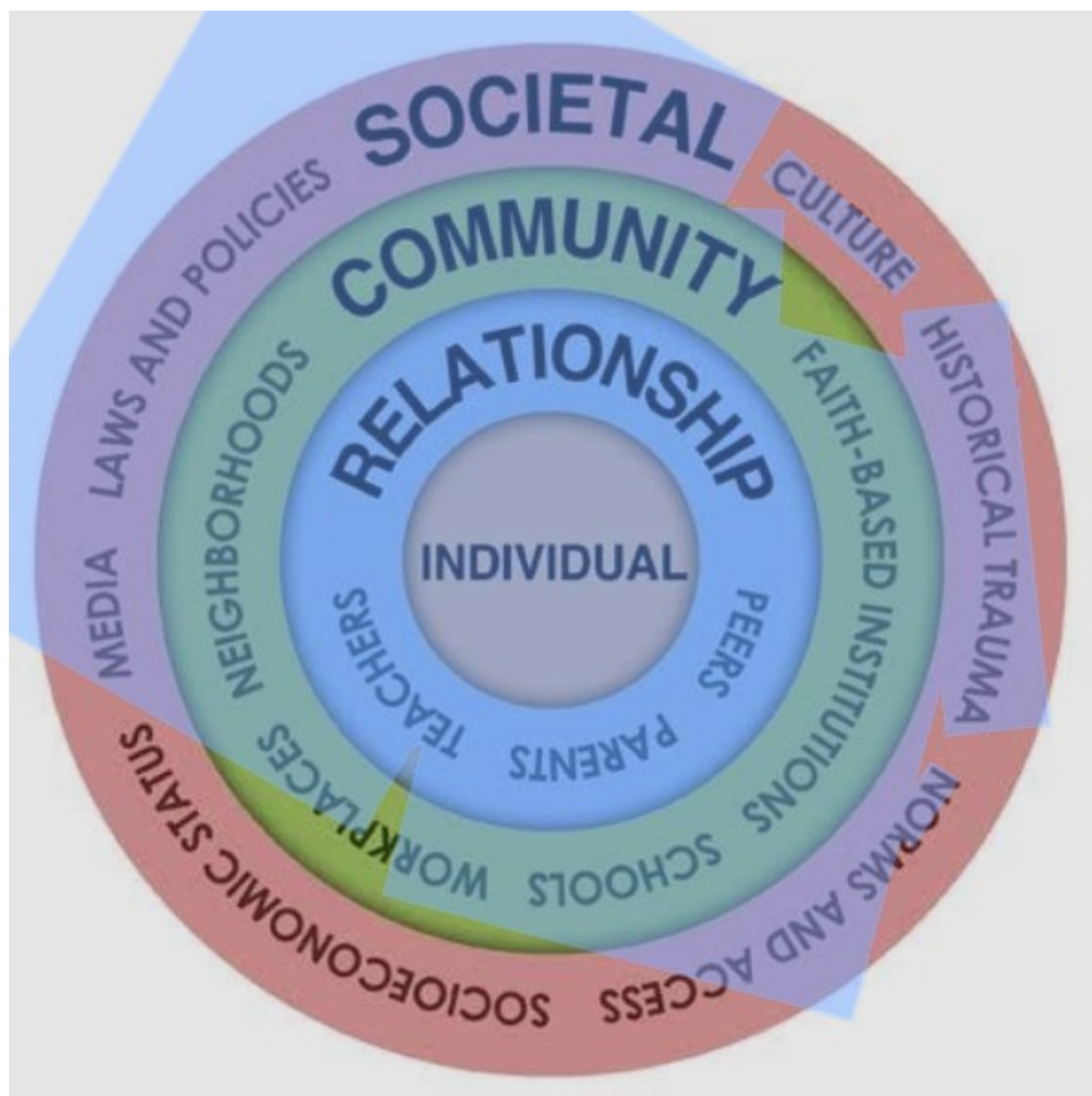
# Framing the Problem: Lost Instructional Time

- 180 school days and approximately 280 minutes of instruction per day
- In 2023, on average non-chronically absent students missed 6.8 school days
- By contrast, chronically absent students missed an average of 32.5 school days
- For every student we move off the chronically absent list, we regain approximately 25 days of instruction
- Districtwide, for every 1% drop in chronic absenteeism (e.g. 610 students), we are reclaiming approximately 15,250 days of instruction!!!

# School District Approaches

- Relationship Building (students and families)
- Attendance Officers
- Reengagement Efforts
- Professional Support
- Expansion of Athletics, Activities and Clubs
- Competitions and Incentives
- Identification of Barriers

# Community-School Interdependence: The Impact of Chronic Absenteeism



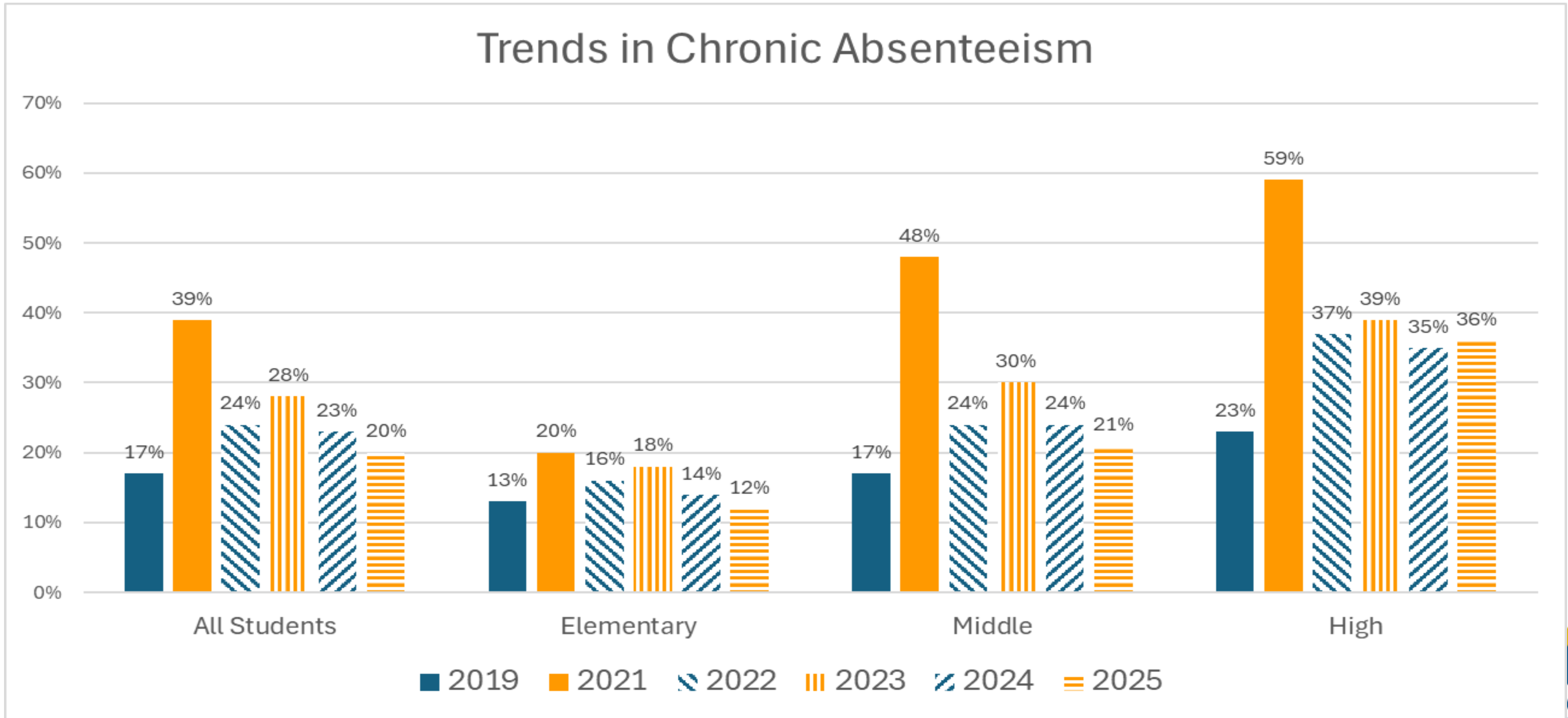
- The strength of our schools and the strength of our community are reciprocal.
  - Employers and Economic Development  
Work force shortages & talent scarcity
  - Our Tax Dollars  
Increases in poverty, need and crime which further stress our social services
  - Quality Instruction  
Discontinuity in teaching for all

# A Community Approach

- Strengthen Our Community (non-profit LLC) → With district administration, SOC began facilitating meetings with several non-profit groups and governmental agencies.
    - The “task force” collected data and then established 15 priorities. They further established above the line and below the line priorities
      - Stabilization and expansion of middle school support
      - Stabilization and expansion of Family Resource Centers
      - Innovative transportation solutions
      - Chronic absenteeism awareness campaign (community & family focused)
      - Expansion of early childhood programming
- 
- Partnerships to expand mental health and medical health supports
  - Teacher appreciation
  - Tutoring and other academic interventions

# Progress in 2024-25

## Trends in Chronic Absenteeism



# Continuing the Effort

- Working toward every child having a ***Trusted Adult*** in the school setting
- Strengthening and expanding community partnerships
- Developing a process and emphasizing the process of key transitions (kindergarten, grade 5-6, Grade 8-9)
- Exploring legislative and policy change affecting kindergarten, grades 11 and 12

# Milestones and Road Ahead

- **Collaboration Drives Impact**
- **Workforce Development & Professional Learning**
- **Sustainable Solutions Through Braided Funding**



# Thank you

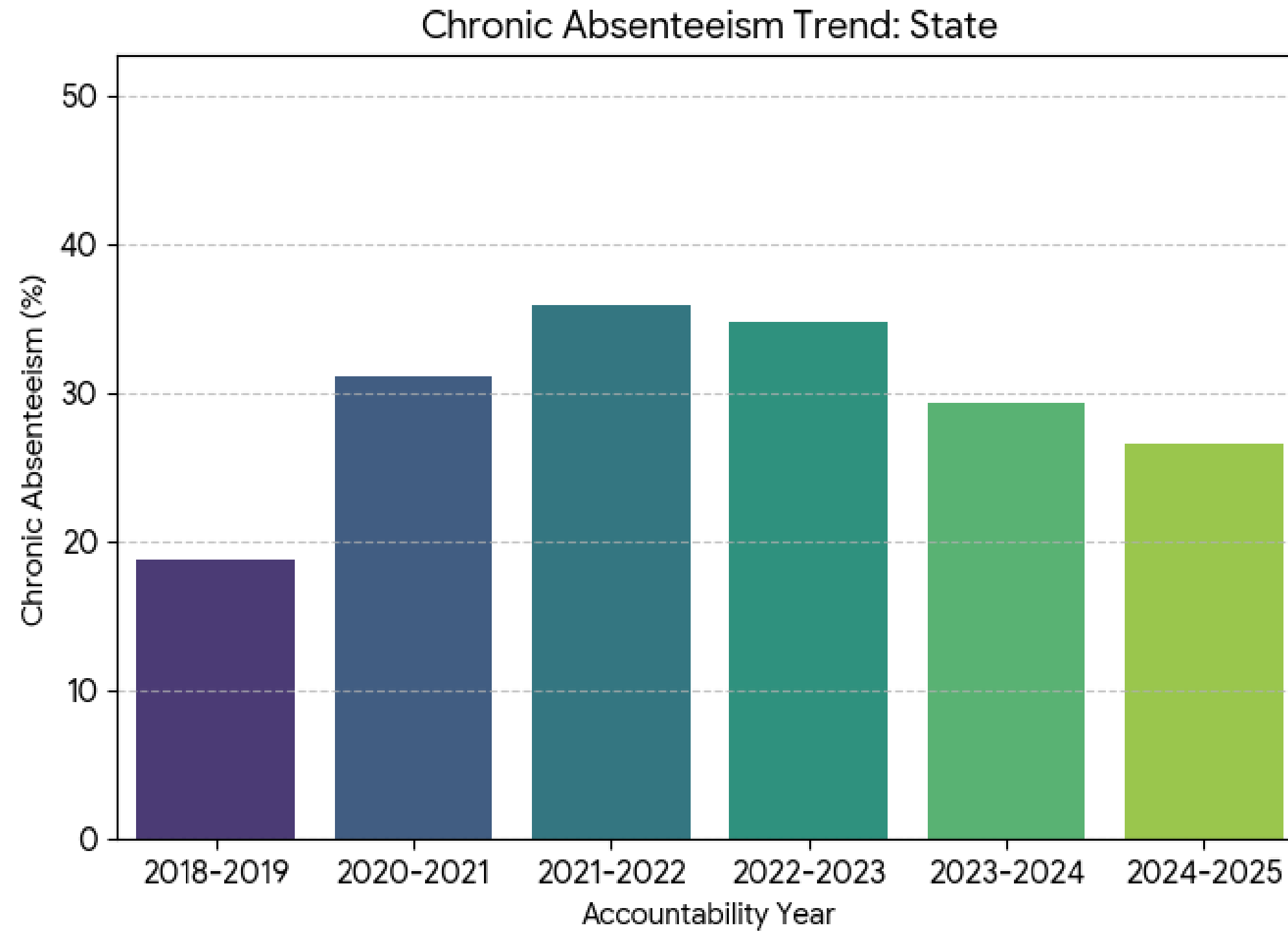
*“Educating the mind without educating the heart is no education at all.” –Aristotle*

For questions and contacts, please email  
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LaNesha Battle at [LaNesha.battle@doe.nv.gov](mailto:LaNesha.battle@doe.nv.gov)

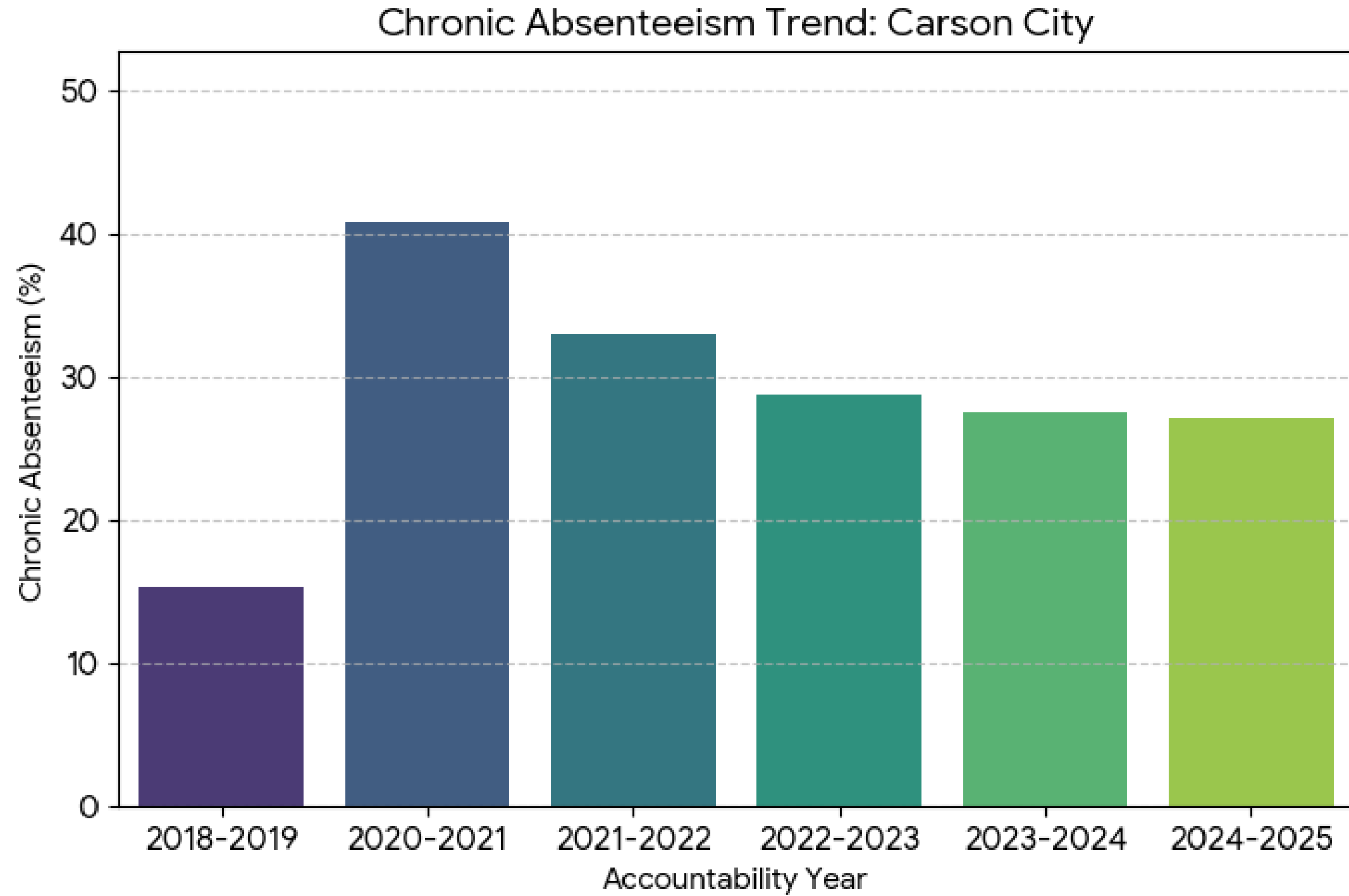


# Appendix

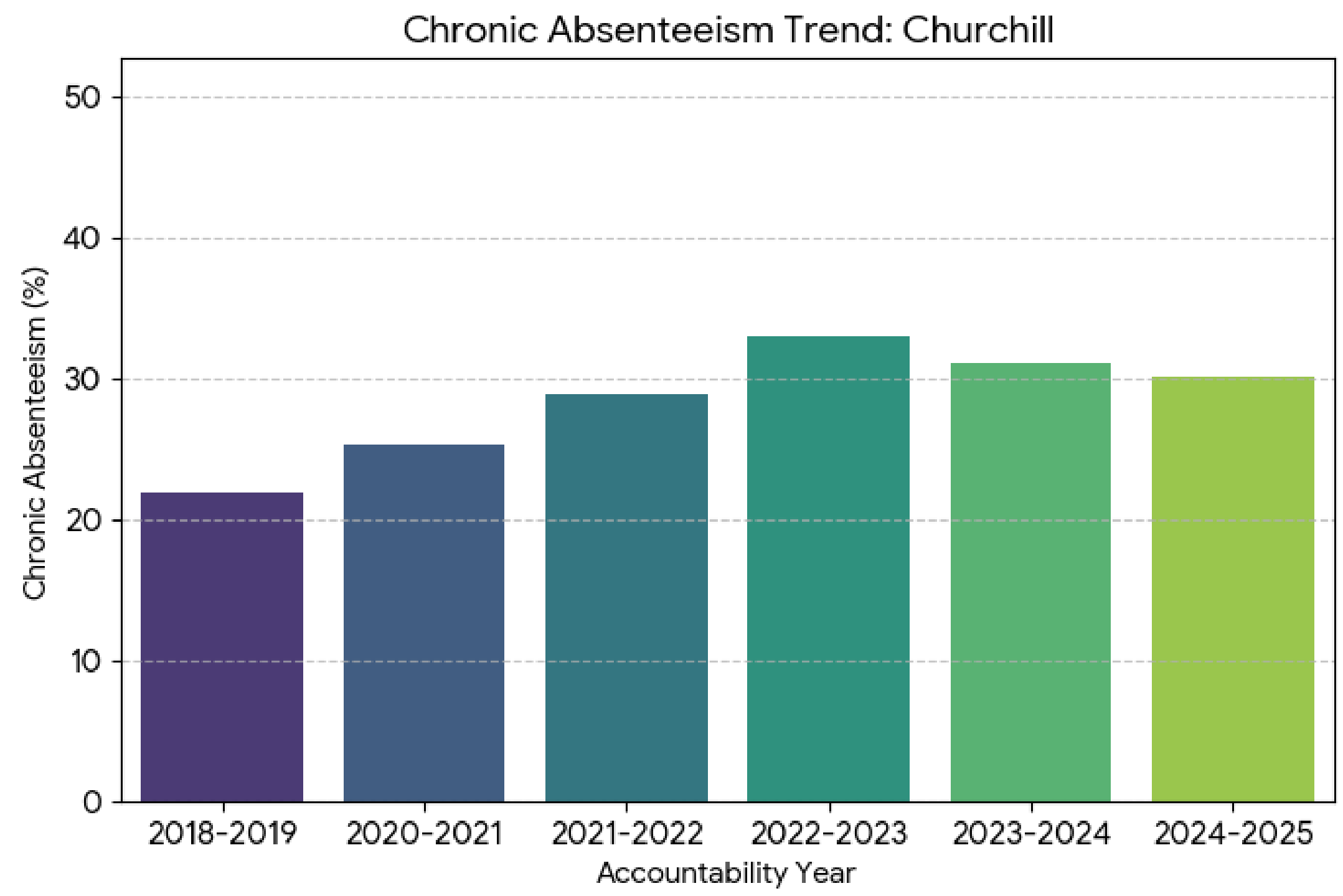


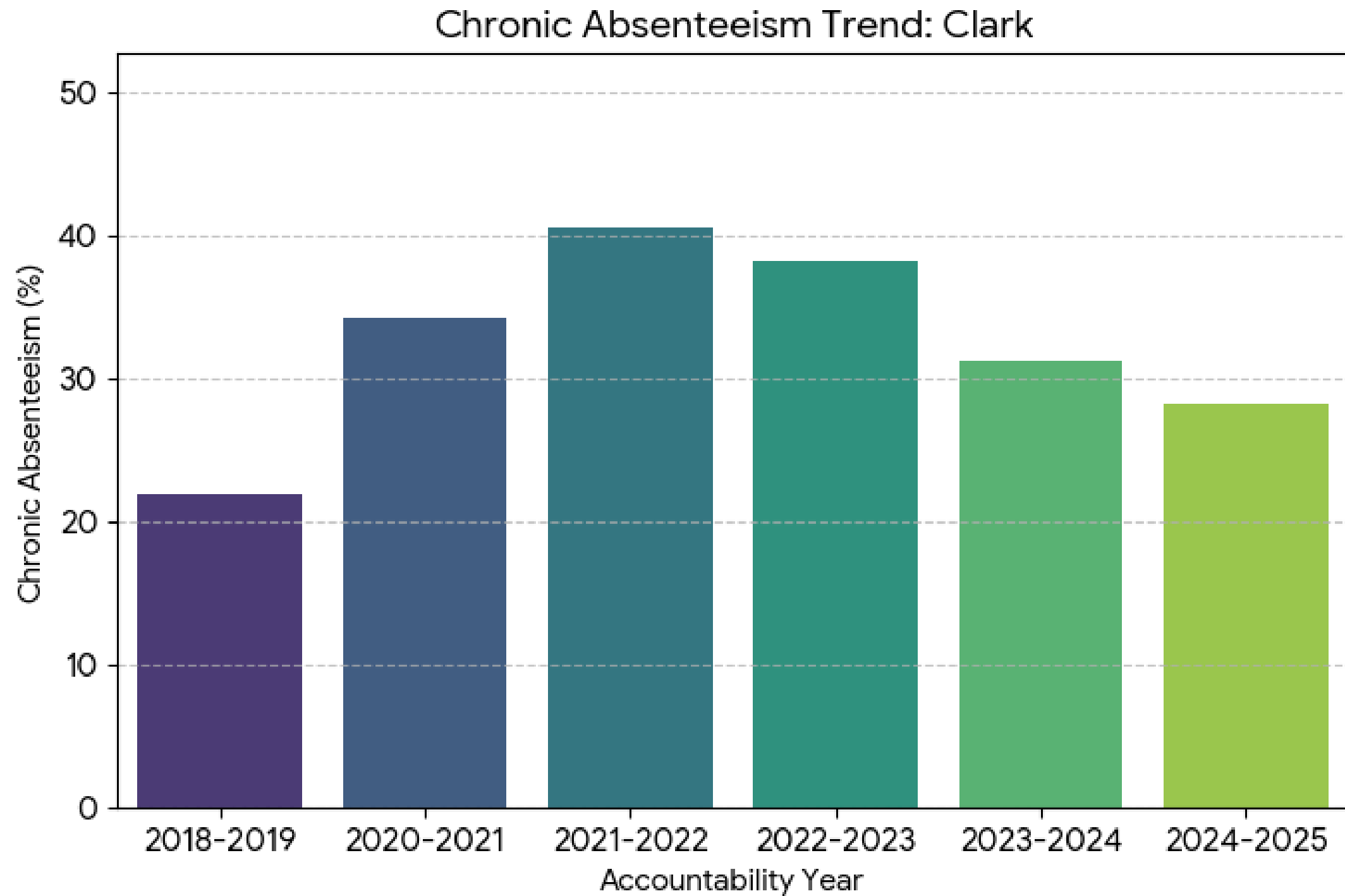


# Carson City School District



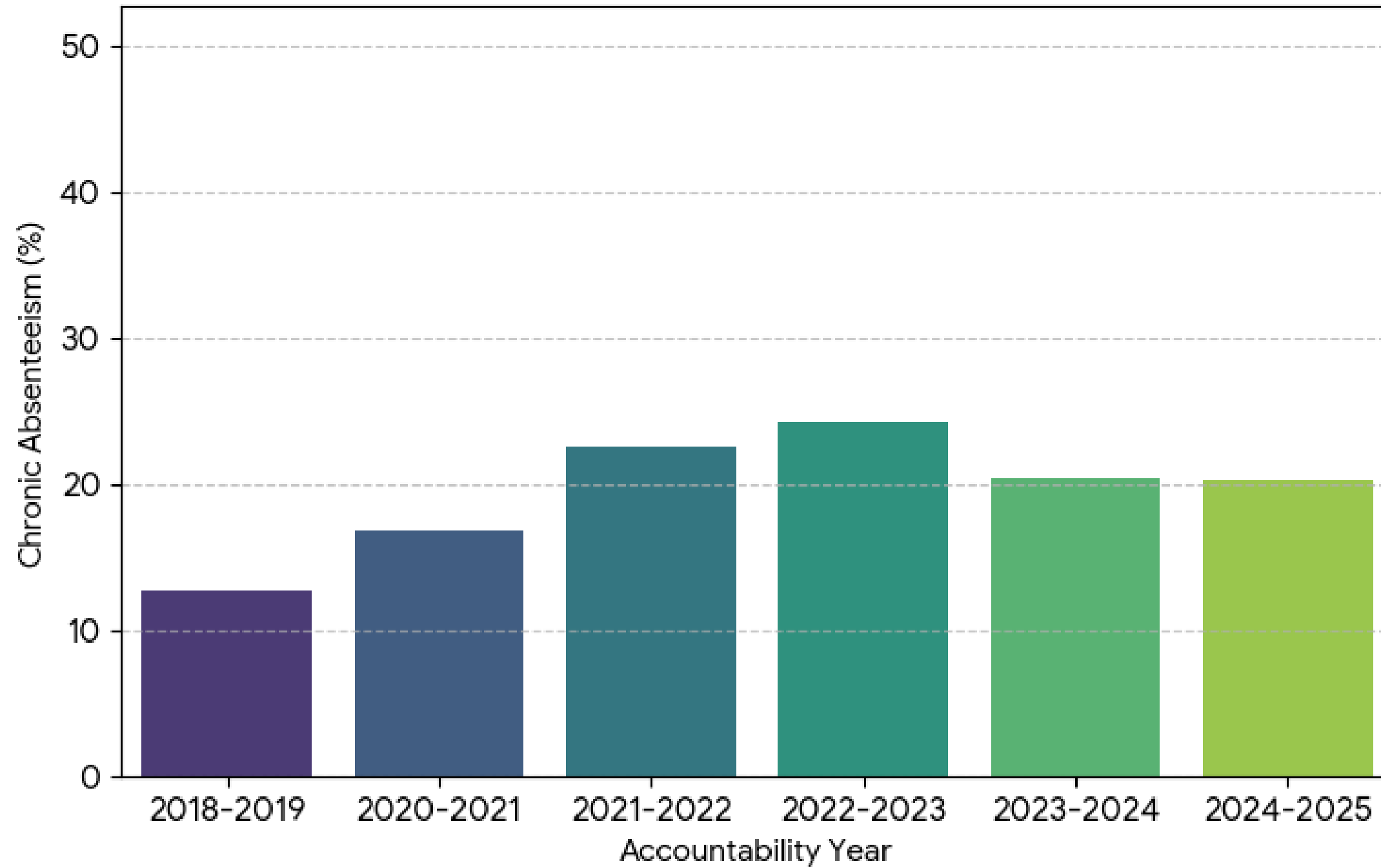
# Churchill County School District



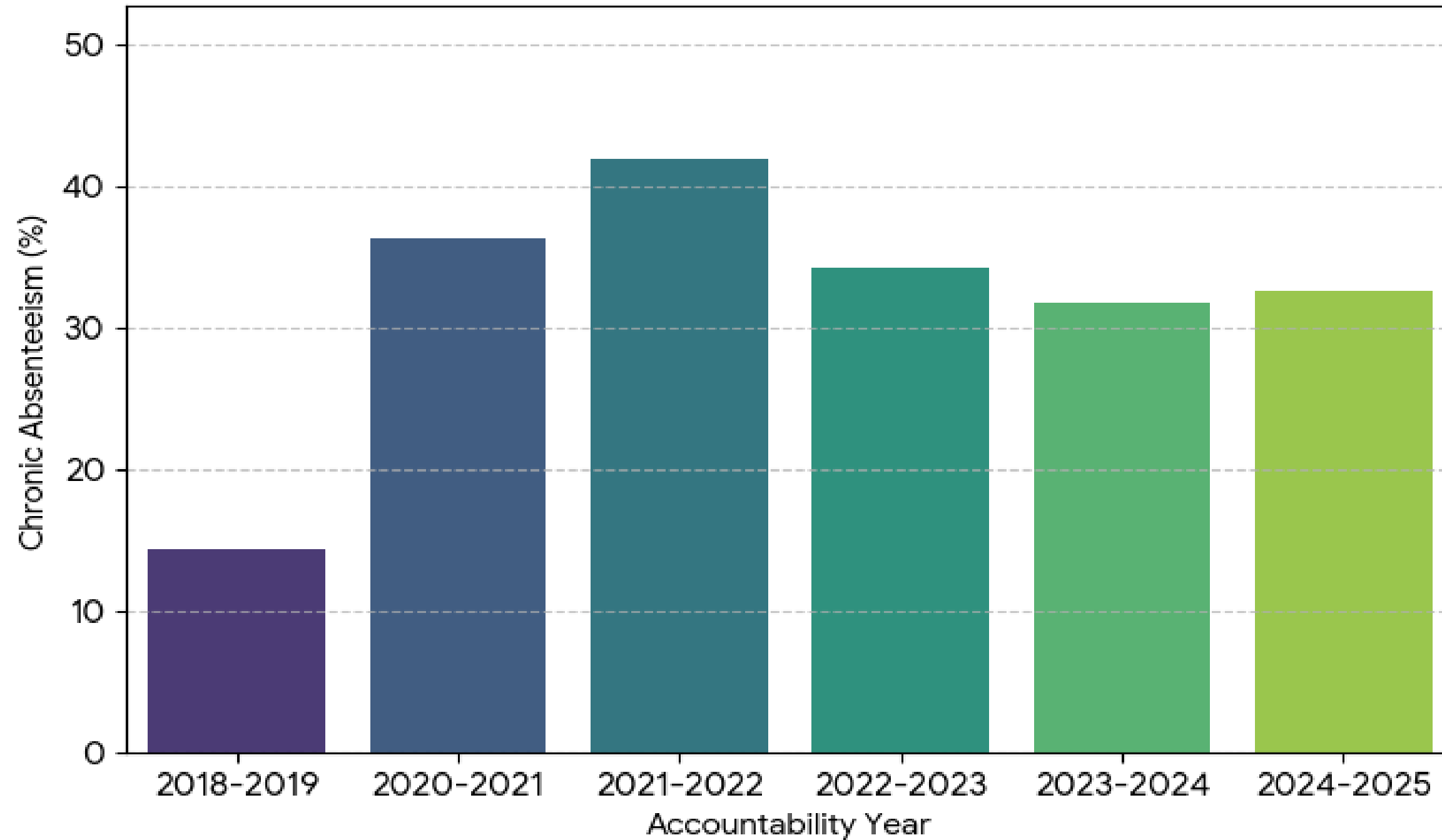


# Douglas County School District

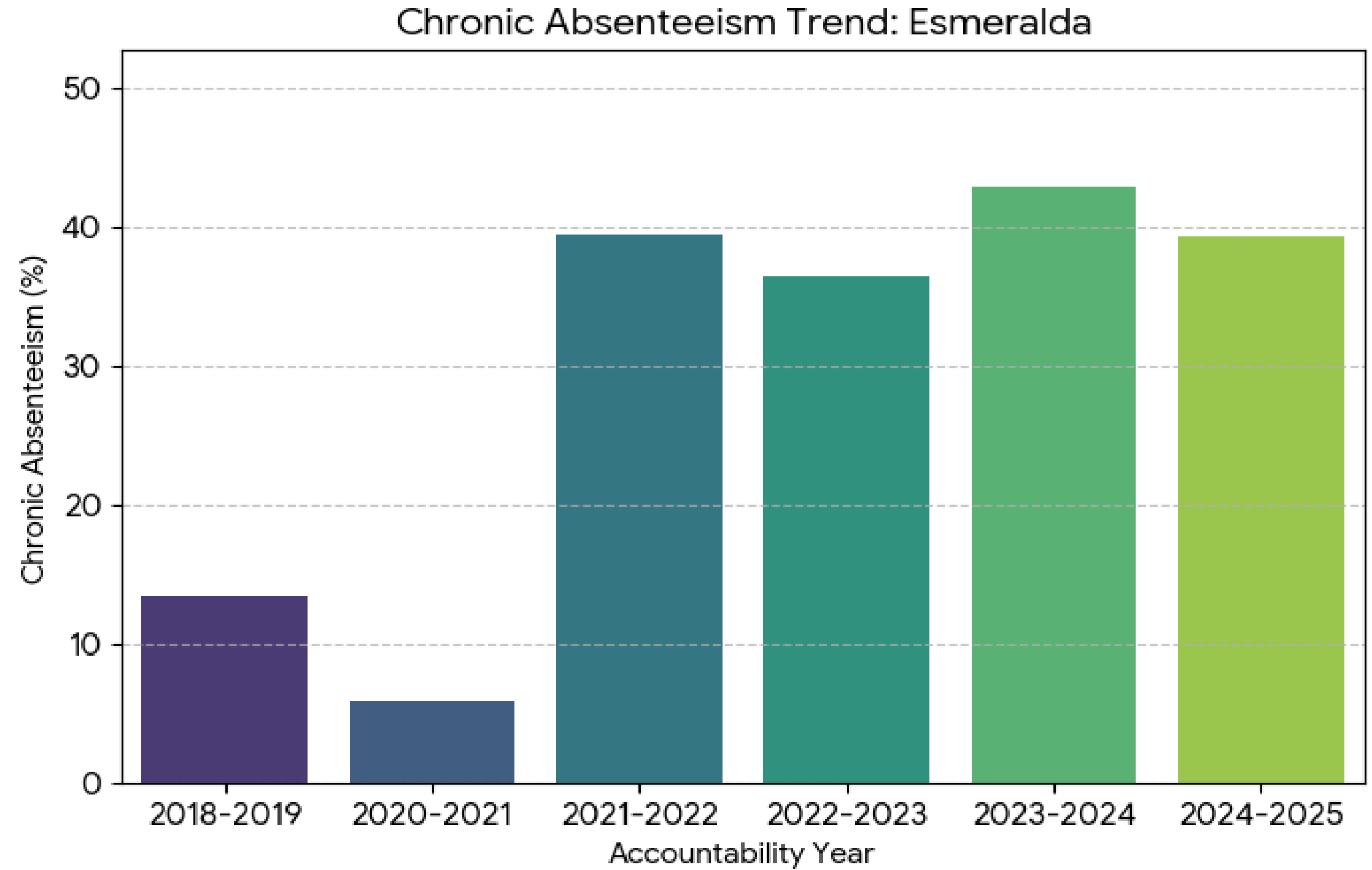
Chronic Absenteeism Trend: Douglas



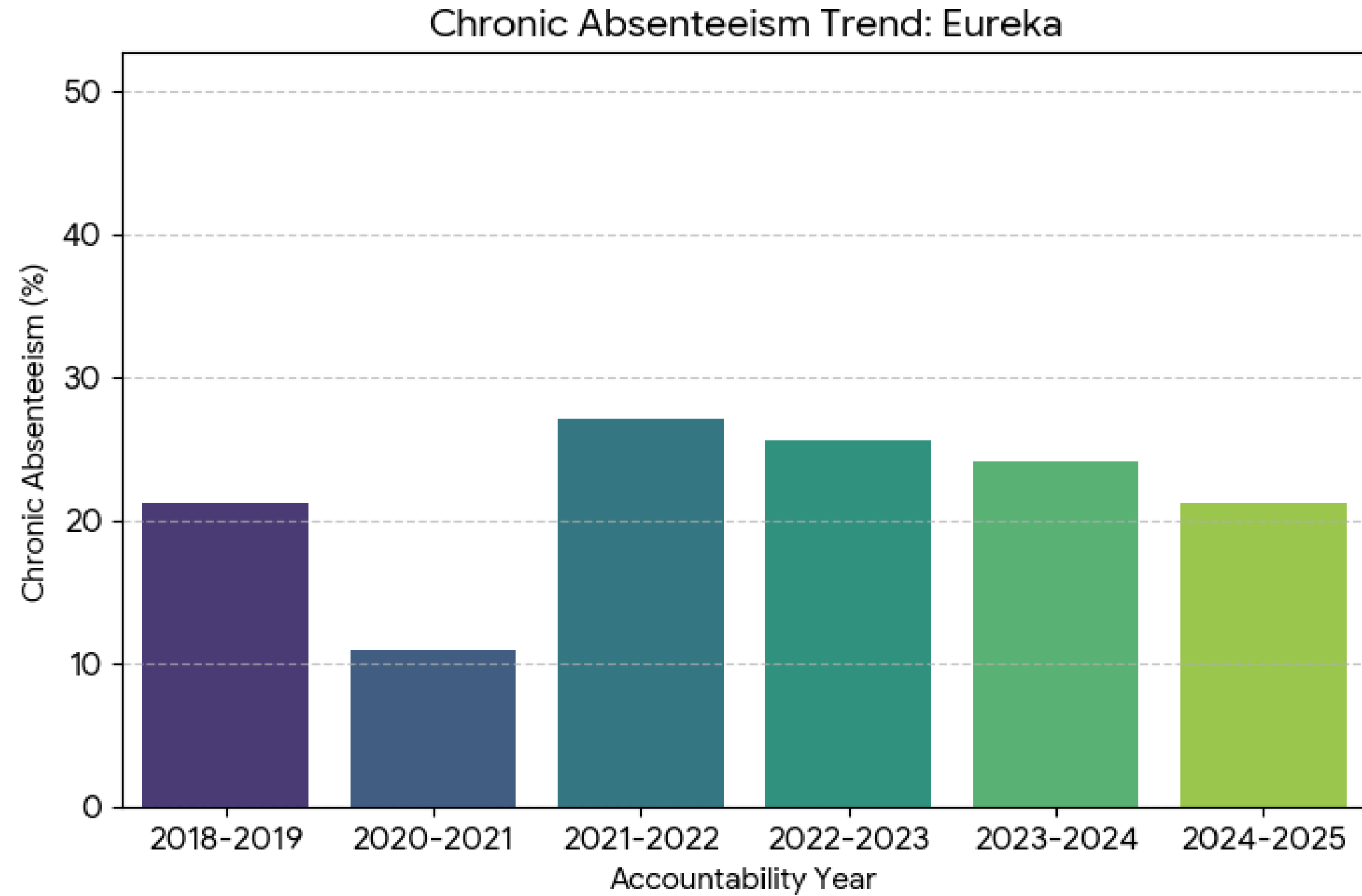
Chronic Absenteeism Trend: Elko



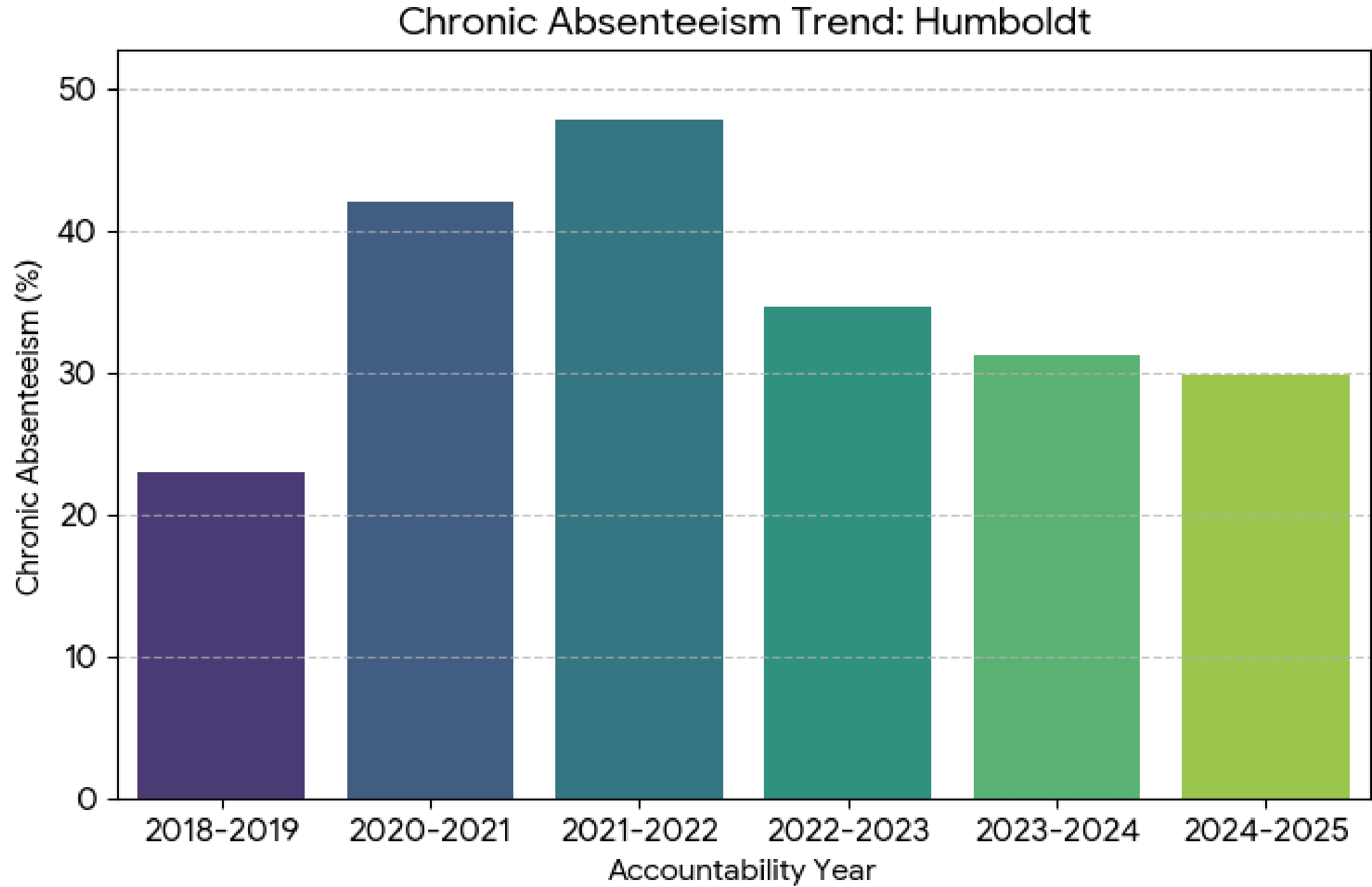
# Esmeralda County School District



# Eureka County School District

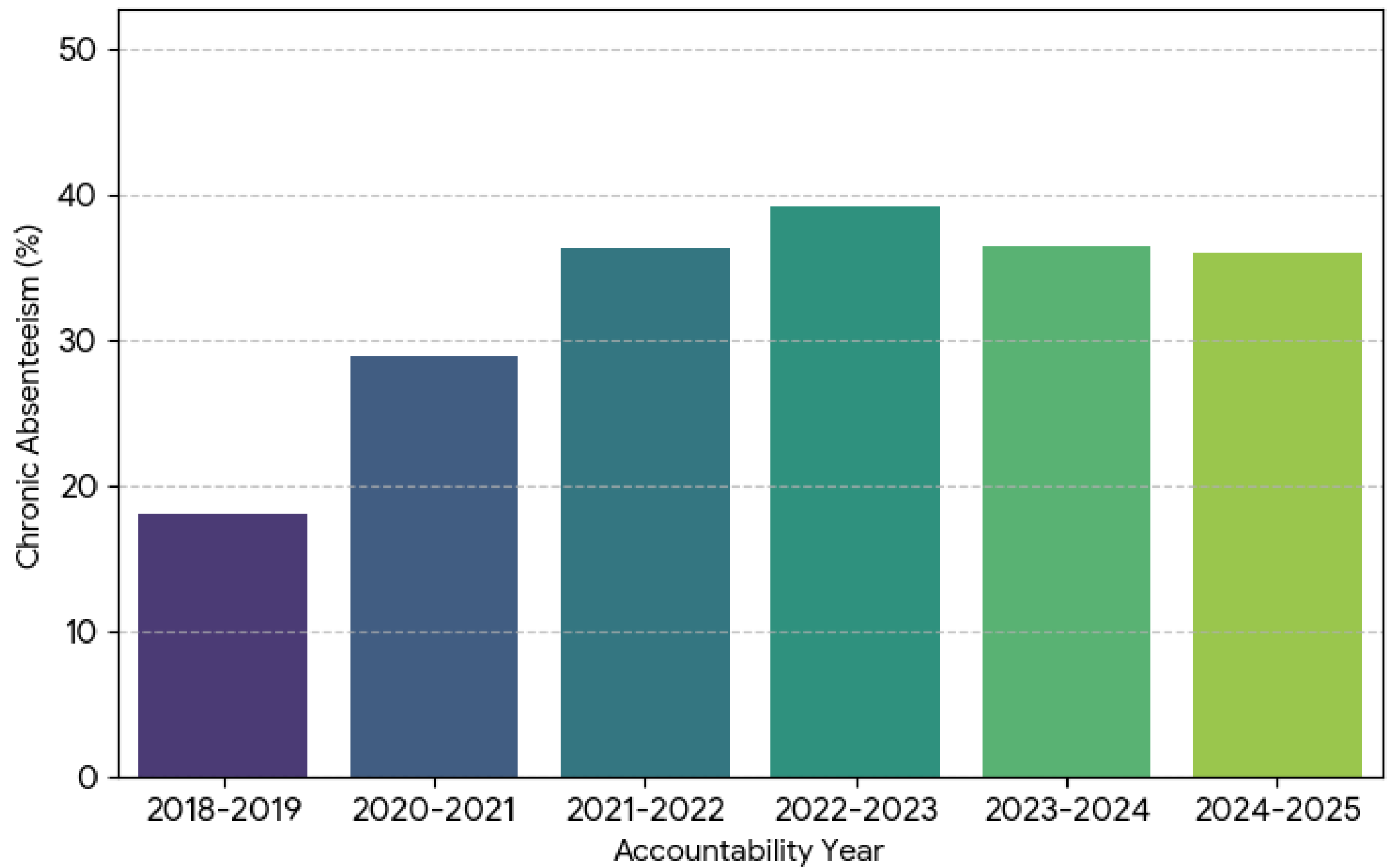


# Humboldt County School District



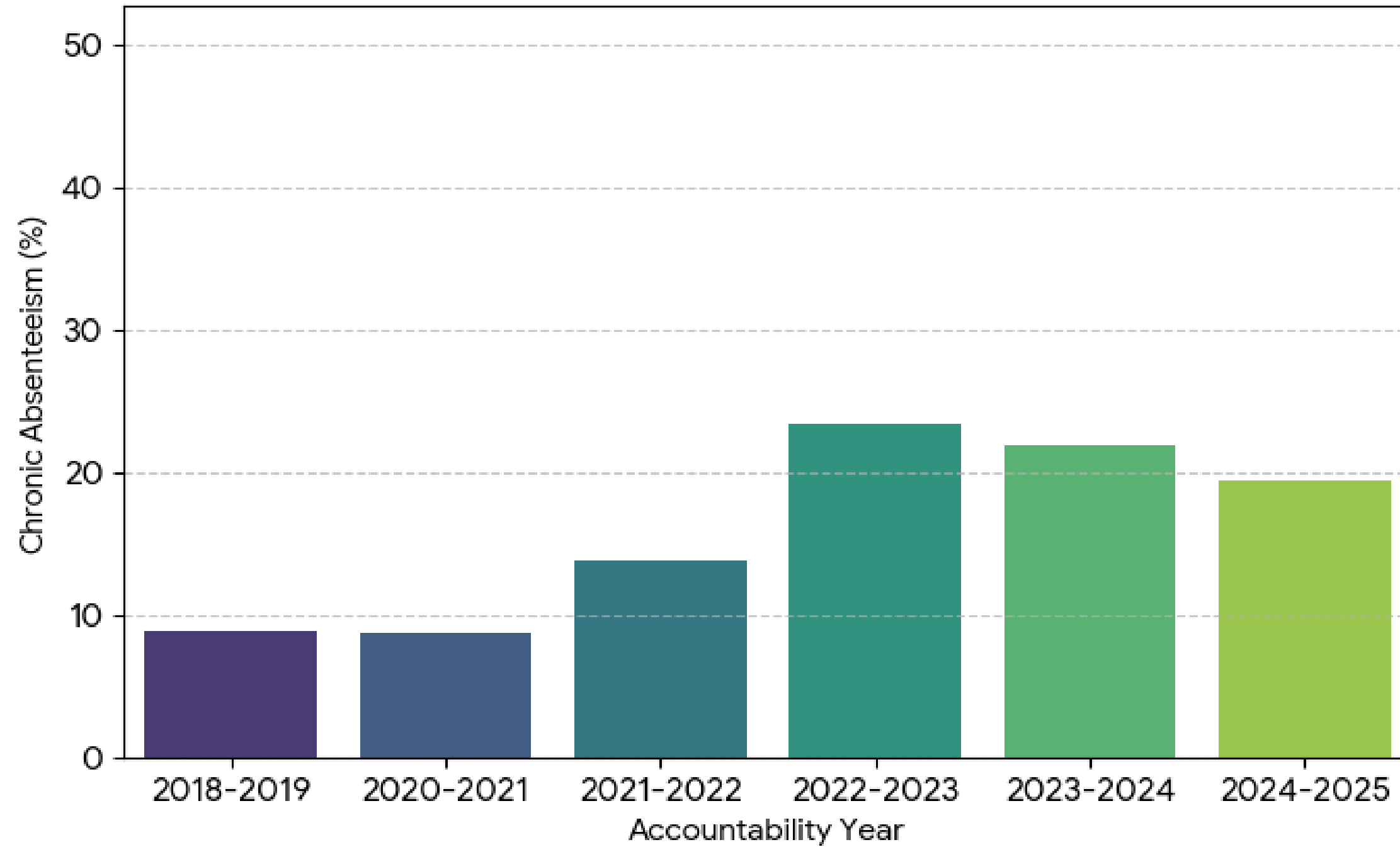
# Lander County School District

Chronic Absenteeism Trend: Lander

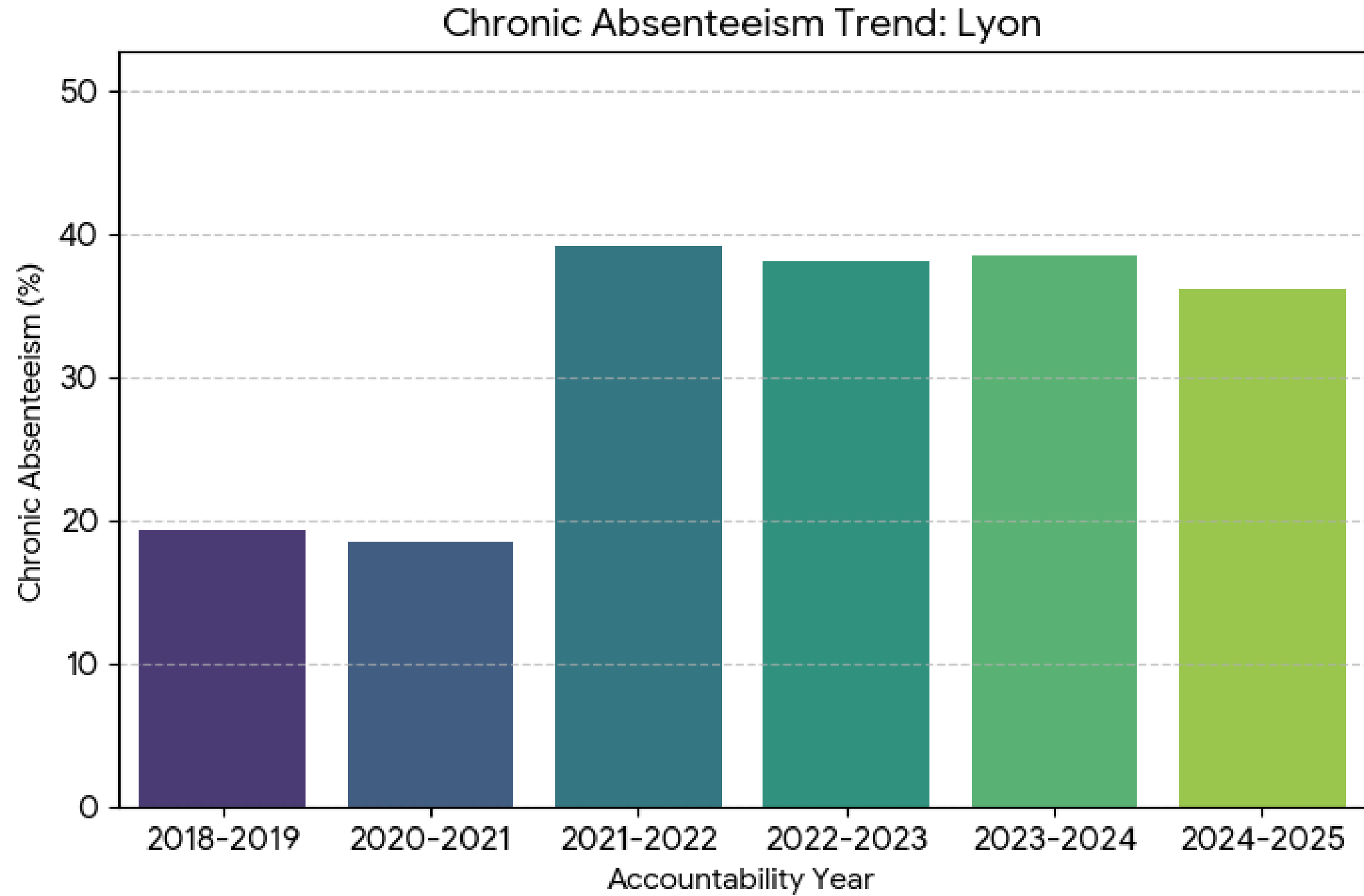


# Lincoln County School District

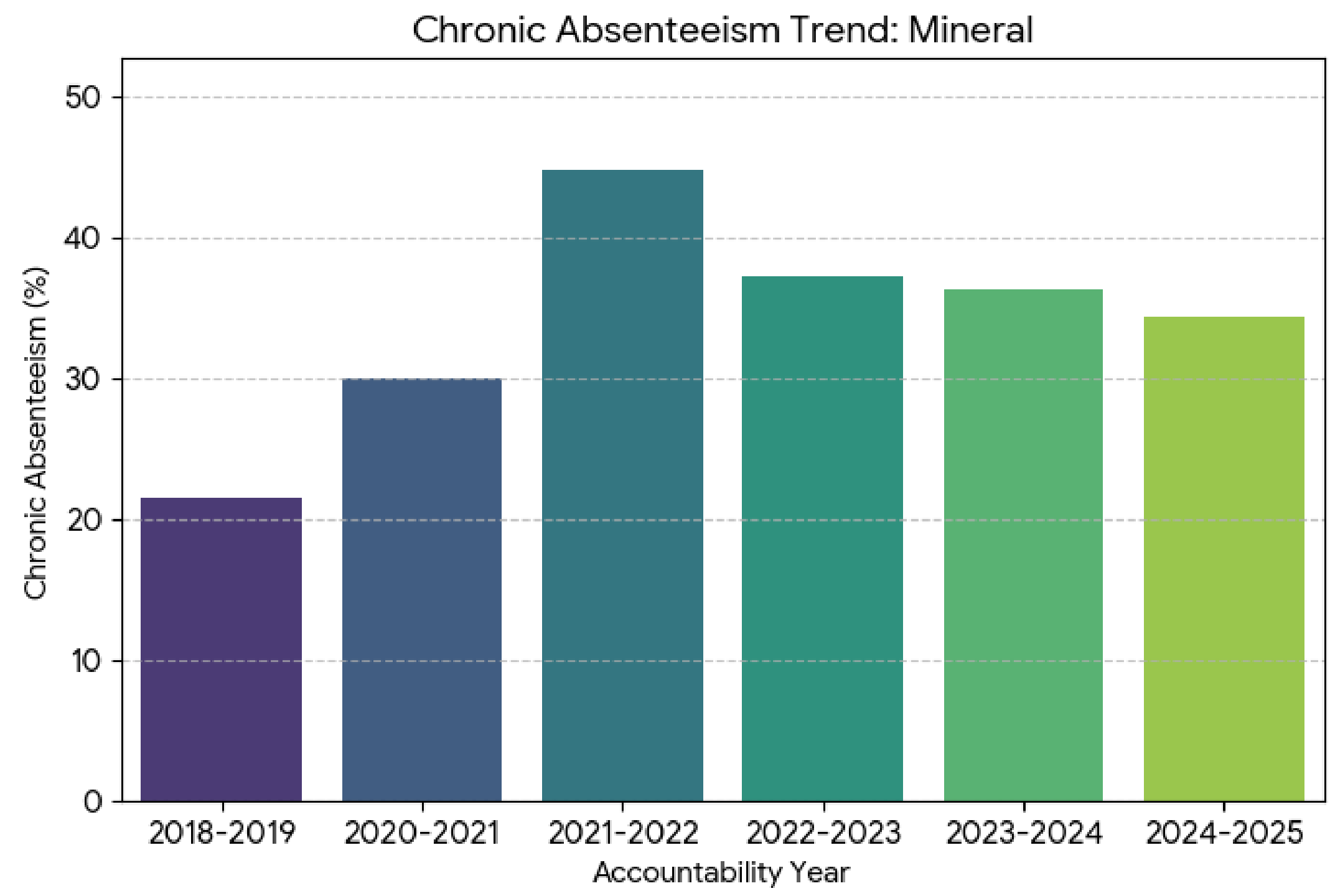
Chronic Absenteeism Trend: Lincoln



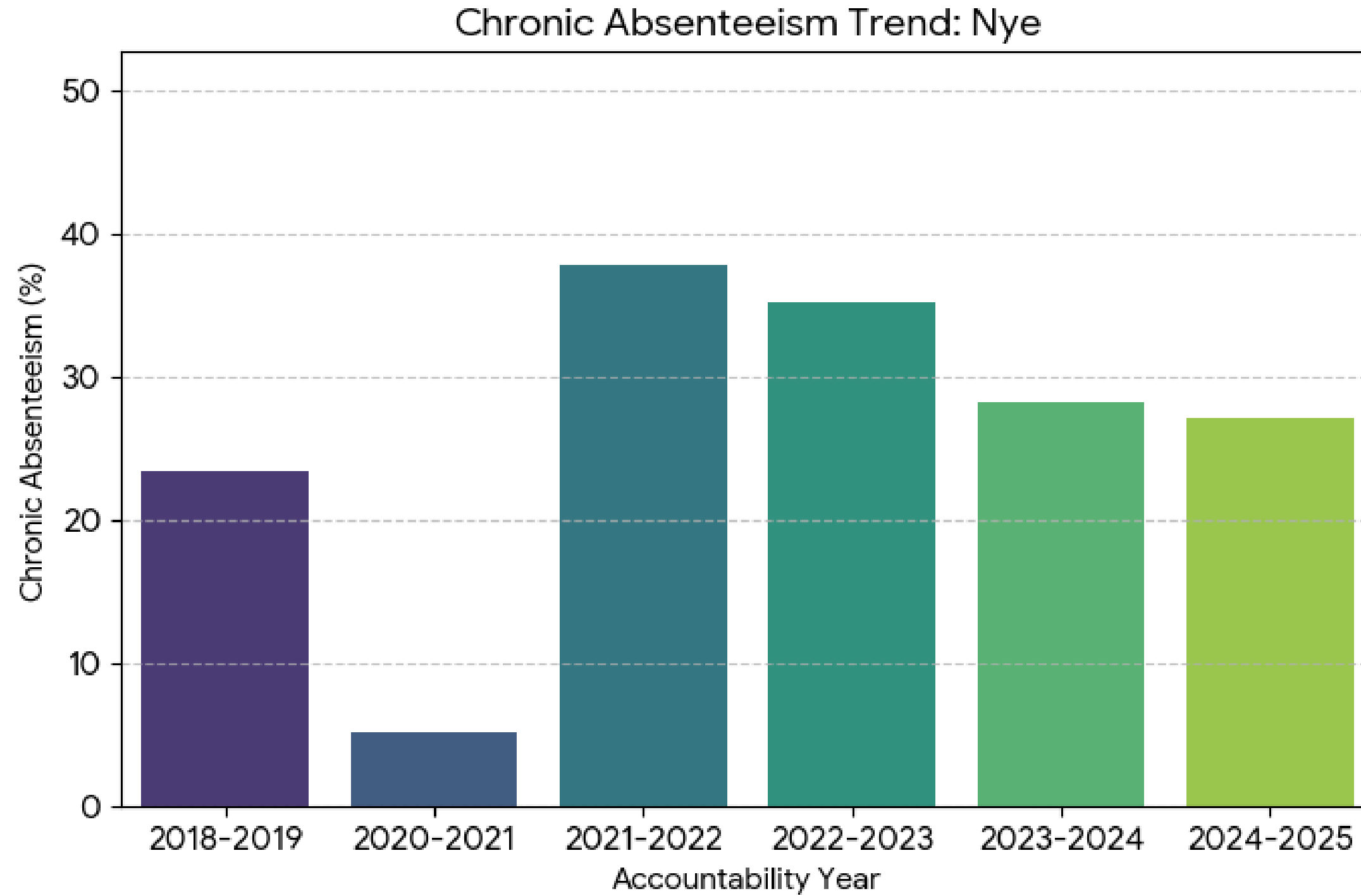
# Lyon County School District



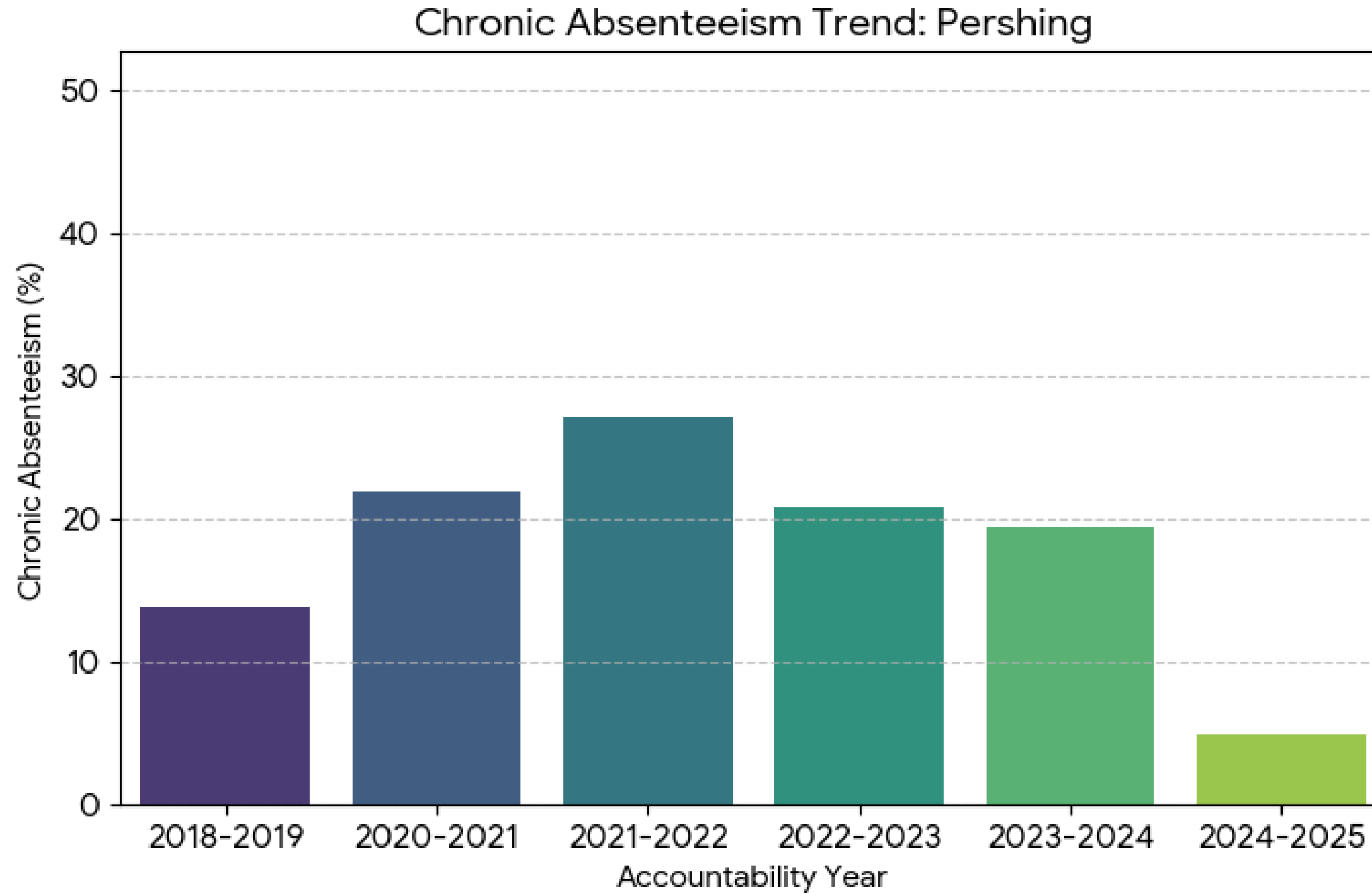
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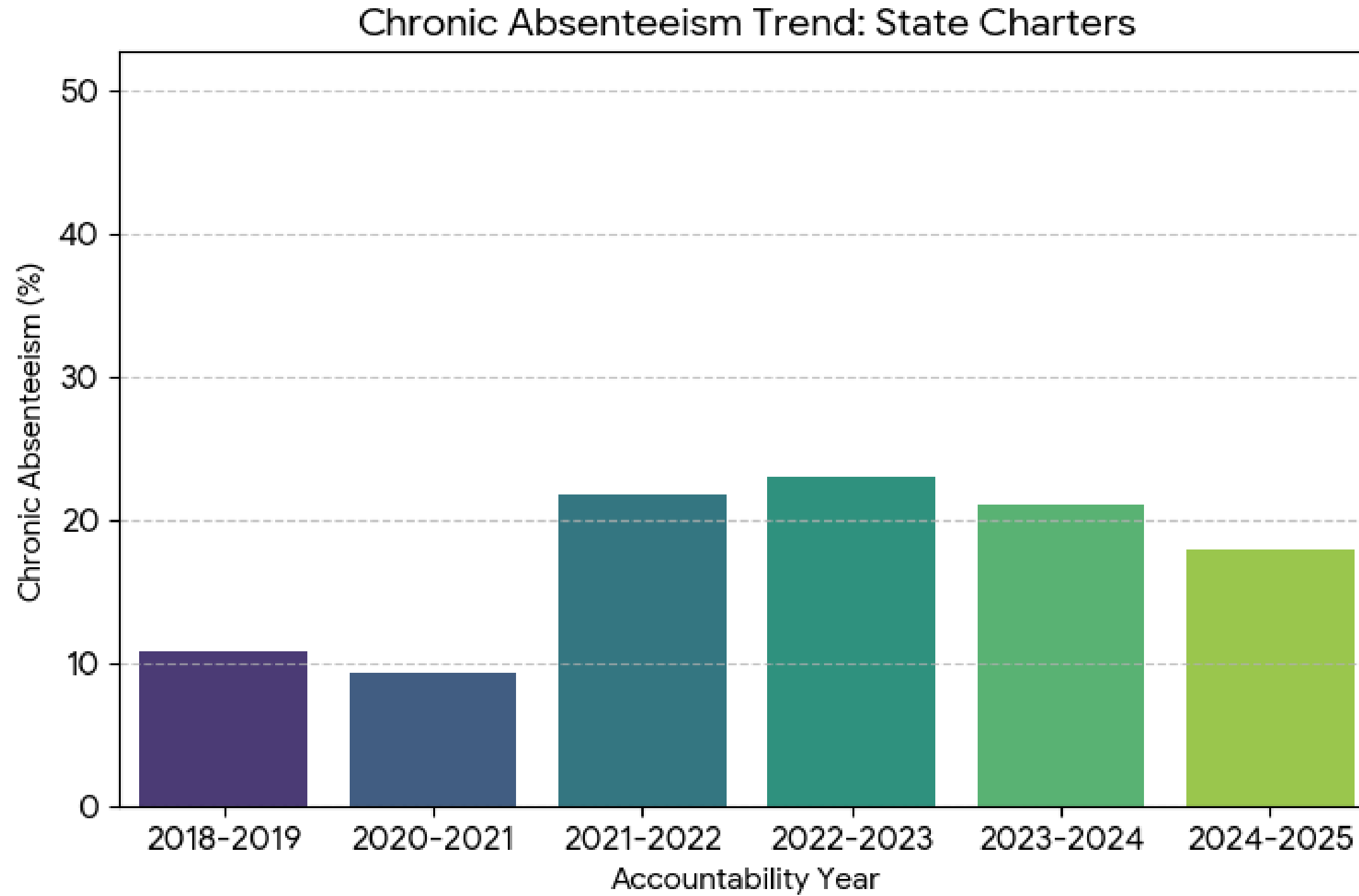
# Nye County School District



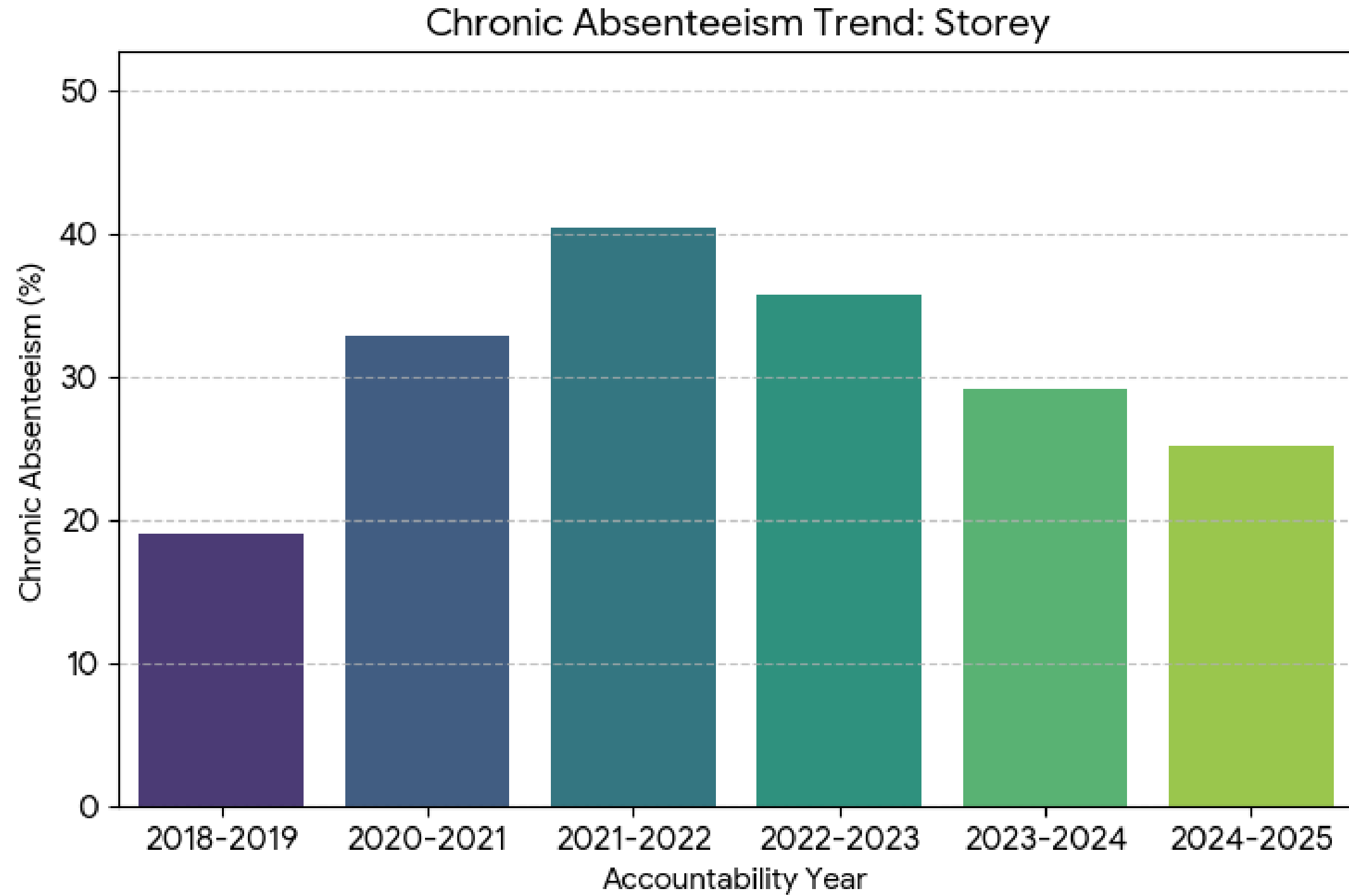
# Pershing County School District



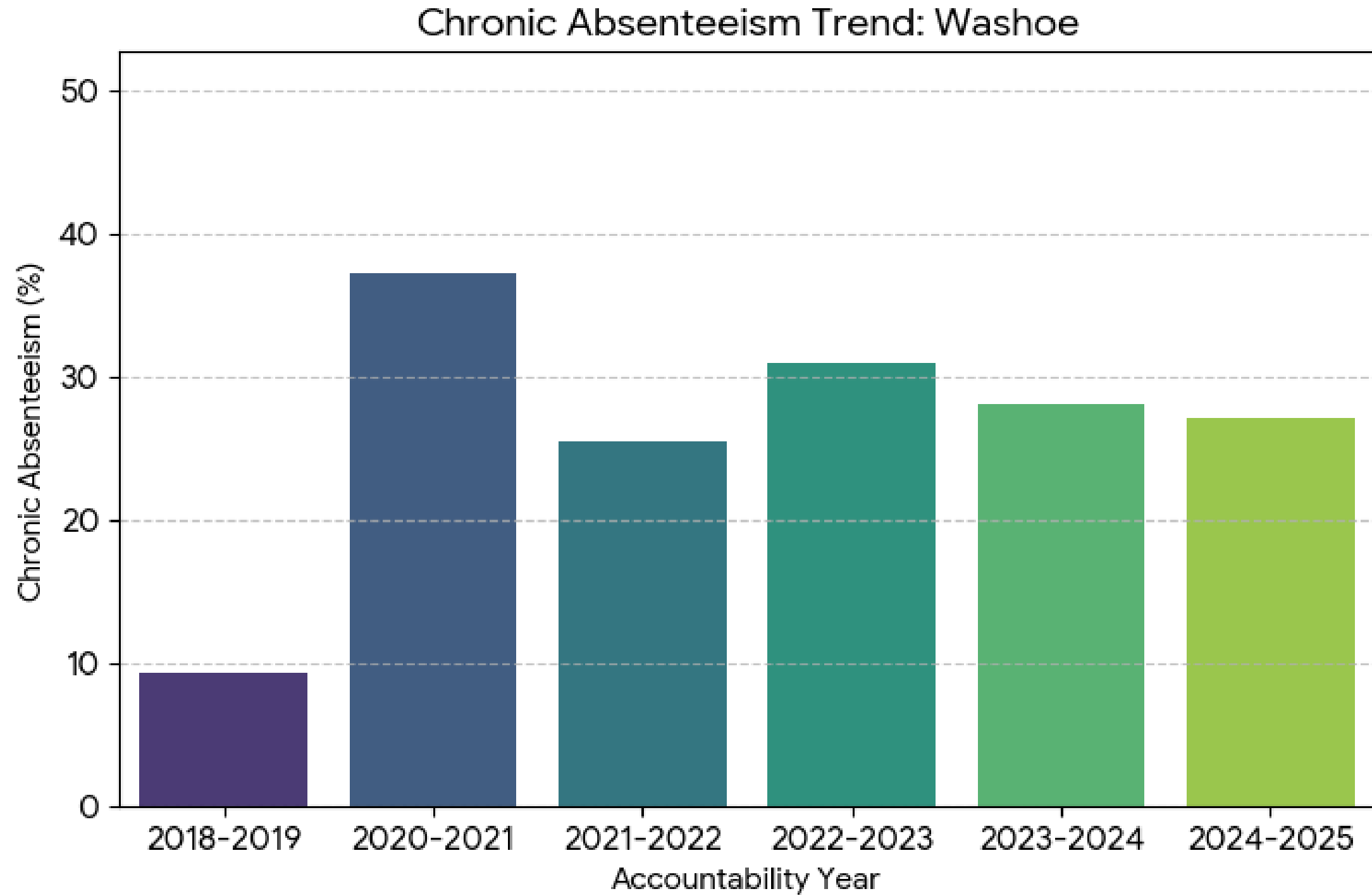
# State Public Charter School Authority



# Storey County School District



# Washoe County School District



# White Pine County School District

Chronic Absenteeism Trend: White Pine

