# Tackling Chronic Absenteeism in Marginalized Communities for Equal Academic Opportunities

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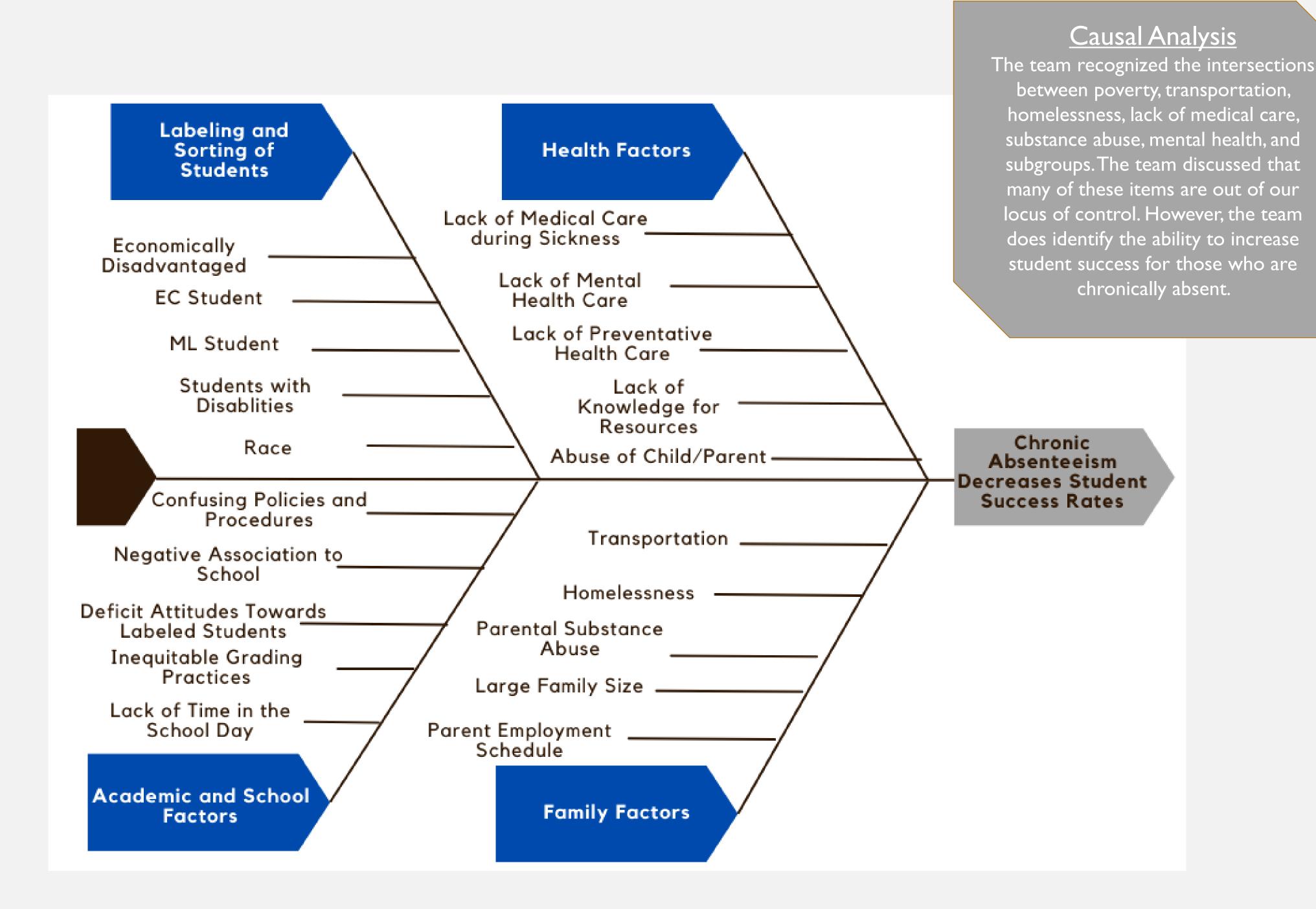


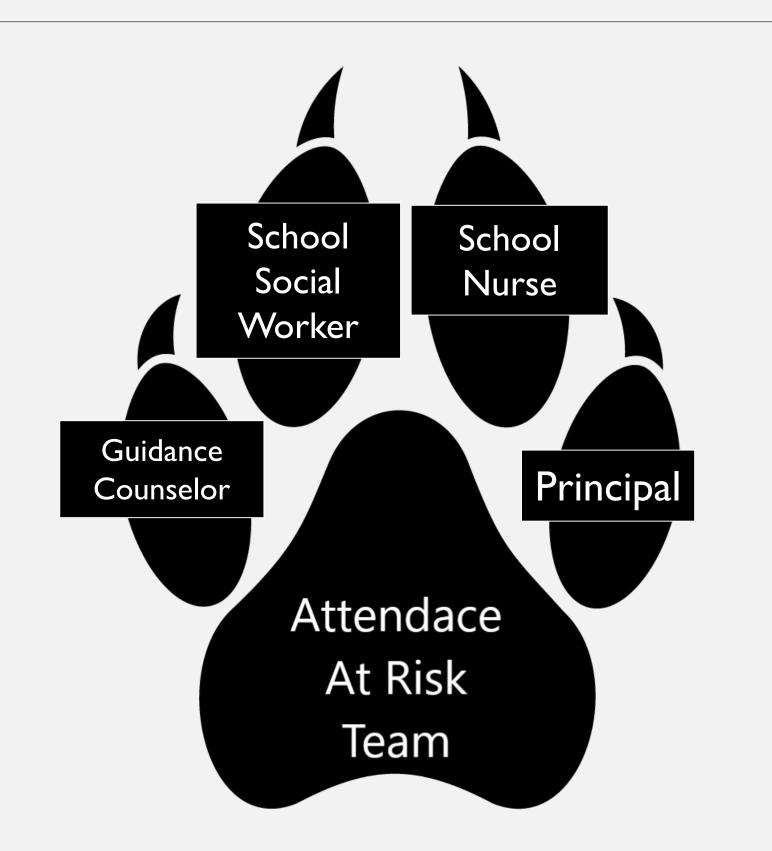
# **Problem Statement:**

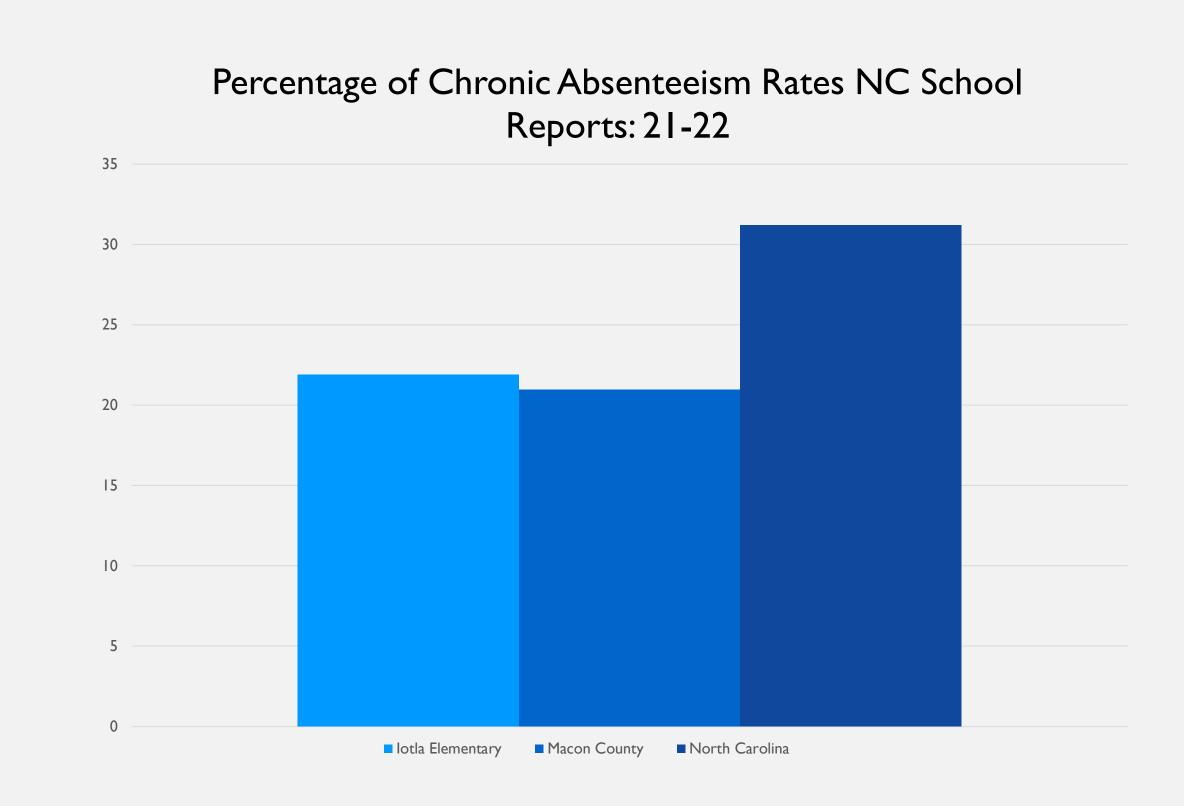
Chronic absenteeism with marginalized student populations, who often lack resources and opportunities to make up for lost time in the classroom, contributes to decreased academic success when compared to their peers.

## Research:

Children who miss class fail to benefit from teacher-led lessons, peer interactions, and other activities designed to foster learning, which harms school success (Morrissey et al., 2014). Students who missed 20% of the academic year scored 20 points lower on a test of reading achievement compared with students who had close to perfect attendance (Morrissey et al., 2014). A qualitative study shows that the barriers impeding student success due to chronic absenteeism include family mobility, living with a single parent, mental health problems, parental unemployment, lack of parental understanding about school policies and priorities, and family poverty (Sugrue et al., 2016).







# Improvement Initiative

Attendance
Letters with
Outreach to
Families

Weekly

home when the student reaches three, six, and ten days absent.

Attendance letters are sent

Before letters are sent home, I will call the parent/guardian and conduct a caring conversation about their student and the importance of attendance at school.

Communication
Attendance
Information

Information regarding the importance and impact of attendance at school will be given during weekly announcements on Sunday.

Video Message, Transcript, and Radio Voice Recording

Attendance PLC Teachers will participate in a Professional Learning Community session, focusing on attendance and how best to support their absent students.

Research-based information on why students are chronically absent, building positive relationships with students, and helping students when they return to the classroom.

Review of Data with Team

Attendance and At-Risk
Meetings are held regularly,
weekly, and monthly,
respectfully with the
principal, assistant principal
(myself), guidance counselor,
and the school nurse.

Attendance data will be calculated daily, weekly, and monthly and discussed during each meeting.

Change Project
Goal
Decrease chronic
absenteeism rates

absenteeism rates to no greater than 10% by May 2024, and 50% of teachers attend the PLC.



### References

Morrissey, T.W., Hutchison, L., & Winsler, A. (2014). Family income, school attendance, and academic achievement in elementary school. *Developmental Psychology*, 50(3), 741-753. <a href="https://doi.org/10.1037/a0033848">https://doi.org/10.1037/a0033848</a>

Sugrue, E. P., Zuel, T., & LaLiberte, T. (2016). The ecological context of chronic school absenteeism in the elementary grades. Children & Schools, 38(3), 137-145. https://doi.org/10.1093/cs/cdw020

