

Tackling Chronic Absenteeism in Marginalized Communities for Equal Academic Opportunities

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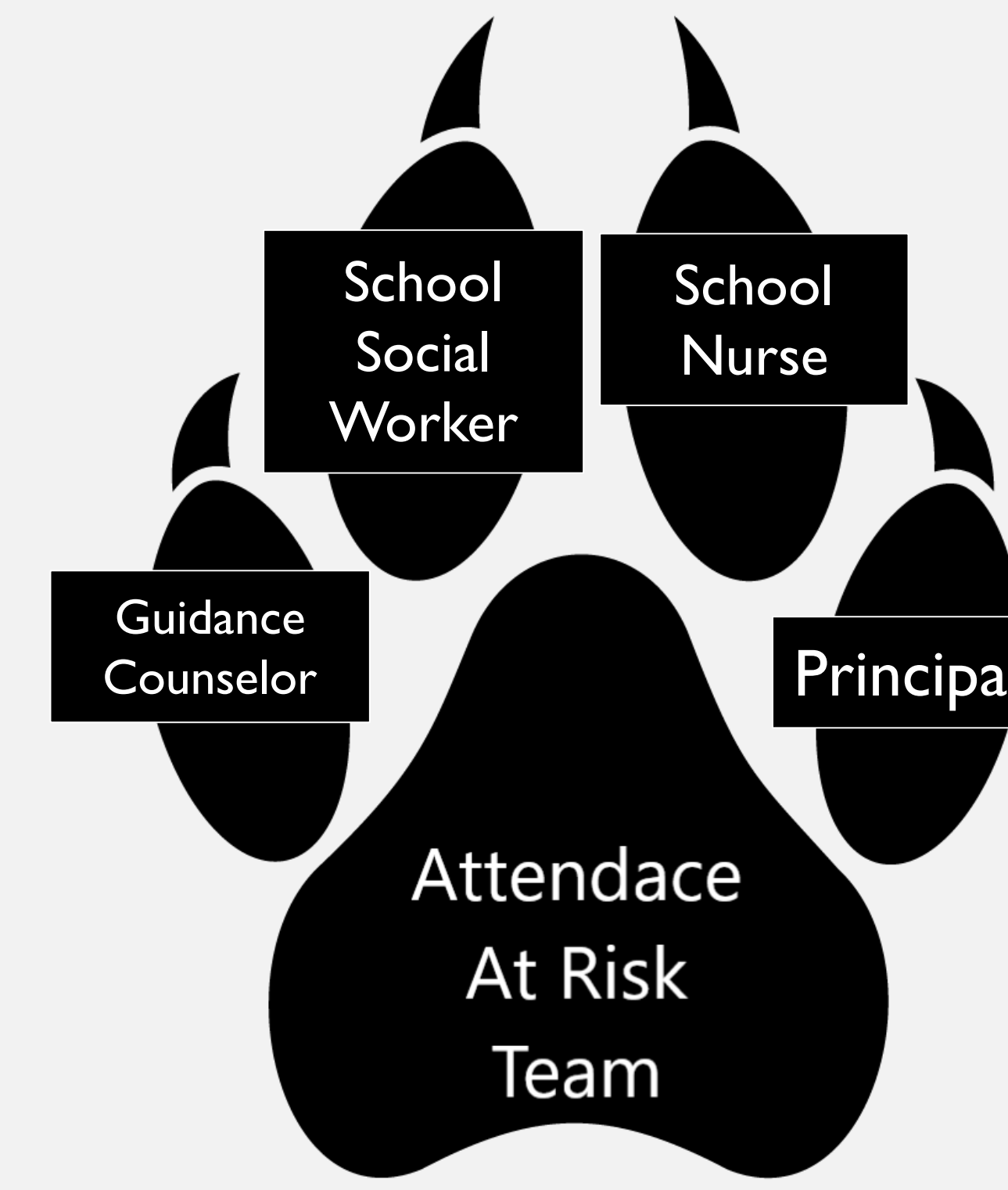


Problem Statement:

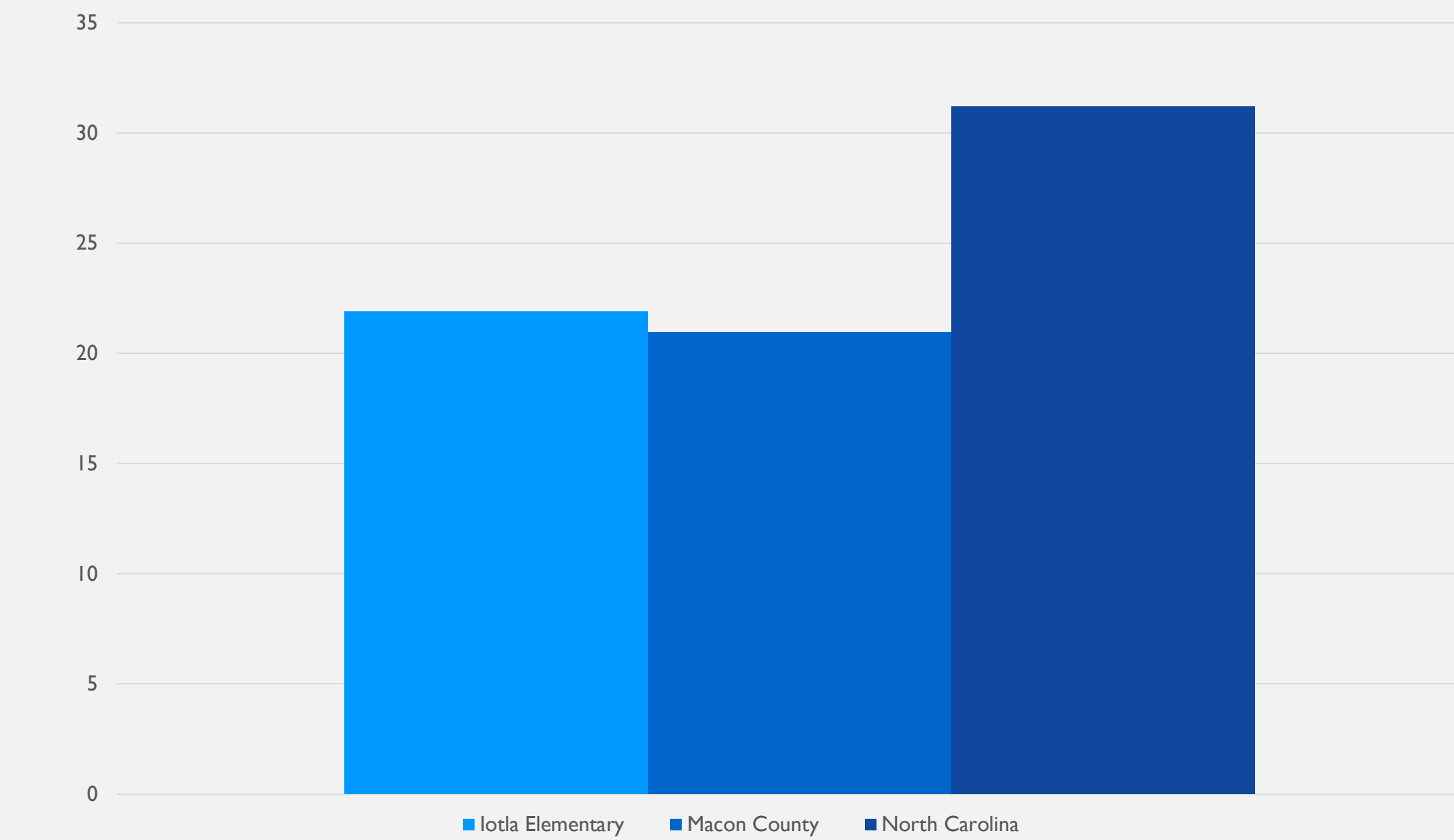
Chronic absenteeism with marginalized student populations, who often lack resources and opportunities to make up for lost time in the classroom, contributes to decreased academic success when compared to their peers.

Research:

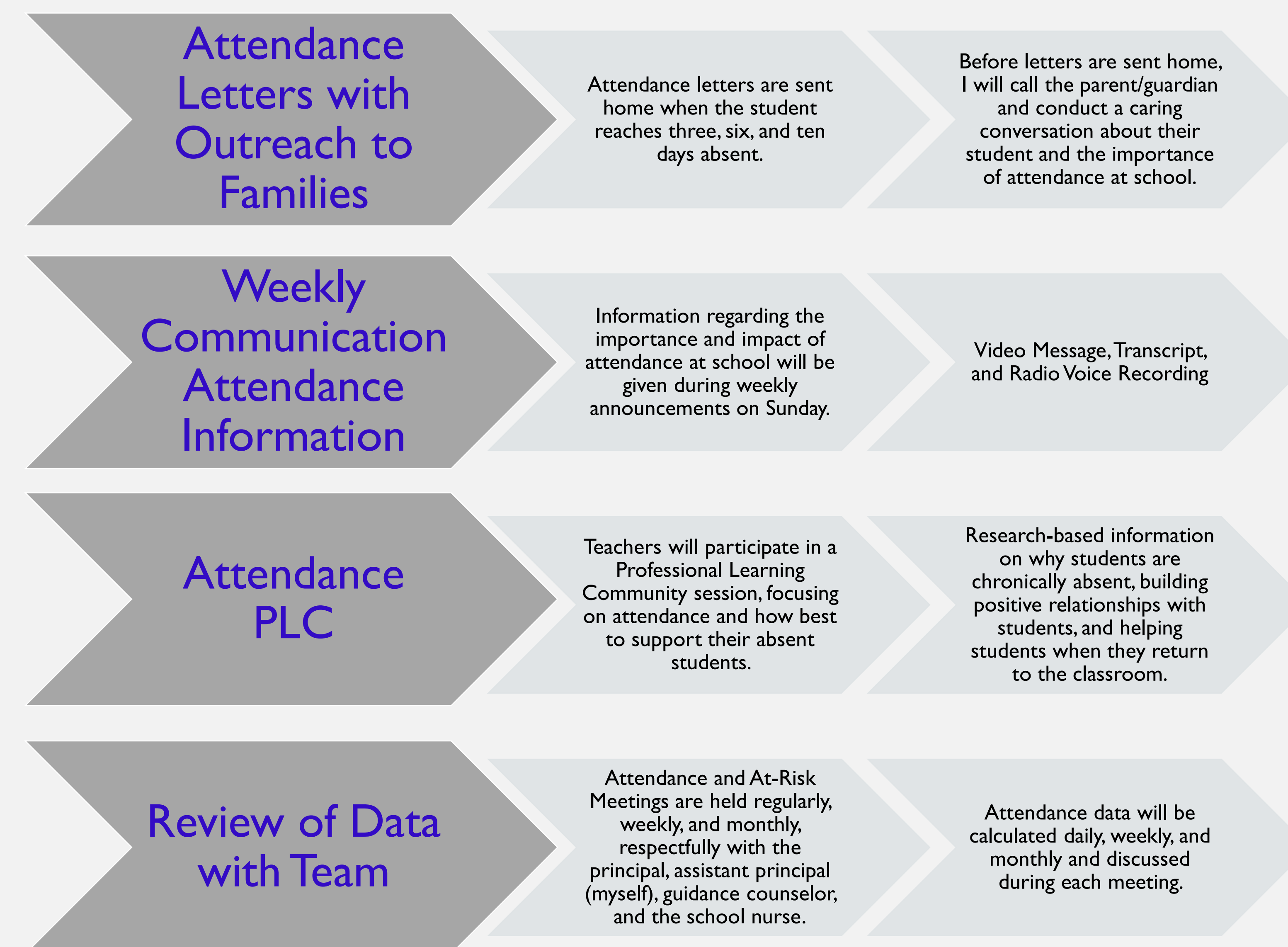
Children who miss class fail to benefit from teacher-led lessons, peer interactions, and other activities designed to foster learning, which harms school success (Morrissey et al., 2014). Students who missed 20% of the academic year scored 20 points lower on a test of reading achievement compared with 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).



Percentage of Chronic Absenteeism Rates NC School Reports: 21-22

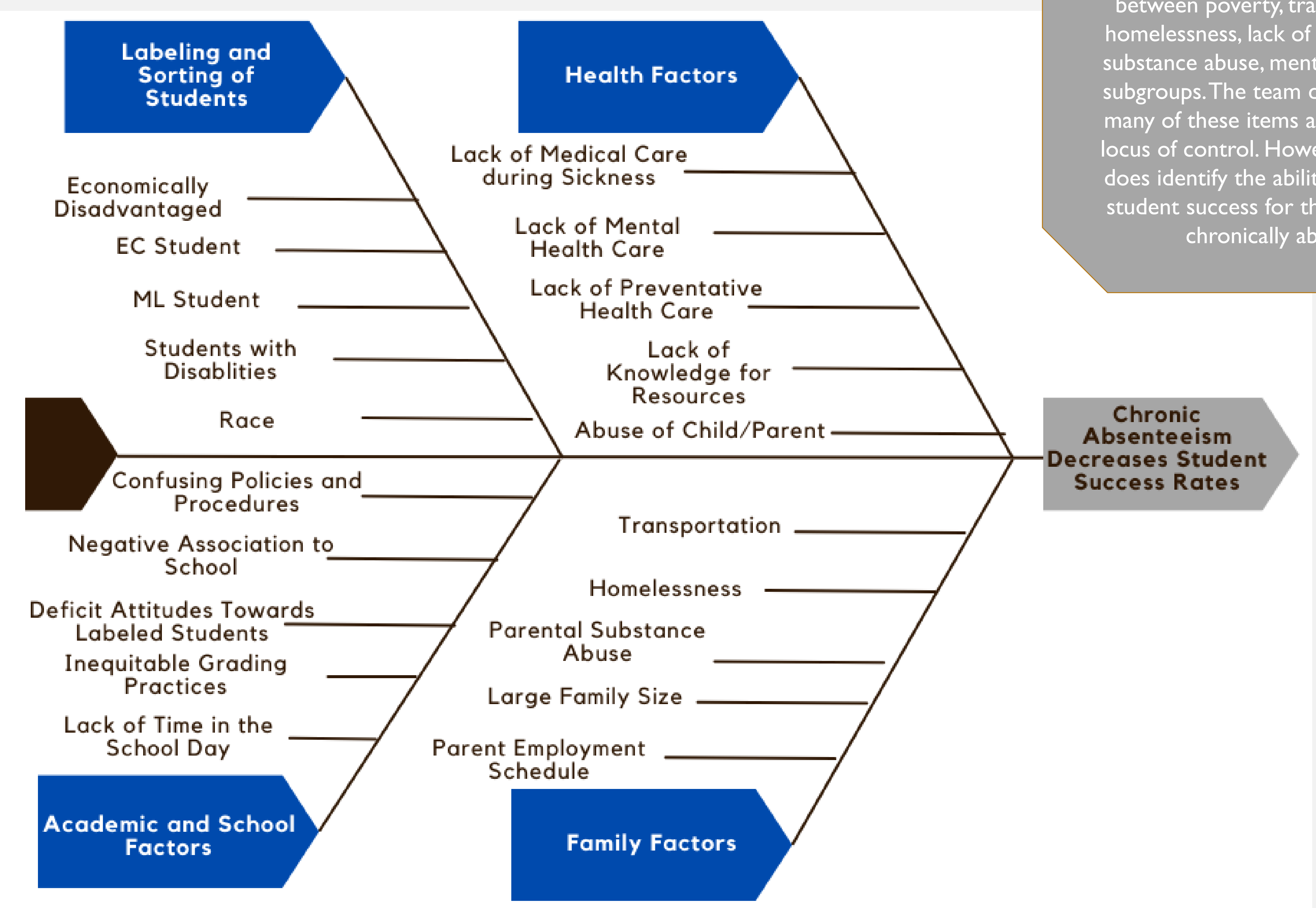


Improvement Initiative



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

Causal Analysis
 The team recognized the intersections between poverty, transportation, homelessness, lack of medical care, substance abuse, mental health, and subgroups. The team discussed that many of these items are out of our locus of control. However, the team does identify the ability to increase student success for those who are chronically absent.



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. <https://doi.org/10.1037/a0033848>

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