

Finding a Home in School:

Taking a Data-Driven Approach to Addressing Chronic Absenteeism and Student Achievement

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Agenda

- Review data and statistics
 - Attendance crisis
 - Achievement gap
 - Henderson County
- Introduction to four-square analysis
- Activity

- Using data in work with McKinney-Vento students and families
- Strategies for different quadrants
- Collaborating with other professionals
- Activity

Chronic absence and achievement are linked

1

The latest data available from USED shows that at least 10.1 million students were chronically absent in SY 2020-2021.

2

Data already available from several states for SY 2021-2022 show rates of chronic absence doubled from those prior to the pandemic. Chronic absence now affects an estimated one out of three students nationwide.

3

The increase in chronic absence is happening just as there are significant declines in reading and math scores. Long-term data from the NAEP show the largest drop in reading in decades (1990).

Henderson County Statistics

HCPS Chronic Absence Rates, 2022

Elem: 21%
Middle: 26%
High: 23%

HCPS Chronic Absence Rates, 2023 YTD

Elem: 19%
Middle: 22%
High: 20%

HCPS Proficiency, Middle School Math, 2022

CA: 32.7%
Not CA: 55.5%

HCPS Proficiency, English II, 2022

CA: 41.9%
Not CA: 68.6%

Chronic absence: students missing more than 10% of days in membership

Proficiency: students scoring level III or higher on end-of-course exam

■ What are teachers to do?

More than 6 children in each of our middle school classrooms are chronically absent. Teachers have at **least three sections**. There's content to teach, classroom climate to maintain, duties, extracurriculars, all of the things. *And not every kid is the same.*



Does the student attend regularly? (not CA)

Yes

No

Yes

No

Is the
student
proficient?
(level III or
better on ELA)

One
answer?
break
the task
into
pieces

Does the student attend regularly? (not CA)

Yes

No

Yes

No

Is the student proficient?
(level III or better on ELA)

1

One
answer?
break
the task
into
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No



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student
proficient?
(level III or
better on ELA)

Yes

No

2	1

Does the student attend regularly? (not CA)

Yes

No

Yes

No

Is the
student
proficient?
(level III or
better on ELA)

2

1

3

One
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break
the task
into
pieces



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Yes

No

Yes

No

Is the
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One
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2

1

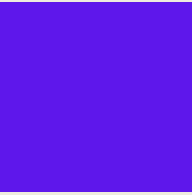
3

4

Does the student attend regularly? (not CA)

Yes

No



Mr.
Lane's
HR,
grade 8

Is the
student
proficient?
(level III or
better on ELA)

Yes

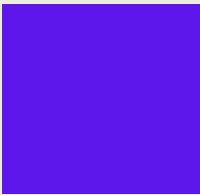
No

<div>2</div> <div>Bertan Trevia Micah Brianna Alexander</div>	<div>1</div> <div>Colton Caleb Israel</div>
<div>3</div> <div>Nik, Cameron, Ezekial, Hannah, Wrally, Sebastian, Tyla, Alli, Maddie, Kaylie, Alex, Emma</div>	<div>4</div> <div>Talia Peter Marjorie</div>

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Turn & Talk

- Which of these groups of students are likely to be the biggest challenge for Mr. Lane?
- In which group of students is Mr. Lane most likely to have students experiencing housing instability?

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