CPM 1.1: Chronic Absenteeism

Austin Independent School District

2024-25

Matias Segura
Superintendent

Patricia Rodriguez
Deputy Superintendent

Carla De La Rosa
Director of Student
Attendance

Dr. Gloria Williams
Assistant Superintendent
Student Support Services

Constraint 1 - Underserved Students

The Superintendent shall not allow campus practices that exclude, disproportionately impact, or fail to support historically underserved student groups.

CPM 1.1: Chronic Absenteeism:

The percentage of K-12 grade students experiencing chronic absenteeism will decrease from 26.33% in 2024 to 17.58% by August 2029.

CPM 1.2: Special Education Evaluations:

The number of pending special education evaluations will be less than the set goals for
summer, fall, and spring, and at zero evaluations exceeding the required evaluation timelines by December 2026.

Overarching Objective

Addressing Chronic Absenteeism requires:

- Multifaceted, student-centered approach.
- Early intervention
- Building a district and school community culture around attendance

What the Research Says

Research reveals a direct correlation between poor attendance and short-term/long-term problems for students, their families, schools and communities. Negative outcomes include: **decline in academic performance, potential risky behaviors, social isolation, and problems in adulthood.**

~ Gentle-Genitty et al.,2020

CPM 1.1: Chronic Absenteeism

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Group	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Target					24.58%	22.83%	21.08%	19.33%	17.58%
Actual	15.27%	29.12%	28.8%	26.33%					

*Chronic Absenteeism, as reported to the state, is the unduplicated number of K–12 students enrolled for at least 10 days and absent (for any reason) for 10 percent or more days. This includes excused absences, unexcused absences and home suspensions.

Key Takeaway:

AISD is making progress in decreasing chronic absenteeism from our peak percentage of 29.12% in 2021-22. However, there is a significant amount of work to be done to engage students and families in the importance of regularly attending school.

Root Cause Analysis

Barriers	Aversion
● Chronic & acute illness ● Family responsibilities or home situation ● Trauma ● Unreliable/No transportation ● Housing & food insecurity ● Inequitable access to needed services ● Community Violence	● Struggling academically and /or behaviorally ● Unwelcoming school climate ● Social and peer challenges and/or bullying ● Anxiety ● Disciplinary and suspension practices ● Undiagnosed disability and/or disability accommodations ● Caregivers negative educational experiences

Root Cause Analysis

Disengagement

- Lack of challenging, culturally relevant & engaging instruction
- Bored
- No meaningful relationships to adults in the school
- Lack of opportunities
- Lack of behavioral support
- Failure to earn credits
- Employment conflicts with being in school

Misconception

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Assume students must stay home for any symptom of illness
- Attendance only matters in the older grades
- Home suspensions don't count as absence
- Lose track of and underestimate TOTAL absences

AUSTIN
Independent School District

Strategies

Individual Campus Root
Cause Analysis & Action Plan

3 Tiered Approach in
Alignment with MTSS

Data Monitoring &
Analysis

Capacity Building with School
Leadership and Campus
Administration

Leadership Strategies

Design	Refine	Monitor

- Robust professional development plan
- Create a centralized data monitoring dashboard
- Create a District-wide attendance initiative

- Align current policies, practices, and procedures with district goals.
- Improvement AISD attendance practices
- Deeper collaboration between departments

- Regular, recurring use of data monitoring dashboards
- Weekly Campus Attendance Committees
- Regular campus meetings with Executive Director

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