







## **MECAC 2019/2020**

#### Wednesday, May 28, 2020



## Agenda

- Welcome/Good Things
- Review of the MECAC 2019-2020 year
- MECAC planning for 2020-21
- Student Interview
- Announcements











# **MECAC Year**

- Defining Equity
- Absenteeism



## **Defining Equity**

Repeated Themes		Emp	Empowerment Terms		
•	Home, social status, and income should not be a barrier	•	Share of the franchise in terms of having full ownership		
•	Opportunity	•	Not subject to power		
•	Access	•	Empowerment		
•	Same resources but not the same <mark>access</mark>	•	Non-discrimination		
•	Goal of understanding	•	Historical Trauma		
•	Fairness – in access to programs, having the same education across	•	All people of a group treated similarly		
	town	•	Addressing pipeline to prison		
•	Access to programs	•	Leveling of the playing field		
•	Inclusion	•	Affirmative assistance		
•	Justice	•	Respect		
-	Sovereign; unabashedly				
•	Impartial				
•	Representation at all levels and equal service				
•	Practice of sympathy and empathy				
•	Differentiate				
•	Opportunities for expression				
•	Access to quality food, heritage, and clothes				
•	Equal access				
•	Barrier removal				
•	No Bias				
Student (Family) Centered Terms		Over	all Definition		
•	Meet students in their zone	•	Knowledge, flexibility, compassion, support		
•	Listening to our students	•	Recognizing differences		
•	Family engagement	•	Not showing favoritism		
•	Humanness – recognizing differences	•	Balance		
		•	Unserved populations		
		•	Nurture future leadership; pathways		
		•	Recognize different strengths, abilities, and needs		
		•	Making sure that everyone is seen		
		•	Take effort to provide support		
		•	Creative		
		•	Critical thinking		
		•	Openness		
		•	Indifference		

## Absenteeism

- Missing school for preventable reasons.
- Chronic missing 10 percent of the time (about 18 days).
- Over the past three years, more than one in five students in the Anchorage School District have been chronically absent.
- An internal study of ASD students demonstrated that Chronic Absenteeism was a larger detriment to student achievement than any other single factor.
- Chronic Absenteeism can impact different student groups more significantly as well, which exacerbates existing achievement gaps.



## **Chronic Absenteeism**

Chronic absenteeism increases from 21% in elementary school to 28% in high school and is significantly higher in all grades for at risk learner populations that also show the highest gaps in achievement.

Research suggests the reasons for chronic absenteeism are as varied as the challenges our students and families face—including <u>poor health</u>, <u>limited transportation</u>, and a lack of safety — which can be particularly acute in disadvantaged communities and <u>areas of poverty</u>.



## **Attendance Matters**

- It impacts Achievement
- It impacts Graduation Rate
- It impacts Drop Out Rate
- It impacts Success in Life





### **Attendance - Outcomes**



- Increase student attendance
- Decrease chronic absenteeism



#### Chronic Absence Rate Students K-12 (2018-2019) 23% Total Enrollment are Chronically Absent

Percentages Below are Percentage of Student Group

African American:	26%	Caucasian:	21%
Alaska Native:	39%	Child in Transition/Homeless:	53%
American Indian:	29%	Economically	32%
Hispanic:	26%	English Language Learners:	26%
Asian:	17%	Migrant:	32%
Hawaiian Pacific Islander:	41%	Students with Disabilities:	33%
Two or More Races:	28%	Indian Education:	35%



## **Table Talk**

- Work with the people at your table to find 3 solutions/action items to address absenteeism.
- Things to consider:
  - Within your own reach
  - Will share out in the next meeting
  - Adopting a community
  - Adopting a school



## **Survey Results**

#### What parts of the session's content will you incorporate into your work?

- Group discussions and brain storming
- Data, equity tour, challenging culture of mediocrity/basely enough
- Discussion of diversity and how it relates to absenteeism, work, and achievement
- Thinking about attendance and what we/I can do to help
- Attendance incentives
- Data that was shared
- I am a volunteer parent but I do work in civil rights and medicine and it will be applied to outreach
- How to change absenteeism, thinking how to change it











## **MECAC** Planning

- Glows
- Grows

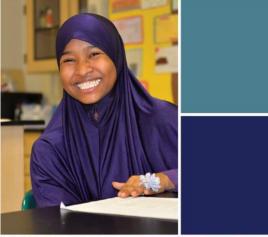


### **Glows and Grows**











# **Paige Searles**

ASD 2020 Graduate South High School











## **Empowerment Vitamin**











# Thank you!

