



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	Empowerment Terms
<ul style="list-style-type: none"> ▪ Home, social status, and income should not be a barrier ▪ Opportunity ▪ Access ▪ Same resources but not the same access ▪ Goal of understanding ▪ Fairness – in access to programs, having the same education across town ▪ Access to programs ▪ Inclusion ▪ Justice ▪ 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 	<ul style="list-style-type: none"> ▪ Share of the franchise in terms of having full ownership ▪ Not subject to power ▪ Empowerment ▪ Non-discrimination ▪ Historical Trauma ▪ All people of a group treated similarly ▪ Addressing pipeline to prison ▪ Leveling of the playing field ▪ Affirmative assistance ▪ Respect
Student (Family) Centered Terms	Overall Definition
<ul style="list-style-type: none"> ▪ Meet students in their zone ▪ Listening to our students ▪ Family engagement ▪ Humanness – recognizing differences 	<ul style="list-style-type: none"> ▪ Knowledge, flexibility, compassion, support ▪ Recognizing differences ▪ Not showing favoritism ▪ 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 poor health, limited transportation, and a lack of safety — which can be particularly acute in disadvantaged communities and areas of poverty.



Attendance Matters

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



**Attendance
Matters**

Every student. Every day.



Attendance - Outcomes



ATTENDANCE

- ▶ 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 Disadvantaged:	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!

