AN EXAMINATION OF THE CAUSES OF STUDENT CHRONIC ABSENTEEISM IN AN INNER-CITY HIGH SCHOOL

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Abstract

The purpose of this qualitative research was to examine the causes of student chronic absenteeism in an inner-city high school. The data were collected through organized interviews, surveys, and a focus group to be analyzed for theory. The participants for this study included sixteen students, three parents, and four teachers of an urban high school in the southwestern part of Tennessee. One of the major findings indicated the risk factors associated with student absenteeism in an urban school district. The interventions in decreasing absenteeism were identified as having a significant impact. Recommendations for school administrators emphasize the importance of building relationships with families in addressing attendance concerns.

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Name: Raymond Pratcher, Jr.

Date: March 31, 2020

Dedication

There is not a day that goes by that I do not think about you guys. The value of an education has always been the foundation of our family's legacy. Throughout my life, you have motivated and challenged me by setting a great example for my children and me. You have embodied the heart of hard work, sacrifice, and dedication. It is because of your passion for learning that I am the person that I am today.

Moreover, even though neither one of you is here to see me make this last walk in my educational journey, I am eternally grateful for your love and support throughout my life; and I know that you are looking down smiling on me. So, this study, I dedicate to you both, Mr. Raymond Sr. and Mrs. Irma Pratcher, my beloved parents.

Acknowledgements

I would first like to acknowledge my wife, thank you for your encouragement and your motivation through this entire process. The journey to this point was not an easy one however, I persevered to finish the race. Thank you and I love you so much.

Next, I would like to acknowledge my parents, who have played a major role in this educational journey. I thank you for instilling those important educational values to be successful in life. As well, thank you for prioritizing education. Love you and miss you guys dearly.

Also, I would like to acknowledge my sister. Thank you for setting the example for me to follow. It is because of you that I set out on this journey, because our competition and love for each other has always driven us to be successful. Love you sister.

To my children, I hope this accomplishment has inspired you guys to aim high in your educational journey. Anything is possible through trust in God, discipline, commitment and hard work. Always remember to put God first in your life and no mountain is too high to climb. I love you both.

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Chapter One: Introduction

Today, students are being motivated and encouraged by educational leaders to participate in school activities to provide a positive impact and get students excited about attending school daily. School districts have implemented awards and certificates as an incentive to drive and increase school attendance. This type of motivation encourages students by a school-wide or small setting recognition of student success with personalizing school certificates or awards. In some illustrations, the principal then announces student names by acknowledging their achievements in an academic award assembly.

The United States Department of Education (2014) reported that chronic absenteeism has evolved into an immense problem that causes both an extensive and rigorous decrease in student academic success. While attempting to close school systems' achievement gaps in 2013-2014, nine out of ten districts reported chronically absent students' academic achievements were affected, which led educational professionals to believe that the federal report was an undercount. Nearly 800 school districts reported more than 30 percent of their students missed at least three weeks of school in 2015-16. The federal report defined chronic absenteeism as when a student misses at least fifteen or more school days each year, which accumulates to roughly ten percent of their academic school year (Zinshteyn, 2016).

Low attendance rates seriously impact the school systems and their communities. Students are absent from school to work as a means to support their families. Students are working excessively long hours to assist with paying household necessities relating to rent, food, utilities, as well as outside needs such as daycare for their younger siblings and their child(ren).

Approximately 25 percent of high school students obtained employment in 2014. Research published in the Sociology of Education (2014) revealed how students who are employed for more than 20 hours each week could lead to increased dropout rates. The American Educational Research Journal (AERJ, 2015) declared that students employed less than 15 hours per week are more probable to obtain a high school diploma and continue to post-secondary education.

Parental discretion was recognized as a causative aspect focusing on a moderate percent of students being chronically absent. Comprised grouping of parental discretion were problems such as parental empathetic status of attendance/school, parent tension, parental work schedule, and family travel. It is not only students observing numerous difficulties, but parents as well (Factors Influencing School Attendance, 2014). This discovery exemplified both the elevating levels of stress and anxiety that parents experience in households with students chronically absent, which impacts the ability to sustain regular routines.

Parental discretion remained the highest mentioned reason for missing school among chronically absent seventh and 8th-grade students. Through all phases of groupings, parental discretion was the major stimulus of chronic absenteeism in seventh – 8th graders (39%), followed by K – 3rd graders (32%) (Factors Influencing School Attendance, 2014). Among student population-types, parental discretion was frequently stated as an encounter for students in Special Education (38%), as well as for English Language Learners (35%). Comparable rates were reported for Black (33%) and Latino (35%) students (Factors Influencing School Attendance, 2014).

Truancy correlates with an unexcused absence from school or classes when a parent is unaware of their child's absence. Students are inspired and influenced by peers, teachers, family,

delivery of instruction, bullying, and others (Reid, 2005). Attendance intercessions for students chronically absent provide provision and possessions in addressing influences that contribute to absences such as low self-esteem, school anxiety, parental support, poverty, teacher/student relationships, and bullying (Campbell-Maynard 2012).

Statement of the Problem

Districts across the country must identify student absenteeism as an initial warning sign of at-risk behaviors. The severity of chronic student absenteeism can generate several acute issues, including school violence, poor academic performance, substance usage, sexual misbehavior, and teenage pregnancy. Also, student absenteeism categorizes students as a risk for perpetual dropout, which can lead to more substantial problems resulting in financial deficiency, marital complications, and imprisonment.

The study site for this investigation was an urban high school, grade levels 9-12 in County Public Schools district. In 2017-2018, the school district recorded that 18 percent of inner-city students missed at least 18 or more consecutive school days. Approximately 15,000 students missed more than half a month of instructional time, and the numbers are on the rise. Chronic absenteeism in a County Public School has increased by two percentage points over the last three years, from 15.8 percent in 2015-16 to 17.8 percent in 2017-18. While these numbers may sound small, the impacts are massive. Parents may not realize how absences add up, but students who miss school have difficulty keeping up with their peers academically and decline in literacy.

Purpose and Significance of the Study

Continuing absenteeism in an inner-city high school was the significance of this qualitative research. The study investigated the main occurrence of chronic student absenteeism

amongst sixteen high school students. During the research, students were examined for their contributions and perceptions while being recognized in the category of chronic absenteeism. Parental perceptions of their child's absenteeism were also gathered to incorporate attendance invention programs to increase daily attendance. Correspondingly, school administrators were surveyed relating to their perception of the causes of student absenteeism.

Research Questions

The following research questions led the study:

Question 1: What implemented school interventions are the most successful in improving chronic absenteeism?

Theoretical Foundation

Abraham Harold Maslow was an American psychologist who is best known for originating Maslow's hierarchy of needs; This is a theory of psychological health predicated on fulfilling innate human needs in priority, culminating in self-actualization (Abraham Maslow, n.d.). Maslow expressed the importance of concentrating on encouraging one's full potential rather than giving them a "bag of symptoms." In 1943, Maslow began a journey to determine what motivates an individual to do things, and then after they have reached this satisfaction, what motivates someone to do more (McLeod, 2014).

Maslow's Motivational Theory was the theoretical framework guiding this research. Maslow determined that there were five stages in his motivation model (McLeod, 2014):

1. Biological and Physiological Needs: the necessities of life such as air, food, water, and shelter.
2. Safety Needs: the logic of safety from all maltreatment.
3. Love and Belongingness Need: the connection of a group, family, and friends.
4. Esteem Needs: the idea of self-confidence, as it includes self-respect and respect from

others as well.

5. Self-Actualization Needs: this section includes realizing and achieving full potential in all aspects of a situation.

Maslow's model connects to the effectiveness of the head of household students physiological needs to provide food, clothing, and shelter for their families to survive. It is impossible to advance to higher academic needs if students are hungry, do not have warm enough clothes, and sleep on the street. The student might be chronically absent at school due to the need to take on parental responsibilities by providing financial support, by teen pregnancy and by providing supervision to younger siblings. An effective intervention and incentive program integrate and supports all levels of Maslow's Motivational Theory.

Maslow's hierarchy of needs is portrayed in the shape of a pyramid with the largest, most fundamental needs at the bottom, while self-actualization needs transcendence at the top (Abraham Maslow, n.d.). Especially, the root of the philosophy focuses on the individuals' needs that must be met before being encouraged to progress to an accelerated level of needs. One level of Maslow's pyramid was called "deficiency needs" or "d-needs": honor, companionship and love, safety, and personal needs. If one's "deficiency needs" are not met – except for the most important (physiological) need – there may not be a physical warning, but the individual will feel nervous and stressed (Abraham Maslow, n.d.). Maslow also created the term "meta motivation" to inspire the enthusiasm of individuals who accelerate beyond the intended expectation to obtain one's self-satisfaction (Abraham Maslow, n.d.).

Maslow's model connects to the effectiveness of physiological needs to provide food, clothing, and shelter for their families to survive. However, the possibility of advancing to a higher need for students' survival during starvation, lack of warm clothing, and inadequate

shelter present challenges. Likewise, if a student has insecurities in the classroom, is being bullied, or if there is a sensitivity disconnection from the instructor, there could be struggles in completing work and obtaining academic instruction in English and mathematics. A decrease in academic progression results from the desire to feel secure in an educational environment. Learners assess safety through the perception of a predictable and organized daily routine and rhythm. When learners develop a daily routine, and their routine becomes imbalanced, or in jeopardy, they can feel very uneasy and insecure. Once a feeling of insecurity becomes present, then the learner's academic progression begins to decrease throughout the school year.

A foundation for providing a solution for adequately meeting the student's physiological needs can increase student attendance. Friendships and family relationships are essential to a learner feeling secure. A recognition of belongingness can be established through the involvement of groups. Learners can sense the lack of belongingness and desire for loving acceptance from family members. The desire for belonging and love is often overlooked. However, this need can often be as important as physiological needs. The next need that must be satisfied is self-esteem. Self-esteem includes confidence, achievement, respect of others, and a need to be a unique individual (Abraham Maslow, n.d.).

Most people desire to have a high evaluation of their self-worth, which is based upon a realistic interpretation from others of their capacity and achievement. Self-esteem is often divided into two groups. First, a person will desire strength, confidence, and personal achievement. Second, a person desires a reputation or prestige, recognition, appreciation, and importance (Abraham Maslow, n.d.). Maslow opined that students would completely accelerate towards a level of self-worth and accomplishment when they are acknowledged. An effective

intervention and incentive program integrate and supports all the levels of Maslow's Motivational Theory.

Students who are chronically absent from school will participate in an attendance intervention to bring awareness while discussing methods for improving their attendance. Through this research, scholarly accelerated literature associated with student chronic absenteeism focused on the implications for school administrators while elaborating on student perspectives of an incentive reward system.

Rationale of the Study

Through a critical review of literature, this qualitative study worked to obtain an understanding of student chronic absenteeism. In this research, student chronic absenteeism in the high school setting is addressed before a student is characterized as a high school dropout. By addressing student absences, the researcher proposed to inform readers and students of the risks and consequences of chronic absenteeism.

Each school year administrators in secondary public schools are faced with the complex challenges in addressing student absenteeism. In addressing such concerns, their actions are often constricted by a school system's historical practices and formal attendance policies (Sculles, 2013). According to Hawkins (2015), parents and educators alike concur that school attendance matters. However, when students are not present in the classroom for various physical, social, economic, environmental, and health reasons, the academic impact can be damaging and permanent. Chronically absent students are likely to read and comprehend on a 3rd-grade level, which can affect their educational progress to graduate from high school. Chronic absenteeism from school initially results in low academic achievement scores and increasing dropout rates. Being absent for more than a week of school often reflects from students living in low poverty

areas, being in a minority population, having special needs, lacking mobility, and being incarcerated in the juvenile system (Hawkins, 2015).

When discussing chronic student absenteeism, research has suggested that student perspectives are unnoticed when implementing daily policies and procedures. Research has also focused on several attendance policies that address non-attendance by examining students' disciplinary records and daily attendance. Specifically, several school district administrators have been recognized as responding to student chronic absenteeism in a proactive manner, rather than a reactive manner. Historically, districts have addressed problems of absenteeism and truancy by supporting students, thus supporting the roles of school administrators implementing intervention programs to assist with student absenteeism.

Limitations, Delimitations & Assumptions

Participants of this case study were full-time students currently enrolled in a progressive metropolitan inner-city public high school. Experiences of full-time students (working, not working, caregiver responsibilities) varied from student to student. Participant voices or narratives did not represent the experiences of all students consistently chronically absent. Additionally, differences among ethnicity/countries of origin may have accounted for the differences in their personal and academic experiences. Data supplied by the Dean of Students containing chronic absenteeism records were cross-referenced to determine a consistent pattern in each excused and unexcused absences. Through this research, each student was identified as a severe case of being chronically absent, as defined in Tennessee's ESSA State Plan, i.e., the percentage of a school's students who has missed more than 10 percent of the days that can be considered as "membership" at school (TNDOE, 2019).

Research can be characterized as delimiting by selecting qualitative research to explore chronic absenteeism among students at an inner-city high school. By focusing on those students identified as being chronically absent from high school, the scope of the research was narrowed. Delimitation was present by not exploring teachers' perceptions of student chronic absenteeism, along with understanding the perceptions of their parents and guardians. The study was further delimited by exploring the role of school administrators in considering and replying to their experiences and perspectives when addressing student absenteeism.

Definition of Terms

- **Absenteeism:** The habit of refusing to attend classes (Eneza Education, 2013).
- **Attendance Rate***:* Tennessee Department of Education defines attendance rate by dividing the number of days present by the number of days taught (TDOE, 2015).
- **Chronic Absenteeism:** Students accumulating too many missed days from school (whether excused or unexcused), becoming a risk of falling behind academically (Lexia, 2017).
- **Grit**: Courage and resolve; strength of character (www.merriam-webster.com).
- **Head of Household**: A qualifying person who is considered as the only source of income in a dependent household (wikipedia.org).
- **Own-It:** Taking responsibility and being accountable for actions (www.urbandictionary.com).
- **Promotion Rate:** A calculation based on the number of students who attain enough credits to be promoted to the 10th grade. In certain school districts, students must attain seven out of eight possible credits, along with passing Math and English to be promoted.

- **Truancy:** The action of one being absent from school without good reason; absenteeism (Dictionary.com).

Organization of the Study

This study is organized in five chapters. The first chapter examines the purpose and organization of the study. This chapter displays the background information of the study, research questions, theoretical foundation, and definition of terms. The second chapter reviews relevant literature and material. In this chapter, a comprehensive literature review presents an analysis of various theories. Next, chapter three includes the research methodology. This chapter gives the population and sample of the study, research procedures, clarification on how data will be analyzed, and a description of the instruments being used to analyze data found in the study. Chapter four discusses the results of the data analysis. Included in this chapter are the results regarding the hypotheses, finding interactions, and relevant results and findings. The final chapter, chapter five, concludes with conclusions, implications, and recommendations for future studies and policy issues.

Summary

This study was constructed on the conceptual framework provided by Maslow's Hierarchy of Needs. Research has suggested solutions in decreasing chronic absenteeism by implementing interventions for acknowledging students' reasons for being absent. The need for decreasing absenteeism focuses on methods of improving student learning in high school. This study captured the voice of the students, parents, and administrators who are part of a smaller learning community in an urban context to identify their perceptions of chronic absenteeism, implementation of attendance interventions and incentives for improving chronic absences.

Chapter Two: Literature Review

The study investigated the causes of chronic absenteeism in an inner-city high school in Southwest Tennessee. Each school year, secondary administrators in public school systems, are confronted with multifaceted challenges of student absenteeism. When discussing such challenges, administrators circumscribe the school district's unwritten, historical practices, and appropriate attendance procedures (Sculles, 2013). According to Hawkins (2015), parents and educators alike can concur that school attendance matters. When students aren't present in the classroom for various physical, social, economic, environmental, and health reasons, the academic impact can be damaging and permanent. Students chronically absent are likely to read and comprehend at a 3rd grade, which can affect their educational progress to graduate from high school. Students chronically absent from school typically reflect lower academic achievement and eventually drop out of school. Missing more than a week of school is often seen from students in low-income areas, students of color, students with disabilities, students who require transportation, and incarcerated students in the juvenile justice system (Hawkins, 2015).

Organization of the Literature Review

Public school educational leaders have implemented attendance interventions for students chronically absent. The interventions aim for continuous provision and properties in addressing student influences on absenteeism such as low self-confidence, school apprehension, lack of peer relationships, or physical circumstances. Other household influences such as discipline, lack of parental support, or low-income areas can develop a decrease in a student's attendance.

The U.S. Department of Education (USED) identified enduring absence as a concealed instructive catastrophe (Jacob, 2017). In 2015-16, approximately fourteen percent of schoolchildren coast-to-coast frequently remained absent. More than twenty percent of students

were exempted or unexempted from school and accumulated more than eighteen missed days of school (Jacob, 2017). In metropolitan areas, the attendance rates are disproportionally complex, with cities in Michigan accelerating to fifty percent of schoolchildren frequently not in attendance. Consistent absence in school usually does not become the highest level of apprehension. However, stakeholders were focused on this issue as early as the late 19th century when it was learned that a quarter of the juveniles jailed at the Chicago House of Correction in 1898 were there for truancy (Jacob, 2017).

Horace Mann, an educational specialist, designed an improvement plan in bringing awareness of procedures challenging parents to register their kids into school, producing additional resources for the educational and ethical constituency (Goldstein, 2015). In 1852, Massachusetts became the first state to legislate compulsory education (Goldstein,2015). Later, progressive reformers also argued for the threat of arrest as a stick to drive reluctant working-class parents, many of them recent immigrants, to keep their kids off the farm and streets or out of the factory (Goldstein, 2015). In 1889, the Chicago Board of Education argued, that administrators should rightfully have the power to arrest all these little beggars, loafers, and vagabonds that infest our city, take them from the streets and place them in schools where they are compelled to receive an education and learn moral principles (Goldstein, 2015). An area of the teenagers incarcerated at a correctional center remained housed for absenteeism. During the early 1900s, the entire United States implemented a regulation requiring educational presence as an obligation (Goldstein, 2015).

Methodology for the Literature Review

Even excused absences can have a negative effect on students as young as kindergarten. Missing school during these formative years can disturb their capability to read and comprehend

grade level. By third grade, chronic absenteeism can lead to a 50-day instructional gap – more than the 1st semester of a school year, making it extra difficult for students to be successful in the classroom (CPS, 2019).

Currently, educators, administrators, and psychologists examined absenteeism for a true definition that characterized reasons for missing school. School psychologists tend to use relations such as conservatory abhorrence, withdrawn apprehension, conservatory denial, and conservatory denial conduct when characterizing nonattendance. Conservatory abhorrence can be defined as absence motivated by uncertainties, often associated with episodes inside the primary level (Attwood & Croll, 2006; Henry, 2007; Reid 2005). For instance, an individual suffering from abhorrence separation anxiety repeatedly results from the anxiety of being absent from their parent (Attwood & Croll, 2006; Henry, 2007; Reid 2005).

Most students chronically absent experience numerous difficulties in attending school consistently. Attendance barricades were recognized for a student experiencing absenteeism chronically. Providentially, there was also a huge amount of encouragement to motive students to attend regularly. While most cases were informed through trials and stimulations, a quantity was mentioned with enough occurrence in additional organized intercessions (Factors Influence School, 2014).

Social and criminal justice authorities have examined student behaviors from an internal and external factor connected to truancy when characterizing absenteeism. Truancy can be characterized as any intentional, unjustified, unauthorized, or illegal absence from compulsory education (Wikipedia, n.d.). Delinquency often shortened as an uncontrollable young person (under 18) who fails to do that which is required by law; juvenile delinquency can be connected to behaviors and those often associated with conduct chaos. (Wikipedia, n.d.). While other

researchers characterize absenteeism as an unexcused absent at the primary, intermediate, and secondary level. School districts across the country referred to unexcused absences as unacceptable absences. Educators must proceed with acknowledging and finding solutions for the numerous categories of nonattendance. Although, different categories of conservatory absence comprise, but not restricted with academic absenteeism, post registering absenteeism, parent absenteeism, mental absenteeism, conservatory denial, also conservatory fear.

As student academic growth decreases while associating with student absenteeism, data shows an inconsistency for school administrators providing strategies in resolving the deflation. Consequently, one researcher explicitly insisted on a consistent consideration for non-attendance and student absenteeism. Some researcher has developed a compromise among investigators, consultants, and officials to attain resourceful procedures for avoiding and decreasing nonattendance at a systemic level. The practice of a mutual classification and consideration would possibly support administrators by implementing attendance practices and policies.

For an individual, everyday employment plays a significant amount of influence in the 17% accumulated missed days in school, which exceeds the total number of students considered to be chronically absent. Precise problems in this grouping consist of overseeing household tasks, providing daycare for younger siblings, employment, and out of school activities not related to the school (Factors Influencing Schools, 2014).

Household tasks separate from school have become specifically substantial problems for students attending school at the start of immediate level years. Nearly ten percent of chronically absent are primary level schoolchildren, nearly twenty percent are immediate level schoolchildren, and forty-two percent are secondary level schoolchildren (Factors Influencing School Attendance, 2014). Secondary level schoolchildren are mainly constrained with

household upkeep and additional everyday tasks. This consists of overseeing the care of parental/guardians, grandparents, and siblings. Latino students are chronically absent due to the everyday jobs outside their school, with approximately one-quarter engaged in their family responsibilities, which becomes problematic in attending school daily (Factors Influencing School, 2014).

Theoretical Focus

The theoretical framework guiding this study is Maslow's Motivational Theory. Abraham Harold Maslow was an American psychologist who was best known for originating Maslow's hierarchy of needs, a theory of psychological health predicated on fulfilling innate human needs in priority, culminating in self-actualization (Abraham Maslow, n.d.). Maslow was a psychology professor at Alliant International University, Brandeis University, Brooklyn College, New School for Social Research, and Columbia University. He stressed the importance of focusing on the positive qualities in people, as opposed to treating them as a "bag of symptoms." A Review of General Psychology survey, published in 2002, ranked Maslow as the tenth most cited psychologist of the 20th century (Abraham, Maslow, n.d.). In 1943, Maslow began a journey to determine what motivates an individual to do things, and then after they have reached this satisfaction, what motivates someone to do more (McLeod, 2014).

Maslow's hierarchy of needs is often portrayed in the shape of a pyramid with the largest, most fundamental needs at the bottom and the need for self-actualization and transcendence at the top. Especially, the crux of the theory is that people's greatest desires must be completed before being swayed to accomplish their most complex desires (McLeod. 2014). The primary stages of Maslow's called "deficiency needs" or "d-needs": self-esteem, companionship and being loved, safety, and corporal desires. If these "deficiency needs" are not met – except for the

greatest ultimate (physical) desire – there may not be a corporal warning, but the person will sense concerned and stressed (Abraham Maslow, n.d.). Maslow's philosophy encourages that the utmost undeveloped desires must be accomplished before transitioned to the greatest complex satisfaction of desires. Maslow also invented the terminology "meta motivation" to define the enthusiasm of individuals exceeding past their desires and striving for consistent benefits (Abraham Maslow, n.d.).

The human brain has a complex system and parallel processes running at the same time; thus, many different motivations from various levels of Maslow's hierarchy can occur at the same time. Maslow spoke clearly about these levels and their satisfaction in terms such as "relative," "general," and "primarily." The individual focuses on a certain need at any given time. Maslow stated that a certain need "dominates" the human organism (Abraham Maslow, n.d.). Thus, Maslow acknowledged the likelihood that the different levels of motivation could occur at any time in the human mind, but he focused on identifying the basic types of motivation and the order in which they would tend to be met. Maslow determined that there were five stages in his motivation model (McLeod, 2014):

1. Biological and Physiological Needs: the necessities of life such as air, food, water, and shelter.
2. Safety Needs: the sense of security from all harm.
3. Love and Belongingness Needs: the connection to a group, whether it is family and friends.
4. Esteem Needs: the idea of self-confidence summarizes this section, as it includes self-respect and respect from others, as well.
5. Self-Actualization Needs: this section includes realizing and achieving full potential in

all aspects of a situation.

Maslow's model connects to the effectiveness of the physiological needs to provide food, clothing, and shelter for their families to survive. However, the possibility of advancing to a higher need for students' survival during starvation, warm clothing, and shelter have become impossible for survival. The student is chronically absent at school due to the need to take on parental responsibilities by providing financial support, teen pregnancy, and supervision to younger siblings. Likewise, if a student feels school safety has become a major issue, due to bullying or disconnection with the educator, the scholar struggles with safety, finalizing effort, and academic resources, which results in being chronically absent (Burleson, 2014). Learners view safety through a predictable and orderly world—they have an undisrupted routine or rhythm. When learners do not have a routine, or the routine shows to be in jeopardy, learners can feel very anxious and unsafe. This will lead to underperformance by the learner. Throughout the research, a foundation in providing students with assistance in their physiological and safety needs are adequately met to increase student attendance. These needs may include a variety of friendships and family relations that builds trust and belongingness. The level of acceptance can be established over-involvement in the school Student Government Association, mentorship, and sports. A student may seem destitute for love and acceptance, desiring affectionate relationships from a variety of people. Student self-esteem can evolve around their self-assurance, accomplishment, admiration of peers, and the desire to be an exceptional student (Burleson, 2014). Most individuals require reassurance, creating an accurate clarification of acceptance amongst peers. Confidence can be separated into different categories. Primary, an individual, must desire asset, capability, self-assurance, and accomplishment to face adulthood head-on. Second, an individual analyzes his or her character as a stature obligation from others while

valuing it as high importance (Burleson, 2014). The groups desire value, forte, competence, and suitability.

Nevertheless, when the needs are not accomplished, they feel less valued among their peers and classmates. The first four needs can be categorized as deprivation needs; the lack of gratification will inspire individuals to progress towards sustaining each requirement. Beyond the deprivation, needs are one more need, self-actualization the desire for self-fulfillment (Burleson, 2014). This is the desire for one to become everything that one desires in self achieving. The non-necessity inspires a deficit, nonetheless, in a continuous want for an individual to progress. Maslow shows students evolving around, reaching a level once self-worth and accomplishment become acknowledged. An effective intervention and incentive program integrate and supports all the levels of Maslow's Motivational Theory.

Students who are chronically absent in school will participate in an attendance intervention to bring awareness and discuss methods of improving their attendance. This research concentrated on student chronic absenteeism while making responsible inferences for administrators by incorporating an incentive reward system.

Gap in the Literature

Kearney (2008) and Lauchlan (2003) highlighted hazardous influences associated with student absenteeism. Student absenteeism can be characterized as a risk factor, parental involvement, peer involvement, school involvement, and community involvement. Over time various risk factors can cause acceleration of difficulty when associated with student absenteeism.

Child-related influences are often categorized as being affecting indications (Kearney, 2008; Lauchlan, 2003). Indications are conveyed by nervousness, anxiety, and misery.

Nervousness, anxiety, and misery lead extraction and separation from the conservatory setting (Eaton et al., 2008). A schoolchild possibly will dread an exact situation in the conservatory situation consequential in an enlarged apprehension. Students possibly will agonize on or after an increased apprehension the minute absent from his or her guardian. A schoolchild's misery from hopelessness might seek out to remove from relationships within the conservatory atmosphere (Eaton et al., 2008). These indicators are measured through familiar bodily indicators such as pain and sickness. Recurrent bodily indicators such as physical and health-related diseases amongst schoolchildren are accumulated at a high level of absenteeism in a school atmosphere (Eaton et al., 2008).

Student illness has become one of the consistent motives for scholars missing school; however, various other excuses have impacted their attendance (Sculles, 2014). As schoolchildren mature, school choice intensifies as a parent/guardian decides whether a school provides the necessary school safety for enrollment. Most teenage students are affected by chronic absenteeism due to the misuse of substance abuse, an unexpected pregnancy, and dealing with emotional/ psychological problems. (Sculles, 2014). Studies have documented that students' motives for not attending school, include sickness or health issues, personal household tasks, housing unsteadiness, the necessity of employment, and joining the juvenile system (Sculles, 2014). Scholars are frequently choosing not to attend school because of bullying, unsafe living conditions, and harassment. The motive behind students not attending school evolves around being accepted from outside influences (Balfanz & Byrnes, 2012; Yeide & Kobrin, 2009).

When it comes to acute illness, prevention is one of the best practices to engage in preventing chronically absenteeism. Through diet, exercise, and other preventative practices,

acute illness could be reduced significantly and is often short-lived. Many of the other areas previously mentioned can help reduce acute illness through their implementation. Approximately forty percent of primary scholars missed more than three consecutive school days unexpectedly due to severe illness. Schools can encourage influenza vaccines, handwashing best practice programs, and can investigate ways to make their schools more environmentally friendly.

The health-related causes of absenteeism stretch even further than those listed here and continue into students' home environments and beyond. Through education and understanding of these health conditions, schools will have the tools they need to keep their environments safe and healthy, thus making it easier for students to increase attendance.

Beyond bodily indicators, schoolchildren could display little self-confidence, conservatory terror, parting apprehension, conservatory denial, and actions that coexist through sensitive complications. Schoolchildren with sensitive complications frequently explode and participate in bodily and vocal antagonism, the devastation of possessions, and additional security destructions associated with conservatory punishment procedures. Sensitive outpourings and security desecrations are displayed through disciplinary actions. Frequently, punitive arrangements affect a schoolchild's deferments external to conservatory, thus influencing a scholar's presence and contribution to the primary level. Further children- linked-issues influenced academic struggles, discipline from administrators, afterschool employment, teen pregnancy, and immature social skills. Some scholars have stated that being absent from school to circumvent schoolwork to be problematic to their academic progression (Harnett, 2007). Some students remarked that being absent from school resulted from adverse communications with educational figures (Harnett, 2007). Frequently, scholars have difficulty adapting to the educational setting because of disconnection with peers, teachers, and

administrators. Currently, more scholars are employed throughout their educational realm to provide financial security (Harnett, 2007). For most scholars, this prevents them from regularly attending school because of being scheduled for early morning and late-night shifts (Harnett, 2007). Harnett (2007) studied teens' insights on assumed procedures concerning attendance policies and following academic achievements.

Parent and Family-Related Factors

Most of the student influences originate from parental guidance in most student's homes, which motivates the behavior in a school setting. Precisely, a scholar's academic success is often in jeopardy during their secondary education because of family-related difficulties and financial deficiencies. However, a student daily presence influences the untimely amount of intense problems that prevent joblessness, deficiency, and pennilessness and which affect the whole family (Sculles, 2013). For some, it has caused unnecessary stress for the parents and has obstructed their parental skills in ensuring their children attend school daily. Searching for employment, supplying food, and safeguarding reliable housing may take urgency to ensure student school attendance (Sculles, 2013).

Further, absentee students were searching for resources to financially support their relatives, taking care of their younger siblings during and after school hours, and increasing their mobility to and from school (Sculles, 2013). Safeguarding and maintaining employment to sustain a household can damage an individual's presence in the school. Also, a parent's employment schedule may require a student to supervise their younger sibling during normal school hours, which affects their academic growth (Sculles, 2013).

Parent/Caregiver discretion was acknowledged as a causative influence for thirty-one percent of frequently absent schoolchildren. The grouping of decisions remained problematic for

parental sympathetic awareness while attending school, parental anxiety, daily parental agenda, and transportation. While parental decisions are allotted to approximately thirty-three percent of students frequently absent, students are faced with trials and tribulations, but parents are affected by them as well (Factors Influencing School, 2014).

Parent responsibilities that can include holding down a job, for aging or ill family members, and trying to maintain children's different schedules take a tremendous toll on the family (Absences Add Up, n.d.).

It is often problematic or challenging to plan for what is needed to care for all the members of a family. But if a child is missing school to help care for another family member—or because caring for that person prevents a parent from helping a child get to school—it can negatively influence a child's long-term success.

Remarkably, most investigations centered around parent/caregiver discretion reported that the most common challenge for parents involves parental anxiety. For primary and immediate school level students, parental anxiety was recorded as the most frequently mentioned encounter inside the grouping of parental discretion. Throughout each discovery, the high anxiety levels of stress can impact an entire household in a negative way by influencing students from going to school and seeking acceptance from their environment resources (Factors Influencing School Attendance, 2014).

Students are confronted with guardians who display insufficient parenting assistance or participation, low outlooks of academic achievements, and poor communication in collaboration with administrators. The absence of parental involvement can have a negative influence on student attendance and academic growth. Lack of parental supervision will result in unawareness of a student's lack of attendance in school (Kearney, 2008). Likewise, parents with

an awareness of school absenteeism can result in an intervention to disrupt their child's absenteeism (Kearney, 2008). Researchers have suggested that families from low socioeconomic communities have withdrawn their child from school because of various reasons not stemming from school issues or academic struggles (Kearney, 2008).

Peer-Related Factors

As an individual matures, peer-related influences have the greatest impact on student absenteeism. Peer pressure issues characterize a student's craving to be accepted and recognized by his or her peers (Sculles, 2013). Through the influential years, students frequently verve to overindulgences to be recognized by their peers. Most students believe in surrendering to peer-related factors, which results in contributing to outside influences that can damage their academic growth and achievement (Sculles, 2013). However, students who are driven academically often avoid peer pressure, such as mistreatment and gang activity (Sculles, 2013). Although, when escaping from peer-related factors, students can develop an undesirable influence on a scholar's daily attendance and academic progression.

Teen pregnancy has prevented several students from completing their high school education. Once a teen becomes pregnant, she may elect to withdraw from the secondary level setting, otherwise finishing her education at an alternative setting. When a teen has goals and aspirations in accelerating her education to the post-secondary level, teen pregnancy prevents a young mother from fulfilling those aspirations. Instead, the new parent possibly will elect to concentrate on raising her child/children rather than pursuing additional post-secondary education (Bodee, 2018).

Researchers have questioned whether peer group distinctiveness affects nonattendance from the secondary level. Youths regularly accept affection and security from their peers.

Indicators consist of unbearable exaggerated reputations of peers associated with the student's sensitive insecurity experiences in and out of the classroom. Harnett (2007) found a decline in student relationships among their peers when students felt secure in a school setting. Bigger anxiety is for scholars who have a damaging sociable interaction impacting the school environment. Peer-related influences involve peer pressure, immediacy to divergent tactics, and victimization from bullies (Harnett, 2007). Students who are victims of school bullying eventually proceed to be absent from school.

Twenty percent of students have endured vicious crimes within the household and the community. Likewise, seventeen percent of students are involved in some abuse by a family member; ten percent experienced sexual assault, and seven percent experience mental abuse. Vicious disturbances can impact a student's capacity in not attending school. For example, twenty-five percent of students in need of behavioral health services get the help they need, which has significant implications for children impacted by violence and trauma.

When a child is being bullied, communication about the situation decreases based on the fear of the unknown. Instead, students participate in other activities to evade attending school and the intimidation circumstances. With the decrease in self-confidence, misery causes a decrease in academics and could be early warnings of a child's insecurities at school or possible bullying. Harassment can be characterized as unwelcome, violent actions where one or more children use social or physical influence to threaten their peers in feeling unwelcome and unsafe. These actions can often initiate through one on one interactions or online "Cyberbullying" and can include initiating possible threats, dispersion gossips or rumors, aggressively intimating someone physically or verbally along with exclusion from their peers (Absences Add Up, n.d).

Bullying appears like a substantial interpreter of an individual absence, and, at the secondary school level, a substantial interpreter for schoolchildren eventually withdraws from school. Current investigation designates that harassment (confrontational affairs with educational administrators) influences academic growth, academic achievement, and attendance as evident through school-related manners.

School-Related Factors

Research remains centered on influences elevating negative concerns over the effect of school procedures, structural beliefs, and associations amongst school children and school administrators on scholars being present. Researchers have recommended that procedures are unproductive and possibly will involuntarily cause a removal in satisfying the absenteeism amongst peers (Hartnett, 2007). Excused and unexcused absences among athletes and advance students should be scrutinized (Sculles, 2013). Further, the presence of schoolchildren who participate in extracurricular activities provides some consistency in increasing attendance among the peers, signifying not all schoolchildren are evaluated correspondingly (Sculles, 2013).

The academic attendance intervention likewise inspires schoolchildren to be present regularly. Some researchers suggested that school customs inspire student growth, school participation, and academic success increasing their school attendance. Investigators communicated that peer and educator disconnection often generate a momentous rise in 'abnormal reactions' – with absence. Furlong (2008) has recorded that educators who produce a considerate, well organized academic environment which increases a student's involvement in school. When students engage in extracurricular activities, their attendance reduces the danger of schoolchildren missing excessive days from school and preventing a student from withdrawn from school. This awareness can be accomplished through an increase in the student -to -teacher

interactions as well as other school-based programs that increase student-teacher contact through mentoring and character development.

A common theory in schools has motivated students when attending school and, in some cases, discouraged students from attending as well. Lack of school activities for students to participate in can influence the school rates of absenteeism and truancy (Reid, 2008b, p. 346). Most researchers believe that all forms of absenteeism are caused by inside and outside the school environment. Other researchers have noted the impact of unreliable attendance policies and procedures, damaging student-teacher affairs, and inadequate replies to a variety of student absenteeism (Sculles, 2013). Some policies and procedures have continued to find solutions for improving attendance. Also, some relationships between teachers and students, and the discrepancy in how students are being treated based on their cultural background and race have been described as having a negative impression on student attendance (Sculles, 2013).

The values and environment of the school predominantly correlate to student-teacher associations, and additional problems of a student's security and relate to absences. A student will decline in attending school when they felt insecure for their safety and threatened amongst the school community. The National Educational Longitudinal Survey (NELS) unveiled-student results of feeling secure with their environment. Individuals professed that their school was an unsafe learning environment with a high level of violence. More precisely, individuals experiencing some form of bullying and victimization by other classmates tend to become less active in returning to school daily. Schools should provide supervised after- school activities to avoid any physical altercations among students. Approximately five percent of students reported physical assaults while at school, while three percent of students were assaulted after school. Schoolchildren experiencing a pervasiveness level of anxiety and evasion are at its highest

among intermediate students and secondary level freshman and sophomores (Dinkes et al., 2009). A student can be categorized as a high school dropout based on his or her academic achievement from the immediate school level to secondary school level and the accumulation of the attendance data (Balfanz & Byrne, 2012; Gottfried, 2013).

External Factors

Social/criminal justice professionals have calculated a variety of external influences associated with student absenteeism. Professionals have connected suburban area influences on a bigger measurement outside the school and in the home-based surroundings. Although, related influences that are labeled as dangerous areas are unreliable police involvement, mass media influence, in addition to an absence of parental provision resources (Sculles, 2013). When schoolchildren have insecurities in their neighborhoods, larger because of the ferocity of gang activities, they become dreadful of departing from their own home (Sculles, 2013). This is compounded when students and families recognize the absence of local law enforcement agencies within the community and unreliable exterior public security. Over time, this can have a harmful experience of students while impacting their school attendance (Sculles, 2013).

Several family problems exhibit a major influence on a student's school attendance. Each family problem consists of living in low-income areas, parental ineffectiveness, lack of health care, and transportation. However, parents/guardians' non-involvement in their children's educational achievement often impacts regular school attendance. Families living in poverty areas can lead to a decrease in attendance, academic growth, and academic achievement, which possibly results in schoolchildren withdrawing from school. Families and schools located in a low-income area are affected by a decrease in students' regular attendance. Ready (2010) reported that compared to more prosperous students, children living in poverty are 25 percent

more likely to miss three or more days of school per month. Students' accumulated absences result from unexpected illness, lack of transportation, and conflicts connected with daycare. Family disorder and emotive desires of parents were also mentioned as a connective influence for students' absenteeism (Yeide, & Kobrin, 2009).

Unfortunately, children do not have the reassurance of parental support when addressing and encouraging the child to attend school daily. Parental abandonment can be characterized as a cause of truancy. Many parents in low-income areas do not value their child's academic progression. As parents/guardians are in desperate need to remain employed, childcare becomes the main struggle that requires the older sibling to look after the young siblings. Other students are forbidden from attending school regularly due to the dysfunctional problems at home, which impacts their academic progression. The inconsistency of daily student attendance can result from treacherous neighborhoods and violent crimes.

Parental involvement has classically been ascribed to children missing school as earlier as their primary years. Once a student progresses to the 3rd grade, they aggressively manipulate their parents in agreeing to minor excuses in missing school regularly. Absences correlate to a student's discretion because families are not knowledgeable about why attendance matters in the school system. When a household believes, a school lacks a strong culture emphasizing school attendance then the family finds other alternatives in educating their child (Balfanz & Byrnes, 2012, p. 29)

Absenteeism principally becomes problematic for stakeholders to address when parental support lacks continuing their child's education. Health insurance has made a connection to the consequences of students chronically absent in the educational realm. Roughly, twenty-eight percent of children lack health insurance and a consistent plan to bring awareness of health

apprehensions. Each correlates with chronic absences due to repetitive sickness, possibly without seeing a physician. Once the child's condition remains untreated or undiagnosed, it can result in a more serious illness and possibly leading to hospitalization consecutive absent days in school.

Mobility

Mobility correlates to school absenteeism due to the decrease instability of housing evolutions. Families changing their residential housing area often results in a child transferring from school to school. Struggles with maintaining their residential housing frequently require a change in the middle of the school year. This program is not deprived of significance, as was recorded in a 2012 Public School research investigation; "students who transition in and out of schools were four times more likely than non-mobile students to be chronically absent." (pg., 52). Schools' locations may also impact mobility through school open enrollment programs or procedures to diminish school overpopulation. Transitioning or transferring schools, and classroom reallocating also contribute~~s~~ to the decrease in regular school attendance.

Transportation has become a major issue within the urban area because of marginal environments and unparalleled violence around schoolchildren. Schoolchildren having trouble in mobility must adapt to a new school. Individuals struggling with transportation problems are more likely to struggle academically due to curricular incoherence. However, family instability has resulted in a decrease in a child's academic growth due to the inconsistency of parenting accountability. Throughout the country, students transitioning from multiple residencies happen all the time due to the rise in the cost of living in major cities or the parent's lack of employment. Lastly, parents accept their child's request to transfer to another school for various reasons such as lack of comfort in the school, absence from previous peers, and absence of family members in

the school building. Statistics show that suburban and informative flexibility are mutually influential in dropout rates.

School attendance in the elementary grades can often predict dropout rates at the secondary level. When students accumulate a large number of missed academic days in school, they often miss an opportunity to increase their academic growth and academic achievement. Also, when students fail to withdraw from their school due to absenteeism properly, the school system by law can file a court petition to locate the individual and their family. Each obstacle environs becomes problematic for schoolchildren interpreting school as a drain.

Parents/guardians repeatedly back school absenteeism by agreeing with schoolchildren to pursue pleasurable events once a student accumulates too many days missed. Students missing too many days can stay home and watch television or play games to fill the daytime hours. Once a student returns to school, a note is sent to school requesting excused absences with no reasonable explanation as to why the student had missed consecutive days of school.

Community Influence

Chronic absenteeism in the southeastern region revealed that vicious corruption rates in urban area schools and community areas had the highest rate of absenteeism for students at the primary school level. There has been a linking between demographic area surroundings, including deficiency, lack of parental guidance, a decrease in attendance, and low-income housing.

Alcohol use, problem drug use, official arrests, serious property crime, and serious violent crime are all problematic issues affecting a student's academic progression. Problematic issues can generate a negative influence on an increasing number of predictive menace impacts. Some secondary school level students were engaged in a positive connection with at least two

risk factors. In the middle adolescent group, only one behavior showed a decrease as the number of risk factors increased; serious property crime dipped between the zero factors and the one-factor level. In middle adolescence, serious violent crime was lower with four risk factors than with three, and serious property crime was slightly lower at the two and four risk factor levels than at the levels preceding (Brookins, 2016). The relationship between the warning and the outcome variable was statistically significant in 13 of 15 cases. The exceptions were problem alcohol use in middle adolescence and serious property crime in early adulthood. Enduring absences can be categorized from an indication of student/teacher disconnection when addressing the issues head-on while reverting the disconnection into a positive one. This disconnection can eventually motivate the relationship into a damaging felonious conclusion (Brookins, 2016).

School Influences

Researchers connected the school conditions, school environment, and the surrounding community with influencing a student's decrease in attendance (Shendell et al., 2004). Poor circulation systems in schools cause upper respiratory health encounters, including bronchitis, to circumstances that endorse lingering. Shendell (2004). Scrutinized interior carbon dioxide levels in traditional and transportable classrooms and revealed that a student's attendance in a portable classroom decreases by two percent than when housed in a traditional classroom setting. Information from 230 different schools in Texas, reported a certain number of schoolchildren attendance would decline because of desperate needs for school repairs, used temporary constructions (i.e., portables), and lack of custodian staffing (Shendell et al., 2004).

School-related discipline has impacted school attendance with-various other issues that develop over time. Although consequences, such as deferments or annoyance with the school

policy procedure, were informed as problems for 16% of the overall factors contributing to student chronically absenteeism. It was a problem for 36% of intermediate school level children and twenty-five percent of secondary level. School disciplinary interventions were also attributed to at least thirty percent of students chronically absent that were characterized as English Language Learners and learners in Special Education.

Suspension, in-school suspension, and out of school suspensions are related to lower attendance rates and eventual school dropout (Balfanz, Byrnes, & Fox, 2014; Cholewa, Hull, Babcock, & Smith, 2018). These relationships are found to exist even when student characteristics such as demographic variables and attitudes toward school were controlled (Lee, Cornell, Gregory, & Fan, 2011). A large study of over 8,000 ninth grade students across 31 states found that after school confinement, Restorative Interventions, Saturday Day School, and out-of-school, the suspension (OSS) were the most common disciplinary responses to unexcused absences (Flannery, Frank, & Kato, 2012). Proactive disciplinary practices, such as student conferences or restitution interventions, were rarely used (Flannery et al., 2012). This study also found that repeated OSS led to a strong and significant increase in truancy over time (Flannery et al., 2012).

Implications of Student Absenteeism

Students experiencing a high percentage of absenteeism from school can result from numerous damaging health issues (Dube & Orpinas, 2009, p. 87). Likewise, individuals choosing to be absent from school for any reason eventually participate in gang violence rather than those not accumulating any absences. Some related difficulties have involved substance abuse, dangerous sensual misconduct, adolescent, irresponsibility, and felonious entertainments. The majority of these difficulties are connected to absenteeism in school districts. There should be an

alternative location for students who are at high-risk dropouts. Students choosing to drop out of school cannot adapt to an alternative setting that relies on student academic accountability and social aspects for achievement growth. Students becoming a permanent dropout leads to a problematic adaption when transitioning into adulthood. Such problematic issues evolve around joblessness, financial deficiency, matrimonial complications, and incarceration. Most prominent are joblessness and financial deficiency, uncertainty, temporariness, low-income housing, and vagrancy (Sculles, 2013). The problem influences all family members, which later results in a family disfunction and separation.

Student Voice

All students must acknowledge the educational standards of policies and procedures. For years, educators have placed a greater emphasis on listening to a student's voice. The student's voice has appeared to indicate a variety of attempts to reshape the involvement of students within the informative study and modification. Educational administrators are invested in comprehending-the development of their students by maximizing their full potential through their academic learning experiences.

Scholars must earn the right to a voice and choice because of their steady contributions to their education while being acknowledged as a source of knowledge. Student's voice has drawn attention to establishing independent moralities in conservatories by letting scholars have the ability to speak their opinions (Sculles, 2013). Students on the secondary level should be allowed to be involved in their academic progression and contributions of their ascendency. Precisely, scholars making conclusions, influence school involvement and engagement (Sculles, 2013). Students will progressively increase in their school involvement when a student's voice is present.

Giving students a voice and choice will develop a connection between student and teacher relationships, which assists in academic learning at a school and focuses on the strategic plan in increasing student attendance. Giving a student's voice and choice essentially gives students an outlet in communicating with the administrative team on different methods in improving student daily attendance and incentives for positive behavior. Some administrators will reject the request in giving students input into the school culture and environment. By retrieving the student's communication, school administrators can develop an understanding of student discernments and positive engagements, while learning what motivates students in attending school. Administrators can analyze the results by developing more effective policies (Kearney, 2008).

School administrators should attend sessions that require student voices, which will engage and enrich conversations with adults regarding changes in practice (Yonezawa & Jones, 2009). Student voice practices encourage learners to become involved in managing their learning and growth, by setting goals and managing resources to achieve these (Ngussa & Makewa, 2014). While initiatives are being developed to gather data on chronic attendance at the state and district levels, the student's voice is noticeably absent from the discussion. Student voice supports and encourages student connection by paying attention to everyone’s voice in generating industrious academic environments (McCombs, 2018).

Student Perspectives

The twin challenges of authorizing student perspectives are (a) Changing the structures in their minds that have rendered us disinclined to elicit and attend to students’ voices and (b) changing the structures in the educational system by building relationships and institutions that have supported and been supported by this disinclination (Sculles, 2013).

Over the past decade, literature arranged on a scholar's voices of opinion has recommended that administrators are cautious to analyze and listen to student perspectives (Sculles, 2013). School administrators have resisted to receive and join to perceptions that contrast on or after personal perceptive. Once offered with concepts opposing their personal perspectives, school administrators perceive endangerment (Sculles, 2013). Through student perspectives, administrators analyzed unwelcomed conversations, which altogether presented a multitude of encounters. School administrators may have been named to the board meetings about their involvement. Each school administrator may have felt forced to show his or her vulnerability when being conferenced with multiple stakeholders. School administrators have documented a decline in student perspectives and not seeking to comprehend all together.

Educational Reform

School administrators have hesitated in petitioning student perceptions and to acknowledge student voice and choice in an educational reform. One study specifically noted, "Authorizing student perspectives introduces into critical conversations the missing perspectives of those who experience daily the effects of existing educational policies in practice" (Cook-Sather, 2002, p. 3). Schoolchildren must be included in discussions regarding policies that unswervingly influence their lives. Students receive the chance to problem-solve inside the school culture, carrying their understanding to the forefront (Thiessen, 2006, pp. 352-353). Lastly, scholars would be given certain responsibilities that can relate to life lessons. Stakeholders have provided scholars with the opportunity to improve their education.

School Leaders' Role

Throughout the years, school administrators have conferenced in school board meetings to address student chronic absenteeism and truancy problems by organizing interventions plans

to resolve the issues. Schools have placed blame on students rather than seeking to appreciate and recognize each situation, which causes absenteeism. Consequently, intervening in the sources of absence past normative and volatile methods that conclude to generating more malingering. Further, one investigator recommended that administrators should recognize and address any inner menace influences within the school, that could contribute to student absenteeism. School systems must provide corrections to interior hazard issues and to adjust changes in the best interest of students.

Epstein and Sheldon (2002) and Reid (2008b) have recommended administrators take a sympathetic tactic in lecturing chronic absentees and their needs to increase their attendance. School leaders must accept the multifaceted mission of discovering their administrative responsibilities in encouraging scholar attendance by appraising their school district's existing policies and procedures. Basically, in reviewing character, administrators need to recognize and accept proprietorship when associating to scholars being present, whether the results are encouraging or damaging to improving the district's attendance rate.

Administrators should take an inclusive approach in communicating about student chronic absenteeism alongside parents, teachers, and community leaders. Investigators have anticipated administrators' collaboration with individuals obstructed by student absenteeism (Harnett, 2007). Chronically absenteeism not only focuses on student's involvement, but families are affected the most. Some researchers would approve school leaders in getting private meetings with other school officials to change the school culture for non-attendees. Some researchers require assistance from separate resources when connecting with improving the child's life experiences. It is necessary to investigate students' and parents' situations on why their child is chronically absent. Educators must continue to establish, build,-and preserve one-

on -one relationship with students and parents in improving school attendance. An inclusive tactic would involve administrators looking at the expectations of the school system by launching a strong communication system with scholars, parents, and their relatives.

School administrators should listen to the student's voices when addressing attendance problems. This means administrators require aggressive involvement in constant communication with school children to increase the consideration of their perceptions associated with absenteeism (Harnett, 2007, p.40). When building comprehension, administrators must collaborate with students while implementing intervention programs that increase student attendance. Administrators must implement and design an effective program that consists of building a personal relationship with students addressing their cultural beliefs and practices.

For educational leaders to address chronic absenteeism will be to accumulate all the necessary information. Attendance Works delivers unrestricted information apparatuses assisting and identifying designs of enduring absenteeism, observes the influences disturbing it, and evaluates the school engagement supporting ideas improving inclusive occurrence (www.edutopia.org).

After a school leader recognizes the concerns of chronic absenteeism, data can be organized in efforts to recognize attendance problems that administrators can address, along with the school community leaders. However, school leaders are developing intervention plans by addressing attendance issues and overcoming school adversity. School districts across the country have adopted an attendance team that serves as a new intervention system to organize a plan for assisting parents in improving their child’s school attendance (Obrien, 2013).

In general, school administrators should observe student’s attendance daily and note if it is connected to several societal problems, mainly in the primary school levels. Each

administrator should develop an attendance team that consists of educators, administrators, counselors, SEL, and community partners, which meets to address and identify the reasons that students are chronically absent. The attendance team provides mentorship for students and transportation support for parents boosting their child's attendance (www.edutopia.org).

The greatest method is to address excessive absences earlier before it develops into a problem. All teachers must operate industriously to provide a safe environment, educator's security, and to make sure their schools provide students with safe, supportive and appealing activities which help schoolchildren feel valued as a human being. Additional resources addressing attendance problems:

- Interconnection with schoolchildren. Assisting schoolchildren with understanding the imperativeness of attending school to transition to post-secondary education. Celebrate attending school (schoolchildren documentations for decent and cultivating presence while consistently attending school).
- Supportive school programs. Schoolchildren involved school programs that consist of their classmates and peers.
- Attendance Advancements. School administrators should develop new attendance goals for students who are characterized as chronic absenteeism.
- Principally for teachers at the primary school level: Parental conferencing can be the essential method in getting parents' involvement. Family involvement is critical at every stage and remains predominantly imperative at the primary level. Several parents/guardians fail to understand the importance of their child's academic progression while remaining consistent in attending school regularly. Administrators are developing

attendance interventions which request parents, students, counselors, and attendance data specialist in observing the child's chronic absenteeism.

Those involved are mostly secondary level teachers, and the process spreads down to all feeder schools. Attendance specialists collect information on arriving schoolchildren to implement intercessions appropriately from the beginning of school. The intervention meetings consist of working with surrounding feeder schools to ensure an increase in students' attendance (www.eduotopia.org).

School systems have realized a measurably increased awareness in social-emotional learning programs (SEL). Supporters signify the benefits from an amplified undergraduate success while modifying harmful results, using continuing absences. Social-Emotional Learning programs offer openings for an individual to acquire, progress, and prepare personal expressive services and capabilities required to thrive in the lifecycle, using personal cognizance, personal managing, communal cognizance, association services, and accountable choice assembling services (Oberle et al., 2016).

Programs are designed to assist students in distinguishing and managing their feelings, developing a positive relationship with educators and peers, creating positive and genuine life goals. Social-emotional learning programs are maximum operational once school districts create programs that assist students in developing character through the lens of SEL. The SEL program assists students in developing discipline, deterrence, and academics growth by creating a positive environment that bolsters student motivation for success.

Educators can integrate Social Emotional Learning in their schoolrooms by developing several procedures, by way of emerging "free-standing," progressive training that clarifies communal and expressive services, engaging stratagems to enable encouraging and sympathetic

schoolroom surroundings and appealing in academic or overall training follows the Social Emotional Learning program.

Stakeholders can provide support by collaborating with the Social Emotional Learning program with school faculty and staff; evaluating the scope to which Social Emotional Learning practices occur; simplifying openings for educators to contribute in Social Emotional Learning qualified growth and training; developing of corporations and cooperating with public associates and relatives; and captivating stages to generate and encourage a conservatory environment that promotes the Social Emotional Learning model. Informative psychologists and additional sustenance resources that emphasize a significant protagonist role in applying for the Social Emotional Learning program through the dimensions of activating multiple interventions. Each intervention engages all schoolchildren, parents, administrators, and counselors, recognizing the reason for the student's excessive chronic absences while providing necessary support in redirecting the behavior.

Social-Emotional Learning programs decrease student absences and provides additional encouraging scholarly results by way of amplifying academic outlooks, encouraging commitment in the direction of education, and improving attendance and engagement if school. Most southern states utilize certain Social Emotional Learning programs that provide a positive influence on chronic absenteeism and student behavior interventions. Contributing schoolchildren participate in interventions sessions for at least four days a week and for one hour a day to utilize the effects of the Social-Emotional Learning program. Statistics show that five percent of participants in the Social-Emotional Learning program remained chronically absent during the 2017-18 school year, compared to fourteen percent of schoolchildren who were not participating in the program. Likewise, some school districts in California, “Quiet Time,” which

exercises the right for a student to partake in a quiet ten-minute break of deliberation daily. In addition to plummeting absence ratios by an extra eight percent, “Quiet Time” has reduced deferment tolls—from fifteen percent to seven percent while accelerating the educator's retaining percentage.

Attendance Interventions

All schools performing at an advanced or proficient level in numeracy and literacy are implementing attendance intervention programs that ensure student engagement and an increase in daily attendance. As attendance rates and academic achievement increase, the school intervention program ensures the consistency of academic success for each student. However, a decrease in attendance has arisen for school districts across the country, which displays the need for attendance and academic intervention. Attendance interventions are designed for students associated with chronical absenteeism, which provides necessary support and resources for increasing their attendance. During the attendance interventions, students have addressed concerns evolving around low self-esteem, school anxiety, lack of social skills, and an increase in medical conditions. Parents have labeled their child’s absence associated with a lack of transportation, demographic areas, teacher relationship, and bullying (Campbell-Maynard 2012).

The attendance rate acknowledges the normal proportion of a scholar’s presence in the school, as reported by the Tennessee Department of Education (Greatschool.org). The Tennessee State Department of Education publishes an average for the attendance rate and associate statistics to other surrounding county schools. In some states, mobility has been considered the highest issue among students considered to be chronic absenteeism. Most county districts recorded a high attendance ratio. Tennessee educational attendance rates have decreased for the

past couple of years. The school systems have responded to many challenges in motivating students to attend school on a regular day (Greatschool.org).

School districts and community officials have positively engaged in school board meetings communicating the increase in schoolchildren attendance throughout the year. Attendance data have been utilized in administrative meetings as a comprehensive approach in analyzing and identifying students who are chronically absent and implementing a plan of action for increasing a student's daily attendance. The attendance plan of action assists the student in preventing an academic regress and possible dropout. The significance in using attendance data identifies where the deterrence occurs and develops an attendance team that conducts an attendance intervention with the student and guardian. The attendance team collaborates with the student and guardian to regulate the reasons for chronic absenteeism and implement methods of restoration to increase daily attendance.

Although association problems were renowned as an encounter for twenty percent of absenteeism, associations recognized the highest motivation of disconnection involves school relationships. Eighty-one percent of frequently absent scholars remained chronically absent while being encouraged to be present at conservatory connecting with educators, peers, and counselors (Factors Influencing School Attendance, n.d.)

In a recent case study, there was a significant high dropout rate among African American high school students accumulated across the country. The study participants were willing to share their disconnection from their school. They went to school because they were forced to do so by a parent or legal guardian. All the contributors collectively aimed at not continuing their education; however, their deficiency of linking to the conservatory remained an important influence in their disappointments in completing their education.

Schoolchildren with conduct difficulties and schoolchildren with incapacities have accumulated several more absences than classmates without this incapability. Schoolchildren with conduct difficulties are most likely to be absent daily from school with unexcused absences. It has also been documented, during recent research of immediate level and secondary level schoolchildren recognized as learning disabilities, that schoolchildren with learning incapacities have accumulated the highest percentage of absences than other peers (Spencer, 2009).

According to the National Center for Student Engagement, schools are most effective in achieving high attendance rates when parents, school leaders, and community members work together to focus on reducing absences and truancy and keeping kids in schools (Greatschools.org). The center's Web site provides ten tips for schools and communities to improve their attendance rates. Among them:

- Make the school a place where parents and students feel welcome.
- Forge a relationship with local law enforcement and make them allies in showing the community, family, and students that school is the place to be.
- Forge a relationship with local businesses so that they cooperate in encouraging students to go to school and not congregate at businesses during school hours.
- Call parents – not an answering machine – when their children are not in school to let them know the school is concerned.
- Talk to students about why they were gone and let them know they were missed (Great Schools Staff, n.d.)

Attendance interventions for chronically absent students provide support and resources to address individual factors that contribute to absences such as low self-esteem, school anxiety, social skills, or medical conditions; familial factors such as discipline, parental support, or

poverty; and school factors such as attendance policies, teacher/student relationships, and bullying. Such programs can be implemented by schools, community organizations, courts, police agencies, or multi-sector collaborations (Campbell-Maynard 2012). In 2013-2014, 1 in 8 students were chronically absent, missing three weeks or more of school via excused or unexcused absences (US ED-Chronic absenteeism).

There has been a strong, consistent indication that attendance interventions have assisted families in improving their child's attendance once considered chronically absent. On record, attendance inventions have assisted school systems in improving daily student attendance by at least two weeks. Nevertheless, intervention apparatuses can contest these results. Additional indications are required in implementing the attendance intervention program for consistency among positive outcomes for students.

Court-, school-, and community-based programs, and programs run through collaborations of these organizations all improve attendance (Campbell-Maynard 2012). Communities should prioritize ease of program implementation over cross-entity collaboration, as multi-modal programs do not appear more effective than programs implemented by a single stakeholder. Truancy is associated with additional delinquency, poor school performance, substance abuse, and school dropout (Campbell-Maynard 2012).

A various intercession planned to address endangered schoolchildren mark school presence as a crucial provisional consequence. These plans share frequent mutual structures, as well as initial cautionary preparation to identify endangered schoolchildren and a personalized provision aimed at schoolchildren. Intercessions are characteristically provided inside a circumstance organization module, somewhere administrators or specialists collaborate with schoolchildren, and frequently address problematic issues involving families (Jacob, 2017).

A California research proposed that attendance interventions' effectiveness when they are addressing students' and families' health desires, increase school assistance, and advance organization associates (Gase 2015). In the south region of California, student interventions proposed restructuring the school environment influences of student involvement, improving school system assistance to absenteeism, and increasing parental involvement will raise the efficiency of intercessions.

Check & Connect shows promising student intervention programs that consist of dual minor intercession for schoolchildren with incapacities. The intercession elaborates on observing a scholar's daily presence, deferments, progression results, and approvals to deliver personalized consideration to endangered scholars, and straightforward intercessions containing discussions in what ways to resolve struggles and manage encounters (Jacob, 2017).

On the other hand, interim results from a recent RCT of the Early Warning Intervention and Monitoring System (EWIMS) indicated that the program reduced chronic absenteeism rates from 14 to 10 percent (Jacob, 2017). EWIMS is primarily a monitoring system, rather than a single intervention, but includes highly detailed and structured guidance for schools, along with a tool to help monitor student attendance and academic performance. Interventions for students found to be off-track are determined and implemented by school or district staff (Jacob, 2017).

Chronic absenteeism is most dominant among students and families in low-income housing. The maximum rates of absenteeism are accumulated from students in the early primary school level to senior students at the secondary school level.

The US Department of Education proposed that once school systems provide an encouraging school culture, increase teacher/student relationships, and supporting students' proficiencies, there will be an increase in a student's willingness to attend school daily (Ekstrand

2015). The US Department of Education urges school districts across the country to impact "Every Student, Every Day" in providing support for families such as providing additional education and resources, health care seminars, and public housing meetings to address the issues concerns of chronic absenteeism.

Most states have implemented intervention plans which approval has been granted by their state legislatures to decrease chronic absenteeism within their school systems. Other states have adopted these training modules, as early cautionary arrangements, collection of attendance data, and provided support and intervention resources to the Northeastern region of the United States. Most states have implemented an Attendance Reduction Demonstration Program, which encourages kids to attend school using public service announcements actively.

Data accumulated across the country indicate that older children reading on a 3rd-grade level, have accumulated a low percentage of expectancy to graduate from a secondary level school and proceed to a post-secondary level. In other words, students are required to be in attendance and transitioned to be there- whether they are going to college or straight into the workforce! Not only that, but kids with fewer than five unexcused absences are more likely to make the critical transition from learning to read to reading to learn by third grade.

A parent can help by:

- have the student prepare for school the night before,
- have a 'Plan B' in case of transportation issues,
- plan doctor appointments outside of school hours, if possible, and
- avoid planning trips or other activities during school time.

Attendance matters to everyone. Making it a priority for every child to be in school all day, every day is very important to be successful.

ESSA and Indicators of SQSS

Every Student Succeeds Act (ESSA, 2015), included deviations to the No Child Left Behind Act (NCLB, 2001) by granting more independence to states ~~to~~ for modifying their educational guidelines. In addition to giving state education agencies more local control over educational planning, states were obligated to implementing responsibility schemes for operation in the 2017-18 school year. These responsibility schemes annually quantify five stages that evaluate improvement near the state's enduring educational goals, with an emphasis on student subgroups: those who are cautiously underprivileged, subgroups, schoolchildren with disabilities, and English learners (ELs). All stages are connected to academics and endurances from NCLB. The first indicator measures academic achievement in an annual assessment. The second indicator measures additional academics, achievement success, and advancement ratios for high schools. The third indicator is an additional academic indicator for presecondary schools.

ESSA's new requirements are the fourth and fifth indicators. The fourth stage holds statewide systems responsible for the enhancement in the English language proficiency (ELP) of English learners (ELs). The fifth stage requires states to add at least one measure of school the quality or student success (SQSS) to their statewide accountability system that is evidence-Based, systematically measurable, and meaningfully differentiated between schools (USDOE, 2016). ESSA's fifth indicator must be related to enhancements in academic achievement and secondary level completion (USDOE, 2016a). Additionally, the last stage requires student policies and procedures along with teacher input and collaboration, schoolchild admittance to the conclusion of progressive homework or postsecondary readiness, culture, and security, or slightly lowered comprehensive notables of SQSS. Under ESSA, chronic absence is a required reporting metric for local and state report cards and an optional measure for school

accountability (Attendance Works, 2017). The school-level chronic absenteeism rate is calculated by dividing the number of chronically absent students during the school year by the total number of students enrolled in the school.

For Federal ED Facts reporting requirements, starting with School Year 2016-17, only students who were enrolled in school for ten or more days were considered in the school's absentee rate calculation. Whether or not states decided to use chronic absenteeism as their fifth indicator of SQSS, they are now required to provide annual state report cards submitting chronic absenteeism information for purposes of the Office of Civil Rights data collection. ESSA provides flexibility to school districts to use their Title II professional development fund to train staff on issues related to school conditions for student learning, including chronic absenteeism (Every Student Succeeds Act, Public Law No. 114-95, Sec. 1111(c) (viii) (I)). Additionally, Title I, II, and IV funds are available for state and local education agency utilization in meeting the educational needs of impoverished students, which includes identifying how to understand and tackle chronic absenteeism.

Before the implementation of Every Student Succeeds Act (ESSA), Robert Balfanz and Vaughan Byrnes (2012a), found that only six states: Georgia, Florida, Maryland, Nebraska, Oregon and Rhode Island measured chronic absenteeism. They argued that policymakers were looking at absenteeism in the wrong way. While districts and states were required to measure average daily attendance (ADA) rates, they were not focused on the relatively small number of students who accounted for most of the absences. Chronic absence data are becoming progressively available, and several states already make annual chronic absence data accessible online. Current school accountability systems provide opportunities for sharing information, measuring progress toward state and district goals, and supporting greater educational equity

(Education Commission of the States, 2018).

Given the importance of accountability, many states are taking ESSA guidelines to improve their existing systems. ESSA requires states to select at least one indicator of school quality or student success for each grade span. Under ESSA, 37 states and the District of Columbia enacted legislation to include chronic absenteeism as the fifth indicator of SQSS in their accountability systems, New Jersey among them (Education Commission of the States, 2018). The FutureEd (2017) Table from Georgetown University lists 33 states (including New Jersey) and the District of Columbia as having defined chronic absenteeism as students accumulating more than twenty percent missed days a school year. Montana characterizes chronic absenteeism as being absent five percent or more of the school year. Alabama and Hawaii defined chronic absenteeism as being absent 15 or more days during the school year. The assigned weight and end-of-the-year target goal for reducing chronic absenteeism vary from state to state.

Implementations of the Reward System

Rewarding students for being present in school has shown to be an effective and successful way to reduce absenteeism. Diplomas Now operate AttenDANCE. The program rewards middle school students for being present at least 95 percent of their second quarter of school by letting them attend a dance. The incentive program, along with calling absent students, tutoring, and case management, ensure counseling, housing, and healthcare has been adopted across the country, including in Boston, Los Angeles, Washington, D.C., and Miami. (AFT, 2012)

Another incentive-based program, Count Me In! has been implemented in some California schools. Whole districts are rewarded at the end of the primary trimester level, and the

end of immediate and secondary school levels. Students may also enter a year-end drawing for larger prizes. This program uses rewards, such as a new car for one lucky high schooler, to change the way parents and students view attendance. This program has been successful in increasing attendance at all levels (www.educationworld.com).

The most successful anti-absentee programs include close tracking of attendance, categorizing reasons for absence, building strong relationships with students and families, distinguishing students for good attendance, and having assigned staff members to follow up with absent students.

Occasionally, viewers will see newsflashes about students making attendance progression throughout their educational careers (pbisrewards.com). This newsflash showcases student success in attending school throughout their educational career from the primary level to the final day of secondary level (pbisrewards.com). The purpose of creating newsflashes for student's attendance success becomes moderately infrequent. The normal school career for an individual can be scattered with unexpected absences, and some individuals misuse the unexpected absences into a habit to miss school regularly. Studies have proven that if a student is consistently attending school, then they will become a productive citizen in adapting to all source of adversities (pbisrewards.com).

School districts are collaborating to improve attendance rates for students at all school levels while involving community leaders. Teachers must teach school-age children the importance of attending school daily. The importance of attending school should be transitioned into the immediate school level and secondary school level, as well (pbisrewards.com). Traditional disciplinary systems reprimand students who desire a strong intervention and support to remain in school. These schoolchildren are frequently recognized as "at-risk" and wrestle with

maintaining positive conduct and academic encounters. Other outside influences have affected the progress of a student's daily attendance. Chronic illness, family adversities, and living in poverty all have relatively affected student academic growth (pbisrewards.com).

Implementing a Positive Behavior Intervention Support program assists with the transitioning from chastisement reprimand of damaging actions to the acknowledgment of constructive interventions (pbisrewards.com). The Social Emotional Learning program, which educators establish through Positive Behavior Intervention Support assistance in developing an encouraging school environment, motivates the engagement for schoolchildren t (pbisrewards.com). Schoolchildren should value school as an encouraging environment away from the adversaries they witness on a normal basis. Every educator will share how the positive atmosphere a school displays give student hope in becoming a successful human being(pbisrewards.com). Using Positive Behavior Intervention Support programs, changes the student's behaviors into a positive one and reduces undesirable behavior, improves school safety, and motivates academic growth. This enhanced chastisement prototype will lead to fewer confinements and deferments by allowing students to remain in the class. Positive Behavior Intervention Support has listed some methods when improving attendance:

- Make school a welcoming and engaging place
- Connect with at-risk students
- Involve parents
- Award PBIS points for attendance achievements
- School-wide attendance awareness

Recognizing willingness or accountability as one of the main values of the Positive Behavior Intervention Support program offers educators a normal path in valuing attending

school daily (pbisrewards.com). Students value security within the school, and neighborhoods become intrigued in going to school (pbisrewards.com). School administrators have persistently encouraged teachers in tracking their student attendance not only for monitoring attendance rates but dispensing student incentives. Positive Behavior Intervention Support Rewards bargains affluence of information for administrators to observe. Social Emotional Learning and Positive Behavior Intervention Support specialists can successfully monitor the Positive Behavior Intervention Support program by observing and rewarding students at the end of each nine weeks or semester throughout the school year (pbisrewards.com).

County Public Schools (CPS) recorded in 2017-2018, 18 percent of CPS students missed at least twenty days of school, accumulating to 20,000 students who missed more than half a month of instructional time, and the numbers are on the rise. Chronic absences in CPS has increased by two percentage points over the last three years, from 15.8 percent in 2015-16 to 17.8 percent in 2017-18. While these numbers may sound small, the impact is huge. As parents, may not realize how absences add up, but students who are consistently missing school have normally struggled academically when attending school and during state testing. When absent from school, students consistently struggle in the academic areas of literacy and numeracy throughout the school year.

Summary

This literature review examines the causes of chronical absenteeism in an inner-city high school. The research recognized how students are taking on parental roles in a household that requires them to be categorized as chronically absent due to the lack of support. What is less obvious is that the consequences of low attendance are serious for all children and for the community, not just the students who miss school. (Great Schools Staff, n.d.) Parent

involvement, community involvement, and after school programs have influenced individuals' motivation in increasing their daily attendance. Successful schools begin the school year by engaging students and making sure they come to school regularly. The collaboration among administrators, educators, students, parents, and community leaders are essential in identifying students' reasons for missing school and developing plans for improving their daily attendance. At-risk students are carefully monitored by teachers and community leaders to intercept harmful actions and behaviors that can accumulate through the duration of missing school. Investigators and stakeholders have progressively focused on primary cautioning structures as a significant procedure in avoiding a scholar's absence. Primary cautioning structures routinely use available data housed at the school as a good predictor of whether a student is likely to drop out of school. Attendance information has frequently emerged in organizations as an available resource for administrators, educators, and guidance counselors to observe and manage upcoming attendance interventions.

Attendance interventions are designed by administrators, teachers, and guidance counselors to address the attendance concerns for students who are consistently absent from school. Each intervention concentrates on providing necessary support and resources for students who may be suffering from low self-confidence, anxiety, lack of social skills, and medical illness. Some other relating issues concerning the chronic absenteeism factors are from lack of parental support, low-income areas of housing, teacher relationships, and bullying. Numerous studies-maintained that scholarly presence is the main matter when exploring a scholar's academic achievement and increasing graduation rates. For schools to improve student attendance, they need to consider a multi-faceted approach that involves a wide variety of

stakeholders who are invested in supporting student achievement and student success through attendance interventions and incentive programs.

Chapter Three: Methodology

The significance of this qualitative research study was to acknowledge absenteeism in an inner-city high school. The research investigated the main occurrence of chronic student absenteeism amongst sixteen high school students. The study was designed to explore the perceptions and practices associated with chronic student absenteeism. Chapter Three includes a description of the population, data collection, data analysis techniques, and instruments, the time of the study, research procedures for the study, along with a description of interview protocol.

Research Questions

This qualitative research was designed to explore the following research question:

- What implemented school interventions are the most successful in improving chronic absenteeism?

Qualitative Research Methods

Qualitative research can be defined as the researcher is the primary data collection tool in a flexible design with an inductive approach used to examine a phenomenon (Ary, Jacobs, Sorenson & Walker, 2014). This type of research is focused on the understanding of a social phenomenon through the viewpoint of human participants in their natural settings (Ary et al., 2014). The results from a qualitative research study are usually more descriptive than predictive (Qualitative Research Consultants Association, 2016). Additionally, to be able to extend beyond the surface layer of questions/responses during qualitative research, the researcher may go more in-depth with participants during interviews (Qualitative Research Consultants Association, 2016)

Qualitative research is more aligned to this study's examination of the effectiveness of

attendance interventions in an urban setting. The researcher collected all data, as well as analyzed the data in a self-contained setting. The semi-structured interview format allowed the researcher to ask follow-up questions and to probe for clarification. Data collected in the interviews were triangulated by students and parent participation in the study. Using this type of research allowed the researcher the opportunity to make changes during the interviews with students, parents, teachers, guidance counselors, and administrators as patterns arose. At the end of this study, the researcher was able to conclude important leads in identifying needed tactics and changes within the interventions to improve student attendance.

Grounded Theory

Grounded theory research is where a theory of social phenomena is established based upon data found in the study (Ary et al., 2014). Also, grounded theory is a research method that enables the researcher to develop a theory that explains the main concerns of the research population, and how those concerns are resolved or handled (Scott, 2009). From the interviews, attendance specialist interventions, academy principals' inventions, and guidance counselors' interventions, the researcher was able to develop a grounded theory of attributes that contribute to the effectiveness of attendance interventions at a high school setting. From the interviews that took place during the methods portion of this research, the researcher was able to form a theory of perception from all who were interviewed.

Description of Specific Research Approach

The research acknowledged issues relating to student chronic absenteeism and implementations of attendance intervention from a county school system. Retroactive qualitative research was applied to this study. The strategy of this research was associated with the proportion of individuals who have accumulated over 20 percent of absences within a school

year. The investigation sought to determine if the interventions made recognizable improvements in the 2017-2018 school year. A deterioration investigation was shown on the highest-recorded data associated with 20 percent or more absences for the 2017-2018 school year.

Factor analysis was applied to disaggregated data from the 2018-2019 school year, aggregated from the County School District. The deterioration investigation was shown by school districts, which accumulated the highest mark with 20 percent or more days absent from school in 2018-2019. The second phase offered a variety of components to validate the outcomes from the primary phases and the concluding phase of research.

The next phase of research was designed to distinguish what influences factored into a student missing 20 percent of school days for the 2017-2018 school year. The attendance data during the 2018-2019 school years were correlated with aggregate data from the County Public District. This phase attempted to distinguish if the influences recognized in the primary phase stage of the investigation were correlated with the second phase of the study.

During all phases, cumulative student information was used to regulate the connection amongst student demographics such as grade level, racial/ethnic group, socioeconomic status, limited English proficiency, admission to the exceptional education program, disciplinary actions, and chronic absenteeism in the County Public School District.

Description of the Interviews Protocol

Data were collected in several ways to determine the effects of attendance interventions to improve student attendance and academic growth. For this study, data were gathered through student, parent, teacher, guidance counselors, attendance specialist, and administrative interviews. Additionally, the characteristics of effective attendance interventions were collected and verified through check-in and checkout with the attendance team.

Administrative interviews were the first form of qualitative data collected during this study. The administrative interviews were conducted with the academy principals, the attendance specialist, and the academy counselor. The responses were pertinent to the understanding of the functionality of attendance interventions, in particular, this urban school setting. The questions on the interview guide revolved around the structures and strategies put in place for students improving their attendance to thrive and flourish academically. Furthermore, the administrative team was asked the same questions as the teacher participant to be able to compare data between the two groups of educators. The administrative team also was interviewed through a semi-structured interview format, allowing the researcher to probe with follow-up questions.

The teacher interviews served as one of the most invaluable artifacts of the entire study. Teachers are following the attendance plan that provides a positive learning environment for students to attend regularly. There was at least one teacher interviewed from each of the content areas—mathematics, English, science, reading, and wellness. Veteran teachers were selected to participate in the study based on their experience in collaborating with attendance teams in an urban school setting. The questions revolved around the supports needed to provide the highest quality of interventions for all students. Also, questions included those concerning systems and structures needed to support student behavior. The questions were open-ended to allow the researcher to capture the full voice of the teachers and administrators while allowing the researcher to probe for justifications of the answers and to gain greater clarity.

Check-in and Checkouts allowed the researcher to gain an understanding of the statements made during the interviews. Also, the interventions allowed the researcher the opportunity to see the interview answers in a practical setting. The researcher recorded conversations held in the interventions and took notes of all discussion sessions. The researcher

approached the attendance interventions looking to answer the questions from the interview guide for comparison data from the teacher responses.

Additionally, through the focus meetings, the researcher was able to establish the interactions of thirteen participants in one setting regarding their involvement in attendance interventions. Furthermore, this observation allowed the researcher to realize that the interactions of some members chose not to cooperate with the attendance interventions. This qualitative study is pertinent to examine the effects of attendance interventions truly needed to be considered impactful.

Research Procedures and Period of the Study

The first step in this timeline was to obtain approval from the IRB of Carson-Newman University, since the methodology contains human subjects. The research proposal was submitted to the IRB before any part of the methodology could be completed. Once the approval was received from the IRB, the researcher then obtained approval from the Director of Schools of this school district. The school district required the researcher to submit an in-depth proposal for this study to be conducted. Once this approval was received, the researcher was able to move forward with the methodology part of this research.

The study took place at the beginning of the first semester of the school year in an urban high school setting. The interviews, interventions, and focus groups all took place in one month. The purpose of completing the study during this timeframe was to allow the attendance team in an urban high school ample opportunity to be able to determine the root causes of effectiveness in an attendance intervention.

This period also allowed for a true observation of the focus groups, as at this point, there should be enough school data and interventions in place for the researcher to be able to observe.

Additionally, this timeframe allowed for various initiatives implemented in the attendance interventions to be in place with confidence.

As for research procedures, first-period teachers were asked individually to participate in this study. All participants were required to complete an informed consent in order to participate. Gaining consent gives the researcher the permission needed to conduct the study as well as the permission to publish the information attained during this study. The selection of teachers was based upon diversifying the participant pool to have a variety of teachers with experience versus novice teachers. The administrative team interviews took place first, followed by teacher interviews. The concluding part of the procedures was student attendance interventions and focus groups. After all of these elements had been completed, the researcher completed the triangulation part of the study.

Description Study Participants and Setting

This qualitative research was designed to select participants in answering questions about chronic absenteeism while finding solutions. Throughout this research, it was imperative to identify each student impacted by chronic student absenteeism in an urban area high school. The research site was located at the high school to guarantee the viability of the investigation and contributors concluding over a duration of time. Throughout the research, an attendance team consisting of administrators, attendance specialists, and data administrators were collaborating in identifying chronically absent students.

Population/Sample

The population of the research was students of an urban high school in the southeastern part of the United States. Eight males and eight females characterized as chronically absent, ranging from the ages of 14-18, were selected as participants for the study. The anticipation of

having a limited number of participants depended on the promptness of returned consent letters. Attendance figures were designed to improve precise results in conserving a complete cognizance of individuals connected with the manifestation of chronic absenteeism.

Data Analysis Techniques and Instruments

The interview questions were created by the researcher. Some of the questions were reflective of the findings and research, which composed the literature review of this study. Questions were designed to enlighten the researcher on what an effective attendance intervention is, as well as initiatives that have not been as successful in developing an attendance plan for students. The interviews were analyzed through the use of Maxwell's Qualitative Research Design (Maxwell, 2005). Maxwell's (2005) design is based on five essential elements: goals, conceptual framework, research questions, methods, and validity. All of the essential elements go hand-in-hand with one another, as one cannot be completed without the other.

The first step of the research methods was to gain permission from the Institutional Review Board (IRB) of Carson-Newman University and the Director of Schools of this school district. The permission letter from the Director of Schools was documented in the dissertation. Next, informed consent from all participants was collected. Then, interviews were conducted and audiotaped with the permission of the participants. The researcher also took field notes during the interviews. The researcher kept the audiotapes and field notes in a secured location and will destroy all materials one year after the conclusion of the study. Immediately following the interviews, the researcher listened to the audiotape, reviewed the field notes, and made any additions or corrections to them.

Following this step, the researcher began coding the raw data. Coding is a key element of the qualitative research process, as it sets the foundation for the conclusion of the overall study.

The next step was to categorize the responses from the teacher and administrative interviews in various groups. This step is for the researcher to find various patterns in the research that were expected or not expected (Ary et al., 2014). During this coding portion of the methodology, the researcher reviewed data from the interviews, classroom observations, and team meeting observations complied with a computer-aided qualitative data analysis program. This helped organize data in a manner that is understandable for all readers of the reports (Ary et al., 2014). As data were collected and reviewed, the researcher was able to notice patterns, which helped narrow the focus of the data analysis. A sample item from the coding completed by the researcher is located within the dissertation.

The key point of the analysis section was to find alignment or misalignment with administration, teachers, participants, and focus groups. The purpose was to determine what is needed from all attendance interventions in a high school setting to be successful. Also, this information was used to guide the matriculation of the study. This information created a more in-depth understanding of the value of attendance interventions and the significance of sustaining them in a traditional high school setting. Finding the essential element of the interventions allowed for one to determine what area to focus on to keep students engaged in their academic progress throughout their high school tenure.

Also, there was an in-depth conversation within the focus groups to assist with developing an attendance plan. This helped determine the impact of an attendance plan through the collaboration of an attendance team by examining the verification statements made by the participants in the interviews. The responses from the interviews helped guide the points of emphasis from the focus groups. From the information gathered during the semi-structured

interviews, check-in and checkouts, and observation of focus groups, the researcher was able to explain the effectiveness of attendance interventions that result in improved student attendance. Additionally, the first-period teacher's attendance records were observed to assist in triangulation.

At the end of surveys with the students, transcripts were analyzed for cumulative data. In doing so, each participant's record was reviewed and analyzed to recognize the obstructions causing chronic student absenteeism.

Interpretive phenomenological analysis (IPA) was assessed to "gained momentum and popularity" among previous investigations for better usage for this study (Pringle et al., 2011, p. 20). As an approach to data analysis, IPA permitted the researcher to "interpret belief and accept participants' stories, albeit in a questioning way" (Pringle et al., 2011, p. 21). When gathering evidence to comprehend findings, IPA allows the researcher to increase a comprehensive perception of determining the explanations for being chronically absent on each investigated member.

During this research, three stages were generalized in determining each factor that was associated with individuals missing over twenty percent of the school. For phase one, the 2017-2018 school year that factors related to student absenteeism were analyzed by the County Public School. Deterioration and association evaluations were used to identify the influences that related to chronic absenteeism. The identical process was implemented for phase two, which gathered information for the 2018-2019 school year. The data accumulated from phase one and phase two identified students with twenty percent absenteeism. At the inner-city high school, admission to exceptional education programs, English as Second Language, an aggressive percentage of absenteeism, restorative interventions, out-of-school suspension, and expulsions

were coded as numeric data based on the accumulated a high percentage of students missing school.

Ethical Considerations

Researchers have increasingly brought awareness towards research that may unintentionally mistreat individuals. Avoidance of embarrassment and not violating their privacy were ethical considerations while conducting this research study. The security and privacy of participants were protected from any public knowledge. Throughout the study, the confidentiality of each participant's life circumstances was protected. The collective data excluded information which recognized a specific student. Therefore, the individual's personal information was excluded from the student collective data. Specifically, while researching a qualitative study that involves students as subjects, informed consent forms were issued to protect the individual from maltreatment.

The principle of integrity during the investigation, as set forth by the Institutional Review Board (IRB) in the College of Education, was adhered to in order to conduct this research. In doing so, a secured IRB agreement was implemented for participation in the investigation. IRB was notified regarding the nature and structure of research and the compliance of protecting the security and privacy of study contributors. IRB ensures that the investigator follows "proper informed consent and safety for the participants" (Bogdan & Biklen, 2007, p. 48). In cooperating with IRB, the researcher sought agreement in avoiding the challenge of dishonesty and preserving privacy within the research. For the duration of this research, the privacy of the research participants was formulated at a high level of confidentiality.

Summary

The methodology portion of this study begins with an introduction to the purpose of the methods used in this study, followed by the population of sixteen participants. Next, there is an explanation of the usefulness of qualitative research and grounded research theory as it aligns with this study. The data collection techniques and analysis are the next portions of this section. This is the area that provides a detailed explanation of how the research was conducted as well as how the information was analyzed to make conclusions. The final portion of the methodology section is the research timeline for conducting the methods portion of the study.

Chapter Four: Presentation of the Findings

The purpose of this qualitative study was to examine the causes of student chronic absenteeism in an inner-city high school. In this chapter, there is an analysis of data collected during this research. Data were collected in an urban school district in the southwestern part of Tennessee. The participants for this research were three upperclassmen, three head of household parents, four homeroom teachers, four attendance team members, and thirteen students for a focus group. The Likert scale survey was implemented to collect opinions from students, parents, and teachers utilizing attendance interventions. It is the most commonly used approach to scaling responses in survey research, such that the term is often used interchangeably with a rating scale, although there are other types of rating scales (Wuensch, 2005). A focus group was formulated to gather opinions regarding chronic absenteeism. The results of these data were reported by each of the hypotheses and in response to the research question.

In this study, there were three student surveys conducted with each having a total of (5) questions, three-parent/guardian surveys conducted with each having a total of (5) questions. The student Likert scale survey is included as Appendix E. The parent Likert scale survey is included as Appendix F. The surveys with the participants lasted between (10) minutes and (30) minutes. All the questions were the same; however, some follow-up questions were asked when more clarification was needed. The surveys took place onsite of a West Tennessee high school, and in two instances over the telephone.

Descriptive Characteristics of Participants and Setting

This study took place in an urban school district in West Tennessee. The participants included in this qualitative study were selected based on selected characteristics. The study examined the causes of student chronic absenteeism in an inner-city high school; therefore, participants needed to have some experiences with chronic absenteeism. The research investigated the key occurrence of chronic student absenteeism amongst sixteen high school students. Three of the sixteen students showed improvements in their daily attendance and took part in the interview sessions. Parents of the three students making daily gains in attendance also participated in the interview sessions. The remaining thirteen students took part in the focus group sessions for research investigation. First block teachers were also included as participants in interview sessions to analyzed how teachers are being utilized within the attendance team.

Population. Sixteen high school students identified as chronic absenteeism participated in the study. Three parents from the student attendance improvement sessions also participated in the interview process. English, History, Math, and Wellness teachers were included as well in the interview process to analyze their involvement within the attendance team.

Student Survey Demographic

Three students were identified as making progress through the attendance intervention in improving their daily attendance. Each of the surveys lasted 10 minutes to 30 minutes. Table 4.1 summarizes the student survey demographics specific to the student survey participants.

Table 4.1

Student Survey Demographic

Name	Gender	Grade	1st Semester Absences	2nd Semester Absences
Student A	F	11	22	1
Student B	F	12	15	0
Student C	M	12	27	2

Parent and Guardian Demographics

The parents and guardians were surveyed from the students identified with chronic student absenteeism. Each of the surveys lasted 10 minutes to 30 minutes. Table 4.2 summarizes the parental demographics specific to the parent and/or guardian surveyed participants.

Table 4.2

Parent and Guardian Survey Demographics

Name	Gender	Relationship to student
Parent A	M	Biological father
Parent B	F	Paternal grandmother
Parent C	F	Biological mother

Teacher Demographics

Attendance interventions were set in place for the student who is chronically absent. First block teachers were required to perform daily callouts to students missing their first block classes to encourage being present in class. This was an attendance intervention that was used during the teachers planning to check in with students and mentor them through their attendance struggles. Mentoring, as described by the first block teaches, was responsible for setting goals around the student's attendance, behavior, and academics for a short period of time.

Each of the surveys lasted 10 minutes to 30 minutes. Table 4.3 summarizes the teacher demographics specific to the teacher-surveyed participants. At the end of the period, the attendance team plans as a team to discuss the student progress toward meeting the goals set.

Table 4.3

Teacher Survey Demographics

Teacher	Subject Area	Teaching Experience
Teacher A	English	25
Teacher B	Math	10
Teacher C	Wellness	16
Teacher D	History	18

Focus Group Discussion

A PowerPoint presentation focused on attendance scenarios and related issues evolving around student chronic absenteeism, which led to open group discussion. Each of the thirteen students elaborated on their past and present life experiences dealing with chronic absenteeism. The focus group lasted 10-30 minutes. Table 4.4 summarizes the student demographics to the focus group.

Table 4.4

Student Focus Group Demographic

Name	Gender	Grade	1st Semester Absences	2nd Semester Absences
Student D	M	10	16	16
Student E	M	12	30	29
Student F	F	12	28	25
Student G	M	10	22	18
Student H	F	11	21	17
Student I	M	10	24	18
Student J	F	9	22	26
Student K	M	9	29	25
Student L	F	11	18	29
Student M	M	12	20	28
Student N	F	10	24	21
Student O	F	9	22	18
Student P	M	10	21	27

Informed consent. When working research among human subjects, an informed consent form must be present to participate in the study. Each participant signed informed consent forms to ensure privacy, understanding of the study's purpose and procedures, and study risks of its findings. Each participant will follow the guidelines of obtaining an informed consent for minors. A signed informed consent will be signed by a parent or guardian for their child to participate in research. The informed consent form is in Appendix A.

Theoretical and Conceptual Framework

The analysis of data were

influenced by Maslow's Motivational Theory. Throughout this study, there were various connections to four of the five-level of Maslow's hierarchy of needs. The first level of Maslow's Motivational Theory is physiological needs, and this was to provide food, clothing, and shelter for their families to survive. However, the possibility of advancing to a higher need for students' survival during starvation, warm clothing, and shelter have become impossible for survival. The student is chronically absent at school due to the need to take on parental responsibilities by providing financial support, because of teen pregnancy, and because of the supervision of younger siblings. Likewise, if a student feels school safety has become a major issue, due to bullying or disconnection with the educator, the scholar struggles with safety, finalizing effort, and academic resources, which results in being chronically absent (Burleson, 2014).

Learners view safety through a predictable and orderly world—they have an undisrupted routine or rhythm. When students do not have routine shows to be in jeopardy, learners can feel very anxious and unsafe. This will lead to underperformance by students. Throughout the research, a foundation in providing students with assistance in their physiological and safety

needs are adequately met to increase student attendance. These needs may include a variety of friendships and family relations that builds trust and belongingness.

The level of acceptance can be established over-involvement in the school Student Government Association, mentorship, and sports. A student may seem destitute for love and acceptance, desiring affectionate relationships from a variety of people. Student self-esteem can evolve around his or her self-assurance, accomplishment, admiration of peers, and the desire to be an exceptional student (Burleson, 2014). Most individuals require reassurance, creating an accurate clarification of acceptance amongst peers. Confidence can be separated into different categories. Primary, an individual, must desire asset, capability, self-assurance, and accomplishment to face adulthood head-on. Second, an individual analyzes his or her character as a stature obligation from others while valuing it as high importance (Burleson, 2014). The groups desire value, forte, competence, and suitability.

Nevertheless, when the needs are not accomplished, they feel less valued among their peers and classmates. The first four needs can be considered as deficiency needs; the lack of gratification will inspire individuals to progress towards sustaining each requirement. Beyond the deprivation, needs are one more need, self-actualization, the desire for self-fulfillment (Burleson, 2014). Overall, this is the desire for one to become all that one wishes in self-achieving. The non-necessity inspires a deficit. Nonetheless, it is a continuous want for an individual to progress. Maslow's Hierarchy of Needs shows students can evolve to reach the level once self-worth and accomplishment. An effective intervention and incentive program integrate and supports all the levels of Maslow's Motivational Theory.

Students who are chronically absent in school will participate in an attendance intervention to bring awareness and discuss methods of improving their attendance. This

research concentrated on student chronic absenteeism while making responsible inferences for administrators by incorporating an incentive reward system.

Data Presentation

Surveys. Appendix E represents the student survey that was used to gather each participant's response. Each part distinguishes the two-day sessions, which took place after school hours. The student interview session one took place on February 19, 2020. Parental interview session two took place after session one on February 19, 2020. Lastly, the interview session three took place on February 20, 2020. Four teachers were interviewed. One interviewee was an African American female who had been in education for 25 years and currently teaches English. Another was a Caucasian male participant who had been in education 10 years and currently teaches Math at the high school level. One interviewee was an African American male who had been in education for 16 years and currently teaches Lifetime Wellness. The fourth interviewee was an African American female who had been in education for 18 years and currently teaches World History.

Interviews. The student, parent, and teacher interview process consisted of three interview sessions with a total of 10 interview questions. The questions were open-ended and based upon the research question. A journal and audio recording were used to guarantee the interview responses were constructed accurately. The three interviews varied from 10 minutes to 30 minutes. To ensure the fidelity of the data collection process, peer debriefing was used after coding and transcriptions were complete. A reviewer examined and assessed the methods and the data reported, clarifying the research as valid and credible. Member checking, where the participants were able to review the notes to ensure that their responses and conversations were interpreted correctly, confirmed that all responses were accurately recorded. While the

interviews served as the source of data, triangulation was achieved by also examining surveys and student attendance data.

Focus groups. Thirteen students were identified as chronically absent to participate in the focus group. The focus group was scheduled in the third week of February to assist as a member check and additional data source. Two focus groups were formed due to the inconsistency of each student's daily attendance, six students participated in the first focus group, and seven students participated in the second focus group.

A focus group question protocol was designed, containing guided discussions related to student chronic absenteeism (see Appendix D). A PowerPoint presentation was designed to retrieve each participant's response to student chronic absenteeism. Slides from the presentation were designed based on the questions from the focus group guide, which led the discussion for each participant in the focus group. These questions offered opportunities for participants to add solutions to the problem behind students being chronically absent in school. Similar to the interview process, each focus group was audio-recorded and transcribed for use during the data analysis stage.

Coding process. Data were collected using a recording device that captured participants' responses and was converted to transcripts using the audio to text transcription service, Temi. Transcripts from the nine interviews and two focus groups were printed, organized, and separated for the coding process. The coding process started to organize and condense the data to meaningful categories of information used to answer the research question on attendance interventions.

Data reduction. The initial coding process began with reading each of the nine interview transcripts. As the researcher asked an initial question to the participant, a highlighted

blue portion was applied to distinguish the researcher's questions from the participant's response. The transcript was reevaluated in search of participant responses that identified best intervention practices. When an intervention was identified, it was highlighted in yellow. In addition, a summary note of the intervention was written in the margin next to the highlighted participant quote. Each transcript was reviewed for possible barriers. All barriers were identified and color-coded in pink. Likewise, a summarized note was added in the margin next to the highlighted barrier identified. The margin notes were then used to establish open codes. The coding process was also formulated with the focus group transcripts.

Axial coding was used to identify the relationship between each open coding to be analyzed and characterized. Each axial code consisted of a brief synopsis that grouped the open coding. The peer debriefer was utilized in reviewing the raw data needed in determining each open coding and the axial coding. Throughout the collaboration with the peer debriefer, three areas of axial and open codes were established in developing clear axial codes. The calculations from the grouped open codes were added to the final axial codes to show consistency within the transcripts.

The participants' responses from axial coding and open coding have emerged into themes from the data. All axial codes sharing similar characteristics were grouped together into a descriptive phrase that represents the selective code. This initial process continued to evolve until all axial codes were included within a selective code. The peer debriefer reviewed each coding while offering suggestions towards refining all data that was collected from the interviews, surveys, and focus groups. Three selective codes emerged for the research question around what implemented school interventions were the most successful in improving chronic absenteeism.

Research Question

This study was run to answer the following research question:

1. What implemented school interventions are the most successful in improving chronic absenteeism?

Coding Themes

The researcher identified the following themes that were significant to the study: (a) communication, (b) collaboration, (c) school resources. The researcher analyzed the three emerging themes and highlighted the phrases or statements within those themes that required action. On the last and final analysis, the researcher reviewed each theme and its statements or phrases to ensure they were accurately placed in the correct location. At the end of this phase, participants' statements were acknowledged as significant to the study. The 23 statements were reviewed and organized into three coded category themes as it relates to examining the causes of student chronic absenteeism in an inner-city high school. The three themes that evolved from the data were: (a) communication, (b) collaboration, (c) school resources.

Category One: Communication

During all the interviews, participants indicated that daily call-outs and home visits by the attendance team were essential in providing accountability in increasing their attendance. One parent stated that the call outs did provide accountability. Parent A stated:

> "I really got tired of the daily call-outs; however, it did help me in getting my kids to school after working a second shift job. I work two jobs and struggle, sometimes getting my kids to school. I wanted to rest a little longer before going into my first job. However, I see it affected my kid's academics the most. So, the daily call-outs did help make me accountable in getting them to school."

One of the five participants stated that the attendance specialist home visit played a major role in ensuring that the communication between the school and home was very supportive. Student B stated:

> "Seeing Mrs. D, come to my house and sit down with my mom and develop an attendance plan really motivated me in trying to get to school. It really showed that the school really cared about my academic success and well-being."

Category Two: Collaboration

All participants find value in collaborating with school officials to improve student attendance. The participants believe that this is a significant component in their child's academic success. Parent C stated:

> "The value of having a working relationship with my child's teacher provides ongoing communication concerning their academic and attendance success."

All four of the first block teacher participants shared how effective the daily call outs help motivate students in increasing their attendance. They also expressed that the line of communication between the students, parents, teachers have formed a collaborative team for the students' academic growth and success. Teacher A stated:

> "I believe the most effective form of communication evolves around a collaborative team which not only makes the student accountable but also the parent accountable. The daily callouts show not only the student and parent our involvement in their child's educational success. After talking to my colleagues about the daily callouts of support and intervention, we have all seen a tremendous increase in the child's increase in daily attendance. When a child is at school being productive, then it impacts their academic performance."

The participants also mentioned the importance of having a teacher mentorship, which relates to providing support for academic and attendance success. Student C stated:

> "The teacher mentorship created an atmosphere of accountability. I really appreciate Mrs. W coming to my classes like 2 or 3 times a week, checking on my academics and attendance. She was very helpful in providing transportation when needed since my mom lost her car."

Category Three: School Resources

All the participants expressed their gratitude in the school attendance team providing resources for families in improving their child attends. Parent A stated:

> "Mrs. D (Attendance Specialist) developed an attendance plan, which really helped in getting my children at school on time. The attendance plan consisted of waking my kids up early and leaving the house early to make sure they arrive on time. When I lost my transportation, the school assisted in the teacher mentorship in picking them up to go to school."

Parent B stated:

> "I really appreciate the attendance committee for providing after school resources for my family. The student character-building session made a tremendous impact far as relating attendance into character development."

Parent C stated:

> "I really appreciate my child's teachers collaborating in providing an incentive for improving her attendance. I was excited to hear my daughter being involved with the school ambassadors' program. After seeing her involvement in school, her academics started to increase, all based on her decrease in chronic absenteeism."

Barriers. There were four significant barriers identified as the causes of student chronic absenteeism in an inner-city that prevented success for the student, family unawareness, school's safety, school involvement, and teacher relationship. A total of 57 barriers were identified by participants across the interviews, surveys, and focus groups. Several approaches were included with each of the three categories through the axial and open coding processes (see Figure 4.5).

Table 4.5

Barriers Identified

Open Code Barriers	N
Parent do not understand that attendance in the early years matters for academic success.	3
Parents do not trust or feel comfortable with schools.	1
Students are not encouraged to attend school.	8
Students have chronic health or mental health issues that keep them out of school regularly.	6
Students do not feel safe traveling to school.	11
Students do not think it is important for them to attend school every day.	10
Students indicate that they dislike or feel bored by School.	11
Students anxious about attending school because they are struggling to keep up academically.	5
School staff are not trained and skilled in promoting a positive school climate and helping children resolve conflicts peacefully.	2

Note. These 9 identified barriers had the most responses by participants during the study.

Supports. The school district has utilized additional outside agencies to connect and provide interventions with students identified as chronically absent. The Brothers Big Sisters of America (BBBSA) program provided friendship to secondary level students living in single-parent households. Each student is provided with a volunteer who regularly interacts to establish a one on one relationship. Likewise, Girl Power is often utilized to connect with young ladies to feel empowered and raise awareness of issues that affect women while increasing their resiliency skills in building character. The program also aims to increase school interaction and achievement through school-based activities.

Trustworthiness Techniques

Five techniques were implemented to ensure a trustworthy research design process. Member checks were used as a technique for providing accuracy and dependability throughout the research. The focus group discussion served as an implemented technique for member checks. Throughout the group discussions, the participants had the opportunity to analyze their responses from the interview and provide positive feedback for decreasing chronic absenteeism. The second form of trustworthiness technique included in the study was triangulation. Three data sources were used in giving creditability towards related data in answering the research question evolving around attendance interventions. The research site executive principal served as the peer debriefer. The peer debriefer is a very knowledgeable source on student chronic absenteeism and provides dependability when presenting data. For this study, the peer debriefer was utilized throughout the data assortment and data investigation to provide accuracy in the coding process. During the coding collaboration, the debriefer was very supportive while assisting with developing categories and themes for this research. The fourth technique of trustworthiness was an audit trail. An audit trail provides confirmability in providing proof of

compliance and integrity. All records, data, and participants' information were collected and secured in a location with the researcher. This process protects the validity and accurateness of the study should it ever be interrogated. The final technique of trustworthiness was reflexivity. Reflexivity provides credibility in researching the causes and effects of student chronic absenteeism in an inner-city high school.

Figure 4.1 focused on research question one: What implemented school interventions are the most successful in improving chronic absenteeism? A small sample of each type of coding is provided for both research questions. The figure represents a progression of thought processes and analyses for different types of language, texts, and graphics to create connections, find relationships, and determine which implementations of attendance interventions provide a decrease in chronic absenteeism while promoting academic success.

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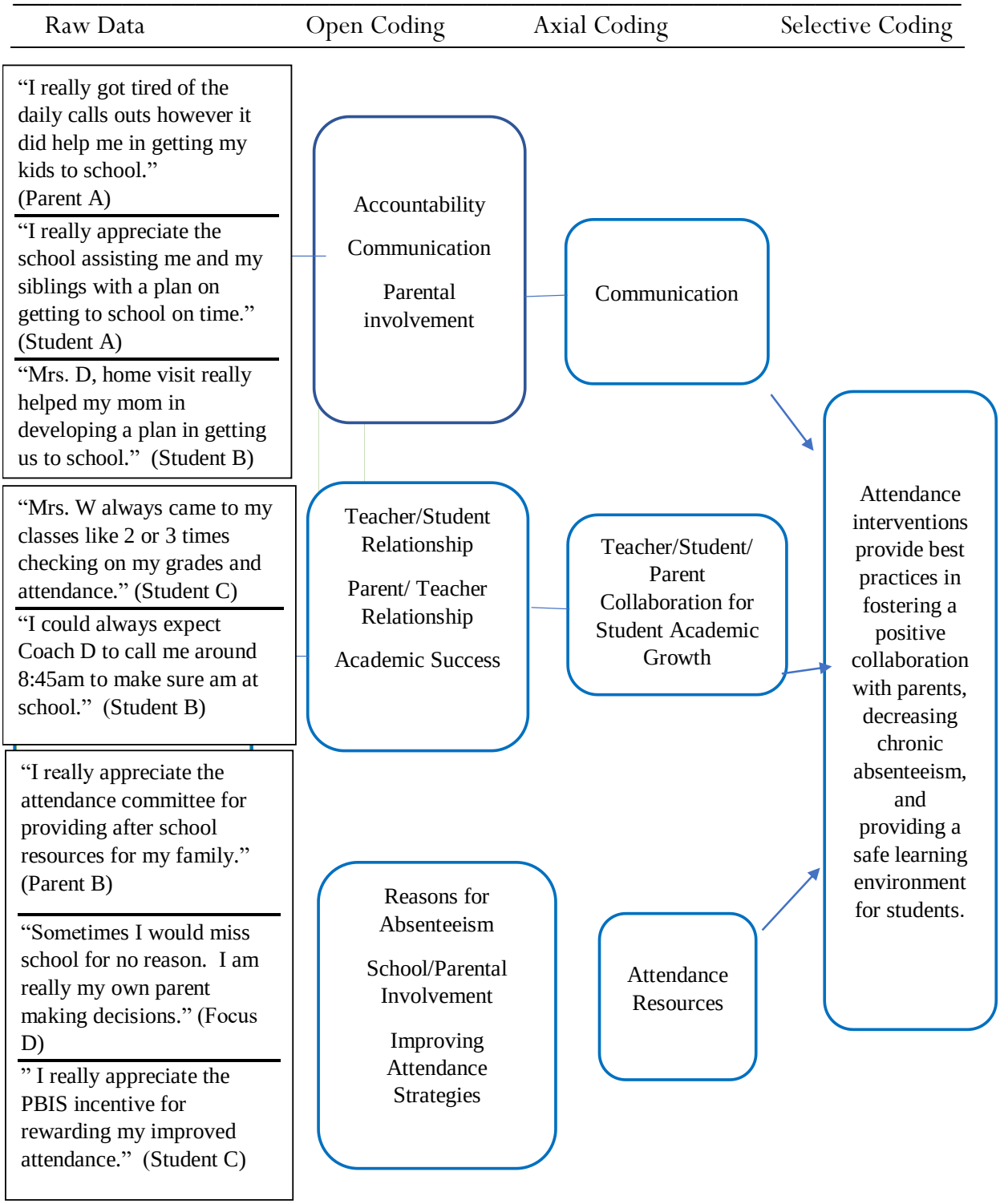
Figure 4. 1

Data Sorted in Levels of Coding for Research Question One: What implemented school interventions are the most successful in improving chronic absenteeism?



Summary

The significance of this chapter was to present the research findings for this study, which examined the causes of chronic student absenteeism in an inner-city high school. Reporting findings required revisiting the research question, the research process, data types, and data sources. The focal point of Chapter 4 was to share findings from the student surveys, parent surveys, teacher surveys, and a student focus group meeting. The findings from the surveys and focus groups identified which attendance interventions were the most successful in improving chronic absenteeism. The synthesis process included coding of all data in determining the significant theory aimed at answering the research question posed in this study.

Chapter Five: Findings, Implications, and Recommendations

The purpose of this qualitative study was to examine the causes of student chronic absenteeism in an inner-city high school. Specifically, the research investigated the reoccurrence of student chronic absenteeism amongst sixteen high school students in a West Tennessee urban community. The study evaluated chronic absenteeism amongst the students' experiences and perspectives related to absenteeism. The study also explored the attendance intervention assessments in understanding and addressing concerns of student absenteeism.

Research Questions

1. What implemented school interventions are the most successful in improving chronic absenteeism?

The research question was obtained from the analysis of data generated from interviews with three students, three parents, and four high school teachers all in a West Tennessee school district. Data were triangulated with thirteen students into a focus group. Data analysis consisted of reducing the data through open, axial, and selective coding.

One best practice emerged through the selective coding process to answer the research question—attendance interventions provide best practices in fostering a positive collaboration with parents, decreasing chronic absenteeism, and providing a safe learning environment for students. Based on answering the research question, conclusions were drawn from the study, findings were connected back to the theoretical frameworks, implications were identified, and recommendations were made for future research studies on this topic.

Grounded theory design. Grounded theory (GT) methodology was utilized in answering the research questions through the coding process**.** Grounded theory allowed the researcher to develop a theory that explains the main concerns of the research

population, and how those concerns are resolved or handled (Scott, 2009). From the student interviews, parent interviews, teacher interviews, and a focus group meeting, the researcher was able to develop a grounded theory of characteristics that contribute to the effectiveness of attendance interventions in a high school setting. From the interviews that took place during the methods portion of this research, the researcher was able to form a theory of perception from all who were interviewed. This study compared the results of the coding process with content from the theoretical framework and conceptual framework.

Conclusions

This study explored the causes of student chronic absenteeism in an inner-city high school. Findings revealed many best practices and barriers that were then compared to those best practices and barriers identified in the literature review through the theoretical and conceptual frameworks. Maslow's Motivational Theory was chosen as the theoretical framework for this research, and various connections to four of the five levels were found throughout this study. The first level of Maslow's Motivational Theory is physiological needs, and this was to provide food, clothing, and shelter for their families to survive. However, the possibility of advancing to a higher need for students' survival during starvation, warm clothing, and shelter have become impossible for survival. The student is chronically absent at school due to the need to take on parental responsibilities by providing financial support, because of teen pregnancy, and because of the supervision of younger siblings. Likewise, if a student feels school safety has become a major issue, due to bullying or disconnection with the educator, the scholar struggles with safety, finalizing effort, and utilizing academic resources, which results in being chronically absent (Burleson, 2014).

Learners view safety through a predictable and orderly world—they have an undisrupted routine or rhythm. When learners do not have dependable parental guidance, they can feel very unsafe and anxious. This will lead to underperformance by the learner. Throughout the research, a foundation in providing students with assistance in their physiological and safety needs are adequately met to increase student attendance. These needs may include a variety of friendships and family relations that builds trust and belongingness.

The level of acceptance can be established with over-involvement in school activities such as the Student Government Association, mentorship, and sports. A student may seem destitute for love and acceptance, desiring affectionate relationships from a variety of people. Student self-esteem can evolve around his or her self-assurance, accomplishment, admiration of peers, and the desire to be an exceptional student (Burleson, 2014). Most individuals require reassurance, creating an accurate clarification of acceptance amongst peers. Confidence can be separated into different categories. Primary, an individual, must desire asset, capability, self-assurance, and accomplishment to face adulthood head-on. Second, an individual analyzes his or her character as a stature obligation from others while valuing it as high importance (Burleson, 2014). These groups overall desire value, forte, competence, and suitability.

Nevertheless, when the needs are not accomplished, they feel less valued among their peers and classmates. The first four needs may be considered as deprivation needs; the lack of gratification will inspire individuals to progress towards sustaining each requirement. Beyond the deprivation, needs are one more need, self-actualization, the desire for self-fulfillment (Burleson, 2014). This is the desire to become everything that one desires in self-achieving. The non-necessity inspires a deficit; nonetheless, it is a continuous want for an individual to progress. Maslow's Hierarchy of Needs shows students can evolve to reach the level once self-worth and

accomplishment. An effective intervention and incentive program integrate and supports all the levels of Maslow's Motivational Theory.

Students who are chronically absent in school will participate in an attendance intervention to bring awareness and discuss methods of improving their attendance. This research concentrated on student chronic absenteeism while making responsible inferences for administrators by incorporating an incentive reward system.

Study findings aligned with the literature review. Alignment between the findings and the literature review was found in three overarching areas across the research question—student attendance interventions, student factors, parent and guardian factors, teacher factors, and student incentives. These categories were included because of their occurrence in the participant responses and elements highlighted in the theoretical and conceptual framework.

Student attendance interventions. Reducing chronic absence fits nicely into the three-tiered reform system. Tier 1 represents strategies to encourage good attendance for all students. Tier 2 provides early intervention for those who need more support to avoid a chronic absence. Tier 3 offers intensive support for students facing the greatest challenges to getting to school.

Attendance interventions for chronically absent students provided support and resources to address personal issues that contribute to absences such as low self-esteem, anxiety, social maladjustment, or medical reasons. Most of the interventions revolved around a lack of parental support, poverty, lack of teacher and student relationships, bullying and head of household responsibilities. The teacher mentorship assists chronically absent students with increasing their attendance and academic growth.

Student factors. As evidenced through the student, parent or guardian, and attendance team surveys, there is a mutual consideration in policy and procedures for reporting student absences when a student becomes ill. However, student surveys revealed, there has been an inconsistency of students attending school due to reasons not related to health issues. Students are being required to watch younger siblings while they are sick and work various jobs to help support their family finances. Some students have shown a lack of interest to be at school and proceed to call their parents to arrange dismissal. However, three of the thirteen students showed progress after his or her conference with the attendance specialist to improve daily attendance. The attendance assessment indicated that the teacher mentorship, daily call-outs, and attendance incentives were valuable sources for improvement.

Parent and guardian factors. As labeled in chapter two, researchers have suggested student attendance has been impacted by continuing issues from unemployment, low poverty, temporary housing, and homelessness. All parents or guardians described themselves as having limited finances to be used beyond their financial obligations in providing for their families. The effect of their child's academic struggles has been linked to household responsibilities.

Teachers factors. As previously described in chapter two, the literature centered on factors that acknowledged the impactful teacher and student relationship when educators are challenging their students to be present in class daily. Educators performing home visits and daily call-outs have helped bridge the gaps that often exist when educators don't live in neighborhoods served by their schools or share the ethic and class backgrounds of the students. The attendance team conducted conferences with all parents encouraging each parent to commit toward the attendance improvement plan for their child to receive an education. Educators were able to provide necessities for supporting all families in need of resources.

Student incentives. As noted in chapter two**,** student incentives serve as a motivational encouragement theme for students improving their attendance. The theme found among the participants, and incentives were in place for student's attendance. The incentives were used to encourage positive feedback from students. Additionally, it was found that there was at least one student attendance incentive celebration every nine weeks. The incentives consisted of certificates, gift cards, having lunch with the Dean during the school day, a day out of standard school attire, and a school day party. The idea to have student attendance incentives was agreed upon by the administration, attendance team and teachers to hold students accountable for their improved attendance.

Recommendations

Future researchers should explore attendance interventions at the high school level, as the student and parent and guardian findings revealed factors that are beyond the school's control, but through the lens of conducting attendance, interventions can reduce the gap in chronic absenteeism. School districts should utilize a three-tiered intervention system to establish consistent communication with each household. The tier system is designed to increase attendance rates and inspire student academic achievement growth. An attendance incentive should be implemented for students who have improved their daily attendance. The tier system should be implemented before a student becomes identified as chronically absent. Through this research, recommendations are further reinforced by the researcher's personal experience as an administrator in a high school setting associated with addressing student attendance concerns. Future researchers should unravel the connections with students, parents, school systems impacted by attendance concerns while developing a tiered intervention system geared towards improving student attendance.

Summary

The purpose of this grounded theory qualitative study was to examine the causes of student chronic absenteeism in an inner-city high school. The research question directed the study. Findings from the study revealed that attendance interventions provide best practices in fostering a positive collaboration with parents, decreasing chronic absenteeism, and providing a safe learning environment for students. The study also identified barriers that prevented students from having their desires met. Barriers included unsafe environments when walking to school, lack of understanding of the importance of school, boredom in class, and anxiety towards academic struggles. Each barrier is most critical in an urban school community who are at risk of underachieving or not graduating. School systems should investigate the causes of chronic absenteeism early through attendance interventions to establish consistent two-way communication between the school and family, formulate an attendance team to collaborate on providing school resources in closing the attendance gap.

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Appendices

Appendix A

Informed Consent Form

Student Informed Consent Form

Title of Study: "Examining the Causes of Student Chronic Absenteeism in an Inner-City High School"

Principal Investigator: Raymond Pratcher

Carson-Newman University

Email: rpratcher@cn.edu

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

Information and Purpose: The study for which you are being asked to participate in is a part of dissertation research that is focused on reading motivation and reading engagement in a high school setting. The purpose of this study is to gain a better understanding examining the causes of chronic absenteeism in an inner-city high school. During the research, students were examined for their contributions and perceptions while being recognized in the category of chronic absenteeism. Parental perceptions of their child's absenteeism were also gathered to incorporate attendance invention programs to increase daily attendance. Correspondingly, classroom teachers were surveyed relating to their perception of the causes of student absenteeism

Your Participation in Study Procedures: Your participation in this study will consist of a **survey or focus group meeting**. Your participation is strictly voluntary. There is no penalty for discontinuing participation.

Participants will complete (please check activity):

1. Survey ____
2. Focus Group Meeting ____

The duration of the study will be completed over a three-week period. Audio and video taping will be used throughout the research. These recording will be kept confidential. Each participant will be given a pseudonym for the duration of the research. All recorded material will be kept secure and private.

Benefits and Risks: There will be no direct benefit to you for your participation in this study. However, the benefit of this research evaluates the implementation of attendance interventions for chronically absent students. This may assist Metropolitan Public schools with each implementation. There are no foreseen risks associated with participating in the study.

Confidentiality: Your responses on the surveys will be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following:
Assigning code names/pseudonyms for participants that will be used on all research notes and documents.
Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.
Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. The researcher will not share your individual responses with anyone other than the research supervisor.

If you have any questions or concerns, please contact Raymond Pratcher at rpratcher@cn.edu email address, or his supervisor, Dr. Barnes at tbarnes@cn.edu.

Subject's Understanding

- I agree to participate in this study that I understand will be submitted in partial fulfillment of the requirements for the EdD degree in Educational Leadership at Carson-Newman University.
- I understand that my participation is voluntary.
- I understand that all data collected will be limited to this use or other research-related usage as authorized by the Carson-Newman University.
- I understand that I will not be identified by name in the final product.
- I am aware that all records will be kept confidential in the secure possession of the researcher.
- I acknowledge that the contact information of the researcher and her advisor have been made available to me along with a duplicate copy of this consent form.
- I understand that the data I will provide are not be used to evaluate my performance in my classes.
- I understand that I may withdraw from the study at any time with no adverse repercussions.

By signing below, I acknowledge that I have read and understand the above information. I am aware that I can discontinue my participation in the study at any time.

Signature: _____

Date:_____

Appendix B

Parent Informed Consent Form

Parent Informed Consent Form

Title of Study: "Examining the Causes of Student Chronic Absenteeism in an Inner-City High School"

Principal Investigator: Raymond Pratcher

Carson-Newman University

Email: rpratcher@cn.edu

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

Information and Purpose: The study for which you are being asked to participate in is a part of dissertation research that is focused on reading motivation and reading engagement in a high school setting. The purpose of this study is to gain a better understanding examining the causes of chronic absenteeism in an inner-city high school. During the research, scholars were examined for their contributions and perceptions while being recognized in the category of chronic absenteeism. Parental perceptions of their child's absenteeism were also gathered to incorporate attendance invention programs to increase daily attendance. Correspondingly, school administrators were surveyed relating to their perception of the causes of student absenteeism

Your Participation in Study Procedures: Your participation in this study will consist of an **interview.** Your participation is strictly voluntary. There is no penalty for discontinuing participation.

Participants will complete:

1. Interview

The duration of the study will be completed over a three-week period. Audio and video taping will be used throughout the research. These recording will be kept confidential. Each participant will be given a pseudonym for the duration of the research. All recorded material will be kept secure and private.

Benefits and Risks: There will be no direct benefit to you for your participation in this study. However, the benefit of this research evaluates the implementation of attendance interventions for chronically absent students. This may assist Metropolitan Public schools with each implementation. There are no foreseen risks associated with participating in the study.

Confidentiality: Your responses on the questionnaires, surveys, and interviews will be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following:

Assigning code names/pseudonyms for participants that will be used on all research notes and documents. Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. The researcher will not share your individual responses with anyone other than the research supervisor.

If you have any questions or concerns, please contact Raymond Pratcher at rpratcher@cn.edu email address, or his supervisor, Dr. Barnes at tbarnes@cn.edu.

Subject's Understanding

- I agree to participate in this study that I understand will be submitted in partial fulfillment of the requirements for the EdD degree in Education Leadership at Carson-Newman University.
- I understand that my participation is voluntary.
- I understand that all data collected will be limited to this use or other research-related usage as authorized by the Carson-Newman University.
- I understand that I will not be identified by name in the final product.
- I am aware that all records will be kept confidential in the secure possession of the researcher.
- I acknowledge that the contact information of the researcher and her advisor have been made available to me along with a duplicate copy of this consent form.
- I understand that the data I will provide are not be used to evaluate my performance in my classes.
- I understand that I may withdraw from the study at any time with no adverse repercussions.

By signing below, I acknowledge that I have read and understand the above information. I am aware that I can discontinue my participation in the study at any time.

Signature_____

Date_____

Appendix C

Teacher Informed Consent Form

Teacher Informed Consent Form

Title of Study

"Examining the Causes of Student Chronic Absenteeism in an Inner-City High School"

Principal Investigator

Raymond Pratcher

Purpose of Study

You are being asked to participate in a research study. Before consent to participate in this study, it is important that you understand why and how the research is being collected. Please read the following information and ask the researcher if you have any questions or concerns before proceeding.

Study Procedures

The following study is being conducted to gather information from a Metropolitan Inner-City High School.

Interview

The interview consists of ten open-ended questions asking about your perceptions regarding chronic absenteeism. All questions are voluntary response as you may provide as much or as little information as you feel comfortable.

Interview

The interview will be more in-depth asking questions that are generated from the information provided in the student surveys. The researcher will ask more open-ended questions asking more about the impact of attendance interventions. The interviews will be audio/video taped for the proper transcription of the interview.

Benefits

You will receive no direct benefit from their participation in this study, but your participation will provide further data for continued research. The researcher will collect data on student perceptions regarding chronic absenteeism and methods in improving school attendance. The benefits of the research provide a continued research on the topic.

Risks

There are nominal risks in the study. You will be asked many variations of questions involving chronic absenteeism and the impact of the interventions. Questions will strictly be asked about the topic seeking information that they, the participant, deem relevant. There are no anticipated physical, psychological, social, legal, or economic risks. However, they may decline to answer any or all questions and you may terminate your involvement and redact comments made in the study at any time.

Confidentiality

For the purpose of this study, your comments will not be anonymous. However, every effort will be made to preserve your confidentiality including:

1. Assigning numbers to each participant that will be used in all research notes and documents
2. All notes, transcripts, and other identifying information will be kept in a locked file in the researcher's computer and any papers will be kept in a file cabinet locked at all times.
3. All information will be kept for at least seven years following the completion of the research.

Compensation

No participant will be compensated to participate in the study.

Contact Information

In you have questions about the study, of if you experience any adverse effects as a result of participating in this study, you may contact the Dissertation Chair Dr. Tammy Barnes at tbarnes@cn.edu. If you have any questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the primary investigator, please contact Carson-Newman University's Institutional Review Board to speak with Chairman Dr. Casalenuovo who can be reached at gcasalenuovo@cn.edu.

Voluntary Participation

Your participation in this study is voluntary. It is your decision whether or not to participate in the study. If decided to participate, you will be asked to sign the consent form below. After you sign the consent form, you are still free to withdraw at any time and do not have to provide reasoning. Withdrawing from the study will not affect the relationship you have with the researcher. If you withdraw from the study before data collection is completed, the data will be returned to you or destroyed.

Consent

Contact information

If you have any questions or concerns about this study or if any problems arise, please contact Raymond Pratcher at Rpratcher@cn.edu or Dr. Tammy Barnes at tbarnes@cn.edu.

Consent

I have read this permission form and have been given the opportunity to ask questions. I give my permission to participate in this study.

Participant's signature_____ Date: _____

Investigator's signature_____ Date: _____

A copy of this permission form should be given to you.

Appendix D

Focus Group Protocol

Focus Groups Protocol

1. Begin with one facilitator providing introductory comments:

    a. Welcome and thank everyone for volunteering to participate.

    b. Introduce yourself, the cofacilitator, and the note taker.

    c. Hand out the consent form.

2. Ask participants to review, ask any questions, and then sign the consent form. Offer a copy of the consent form (unsigned) to each person. Some will want a copy, others will not, but always offer.

3. Give a very brief overview of the project and goals for the focus group or interview.

4. Give participants information about the process, times, breaks, and bathrooms.

5. Distribute name tags for focus groups or community meetings (first names only).

6. Provide basic guidelines for the focus group or community meeting, review them with participants, and consider posting them for everyone to see. Adapt pertinent guidelines for individual interviews:

    a. If you feel uncomfortable during the meeting, you have the right to leave or to pass on any question. There is no consequence for leaving. Being here is voluntary.

    c. The meeting is not a counseling session or support group.

    d. Keep personal stories “in the room”; do not share the identity of the attendees or what anybody else said outside of the meeting.

    e. Everyone’s ideas will be respected. Do not comment on or make judgments about what someone else says, and do not offer advice.

    f. One person talks at a time.

    g. It’s okay to take a break if needed or to help yourself to food or drink (if provided).

    h. Everyone has the right to talk. The facilitator may ask someone who is talking a lot to step back and give others a chance to talk and may ask a person who isn’t talking if he or she has anything to share.

    i. Everybody has the right to pass on a question.

j. There are no right or wrong answers.

k. Does anybody have any questions?

7. Let people know that researcher will be taking notes about what is discussed, but that individual names or identifying information will not be attached to comments.

8. An opening question can help break the ice and should be easy to answer. A first question can be as simple as "Why do you think kids are absent from school so much?" Your goal is to put the group at ease while keeping the focus on getting the information you need.

9. Key questions for any focus group or interviews whether outside influences have manipulated students from going to school?

10. Let people know when you are going to ask the last question. This cues participants to share relevant information that may not have come up in answer to your key questions. For example, "Is there anything else you want to share that we haven't talked about yet?"

11. For individual interviews and focus groups with chronic absenteeism, remind participants that they can stay and talk to someone after the meeting if needed. Also tell everyone that if they or anyone that has missed a massive number of absences, that it was not their fault and help are available.

12. Develop resource cards. Include contacts for attendance specialist, school administrators and counseling services and explain each briefly.

13. Thank all for participating.

Appendix E

Student Survey

Student Survey

(Student is a ____ Male or _____ Female)

1. I miss school sometimes, even when I am not sick or have to go somewhere with my family.

5.....4.....3.....2.....1

Strongly Agree Agree No Opinion Disagree Strongly Disagree

2. The school can do more to support me toward improved attendance.

5.....4.....3.....2.....1

Strongly Agree Agree No Opinion Disagree Strongly Disagree

3. I feel connected to the faculty and staff at my high school.

5.....4.....3.....2.....1

Strongly Agree Agree No Opinion Disagree Strongly Disagree

4. There are some academic struggles that's affecting my daily attendance.

5.....4.....3.....2.....1

Strongly Agree Agree No Opinion Disagree Strongly Disagree

5. My current living condition is affecting my daily attendance.

5.....4.....3.....2.....1

Strongly Agree Agree No Opinion Disagree Strongly Disagree

Appendix F

Parent Survey

Parent Survey

(Parent is a ____ Male or _____ Female)

1. My child has missed over 10 days of school due to lack of transportation.

5.....4.....3.....2.....1

Strongly Agree Agree No Opinion Disagree Strongly Disagree

2. The change of my family living conditions has prevented my child from attending school.

5.....4.....3.....2.....1

Strongly Agree Agree No Opinion Disagree Strongly Disagree

3. A medical, mental, or physical health issues has affected my child's attendance.

5.....4.....3.....2.....1

Strongly Agree Agree No Opinion Disagree Strongly Disagree

4. It is okay for students to miss school sometimes for what may be considered unexcused reasons.

5.....4.....3.....2.....1

Strongly Agree Agree No Opinion Disagree Strongly Disagree

5. The school can do more to support my student toward improved attendance.

5.....4.....3.....2.....1

Strongly Agree Agree No Opinion Disagree Strongly Disagree

Appendix G

Teacher Survey

Teacher Survey

1. Daily callouts to parents regarding their child's attendance improved their daily attendance.

5.....4.....3.....2.....1

Strongly Agree Agree No Opinion Disagree Strongly Disagree

2. There are students in your class who are at risk of dropping out of school.

5.....4.....3.....2.....1

Strongly Agree Agree No Opinion Disagree Strongly Disagree

3. The interactions with students help reduce the risk chronic absenteeism.

5.....4.....3.....2.....1

Strongly Agree Agree No Opinion Disagree Strongly Disagree

4. The attendance team interventions have made tremendous progress in improving student's attendance.

5.....4.....3.....2.....1

Strongly Agree Agree No Opinion Disagree Strongly Disagree

5. Parents appreciate the daily phone calls which encourages teacher and parent relationships.

5.....4.....3.....2.....1

Strongly Agree Agree No Opinion Disagree Strongly Disagree

Appendix H

District Approval Letter

[redacted]

February 17, 2020

Mr. Pratcher,

Your research proposal has been reviewed by [redacted] and I am pleased to inform you that it has been approved.

We hope that your investigation proceeds smoothly, and your research questions are answered conclusively. **We encourage you to amend your principal, teacher, student and parent consent forms and communications to include a notification of SCS central office approval of your study.** As a reminder, participation within external research projects is always optional for students, parents, and teachers. Additionally, the Executive Principal has complete discretion to allow or disallow research projects to occur with his or her school.

[redacted]s please to approve proposals that are protective of [redacted]tructional time, attentive to privacy issues, and aligned with current district instructional efforts.

Respectfully,

[redacted]

and Performance Management