Introduce Yourself in the Chat

Name
Role
District

Washington Office of Superintendent of
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Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

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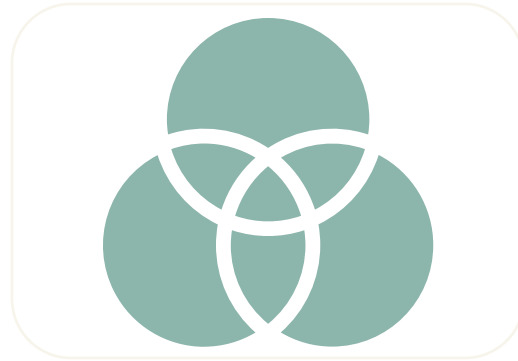Ancestral Lands
Share your location in the Chat
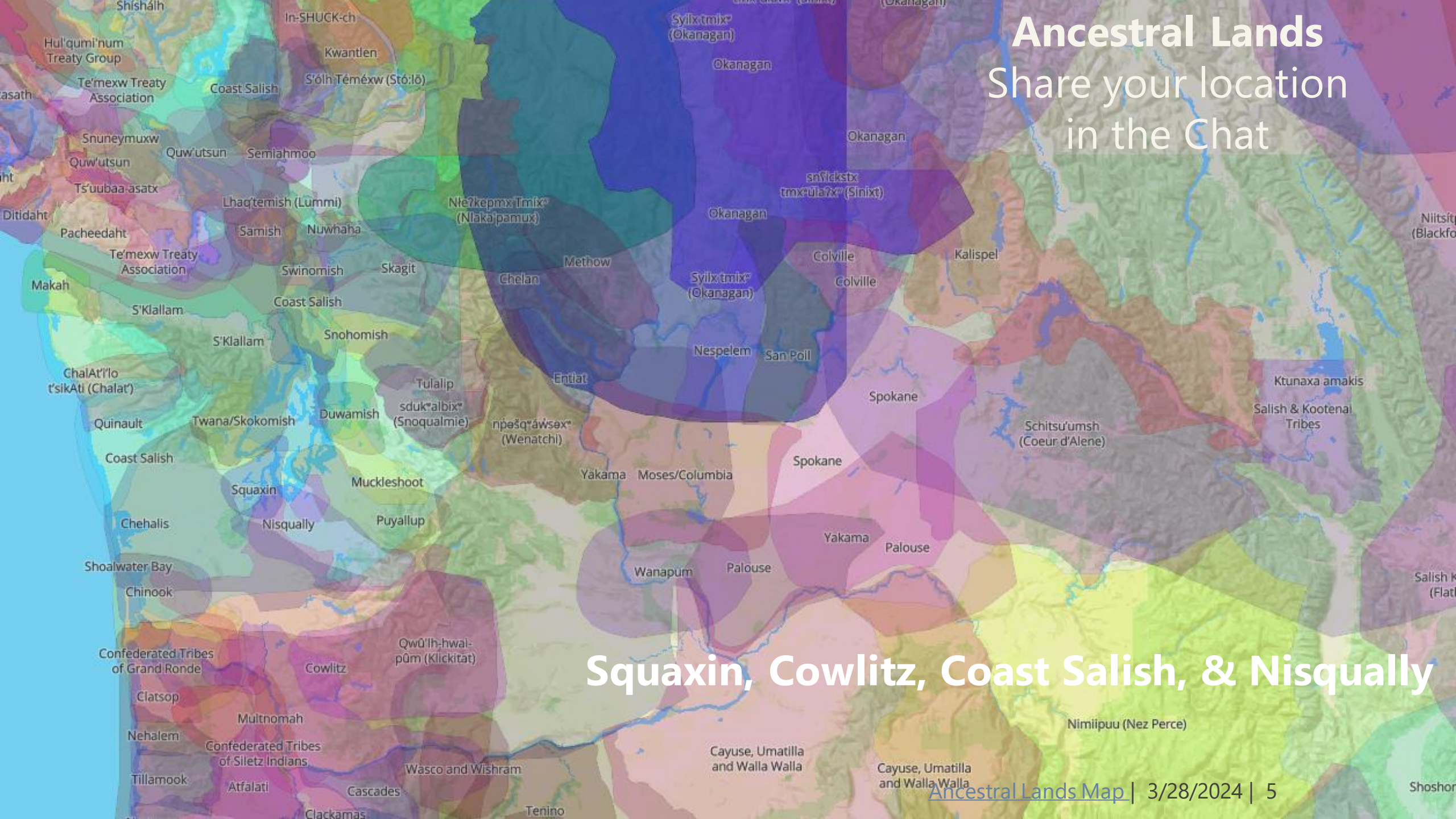
Squaxin, Cowlitz, Coast Salish, & Nisqually

Equity Pause

Who will my decision affect?

What is my locus of control?

Which actions will have the largest impact?

What's a step I can take right away?

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Objectives

- Learn **foundational system strategies** within a multi-tiered system of supports framework for attendance & reengagement work.

- Learn about **data champions, empathy data**, & opportunities to **progress monitor**.

- Hear **lessons learned** from Selah and Federal Way school districts about how they're using attendance teams, humor, incentives, & a sense of belonging to encourage regular attendance for staff & students.

- Check out **resources** to help your team get started.

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Presenters

Kefi Andersen

Assistant Director of Early Warning Systems

OSPI

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Krissy Johnson

Assistant Director of Attendance & Engagement

OSPI

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Shelby Lockhart

Executive Director

Lockhart Collaborative

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Questions & Polling 1

Who's here?

- Administrator
- Counselor/ Counselor/Psych/Community Liaison/Attendance Liaison / Grad Specialist/ Social Worker
- Teacher
- Para-educator
- Parent/Community Member/Community Based Organization
- District Office/ESD Staff/OSPI
- Continuous Improvement Partner or Teaching Coach
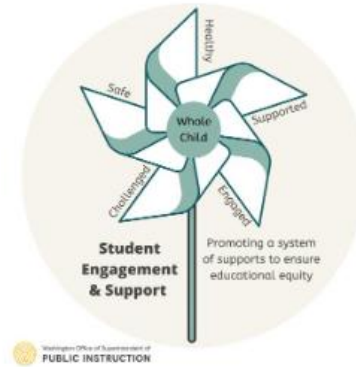- Other

What grade band do you work with the most?

- Elementary
- Secondary
- Both
- None/NA
- Other

How familiar are you with our topic?

- Very
- Somewhat
- It's new!

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OSPI Attendance Guiding Principles

- Attendance and engagement are foundational to **student learning**
- Absences tells us when a student has **not accessed instruction,** and therefore all absences matter
- Absences are a critical **early warning indicator** that:
  - can reflect **inequities** that are caused by or perpetuated by our **systems** or
  - when a student and family might need more **support**
- We have an opportunity to get **curious** about why students aren't attending
- **Students** and **families** are our best partners to understand the barriers to attendance
- The purpose of attendance and truancy interventions are to **reduce barriers** to attendance and **support students to engage**; not to punish
- Schools and districts have lots of opportunity for **prevention** and **intervention** before involving the Court

Improving Chronic Absence is a National Student Achievement Priority

"We know that one of the most important things we can do to help our students learn is to **make sure they come to school consistently** and make our families and communities **strong partners** in this effort.

Every goal we hold for our students—increasing academic achievement, delivering a well-rounded education, and creating pathways to college and a career—**requires that they be regularly in school** and are **engaged** in their learning and **connecting** with others."

- U.S Secretary of Education Miguel Cordona

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Statewide Trends from Washington Report Card (22-23) & the Healthy Youth Survey

70%
Students attended 90% or more of their school days
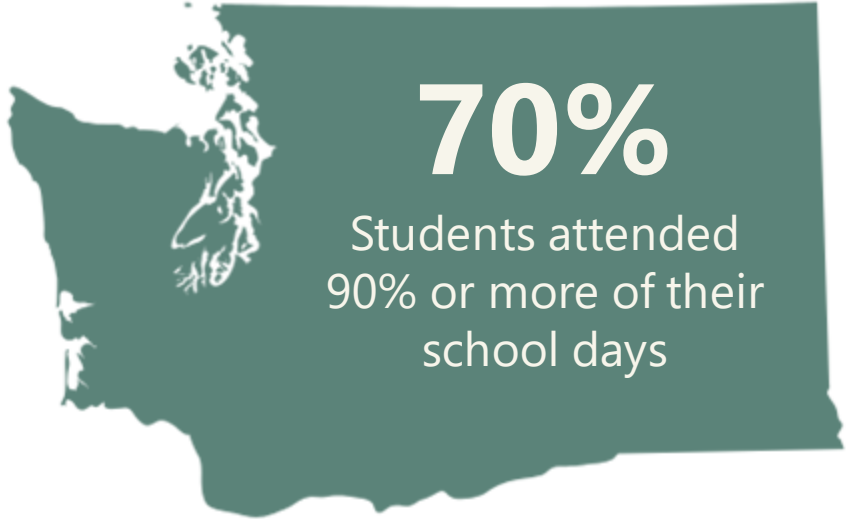
Regular Attendance 70%

Chronic Absence 30%

Definitions

Chronic Absenteeism

Missing 10% or more of school days – excused and unexcused. 2 days a month or 18 days in a year.

Truancy

Unexcused absences (absences without a valid justification).

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Research on Chronic Absence

Students that are chronically absent in early years (pre-k–2) are **much less likely to read** at grade level by 3rd grade

Students who cannot read at grade level by the end of 3rd grade are **four times more likely** than proficient 3rd graders to **not graduate**.

A student that is **chronically absent** in any two years between 8th and 12th grade has a **50% chance of not finishing** high school.

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Attendance is a critical part of MTSS
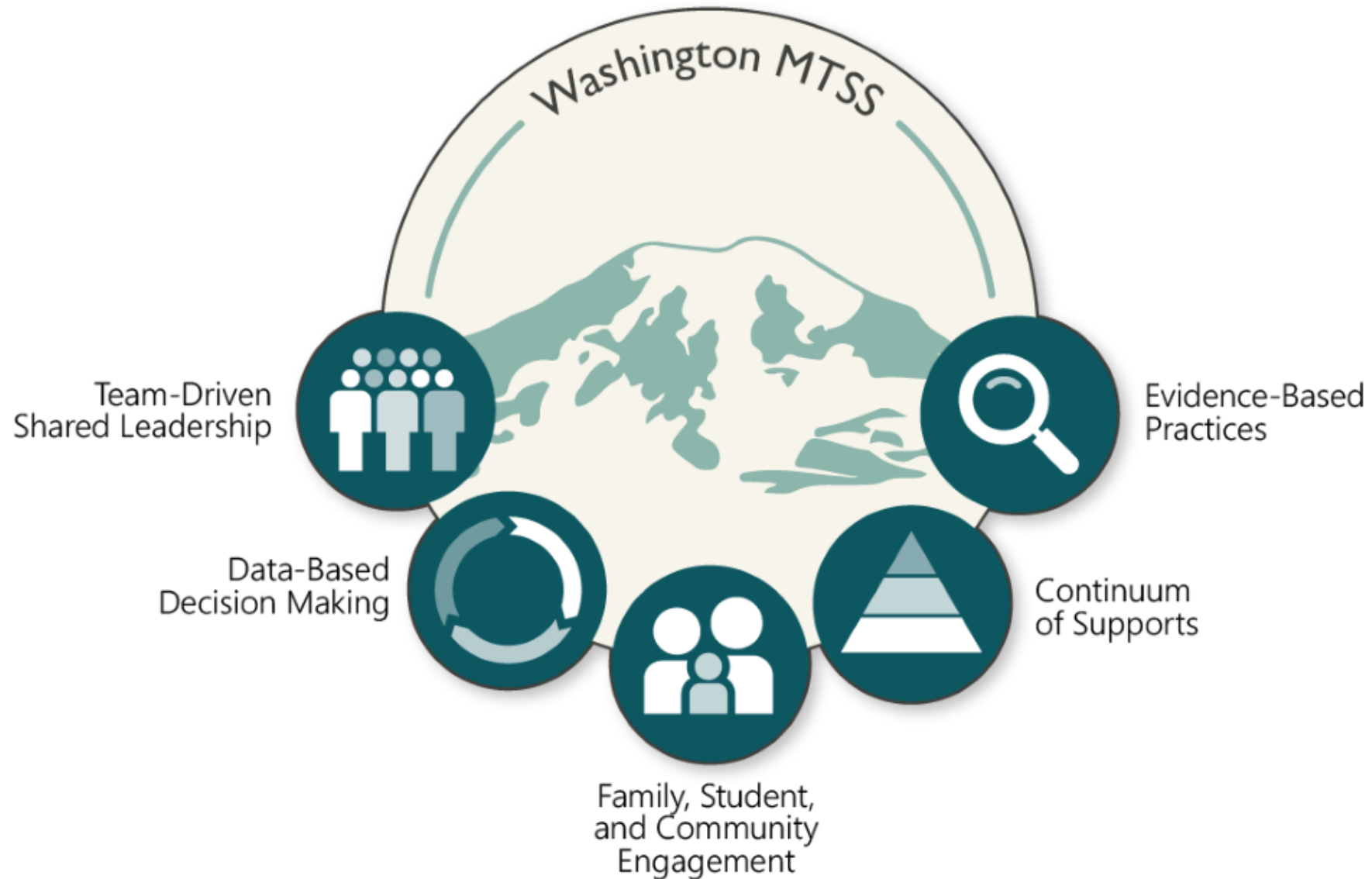
"Be Curious, Not Judgmental"

Why Focus on Attendance Teaming Routines and Data Champions?

Attendance Current Reality
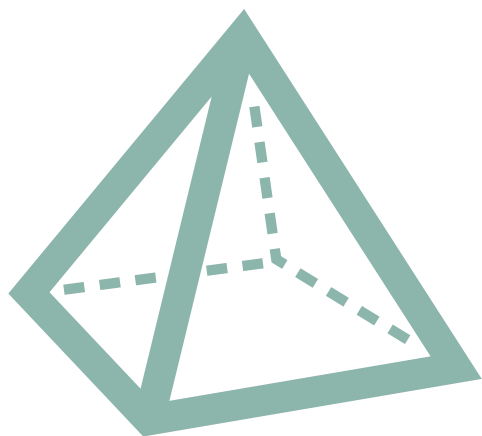
Need for a strong foundation

All students deserve a preventative, universal Tier 1 attendance system. **LESS FOCUS ON TIER 2-3**

Need for Data Champions

They bridge the gap between data collection and actionable strategies.

Need for a Culture of Collective Responsibility

This ensures community involvement and diverse perspectives.

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What do we mean by tier 1?

Systems

- Teaming
- Data
- Progress Monitoring

Strategies

- Culture of Attendance
- Are we talking about why it's important?
- Are there clear expectations and processes?
- Are we asking students to attend and engage?
- Acknowledging good and improved attendance?

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Who's on a tier 1 team to talk attendance?

Clear roles & responsibilities

- Team Lead: Designs and facilitates meetings
- Data Champion: Makes sure visual data is ready for meetings
- Note Taker: Takes meeting notes and makes sure decisions and action items are tracked
- Norm Keeper: Helps team follow norms

Common Participants

- Assistant Principal and/or Principal
- Office Assistant – Attendance
- Counselor
- PBIS Lead(s)
- Teacher(s)
- Home Liaison

Tier 1 Big Ideas

Culture of Collective Responsibility

- Truancy interventions with empathy
- Limited evidence of Tier 1 team based decision-making
- Mostly focused on Tier 2-3 wor...
- Need for regular training for Sk... and RaaWee, data reporting
- Need for data reporting Proces...
- Established attendance goals o...
- Limited evidence of Tier 1 team leadership roles & responsibiliti...

Low Impact | High Impact

Teaming Routines
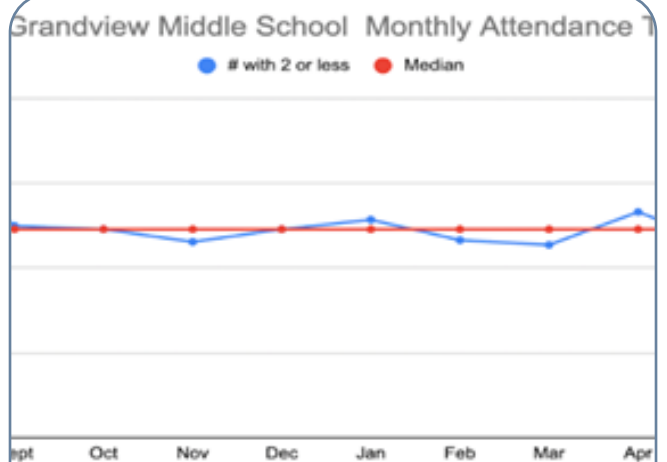
Clear roles and responsibilities
- Team Lead: Designs and facilitates meetings
- Data Champion: Makes sure visual data is ready for meetings
- Note Taker: Takes meeting notes and makes sure decisions and action items are tracked
- Norm Keeper: Helps team follow norms

Data is pre... the meetin...
- Bring % cumulati...
- Use "Atte period/d...

Reflect on data
- *What worked? What needs to change?*

Decide on

Data Champions

Grandview Middle School Monthly Attendance
- # with 2 or less   Median

Sept Oct Nov Dec Jan Feb Mar Apr

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Questions & Polling 2

What tier 1 attendance systems and supports are you currently implementing?

Supportive Structures

Qualitative Data

Understand Your Data & Identify the Problem

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Miguel's Journey

Kindergarten
Miguel moves to Yakima from Michoacan, MX having no previous formal education

First grade
Yakima SD Teachers notice Miguel is behind on many development benchmarks

Second grade
Miguel's family moves to Sunnyside, and he is forced to transfer districts

Third grade
Miguel's family moves back to Yakima and enrolls in his third school

Fourth grade
Miguel's family stays with three different families throughout the year, resulting in him missing 38 days of school

Fifth grade
Miguel continues to struggle academically but scores at or near state benchmarks

Sixth grade
Miguel's family finds an apartment they can afford and move; Miguel enrolls in his fourth school

Seventh grade
Miguel has missed nearly 30% of school since starting kindergarten; begins showing significant signs of school disengagement

Eighth grade
Miguel's homeroom teacher identifies possible learning disabilities and has Miguel tested for special education services

Ninth grade
Miguel is granted special education resources, but his school attendance declines dramatically

Tenth grade
Miguel is failing all classes and by December, Miguel no longer attends classes and has joined his neighborhood gang

Supportive Structures

Quantitative Data:
Understand Your Data & Identify the Problem

Regular Attendance

Summary | By Grade | **Trend** | Trend: Program

What percent of students had fewer than two absences per month, on average, over time?

Washington State

All Students

Year	Percent
2014-15	85.5%
2015-16	85.1%
2016-17	84.8%
2017-18	84.9%
2018-19	84.9%
2019-20	90.6%
2020-21	81.4%
2021-22	67.2%
2022-23	69.7%

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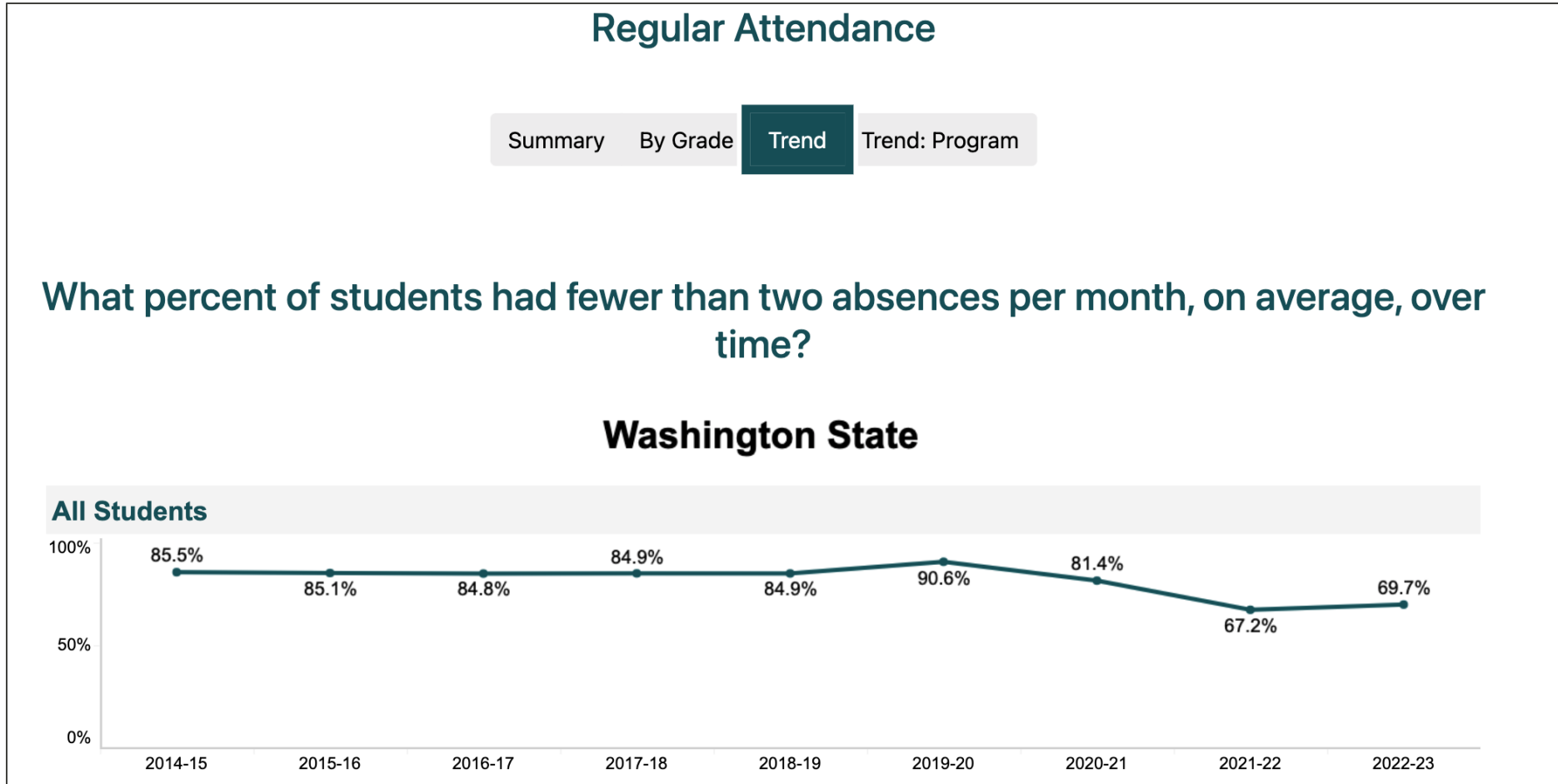
Supportive Structures

Empathize & Get Close to the Problem:

Empathy Interviews:

- Tell me what it's like to access attendance data?
- Tell me what it's like to look at attendance data as a team?

		Low Impact	High Impact
High Input	• Truancy interventions with empathy		• Limited evidence of Tier 1 teaming data-based decision-making • Mostly focused on Tier 2-3 work • Need for regular training for Skyward and RaaWee, data reporting • Need for data reporting Process
Low Input			• Established attendance goals or AIMS • Limited evidence of Tier 1 teaming and leadership roles & responsibilities

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Supportive Structures

Tier 1 Teaming Routine:

Weekly and calendared

Clear roles and responsibilities

- Team Lead: Designs and facilitates meetings
- Data Champion: Makes sure visual data is ready for meetings
- Note Taker: Takes meeting notes and makes sure decisions and action items are tracked
- Norm Keeper: Helps team follow norms

Data is prepped and used during the meeting

- Bring % of students <2 absences cumulative month to date
- Use "Attendance graphs" period/days of the week

Follow-up and report on previous next steps and communicate with all staff

Reflect on data
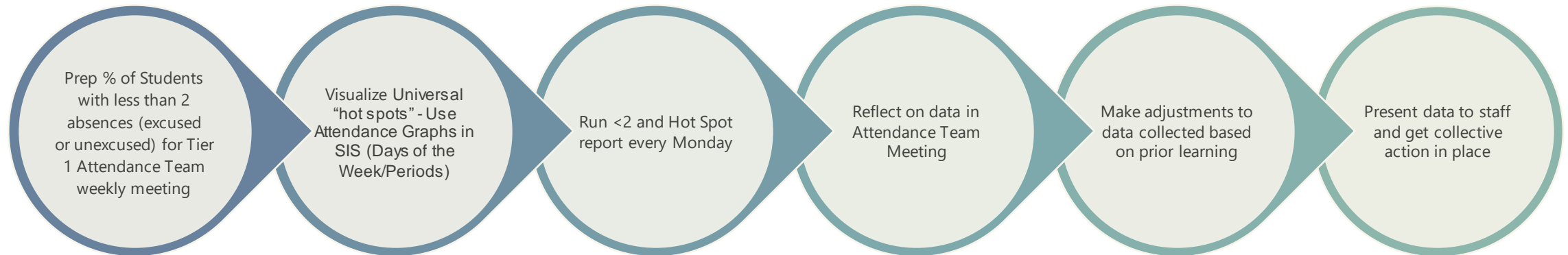
- *What worked? What needs to change?*

Decide on the next steps using Tier 1 Strategies

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Supportive Structures

Data Champion Visual Data:

Change idea: Data Champion Routine for Attendance & Re-engagement Team

Prep % of Students with less than 2 absences (excused or unexcused) for Tier 1 Attendance Team weekly meeting

Visualize Universal "hot spots" - Use Attendance Graphs in SIS (Days of the Week/Periods)

Run <2 and Hot Spot report every Monday

Reflect on data in Attendance Team Meeting

Make adjustments to data collected based on prior learning

Present data to staff and get collective action in place

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Examples of Universal Responses

4 at the Door Checklist

2/10 Checklist

Attendance Incentives List & Guidance

PBIS Positive Greetings at the Door Fidelity Checklist

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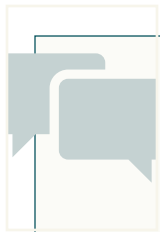
Quick Wins to Get Started

Understand your attendance **data** and your problem

Consider the problem is the **systems**, not the students

Set an **AIM**: Between Feb. and June 2024, we will increase the % or # of students with less than 2 absences per month from ___ to ___.
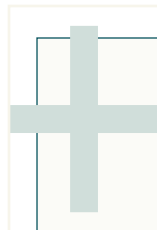
Ask people closest to the problem how to change the system

1-2 change ideas for changing the systems based on **empathy interviews**

Test the change ideas and make **adjustments**

Scale successes

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Q & A

What Does it Look Like in Real Life?
Foundations of Our Practices

Panelists

Cienai Wright-Wilkins

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Federal Way Public Schools

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Selah High School

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Considerations

Discuss your ideas with leadership

Share ideas with your professional learning community

Lead a discussion with students

Resources

Professional Learning Opportunities

Truancy 101 Webinar Recording Available

Withdrawing Students Guidance & Webinar

Boosting your Teaming for Better Attendance

Leveraging Your Data to Implement Effective Tiered Interventions

OSPI Attendance YouTube Playlist

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Resources

Funding

- Federal funding options for sustaining efforts to address chronic absenteeism

Tools & Videos

- Subscribe to the Attendance Newsletter

Websites

- OSPI Attendance
- Attendance Works

People

- Connect with Attendance team staff at Attendance@k12.wa.us
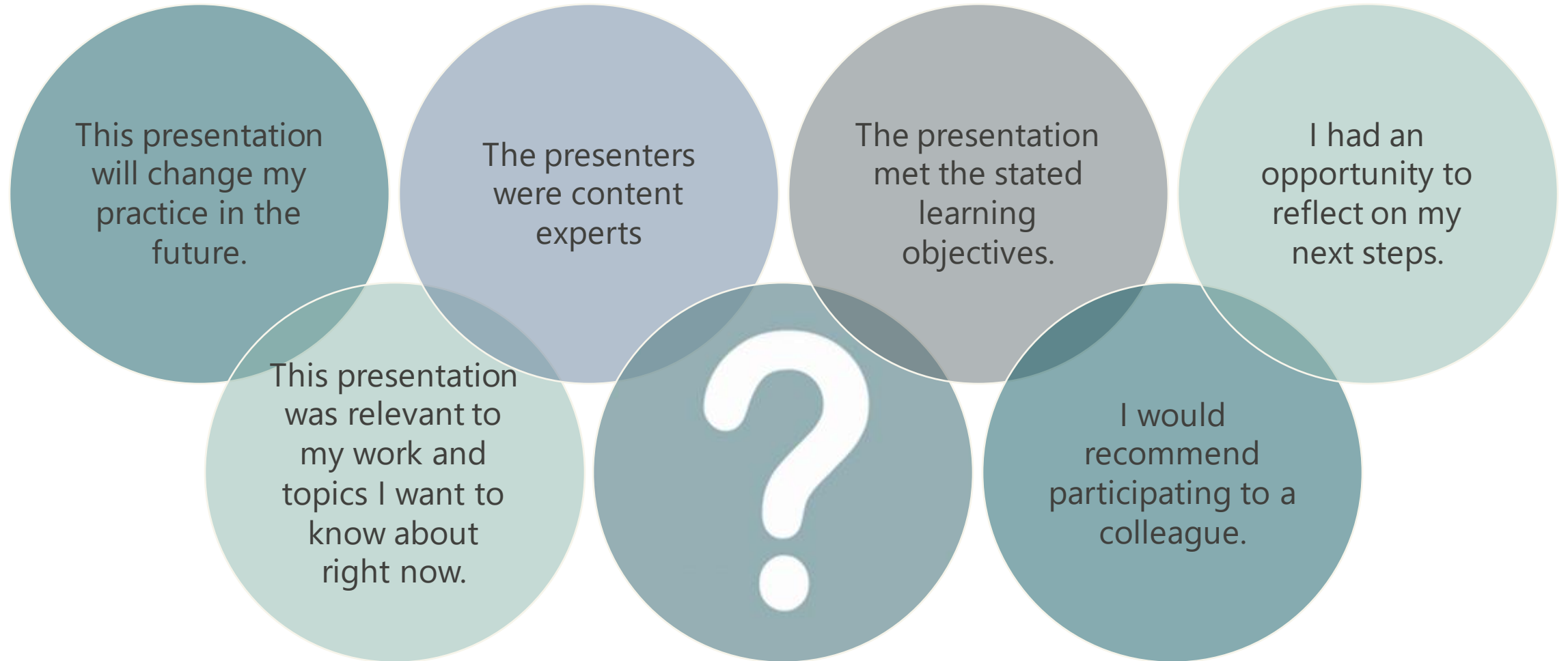
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Next Month

May 8

10:00 a.m. – 11:30 a.m.

Orientation Practices to Boost Connection

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Evaluation

This presentation will change my practice in the future.

The presenters were content experts

The presentation met the stated learning objectives.

I had an opportunity to reflect on my next steps.

This presentation was relevant to my work and topics I want to know about right now.

?

I would recommend participating to a colleague.

Do You Need Free Clock Hours?

Watch Live → [Register in Zoom for the year](#) → Register for Clock Hours monthly in pdEnroller → Complete the pdEnroller Evaluation

Watch the Video Later → Register monthly for Clock Hours in pdEnroller → Complete the pdEnroller Evaluation → [Complete the Graduation Equity Webinar Feedback Survey](#)
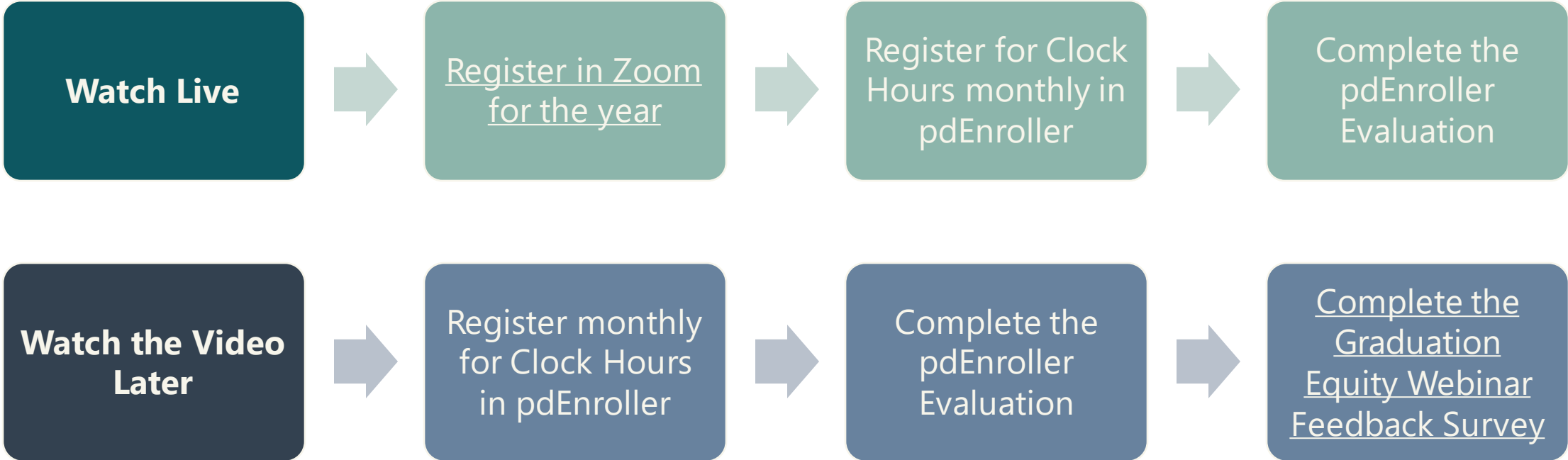
Email Ronnie.Larson@k12.wa.us

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