



# Senate Education Committee

Attendance, Every Day Matters, & High School Success

Oregon Department of Education  
February 29, 2024

# About Us



- The Oregon Department of Education works in partnership with school districts, education service districts and community partners to foster equity and excellence for every learner;
- Together, we serve over 552,380\* K-12 students and support 86,915\* school employees, including teachers, administrators and classified staff;
- We believe every student should have access to a high-quality, well-rounded learning experience; and
- We work to ensure every student in Oregon graduates with a plan for their future.

\*Data from Fall 2023

# Who We Serve

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“My vision is to make sure every child in Oregon is successful and has a safe place to receive a high-quality public education. I’ve seen firsthand how a positive student-teacher relationship can set a child on a successful path for the rest of their life. When we collaborate and build partnerships with students, educators and families we can advance equity and lead all students toward success.”

- Dr. Charlene Williams

## 2023-24 Data



**552,380 Students**

More than 340 languages spoken

**86,915 Educators**

**Staff of Color**

- 13.0% of Teachers
- 13.8% of Administrators
- 18.8% of Counselors
- 23.9% of Educational Assistants

**197 Districts**

1,271 Schools

131 Charter Schools

19 Education Service Districts

# Who We Serve

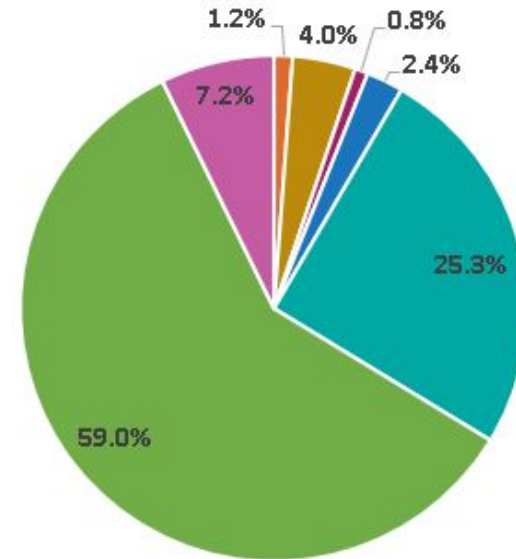
## Student Demographics

- Economically Disadvantaged: **64%**
- Ever English Learners: **18%**
- Unhoused/homeless: **4%**
- Mobile Students: **11.7%**
- Students with Disabilities: **16%**
- Lesbian, gay, bisexual, something else, or questioning\*: **33.7%**
- Transgender: **3%**

## 2023-24 Data

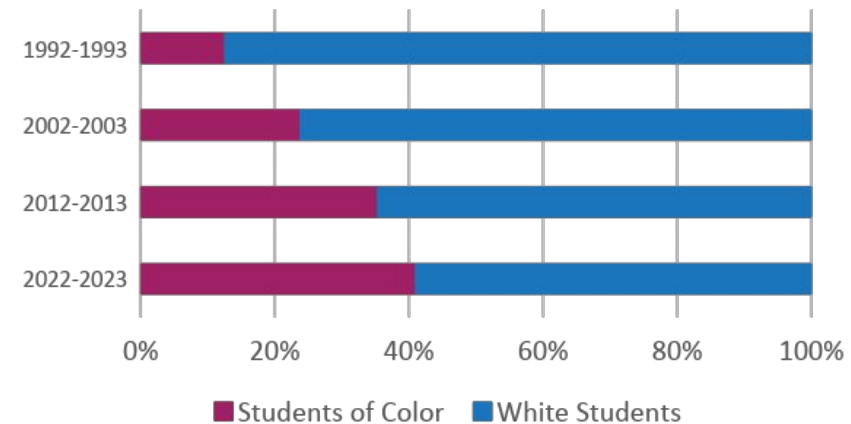
Oregon Department of Education

## Race and Ethnicity<sup>†</sup>



- American Indian/Alaska Native: **1.2%**
- Asian: **4.0%**
- Native Hawaiian/Pacific Islander: **0.8%**
- Black/African American: **2.4%**
- Hispanic/Latino: **25.3%**
- White: **59.0%**
- Multi-Racial: **7.2%**

## Oregon's Increasing Diversity



\*According to the [2022 Oregon Student Health Survey](#) based on 11<sup>th</sup> grade responses.

<sup>†</sup>Note: Data reported using federally defined race/ethnicity groups.

# Equity

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- Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.



# Regular Attendance

# Who is a Regular Attender?

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- Students are considered regular attenders if they attend **more than 90%** of the days they are enrolled in a school.
- Data include students enrolled in a school district on the first school day in May and who have been enrolled in that district for at least 75 days.
- We calculate these data by grade and by student group. Detailed data can be found at <https://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx>.

# How COVID Affected Attendance Reporting

<b>Time Period</b>	<b>Attendance Data Collected</b>	<b>10 - Day Drop Rule</b>
Pre-COVID	Physical attendance for in-person/ twice weekly check-ins for remote	In effect
Spring 2020	None	None
2020-21 School Year	Expanded Definition (daily participation, interaction, or coursework completion)	Suspended
2021-22 School Year	Physical attendance for in-person/ Daily participation or interaction for remote	In effect

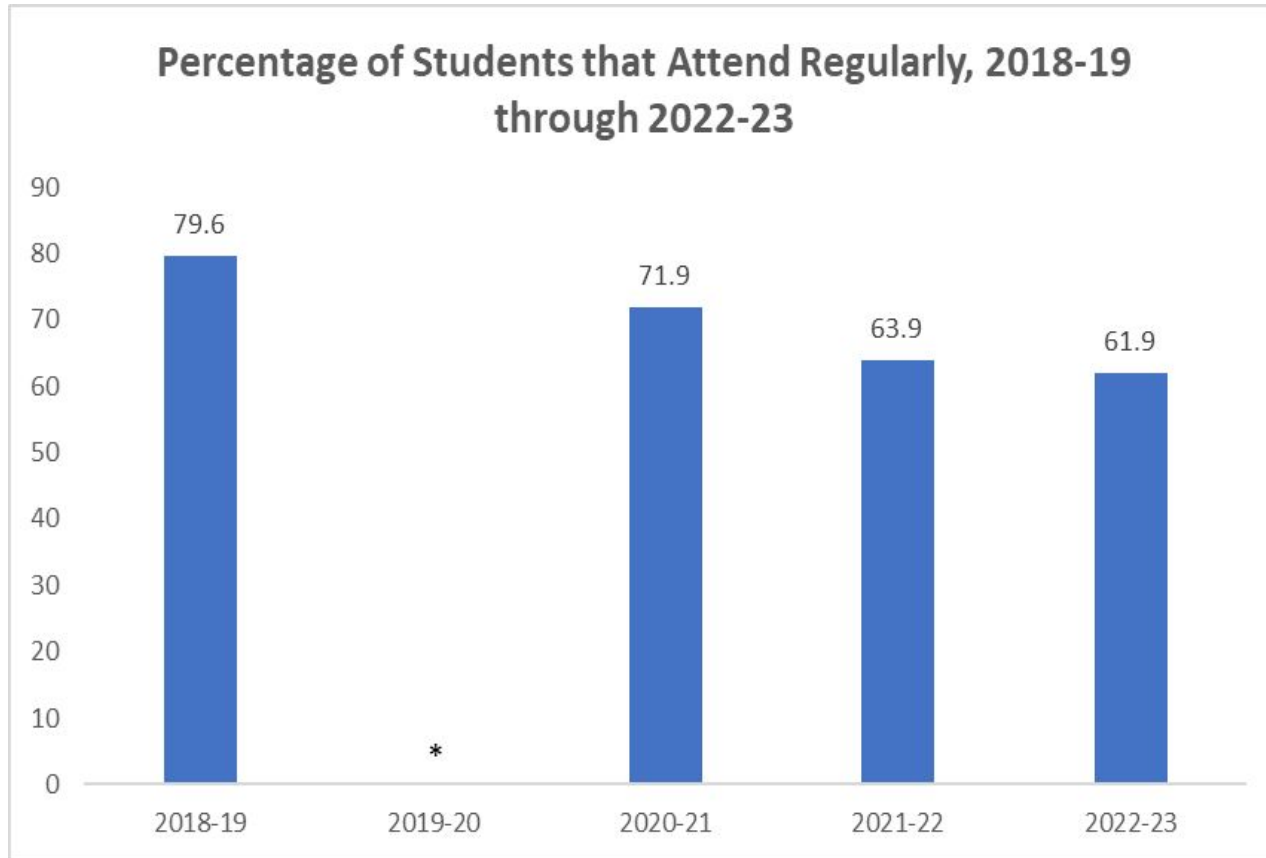


# Impacts on the Data

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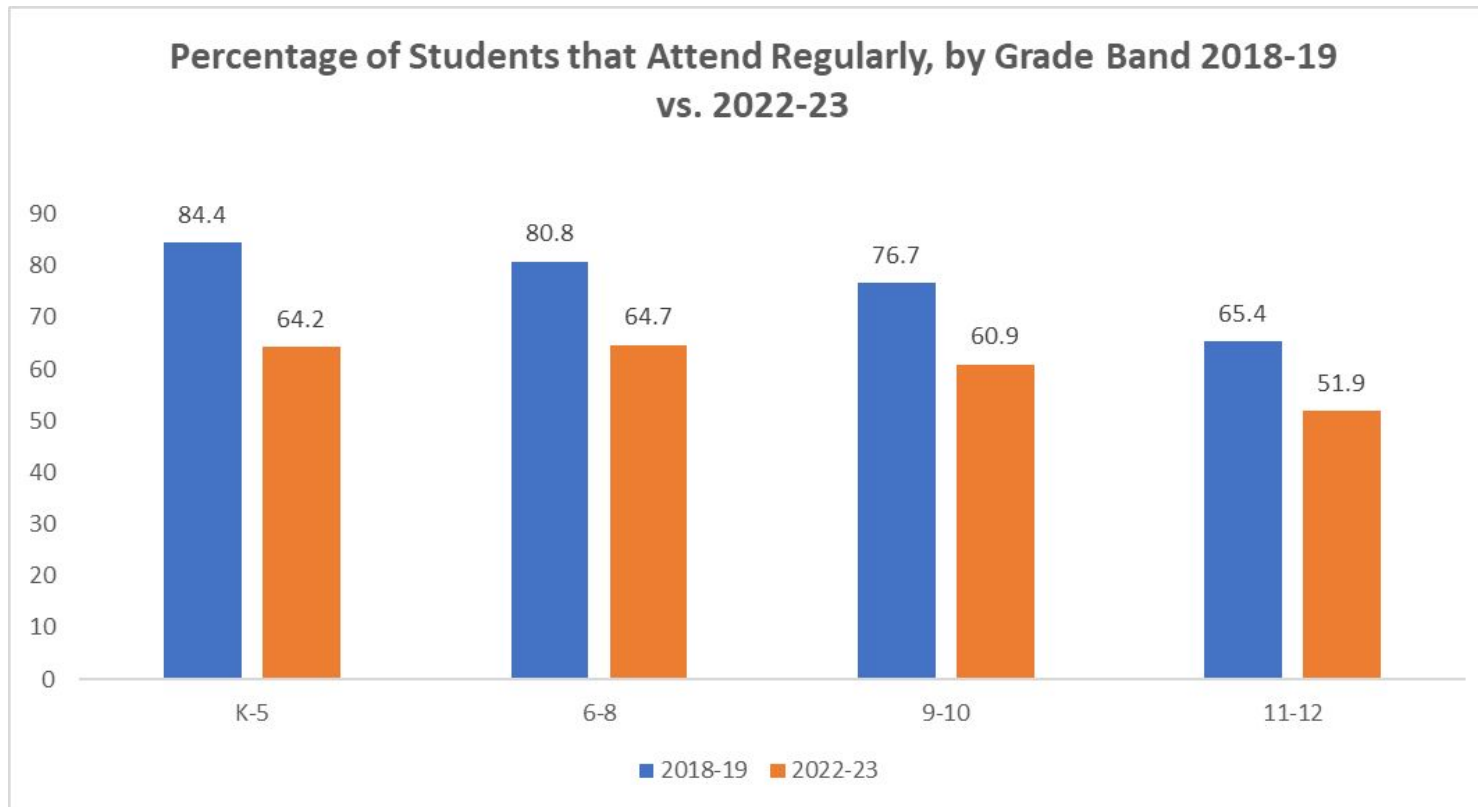
- Data from 2020-21 should not be directly compared to other school years due to widespread remote learning and the suspension of the 10-day drop rule
- Data from 2021-22 and beyond is much more comparable to pre-pandemic data, since most students returned to in-person instruction
- Even though data are now comparable to pre-pandemic data, regular attendance rates have dropped
- There are still large disparities in the rates of regular attendance between student groups

# Regular Attender Rates Over Time



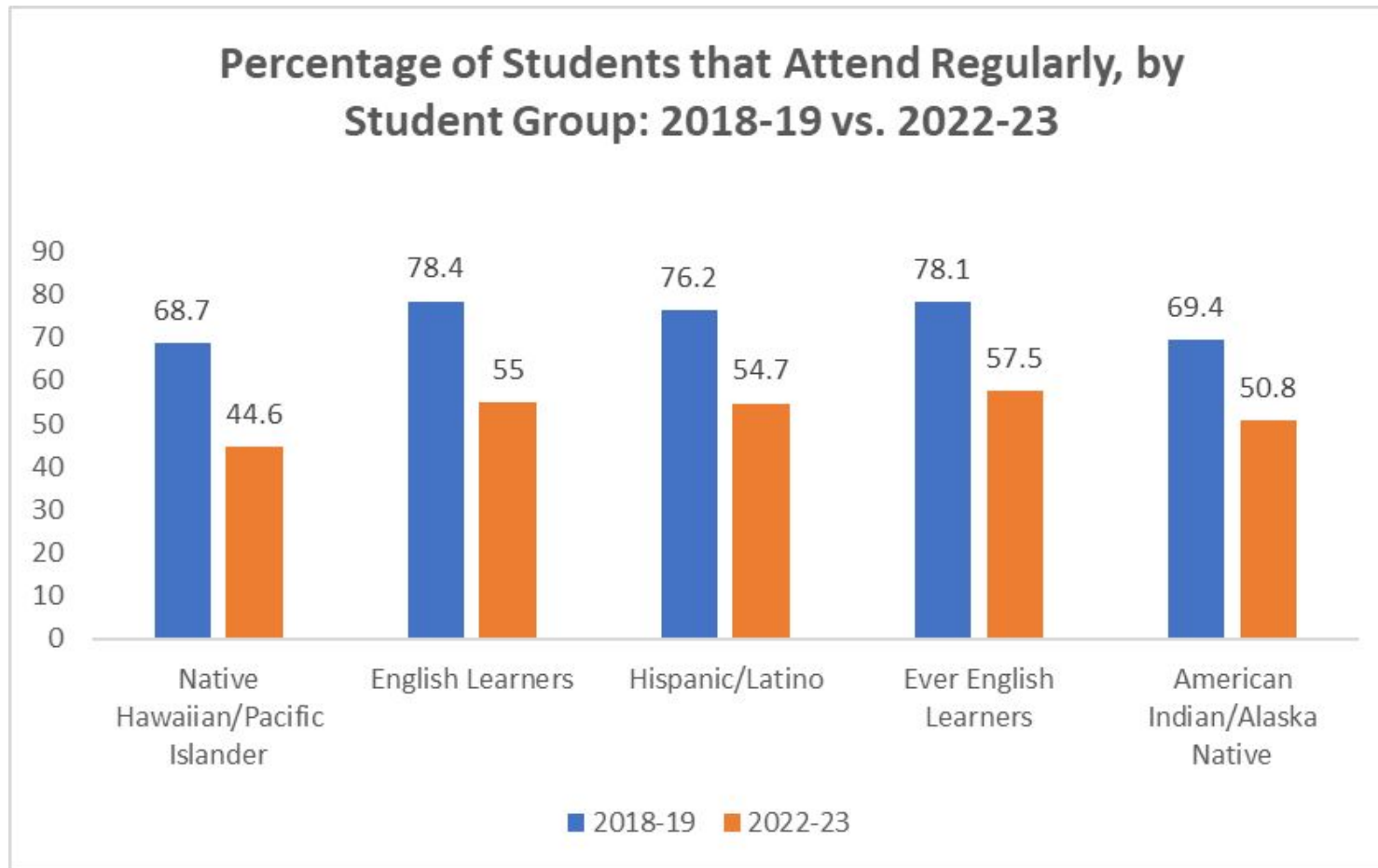
- Regular Attendance rates were the highest in 2019
- Rates decreased by 7.7 pct points between 2019 and 2021
- Rates decreased by 17.6 pct points between 2019 and 2023

# Regular Attender Rates by Grade Bands



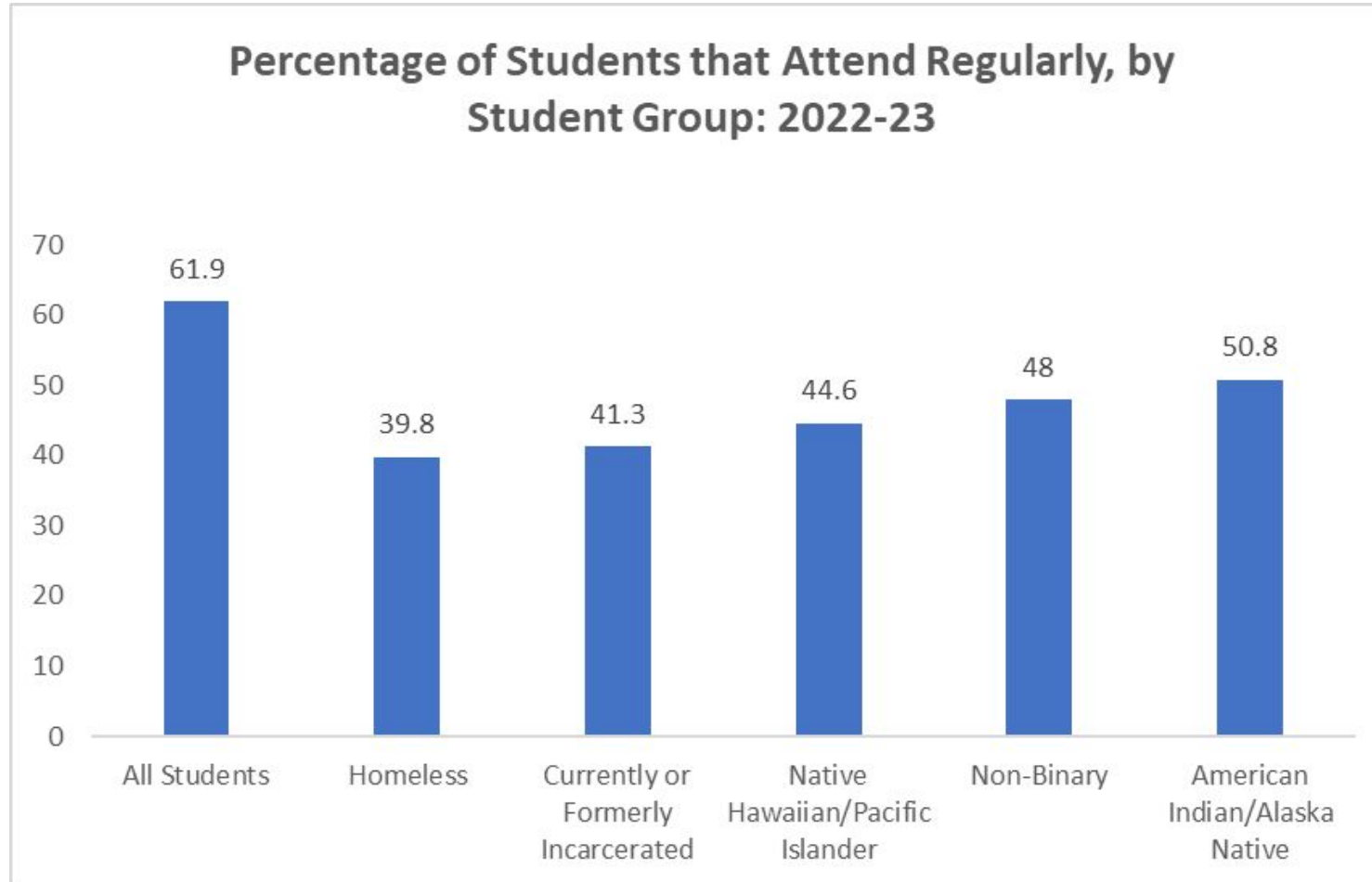
- Historically, grades K-5 have had the highest rates
  - However, they also saw the greatest drop (20.2 pct points)
- Rates for grades 11-12 have been the lowest
  - Lowest pct point drop (13.5 pct points)

# Regular Attender Rates by Student Group



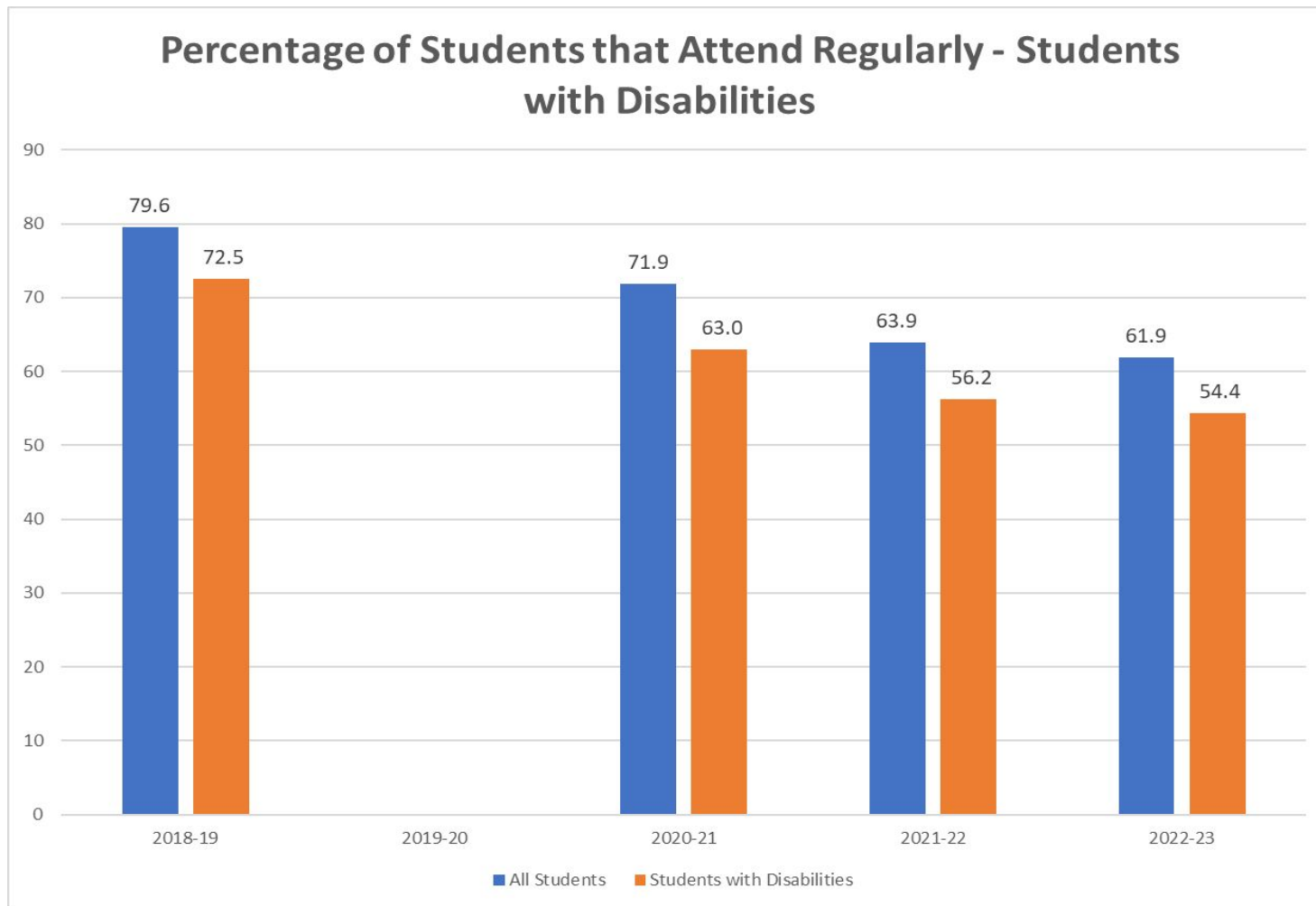
- Rates decreased for all student groups
- Top five largest decreases are shown in chart
  - Native Hawaiian/Pacific Islander: 24 pct points
  - English Learners: 23 pct points
  - Hispanic/Latino: 22 pct points
  - Ever English Learners: 21 pct points
  - American Indian/Alaska Native: 19 pct points

# Regular Attender Rates by Student Group



- The five student groups with lowest rates are shown

# Regular Attender Rates – Students with Disabilities



This chart shows the rates for students with disabilities over time, as compared to all students.



# Everyday Matters

# Elevating Attendance, Belonging & Engagement

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- Create a positive school climate and culture extending beyond the school campus
- Utilize disaggregated data to identify evidenced-based supports to build or adjust student support systems
- Develop strong partnerships with students and families that center engagement and re-engagement strategies
- Coordination of support between educators and community service providers, particularly across focal student groups.



# Root Causes of Chronic Absenteeism

## Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Lack of predictable schedules for learning
- Lack of access to tech
- Community violence

## Aversion

- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Caregivers had negative educational experiences

## Disengagement

- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school (especially given staff shortages)
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- Need to work conflicts with being in high school

## Misconceptions

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

# Collaborative Partnerships

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- Addressing the root causes of Chronic Absenteeism by centering Student belonging, engagement and relationship building
  - Student belonging and engagement is positively connected to both the experience of learning and the outcomes of learning
  - Requires a thoughtful, coordinated and complex response from all partners, including cross-sector partnerships

# Integrated Community Partnership Grants

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- This Grant provides opportunities for community partners to offer local, community-rooted approaches that address the root causes of Chronic Absenteeism.
  - Projects must include both direct services to students and/or families, as well as capacity-building strategies and activities.

# Emerging Strategies

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## Nationwide

- Building stronger relationships with student and families
- Partnering with medical community
- Providing high-dosage tutoring
- Increasing summer learning and extended or afterschool learning time
- Adoption of Early Indicator & Intervention Systems
- Effective use of data

## Grantees

- Increase parent/family agency to navigate systems and meet their family's basic needs
- Build school cultural awareness and recruit mentors from the community
- Partner with mental and behavioral health professionals in the field
- Address barriers to attendance for youth experiencing houselessness
- Implementation of data-informed practices which support the unique characteristics and social experiences of BIPOC children/youth
- Provide one-to-one tutoring
- Increase summer learning and extended or afterschool learning time



# High School Success

# High School Success Eligibility Requirements

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1. Teacher Collaboration
2. Practices to Reduce Chronic Absenteeism
3. Systems Ensuring On-Time Graduation
4. Equitable Assignment to Advanced Coursework

# Practices to Reduce Chronic Absenteeism

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## **System requirements for every high school in order to meet eligibility:**

- Connect with chronically absent students and families to identify barriers
- Conduct attendance data analysis to identify trends by focal student groups
- Implement supports to address root causes of absenteeism
- Implement strategies to promote student engagement
- Provide culturally sustaining pedagogy and practices
- Incorporate student voice with decision making

# Investments at the High School Level

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- Data Systems
- Culture of Belonging
  - Community engagement events
  - Hiring engagement specialists
  - Student engagement activities
  - Increased opportunities for student voice and leadership
- Mental, Behavioral, & Physical Health:
  - SEL Supports
  - School Counselors
  - Nurses
  - Contracts with mental health providers
- Student Support Specialists
- Engaging Instruction:
  - CTE and Applied learning opportunities
  - Instructional specialist to support teaching staff
  - PD around engaging instruction
  - Increased electives
  - Exposure to college and career options



# Promising Practices Across the State

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## **Relationships:**

- School administration and staff have increased the amount of personal contacts with families that have students who are absent

## **Creating a safe and welcoming environment:**

- Improving bilingual support
- Incorporating student voice in decision making
- District-wide events

## **Student Engagement:**

- Increased access and options to CTE programs across focal student groups
- Community based hands on learning opportunities that connects to the curriculum

## **Community Partnerships:**

- College and career connections - field trips to internships

# Questions



# Thank You

