House Education Committee

Every Day Matters

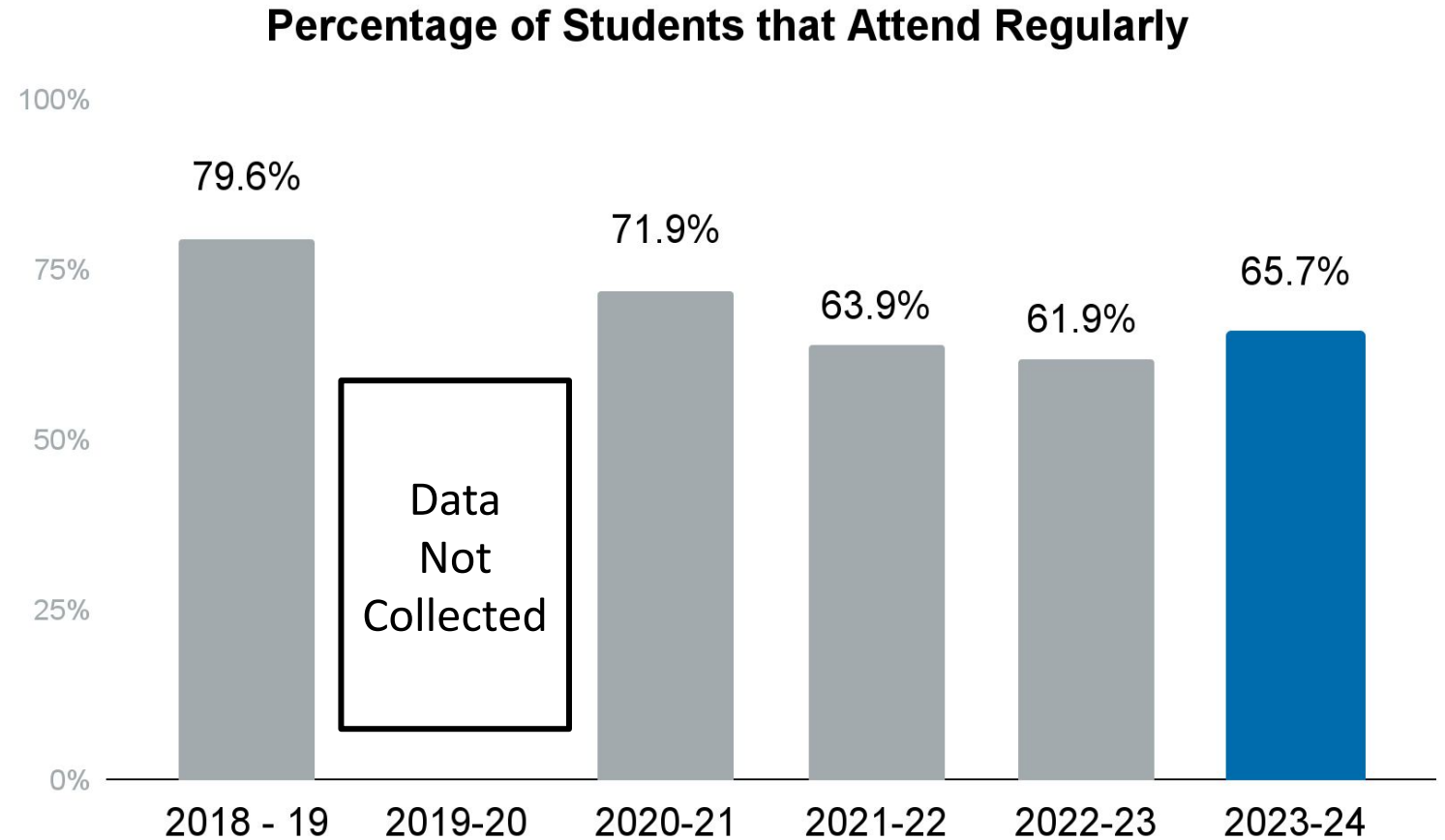Oregon Department of Education
February 26, 2025

Regular Attendance

Who is a Regular Attender?

- 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.

- ODE calculates attendance 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.
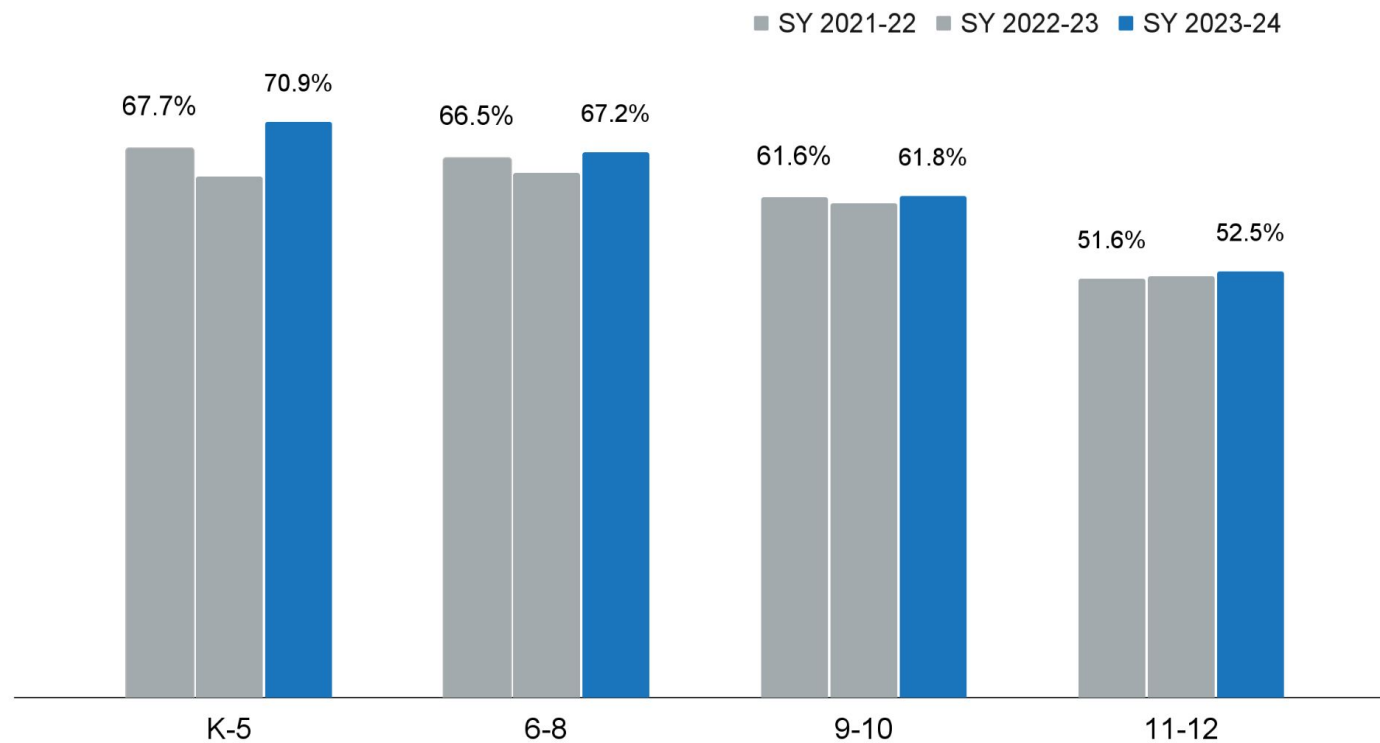
Regular Attender Rates Over Time

There are promising positive trends in attendance data demonstrated in 2023-24 across the state.

Percentage of Students that Attend Regularly

Year	Percentage
2018 - 19	79.6%
2019-20	Data Not Collected
2020-21	71.9%
2021-22	63.9%
2022-23	61.9%
2023-24	65.7%

Regular Attender Rates by Grade Bands

Percentage of Students that Attend Regularly, by Grade Band 2021-22 vs. 2023-24

- The Regular Attender rates for 2023-24 increased for all grade bands.

- Historically, grades K-5 have the highest rates and rates for grades 11-12 have been the lowest.

Everyday Matters

Every Day Matters Core Principles

Addressing the **Root Causes of Chronic Absenteeism** has been shown by research to be a key indicator of student success in K-12.

Belonging and **engagemen**t are at the center of the student experience.

Relationships

Student and family engagement and voice

Strong use of data and systems

Holistic approach: Team and community effort

Root Causes of Chronic Absenteeism

Barriers	Aversion	Lack of Engagement	Misconceptions
- Chronic and acute illness - Family responsibilities or home situations - Trauma impacts - Poor transportation - Housing and food insecurity - Inequitable access to needed services - System involvement - Lack of predictable schedules for learning - Lack of access to technology - Community violence - Need to work conflicts with being in high school	- Struggling academically and/or behaviorally - Unwelcoming school climate - Social and peer challenges - Anxiety - Biased disciplinary and suspension practices - Undiagnosed disability and/or lack of or mismatch of accommodations - Caregivers had negative educational experiences	- Lack of challenging, culturally responsive instruction - Bored at school - No meaningful relationships to adults at school - Lack of enrichment, well-rounded educational opportunities - Lack of academic and behavioral support - Failure to earn credits - Entering job market before high school graduation	- Only unexcused absences are a problem - Missing 2 days/month doesn't affect learning - Losing track of or underestimating TOTAL # of absences - Keeping students home for any illness or symptoms - Attendance only matters in upper grades - Suspensions/disciplinary exclusions don't count as absences

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Source: Attendance Works

Building System Capacity

Every Day Matters Investments

Education Service Districts

- $3M in 23-25 provided to ESDs
- Connected to all districts in region
- Dedicated investment to build capacity in a region, in a district, and in schools for local impact
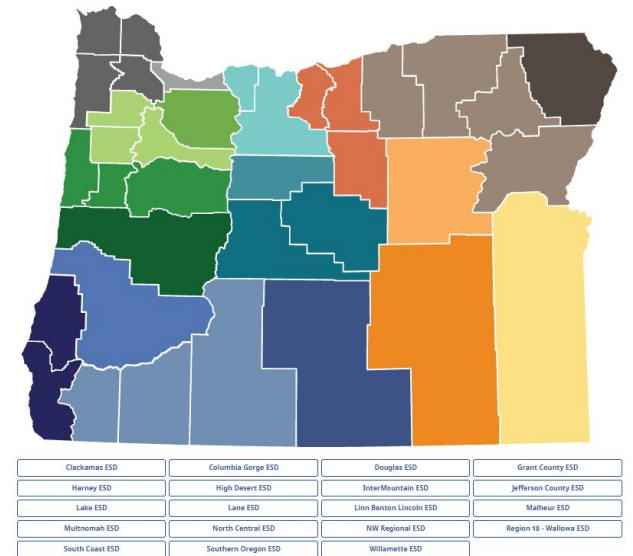
Integrated Community Partnerships

- $4M in 23-25 biennium
- Community based partners working with specific student populations
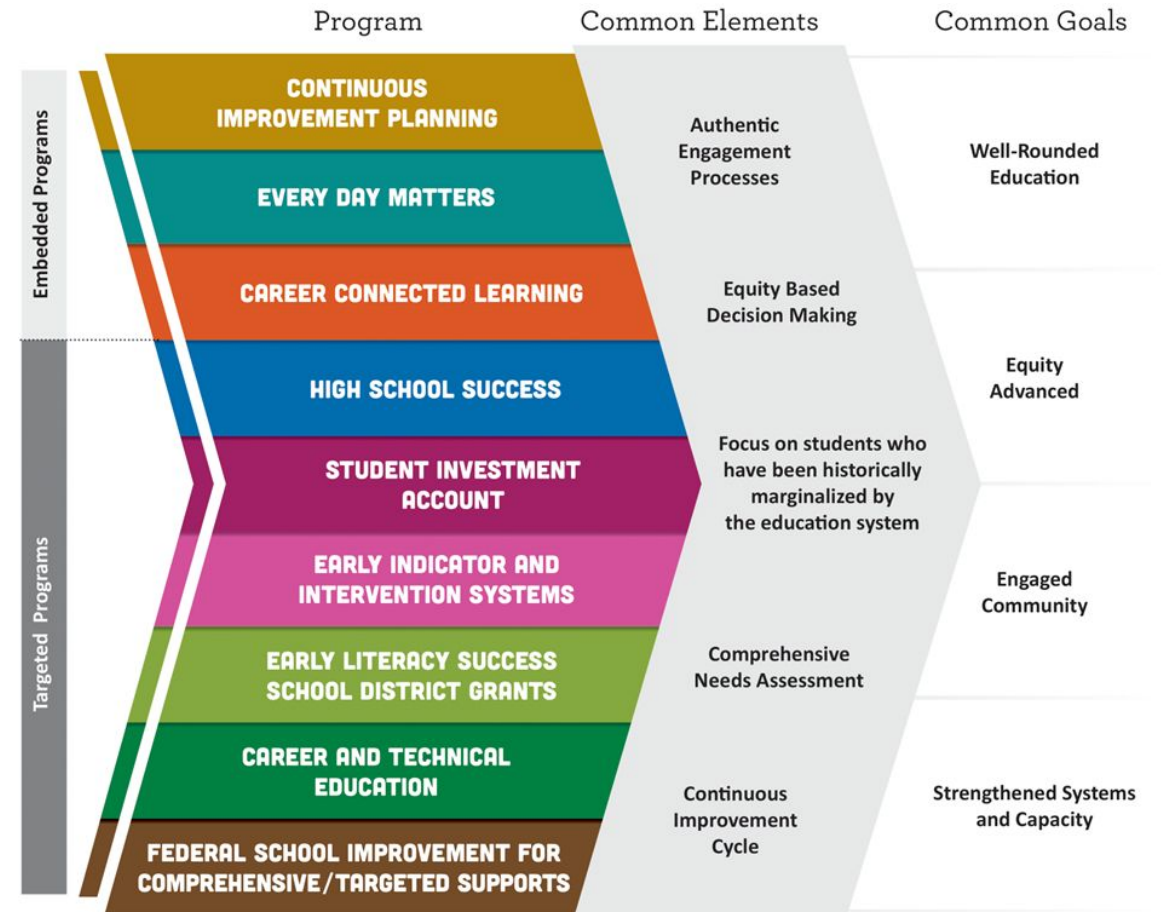
Partnerships with all 19 ESDs

- Technical Assistance grants to all ESDs
- Primary expenditure areas
  - FTE for Student Engagement Specialists
  - Professional Learning and Communities of Practice with districts
  - Contracting with National Organizations
  - Translation Services
  - Student Engagement Tools
- Community of Practice in 24-25
- Sharing and promoting common resources

| Clackamas ESD | Columbia Gorge ESD | Douglas ESD | Grant County ESD |
Harney ESD	High Desert ESD	InterMountain ESD	Jefferson County ESD
Lake ESD	Lane ESD	Linn Benton Lincoln ESD	Malheur ESD
Multnomah ESD	North Central ESD	NW Regional ESD	Region 18 - Wallowa ESD
South Coast ESD	Southern Oregon ESD	Willamette ESD	

Common Best Practices in Districts

- Implement Attendance Teams, Student Support Teams
    - Enhance student information systems and data tools and protocols for using them (ie, MTSS or EIIS)
- Provide Student Success Coordinators, Family and Community Engagement Specialists
- Increase equitable access to social, mental and behavioral health
- Increase breadth of well-rounded opportunities for students

Integrated Community Partnership Grants

- This Grant provides opportunities for community partners to offer local, community-based 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.
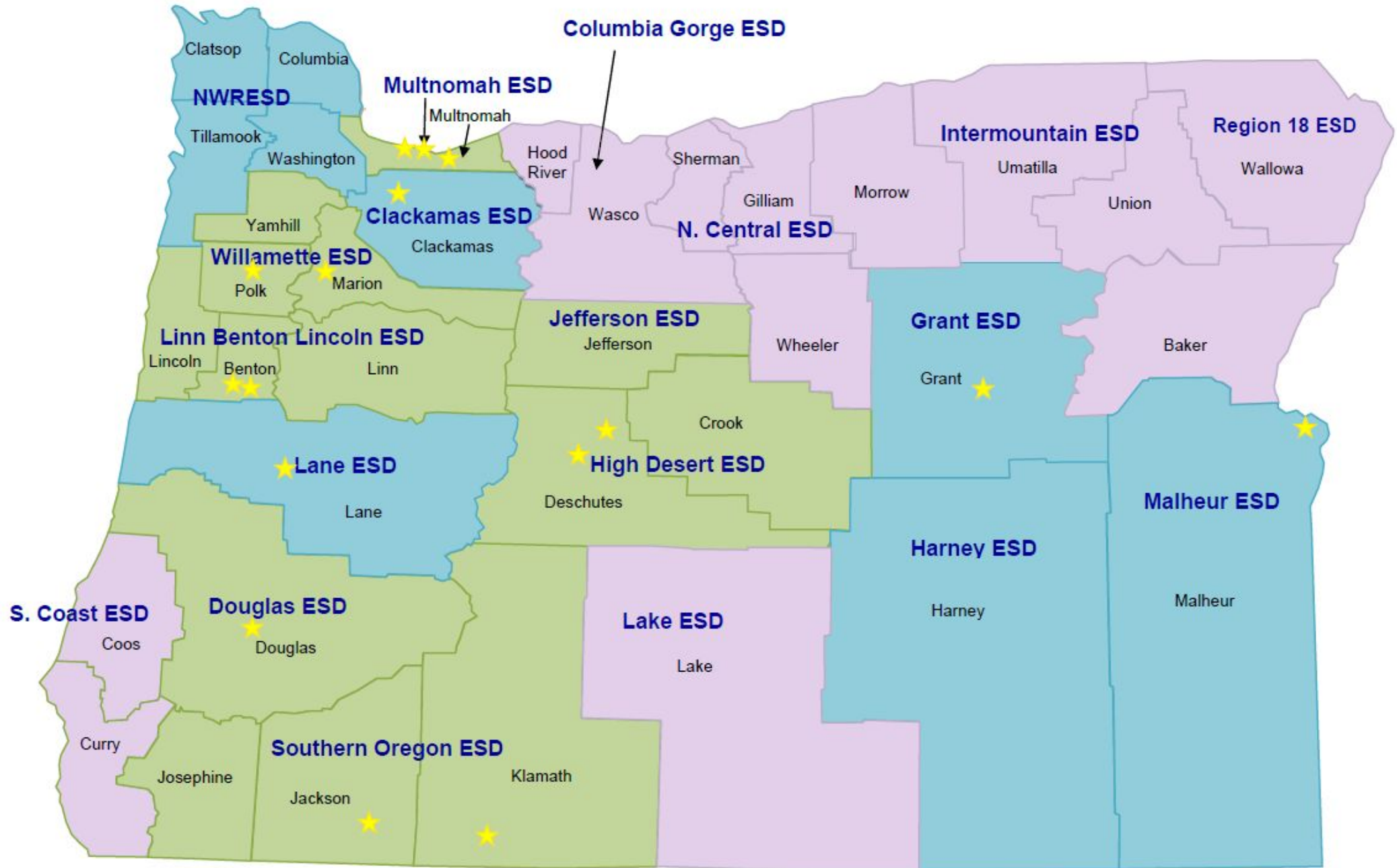
ICP Grantees' Promising Practices

Strengthen School Capacity	Family Partnerships	Community Partnerships
- Implement **data-informed** practices to support focal students - Increase extended and afterschool learning and summer learning - Community mentors - One-to-one tutoring and mentoring **Transportation** to extended learning opportunities in rural areas	- Increase family agency to navigate systems and meet their family's needs - Build awareness **on school culture**	- Partner with **mental and behavioral health** professionals - Address barriers to attendance for youth experiencing **homelessness** - Build local capacity to provide **wrap-around** services

Questions

Thank You