



Date: February 26, 2025
To: House Education Committee
From: Parasa Chanramy, COSA
Subject: Testimony in Support of [House Bill 3199](#)

Good Afternoon, Chair Neron, Vice Chairs Dobson and McIntire, and Members of the House Education Committee:

For the record, my name is Parasa Chanramy with the Coalition of Oregon School Administrators. Here to speak in favor of House Bill 3199.

As a member of the [Chronic Absenteeism Workgroup](#), we want to thank both Rep. Hoa Nguyen and Sen. Suzanne Weber for co-facilitating the workgroup, and to all of the workgroup members who dedicated their time, expertise, and insight in this process during the interim.

Attendance is critical to student achievement and success. A student is considered chronically absent when they miss 10 percent or more of the school year for any reason (that's about 18 school days, or roughly 2 days per month during a school year).

Across the research, [learnings from other states](#), and [Oregon attendance efforts](#), there are a number of core elements that are important to reducing chronic absenteeism.

- Students and families are at the center
- Positive engagement and conditions for learning
- Shared accountability and strategic cross-sector partnerships
- Adequate and sustainable resources
- Capacity building and multi-tiered systems of support
- Actionable data to inform improvement efforts

HB 3199 serves as an omnibus to continue to build upon, and improve, Oregon's attendance efforts by combining several issues and needs identified by the workgroup.

Evaluating Oregon's Current Attendance Initiatives - Requires LPRO to review ODE's current attendance initiatives, including but not limited to: current attendance data and how attendance data is collected, grant programs, and other initiatives. The LPRO Director is tasked with reviewing the original goals and intent of the various attendance policies, programs, and initiatives, and evaluating the effectiveness, as well as how the level of funding available impacted the effectiveness of the policy, program, or initiative.



Establishing an Attendance Advisory Committee - Requires ODE to establish an advisory committee to make recommendations to the State Board of Education on improving attendance in schools, including but not limited to family coach programming, educator professional development on best practices, and other approaches that involve collaboration between school districts and the Department of Human Services.

Expanding Investments in Oregon's Early Indicator and Intervention System - Increases the funding amount for the Early Indicator and Intervention System; further refines some of the parameters for allowable uses around parental notification features; as well as requiring the State Board of Education to establish a minimum grant floor for small districts (1,650 ADMw or less).

Regarding parental notification features – for this portion of the bill, we must carefully consider how various student information systems and features integrate with one another, data security and privacy, and coherence in reporting and analysis across multiple data points. Additionally, for districts that already have a parental notification feature in place, we will want to clarify in the language that there would be no need to purchase a new system/software feature that would be duplicative.

Increasing Transparency around Quarterly Attendance Data - Requires ODE to report attendance data at least four times a year based on the data that districts already report to the Department. Increases data transparency and access to publicly available data on attendance to help inform statewide and regional efforts on improving attendance.

Streamlining the Coding and Reporting of Attendance Data - Requires ODE to make recommendations and develop procedures around absences, how districts respond to student absences that exceed 10 days, how to code and report absences more consistently with consideration of district size and geographic location. Examples include: students participating in hospital school programs; students missing school due to medical appointments, especially in rural and remote areas; students participating in extended family and cultural trips.

Here are some of the state, school district, and ESD examples highlighted from the workgroup process:

- [Oregon Attendance Initiatives](#)
- [Oregon School Districts - AASA's Attendance Learning Cohort](#)
- [Gladstone - Gladstone Shows Up Campaign](#)
- [Clackamas ESD - Student Focus Groups](#)
- [Southern Oregon ESD - Klamath Promise](#)



From identifying best practices to support students and families, expanding investments in early indicator systems, streamlining attendance reporting, and ensuring that absences are coded more consistently and accurately – we believe that this omnibus will continue to help build on current attendance efforts across the state.

In doing so, we must also work to improve [positive conditions for learning](#) in schools that are key to improving attendance:

- Relationships and partnerships with students, families, staff, and community – all united in a shared vision
- Belonging, connection, and support
- Physical and emotional health and safety
- Academic challenge, enrichment, and engagement
- Student and adult well-being

(Source: Attendance Works, 2019)

These efforts, along with securing stable and adequate resources for students, staffing, schools, and partnerships are foundational.

Thank you again for your time today. We urge you to vote YES on House Bill 3199.