



COALITION OF
OREGON SCHOOL
ADMINISTRATORS



OAESD
OREGON ASSOCIATION OF
EDUCATION SERVICE DISTRICTS



OREGON
SCHOOL
BOARDS
ASSOCIATION

Date: February 9, 2026
To: House Education Committee
From: Parasa Chanramy, COSA
Lori Sattenspiel, OAESD
Adrienne Anderson, OSBA
Subject: Letter in Support of [House Bill 4154](#) with the -2 Amendment

Dear Chair Hudson, Vice Chairs Dobson and McIntire, and Members of the House Education Committee:

On behalf of the Coalition of Oregon School Administrators, the Oregon Association of Education Service Districts, and Oregon School Boards Association, we support HB 4154 with the -2 amendment.

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).

We appreciate Rep. Wise and his team for working with us on the -2 amendment.

The -2 amendment:

- **Removes new definitions that would have created new data collections for districts,** on top of the nearly 300 data submissions that districts are already required to do each year.
- **Adds a minimum of 15 business days for districts to review and validate their attendance data before it is posted publicly four times a year.** Having a minimum number of business days for the review period would also allow district leaders to ensure that the data is accurate and would especially be helpful for our members who serve students in smaller districts.
- **Requires the Oregon Department of Education (ODE) to provide guidance when the attendance data is posted publicly.** Guidance from ODE is valuable for the interpretation and analysis of the data because of the varying lengths, and timing, of the different reporting periods, as well as how the size of student populations can shift data significantly, especially for districts and schools with smaller n-sizes. We believe that additional context and guidance from ODE will be very timely and help support the broader public in understanding the data, and how the data can be used.

Our understanding is that this bill with the -2 amendment would not require districts to generate new reports, and that the Oregon Department of Education would be able to generate these reports based on data districts already submit.

A few important considerations we'd like to share as you review this bill:

First, as you consider this bill this session, please ensure that state funding for Every Day Matters and Early Indicator and Intervention Systems grants (also known as Early Warning Systems) in Oregon stays whole as you discuss how to re-balance the state budget.

Second, this body passed several bills in 2025 – [HB 3199](#) (Attendance Omnibus), [SB 315](#) (Attendance Coding and Responding to Student Absences), and [HB 2508](#) (Student Data) – all of these bills are interconnected with our collective work around attendance, and the work and recommendations coming from the different processes established by these bills will help inform shifts that need to happen at the state, regional, and local level.

Lastly, and perhaps most important, as we analyze our data, we have to double down on our partnerships and commitments to continue to support our communities in addressing the root causes of chronic absenteeism. In other words, as Dr. Sheldon Berman has stated in [COSA and AASA's preliminary report on attendance](#): "... this work [around attendance] requires sustained commitment and continuous effort. Creating schools where every student wants to attend regularly is not a destination but an ongoing process of responding to evolving student needs and community contexts" (COSA and AASA Preliminary Attendance Report, 2025).

Barriers	Aversion	Disengagement	Misconceptions
<ul style="list-style-type: none"> • Chronic and acute illness • Family responsibilities or home situation • Poor transportation • Housing and food insecurity • Lack of access to needed services • System involvement • Unpredictable schedules for learning • Lack of access to tech • Impact of trauma • Violence in the community 	<ul style="list-style-type: none"> • Struggling academically and/or behaviorally • Unwelcoming school climate • Social and peer challenges • Anxiety • Unfair disciplinary and suspension practices • Undiagnosed disability and/or disability accommodations • Caregivers had negative educational experiences 	<ul style="list-style-type: none"> • Lack of challenging, engaging instruction • Bored • No meaningful relationships to adults or peers in school • Lack of enrichment opportunities • Lack of academic and behavioral support • Failure to earn credits • Need to work conflicts with being in high school 	<ul style="list-style-type: none"> • Absences are only a problem if they are unexcused • Missing two 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

In Oregon, COSA has been partnering with the national Superintendents' Association (AASA), leading national researchers, state partners, and others, to support an on-going community of practice focused on improving attendance.



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

We want to give a huge shoutout to Dr. Sheldon Berman, Superintendent Heidi Sipe, and Dr. Candace Pelt-Perez for continuing to organize Oregon's Attendance Cohort.

Oregon's Attendance Cohort is showing promising results. The preliminary report examines chronic absenteeism through research identifying root causes and evidence-based solutions, and the practical implementation experiences of eleven diverse Oregon school districts during the 2023-24 and 2024-25 school years.

These Oregon districts — ranging from rural communities of 37 students to urban systems serving nearly 37,000 — achieved meaningful attendance improvements of 4.2%, to 10.6% reductions in chronic absenteeism despite operating within significant budget constraints that prevented adding specialized staff positions.

The preliminary report was completed in the Fall of 2025: "[From Compliance to Invitation: Lessons in Improving Attendance in Eleven Oregon School Districts](#)" (Dr. Sheldon Berman, 2025). The final report will be completed later this year.

Thank you again for your time today, we urge you to adopt the -2 amendment before passing HB 4154.