

2026–27 Superintendent Goal 1: Belonging & Attendance

Every student known. Every student challenged. Every student thriving.

THE GOAL

By the end of the 2026–27 school year, North Wasco County School District will increase regular attendance from **60.5% to at least 62%** by strengthening early identification, relationship-centered family outreach, and school-based supports that help every student feel known, connected, and supported.

WHY THIS MATTERS

Regular attendance is foundational to student learning, relationships, and belonging. Improving attendance requires more than monitoring absences or contacting families after students have missed too much school. It requires schools to understand **why students are missing school, identify concerns early, build strong relationships with students and families, and respond with the right support at the right time.**

This year, every school will strengthen its attendance practices through a common improvement process while allowing teams to respond to the specific attendance patterns and needs of their students and families.

CONNECTION TO THE NORTH WASCO WAY

KNOWN

We will know students and families beyond their attendance numbers by understanding individual attendance patterns, listening to student and family perspectives, and using personal outreach to understand barriers and build connection.

CHALLENGED

We will use attendance data alongside academic, behavioral, and engagement data to identify students who may need additional challenge, connection, or support to fully engage in school.

THRIVING

We will create the conditions for students to attend regularly and access the relationships, learning, and opportunities they need to thrive.

KEY STRATEGIES

1. Launch and strengthen site-based attendance teams

Every school will participate in a **six-week Attendance Team Launch** designed to establish a common improvement process while identifying each school's specific attendance challenge.

During the six weeks, teams will:

- **Understand the problem** through attendance data and root-cause analysis.
- **Identify a focused aim** for a specific student population or attendance concern.
- **Develop a proactive outreach plan** across Tier 1, Tier 2, and Tier 3 supports.
- **Identify and test a change idea** connected to the team's identified root cause.

- **Collect evidence of implementation and student response.**
- **Study the results and adjust supports** based on what the team learns.

By the end of the launch, every school will have a defined attendance problem of practice, an aim statement, an outreach/support plan, and at least one tested change idea.

2. Build a consistent early-response system

Schools will establish clear thresholds for identifying students who are beginning to show attendance concerns and a consistent process for responding.

Attendance teams will monitor:

- students approaching chronic absenteeism;
- students with rapidly increasing absences;
- patterns by grade, day, period, or student group;
- students returning from extended absences; and
- students whose attendance concerns overlap with academic, behavioral, or engagement concerns.

The goal is to **intervene before chronic absenteeism becomes entrenched.**

3. Strengthen relationship-centered outreach

Schools will use personal, two-way communication to understand what is contributing to absences and determine what support may help.

Outreach documentation will capture more than whether a call was made. Teams will track:

- whether contact was successful;
- student/family-reported barriers;
- supports or resources offered;
- next steps;
- responsible staff member; and
- subsequent attendance.

Home visits will be used strategically when they are likely to strengthen the relationship, better understand barriers, or connect families with support.

4. Use student and family voice as attendance data

Attendance teams will gather student and/or family feedback throughout the year to better understand the relationship between attendance, belonging, and school experience.

At minimum, schools will collect feedback in the fall and spring around:

- whether students feel known by adults at school;
- whether students feel they belong;
- whether students have an adult they can turn to;
- what makes them want to come to school;
- barriers that make attendance difficult; and
- what would make school more welcoming or engaging.

This information will be reviewed alongside attendance data rather than treated as a separate initiative.

5. Establish a sustainable attendance improvement cycle

After the six-week launch, attendance teams will continue meeting regularly to:

- review current attendance data;
- monitor students receiving support;
- determine whether interventions are working;
- identify students who need a different level of support;
- examine patterns and emerging barriers;
- share successful practices; and
- test and refine additional changes.

WAYS TO TRACK & MEASURE

Measure	Baseline	2026–27 Target	Collection
District regular attendance rate	60.5%	≥62%	Monthly/Quarterly
District chronic absenteeism rate	Establish fall baseline (October)	Decrease from baseline	Monthly/Quarterly
School-level regular attendance rate	Establish fall baseline (October)	Increase at every site	Monthly
Students identified for attendance support	Establish baseline (October)	Monitor monthly	Attendance team/SIS
Students identified for support who receive documented outreach	Establish baseline (October)	≥90% within 5 school days	Monthly
Successful live, two-way family contacts	Establish baseline (October)	Increase over baseline	Monthly
Attendance barriers identified through outreach	Establish baseline (October)	Track by category	Monthly
Students receiving an attendance intervention with documented follow-up	Establish baseline (October)	≥90%	Monthly
Students receiving intervention whose attendance improves	Establish baseline (October)	Increase over baseline	Quarterly
Students progressing between attendance support tiers	Establish baseline (October)	Monitor movement	Quarterly

Student belonging/connection indicator	Fall survey baseline (October)	Increase by spring	Fall/Spring
Students reporting a trusted adult at school	Fall survey baseline (October)	Increase by spring	Fall/Spring
Family perception of attendance outreach	Establish fall baseline (October)	≥80% positive	Fall/Spring

North Wasco County School District 21 | Our Destination: North Wasco Graduates prepared to contribute to their communities and build lives of purpose, opportunity, and joy.

END OF YEAR SUCCESS

By June 2027, success will mean more than reaching an attendance number. We will have:

- Increased district regular attendance from **60.5% to at least 62%**.
- Reduced chronic absenteeism.
- Established functioning attendance teams at every school.
- Created a consistent early identification and response process.
- Increased meaningful, two-way engagement with students and families.
- Built a clearer understanding of the barriers contributing to absenteeism.
- Tested and refined attendance strategies based on local data.
- Increased student-reported belonging and connection to school.
- Established a sustainable system for continuing to monitor, respond, and improve attendance beyond the initial six-week launch.

The measure of success is a district that notices students earlier, understands them more deeply, partners with families, and responds in ways that help every student feel known, connected, supported, and ready to be at school.



ATTENDANCE *Improvement Cycle:* A CONTINUOUS PROCESS

Attendance improvement is not a one-time intervention — it is an ongoing cycle of learning, responding, and adjusting.

Teams will continue to use attendance data to identify needs, provide support, monitor impact, and improve systems.



ONGOING ATTENDANCE TEAM CYCLE

Each week, the attendance team will:



REVIEW ATTENDANCE DATA

- Identify trends and students needing support.
- Monitor students receiving interventions.



RESPOND WITH APPROPRIATE SUPPORTS

- Strengthen Tier 1 systems for all students.
- Provide targeted Tier 2 supports.
- Coordinate intensive Tier 3 supports when needed.



STUDY RESULTS

- Review attendance outcomes.
- Gather student, family, and staff feedback.
- Identify successes and barriers.



ADJUST THE SYSTEM

- Celebrate progress.
- Transition students out of supports when goals are met.
- Adjust or intensify supports when needed.



The goal is not simply to respond when students are absent — it is to continuously improve the systems, relationships, and supports that help students *attend* and *engage* in school.

