



Monthly Data Drip Protocol: *Regular Attendance*



Session Focus



This session will explore patterns of regular attendance across schools and student groups. Board members will examine baseline attendance data to understand how attendance reflects student engagement and belonging, identify trends and disparities, and consider strategies to support students in being present and connected to learning.

Session Objectives



By the end of the session, board members will be able to:

- Interpret regular attender data by school and student group
- Identify trends, gaps, and patterns in attendance
- Connect attendance patterns to student engagement and belonging
- Reflect on implications and potential strategies for supporting all students in attending regularly

Where We Are Now?



- 61% of students in North Wasco are attending school regularly (meaning more than 90% of their enrolled days) compared to Oregon's average of 67%
- Black/African American students have the highest rate of regular attendance in the district while American Indian/Alaska native have the lowest rate of attendance.
- Female and male students attend school at equal rates
- Students with disabilities attend school at a lower rate than their peers (56%).
- Ever English Learners attendance school at a higher rate than their peers (64%).

So What?

TIPS Data Protocol



Trends



Implications



Plans



Support

Why is Regular Attendance

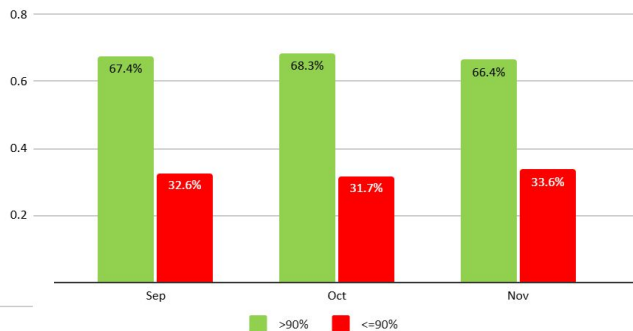
When students are present consistently, they are able to:

- **Engage Deeply in Learning:** Regular attendance gives students more opportunities to build on their strengths, participate in rich learning experiences, and develop confidence in their academic skills.
- **Strengthen Relationships and Belonging:** Being in school consistently helps students form positive connections with peers and adults. These relationships support a strong sense of belonging, which is foundational to student success.
- **Build Positive Habits for the Future:** Daily routines and showing up consistently help students develop life skills, such as responsibility, persistence, and organization, that contribute to long-term success in school and beyond.
- **Benefit from Early Support and Encouragement:** When students are present, educators can more easily notice their strengths, respond to their needs, and provide timely encouragement and supports that keep them moving forward.
- **Access Equitable Opportunities:** Regular attendance ensures all students can fully participate in meaningful learning experiences, enrichment opportunities, and school community activities.

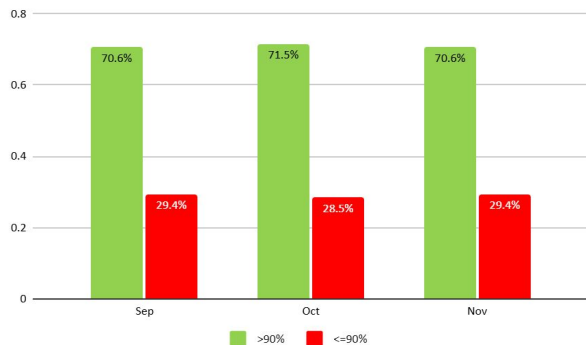
Contextualizing our Data: 2024-25 SY

Fall Attendance for All Students

24-25 Attendance Proficiency - All Students



24-25 Attendance Proficiency - Hispanic



Fall Attendance for
Latino/a/x Students

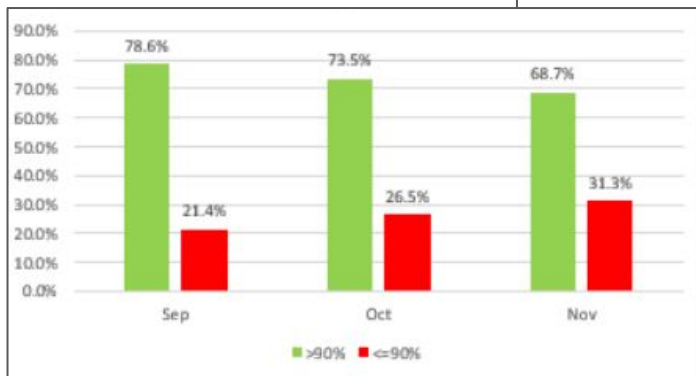
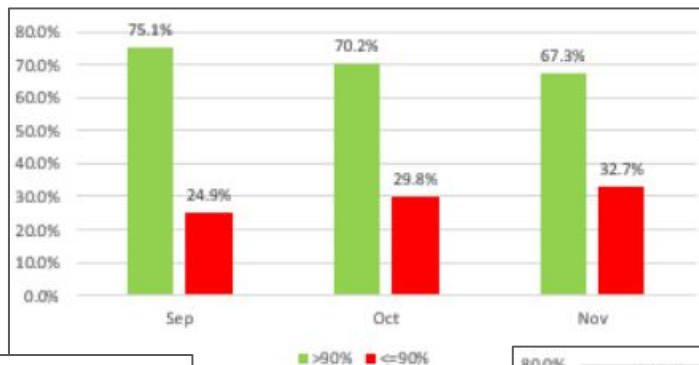
24-25 Attendance Proficiency - Non-Hispanic



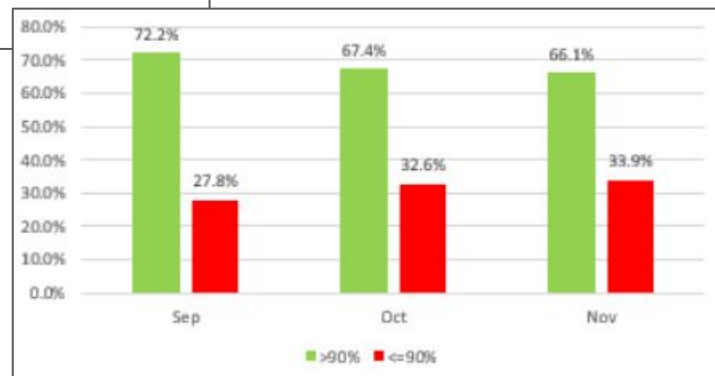
Fall Attendance for Non
Latino/a/x Students

Contextualizing our Data: 2025-26 SY

Fall Attendance for All Students



Fall Attendance for Latino/a/x Students



Fall Attendance for Non Latino/a/x Students

Trends: Guiding Questions



- What patterns or trends do you notice across schools or student groups?
- Are there any unexpected findings or gaps?
- Which groups are thriving and which may need additional attention?

Implications: Guiding Questions



- How do attendance patterns relate to student experience and performance?
- Are there potential leverage points where intervention could improve outcomes?

Plans: Guiding Questions



- What additional questions, areas, or root causes should we explore?
- What strategies or supports might schools consider to improve attendance?

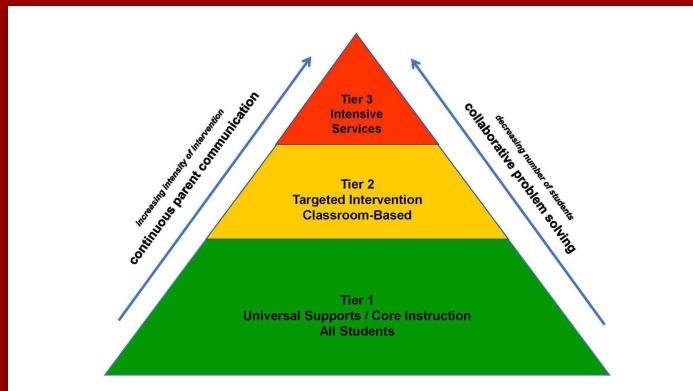
Support: Guiding Questions



- What additional clarity or data would support decision-making?
- Are there policies you would like us to review or strengthen?
- Are there areas where you want deeper monitoring or reporting?
- How can we continue aligning resources to needs?

Now What?

Actions Based on Data



Tier 1 (Universal Supports):

- District-Wide Attendance Framework
- School-based Attendance Teams
- Consistent daily routines/positive school climate practices
- Engaging family outreach and communication templates
- Responsive Classroom + Climate and Culture Coaches
- Strengthening transitions between buildings
- TDMS activities attendance requirements
- TDHS athletics attendance requirements
- Oregon Data Suite usage to track attendance patterns
- Family nights

Tier 2 (Targeted Intervention):

- Attendance check-ins for students missing 10–19% of days
- Small-group supports (behavior/SEL teams, counselors)
- Family meetings using problem-solving protocols
- Youth Outreach Worker Support

Tier 3 (Intensive Services):

- Personalized attendance plans
- Intensive case management
- Collaboration with community partners (including Youth Wellness Collaborative)
- Youth Outreach Worker Support

Now What?

Current Policies that Align with Attendance Work



General Attendance Policies

- Attendance Policy (JEA)
- Attendance Areas (JC)
- Admission of Non-Resident Students (JECB)
- Interdistrict Transfer of Resident Students (JECF, JECFAR)
- Intra-District Transfer Students (JECBB)
- Admission of Resident Students (JECA)
- Admissions (JEC)
- Assignment of Students to Schools (JECC)

Attendance for Students with Disabilities

- SB819
- Child Identification Procedures (IGBA)

Student Conduct / Engagement Policies

- Co-Curricular Participation (IGDAR)
- Suspension (JGD)
- Expulsion (JGE)
- Truancy (JEDA)
- Student Absences and Excuses (JED)

Policies that Foster Inclusive Attendance

- All Students Belong (ACB)
- Trauma Informed Schools (JHHB)
- Student Transportation Services (EEA)
- Equal Educational Opportunity (JB)
- Educational Equity (JDB)
- Homeless Students (JECBD)

Now What?

Funds allocated to support this work



Federal School Improvement Dollars:

Working with NDI to hire 3 Youth Outreach workers that serve all schools.

Intensive Program: Recommendations support funding for Director of Prevention and Intervention who oversees attendance as well as Climate and Culture TOSAs.

Additional Grants or General Funds:

- Google Grants: Responsive Classroom Training
- Oregon Data Suite to monitor and track data

Next Month's Data Drip: Literacy Growth and

