OSPI/AESD ESSER Attendance & Reengagement Project Evaluation

Interim Report – March 2024
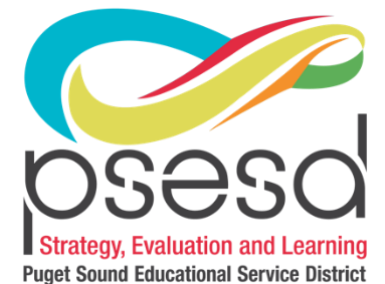
psesd
Strategy, Evaluation and Learning
Puget Sound Educational Service District

Table of Contents

Background

OSPI/AESD ESSER Attendance & Reengagement Project

Since late 2021, the Washington Office of Superintendent of Public Instruction (OSPI) and the Association of Educational Service Districts (AESD) have led the Elementary and Secondary School Emergency Relief (ESSER) Fund Attendance & Reengagement Project in partnership with Educational Service Districts (ESDs), school districts and State-Tribal Education Compact (STEC) schools across the state.

PURPOSE & GOALS

The Attendance & Reengagement Project seeks to address the crisis of engagement and disengagement students experienced during and after the COVID pandemic, particularly students and families furthest from educational justice. The project aims to expand attendance and reengagement supports across the education system.

During the COVID-19 pandemic in Washington State, students experienced disengagement from school, particularly students identifying as BIPOC (Black, Indigenous and People of Color), multilingual/English language learners, students receiving migrant services, youth experiencing homelessness, students with disabilities, students identifying as nonbinary and students from economically disadvantaged households. OSPI invested $15.9 million in school districts, STEC schools and ESDs in the 2021-22 school year[1] for the Attendance & Reengagement Project, with aims to:

- Expand staff capacity for direct service reengagement
- Proactively increase attendance by building or enhancing school and district systems[2]

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[1] OSPI allocated an additional $3.48 million to continue this project through the 2023-24 school year.

[2] From ESSER Attendance & Reengagement Project Explainer, https://www.k12.wa.us/sites/default/files/public/attendance/pubdocs/OSPI_AESD%20ESSER%20Attendance%20and%20Reengagement%20 Project%20Explainer.pdf. Accessed January 30, 2023.

Expanding staff capacity for direct service reengagement supports included a range of services, such as:
- Outreach, locating students, family visits
- Creating relationships and building a bridge back to an educational pathway
- Mentoring, guidance, coaching
- Case management
- Connection to community resources, wrap-around supports and reduction of barriers
- Academic and postsecondary advising
- High dosage tutoring (academic support)

Efforts **to build or enhance school and district systems in 2022-23** included:

- Funding to ESDs to deploy Attendance Coordinators for coaching, technical assistance and peer learning networks to identified districts and school teams on the following topics:
  - Enhancing tiered supports and interventions when students are absent
  - Early Warning Systems and teaming on attendance
  - Partnering with students, families and communities to address barriers to attendance and increase opportunities for engagement
- Funding for OSPI staff to manage the project, administer funds, support and monitor school districts, lead the ESD team and co-design the evaluation
- Funding to contract with national experts to provide professional development to project participants (e.g., Attendance Works and Everyone Graduates Center)[3]
- Professional development and networking
  - ESDs and OSPI coordinated supports to districts and STEC schools, including:
    - Quarterly statewide trainings with Attendance Works
    - Statewide network for Reengagement Specialists
    - Regional training and peer learning sessions
    - Regular district monitoring with OSPI, including monthly reports and quarterly check-in meetings
  - OSPI supported ESDs through regular networking, workgroups and monthly one-on-one check-in meetings
- Technical tools for ESDs, districts and STEC schools including a project dashboard, a Padlet with project resources and evaluation reporting tools

[3] Ibid.

PARTICIPANT MAP

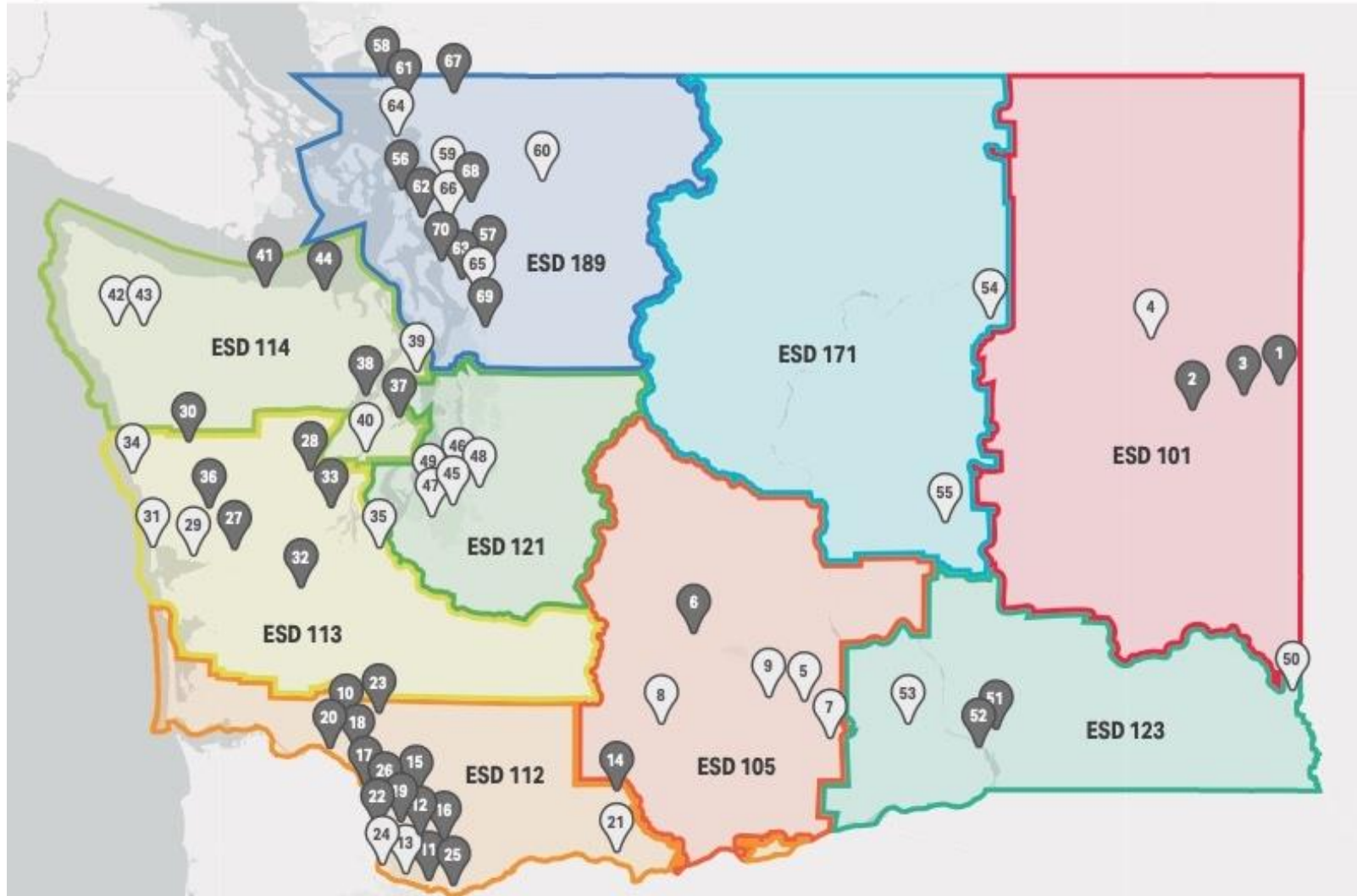The ESSER Attendance & Reengagement Project includes ESDs, districts and STEC schools from across the state. In the 2022-23 school year, the project included the following:

- **23 school district grantees ("priority districts")**
- **40 school districts with project-funded ESD direct service staff ("focus districts")**
- **6 STEC schools**
- **9 ESDs**

MAP OF PARTICIPATING DISTRICTS/STEC SCHOOLS/ESDS

PARTICIPANTS BY ESD

ESD 101
1. East Valley SD
2. Medical Lake SD
3. Spokane SD
4. Wellpinit SD

ESD 105
5. Granger SD
6. Highland SD
7. Mabton SD
8. Mount Adams SD
9. Yakama Nation Tribal School

ESD 112
10. Battle Ground SD
11. Camas SD
12. Castle Rock SD
13. Evergreen SD
14. Glenwood SD
15. Green Mountain SD
16. Hockinson SD
17. Kalama SD
18. Kelso SD
19. La Center SD
20. Longview SD
21. Lyle SD
22. Ridgefield SD
23. Toutle Lake SD
24. Vancouver SD
25. Washougal SD
26. Woodland SD

ESD 113
27. Aberdeen SD (Harbor Learning Only)
28. Hood Canal SD
29. Hoquiam SD
30. Lake Quinault SD
31. North Beach SD
32. Oakville SD
33. Southside SD
34. Taholah SD
35. Wa He Lut Indian School
36. Wishkah Valley SD

ESD 114
37. Bremerton SD
38. Central Kitsap SD
39. Chief Kitsap Academy
40. North Mason SD
41. Port Angeles SD
42. Quillayute Valley SD
43. Insight School of Washington (statewide online school)
44. Sequim SD

ESD 121
45. Chief Leschi Schools
46. Federal Way SD
47. Franklin Pierce SD
48. Muckleshoot Tribal School
49. Tacoma SD

ESD 123
50. Clarkston SD
51. Columbia (Walla Walla) SD
52. Finley SD
53. Kiona-Benton City SD

ESD 171
54. Grand Coulee Dam SD
55. Moses Lake SD

ESD 189
56. Anacortes SD
57. Arlington SD
58. Blaine SD
59. Burlington-Edison SD
60. Concrete SD
61. Ferndale SD
62. La Conner SD
63. Lakewood SD
64. Lummi Nation School
65. Marysville SD
66. Mount Vernon SD
67. Nooksack Valley SD
68. Sedro-Woolley SD
69. Snohomish SD
70. Stanwood-Camano SD

Priority District/STEC schools

Focus District

Attendance & Reengagement Evaluation

The ESSER Attendance & Reengagement Evaluation seeks to tell the story of how this project served, supported and reengaged students with high rates of absences and disengagement. The evaluation also seeks to understand how project districts and STEC schools built or enhanced systems to support engagement and reduce inequities. Evaluation questions address **what implementation has looked like, why students are disengaging** as well as **what keeps them engaged**, **how the project is helping to improve attendance** and how this **work can be sustained into the future**.

PSESD GUIDING VALUES

The Puget Sound Educational Service District (PSESD) Strategy, Evaluation and Learning (StEL) Team serves as the evaluator for the Attendance & Reengagement Project. Power-sharing and relationships are central to our evaluation work and these values have guided several practices for the Attendance & Reengagement Evaluation, as described below. (See Appendix for more on the PSESD StEL Team.)

Implementation/Evaluation Partnership

The Evaluation Team has worked in close partnership with those implementing this project, including OSPI, school districts, STEC schools and ESDs. The Attendance & Reengagement Project is complex, with many components. The evaluation has formed hand-in-hand with evolving project implementation. We have gathered feedback from ESDs, districts and STEC schools to inform the design of the evaluation and have also aimed to reduce the burden of evaluation activities where possible. We also share emerging findings with evaluation participants. Participants shape the evaluation results by reflecting on how the data do or do not relate to their experiences and perspectives and identifying implications for learning and improvement.

Co-Design with STEC Schools

Because STEC schools are uniquely situated and operated according to the terms of a state-tribal education compact with sovereign nations and often operate in ways that are responsive to unique cultural needs, an essential component of the development of this project has been co-designing the evaluation process with the STEC schools. The co-design process has allowed our team to honor Tribal data sovereignty, which is the inherent right of Tribal Nations to govern the collection, ownership and application of their own data. It has also been an opportunity to collaborate with school representatives to craft an evaluation plan that tells the story of each school's implementation in a way that is driven by their values and goals.

EVALUATION QUESTIONS

The evaluation focuses on how the education system (including districts, STEC schools, ESDs and OSPI) is using a racial equity lens to address historic and current inequities. The overarching question the evaluation seeks to address is: *To what extent and in what ways did the project build capacity and create systems change to support engagement and reduce the persistent inequities in push out of students furthest from educational justice?*

More detailed questions reflect how the work is designed (inputs), what districts, STEC schools, ESDs and OSPI are doing (activities) and the difference this work makes for systems and students (outcomes). See visual questions map that follows.

Overarching question: To what extent and in what ways did the project build capacity and create systems change to support engagement and reduce the persistent inequities in push out of students furthest from educational justice?

INPUT

Q1 What are we learning about why students and families are disengaging? For the students and families who continue to be engaged, what keeps them engaged?

Q2 How have communities of students and families who are furthest from educational justice (including Tribal governments, STEC schools, and Native communities) informed implementation of the project?

Q3 What are current cross-system and cross-agency roles and collaboration?

ACTIVITIES

Q4 What are the characteristics of priority districts' implementation? How is district implementation contributing to equitable systems for BIPOC students and other priority student groups?

Q5 What are the characteristics of ESDs' implementation? How is ESD implementation contributing to equitable systems for BIPOC students and other priority student groups?

Q11 What is needed to support continued sustainability of school and ESD systems?

NEAR-TERM OUTCOMES

Q6 How many and which student groups and families were served/supported as a result of the project?

Q7 What systems (staffing, policies, procedures, practices) were created or further developed at STEC schools, priority districts, each ESD and across the AESD network to support attendance and reengagement?

INTERMEDIATE OUTCOMES

Q8 How did the project contribute to reengagement or engagement of students and families?

Student intermediate outcomes measured by:
- Attendance and
- Course Credits and
- Reenrollment in educational pathway

Q9 What did we learn about potential future cross-system and cross-agency roles and collaboration?

Q10 What did we learn from students and families that will inform the further development of the model?

INTERIM REPORT FRAMING

This interim report describes the work of school districts, STEC schools, ESDs and OSPI in the 2022-23 school year and builds on the early results included in the evaluation baseline report (May 2023). The report includes results on student-related evaluation questions first (see Evaluation Questions 1, 3 and 8 in the preceding visual) followed by questions related to systems (Evaluation Questions 2, 3, 4, 5, 7 and 11). The evaluation questions oriented toward implications for practice and future efforts around attendance and reengagement (Evaluation Question 9 and 10) will be addressed in future reporting. Future reporting will also build on the interim results included here, as we deepen our collective understanding of how this work is unfolding and the difference it is making for students and families across the state.

Methods

Participating districts, STEC schools, ESDs and OSPI contributed data for the evaluation through the methods described below. The appendix includes a detailed description of the various methods for data collection and the associated analytical approaches.

STUDENT-FOCUSED METHODS

Direct Service Reporting (ESDs, priority districts, STEC schools)
- *Purpose: understand students/families served, reasons for disengagement and engagement among students/families and how the Attendance & Reengagement Project is contributing to reengagement*
- District, ESD and some STEC school staff reported data for students they were working with, including demographic information, progress toward enrollment and reasons for disengagement from school.

State Student Identifiers (SSIDs) (priority and focus districts)
- *Purpose: understand students served with individualized supports through the Attendance & Reengagement Project and provide student identifiers to access outcome data from OSPI's Comprehensive Education Data and Research System (CEDARS) for students served*
- Districts and ESDs (with permission from priority and/or focus districts in their regions) submitted SSIDs for all students served with individualized supports to OSPI, so that OSPI could match SSIDs to CEDARS data for those students. (Individualized supports include one-on-one case management, group supports or light touch support.)

CEDARS Data (priority and focus districts)
- *Purpose: understand demographics of students served through this project and how the project is contributing to student engagement (as measured by attendance)*

- The OSPI Student Information Team matched individual student-level data based on SSIDs (above) to provide deidentified student-level data for students from priority and focus districts to the Evaluation Team. The intention was to access data on student demographics and outcomes (attendance, credits earned). In the end, the Evaluation Team only used student-level data for demographic information due to unresolved data quality questions (see Limitations and Responses section). Additionally, the Student Information Team provided an unsuppressed file with 2022-23 OSPI Report Card Data, which included data on regular attendance.

SYSTEM-FOCUSED METHODS

Monitoring Data (priority districts)
- *Purpose: understand priority district implementation, partnerships and system-building efforts*
- The Evaluation Team reviewed monthly monitoring reports that priority districts submitted to OSPI throughout the 2022-23 school year, as well as notes from quarterly check-in conversations between each priority district and OSPI. The Evaluation Team also attended individual monitoring meetings with each priority district in Spring 2023.

Year-End Conversations (priority districts, ESDs, STEC schools, OSPI)
- *Purpose: understand characteristics of implementation in districts and ESDs, processes to identify students for support, student/family input, partnerships and other system-building efforts. Use this information to build from and triangulate with monitoring data*
- The Evaluation Team had individual year-end conversation with each priority district and had small group conversations (2-4 ESDs per group) and the OSPI Team (one conversation with the Attendance & Reengagement Project team and one with a partner from the Office of Native Education.

Year-End District and STEC School Assessment (priority and focus districts, STEC schools)
- *Purpose: understand how districts and STEC schools assess their progress in system-building areas (e.g., attendance structures, tiered interventions, partnerships, actionable data and student/family input)* and how they gathered and used data from students/families to inform their work
- OSPI and ESDs distributed the year-end assessment to participating districts and STEC schools in June 2023 and the Evaluation Team analyzed responses to questions on system-building progress and student/family input.

District Survey (priority and focus districts)
- *Purpose: understand students served, priority outcomes and Tier 1/universal supports*
- This source included data reported by priority districts and by ESDs (on behalf of focus districts) via a Qualtrics survey about students served in each district, the focus of their Tier 1 efforts (e.g., district-wide or within specific schools) and priority outcomes they were seeking to affect (e.g., attendance, credits earned) and was administered in November 2022 and June 2023.

STUDENT- AND SYSTEM-FOCUSED METHODS

STEC School Evaluation Methods
- *Purpose: co-design evaluation methods relevant to the values, goals and priorities of participating STEC schools*
- The Evaluation Team conducted evaluation activities with five (of six) participating STEC schools, which included reporting quantitative attendance, academic and case management data; surveys co-designed with the Evaluation Team and distributed by STEC school staff to students and families; and site visits at each school. Site visit activities varied by school and included conversations with project staff and school administrators at all sites and in two instances included interviewing students and teachers.

Meaning-Making Sessions
- *Purpose: share and interpret preliminary results and discuss implications for practice and further learning*
- The Evaluation Team hosted an optional meaning-making session with evaluation participants in August 2023, as a culmination and sharing back of preliminary interim results. We also hosted individual meaning-making conversations with STEC schools and OSPI. We shared district-specific evaluation reports back with each priority districts as part of our year-end conversations.

Results and Discussion

Results Summary

SUPPORTING STUDENTS

Key results related to how the project supported students in 2022-23 are based on the student-focused methods described above (direct service reporting, SSIDs, CEDARS data, STEC school evaluation methods and meaning-making sessions).

- **Students served**: Nearly 8,200 students were served with individualized supports through the Attendance & Reengagement Project through the 2022-23 school year. (Individualized supports include one-on-one case management, group supports or light touch support, such as a one-time phone call or visit to walk a student/family through the process to reenroll in school). The project has achieved its goal of serving students furthest from educational justice. Compared to statewide enrollment, the project served comparatively more students who are:
  - Native American
  - Native Hawaiian/Pacific Islander
  - Hispanic/Latino
  - Low-income
  - Multilingual/English language learners
  - Students with disabilities
  - Students experiencing homelessness
  - Migrant students
- **Reasons for disengagement and engagement**: The most common reasons for disengagement among students were:
  - Dealing with health (physical or mental) issues (56% of students)
    - 29% of students indicated they were sick or dealing with a medical issue.
    - 26% of students indicated they were too sad or depressed, or too anxious or upset, to attend school.
  - Not having the support students need to succeed with schoolwork (53%)
  - Not feeling comfortable or welcome at school (45%)
  - Home situations that make it difficult to attend school (45%)

Among all school levels (elementary, middle and high school), students' most common positive experience at school was being with friends.

- **Student outcomes:** 56% of unenrolled students (412 of 716) supported by direct service staff reenrolled in school.[4] 75% of reenrolled students were still enrolled after three months. The largest proportion of these students reenrolled in Open Doors Youth Reengagement programs (47%). Hispanic students (55%) and low-income students (41%) reenrolled at the highest rates.
- **School and district outcomes:** Among districts and schools focused on building their attendance systems (teaming, data, and Tier 1 school- or district-wide attendance strategies) through this grant:
  - The percentage of all students who regularly attended school in 2022-23 increased by 4 percentage points from 2021-22. (Statewide, the positive change in regular attendance rated from 2021-22 to 2022-23 was 3 percentage points, from 67% to 70%.)
  - Rates also increased for almost all racial/ethnic groups, with changes that were equal to or greater than statewide changes for American Indian/Alaska Native students, Hispanic/Latino students, bi/multiracial students, White students and Black/African American students.
  - Regular attendance increased for students experiencing homelessness, low-income students, multilingual/English language learner students, students with disabilities and students who are female or "Gender X."
  - Nearly all participating districts and schools showed increases in their regular attendance rates from 2021-22 to 2022-23, and the large majority were larger than the statewide increase in regular attendance from 2021-22 to 2022-23. Specifically, 32 of 40 (80%) participating schools and 22 of 28 (79%) participating districts had increases in regular attendance rates that were greater than the statewide increase.

BUILDING SYSTEMS

Key results related to how the project supported system-building efforts in 2022-23 are based on the system-focused methods described above (monitoring data, year-end conversations with partners, year-end district and STEC school assessment, district survey, STEC school evaluation methods and meaning-making sessions).

- **Student/family input in design**: Project partners – districts, STEC schools and ESDs – used a range of ways to gather student/family input to inform their work, including responding to individual student/family needs. Several districts and STEC schools used input to make system-level changes, including the development of a new class, shifting school schedule structures (e.g., away from block scheduling in one district and toward a more flexible online learning option in another) and changes in curriculum.
- **Partnerships and collaboration**: Attendance & Reengagement Project partners collaborated in a range of ways through this project, including district/ESD partnerships, community partnerships, peer partnerships (among ESDs, districts and STEC schools) and within-organization partnerships (within ESDs, districts, Tribes and OSPI).
- **Implementation in districts, STEC schools and ESDs**: Implementation varied widely across project partners, but common dimensions included:

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[4] Data on reenrollment reflects a subset of students served through this project, based on data reported by direct service staff. This is a subset of students served for several reasons. Districts were required to report direct service data for unenrolled students but not enrolled students but not enrolled students. Students served with group supports were not typically included in direct service reporting (whereas they are reflected in overall counts of students served based on SSIDs/CEDARS data).

- o Staffing to support direct service and system-building work
- o Relationship-building with students, families and among partners
- o Identifying project aims, including priority populations of students and success measures
- **Building systems:** Through the 2022-23 school year, project partners were building and strengthening attendance and reengagement systems, including attendance structures, tiered interventions, accessing and using data and all school/all-community approaches to support attendance.
- **Sustainability:** Project partners were integrating this work into existing structures, processes, and roles to support sustainability and they highlighted the critical importance of funding or staff capacity dedicated to attendance and reengagement efforts. Partners also noted the challenges the uncertainty and short-term nature of the ESSER funding posed to sustainability.

Results by Evaluation Question

Students Served

How many and which student groups and families were served/supported as a result of the project?

Nearly 8,200 students were served through the Attendance & Reengagement Project through the 2022-23 school year.[5] These students were supported through direct service, including one-on-one case management, group supports (for enrolled students), or light touch support (such as a one-time phone call or visit to walk a student/family through the process to reenroll in school). Across all participating districts, over 180,000 students were reached with Tier 1 universal supports.[6] (This is nearly 20% of statewide enrollment in Washington State, which was 1.09 million students in the 2022-23 school year.[7]) Students were served in each ESD region of the state and in districts that ranged widely in size, from very small (total district enrollment of 200 or less) to very large (total district enrollment of more than 20,000).[8]

Among students served *through direct service* (case management, group supports and light touch support):

- 50% were Hispanic/Latino students
- 26% were White
- 8% were Bi/Multiracial
- 6% were Native Hawaiian/Pacific Islander
- 5% were Black/African American
- 4% were Native American/Alaska Native
- 2% were Asian

Compared to statewide student enrollment in 2022-23, the Attendance & Reengagement Project *supported through direct service* included a larger proportion of Native American, Native Hawaiian/Pacific Islander and Hispanic/Latino students. And while the project served a smaller proportion of Asian, Bi/Multiracial and White students, an equal proportion of Black/African American students as are enrolled in the state were served.[9] See Exhibit 1.

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[5] Districts, STEC schools and ESDs reported data on students served via multiple methods. They included 1) individual SSIDs of students served (reported to OSPI), 2) direct service reporting with individual data on students served (demographics, reenrollment progress, positive experiences in school, reasons for disengagement and barriers to reengagement), reported to Evaluation Team and 3) total counts of enrolled and unenrolled students served, reported to the Evaluation Team via a Qualtrics survey. The Evaluation Team compared data across all three sources and used counts based on individual-level data (SSIDs or direct service) for a higher degree of accuracy. When a district or ESD provided both SSIDs and direct service data, the Evaluation Team used the higher count. In a few cases, numbers varied widely between SSIDs and direct service reporting, so the Evaluation Team consulted with the project lead from the relevant district/ESD to determine which number to use.
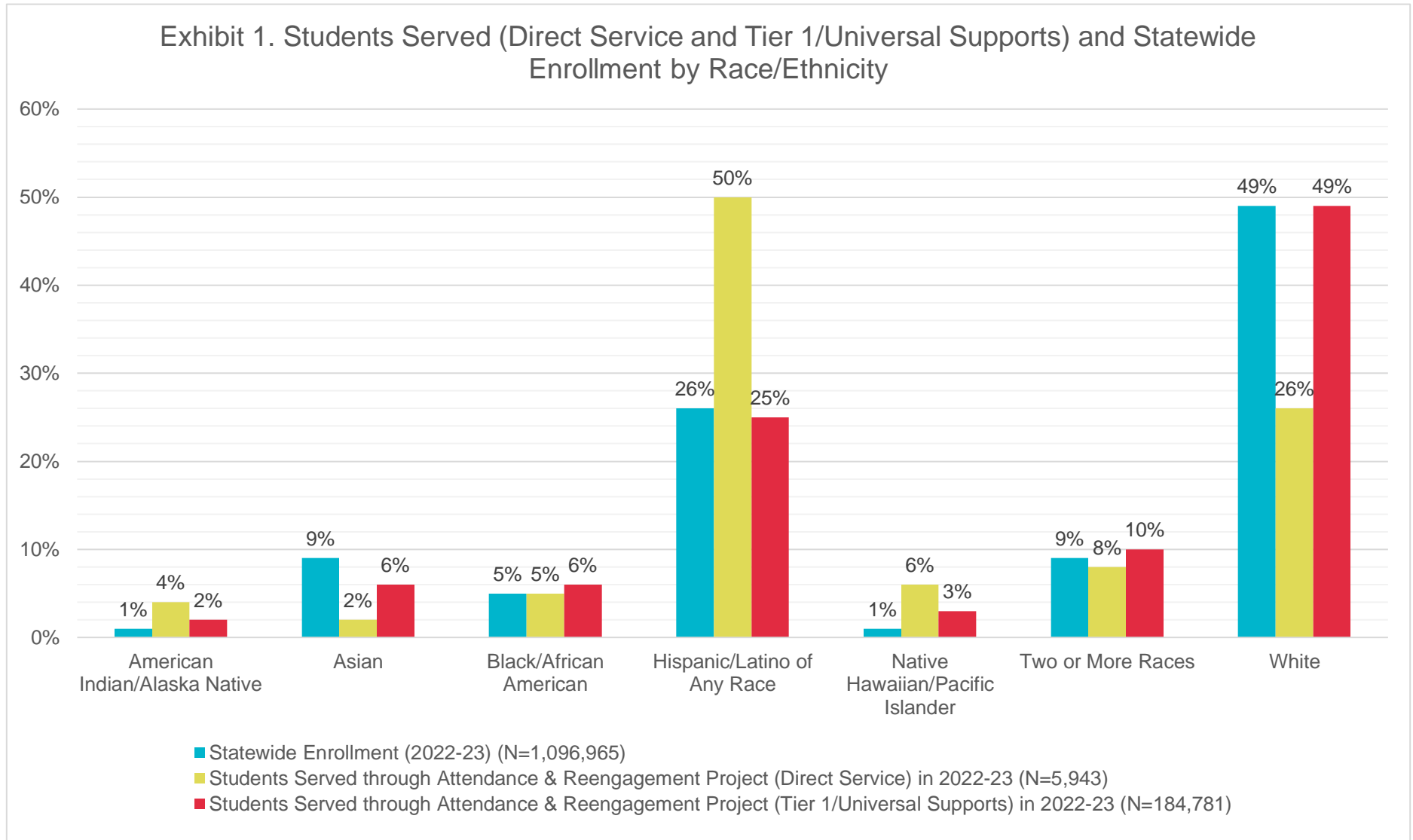[6] The count of students served with Tier 1/Universal supports is based on all students enrolled in districts and schools that were implementing Tier 1 supports through the ESSER Attendance & Reengagement Project in 2022-23. The Evaluation Team gathered information on Tier 1 supports (i.e., if Tier 1 work was districtwide or focused on specific schools) from districts and ESD Coordinators in each region.
[7] Washington State Report Card. https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300
[8] As context for the number of students supported through this project, it is helpful to understand how many students were identified as being in need of support compared to those who were served. In 2022-23, the evaluation included an initial exploration of how districts identify students for support. See Appendix for more information.
[9] Washington State Report Card. https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300

Among students *served with Tier 1/universal supports*, proportions of students served were largely consistent with 2022-23 statewide enrollment by race/ethnicity. The project served a slightly larger proportion of American Indian/Alaska Native, Black/African American, Native Hawaiian/Pacific Islander and bi/multiracial students; a slightly lower proportion of Asian and Hispanic/Latino; and the same proportion of White students. See Exhibit 1.

Exhibit 1. Students Served (Direct Service and Tier 1/Universal Supports) and Statewide Enrollment by Race/Ethnicity

Legend:
- Statewide Enrollment (2022-23) (N=1,096,965)
- Students Served through Attendance & Reengagement Project (Direct Service) in 2022-23 (N=5,943)
- Students Served through Attendance & Reengagement Project (Tier 1/Universal Supports) in 2022-23 (N=184,781)

| Race/Ethnicity	Statewide Enrollment	Direct Service	Tier 1/Universal Supports
American Indian/Alaska Native	1%	4%	2%
Asian	9%	2%	6%
Black/African American	5%	5%	6%
Hispanic/Latino of Any Race	26%	50%	25%
Native Hawaiian/Pacific Islander	1%	6%	3%
Two or More Races	9%	8%	10%
White	49%	26%	49%

For other student demographics, students *supported through direct service* were more commonly experiencing homelessness, low-income, or multilingual/English language learner students compared to statewide enrollment:

- 81% of students served through direct service were low-income and 57% of those served with Tier 1 supports were low-income, compared to 50% of statewide enrollment.
- 13% of students served through direct service were experiencing homelessness and 5% of those served with Tier 1 supports, compared to 3% of statewide enrollment.
- 24% of students served through direct service are multilingual/English language learners, compared to 13% of statewide enrollment.

Students *served with Tier 1 supports* were consistent with statewide enrollment in terms of ELL/MLL students, as were those served by both direct service and Tier 1 supports by gender and among migrant students and students with disabilities. See Exhibit 2.

Exhibit 2. Students Served (Direct Service and Tier 1/Universal Supports) and Statewide Enrollment by Other Demographics
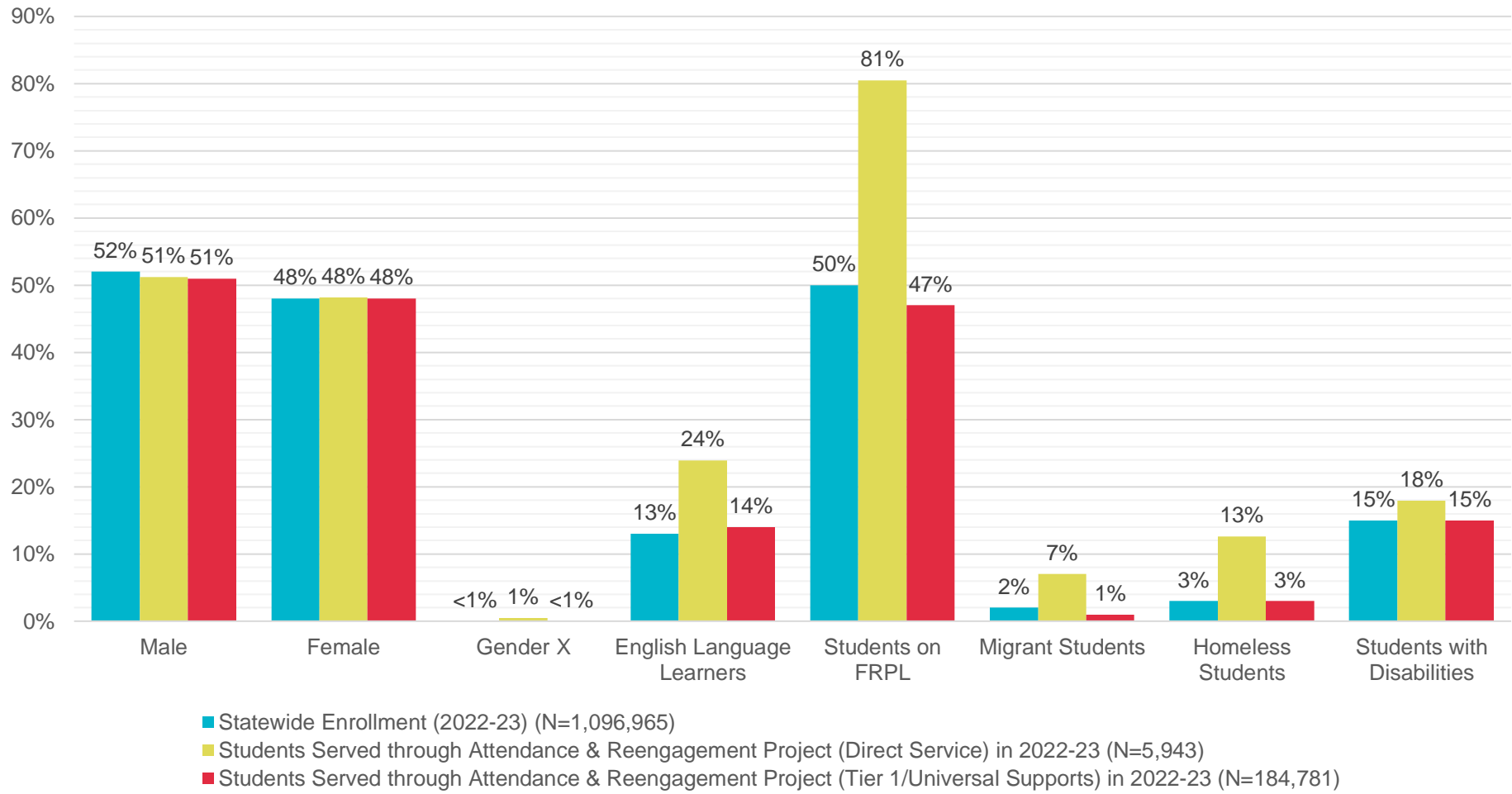
In addition to the demographic data gathered from CEDARS (reported above), staff provided more detailed demographic data about students for whom they provided direct service. These students are a subset of the students served who are reflected in the preceding demographic analyses (including Exhibits 1 and 2). The preceding results include all students that districts and ESDs reported serving through data submissions to OSPI.[10] Direct service reporting included race/ethnicity data collected in a way that allows for maximum identification, meaning that students who identify with more than one racial/ethnic group are represented in each of those groups rather than only one (e.g., Bi/Multiracial, or Hispanic/Latino of any races). The Evaluation Team is using this practice where possible, in alignment with project expectations[11] and a shared commitment to fuller representation of students who identify with more than one racial/ethnic group and of Native American students in particular.[12] Exhibit 3 reflects how the racial/ethnic breakdown of students reported in direct serviced data compares two scenarios for students who identify with more than one racial/ethnic group: 1) when they are counted only once (i.e., in the category of "Two or More Races") and 2) when they are counted in each racial/ethnic group with which they identify.[13]

[10] Students included in direct service reporting are a subset of these students included in SSID/CEDARS data for several reasons. Districts were required to report direct service data for unenrolled students but not enrolled students, whereas SSIDs included all students – enrolled and unenrolled – whom they served. Similarly, some districts reported students receiving group supports in some of their reporting (SSIDs for CEDARS data) but did not include them in their direct service data given the burden of the more detailed direct service reporting. Data from direct service staff reflected a similar picture in terms of demographics of students served.

[11] From ESSER Attendance & Reengagement Project Grant Commitments for 2023-24: "For districts and schools serving Native American and Alaskan Native students and families, analysis must use maximum data identification practices. This means, in data collection, if the [Native American or Alaskan Native] individual identifies as another race include the individuals who are [Native American or Alaskan Native] in any combination with any other race and include those who identify as Latinx/Hispanic."

[12] Lynn, Laura and Mona Halcomb (2022, August 23) *Breaking down the data door* [Webinar]. Insight Policy Research, Student Engagement and Attendance Center and American Institutes for Research; Best Practices for American Indian and Alaska Native Data Collection, Urban Indian Health Institute. https://aipi.asu.edu/sites/default/files/best-practices-for-american-indian-and-alaska-native-data-collection.pdf, accessed September 29, 2023.

[13] In the columns labeled "One Category," students are only counted once so Bi/Multiracial students are only included in the count of students in "Two or More Races." In the columns labeled "Multiple Categories," Bi/Multiracial students are counted in each category with which they identify (e.g., a student who is Hispanic and Native American is included in the count for each of those two categories). Students whose race/ethnicity was reported as "Two or More Races" without additional detail are only counted in that category (N=89) since additional information was not available.

Exhibit 3. Multiracial Students Counted Once (Two or More Races) and Counted in Each Racial/Ethnic Category with Which They Identify

- One Catogory (when Multiracial students are counted once, in "Two or More Races" category)
- Multiple Categories (when Multiracial students are counted in each category with which they identify)
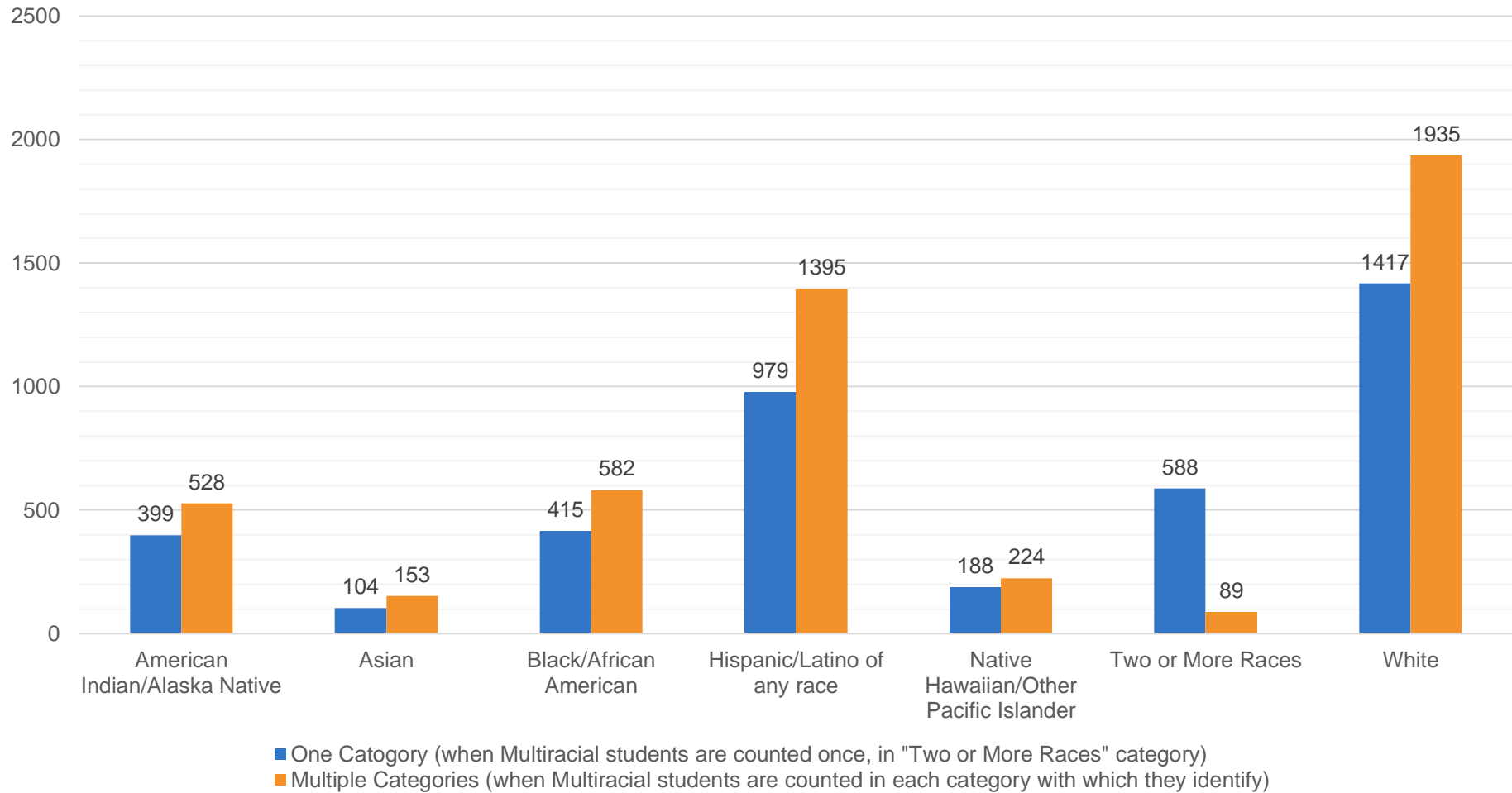
Students Served at STEC Schools

Given the co-design approach to the STEC school evaluation, STEC schools identified which student groups they wanted to focus their work on and how they wanted to document their work with those students. As a result, some STEC schools decided to report on students they served using data that they collected as a part of their case management and schoolwide attendance efforts, rather than the uniform reporting tool created by the Evaluation Team for districts and ESDs to use.

One school shared that as of January 2023, 28 students were receiving individualized case management support. Of those students, 71% (20 students) were absent at least 20% of the time. As of January 2023, the attendance team attempted to contact families 81 times and were successful about 43% of the time. This school also monitored attendance at a schoolwide level, reporting similar numbers of students missing 20% or more of school in September 2022 and February 2023 (the last month of reported data) and had the highest number of students missing at least 20% of school in November 2022. In February 2023, the school reported about 30% of students schoolwide missing between 10% and 19.9% of school and 41% of students missing 20% or more.

Another school focused on providing support for students experiencing chronic absenteeism, defined as missing 20% or more of school and focused on data collection for those students. 131 chronically absent students were served in 2022-23, 57 of whom were in elementary grades and 74 of whom were in secondary grades.

Disengagement and Engagement

What are we learning about why students and families are disengaging? For the students and families who continue to be engaged, what keeps them engaged?
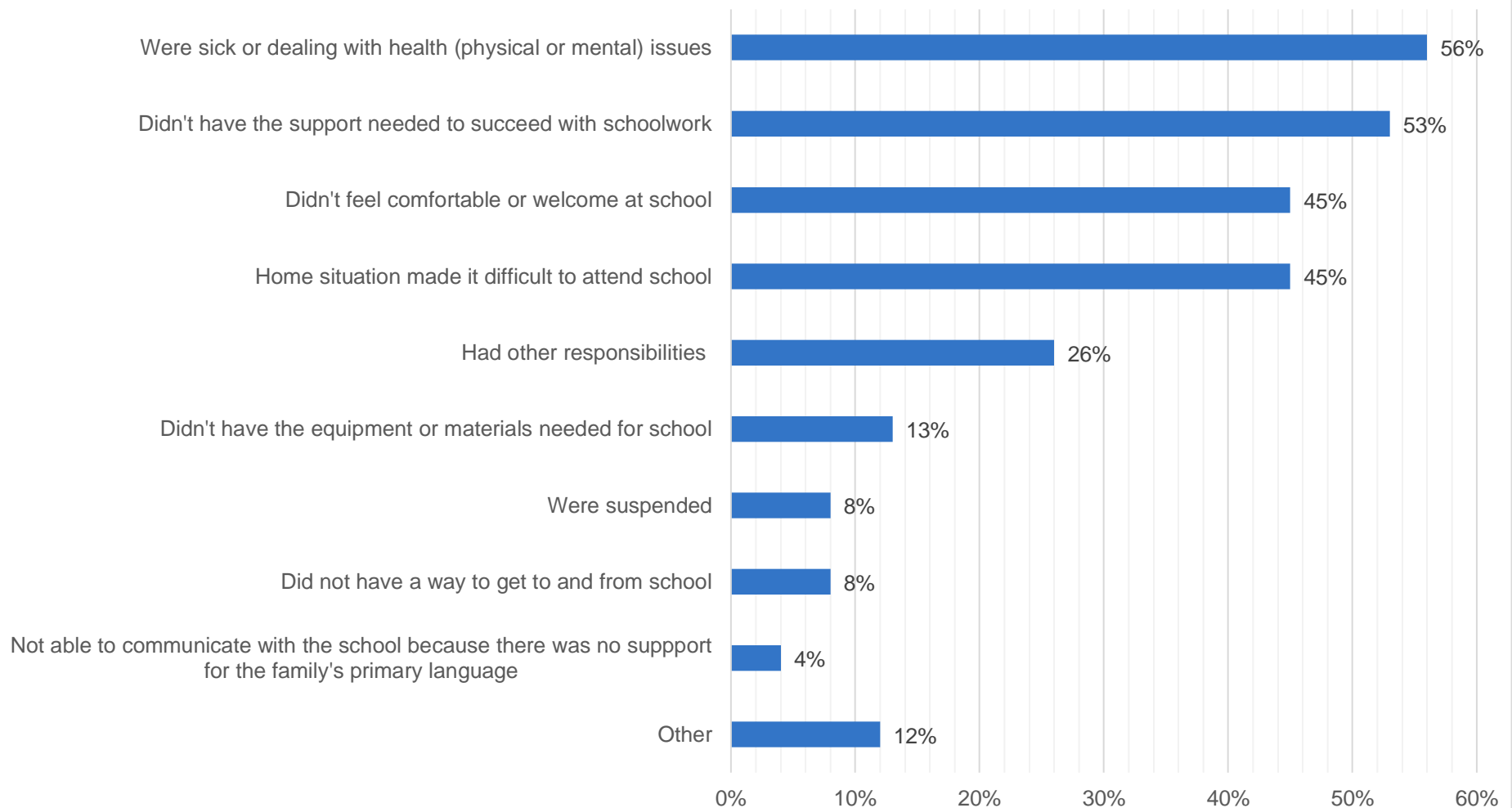
Reasons for Disengagement

Direct service staff at districts, ESDs and some STEC schools reported data based on the situations of the students and families they served through June 2023.[14] These data were gathered via a "Conversation Guide", where staff established relationships and trust and learned about student and family situations and experiences over time. They then reported (deidentified) information they had learned from students and/or their families, as relevant, to the Evaluation Team. As shown in Exhibit 4, the most common reasons for disengagement were:

- Dealing with health (physical or mental) issues (56% of students)
    - 29% of students indicated they were sick or dealing with a medical issue
    - 26% of students indicated they were too sad or depressed, or too anxious or upset, to attend school
- Not having the support students need to succeed with schoolwork (53%)
- Not feeling comfortable or welcome at school (45%)
- Home situations that make it difficult to attend school (45%)

These results are consistent with most common reasons identified in the evaluation baseline report in early 2023.
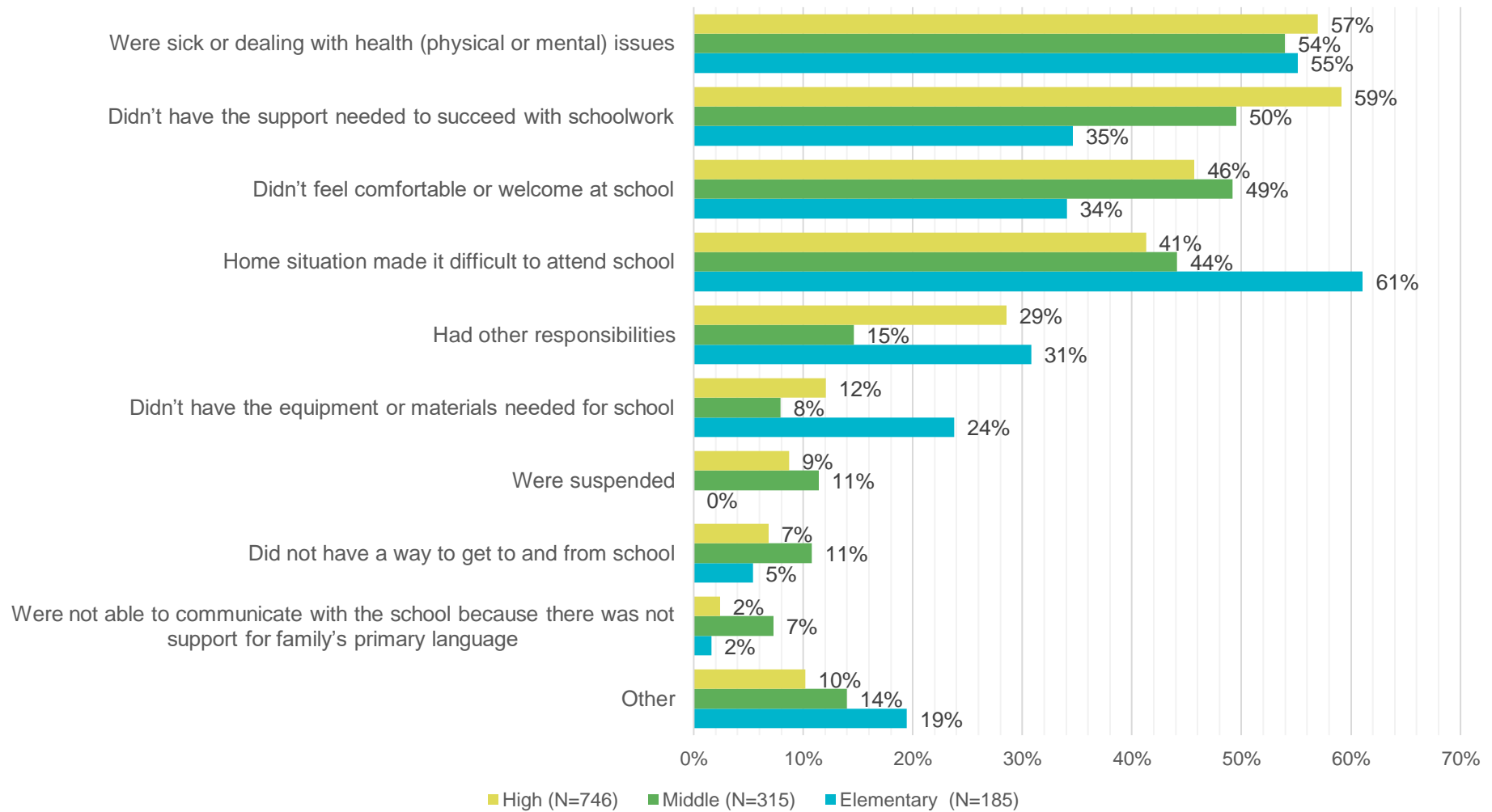
[14] The data on reasons for disengagement are from a subset of students served. Districts were required to report direct service data for unenrolled students but not enrolled students. Similarly, some districts included students receiving group supports in some of their reporting (SSIDs for CEDARS data) but did not include them in their direct service data given the burden of the more detailed direct service reporting. Additionally, reporting on the "Conversation Guide" portion of the direct service reporting tool (reasons for disengagement, positive experiences in school and barriers to reengagement) was optional for district staff. See Methods section and Appendix for more information.

Exhibit 4. Reasons for Disengagement (N=1,283)

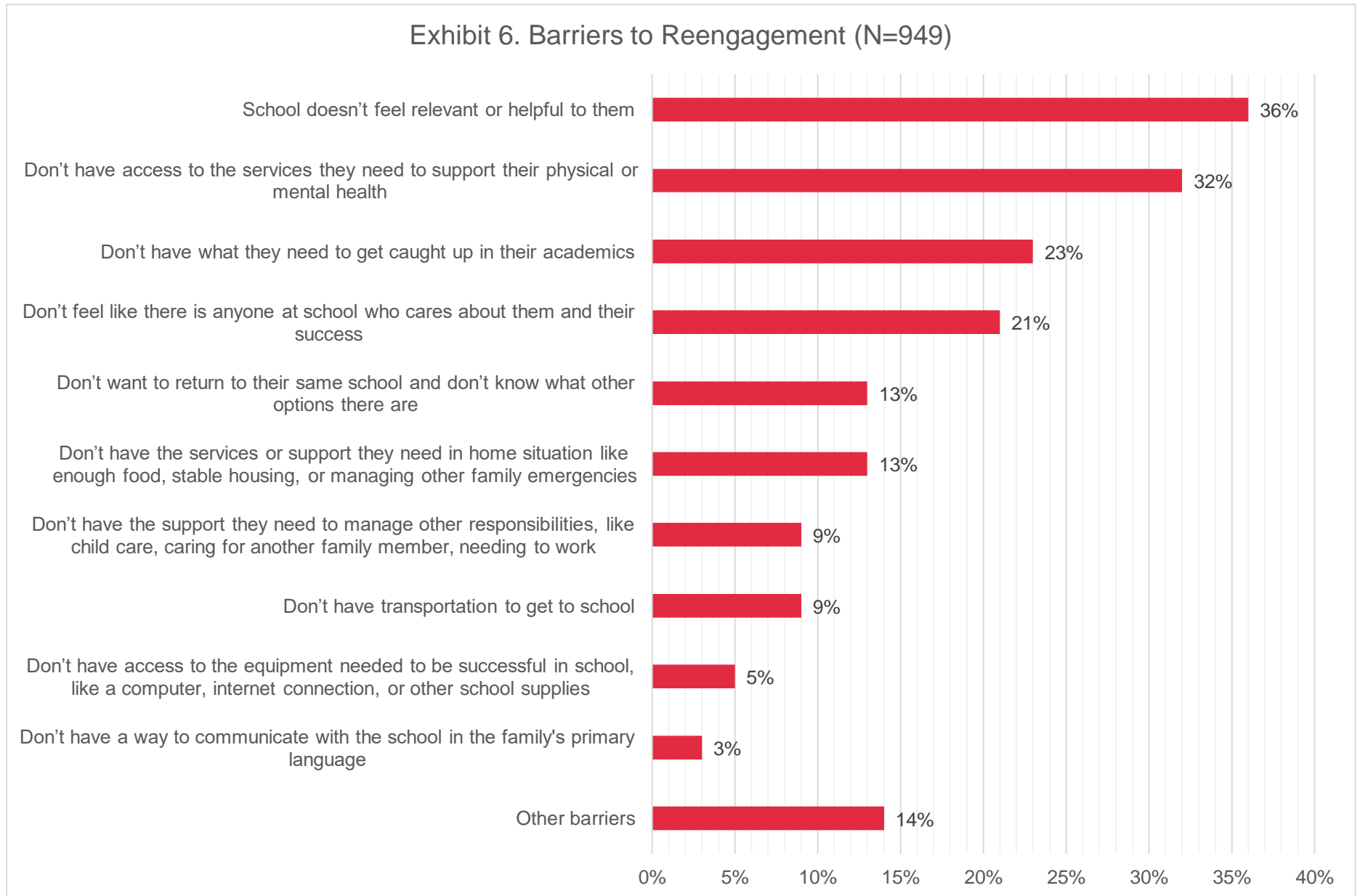| Reason	Percentage
Were sick or dealing with health (physical or mental) issues	56%
Didn't have the support needed to succeed with schoolwork	53%
Didn't feel comfortable or welcome at school	45%
Home situation made it difficult to attend school	45%
Had other responsibilities	26%
Didn't have the equipment or materials needed for school	13%
Were suspended	8%
Did not have a way to get to and from school	8%
Not able to communicate with the school because there was no suppport for the family's primary language	4%
Other	12%

Students across school levels (elementary, middle, high) experienced being disengaged due to health issues at similar rates (i.e., around 50% or more). Compared to elementary students, middle and high school students more commonly experienced not having the support needed to succeed with schoolwork. These results are consistent with the baseline evaluation results from early 2023. A new result, based on the full year of 2022-23 data, was that elementary students (compared to middle and high school students) more commonly experienced home situations that made it difficult to attend school. See Exhibit 5 for reasons for disengagement by school level.

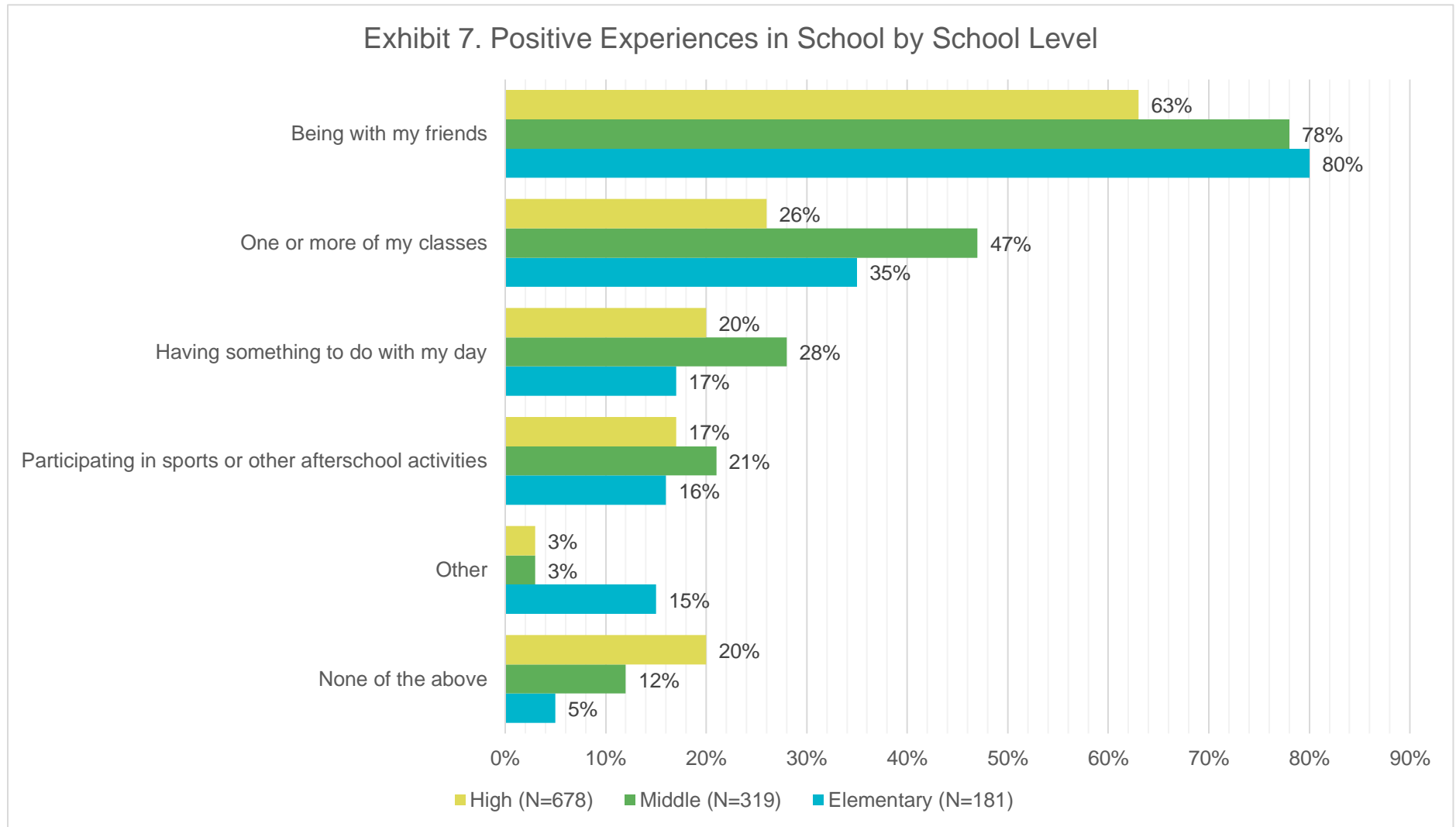Exhibit 5. Reasons for Disengagement by School Level

Reason	High (N=746)	Middle (N=315)	Elementary (N=185)
Were sick or dealing with health (physical or mental) issues	57%	54%	55%
Didn't have the support needed to succeed with schoolwork	59%	50%	35%
Didn't feel comfortable or welcome at school	46%	49%	34%
Home situation made it difficult to attend school	41%	44%	61%
Had other responsibilities	29%	15%	31%
Didn't have the equipment or materials needed for school	12%	8%	24%
Were suspended	9%	11%	0%
Did not have a way to get to and from school	7%	11%	5%
Were not able to communicate with the school because there was not support for family's primary language	2%	7%	2%
Other	10%	14%	19%

Barriers to Reengagement

Direct service staff also reported barriers students face to reengaging in school (see Exhibit 6). School not feeling relevant (36%), not having access to physical/mental health support (32%) and not having what students need to get caught up with academics (23%) were the three most common barriers to students' reengagement in school.

Exhibit 6. Barriers to Reengagement (N=949)

Barrier	Percentage
School doesn't feel relevant or helpful to them	36%
Don't have access to the services they need to support their physical or mental health	32%
Don't have what they need to get caught up in their academics	23%
Don't feel like there is anyone at school who cares about them and their success	21%
Don't want to return to their same school and don't know what other options there are	13%
Don't have the services or support they need in home situation like enough food, stable housing, or managing other family emergencies	13%
Don't have the support they need to manage other responsibilities, like child care, caring for another family member, needing to work	9%
Don't have transportation to get to school	9%
Don't have access to the equipment needed to be successful in school, like a computer, internet connection, or other school supplies	5%
Don't have a way to communicate with the school in the family's primary language	3%
Other barriers	14%

Positive Experiences at School

Direct service staff also reported data on students' positive experiences in school, as reflected in Exhibit 7. Across all school levels, the most common positive experience was being with friends. This is consistent with baseline results from early 2023.

Exhibit 7. Positive Experiences in School by School Level

Category	High (N=678)	Middle (N=319)	Elementary (N=181)
Being with my friends	63%	78%	80%
One or more of my classes	26%	47%	35%
Having something to do with my day	20%	28%	17%
Participating in sports or other afterschool activities	17%	21%	16%
Other	3%	3%	15%
None of the above	20%	12%	5%

Reasons for Engagement and Disengagement: STEC Schools

Some STEC schools shared student data, gathered through a range of methods, with the Evaluation Team. One school asked students to interview their peers and teachers, asking what makes their school special, what they like most about school and what makes it hard for them to come to school. Two schools co-designed focus groups and interviews with students and teachers, which were facilitated by the Evaluation Team. Another school focused on collecting feedback from students through staff-distributed surveys and student-led interviews.

Students, teachers and attendance staff identified mental health problems as a common factor in disengagement. Teachers and students also commonly shared that students aren't motivated by school and that students don't perceive school as relevant to their lives after high school. Attendance staff and teachers both observed that students and families were dealing with a lot of trauma. Families have experienced trauma in the education system which has led to distrust and devaluing the educational system. Students were also experiencing trauma and having to take on additional responsibilities at home, forcing them to miss class time.

Direct service data also showed that Native American students were experiencing home situations that made it difficult to attend school at higher rates than other racial/ethnic groups, telling a partial story of the trauma students and families are experiencing. The information shared by partners at STEC schools sheds some light on that barrier, as they reflected on the high numbers of funerals Native families attend, mental health problems and other outcomes from experiencing trauma that often lead to additional responsibilities for Native students at home.

> *"If Grandma had a negative experience with school, then she might not be the most supportive person be going to school, right? So understanding that…. like this mindset of like, 'well, I don't know why their grandma would not want them to come to school' right?... I think it's really rehabilitative to show Grandma as well that the school isn't like that anymore… we're very centered on them, very centered on the culture in a very positive way."- Attendance staff*

Participants also shared their own positive experiences and reasons for engaging in school and those they observed with other students. Teachers and students both shared that being with their friends was an important factor is students' attending and being engaged in school. Teachers specifically noted that students were more engaged at their STEC school because students were around other Native American students and staff who were like them and that contributed to a sense of community. Teachers and students both compared their experiences in public school to their experiences at their STEC school. Students shared that it was easier for them to make friends at their STEC school than it was at public school and teachers noticed that Native students felt more valued, able to be themselves and express their culture at the STEC school.

> *"It's really special to me cause… if you're Native you can come over here and have tons of fun with the other Native kids." – Elementary student*

Student Outcomes

How did the project contribute to reengagement or engagement of students and families?

Attendance

The percentage of all students who regularly attended school in 2022-23 increased by 4 percentage points from 2021-22. The change in statewide regular attendance rates from 2021-22 to 2022-23 was 3 percentage points, from 67% to 70%. Nearly all participating districts and schools that were building their attendance systems (teaming, data, and Tier 1 school- or district-wide attendance strategies) showed increases in their regular attendance rates from 2021-22 to 2022-23. The large majority were larger than the statewide increase in regular attendance from 2021-22 to 2022-23. Specifically, 32 of 40 (80%) participating schools and 22 of 28 (79%) participating districts had increases in regular attendance rates that were greater than the statewide increase.

Rates also increased for almost all racial/ethnic groups, with changes that were equal to or greater than statewide changes, including:

- American Indian/Alaska Native students' regular attendance increased 7 percentage points, consistent with the statewide change for this group.
- Hispanic/Latino students of any race, students who identify with two or more races and White students increased 5 percentage points, compared to statewide changes of 3 percentage points, 2 percentage points and three percentage points, respectively.
- Native Hawaiian/Other Pacific Islander students' regular attendance increased 3 percentage points, compared to a statewide change of 2 percentage points.
- Black/African American students' regular attendance increased 2 percentage points, consistent with the statewide change for this group.

Among racial/ethnic groups, regular attendance decreased by 1 percentage point among Asian students, consistent with the statewide change for these students. See Exhibit 8

.

Exhibit 8: Changes in Attendance in Participating Districts and Schools, 2021-22 to 2022-23, by Race/Ethnicity

Student Group	2021-22 Regular Attendance Rate: Participants	2021-22 Number of Students (denominator)	2021-22 Statewide Regular Attendance Rate	2022-23 Regular Attendance Rate: Participants	2022-23 Number of Students (denominator)	2022-23 Statewide Regular Attendance Rate	Participants' Change in Attendance (in percentage points)	Statewide Change in Attendance (in percentage points)
American Indian/Alaska Native	42%	2,620	45%	49%	2,572	52%	7	7
Asian	77%	9,787	83%	75%	10,117	82%	-1	-1
Black/African American	60%	10,794	66%	62%	10348	68%	2	2
Hispanic/Latino	54%	45,037	60%	59%	45,955	63%	5	3
Native Hawaiian/ Other Pacific Islander	41%	4,717	46%	44%	4,914	48%	3	2
Two or More Races	59%	18,264	66%	64%	19,196	68%	5	2
White	64%	90,451	70%	69%	91,052	73%	5	3
All Students	61%	183,782	67%	65%	185,651	70%	4	3

Among other priority demographic groups, regular attendance increased from 2021-22 to 2022-23, often to a greater extent among participating districts and schools than for the state as a whole, as follows:

- Among students experiencing homelessness, regular attendance increased by 6 percentage points, consistent with the statewide change for this group.
- Among low-income students, multilingual learners and students with disabilities, regular attendance increased by 5 percentage points, compared to statewide changes of 4 percentage points for each of these groups.
- Among students who are "Gender X," regular attendance increased by 5 percentage points, compared to a statewide decrease of 5 percentage points.
- Among students who are male, regular attendance increased by 4 percentage points, compared to a statewide increase of 2 percentage points among male students.
- For female students, regular attendance increased 4 percentage points, compared to a statewide increase of 2 percentage points.

See Exhibit 9.

Exhibit 9: Changes in Attendance in Participating Districts and Schools, 2021-22 to 2022-23, by Other Demographics

Student Group	2021-22 Regular Attendance Rate: Participants	2021-22 Number of Students (denominator)	2021-22 Statewide Regular Attendance Rate	2022-23 Regular Attendance Rate: Participants	2022-23 Number of Students (denominator)	2022-23 Statewide Regular Attendance Rate	Participants' Change in Attendance (in percentage points)	Statewide Change in Attendance (in percentage points)
Female	60%	72,305	67%	64%	72,180	69%	4	2
Gender X	49%	443	61%	54%	499	56%	5	-5
Male	61%	93,119	68%	65%	93,991	70%	4	2
Low-Income	52%	101,163	57%	57%	105,163	61%	5	4
English Language Learners	53%	22,911	60%	59%	26,098	64%	6	4
Homeless Students	38%	7,387	40%	44%	9,210	46%	6	6
Students with Disabilities	53%	27,603	58%	58%	28,724	62%	5	4
All Students	61%	183,782	67%	65%	185,651	70%	4	3

Reenrollment

Reenrollment data was reported for 716 students.[15] Of those students, staff supported 412 (58%) to reenroll in school as of June 2023. (Note that staff do not report reenrollment data for those students whom they did not work with to reenroll in school, such as students they confirmed were enrolled elsewhere via CEDARS or contact with the family.) The largest proportion of students (47%) reenrolled in Open Doors Youth Reengagement programs. Seventy-five percent (75%) of reenrolled students were still enrolled after three months.[16] See Exhibit 10.

[15] The Evaluation Team identified data for unenrolled students based on whether direct service staff indicated they had made contact with them about reenrollment, or if they were progressing toward reenrollment (e.g., had been referred to and/or accessed wraparound supports, or reenrolled in an education pathway). We used this information as a proxy to identify if a student was unenrolled from school. Though the direct service reporting tool included whether a student was enrolled or unenrolled at the start of their work with direct service staff, it was not consistently reported. Given refinements to the direct service reporting tool for 2023-24, we hope to have more consistent and complete data from staff about whether students are enrolled or not enrolled when they begin working with them.

[16] Direct service staff reported data about whether reenrolled students were still enrolled after three months for a subset of students. A status of "yes" or "no" was reported for 138 of 412 reenrolled students. (The direct service reporting tool question read "Was the student still enrolled 3 months after enrollment?") Of those 138 students, staff indicated that 104 students were enrolled after three months (75%). Given refinements to the direct service reporting tool for 2023-24, the Evaluation Team hopes to have more consistent and complete data from staff about whether students who reenrolled are still enrolled after three months.

Exhibit 10. Reenrolled Students by Educational Pathway (N=412)
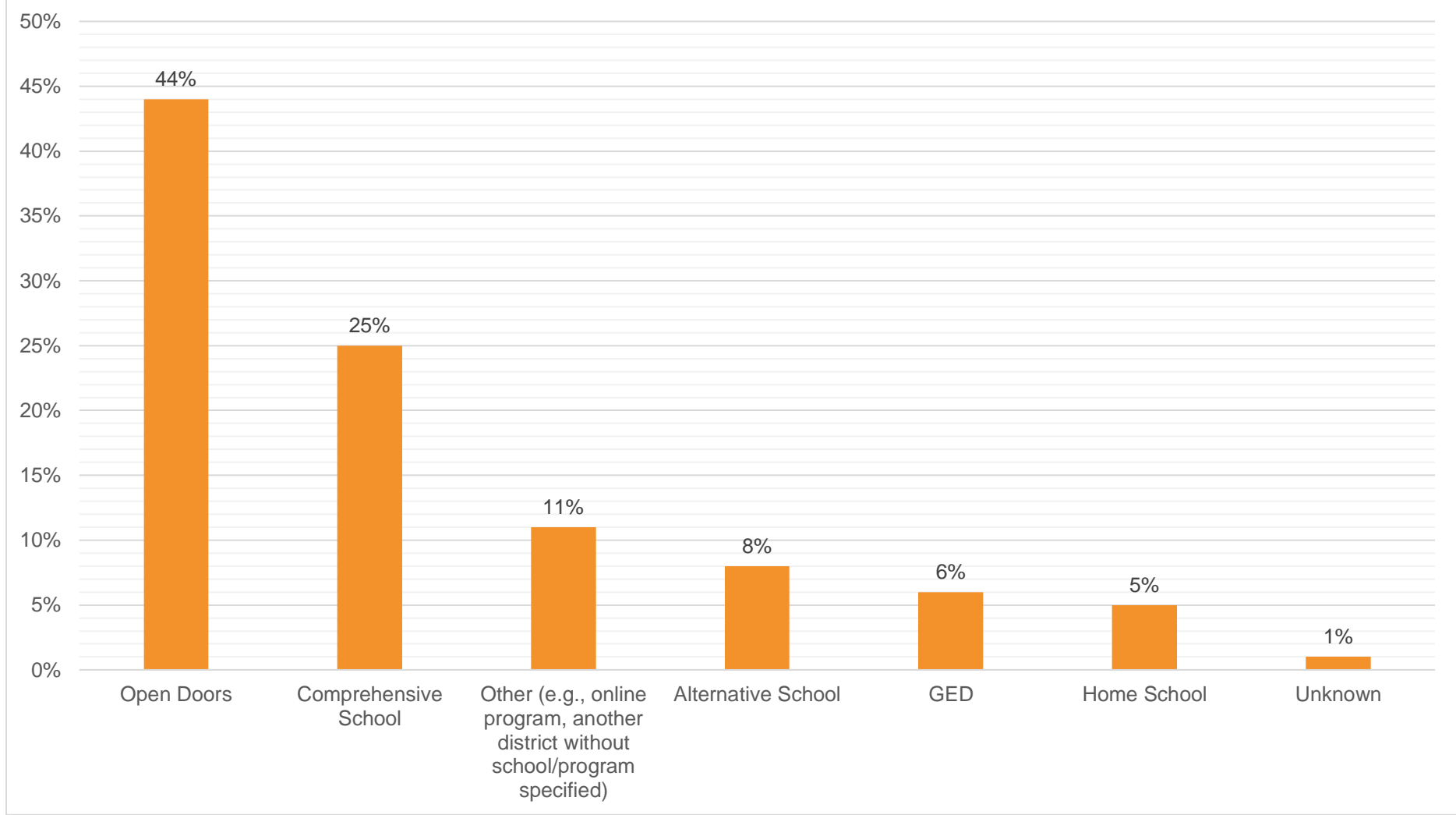
Of students who reenrolled, two-thirds were White or Hispanic/Latino. By school level, three-quarters of reenrolled students were in high school. See Exhibits 11 and 12.

Exhibit 11. Reenrolled Students by Race/Ethnicity (N=412)
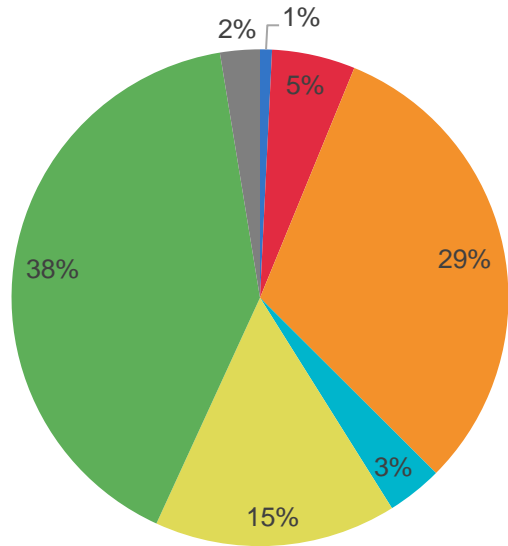
- Asian
- Black/African American
- Hispanic/Latino of any race
- Native Hawaiian/Other Pacific Islander
- Two or More Races
- White
- Unknown

Exhibit 12. Reenrolled Students by School Level (N=412)
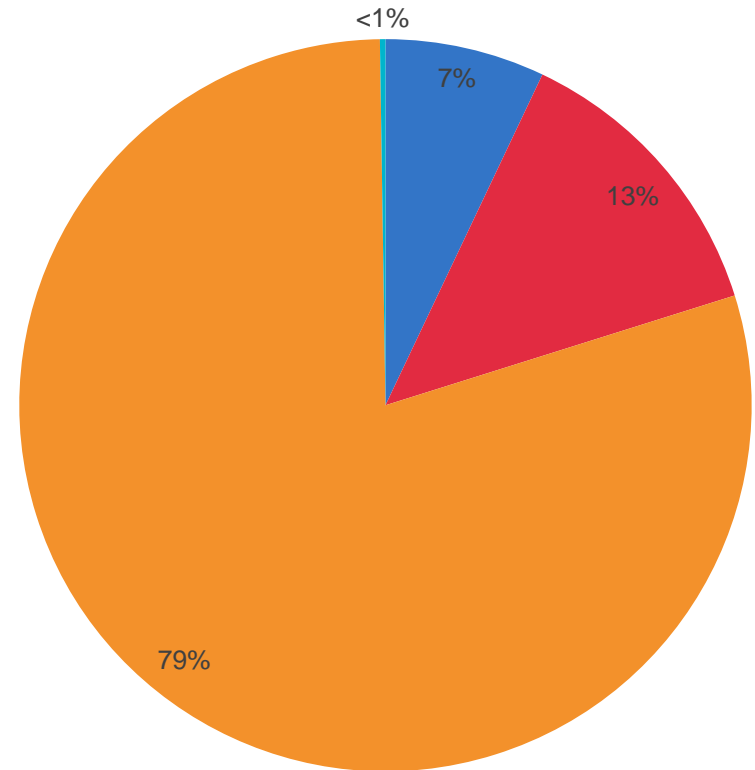
- Elementary
- Middle
- High
- Unknown

Another view of reenrollment data is the rates at which students from different demographic groups reenrolled in school. This analysis addresses questions such as "Of Hispanic/Latino who were unenrolled, what percent reenrolled in school?" This considers *reenrollment rates within each demographic group* to identify if any groups were reenrolling at higher or lower rates. (This is a different view than the results reflected in Exhibits 8 and 9, which disaggregate students who reenrolled by race/ethnicity and gender.) In terms of the rates at which different racial/ethnic groups of students reenrolled in school, Hispanic students reenrolled at the highest rate (55%). Among other student demographics, low-income students reenrolled at the highest rate (41%). See Exhibits 13 and 14.[17]

Exhibit 13. Reenrollment Rates by Race/Ethnicity
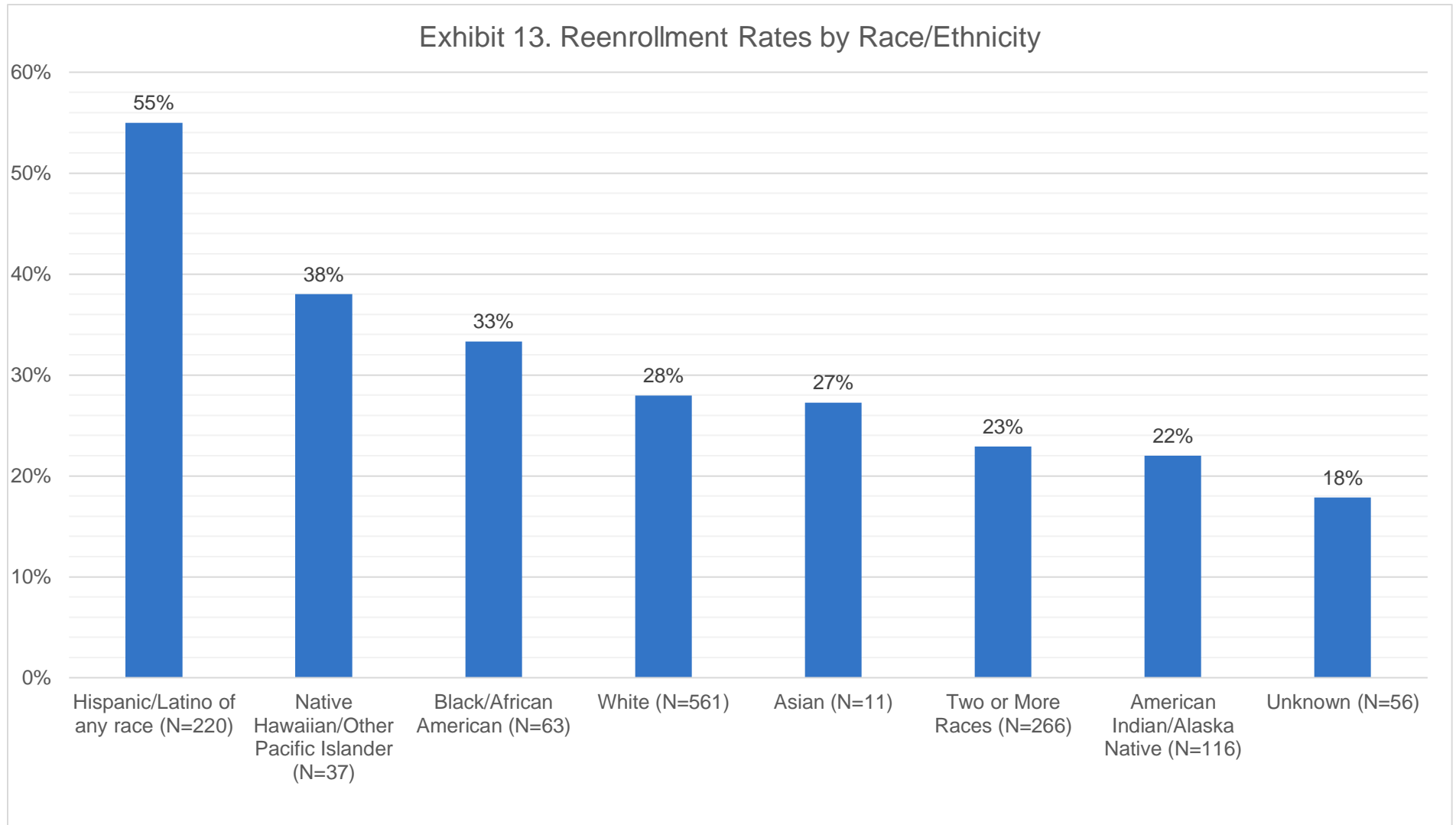
[17] Exhibits 11 and 12 reflect students for whom progress toward reenrollment and data about the given demographic category were reported. For example, in Exhibit 11, the N below each bar reflects the number of students in each racial/ethnic category with progress toward reenrollment data. The bar label (%) reflects the percentage of students in that racial/ethnic category who reenrolled with staff support.

Exhibit 14. Reenrollment Rates by Demographic Characteristic
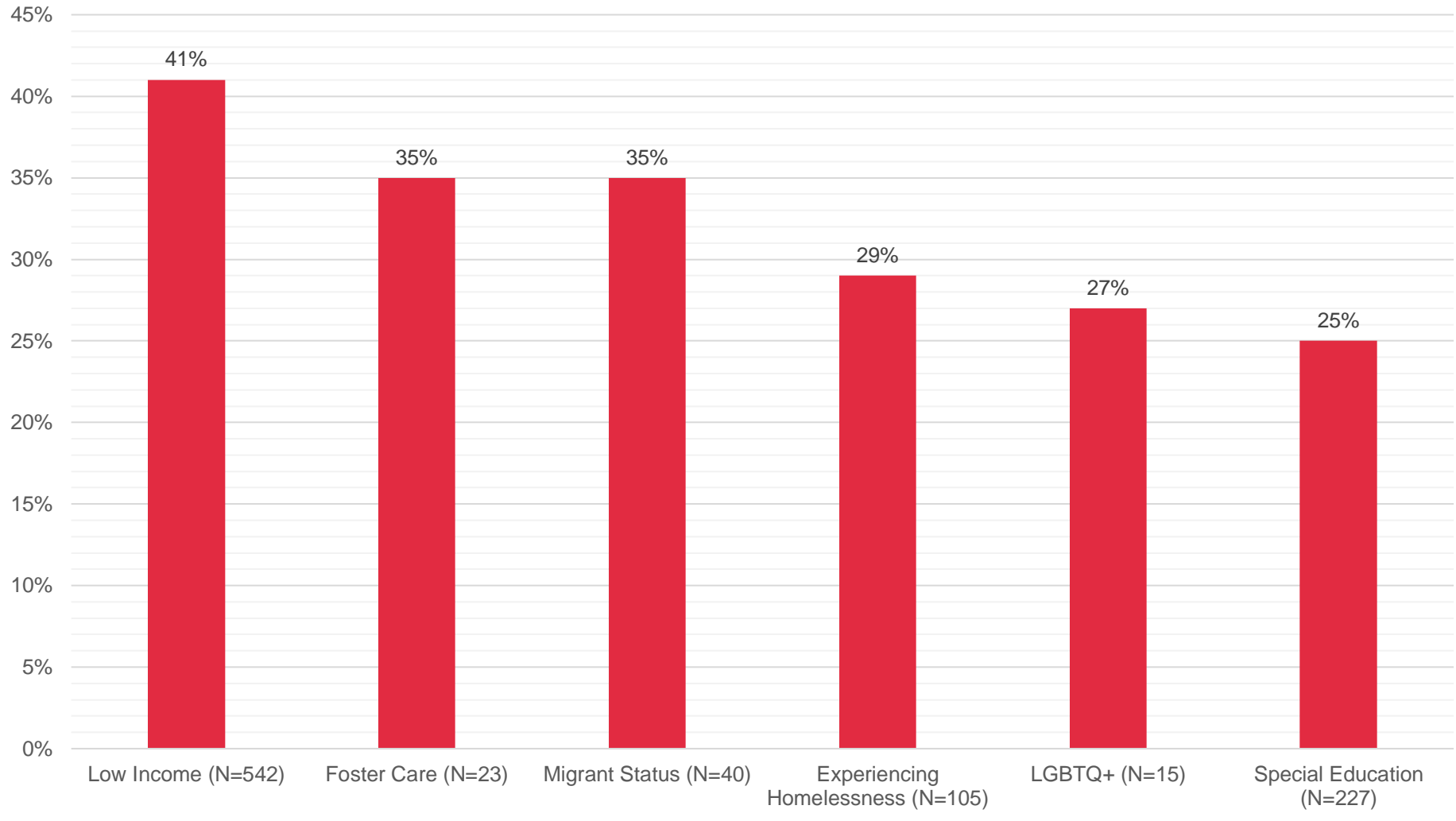
Student Outcomes at STEC Schools

As part of the co-design process, STEC schools chose how they wanted to define success and monitor outcomes. The data collected to understand progress toward those success measures varied across schools, but broadly looked at attendance measures at a schoolwide level and for sub-groups of students.

Two STEC schools used rates of chronic absenteeism to understand progress and outcomes of their work. In the 2022-23 school year, one school that defined chronic absenteeism as missing 10% or more of school days, saw a 5-percentage point decrease of chronically absent students in both the elementary and the secondary levels from the prior year. This resulted in 15 less chronically absent students at the elementary level and 17 less chronically absent students at the secondary level. Another school saw a 12-percentage point decrease in chronic absenteeism from September 2022 to January 2023 (with chronic absenteeism being defined as missing 20% or more of school days). At that school, second and third grade students had the largest decrease in percent of chronically absent students, both declining 34-percentage points from September 2022 to January 2023. (Only percentages are available for this school.)

In addition to chronic absenteeism, one school monitored average daily attendance and perfect attendance to understand the impact of their work. Average daily attendance increased about 1.5-percentage points from September 2022 to January 2023 and increased about 3-percentage points from January 2022 to January 2023. There was also a 160% increase in students with perfect attendance from November 2022 to January 2023 (perfect attendance has exceptions for excused absences such as doctor's appointments, cultural reasons and family emergencies).

One school also used academic indicators to monitor student outcomes. In the 2022-23 school year, they saw an 8-percentage point increase in their graduation rate and an 8-percentage point increase in number of students (about 10 students) with a 2.5 GPA or higher from the previous year.

Student/Family Input

How have communities of students and families who are furthest from educational justice (including Tribal governments, STEC schools and Native communities) informed implementation of the project?

Since the start of the project, partners used a range of processes and structures to gather input from students and families to inform their wor*k. Districts and STEC schools gathered input from:*

- **Students** through student leadership and advisory groups, students roundtable and listening sessions, student surveys, individual conversations, meetings and empathy interviews
- **Families** through parent/family committees and meetings, family conferences, home visits and conversations in Community Engagement Boards (CEBs) or the court
- **Community** through community events

ESDs also developed and used resources for student and family input, including one ESD that created protocols for student listening sessions and facilitated these sessions in partnership with a priority district. For those ESDs providing direct service support in focus districts, ESDs gathered year-end feedback from students to identify strengths and opportunities for improvement in their work with students and families.

In terms of how project partners used the input they gathered, the input informed individual direct service supports as well as broader systematic changes, such as:

- Districts and STEC schools used information from individual students/families served through direct service, including client satisfaction and student/family needs, to provide relevant supports and resources.
  - o One ESD noted that districts in their region more commonly used student/family feedback to address individual needs but not to inform systematic improvements or supports.
  - o In some cases, districts and STEC schools used what they learned about individual student/family needs to inform systematic supports at the building or district level.

Using Student/Family Input to Inform Systemic Changes

"[Our] Attendance & Reengagement staff was really intentional and worked with building level counselors on running 'circles' with those students to capture their voice on what is why is school important. What are some challenges for coming to school and really using student voice to guide the direction of those [student] clubs… [One school was] very good about collecting data and it showed nearly every student had some growth in their attendance.. they took it even a step further. They had a school wide belonging campaign where they developed posters because they identified what makes you feel like you belong and they identify different things around being kind, no bullying, friendships, things like that. They created these beautiful posters around kindness, anti-bullying and anti-racism and they hung them up around the school."
  - Priority District Staff

"We found out a portion of our student population worked part or full time in order to financially support themselves or their families, so we created an alternative schooling and attendance model for them that aligns with state compliance but offered them more flexibility."
  - Priority District Staff

- Districts and STEC schools identified specific ways that they used data from students/families to make system-level changes, including the development of a new class, shifting school schedule structures (e.g., away from block scheduling in one district and toward a more flexible online learning option in another) and changes in curriculum.

Using Student/Family Input to Inform Systemic Changes

One priority district gathered student input from a survey of 48 middle and high school students at Community Engagement Board meetings. (The district's total middle/high school enrollment is around 190 students.) Students shared the barriers they were experiencing to engaging in school and the most common barriers were:
- A dislike for their school's block schedule
- A dislike for the learning platform used at the high school
- Mental health challenges, including anxiety and/or depression
- Not having support at home, or not seeing the relevance of school
- Feeling that teachers do not care if they are not at school.

Based on these barriers, the district adopted several system-level changes to address these barriers:
- They removed the block schedule structure for middle school and high school
- They shifted away from the high school learning platform
- They streamlined their referral processes to their Tribal Behavioral Health Department and continued with referrals to outlying service providers
- They instituted additional supports as needed for individual students (e.g., transportation, small group pull outs, one-on-one academic support and check-in/check-out)
- They are offering additional staff trainings on social emotional learning, restorative practices and trauma-informed approaches.

As the evaluation continues, we will connect with this district to understand if and how these adjustments affect students' experiences in school.

Results from the year-end assessment reflect progress in both gathering and using feedback from students and families.[18] 17 of 20 priority districts and STEC schools (85%) reported some to significant progress in gathering feedback from students and families with 16 (80%) reporting using feedback to inform changes or strategies some to a significant extent. Six of 10 (60%) focus districts reported that they made some progress in gathering feedback with four (40%) using the feedback to some extent. See Exhibit 15.

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[18] OSPI and ESDs distributed a year-end assessment to participating districts and STEC schools in June 2023, and the Evaluation Team analyzed responses to questions on system-building progress and student/family input.

Current Collaboration

What are current cross-system and cross-agency roles and collaboration?

Since the start of the Attendance & Reengagement Project, partners have been building and strengthening partnerships both *among* and *within* their agencies.

District and ESD Partnerships

The collaboration between **districts and ESDs**, through which ESDs provide a range of supports including training, resources, consultation and direct service staffing, has been fundamental to the implementation of this project. In 2022-23, district/ESD partnerships included:

- **Regional trainings:** 8 of 9 ESDs provided regional trainings to support districts and STEC schools in their region. In 2022-23, these trainings complemented and built from four statewide trainings offered by OSPI in partnership with Attendance Works. In some cases, districts beyond grantee/priority and focus districts also participated in regional trainings.
- **Individual coaching and technical support:** All ESDs provided individual coaching and technical assistance to districts in 2022-23. The number and combination of districts varied by region and included priority districts, focus districts and/or districts that were neither grantee/priority nor focus districts.
- **District service support:** 8 of 9 ESDs provided direct service supports to districts. In two regions, ESD staff were embedded within priority districts (i.e., they were working as district/school staff but employed by the ESD). Several others had staff working in one or more focus districts. In others, district staff referred students to ESD staff for direct service support.

"[We had] teamwork with [our ESD] Attendance & Reengagement Regional Coordinator to create more accurate/detailed reports from Skyward to help process and how to use those reports."
- Priority district staff

"We learned a lot this year, that there are other things we could do to support the [focus] districts in a more structured way… there is a wide spectrum of readiness that these districts each have. One of our [focus] district is in Year 3… of an MTSS structure…and another that is struggling to get referrals for these kids… this is a challenge we will continue to face is a district's readiness to benefit from a resource."
- ESD staff

ESDs noted that a challenge to some partnerships was varying levels of perceived district commitment. They emphasized the need for buy-in and support for this work at both the district and building level. They also noted that a lack of authority or shared expectations were a challenge to gaining buy-in and support from some districts. As part of their partnership planning for 2023-24, ESDs intended to clarify and confirm commitments from districts and some planned to reduce the number of districts with which they work. ESDs also planned to maintain staff positions that are based in schools given the benefits of building stronger relationships and connections. Two priority districts noted an interest in expanding their collaboration with their ESD in 2023-24.

STEC School and ESD Partnerships

Except in one region, collaboration between ESDs and STEC schools was limited in 2022-23. In the one region that was not limited in their collaboration, the STEC school and ESD developed a close partnership, where an ESD employee, who is also a Tribal member, was embedded as a staff member within the STEC school. At another STEC school, the ESD in their region provided support with using the data system Skyward. The other four participating STEC schools implemented their work independent of their ESD.

Peer Partnerships (Among ESDs, Districts, STEC schools)

ESDs, districts and STEC schools connected within their peer groups to share resources and expertise and learn with one another throughout 2022-23. ESD Coordinators regularly met and collaborated through a bi-weekly Coordinators meeting hosted and facilitated by OSPI (with optional meetings in the intervening weeks), topical work groups and to plan, facilitate and learn from one another's district supports and training. ESDs created a wide range of resources (such as listening session protocols, 6-week goal-setting frameworks, a tiered intervention workbook and guidance on teaming and data) and shared these for use across the state. One ESD Coordinator noted the challenge of finding resources from their counterparts and thought it would be helpful to have ready access to those resources that are particularly relevant to statewide/common goals.

Several districts connected with other districts to learn from and support one another's work. One district described their collaboration with neighboring districts given that students often moved among them. One ESD intentionally decided to work with districts in their region that were serving mostly Native students to support collaboration and learning among the districts and the ESD.

"We did a peer learning network and had five meetings throughout the year. It was open to priority, [focus] and any district who wanted to participate. In addition to our [focus] districts, there were two other districts that either met with me or attended the peer learning sessions throughout the year and I did some kind of individual coaching and technical assistance. I also partnered with our MTSS Coordinator and equity coordinator and joined them on existing trainings that they had and did… an attendance section within it for three districts that were not related to the ESSER Attendance & Reengagement Project."

\- ESD staff

To support STEC schools, OSPI's Office of Native Education and the Attendance & Reengagement Project teams convened a monthly peer learning group for participating STEC schools. They also invited participating districts that serve large populations of Native students.

Community Partnerships

Throughout 2022-23, project partners collaborated with a range of community partners, courts and Community Engagement Boards in their attendance and reengagement efforts. Districts' community partnerships included:

- Working with community-based organizations who reflect priority student populations

- Collaborating with Tribes
- Receiving donations/incentives/prizes related to attendance
- Supporting attendance awareness
- Creating access to education pathways (e.g., post-secondary education, Open Doors and Positive Steps)
- Supporting student/family referrals. At the state level, OSPI noted an interest in providing resources that would help districts connect with mental health services.

Districts and STEC schools also worked with county and Tribal courts on truancy processes and to provide supports to students. Several noted the role of the courts to provide support and not punishment to students. Two districts shared challenges related to working with their local courts. One felt the court had put more responsibility on the district than was appropriate. The other noted that getting the court involved often jeopardized the relationship with the family and the court's involvement didn't help the student and family. OSPI shared their positive collaboration with the courts, including a longstanding partnership with two county court BECCA directors who lead a statewide court conversation (related to truancy practices, shifting towards courts being the last resort, etc.).

Within-Agency Partnerships

As part of the Attendance & Reengagement Project, partners also worked on partnerships within their own agencies: within districts, Tribes, ESDs and at OSPI.
- **Districts:** Within-district collaborations included district and building administrators; Native Education liaisons; school counselors, social workers and family engagement staff; MTSS/PBIS teams; and Open Doors programs.
- **Tribes:** For STEC schools, collaboration with other Tribal entities has varied, as follows:
  - Several schools noted positive connections with their Tribe, including the support of Tribal Elders in reaching out to families and another Tribe that provided trauma trainings that included school staff.
  - Two schools collaborated with a range of partners and departments within their Tribes, including truancy court, behavioral health, the Tribe's family services agency and their health and wellness center. Collaborations included streamlining referral services, providing on-site services to students and families and hosting cultural nights and events such an event remembering Murdered and Missing Indigenous Women (MMIW) event to ensure students were within community and celebrating culture on that day. One school shared that the Tribe has made education a priority throughout their tribal leadership so there is a high priority in finding ways to support families.
  - For one STEC school, collaboration with the Tribe has been challenging, including the bureaucracy of purchasing supplies and limited support for behavioral health, truancy processes, treatment center access and staffing at the school.
  - For another, tribal partnerships have been challenging because students come from multiple Tribes (primarily two). The school does not want to come across as asking one tribe for assistance more than the other.
- **ESDs**: Each ESD has structured this work differently. At some ESDs, the work is situated within Learning and Teaching. At one, it is within the same department as Open Doors and in another it is situated within School Safety. Attendance and Reengagement staff have collaborated with other teams within their ESDs, including MTSS, Migrant Education's Out of School Youth, School Improvement and CTE.

Several ESDs are interested in strengthening their collaboration with MTSS as well as cross-functional positions/teams. Such as data-focused roles.

- **OSPI:** Collaboration within OSPI has included a close partnership between the Attendance & Reengagement Project Team and the Office of Native Education (ONE) since the early stages of the grant. This collaboration ensured that all STEC schools were invited and eligible to apply for funding, which was a first for this type of funding. During implementation, the two teams worked with STEC schools to co-design supports (e.g., peer learning structures, connections with each school, meaningful evaluation activities). Challenges and opportunities of this collaboration include:
    - **Staff turnover**: Turnover on both teams (Attendance & Reengagement Project Team and ONE) has been a challenge to having consistent support and capacity for this collaboration within OSPI.
    - **Commitment to co-design**: There has also been a tension and growth opportunity in the time it takes to build relationships and engage in co-design work, as this is a shift from the more defined, linear ways of working that are more familiar within OSPI.
    - **Clarifying roles and responsibilities**: At times, there has been a lack of clarity or shared understanding of roles/responsibilities between the Attendance & Reengagement and ONE teams given the emergent nature of this project and "building the plane as you are flying it."

Additional collaborations within OSPI included with Migrant Education's Out of School Youth team as well as a deeper partnership with MTSS at OSPI (and within ESDs). Project partners noted opportunities to share learnings more broadly within OSPI including what is learned from this grant and to make connections between attendance and relevant groups, such as staff working with students experiencing homelessness, behavioral health, mental health and social emotional learning. Additional collaboration and support across OSPI teams that have federal funding would also be helpful.

District Assessment: Partnership Results

Results from the year-end assessment[19] indicate the progress that districts made in building collaboration and partnerships, particularly within their own schools/districts and with their ESDs and, to a lesser extent, with courts and Community Engagement Boards, community partners and other districts. (See Exhibit 15.) Respondents noted some or significant progress in building partnership/collaboration as follows:

- 86% of priority districts and 94% of focus districts noted some or significant progress in building collaboration/partnerships *within their school/district*
- 68% of priority districts and 94% of focus districts for their partnership *with their ESD*
- 64% of priority districts and 69% of focus districts for their partnership *with courts or CEBs*
- 64% of priority districts and 50% of focus districts in building their *community partnerships* (e.g., community-based organizations, health or social service providers, Tribes)
- 46% of priority districts and 44% of focus districts in building their partnership/collaboration *with other districts*

[19] N=44 respondents, representing 30 districts and STEC schools. For priority districts and STEC schools, 28 respondents represented 20 districts and for focus districts, 16 respondents represented 10 districts.

District and STEC School Implementation

What are the characteristics of priority districts' and STEC schools' implementation? How is district implementation contributing to equitable systems for BIPOC students and other priority student groups?

Staffing

Through the 2022-23 school year, district and STEC schools' staffing varied widely, but largely consisted of direct service roles and coordinator/project lead positions, structured in a range of ways:

- Many districts and STEC schools shared that their work was primarily supported by attendance and reengagement specialists providing direct services to students and families.
- Some districts and STEC schools had a combination of project coordinators and attendance and reengagement specialists supporting their work, some of whom were contracted employees.
- Some districts and STEC schools implemented attendance teams consisting of existing educators and other staff members, who often received stipends for their extra attendance and reengagement responsibilities.

Districts and STEC schools experienced a variety of challenges relating to staffing, especially position vacancies caused by difficulty hiring, staff turnover or long-term leaves of absence. Staff also shared challenges related to the wide range of responsibilities that had been given to their position and many shared plans to revise or clarify staff roles and responsibilities in the 2023-24 school year.

Goals & Priorities

Districts and STEC schools set a range of goals and priorities to guide their work, most of which focused on student outcomes, as well as goals related to system-building and relationship-building with students and families, as follows:

- Most districts and STEC schools shared goals related to students' academic and attendance indicators, including overall attendance, credit retrieval, course performance, graduation rates, etc.

"It doesn't seem like four staff make that much of difference, but one person makes a world of difference in our context. Having extra people in place to build those teams. We have kids who were not going to graduate two months ago are now going to walk across that stage because of this team."

- Priority district staff

"The students that are the current priority are the extremely chronic [ally absent] but, also, we are noticing the trends in tardies. The high school has a chronic tardy issue impacting all aspects of attendance and engagement. Our goal is to use data to create interventions to target student groups and also provide universal supports. We have come to an agreement that more research on configurations in our data will provide a better understanding of the interventions and steps needed to align practices with the needs."

- Priority district staff

- Districts and STEC schools set goals related to relationship-building both to improve school culture and create a sense of belonging within the building as well as with students' families.
- Districts and STEC schools shared goals to improve attendance systems and structures, including strengthening staff focus on attendance.

Within their goals, districts and STEC schools used a variety of indicators to help them identify priority students:

- Some used attendance indicators, such as the percentage of school days missed or chronic absenteeism more broadly.
- Some used academic indicators, including students with failing grades and those who were credit deficient.
- Some prioritized support for students within certain demographics, such as BIPOC students, multilingual learners and McKinney-Vento eligible students
- Some prioritized supporting students within certain school levels, most commonly high school and elementary students.

Relationship-Building

Districts and STEC schools implemented a variety of practices to build relationships with families, but still experienced challenges, especially related to communicating with families.
- Staff noticed the importance of staff being from and relating to the community they were serving, especially in communities with intergenerational absenteeism and/or with negative experiences within the education system.
- Districts and STEC schools explored a variety of communication strategies, including increased frequency of communication, using culturally aware and appropriate communication and using less punitive language. They also adjusted communication approaches such as increased home visits and including community elders in meetings with families.
- Districts and STEC schools hosted and attended community events in order to engage families.

"There are a lot of students who need support, so how do we support all of them? How do we reach all of them? [We were] able to connect with at least some students… reengagement may not have been [successful] with them; but at least we connected them to different resources."."
- Priority district staff

"Probably 60% of our students are single parent families and we have a high rate of McKinney Vento student population as well. Those are the families that we specifically want to reach out to. If you look at our students that are thriving, they come from the nuclear families, they come from that structured home life. The kids that we have in our district, not all of them have that. In fact the majority of them don't. So helping them realize that it's okay to ask for help. Our resources are here to help you. There is no judgement."
- Priority district staff

"[Parents] are getting more to the point where they will text me or call me, I told them they don't have to talk to me, they may be more comfortable texting or they can only Facebook message.... I do community service and so that is where I am meeting some of the students. I see them out at the powwow or at the longhouse. I used to help with youth activities. There are so many different areas where in nonpaid positions you get to know different people, and that is where you are starting to build your trust with the parents. Then getting to talk with the kids and try to engage them."
- STEC school staff

- Districts and STEC schools looked to build trust with students and families by offering resources such as clothing and hygiene kits, as well as incentives for increased attendance and engagement.
- Some staff reported challenges with gathering correct contact information and getting families to answer calls. Language barriers between families and attendance staff also continued to be a barrier in many communities.
- Staff experienced lack of family follow-through and perceived lack of commitment to changing attendance patterns as a barrier to building relationships with families.
- Staff shared challenges related to having the time and capacity to build meaningful relationships with students and families.

ESD Implementation

> **What are the characteristics of ESDs' implementation? How is ESD implementation contributing to equitable systems for BIPOC students and other priority student groups?**

While the details of each ESD's implementation varied across the nine regions of the state, they had common components:
- **Support for Districts and STEC Schools**: ESDs provided some combination of system-building and direct service support in their regions to a combination of grantee/priority districts, STEC schools and focus districts.
  - *System Building:* All ESDs supported districts (priority and/or focus) in building systems through regional and individual supports. One ESD also provided this support to a STEC school in their region.
  - *Direct Service:* 8 of 9 ESDs had staff who were working directly with students and families through their partnership with focus and/or priority districts. One ESD also provided direct service staff for a STEC school.
- **Staffing Structure**: All ESDs had staff dedicated to this project, but ESD staffing structures varied across regions, for both Coordinator/Project Lead and Direct Service roles.

Work with Districts and STEC Schools

There was a wide range of participating districts across ESD regions. In 2022-23, ESD regions had between one and four grantee/priority districts in their region and their number of focus districts ranged from one district to fourteen. ESDs worked with the priority and focus districts and STEC schools in different combinations, including:
- **Both grantee/priority and focus districts:** Five ESDs worked with both grantee/priority districts and focus districts in their region. In focus districts, ESD direct service staff worked directly with students and families to provide reengagement and attendance support.
- **Grantee/priority districts:** Two ESDs focused on grantee/priority districts in their region to provide support for these districts' system-building and direct service work. One of them had staff who worked directly with students and families who are referred by their priority districts to the ESD or via the local court.
- **Focus districts:** Two ESDs focused their supports on focus districts in their region, while the grantee/priority districts and STEC schools in their region implemented their work more independently, though ESDs were available to support as needed.
- **STEC Schools:** Among the six STEC schools, one worked closely with the regional ESD. In other ESD regions, participating STEC schools worked largely independently of the ESD in their region.

Staffing Structure

ESD staffing structure varied across regions, for both the Coordinator/Project Lead and Direct Service roles. In terms of project leadership:
- Four ESDs had a single Coordinator role to lead the system-building and direct service parts of the work. (Direct service work was part of ESD supports in 3 of 4 of these ESDs.)

- ESDs situated the Coordinator role(s) differently within their organizational structures in terms of the department and teams within which they sat and their lines of supervision.
- Five ESDs had two or more people leading this work with responsibilities related to direct service oversight, system-building supports, or both. In these situations, a portion of a person's FTE was dedicated to this project. Two of these ESDs contracted with another agency for additional support (Clark County Juvenile Court with ESD 112 and Kitsap Strong with ESD 114). For 2023-24, several ESDs were planning to adjust their structure given turnover and to better connect the system-building and direct service parts of the work. Planned adjustments for 2023-24 included:
    - One ESD was planning to reduce the number of districts each re-engagement specialist supports, from three districts to two. This was intended to build from the relationships they have in districts and schools and expand their work to include system-building supports- particularly related to teaming on attendance as well as tiered interventions – as well as direct service to students and families.
    - With staffing turnover, one ESD planned to shift from two partial Coordinator roles to one Coordinator role to lead both the system-building and direct service parts of the work. In 2022-23, one Coordinator was focused on system-building and one was focus on oversight of direct service.
    - Another ESD also intended to consolidate their responsibilities into a dedicated Coordinator role, rather than spreading these responsibilities across four positions.

For direct service staff:

- 8 of 9 ESDs had direct service staff who worked with students and families from priority and/or focus districts. One ESD did not have direct service given the short-term nature of the ESSER funding, the COVID-19 pandemic and the related hiring challenges they had experienced and witnessed for other positions.
- The number of ESD direct service staff working on this project within each ESD ranged from two to nine.
    - There were two ESDs with more direct service staff, where these staff were working on the ESSER project in addition to other responsibilities.
    - Direct service staff at the six other ESDs were dedicated to this project.

ESDs varied in how they structured these direct service roles. Five ESDs had staff who were based in specific districts or schools. In these ESDs, reengagement specialists were either embedded in a single school or district or split their time between multiple (2-3) districts. In two of these ESD regions, priority districts worked with their ESD to hire staff who were embedded in the district and functioned as a district staff person. The other three ESDs that provided direct service support served students across many focus districts, or supported students who were referred for additional support by the priority districts in their region.

"As [ESD] Coordinators, we focused on priority district support, so that was consistent communication and doing whatever was needed based on those touchpoints… helping with job postings… to hire a specialist, and then ongoing support in regards to teaming, and connecting this with other initiatives and troubleshooting…along the way. Specialists really were the ones to provide direct service but then often because they were there in person, were pulled into some of those system-level conversations… so we all met [regularly]… so we could put our heads together about questions we were getting and to support specialists to respond to system-level thinking, planning, and questioning on the spot because they had relationships there that we [as Coordinators] didn't. "
- ESD staff

System Building

> **What systems (staffing, policies, procedures, practices) were created or further developed at STEC schools, priority districts, each ESD and across the AESD network to support attendance and reengagement?**

Project partners are developing and strengthening systems in a range of areas:

- **Attendance structures:** District and STEC schools, often with support of ESDs, are developing their attendance structures including teaming on attendance, policies and procedures.
- **Tiered interventions:** Districts and schools are developing and implementing tiered interventions to support students (and families).
- **Actionable data:** Districts and STEC schools most commonly used data to inform their work and shared progress and challenges of accessing data – other aspects of data (communication, roles/responsibilities, taking and reporting attendance) were not as much of a focus of their data efforts.
- **Student/family input in design:** Districts, STEC schools and ESDs have used a range of methods to hear from and incorporate student/family input into their work. (See previous section on Student/Family Input.)
- **Partnerships:** Project partners have built collaboration across and within agencies. (See previous section on Current Collaboration.)
- **All-school/all-community approach:** An additional dimension of systemic change noted by project partners – and particularly STEC schools – is the importance of an all-school/all-community approach.

Attendance Structures

Districts and STEC schools are strengthening attendance structures, often with the support of ESDs. This includes:

- **Teaming on attendance:** Priority districts and STEC schools established and/or strengthened school or districtwide teams that incorporate attendance in 2022-23 and intend to continue developing and expanding these structures in 2023-24. Several noted the challenge of inconsistencies across school teams and aim to have greater consistency in 2023-24. ESD staff supported teams by participating, observing, or providing guidance/protocols for teaming on attendance.

"It's a PBIS program rewards website that we bought into, and we also have an application, you can use it right off your phone, to reward them on the spot. And it tracks their points that way as well. Even some kids who miss the prize cart, like [student] was like "I wasn't here" but "well… We'll be back around" and it goes back to attendance."

- STEC school staff

"I want to have a procedure/protocol for all of the situations that came up this year. With policies and procedures, be consistent, it is the best way to move forward. A lot of family engagement or community engagement is last minute so staff are not able to attend. When we get our calendar approved by the parent board, want to hold 1 day per month for hands-on or field trip or family event."

- Priority district staff

- **Integration of attendance with MTSS, PBIS and other teams/initiatives**: Priority districts are building connections between attendance and MTSS, including though MTSS teams and several districts were participating in training and conferences to strengthen their MTSS work. Priority districts and STEC schools were also connecting attendance to SEL and PBIS efforts, including to strengthen positive behaviors, relationship-building and engagement and attendance at school. ESDs and OSPI were also working to strengthen their connections and collaboration with colleagues leading MTSS initiatives.
- **Policies and procedures**: Priority districts and STEC schools revised and updated their policies and procedures related to attendance and reengagement. They clarified approaches and procedures for outreach and communication with families as well as roles and responsibilities related to attendance, and several noted the challenge of inconsistent implementation of policies and procedures. Several districts and STEC schools have clarified and updated procedures for truancy and Community Engagement Boards. ESDs worked with districts to review, update and document their policies and procedures.

Tiered Interventions

Districts and schools were developing and implementing tiered interventions to support students and families, including Tier 1 schoolwide supports for all students; Tier 2 supports, targeted or small groups supports for some students; and Tier 3 supports which are 1-on-1, intensive supports for few students.

Tier 1 supports included:

- Family events and outreach
- Attendance Awareness campaigns (newsletters, social media, regular communication at the school, etc.)
- Welcoming school climate where students feel a sense of belonging
- Recognition/awards related to attendance
- Improving and implementing policies and procedures
- Connections with social emotional learning and supports

District and STEC school efforts related to Tier 2 and 3 supports included:

- Relationship-building and individual outreach (e.g, home visits) to students/families
- Individualized supports specific to each student, including through CBO partnerships

"The focus in the beginning was tier one, just welcoming at the door everyday here at the middle school and high school and there's one at the elementary. Utilizing simple things like check-in and check-outs and all of that has been wonderful… Just changing the climate in our school to where out kids want to be here
   - Priority district staff

"I think some of the biggest celebrations, at least for me, speak to the culture of what we tried to develop the [reengagement] program. Having students that understand they have these adults that want to support them… where my teacher is there [on a Sunday] because Sunday was the only day those kids could come in and GED test because they're working full time… I think that the celebration of having a student-staff relationship, an environment that understands that and breaks that mold is probably the biggest hinge to out success."
   - Priority district staff

"And the kids on our caseload, they've got their individual goals when they meet their goals, we're honoring them, letting them know you're doing better. For my kids, I show them on a graph, 'look how much you've improved' and they get all excited."
   - STEC school staff

- Identifying which students would benefit from Tier 2 or 3 supports
- Providing support for different educational pathways
- Recognition/awards for improved attendance
- Affinity/ peer groups (Tier 2)
- Truancy or CEB procedures (Tier 3)

Actionable Data

Districts and STEC schools reported progress and challenges in their data processes and practices, including:

- **Using Data to Inform Work:** Priority district and STEC school staff were most commonly using data to inform supports of students and track improvement in attendance. Several of them noted using data to identify students for support, such as those who were chronically absent or had missed a certain number of days in a given time period. Several were gathering "student voice" data to complement other sources. Several noted the need for additional training/support to access and use data, a challenge that was echoed by several ESD Coordinators. In particular, Coordinators noted that in rural districts, there can be a sense that staff know what is happening with their students and so they don't regularly look at their data and need support to establish these routines. Additionally, an ESD Coordinator noted the importance of districts and schools reviewing their attendance data earlier in the year more frequently, so that they do not become overwhelmed by the number of students in the spring.
- **Accessing Data**: Priority districts and STEC schools accessed attendance data through a range of systems, including RaaWee, SWISS, PowerBI and Skyward. Several ESDs worked with priority districts in their regions to access and review their data. Several districts were taking steps to build data literacy, both to access and use data in their work. ESD Coordinators noted that some districts had a data platform but did not know how to access relevant data/reports in their system and others that didn't have a system that could easily produce relevant reports.

"I really think that schools, especially rural schools, believe they already know what's going on in their schools. Getting them to physically look at the data didn't happen until spring when we finally could put it in front of them and say, oh, this is what it looks like. They were all shocked – just like the parents that don't realize how many days the kids were gone. They were basing all their decisions on the assumption that they knew instead of the real data that that was presented in front of them. By having them take that jump into actually looking at the data, they were able to see inequities that were happening in their system."
  - ESD staff

"What is hopeful for our system is having [data system] and automated letters go out to hundreds and takes burden off secretaries. My hope, at minimum, is we can get more trained on [data system], some of those basic things like [it] downloads the attendance reports and generates letter going out to parents."
  - Priority district staff

"Once I had access to [data system] and then it felt like I didn't have the partner so like everybody that was within our... [region] they're all Skyward...I would ask questions and I wouldn't receive that help so I just felt like it kept getting pushed back further. Or I was having to have to learn on my own and just kind of try to dig around in there to figure out how to how to get to different information."
  - STEC school staff

- **Communicating about Attendance Data**: Priority districts and STEC schools communicated about attendance including to their Attendance Teams, building administrators, school boards and broader communities. In several districts, real-time attendance data were shared broadly in schools (e.g., hallway posters).
- **Defining Roles/Responsibilities:** Some ESDs and priority districts were working together to define roles and provide support in accessing and using data. Staff turnover was a challenge to continuity in access to/understanding of data if someone leaves.
- **Taking/Recording Attendance:** Several districts and STEC schools noted the importance of consistent and accurate attendance data and some of them identified this as an area for improvement. Among year-end district assessment respondents, 89% of priority districts (N=28, representing 20 districts) and all focus district respondents (N=16, representing 10 districts) noted progress in this area.

Districts reported their progress in each of these system-building areas. See Exhibit 15 for results.

Exhibit 15. District and STEC School Year-End Assessment: System-Building Results

System-Building Areas	% of Priority Districts reporting *some or significant* progress in 2022-23 (N=28, representing 20 districts)	% of Focus Districts reporting *some or significant* progress in 2022-23 (N=16, representing 10 districts)
Attendance & Truancy Structures and Processes	**See below**	**See below**
Attendance and truancy policies & procedures (includes updating district policy, updating truancy letters and communication to families and communication/training for staff on truancy procedures)	93%	94%
A team that reviews and acts on attendance data	86%	94%
Integration of attendance into MTSS, PBIS, RTI or other teams/initiatives	86%	69%
Reinstated or improved Community Engagement Board	71%	69%
Tiered Interventions for Attendance	**See below**	**See below**
Tier 3 (one on one, intensive, few students). For example: Check & Connect, one on one tutoring, mentoring, daily or weekly check-ins and support, Community Engagement Boards, etc.	75%	88%
Tier 2 (small group, targeted, some students). For example: After school clubs, HUG - Hello, Update, Goodbye, Nudge Letters, Attendance advisory, etc.	71%	69%
Tier 1 (schoolwide, all students). For example: Attendance Awareness Campaigns and Incentives, Greetings at the Door, Back to School Events, etc.	71%	69%
Actionable Data	**See below**	**See below**
Taking and recording accurate attendance	89%	100%
Using attendance data to inform our work	86%	88%
Accessing chronic absence and truancy data	86%	81%
Defining data roles and responsibilities	82%	88%
Communicating about attendance data/trends (in schools, the district and/or with the broader community)	82%	75%
Student and Family Input	**See below**	**See below**
Gathered feedback broadly from a range of students and/or families on attendance with the intention of informing school supports and systems	75%	44%
Used the student and family feedback to inform changes or strategies	68%	44%
Collaboration and Partnerships	**See below**	**See below**
Within our school or district	86%	94%
With our ESD	68%	94%
With courts or community engagement boards	64%	69%
With community partners (e.g., community based organizations, health and social service providers, Tribes)	64%	50%
With other districts	46%	44%

Sustainability

What is needed to support continued sustainability of school and ESD systems?

To support sustainability, project partners – districts, STEC schools and ESDs – are integrating this work into existing structures, processes and roles. They emphasized the critical importance of funding or staff capacity dedicated to attendance and reengagement work, a need that OSPI also articulated, as well as the challenges of the uncertainty and short-term nature of ESSER funding. The uncertainty about continued funding that partners were navigating throughout spring and summer 2023 created challenges to sustainability since they were not sure what resources would be available to continue and deepen their work in 2023-24. Similarly, they noted several consequences of the short-term ESSER funding, including the uncertainty of sustaining systems that they have started to build, the negative impacts on relationships and trust (between students, families, staff and partners) and challenges related to hiring and retaining staff.

"[In 2023-24, ESD] specialists will be helping schools set up a team, set up the communication, and making sure that they're moving forward. Specialists will also be offering Tier 3 supports. Their job is to get themselves out of a job by the end of the year. They will bring data to the meeting at the first of the year and they will teach someone else to be gathering that before the end of the year."
- ESD staff

"Unfortunately for the rural districts, this work needs additional grants to continue. They don't have the staff capacity, so helping them find other grants that they might be able to roll in to get that additional staff member to continue. It's going to be really important at the ESD level."
- ESD staff

"We are giving stipends to staff to help because this is extra work in addition to their assigned duties. It is difficult to ask someone to continue to do extra work if they don't get some kind of compensation."
- STEC school staff

Limitations and Response

The interim results should be considered alongside limitations of the evaluation in 2022-23, as well as proposed approaches to address them. This section summarizes limitations and responses to move evaluation activities forward.

Limitation	Response
Limited perspectives: The evaluation to date has included limited data from students and families and staff who are less directly related to the project. This relates to the breadth of the evaluation, as we have developed a high-level understanding across a wide range of areas and project partners to address the 11 evaluation questions. We tried to minimize the burden to project partners and coordinated evaluation data collection with existing meetings (e.g., monitoring meetings with districts or ESD Coordinator meetings) where possible. Our conversations with partners focused on staff hired for or otherwise dedicated to this project and we did not talk with staff who are more tangentially related to the project, with the exception of several STEC schools. Data from students and families, beyond data collected through direct service staff and two STEC school site visits, was also limited. As part of our year-end conversations with districts, we asked districts to share any results or data they had gathered from students and families that informed the design of their work or that addressed reasons for disengagement but only received this information from a few districts given year-end competing demands.	In 2023-24, we will go in greater depth in our understanding, by prioritizing additional data from students and families as well as more staff perspectives to complement the breadth of our understanding to date. We plan to talk with project partners – particularly districts – to understand more about student/family input – including what data they have collected from students and families, how they have collected it, what they have learned and how it has impacted the design of their work. We plan to incorporate this into our district conversations, so it is not an additional request districts need to respond to. We are planning to select a small number of project partners (districts, ESDs, or STEC schools) for case studies in 2023-24, which will allow us to deepen our understanding of their work and include a broader set of perspectives. Through these case studies, we will have the opportunity to talk with staff who are less directly involved with this grant such as teachers, administrators and attendance clerks. This will provide a fuller understanding of implementation, system building and collaboration as well as where there are differences in the experiences of project-specific staff and those that are farther removed.
Access to OSPI data: There were several challenges that arose related to accessing data from OSPI related to capacity limitations and communication. Initially, we requested and received deidentified student-level data for all students served by individualized supports. As we reviewed the data, questions arose about if we were interpreting the data correctly and the accuracy of the data (for example, some student records indicated total year-end absences that were fewer than total mid-year absences for the same student in the same school). Due to limited capacity, the Student Information team was not able to address our questions.	In light of the questions and concerns about the student-level data file, we only used these data to analyze student demographics of students served with individualized supports and did not use the student-level file to analyze student outcomes (attendance, credits earned). In the future, we will request a data dictionary to accompany data files to ensure common understanding with the OSPI Student Information Team regarding the data that are requested and provided. Similarly, we will aim to communicate directly with the analyst working on our data requests to ensure common understanding. This should help address the issues that arose with both the student-level and aggregate data files.

Limitation	Response
For aggregate data, we requested and received a custom aggregate dataset that included rates of regular attendance (students attending 90% or more) as well as rates for students attending 80% or more and data on credits earned. When we completed our initial analysis, the regular attendance rates seemed very low. We cross-checked the regular attendance rates with publicly available data via the 2021-22 OSPI Report Card file for the same measure and the results were different. We followed up with the OSPI Student Information team but were not able to resolve these questions given limited capacity. Instead, the Student Information team revised our data sharing agreement and provided an unsuppressed Report Card file for 2022-23 for our use. Given available data, our analysis focused on regular attendance rates (percent of students attending 90% or more) and not 80% attendance or credits earned.	
Different interpretations of requested data: The range of project partners and their necessarily unique approaches to attendance and reengagement efforts continues to pose a challenge to gathering consistent data for the evaluation, as was the case with baseline results. This challenge was particularly apparent with the district survey, which was intended to help illustrate how students are identified for support and how the number of students compares to the level of need in a district. There was a wide range of criteria and processes to identify students, so the counts provided by one district were not consistent or aligned to counts from another. Similarly, there were inconsistencies in if and how progress toward reenrollment data were reported across project partners, likely in part due to the variety in timeframes and paths to students' reenrollment in school.	In collecting the counts of students served (reported at two points in time in 2022-23) followed by in-depth discussions with priority districts, it became clear there is a wide range of processes to identify students for support. As such, a consistent method to identify students is warranted (e.g., regular review of the so-called U&D report (students with Unknown, or "U," and Dropout, or "D," codes in the state data system), followed by checking for enrollment in another district via CEDARS, followed by attempted outreach to truly unenrolled students) and which expectation OSPI may consider articulating with the provision of additional support to districts from ESDs. If this process is consistently applied across districts, the resulting data could be used for the evaluation. Given the range of approaches in 2022-23, the Evaluation Team provided data from several districts that used a process that aligned to that which was expected by OSPI. These districts' data provide a sense of how students served compares to the level of need. For direct service reporting in 2023-24, the Evaluation Team revised the reenrollment section to capture more precise data about a student's reenrollment status at a given point in time. We have also created more specific questions about referral to services/supports and will collect referral data for both enrolled and unenrolled students. (In 2022-23, referral questions were more open-ended and the data was requested for unenrolled students only.)

Limitation	Response
Self-reported data: Most data were self-reported by ESD and district staff (direct service data, monitoring data, year-end conversations, year-end assessment, Qualtrics survey) and covered a wide range of topics given the breadth of the evaluation. This limited the extent to which we could triangulate the information we gathered with other sources and perspectives. The exceptions were several STEC schools where we collected data from project staff as well as teachers, building administrators and students.	In 2023-24, the evaluation includes several approaches that support a wider range of perspectives as well as opportunities to review and discuss the data we received. We plan to share data back with project partners more routinely so that they are able to check the data for accuracy. For example, we are providing a real-time summary of direct service data that will provide summary statistics for direct service staff based on their reported data. We also plan to periodically share back regional direct service reports with ESD Coordinators. Through several case studies, we will include a broader set of perspectives as we did at some STEC schools in 2022-23. We also plan to focus more specifically on the evaluation questions related to cross-agency roles and collaboration, which will include different perspectives including how districts, STEC schools, ESDs and OSPI are experiencing partnership and where there are similarities and differences in these experiences.
Limited generalizability: As noted above, each ESD, district and STEC school is unique in their context and approach. As such, it is difficult to generalize findings across all partners beyond very high-level commonalities. For example, while all regions, districts and schools have some combination of direct service and system-building components to their work, the specific approaches and where and how they have made progress vary by region and district/school. In meaning-making conversations, evaluation participants were understandably interested in seeing data that were more specific to their own situation to complement and compare to the high-level statewide results.	Acknowledging important differences among their settings, in 2023-24, we are continuing to deepen our understanding of work in individual districts and schools. For direct service data, the reporting tool includes summary statistics of each direct service staff person's data. We also plan to focus more specifically on two topics – 1) student/family input into design and 2) cross-agency collaboration – to better understand the commonalities across different regions, districts and schools. More detailed information in these areas help us address the dual-pronged nature of our evaluation questions: those that address what *has happened through the Attendance & Reengagement Project* as and those that focus on how what we have learned *can inform future implementation of attendance efforts*. Our hope is that by focusing more specifically on these areas, we can identify commonalities across project partners, while also taking deeper dive into specific approaches and examples through the case studies described above.

Implications

Implications for the Evaluation

The Evaluation Team shared preliminary interim results with evaluation participants and OSPI in August 2023 and feedback and suggestions from these conversations are helping to inform the direction of the evaluation in 2023-24:

- **Local data:** At the meaning-making session to discuss interim results, participants were interested in connecting the broad, statewide results to the work within their own region, district, or school. This was an interest that came up at the meaning-making session with baseline results in January 2023, as well. In 2023-24, we are expanding our efforts to provide local data back to project partners so that they can connect their own data to statewide results. Specifically, the direct service reporting tool includes summary statistics based on the data reported by each direct service staff. In addition, we are providing reports to ESD coordinators with the direct service data for their region, which we couple with meaning-making conversations about their data.

- **Student and family input:** Meaning-making participants expressed interest in how project partners gathered input from students and families (e.g., the methods they used, ensuring language access) and the relationship between how they gathered input and the ways in which they used this input to inform changes. We are focusing on this area in 2023-24, to better understand the work that project partners have done around student/family input as well as how any learnings can inform future development of this work. (See Future explorations, below.)

- **Connecting student outcomes and system building:** In sharing data back with project partners, specifically regional direct service reports with ESDs, we hope to strengthen our understanding of how system-building efforts are impacting student

outcomes. In addition to regional direct service reports, these meaning-making conversations could also include CEDARS data (attendance, credits earned) as well as areas that districts have prioritized (e.g., actionable data, tiered interventions, community partnerships) for their system-building efforts in 2023-24.

- **Balance breadth and depth:** Given the expanse of this evaluation with 11 guiding questions, we have so far focused on developing a broad understanding of the work happening across the state. In 2023-24, we will couple this with several case studies for a deeper and more holistic understanding of the work (i.e., by exploring the evaluation questions in a more integrated fashion) in specific contexts. Our intention is that case studies can provide practical examples of what this work has entailed and reflect a broader set of perspectives including those of students, families, staff who are not directly funded by this project and community partners.

Future explorations

In addition to these areas, the 2023-24 work focuses on addressing the two future-orientated evaluation questions.
- What did we learn about potential future cross-system and cross-agency roles and collaboration?
- What did we learn from students and families that will inform the further development of the model?

To answer these questions, we will focus on additional data collection (e.g., broader extensive input from those working in districts, STEC schools, ESDs, OSPI; case studies to potentially include community partners, students and families) about cross-agency collaboration as well as on input from students and families. Through the 2022-23 year, we developed a high-level understanding of how project partners have gathered and used input from families and are deepening this exploration in 2023-24. Similarly, we have expanded our understanding of the range of partnerships within and across agencies in 2022-23. In 2023-24, we are focusing on the common factors supporting these partnerships to inform implications for furthering collaboration in the future.

Next Steps

These implications help inform the next steps of the evaluation for the 2023-24 school year, with data collection activities that include:

- **Direct service data**: We continue to collect data about students/families served by direct service staff in the 2023-24 school year. We refined the data collection tool based on experiences in 2022-23 and feedback from direct service staff. In particular, we included more precise definitions of data elements to support shared understanding, revised several questions from open-ended to a set of fixed responses (with an "other" option to provide a different response) and also embedded more data validation into the Excel reporting tool. With these changes in addition to regular support to direct service staff, we are expecting to have more consistent and complete data on students' progress toward reenrollment as well as more complete data on the supports students are receiving and the services they are accessing for both enrolled and unenrolled students (in 2022-23, data on referral to services was limited to unenrolled students). We also streamlined data on reasons for disengagement and barriers to reengagement to alleviate some reporting burden. We are collecting data on a quarterly basis (December, March and June) and creating a statewide report each quarter and providing regional reports (by ESD region) to share and discuss with ESD coordinators.

- **Additional data from project partners:** We plan to connect with project partners in 2023-24 to continue to understand progress with implementation and system-building efforts, with additional focus on the factors contributing to cross-agency partnerships and what partners have learned from students and families that have informed their design and could inform the future of this work. The focus on these two areas (cross-agency partners and student/family input) will prepare us to address the future-oriented evaluation questions in 2023-24, as described in "Future explorations" above).

- **Case studies:** In 2023-24, we are deepening our understanding of how the work is unfolding through several case studies with districts and/or STEC schools. Our intent is to include a broader range of perspectives – including project staff, administrators, teachers and relevant staff roles (e.g., attendance clerks), students, families and community partners – for a fuller

understanding of the work that is happening and the impact it is having for students. Our hope is that we will be able to visit any case study sites in-person to learn about and see their work firsthand. Case studies will allow us to provide more in-depth descriptions of how this work is developing, with the aim of providing concrete examples, successes and challenges that can help inform the work of others. Case studies will be selected in partnership with OSPI and ESDs and may be identified based on student outcome data, approaches and progress made in 2022-23, as well as interest in participating.

- **Data from students and families:** In 2022-23, we gathered data from students and families through the direct service reporting and through primary data collection during two STEC school site visits and a schoolwide student survey at one of the STEC schools. We also asked project partners to share what they had learned from students/families about engagement in school and how this had affected the design of their work. These questions were part of the year-end district and STEC school assessment as well as our year-end conversations with priority districts. In follow up to the year-end conversations, four districts shared data or results with us, including Center for Educational Effectiveness (CEE) survey results, results from district-specific surveys of students (a senior exit survey and a CEB student survey) as well as a range of informational materials that included program highlights and quotes from students about different clubs of which they are a part. Through the case studies in 2023-24, we will gather additional information about what districts have learned from students and families, how they gathered input and how input has informed their work.

- **Student outcomes:** We hope to continue to use CEDARS data in 2023-24 to understand attendance and credits earned among students and for districts that are part of this project. We are also gathering data from the Hope Scale, a tool that ESD direct service staff are using with the students they serve as a way of understanding and supporting students' sense of hope. We may also gather self-reported attendance data from project partners to strengthen our understanding of changes in attendance and to triangulate with data from CEDARS.

Appendix A: About PSESD

Strategy, Evaluation and Learning: Team Values

The PSESD StEL Team recognizes that evaluation and data practices have historically been extractive or can be deficit-based and disconnected from what is most meaningful to those doing the work and the communities they serve. To counter this, **our team's evaluation and data practices are rooted in the following values**:

- **Those doing the work have the best solutions** to the challenges at hand, especially those working in organizations that are closely connected to the communities they serve.
- **Community cultural wealth is strong in our state**, and members of the community, including families, support the growth and flourishing of these resources.
- **Many organizations are engaged in transformational practices, rooted in resilience, creativity and liberation, to create different ways of being** in service to communities and change.
- **There are ways of rooting evaluation and data practices in community ways of knowing in a respectful way**, which serve the organization and support mutual accountability with funders and the public.
- **Evaluation and data capacity building is a multi-directional relationship**. District, school, ESD and community-based service providers/staff, community members especially families and evaluation practitioners bring different gifts to the table and learn from each other in an ongoing way. As evaluators we bring tools and resources to the table when invited and do this in the spirit of learning and power-sharing.

Appendix B: Data Collection & Analysis Methods

Source, Relevant Group(s) and Purpose	Data Collection	Data Analysis

Direct Service Reporting (ESDs, priority districts, STEC schools)
 	
Purpose: understand students/families served, reasons for disengagement and engagement among students/families and how the Attendance & Reengagement Project is contributing to reengagement
	Direct service staff at ESDs, priority districts and two STEC schools submitted data about the students/families served.[20]
	- Reporting was required for unenrolled students served by ESD and district staff
	- Reporting was optional for enrolled students served by district staff
	- STEC schools reported data on both unenrolled and enrolled students
	- Data collected included:
	   o Reasons for Disengagement and Positive Experiences at School (required for ESDs, optional for districts and STEC schools)
	   o Student demographics
	   o Progress toward reenrollment
	
	- The data were reported by direct service staff, as informed by their conversations with students/families.
	   o The direct service reporting tool was intended to support relationship-building and understanding between staff and students, where staff reported what they gathered from their conversations with students and families. The reporting tool was not intended as a survey that students/families would fill out.
		Interim results reflect an analysis of year-end data from the 2022-23 school year. To conduct this analysis, the Evaluation Team:
		- Compiled data from 63 direct service staff on students/families served in 70 districts and STEC schools
		- Reviewed and cleaned the data
		- Analyzed data for students/families served across the state and by region to understand:
		   o Student demographics
		   o Reasons for disengagement
		   o Positive experiences in school
		   o Progress toward reenrollment
		
		We analyzed direct service data in Excel using formulas and PivotTables.
		
		For those who elected to use the Word form (which was one district/ESD), the Evaluation Team requested a summary report from that team's data management system to triangulate with the data reported via the Word form. This cross-check helped address challenges with tracking new data/changes over time in the Word form (vs. the Excel spreadsheet) where we compared forms submitted each reporting cycle to identify what information was new or different.

[20] Direct service data were reported in November of 2022 and January, March and June of 2023.

Source, Relevant Group(s) and Purpose	Data Collection	Data Analysis
	- Direct service staff had the option to report data via Excel spreadsheet or a Word fillable form. The Evaluation Team piloted the data collection process with several ESDs in June 2022 resulting in improvements made to the reporting tool and process for the 2022-23 school year.	
State Student Identifiers (SSIDs) (priority and focus districts) *Purpose: understand the number of students served with individualized supports through the Attendance & Reengagement Project and provide student identifiers to access student demographic and outcome data from OSPI's Comprehensive Education Data and Research System (CEDARS) for students served*	Priority districts and focus districts reported SSIDs for students served through this project, including case management, group supports and light touch support in November 2022 and June 2024. - Most districts reported SSIDs to OSPI and a few districts collaborated with their ESD to report SSIDs on students served by ESD staff. - District and ESD staff reported SSIDs to OSPI via the Core FTP Secure File Transfer Protocol. - OSPI matched SSIDs from districts/ESDs to the CEDARS database to provide deidentified student-level data to the Evaluation Team. The 2022-23 year-end CEDARS data file (used for student demographics) included 5,945 student records.	OSPI provided a deidentified version of the list of students served where SSIDs were removed, but the district name and school code for each student remained, to the Evaluation Team. The Evaluation Team used Excel PivotTables to analyze this data to identify the number of students served with individualized supports in each district. We triangulated the counts of students served by district from three sources: the counts based on the deidentified version of SSIDs list, the total students included in direct service reporting and the total counts of students served reported via the Qualtrics survey. Where we had it, we used student-level data (either SSIDs or direct service) rather than total counts to arrive at the count of students served in each district.
CEDARS Data (priority and focus districts) *Purpose: understand demographics of students served through this project and how the project is contributing to*	The OSPI Student Information team matched SSIDs from districts/ESDs (as described above) to data from CEDARS to provide deidentified student-level data on demographics, attendance and credits earned. - CEDARS data included mid-year and year-end data from the 2021-22 and 2022-23	For demographics of students served with individualized supports, the Evaluation Team analyzed year-end data from 2022-23. We used Excel PivotTables to calculate the number and percentage of students served by racial/ethnic group, gender and other student demographics available from CEDARS: multilingual/English language learners, low-income students based on

Source, Relevant Group(s) and Purpose	Data Collection	Data Analysis
engagement (attendance and credits earned)	school years, to enable comparisons over time. - Of the 8,059 SSIDS submitted by districts and ESDs, 5,943 (74%) of them were matched to 2022-23 year-end CEDARS data for demographic analysis. - We intended to use student-level records to look at changes in attendance and credits earned over time, however this was not possible due to unresolved data quality questions (see Limitations and Responses section). The OSPI Student Information team provided data on outcomes via OSPI Report Card files, which included data on regular attendance rates. The OSPI team provided an unsuppressed data file for 2022-23, consistent with our data sharing agreement. The file included data for all students and for demographic groups (e.g., race/ethnicity, gender, multilingual/English language learner, low-income). The Evaluation Team used the publicly available OSPI Report Card data file from 2021-22. This file was subject to data suppression rules (e.g., student groups smaller than 10 or attendance rates greater than 98%).	free and reduced-price lunch (FRPL) data, migrant students, students experiencing homelessness and students with disabilities. The Evaluation Team used the aggregate OSPI Report Card files to analyze the total number and demographics of students served with Tier 1/universal supports, based on the focus of participating districts' Tier 1 supports. (Information on Tier 1 supports was provided by districts or by ESD Coordinators', based on their knowledge of the Tier 1 efforts of districts in their region.) We included 50 districts in our analysis of aggregate data: • 28 districts had districtwide Tier 1 efforts • 22 districts focused their Tier 1 efforts in specific schools We used the total number of students included in the denominator for regular attendance rates as a proxy for total enrollment. We also triangulated these data against 2022-23 enrollment data to confirm the denominator served as an accurate proxy for enrollment. We used the report card data to examine regular attendance rates in 2021-22 and 2022-23 to calculate changes in regular attendance for all students and disaggregated for priority groups. To have consistent data from 2021-22 and 22-23, we excluded any data that was suppressed in the 2021-22 file from our analysis for both years (e.g., if data was suppressed for All Students at a given school in 2021-22 due to attendance > 98%, that school was also excluded from the dataset we used to examine regular attendance in 2022-23). We then compared these changes to statewide changes in regular attendance from 2021-22 to 2022-23.

Source, Relevant Group(s) and Purpose	Data Collection	Data Analysis
Monitoring Data (priority districts) *Purpose: understand priority district implementation, partnerships and system-building efforts*	Grantee/priority districts submitted grant planning documents and monthly monitoring reports to OSPI and participated in quarterly monitoring check-in meetings. - The OSPI Project Team provided grant planning and monitoring documents to the Evaluation Team to understand how the work was progressing within each grantee district (monitoring reports included use of data/priority outcomes, progress made, barriers, partnerships, future milestones/objectives). - The Evaluation Team also joined Summer 2022 and Spring 2023 monitoring meetings to listen and learn about the work in priority districts. At the Summer 2022 meetings, there was time reserved at the end of each meeting for the Evaluation Team to have additional time with each district to hear more about areas of work particularly related to areas of interest for the evaluation.	The Evaluation Team reviewed grant planning and Spring 2022 monitoring documents in advance of Summer 2022 interviews with districts. In the 2022-23 year, the Evaluation Team reviewed monthly monitoring reports in advance of Spring 2023 monitoring meetings, where we attended as listeners. From the Summer 2022 interviews, monthly monitoring documents and Spring 2023 monitoring meetings, we analyzed this data to develop year-end evaluation reports for each district, which reflected the topics of interest for the evaluation (see coding structure).
Year-End Conversations (priority districts, ESDs, OSPI) - *Purpose: understand characteristics of implementation in districts and ESDs, processes to identify students for support, student/family input, partnerships and other system-building efforts (and build from and triangulate with monitoring data)*	The Evaluation Team conducted individual year-end conversations in May-June with key project partners, including: - **Priority districts** – individual meetings with each priority district (N=22, which were all but one priority district, which tapered its work through this grant in the second half of 2022-23) where we shared data from 2022-23 and also gathered data in priority areas of interest for the evaluation (processes to identify for students for support; if and how districts had gathered and used student/family input in the design of their work; reflections on their work in 2022-23 including celebrations, challenges and shifts in their approach; and plans for sustainability).	**District meetings:** We structured the district conversations as an opportunity to share data back with districts and collect new data. We shared a district-level year-end evaluation summary (described above) with each district and discussed any corrections and areas that were missing from their district's report, as well as a discussion of topics for deeper understanding. Following these conversations, we updated and shared back the year-end report for each district and then conducted a thematic analysis across all district and STEC school reports, focused on characteristics of implementation, system-building efforts, partnerships, student/family input into the design of the work and plans for sustainability.

Source, Relevant Group(s) and Purpose	Data Collection	Data Analysis
	- **ESDs** – we held group conversations with all nine ESDs, with 2-4 ESDs represented in each of three group conversations, where we focused on the structure and approach to implementation of each ESD (including approaches to direct service, system-building supports and staffing structures) and reflections on the 2022-23 year. - **OSPI** – we held one group conversation with the three members of the ESSER Attendance & Reengagement Project Team and one individual conversation with a project partner from OSPI's Office of Native Education. These conversations focused on reflections on the 2022-23 year, collaboration between the Attendance & Reengagement Project Team and Office of Native Education, including the co-design process with STEC schools.	**ESD and OSPI conversations:** The Evaluation Team analyzed data from ESD and OSPI conversations together given the similar structure and topics of these conversations. We coded notes from each conversations using a structure that was largely the same, with several additional codes added for the analysis of OSPI conversations (e.g., related to partnership within OSPI and the co-design work with STEC schools) and then conducted a thematic analysis focused on characteristics of implementation (particularly at ESDs), system-building efforts, partnerships and plans for sustainability.
Year-End District and STEC School Assessment (priority and focus districts, STEC schools) *Purpose: understand how districts and STEC schools assess their progress in different system-building areas (e.g., attendance structures, tiered interventions, partnerships, actionable data and student/family input and how they have gathered and used data from students/families to inform their work*	OSPI and ESD Coordinators developed a year-end assessment for grantee/priority and focus districts, STEC schools and other participating districts. This assessment survey was distributed by OSPI and ESD Coordinators and included questions about their progress in creating and strengthening systems, aligned to area of interest for the evaluation. The Evaluation Team helped craft these questions in which respondents were asked to assess their progress on a 4-point scale (no progress, a little progress, some progress, significant progress) in five system-building areas: - Attendance & Truancy Structures & Processes - Tiered Interventions for attendance - Actionable Data - Collaboration and Partnerships	The analysis focused on questions related to system-building process as well as how partners gathered and used input from students and families in their work. The Evaluation Team analyzed data from the system-building questions in Excel to identify the percent of respondents indicating some or significant progress in each area. For priority districts, we triangulated these results with the qualitative data from year-end conversations and monitoring data. For focus districts, the year-end assessment was the only source of school/district-specific data we had for their system-building work. Given these different contexts, we disaggregated the data by priority districts and STEC schools and focus districts.

Source, Relevant Group(s) and Purpose	Data Collection	Data Analysis
	- Student and/or family input In total, 44 people responded to the survey and represented 30 districts and STEC schools. 28 respondents represented 20 priority districts and STEC schools and 16 respondents represented 10 focus or other districts.	
STEC School Evaluation Methods *Purpose: co-design evaluation methods relevant to the values, goals and priorities of participating STEC schools*	**Mid-Year Storytelling Sessions -** Mid-year storytelling sessions were conducted with project staff and school administration with five STEC schools where we invited conversation around their attendance work so far, types of student support, system-building efforts, sustainability of their work and any other thoughts they have about the project and their work so far. **Student Focus Group –** Student focus groups were held at two STEC schools, where we invited conversation around their positive experiences and reasons for disengagement at school. **Teacher Interviews –** Individuals interviews with teachers were held at two STEC schools, where we invited conversations around their perspective of attendance policies and practices at their school, student attendance trends and supports needed. **Family Survey –** One STEC school co-designed an attendance and engagement survey which was distributed by STEC staff to families. **Outcomes Data –** Two STEC schools reported on students comes data related to attendance and academic performance. **Student Survey Data** – One STEC school reported data from student engagement surveys that were created and distributed by STEC staff. The data	Following our mid-year storytelling sessions, student focus groups and teacher interviews, we conducted a thematic analysis across all districts and STEC school reports, focused on characteristics of implementation, system-building efforts, partnerships, student/family input into the design of the work and plans for sustainability. The family survey data was analyzed using formulas in Excel. The outcomes and student survey data was collected and analyzed by the respective STEC school staff and compared across time periods by the Evaluation Team.

Source, Relevant Group(s) and Purpose	Data Collection	Data Analysis
	asked students about positive experiences at school and what they hoped to see more of at school.	
Qualtrics Survey (priority and focus districts) *Purpose: understand students served, priority outcomes and Tier 1/universal supports*	Summary information was reported by priority districts and ESDs on behalf of focus districts via a survey in Qualtrics in November 2022 and June 2023. The **November survey** included the following information: - **For unenrolled students**: The total count of unverified unenrolled students, verified unenrolled students, unenrolled students the district attempted to reach to provide individualized supports and total count of students the district served with individualized supports.[21] - **For enrolled students**: The total count of enrolled students identified as needing support (based on district criteria for identifying students for support, such as a threshold of number of days absent) and enrolled students served who received individualized supports (e.g., case management, group supports) as of November 2022. - **Tier 1 efforts**: The focus of each district's Tier 1 efforts (e.g., districtwide; specific schools, grade bands, groups of students) - **Priority outcomes**: The intended impact of each district's Tier 1 and individualized supports (e.g., improved attendance, increased credits earned). The **June survey** focused on **counts of students served** (unenrolled and enrolled). For priority districts, it was used as a follow-up to year-end	Survey data were analyzed and used in several ways: - Information on Tier 1 efforts and priority outcomes informed the analysis of CEDARS data. To understand students served through Tier 1 supports, the Evaluation Team used the survey data to determine which data to use (districtwide, school-specific) depending on each district's focus. Similarly, we used information on districts' priority outcomes to determine if we should consider attendance, credits earned, or both when examining the impact of this work. - We **triangulated data from student counts** with student-level data from direct service and SSIDs. In some cases, the student counts from Qualtrics were the only or the most comprehensive data on student served that we had and were used in our analysis of students served through this grant. By examining the data on student counts (e.g., for unenrolled students: unverified unenrolled students, verified unenrolled students, unenrolled students the district attempted to reach to provide individualized supports and total count of students the district served with individualized supports), combined with our understanding of district's processes to identify students for support, we identified that districts use a wide range of approaches to identify students for support. As such, we included examples of these counts form several districts in the Interim Report but did not

[21] *Unverified unenrolled students* are unenrolled students that districts identify – before any process to confirm if they are truly unenrolled or may be enrolled elsewhere. *Verified unenrolled* students are those students who are confirmed to be unenrolled (i.e., not enrolled elsewhere). *Students attempted to reach* are those that a district has attempted to serve and may or may not have made contact with them. *Students reached/served* are those that a district made contact with and to whom they are providing support as of November 2022.

Source, Relevant Group(s) and Purpose	Data Collection	Data Analysis
	conversations in which we learned more about each district's approach to identifying students for supports to support a more accurate interpretation of the survezy data. For focus districts, ESDs completed the survey on districts' behalf or forward it onto districts to complete. Respondents provided their district and their name in the survey, so the Evaluation Team could follow-up with any clarifying questions. No survey questions had required responses.	have sufficient confidence in the data to complete an aggregate analysis. (See Limitations and Reponses)
Meaning-Making Sessions (optional session open to all evaluation participants, individual meaning-making conversations with STEC schools and priority districts) *Purpose: Share and interpret preliminary results and discuss implications for practice and further learning*	N/A	Throughout Summer 2023, the Evaluation Team analyzed data and prepared preliminary interim results to share at a meaning-making session with evaluation participants on August 30, 2023. All participating ESDs, school districts and STEC schools were invited to learn about and discuss preliminary results. The Evaluation Team created a presentation including data visualizations from counts of students served and direct service data on reasons for disengagement, positive experiences in school and progress toward reenrollment. We also shared themes from partners' system-building work in the areas of student/family input and partnerships, based on data collection with priority districts and STEC schools, ESDs and OSPI. The Evaluation Team also conducted individual meaning-making sessions with three STEC schools where we shared back results from site visits, direct service data and other school-specific methods. We also shared data back in our individual year-end conversations with priority districts to support accuracy and shared understanding of district data from 2022-23.

Appendix C: Direct Service Reporting

Background

In Spring 2022, the Evaluation Team worked with ESD Attendance Coordinators and direct service staff to develop a reporting tool and process for the students/families for whom they were providing direct service (e.g., individualized supports such as case management or light-touch support to reenroll in school, or group supports to increase engagement among students with attendance concerns).

The intent of direct service reporting was for ESD and district staff providing supports to students and families to collect and report data from and about the students/families they serve for the evaluation. This informs understanding of why students/families have disengaged from schools and barriers to reengagement, how many students/families have been served with ESD direct service supports through this initiative and progress toward reengaging these students/families. Our intent was for direct service staff and others will use this information in providing supports to students and families, as well.

The direct service reporting tool includes three sections:
1) **Conversation Guide:** The Conversation Guide is intended for direct service staff to support their conversations with the students and families. Direct service staff report the data based on their understanding of the student's/family's situation and experience. It is not a survey or checklist meant to be done with the student/family. It is used after staff have established a relationship with a student/family, as part of the process to understand their prior experiences in school and what would be helpful for them to reengage/attend more consistently.[22]
2) **Demographics:** For each student, direct service staff list key demographic characteristics as data are available (e.g., from student information systems or from their conversations with students/families), including grade, race/ethnicity, gender and a range of other demographics (e.g., experiencing homelessness, in foster care, special education).
3) **Progress toward Reengagement**: Direct service staff report information about progress toward reenrolling (over time) for the students and families they are supporting who are not currently enrolled in school.

Through a pilot process in June 2022, ESD direct service staff were oriented to the direct service reporting tool and process and the Evaluation Team gathered feedback to make improvements. The revised tool and process were rolled out to all ESD and district direct service staff for the 2022-23 school year in September 2022. Most STEC school grantees will begin participating with a tool adapted for the STEC school context in

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[22] Conversation guide items adapted from: Crumé, H. J., Martinez, D., Yohalem, N., Yoshizumi, A. (2020). Creating Paths for Change: Understanding Student Disengagement and Reengagement. Seattle, WA: Community Center for Education Results.
Reengagement. & Brundage, A., Moulton, S., & Castillo, J. (2020). Reasons for Chronic Absenteeism (RCA-BV).

Spring 2023. Direct service data are reported to the Evaluation Team on a bimonthly basis. The direct service reporting tool, as provided to districts and ESDs, is included on the following pages.

Direct Service Reporting Tool

Purpose: ESD and district staff providing direct service supports to students and families will collect and report data from and about the students/families they serve for the Attendance & Reengagement evaluation. This will inform understanding of why students/families have disengaged and barriers to reengagement, how many students/families have been served with ESD direct service supports through this initiative and progress toward reengaging these students/families. We hope direct service staff and others will use this information in providing supports to students and families, as well.

Student/Family Conversation Guide

Please note that the below conversation guide is intended for direct service staff to use in conversation with the students and families they support. **Direct service staff will report the data based on your understanding of the student's/family's situation and experience**. It is not a survey or checklist meant to be done with the family. **It should be used after staff have established a relationship with the student/family**, as part of your process to understand their prior experiences in school and what would be helpful for them to reengage/attend more consistently.

Evaluation purpose (to share with students/families as context for the conversation): The information from students and families will be used in the statewide evaluation of the Attendance and Reengagement initiative. It will inform understanding why students and families have disengaged from school and the supports that will help to reengage students/families across Washington State.

BACKGROUND INFORMATION

ESD
- ☐ 101
- ☐ 105
- ☐ 112
- ☐ 113
- ☐ 114
- ☐ 121
- ☐ 123
- ☐ 171
- ☐ 189

District (if relevant)

ESD direct service staff name

Date of referral to direct service staff

Enrollment status at start of service
- ☐ Student not currently enrolled in school
- ☐ Student currently enrolled

PART 1: CONVERSATION GUIDE

POSITIVE EXPERIENCES AT SCHOOL
1. *What were some of the things you liked about school when you last regularly attended? Select all that apply.*
   - ☐ Being with my friends
   - ☐ One or more of my classes
   - ☐ Participating in sports or other afterschool activities
   - ☐ Having something to do with my day
   - ☐ Other, please describe.
   - ☐ None of the above
2. *Who was a trusted adult you had at school when you last regularly attended? Select all that apply.*
   - ☐ A teacher
   - ☐ A school counselor
   - ☐ A sports coach
   - ☐ A principal or assistant principal
   - ☐ Another school staff person
   - ☐ Other, please describe.
   - ☐ None of the above
3. *Did anyone reach out to you from school when you stopped regularly attending? Select all that apply.*
   - ☐ A teacher
   - ☐ A school counselor
   - ☐ A sports coach
   - ☐ A principal or assistant principal
   - ☐ Another school staff person
   - ☐ Other, please describe.
   - ☐ None of the above

REASONS FOR DISENGAGEMENT

4. **What are some of the reasons why you (or your student) stopped attending school? Select all that apply.**

    a. **I/they didn't feel comfortable or welcome at school. If relevant, select all that apply.**
    - ☐ Adults at my school didn't care about me.
    - ☐ No one missed me when I didn't attend school.
    - ☐ I didn't relate to staff at my school.
    - ☐ I didn't want to be teased or bullied.
    - ☐ I didn't want to interact with another student(s).
    - ☐ Other, please describe.

    b. **I was (they were) suspended.**

    c. **I/they didn't have the support they needed to succeed with their schoolwork. If relevant, select all that apply.**
    - ☐ I didn't know if I was on track or behind with my schoolwork.
    - ☐ My classes were too hard.
    - ☐ I often skipped classes.
    - ☐ I didn't have the support I needed at school to do my schoolwork.
    - ☐ I didn't have the support I needed at home to do my schoolwork.
    - ☐ I changed schools and did not have the support I needed at my new school.
    - ☐ Other, please describe.

    d. **I was (they were) sick or dealing with health (physical or mental) issues. If relevant, select all that apply.**
    - ☐ I was sick or was dealing with a medical issue.
    - ☐ I had to quarantine because of COVID-19.
    - ☐ I was too sad/depressed or anxious/upset to attend school.
    - ☐ I did not feel safe attending school because of COVID-19.
    - ☐ I did not feel safe attending school because of reasons other than COVID-19.
    - ☐ Other, please describe.

    e. **I/they had other responsibilities. If relevant, select all that apply.**
    - ☐ I had to work.
    - ☐ I am a parent and had to care for my child.
    - ☐ I had to take care of or help another family member (brother/sister, parent, grandparent, etc.).
    - ☐ I had to go to court or was in jail or juvenile detention center.

☐ Other, please describe.

f. I/they didn't have the equipment or materials I needed for school. If relevant, select all that apply.
☐ My computer/device didn't work.
☐ I didn't have a computer/device to use.
☐ I could not get an internet hotspot to connect.
☐ I was not able to or had trouble logging in for live sessions (Zoom, Google Classroom, etc.)
☐ I was not able to log in to watch recorded lessons or get my assignments from the learning portal or management system (Blackboard, Canvas, Schoology, etc.).
☐ I did not have my assignment packet(s).
☐ Other, please describe.

g. I was (they were) not able to communicate with the school because there was not support for my/our family's primary language.

h. I/they did not have a way to get to and from school.

i. My/their home situation made it difficult to attend school. If relevant, select all that apply:
☐ I was homeless or had no place to stay.
☐ My parents didn't care if I miss school.
☐ The water, heat, or power were turned off at home.
☐ I had a family emergency (death, illness, injury, deportation, etc.)
☐ There were problems with the car (would not run, ran out of gas, etc.)
☐ Other, please describe.

j. Other reasons, please describe.

BARRIERS AND SUPPORTS FOR REENGAGING
5. *What are the barriers for you (or your child) to reengage in school or another educational pathway? Select all that apply.*
☐ I/they don't feel like there is anyone at school who cares about me/them and my/their success.
☐ School doesn't feel relevant or helpful to me/them.
☐ I/they don't want to return to their same school and I/they don't know what other options there are.
☐ I/they are don't have what I/they need to get caught up in their academics.
☐ I/they don't have access to the services I/they need to support my/their physical or mental health.

☐ I/they don't have the support they need to manage my/their other responsibilities, like childcare, caring for another family member, needing to work.

☐ I/they don't have access to the equipment I/they need to be successful in school, like a computer, internet connection, or other school supplies.

☐ I/they don't have the services or support they need in my/their home situation like enough food, stable housing, or managing other family emergencies.

☐ I/they don't have transportation to get to school.

☐ I/they don't have a way to communicate with the school in our primary language.

☐ Other barriers. Please describe.

6. ***Of these barriers (identified in #2 above), which are the most important that schools and organizations can address to help you in coming back to school or another educational pathway?*** Select up to 3.

☐ I/they don't feel like there is anyone at school who cares about me/them and my/their success.

☐ School doesn't feel relevant or helpful to me/them.

☐ I/they don't want to return to their same school and I/they don't know what other options there are.

☐ I/they are don't have what I/they need to get caught up in their academics.

☐ I/they don't have access to the services I/they need to support my/their physical or mental health.

☐ I/they don't have the support they need to manage my/their other responsibilities, like childcare, caring for another family member, needing to work.

☐ I/they don't have access to the equipment I/they need to be successful in school, like a computer, internet connection, or other school supplies.

☐ I/they don't have the services or support they need in my/their home situation like enough food, stable housing, or managing other family emergencies.

☐ I/they don't have transportation to get to school.

☐ I/they don't have a way to communicate with the school in our primary language.

☐ Other barriers. Please describe.

PART 2: STUDENT DEMOGRAPHICS

For each student, direct service staff will list key demographic characteristics, including:

Grade

☐ K

☐ 1

- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12

Race/ethnicity: Select all that apply.
- ☐ American Indian/Alaskan Native
- ☐ Asian
- ☐ Black/African American
- ☐ Hispanic/Latino of any race(s)
- ☐ Native Hawaiian/Other Pacific Islander
- ☐ Two or More Races (Select if you do not have more specific information about multiracial student's racial/ethnic identity)
- ☐ White

Gender: Select one that most applies.
- ☐ Female
- ☐ Male
- ☐ Nonbinary
- ☐ Other

Experiencing homelessness
- ☐ Yes
- ☐ No

Foster care
- ☐ Yes
- ☐ No

Special education
- [ ] Yes
- [ ] No

LGBTQ+
- [ ] Yes
- [ ] No

Low-income (e.g., qualify for free and reduced lunch, SNAP benefits, Title I)
- [ ] Yes
- [ ] No

Migrant status
- [ ] Yes
- [ ] No

PART 3: PROGRESS TOWARD REENGAGEMENT

The below information is for direct service staff to report about the students and families they are supporting who are not currently enrolled in school.

1.   Last month/year student attended school

2.   Date of first contact (Contact = when direct service staff were able to reach a student/family via any method. Trying to reach a student/family and not reaching them (e.g., leaving a voicemail or visiting the home and no one answers does not qualify as contact)

3.   Referral to support

      3a. If yes, date referral was made:

      3b. Did student access supports to which they were referred?

      3c. If yes, date supports were accessed:

4.   Did the student re-enroll?

4a. If yes, when did the student reenroll? (date)

4b. If yes, where did the student reenroll?
- ☐ Comprehensive elementary/middle/high school
- ☐ Alternative elementary/middle/ high school
- ☐ Open Doors 1418 Youth Reengagement
- ☐ GED
- ☐ Charter or private school
- ☐ Home school
- ☐ Vocational training (e.g., Job Corps)
- ☐ Other – please specify

5. Was the student still enrolled 3 months after enrollment?

6. Did the student graduate?

   6a. If yes, when did the student graduate?

7. Was the student exited from caseload?

   7a. If yes, date of exit from caseload

NOTES: (For direct service staff to add any notes that may be helpful to Evaluation Team – e.g., if certain sections are left blank.)

Appendix D: Coding Structure

The analyses conducted for year-end conversations (with priority districts, ESDs and OSPI) utilized the following coding structure. Utilizing the designated evaluation questions, individual parent, child and grandchild codes were developed to help organize the qualitative data into relevant categories. Some codes were used for certain groups of partners, given the relevance to their context (e.g., intra-tribal partnerships for STEC schools, or OSPI/ESD partnerships for ESDs and OSPI) or the level of detail covered in conversations (e.g., we had more detailed data on system-building efforts for districts and STEC schools and used grandchild codes for those data, whereas data form ESD/OSPI conversations on this topic were at the "child" code level).

Code/Topic	Parent/Child/ Grandchild Code	Used to code conversations with districts and STEC schools, ESDs and/or OSPI
GOAL(S)	Parent	Districts and STEC schools, ESDs, OSPI
STUDENTS SERVED	Parent	Districts and STEC schools, ESDs
Priority populations	Child	Districts and STEC schools
Process to identify students (enrolled and unenrolled) for support	Child	Districts and STEC schools
STAFFING	Parent	Districts and STEC schools, ESDs, OSPI
RELATIONSHIP-BUILDING	Parent	Districts and STEC schools, ESDs, OSPI
SYSTEM BUILDING	Parent	Districts and STEC schools, ESDs, OSPI
Attendance Structures	Child	Districts and STEC schools, ESDs, OSPI
Attendance Teaming	Grandchild	Districts and STEC schools, ESDs, OSPI
Integration of attendance into MTSS, PBIS, RTI or other teams/initiatives	Grandchild	Districts and STEC schools, ESDs, OSPI
Attendance and truancy policies & procedures (includes updating district policy, updating truancy letters and communication to families and communication/training for staff on truancy procedures)	Grandchild	Districts and STEC schools, ESDs, OSPI
Community Engagement Board	Grandchild	Districts and STEC schools, ESDs, OSPI
Tiered Interventions	Child	Districts and STEC schools, ESDs, OSPI
Tier 1 (schoolwide, all students). For example: Attendance Awareness Campaigns and Incentives, Greetings at the Door, Back to School Events, etc.	Grandchild	Districts and STEC schools
Tier 2 (small group, targeted, some students). For example: After school clubs, HUG - Hello, Update, Goodbye, Nudge Letters, Attendance advisory, etc.	Grandchild	Districts and STEC schools
Tier 3 (one on one, intensive, few students). For example: Check & Connect, one on one tutoring, mentoring, daily or weekly check-ins and support, Community Engagement Boards, etc.	Grandchild	Districts and STEC schools

Code/Topic	Parent/Child/ Grandchild Code	Used to code conversations with districts and STEC schools, ESDs and/or OSPI
Actionable data	Child	Districts and STEC schools, ESDs, OSPI
Taking and recording accurate attendance	Grandchild	Districts and STEC schools
Accessing chronic absence and truancy data	Grandchild	Districts and STEC schools
Defining data roles and responsibilities	Grandchild	Districts and STEC schools
Using attendance data to inform our work	Grandchild	Districts and STEC schools
Communicating about attendance data/trends (in schools, the district and/or with the broader community)	Grandchild	Districts and STEC schools
Partnerships	Child	Districts and STEC schools
Within our school or district	Grandchild	Districts and STEC schools
With other districts	Grandchild	Districts and STEC schools
With our ESD	Grandchild	Districts and STEC schools
With community partners (e.g., community based organizations, health and social service providers, Tribes)	Grandchild	Districts and STEC schools, ESDs, OSPI
With courts or community engagement boards	Grandchild	Districts and STEC schools, ESDs, OSPI
Intra-tribal (including Tribal Court) as child code	Grandchild	STEC schools
ESD/district partnerships	Grandchild	ESDs
OSPI/ESD partnerships	Grandchild	ESDs, OSPI
OSPI: A&R and ONE Collaboration	Grandchild	OSPI
Co-design with STEC schools	Grandchild	OSPI
Support for STEC Schools	Grandchild	OSPI
Student/family input for design	Child	Districts and STEC schools
Gathered feedback broadly from a range of students and/or families on attendance with the intention of informing school supports and systems	Grandchild	Districts and STEC schools
Used the student and family feedback to inform changes or strategies	Grandchild	Districts and STEC schools
Other system building areas	Child	Districts and STEC schools, ESDs, OSPI
SUSTAINABILITY	Parent	Districts and STEC schools, ESDs, OSPI
DATA FROM STUDENTS AND FAMILIES	Parent	Districts and STEC schools
OTHER CONTEXT	Parent	Districts and STEC schools, ESDs, OSPI
CHANGES/ADAPTATIONS	Parent	Districts and STEC schools, ESDs, OSPI
ESD APPROACH	Parent	ESDs
Direct service support	Child	ESDs
System building support	Child	ESDs

Appendix E: Identifying Students for Support

As context for the number of students supported through this project, it is helpful to understand how many students were identified as in need of support compared to those who were served. In 2022-23, the evaluation included an initial exploration of how districts identify students for support. In some cases, districts used a process of identifying and narrowing down unenrolled students for support that follows four steps, as follows:

- **Step 1:** Identify "unverified unenrolled" students. *Unverified unenrolled students* are identified by districts before any process to confirm if those students are truly unenrolled or may be enrolled elsewhere (e.g., students with Unknown (U) and Dropout (D) codes in the state data system).
- **Step 2:** Verify unenrolled students. These *verified unenrolled students* are those students who are confirmed to be unenrolled (i.e., not enrolled elsewhere).
- **Step 3:** Attempt to reach students. *Students attempted to reach* are those that a district attempts to serve and they may or may not succeed in making contact with them.
- **Step 4:** Reach and serve students. *Students reached/served* are those that a district made contact with and for whom they had provided support.

The Evaluation Team discussed with districts their processes for identifying students for support and asked priority districts and ESDs, on behalf of focus districts, to report counts for each step of this process. In learning more about the ways in which districts identified and supported unenrolled students, it became clear this four-step process is not used across all districts. As such, the Evaluation Team identified this as an area for potential support and alignment in 2023-24 if there is an intention for all Attendance & Reengagement partners to use a similar process.

Similarly, the Evaluation Team also learned about the processes districts used to identify enrolled students for support (e.g., certain number of absences by a given date) and gathered the count of enrolled students identified as in need of support and the total count of enrolled students served. Because there was a wide range of approaches to identifying and serving both unenrolled and enrolled students, we selected a small sample of differently sized districts that have processes aligned to the four steps outlined above (for unenrolled students). These student counts give a sense of how students served compares to the level of need within districts, as well as a sense of the wide range of students served across differently sized districts. See Exhibit 16.

Exhibit 16: Student Counts (Students Identified and Students Served)

	Unverified unenrolled students (Step 1)	Verified unenrolled students (Step 2)	Unenrolled students attempted to serve (Step 3)	Unenrolled students served (Step 4)	Enrolled students identified for support	Enrolled students served
District #1: Very large district	3,892	2,329	2,012	1,232	2,530	1,215
District #2: Very large district	157	113	92	47	237	82
District #3: Medium district	27	24	24	20	97	89
District #4: Small district	8	6	6	2	22	22
District #5: Small district	7	4	4	2	18	18

In addition to reporting counts of students from 2022-23, one ESD collaborated with a medium-sized priority district in their region to pilot the process of identifying students who had unenrolled in school since the start of the COVID-19 pandemic (since January 2020). From this process, they identified the following counts of students:

- 356 were unverified unenrolled (withdrawn after 1/1/2020). Of these students:
  - o 99 were found in CEDARS and enrolled in another district
  - o 185 were last listed as enrolled in Franklin Pierce and not found in other districts within Washington State
  - o 72 students who were reported as transfers or categorized as "other" (e.g., home school, private school, out of state or country)

Appendix F: Acknowledgements

The Evaluation Team is grateful to the Attendance & Reengagement Team from OSPI and the many districts, STEC school and ESD staff who have been part of the evaluation. We also appreciate the students and families whose perspectives are helping to inform the efforts to strengthen attendance and reengagement supports and our understanding of them. Thank you to those from the many organizations who have engaged in the evaluation to date.

Districts and STEC Schools
- Burlington-Edison School District
- Chief Kitsap Academy
- Chief Leschi Schools
- Clarkston School District
- Concrete School District
- Evergreen School District
- Federal Way School District
- Franklin Pierce School District
- Grand Coulee Dam School District
- Granger School District
- Hoquiam School District
- Kiona-Benton City School District
- Lummi Nation School
- Lyle School District
- Mabton School District
- Marysville School District
- Moses Lake School District
- Mount Adams School District
- Mount Vernon School District
- Muckleshoot Tribal School

- North Beach School District
- North Mason School District
- Quillayute Valley School District
- Tacoma School District
- Taholah School District
- Vancouver School District
- Wa He Lut Indian School
- Wellpinit School District
- Yakama Nation Tribal School

Regional/State Agencies
- ESD 101
- ESD 105
- ESD 112
- ESD 113
- ESD 114
- ESD 121
- ESD 123
- ESD 171
- ESD 189
- OSPI