NORTH THURSTON PUBLIC SCHOOLS

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Monitoring Report

Report Date: September 3, 2024

Policy Type: Ends

Strategic Plan Goal 2: Responsible, Resilient, Empowered Learners
Every student will feel safe as an empowered, responsible, and resilient learner, open to and accepting cultural diversity and perspectives, and empowered to advocate for and pursue their own educational passions.

Outcome b: Increased percentage of regular school attenders.

Interpretation:
NTPS defines three levels of attendance: regular, at risk, and chronically absent. Regular attenders are absent less than 5% of 180 school days. At risk attenders are absent between 5% and 9% of 180 school days. Chronically absent attenders miss 10% or more of 180 school days.

Absence Calculation by Quarter:

Attendance Level	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
Regular	**< 2.25 days**	**< 4.5 days**	**< 6.75 days**	**< 9.0 days**
At Risk	2.25 to < 4.5	4.5 to < 9.0	6.75 to < 13.5	9 to < 18
Chronic	4.5 or +	9.0 or +	13.5 or +	18 or +

Attendance precedes engagement and mastery; *there is no learning without attendance*. We take daily attendance to keep track of when a student misses instructional time, to identify when a student may need additional help, and to proactively respond when cumulative absences signal that a student and/or family needs to re-engage. Additionally, we monitor daily attendance by student subgroup in order to uncover and eliminate possible inequities by race/ethnicity, socioeconomic status, special education services, and language.

Common attendance-taking practices are in place. In elementary school, attendance is taken in the morning and the afternoon. At the secondary level, attendance is taken during each class period, including advisory. Our Alternative Learning Experience (ALE) schools, Summit and Ignite, calculate their attendance in compliance with WAC 392-550-040, and monitor weekly contact with students. Due to the significant difference in the way that our ALE schools report attendance, their attendance is not integrated into the data embedded in this monitoring report.

Target:
The district has maintained an aspirational goal for the 2024-25 school year of 75% of students regularly attending school. This target rolled over from last year because we did not reach it at the district or school level. The difference between our target and last year's year-end attendance rate was wide enough that meeting the 75% target in 2024-25 would represent a significant improvement.

Data:
At the end of the second semester of the 2023-24 school year, the district's overall regular attendance rate was 33.06%. This represents a 21.21% decrease from semester 2 of the 2020-21 school year, during which attendance was calculated based on our State's emergency attendance law and OSPI's guidance which allowed students to be counted as "in attendance" if they logged into Canvas/Google Meet, interacted remotely with a teacher (via email, messages, phone calls, or video chats), provided evidence of participation in a task or assignment, picked up or dropped off an assignment packet, or participated in small group instruction. In the 2021-22 school year, we returned to our traditional practices surrounding attendance.

District Overall Attendance Data:

2nd Semester	Regular	At Risk	Chronic Absence
2020-21	54.27%	18.43%	27.30%
2021-22	25.04%	30.69%	44.27%
2022-23	30.25%	32.06%	37.68%
2023-24	33.06%	30.42%	36.52%

Regular Attendance Data by Level:

2nd Semester	Elementary	Middle	High
2020-21	67.39%	48.51%	38.67%
2021-22	24.23%	25.46%	25.98%
2022-23	31.01%	33.52%	26.41%
2023-24	38.31%	32.98%	25.00%

Analysis and Conclusions:
What efforts are schools making to improve attendance during the pandemic?

In the years that have followed the COVID-19 pandemic, our schools have redoubled their efforts to implement a multi-tiered system of support surrounding attendance that includes:

- Monitoring daily attendance data for all absent students, whether the absence is excused or unexcused
- Attendance notification of families in their home language
- Differentiated supports and tiered interventions that address the barriers to attendance and participation
- Outreach and re-engagement efforts, such as home visits, attendance conferences, and Community Engagement Boards, for chronically absent students

Additionally, we have strongly emphasized the needs of the whole child and are training staff to build strong relationships and academic supports for every individual student. Our staff members are delivering Social Emotional Learning throughout our elementary and secondary systems, and they are engaged in professional development surrounding Restorative Practices and Universal Design for Learning to expand our ability to build positive relationships with students and meet their unique academic needs.

Lastly, we recognize that attendance after the COVID-19 pandemic continues to be a nationwide problem. Additional learning with specific focus groups to understand the barriers to attendance along with the continued refinement of our MTSS Tier II and Tier III strategies is essential to continually improve attendance at all levels.

In conclusion, we are engaged in next steps and strategies that are closely aligned with our district's strategic plan. For those reasons, we are in partial compliance with Goal 2, outcome b.

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