Strategic Plan Presentation

Presented by Stephanie Weinheimer, Director of Student Achievement

Goal 2 – Responsible, Resilient, Empowered Learners

Outcome b: Increased percentage of regular school attenders

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.

b. Increased percentage of regular school attenders.

Interpretation

We define three levels of attendance: regular, at risk, and chronically absent.

Regular attenders are absent less than 5% school days.

At risk attenders are absent between 5% and 9% school days.

Chronically absent attenders miss 10% or more school days.

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.

b. Increased percentage of regular school attenders.

Target

At least 75% of students are regular attenders, missing less than 5% of school

Label	Indicator	Q1	Q2	Q3	Q4
Regular Attenders	Less than 5% absence	< 2.25 days	< 4.5 days	< 6.75 days	< 9 days
At Risk Attenders	5-9% absence	2.25 to < 4.5	4.5 to < 9.0	6.75 to < 13.5	9 to 17 days
Chronic Absence	10% or more absence	4.5 or +	9.0 or +	13.5 or+	18 or +

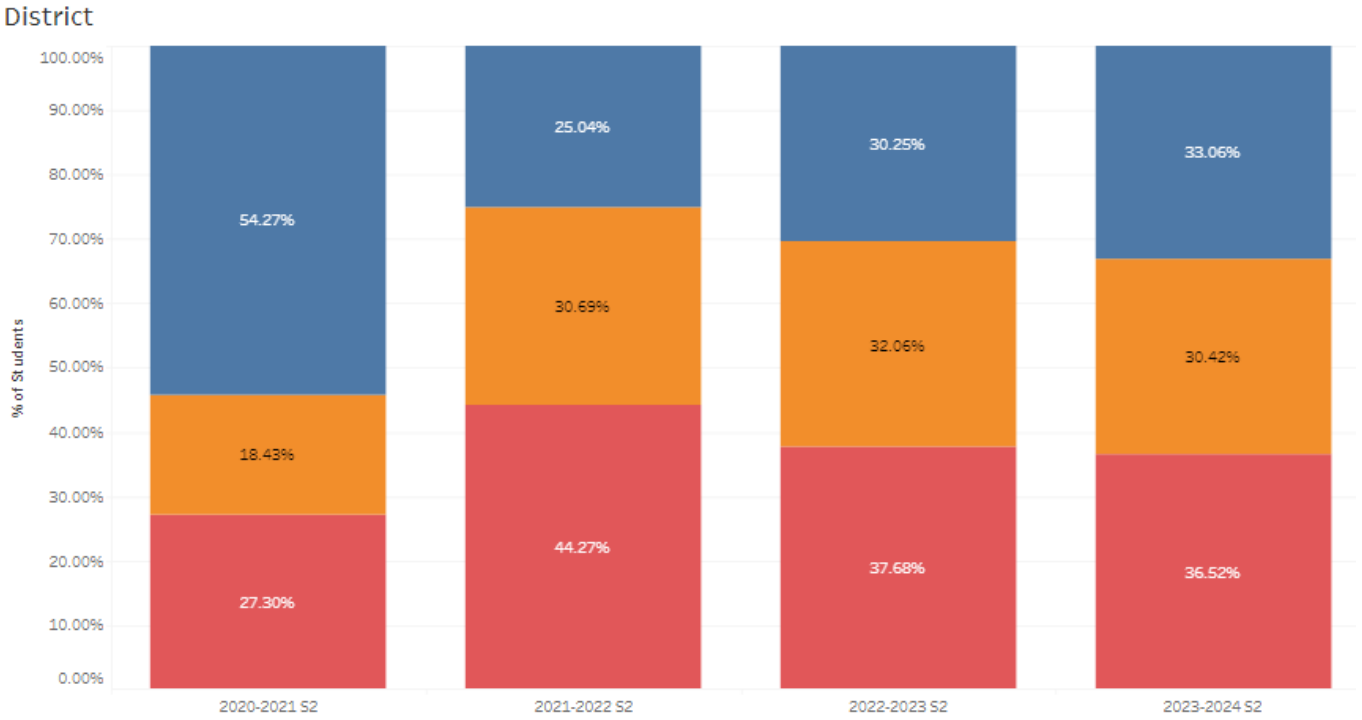
Goal 2

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.

b. Increased percentage of regular school attenders.

Overall District Attendance Rates S2



All Students Empowered and Future-Ready

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.

b. Increased percentage of regular school attenders.

District by Race/Ethnicity for 2023-24

Regular Attendance District Average = 33.06%

Federal Race	Regular Attendance Rates
American Indian/Alaskan Native	17.42%
Asian	48.05%
Black	41.10%
Hispanic	28.3%
Pacific Islander/Native Hawaiian	20.61%
Two or More	33.61%
White	33.46%

All Students Empowered and Future-Ready

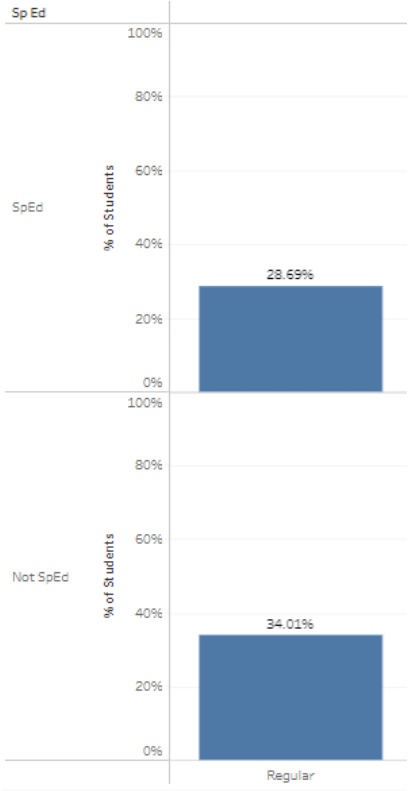
Goal 2

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.

b. Increased percentage of regular school attenders.

Special Education Status 2023-24



Regular Attenders = Difference of 5.32% (6.89% in 2022 S2)

All Students Empowered and Future-Ready

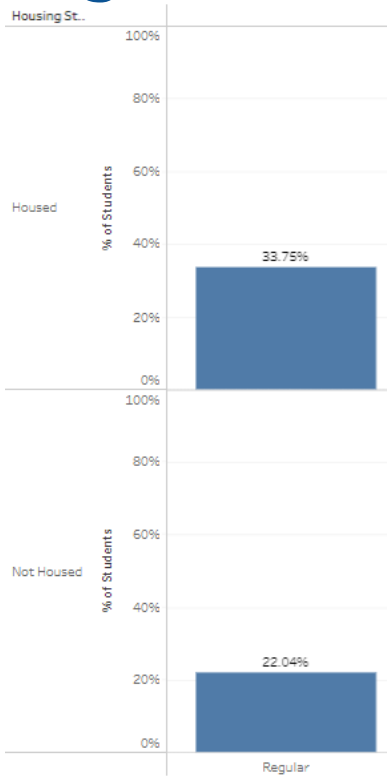
Goal 2

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.

b. Increased percentage of regular school attenders.

Housing Status 2023-24



Regular Attenders = Difference of 11.71% (16.12% in 2022 S2)

Goal 2 b Focus for 2024-25

	Alignment to Key Actions	Next Steps/Strategies
Pillar 1:	1.1.B Provide full and meaningful access to high quality core instruction for all students within the general education classroom, including students with special needs, students learning English, and advanced learners.	Universal Design for Learning (UDL) District-wide Professional Learning Communities that focus on attendance
	1.2.D. Identify the needs of students early and provide timely supports for students and families.	Data Dashboard and Homeroom Data tools available to every teacher and administrator Focus groups with high-need student populations to better problem solve barriers
Pillar 2:	2.1.A. Engage in ongoing training and two-way communication between home and school regarding setting goals for student, monitoring student goals, and strengthening mutual responsibility for student success.	Tiered Response system includes daily attendance notification to families; outreach to determine student needs; community engagement boards, home visit/family connection, and continued professional development
Pillar 3:	3.1.C. Provide staff with professional development to implement a Multi-Tiered System of Support that includes Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices.	MTSS Teams in every school Restorative Centers in every comprehensive high school
Pillar 4:	4.1.A. Implement structures in every classroom to support consistent student self-assessment for evaluation of their own learning, determine learning goals, and monitor progress over time.	School-wide messaging about the importance of attendance; teacher efforts within the classroom to affirm attendance and reach out to families as needed

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.

b. Increased percentage of regular school attenders.

Conclusion

As it relates to attendance, there is much work to be done as we respond and recover from the impacts of the pandemic. Our work, moving forward, will include:

- Deepening our data-driven tiered response systems surrounding attendance
- Support for the whole child: Restorative Practices, SEL, and UDL

While we have not yet met our goal of 75% of students regularly attending school, we are seeing improved regular attendance at all levels and continue to engage in strong action steps in alignment with our strategic plan. For that reason, we are in partial compliance with Goal 2 Outcome b.

We intend to maintain our goal of 75% of students regularly attending school.