



Selah School District

ESSER ATTENDANCE & REENGAGEMENT EVALUATION CASE STUDY

IN PARTNERSHIP WITH THE OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION (OSPI)

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Special thanks to the project partners who collaborated with the Evaluation Team on this case study of Selah School District and helped to make the site visit possible. We are honored and grateful to have had the chance to help tell the story of their work.



ESSER Attendance & Reengagement Project Background

From late 2021 to June 2024, the Washington Office of Superintendent of Public Instruction (OSPI) and the Association of Educational Service Districts (AESD) 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.

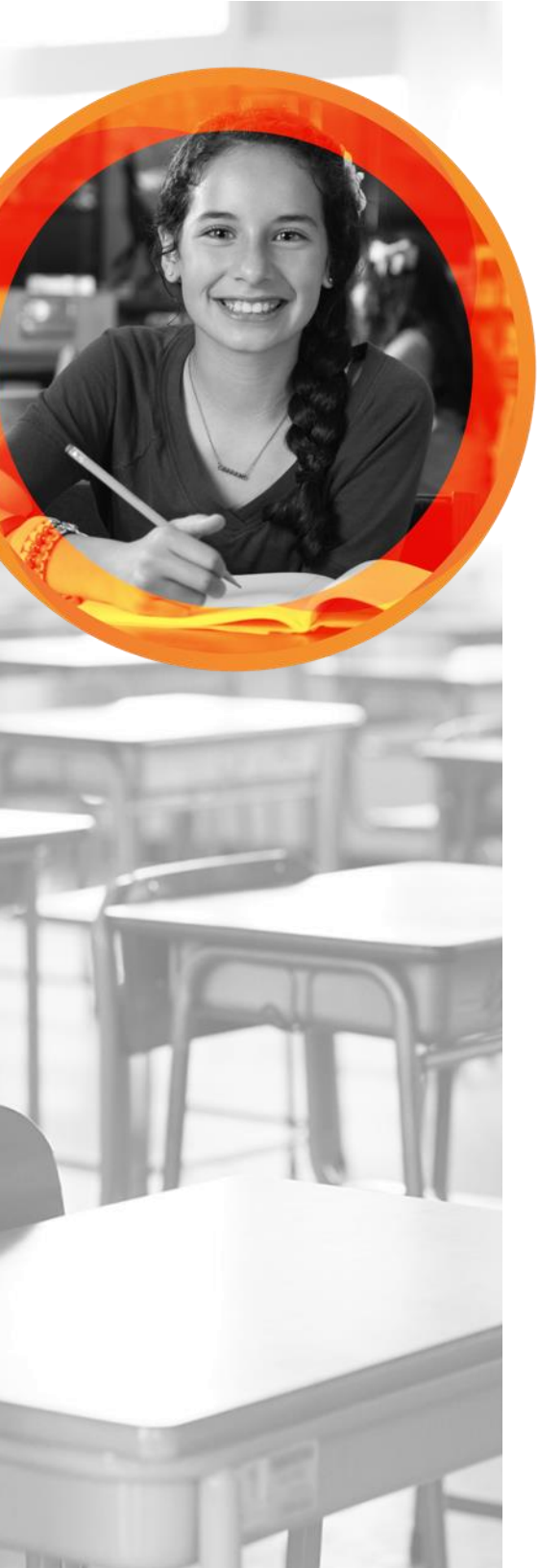
The Attendance & Reengagement Project sought to address the crisis of engagement and disengagement students experienced during and after the COVID-19 pandemic, particularly students and families furthest from educational justice. The project aimed to expand attendance and reengagement supports across the education system by increasing staff capacity for direct service reengagement supports (e.g., case management and group supports for students) and building or enhancing school and district systems (e.g., attendance teams, tiered interventions, actionable data). The project included 23 school district grantees (“priority districts”), 57 school districts that received ESD support, including ESD direct service staff and/or system-building support (“focus districts”), six STEC schools and nine ESDs.

Selah School District Case Study

This case study, focused on Selah School District, illustrates the work of building and strengthening systems in several areas:

Teaming on Attendance
Actionable Data
Tiered Interventions
District/ESD collaboration

This is one of six case studies that are part of the ESSER Attendance & Reengagement Project Evaluation, conducted by the Evaluation Team at Puget Sound Educational Service District (PSESD) in partnership with OSPI. Attendance & Reengagement Project partners selected these case studies to illustrate a range of ways the project was implemented in districts and in STEC schools across the state. These case studies are intended to



complement the statewide evaluation and results (final report available December 2024) by providing examples of how systems were built and strengthened and how students were served through support from this project.

This case study, focused on Selah School District, illustrates the work of building and strengthening systems in the areas of teaming on attendance, actionable data, tiered interventions and district/ESD collaboration. The intent is to help tell the story of attendance and reengagement efforts in this district and provide some ideas and approaches that may support similar work in other contexts.

District Context

LOCATION AND SIZE

Selah is a district of 3,800 students in central Washington and the ESD 105 region. The district includes an early learning center with kindergarten, one primary school, one intermediate school, one middle school and one high school.

STUDENT DEMOGRAPHICS (2023-24) ¹

RACE & ETHNICITY

- 58% White
- 38% Hispanic/Latino of any race
- 3% More than one race
- <1% American Indian/Alaska Native, Asian, Black/African American, Native Hawaiian/Other Pacific Islander

OTHER DEMOGRAPHICS

- 62% low-income students
- 13% students with disabilities
- 12% multi-lingual learners

¹ Washington State Report Card.

<https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300>



- 2% students experiencing homelessness

REGULAR ATTENDANCE RATES²

- ◆ 2018–19 (pre-COVID) 85%
- ◆ 2021–22:..... 61%
- ◆ 2022–23: 70%
- ◆ 2023–24: Available January 2025

PARTICIPATION IN ESSER ATTENDANCE & REENGAGEMENT PROJECT

Selah’s work on attendance and reengagement related to the ESSER Attendance & Reengagement Project was focused on Selah Middle School and Selah High School. These schools collaborated with ESD 105 in the 2023-24 school year to support and strengthen their attendance systems.

The Assistant Principal of Selah High School collaborated with the Attendance Coordinator from ESD 105 for coaching support and resources to strengthen the school’s work on attendance teaming, data and Tier 1 interventions. Selah Middle School partnered with ESD 105 for support on attendance teaming and data practices and participated in the ESD-facilitated Yakima Attendance and Reengagement Network (YARN), along with middle schools from Grandview and Wapato School Districts.

² Washington State Report Card.
<https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300> Regular attendance is defined as the percent of students with fewer than two absences per month, on average.



Methods

The Evaluation Team conducted this case study using the following methods:

- **Site visit to the district in Spring 2024 for in-person individual and group interviews with:**
 - ◆ The Selah High School Attendance and Engagement Team
 - ◆ The Selah Middle School Attendance Team
 - ◆ Selah High School Assistant Principal and Attendance Specialist
 - ◆ Selah High School Principal
- **Virtual interview with:**
 - ◆ ESD 105 Attendance Coordinator

Two members of the Evaluation Team attended the site visit and participated in the individual and group interviews. The attending Evaluation Team members debriefed following all interviews to identify preliminary key themes and synthesized them into high-level takeaways to share with the points of contact for each site to ensure accurate understanding and representation of what was shared. The Evaluation Team then reviewed all interview transcripts, identified details to expand on within the high-level takeaways and incorporated relevant quotes into a detailed draft to share with sites for any feedback. (Note that quotes are attributed to general role groups to protect anonymity.)

The Evaluation Team incorporated any feedback into the final case study, which reflects additional data beyond site visit interviews. The Evaluation Team incorporated data from the high school's 2023-24 School Climate Survey data and data from empathy interviews with Selah High School students.

Teaming on Attendance

TEAMING AT SELAH HIGH SCHOOL

VISION FOR STUDENT ENGAGEMENT AND BELONGING

The context of attendance work at Selah High School includes the Principal's vision, since starting in his position six years ago. His vision responds to the new reality since



the COVID-19 pandemic, to reimagine school with a focus on belonging and engagement, where attendance is a byproduct of making school a place where students want to be.

The high school Attendance Team has reflected on the need to re-envision school since COVID-19, and students' feeling that they don't need to be at school.

Aligned to this vision, Selah High School has a range of structures for student leadership and voice, including a Principal Advisory Council of 40 students and student-centered scheduling, where courses are designed based on student interests. The Principal is interested in connecting more students to extracurricular activities to help create a more positive association with school.

The school provides a range of Career and Technical Education (CTE) courses, some of which are taught by partners from industry; a variety of course sequences in math, science, history and English Language Arts (ELA); a newly required financial literacy course; and a new GED program, planned for 2024-25.

Challenges of these approaches include shifting course offerings from year to year and different staffing needs, as well as a tension between the flexibility needed for this approach and the inflexibility of longstanding practices and structures in education.

Within that context, the Principal is committed to making deep systemic changes to better serve and engage all students. Many of the Principal's priorities reflect what Attendance Works includes in "[Foundational Supports](#)" that promote positive conditions for learning and undergird Tier 1, 2 and 3 attendance supports.

HIGH SCHOOL ATTENDANCE TEAM STRUCTURES

The Selah High School Assistant Principal created the school's Attendance Team in 2022-23 and worked with ESD 105 to further their work in 2023-24. The Attendance Team meets weekly and created structures for regular communication and collaboration, including clear roles and responsibilities, documentation systems and meeting procedures.

The Attendance Team includes the school's Migrant Family Advocate, Non-Migrant Family Advocate, Attendance Specialist, Dean, Social Worker, Secondary Family Services Coordinator and the Assistant Principal. The district Director of Student Success also periodically attends Attendance Team meetings.



At their weekly meetings, the Attendance Team explores data around attendance and discusses tiered interventions for students including school-wide attendance competitions and individualized supports.

“Nothing was kind of like mapped out for us in the beginning. So we were just kind of thrown in there a little bit and so the difference from that to now... we're very like strategic. We have things on the board, everyone knows what job responsibilities, what we're supposed to be doing. That has really been effective to me especially... because I know what my specific job roles and like how I'm supposed to be helping each and every one of the people that I work with... we have goals that are attainable, we meet every week... we kind of just go around the table and express everyone's concerns. I know what I'm supposed to do. If I have questions, I know where I'm supposed to go, who handles what specific thing when it comes to behavior or attendance.” – Staff Interviewee

In addition to the Attendance Team, the high school's Engagement Team (their Positive Behavioral Interventions and Supports, or PBIS, Team) includes the Assistant Principal, Dean, five Engagement Team members and the Director of Student Support. The two teams meet every trimester to collaborate and coordinate their efforts. Selah High School has an “all hands on deck” approach to attendance which extends beyond the Attendance and Engagement Teams to other teams, such as the 9th Grade Success Team, and to all staff.

TEAM RELATIONSHIPS AND COLLABORATION

The high school has taken a relationship- and student-centered approach to attendance and engagement. Being a small district helps with collaboration among the staff, and in building relationships with students, whom many staff have known since they were young.

“One of the biggest things [we heard from students] was we don't like walking in and not being connected... They want to see that constant... So to me, #1 is just make the connections... the other parts will come easily... once they have your respect and they trust you.” – Staff Interviewee



Attendance and Engagement Team members see the critical importance of building trusting relationships with students and families, and pair these relationships with data to effectively support students (e.g., team members enter notes in a shared student-level spreadsheet about interactions they have with students, so that other team knows who has connected with students, about what and when). The teams note that having access to shared information helps support and strengthen their connections to students, not only for disciplinary purposes but to celebrate students, as well.

"I don't just pull the data and then they say these students have attendance issues, they're not vague about it. We're really intentional in the Tier 2 meeting about what students have connections already... who we think might connect with who, so that that relationship makes a difference, and we're intentional about what the specific students need instead of just looking at it as like a vague number. So we put the data with the relationship and what we know about the actual student." – Staff Interviewee

There is a recognition that the team is essential. There is also a strong sense of trust in the Assistant Principal leading this work. Attendance Team members have clearly defined roles and responsibilities, strong relationships, communication and a willingness to support one another. Schoolwide competitions, staff praise for one another through the Minga system (management platform used for hall passes, notes and praises to students, and text communication to parents and families), and sharing data back with the whole school have all been helpful in building relationships among team members. The Assistant Principal has strong relationships with staff, which also supports broad engagement in attendance work.

"I feel like you have to have your leader have your back... 'I'm here to support you... [building administrator] is always 'How can I do better? How can I support you?' And so I feel comfortable, we have a wonderful relationship where I'm like 'I need you, [name].' And I know when I come to [name], it's going to get done because [they] know that when I come to [them], I mean business. Yeah, because I'm trying to like, you know, do what I can in my bubble and take care of what I can. But of course, there's things that pop up and it's just like, I need help. I

know when I come to [them], [they are] ready to step in and we'll get it done.” – Staff Interviewee

TEAMING AT SELAH MIDDLE SCHOOL

MIDDLE SCHOOL ATTENDANCE TEAM STRUCTURES

At Selah Middle School, the Assistant Principal created the Attendance Team in 2023-24, with support from the ESD 105 Attendance Coordinator. The Attendance Team includes the Assistant Principal, Administrative Assistant/Attendance Staff, School Counselor and the Secondary Family Services Coordinator. The Administrative Assistant serves as the “data champion” for the team.

Although the team was still in development in 2023-24, they were proud of their progress in accessing and utilizing data, and of their collaboration with the high school to engage families across both schools. This team belongs to the Yakima Attendance and Reengagement Network (YARN), a regional “Breakthrough Network” that is applying the principles of improvement science to address attendance in the region.

“What are we going to do, so that when this team isn't here, it can continue on - somebody can just look at it, figure it out and go with it.” – Staff Interviewee

TEAM RELATIONSHIPS AND COLLABORATION

Like the high school, the middle school team has a strong sense of collaboration with one another, and team members know all students in their school. As they prepared for the 2024-25 year, they wanted to expand their engagement with teachers and other staff, like coaches. They had improved their communication across different departments across the district, particularly where siblings were in different schools but were experiencing similar barriers or challenges related to their attendance.

“Later on, [with] the Tier 2 and Tier 3, we're thinking of getting our athletic director involve[d] ... because our attendance really improved once those kids are in sports because now they're





being held accountable. Well, you know, let's make sure that what we do and what they're saying out there on the field as coaches who don't work with us is the same thing.” – Staff Interviewee

Both the middle school and high school teams see their role in building systems and creating distributed responsibilities as ways to sustain this work in the long-term.

Actionable Data

ACCESSING AND USING DATA

Data champions have been integral to teams at both schools. Data champions pull, review and analyze student-level attendance and discipline data and share it back with their respective teams. The designated data champion at the middle school receives support through the YARN to increase their access and use of data.

At the high school, the Attendance Team reviews data as part of their weekly agenda, with data prepared by their data champion. Data include weekly attendance rates as well as student-level data for those receiving Tier 2 and 3 supports. Student-level data is pulled from Absence Response in School Data Solutions and shared out with the Attendance and Engagement Teams via Google Sheets, where additional data is entered by team members. The teams use the data in meetings to discuss schoolwide trends in attendance and to understand which interventions are effectively serving their students. This approach keeps the teams motivated as they see improvements based on the data.

One challenge expressed by the high school team is the communication between School Data Solutions and Skyward, where changes made in School Data Solutions do not connect back to Skyward, causing attendance staff to feel like they are duplicating their work. The use of Google Sheets in the 2023-24 school year helped mitigate this, as all data were pulled into one spreadsheet to ease access and use.

“We need to have one thing where we're all can go into it versus having to go back and forth and have everything relatable like we know what's going on with what kids. So having that



sheet [Attendance Team member] created was just like our go-to... it's so much easier." – Staff Interviewee

COMMUNICATING AND SHARING ATTENDANCE DATA

At the high school, attendance data is shared weekly with all staff via email. In previous years, data was shared daily, which made it difficult for staff to identify trends in attendance rates; now, the data champion shares data weekly and in a visual format to support staff in engaging with the data. Going into the 2024-25 school year, they were planning to share attendance data directly with students via Minga to continue to build schoolwide awareness of the importance of attendance.

"We use a lot of visuals too... at the end of the week, this is our goal [for] attendance [that shows] Monday, Tuesday... through Friday. And it was like to me, I'm a visual learner, so us using a lot of visual graphs and things like that. It just kind of really like, 'Oh yeah, this is a big difference or like, we've made a big jump.' [We] send it out to all of our staff and then all of like our office staff... so everyone can see it... [It was] Senior Skip Day and people are like, 'Oh my gosh, what's the attendance?' And so for me, it's like people really do notice... or will ask... when are you going to send that? I'm like, oh my gosh, someone is actually paying attention... it feels good." – Staff Interviewee

STUDENT VOICE

Both schools have done empathy interviews with students to understand barriers to attendance. At the high school, empathy interviews are considered "summative" data that is more formally collected to hear student feedback. Less formal interactions by the Attendance and Engagement Teams with students are considered "formative" data collected through day-to-day interactions with students. Student voice (both formative and summative) is incorporated into weekly meetings along with research-based interventions suggested by the ESD to support student engagement.



“We have the official reports and then we have our formative data that we’re collecting all the time and we meet every single week and talk about those things... and then, again, having that curiosity of like, ‘OK, what do we do?’ All of the competitions came from the team and ideas that [ESD provided], here’s some different things that are research-based. I’m like ‘please!’ because I don’t want to go to start Googling things... that’s what we go for. When I talk to the staff, I then pair it down to a little bit smaller, but I have... all my cards that I have that then I can say OK, then I’m going to play this one, you know?” – Staff Interviewee


The high school team conducted empathy interviews with 14 students who were failing one or more classes. Staff asked students if their failing grades were related to “will” or “skill” and to explain their thinking. Questions also addressed students’ learning styles and post-graduation plans. They also asked what contributed to students’ failing grades.

The most common reasons cited were subject/content of the class(es) (64%, or nine of 14 students) and instructional practices of teachers (50%, or seven of 14 students). They shared the empathy interview data with the Building Leadership Team and Multi-Tiered System of Supports (MTSS) Team to inform decisions on interventions at different levels.

Schoolwide data collection in 2023-24 included the high school’s climate survey, administered to students, families, and staff. This new survey included questions on relationships, sense of belonging, safety, and harassment.

Of those who participated in the survey, the majority responded favorably (somewhat agree/strongly agree) to all questions.³ Among student participants, the “belonging” questions with the largest proportion of favorable responses were “I am accepting of those different from myself” and “I believe it is wrong to discriminate against someone.” This trend was consistent with family and staff respondents. An item regarding student voice (“I have chances to help decide what is best for the class or school”) had the highest proportion of unfavorable (somewhat disagree/strongly disagree) responses, though most responses were still favorable.

³ Specific N-values for the school climate survey were not available.



At the middle school, staff conducted empathy interviews to understand student experiences and identify key themes in students' barriers to attendance, particularly on Wednesdays, their late start day and when they had lower attendance.

While these interviews surfaced a wide range of feedback, including some students who identified the social aspect of school as a reason they want to attend, they also highlighted the importance of relationships with students in soliciting their input so students would honestly share. The middle school Attendance Team stressed the importance of talking to students and incorporating student voice into their attendance practices.

"Start looking at those interviews, right? Talking to kids and hearing from them what their perspective is, but being thoughtful about who's interviewing students and making sure... that students feel like they can answer honestly." – Staff Interviewee

LEADERSHIP SUPPORT

At both the middle and high school, the Assistant Principal has led attendance work and both administrators have been integral to team development and progress. At the high school, the Assistant Principal has a vision for building capacity of staff and fostering new ideas to try in their work. Staff are encouraged to try out interventions through their MTSS system, providing flexibility and efficacy. The high school Principal trusts in the leadership of his Assistant Principal, and emphasizes the importance of continuous learning, reflection and improvement across all areas of their work, including attendance.

"It goes back to that moment of also having the leadership in the building who recognize you need to get the right people on the bus and, not only do you need to get them on the bus, but you have to have them in the right seat. And it's a testament, I think, to our administration to have done that, because every single one of us, while we have some similarities... we're all like these little Swiss army knives." – Staff Interviewee

Tiered Interventions



TIER 1 SUPPORTS

Both the middle and high schools focused on Tier 1 efforts in 2023-24. At the middle school, they aimed to establish sustainable Tier 1 systems so the team could then shift their focus to Tier 2 and 3 supports. The team decided to start small, by choosing one thing and setting a goal. They focused on communication, with consistent messaging about attendance to students and families. They also reviewed their data on students who were absent less than two days per month, and they saw that number grow every week.

"We picked one thing from our data from our meeting and we're I think we're at like 58% of students attending right now, which was shocking. And like, what's one thing we can do, like what's our goal?... And then starting small, so working on communication about attendance, working on praising teachers who are out in the hallway greeting kids." – Staff Interviewee

At the high school, the Attendance Team focused on Tier 3 supports in 2022-23 and started to build their Tier 1 system in 2023-24. They implemented school-wide attendance challenges for students and staff and schoolwide activities like a "Pet March Madness," where staff submitted photos of their pets for a tournament based on student and staff voting. School staff also implemented "[4 at the Door](#) + one more" from Character Strong, an effort led by the Engagement Team. Teachers connected with students as they came into the building each day, building their relationships with students.

"It's research-based... you greet kids at the door, you get a temperature check, you know... how they're going to be interacting today. So you can have a quick conversation like oh, you seem a little bit off today. Do you need to go see the counselor? Or hey, do you just need a break? And so then it creates that connection with the teacher and then, you know, again, kids want to show up.... I would say that has been our biggest success." – Staff Interviewee

Through their campus management platform Minga, high school staff can give praise to students, and each other, which they used for competitions among staff for the most greetings at the door. Across their efforts, staff note the importance of making these activities fun for



staff as well as students. Their Assistant Principal attributes higher attendance and lower discipline rates to these Tier 1 interventions.

“The team did a great job of making four at the door... they took and put a spin on it. Like, let's make it a competition with staff. Let's make it fun. And I think like it's incentivizing and making the environment enjoyable even for staff. They enjoy their work, then guess what? They're going to mirror that with kids and so and then recognizing that and making that fun and having different awards and doing different things. And I think it's those types of things that push the envelope in terms of making a difference in the school. It isn't the punitive stuff.”
– Staff Interviewee

TIER 2 AND 3 SUPPORTS

Both schools have some Tier 2 and 3 supports in place and want to expand these supports. At the middle school, the Family Services Coordinator conducts home visits to incoming students with excessive absences. He meets with incoming sixth graders and their families to welcome them to middle school and build relationships. The middle school team is also looking at opportunities to address attendance concerns (e.g., tardies) and to build a sense of belonging and engagement through their Friday student clubs.

The high school would like to expand their Tier 2 group supports in 2024-25. They see this as an important gap to fill for students who have been receiving Tier 3 supports but no longer need that level of support, so that students receive the right level of support (e.g., Tier 2) if Tier 1 supports are insufficient for their needs. They have reduced the number of truant students (defined as seven unexcused absences in a month and not more than 15 cumulative unexcused absences in a school year) since 2022-23 and are identifying how to support students as they move among tiers.

There are continuing staff capacity challenges at the high school, as the drug and alcohol specialist and the comprehensive mental health specialists do not have capacity to meet the amount of student need. They are exploring the potential for additional support from school counselors or other staff.



"We've got a strong Tier 3, we're building a strong Tier 1 and kind of Tier 2, but we have we need some more Tier 2 options for support so if someone goes from Tier 3, they don't go all the way back to Tier 1... I think now that we've been able to build these systems, we're understanding that we still need more supports before we get to Tier 3." – Staff Interviewee

In addition to developing Tier 2 supports in each of these school buildings, the district is also trying to connect with additional community resources and partners to address the wide range of student and family needs.

Partnerships and Collaboration

DISTRICT/ESD PARTNERSHIP

In 2023-24, both Selah Middle School and Selah High School Attendance Teams collaborated with ESD 105 to develop and strengthen their attendance systems, with a focus on attendance teams, data, tiered interventions (particularly Tier 1) and integrating attendance with other teams, including MTSS and PBIS.

The high school Assistant Principal connected with the ESD Attendance Coordinator at a convening in Summer 2023 and worked with her throughout the 2023-24 school year for coaching, thought partnership and resources. At the middle school, two Attendance Team members had existing relationships with the ESD Attendance Coordinator and connected with her for help in developing their Attendance Team. The ESD is hoping to expand their supports to Selah to include the intermediate school, and the ESD was connecting with the middle school in June 2024 to learn more about their work.

ESD SUPPORT AT SELAH HIGH SCHOOL

At the high school, the ESD Attendance Coordinator provided guidance to the Assistant Principal and Attendance Team that responded to their needs and helped deepen their work. The Assistant Principal had focused the team's early efforts on complying with rules and regulations related to attendance and truancy. The ESD Coordinator encouraged them to build from this work and clarify roles and responsibilities, develop communication structures and expand their efforts to involve the whole school community.

“For me, it felt like, man, I’m doing what I’m supposed to be doing and it feels good to know that we’re doing the right thing. We just needed to like, hey, these are all the resources we could be doing. You should be doing these attendance graphs and putting it out for your staff to see. And so, it was just really it was like positive feedback and like just reinforcing the idea that we were doing it all along. We just needed that like extra little push over the bar to like really be... Hey, now this is how we get everyone else involved. So, it was just nice.” – Staff Interviewee

The high school has appreciated connecting with other schools about their work on attendance at the Summer 2023 ESD-led convening and would appreciate additional opportunities through the ESD to connect with those in their region for peer support and to share ideas.

ESD SUPPORT AT SELAH MIDDLE SCHOOL

At Selah Middle School, the Assistant Principal connected with the ESD Attendance Coordinator as they were starting their Attendance Team in the 2023-24 school year. The ESD Coordinator joined their early meetings to help build their structures. She also encouraged them to start small, to focus on root causes and not jump too quickly to solutions and to use timely and actionable data in their meetings.

“I think what really excites me is instead of... coming to me and saying I’ll get that for next meeting, it’s like, well, we have this question. Well, it says here the answer is right here... I think it’s going to accelerate our process to where we won’t have to wait till the next meeting or we’ll have to follow up because we can make a decision now.” – Staff Interviewee

YAKIMA ATTENDANCE AND REENGAGEMENT NETWORK

Building from their work with the ESD coordinator, the middle school joined the YARN, which includes three middle schools in the Yakima Valley and uses improvement science approaches and supports peer learning related to attendance. The middle school has found it helpful to connect with other schools, which has also helped them see their accomplishments.



“And then when [the school] met that network, they were like, gosh, we actually are doing pretty good. We meet every week. We look at data, we try and take action. We have a feedback loop with the staff. We have executive sponsorship so we can actually make decisions. So they were kind of checking off the box and going, gosh, we’re kind of moving along here.” – Staff Interviewee

Through the YARN, data champions from all three districts and the ESD 105 Attendance and Reengagement Specialist meet weekly for training and support in accessing and using data. The ESD Specialist is available to answer questions and help with troubleshooting and other support.

ESD SUPPORT FOR ACCESSING AND USING DATA

Both schools have appreciated the support from their ESD around data. The ESD Coordinator worked closely with the high school on what data to review and how to visualize and share it out more broadly. They had previously focused on using data to inform Tier 2 and 3 supports for individual students and wanted to look at Tier 1 universal supports and establish a feedback loop between the Attendance Team and building staff to understand if interventions are working, or not.

“And so [ESD Coordinator] just gave [the high school team] some tools and some strategies to work with that same team to first focus on Tier 1 and, and what visual data they would have to start addressing some of the hot spots or the needs across the whole school that they could get the staff bought into helping.” – Staff Interviewee

The middle school data champion worked closely with the ESD to build her capacity and leadership related to data since taking on this role. The data champion brings data to Attendance Team meetings and supports their conversations and curiosity as problem solvers.



"If you can get that culture re-established where it's like, OK, you all get to be on this team and have a voice. And it's all about being curious and just having this cycle where you just keep trying to figure it out and do better and better and better." – Staff Interviewee

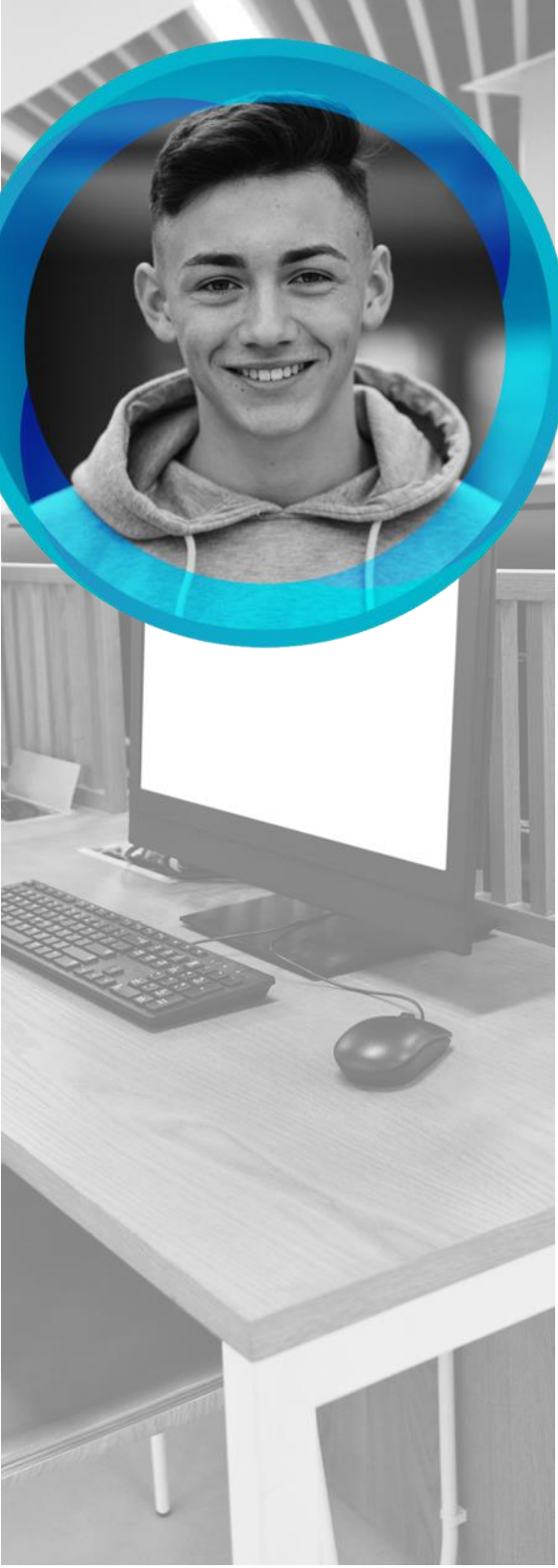
COLLABORATION AMONG ESDS

The YARN also relates to collaboration among ESDs, as both ESDs 171 and 105 (along with staff from other ESDs, districts, OSPI and others) had training to support Breakthrough Networks in their regions in early 2024. These ESDs created a protocol for cycles of improvement, initially in the ESD 171 region and then in the ESD 105 region. One early lesson of this work was the importance of pairing a strong equity lens with improvement science – particularly the importance of listening to students so that, as one training participant put it, *"it isn't the same people coming up with the same solutions that don't get results of our most marginalized students."*

"It's really important that in those environments, we have people who are trained to make sure that that step does not get skipped or that they're really conscious of the process they're guiding folks through. Because what happens sometimes is we just stay in the public school adult realm and we don't listen to what our kids and our families really need." – Staff Interviewee

Looking Ahead

As the 2023-24 school year wrapped up, both schools were working on intentional planning for 2024-25 by mapping out their work over the course of the year and continuing with their teams and regular meetings. Their ESD 105 partners saw opportunities to expand their teams to include students and families and to integrate the cycle of identifying, implementing and evaluating interventions. The middle school team also hoped to expand their connections with teachers, with more communication about the work on attendance and ensuring that classrooms are engaging and welcoming to students. The high



school team hoped to start their truancy process earlier to be more proactive in supporting students.

“How do you just dip your toe in that pool now and start building those entry and exit criteria? Like let's start with one group. What's one barrier that's surfacing a lot for these kids who are already getting Tier 1? Let's practice running an intervention cycle and doing the whole thing really well. What's the entry and exit criteria? How do you progress monitor the intervention, not the kids, but the effectiveness of the intervention with fidelity? Then how do you make decisions to exit the kids?” – Staff Interviewee
