East Valley School District

ESSER ATTENDANCE & REENGAGEMENT EVALUATION CASE STUDY

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

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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.

East Valley School District Case Study

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

District/ESD Collaboration
Teaming on Attendance (District and School)
Attendance Policies and Procedures

It also includes data on students served through direct service support and student perspectives on positive experiences in school, reasons for disengagement and barriers to reengagement.

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.

The East Valley School District case study describes district/ESD collaboration, teaming on attendance and attendance policies and procedures. 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

East Valley is a school district of 3,600 students in Spokane, WA and the NEWESD 101 region. The district includes one high school, one middle school, four elementary schools, an online program (East Valley Online) and homeschooling support (East Valley Parent Partnership).

STUDENT DEMOGRAPHICS (2023-24)[1]

RACE & ETHNICITY

- 73% White
- 14% Hispanic/Latino of any race
- 8% More than one race
- 2% Black/African American
- <2% American Indian/Alaska Native, Asian and Native Hawaiian/Pacific Islander

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[1] Washington State Report Card.
https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300

- 69% low-income students
- 19% students with disabilities
- 5% multi-lingual learners
- 6% students experiencing homelessness

REGULAR ATTENDANCE RATES[2]

- 2018–19 (pre-COVID) 84%
- 2021–22: 63%
- 2022–23: 76%
- 2023–24: .... Available January 2025

PARTICIPATION IN ESSER ATTENDANCE & REENGAGEMENT PROJECT

East Valley School District (EVSD) partnered with NorthEast Washington Educational Service District (NEWESD) 101 throughout the course of the project. The NEWESD 101 Attendance Coordinator provided system-building support for the district attendance team, while the NEWESD 101 Reengagement Specialist provided direct service support to East Valley High School students.

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:
  - East Valley High School staff: Principal, Assistant Principal and Truancy Paraeducator
  - District Attendance Team facilitator (also the Principal of the East Valley Parent Partnership)
  - NEWESD 101 Reengagement Specialist

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[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.

- **Virtual interviews** with:
  - East Valley School District Attendance Team
  - Two NEWESD 101 staff involved in the Attendance & Reengagement Project

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.) Next, the Evaluation Team incorporated any feedback into the final case study, which reflects additional data beyond site visit interviews.

The Evaluation Team incorporated additional data from the district, including student needs assessment data from East Valley High School students. The Evaluation Team also analyzed district data from statewide data collection for the Attendance & Reengagement Project Evaluation, including data from students and families served via direct service.

District and ESD Collaboration

DISTRICT/ESD RELATIONSHIP

The collaboration between EVSD and NEWESD 101 for the Attendance & Reengagement Project built from and expanded on an existing relationship. Before the start of the Attendance & Reengagement Project, EVSD leadership had partnered with NEWESD 101 through the Open Doors program at Next Generation Zone. Next Generation Zone is an ESD-led educational center that offers programming for young adults (ages 16-24) in Spokane County, including GED classes and career skills training. The NEWESD Reengagement Specialist utilized Next Generation Zone and Open Doors as pathways towards reengagement for students at East Valley High School.

ESD SUPPORTS

NEWESD 101 staff supported East Valley in the facilitation of their district-wide attendance team, with the NEWESD Attendance Coordinator helping to structure and facilitate meetings in 2022-23 and act as a coach to the district-based facilitator in 2023-24. Through these team meetings, the NEWESD 101 Attendance Coordinator implemented a 6-week goal setting cycle to guide meetings and support individual schools in prioritization. With this structure, team members developed their own practices while incorporating resources from NEWESD 101, other districts and Attendance Works.

> *"[The high school] team really created a ton of initiatives, but that's just an example of kind of like what those [district team] meetings were like... [NEWESD sharing] these are some of the best practices of what attendance teams are doing to help impact attendance that they're building. Which of these do you have in place already? Which of these do you think you could get in place within the next six weeks? And then... what are some that maybe would fall into place after that? So, it really helped each one of those schools prioritize and it gave them a good starting place because it can be overwhelming when you look at all of it." –Staff Interviewee*

In addition to the district-level support from the NEWESD 101 Attendance Coordinator, East Valley High School had a NEWESD 101 Reengagement Specialist in their building and on their attendance team. The Reengagement Specialist provided Tier 2 and 3 supports for a large caseload of students and was instrumental in supporting student engagement at the high school and in alternate pathways. With the end of grant funding for this position, there was concern that student engagement would suffer.

District and School Attendance Teams

DISTRICT PRIORITY

Over the course of the Attendance & Reengagement Project, EVSD developed attendance teams at the building and district levels. The District Attendance Team reflected the district's commitment to attendance, with meetings initially convened by the Assistant Superintendent in 2022-23. This conveyed the level of priority for this work in response to the number of students who were disengaging from school. EVSD had a significant increase in their regular attendance rate from 2021-22 (63%) to 2022-23 (76%), which they believe reflects the districtwide focus and emphasis on attendance supports and systems.

DISTRICT TEAM

TEAM STRUCTURES: ROLES/PROCESS/MEETINGS

The District Attendance Team was developed in 2022-23 and expanded in 2023-24. In 2022-23, it included the assistant principals from the district's only high school and middle school and one elementary school, and the NEWESD Coordinator facilitated the meetings. In 2023-24, the team included all four elementary schools and the EVSD Truancy Liaison facilitated with support and coaching from the NEWESD 101 Coordinator.

The District Attendance Team met virtually every six weeks, and team members noted an opportunity to extend the district's commitment to attendance by consistently protecting and prioritizing the District Attendance Team meeting time. With the support and buy-in of building principals across the district, assistant principals would be more consistently available to attend.

> *"Principals need to be on board. That this [district attendance] meeting is important for our work that we're doing and that when we are in this meeting on zoom that we cannot be pulled, they need to be covering or there needs to not be a meeting for them scheduled on top of the meeting for us." –Staff Interviewee*

Members of the District Attendance Team led school-based teams and related efforts in their buildings. In some schools, attendance was built into other structures like Positive Behavioral

Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS), though this wasn't universal. These structures reflected the district's interest in working on attendance in a way that didn't make it "one more thing" and where it was integrated into district-level systems.

> *"I think that the goal from our district wide meetings is to not have attendance be one more thing. We don't want it to just be something that you're adding to your meeting schedule of yeah, you're doing PBIS, you're doing MTSS...MDT, and now you're going to do attendance too. We have had some talks and some discussion about how can this be embedded into what your teams are already doing and have it be part of that conversation?" –Staff Interviewee*

COLLABORATION AMONG ASSISTANT PRINCIPALS

Through the District Attendance Team, assistant principals collaborated, shared ideas and problem solved with one another, while allowing for differences based on each building's context. Through the goal-setting process, each building leader set a 6-week goal, worked on it with their building Attendance Team, then checked in on progress and any adjustments that may have been needed with the District Attendance Team.

For example, the District Attendance Team collaborated on "nudge letters" (letters to families encouraging them to prioritize their students' attendance), which they implemented across the district but each in a slightly different way. They also collaborated as thought partners related to using data and process improvements for their Community Engagement Board (called Community Attendance Review Board, or CARB, in East Valley) meetings.

> *"At the district level meeting... we [pick] each other's brains, figuring out, you know, what is [building leader] doing that I'm not doing? What's [another building leader] doing that I'm not doing? How can I continue to improve my own school from some of the amazing work that they're doing?" –Staff Interviewee*

"I'm very upfront that I don't have all the answers and that I don't have all of the experience. So [I am] not the brain trust, it's all of us and also leaders like [team member name], they know what's going on in their school and they have a better idea because they have eyes on it and so I need to listen to that... so it's really a team approach for sure." –Staff Interviewee

The District Attendance Team also included "accountability buddies" where assistant principals paired up across schools to discuss goals and progress and determine if they wanted to set new goals. Team members connected with their buddies in between Attendance Team meetings to collaborate and share ideas with one another.

USING DATA

The District Attendance Team routinely used data in their work, setting individual goals aligned to the district-wide vision for attendance, which guided their work and collaboration. They improved their use of data to inform their work and to see the impact they were having. Based on one team member's experience in another district, they recreated a similar data report to reflect districtwide and building-level attendance rates, and with ESD support, focused on regular attendance rates in addition to average daily attendance. They looked at data by school and by month and used data in each school's monthly nudge letters.

"We're all working towards a common goal and that's the nice thing about it is we all know kind of where each person or each school is, what their percentage is, what their goal is, what they're trying to achieve and that funnels into the district." – Staff Interviewee

"I think one of the biggest things... was getting actionable attendance data and getting the right kind of attendance data, so that not only so that we could like make some action steps, but also thinking about whether or not the actions that we're taking are actually paying any dividends." –Staff Interviewee

At several schools, students tracked their own attendance, and the schools used the data for attendance competitions and awards. School leaders saw how this practice was raising students' awareness and accountability related to attendance.

"The kids track their attendance every single day... and then from that they have a weekly competition between grade levels that they get to see the bulletin board change every week... so they can see who's going to win the attendance trophy at the end of the month. And they love that...It's working because students just don't want to be absent because they don't want to let their class down... we've been doing that for a couple of years and... our attendance is very similar to last year, which it's almost 80%... it's great... what we're doing is working." – Staff Interviewee

The District Attendance Team identified some challenges in their work with data. There were inconsistencies in reporting between data systems (School Data Solutions and Skyward). They also implemented a range of interventions and improved their processes, which can make it difficult to discern impacts of individual efforts. Finally, they were not able to implement system-wide processes to gather student voice to inform their work, though they would like to do so, potentially related to student experiences with the truancy process and CARB.

"We were about eight to 10 percentage points lower than what the data shows in the OSPI report card... it can be somewhat dangerous to take a look at our data and say yeah, add eight or 10 percentage points... That was the trend for last year like we thought we were doing kind of OK. And then the data came out from OSPI and we were like, oh, we did more than, OK, we did really, really well." – Staff Interviewee

DISTRICT AND SCHOOL INTERVENTIONS

The District Attendance Team implemented new district-wide interventions, including rewards and incentives for attendance, nudge letters and districtwide communications about attendance. They sent a letter to all families at the start of the school year that included positive, supportive messaging about the importance of attendance. They also created a flier for families, adapted from Attendance Works, translated it into three languages and handed it out at family conferences in each building. They planned to move to quarterly districtwide communications in future years.

Individual buildings also implemented their own interventions, including attendance awards for staff and a focus on tardies. The high school started to play music in the halls one minute before the bell to reduce tardies. Students and staff provided input on the music they would like to hear, and sometimes they had theme weeks. This had a dramatic impact, as evidenced by tardies increasing during a week that they didn't play music before the bell.

"I also give out attendance awards to staff because... I'm trying to show kids that like we if we expect kids to be here, we expect staff to be here and that it's important to us that, you know, we as staff take it as serious as we want the kids to. I send out emails monthly about kids who are missing more than five days a month... And then I also send out emails thanking parents for working hard to get their kids here, which is kind of what [another building leader] had implemented at the beginning of the year. I just do it a little differently." – Staff Interviewee

CULTURE OF ATTENDANCE

In addition to specific interventions, the district shifted to a more positive and supportive tone in their work on attendance, communications with families and in the truancy process. There were challenges in shifting mindsets and assumptions about students who aren't attending. Attendance Team members worked with school staff to have more understanding and empathy for the situations students are in, while also encouraging and supporting them to be at school.

"We really worked hard to change the language in our attendance letters, so it sounds less... aggressive so that families are not put on the defensive right away. I think it's kind of anxiety inducing to receive a letter like that from the school and to like see it in bold... 'you're going to truancy court,' it automatically puts families on the defensive. So us going through and changing the language of those letters I think has really helped to just to show families that we're here to work with you. I mean, we want your kid to be at school every day, every period. And so what can we do to support that? Not, you're in big trouble... because you're not getting your kid to school." – Staff Interviewee

Attendance Procedures

Through regular meetings of both the district-wide and school level teams, EVSD developed procedures to support students and families with regular attendance. Input from the high school attendance team informed districtwide procedures, including districtwide adoption of procedures that started in an individual school, and vice versa.

DISTRICT-LEVEL PROCEDURES

The District Attendance Team reviewed the School Board policy on attendance as well as the district's attendance/truancy checklist. The checklist outlines roles and responsibilities for each step in the attendance/truancy process, to clarify procedures and provide guidance for future team members. The checklist document (linked here) outlines the process for handling both excused and unexcused absences, consistent with district and state policies.

> *"This checklist is intended to help our schools be more consistent and successful in tracking and improving student attendance. We have a legal obligation to deal with unexcused absences in a formal manner and within a specific timeline. However, we also want to pay attention to both excused and unexcused absences because we want our students here everyday. The...directions are intended to deal with both excused and unexcused absences, most of which require formal actions and documentation." – from Attendance/Truancy Checklist*

The district would like to make further improvements in their truancy process, given the long lag between students receiving their first letter and when they get to a CARB meeting and insufficient capacity to support every student who meets the threshold for a CARB meeting. They also have a challenge of students with a lot of excused absences "flying under the radar" until they hit the threshold for a CARB meeting and would like to have more supports in place for these students.

> *"I'm proud of what we've done in terms of our CARBs and the amount of CARBs and... the outcome of some of those CARBs. Is it a perfect system? No, not by any stretch of the imagination, but it's a lot better than it was and it's just going to continue to get better because of the systems and because of the people we have in place right now." – Staff Interviewee*

HIGH SCHOOL ATTENDANCE PROCEDURES

ATTENDANCE LETTER SCHEDULE AND STEPS

Building from the district attendance/truancy checklist, East Valley High School developed an Attendance Letter Schedule, which provides guidance for staff regarding steps in the process, who is responsible, what letter to send and how to document this communication (letter schedule linked here). The school runs letters on certain days of the week and certain days of the month to align to the parameters outlined in the checklist. The letters explain the purpose of the letter, including requirements of the law, the school district policy and information about their student's attendance.

The Attendance Letter Schedule is paired with an Excel spreadsheet used to document communication between the school and students/families (example spreadsheet linked here). School staff use color-coding to understand individual student attendance, information from a student needs assessment and the status of attendance contracts and/or the CARB process, where relevant. The school used to keep this information in different systems, and shifted to keeping all information in one spreadsheet to easily document and see what was happening with every student in the school. Staff who work on attendance and truancy procedures (including the Assistant Principal, Truancy Coordinator and Head Secretary) can add and update information on the sheet and did so on a regular schedule. Counselors can view but not edit the information.

The school's more consistent communication has increased awareness of attendance practices for students and families.

"There's more education not just for our kids, but also for our families. They're getting a little bit more in tune with, you know, what they need to be doing, what they need to be providing and especially getting their kids here. I would say we've had some success stories of getting kids re engaged this year. I don't know how many per say, but I know we've had a decent amount." - Staff Interviewee

"I think it's just having that consistency in in messaging that consistency and you know always checking to see if systems are working." - *Staff Interviewee*

Additionally, more consistent attendance practices may show higher rates of absenteeism or discipline, but school leaders attribute this to more consistent documentation and systems of support.

> *"I don't think people realize how big of a need we had because it wasn't being documented appropriately. So that's I think that's where we're seeing the biggest shift is we have systems of support because [building leader] has really set that up where we have true documentation and it's showing that we have higher things, but it's because we're actually documenting it appropriately." - Staff Interviewee*

STUDENT ASSESSMENT OF BARRIERS TO ATTENDANCE AND ATTENDANCE CONTRACTS

When a student meets the relevant threshold on the Attendance/Truancy Checklist (three days of unexcused absences), a needs assessment is sent to the student, asking about their experiences and relationships in school, potential reasons for disengagement and barriers to reengagement, as well as questions regarding the student's home/personal life and career aspirations. Once completed, the needs assessment is used by school administration to start a conversation with the student addressing their attendance and experiences in school before creating an attendance contract (as needed).

East Valley High School also used attendance contracts in meetings with students to identify issues or barriers that were keeping students from attending school and to identify relevant resources. They usually met with students during the day, and sometimes parents joined. Staff provided input and typically signed off on the barriers that the student shared. They completed needs assessment and made attendance agreement with students for "Every period, every day." They also offered incentives for students for attendance.

MAINTAINING ENROLLMENT (I.E., THE SEAT CLASSROOM)

Another new procedure was the high school's SEAT (Student Engagement Attendance Team) Classroom. After a student has not attended school for 20 days, the school puts them into their SEAT Google classroom (a virtual classroom) to keep track of them.[3]

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[3] East Valley heard the idea for the SEAT Classroom from another district. For more information on OSPI guidance on withdrawing students: https://ospi.k12.wa.us/sites/default/files/2023-10/attendance_and_truancy_faq_updated_september_5_2023.pdf#page=3&zoom=100,93,404

(Their catchphrase is "Your SEAT misses you.") They maintain this list of SEAT students to be able to find and connect with students and their families, and to figure out how to reengage them in school. The SEAT classroom includes different materials, including information about different educational programs and pathways available to students. Attendance Team members connect about individual students and when to put them in the SEAT classroom, and plan for outreach to the student and their family.

Serving Students

In both years of the project, East Valley High School had the support of a Reengagement Specialist from NEWESD 101 who worked directly with students to support their engagement or reengagement in school. (Note: there was transition in the Reengagement Specialist role between 2022-23 and 2023-24, which impacted planning and caseloads.) The Reengagement Specialist reported student-level data on demographics, positive experiences in school, reasons for disengagement, barriers to reengagement and progress towards reenrollment. In addition to the data collected by the Reengagement Specialist, East Valley High School collected student-level data through their internal student needs assessment in 2023-24.

In the 2022-23 school year, the NEWESD 101 Reengagement Specialist supported 76 students on their caseload, 12 of whom were unenrolled from school. Among these students, six reenrolled in an educational pathway, including transitioning to home schooling (N=3), enrolling in the Open Doors Youth Reengagement Program (N=1), pursuing a GED (N=1) or pursuing an alternative pathway (N=1).[4]
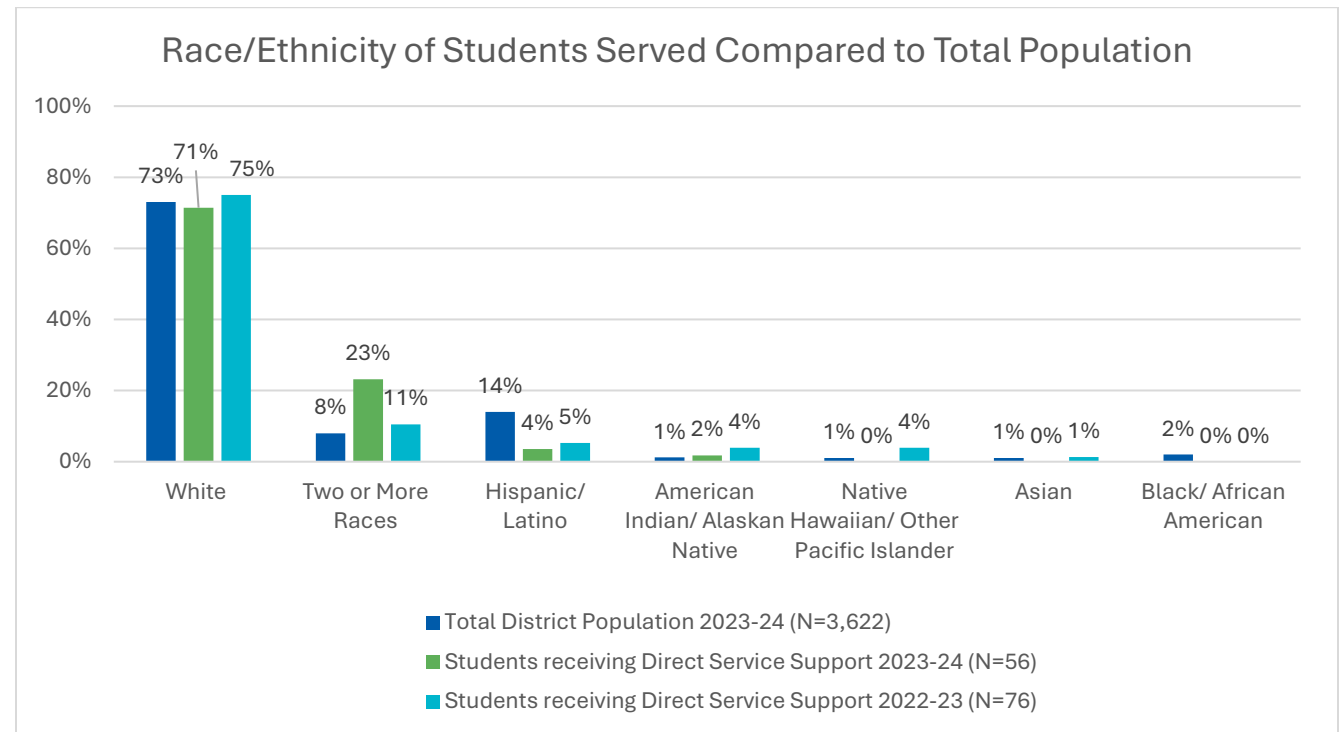
In the 2023-24 school year, the Reengagement Specialist supported 56 students, six of whom were unenrolled from school. Of the six unenrolled students, the Reengagement Specialist reported that four of the six did not reenroll in a pathway as of June 2024.

Data from students served with direct service and those for whom East Valley High School collected student needs assessments in 2023-24 (198 students, approximately 21% of the

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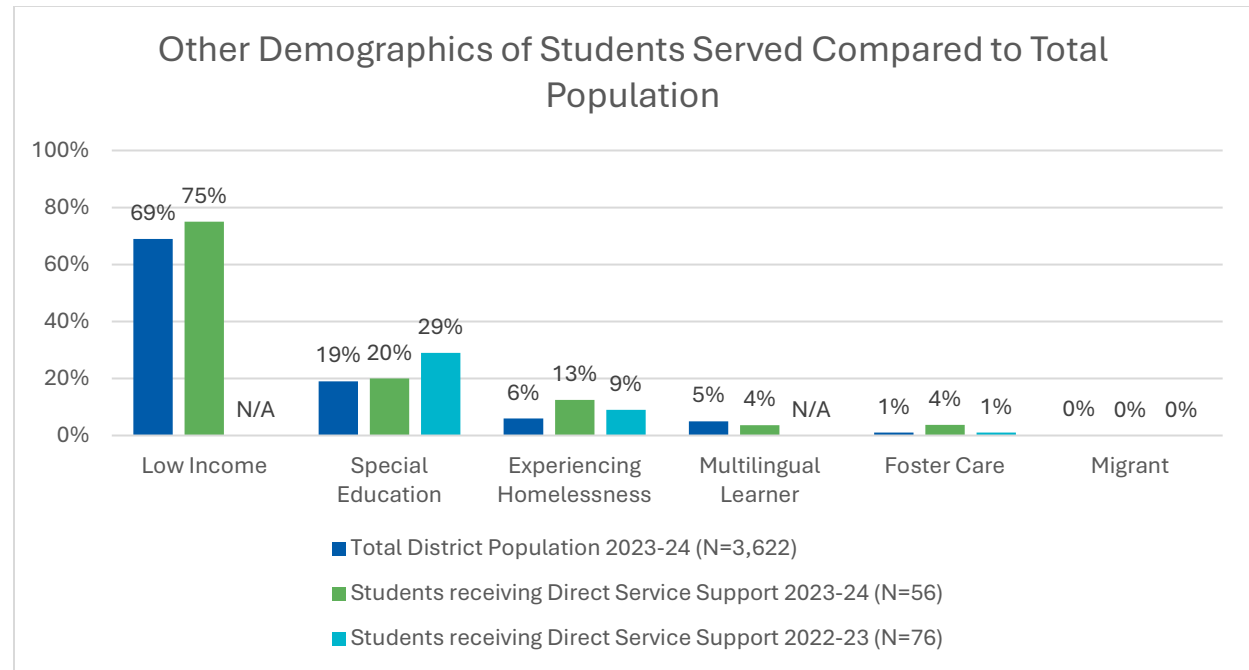[4] For the 2022-23 direct service report, data was reported for 76 students. In the 2023-24 direct service report, there was data for 56 students. Not every student had data reported for each section of the direct service reporting tool (i.e., student demographics, positive experiences in school, etc.) The percentages throughout this case study include the number of students for whom data was provided in the relevant section.

student population) include information on student demographics, positive experiences in school, and reasons for disengagement and barriers to reengagement, as described below.

Race/Ethnicity of Students Served Compared to Total Population

Legend:
- ■ Total District Population 2023-24 (N=3,622)
- ■ Students receiving Direct Service Support 2023-24 (N=56)
- ■ Students receiving Direct Service Support 2022-23 (N=76)

Values by category:
- White: 73%, 71%, 75%
- Two or More Races: 8%, 23%, 11%
- Hispanic/Latino: 14%, 4%, 5%
- American Indian/Alaskan Native: 1%, 2%, 4%
- Native Hawaiian/Other Pacific Islander: 1%, 0%, 4%
- Asian: 1%, 0%, 1%
- Black/African American: 2%, 0%, 0%

In both the 2022-23 and 2023-24 school years, a greater percentage of students who identify as American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander and Two or More Races were served through direct service support than are represented in the total population of students. Additionally, in both 2022-23 and 2023-24, a smaller percentage of Hispanic/Latino students were served through direct service supports than are represented in the total population of students.

Other Demographics of Students Served Compared to Total Population

Bar chart data:

Category	Total District Population 2023-24 (N=3,622)	Students receiving Direct Service Support 2023-24 (N=56)	Students receiving Direct Service Support 2022-23 (N=76)
Low Income	69%	75%	N/A
Special Education	19%	20%	29%
Experiencing Homelessness	6%	13%	9%
Multilingual Learner	5%	4%	N/A
Foster Care	1%	4%	1%
Migrant	0%	0%	0%

Compared to the district's student population as a whole, direct service staff served proportionally more students experiencing homelessness, students in special education and students in foster care in both years of the project. Additionally, direct service staff supported a larger percentage of multi-lingual students and low-income students in 2023-24 compared to the total population. (Note: data is not reported for students who identify as LGBTQ+, as limited data direct service data was reported for students served and districtwide data is unavailable from OSPI.)

POSITIVE EXPERIENCES IN SCHOOL

Over the course of the project, **students served through direct service support most frequently reported being with friends as a positive experience in school** (86% of N=29 students in 2022-23, 48% of N=50 students in 2023-24), which is also reflected in the data from the 2023-24 needs assessment (74% of N=198). Students also reported positive experiences in their classes (21% of direct service recipients in 2022-23, 10% of direct service recipients in 2023-24 and 20% of students who completed the needs assessment), clubs or sports (10% of direct service recipients in 2022-23, 8% direct service recipients in 2023-24 and 29% of students who completed the needs assessment) and their teachers (26% of students who completed the needs assessment). Thirty-eight percent (38%) of students who completed the needs assessment also noted their desire to go to college.

REASONS FOR DISENGAGEMENT AND BARRIERS TO ENGAGEMENT

Students were also asked about their reasons for disengaging in school and barriers to reengaging. Over the course of the project, **students primarily identified factors such as other responsibilities** (29% direct service recipients in 2022-23, 35% of direct service recipients in 2023-24 and 26% of students with needs assessment data) **or their home life** (36% of direct service recipients in 2022-23, 33% of direct service recipients in 2023-24 and 20% of students with needs assessment data).

Students also identified health issues as a barrier to engagement (66% of direct service recipients in 2022-23). This includes physical health (4% of direct service recipients in 2023-24), mental health (26% of direct service recipients in 2023-24) and feelings of stress both in school (58% of students with needs assessment data) and outside of school (63% of students with needs assessment data). Additionally, students identified not having the support they need to succeed as a reason for their disengagement (48% of direct service recipients in 2022-23, 11% of direct service recipients in 2023-24 and 38% of students who completed the needs assessment).

Looking Ahead

In East Valley, the district, schools and NEWESD 101 were all planning for the future of this work as funding and support through the Attendance & Reengagement Project came to an end. NEWESD 101 planned to use Open Doors funding as a long-term funding source to continue their work around attendance and reengagement. Although there would not be a direct service staff person at East Valley High School, NEWESD 101 intended to continue to provide coordinator support as requested by the district. NEWESD 101 also hoped to develop a preventative approach to reengagement, similar to what reengagement specialists were able to support through the grant. In addition, NEWESD 101 hoped to create a "breakthrough network," piloted by ESDs 105 and 171 in 2023-24, to share attendance resources and best practices across their region, including those which were developed by East Valley during their participation in the Attendance & Reengagement Project.

The district aimed to maintain many of the systems and processes developed through the Attendance & Reengagement Project, though they anticipated that maintaining momentum could be difficult with competing demands. The time-limited funding through the Attendance & Reengagement Project was also a challenge for shifting the culture of attendance to be "all hands on deck." The district aimed to continue their work to create systems that are smooth and well-established so that they function even when staff attention is pulled elsewhere. With the end Attendance & Reengagement Project, the district was concerned about staff transitions and their future work, though they intended to continue with regular District Attendance Team meetings, the goal-setting process, regularly reviewing data, attendance incentives, regular communication and maintaining a positive tone related to attendance.

"It'll just be interesting to see if those things really do hold. I don't want to lose ground... it is too important. I mean, the correlation between attendance and school success, you can't separate the two and so it really is like it's like the focal point of engagement, right? That also ties into how welcoming and belonging to our schools feel... What's the climate and culture within each one of our buildings? And I don't know what role attendance and engagement plays in that, but I see a strong link between the two of those, and I would like to work with our each one of our schools on creating environments where kids are excited to come to school, where they're they can't wait to see their teachers, they can't wait to get in the classroom and work on the project... that I think that that would make attendance and engagement... even more fun than what it is." – Staff Interviewee

At the high school, the Assistant Principal was transitioning out of her role at the end of 2023-24. The school's intention was that the systems that were built would continue and that the incoming Assistant Principal could build strong relationships with kids and awareness of what is happening in their families – a core part of the job of attendance.

"That relationship piece for me is the biggest part of my job, and I think that that's what helps with the attendance piece... I can call [students] on the carpet - if you're skipping classes, [I can say] 'Knock it off' [and] I joke with kids about [not being late to class]... I'm like, 'I can walk you. I can hold your hand if you want me to.' And they're like, 'No, no... it's fine. It's fine. I'll get there.' It's just... joking with them and seeing them for who they are." I want to see them succeed... they're my future... And that's what I tell kids all the time. 'You're my future... I want to see you succeed because you're my future... Like you're going to be the ones that make the laws... [and] decide the rules.'" – Staff Interviewee