



## Thurston Elementary – Attendance Overview 2025

Metric	Current (2025)	3-Year Change
Average Daily Attendance	95%	+12%
Regular Attenders (90%+ attendance)	80%	Consistent Growth

### Why Our Attendance Is Strong

- Strong teacher-family relationships
- Positive school climate and sense of belonging
- Proactive communication when absences occur
- Family Resource Center (FRC) support and resources

### Effective Practices

#### Mr. Potato Head Attendance Booster (Spring Initiative)

- Daily classroom incentive for full attendance
- Built community and excitement
- Reward: “Potato Chip Party”
- Easy to replicate and sustain

### Tiered Support System

1. **Teacher Outreach:** After two or more absences, teacher contacts family
2. **FRC Involvement:** Provides resources, incentives, or supports
3. **District Care & Connection Referral:** Ongoing collaboration to remove barriers
4. **Truancy Officer Meeting (if needed):** Focused on support, not punishment

### Ongoing Goals

- Sustain 95% ADA and raise regular attenders above 80%
- Continue early outreach and targeted supports
- Maintain strong relationships as the foundation of attendance success

*“At Thurston Elementary, every student matters and every day counts.”*





Metric	2022-2023	2023-2024	2024-2025
Regular Attenders	57%	60%	64%
Chronic Absenteeism	45%	42%	39%
Daily Attendance	88%	89%	89%

7% **increase** in Regular Attenders

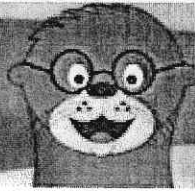
6% **decrease** in Chronic Absenteeism

What did we do in the 2023-2024 school year?

- Surveyed families
- Teacher training on teacher impact (teacher efficacy)
- Shared building level attend supports with staff
- Shared district supports with staff

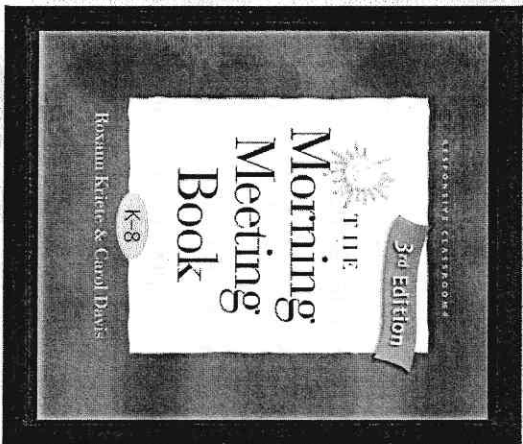
What did we do in the 2024-2025 school year?

- Surveyed families
- Teacher training on teacher impact (teacher efficacy)
- Shared building level attend supports with staff
- Shared district supports with staff
- 2nd and 3rd trimester awards and celebrations for students
- In class incentives for attendance ran by teachers
- Teacher training on creating welcoming environments
- Building wide conversation around morning meeting
- Friday all school morning meeting
- Front office group weekly meeting including attendance
- Monthly school wide attendance updates in parents newsletter
- Attendance target on building target



What are we doing in the 2025-2026 school year?

- Survey families
- Teacher training on teacher efficacy
- Shared building level attend supports with staff
- Shared district supports with staff
- In class incentives for attendance ran by teachers
- Teacher training on creating welcoming environments
- Building wide conversation and professional learning around morning meeting
- Consistent morning meeting format K-5 (*example included*)
- Consistent Friday all school morning meeting that matches K-5 (*example included*)
- Front office group weekly meeting including attendance
- Monthly school wide attendance updates in parents newsletter
- Attendance target on building target (*included*)
- Building wide attendance plan (*included*)
- Monthly school wide booster (*included*)
- Trimester awards and celebrations
- Calls to chronically absent families in August
- Monthly attendance award from each class
- Parent education through handouts from Attendance Works (*example included*)
- Three times a year, individual attendance updates sent to families (*included*)
- Weekly parent communication following the Friday all school morning meeting (*example included*)



# Morning Meeting

1. Greeting
  2. Sharing
  3. Activity
  4. Message
- \* Entry Question

MORNING MEETING  
SLIDES FROM 2017-18

Morning Meeting  
Friday, October 17th, 2025

**Greeting:** Good morning Two Rivers - Good morning Mrs. Noor & Mr. U

**Message:** Good morning, Otters!

Welcome to Morning Meeting!

This month, we're kicking off an all-school attendance competition!

The grade level with the highest attendance will earn a special prize! Attendance totals will be updated in the hallway each week, so keep checking to see how your grade is doing.

Today, we'll start by pulling our Hooray and Rockin' Riders winners, and then we'll recognize 3rd, 4th, and 5th grade students for their achievements in attendance, math, and reading.

**Activity:** Hooray and Rockin' Riders

**Sharing:** 3rd - 5th grade awards for attendance, math and reading.

October Attendance Challenge

K - 94.29%  
4th - 94.27%  
3rd - 94.19%  
1st - 93.34%  
2nd - 92.75%  
5th - 89.31%

October attendance by grade as of 10/15



## Attendance Problems of Practice

What are the areas of need, as identified by the review of our quantifiable student data?

As of May 2025....

- our average daily attendance is 89.8%
- 38.2% of our students are chronically absent
- 61.8% of our students are attending regularly

## Attendance Data Sources

What data sources did we use to identify our need?

Schoolzilla  
Fall Parent Survey  
Attendance Parent Survey  
Admin. Survey - Trust  
Target Action Plan Creation Document

## Attendance Goal(s)

List SMART or PEERS goal(s), tied to original data sources. Add interim goals to describe the smaller steps needed to reach the main goal.

**Goal:** By Spring 2026, TRDR will have a daily average attendance of 95%.

- Interim Goal: By November 2025, all staff will implement a morning meeting during the first 15 minutes of the day that follow the framework of The Morning Meeting book. Pit Crew Redesign.
- Interim Goal: By September 2025, a member of the front office group will connect with each chronic to severely absent family from
- Interim Goal: By August 2025, TRDR will have an attendance process that will be presented and implemented by staff.
- Interim Goal: Monthly our family resource EA will connect with chronic to severely absent families

## Attendance Target Vision Statements

What do we want to accomplish? What will it look like when we meet our goals?

**What it will look like for STUDENTS:**

**What it will look like for our PRACTICE:**

<p>Our students will encourage one another to attend school regularly.</p>	<p>Teachers will celebrate student attendance through a classroom incentive. They will encourage students to attend regularly by making individual connections with each student and informing our family resource EA of any family needs impacting attendance. Classes and individual students will be rewarded with improved and excellent attendance awards.</p>
<p>Students and families in the chronic to severely chronic attendance category will be encouraged and supported in improving student attendance.</p>	<p>The front office group will monitor attendance and intervene early. This will look like connecting with families and students to identify barriers and educating families about the importance of regular attendance. Students will have individual student incentives to promote regular attendance.</p>
<p>Our students will know what to expect during the beginning of each day when they arrive at school.</p>	<p>All teachers will use The Morning Meeting book framework to run a morning meeting in their classroom at the scheduled time. <u>Pit Crew Redesign.</u></p>

## Attendance Strategies

What strategies/best practices will we use to meet our goal?

Strategy	How do we know this strategy works?	Resource links
Morning Meeting	Walkthrough Checklist (wk of Sept 15th, Oct 27th and Dec. 15th)	Checklist
Attendance Incentives		TRDR Attendance Plan
Family Connections & Education		TRDR Attendance Plan

# TRDR Attendance Plan

2025-2026

## Tier 1 Attendance Activities

Classroom Teacher Absentee Student Process (Tier 1)

After the Communication form Absentee Student Process (Tier 2)

No Improvement Absentee Student Process (Tier 3)

Building Wide Report Running Process

Building Wide Report Running Calendar

August Plan

Reviewing Student Attendance

Google Links

<h3>Tier 1 Attendance Activities</h3> <p><i>(for all students, by all teachers, in all classrooms)</i></p>
August : <u>Send this to all families via Seesaw &amp; the THIS</u> & add to back to school digital info & print for meet the teacher night
September : BOOSTER - <u>OTTER attendance booster</u> <u>Handout at Open House</u>
October : BOOSTER - Grade Level Competition : winner announced at the end of the month, updated on the bulletin board weekly : grade levels choose what they will earn if they win & post that too! <u>Handout at Title Night</u>
November : BOOSTER - <u>OTTER attendance booster</u> <u>Handout at Conferences</u>
December : BOOSTER - Grade Level Competition : winner announced at the end of the month, updated on the bulletin board weekly : grade levels choose what they will earn if they win & post that too! <u>Include this in the report card</u> <b>End of trimester 1:</b> 1st week of December students with 97% attendance or higher for trimester 1 will receive a certificate and attend an attendance celebration <b>End of trimester 1:</b> summary letter home including attendance, math, and reading vs. school goal
January : BOOSTER - <u>OTTER attendance booster</u>
February : BOOSTER - Grade Level Competition: winner announced at the end of the month, updated on the bulletin board weekly : grade levels choose what they will earn if they win & post that too! <u>Handout at Title Night</u>
March : BOOSTER - Grade Level Competition: winner announced at the end of the month, updated on

*Updated: June 2025*

the bulletin board weekly : grade levels choose what they will earn if they win & post that too!

April : BOOSTER - OTTER attendance booster

Included this in the report card

**End of trimester 2:** 1st week of April students with 97% attendance or higher for trimester 1 & 2 will receive a certificate and attend an attendance celebration

**End of trimester 2:** summary letter home including attendance, math, and reading vs. school goal

May : BOOSTER - Grade Level Competition: winner announced at the end of the month, updated on the bulletin board weekly : grade levels choose what they will earn if they win & post that too!

Print and hand out at Kinder Registration Event

June : BOOSTER - Grade Level Competition: winner announced monthly, updated on the bulletin board weekly : grade levels choose what they will earn if they win & post that too!

**Near the end of trimester 3:** 1st week of June students with 97% attendance or higher for trimester 1 & 2 & 3 will receive a certificate and attend an attendance celebration

**End of trimester 2:** summary letter home including attendance, math, and reading vs. school goal

### Classroom Teacher Absentee Student Process (Tier 1)

- Call family after 2 absences in a single week
- Call family after 4 absences in a single month
- If no improvement after a conversation with family, fill out a communication form
- After submitting a communication form, classroom teacher will continue to call once a month and record notes in the student profile document (document will be created by the front office team and shared with teacher)

### After the Communication form Absentee Student Process (Tier 2)

- Communication form is received and shared with admin
- Admin adds the student name to attendance monitoring document
- Admin creates a student profile document
  - share with the classroom teacher and/or whoever submitted the communication form
  - share with family resource EA
- Family resource EA will call the family and provide support as needed
  - Family resource EA will document calls and supports provided in the student profile document
  - Teacher will continue to call once a month and record notes in the document
- The FOG (front office group) team will review student names & needs during our weekly meeting and provide support as needed

### No Improvement Absentee Student Process (Tier 3)

- The FOG (front office group) team will review student names & needs during our weekly meeting and provide support as needed

(Updated: June 2025)

- Students not showing improvement will have their information moved from the tracking document to the "Truancy Tracking" document inside of Synergy. This will be done by the CMA (Case Manager Assistant).
- CMA will then reach out to our Care and Connection officer and request a home visit
- Teacher will continue to call once a month and record notes in the document

## Building Wide Report Running Process

*Currently ran by CMA*

- **Twice a month run ATD 401 for the 10 prior school days.** Any student with 2 or more absences should be added to the attendance tracking document and a student profile will be created. If the student is already on the attendance tracking document & has a student profile, the CMA will add a note that includes that date the report was run and then number of absences. CMA will call the family and inquire about attendance and offer support as needed.
- **Once a month run ATD 401 for the month prior.** Any student with 4 or more absences should be added to the attendance tracking document and a student profile will be created. If the student is already on the attendance tracking document & has a student profile, the CMA will add a note that includes that date the report was run and then number of absences. CMA will call the family and inquire about attendance and offer support as needed.

# Building Wide Report Running Calendar



## 2025-26 ACADEMIC CALENDAR SPS ELEMENTARY

SEPTEMBER 2025				
Mon	Tues	Wed	Thurs	Fri
X				
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

OCTOBER 2025				
Mon	Tues	Wed	Thurs	Fri
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

NOVEMBER 2025				
Mon	Tues	Wed	Thurs	Fri
10	11	12	13	14
17	18	19	20	21
28	29	30		

DECEMBER 2025				
Mon	Tues	Wed	Thurs	Fri
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

JANUARY 2026				
Mon	Tues	Wed	Thurs	Fri
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

FEBRUARY 2026				
Mon	Tues	Wed	Thurs	Fri
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MARCH 2026				
Mon	Tues	Wed	Thurs	Fri
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

APRIL 2026				
Mon	Tues	Wed	Thurs	Fri
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

MAY 2026				
Mon	Tues	Wed	Thurs	Fri
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JUNE 2026				
Mon	Tues	Wed	Thurs	Fri
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

KEY DATES FOR SCHOOL YEAR		
District-wide All students will begin school either on September 3 or 4.	Elementary / Trimester Schedule Nov. 24: End of Trimester 1	Snow Days Should more than two school days be missed due to inclement weather, those days will be added during or at the end of the school year to meet minimum instruction minutes required by the state.
Sept. 3: Half of Kinders, grades 1-5, 6 & 9.	Nov. 24-26: Grading / Planning / Conferences	© Trimester Awards
Sept. 4: Other half of Kinders, grades 7-8 and 10-12.	Jan. 30: Grading / Planning	≡ Monthly Report
Sept. 5: No school for Kindergarten students.	March 20: End of Trimester 2 / Sem. 1	/// 10 day Report
June 11 is first day of school and regular schedule.	June 11: Last Day of School	
	June 12: No School - Grading Day	

**ENROLLMENT MONTHS:**

- In-district transfers accepted in January (high priority).
- All transfers accepted starting March through June.
- Kindergarten welcome events typically held in early May.
- School registration is in late August.

LEGEND		
* Start/End of Classes	* Kinder Day	Δ Grading/Conference Day
X Holiday, Break or No School	○ Early Release	

\*This is the elementary academic calendar for Springfield Public Schools. Please contact your school for specific information. Visit the district's online calendar for information about district-wide events.

## August Plan

- Admin will provide Family Resource EA with a list of chronically absent students from the 2025/26 school year. Family Resource EA will call each family and offer support in getting students to school each day, starting at the beginning of school.

## Reviewing Student Attendance

- Teachers will monitor student attendance and respond according to the process above
- Reports will be run three times a month as described above
- The FOG team will review the Attendance Monitoring Document weekly
- School Psych & Admin will review Attendance Monitoring Document monthly
- Admin will review Attendance Monitoring Document and Reports as needed

## Google Links

- [Attendance Folder 2025-26](#)
- [Attendance Monitoring Document](#)
- [Student Profile Folder](#)
- [Student Profile \(copy only\)](#)

**STAIRS**

## SCHOOL WIDE ATTENDANCE BOOSTER

Why are we doing this?

- 50% of our families say their students have not earned an attendance incentive or they are unsure if their students has earn an attendance incentive (March 2025 attendance survey)
- It makes it easier for parents to get their students to school when their child has something to look forward to (March 2025 attendance survey)
  - "something exciting to look forward to in class that the teacher preps kid for"
  - "Las actividades"
  - "Prize box day and school incentives"
  - "Her being excited about something going on at school"
  - "When she is excited about something going on at school, has something she is proud of to share or she accomplished."

## **SCHOOL WIDE ATTENDANCE BOOSTER**

What is the classroom teacher doing?

- Identify how many of your students need to be present to be at **95%** attendance
- Write that number on your "OTTER" poster in the hallway with a dry erase pen
- Each morning that you have **95%** or more of your students present at 9am, color in one letter of "OTTER" with a dry erase pen
- When all letters are filled in, your students earn a 15ish minute celebration that will happen on that day if at all possible and be supervised by the teacher. If it is not possible to happen that day, the celebration should be identified and shared with students that day and then it will happen the following day
- When all letters are filled in, the classroom teacher will share the earned celebration with families via Seesaw
- Teacher will erase the filled in "OTTER"
- REPEAT

If you do not have an OTTER poster printed on orange paper, please let Kristen know and we will get you one to post in the hallway!

## **SCHOOL WIDE ATTENDANCE BOOSTER**

What are some 15ish min celebration options?

- Glow party, fort party, joke party, slime party, dice game party, science party and other parties in a box located in the PBIS tier 1 storage closet inside the workbook
- Bubbles, chalk, rockets located in the PBIS tier 1 storage closet inside the workbook
- STEAM / Summer school materials located in the garage connected to room 32
- STEAM / Summer school materials located in the upstairs gym storage closet
- Extra recess
- Extra PE time
- Science or art project

When can the 15ish mini celebration happen?

- Morning meeting time
- 2:25 - 2:50 time on the building schedule

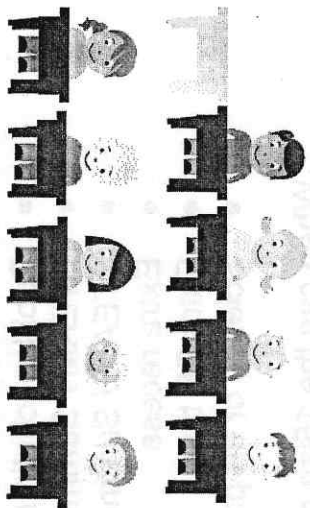
***THESE ARE SUGGESTIONS***

# ATTENDANCE in the early grades

## Who Is Affected

Kindergarten and 1st grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom.

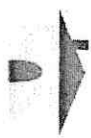
1 in 10 kids in kindergarten and 1st grade are chronically absent. In some schools, it's as high as 1 in 4.<sup>1</sup>



2 in 10 low-income kids miss too much school. They're also more likely to suffer academically.<sup>1</sup>

2.5 in 10 homeless kids are chronically absent.<sup>2</sup>

4 in 10 transient kids miss too much school when families move.<sup>2</sup>



Many of our youngest students miss 10 percent of the school year—about 18 days a year or just two days every month. Chronic absenteeism in kindergarten, and even pre-K, can predict lower test scores, poor attendance and retention in later grades, especially if the problem persists for more than a year. Do you know how many young children are chronically absent in your school or community?

## Why It Matters

If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.

### Who Can Read on Grade Level After 3rd Grade?



64% of kids with good attendance in K and 1st (missed 9 or fewer days both years)



43% of kids with at-risk attendance (missed more than 9 days both years)



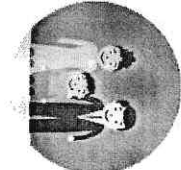
41% of kids chronically absent in K or 1st (missed 18 or more days one year)



17% of kids chronically absent in K and 1st (missed 18 or more days both years)

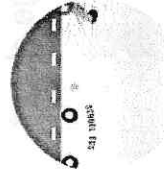
## What We Can Do

### Engage Families



Many parents and students don't realize how quickly early absences can add up to academic trouble. Community members and teachers can educate families and build a culture of attendance through early outreach, incentives and attention to data.

### Fix Transportation



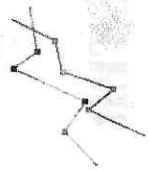
The lack of a reliable car, or simply missing the school bus, can mean some students don't make it to class. Schools, transit agencies and community partners can organize car pools, supply bus passes or find other ways to get kids to school.

### Address Health Needs



Health concerns, particularly asthma and dental problems, are among the leading reasons students miss school in the early grades. Schools and medical professionals can work together to give children and families health care and advice.

### Track the Right Data



Schools too often overlook chronic absence because they track average attendance or unexcused absences, not how many kids miss too many days for any reason. Attendance Works has free data-tracking tools.

These are a few steps that communities and schools can take. How do you think you can help?



<sup>1</sup> Chang, Heely, Romero, Narajosec. *Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*. National Center for Children in Poverty, NY, NY, September 2008.

<sup>2</sup> *Chronic Absence in Utah*. Utah Education Policy Center at the University of Utah, 2012.

<sup>1</sup> *Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes*. Applied Survey Research, May 2011.

Hello Otter Family!

At Two Rivers – Dos Ríos, we are working together toward three big goals by Spring 2026:

- 70% of our students reading at benchmark as measured by *EasyCBM*
- 80% of our students meeting or exceeding their typical growth goal on *iReady*
- Maintaining a 95% average daily attendance across our school

As of September 30, 2025, \_\_\_\_\_ is showing progress in the following ways:

- Reading performance: at benchmark / working toward benchmark according to *EasyCBM*
- Attendance: attending school 95% or more / attending less than 95% of the time
- In Winter 2026, we will share an update on how much growth your student has made toward their typical growth goal on *iReady*

We are so proud of the hard work our Otters are doing every day!

Thank you for partnering with us to help every student learn and thrive.

¡Hola Familia Nutrial

En Two Rivers – Dos Ríos, estamos trabajando juntos para alcanzar tres grandes objetivos para la primavera de 2026:

- Que el 70 % de nuestros estudiantes alcancen el nivel de lectura según EasyCBM
- Que el 80 % de nuestros estudiantes alcancen o superen su objetivo de crecimiento típico en *iReady*
- Que se mantenga un promedio de asistencia diaria del 95 % en toda la escuela

Al 30 de septiembre de 2025, \_\_\_\_\_ está demostrando progreso de las siguiente manera:

- Rendimiento en Lectura: alcanza el nivel de lectura / avanza hacia el nivel de lectura según EasyCBM
- Asistencia: asiste a la escuela el 95 % o más / asiste menos del 95 % del tiempo
- En el invierno de 2026, compartiremos una actualización sobre el progreso de su estudiante hacia su objetivo de crecimiento típico en *iReady*

¡Estamos muy orgullosos del arduo trabajo que nuestras Nutrias realizan a diario!

Gracias por colaborar con nosotros para ayudar a cada estudiante a instruirse y prosperar.

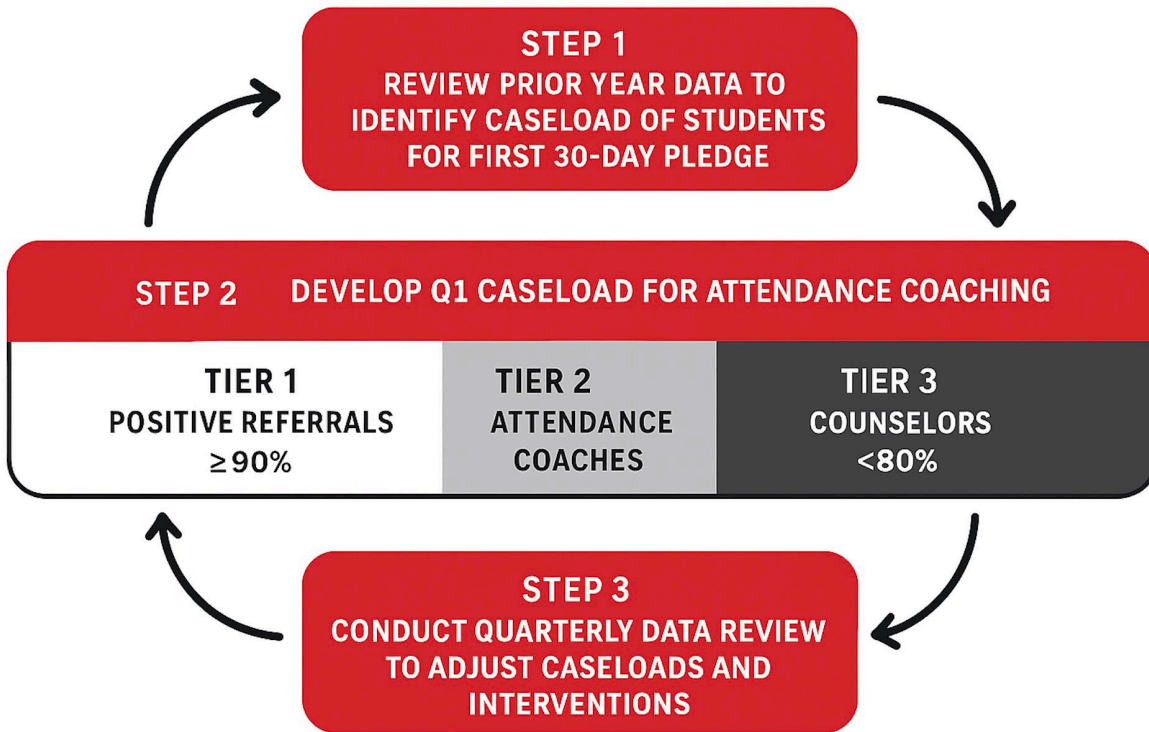


9.5 to parents via seesaw

Today was our first Friday Morning Meeting and we had 7 Hooray winners!

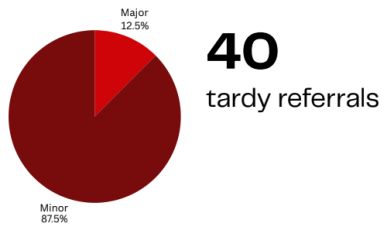
Each week we will hold a Friday Morning Meeting in the cafeteria starting at 8:25. The goal of this meeting is to build community and increase our Friday attendance.

# CONTINUUM OF ATTENDANCE SUPPORT

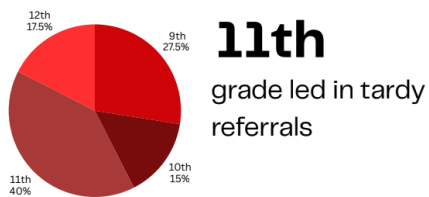


## Attendance % by Grade

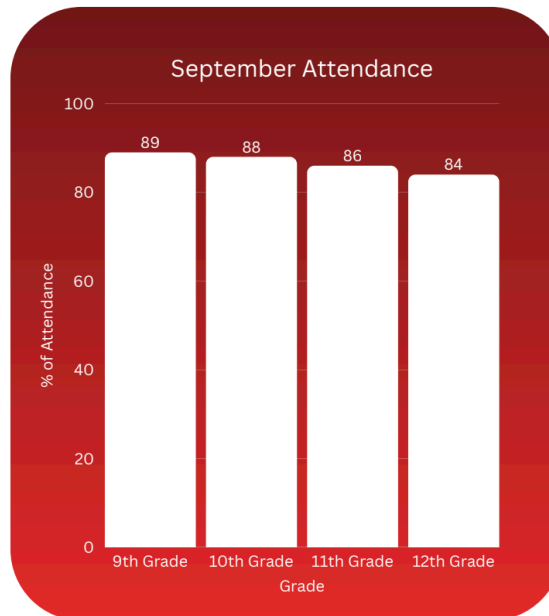
The number of minor vs. major tardies:



Tardy referrals by grade:



Over half of tardies occur during periods 1/2. Thirty-seven students were tardy in September.





# REDUCING CHRONIC ABSENTEEISM

We are committed to reducing chronic absenteeism by creating a supportive, inclusive environment where every student feels safe, valued, and motivated to attend school every day.





SHS - REDUCING CHRONIC ABSENTEEISM

# Data Review, Identification & Outreach

Name	Date	Present	Absent	Suspended

## 1 Data Review

- EVERY 20 SCHOOL DAYS ADMIN RUNS ATTENDANCE REPORTS

## 2 Identification

- IDENTIFY STUDENTS TO MEET WITH FOCUS ON SINGLE-PERIOD ABSENCES AND PATTERNS OF SKIPPING DURING THE SCHOOL DAY
- FLAG TIER 3 (TRUANT) & HIGH TIER 2, HAVE DISTRICT TRUANCY SPECIALIST CHECK IN VIA HOME VISIT, PHONE CALL OR MEET W/ STUDENT

## 3 Outreach

- PURPOSE: DISCUSS AND CLARIFY ATTENDANCE PATTERNS (EXCUSED VS UNEXCUSED)
- DETERMINE ROOT CAUSES AND COLLABORATE ON SOLUTIONS
- CELEBRATE IMPROVED ATTENDANCE AND POSITIVE CHANGES WITH STUDENTS/FAMILIES



SHS - REDUCING CHRONIC ABSENTEEISM

# Attendance Interventions

## **1 Step 1: Student has 4-8 unexcused absences**

- ATTENDANCE TEAM SENDS LETTER 1 HOME PLUS SCHOOL INFO SHEET.
- KEY POINT: FAMILIES HAVE 48 HOURS TO REQUEST AN EXCUSED ABSENCE.

## **2 Step 2: Student has 9-15 unexcused absences**

- ATTENDANCE TEAM SENDS LETTER 2 HOME PLUS SCHOOL INFO SHEET.
- KEY POINTS: STUDENT IS MOVING TOWARD TRUANCY. IDENTIFY BARRIERS TO ATTENDANCE, ASSIGN CONSEQUENCES AS NECESSARY. CHECK IN REGULARLY, EXPLAIN TRUANCY PROCESS TO PARENTS.

## **3 The "Watchlist"**

- ATTENDANCE TEAM DATES AND TRACKS INTERVENTION CONVERSATIONS.
- CELEBRATE IMPROVEMENTS.
- CONTINUE TO MEET AND CALL HOME FOR STUDENTS WITH UNEXCUSED ABSENCES.

## **4 Step 3: Student has 16 or more absences; is considered "truant"**

- STUDENT RECEIVES COMMUNICATION THAT TRUANCY SPECIALIST WILL BE CONTACTING THEM.
- ADD STUDENT TO TRUANCY TAB ON ATTENDANCE WATCHLIST.
- STUDENT IS HIGHLIGHTED IN RED ON WATCHLIST FOR TRUANCY SPECIALIST TO PRIORITIZE.



SHS - REDUCING CHRONIC ABSENTEEISM

# Progress toward Attendance Goals

## Percent Regular Attenders by Year

2021-2022



Oregon average  
64%

2022-2023



Oregon average  
62%

2023-2024



Oregon average  
66%

Increase from previous year  
11%



Increase from previous year  
2%



## A 13% increase in two years!



SHS - REDUCING CHRONIC ABSENTEEISM

# Progress Toward Attendance Goals Pt. 2

## ODE Attendance Data by Race/ELL/Socioeconomic & Disability Status

Student Group	Grade Range	2021-22	2022-23	2023-24	3-year Average	Level
All Students - Percent	9-10	48.2	60.1	62.6	57.0	Level 2
All Students - Denominator		625	617	644	1886	
Students Experiencing Poverty - Percent	9-10	39.2	46.1	47.9	44.3	Level 2
Students Experiencing Poverty - Denominator		273	254	263	790	
English Learners - Percent	9-10	38.5	52.5	58.1	50.3	Level 2
English Learners - Denominator		52	61	62	175	
Students with Disabilities - Percent	9-10	35.1	47.4	54.2	45.6	Level 2
Students with Disabilities - Denominator		94	95	96	285	
American Indian/Alaska Native - Percent	9-10	*	*	*	66.7	Not Rated
American Indian/Alaska Native - Denominator		*	*	*	*	
Black/African American - Percent	9-10	27.3	*	58.3	46.9	Level 2
Black/African American - Denominator		11	*	12	*	
Hispanic/Latino - Percent	9-10	44.2	55.5	60.2	53.6	Level 2
Hispanic/Latino - Denominator		206	211	236	653	
Native Hawaiian/Pacific Islander - Percent	9-10	*	*	*	53.8	Not Rated
Native Hawaiian/Pacific Islander - Denominator		*	*	*	*	
Underserved Race/Ethnicity - Percent	9-10	44.1	55.3	60.5	53.6	Level 2
Underserved Race/Ethnicity - Denominator		229	228	256	713	
Asian - Percent	9-10	80.0	*	*	83.3	Level 3
Asian - Denominator		10	*	*	*	
White - Percent	9-10	49.4	63.4	63.3	58.8	Level 2
White - Denominator		330	336	341	1007	
Multi-racial - Percent	9-10	51.8	57.4	64.1	57.0	Level 2
Multi-racial - Denominator		56	47	39	142	

### Salient Takeaways:

- Progress in virtually every category
- All students up 48% to 62%
- Students experiencing poverty up 39% to 48%
- ELL students up 39% to 50%
- Black/Afro-American students up 29% to 47%
- Hispanic/Latiné students up 44% to 60%
- Students of underserved race/ethnicity up 44% to 53%
- Asian students up 80% to 83%
- White students up 49% to 58%
- Multi-racial students up 51% to 57%