

Withdrawing Students

OSPI Webinar

March 23, 2023



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Our main objective today is to clarify:

OSPI does not require districts to withdraw students for either apportionment purposes or CEDARS reporting.



How to Submit Questions during Webinar

- In the Zoom Webinar:
Use the Q & A function
- Watching on YouTube Live:
Email Jenna Millett at
jenna.millett@k12.wa.us



Welcome to Today's Panelists

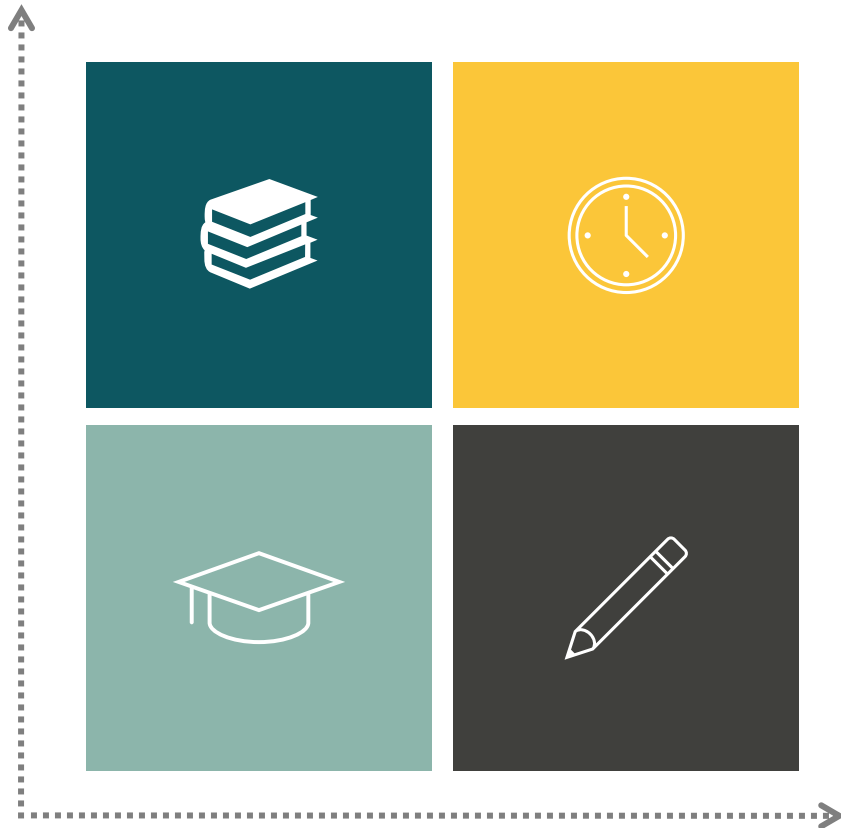
- **Shelby Lockhart**, Executive Director of Student Achievement, Data & Research, MTSS, Yakima School District
- **Angela Gjestrum**, Student Information Systems Supervisor, Yakima School District
- **Erica Bravo**, Attendance Intervention Specialist, Franklin Pierce Public Schools
- **Becky McLean**, Manager, Enrollment Reporting and Categorical Funding, OSPI
- **Lisa Ireland**, Research Analyst, OSPI
- **Jenna Millett**, Attendance & Reengagement Program Specialist, OSPI
- **Krissy Johnson**, Assistant Director of Attendance & Engagement, OSPI





What will we discuss today?

Agenda



Why is this issue important?

State requirements: Truancy, Apportionment, & CEDARS

Data Side of Managing Enrollment & Reporting

Systems to do outreach and reengagement



Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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Tribal Land Acknowledgement

I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.



OSPI Attendance Guiding Principles



- Attendance is foundational to student learning; it is a **stepping-stone** towards engagement and mastery
- Absences tells us when a student has **not accessed or had the opportunity to engage in instruction**
- Absences can reflect **inequities** that are caused by or perpetuated by our **systems**
- Absences can signal when a student or family might need more **support**
- Absences are a **signal** to get curious about why students aren't attending
- **Students** and **families** are our best partners to understand the barriers to attendance and how to increase attendance and engagement





Why is the topic of withdrawing students important to us?

The Pandemic Highlighted A Disengagement Crisis

Estimate of 3 million students nation-wide were unaccounted for during the pandemic*

In Washington, an estimated 29,000 were disconnected from their education**



More students are at-risk of disengaging, based on research-based early warning indicators:

Regular attendance rate dropped from **82%** to **67%** (2020-21 in 2021-22).

9th Graders on Track remains lower than pre-pandemic at **70%** in 2021-22.

We have a gap

Common practice in Washington state has been to **involuntarily withdraw** students even **without a confirmation** that students were enrolled elsewhere.



This is a huge gap in our social safety net.



Benefits of Keeping Students Enrolled

Maintains communication channel between district and student/family

Reduces barriers to re-engagement

Keeps students front and center (avoids out of sight out of mind) – signal to adults in the system

Will get funded for them if they start attending



Some Reasons Districts Withdraw Students

Can't claim them
for funding

Think that the
State requires it
(either CEDARS or
Apportionment)

Easiest option due
to how data
systems are set up

Don't want
absences reported
to OSPI

Don't want inflated
classroom numbers
for overload pay





State Requirements – Compulsory Attendance

Parents/guardians and children have a legal responsibility to enroll in education and attend

Ages 8 – 18

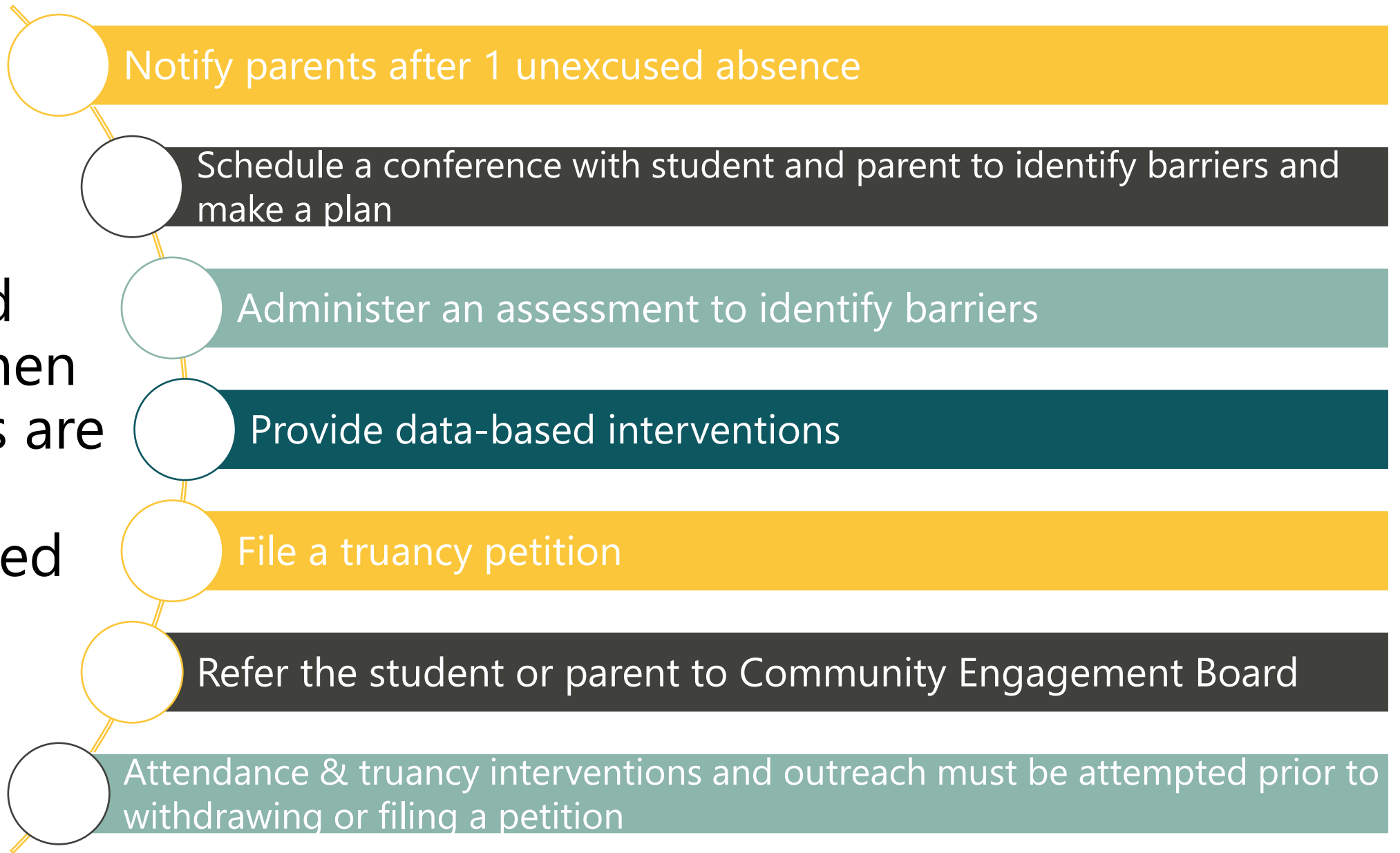
Public, private or
home-based
instruction
(homeschool)

With some
exceptions

[RCW 28A.225.010](#)



Districts' Required Steps when Students are Absent Unexcused



Outreach and Intervention Requirements



[WAC 392-401-045](#) states:



A district must have a process for outreach and reengagement for students who have been withdrawn due to nonattendance and there is no evidence that the student is enrolled elsewhere.



Your district might have
additional
requirements...

SUCH AS POLICIES AND PROCEDURES FOR ADDRESSING
EXCESSIVE EXCUSED ABSENCES.



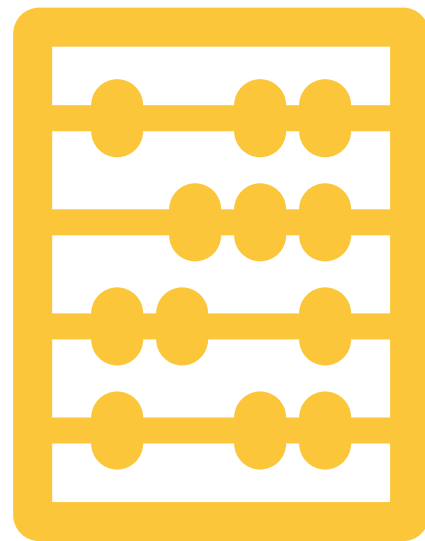
State Requirements: Apportionment

Apportionment rules do not require or direct districts to withdraw students from enrollment



Monthly Count Rule

Counting students is based on the monthly count day, which is the 4th school day of September and the first school day for the months, October through June.



P223 & Basic Ed Funding

For P223 reporting, an eligible student must have attended:

- Be enrolled in the district on or before the count day, and
- Attended within 20 consecutive school days.
- For the September count, must have attended by the fourth school day of September.



Exception to 20 Day Absence Rule

When...

- A student has been attending school during the school year, but becomes temporarily absent,
- An agreement is immediately in place between the district and the parents/guardians where the student will continue their educational progress while absent, **and**
- the student returns to school by the end of the school year

Then...

- The district can claim the student for up to two months.
- IF, the student does not return, the student's count for the two months must be removed.



P223H & Special Education Funding

For P223H reporting, an eligible student is one who meets the following on the monthly count day:

- Is enrolled in the district,
- Has a current IEP and evaluation in place on the count day,
- Received special ed services on or before the count day but in the prior month.

The 20 consecutive days of school days of absence rule **does not** apply to the P223H and Special Education Funding. Receiving special ed services in the prior month **does**.



A Note on Special Education

However, a district is not automatically relieved of its special education and Section 504 obligations if a student is not claimed for funding and is still enrolled.

School districts are still obligated to provide Free and Appropriate Public Education for students that are not enrolled in their district.

Maintaining student enrollment for students with an IEP is important because the family and IEP team should be working on identifying reasons behind any prolonged absences or school refusal.

Unenrolling a student breeds conflict and potentially calls the FAPE obligation into question for the district.





State Requirements: CEDARS

CEDARS Guidance does not require or direct districts to withdraw students from enrollment

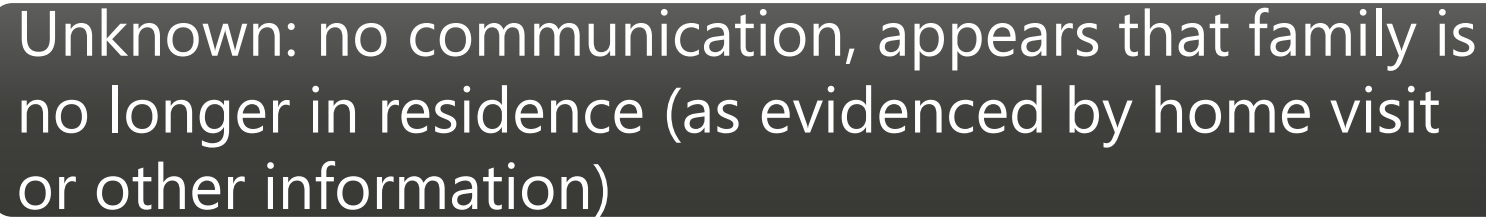


Which students are we talking about?

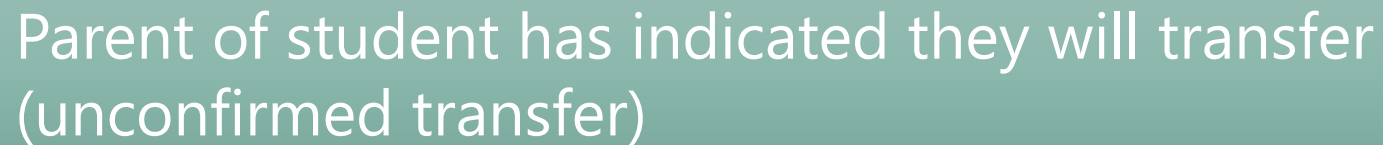
Unknown: no information, might still be present in district



Unknown: no communication, appears that family is no longer in residence (as evidenced by home visit or other information)



Parent of student has indicated they will transfer (unconfirmed transfer)



Students that do not attend at the beginning of the year



When to Report Students as Withdrawn to CEDARS

Districts have authority to determine minimum enrollment thresholds (e.g. how long to keep students enrolled) in policy and procedure.

OSPI recommends that districts keep students enrolled for a minimum of 20 consecutive full days of unexcused absences prior to withdrawing for non-attendance.

OSPI recommends that districts **do not** withdraw students that are absent from school for known reasons (excused absences).



Reporting Absences to CEDARS

If a district **does not** report a student to CEDARS as withdrawn (not exited and no withdrawal code), then:

- Still considered enrolled for CEDARS purposes, and
- Absences must be submitted to OSPI

If a district **does** report a student to CEDARS as withdrawn (exited with a withdrawal code), then:

- They no longer submit absences as of date of withdrawal
- Continue to submit the student record to CEDARS for the remainder of the year



Reporting Students Who Do Not Attend at Beginning of the Year



Districts are not required to report students as withdrawn to CEDARS if they were enrolled in the previous school year and do not attend at the beginning of the next school year.



Districts may report students as either withdrawn in the prior school year OR in the new school year



CEDARS guidance will be updated to reflect this.



Programs and Attributes for Students Who Do Not Attend at Beginning of the Year

If your district chooses to submit students who do not attend at the beginning of the year as enrolled (not exited) remember **do not** submit program or attribute records for these student, e.g., Special Education, LAP, etc. **until student begins attending and participating in services.**



September 30



Keeping students enrolled beyond the first few days of school allows for a more reasonable time for districts to attempt to locate and re-engage students.



OSPI recommends if a district is going to keep non-attending students enrolled (not reported to CEDARS as exited with a withdrawal code) that they do so until September 30.



If the district is going to keep students enrolled that are not attending beyond Sept. 30., be aware that there are potential downstream impacts.



Reporting a student who is not attending as enrolled to CEDARS after September 30 has these potential impacts:

Data Collection	Business Rule
Regular Attendance (Report Card & WSIF)	A student must be enrolled for consecutive 90 calendar days in your district to be included.
Assessment	Students with continuous enrollment are included – Enrolled from Oct. 1 through Assessment window without a greater than 30 calendar day 'break' in enrollment.
Free and Reduced Meals (Report Card, High Poverty and other reporting measures)	Students submitted as enrolled on or after October 1 would be included in the denominators
Enrollment (Report Card)	As of October 1
CTE	Certain CTE Perkins measures look to CTE courses taken across school years and in the year of calculations. If students are still enrolled, they are included in the denominator.
Adjusted Cohort Graduation*	If a student is enrolled for a single day as a first-time 9 th grader in your district, their graduation requirement year (cohort) is set.



Where do I find OSPI Guidance?

Attendance & Truancy

- [Main webpage](#)
- [Policies, Guidance & Data Reporting](#)

Apportionment

[Enrollment Reporting Guidance](#)

CEDARS

[CEDARS Manual and Reporting Guidance](#)





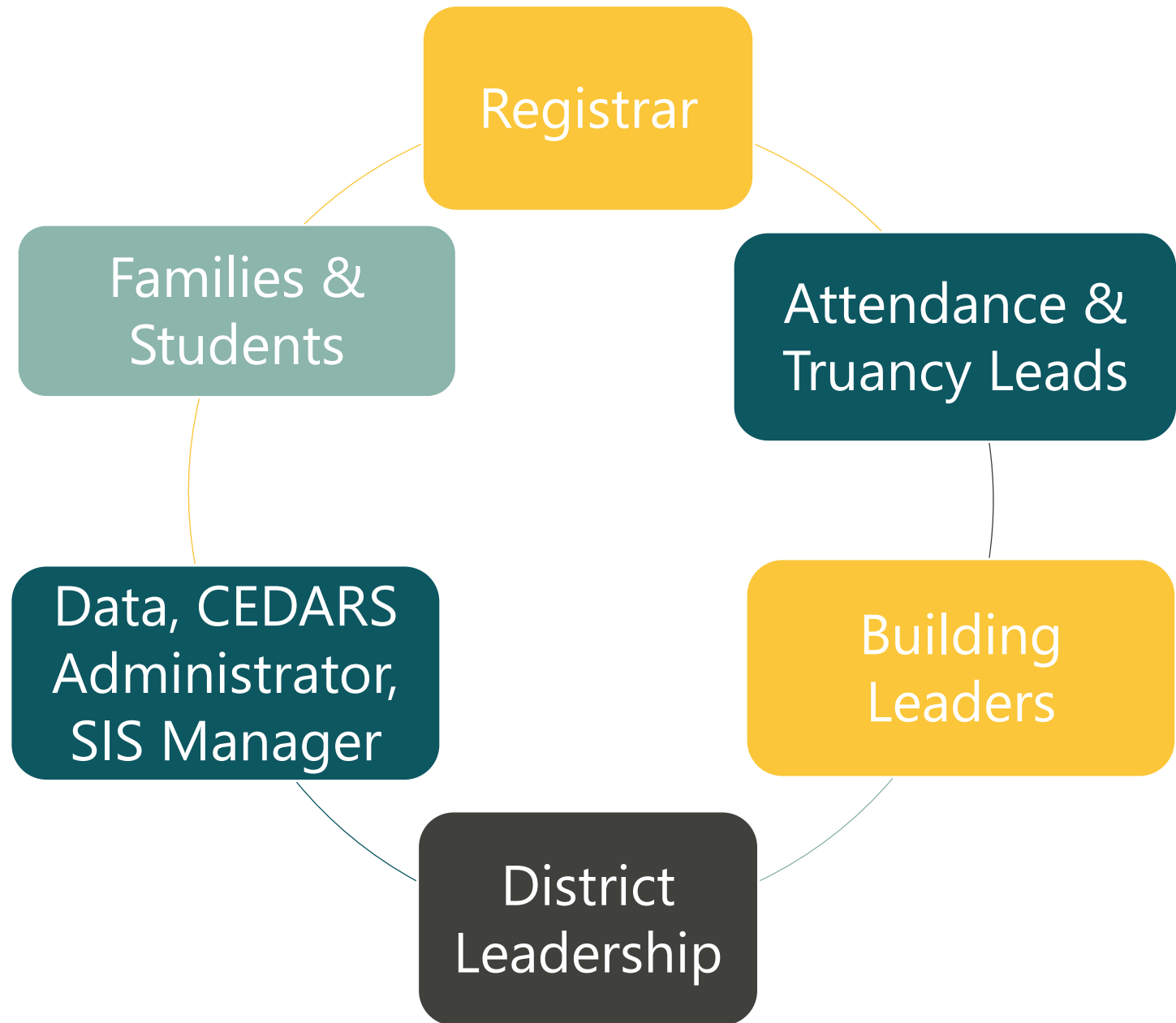
How do I know when to withdraw a student?

Does my district have a policy?

- Or is it common practice without a policy?
- Is our district policy or practice aligned with state requirements?
- Who has authority to make the decision to withdraw students or keep them enrolled?
- Who needs to be a part of this decision?



Who should we include in assessing district policy & practice regarding withdrawing students?





Enrollment Status Options

	Keep student enrolled & in class schedule	Keep student enrolled & move to a non-credit bearing course	Withdraw student
Absences	Absences are recorded and show up on attendance reports	Absences are recorded and show up on attendance reports	
CEDARS	Submit absences and program info	Submit absences and program info	Exit student, with withdrawal code; report student to CEDARS through remainder of reporting school year
Apportionment	0 FTE - Cannot claim student is did not attend within previous 20 days.	0 FTE - Cannot claim student is did not attend within previous 20 days.	0 FTE - Cannot claim student is did not attend within previous 20 days.

All of these options require efforts to conduct outreach and re-engagement.



What are some effective outreach & reengagement strategies?

Tips & Tricks

- Communication between school staff, registrar, and district attendance & truancy lead
- Assign staff to conduct outreach
- Define minimum effort in outreach looks like (4 attempts in multiple modes of communication)
- Have a communication system set up so that parents get notified in advance of the policy and procedure (e.g. before they get withdrawn)
- Try emergency contacts! Grandmas and aunties can be so helpful.





Welcome Back Course

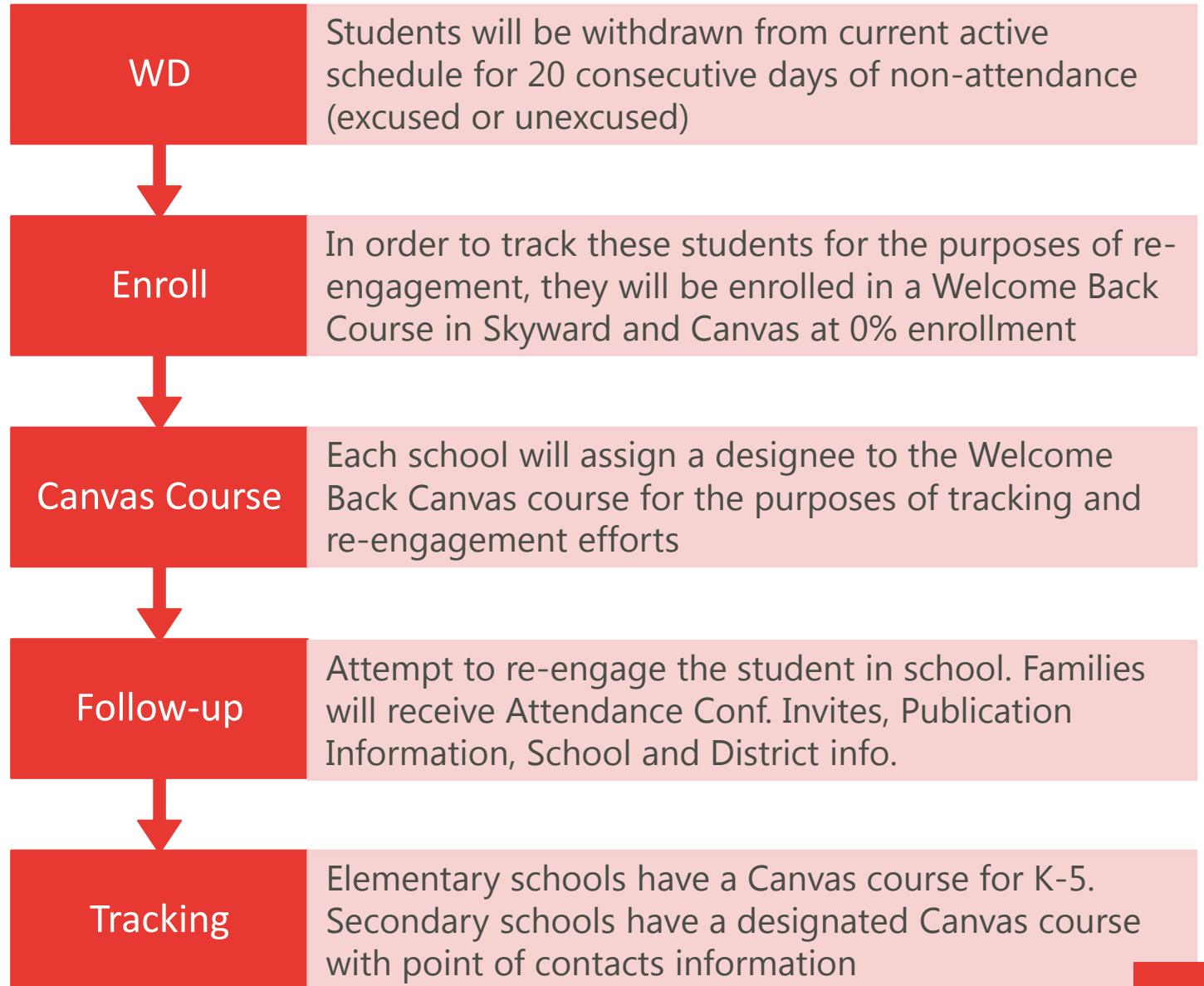
Erica Bravo, Franklin Pierce School District

WELCOME BACK COURSE



What to do when a student has 20 consecutive days of non-attendance

Processes



WELCOME BACK COURSE - Canvas



Creates a welcoming place for students to reconnect with school – encouraging message, contact information, etc.



Set up a system to regularly review roster



Work to re-engage students through MTSS team or similar process

BENEFITS OF THE WBC

This allows students to be out of our count for funding purposes, and still allows us to have a way to monitor students for the purposes of re-engagement

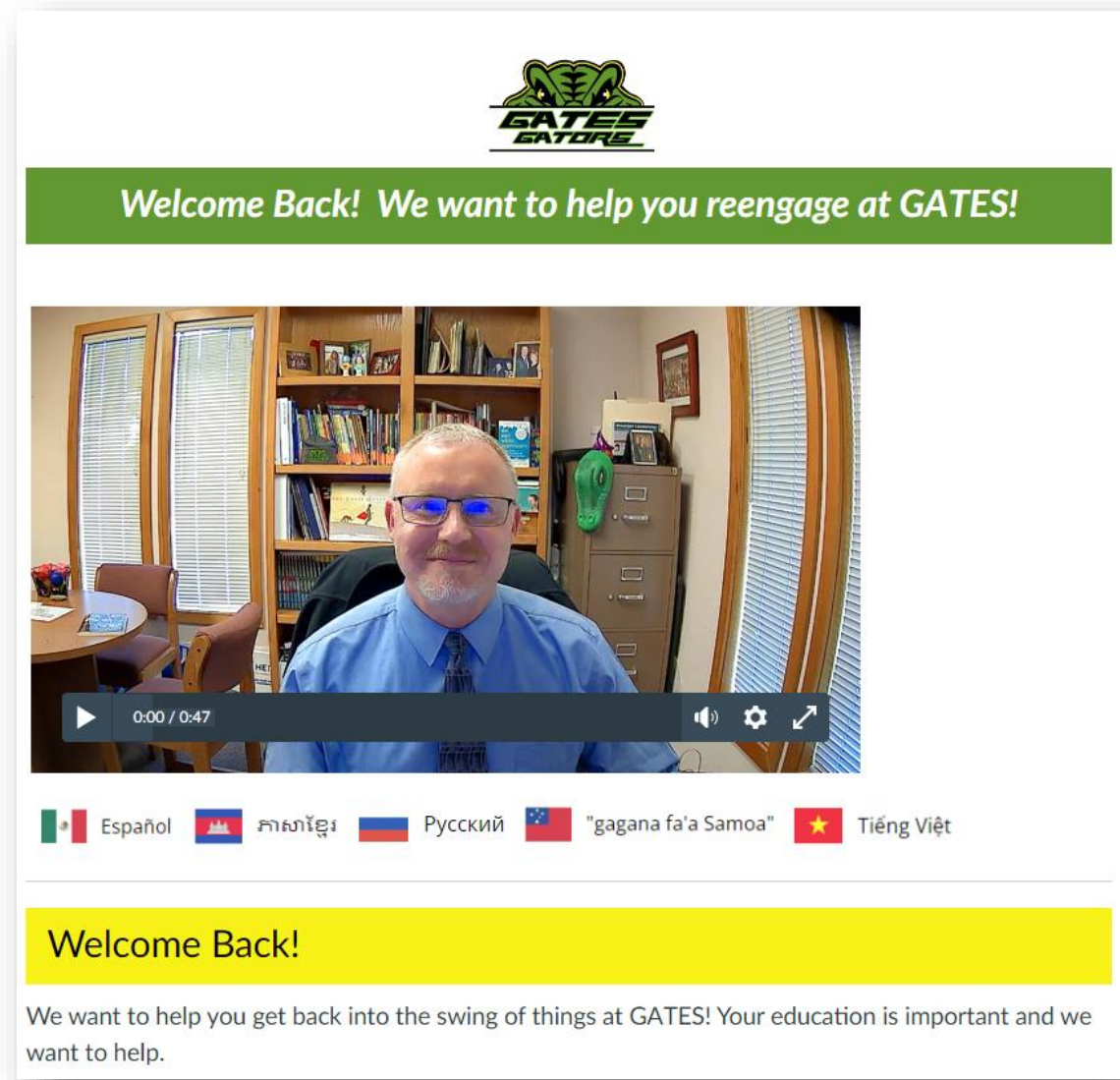
We don't want these students to fall through the cracks

It provides a "class" for the student to see when they login but have already been dropped from their regular classes.

Breakdown of the Steps for Skyward

1. Drop students from classes in Current Active Schedule
2. Withdraw student using Status Change – **Withdrawal Code U4** then re-enroll student using the **Entry Code RU4**.
3. Update **Percent Enrolled to 0%**, verify the student status is **active**
4. Add student to the **REENTR Course in Skyward**, this will automatically add them to the **Welcome Back Course in Canvas**.

CANVAS PAGE:



GATES GATORS

Welcome Back! We want to help you reengage at GATES!

0:00 / 0:47

🇪🇸 Español 🇰🇭 ភាសាខ្មែរ 🇷🇺 Русский 🇸🇲 "gagana fa'a Samoa" 🇻🇳 Tiếng Việt

Welcome Back!

We want to help you get back into the swing of things at GATES! Your education is important and we want to help.

Stick to encouraging and supportive language, stay clear of policy or laws related to attendance on this platform.



Dear Kolts,
We miss you!

Sincerely,
 PGK

This Canvas page was created to keep you connected to Keithley Middle School.

Let's work *together* to create a plan to get re-engaged with your learning.

First, choose one of the many ways to reach out to *any* PGK staff member.

- Calling our main office at (253) 298-4300 or any of the adults listed in the table below.
- Email
- Text to email...yes you can TEXT to our email!
- Canvas Inbox Message
- Respond to a discussion board post in this canvas page

Then, check out this awesome website for helpful tips: <https://www.fpschools.org/departments/k-12-office/attendance/you-belong> ➦

Not sure where to start? That's ok! We got you! Start by calling or emailing someone listed in the table below.

Contact Information

PGK Main Office (253) 298-4300

Who	Title	Email	Office Number
Mrs. Castellano	<i>Principal</i>	rcastellano@fpschools.org	(253) 298-4301
Mr. Juves	<i>Assistant Principal</i>	mjuves@fpschools.org	(253) 298-4304
Ms. Johnson	<i>Attendance Interventionist</i>	rojohanson@fpschools.org	(253) 298-4357
Ms. Andrews	<i>Counselor A-G</i>	aandrews@fpschools.org	(253) 298-4350
Ms. Taylan	<i>Counselor H-O</i>	dtaylan@fpschools.org	(253) 298-4331
Ms. Hester	<i>Counselor P-Z</i>	anhester@fpschools.org	(253) 298-4411
Ms. Jordan	<i>Social Worker</i>	ajordan@fpschools.org	(253) 298-4340

PERRY G.
 KEITHLEY
**LET'S GET
 CONENCTED**

THANKS FOR CLICKING IN KOLTS!

CONTACT



Erica Bravo, Attendance Intervention Specialist,
ebravo@fpschools.org • 253-298-3011



Yakima School District

Why Withdrawals are Important

COVID nudged us to
organize a task force
at a district and city
level and ask:

“Who is missing?”

“Why are they missing?”

*“Where do we go to answer
these two questions?”*

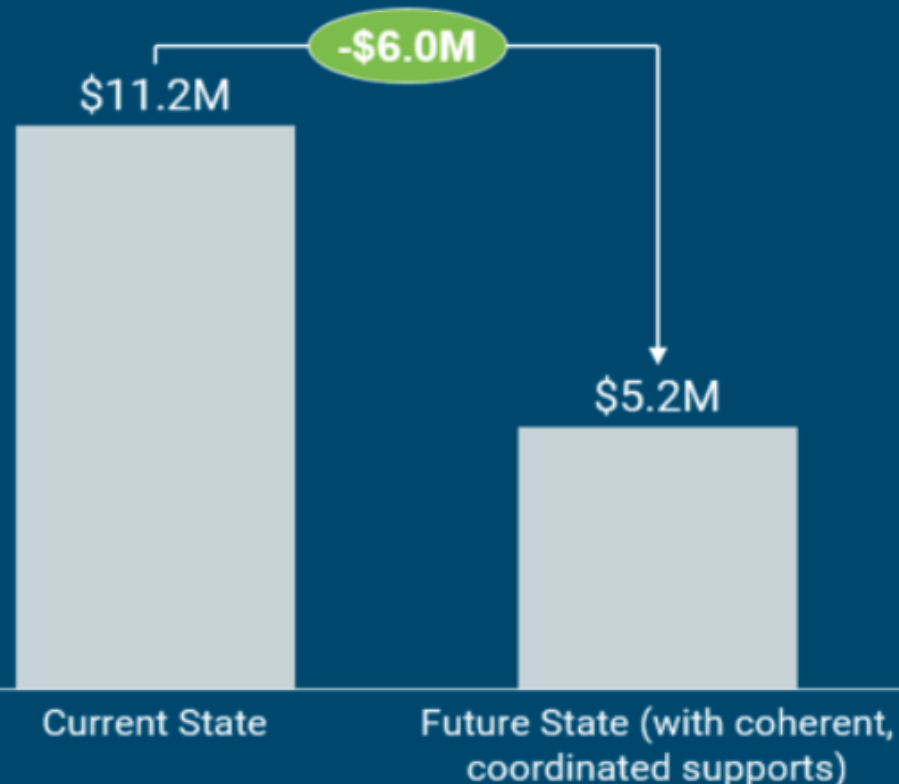


If the first disruptive event in a young person's life were also the last, ~\$587M could be **reinvested** in communities

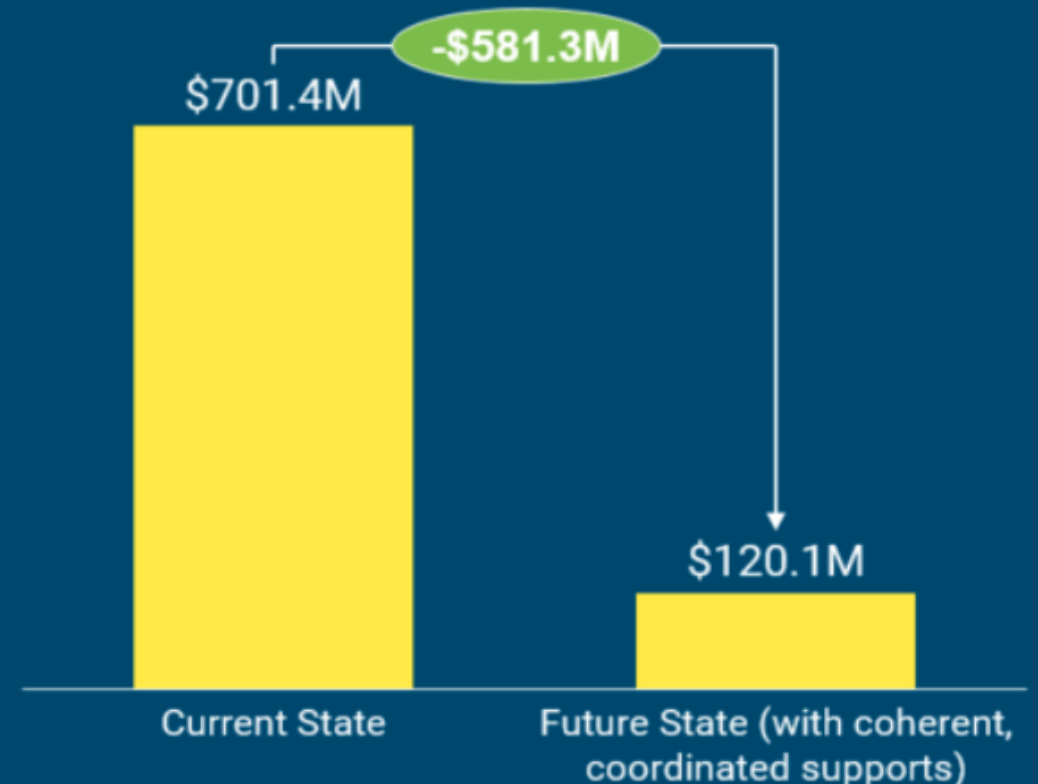
Yakima funds available for reinvestment (\$)

Note: Graphs are not to consistent scale

Now: Disruptive youth experiences



Later: Corresponding adult outcomes



Still having the conversation...



We are still learning



We're still in the conversation

What is our motivation to withdraw?
Have students had interventions?



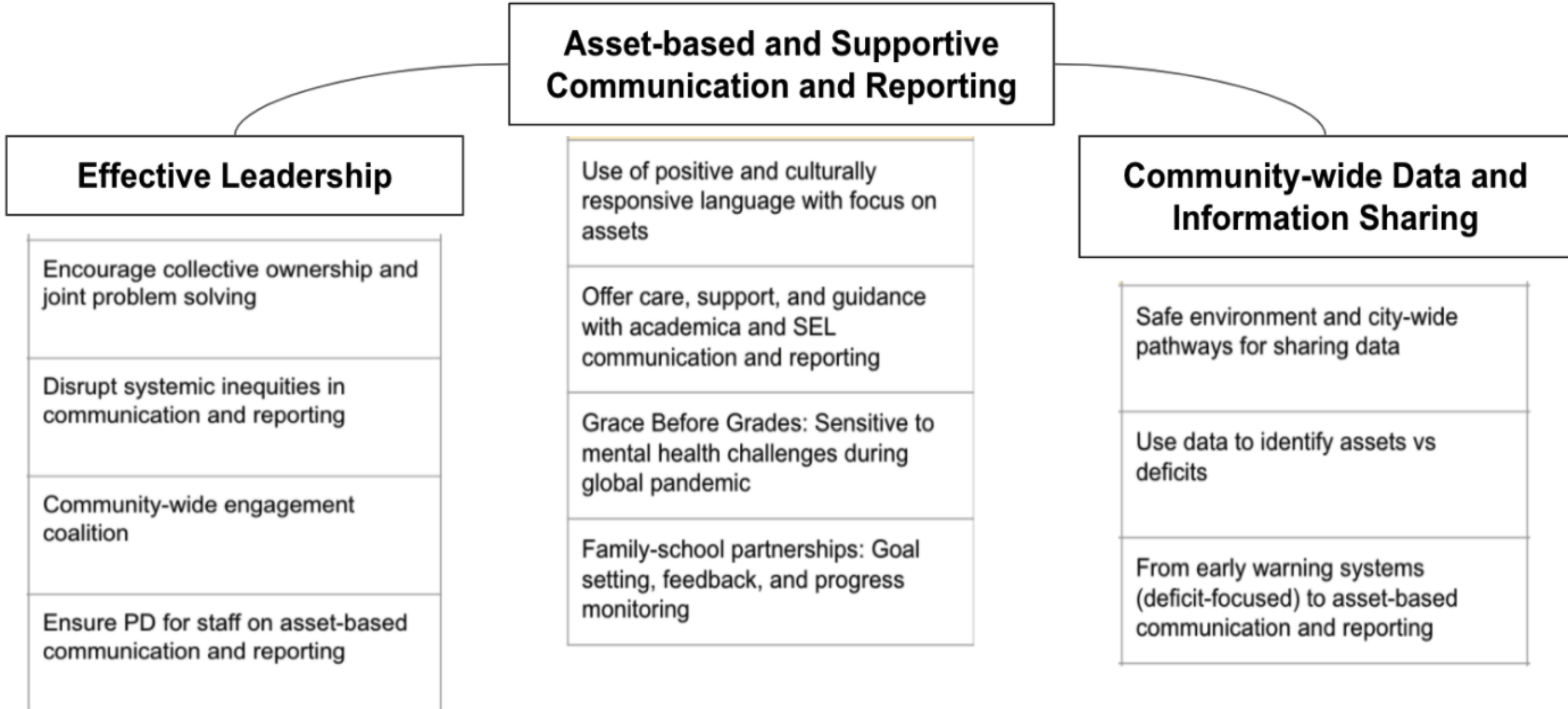
We now have leadership making withdrawal data transparent and accessible



We are working to limit withdrawals now and re-engage missing students



Yakima's Approach





The data perspective: How do we keep students in our system and meet reporting requirements?

Yakima identified students that were non-engaged with the following methods:

Skyward Attendance Reports

- 20 Consecutive Attendance Report
- Absence Occurrence Report
- Schedule Custom Attendance Letters

Custom Behavior/Academic Form (BSET)

Staff Observation



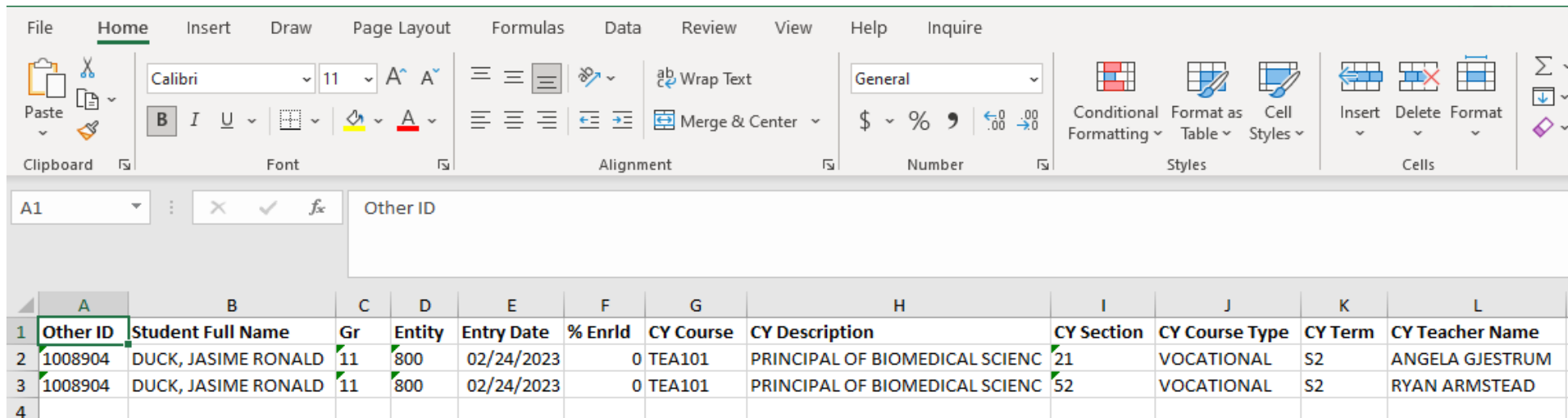
Yakima established tracking codes for non-engaged and re-engaged students

- New Entry/Withdrawal Codes were created to track non-engaged and re-engaged students (STN=Non-Engaged & STR = Reengaged)
- Status changes are preformed in the Entry/Withdrawal screen with new codes to track % enrolled changes
- If a student is non-engaged, the status code of STN is used changing the percent enrolled to 0%
- If student is reengaged, another status change is performed with STR indicating the student is reengaged and the percent enrolled is increased to appropriate percentage depending on student's schedule or program.
- Truancy Coding in Special Programs (Other WA Programs) to track attendance interventions (Home visits, guardian contacts, referrals to Community Engagement Board, etc.)



Skyward Reports Used to Assist in Accurate Claiming

- District P223 Report Used for Bilingual Counts – shows 0% Enrolled and excludes them from Bilingual Counts
- Data Mining Report Used for CTE Reduction – pulls only Vocational classes

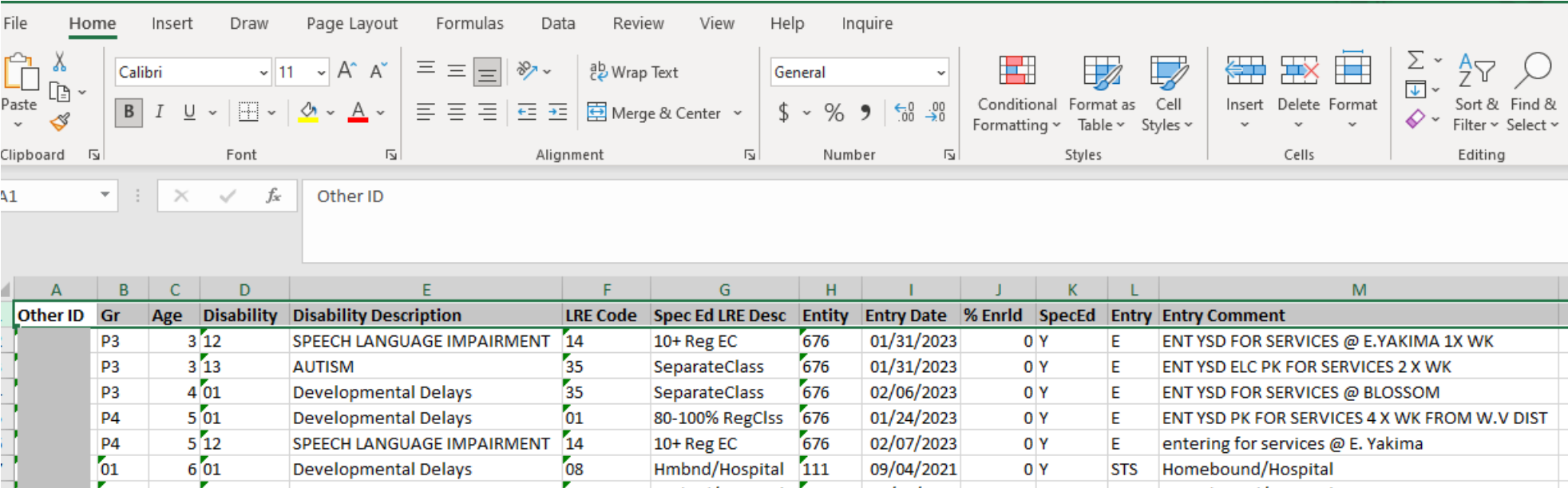


The screenshot shows the Microsoft Excel interface with the 'Home' tab selected. The ribbon includes options for Clipboard, Font, Alignment, Number, Styles, and Cells. The active cell is A1, containing the text 'Other ID'. Below the ribbon, a data table is visible with the following columns and rows:

	A	B	C	D	E	F	G	H	I	J	K	L
1	Other ID	Student Full Name	Gr	Entity	Entry Date	% Enrld	CY Course	CY Description	CY Section	CY Course Type	CY Term	CY Teacher Name
2	1008904	DUCK, JASIME RONALD	11	800	02/24/2023	0	TEA101	PRINCIPAL OF BIOMEDICAL SCIENC	21	VOCATIONAL	S2	ANGELA GJESTRUM
3	1008904	DUCK, JASIME RONALD	11	800	02/24/2023	0	TEA101	PRINCIPAL OF BIOMEDICAL SCIENC	52	VOCATIONAL	S2	RYAN ARMSTEAD
4												

Skyward Reports Used to Assist in Accurate Claiming (cont.)

- Data Mining Report Used for P223H Reduction
 - Run at District level to collect all students who might be claimed on P223H



The screenshot shows the Microsoft Excel interface with the 'Home' tab selected. The ribbon includes options for Clipboard, Font, Alignment, Number, Styles, Cells, and Editing. The active cell is A1, containing the text 'Other ID'. Below the ribbon, a table is displayed with the following data:

Other ID	Gr	Age	Disability	Disability Description	LRE Code	Spec Ed LRE Desc	Entity	Entry Date	% Enrld	SpecEd	Entry	Entry Comment
	P3	3	12	SPEECH LANGUAGE IMPAIRMENT	14	10+ Reg EC	676	01/31/2023	0	Y	E	ENT YSD FOR SERVICES @ E.YAKIMA 1X WK
	P3	3	13	AUTISM	35	SeparateClass	676	01/31/2023	0	Y	E	ENT YSD ELC PK FOR SERVICES 2 X WK
	P3	4	01	Developmental Delays	35	SeparateClass	676	02/06/2023	0	Y	E	ENT YSD FOR SERVICES @ BLOSSOM
	P4	5	01	Developmental Delays	01	80-100% RegClss	676	01/24/2023	0	Y	E	ENT YSD PK FOR SERVICES 4 X WK FROM W.V DIST
	P4	5	12	SPEECH LANGUAGE IMPAIRMENT	14	10+ Reg EC	676	02/07/2023	0	Y	E	entering for services @ E. Yakima
	01	6	01	Developmental Delays	08	Hmbnd/Hospital	111	09/04/2021	0	Y	STS	Homebound/Hospital



Lessons Learned

What barriers did you experience?

- Students not being marked absent in system
- Clear communication between programs and school

What did you try?

- Established a district wide notification to teachers and administrators when attendance was not taken in system (Automated Unrecorded Class Attendance)

What did you learn?

- Every outreach is critical in reengaging students. With these interventions, we brought students back to school (we have success stories)

What is your practice now?

- District practice now is to document attendance interventions prior to withdrawal for unexcused absences





What systems and processes did Yakima put in place to re-engage students?

Guidance from Yakima District Office to Schools

Withdraw a student for non-attendance only if:

Student has 20 consecutive unexcused absences AND

School team has documented interventions in Skyward under OSPI - Evidence Of Intervention (special programs)

Interventions reiterated legally required steps at thresholds of absences, included local data sets and screeners

If there is no evidence of intervention in Skyward, do not withdraw a student.



Yakima invested in...

- An accessible and field-friendly MTSS data platform - Educlimber
- PBIS/Attendance teams can now run attendance “Big 4-5” data meetings
- Weekly automated early warning data emailed to all school “attendance leads” and to community liaisons
- Increased MOUs for data and information sharing with local agencies working to re-engage students
- Data Literate Leaders - access, comprehension, action
- Parent Square attendance notifications to families
- Social Emotional Behavioral universal screener for staff AND students
- Leadership whole child data meetings (Attendance, Incidents, Reading, Math, and SEB)



The next challenge...

Keep integrating PBIS/Attendance efforts

- TFI
- Teaming
- Data-based decision-making

Ensuring city-wide leadership

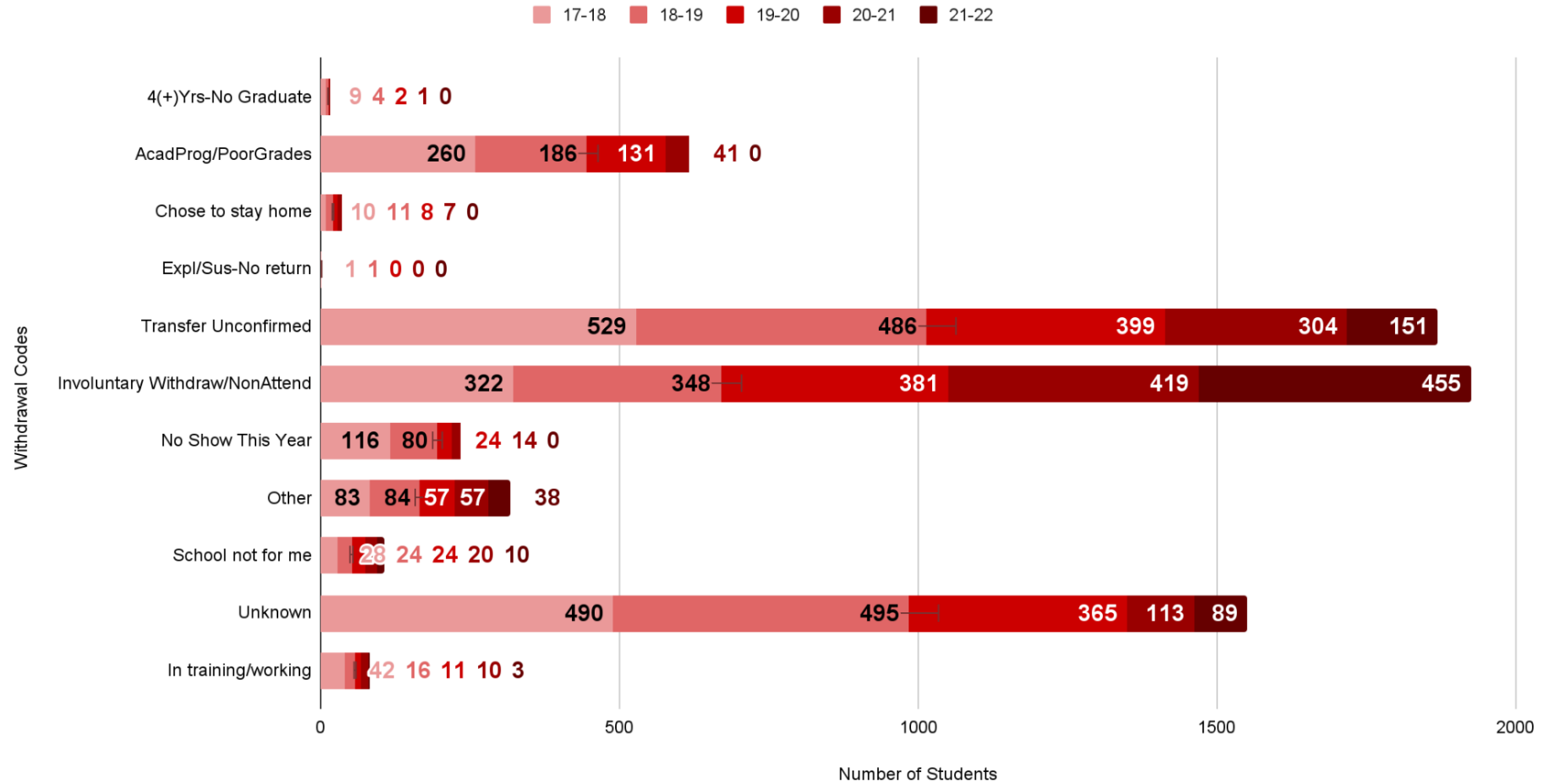




Building awareness, buy-in and monitoring the data

Disengaged Withdrawal Codes

6,759 withdrawn



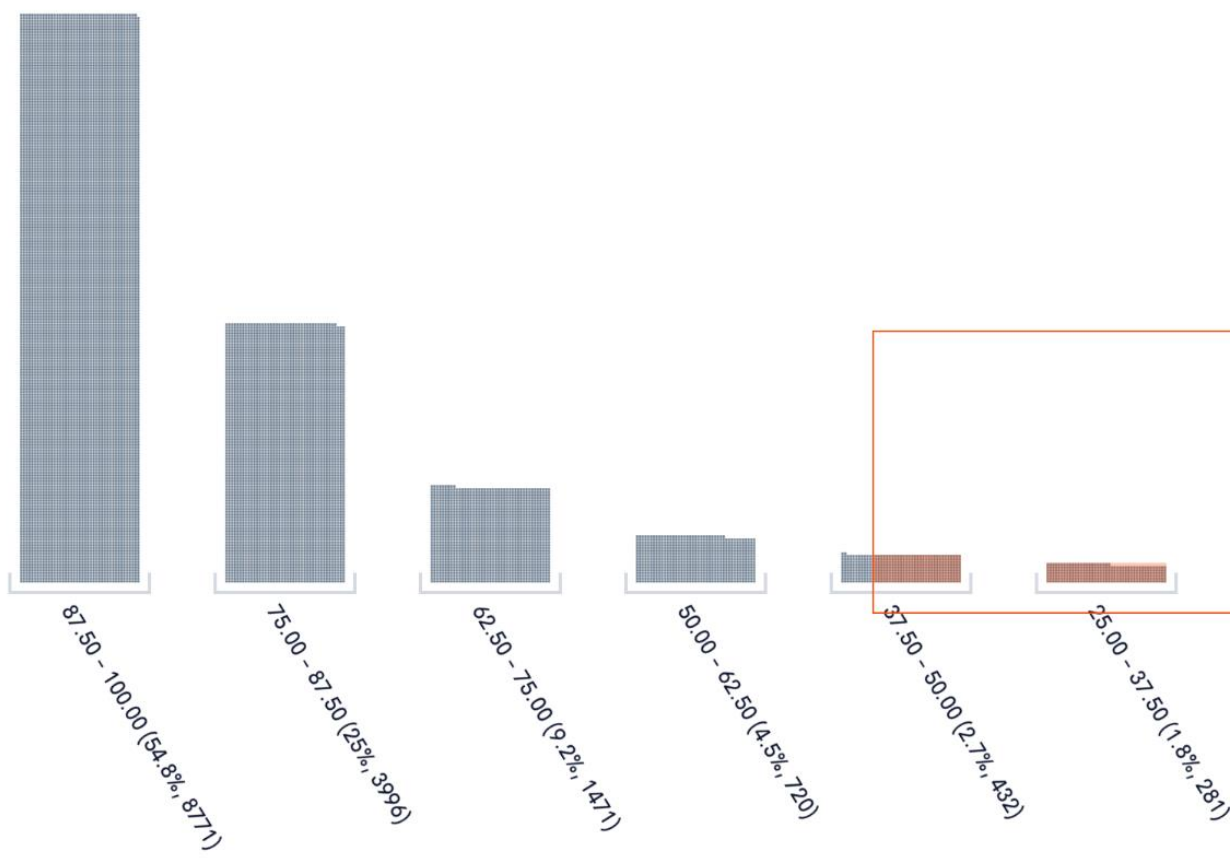
- + (expand)
- 3D (selected)
- AD
- Analytics
- Export
- Calendar
- Alerts
- Help
- Assessment
- Attendance
- Courses
- Demographic
- Disability
- English Learner
- Ethnicity
- Settings

Students 3D

School Year: 2022-2023 Schools: Grades:

- Group
- School
 - Grade
 - Gender
 - Ethnicity
 - Meal Status
 - Disability
 - Attendance: 0%-100% (selected)
- Filter
- Assessment
 - Attendance
 - Courses
 - Demographic
 - Disability
 - English Learner
 - Ethnicity

Filters Applied: Attendance: 0%-100%





Resources to Follow this Webinar

- Recording and power point
- Answers to questions
- Other live opportunities to dig deeper

Thank you!



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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