Washington Office of Superintendent of PUBLIC INSTRUCTION

Statewide Accountability System

FY21

1. **Purpose:**
The purpose of the proviso is to support the generation and maintenance of an OSPI supported data system that allows for the state to meet its state and federal reporting requirements as well as its commitment to improving schools, including graduation rates and absenteeism, all with a with a focus on equity. All funds were used in support of this purpose and fall under two major activity or service areas:

(1) implement a statewide accountability system (Washington State Report Card) that addresses absenteeism and graduation rates as well as the other state and federal accountability measures; and

(2) use data from the statewide reporting system and funds from this proviso to engage schools and districts in using successful strategies to support student success with a focus on students who have the most barriers to equitable educational opportunities (targeted student subgroups).

2. **Description of services provided:**
The following activities were carried out by attendance program staff in SFY21 to support activity/service (2) – use data and funds to support best practice implementation in districts.
    A. Puget Sound ESD Attendance & Engagement Network
    B. Student Voice Circles Handbook for School Teams
    C. Community Engagement Board Modules
    D. Attendance Tiered Support Training – Attendance Works
    E. Assertive Engagement Training – Kenan Ginsberg
    F. District Grants to Support Attendance

3. **Criteria for receiving services and/or grants:**
All schools and districts participate equally in activity/service (1) – implementing a statewide accountability system.

For activity/service (2) - use data and funds to support best practice implementation in districts, criteria for receiving services and/or grants included:

A. Puget Sound ESD Attendance & Engagement Network: PSESD was identified for having staff with expertise in Attendance Teams, Networks and Coaching. The schools served in the network were selected based on readiness to benefit and commitment.

B. Student Voice Circles Handbook for School Teams: Contractor Kathryn Page was selected based on her expertise on the subject, which includes over 20 years of school administration as well as years of research and experience with implementing youth voice.

C. Community Engagement Board Modules: ESD 112 Truancy Project staff have a robust CEB training program across their region; the only ESD in the state to provide this service.

D. Attendance Tiered Support Training – Attendance Works. Attendance Works is a national leader on addressing chronic absenteeism. Training was open to all schools, first come first serve, as well as OSPI staff and School Improvement Continuous Improvement Partners who serve schools identified for support through the Washington School Improvement Framework.

E. Assertive Engagement Training – Kenan Ginsberg. Kenan provides a unique training on engaging families in crisis. The training was open to all schools, first come first serve.

F. Supporting Student Attendance Grant: In order to receive these grants, districts had to have one school with a targeted student group that falls below the Washington School Improvement Framework (WSIF) state cut score. The criteria for the competitive grant included outreach during school closures, student, family, and community engagement, inclusion and partnership with typically marginalized communities, school attendance teams, and collaboration internally and externally.

Beneficiaries in 2020-21 School Year:

Number of School Districts:	1) All 2) 20
Number of Schools:	1) All 2) 60
Number of Students:	All
Number of Educators:	0
Other: Public	N/A

Number of OSPI staff associated with this funding (FTEs):   0 FTE
Number of contractors/other staff associated with this funding: 7

FY20 Funding:	**State Appropriation:**	$450,000
	Federal Appropriation:	$0

<div align="center">

Other fund sources: $0

TOTAL (FY20) $450,000

</div>

4. **Are federal or other funds contingent on state funding?**
   ☒ No
   ☐ Yes, please explain.

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY21	$450,000	$437,761
FY20	$450,000	$399,186
FY19	$450,000	$450,000
FY18	$150,000	$91,681

6. **Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:**

Fiscal Year	Number of School Districts	Number of Schools	Number of Students	Number of Educators
FY21	20	60	N/A	N/A
FY20	All	All	All	Not directly
FY19	295	N/A	N/A	N/A
FY18	295	N/A	N/A	N/A

7. **Programmatic changes since inception (if any):**
   Funds from this proviso in earlier SFY's were used to both develop and implement the accountability system with less funding available for districts to implement specific strategies based on the data housed in this system. As the accountability system has matured, OSPI has been able to make more funding available to districts to use data to implement strategies to work with schools and students; this proviso is the only proviso funding available to OSPI to directly support schools and districts on attendance programming.

8. **Evaluations of program/major findings:**
   Activity/service (2): OSPI continues to learn about best practice implementation through trainings, coaching, and district grants. Particularly in the era of COVID and remote learning, these learnings influence policy and guidance changes, and serve as bright spots for other districts. One key learning is that building capacity requires

more staff time which requires funding. The grants were supportive in expanding capacity to provide additional support to students to increase their attendance.

9. **Major challenges faced by the program:**
Under activity/service (2), the events of COVID, remote learning, and subsequent budget cuts in districts have resulted in significant changes to how schools provide instruction, the way they take attendance, and their capacity to do those well in addition to providing outreach, support, and tiered response systems. We continue to see staff who are responsible for attendance overburdened with COVID response including contact tracing, and challenged in their capacity to address holistically through a team approach the legally required steps and other best practices to address attendance and engagement. This was true in FY 20 and is true in FY 21.

10. **Future opportunities:**
Under activity/service (2), we see grants directly to districts to increase their capacity to take on evidence-based practices as critical. We also see an opportunity to build capacity at the regional level in the ESDs, who can provide a level of technical assistance and bring expertise that OSPI cannot or does not provide at the state level.

11. **Statutory and/or budget language:**
ESSB 5092, Sec. 1501 (2)(c) $450,000 of the general fund—state appropriation for fiscal year 2020 and $450,000 of the general fund—state appropriation for fiscal year 2021 are provided for the Superintendent of Public Instruction to develop and implement a statewide accountability system to address absenteeism and to improve student graduation rates. The system must use data to engage schools and districts in identifying successful strategies and systems that are based on federal and state accountability measures. Funding may also support the effort to provide assistance about successful strategies and systems to districts and schools that are underperforming in the targeted student subgroups.

12. **Other relevant information:**
N/A

13. **Schools/districts receiving assistance:**
See OSPI's 2021 Grantee List.

14. **Program Contact Information:**
Name: Krissy Johnson
Title: Program Supervisor Lead, Attendance & Truancy
Email: krissy.johnson@k12.wa.us