

North Wasco Stewarding Body Meeting

March 1, 2023

Attendees: Allie, Dr. Bernal, Val, Judy, Vilay, Cieri, Kim, Karen

I. Grounding in Our Community Agreements

- A. Are there any agreements that you feel we are upholding particularly well in our ways of working together?
 1. Be open to outcome, grateful to be able to work with Dr. Bernal and the team
 2. Listen deeply with curiosity to the advisory body and listening to each other
 3. Challenging: Don't get stuck in the past
- B. Have you noticed anything in our ways of working together that suggests that we might need to add or revise an agreement?
 1. Haven't had a lot differences when processing as a team
 2. Having a brave space together, being able to have hard conversations as a group
 3. Everyone is busy and needing to balance work in our roles
 4. An additional agreement was recommended by an Advisory Body member: "We honor our emotions as sources of insight and wisdom, and we are mindful of when we are speaking from them."

II. Attendance Work Session

- A. ATLAS Protocol (optional notetaker; attendance folder)
 1. **Review the Data (10 minutes):** Spend 10 minutes individually reviewing the data aligned with the outcome and strategies your group is discussing.
 2. **Describe the Data (10 minutes):** During this period the group gathers as much information as possible from the data in order to determine what the group sees in the data. It would be helpful here to provide specific examples of what is occurring across the district.
 - a) Attendance Data- 14% difference between male and female performance at Chenowith
 - b) Students with disabilities performed much lower than their counterparts
 - c) Strengths- migrant students performed higher in some categories than other focal groups
 - d) ES have lower attendance rates
 - e) Chenowith and Innovations have the lowest attendance rate across the district.
 - f) The two schools with the lowest attendance rates are on the same campus.
 - g) AI/AN students have the lowest attendance rate compared to other student focal groups
 - h) Non binary students with lower attendance at 44%
 - i) School visits- top barriers identified as transportation and parental perception
 - j) Not enough work in engaging the families
 - k) Every school has its own strategies. Everyone can pick their own strategies
 - l) Incomplete data. TDHS (?) was not listed.
 - m) Elementary English language proficiency is gradually increasing K-5
 - n) 6-12 maintained for English language proficiency since COVID
 - o) Elementary regular attendance is down from before COVID until now. 80s then dropped to 50s
 - p) Attendance for 6-12 continues to decrease annually since COVID.
 - q) 9 GOT showing increases/stabilization with whatever strategies they are implementing.

- r) 5 year graduation rate is down from the previous year for English language learners.
 - s) Post Secondary enrollment went down by 20% for ELLs
 - t) Increase in elementary and secondary attendance 21-22 and 22-23 (2%) for EL
 - u) EL math achievement extremely low at 8% and LA at 17%.
3. **Interpret the Data (10 minutes):** During this period, the group tries to make sense of what the data says and why. The group should try to find as many different interpretations as possible and evaluate them against the kind and quality of evidence.
- a) This implies/suggests/gives the impression that ...
 - (1) Things are happening and/or not happening to support ES ELLs
 - (2) 9 GOT strategies are working
 - (3) What is causing the inverted triangle of typical attendance of elementary aged students with lower attendance?
 - (4) What shifted post-COVID to impact attendance? Transportation didn't change
 - (5) Pre Covid 63% ES were coming to school, now attendance has gone down by 30%
 - (6) Does the grade of the student affect attendance? How did interrupted learning as a result of COVID impact attendance rate? Lower elementary versus upper elementary/secondary?
 - (7) How often are students missing school because they have to care for a younger sibling?
 - (8) How is mental health, particularly anxiety(MS), impacting attendance?
 - (9) There is a lot more to learn about the data. The provided data is just enough to infer but not enough to drill down/provide specifics around root cause.
 - (10) Are there geographical or economic reasons why students are not attending school?
 - (11) How many students attend IA as their neighborhood school or as an option where they need to provide their own transportation?
 - (12) No data from HS to compare on Innovations
 - (13) Brings attention to the need to have a systematic approach to addressing attendance across the district. Need to develop common language, shared understanding/definition across all grade levels.
4. **Implications for the Intensive Program (20 minutes):** Based on the group's observations and interpretations, discuss any implications this work might have for the Intensive Program including: What steps could be taken next? What strategies might be most effective? What else would you like to see happen?
- a) Family focus group/engage families to better understand/identify barriers to attendance.
 - b) Home visits-can IP hire someone to conduct home visits?
 - c) Innovations Academy student focus group to get a better understanding of barriers to attendance.
 - d) Spring conferences in 3 weeks with high parent turnout. Could we provide teachers with prompts/check-in questions to collect parent information regarding attendance? Half sheet with the prompt to share with parents, translated into Spanish one side.
 - e) Attendance Works has interview questions for families and students.
 - (1) Do you think attending school regularly is important for your child? Why or why not?

- (2) What helps you to get your child to school? Is there anything that your school, teacher, or a program at school does that is especially helpful?
 - (3) What makes it hard to get your child to school? What helps you to overcome those challenges?
 - (4) Have you received information from your school about the importance of your child's attendance in school every day?
 - (5) Do you think your school notices when children are absent? What happens?
 - (6) Is there someone at the school you can talk to if you are experiencing a challenge that makes it difficult to get your child(ren) to school every day? Are there resources available to help support your child's attendance?
 - (7) Do you like coming to school? What makes you want to go to school every day?
 - (8) What most helps you get to school? Is there anything your school or teacher does that is especially helpful?
 - (9) What makes it hard to get to school? Is there anything that helps you overcome those challenges to getting to school?
 - (10) Have your teachers or principal talked to you about the importance of coming to school every day? Why is it important to attend school every day?
 - (11) What happens when you miss school? Does anyone notice?
 - (12) Do you know who to go to at your school for help if you are struggling with a problem that keeps you from attending school?
- f) Systemize and develop a district wide approach to addressing student attendance. K-12 alignment, collaborate with building leaders.
 - g) Clarify, compare the student handbook with ODE the definitions of around student attendance. How are 10 day dropped students tracked? Identified?
 - h) Get all of school administration on board, we all agree we want our students in school
 - i) Minimum seat time required for a student to receive credit for a class?
 - j) How can we capitalize on the amount of information Chenoweth ES has gathered around student attendance and develop recommendations based on that data.
 - k) Bussing/bus stop/walking distance waiver update
 - l) About TDMS Attendance Conversation Cheat Sheet:
 - (1) Best to target yellow zone, mid-tier students.
 - (2) Step 1: Empathy step to encourage students to reflect, share insight, explain
 - (3) Step 2: Practice active listening to summarize what you heard from the student.
 - (4) Step 3: Adult shares concerns, feelings, avoid judgment/lecturing.
 - (5) Step 4: Problem solve in partnership with the student.
 - (6) step 5: Contact home - Getting parents on board
 - (7) Teachers practiced using the guide on each other to gain familiarity/comfortability with the flow and language. Teachers later implemented it with students. Did not gain a lot of traction because of snow days. Plan to reintroduce again in the spring.
 - (8) Scaffolded version available for elementary students.
 - (9) Teacher documents to conversation, names shared with the office to help monitor progress.
 - m) Current district efforts/strategies:
 - (1) In December, regular attender data was shared and reviewed in leadership meetings. Plan on reviewing data at future meetings.

- (2) Work with Stephanie and CJ on district wide messaging around attendance.
- (3) Drill down to school/site level strategies. Consider implementing monthly site based attendance review teams to review student data, brainstorm and implement interventions.

5. Possible next steps:

- a) Dr. Bernal will communicate/share with elementary principals the interview questions and develop a plan to implement at upcoming spring conferences. Narrow down to 1-2 questions. (Attendance Works interview resources)
- b) Consider applying for a walking distance waiver (Allie and Dr. Bernal to touch base before moving forward)
- c) Review attendance policy (Oregon ADM Manual)
- d) Learn about successful strategies happening across the district to be able to scale e.g. TDMS Attendance Conversation Cheat Sheet
- e) Root Cause Analysis - Fishbone Protocol
- f) Conduct Attendance Works self-assessment and develop a plan with that data in mind.
- g) Columbia Gorge ESD provides resources to support attendance. ODE also has an Every Day Matters department that can also support attendance. Allie can coordinate.
- h) Start with IA and Chenoweth as a pilot, PDSA, then apply those strategies to other schools.
- i) Review all of the next steps listed above, resources, and at the April meeting, share reflections, priorities, and recommendations. Continue to add resources to the attendance folder.
- j) Add time to talk about shared vision for the Stewarding Body at the April meeting. Share visioning resources/activities with Allie.

III. Recommendations Discussion and Process Review

A. Recommendation Process

- 1. What does it mean to be a lead on a recommendation? What does it mean to be a collaborator on a recommendation? Who should be consulted?
 - a) Stewards independently reflected on the recommendation process.
 - b) Judy presented the recommendation flowchart she created.
 - (1) Add: Proposal reflection to the flowchart before the "Prepare Recommendation" section.
 - (2) Add: Decision point to flowchart where as a Stewarding Body going through columns A-I of the recommendation tracker with each new referral.
 - (3) Add pencil icon throughout the recommendation feedback process.
 - (4) Reiterated the need to track changes made to the recommendation to share with the Student Success Team.
 - c) What does it mean to be a recommendation champion?
 - (1) Internal and external Stewards are partnered together.
 - (2) Assignments will be determined on a case by case basis depending on the recommendation.
 - (3) Will review this open assignment process at a later date.
 - (4) Responsible for running the recommendation through the equity tool.
 - d) As Stewarding Body members are presented with recommendation proposals from those not on the Stewarding Body:
 - (1) Walk through the proposal reflection form with that person before bringing it to the Stewarding Body. The IP District Support Person can also meet with the referrer to walk through the proposal reflection.
 - (2) If it is determined that the proposal aligns with IP goals and objectives, notify Allie and CJ, share the proposal reflection ahead of a Stewarding Body meeting so they can add it to the agenda and plan accordingly.

- (3) The proposal will be added to the Stewarding Body agenda and as a group walk through the first few columns of the tracker to assign roles and responsibilities.
 2. Are there any shifts or opportunities to learn into the process that would be beneficial?
 - a) How can we encourage Advisory Body members to propose recommendations?
 - b) Next goal will be to do a data walk
 - c) Action: Add to next meeting time to discuss/clarify the role of a recommendation champion.
- B. Recommendation Tracker
 1. Reflection Questions:
 - a) Are there any columns that should be included that are not?
 - b) Are there any extraneous columns we can/should consider removing?
- C. Recommendation Template Update
 1. Headings were shifted to questions
 2. On the template, there is a feedback tracker table down below. Track all feedback (link to separate document okay) directly onto the recommendation form.
 3. Adding % of feedback.
 - a) If not enough feedback is received, a second opportunity must be offered.
 - b) Allie and CJ track the percentage, Stewarding Body members do not need to track.
 4. ODE Equity Tool
 5. Are there any additional updates that would be helpful?
- D. Implementation Plan Review and Discussion
 1. What are the desired outcomes for each of the approved recommendations?
 2. Do the success metrics align with the desired outcomes?
 3. Is the timeline for full implementation practical?
 4. Do the milestones feel feasible and robust?
 5. Do the progress check dates provide enough time for the recommendations to germinate?
 6. Are there others who should be included in any of the categories?
- E. Action: Review the recommendation plan for each approved recommendation by the April Stewarding Body meeting. Approved recommendations are highlighted in green. Brainstorm on possible desired outcomes for each of the approved recommendations.

IV. Current Recommendations:

- A. Special Education Process Review
 1. Allie, CJ, Karen, Shannon, Amy, and Dr. Bernal reviewed feedback and will refine the recommendation to present to the Advisory Body. Currently in the refinement/equity tool stage of the process.
 2. May add an ad-hoc meeting no more than 30 minutes prior to 4/19.
 3. The Stewarding and Advisory Body will have the opportunity to review the final report. Stewards are welcome to connect with Amy if there are questions about the report.
 4. This is a time sensitive recommendation, waiting until April is not ideal.
 5. What opportunities does the school district have to share the SPED referral, identification, and eligibility process with outside agencies/providers?
 6. How can we align, systematize, and come to some agreements around the SPED process? What are we doing well? Where can we grow? What can we do better?
 7. NWCSO is currently funded at 11% whereas 18% of the student population has a SPED eligibility.

V. New Recommendations:

- A. Portables Update (updated to district space needs)
- B. Recommendation Proposal Reflection
 1. Currently in the process of mapping out where each program is located throughout the district.
 2. Next steps: District walk through to identify how current space is being used.
 3. This recommendation is still in the exploratory phase.

VI. **Spring Progress Check Introduction and Overview**

- A. What do we want to focus on?
- B. What data is available?
- C. What data do we need to move through the study and act portion of the PDSA (Plan, Do, Study, Act) cycle?

VII. **Upcoming Meetings**

- A. AdHoc Meeting re: Special Education Review Process
- B. Advisory Body & Stewarding Body Meeting, 4/18 (5-7PM)
- C. Stewarding Body Meeting, 4/19 (9-12PM)
- D. Rescheduled Spring Meetings:
 - 1. Site Visit 5/21
 - 2. Advisory Body & Stewarding Body Meeting, 5/21 (5-7PM)
 - 3. Stewarding Body Meeting, 5/22 (9-12PM)

VIII. **Closing**