



REPORT TO THE LEGISLATURE

UPDATE: Truancy Report

2019

Authorizing legislation: [RCW 28A.225.151](#)

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Executive Summary

This report provides a summary of truancy data reported to the Office of Superintendent of Public Instruction (OSPI). The report highlights trends in unexcused absences, new student-level truancy reporting, and analysis of disproportionality between student groups.

Attendance is a critical focus of OSPI's state education efforts; chronic absenteeism is included in Washington's ESSA plan as one of the School Quality and Student Success (SQSS) measures. Research shows that when students miss 10% or more of their school days **for any reason**, they are less likely to read at grade level and to graduate from high school.

This focus has impacted practices inside of schools as educators work more proactively with students and intervene earlier. OSPI sees a shift away from primarily punitive responses to truancy to viewing all absences as potential early warning signals. While not all absences are necessarily problematic, schools are tracking absences to provide support when needed.

The data in this report, primarily drawn from the Comprehensive Education Data and Research System (CEDARS), show that overall unexcused absences have not decreased. Data also show the percentage of students who meet the criteria of truancy who have a petition filed continues to be low (11%)—a continuing trend from previous years. Overall, truancy petition filings are down slightly from the previous year.

The data also show that students of color are more likely to be truant than their peers and are over-represented in students who are truant compared to their proportion of the student population. Low-income students are also significantly over-represented among truant youth.

White students and low-income students are over-represented among students with truancy petitions compared to their proportion of students who are truant. Conversely, Hispanic/Latino students and Black/African American students experience the truancy petition process less than would be expected given their percentage of all truant students.

The most notable finding is that of students who had a petition filed; only 53% of them were referred to a Community Truancy Board (CTB). Only 33% of Black/African American truant students and 23% of Asian truant students were provided access to a CTB.

Drawing conclusions from this data is a complex process. Being reported as truant to the state involves many factors from both inside and outside of school. These data provide an opportunity for OSPI to learn more about 1) why certain students are over or under-represented, and 2) the community contexts underlying these absences. OSPI continues to work with districts, courts, and service providers to understand how to increase access to prevention and intervention supports to improve outcomes for all students.

Background

Over twenty years ago, the Washington State Legislature enacted the Becca Bill in response to the tragic death of Becca Hedman. Becca's chronic truancy and running away from home led to her murder at the age of 12. One intent of the law is to unite schools, courts, communities, and families to overcome the barriers that prevent school attendance.

This report is required under statute [RCW 28A.225.151](#) and will address the truancy portion of the Becca Bill not the other status offense petitions, including At Risk Youth (ARY) and Child in Need of Services (CHINS).

Shift in Practice from Truancy to Chronic Absenteeism

Over the last decade, a growing research base¹ demonstrates that all absences, including excused and unexcused absences (i.e., truancy), significantly impact students' educational outcomes. The research shows that missing 10% of the school year, or just two days a month, can greatly impact students' chances of reading at grade level by third grade² and significantly reduce the chances of students graduating from high school³.

Broadly speaking, OSPI sees a shift across the state regarding attendance. Schools and districts are directing more staff resources and attention to attendance—both excused and unexcused—examining school policies, providing interventions earlier, and engaging in awareness campaigns about the importance of attendance.

Some of the factors influencing this shift include the recent changes to the compulsory attendance law, the inclusion of chronic absenteeism (when a student misses 10% of their school days for any reason, excused or unexcused) in the [state's accountability framework](#) under ESSA, and a greater national focus fueled by the awareness efforts of organizations such as [Attendance Works](#).

While OSPI's data is not comprehensive and some is anecdotal, the general sense is that educators are shifting from a primarily punitive approach to attendance to one that looks at the root cause of absences and provides support. Some districts and schools are focusing more on prevention and earlier intervention, moving away from over-reliance on the court system for barriers that can be addressed at the school or district level. This is a particularly positive

¹ [Compilation of Research](#), Attendance Works

² [Attendance in the Early Grades: Why it Matters for Reading](#)

³ [Research Brief: Chronic Absenteeism](#)

movement that will help to address the over-representation of students of color (Hispanic and Black/African American) in court through the filings of truancy petitions.

Washington State Policy Changes

On July 1, 2021, Washington state will eliminate the use of the valid court order (VCO) for truant students. The VCO allows juvenile court judges to place a truant student in juvenile detention for truancy. This policy change is indicative of the broader shift surrounding the state's laws and approach toward truancy.

Policy changes starting in 2016 began to shift practice from a primarily punitive model to a support driven model, with the mandate for districts to create a Community Truancy Board.

Other policy changes included these requirements:

- Schools are to send a letter to parents⁴ at the beginning of the school year that highlights the importance of attendance, the impacts of not attending (including excused and unexcused), the supports available to parents to assist with attendance concerns, and the role and responsibility of the school⁵.
- Elementary schools are to hold a parent conference for students who have accumulated five or more excused absences⁶.
- Schools are to hold a parent conference for students after their 3rd unexcused absence.
- Schools are to take data-informed steps between their 2nd and 5th unexcused absence; this includes administering a screener such as the Washington Assessment of Risks and Needs (WARNS)⁷ and provide best practice interventions to support better attendance. If the student has an IEP or 504 Plan, the reconvening of the IEP or 504 team is required⁸.
- After a school district files a petition with the juvenile court, the petition must be stayed, and the student shall be referred to a Community Truancy Board (CTB). The district and local court must enter into a Memorandum of Understanding (MOU) that outlines the responsibilities of each party to conduct the CTBs.

⁴ [RCW 28A.225.010 \(2\)](#) defines "parent" as: a parent, guardian, or person having legal custody of a child

⁵ [RCW 28A.225.005](#)

⁶ [RCW 28A.225.018](#)

⁷ [RCW 28A.225.020 \(1\)\(c\)\(ii\)](#)

⁸ [RCW 28A.225.020 \(1\)\(c\)\(ii\)](#)

Student-Level Data Collection and Local Policy

Definitions

Absence: [Chapter 392-401 WAC](#) defines an absence as follows:

- (1) A student is absent when they are:
 - (a) Not physically present on school grounds; and
 - (b) Not participating in the following activities at an approved location:
 - (i) Instruction;
 - (ii) Any instruction-related activity; or
 - (iii) Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.
- (2) Students shall not be absent if:
 - (a) They have been suspended, expelled, or emergency expelled pursuant to chapter [392-400 WAC](#);
 - (b) Are receiving educational services as required by RCW [28A.600.015](#) and chapter [392-400 WAC](#); and
 - (c) The student is enrolled in qualifying "course of study" activities as defined in WAC [392-121-107](#).

Excused Absence: [WAC 392-401-020](#), revised in 2018, outlines the types of absences that must be excused. In addition, school districts may define additional reasons that absences may be excused in their local board policy.

Unexcused Absence: Unexcused absences are defined in Washington state statute and district policy. [RCW 28A.225.020\(2\)](#) defines an unexcused absence as when a child:

- Has failed to attend the majority of hours or periods in an average school day or has failed to comply with a more restrictive school district policy; and
- Has failed to meet the school district's policy for excused absences; or
- Has failed to comply with alternative learning experience program attendance requirements as described by the superintendent of public instruction.

School district policies will include greater detail and potentially additional categories of what is considered excused.

Truancy: Truancy, as used in this report, refers to a student who has accumulated 5 or more unexcused absences in a month or 10 or more unexcused absences in a year. [RCW 28A.225.030](#) requires a district to file a truancy petition no later than the 7th unexcused absence; however, filing a petition after the 5th unexcused absence is outlined as one of the required options (other options include entering into an agreement or referring the student to a CTB). The

statute dictating this report ([RCW 28A.225.151](#)) requires the reporting of students with 5 or more unexcused absences not 7.

Full-Day Absence: A full day absence is when a student misses 50% or more of their scheduled day ([WAC 392-401-015](#)).

Student-level Data Collection

OSPI began collecting student-level absence data through the Comprehensive Education Data and Research System (CEDARS), for both excused and unexcused absences, in the 2012–13 school year. Prior to that, districts reported a total number at the end of the year. Districts now report when a student is absent for a full-day or partial day (anything less than 50% or more of their scheduled day), and whether it was excused or unexcused. In 2018–19, OSPI began collecting additional student-level data on truancy actions, as outlined in [RCW 28A.225.151](#).

OSPI does not collect any information about why students are absent.

In addition to the CEDARS data collection, at the end of each school year, districts compile, verify, and submit summary data on truancy petitions and truancy programs to OSPI through the Unexcused Student Absences (USA) application in the Educational Data System (EDS). The data in this report is pulled from CEDARS and the USA application, as well as a qualitative survey of district truancy and excessive absenteeism liaisons.

Update Status

OSPI has previously reported on the measures below that are outlined in statute:

- Total number of unexcused absences,
- Number of students with ten or more unexcused absences in a school year or five or more unexcused absences in a month, and
- Number of truancy petitions filed with the courts.

New data elements. This report also includes student-level data that was newly collected during the 2018–19 school year in CEDARS:

- Referral to a community truancy board: The statute specifically states “referral,” and this element collects the number of students that were referred to a CTB regardless if they actually attended or not.
- Other coordinated means of intervention: As detailed in [RCW 28A.225.026](#), districts with fewer than 300 students must provide access to a CTB or through other coordinated means of intervention aimed at identifying barriers to school attendance, connecting students and their families with community services, etc.; and may do this cooperatively with other school districts and their educational service districts.
- A hearing in juvenile court: This element identifies if a student received a hearing in juvenile court.
- Other less restrictive disposition (e.g., change of placement, home school, alternative learning experience, residential treatment, etc.): This is reported when assigned as an alternative to the student being placed in juvenile detention.
- Each instance of imposition of juvenile detention for failure to comply with a court order.

Qualitative and Survey Data. In addition to the data listed above, this report includes:

- 1) A summary of reasons why students were placed in juvenile detention in 2018–19
- 2) A summary of programs that support students in truancy

Table 1. Grades 1–12 Statewide Truancy Report Totals

	2016–17	%	2017–18	%	2018–19	%
Enrolled at Any Point During the Year	1,044,859	--	1,053,588	--	1,058,200	--
# of Students with 1+ Unexcused Absence	369,194	35.3%	381,972	36.3%	405,190	38.3%
# of Students with 5+ Unexcused Absences Within 30 Days	58,012	5.6%	61,978	5.9%	65,107	6.2%
# of Students with 10+ Unexcused Absences in a School Year	68,541	6.6%	72,633	6.9%	77,104	7.3%
Total Number of Students who were Truant (5+ in a month and 10+ in the year)	76,332	7.3%	80,837	7.7%	85,769	8.1%

Source: CEDARS extracted on 10/22/19

There are more students who were truant in 2019, following the trend from the previous two years. With an increase of .8% over two years, it's clear that truancy rates are not declining.

Factors to consider when reviewing this data include local policy and practice changes. As awareness and attention to all absences increases, districts may be increasing their vigilance on excused absences and therefore, may be implementing stricter policies on what types (and how many) absences are considered excused.

Table 2. Truancy Petitions and Proportion of All Truant Students

2018–19		2017–18		2016–17	
# of Students with a Truancy Petition	% of All Truant Students with a Truancy Petition	# of Students with a Truancy Petition	% of All Truant Students with a Truancy Petition	# of Students with a Truancy Petition	% of All Truant Students with a Truancy Petition
9,562	11.1%	10,139	12.6%	8,624	11.3%

Source: CEDARS extracted on October 22, 2019

Table 2 shows that the percentage of truant students who have a petition filed on them decreased from the previous year. However, just over one-tenth of the students who meet the definition of truant have a truancy petition filed on them. This rate is roughly consistent and slightly lower than in the previous two years.

OSPI is working to understand the factors limiting the number of petitions being filed on truant students. The persistently low numbers suggest a spotty awareness of the law, a lack of resources to comply, and may reflect the mindset of some educators who worry about

unintended consequences of connecting students to the court system. Schools may also withdraw students with too many consecutive absences before filing a petition or may not have time to file a petition before the student is withdrawn, and then believe they do not have standing to file a petition because the student is no longer enrolled. Local court jurisdictions all approach this differently as well, adding to the complexity when drawing conclusions.

The low percentage of petitions may also mean that a large number of students and families who are in need of supports and services, such as those offered by Community Truancy Boards, are not getting access to them. Truant students who do not have a petition filed on them may be accessing supports from schools and others; however, the scope of this data collection does not provide answers to this.

A comparison of petitions filed from CEDARS and court records of petitions filed, as reported by the Administrative Office of the Courts (AOC), show higher numbers of students have a truancy petition filed on them. For example, in 2018, school districts reported to OSPI that 10,139 students had a petition filed, and [AOC reported 12,428 students](#). One explanation for this difference could be that the AOC data overlaps different school years, and a single student might have more than one petition represented in the AOC data. Another contributor could be that school districts are still developing and honing their data collection processes, as 2018–19 represents only the second year of OSPI data collection.

A more detailed picture of truancy petitions filed is provided in Appendix B – District and County Truancy Data. This appendix shows the number of students with a truancy petition by school district and county. Of the 324 districts/entities, 111 reported that no students had a petition filed on them⁹.

Table 3 provides a summary of the new truancy action data collection from CEDARS. Since this is the first year of data collection, the validity and accuracy of the data is not as quality as other data elements that have been collected and reported publicly for multiple years. OSPI is continuing to improve guidance and respond to district questions about data reporting of these elements.

Table 3. CEDARS Truancy Actions

New CEDARS Truancy Actions (2018–19)	
Students on a Petition who were referred to a Community Truancy Board (CTB)	5,077
% of All Students with a Petition who were Referred to a Community Truancy Board (CTB)	53%
Students who Received a Coordinated Means of Intervention	1,395

⁹ This data collection includes charter schools, educational service districts, and tribal compact schools.

New CEDARS Truancy Actions (2018–19)	
% of Students with a Petition who Received Coordinated Means of Intervention	15%
Hearing in Juvenile Court	1,342
Percent of Students with a Truancy Petition who Had a Hearing in Juvenile Court	14%
Percent of Students Referred to a CTB who Had a Hearing in Juvenile Court	26%
Less Restrictive Disposition	472
Percent of Students with a Truancy Petition who were Ordered a Less Restrictive Disposition	5%
Percent of Students who had a Hearing in Juvenile Court who were Ordered a Less Restrictive Disposition	35%
Detention for Failure to Comply with Court Order	69
Percent of Students with a Truancy Petition who were Detained for Failure to Comply with Court Order	1%
Percent of Students who had a Hearing in Juvenile Court who were Detained for Failure to Comply with Court Order	5%

Source: CEDARS extracted on 10/22/19

The data reported in Table 3 show that only 53% of students were referred to a Community Truancy Board. The law requires that when a petition is filed, the petition is stayed; and the student will be referred to a CTB. This data raises several questions about what is happening with students who are not referred to a CTB. One possibility is that some students may not need the intensity of response that is provided by a CTB, and their needs may be better addressed either in a less formal setting or with a less intensive intervention. OSPI has also learned from districts that they do not have the capacity to hold a CTB for all students who have a truancy petition.

Reasons for Use of Juvenile Detention for Truancy

[RCW 28A.225.151](#) requires OSPI to report on the use of detention for failure to comply with a court order. In the fall of 2019, OSPI surveyed school district truancy liaisons to understand the reasons why students were placed in detention over the previous school year. Ninety-nine districts responded to the survey. Of those districts, 14 reported that juvenile detention was used. For those that did report the use of juvenile detention, these reasons were stated:

- Non-compliance with court orders (such as community service, work crew)
- Failure to appear in court
- Student was repeatedly found in contempt of court orders
- Detention in the form of ankle monitors after contempt

Programs for Youth who are Truant

[RCW 28A.225.151](#) requires OSPI to report on “programs or schools developed to serve students who have had five or more unexcused absences in a month or ten in a year ...” OSPI collects this qualitative data from school districts through the secure Education Data System’s Unexcused Student Absences application¹⁰. Common programs reported were:

- The stay that comes after filing of the petition allows schools the opportunity to work with the family and student and the creation of an attendance contract
- Community Truancy Boards, where community members are engaged in a problem-solving conversation with family and youth to create an attendance success plan
- Reduced school days
- ESD 112 Truancy Project which provides case management support to help families and students deal with wide-ranging issues, including mental health, substance use, physical health concerns, or lack of stability
- Programs/efforts that meet with families, provide referrals to community resources, conduct home visits, and connect to housing assistance
- Family engagement specialists who provide one-on-one support to families
- School-based intervention team
- Tribal collaboration and tribal liaison to conduct home visits and pick up students when they are absent

Where are the Gaps? Disaggregation by Student Group

OSPI is committed to identifying and examining disproportionality between student groups as related to the truancy process. By shining a light on these gaps, OSPI can support the work districts and courts are doing to make more equitable systems that serve all students.

Drawing conclusions from gaps between students around attendance-related issues is complex, particularly at the state level. Gaps may be present in one jurisdiction that are washed out in another. While certain gaps are apparent, interpreting the underlying causes (and therefore solutions) is challenging.

Unlike examining gaps in access to programming like dual credit, truancy is a student behavior with possible underlying factors that can include poverty, access to mental health services, and family support.

¹⁰ 13 districts that represent 92 schools reported this data.

Further complicating the understanding of state-level data is that different localities have different cultures around truancy. In some localities, a truancy petition may be an avenue for increasing access to supports, relationships, and services—an approach which is in line with the intent of the recent changes in legislation and the approach that OSPI supports and promotes—while in another county or school district, the truancy process may be more punitive, accountability-oriented, and likely to result in youth either being criminalized or placed in juvenile detention. Determining causes of inequity among student groups depends on the nature of the local approach or culture.

This analysis conducted at the local level by counties and school districts would illuminate a more nuanced reflection of equity and access to supports.

Data and discussion are provided below that identifies the gaps between student groups. The data highlights areas where more exploration is necessary.

Which Student Groups were Reported Truant More than Others?

Chart 1. Truancy Rates by Federally Reported Race/Ethnicity 2018–19

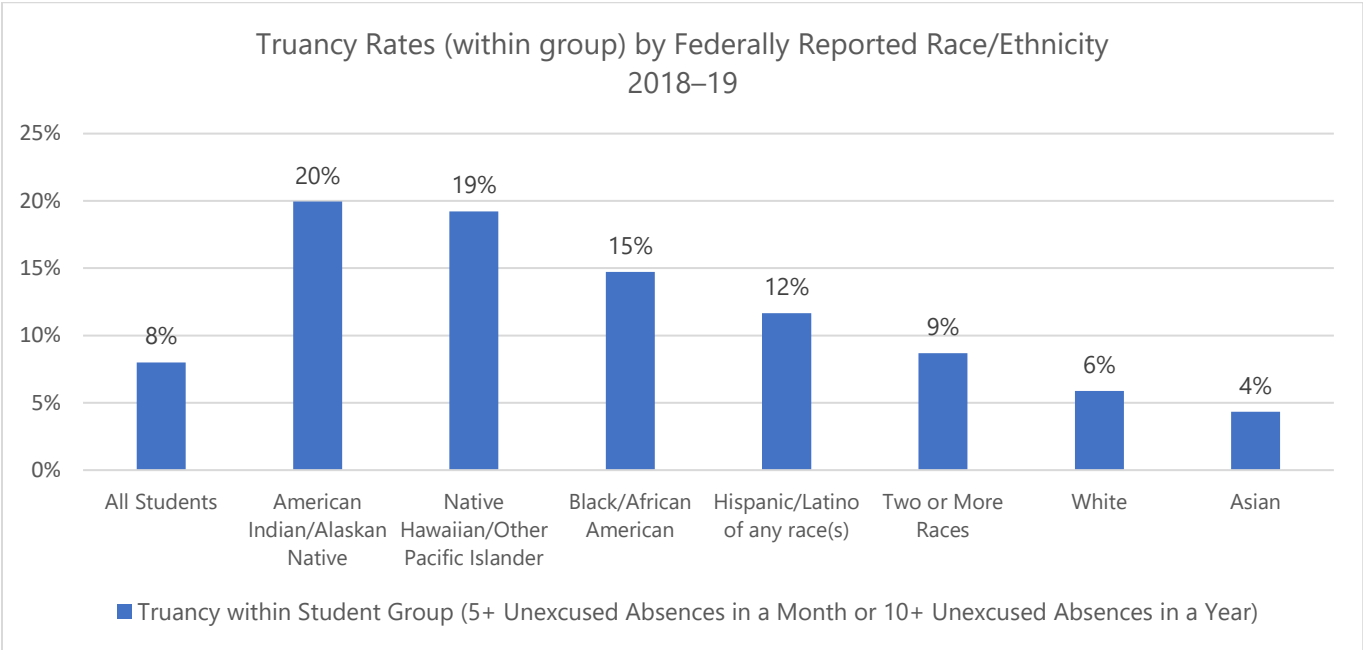


Chart 1 shows which students, as identified by their federal race/ethnicity category, have higher rates of truancy compared to others. As the chart shows, 8% of all students meet the definition of truant (5 or more unexcused absences in a month or 10 or more unexcused absences in a year). Twenty percent of all American Indian/Alaskan Native students meet the definition of truant.

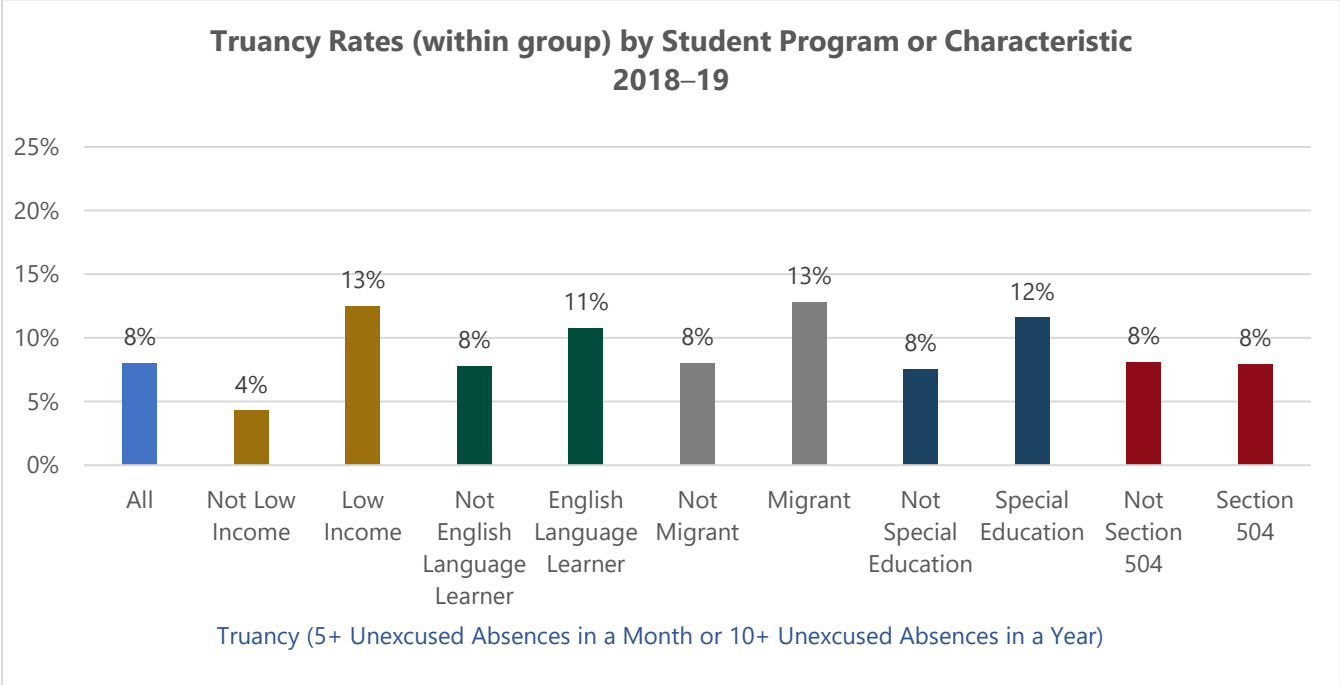
Overall, the student groups that have the highest truancy rates are American Indian/Alaskan Native (20%), Native Hawaiian/Other Pacific Islander (19%) and Black/African American students (15%).

Chart 2 shows truancy rates within the students served by a specific program or having certain characteristics. These student groups are:

- Migrant: students eligible for services under the migrant education program (Title 1, Part C)
- English Learner: students whose primary language is other than English and whose skills are sufficiently lacking or absent as to delay learning
- Special Education: students receiving special education services who have an Individualized Learning Program (IEP)
- Section 504: students with a disability who have a 504 Plan
- Low income: students who are identified as qualifying for free and reduced-price lunch

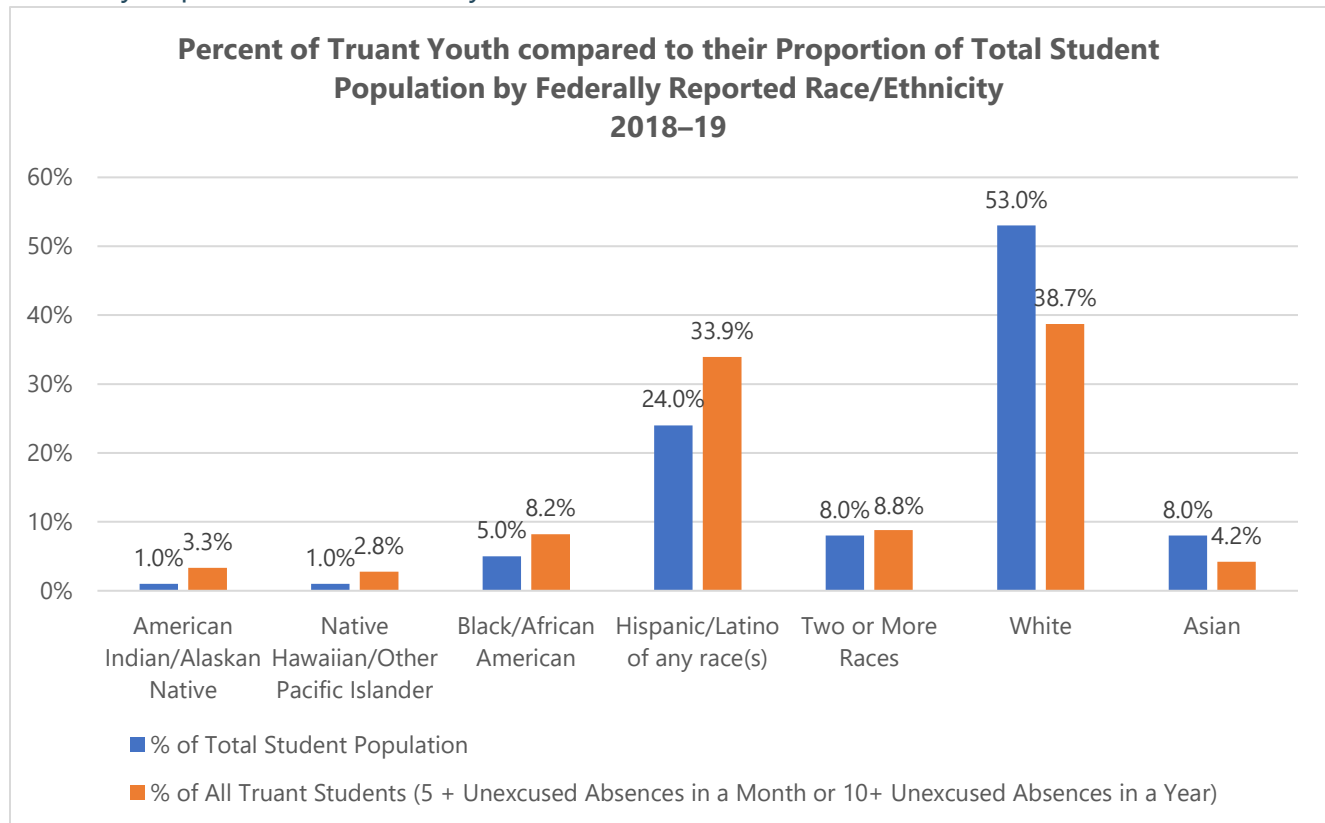
The largest differences are seen for low-income students and migrant students. Thirteen percent of low-income students are truant, compared to 4% of their non-low-income peers. Similarly, 13% of migrant students are truant compared to 8% of their non-migrant peers.

Chart 2. Truancy Rates (within group) by Student Program or Characteristic 2018–19



Which Student Groups are Over-Represented Among Youth who are Truant?

Chart 3. Percent of Truant Youth Compared to their Proportion of Total Student Population by Federally Reported Race/Ethnicity 2018–19



This chart looks at race/ethnicity categories and their proportion of the total student population compared to their proportion of students reported as truant. For example, Black/African American students comprise 5% of the student population, but they comprise 8.2% of the students reported as truant. The largest gap seen is for Hispanic/Latino students; they make up 33.9% of all truant students but only 24% of the total student population. The two student groups that are under-represented in the truant student population are white and Asian students.

Chart 4. Percent of Truant Students Compared to their Proportion of Total Student Population by Student Program/Characteristic (2018–19)

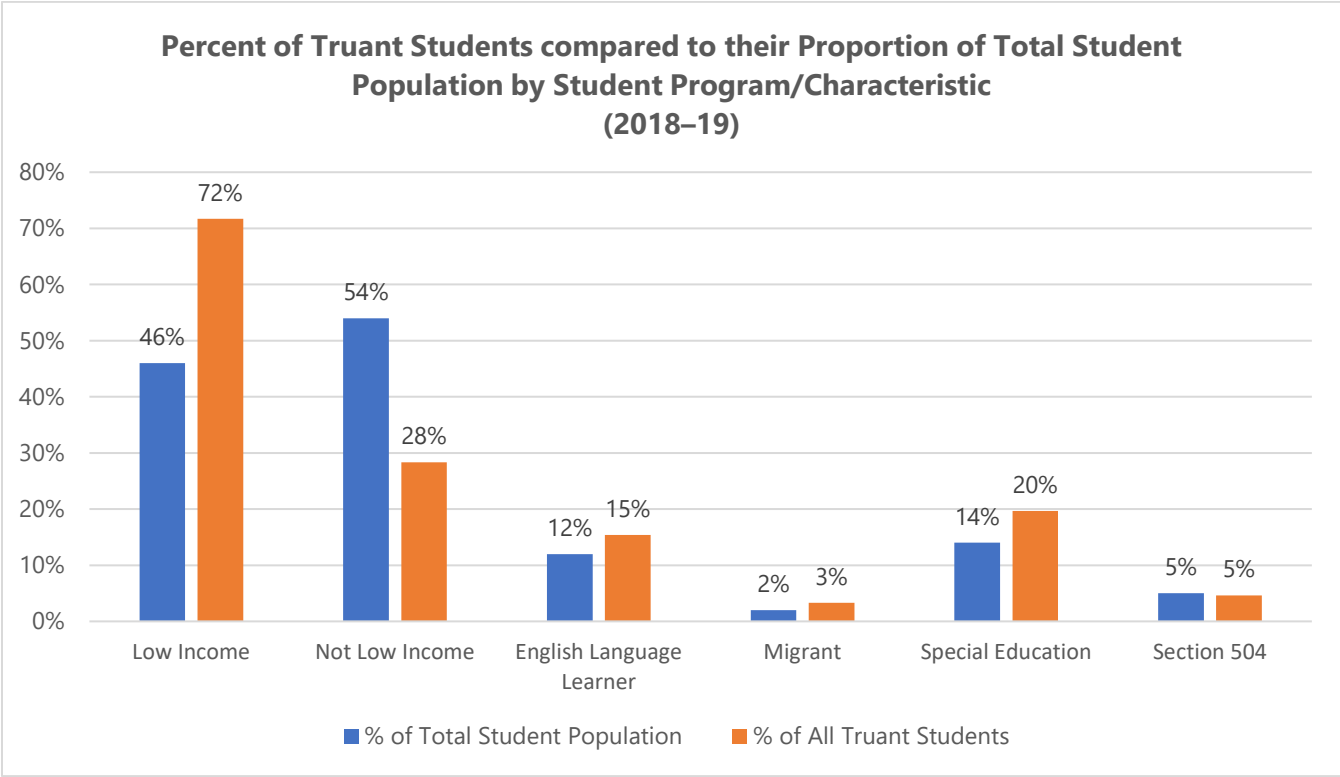
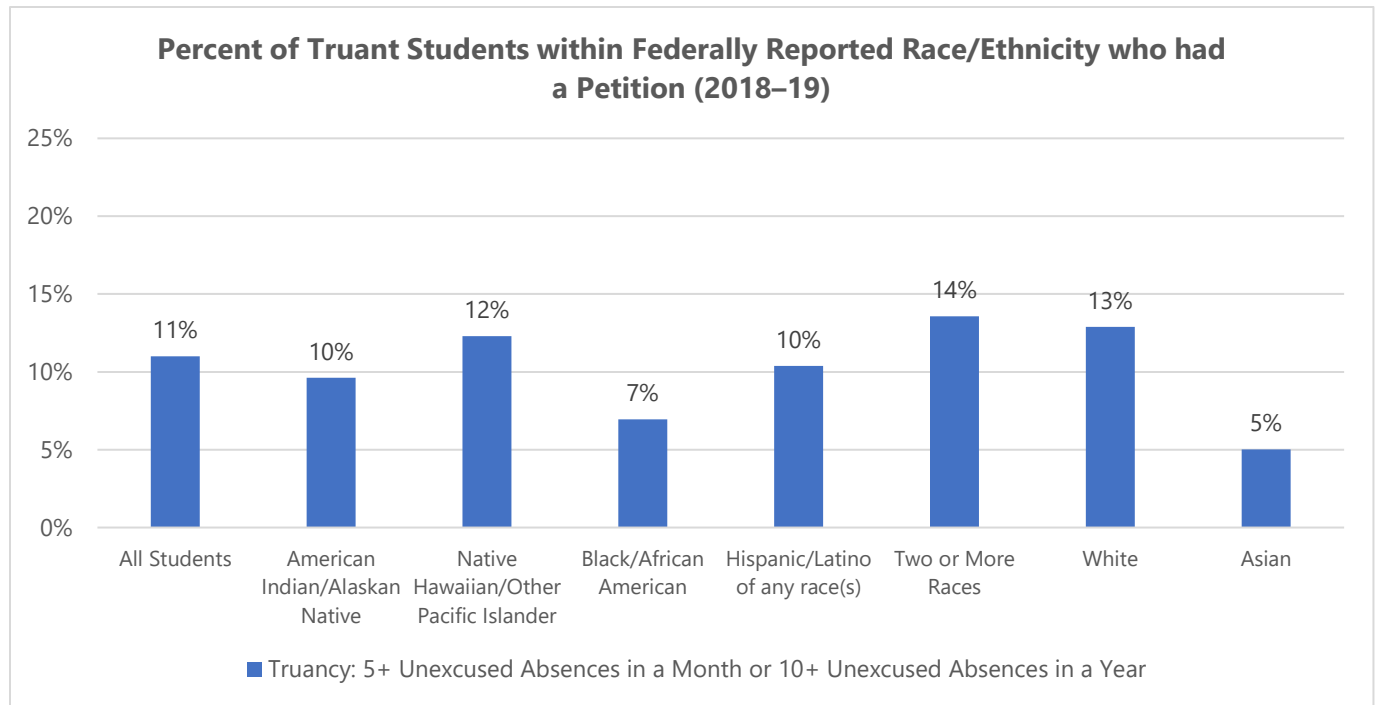


Chart 4 shows a clear disparity for low-income students. Where low-income students make up 46% of the total student population, they comprise 72% of the students who were reported as truant, which indicates a significant over-representation.

Which Student Groups have More Petitions Filed with the Juvenile Court?

Chart 5. Percent of Truant Students within Federally Reported Race/Ethnicity who had a Petition (2018–19)



As highlighted in Chart 5, 11% of all students who met the definition of truant had a petition filed. This chart compares the proportion of truant students in each race/ethnicity category who had a petition filed on them. For instance, of the white students who met the definition of truant, 13% had a petition filed, compared to 11% of American Indian/Alaskan Native truant students. Truant students who identified as two or more races had the highest rate of petitions filed at 14%, compared to truant Asian students at 5%.

Chart 6. Percent of Truant Students within Program or Characteristic who had a Petition Filed (2018-19)

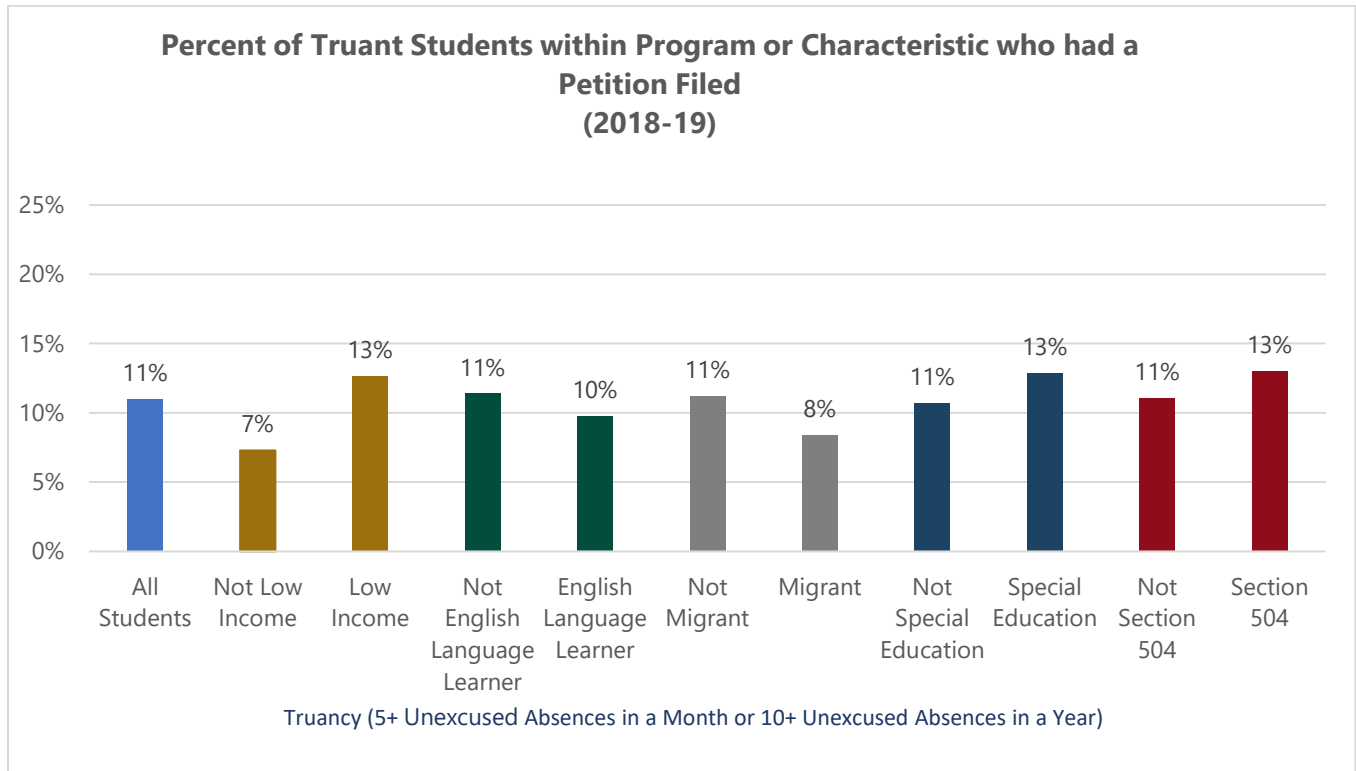


Chart 6 shows a similar comparison as the previous chart but for students served by special programs or by characteristic. The data show that some truant students served by different programs (e.g., students with a disability who qualify for protection under Section 504) have higher rates of petitions compared to their peers who do not qualify. Conversely, students identified as eligible for the migrant program have a lower rate of petitions filed compared to their non-migrant peers. The most remarkable difference is between low-income students and their non-low-income peers, with a 6-percentage point difference.

Which Student Groups are Disproportionately Filed On?

Chart 7. Percent of Truant Students Compared to Percent of Petitions Filed by Federally Reported Race/Ethnicity

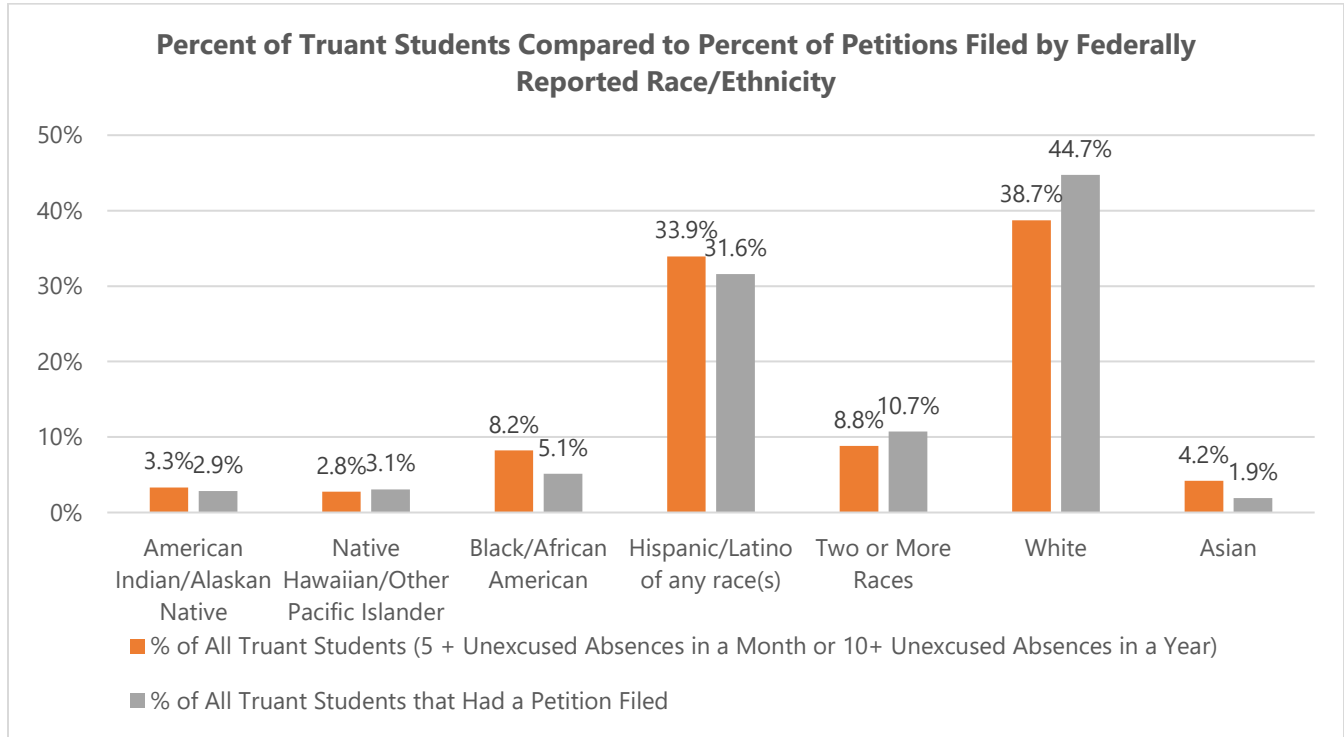
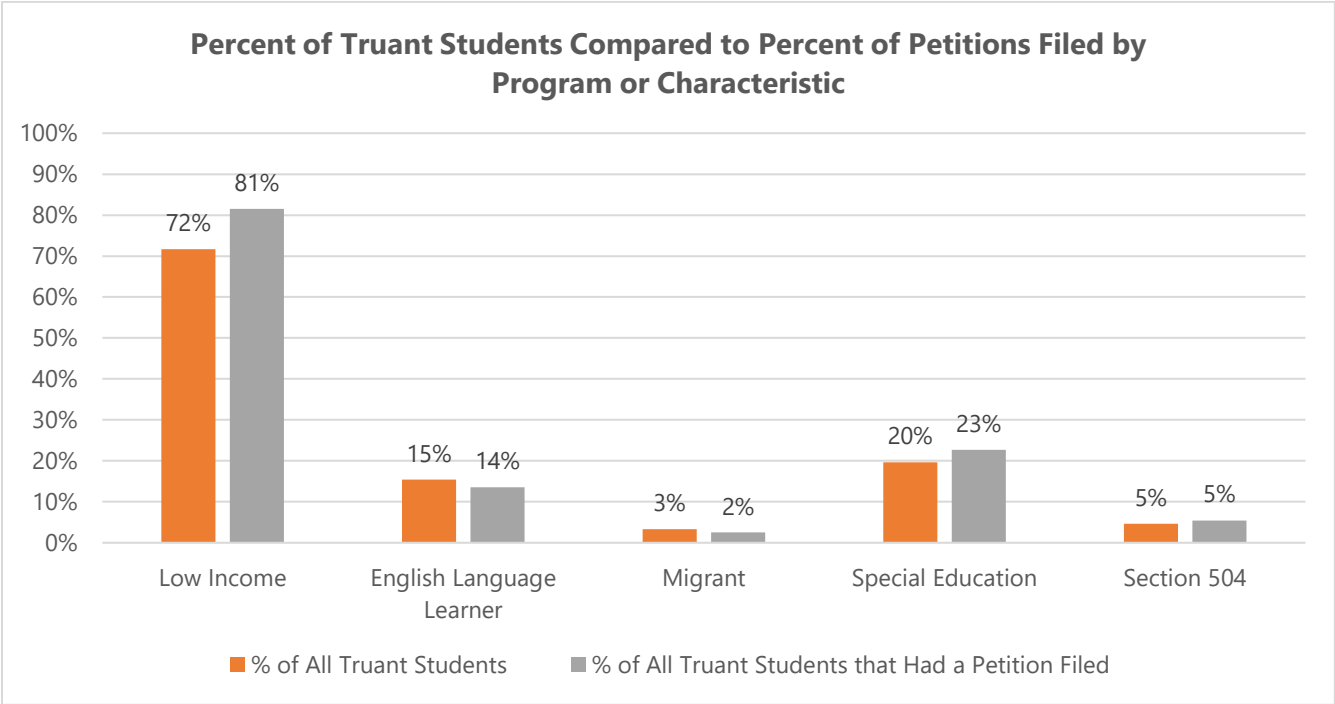


Chart 7 builds on the earlier analysis in Chart 3, where the proportion of the total student population to their proportion of all students who are reported as truant is compared. Also highlighted here is a look at the proportion of all petitions filed. This chart seeks to answer the question: are certain groups experiencing the truancy petition process disproportionate to their composition of all students who are truant? If all things were equal, there would be an expectation to see these latter percentages compared as equal (as represented by the orange and gray bars).

The data show that certain groups experience the truancy petition process more than expected given the percentage of students who are truant. For instance, white students comprise 39% of students who are truant and make up 45% of all petitions filed; a 6-percentage point gap. This is the largest discrepancy among all the racial/ethnic groups. Hispanic/Latino students and Black/African American students in contrast experience the truancy petition process less than would be expected given their percentage of all truant students.

Chart 8. Percent of Truant Students Compared to Percent of Petitions Filed by Program or Characteristic



Using the same analysis as above, the percentage of all students who are truant to the percentage of petitions filed is compared, broken out by program or characteristic. The largest discrepancies here are for low-income students (and conversely non-low-income students). Low-income students make up 72% of all students who are truant, and 81% experience the truancy process through a petition filed; a gap of 9-percentage points. Students who are served by special education make up 20% of truant students, and 23% experience the truancy process with a petition filed.

Which Students have Higher Rates of Referral to a Community Truancy Board?

Chart 9. Percent of Students with a Truancy Petition who were Referred to a CTB within Federally Reported Race/Ethnicity (2018–19)

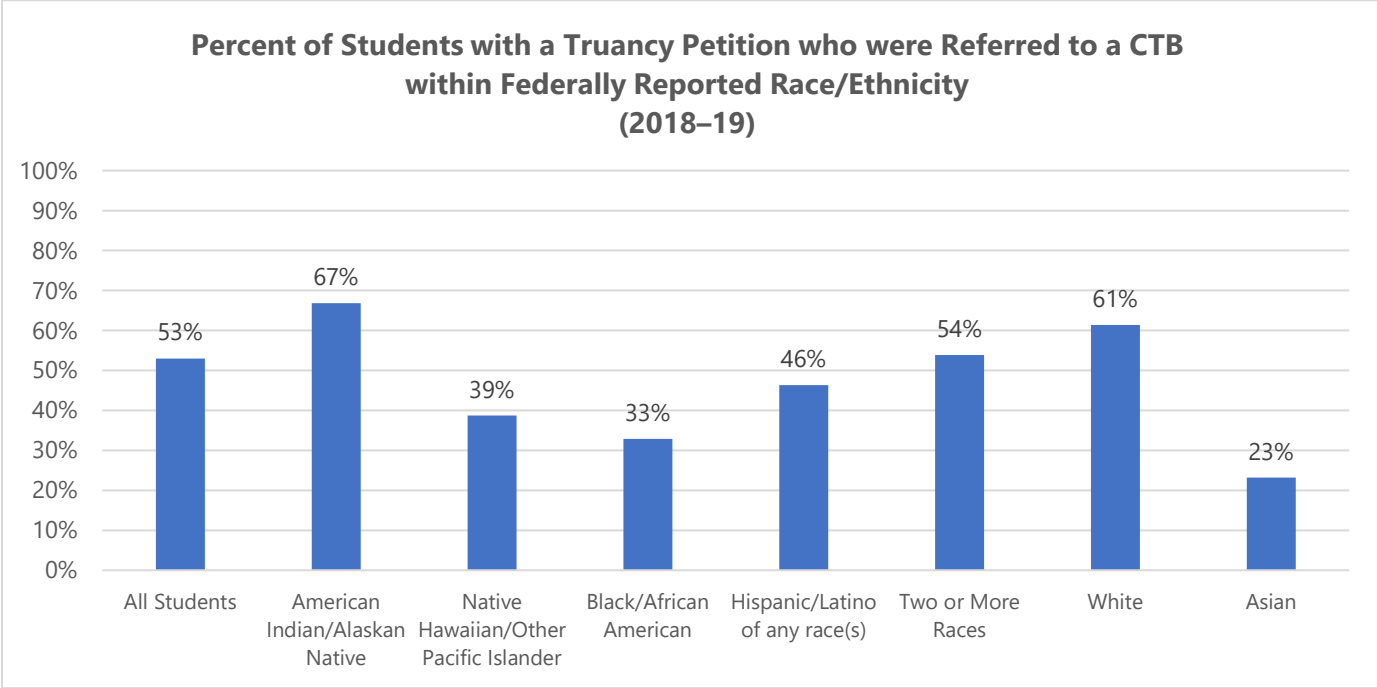


Chart 9 shows the rates at which students of different race/ethnicities with a truancy petition are referred to a Community Truancy Board. For instance, of all American Indian/Alaskan Native students with a truancy petition, 67% had a truancy petition filed (183 students out of 274), the highest rate compared to all other race/ethnicity categories. White students have the second highest referral rate at 61%, and Asian students had the lowest referral rate at 23%.

Chart 10. Percent of Students with a Truancy Petition who were Referred to a CTB within Student Program or Characteristic

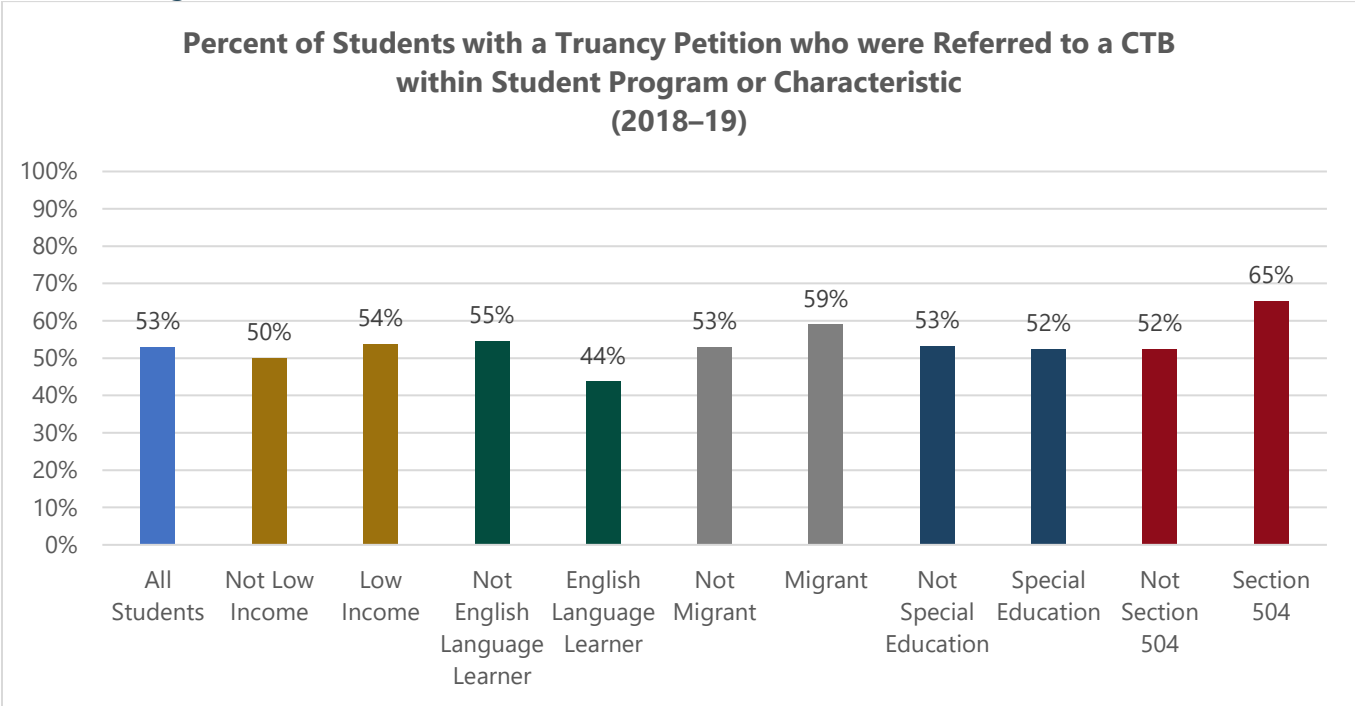


Chart 10 shows a similar comparison of the rates at which students within a program or characteristic with a truancy petition are referred to a Community Truancy Board. Students with a 504 Plan experience the highest referral rate across all student groups at 65%; and this same group of students has the biggest difference between their counterparts of students who do not have a 504 Plan, with a difference of 13 percentage points.

Which Students have Higher Rates of Receiving a Court Hearing?

Chart 11. Percent of Students within Federally Reported Race/Ethnicity Referred to a CTB who had a Court Hearing (2018–19)

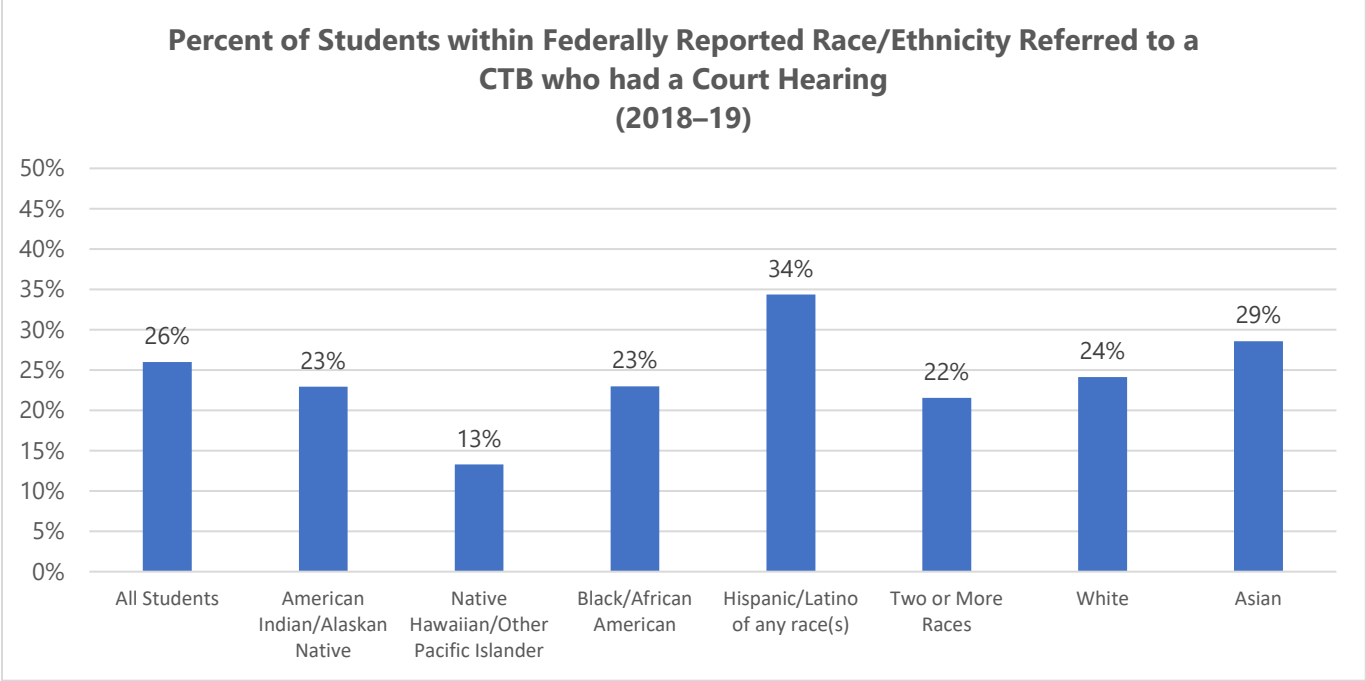


Chart 11 shows the percentage of students within race/ethnicity group who were referred to a CTB and subsequently also had a hearing in court. The average for all students was 26%. Hispanic/Latino students had the highest rate of having a court hearing at 34%, and Asian students had the second highest at 29%. The lowest rate of having a court hearing was for Native Hawaiian/Other Pacific Islander students at 13%.

Chart 12. Percent of Students within Program or Characteristic Referred to a CTB who had a Court Hearing (2018–19)

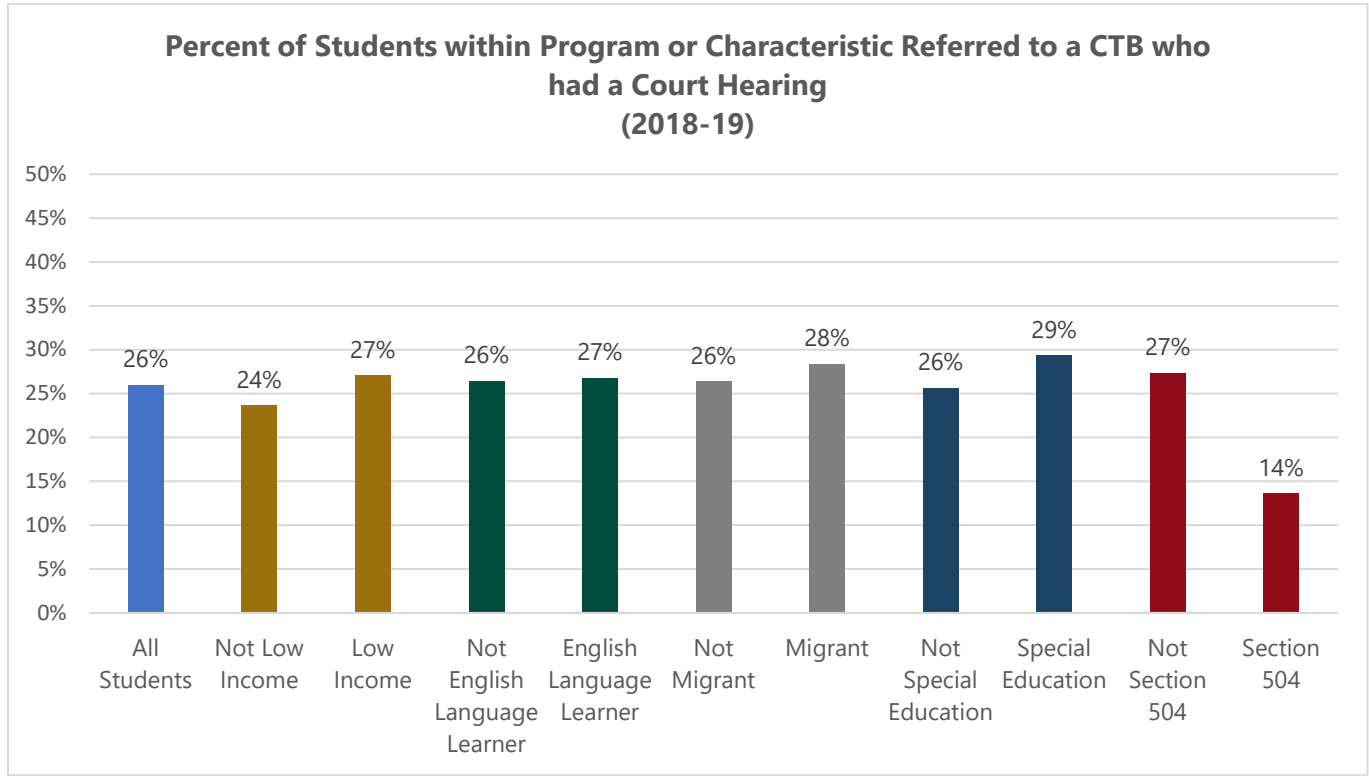


Chart 12 shows a similar analysis of students within a program or characteristic who were referred to a CTB and subsequently had a hearing in juvenile court. The one notable difference can be seen between students who qualify under Section 504, with 14% having a court hearing compared to 27% of their non-504 peers. All other comparisons are fairly equal.

Which Students have Higher Rates of Being Placed in Juvenile Detention?

Table 4. Number of Students Placed in Detention by Race/Ethnicity

Number of Students Placed in Detention by Race/Ethnicity	
All Students	69
American Indian/Alaskan Native	6
Native Hawaiian/Other Pacific Islander	0
Black/African American	1
Hispanic/Latino of any race(s)	29
Two or More Races	9
White	24
Asian	0

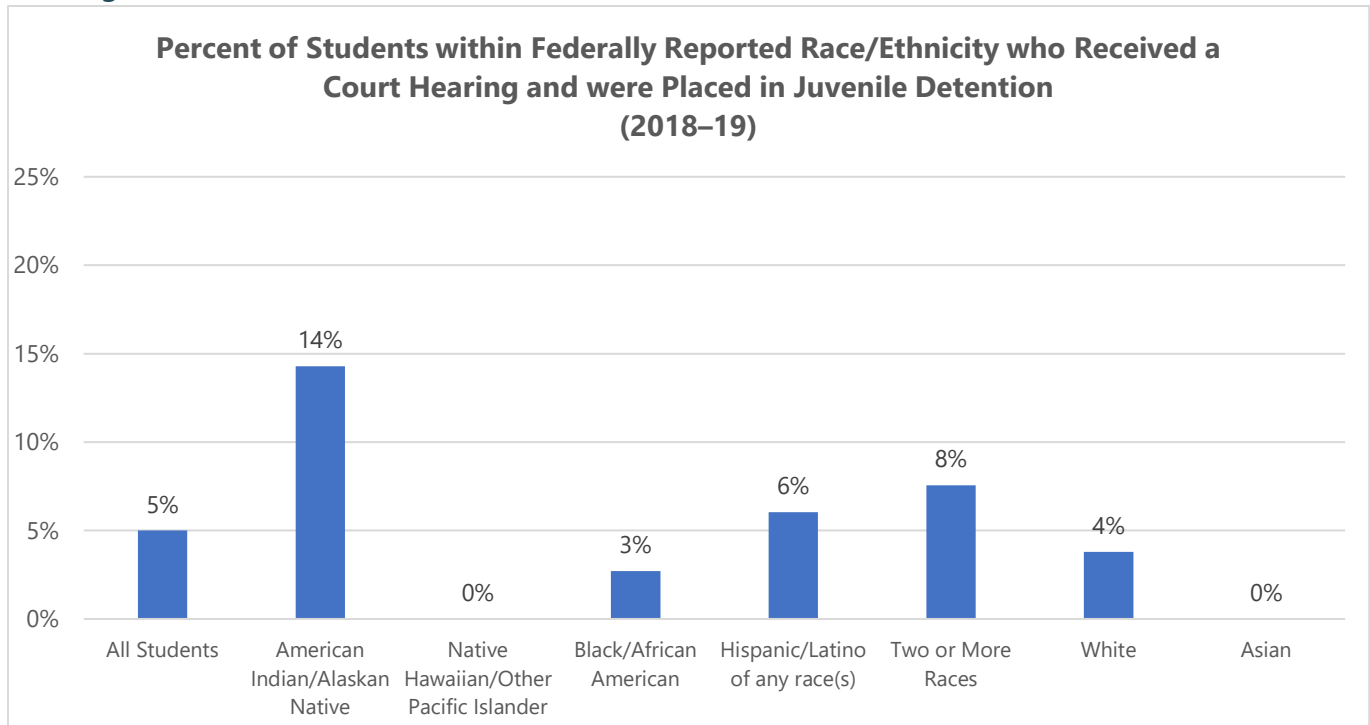
Source: CEDARS extracted on October 22, 2019

Table 5. Number of Students Placed in Detention by Program or Characteristic

Number of Students Placed in Detention by Program or Characteristic ¹¹	
Total Students	69
Non-Low Income	11
Low Income	58
Non-English Learners	60
English Learners	9
Non-Migrant	65
Migrant	4
Non-Special Education	57
Special Education	12
Non-Section 504	66
Section 504	3

Source: CEDARS extracted on October 22, 2019

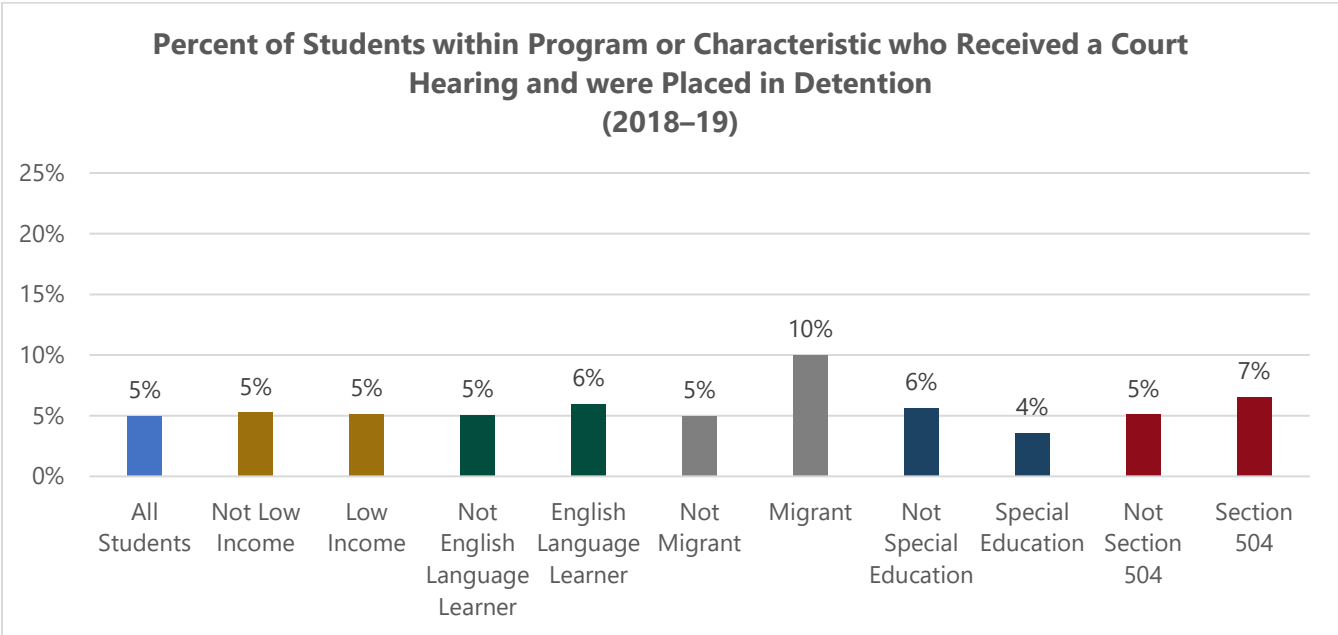
Chart 13. Percent of Students within Federally Reported Race/Ethnicity who Received a Court Hearing and were Placed in Juvenile Detention (2018–19)



¹¹ Categories are not mutually exclusive.

Chart 13 shows the percent of students within federally reported race/ethnicity who both received a court hearing and were subsequently placed in juvenile detention. American Indian/Alaskan Native students had the highest percentage (14%), but the n size is small (6 students). In comparison, both Asian students and Native Hawaiian/Other Pacific Islander students reported 0% who had a hearing and were placed in juvenile detention. When the data is broken out by program or characteristic (see Chart 14), the highest rates of detention for students who have had a court hearing are migrant and Section 504 students; however, both n sizes are very small (4 and 3 respectively).

Chart 14. Percent of Students within Program or Characteristic who Received a Court Hearing and were Placed in Detention (2018–19)



Conclusion and Next Steps

The intent of this Truancy Report is to provide information on the relationship between the students who are truant and the truancy process as an intervention. The descriptive data collected in CEDARS begins to tell a story, but it also raises many more questions that are not part of the purpose or purview of this report. Additionally, this report has raised the importance of ensuring support of districts to report to CEDARS with high data quality.

Throughout this report, it is evident that implementation of the truancy laws is far below complete, specifically regarding the low percentage of students who are truant who have a truancy petition filed on them. Additionally, this low implementation is evidenced by the low percentage of students with a petition who are then referred to a Community Truancy Board.

This data raises a number of questions: are the legal requirements based on what is best for kids? Is the truancy process, as detailed in the law, the best way to re-engage students and address barriers to attendance?

Do educators and administrators perceive that a truancy petition and the legal truancy process are an effective means of re-engaging and supporting students? Are they seen as a positive intervention? If they do believe this, do they have the capacity to meet the requirements in the law (parent conferences, assessment, interventions, filing a petition, and holding a CTB)?

Are schools avoiding filing petitions if they have missed one of the steps required in law before filing, such as administration of the WARNS or other screener? Does the lack of filing a truancy petition necessarily mean that students are falling through the cracks, or are schools using early warning systems without relying on the court process?

Does the time and effort that the legal and court process require of districts displace capacity and consume valuable time and effort that could be more effectively spent case managing and re-engaging students? Are community truancy boards designed and executed as the law intended them to be as wraparound supports?

OSPI, with schools, districts, courts and advocacy organizations, are asking these questions and will pursue these discussions faithfully in order to assist informing legislators to evaluate current or needed policy and funding.

OSPI looks forward to the research currently being conducted by the Washington Institute of Public Policy (WSIPP), who has been tasked with evaluating the outcomes of the recent changes to the compulsory attendance law. WSIPP is conducting interviews of court jurisdictions and a survey of school districts that will help OSPI better understand the local variations of implementation.

However, in the meantime it is known that truancy petitions are an intervention that should be tried when all other avenues, including preventative and early intervention measures in the school building, have been exhausted. A community truancy board is an intensive intervention and should be reserved for youth and families with the most intensive needs for support.

If filing a petition is seen as an opportunity to re-engage the student and seek community wraparound supports, this data could indicate that certain groups of students have more access to that support. It could also indicate that students are getting support in other ways, without a petition being filed. However, there are many factors at play, including regional and local variations in implementation and availability of supports and resources. At this point and without more research, these observations are wonderings and a jumping off point for further exploration.

OSPI is currently supporting districts to implement the changes in the law by developing guidance and providing professional development opportunities and resources that will help schools and districts implement best practices. OSPI is also launching a statewide network of district excessive absenteeism and truancy liaisons and creating a space for districts to learn from one another and share resources.

Through a multi-tiered approach, OSPI is committed to supporting the development of systems, knowledge, and capacity at the school building to monitor absences, engage families, and provide earlier interventions with a team approach so that fewer students might need the intervention of a CTB in the first place. There is evidence of schools developing interventions and supports along a continuum, including building a clearer understanding and definition of attendance, positive messaging about the importance of attendance, and clearer expectations and policies shared with families and community stakeholders about the benefits of attendance. These efforts fit together and reflect an understanding of absences along a continuum of early warning information for schools and families, with court being at one end of the continuum.

OSPI is engaging in conversations with districts, courts, and other stakeholders to understand implementation realities, successes, and challenges. This exploration will better inform OSPI's support and guidance, as well as potential policy and legislative agendas.

APPENDICES

Appendix A: State-level Truancy Data from CEDARS 2019

Statewide Absenteeism Numbers by Student Group (2019)

Student Group	Enrollment	Unexcused Absences	Number of Students with 1 or more Unexcused Absence	10+ Absences in the School Year	5+ Absences in a Month	Truant	Filed Truancy Petition	Referral to CTB	Coordinated Means of Intervention	Juvenile Court Hearing	Less Restrictive Disposition	Detention or Failure to Comply with Court Order
Male	543,993	1,694,491	209,167	40,605	34,387	45,050	5,109	2,803	756	785	290	50
Female	513,614	1,470,124	195,600	36,262	30,514	40,473	4,343	2,218	638	556	182	19
X	593	9,496	423	237	206	246	110	56	1	1	-	-
Asian	83,035	133,330	21,993	3,011	2,903	3,602	181	42	42	12	9	-
Black/ African American	47,857	257,459	26,040	6,561	5,320	7,045	490	161	70	37	21	1
White	563,565	1,234,477	183,746	29,125	25,480	33,212	4,278	2,626	616	634	263	24
Hispanic/ Latino of any race(s)	249,861	1,085,564	122,835	26,828	21,513	29,108	3,022	1,400	468	481	116	29
Two or More Races	87,130	279,536	34,238	6,704	5,852	7,560	1,025	552	107	119	44	9
Native Hawaiian/ Other Pacific Islander	12,365	83,728	7,717	2,190	1,816	2,377	292	113	36	15	7	-
American Indian/ Alaskan Native	14,282	99,600	8,582	2,671	2,211	2,850	274	183	56	42	12	6
Not Provided	105	417	39	14	12	15	-	-	-	2	-	-
Not English Language Learner	935,422	2,679,863	345,217	65,018	55,348	72,573	8,270	4,512	1,188	1,191	439	60

Student Group	Enrollment	Unexcused Absences	Number of Students with 1 or more Unexcused Absence	10+ Absences in the School Year	5+ Absences in a Month	Truant	Filed Truancy Petition	Referral to CTB	Coordinated Means of Intervention	Juvenile Court Hearing	Less Restrictive Disposition	Detention or Failure to Comply with Court Order
English Language Learner	122,778	494,248	59,973	12,086	9,759	13,196	1,292	565	207	151	33	9
Not Low Income	566,830	901,026	158,246	20,411	19,088	24,290	1,770	885	337	209	127	11
Low Income	491,370	2,273,085	246,944	56,693	46,019	61,479	7,792	4,192	1,058	1,133	345	58
Not Migrant	1,035,987	3,076,545	394,027	74,460	63,007	82,928	9,323	4,936	1,372	1,302	469	65
Migrant	22,213	97,566	11,163	2,644	2,100	2,841	239	141	23	40	3	4
Not Special Education	912,530	2,535,609	338,470	61,628	52,174	68,902	7,390	3,938	1,085	1,008	356	57
Special Education	145,670	638,502	66,720	15,476	12,933	16,867	2,172	1,139	310	334	116	12
Not Section 504	1,007,849	3,027,704	386,838	73,499	62,000	81,783	9,042	4,738	1,326	1,296	449	66
Section 504	50,351	146,407	18,352	3,605	3,107	3,986	520	339	69	46	23	3

Source: CEDARS extracted on 10/22/2019

Appendix B: County and District-level Truancy Data CEDARS

Statewide Absenteeism Numbers by County and District (2019)

County Name	District Name	Enrollment	Unexcused Absences	10+ Absences in the School Year	5+ Absences in a Month	Truant	Filed Truancy Petition	Referral to CTB	Coordinated Means of Intervention	Juvenile Court Hearing	Less Restrictive Disposition	Detention or Failure to Comply with Court Order
Adams	Benge	11	0	0	0	0	0	0	0	0	0	0
Adams	Lind	180	404	8	6	8	0	0	0	0	0	0
Adams	Othello	4,144	11,546	296	219	327	14	89	0	1	0	0
Adams	Ritzville	349	677	13	10	13	0	0	0	0	0	0
Adams	Washtucna	62	150	3	3	3	1	0	0	0	0	0
Adams	County Total	4,746	12,777	320	238	351	15	89	0	1	0	0
Asotin	Asotin-Anatone	603	277	4	3	4	0	0	0	0	0	0
Asotin	Clarkston	2,555	13,266	381	304	400	48	46	0	14	15	0
Asotin	County Total	3,158	13,543	385	307	404	48	46	0	14	15	0
Benton	Finley	847	5,383	174	108	179	1	0	0	0	0	0
Benton	Kennewick	18,139	54,642	1,502	1,257	1,615	137	5	1	1	0	3
Benton	Kiona-Benton City	1,288	3,844	104	68	112	8	0	0	0	0	0
Benton	Paterson	101	83	0	0	0	0	0	0	0	0	0
Benton	Prosser	2,564	11,890	346	254	388	12	21	0	8	0	0
Benton	Richland	13,346	25,974	687	560	769	3	0	0	0	0	0
Benton	County Total	36,285	101,816	2,813	2,247	3,063	161	26	1	9	0	3
Chelan	Cascade	1,245	1,952	39	27	42	0	1	0	0	0	0
Chelan	Cashmere	1,495	1,556	28	28	31	6	5	0	1	0	1
Chelan	Entiat	294	1,187	34	19	36	0	0	0	0	0	0
Chelan	Lake Chelan	1,323	4,099	107	73	118	13	15	1	5	0	0
Chelan	Manson	591	608	14	6	15	9	1	0	2	0	0
Chelan	Stehekin	7	1	0	0	0	0	0	0	0	0	0
Chelan	Wenatchee	7,411	26,080	733	559	765	219	3	1	2	0	1

County Name	District Name	Enrollment	Unexcused Absences	10+ Absences in the School Year	5+ Absences in a Month	Truant	Filed Truancy Petition	Referral to CTB	Coordinated Means of Intervention	Juvenile Court Hearing	Less Restrictive Disposition	Detention or Failure to Comply with Court Order
Chelan	County Total	12,366	35,483	955	712	1,007	247	25	2	10	0	2
Clallam	Cape Flattery	462	1,635	42	32	49	8	1	0	0	0	0
Clallam	Crescent	334	347	5	6	7	0	0	0	0	0	0
Clallam	Port Angeles	3,558	18,931	567	411	587	128	50	0	76	0	0
Clallam	Quileute Tribal	92	803	23	17	25	0	0	0	0	0	0
Clallam	Quillayute Valley	4,074	20,082	627	641	729	63	77	7	12	3	0
Clallam	Sequim	2,688	13,808	385	268	420	105	74	0	59	0	1
Clallam	County Total	11,208	55,606	1,649	1,375	1,817	304	202	7	147	3	1
Clark	Battle Ground	12,692	43,176	1,159	688	1,234	41	13	5	1	0	0
Clark	Camas	6,998	10,584	274	195	302	0	6	1	0	0	0
Clark	ESD 112	537	7,300	173	185	186	21	15	3	19	8	4
Clark	Evergreen (Clark)	24,337	178,224	4,302	3,176	4,509	267	30	93	12	5	0
Clark	Green Mountain	148	301	2	3	3	0	0	0	0	0	0
Clark	Hockinson	1,848	3,375	76	44	81	4	0	1	0	0	0
Clark	La Center	1,577	3,744	87	54	100	0	0	0	0	0	0
Clark	Ridgefield	3,006	6,469	147	89	167	0	0	0	0	0	0
Clark	Vancouver	21,982	120,947	3,295	2,358	3,481	470	171	7	50	0	0
Clark	Washougal	2,977	8,778	234	175	254	26	1	7	1	1	0
Clark	County Total	76,102	382,898	9,749	6,967	10,317	829	236	117	83	14	4
Columbia	Dayton	378	1,082	26	16	27	5	0	0	0	0	0
Columbia	Starbuck	17	0	0	0	0	0	0	0	0	0	0
Columbia	County Total	395	1,082	26	16	27	5	0	0	0	0	0
Cowlitz	Castle Rock	1,323	4,576	123	81	137	19	0	1	0	0	0
Cowlitz	Kalama	984	3,713	113	85	126	0	0	0	0	0	0
Cowlitz	Kelso	4,819	13,608	361	279	397	78	12	3	1	0	0

County Name	District Name	Enrollment	Unexcused Absences	10+ Absences in the School Year	5+ Absences in a Month	Truant	Filed Truancy Petition	Referral to CTB	Coordinated Means of Intervention	Juvenile Court Hearing	Less Restrictive Disposition	Detention or Failure to Comply with Court Order
Cowlitz	Longview	6,233	35,017	961	744	1,024	199	106	2	72	16	3
Cowlitz	Toutle Lake	662	1,038	18	13	25	0	0	0	0	0	0
Cowlitz	Woodland	2,362	6,854	191	150	223	54	1	0	1	0	0
Cowlitz	County Total	16,383	64,806	1,767	1,352	1,932	350	119	6	74	16	3
Douglas	Bridgeport	799	2,365	46	42	53	1	2	0	0	0	0
Douglas	Eastmont	5,839	18,335	485	367	513	55	84	8	20	1	12
Douglas	Mansfield	87	113	0	0	0	0	0	0	0	0	0
Douglas	Orondo	155	179	4	0	4	0	0	0	0	0	0
Douglas	Palisades	24	4	0	0	0	0	0	0	0	0	0
Douglas	Waterville	278	355	10	9	11	2	0	0	0	0	0
Douglas	County Total	7,182	21,351	545	418	581	58	86	8	20	1	12
Ferry	Curlew	303	1,452	30	26	32	4	1	1	2	0	0
Ferry	Inchelium	201	754	14	12	15	1	0	0	1	0	0
Ferry	Keller	27	164	7	2	7	0	0	0	0	0	0
Ferry	Orient	41	2	0	0	0	0	0	0	0	0	0
Ferry	Republic	341	550	8	11	13	6	5	0	0	0	0
Ferry	County Total	913	2,922	59	51	67	11	6	1	3	0	0
Franklin	Kahlotus	35	31	1	1	1	0	0	0	0	0	0
Franklin	North Franklin	2,030	4,156	90	49	95	4	5	0	3	0	0
Franklin	Pasco	17,656	62,524	1,634	1,360	1,762	274	53	53	0	1	0
Franklin	Star No. 054	7	0	0	0	0	0	0	0	0	0	0
Franklin	County Total	19,728	66,711	1,725	1,410	1,858	278	58	53	3	1	0
Garfield	Pomeroy	297	98	2	4	4	0	0	0	0	0	0
Garfield	County Total	297	98	2	4	4	0	0	0	0	0	0
Grant	Coulee-Hartline	175	137	1	1	1	1	0	0	0	0	0
Grant	Ephrata	2,519	7,406	186	147	201	27	37	0	22	0	4

County Name	District Name	Enrollment	Unexcused Absences	10+ Absences in the School Year	5+ Absences in a Month	Truant	Filed Truancy Petition	Referral to CTB	Coordinated Means of Intervention	Juvenile Court Hearing	Less Restrictive Disposition	Detention or Failure to Comply with Court Order
Grant	Grand Coulee Dam	709	2,591	61	49	65	19	23	0	5	5	3
Grant	Moses Lake	8,181	51,246	1,386	1,097	1,469	141	127	0	110	0	4
Grant	Quincy	2,784	14,122	362	235	384	45	48	7	21	1	5
Grant	Royal	1,644	3,322	88	42	95	6	2	0	0	0	0
Grant	Soap Lake	520	4,089	94	79	102	14	15	1	10	1	1
Grant	Wahluke	2,334	7,200	150	109	165	1	0	0	0	0	0
Grant	Warden	887	3,221	90	44	93	9	8	0	3	0	1
Grant	Wilson Creek	139	918	17	10	18	1	0	0	1	0	1
Grant	County Total	19,892	94,252	2,435	1,813	2,593	264	260	8	172	7	19
Grays Harbor	Aberdeen	3,245	16,202	415	342	434	36	73	1	2	1	1
Grays Harbor	Cosmopolis	134	262	2	5	7	0	0	0	0	0	0
Grays Harbor	Elma	1,455	4,457	126	102	139	10	20	0	4	0	0
Grays Harbor	Hoquiam	1,538	5,889	177	117	187	42	40	0	9	0	3
Grays Harbor	Lake Quinault	171	390	8	5	8	0	0	0	0	0	0
Grays Harbor	McCleary	264	753	24	12	26	0	0	0	0	0	0
Grays Harbor	Montesano	1,308	2,965	79	45	91	0	0	0	0	0	0
Grays Harbor	North Beach	681	2,585	64	48	74	6	0	0	0	0	0
Grays Harbor	Oakville	227	1,524	54	32	57	0	0	0	0	0	0
Grays Harbor	Ocosta	602	1,347	34	28	41	0	0	0	0	0	0
Grays Harbor	Satsop	50	25	0	0	0	0	0	0	0	0	0
Grays Harbor	Taholah	177	2,675	91	72	97	1	1	0	0	0	0

County Name	District Name	Enrollment	Unexcused Absences	10+ Absences in the School Year	5+ Absences in a Month	Truant	Filed Truancy Petition	Referral to CTB	Coordinated Means of Intervention	Juvenile Court Hearing	Less Restrictive Disposition	Detention or Failure to Comply with Court Order
Grays Harbor	Wishkah Valley	136	529	17	6	17	1	0	0	1	0	0
Grays Harbor	County Total	9,988	39,603	1,091	814	1,178	96	134	1	16	1	4
Island	Coupeville	992	4,176	133	90	144	1	1	0	0	0	0
Island	Oak Harbor	5,702	24,826	663	490	750	74	27	0	11	0	1
Island	South Whidbey	1,287	5,966	161	133	190	2	0	0	0	0	0
Island	County Total	7,981	34,968	957	713	1,084	77	28	0	11	0	1
Jefferson	Brinnon	74	248	8	4	8	0	0	0	0	0	0
Jefferson	Chimacum	838	2,789	75	64	83	2	10	1	1	0	0
Jefferson	Port Townsend	1,155	6,180	167	116	176	7	7	0	0	0	0
Jefferson	Queets-Clearwater	13	168	7	6	7	0	0	0	0	0	0
Jefferson	Quilcene	528	1,281	26	22	28	1	1	0	0	0	0
Jefferson	County Total	2,608	10,666	283	212	302	10	18	1	1	0	0
King	Auburn	16,133	91,888	2,530	1,847	2,644	237	0	2	0	0	0
King	Bellevue	19,720	33,567	719	771	942	168	2	3	0	0	0
King	Enumclaw	3,857	9,346	260	175	274	2	0	0	0	0	0
King	Federal Way	21,754	169,699	4,372	3,354	4,628	102	6	25	14	0	0
King	Green Dot Excel	171	1,401	33	28	37	1	0	0	0	0	0
King	Green Dot Rainier Valley	252	1,495	48	36	51	0	0	0	0	0	0
King	Highline	17,763	137,463	3,374	2,754	3,650	142	2	172	7	0	0
King	Impact	57	126	3	4	4	0	0	0	0	0	0
King	Issaquah	19,676	33,277	752	564	833	47	1	0	0	0	0
King	Kent	25,664	116,421	3,066	2,288	3,293	78	16	40	10	0	1
King	Lake WA Institute of Technology	985	3,546	86	91	91	4	3	1	0	0	0

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King	Lake WA	28,549	46,491	1,080	855	1,208	181	27	51	12	0	0
King	Mercer Island	4,306	9,557	236	171	256	6	0	0	0	0	0
King	Mucklesho ot Indian Tribe	498	9,084	209	182	213	1	0	0	0	0	0
King	Northshore	21,480	12,420	269	256	309	28	2	10	0	0	0
King	Rainier Prep Charter	332	2,445	86	69	96	5	0	0	0	0	0
King	Renton	14,848	89,453	2,309	1,765	2,454	144	0	139	3	0	0
King	Riverview	3,166	2,285	34	66	75	0	0	0	0	0	0
King	Seattle	50,556	238,789	5,415	5,691	6,977	17	0	0	1	0	0
King	Shoreline	9,056	23,519	551	453	598	54	0	0	0	0	0
King	Skykomish	48	163	2	2	2	0	0	0	0	0	0
King	Snoqualmie Valley	6,637	7,362	150	113	159	7	6	1	1	0	0
King	Summit: Atlas	341	3,992	114	106	125	4	0	3	0	2	0
King	Summit: Sierra	384	6,336	177	155	190	5	0	0	0	0	0
King	Tahoma	8,233	14,685	349	254	390	17	0	0	0	0	0
King	Tukwila	2,827	16,120	453	361	495	3	0	0	0	0	0
King	Vashon Island	1,510	3,130	53	44	65	6	1	0	0	0	0
King	County Total	278,803	1,084,060	26,730	22,455	30,059	1,259	66	447	48	2	1
Kitsap	Bainbridge Island	3,670	8,147	198	166	218	0	0	0	0	0	0
Kitsap	Bremerton	4,650	25,577	741	534	787	65	15	6	6	2	0
Kitsap	Central Kitsap	11,076	19,115	473	416	539	6	8	27	0	0	2
Kitsap	North Kitsap	5,645	19,715	502	350	544	18	0	0	1	0	0
Kitsap	ESD 114	63	1,072	37	37	39	3	1	0	3	0	0

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Kitsap	South Kitsap	9,245	37,365	1,014	717	1,067	33	13	2	2	4	0
Kitsap	Suquamish Tribal ED	84	386	10	10	12	0	0	0	0	0	0
Kitsap	County Total	34,433	111,377	2,975	2,230	3,206	125	37	35	12	6	2
Kittitas	Cle Elum-Roslyn	842	3,110	86	50	90	1	0	0	1	0	0
Kittitas	Damman	29	5	0	0	0	0	0	0	0	0	0
Kittitas	Easton	107	132	2	1	2	0	0	0	0	0	0
Kittitas	Ellensburg	3,134	7,202	181	142	199	1	1	3	0	0	0
Kittitas	Kittitas	667	933	23	12	23	0	0	0	0	0	0
Kittitas	Thorp	172	467	14	6	14	0	0	0	0	0	0
Kittitas	County Total	4,951	11,849	306	211	328	2	1	3	1	0	0
Klickitat	Bickleton	116	137	2	3	3	1	0	0	0	0	0
Klickitat	Centerville	74	101	2	2	2	0	0	0	0	0	0
Klickitat	Glenwood	77	108	2	2	2	0	0	0	0	0	0
Klickitat	Goldendale	937	3,561	115	82	129	15	3	0	6	0	3
Klickitat	Klickitat	84	173	5	3	5	0	0	0	0	0	0
Klickitat	Lyle	253	2,425	78	56	79	0	0	0	0	0	0
Klickitat	Roosevelt	19	2	0	0	0	0	0	0	0	0	0
Klickitat	Trout Lake	223	87	0	0	0	0	0	0	0	0	0
Klickitat	White Salmon Valley	1,228	5,627	141	109	152	6	0	1	1	0	0
Klickitat	Wishram	62	167	5	3	5	0	0	0	0	0	0
Klickitat	County Total	3,073	12,388	350	260	377	22	3	1	7	0	3
Lewis	Adna	608	1,206	35	21	37	4	1	0	1	0	0
Lewis	Boistfort	89	116	4	2	4	0	0	0	0	0	0
Lewis	Centralia	3,255	15,025	443	304	468	79	26	0	18	0	0
Lewis	Chehalis	2,988	13,469	349	265	377	32	4	0	1	0	0
Lewis	Evaline	48	4	0	0	0	0	0	0	0	0	0
Lewis	Morton	315	1,471	46	33	49	1	5	0	0	0	0

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Lewis	Mossyrock	509	2,564	68	54	75	9	6	1	6	0	0
Lewis	Napavine	779	1,762	40	34	44	8	1	0	4	0	0
Lewis	Onalaska	770	2,704	73	36	78	0	0	0	0	0	0
Lewis	Pe Ell	254	487	14	10	14	1	0	0	0	0	0
Lewis	Toledo	794	640	8	8	12	0	0	0	0	0	0
Lewis	White Pass	377	2,155	70	35	75	0	0	0	0	0	0
Lewis	Winlock	671	2,272	60	38	68	1	1	0	0	0	0
Lewis	County Total	11,457	43,875	1,210	840	1,301	135	44	1	30	0	0
Lincoln	Almira	103	47	1	1	2	0	0	0	0	0	0
Lincoln	Creston	88	166	1	2	2	0	0	0	0	0	0
Lincoln	Davenport	527	1,503	44	21	49	0	0	0	0	0	0
Lincoln	Harrington	114	398	13	9	14	0	0	0	0	0	0
Lincoln	Odessa	245	38	1	1	1	0	0	0	0	0	0
Lincoln	Reardan-Edwall	575	536	6	7	7	1	0	0	0	0	0
Lincoln	Sprague	76	231	4	4	4	1	1	0	1	0	0
Lincoln	Wilbur	235	308	10	5	11	0	0	0	0	0	0
Lincoln	County Total	1,963	3,227	80	50	90	2	1	0	1	0	0
Mason	Grapeview	201	461	6	2	6	0	0	0	0	0	0
Mason	Hood Canal	278	991	35	23	35	1	0	0	0	0	0
Mason	Mary M Knight	2,026	5,331	166	190	211	13	4	1	1	0	0
Mason	North Mason	2,159	7,897	207	160	243	1	0	0	0	0	0
Mason	Pioneer	680	3,512	99	85	122	10	17	0	1	0	0
Mason	Shelton	4,222	21,943	614	436	646	1	45	0	1	0	0
Mason	Southside	194	98	0	0	0	0	0	0	0	0	0
Mason	County Total	9,760	40,233	1,127	896	1,263	26	66	1	3	0	0
Okanogan	Brewster	907	3,327	73	46	77	30	29	22	4	0	0
Okanogan	Methow Valley	664	1,601	46	34	51	2	1	0	1	0	0

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Okanogan	Nespelem #14	114	508	9	7	12	1	1	1	0	0	0
Okanogan	Okanogan	1,144	5,212	127	112	141	16	18	1	7	1	0
Okanogan	Omak	5,747	21,198	590	519	669	35	55	7	0	2	0
Okanogan	Oroville	536	2,284	75	55	85	0	18	0	0	0	1
Okanogan	Pateros	302	410	6	8	8	0	0	0	0	0	0
Okanogan	Tonasket	1,053	4,451	131	85	140	5	9	0	1	0	0
Okanogan	County Total	10,467	38,991	1,057	866	1,183	89	131	31	13	3	1
Pacific	Naselle-Grays River Valley	460	1,601	42	36	45	3	3	0	1	0	1
Pacific	North River	65	168	2	1	2	0	0	0	0	0	0
Pacific	Ocean Beach	1,030	6,841	158	146	171	1	7	0	1	0	0
Pacific	Raymond	509	1,305	39	23	41	1	0	0	0	0	0
Pacific	South Bend	530	806	14	10	15	3	0	0	1	0	0
Pacific	Willapa Valley	335	187	1	1	2	0	0	0	0	0	0
Pacific	County Total	2,929	10,908	256	217	276	8	10	0	3	0	1
Pend Oreille	Cusick	255	915	32	20	33	1	2	0	0	0	0
Pend Oreille	Newport	1,102	10,875	317	235	326	27	36	0	27	0	0
Pend Oreille	Selkirk	253	294	11	7	11	1	1	0	0	0	0
Pend Oreille	County Total	1,610	12,084	360	262	370	29	39	0	27	0	0
Pierce	Bates Technical College	183	26	1	2	2	0	0	0	0	0	0
Pierce	Bethel	18,737	80,902	2,222	1,722	2,559	11	3	1	0	0	0
Pierce	Carbonado	152	92	1	0	1	0	0	0	0	0	0
Pierce	Chief Leschi	558	11,156	334	250	338	1	0	0	0	0	0

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	Tribal Compact											
Pierce	Clover Park	12,291	72,667	1,943	1,514	2,105	85	11	6	13	0	0
Pierce	Clover Park Technical College	425	1,615	45	46	49	1	0	0	0	0	0
Pierce	Dieringer	1,346	1,650	32	24	39	3	1	0	0	0	0
Pierce	Eatonville	1,823	5,662	162	115	178	16	4	52	0	0	0
Pierce	Fife	3,589	11,390	334	223	359	16	13	0	0	0	0
Pierce	Franklin Pierce	7,401	38,043	1,104	769	1,178	3	1	0	0	0	0
Pierce	Green Dot Destiny	159	859	24	15	26	1	0	0	0	0	0
Pierce	Orting	2,575	11,443	334	199	353	26	12	12	1	0	0
Pierce	Peninsula	8,777	34,435	815	808	934	36	22	2	2	1	0
Pierce	Puyallup	21,808	77,896	2,190	1,424	2,319	136	5	2	2	0	0
Pierce	SOAR Academy Charter District	151	730	16	16	21	0	0	0	0	0	0
Pierce	Steilacoom Hist.	3,119	10,314	260	160	279	2	23	0	2	0	0
Pierce	Summit: Olympus	201	3,533	104	83	110	1	1	0	0	0	0
Pierce	Sumner	9,188	29,332	705	507	758	30	0	0	2	0	0
Pierce	Tacoma	27,491	209,674	6,157	4,438	6,454	238	5	6	12	0	0
Pierce	University Place	5,411	17,862	457	302	497	37	14	0	3	0	0
Pierce	White River	3,664	16,015	412	293	451	52	6	0	12	0	0
Pierce	County Total	129,049	635,296	17,652	12,910	19,010	695	121	81	49	1	0
San Juan	Lopez	202	544	12	6	12	0	0	0	0	0	0
San Juan	Orcas Island	816	657	13	12	14	0	0	0	0	0	0
San Juan	San Juan Island	762	2,737	61	38	64	2	2	0	1	0	0

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San Juan	Shaw Island	9	0	0	0	0	0	0	0	0	0	0
San Juan	County Total	1,789	3,938	86	56	90	2	2	0	1	0	0
Skagit	Anacortes	2,582	7,422	173	129	181	15	0	3	5	0	0
Skagit	Burlington-Edison	3,365	17,635	404	292	420	1	1	0	0	0	0
Skagit	Concrete	489	1,315	36	20	40	0	0	0	0	0	0
Skagit	Conway	409	337	2	2	4	0	0	0	0	0	0
Skagit	La Conner	580	3,030	71	51	73	12	0	0	0	0	0
Skagit	Mount Vernon	6,453	45,831	1,347	1,032	1,458	9	0	0	1	0	0
Skagit	ESD 189	79	706	23	24	25	1	1	0	2	1	0
Skagit	Sedro-Woolley	4,434	21,066	590	409	628	25	12	0	4	0	0
Skagit	County Total	18,391	97,342	2,646	1,959	2,829	63	14	3	12	1	0
Skamania	Mill A	45	157	5	3	6	0	0	0	0	0	0
Skamania	Mount Pleasant	53	59	3	3	3	0	0	0	0	0	0
Skamania	Skamania	79	301	12	5	13	0	0	0	0	0	0
Skamania	Stevenson-Carson	857	4,860	148	117	161	17	19	76	11	33	0
Skamania	County Total	1,034	5,377	168	128	183	17	19	76	11	33	0
Snohomish	Arlington	5,470	22,271	590	427	633	25	24	0	3	0	0
Snohomish	Darrington	395	888	24	17	25	1	0	0	0	0	0
Snohomish	Edmonds	19,902	88,954	2,156	1,603	2,286	47	43	4	38	2	0
Snohomish	Everett	19,051	101,997	2,672	2,154	2,938	603	208	1	159	161	0
Snohomish	Granite Falls	1,950	9,600	280	202	305	6	2	0	0	0	0
Snohomish	Index	27	38	0	0	0	0	0	0	0	0	0
Snohomish	Lake Stevens	8,516	23,678	639	408	687	9	9	0	1	0	0
Snohomish	Lakewood	2,335	8,814	250	182	264	38	5	0	0	0	0
Snohomish	Marysville	10,198	84,667	2,292	1,739	2,424	22	10	0	1	0	0
Snohomish	Monroe	6,794	19,980	454	366	497	15	8	0	14	0	0

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Snohomish	Mukilteo	14,660	65,094	1,665	1,282	1,854	279	32	83	9	1	1
Snohomish	Snohomish	9,375	23,586	600	411	646	9	4	0	1	0	0
Snohomish	Stanwood-Camano	4,399	12,092	287	216	311	20	5	0	0	0	0
Snohomish	Sultan	1,823	4,269	108	95	125	23	0	0	0	0	0
Snohomish	County Total	104,895	465,928	12,017	9,102	12,995	1,097	350	88	226	164	1
Spokane	Central Valley	13,295	29,166	742	640	802	213	184	3	56	10	3
Spokane	Cheney	4,652	15,640	440	317	468	148	8	1	2	0	1
Spokane	Deer Park	2,416	3,415	77	60	86	19	10	48	1	0	0
Spokane	East Valley (Spokane)	3,954	19,529	542	443	572	104	102	0	37	0	0
Spokane	ESD 101	664	12,003	203	205	208	59	50	0	13	3	4
Spokane	Freeman	861	2,876	64	47	71	5	5	2	1	0	0
Spokane	Great Northern	33	50	3	1	3	0	0	0	0	0	0
Spokane	Liberty	492	506	13	6	13	1	1	0	0	0	0
Spokane	Mead	10,245	25,968	533	522	597	106	67	0	15	0	0
Spokane	Medical Lake	1,776	3,750	90	82	98	11	19	143	4	0	0
Spokane	Nine Mile Falls	1,348	2,334	39	30	47	9	5	0	1	0	0
Spokane	Orchard Prairie	70	9	0	0	0	0	0	0	0	0	0
Spokane	PRIDE Prep Charter	496	3,626	128	81	138	0	0	0	0	0	0
Spokane	Riverside	1,320	2,012	43	37	51	12	34	1	3	0	0
Spokane	Spokane Int. Academy	436	664	2	24	24	0	0	0	0	0	0
Spokane	Spokane	29,107	240,813	5,727	4,948	5,985	1,210	1,180	8	8	1	0
Spokane	West Valley (Spokane)	3,594	30,643	662	599	707	130	210	1	0	0	0
Spokane	County Total	74,759	393,004	9,308	8,042	9,870	2,027	1,875	207	141	14	8

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Stevens	Chewelah	740	2,709	78	47	86	1	2	0	0	0	0
Stevens	Columbia (Stevens)	133	600	19	7	19	0	0	0	0	0	0
Stevens	Colville	1,741	7,762	183	130	201	22	1	0	11	0	0
Stevens	Evergreen (Stevens)	31	3	0	0	0	0	0	0	0	0	0
Stevens	Kettle Falls	1,033	1,172	24	27	31	14	0	0	0	0	0
Stevens	Loon Lake	214	92	1	1	1	1	0	0	0	0	0
Stevens	Mary Walker	472	2,295	71	50	74	15	32	26	14	0	0
Stevens	Northport	224	509	16	11	18	2	0	0	0	0	0
Stevens	Onion Creek	34	71	1	0	1	0	0	0	0	0	0
Stevens	Summit Valley	72	28	0	1	1	0	0	0	0	0	0
Stevens	Valley	1,001	1,103	32	37	43	2	0	1	1	0	0
Stevens	Wellpinit	503	3,368	107	79	112	12	1	0	2	1	1
Stevens	County Total	6,198	19,712	532	390	587	69	36	27	28	1	1
Thurston	ESD 113	1,433	7,249	222	225	235	22	12	7	1	3	0
Thurston	Griffin	590	1,467	26	61	66	0	0	0	0	0	0
Thurston	North Thurston	14,150	45,346	1,207	918	1,300	144	5	0	4	5	0
Thurston	Office of the Governor (Sch for Blind)	44	73	1	2	2	0	0	0	0	0	0
Thurston	Olympia	9,601	21,713	551	423	607	52	1	0	0	0	0
Thurston	Rainier	802	636	11	13	17	0	0	0	0	0	0
Thurston	Rochester	2,119	6,721	177	119	191	21	20	0	1	0	0
Thurston	Tenino	1,201	2,923	77	56	89	3	4	42	1	0	0
Thurston	Tumwater	6,272	29,966	763	638	837	85	175	4	19	173	0
Thurston	WA HE LUT Indian	120	1,989	58	44	60	0	0	0	0	0	0

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	School Agency											
Thurston	WA Center for Deaf and Hard of Hearing Youth	94	174	6	6	6	0	0	0	0	0	0
Thurston	WA Military Dept.	161	2,908	86	89	93	7	3	2	0	1	0
Thurston	Yelm	5,407	20,003	576	375	617	166	109	1	2	2	0
Thurston	County Total	41,994	141,168	3,761	2,969	4,120	500	329	56	28	184	0
Wahkiakum	Wahkiakum	475	699	17	17	20	0	1	2	0	0	0
Wahkiakum	County Total	475	699	17	17	20	0	1	2	0	0	0
Walla Walla	College Place	1,419	3,035	88	57	99	3	0	0	0	0	0
Walla Walla	Columbia (Walla Walla)	709	1,394	40	33	46	0	0	0	0	0	0
Walla Walla	Dixie	13	0	0	0	0	0	0	0	0	0	0
Walla Walla	Prescott	246	212	3	4	5	0	0	0	0	0	0
Walla Walla	Touchet	202	552	11	10	12	1	0	0	1	0	0
Walla Walla	Waitsburg	256	314	5	3	6	0	0	0	0	0	0
Walla Walla	Walla Walla	5,482	31,111	685	588	710	94	30	0	17	0	0
Walla Walla	Willow Public Charter School	87	151	3	3	3	0	0	0	0	0	0
Walla Walla	County Total	8,414	36,769	835	698	881	98	30	0	18	0	0
Whatcom	Bellingham	11,193	47,009	1,236	923	1,298	163	148	5	6	0	0
Whatcom	Blaine	2,126	7,157	193	125	208	13	12	3	2	0	0
Whatcom	Ferndale	4,496	21,007	592	423	615	97	96	0	34	0	0

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Whatcom	Lummi Tribal Agency	337	4,392	151	100	155	3	2	0	0	0	0
Whatcom	Lynden	3,218	5,762	145	101	159	27	23	41	11	0	0
Whatcom	Meridian	1,655	4,684	131	78	141	7	7	2	3	1	0
Whatcom	Mount Baker	1,785	7,342	190	139	204	26	19	5	0	0	0
Whatcom	Nooksack Valley	1,691	3,510	85	54	92	6	0	0	0	0	0
Whatcom	County Total	26,501	100,863	2,723	1,943	2,872	342	307	56	56	1	0
Whitman	Colfax	530	625	21	11	23	0	0	0	0	0	0
Whitman	Colton	148	163	5	3	7	0	0	0	0	0	0
Whitman	Endicott	95	159	4	4	4	2	0	0	1	0	0
Whitman	Garfield	110	37	0	0	0	0	0	0	0	0	0
Whitman	LaCrosse	63	126	3	3	3	0	0	0	0	0	0
Whitman	Lamont	35	47	1	1	1	0	0	0	0	0	0
Whitman	Oakesdale	113	80	3	1	3	1	0	0	0	0	0
Whitman	Palouse	162	28	0	0	0	0	0	0	0	0	0
Whitman	Pullman	2,708	5,730	142	111	154	25	24	24	0	3	0
Whitman	Rosalia	175	341	10	7	12	1	0	0	0	0	0
Whitman	St. John	130	418	6	7	8	1	1	1	0	0	0
Whitman	Steptoe	39	3	0	0	0	0	0	0	0	0	0
Whitman	Tekoa	189	164	2	2	2	1	0	0	0	0	0
Whitman	County Total	4,497	7,921	197	150	217	31	25	25	1	3	0
Yakima	East Valley (Yakima)	3,039	9,599	220	170	250	3	21	3	3	0	0
Yakima	Grandview	3,403	16,225	480	394	557	0	1	0	0	0	0
Yakima	Granger	1,372	9,693	306	210	331	4	9	0	4	0	0
Yakima	Highland	1,093	4,183	124	79	129	0	0	0	0	0	0
Yakima	Mabton	797	3,037	91	51	95	0	0	0	0	0	0
Yakima	Mount Adams	848	10,293	314	227	327	9	3	0	0	0	0

County Name	District Name	Enrollment	Unexcused Absences	10+ Absences in the School Year	5+ Absences in a Month	Truant	Filed Truancy Petition	Referral to CTB	Coordinated Means of Intervention	Juvenile Court Hearing	Less Restrictive Disposition	Detention or Failure to Comply with Court Order
Yakima	Naches Valley	1,191	2,576	65	50	71	2	2	0	0	0	0
Yakima	Selah	3,556	14,485	359	281	382	18	24	4	8	0	2
Yakima	Sunnyside	6,434	35,084	1,080	757	1,143	58	38	0	0	0	0
Yakima	Toppenish	4,469	19,935	582	456	611	52	49	28	42	0	0
Yakima	Union Gap	553	1,399	32	21	38	3	14	0	0	0	0
Yakima	Wapato	3,152	29,065	883	598	906	0	2	4	0	0	0
Yakima	West Valley (Yakima)	5,249	15,251	385	297	422	1	1	0	1	0	0
Yakima	Yakima	15,126	138,158	3,965	2,838	4,126	31	79	10	1	0	0
Yakima	Zillah	1,244	3,673	90	61	95	0	3	0	0	0	0
Yakima	County Total	51,526	312,656	8,976	6,490	9,483	181	246	49	59	0	2

Source: CEDARS extracted on 10/22/2019



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