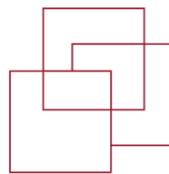


Washington State University

# The 2018 WARNS Non-User Survey

April 2018

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**L P R C**

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Please visit our website at [WARNS.WSU.EDU](http://WARNS.WSU.EDU) for additional information.

# Executive Summary

- Title:** 2018 WARNS Non-User Survey
- Objectives:** The objective of this survey was to collect information from *non-subscribers* of the WSU WARNS. We wished to assess the needs of school districts and other youth services providers who are addressing truancy in Washington state but have experienced barriers to necessary tools and interventions. The survey responses will help the WSU WARNS team understand how to improve the delivery and accessibility of WARNS and the PSSO user and data management system to those not already using it.
- Methods:** In April of 2018, a 27 item web survey was implemented to collect information on assessment barriers, WARNS awareness, and school district responses to unexcused absences. The population of 134 School District Truancy Liaisons and Becca Representatives, identified as not subscribing to the WARNS/PSSO system, were contacted to complete the survey.
- Results:** A total of 72 non-users responded to the survey for a **54%** response rate. Respondents emphasized cost as a major barrier for not using the WARNS and indicated a variety of strategies for addressing truancy, such as the use of Community Truancy Boards, free assessment tools, and frequent communication with parents. Respondents (74%) would use WARNS if cost was covered by an outside entity. The time required to complete WARNS was considered reasonable by respondents (82%). The use of internally or locally developed assessments (21%) was a finding of concern given the likelihood that no validity or reliability testing was performed on such instruments.
- Dates:** April 19 to May 11, 2018
- Contact:** Brian F. French and Bruce W. Austin  
The Learning & Performance Research Center  
Washington State University  
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# Acknowledgements

The Washington Assessment of the Risks and Needs of Students (WARNS) and all related products were made possible with the generous support of the *John D. and Catherine T. MacArthur Foundation* and the *WSU College of Education High Risk / High Reward* grant. As the lead entity for the *Models for Change* initiative in Washington State, the *Center for Children and Youth Justice* provided valuable assistance and guidance for the duration of the entire WARNS project.

We are very grateful to the *Becca Task Force Assessment Workgroup*, the *Center for Children and Youth Justice*, and the *Office of Superintendent of Public Instruction* for their support and feedback during the development and implementation of this survey as well as their efforts to obtain the contact information for the Truancy Liaisons and Becca Representatives.

We would also like to thank graduate students David M. Alpizar and Thao T. Vo for their assistance drafting and programming the survey instrument and contact letters.

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## Survey and Report Authorship

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**Bruce Austin**, MS, MA, Washington State University

**Brian F. French**, PhD, Washington State University

# 1.

## Administration

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### Background

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The Washington Assessment of the Risks and Needs of Students (WARNS) and the Portal for Supporting Successful Outcomes (PSSO) were implemented in the state of Washington in September of 2017. By the early spring of 2018 approximately 70 school districts, juvenile courts, and other youth service providers had purchased subscriptions to the high school assessment, the middle school assessment, or both. Much information regarding the WARNS/PSSO system was obtained by the WSU WARNS team through their interactions with school, court, and youth service provider counselors and administrators and a number of changes were implemented as a result of that feedback. Furthermore, feedback was also obtained from non-subscribers of WARNS through various sources such as the Becca Conference in October of 2017 to the WSU team's interaction with the Becca Task Force.

This feedback led the WSU WARNS team to implement a formal data collection method to obtain consistent and organized feedback from our WARNS subscribers and those organizations not currently subscribing to the WARNS/PSSO system. These data were sought to help WSU respond to the developing needs of school districts and youth service providers as they worked to meet new state mandates to assess students for unexcused absences.

In March and April of 2017, a decision was made to implement both a User and Non-User survey within the state of Washington. Both surveys were implemented separately and this report details the results of the Non-User Survey. Results of the User Survey can be obtained at <https://warns.wsu.edu/>.

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## Objectives

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The objective of the Non-User Survey was to collect information from non-subscribers of the WARNS and PSSO assessment system. The WSU WARNS team sought to assess how these organizations responding to state truancy mandates and what barriers, such as cost, were preventing them from using WARNS or other assessments. The survey responses will help the team understand how to improve the delivery and accessibility of the WARNS/PSSO system. It also provided non-users with an opportunity to voice additional concerns about what resources still need to be provided, either by the WSU WARNS team or by the state.

Specific aims included determining:

1. The professional level of the School District Truancy Liaisons and Becca Representatives.
2. Was another assessment being used at each organization to address truancy.
3. Training of staff for any assessments used.
4. How likely they would be to subscribe to WARNS if costs were covered.
5. Attitude toward average assessment time of the WARNS.
6. Difficulties and barriers to using WARNS.
7. How organizations are responding to unexcused absences.
8. Organization demographics.
9. Obtaining detailed written comments from non-subscribers about their organization and use of assessments to address truancy.

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## Population

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The population for the survey consisted of the population of School District Truancy Liaisons and Becca Representatives in the school districts and courts who were not already subscribing to the WSU WARNS/PSSO system. All of the organizations were located in the state of Washington. The population was small enough that a census, rather than a sample, was sought and all non-user contacts were invited to respond.

# 2.

## Implementation

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### Contacts

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The LPRC sent an email to all 134 School District Truancy Liaisons and Becca Representatives on April 19, 2018, informing them of the study (see Correspondence in the Instruments section). The email included a brief description of the survey, the reasons and objectives, their rights as respondents, WSU contact information, and a link to the online instrument. Additional follow-up emails were sent to non-respondents on April 26, and a final contact on May 8.

<b>Contact Sequence</b>	<b>Date</b>
Invitation email	4/19/2018
First email reminder	4/26/2018
Second and final email reminder	5/8/2018

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### Data Security and Handling

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The LPRC takes the issues of data security, confidentiality, and respondent privacy very seriously. No sensitive personal information was collected during the course of this survey. Respondents were given the opportunity to give us their name and email address to follow-up with them based on their responses. Respondent names and emails are not, and will not be, included in any reporting of results from the survey. Furthermore, the LPRC adheres to professional standards, ethics, and practices of the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME) (AERA, APA, & NCME, 2014).

All research staff at the LPRC must complete and keep current Human Subjects Research certification at the Collaborative Institution Training Initiative (CITI). Details on this certification

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program can be found here: <https://www.citiprogram.org>. However, we note the survey is for program and system improvement. The survey and results are not for research purposes.

Reference:

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

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## Online Instrument

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The Non-User Survey was programmed in the WSU survey system provided by Qualtrics. The LPRC follows the Tailored Design Method (TDM) for design, question configuration, and procedures (Dillman, 2014). A link to this online instrument was provided to the respondents and all collected data were stored on Qualtrics secured servers. The introduction to the survey reminded the respondents of the study purpose and confidentiality of their responses. Furthermore, the instrument was programmed to allow the respondents to skip any question as they proceeded through the survey. On May 11<sup>th</sup> access to the online instrument was closed and the responses were downloaded to LPRC secured servers housed in the College of Education on the WSU Pullman campus.

Reference:

Dillman, Don A., Smyth, Jolene D., Christian, Leah Melani. 2014. *Internet, Phone, Mail and Mixed-Mode Surveys: The Tailored Design Method, 4th edition*. John Wiley: Hoboken, NJ

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## Response Rate

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The response rate is the ratio of completed and partially completed surveys to the total survey group. At the close of the survey, we had obtained 76 survey responses. Of these, four had not responded to any question and were eliminated. Of the remaining 72 surveys, five were partial completes.

The final response rate for the User Survey was: 54%.

# 3.

## Results

### Survey Responses

The survey responses are reported by individual survey question in the order in which they appear in the instrument. Administrative variables do not appear.

Questions that invited open-ended responses are shown with a summary of those remarks. Open-ended remarks that are part of selected choice response questions accompany their respective questions in summarized form. All individual unedited open-ended remarks are provided in the appendix. Some of the issues raised in the remarks may be specific to WARNS while others apply to any assessment.

**Q01 Is an outside organization, such as your Educational Service District or a Juvenile Court, currently assessing your students with the WARNS assessment?**

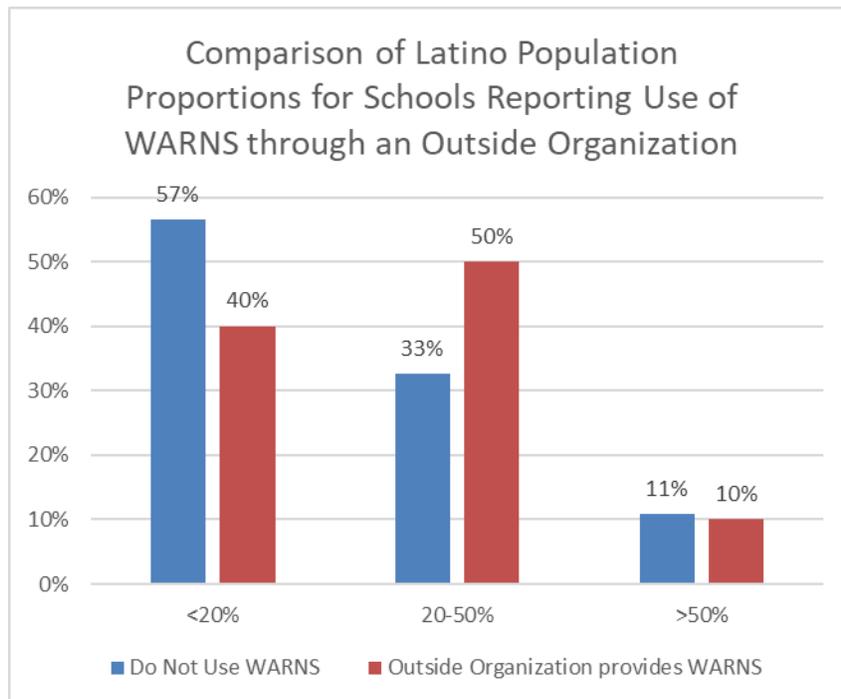
	Frequency	Percent	
Yes	12	16.7	
No	58	80.6	
Total	70	97.2	
Missing	Unanswered	2	2.8
Total	72	100.0	

About one in six organizations (16.7%) is currently making use of the WARNS through another organization.

**Q02 What kind of outside organization is assessing your students with the WARNS assessment? - Selected Choice**

	Frequency	Percent
An Educational Service District (ESD)	4	5.6
A Juvenile Court	8	11.1
Some other organization: please describe:	1	1.4
Total	13	18.1
Missing Unanswered	59	81.9
Total	72	100.0

Most of the non-subscribing organizations receiving WARNS assessment services are doing so from a juvenile court that is a WARNS subscriber. That is, the students are involved in a system related to a school, but the school is not subscribing. Two-thirds of these non-subscribers indicated that costs were the primary reason they do not directly subscribe to the WARNS. One notable demographic difference about the schools that use an outside organization for WARNS is that they reported a larger proportion of Latino/a students than the overall responding sample. As shown in the figure below, half of the districts that make use of WARNS through an outside organization reported a Latino/a student population in the 20% to 50% range as opposed to about 1/3 of the non-WARNS users.

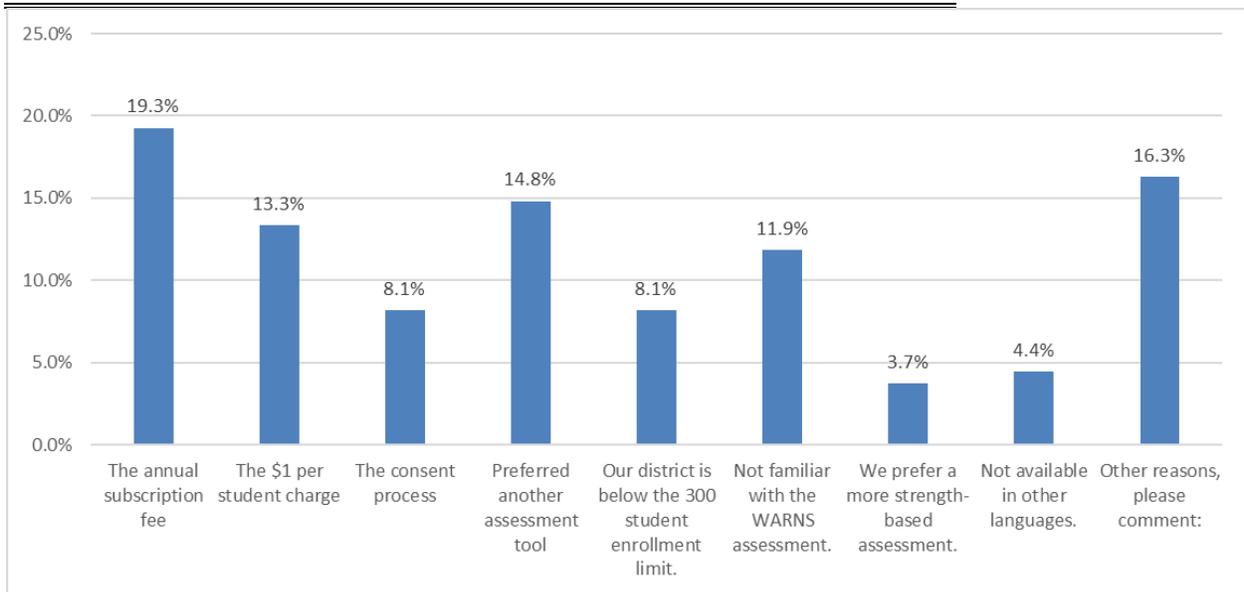




**Q03 Please select the reasons why your organization is not using the WARNS assessment.**

	Responses		Percent of Cases
	N	Percent	
The annual subscription fee	26	19.3%	38.2%
The \$1 per student charge	18	13.3%	26.5%
The consent process	11	8.1%	16.2%
Preferred another assessment tool	20	14.8%	29.4%
Our district is below the 300 student enrollment limit.	11	8.1%	16.2%
Not familiar with the WARNS assessment.	16	11.9%	23.5%
We prefer a more strength-based assessment.	5	3.7%	7.4%
Not available in other languages.	6	4.4%	8.8%
Other reasons, please comment:	22	16.3%	32.4%
<b>Total</b>	<b>135</b>	<b>100.0%</b>	<b>198.5%</b>

**Note:**  
 This was a multiple response question (check boxes).  
 The N column shows number of responses and the Percent of Cases adds to more than 100%.



The primary reasons for not subscribing to the WARNS assessment were the subscription **costs**. Open ended comments also emphasized cost as well as additional concerns such as the feeling that questions were too invasive, perceived length, interest in another tool, the lack of a truancy problem in their district, and the fact that their district already has a sufficient and multifaceted approach to truancy. Additionally, there were a number of comments that indicated that the responding district was planning to use the WARNS in the future.



**Q04 Are you aware that the WARNS no longer requires that you obtain signed parent consent before performing an assessment?**

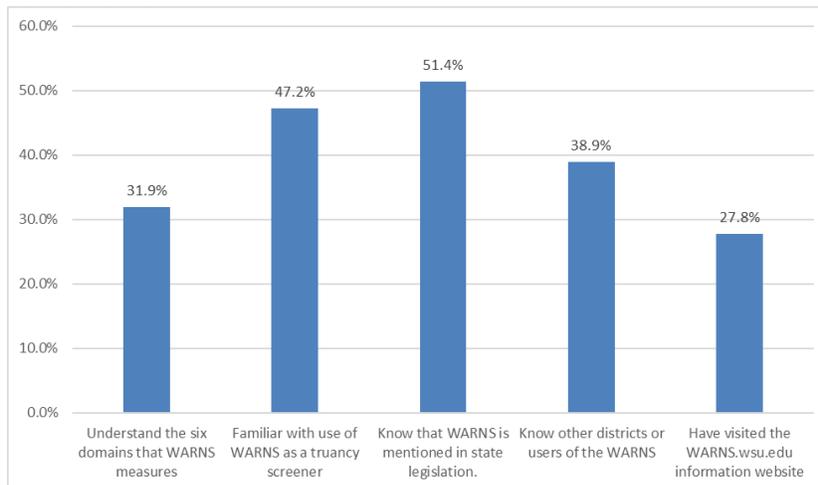
	Frequency	Percent
Yes	2	2.8
No	9	12.5
Total	11	15.3
Missing Branch Skip	61	84.7
Total	72	100.0

**Q05 Please indicate your level of awareness of the WARNS**

	Responses		Percent of Cases
	N	Percent	
Understand the six domains that WARNS measures	23	16.2%	31.9%
Familiar with use of WARNS as a truancy screener	34	23.9%	47.2%
Know that WARNS is mentioned in state legislation.	37	26.1%	51.4%
Know other districts or users of the WARNS	28	19.7%	38.9%
Have visited the WARNS.wsu.edu information website	20	14.1%	27.8%
Total	142	100.0%	197.2%

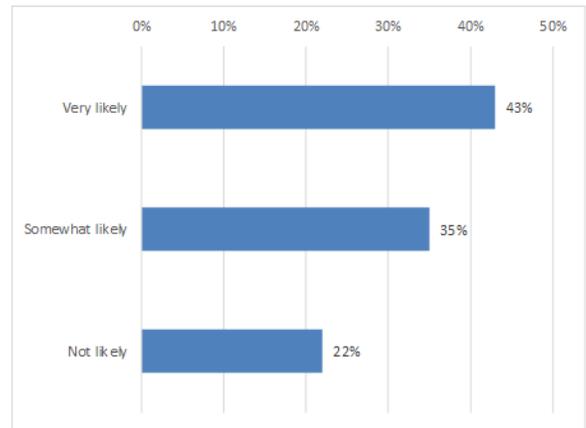
**Note:**  
 This was a multiple response question (check boxes).  
 The N column shows number of responses and the Percent of Cases adds to more than 100%.

About half of respondents (34 of 72) were aware of the WARNS as a truancy screener, while nearly a third (23 of 72) reported familiarity with the six psychological and behavioral domains that the WARNS measures.



**Q06 How likely would you be to subscribe to the WARNS assessment if the cost of using the WARNS was covered by the State of Washington or some other funding organization?**

	Frequency	Percent
Very likely	29	40.3
Somewhat likely	24	33.3
Not likely	15	20.8
Total	68	94.4
Missing Unanswered	4	5.6
Total	72	100.0



Nearly 74% of respondents indicated that they would be at least somewhat **likely** to subscribe to the WARNS if the costs were covered by the state or some other funding source, with 40% indicating that they would be **very likely** to subscribe. This finding aligns with cost being the primary reason WARNS is not being used (Q15). The likelihood of use is an encouraging sign for the WSU team to continue pursuing outside grants and funding sources to support the use of WARNS.

**Q07 Students take, on average, 13 minutes to complete the online WARNS assessment (excluding preliminary or follow-up discussion with the administrator).**

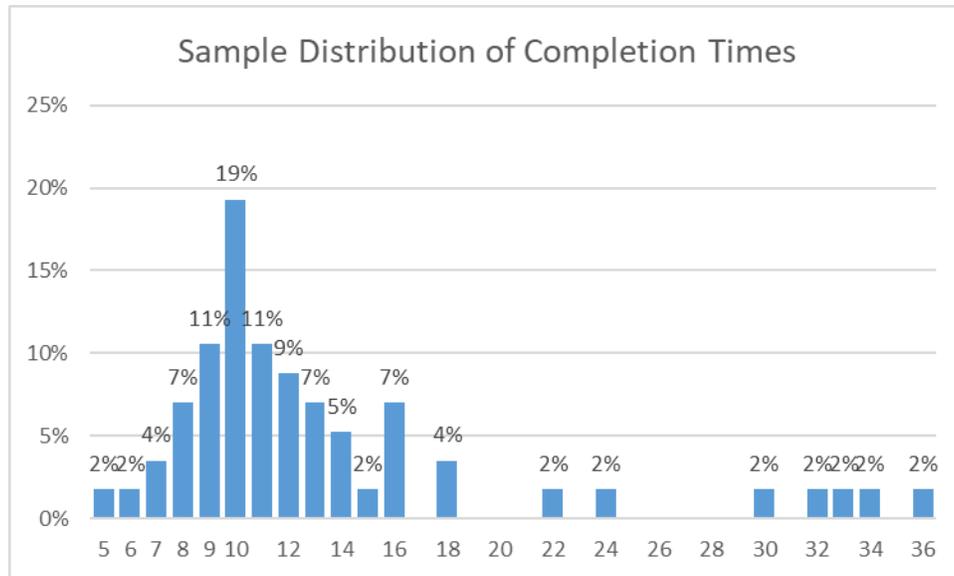
**Do you consider 13 minutes to be reasonable for completing an assessment?**

	Frequency	Percent
Yes	59	81.9
No	8	11.1
Total	67	93.1
Missing Unanswered	5	6.9
Total	72	100.0

There has been a perception that the WARNS “takes too long” to administer. While the intended use of the WARNS includes follow-up discussion between the administrator and the youth about the youth’s score results, the average amount of time needed to actually take the assessment is only about 13 minutes. Eighty-two percent of respondents indicated that the 13 minute average time for a student to complete the WARNS assessment was reasonable.



Some students have needed longer to complete the assessment. The figure below shows the distribution of a sample of completion times for the WARNS assessment with the bulk of assessments being completed in under 15 minutes. Some completion times, such as those in the 5 to 7 minute range, may be an indication that the youth was not being very thoughtful about their responses, but the proportion of these cases is low.



**Q08 Have you attended a WARNS training either at the 2017 Becca conference or with one of the ESD's?**

	Frequency	Percent
Yes	17	23.6
No	50	69.4
Total	67	93.1
Missing Unanswered	5	6.9
Total	72	100.0

**Q09 Did you find the training useful?**

	Frequency	Percent
Yes	11	64.7
No	6	35.3
Total	17	100.0
Missing Branch Skip	55	
Total	72	

Only about 24% of respondents had attended a WARNS training. However, nearly two-thirds of those who attended felt that the training was useful. Comments regarding the usefulness indicated that respondents had questions about how the WARNS results are actually used as well as the effectiveness of the WARNS for helping to improve attendance.

**Q10 Are you currently using another assessment?**

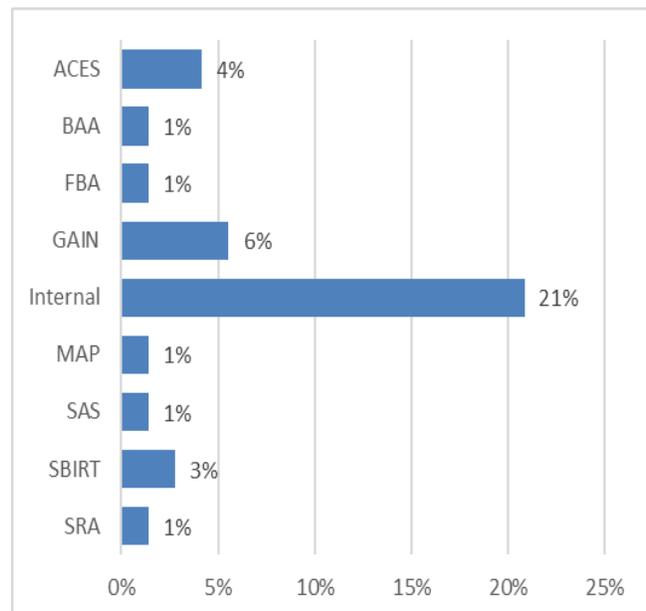
	Frequency	Percent
Yes, please tell us which one:	30	41.7
No	36	50.0
Total	66	91.7
Missing Unanswered	6	8.3
Total	72	100.0

Over 40% of respondents indicated that they were using another assessment than WARNS. More than half of those (21% of the full sample) admitted to using an internally or locally developed assessment for truant students. This is a significant concern given that most, if not all, of these assessments probably lack evidence of validity and reliability for use as a truancy assessment. The figure below illustrates the alternative assessments listed in the comments for this question.

**Assessment breakdown:**

ACES	Adverse Childhood Experience questionnaire.
BAA	Barriers to Attendance Assessment.
FBA	FBA for Absenteeism and Truancy by Safe and Civil Schools.
GAIN	One of the Global Appraisal of Individual Needs (GAIN) assessments.
Internal	Internally or locally developed.
MAP	Measures of Academic Progress.
SAS	School Avoidance survey.
SBIRT	Screening, Brief Intervention, and Referral to Treatment.
SRA	School Refusal Assessment.

**Percent of the sample using another assessment**



**Q11 Have the individuals administering the assessment in your district received any training on it?**

	Frequency	Percent
Yes	24	80.0
No	6	20.0
Total	30	100.0
Missing	Branch Skip	42
Total	72	

Of the 30 organizations that are using another instrument than WARNS, 80% have received some level of training for administering the assessment.

Most of the High Schools and Middle Schools using another assessment reported large student populations (>1000) in both urban and rural locations. Sixty-three percent responded that over half of their student population was White, while large Latino/a populations were also reported.

**Q12 How is your district or school responding to unexcused absences?**

This open-ended question produced 32 responses. Many respondents indicated that they made use of a Community Truancy Board (CTB). Others provided great detail on their procedures while a few indicated that they are so small that they do not have truancy problems. There were a variety of strategies presented. Communication with parents was a very dominant theme as well as use of free assessments and working with their CTB's and juvenile courts.

**Q13 Do you think there are members of your community who would be willing to sponsor your organization's annual subscription fee for the WARNS through a tax-deductible donation?**

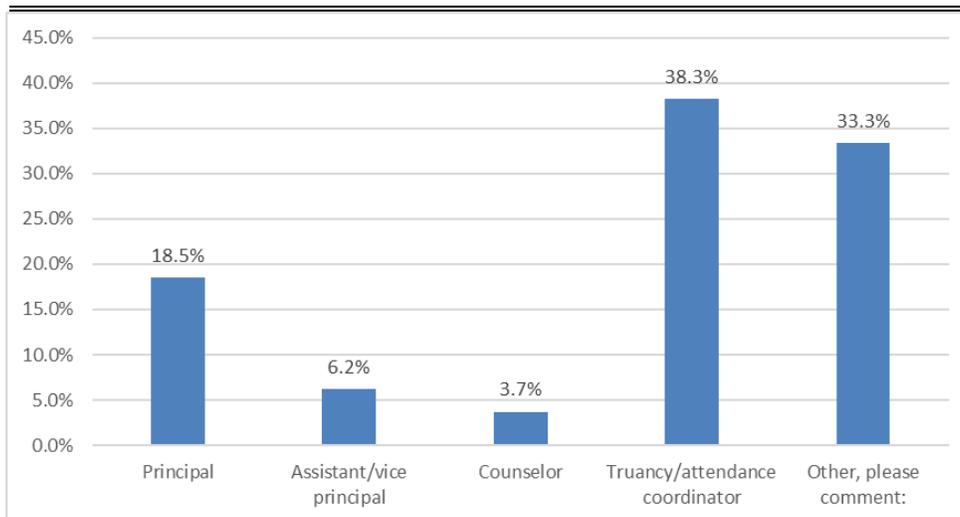
	Frequency	Percent
Yes	9	12.5
No	52	72.2
Total	61	84.7
Missing	Unanswered	11
Total	72	

Respondents commented that they were unsure about this or had not really thought about it. Unlike responses to this question from the User survey, however, non-user respondents indicated that they worked in financially strapped, resource limited communities where such funding was unlikely. The WSU WARNS team is currently investigating how we can set up a sponsorship program for school districts.

If we could have at least 24% of districts covered through donations or grants, it could assist many non-subscribing organizations that cannot afford the expense of an assessment.

**Q14 Respondent's position.**

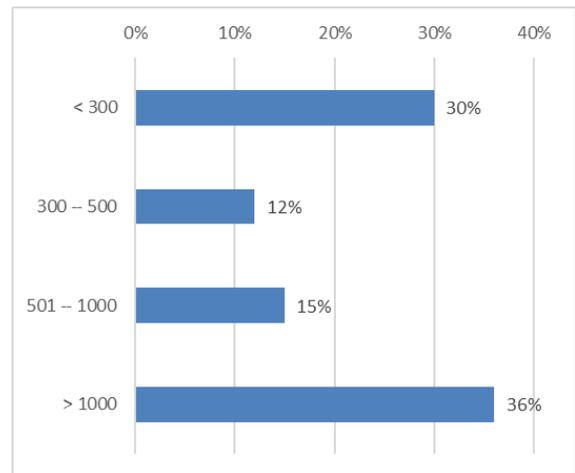
	Responses		Percent of Cases
	N	Percent	
Principal	15	18.5%	22.7%
Assistant/vice principal	5	6.2%	7.6%
Counselor	3	3.7%	4.5%
Truancy/attendance coordinator	31	38.3%	47.0%
Other, please comment:	27	33.3%	40.9%
<b>Total</b>	<b>81</b>	<b>100.0%</b>	<b>122.7%</b>



*Percent of Cases* adds to more than 100% because respondents were allowed to select more than one type of position. The respondents tended to classify themselves as truancy/attendance coordinators or some other position. The comments field produced a wide variety of additional position titles. Six respondents indicated they were the district superintendent, or assistant superintendent, while another 6 indicated they were main office administrative personnel. There were also a number of titles specific to students or attendance such as Attendance Specialist, Family Advocate, Executive Director of Assessment and Intervention, and Student Data Services Supervisor.

**Q15 What is the High School student population size of your district (i.e. students in grades 9 - 12)?**

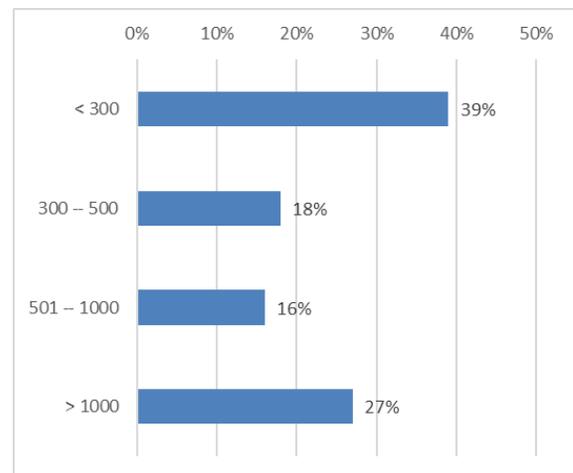
	Frequency	Percent
Less than 300	20	27.8
300 -- 500	8	11.1
501 -- 1000	10	13.9
Greater than 1000	24	33.3
Does not apply	5	6.9
Total	67	93.1
Missing Unanswered	5	6.9
Total	72	100.0



Most of our high school respondents indicated that their student population sizes are wither large (>1000) or less than the 300 level population for requiring student assessments.

**Q16 What is the Middle School student population size of your district (i.e. students in grades 6 - 8)?**

	Frequency	Percent
Less than 300	26	36.1
300 -- 500	12	16.7
501 -- 1000	11	15.3
Greater than 1000	18	25.0
Total	67	93.1
Missing System	5	6.9
Total	72	100.0



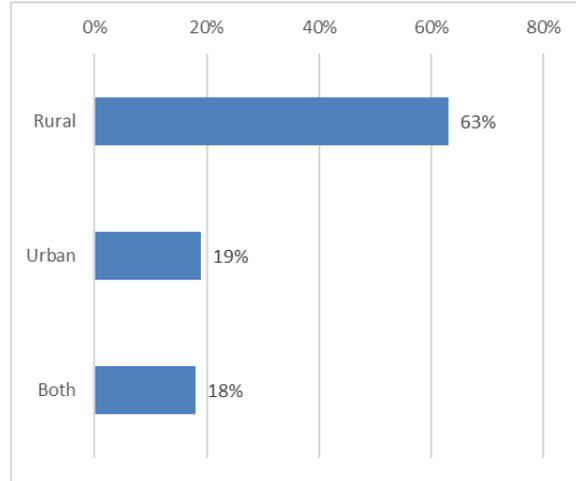
Most of the middle school respondents indicated that their student population sizes were under 300 with about a quarter (27%) being larger than 1000.

More non-user school districts reported being under 300 population category compared to the User Survey respondents. This is to be expected given the assessment requirement in state legislation is for schools with a population larger than 300 as well as reports that truancy is not a problem in many of these districts.



**Q17 Does your district serve a rural or urban population, or both?**

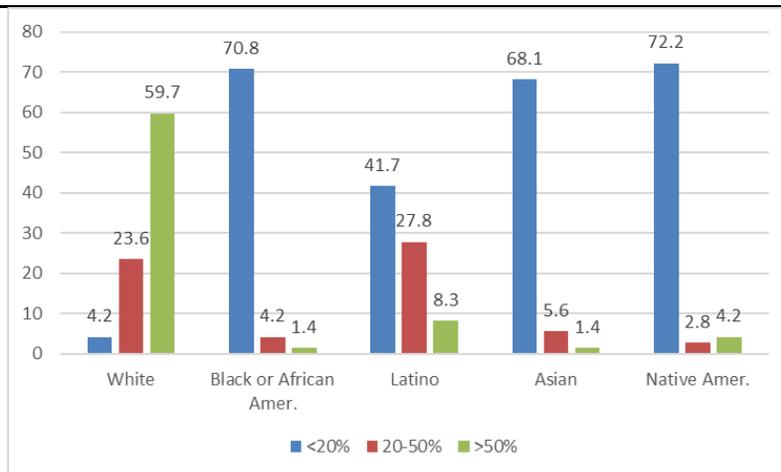
	Frequency	Percent	
Rural	42	58.3	
Urban	13	18.1	
Both	12	16.7	
Total	67	93.1	
Missing	Unanswered	5	6.9
Total		72	100



Most of our responding organizations serve rural student populations (63%).

**Q18 Race/ethnicity proportions of the student population**

Proportion	White	Black or African Amer.	Latino	Asian	Native Amer.
<20%	4.2	70.8	41.7	68.1	72.2
20-50%	23.6	4.2	27.8	5.6	2.8
>50%	59.7	1.4	8.3	1.4	4.2



Respondents reported race/ethnicity proportions for their schools. To illustrate, the three columns of the figure for White students indicate that 4.2% of respondents reported *less than 20%* of their student population was White, 23.6% of respondents reported *20-50%* of their student population was White, and 59.7% of respondents reported that *more than 50%* of their student population was White.



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**Q19 May we contact you if we have any follow-up questions about your responses to this survey**

---

	Frequency	Percent
Yes	44	61.1
No	21	29.2
Total	65	90.3
Missing Unanswered	7	9.7
Total	72	100

---

**Q21 Thank you for taking the time to respond. If you have any other comments you would like to include, you may leave them in the box below.**

There were only six responses to the final open-ended comment field. Three respondents requested additional information about WARNS or the Becca Conference, while two comments elaborated on their district strategy for managing attendance issues.

# 4.

## Instruments

This section provides the text of the User Survey as programmed in the Qualtrics system. After the text of the instrument, the contact emails are also provided.

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### Web Survey

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#### **WARNS Survey for Non-Subscribing Organizations**

Thank you for accessing the survey for WARNS non-subscribers! Your responses are very important for helping WSU respond to the needs of school districts and other youth services providers who are addressing the truancy problem in our state. The information you provide will help us understand how to improve the delivery and accessibility of the WARNS assessments. This survey should take less than 10 minutes to complete. Your responses will be kept confidential and no identifying information will be included with our results. Thanks again!

Q01 Is an outside organization, such as your Educational Service District or a Juvenile Court, currently assessing your students with the WARNS assessment?

- Yes (1)
- No (2)

---

Q02 What kind of outside organization is assessing your students with the WARNS assessment?

- An Educational Service District (ESD) (1)
  - A Juvenile Court (2)
  - Some other organization: please describe: (3)
- 

Q03 Please select the reasons why your organization is not using the WARNS assessment. (Please select all that apply)

- The annual subscription fee (1)
  - The \$1 per student charge (2)
  - The consent process (3)
  - Preferred another assessment tool (4)
  - Our district is below the 300 student enrollment limit. (5)
  - Not familiar with the WARNS assessment. (6)
  - We prefer a more strength-based assessment. (7)
  - Not available in other languages. (8)
  - Other reasons, please comment: (9)
- 

Q04 Are you aware that the WARNS no longer requires that you obtain signed parent consent before performing an assessment?

- Yes (1)
- No (2)

---

Q05 Please indicate your level of awareness of the WARNS (select all that apply)

- Understand the six domains that WARNS measures (1)
- Familiar with use of WARNS as a truancy screener (2)
- Know that WARNS is mentioned in state legislation. (3)
- Know other districts or users of the WARNS (4)
- Have visited the [WARNS.wsu.edu](http://WARNS.wsu.edu) information website (5)

Q06 How likely would you be to subscribe to the WARNS assessment if the cost of using the WARNS was covered by the State of Washington or some other funding organization?

- Very likely (1)
- Somewhat likely (2)
- Not likely (3)

Q07 Students take, on average, 13 minutes to complete the online WARNS assessment (excluding preliminary or follow-up discussion with the administrator).

Do you consider 13 minutes to be reasonable for completing an assessment?

- Yes (1)
- No (2)

Q08 Have you attended a WARNS training either at the 2017 Becca conference or with one of the ESD's?

- Yes (1)
- No (2)

---

Q09 Did you find the training useful?

- Yes (1)
- No (2)

Q09\_Text Please comment:

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Q10 Are you currently using another assessment?

- Yes, please tell us which one: (1)  

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- No (2)

Q11 Have the individuals administering the assessment in your district received any training on it?

- Yes (1)
- No (2)

Q12 How is your district or school responding to unexcused absences?

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Q13 Do you think there are members of your community who would be willing to sponsor your organization's annual subscription fee for the WARNS through a tax deductible donation?

- Yes (1)
- No (2)

Q13\_Text Please comment:

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Q14 What is your position at your school or district? (please select all that apply)

- Principal (1)
- Assistant/vice principal (2)
- Counselor (3)
- Truancy/attendance coordinator (4)
- Other, please comment: (5)

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Q15 What is the High School student population size of your district (i.e. students in grades 9 - 12)?

- Less than 300 (1)
- 300 -- 500 (2)
- 501 -- 1000 (3)
- Greater than 1000 (4)
- Does not apply (5)

Q16 What is the Middle School student population size of your district (i.e. students in grades 6 - 8)?

- Less than 300 (1)
- 300 -- 500 (2)
- 501 -- 1000 (3)
- Greater than 1000 (4)
- Does not apply (5)

Q17 Does your district serve a rural or urban population, or both?

- Rural (1)
- Urban (2)
- Both (3)

Q18 What are the approximate student race/ethnicity proportions within your district?

		20-50% (2)	>50% (3)
White (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black or African American (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Latino (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Native American (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19 May we contact you if we have any follow-up questions about your responses to this survey

Yes (1)

No (2)

Q20 Please give us your name and email (this contact information will be kept confidential and separate from your responses.)

Name: (1) \_\_\_\_\_

Email: (2) \_\_\_\_\_

Q21 Thank you for taking the time to respond. If you have any other comments you would like to include, you may leave them in the box below.

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## Contact Emails

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### Initial Contact



Dear <FIRSTNAME>,

OSPI recently emailed you as the point of contact in your district or school for truancy communications. Their email mentioned the survey on the *Washington Assessment of Risks and Needs of Students (WARNS)*. Washington State University is conducting this survey of school and juvenile justice **officials who are NOT using the WARNS assessment**.

We wish to ask about your experience addressing the legislative mandate for responding to unexcused student absences (i.e. the Becca Bill). Our organization currently administers the WARNS and your feedback about how you are meeting state mandates on truancy will be critical in helping us respond to the needs of non-subscribers, improve the WARNS assessment, and reduce costs for future subscribers.

The survey should take less than 10 minutes to complete.

Specifically, we are interested in how your organization is responding to state mandates to address truancy, your familiarity with WARNS or other assessments, and what barriers might be keeping you from using WARNS.

Your time responding will be greatly appreciated. To take the survey, please click on the following link:

[https://wsu.co1.qualtrics.com/jfe/form/SV\\_bOPFu3eeSyloizj](https://wsu.co1.qualtrics.com/jfe/form/SV_bOPFu3eeSyloizj)

Your responses will remain strictly confidential and are entirely voluntary. Any question that you do not wish to answer can be skipped.

This survey is being conducted by Dr. Brian French and Bruce Austin from the Learning & Performance Research Center at Washington State University which administers the WARNS system.

If you have any questions, please feel free to call or email. Thank you for your time.

Bruce

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Phone: 509-335-9570

For information on WSU WARNS visit: <https://warns.wsu.edu/>

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## Second Contact



Dear <FIRSTNAME>,

Last week we contacted you about the WARNS survey of non-subscribing organizations. If you have completed the survey, we thank you for your time and effort! If you have not yet had a chance to complete it, we would like to ask you to consider doing the survey before our data collection ends.

We wish to ask about your experience addressing the legislative mandate for responding to unexcused student absences. Your feedback will help us improve the WARNS system, address barriers to use, and reduce costs for stakeholders such as yourself.

The survey should take less than 10 minutes to complete.

Your time responding will be greatly appreciated. To take the survey, please click on the following link or copy it into your web browser:

[https://wsu.co1.qualtrics.com/jfe/form/SV\\_bOPFu3eeSyloizj](https://wsu.co1.qualtrics.com/jfe/form/SV_bOPFu3eeSyloizj)

Your responses will remain strictly confidential and are entirely voluntary. Any question that you do not wish to answer can be skipped.

If you have any questions, please feel free to call or email. Thank you for your time.

Bruce

---

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For information on WSU WARNS visit: <https://warns.wsu.edu/>

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## Third and Final Contact



Dear <Firstname>,

This is our final reminder to ask about completing the WARNS survey for non-subscribing organizations before closing our data collection period on Friday. If you have already completed the survey, we thank you! If you have not yet had a chance to complete it, please consider doing so.

Even if you have not yet used the WARNS assessment, we consider every subscriber's information to be critical in helping us improve WARNS and reduce costs for stakeholders such as yourself.

The survey should take less than 10 minutes to complete and can be accessed at the link below. Your time responding will be greatly appreciated.

[https://wsu.co1.qualtrics.com/jfe/form/SV\\_bOPFu3eeSyloizj](https://wsu.co1.qualtrics.com/jfe/form/SV_bOPFu3eeSyloizj)

Your responses will remain strictly confidential and are entirely voluntary. Any question that you do not wish to answer can be skipped.

Please feel free to call or email if you have any questions.

Thank you!  
Bruce

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For information on WSU WARNS visit: <https://warns.wsu.edu/>

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# 5.

## Credits

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### Project Team

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Brian F. French, Ph.D.  
Bruce W. Austin, MS, MA

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### WSU WARNS Team

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Brian F. French, Ph.D.  
Bruce W. Austin, MS, MA  
Paul Strand, Ph.D.  
Nicholas Lovrich, Ph.D.

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### LPRC Staff

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Brian F. French, Ph.D., Director  
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Kira Carbonneau, Ph.D.  
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# Appendix

All open-ended remarks are provided below with the question number and case ID. The case ID allows remarks to be match to responses in the dataset. The remarks are sorted by question number and case ID. Comments are presented exactly as entered by the respondent.

ID	Question	Comment
28	Q02	clarkston school district
3	Q03	Do not have staff that meet administration requirements. Concerns about student data privacy. Concerns about question content.
15	Q03	I had made attempts to enroll in the summer and last year, and did not get any response from WARNS to my fax or email.
17	Q03	There are too many questions and too invasive at the level we are using it in the school. It is being used at the truancy board level through ESD to assess students with more significant barriers/needs.
18	Q03	The WARNS system is extremely invasive and appears more geared toward juvenile courts.
19	Q03	It costs money.
21	Q03	We do not have any students with these issues or are at risk. 47 total students K-12.
24	Q03	Length of assessment.
27	Q03	I emailed back in October about trying to get the WARNS and did not get a response from WSU. If we are all supposed to use this assessment then it needs to be accessible for us to get it.
29	Q03	Not sure if Ferry County Juvenile Courts are using WARNS
30	Q03	coct, cost. cost--availability



ID	Question	Comment
33	Q03	Our secondary schools each have several positions that provide support to students and families, including on site drug and alcohol counselors, Family Advocates to connect families in need to local resources (including housing and transportation), guidance counselors and academic coaches. We have streamlined 504 referrals for anxiety/school refusal and have systemic, evidence based accommodations available. We have strong relationships with community supports. We have a well regarded Racial Equity and Family Engagement department that provides regular Professional Development. We are also a PBIS district and we use a restorative, trauma informed approach with all of our students. Because of this holistic approach to student and family support, we know our students well and can target specific interventions to address truancy and chronic absenteeism. Our counselors have also expressed concern about the sensitive information about the student printed on the WARNS report.
39	Q03	I work at the middle school so don't know how many are being done (if any) at the high school.
42	Q03	Was awarded 2 grants to plan and implement the SBIRT screening tool
46	Q03	Truancy is not an issue.
56	Q03	It is the feeling that the WARNS is not an appropriate tool to use for attendance issues.
58	Q03	The district has plans on participating. I attended a training in the fall but have heard nothing since.
59	Q03	I think we have the option to use it, but really just don't utilize it. I also have not been trained on it.
62	Q03	We have plans to add this tool to our protocol, but have been waiting for the availability of the middle school tool, to start them both at the same time. Currently we are using a student support specialist to conduct personal interviews with students.
71	Q03	We just received training to implement WARNS April 26, 2018
17	Q09	We had concerns at the training about the questions and also how the data would be used.
22	Q09	At the point it was more a discussion of the background of WARNS. I would like to see how it is used in other districts who are having success with this tool.
25	Q09	The training at times seemed like a sales pitch.
34	Q09	The training was not useful because our district is not using WARNS.
35	Q09	I was only able to get a partial training so still have some questions.



ID	Question	Comment
42	Q09	The training was fine, but we still don't know what questions are being asked. We are also curious about the effectiveness of the WARNS screening as it relates to improving attendance or reducing chronic absenteeism. Additionally, seeing how the WARNS screening results is a part of developing attendance plans.
69	Q09	Yes, but often times our counselors had difficulty logging in.
71	Q09	When we went to the first presentation I felt I needed to read through all the information before committing.
3	Q10	Internally developed
4	Q10	GAINS
5	Q10	District Created
6	Q10	Develop one through ESD
7	Q10	Locally Developed
11	Q10	Our own paper and pencil assessment
14	Q10	We use our own assessment.
15	Q10	FBA for Absenteeism and Truancy by Safe and Civil Schools
16	Q10	Pierce County Barriers Assessment
17	Q10	We are using an assessment based on one used through the juvenile court that our county agreed upon.
18	Q10	Our own questionnaire
23	Q10	NWEA MAPS
24	Q10	Designed in house
25	Q10	ACES
33	Q10	GAIN assessment
34	Q10	ACEs and GAIN
35	Q10	Barriers to Attendance Assessment
36	Q10	Clark County worked collaboratively to create a student assessment/screening tool.
38	Q10	It came from another district. Unsure which one.
42	Q10	We are creating implementation plans for SBIRT.
49	Q10	self created
51	Q10	Short GAIN and SBIRT
53	Q10	School Refusal Assessment
57	Q10	We created our own shorter one based on WARNS
63	Q10	one for another school district
69	Q10	ACE and Resiliency Survey
77	Q10	School Avoidance survey
8	Q12	We use the student attendance assessment.



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ID	Question	Comment
9	Q12	With a series of parent letters which includes and attendance contract with parent, student, teacher and administration, and then theoretically referrals to truancy court for chronic absenteeism
10	Q12	We used the WARNS report when it was free. I have experienced difficulty coordinating schedules to get the required training to use the WSU system. WSU would not share the web addresses or log-in information without sitting through some required training. We have resorted to using the paper forms printed off the free system before it was taken away to remain in compliance. The cost to access the WSU system is very high with no revenue source provided. We don't plan to renew our subscription since we have not been provided access to date.
12	Q12	Parent Meetings, Phone Calls, Truancy Board



ID	Question	Comment
13	Q12	<p>We follow our board policy stated below:</p> <p>Unexcused Absences</p> <p>A. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.</p> <p>B. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.</p> <p>C. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences.</p> <p>D. A conference with the parent or guardian will be held after two unexcused absences within any month during the current school year. A student may be suspended or expelled for habitual truancy. Prior to suspension or expulsion, the parent will be notified in writing in his/her primary language that the student has unexcused absences. A conference will be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent does not attend the conference, the parent will be notified of the steps the district has decided to take to reduce the student's absences.</p> <p>E. Not later than the student's fifth unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.</p> <p>F. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and st</p>
20	Q12	Truancy board, meeting with the juvenile courts
21	Q12	We do not have an issue with unexcused absences.
22	Q12	Monitoring and using a couple of public domain check lists completed by student and teacher.
26	Q12	Our office managers make daily calls to parents. The absences are tracked by way of our Skyward database. Our new Attendance/Truancy Committee meets with the student/parents of the students with high absences. The Attendance/Truancy Coordinator meets with parents/students.



ID	Question	Comment
27	Q12	We have a system in place to work with students. We have not yet had the need for a truancy becca system this year. We did have someone in our county that was very onboard with the process and we did all the trainings at the beginning of the school year, but she has left for another job. We are not sure who we connect with in our county now or if the position has been replaced?
28	Q12	restitution, conferences with principal, letters home, BECCA, truancy board
29	Q12	Orient Elementary School- Daily call to family if student not present and parent hasn't called in excuse. 3 consecutive illness absences require note from doctor. 2 unexcused absences require Superintendent/principal, teacher, parent,student conference. Any additional unexcused absences require second meeting and individualized plan. Follow Becca law and referred to Ferry County Juvenile Courts as needed. CVA-Orient- Requires weekly 2-way contact and monthly review. Unexcused requires Student Intervention Plan. Letters sent weekly from Principal for any unexcused absence. 3 letters not responded to warrants call to resident law enforcement for well child check and/or referral to resident Juvenile Court. 3 unexcused Monthly Reviews rescinds Choice Transfer Request which refers them back to their Resident District. (Note: Very small District with 1 elementary= K-8 grades, approx. 40 student enrollment. 1 ALE program= K-5 approx. 40 student enrollment). Will not have ALE program after 2017-18 school year.
30	Q12	We are in the fourth year of our truancy board. I wish your question was asked correctly. HB1170 specifies, excused and/or unexcused absences for elementary students. Un excused is for middle and high school. The principal of our K-2 school, in this last tri-mester, sent out 172 letters, held over 110 conferences and only needed to make one referral to our truancy board. The truancy board sees between seven and nine families a month. After the school has completed its part of contact, conference, contract then if the truancy board needs to get involved we contact parents, prep them for the board meeting (all the while building a rapport), have the board meeting, enter into an agreement and then continue with follow-up.
32	Q12	We are struggling with this and have really tracked data to give us a better idea.
39	Q12	Local school district truancy board.



ID	Question	Comment
41	Q12	Layered internal interventions Community Truancy Boards BECCA
43	Q12	District Policy and BECCA
48	Q12	Contacting parents individually.
50	Q12	Letters, phone calls home, parent/teacher staffings.
52	Q12	Following the state mandated procedures,.
54	Q12	Working with parents daily. We only have 17 families or a total of 35 kids.
55	Q12	constant family contact, truancy boards, court filing
56	Q12	We are talking directly with the students and parents to obtain information and create solutions that is to the benefit of all.
58	Q12	Interventions
59	Q12	We track attendance through Skyward. A Community Truancy Board Liaison was hired to create CTB and manage all truancy for the district.
61	Q12	Students will be taken before the Tribal Children's Court system along with the parents
64	Q12	We have the lowest chronic absenteeism rate in the Spokane region at 7.1%. Our main theory of action is building relationships of trust with students and their families. We know our students well. We also document attendance accurately and communicate early and often when problems begin to arise. Our staff is trained in Adverse Childhood Experiences Syndrome and we use our knowledge and skills to identify students in need. We have strong mental health services through YFA and the Spokane Spirit Grant. We have several systems in place to track student progress and provide wrap around services when students begin to struggle, including with their attendance.
67	Q12	We have a CTB in place
71	Q12	Trying to respond to social/emotional needs. WARNS will help with this.
74	Q12	Communcate directly with parents on unexcused absences.
75	Q12	calls home, meetings with parents/guardians/ letters/courts/tribal authorities
76	Q12	Meeting with students and families.
9	Q13	Onion Creek is a tiny community, and a tiny district with 90% free and reduced lunch
10	Q13	We are a rural community with limited resources. It would be awkward to ask the parent of the student needing to take the survey to donate money to pay for it?
12	Q13	Rural areas are financially stretched
15	Q13	Have not considered this option of asking the community to help to fund mandates from the state for education beyond their current contributions through taxes. Is this what you are asking district to do now?



ID	Question	Comment
17	Q13	I do not think our Foundation would seek those types of donations. If we use it, it would be funded through basic ed funding.
21	Q13	It is not an issue at this point.
25	Q13	The current survey instrument is meeting the district needs and BECCA court requirements.
26	Q13	Not sure
28	Q13	unsure
29	Q13	High poverty community. Difficulty passing conservative Education & Maintenance Levy.
34	Q13	We ask a lot of our community in terms of support already. This would be time consuming and is not guaranteed.
35	Q13	I am not sure.
42	Q13	Not sure. It depends, but grants and donations are not sustainable. Funds for screenings should be basic education funds to ensure continuation.
53	Q13	Not sure
55	Q13	Don't know, depends on cost and marketing
56	Q13	Since Yes no are the only options I chose no, but I am really not sure.
69	Q13	And I am not sure I would like them to.
71	Q13	But maybe.
76	Q13	With the current climate of low visibility and tax payers actually seeing significant increases in their tax bill, I do not see it as feasible.
4	Q14	Family Advocate
6	Q14	Director
7	Q14	District Office Administrator
8	Q14	Operations Manager
9	Q14	Superintendent and art teacher
13	Q14	Director of CTE and Federal Programs
14	Q14	Director of Student Services
16	Q14	Paralegal
17	Q14	District Administrator
18	Q14	Student Data Services Supervisor
21	Q14	Office Manager
24	Q14	Director Community Outreach
25	Q14	Assistant Superintendent, Secondary Education
28	Q14	MS/HS Admin Asst
38	Q14	Safety, Security & Health Specialist
48	Q14	Attendance Secy
49	Q14	central office admin
50	Q14	Superintendent



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ID	Question	Comment
53	Q14	Student Attendance Specialist
55	Q14	District Office
56	Q14	Supervisor of Pupil Management
57	Q14	Assistant Superintendent
58	Q14	Director at Central Offices
63	Q14	Executive Director of Assessment and Intervention
64	Q14	Superintendent
69	Q14	Assistant Superintendent and oversight for CTB
10	Q21	Consider emailing out directions on how to use the system and send out usernames and passwords. That is what worked for me with the initial WARNS system. I also feel that if this is a requirement, it should not involve an additional expense for the schools. I am also curious why the initial model was discontinued. It worked and it was free.
26	Q21	I would be interested in knowing whether they was training available for personnel using the WARNS
28	Q21	I would like information about attending the BECCA conference. thanks
30	Q21	The Omak School District includes the WAVA, K-12 school. The Omak School District Community Truancy Board serves the students registered in the brick and motar school of the distict.
34	Q21	We feel that our assessments give a clear picture of student risk factors. My SAS is trained on administering the GAINS and feels comfortable using that assessment. We also do an ACEs assessment and our staff is familiar with that assessment as well.
42	Q21	We would love to see the survey results and what other districts are doing.

