CAP STAT

Attendance

Participating Agencies

- DCPS
- PCSB
- OSSE
- DHS
- OVSJG
- CFSA

August 9, 2018

Agenda

- How do we track and measure attendance?
- What areas/schools have high numbers of students with chronic absenteeism?
- What drives absenteeism?
- What are the District programs to encourage attendance and reduce absenteeism?
- Recommendations

How do we track attendance?

- Daily attendance data are submitted to OSSE nightly through each LEA's student information system. Data records whether the student was present that day.
- LEA student information systems are configured differently- some send full attendance (present and absent), some only absences.
- If a student misses more than 20% of the day, the data reflects that they were absent for the day.
- Schools track period level attendance as well, and attendance in specific courses impacts graduation eligibility.

Current DCPS Guidelines for Course Completion with Unexcused Absences:

Guidelines are under review.

Student receives a grade reduction	Student receives FA (failure due to absence) for the term	Student receives an F for the course
5 unexcused absences	**10** unexcused absences	**30** unexcused absences

Proposed Changes

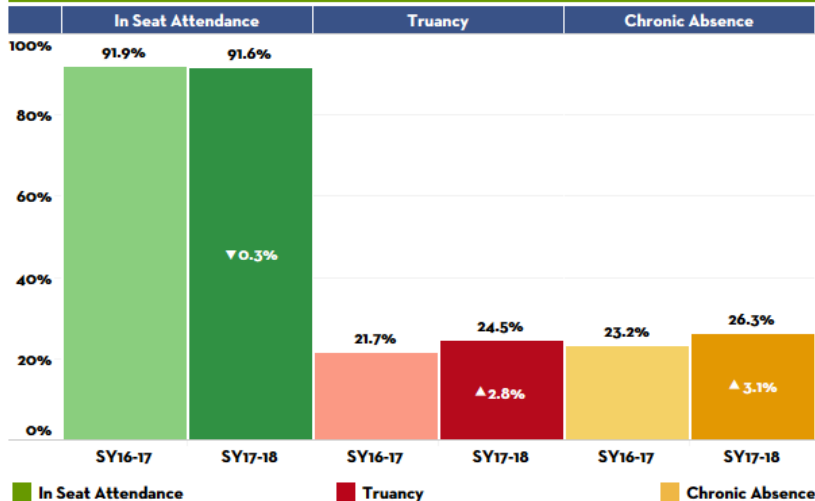| Student receives a written warning	Student receives a 2nd written warning	Student receives an FA for the course
10 unexcused absences	**15** unexcused absences	**30** unexcused absences

Districtwide Attendance Trends
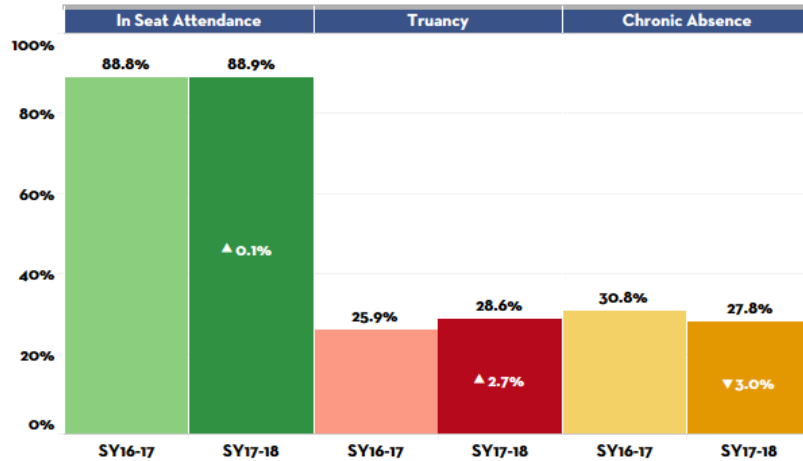
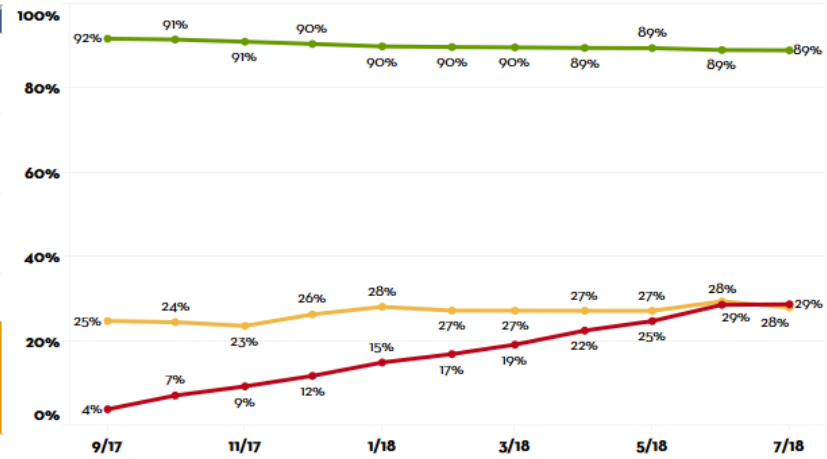**In Seat Attendance** is defined as the average percent of students who are attending school.

Chronic Absenteeism is defined as being absent – either excused or unexcused – for more than 10 percent of the instructional days.

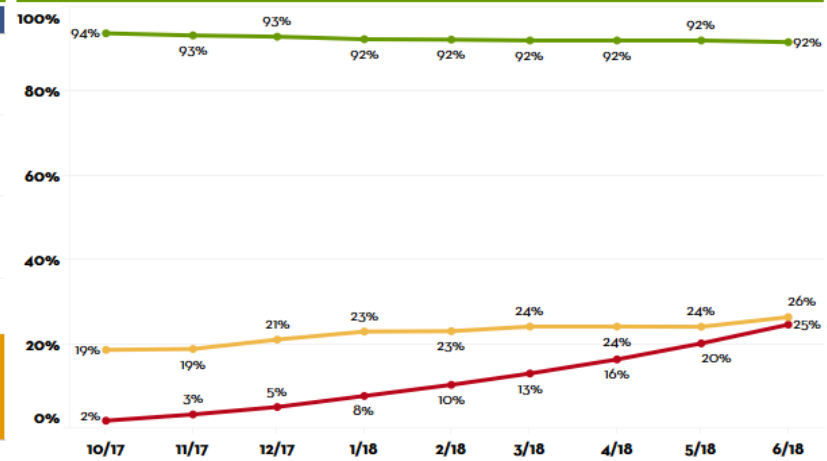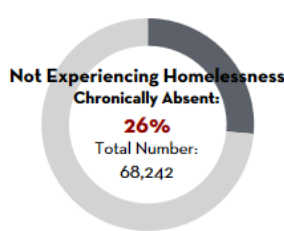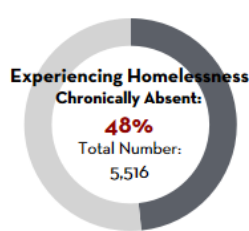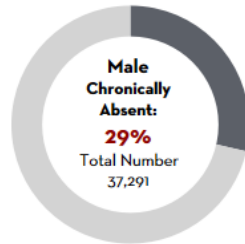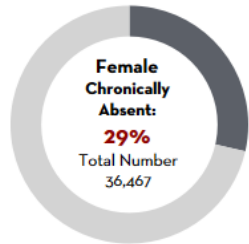**Truancy** is defined the accumulation of 10 or more unexcused absences.

Chronic Absences Demographics

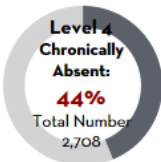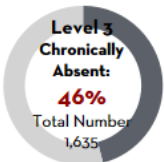*For compulsory aged students (ages 5-17 as of 9/30 of the school year)

Gender

Female Chronically Absent:	Male Chronically Absent:
29%	**29%**
Total Number 36,467	Total Number 37,291

Students Experiencing Homelessness?

Experiencing Homelessness Chronically Absent:	Not Experiencing Homelessness Chronically Absent:
48%	**26%**
Total Number: 5,516	Total Number: 68,242

At Risk?

At Risk Chronically Absent:	Not At Risk Chronically Absent:
42%	**18%**
Total Number 35,521	Total Number 38,237
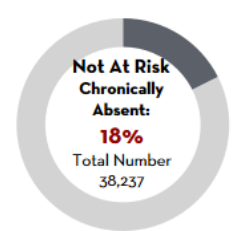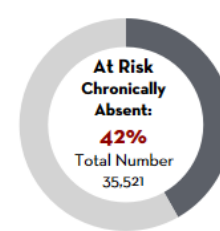
Students with Disabilities: Levels of Services Received

None Chronically Absent:	Level 1 Chronically Absent:	Level 2 Chronically Absent:	Level 3 Chronically Absent:	Level 4 Chronically Absent:
26%	**27%**	**41%**	**46%**	**44%**
Total Number 61,269	Total Number 4,241	Total Number 3,905	Total Number 1,635	Total Number 2,708

Chronic Absenteeism by Race:

Black or African American	American Indian or Alaskan Native	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or more races	Asian	White
35%	**26%**	**22%**	**22%**	**13%**	**11%**	**9%**
Total Number 50,413	Total Number 105	Total Number 12,593	Total Number 69	Total Number 1,571	Total Number 1,187	Total Number 7,820

Chronic Absenteeism by Grade:

Grade	Percentage
P4	33%
KG	24%
1st	20%
2nd	20%
3rd	18%
4th	20%
5th	18%
6th	24%
7th	24%
8th	26%
9th	48%
10th	48%
11th	53%
12th	59%
AE	95%

What are the challenges to attendance?

Myths
- Excused absences aren't a problem
- Missing just 2 days/month won't have an impact
- Attendance in younger grades doesn't matter
- Lack of clarity on 'typical' attendance

Barriers
- Lack of access to health/dental care
- Chronic illness
- Trauma
- No safe passage
- Unemployment or mental health issues at home
- Family member's chronic illness or caretaking

Transportation
- Sibling drop off
- Buses/metro take too long/unreliable
- Parents/guardians don't have money to accompany kids on transit

Aversion
- Child struggling academically or socially
- Bullying
- Ineffective school discipline
- Undiagnosed disability
- Parent/guardian's negative school experience

Disengagement
- Lack of engaging, relevant instruction
- Lack of meaningful relationships with adults in school
- Poor school climate
- Neighborhood affect of consistent chronic absenteeism

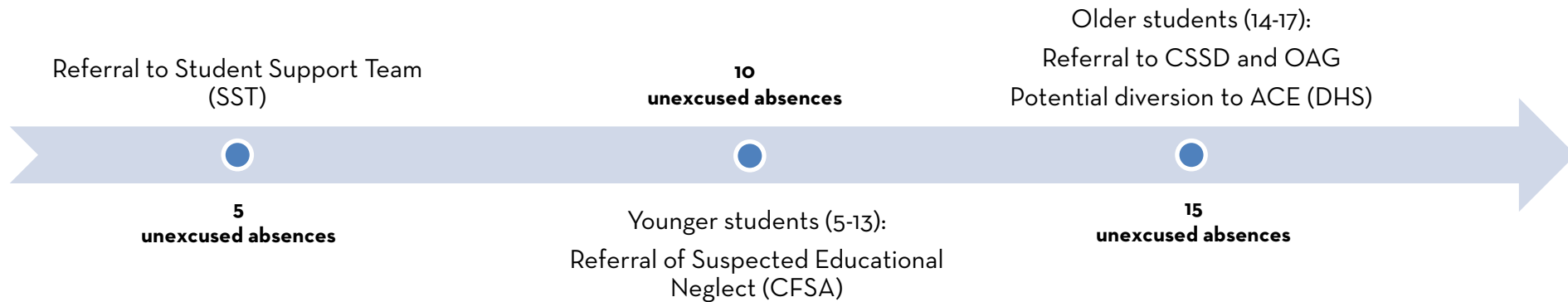Slide adapted from presentation at Attendance Works

Current Policy Response to Truancy

Referral to Student Support Team (SST)

5 unexcused absences

10 unexcused absences

Younger students (5-13):
Referral of Suspected Educational Neglect (CFSA)

Older students (14-17):
Referral to CSSD and OAG
Potential diversion to ACE (DHS)

15 unexcused absences

District Programs to Reduce Barriers to and Encourage Attendance

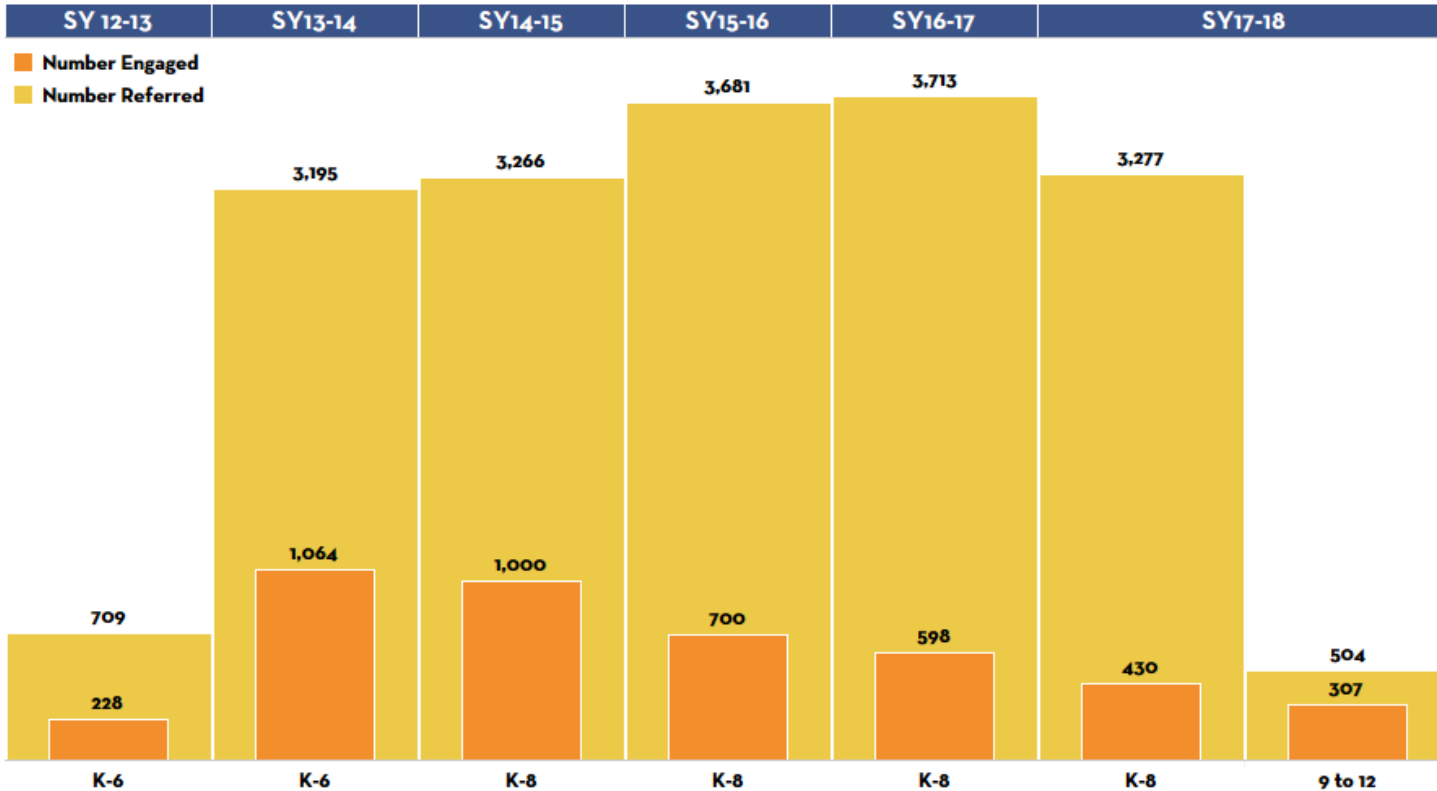| Debunking Myths	Removing Barriers	Increasing Access through Transportation	Increasing Satisfaction	Engaging Students and Families
•Every Day Counts! campaign & taskforce (DME) •Positive messaging and family engagement (DCPS/PCS) •Attendance teams at schools (DCPS/PCS) •Early warning systems / resources (DCPS/PCS) •Text message reports on student progress (DCPS/PCS)	•PASS •Summer Youth Employment Program (DOES) •Targeted student health interventions (DC Health, DCPS) •SUSO Program (OVSJG) •High School Truancy Reduction Program (OVSJG)	•Kids Ride Free (DDOT) •OSSE DOT •Safe Passage (DME/DMPSJ)	•Summer Bridge Program for 8th -9th grade (DCPS/PCSB) •Incentives for good / improved attendance (PCS) •Social-emotional learning (DCPS/PCS) • High dosage tutoring (DCPS/PCS)	•School Attendance Plans as part of comprehensive school plans (DCPS) •Home visits (DCPS/PCS) •School Based Mentors (DCPS/PCS)

OVSJG: Show Up Stand Out Program

Show Up Stand Out and High School Truancy Reduction Programs

SY 12-13	SY13-14	SY14-15	SY15-16	SY16-17	SY17-18

■ Number Engaged
■ Number Referred

K-6	K-6	K-8	K-8	K-8	K-8	9 to 12
709	3,195	3,266	3,681	3,713	3,277	504
228	1,064	1,000	700	598	430	307

· **79% of elementary school** students referred in 2015-2016 **were not re-referred** to the program the following year for attendance issues.

· **89% of middle school students** referred in 2015-2016 **were not re-referred** to the program the following year for attendance issues.

Multiple students may be referred from the same family.

Show Up Stand Out (SUSO) provides resources and support for students and families who have had at least 5 unexcused absences, to improve attendance. As soon as a student accumulates 5 unexcused absences, the student is referred to a CBO, who works to engage the student and family.

OVSJG, with The Lab @ DC, tested a new outreach letter to prepare SUSO-eligible families for in-person outreach by Community-Based Organizations. Results suggest that the letters had a negative effect on engagement with SUSO and is a reminder that it's important to test new ideas to ensure the hypothesis is validated.

Department of Human Services: ACE and PASS

ACE: Court Diversion Program
- Youth can be diverted from arrest/prosecution for delinquency offenses and status offenses (which are primarily truancy)
- Of the 361 referrals received thus far in FY18, 41% (148) were identified as truant at the time of referral
- 198 of the 271 youth (73%) who completed the program in FY18 thus far, were identified as truant at the time of referral

PASS: Voluntary program
- Youth can be referred for status offenses (truancy, extreme disobedience, running away, etc.)
- Of the 248 referrals in FY18 thus far, 96% (214) were referred for truancy (referrals could be for more than one issue).
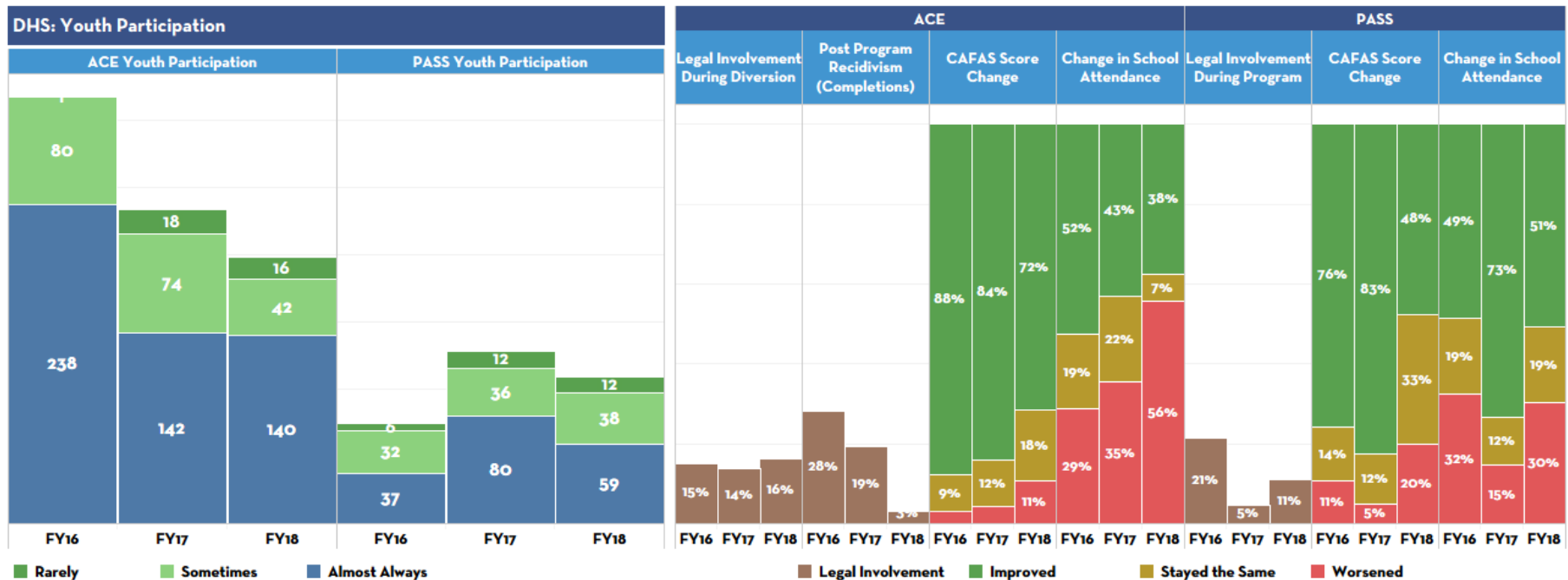
DME: Every Day Counts!

Framework

- SY18-19 Strategic Plan (see Appendix) – Grounded in self-assessment in evidence-informed areas of actionable data, culture & capacity building, positive engagement, leadership, shared accountability, and partnerships; reflects cycle of continuous improvement.

Ongoing Initiatives

- Every Day Counts! Task Force – Cross-agency body following a measure, monitor, act framework and using an Ed Stat model
- Every Day Counts! Campaign – Targeted print and digital media; bus ads, wraps and bus stops in areas and routes where chronically absent students attend schools
- Attendance Summit & Follow-up – Technical Assistance including online learning modules for agencies and community leaders
- Cross-Sector Attendance Community of Practice – School leaders/staff meet monthly to share promising practices on attendance topics like building attendance teams, using attendance data to plan interventions, and family engagement.

School Year 2018-19 Every Day Counts! Partner Pilots

- Youth in Temporary Housing Transportation Pilot (w/ DHS + Lab @ DC)
- High School Family Engagement Pilot (CBO + Lab @ DC)
- Safe Passage Community Worker & Engagement Pilot
- Data-informed Letters Home (TBD - Potential Lab @ DC Partner)

School Year 2018-19 Back-to-School Campaign

- Pledge Postcard Home from Mayor Bowser
- Targeted Messaging and Outreach for Kindergarten and 9th Grades
- Plan for Youth Engagement on Attendance Policies (forthcoming)

GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

Count Me In!

EVERY DAY COUNTS!

Sign the pledge and commit to going to school on time, every day.

School Attendance Plans
- All schools required to complete a Tier 1 Attendance Plan as part of the Comprehensive School Planning (CSP) Process.
- Schools use the CSP to hone in on specific areas of academic and cultural focus, and the inclusion of Attendance Planning further emphasizes attendance as a district priority.
- A subset of targeted schools were asked to complete an attendance self-assessment

Home visiting/relationship building
- DCPS continues to partner with the Flamboyan Foundation to build strong family engagement practices in our schools. Though not focused specifically on attendance, school participation in Flamboyan home visit training has improved parent/teacher relationships, increased transparency between schools and communities, and built trust among students and families.

Attendance Committees (different from SST, or Student Support Team)
- Cross-functional groups of school staff that regularly meet to monitor student attendance, provide interventions to abate barriers to attendance, implement incentive programs and put in place proactive tiered supports.
- This committee reviews data regularly to respond to student and school needs on a rolling basis.

Summer Bridge Program
- DCPS Attendance Team focused on building connections between rising 9th graders and their receiving high schools, as well as helping Pre-K families transition to Kindergarten.
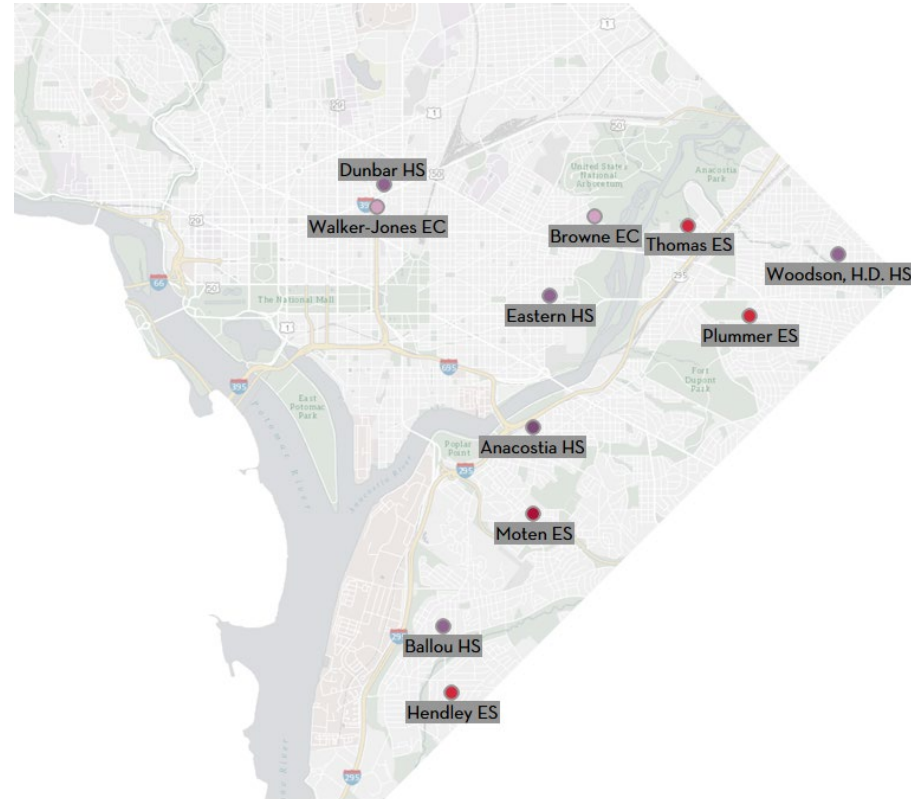
Public Charter School Interventions SY18-19

DC PCSB's Truancy Policy
- Per DC PCSB's Truancy Policy, schools that reach a certain truancy threshold by May of a school year must come before DC PCSB's Board and discuss what they are doing to address the problem (and may be issued a Notice of Concern).
- Thresholds are:
  - 30% truancy rate for elementary and middle schools
  - 35% truancy rate for high schools
  - 45% truancy rate for alternative schools

School Attendance Teams:
- Many schools create cross-functional attendance teams to identify each student's root cause of absenteeism and identify solutions to assist them. (For example, this team may consist of teachers, the homeless liaison, attendance counselor, and culture staff—it varies by LEA.)

Incentives:
- The majority of schools use positive incentives (e.g. field trips, pizza parties, opportunity to participate in raffles, dress down days)

Home Visiting:
- Many schools conduct home visits (some through partnerships with Flamboyan)

School Administrator quotes on Attendance Initiatives

"On one level, we utilize **home visits**, the **development of relationships with parents**, and the creation of **positive reasons** for the child to desire to attend school on time. On another level, we attempt to instill **hope**, which often times has been lost, and teach the young people about the **greater systems at play** around them that adversely affect their life."

"We have our own **food and clothes closet**. We also have **metro cards** to help with transportation."

"Daily **email messages, calls and text** to parents/guardians when a day is missed. Truancy follow up calls, letters to the family stating how truant child is, **meetings with family members** and staff to coordinate how to improve truancy issue (and discuss days already missed)."

"If there is an issue where a family is having difficulties with attending school because of **housing/food** our school counselor has given family resources on **housing assistance** and or **social services contacts**. If it is an instance where the parent is unable to afford transportation to get students to/from school we have found ways to either **provide money for WMATA transportation** for parent and/or **secure a ride** the student to get to school if possible."

"**Monthly Perfect Attendance Club** with a small **activity** and **public recognition** of students with 100% ISA for the prior month."

including home visits and family engagement, incentives,

process, to emphasize successful programs and reduce

or individual students/families during SY18-19, including :

ents about school

rral system

roviding interventions can measure the impact of their work

real time with DHS so that program providers can monitor

s to ensure that we can understand day by day and within

dent attendance

endance and understanding the impact of missed first period

Appendix

OFFICE OF THE CITY ADMINISTRATOR
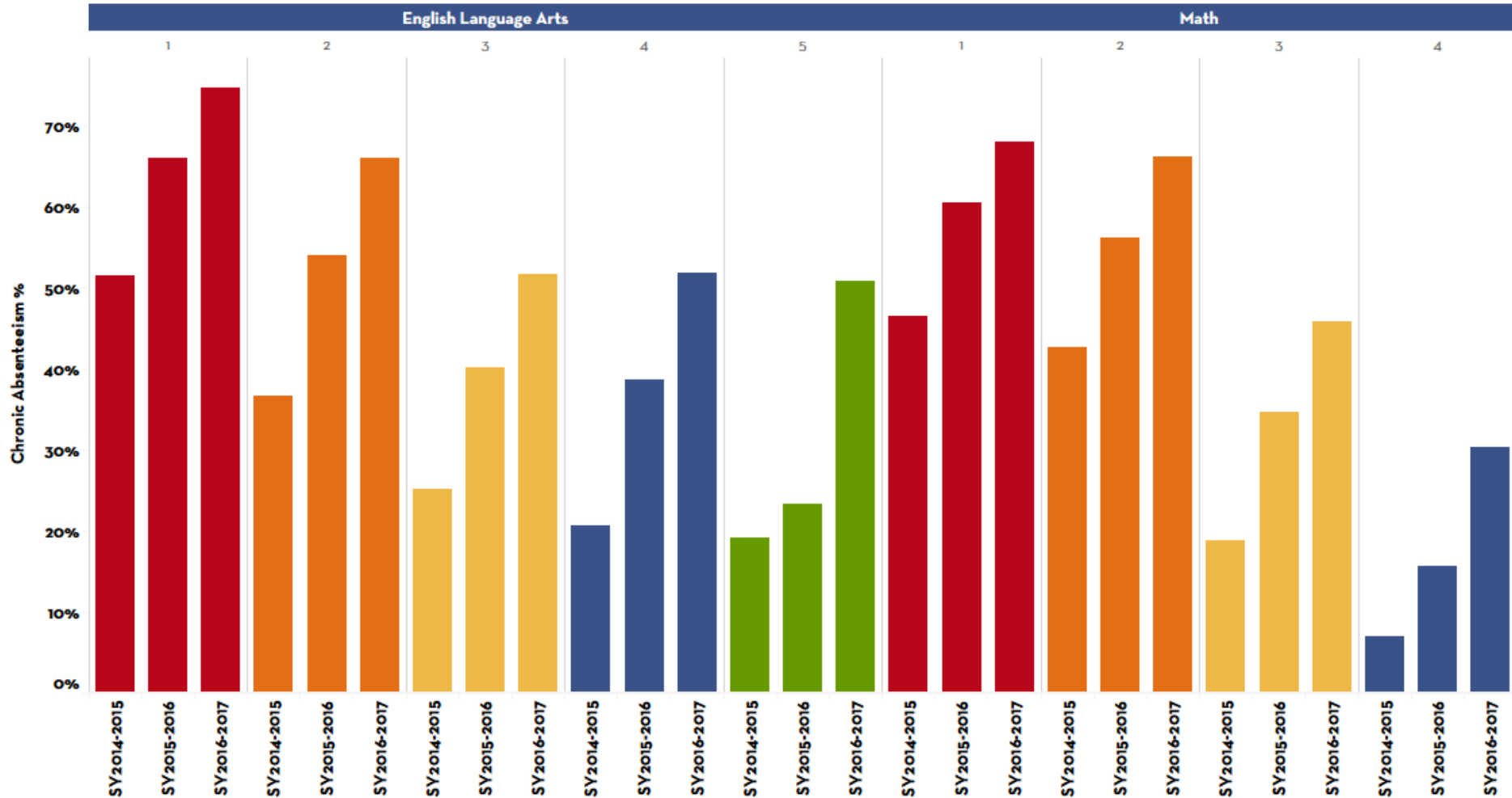**BUDGET**
& PERFORMANCE MANAGEMENT

Chart follows students who took the PARC exam in SY2014-2015 and tracks rates of absenteeism by PARC score for the following two years.

Source: (OSSE) Analysis of Attendance and Graduation Outcomes at Public High Schools in the District of Columbia, January 2018

Every Day Counts! Taskforce Strategic Planning

Plan Element	Targeted Growth Area	SY18-19 Activity
I. Actionable Data	A. Data Sharing with Attendance Partners	EDC! Data Committee Data Sharing
	B. Chronic Absenteeism Included in Reporting	EDC! Quarterly Reporting on Chronic Absence
II. Culture & Capacity Building	A. Trauma Informed Practices	OVSJG Trauma Training Bank
	B. Supportive Policies & Practices	TBD
III. Positive Engagement	A. Citywide Message	EDC! Citywide Campaign (cont'd)
	B. Engage Community Stakeholders	EDC! Attendance Summit
IV. Leadership	A. Community Leadership	EDC! Attendance Summit Follow-up
	B. School Leadership	EDC! Community of Practice
V. Shared Accountability	A. Program Evaluation	Proving Ground Partnership
VI. Partnerships & Investments	A. Transportation + Homeless Students Pilot	EDC! Pilot Project: Targeted Travel Assistance for Homeless Students
	B. Safety Passage Pilot	EDC! Pilot Project: Safe Passage Partnership
	C. School Capacity/Family Engagement	EDC! Pilot Project: Youth & Family Engagement in High School
	D. Health	Child Health Provider Survey
	E. Recognition/Rewards	EDC! Pilot Project: Adopt-a-School