



EDC! Taskforce



January 9, 2024

Agenda



- **Sy 22-23 Attendance Report & Hearing Reflection from Deputy Mayor for Education**
- **OSSE SY 22-23 Annual Attendance Report**
- **Update on strategic work from partners at EducationCounsel**
- **Collaborative for Attendance Resources in Education and Health (CARE-H)**
- **Next Steps & Closing**

District of Columbia Attendance Report 2022-23

School Year

OSSE Education Research Analyst, Allison Young, PhD



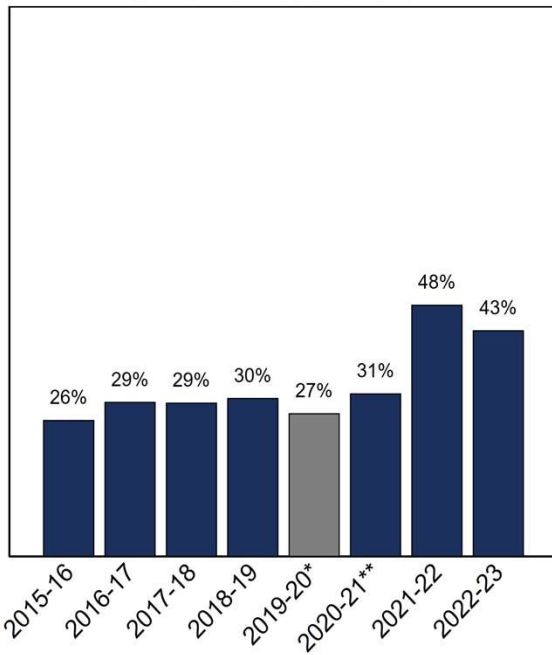
Attendance Report

2022-23 School Year

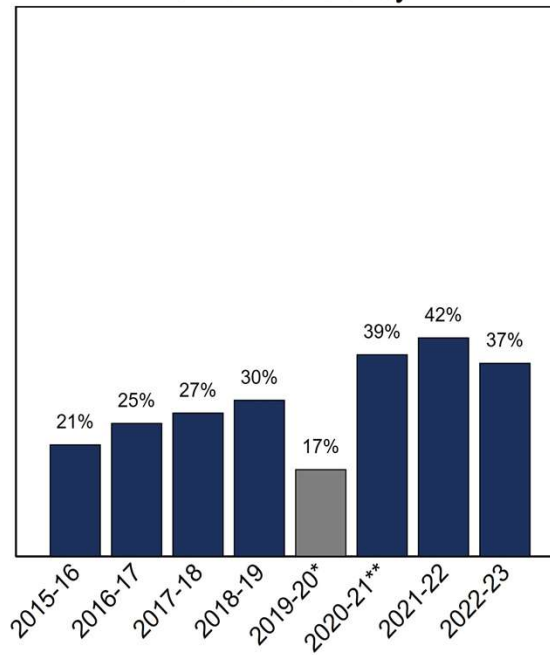
Jan. 9, 2024 | Allison Young

Annual Chronic Absenteeism and Chronic Truancy Rates SY2015-16 - SY2022-23

Chronic Absenteeism



Chronic Truancy



State-level rates of Chronic Absenteeism and Chronic Truancy, by School Year

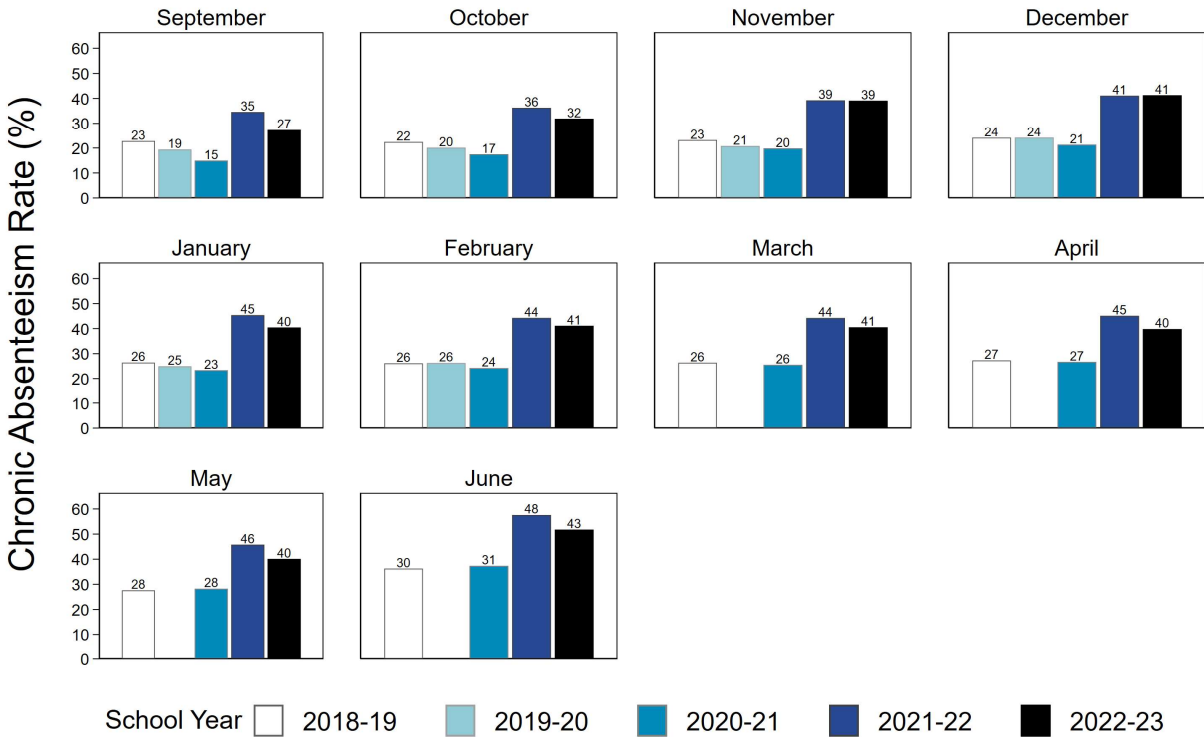
Chronic absenteeism and chronic truancy declined slightly from the 2021-22 school year, but remain at historically high levels

*Data for SY2019-20 are only through March 13th; data include partial days.

**Data for SY2020-21 include both remote and in-person learning environments; data include partial days.



Chronic Absenteeism Rate, by Month SY2018-19 - SY2022-23

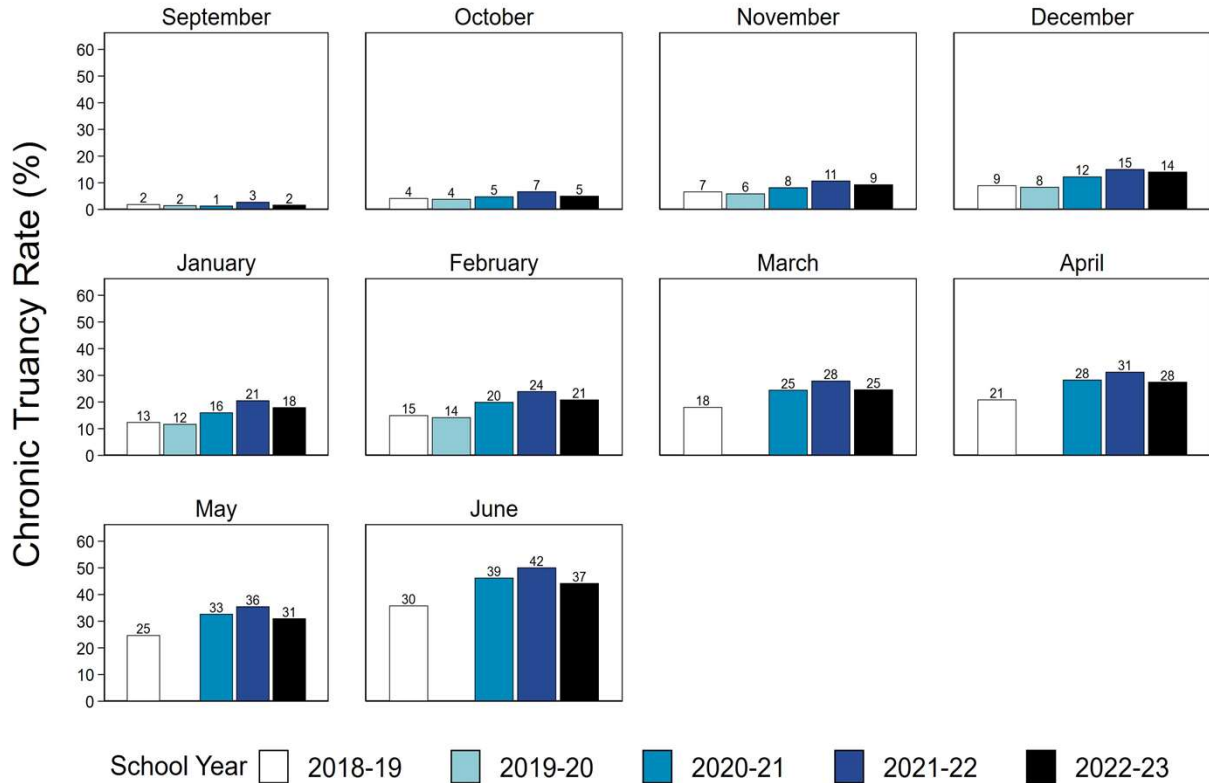


State-level rates of Cumulative Chronic Absenteeism, by Month and School Year

Chronic absenteeism rates were lower in most months in the 2022-23 school year than the 2021-22 school year



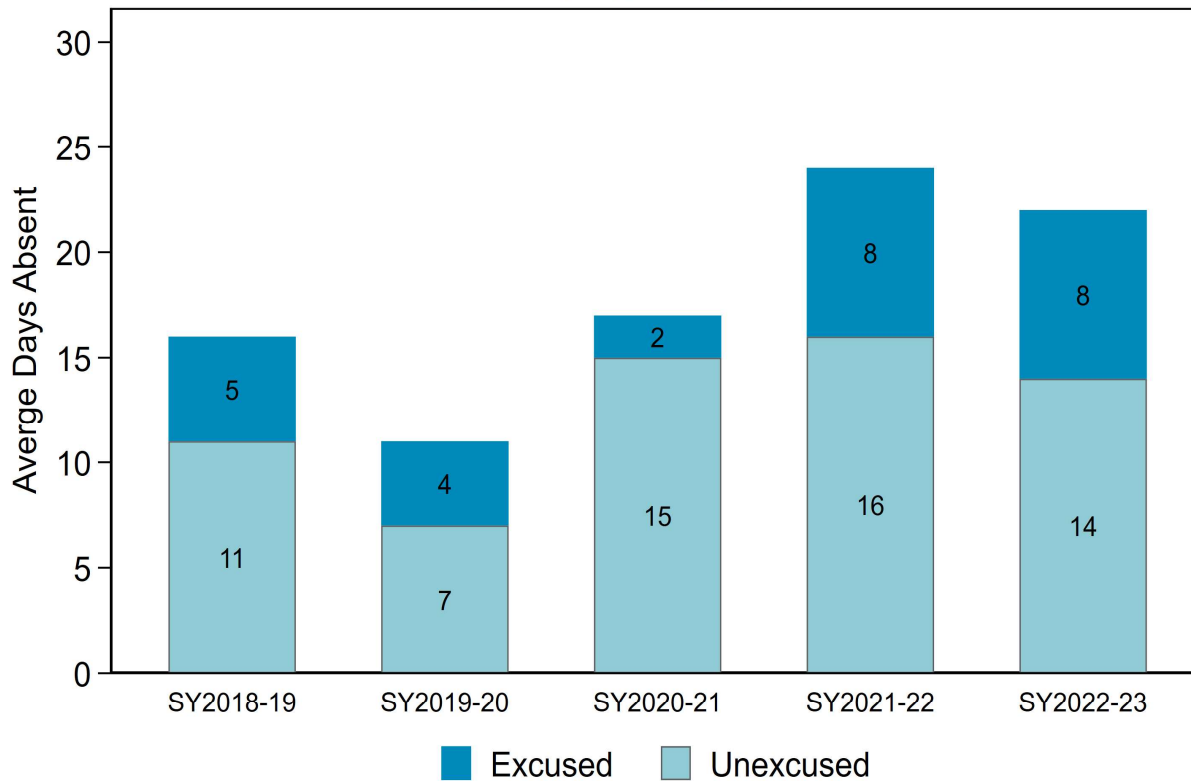
Chronic Truancy Rate, by Month SY2018-19 - SY2022-23



State-level rates of Cumulative Chronic Truancy, by Month and School Year

Chronic truancy rates were consistently lower across all months in the 2022-23 school year compared to the 2021-22 school year

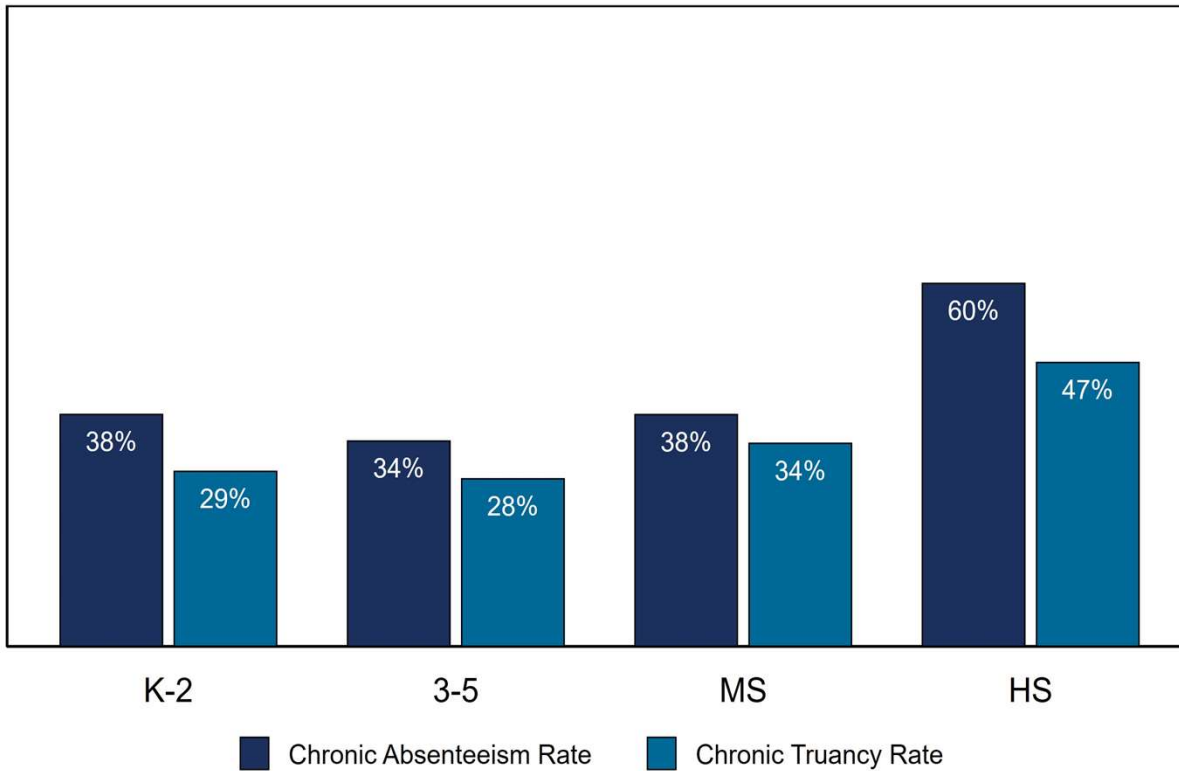
Average Days of Excused and Unexcused Absences SY2018-19 - SY2022-23



Average Days of Excused and Unexcused Absences per Compulsory Age Student, by School Year

While the increase in chronic absenteeism in the 2021-22 school year was driven mostly by excused absences, the small decline in the 2022-23 school year is driven by decreases in unexcused absences

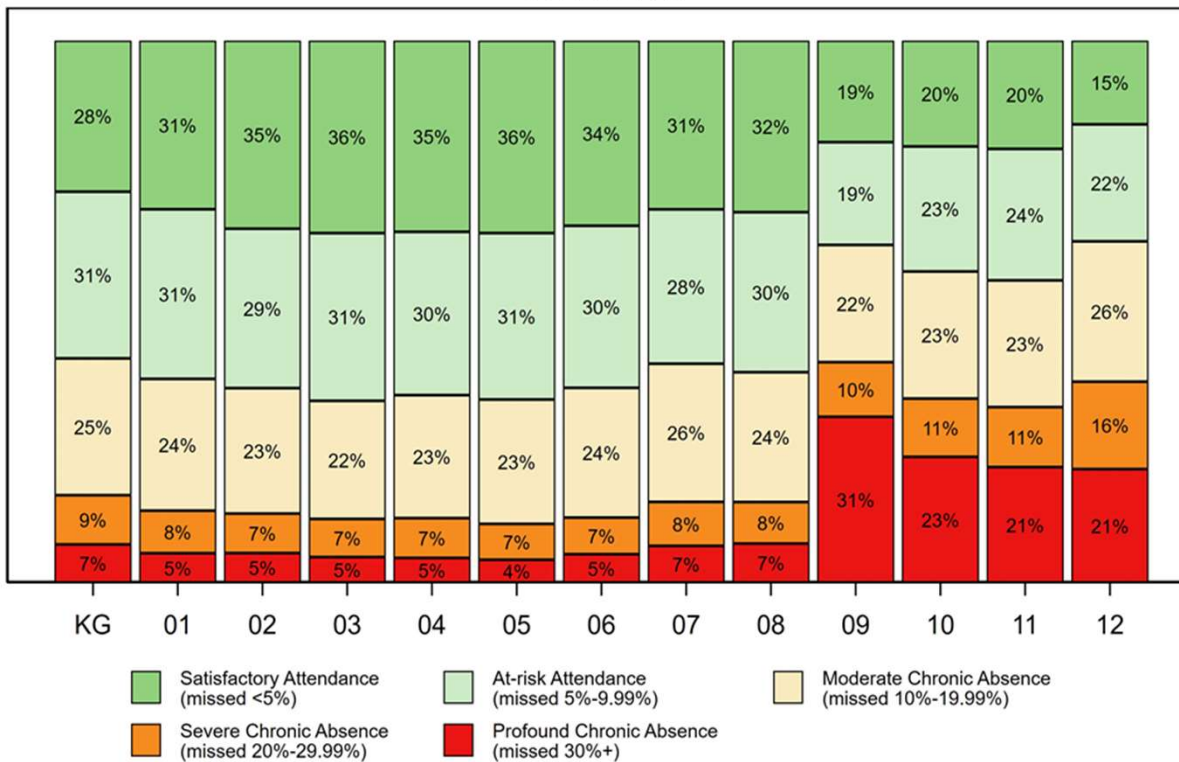
Chronic Absenteeism and Chronic Truancy, by Gradeband SY2022-23



Chronic Absenteeism and Chronic Truancy by Grade Band, SY2022-23

High school students continue to have the highest rates of chronic absenteeism and chronic truancy

Chronic Absenteeism Risk Tiers by Grade SY2022-23

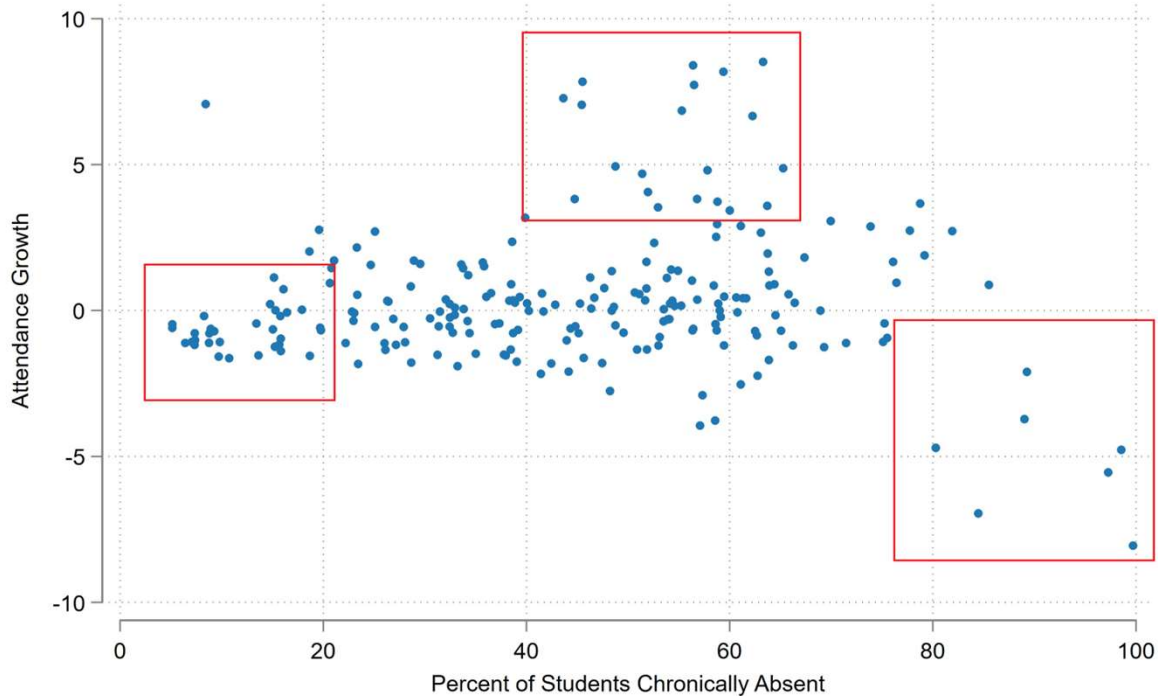


Absenteeism Risk Tiers, by Grade, SY2022-23

High school students have the highest levels of chronic absenteeism



School Chronic Absenteeism and Attendance Growth



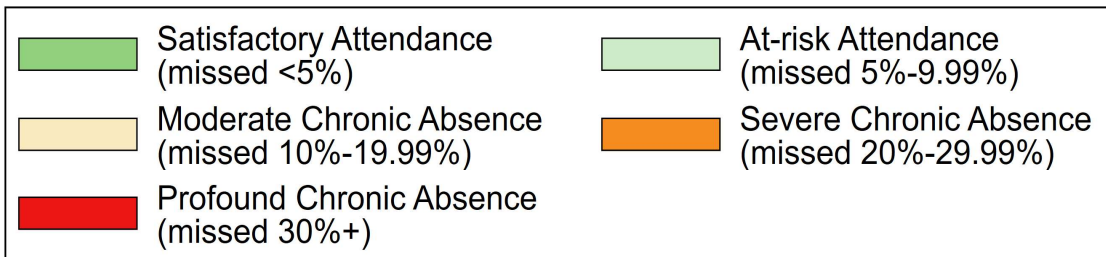
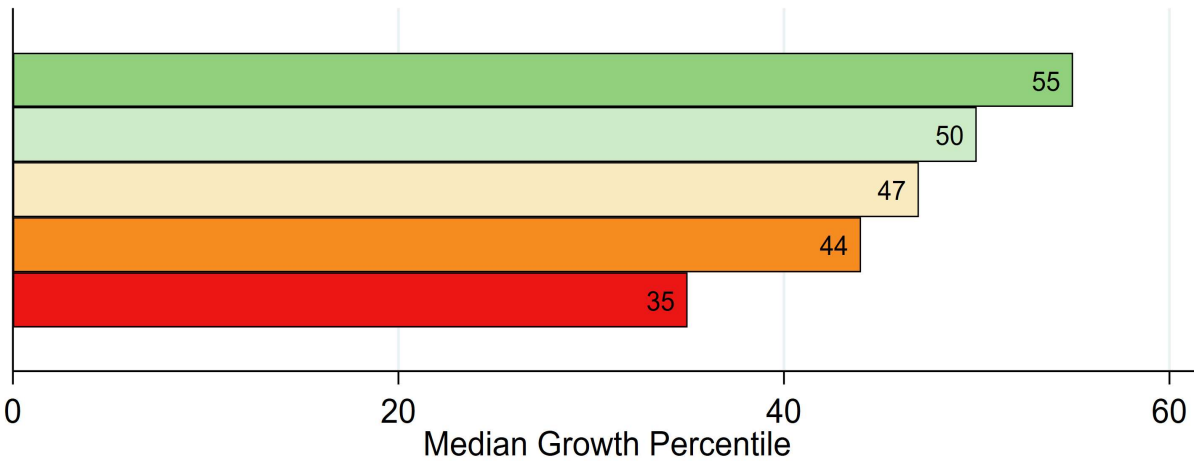
School Chronic Absenteeism and Attendance Growth

Schools with low levels of chronic absenteeism tend to cluster around the median level of attendance growth

Some schools with moderate to high levels of chronic absenteeism have high levels of attendance growth

Some schools with very high levels of chronic absenteeism also have low levels of attendance growth

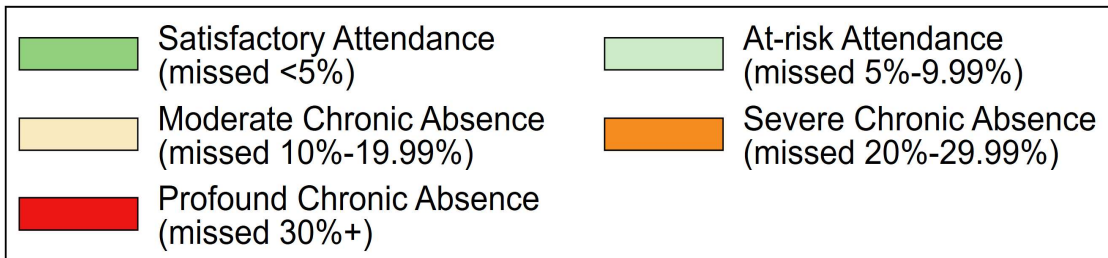
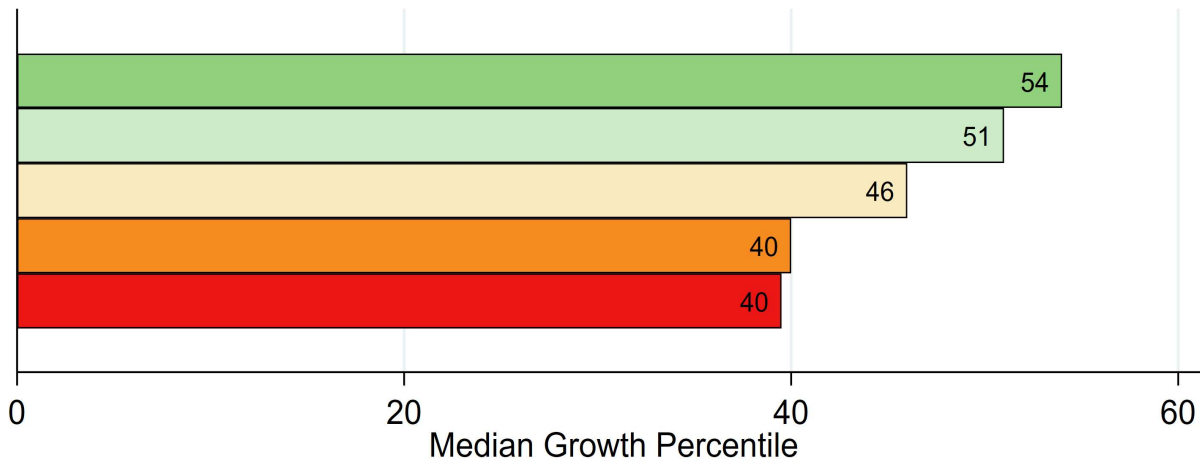
ELA Median Growth Percentile by Chronic Absenteeism Risk Tier SY2022-23



ELA Median Growth Percentile by Chronic Absenteeism Risk Tier

Students who were not chronically absent had above-average growth on the PARCC English Language Arts Assessment from the 2021-22 school year to the 2022-23 school year; students who were chronically absent had below-average growth on the PARCC English Language Arts Assessment

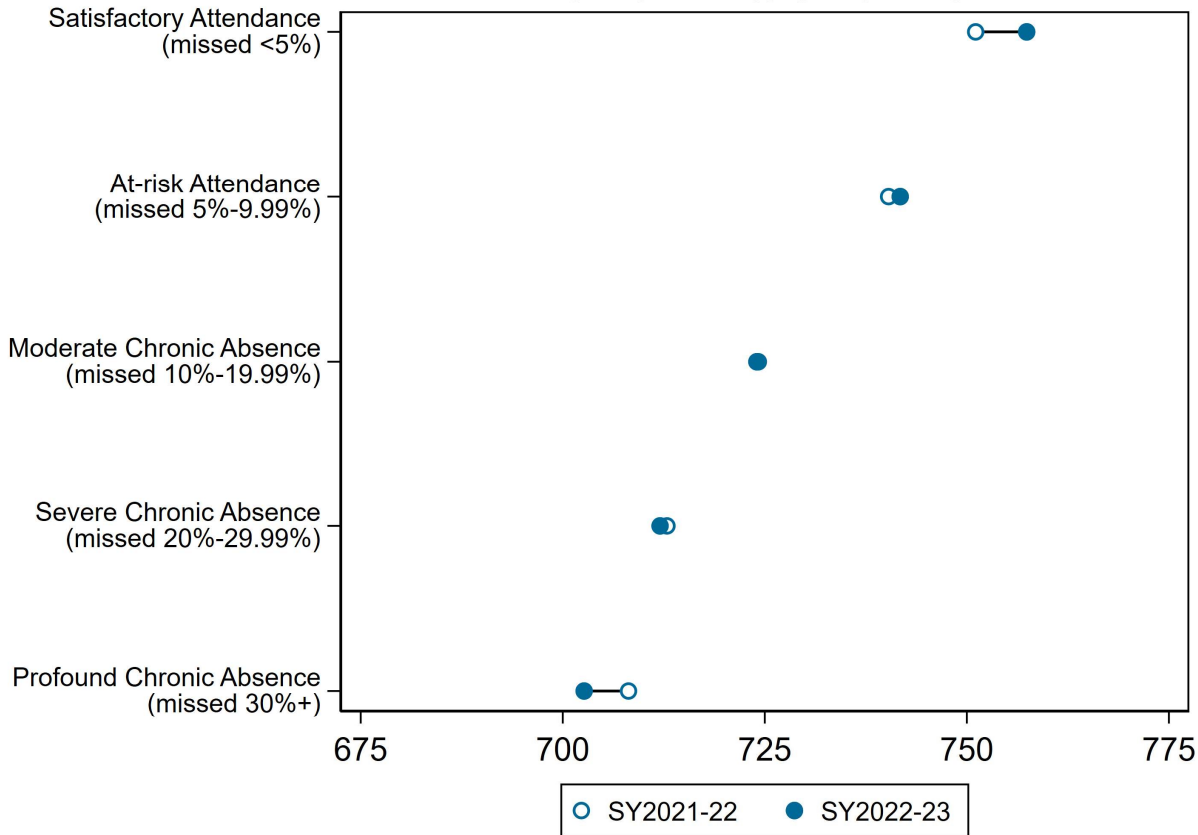
Math Median Growth Percentile by Chronic Absenteeism Risk Tier SY2022-23



Math Median Growth Percentile by Chronic Absenteeism Risk Tier

Students who were not chronically absent had above-average growth on the PARCC Math assessment from the 2021-22 school year to the 2022-23 school year; students who were chronically absent had below-average growth on the PARCC Math assessment

High School Growth in PARCC ELA Scale Score
SY2021-22 to SY2022-23

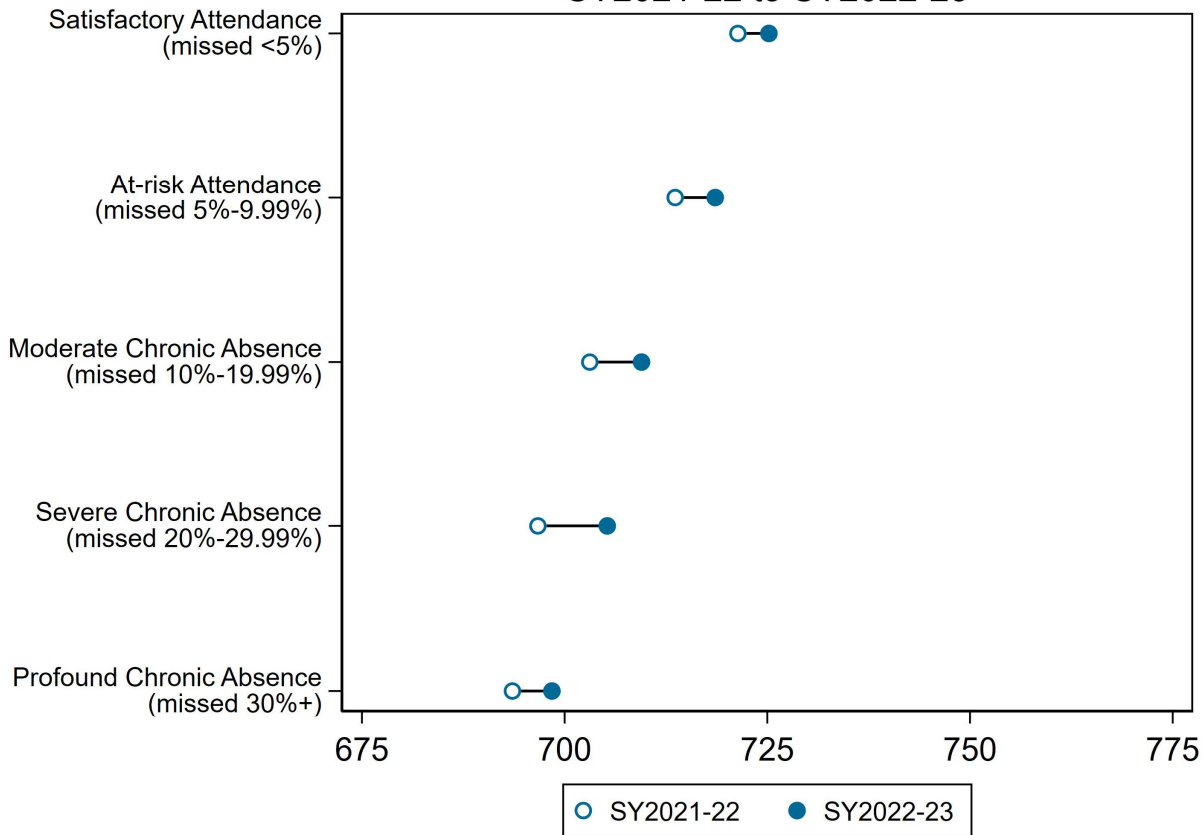


High School ELA PARCC Growth by Chronic Absenteeism Risk Tier

High school students who were not chronically absent had greater growth on the PARCC English Language Arts assessment from the 2021-22 school year to the 2022-23 school year than high school students who were chronically absent, who had negative growth



High School Growth in PARCC Math Scale Score
SY2021-22 to SY2022-23



High School Math PARCC Growth by Chronic Absenteeism Risk Tier

High school students in all absenteeism risk tiers made growth on the PARCC Math assessment from the 2021-22 school year to the 2022-23 school year, but chronically absent students' scores still lag those of non-chronically absent students



School Characteristics Analysis

- Community schools
 - No significant relationship with in-seat attendance
- Restorative Justice
 - No significant relationship with in-seat attendance
- Advanced Technical Center
 - Students who took classes at the Advanced Technical Center (ATC) had in-seat attendance rates nearly 7 percentage points higher in their regular high schools than students who did not take classes at the ATC, controlling for other student characteristics
- School size
 - For every additional 100 students enrolled in a school, students' in-seat attendance rates were half a percentage point lower, on average, controlling for other student characteristics
- School Start Time
 - No significant relationship with in-seat attendance for elementary and middle school students
 - High school students who attended schools with later start times also had lower in-seat attendance, on average

FIND US

ADDRESS:

1050 First St. NE,
Washington, DC 20002

PHONE:

(202) 545-7229

EMAIL:

Allison.Young@dc.gov

1/9/2024

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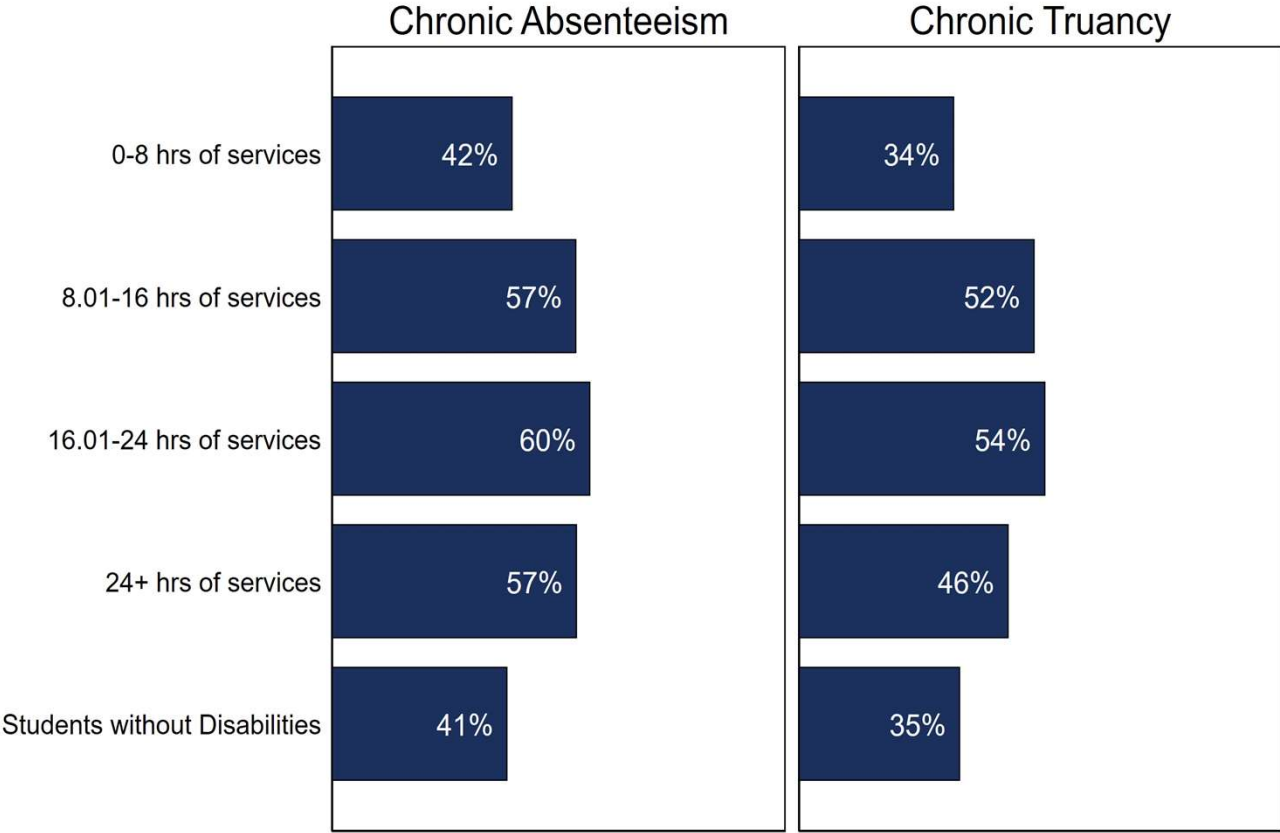


Instagram.com/ossedc



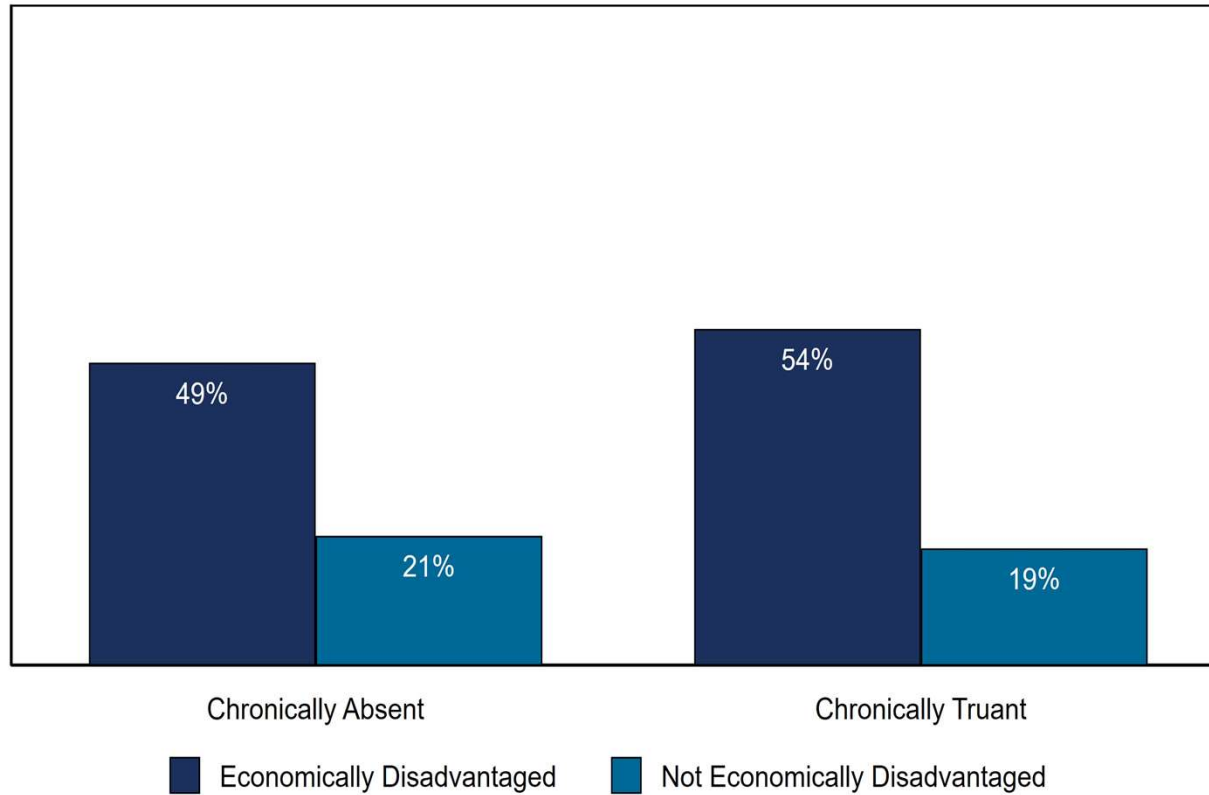
Chronic Absenteeism and Chronic Truancy by Prescribed Hours of Special Education Services

SY2022-23



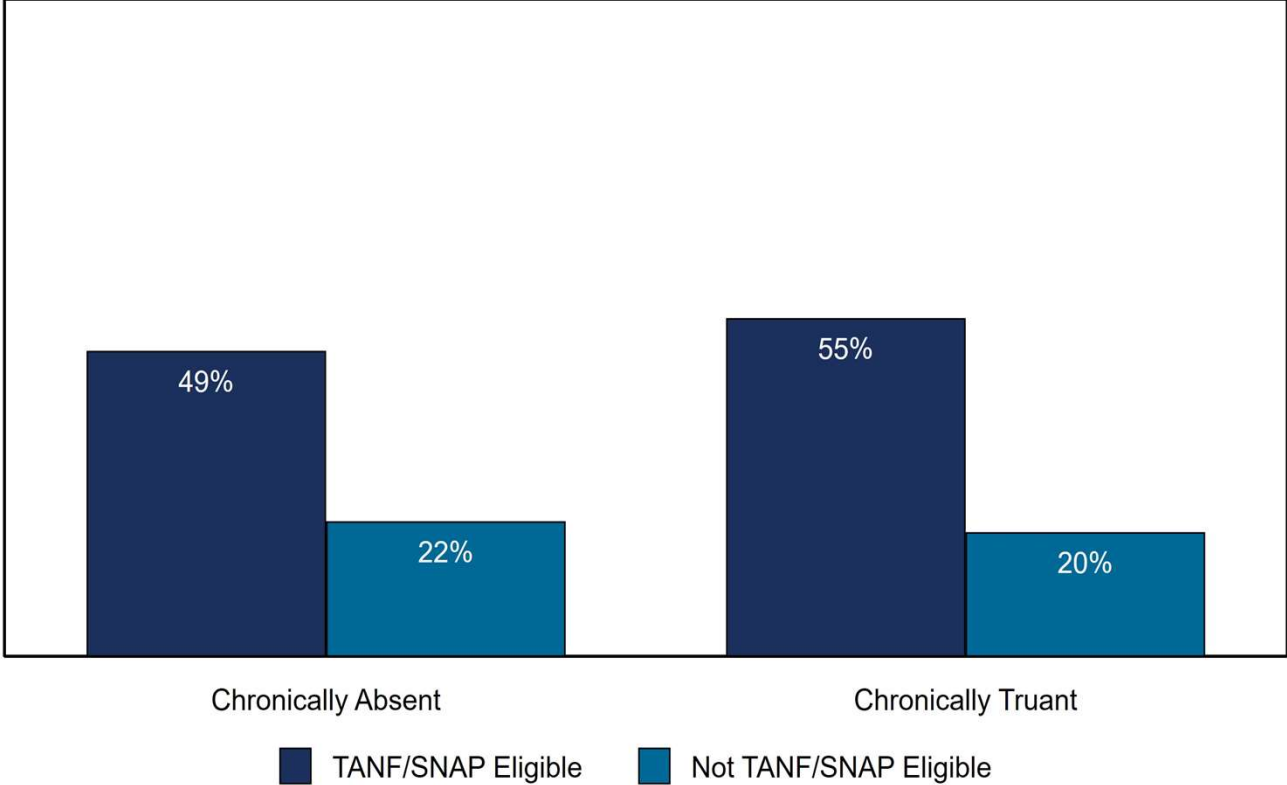
Chronic Absenteeism and Chronic Truancy Rates by Economic Disadvantage

SY2022-23

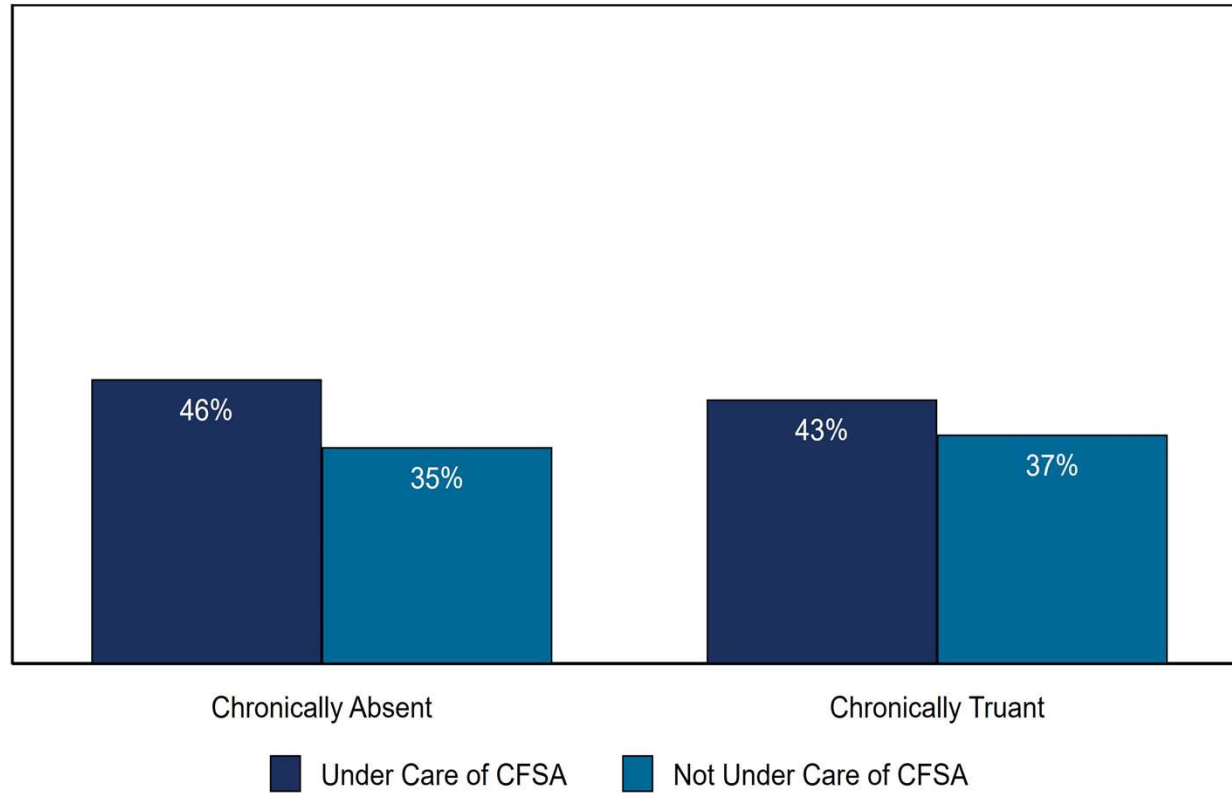


Chronic Absenteeism and Chronic Truancy Rates by TANF/SNAP Eligibility

SY2022-23



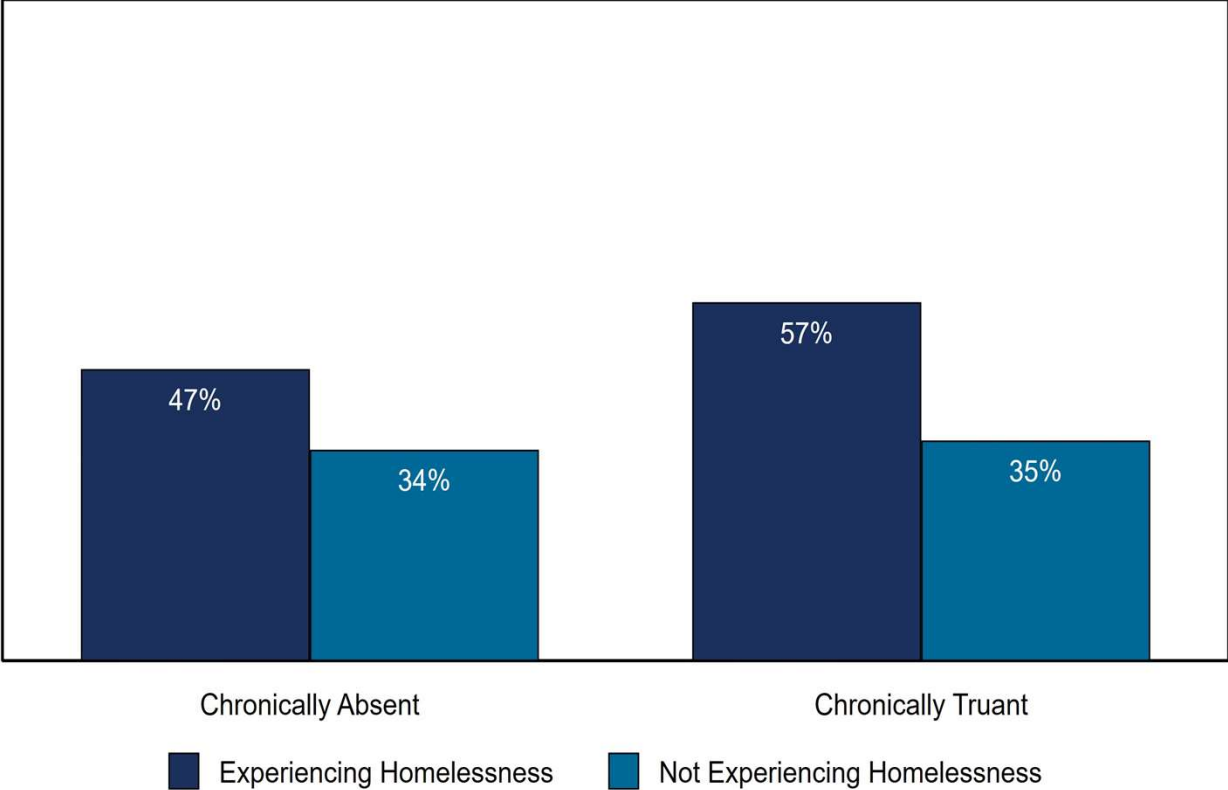
Chronic Absenteeism and Chronic Truancy Rates by CFSA Status SY2022-23



1/9/2024

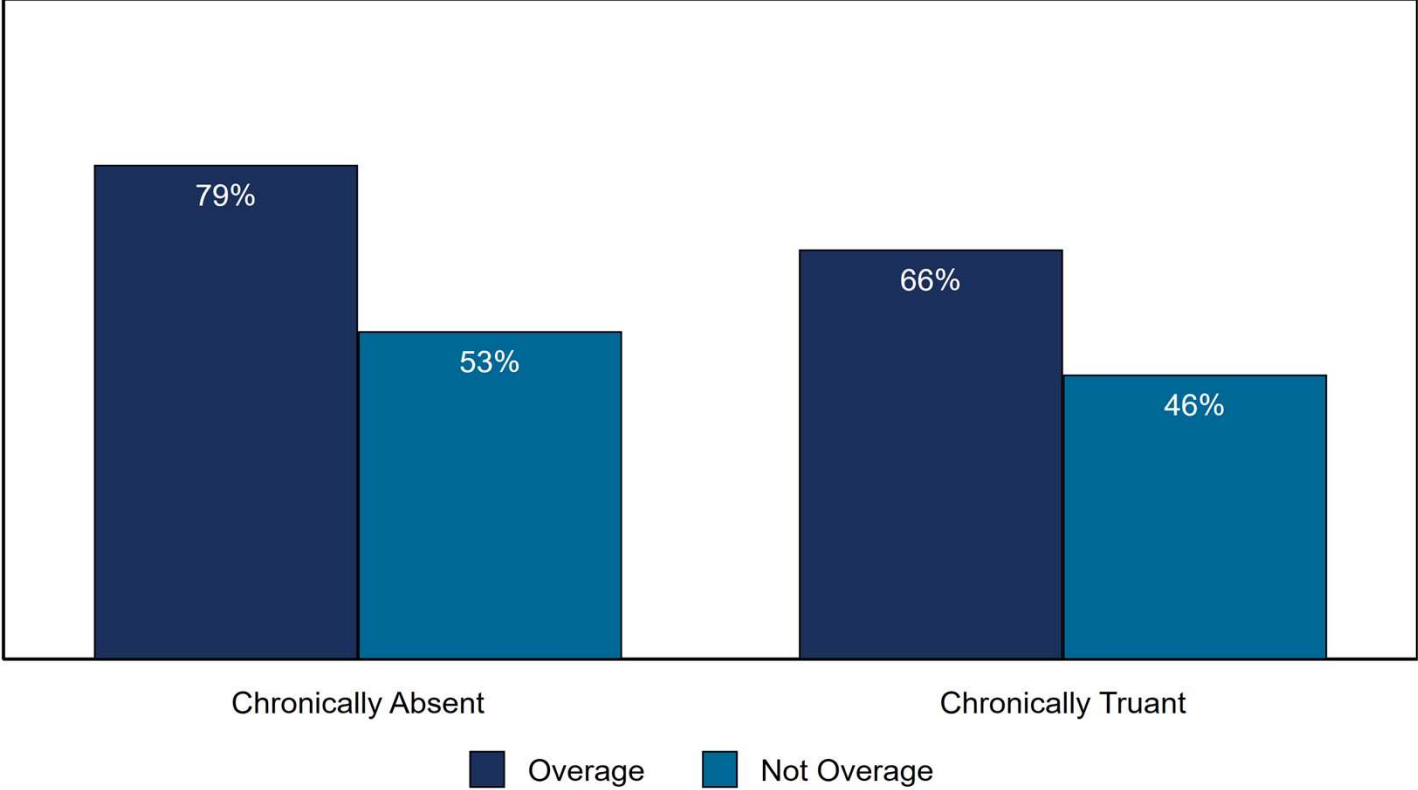
Chronic Absenteeism and Chronic Truancy Rates by Homelessness Status

SY2022-23

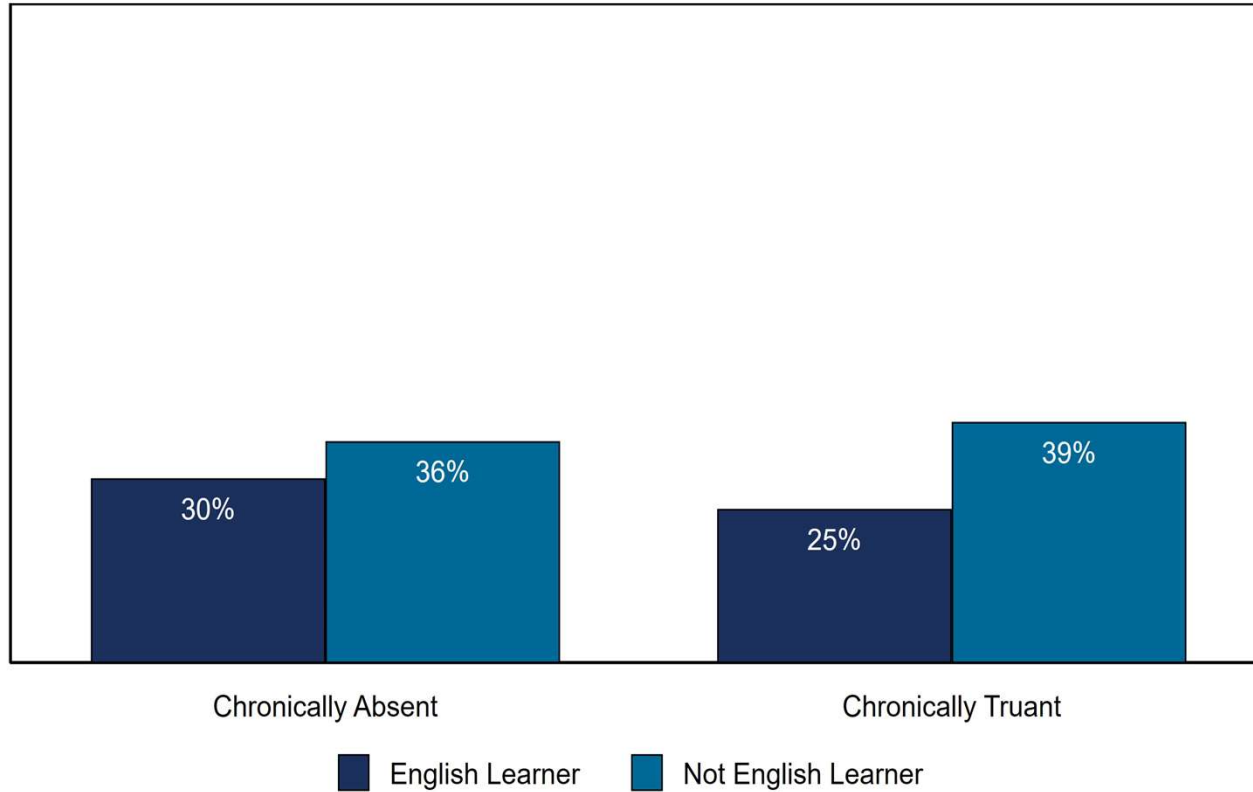


Chronic Absenteeism and Chronic Truancy Rates by Overage Status

SY2022-23



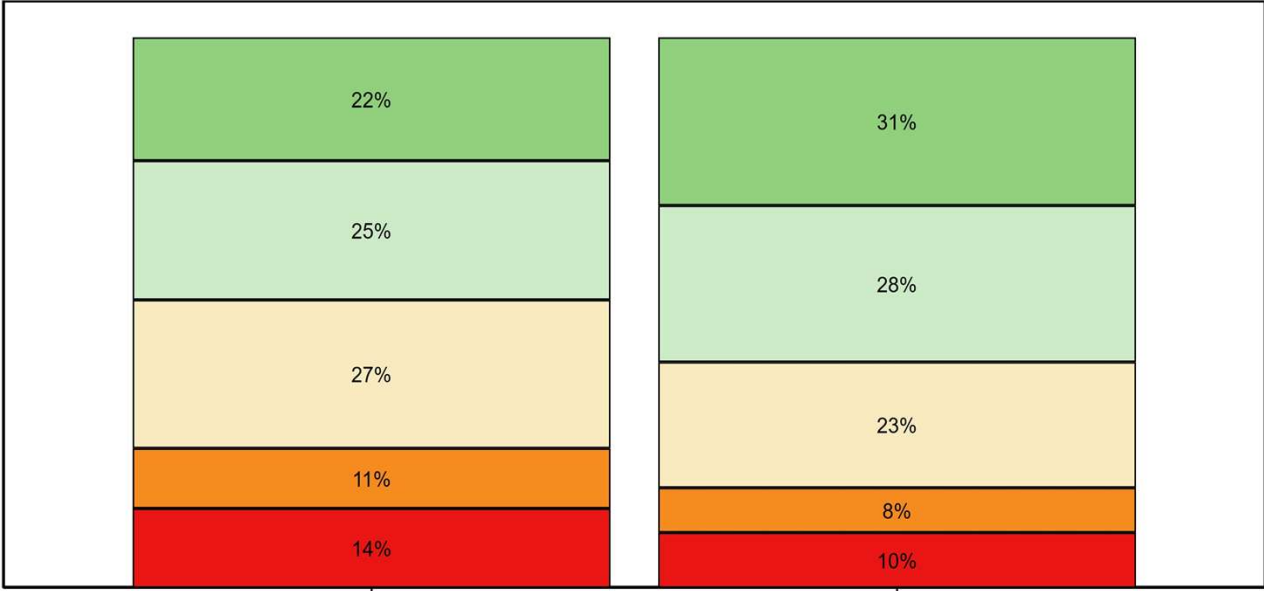
Chronic Absenteeism and Chronic Truancy Rates by English Learner Status SY2022-23



1/9/2024

Chronic Absenteeism Risk Tiers by Disability Status

SY2022-23



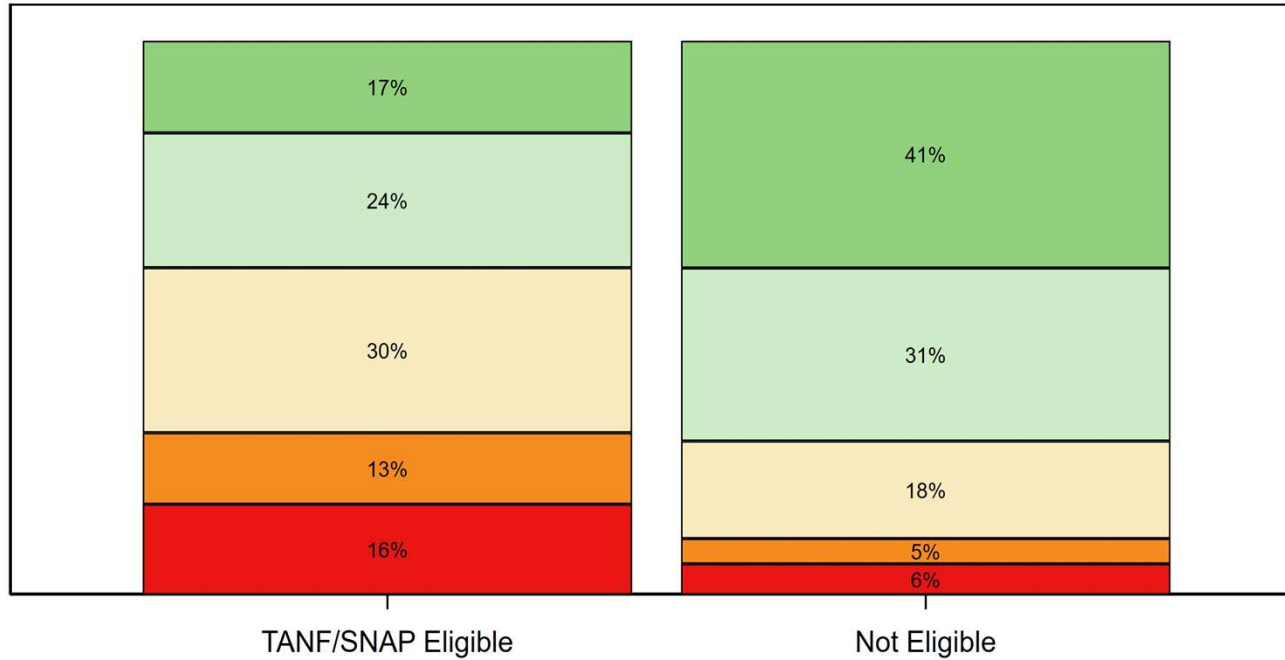
Students with Disabilities

Students without Disabilities

- Satisfactory Attendance (missed <5%)
- At-risk Attendance (missed 5%-9.99%)
- Moderate Chronic Absence (missed 10%-19.99%)
- Severe Chronic Absence (missed 20%-29.99%)
- Profound Chronic Absence (missed 30%+)

Chronic Absenteeism Risk Tiers by TANF/SNAP Eligibility

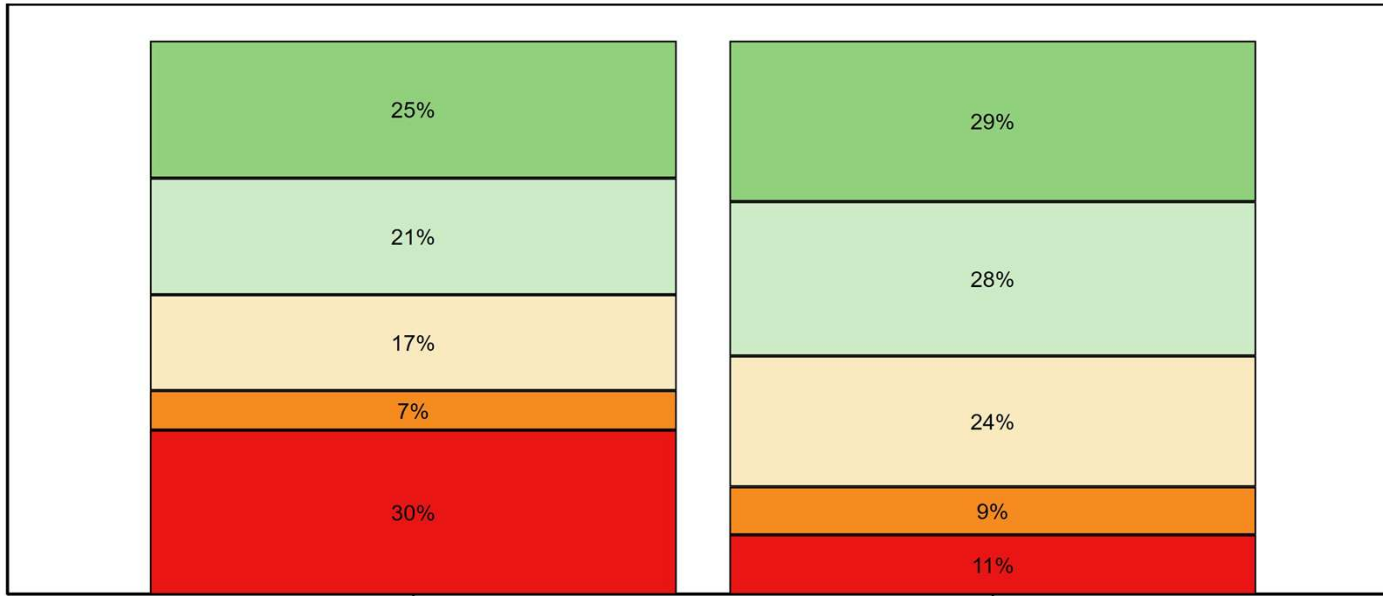
SY2022-23



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- Satisfactory Attendance (missed <5%)
- At-risk Attendance (missed 5%-9.99%)
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- Severe Chronic Absence (missed 20%-29.99%)
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Chronic Absenteeism Risk Tiers by CFSA Status SY2022-23



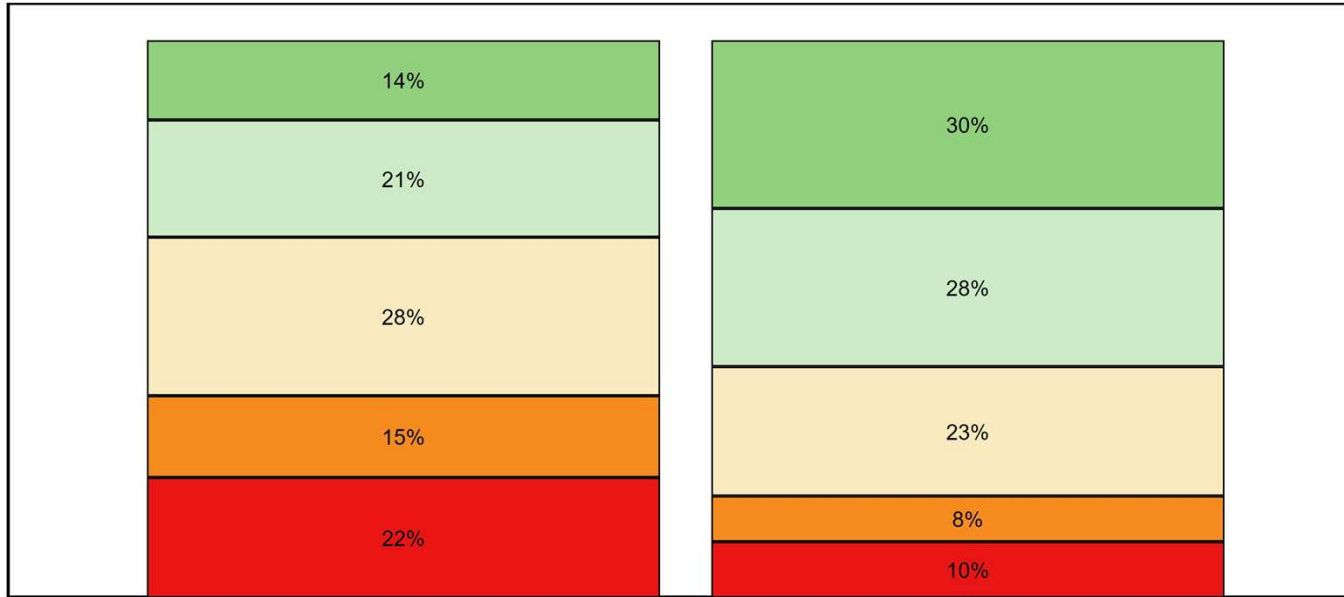
Under Care of CFSA

Not Under Care of CFSA

- Satisfactory Attendance (missed <5%)
- At-risk Attendance (missed 5%-9.99%)
- Moderate Chronic Absence (missed 10%-19.99%)
- Severe Chronic Absence (missed 20%-29.99%)
- Profound Chronic Absence (missed 30%+)

Chronic Absenteeism Risk Tiers by Homelessness Status

SY2022-23

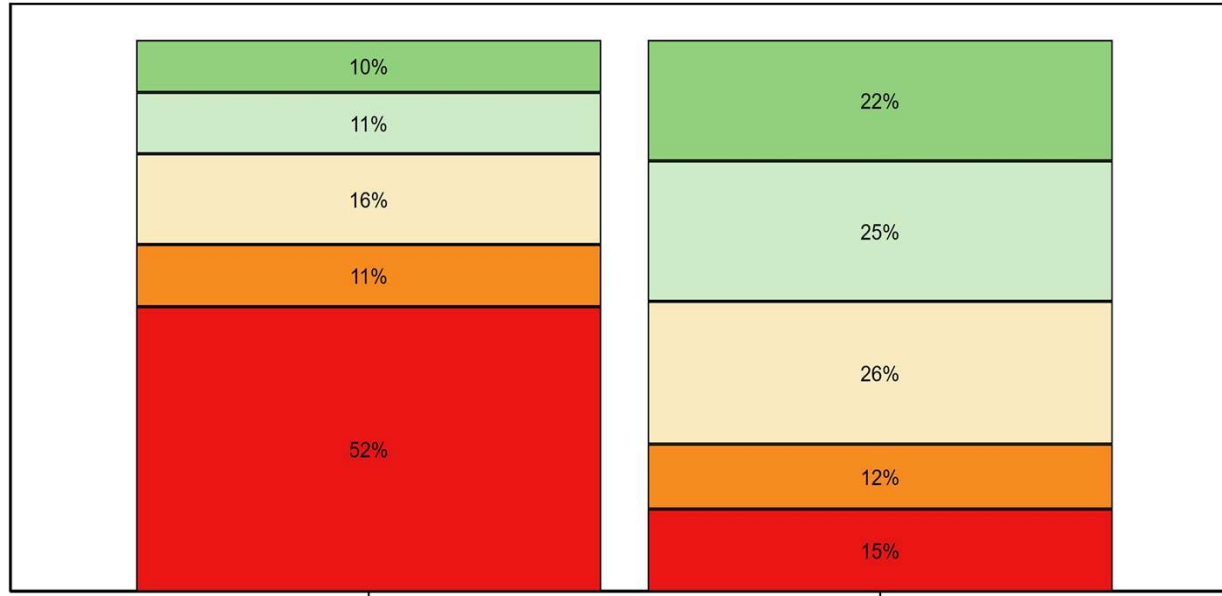


Experiencing Homelessness

Not Experiencing Homelessness

- Satisfactory Attendance (missed <5%)
- At-risk Attendance (missed 5%-9.99%)
- Moderate Chronic Absence (missed 10%-19.99%)
- Severe Chronic Absence (missed 20%-29.99%)
- Profound Chronic Absence (missed 30%+)

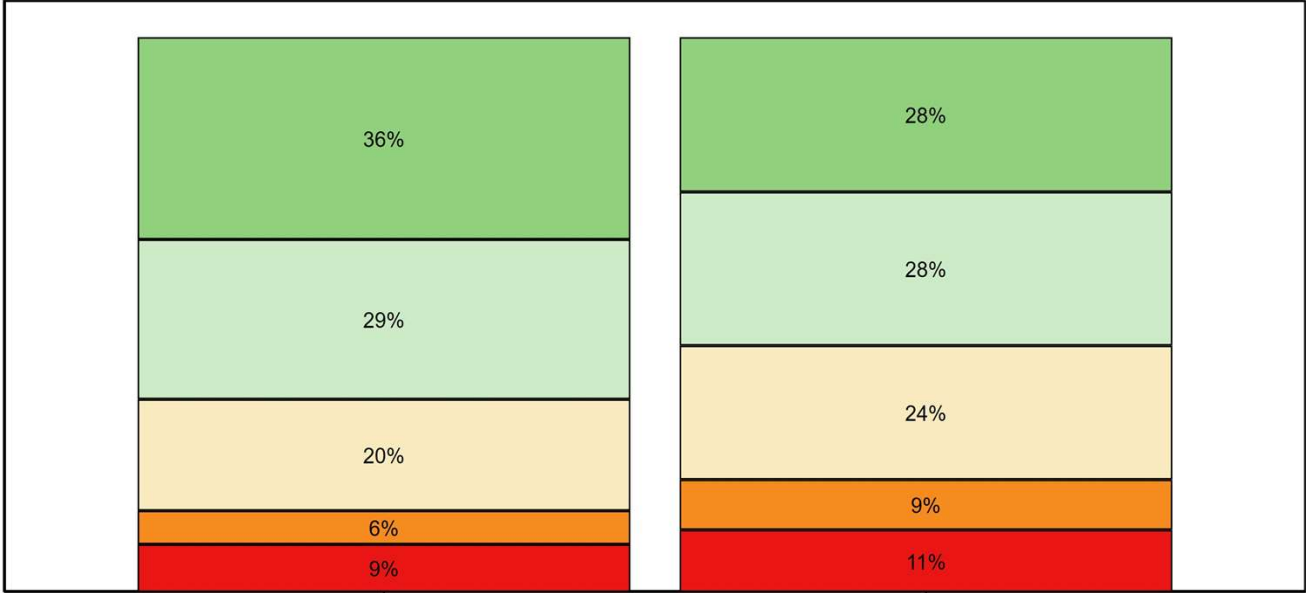
Chronic Absenteeism Risk Tiers by Overage Status SY2022-23



- Satisfactory Attendance (missed <5%)
- At-risk Attendance (missed 5%-9.99%)
- Moderate Chronic Absence (missed 10%-19.99%)
- Severe Chronic Absence (missed 20%-29.99%)
- Profound Chronic Absence (missed 30%+)

Chronic Absenteeism Risk Tiers by English Learner Status

SY2022-23



English Learners

Not English Learners

- Satisfactory Attendance (missed <5%)
- At-risk Attendance (missed 5%-9.99%)
- Moderate Chronic Absence (missed 10%-19.99%)
- Severe Chronic Absence (missed 20%-29.99%)
- Profound Chronic Absence (missed 30%+)

Every Day Counts! Taskforce Strategic Future

Senior Policy Advisor at EducationCounsel, Edward Smith, PhD

and Interagency Collaboration in D.C.

Initial Presentation of Interview Themes and Perspectives

January 9, 2023

EducationCounsel
Policy | Strategy | Law | Advocacy

Agenda

1

Goals for Partnership between DME & Education Counsel

2

Timeline of Activities

3

Initial Observations

4

Group Discussion & Feedback

Partnership Goals

*To support DME and the Every Day Counts!
Taskforce in **strengthening** their shared and
comprehensive strategy to **improve** inter-agency
collaboration and address chronic absenteeism in
D.C. schools.*

Areas of Exploration

Promote Inter-Agency Collaboration

- Gather insights from stakeholders and national best practices regarding cross-agency/public-private collaboration.
- Enhance interagency understanding of key goals and measurable objectives to address chronic absenteeism.
- Co-develop recommendations with DME and EDC Taskforce for improved coordination/collective action across agencies to attain greatest impact.

Create a Shared Understanding of Chronic Absenteeism Strategies

- Gather insights and review strategies offered by EDC Taskforce members; review national frameworks/examples of successful interventions.
- Identify root causes for the rise in chronic absenteeism in D.C. post-COVID-19 pandemic.
- Provide recommendations for coordinating, amending, and adding to current strategies as appropriate based on evidence and experience.

Recommend Strategies for the Every Day Counts! Taskforce

- Support leadership and membership in exploring the best roles of the EDC Taskforce.
- Work with DME and the EDC Taskforce to craft recommendations for developing a shared vision.
- Jointly discern roles and responsibilities of represented agencies and identify potential accountability mechanisms for progress toward goals and objectives.

Timeline of Activities



Initial Themes from Interviews

- Strong agreement regarding the importance of—and need for—a city-wide approach to address the challenge
- Appreciation for DME's analysis of trends and convening activities with requests for updated and more nuanced analyses of existing and past interventions
- Desire for improved understanding of underlying root causes and stronger alignment on key goals, priorities, and indicators of progress
- Strong interest in working together as EDC to establish clear roles and promote collective action

Initial Observations from Interviews



Inter-Agency Collaboration

Desire for increased coordination and communication, both in goals and actions.

Need for a shared understanding of roles and attendance-related projects led by each agency to identify areas for collaboration.

Stronger sense of who or which entity is chiefly responsible for driving progress toward outcomes – and an accountability mechanism for agencies' progress toward goals and objectives.



Attendance Strategies

Strategies and interventions should be:

Individualized, attending to the whole child while addressing potential socio-environmental factors and systemic challenges.

Informed by students, families, and school practitioners/leaders, in coordination with relevant agencies to facilitate productive communication.

Aligned with reassessment of policies, data collection, and reporting practices, acknowledging new learning conditions and perceptions on attendance post-pandemic.



Taskforce Impact

Need for a cohesive vision for the EDC's work, with stronger alignment on goals, objectives, and indicators.

Return of smaller working groups, dedicated to specific elements of issues impacting attendance.

Enhanced dashboard or repository to foster strategic connections, coordination, and assessment of past/ongoing interventions (to facilitate work between meetings).

Process to translate Taskforce conversations and takeaways to school leaders/practitioners.

Questions and Feedback

1. Is this congruent with your observations and experience? What resonates and what would you add or amend?
2. As we continue this work, what additional processes do you feel are important in terms of outreach, discussions, analysis, etc.?
3. Are there any other points or feedback you would like to contribute to this discussion at this stage?

Thank you!

scott.palmer@education

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Collaborative for Attendance Resources in Education and Health (CARE-H)

Dr. Jatoya Manget & Dr. Danielle Dooley, Children's National Hospital



Children's National.

Collaborative for Attendance Resources in Education and Health (CARE-H)

2021-2023 Program Outcomes

DC State Superintendent of Education



- “Schools don’t own attendance. The community does.”
 - -Dr. Christina Grant
- DC State Superintendent of Education

American Academy of Pediatrics

In February 2019 , AAP released a [policy statement](#) regarding the role of pediatric providers in addressing school attendance.



American Academy
of Pediatrics

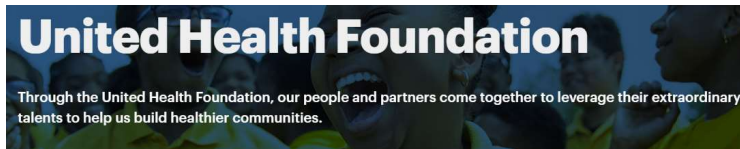


DEDICATED TO THE HEALTH OF ALL CHILDREN™

The Link Between School Attendance and Good Health

Mandy A. Allison, MD, MSPH, FAAP,^a Elliott Attisha, DO, FAAP,^b COUNCIL ON SCHOOL HEALTH

A Pediatric Population Health Collaboration

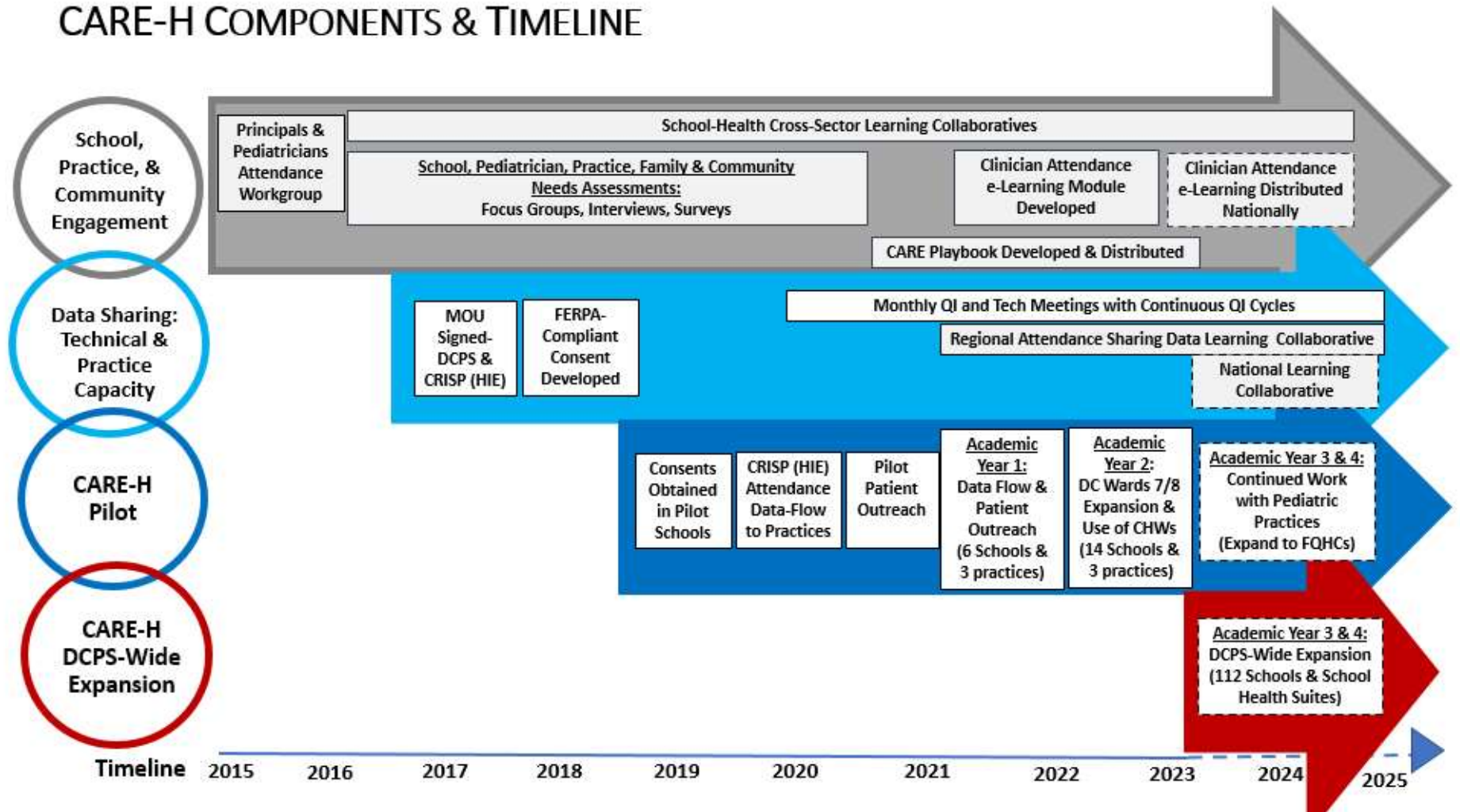


CARE-H Overview

- **Collaborative for Attendance Resources in Education and Health**
 - Aims to:
 - Pilot integration of school attendance data into pediatric practice
 - Align resources and support for students to improve academic and health outcomes
 - Decrease chronic absenteeism
 - Outreach to improve school attendance by:
 - Identifying families that might need **medical, oral and mental health interventions**
 - Assessing and providing **resources for social barriers to attendance**

CARF-H Timeline

CARE-H COMPONENTS & TIMELINE



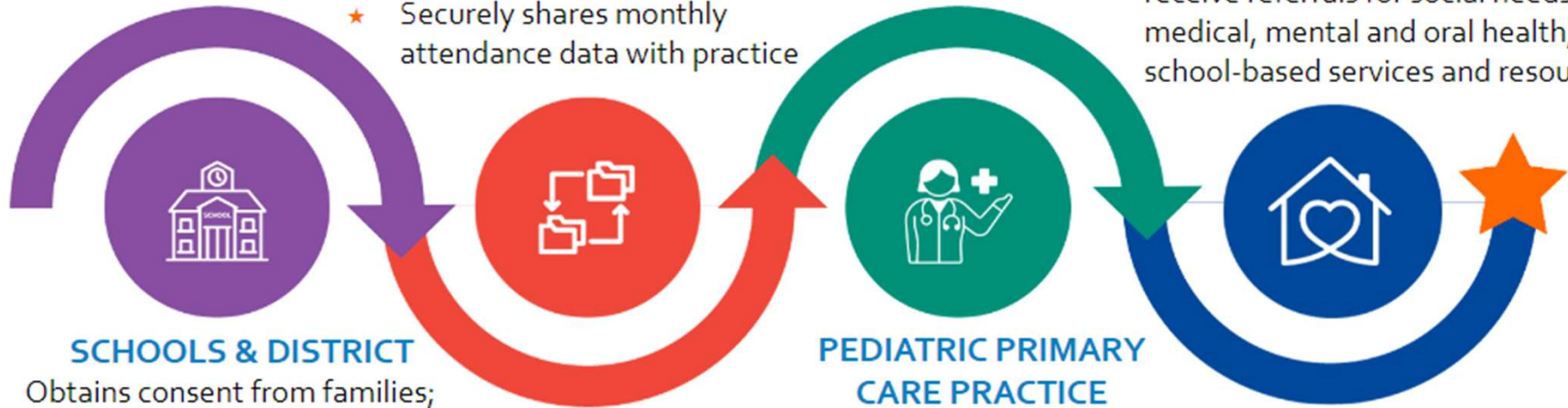
CARE-H Process

HEALTH INFORMATION EXCHANGE

- ★ Matches attendance data with primary care practice patient panel
- ★ Securely shares monthly attendance data with practice

FAMILIES

- ★ Receive outreach from primary care team
- ★ Discuss barriers to attendance; receive referrals for social needs; medical, mental and oral health; school-based services and resources



SCHOOLS & DISTRICT

- ★ Obtains consent from families; enters consent in Student Information System
- ★ Securely shares attendance data for consented students with Health Information Exchange

PEDIATRIC PRIMARY CARE PRACTICE

- ★ Reviews student attendance notifications and conducts outreach
- ★ Uploads patient panel to Health Information Exchange (any patient seen in last 3 years)



CARE-H Outreach

- Conducted by social work team
 - Up to 3 phone attempts
 - Email to all with notifications
- Screening for:
 - Causes of absences
 - Social determinants of health
- Referrals
 - To medical home (including mental health), dentist, school or social resources

Characteristics of Students in Pilot- Year 1

Demographics

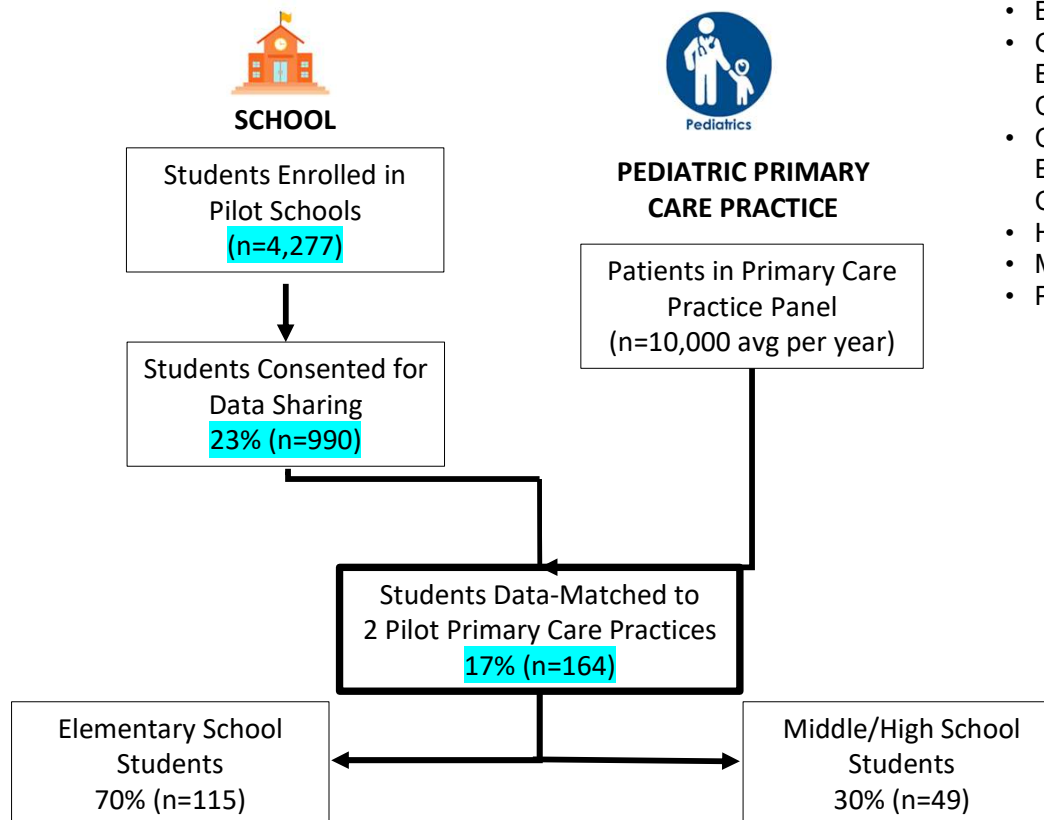
- 95% publicly insured
- 49% male, 51% female

Absence Data

- Mean 22 days
- Median 9 days

27% of enrolled students were chronically absent

- 57% male; 43% female
- 27% Elementary
- 36% Middle
- 36% High School



Pilot Schools:

- Bancroft ES
- Cardozo Education Campus
- Columbia Heights Education Campus
- HD Cooke ES
- Marie Reed ES
- Powell ES

Characteristics of Students in Pilot- Year 2

Demographics

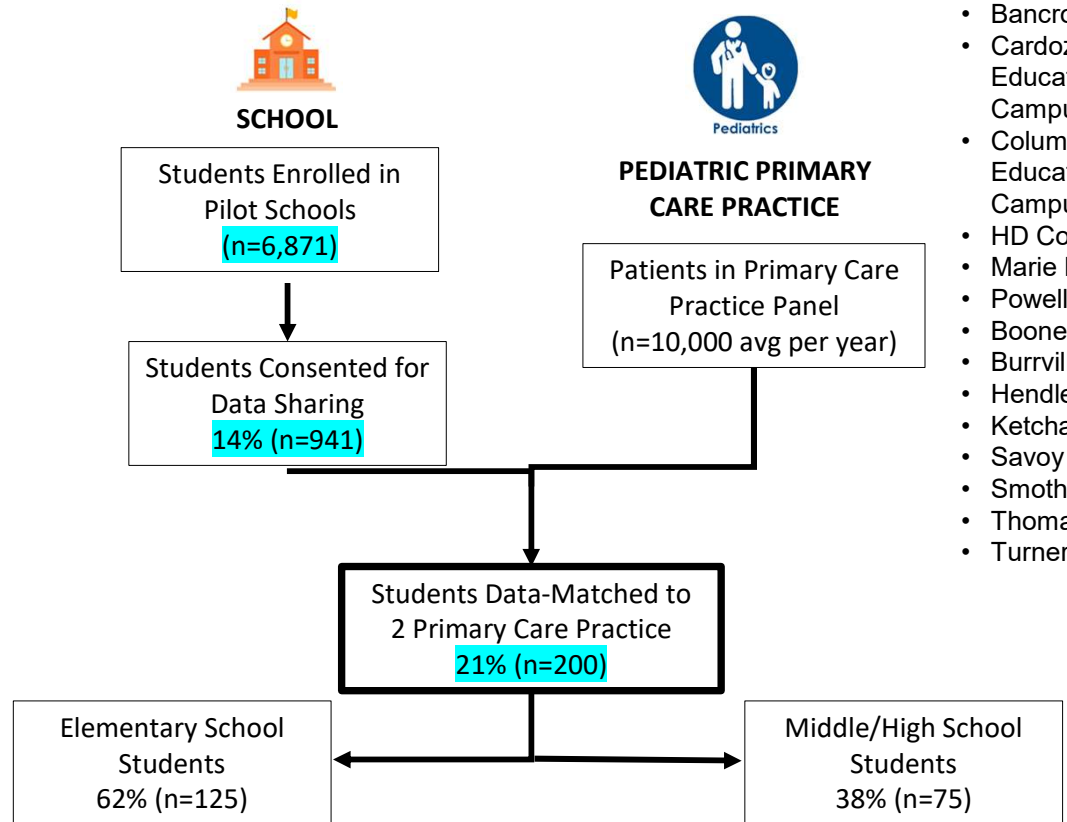
- 95% publicly insured
- 48% male, 52% female

Absence Data

- Mean 18 days
- Median 9 days

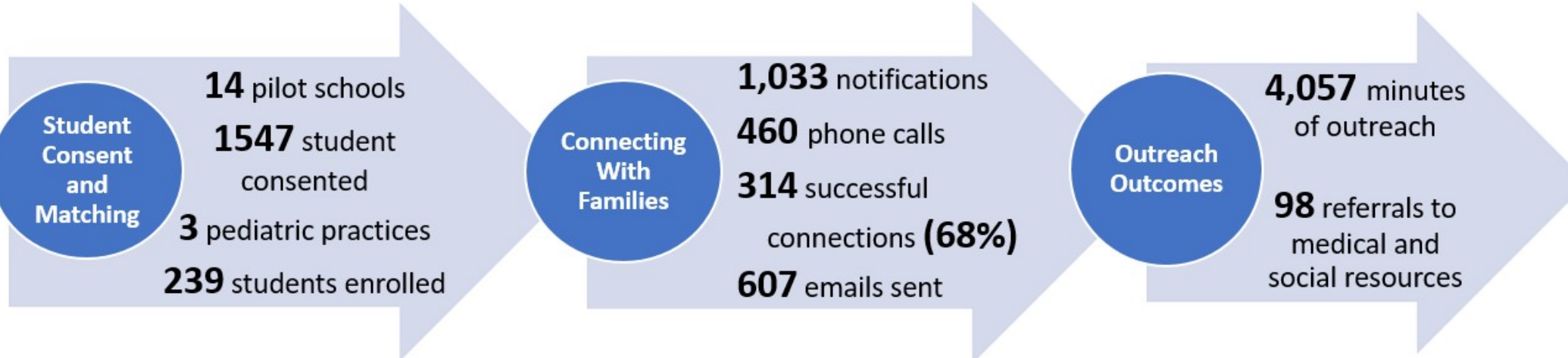
26% of enrolled students were chronically absent

- 45% male; 55% female
- 37% Elementary
- 18% Middle
- 45% High School



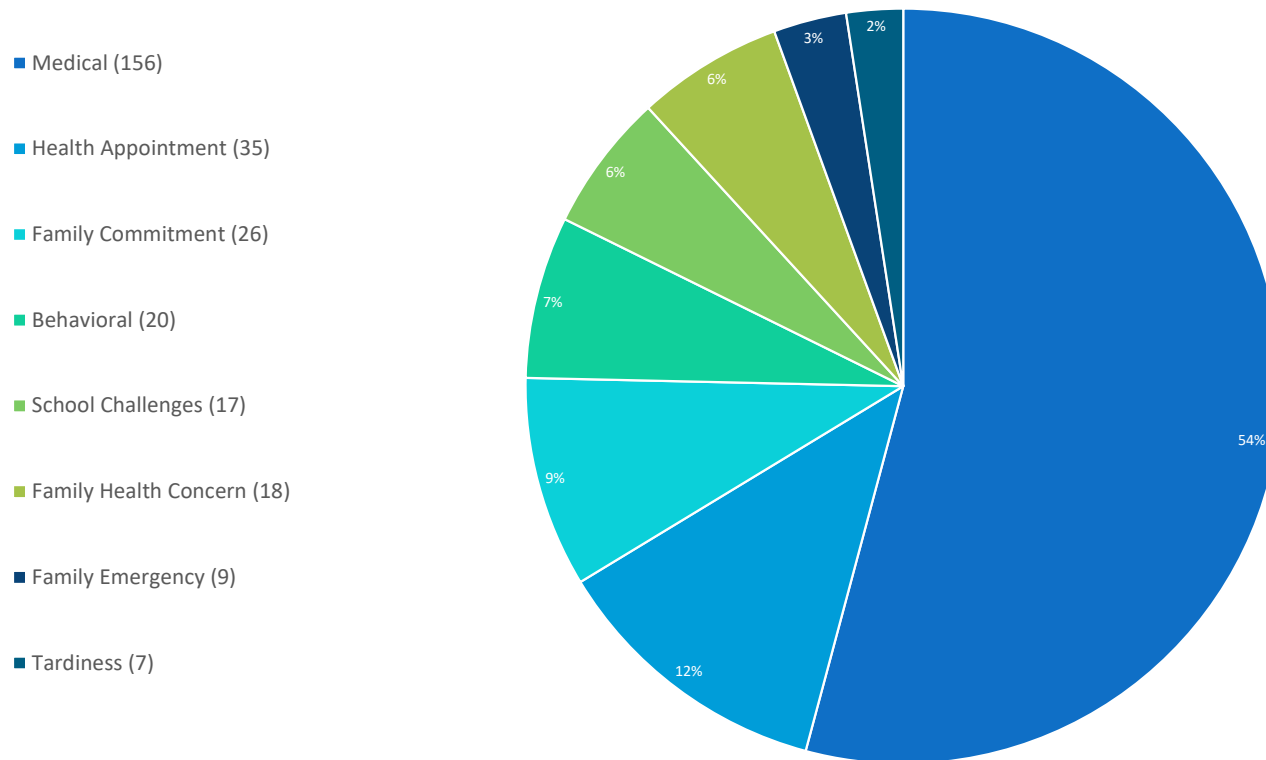
- Pilot Schools:
- Bancroft ES
 - Cardozo Education Campus
 - Columbia Heights Education Campus
 - HD Cooke ES
 - Marie Reed ES
 - Powell ES
 - Boone ES
 - Burrville ES
 - Hendley ES
 - Ketcham ES
 - Savoy ES
 - Smothers ES
 - Thomas ES
 - Turner ES

CARE-H Outcomes 2021-2023



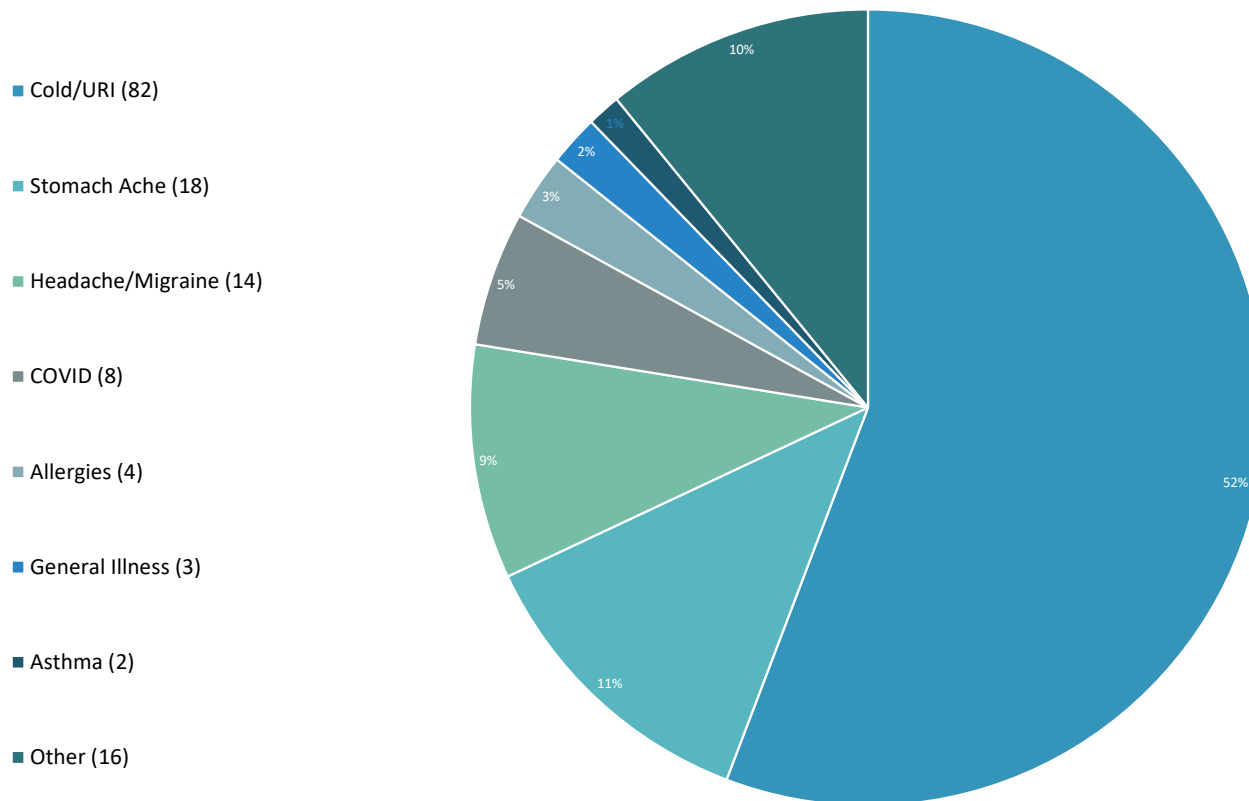
2022-2023 Outcomes

Reasons for Absences Given During Family Outreach (n=288)



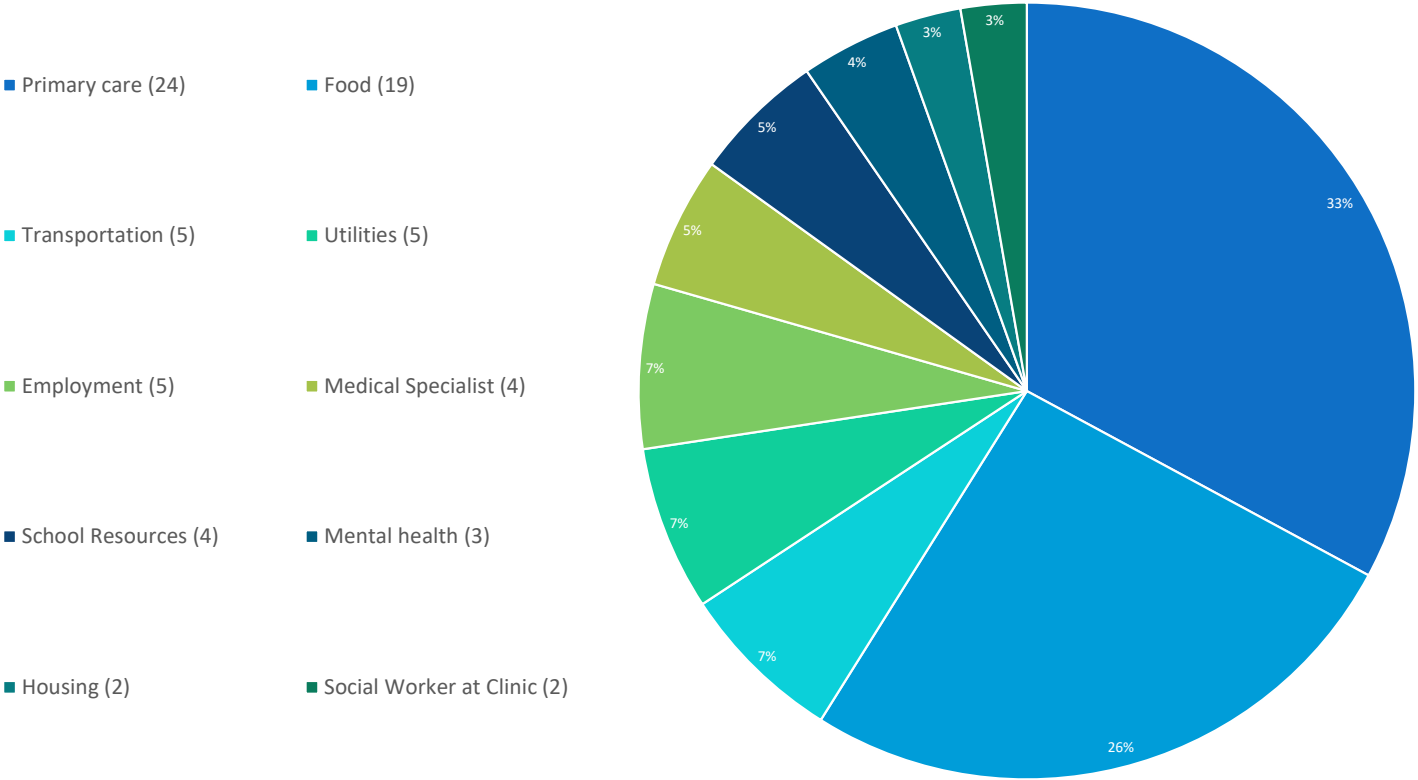
2022-2023 Outcomes

Detailed Reasons Given for Medical Related Absences (n=157)



2022-2023 Outcomes

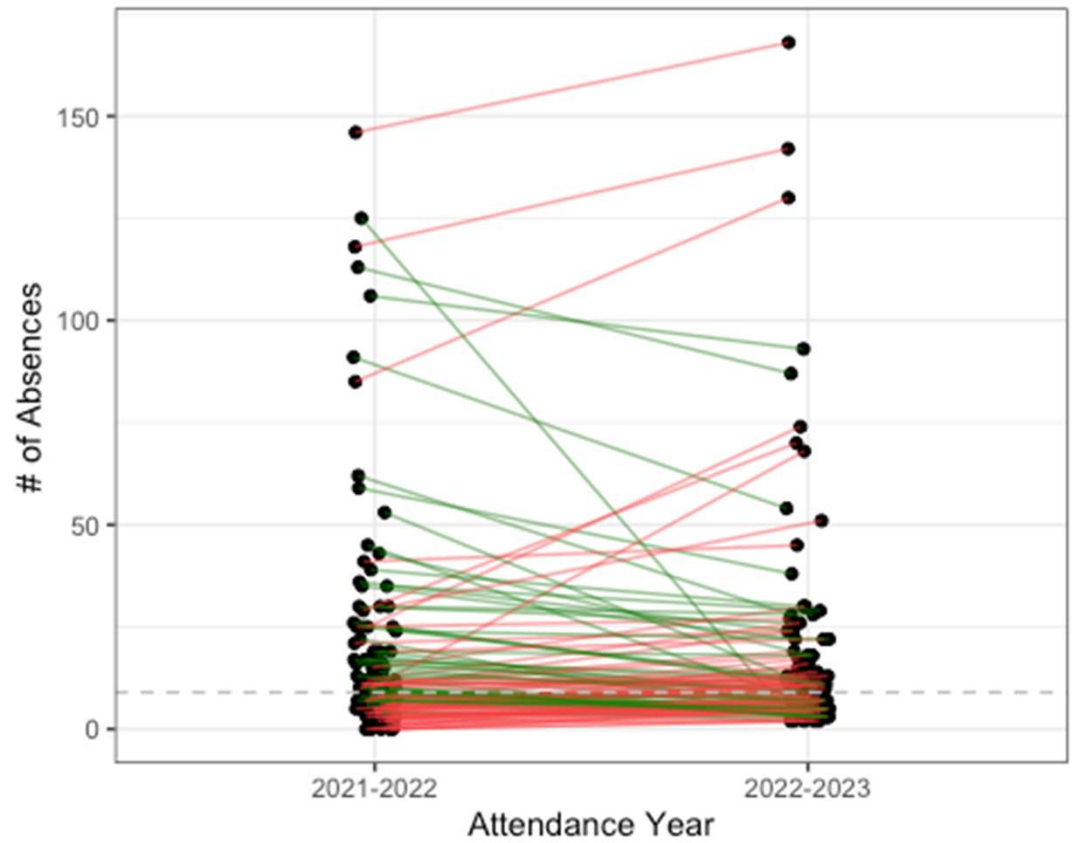
Referrals Provided to Families (n=73)



Changes in Year 1 to Year 2 Absenteeism by Outreach Status

- 60% decrease among those who were reached
- 48% decrease among those who were not reached

$p < 0.08$



Examples of CARE-H Outreach Success

- Middle school student who missed school for 4 days due to flu-like symptoms.
 - Mother requested assistance with finding a dental clinic as kids haven't had a check up in two years due to COVID
 - CARE-H team connected family with local dental office and scheduled dental checkups
- High school student with seizures, developmental delay, and asthma.
 - Missed school due to chronic complex health needs
 - Lost contact with Parent Navigator team due to pandemic
 - Reconnected to Parent Navigator team and helped schedule well-child check, neurology and pulmonology appointments

CARE-H Opportunities and Challenges

- Opportunities:
 - Individual student attendance trends within a school following contact with the program
 - Identification of student population by diagnoses
 - Incorporation of mental health screening
 - Expansion to other health partners
 - Incorporation of attendance data into CRISP DC, the regional health information exchange
 - Continued education of pediatric providers
- Challenges:
 - Current funding from United Health Foundation ends 6/30/24; we are pursuing multiple funding opportunities
 - School-level challenges: dedicated staff in every school to champion CARE-H program, answer questions, and support entry of consents into ASPEN

Thank You

- Danielle Dooley
- dgdooley@childrensnational.org

- Jaytoya Manget
- jmanget@childrensnational.org

- [Collaborative for Attendance Resources in Education and Health \(CARE-H\) | Children's National Hospital \(childrensnational.org\)](#)

Next Steps & Closing



- Next meeting will occur on March 19, 2024 @ 3:30 pm