

DEPUTY MAYOR FOR EDUCATION



EDC! Taskforce

MAYOR BOWSER PRESENTS



September 19, 2023

Agenda



- **Show Up, Stand Out (SUSO) Update**
- **Interviews related to School Attendance from D.C. Policy Center**
- **Evidence-Based Interventions: EveryDay Labs & SSTs**
- **Next Steps & Closing**

Stand Up, Show Out Update

Truancy Reduction Program Coordinator, Ciatta Savoy



SHOW UP, **STAND**
 **OUT**

Reducing Truancy Through
Community Based Partnerships

September 19, 2023



AGENDA

Welcome

Brief Overview of Show Up, Stand Out Program

Schools We Serve

Program Updates

Stronger Partnerships

Community Based Organizations Implementing the Program

Q&A

Show Up, Stand Out Program Overview

Target Population:

The primary target population are:

- Students that were identified as chronically truant during the previous school year,
- Students referred by each partnered elementary, middle or high school with three to five consecutive unexcused absences,
- Students referred with five to nine total unexcused absences.

Our Program Goals:

- Remove barriers to attendance.
- Improve the student and family's commitment to education.
- Connect students to services and resources that will improve their lives

Targeted Supports to Students, Families and School Community:

- Student and Family Outreach and Engagement Efforts
- Attendance Monitoring
- Individual Goal Planning and Setting
- Intensive Case Management Student
- Parent Workshops
- Referrals for Wraparound Services
- Improved Attendance Incentives
- Conduct Student Attendance Conference (SAC)
- Monthly Home visits of students referred to the program

SY24 School List

Ward 1	
Cardozo High School	
Ward 4	
Coolidge HS	MacFarland MS
Roosevelt HS	Ida. B. Wells MS
Friendship Ideal PCS	
Ward 5	
Browne EC	Langdon ES
Langley ES	Wheatley EC
Ward 6	
Walker Jones ES	
Ward 7	
Eastern HS	Houston ES
Sousa MS	Kelly Miller MS
Ward 8	
Anacostia HS	Ballou HS
Johnson MS	Kramer MS
Hendley ES	Hart MS
Malcolm X ES	King ES
Simon ES	Savoy ES
Patterson ES	

Total Schools	Elementary Schools	Middle Schools	Educational Campuses	High Schools
26	9	9	2	6

Updates to the Show Up, Stand Up Program

Activities	SY2019-2023	SY2024
Data Sharing	OSSE student level data disseminated to grantees	Grantees will be required to review, analysis, and discuss OSSE data with school POC during regularly meetings and weekly attendance meetings. Grantees will use data to identify trends and specific target groups (e.g., 3 rd grades females)
Referrals	Grantees picked up referrals from designated mailbox or during weekly attendance meetings	Grantees will be proactive in leveraging the OSSE data to generate their own referrals, during attendance meetings they will come prepared to discuss outreach efforts, student outcomes, and weekly caseload . Referrals will still also be picked up from school designated space.
Engagement Rate	Grantees were expected to reach a 20% engagement rate per school	Increased expectations for engagement outcomes, grantees are required to reach 25% engagement rate per school for SY24
School Support	Grantees were able to develop their own school schedule and assign staff to multiple school locations	Due to a reduction in funding, grantees will assign one staff member to a priority school and other schools will have a 1:2 ratio (1 staff member assigned to 2 schools) staffing coverage plan.
Interventions	Provide case management services, goal planning, and school wide interventions for students and families	Provide a comprehensive array of short-term interventions for families and youth including parent education and coaching, wraparound services for families and youth, other youth diversion interventions and referral to resources for daily living, and incentives which might promote regular school attendance

Our Partners

Justice System: OAG Attend

- Signed MOU between OAG and OVSJG
- Monthly collaboration on cases
- Reducing wait times for service connections

Educational System: DCPS & OSSE

- Leveraging student level attendance data
- Monthly meetings to discuss student outcomes and school supports
- Co-chair, district-wide implementation meeting with Re-Engagement Center

Wins and Opportunity

Wins:

- 3,710 student and families were offered SUSO services (outreach support)
- 2,206 direct were services provided (tutoring, school uniforms, transportation, basic needs)
- Year-Round Engagement (e.g. summer camp sites and summer school support)

Opportunities:

- Enhanced monitoring and program oversight
- Improved community engagement to recognize trends and gaps in service
- Enhanced focus on outcome evaluation

Our Community- Based Organizations

ACCESS  YOUTH


BOYS TOWN[®]
Saving Children | Healing Families



Q&A

Interviews related to School Attendance

Director, Education Policy Initiative, D.C. Policy Center, Chelsea Coffin

What we're hearing on attendance

Findings from D.C. Policy Center's State of D.C. Schools listening sessions

Presented to Every Day Counts! Task Force, September 19, 2023



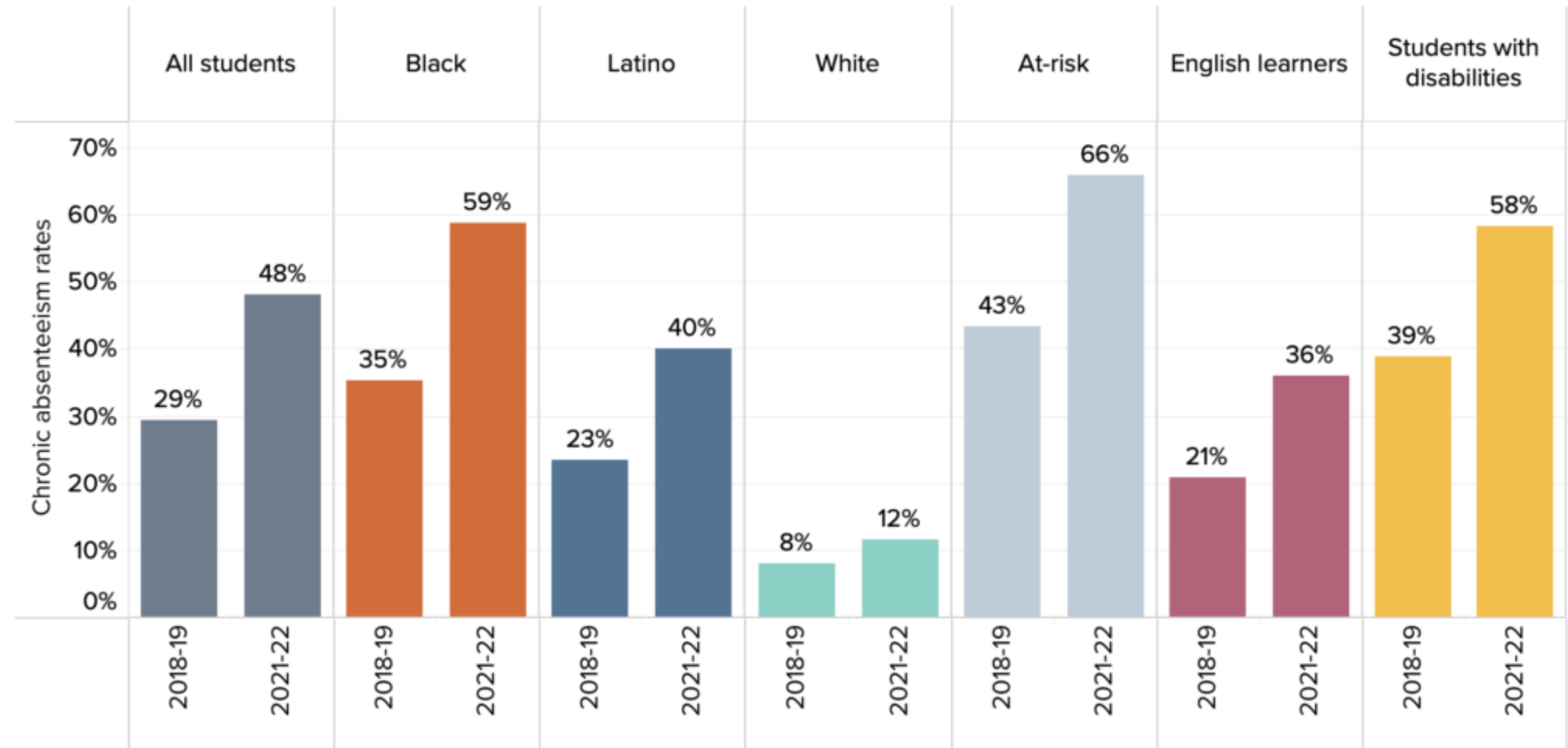
D.C. POLICY CENTER
Education Policy Initiative

Motivation

Chronic absenteeism increased by almost 20 percentage points post peak pandemic as of school year 2021-22.

Preliminary data from EDC! show that attendance has improved in school year 2022-23, but is still 12 percentage points below pre-pandemic.

Figure 22. Chronic absenteeism rates by student group, 2018-19 and 2021-22 school years



Source: Office of the State Superintendent of Education (OSSE). 2022. School Report Card Data. Retrieved from <https://osse.dc.gov/dcschoolreportcard>

D.C. POLICY CENTER
Education Policy Initiative

Participants in listening sessions

D.C. Policy Center held listening sessions with 57 parents, students, and teachers in June to inform our annual State of D.C. Schools report for school year 2022-23.

Each group discussed attendance in addition to one other topic.

Highlights of listening session participant characteristics

17 students, **18** parents, **22** teachers

47% of high school student participants reported missing at least 10 or more days of school.

29% of high school student participants reported missing 20 days or more of school.

42% of participants lived or taught in Wards 7 & 8.

New reasons for absenteeism, post peak pandemic

Mental health days are more common, amid an uptick in violent crime.

Illness as a reason is more common due COVID or otherwise.

Shorter days are more common, especially leaving school early.

Sample quotes from listening sessions

“Before I was like, “You can’t miss days...” Now, I’m more lenient. Now, I just tell him to stay home, take a mental health day, and get your work done. Even the interaction with other kids, social stress, they’re not used to that yet. When they’re home, they can still do their work. Before COVID, they weren’t allowed to do that. Now it’s ‘Missing from out of school, assignments complete.’” – **Parent of high school student**

“I’ve always had problems with first and last period skippers...They feel they are in the driver’s seat. ‘I do all this stuff at home, I live as an adult already, so I’m driving the boat here. I’ll come when I’m done doing the things in the morning.’ Some folks are getting together at 3pm, school is over at 3:20pm. But kids just go.” – **Teacher**

“In 8th grade, I never skipped. I was very social. I loved going to school, but then the pandemic hit and I was alone every day. I became very isolated and not as outgoing as I was and don’t want to be in school.” – **High school student**

New perceptions influencing absenteeism, post peak pandemic

In-person school seems less necessary for both parents and students, especially as students get older.

Virtual options to make up work means attendance is less necessary.

There is less perceived accountability, with incentives to excuse absences when possible.

Some parents perceive that attendance records aren't accurate.

Sample quotes from listening sessions

"I have really bad senioritis. I have my grades, going to college. I don't want to go to classes when I don't do anything." – **High school student**

"I leave school early because -- the class itself is good, the things she teaches are good -- but the class is so loud and never focused. Why would I go to class when they're acting like that. I don't learn anything." – **High school student**

"If I wake up and try to get ready but find myself sitting there, I tell my mom it's not happening. Since everything is digital anyway, I still do my work. Sometimes my mom calls the school but sometimes she doesn't. It doesn't happen often where she lets me take a mental health day." – **High school student**

"My parents know my mental health situation so they know. They'll write the school to excuse the absence...They're not pro me missing school but they value my mental health" more than me just being at school." – **High school student**

Discussion

What do these new reasons for absenteeism and new perceptions influencing absenteeism mean for the work of reducing absenteeism in Washington, D.C.?

Evidence-Based Absenteeism Interventions

Policy & Data Analyst, Carlo Castillo

EveryDay Labs

In SY22-23, the Office of the Deputy Mayor for Education expanded its partnership with EveryDay Labs (EDL) to offer every public school serving K-12 students access to an intervention that has proven to be effective at reducing chronic absenteeism in other localities.

In April 2023, prior to the conclusion of SY 22-23, EDL shared early data on pre- and post-treatment outcomes. At the time, DME observed that among 43,629 students who received the intervention:

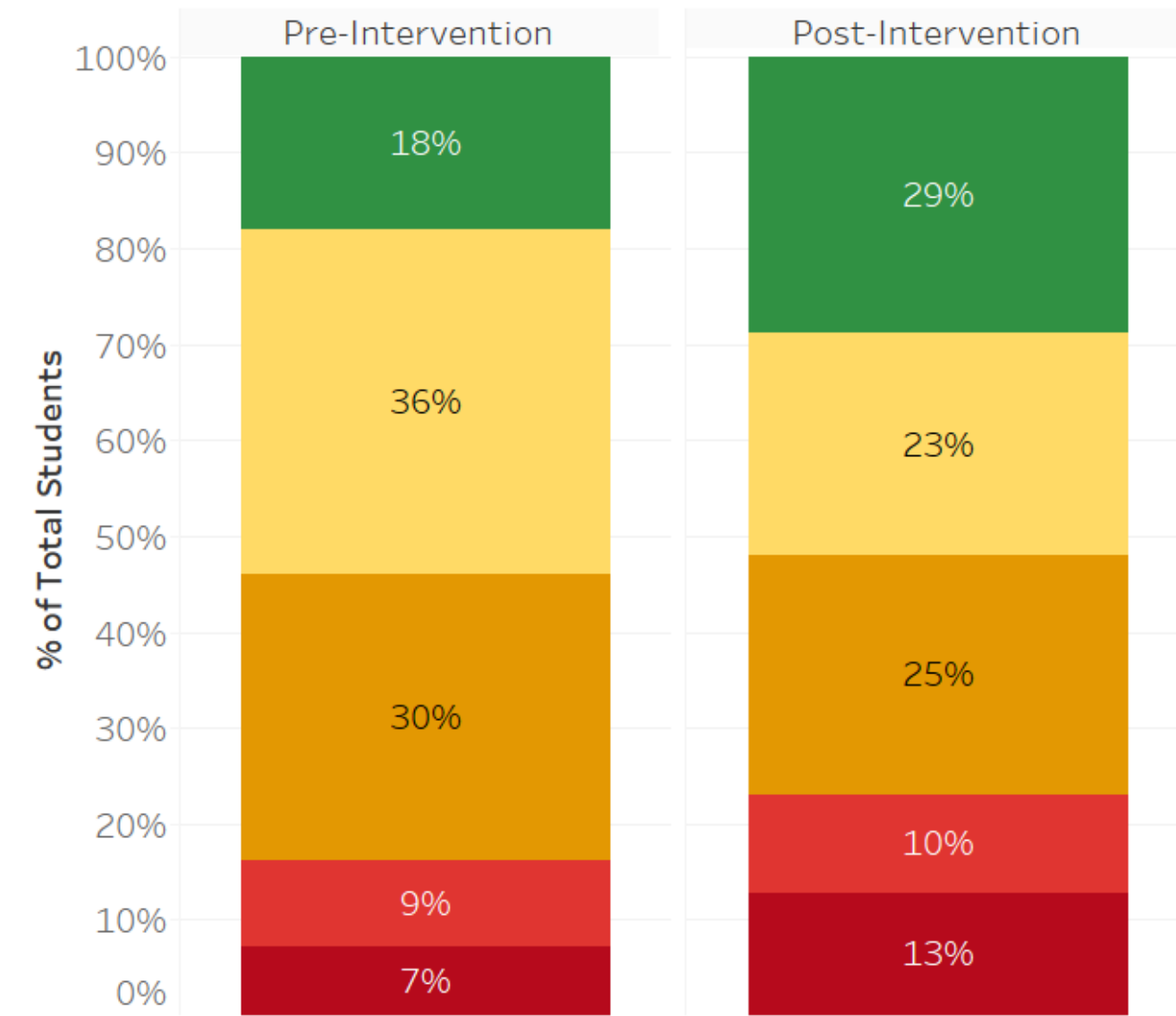
- 58 % improved their attendance rate
- 16% of students went from being chronically absent before the intervention to not being chronically absent after the treatment

Based on these early observations, DME continued its partnership with EDL in SY 23-24.

EveryDay Labs

At end of SY 22-23, EDL provided an update to pre- and post-treatment outcomes. Of the 51,075 K-12 students who received the intervention:

- 48% improved their attendance rate
- 11% of students went from being chronically absent before the intervention to not being chronically absent after the treatment



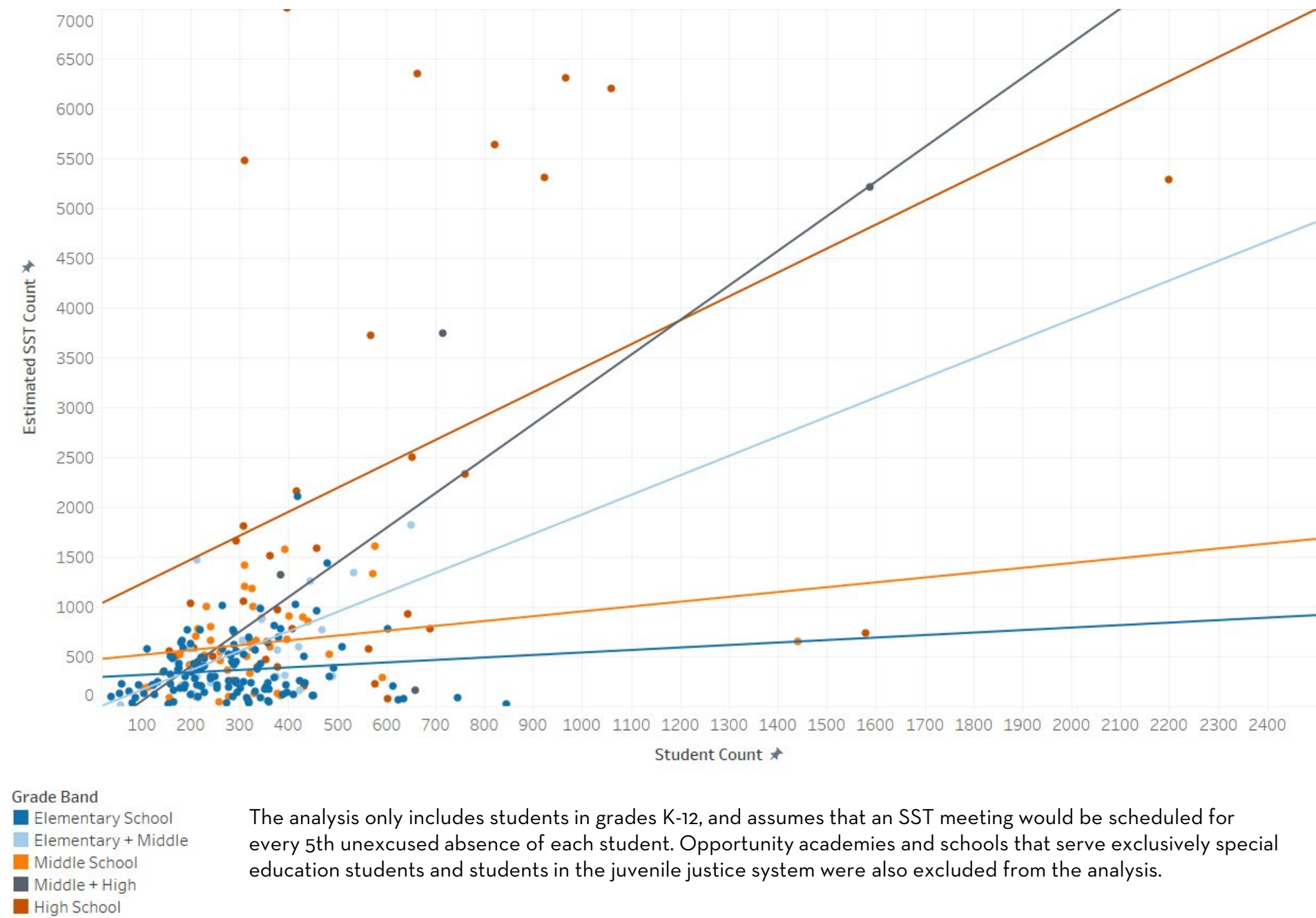
Attendance Tier (n= 51,075)

- Satisfactory Attendance (<5%)
- At-Risk Attendance (5%-9.99%)
- Moderate Chronic Absence (10% - 19.99%)
- Severe Chronic Absence (20%-29.99%)
- Profound Chronic Absence (>=30%)

Student Support Teams (SSTs)

During SY22-23, DME interviewed attendance points of contact at 11 DC schools across both sectors to better understand the role “Student Support Teams” (SSTs) play in improving attendance outcomes, and what additional resources might be needed.

Through an analysis of unexcused absences in SY22-23, DME found wide variation by school in the number of SST meetings that would need to occur if one was scheduled after every 5th unexcused absence of each student.



Next Steps & Closing



- Strategic Future Interviews
- Next meeting will occur on December 19, 2023 @ 3:30 pm