



# EDC! Taskforce



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December 14, 2022

# Agenda

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- **Staffing Updates**
- **OSSE 21-22 Annual Report**
- **Attendance Initiatives**
- **EDC! Taskforce Draft Strategy**
- **Next Steps & Closing**

# Staffing Updates

# OSSE School Year 2021-2022 Attendance Report

Education & Research Analyst, Allison Young

# Attendance Initiatives

Policy & Data Analyst, Carlo Castillo

# Absenteeism Insights from Washington, D.C.

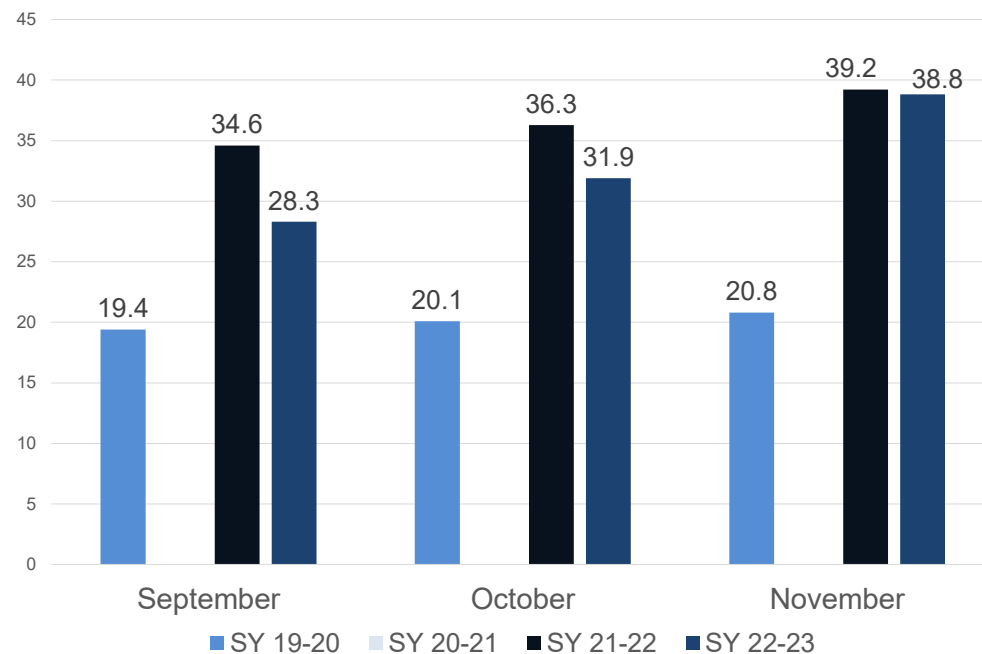
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- **Chronic Absenteeism in Washington, D.C. was the highest it has ever been at the end of SY 21-22.**
  - Chronic absenteeism is more prevalent among middle and high school students, with ninth graders experiencing the highest rates. Among ninth graders, ninth grade repeaters are much more likely to be chronically absent.
  - Students of color are more likely to miss school, and that likelihood has increased since the onset of the pandemic. While the pandemic has negatively impacted attendance outcomes for all students, students of color have been affected much more severely.
  - Students designated as at-risk are more likely to experience chronic absenteeism.
- **Students who are chronically absent in pre-k are more likely to be chronically absent in Kindergarten and 1st grade.**
- **There is a small but statistically significant correlation between violent crime and next-day absenteeism. Students in proximity to a violent incident are more likely to be absent from school the next day.**

# Chronic Absenteeism in Washington, D.C.

**Attendance outcomes in Washington, D.C. are improving in SY-22-23, but have not yet returned to pre-pandemic levels.**

By end of October 2022, chronic absenteeism had reached 31.9%, which was lower than it was at the same time last year, but much higher than it was in October 2019, before the onset of the pandemic. In November 2022, schools reported an increase in illness other than covid. Absenteeism increased but remained lower than it was at the same point last year at the end of November.



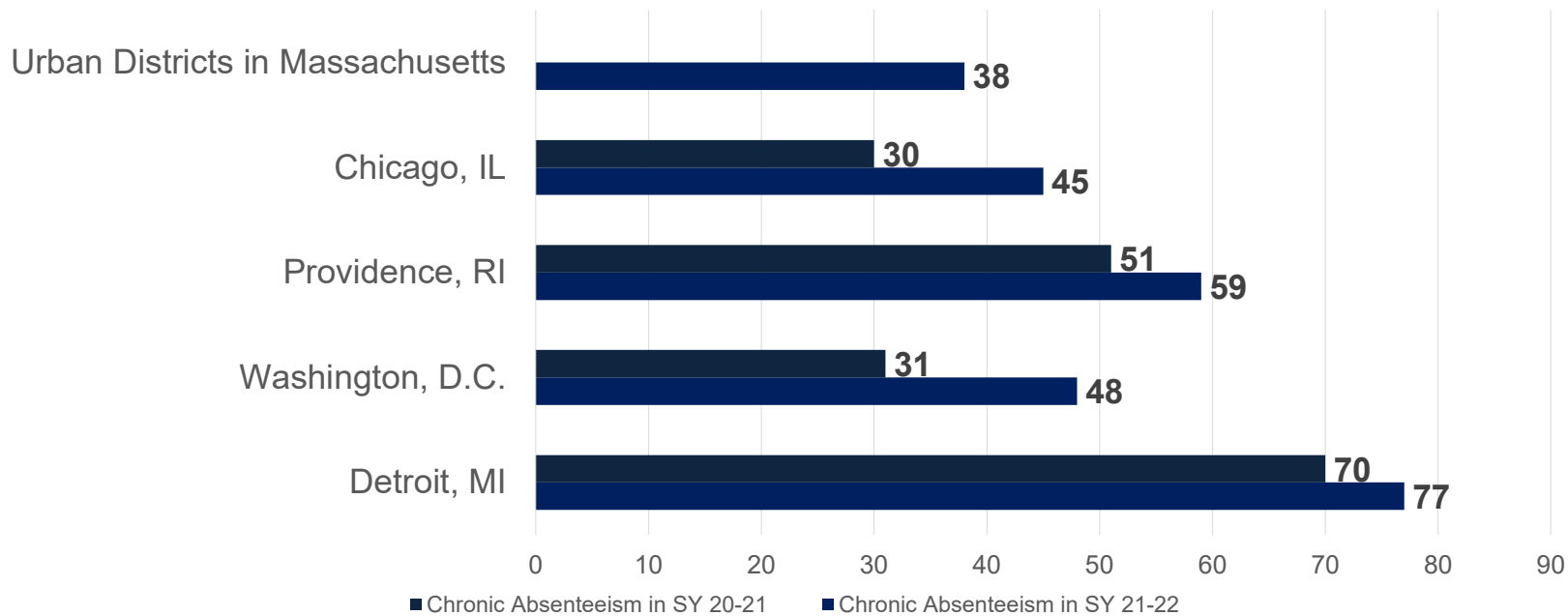
*Chronic Absenteeism Across School Years, by Month*

Attendance outcomes from SY 20-21 are not comparable to others as nearly all instructional days occurred remotely in that school year, and there was a different threshold for being present in that learning posture.

# Chronic Absenteeism in Urban Areas

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**Chronic absenteeism is high around the country, and especially in urban districts.**



*Chronic Absenteeism Across Select Urban Areas, by School Year*



# DME Investments

Investment	Update
<p><b>Nudging parents through partnership with EveryDay Labs</b></p>	<p>DME has partnered with nearly 30 charter LEAs and DCPS, serving nearly 75,000 students across both sectors. First letters will go out at the end of December to families of children at risk of becoming chronically absent. This intervention has proven to reduce chronic absenteeism by 11 to 19% in other jurisdictions.</p>
<p><b>Positive messaging and nudging through partnership with PowerSchools using their Kinolved tool</b></p>	<p>DME has partnered with 10 charter LEAs and DCPS, serving nearly 15,000 students in charter LEAs, and select schools within DCPS. LEAs have received training on tool, and on the effectiveness of positive messaging when engaging families. DME has received positive feedback from DCPS and a few charter LEAs about the communication tool.</p>
<p><b>Every Day Counts! Taskforce</b></p>	<p>Taskforce is being revamped. DME is working to understand how best to structure the group to ensure it works efficiently and effectively with cross-government partners to reduce absenteeism. Program committee continues work to better understand SST/SAC intervention.</p>

# Understanding SST/SAC

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- Attendance POCs at 7 DC Public Schools have been interviewed to better understand Student Attendance Conference (SAC) process and what additional resources might be needed to improve attendance outcomes.
- Next Steps:
  - Interview attendance POCs at 6 charter schools (2 elementary schools, 2 middle schools, 2 high schools) in January to learn about their Student Support Team (SST) process
  - Interview select students and parents about experience with SST/SAC process and barriers to attendance
  - Write up and share out of findings at next EDC! Task Force meeting.

# Other Attendance Initiatives

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# DRAFT EDC! Strategic Roadmap

# DRAFT EDC! Strategic Roadmap

<u>Student Group</u>	<u>Evidence-based Interventions</u>	<u>Details</u>
<b>All students</b>	Nudging Parents and Students	• EveryDay Labs partnership to nudge families with text message and mail communication
	Positive Messaging	• Kinolved partnership (DCPS and 10 Charter LEAs in SY22-23, ~30,000 students)
	Home Visits	• At select schools through community partnerships
	A Safer Walk to School	• Safe Passage, Safe Blocks
	School Buses and Public Transit	• Kids Ride Free
<b>Students at risk of becoming Chronically Absent</b>	Targeted Transportation	• DC SchoolConnect
	Mentors	• District- and LEA-funded programs
	Youth Engagement	<ul style="list-style-type: none"> <li>• Social-emotional learning in most schools, with OSSE supports</li> <li>• Re-imagining high school portfolio</li> <li>• District-wide Out of School Time and recreation programs</li> <li>• ONSE Leadership Academy</li> <li>• High-Impact Tutoring</li> </ul>
	Other	<ul style="list-style-type: none"> <li>• Student Support Teams (SST)/Student Attendance Conference (SAC)</li> <li>• School-based Behavioral Health program</li> <li>• Attendance Counselors</li> </ul>
<b>Students who are Chronically Absent/Truant</b>	Reforming Truancy Courts	• Alternative to Court Experience (ACE) program
	Interagency Case Management	• Parent and Adolescent Support Services (PASS) Intensive Case Management (ICM)
	Other	<ul style="list-style-type: none"> <li>• Show Up, Stand Out (SUSO)</li> <li>• Child &amp; Family Services Agency (CFSA) referrals</li> <li>• OAG programs, including ATTEND and I Belong Here</li> </ul>

# Next Steps & Closing

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- Next meeting will tentatively occur on February 21, 2023 @ 3:30 pm