

DEPUTY MAYOR FOR EDUCATION



# Every Day Counts! Taskforce Meeting

MAYOR BOWSER PRESENTS



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February 22, 2022

# Meeting Overview

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- **Welcome & Introductions**
- **Data Review:**
  - OSSE Attendance Report Presentation
  - Quarter 1 Data presentation
- **Implications for EDC! : Refresh and Look Forward**
- **Agency Updates**
- **Next Steps**

# OSSE Attendance Report

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**Presented by Carlo Castillo**

# Q1 Data Review

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**Presented by Erin Partin, CJCC Rep**

# EDC! Approach

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- Attendance work is **school-based**, focused on true cultures of belonging and individual student circumstances.
- As a city, we have **built a strong foundation**.
  - We push actionable data, provide attendance resources to schools and share good practices.
  - Increased school-based mental health supports to students and families.
  - Our attendance-specific work is complemented by strong supports from across city agencies and community partners, including CFSA, DHHS, OVSJG, PSJ and CBOs.
  - In addition, this year we have focused on returning all students to in-person learning despite the pandemic and adjusting our policies to account for our shifting circumstances.
- However, **we need to continue to do more**, including:
  - Expanding our evidence-based practices like our family communications.
  - Expanding our targeted interventions for our most at-risk populations, like the PASS/ACE programming.
  - Building our cultures of belonging in schools for students and families through enhanced training and best-practice sharing.

# What We Know: Implications for EDC!

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- **Attendance is more challenging for students within certain populations:**
  - Middle School Students'
  - High School Students
  - First time 9<sup>th</sup> graders and 9<sup>th</sup> grade repeaters
  - Black/African American or Latino students
  - Students who fit within the At-risk category
  - Students experiencing homelessness
  - Students involved with DYRS and/or the juvenile justice system
  - Overage students
- **Attendance is highly variable across schools**
  - Ward/Location
- **Data Review**
  - Chronic absenteeism has increased marginally, but truancy rates have increased substantially
  - Unexcused absences have increased

# SY21-22 Attendance Framework:

## Reduce Chronic Absenteeism by 4%

Draft FOR DISCUSSION

### Strategies

### Descriptions

### Special initiatives SY21-22

1 Provide actionable data and root cause analysis throughout the system

OSSE, each LEA and each school provides actionable data on student attendance, including reports that flag hot spots, and data that informs communication to SSTs and to families.

- OSSE's Annual Attendance Report
- DC School Report Card data
- DME root cause reporting (new policy data analyst)

a) **Build the right school cultures.** Best attendance work is in schools that are welcoming & engaging.

- OSSE communities of practice
- LEA training for school staff
- DME school leader convenings

2 Drive attendance best practices into all public schools, focused on tailoring and targeting

b) **Provide wrap-around supports.** Attendance work is highly individualized, as we meet each student's specific needs.

- SSTs
- LEA-led multi-tiered system of support (MTSS)
- PASS/ACE
- OAG's (I Belong Here/ATTEND)
- ONSE Leadership Academy
- Suicide prevention PD and resources
- Expanded CFSA family outreach and supports
- OVSJG SUSO

c) **Know and engage families.** Families are our main partners in this work; we inform them with useful information, including comparative data.

- Every Day Labs attendance letters
- Kininvolved
- OSSE attendance letters

3 Remove system-level barriers

Acknowledging that some attendance-strengthening supports live across schools and LEAs, we work to identify and implement system-wide policies and practices that provide citywide attendance supports and remove common barriers to attendance.

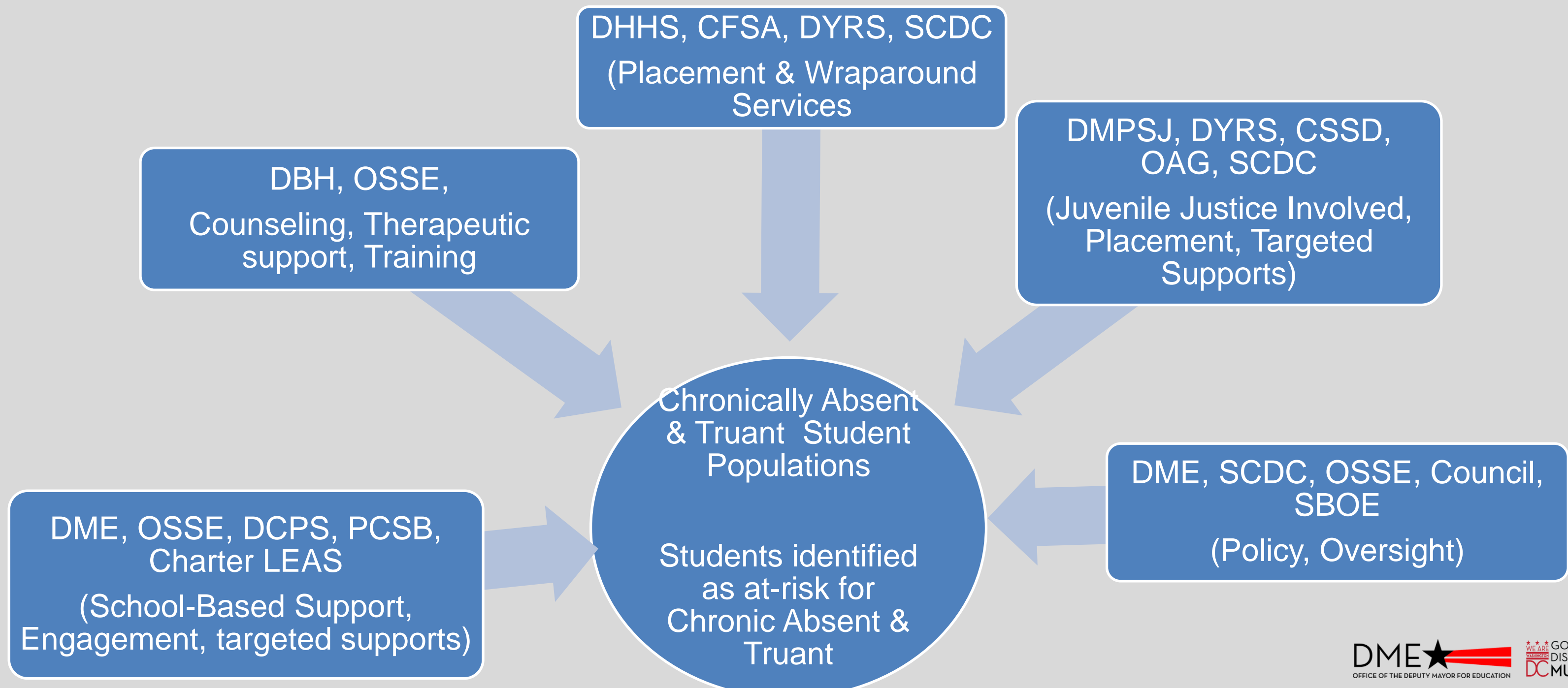
- EDC! Back to School Campaign
- W7 and W8 Micro Transit pilot
- Safe Passage Safe Blocks
- Expanded mental health resources in all schools
- Kids Ride Free & responsive WMATA scheduling

# Implications for EDC! : Refresh & Look Forward

Suggested Ideas	Potential Action
Establish a focus on lower grades through a new "CFSA-like" triage unit	<ul style="list-style-type: none"> <li>• Immediate response when students are identified as on on-tack for CA &amp; Truancy and are in K-3 and 6-8</li> <li>• Include intense academic supports to ensure students are able to stay close to their grade level</li> </ul>
Host a series of EDC! Meetings focused on specific populations	<ul style="list-style-type: none"> <li>• Should we revive the Communities of Practice?</li> <li>• Utilize EDC! Meetings as strategy development?</li> </ul>
Integrate OVSJG more into citywide attendance work	<ul style="list-style-type: none"> <li>• Place SUSO in schools with high chronic absenteeism/truancy rates?</li> <li>• Consider requiring participation in SUSO after meeting a certain threshold</li> </ul>
Ensure seamless communication to the correct school-based staff regarding CFSA & CSSD referrals	<ul style="list-style-type: none"> <li>• Data Committee</li> </ul>
Conduct an analysis of attendance at schools that provide buses	<ul style="list-style-type: none"> <li>• Completed by PCSB in 2019</li> </ul>
Consider a change in the law regarding SSTs to deal with the unmanageable overload of cases	<ul style="list-style-type: none"> <li>• Utilize Program Committee Survey and data to identify if a change is needed in the law, or if there is an operational change that should be made</li> </ul>
Investigate the correlation between attendance and academic performance in DC	
Additional Ideas?	



# Partner Updates



# Next Steps

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- **In-depth focus on a selected student population**
- **Continue to revise Attendance Framework based on EDC! Feedback and data**
- **Updates on attendance initiatives**
- **Next Taskforce Meeting (May 24 )**