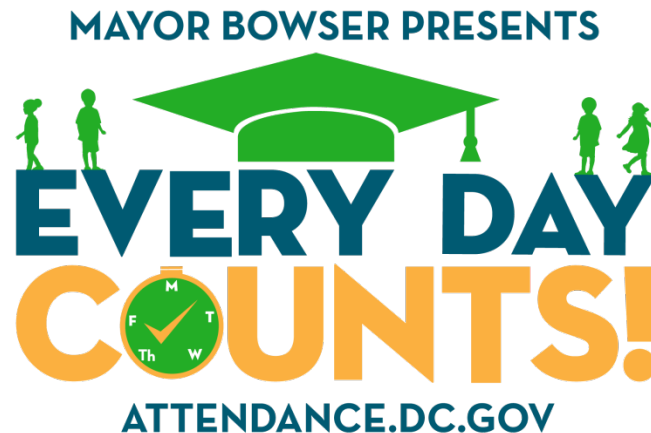


Every Day Counts! Taskforce Meeting

January 28, 2019



Meeting Overview



I. Welcome (5 min)

II. Measure (40 min)

- School Year 2017-18 D.C. Attendance Report (OSSE)

III. Monitor (40 min)

- **Spotlight:** DCPS Continuous Improvement Framework (DCPS)
- **Spotlight:** Nalle Elementary School (DCPS)
- EDC! Initiative Updates (DME)
 - Attendance Campaign & Pilots
 - Youth Engagement Report Out
- EDC! Partner Updates (All)

IV. Next Steps (5 min)

Measure:
School Year 2017-18
D.C. Attendance Report
(OSSE)



Attendance Report

Office of the State Superintendent of Education

Darrell Ashton, *Assistant Superintendent of the Division of Data, Assessment, and Research*

Laura Maurizi, *Director of Research, Analysis, and Reporting*

Cailyn Torpie, *Education Research Analyst*

August Warren, *Management Analyst*



Overview

- The annual attendance report provides analysis on chronic absenteeism and truancy in the District
 - **Chronic Absenteeism:** *when a student is absent – either excused or unexcused – for 10 percent or more of instructional days a student was enrolled across all schools and sectors in a given school year*
 - **Truancy:** *the accumulation of 10 or more unexcused absences across all schools and sectors in a given school year*
- This year's report focused on students in grades K-12, which is more inclusive than prior years' reporting on students of compulsory age
 - Aligned with universe of students included in the attendance metrics on school report cards
- More than purely descriptive statistics, we hope the data presented in the report are actionable to help guide how and where to invest resources to improve attendance for students in the District



Key Findings

- There was not a statistically significant change in chronic absenteeism between 2016-17 and 2017-18; truancy increased by 2 percentage points
- The increase in truancy over the past two years was driven by a 4-percentage point increase among middle school students and a 3-percentage point increase among elementary school students
- More than half of all elementary and middle school students who were chronically absent or profoundly chronically absent the prior year improved their attendance rates
- Rates of absenteeism in DC remain high with students in high school more likely to have high levels of absenteeism and also more likely to remain chronically absent year over year compared to younger grades
- A majority of high schools in the District saw improvements in chronic absenteeism and truancy in the 2017-18 school year: approximately 60 percent of high schools showed a reduction in chronic absenteeism and 51 percent saw an improvement in truancy



Key Findings

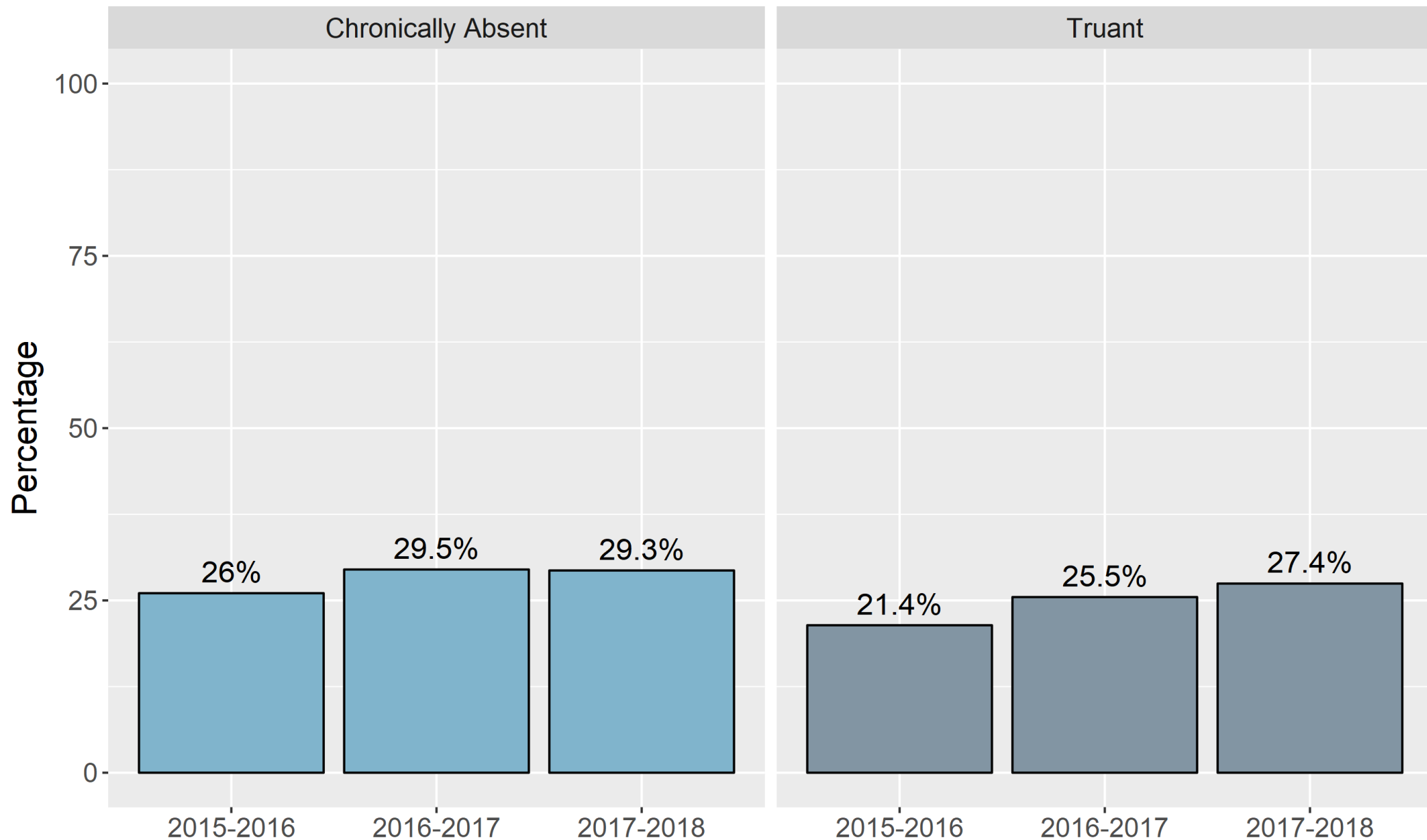
- Across schools in the District, distance to school is not related to absenteeism; however, within an individual school, students living further away are more likely to be absent
- Analysis of absenteeism within households found that younger siblings were more likely to be absent on days when older siblings were absent
- Consistent with prior years, students with disabilities and students who are at-risk have the more acute levels of absenteeism relative to the general population of students
- The cohort of students who graduated in the 2017-18 school year saw a decrease in the levels of profound (30%-49%) and extreme (>50%) chronic absenteeism



Chronic Absenteeism and Truancy: Overview and Trends

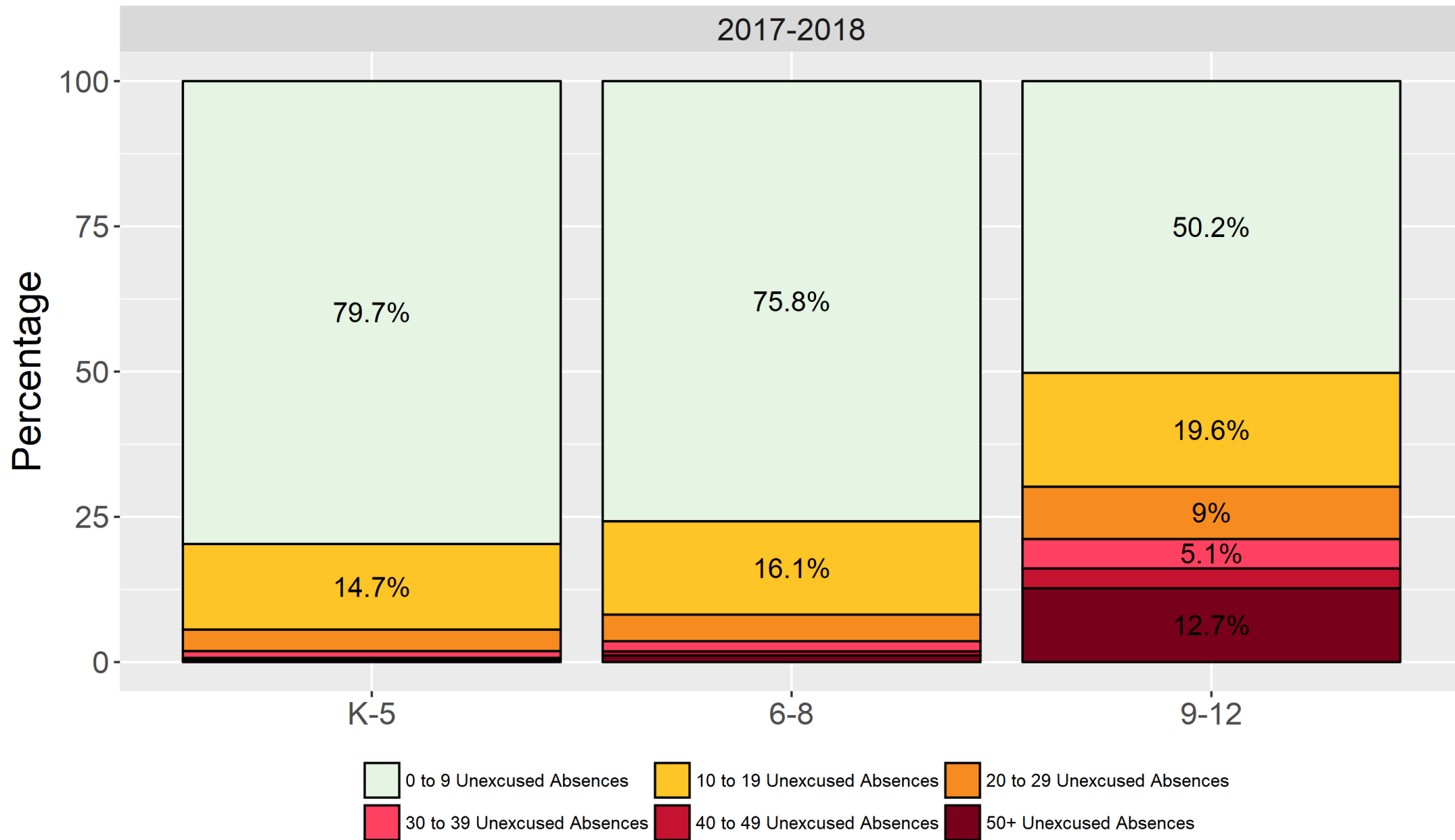


Chronic Absenteeism remains high at close to 30 percent, while truancy increased by nearly 2 percentage points



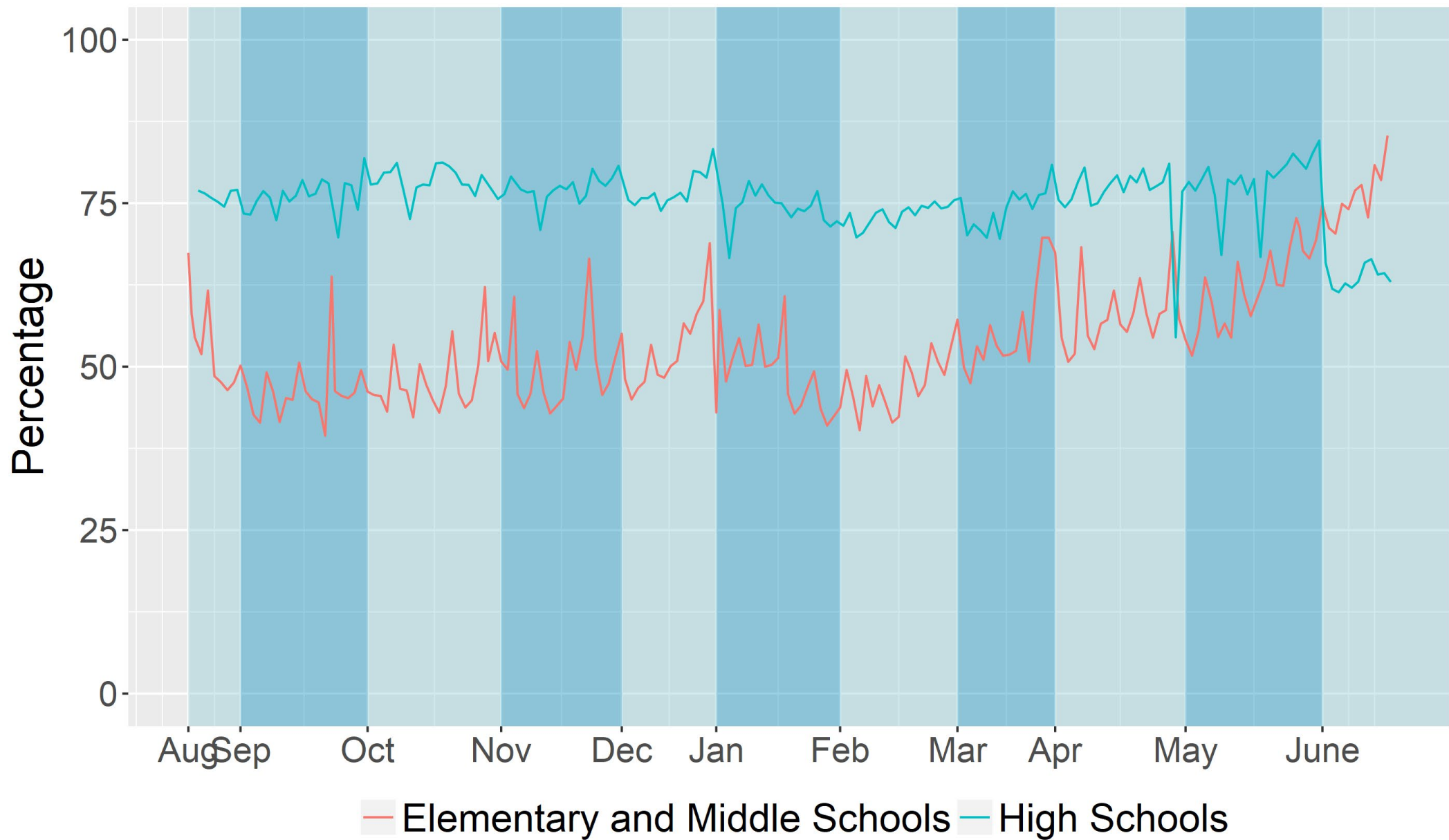


Nearly 13% of high school students had 50 or more unexcused absences, yet state-wide increase driven by elementary and middle school rates



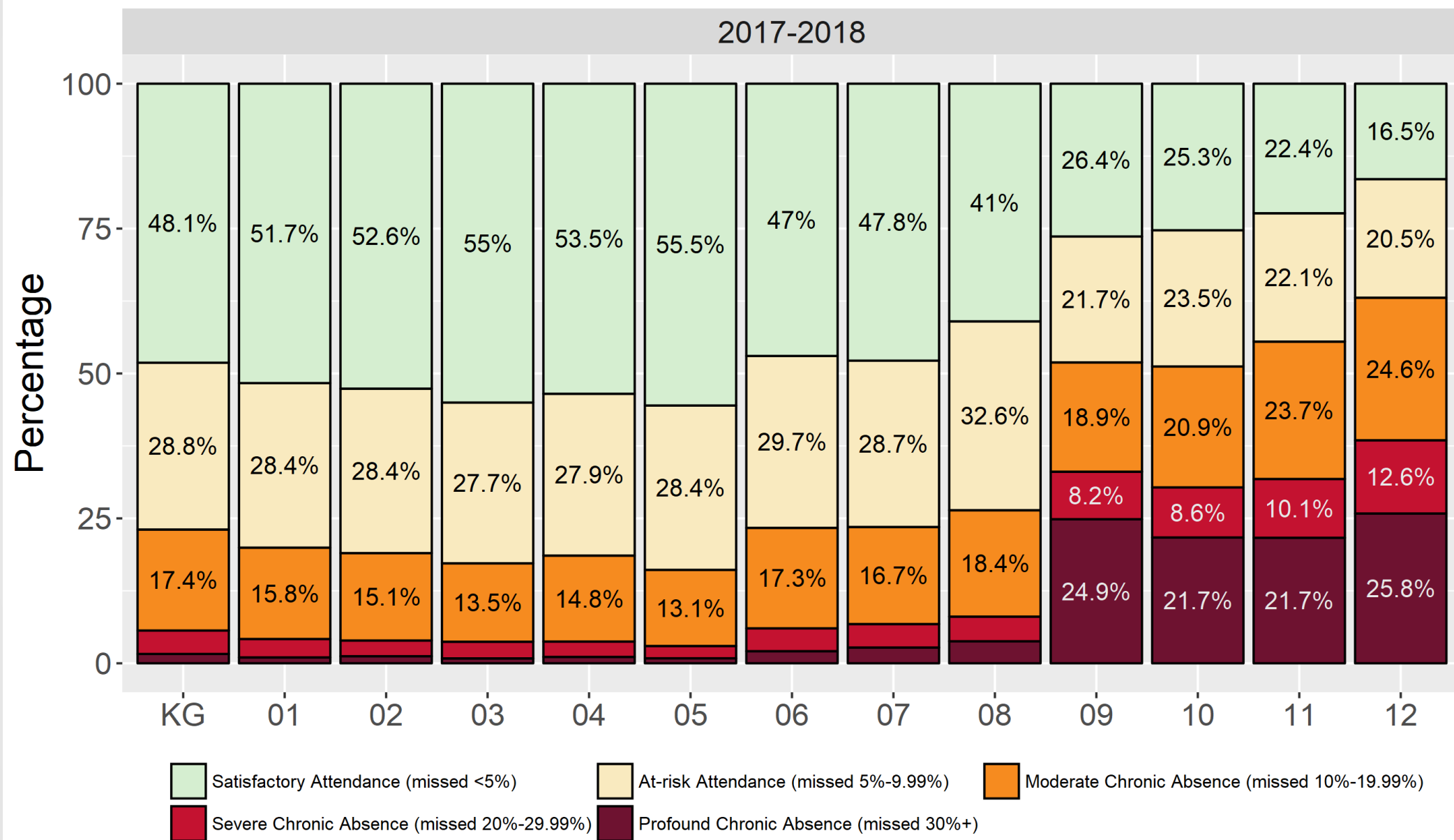


Compared to high school students, the share of unexcused absences among elementary and middle school students is much more volatile day-by-day



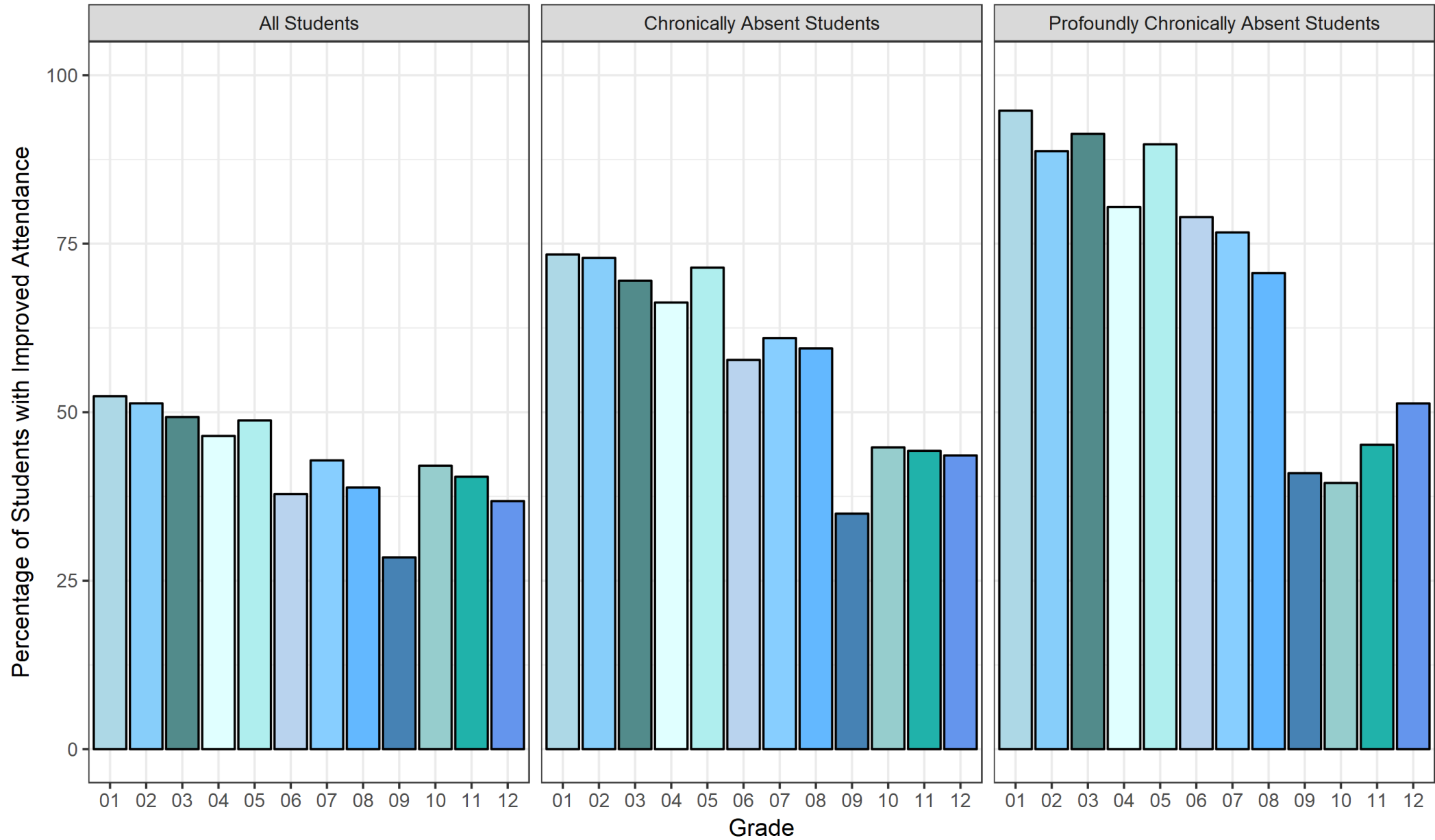


Absenteeism increases dramatically as students enter high school



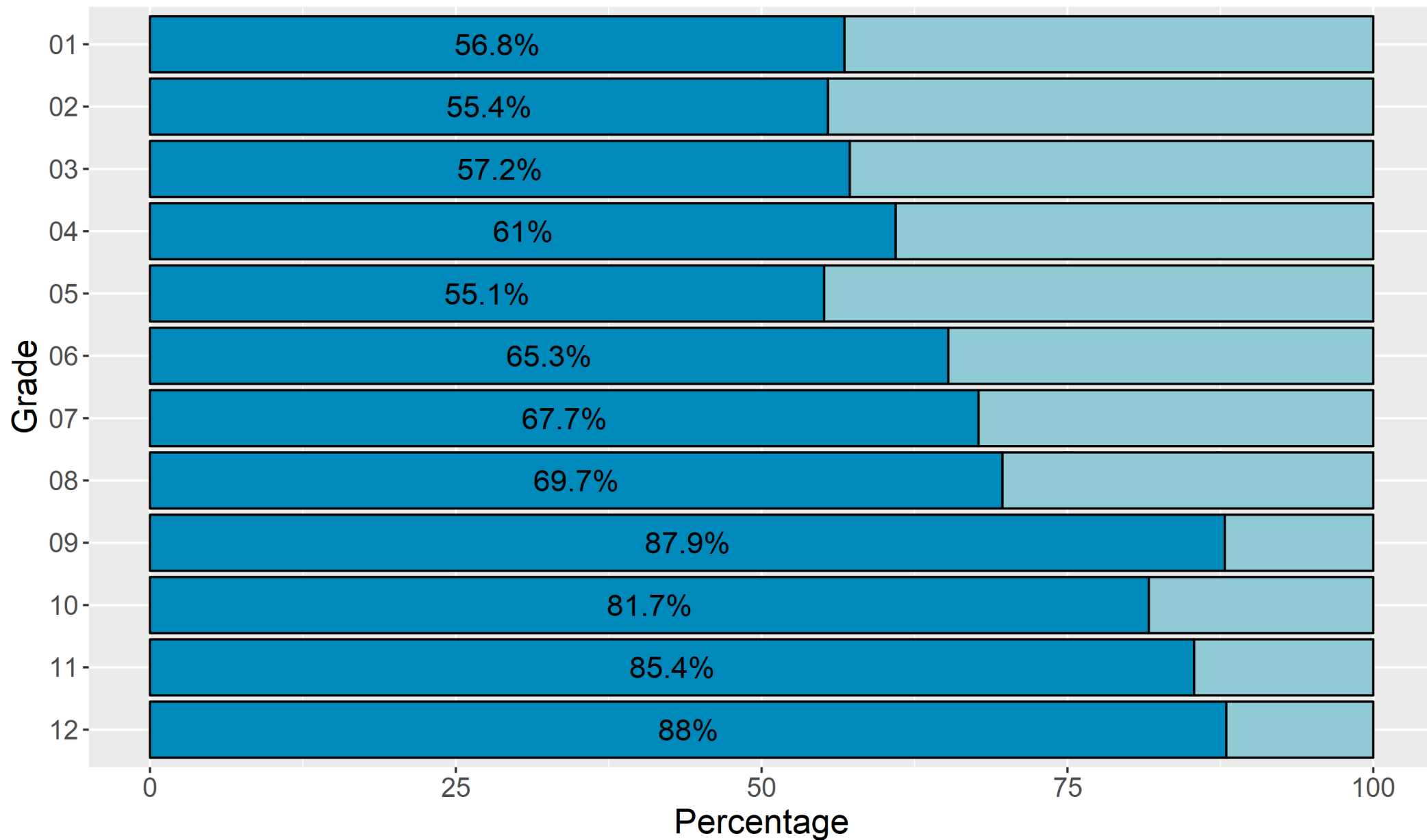


More than half of chronically absent elementary and middle school students improve attendance year over year





Absenteeism becomes more deterministic as students get older





Examining Barriers to School Attendance



Absenteeism and Distance to School

Motivation: Given school choice, there is a great level of variability among DC students in distance traveled to school.

Question: Is living farther away from school systematically related to higher levels of absenteeism?

What We Did:

- Calculated commute time for students in the District by bringing together student address and enrollment information
- Rates of absenteeism calculated for each student, address, school combination

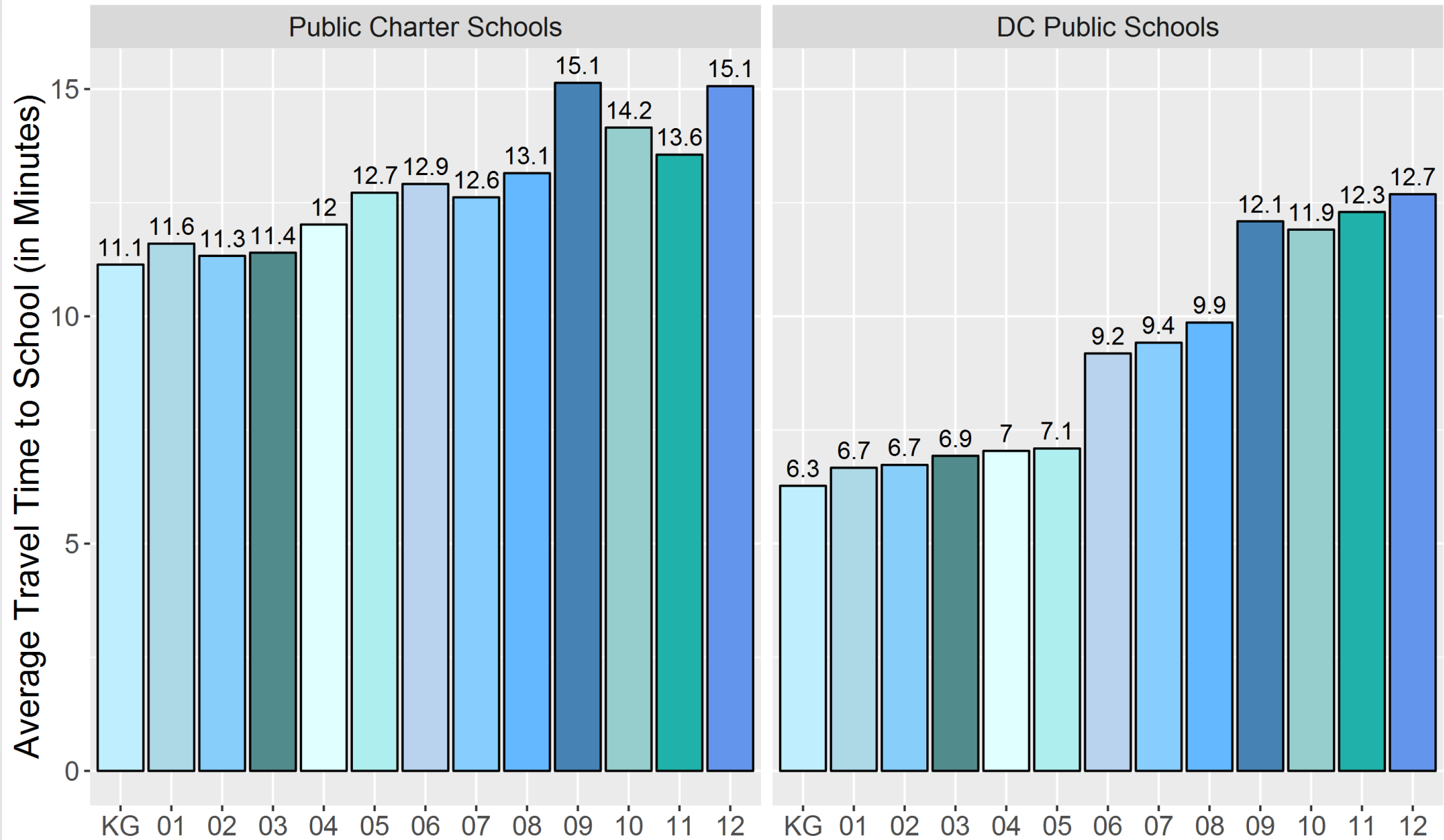
Findings: On average across the District, a longer distance travelled to school is not systematically associated with higher levels of absenteeism

- However, in a model controlling for school effects, OSSE found that within a given school, students who live further from the school are more likely to be chronically absent



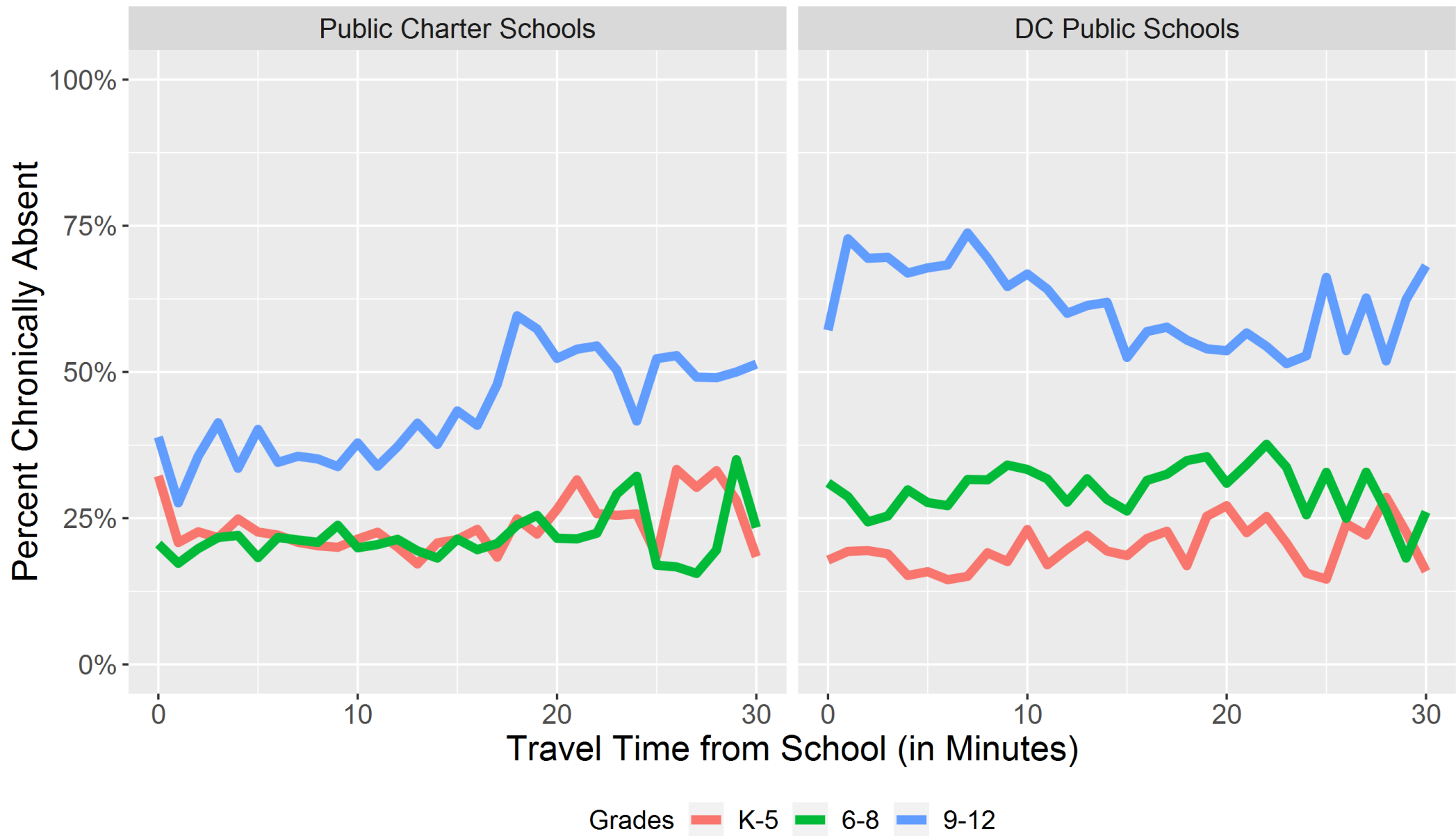
Average Driving Commute Time

by Sector and Grade



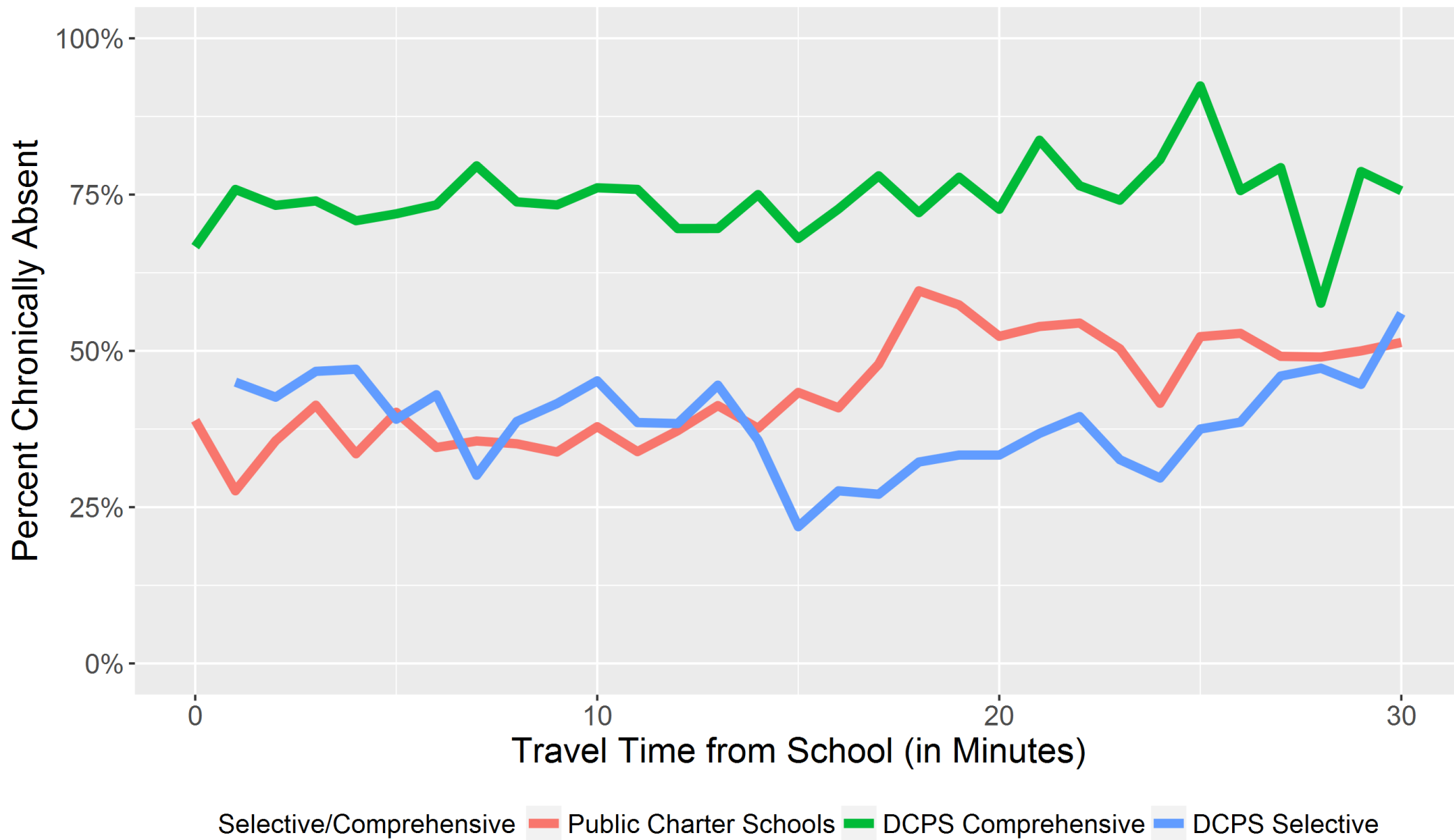


Across the District, there is no systematic relationship between distance to school and absenteeism





Absenteeism is lower for PCS and DCPS Selective high schools





Absenteeism and Siblings

Motivation: Anecdotally, we have heard that the responsibility of taking a sibling to school may have some impact on school attendance.

Question: How does living in the same household or having an older sibling impact younger siblings' attendance? Does the responsibility of taking younger siblings to school differentially impact older students' attendance?

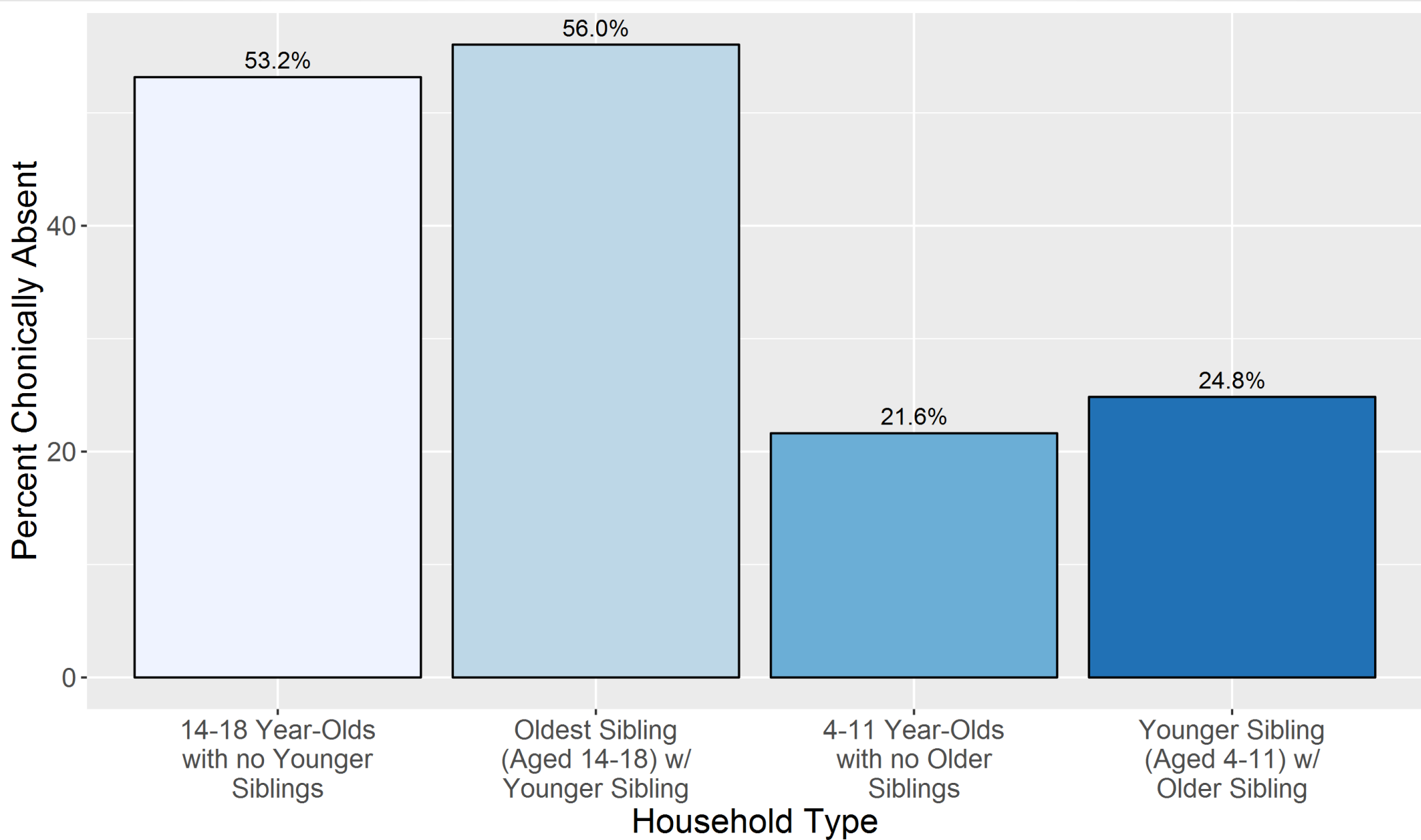
What We Did: Matched attendance records of older and younger sibling siblings that reside in the same household.

Findings: Attendance of the younger sibling is related to the attendance of the older sibling.

- Examining daily attendance patterns reveals that younger students with older students residing in the same household are more than two times more likely to be absent on a date when their older sibling is also absent

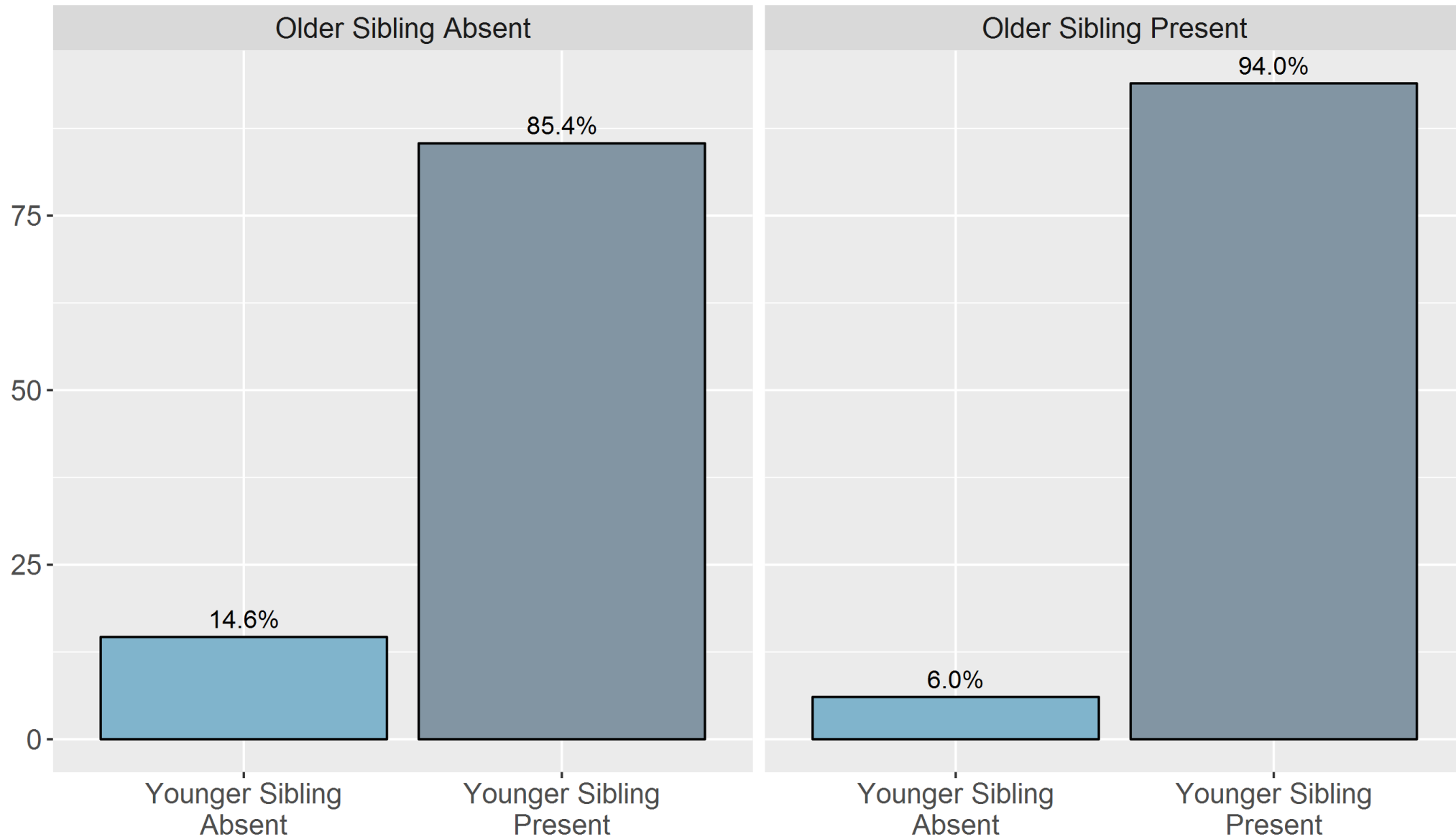


Older siblings are not significantly more likely to be chronically absent compared to students of the same age without younger siblings





Younger siblings are more than two times as likely to be absent on days when an older sibling is also absent

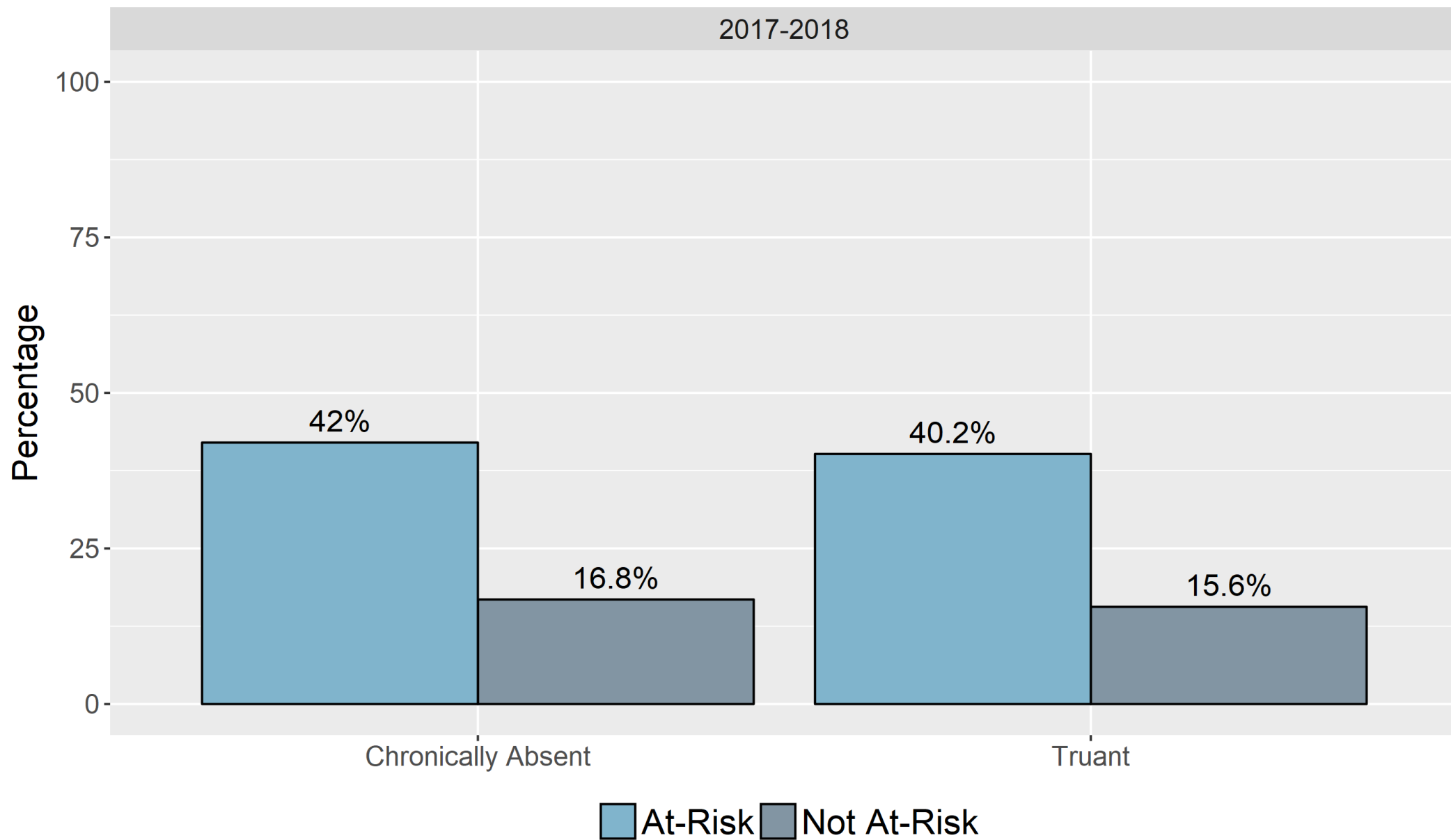




Chronic Absenteeism: Student Group Analysis

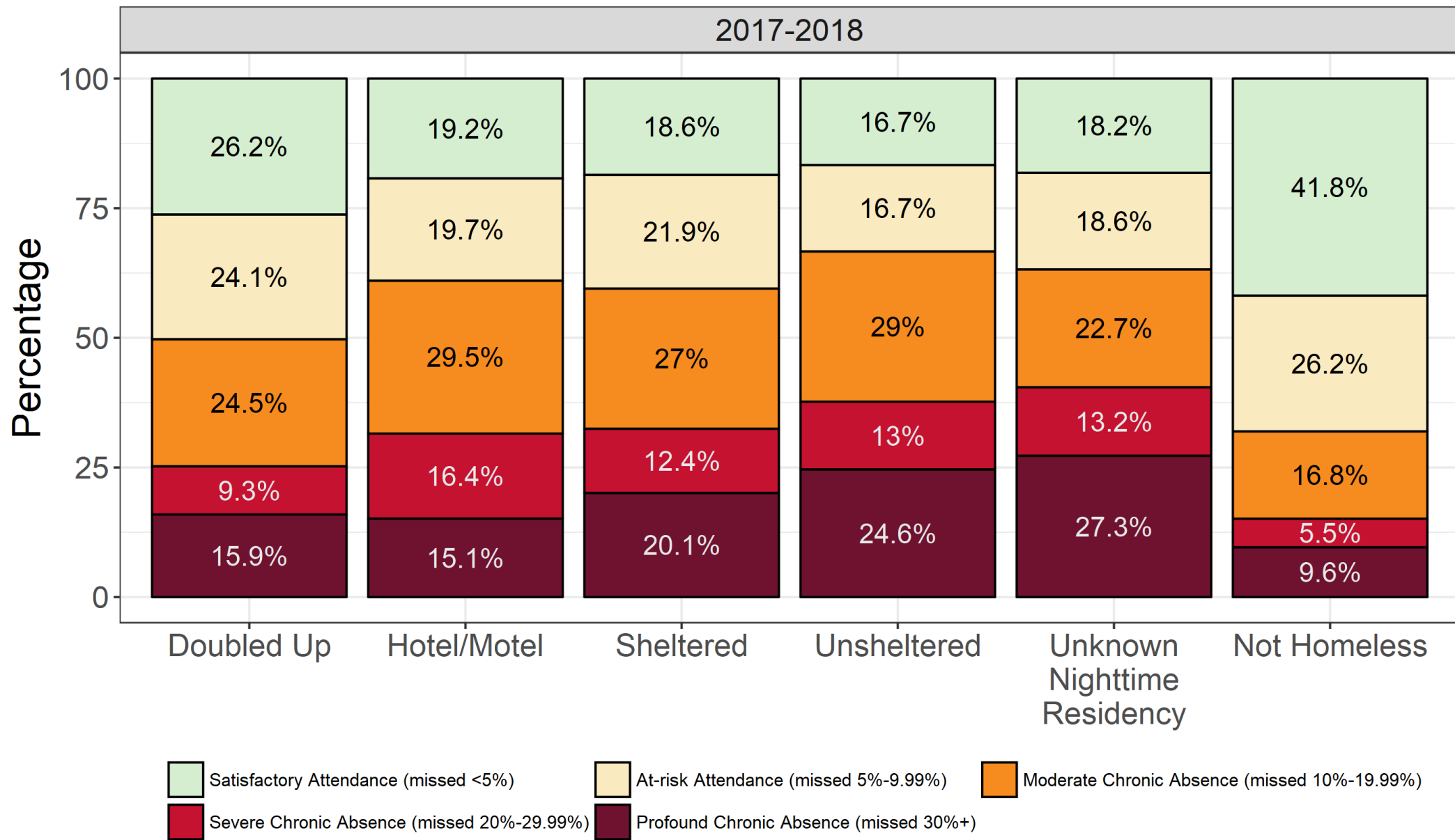


Students who are at-risk are much more likely to be chronically absent or truant compared to students who are not at-risk





Nearly half of all students experiencing homelessness were chronically absent





Chronic Absenteeism and Graduation

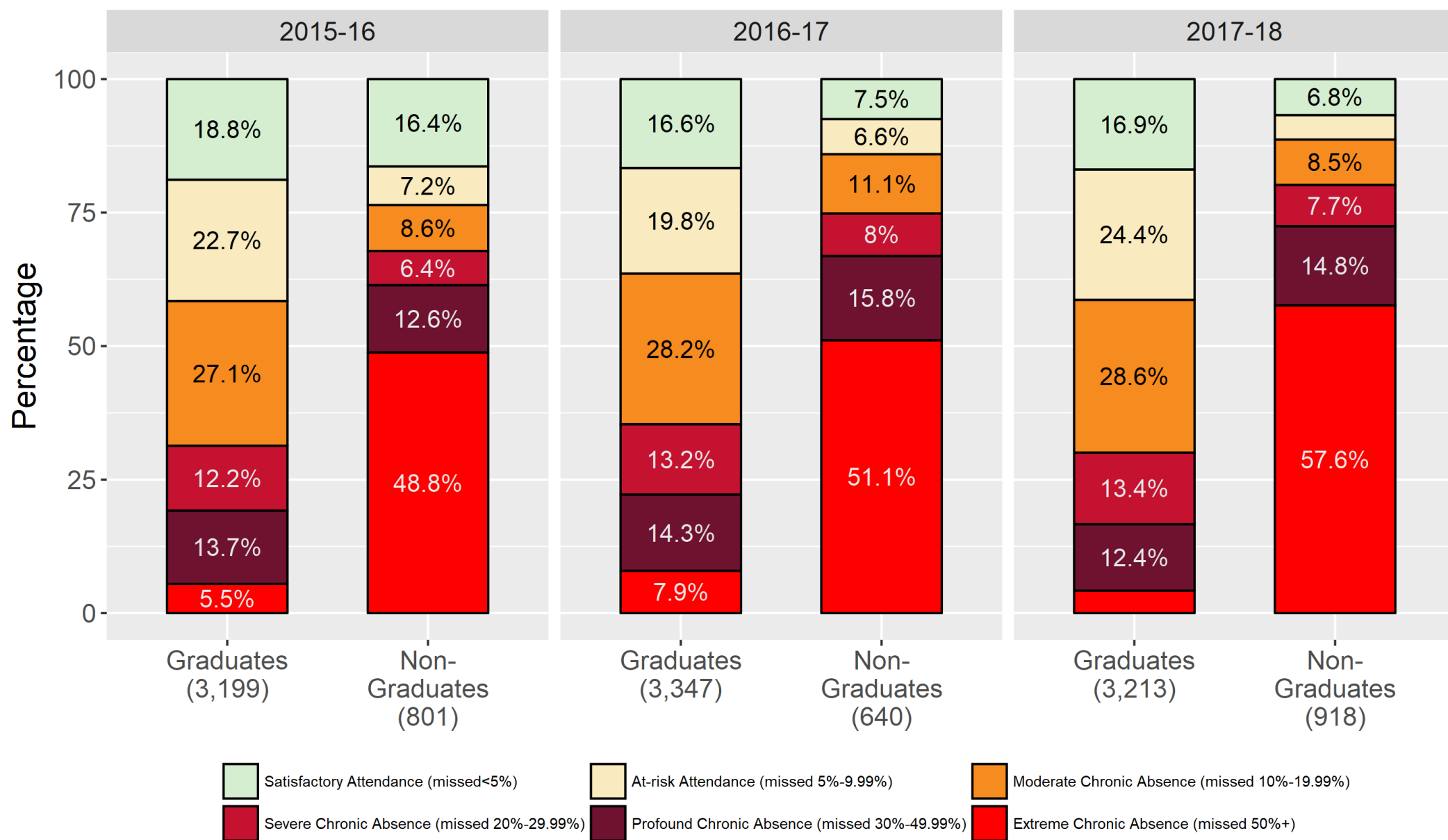


Graduation and Attendance

- Over the past three years, **attendance patterns between graduates and non-graduates** have become **more divergent**
 - **Non-graduates** have become much less likely to have satisfactory attendance and much **more likely** to have **extremely high rates of absenteeism**
 - **Graduates** demonstrated a **decrease in extremely high rates of absenteeism** between 2016-17 and 2017-18



The attendance patterns of graduates and non-graduates has diverged greatly over recent years

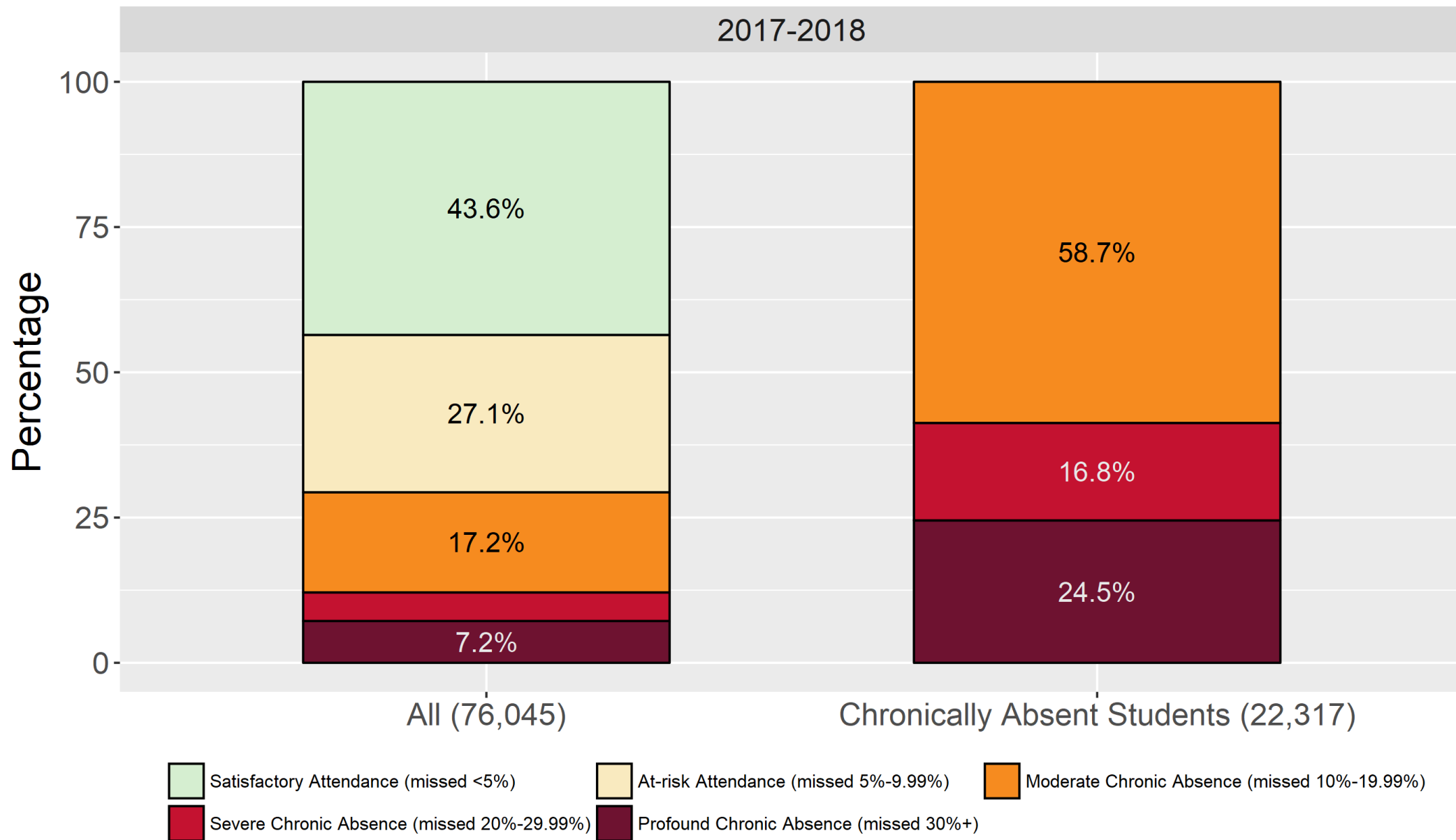




Appendix



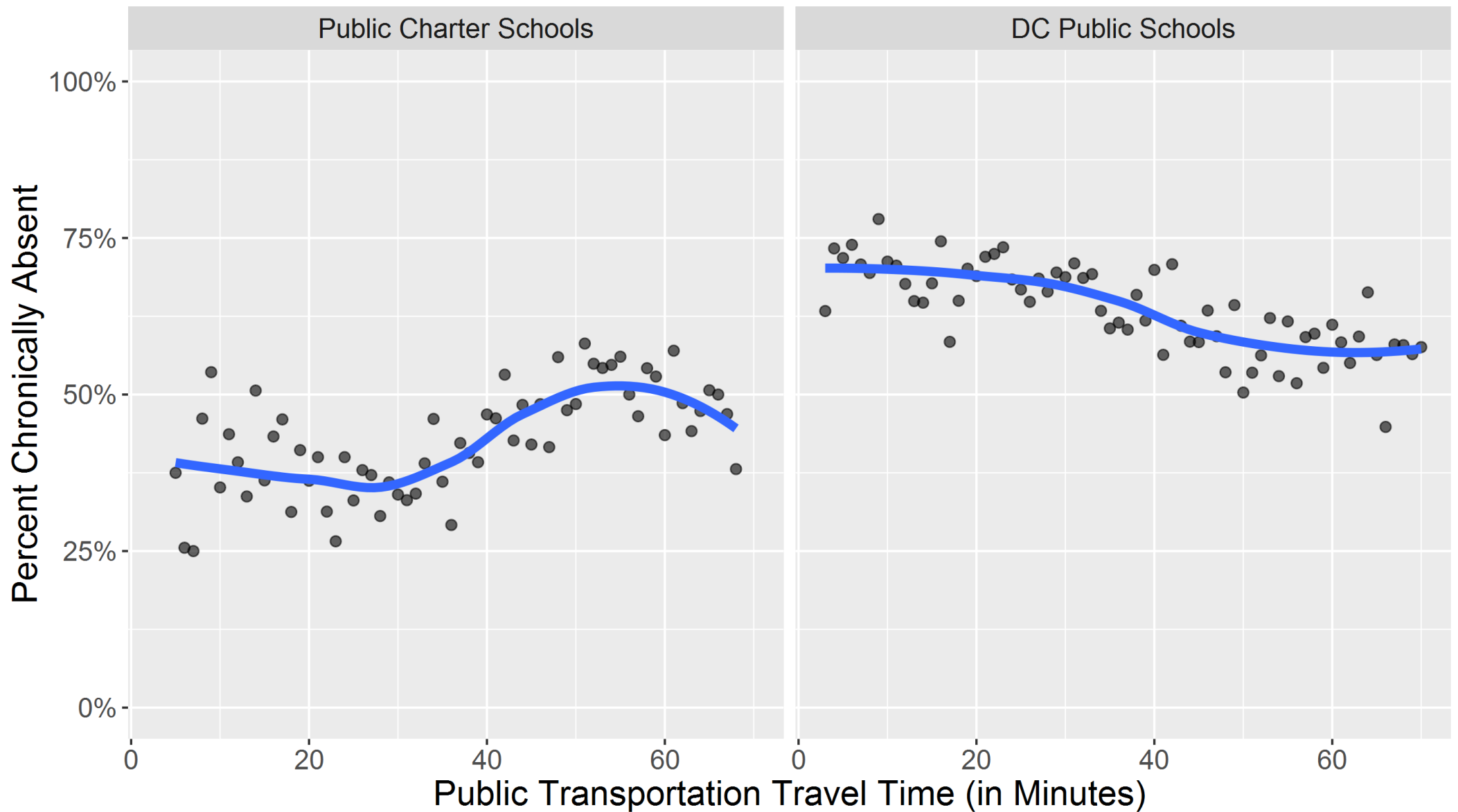
The majority of chronically absent students missed between 10-19.99% of instructional days





Chronic Absenteeism

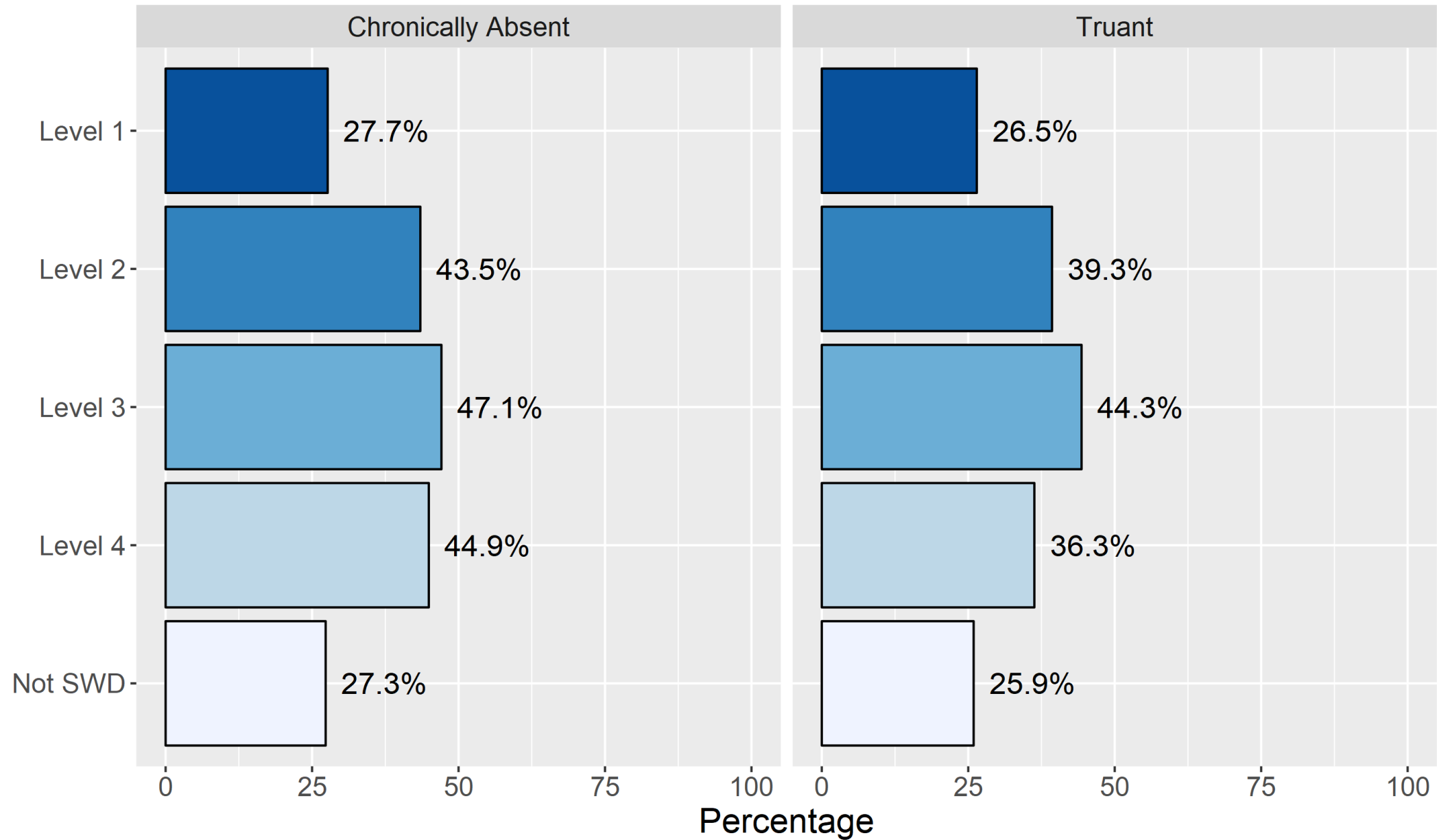
by Sector, Grade and Public Transportation Commute Time (among high school students)



Among high school grade students



Students with the most significant special education needs present the highest rates of chronic absenteeism



Monitor:

**Spotlight – Continuous
Improvement Framework
(DCPS)**



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DCPS Continuous Improvement Framework Overview



Purpose

To create a system which best ensures **compliance** and promotes **continuous improvement** by:

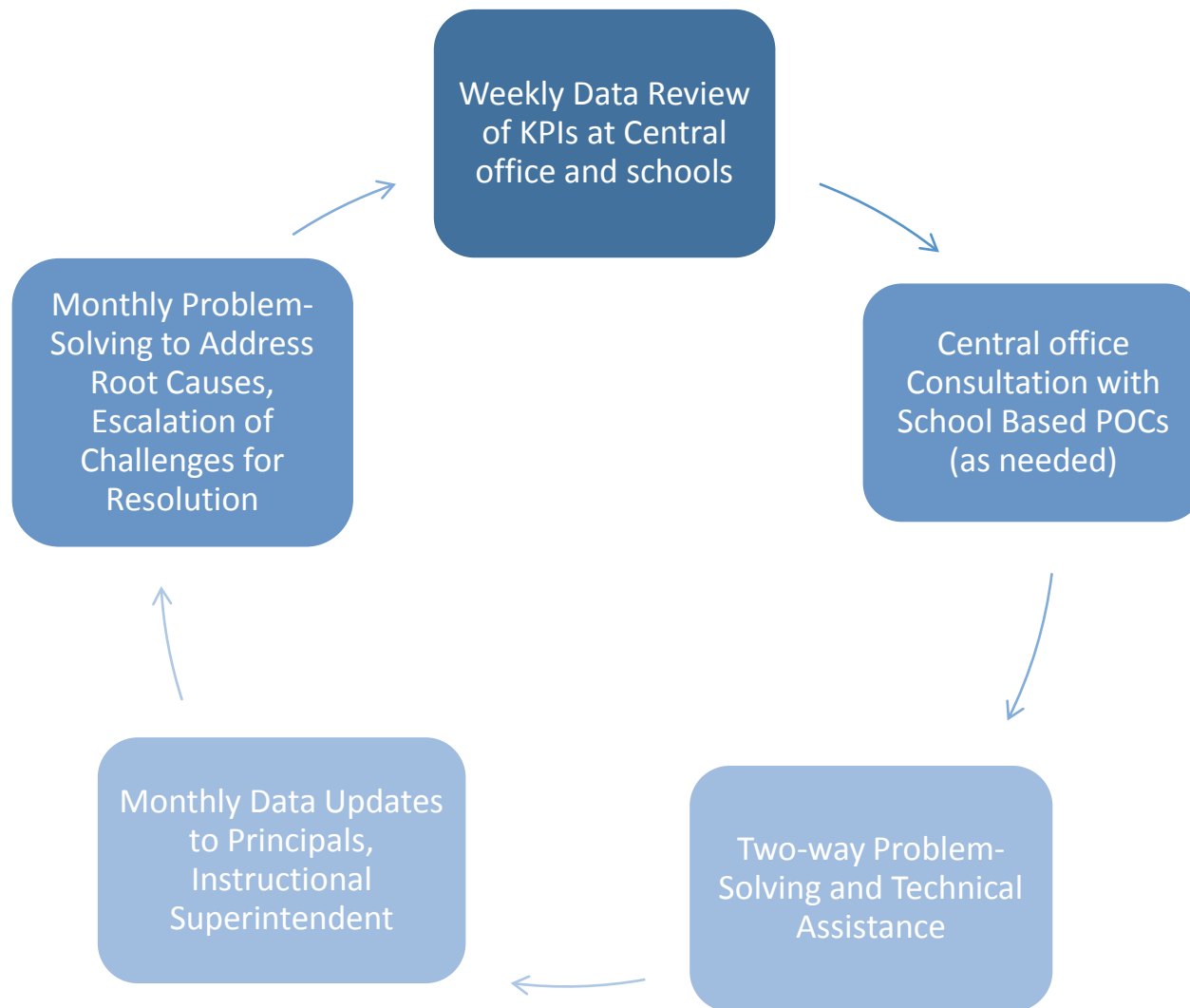
- Clearly defining performance expectations and ensuring clarity regarding roles and responsibilities
- Using data and data systems wisely
- Supporting adequate oversight while avoiding additional burden on schools
- Continuously examining and improving upon effectiveness of our system

Some Important Notes

- The framework is intended to be:
 - A way to help schools and central office work together to review practices and ensure procedural compliance
 - A set of data routines and collaborative activities designed to spur reflection and continuous improvement

- The framework is not intended to be:
 - A gotcha approach
 - A burden for schools
 - A disconnected set of activities which do not support improvement

Implementing the Framework: Cyclical Data Review



- Key performance indicators identified for graduation, attendance, and behavior
- Cyclical data reviews happen with school staff, leaders, and instructional superintendents
- Reviews inform challenges at the school and system level
- Reviews allow DCPS to identify and address challenges proactively

The CIF seeks to align and streamline the ways student-level data is received, understood, and used.

Beginning in November, cyclical data reporting and review occurs as follows:

1. Student behavior and attendance data are shared with the identified school POCs weekly, every Tuesday by 10 AM.
2. Principals receive a monthly report on the first Tuesday of every month that includes attendance, student behavior, and graduation data.
3. Central office teams review school-level data weekly, and contact school POCs to examine data flags, analyze root causes, and support problem-solving. School POCs continue to review data and flag anomalies, as necessary.
4. Unresolved data flags are escalated for review and support.

Monthly Download for Principals



December 4, 2018

Continuous Improvement Framework: Monthly Download for Principals

What is the Continuous Improvement Framework?

On November 6, 2018, central office teams introduced a continuous improvement framework that aims to support the effective use of data to proactively identify and address barriers to student success.

Purpose of the Monthly Download

The Monthly Download provides principals with pertinent attendance, behavior, and graduation data streamlined into a monthly data delivery. For more information, read the memo introducing this effort [here](#).

By providing streamlined, aligned data sets on a monthly basis, we are aiming to provide principals with greater insight into the data that your teams are reviewing on a weekly basis and to allow for collaborative resolution when needed. Central Office teams will continue to examine data, analyze root causes, and support problem-solving with school-level data points of contact (POCs). This process helps us better identify data system improvements we can make at central office and informs technical assistance needs so we can provide meaningful support.

Sample Measures

Attendance Measures

In-Seat Attendance (ISA) Rate

Truancy Rate

Compliance with Child and Family Services Agency (CFSA)

Compliance with Court Referrals

Compliance with SST Referrals

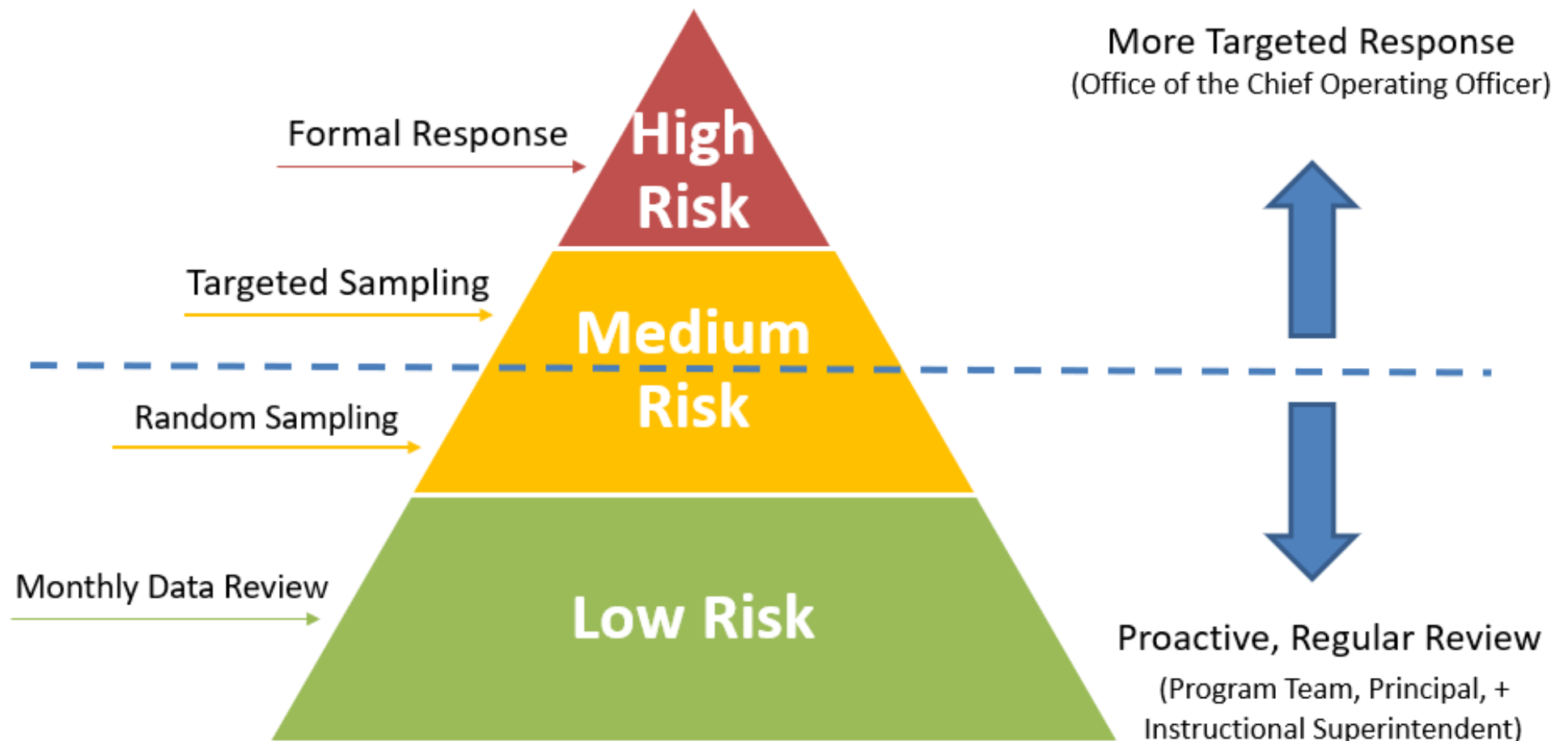
Attendance Entry Rate

SST Quality

Data Request Changes

Generation of Legally Required Notices

Differentiated Oversight Process



Project Milestones to Date

- Lessons learned from multiple audits are driving **underlying data infrastructure improvements** to make data easily accessible to schools and central office
- Attendance, behavior, and graduation **data reports have been streamlined** to reduce burden on school teams and promote coherent planning
- Central office systems cross-check team has been launched to **examine documentation fidelity** across systems

A Look Ahead- What Does Success Look Like?

- We know about our challenges internally before we are informed by an external party
- We direct our resources wisely to address identified challenges
- We make data easier to access and use, for schools and central office
- We continuously improve our outcomes for students

Monitor:
Spotlight: Nalle Elementary School
(DCPS)

J.C. Nalle Attendance Improvements

SY 17 -18

- EOY SST Compliance Rate = 29%
- EOY CFSA Compliance Rate = 90%
- Grade Level ISA
 - Pre-K3 88%
 - Pre-K4 89%
 - Kindergarten 92%
 - 1st grade 95%
 - 2nd grade 94%
 - 3rd grade 94%
 - 4th grade 95%
 - 5th grade 95%
- EOY Overall ISA = 91.6%
- Chronically Absence rate = 21%

SY 18 -19

- MOY SST Compliance Rate = 100% **(69% increase)**
- MOY CFSA Compliance Rate = 100%
- Grade Level ISA
 - Pre-K3 94% **(6% increase)**
 - Pre-K4 93% **(4% increase)**
 - Kindergarten 93% **(1% increase)**
 - 1st grade 96% **(1% increase)**
 - 2nd grade 97% **(3% increase)**
 - 3rd grade 98% **(4% increase)**
 - 4th grade 95% **(Maintained)**
 - 5th grade 95% **(Maintained)**
- MOY Overall ISA = 95.1% **(3.5% increase)**
- Chronically Absence % = 12% **(9% decrease)**

WHAT IS WORKING AT J.C. NALLE

- **Themed Spirit Weeks**
 - Students with perfect attendance Monday-Thursday are allowed to participate in themed out of uniform days.
 - Pajama Day,
 - Twin Day,
 - Favorite T-shirt day,
 - Favorite Sports Team Day
- **Staff “Buy-In”**
 - Incentive programs are created for staff members with improved student ISA
 - Creating incentive based programs that reward all involved stakeholders (teachers, parents, office staff, etc) This type of improvement requires everyone to be involved.
- **Parent Involvement**
 - Getting Parents into the building frequently is the key!
 - Breakfast with the principal
 - Parent raffles
- **Staying ahead on compliance**
 - Getting your 5 day & 10 day meetings and referrals done are key.
 - Keeping in compliance can help schools identify barriers that families are experiencing.
 - Early interventions can be set in place

Monitor:

EDC! Attendance Pilots & Campaign

Students Experiencing Homelessness

Transportation Flexibility Pilot - In partnership with the Department of Human Services, the DME will pilot transportation flexibility for students living in short-term family housing sites.

- Four short-term housing sites in SY2018-19
- All families will receive SmarTrip benefits for parents and transportation planning assistance
- Some families will receive gas money (if they have a car) or ride sharing vouchers
- Evaluation by the Lab at DC

Amount: \$120,000

Program Date: February 2019 – TBD Based on Participation



Family Engagement

Family Engagement for High Schools - The DME will support a partner with a track record of success in family engagement to work with four to six public high schools with high chronic absenteeism to increase family engagement.

- Partnership strategy during application
- Evaluation by the Lab at DC
- Focus on building evidence base

Award: Anticipated in March 2019

Program Date: Kick-off April 2019



Safe Passage

A. Safe Passage Community Workers Pilot - In partnership with the East River Family Strengthening Collaborative, the DME will support the presence of safe passage workers near schools at the Minnesota Avenue Metro Station, one of the six SY2018-19 safe passage priority areas. The program is modeled after other efforts locally and in Chicago that have shown success in reducing violence and increasing safety by hiring and training adults in the community to act as deterrents to crime and violence as students travel.

Award: \$50,000 – Awarded (10/26/18)

Program Date: End of November 2018 – June 2019

B. Safe Passage Community Engagement Pilots – DME will support a citywide convening and four community-based events in safe passage priority areas to seek input and build community around safety through a partnership with KIPP DC.

Award: \$25,000 – Awarded (1/11/19)

Program Date: January 2019 – July 2019

EDC! Campaign Updates



- **3,200** student and community pledge card commitments to improving school attendance
- Total FY18 EDC! Campaign Traditional/ Digital Impressions: **48,788,944**
- **EDC! Monthly Attendance Recognition Program**



- Monthly rewards for schools to recognize **improved attendance** during the remainder of SY 18- 19.
- **69 DCPS/PCS schools** with the **highest rates of chronic absenteeism** invited to participate in program.
- Rewards include: HP Laptops, Amazon Fire tablets, bikes, tickets to DC sporting events, gift cards, headphones by Beats, funded, pizza/ice-cream party, DPR Mini Rec Day Event.

Monitor:

Youth Engagement Report Out

EDC! Youth Engagement Overview



- October to December
- **100+** middle and high school students across the District
- **10** sessions (4 MS and 6 HS)
- Session length: **45min-1 hour**

Session Topics

- District's 80/20 rule and its impact
- Student mental health
- Student safety
- CFSA/Court interventions



What students are saying...



“ Even if we show up to every class, on time, every day, how do you know we’re learning? All you know is that we’re there.”

“If, in practice, schools are doing their own thing, how is it fair to make the 80/20 rule district-wide?”

“How are teachers being held accountable for their lessons? A lot of times, I don’t show up to a particular class because it’s just boring.”

“All of my math class is on a computer. I haven’t really learned anything this year.”

“It helps when people care about you.”

Feedback Summary/Suggestions



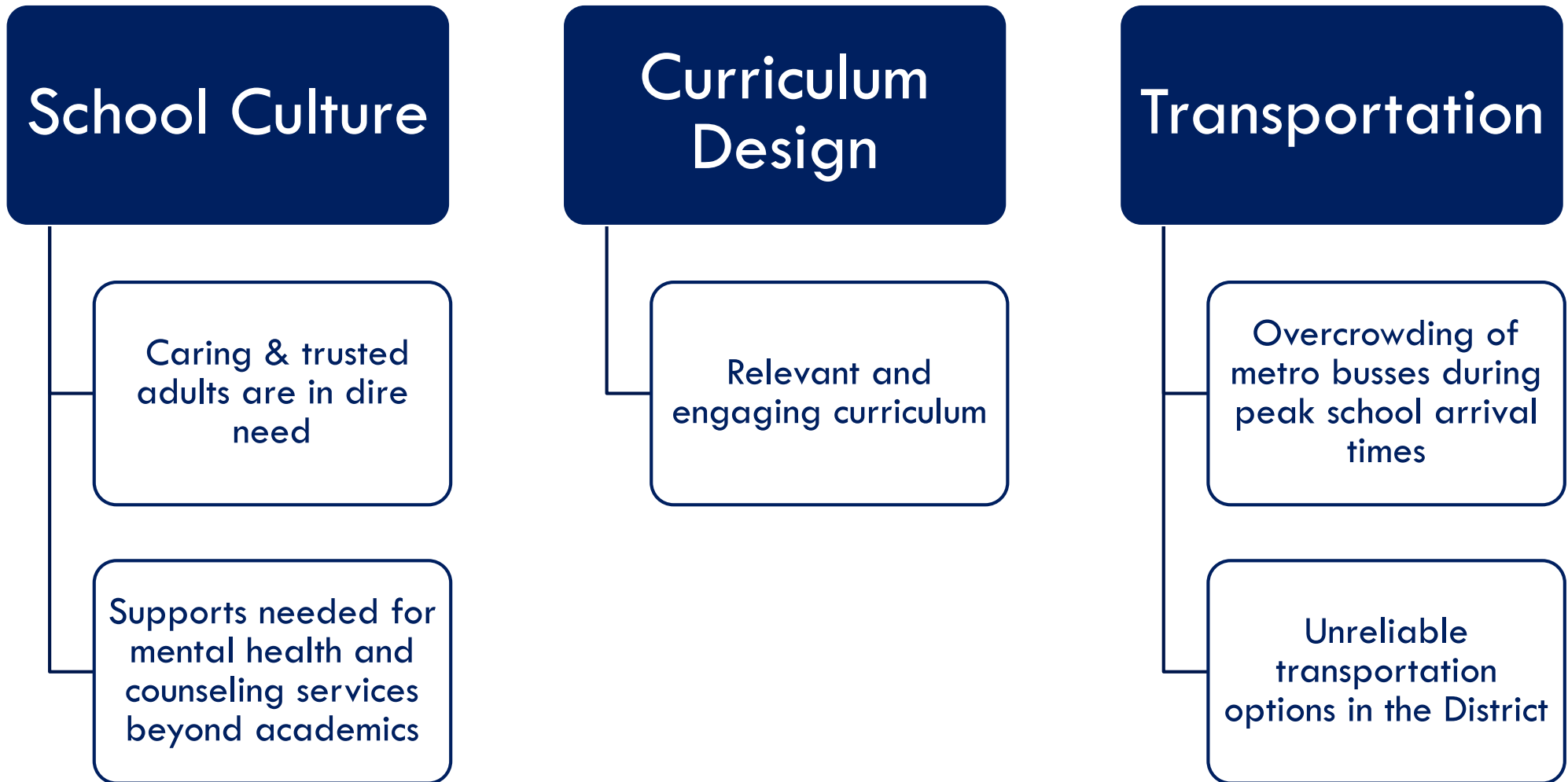
80/20 Rule

- Among students, there was a general **lack of clarity** and understanding of the 80/20 rule.
- Students questioned a rule that required nearly full day attendance when they felt many classes did not offer **relevant or engaging content**.
- As a result, students described it as **arbitrary** because it was disconnected from student learning.
- Some students felt it was **punishing** them for missing just one class – there was lack of clarity around the impact on grades, but some students' impression was that they might as well miss the whole day.
- When asked about an alternative, the majority recommended adjusting the rule to somewhere between **60-70 percent**, rather than 80.
- **Student Suggestions:** Expand optional morning advisory periods to all grade levels and implement later start times, specifically for high school students.

CFSA/Court Referrals

- When asked about CFSA, middle school students were aware of importance and why it happens. Didn't feel strongly about changes.
- When asked about court, high school students were largely aware and viewed court interventions as intrusive or unwanted – thought priority should be attendance teams and earlier measures before court.
- **Student Suggestions:** overwhelming support for an investment in social workers, mental health services, and family counselors, in place of court interventions.

Key Trends



Monitor:

Partner Updates

Next Steps

- **Council Hearing on Attendance (1/31/19)**
- **Data Committee (March)**
 - SY2018-19 Q2 Data (Including Chronic Absenteeism & Statewide Numbers)
 - Date Forthcoming
- **2nd Agency Coordination Meeting (February)**
 - Topic: Case Management/Establishing Lead Agencies
- **Next Taskforce Meeting (March)**
 - SY2018-19 Q2 Data
 - Strategic Planning Check-in

Strategic Plan Check-in



Framework Element	Focus Area	Project Name	Lead	April - Early June (End of School Year)	Late June - Early August (Summer)	Late August - September (Back to School)	October - December (Fall)
I. Actionable Data	A. Data Sharing with Attendance Partners	EDC! Data Committee Data Sharing	CJCC/DMHHS	•EDC! Data Committee Agenda	•EDC! Agencies provide available data fields to Data Committee •Determine list of research questions to focus on in 6 mo.	•Begin answering key data questions. •Agency Coordination - Mtg 1	•Agency Coordination - Mtg 2/3
	B. Chronic Absenteeism Included in Reporting	EDC! Quarterly Reporting on Chronic Absence	OSSE	•EDC! Data Committee Agenda	•Inter-agency discussion	•Agency Coordination - Mtg 1	•1st Quarterly Report from DME using OSSE data
II. Culture & Capacity Building	A. Trauma Informed Practices	TBD	OVSIG/CFSA	•Draft RFP and connect with CFSA re: trauma landscape	•RFP Released	TBD	TBD
	B. Supportive Policies & Practices	TBD	DME	•Identify opportunities for engagement •Draft engagement strategy •Convene policy committee	•Host engagement sessions with MBYLI •Provide summary report to EDC! Task Force at July/August meeting	•Create plan for fall youth engagement led by Task Force Reps & Agencies	Complete youth engagement; initiative charter school engagement
III. Positive Engagement	A. Citywide Message	EDC! Citywide Campaign (cont'd)	DME	•Provide end of year rewards and recognition in focus schools and citywide •End of year messaging push	•Select messages •Plan with contractor	•Back to school messaging push	•Reinforce attendance messaging campaign with timely holiday messaging
	B. Engage Community Stakeholders	EDC! Attendance Summit	DME	•Host Every Day Counts! Summit	Complete	Complete	Complete
IV. Leadership	A. Community Leadership	EDC! Attendance Summit Follow-up	DME	NA	•Follow-up attendance action plan development and technical assistance for community-based teams	•Push out EDC online modules on chronic absenteeism	•Schools host in person facilitated workshop building on module one
	B. School Leadership	EDC! Community of Practice	DME	•Launch community of practice and hold monthly meetings	•Community of Practice Meeting (2) •Mini-grants Awarded	•Community of Practice •MeetingParticipants Implement New Strategies	•Community of Practice •MeetingParticipants Implement New Strategies
V. Shared Accountability	A. Program Evaluation	TBD	Lab at DC	•Select focus evaluation(s) •Identify Metrics for EDC! Campaign	Pending Discussion	Pending Discussion	•Include metrics in public-facing EDC Strategic Plan
VI. Partnerships & Investments	A. Transportation + Homeless Students Pilot	EDC! Pilot Project: Targeted Alternative Travel for Homeless Students	DME/DHS/LEAs	•Present to EDC! Task Force	•EDC Pilot Project Planning	•EDC Pilot Project Planning	•Launch Pilot (moved to February 2019)
	B. Employment Pilot	EDC! Pilot Project: Expand Employment Program + Partner with DPR	DOES	•Present to EDC! Task Force	•EDC Pilot Project Planning	Defer to future	Defer to future
	C. Safety Passage Pilot	EDC! Pilot Project: Safe Passage Volunteer Effort	DME/ONSE	•Present to EDC! Task Force	•EDC Pilot Project Planning	•EDC Planning w/ Partner	•Begin Implementation
	D. School Capacity/Family Engagement	EDC! Pilot Project: Youth & Family Engagement	DME	•Present to EDC! Task Force	•EDC Pilot Project Planning	•EDC Pilot Project Planning	•Begin Planning w/ Awardee (February 2019)
	E. Health	Child Health Provider Survey and Education	Children's Health	•Present to EDC! Task Force	•EDC Pilot Project Planning	•Present to EDC! Task Force	Complete
	F. Recognition/Rewards	EDC! Pilot Project: Adopt-a-School	DME/OAG	•Identify partner agencies and schools	•Partner - school match •Make recognition plan with school and partner for SY2018-19	•Q1 Attendance Incentives	Second Semester Incentives