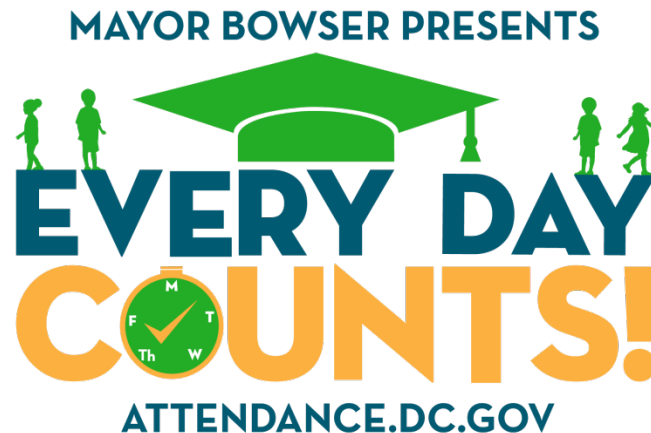


# Every Day Counts! Taskforce Meeting

March 26, 2019





## I. **Welcome** (5 min)

## II. **Measure** (20 min)

- Highlights & Discussion from EDC! Q2 Data Committee Report

## III. **Monitor** (60 min)

- **Spotlight:** Proving Ground Partnership (DCPS & KIPP DC)
- EDC! Initiative Updates (DME)
  - Attendance Campaign & Pilots
- EDC! Partner Updates (All)

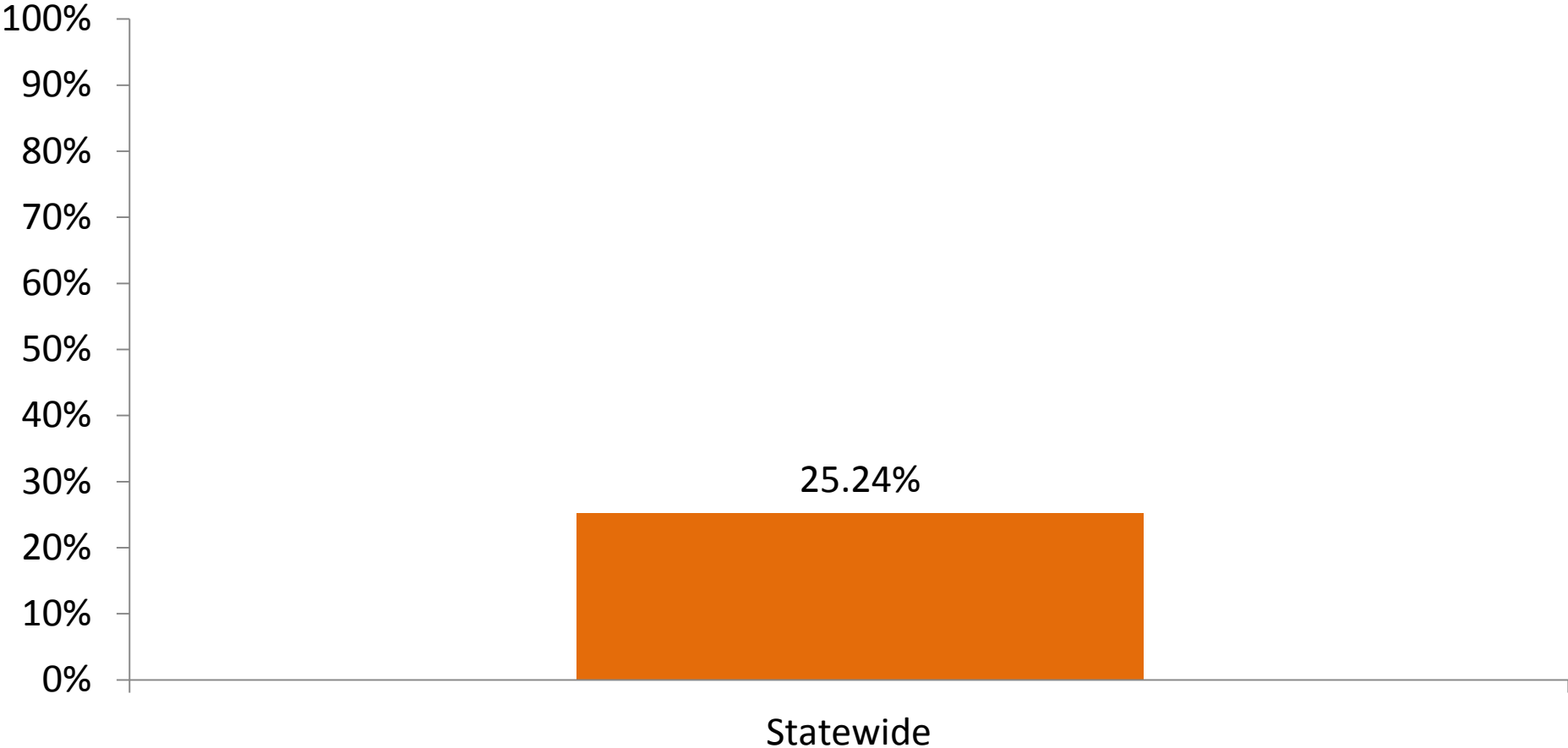
## IV. **Next Steps** (5 min)

**Measure:**  
**School Year 2018-19**  
**EDC! Q2 Data Committee Report**

# Key Outcomes: Chronic Absenteeism & Truancy

# Chronic Absenteeism - Statewide

2018-19 Q2 YTD



- **Statewide, the chronic absenteeism rate through Q2 is 25.24%.**

Note: Reflecting new business rules, 2018-19 data will be fully cleaned, validated and recalculated summer 2019.

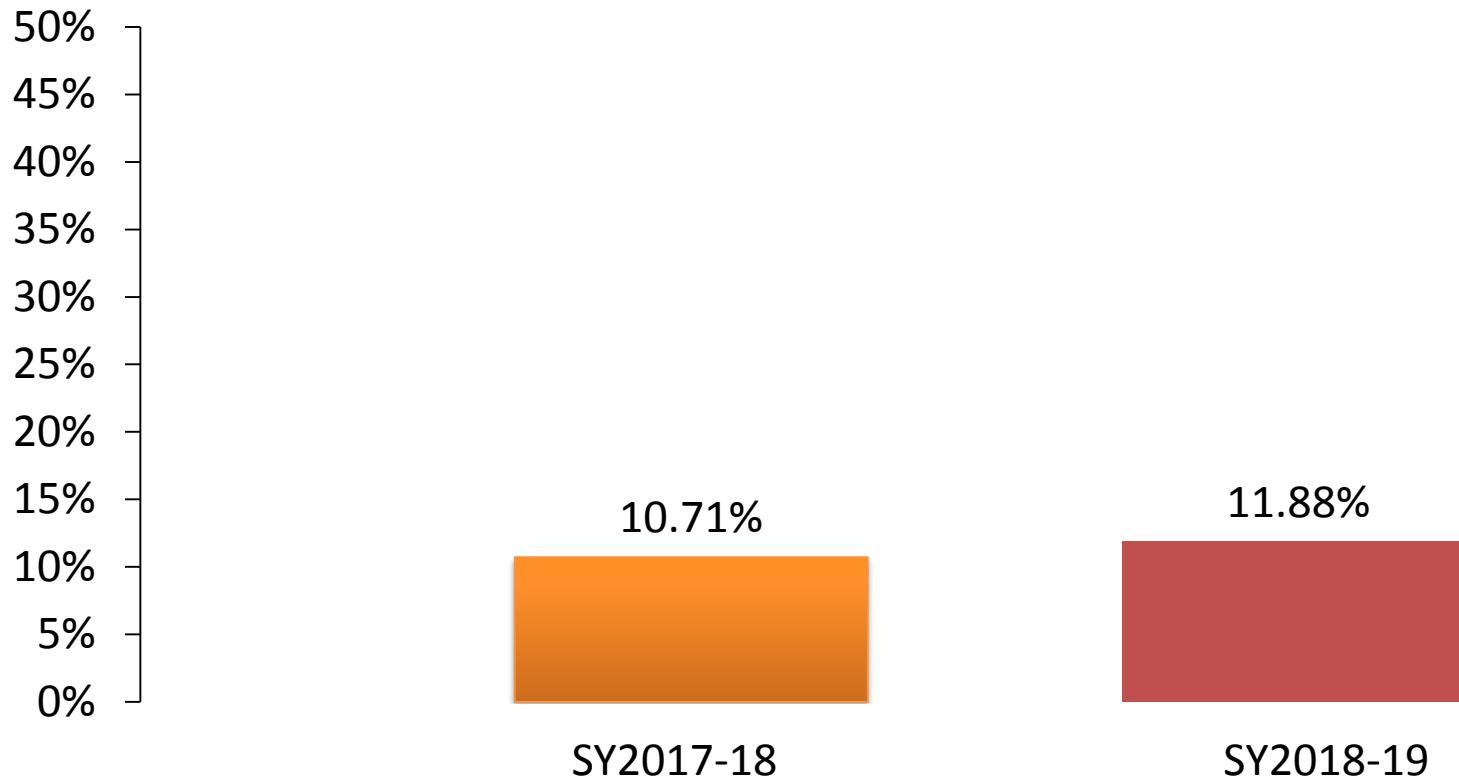
# Chronic Absenteeism Highlights

- The **DCPS** YTD SY2018-19 chronic absenteeism rate through Q2 is **27.43%** (4.14% higher than the Q1 SY2018-19 rate).
- The **PCS** YTD SY2018-19 chronic absenteeism rate through Q2 is **22.63%** (4.08 % higher than the Q1 SY2018-19 rate).

Note: Reflecting new business rules, 2018-19 data will be fully cleaned, validated and recalculated summer 2019.

# Truancy - Statewide

Q2 YTD SY 2017-18 vs. SY 2018-19



- **Statewide, the truancy rate is 11.88%. This rate is 1.17 percentage points higher than SY2017-18.**

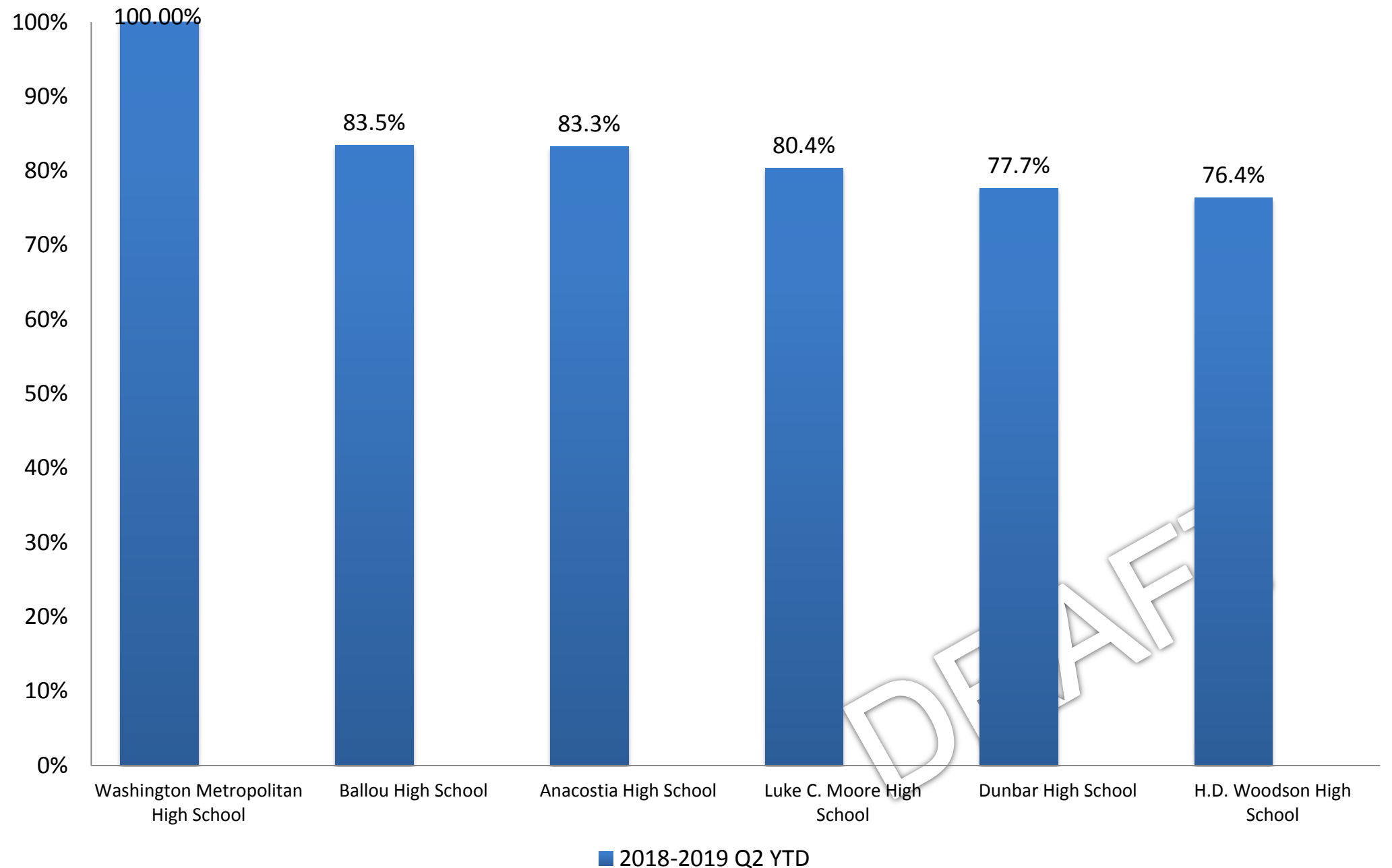
Note: Reflecting new business rules, 2018-19 data will be fully cleaned, validated and recalculated summer 2019.

# Truancy Highlights

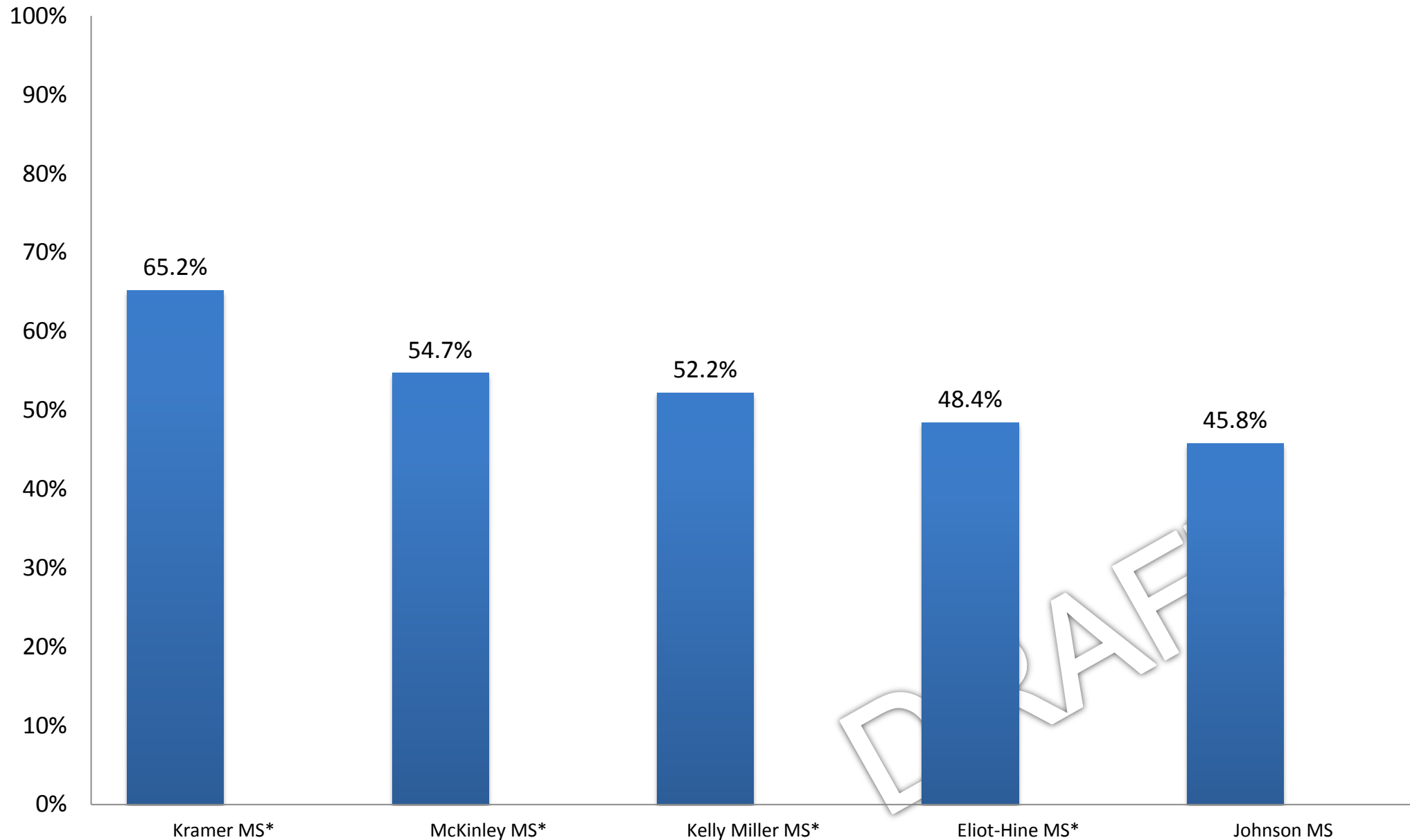
- The **DCPS** YTD SY2018-19 truancy rate through Q2 is **14.81%** (8.9% higher than the Q1 SY18-19 rate).
- The **PCS** YTD SY2018-19 truancy rate through Q2 is **7.47%** (6.1% higher than the Q1 SY18-19 rate).



# Chronic Absenteeism by School – DCPS High Schools with Highest Rates



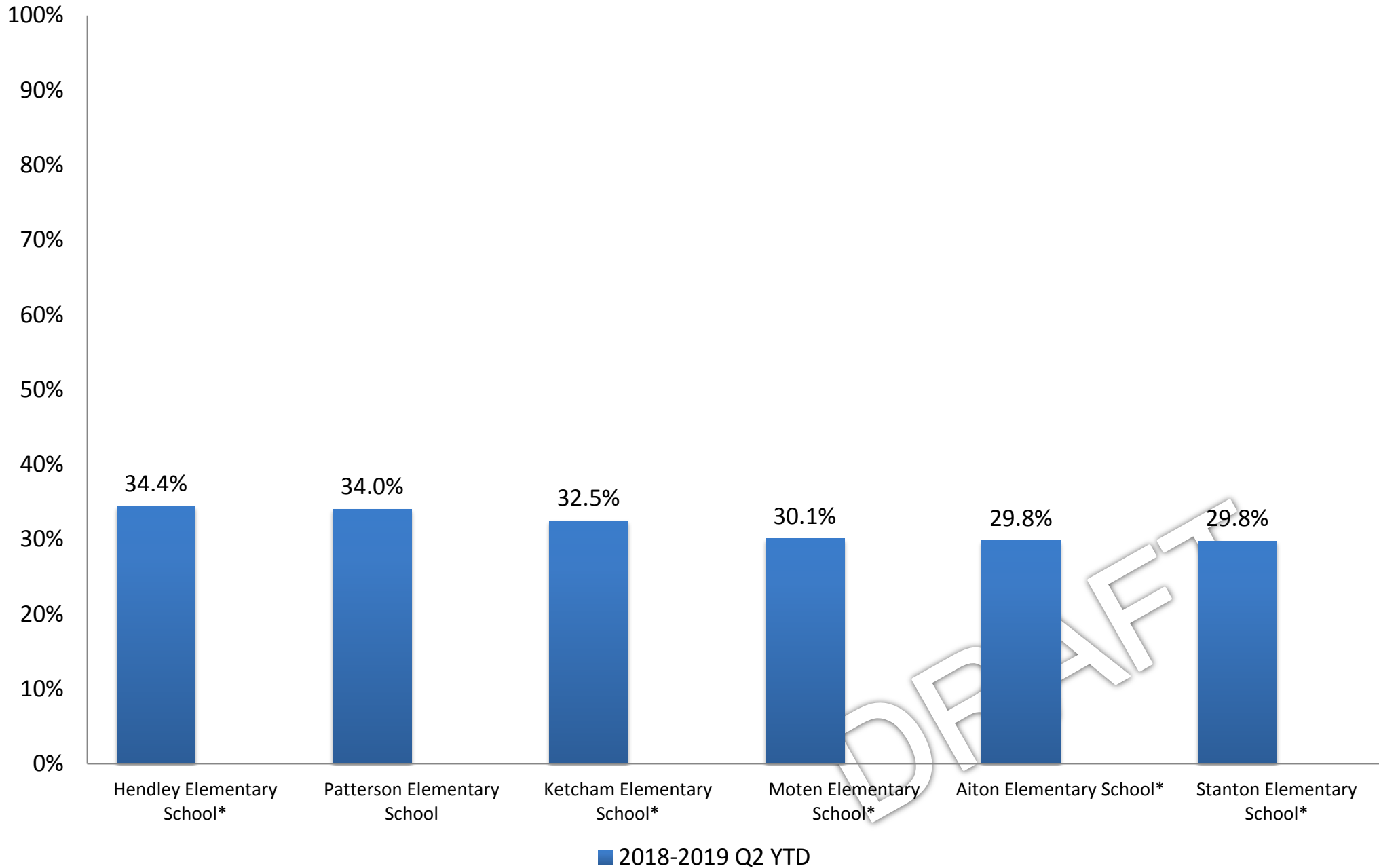
# Chronic Absenteeism by School – DCPS Middle Schools with Highest Rates



\*School is a Show Up Stand Out Program Partner

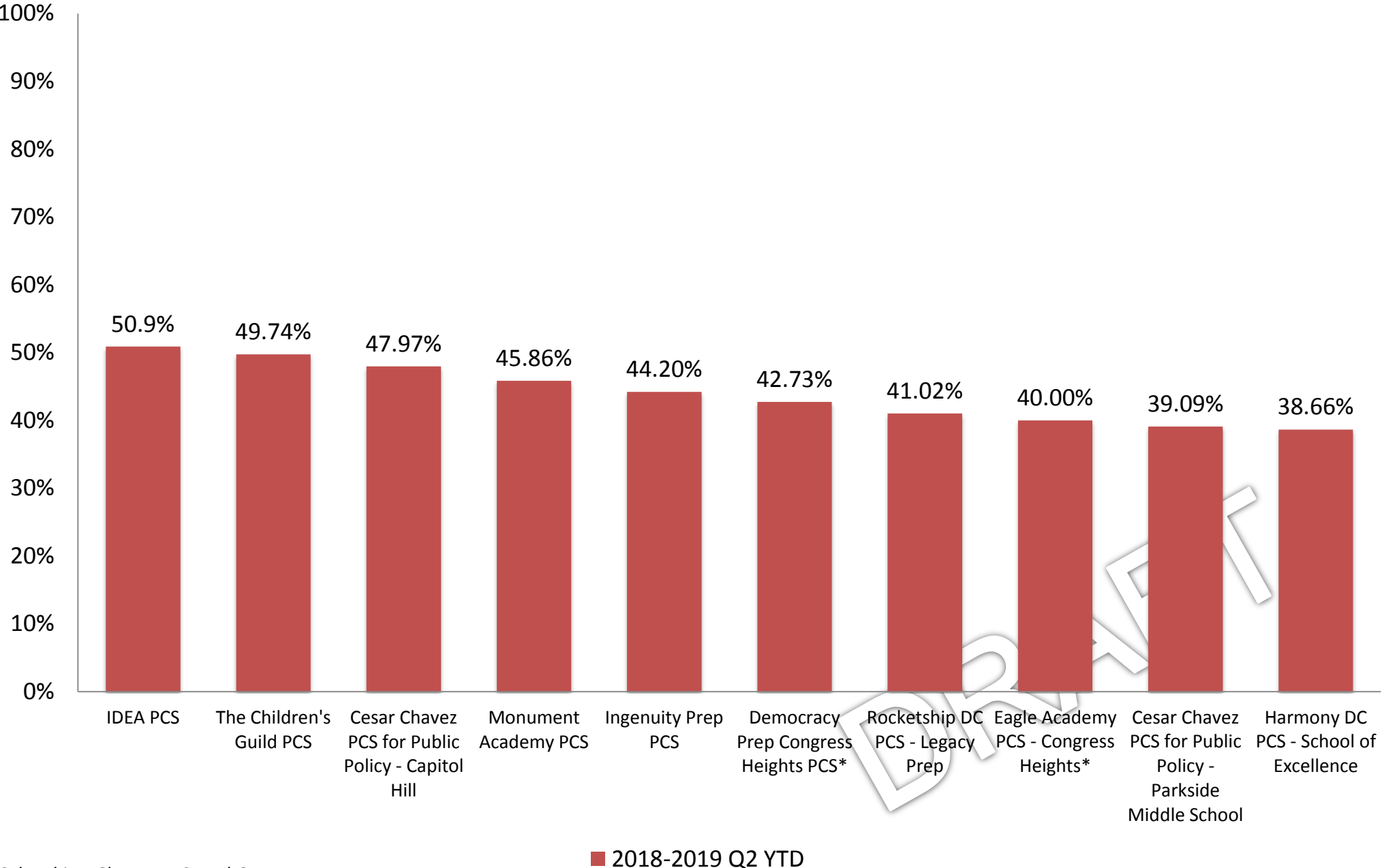
■ 2018-2019 Q2 YTD

# Chronic Absenteeism by School – DCPS Elementary Schools with Highest Rates



\*School is a Show Up Stand Out Program Partner

# Chronic Absenteeism by School – Top 10 PCS with Highest Rates



\*School is a Show Up Stand Out Program Partner

**Key Outcome:  
Referrals to CFSA (Educational Neglect)  
Ages 5 to 13**

# CFSA Referral Universe

	DCPS <sup>1</sup>		PCSB	
	2018-2019(YTD)	2017-2018 (YTD)	2018-2019 (YTD)	2017-2018 (YTD)
# of students required to be referred to CFSA	1,115	1,063	Data not known	Data not known
# of referrals made by schools	996	713 <sup>2</sup>	NA <sup>3</sup>	NA <sup>3</sup>
# of children referred received by CFSA <sup>4</sup>	890	573	483	288

<sup>1</sup> Numbers provided by DCPS include students ages 5-13 as of 12/01/2018 with 10 or more full day absences. Students eligible for a referral are based on the number of registered students as of 1/22/2019.

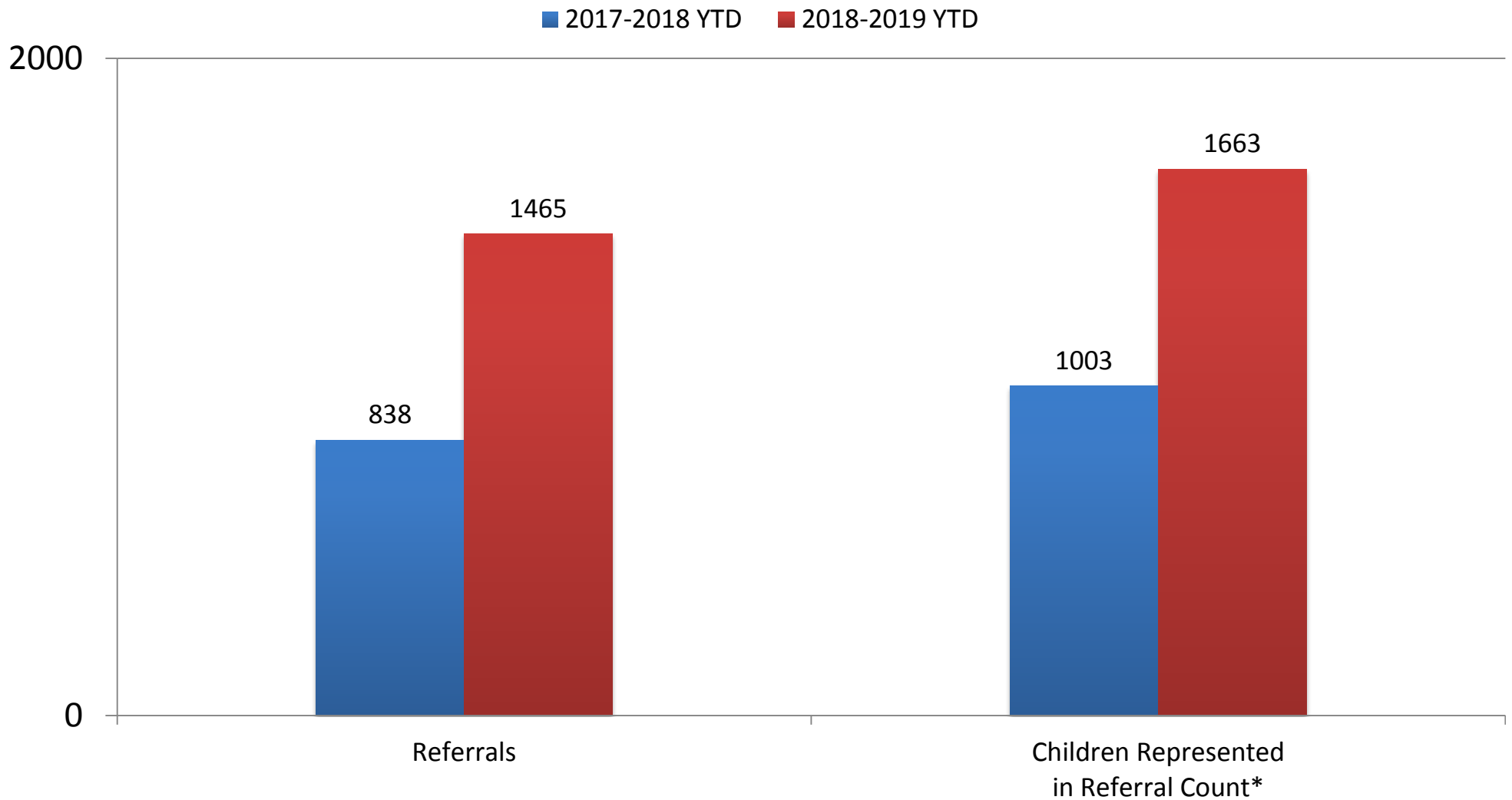
<sup>2</sup> This number includes 307 additional referrals at discretion of the schools (no longer meeting the requirements) The number of referrals meeting requirements was 689

<sup>3</sup> PCS campuses are not required by statute to report on number of referrals

<sup>4</sup> Numbers provided by CFSA .An additional 290 children were referred by other agencies for a total of 1663 children received by CFSA.

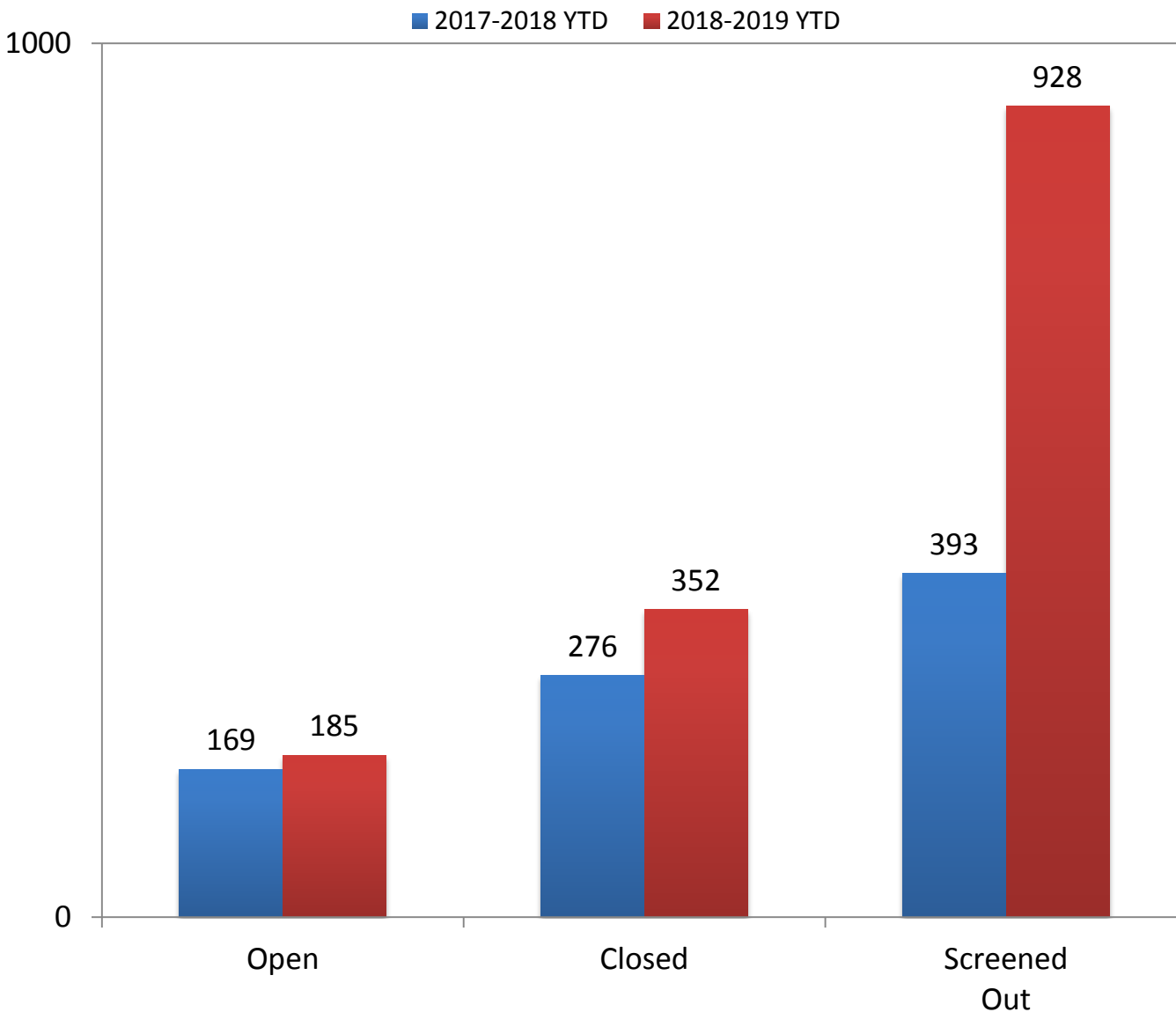
# Referrals

Reporting Period: 8/20/2018 through 1/22/2019



\* Multiple Children can be included in a single referral

# Status of Referral\*



## Definitions

- **Closed** = When a referral has been accepted as an investigation or a Family Assessment and is completed.
- **Open** = When a referral is actively being assessed by a CFSA worker.
- **Screened Out** = Based on available information, concerns do not reach threshold for CPS response/no maltreatment and this can be determined at the hotline, RED Team, or Educational Neglect Triage level.

\* Based on number of individual referrals



**Monitor:**

**Spotlight – Proving Ground Partnership  
(DCPS & KIPP DC)**



- In November 2018, DCPS rolled-out its first pilot energy letter intervention that involved sending individualized letters to a subset of students and/or families whose students missed 5% or more of School Year 2017-2018.
- The letters included individualized attendance data and was sent home to students and/or their families.
- For elementary and middle school students, these letters were sent to parents/guardians. For high school students, there were two different version of letters. One is designed for students, and the other is geared toward their families.
- Results of the first round showed that personalized letters reduced absences by 2.7% overall.
- PG estimated that if DCPS scaled letters up to all students, total absences would be reduced by over 17,000.
- The estimates suggest that while letters are effective in all grades, they are more effective for K-8 students.



- In light of the November pilot results, DCPS will be sending our next round of energy letters, regarding chronic absences, to families by the first of April.
- Based on parent feedback, DCPS made a couple of minor modifications.
- It is important to note that DCPS will be sending letters to parents and guardians and **not students** during this round.
- These communications will be sent by U.S. mail, as we did before and now via email, to a randomized group of families whose students missed 5% or more of SY 17-18 excused or unexcused, to allow us to compare the results for students whose parents receive emails versus those receiving U.S. mail.

# 18-19 intervention: attendance support emails to families

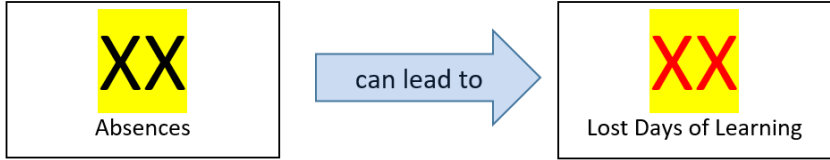
## KIPP DC targeted 3 potential information gaps:

- How many absences has my student accumulated?
- What is the academic impact of those absences?
- Who at school can help me improve my student's attendance?

**Every day counts, and you can help!**

Dear Parent/Guardian of <<Student Name>>,

As part of our push to ensure that all of our students make it to school every day, we are sending out periodic updates about our students' attendance. So far this year, your student has been absent <<XX>> days. Each day a student is absent (which includes both excused and unexcused absences) can negatively impact up to three days of learning as they catch up on missed class time.



Research has shown that students who miss fewer days perform better and feel more connected to their school. We know there are many things that can get in the way of getting to school, and we would like to partner with you to help make sure your child makes it to school every day. We've included some tips and tools below.

Please contact <<POC Name and Position>> at <<POC email or phone>> today so we can talk about how best to support you and your student in coming to school every day this year!

Sincerely,  
<< Principal Name >>  
Principal

DRAFT

# Impact of attendance support emails

## The emails reduced absences by 3.4%

If we scaled up the intervention to all of KIPP DC and sent emails for the whole school year, we would get back **more than 2,300 instructional days**.

## More opportunities to connect with families about attendance

Families contacted our Headquarters office and the point-person at their student's school to:

- Clarify the meaning and implications of the email
- Ask questions about attendance-related policies

DRAFT

# What's next?

- 1) Scale up the attendance support emails as part of a larger shift in our approach to attendance communication.
  - What other means of communication could we try?
  - What frequency of regular communication makes the most sense?
  - How can we make sure that our communication is friendly and offers support while still conveying possible consequences of unexcused absences?
  - How can we clearly communicate about the impact of all absences (excused or unexcused) while also monitoring truancy?
  
- 2) Plan several new interventions with a focus on PreK and kindergarten students.
  - Replicate a successful intervention first tried in Syracuse in which teachers hand-write notes for absent students about the learning they missed.
  - Develop a new Tier 3 intervention in which teachers focus intensively on building relationships and supporting a small group of families in their class.

**Monitor:**  
**EDC! Attendance Campaign & Pilots**

## Safe Passage

**A. Safe Passage Community Workers Pilot** - In partnership with the East River Family Strengthening Collaborative, the DME supports 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 goal of the program is to reduce violence and increase 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**







## A. Safe Passage Community Workers Pilot

- The pilot currently consists of **five Community Watchers** that are present **three days a week** during student dismissal times near Cesar Chavez Public Charter School, Friendship Collegiate Public Charter School and Neval Thomas Elementary School.
- There have been **three incidents to date** (verbal altercation among students, physical altercation resulting in police response, appearance of a physical altercation that quickly dissipated).
- As seasonal changes occur, there has been an increased presence of MPD, MTPD, and school staff in the Minnesota Ave. Safe Passage Area.
- **Minnesota Ave. Safe Passage Listening Sessions:** Community Watchers have held two listening sessions to date with students at Neval Thomas Elementary and Friendship Collegiate Academy. The sessions serve as an opportunity to engage with students and to discuss the physical safety concerns they see or experience in their routes to and from school. Feedback and key takeaways from the listening sessions will be included in a final report at the end of the pilot.



**B. Creating Safe Passage Events** - In partnership with KIPP DC, the DME supports Safe Passage convenings in priority areas across the District. The purpose of the grant partnership is to support elevating student voices and student solutions to address safe passage and student safety. Over the next few months, KIPP DC will convene a total of **four community events** that will culminate in a **citywide convening** where the solutions generated will be strengthened and shared with young people from across the city.

**Grant Amount: \$25,000.00**

**Grant Period: 01/02/19- 07/15/19**



## Community Event 1: Congress Heights Safe Passage Zone

The first community event was held on Tuesday, March 5, 2019 at Somerset Prep Academy. There were **32 attendees** which included students, teachers, parents, neighborhood organizations, and members of the Advisory Neighborhood Commission (ANC). Through a human-centered design approach, attendees explored safety challenges in the Congress Heights Safe Passage Priority Area and developed ideas on how to address these challenges to support a safer route to and from school.

## Upcoming Events

✓ <b>March 28, 2019</b> <b>Historic Anacostia Safe Passage Zone</b> Thurgood Marshall Academy 4:30pm	<b>April 11, 2019</b> <b>L'Enfant Plaza Safe Passage Zone</b> Washington Global Academy 5:15pm	<b>April 24, 2019</b> <b>Minnesota Avenue Safe Passage Zone</b> D.C. Prep – Benning Campus Time tbd	<b>May 15, 2019</b> <b>Citywide Convening</b> KIPP DC College Preparatory 3:30pm
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# EDC! Attendance Campaign & Pilots

- C. **EDC! Attendance Community of Practice (COP)**- Attendance Community of Practice meetings are a part of Mayor Muriel Bowser's district-wide Every Day Counts! Initiative. These monthly meetings are a unique opportunity for representatives from schools across the city to share effective practices and resources across networks. In past sessions, we have explored using attendance data, expanding attendance teams, and engaging families.

On average, about **10-15 schools and community partners** are represented at each meeting. Through survey responses, most COP attendees indicated that they are **most likely to use at least one strategy or resource from the COP meeting at their individual school.**

## **COP meeting VII: Engaging School Staff & Partners**

- Held on March 20<sup>th</sup>, 2019 at Columbia Heights Education Campus (CHEC)
- Meeting participants explored how to engage all school staff in attendance efforts as well as to identify resources and partners outside of their school community.
- Upcoming meeting in April (date tbd)

# EDC! Attendance Campaign & Pilots



D. The DME launched the **Every Day Counts! Monthly Attendance Recognition Program**—a continuation of the recognition program started in SY 2017-18. The program serves as an **additional effort to support and recognize schools and students across the District that are making significant improvements in their attendance rates**. About 70 schools (DCPS and PCS) with the highest rates of chronic absenteeism were invited to participate in the program.

- Average **1.5% change in In-Seat Attendance (ISA) rate** among most improved schools during the monthly period to date.
- **135 students recognized** to date



**EVERY DAY COUNTS!**  
Monthly Attendance Recognition Program


Every Day Counts is providing schools with rewards to recognize improved attendance from:  
**January- June 2019**

Rewards vary by the month and the grade level of each school in the competition, but may include:

- HP Laptops
- Amazon Fire Tablets, with Alexa
- Bikes (helmet included)
- Tickets to DC Sporting Events
- Gift Cards (\$50) from Visa, AMC Theaters, Walmart, etc
- Beats Headphones
- Mini Rec Day hosted by DME and DPR
- Pizza/Ice Cream Parties

**\*Please See Your Attendance Coordinator for More Details!**

attendance.dc.gov

DME  GOVERNMENT OF THE DISTRICT OF COLUMBIA  
OFFICE OF THE DEPUTY MAYOR FOR EDUCATION  
DC MURIEL BOWSER, MAYOR

# EDC! Attendance Campaign & Pilots



## EDC! Monthly Attendance Recognition Program

### School recognized to date:

- Friendship PCS - Armstrong
- Kramer Middle School
- Friendship PCS - Collegiate Academy
- Walker-Jones Education Campus
- Aiton ES
- Jefferson MS Academy
- Paul PCS High School
- Wheatley Education Campus
- Goodwill Excel Center PCS

### Upcoming rewards:

- HP Laptops
- Amazon Fire Tablets with Alexa
- Bikes
- DC Sporting Events
- Giftcards
- Beats Headphones
- Mini Recreation Day in partnership with DPR





## 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.

- Short-term housing sites and NY Ave. Placements
- 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: Launched – March 20 – 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**



# **Monitor:**

# **Partner Updates**



- Opportunity Academy work will include meetings, focus groups and strategy sessions over the course of the next couple of months that will help us to better:
  - Understand student attendance trends at the Opportunity Academies
  - Surface root causes leading to non-attendance/ low attendance for subgroups of students
  - Develop possible strategies to increase attendance based on the root causes identified
  - Identify at least one strategy for each school to try, and begin developing a plan to engage additional stakeholders



- On April 4<sup>th</sup>, the Attendance Team is conducting a PD for all full-time attendance counselors that will focus on Attendance Student Support Team (SST) quality.
- During the course of SY 18-19, the attendance team has conducted SST quality reviews at all Targeted schools and based on our findings, we've developed a new SST guidance tool that will be previewed at the PD.
- The purpose of this tool is to provide practice guidance for staff completing an SST plan with a student/family.
- There are two overarching components to completing the SST – preparing for the SST, and completing the actual meeting with the student/family.
- The tool provides guidance regarding how to prepare for an SST meeting (review of student's current and previous attendance records, absence patterns, and if applicable, intervention history) guidance to school staff and rationale regarding SST questions and address common questions or issues encountered by staff during the SST process.

# Next Steps