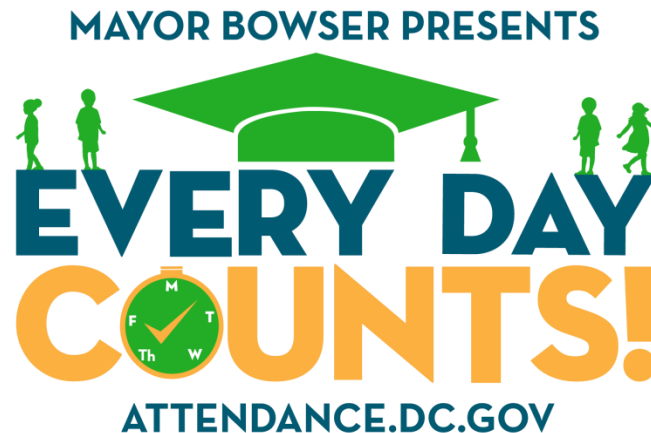# Every Day Counts! Taskforce Meeting

July 31, 2019

Meeting Overview

I. **Welcome** (5 min)

II. **Measure** (20 min)
- Analysis of Charter Sector School-Provided Transportation (PCSB)

III. **Monitor** (50 min)
- EDC! Strategic Plan & Dashboard Review (DME + All)

IV. **Act** (10 min)
- Partner Updates (All)
    o Back to School & Attendance Awareness Month (DME)
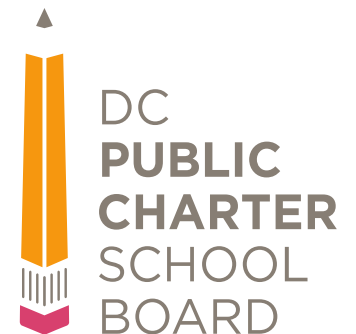
V. **Next Steps** (5 min)

Meeting Goals

1. **Communicate specific metrics and aligned strategies** for the upcoming school year.

2. **Set a plan for how we will use the Taskforce meetings** to regularly check in on those metrics and use them to drive discussion.

3. **Share any significant partner updates** in preparation for Back to School and September Attendance Awareness Month.

Measure:

Analysis of Charter Sector School-Provided Transportation

ANALYSIS OF CHARTER SECTOR SCHOOL-PROVIDED TRANSPORTATION

DC **PUBLIC CHARTER** SCHOOL BOARD

July 2019

Transportation Study Background

- In March 2019, DC PCSB executed an outreach campaign to identify charter schools that provide transportation to students.

- Once identified, DC PCSB worked with five charter LEAs to identify students utilizing school-providing transportation in 2018-2019.

- DC PCSB analyzed these students' attendance patterns, comparing them to 1) other students attending their same campus and 2) other students in similar DC public charter schools.

Scope and Key Definitions

Time Period:

- School Year 2018-2019: start of school (varies by school) through June 30, 2019

Key Definitions:

- <u>In Seat Attendance (ISA):</u> The rate at which students are present in the school building, calculated as Total Number of Days Present / Total Number of Days Enrolled.

- <u>Chronic Absenteeism (CA):</u> The proportion of students enrolled in grades K-12 who have missed 10% or more of their enrolled instructional days due to any absence (excused or unexcused).

- <u>At-Risk Students:</u> Students identified by the Office of the State Superintendent of Education (OSSE) as being a part of one or more of the following risk categories: TANF; SNAP; CFSA; Homeless; Overage

OVERALL RESULTS

Overall Results

Anonymized School ID	School Type	Program Type	Number of Students			In-Seat Attendance (ISA)			Chronic Absenteeism (CA)*		
			Not Receiving Trans.	Receiving Trans.	Charter Sector Total for Campus Type	Not Receiving Trans.	Receiving Trans.	Charter Sector Rate for Campus Type	Not Receiving Trans.	Receiving Trans.	Charter Sector Rate for Campus Type
1	Alternative	Curb-to-curb stops	141	243	1,868	85.4%	**89.0%**	78.3%	61.2%	**51.9%**	71.0%
2	Alternative	Centralized stops & curb-to-curb stops	263	39	1,868	73.3%	**83.3%**	78.3%	82.0%	**71.8%**	71.0%
3	High	Centralized stops	288	46	7,308	85.2%	**87.4%**	91.1%	56.1%	**43.5%**	30.0%
4	Elementary/ Middle	Centralized stops	378	59	30,259	91.5%	**87.9%**	92.5%	27.9%	**43.8%**	22.0%
5	Middle/ High	Centralized stops	552	181	20,845	94.5%	**96.2%**	92.2%	12.7%	**7.2%**	24.9%
Transportation-Providing Charters TOTAL			**1,592**	**568**		**88.3%**	**90.7%**		**40.7%**	**37.3%**	
All PK3-12 Students, Charter Sector			**39,435**			**91.7%**			**26.4%**		

* Note: Only students enrolled in grades K-12 are eligible for inclusion in Chronic Absenteeism.

Overall Results – At Risk Students Only

Anonymized School ID	School Type	Program Type	Number of Students			In-Seat Attendance (ISA)			Chronic Absenteeism (CA)*		
			Not Receiving Trans.	Receiving Trans.	Charter Sector Total for Campus Type	Not Receiving Trans.	Receiving Trans.	Charter Sector Rate for Campus Type	Not Receiving Trans.	Receiving Trans.	Charter Sector Rate for Campus Type
1	Alternative	Curb-to-curb stops	103	200	1,571	85.2%	**88.8%**	76.4%	64.9%	**52.0%**	74.9%
2	Alternative	Centralized stops & curb-to-curb stops	237	36	1,571	72.4%	**83.0%**	76.4%	82.6%	**75.0%**	74.9%
3	High	Centralized stops	195	34	3,742	82.1%	**86.3%**	89.0%	68.3%	**47.1%**	39.8%
4	Elementary/ Middle	Centralized stops	164	46	14,631	90.1%	**88.0%**	90.6%	35.2%	**48.6%**	31.8%
5	Middle/ High	Centralized stops	62	10	10,234	93.6%	**92.7%**	90.4%	22.6%	**40.0%**	34.2%
Transportation-Providing Charters TOTAL			**761**	**326**		**82.7%**	**87.9%**		**62.6%**	**53.3%**	
All PK3-12 Students, Charter Sector			**19,944**			**89.5%**			**37.3%**		

Note: Only students enrolled in grades K-12 are eligible for inclusion in Chronic Absenteeism.

IN-DEPTH RESULTS BY SCHOOL

School 1: Alternative School in Ward 5

Student Group	Number of Students			In-Seat Attendance (ISA)			Chronic Absenteeism (CA)		
	Not Receiving Trans.	Receiving Trans.	Charter Sector Total for Alt. Schools	Not Receiving Trans.	Receiving Trans.	Charter Sector Rate for Alt. Schools	Not Receiving Trans.	Receiving Trans.	Charter Sector Rate for Alt. Schools
All Students	141	243	1,868	85.4%	**89.0%**	78.3%	61.2%	**51.9%**	71.0%
At Risk	103	200	1,571	85.2%	**88.8%**	76.4%	64.9%	**52.0%**	74.9%
Ward of Student Residence (shown where n >= 10) :									
5	23	33	247	83.8%	**88.9%**	78.0%	66.7%	**48.5%**	73.2%
6	11	22	221	90.0%	**89.4%**	78.3%	45.5%	**50.0%**	71.9%
7	29	102	615	84.7%	**89.6%**	78.0%	69.2%	**48.0%**	71.9%
8	67	83	565	86.6%	**88.5%**	79.1%	56.9%	**56.6%**	68.3%

- Students receiving transportation generally exhibit improved ISA and CA compared to other students in the school <u>and</u> other students attending alternative charter schools.

School 1: Alternative School in Ward 5

Program Details:

- Students receive curb-to-curb pick-ups (42 total stops) from a combination of school buses and shuttles/vans

- The transportation is free to families

- All students are eligible to participate in the transportation service

- The school uses an external contractor to provide the transportation service

School 2: Alternative School in Ward 6

Student Group	Number of Students			In-Seat Attendance (ISA)			Chronic Absenteeism (CA)		
	Not Receiving Trans.	Receiving Trans.	Charter Sector Total for Alt. Schools	Not Receiving Trans.	Receiving Trans.	Charter Sector Rate for Alt. Schools	Not Receiving Trans.	Receiving Trans.	Charter Sector Rate for Alt. Schools
All Students	263	39	1,868	73.3%	**83.3%**	78.3%	82.0%	**71.8%**	71.0%
At Risk	237	36	1,571	72.4%	**83.0%**	76.4%	82.6%	**75.0%**	74.9%
Ward of Student Residence (shown where n >= 10) :									
7	74	16	615	72.9%	**81.3%**	78.0%	79.7%	**68.8%**	71.9%
8	81	11	565	75.4%	**89.2%**	79.1%	82.1%	**54.5%**	68.3%

- Students receiving transportation generally exhibit improved ISA and CA compared to other students in the school <u>and</u> other students attending alternative charter schools.

School 2: Alternative School in Ward 6

Program Details:

- School uses three externally contracted buses and one school-owned shuttle
- Buses operate 3 routes and 23 stops
- Shuttle provides door-to-door transportation for a maximum of 15 students per day for students who cannot use the buses due to location, homelessness, or potential conflicts with other students or community members
- All students are eligible to participate in the bus service; shuttle is offered based on request and availability
- School typically has a staff member ride one bus route to provide behavior support

School 3: High School in Ward 7

Student Group	Number of Students			In-Seat Attendance (ISA)			Chronic Absenteeism (CA)		
	Not Receiving Trans.	Receiving Trans.	Charter Sector Total for High Schools	Not Receiving Trans.	Receiving Trans.	Charter Sector Rate for High Schools	Not Receiving Trans.	Receiving Trans.	Charter Sector Rate for High Schools
All Students	288	46	7,308	85.2%	**87.4%**	91.1%	56.1%	**43.5%**	30.0%
At Risk	195	34	3,742	82.1%	**86.3%**	89.0%	68.3%	**47.1%**	39.8%
Ward of Student Residence (shown where n >= 10) :									
7	171	30	1,686	85.7%	**87.8%**	90.7%	55.4%	**46.7%**	32.9%
8	58	10	2,164	82.3%	**88.0%**	90.5%	63.2%	**40.0%**	32.2%

- Students receiving transportation exhibit improved ISA and CA compared to other students in the school, though even students receiving transportation tend show lower ISA / higher CA than other charter sector high school students.

School 3: High School in Ward 7

Program Details:

- A morning shuttle serves 10-15 students per day across five stops
- An afternoon shuttle serves 35 students per day, making stops at the three closest metro stations
- All students are eligible to participate in the transportation service
- The school uses an external contractor to provide the transportation service

School 4: Elementary/Middle School in Ward 5

Student Group	Number of Students			In-Seat Attendance (ISA)			Chronic Absenteeism (CA)		
	Not Receiving Trans.	Receiving Trans.	Charter Sector Total for Elem/Middle Schools	Not Receiving Trans.	Receiving Trans.	Charter Sector Total for Elem/Middle Schools	Not Receiving Trans.	Receiving Trans.	Charter Sector Total for Elem/Middle Schools
All Students	378	59	30,259	91.5%	**87.9%**	92.5%	27.9%	**43.8%**	22.0%
At Risk	164	46	14,631	90.1%	**88.0%**	90.6%	35.2%	**48.6%**	31.8%
Ward of Student Residence (shown where n >= 10) :									
5	194	31	5,816	91.5%	**86.6%**	93.4%	23.7%	**44.0%**	17.2%
7	43	14	6,801	93.0%	**92.1%**	92.2%	22.9%	**41.7%**	23.2%
8	39	12	8,715	88.9%	**87.7%**	91.1%	38.5%	**50.0%**	29.9%

- Students participating in the transportation service do not exhibit significantly improved ISA or CA; this may indicate that students with significant barriers to attendance are more likely to utilize the transportation service.

School 4: Elementary/Middle School in Ward 5

Program Details:

- School provides four stops in Ward 7, three stops in Ward 5, and two stops in Ward 4
- School also provides after-school activity buses serving an additional ~60 students; impact of the after-school activity buses is not captured here
- The transportation is free to families
- All students are eligible to participate in the transportation service
- The school does not use an external contractor to provide the transportation service

School 5: Middle/High School in Ward 4

Student Group	Number of Students			In-Seat Attendance (ISA)			Chronic Absenteeism (CA)		
	Not Receiving Trans.	Receiving Trans.	Charter Sector Total for Middle/High Schools	Not Receiving Trans.	Receiving Trans.	Charter Sector Total for Middle/High Schools	Not Receiving Trans.	Receiving Trans.	Charter Sector Total for Middle/High Schools
All Students	522	181	20,845	94.5%	**96.2%**	92.2%	12.7%	**7.2%**	24.9%
At Risk	62	10	10,234	93.6%	**92.7%**	90.4%	22.6%	**40.0%**	34.2%
Ward of Student Residence (shown where n >= 10) :									
3	26	45	134	95.4%	**96.0%**	93.4%	7.7%	**8.9%**	15.7%
6	111	94	1,660	95.4%	**96.5%**	92.6%	9.0%	**6.4%**	23.6%
7	32	19	4,815	94.8%	**95.4%**	91.9%	9.4%	**5.3%**	26.2%

- In general, students show high ISA / low CA compared to other charter sector middle / high school students regardless of whether they utilize school-provided transportation.

- Small within-school differences are observed between students utilizing and not utilizing the school-provided transportation.

School 5: Middle/High School in Ward 4

Program Details:

- Pick up students from five stops located throughout the city
- The school uses an external contractor to provide the transportation service
- Service is free for families who qualify for Free and Reduced Meals
- School offers monthly or trimesterly payment plans and provides a 5% discount for full payment at the start of the year.

Contact Us

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Monitor:

EDC! Strategic Plan & Dashboard Review

Planning for the Year Ahead (From Last Mtg.)

Strengths

- Carried out nearly all projects prioritized in the EDC! Taskforce Strategic Plan

- Data quality has dramatically improved

- New partnerships and increased communication and data sharing between agencies (e.g., OSSE - DHS)

- Identified evidence-based solutions (energy letters) with measurable impact through Proving Ground partnership

Challenges/Growth Areas

- **Measuring outcomes from investments to inform continuous improvement**

- **Scaling what works** — we have a growing knowledge of evidence-based strategies (e.g., "energy letters") and examples of what is working locally, but have limited examples of taking interventions to scale across schools

- Significant opportunities for growth remain in partnerships between schools and non-educational supports
  - Communication between agencies
  - Relationships between school partners and agencies (e.g., DYRS, MPD, DHS)

- Relationship building with families to meet ongoing needs

SY19-20 Strategic Plan Update (Excerpts Only)

Draft Metrics Dashboard

Leading Indicators & Inputs (Reviewed bi-monthly)	SY 2018-19 Baseline	SY 2019-20 Goal	SY 2019-20 Actual	SY 2020-21 Goal	SY 020-21 Actual
LEA and School Level Chronic Absenteeism	--	--	Forthcoming	--	Forthcoming
# Schools with In Seat Attendance <90%	68	60	Forthcoming	50	Forthcoming
Proportion of Referred Students Engaged w/ a SUSO Partner	##	##	Forthcoming	##	Forthcoming
Others?					

Performance Indicators (Reviewed quarterly or annually)	SY 2017-18 Baseline	SY 2018-19 Goal	SY 2018-19 Actual	SY 2019-20 Goal	SY 2019-20 Actual	SY 2020-21 Goal
Citywide Chronic Absenteeism	29.3%	28%	Forthcoming	##	Forthcoming	##
Proportion of Students Improving Attendance	##	##	Forthcoming	##	Forthcoming	##
Citywide Truancy	27.4%	25%	Forthcoming	##	Forthcoming	##

Workload Measures (Reviewed quarterly or annually)	SY 2017-18 Actual	SY 2018-19 Actual	SY 2019-20 Actual	SY 2020-21 Actual
Students/Families Engaged w/ a SUSO Partner	##	Forthcoming	Forthcoming	Forthcoming
Students Receiving ACE or PASS Services	##	Forthcoming	Forthcoming	Forthcoming
Eligible Students Referred to CFSA	##	Forthcoming	Forthcoming	Forthcoming
Eligible Students Referred to CSSD	##	Forthcoming	Forthcoming	Forthcoming

SY19-20 Strategic Plan Update (Excerpts Only)

DRAFT School Year 2018-21 Strategies

	SY2018-19	SY2019-20	SY2020-21
I. CULTURE & CAPACITY BUILDING	• Convened youth in discussion about impact of attendance policies. (DME) • Considered policy and legislative vehicles based on input. (DME) • Initiated focus on cataloguing and expanding trauma-informed training through OVSJG grants. (OVSJG)	• Train attendance staff citywide on supportive, chronic absenteeism frame. (TBD) • Implement new supports for trauma-informed training based on OVSJG landscape survey through OVSJG, OSSE, DCPS and public charter LEAs. (OVSJG, DCPS, PCS LEAs)	• Focus on increasing family awareness of new and existing attendance policies and further communicate message of support. • Create process for sustained input from students and families on attendance policies.
II. POSITIVE ENGAGEMENT	• Piloted data-driven messaging to families through cross-sector partnership with Harvard's Proving Ground initiative. (DME, DCPS, KIPP DC) • Published online training modules for general audience with role-specific content developed by partners. (DME) • Explored training/capacity needed to support convening and following up on ASST meetings. (DCPS) • Sustained Every Day Counts! messaging and recognition for improving students and schools. (DME)	• Scale new messaging based on learning from Proving Ground partnership. (DME, DCPS, KIPP DC, PCS LEAs) • Pilot Kinvolved evidence-based communication with families in six high schools. (DME) • Sustain targeted Every Day Counts! messaging and recognition for improving students and schools with a focus on schools not showing growth. (DME) • Leverage Show Up Stand Out (SUSO) partners. (OVSJG)	• Sustain targeted Every Day Counts! messaging and recognition for improving students and schools with a focus on schools not showing growth. • Additional plans forthcoming.
III. LEADERSHIP	• Offered sustained training and support for community leaders engaged at Summit. (DME) • Hosted Community of Practice for school attendance staff to exchange successful practices. (DME) • Identified parent organization and youth organization partnerships. (DME)	• Identify partner to sustain Attendance Community of Practice. (DME)	• Deputize ambassador corps of Every Day Counts! adults and student leaders.

SY19-20 Strategic Plan Update (Excerpts Only)

	DRAFT School Year 2018-21 Strategies		
	SY2018-19	SY2019-20	SY2020-21
IV. **SHARED ACCOUNTABILITY**	• Engaged Lab at DC to support evaluation. (DME) • Launched cross-sector partnership with Harvard's Proving Ground initiative to implement rapid cycle testing of new DCPS and KIPP DC interventions. (DME) • Increased coordination between schools and the Child and Family Services Agency (CFSA) plans. (CFSA) • Included attendance in DCPS comprehensive school plans. (DCPS) • Included attendance in OSSE's STAR School Quality Framework. (OSSE)	• Analyze implementation of attendance elements of DCPS comprehensive school plans. (DCPS) • Increase reporting on engagement for Show Up Stand Out (SUSO) providers. (OVSJG)	• Additional plans forthcoming.
V. **ACTIONABLE DATA**	• Introduced quarterly reporting on chronic absenteeism. (OSSE, CJCC) • Piloted attendance data sharing with OST providers. (OST/DME, OSSE) • Provided OSSE data sharing guidance for Taskforce agencies. (OSSE) • Increased OSSE data sharing with DHS for program management and evaluation. (OSSE, DHS)	• Expand data sharing to additional agencies, including for purposes of evaluating the impact of referrals to CFSA and court. (TBD) • Improve availability of easy to use QLIK chronic absenteeism reports at the school level. (OSSE)	• Additional plans forthcoming.
VI. **PARTNERSHIPS & INVESTMENTS**	• Provide $120K to pilot additional transportation benefits for homeless youth. (DME, DHS, Lab @ DC) • Awarded up to $125K to support a safe passage support and planning. (DME) • Partnered with Children's National to survey and train pediatricians. (CNHS)	• Conduct a transportation study on unmet transit needs and carry out related attendance analyses. (DME) • Collaborate with a citywide mentorship partner to work with schools. (DME/OST, Mentor) • Pilot safe passage interventions that increase student safety. (DME)	• Pilot new transit investments based on transit study. (DME) • Engage new training partners for roles like nursing, SROs, and recreation officials.

EDC! Strategic Plan & Dashboard Review

Questions for Agencies & Partners

1) What **evidence of past success** do you have to build on from SY2018-19? (Opportunity to highlight anything that is working)

2) How are you **measuring success** for your work next year? (e.g., change in attendance for a particular school, student population, or something else?)

3) What **key activities** are you engaging in next year that are aligned with moving those metrics? Are these activities *scaling or maintaining* a practice that has been successful in the past, or *piloting* a new intervention?

4) What **resources** (funding and staff) are you investing in carrying out that work next year?

DME Every Day Counts! SY19-20 Activities

Activity	Aligned Metric	Summary	Resources
PILOT: Family Engagement in High Schools	Percentage of high school students who are chronically absent (in pilot schools).	Through contract with Kinvolved, DME will enable pilot schools to deploy family engagement strategies and training to support attendance. Interventions will include increased communication with families enabled by technology solution "Kinvo," which offers two way texting and regular, positive communication with families.	$300,000
SUSTAIN: Every Day Counts! Campaign	N/A	Sustain targeted Every Day Counts! messaging and recognition for improving students and schools with a focus on schools not showing growth.	$65,000
LEARN: Expanded School Transit Study	N/A	DME will partner with the District Department of Transportation (DDOT) to expand the Transit Demand Management (TDM) study already underway to increase the collection of qualitative and quantitative data from students and families about their travel to and from school and enable an analysis of transit patterns in relation to student attendance.	$65,000
SCALE: Attendance "Energy Letters"	Percentage of students who improve their attendance OR Percentage of students who are chronically absent (in schools receiving the intervention).	Supports the continuation and expansion of public schools (DCPS and charter) sending evidence-based "energy letters" that help students and families understand their attendance relative to their peers and to their own attendance goals.	$20,000 *Philanthropic*
PILOT: Walk/Ride Pooling Facilitation	Percentage of students who improve their attendance (in pilot schools).	DME will pilot a tech solution ("Carpool to School") to support schools in creating safe passage pools – including by car, walking, public transit or bike.	$20,000
PILOT: Safe Spots Initiative	Percentage of students who are chronically absent. *Note: difficult to identify impacted student population.*	DME will work with partners to establish "safe spots" – to include homes, businesses, libraries, recs and others – where students can go if they feel unsafe on their way to or from school. We will work with partners in the business community, law enforcement, the chief student advocate, and schools to begin establishing routes with safe spots in Ward 8 and in interested communities.	$10,000 *Philanthropic*
PILOT: Safe Passage Safety Alerts and Route Sharing	Percentage of students who are chronically absent (among application users).	DME will pilot a tech solution called LiveSafe to support students' safe passage concerns and interest in sending emergency alerts, sharing their walking or riding route/status with others, and reporting issues to law enforcement.	$26,000

DCPS Every Day Counts! SY19-20 Activities

DCPS School Year 2019-20 Metric

- Percentage of Students Who Are Chronically Absent at the District Level and School

- Quarterly reporting on student and school success based on partnerships w/ CBOs & CFSA

DCPS School Year 2019-20 Attendance Strategies

- Cluster Model of School Support, including a uniform menu of attendance supports

- Comprehensive School Plans

- Proving Ground Communications with Students/Families

- Additional Attendance Specialists to Increase Support for Schools

- Enhanced Multiple Tiered Systems of Support (MTSS) Process

Act:

Partner Updates

Back to School

- **School Safety & Safe Passage Working Group –** August 13, 2019

  o Email Courtney.Allen@dc.gov to join

- **"Safe Spots" Launch in Ward 8** (Congress Heights + Anacostia)

  o Mid-August Launch Event w/ Participating Businesses and Orgs

- **Student Immunizations Reminder**

- **Kids Ride Free**
  - New SY 2019-2020 SmarTrip cards will be delivered directly to all DCPS and PCS schools for distribution starting August 26, 2019.
  - Students' SY 2018-2019 KRF SmarTrip cards (last year's cards) are valid until September 30, 2019.
  - Students who have lost or misplaced their previously issued SY 2018-2019 KRF SmarTrip card can collect a replacement card at the Deanwood or Judiciary Square DC One Card Centers between August 12-23.
  - Students can sign up to collect their replacement cards on the School Transit Subsidy website at kidsridefree.dc.gov.
  - If you have any questions, please visit kidsridefree.dc.gov or call (202) 673-1740.

- **September Attendance Awareness Month –** "It Takes All of Us" PSA

"It Takes All of Us" PSA Preview

https://www.dropbox.com/s/6lvzgjxdvkiezhp/LINK_DME_EveryDayCounts072519.mp4?dl=0

Next Steps

Next Steps

- **Finalize Dashboard & Strategic Plan Update**
  - o Email to Taskforce Participants and post on attendance.dc.gov

- **Next Taskforce Meeting**
  - o Tuesday, September 17th, 3:30pm-5:00pm

- **End of Year Reporting**