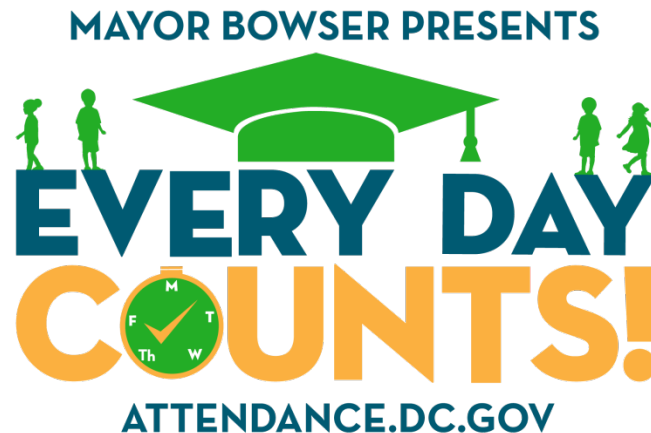


# Every Day Counts! Taskforce Meeting

May 28, 2019



# Meeting Overview



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

## **II. Measure** (10 min)

- Highlights from EDC! Q3 Data Committee Report

## **III. Act** (45 min)

- **Spotlight:** Problem of Practice with Johnson Middle School
- Discussion of short-term and long-term follow-up actions

## **IV. Monitor** (20 min)

- **Spotlight:** Citywide Safe Passage Convening
- EDC! Initiative Updates
- EDC! Partner Updates

## **V. Next Steps** (10 min)

# Meeting Goals



1. **Review Q3 data** to level set on our current status
2. **Learn from one school's experience** with addressing absenteeism and **listen for where support is needed**
3. **Identify immediate actions** to support the school based on what we learn and **consider longer-term, broader follow-up actions** beyond one school
4. **Raise awareness** of EDC! work and identify opportunities for support and collaboration through **sharing key partners updates**
5. **Consider adjustments to agency approaches** next year. What will we scale? What will we adjust? How will each agency define success next year?

**Measure:**  
**School Year 2018-19**  
**EDC! Q3 Data Committee Report**

# In-Seat Attendance (ISA) Highlights

- Statewide, the ISA rate through Q3 is 89.9%, a slight increase YTD compared with last school year.
- The DCPS YTD SY2018-19 ISA rate through Q3 is 89.5% (.10% lower than the Q3 SY2017-18 rate).
- The PCS YTD SY2018-19 ISA rate through Q3 is 90.4% (.6 % higher than the Q3 SY2017-18 rate).

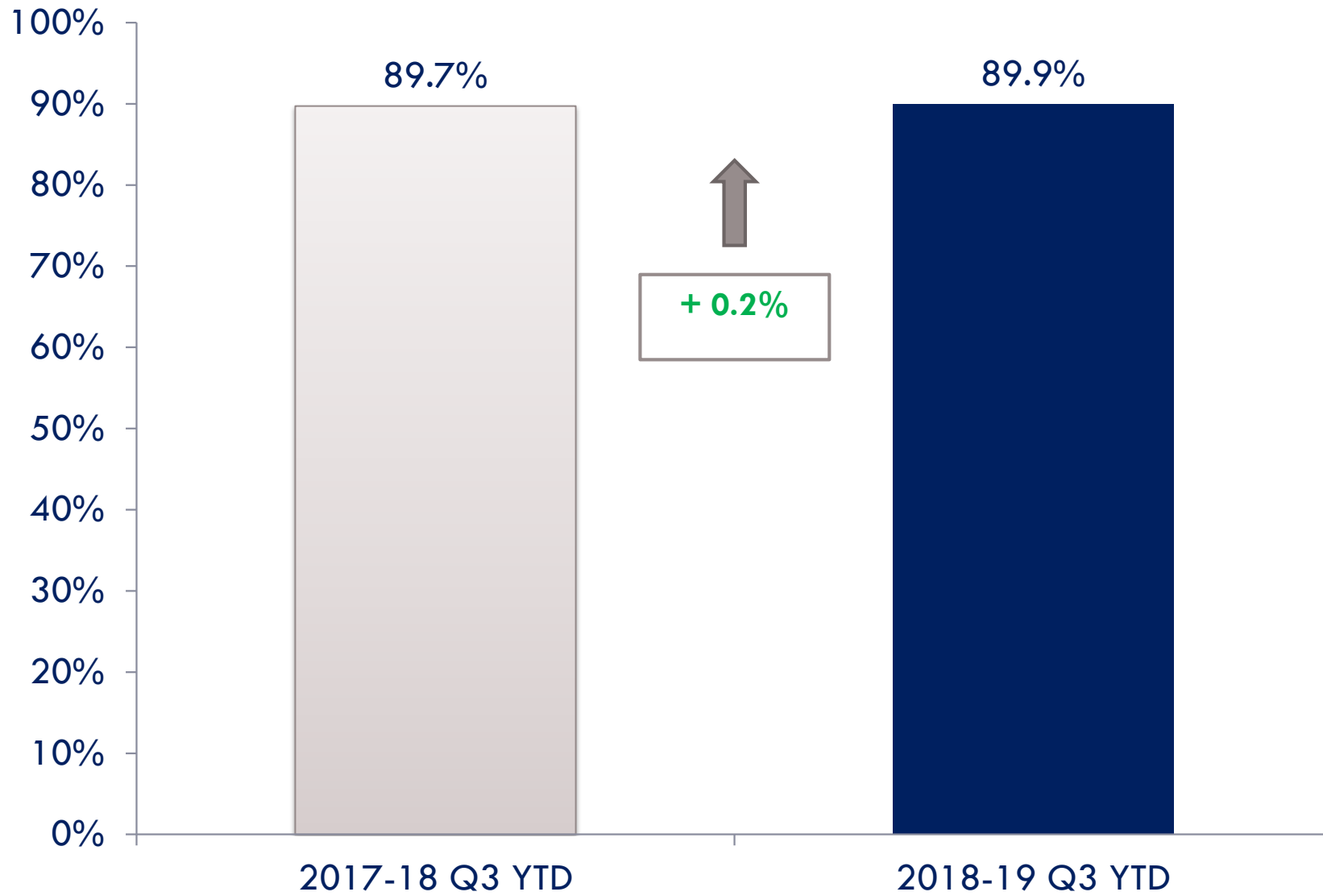
*Note: Reflecting new business rules, 2018-19 data will be fully cleaned, validated and recalculated summer 2019.*

*YTD changes were not tested for significance.*

# In-Seat Attendance – Statewide



SY17-18 Q3 YTD v. SY18-19 Q3 YTD



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

# Chronic Absenteeism Highlights



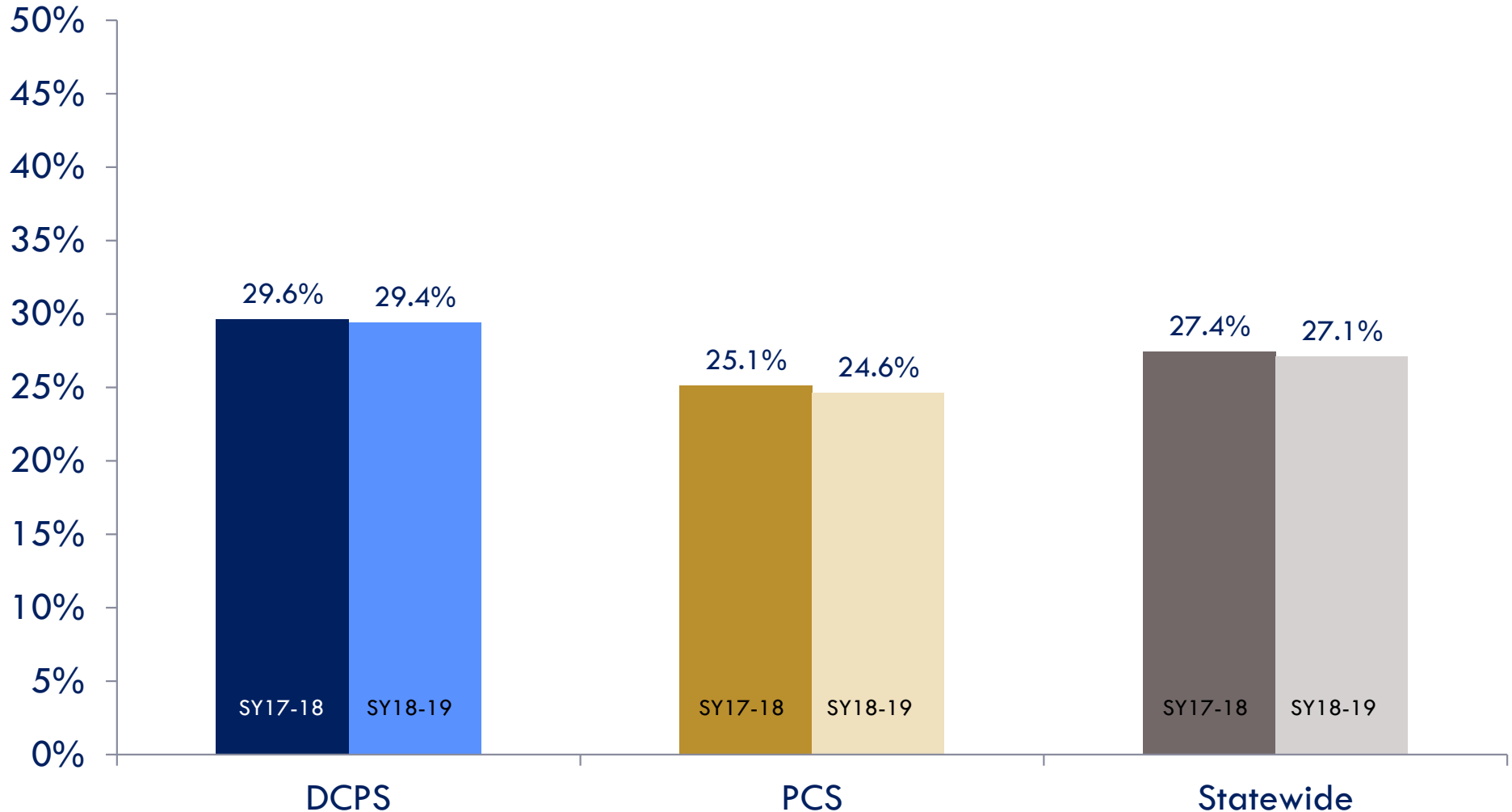
- Statewide, the chronic absenteeism rate through Q3 is 27.1%, a decrease of .3% YTD.
- The DCPS YTD SY2018-19 chronic absenteeism rate through Q3 is 29.4% (.2% lower than the Q3 SY2017-18 rate).
- The PCS YTD SY2018-19 chronic absenteeism rate through Q3 is 24.6% (.5% lower than the Q3 SY2017-18 rate).

*Note: Reflecting new business rules, 2018-19 data will be fully cleaned, validated and recalculated summer 2019. YTD changes were not tested for significance.*

# Chronic Absenteeism— By Sector



SY17-18 Q3 YTD v. SY18-19 Q3 YTD





# Truancy Highlights



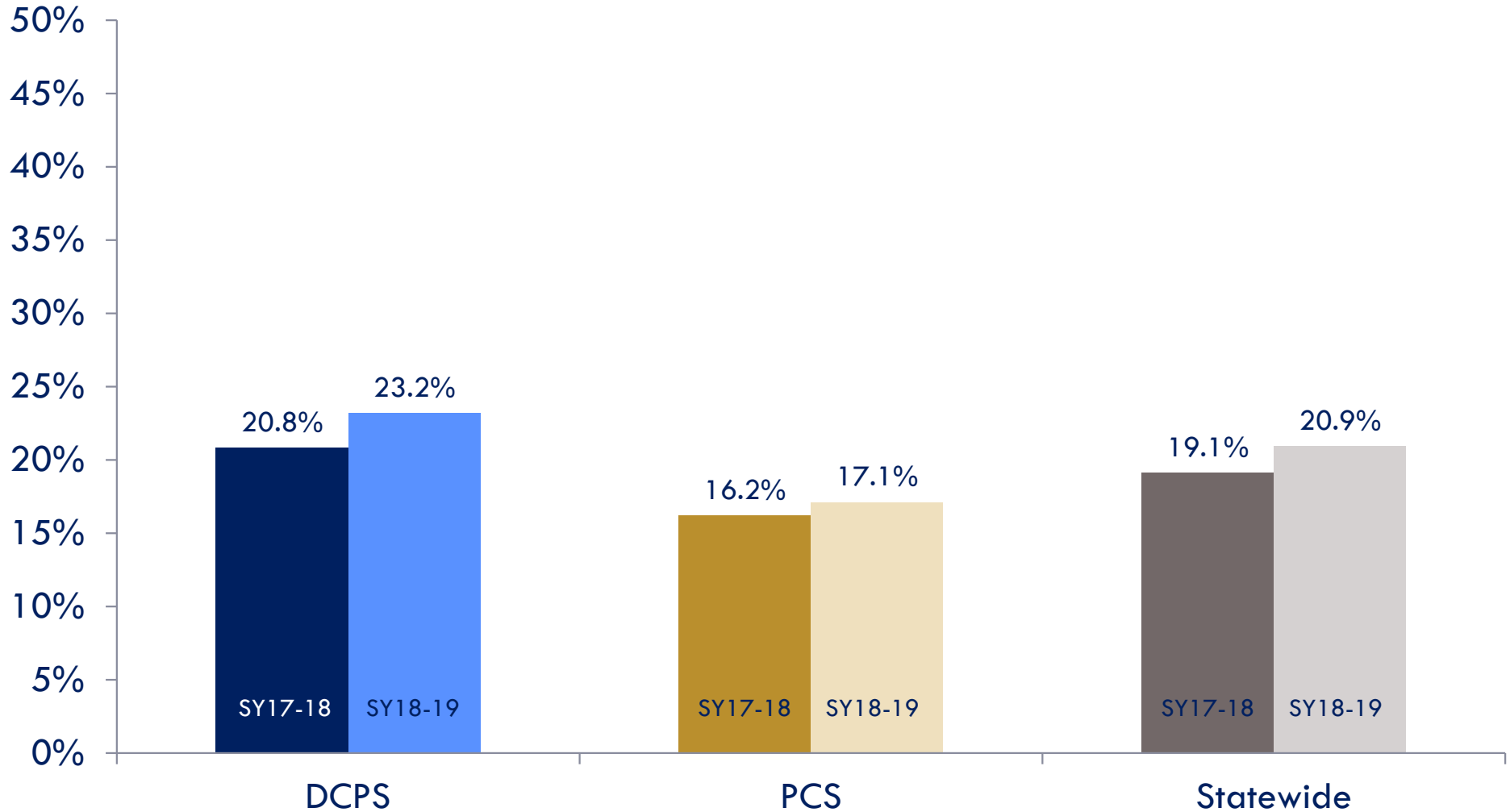
- Statewide, the truancy rate through Q3 is 20.9%, an increase of 1.8% YTD over YTD last school year.
- The DCPS YTD SY2018-19 truancy rate through Q3 is 23.2% (2.4% higher than the Q3 SY17-18 rate).
- The PCS YTD SY2018-19 truancy rate through Q3 is 17.1% (0.8% higher than the Q3 SY17-18 rate).

*Note: Reflecting new business rules, 2018-19 data will be fully cleaned, validated and recalculated summer 2019. YTD changes were not tested for significance.*

# Truancy – By Sector



**SY17-18 Q3 YTD v. SY18-19 Q3 YTD**

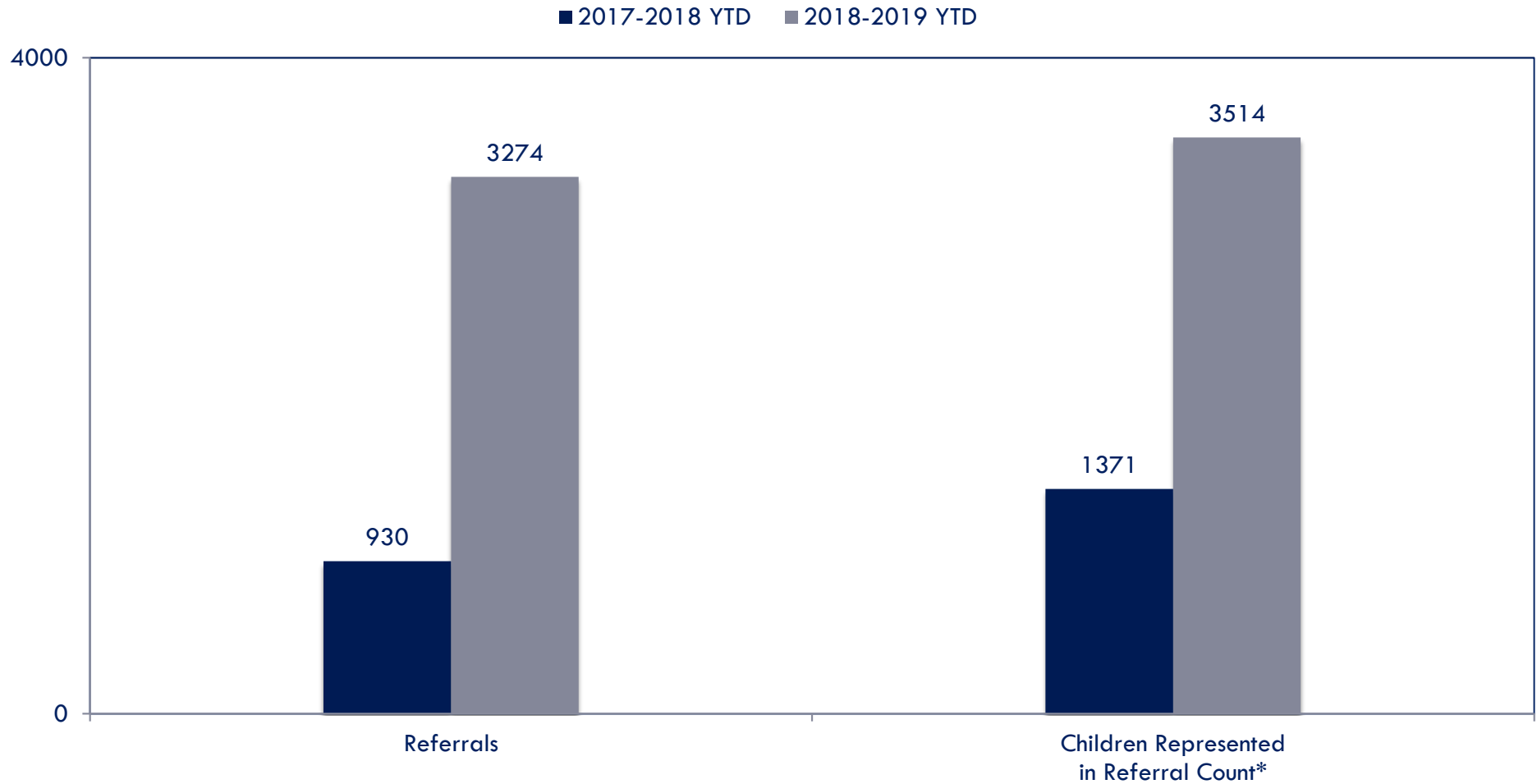


Note: Reflecting new business rules, 2018-19 data will be fully cleaned, validated and recalculated summer 2019.

# CFSA Referrals

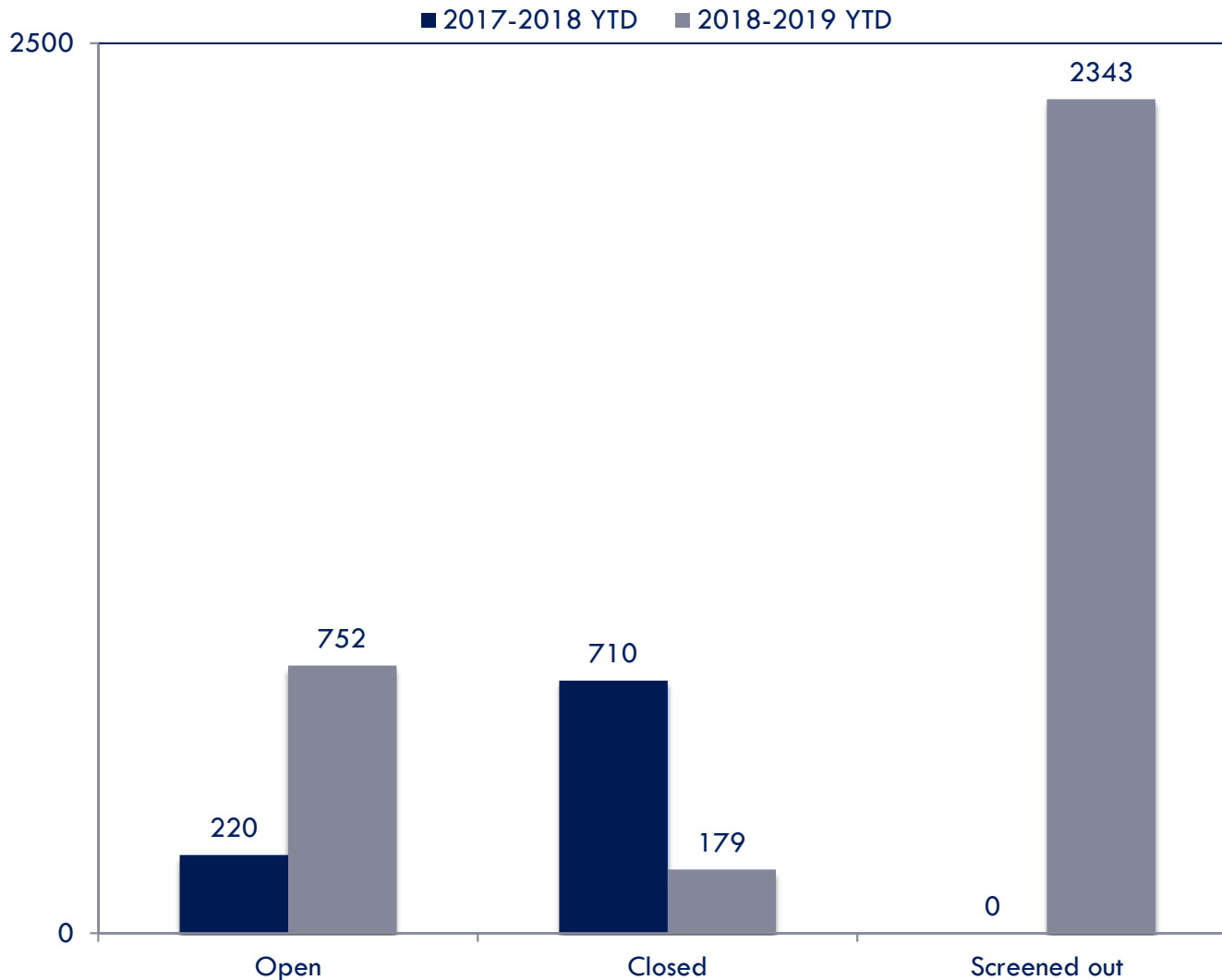


Reporting Period: 8/20/2018 through 4/8/2019



\* Multiple Children can be included in a single referral

# Status of CFSA Referral\*

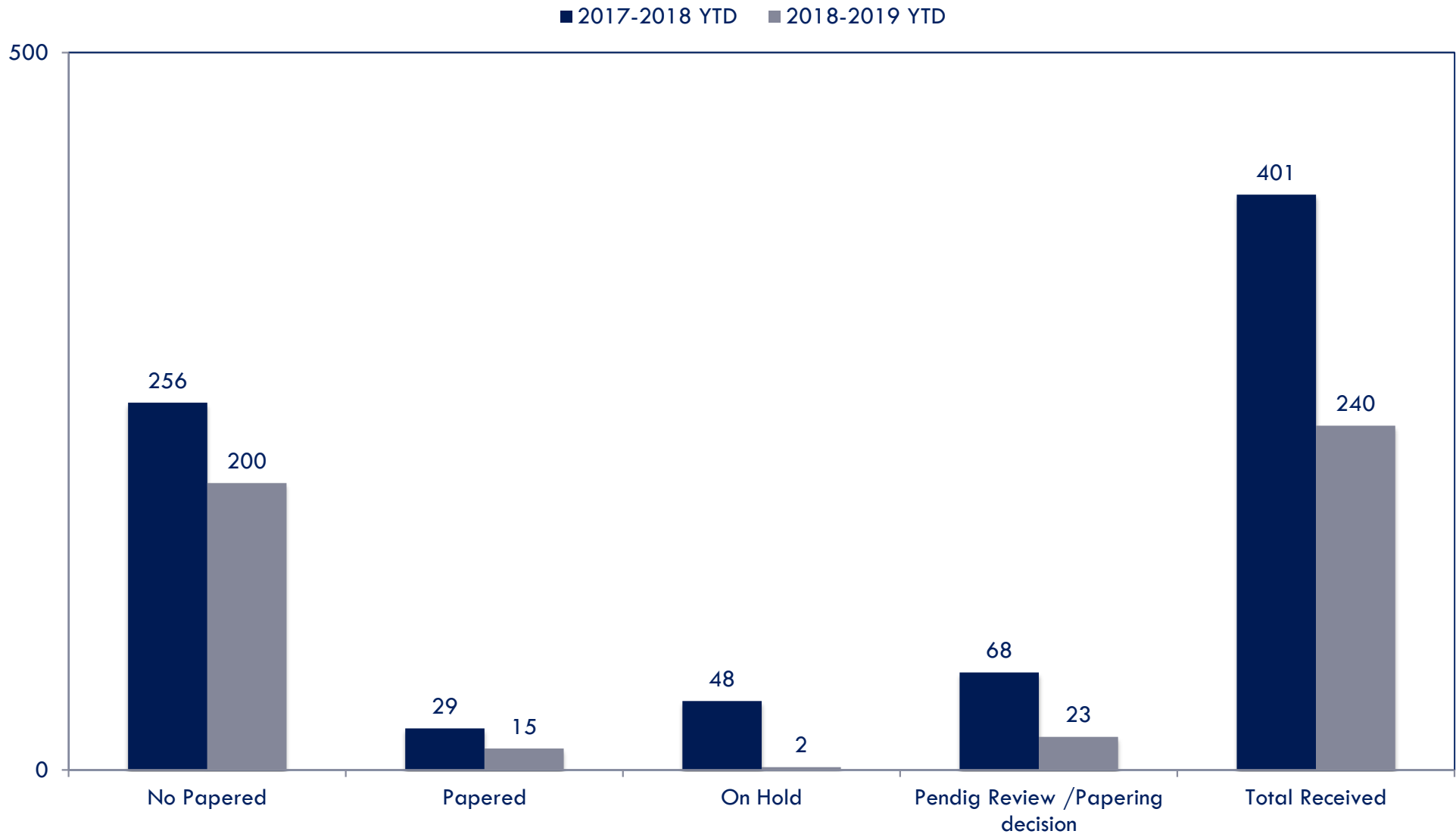


## Definitions

- **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

# Status of PINS Referrals Received



# SUSO Referral & Engagement



		EDC Reported Chronic Absenteeism (%)	SUSO Engagement Rate (8/13/2018-04/30/2019)				SUSO Matched CBO
			Referred Students	Engaged Students	Not Engaged	Engagement Rate	
High School*	Washington Met HS	100					
	Luke C. Moore	88.8					
	Ballou HS	87.2	92	82	10	89%	Access Youth
	Anacostia HS	86.4	57	43	14	75%	Access Youth
	Dunbar HS	84.4					
	HD Woodson HS	81					
	Eastern HS	76					
	Roosevelt HS	74.6	29	26	3	90%	LAYC
	Cardozo EC	74.5					
	Ron Brown College Prep HS	68.1					
Middle School	Kramer	74.6	31	12	19	39%	Far Southeast Edgewood
	McKinley	62	70	17	53	24%	Brookland
	Kelly Miller	53.6	90	26	64	29%	East River
	Eliot-Hine	52.3	28	2	28	7%	Edgewood Brookland
	Johnson	45.9					
	Sousa	40	75	36	39	48%	East River
	Hart	35	20	10	10	50%	Far Southeast
	Brookland	33.4	10	8	2	80%	Catholic Charities
	Jefferson	30.6	70	8	62	11%	Edgewood Brookland
	MacFarland MS	17.2					

# SUSO Referral & Engagement



		EDC Reported Chronic Absenteeism (%)	SUSO Engagement Rate (8/13/2018-04/30/2019)				SUSO Matched CBO
			Referred Students	Engaged Students	Not Engaged	Engagement Rate	
Elementary School	King	42.3	19	6	13	32%	Collab Solutions
	Patterson	39.5					
	Hendley	37.8	10	1	9	10%	Far Southeast
	Ketcham	37.5	15	3	12	20%	Far Southeast
	Malcolm X	36.1	7	0	7	0%	Far Southeast
	Moten	36	68	4	64	6%	Far Southeast
	Stanton	34.8	124	13	111	10%	Collab Solutions
	Thomas	31.7	7	0	7	0%	East River
	Savoy	30.7	29	2	27	7%	Far Southeast
	Simon	30.4	80	0	80	0%	Far Southeast
Public Charter School	IDEA	52.1					
	Monument Academy	51.1					
	Democracy Prep	47.8	513	35	478	7%	Catholic Charities
	Ingenuity	46.9					
	Cesar Chavez (Capitol Hill)	43.9					
	Eagle Academy	42.2	2	0	2	0%	Far Southeast
	Cesar Chavez (Parkside MS)	41.4					
	National Collegiate Prep	39.5					
	E.L. Haynes HS	38.2					
	City Arts & Prep	38.1					

Data Sources: HSTRP Grantee Quarterly Program Reports/ Efforts to Outcomes CBO Family and Youth Engagement Report (SUSO)

**Act:**

**Spotlight on Johnson Middle School**

**“Problem of Practice”**





# Every Day Counts! Presentation

May 28, 2019

Presented by Principal C. Taylor

## WHO WE ARE

- One of twelve DCPS middle schools
- Located in Southeast, Ward 8
- Serving approximately 300+ students
- Student Demographics: 96% African-American
- Over 98% FARMS
- Feeder elementary schools: Garfield, Malcolm X and Turner ES
- Feeder high school: Ballou



# Mission and Vision

- Provide high quality, targeted instruction to all students, based on the individual needs of learners.
- Offer an academic program that will focus on critical reading, writing, and thinking skill while leveraging the power of technology to enhance student's learning and lives.
- Create an environment where families and community members are welcome to collaborate in the education and development of all our children





# School Focus

Provide high quality instructional opportunity and experiences while incorporating effective SEL strategies that promote growth for all students.

- Blended learning small groups
- Daily advisory groups
- Extra curricular activities such as sports and enrichment
- Instructional program that promotes students strengths and areas of growth.



# JMS Attendance Data: SY 18-19

Big picture: Although our staff are completing legally mandated truancy interventions, our student attendance outcomes are actually worsening.

## Truancy intervention **compliance is excellent:**

- 93% SST Meetings  
133/143 plans completed
- 93% CFSA referrals  
25/27 referrals completed
- 86% Court referrals  
6/7 referrals completed

## Student **Attendance Outcomes** are worsening:

- ISA down 1.1%
  - 87.3% YTD, 88.4% LYTD)
- Chronic absenteeism up 2.6%
  - 42.1% YTD, 39.5% LYTD
- Truancy up 21%
  - 46.4% YTD, 25.3% LYTD

# JMS Attendance Committee

- AP and attendance counselor led **weekly meetings**
  - Committee reviewed school- and student-specific data, planned school-wide initiatives and attendance communications, and discussed next steps for team members.
- **Multidisciplinary** attendance committee consists of:
  - 1 assistant principal
  - 2 social workers
  - 1 guidance counselor
  - 1 attendance counselor
  - 2 community partners (Communities in Schools & City Year representatives)
  - 1 behavior tech
- Strong collaboration with **central office supports**
- **Caseload** of students with histories of CA provided to each member
  - Team members tasked with completing weekly attendance check-ins
  - At weekly meetings, discussed successes and challenges to improve team member practice and increase consistency

# Attendance Meetings

- Weekly meetings **consisted** of the following:
  - discussions on barriers (inside and outside of school)
  - challenges with contacting parents
  - follow-up discussions
  - community support referrals
  - ways to celebrate student growth
  - discussion on monthly data goals as well as weekly data points

# JMS Successes & Barriers

## Successes

- More positive approach with parents from beginning (only positive call for 1<sup>st</sup>- 30 days of school)
- Emphasis on student-adult relationship; ensuring that every student has an adult
- Consistent incentives for perfect attendance **and** most improved attendance
- School-wide attendance competitions
- Participated in OSSE data deep-dive attendance Support

## Barriers

- Consistency with weekly check-ins for chronically absent students due to other duties
- Partner agency model does not align to current school's model of tackling attendance needs
  - Ongoing student case management
  - Family engagement/support



# JMS Next Steps

- Conduct **attendance close-out meetings** with chronically absent students at end-of-year
- Complete **summer check-ins** with returning and newly incoming students
- Add **more supports** to the Attendance team
- Provide **Attendance progress reports** for all students
- Continue to provide **on-going communication** regarding each student's attendance status
- **Increase** home visits throughout SY 19-20
- Utilize advisory to increase communication with parents and students

THANK YOU!



# **Monitor:** **EDC! Updates**

# Citywide Safe Passage Convening



- Held on May 15, 2019
- 5-10 schools, 200+ students
- Culmination of three community-based events
- 5+ Agencies (DME, DMPSJ, WMATA, MPD, MTPD, DYRS)
- Top Commitments from DC Agencies:
  - ✓ Launch Safe Zones Program (DME + Office of the Student Advocate)
  - ✓ Pilot App for Student Assistance & Safety Alerts (DME)
  - ✓ Pilot Ride/Walk Pooling Program (DME)
  - ✓ Explore support for training for WMATA employees on engagement with students (DME)
  - ✓ Explore shuttle buses to support safe passage (DME)
  - ✓ Programming between SROs and students to support trusting relationships (MPD)
  - ✓ Programming between MTPD officers and student groups to foster more trusting and caring officer-student relationships (MTPD)



# EDC! SY18-19 Activities



Name	Summary	Funding	Current Status	SY19-20 Status
<b>EDC! Community of Practice</b>	Cross-sector monthly meetings provide a unique opportunity for schools across the city to share effective practices and resources across networks. Sessions have explored topics like using attendance data, expanding attendance teams, and engaging families.	Philanthropic	Final COP meeting completed in May	Determine future leadership
<b>EDC! Public Campaign</b>	Provides public ads and messaging materials to communicate that every day of schools counts and encourages students and families attend every day on time.	\$200,000 (FY18)	Concluding End of Year Ads	Will continue at a smaller scale in FY19; New Back to School PSA Planned for SY19-20
<b>Safe Passage Community Workers</b>	In partnership with the East River Family Strengthening Collaborative, provides safe passage workers near schools at the Minnesota Avenue Metro Station, one of the six SY2018-19 safe passage priority areas.	\$50,000	Launched November 2018; concluding June 2019	Awaiting Evaluation
<b>Safe Passage Community Engagement</b>	In partnership with KIPP DC, convened a total of four community events culminating in a citywide convening where the solutions generated will be strengthened and shared with young people from across the city.	\$25,000	Citywide convening completed in May 2019	Student ideas being implemented in SY2019-20
<b>Every Ride Counts!</b>	In partnership with the Department of Human Services, pilots transportation flexibility for students living in short-term family housing sites. 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.	\$120,000	Launched in April 2019	Continuing in SY2019-20 until resources are exhausted
<b>Proving Ground Partnership</b>	In partnership with Harvard's Proving Ground initiative, DCPS and KIPP DC will pilot evidence-based strategies to improve student attendance and evaluate their impact through rapid cycle trials that lead to quick modification and learning.	Philanthropic	First year pilot concluded with DCPS and KIPP DC; Year two pilot in planning	New intervention to be tested in SY2019-20
<b>Transit Study</b>	Building on DDOT TDM Study, the DME will expand the work to include information about students current modes and routes of travel from school to home as well as how their travel data connects with their attendance data.	Est. \$30,000	Modifying contract to begin work	Completed early in SY2019-20

# EDC! SY18-19/19-20 Activities & Pilots



Name	Summary	Funding	Current Status	SY19-20 Status
<b>Safe Passage Planning TA</b>	In partnership with Richard Wright Public Charter School, will provide technical assistance and support for creating and starting to implement safe passage plans in three safe passage priority areas.	\$50,000	Awarded in May 2019, planning started.	New plans will be completed in August 2019 and implemented in SY2019-20
<b>Family Engagement in High Schools</b>	Through Kinolved, providing 4-6 high schools with high absenteeism with new family engagement strategies to support attendance.	\$250,000	Awarded to Kinolved; school partnership selection underway	Intervention and communication platform will be live during SY2019-20
<b>Attendance “Energy Letters” - Expansion</b>	Supports the continuation and expansion of schools sending evidence-based “energy letters” that help students and families understand their attendance relative to their peers and to their own attendance goals.	Est. \$15,000	Researching and procuring	Will support back to school letters in SY2019-20
<b>Ride Pooling Facilitation (NEW)</b>	DME will pilot a tech solution to support schools in creating safe passage pools – including by car, walking, public transit or bike.	Est. \$25,000	Researching and procuring	Intervention and pooling platform will be live during SY2019-20
<b>Safe Zones (NEW)</b>	DME will work with partners to establish safe zones – to include homes, businesses, libraries, recs and others – where students can go if they feel unsafe on their way home. We will work with partners in the business community, law enforcement, the chief student advocate, and schools to begin establishing safe routes in Ward 8 and in interested communities.	TBD	Developing protocol for safe zone sites to work with agencies	Safe Zones will pilot in Ward 8 at the start of SY2019-20 and expand thereafter
<b>Safety Alerts and Route Sharing (NEW)</b>	DME will pilot a tech solution to support students’ concerns regarding sending emergency alerts, sharing their walking or riding route/status with others, and reporting issues to law enforcement.	TBD	Researching and procuring	Alert and routes sharing platform will be live during SY2019-20

# **Monitor:**

# **Partner Updates**

## Next Steps





## 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

- 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
- Measuring outcomes from investments to inform continuous improvement
- 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



## July Meeting

- Planning for School Year 2019-20
  - What will you scale?
  - What will you adjust?
  - How will each agency define success next year?
- Back to School 2019