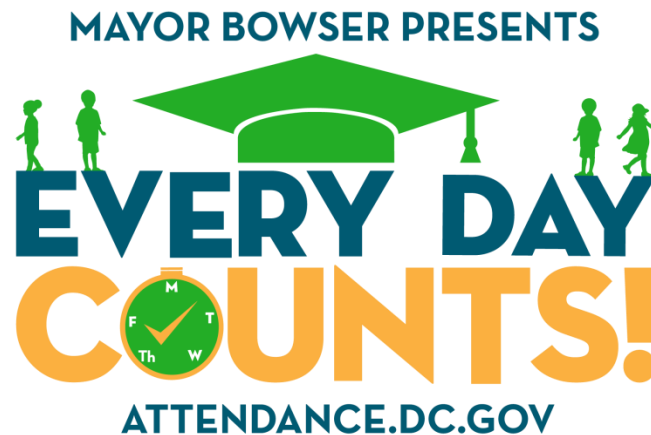


Every Day Counts! Taskforce Meeting

September 28, 2017





I. Welcome (5 min)

- Meet our New Student Rep, Mikaila --- and welcome back Pamela, Aaron, and Dominick from last year!

II. Measure (40 min)

- Data Committee EOY Report Highlights
- Spotlight on Success

III. Monitor (15 min)

- Committee Updates (Steering, Policy, Program & Data)

IV. Act (25 min)

- Every Day Counts! Campaign Update

V. Next Steps (5 min)

Student Representative: Mikaila Jones



Connection to DC

- Has lived in DC for 14 years.
- Lives in Ward 5.

Schooling

- Currently attends Benjamin Banneker Academic High School.
- Has attended Imagine Hope Community PCS, Langley Education Campus and McKinley Middle School.

Involvement

- Is a varsity cheerleader, participates in the international club and piano club. Also volunteers at Promising Futures.

Future Goals

- Wants to be a forensic pathologist.

Student Representative: Mikaila Jones



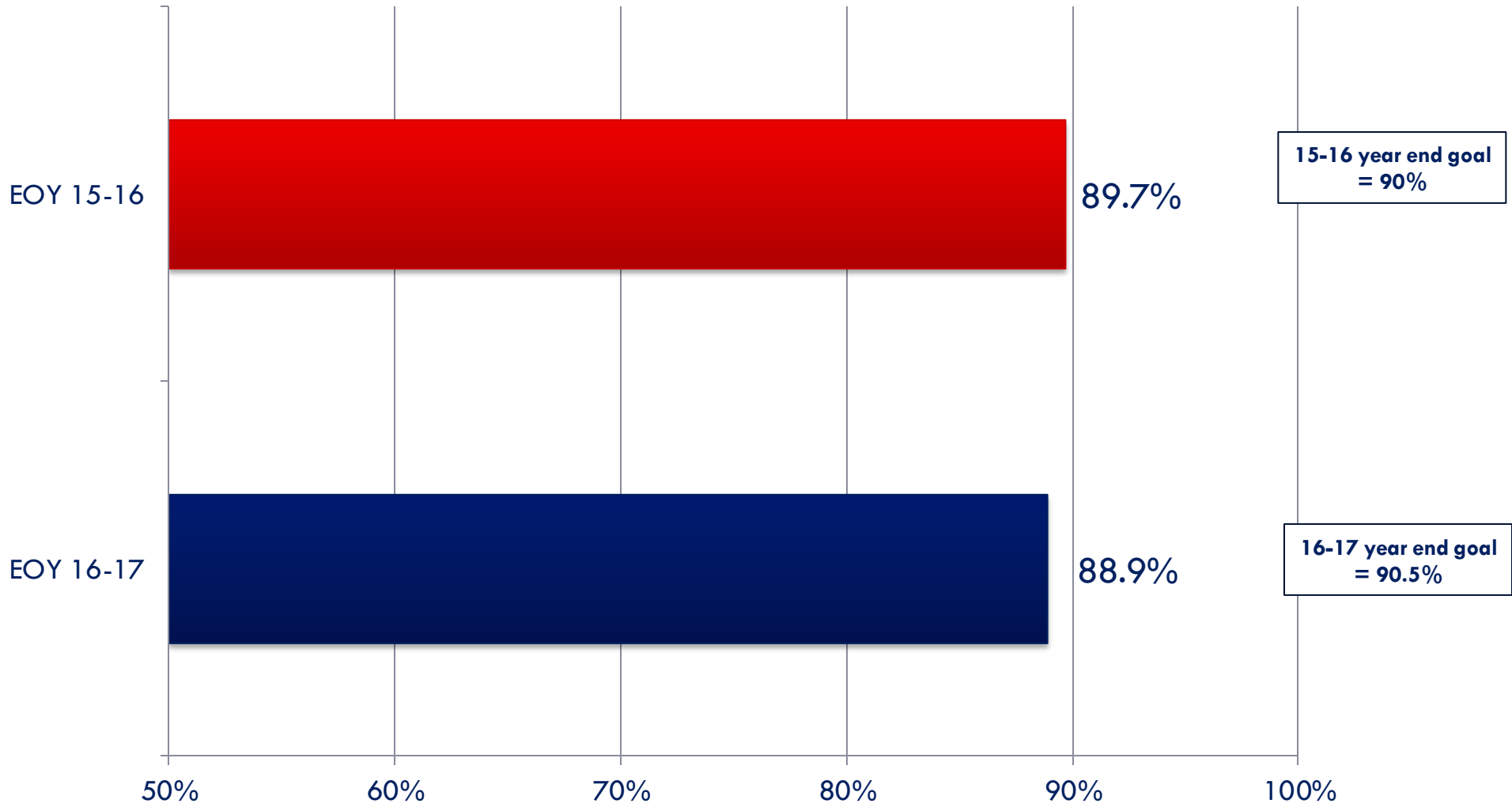
- You miss important material when you are not in class
- Even being tardy can work against you and cause you to not be able to participate in sports or extracurricular activities

- There are serious consequences for being tardy or absent
- I have friends that have had to go to different schools after being kicked out for their excessive tardies

Measure:
Data Committee EOY
Report Highlights

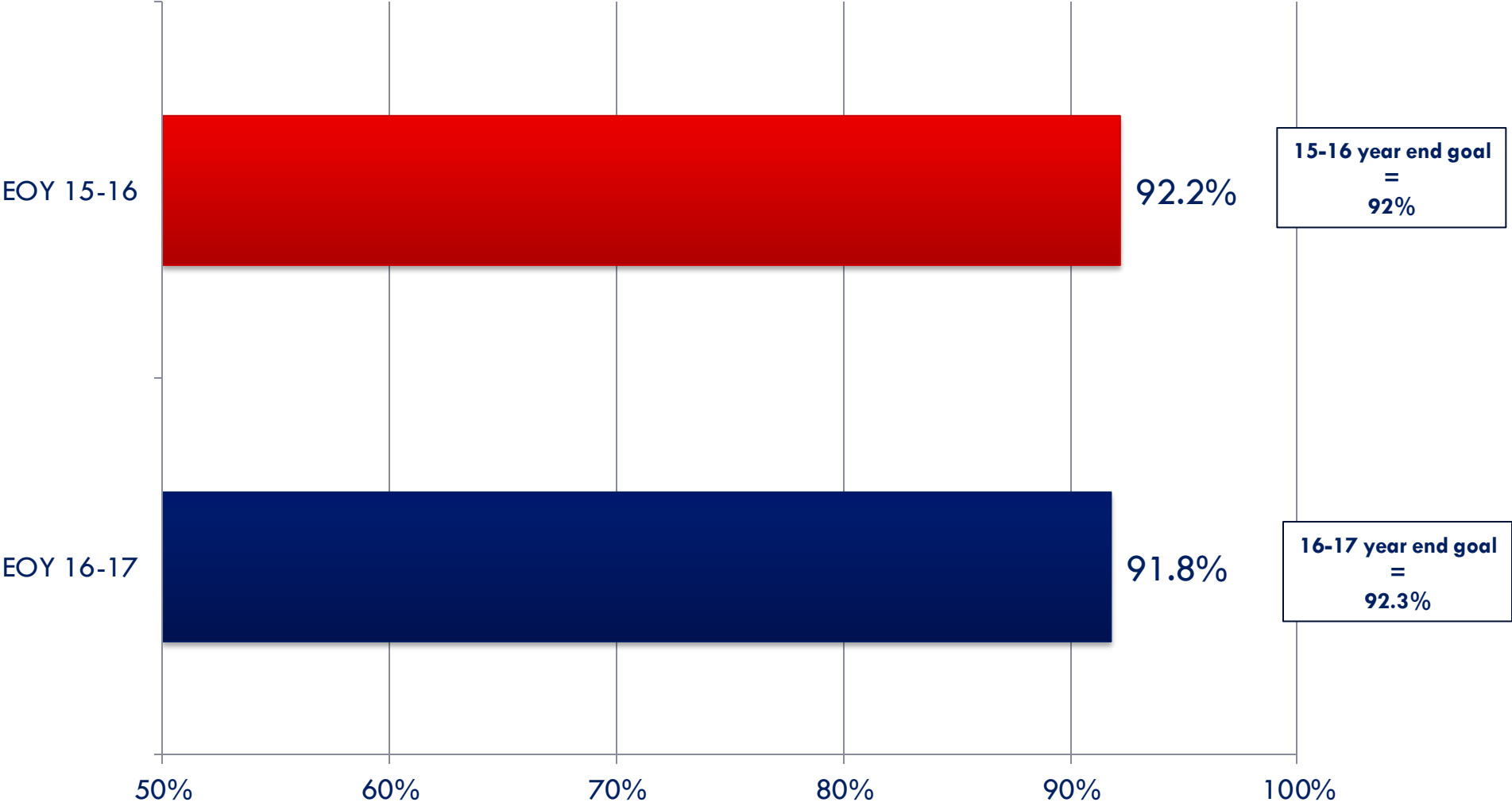


In-Seat Attendance - DCPS



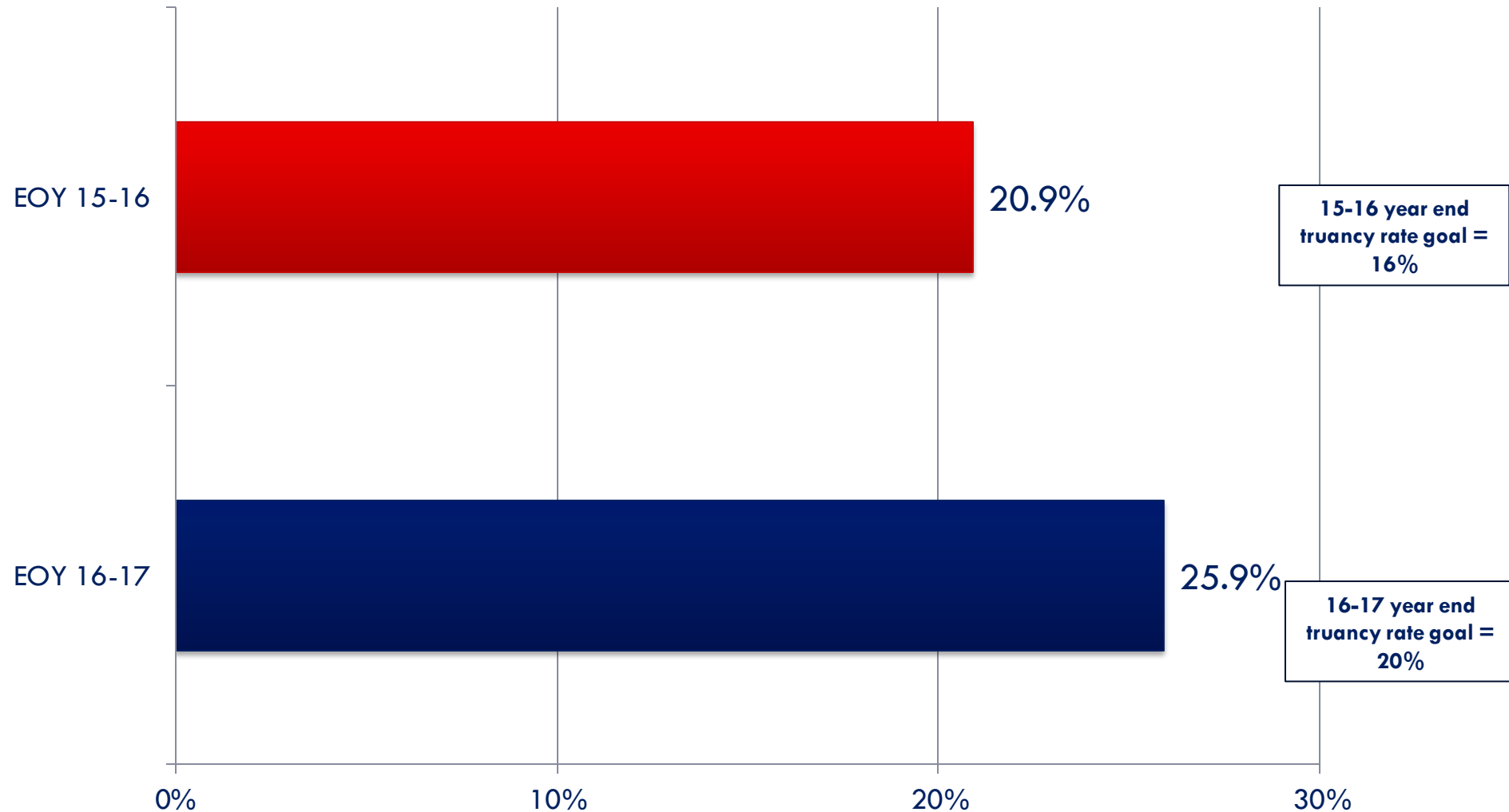


In-Seat Attendance - PCS





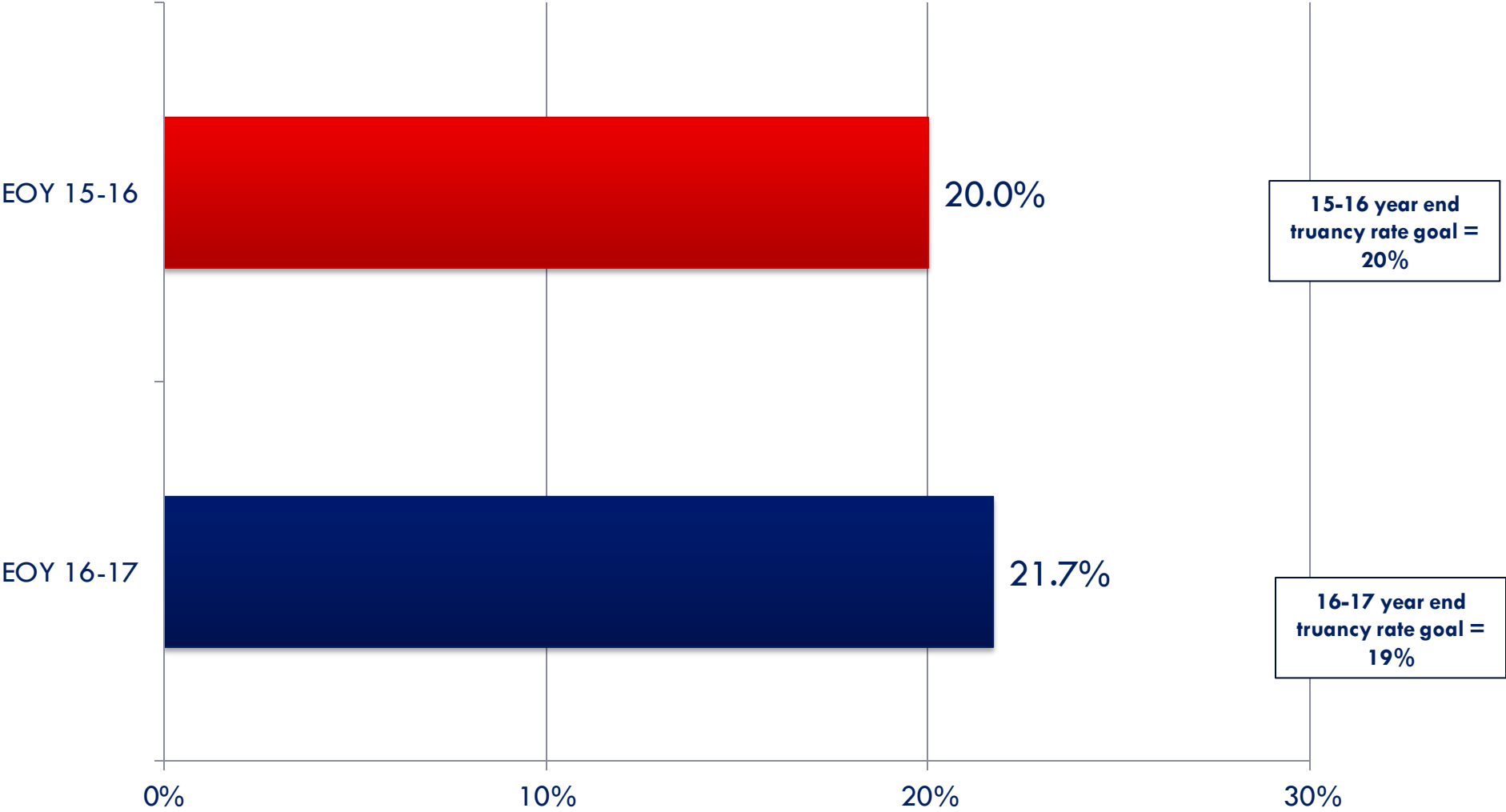
Chronic Truancy - DCPS



- The EOY SY2016-17 number of chronically truant students for DCPS is 2,161 more students than the EOY SY2015-16 numbers.



Chronic Truancy - PCS



- The EOY SY2016-17 number of chronically truant students for PCS is 891 more students than the EOY SY2015-16 numbers.



CFSA Referral Universe

| | DCPS ¹ | | PCSB ² | |
|---|-------------------|----------|-------------------|-----------------|
| | SY 15-16 | SY 16-17 | SY 15-16 | SY16-17 |
| # of students eligible to be referred to CFSA | 1,290 | 1,969 | 2,165 | Unknown |
| # of referrals made by schools | 1,091 | 1,573 | NA ³ | NA ³ |
| # of referrals received by CFSA ⁴ | 1,307 | 2,327 | 1,334 | 1,076 |

¹ Numbers provided by DCPS and based on students aged 5-13 as of 03/26/2017 with 10 or more full day absences. Students eligible for a referral are based on the number of registered students as of 1/22/2017.

² Numbers provided by PCS and based on students aged 5-13 as of 01/24/2017 with 10 or more full day absences based on the 80% present rule. Students eligible for a referral are based on students counted in the audited enrollment as of 10/05/2016.

³ PCS campuses are not required by statute to report on number of referrals.

⁴ Numbers provided by CFSA.

Measure: Data Committee EOY Report Highlights



CSSD Referral Universe¹

| | DCPS ² | | PCSB ³ | |
|---|-------------------|----------|-------------------|-----------------|
| | SY 15-16 | SY 16-17 | SY 15-16 | SY 16-17 |
| # of students eligible to be referred to CSSD | 2,823 | 993 | 618 | Unknown |
| # of referrals made by schools | 645 | 342 | NA ⁴ | NA ⁴ |
| # of referrals received by CSSD ⁵ | 588 | 599 | 99 | 215 |

¹ For purposes of referral schools must apply the full day absence definition.

² Data provided by DCPS and based on students with 15 or more unexcused absences as of 03/31/2017. Students eligible for a referral are based on the number of registered students as of end of year.

³ Numbers provided by PCSB and based on students aged 5-13 as of 01/24/2017 with 15 or more absences based on the 80% present rule. Students eligible for a referral are based on student counted in the audited enrollment as of 10/05/2016.

⁴ PCS are not required by statute to report their number of referrals to PCSB. PCS sends referrals directly to CSSD.

⁵ Data provided by CSSD as of 06/30/2017.

Measure:

Spotlight on Success

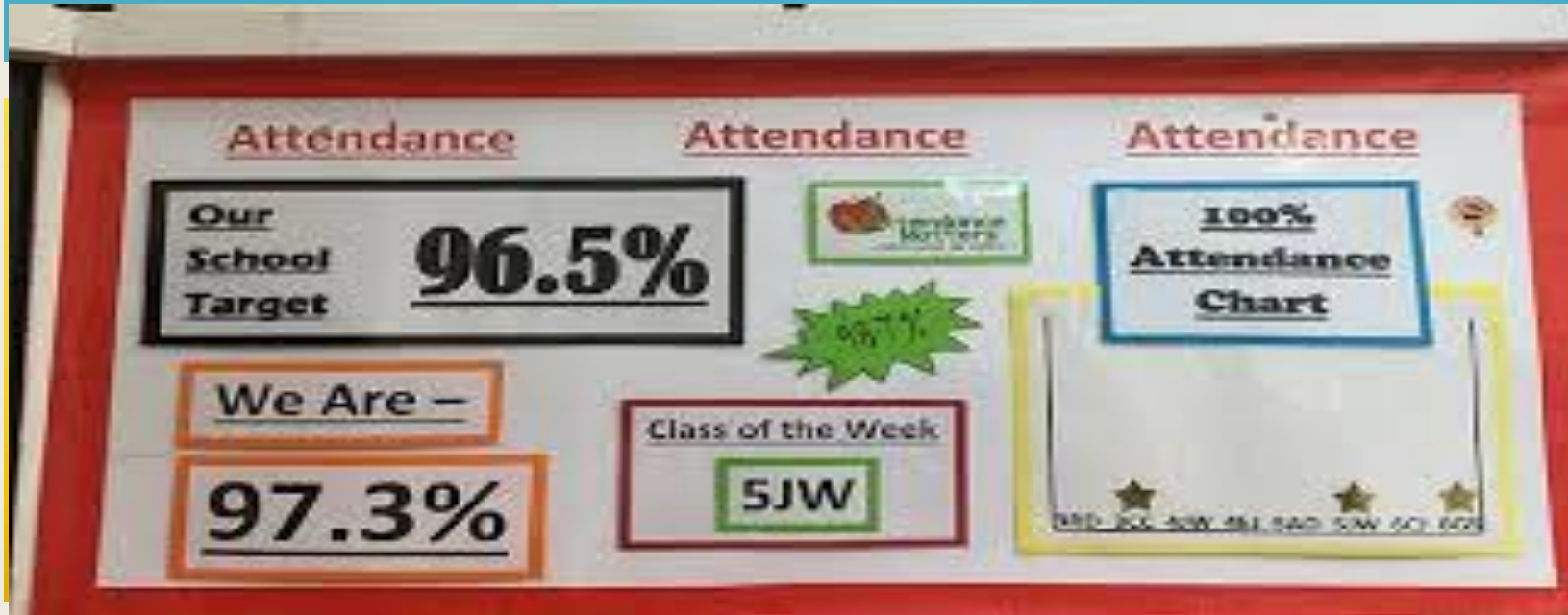


- Capital City PCS - High School



- Cap City uses a broad range of strategies to ***engage*** our students
- ***We know the students*** well
- We have ***high expectations*** for students, which often leads to high expectations within students
- We **foster critical** judgment and problem-solving **skills** in their students.

Making Every Day Count



Capital City's Focus On Attendance

.... attendance is promoted in our community as important. Mrs. Reaves ensures we know our attendance goals.

That moment when it hits you...



- Reviewing student's attendance data is **Critical**.
- Cap City developed a systematic way of monitoring attendance.

LOST INSTRUCTION

Tardies- Early Dismissal's

| TARDY | | | | EARLY DEPARTURE | | |
|------------------------|--------------------------|-----------------------------------|----------|------------------------|--------------------------|-----------------------------------|
| <i>Time Percentage</i> | <i>Attendance Status</i> | <i>Instructional Minutes Lost</i> | | <i>Time Percentage</i> | <i>Attendance Status</i> | <i>Instructional Minutes Lost</i> |
| 100% | Present | 0 | 8:30 AM | 0% | Absent | 420 |
| 99% | Tardy | 1 | 8:31 AM | 1% | Partial Absence | 419 |
| 92% | Tardy | 30 | 9:00 AM | 7% | Partial Absence | 390 |
| 85% | Tardy | 60 | 9:30 AM | 14% | Partial Absence | 360 |
| 80% | Tardy | 84 | 9:54 AM | 20% | Partial Absence | 336 |
| 78% | Partial Absence | 90 | 10:00 AM | 21% | Partial Absence | 330 |
| 71% | Partial Absence | 120 | 10:30 AM | 28% | Partial Absence | 300 |
| 64% | Partial Absence | 150 | 11:00 AM | 35% | Partial Absence | 270 |
| 57% | Partial Absence | 180 | 11:30 AM | 42% | Partial Absence | 240 |
| 50% | Partial Absence | 210 | 12:00 PM | 50% | Partial Absence | 210 |
| 42% | Partial Absence | 240 | 12:30 PM | 57% | Partial Absence | 180 |
| 35% | Partial Absence | 270 | 1:00 PM | 64% | Partial Absence | 150 |
| 28% | Partial Absence | 300 | 1:30 PM | 71% | Partial Absence | 120 |
| 21% | Partial Absence | 330 | 2:00 PM | 78% | Partial Absence | 90 |
| 20% | Partial Absence | 336 | 2:06 PM | 80% | Early Departure | 84 |
| 14% | Partial Absence | 360 | 2:30 PM | 85% | Early Departure | 60 |
| 7% | Partial Absence | 390 | 3:00 PM | 92% | Early Departure | 30 |
| 0% | Absent | 420 | 3:30 PM | 100% | Present | 0 |

Meeting our Goal Each Month

Identifying Trends

| LOWER SCHOOL | | | | | | | | | | | | | |
|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----|---------|
| | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | Jun | Jul | Overall |
| CAMPUS TOTAL | 94.34% | 95.49% | 93.65% | 93.71% | 91.42% | 93.83% | 92.76% | 93.44% | 94.84% | 94.51% | 92.98% | | 93.73% |
| PK3 | 91.18% | 94.82% | 91.33% | 92.11% | 92.28% | 92.17% | 89.66% | 89.60% | 96.36% | 93.46% | 92.84% | | 92.35% |
| PK4 | 85.71% | 94.67% | 92.53% | 92.78% | 87.02% | 91.80% | 91.24% | 93.13% | 94.26% | 93.82% | 88.78% | | 91.43% |
| K | 95.45% | 95.04% | 95.14% | 94.74% | 89.86% | 94.02% | 92.00% | 94.14% | 96.56% | 94.34% | 94.75% | | 94.19% |
| 1 | 96.38% | 96.58% | 93.45% | 94.23% | 93.66% | 94.09% | 94.36% | 93.97% | 92.61% | 92.89% | 92.00% | | 94.02% |
| 2 | 97.99% | 94.86% | 92.89% | 92.95% | 91.33% | 95.11% | 93.59% | 96.00% | 94.20% | 95.95% | 94.45% | | 94.48% |
| 3 | 95.74% | 95.20% | 94.42% | 94.95% | 91.25% | 94.50% | 94.36% | 93.00% | 94.42% | 95.18% | 93.69% | | 94.25% |
| 4 | 97.96% | 97.26% | 95.80% | 94.18% | 94.55% | 95.14% | 94.12% | 94.27% | 95.45% | 95.94% | 94.41% | | 95.37% |

*PK3/PK4/K FIRST DAY - 8/31/16

*SNOW DAY - 3/14/17

| MIDDLE SCHOOL | | | | | | | | | | | | | |
|---------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----|---------|
| | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | April | May | Jun | Jul | Overall |
| CAMPUS TOTAL | 96.59% | 96.59% | 95.78% | 94.28% | 93.91% | 94.35% | 94.30% | 93.20% | 94.46% | 94.26% | 90.39% | | 94.37% |
| 5 | 99.39% | 97.44% | 97.43% | 96.09% | 94.98% | 95.56% | 94.98% | 93.93% | 95.53% | 94.73% | 88.64% | | 95.34% |
| 6 | 95.12% | 96.76% | 96.05% | 94.99% | 93.72% | 94.65% | 97.13% | 94.23% | 95.34% | 95.24% | 93.04% | | 95.12% |
| 7 | 96.34% | 96.20% | 95.31% | 94.04% | 93.27% | 92.40% | 93.94% | 92.44% | 92.57% | 92.72% | 85.98% | | 93.20% |
| 8 | 95.48% | 95.97% | 94.32% | 92.00% | 93.67% | 94.78% | 91.15% | 92.18% | 94.40% | 94.36% | 93.90% | | 93.84% |

*SNOW DAY - 3/14/17

*LAST DAY FOR 8TH GRADE - 6/9/17


















| HIGH SCHOOL | | | | | | | | | | | | | |
|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----|---------|
| | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | April | May | Jun | Jul | Overall |
| CAMPUS TOTAL | 95.18% | 95.87% | 94.49% | 92.23% | 91.37% | 91.88% | 91.02% | 89.37% | 91.55% | 92.20% | 86.11% | | 91.93% |
| 9 | 93.31% | 95.40% | 94.02% | 92.66% | 92.44% | 92.40% | 90.97% | 90.45% | 92.20% | 91.66% | 81.20% | | 91.52% |
| 10 | 94.72% | 96.44% | 95.34% | 93.24% | 91.81% | 91.82% | 91.28% | 89.22% | 90.15% | 90.01% | 87.91% | | 91.99% |
| 11 | 96.30% | 95.69% | 94.14% | 92.80% | 91.78% | 93.70% | 93.48% | 91.26% | 95.09% | 93.76% | 78.44% | | 92.59% |
| 12 | 94.37% | 95.94% | 94.44% | 90.21% | 89.46% | 89.59% | 88.34% | 86.56% | 88.75% | 93.36% | 96.88% | | 91.63% |

*SNOW DAY - 3/14/17

*LAST DAY FOR 12TH GRADE - 6/6/17

| | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | April | May | Jun | Jul | Overall |
|-----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----|---------|
| LEA TOTAL | 95.37% | 95.98% | 94.64% | 93.40% | 92.23% | 93.35% | 92.69% | 92.00% | 93.61% | 93.66% | 89.83% | | 93.34% |

EARLY INTERVENTION MONITORING

| STUDENTS WITH 5 OR MORE UNEXCUSED ABSENCES | | | |
|---|-------------|--------------|--|
|  10 or more absences  5-9 absences  4 absences | | | |
| NAME | Grade Level | HOUSEHOLD ID | # OF ABSENCES |
| | 6 | |  5 |
| | 9 | |  10 |
| | 9 | |  8 |
| | 11 | |  11 |
| | 10 | |  28 |
| | 8 | |  4 |
| | 7 | |  5 |
| | P4 | |  6 |
| | 8 | |  7 |
| | 8 | |  31 |
| | 11 | |  9 |
| | P4 | |  10 |
| | 2 | |  5 |
| | 1 | |  5 |



| PERFECT ATTENDANCE (YEAR-TO-DATE) | |
|-----------------------------------|-------------|
| Name | Grade Level |
| | P4 |
| | K |
| | 2 |
| | 3 |
| | 4 |
| | 5 |
| | 6 |
| | 6 |
| | 7 |
| | 9 |
| | 9 |
| | 10 |
| 12 | |
| 12 | |
| | |
| | |
| | |
| | |
| | |

| 90%+ IN-SEAT ATTENDANCE (YEAR-TO-DATE) | | |
|--|-------------|-------|
| Name | Grade Level | RATE |
| JAMES H. HARRIS | P3 | 96.6% |
| | P3 | 97.7% |
| | P3 | 96.0% |
| | P3 | 98.0% |
| | P3 | 97.2% |
| | P3 | 95.5% |
| | P3 | 95.8% |
| | P3 | 94.9% |
| | P3 | 93.2% |
| | P3 | 94.9% |
| | P3 | 94.9% |
| | P3 | 91.0% |
| | P3 | 95.2% |
| | P3 | 95.5% |
| | P3 | 96.6% |
| | P3 | 97.7% |
| | P3 | 91.8% |
| | P3 | 90.4% |
| | P3 | 92.7% |
| | P3 | 92.7% |
| | P3 | 95.2% |
| | P3 | 94.6% |
| | P3 | 96.0% |
| | P3 | 99.4% |
| | P3 | 91.0% |
| | P4 | 96.0% |
| | P4 | 93.8% |
| | P4 | 97.7% |
| | P4 | 98.9% |
| | P4 | 97.2% |
| | P4 | 97.7% |
| | P4 | 96.6% |
| P4 | 96.0% | |
| P4 | 93.8% | |
| P4 | 92.1% | |
| P4 | 98.9% | |
| P4 | 96.3% | |
| P4 | 94.9% | |



Daily Reminders for students:
We promote that EVERY DAY
COUNTS!





"That? Oh, I was awarded that for perfect attendance in third grade."



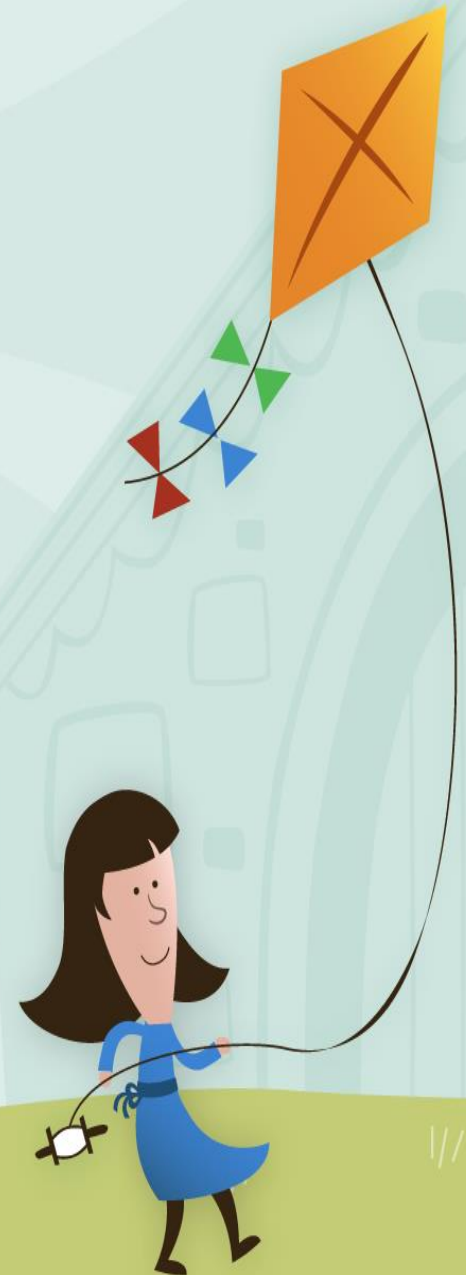
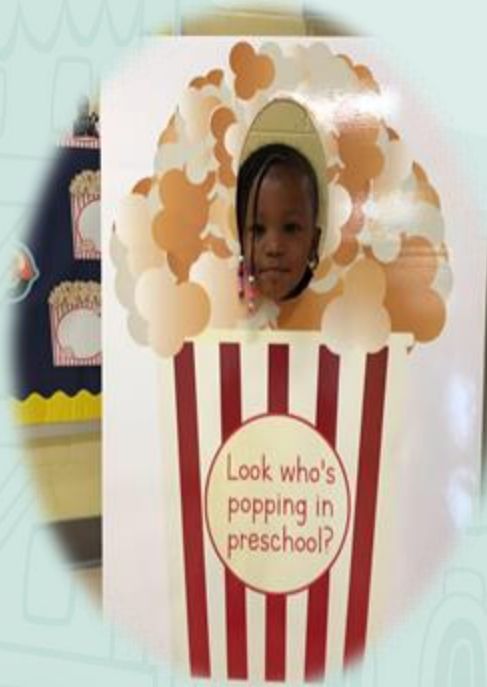


- Ketcham Elementary School



Ketcham Elementary School

*Every Day
Counts!*



Our School Demographics

- Location: Historic Anacostia – Ward 8
- Student Population: Approximately 310 students
 - 95% African-American
 - 3% Hispanic
 - 2% Mixed Race
- 15% of student population identifies as homeless
(2013-2014 SY this percentage was 31%)



Our Journey

| | Number of students that were truant | Truancy Rate | ISA | Student Satisfaction Rate |
|-----------|-------------------------------------|--------------|-------|---------------------------|
| 2016-2017 | 57 | 20.1% | 89.2% | 97% |
| 2015-2016 | 107 | 38.8% | 90.3% | 94% |
| 2014-2015 | -- | -- | -- | 84% |
| | | | | |



What We Know....

- 20% of low income kids miss too much school and are more likely to suffer academically.
- 25% of homeless students are chronically absent.
- 40% of transient students miss too much school when families move around to various parts of the city.
- When students and families like their school, they attend more

*Data from Attendance Works



There's Work to Do

- In order to increase school attendance there has to be a team based approach to tackling the challenges that families and schools face
- One person can't do this work alone. It has to involve multiple representatives from various stakeholder groups.
- Policies can help with attendance, but the foundation of improving student attendance begins with **relationships and changing the mindset of families.**
- School attendance is often a manifestation of a greater social challenge.



Meet Our Team!



Pro Active Attendance Strategies

Partner with Far Southeast Family Strengthening Collaborative (FSFSC) to conduct home visits for families that may be in need of support with services to tackle barriers to consistent and on time attendance

FSFSC also provided parent various parent workshops for families to support them with understanding the importance of consistent and **on time** student attendance

Incentives on a monthly basis for on time arrival and attendance

Provide laundry services on site to address uniform challenges



Initial Strategies/Interventions

City Year corps members call home when a student is absent. They talk to a parent and remind them to bring in a note verifying that it was an excused absence. They also reinforce why it's important to come to school daily.

Data Clerk/Receptionist emails attendance blast (daily) to all teachers to make sure data was captured accurately (make sure who is absent is really absent)

The operations team sends excuse notes home and has students return them signed by the parent with a reason why the child was absent (they were pre-filled)

Teachers review attendance data daily to ensure accuracy

Students with perfect attendance are celebrated and rewarded on a monthly basis

AttenDANCE, ice cream parties, skating parties



School Wide Systems

- Attendance documentation system (pre populated with student information and absence information)
 - Addressed literacy barrier
- Incentives on a monthly basis for **on time arrival** and attendance
- Emailed daily attendance blast to all teachers to make sure data was captured accurately (made sure who is marked absent is really absent)
- Conducted warm body counts to make sure attendance was accurate
- SST meetings for parents with 5 or more unexcused absences
 - How can we support you? What are challenges/barriers you are facing?
- Weekly attendance meetings (Week A was to discuss/brainstorm incentives and Week B was used to review attendance data)



Goals for 2017-2018

- Increase ISA to at least 92%
- First Home Care and FSFSC partnership to support families in greatest need
- Identifying out of boundary challenges
- Parent employment support



QUESTIONS?

maisha.riddlesprigger@dc.gov

kalik.booker@dc.gov

Ketcham Elementary School –
Ward 8



Monitor: Committee Updates



- **Strategic Plan for School Year 2017-2020**
 - Role of partnership with Attendance Works



Steering Committee

Continued Activities: Committee will continue to set meeting agendas and review and approve the Task Force Strategic Plan.

New Activity: Committee will leverage a new consultation with national attendance experts at Attendance Works to review of Task Force strategies to date, identify new opportunities and strengthen the strategic plan.

Program Committee

Continued Activities: Committee will continue to share important attendance messages with their stakeholders, but with significant new investments in messaging and incentives in SY 2017-18. Committee will continue to inform, monitor and plan the annual student Design Challenge.

New Activities: Committee will inform and plan convenings related to attendance for educators and community members. Committee will support a new Community of Practice (COP) for local education agencies (LEAs) and school-based staff to share best practices and resources across schools and sectors. Finally, Committee will develop a strategy to ensure students' access to adult mentors.



Data Committee

Continued Activities: Committee will continue to coordinate and review quarterly reports.

New Activity: Committee will focus on completing analyses to inform continuous improvement in District investments, policies and programs.

Policy Committee

Continued Activities: Committee will continue to review current attendance policies.

New Activity: Committee will focus on ensuring local laws reflect best practices identified by the Task Force to reduce truancy and absenteeism.



- **Data Committee**

- EOY Data
 - Committee Report – Complete
 - Agency Reports to Council
- Attendance Data Crosswalks

- **Policy Committee**

- Discuss improvements to current law

- **Program Committee**

- September Attendance Awareness Month Events
- SY17-18 Every Day Counts! Attendance Competition



SY2016 - 2017 Progress

| Phase | Activity | Taskforce | Steering | Policy | Data | Program | Timeline |
|-----------|---|-----------|----------|--------|------|---------|-----------|
| Advancing | Advance Citywide Planning | | | | | | |
| | Identify agency/entity strategies | X | | | | | Jan. 2017 |
| | Plan FY18 budget needed | | X | | | | Mar. 2017 |
| | Incorporate Youth Input | | | | | | |
| | Select and onboard student reps | | X | | | | Nov. 2016 |
| | Identify opps for youth input | | X | | | | Jan. 2017 |
| | Support Design Challenge II | | | | | X | Mar. 2017 |
| | Align Agency Work | | | | | | |
| | Incorporate attend. in new work | | | X | | | Mar. 2017 |
| | Identify existing opportunities | | | X | | | Mar. 2017 |
| | Provide guidance where needed | | | X | | | Mar. 2017 |
| | Strengthen Strategic Use of Data | | | | | | |
| Improving | Develop timeline for Ed Stat | | | X | X | | Jan. 2017 |
| | Revisit codes/regs to match evidence | | | X | | | Apr. 2017 |
| | Improve agency data sharing | | | | X | | June 2017 |
| | Expand Attendance.dc.gov | | | | | | |
| | Expand resources → LEAS/families | | | X | | | Apr. 2017 |
| | Increase site usage + comms | | | | | X | June 2017 |
| | Increase Community Outreach | | | | | | |
| | Add new campaign elements | | | | | X | June 2017 |
| Scaling | Focus on Evidence | | | | | | |
| | Continue building evidence base | | | X | X | | Dec. 2017 |
| | Build support for effective strategies | | | X | | | Dec. 2017 |
| | Comm./Implement Best Practices | | | | | | |
| | Share practices w/ practitioners | | | | | X | Dec. 2017 |
| | Plan FY19 budget support | | X | | | | Dec. 2017 |

Act:
**Every Day Counts! Campaign
Update**

○ Media

- Vehicles – Print, Digital, Transit
- Ads will run throughout the school year
- Deployment will vary based on what we know about attendance rates

○ Resources

- Attendance.dc.gov

○ Incentives

○ Engagement Tools

- Count me in! Pledges





Count Me In! – Every Day Counts! Pledge

- **Absences add up.** Going to school every day is **critical to our students realizing their hopes and dreams**. Just missing **one or two days** a month can add up to **10%** of the school year, setting students back academically. By sixth grade, missing **10%** of the school year is strongly linked to **dropping out of high school**.
- **The entire community** – agencies, schools, community and faith-based organizations, etc. – must come together to support students and families.
- **It just takes one person** showing a student they care to **make a difference**. When students and families know someone cares about their future and whether they show up, they are more likely to attend and ask for help when they need it.
- **Can we count you in?** Students, sign the **Every Day Counts! pledge** and commit to trying your best to attend school **100%** of the time. Community members, sign our pledge and commit to ensuring every day counts for the students in your community.

GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

Count Me In!

Just missing one or two days each month can add up to 10% of the school year and set students back academically. As a **neighbor**, YOU can help build a DC-wide culture that encourages students and families to attend school every day on time so they can learn and thrive. Join Every Day Counts! today:

YES, I am committed to making sure that every student attends school every day in my community by:

- Spreading awareness about the importance of school attendance.
- Helping to proactively address barriers to attendance in my community.

Signature: _____

GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

I pledge to make sure Every Day Counts!

Just missing one or two days of school each month can add up and, ultimately, hurt your grades and success in school. In fact, if you attend school regularly, you are more likely to graduate, find a good job and make more money. As a **student**, YOU can make sure Every Day Counts!

YES, I pledge to make sure that I attend school on time, every day by:

- Trying my best to attend school 100% of the time.
- Making school a priority, including by keeping track of my attendance and absences.
- Seeking help from a trusted adult or school staff person if I am experiencing a challenge that is keeping me from school.
- Telling friends they were missed when they are absent.

Signature: _____
Learn more at attendance.dc.gov

Name: _____
Grade: _____
School: _____

WE ARE PROGRESS DC

GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

Count Me In!

EVERY DAY COUNTS!

Sign the pledge and commit to going to school on time, every day.

Take the pledge online at attendance.dc.gov!

Timeline:

- **Phase 1 (Aug. – Sept.):**
EOM Test Run! & Engagement
- **Phase 2 (Nov. – Dec.):**
Engage EDC! Task Force
- **Phase 3 (Jan. – Beyond):**
Engage Community Stakeholders



By the numbers:

- Over 2,000 attendance pledges signed
- Over 9,000 visits to attendance.dc.gov from July to present
- Top 3 DME EDC! tweets: 10K-12K impressions
- 8 EDC! Events with Mayor Bowser in 3 weeks
- 10 community/school events supported with EDC! resources by DME staff





Phase III Ambassadors

- **Students Leaders**
 - Design Challenge participants
- **Teacher Leaders**
 - WTU Leadership, Teachers Cabinets
- **School Leaders**
- **School Support Staff**
 - Counselors, cafeteria staff, custodians, bus drivers
- **Faith Leaders**
- **Business Owners**
- **Transportation Workers**
- **Pediatricians**
- **Out of School Time Providers**
- **Community Based Organizations**
 - District grantees
- **ANCs**
- **Neighborhood Collaboratives**
- **Mentorship Programs**
- **Safer Stronger DC Community Leaders**



Take a moment to answer the following questions:

1) Who in your agency/office/org can spread the Every Day Counts! Message and how?

- **Think concretely!** E.g., how many outreach staff or staff who regularly engage with the community? What physical spaces do you manage? Existing outreach materials or plans? Existing communication vehicles (e.g., newsletters, events)

2) What will your agency/office/org do to support Every Day Counts! this school year?



- Ask Me Why Every Day Counts!
- 30 seconds elevator speech with a partner



Count Me In! – Every Day Counts! Pledge

- **Absences add up.** Going to school every day is **critical to our students realizing their hopes and dreams**. Just missing **one or two days** a month can add up to **10%** of the school year, setting students back academically. By sixth grade, missing **10%** of the school year is strongly linked to **dropping out of high school**.
- **The entire community** – agencies, schools, community and faith-based organizations, etc. – must come together to support students and families.
- **It just takes one person** showing a student they care to **make a difference**. When students and families know someone cares about their future and whether they show up, they are more likely to attend and ask for help when they need it.
- **Can we count you in?** Students, sign the **Every Day Counts! pledge** and commit to trying your best to attend school **100%** of the time. Community members, sign our pledge and commit to ensuring every day counts for the students in your community.

GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

Count Me In!

Just missing one or two days each month can add up to 10% of the school year and set students back academically. As a **neighbor**, YOU can help build a DC-wide culture that encourages students and families to attend school every day on time so they can learn and thrive. Join Every Day Counts! today:

YES, I am committed to making sure that every student attends school every day in my community by:

- Spreading awareness about the importance of school attendance.
- Helping to proactively address barriers to attendance in my community.

Signature: _____

GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

I pledge to make sure Every Day Counts!

Just missing one or two days of school each month can add up and, ultimately, hurt your grades and success in school. In fact, if you attend school regularly, you are more likely to graduate, find a good job and make more money. As a **student**, YOU can make sure Every Day Counts!

YES, I pledge to make sure that I attend school on time, every day by:

- Trying my best to attend school 100% of the time.
- Making school a priority, including by keeping track of my attendance and absences.
- Seeking help from a trusted adult or school staff person if I am experiencing a challenge that is keeping me from school.
- Telling friends they were missed when they are absent.

Signature: _____
Learn more at attendance.dc.gov

Name: _____
Grade: _____
School: _____

WE ARE PROGRESS DC

GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

Count Me In!

EVERY DAY COUNTS!

Sign the pledge and commit to going to school on time, every day.

WE ARE PROGRESS DC

Take the pledge online at attendance.dc.gov!

Next Steps



- **Taskforce**

- Next Meeting: November 29, 2017

- **Committees**

- **Steering Committee:**

- Strategic Plan School Year 17-18

- **Data Committee:**

- Prepare for SY2017-18 Quarter 1 Reporting
- Reconvene on CFSA/CSSD & attendance data match

- **Policy Committee:**

- Revisit codes/regulations to match evidence

- **Program Committee:**

- Support Every Day Counts!
- Plan incentives for SY2017-18
- Update attendance.dc.gov
- Create and share additional resources for parents and LEAs

Appendix:

2015-2016 Year in Review

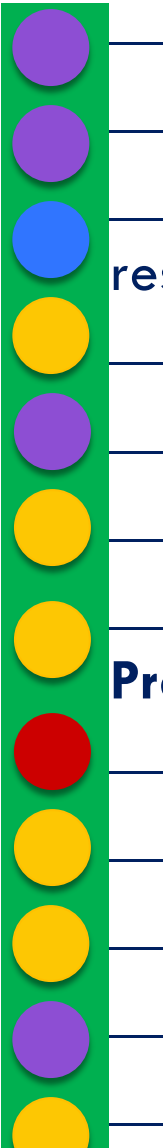


- 
- Mapped **truancy policy challenge dependencies** (code, practice, regs)
 - Researched **model LEA system** for addressing absenteeism
 - Adopted a **citywide “plan” by agency role** to address absenteeism
 - Inventoried **current investments** in addressing truancy
 - Coordinated **Attendance Awareness Month** (Sept. 2015)
 - Drafted Truancy Taskforce **Strategic Plan**
 - Developed Truancy Taskforce **Data Plan**
 - Adopted **common methodology** for calculating truancy across sectors
 - Reported quarterly on **Attendance Accountability Amendment Act**
 - Informed **School Attendance Clarification Amendment Act of 2016**
 - Hosted a **Design Challenge** engaging youth, educators, and agencies
 - Attended the **National Conference on Attendance** as a state team

 Taskforce/Steering Cmte  Policy Cmte  Data Cmte  Program Cmte

2016-2017 Year in Review



- 
- Launched the **Every Day Counts! citywide attendance campaign***
 - Created **attendance.dc.gov**
 - Conducted **learning sessions** on attendance SST meetings and health resources
 - Selected four high school Truancy Taskforce **student representatives**
 - Designated September **Attendance Awareness Month**
 - Extended the **Strategic Plan** to Fall 2017
 - OSSE LEA Institute and OSSE Community Schools COP **Taskforce Presentations**
 - Drafted **Ed Stat Timeline** of data topics for Taskforce
 - Included attendance in **ESSA School Accountability Framework**
 - Released and presented **School Health Plans** to Taskforce
 - Rewarded **6 schools & over 100 students** through attendance competition
 - Hosted 2nd Annual **Design Challenge** engaging students and stakeholders

 **Taskforce/Steering Cmte**  **Policy Cmte**  **Data Cmte**  **Program Cmte**

2017-2018 Year in Review



- 
- Launched the **Every Day Counts!** citywide attendance campaign
 - Complete **EOY** data reporting