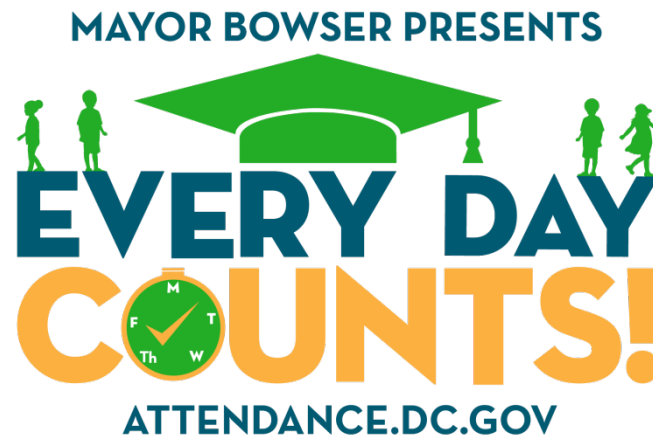


Every Day Counts! Taskforce Meeting

June 26, 2018



Meeting Overview



I. Welcome

II. Measure (10 min)

- PCSB Absenteeism Survey – 10 min

III. Monitor (40 min)

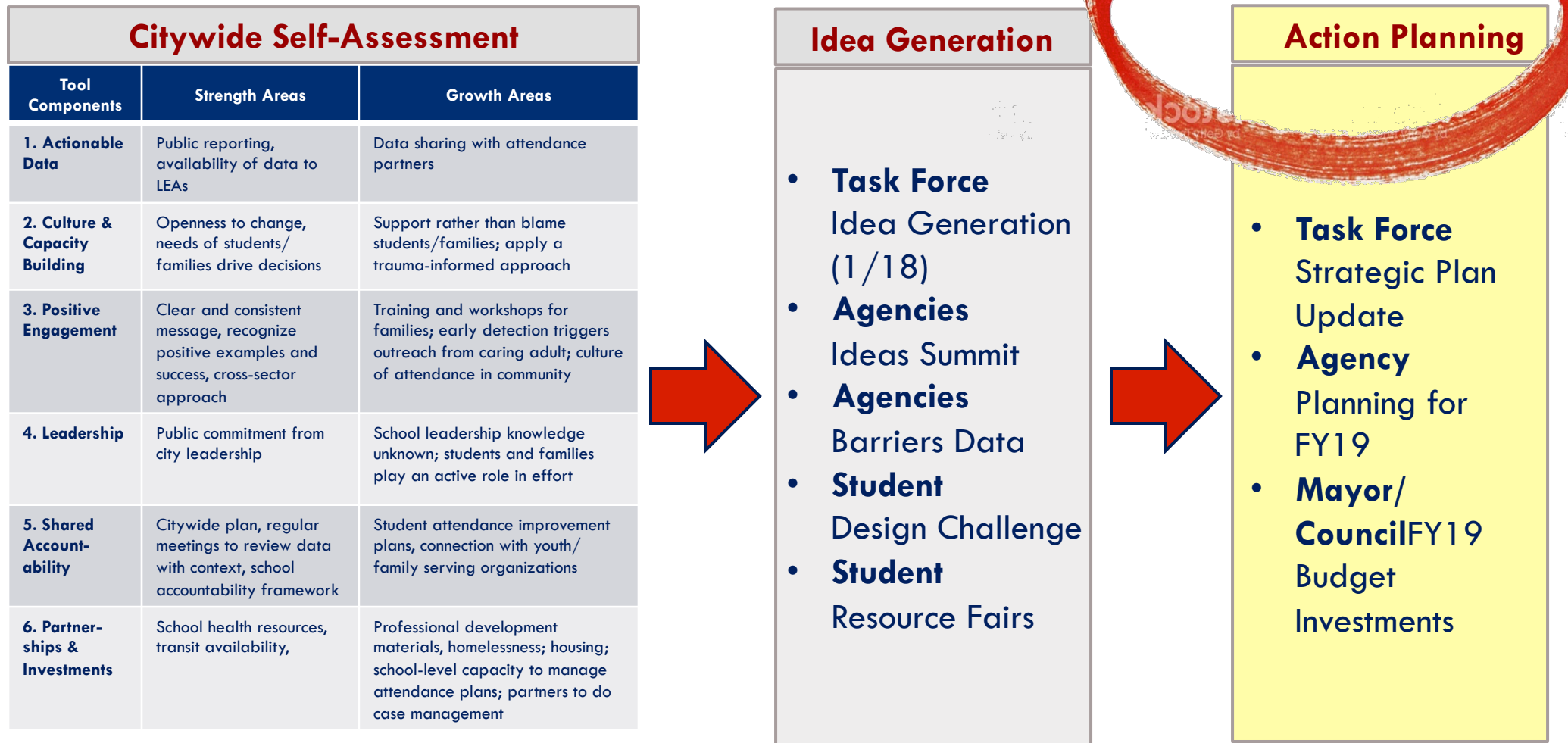
- Summit/TA Session Readouts – 25 min
- EDC! Other Updates – 5 min
- EDC! Partner Updates (All) – 10 min

IV. Act (40 min)

- School Year 2018-19– 15 min
- The District's Response to Trauma – 10 min
- EDC! SY2017-18 Pilots – 10 min
- EDC! Campaign – 5 min

V. Next Steps (0 min)

Framing: Strategic Plan Update



Our Cycle Continuous Improvement & Informed Action

Measure:
Public Charter School
Absenteeism Survey Results
(PCSB)

DC PCSB ABSENTEEISM SURVEY RESULTS



April 2018

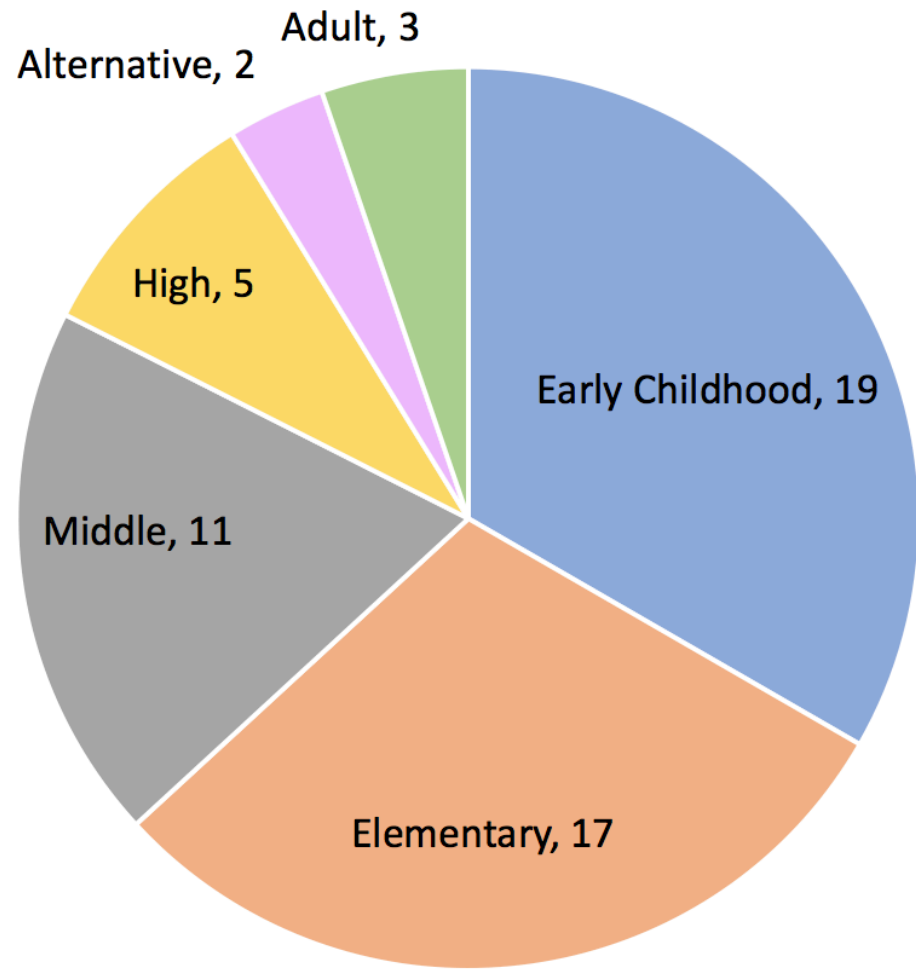
Absenteeism Survey

- In March 2018, DC PCSB solicited feedback from public charter school leaders and staff regarding:
 1. The drivers of absenteeism/truancy
 2. The strategies they currently use
 3. The resources they believe would effectively combat truancy
- DC PCSB received **42** survey responses (22 LEAs), 14 of which were anonymous (could not be tied to a specific charter LEA)



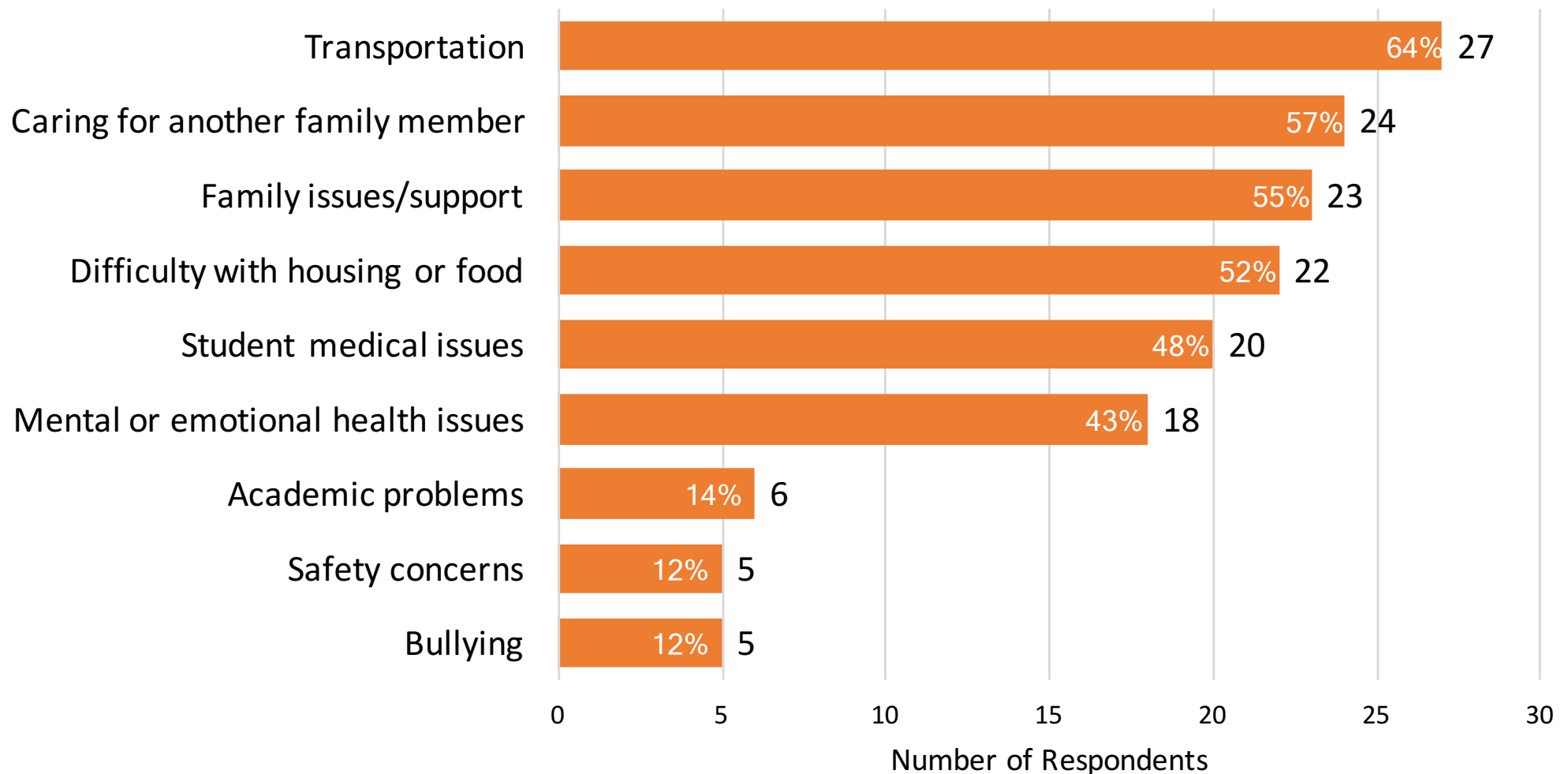
Student Age Ranges Served by Non-Anonymous Respondents

- The respondents span every student age range and serve multiple age ranges, so the numbers to the right exceed 28



1. What are the root causes of chronic absenteeism at your school?

42 Respondents; Respondents could select multiple reasons



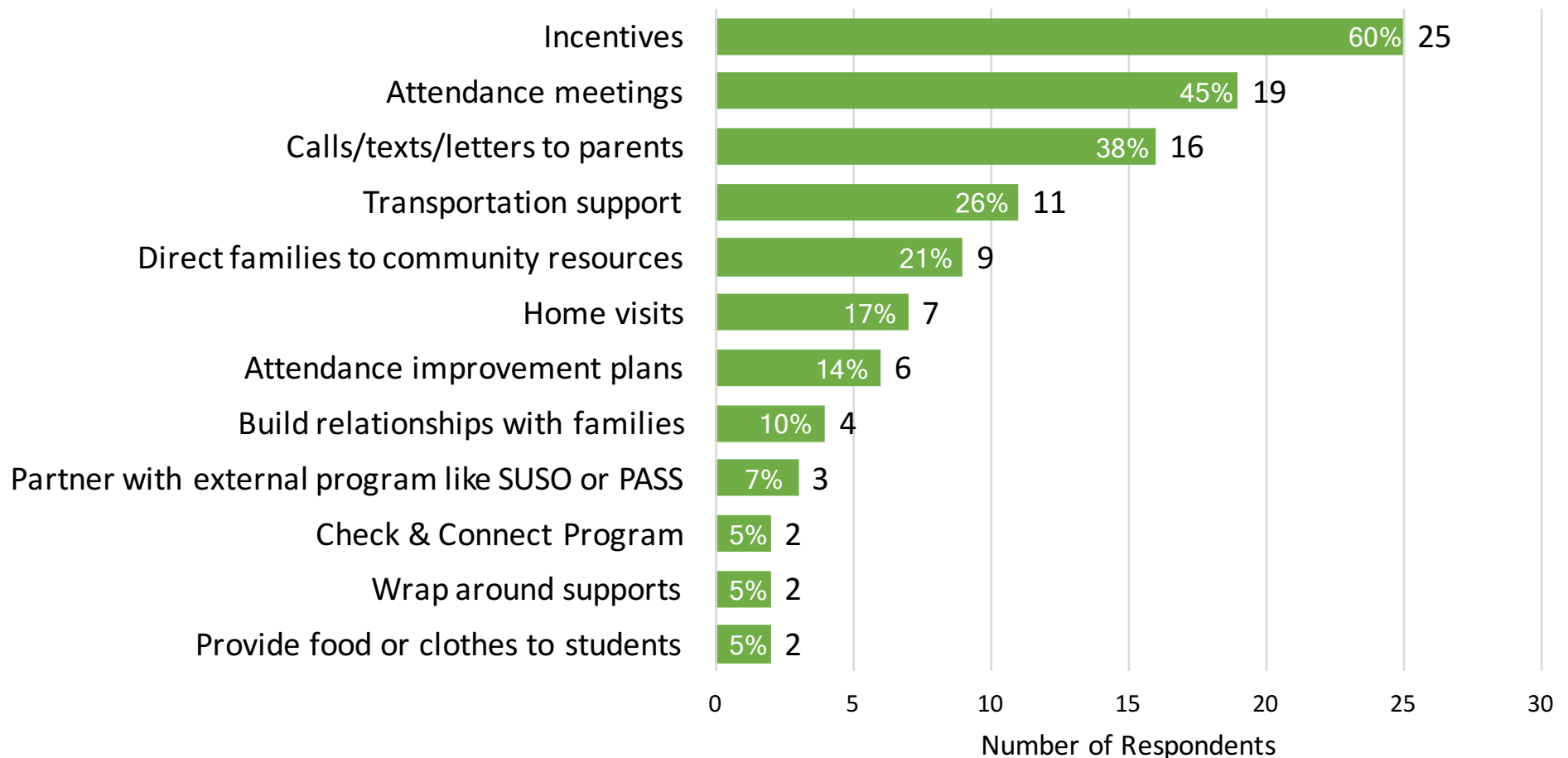
Other root causes provided:

- **Challenges facing families (work schedules; mental/physical health; custody)**
- **Perception of “optional” attendance in Early Childhood Programs**
- Political climate for immigrants
- Homelessness
- Extended family vacations
- Asthma (triggered by weather conditions)
- Poverty



2. What strategies/interventions does your school use to improve attendance?

42 Respondents; Respondents could provide multiple strategies



Note: Question 2 was open-ended; responses were simplified into categories for visualization purposes. Strategies used by 2+ respondents are included above.

Other strategies/interventions provided:

- One-on-one intervention support for highly truant students
- Encouraging carpooling
- Hosting parent breakfasts
- Assistance with before and aftercare programs
- On-staff attendance counselor or family liaison
- Providing work to students while at home

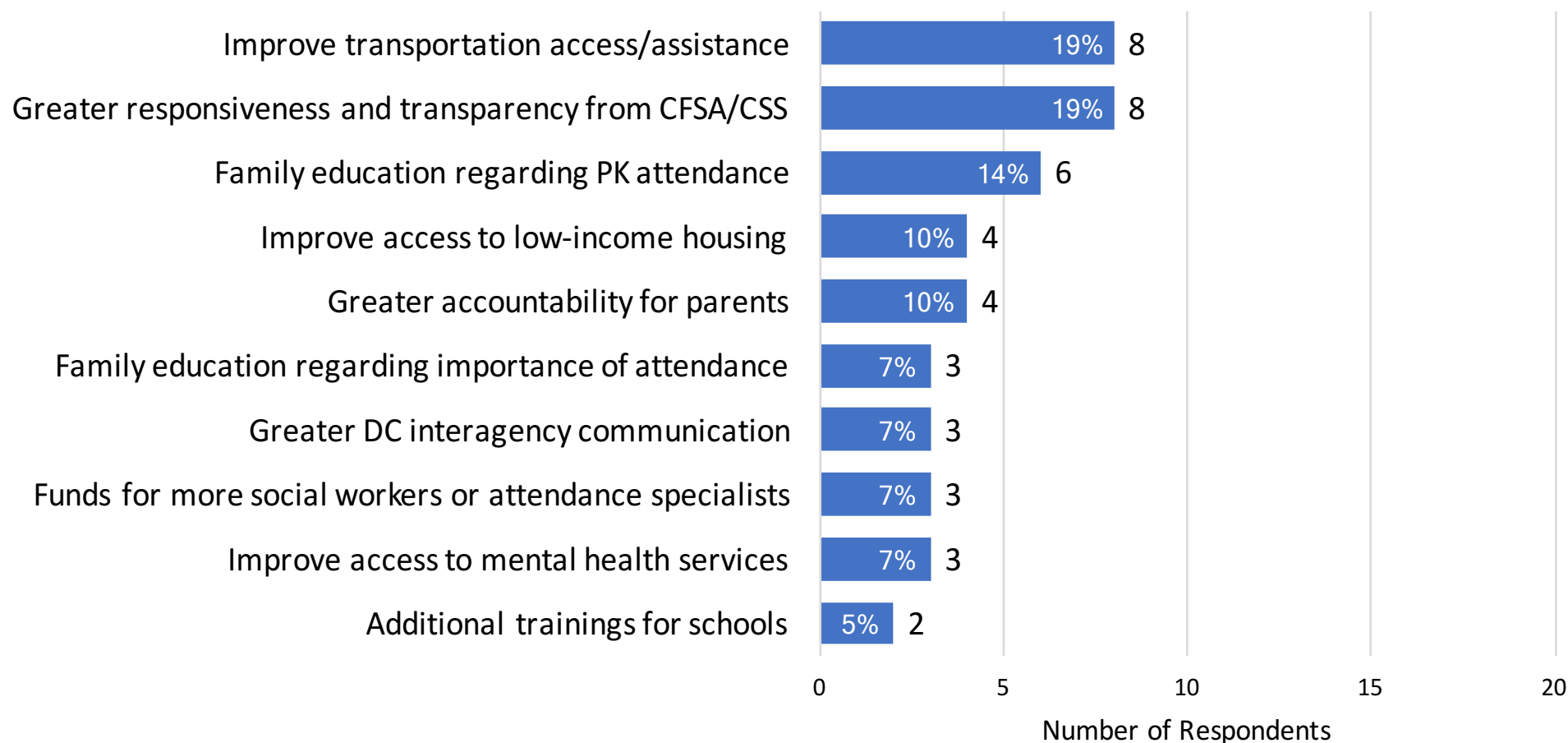


Selected Quotes from Question 2 Responses

- “On one level, we utilize **home visits**, the **development of relationships with parents**, and the creation of **positive reasons** for the child to desire to attend school on time. On another level, we attempt to instill **hope**, which often times has been lost, and teach the young people about the **greater systems at play** around them that adversely affect their life.”
- “We have our own **food and clothes closet**. We also have **metro cards** to help with transportation.”
- “Daily **email messages, calls and text** to parents/guardians when a day is missed. Truancy follow up calls, letters to the family stating how truant child is, **meetings with family members** and staff to coordinate how to improve truancy issue (and discuss days already missed).”
- “If there is an issue where a family is having difficulties with attending school because of **housing/food** our school counselor has given family resources on **housing assistance** and or **social services contacts**. If it is an instance where the parent is unable to afford transportation to get students to/from school we have found ways to either **provide money for WMATA transportation** for parent and/or **secure a ride** the student to get to school if possible.”
- “**Monthly Perfect Attendance Club** with a small **activity** and **public recognition** of students with 100% ISA for the prior month.”

3. What supports would you like DC agencies to provide to help improve student attendance?

42 Respondents; Respondents could provide multiple suggestions



Note: Question 3 was open-ended; responses were simplified into categories for visualization purposes. Strategies used by 2+ respondents are included above.

Other suggested supports

- Partnerships between schools in the same geographical area
- Assistance with conducting home visits
- Greater access to health services, including asthma education and immunization assistance
- Additional funds for classes serving ages 0-2
- Increased visibility of available community services
- Paid after-school internships



Selected Quotes from Question 3 Responses

- “**Transportation** is an ongoing issue that continues to impact student attendance negatively...Many students have to wake up at 5 a.m. for their commute to school because of the **transfers to several buses** or the long route by car. Public transportation is **not always reliable**. Therefore, I would like DC agencies to consider **offering students eligibility for transportation services** if they live outside the quadrant where the school is located, are homeless, in Pre-K, and have a 504 Plan.”
- “I feel like the **Court systems** should move **faster** when truancy paperwork is put in so that the families know that this is a serious situation. Most of the time I don't get any **feedback** from the Truancy packets until May and by that time no one cares because school is getting out.”
- “More **public awareness at early grades**...we need more than "every day counts", we need to distribute **facts** about why they count. Present **data about attendance impacts** on passage/graduation. Agency assistance should also include some sort of **dedicated assistance** for **families with multiple years** of attendance issues- if your student missed more than 10% of the school year last year, **summer interventions and connections** should occur to ensure other wrap-around (non-school based) services are offered.”

Selected Quotes from Question 3 Responses (cont'd)

- “I would love to see DC agencies such as CFSA and Truancy Court **hold parents more accountable** for improving attendance by attending several mandatory workshops / parenting classes when referrals are made for Educational Neglect / Truancy. I would like to see programs such as the **PASS Program** be made **mandatory** when schools submit a referral for Truancy or other support that may be needed. Currently, parents have the option of declining services.”
- “Because school is not mandatory at **ages 3 and 4**, many parents dismiss the idea of mandatory attendance. Any support that DC agencies could provide in **messaging** the importance of **daily preschool education** would be appreciated.”
- “**Follow through with schools' reportings of chronic attendance.** Find a way to **hold parents accountable** the way in which you hold schools accountable. **Communicate** with schools **what steps have been taken with families** who have been reported, especially those reported on multiple occasions for chronic attendance issues.”

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Monitor:

**Spotlight – TA Session on Improving School
Attendance for System-Involved Youth
(CJCC)**



Summary of the CJCC Juvenile Justice Technical Assistance Session

*Uprooting the Challenges: Improving School
Attendance for System-Involved Youth
May 30, 2018*

About the Criminal Justice Coordinating Council



- Independent District government agency
- Established in 2001 by DC Council and Congress
- Supports the efforts of the 16 local and federal criminal and juvenile justice agencies in the District
- Strategic Goals
 - Prevent and Reduce Violent Crime
 - Limit Criminal and Juvenile Justice System Exposure
 - Improve Information Sharing
- Core Functions
 - Automated Information Sharing
 - Research and Analysis
 - Interagency Collaboration
 - Training and Technical Assistance

Uprooting the Challenges: Improving School Attendance for System-Involved Youth



Purpose: To convene line staff from juvenile justice and education agencies to understand and address the root causes of attendance challenges for youth involved in the juvenile justice system.

Participating Agencies

There were 46 participants (front-line staff) from the following agencies:

Child and Family Services Agency (CFSA)	Metropolitan Police Department (MPD)
Court Social Services Division (CSSD)	Office of the Attorney General (OAG)
DC Public Schools (DCPS)	Office of the State Superintendent for Education (OSSE)
Department of Human Services (DHS)	Public Charter Schools
Department of Youth Rehabilitation Services (DYRS)	Public Defender Service (PDS)

Uprooting the Challenges: Improving School Attendance for System-Involved Youth



Agenda

- Audience survey
- Presentation by DCPS and PCSB representatives on in-seat attendance, chronic absence, and truancy
- Small group discussions of scenarios derived from a pre-event participant survey
 - What were the factors that contributed to the student being absent?
 - What did the agencies do well in this scenario?
 - What could the agencies have done differently?
 - What are opportunities for increased collaboration among the agencies to help support the student?
- Participant evaluation

Uprooting the Challenges: Improving School Attendance for System-Involved Youth



Key takeaways

- Schools cannot do it on their own; agencies that supervise and provide services to youth must also be engaged
- Student Support Team (SST) meetings may not always be meaningful or conducted with fidelity
- Attendance protocols are not consistently adhered to
- Schools do not consistently receive feedback from CSSD or CFSA on the status of truancy referrals

Uprooting the Challenges: Improving School Attendance for System-Involved Youth



Key takeaways (cont'd)

- Incidents in the community can affect students' sense of safety when commuting to and from school, or even their desire to attend school
- Some students are experiencing crisis situations that make it difficult for them to attend school
- Students are in need of additional transportation options
- More opportunities needed for agencies to engage with one another and generate solutions

Uprooting the Challenges: Improving School Attendance for System-Involved Youth



Proposed solutions

- Improve communication between education and juvenile justice agencies
 - e.g., keep probation officers and case managers abreast of attendance issues; inform schools when students are detained
- Create crisis plans for students experiencing attendance issues because of a crisis or emergency situation
- Reconsider the 80/20 rule (disincentive for tardy students to show up to school at all)
- Ensure that CFSA and CSSD provide feedback to schools on the status of truancy referrals

Uprooting the Challenges: Improving School Attendance for System-Involved Youth



Proposed solutions (cont'd)

- Institute staggered/flexible school start times (to assist with older students responsible for taking younger siblings to school)
- Provide transportation assistance to students (e.g., partnership with ride-sharing companies)
- Provide services and supports to students and families to address underlying reasons for attendance issues (e.g., provide mental health services at the schools or in close proximity)

Uprooting the Challenges: Improving School Attendance for System-Involved Youth



Questions?

Monitor:

Spotlight – The Every Day Counts! Summit

(DME)

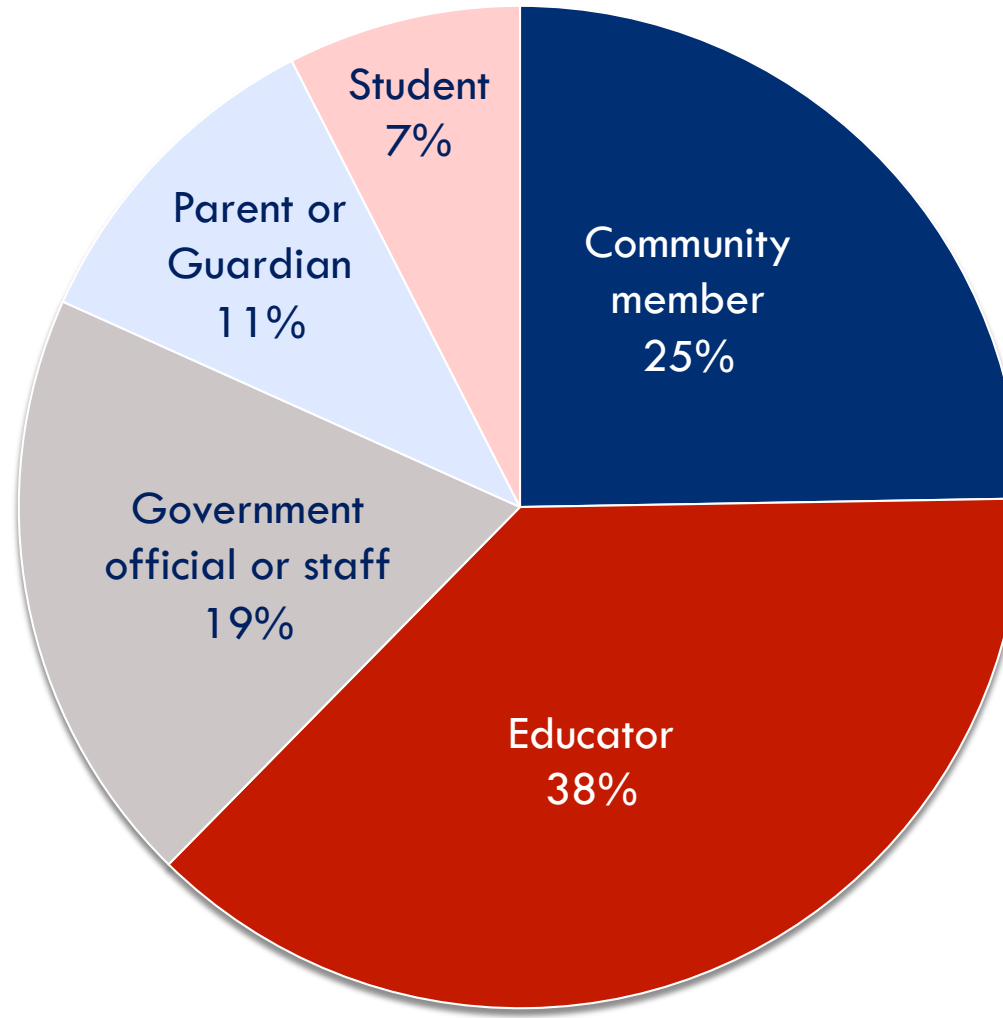
Every Day Counts! Attendance Summit



- Total number of participants: 93
- Total number of speakers and facilitators: 43
- Total in attendance: 136
- Survey response rate: 43%



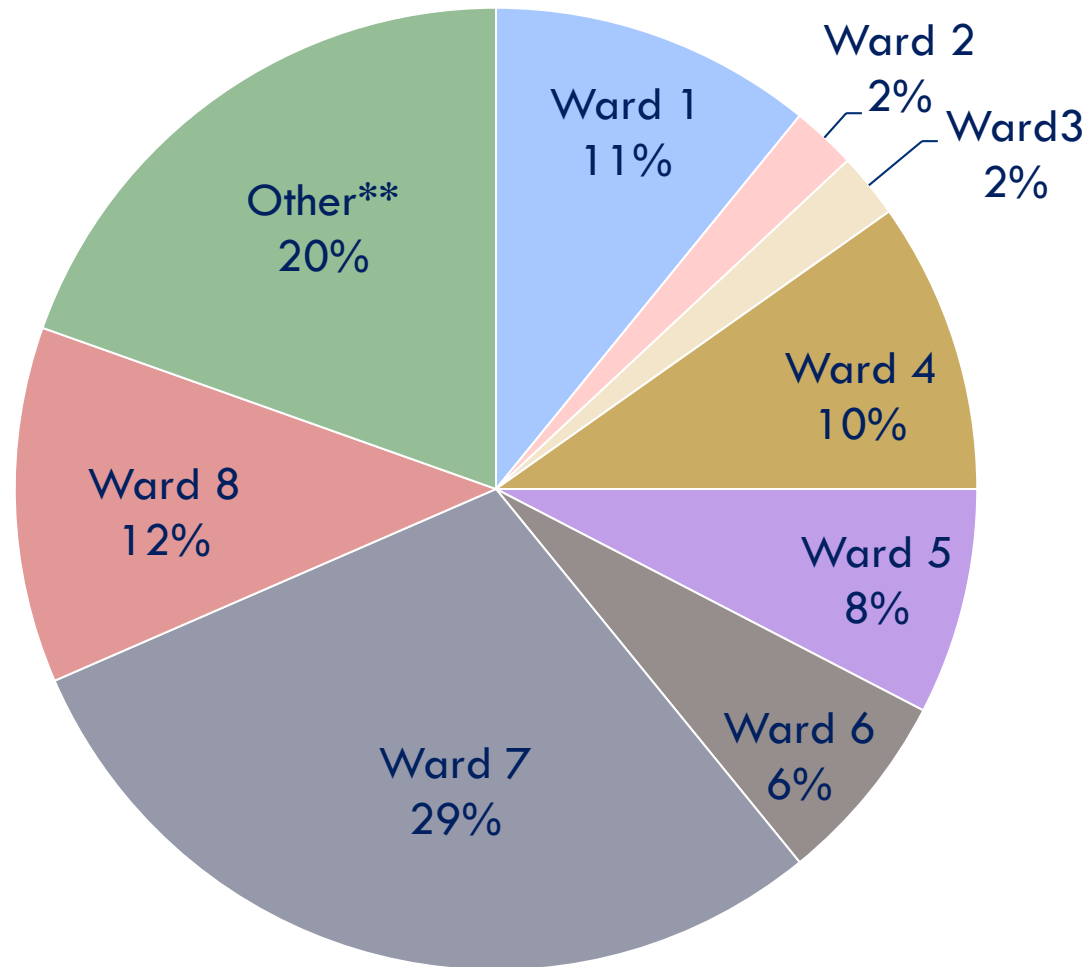
EDC! Summit Participant Type*



*Speakers and facilitators are not included.



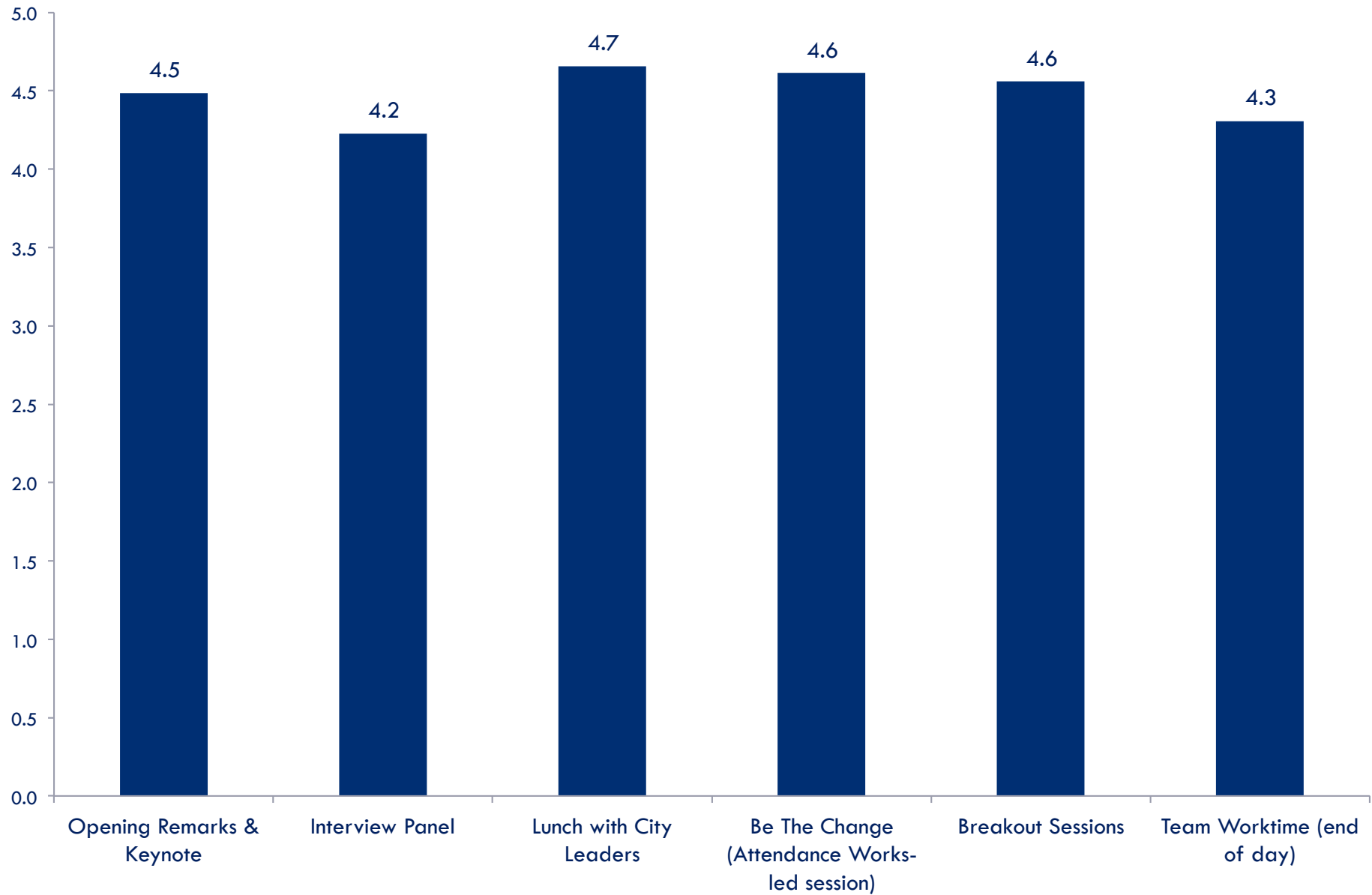
EDC! Summit Participants by Ward*



*Speakers and facilitators are not included.

**Includes non-residents and individuals serving multiple wards.

EDC! Summit Feedback Survey: Content





Every Day Counts! Attendance Summit Video

Next Steps: Technical Assistance (TA) from Kinolved

Monitor: EDC! Updates





- **Third COP Meeting**
- **15+ Implementation Grant Apps Received**
- **SY17-18 End of Year Incentives**

Monitor: EDC! Partner Updates

Act:

**Proving Ground & SY2018-19 Planning
(KIPP DC & DCPS)**

About Proving Ground

- Harvard's Center for Edu Policy Research
- Nine partner cities
- Two topic areas – chronic absence + ed tech
- Focused on continuous improvement through
 - ✓ Diagnosing the problem, hypothesizing solutions, piloting strategies, and continuously monitoring the results

KIPP DC

DC Public Schools (DCPS)

A Capital Commitment: 2017-2022

Every Student. Every School. Every Day.

Vision: Every **student** feels loved, challenged, and prepared to positively influence society and thrive in life.

Mission: Our mission is to ensure that every **school** guarantees students reach their full potential through rigorous and joyful learning experiences provided in a nurturing environment.

Theory of Action: In DCPS we are committed to every student being educated in an excellent school by adults who love them and have high expectations for them to succeed. We will support our school leaders in making **effective decisions in alignment with our strategic plan** to improve their schools in service of every student succeeding. We believe that by **providing excellent service to students and their families, embedding equitable practices, and focusing our efforts** we can accelerate student achievement and close achievement gaps.

Values: Students First, Equity, Excellence, Teamwork, Courage, and Joy

Strategic Priorities

1. Promote Equity
2. Empower our People
3. Ensure Excellent Schools
4. Educate the Whole Child
5. Engage Families

Big Goals: By 2022, we will:

Double College and Career Readiness: Double the percent of students, and triple the percent of at-risk and students of color who are college and career ready.

Accelerate Early Literacy: 100 percent of K-2 students are reading on or above grade level.

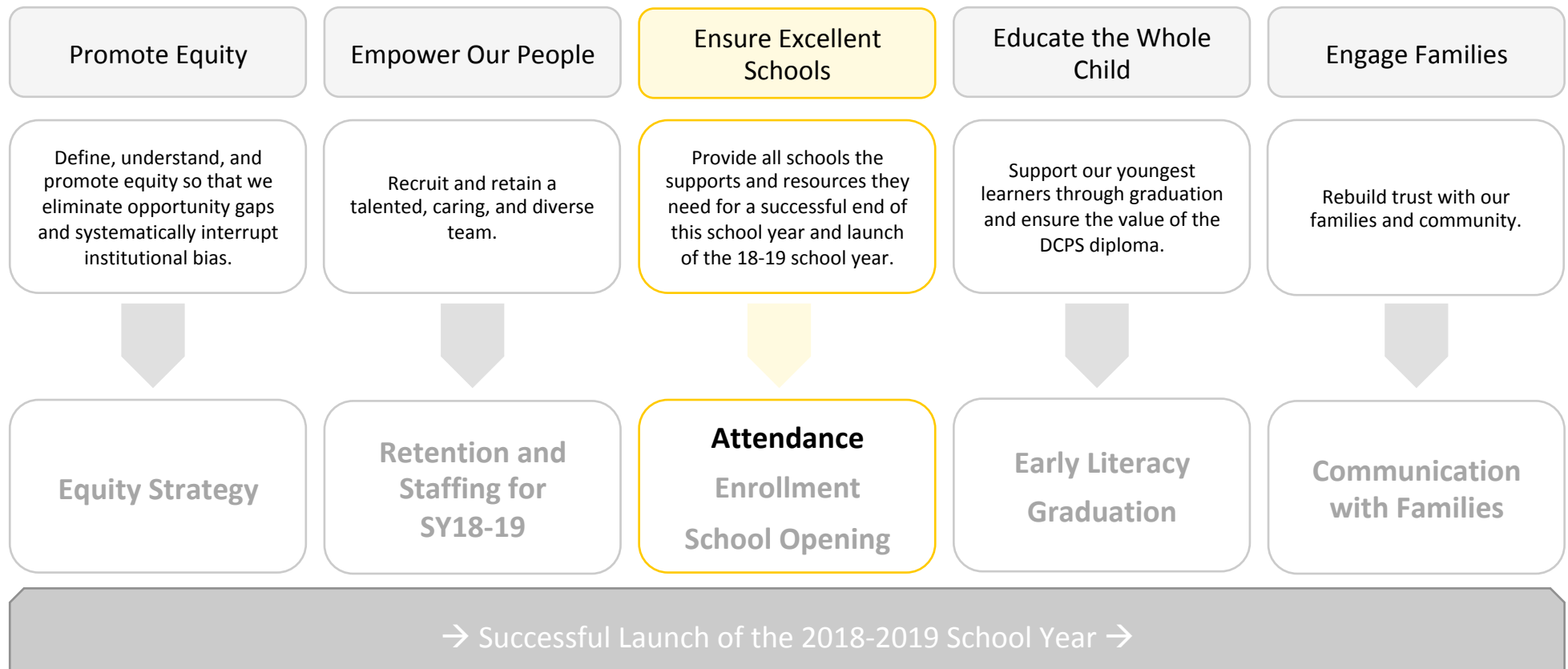
Increase High School Graduation Rate: 85 percent of students graduate within 4 years; and 90 percent graduate within 4 or 5 years.

Improve Student Experience: 100 percent of students feel loved, challenged, and prepared.

Increase Excellent Schools: 100 percent of schools are highly rated or are improving.

Increase Enrollment: 90 percent of students re-enroll, and DCPS serves 54,000 students.

Spring-Summer 2018 Strategic Plan Initiatives



Our vision for attendance is that ***every student*** is welcomed and encouraged to attend school by ***every adult, every day.***



Systems Integrity and Actionable Data

We believe that our compliance systems and support structures must operate seamlessly. We believe that in order for data to be actionable, it must be accurate, accessible, and reviewed regularly.



Inform & Educate

We believe families and students must be empowered with information to understand the impact of everyday learning on a student's life. We believe in training and developing school staff on attendance best practices.



Proactive Engagement

We believe that proactively engaging and supporting all of our stakeholders will allow us to appropriately prioritize barriers to attendance.

Our three beliefs have focused our preparations to combat chronic absenteeism in SY18-19.

Our focus through October 2018 highlights school planning, district-wide communications, and targeted engagement.

Comprehensive School Plan (CSP) process and attendance planning

- *Leverage the CSP process to ensure our school-based staff enter the school year with a plan to support students and families with a history of chronic absenteeism*

Summer Bridge

- 8th to 9th Grade transition: Provide a targeted group of rising 9th graders a rich opportunity to develop personal connections with their feeder high schools.
- Pre-K to Kindergarten transition: Utilize ECE structures to broadly inform and educate our Pre-K families on the importance of attending school.

Communication Campaign and EOM Collaboration

- Collaborate with EOM to design and implement a tiered attendance messaging campaign for families and students throughout summer and into SY18-19

All school leaders received attendance planning information in the CSP Overview Session at May Cluster Meetings.

All schools will select a focus for improving attendance:

- Using actionable data
- Building capacity
- Positive and proactive engagement

Schools received a variety of *Attendance Works* planning resources to support initial attendance planning:

- School-based Self-Assessment
- Toolkit for Principals
- List of strategies for schools

Does Attendance Really Count in Our School?

A Tool for Self-Assessment - (Revised August 1, 2014)

Key Element	Strength	OK for Now	Could be Better
1. Attendance is accurately taken and entered daily into the district data system in all classrooms.			
2. Our school has a clear and widely understood attendance policy.			
3. A team including the site administrator reviews attendance data on a regular basis to identify chronically absent students and monitor attendance patterns by grade, student sub-groups and classroom.			
4. We offer such rich and engaging learning activities that students do not want to miss school.			
5. We recognize and appreciate good and improved attendance.			
6. We inform parents about the importance of attendance and encourage families to help one another get their children to school.			
7. From the beginning of the school year, we identify and reach out to students at risk for chronic absence and their families in a positive, caring manner to see how we can support good attendance.			
8. Our school partners with community agencies that offer resources (pre-K, afterschool, health services, volunteer mentors, and transportation) that can help engage students & their families and remove barriers to getting to school.			
9. Individual learning plans are developed for high-risk students and address poor attendance along with low academic performance.			
10. Our school's discipline policy and practice ensure students do not miss instruction due to suspensions for non-threatening behaviors.			
11. Our strategies for supporting student attendance are reflected in our school improvement plan.			

[Note: Chronic Absence is missing >= 10% of school over a year including any type of absence; Satisfactory is less than 10%]

School Name: _____

LEADING ATTENDANCE

A Toolkit for Principals, Summary

>> INTRODUCTION

PRINCIPALS AND SCHOOL LEADERS know from experience and common sense what research confirms: showing up for class matters. Students can't benefit from investments in high quality instruction and more engaging, rigorous curriculum unless they are in their classroom. As early as the first month of school, chronic absence (missing 10% or more of school days) can be an early warning sign of academic trouble, whether a student is in kindergarten or high school. In kindergarten and 1st grade, chronic absence can leave a child struggling to read proficiently by the end of 3rd grade. By 8th grade it becomes a key predictor that a student will drop out of high school.

While everyone can help ensure students show up to class every day, the leadership role that a principal plays is irreplaceable. Principals are uniquely positioned to ensure their school adopts a comprehensive, tiered approach to improving attendance that fits with their overall approach to promoting academic achievement. Such a tiered approach is easily incorporated into existing reforms, such as Response to Intervention or Positive Behavior Intervention and Support that can be expanded to include specific attention chronic absence data and support for building good attendance habits.

Principals make a difference when they:

1. Cultivate a School Wide Culture of Attendance
2. Use Chronic Absence Data to Assess Need for Added Support
3. Develop Staff Capacity to Adopt Effective Attendance Practice
4. Advocate for Resources and Policies to Improve Attendance

As a manager, you know your staff's capabilities. And as a principal, you know the community you serve and its unique challenges, whether it's a remote rural locale or an urban setting. We hope you will use your knowledge plus these resources to tailor a plan for reducing chronic absence that suits your school's strengths and adds to your capacity to respond proactively to chronic absence. You can inspire your school community to find positive, preventive approaches to improving attendance before turning to more costly punitive measures. We'll be right there to help you plan, your school team can improve student attendance with it, academic achievement.

Tiered System of Supports For Improving Attendance

The diagram shows a pyramid of support tiers:

- TIER 1 (Universal):**
 - Engaging school climate
 - Positive relationships with students and families
 - Impact of absences on achievement widely understood
 - Chronic absence data monitored
 - Good and improved attendance recognized
 - Common barriers identified and addressed

Students missing 5-9% (at risk)
Students missing less than 5% (satisfactory)
- TIER 2:**
 - Personalized early outreach
 - Action plan addresses barriers and increases engagement
 - Caring mentors

Students missing 10-19% (moderate chronic absence)
- TIER 3 (Individualized):**
 - Coordinated school and interagency response
 - Legal intervention (last resort)

Students missing 20% or more of school (severe chronic absence)

Costs increase from Low Cost (Tier 1) to High Cost (Tier 3).

School Self-Assessments will drive the selection of targeted schools and the design of Attendance Team supports through SY18-19.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS School Attendance Self-Assessment Tool		Attendance Works					How do you know?
Categories	Key Element	Strength	OK for Now	Could be Better	Urgent Gap	Don't Know	
Inform and Educate	1. Our school has a clear and widely understood attendance policy and understand the District-level attendance policy						
	2. School regularly communicates to students and parents the importance of good attendance via announcements, letters home, bulletin boards, and/or posters around the school building.						
Actionable Data	3. Attendance is accurately taken and entered daily into Aspen attendance data system in all classrooms.						
	4. A team, including the school administrator, reviews attendance data on a regular basis to identify chronically absent students and monitor attendance patterns by grade, student sub-groups and classroom.						
	5. School staff demonstrate strong systems and processes to ensure accurate record-keeping, to include: tardy/absent changes, substitute teacher entry, schedule changes, excuse note entry/record-keeping, back-up POC.						
Engagement	6. We recognize and appreciate good and improved attendance (incentives).						
	7. From the beginning of the school year, we identify and reach out to students at risk for chronic absence and their families in a positive, caring manner to see how we can support good attendance.						
	8. Our school partners with community agencies that offer resources (pre-k, afterschool, health services, volunteer mentors, and transportation) that can help engage students & their families and remove barriers to getting to school.						
	9. Teachers are embedded in the attendance process. (ie. Teachers/staff outside of attendance team demonstrate importance of attendance in P/T conferences/report cards, make phone calls and document them, hold classroom competitions, etc.)						
Other	10. Identified attendance POC is proactive in completing attendance work and school administration has ensured that functional team exists to support culture of attendance and execute best practices.						
	11. We inform parents about the importance of attendance and encourage families to help one another get their children to school.						
	12. Our strategies for supporting student attendance are reflected in our Comprehensive School Plan (CSP).						

School leaders will...

- review end-of-year data to complete the self-assessment with ALTs and Attendance POCs.
- use results to select their attendance focus on the CSP.

Attendance Team will...

- support schools with needs assessment in one-on-one conversations and at NPO's CSP TA Session.
- collect and synthesize completed self-assessment data to design and inform supports for SY18-19.
- use completed self-assessments to identify schools receiving targeted/intensive supports.

Schools will receive differentiated support adding attendance to their Comprehensive School Plans.

All schools will implement the Attendance Protocol in response to truancy and will use the CSP Process to proactively address chronic absenteeism.

	General Supports/ Resources	Targeted Supports	Intensive Supports
Complete Self-Assessment (Now-June 25)	<ul style="list-style-type: none"> Self-assessment resource 	<ul style="list-style-type: none"> Optional guided needs assessment conversation 	<ul style="list-style-type: none"> Guided needs assessment conversation
Select a Focus Area (Now-June 25)			<ul style="list-style-type: none"> Guided focus area selection based on needs assessment
Select Strategies (End of June)	<ul style="list-style-type: none"> Bank of best practice strategies aligned to focus area 	<ul style="list-style-type: none"> Optional NPO TA Session focused on selecting high leverage strategies 	<ul style="list-style-type: none"> Mandatory NPO TA Session focused on selecting high leverage strategies
Draft Plans (June-July)		<ul style="list-style-type: none"> Planning Office Hours Feedback on draft plans 	<ul style="list-style-type: none"> Optional one-on-one planning sessions Feedback on draft plans
CSP Working Session at SLI (End of July)	<ul style="list-style-type: none"> "Bringing it all together" session 	<ul style="list-style-type: none"> "Bringing it all together" session 	<ul style="list-style-type: none"> "Bringing it all together" session
Finalize Plan and Submit (August)			<ul style="list-style-type: none"> Optional final feedback on plans
Back-to-School Supports (August-September)			<ul style="list-style-type: none"> Engagement support for first day, first week, first two weeks, and first month of school.

Our three beliefs have focused our preparations to combat chronic absenteeism in SY18-19.

Our focus through October 2018 highlights school planning, district-wide communications, and targeted engagement.

Comprehensive School Plan (CSP) process and attendance planning

- Leverage the CSP process to ensure our school-based staff enter the school year with a plan to support students and families with a history of chronic absenteeism

Summer Bridge

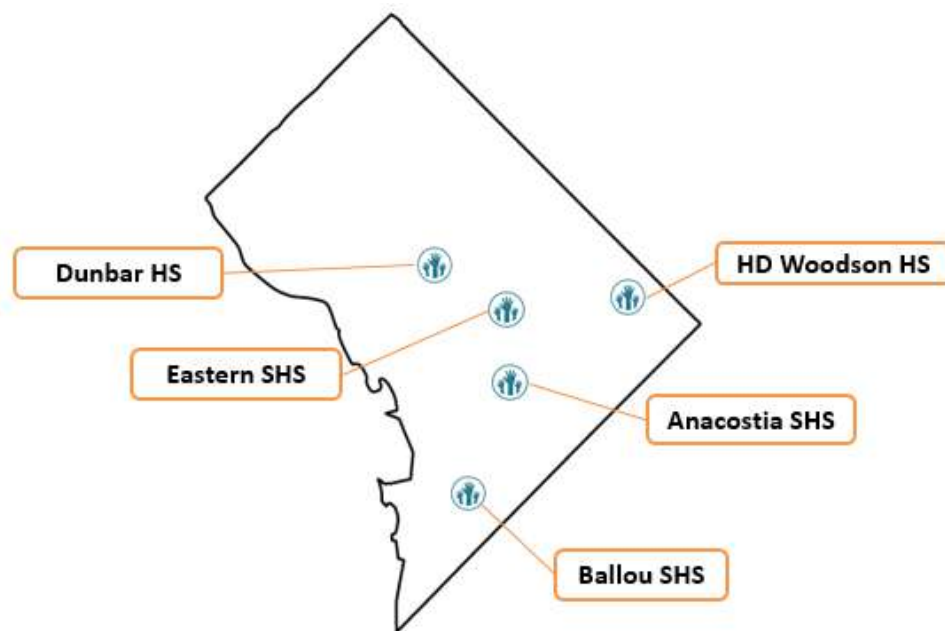
- *8th to 9th Grade transition*: Provide a targeted group of rising 9th graders a rich opportunity to develop personal connections with their feeder high schools.
- *Pre-K to Kindergarten transition*: Utilize ECE structures to broadly inform and educate our Pre-K families on the importance of attending school.

Communication Campaign and EOM Collaboration

- Collaborate with EOM to design and implement a tiered attendance messaging campaign for families and students throughout summer and into SY18-19

8th to 9th Grade Bridge Engagements Overview

The purpose of the engagement is to get rising 9th graders excited about high school, have students commit to reduce absences next year, and foster a personal connection between students and their receiving high schools.



8th to 9th Grade Bridge Engagement Overview

- Anacostia HS, Ballou HS, Dunbar HS, Eastern HS, and Woodson HS will **connect with select feeder middle schools to engage rising 9th graders**. Current high school students are serving as peer ambassadors during the 9th Grade Bridge Engagements.
- Students with a history of chronic absenteeism (10%+) will receive additional **virtual touchpoints** in alignment with our communications plan over the summer.
- Students with severe chronic absenteeism will be **partnered with a school-based staff member or community partner** at the beginning of the 2018-19 school year to ensure a successful transition.
- Schools will engage in **regular reflections of data** over the course of the beginning of the year to ensure students have a successful transition.

8th to 9th Grade Bridge Engagements 9th Grade Transition Success Plans

All participating High Schools distributed “Success Plan” Surveys to Middle School feeders to gauge interest in high school clubs and activities and identify barriers to attendance.

**DISTRICT OF COLUMBIA
PUBLIC SCHOOLS**

Ninth Grade Transition Success Plan

Student Information

Student Name: _____ Date of Birth: _____ Student ID: _____

Your E-mail: _____

Your Phone # (if applicable): _____ Your Parent's Phone # over summer: _____

Circle One or More: Call Text Email

Your Interests

The following is a list of clubs, sports, and other activities available at **Woodson High School**:

Please check the ones that you are interested in! You will be contacted before the beginning of the year about your interest in the activity to ensure that you know how to get involved, or if there is anything you can do over the summer to get involved!

<input type="checkbox"/> Boys basketball	<input type="checkbox"/> Poetry
<input type="checkbox"/> Girls basketball	<input type="checkbox"/> Writopia (writing)
<input type="checkbox"/> Baseball	<input type="checkbox"/> WISE (women's empowerment)
<input type="checkbox"/> Girls bowling	<input type="checkbox"/> Sister Circle (women's empowerment)
<input type="checkbox"/> Cheerleading	<input type="checkbox"/> SNEAKERS (women's empowerment, 9 th /10 th grade)
<input type="checkbox"/> Cross-country (co-ed)	<input type="checkbox"/> MOST (young male empowerment)
<input type="checkbox"/> Girls flag football	<input type="checkbox"/> Gay-Straight Alliance (LGBTQ issues)
<input type="checkbox"/> Football	<input type="checkbox"/> Sasha Bruce TOP (service projects)
<input type="checkbox"/> Golf (co-ed)	<input type="checkbox"/> Sasha Bruce SA (sex education, substance use, sensitive topics)
<input type="checkbox"/> Indoor track	<input type="checkbox"/> Youth Court
<input type="checkbox"/> Outdoor track	<input type="checkbox"/> Drumline
<input type="checkbox"/> Softball	<input type="checkbox"/> Modeling
<input type="checkbox"/> Swimming	
<input type="checkbox"/> Volleyball	
<input type="checkbox"/> National Honor Society	

- Data from surveys is being used to:
 - Design the initial engagement experience.
 - Guide our overall attendance strategy and inform targeted messaging campaign.
 - Develop student attendance profiles so the district can more strategically engage students.
- Students were also asked to identify 3 ways to improve attendance next year:
 - One thing school staff can do to support
 - One thing the student can do to improve
 - One thing a friend or family member can do to support

8th to 9th Grade Bridge Engagements

Completed Engagements and Impact

High School	Selected Feeder Middle School	Date of Engagement	% of 8 th Graders Chronically Absent	# of 8 th Graders that Attended	High School Staff that Attended
Anacostia HS	Kramer MS	June 5, 8:30 AM	55%	13	6
Ballou HS	Hart MS	June 7, 2:15 PM	41%	50	3
Dunbar HS	Walker-Jones EC	June 1, 9:30 AM	9%	11	3
Eastern HS	Stuart-Hobson MS	June 5, 1:30 PM	19%	30	3
HD Woodson HS	Kelly Miller MS	June 5, 12:30 PM	31%	13	3

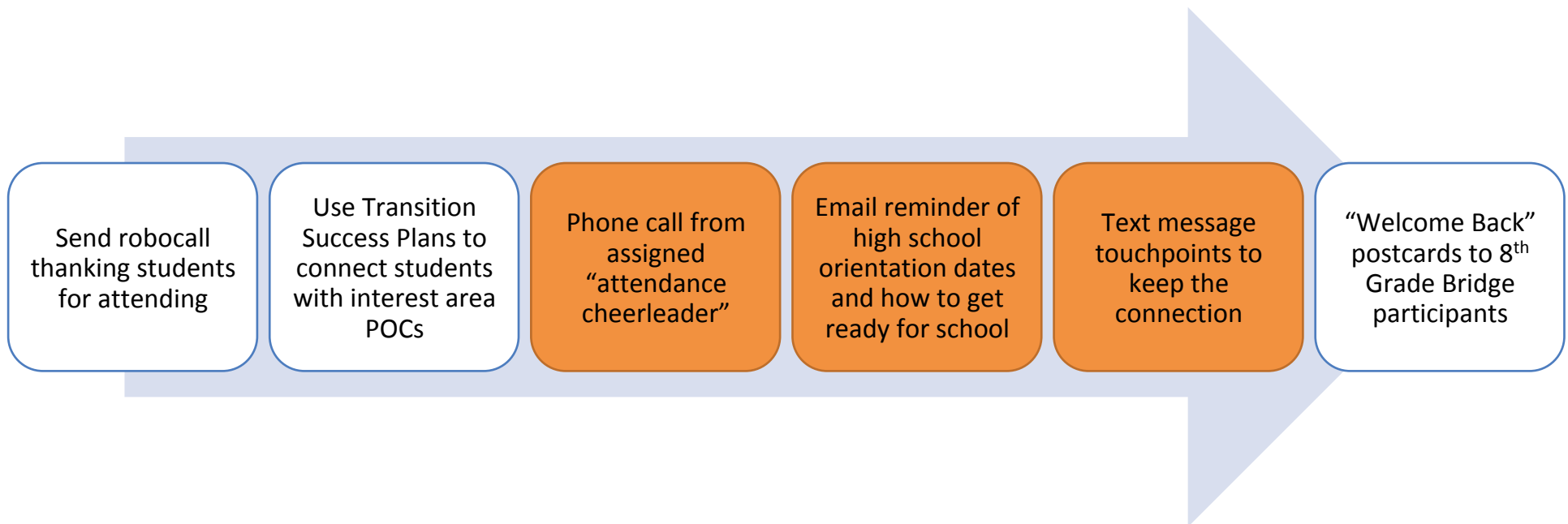
Receiving high schools will know more about their incoming 9th graders than they have in previous years. Each of these students will have a caring adult they can connect with throughout the summer and at the start of the school year.

8th to 9th Grade Bridge Engagements Key Takeaways and Next Steps



8th to 9th Grade Bridge Engagements Key Takeaways and Next Steps

Students will continue to receive communications throughout the summer in the form of virtual touch-points and personal connections.



Pre-K to Kindergarten Bridge Engagements

We are broadly informing and educating our families on the importance of attendance.

We are prototyping engagements with a subset of elementary schools. We've leveraged existing relationships with schools and partnered with the ECE Division to understand what strategies are most effective in reaching families.

	Principal Breakfast	K Readiness Orientation	Health Fair Attendance Booth	Enrollment/ Attendance Event	Promotion Ceremony
Boone ES					✓
CW Harris ES					✓
Hendley ES	✓	✓	✓		
Malcolm X ES					✓
Moten ES					✓
Plummer ES		✓		✓	
Stanton ES		✓			✓
Thomas ES		✓		✓	✓
Walker Jones EC		✓			✓

Our three beliefs have focused our preparations to combat chronic absenteeism in SY18-19.

Our focus through October 2018 highlights school planning, district-wide communications, and targeted engagement.

Comprehensive School Plan (CSP) process and attendance planning

- Leverage the CSP process to ensure our school-based staff enter the school year with a plan to support students and families with a history of chronic absenteeism

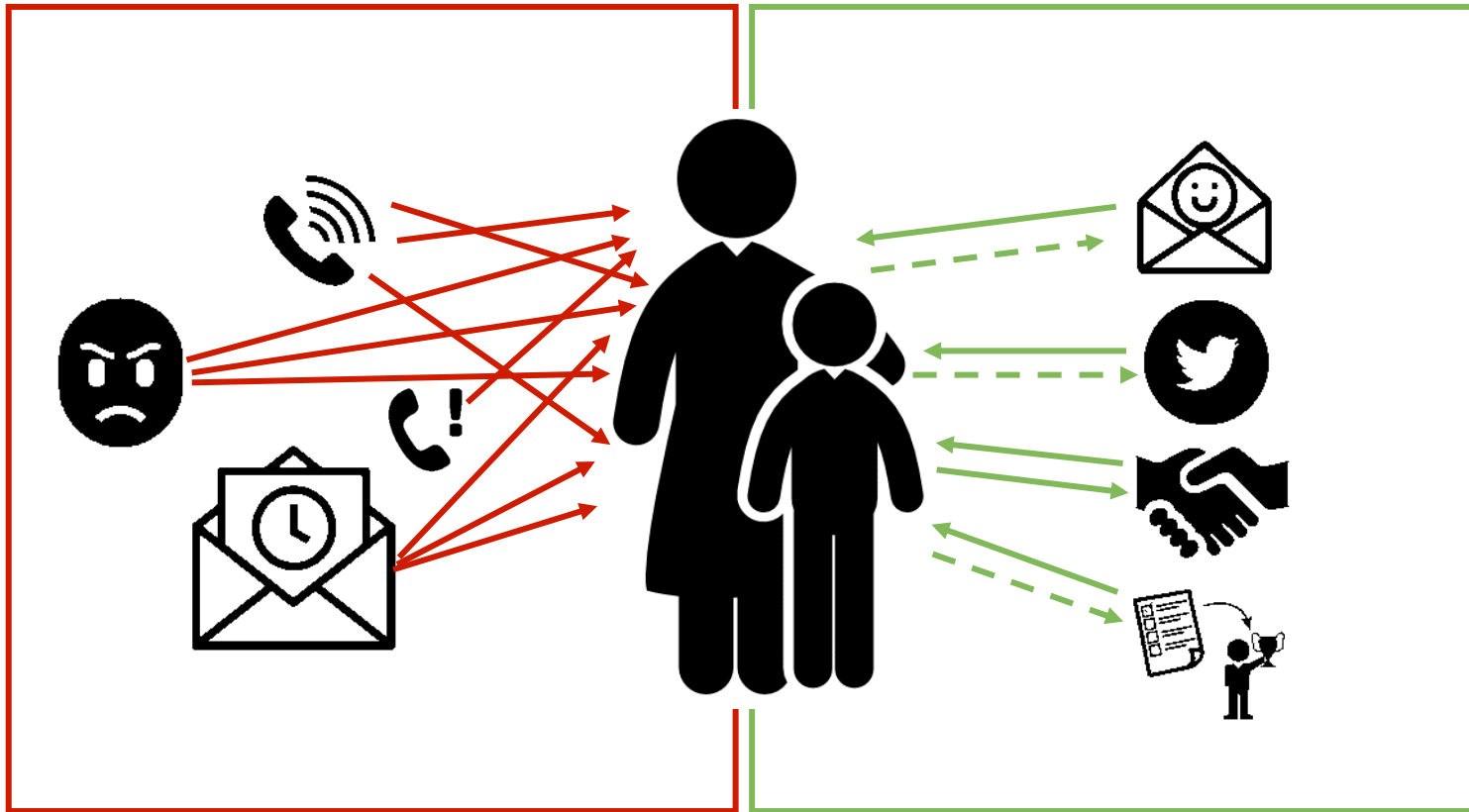
Summer Bridge

- *8th to 9th Grade transition*: Provide a targeted group of rising 9th graders a rich opportunity to develop personal connections with their feeder high schools.
- *Pre-K to Kindergarten transition*: Utilize ECE structures to broadly inform and educate our Pre-K families on the importance of attending school.

Communication Campaign and EOM Collaboration

- Collaborate with EOM to design and implement a tiered attendance messaging campaign for families and students throughout summer and into SY18-19

We are working to shift away from solely reactive, punitive messaging to proactive engagement and partnership with families and students.



EOY, Summer, and Back to School Campaigns

We are cross-walking EOM's Every Day Counts! summer and back-to-school messaging plan with our internal plan to ensure alignment and highlight collaboration opportunities.

	End of Year Campaign	Summer Campaign	Back to School Campaign
DCPS	<ul style="list-style-type: none"> Chancellor letter to all stakeholders emphasizing importance of attendance Celebration of schools and students with most improved ISA/CA rates Attendance messaging with summer school stakeholders 	<ul style="list-style-type: none"> Targeted messaging campaign to summer bridge stakeholders (rising K and 9th grade families) Collaboration with ECE team to share attendance messaging Collaboration with EOM, Proving Ground and In Class Today on designing back-to-school messaging Enrollment and Attendance Fairs 	<ul style="list-style-type: none"> "Welcome Back" postcard campaign for rising K families Targeted messaging to school-based staff on the importance of attendance Streamlined attendance checklist for external partners Identification of students for EOM pilots Collaboration and alignment with community partners
EOM	<ul style="list-style-type: none"> Support DCPS 9th grade bridge engagement opportunities with collateral Advertisements to finish the year with strong attendance and knowing when the school year ends 	<ul style="list-style-type: none"> Summer social media campaign about the importance of attendance Development of videos highlighting the importance of attendance Advertisements focusing on starting the school year strong 	<ul style="list-style-type: none"> Provide Every Day Counts! collateral for bridge families Back-to-school swag for at-risk students and families Updated Attendance Commitment Pledge

Act:

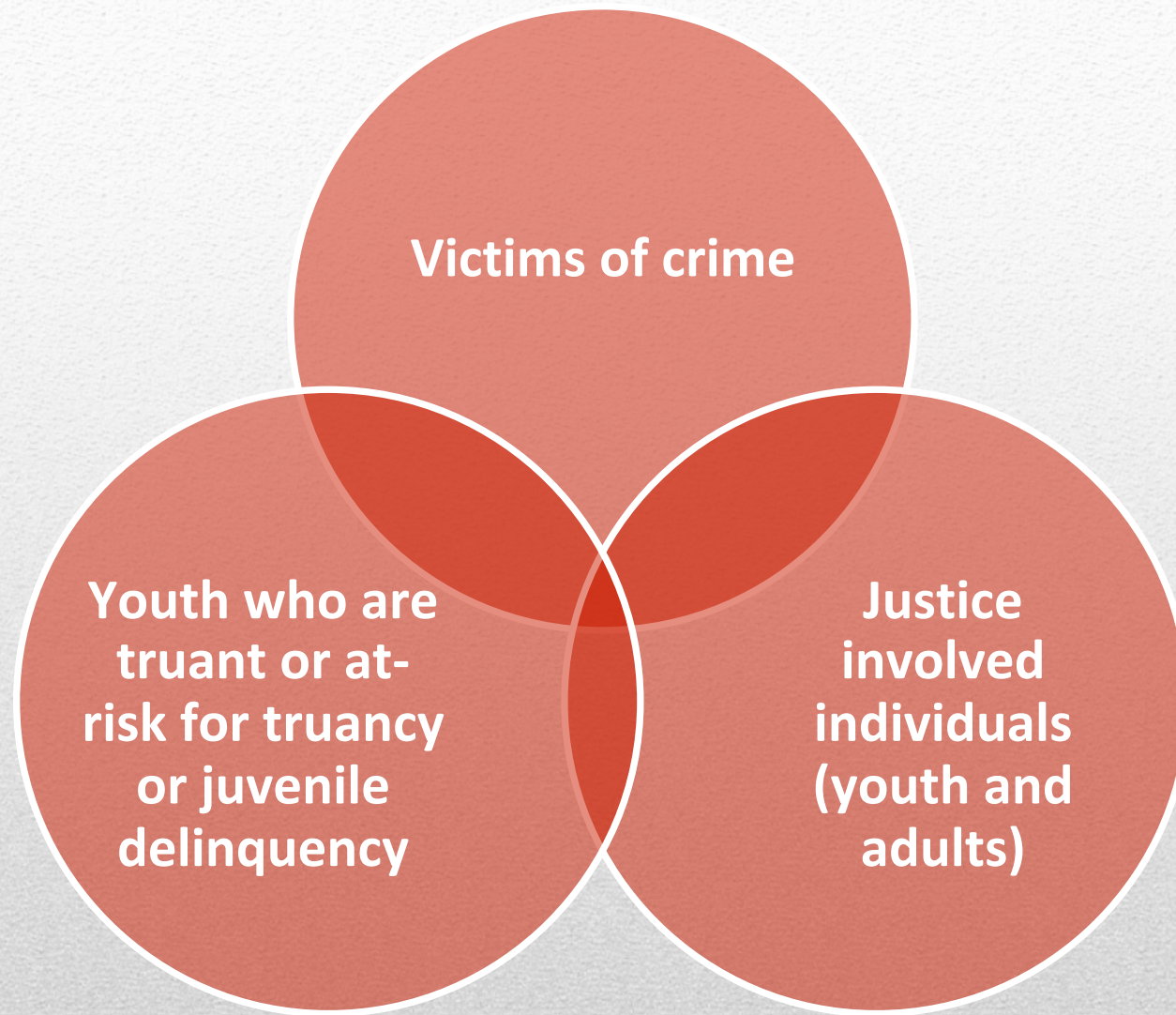
**Enhancing the District's Response
to Trauma
(OVSJG)**

Enhancing the District's Response to Trauma



**FY19 Funding from the
Office of Victim Services and Justice Grants**





Target Populations

RFA for grantee to:

- Increase access to trauma-specific mental health services by developing a pro-bono mental health bank and training clinicians in trauma-specific modalities.
- Map existing trauma-informed activities in the District across sectors.
- Explore the feasibility of conducting a District-wide trauma assessment.

Training on trauma and trauma-informed responses for professionals working with victims, justice involved individuals, and youth who are truant or at-risk for truancy or juvenile delinquency.

Enhance the capacity of CBOs providing trauma-specific mental health services to serve additional victims, justice involved individuals, and youth who are truant or at-risk for truancy or juvenile delinquency.

Activities

Act:
EDC! SY2017-18 Pilots
(DME)

Act: Strategic Plan Update



Every Day Counts! Strategic Plan Update - April 2018-June 2019 (Draft - 4/3/18)

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)	January - March (Spring)	April - June (End of School Year)
I. Actionable Data	A. Data Sharing with Attendance Partners	EDC! Data Committee Data Sharing	CICC/ 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.	TBD	•Use quarterly data on chronic absenteeism for mid-year check in with schools with large increases or decreases	TBD
	B. Chronic Absenteeism Included in Reporting	EDC! Quarterly Reporting on Chronic Absence	OSSE	•EDC! Data Committee Agenda	•Memo to LEAs if needed	•OSSE prepare for Q1	•Quarterly data on chronic absenteeism provided for the first time.	Complete	Complete
II. Culture & Capacity Building	A. Trauma Informed Practices	TBD	OVSJG/ CFSA	•Review current landscape of trauma trainings to identify resources and gaps	TBD	TBD	TBD	TBD	TBD
	B. Supportive Policies & Practices	TBD	DME	•Identify opportunities for engagement •Draft engagement strategy •Convene policy committee	•Host engagement sessions •Provide summary report to EDC! Task Force at July/August meeting	•Engage relevant policy change vehicles as needed	TBD	TBD	TBD
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	•Reinforce attendance messaging campaign with timely cold weather messaging	•Reinforce attendance messaging campaign with timely end of school year messaging
	B. Engage Community Stakeholders	EDC! Attendance Summit	DME	•Host Every Day Counts! Summit	Complete	Complete	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	•Begin implementation of EDC! Community Attendance Action Plans	•Schools host in person facilitated workshop building on module one of Teaching Attendance		
	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 Participants Implement New Strategies	•Community of Practice Participants Implement New Strategies	•Update to EDC! Task Force on Progress	
V. Shared Accountability	A. Program Evaluation	TBD	Lab at DC	•Select focus evaluation(s) •Identify Metrics for EDC! Campaign					
VI. Partnerships & Investments	A. Transportation Pilot	EDC! Pilot Project: Targeted Alternative Travel for Long Commuters or Homeless Students	DME/DDOT	•Present to EDC! Task Force	•EDC Pilot Project Planning				
	B. Housing and/or Homelessness Pilot	EDC! Pilot Project: TBD	DCHA and/or DHS	•Select Pilot Project •Present to EDC! Task Force	•EDC Pilot Project Planning				
	C. Employment Pilot	EDC! Pilot Project: Expand Employment Program + Partner with DPR	DOES	•Present to EDC! Task Force	•EDC Pilot Project Planning				
	D. Safety Passage Pilot	EDC! Pilot Project: Safe Passage Volunteer Effort	DME/ONSE	•Present to EDC! Task Force	•EDC Pilot Project Planning				
	E. School Capacity/Family Engagement	EDC! Pilot Project: Relationship Building w/ Families	DME	•Present to EDC! Task Force	•EDC Pilot Project Planning				
	H. 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	•Q2 Attendance Incentives	•Q3 Attendance Incentives	•Q4 Attendance Incentives

Act:
EDC! Campaign
(DME)

Back to School 2018



- **Two new targeted PSAs**
- **Calendars for sending home**
- **September Attendance Awareness Month**

Next Steps