

Truancy Taskforce Meeting

September 8, 2016





I. Welcome (5 min)

II. Measure (45 min)

- End of Year Truancy and Absenteeism (25 min)
- Small Group Work (20 min)

III. Monitor (15 min)

- Steering Committee: SY16-17 Strategic Plan Update
- Program Committee: Attendance Campaign
- Data Committee: CJCC & The Lab at DC Update
- Policy Committee: Learning Sessions

IV. Act (15 min)

- Youth Engagement Plan
- Mentorship Resource
- Map of Student Experience
- Attendance Design Challenge Follow-up

V. Next Steps (10 min)

Measure:
**End of Year Truancy and
Absenteeism**



New This Year

- Statewide truancy and chronic absenteeism rates
 - **Why this matters:** Captures each student's attendance record in its **entirety**—even when students change schools or LEAs.
- Statewide trend data (comparing SY2014-15 and SY2015-16) for truancy and chronic absenteeism
 - **Why this matters:** Helps in setting smart goals.
- Comparable sector truancy rates
 - **Why this matters:** Ends apples to oranges comparisons.



New Definitions

Truant

- Students of compulsory age as of 9/30 who accumulated **10 or more unexcused absences** across all schools and sectors in SY2015-16.

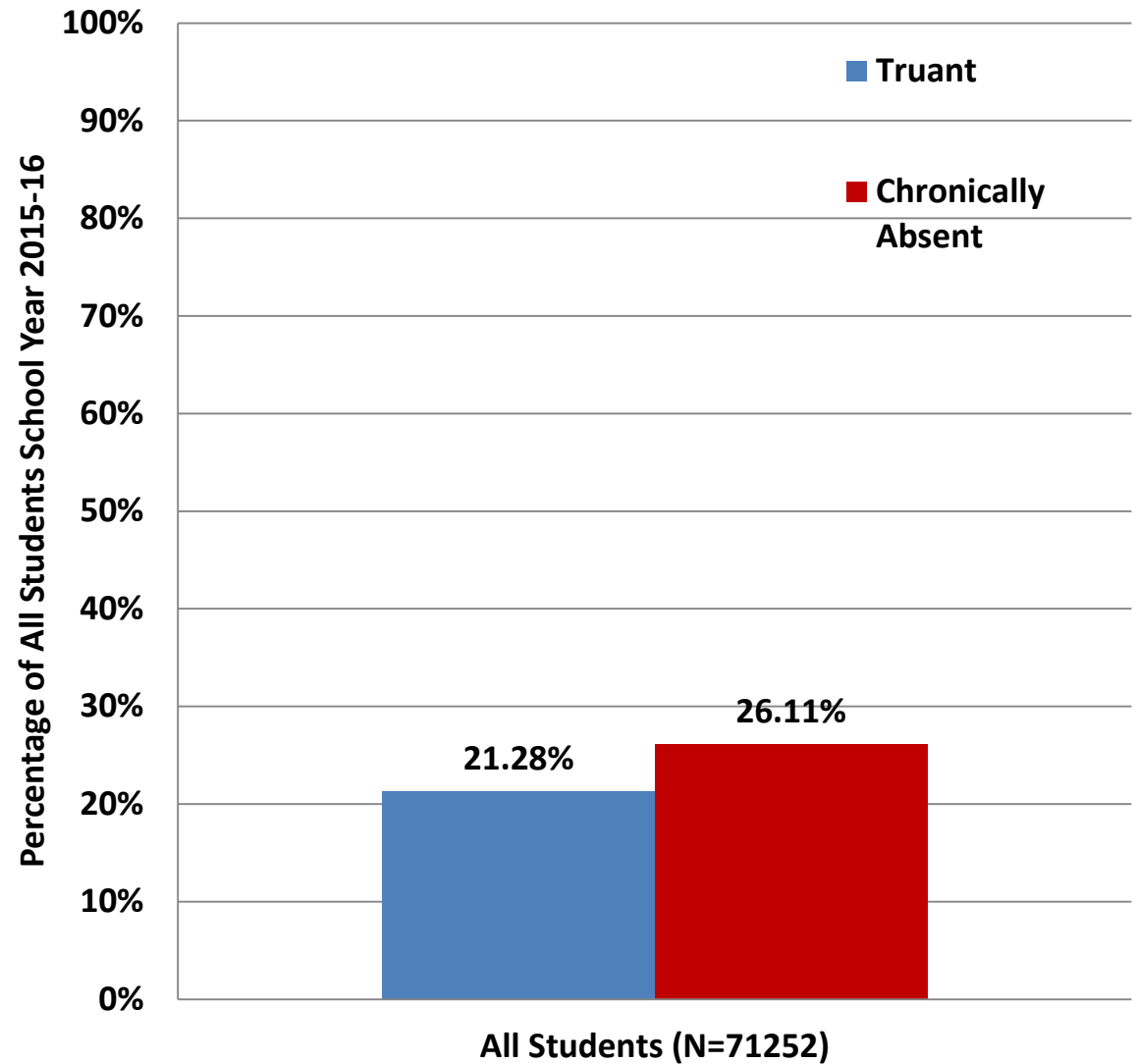
Chronically Absent

- Students of compulsory age as of 9/30 who were absent – **either excused or unexcused** – for more than **10% of the days on which they were enrolled** across all schools and sectors in SY15-16.

SY2015-16

- 21.28% of students were truant.
- 26.11% of students were chronically absent.

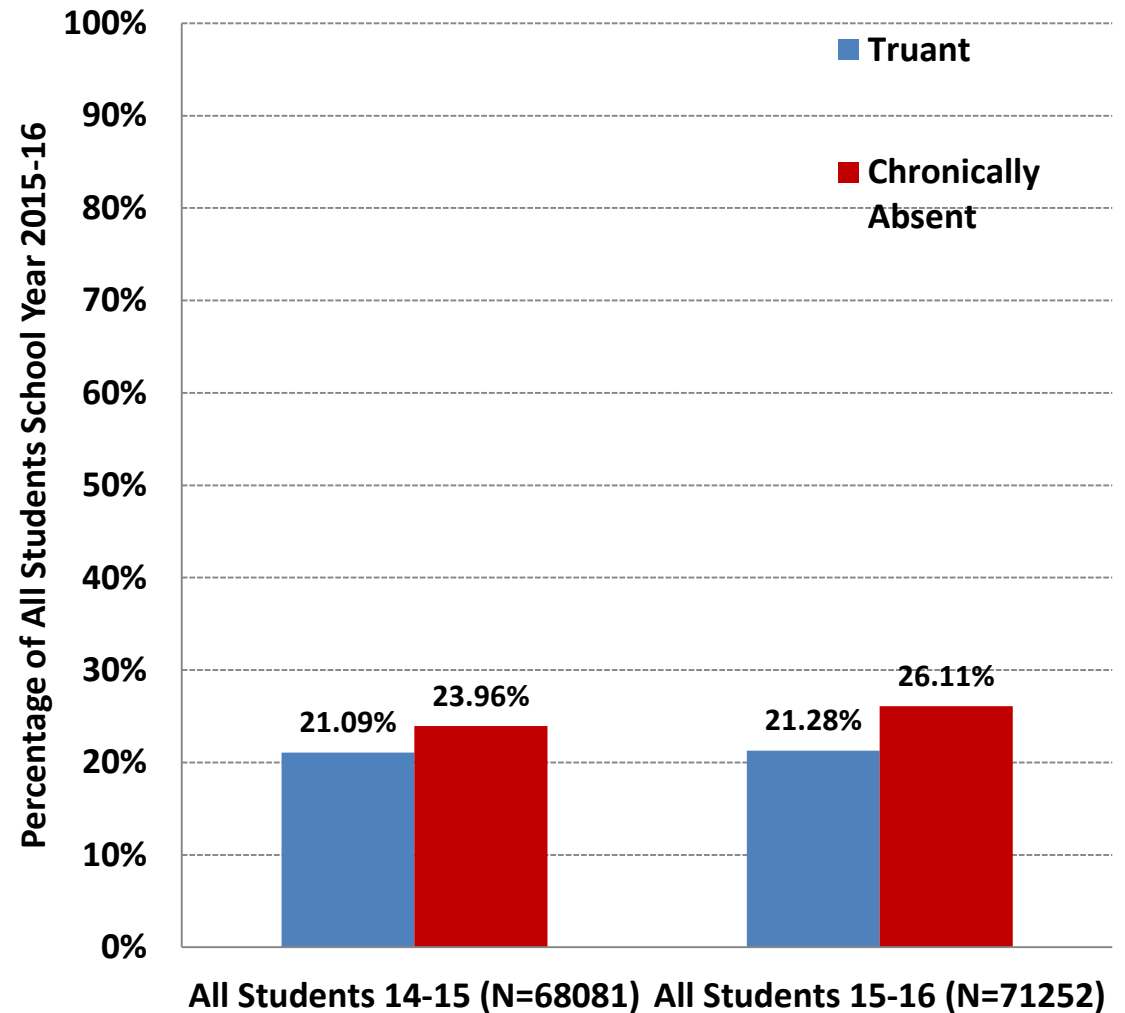
Truancy and Chronic Absenteeism, All Students



Trend: SY2014-15 and SY2015-16

- In SY2015-2016, chronic truancy was largely unchanged and chronic absenteeism increased approximately two percentage points.

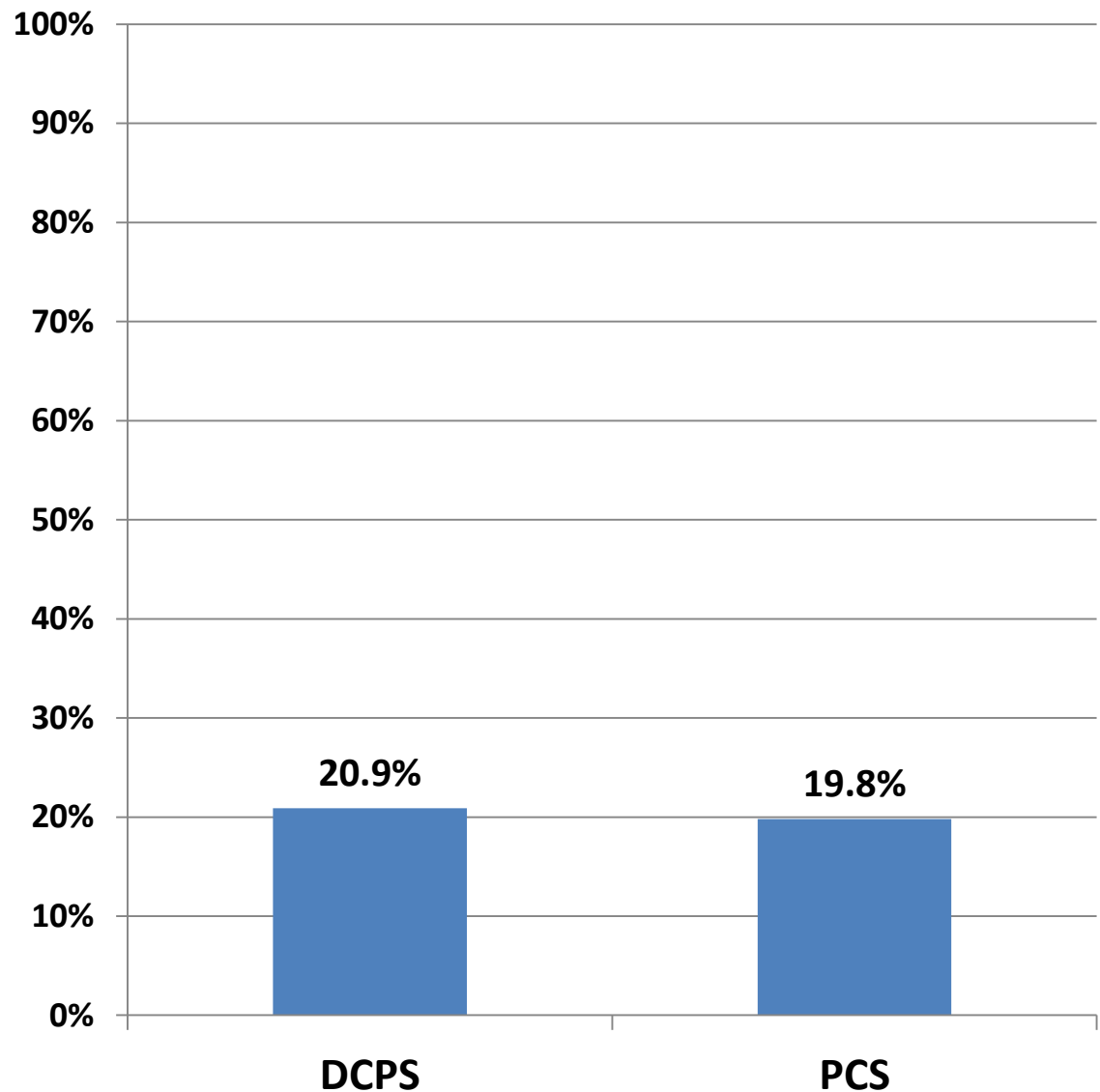
Truancy and Chronic Absenteeism, All Students



SY2015-16

- In 2015, the Truancy Taskforce identified that this calculation was being implemented using different business rules across sectors.
- The Truancy Taskforce agreed upon a uniform chronic truancy rate methodology, and Council committed the clarification in legislation.
- The uniform chronic truancy rate includes all students ever truant during a school year and excludes all students who are not of compulsory attendance age. This change is expected to increase truancy rates as compared to the prior methodologies.

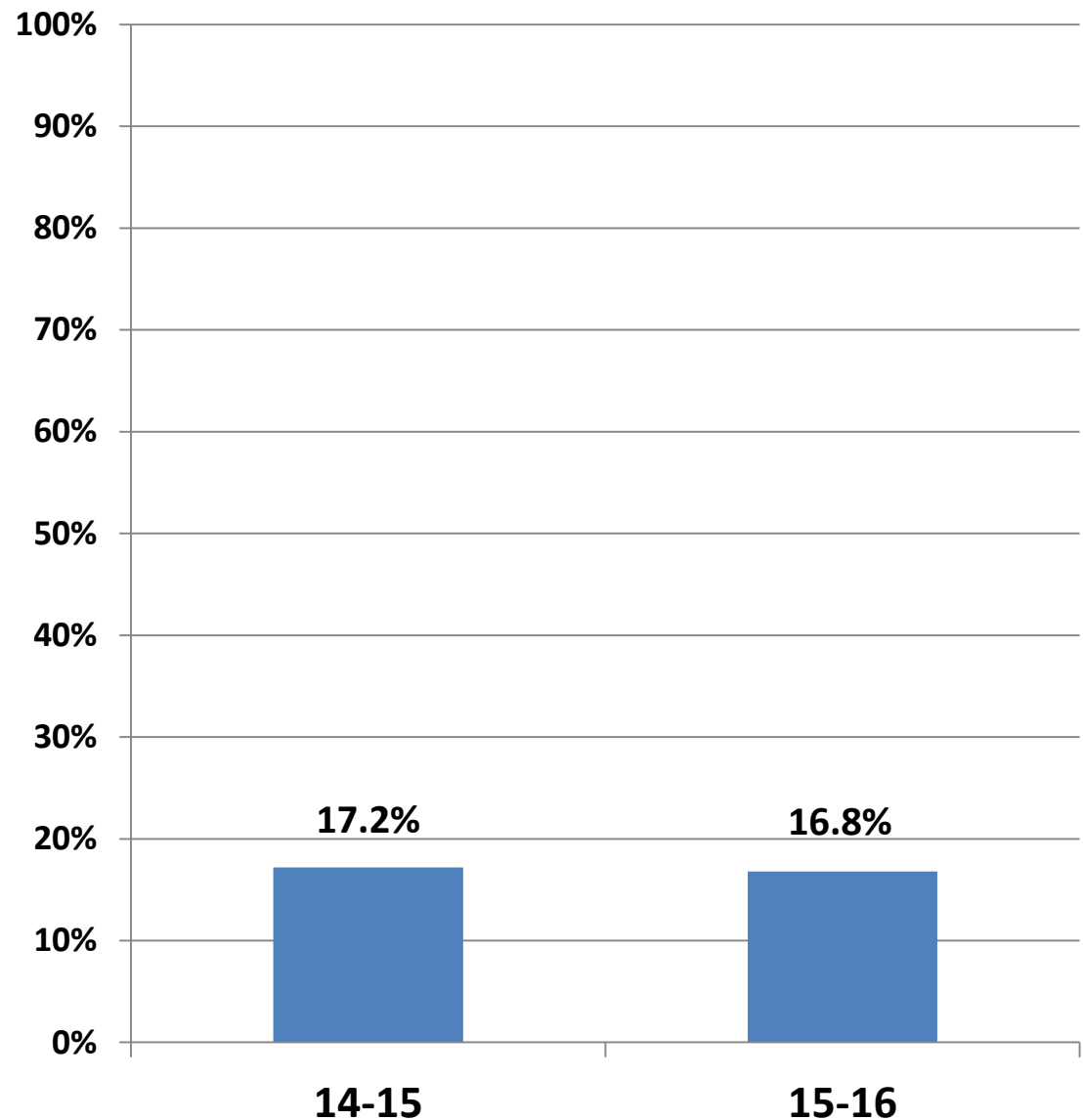
Truancy, Sector-level (Uniform Chronic Truancy)



Trend: SY2014-15 and SY2015-16

- The DCPS chronic truancy rate for SY 2015-16 using the old chronic truancy measure is 16.8% (0.8 percentage points higher than their goal of 16%) and 0.4% percentage points lower than SY 2014-15 rates.

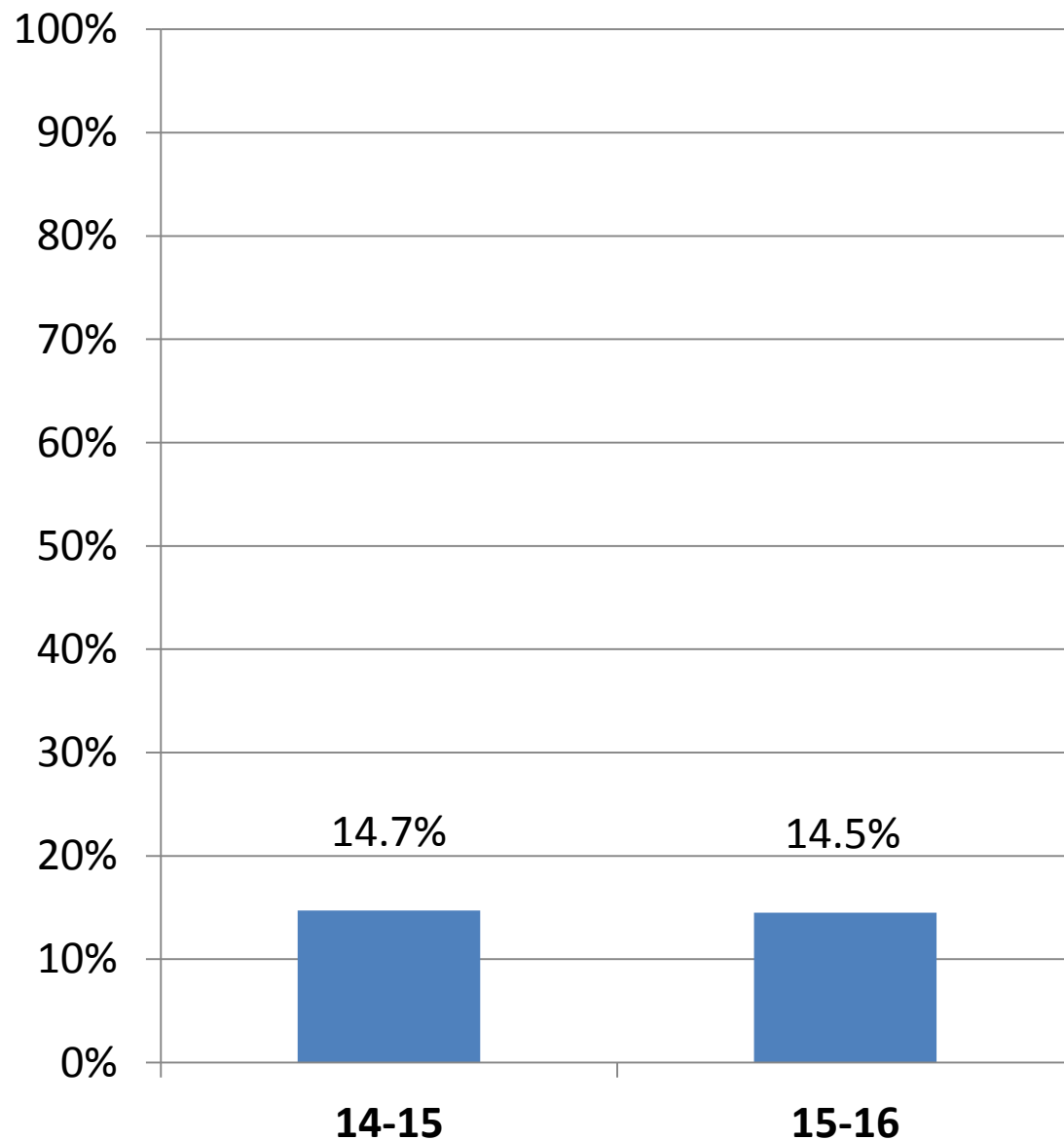
Truancy, DCPS (Old method)



Trend: SY2014-15 and SY2015-16

- The PCS chronic truancy rate for SY 2015-16 using the old chronic truancy measure is 14.5% (0.6 percentage points higher than their goal of 13.9%), 0.2 percentage points lower than SY 2014-15 rates.

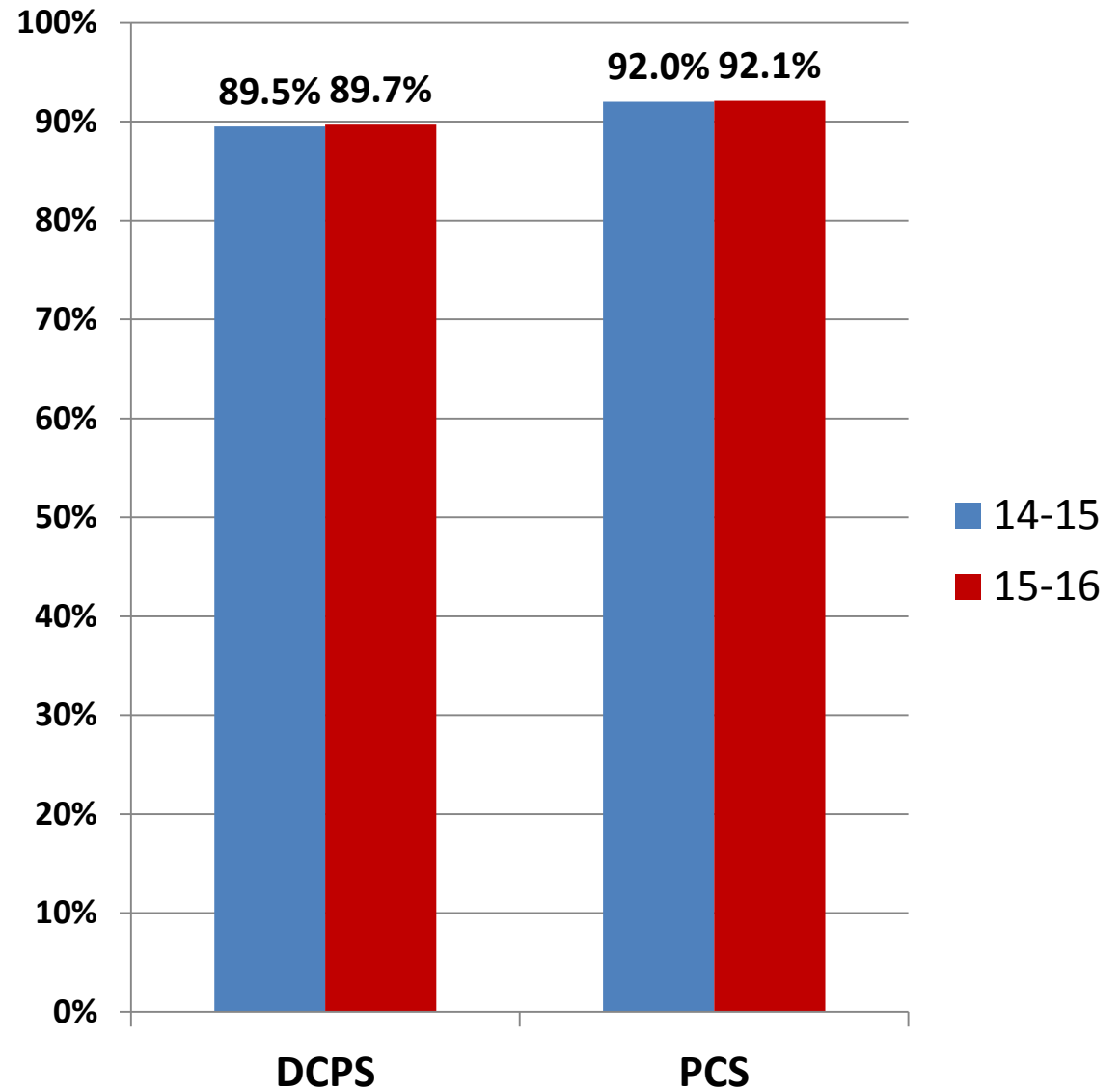
Truancy, PCS (Old method)



SY2015-16

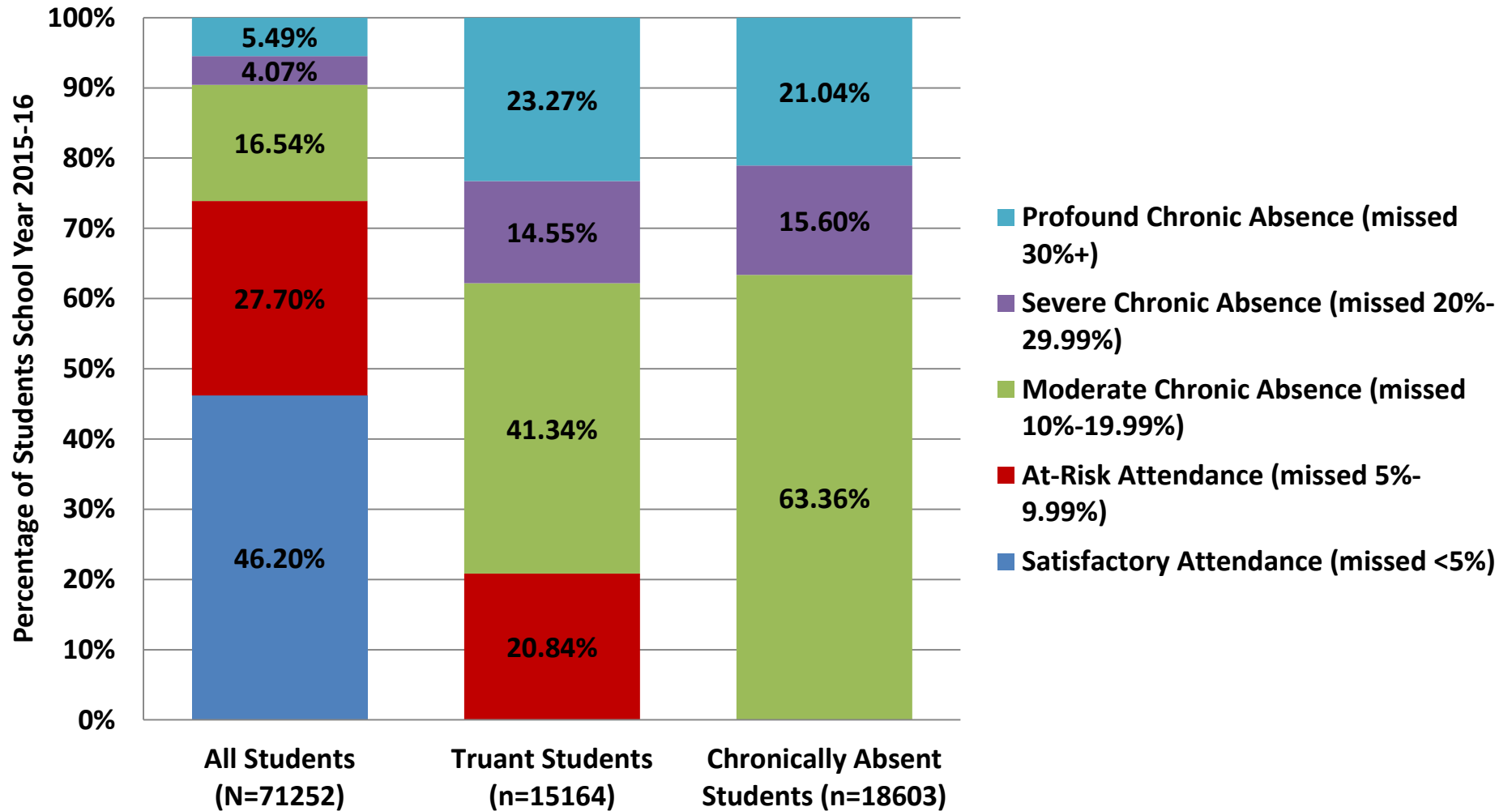
- DCPS SY15-16 In Seat Attendance (ISA) rates are 89.7% (0.3 % below their goal of 90%) and 0.2% above than SY14-15 rates.
- PCS sector end of SY15-16 ISA rates are 92.1% (0.1% above their goal of 92%) and 0.1% above than SY14-15 rates.

In Seat Attendance (ISA), Sector-level

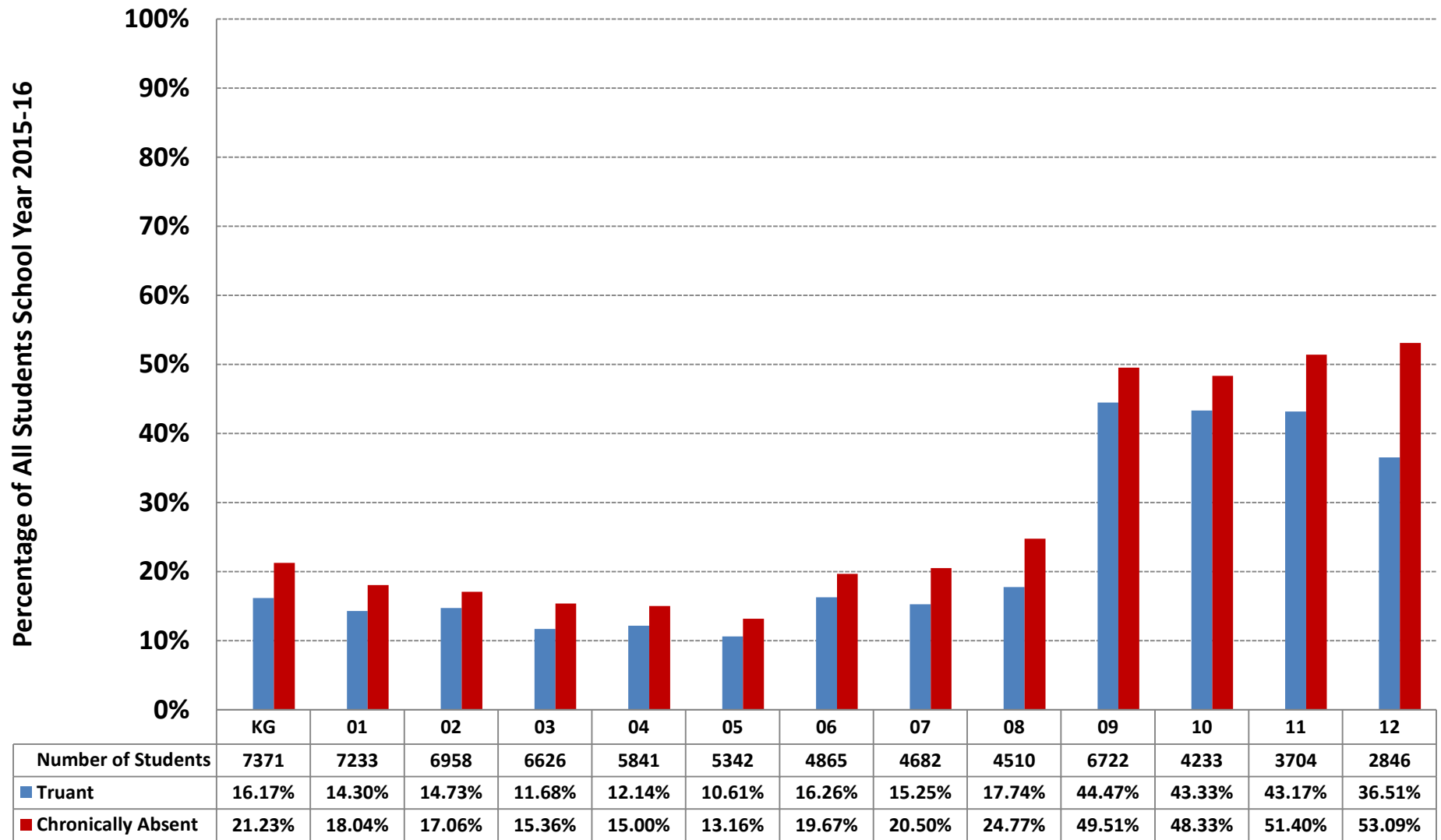


Truancy and Chronic Absenteeism, by Attendance Works Categories

Severity of Chronic Absence for All Students, Truant Students and Chronically Absent Students



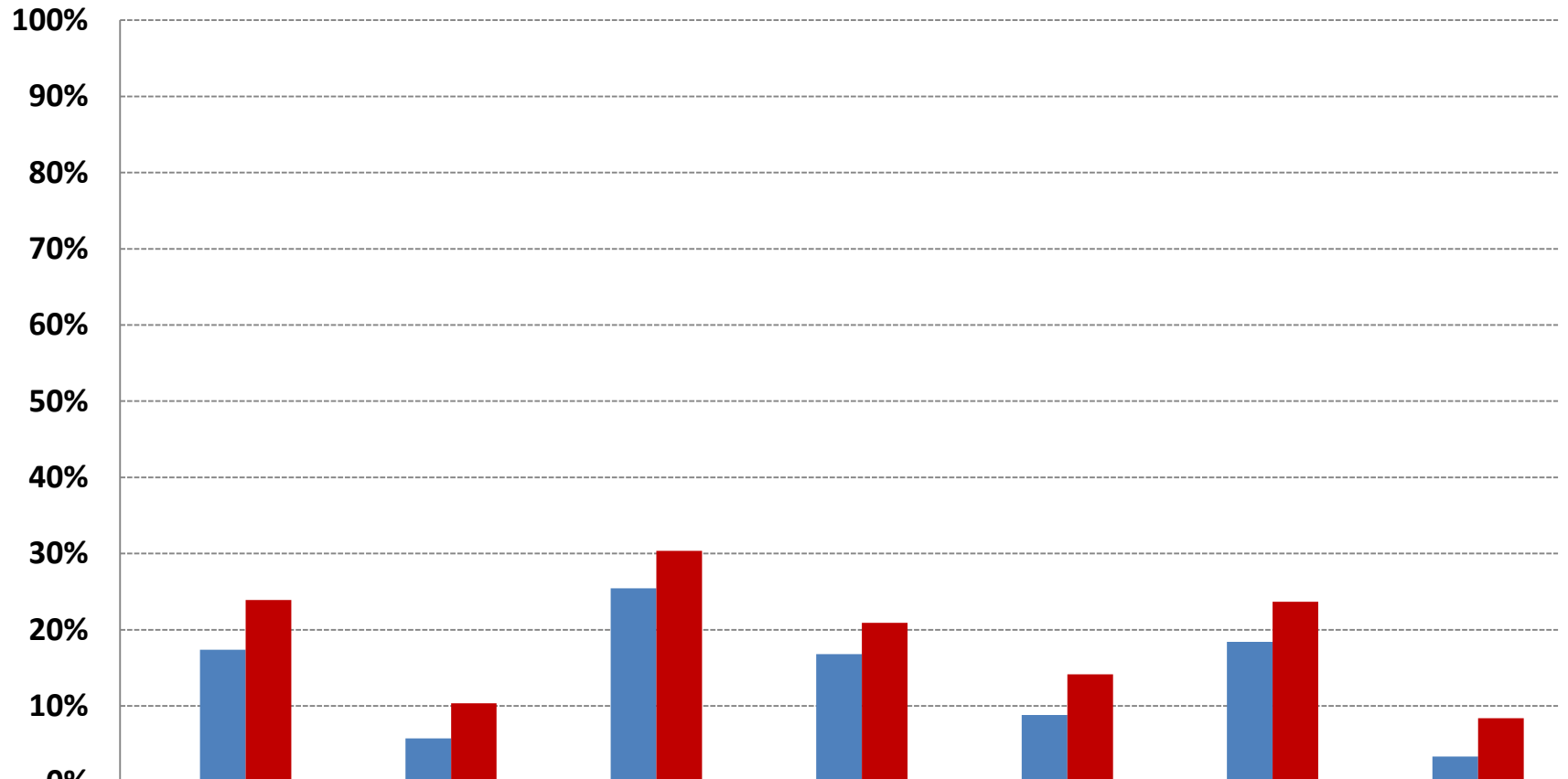
Truancy and Chronic Absenteeism, by Grade



*Note: There were 27 students of compulsory age with a grade of "Adult"; and 114 with a grade of PK3 or PK4 who are not shown due to smaller n-size; additionally, 188 students had a grade of Unknown or Ungraded

Truancy and Chronic Absenteeism, by Race

Percentage of All Students School Year 2015-16

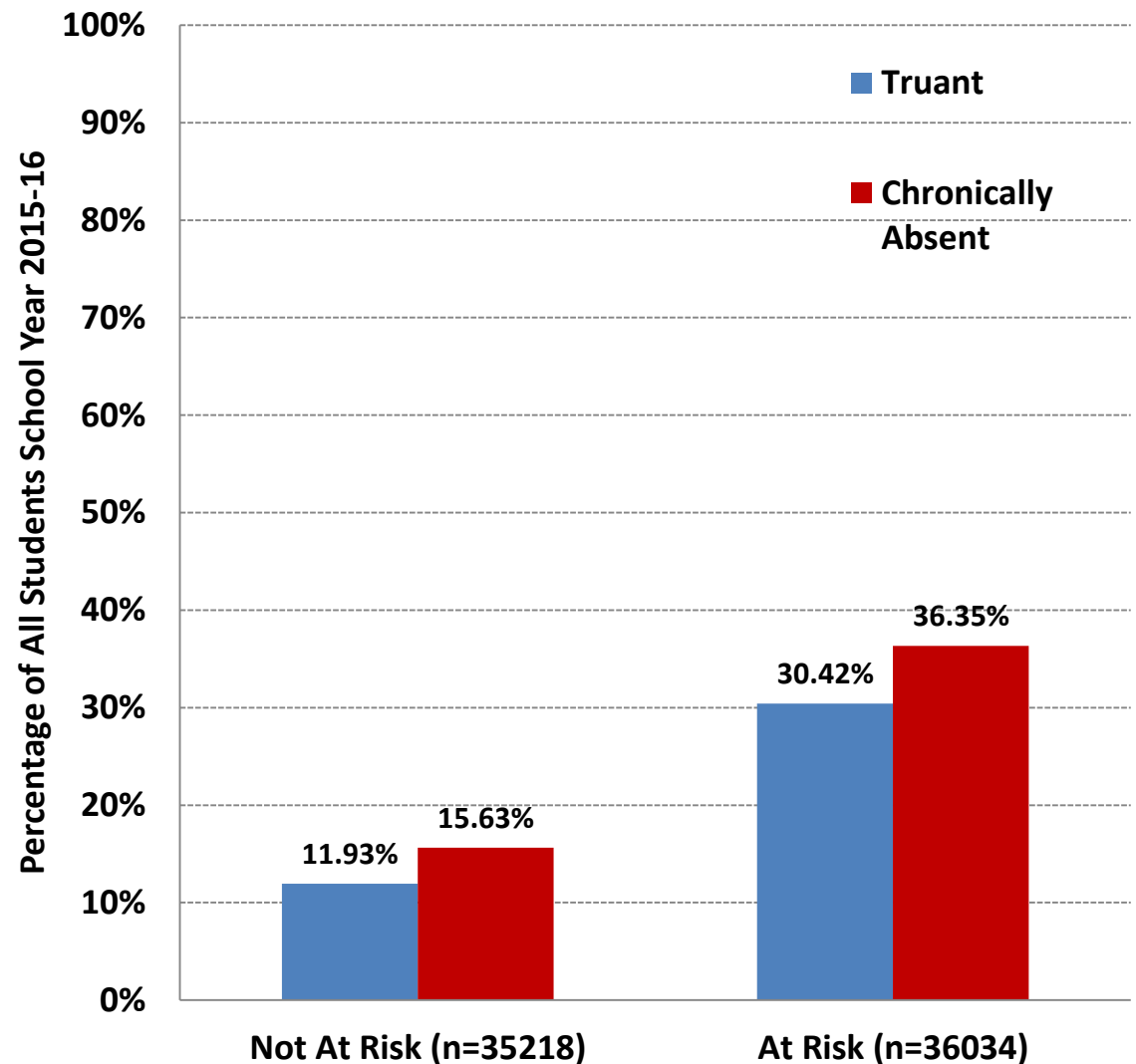


	American Indian/Alaskan Native	Asian	Black/African American	Hispanic/Latino	Multiracial	Pacific Islander/Native Hawaiian	White/Caucasian
Number of Students	92	1081	50489	11241	1292	76	6981
■ Truant	17.39%	5.74%	25.42%	16.80%	8.82%	18.42%	3.35%
■ Chronically Absent	23.91%	10.36%	30.36%	20.91%	14.16%	23.68%	8.41%

SY2015-16

- Students with at-risk status demonstrate higher rates of truancy and chronic absenteeism than students who do not have at-risk status.
- Overall, students with at-risk status demonstrate higher rates of truancy and chronic absenteeism than economically disadvantaged students.

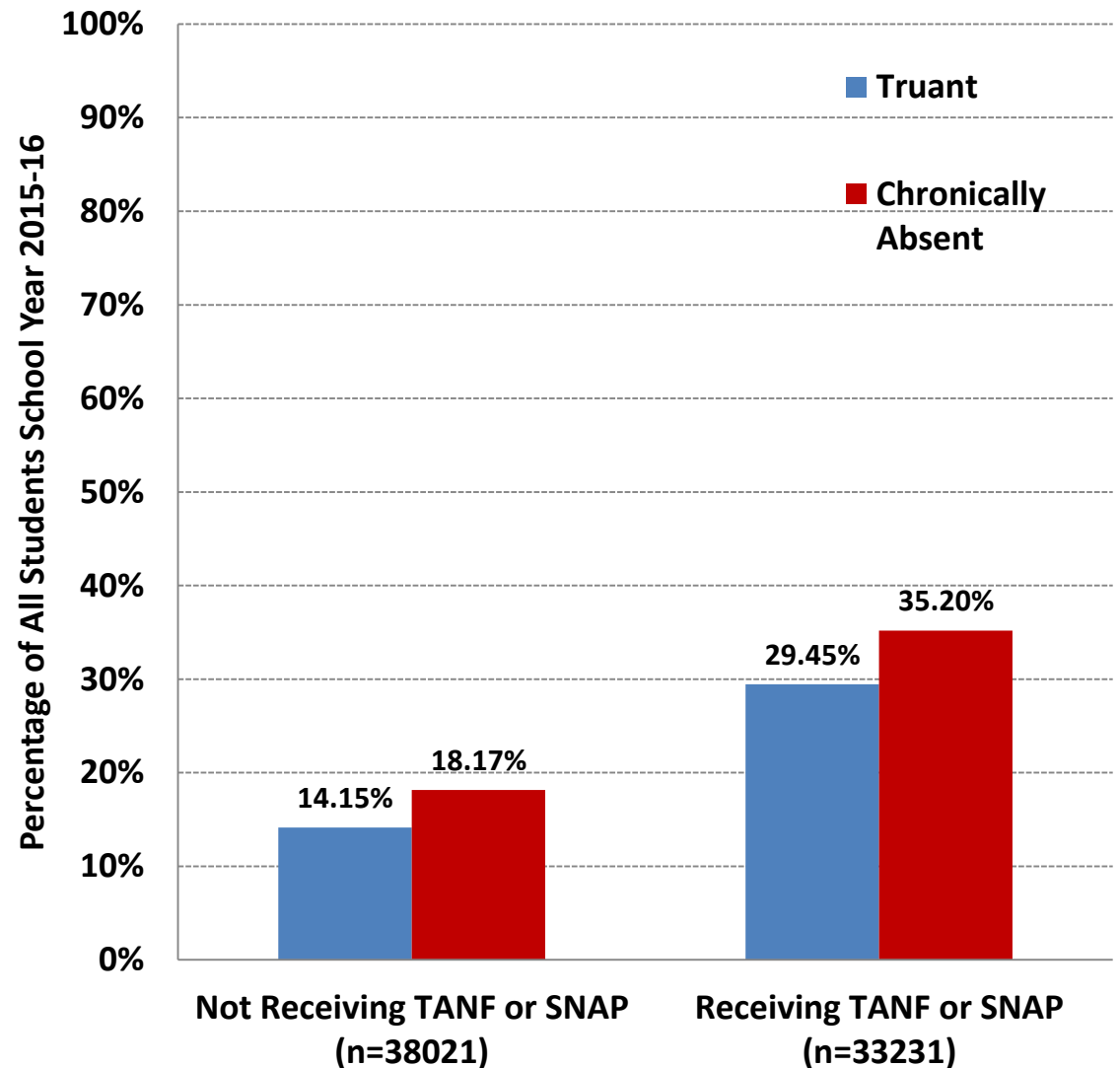
Truancy and Chronic Absenteeism, by At-Risk Status



SY2015-16

- Students who receive TANF or SNAP benefits are at greater risk for chronic absenteeism and truancy compared students who do not receive benefits

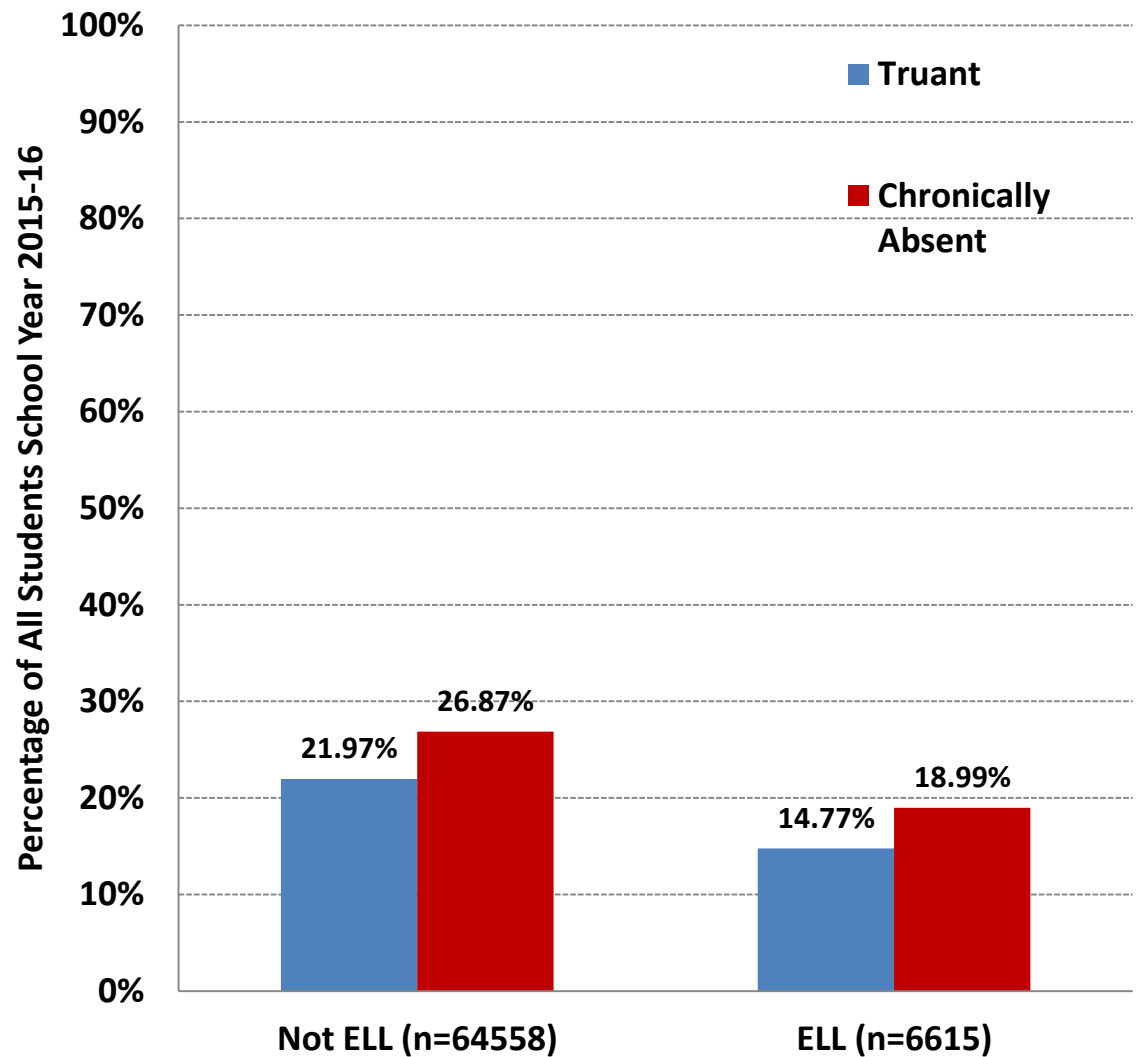
Truancy and Chronic Absenteeism, by TANF or SNAP



SY2015-16

- Similar to SY2014-15, ELL students demonstrate *lower* rates of both truancy and chronic absenteeism.

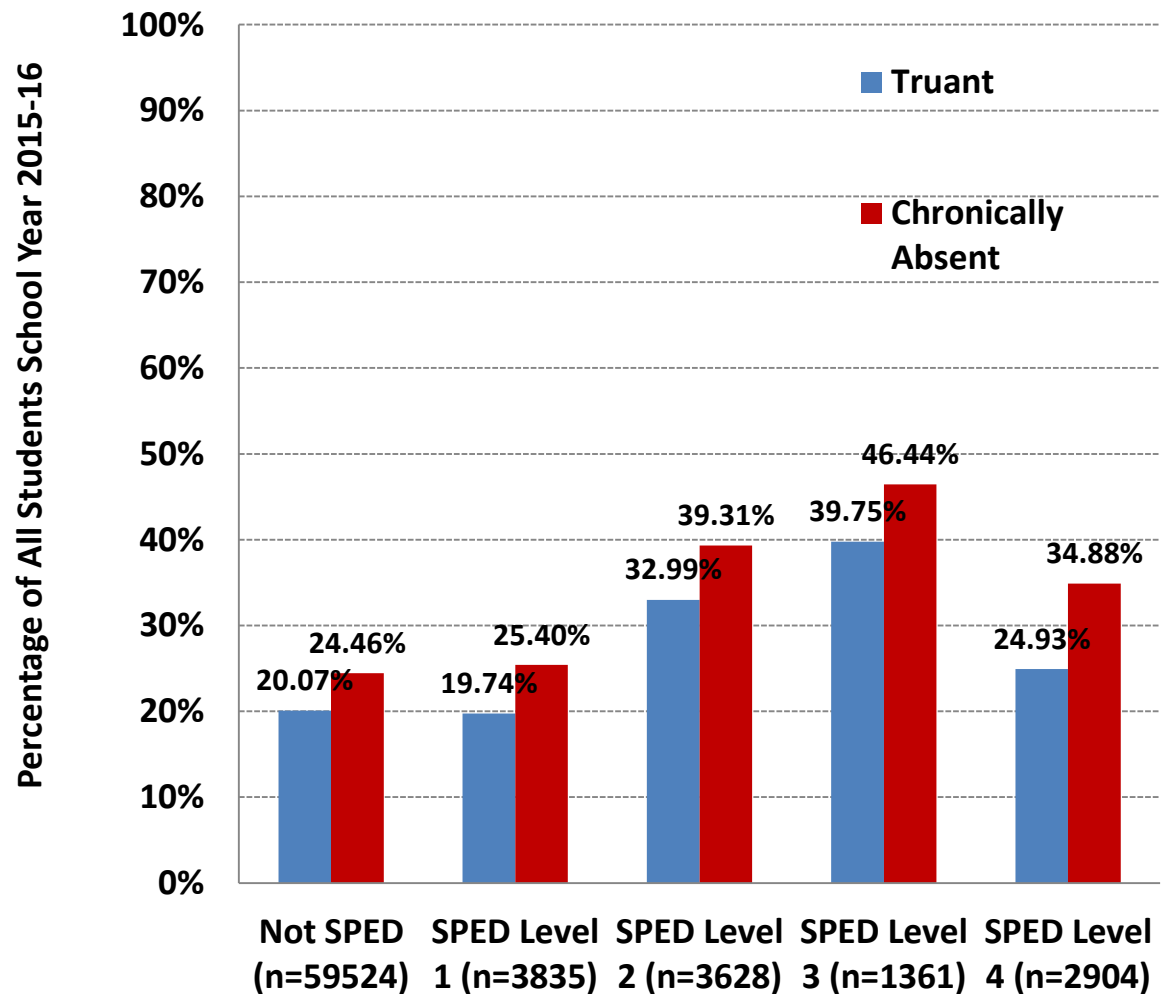
Truancy and Chronic Absenteeism, by ELL Status



SY2015-16

- Level 1 students demonstrate chronic absenteeism and truancy rates comparable to the general education population.
- Level 3 students have rates which are approximately 80% higher than Level 1 and general education students.
- Level 4 students seem less at risk for truancy than Level 3 and Level 2 students.

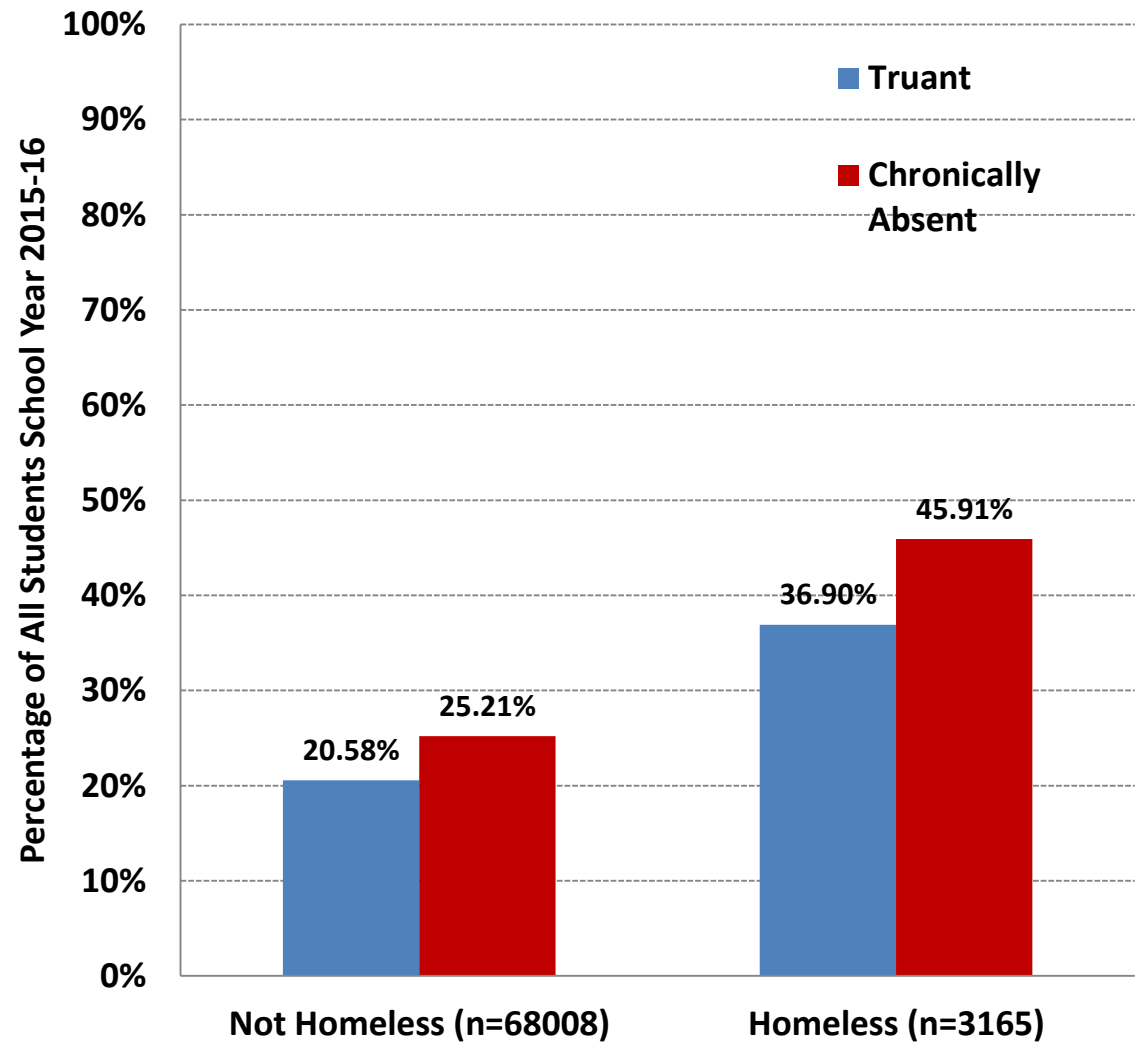
Truancy and Chronic Absenteeism, by SPED Level



SY2015-16

- Students who are homeless demonstrate among the highest rates of chronic absenteeism and truancy compared to other groups analyzed.

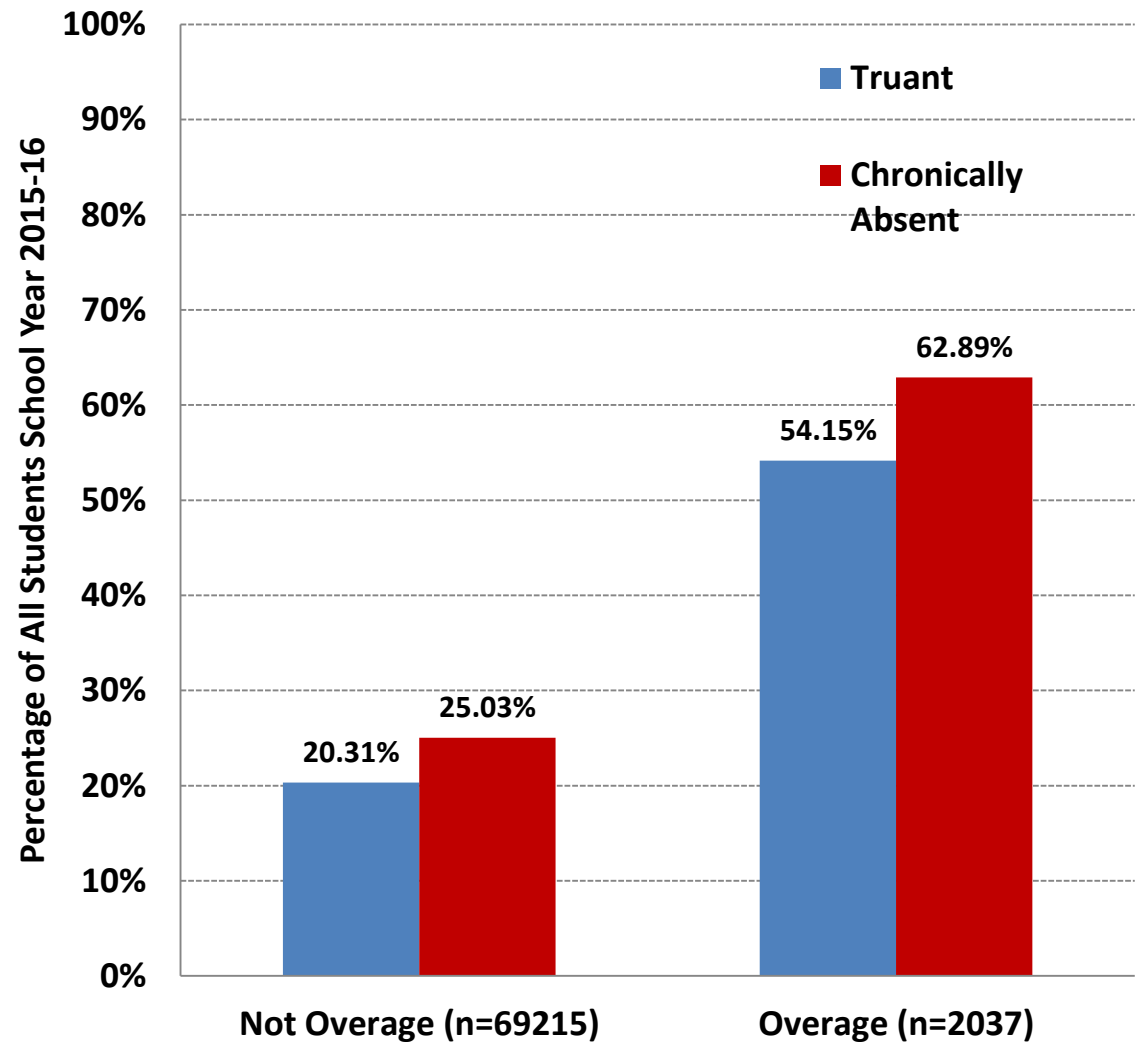
Truancy and Chronic Absenteeism, by Homeless



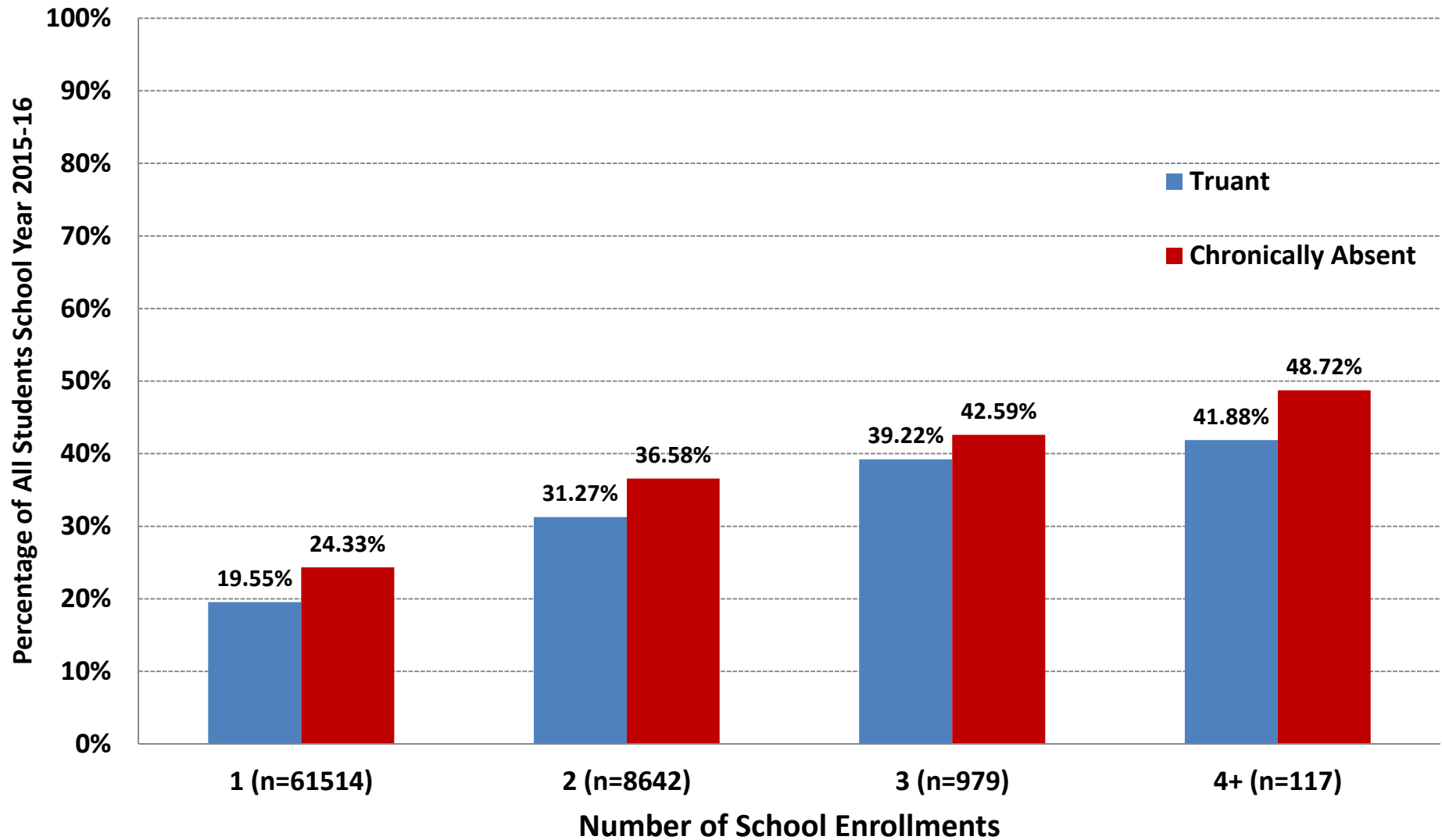
SY2015-16

- Students who are overage by one or more years show a dramatic increase in the risk for being both truant and chronically absent.

Truancy and Chronic Absenteeism, by Overage (1+)



Truancy and Chronic Absenteeism, by School Mobility (number of schools attended)

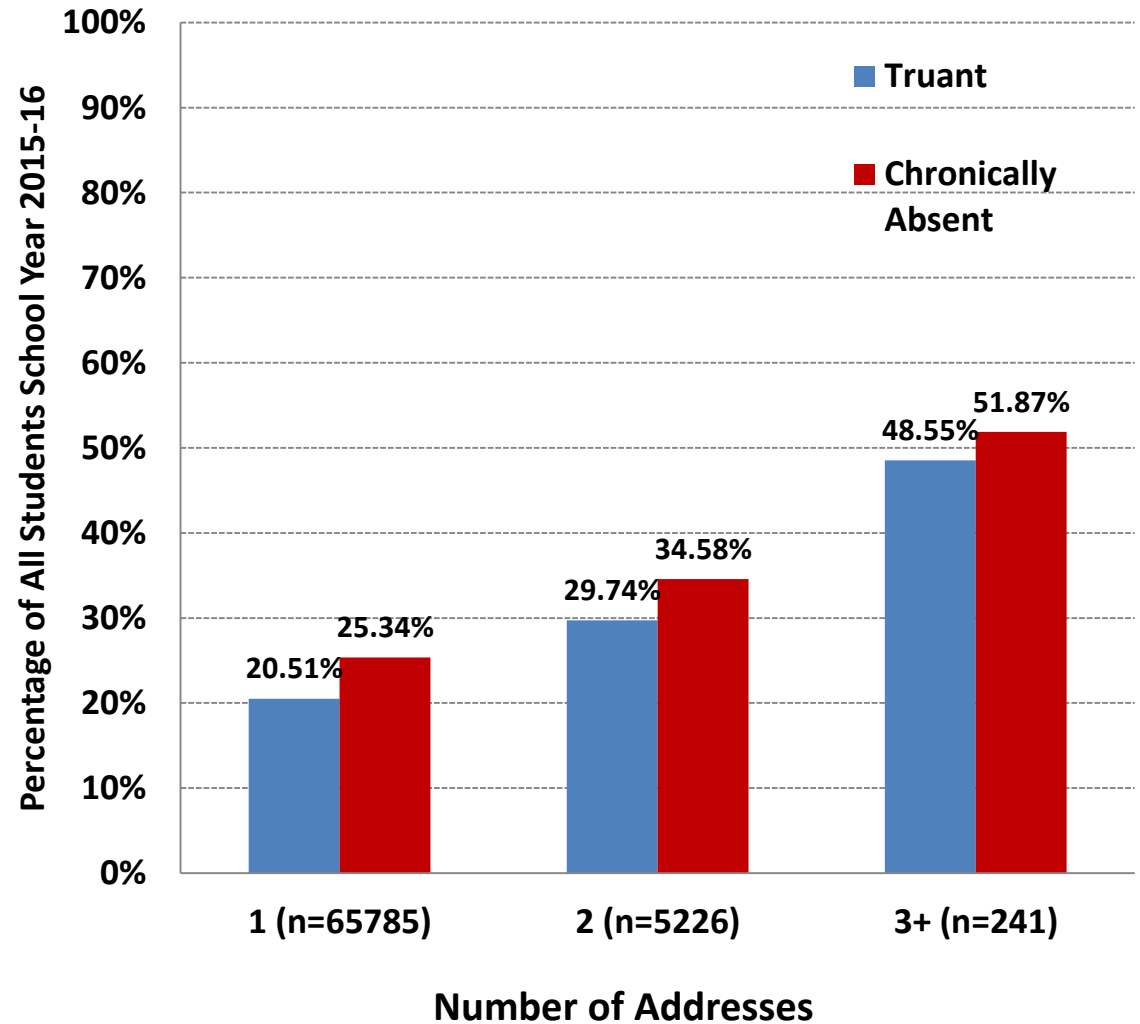


*Count of schools with Stage 5 enrollment periods during the 2015-16 school year verified in the comprehensive demographic verification file

SY2015-16

- Students who live at three or more different addresses in a given school year are more than twice as likely to be chronically absent compared to students who remain at the same address for the entire year.

Truancy and Chronic Absenteeism, by Residential Mobility



Summary and Highlights

- Overall, males and females are similarly likely to be truant or chronically absent
- ELL students are less likely to be truant or chronically absent
- African-American students are at highest risk for truancy compared to other racial/ethnic groups.
- The following groups demonstrate the greatest risk for truancy and chronic absenteeism with more than 35% at risk for truancy and more than 45% at risk for chronic absenteeism:
 - Level 3 SPED (40%, 46%, respectively)
 - Overage students (39%, 46%, respectively)
 - Homeless students (37%, 46%, respectively)
 - Mobile students
 - ≥ 3 schools (39%, 43%, respectively)
 - ≥ 3 homes (49%, 52%, respectively)



Small Group (by Agency, Org. and/or Cluster)

Consider your agency/office's work and goals in the areas of reducing truancy and absenteeism:

1. What does this data tell you about the goals of your anti-truancy work? Does your work focus on any of these breakdowns more than others?
2. What does this data tell you about the strategies needed to reach your goals?
3. What does this data tell you about collaborations you may need to succeed?
4. What further data breakdowns would you want to see to better inform your work?

Monitor:
Steering Committee
SY16-17 Strategic Plan Update

Monitor: Tracking Taskforce Progress



Phase	Activity	Taskforce	Steering	Policy	Data	Program	Timeline
Doing What Works	Communicate and Implement Changes in Policy						
	Provide technical assistance to impacted entities			X			June. 2016
	Design and Implement an Attendance Campaign						
	Identify a national campaign to align with					X	Aug. 2016
	Launch public facing campaign	X				X	Sept. 2016
	Invest in Resources Aligned to What Works						
	Identify pilot opportunities for new ideas	X					Aug. 2016
	Outline budget needed to support effective activities		X				X
2016-17 Strategic Plan (Working Draft)	Advance Implementation of FY16 Learning						
	Develop guidance in key areas needing clarity			X			Dec. 2016
	Develop resources for LEAs, schools and agencies			X			Dec. 2016
	Share evidence-based practices with practitioners	X				X	Dec. 2016
	Continuous Improvement						
	Revisit code and regs to match evidence of impact	X		X	X		Oct. 2016
	Plan and present deep data analyses in strategic areas		X				Oct. 2016
	Continue building evidence base through data sharing				X		Feb. 2017
	Scale What Works						
	Build support for strategies proven effective	X	X				Feb. 2017



2016-2017 Progress



- Reported out using common methodology at the district and state levels
- Launched the Every Day Counts! citywide attendance campaign
- Conducted learning sessions on attendance SST meetings and health resources

 Taskforce/Steering Cmte  Policy Cmte  Data Cmte  Program Cmte

TODAY

Monitor:
Program Committee
Attendance Campaign

Attendance Campaign Launch

- Join us on Thursday, Sept. 15 at Back to School Night @ Coolidge Senior High School!
- Banners, Wristbands, Magnets to 50 focus schools
- Mayor's Proclamation – September is Attendance Awareness Month



Attendance Campaign

- [Attendance.dc.gov](https://attendance.dc.gov)
 - Citywide Policies
 - Resources for Families
 - Truancy Taskforce Info
 - FAQs
 - Coming soon:
Resources for LEAs

The screenshot shows the homepage of the DC.gov Attendance Campaign website. At the top right, there are links for '311 Online', 'Agency Directory', 'Online Services', and 'Accessibility'. The DC.gov logo is on the left, with 'Mayor Muriel Bowser' below it. A search bar is on the right. The main heading is 'Student Attendance: Every Day Counts!'. Below this is a navigation menu with 'Home', 'Policies', 'Resources', 'Truancy Taskforce', and 'FAQs'. The main content area features a large banner image of diverse students in graduation caps and gowns. The banner includes the DC, SBOE, and DME logos, the website URL 'attendance.dc.gov', and the slogan 'ATTEND TODAY, ACHIEVE TOMORROW EVERY DAY COUNTS!'. To the right of the banner is a text box with the same slogan and a 'Learn More' button. Below the banner is a pagination control showing 'Prev', '2', '3', '4', '5', '6', '7', 'Next', and '||'. The page is divided into three columns: 'Attendance Counts', 'Did You Know...', and 'Featured Resources'. The 'Attendance Counts' section describes the campaign's goal to reward schools and students for attendance improvement. The 'Did You Know...' section lists statistics about the impact of missing school. The 'Featured Resources' section lists various support materials. At the bottom, there are sections for 'Attend Today, Achieve Tomorrow' (with a small version of the banner), 'Office Hours', 'Connect With Us', 'Attendance Events', and 'Truancy Taskforce Meeting'.

311 Online Agency Directory Online Services Accessibility

DC.gov Mayor Muriel Bowser

Search DC.gov

DC.gov attendance.dc.gov

Student Attendance: Every Day Counts!

Home Policies Resources Truancy Taskforce FAQs

ATTEND TODAY, ACHIEVE TOMORROW
EVERY DAY COUNTS!

Attend Today. Achieve Tomorrow

Mayor Muriel Bowser and the State Board of Education are partnering to reward students and schools that improve attendance this year.

Learn More

Prev 2 3 4 5 6 7 Next ||

Attendance Counts

Every day of school counts! That's why Mayor Muriel Bowser and the State Board of Education are partnering to reward students and schools that improve attendance this year! Schools that make the most improvement will receive an end of year celebration and students making the most improvement will be invited to participate in a special end of year field trip.

more

Did You Know...

- Missing just 10% of the school year in early grades can leave many students struggling throughout elementary school.
- By sixth grade, missing 18 days a year is strongly linked to dropping out of high school.
- Chronic absence affects every grade level and can set preschoolers back for an incredibly long period of time.
- Missing just two days a month can put students at risk of academic failure.

Featured Resources

- Tips to Prevent Bullying
- Kids Ride Free Changes
- Homelessness Prevention
- Reengaging Disengaged Youth Ages 16-24
- Plan Ahead for SafeTrack Metro Closures
- Behavioral Health Resource Directory
- OSSE Healthy Youth Resource Guide

Attend Today, Achieve Tomorrow

Office Hours
Monday to Friday, 9 am to 5 pm, except District holidays

Connect With Us
1350 Pennsylvania Avenue, NW, Suite 307, Washington, DC 20004
TTY: 711

Ask the Director

Attendance Events

Mayor Proclaims September Attendance Awareness Month

Truancy Taskforce Meeting
September 8, 2016
3:30 - 5 pm
Room G9

Monitor:
Data Committee
CJCC & The Lab at DC Update

Monitor:
Policy Committee
Learning Sessions



Policy Committee Learning Sessions

- Briefing on Department of Behavioral Health School Based and Early Intervention Programs

Dr. Charneta Scott, DBH

- School Mental Health Program
 - Primary Project
 - Healthy Futures
 - South Capitol Street Memorial Amendment Act
- Briefing on Implementation of Student Support Team Meetings for Attendance

Andrea Allen, DCPS & Sean Reidy, Democracy Prep PCS



- **Youth Engagement Plan**
 - Student Representative
- **Mentorship Resource for Schools and LEAs**
- **Map of Student Experience**
- **Attendance Design Challenge Follow-up**



- **Taskforce**

- Next Meeting: November (Date TBD)

- **Committees**

- **Steering Committee:**

- Goal-setting
- SY 2016-17 Strategic Plan

- **Data Committee:**

- Data Plan Implementation

- **Policy Committee:**

- Learning and identification of focus policy areas

- **Program Committee:**

- Attendance Campaign
- Attendance.dc.gov Updates
- Resource Sharing

Appendix:

Statewide Data - Additional Slides

Population - Summary



- 94,602 students ever enrolled in 2015-16
- 71,252 students of compulsory age and greater than 10 days of enrollment
- 18,603 total students identified as chronically absent
 - 6,599 of these students not identified as truant (despite missing $>10\%$ of enrolled days)
- 15,164 students identified as truant
 - 3,160 of these students not identified as chronically absent (did not miss $>10\%$ of enrolled days despite being identified as truant)

Population - Demographics



- Demographics are from the verified comprehensive demographics file created for PARCC, Equity Reports and ACGR
 - ~.5% of the student population had conflicting enrollment and attendance records and are not included in this analysis

Population - Demographics



Subgroup	Percent of Population
Female	49.52%
Male	50.48%
American Indian/Alaskan Native	0.13%
Asian	1.52%
Black/African American	70.86%
Hispanic/Latino	15.78%
Multiracial	1.81%
Pacific Islander/Native Hawaiian	0.11%
White/Caucasian	9.80%
ELL	9.28%
SPED	16.46%
At-risk	50.57%

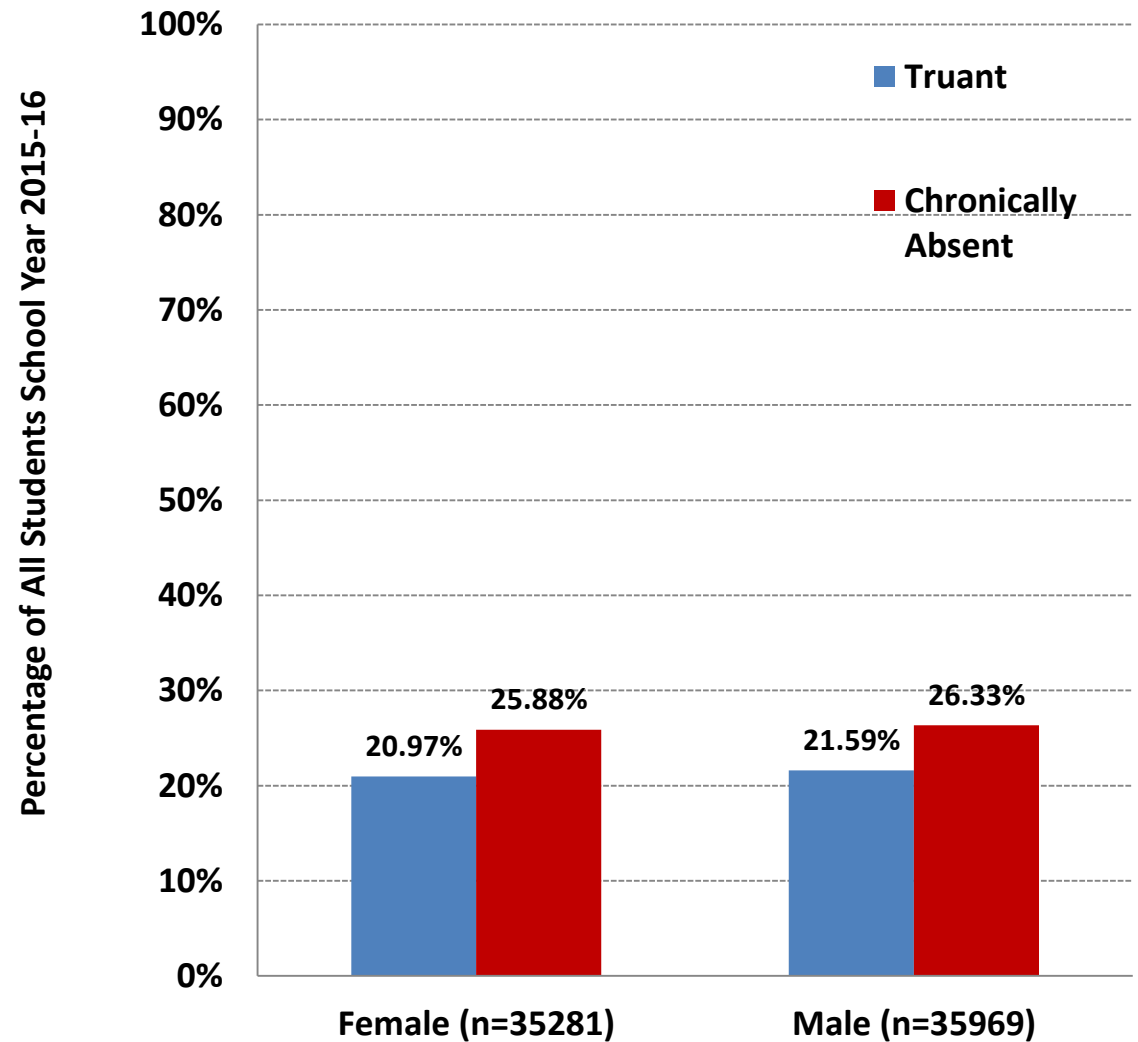
Trend: SY2014-15 to SY2015-16

	SY2014-15		SY2015-16	
	Truancy	Chronic Absenteeism	Truancy	Chronic Absenteeism
ALL	21.09%	23.96%	21.28%	26.11%
Female	20.79%	23.83%	20.97%	25.88%
Male	21.37%	24.07%	21.59%	26.33%
Am. Indian/Alaskan Native	18.57%	20.00%	17.39%	23.91%
Asian	5.38%	7.48%	5.74%	10.36%
Black/African American	25.49%	28.13%	25.42%	30.36%
Hispanic/Latino	14.64%	17.42%	16.80%	20.91%
Multiracial	6.74%	11.02%	8.82%	14.16%
Pac. Islander/Native HI	17.11%	27.63%	18.42%	23.68%
White/Caucasian	3.29%	7.88%	3.35%	8.41%
Not ELL	21.91%	24.75%	21.97%	26.87%
ELL	12.57%	15.53%	14.77%	18.99%
Not SPED	19.77%	22.04%	20.07%	24.46%
SPED	27.56%	33.38%	27.45%	34.49%

SY2015-16

- Overall, males and females demonstrate similar rates of both truancy and chronic absenteeism

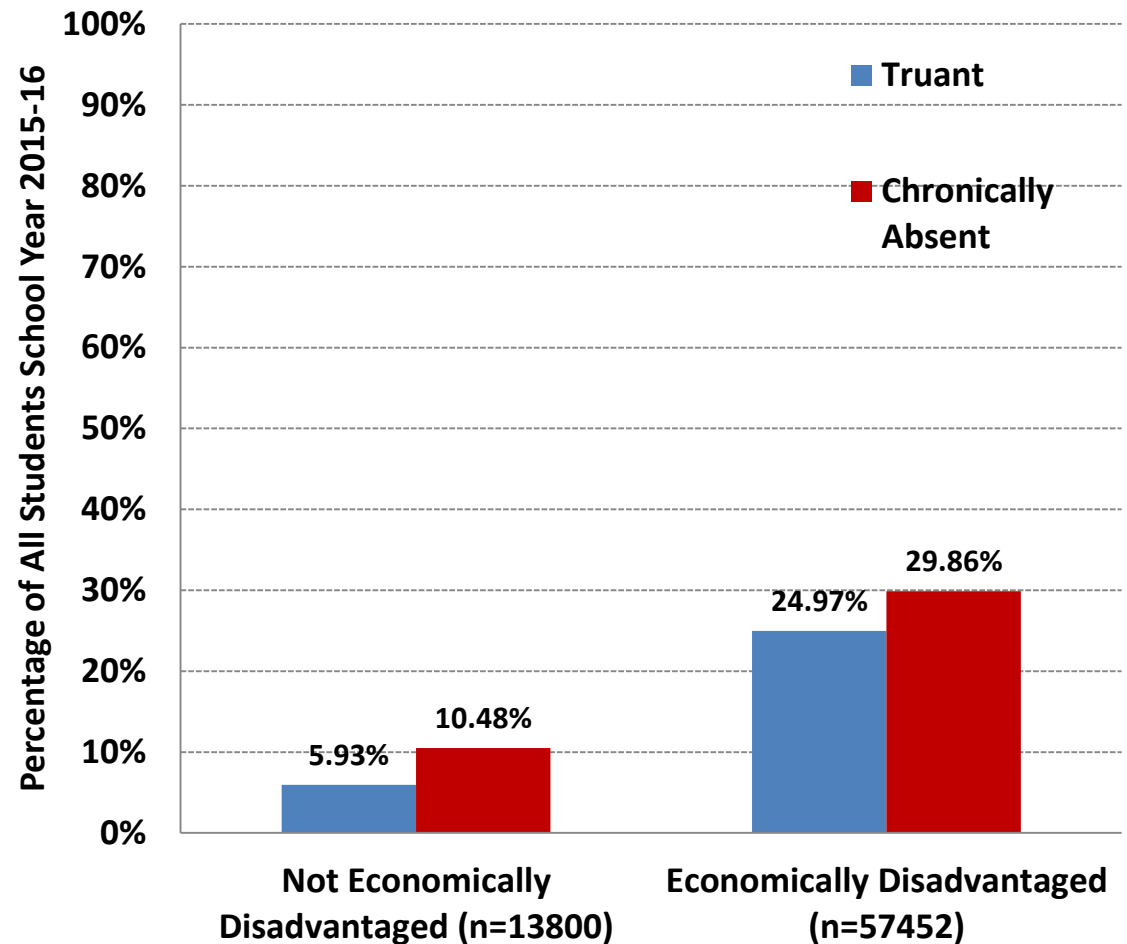
Truancy and Chronic Absenteeism, by Gender



SY2015-2016

- Economically disadvantaged students demonstrate almost three times the rate of chronic absenteeism than non economically disadvantaged students.
- The largest discrepancy is seen in truancy rates with four times as many economically disadvantaged students identified as truant.

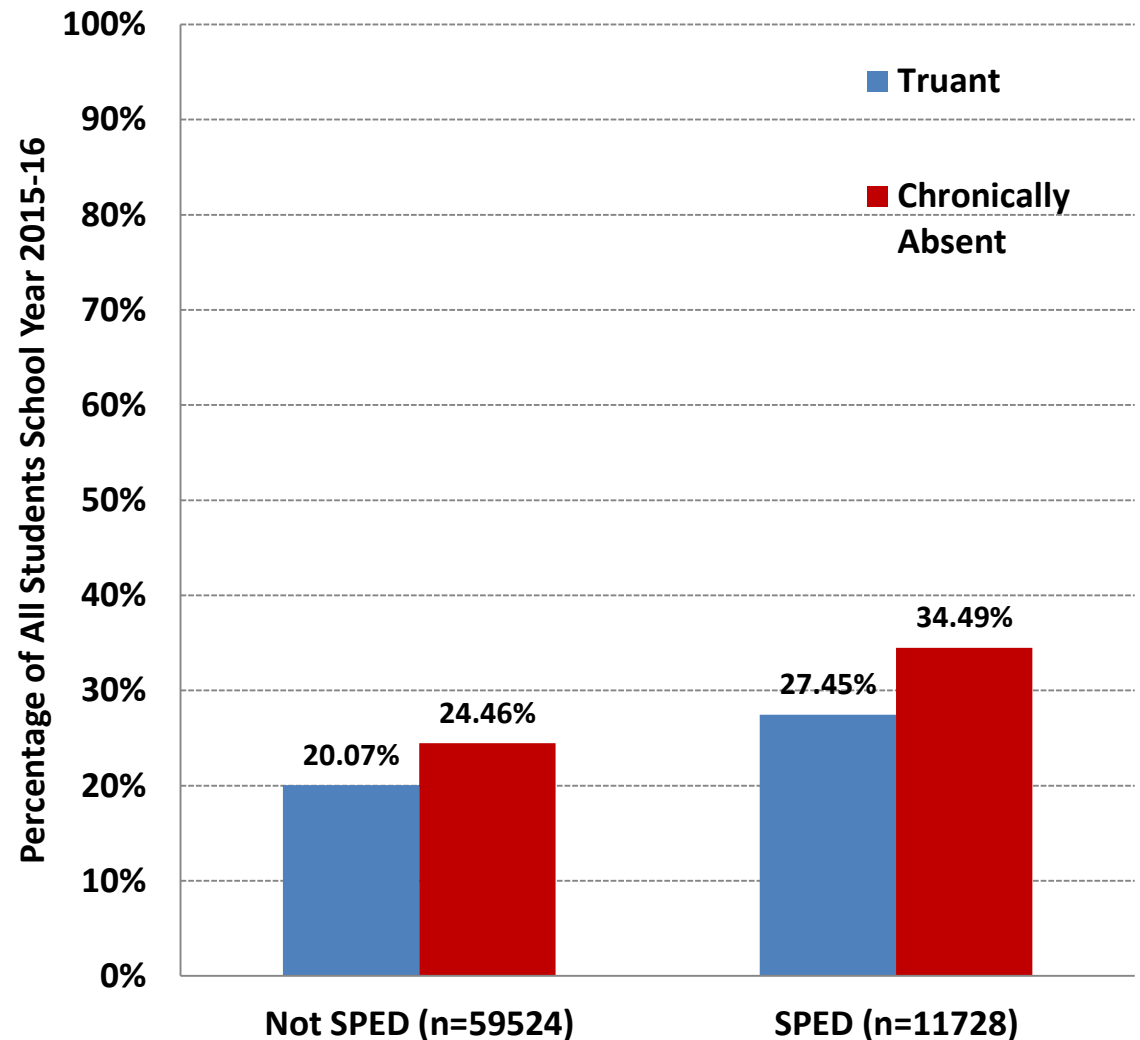
Truancy and Chronic Absenteeism, by Economic Disadvantage (FRL and Direct Cert)



SY2015-2016

- Students receiving special education services under IDEA demonstrate higher rates of both truancy and chronic absenteeism than students not receiving special education services.

Truancy and Chronic Absenteeism, by SPED Status



SY2015-16

- Students who are overage for their grade demonstrate rates of chronic absenteeism and truancy twice that of students who are not overage.

Truancy and Chronic Absenteeism, by Overage

