

Truancy Taskforce Meeting

April 27, 2016

Meeting Overview



I. Welcome, Introductions and Meeting Overview

II. Measure (30 min)

- **Q2 Truancy Taskforce Data Committee Report Highlights**
- **Q2 Strong Improver School Spotlights**
 - Dunbar High School
 - Sousa Middle School
 - E.L. Haynes Public Charter High School

III. Monitor (10 min)

- **Data Plan Update (The Lab @ DC)**

IV. Act (50 min)

- **School Attendance Clarification Amendment Act of 2016 (Council)**
- **Every Student, Every Day Design Challenge (DCEL)**
 - Design Challenge Overview
 - Interview Outcomes and Problem Statements

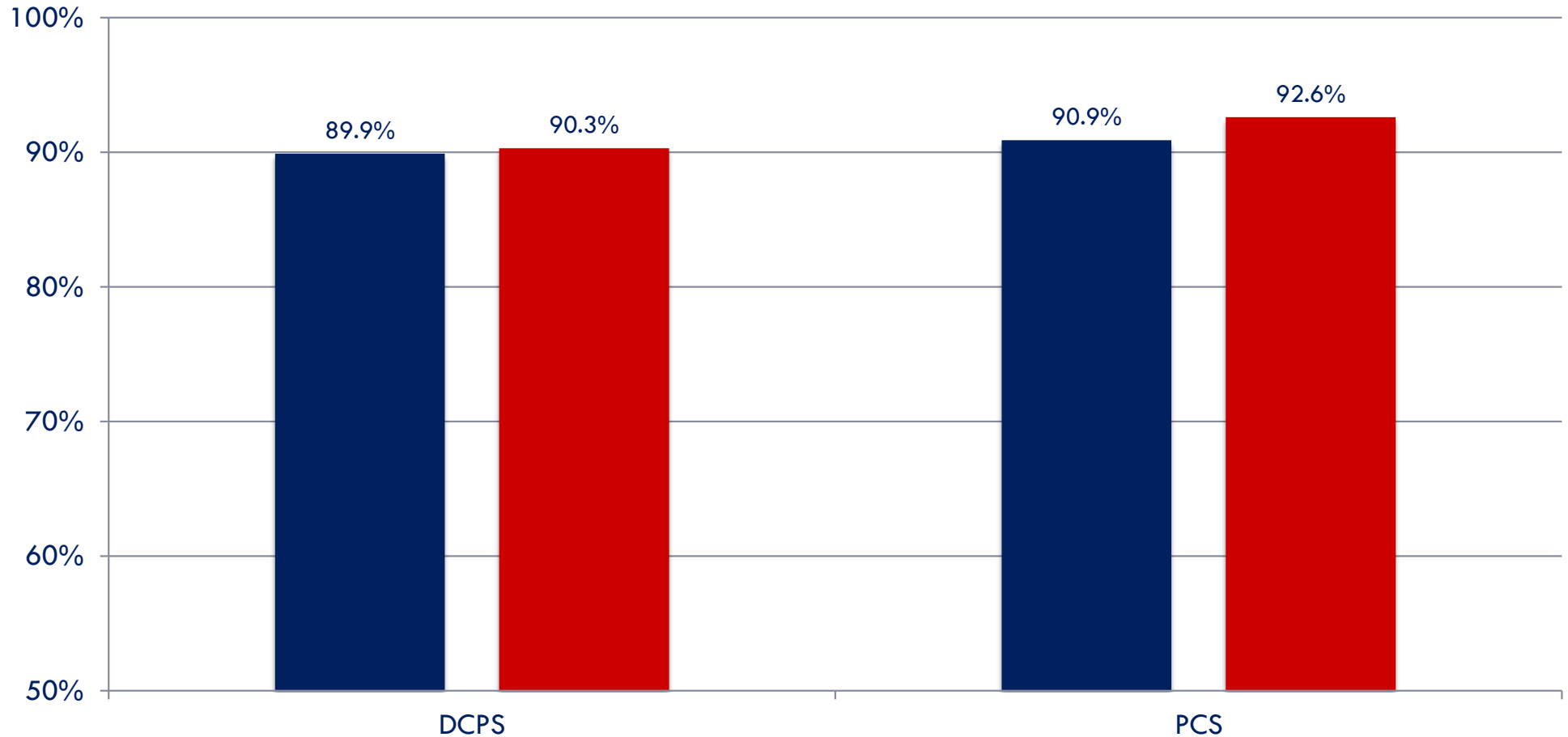
V. Next Steps

Q2 Truancy Taskforce Data Committee Report Highlights



DCPS and PCS Year over Year Q2 In Seat Attendance (ISA)

■ Q2 14-15 ■ Q2 15-16



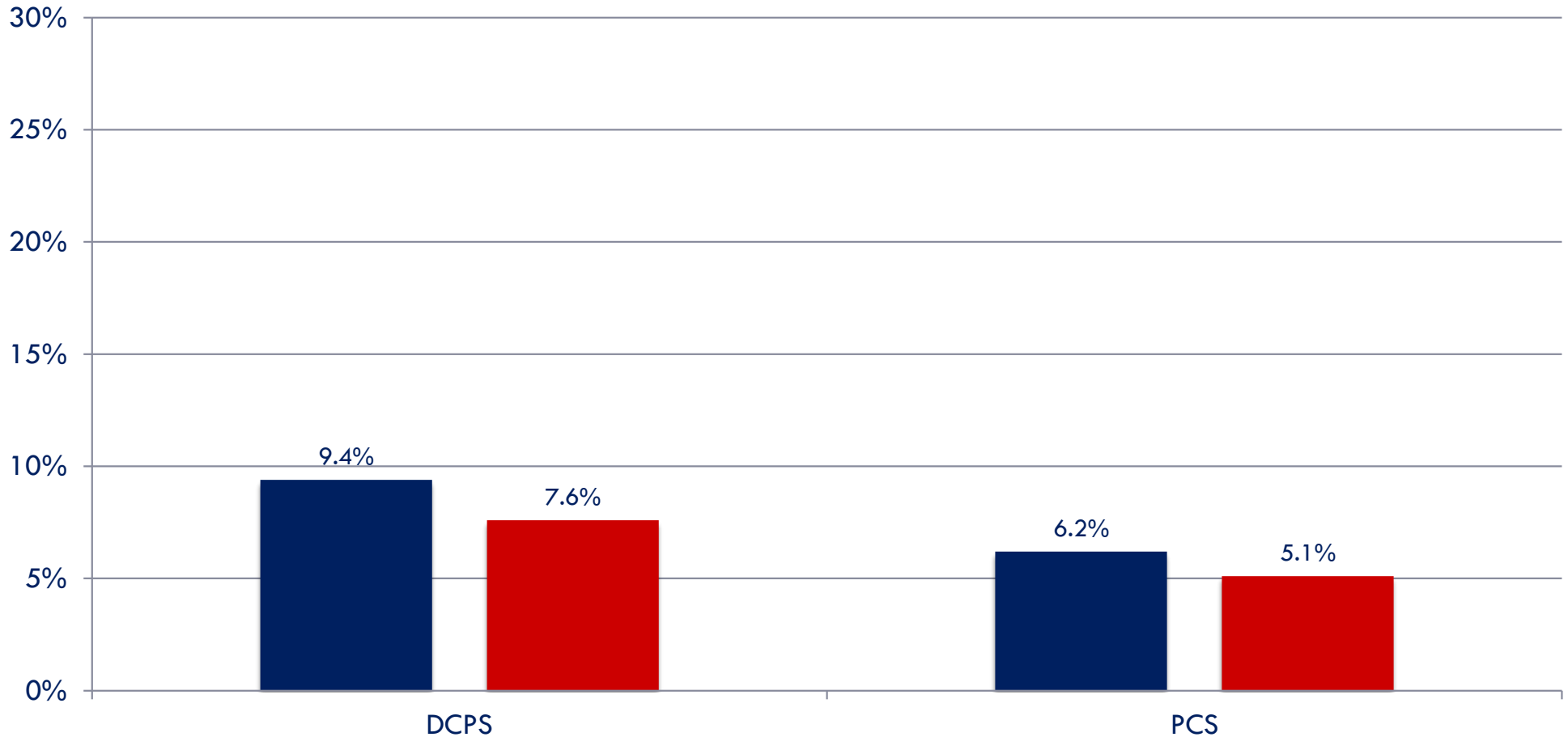
Compared to Q2 last year, both DCPS and PCS have slightly higher rates of In Seat Attendance (ISA).

Q2 Truancy Taskforce Data Committee Report Highlights



DCPS and PCS Year over Year Q2 Chronic Truancy Rate

■ Q2 14-15 ■ Q2 15-16



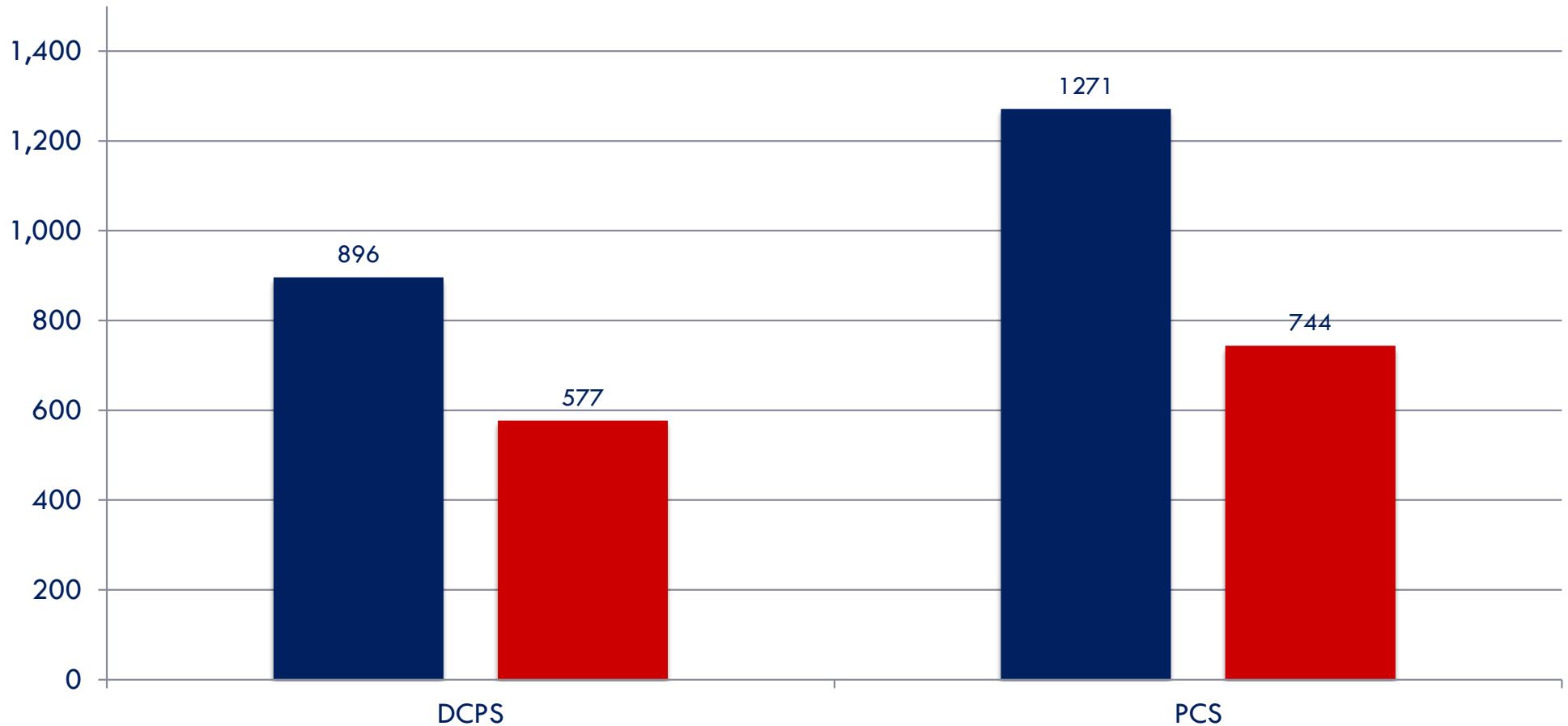
Compared to Q2 last year, both DCPS and PCS have slightly lower rates of chronic truancy.

Q2 Truancy Taskforce Data Committee Report Highlights



DCPS and PCS Year over Year Q2 Students Eligible for CFSA Referral

■ Q2 14-15 ■ Q2 15-16

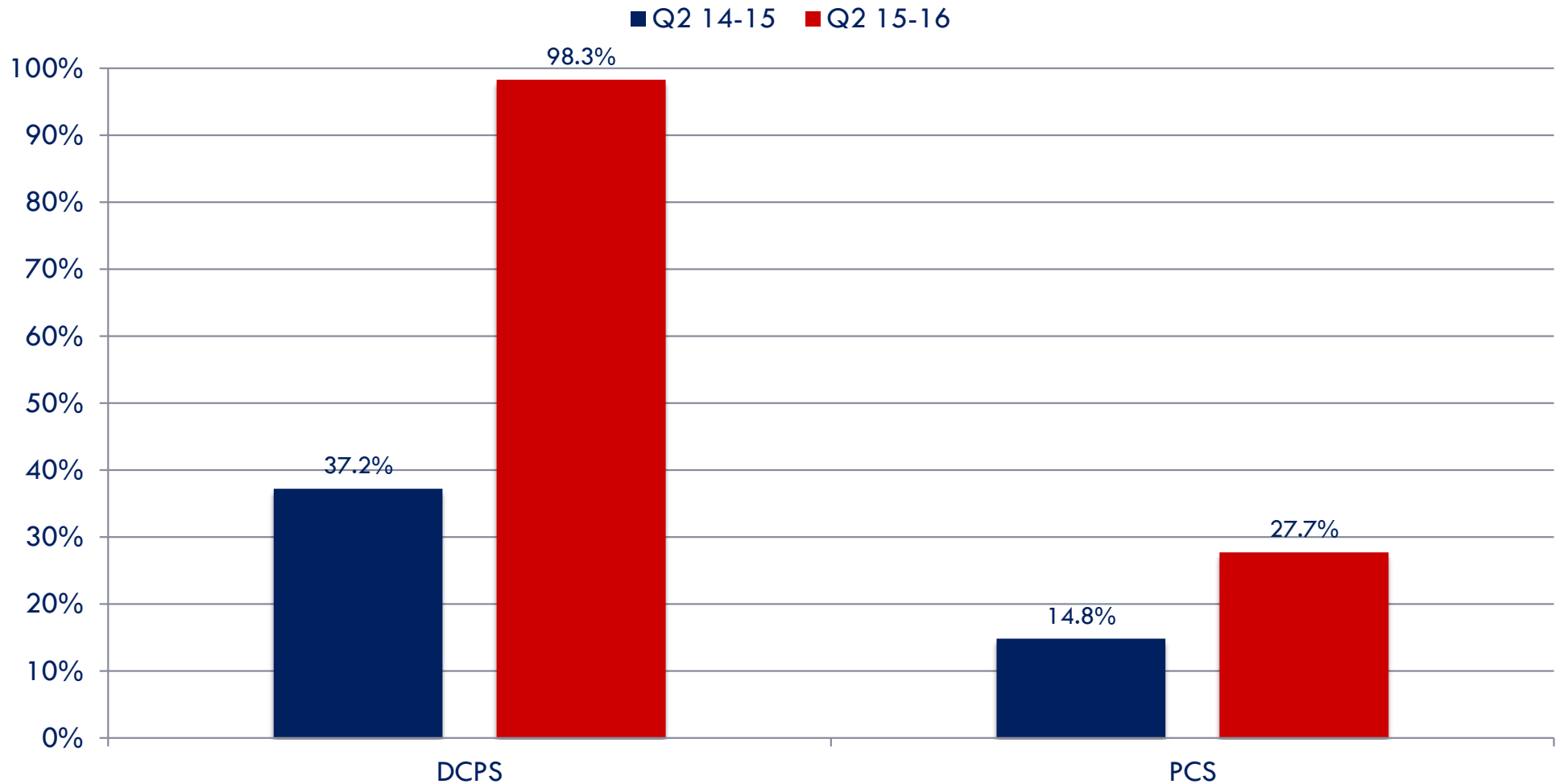


Compared to Q2 last year, both DCPS and PCS had significantly lower numbers of students eligible for CFSA referral.

Q2 Truancy Taskforce Data Committee Report Highlights



DCPS and PCS Year over Year Q2 CFSA Referral Compliance



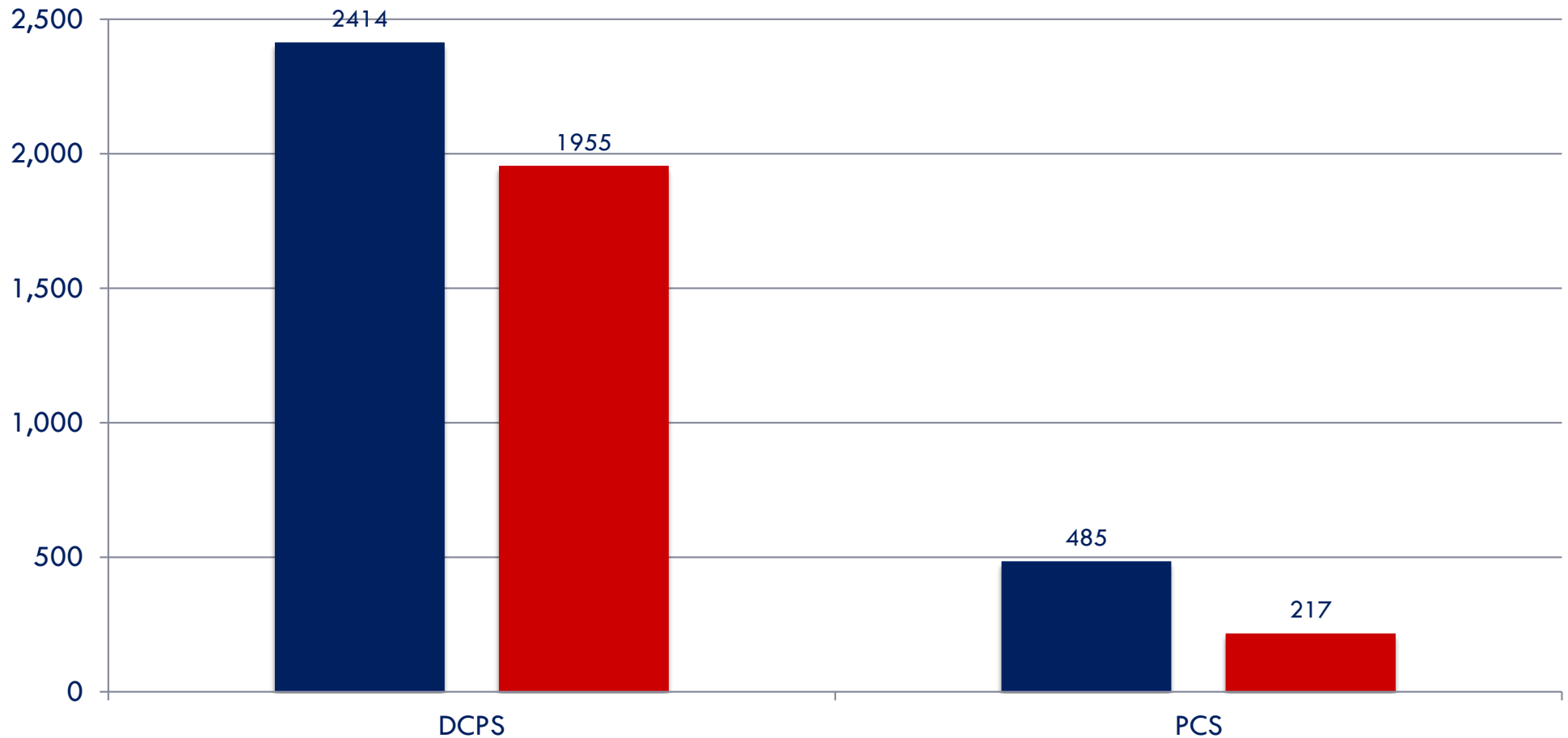
Compared to Q2 last year, there has been a significant increase for both DCPS and PCS in the number of students eligible for referral for which a referral was actually received by CFSA.

Q2 Truancy Taskforce Data Committee Report Highlights



DCPS and PCS Year over Year Q2 Students Eligible for CSSD Referral

■ Q2 14-15 ■ Q2 15-16



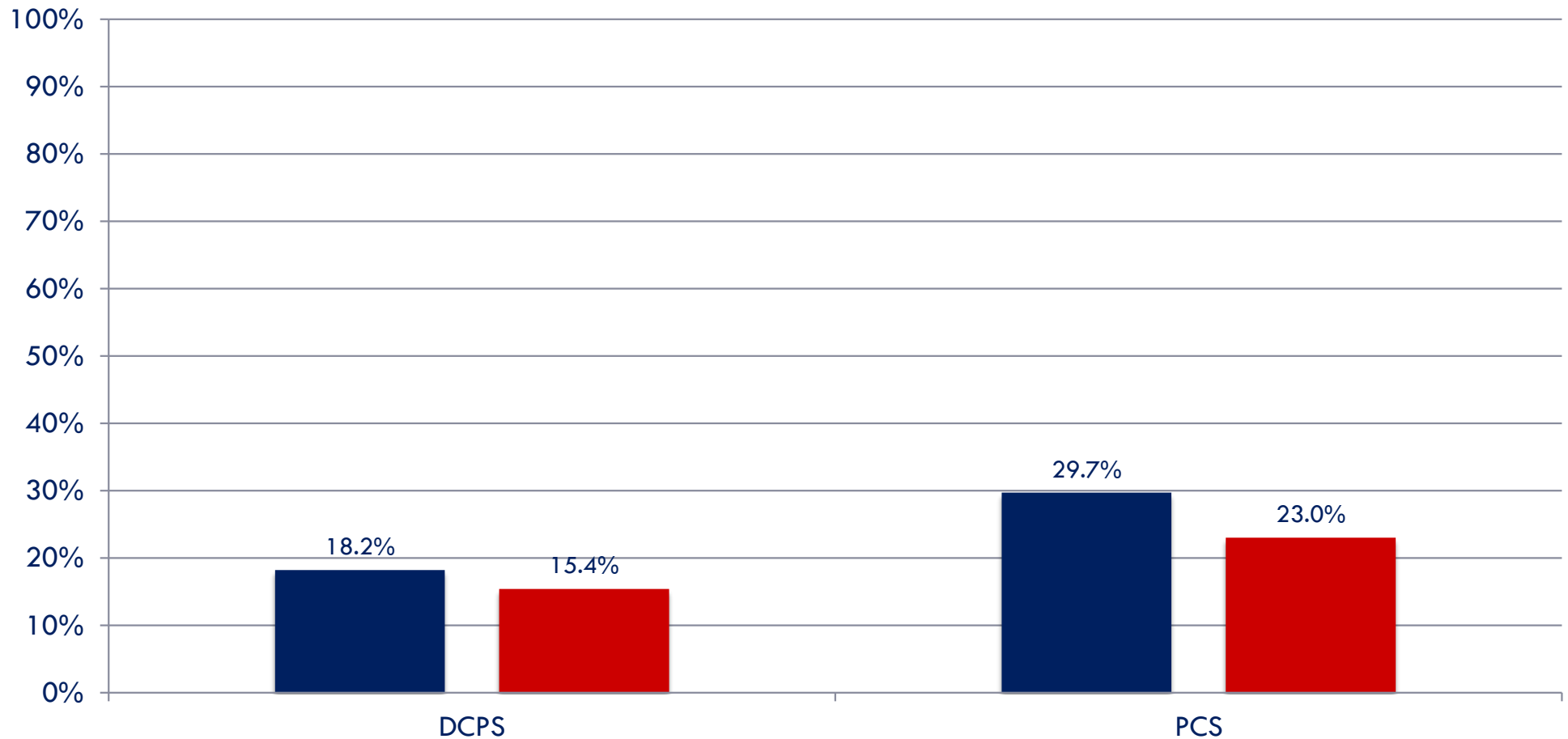
Compared to Q2 last year, both DCPS and PCS had significantly lower numbers of students eligible for CSSD referral.

Q2 Truancy Taskforce Data Committee Report Highlights



DCPS and PCS Year over Year Q2 CSSD Referral Compliance

■ Q2 14-15 ■ Q2 15-16



Compared to Q2 last year, there has been a small decrease for both DCPS and PCS in the number of students eligible for referral for which a referral was actually received by CSSD.

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- **Brief School Description**
 - Key demographics, context, data, etc.
- **Summary of Attendance Problem**
 - Students need X because Y....
- **Summary of Solution Achieving Results**
 - To provide X we are doing Z...
 - We have seen ABC results....

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Taking Stock of Truancy Performance and Evaluation Data

Sam Quinney, OCA Performance Team
April 27, 2016



**Goal: Take stock of the data
available to implement the
Truancy Taskforce Data Plan**

Truancy Investment Summary



		Total Funding	Schools	Target Population	Max # of Youths	# Youths per Year	\$ per Youth	Evaluation Data/Key Outcomes	Notes
Core Programs	OVSJG								
	Show Up, Stand Out (SUSO)	2,420,813 (FY15)	SY14-15: 71 Programs at 50 DCPS and 8 PCS (46 ES programs, 25 MS programs)	K-8 students (with 5-9 unexcused absences)	N/A- rolling basis, 25/case worker, 12 week program	3,484 touched; TBD engaged In SY 13-14, 3,195 were touched; 1,064 were engaged.	695	(1) In SY 14-15 84% of elementary school student participants were not referred to the program in Year 3 for attendance problems, (2) In SY 14-15, 91% of middle school student participants were not referred to the program in Year 3 (2014-2015) from Year 2 for truancy, (3) In SY 13-14, schools participating had an average 89% decrease in truancy rate, a 73% greater decrease than schools who did not participate in Show Up, Stand Out	Show Up, Stand Out's mission is to reduce unexcused absences by mitigating barriers to school attendance of children and their families with five or more unexcused absences prior to escalation to CFSA and/or CSSD. Additional outcomes include: Increased SST capacity at 58 schools to conduct home visits and develop stabilization plans by developing community-school partnerships. Increased AAA compliance rates for 58 schools and their parents by closely monitoring and following timeline protocols. Established student and family resource partnerships at 58 schools that exceed attendance improvement support including parenting, job search, and housing support.
	Truancy Grant (Awarded to Access Youth)	100,000 (FY16)	Ballou and H.D. Woodson (currently)	9th, 10th grades	120 max. (JGA funded only. Can serve approx. 75 per full time staff member per sch. year. JGA funds 2 half-time staff through duration of SY 15-16)	100	1,000-1,500	(1) % of youth who avoid truancy/10 UAs; (2) % of youth who avoid court referral/15 UAs; (3) % of students with increased rate of attendance In 2014-15 : our students are 2.75 times as likely to avoid truancy and 3.22 times as likely to avoid court referral as their peers who did not enter the program. Over 40% of our youth avoided truancy and 66% avoided court referral thresholds	Access Youth is a nonprofit organization with an MOU with DCPS through 2017 to provide Truancy Prevention and Suspension Prevention services to students at partner high schools. (Our 3rd program is our Arrest Prevention and Diversion program which currently operates as a service provider with the ACE program.) The program is successful and scalable if we had the resources to add staff and schools. For each full-time dedicated staff member we estimate we can serve at least 75 students per school year, however due to funding limitations each of our two school-based staff have to split their time between the Truancy and Suspension Prevention programs.
	Alternatives to Court Experience (ACE)	1,725,000	All schools	Youths formally diverted by the juvenile justice entities (MPD, CSS and OAG) for truancy and low-level delinquency offenses	600 (currently over-capacity and looking for additional funding to support the program)	600	2,875	(1) change in school attendance; (2) further legal involvement; (3) change in CAFAS scores; (4) participation in services	ACE receives both truancy and low-level delinquency diversions. Many of the youths diverted for delinquency are also truant. HS has \$1 million for personnel and \$125k from JGA for personnel and support services; the DC Trust has approximately \$600k in FY16 to support ACE community-based service providers.
	Parental and Adolescent Support Program (PASS)	2,300,000	All schools	Early intervention program for youths committing status offenses (about 70% truancy related offenses)	125 at any given time (will add 40 at any given time and 80 total more per year after new hires)	250	9,200	(1) change in school attendance and other status offenses; (2) further legal involvement; (3) change in CAFAS scores; (4) participation in services	PASS received an additional \$750k in FY16, which will enable the program to add 4 staff, support community based providers and youth retreats. Note: this new money is currently being reprogrammed, so no hiring has occurred. Total funding includes CFSA MOU for 1 position.
	DME	270,000							
	Drop Out Prevention Grant	270000 (FY16)	TBD	TBD	TBD	TBD			
	DCHA	TBD							
Operational Expenses	Family Stabilization through Housing and Edu Demo Initiative	Unknown	Unknown	Youths in public housing at risk of CFSA/CSSD	Unknown	Unknown			DCHA looks to provide supports for children and their families so that CFSA and CSSD referrals do not occur. This will include working with families on strategies to reduce occurrences and ultimately eliminate unexcused absences.
	Impact 5000	TBD	TBD	TBD	TBD	TBD			IMPACT 5000 is a site-by-site effort effort supported by DCHA to develop community navigators who will work closely with corporate and public sector partner agencies to strengthen resources.
	DCPS								
	Central Office	Unknown	Unknown	Unknown	Unknown	Unknown			
	School Based	Unknown	Unknown	Unknown	Unknown	Unknown			
	PCSs								
	Central Office	Unknown	Unknown	Unknown	Unknown	Unknown			
	School Based	Unknown	Unknown	Unknown	Unknown	Unknown			
	CFSA	3,005,807							
	Personnel (31 FTEs - Mgrs, SWs and hotline)	2,860,707	All schools	Youth ages 5-13 and parents of truant youths	Unknown	3,657 referred 2,619 screen out			CFSA developed the Educational Neglect Triage Unit in 2013 due to the high volume of ED Neglect referrals that was inundating the District Child Abuse and Neglect Hotline system, particularly in the latter months prior to summer recess. CFSA hired 8 FSWs in 2013 and expanded by 2 in 2014 for a total of 10 FSWs. The volume of ED Neglect referrals can be attributed to DCPS and Public Charter Schools complying with the law.
	Supplies (Telecom, PC, Fleet, Office)	145,100	All schools	Youth ages 5-13 and parents of truant youths	NA				
	OAG	300,158							
	Personnel (based on court time)	297,079	All schools	Youth ages 14+ and parents of truant youths	Unknown	1,574 referred 1,278 no petition			
	Supplies (postage, paper, envelopes)	3,079	All schools	Youth ages 14+ and parents of truant youths	NA				
	OSSE	36,894							
Indirect	Truancy Prevention Guide distribution	36,894	All schools	All public school students	NA	NA	Approx. \$2.83 per truancy notification (13,000/36,894.50)	The primary purpose of the resource book is to inform parents of their student's accrual of 10 unexcused absences and to provide them with resources that may abate the truant behavior. We evaluate efficacy by the number of books distributed by OSSE upon LEA notification and the number received by parents (there have been some issues with outdated addresses). We are considering ways to survey parents about the guidebook.	Each year, OSSE receives an average of 13,000 truancy notifications. We do not receive notifications from every school. If every school were to notify OSSE of students who accrued 10 unexcused absences, we estimate that we would send at least 15,000 guides per year.
	DDOT								
	Kids Ride Free Metro	7,000,000	All schools	All public school students		14,426 signed up			
	Kids Ride Free Bus	11,600,000	All schools	All public school students					

Truancy Taskforce Data Plan (1 of 2)



Measure	Overview	Frequency	Data Levels	Reporting Entity	Timeline
Chronic Truancy	<ul style="list-style-type: none"> % of students with 10+ unexcused absences. 	Quarterly	Gradespan, School, LEA, Sector, State	DCPS, PCSB, OSSE	Current
In Seat Attendance (ISA)	<ul style="list-style-type: none"> Average % of students in attendance on a given school day. 	Quarterly	Gradespan, School, LEA, Sector, State	DCPS, PCSB, OSSE	Current
Referrals for Education Neglect	<ul style="list-style-type: none"> % of students eligible for referral to CFSA referred. Referrals by Source. Status of Referral. Closed vs. Open and Closure Reason for FA and I. 	Quarterly	Sector	DCPS, PCSB, CFSA	Current
Referrals to Family Court	<ul style="list-style-type: none"> % of students eligible for referral to CSSD referred. Referrals by Source. CSSD Referral Recommendation (Petition or No Petition). 	Quarterly	Sector	DCPS, PCSB, CSSD	Current
Referrals to OAG	<ul style="list-style-type: none"> FSP and PINS Referrals by Sector. Status of FSP and PINS Referrals by Sector. 	Quarterly	Sector	DCPS, PCSB, CSSD	Current
Chronic Absenteeism	<ul style="list-style-type: none"> % of students missing ten percent or more of the school year. Ratio of excused to unexcused absences? 	Quarterly	Gradespan, School, LEA, Sector, State	DCPS, PCSB, OSSE	Baseline Year
Year-to-Year Chronic Absenteeism/Truancy	<ul style="list-style-type: none"> Likelihood or recurrence of chronic absenteeism relative to prior year's status (chronically absent or non). 	Quarterly	Gradespan, School, LEA, Sector, State	DCPS, PCSB, OSSE	Baseline Year
Demographics of Truant and Chronically Absent Students	Demographics for Youth who miss more than 10% of school year: <ul style="list-style-type: none"> Address Age Gender FRPL status/Disadvantaged/At-risk status Discipline Record # Youth in the household/Sibling truancy Academic standing SPED status ELL status Distance from home to school Connection to other social service agencies Chronic truancy rates in prior grades 	Annual	State	OSSE	Baseline Year

Truancy Taskforce Data Plan (2 of 2)



Measure	Overview	Frequency	Reporting Entity
Impact of Court Referral	<ul style="list-style-type: none"> Truant Youth Not Referred to Court <ul style="list-style-type: none"> Attendance after 15 days missed Interventions, if any, provided Attendance at SST meeting Correspondence with family Did the attendance of students referred to CSSD improve? (Same Q for those who were not only referred but petitioned). What happened to parents who were referred for Family Special Proceedings? 	One Time Report	CSSD, OAG, OSSE
Impact of CFSA Referral	<ul style="list-style-type: none"> How do attendance patterns change prior to and after referral to CFSA? How often are youths referred once re-referred in subsequent years? 	One Time Report	CFSA, OSSE
Impact of Kids Ride Free Metro	<ul style="list-style-type: none"> Are the youth using the benefit to attend school? Has there been a change over time for youth who were truant before the program began and after? 	Annual Report for 2 Years	WMATA, DDOT, OCTO, OSSE
Impact/Implementation of SSTs	<ul style="list-style-type: none"> What level of additional resources would be needed to meet the SSTs required by AAA? What percentage of required SSTs are completed? When do they have the greatest impact? 	Cost Study	LEAs
Impact of Other School-Level Interventions	<ul style="list-style-type: none"> What is the impact of investment in SUSO? What aspects of the program work well for whom? 	One Time Report	OVSJGA
Impact/Need for Diversion	<ul style="list-style-type: none"> Who are the students who are taking advantage of the available “slots” for diversion? How do they differ from those who are not diverted? How many students would be eligible for diversion? What is the recurrence of referral/chronic truancy for diversion programs? 	<ul style="list-style-type: none"> One Time Report 	<ul style="list-style-type: none"> DHS, CSSD
Reasons for Truancy	<ul style="list-style-type: none"> Is it possible to include a risk instrument like the CAFAS when making referral decisions and use it again to assess progress? Do we have any other surveys or tools that would reflect reasons for truancy with greater accuracy? E.g., what is prevalence of missing school due to visiting an incarcerated parent? Illness? Safe passage? Weather? Child care? 	One Time Study or Annual?	TBD



About me:

- US History Teacher, Anna H. Shaw Middle School, Philadelphia
- US Department of Education
- White House Social and Behavioral Sciences Team
- (Now) Office of the City Administrator (OCA)



About Evidence and Evaluation in OCA:

- New initiative called The Lab @ DC
- Evidence for policymaking and program design
- Bringing analytic capacity to District Government



Conversations to Understand Data & Analyses

- OVSJG - SUSO
- DHS - ACE and PASS
- OAG - Public Safety Division
- CFSA
- CJCC
- OSSE
- DDOT/OCTO - Kids Ride Free



Positive Findings

- Within-program data tracking
- Quarterly reporting on district-wide truancy (In-seat attendance, chronic truancy, referrals etc.)
- Ongoing evaluations through data sharing MOUs (SUSO and ACE)



Gaps and Areas for Improvement

- Multiple data systems
- Multiple data formats
- When evaluations are conducted, reporting and evaluation is ad hoc and labor-intensive
- Lack of identification of program involvement in school data systems limits performance management and evaluation



Next Steps On Truancy Taskforce Data Plan Implementation

- Datasharing: Clarify the legal constraints of data sharing between schools and agencies/programs
- Streamline: Explore opportunities to streamline attendance related reporting and connection with programmatic data to avoid siloed, labor intensive efforts replicated across agencies.
- Program Evaluation: Determine the best way to track program involvement in truancy data systems
- ★ Lessons Learned: Explore low-cost interventions to reduce absenteeism District-wide



★ Low-cost truancy interventions

- Attendance perceptions often do not match reality -- how do we correct this?
- Leveraging behavioral insights and contact mechanisms like letters, text messages, and robocalls with more meaningful info like:
 - Total # or % of days missed
 - Comparison with peers ("your child has missed more school than 80% of his peers")
 - Comparison with school missed and associated consequences. (Students missing X % of school days are Y% less likely to graduate)
- Opportunity for progress in addition to our existing interventions, at a low-cost.
- A study in Philadelphia very preliminarily showed reductions in student absences by 6.5% and chronic truancy by 11%.

Example:

Dear Mr. and Mrs. Smith,

As engaged parents, I am sure you know. Attendance is very important to your students success. So far this year, your son, John, has missed

11 school days

A list of available resources is included below.

Sincerely,

XYZ

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- **School Attendance Clarification Amendment Act of 2015**
 - COE and COW Markup
 - Next Steps

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- **Taskforce**

- Next Meeting: June (Date TBD)

- **Committees**

- Data Committee:

- Q3 Data
- Ongoing 1:1 Meetings on Data Plan

- Policy Committee:

- Legislation Implementation
- Follow-up from Truancy Design Challenge
- Follow-up from National Conference on Attendance
- Reviewing Data Committee data, best practices, next steps

- Steering Committee:

- Data Plan Implementation

Monitor: Tracking Taskforce Progress



Phase	Activity	Taskforce	Steering	Policy	Data	Program	Timeline
Understanding What Works	Adopt Citywide Plan for Action						
	Identify role of public partners	X					Nov. 2015
	Set clear partner goals/metrics	X	X				Dec. 2015
	Identify Best Practices						
	Compile best practices			X			Dec. 2015
	Identify high/low cost interventions			X			Jan. 2016
	Evaluate Investments						
	Map current investments					X	Nov. 2015
	Identify data questions/analyses			X	X		Nov. 2015
	Collect and analyze evaluation data				X	X	Jan. 2016
Aligning to What Works	Align Current Policy						
	Make changes to code and regs			X			June 2016
	Develop guidance			X			June 2016
	Align Data Collection						
	Develop a data plan			X	X		Jan. 2016
	Align quarterly/annual reporting				X		Mar. 2016
	Set business rules around metrics				X		Jun. 2016
	Compare Investments						
	Identify misalignment/inefficiencies			X			Feb. 2016

