Attendance Reporting
Requirements for Schools
November 2018 | Whitney Meagher
Agenda | What we will cover today

• Background
• Actionable Data
• Enrollment and Attendance Reporting Requirements
• Securely Sending Data to OSSE
• Resources
• Questions
By the end of this webinar, participants will understand:

- The state of attendance in DC
- The legal requirements for LEAs and schools
- How LEAs can submit required data to OSSE
We know that good attendance is correlated with:

- Improved learning
- Higher graduation rates
- Lower dropout rates
- Future attendance habits
Why is Reporting Attendance Data Important?

• It is required under local law.

• LEAs and schools can use attendance data as actionable information that informs efforts to improve attendance rates.

• It enables OSSE, LEAs and schools to track progress towards the goal of improved attendance.
Definitions

Partial school day:
At least twenty percent (20 percent) of the instructional hours regularly provided on a single school day; which shall be deemed to be a full school day, when a student is absent during this period of time without an excused absence.

Present:
A single school day on which the student is physically in attendance at scheduled periods of actual instruction at the educational institution in which she or he was enrolled and registered for at least eighty percent (80 percent) of the full instructional day, or in attendance at a school-approved activity that constitutes part of the approved school program for that student.
Definitions

Truancy:
The accumulation of 10 or more unexcused absences in a given school year

Chronic Absenteeism:
Being absent – either excused or unexcused – for more than 10 percent of the instructional days in a given school year.

Compulsory Attendance
- Any child that resides in DC who has reached the age of five, or will become five by September 30th of the current school year, must be enrolled in school.
- A DC resident who is a minor, but has received a diploma or certificate of graduation shall be excused from attending school. A minor who is 17 years old or older may be allowed flexible school hours, if approved by the head of the educational institution.

(a) Every parent, guardian, or other person, who resides permanently or temporarily in the District during any school year and who has custody or control of a minor who has reached the age of 5 years or will become 5 years of age on or before September 30th of the current school year shall place the minor in regular attendance in an educational institution during the period of each year when the public schools of the District are in session. This obligation of the parent, guardian, or other person having custody extends until the minor reaches the age of 18 years. For the purpose of this section placement in summer school is not required.
In the 2016-17 school year:

- 27.3 percent of students were chronically absent
- 25.5 percent of students were truant
- Both measures represent an increase over the 2015-16 school year (26.3 percent and 21.4 percent respectively)

The factors most strongly associated with chronic absenteeism:

- Experiencing homelessness
- Being overage for a grade
- Receiving the highest levels of special education services
- Receiving TANF or SNAP benefits
- Enrolling in more than one school
Figure 2: Absenteeism, All Students and Chronically Absent Students

- Satisfactory Attendance (missed <5%)
- At-risk Attendance (missed 5%-9.99%)
- Moderate Chronic Absence (missed 10%-19.99%)
- Severe Chronic Absence (missed 20%-29.99%)
- Profound Chronic Absence (missed 30%+)

2016-2017

- All (72,520)
  - 44.5%
  - 28.1%
  - 17%
  - 5.7%

- Chronically Absent Students (19,829)
  - 62.1%
  - 16.8%
  - 21%

Figure 11: Recurrence of Chronic Absenteeism from 2015-16 to 2016-17

- At-Risk: 70.3%
- Not At-Risk: 63.4%
- SPED: 72.1%
- Not SPED: 67.4%
- Female: 69.5%
- Male: 67.5%
- Black/ African American: 68.9%
- Hispanic/ Latino: 69.1%
- White: 61.7%
- Two or More Races: 55%
- All: 68.5%
Figure 4: Truancy Risk Tiers, by Race or Ethnicity

2016-2017

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<td>White</td>
<td>95.3%</td>
</tr>
<tr>
<td>Other</td>
<td>90.4%</td>
</tr>
</tbody>
</table>

Legend:
- 0 to 9 Unexcused Absences
- 10 to 19 Unexcused Absences
- 20 to 29 Unexcused Absences
- 30 to 39 Unexcused Absences
- 40 to 49 Unexcused Absences
- 50+ Unexcused Absences
Attendance in DC

Figure 10: Proportion of Unexcused Absences, by Race or Ethnicity

- Black or African American: 63.5%
- Hispanic/Latino: 60.4%
- White: 33.6%
- Other: 43.3%
Attendance in DC

Figure 9: Chronic Absenteeism, by Grade Band

2016-2017

- Pre-K: 37.2% Satisfactory Attendance, 30.9% At-risk Attendance, 22% Moderate Chronic Absence, 6% Severe Chronic Absence
- K-5: 52.1% Satisfactory Attendance, 29.6% At-risk Attendance, 14.4% Moderate Chronic Absence
- 6-8: 50% Satisfactory Attendance, 29.7% At-risk Attendance, 14.9% Moderate Chronic Absence
- 9-12: 21.9% Satisfactory Attendance, 23.2% At-risk Attendance, 25.1% Moderate Chronic Absence, 10.3% Severe Chronic Absence
- Adult: 7.2% Satisfactory Attendance, 5.2% At-risk Attendance, 13.3% Moderate Chronic Absence, 15.6% Severe Chronic Absence, 58.7% Profound Chronic Absence
Attendance in DC

Figure 7: Absenteeism, by Number of Enrolled Schools in 2016-17

- 2016-2017
  - One School:
    - Satisfactory Attendance (missed <5%): 45.5%
    - At-risk Attendance (missed 5%-9.99%): 28.4%
    - Severe Chronic Absence (missed 20%-29.99%): 16.7%
    - Moderate Chronic Absence (missed 10%-19.99%): 11.3%
    - Profound Chronic Absence (missed 30%+): 22.7%
  - Two Schools:
    - Satisfactory Attendance (missed <5%): 20.1%
    - At-risk Attendance (missed 5%-9.99%): 24.6%
    - Severe Chronic Absence (missed 20%-29.99%): 21.2%
    - Moderate Chronic Absence (missed 10%-19.99%): 17.6%
    - Profound Chronic Absence (missed 30%+): 9.7%
  - Three or More Schools:
    - Satisfactory Attendance (missed <5%): 9.7%
    - At-risk Attendance (missed 5%-9.99%): 16.7%
    - Severe Chronic Absence (missed 20%-29.99%): 17.6%
    - Moderate Chronic Absence (missed 10%-19.99%): 5.1%
    - Profound Chronic Absence (missed 30%+): 50.9%
Absences Throughout the Year

Figure 12: Attendance Patterns over the 2016-17 School Year, Absence Rate by School Day

Percentage

- Chronically Absent
- Not Chronically Absent
Attendance Throughout the Week

Figure C.19: Weekday Attendance Patterns, Chronically Absent Students

- Percentage

- Chronically Absent
- Not Chronically Absent
Bullying among DC middle and high school students, by sex

- **Middle School**: Male 27.2%, Female 37.6%
- **High School**: Male 10.9%, Female 11.8%
- **Middle School**: Male 9.1%, Female 17.8%
- **High School**: Male 7.4%, Female 9.8%

Were ever bullied on **school property** (during the prior 12 months for high school students)

Were ever **electronically** bullied (during the prior 12 months for high school students)

* Differences are significant between male and female students for all questions.
Feelings of safety and fear among middle and high school students, by race/ethnicity

Missed one or more days of school because they felt unsafe during the prior **30 days**

Were afraid of being beaten up at school one or more times during the prior **12 months**

- **Black**
- **Hispanic/Latino**
- **White**
- **Asian**
- **All other races**
- **Multiple races**
Youth Risk Behavior Surveillance Survey

Percentage of students who...

- Missed one or more days of school because they felt unsafe during the prior 30 days
- Were afraid of being beaten up at school one or more times during the prior 12 months
- Were ever bullied on school property (during the prior 12 months for high school students)
- Were ever electronically bullied (during the prior 12 months for high school students)
- Were harassed on school property because someone thought they were gay, lesbian, bisexual or transgender (during the prior 12 months)

*Differences are significant between heterosexual and LGB students for all questions in middle and high school.*
Chronic Absenteeism includes both excused and unexcused absences.

☐ True
☐ False
Chronic Absenteeism includes both excused and unexcused absences.

X True
⬜ False
According to OSSE’s annual attendance report, which students are most likely to be absent?

- Enrolling in more than one school
- Receiving the highest levels of special education services
- Experiencing homelessness
- Being overage for a grade
- Receiving TANF or SNAP benefits
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By October 5, and the fifth of every other month, report enrollment data, and changes in enrollment to OSSE.

School Requirements Summary

Keep an accurate daily record of attendance, which is open for inspection at any time by OSSE and other relevant parties.

D.C. Code § 38-203. Enforcement; penalties.

Please see 5-A DCMR § 2101.3 for a detailed description of what the attendance record must contain.
Daily attendance shall include:

• participation in school-sponsored field trips;
• participation in an off-site school sponsored or approved activity during a regularly scheduled school day;
• in-school suspensions;
• the number of days a student receives instructional services while expelled or while serving an out-of-school suspension.

5-A DCMR § 2100.5
Attendance records must be maintained starting on the first official school day, and continue throughout the year, unless the student:

- officially withdraws from the educational institution;
- fails to attend at least one day of school in the first three weeks of school without notification for such absence; or
- transfers to another educational institution.

5-A DCMR § 2101.2
Expulsion or suspension of a student during the school year does not relieve the educational institution of the duty to record and report the student’s daily attendance for the school year in which the expulsion or suspension occurred.

5-A DCMR § 2101.2
No student may be expelled, receive an out-of-school suspension, or be unenrolled for unexcused absences or late arrivals (unless they have accumulated 20 or more consecutive full school day unexcused absences).

§ 38–236.04. Limitations on exclusion as a disciplinary action.
Designate an Attendance Monitor prior to the first day of school and report this to OSSE.

5-A DCMR § 2101.4
5-A DCMR § 2101.5
School attendance records may be inspected by OSSE at any time

- True
- False
School attendance records may be inspected by OSSE at any time

X True
☑️ False
Attendance monitors must be designated and reported to OSSE by July 1 each year.

- True
- False
Attendance monitors must be designated and reported to OSSE by July 1\textsuperscript{st} each year.

\begin{itemize}
  \item \checkmark True
  \item \xmark False: Attendance monitors must be designated prior to the first official school day of each school year.
\end{itemize}
If a student is expelled, the school no longer has to keep an attendance record.

- True
- False
If a student is expelled, the school no longer has to keep an attendance record.

- True
- False
Create and share a policy that defines excused absences.

5-A DCMR § 2102.3

Please see 5-A DCMR § 2102.2 for a list of categories of valid excused absences.
Any absence, including absences for part of the school day, are considered unexcused.

5-A DCMR § 2102.1

Parents must submit valid excuses for student absences within five school days upon the student’s return to school or the absence will be deemed unexcused.

D.C. Code § 38-203. Enforcement; penalties.

5-A DCMR § 2102.4
Implement an absenteeism protocol, including the creation of a Student Support Team (SST) that will receive student referrals within two school days after a student has accumulated five or more unexcused absences in one marking period.

5-A DCMR § 2103.1-4
How many days do parents have to submit an explanation for an absence?

- 1
- 3
- 5
How many days do parents have to submit an explanation for an absence?

- 1
- 3
- X 5
After how many absences will the student be referred to the school’s Student Support Team?

- 2
- 5
- 10
After how many absences will the student be referred to the school’s Student Support Team?

- 2
- 5  \(\text{X}\)
- 10
Notify OSSE and other agencies when students accumulate excessive absences.

- Notify OSSE within two business days of a student's 10th unexcused absence.
- For students age 5 to 13, notify CFSA within two business days of a student's 10th unexcused absence.
- For students age 14 to 17, notify the Court Social Services Division of the Superior Court of the District of Columbia and to the Office of the Attorney General Juvenile Section within two business days of a student's 15th unexcused absence.

D.C. Code § 38-208. Truancy procedures; inter-agency coordination.
Within two days of a student accumulating 10 unexcused absences, notify parents that they may be in violation of compulsory attendance requirements.

D.C. Code § 38–207. Authority of police over truant child.
An educational institution shall notify the Office of the State Superintendent of Education immediately upon information, reason, or belief that a school-age child who has been withdrawn from a school has not been re-enrolled in a school following withdrawal from school or is not receiving private instruction.

5-A DCMR § 2104.4
Within 60 days after the end of a school year, report to the OSSE, and make publicly available, specific attendance data for that school year.

D.C. Code § 38-203. Enforcement; penalties

Please see D.C. Code § 38-203. Enforcement; penalties. for a list of information that will be included in the report.
The Every Student Succeeds Act (ESSA) (20 U.S.C. 6311) required DC to make changes to the accountability system.

As a result, starting in the 2018-19 school year, attendance now counts towards school accountability ratings in two ways:

1) Schools may earn points based on in-seat attendance rates or the daily average percentage of enrolled students who were present in school.

2) Schools may earn points based on a chronic absenteeism measure. The chronic absenteeism measure uses the percentage of enrolled students who were present for 90 percent or more enrolled days or growth in 90 percent attendance - whichever is better.
Attendance rates will also be reported in the new DC School Report Card, which will be published online for the first time in December 2018.
Schools are required to notify OSSE after a student accumulates how many unexcused absences?

- 5
- 10
- 15
Schools are required to notify OSSE after a student accumulates how many unexcused absences?

- 5
- X 10
- 15
Chronic absenteeism is now a part of DC’s school accountability system.

☐ True
☐ False
Chronic absenteeism is now a part of DC’s school accountability system.

X  True

☐ False
Truancy Form (https://osse.dc.gov/node/794462)

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<td>Point of Contact for This Submission (if different from Attendance Counselor)</td>
<td>Email Address</td>
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1050 First Street NE, Washington, DC 20002
Phone: 202.727.6436 • www.osse.dc.gov
The site has research and resources about the root causes of chronic absenteeism, handouts, videos, toolkits, and posters to promote school attendance.
Local Resources

For Educators:

• Examples of Weekly Incentives
• Certificate of Attendance Achievement
• Sample Back to School Letter for Families
• Examples of Tiered Interventions
• Attendance Talking Points to High School Students
Local Resources

- Causes of Absences
- Explanation of Local Requirements for Families
- Handouts for Families
- Local Resources:
  - Attendance and Truancy
  - General DC Agencies
  - Childcare
  - Counseling and Mental Health
  - Family and Parenting Support
  - Health
  - Housing Support
  - Transportation

https://osse.dc.gov/page/attendance-and-truancy-resources-schools
For all questions, issues uploading data, or anything else, please contact me:

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Questions?
Please provide your feedback:
https://www.surveymonkey.com/r/XFGBPTS