

Community of Practice: Attendance

January 25, 2017



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Part I

Introduction to the Truancy Taskforce



Introduction to the Truancy Taskforce

Who Composes the Truancy Taskforce?

The Truancy Taskforce is a partnership of diverse District of Columbia agencies and stakeholders that collectively advance and coordinate strategies to increase student attendance and reduce truancy. The group includes representatives from education, justice, and health clusters of the Administration, allowing for holistic development and implementation of attendance policy.



Introduction to the Truancy Taskforce

Goals

- Reduce chronic absenteeism and truancy by crafting and implementing a coordinated, data-driven citywide strategy

Approach

- Bi-monthly meetings
- Measure, Monitor, Act

Role of Public Agencies



Juvenile Justice and Law Enforcement (CJCC, DMPSJ, MPD, OAG, JGA)

- Revise punitive and court-based truancy interventions to better support school- and community-based interventions for struggling students

Health Care, Public Health & Human Service Agencies and Providers (CFSA, CSSD, DBH, DHS, DOH, DOT)

- Understand the relationship between chronic absenteeism and unmet health and behavior health needs of children and youth in the local community that affects students' daily school attendance



State and School District Leaders and Staff, and School Personnel (PCSB, DCPS, public charter school leaders)

- Communicate with parents and students that attendance matters, monitor the attendance patterns of individual students to identify children and families who might need support

Mayor, Council, State Board of Education, and Other Local Government Entities (DMGEO, OSSE, SBOE, Office of Chairmen Phil Mendelson, Office of Councilmember Grosso)

- Learn about what chronic absenteeism is and invest in the systems and structures (e.g., early warning prevention and intervention systems) that can identify youth who are chronically absent from school

Strategic Plan



Strategic Plan: SY2015 - 2016 Year in Review

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

 **Taskforce/Steering
Cmte**

 **Policy
Cmte**

 **Data Cmte**

 **Program Cmte**

TODAY



Advancing

- Advance Citywide Planning
- Incorporate Youth Input
- Align Agency Work

Improving

- Strengthen Strategic Use of Data
- Expand attendance.dc.gov
- Increase Community Outreach

Scaling

- Focus on Evidence
- Communicate/Implement Best Practices

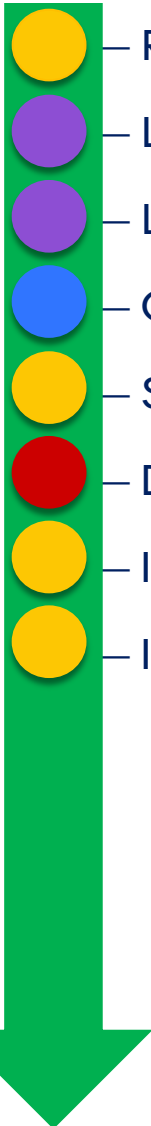


Strategic Plan: Overview SY2016 - 2017

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



Strategic Plan: SY2016 - 2017 Progress

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- Reported out using common methodology at the district and state levels
 - Launched the Every Day Counts! citywide attendance campaign
 - Launched attendance.dc.gov
 - Conducted learning sessions on attendance SST meetings and health resources
 - Selected 4 high school Truancy Taskforce student representatives from across the city
 - Developed timeline for Ed Stat
 - Identified agency/entity strategies
 - Identified opportunities for youth input

 **Taskforce/Steering Cmte**

 **Policy Cmte**

 **Data Cmte**

 **Program Cmte**

TODAY

Data

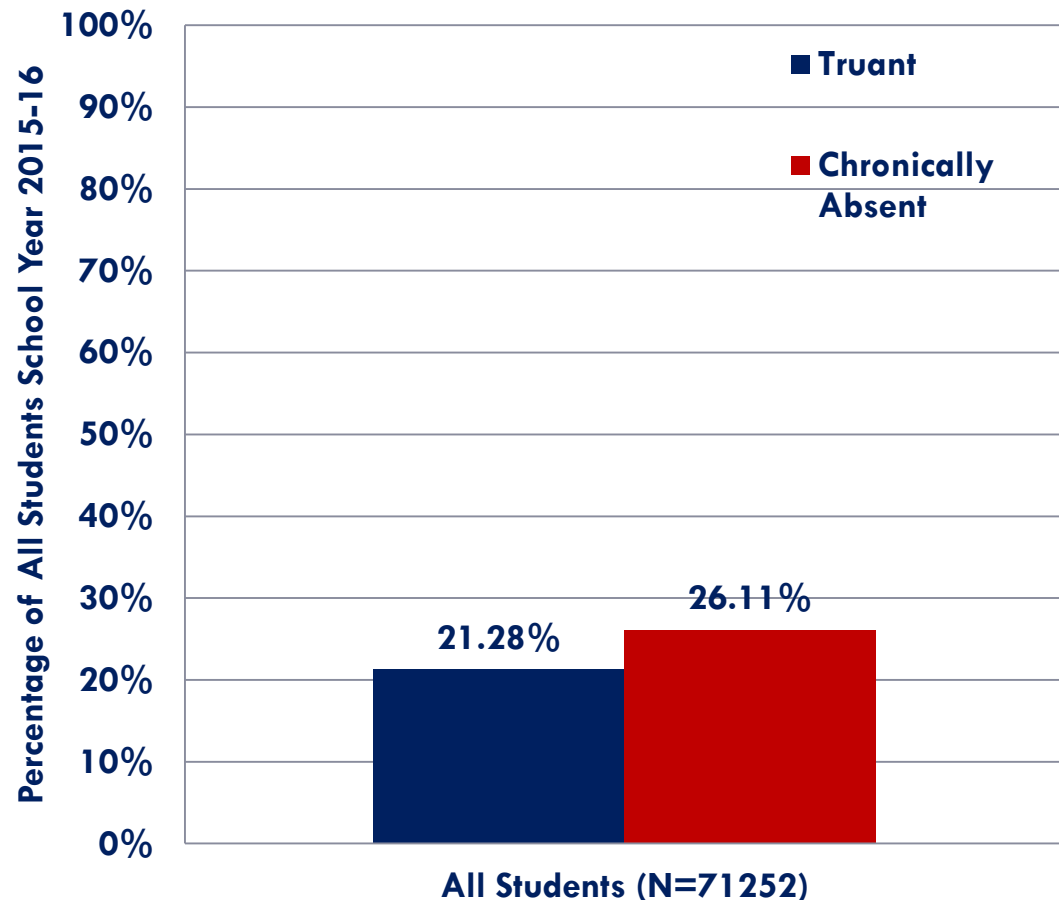


Data: Annual Truancy and Chronic Absenteeism

SY2015-16

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

Truancy and Chronic Absenteeism, All Students

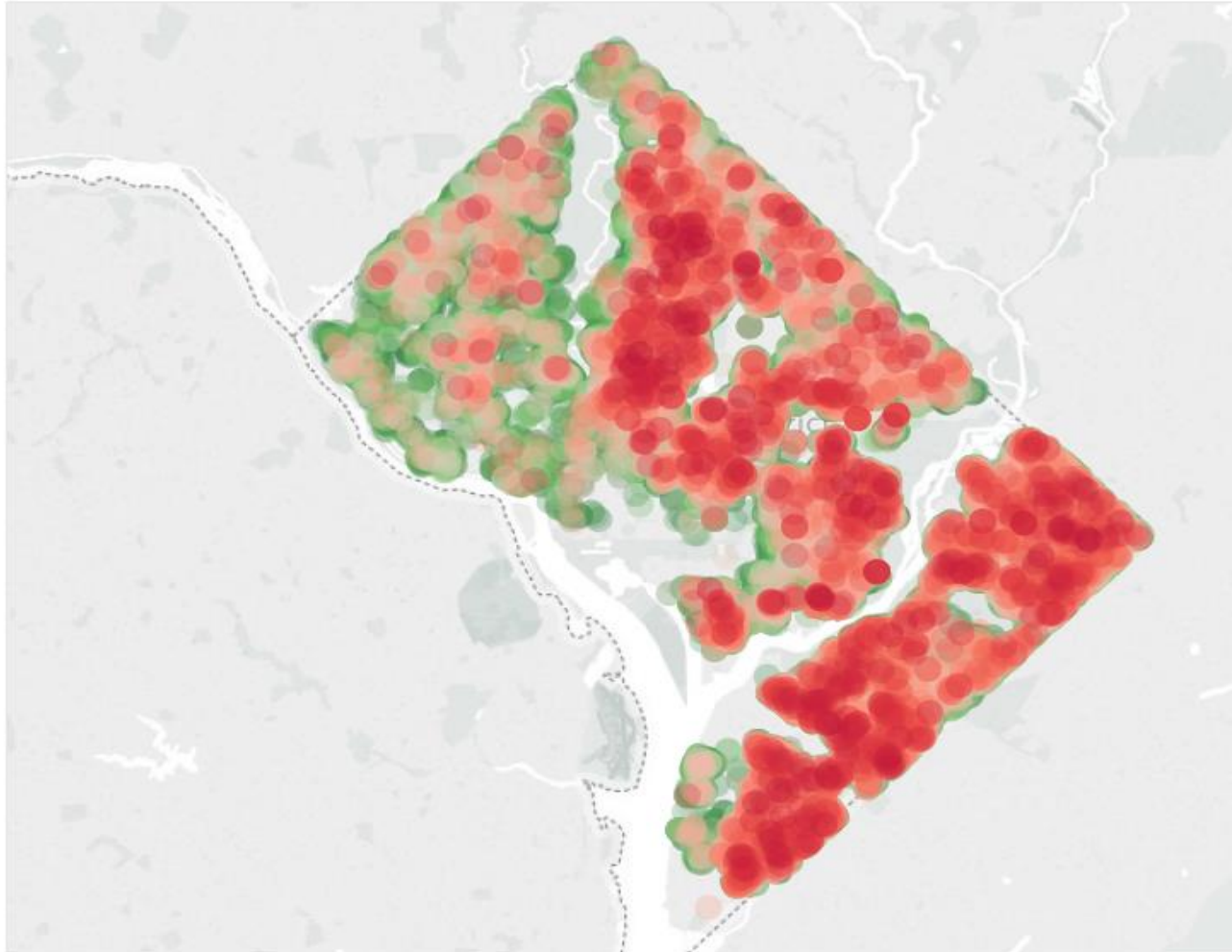




Data: Absenteeism Heat Map

Attendance Rate

0.0% 100.0%

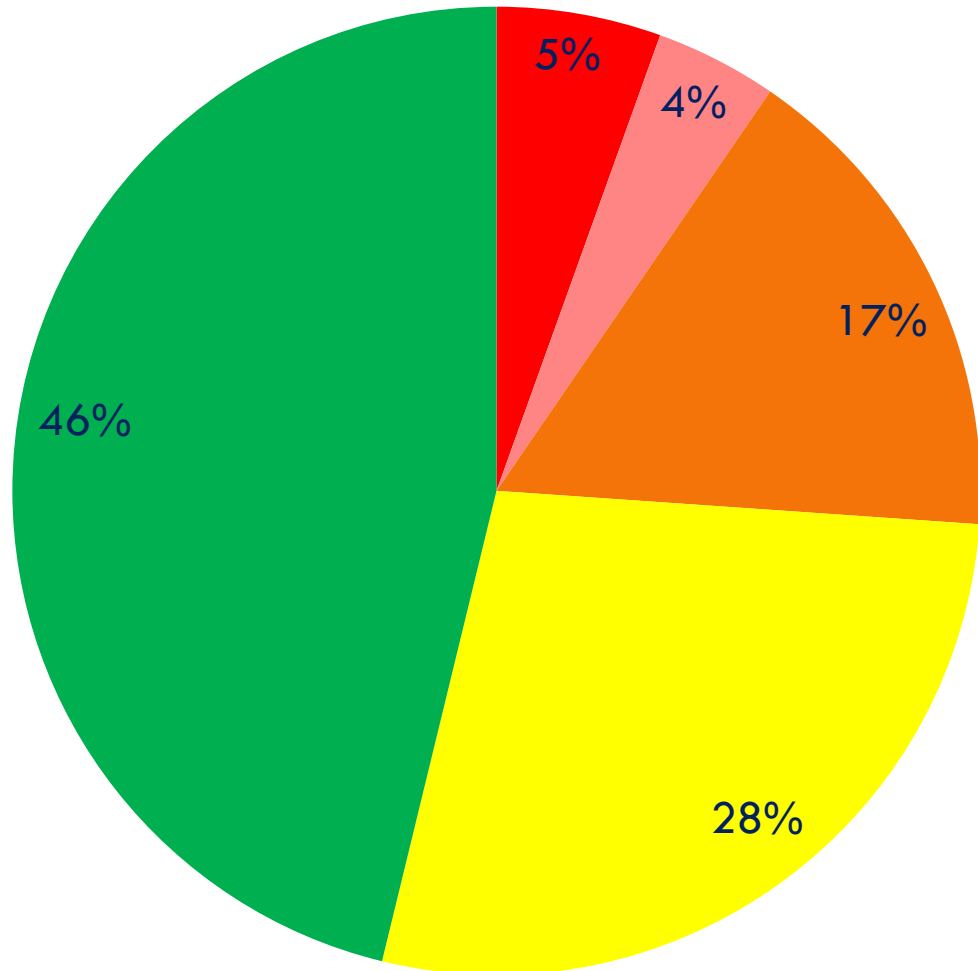


- DC students are color-coded according to their levels of absenteeism, with darker shades of red indicating more severe chronic absence.
- High levels of chronic absence are observed throughout Wards 1, 4, 5, 7 and 8 with Wards 7 and 8 home to both the greatest number of students who are chronically absent and students with the greatest severity in chronic absence level.



Data: Severity of Chronic Absenteeism

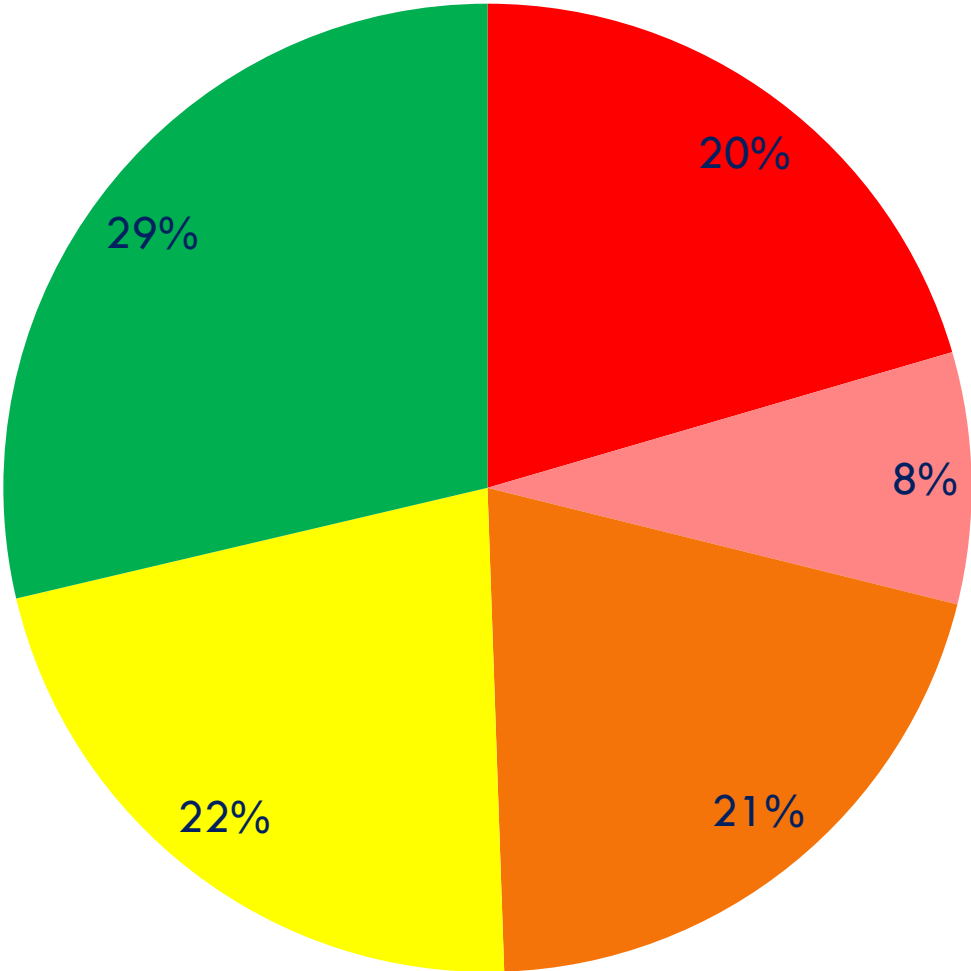
- Profound Chronic Absence (missed 30%+)
- Severe Chronic Absence (missed 20% - 29.99%)
- Moderate Chronic Absence (missed 10% - 19.99%)
- At-Risk Attendance (missed 5% - 9.99%)
- Satisfactory Attendance (missed <5%)



Data: Severity of Absenteeism for 9th Graders



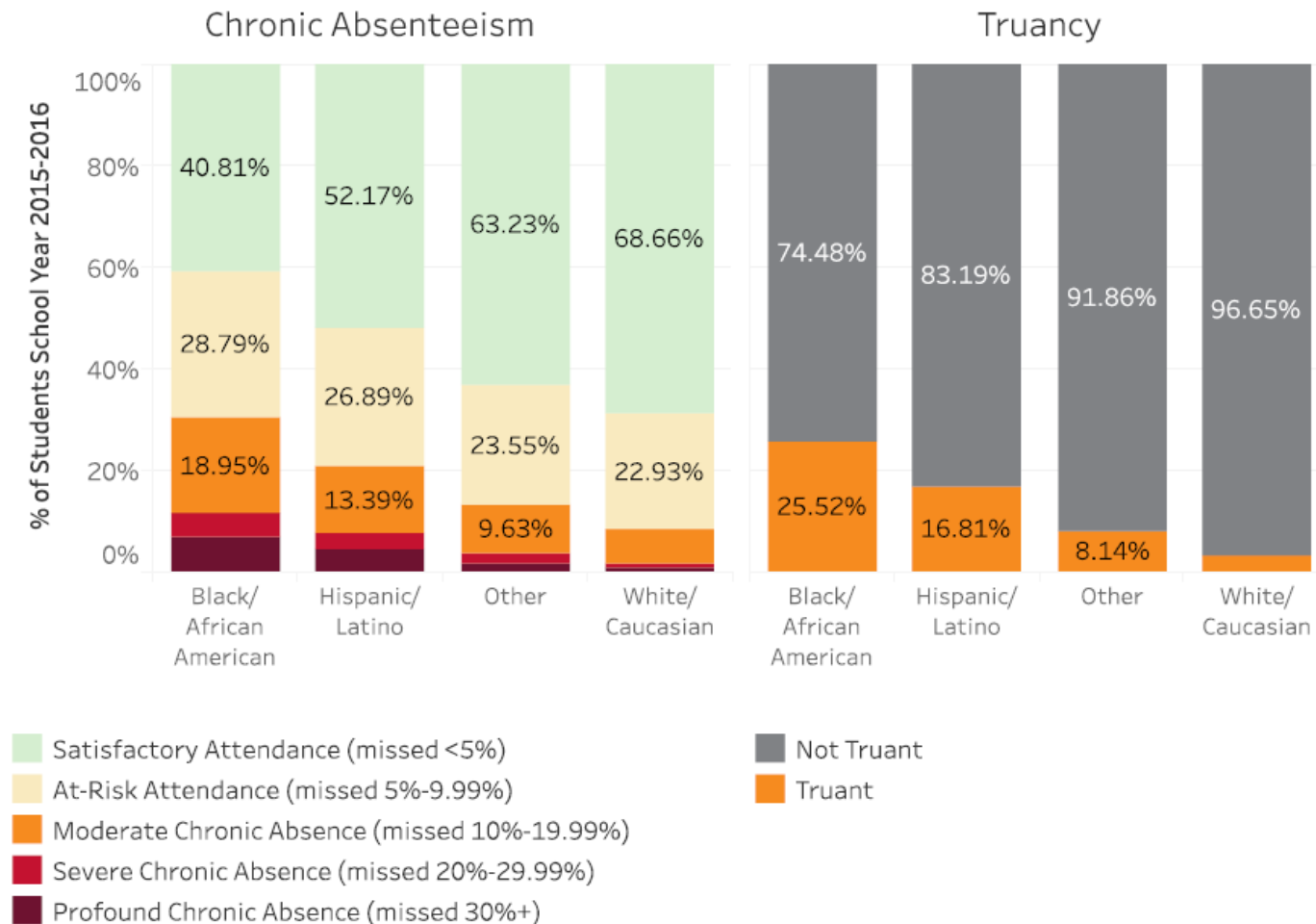
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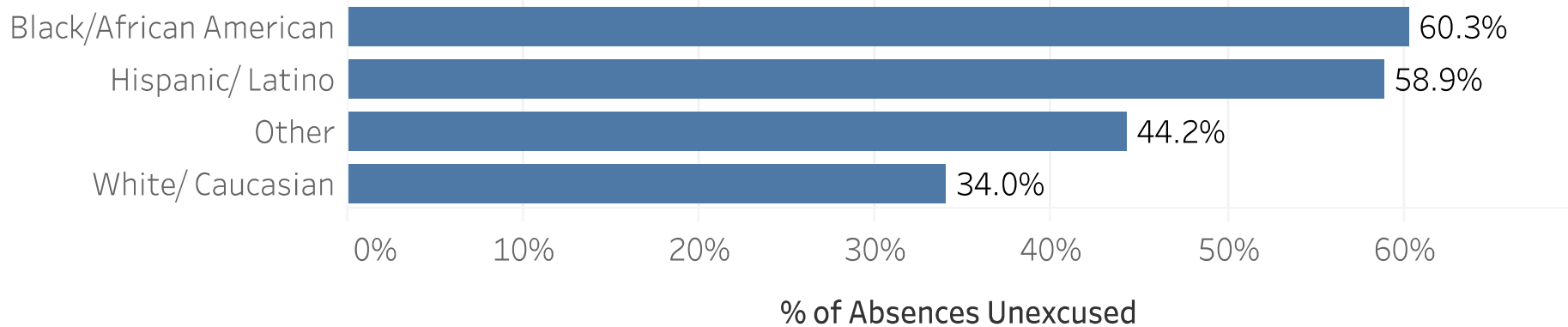
Data: Chronic Absenteeism and Truancy by Race

- African American students are 2.9 times more likely to be truant compared to White students, but only 1.6 times more likely to be chronically absent. Similar trends are seen among Hispanic or Latino students with Hispanic or Latino students 2.4 times more likely to be truant but only 1.3 times more likely to be chronically absent compared to White students.
- Why? (See next slide)





Data: Absent Students by Excuse Status by Race

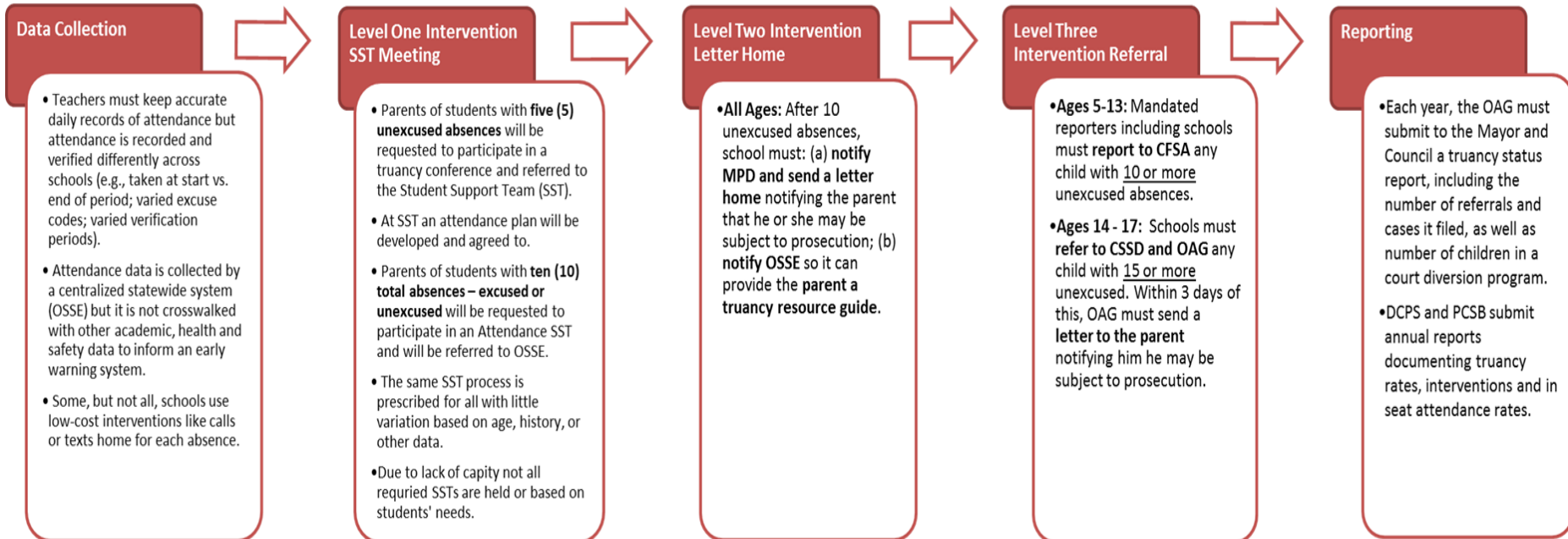


- Examining the proportion of absences which are excused versus unexcused by race reveals that African American and Hispanic or Latino students have a disproportionate number of unexcused versus excused absences compared to White students.
- This pattern persists even among students who are not identified as being chronically absent, **indicating that White students are more likely to have an absence recorded as excused compared to African American and Hispanic or Latino students**, even among students who are present on 90% or more of enrolled days.

Best Practices

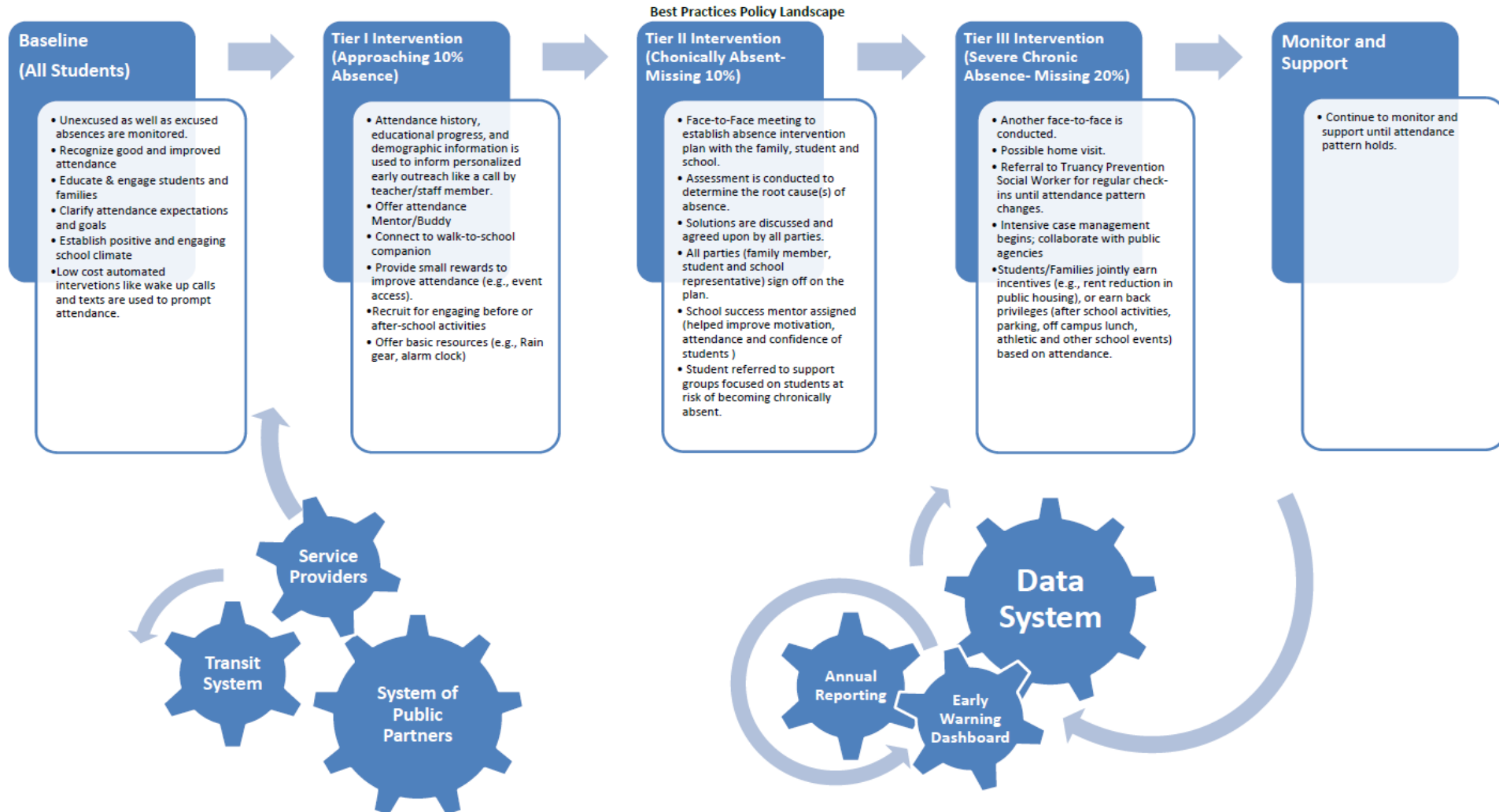


Best Practices: DC in Practice





Best Practices: National





Similarities between Current Framework and School/LEA Model Framework

- Teachers and schools monitor student attendance as an early intervention mechanism
- Student records of unexcused absences are kept to inform an early warning system
- Low cost interventions like calls and texts (some schools – DC)
- Notification and face-to-face meeting with parents after unexcused absences



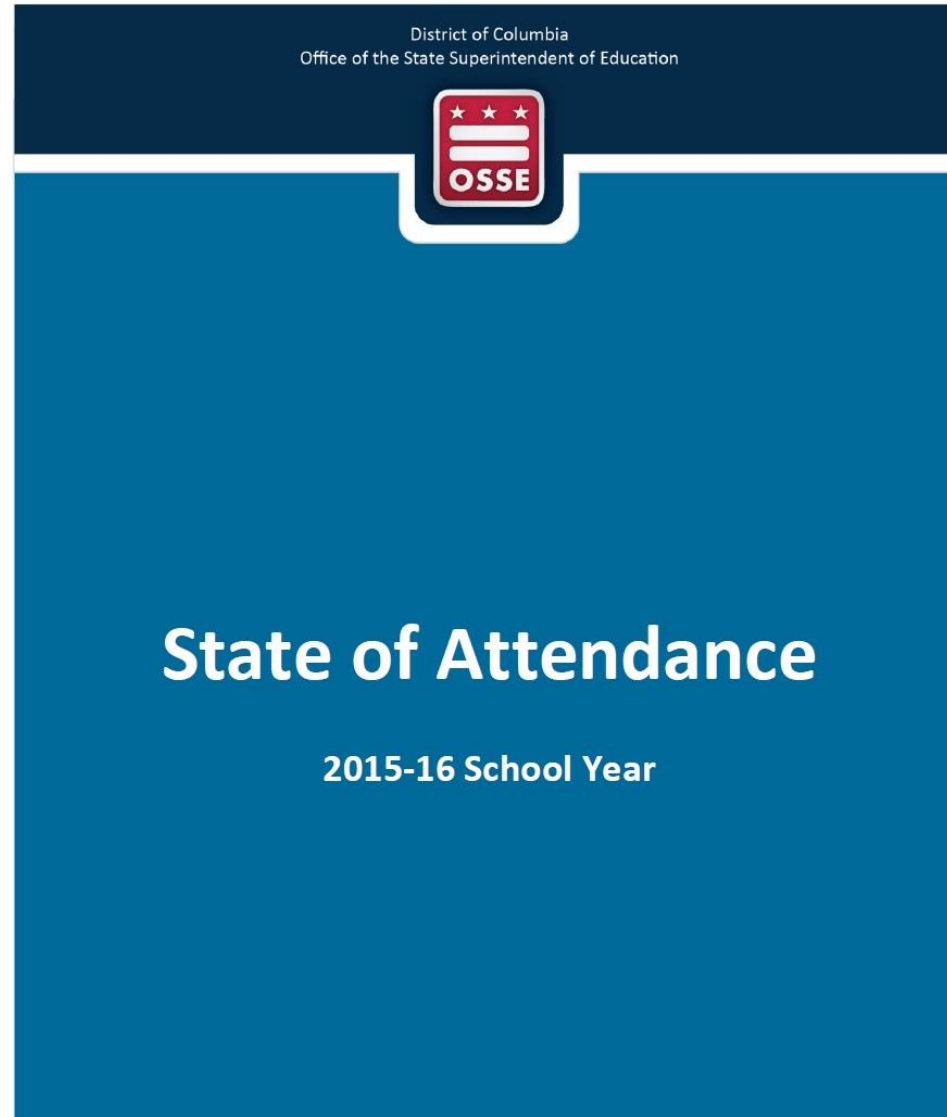
Best Practices: Differences with Model

Differences between Current Framework and School/LEA Model Framework

- No use of CFSA (or equivalent) as primary or required response to chronic absence
- No CSSD/criminal justice referral/prosecution
- No MPD (or equivalent) involvement
- Tiered interventions that are more intensive as needed (more of a response to intervention approach)
- Early warning identifies students likely to need intensive intervention early instead of waiting for full sequence to occur
- Use of incentives to reward behavior instead of punish

Part II

Resources



Deep Dive



- 1) What would be most helpful to receive from DC agencies/entities to further the work of community schools on attendance issues?
- 2) What activities/programs have or have not been successful in your work as community schools to address absenteeism?
- 3) How do we incorporate the work and learning of community schools into the District's broader effort?



- 1) Attendance SST Resource Guide
- 2) LEA Spotlight
- 3) Guidance on attendance policies/laws
- 4) Sample attendance policies from leading schools
- 5) Parents and family FAQs?

Appendix



Appendix A: Participating Agencies and Offices

- Child and Family Services Agency (CFSA)
- Criminal Justice Coordinating Council (CJCC)
- Court Social Services Division (CSSD)
- DC Public Charter School Board (PCSB)
- DC Public Schools (DCPS)
- Department of Behavior Health (DBH)
- Department of Human Services (DHS)
- Deputy Mayor of Greater Economic Opportunity (DMGEO)
- Deputy Mayor for Public Safety & Justice (DMPSJ)
- Department of Health (DOH)
- Department of Transportation (DOT)
- Justice Grants Administration (JGA)
- Metropolitan Police Department (MPD)
- Office of the State Superintendent (OSSE)
- Office of the Attorney General (OAG)
- State Board of Education (SBOE)
- The Office of Chairmen Phil Mendelson
- The Office of Councilmember David Grosso
- Public charter school leaders