Community Schools Community of Practice:

Addressing Attendance and Truancy in Community Schools to Foster Academic Success

Feb . 13, 2020

Agenda

- Introductions

- Community Schools Overview

- OSSE Data Assessment, and Research
  - Attendance Data Collection
  - Attendance Report
  - Chronic Absenteeism and Truancy: Overview and Trends
  - Attendance Risk Factors

- Office of Deputy Mayor for Education

- Edgewood/Brookland Family Support Collaborative
  - Attendance Initiative: Show Up, Stand Out (SUSO)

What is a Community School?

[Community Schools Animation Video](#)

"Could someone help me with these? I'm late for math class."

COMMUNITY SCHOOL

- A **public and private community partnership**
- Coordinates educational, developmental, family, health, and after-school-care programs during school and non-school hours for students, families, and local communities at a public school or public charter school

Objectives:
- Improve academic achievement
- Reduce absenteeism
- Building stronger relationships between students, parents, and communities
- Improve the skills, capacity, and well-being of the surrounding community residents

If *schools work in partnership with parents and community members* to help build resources and support for students and their families…

Increased academic success for District students is possible!

Given the theory of action, the following are results of a successful community school implementation:

- Children are ready to enter school;
- Students succeed academically;
- Students are actively involved in learning in their community;
- Students are healthy: physically, socially, and emotionally;
- Students live and learn in stable and supportive environments;
- Families are actively involved in children's education; and
- Communities are desirable places to live.

Nationally, community schools have proven to be successful in:

- **Reducing** absenteeism
- **Improving** health and wellbeing of students and their families, and
- **Increasing** the rates of high school graduation and college attendance.

Supports and Services include:

- Academic Enrichment Activities

- Adult Education, including Adult Literacy

- Child-care Services

- Youth and Adult Job-Training Services and Career-Counseling Services

- Community Engagement

- Early Childhood Development and Education

- Family Engagement Activities

- Medical and Dental Care

- Mental Health Promotion and Treatment Services

- Nutrition-Education Services

- Truancy Prevention Programs

- Youth Development Programs and Services

- Early Literacy Intervention Services

OSSE Attendance Reporting

Cailyn Torpie, Education Research Analyst

August Warren, Education Research Analyst

Attendance Data Collection

- Since the 2015-16 school year, teachers and other school personnel submit student attendance records to OSSE on a daily basis via their Local Education Agency's (LEA) student information system

- Attendance records are mapped to OSSE codes that indicate present full, present partial, absent fully unexcused, absent partially unexcused, absent fully excused, absent fully unexcused for each instructional day the student is enrolled

- OSSE flags all attendance data errors and provides each LEA with a liaison to help resolve data issues

- OSSE requires LEAs to correct any outstanding errors and certify their end-of-year attendance as authoritative at the end of the school year

OSSE Attendance Reporting - Metrics

- **Chronic Absenteeism:** when a student is absent – either excused or unexcused – for 10 percent or more of instructional days a student was enrolled across all schools and sectors in a given school year

- **Truancy:** the accumulation of 10 or more unexcused absences across all schools and sectors in a given school year

- **In-Seat Attendance:** measures the percentage of the cumulative sum of instructional days on which enrolled students are present in school during a given school year

- **Attendance Growth:** An individual student's attendance growth score is calculated by taking the change in a student's attendance rate and subtracting the median change in attendance rate of students in the same age group

OSSE Attendance Reporting - Available Data

- **Public data**
  - Attendance Report *(prior years, using final validated data)*
    - Chronic absenteeism and truancy
    - All students enrolled for a minimum of 10 instructional days
  - DC School Report Card *(prior years, using final validated data)*
    - In-Seat Attendance, Attendance Growth, 90 Percent Attendance (the inverse of chronic absenteeism)
    - Inclusion criteria for metrics more restrictive for the purpose of accountability
  - Every Day Counts! Taskforce Quarterly Reports *(current year and prior years, preliminary data)*
    - In-Seat Attendance, Chronic Absenteeism, and Truancy
    - All students enrolled for a minimum of 10 instructional days
- **Data provided to LEAs only**
  - Qlik *(current year, preliminary data updated daily)*
    - In-Seat Attendance, Chronic Absenteeism, and Truancy
    - In-Seat Attendance inclusion criteria aligned with DC School Report Card
    - Chronic Absenteeism and Truancy inclusion criteria aligned with Attendance Report and Quarterly Reporting

Attendance Report

Key Findings

- Chronic absenteeism among students in grades K-12 surpassed 30 percent in the 2018-19 school year. Over the span of four years, truancy rose by 8.5 percentage points, reaching 29.9 percent in 2018-19.

- Across the District, 7.6 percent of students missed 30 percent or more of instructional days during the 2018-19 school year. Among these students, 82 percent were enrolled in high schools.

- One quarter of all truant students became truant in the final month of school.

- Students who were chronically absent in pre-K were nearly seven times as likely to be chronically absent again in kindergarten compared to students who were not chronically absent in pre-K.

- In the 2018-19 school year, more than 25 percent of ninth-grade students were repeating ninth grade. First-time ninth graders and ninth-grade repeaters demonstrate starkly different attendance patterns.
    - Fewer than half of all first-time ninth graders were chronically absent in the 2018-19 school year, while 88.3 percent of ninth-grade repeaters were chronically absent.

- The gap in chronic absenteeism between students who are at-risk and students who are not at-risk is growing.

- Overall, there is a small, but statistically significant, increase in absenteeism in the immediate wake of a violent crime near a student's housing.
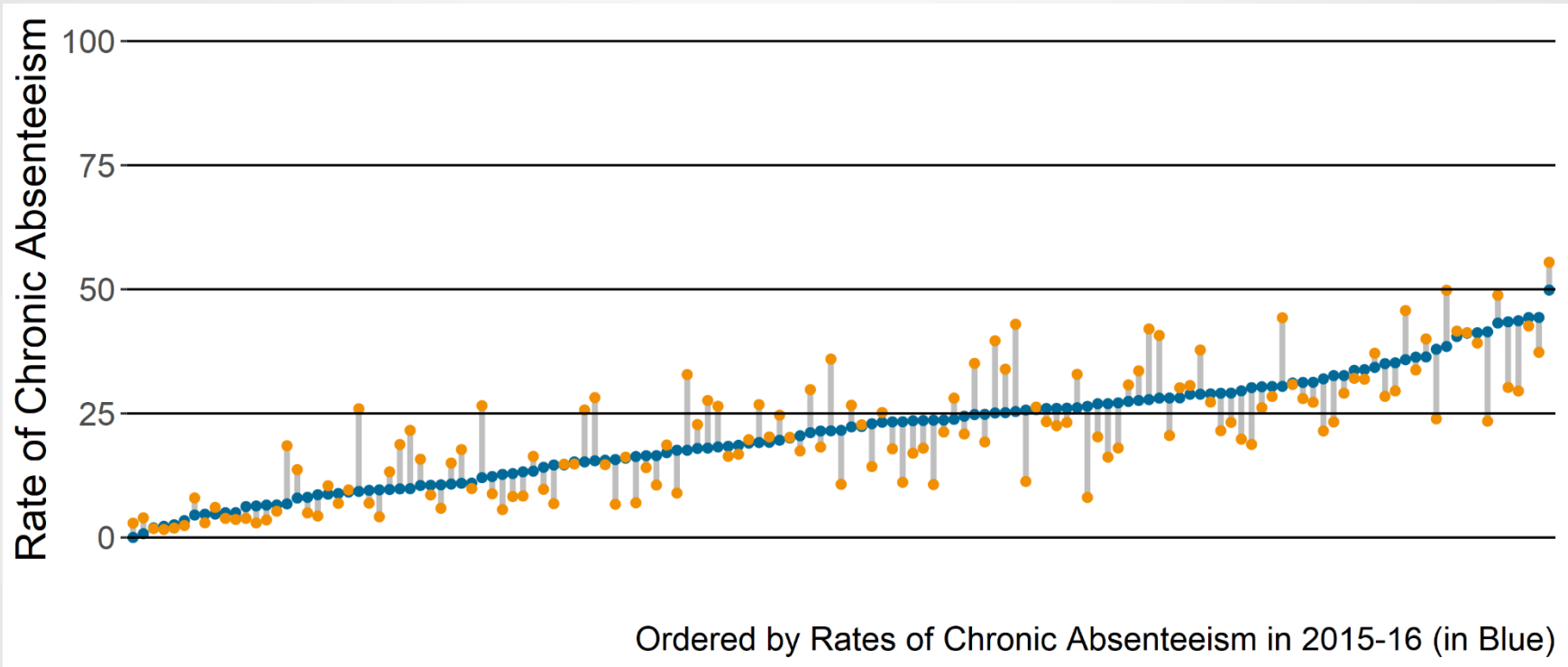
Chronic Absenteeism and Truancy:

Overview and Trends
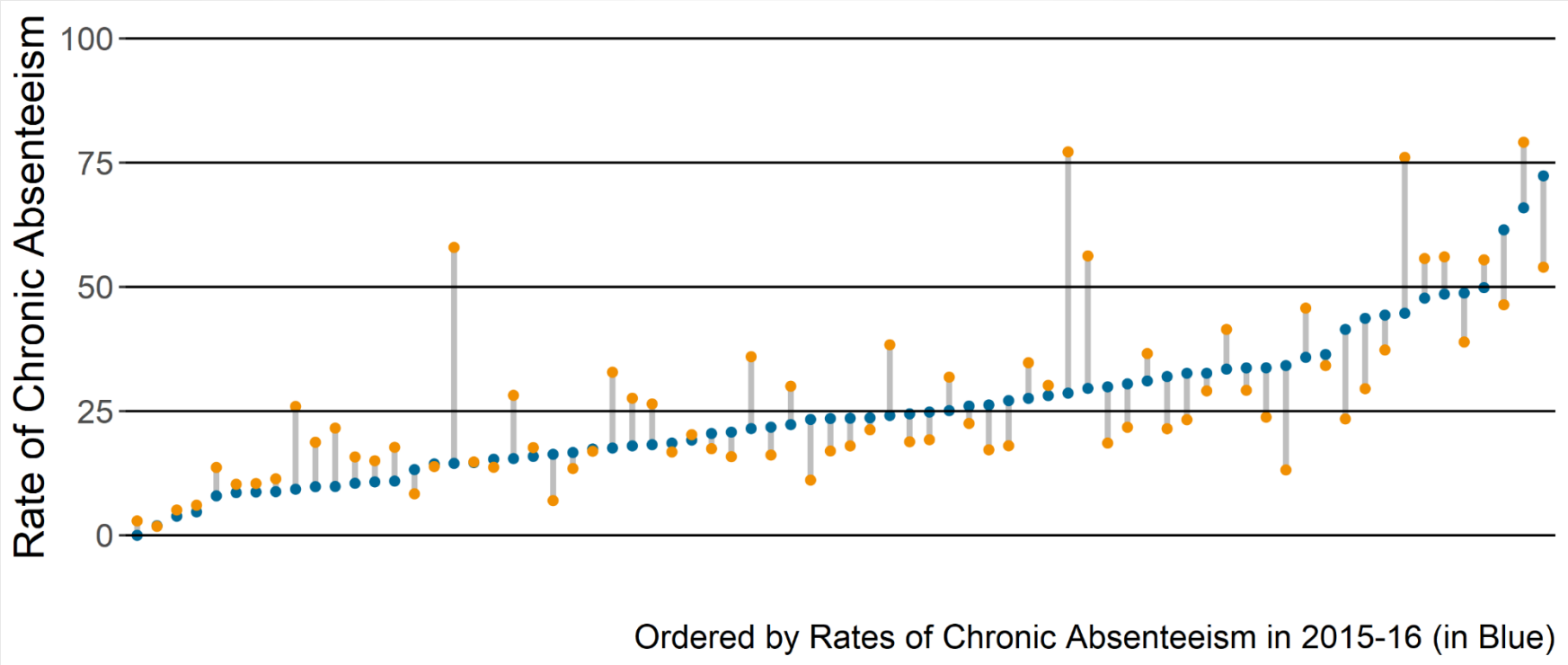
State-level Rates of Truancy and Chronic Absenteeism
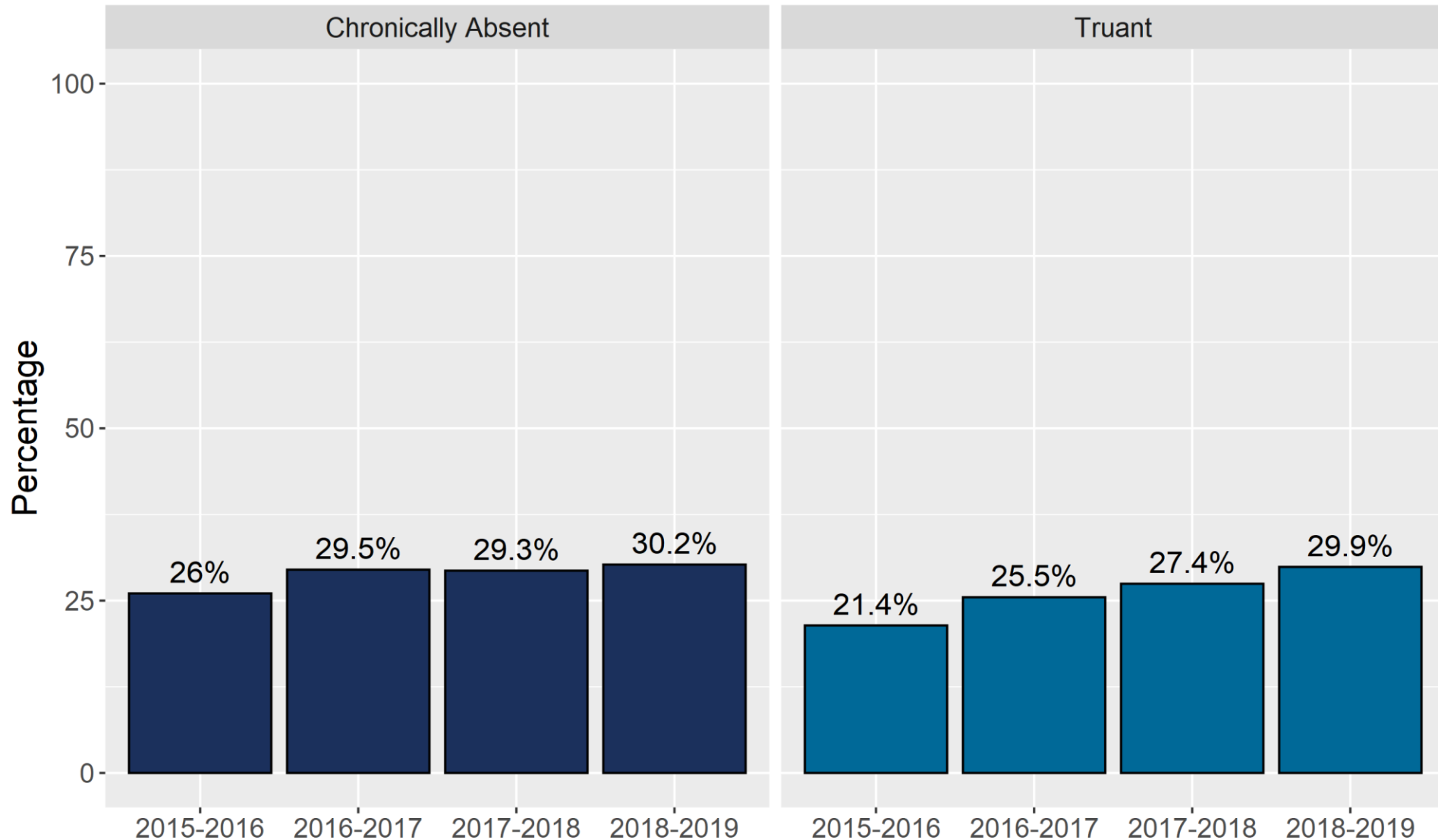
Ordered by Rates of Chronic Absenteeism in 2015-16 (in Blue)

Ordered by Rates of Chronic Absenteeism in 2015-16 (in Blue)

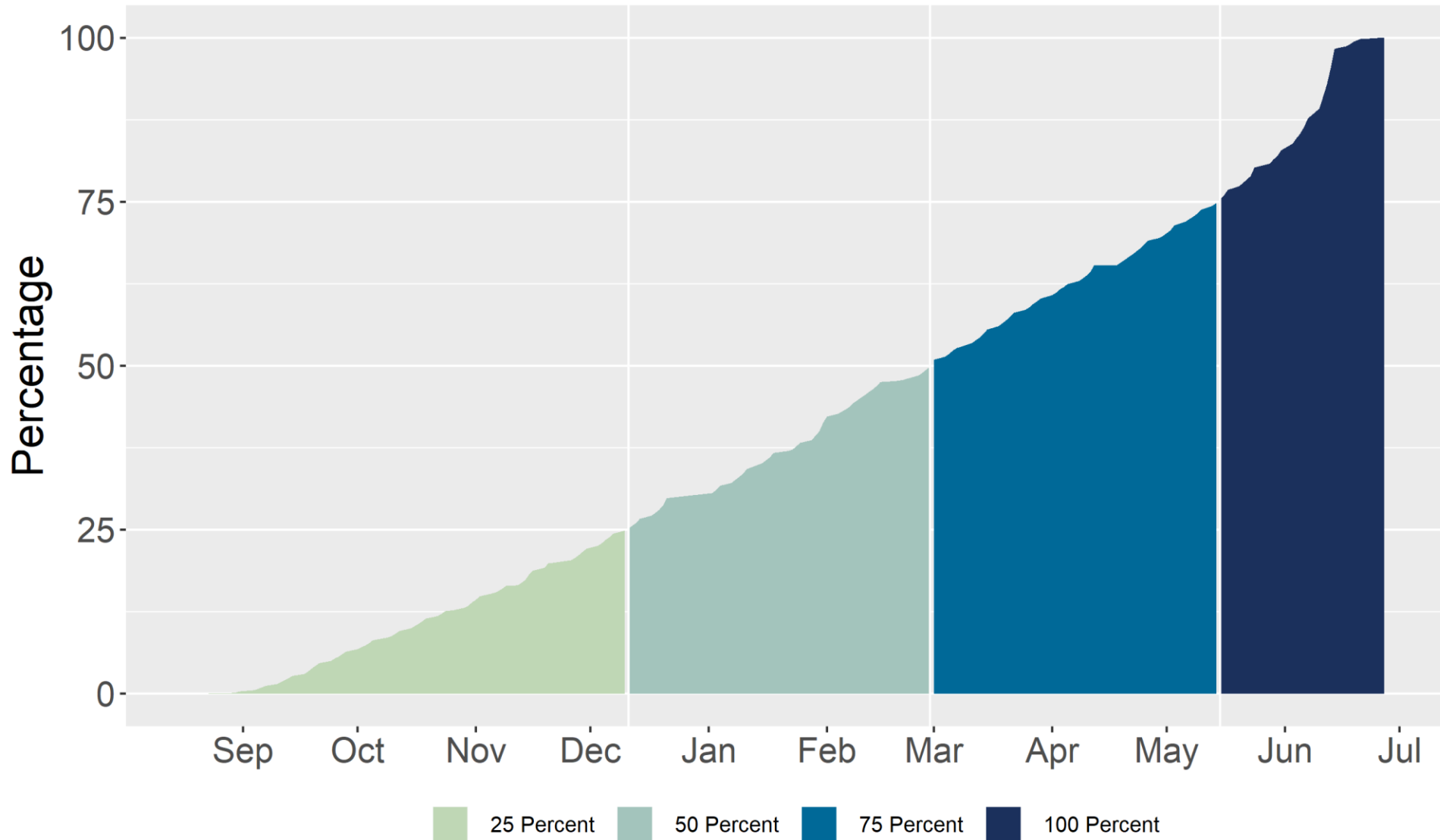Ordered by Rates of Chronic Absenteeism in 2015-16 (in Blue)
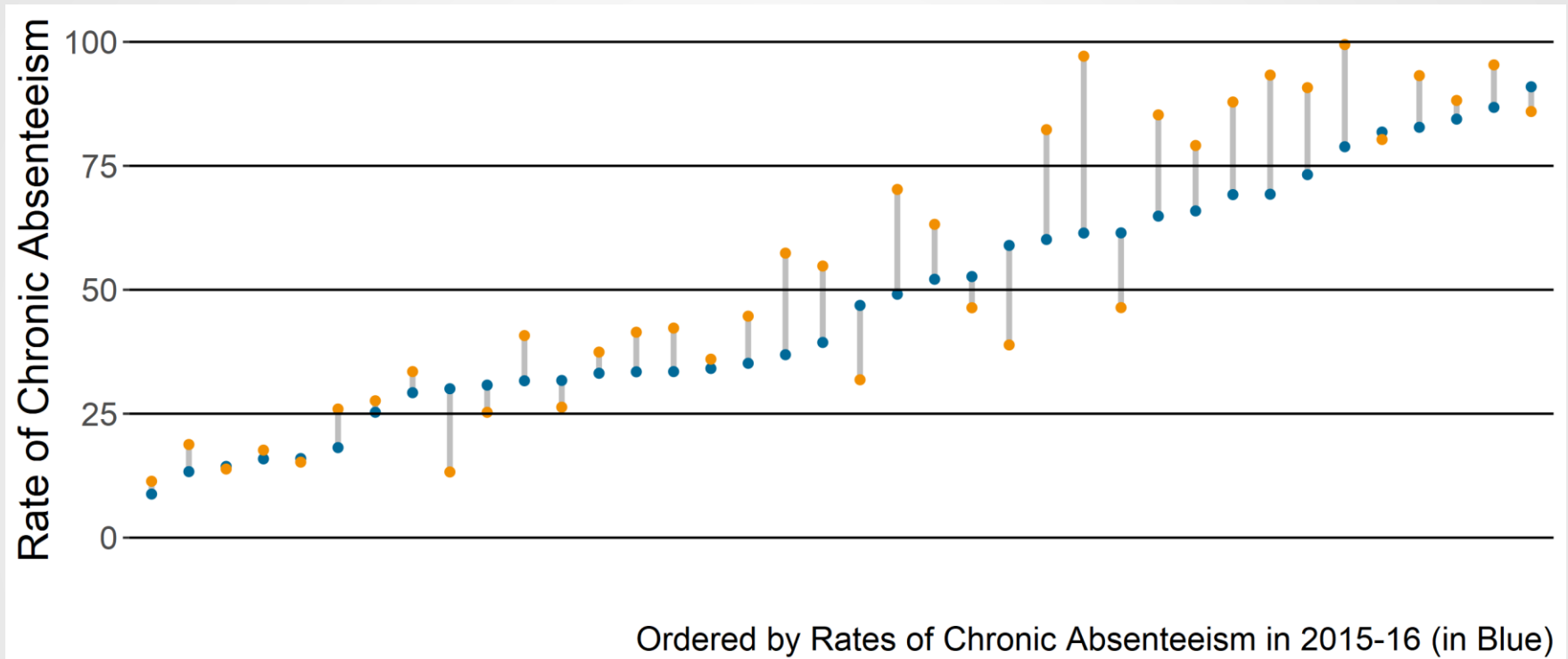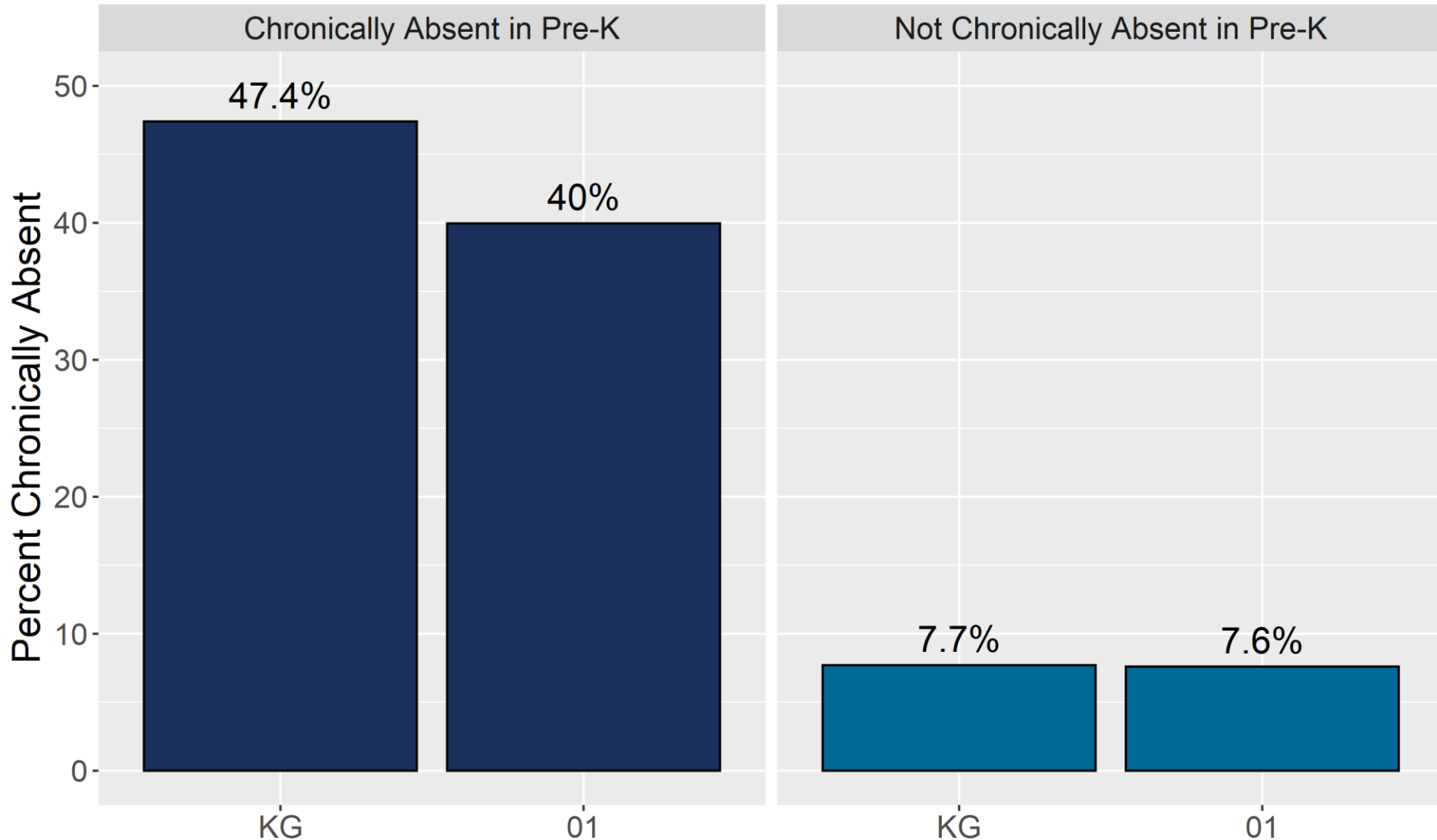
Absenteeism Risk Tiers, by Grade
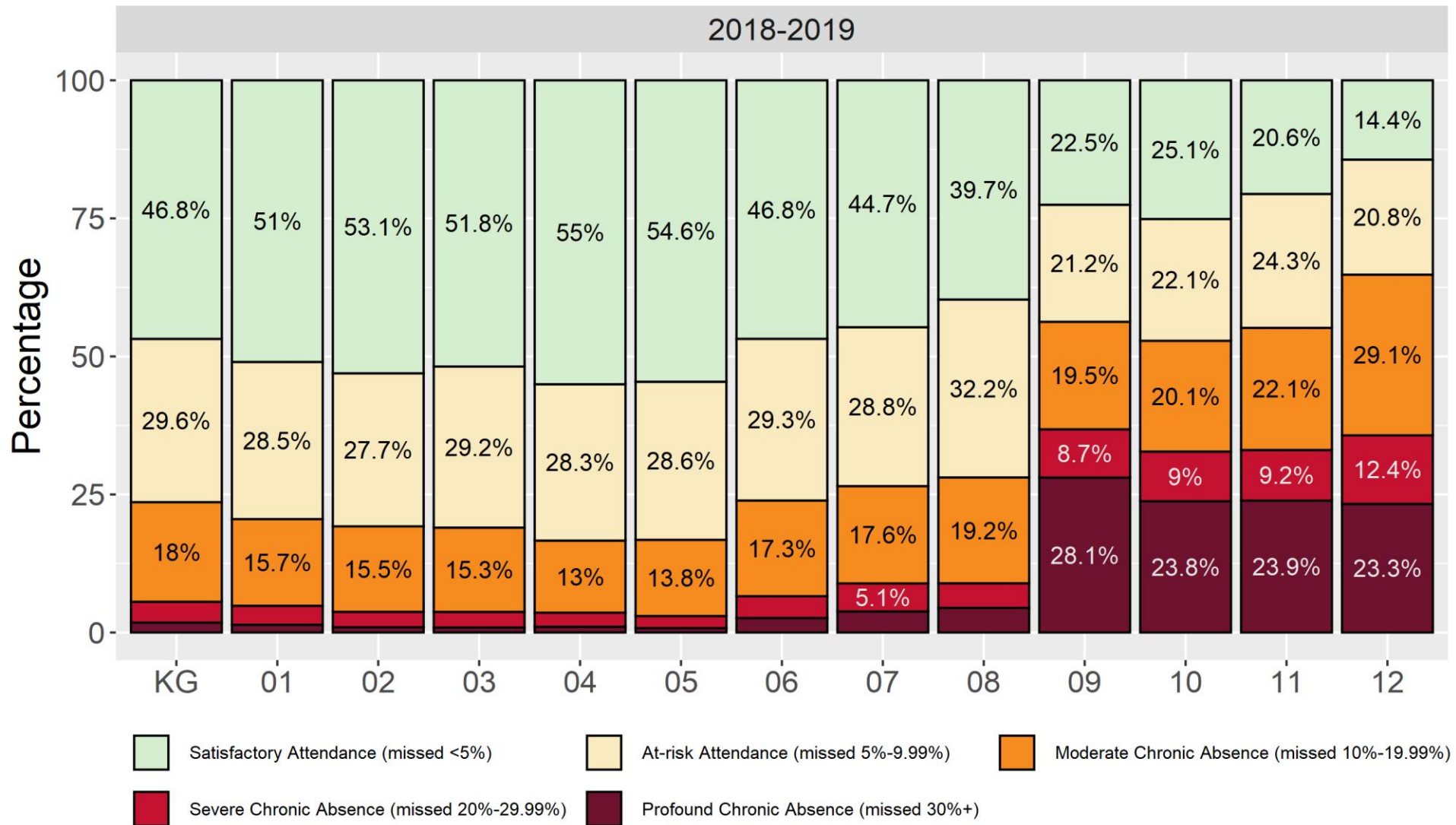
Percentage of Students Designated as Truant, by Date

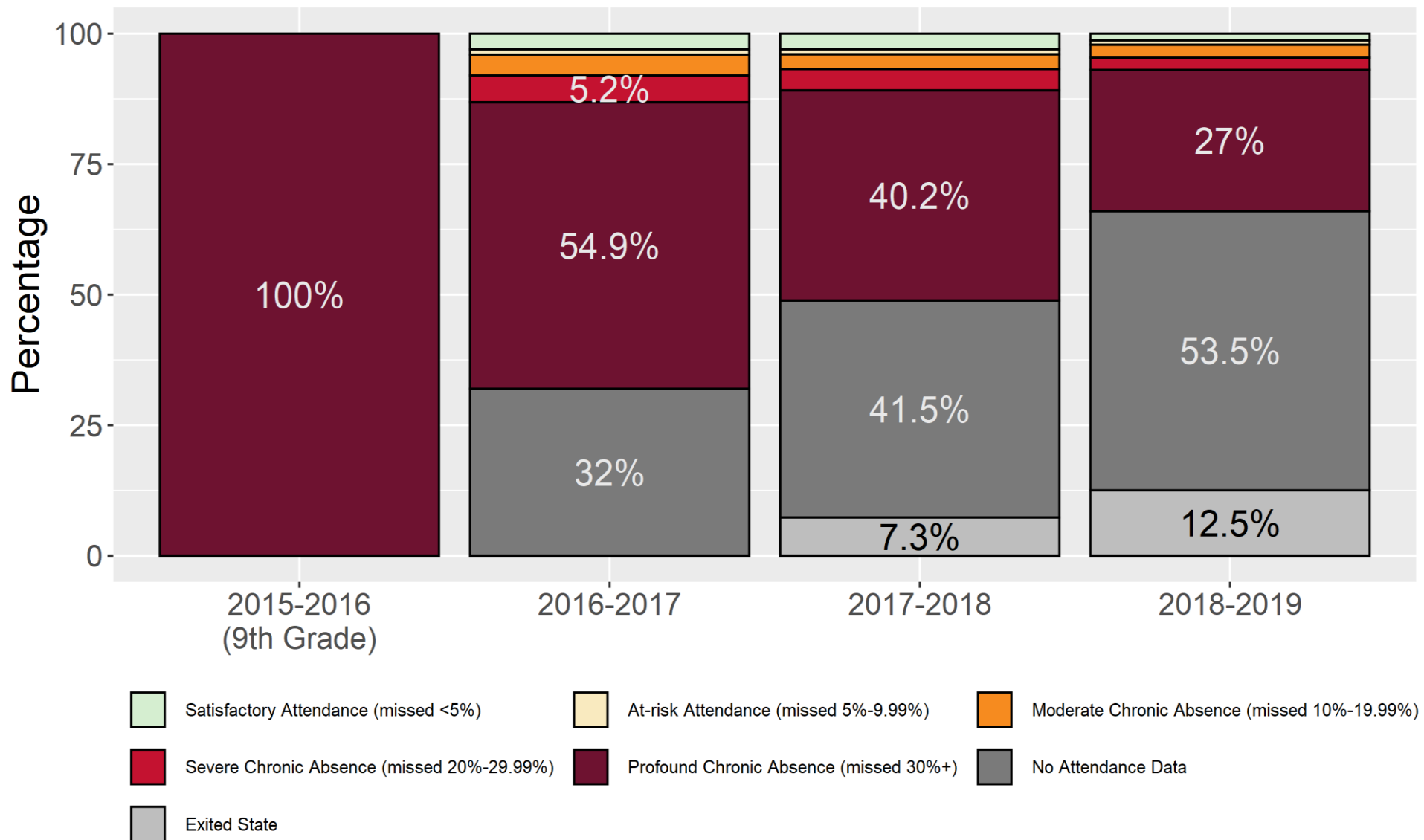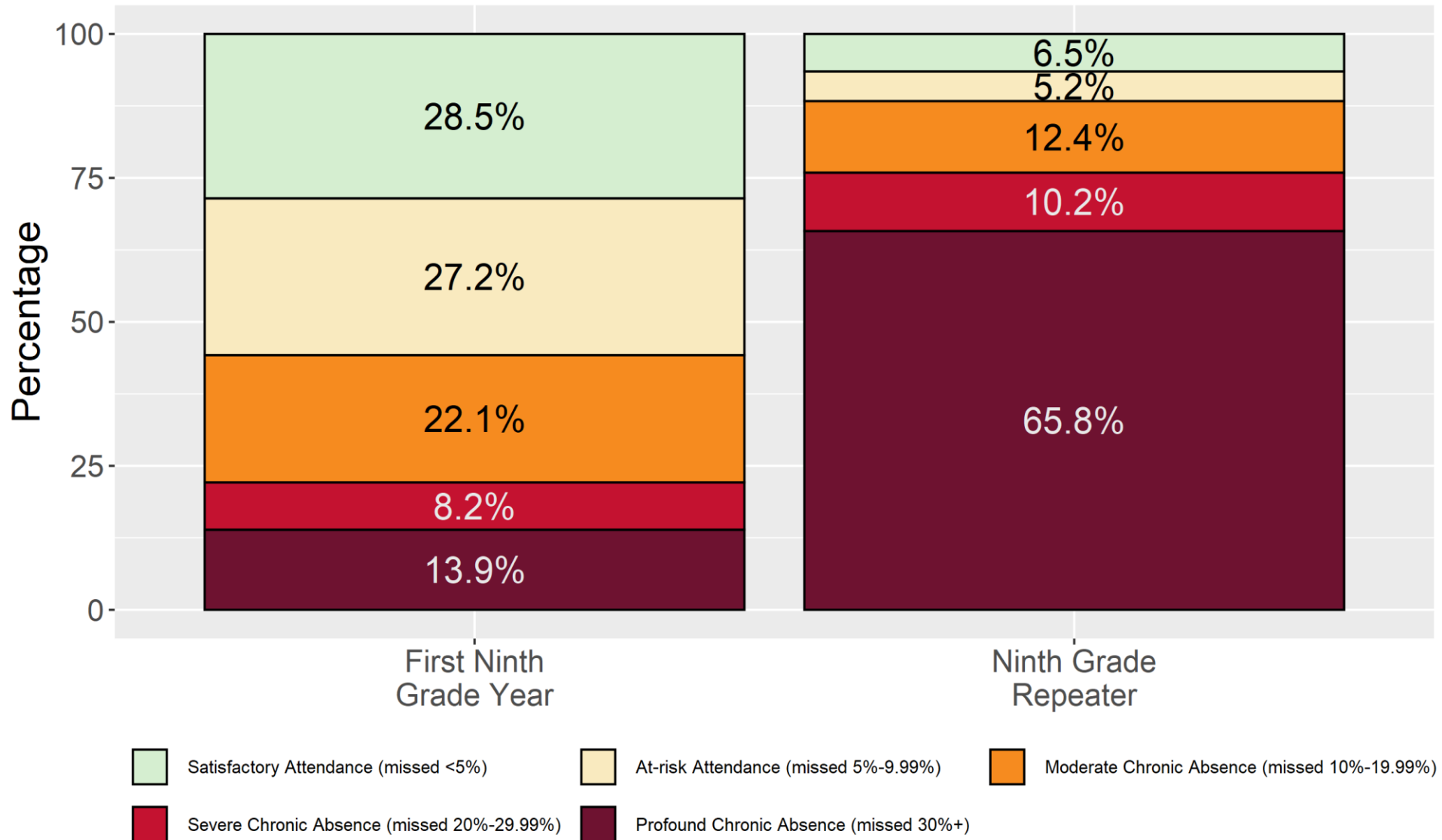# Rates of Chronic Absenteeism in Kindergarten and First Grade, by Chronic Absenteeism Status in Pre-K

Legend:
- 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%+)
- No Attendance Data
- Exited State

Absenteeism Risk Tiers, by First-Time Ninth-Grade Students and Ninth-Grade Repeaters

First Ninth Grade Year
- 28.5%
- 27.2%
- 22.1%
- 8.2%
- 13.9%

Ninth Grade Repeater
- 6.5%
- 5.2%
- 12.4%
- 10.2%
- 65.8%

Legend:
- 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%+)

Attendance Risk Factors

Chronic Absenteeism, by At-Risk Status

Percentage Change

Changed Addresses	0.4%
Changed Schools	-7.6%
Changed Schools & Addresses	-11.1%
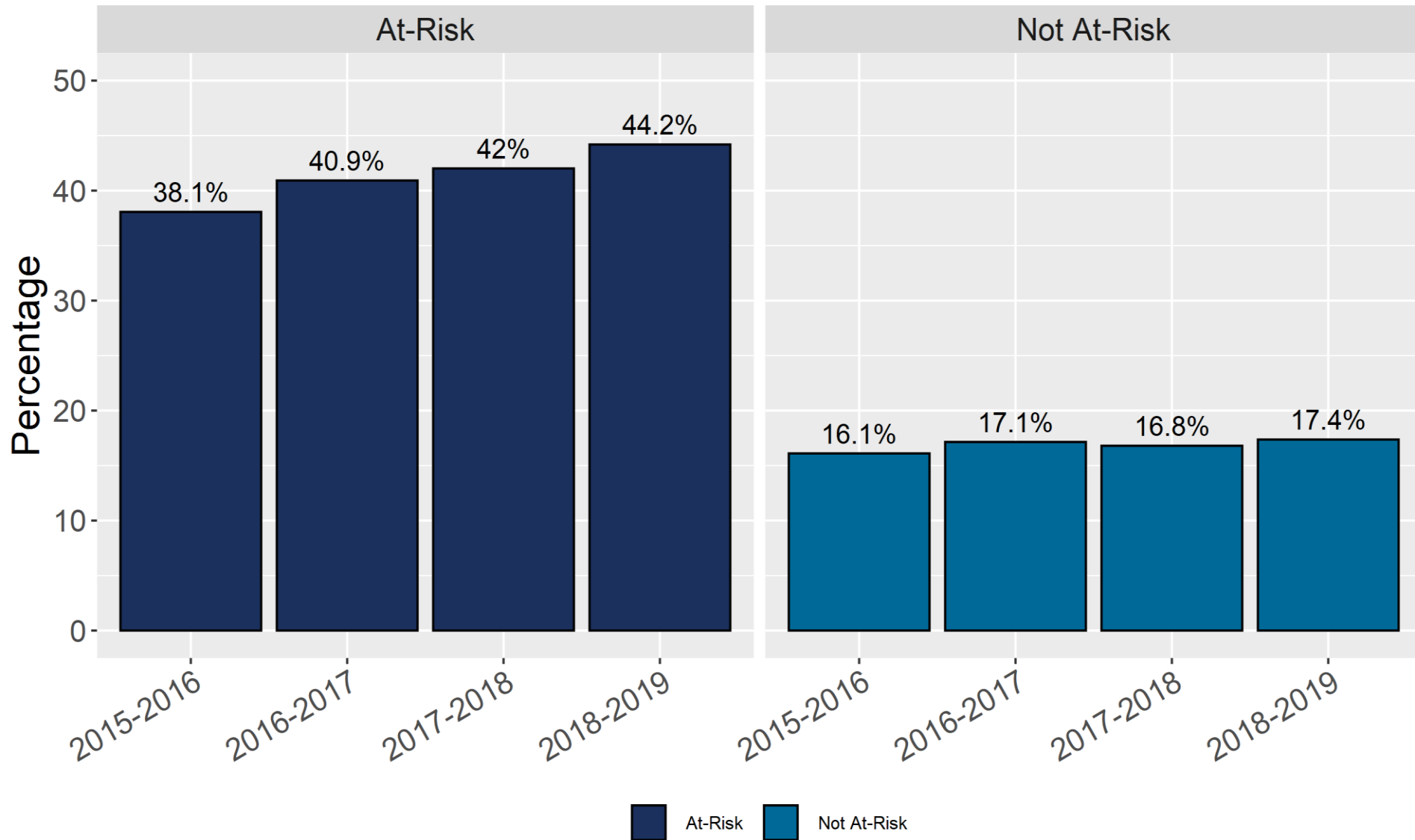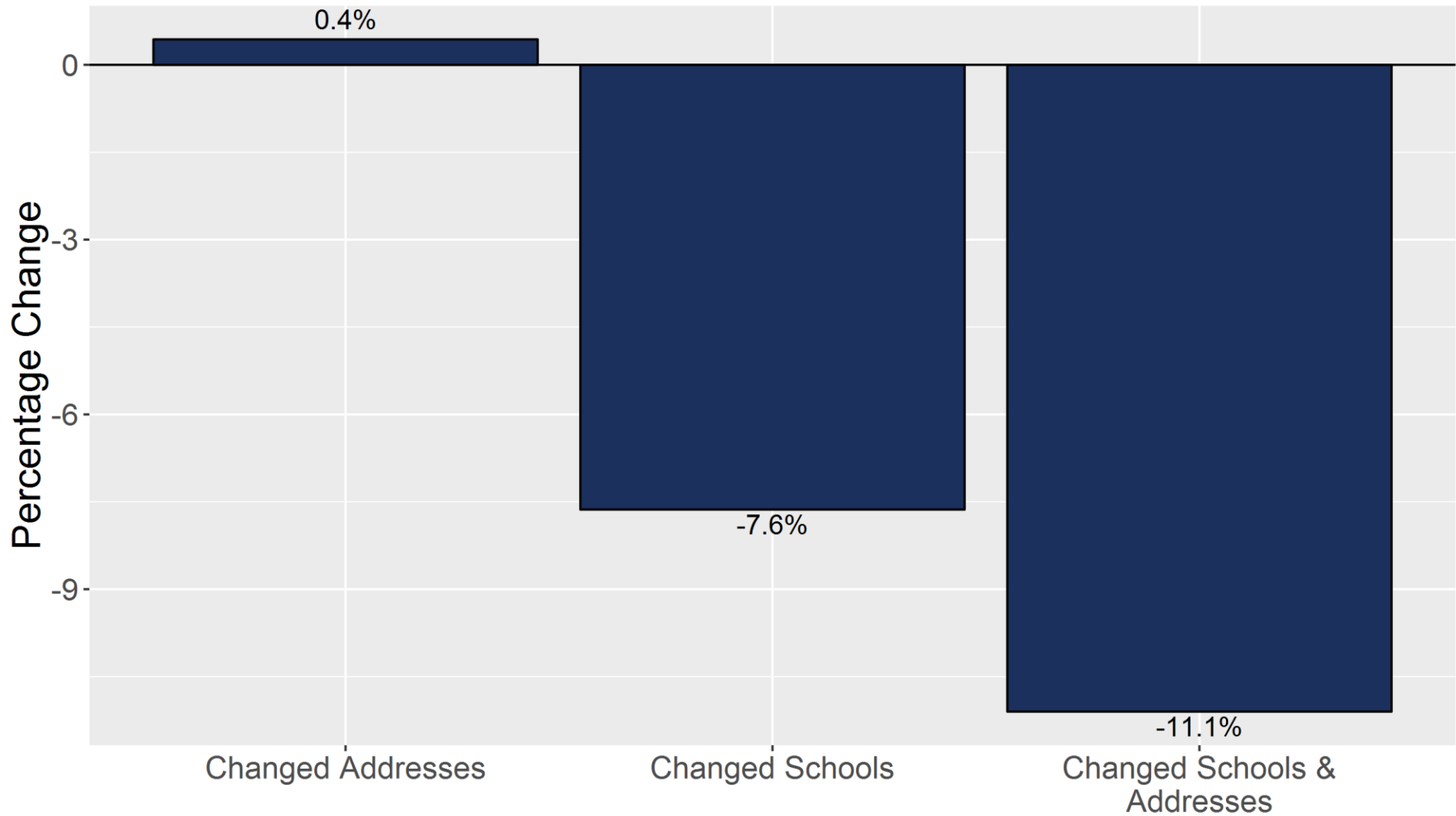
30 day attendance rate before/after changing address and/or school
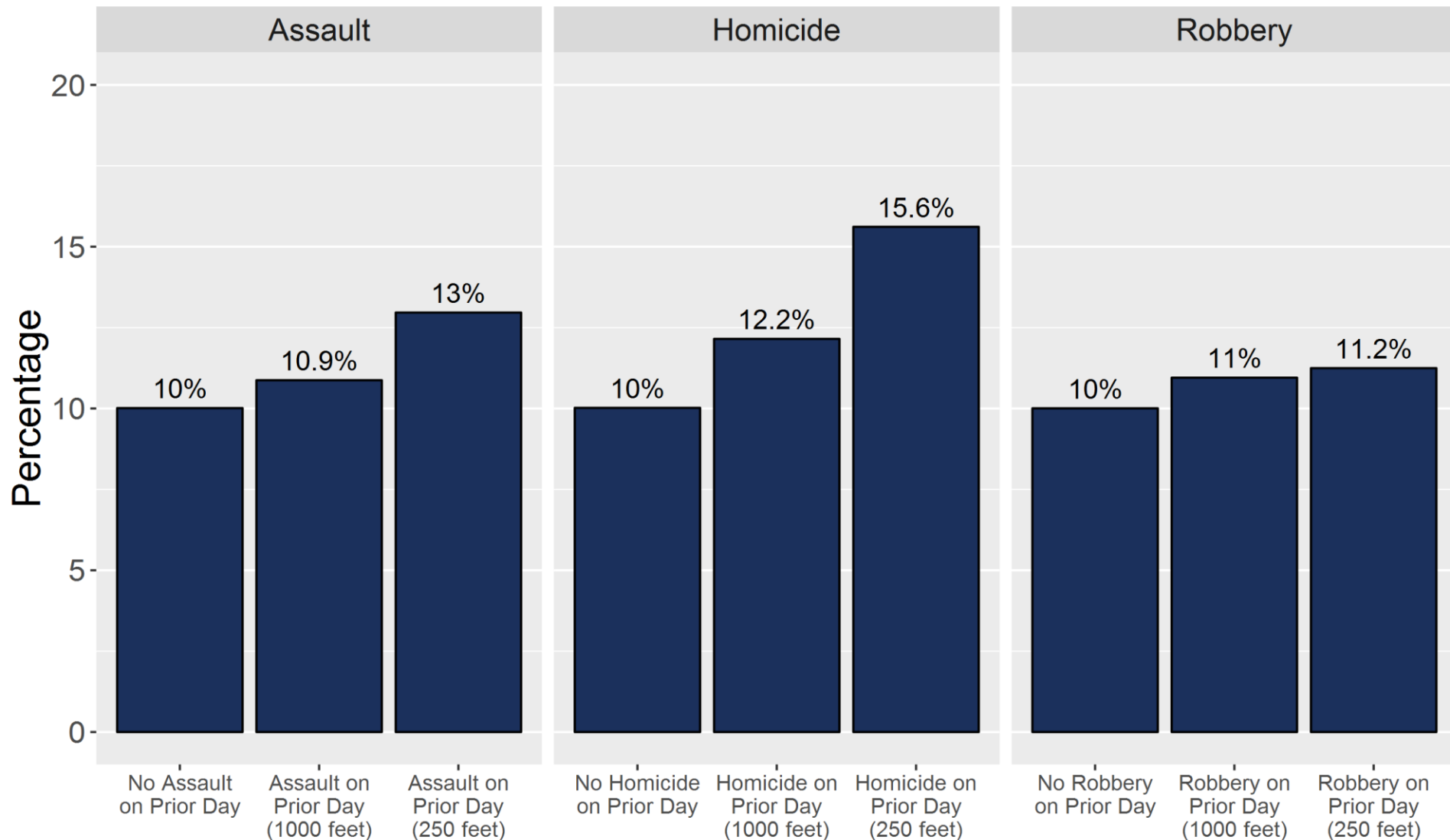
Office of Deputy Mayor for Education

Edgewood/Brookland Family Support Collaborative

Stay in Touch

FIND US

ADDRESS:

1050 First St., NE, Fifth Floor
Washington, DC 20002

POC:

Melissa Harper-Butler, Program Analyst
Melissa.Harper-Butler@dc.gov
(202) 478-2409

Yuliana Bruister, Director of Special Programs
Yuliana.Bruister@dc.gov
(202) 741-0478

GET SOCIAL

facebook.com/ossedc

twitter.com/ossedc

youtube.com/DCEducation

www.osse.dc.gov