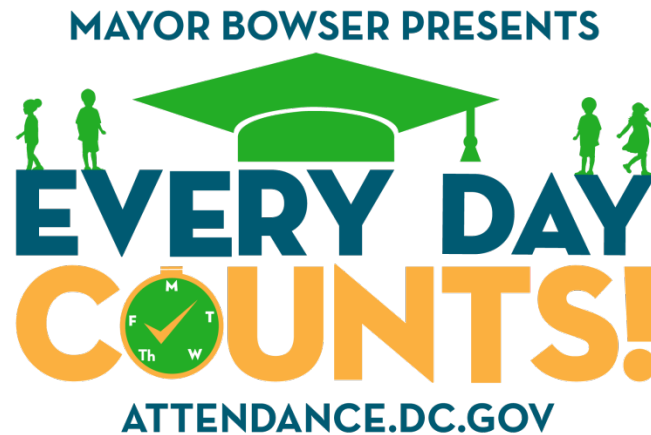


Every Day Counts!

January 24, 2018





I. Background on Student Attendance in DC

II. Every Day Counts! Attendance Initiative

III. Tools, Resources, & Spotlights on Success

V. Questions

VI. Conclusion

Background on Attendance



Consistent student attendance is a citywide challenge that spans schools, grades, and wards

- On a given day, **9/10** students are present in school (90%)
- However, **~27%** of DC students are chronically truant and **~26%** of DC students are chronically absent
- Truancy rates are lowest in Wards 2 & 3 (**17%**) and highest in Ward 8 (**38%**)
- Truancy rates in DC are **2-3 times higher** in high school than in other grades





Absenteeism has a significant negative impact on student outcomes and undermines our investments

- Missing just 10% of the school year in early grades can leave students **struggling throughout elementary school**
- By sixth grade, missing 10% of the school year is strongly linked to **dropping out of high school**
- Students scoring at **lower levels of proficiency** on the DC CAS exhibit higher rates of truancy
- Missing just two days a month can put students at risk of **academic failure**



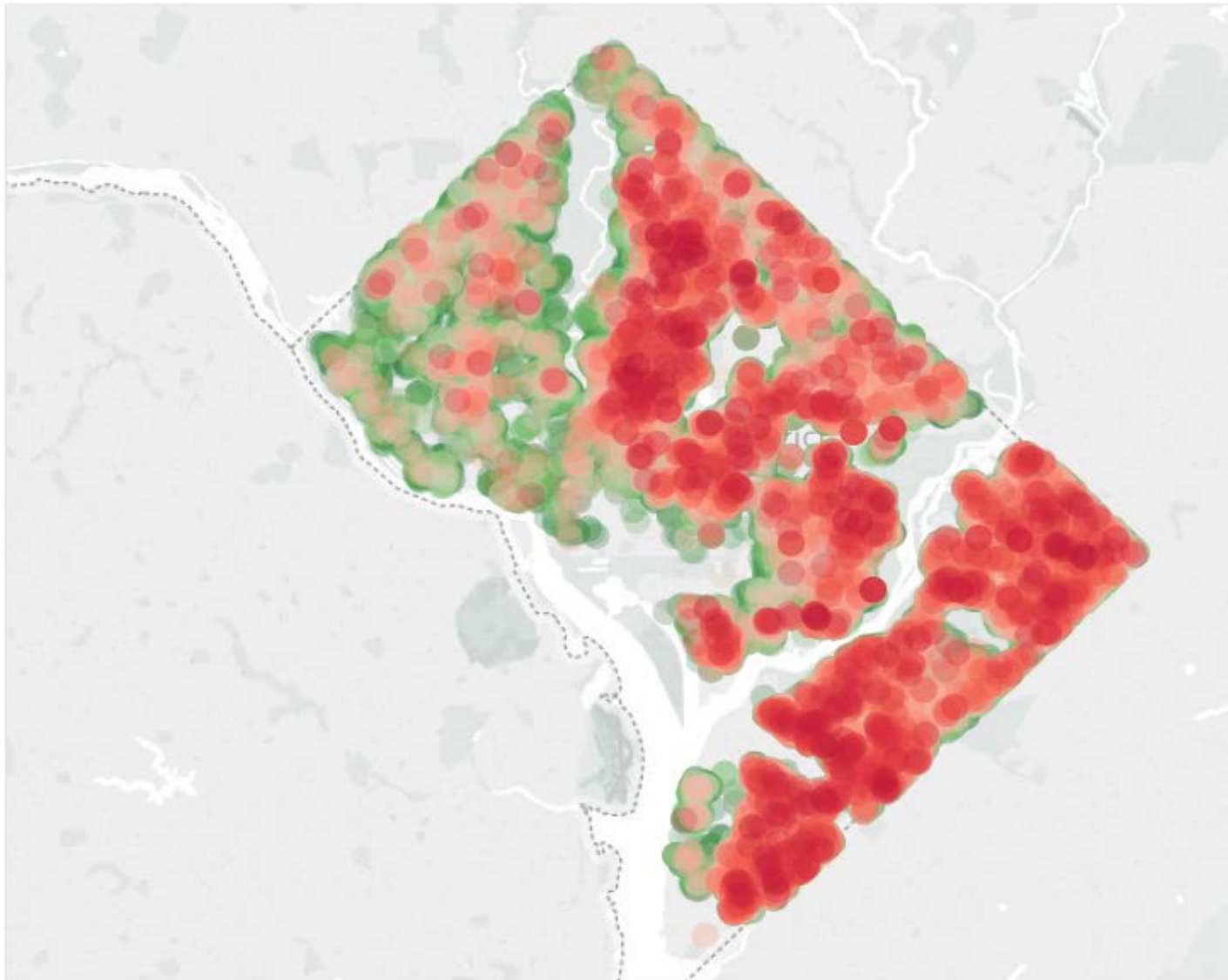
Absenteeism has a disproportionate impact on at-risk and disadvantaged youth

- Economically disadvantaged students in DC are **2.3 times more likely** to have been truant than wealthier peers
- African American students are at the **highest risk** for truancy
- Students receiving special education services have **higher rates** of truancy and chronic absenteeism
- Overage students have truancy and chronic absenteeism rates **above 40%**
- Homeless students have the highest rates of both truancy (**~45%**) and chronic absenteeism (**~49%**)

Absenteeism Heat Map



Attendance Rate

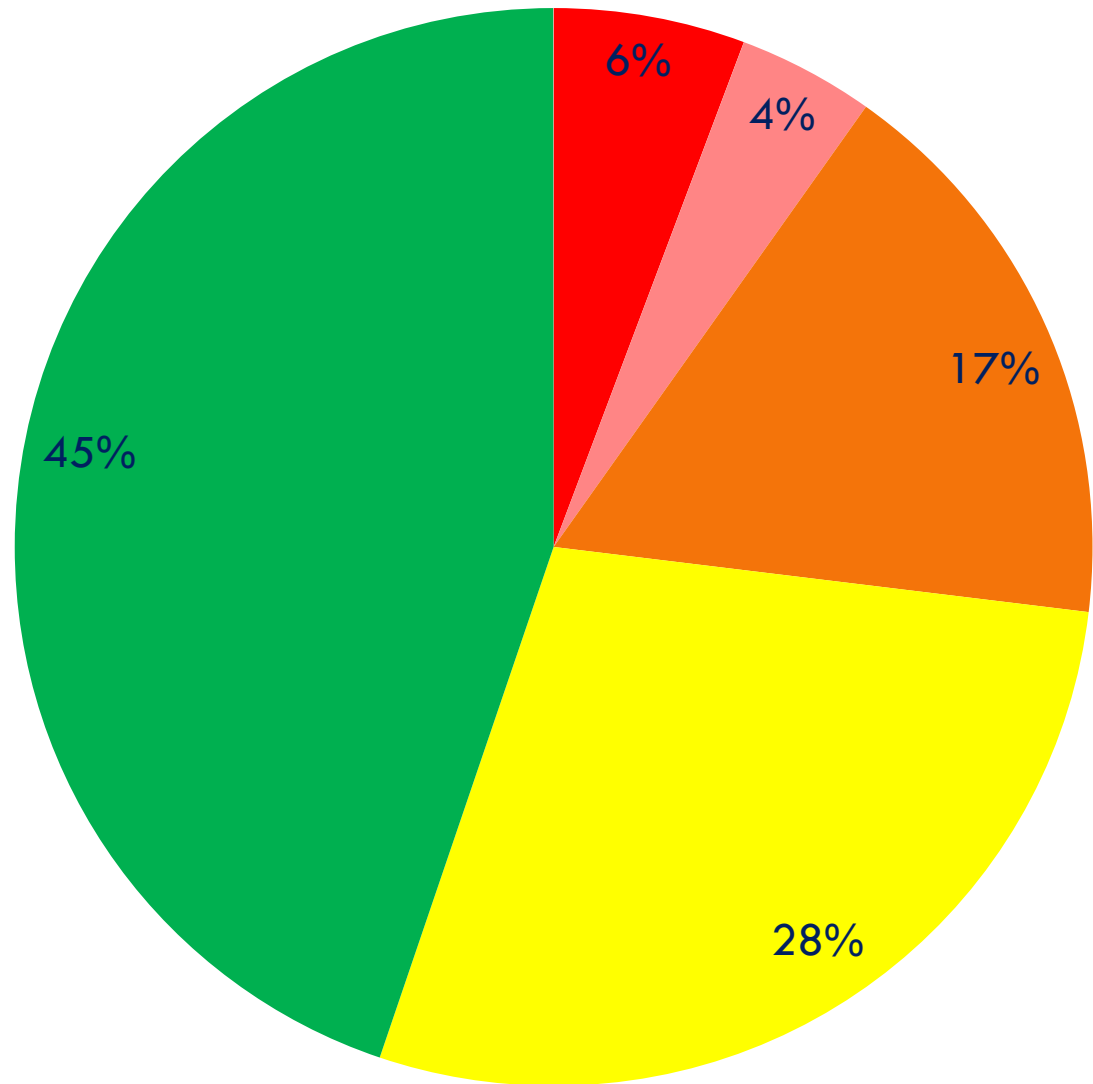


- DC students are color-coded according to their levels of absenteeism, with darker shades of red indicating more severe chronic absence.
- High levels of chronic absence are observed throughout Wards 1, 4, 5, 7 and 8 with Wards 7 and 8 home to both the greatest number of students who are chronically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

Severity of Chronic Absenteeism



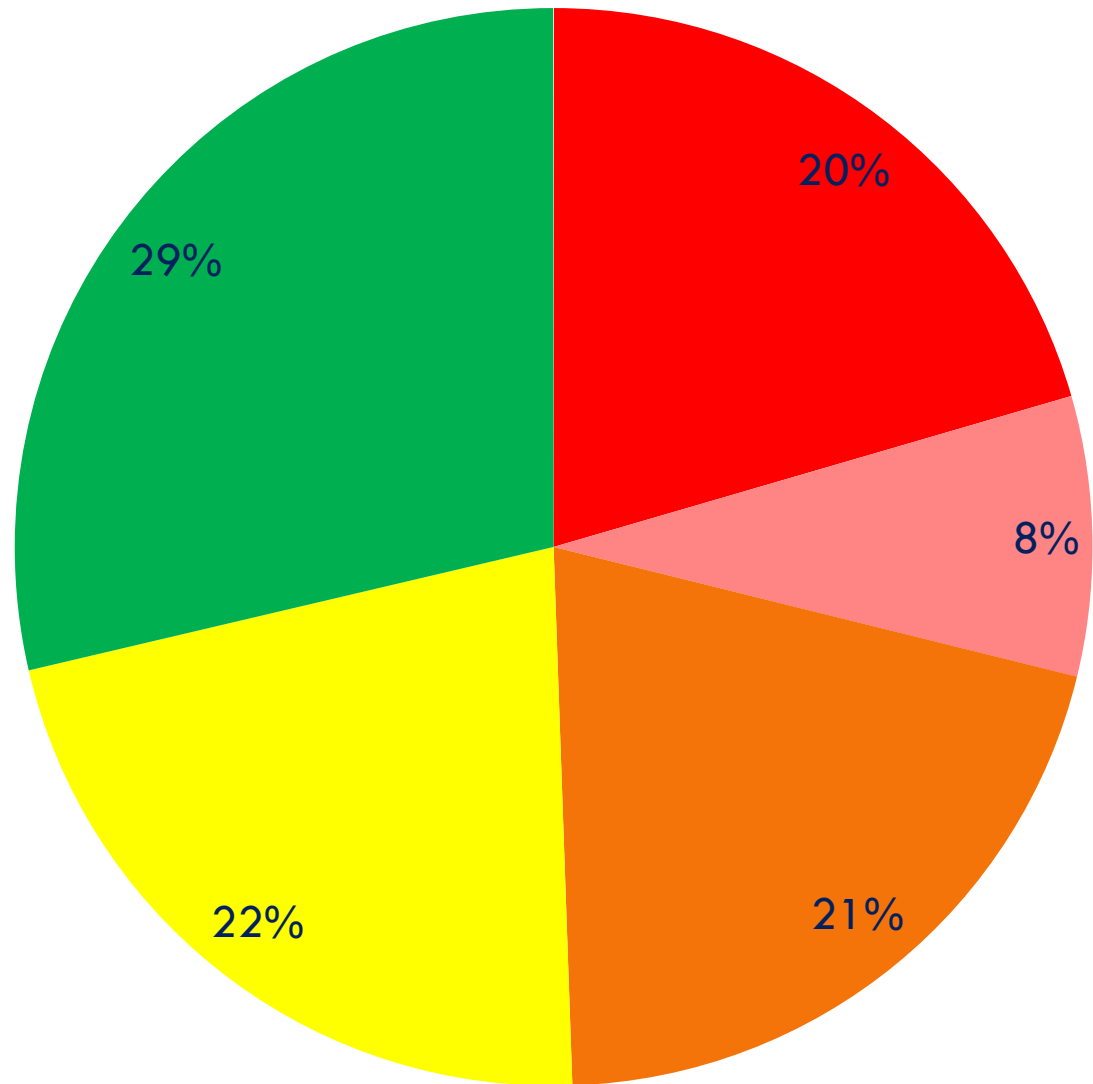
- Profound Chronic Absence (missed 30%+)
- Severe Chronic Absence (missed 20% - 29.99%)
- Moderate Chronic Absence (missed 10% - 19.99%)
- At-Risk Attendance (missed 5% - 9.99%)
- Satisfactory Attendance (missed <5%)



Severity of Absenteeism for 9th Graders



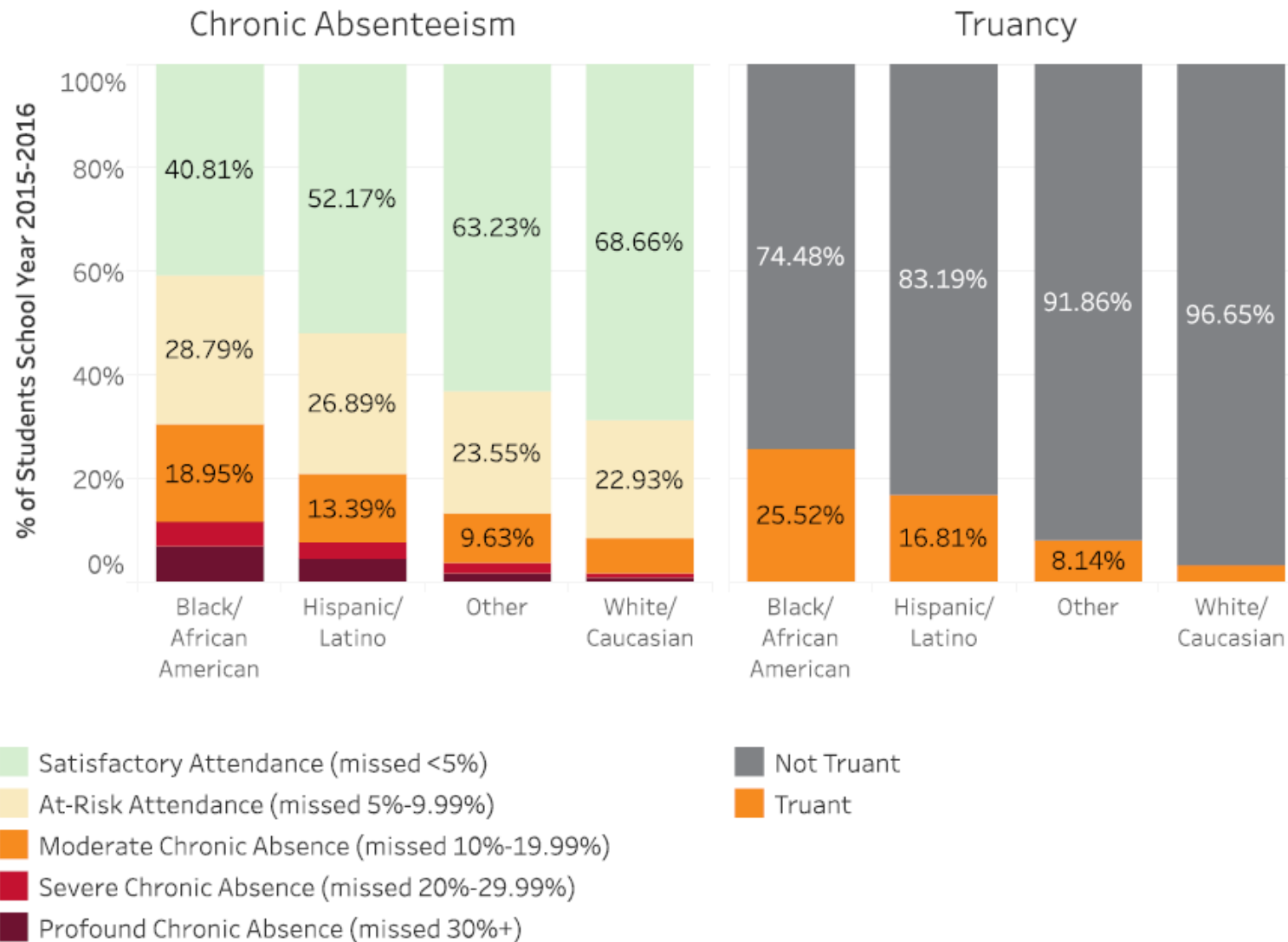
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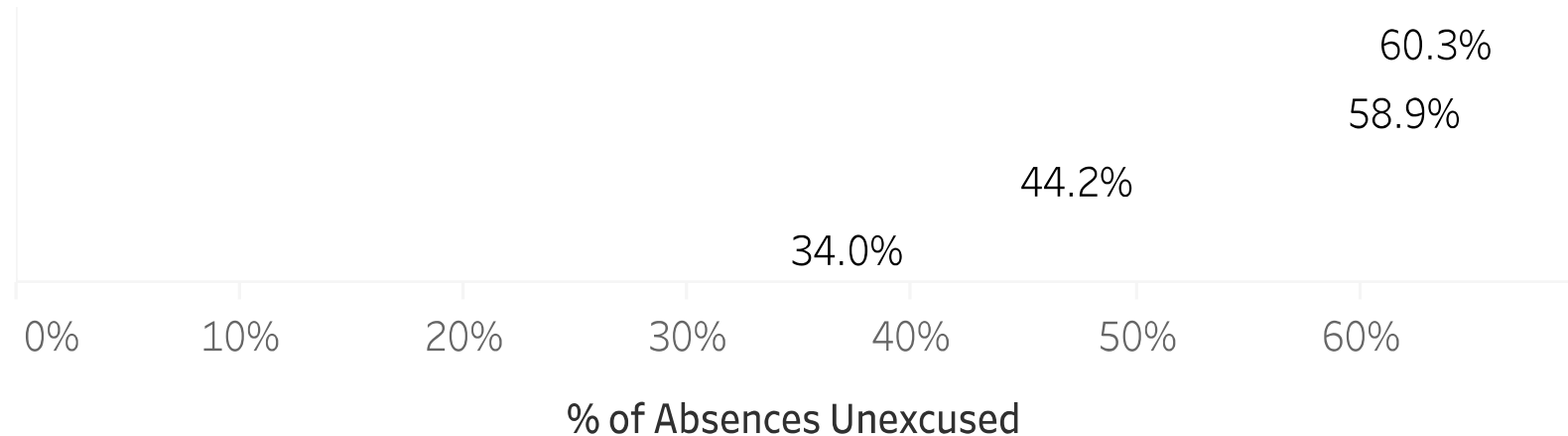
Chronic Absenteeism and Truancy by Race



- 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?



Absent Students by Excuse Status by Race



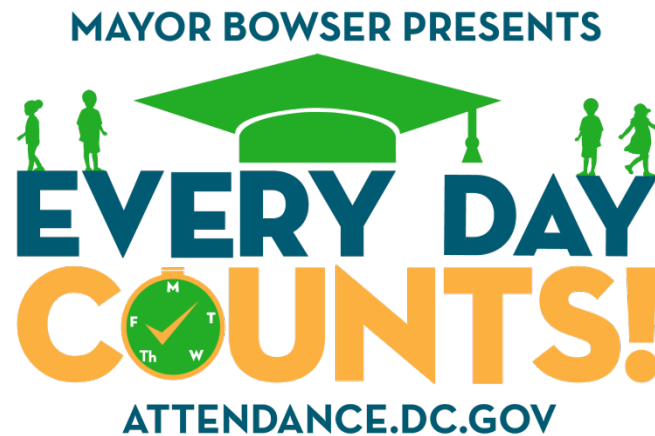
- Examining the proportion of absences which are excused versus unexcused by race reveals that African American and Hispanic or Latino students have a disproportionate number of unexcused versus excused absences compared to White students.
- This pattern persists even among students who are not identified 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.



What are students telling us about barriers to attendance?

Primary Barriers to Attendance Given by Student in SST Meeting	% of Students
1. Student Health	46%
2. Academics (Struggling in a class or poor relationship w/ a teacher)	19%
3. Transportation	10%
4. Parent Health / Mental Health	7%
5. Homeless	6%
6. Student Mental Health	4%
7. Childcare	2%
8. Crisis	2%
9. Safety / Bullying	2%
10. Parent Substance Abuse	1%
11. Domestic Violence	1%
12. Incarceration	1%

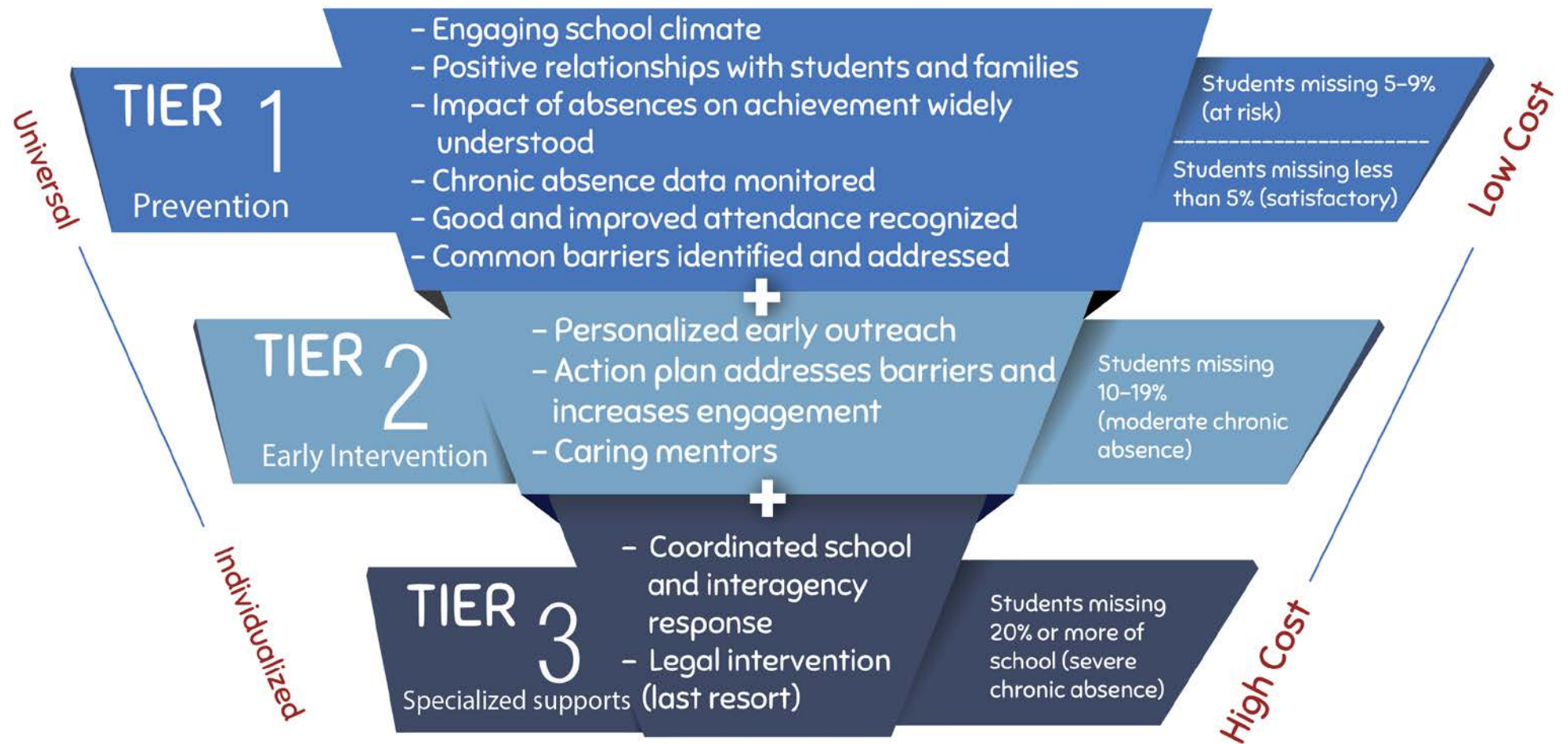
Every Day Counts! Attendance Initiative



The Tiers of Attendance Intervention



Why Invest in Prevention and Early Intervention?





Every Day Counts! Campaign

- Public messaging via media strategy and partner engagement
- Rewarding students and schools for improvement and success



Attendance Ed Stats

- Measuring, monitoring, identifying, and sharing what works



Every Day Counts! Taskforce

- Improving local policy using legislation, regulation, and reporting
- Coordinated agency activities focused on attendance

Every Day Counts! Attendance Initiative

Every Day Counts! Campaign



Every Day Counts! Messaging



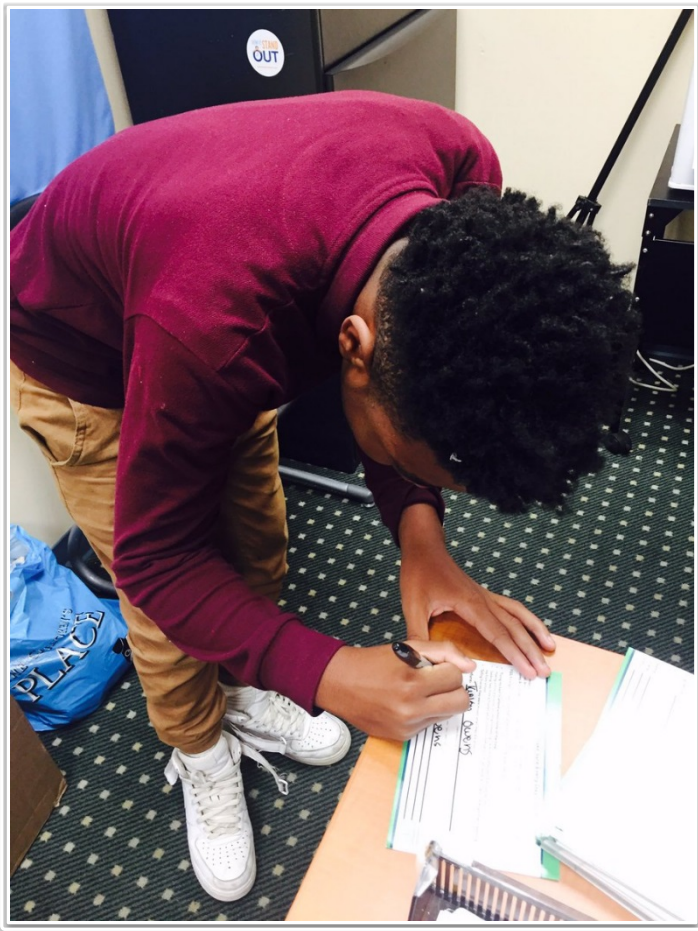
1. **Absences Add Up**: Before you know it, just missing one or two days a month can add up to nearly 10% of the school year. And skipping just one or two classes can easily add up to too much lost time in the classroom.
2. **Everyone Can Make a Difference**: Everyone – agencies, schools, community and faith-based organizations, teachers, neighbors – must communicate to students and families that going to school every day is critical to realizing their hopes and dreams. Behavior changes when students and families get messages consistently.
3. **We Care**: Just one person showing they care – a teacher, crossing guard, school resource officer, neighbor – matters. When students and families know someone cares about their future and whether they show up, they are more likely to attend and ask for help.



Every Day Counts! Campaign Update

By the numbers:

- Over 2,300 attendance pledges signed
- 10,000 more visits to attendance.dc.gov than the previous year (Sept 1. – Nov 1.)





Every Day Counts! Campaign Update

By the numbers:

- 14 schools received a total of almost 150 incentives
- Delivered EDC! materials and discussed attendance with 23 schools
- Visiting 19 more schools by the end of the week



Act: Every Day Counts! Campaign Updates



Media

- Twitter: 70,214 impressions
- Facebook: 164,223 impressions
- Spotify: for ages 13-18, reached 74K unique users with an average frequency of 2.5 times
- Posters for specific audiences (health, incentives, business, etc.)

Incentives

- iHeart Radio's Jingle Ball

MAYOR BOWSER PRESENTS

EVERY DAY COUNTS!

ATTENDANCE.DC.GOV

#EveryDayCounts

Missing just one or two days a month adds up.

School success starts with **YOU** being in school on time, every day.

Visit Attendance.DC.Gov/CountMeIn for resources and to sign the Every Day Counts! pledge.

DME OFFICE OF THE DEPUTY MAYOR FOR EDUCATION

WE ARE GOVERNMENT OF THE DISTRICT OF COLUMBIA DC MURIEL BOWSER, MAYOR

The poster features a dark blue background with a green graduation cap icon and silhouettes of people. A central photograph shows two young girls smiling and talking. The text is in white and yellow, with a blue horizontal bar behind the main message.

Every Day Counts! Campaign Updates



DCPS BRIEFS

Compiled by Dorothy Rowley
WI Staff Writer

EARLY CHILDHOOD EDUCATION FAIR

The Office of the State Superintendent of Education will host an Early Childhood Educator Fair on Saturday, Nov. 18 for child development center teachers, assistant teachers, and home caregivers in Wards 7 and 8.

The event will be held from 10 a.m. to 1 p.m. at National Children's Center in Northwest.

Sponsored by OSSE's Division of Early Learning, the event will help current child development educators and home caregivers learn how to start and complete their Child Development Associate credential and associate degree in early childhood education.

CHANCELLOR'S FORUMS

Parents, guardians and residents are invited to join Chancellor Antwan Wilson and other

DCPS leaders each month for an opportunity to provide feedback and help make critical decisions on the school district's strategic priorities and initiatives.

Two upcoming forums will be held Tuesday, Dec. 12, from 8:45 a.m.-10 a.m., at Eastern High School in Northeast and from 6 p.m. to 7:30 p.m. at Savoy Elementary School in Southeast.

Light refreshments, child care and interpretation services will be provided.

'WHY I LOVE MY SCHOOL'

"I love Friendship Blow Pierce Public Charter School because it affords me the opportunity to grow the lives of my students and their families. Chairman Donald Hense and CEO Patricia Brantley have given me the charge of working with the community to ensure all of our students go to and complete college, creating leaders who will positively impact their neighborhoods.

Through the 'Thematic Planning' approach, Blow-Pierce Academy uses many of the great resources available in our nation's capital to expose and educate our students on a level that guarantees success." — Dr. Jeffrey Grant, Principal, Friendship PCS - Blow Pierce Junior Academy

INCREASED GRADUATION RATES

The percentage of DCPS stu-

dents graduating in four years stands at 73 percent — an increase of 4 percentage points since 2016 and 20 percentage points since 2011.

"D.C. Public Schools is thrilled to see six continuous years of progress with rising graduation rates," said schools Chancellor Antwan Wilson. "DCPS has made great strides in the last few years to prepare students for postsecondary success, including expanding AP courses, increasing access to dual enrollment opportunities and placing students in paid internships."

Nearly all of the high schools increased their four-year graduation rate over the previous year, including Anacostia High School (17 percentage points), Ballou High School (7 percentage points) and Woodson High School (7 percentage points).

CAPITOL BUILDING TOUR

Led by staffers from the office of Rep. Robert Aderholt (R-Ala.), sixth-graders at Inspired Teaching Demonstration

Public Charter School in northeast D.C. recently got a guided tour of the Capitol Building.

During the tour, students saw the Rotunda and the Crypt, and learned about the history and construction of the historical landmark.

Students also visited the Sen-

ate Gallery and observed senators debating a bill about reforming and strengthening science education.

The students will later conduct a simulation of the House and Senate process, which will help them develop a deeper understanding of how a bill becomes a law. **WI**



▲ A group of D.C. students recently toured the U.S. Capitol Building. (Courtesy of Inspired Teaching Demonstration PCS)



▲ Principal Jeffrey Grant says his school affords him the opportunity to enhance the lives of his students and their families. (Courtesy of Friendship PCS - Blow Pierce Junior Academy)

MAYOR BOWSER PRESENTS

EVERY DAY COUNTS!

ATTENDANCE.DC.GOV

Going to school every day is **critical to student success**. Missing **one or two** days a month can quickly add up to **10% or more** of the school year, setting students back academically.

Visit Attendance.DC.Gov/CountMeIn for resources and sign the Every Day Counts! pledge.

#EveryDayCounts

OFFICE OF THE DEPUTY MAYOR FOR EDUCATION

GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR



Every Day Counts! Attendance Initiative

Every Day Counts! Taskforce



Introduction to the Every Day Counts! Taskforce

The Every Day Counts! Taskforce, chaired by the Office of the Deputy Mayor for Education, is a partnership of diverse District of Columbia agencies and stakeholders that collectively advance and coordinate strategies to increase student attendance and reduce truancy.

- **Health Care, Public Health & Human Service Agencies and Providers** (CFSA, CSSD, DBH, DHS, DOH, DOT)
- **Juvenile Justice and Law Enforcement** (CJCC, DMPSJ, MPD, OAG, JGA)
- **State and School District Leaders and Staff, and School Personnel** (PCSB, DCPS, public charter school leaders)
- **Mayor, Council, State Board of Education, and Other Local Government Entities** (DMGEO, OSSE, SBOE, Office of Chairmen Phil Mendelson, Office of Councilmember Grosso)



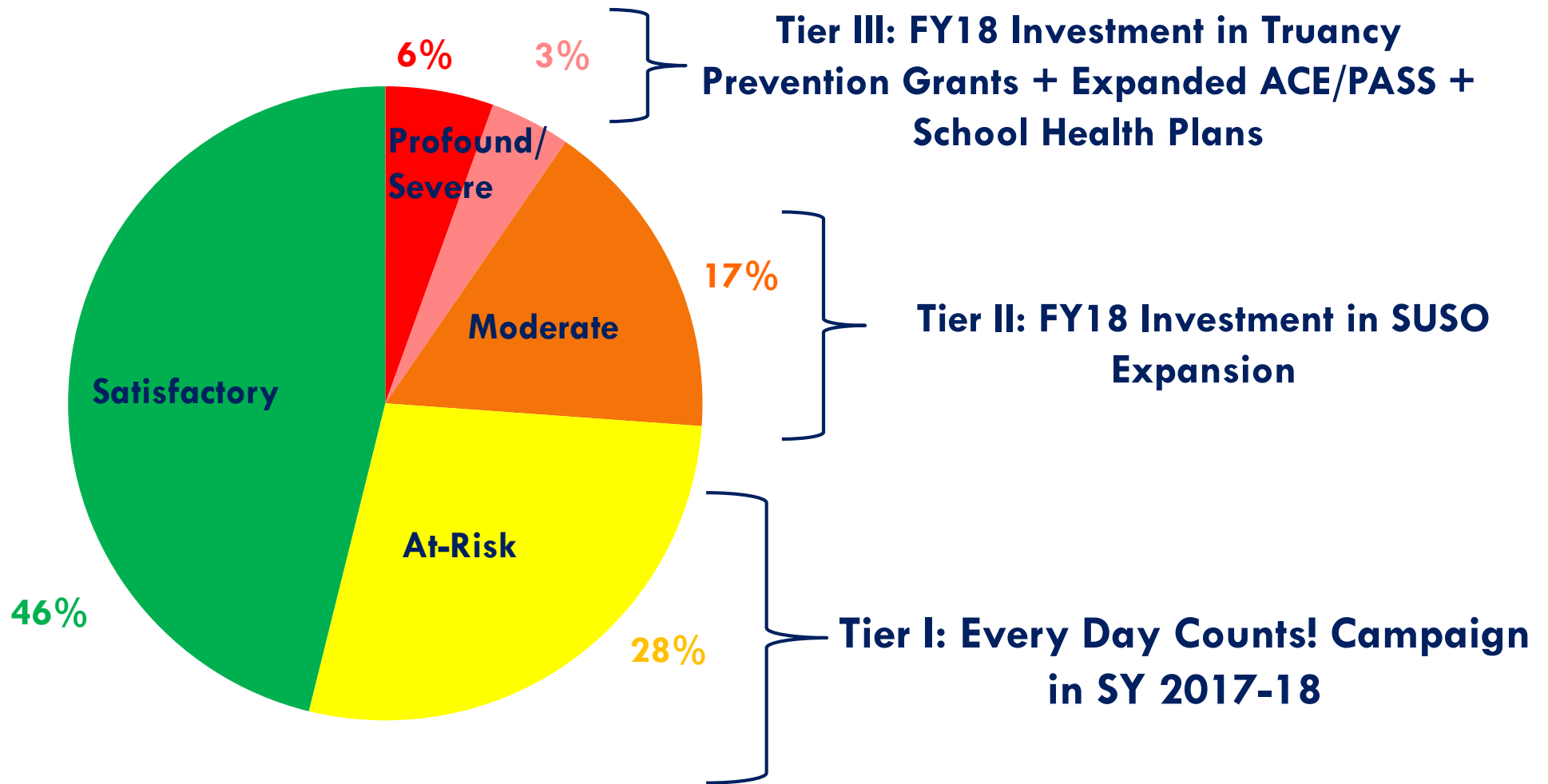
To date the Truancy Taskforce* has focused on:

- Reviewing data and improving data quality
- Improving policies that govern attendance
- Coordinating agency activities and investments
- Creating incentives to improve attendance
 - See Appendix

Taskforce Investment/Activities in SY17-18



DC Student Severity of Absenteeism



SY17-18 Agency Engagement



	Messengers (Tier I)	Incentives (Tier I)	Mentors (Tier II)	Programs (Tier III)
Description	Activate agency media platforms and distribution lists to send a message about attendance.	Reward students and families who improve their attendance.	Train youth-facing adults on how to have an impactful conversation on attendance.	Provide services or supports that address common barriers to attendance.
Potential Agencies	DPR, DCPL, DOES, DSLBD, DYRS	DPR, DCPL, CAH, DOES	DYRS, DCPS, DDOT, MPD, DCPL	DHS, OVSJG, DCPS
Example	DCPL is willing to communicate about attendance using their Books from Birth distribution list	DPR is willing to provide a rock wall day and/or movie night to schools making improvements	MPD's SROs are willing to support student attendance teams with implementing their ideas	OVSJG is increasing funding for case management for high school absenteeism

Tools and Resources

Tier I Tools: Messaging



Area	Current Belief		Desired Belief
Awareness	“I don’t know the impact absences can have.”		“Just missing two days per month can cause me (my child) to fall behind in school.”
Attitude	“It’s okay if I (my child) miss(es) one or two days per month.”		“I don’t want (my child) to miss an opportunity to learn something I (he/she) will need later.”
Behavior	“I don’t really think about or track my child’s attendance.” “I miss a few days a month and go to the important classes.”		“I’m going to track my child’s absences and do everything I can to ensure he/she does not miss school.” “I’m going to try to best to make it to school every day, all day, because I don’t want to miss anything, and I know [caring adult] will ask me about it later.”

Tier I Tools: Communications



- **Back to school letters:** send letters home or distribute during back to school events that outline the importance of being at school every day on time
- **Individualized mid-year attendance letter** for each student (informative, not punitive)
- **Conversation starters (buttons, shirts, etc.)** for individuals with student-facing jobs (crossing guards, school staff, etc.)
- **Checklist for families** (i.e. start routine; find a back-up plan)
- **Commitment cards**
- **Calendars**



- Review attendance **data from last year** – who was chronically absent?
 - Reach out to check in w/ those students
 - If needed, direct students/families who were at risk or were chronically absent last school year to resources
- Review attendance data in **first two weeks** – who missed two days or more?



Neighborhood Learning Alliance

- After-school program in Pittsburgh
- **Increased school attendance by:**
 - continuing the school's attendance messaging
 - offering incentives to students
 - carefully tracking attendance data provide by school
- **The results:**
 - Most improved attendance in the district
 - Increased attendance by 20%





Tier I Tools: Incentives

- **Attendance bingo:** Each day a student can earn a symbol (star, heart, happy face, etc.). A master template can be used by the teacher to play bingo in the classroom
- **Grade level competitions:** (K vs. 1st, 9th grade vs. 10th grade, etc.) winning grade can win 15 extra minutes of recess or lunch
- **Breakfast with someone special:** Students with 95% or most improved have an early morning pancake breakfast or after-school cocoa with a family member or friend of choice
- **Bulletin board displays:** include attendance superstars and “the one’s to watch” for those who are showing improvement
- **Gift cards**
- **Movie nights**
- **Hat/pajama/dress down days...**



E.L. Haynes Public Charter School



- **"Spring Forward to Excellent Attendance"** competition where students and teachers can earn incentives (individual, grade level, school-wide) every month
- **"Fun Friday"** celebrations for on time attendance and the grade levels who achieved the highest In-Seat Attendance rate for the month
- **Incentives include:**
 - prize bags
 - gift cards
 - dress down passes
 - dances
- Since implementation **two percent growth for 6th and 7th grades**



- **Neighborhood/community walk:** have all staff join in and hand out fliers about attendance
- **Teachers or staff call students & families** before school starts to stress the importance of attendance and welcome them
- During week 1, plan **culture building welcome events** (assembly, home room activities, attendance goal setting)
- Assign **mentors** for students w/ history of attendance challenges



Eastern High School's 100 MORE (Mentoring Others, Raising Expectations)

- Provides opportunities for young men to mentor one another and find a mentor with an adult in their life (including school based staff)
- **Program components:**
 - service learning opportunities
 - international travel
 - domestic travel
 - empowerment conferences
 - professional workshops
- **Result:** students are motivated to lift up others and to strive for success as leaders in their communities.



Tier II/III Tools: Addressing Barriers



- Safety:

- Back to School Safe Passage Campaign
- Safe Passage Working Group
- Contact: Chalon.Jones@dc.gov

- Transportation:

- Kids Ride Free

- Students should confirm their pass is loaded by checking their DC One Card status at dconecard.dc.gov or calling 202-673-1740. (The pass will not show up until August 7th)
- Contact: Chalon.Jones@dc.gov

- Health:

- Asthma

- The American Lung Association provides a toolkit for parents on how to best plan and manage students' care
- Interactive website for educating parents and kids about asthma: <http://www.lungtropolis.com/>



Every Day Counts! Website



Mayor Muriel Bowser DC.gov attendance.dc.gov

Student Attendance: Every Day Counts!

Home Policies Resources Every Day Counts! Taskforce FAQs Ed Stat

Trying to Navigate Public Schools in the District of Columbia?

Phone: (202)741-4692 | Email: student.advocate@dc.gov | Twitter: [@DC_Advocate](https://twitter.com/DC_Advocate)

[Learn More](#)

How to Reach the Office of the Student Advocate

Trying to navigate public schools in the District? We can help. Contact our office at student.advocate@dc.gov or at (202) 741-4692.

Prev 1 2 3 4 5 6 7 Next ▶ ||

Attendance Counts

Every day of school counts! That's why Mayor Bowser and the State Board of Education partnered to reward students and schools that improved attendance this year! Find out which schools won and how you can help with next school year's competition.

[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](#)

Attendance Events

[Mayor Proclaims September Attendance Awareness Month](#)

[Every Day Counts! Taskforce \(formerly Truancy Taskforce\)](#)
July 27, 2017

Latest

[Press Releases](#)

25 Mayor Bowser Hosts Every Day Counts! Attendance Design Challenge
Public and public charter schools worked to create plans to address

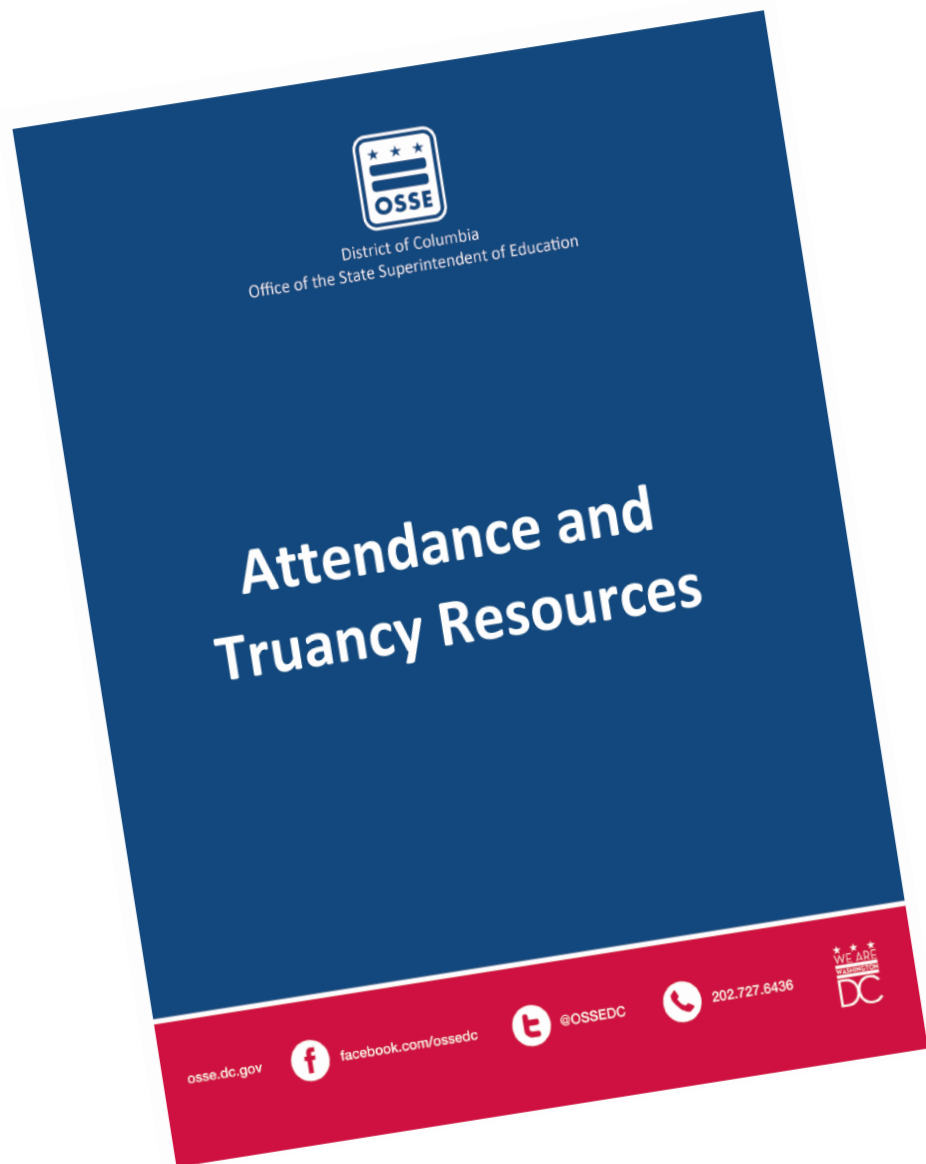


- Policies
- Resources
- Taskforce
- FAQs
- Ed Stat



- Featured Resources
- Attendance Facts
- Taskforce Meeting Schedule
- Media

www.attendance.dc.gov



New Attendance and Truancy Resource Handbook:

<https://osse.dc.gov/page/attendance-and-truancy-resources-schools>

- Sent to parents after LEAs notify OSSE that a student has accumulated 10 unexcused absences
- Designed so that some of the pages can be used/reproduced as standalone resources, e.g.:
 - DC Laws and Regulations Related to Attendance and Truancy
 - What happens if your child misses school?
- Fall webinars are being planned on related topics

To join the next Every Day Counts! Taskforce meeting, visit attendance.dc.gov for meeting information or email aurora.steinle@dc.gov to join the distribution list.

Aurora Steinle

Director of Strategic Initiatives and Performance

Office of the Deputy Mayor for Education

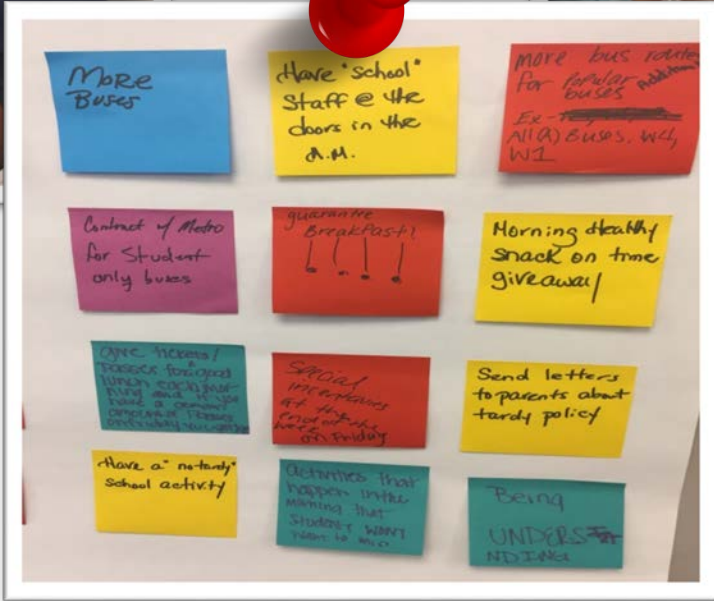
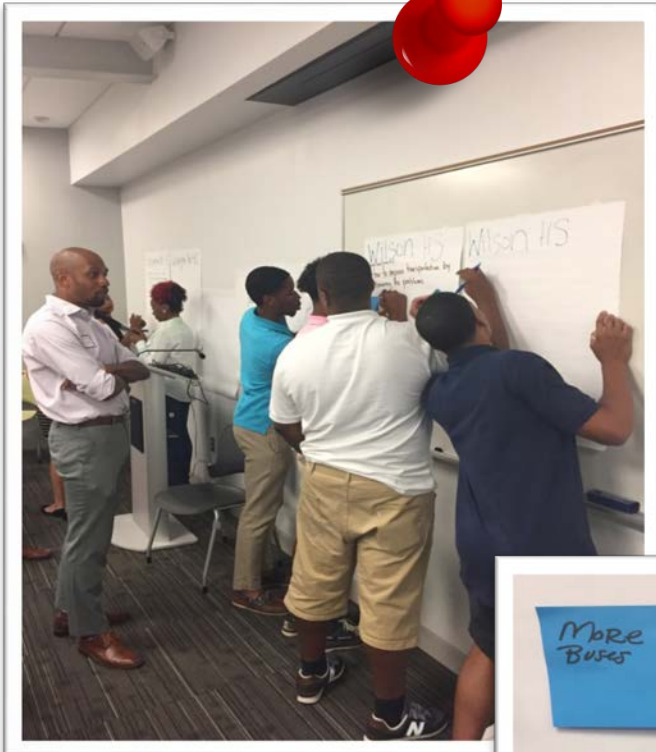
Aurora.Steinle@dc.gov

(202) 727-2703



Appendix

Every Day Counts! Design Challenge



Five schools participated in the Design Challenge, as well as various school resource and truancy officers, Taskforce members and other community stakeholders.

Every Day Counts! Design Challenge



- Ballou High School: Receive a college scholarship for perfect attendance and require parents referred to court in the previous year for their child's attendance to attend a design challenge to present their challenges and resolve their needs.
- Cardozo High School: Craft an individualized student school schedule based off of students' transportation, work and sleep schedule.
- Paul Public Charter School: Increase focus on school safety and relationship building through more security in school neighborhoods and teacher home visits.
- Washington Metropolitan High School: Create a student government to have the school administration hear the concerns/voice of the students.
- Wilson High School: Update DCPS student data to WMATA in real time to ensure students are able to use their DC One card without delay or interruption and are never prevented from accessing transportation even when their card is missing or unavailable.



Seeking Every Day Counts! Taskforce Student Representatives for School Year 2017-2018

The Every Day Counts! Taskforce, a partnership of diverse District of Columbia agencies and stakeholders that collectively advance and coordinate strategies to increase student attendance and reduce truancy, is currently seeking two student representatives for the 2017-2018 school year. Representatives will receive community service hours for both their preparation and participation.

To qualify to be a Every Day Counts! Taskforce Student Representative you must:

- i. Be a resident of the District of Columbia;
- ii. Be enrolled in the ninth, tenth, eleventh, or twelfth grades at a DCPS or public charter school in the District of Columbia

Student representatives' basic responsibilities include:

- i. Attending and participating in bimonthly Taskforce meetings held on Thursday afternoons during the school year and, if possible, attending various programming during the summer;
- ii. Attending and participating in committee meetings as needed;
- iii. Vocally and passionately sharing student and youth perspectives on truancy and absenteeism and related issues;
- iv. Representing peers' interests, experiences, and needs across the city; and
- v. Participating in Taskforce-sponsored events and programs.

***Please note, strong attendance is not a requirement for this position. Additionally, if you foresee



2015-2016 Year in Review



- 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**

2016-2017 Year in Review




- Launched the **Every Day Counts! citywide attendance campaign***
- Created **attendance.dc.gov**
- Conducted **learning sessions** on attendance SST meetings and health resources
- Selected four high school Truancy Taskforce **student representatives**
- Designated September **Attendance Awareness Month**
- Extended the **Strategic Plan** to Fall 2017
- OSSE LEA Institute and OSSE Community Schools COP **Taskforce Presentations**
- Drafted **Ed Stat Timeline** of data topics for Taskforce
- Included attendance in **ESSA School Accountability Framework**
- Released and presented **School Health Plans** to Taskforce
- Rewarded **6 schools & over 100 students** through attendance competition
- Hosted 2nd Annual **Design Challenge** engaging students and stakeholders

 **Taskforce/Steering Cmte**  **Policy Cmte**  **Data Cmte**  **Program Cmte**

2017-2018 Year in Review



- 
- Launched the **Every Day Counts!** citywide attendance campaign
 - Completed **EOY data reporting**
 - Completed the **City Chronic Absenteeism Self-Assessment Tool**

 **Taskforce/Steering Cmte**

 **Policy Cmte**

 **Data Cmte**

 **Program Cmte**