

# AT-RISK WORKING GROUP: MEETING 8

Off-Cycle Call  
July 18, 2017

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- Presentation: Every Day Counts attendance initiative
- Finalizing theory of action, policy proposals for off-track secondary students
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# GOALS FOR TODAY'S MEETING

**Learn about Every Day Counts  
– citywide attendance initiative**

**Review final theories of action  
for off-track focus area**

**Determine next steps**

# REVIEW: PROPOSALS FOR OFF-TRACK SECONDARY STUDENTS

1. Cross-sector information exchange

2. Citywide, cross-sector approach to improving attendance

3. Cross-sector approach to sharing best practices around “anchors” – positive adult relationships in school

4. Cross-sector effort to identify and build on practices in high value-add high schools

**EVERY DAY COUNTS**

# Every Day Counts! DC

July 2017



## 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, **~21%** 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**





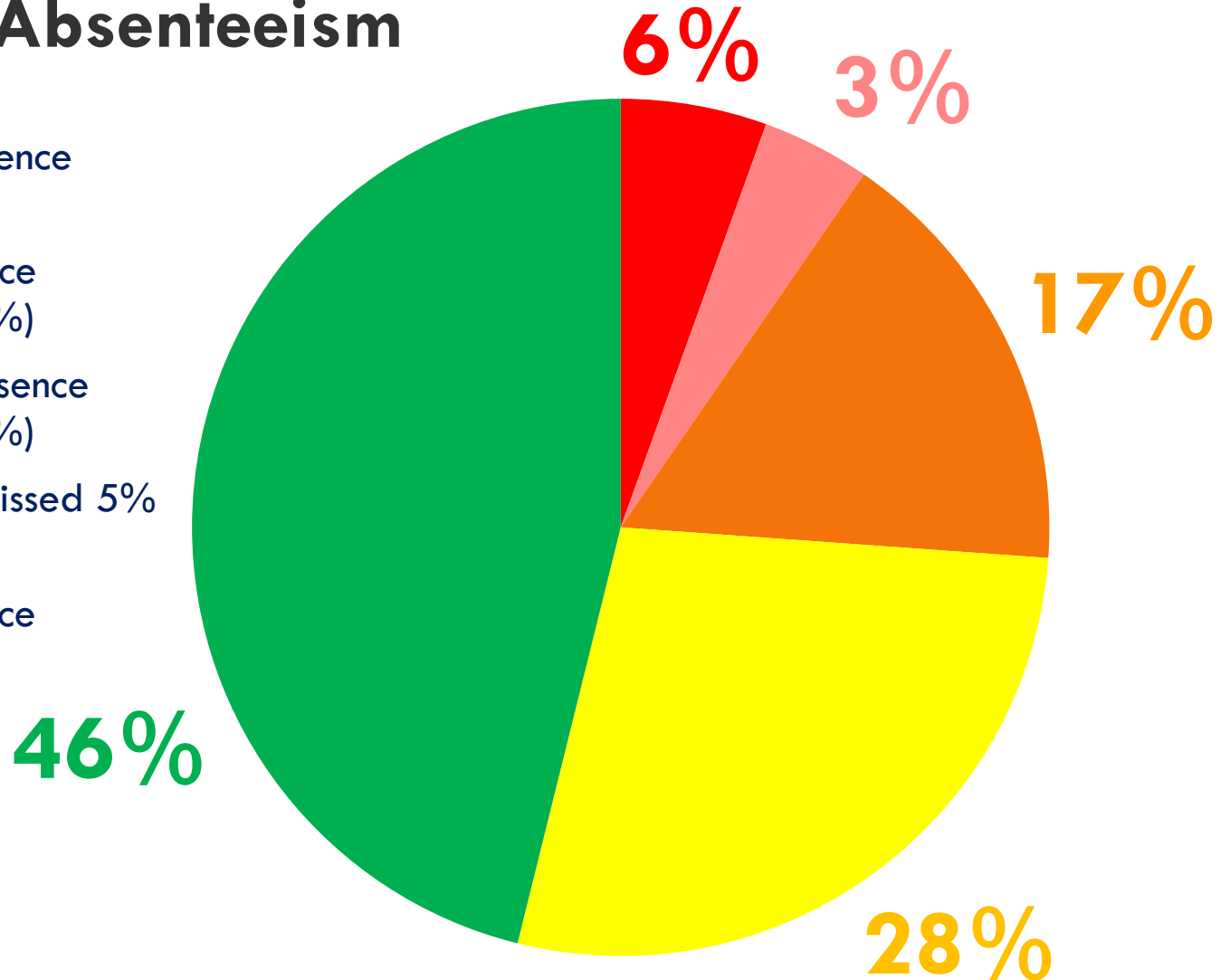
## Absenteeism has a disproportionate impact on at-risk and disadvantaged youth

- 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%**)



## Severity of 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%)





## To date the Truancy Taskforce\* has focused on:

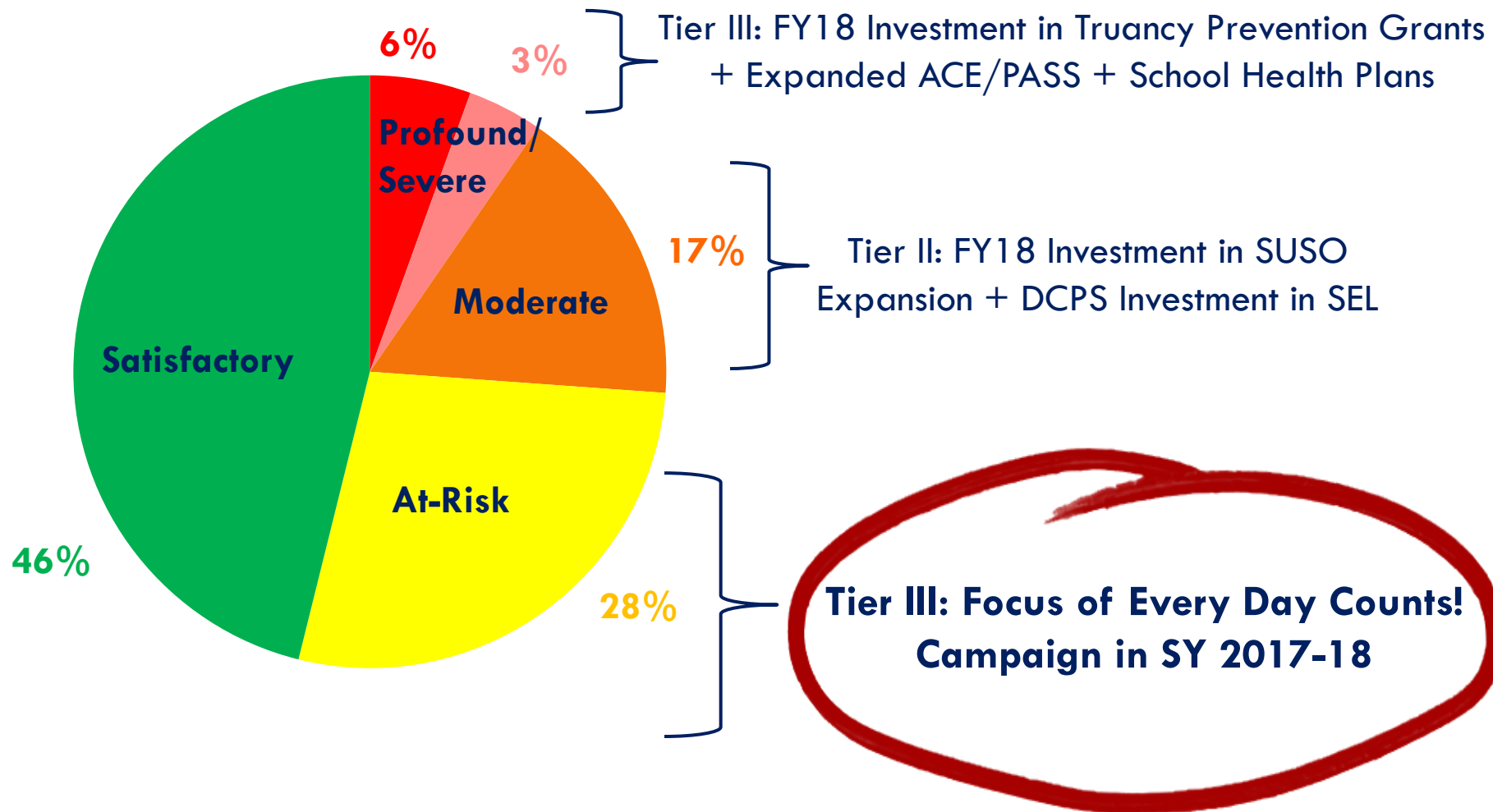
- Reviewing data and improving data quality
- Improving policies that govern attendance
- Coordinating agency activities and investments
- Creating incentives to improve attendance

➤ See Appendix

**How should we strategically focus our District-wide work in School Year 2017-18?**

# Back to DC...Where to focus in SY17-18?

## DC Student Severity of Absenteeism





## 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

# FY18 Every Day Counts! Goals & Metrics



| Goals   | Metric   |
|---|--|
| <b>1. Change community awareness, attitudes and behaviors</b> related to attendance.  | Website Visits<br>Social Media Impressions<br>Toolkit Downloads  |
| <b>2. Increase the number of youth with an adult mentor</b> or other positive adult relationship.   | School Climate Survey  |
| <b>3. Evaluate new attendance interventions to support a body of evidence-based practices.</b>  | Pilots (ACE, Letters Home)<br>Students in Pilot<br>Pilot Results |
| <b>4. Reduce absenteeism by 3-5%</b> in among target groups (K, 6 <sup>th</sup> graders, 9 <sup>th</sup> graders, and students with chronic health conditions). | Absenteeism Rates<br>by Focus Area/Demo                          |
| <b>5. Reduce all absenteeism Districtwide by 3%.</b>  | Absenteeism Rates  |

# Every Day Counts! Campaign Messaging

| Area             | Current Belief   |   | Desired Belief  |
|------------------|--|---|---|
| <b>Awareness</b> | “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.”   |
| <b>Attitude</b>  | “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.”   |
| <b>Behavior</b>  | “I don’t really think about or track my child’s attendance.”<br><br>“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.”<br><br>“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.” |

# Every Day Counts! Campaign 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. #WeCareDC will be used to promote on social media.



# Every Day Counts! Campaign Vehicles



- **Community/All Audiences**
  - TV and radio; public transportation advertisements
  - Social media
- **Students**
  - Prizes and incentives (DPR Day, movie nights)
  - Gear for individuals with student-facing jobs (crossing guards, school staff, etc.)
- **Parents**
  - Guide for Parents (i.e. start a routine; find a back-up plan)
  - Pilot texts and emails to parents when kids miss school
- **Schools & LEAs**
  - Letters from school leaders at the beginning of the year
  - Individualized mid-year attendance letter for each students (informative, not punitive)

# Every Day Counts! Campaign Website



## Student Attendance: Every Day Counts!

Home Policies Resources Truancy Taskforce FAQs Ed Stat

Support Youth Voice and Recognize DC Students for Strong Attendance

Do you think that every day of school matters?! So does the Office of the Deputy Mayor for Education, and we need your help to increase student attendance in DC. For more information and to donate, please visit [Learn More](#) below.

[Learn More](#)



- Policies
- Resources
- Taskforce
- FAQs
- Ed Stat

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### Attendance Counts

Every day of school counts! That's why Mayor Muriel Bowser and the State Board of Education are partnering to reward students and schools that improve attendance this year! Schools that make the most improvement will receive an end of year celebration and students making the most improvement will be invited to participate in a special end of year

### 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

### 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](#)
- [OSSF Healthy Youth Resource Guide](#)



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

### Latest

#### Press Releases

**15 SEP** State Board and Deputy Mayor Kick Off Every Day Counts! Attendance Campaign  
SBOE, Deputy Mayor for Education Jennifer Niles, Calvin Coolidge HS Principal Richard Jackson among...

### Attendance Events

[Mayor Proclaims September Attendance Awareness Month](#)

[Truancy Taskforce Meeting](#)  
May 25, 2017  
4 - 5:30 pm  
Room G9

# Every Day Counts! Tiered Approach



## LEA/School-level

Tier III

- LEAs/Schools partner with CBOs and agencies to provide individualized, resource intensive interventions

Tier II

- Targeted supports for youth and families
- SSTs & attendance action plans
- Restorative justice

Tier I

- Monitor student data
- School climate
- Student/family engagement

## District/Community-level

Tier III

- Agencies offer targeted case management, programing and resources

Tier II

- Mentorship
- Targeted outreach and incentives

Tier I

- Consistent messaging
- Broad engagement
- Rewards & incentives

# SY17-18 Agency Engagement - DRAFT



|                    | Messengers<br>(Tier I)   | Incentives<br>(Tier I)  | Mentors<br>(Tier II)   | Programs<br>(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 |

# Upcoming 2017 Milestones

## — **JULY – SY17-18 Strategy Finalized**

- Student Design Challenge (6 school teams plan for SY17-18)
- Steering Committee & Taskforce re: SY17-18 Strategies
- DCPS consultation with Attendance Works
- Consultation with EOM, SBOE & Cross-sector Collaboration Task Force

## — **AUGUST – Initial Educator Engagement**

- State of Schools Summit - Attendance Breakout & Resources for Educators

## — **SEPTEMBER – Launch Every Day Counts!**

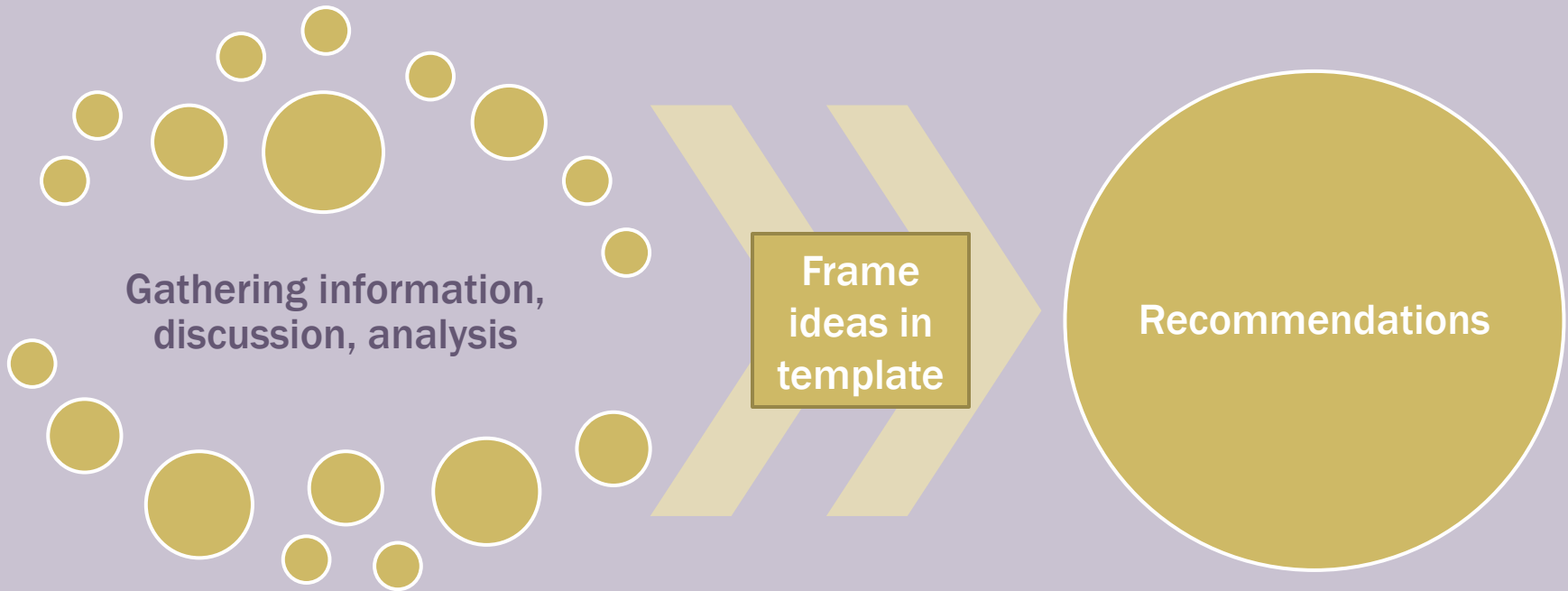
- Begin media engagement with community kick-off event (TBD)
- Participate in Attendance Awareness Month Events (TBD)

## — **OCTOBER – Stat on Attendance**

- OSSE SY17-18 Report & OCA Stat on attendance

**FINALIZING OUR  
DISCUSSION:  
OFF-TRACK SECONDARY  
STUDENTS**

# REVIEW: MOVING FROM DISCUSSION TO RECOMMENDATION



# REVIEW – FOCUS AREAS FOR AT-RISK WORKING GROUP

**1. Inequitable  
distribution of at-risk  
students across  
schools**

**2. Inadequate or  
inefficiently used  
funding for at-risk  
students**

**3. Lack of structures  
in place for cross-  
sector sharing of best  
practices for serving  
at-risk students**

**4. Lack of cross-  
sector coordination  
on serving off-track  
secondary students**



# REVIEW: PROPOSALS FOR OFF-TRACK SECONDARY STUDENTS

1. Cross-sector information exchange

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# REVIEW: SAMPLE REPORT LANGUAGE, EXAMPLE FROM CHARLOTTE-MECKLENBURG

## Task Force Strategy D

**Strengthen the early care and education workforce to improve the quality and experiences of early care and education available to children ages birth to five.**

### Key Recommendations

1. Improve the compensation and benefits of early care and education providers.
2. Expand the number of early care and education providers with certifications, credentials, and degrees.
3. Increase access to ongoing professional development for early care and education providers that is responsive to their limited time and financial resources, as well as to their educational needs.
4. Grow the cultural and linguistic diversity of our early care and education workforce to better serve our Latino children and families.

### Implementation Tactics and Policy Considerations

- Determine the cost of raising our child care workforce's compensation to that of comparably educated staff in public Pre-K, Head Start, and Early Head Start to reduce turnover in the early care and education workforce.
- Investigate public and private strategies that have increased the early care and education workforce's compensation without increasing costs of care for families.

# REVIEW: SAMPLE REPORT LANGUAGE, MID-YEAR MOBILITY

## Intention 1:

Ensure students entering mid-year have equitable access to all available options to find the school that best matches their needs.

“Loftier”  
language  
stemming  
from theory of  
action

### **Key Recommendations:**

1. Create and implement a common, centralized system for managing mid-year mobility.
2. [INSERT ADDITIONAL RECOMMENDATIONS, IF ANY]

**Entity responsible for implementation:** DME, My School DC

**Timeline:** Full implementation by school year 2017-18

### **Implementation and Policy Considerations:**

- The Task Force recommends that My School DC manage a common mid-year entry and transfer process for public school students starting in SY17-18.
- DME shall convene a working group, to include My School DC, to determine the process for implementing this recommendation. The working group will be responsible for determining whether implementation is contingent on the Common Lottery Board approving My School DC’s ability to take on this additional responsibility.
- The working group must determine the parameters for gathering specific information about mid-year entry and transfer that can inform future policies on how to reduce unnecessary student mobility and promote enrollment stability.
- The new mid-year system should rely on the existing processes of the common lottery, My School DC, and therefore involves all schools participating in the common lottery.
- The new mid-year system should include students who wish to enroll in their in boundary DCPS school after October 5.
- The new mid-year system must require schools to provide their available seats after October 5, including out-of-boundary seats for neighborhood DCPS schools and all seats at public charter schools, citywide DCPS schools, and selective DCPS schools to MSDC. Schools will ensure that these seats are always up-to-date in MSDC so mid-year students are aware of all options and can immediately enroll.

Task Force’s  
original  
recommendation

### **Implementation Status:**

- May 2017: DME convened working group to determine . . .

# INFORMATION EXCHANGE

**Problem:** A lack of coordination between and among schools and sectors contributes to increased likelihood of at-risk students experiencing delays or disruption in education during key transition points (e.g., from middle school to high school).

**Theory of Action:** Creating a coordinated, cross-sector approach to sharing data and information during key transition points (e.g., from middle school to high school) will improve the likelihood of at-risk students remaining on track for graduation.

## **Possible Policy Solutions:**

- Expand the Bridge to High School Data Exchange to additional transition points along the education continuum.
- Coordinate a robust, citywide technical assistance program for schools that are sending and receiving data and information at key transition points.
- Monitor, report, and make necessary adjustments to existing data exchange efforts, including the Bridge to High School Data Exchange.

# ATTENDANCE

**Problem:** A lack of momentum behind a coordinated, citywide, and ambitious approach to improving attendance hurts all students, with a pronounced impact on at-risk students.

**Theory of Action:** Bolstering and supporting existing citywide efforts to improve attendance provides the most effective and direct route to keeping at-risk students in school.

## **Possible Policy Solutions:**

- Ensure robust commitment to Every Day Counts initiative, with ambitious and measurable objectives.
- Explore and foster school-level and practitioner-level collaboration – assist LEAs in finding and building on best practices.
- Explore ways to expand further focus citywide efforts on particular segments of the student population.
- Plan and facilitate a convening and/or community of practice for cross-LEA, practitioner-level working groups.

# “ANCHORS”

**Problem:** Not all at-risk students have access to positive, in-school adult “anchors.”

**Theory of Action:** Creating a cross-sector, citywide approach to identifying, sharing, and expanding effective efforts and programs to provide positive, in-school “anchors” will help reduce the number of students in high school who are not on track to graduate on time.

**Possible Policy Solutions:**

- Explore possibility of building this component into the Every Day Counts initiative.
- Identify and build on existing, evidence-based practices, such as OSEE’s pilot of the Check and Connect program.
- Explore ways to identify and evaluate promising practices from individual schools or LEAs.
- Plan and facilitate a convening and/or community of practice for cross-LEA, practitioner-level working groups.

# HIGH VALUE-ADD SCHOOLS

**Problem:** We have schools that are serving at-risk students particularly well, but we are not doing enough to identify those schools or share their successful practices.

**Theory of Action:** Identifying and replicating the most effective, “value-add” models – and ensuring that at-risk students have access to these schools – will lead to a reduction in the number of students who are off-track.

## **Possible Policy Solutions:**

- Identify the schools and/or programs that are getting the best results for at-risk students.
- Explore the possibility of citywide, cross-sector definitions of common elements of school design and program offerings at the highest value-added schools.
- Identify the costs and obstacles to scaling successful program offerings.

**NEXT STEPS**