



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Annual Truancy Report

September 2018



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of the Chancellor

September 2018

Dear District of Columbia Residents,

In compliance with Section 38-203(i) of the District of Columbia Code, DC Public Schools (DCPS) is pleased to report a summary of the District's truancy data for School Year 2017-2018 to the Mayor and the Office of State the Superintendent of Education.

At DCPS, our aim is to ensure that every student is educated in an excellent school by adults who love them and have high expectations for them to succeed. We are committed to partnering with stakeholders across the District to make certain that every student feels welcome and is encouraged to attend school every day.

DCPS approaches this work with a sense of urgency and has refined our strategy for supporting daily student attendance.

1. First, we are prioritizing strong **Systems and Actionable Data**. We believe that compliance and support systems must operate seamlessly.
2. Second, we are **Informing and Educating** our students, families, and staff. We believe students and families must be empowered with information to understand the impact of each day of learning.
3. Finally, we are **Proactively Engaging** all of our partners. We believe that engaging and partnering with our stakeholders will allow us to appropriately prioritize and address barriers to attendance.

DCPS' efforts have led to progress. Overall, students attended more school during School Year 2017-2018 compared to prior years. Last school year, chronic absenteeism rates dropped by three percentage points across the district and 8.9 percentage points in our high schools. The work of our students, families, and staff is having a positive effect on attendance. At the same time, our truancy rate increased by 2.6 percentage points. While we believe this increase is partially due to our focus on accurate attendance entry, we know that we must continue to support our students with attending daily.

DCPS is eager to continue our partnership with stakeholders and DC Council on this important topic. Our young people deserve every pathway to success, and that starts in our schools.

Sincerely,

Amanda Alexander
Interim Chancellor

Introduction

In compliance with Section 38-203(i) of the District of Columbia Code, DC Public Schools (DCPS) is pleased to report a summary of the District's truancy data for School Year 2017-2018 to the Mayor and the Office of State the Superintendent of Education. As required, the report reflects:

- The number of minors, with unexcused absences, categorized by grade, or equivalent grouping for ungraded schools for:
 - 1-5 days
 - 6-10 days
 - 11-20 days
 - 21 or more days
- A discussion of the efforts of the school-based student support teams to reduce unexcused absences that includes:
 - The number of students referred to a school-based student support team;
 - The number of students who met with a school-based student support team;
 - A summary of the action plans and strategies implemented by the school-based student support team to eliminate or ameliorate unexcused absences;
 - A summary of the services utilized by students to reduce unexcused absences; and
 - A summary of the common barriers to implementing the recommendations of the school-based student support team.
- The number of minors, categorized by grade, or equivalent grouping for ungraded schools, that the school reported to the Child and Family Services Agency pursuant to DC Code § 4-1321.02(a-1) and (a-2).
- The number of minors categorized by grade, or equivalent grouping for ungraded schools, referred for truancy to the Court Social Services Division of the Family Court of the Superior Court of the District of Columbia; and
- The policy on absences used, including defined categories of valid excuses.

HIGHLIGHTS

During SY17-18, DCPS focused on creating and implementing a comprehensive District strategic attendance plan. The plan reflected DCPS' belief that the success and improvement of attendance goals depends on the collective efforts of all parties involved in schools, both internally and externally. DCPS also made several internal shifts in an effort to ensure that students are engaged at school. DCPS also worked to improve communication with families to both discourage absence and encourage attendance. DCPS messaged to its staff that everyone must believe that attendance is the first step towards student achievement and every DCPS stakeholder has a role to play in improving attendance. DCPS sought to accomplish its attendance goals through the following efforts:

- **Launching a unified communications strategy:** Providing school and district leaders with common language and talking points to emphasize the importance of attendance. This also included the creation of an attendance toolkit and best practices guidance with resources, presentation slides, and documents with clear protocols and expectations for school leaders.

- **Focusing on 100% attendance entry:** Ensuring that attendance taking policies are clear and back-end systems support a 100% accurate attendance record every day. This includes clarifying and communicating our attendance entry expectations and daily monitoring of schools who do not enter attendance each day.
- **Improving notifications to families:** Alerting families when students miss class. This includes updating the language in our absence letters to emphasize the academic impact of chronic absence and mailing them daily, sending alerts, making robocalls on a more frequent basis (period-by-period for secondary schools), and upgrading email and text messaging systems so teachers/schools can better keep families up to date on student absences.
- **Providing frequent and robust progress monitoring:** Compiling and sending essential compliance data and key attendance metrics to school and district leaders on a weekly basis to encourage continuous improvement cycles. DCPS is now publicly posting attendance data so our community can be aware of attendance trends.
- **Developing and implementing robust school-based supports:** Providing differentiated, research-based on the ground supports for schools in implementing our attendance protocol and helping Student Support Teams meet regularly to highlight and respond to student needs.

DISCUSSION OF DATA

The end of SY17-18 student attendance rates are noted below:

- DCPS ended SY17-18 with an In-Seat Attendance (ISA) rate of 88.9%, which is an 0.1% increase in ISA from last year's 88.8%¹ ISA rate.
- There were ISA increases in grades 1, 2, 3, 5, 9 and 12.
- The reported truancy rate increased for SY17-18, ending the year at 28.7%, which is a 2.1% increase from SY16-17 (26.6%).²
- While overall truancy increased from SY15-16 to SY17-18, the truancy rate dropped slightly in all high school grades.
- Some factors that appear to contribute to the increase in truancy rate are:
 - Increased unexcused absences in extended year schools
 - Improved compliance with the requirement to accept and process excuse documentation only if it is received within 5 days of the students' return to school, and
 - Increased attendance entry and accurate reporting of student attendance (94.1% in SY16-17 to 97.6% in SY17-18).

¹ In previous report submissions, "Stage 4" (enrolled but not registered) students were included in DCPS' reporting. In 2017, DCPS received a clarification from OSSE regarding reporting requirements. As of the date of this report, the methodology for calculating the ISA and truancy rates has been updated to align with these requirements. DCPS has recalculated the prior year's (SY16-17) ISA and truancy rates using the updated methodology and has included them in this report for the purpose of comparison. Last year DCPS reported 25.9%, which included stage 4 students. The change in calculation makes the SY16-17 truancy rate 26.6%.

² Id

Unexcused Absences for Minors

A breakdown of the incidents of truancy, as required by D.C. Official Code §38-203(i)(A), is included in Table 1 below. This data represents compulsory school-aged students (ages 5 through 17) enrolled in SY17-18).³

Table 1: Unexcused Absences Counting Toward Truancy by Grade

| Grade | Truancy Age Students | # 1-5 Absences | % 1-5 Absences | # 6-10 Absences | % 6-10 Absences | # 11-20 Absences | % 11-20 Absences | # 21+ Absences | % 21+ Absences |
|--------------------------|----------------------|----------------|----------------|-----------------|-----------------|------------------|------------------|----------------|----------------|
| K | 4535 | 2247 | 50% | 874 | 19% | 510 | 11% | 218 | 5% |
| 1 | 4434 | 2298 | 52% | 820 | 18% | 435 | 10% | 175 | 4% |
| 2 | 4264 | 2237 | 52% | 803 | 19% | 414 | 10% | 164 | 4% |
| 3 | 4157 | 2246 | 54% | 776 | 19% | 387 | 9% | 148 | 4% |
| 4 | 4154 | 2181 | 53% | 852 | 21% | 407 | 10% | 149 | 4% |
| 5 | 3812 | 1986 | 52% | 799 | 21% | 379 | 10% | 104 | 3% |
| 6 | 2569 | 1122 | 44% | 512 | 20% | 395 | 15% | 245 | 10% |
| 7 | 2588 | 1156 | 45% | 488 | 19% | 367 | 14% | 246 | 10% |
| 8 | 2396 | 1088 | 45% | 466 | 19% | 352 | 15% | 260 | 11% |
| 9 | 3283 | 755 | 23% | 518 | 16% | 613 | 19% | 1144 | 35% |
| 10 | 2994 | 657 | 22% | 479 | 16% | 579 | 19% | 1112 | 37% |
| 11 | 2609 | 543 | 21% | 365 | 14% | 544 | 21% | 999 | 38% |
| 12 | 2224 | 570 | 26% | 356 | 16% | 397 | 18% | 738 | 33% |
| CE ⁴ | 155 | 61 | 39% | 33 | 21% | 23 | 15% | 27 | 17% |
| XX ⁵ | 26 | <10 | N/A | <10 | N/A | <10 | N/A | <10 | N/A |
| Total⁶ | 44216 | 19157 | 43% | 8150 | 18% | 5808 | 13% | 5739 | 13% |

³ Chart includes the number of students who were eligible for chronic truancy in school year 2017-2018 – or those who had at least 10 days where they were registered and of compulsory age. Evening students and students who are not compulsory-aged are not included. These absences include full day and 80/20 absences. These data are further disaggregated in Appendix A of this report.

⁴ Certificate Option

⁵ Error code signifying a high school student whose grade is not able to be determined due to missing first ninth grade year entry in student information system.

⁶ Total: Certain grade categories (EX,G,O7H) were excluded from the total due to the need to exclude aggregate data with group sizes less than 10 and the limitations to confidentiality.

Student Support Teams

Attendance Student Support Teams (SSTs) are school-based, problem-solving teams that provide teachers, students and families with supports for students who present attendance concerns. Attendance SST members—including attendance staff, administrators, school counselors, social workers, school nurses and other relevant school level support staff, in addition to families, and sometimes students—use a collaborative process to: (1) assess student needs and set positive goals; (2) identify barriers to attendance; (3) recommend strategies that students, families, and school staff can implement to improve attendance; and (4) develop and monitor attendance support plans.

In SY17-18, 21,793⁷ students accrued 5 or more unexcused absences resulting in attendance SST referrals. DCPS held SST meetings for 15,368 of these students (71%). In SY16-17, 19,792 students accrued 5 or more unexcused absences resulting in 14,873 attendance SST meetings held (75%).

DCPS attendance SSTs implemented a variety of strategies to eliminate or reduce the number of unexcused absences – including making calls and issuing attendance letters to families, conducting parent conferences and home visits, developing attendance contracts with students and parents, providing school-based counseling, making referrals to community agencies and partners, providing attendance incentives and rewards programs, and making external referrals to Child and Family Services Agency (CFSA) and Court. The services provided to students to help reduce unexcused absences included the provision of clothing, transportation assistance, parenting classes, uniforms, child-care assistance, vision care, and referrals to school-based clinical staff, Department of Mental Health social workers and counselors, as well as other community-based organizations. Additionally, DCPS has increased its communication to all stakeholders regarding the importance of students attending school on time every day.

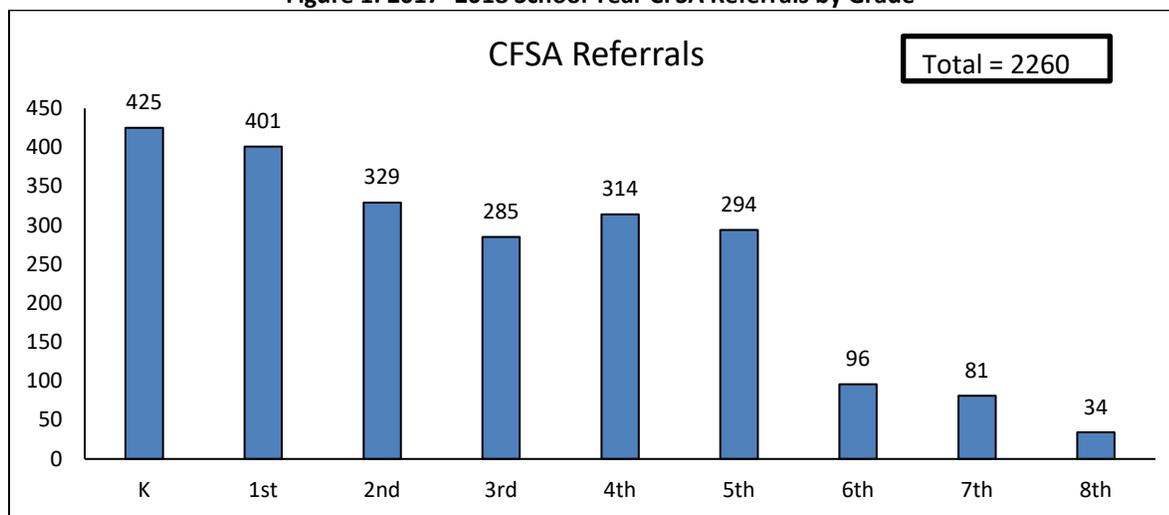
⁷ SST referral numbers include students who reached 5 unexcused absences, inclusive of 80/20 absences. Please note that this number differs from the numbers in the above table because the reporting requirements are distinct in code.

Referrals to Child and Family Services Agency (CFSA)

In SY17-18, 2,260 of the 2,780 eligible students⁸ (81%) were referred to CFSA for educational neglect. In SY16-17, 1,573 of the 1,969 eligible students⁹ (80%) were referred to CFSA for educational neglect. The increased referral rates over the last few years represents DCPS’ steady improvement in compliance. To further encourage improved compliance, DCPS amplified its training for school staff and increased its emphasis on this requirement. DCPS also instituted weekly monitoring and support from the DCPS Central Office Attendance Team. DCPS continues to strive for 100% compliance in this area. Additionally, it should be noted that based on a change in the law which became effective for SY16-17, only students with 10 full day absences are required to be referred to CFSA.¹⁰

The table below illustrates the distribution of referrals to CFSA across grade levels. The largest number of referrals were for Kindergarten students. Kindergarten marks the first full year of compulsory school attendance. DCPS recognizes that some families struggle with daycare options and the understanding of the legal shift for compulsory attendance requirements. DCPS recognizes that early intervention and instilling good habits of regular school attendance in early grades is critical to preventing truancy. Accordingly, DCPS continues to refine and increase its communication to parents and families about the importance of good attendance habits and the development of crucial skills for students in the early grades, coupled with providing education as to the disadvantages and academic challenges created by chronic absenteeism.

Figure 1: 2017- 2018 School Year CFSA Referrals by Grade¹¹



⁸ These CFSA numbers are reflective of any student throughout the course of the year (inclusive of students who are no longer enrolled in DCPS) who met criteria for requiring a CFSA referral, and subsequently received one. An additional 676 discretionary CFSA referral were made for students who did not meet the attendance criteria.

⁹ Students between the ages 5 - 13 who were referred accumulated 10 or more all day unexcused absences. 1,573 reflects referrals made for currently enrolled compulsory education- aged students. There were 2,342 actual referrals made, some of which were duplicative and others which were for students who subsequently withdrew or were over the required age.

¹⁰ D.C. Official Code 38-208 c (1)(A) was amended by the D.C. Law 21-140, School Attendance Clarification Amendment Act of 2016.

¹¹ 9th graders received less than 10 CFSA referrals and are therefore excluded from this chart.

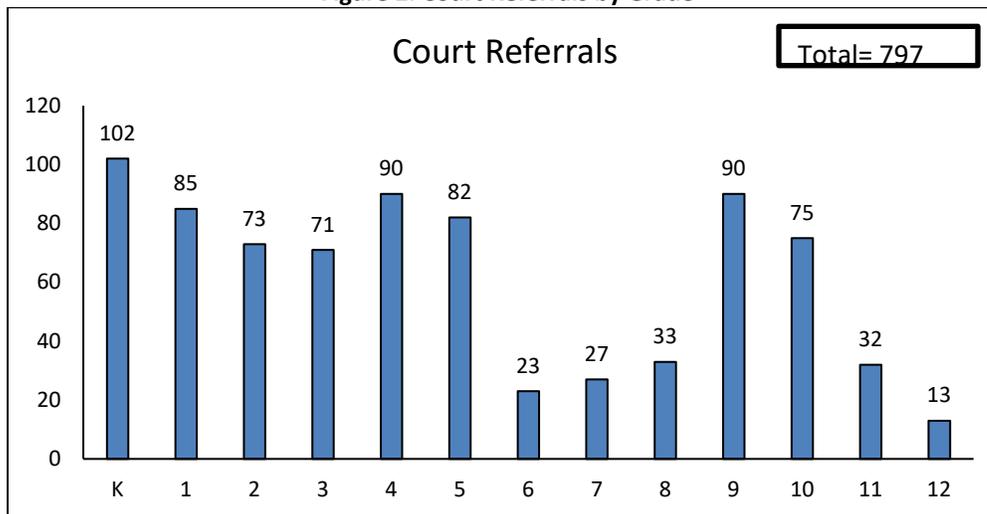
Referrals to the Judicial System

In SY17-18, DCPS referred 797 of 2,318 eligible students¹² (34%) to the judicial system (including DC Superior Court Social Services and the Office of the Attorney General (OAG)). In SY16-17, DCPS referred 839¹³ of 1,820 eligible students¹⁴ (46%) to the judicial system. Although the referral rate for this year has dipped, the compliance rate for court referrals has increased over the course of the previous few school years. It should be noted that the same staff are responsible for coordinating all facets of attendance work, which may be part of the root cause for a dip in the referral rate.

Additionally, schools continue to struggle to provide the extensive proof required that each of the attendance protocol steps were completed before a court referral could be made (for example, with copies of 3, 5, 7, and 15-day letters mailed to a family; CFSA referrals; attendance records; special education or Section 504 records; evidence of intervention services and copies of referral to outside resources; as well as SST plans and social history narrative). As noted above, a change in the law became effective for SY16-17. This change required that only students with 15 full day absences be referred.¹⁵

The table below illustrates the distribution of referrals to court for SY17-18. The largest number of referrals was made to address absences at the kindergarten, fourth and ninth grade levels.

Figure 2: Court Referrals by Grade¹⁶



¹² For prior years, the attendance report included students between the ages 14-18 who accumulated 15 or more unexcused absences inclusive of both full day absences and 80/20% absence rule. For SY16-17 and SY17-18, the report includes students between the ages 5-18 who accumulated 15 or more unexcused absences for full day absences only.

¹³ DCPS reported a total of 835 court referrals in the SY16-17 report. This number is updated to 839 as of the date of this report following a review of finalized records for SY16-17.

¹⁴ For prior years, the attendance report included students between the ages 14-18 who accumulated 15 or more unexcused absences inclusive of both full day absences and 80/20% absence rule. For SY16-17 and SY17-18, the report includes students between the ages 5-18 who accumulated 15 or more unexcused absences for full day absences only.

¹⁵ D.C. Official Code 38-208c(1)(B) was amended by the D.C. Law 21-140. School Attendance Clarification Amendment Act of 2016

¹⁶ CE students received less than 10 court referrals and are therefore excluded from this chart. Parents or guardians of students ages 5-13 were referred to court and students ages 14-18 were referred to court.

Valid Reasons for Absence

Lawful reasons for absence are defined in DCPS' SY17-18 Attendance Guide and follow DCMR Title 5 Chapter 21. The following absences are excused:

- Illness of the student or a bona fide medical reason (a doctor's note is required if a student is absent for five or more consecutive days);
- Medical or dental appointment for the student;
- Death in the student's immediate family;
- Exclusion due to quarantine, contagious disease, etc.;
- Necessity for a student to attend a judicial proceeding as a plaintiff, defendant, witness or juror;
- Observance of a religious holiday;
- Visiting a parent/guardian who is deployed on military duty (before, during or after deployment. Documentation may be required);
- Lawful exclusion or expulsion by school authorities;
- Temporary facility closings due to weather, unsafe conditions or other emergencies;
- Authorized employment or other volunteer work for student at least 17 years old;
- Failure of DC to provide transportation where legally responsible;
- Emergency or circumstances approved by DCPS.

When school-aged students are absent from school, without a written excuse indicating a lawful reason for the absence, this absence is an unexcused absence, regardless of parental approval.

Examples of unexcused absences include:

- Providing child care for siblings
- Personal errands
- Oversleeping
- Skipping classes
- Job hunting
- Family travel

Strategies for Improvement

Strategies for Improvement in SY17-18

In SY17-18, DCPS worked diligently to improve data integrity, messaging, and systems to better position schools to combat chronic absenteeism. DCPS also implemented a series of research-based initiatives to provide differentiated supports to school and students. Highlights are summarized below:

DCPS partnered with Attendance Works to align our policies and practices with what research shows has the best impact on improving student attendance. Attendance Works is a nationally recognized organization that focuses on improving federal, state and local policy and practices around school attendance, advancing student success and reducing equity gaps by improving chronic absence. Attendance Works and DCPS leaders strategized regarding how to best implement a tiered system of supports for our students, and on what areas to focus. While truancy work is very important, DCPS recognizes the need to address all absences. As such, DCPS collaborated with Attendance Works on the development of a chronic absenteeism strategy and how to ensure the community is included in this work as well. DCPS collaborated with Attendance Works to provide professional development to 48 (13 secondary schools and 35 elementary) of our schools experiencing the largest attendance challenges, and formulate next steps as prescribed by attendance best practices. These trainings took place during the fall and winter of SY17-18 and focused on Tier 1 (universally applied, preventative) attendance strategies for chronically absent students. The goal of these sessions was to increase principals' understanding of the work required to address chronic absences, including developing a positive school climate, ensuring appropriate communication and messaging for families, tiering students based on need and implementing tiered-specific supports, engaging families, and developing incentives for attendance.

DCPS also initiated a partnership with the American Institutes for Research (AIR) to assess the effectiveness of text messaging strategies in reducing elementary grade absenteeism. Twenty-four (24) of DCPS' elementary schools participated in this pilot. Within each school, students were assigned by lottery to have their parents receive the study's text messages, or to receive the standard notifications provided by the district (what we call the "business-as-usual" condition). The messaging started in October 2017 and concluded in May 2018.

The text messages were sent to parents or guardians, not students. The text messaging intervention had two stages; the first stage took place in Fall 2017 and the second stage took place in Spring 2018.

The first stage included weekly informational messages about the importance of regular attendance, tips to address common reasons for absences, and same-day notifications to parents when a child is absent. The first stage compares and contrasts two strategies for informing parents:

- *Benefit framing of information* messages inform parents about the benefits of regular attendance.
- *Consequence framing* messages inform parents about the negative consequences of absenteeism.

Parents whose children missed more than 8 percent of instructional days during the fall semester, despite first-stage messaging, began to receive more tailored and targeted messaging strategies. The second stage messaging strategies were:

- *Parent outreach through two-way text messaging* where school or district staff initiate one-on-one communication with parents to link them to resources and supports.
- *Parent commitment messaging* includes attendance goal setting messages and weekly feedback on meeting the attendance goal.

This study used a sequential multiple assignment randomized trial (SMART) design to evaluate the effects of this adaptive intervention. The results will inform the District (and others) whether and for whom low-cost text messaging can be used to improve attendance. DCPS expects to receive outcome data regarding this study by winter 2019.

Throughout SY17-18 DCPS continued to provide training and support for schools implementing attendance intervention strategies. Targeted support included creating incentives for students, conducting specific outreach to students and families, and connecting families with our community and agency partners for additional support. In addition to focusing on ISA, schools received data on chronic absenteeism in their buildings. Schools provided additional support to families that not only have unexcused absences, but excused absences whereby the students missed 10 percent or more of the school year. Schools received weekly updates identifying chronically absent students. The following is a list of strategies schools used to improve in-seat attendance:

- Schools created relationship-based, attendance goal-setting programs targeting students who had been chronically absent in the prior school year. These programs were implemented at the beginning of the year, and involved weekly check-ins centering around positive attendance reinforcement and problem-solving.
- Professional development opportunities included small-group discussions and sharing of best practices, in addition to sharing District-level policy and program guidance and updates.
- District staff partnered with local businesses requesting that they post signs stating that they would not serve students during school hours and encourage daily school attendance.
- Ongoing focus on improving school climate and reducing suspensions.
- Schools created weekly and/or monthly classroom or grade-level attendance competitions/incentives.
- Student incentives and giveaways for improved and/or perfect attendance.
- Enhanced communication including text messages, emails and letters with updated language were provided to families stressing the importance of school attendance.
- Attendance specialists continued to focus their supports on schools with intensive attendance concerns. This included rigorous walkthroughs of 13 of our schools experiencing chronic absenteeism. After completion of these walkthroughs, DCPS' Central Office attendance team provided recommendations and support to improve attendance team structures, created a school-wide attendance plan, and provided professional development on best practices for supporting students. The following schools received this intensive support:
 - *Middle Schools:* Brookland MS, Jefferson MS, Johnson MS, Kelly Miller MS, Kramer MS, and Sousa MS
 - *High Schools:* Anacostia HS, Ballou HS, Ballou STAY, Eastern HS, H.D. Woodson HS, Luke C. Moore Alternative, and Washington Metropolitan

Additionally, during the 2017-2018 school year, DCPS encouraged all school leaders to develop a multi-tiered system to reduce chronic absenteeism in their schools, with special emphasis on Tier 1 universal strategies, which are utilized to support consistent daily attendance for all students. Tier 2 of the system is designed to provide targeted support, for students who need more support to avoid chronic absence, and Tier 3 offers intensive support for students facing the greatest challenges to getting to school.

Finally, DCPS worked to ensure the participation of all staff in our District-wide attendance improvement efforts, including our pathway coordinators, early childhood educators, 9th grade academy staff, deans of student behavior, special education coordinators, cafeteria workers, and others whose formal title does not include attendance. We emphasized that establishing strong, supportive, and welcoming relationships is a critical component of reducing chronic absenteeism.

In addition to these multiple efforts in effect during the school year, DCPS implemented summer programming which included proactive parent and student engagement strategies with a cohort of chronically absent students. All schools were provided a list of their chronically absent students and asked to conduct family and student outreach. Last, DCPS expanded summer school programming and included robust efforts related to communications and monitoring of student attendance.

Specifically, DCPS proactively engaged with students in critical transition grades (8th to 9th grade and PreK to Kindergarten) before the end of the summer, to get students and families excited for school.

For the first time, DCPS fostered “Summer Bridge” activities between rising 9th graders and their feeder high schools (Eastern, Ballou, Woodson, Anacostia, and Dunbar), inviting school leaders, extracurricular point of contacts, athletics coaches, and others to get students excited for high school. These engagements focused on previously chronically absent students, but all students who participated had positive takeaways and were excited to begin their first year of high school. Approximately 150 students participated in the high school bridge program. During July, robo-calls were sent to each student thanking them for their participation, reminding them of schools start dates and encouraging solid attendance behaviors. School staff were encouraged to reach out to each student individually to personally welcome them and to invite students to any summer school sponsored events, such as back to school meet and greets. A randomized group of the students were offered concert tickets as an attendance incentive for the upcoming school year. In the fall, each student will be connected to a caring adult in the building who will check in with the student to make them feel welcomed and comfortable with their new environment. Schools will monitor the attendance for this cohort of students and quickly intervene if attendance becomes a concern.

The five schools participating in the 8th to 9th grade bridge program also introduced summer automated “robocall” messaging to encourage regular attendance and personal touchpoints with students by staff members and families of students who have a history of attendance concerns.

DCPS also targeted 5 elementary programs to provide a “Kindergarten Readiness” orientation for families transitioning from PreK. Families received student attendance data and research-based information about the impact of attendance on student achievement.

Strategies for Improvement in SY18-19

DCPS recognized a need to shift mindsets for families and staff and increase buy-in around our district-wide strategy. Using SY17-18 as a baseline, DCPS developed a new vision for attendance: that **every student** is welcomed and encouraged to attend school by **every adult, every day**. This vision is supported by three critical pillars that guide DCPS' implementation of attendance initiatives:

- *Ensuring systems integrity and actionable data:* We believe that our compliance system and support structures must operate seamlessly. We believe that in order for data to be actionable, it must be accurate, accessible, and reviewed regularly.
- *Providing clear information on policies, practices, and procedures:* We believe families and students must be empowered with information to understand the impact of everyday learning on a student's life. We also are committed to clarifying policies and training all school staff on attendance requirements and best practices.
- *Strengthening partnerships:* We believe that proactively engaging and supporting all of our stakeholders will allow us to effectively impact barriers to attendance.

Ensuring Systems Integrity and Actionable Data

While DCPS recognizes that SY17-18 data appears to reflect an increase in the truancy rate; attendance data entry has greatly improved over the last two years, moving from 94.1% to 97.6%. As such, DCPS believes that this past year's rate likely reflects a more accurate accounting of attendance truancy data. Accurate record keeping is essential to ensuring that challenges can be accurately identified, and students can receive the needed interventions. DCPS will continue to impress upon school staff the importance of 100% attendance entry and accurate record keeping.

As noted prior, DCPS is using data to support a strategic focus on chronic absenteeism and universal, Tier 1 support, as prevention and early intervention is what will have the greatest impact. Tier 1 is the foundation of the support system and includes universal strategies that support satisfactory attendance for every student. For SY18-19, DCPS is requiring all schools to have a school attendance plan as part of their Comprehensive School Plan. The Comprehensive School Plan establishes annual improvement goals for each school. Progress toward reaching these goals is closely reviewed by District leadership. In addition, each school has been required to complete a self-assessment on attendance practices, in order to strengthen them and design student supports that are aligned to needs. Attendance staff members are currently working to analyze the information submitted to date to determine how to assist schools with building out their Comprehensive School Plans and provide appropriate Central Office provided attendance supports.

DCPS will also continue to implement the research-based attendance initiatives launched this past year to address chronic absenteeism during SY18-19. As noted above, at the end of SY17-18, DCPS provided all schools with a list of their chronically absent students and recommended that they plan summer programming to proactively engage parents and students, send summer messaging, and arrange personal

touchpoints with students and families of students who have a history of attendance concerns. This fall, DCPS is using the data to drive targeted outreach and closely monitor the attendance and academic progress of these students to more readily determine if support is needed.

For example, DCPS is beginning the year with a targeted home mailing to families of students with high absences (36+). Six types of letters (elementary and secondary versions of each) are being mailed as follows:

- Students with 36 or fewer absences: Goal of cutting absences in half.
- Extended School Year students with over 36 absences: Goal of 20 absences or fewer (10% of EY days)
- Traditional School Year students with over 36 absences: Goal of 18 absences or fewer (10% of TY days)

If students met the above goals, they would not be chronically absent in School Year 2018-19.

All schools will be required to execute the attendance strategies outlined in the Comprehensive School Plans developed over the summer. As part of this process, schools will be required to continue truancy compliance work and execute the specific strategies they have identified to address chronic absenteeism. For example, schools will select a specific cohort of students for which intensive supports will be implemented to abate attendance barriers, including but not limited to: phone banking, parent engagement sessions, home visits and incentive programs, all ultimately intended to connect families with suitable services. DCPS will continue to implement “Summer Bridge” initiatives in the spring and summer at identified schools, to support the successful transition of students in PK4 to Kindergarten and 8th to 9th grade transition points.

Providing Clear Information on Policies, Practices, and Procedures

As a component of DCPS’ graduation excellence work, the team partnered with leaders, staff, parents, and students to engage in a review and revision of key policies that impact student success, including DCPS’ attendance policy. As a result of multiple community engagement opportunities and a formal 30-day public comment period, DCPS has provided comprehensive summer training and updated its attendance policy, to ensure compliance with code and regulation while also adding key best practices to support student success. This final policy will be issued in August 2018 along with clear guidance for schools to support implementation, as well as a family-friendly FAQ to support families with knowing their rights and responsibilities.

In addition, DCPS met with many users of the Aspen student information system to identify attendance data entry challenges from the user perspective. These discussions allowed DCPS to identify several ways to improve the system’s functionality and reduce administrative burden. Key changes were made in time for the 2018-2019 school year, and the system will continue to be reviewed and upgraded as need indicates.

Strengthening Partnerships: Creating City-wide Systems of Attendance Support

DCPS believes that a city-wide approach is needed to address school attendance. DCPS is working to expand its use of community volunteers, nonprofits and business leaders to support segments of its attendance efforts. Principals, as well as school and Central Office attendance staff (Office of Family Public Engagement (OFPE) and others) will play an important role in recruiting, engaging and coordinating community partners. We plan to leverage OFPE's expertise to enhance our existing partnership base and expand our partner portfolio. Additionally, DCPS is meeting with existing partners (Show Up-Stand Out, Roving Leaders, Department of Parks and Recreation, Department of Behavioral Health, Community in Schools, City Year, and Flamboyan) to determine the best way to increase collaboration and effectiveness of these partnerships. Volunteer mentors will be recruited to help encourage and empower students, offer tutoring and provide other needed supports. We will solicit businesses to donate prizes for incentives, and to provide their employees as volunteers.

Additionally, DCPS is coordinating with the Office of the Deputy Mayor for Education (DME) to create a more robust district-wide attendance messaging campaign to engage youth appropriately and to encourage celebrities and athletes, along with nonprofit organizations to join us in conveying the message that "every day counts."

This year, in collaboration with the Deputy Mayor for Education, DCPS assistant principals will have the opportunity to participate in the DC Schools Community of Practice: Trauma-informed Practices, to learn and grow together for the benefit of the current and future children they serve.

DCPS will continue to partner with the DME and the Every Day Counts! Taskforce to improve attendance and reduce truancy and chronic absenteeism rates. Collaboration will focus on new work in SY18-19 in the key partnership areas identified by the Every Day Counts! Task Force, including safe passage, transportation for homeless youth, and family engagement. DCPS will be working to ensure these activities are appropriately matched and tailored to meet the needs of individual schools. Through interagency cooperation, this multi-pronged approach is expected to help us achieve a greater level of success for our students.

DCPS continues to engage and inform our schools, students, and parents about the importance of regular attendance and the important role each of us plays. We believe that our enhanced work around chronic absenteeism, our consultation with national leaders in attendance intervention, our implementation of research-based interventions and supports such as restorative justice, and our continued strengthening of foundational policies and procedures will result in increased attendance and accelerated student learning in SY18-19.

Appendix A: Disaggregated Data

Note, school-level data has been included in this appendix. School by grade level is suppressed due to small sample sizes that risk exposure of student privacy and based on the requirements of Family Educational Rights and Privacy Act (FERPA).

Figure 1: Unexcused Absences Counting Toward Truancy by Grade

| School Name | Enrollment (Truant Eligible) | # 1-5 Absences | # 6-10 Absences | # 11-20 Absences | # 21+ Absences |
|------------------------------|---------------------------------|-------------------|--------------------|---------------------|-------------------|
| Aiton ES | 190 | 74 | 58 | 33 | 12 |
| Amidon-Bowen ES | 309 | 149 | 98 | 36 | 12 |
| Anacostia HS | 396 | 31 | 40 | 59 | 262 |
| Ballou HS | 933 | 53 | 102 | 207 | 556 |
| Ballou STAY | 138 | <10 | <10 | <10 | 128 |
| Bancroft ES | 460 | 298 | 55 | <10 | <10 |
| Barnard ES | 521 | 378 | 41 | 10 | <10 |
| Beers ES | 411 | 252 | 47 | <10 | 0 |
| Benjamin Banneker HS | 483 | 309 | 47 | 15 | <10 |
| Brent ES | 369 | 242 | 40 | <10 | 0 |
| Brightwood EC | 712 | 407 | 155 | 52 | 12 |
| Brookland MS | 268 | 94 | 62 | 77 | 24 |
| Browne EC | 317 | 157 | 69 | 35 | 12 |
| Bruce-Monroe ES | 397 | 254 | 46 | 14 | 10 |
| Bunker Hill ES | 163 | 80 | 48 | 22 | <10 |
| Burroughs ES | 222 | 84 | 63 | 48 | 16 |
| Burrville ES | 244 | 59 | 78 | 78 | 22 |
| C.W. Harris ES | 251 | 118 | 73 | 37 | 14 |
| Cap Hill Montessori | 259 | 137 | 71 | 29 | <10 |
| Cardozo EC | 730 | 111 | 125 | 164 | 316 |
| CHOICE Academy | 68 | 24 | 19 | 13 | <10 |
| Cleveland ES | 247 | 148 | 39 | 14 | <10 |
| Columbia Heights EC | 1245 | 390 | 268 | 307 | 203 |
| Coolidge HS | 329 | 101 | 53 | 58 | 87 |
| Deal MS | 1520 | 1024 | 122 | 42 | 15 |
| Dorothy I. Height ES | 343 | 179 | 84 | 41 | 11 |
| Drew ES | 253 | 90 | 94 | 47 | 14 |
| Dunbar HS | 671 | 37 | 61 | 164 | 398 |
| Eastern HS | 773 | 94 | 109 | 174 | 380 |
| Eaton ES | 453 | 256 | <10 | 0 | 0 |
| Eliot-Hine MS | 227 | 55 | 54 | 56 | 48 |
| Ellington School of the Arts | 558 | 224 | 101 | 111 | 82 |
| Garfield ES | 281 | 127 | 103 | 21 | <10 |

Annual Truancy Report for SY17-18

| School Name | Enrollment (Truant Eligible) | # 1-5 Absences | # 6-10 Absences | # 11-20 Absences | # 21+ Absences |
|-------------------------|---------------------------------|-------------------|--------------------|---------------------|-------------------|
| Garrison ES | 192 | 130 | 30 | <10 | <10 |
| H.D. Cooke ES | 337 | 163 | 64 | 47 | 19 |
| Hardy MS | 405 | 282 | 16 | <10 | <10 |
| Hart MS | 392 | 173 | 121 | 47 | 29 |
| Hearst ES | 278 | 183 | 24 | <10 | 0 |
| Hendley ES | 387 | 82 | 108 | 115 | 75 |
| Houston ES | 227 | 92 | 64 | 47 | 20 |
| Hyde-Addison ES | 272 | 172 | 43 | <10 | 0 |
| Inspiring Youth Program | 30 | <10 | <10 | 0 | 0 |
| J.O. Wilson ES | 421 | 180 | 120 | 71 | 23 |
| Janney ES | 680 | 506 | 24 | <10 | 0 |
| Jefferson MS Academy | 336 | 115 | 91 | 65 | 49 |
| Johnson MS | 293 | 74 | 92 | 76 | 48 |
| Kelly Miller MS | 470 | 152 | 104 | 125 | 75 |
| Ketcham ES | 269 | 67 | 88 | 90 | 20 |
| Key ES | 386 | 259 | 32 | <10 | 0 |
| Kimball ES | 303 | 180 | 91 | 15 | <10 |
| King, M.L. ES | 312 | 86 | 72 | 90 | 50 |
| Kramer MS | 237 | 34 | 50 | 64 | 84 |
| Lafayette ES | 737 | 402 | <10 | <10 | 0 |
| Langdon ES | 292 | 138 | 70 | 39 | 14 |
| Langley ES | 250 | 107 | 68 | 42 | 21 |
| LaSalle-Backus EC | 352 | 175 | 76 | 40 | 25 |
| Leckie EC | 490 | 197 | 154 | 102 | 17 |
| Ludlow-Taylor ES | 314 | 184 | 53 | 18 | <10 |
| Luke Moore HS | 184 | 17 | 16 | 35 | 111 |
| MacFarland MS | 144 | 90 | 15 | <10 | <10 |
| Malcolm X ES @ Green | 234 | 100 | 77 | 53 | 0 |
| Mann ES | 375 | 204 | <10 | <10 | 0 |
| Marie Reed ES | 344 | 182 | 62 | 30 | <10 |
| Maury ES | 330 | 204 | 48 | <10 | 0 |
| McKinley MS | 269 | 26 | 51 | 84 | 106 |
| McKinley Technology HS | 615 | 209 | 206 | 138 | 39 |
| Miner ES | 268 | 178 | 42 | 11 | <10 |
| Moten ES | 360 | 57 | 90 | 107 | 97 |
| Murch ES | 538 | 364 | 53 | 10 | 0 |
| Nalle ES | 327 | 181 | 105 | 13 | <10 |
| Noyes ES | 190 | 100 | 37 | 11 | <10 |
| Orr ES | 334 | 142 | 92 | 52 | 28 |
| Oyster-Adams Bilingual | 646 | 398 | 71 | <10 | <10 |
| Patterson ES | 322 | 195 | 49 | <10 | 0 |

Annual Truancy Report for SY17-18

| School Name | Enrollment (Truant Eligible) | # 1-5 Absences | # 6-10 Absences | # 11-20 Absences | # 21+ Absences |
|-------------------------------|---------------------------------|-------------------|--------------------|---------------------|-------------------|
| Payne ES | 283 | 91 | 90 | 62 | 27 |
| Peabody ES | 88 | 64 | <10 | <10 | 0 |
| Phelps ACE HS | 261 | 35 | 49 | 94 | 80 |
| Plummer ES | 341 | 113 | 169 | 33 | 17 |
| Powell ES | 461 | 286 | 72 | <10 | 11 |
| Randle Highlands ES | 266 | 181 | 38 | <10 | 0 |
| Raymond EC | 541 | 322 | 148 | 37 | <10 |
| River Terrace | 76 | 52 | 10 | <10 | <10 |
| Ron Brown High School | 213 | 33 | 42 | 56 | 80 |
| Roosevelt High School | 725 | 92 | 82 | 139 | 392 |
| Roosevelt STAY | 186 | 12 | 11 | 16 | 146 |
| Ross ES | 149 | 94 | 23 | <10 | 0 |
| Savoy ES | 252 | 55 | 59 | 54 | 27 |
| School Without Walls HS | 595 | 336 | 41 | 10 | <10 |
| School-Within-School @ Goding | 239 | 166 | 20 | <10 | 0 |
| Seaton ES | 289 | 161 | 42 | 13 | <10 |
| Shepherd ES | 311 | 201 | 28 | <10 | <10 |
| Simon ES | 271 | 123 | 65 | 49 | 18 |
| Smothers ES | 209 | 74 | 59 | 56 | <10 |
| Sousa MS | 270 | 61 | 80 | 80 | 38 |
| Stanton ES | 436 | 195 | 111 | 81 | 13 |
| Stoddert ES | 452 | 281 | 37 | <10 | 0 |
| Stuart-Hobson MS | 432 | 246 | 107 | 38 | <10 |
| SWW @ Francis Stevens | 406 | 222 | 67 | 32 | <10 |
| Takoma EC | 431 | 245 | 27 | 14 | 13 |
| Thomas ES | 345 | 96 | 116 | 89 | 34 |
| Thomson ES | 248 | 147 | 30 | <10 | <10 |
| Truesdell EC | 642 | 273 | 187 | 124 | 30 |
| Tubman ES | 501 | 264 | 101 | 55 | 20 |
| Turner ES | 426 | 88 | 104 | 144 | 80 |
| Tyler ES | 414 | 259 | 69 | 29 | <10 |
| Van Ness ES | 143 | 84 | 20 | 13 | <10 |
| Walker-Jones EC | 385 | 119 | 127 | 81 | 42 |
| Washington MetHS | 199 | <10 | <10 | <10 | 181 |
| Watkins ES | 442 | 311 | 74 | <10 | 0 |
| West EC | 285 | 124 | 66 | 41 | 20 |
| Wheatley EC | 284 | 70 | 80 | 98 | 28 |
| Whittier EC | 307 | 119 | 88 | 54 | 31 |
| Wilson HS | 1852 | 596 | 423 | 378 | 389 |
| Woodson, H.D. HS | 537 | 36 | 62 | 111 | 319 |
| Youth Services Center | 140 | 10 | <10 | <10 | 0 |

Figure 2: SST, CFSA, and Court Referrals - By School

| School Name | Referral Type | Required | Required & Referred | Compliance Rate |
|-----------------------------|---------------|----------|---------------------|-----------------|
| Aiton ES | CFSA | 40 | 21 | 53% |
| Aiton ES | Court | 18 | 12 | 67% |
| Aiton ES | SST | 117 | 106 | 91% |
| Amidon-Bowen ES | CFSA | 43 | 40 | 93% |
| Amidon-Bowen ES | Court | 17 | <10 | N/A |
| Amidon-Bowen ES | SST | 175 | 136 | 78% |
| Anacostia HS | CFSA | 0 | 0 | |
| Anacostia HS | Court | 82 | <10 | N/A |
| Anacostia HS | SST | 366 | 226 | 62% |
| Ballou HS | CFSA | <10 | 0 | 0% |
| Ballou HS | Court | 193 | 15 | 8% |
| Ballou HS | SST | 889 | 502 | 56% |
| Ballou STAY | CFSA | 0 | 0 | |
| Ballou STAY | Court | 52 | <10 | N/A |
| Ballou STAY | SST | 139 | 55 | 40% |
| Bancroft ES | CFSA | 12 | <10 | N/A |
| Bancroft ES | Court | <10 | <10 | N/A |
| Bancroft ES | SST | 98 | 65 | 66% |
| Barnard ES | CFSA | 13 | 11 | 85% |
| Barnard ES | Court | <10 | <10 | N/A |
| Barnard ES | SST | 60 | 54 | 90% |
| Beers ES | SST | 83 | 76 | 92% |
| Benjamin Banneker HS | Court | <10 | 0 | 0% |
| Benjamin Banneker HS | SST | 102 | 39 | 38% |
| Brent ES | CFSA | <10 | <10 | N/A |
| Brent ES | SST | 65 | 46 | 71% |
| Brightwood EC | CFSA | 36 | 35 | 97% |
| Brightwood EC | Court | 12 | <10 | N/A |
| Brightwood EC | SST | 274 | 207 | 76% |
| Brookland MS | CFSA | <10 | <10 | N/A |
| Brookland MS | Court | <10 | 0 | 0% |
| Brookland MS | SST | 182 | 151 | 83% |
| Browne EC | CFSA | 16 | 16 | 100% |
| Browne EC | Court | <10 | <10 | N/A |
| Browne EC | SST | 146 | 142 | 97% |
| Bruce-Monroe ES @ Park View | CFSA | 18 | 18 | 100% |
| Bruce-Monroe ES @ Park View | Court | 10 | 10 | 100% |
| Bruce-Monroe ES @ Park View | SST | 91 | 80 | 88% |
| Bunker Hill ES | CFSA | 13 | 13 | 100% |
| Bunker Hill ES | Court | <10 | <10 | N/A |

Annual Truancy Report for SY17-18

| School Name | Referral Type | Required | Required & Referred | Compliance Rate |
|---------------------------------|---------------|----------|---------------------|-----------------|
| Bunker Hill ES | SST | 92 | 74 | 80% |
| Burroughs ES | CFSA | 46 | 22 | 48% |
| Burroughs ES | Court | 20 | <10 | N/A |
| Burroughs ES | SST | 153 | 67 | 44% |
| Burrville ES | CFSA | 55 | 55 | 100% |
| Burrville ES | Court | 25 | <10 | N/A |
| Burrville ES | SST | 195 | 135 | 69% |
| C.W. Harris ES | CFSA | 33 | 33 | 100% |
| C.W. Harris ES | Court | 19 | 18 | 95% |
| C.W. Harris ES | SST | 157 | 116 | 74% |
| Cap Hill Montessori @ Logan | CFSA | <10 | <10 | N/A |
| Cap Hill Montessori @ Logan | Court | <10 | 0 | 0% |
| Cap Hill Montessori @ Logan | SST | 127 | 62 | 49% |
| Cardozo EC | CFSA | 12 | 12 | 100% |
| Cardozo EC | Court | 77 | 35 | 45% |
| Cardozo EC | SST | 624 | 332 | 53% |
| CHOICE Academy @ Washington Met | CFSA | 0 | 0 | |
| CHOICE Academy @ Washington Met | SST | 43 | 12 | 28% |
| Cleveland ES | CFSA | 15 | 0 | 0% |
| Cleveland ES | Court | <10 | 0 | 0% |
| Cleveland ES | SST | 70 | 62 | 89% |
| Columbia Heights EC (CHEC) | CFSA | <10 | 0 | 0% |
| Columbia Heights EC (CHEC) | Court | 10 | <10 | N/A |
| Columbia Heights EC (CHEC) | SST | 853 | 374 | 44% |
| Coolidge HS | Court | 0 | 0 | |
| Coolidge HS | SST | 221 | 183 | 83% |
| Deal MS | CFSA | <10 | <10 | N/A |
| Deal MS | Court | 0 | 0 | |
| Deal MS | SST | 251 | 211 | 84% |
| Dorothy I. Height ES | CFSA | 35 | 35 | 100% |
| Dorothy I. Height ES | Court | 18 | <10 | N/A |
| Dorothy I. Height ES | SST | 157 | 136 | 87% |
| Drew ES | CFSA | 40 | 13 | 33% |
| Drew ES | Court | 17 | 0 | 0% |
| Drew ES | SST | 189 | 104 | 55% |
| Dunbar HS | CFSA | 0 | 0 | |
| Dunbar HS | Court | 97 | 22 | 23% |
| Dunbar HS | SST | 637 | 430 | 68% |
| Eastern HS | Court | 101 | 12 | 12% |
| Eastern HS | SST | 684 | 362 | 53% |

Annual Truancy Report for SY17-18

| School Name | Referral Type | Required | Required & Referred | Compliance Rate |
|------------------------------|---------------|----------|---------------------|-----------------|
| Eaton ES | SST | 15 | 15 | 100% |
| Eliot-Hine MS | CFSA | 10 | 10 | 100% |
| Eliot-Hine MS | Court | <10 | <10 | N/A |
| Eliot-Hine MS | SST | 169 | 144 | 85% |
| Ellington School of the Arts | CFSA | 0 | 0 | |
| Ellington School of the Arts | Court | 0 | 0 | |
| Ellington School of the Arts | SST | 329 | 288 | 88% |
| Garfield ES | CFSA | 26 | 24 | 92% |
| Garfield ES | Court | <10 | <10 | N/A |
| Garfield ES | SST | 150 | 143 | 95% |
| Garrison ES | CFSA | <10 | <10 | N/A |
| Garrison ES | Court | 0 | 0 | |
| Garrison ES | SST | 47 | 37 | 79% |
| H.D. Cooke ES | CFSA | 50 | 49 | 98% |
| H.D. Cooke ES | Court | 23 | 18 | 78% |
| H.D. Cooke ES | SST | 149 | 116 | 78% |
| Hardy MS | CFSA | <10 | <10 | N/A |
| Hardy MS | Court | <10 | <10 | N/A |
| Hardy MS | SST | 29 | 23 | 79% |
| Hart MS | CFSA | <10 | <10 | N/A |
| Hart MS | Court | <10 | <10 | N/A |
| Hart MS | SST | 229 | 202 | 88% |
| Hearst ES | CFSA | <10 | <10 | N/A |
| Hearst ES | SST | 38 | 38 | 100% |
| Hendley ES | CFSA | 157 | 86 | 55% |
| Hendley ES | Court | 87 | 47 | 54% |
| Hendley ES | SST | 314 | 227 | 72% |
| Houston ES | CFSA | 46 | 40 | 87% |
| Houston ES | Court | 25 | 0 | 0% |
| Houston ES | SST | 143 | 84 | 59% |
| Hyde-Addison ES | CFSA | <10 | <10 | N/A |
| Hyde-Addison ES | SST | 77 | 61 | 79% |
| Inspiring Youth Program | SST | <10 | 0 | 0% |
| J.O. Wilson ES | CFSA | 59 | 15 | 25% |
| J.O. Wilson ES | Court | 28 | 0 | 0% |
| J.O. Wilson ES | SST | 247 | 69 | 28% |
| Janney ES | CFSA | <10 | <10 | N/A |
| Janney ES | Court | 0 | 0 | |
| Janney ES | SST | 43 | 27 | 63% |
| Jefferson MS Academy | CFSA | 15 | 15 | 100% |
| Jefferson MS Academy | Court | <10 | <10 | N/A |
| Jefferson MS Academy | SST | 222 | 186 | 84% |

Annual Truancy Report for SY17-18

| School Name | Referral Type | Required | Required & Referred | Compliance Rate |
|---------------------------|---------------|----------|---------------------|-----------------|
| Johnson, John Hayden MS | CFSA | 35 | 28 | 80% |
| Johnson, John Hayden MS | Court | 13 | 10 | 77% |
| Johnson, John Hayden MS | SST | 229 | 205 | 90% |
| Kelly Miller MS | CFSA | 37 | 31 | 84% |
| Kelly Miller MS | Court | 13 | <10 | N/A |
| Kelly Miller MS | SST | 334 | 242 | 72% |
| Ketcham ES | CFSA | 86 | 38 | 44% |
| Ketcham ES | Court | 36 | 0 | 0% |
| Ketcham ES | SST | 210 | 101 | 48% |
| Key ES | CFSA | <10 | <10 | N/A |
| Key ES | SST | 50 | 46 | 92% |
| Kimball ES | CFSA | 18 | 10 | 56% |
| Kimball ES | Court | 10 | <10 | N/A |
| Kimball ES | SST | 158 | 100 | 63% |
| King, M.L. ES | CFSA | 108 | 96 | 89% |
| King, M.L. ES | Court | 57 | 42 | 74% |
| King, M.L. ES | SST | 243 | 186 | 77% |
| Kramer MS | CFSA | 18 | 18 | 100% |
| Kramer MS | Court | 14 | 10 | 71% |
| Kramer MS | SST | 215 | 190 | 88% |
| Lafayette ES | CFSA | <10 | 0 | 0% |
| Lafayette ES | SST | 15 | <10 | N/A |
| Langdon ES | CFSA | 42 | 36 | 86% |
| Langdon ES | Court | 21 | <10 | N/A |
| Langdon ES | SST | 144 | 121 | 84% |
| Langley ES | CFSA | 44 | 39 | 89% |
| Langley ES | Court | 24 | 10 | 42% |
| Langley ES | SST | 156 | 119 | 76% |
| LaSalle-Backus EC | CFSA | 36 | 36 | 100% |
| LaSalle-Backus EC | Court | 18 | 15 | 83% |
| LaSalle-Backus EC | SST | 164 | 133 | 81% |
| Leckie EC | CFSA | 43 | 40 | 93% |
| Leckie EC | Court | 15 | <10 | N/A |
| Leckie EC | SST | 321 | 209 | 65% |
| Ludlow-Taylor ES | CFSA | 14 | 14 | 100% |
| Ludlow-Taylor ES | Court | <10 | <10 | N/A |
| Ludlow-Taylor ES | SST | 101 | 73 | 72% |
| Luke Moore Alternative HS | Court | 22 | 11 | 50% |
| Luke Moore Alternative HS | SST | 167 | 122 | 73% |
| MacFarland MS | CFSA | <10 | <10 | N/A |
| MacFarland MS | Court | <10 | <10 | N/A |
| MacFarland MS | SST | 31 | 26 | 84% |

Annual Truancy Report for SY17-18

| School Name | Referral Type | Required | Required & Referred | Compliance Rate |
|------------------------|---------------|----------|---------------------|-----------------|
| Malcolm X ES @ Green | CFSA | 40 | 40 | 100% |
| Malcolm X ES @ Green | SST | 150 | 118 | 79% |
| Mann ES | CFSA | <10 | <10 | N/A |
| Mann ES | Court | <10 | 0 | 0% |
| Mann ES | SST | 17 | <10 | N/A |
| Marie Reed ES | CFSA | 24 | <10 | N/A |
| Marie Reed ES | Court | <10 | 0 | 0% |
| Marie Reed ES | SST | 116 | 70 | 60% |
| Maury ES | CFSA | <10 | <10 | N/A |
| Maury ES | Court | <10 | <10 | N/A |
| Maury ES | SST | 74 | 58 | 78% |
| McKinley MS | CFSA | 30 | 19 | 63% |
| McKinley MS | Court | 19 | <10 | N/A |
| McKinley MS | SST | 250 | 226 | 90% |
| McKinley Technology HS | CFSA | 0 | 0 | |
| McKinley Technology HS | Court | <10 | 0 | 0% |
| McKinley Technology HS | SST | 427 | 413 | 97% |
| Miner ES | CFSA | <10 | <10 | N/A |
| Miner ES | Court | <10 | <10 | N/A |
| Miner ES | SST | 77 | 56 | 73% |
| Moten ES | CFSA | 164 | 162 | 99% |
| Moten ES | Court | 110 | 45 | 41% |
| Moten ES | SST | 312 | 263 | 84% |
| Murch ES | CFSA | <10 | <10 | N/A |
| Murch ES | SST | 95 | 75 | 79% |
| Nalle ES | CFSA | 11 | 10 | 91% |
| Nalle ES | Court | <10 | <10 | N/A |
| Nalle ES | SST | 152 | 42 | 28% |
| Noyes ES | CFSA | 14 | 11 | 79% |
| Noyes ES | Court | <10 | <10 | N/A |
| Noyes ES | SST | 72 | 42 | 58% |
| Orr ES | CFSA | 63 | 63 | 100% |
| Orr ES | Court | 32 | 18 | 56% |
| Orr ES | SST | 196 | 166 | 85% |
| Oyster-Adams Bilingual | CFSA | <10 | <10 | N/A |
| Oyster-Adams Bilingual | Court | <10 | <10 | N/A |
| Oyster-Adams Bilingual | SST | 107 | 86 | 80% |
| Patterson ES | CFSA | 0 | 0 | |
| Patterson ES | SST | 67 | 63 | 94% |
| Payne ES | CFSA | 58 | 53 | 91% |
| Payne ES | Court | 29 | 11 | 38% |
| Payne ES | SST | 203 | 119 | 59% |

Annual Truancy Report for SY17-18

| School Name | Referral Type | Required | Required & Referred | Compliance Rate |
|--------------------------------|---------------|----------|---------------------|-----------------|
| Peabody ES (Capitol Hill Clus) | CFSA | <10 | 0 | 0% |
| Peabody ES (Capitol Hill Clus) | SST | 12 | <10 | N/A |
| Phelps ACE HS | Court | <10 | 0 | 0% |
| Phelps ACE HS | SST | 230 | 116 | 50% |
| Plummer ES | CFSA | 33 | 19 | 58% |
| Plummer ES | Court | 16 | <10 | N/A |
| Plummer ES | SST | 237 | 216 | 91% |
| Powell ES | CFSA | 15 | 15 | 100% |
| Powell ES | Court | 11 | <10 | N/A |
| Powell ES | SST | 131 | 96 | 73% |
| Randle Highlands ES | CFSA | <10 | <10 | N/A |
| Randle Highlands ES | SST | 66 | 56 | 85% |
| Raymond EC | CFSA | 19 | 13 | 68% |
| Raymond EC | Court | <10 | <10 | N/A |
| Raymond EC | SST | 243 | 177 | 73% |
| River Terrace | CFSA | <10 | <10 | N/A |
| River Terrace | Court | <10 | <10 | N/A |
| River Terrace | SST | 33 | 27 | 82% |
| Ron Brown High School | Court | 10 | 0 | 0% |
| Ron Brown High School | SST | 187 | 109 | 58% |
| Roosevelt High School | CFSA | <10 | 0 | 0% |
| Roosevelt High School | Court | 85 | 40 | 47% |
| Roosevelt High School | SST | 630 | 482 | 77% |
| Roosevelt STAY @ MacFarland | Court | 102 | 51 | 50% |
| Roosevelt STAY @ MacFarland | SST | 176 | 135 | 77% |
| Ross ES | CFSA | <10 | <10 | N/A |
| Ross ES | SST | 33 | 31 | 94% |
| Savoy ES | CFSA | 64 | 37 | 58% |
| Savoy ES | Court | 38 | 0 | 0% |
| Savoy ES | SST | 153 | 77 | 50% |
| School Without Walls HS | SST | 77 | 40 | 52% |
| School-Within-School @ Goding | CFSA | <10 | <10 | N/A |
| School-Within-School @ Goding | SST | 32 | 23 | 72% |
| Seaton ES | CFSA | 14 | 11 | 79% |
| Seaton ES | Court | <10 | <10 | N/A |
| Seaton ES | SST | 74 | 53 | 72% |
| Shepherd ES | CFSA | <10 | <10 | N/A |
| Shepherd ES | Court | <10 | <10 | N/A |
| Shepherd ES | SST | 50 | 46 | 92% |
| Simon ES | CFSA | 58 | 32 | 55% |

Annual Truancy Report for SY17-18

| School Name | Referral Type | Required | Required & Referred | Compliance Rate |
|-----------------------|---------------|----------|---------------------|-----------------|
| Simon ES | Court | 29 | <10 | N/A |
| Simon ES | SST | 156 | 77 | 49% |
| Smothers ES | CFSA | 29 | 29 | 100% |
| Smothers ES | Court | <10 | <10 | N/A |
| Smothers ES | SST | 147 | 113 | 77% |
| Sousa MS | CFSA | 16 | 13 | 81% |
| Sousa MS | Court | 14 | 11 | 79% |
| Sousa MS | SST | 212 | 153 | 72% |
| Stanton ES | CFSA | 77 | 77 | 100% |
| Stanton ES | Court | 22 | 0 | 0% |
| Stanton ES | SST | 234 | 159 | 68% |
| Stoddert ES | CFSA | <10 | <10 | N/A |
| Stoddert ES | SST | 61 | 52 | 85% |
| Stuart-Hobson MS | SST | 194 | 149 | 77% |
| SWW @ Francis Stevens | CFSA | 20 | 20 | 100% |
| SWW @ Francis Stevens | Court | <10 | 0 | 0% |
| SWW @ Francis Stevens | SST | 146 | 141 | 97% |
| Takoma EC | CFSA | 12 | 11 | 92% |
| Takoma EC | Court | <10 | 0 | 0% |
| Takoma EC | SST | 73 | 42 | 58% |
| Thomas ES | CFSA | 79 | 48 | 61% |
| Thomas ES | Court | 38 | 20 | 53% |
| Thomas ES | SST | 260 | 166 | 64% |
| Thomson ES | CFSA | <10 | <10 | N/A |
| Thomson ES | Court | <10 | 0 | 0% |
| Thomson ES | SST | 45 | 24 | 53% |
| Truesdell EC | CFSA | 78 | 74 | 95% |
| Truesdell EC | Court | 26 | 11 | 42% |
| Truesdell EC | SST | 386 | 279 | 72% |
| Tubman ES | CFSA | 67 | 65 | 97% |
| Tubman ES | Court | 29 | 22 | 76% |
| Tubman ES | SST | 217 | 153 | 71% |
| Turner ES | CFSA | 157 | 157 | 100% |
| Turner ES | Court | 90 | 58 | 64% |
| Turner ES | SST | 353 | 229 | 65% |
| Tyler ES | CFSA | 37 | 12 | 32% |
| Tyler ES | Court | 15 | <10 | N/A |
| Tyler ES | SST | 135 | 117 | 87% |
| Van Ness ES | CFSA | 13 | 13 | 100% |
| Van Ness ES | Court | <10 | <10 | N/A |
| Van Ness ES | SST | 43 | 39 | 91% |
| Walker-Jones EC | CFSA | 80 | 77 | 96% |

Annual Truancy Report for SY17-18

| School Name | Referral Type | Required | Required & Referred | Compliance Rate |
|--------------------------------|---------------|----------|---------------------|-----------------|
| Walker-Jones EC | Court | 35 | 22 | 63% |
| Walker-Jones EC | SST | 274 | 172 | 63% |
| Washington Metropolitan HS | Court | 109 | 14 | 13% |
| Washington Metropolitan HS | SST | 194 | 156 | 80% |
| Watkins ES (Capitol Hill Clus) | CFSA | <10 | <10 | N/A |
| Watkins ES (Capitol Hill Clus) | SST | 138 | 99 | 72% |
| West EC | CFSA | 29 | 20 | 69% |
| West EC | Court | 12 | <10 | N/A |
| West EC | SST | 148 | 80 | 54% |
| Wheatley EC | CFSA | 51 | 47 | 92% |
| Wheatley EC | Court | 14 | <10 | N/A |
| Wheatley EC | SST | 222 | 202 | 91% |
| Whittier EC | CFSA | 52 | 52 | 100% |
| Whittier EC | Court | 28 | 19 | 68% |
| Whittier EC | SST | 201 | 163 | 81% |
| Wilson HS | CFSA | <10 | <10 | N/A |
| Wilson HS | Court | 42 | 14 | 33% |
| Wilson HS | SST | 1300 | 816 | 63% |
| Woodson, H.D. HS | CFSA | <10 | 0 | 0% |
| Woodson, H.D. HS | Court | 54 | <10 | N/A |
| Woodson, H.D. HS | SST | 502 | 343 | 68% |
| Youth Services Center | SST | <10 | 0 | 0% |