



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

August 2022

Annual Attendance Report

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 2021-2022 to the Mayor and the Office of the State Superintendent of Education (OSSE). As required, the report reflects:

- The number of minors with unexcused absences, categorized by grade, or equivalent grouping for ungraded schools for:
 - One (1) to five (5) days
 - Six (6) to ten (10) days
 - Eleven (11) to Twenty (20) days
 - Twenty-one (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).
- 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.

DCPS Response to COVID-19

Like many other school systems across the country, DCPS faced challenges as we pivoted to develop, stand-up and simultaneously implement a remote, hybrid and now a multi-faceted learning environment. DCPS firmly believes that its response to the pandemic has been robust, comprehensive, and student focused. The school district continues to be committed to ensuring that our students receive a well-rounded educational experience, in an atmosphere where they feel loved, challenged, and prepared.

Over the past few years, we have made significant modifications to our educational environment during the COVID-19 public health emergency to address the needs of our students and families. These efforts

demonstrate DCPS' commitment to our students and their families, as well as our staff's fortitude and resilience.

In School Year 2020-21 (SY20-21), DCPS began the year in a virtual posture and all students were expected to log into Canvas each school day at least once between 6:00 a.m. and 11:59 p.m. While initially the system's attendance process was anchored on logging in to Canvas, DCPS' Learning Management System (LMS), the attendance process was modified once the Microsoft Teams platform was established, and students were also able to participate in live classes. At that point, DCPS adjusted attendance taking procedures to include participation in live classes via Microsoft Teams to account for the multiple ways that students were accessing instruction.

As conditions permitted, DCPS offered some in-person teacher-led classes for students.

In School Year 2021-22 (SY21-22), DCPS provided students with an opportunity to learn in person and if eligible, participate in a remote learning posture. We used our learnings from SY20-21 to improve our policies and practices.

Highlights

DCPS began SY21-22 working to create a safe, welcoming, joyful, and rigorous learning opportunities for all students. Our schools developed a "First Three Weeks" plan to help students re-adjust to the school environment. We focused our efforts on reacclimating our students to in-person learning and created rigorous safety standards and practices. We understood that this school year would still feel quite different for our families. Thus, we carefully planned every aspect of school by keeping health and safety procedures in the forefront of our minds. Our staff worked tirelessly to design and learn new routines and protocols. The health, safety, and well-being of our students and staff stayed our top priority. Therefore, we regularly reviewed, assessed, and strengthened our approach based on the most recent guidance of health officials and safety experts. DCPS prepared itself to employ a robust, layered mitigation strategy to reduce the spread of COVID-19.

Despite our best efforts, we understood that there were families within our community who would continue to have concerns and anxiety about the return to in-person learning, particularly considering the Delta variant. With that in mind, we conducted ongoing outreach with our families to clarify the layered protections in place in our schools and help them understand what would happen when there was a reported case of COVID-19 within their schools. We strengthened our positive case notification and contact tracing processes. We also supplied self-quarantine instructions to close contacts, notified the school community about the reported positive case if the person was in the building during their infectious period, and followed steps outlined by DC Health and the Centers for Disease Control and Prevention (CDC) for cleaning, disinfecting, and sanitizing of school space. Additionally, DCPS teachers were required to post course assignments and learning resources on Canvas so students could access learning materials during quarantine.

DCPS also collaborated with the Department of General Services (DGS) to enhance the air quality in our schools by updating schools' HVAC systems with MERV-13 filters, procuring portable HEPA filters that complete air changes every 15 minutes, and installing and monitoring indoor air quality sensors. DCPS

and DGS monitored the effectiveness of protocols at the systems-level and made adaptations as needed.

Our operations team ensured all schools received water bottle filling stations, hand sanitizing stations, and personal protective equipment. We also instituted bi-weekly walkthroughs to monitor COVID- 19 supplies at each school and verify compliance with our health and safety protocols.

DCPS has also maintained a singular focus on academic acceleration. To support systemic recovery, DCPS developed a Continuous Education Plan (CEP)¹ in August 2021 which outlined the multi-faceted ways in which DCPS would assess and address learning loss for students facing challenges. This plan met state-level requirements established by the Office of the State Superintendent of Education (OSSE) and federal requirements related to the American Rescue Plan Elementary and Secondary Emergency Relief Act (ARP-ESSER).

Further, during School Year (SY) 2020-21, DCPS piloted and implemented a nationally recognized, research- based Multi-Tiered Systems of Support (MTSS) framework² to address student learning needs. This pilot informed a District-wide rollout of MTSS for SY 2021-22. MTSS supports students by using data to holistically analyze their strengths and needs across key domains (academics, attendance, behavior). This analysis supports tailored interventions based on level and area of student need.

Additionally, as articulated in the CEP, DCPS is strategically using federal funding to support accelerated learning for students most impacted by the pandemic. Beginning Summer 2021 and continuing into SY21-22 (FY22), DCPS strategically allocated a total of \$26 million in Elementary and Secondary School Emergency Relief (ESSER) II funding directly to schools to support acceleration programming for students most impacted by the pandemic, with a goal of addressing disproportionate impact and promoting learning recovery for students most at risk. This funding supported Summer Acceleration Academies, School Year Acceleration Academies, High Impact Tutoring, and other tiered supports for students. We will continue to utilize ESSER funds and MTSS to support acceleration in SY2022-2023.

Last, DCPS leveraged its Comprehensive School Plan (CSP) process to develop annual school-specific improvement priorities and success measures based on student data. This practice will continue in the upcoming school year.

In addition to our COVID-19 protocols and academic supports, we made supporting student mental health a priority. SY21-22 recovery efforts were targeted toward the expressed needs of students during the pandemic. School-based mental health professionals were trained to provide supportive and therapeutic services to students and families. Our goal was to ensure that students were physically and psychologically safe and able to fully take part in academic learning.

During SY20-21, OSSE provided flexibility related to student attendance requirements. In accordance with the flexibilities provided, truancy letters and robo-calls were suspended and replaced with wellness check calls and more personalized outreach. As those flexibilities were rescinded for SY 21-22, DCPS fully reinstated pre-existing attendance protocols to ensure that families received robo-calls, teacher calls, attendance letters, student attendance conferences, and required external referrals.

¹ DCPS' CEP can be found [here](#).

² <https://www.air.org/our-work/education/multi-tiered-system-supports-formerly-rti>

For SY 21-22, DCPS maintained **key external partnerships** to strengthen efforts around attendance. These partnerships included but were not limited to: Child and Family Services Agency (CFSA), The Lab @ DC, the Office of the State Superintendent of Education (OSSE), Harvard University's Proving Ground, Office of the Attorney General (OAG), Show Up, Stand Out (SUSO), Kininvolved, DCPS' Connected School Model, and the Mayor's Every Day Counts! Task Force. Below is a summary of key partnership efforts:

- Monthly meetings with CFSA to discuss specific school and family needs and address referral considerations. CFSA also instituted virtual monthly calls where schools could join to discuss referral questions and concerns with a staff member.
- With the support of the Deputy Mayor of Education, DCPS provided 35+ schools with the Kininvolved Attendance Intervention, a family communication program designed to reduce student absenteeism in the classroom, motivate student engagement and attendance and increase communication with families. This partnership will continue into SY22-23.
- The Deputy Mayor of Education and DCPS also partnered to onboard In Class Today to issue nudge notices to families regarding enrollment and attendance. This partnership will also be continued into SY22-23.
- DCPS, the Office of the Ombudsman for Public Education (Ombudsman's Office), the Office of the Attorney General (OAG) partnered to support attendance at Turner Elementary School and Malcolm X Elementary School.
- DCPS also partnered with the Children's National Hospital and the Office of the State Superintendent of Education (OSSE) to implement the Chronic Absenteeism Reduction Effort (CARE), which offers DCPS families at six schools the opportunity to give consent for their child's attendance data to be shared with the child's health provider. This sharing allows physicians to monitor patients' attendance records to better manage health concerns that may be interfering with regular school attendance. This program has been expanded to fourteen schools.

In addition to the above partnership initiatives, DCPS also implemented several internal strategies to accomplish its attendance goals, as follows:

Annual Comprehensive School Plans: Schools continue to include attendance strategies outlined in their CSPs. As part of this process, schools were required to continue truancy compliance work and execute the specific strategies they identified to address chronic absenteeism. Schools were provided a menu of approved strategies from which to select, and attendance team staff and instructional superintendents worked to ensure that goal setting and monitoring occurred. In many cases, these strategies were changed to meet the fluid landscape created by the pandemic.

Cluster Model Supports: DCPS supports schools through a Cluster Support Model. While schools were always assigned to a cluster led by an Instructional Superintendent, they were also supported by a dedicated team of Central Office staff. DCPS allocated funding toward realigning key Central Office supports around clusters to ensure that each cluster has designated staff support in key areas: academics, data, attendance, operations, special education, and technology. Central Office attendance specialists support schools with data analysis to improve the quality of attendance supports, including family engagement; support data entry, including review of trends related to teacher attendance entry, external referrals, and interventions; and develop tailored school and student-focused interventions.

The overall goal of this structure is to provide resources that are more responsive and aligned to schools' needs and identify and catch problems early.

Continued Focus on 100% Attendance Entry: Ensuring that attendance-taking policies are clear and back-end systems support an accurate attendance record every period, every day remained a priority for DCPS. As students and staff returned for in-person learning, the attendance team helped schools improve by offering targeted training and technical assistance aimed at clarifying and communicating our attendance entry expectations and daily monitoring of schools to ensure all schools entered attendance each day.

Improved Engagement with Families: DCPS continued to recognize the importance of regular communications with families when students missed class. Central office robo-calls and letters were reinstated and DCPS regularly communicated with parents about attendance via mail and email, staff also conducted personal outreach to students and families. Staff used the following approaches to contact families: personal phone calls, school-initiated robo-calls, texting, emailing, social media touchpoints, emergency contacts and a myriad of other mechanisms to ensure their students were safe and supported. DCPS also continued to provide remote learning students with internet services, computers, and tablets which allowed students and caregivers enhanced access to support.

Connected School Models: During SY21-22, DCPS continued to use the Connected School Model to support eleven (11) of our schools. Through this investment, these schools continue to be resource hubs in their community to meet student and family needs in and out of the classroom. Connected Schools take a whole child, whole school, whole community approach by making schools spaces that support not only a student's academic development, but also a family's overall wellbeing through access to resources related to health, employment, housing, and more. This model builds on the full-service community school model and is grounded in national research and educational best practices.

Discussion of Data

Attendance Tracking Overview

In SY21-22, attendance was tracked through in-person and virtual attendance taking. These two attendance sources were designed with student engagement in mind. Prior to the start of SY21-22, DCPS informed families that students were expected to attend in-person classes and only students who have special medical need, as defined by OSSE, would be approved for virtual programming. To improve student participation and engagement in their academic work, virtual students were required to log in and join their teacher virtually each day for each class period or subject in school. Teachers recorded attendance for each of the scheduled online sessions in Aspen. Attendance was captured once daily for elementary schools and period by period for secondary schools (either virtually or in-person). It is important to note that for secondary students, attendance was taken multiple times a day (in each class), and daily attendance was based on the "80/20 rule", which states that students are only present for the day if present for 80% or more of the day. This was a return to pre-pandemic attendance regulations.

Key Data Trends

- As the pandemic continued, students continued to miss more school than was typical in a pre-pandemic school year. Prior to 2019-20, DCPS In-Seat Attendance was around 89%, compared to 84.9% in SY21-22. As reported by the Institute of Education Sciences, this was also the case nationally³.
- Districtwide, In-Seat Attendance was down compared to last year⁴, and more students were chronically absent. Although DCPS made a concerted and focused effort to have students attend school in-person unless they were deemed eligible by OSSE for virtual learning, health-related concerns created attendance aversion, and family challenges related to the pandemic continued to hurt attendance.

Table 1: Attendance Metrics

Metric	Grade	SY21-22
In-Seat Attendance	District	84.9%
	PK	87.5%
	K-5	91.3%
	6-8	86.9%
	9-12	70.0%
Chronic Absence Rate⁶	District	42.5%
	PK	40.6%
	K-5	28.3%
	6-8	44.0%
	9-12	70.1%
Truancy Rate⁷	District	39.7%
	K-5	25.8%
	6-8	45.5%
	9-12	63.8%

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 five through seventeen) enrolled in SY21-22⁵. The table below includes the number and percentages of students at each grade who had one (1) to five (5) unexcused absences, six (6) to ten (10) unexcused absences, eleven (11) to twenty (20) unexcused absences, and twenty-one (21) or more unexcused absences.

³ <https://ies.ed.gov/schoolsurvey/>

⁴ In SY2020-21, attendance was taken once daily via a log-in to Canvas or Teams. There was no 80/20 rule, and most students attended virtually for the entirety of the year.

⁵ Chart includes the number of students who were eligible for chronic truancy (those who had at least 10 days where they were registered and of compulsory age) in school year 2020-21. Evening students and students who are not compulsory-aged are not included. This data is further disaggregated in Appendix A of this report.

Table 2: Unexcused Absences Counting Toward Truancy by Grade

Grade	Truancy								
	Aged Students	# 1-5 Absences	% 1-5 Absences	# 6-10 Absences	% 6-10 Absences	# 11-20 Absences	% 11-20 Absences	# 21+ Absences	% 21+ Absences
K	4,407	1,897	43%	820	19%	532	12%	567	13%
1st	4,150	1,898	46%	750	18%	496	12%	452	11%
2nd	4,098	1,872	46%	752	18%	471	11%	450	11%
3rd	4,010	1,846	46%	723	18%	466	12%	424	11%
4th	4,114	1,824	44%	822	20%	494	12%	458	11%
5th	3,779	1,734	46%	796	21%	463	12%	346	9%
6th	2,997	1,002	33%	537	18%	568	19%	636	21%
7th	2,965	946	32%	529	18%	516	17%	718	24%
8th	3,126	953	30%	550	18%	622	20%	820	26%
9th	4,254	703	17%	551	13%	598	14%	2,275	53%
10th	3,066	480	16%	433	14%	477	16%	1,579	52%
11th	2,493	582	23%	390	16%	371	15%	1,025	41%
12th	1,911	565	30%	304	16%	309	16%	561	29%
CE	189	35	19%	29	15%	28	15%	88	47%

Student Support Teams/Student Attendance Conferences

“Student Attendance Conferences (SACs)” (formerly student support team meetings) are meetings between the school attendance POC and the student parent/guardian, to address and mitigate attendance challenges. These meetings are required for students who accrue five unexcused absences during a marking period and their families to: (1) assess student needs and set positive goals; (2) uncover 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. The goal of these conferences is to intervene early and provide families with supports for students who present a consistent pattern of non-attendance.

As a part of DCPS’s work to support continuous recovery from the pandemic and ensure acceleration for students most impacted, the Multi-tiered System of Supports (MTSS) was implemented District-wide during SY21-22. In part, DCPS moved in this direction because research has shown that integrating attendance interventions and planning into the comprehensive, whole-school, data-driven planning process of MTSS, makes interventions more coherent and meaningful for students, and outcomes will be more impactful.

In this vein, DCPS added attendance interventions into the MTSS teaming and planning process by supplementing the Attendance Protocol to include the following: school MTSS leadership teams were also provided student attendance data for students with 5 days or more of unexcused absence, along with outcomes from SAC discussions. This information was incorporated into the MTSS weekly school-based leadership meeting review and used as part of holistic data analysis which informs the need for additional, more targeted referrals through Tier II or Tier III of the MTSS process.

In SY21-22, 16,892 students accrued 5 or more unexcused absences within a term, resulting in attendance 16,892 SAC referrals for this school year. DCPS held meetings for 14,618 of these students (87%). In SY20-21, 16,703 students accrued 5 or more unexcused absences within a term, resulting in 16,703 SAC referrals for this school year. DCPS held SAC meetings for 14,396 of these students (86%).

During SY21-22 SAC meetings, students/guardians identified the following barriers to attendance, which have been typical over the past few years: student health, academics, COVID concerns, travel, and transportation. In response to these findings, DCPS implemented a host of strategies to eliminate or reduce the number of unexcused absences – including robo-calls, making calls and issuing texts or emails to families, conducting virtual and in-person parent conferences, 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 CFSA and Court. The services provided to students to help reduce unexcused absences included providing food, clothing, COVID-related supports (testing kits, connections to testing sites, make-up work for students who missed school), transportation assistance, parenting classes, child-care assistance, vision care, and referrals to school-based clinical staff, Department of Behavioral Health social workers and counselors, as well as other community-based organizations. DCPS continues to communicate with all stakeholders regarding the importance of students attending school on time every day.

Referrals to Child and Family Services Agency (CFSA)

In SY21-22 DCPS improved CFSA compliance by referring 4,494 of the 5,477 eligible students (82%)⁶ to CFSA for educational neglect. Last school year, due to pandemic-related issues, many more students became eligible for this referral and 6,007 of the 9,772 eligible students (62%)⁷ were referred to CFSA for educational neglect.

The table below illustrates the distribution of referrals to CFSA across grade levels. Most referrals were from schools in Wards 7 and 8, which aligns with where K-8 truancy rates were highest. Additionally, the highest number of referrals was made for kindergarten students, a consistent trend for the past few years.

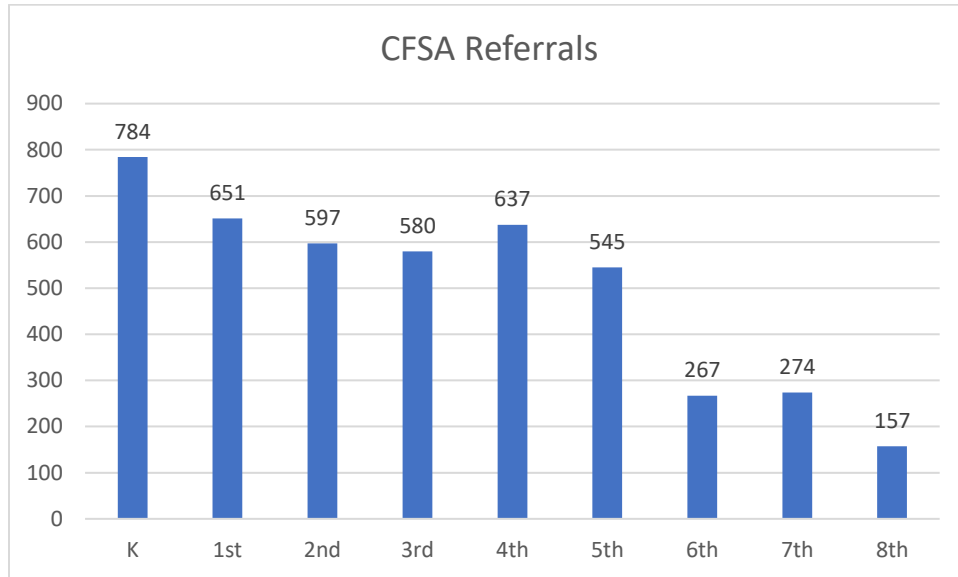
Although kindergarten marks the first full year of compulsory school attendance, there are many potential reasons that absence rates are highest for kindergarteners. Kindergarten is not always seen as being as important as later grades in elementary, middle school and high school. DCPS also recognizes that some families struggle with understanding the legal shift for compulsory attendance requirements. As such, DCPS works to instill good habits of regular attendance through back-to-school forums, Parent

⁶ 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 278 discretionary CFSA referrals were made for students who did not meet the attendance criteria.

⁷ 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 407 discretionary CFSA referrals were made for students who did not meet the attendance criteria.

Universities, and other school and system engagement and communications. DCPS prioritizes parent education regarding the importance of kindergarten, the development of good attendance habits, and the disadvantages and academic challenges created by chronic absenteeism.

Figure 1: 2021-22 CFSA Referrals by Grade⁸



Referrals to the Judicial System

In SY21-22, DCPS referred 820 of the 2,297⁹ eligible students (36%)¹⁰ to DC Superior Court Social Services.

In SY20-21, DCPS referred 1,229 of the 4,253¹¹ eligible students (29%)¹² to DC Superior Court Social Services.

This process continues to be time-intensive, as schools are required to document 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; attendance records; special education or Section

⁸ Grades where CFSA referrals were made for fewer than 10 students are excluded from this graph

⁹ This number includes students between the ages 14-17 who accumulated 15 or more unexcused full-day absences only. This change was made in SY 18-19 to align to Code which does not mandate referrals for students under the age of 14.

¹⁰ These Court 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 Court referral, and subsequently received one. An additional 71 discretionary Court referrals were made for students who did not meet the attendance criteria.

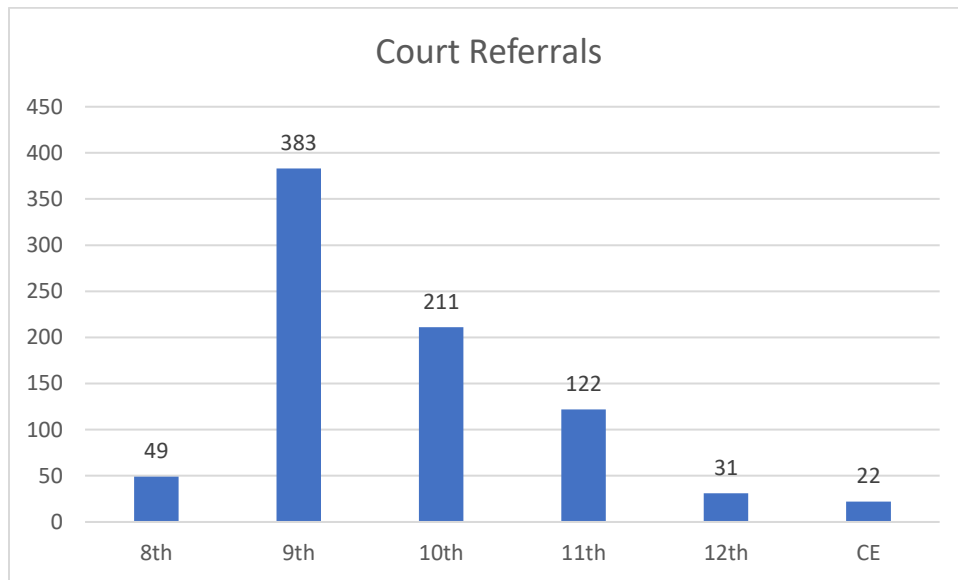
¹¹ This number includes students between the ages 14-17 who accumulated 15 or more unexcused full-day absences only. This change was made in SY 18-19 to align to Code which does not mandate referrals for students under the age of 14.

¹² These Court 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 Court referral, and subsequently received one. An additional 29 discretionary Court referrals were made for students who did not meet the attendance criteria.

504 records; evidence of intervention services and copies of referral to outside resources; as well as SAC plans and social history narrative).

The chart below illustrates the distribution of referrals to court for SY21-22. In keeping with past years, the largest number of referrals was made to address absences at the ninth-grade level.

Figure 2: 2021-22 Court Referrals by Grade



Valid Reasons for Absence

Lawful reasons for absence are defined in DCPS' Attendance and Truancy Policy and follow DC Municipal Regulations (DCMR) Title 5-B, Chapter 21. The following absences are excused:

- Illness of the student (a doctor's note is required for a student absent five or more consecutive days)¹³;
- Illness of a child for parenting students (a doctor's note is required for a student absent five (5) or more days in a term);
- Medical or dental appointments for the student;
- Death in the student's immediate family;
- Exclusion by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
- Necessity for a student to attend a judicial proceeding, or court-ordered activity, as a party to the action or under subpoena;
- Observance of a religious holiday;
- Absences to allow students to visit their parent who is in the military, immediately before, during, or after deployment;

¹³ Absences of five (5) or more consecutive days for any reason require additional documentation in order to be excused.

- College visits for students in 9th-12th grades (up to three (3) cumulative days);
- School visits for students in K through 8th grades (one day);
- Absences of expectant or parenting students for a time-period specified by their doctor and any accommodations mandated by law;
- Take Our Daughters & Sons to Work Day;
- Religious event or celebration outside of a religious holiday (up to five (5) cumulative days); and,
- An emergency or other circumstance approved by DCPS.

The following absences may also be excused without written documentation from the parent, as verified by the school:

- Lawful out of school suspension or exclusion by school authorities;
- Temporary closing of facilities or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other condition(s) or emergency requiring a school closing or suspension of classes;
- Failure of the District of Columbia to provide transportation in cases where the District of Columbia has a legal responsibility for the transportation of the student; and
- If a student or parent anticipates an absence not covered by the excused absences listed above, they may submit a request for an excused absence due to a special circumstance to the school principal. The principal shall consult with his or her instructional superintendent before determining whether to grant the excused absence request. Any absence that does not meet the criteria of an excused absence or fails to satisfy the documentation requirement of an excused absence within the allowable timeframe will be classified as an unexcused absence.

A parent or guardian's written note is sufficient to document any absence of up to four (4) consecutive days. Any such absence will be excused if it falls under one of the excused absence reasons noted above.

Strategies for Improvement

Strategies for Improvement in SY21-22

During SY21-22, DCPS sought to provide every student—from every community and background—the opportunity to safely learn in-person full-time. We recognized that the abrupt shift to remote learning over the past two school years has affected students, negatively affecting their social, emotional, and mental health concerns and academic achievement. The pandemic also worsened socioeconomic and educational inequities. Research has shown that in-person learning, overall, leads to better academic outcomes, greater levels of student engagement, higher rates of attendance, and better social and emotional well-being, and provides access to critical school services and extracurricular activities when compared to remote learning. Understanding this, DCPS looked to create the most inviting and supportive environment for our students.

Despite the ongoing challenge presented by the pandemic, DCPS remained committed to working with students, families, and schools to prioritize attendance. DCPS continued to require all stakeholders, including administrators, teachers, students, support staff, parents, and community partners, to understand chronic absence and its role in undermining student academic achievement. We worked to create a welcoming and engaging school environment that emphasizes building relationships with

families and stresses the importance of taking part in instruction every day. Schools will be expected to use additional measures beyond daily attendance as indicators of student engagement in learning.

These include encouraging participation in live classes, access and utilization of other learning platforms, submission of assignments, and conducting student and family outreach efforts.

DCPS continued to improve and update data integrity, messaging, and systems to better position schools to combat chronic absenteeism. Further, DCPS implemented a nationally recognized, research based MTSS framework to address student learning needs. MTSS supported students by using data to holistically analyze their strengths and needs across key domains (academics, attendance, behavior). This analysis supports tailored interventions based on level and area of student need. Additionally, DCPS strategically used new federal funding to support accelerated learning for students most impacted by the pandemic. During Summer 2021 and continuing into SY 2021-2022, DCPS expended a total of \$26 million in Elementary and Secondary School Emergency Relief (ESSER) II funding directly to schools to support acceleration programming for students most impacted by the pandemic, with a goal of addressing disproportionate impact and ensuring learning recovery for students most at risk. This funding supported Summer Acceleration Academies, School Year Acceleration Academies, High Impact Tutoring, and other tiered supports for students. DCPS will continue to utilize ESSER funds and MTSS to support acceleration in SY 2022-2023.

DCPS continued to ensure that attendance data is reviewed, and challenges addressed proactively. DCPS also implemented a series of research-based initiatives to provide differentiated supports to schools and students. Highlights are summarized below.

For the fourth year, DCPS required schools to incorporate attendance strategies as part of their Comprehensive School Plan. The Comprehensive School Plan establishes annual improvement goals for each school. Spring 2021, each school completed a self-assessment on attendance practices, to be sure that their plans were designed to have student supports that aligned to needs. During SY21-22, Instructional superintendents and the Attendance team monitored these plans and noted that schools showed varied levels of implementation given competing Covid related needs.

DCPS and the Child and Family Services (CFSA) continued to partner, albeit in a new way, by holding monthly meetings to proactively address referral matters and provide updates regarding Covid and other matters. CFSA Prevention ED Neglect staff also provided monthly virtual check-ins where school staff could join to discuss concerns and seek assistance with specific families.

Since SY19-20, DCPS has partnered with the Deputy Mayor for Education (DME) to pilot the Kinvoled Attendance Intervention Program that provided classrooms in three DCPS schools access to KiNVO, a mobile-based platform, which allows for increased two-way communication between teachers and parents around student attendance and promotes parents' awareness of potential attendance supports. Based on positive parent and school leadership feedback, DCPS funded this program at Anacostia H.S. and Columbia Heights Education Campus during SY 20-21. The DME has continued its funding of this partnership for 39 schools during Spring SY22. Schools have used the KiNVO application to send a wide variety of messaging to families with the goal of increasing family engagement.

DCPS joined efforts with the DME to implement EveryDay Labs, a family communication program designed to reduce student absenteeism in the classroom and encourage enrollment. During the Spring,

letters and/or text messages were sent to approximately 11,500 families encouraging them to promptly enroll their students.

DCPS also joined forces with the DME to support the Safe Passage work with our participation in the Safe Blocks and SchoolConnect Program. Specifically, DCPS schools across the District participated in the Safe Blocks program, which placed a trained, trusted adult in the communities surrounding the schools to support student safety as they travel to and from school. During SY21-22, 12 DCPS schools took part in the SchoolConnect program which supplies shuttle services to and from certain schools located in Wards 7 & 8.

DCPS continued its efforts with the Show Up, Stand Out (SUSO) Program to support our families and reduce truancy. SUSO supported students in 60 of our elementary/middle schools. The goal of the program is to intervene with families early to identify barriers to attendance and provide needed supports and interventions. More specifically, they supported schools by conducting home visits, facilitating attendance conferences, phone banking and providing student incentives. During SY21-22, Show Up, Stand Out partners working with over 60 elementary and middle schools in DC. This school year, they worked with 1,500 students and their families, and plan to help more than 2,000 students this upcoming school year. SUSO provided direct support to 900 students and families by providing food, wrap-around services, employment, rental assistance, mental health support, hygiene products, referrals to childcare centers and safe transportation to combat chronic absenteeism.

DCPS expanded its work around the Chronic Absenteeism Reduction Effort (CARE). This is a partnership between DCPS, the Chesapeake regional health information exchange (CRISP) and Children's National Hospital and the Office of State Superintendent of Education (OSSE). The CARE program offered DCPS families at six schools: Bancroft Elementary, Cardozo Education Campus, Columbia Heights Education Campus, H.D. Cooke Elementary, Marie Reed Elementary and Powell Elementary the opportunity to give consent for their child's attendance data to be shared with the child's health provider. This sharing allows pediatric teams to provide outreach and support to patients and families around school attendance. During the 2021-2022 academic year, Children's National conducted 205 email and phone outreach attempts and supported families with accessing social resources, such as food benefits, and primary care and mental health services. During this school year, the partnership worked to onboard eight (8) new schools - Boone ES, Burrville ES, Hendley ES, Ketcham ES, Savoy ES, Smothers ES, Thomas ES and Turner ES.

DCPS continued its partnership with the Office of the Attorney General (OAG) to provide a prevention and truancy reduction initiative – Addressing Truancy Through Engagement and Negotiated Dialogue (“ATTEND”) – at three Ward 8 elementary schools: Malcolm X, Patterson, and Turner. In March 2022, ATTEND expanded its services to parents of sixth graders identified as newly chronically absent or repeaters at Sousa Middle School located in Ward 7. Partner schools referred parents to ATTEND as part of their attendance interventions considered during student attendance conferences (SAC).

ATTEND strives to abate truancy of children in grades K to six through parental engagement, dialogue, and linkage to community-based services. ATTEND is a voluntary program that offers no cost mediations with trained, specialized providers and 90-day post-mediation case management to parents whose children accumulate seven (7) or more unexcused absences. ATTEND held virtual mediations via Microsoft Teams school year 2021-2022 (SY2021-2022). In SY 2021-2022, DCPS referred 81 children, representing 58 families to the ATTEND program. By June 30, 2022, ATTEND conducted mediations for

55 children from 39 families. Of those mediations held, the parties achieved a written agreement in 95% of the mediations. Post-mediation, OAG staff referred families with service needs presenting barriers to a child's school attendance to the Mayor's Services Liaison Office, the Department of Behavioral Health, and DCPS.

Strategies for Improvement in SY22-23

As DCPS looks toward the new school year, we stand ready to meet the needs of our students and their families. For SY22-23, DCPS expects students to attend in-person classes at their designated school. DCPS will offer virtual instruction for a limited number of high school students. The virtual learning programming will be offered only at one of DCPS's Opportunity Academies (Luke C. Moore, Ballou STAY, and Roosevelt STAY) and will be available to any interested DC student in grades 9-12 on a first come, first served basis (up to 200 students). Virtual students in the program will be enrolled in one of the three OA programs (which will be their school of record). Additional information about virtual instruction, including eligibility requirements, can be found at <https://dcpsreopenstrong.com/sy21-22/virtual/>.

DCPS will maintain its partnerships from SY21-22 and looks forward to working towards the joint goal of improving attendance. Our partners have expressed excitement about getting back into buildings and having a full year of in-person interaction with families. DCPS will continue to intensive efforts to support recovery from ongoing COVID-related challenges, accelerate learning, and combat chronic absenteeism. In addition to full implementation of existing attendance protocols, DCPS will also continue implementing the research-based initiatives to provide differentiated supports to schools and students.

For this school year, we are pleased to announce that the DME has funded this partnership for 39 additional schools. This expansion of the partnership will allow participating schools to easily communicate with families in their home language about attendance, enrollment and conduct ongoing family outreach. We are also happy to report that in partnership with the District of Columbia's Office of Victim Services and Justice Grants and Parent & Adolescent Support Services (PASS), DCPS will benefit from a \$1,500,000 grant award over a five-year period to pilot a Truancy Reduction Initiative at Kramer from this Summer through 2027. This Initiative will expand PASS and be called PASS Intensive Case Management (ICM+) and will be used to support 6th grade students at Kramer who accrue 3 or more consecutive or 10 or more cumulative unexcused absences. PASS programming includes intensive case management and supplemental services through approved providers to improve school attendance and address other status-offending behaviors of youth between 10 to 17 years old. This effort will follow the same cohort of students from sixth to ninth grade.

Based on learning from our work with Proving Ground and the previously shared results of the 2019 pilot that revealed that personalized letters are an effective way to reduce absences, DCPS intends to reinstitute the issuance of individualized letters to the families of a subset of students who missed more than 5% of school days last school year and restart the nudge letter notifications to families this school year. We are pleased to report that this process will start with an attendance check in message in September for students who missed between five and 95 percent of the previous school year. This communication will emphasize the importance of attendance and offer support. Subsequent communications (letters and texts) will be issued every 6-8 weeks that include individualized attendance data, address learning loss, and emphasize the importance of reducing excused and unexcused

absences. These periodic notifications will be managed by EveryDay Labs. This partnership, as supported by the Deputy Mayor for Education, will help DCPS use research-based family communication messaging designed to reduce student absenteeism in the classroom. We expect to regularly reach out to our most chronically absent students and their families with this project.

DCPS also joined forces with the DME to increase support provided by the Safe Passage Program to include 9 additional DCPS schools. For the upcoming school year, this program has been expanded to provide an additional designated Safe Passage Priority Area¹⁴. This area was identified based on a review of Metropolitan Police Department (MPD) and Metropolitan Transit Police Department (MTPD) data, school Incident and discipline reports, and the input of school resource officers, and school leaders. The new Safe Passage Priority Area, Petworth/Brightwood, was created from schools that were previously included in the Columbia Heights Priority Area. Two new DCPS schools (Ida B. Wells MS and Deal MS) were added to the area that supports current DCPS program participants Coolidge HS, McFarland HS, Roosevelt HS, and Roosevelt Stay. During SY22-23, for each of the Safe Passage Priority Areas, regular calls or meetings will be held between school leaders, MPD, Department of Transportation, and Metro Transit Police to discuss student safety concerns, plan assistance that is provided to areas, and share strategies for improving safety. Feedback from each meeting is used to determine what additional support is needed.

DCPS will continue its efforts with the Show Up, Stand Out (SUSO) Program to support our families and reduce truancy. SUSO is expected to support students in 60 of our elementary/middle schools. The goal of the program is to intervene with families early to identify barriers to attendance and provide needed supports and interventions. They will help schools with home visits, attendance conferences and school-wide incentives. SUSO has committed to providing direct support to students and families by providing food, wrap-around services, employment, rental assistance, mental health support, hygiene products, referrals to childcare centers and safe transportation to combat chronic absenteeism. The program's goal is to support 2,000 DCPS students in the upcoming school year.

As previously mentioned, DCPS and the Child and Family Services (CFSA) have worked to strengthen its partnership and we will continue to have regular meetings between CFSA and central services attendance staff to ensure families are being referred, as needed, and DCPS families experiencing hardships are properly supported. CFSA will also continue to conduct monthly virtual check in meetings for school staff to discuss specific cases or concerns.

DCPS will continue to implement the MTSS framework holistically as we regularly review student academic, behavior, and attendance data. This process helps us identify supports that will help all students continue to succeed, and it assists DCPS in meeting the goal of providing targeted interventions to students with the greatest needs. We will continue this intensive acceleration and MTSS work over the summer 2022 and into SY 2022-2023. Additionally, the MTSS and Attendance central office teams will conduct quarterly collaboration sessions to review trends and share best practices across clusters and schools. DCPS will also continue its focus on building schools' positive culture, so that students develop a sense of belonging, become more invested in their learning, and are excited about attending school. DCPS will have ongoing training for staff on strategies to improve school culture and proactive approaches to resolving issues before they result in exclusion (i.e., suspension). Culture at the class level will also be addressed by the MTSS process.

Central Office specialists will continue to support schools with instructional development, data analysis, and with other student-focused interventions as part of the DCPS Cluster Support Model (CSM). This model strengthens cross-collaboration between teams. Staff members will monitor student attendance, uncover students' needs to identify why they are chronically absent and provide strategic intervention to address those needs and improve attendance. The goal is to catch problems early, respond to intervention warning flags for specific numbers of absences, meaningfully involve the MTSS leadership team in weekly review of student attendance concerns so they can partner with attendance staff to devise proper supports for students and determine when it is best to refer students to the larger MTSS process.

Starting in SY22-23, schools will be re-aligned into 9 clusters down from 10. This shift groups middle schools and comprehensive high schools into their own dedicated clusters and moves all Educational Campuses to elementary clusters to facilitate deepened early literacy work. Through this reorganization DCPS will continue to invest in robust support for our secondary schools, with a particular focus on our schools serving students farthest from opportunity. This will include allocating additional funding toward realigning key Central Office supports around 9 clusters. Each cluster will continue to have designated staff support in key areas: academics, data, attendance, operations, special education, and technology.

For the fifth year, and as discussed above, DCPS will ensure that schools incorporate attendance strategies as part of their CSP, which establishes annual improvement goals for each school. This is important work because it focuses on reducing chronic absenteeism and is anchored in specific research-based strategies such as mentoring, relationship building, connecting students with trusted adults, positive messaging, outreach, and engagement. This past Spring, each school completed a self-assessment on attendance practices, to be sure that their plans are designed to have student supports that are aligned to needs. As a part of this process, schools have been provided clear attendance strategies and attendance tool kits to support their work in this area.

DCPS will also use its Student Empowerment and Equity Programming (SEEP), which encompasses our suite of student-facing equity initiatives: We the Girls; Educating Males of Color (EMOC); Reign; and Critical Conversations to increase student satisfaction and connection with school, thereby improving attendance outcomes. On average, SEEP directly impacts approximately 1000 students each school year.

Central Office Attendance Specialists will continue to focus their supports on schools with intensive attendance concerns. This includes school visits to check for attendance best practices and rigorous analysis of attendance data and practices within our schools experiencing chronic absenteeism. After completion of these reviews, the DCPS Central Office attendance team provides recommendations and support to improve attendance team structures, create an attendance plan, and provide professional development on best practices for supporting students. Each year DCPS starts the school year with a set of identified schools that need intensive support. This designation was based on a data review performed by the Attendance Team and vetted with Instructional Superintendents as a part of the Cluster Model of Support. The following schools have been designated to receive this intensive support for SY22-23:

- **Elementary Schools (21):** Aiton ES, Amidon Bowen ES, Boone ES, Burrville ES, Garfield ES, Hendley ES, Houston ES, King ES, Langdon ES, Ludlow-Taylor ES, Malcolm X ES, Miner

ES, Patterson ES, Raymond ES, Savoy ES, Simon ES, Stanton ES, Smothers ES, Tubman ES, Thomas ES, Takoma ES

- **Education Campuses (3):** Leckie EC, Walker Jones EC, River Terrace
- **Middle Schools (5):** Eliot-Hine MS, Johnson MS, MacFarland MS, Kelly Miller MS, Sousa MS
- **High Schools (5):** Anacostia HS, Ballou HS, H.D. Woodson HS, Coolidge HS, and Dunbar HS
- **Opportunity Academies (3):** Ballou STAY, Luke C. Moore, and Roosevelt STAY

It is important to note that three (3) schools (Ketcham ES, Nalle ES, and Tyler ES) were upgraded from requiring intensive levels of support in SY21-22 because they demonstrated improvements in ISA rates, best practices implementation, integration of external partnerships, and improved attendance staffing.

The Attendance Team will continue to focus on meeting the needs of DCPS students, school-level staff, and community at-large by helping staff implement research-based attendance strategies with the goal of reducing chronic absenteeism. The team will focus on the following: sharing clear strategies for re-engaging students, devising best practices around the use of MTSS and SAC processes to intervene early and support students, providing foundational day-to-day support that include guidance for data use and ensuring data quality, supplying a data review protocol and guidance for school-based attendance staff, updating, and revising exiting policies and guidance documents, and helping schools to achieve appropriate staffing.

For SY22-23, the DME and school leaders have acknowledged that attendance rates across the District highlight the need for continued focus on the efficacies of existing intervention. As a means of determining if we have robust and effective early intervention tools, the Attendance Team will also collaborate with the DME to conduct a deep dive into the student attendance conference process to determine the effectiveness of this work and uncover best practices. We chose this intervention as it is the point during which staff connect with students and parents to discuss barriers to attendance and begin to build an attendance plan for the student. This pilot will be conducted at Anacostia HS, Columbia Heights EC, Roosevelt HS, Patterson ES, King ES, John Lewis ES, Brookland MS, McKinley MS and Kramer MS.

DCPS maintains that a citywide approach is needed to improve school attendance. DCPS has continued to increase collaboration between Central Office attendance staff and external partners such as Show Up-Stand Out, Roving Leaders, Department of Parks and Recreation, Department of Behavioral Health, CFSA, and the DME, with the goal of better coordinating partnership efforts.

DCPS is committed to engaging and educating our schools, students, and parents about the importance of regular attendance and the significant role each community member plays. Like other jurisdictions across the country, the pandemic continues to impact attendance and learning. DCPS will continue to intensify work around targeted data analysis, MTSS support, chronic absenteeism reduction, with the support of partnerships with national leaders in attendance intervention. With sustained effort and a continued focus on this work, DCPS will achieve increased attendance and accelerated student learning outcomes in SY22-23.

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 information and based on the requirements of Family Educational Rights and Privacy Act (FERPA).

Figure 1: Unexcused Absences Counting Toward Truancy – By School

School Name	Truancy Age Students	# Truancy Age Students w/ 1-5 unexcused absences	% Truancy Age Students w/ 1-5 unexcused absences	# Truancy Age Students w/ 6-10 unexcused absences	% Truancy Age Students w/ 6-10 unexcused absences	# Truancy Age Students w/ 11-20 unexcused absences	% Truancy Age Students w/ 11-20 unexcused absences	# Truancy Age Students w/ 21+ unexcused absences	% Truancy Age Students w/ 21+ unexcused absences
Aiton ES	175	31	18%	44	25%	50	29%	46	26%
Amidon-Bowen ES	297	146	49%	80	27%	30	10%	24	8%
Anacostia HS	372	17	5%	19	5%	53	14%	279	75%
Ballou HS	684	9	1%	13	2%	61	9%	595	87%
Ballou STAY	59	3	5%	1	2%	13	22%	42	71%
Bancroft ES	598	378	63%	60	10%	27	5%	7	1%
Bard High School Early College DC	380	55	14%	58	15%	91	24%	174	46%
Barnard ES	512	298	58%	81	16%	21	4%	33	6%
Beers ES	326	113	35%	73	22%	72	22%	45	14%
Benjamin Banneker HS	536	331	62%	91	17%	36	7%	7	1%
Brent ES	382	255	67%	38	10%	15	4%	6	2%
Brightwood Elementary School	529	227	43%	130	25%	95	18%	57	11%
Brookland MS	372	258	69%	52	14%	11	3%	22	6%
Browne EC	413	153	37%	130	31%	80	19%	40	10%
Bruce-Monroe ES @ Park View	386	203	53%	67	17%	29	8%	28	7%
Bunker Hill ES	165	59	36%	42	25%	29	18%	27	16%
Burroughs ES	194	63	32%	53	27%	36	19%	27	14%
Burrville ES	217	87	40%	63	29%	43	20%	21	10%
C.W. Harris ES	223	57	26%	74	33%	49	22%	40	18%
Cap Hill Montessori @ Logan	278	135	49%	57	21%	35	13%	12	4%
Cardozo EC	679	79	12%	80	12%	122	18%	385	57%
Cleveland ES	218	119	55%	44	20%	13	6%	7	3%
Columbia Heights EC (CHEC)	1538	209	14%	234	15%	303	20%	772	50%
Coolidge HS	774	88	11%	74	10%	121	16%	479	62%
Deal MS	1453	787	54%	124	9%	69	5%	84	6%

School Name	Truancy Age Students	# Truancy Age Students w/ 1-5 unex absences	% Truancy Age Students w/ 1-5 unex absences	# Truancy Age Students w/ 6-10 unex absences	% Truancy Age Students w/ 6-10 unex absences	# Truancy Age Students w/ 11-20 unex absences	% Truancy Age Students w/ 11-20 unex absences	# Truancy Age Students w/ 21+ unex absences	% Truancy Age Students w/ 21+ unex absences
Dorothy I. Height ES	331	158	48%	81	24%	40	12%	24	7%
Drew ES	170	43	25%	61	36%	48	28%	16	9%
Dunbar HS	808	41	5%	59	7%	116	14%	586	73%
Eastern HS	777	69	9%	54	7%	100	13%	544	70%
Eaton ES	412	200	49%	34	8%	15	4%	7	2%
Eliot-Hine MS	342	87	25%	64	19%	68	20%	111	32%
Ellington School of the Arts	574	151	26%	134	23%	113	20%	162	28%
Excel Academy	398	93	23%	141	35%	68	17%	89	22%
Garfield ES	223	34	15%	90	40%	71	32%	27	12%
Garrison ES	262	148	56%	57	22%	16	6%	15	6%
H.D. Cooke ES	329	165	50%	86	26%	41	12%	15	5%
Hardy MS	569	292	51%	121	21%	67	12%	33	6%
Hart MS	475	158	33%	133	28%	104	22%	66	14%
Hearst ES	303	181	60%	20	7%	0	0%	0	0%
Hendley ES	299	50	17%	56	19%	67	22%	125	42%
Houston ES	219	72	33%	50	23%	38	17%	48	22%
Hyde-Addison ES	335	184	55%	61	18%	37	11%	10	3%
Ida B. Wells MS	592	176	30%	129	22%	135	23%	132	22%
J.O. Wilson ES	341	204	60%	92	27%	21	6%	6	2%
Janney ES	602	405	67%	27	4%	3	0%	0	0%
Jefferson MS Academy	394	84	21%	64	16%	93	24%	144	37%
John Lewis Elementary School	305	143	47%	50	16%	39	13%	51	17%
Johnson, John Hayden MS	357	38	11%	89	25%	129	36%	97	27%
Kelly Miller MS	448	18	4%	31	7%	112	25%	287	64%
Ketcham ES	247	53	21%	58	23%	62	25%	71	29%
Key ES	290	181	62%	22	8%	4	1%	3	1%
Kimball ES	357	43	12%	69	19%	117	33%	126	35%
King, M.L. ES	209	18	9%	37	18%	58	28%	95	45%
Kramer MS	310	8	3%	17	5%	61	20%	224	72%
Lafayette ES	817	503	62%	27	3%	4	0%	1	0%
Langdon ES	282	86	30%	65	23%	46	16%	76	27%
Langley ES	259	67	26%	70	27%	49	19%	69	27%
LaSalle-Backus Elementary School	229	89	39%	62	27%	33	14%	25	11%
Lawrence E. Boone ES	345	111	32%	130	38%	56	16%	40	12%
Leckie EC	393	77	20%	101	26%	115	29%	96	24%

School Name	Truancy Age Students	# Truancy Age Students w/ 1-5 unex absences	% Truancy Age Students w/ 1-5 unex absences	# Truancy Age Students w/ 6-10 unex absences	% Truancy Age Students w/ 6-10 unex absences	# Truancy Age Students w/ 11-20 unex absences	% Truancy Age Students w/ 11-20 unex absences	# Truancy Age Students w/ 21+ unex absences	% Truancy Age Students w/ 21+ unex absences
Ludlow-Taylor ES	350	208	59%	55	16%	29	8%	20	6%
Luke Moore Alternative HS	81	1	1%	4	5%	11	14%	64	79%
MacFarland MS	707	207	29%	169	24%	170	24%	147	21%
Malcolm X ES @ Green	199	49	25%	54	27%	63	32%	29	15%
Mann ES	336	176	52%	16	5%	4	1%	1	0%
Marie Reed ES	377	199	53%	71	19%	30	8%	19	5%
Maury ES	443	265	60%	40	9%	21	5%	9	2%
McKinley MS	309	43	14%	82	27%	93	30%	91	29%
McKinley Technology HS	690	189	27%	190	28%	155	22%	128	19%
Miner ES	312	96	31%	97	31%	54	17%	56	18%
Moten ES	196	55	28%	51	26%	38	19%	47	24%
Murch ES	590	330	56%	36	6%	9	2%	13	2%
Nalle ES	263	66	25%	67	25%	60	23%	67	25%
Noyes ES	236	92	39%	42	18%	43	18%	40	17%
Oyster-Adams Bilingual	726	420	58%	39	5%	10	1%	3	0%
Patterson ES	268	25	9%	71	26%	134	50%	35	13%
Payne ES	230	122	53%	64	28%	26	11%	6	3%
Peabody ES (Capitol Hill Clus)	79	57	72%	13	16%	3	4%	0	0%
Phelps ACE HS	325	113	35%	106	33%	61	19%	27	8%
Plummer ES	194	71	37%	84	43%	20	10%	16	8%
Powell ES	428	241	56%	93	22%	29	7%	16	4%
Randle Highlands ES	244	137	56%	55	23%	9	4%	12	5%
Raymond Elementary School	341	210	62%	60	18%	28	8%	29	9%
River Terrace	47	10	21%	10	21%	9	19%	14	30%
Ron Brown High School	199	29	15%	37	19%	34	17%	96	48%
Roosevelt High School	831	80	10%	94	11%	102	12%	537	65%
Roosevelt STAY	129	16	12%	6	5%	20	16%	79	61%
Ross ES	151	89	59%	16	11%	7	5%	0	0%
Savoy ES	229	28	12%	30	13%	55	24%	115	50%
School Without Walls HS	594	327	55%	49	8%	8	1%	3	1%
School-Within-School @ Goding	245	153	62%	28	11%	7	3%	1	0%
Seaton ES	271	128	47%	71	26%	22	8%	35	13%

School Name	Truancy Age Students	# Truancy Age Students w/ 1-5 unex absences	% Truancy Age Students w/ 1-5 unex absences	# Truancy Age Students w/ 6-10 unex absences	% Truancy Age Students w/ 6-10 unex absences	# Truancy Age Students w/ 11-20 unex absences	% Truancy Age Students w/ 11-20 unex absences	# Truancy Age Students w/ 21+ unex absences	% Truancy Age Students w/ 21+ unex absences
Shepherd ES	312	202	65%	14	4%	8	3%	6	2%
Simon ES	205	32	16%	35	17%	53	26%	82	40%
Smothers ES	175	23	13%	46	26%	40	23%	64	37%
Sousa MS	270	42	16%	53	20%	73	27%	98	36%
Stanton ES	305	26	9%	57	19%	83	27%	137	45%
Stoddert ES	443	250	56%	37	8%	6	1%	2	0%
Stuart-Hobson MS	519	210	40%	117	23%	91	18%	61	12%
SWW @ Francis Stevens	490	279	57%	88	18%	41	8%	29	6%
Takoma Elementary School	318	148	47%	53	17%	26	8%	38	12%
Thomas ES	242	96	40%	102	42%	23	10%	16	7%
Thomson ES	223	126	57%	34	15%	16	7%	1	0%
Truesdell Elementary School	373	184	49%	102	27%	27	7%	15	4%
Tubman ES	512	228	45%	141	28%	59	12%	46	9%
Turner ES	438	58	13%	91	21%	138	32%	143	33%
Tyler ES	386	222	58%	57	15%	22	6%	22	6%
Van Ness ES	324	154	48%	52	16%	36	11%	40	12%
Walker-Jones EC	388	42	11%	72	19%	117	30%	153	39%
Watkins ES (Capitol Hill Clus)	434	284	65%	70	16%	11	3%	0	0%
Wheatley EC	324	78	24%	60	19%	83	26%	97	30%
Whittier Elementary School	284	160	56%	57	20%	23	8%	19	7%
Wilson HS	2085	655	31%	496	24%	348	17%	512	25%
Woodson, H.D. HS	509	20	4%	28	6%	73	14%	386	76%

Figure 2: SST/SAC Compliance – By School

School Name	SAC - Required	SAC - Meetings Held	SAC - Compliance
Aiton ES	77	74	96%
Amidon-Bowen ES	57	55	96%
Anacostia HS	355	297	84%
Ballou HS	686	588	86%
Ballou STAY	57	45	79%
Bancroft ES	57	25	44%
Bard High School Early College DC	254	187	74%

Barnard ES	57	52	91%
Beers ES	113	113	100%
Benjamin Banneker HS	52	47	90%
Brent ES	29	28	97%
Brightwood Elementary School	139	136	98%
Brookland MS	59	57	97%
Browne EC	79	64	81%
Bruce-Monroe ES @ Park View	64	63	98%
Bunker Hill ES	61	61	100%
Burroughs ES	58	57	98%
Burrville ES	63	62	98%
C.W. Harris ES	86	84	98%
Cap Hill Montessori @ Logan	46	45	98%
Cardozo EC	500	269	54%
Cleveland ES	31	29	94%
Columbia Heights EC (CHEC)	1087	937	86%
Coolidge HS	612	546	89%
Deal MS	174	167	96%
Dorothy I. Height ES	63	56	89%
Drew ES	53	47	89%
Dunbar HS	723	596	82%
Eastern HS	647	607	94%
Eaton ES	31	28	90%
Eliot-Hine MS	181	170	94%
Ellington School of the Arts	290	289	100%
Excel Academy	133	127	95%
Garfield ES	81	81	100%
Garrison ES	37	35	95%
H.D. Cooke ES	55	51	93%
Hardy MS	104	98	94%
Hart MS	184	173	94%
Hearst ES	n<10	n<10	n<10
Hendley ES	189	185	98%
Houston ES	89	88	99%
Hyde-Addison ES	51	47	92%
Ida B. Wells MS	241	236	98%
J.O. Wilson ES	25	19	76%
Janney ES	20	18	90%
Jefferson MS Academy	216	190	88%
John Lewis Elementary School	87	84	97%
Johnson, John Hayden MS	193	184	95%
Kelly Miller MS	387	346	89%
Ketcham ES	123	123	100%
Key ES	16	14	88%
Kimball ES	218	217	100%

King, M.L. ES	139	138	99%
Kramer MS	287	147	51%
Lafayette ES	10	9	90%
Langdon ES	124	115	93%
Langley ES	124	120	97%
LaSalle-Backus Elementary School	70	63	90%
Lawrence E. Boone ES	107	104	97%
Leckie EC	188	150	80%
Ludlow-Taylor ES	62	55	89%
Luke Moore Alternative HS	81	34	42%
MacFarland MS	273	268	98%
Malcolm X ES @ Green	83	67	81%
Mann ES	17	15	88%
Marie Reed ES	49	45	92%
Maury ES	40	39	98%
McKinley MS	170	167	98%
McKinley Technology HS	249	243	98%
Miner ES	114	103	90%
Moten ES	89	88	99%
Murch ES	33	32	97%
Nalle ES	118	107	91%
Noyes ES	84	84	100%
Oyster-Adams Bilingual	21	17	81%
Patterson ES	132	124	94%
Payne ES	31	24	77%
Peabody ES (Capitol Hill Clus)	n<10	n<10	n<10
Phelps ACE HS	54	45	83%
Plummer ES	45	38	84%
Powell ES	51	51	100%
Randle Highlands ES	31	31	100%
Raymond Elementary School	55	54	98%
River Terrace	26	12	46%
Ron Brown High School	130	117	90%
Roosevelt High School	644	583	91%
Roosevelt STAY	102	94	92%
Ross ES	15	10	67%
Savoy ES	162	160	99%
School Without Walls HS	25	25	100%
School-Within-School @ Goding	10	10	100%
Seaton ES	70	66	94%
Shepherd ES	18	17	94%
Simon ES	123	116	94%
Smothers ES	95	91	96%
Sousa MS	189	152	80%
Stanton ES	213	210	99%

Stoddert ES	34	32	94%
Stuart-Hobson MS	145	119	82%
SWW @ Francis Stevens	74	71	96%
Takoma Elementary School	67	66	99%
Thomas ES	50	46	92%
Thomson ES	19	14	74%
Truesdell Elementary School	56	51	91%
Tubman ES	136	130	96%
Turner ES	265	234	88%
Tyler ES	54	44	81%
Van Ness ES	80	75	94%
Walker-Jones EC	253	190	75%
Watkins ES (Capitol Hill Clus)	14	12	86%
Wheatley EC	182	179	98%
Whittier Elementary School	43	42	98%
Wilson HS	904	471	52%
Woodson, H.D. HS	462	395	85%

Figure 3: CFSA Compliance – By School

School Name	CFSA - Required	CFSA - Referred	CFSA - Compliance
Aiton ES	75	74	99%
Amidon-Bowen ES	37	32	86%
Bancroft ES	33	4	12%
Barnard ES	38	30	79%
Beers ES	106	105	99%
Brent ES	17	17	100%
Brightwood Elementary School	140	138	99%
Brookland MS	20	19	95%
Browne EC	24	20	83%
Bruce-Monroe ES @ Park View	55	54	98%
Bunker Hill ES	54	52	96%
Burroughs ES	55	55	100%
Burrville ES	65	54	83%
C.W. Harris ES	57	45	79%
Cap Hill Montessori @ Logan	26	26	100%
Cardozo EC	28	27	96%
Cleveland ES	18	16	89%
Columbia Heights EC (CHEC)	60	52	87%

Deal MS	16	16	100%
Dorothy I. Height ES	60	52	87%
Drew ES	26	24	92%
Eaton ES	24	20	83%
Eliot-Hine MS	55	50	91%
Excel Academy	94	88	94%
Garfield ES	32	29	91%
Garrison ES	28	27	96%
H.D. Cooke ES	36	35	97%
Hardy MS	n<10	n<10	n<10
Hart MS	n<10	n<10	n<10
Hearst ES	n<10	n<10	n<10
Hendley ES	180	177	98%
Houston ES	87	87	100%
Hyde-Addison ES	36	33	92%
Ida B. Wells MS	49	44	90%
J.O. Wilson ES	16	9	56%
Janney ES	n<10	n<10	n<10
Jefferson MS Academy	54	51	94%
John Lewis Elementary School	87	83	95%
Johnson, John Hayden MS	81	58	72%
Kelly Miller MS	150	142	95%
Ketcham ES	117	116	99%
Key ES	n<10	n<10	n<10
Kimball ES	206	192	93%
King, M.L. ES	136	134	99%
Kramer MS	149	15	10%
Lafayette ES	n<10	n<10	n<10
Langdon ES	110	97	88%
Langley ES	95	91	96%
LaSalle-Backus Elementary School	55	50	91%
Lawrence E. Boone ES	48	45	94%
Leckie EC	116	72	62%
Ludlow-Taylor ES	41	6	15%
MacFarland MS	61	57	93%
Malcolm X ES @ Green	61	22	36%
Mann ES	n<10	n<10	n<10
Marie Reed ES	33	33	100%
Mauzy ES	28	27	96%
McKinley MS	33	33	100%

Miner ES	84	70	83%
Moten ES	69	68	99%
Murch ES	17	17	100%
Nalle ES	105	98	93%
Noyes ES	75	42	56%
Oyster-Adams Bilingual	n<10	n<10	n<10
Patterson ES	42	35	83%
Payne ES	11	9	82%
Peabody ES (Capitol Hill Clus)	n<10	n<10	n<10
Plummer ES	24	18	75%
Powell ES	40	40	100%
Randle Highlands ES	16	15	94%
Raymond Elementary School	47	36	77%
River Terrace	n<10	n<10	n<10
Roosevelt High School	n<10	n<10	n<10
Ross ES	n<10	n<10	n<10
Savoy ES	151	146	97%
School-Within-School @ Goding	n<10	n<10	n<10
Seaton ES	55	53	96%
Shepherd ES	14	13	93%
Simon ES	115	108	94%
Smothers ES	91	87	96%
Sousa MS	31	22	71%
Stanton ES	196	194	99%
Stoddert ES	n<10	n<10	n<10
Stuart-Hobson MS	n<10	n<10	n<10
SWW @ Francis Stevens	25	23	92%
Takoma Elementary School	54	54	100%
Thomas ES	26	19	73%
Thomson ES	n<10	n<10	n<10
Truesdell Elementary School	22	19	86%
Tubman ES	81	73	90%
Turner ES	257	76	30%
Tyler ES	30	19	63%
Van Ness ES	72	68	94%
Walker-Jones EC	200	49	25%
Watkins ES (Capitol Hill Clus)	n<10	n<10	n<10
Wheatley EC	123	120	98%
Whittier Elementary School	27	27	100%
Wilson HS	n<10	n<10	n<10

Figure 4: Court Compliance - By School

School Name	Court - Required	Court - Referred	Court - Compliance
Anacostia HS	173	92	53%
Ballou HS	329	186	57%
Ballou STAY	38	10	26%
Bard High School Early College DC	64	0	0%
Benjamin Banneker HS	n<10	n<10	n<10
Brookland MS	n<10	n<10	n<10
Browne EC	n<10	n<10	n<10
Cap Hill Montessori @ Logan	n<10	n<10	n<10
Cardozo EC	158	13	8%
Columbia Heights EC (CHEC)	177	72	41%
Coolidge HS	113	22	19%
Deal MS	n<10	n<10	n<10
Dunbar HS	233	64	27%
Eastern HS	186	103	55%
Eliot-Hine MS	15	8	53%
Ellington School of the Arts	11	9	82%
Excel Academy	n<10	n<10	n<10
Hardy MS	n<10	n<10	n<10
Ida B. Wells MS	n<10	n<10	n<10
Jefferson MS Academy	n<10	n<10	n<10
Johnson, John Hayden MS	13	12	92%
Kelly Miller MS	26	3	12%
Kramer MS	23	0	0%
Leckie EC	n<10	n<10	n<10
Luke Moore Alternative HS	51	0	0%
MacFarland MS	13	2	15%
McKinley MS	n<10	n<10	n<10
McKinley Technology HS	n<10	n<10	n<10
Phelps ACE HS	n<10	n<10	n<10
River Terrace	n<10	n<10	n<10
Ron Brown High School	31	16	52%
Roosevelt High School	284	127	45%
Roosevelt STAY	63	31	49%
Sousa MS	n<10	n<10	n<10
Stuart-Hobson MS	n<10	n<10	n<10
SWW @ Francis Stevens	n<10	n<10	n<10
Walker-Jones EC	11	0	0%
Wheatley EC	n<10	n<10	n<10
Wilson HS	120	10	8%
Woodson, H.D. HS	103	0	0%