DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

July 2020

Annual Attendance Report

1200 First Street, NE | Washington, DC 20002 | T 202.442.5885 | F 202.442.5026 | dcps.dc.gov

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 2019-2020 to the Mayor and the Office of State the 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.

It is important to note, that due to the COVID-19 pandemic, the last day of in-person instruction at DCPS schools during SY19-20 was March 13, 2020. This is also the last day that attendance data was captured. All attendance metrics reported here, unless otherwise noted, are through March 13, 2020, and compared to the year-to-date equivalent of SY18-19 (through March 15, 2019).

HIGHLIGHTS

During SY19-20, DCPS continued its efforts to improve attendance and remained laser focused on increasing daily student attendance. DCPS prioritized **proactive interventions** and supports for our students as this allows us to effectively identify and remove barriers to attendance. Understanding the role attendance plays in undergirding student achievement, we implemented strategies to deliver **effective messaging** about attendance, with emphasis on all student absences, not just those that are unexcused. We also worked to provide students and staff with a warm and welcoming school climate where there is a sense of community and students felt valued. Equally important, DCPS continued and developed several **key external partnerships** to strengthen efforts around this work. More specifically, DCPS joined forces with committed partners, including but not limited to: Child and Family Services Agency (CFSA), Office of the City Administrator and The Lab @ DC, Office of State Superintendent of Education (OSSE), Harvard University's Proving Ground, Office of the Attorney General (OAG), Show Up,

Stand Out (SUSO), Kinvolved, DCPS' Connected School Model, and the Mayor's Every Day Counts! Task Force. Below is a summary of our key attendance partnerships and initiatives:

- DCPS launched a partnership with CFSA, which created a specialized social worker unit to quickly identify and address cases advancing towards the threshold for education neglect.
- In partnership with the Deputy Mayor of Education (DME), DCPS piloted the Kinvolved Attendance Intervention Program that provided classrooms in three (3) 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.
- With support from the DC Council, DCPS was awarded a grant from OSSE to support creation of a Community Learning Center (CLC) at Turner Elementary School. The goal of the CLC is to cultivate Turner Elementary into becoming a resource hub for school and community stakeholders. The CLC will work to combat chronic truancy, improve community relations, provide mental health support, and assist with student achievement on the state ELA assessments.
- DCPS continued its partnership with Harvard University's Proving Ground attendance intervention pilot rolled out last year, which involved sending individualized attendance data letters to a subset of students and families who have a history of absences. The goal of the program was to learn the most effective ways to communicate absenteeism interventions and to make sure every impacted student receives appropriate outreach.
- As we examined ways to improve our Kindergarten attendance, DCPS expanded its work with Proving Ground and piloted a research-based Postcard Project. This involved the use of targeted post cards to ensure that parents received communication about not only the number of student absences, but also the content missed because of a student's absence.

In addition to the above initiatives, DCPS also worked to strengthen utilization of internal strategies to accomplish its attendance goals, which includes the following:

- **COVID-19:** In response to the onset of COVID-19, DCPS focused on transitioning to distance learning. During this period, attendance entry, incentive and intervention programs were suspended. Teachers and attendance staff turned their attention to supporting families through the crisis and focused their efforts on student engagement, supplying materials, school packets, computers, other electronic devices, connections to address identified needs. It should be noted that DCPS staff members were able to engage with ninety-nine (99) percent of its students.
- **Second Year of Comprehensive School Plans**: Schools with attendance challenges executed the attendance strategies outlined in the Comprehensive School Plans developed over the summer. 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 superintendent worked to ensure that appropriate goal setting and monitoring will occur.
- **Refinement of the DCPS Continuous Improvement Framework:** During SY19-20, DCPS continued utilizing the Continuous Improvement Framework that included the consistent review of data with schools and a focus on data quality. Through the Framework, DCPS looked at compliance, but also aimed to improve quality. For example, attendance specialists reviewed data to improve the quality of our Student Support Team process, external referrals, interventions and to enhance family engagement. This system was implemented to improve adherence to DCMR regulations and DCPS policy guidelines and ensured the integrity of attendance data and attendance records. Data was locked after each month and changes to

attendance records after the deadline required a data submission of a modification request and approval by principals and the DCPS Attendance Team. This change has improved data quality and reporting and aligned with our strategic initiative of ensuring excellent schools. We also conduct a bi-monthly review of attendance data between the attendance team and instructional superintendents. These meetings work to identify practice challenges on a regular basis, through our continuous improvement framework.

- **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. The attendance team provided 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 prioritized communications with families when students missed class. Additionally, during distance learning teachers and staff re-doubled their outreach to students and families, using approaches such as texting, social media touchpoints, contacting emergency contacts and a myriad of other mechanisms to ensure their students were safe and supported. DCPS also provided families and staff with internet services, computers and tablets to allow students to access educational opportunities.
- **Development and Implementation of Robust School-based Supports**: Providing differentiated, research-based on the ground supports for schools in implementing our attendance protocol and helping Student Support Teams (SSTs) meet regularly to highlight and respond to student needs.
- **Enhanced Partnerships through our Connected Schools Model:** DCPS partnered with community organizations and leaders to provide an integrated approach to academics, health and social services, youth and community development, and community engagement to ensure all students, regardless of background or neighborhood, are able to thrive in school and in life. This year, these efforts were led by Connected Schools Managers at Anacostia HS, Ballou HS, Cardozo EC, Eliot-Hine MS, Hart MS, Kelly Miller MS, Kramer MS, Sousa MS, Langley ES, and Moten ES. Examples of new Connected Schools programming include relationship-building home visiting at Anacostia HS and Moten ES, the expansion of afterschool programming through Afterschool All Stars at Kelly Miller MS, and the establishment of peace rooms at Ballou HS. Many of these schools experienced positive attendance growth and we are working to determine which practices may have supported this improvement.

DISCUSSION OF DATA

The last day of in-person instruction at DCPS schools during SY19-20 was March 13, 2020 due to the public health emergency. This is also the last day that attendance data was captured. This report includes a summary of DCPS' response to supporting students during the COVID-19 public health emergency after the data sections. All attendance metrics reported here, unless otherwise noted, are through March 13, 2020, and compared to the year-to-date equivalent of SY18-19 (through March 15, 2019).

- DCPS is pleased to note there were In-Seat Attendance (ISA) increases in grades PK3, 3, 9-12.
- DCPS saw a reduction in chronic absenteeism of ten (10) percent or more in five (5) schools and a reduction of five (5) to nine (9) percent in seven (7) schools[1].

[1] Cardozo EC, Coolidge HS, Duke Ellington, Kramer MS, and McKinley MS had chronic absence reductions of 10% or more, and Aiton ES, Eliot-Hine MS, Hart ES, King ES, Patterson ES, Phelps HS, and Roosevelt HS had reductions of 5-9%.

- District-level ISA and truancy essentially remained steady. Through the beginning of distance learning, ISA was 89.5% compared to 89.7% through March 15, 2019 and 88.8% at the end of SY18-19.
- Truancy rate was 19.5% compared to 19.7% this time last year.
- Attendance entry remained at 98.0%

Please note that the changes instituted in SY18-19 to ensure better data quality and accuracy, as well as regulatory compliance, remained in effect during SY19-20. These include the following:

- Implementation of a data locking procedure requiring schools to request approval for attendance data entries beyond monthly locking periods;
- Improved compliance with the requirement to accept and process excuse documentation only if it is received within five (5) days of the student's return to school, and only excuse notes with legally approved listed reason(s); and
- A DCPS policy that requires further documentation beyond communication from the parent for the absence to be excused, when a student is absent for five (5) or more cumulative days per term.

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 SY19-20[2]. 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.

Table 1: 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	4,475	2,299	51%	665	15%	287	6%	103	2%
1	4,442	2,315	52%	644	14%	241	5%	70	2%
2	4,428	2,351	53%	583	13%	243	5%	62	1%
3	4,214	2,245	53%	567	13%	207	5%	43	1%
4	4,164	2,220	53%	554	13%	218	5%	52	1%
5	3,805	2,099	55%	542	14%	177	5%	39	1%
6	3,163	1,504	48%	562	18%	316	10%	180	6%
7	3,154	1,506	48%	490	16%	301	10%	250	8%
8	2,773	1,216	44%	440	16%	284	10%	308	11%
9	3,906	1,200	31%	574	15%	616	16%	1,185	30%
10	2,699	842	31%	420	16%	441	16%	784	29%
11	2,254	770	34%	365	16%	396	18%	535	24%
12	2,035	747	37%	357	18%	322	16%	409	20%
CE	170	73	43%	36	21%	30	18%	21	12%
Total[3]	**45,709**	**21,399**	**47%**	**6,806**	**15%**	**4,081**	**9%**	**4,043**	**9%**

[2] 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 2019-20. Evening students and students who are not compulsory-aged are not included. These absences include full day and 80/20 absences (students who were absent because they did not attend 80% of their scheduled periods). These data are further disaggregated in Appendix A of this report.

[3] Total: Certain grade categories are excluded from the table, but included in the total, due to the need to exclude data sets with group sizes less than 10 to protect 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—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 SY19-20[4], through March 13, 2020, 10,342[5] students accrued five (5) or more unexcused absences within a term resulting in attendance SST referrals. DCPS held SST meetings for 7,822 of these students (76%). Through March 15, 2019, 10,868 students accrued five (5) or more unexcused absences within a term resulting in attendance SST referrals. DCPS held SST meetings for 8,102 of these students (75%). At end-of-year (EOY) SY18-19, 13,064 students accrued 5 or more unexcused absences over the course of the school year resulting in attendance SST referrals. DCPS held SST meetings for 10,321 of these students (79%).

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 providing clothing, transportation assistance, parenting classes, uniforms, 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 to all stakeholders regarding the importance of students attending school on time every day.

[4] Schools were asked to discontinue holding SST meetings or making external referrals after March 13, 2020 due to the extenuating circumstances of the public health emergency. However, DCPS instituted various methods of virtual outreach and wellness checks to ensure the continued well-being of students at home, in partnership with CFSA.

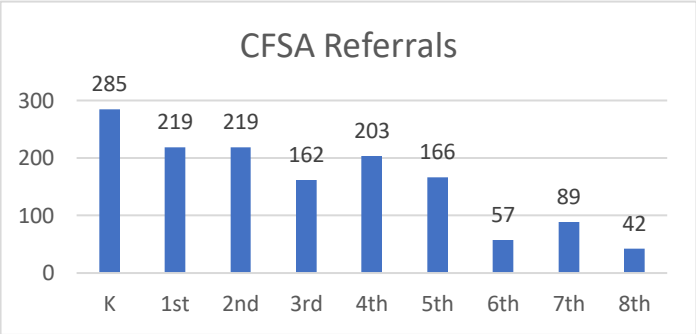
[5] SST referral numbers include students who reached 5 unexcused absences in one term, inclusive of 80/20 absences. Please note that this number differs from the numbers in the Table 1 because the reporting requirements are distinct in code. This number also reflects the number of students who reached 5 unexcused absences within a term rather than school year, as per the code. DCPS previously conducted SSTs for students who reached 5 unexcused absences over the course of a school year. DCPS made this change to align with code. Prior to SY18-19, DCPS conducted more SSTs than were required.

Referrals to Child and Family Services Agency (CFSA)

In SY19-20[6], 1,443 of the 1,819 eligible students (79%)[7] were referred to CFSA for educational neglect. Through March 15, 2019, 1,816 of the 2,445 eligible students (74%) were referred to CFSA for educational neglect. At EOY SY18-19, 3,458 of the 3,876 eligible students (89%)[8] were referred to CFSA for educational neglect. As attendance POCs used the last weeks of school to catch up on referrals, the dip in compliance is likely attributed to the halting of the referral process in March due to the pandemic. Additionally, DCPS and CFSA utilized a wellness check process to locate disengaged students, so staff did not duplicate efforts by also referring for educational neglect. The previous improvement was the result of DCPS's expanded training for school staff and increased emphasis on the importance of this requirement. DCPS also conducted weekly monitoring and support from the DCPS Central Office attendance team and Continuous Improvement Framework. DCPS continues to work towards 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 ten (10) full-day absences are required to be referred to CFSA[9].

The table below illustrates the distribution of referrals to CFSA across grade levels. The highest number of referrals was made for Kindergarten students. Kindergarten marks the first full year of compulsory school attendance. DCPS recognizes that some families struggle with daycare options and understanding 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 and for SY19-20 has put in place some additional strategies to address this ongoing concern. 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: 2019-20 School Year CFSA Referrals by Grade[10]



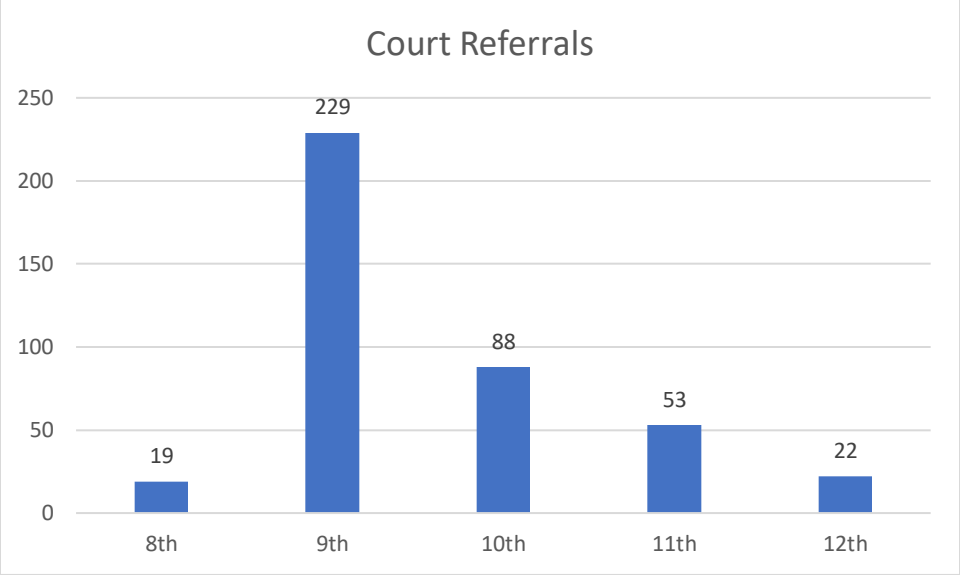
[6] Schools were asked to discontinue holding SST meetings or making external referrals after March 13 due to the extenuating circumstances of the public health emergency. However, DCPS instituted various methods of virtual outreach and wellness checks to ensure the continued well-being of students at home, in partnership with CFSA.
[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 310 discretional CFSA referral were made for students who did not meet the attendance criteria.
[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 discretional CFSA referral were made for students who did not meet the attendance criteria.
[9] 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.
[10] Grades where students received fewer than 10 CFSA referrals and are excluded from Figure 1.

Referrals to the Judicial System

In SY19-20[11], DCPS referred 422 of the 1,095[12] eligible students (39%)[13] to DC Superior Court Social Services. Through March 15, 2019, DCPS referred 190 of the 1,081 eligible students (18%) to DC Superior Court Social Services. At EOY SY18-19, DCPS referred 530 of 1,603 eligible students (33%)[14] to DC Superior Court Social Services. This process continues to be time intensive as referrals require 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 504 records; evidence of intervention services and copies of referral to outside resources; as well as SST plans and social history narrative).

The table below illustrates the distribution of referrals to court for SY19-20. The largest number of referrals was made to address absences at the ninth-grade level.

Figure 2: Court Referrals by Grade[15]



[11] Schools were asked to discontinue holding SST meetings or making external referrals after March 13 due to the extenuating circumstances of the public health emergency. However, DCPS instituted various methods of virtual outreach and wellness checks to ensure the continued well-being of students at home, in partnership with CFSA.
[12] 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.
[13] 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 24 discretional Court referrals were made for students who did not meet the attendance criteria.
[14] 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 40 discretional Court referrals were made for students who did not meet the attendance criteria.
[15] Grades where students received fewer than 10 Court referrals and are excluded from Figure 2.

DCPS Response to COVID-19

On March 11, Mayor Muriel Bowser declared a state of emergency and a public health emergency. During this period, (March 16 through March 23), DCPS modified its operations to help mitigate the spread of COVID-19 and adopted an abbreviated schedule that included closing schools for a week to allow teachers and staff to plan for learning at home. DCPS altered its Spring Break for students and teachers and moved to a distance learning model from March 24 through May 29th, when the district closed earlier than planned for the school year.

In response to the onset of COVID-19, DCPS turned its focus on closing school buildings and transitioning to distance learning. During this period, attendance entry, incentive and intervention programs were suspended. It is important to note that during distance learning, DCPS also halted referrals to both CFSA and Court. In place of this work, DCPS turned its attention to student engagement and was able to connect with ninety-nine percent (99%) of its students. For the students we had difficulty reaching, rather that completing CFSA or court referrals DCPS partnered with CFSA to conduct wellness checks. During this process, DCPS alerted CFSA regarding students we were unable to engage and staff from CFSA used their expanded search mechanisms to locate and reconnect students with school staff.

In the two (2) weeks leading up to the transition to distance learning, DCPS closely monitored attendance to determine how families were responding to news of the pandemic.

- District-wide, attendance began to decline most noticeably the week of March 9.
    - District level In-Seat Attendance through February 28 was 89.8%.
    - Attendance the week of March 2-6 was 89.0% and continued to drop to 84.0% the week of March 9-13.
- On Friday March 13, district ISA was 74%.
- The decrease in attendance from March 9-13 was highest in Wards 5, 7, and 8, where there was a decrease in ISA of 8%, 7%, and 8% respectively when compared to year-to-date averages in those wards.

Valid Reasons for Absence

Lawful reasons for absence are defined in DCPS' Attendance and Truancy Policy and follow 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 (5) or more days in a term)[16];
- 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;
- 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
- An emergency or other circumstance approved by DCPS.

If a student is absent for a total of up to four (4) cumulative days in each grading period, a parent's written excuse is sufficient for explaining the absence.

[16] If a student is absent for five (5) or more cumulative days per term, further documentation is required beyond communication by the parent for the absence to be excused. Written explanation of the student's absence must be submitted by a doctor or staff of a relevant agency, on official doctor's office/agency letterhead and signed by a relevant official.

Strategies for Improvement

Strategies for Improvement in SY19-20

In SY19-20, DCPS continued work 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 schools and students. Highlights are summarized below.

DCPS school leaders developed a multi-tiered system (MTSS) to improve academic and behavior outcomes for our students and reduce chronic absenteeism in our schools. DCPS expects a full roll-out of this program in SY21-22. Until then, we continue to place a special emphasis on Tier 1 universal strategies, which are utilized to support consistent daily attendance for all students. Tier 2 interventions are designed to provide targeted support for students who need more support to avoid chronic absenteeism, and Tier 3 offers intensive support for students facing the greatest obstacles to consistent attendance. A system to capture the provided supports was recently designed and shared with stakeholders for feedback.

For the second year, DCPS ensured that schools incorporated attendance strategies as part of their Comprehensive School Plan. The Comprehensive School Plan establishes annual improvement goals for each school. Each school completed a self-assessment on attendance practices, to strengthen them and design student supports that are aligned to needs. Instructional superintendents and the Attendance team monitored these plans. As noted earlier in the report, DCPS also implemented the Continuous Improvement Framework this year, to ensure that attendance data was reviewed, and challenges addressed proactively.

DCPS entered into a partnership with the Child and Family Services (CFSA) in December 2019. CFSA and DCPS implemented a pilot program to target two Ward 8 elementary schools, Excel Academy and Moten Elementary School. These schools were selected because there is a high rate of chronic absenteeism and high rates of educational neglect referrals to CFSA. For this partnership, CFSA created a web-based referral portal, specifically for the prevention framework. School reporters submitted a referral once a student accumulates seven (7) unexcused absences. If a family requires support through the prevention track, CFSA will complete triage and teaming within (5) days, to include the school, the Show Up Stand Out program (if applicable) and other community-based providers to ensure the family is supported in addressing concerns to reduce absenteeism. Staff were able to connect with many families of their families experiencing hardships and partnered with CFSA to brainstorm ways to implement more systematic supports. The CFSA Prevention ED Neglect Project was successful at preventing several families from receiving CFSA referrals and assisting with family reengagement with the two schools that participated.

Additionally, there were several situations in which the school staff did not have updated contact information and the CFSA social worker was able to assist by sharing updated current information from CFSA's database. In these situations, school absences were significantly reduced, and it actually prevented students from closing out the school year with referrals to CFSA Referral for Educational Neglect. The attendance designee reported, "This project was very helpful in aiding me with contacting parents, establishing positive parent engagement and overall improvement with student's attendance. It allowed me to provide the necessary interventions."

DCPS also partnered with the Deputy Mayor of Education (DME), to pilot the Kinvolved 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. To ensure strategic investments, DCPS/DME partnered with The Lab @ DC in the City Administrator's Office to evaluate and measure the effectiveness of the tool. We expect to have results in late Fall.

DCPS received a grant from OSSE to support creation of a Community Learning Center (CLC) at Turner Elementary School. The goal of the CLC is to cultivate Turner Elementary into becoming a resource hub for school and community stakeholders. The CLC will work to combat chronic truancy, improve community relations, provide mental health support, and assist with student achievement on the state ELA assessments.

Additionally, DCPS continued its work with Harvard University's Proving Ground to send individualized letters to a subset of students and families who have a history of absences. The letters included individualized attendance data, addressed learning lost and emphasized the importance of reducing excused and unexcused absences. The goal of the program was to learn the most effective ways to communicate absenteeism interventions and to make sure every impacted student receives appropriate outreach. Results of the pilot revealed that personalized letters are, in fact, an effective way to reduce absences. Families that received letters comparing individual students to the average rates saw reduced absences by 2.7 percent overall. If we scaled letters up to all students, it is estimated that total absences would be reduced by over 17,000 instructional days. We know that young people deserve every pathway to success, and that begins when students spend more time in school, and we reduce the barriers that keep them from missing instruction. Based on these results, we scaled up the intervention during SY19-20 as described below:

- In early November, over 19,000 letters were sent to families.
- A second round of notifications were sent to families via a combination of letters and emails the week of December 27th.
- A third round of notifications were sent to families via a combination of letters and emails the week of February 14th.
- DCPS anticipated sending written notifications every 6-8 weeks throughout the school year; however, the rounds slated to be sent Mid-March, and a final round in May, were not distributed, due to the COVID-19 pandemic.

As we examined ways to improve Kindergarten attendance, DCPS expanded its work with Proving Ground and piloted a research-based Postcard Project. This involved the use of targeted postcards to ensure that parents received communication about not only the number of student absences, but also the content missed because of a student's absence. When piloted in other school districts, student absences were reduced by six (6) percent. We piloted this project across three (3) clusters. Teachers in those clusters were randomly selected to participate. The chosen classroom staff members complete an individualized postcard for each student who was absent in the previous week. The postcard includes the number of absences the student has year-to-date, as well as examples of a lesson or skill that was taught on that day.

- In January 2020, Proving Ground released the results of the pilot and revealed that postcards were an effective way to reduce absences. Families that received these postcards comparing individual students to the average rates saw reduced absences, and if scaled up, DCPS should anticipate a six (6) percent decrease in kindergarten absences. DCPS had planned to scale up this initiative for SY2020-21 and is currently evaluating whether or not this should be delayed in light

of the current public health crisis. Please note that postcard project was also halted in March 2020, as DCPS thought it would be counterproductive to send messaging regarding mandatory school attendance during a time when many students had legitimate reasons to be away from school.

Throughout SY19-20 DCPS provided training and technical supports 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. The following is a list of strategies schools used to improve attendance:

- DC Public Schools transitioned to supporting 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. This approach ensures that all efforts are targeted and aligned whether a school is focused on literacy, family and community engagement, or operations,. Each cluster's central office support team includes, but is not limited to, staff with expertise in attendance, social-emotional learning, academic content areas, special education services, technology, language acquisition, school operations, and community and family engagement.
- Ensuring that each school has an attendance committee/SST team to identify and catch problems early. An attendance committee is a school-based team that monitors student attendance, researches students' needs to identify why they are chronically absent and provides strategic intervention to address those needs and improve attendance. The goal is to catch problems early and respond to intervention warning flags for specific numbers of tardies, absences, and class removals and outline action steps for the team to take after each flag. For example, a warning flag of three (3) absences would trigger a parent phone call, and five (5) absences would result in an SST meeting with the parent and additional absences would result in the development of an SST Plan.
    - More emphasis has been placed on providing students with more individualized support. In these cases, the teams have received additional training regarding the importance of creating attendance/SST action plans that outlines interventions and consequences if attendance fails to improve. The team is also required to monitor students' progress to see if attendance goals are being met or if further action is required.
- Working to build schools' positive culture so students become more invested in their learning and excited about attending school. DCPS conducted training for staff on strategies to improve school culture. We are also shifting our focus to interventions that rely on proactive approaches to resolving issues before they result in a suspension, such as Positive Behavioral Interventions and Supports and Social and Emotional Learning.
- Attendance Specialists continued to focus their supports on schools with intensive attendance concerns. This included school visits to check for Tier 1 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 provided recommendations and support to improve attendance team structures, created an attendance plan, and provided professional development on best practices for supporting students. DCPS began the school year with a set of identified schools and the was adjusted mid-year based on a data review performed by the Attendance Team and vetted with Instructional Superintendents.
- The following schools received this intensive support:

  - *Elementary Schools:* Moten ES, Malcolm X ES, Excel ES, Patterson ES, King ES, Thomas ES, Ketcham ES, Hendley ES, Aiton ES and Langley ES
  - *Education Campuses:* Walker Jones EC, Takoma EC and Browne EC
  - *Middle Schools:* Johnson MS, Kelly Miller MS, Kramer MS, Elliot-Hine MS, and Sousa MS
  - *High Schools:* Anacostia HS, Ballou HS, Ballou STAY, Eastern HS, H.D. Woodson HS, Luke C. Moore, Washington Metropolitan, Roosevelt STAY, Coolidge HS, Dunbar HS, Cardozo HS, and Ron Brown HS
- Of schools receiving intensive support, Eliot-Hine MS, Aiton ES, Coolidge HS, Cardozo EC, King ES, Patterson ES, and Kramer MS achieved a 5% or more reduction in chronic absence.

DCPS worked to ensure the participation of all staff in our District-wide attendance improvement efforts. We emphasized that establishing strong, supportive, and welcoming relationships is a critical component of reducing chronic absenteeism. Also, district-wide professional development was conducted in the summer and throughout the year.

Strategies for Improvement in SY20-21

Given the current public health pandemic, SY20-21 will undoubtably look different, but DCPS remains committed to working with students, families and schools to ensure attendance remains a priority. DCPS recognizes that improving and sustaining good attendance requires the year-round (what happens over the summer matters), active engagement of district and school-based leaders and administrators along with a clear articulation of roles and responsibilities. Administrators at DCPS have made it a priority that all stakeholders, including administrators, teachers, students, support staff, parents, and community partners, understand chronic absence and its role in student academic achievement. To do this, we created a culture that links attendance and academic achievement by unpacking the data, providing professional development, engaging parents, and working with community providers to identify strategies to remove barriers to attendance. We have implemented the following plan (by role) to undergird our attendance work:

- District leadership has the leadership responsibility for adopting school attendance policies and procedures. Leadership should also foster continuous improvement and accountability by reviewing district data on chronic absence at least twice a year in conjunction with student performance and ensuring that both the District and School Improvement Plans include strategies and goals for addressing chronic absence.
- The Chancellor has elevated the importance of this work by designating a cabinet-level administrator to lead and facilitate the district's attendance efforts.
- Central Office teams have joined the attendance efforts and we have established leadership responsibility for ensuring the district, as a whole, is systematically addressing chronic absence, promoting and supporting a districtwide culture of attendance, and ensuring that evidence-based attendance policies and procedures are in place and implemented consistently in all schools within the district.
- Principals, as key leaders of individual schools, are supported to ensure that their school adopts and implements a comprehensive, tiered approach to improving attendance for all grades. Principals are also required to conduct an attendance assessment and adopt relevant strategies to be included in their schools' Comprehensive School Plan. Principals are also encouraged to lead and facilitate their School Attendance Team.
- Central Office Attendance Teams bring together district-level administrators and community agencies to address chronic absence across the entire district. They also support schools as they execute the attendance protocol requirements and complete the attendance strategies outlined in their Comprehensive School Plans.
- DCPS will continue it partnerships with external partners. DCPS believes that a citywide approach is needed to ensure school attendance. DCPS is working to expand its use of community volunteers, non-profits and business leaders to support segments of its attendance efforts.

As a part of our SY20-21 strategic planning, the Attendance Team conducted a review of trend data and identified of areas of needed growth. Based on this assessment, for SY20-21, the Attendance Team has taken steps toward the broader goal of recalibrating its scope of work and priorities to meet the current needs of DCPS students, school-level staff, and community at-large. Now, in direct pursuit of that objective, the below project plan summary, outlines of eight focus areas, lays out a comprehensive framework for how DCPS attendance work will be prioritized, managed, and assessed moving forward.

FOCUS 1: Foundational Day-to-Day Attendance Support Providing standardized training and policy guidance for school staff so they consistently understand and execute day-to-day foundational attendance work, including asynchronous webinars, one-pagers and an updated Attendance Guidebook.

FOCUS 2: Providing Data Support & Ensuring Data Quality Ensuring that attendance data is being captured accurately and presented to schools in a concise and actionable format from which they can directly operate.

FOCUS 3: Supporting Transition Grade Students – 8th to 9th Grade Supporting students at the key 8th to 9th grade transition point to prevent the development of poor attendance habits and curb escalating chronic absenteeism that can lead to a lack of academic progress, students repeating grades, and possible eventual academic disengagement.

FOCUS 4: Supporting Transition Grade Students – 5th to 6th Grade Supporting students at the key 5th to 6th grade transition point to prevent the development of poor attendance habits and curb escalating chronic absenteeism that can lead to a lack of academic progress, students repeating grades, and possible eventual academic disengagement.

FOCUS 5: Supporting Targeted Grade Bands – ECE & Kindergarten Supporting students and their families during ECE and Kindergarten to prevent the development of poor attendance habits and curb escalating chronic absenteeism that can lead to a lack of academic progress, students repeating grades, and possible eventual academic disengagement.

FOCUS 6: Family & School Community Engagement Developing a more targeted communications campaign and social media strategy to build the tools necessary to be proactively engagement with families and the community on the importance of student attendance.

FOCUS 7: School-Level Attendance Staffing Model Collaborating with DCPS leadership and pertinent central office teams to develop a comprehensive and manageable staffing model and providing robust guidance for school leaders on implementation and best practices.

The Attendance Team will use the comprehensive project plan to implement their goals and monitor progress in key data metrics by using tracking tools, utilizing available apps, and abiding by clear, preset communication and information-sharing protocols. The long-term outlook is to construct a reliable foundational framework for the Attendance Team to bolster and build upon as they transition from centering their work on compliance to connection.

In SY20-21 DCPS will continue to have a robust team of cluster-based school supports that will include members of the attendance team. In their key leadership roles, Instructional Superintendents will be empowered to guide and direct supports to schools in ways that meaningfully address concerns and amplify strengths, and central office supports will be closer to schools and thus better able to coordinate supports as a coherent system of service delivery. DCPS conducted a review of this model and made recommended adjustment to the programing. DCPS anticipates that this new and improved model will accelerate change and result in improved student outcomes, particularly for students furthest from opportunity.

DCPS believes that a citywide approach is needed to ensure school attendance. DCPS is working to facilitate the use of community volunteers, non-profit organizations and business leaders to support segments of its attendance efforts. Ongoing meetings between Central Office attendance staff and external partners including Show Up-Stand Out, Roving Leaders, Department of Parks and Recreation, Department of Behavioral Health, Communities in Schools, City Year, CFSA, DME, and Flamboyan

Foundation have taken place, with the goal of ensuring better coordination of partnership work. For some of the initiatives that mplemented in SY20-21, there will be a push to evaluate outcomes for students referred to outside partners to determine the effectiveness of the efforts and make needed program modifications. In this vein, DCPS is partnering with the Lab @ DC to use scientific insights and methods to test and improve policies and provide timely, relevant, and high-quality analysis of aspects of DCPS's attendance work.

DCPS will work to ensure that students and families are aware that attendance continues to be mandatory and create flexible options for students to access learning, especially during periods of virtual and hybrid learning. Additionally, DCPS staff will execute its attendance protocol which will include robo-calls to families when students fail to log-in or engage in academic, attendance notifications flagging missed days, and required referrals to the Child and Family Services and Court, when required.

DCPS is committed to engaging and informing our schools, students, and parents about the importance of regular attendance and the important role each of us plays. DCPS believes that heightened work around chronic absenteeism, consultation and partnerships with national leaders in attendance intervention, implementation of research-based interventions and supports such as school climate work, trauma informed practices, restorative justice, and continued strengthening of foundational policies and procedures will result in increased attendance and accelerated student learning in SY20-21.

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 Aged Students	# 1-5 Absences	#6-10 Absences	#11-20 Absences	#21+ Absences
Aiton ES	172	105	32	13	n<10
Amidon-Bowen ES	274	162	54	28	n<10
Anacostia HS	332	44	39	65	176
Ballou HS	606	30	63	129	381
Ballou STAY	128	n<10	n<10	17	100
Bancroft ES	526	235	18	n<10	n<10
Bard High School Early College DC	174	55	46	46	24
Barnard ES	533	312	47	10	n<10
Beers ES	410	225	79	28	n<10
Benjamin Banneker HS	522	349	45	n<10	n<10
Brent ES	376	212	17	n<10	n<10
Brightwood EC	637	351	75	27	10
Brookland MS	394	265	61	n<10	11
Browne EC	387	237	50	14	11
Bruce-Monroe ES @ Park View	391	213	24	n<10	n<10
Bunker Hill ES	184	92	20	10	n<10
Burroughs ES	213	126	33	n<10	n<10
Burrville ES	224	109	71	23	n<10
C.W. Harris ES	191	93	44	32	n<10
Cap Hill Montessori @ Logan	236	141	30	12	n<10
Cardozo EC	706	180	117	142	243
Cleveland ES	232	135	14	n<10	n<10
Columbia Heights EC	1460	555	289	274	210
Coolidge HS	458	152	111	72	96
Deal MS	1483	724	90	24	n<10
Dorothy I. Height ES	353	189	40	18	n<10
Drew ES	198	136	34	10	n<10
Dunbar HS	691	67	113	199	n<10
Eastern HS	803	101	128	161	398
Eaton ES	441	209	11	n<10	n<10
Eliot-Hine MS	279	107	63	40	45
Ellington School of the Arts	555	276	127	72	31
Excel Academy	378	146	140	54	20
Garfield ES	259	142	75	20	n<10

School Name	Truancy Aged Students	# 1-5 Absences	#6-10 Absences	#11-20 Absences	#21+ Absences
Garrison ES	232	121	24	n<10	n<10
H.D. Cooke ES	347	191	51	18	n<10
Hardy MS	491	260	29	n<10	n<10
Hart MS	473	288	91	31	10
Hearst ES	307	158	10	n<10	n<10
Hendley ES	325	157	91	41	n<10
Houston ES	213	114	43	22	11
Hyde-Addison ES	325	177	37	n<10	n<10
Ida B. Wells MS	195	96	34	25	n<10
J.O. Wilson ES	375	179	100	28	n<10
Janney ES	704	354	n<10	n<10	n<10
Jefferson MS Academy	370	187	84	41	19
Johnson, John Hayden MS	360	103	119	80	48
Kelly Miller MS	582	118	139	130	184
Ketcham ES	273	123	74	42	12
Key ES	353	201	10	n<10	n<10
Kimball ES	349	179	94	45	11
King, M.L. ES	259	103	86	39	10
Kramer MS	244	57	63	56	60
Lafayette ES	872	328	n<10	n<10	n<10
Langdon ES	317	177	45	14	10
Langley ES	244	107	66	37	13
LaSalle-Backus EC	320	179	45	21	10
Lawrence E. Boone ES	337	218	60	14	n<10
Leckie EC	435	250	97	33	n<10
Ludlow-Taylor ES	355	239	33	n<10	n<10
Luke Moore Alternative HS	159	12	10	33	98
MacFarland MS	591	303	105	77	28
Malcolm X ES @ Green	184	85	73	22	n<10
Mann ES	396	126	n<10	n<10	n<10
Marie Reed ES	376	214	38	n<10	n<10
Maury ES	382	190	19	n<10	n<10
McKinley MS	275	89	68	64	42
McKinley Technology HS	650	410	113	34	n<10
Miner ES	270	148	58	19	n<10
Moten ES	246	116	56	43	17
Murch ES	585	303	25	n<10	n<10
Nalle ES	279	156	73	20	n<10
Noyes ES	193	124	16	n<10	n<10
Oyster-Adams Bilingual	698	372	32	n<10	n<10
Patterson ES	343	166	123	21	17
Payne ES	255	141	46	20	n<10
Peabody ES	87	56	14	n<10	n<10
Phelps ACE HS	250	162	28	15	n<10
Plummer ES	248	113	62	46	n<10

School Name	Truancy Aged Students	# 1-5 Absences	#6-10 Absences	#11-20 Absences	#21+ Absences
Powell ES	457	247	20	n<10	n<10
Randle Highlands ES	286	197	n<10	n<10	n<10
Raymond EC	447	288	84	20	11
River Terrace	69	21	14	13	14
Ron Brown High School	254	51	54	59	86
Roosevelt High School	762	169	132	150	289
Roosevelt STAY	224	n<10	15	34	163
Ross ES	164	90	n<10	n<10	n<10
Savoy ES	231	91	74	40	n<10
School Without Walls HS	594	292	31	11	n<10
School-Within-School @ Goding	244	145	17	n<10	n<10
Seaton ES	305	177	27	11	n<10
Shepherd ES	318	168	n<10	n<10	n<10
Simon ES	229	111	67	24	n<10
Smothers ES	195	100	55	11	n<10
Sousa MS	314	135	75	68	26
Stanton ES	367	132	115	62	16
Stoddert ES	489	263	27	n<10	n<10
Stuart-Hobson MS	502	313	53	25	14
SWW @ Francis Stevens	489	264	43	22	n<10
Takoma EC	448	238	53	24	10
Thomas ES	267	135	60	45	10
Thomson ES	255	120	22	n<10	n<10
Truesdell EC	492	283	71	35	n<10
Tubman ES	520	295	86	45	11
Turner ES	441	174	127	85	23
Tyler ES	416	272	37	17	n<10
Van Ness ES	258	147	38	n<10	n<10
Walker-Jones EC	375	204	80	29	10
Washington Metropolitan HS	149	n<10	n<10	16	127
Watkins ES	463	283	n<10	n<10	n<10
West EC	280	154	47	26	13
Wheatley EC	296	174	51	30	n<10
Whittier EC	308	163	57	26	19
Wilson HS	1855	969	345	205	169
Woodson, H.D. HS	510	67	84	160	196
Youth Services Center	106	29	n<10	n<10	n<10

Figure 2: SST Compliance – By School

School Name	SST Required	SST Complete	SST Compliance
Aiton ES	28	27	96%
Amidon-Bowen ES	49	47	96%
Anacostia HS	245	225	92%
Ballou HS	544	463	85%
Ballou STAY HS	120	9	8%
Bancroft ES	15	14	93%
Bard High School Early College DC (Bard DC)	81	38	47%
Barnard ES	30	23	77%
Beers ES	59	59	100%
Benjamin Banneker HS	18	14	78%
Boone ES	29	28	97%
Brent ES	11	9	82%
Brightwood EC	59	55	93%
Brookland MS	24	15	63%
Browne EC	36	15	42%
Bruce-Monroe ES @ Park View	14	14	100%
Bunker Hill ES	28	26	93%
Burroughs ES	16	14	88%
Burrville ES	47	43	91%
C.W. Harris ES	52	52	100%
Capitol Hill Montessori School @ Logan	28	3	11%
Cardozo EC	417	271	65%
Cleveland ES	n<10	n<10	n<10
Columbia Heights EC (CHEC)	555	304	55%
Coolidge HS	228	207	91%
Deal MS	61	53	87%
Dorothy I. Height ES	35	35	100%
Drew ES	24	22	92%
Duke Ellington School of the Arts	143	52	36%
Dunbar HS	512	206	40%
Eastern HS	601	309	51%
Eaton ES	10	8	80%
Eliot-Hine MS	105	83	79%
Excel Academy	122	117	96%
Garfield ES	42	42	100%
Garrison ES	16	4	25%
H.D. Cooke ES	36	32	89%
Hardy MS	21	14	67%
Hart MS	45	40	89%
Hearst ES	15	8	53%
Hendley ES	64	61	95%
Houston ES	39	39	100%
Hyde-Addison ES	24	24	100%
Ida B. Wells Middle School	37	30	81%
J.O. Wilson ES	74	62	84%
Janney ES	n<10	n<10	n<10
Jefferson Middle School Academy	78	76	97%
Johnson John Hayden MS	132	128	97%

School Name	SST Required	SST Complete	SST Compliance
Aiton ES	28	27	96%
Amidon-Bowen ES	49	47	96%
Kelly Miller MS	374	294	79%
Ketcham ES	79	45	57%
Key ES	n<10	n<10	n<10
Kimball ES	86	72	84%
King M.L. ES	70	70	100%
Kramer MS	130	126	97%
Lafayette ES	10	2	20%
Langdon ES	41	30	73%
Langley ES	78	72	92%
LaSalle-Backus EC	49	43	88%
Leckie EC	73	66	90%
Ludlow-Taylor ES	13	7	54%
Luke C. Moore HS	143	130	91%
MacFarland MS	139	135	97%
Malcolm X ES @ Green	54	54	100%
Mann ES	n<10	n<10	n<10
Marie Reed ES	32	32	100%
Maury ES	15	15	100%
McKinley MS	130	129	99%
McKinley Technology HS	48	0	0%
Miner ES	41	39	95%
Moten ES	82	76	93%
Murch ES	24	23	96%
Nalle ES	52	52	100%
Noyes ES	12	10	83%
Oyster-Adams Bilingual School	38	35	92%
Patterson ES	88	84	95%
Payne ES	43	41	95%
Peabody ES (Capitol Hill Cluster)	n<10	n<10	n<10
Phelps ACE HS	23	21	91%
Plummer ES	68	58	85%
Powell ES	12	12	100%
Randle Highlands ES	n<10	n<10	n<10
Raymond EC	40	36	90%
River Terrace EC	33	33	100%
Ron Brown College Preparatory High School	166	131	79%
Roosevelt HS	479	394	82%
Roosevelt STAY HS	207	176	85%
Ross ES	n<10	n<10	n<10
Savoy ES	81	77	95%
School Without Walls @ Francis-Stevens	42	14	33%
School Without Walls HS	23	11	48%
School-Within-School @ Goding	12	10	83%
Seaton ES	25	22	88%
Shepherd ES	12	12	100%
Simon ES	58	55	95%
Smothers ES	40	38	95%
Sousa MS	112	105	94%

School Name	SST Required	SST Complete	SST Compliance
Aiton ES	28	27	96%
Amidon-Bowen ES	49	47	96%
Stanton ES	117	110	94%
Stoddert ES	29	28	97%
Stuart-Hobson MS (Capitol Hill Cluster)	50	41	82%
Takoma EC	60	27	45%
Thomas ES	76	73	96%
Thomson ES	14	8	57%
Truesdell EC	71	70	99%
Tubman ES	85	66	78%
Turner ES	157	156	99%
Tyler ES	42	35	83%
Van Ness ES	18	13	72%
Walker-Jones EC	61	39	64%
Washington Metropolitan HS	151	136	90%
Watkins ES (Capitol Hill Cluster)	n<10	n<10	n<10
West EC	53	48	91%
Wheatley EC	53	50	94%
Whittier EC	66	64	97%
Woodrow Wilson HS	448	401	90%
Woodson H.D. HS	376	107	28%
Youth Services Center	13	0	0%

Figure 3: CFSA Compliance - By School

School Name	CFSA Required	CFSA Referred	CFSA Compliance
Aiton ES	17	16	94.1%
Amidon-Bowen ES	20	18	90.0%
Bancroft ES	n<10	n<10	n<10
Barnard ES	11	10	90.9%
Beers ES	26	26	100.0%
Boone ES	13	13	100.0%
Brent ES	n<10	n<10	n<10
Brightwood EC	22	21	95.5%
Brookland MS	11	2	18.2%
Browne EC	n<10	n<10	n<10
Bruce-Monroe ES @ Park View	n<10	n<10	n<10
Bunker Hill ES	14	14	100.0%
Burroughs ES	n<10	n<10	n<10
Burrville ES	14	6	42.9%
C.W. Harris ES	34	31	91.2%
Capitol Hill Montessori School @ Logan	n<10	n<10	n<10
Cardozo EC	18	16	88.9%
Cleveland ES	n<10	n<10	n<10
Columbia Heights EC (CHEC)	n<10	n<10	n<10
Dorothy I. Height ES	17	13	76.5%
Drew ES	n<10	n<10	n<10

School Name	CFSA Required	CFSA Referred	CFSA Compliance
Eaton ES	n<10	n<10	n<10
Eliot-Hine MS	n<10	n<10	n<10
Excel Academy	49	46	93.9%
Garfield ES	21	21	100.0%
Garrison ES	n<10	n<10	n<10
H.D. Cooke ES	18	16	88.9%
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	43	39	90.7%
Houston ES	28	28	100.0%
Hyde-Addison ES	n<10	n<10	n<10
Ida B. Wells Middle School	n<10	n<10	n<10
J.O. Wilson ES	33	32	97.0%
Jefferson Middle School Academy	24	23	95.8%
Johnson John Hayden MS	30	27	90.0%
Kelly Miller MS	n<10	n<10	n<10
Ketcham ES	56	12	21.4%
Kimball ES	61	17	27.9%
King M.L. ES	45	44	97.8%
Kramer MS	32	27	84.4%
Lafayette ES	n<10	n<10	n<10
Langdon ES	24	5	20.8%
Langley ES	53	38	71.7%
LaSalle-Backus EC	23	21	91.3%
Leckie EC	28	20	71.4%
Ludlow-Taylor ES	n<10	n<10	n<10
MacFarland MS	n<10	n<10	n<10
Malcolm X ES @ Green	16	16	100.0%
Mann ES	n<10	n<10	n<10
Marie Reed ES	n<10	n<10	n<10
Maury ES	n<10	n<10	n<10
McKinley MS	13	11	84.6%
Miner ES	19	16	84.2%
Moten ES	61	57	93.4%
Murch ES	n<10	n<10	n<10
Nalle ES	19	16	84.2%
Noyes ES	n<10	n<10	n<10
Oyster-Adams Bilingual School	n<10	n<10	n<10
Patterson ES	37	32	86.5%
Payne ES	19	17	89.5%
Peabody ES (Capitol Hill Cluster)	n<10	n<10	n<10
Plummer ES	48	35	72.9%
Powell ES	n<10	n<10	n<10
Randle Highlands ES	n<10	n<10	n<10
Raymond EC	23	19	82.6%
River Terrace EC	n<10	n<10	n<10
Savoy ES	42	34	81.0%
School Without Walls @ Francis-Stevens	19	5	26.3%

School Name	CFSA Required	CFSA Referred	CFSA Compliance
Seaton ES	16	14	87.5%
Shepherd ES	n<10	n<10	n<10
Simon ES	27	23	85.2%
Smothers ES	18	18	100.0%
Sousa MS	22	15	68.2%
Stanton ES	69	68	98.6%
Stoddert ES	n<10	n<10	n<10
Takoma EC	16	12	75.0%
Thomas ES	49	49	100.0%
Thomson ES	n<10	n<10	n<10
Truesdell EC	34	33	97.1%
Tubman ES	46	42	91.3%
Turner ES	104	97	93.3%
Tyler ES	22	4	18.2%
Van Ness ES	n<10	n<10	n<10
Walker-Jones EC	34	12	35.3%
Washington Metropolitan HS	n<10	n<10	n<10
Watkins ES (Capitol Hill Cluster)	n<10	n<10	n<10
West EC	31	26	83.9%
Wheatley EC	24	23	95.8%
Whittier EC	36	35	97.2%

Figure 4: Court Compliance - By School

School Name	Court Required	Court Referred	Court Compliance
Anacostia HS	56	50	89%
Ballou HS	124	78	63%
Ballou STAY HS	82	1	1%
Bard High School Early College DC (Bard DC)	n<10	n<10	n<10
Benjamin Banneker HS	n<10	n<10	n<10
Brightwood EC	n<10	n<10	n<10
Brookland MS	n<10	n<10	n<10
Browne EC	n<10	n<10	n<10
Cardozo EC	87	24	28%
Columbia Heights EC	12	1	8%
Coolidge HS	n<10	n<10	n<10
Dunbar HS	98	27	28%
Eastern HS	149	67	45%
Eliot-Hine MS	n<10	n<10	n<10
Excel Academy	n<10	n<10	n<10
Hardy MS	n<10	n<10	n<10
Hart MS	n<10	n<10	n<10
Jefferson Middle School Academy	n<10	n<10	n<10
Johnson John Hayden MS	n<10	n<10	n<10
Kelly Miller MS	n<10	n<10	n<10

School Name	Court Required	Court Referred	Court Compliance
Kramer MS	n<10	n<10	n<10
LaSalle-Backus EC	n<10	n<10	n<10
Luke C. Moore HS	33	29	88%
McKinley MS	n<10	n<10	n<10
Raymond EC	n<10	n<10	n<10
River Terrace EC	n<10	n<10	n<10
Ron Brown College Preparatory High School	19	17	90%
Roosevelt HS	108	50	46%
Roosevelt STAY HS	129	22	17%
School Without Walls @ Francis-Stevens	n<10	n<10	n<10
Sousa MS	n<10	n<10	n<10
Walker-Jones EC	n<10	n<10	n<10
Washington Metropolitan HS	75	10	13%
Whittier EC	n<10	n<10	n<10
Woodrow Wilson HS	20	5	25%
Woodson H.D. HS	44	15	34%