



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

SY2022-23 Annual Attendance Report

Introduction

In compliance with Section 38-203(i) of the District of Columbia Code, DC Public Schools (DCPS) hereby reports a summary of the District's truancy data for School Year 2022-2023 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 (CFSA) 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 (CSS) 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.

School Year 22-23 Attendance Summary

DCPS has worked diligently to become a school district that is trauma-responsive and aligned to a whole-child approach that supports educators in meeting each student's individual and holistic needs. DCPS has focused on creating an environment where we work to eliminate opportunity gaps and remove barriers to academic and social success. When working to improve student attendance, DCPS emphasizes both the importance of compliance with attendance rules and the removal of barriers that interfere with a student's ability to safely attend school.

Attendance is one of the key metrics that DCPS reviews as part of our whole child, family-focused approach, as DCPS recognizes that regular school attendance is a critical component of academic success. Through implementation of the DCPS attendance policy, related protocols, and attendance strategies in our comprehensive school plans, DCPS strives to reduce the current level of unexcused absences and tardiness and support full day attendance by all students. When a student is absent, tardy, or leaves early from class or school without an excuse, DCPS has a responsive system in place to take

action, supported by clear policy and guidance, training, record-keeping systems, and mechanisms for data-driven monitoring which allow for proactive intervention.

Robust attendance policies and procedures play a vital role in improving student attendance. Having a clear set of expectations, consequences and interventions for students who miss classes or arrive late is vital to setting an appropriate climate for attendance. During the pandemic, appropriate flexibilities were incorporated into our attendance procedures as approved by OSSE. Following the pandemic, DCPS conducted an attendance policy review and update to ensure alignment with in-person attendance requirements. DCPS also updated family guidance materials, given the important role which families play in supporting attendance. We work to ensure clarity regarding legal requirements with our families, with efforts that precede the beginning of the school year and continue throughout the school year. Such events include back to school nights, parent-teacher conferences, district-wide newsletters, and on-going reminders to families. We also host mandatory training courses on requirements each summer and throughout the year with school staff and school leadership. In this way we ensure clarity regarding laws and regulations related to student attendance and enforce mutual accountability between families and schools.

Over the past school year, DCPS also worked to enhance our monitoring systems, by making additional data points available to school leadership and staff and by producing additional guidance materials to help schools track student attendance patterns and identify students who are struggling. These enhancements allow educators to intervene early and provide appropriate support and resources to address any barriers to attendance. These systems help create a sense of accountability for staff, parents, and students.

DCPS works to maintain a robust attendance record-keeping system that supports our ability to proactively identify patterns of student absences and develop effective interventions. This past year DCPS made several updates to Aspen, including improved system performance, enhanced security, comprehensive disaster recovery measures, and better uptime and availability. DCPS also added several user enhancements designed to make everyone's experience with Aspen even more seamless and efficient.

Last, DCPS also continued to enhance our mental health support offerings and ensure that administrators, teachers, and other staff were educated on resources so that they could enable student success.

The following three initiatives have had the greatest impact on our attendance outcomes this year:

- Our collaboration with EveryDay Labs and the use of nudge letters;
- The integration of attendance data into our Multi-tiered System of Supports (MTSS) framework and Comprehensive School Plans (CSPs); and
- Our enhanced collaboration with key agency partners in support of robust case management.

Below is an overview of **all key activities within DCPS** which strengthened our attendance work during school year 2022-23:

Sustained Leadership Focus:

DCPS added weekly touchpoints, data reporting and monitoring with the agency's senior leadership. Each week, the Chancellor and senior leadership led a meeting of content teams where attendance data trends and other relevant information were reviewed. These routines served as an opportunity for interdepartmental collaboration, allowing for the identification and monitoring of attendance trends and an agency-wide discussion of strategies for targeted prevention, intervention, and response.

Multi-tiered System of Supports (MTSS): Since the SY21-22 DCPS implementation of the MTSS, DCPS has continued to leverage attendance data as a key indicator within the MTSS process, supporting student's attendance within an MTSS framework. Effectively monitoring student attendance, at the student and school levels, as well as implementing evidence-based practices across these levels, provides a system for reducing absenteeism and becoming more aware of attendance-related issues. Together, all these efforts will keep attendance rates high and promote student learning and development.

To encourage robust evidence-based practices across all levels, and provide a more cohesive system for reducing absenteeism, DCPS continues to embed attendance interventions into the MTSS team process to support robust interventions for our students.

Annual Comprehensive School Plans (CSP): Schools were required to include attendance strategies outlined in their CSPs. As part of this process, schools continued truancy compliance work in addition to executing 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. The strategies included in the attendance tool kit are scaled version of evidence-based interventions recognized by the OSSE and promoted by Attendance Works and other leading attendance partners as programs that improve attendance and reduce chronic truancy.

Cluster Model Supports: DCPS continued to support schools through a Cluster Support Model. Each of the nine clusters have designated staff support in key areas: academics, data, attendance, operations, special education, and technology. Central Office attendance specialists supported schools with data analysis to improve the quality of attendance supports, including family engagement; supported data entry, including review of trends related to teacher attendance entry, external referrals, and interventions; and develop tailored school and student-focused interventions. Data quality checks were completed by attendance specialists and the data trends were closely monitored by the attendance team, senior leadership, and school staff.

Continued Focus on 100% Attendance Entry: Ensuring that attendance-taking policies are clear and back-end systems support an accurate attendance records every period, every day remained a priority for DCPS. This is a critical area for DCPS, and the attendance team helped schools improve by offering robust and ongoing trainings 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.

Continued Family Support through Student Attendance Conferences (SACs): DCPS supported students and families by continuing to implement the DCPS Attendance Protocol with fidelity. An important

component of this protocol is holding SACs with families to emphasize compliance with attendance policies and to uncover barriers to attendance and put in place appropriate strategies and interventions to abate truancy. DCPS is pleased to report that we can incorporate identified student barriers into our enhanced data dashboard within the DCPS Data Analytics Center (DDAC).

Improved Engagement with Families: Research has shown that keeping families abreast of attendance requirements and missed days is critical to improving attendance. With this understanding, DCPS provided daily communications with families when students missed class. Central office robo-calls and letters were issued and DCPS regularly communicated with parents about attendance via mail and email, nudge letters and staff also conducted personal outreach to students and families. Staff used the following approaches to contact families: home visits, personal phone calls, school-initiated robo-calls, texting, emailing, social media touchpoints, emergency contacts and a myriad of other mechanisms to ensure that remained connected with families.

Connected School Models: DCPS continued to use the Connected School Model to support eleven (11) of our schools¹. 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.

Enhanced Stakeholder Input: DCPS sought to secure input from its stakeholders to determine if current attendance practices were meeting their needs.

- To secure parent, student, and school staff feedback regarding attendance, DCPS central services staff participated in two **Chancellor Student Advisory Cabinet meetings**. During the first meeting in March 2023, students were asked to provide recommendations about how DCPS supports attendance interventions. In response to a series of questions, students highlighted the need for ongoing connections with trusted teachers and more support for students with various concerns. More specifically, students stated that they often feel overworked, and need a brief sense of relief and relaxation therefore they miss school because of mental and physical fatigue. Unfortunately, this choice can turn into a bad habit which negatively impacts them in the long run. A second meeting was held in May 2023 where mental health was discussed. Students requested that mental health be included as a legally excusable absence. DCPS is reviewing student input and determining how to best be responsive to feedback provided.
- In June 2023, DCPS conducted a **family and student survey** whereby a cohort of truant students and select parents were contacted via our Remind Application and asked key questions regarding how families felt about attending school regularly and their barriers to attendance. The survey also offered respondents an opportunity to recommend changes to the attendance

¹ Anacostia HS, Ballou HS, Cardozo Education Campus, Eliot Hine MS, Hart MS, Johnson MS, Sousa MS, Kelly Miller MS, Kramer MS, Langley ES, and Moten ES

process. Although the response rate was lower than desired, DCPS was able to gain some important insights.

DCPS learned that families would like a uniform manner for DCPS to virtually collect excuse notes and would also like to see more behavioral supports for students. The survey responses also provided valuable information on the factors affecting regular school attendance, such as transportation issues, health concerns, family circumstances, and other challenges faced by the students and their families. By understanding these barriers, we will continue to develop and refine targeted strategies and interventions that promote better attendance rates. Additionally, the survey also provided families and students with an opportunity to recommend changes to the attendance process and highlight DCPS's commitment to actively involving the community in shaping the educational environment. By considering their suggestions, we plan to enhance the attendance process, making it more inclusive, supportive, and accommodating to the needs of the students and their families. DCPS will continue to seek opportunities to gather information from our families so we can also identify common themes or concerns that arise from the responses. This will enable us to develop an action plan to address the identified issues and implement the recommended changes effectively. During school year 23-24, we plan to hold focus groups or wellness check-in calls with these survey questions in mind.

- DCPS Central Services also secured **feedback from several of our principals, school-based points of contacts (POCs) and Instructional Superintendents** regarding DCPS's attendance practices to help see where there may be gaps in the process, a need for additional professional development, or other adjustments. From these discussions, we confirmed that having an assistant principal or other leadership team member actively overseeing attendance work led to better fidelity with the attendance protocol, the CSP and other attendance requirements. It also allowed for better collaboration between school-based teams to avoid duplication in outreach to parents, more cohesive intervention services and cultivated a more robust culture of attendance. High school staffers raised that being given more dedicated time to interface with students and families, with opportunities for follow-up is critical to this work. Several attendance counselors reported that having a POC for each grade level seemed to be a best practice that should be instituted at secondary schools with high attendance needs. A reoccurring theme regarding best practice approaches is to include school-based stakeholders such as social workers, behavior technicians, teachers, and community partners into the attendance intervention process in the early stages. Other staff members mentioned the need for student incentives funds. Staff also highlighted the need for more teacher involvement in attendance work and additional parent accountability measures. Other staff highlighted an increase in absences due to safety issues, family trauma from neighborhood violence issues, the need for older students to work which conflicts with regular attendance, and post pandemic financial, health and mental health struggles. Secondary school staff reported that they were pleased with the change from 80/20 to 60/40 and reported mixed feelings regarding the Failure due to the Attendance Policy. Overall, staff reported feeling very connected and vested in attendance work as they understand the importance of the effort.

DCPS also **continued and expanded key partnerships** in school year 2022- 23 to enhance our attendance outcomes, as follows:

- In collaboration with the Deputy Mayor for Education (DME), DCPS implemented an evidence-based attendance “**nudge letter**” strategy with EveryDay Labs, which uses data and behavioral science to support DCPS with improved attendance outcomes. The partnership has seen very promising results with more rigorous impact analysis forthcoming as well. We will continue our partnership for this upcoming school year and look forward to continued success and positive results.
 - Through mid-May, ~44,000 mail nudges and ~200,000 text nudges were sent to DCPS families.
 - These communications went to families of students who had missed more than 5% of the school year and are designed to remind parents of the importance of attending school daily, highlight the detrimental impact of missing too much school, and offer support.
 - In June 2023, a final round of messaging was issued to congratulate our graduating seniors and remind all other students to finish strong by being in attendance until the last day of school.
 - In May, the DME conducted a review of student attendance before and after receiving a nudge communication. This can be found [here](#)². 58% improved attendance, and 16% of students (DCPS and charter) were no longer chronically absent after receiving a nudge communication.
- In January 2023, DCPS began a new attendance partnership to support Kramer MS, the Parent and Adolescent Support Services Intensive Case Management+ (PASS ICM+). DCPS identified Kramer Middle School for participation, to address trends with chronic absenteeism and truancy at that site. The program delivers comprehensive case management services and care coordination to students identified as at-risk for truancy. Services are youth-driven, strengths-based, and address at-risk youth through a family systems framework. The program is focusing on 6th grade students as the target group for the initiative’s intensive case management support and student engagement activities, and we are excited to learn of the program’s potential impact this fall.
- DCPS continued its partnership with the Office of the Attorney General (OAG) in providing preventative services to prevent students from entering the court system. The program, Addressing Truancy Through Engagement and Negotiated Dialogue (“ATTEND”) is active at four Ward 8 elementary schools – Malcolm X, Patterson, Simon, and Turner. Additionally, ATTEND continued its work with parents of sixth graders identified as newly chronically absent or who have a history of absence concerns at Sousa Middle School located in Ward 7 and expanded to John Hayden Johnson Middle School in Ward 8. ATTEND is a voluntary program that offers no-cost mediations and with trained, specialized providers and 90-day post-meeting case management to parents whose children accumulate five (5) or more unexcused absences. ATTEND held virtual meetings via Microsoft Teams during this past school year. In SY 22-23, DCPS referred 102 children, representing 84 families, to the ATTEND program. By May 31, 2023, ATTEND had conducted 55 meetings with 100% resulting in the parties reaching a written agreement. These written agreements are case by case scenario, and include commitments to

2

https://dme.dc.gov/sites/default/files/dc/sites/dme/page_content/attachments/EdSight%20on%20EveryDay%20Labs%20%28v6%29.pdf

attend regularly, arrive on time, participate in recommended interventions and reach out to school's attendance personnel, when issues arise. Post-meetings, OAG staff refers families with service needs presenting barriers to a child's school attendance to the Mayor's Office of Community Relations and Services, the Department of Behavioral Health, and DCPS to connect with appropriate service supports. OAG monitors students' progress and can proceed with a court case if students continue to demonstrate significant attendance concerns.

- DCPS, in partnership with OAG, launched the I Belong Here! (IBH!) program in 2017 at Sousa Middle School in Ward 7. The purpose of IBH! is to encourage attendance through incentive-based competition between classrooms across all grades. Additionally, OAG staff serve as ambassadors and lead in person curriculum that correlates class attendance and performance aiming for students to become more invested in their education and themselves. Further, OAG designs lesson plans focused on heroes, empathy, responsibility, and excellence (the HERE in program title) with the goal of disrupting the negative behaviors associated with truancy rates and positively reinforce the idea that students belong in school.
- Due to the increase in community violence and crime post-COVID, staff have received anecdotal reports that families all over the city have become more concerned about sending their students to and from school on a regular basis. School staff have reported that students need more mental health and social emotional support. In response to this, DCPS held office hours for attendance POCs to help them understand how best to assist families who identified this as a challenge. School staff were also invited to participate in weekly security calls with Metropolitan Police Department (MPD), DME, DCPS' security team and others to learn about other resources and seek solutions for specific circumstances.

Like previous years, during SY 22-23, DCPS maintained standing external partnerships to underpin attendance efforts. These partnerships included but were not limited to: Child and Family Services Agency (CFSA), the Office of the State Superintendent of Education (OSSE), Office of the Attorney General (OAG), Show Up, Stand Out (SUSO), Kinolved, Children's National Hospital, DCPS' Connected School Model, and the Mayor's Every Day Counts! Task Force. Below is a summary of key partnership efforts:

- Monthly meetings between CFSA and central services Office of Integrity team members to discuss specific school or staffing concerns, policy matters and family needs and address referral considerations. CFSA also instituted virtual weekly consultation meetings between with school-based attendance staff where schools could join to discuss referrals questions and concerns with a staff member. These weekly meetings provided more real-time conversations to more immediately address matters of concern.
- SUSO and Access Youth supported 60+ schools with attendance interventions, case management, home visits and incentives.
- With the support of the Deputy Mayor of Education, DCPS provided 35+ schools through the end of SY22-23 with the Kinolved Attendance Intervention, a family communication program designed to reduce student absenteeism in the classroom, motivate student engagement and attendance and increase communication with families.
- DCPS also partnered with the Children's National Hospital and 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 was expanded to fourteen schools for SY22-23.

Discussion of Data

Attendance Taking Overview

Except for the small virtual program detailed below, all attendance for SY22-23 was tracked based on in-person class attendance. Starting this school year, a daily absence was defined as a student who missed more than 40% of the day, a change from prior years where the threshold was 20% of the day. This is referred to as the "60/40 rule." Since many high schools have a schedule of 4 periods per day, the 80/20 threshold resulted in students being considered legally absent for the day after missing just one class, even if they attended their other three. The impact of the change to the 60/40 rule is described below.

Virtual Attendance Taking

In SY22-23, attendance was tracked through in-person and virtual attendance taking for a small cohort of high school students enrolled in an Opportunity Academy virtual program. DCPS has three Opportunity Academies (Ballou STAY, Luke C. Moore, and Roosevelt STAY) that offer a personalized competency-based learning program to ensure that all students in the district have a positive pathway to post-secondary success. These schools offered a limited alternative virtual option for high school students only. Prior to the start of this school year, DCPS informed families that students were expected to attend in-person classes and only students who applied and were accepted would be approved for virtual programming.

Attendance Entry

To ensure accurate attendance entry student participation and engagement in their academic work, teachers were required to take attendance each day for each class period or subject in school. Teachers recorded attendance for each of the scheduled online sessions in Aspen and adhered to Situational Distance Learning requirements for periods when students worked asynchronously. Attendance entry rates were closely monitored by leadership and the Central Services Attendance Team. School teams were educated regarding the importance of attendance entry and accurate data. School staff members were contacted when their attendance entry dropped by 95% for any given week. We are proud to report that DCPS's attendance entry rate for this school year was 97.4%, which is an uptick from 96.5% last school year.

Impact of Shift from 80/20 to 60/40

Attendance is taken once daily for elementary students, and for each scheduled period for secondary students, meaning the daily attendance rule change from 80/20 to 60/40 is seen only at the secondary level. Overall, with the change, DCPS secondary students were considered present for approximately 350,000 school days when they would have been considered absent with the 80/20 rule, a decrease of 9% of total school days for secondary students.

Key Data Trends

- DCPS recognizes that chronic absenteeism has been a persistent challenge since before the pandemic. Chronic absenteeism is defined in D.C. Code § 38–201 (1)(A) as missing 10 percent or

more of the school year. Most schools have 180 days in their school year. Chronically absent students are those students who miss 18+ days per year (or two days each month) for any reason.

- As shown in Table 1 below, compared to SY18-19, students in grades PK-5 were absent at higher rates. School staff anecdotally reported an increase in absences due to illnesses. Specifically, staff cited various post pandemic viruses as the culprit and shared that there seemed to be more parent caution related to determining when to send students with symptoms of illness to school.

Table 1: Elementary Chronic Absence Comparison

Grade	SY18-19	SY21-22	SY22-23	Change from SY 18-19 to SY 22-23
District (ES)	30.4%	42.5%	40.5%	10.1%
PK	27.3%	40.6%	45.3%	18.1%
K-5	16.4%	28.3%	30.7%	14.4%

- Table 2 shows in-seat attendance, chronic absent rate, and truancy rate for the four different grade brands (PK, K-5, 6-8, and 9-12) for School Year 22-23.

Table 2: Attendance Metrics

Metric	Grade	SY22-23
In-Seat Attendance	District	85.9%
	PK	87.1%
	K-5	90.8%
	6-8	89.4%
	9-12	75.4%
Chronic Absence Rate³	District	41.3%
	PK	45.3%
	K-5	30.7%
	6-8	34.6%
	9-12	61.5%
Truancy Rate⁴	District	34.9%
	K-5	24.0%
	6-8	34.8%
	9-12	56.4%

³ Chronically absent means the condition in which a student misses 10 percent or more of the school year for any reason (excused or unexcused absences). See 5-A DCMR § 2199.

⁴ Chronically truant means the condition in which a school-aged child has ten (10) or more days of unexcused absences within a single school year. See 5-A DCMR § 2199.

- Table 3 below displays incidents of truancy, as required by D.C. Official Code §38-203(i)(A). This data represents compulsory school-aged students (ages five through seventeen). enrolled in SY22-23⁵. 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 3: 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	4354	1935	44%	794	18%	507	12%	477	11%
1st	4409	1985	45%	830	19%	545	12%	429	10%
2nd	4190	1933	46%	826	20%	474	11%	419	10%
3rd	4026	1957	49%	726	18%	444	11%	371	9%
4th	4013	1885	47%	731	18%	484	12%	364	9%
5th	3732	1801	48%	741	20%	438	12%	329	9%
6th	2845	1178	41%	471	17%	428	15%	381	13%
7th	2946	1105	38%	510	17%	506	17%	482	16%
8th	2977	1115	37%	530	18%	498	17%	511	17%
9th	4439	995	22%	581	13%	725	16%	1921	43%
10th	3458	812	23%	493	14%	628	18%	1351	39%
11th	2607	621	24%	429	16%	505	19%	898	34%
12th	2209	672	30%	368	17%	404	18%	461	21%
CE	182	51	28%	31	17%	29	16%	61	34%

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 2022-23. Evening students and students who are not compulsory-aged are not included. This data is further disaggregated in Appendix A of this report.

Student Attendance Conferences

DCPS holds “Student Attendance Conferences” (SACs), which are meetings between the school attendance POC and the student parent/guardian, to address and mitigate attendance challenges. DCPS requires these meetings 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 support for students who present a consistent pattern of non-attendance.

SACs are used in tandem with the MTSS process to provide needed interventions for students with attendance concerns. The attendance information gathered during the SAC process is 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. DCPS believes coupling these two intervention systems meets the needs of our students and the Student Support Team (SST) requirements.

Prior to this year, students became eligible for SACs when they accrued 5 days of full or partial day unexcused absences. Per regulation, SAC meetings became required solely for students who accrued 5 or more full-day unexcused absences, resulting in fewer required meetings.

In SY22-23, 10,483 students accrued 5 or more unexcused absences within a term, resulting in 10,483 SAC referrals for this school year. DCPS held meetings for 9,841 of these students (94%). Last school year, 16,892 students accrued 5 or more unexcused absences within a term, resulting in 16,892 SAC referrals for this school year. DCPS held SAC meetings for 14,618 of these students (87%). DCPS is pleased with the lower number of SACs required and its high compliance rate, as it reflects the fact that we were able to intervene with and support a high percentage of our students with attendance concerns.

During SY22-23 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, 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)

This year, DCPS is pleased to report improved compliance with CFSA referrals. DCPS referred 4,522 of the 5,051 eligible students (90%)⁶ to CFSA for educational neglect. Last school year, 4,404 of the 5,477 eligible students (82%) were referred to CFSA for educational neglect. In SY 2020-21, due to pandemic-related issues, many more students became eligible for this referral and 6,007 of the 9,772 eligible students (62%) were referred to CFSA for educational neglect.

As shown by the data, DCPS has a higher referral rate for this school year. This is likely due to additional professional development provided to school staff regarding mandatory reporting and tighter compliance enforcement. Anecdotally, school staff have shared that they do not refer cases where they are continuing to problem solve attendance concerns with families and feel that the referral will damage the relationships they may have with families.

DCPS appreciates the partnership with CFSA. We believe the parties are working closely together to address family needs and support schools throughout the referral process. This is evidenced by CFSA's provision of weekly consultation meetings where school staff can check the status of cases, receive guidance, and ask questions they may have. Additionally, DCPS's Central Services Attendance Team Director, the Deputy Chief of Integrity, and CFSA leaders meet monthly to discuss trends, share concerns, and identify best practices. These meetings have helped to provide better communication and alignment of this referral process.

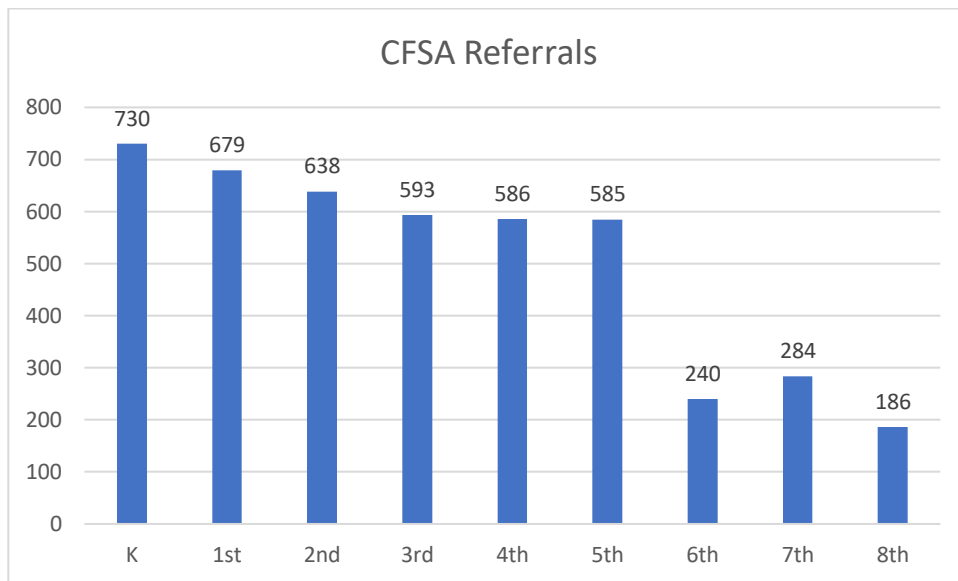
Below is a table that illustrates this year's referral load and the distribution of referrals to CFSA across grade levels. Most referrals were from schools in Wards 7 and 8, which aligns with where K-8 truancy rates were highest. Additionally, the highest number of referrals was made for kindergarten 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. Given this ongoing concern and recognizing that parents and family caregivers are critical partners in ensuring that children get to school on time and every day, DCPS continues to conduct outreach to parents regarding good attendance habits. We understand that parents may not fully understand the negative consequences of absences, particularly in the early grades when many assume not much "learning" is taking place. As such, DCPS focuses on educating parents regarding the impact of missing too much school during back-to-school events, summer early childhood meetings and Parent University presentations.

⁶ These CFSA numbers are inclusive 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 242 discretionary CFSA referrals were made for students who did not meet the attendance criteria.

We also acknowledge that illness is a significant challenge in the early grades. Further, research shows that parental attitudes toward attendance and their comfort level with sending their child to school when they have a chronic condition can affect absenteeism rates. To address these issues, DCPS has included school nurses in the parent education process and sought their support in developing asthma action plans, providing medications to students, and helping families determine when students are too ill to attend school versus able to attend.

Figure 1: 2022-23 CFSA Referrals by Grade⁷



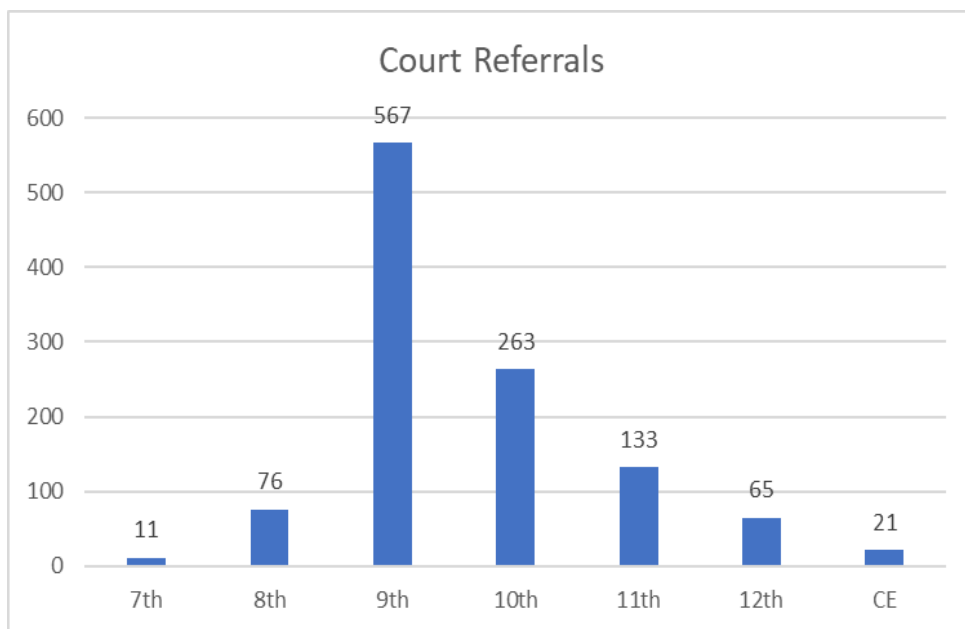
⁷ Grades where CFSA referrals were made for fewer than 10 students are excluded from this graph.

Referrals to Judicial System

This year, DCPS referred 1,138 of the 2,572 eligible students (44%)⁸ to Court Social Services Division (CSSD). Last year, DCPS referred 820 of the 2,297 eligible students (36%)⁹ to Court Social Services Division. This is likely due to additional professional development provided to school staff regarding the importance of referring eligible students to CSSD. DCPS acknowledges that more work is needed to continue to increase referral rates. Thus, DCPS, the OAG, and CSSD have started meeting to address this issue and determine how to streamline the process and increase the number of referrals.

As a stop gauge measure, CSSD and OAG have partnered with DCPS to provide mediation services for families referred to court and have worked to connect families to appropriate outside resources. Families benefit from these services and because of the Court’s ability to mandate participation there are instances where students are getting help that families may have previously turned down or failed to secure. The chart below illustrates the distribution of referrals to court for SY22-23. In keeping with past years, the largest number of referrals was made to address absences at the ninth-grade level.

Figure 2: 2022-23 Court Referrals by Grade¹⁰



⁸ 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 38 discretionary Court referrals were made for students who did not meet the attendance criteria.

⁹ 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.

¹⁰ Grades where Court referrals were made for fewer than 10 students are excluded from this graph.

Looking Ahead

DCPS is committed to redoubling its efforts to improve attendance. As with many school districts across the nation, attendance has significantly dipped since the pandemic. According to Hedy Chang, a survey of 21 school districts in rural, suburban and urban areas, NPR found most districts – from New York City to Austin, Texas, to Lawrence, Kansas – still had heightened levels of chronic absenteeism.¹¹ DCPS and local charter have experienced very similar shifts in their attendance even with the change in the 80/20 to 60/40 business rules. According to the article, increased mental health concerns and heightened caution around sending kids to school when they are not feeling well have also taken a toll on attendance. DCPS has seen an increase in absences due to health concerns at the elementary school level and secondary schools have cited mental health issues, transportation, and academic issues as barriers to attendance.

DCPS acknowledges that improving student attendance is tough work that requires committed efforts and there are several strategies and initiatives that have been proven successful in enhancing student attendance that it will implement for school year 2023-34. Some of them include:

- **Strengthening parent and family engagement:** Building strong partnerships with parents and families can have a significant impact on student attendance. Schools can involve parents in regular communication, provide resources and support for addressing barriers to attendance, and encourage parental involvement in school activities. The attendance team will continue to work with EveryDay Labs and strengthen our relationship with the EveryDay Counts Taskforce to continue to build upon this critical component. The nudge letters have proven to be effective and want to apply best practices learned and feedback from families, to enhance this strategy.
- **Continued collaboration with our partner agencies.** First, we look forward to our continued work with CFSA. Currently, we are supporting the relaunch of 211 and look forward to the social services support connections that will be made available to our families and students. Secondly, we are continuing to collaborate with MPD and the School Safety Division and their truancy efforts. Our hope is to strengthen truancy communication and protocols to ensure students are identified properly and returned to their school base.
- **Lastly, DCPS is committed to the on-going work within MTSS best practices and CSP work implementation.** Alignment within the school on key initiatives and strategies are paramount for attendance alignment success. We look forward to building with our school leaders as they partner with families and students to better support the whole child.

¹¹ <https://www.npr.org/2023/03/02/1160358099/school-attendance-chronic-absenteeism-covid>

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).

Table 4: Unexcused Absences Counting Toward Truancy¹² – By School

School Name	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
Amidon-Bowen ES	286	137	48%	80	28%	30	10%	26	9%
Anacostia HS	317	27	9%	28	9%	72	23%	186	59%
Ballou HS	726	33	5%	51	7%	117	16%	514	71%
Ballou STAY HS	124	6	5%	9	7%	16	13%	92	74%
Bancroft ES	638	434	68%	32	5%	10	2%	1	0%
Bard High School Early College DC (Bard DC)	424	58	14%	47	11%	108	25%	201	47%
Barnard ES	492	315	64%	66	13%	9	2%	35	7%
Beers ES	300	87	29%	71	24%	72	24%	53	18%
Benjamin Banneker HS	581	341	59%	82	14%	22	4%	5	1%
Boone ES	364	108	30%	108	30%	81	22%	55	15%
Brent ES	361	234	65%	24	7%	3	1%	3	1%
Brightwood ES	517	218	42%	134	26%	92	18%	54	10%
Brookland MS	392	326	83%	20	5%	10	3%	7	2%
Browne EC	447	174	39%	116	26%	85	19%	63	14%
Bruce-Monroe ES @ Park View	362	185	51%	56	15%	26	7%	9	2%
Bunker Hill ES	181	56	31%	47	26%	34	19%	35	19%
Burroughs ES	199	91	46%	45	23%	28	14%	16	8%
Burrville ES	234	66	28%	69	29%	55	24%	40	17%
C.W. Harris ES	216	70	32%	60	28%	53	25%	24	11%
Capitol Hill Montessori School @ Logan	317	190	60%	68	21%	11	3%	1	0%
Cardozo EC	693	117	17%	121	17%	163	24%	279	40%
Cleveland ES	229	103	45%	55	24%	34	15%	16	7%
Columbia Heights EC (CHEC)	1550	440	28%	283	18%	305	20%	424	27%
Coolidge HS	1033	203	20%	129	12%	171	17%	459	44%
Deal MS	1451	749	52%	108	7%	52	4%	42	3%
Dorothy I. Height ES	316	152	48%	69	22%	30	9%	26	8%
Drew ES	171	53	31%	63	37%	41	24%	11	6%
Duke Ellington School of the Arts	558	266	48%	114	20%	92	16%	32	6%
Dunbar HS	974	78	8%	105	11%	211	22%	565	58%
Eastern HS	861	106	12%	127	15%	155	18%	456	53%

¹² Students, between the ages of 5 by September and 18 years of age, who are absent without a legal excuse.

2022-23 Annual Attendance Report

School Name	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
Eaton ES	412	240	58%	28	7%	10	2%	8	2%
Eliot-Hine MS	339	105	31%	81	24%	58	17%	69	20%
Excel Academy	357	62	17%	73	20%	103	29%	115	32%
Garfield ES	200	48	24%	75	38%	42	21%	32	16%
Garrison ES	299	163	55%	47	16%	24	8%	5	2%
H.D. Cooke ES	336	170	51%	75	22%	33	10%	15	4%
Hardy MS	599	352	59%	68	11%	30	5%	25	4%
Hart MS	445	141	32%	96	22%	105	24%	83	19%
Hearst ES	317	191	60%	43	14%	5	2%	3	1%
Hendley ES	295	86	29%	91	31%	45	15%	64	22%
Houston ES	226	77	34%	55	24%	45	20%	44	19%
Hyde-Addison ES	337	188	56%	51	15%	29	9%	10	3%
Ida B. Wells Middle School	586	173	30%	128	22%	136	23%	129	22%
J.O. Wilson ES	363	180	50%	110	30%	35	10%	23	6%
Jackson-Reed HS	2146	882	41%	444	21%	328	15%	377	18%
Janney ES	625	409	65%	38	6%	7	1%	1	0%
Jefferson Middle School Academy	408	113	28%	89	22%	98	24%	79	19%
John Lewis ES	350	184	53%	50	14%	41	12%	31	9%
Johnson John Hayden MS	330	90	27%	83	25%	103	31%	48	15%
Kelly Miller MS	409	71	17%	67	16%	108	26%	160	39%
Ketcham ES	251	75	30%	78	31%	65	26%	29	12%
Key ES	319	193	61%	19	6%	2	1%	0	0%
Kimball ES	355	43	12%	78	22%	104	29%	125	35%
King M.L. ES	196	28	14%	26	13%	70	36%	70	36%
Kramer MS	245	18	7%	27	11%	77	31%	122	50%
Lafayette ES	847	545	64%	16	2%	3	0%	1	0%
Langdon ES	332	122	37%	65	20%	59	18%	72	22%
Langley ES	296	76	26%	65	22%	72	24%	75	25%
LaSalle-Backus ES	213	79	37%	49	23%	39	18%	39	18%
Leckie EC	419	145	35%	148	35%	90	21%	17	4%
Lorraine H. Whitlock ES	134	33	25%	42	31%	37	28%	22	16%
Ludlow-Taylor ES	353	227	64%	29	8%	14	4%	6	2%
Luke C. Moore HS	144	3	2%	6	4%	16	11%	119	83%
MacFarland MS	595	166	28%	100	17%	125	21%	169	28%
Malcolm X ES @ Green	169	29	17%	47	28%	41	24%	51	30%
Mann ES	361	240	66%	34	9%	4	1%	1	0%
Marie Reed ES	378	196	52%	56	15%	41	11%	33	9%
Maury ES	455	270	59%	48	11%	13	3%	8	2%
McKinley MS	269	90	33%	64	24%	60	22%	44	16%
McKinley Technology HS	690	237	34%	209	30%	150	22%	57	8%
Miner ES	303	128	42%	65	21%	34	11%	67	22%
Moten ES	219	45	21%	57	26%	69	32%	47	21%
Murch ES	620	347	56%	62	10%	12	2%	16	3%
Nalle ES	223	67	30%	56	25%	49	22%	47	21%

2022-23 Annual Attendance Report

School Name	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
Noyes ES	231	69	30%	53	23%	45	19%	60	26%
Oyster-Adams Bilingual School	747	426	57%	55	7%	6	1%	1	0%
Patterson ES	243	53	22%	90	37%	70	29%	30	12%
Payne ES	264	133	50%	64	24%	39	15%	8	3%
Peabody ES (Capitol Hill Cluster)	80	56	70%	18	23%	3	4%	1	1%
Phelps Architecture Construction and Engineering HS	315	43	14%	48	15%	108	34%	108	34%
Plummer ES	166	34	20%	31	19%	45	27%	55	33%
Powell ES	428	254	59%	64	15%	21	5%	24	6%
Randle Highlands ES	223	149	67%	39	17%	6	3%	9	4%
Raymond ES	318	130	41%	83	26%	37	12%	60	19%
River Terrace EC	51	15	29%	6	12%	10	20%	13	25%
Ron Brown College Preparatory High School	171	36	21%	31	18%	47	27%	47	27%
Roosevelt HS	977	131	13%	125	13%	186	19%	502	51%
Roosevelt STAY HS	149	8	5%	9	6%	16	11%	115	77%
Ross ES	157	101	64%	13	8%	2	1%	1	1%
Savoy ES	204	17	8%	36	18%	62	30%	87	43%
School Without Walls @ Francis-Stevens	502	243	48%	109	22%	50	10%	20	4%
School Without Walls HS	601	294	49%	19	3%	7	1%	0	0%
School-Within-School @ Goding	259	167	64%	34	13%	4	2%	1	0%
Seaton ES	282	153	54%	47	17%	25	9%	10	4%
Shepherd ES	287	181	63%	23	8%	11	4%	4	1%
Simon ES	192	43	22%	30	16%	54	28%	59	31%
Smothers ES	183	88	48%	70	38%	14	8%	3	2%
Sousa MS	249	52	21%	63	25%	62	25%	65	26%
Stanton ES	287	60	21%	101	35%	77	27%	43	15%
Stoddert ES	449	253	56%	52	12%	9	2%	2	0%
Stuart-Hobson MS (Capitol Hill Cluster)	494	234	47%	100	20%	81	16%	36	7%
Takoma ES	348	141	41%	79	23%	57	16%	38	11%
Thomas ES	246	82	33%	110	45%	33	13%	18	7%
Thomson ES	208	119	57%	31	15%	8	4%	10	5%
Truesdell ES	370	222	60%	51	14%	12	3%	9	2%
Tubman ES	508	285	56%	104	20%	26	5%	37	7%
Turner ES	431	79	18%	97	23%	132	31%	118	27%
Tyler ES	398	237	60%	65	16%	13	3%	11	3%
Van Ness ES	336	108	32%	80	24%	56	17%	57	17%
Walker-Jones EC	358	71	20%	89	25%	101	28%	92	26%

2022-23 Annual Attendance Report

School Name	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
Watkins ES (Capitol Hill Cluster)	393	218	55%	119	30%	17	4%	7	2%
Wheatley EC	322	79	25%	64	20%	93	29%	73	23%
Whittier ES	306	172	56%	61	20%	22	7%	20	7%
Woodson H.D. HS	587	65	11%	75	13%	130	22%	314	53%

Table 5: SST/SAC Compliance – By School

School Name	SAC - Required	SAC - Completed	SAC - Compliance Rate
Amidon-Bowen ES	63	59	94%
Anacostia HS	153	133	87%
Ballou HS	481	426	89%
Ballou STAY HS	111	87	78%
Bancroft ES	44	43	98%
Bard High School Early College DC (Bard DC)	90	67	74%
Barnard ES	70	63	90%
Beers ES	122	122	100%
Benjamin Banneker HS	20	19	95%
Boone ES	117	109	93%
Brent ES	19	18	95%
Brightwood ES	132	131	99%
Brookland MS	18	16	89%
Browne EC	108	98	91%
Bruce-Monroe ES @ Park View	53	49	92%
Bunker Hill ES	72	71	99%
Burroughs ES	47	46	98%
Burrville ES	92	70	76%
C.W. Harris ES	64	64	100%
Capitol Hill Montessori School @ Logan	16	12	75%
Cardozo EC	283	238	84%
Cleveland ES	47	45	96%
Columbia Heights EC (CHEC)	274	262	96%
Coolidge HS	314	303	96%
Deal MS	21	21	100%
Dorothy I. Height ES	59	56	95%
Drew ES	28	28	100%
Duke Ellington School of the Arts	n<10	n<10	n<10
Dunbar HS	438	400	91%
Eastern HS	317	288	91%
Eaton ES	27	26	96%
Eliot-Hine MS	92	88	96%
Excel Academy	156	150	96%
Garfield ES	67	65	97%
Garrison ES	28	26	93%

2022-23 Annual Attendance Report

School Name	SAC - Required	SAC - Completed	SAC - Compliance Rate
H.D. Cooke ES	54	50	93%
Hardy MS	30	29	97%
Hart MS	22	21	95%
Hearst ES	24	21	88%
Hendley ES	124	118	95%
Houston ES	88	86	98%
Hyde-Addison ES	40	37	93%
Ida B. Wells Middle School	106	104	98%
J.O. Wilson ES	45	41	91%
Jackson-Reed HS	235	208	89%
Janney ES	29	29	100%
Jefferson Middle School Academy	62	60	97%
John Lewis ES	72	69	96%
Johnson John Hayden MS	119	118	99%
Kelly Miller MS	92	88	96%
Ketcham ES	77	75	97%
Key ES	16	15	94%
Kimball ES	214	214	100%
King M.L. ES	124	124	100%
Kramer MS	114	107	94%
Lafayette ES	10	9	90%
Langdon ES	125	123	98%
Langley ES	148	142	96%
LaSalle-Backus ES	71	67	94%
Leckie EC	76	75	99%
Lorraine H. Whitlock ES	50	50	100%
Ludlow-Taylor ES	27	20	74%
Luke C. Moore HS	132	104	79%
MacFarland MS	164	154	94%
Malcolm X ES @ Green	87	79	91%
Mann ES	23	23	100%
Marie Reed ES	76	69	91%
Maury ES	43	43	100%
McKinley MS	33	33	100%
McKinley Technology HS	44	43	98%
Miner ES	112	107	96%
Moten ES	91	89	98%
Murch ES	47	47	100%
Nalle ES	88	88	100%
Noyes ES	92	90	98%
Oyster-Adams Bilingual School	29	28	97%
Patterson ES	80	80	100%
Payne ES	33	30	91%
Peabody ES (Capitol Hill Cluster)	10	10	100%
Phelps Architecture Construction and Engineering HS	85	62	73%

2022-23 Annual Attendance Report

School Name	SAC - Required	SAC - Completed	SAC - Compliance Rate
Plummer ES	92	88	96%
Powell ES	52	52	100%
Randle Highlands ES	22	19	86%
Raymond ES	84	82	98%
River Terrace EC	15	15	100%
Ron Brown College Preparatory High School	41	38	93%
Roosevelt HS	506	489	97%
Roosevelt STAY HS	122	107	88%
Ross ES	10	10	100%
Savoy ES	140	138	99%
School Without Walls @ Francis-Stevens	51	50	98%
School Without Walls HS	n<10	n<10	n<10
School-Within-School @ Goding	21	21	100%
Seaton ES	39	38	97%
Shepherd ES	15	7	47%
Simon ES	105	104	99%
Smothers ES	52	52	100%
Sousa MS	57	56	98%
Stanton ES	108	105	97%
Stoddert ES	53	52	98%
Stuart-Hobson MS (Capitol Hill Cluster)	12	12	100%
Takoma ES	99	98	99%
Thomas ES	57	54	95%
Thomson ES	26	22	85%
Truesdell ES	22	19	86%
Tubman ES	96	94	98%
Turner ES	230	226	98%
Tyler ES	26	21	81%
Van Ness ES	116	111	96%
Walker-Jones EC	185	185	100%
Watkins ES (Capitol Hill Cluster)	34	26	76%
Wheatley EC	129	129	100%
Whittier ES	41	41	100%
Woodson H.D. HS	310	295	95%

Table 6: CFSA Compliance – By School

School Name	CFSA - Required	CFSA - Referred	CFSA - Compliance
Amidon-Bowen ES	38	35	92%
Anacostia HS	n<10	n<10	n<10
Bancroft ES	12	10	83%
Barnard ES	41	37	90%
Beers ES	112	112	100%
Boone ES	91	62	68%
Brent ES	n<10	n<10	n<10
Brightwood ES	131	130	99%
Brookland MS	n<10	n<10	n<10
Browne EC	90	73	81%
Bruce-Monroe ES @ Park View	32	31	97%
Bunker Hill ES	69	66	96%
Burroughs ES	40	38	95%
Burrville ES	80	72	90%
C.W. Harris ES	41	35	85%
Capitol Hill Montessori School @ Logan	n<10	n<10	n<10
Cardozo EC	24	20	83%
Cleveland ES	30	29	97%
Columbia Heights EC (CHEC)	56	46	82%
Deal MS	10	10	100%
Dorothy I. Height ES	52	51	98%
Drew ES	14	11	79%
Eastern HS	n<10	n<10	n<10
Eaton ES	17	17	100%
Eliot-Hine MS	69	66	96%
Excel Academy	148	124	84%
Garfield ES	41	37	90%
Garrison ES	24	24	100%
H.D. Cooke ES	39	38	97%
Hardy MS	16	15	94%
Hart MS	10	10	100%
Hearst ES	n<10	n<10	n<10
Hendley ES	101	83	82%
Houston ES	80	77	96%
Hyde-Addison ES	34	33	97%
Ida B. Wells Middle School	73	72	99%
J.O. Wilson ES	41	41	100%
Janney ES	n<10	n<10	n<10
Jefferson Middle School Academy	54	51	94%
John Lewis ES	64	64	100%

2022-23 Annual Attendance Report

School Name	CFSA - Required	CFSA - Referred	CFSA - Compliance
Amidon-Bowen ES	38	35	92%
Anacostia HS	n<10	n<10	n<10
Bancroft ES	12	10	83%
Barnard ES	41	37	90%
Johnson John Hayden MS	52	50	96%
Kelly Miller MS	43	37	86%
Ketcham ES	42	40	95%
Key ES	n<10	n<10	n<10
Kimball ES	201	198	99%
King M.L. ES	124	124	100%
Kramer MS	84	78	93%
Lafayette ES	n<10	n<10	n<10
Langdon ES	123	68	55%
Langley ES	134	127	95%
LaSalle-Backus ES	70	50	71%
Leckie EC	15	9	60%
Lorraine H. Whitlock ES	46	45	98%
Ludlow-Taylor ES	18	13	72%
MacFarland MS	115	104	90%
Malcolm X ES @ Green	61	60	98%
Mann ES	n<10	n<10	n<10
Marie Reed ES	67	62	93%
Maury ES	17	16	94%
McKinley MS	23	22	96%
Miner ES	89	82	92%
Moten ES	83	83	100%
Murch ES	25	24	96%
Nalle ES	88	88	100%
Noyes ES	92	87	95%
Oyster-Adams Bilingual School	n<10	n<10	n<10
Patterson ES	37	35	95%
Payne ES	n<10	n<10	n<10
Peabody ES (Capitol Hill Cluster)	n<10	n<10	n<10
Plummer ES	91	87	96%
Powell ES	44	44	100%
Randle Highlands ES	14	11	79%
Raymond ES	82	80	98%
River Terrace EC	n<10	n<10	n<10
Ross ES	n<10	n<10	n<10
Savoy ES	132	127	96%
School Without Walls @ Francis-Stevens	31	28	90%

2022-23 Annual Attendance Report

School Name	CFSA - Required	CFSA - Referred	CFSA - Compliance
Amidon-Bowen ES	38	35	92%
Anacostia HS	n<10	n<10	n<10
Bancroft ES	12	10	83%
Barnard ES	41	37	90%
School-Within-School @ Goding	n<10	n<10	n<10
Seaton ES	34	33	97%
Shepherd ES	13	0	0%
Simon ES	106	105	99%
Smothers ES	n<10	n<10	n<10
Sousa MS	36	34	94%
Stanton ES	89	86	97%
Stoddert ES	13	13	100%
Stuart-Hobson MS (Capitol Hill Cluster)	n<10	n<10	n<10
Takoma ES	86	81	94%
Thomas ES	30	19	63%
Thomson ES	15	11	73%
Truesdell ES	17	15	88%
Tubman ES	48	45	94%
Turner ES	214	82	38%
Tyler ES	19	16	84%
Van Ness ES	99	98	99%
Walker-Jones EC	165	163	99%
Watkins ES (Capitol Hill Cluster)	11	8	73%
Wheatley EC	128	121	95%
Whittier ES	33	32	97%

Table 7: Court Compliance - By School

School Name	Court - Required	Court - Referred	Court - Compliance
Anacostia HS	81	39	48%
Ballou HS	362	267	74%
Ballou STAY HS	81	0	0%
Bard High School Early College DC (Bard DC)	50	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
Cardozo EC	163	68	42%
Columbia Heights EC (CHEC)	112	86	77%
Coolidge HS	214	9	4%
Deal MS	n<10	n<10	n<10
Duke Ellington School of the Arts	n<10	n<10	n<10
Dunbar HS	257	88	34%
Eastern HS	197	103	52%
Eliot-Hine MS	n<10	n<10	n<10
Hardy MS	n<10	n<10	n<10
Hart MS	n<10	n<10	n<10
Ida B. Wells Middle School	n<10	n<10	n<10
Jackson-Reed HS	122	65	53%
Jefferson Middle School Academy	n<10	n<10	n<10
Johnson John Hayden MS	10	6	60%
Kelly Miller MS	17	6	35%
Kramer MS	15	7	47%
Luke C. Moore HS	109	10	9%
MacFarland MS	30	17	57%
McKinley MS	n<10	n<10	n<10
McKinley Technology HS	n<10	n<10	n<10
Phelps Architecture Construction and Engineering HS	27	7	26%
River Terrace EC	n<10	n<10	n<10
Ron Brown College Preparatory High School	24	2	8%
Roosevelt HS	326	183	56%
Roosevelt STAY HS	98	38	39%
School Without Walls @ Francis-Stevens	n<10	n<10	n<10
Sousa MS	n<10	n<10	n<10
Stuart-Hobson MS (Capitol Hill Cluster)	n<10	n<10	n<10
Walker-Jones EC	n<10	n<10	n<10
Woodson H.D. HS	210	93	44%