



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

August 2024

SY 2023-24 Annual Attendance Report

Introduction

In compliance with D.C. Code § 38-203(i), DC Public Schools (DCPS) hereby reports a summary of the District's truancy data for School Year (SY) 2023-2024 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 D.C. Code § 4-1321.02(b)(1)(B).
- The number of minors categorized by grade, or equivalent grouping for ungraded schools, referred for truancy to the Court Social Services Division (CSSD) 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 2023-24 Attendance Summary

DCPS is sharing attendance information pursuant to D.C. Code § 38-203(i) including improvements to overall attendance metrics and compliance rates for the 2023-2024 school year. DCPS’ overall in-seat attendance (ISA) rate improved by 1.5 percentage points, the truancy rate decreased by 1.5 percentage points and the rate of chronic absenteeism declined by 4.4 percentage points between SY22-23 and SY23-24.¹ The table below highlights DCPS’ last two years of attendance data.

Table 1: Attendance Metrics

Metric	SY 22-23	SY 23-24
In-Seat Attendance	85.9%	87.4%
Truancy	34.9%	33.4%
Chronic Absence	41.3%	36.9%

DCPS remains committed to fostering an environment that bridges connections with students and families to close opportunity gaps, eliminate barriers to attendance, academic, and social success, and provide necessary interventions and support.

Consistent school attendance is vital for supporting academic achievement, improving likelihood of timely graduation, skill development, socialization, routine and structure, engagement, future educational and career opportunities, access to support systems, and fostering parental involvement. By implementing the DCPS attendance policy, related protocols, and attendance strategies within our Comprehensive School Plans, DCPS aims to reduce unexcused absences and tardiness and promote full-day attendance for all students. When a student is absent, tardy, or leaves early without an excuse, DCPS has a responsive system in place to intervene. This system is backed by clear policies and guidelines, comprehensive training, efficient record-keeping systems, and mechanisms for data-driven monitoring that enable proactive intervention.

Furthermore, DCPS is dedicated to maintaining a robust attendance record-keeping system that allows for the proactive identification of student absence patterns and the development of effective interventions.

Additionally, DCPS has invested significantly in both internal and external resources to support these efforts and is proud to note we are seeing promising outcomes. More information about each of these efforts is below:

- **6th and 9th Grade Academies** – DCPS provides additional staffing and budgetary support to 6th and 9th Grade Academies to support students with the transitions to middle and high school. The Academies are focused on increasing students’ attendance, academic performance, and sense of belonging. Each

¹ In-seat attendance measures the percentage of the cumulative sum of instructional days on which enrolled students are present (partially or fully) during a given school year. The truancy rate is the percentage of students who have accrued 10 or more unexcused absences. Chronic absenteeism is defined as the percentage of students missing 10% or more of the school year, for any reason. In-seat attendance and chronic absenteeism are calculated for all students, regardless of age. Truancy is calculated for students who are required to attend school because they are of compulsory age (ages 5-17).

Academy is staffed by a specific assistant principal who can access funds for additional curricular materials, field trips, and compensation for staff for additional responsibilities.

- **Comprehensive School Plans (CSPs)** – In concert with parents, teachers, and students, DCPS school leaders develop annual plans targeted at specific goals related to academics, student attendance, and other important metrics. These CSPs allow schools to focus on specific strategies like prioritizing daily attendance entry that have been demonstrated to improve student attendance.
- **Multi-Tiered System of Support (MTSS)** – School teams meet regularly to discuss student attendance and plan interventions for students who are demonstrating concerning patterns of attendance.
- **Connected Schools** – DCPS' Connected Schools are resource hubs in their community that 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. Students who received at least one ongoing service from a community partner at a Connected Schools had a higher rate of attendance than students who did not.
- **EveryDay Labs** – This intervention, in collaboration with the Deputy Mayor for Education, sent nudge notices to families of chronically absent students. The notices provided information to families about their students' attendance and offered support from the school. According to data provided by EveryDay Labs, during SY23-24, 49% of DCPS students (or 12,406) who received the intervention improved their attendance. Among students whose attendance improved, nearly half improved by 5 or more percentage points.
- **Enhanced collaboration with key agency partners** – DCPS continues to collaborate with external partnerships to support attendance initiatives. Key partnerships included the Child and Family Services Agency (CFSA), the Office of the State Superintendent of Education (OSSE), the Office of the Attorney General (OAG), Show Up, Stand Out (SUSO), EveryDay Labs, Children's National Hospital, and the Mayor's Every Day Counts! Task Force. DCPS held monthly meetings with CFSA and the central services Office of Integrity team members to address specific school or staffing concerns, policy issues, family needs, and referral considerations. CFSA also provided weekly virtual consultative meetings for school-based staff. Furthermore, DCPS regularly met with other partners to monitor trends, track program progress, and ensure the programs were implemented with fidelity. DCPS also collaborated with citywide services such as Kids Ride Free and DC School Connect to help address transportation needs. DCPS would also like to highlight its work with PASS ICM+ at Kramer MS. In May, PASS ICM+ reported successfully engaging 92% of their 6 and 7th grade cohort through breakfast club, Poet Life, Girls Group, Boys Group, electives, and lunch check-ins. PASS ICM+ also reported the following outcomes:
 - 33 (51%) students YTD ISA rate is at 90% or higher and
 - 51% of the original cohort improved their attendance compared to School Year 2022-23.

Additional information, including on DCPS' policy regarding valid reasons for an excused absence can be found in DCPS' *Attendance and Truancy Policy*, available at <https://dcps.dc.gov/publication/attendance-and-truancy-policy>.

Unexcused Absences for Minors

The number of minors with unexcused absences, categorized by grade, during SY23-24 is in Table 2 below.

Table 2: Unexcused Absences Counting Toward Truancy by Grade²

Grade	Compulsory 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	4,376	2,134	49%	790	18%	476	11%	431	10%
1st	4,398	2,065	47%	810	18%	522	12%	423	10%
2nd	4,385	2,125	48%	861	20%	503	11%	407	9%
3rd	4,220	1,982	47%	835	20%	489	12%	380	9%
4th	4,099	2,019	49%	814	20%	445	11%	334	8%
5th	3,769	1,833	49%	787	21%	439	12%	337	9%
6th	2,967	1,290	43%	572	19%	452	15%	300	10%
7th	2,912	1,180	41%	570	20%	450	15%	412	14%
8th	3,004	1,206	40%	578	19%	514	17%	402	13%
9th	4,311	1,044	24%	622	14%	783	18%	1,662	39%
10th	3,705	917	25%	614	17%	728	20%	1,355	37%
11th	2,853	791	28%	511	18%	584	20%	834	29%
12th	2,259	741	33%	401	18%	433	19%	431	19%
CE³	221	62	28%	49	22%	45	20%	53	24%

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 2023-24. Evening students and students who are not compulsory-aged are not included. This data is further disaggregated in Appendix A of this report.

³ Students completed Certificate of IEP

Student Attendance Conferences

DCPS holds “Student Attendance Conferences” (SACs), which are meetings between the school attendance Point of Contact and the student’s parent/guardian, to educate families on the importance of regular attendance and address and mitigate attendance challenges. SACs can also include the student as part of the meeting. Research has shown that caregivers frequently underestimate or underreport student absences so SACs are one strategy DCPS uses to inform parents and guardians about the attendance trends of students.⁴ 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 resources that will enable students to attend school.

SACs are used in tandem with the Multi-Tiered Systems of Support (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. By coupling these two intervention systems together, DCPS can meet the needs of students while complying with legal and regulatory requirements related to Student Support Teams.

In SY23-24 10,232 students accrued 5 or more unexcused absences within a term, resulting in 10,232 SAC referrals for the year. DCPS held meetings for 9,777 of these students (96%). In SY22-23, 10,483 students accrued 5 or more unexcused absences within a term, resulting in 10,483 SAC referrals. DCPS held conferences for 9,841 of these students (94%). DCPS will continue to strive for 100% compliance with these referrals. DCPS will redouble its efforts to help staff understand the importance of compliance and foster a culture of accountability and adherence within the organization. Ensuring that staff understand the importance of meeting compliance requirements is crucial for maintaining organizational standards and complying with legal requirements. DCPS will effectively communicate this importance during staff development sessions, office hours and other touch points with staff.

During SY23-24 SAC meetings, students/guardians identified the following most common barriers to attendance, which have been consistent over the past few years: student health, academics, travel, and transportation.

In response to these findings, DCPS implemented appropriate and responsive strategies to 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 Social Services. The services provided to students to help reduce unexcused absences included providing food, clothing, transportation assistance,

⁴ For example, see the recent Brookings Institution report here <https://www.brookings.edu/articles/parents-are-not-fully-aware-of-or-concerned-about-their-childrens-school-attendance/>.

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.

Student illness is noted as a significant challenge during the younger years. To address this, DCPS has integrated school nurses into the parent education process. These nurses assist in developing asthma action plans, administering medications to students, and helping families decide when a student is too ill to attend school versus when they are well enough to attend. At DCPS Connected Schools, staff may also refer students and families to community partners for support.

Although DCPS works diligently to connect families with the appropriate services to overcome attendance barriers, staff report several common challenges in implementing the recommendations from SACs. These challenges include securing family buy-in for the necessary interventions, allocating sufficient staff time and resources to address complex family and community issues, and supporting families with following through on suggested interventions.

Referrals to Child and Family Services Agency

This year, DCPS has improved compliance with Child and Family Services Agency (CFSA) referrals. In SY 23-24, DCPS referred 4,674 of the 4,984 eligible students (94%)⁵ to CFSA for educational neglect. In SY22-23, 4,522 of the 5,051 eligible students (90%) were referred to CFSA for educational neglect. These referrals are required for students ages 5 –13 who have accrued ten full-day unexcused absences in a school year.

DCPS appreciates our partnership with CFSA. Monthly leadership touchpoints with CFSA and weekly office hours for school-based attendance POCs help DCPS staff to address family needs and support schools throughout the referral process.

Figure 1 below illustrates the distribution of CFSA referrals for SY23-24. When looking at students ages 5-13, DCPS consistently makes more referrals for students in kindergarten and 1st grade compared to other eligible grades. Most referrals were from schools in Wards 7 and 8, which aligns with the schools where K-8 truancy rates were highest.

There are several potential factors that contribute to increased absenteeism in the early grades. Parents and guardians may view the early years of compulsory education as less important than later years when in fact, early education helps students develop a foundation of skills that help them succeed in school and beyond. A survey highlighted by Attendance Works indicated that parents consider absenteeism a bigger deal in high school than elementary school. In fact, the parents surveyed were twice as likely to worry about the effect of absences in high school, compared to those in the early grades.⁶ Research also shows that parents sometimes consider pre-kindergarten to be childcare, and less of an educational opportunity. Therefore, how frequently their child attends may be driven by how much they need childcare and how frequently their need for care overlaps with the hours the program is open.⁷ As noted above, student illness is a major factor contributing to absenteeism in the early grades. While some of these absences will be considered excused, not all absences will be.

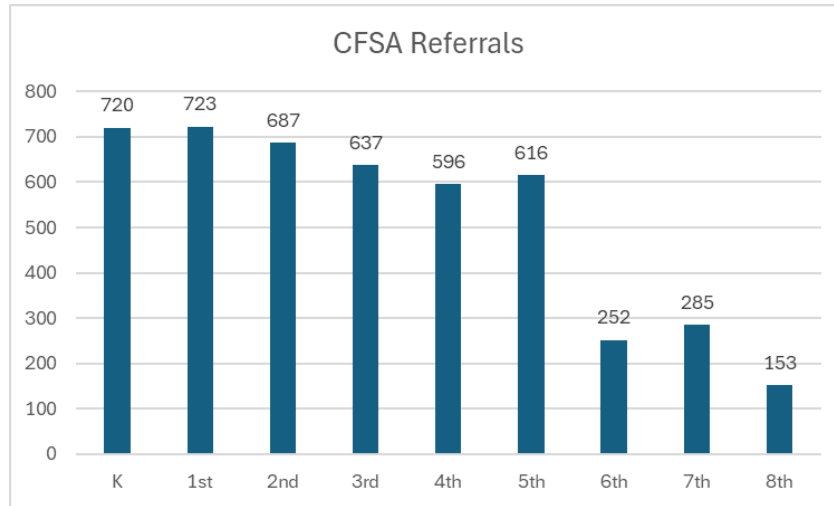
DCPS also recognizes that some families struggle with understanding the legal shift for compulsory attendance requirements. Given this ongoing concern, DCPS focuses on educating parents by sharing information regarding the impact of missing too much school during back-to-school events, summer early childhood meetings, and Parent University presentations.

⁵ 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 201 discretionary CFSA referrals were made for students who did not meet the attendance criteria.

⁶ <https://www.attendanceworks.org/parents-really-feel-attendance/>

⁷ <https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2022.1031379/full>

Figure 1: 2023-24 CFSA Referrals by Grade⁸



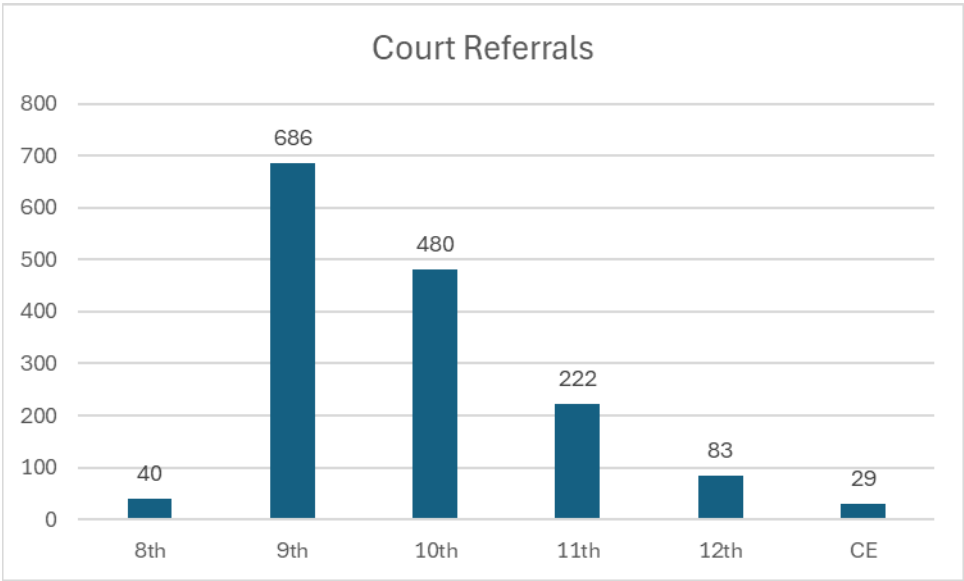
⁸ Grades where CFSA referrals were made for fewer than 10 students are excluded from this graph.

Referrals to Judicial System

In SY23-24, DCPS referred 1,546 of the 2,351 eligible students (66%) to Court Social Services Division (CSSD).⁹ In SY22-23, DCPS referred 1,138 of the 2,572 eligible students (44%) to CSSD. This is the highest rate of referral DCPS has achieved in recent years. DCPS is committed to continuing this effort. DCPS will participate in a pilot program in SY24-25 for a select number of secondary schools to refer students ages 14-17 to the Department of Human Services instead of CSSD.

Figure 2 below illustrates the distribution of referrals to court for SY23-24. In keeping with past years, the largest number of referrals was made to address absences at the 9th grade level DCPS enrolls more students in 9th grade than in any other high school grade. Additionally, 9th grade is the grade with the highest level of compliance for referrals to CSSD. These two reasons contribute to the higher number of referrals when compared to other grades.

Figure 2: 2023-24 Court Referrals by Grade¹⁰



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 72 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.

Appendix A: Disaggregated Data

Note: School-level data has been included in this Appendix. School-level data by grade level is not included due to small sample sizes that risk exposure of student information and based on the requirements of Family Educational Rights and Privacy Act (FERPA). Data in the tables below follow OSSE’s Student Policy and Data Suppression policy which is available at <https://osse.dc.gov/page/student-privacy-and-data-suppression-policy-glance>.

Table 3: Unexcused Absences Counting Toward Truancy – By School

School Name	Compulsory 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	321	184	57%	83	26%	20	6%	17	5%
Anacostia HS	311	22	7%	47	15%	66	21%	170	55%
Ballou HS	641	51	8%	71	11%	133	21%	379	59%
Ballou STAY HS	147	3	2%	8	5%	12	8%	120	82%
Bancroft ES	697	444	64%	74	11%	31	4%	14	2%
Bard High School Early College DC (Bard DC)	369	51	14%	62	17%	94	25%	153	41%
Barnard ES	491	303	62%	83	17%	25	5%	27	5%
Beers ES	329	110	33%	67	20%	72	22%	62	19%
Benjamin Banneker HS	669	408	61%	81	12%	28	4%	2	0%
Boone ES	365	96	26%	92	25%	77	21%	96	26%
Brent ES	366	239	65%	29	8%	5	1%	<1%	<1%
Brightwood ES	541	292	54%	115	21%	67	12%	39	7%
Brookland MS	417	318	76%	43	10%	14	3%	5	1%
Browne EC	435	171	39%	120	28%	79	18%	44	10%
Bruce-Monroe ES @ Park View	372	204	55%	62	17%	28	8%	7	2%
Bunker Hill ES	152	66	43%	33	22%	22	14%	20	13%
Burroughs ES	247	129	52%	48	19%	31	13%	19	8%
Burrville ES	210	58	28%	57	27%	55	26%	38	18%
C.W. Harris ES	230	102	44%	64	28%	38	17%	19	8%
Capitol Hill Montessori School @ Logan	379	222	59%	51	13%	42	11%	7	2%
Cardozo EC	738	121	16%	132	18%	185	25%	283	38%
Cleveland ES	235	105	45%	58	25%	31	13%	31	13%
Columbia Heights EC (CHEC)	1525	521	34%	351	23%	297	19%	255	17%
Coolidge HS	1113	186	17%	147	13%	246	22%	469	42%
Deal MS	1479	799	54%	116	8%	56	4%	41	3%
Dorothy I. Height ES	301	147	49%	53	18%	43	14%	33	11%
Drew ES	171	64	37%	58	34%	41	24%	7	4%
Duke Ellington School of the Arts	575	282	49%	146	25%	74	13%	27	5%
Dunbar HS	1086	110	10%	125	12%	264	24%	578	53%
Eastern HS	916	117	13%	131	14%	212	23%	442	48%

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School Name	Compulsory 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	422	230	55%	30	7%	14	3%	12	3%
Eliot-Hine MS	395	143	36%	80	20%	77	19%	70	18%
Excel Academy	337	73	22%	84	25%	97	29%	78	23%
Garfield ES	183	51	28%	72	39%	34	19%	25	14%
Garrison ES	312	164	53%	56	18%	32	10%	5	2%
H.D. Cooke ES	328	152	46%	87	27%	31	9%	32	10%
Hardy MS	633	382	60%	104	16%	46	7%	26	4%
Hart MS	427	126	30%	110	26%	103	24%	73	17%
Hearst ES	310	201	65%	36	12%	15	5%	15	5%
Hendley ES	260	65	25%	101	39%	58	22%	35	13%
Houston ES	263	86	33%	64	24%	58	22%	51	19%
Hyde-Addison ES	353	215	61%	50	14%	22	6%	<1%	<1%
Ida B. Wells Middle School	580	193	33%	152	26%	123	21%	91	16%
J.O. Wilson ES	366	215	59%	97	27%	28	8%	12	3%
Jackson-Reed HS	1970	882	45%	405	21%	314	16%	265	13%
Janney ES	623	413	66%	55	9%	7	1%	<1%	<1%
Jefferson Middle School Academy	433	121	28%	116	27%	94	22%	81	19%
John Lewis ES	411	197	48%	80	19%	53	13%	50	12%
Johnson John Hayden MS	329	137	42%	94	29%	54	16%	34	10%
Kelly Miller MS	343	70	20%	86	25%	92	27%	89	26%
Ketcham ES	205	59	29%	71	35%	41	20%	29	14%
Key ES	303	161	53%	17	6%	4	1%	<1%	<1%
Kimball ES	313	46	15%	77	25%	81	26%	107	34%
King M.L. ES	179	29	16%	38	21%	57	32%	55	31%
Kramer MS	244	52	21%	52	21%	64	26%	74	30%
Lafayette ES	868	573	66%	30	3%	<1%	<1%	<1%	<1%
Langdon ES	391	145	37%	109	28%	61	16%	58	15%
Langley ES	287	80	28%	73	25%	59	21%	69	24%
LaSalle-Backus ES	231	107	46%	66	29%	24	10%	20	9%
Leckie EC	417	200	48%	126	30%	66	16%	22	5%
Ludlow-Taylor ES	382	293	77%	34	9%	10	3%	7	2%
Luke C. Moore HS	201	12	6%	13	6%	20	10%	156	78%
MacArthur HS	265	62	23%	76	29%	68	26%	56	21%
MacFarland MS	572	175	31%	110	19%	121	21%	134	23%
Malcolm X ES @ Green	185	45	24%	73	39%	45	24%	22	12%
Mann ES	358	227	63%	49	14%	4	1%	<1%	<1%
Marie Reed ES	365	200	55%	62	17%	42	12%	19	5%
Maury ES	476	301	63%	56	12%	21	4%	8	2%
McKinley MS	310	96	31%	76	25%	74	24%	49	16%
McKinley Technology HS	701	271	39%	186	27%	151	22%	56	8%
Miner ES	341	119	35%	78	23%	63	18%	65	19%
Moten ES	213	39	18%	49	23%	38	18%	85	40%
Murch ES	610	403	66%	56	9%	14	2%	15	2%
Nalle ES	246	73	30%	55	22%	55	22%	56	23%

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School Name	Compulsory 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	262	68	26%	68	26%	67	26%	53	20%
Oyster-Adams Bilingual School	760	470	62%	66	9%	9	1%	<1%	<1%
Patterson ES	231	54	23%	85	37%	62	27%	29	13%
Payne ES	286	152	53%	76	27%	26	9%	14	5%
Peabody ES	75	42	56%	25	33%	<5%	<5%	<5%	<5%
Phelps Architecture Construction and Engineering HS	309	59	19%	74	24%	86	28%	86	28%
Plummer ES	208	37	18%	43	21%	52	25%	71	34%
Powell ES	439	252	57%	74	17%	33	8%	23	5%
Randle Highlands ES	243	158	65%	34	14%	12	5%	8	3%
Raymond ES	334	165	49%	64	19%	46	14%	48	14%
River Terrace EC	45	11	24%	7	16%	6	13%	15	33%
Ron Brown College Preparatory High School	168	38	23%	41	24%	47	28%	37	22%
Roosevelt HS	956	157	16%	118	12%	212	22%	450	47%
Roosevelt STAY HS	224	12	5%	10	4%	16	7%	184	82%
Ross ES	167	105	63%	21	13%	7	4%	<1%	<1%
Savoy ES	184	25	14%	37	20%	50	27%	71	39%
School Without Walls @ Francis-Stevens	492	241	49%	125	25%	55	11%	34	7%
School Without Walls HS	598	403	67%	52	9%	17	3%	<1%	<1%
School-Within-School @ Goding	259	181	70%	27	10%	4	2%	<1%	<1%
Seaton ES	286	179	63%	48	17%	13	5%	11	4%
Shepherd ES	304	214	70%	25	8%	<1%	<1%	<1%	<1%
Simon ES	181	53	29%	50	28%	35	19%	37	20%
Smothers ES	192	62	32%	39	20%	44	23%	38	20%
Sousa MS	268	76	28%	59	22%	68	25%	58	22%
Stanton ES	271	49	18%	94	35%	74	27%	48	18%
Stoddert ES	447	257	57%	43	10%	14	3%	<1%	<1%
Stuart-Hobson MS	474	214	45%	119	25%	66	14%	33	7%
Takoma ES	405	195	48%	76	19%	50	12%	42	10%
Thomas ES	248	65	26%	85	34%	41	17%	53	21%
Thomson ES	199	111	56%	42	21%	17	9%	12	6%
Truesdell ES	340	176	52%	69	20%	34	10%	23	7%
Tubman ES	524	243	46%	134	26%	78	15%	34	6%
Turner ES	420	96	23%	123	29%	98	23%	98	23%
Tyler ES	437	161	37%	12	3%	9	2%	6	1%
Van Ness ES	343	129	38%	82	24%	67	20%	34	10%
Walker-Jones EC	287	74	26%	63	22%	80	28%	62	22%
Watkins ES	406	223	55%	128	32%	25	6%	6	1%
Wheatley EC	352	100	28%	83	24%	82	23%	81	23%
Whitlock ES	139	38	27%	41	29%	33	24%	22	16%

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School Name	Compulsory Aged Students	#1-5 Absences	%1-5 Absences	#6-10 Absences	%6-10 Absences	#11-20 Absences	%11-20 Absences	#21+ Absences	%21+ Absences
Whittier ES	334	173	52%	68	20%	34	10%	17	5%
Woodson H.D. HS	616	62	10%	86	14%	165	27%	295	48%

Table 4: Student Support Team/Student Attendance Conference Compliance – By School

School Name	SAC - Required	SAC - Meetings Held	SAC - Compliance
Amidon-Bowen ES	43	38	88%
Anacostia HS	149	135	91%
Ballou HS	342	332	97%
Ballou STAY HS	133	106	80%
Bancroft ES	78	73	94%
Bard High School Early College DC (Bard DC)	23	17	74%
Barnard ES	50	>95%	>95%
Beers ES	131	>99%	>99%
Benjamin Banneker HS	15	>=90%	>=90%
Boone ES	169	>99%	>99%
Brent ES	20	>=90%	>=90%
Brightwood ES	102	100	98%
Brookland MS	20	17	85%
Browne EC	97	82	85%
Bruce-Monroe ES @ Park View	49	>95%	>95%
Bunker Hill ES	40	>95%	>95%
Burroughs ES	56	>95%	>95%
Burrville ES	80	>95%	>95%
C.W. Harris ES	61	56	92%
Capitol Hill Montessori School @ Logan	46	>95%	>95%
Cardozo EC	280	259	93%
Cleveland ES	55	>95%	>95%
Columbia Heights EC (CHEC)	166	>99%	>99%
Coolidge HS	359	337	94%
Deal MS	32	30	94%
Dorothy I. Height ES	67	>95%	>95%
Drew ES	22	>95%	>95%
Duke Ellington School of the Arts	11	>=90%	>=90%
Dunbar HS	438	419	96%
Eastern HS	372	340	91%
Eaton ES	40	>95%	>95%
Eliot-Hine MS	92	>95%	>95%
Excel Academy	156	>99%	>99%

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School Name	SAC - Required	SAC - Meetings Held	SAC - Compliance
Garfield ES	58	>95%	>95%
Garrison ES	41	>95%	>95%
H.D. Cooke ES	81	76	94%
Hardy MS	37	>95%	>95%
Hart MS	24	>95%	>95%
Hearst ES	42	>95%	>95%
Hendley ES	84	>95%	>95%
Houston ES	96	>95%	>95%
Hyde-Addison ES	36	>95%	>95%
Ida B. Wells Middle School	123	119	97%
J.O. Wilson ES	32	30	94%
Jackson-Reed HS	170	164	96%
Janney ES	33	31	94%
Jefferson Middle School Academy	69	>95%	>95%
John Lewis ES	97	>95%	>95%
Johnson John Hayden MS	65	>95%	>95%
Kelly Miller MS	102	99	97%
Ketcham ES	59	53	90%
Key ES	19	14	74%
Kimball ES	172	>99%	>99%
King M.L. ES	105	>99%	>99%
Kramer MS	104	102	98%
Lafayette ES	14	>=90%	>=90%
Langdon ES	127	110	87%
Langley ES	124	>99%	>99%
LaSalle-Backus ES	41	>95%	>95%
Leckie EC	26	17	65%
Ludlow-Taylor ES	22	18	82%
Luke C. Moore HS	175	161	92%
MacArthur HS	59	55	93%
MacFarland MS	154	147	95%
Malcolm X ES @ Green	53	>95%	>95%
Mann ES	26	>95%	>95%
Marie Reed ES	64	>95%	>95%
Maury ES	38	>95%	>95%
McKinley MS	45	>95%	>95%
McKinley Technology HS	56	>95%	>95%
Miner ES	120	>95%	>95%
Moten ES	116	>95%	>95%
Murch ES	45	>95%	>95%
Nalle ES	114	>99%	>99%

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School Name	SAC - Required	SAC - Meetings Held	SAC - Compliance
Noyes ES	107	105	98%
Oyster-Adams Bilingual School	45	>95%	>95%
Patterson ES	78	74	95%
Payne ES	44	40	91%
Peabody ES	n<10	n<10	n<10
Phelps Architecture Construction and Engineering HS	70	65	93%
Plummer ES	123	120	98%
Powell ES	66	61	92%
Randle Highlands ES	30	>95%	>95%
Raymond ES	93	>95%	>95%
River Terrace EC	20	>=90%	>=90%
Ron Brown College Preparatory High School	53	>95%	>95%
Roosevelt HS	434	426	98%
Roosevelt STAY HS	189	172	91%
Ross ES	18	>=90%	>=90%
Savoy ES	124	122	98%
School Without Walls @ Francis-Stevens	67	62	93%
School Without Walls HS	n<10	n<10	n<10
School-Within-School @ Goding	14	>=90%	>=90%
Seaton ES	33	>95%	>95%
Shepherd ES	13	>=90%	>=90%
Simon ES	73	>95%	>95%
Smothers ES	81	>95%	>95%
Sousa MS	17	14	82%
Stanton ES	131	129	98%
Stoddert ES	34	>95%	>95%
Stuart-Hobson MS	15	12	80%
Takoma ES	88	>95%	>95%
Thomas ES	83	76	92%
Thomson ES	28	>95%	>95%
Truesdell ES	63	>95%	>95%
Tubman ES	114	78	68%
Turner ES	195	>99%	>99%
Tyler ES	20	16	80%
Van Ness ES	105	97	92%
Walker-Jones EC	102	>99%	>99%
Watkins ES	33	>95%	>95%
Wheatley EC	149	>99%	>99%
Whitlock ES	50	>95%	>95%
Whittier ES	60	>95%	>95%
Woodson H.D. HS	296	290	98%

Table 5: CFSA Compliance – By School

School Name	CFSA - Required	CFSA - Referred	CFSA - Compliance
Amidon-Bowen ES	27	24	89%
Ballou HS	n<10	n<10	n<10
Bancroft ES	46	>95%	>95%
Barnard ES	33	>95%	>95%
Beers ES	121	>99%	>99%
Boone ES	158	>99%	>99%
Brent ES	n<10	n<10	n<10
Brightwood ES	94	>95%	>95%
Brookland MS	n<10	n<10	n<10
Browne EC	79	67	85%
Bruce-Monroe ES @ Park View	27	>95%	>95%
Bunker Hill ES	40	>95%	>95%
Burroughs ES	44	>95%	>95%
Burrville ES	67	>95%	>95%
C.W. Harris ES	40	37	93%
Capitol Hill Montessori School @ Logan	37	>95%	>95%
Cardozo EC	38	36	95%
Cleveland ES	57	>95%	>95%
Columbia Heights EC (CHEC)	29	>95%	>95%
Coolidge HS	n<10	n<10	n<10
Deal MS	14	>=90%	>=90%
Dorothy I. Height ES	61	57	93%
Drew ES	15	9	60%
Eastern HS	n<10	n<10	n<10
Eaton ES	29	>95%	>95%
Eliot-Hine MS	77	72	94%
Excel Academy	136	133	98%
Garfield ES	35	>95%	>95%
Garrison ES	34	30	88%
H.D. Cooke ES	56	>95%	>95%
Hardy MS	18	>=90%	>=90%
Hart MS	n<10	n<10	n<10
Hearst ES	27	>95%	>95%
Hendley ES	44	>95%	>95%
Houston ES	92	>95%	>95%
Hyde-Addison ES	24	>95%	>95%
Ida B. Wells Middle School	82	77	94%
J.O. Wilson ES	18	>=90%	>=90%
Janney ES	n<10	n<10	n<10

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School Name	CFSA - Required	CFSA - Referred	CFSA - Compliance
Jefferson Middle School Academy	41	30	73%
John Lewis ES	94	>95%	>95%
Johnson John Hayden MS	36	34	94%
Kelly Miller MS	63	55	87%
Ketcham ES	52	48	92%
Key ES	n<10	n<10	n<10
Kimball ES	170	162	95%
King M.L. ES	103	99	96%
Kramer MS	68	64	94%
Lafayette ES	n<10	n<10	n<10
Langdon ES	99	76	77%
Langley ES	114	111	97%
LaSalle-Backus ES	33	31	94%
Leckie EC	18	9	50%
Ludlow-Taylor ES	15	9	60%
MacArthur HS	n<10	n<10	n<10
MacFarland MS	111	109	98%
Malcolm X ES @ Green	28	28	100%
Mann ES	n<10	n<10	n<10
Marie Reed ES	51	48	94%
Maury ES	25	>95%	>95%
McKinley MS	33	>95%	>95%
Miner ES	107	103	96%
Moten ES	118	116	98%
Murch ES	21	>95%	>95%
Nalle ES	107	>99%	>99%
Noyes ES	85	>95%	>95%
Oyster-Adams Bilingual School	n<10	n<10	n<10
Patterson ES	34	>95%	>95%
Payne ES	23	>95%	>95%
Peabody ES	n<10	n<10	n<10
Plummer ES	114	109	96%
Powell ES	50	>95%	>95%
Randle Highlands ES	14	11	79%
Raymond ES	82	>95%	>95%
River Terrace EC	n<10	n<10	n<10
Roosevelt HS	n<10	n<10	n<10
Ross ES	n<10	n<10	n<10
Savoy ES	110	108	98%
School Without Walls @ Francis-Stevens	46	41	89%
School-Within-School @ Goding	n<10	n<10	n<10

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School Name	CFSA - Required	CFSA - Referred	CFSA - Compliance
Seaton ES	21	16	76%
Shepherd ES	n<10	n<10	n<10
Simon ES	67	63	94%
Smothers ES	75	>95%	>95%
Sousa MS	10	6	60%
Stanton ES	91	>95%	>95%
Stoddert ES	13	11	85%
Stuart-Hobson MS	n<10	n<10	n<10
Takoma ES	82	>95%	>95%
Thomas ES	70	>95%	>95%
Thomson ES	23	>95%	>95%
Truesdell ES	41	36	88%
Tubman ES	92	20	22%
Turner ES	137	>99%	>99%
Tyler ES	12	8	67%
Van Ness ES	83	>95%	>95%
Walker-Jones EC	92	>95%	>95%
Watkins ES	11	7	64%
Wheatley EC	136	130	96%
Whitlock ES	41	>95%	>95%
Whittier ES	40	>95%	>95%

Table 6: Court Compliance - By School

School Name	Court - Required	Court - Referred	Court - Compliance
Anacostia HS	76	18	24%
Ballou HS	245	226	92%
Ballou STAY HS	109	60	55%
Bard High School Early College DC (Bard DC)	n<10	n<10	n<10
Benjamin Banneker HS	n<10	n<10	n<10
Brookland MS	n<10	n<10	n<10
Cardozo EC	142	80	56%
Columbia Heights EC (CHEC)	69	>95%	>95%
Coolidge HS	212	140	66%
Deal MS	n<10	n<10	n<10
Duke Ellington School of the Arts	n<10	n<10	n<10
Dunbar HS	242	208	86%
Eastern HS	227	128	56%
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

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School Name	Court - Required	Court - Referred	Court - Compliance
Hart MS	n<10	n<10	n<10
Ida B. Wells Middle School	n<10	n<10	n<10
Jackson-Reed HS	61	38	62%
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
Kramer MS	17	2	12%
Leckie EC	n<10	n<10	n<10
Luke C. Moore HS	132	50	38%
MacArthur HS	28	21	75%
MacFarland MS	20	11	55%
McKinley MS	n<10	n<10	n<10
McKinley Technology HS	n<10	n<10	n<10
Phelps Architecture Construction and Engineering HS	24	7	29%
River Terrace EC	10	8	80%
Ron Brown College Preparatory High School	22	19	86%
Roosevelt HS	290	252	87%
Roosevelt STAY HS	158	66	42%
School Without Walls @ Francis-Stevens	n<10	n<10	n<10
School Without Walls HS	n<10	n<10	n<10
Sousa MS	n<10	n<10	n<10
Stuart-Hobson MS	n<10	n<10	n<10
Walker-Jones EC	n<10	n<10	n<10
Wheatley EC	n<10	n<10	n<10
Woodson H.D. HS	187	115	62%