



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

August 2021

Annual Attendance Report

Introduction

In compliance with Section 38-203(i) of the District of Columbia Code, DC Public Schools (DCPS) is pleased to report a summary of the District's truancy data for School Year 2020-2021 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.

DCPS Response to COVID-19

COVID-19 continued to change the way schools were expected to operate. DCPS used two systems to support virtual learning over the course of the school year: Canvas and Microsoft Teams. Canvas is DCPS' Learning Information Management System (LIMS), where all curricular resources are posted and made available, and Microsoft Teams 365, or "Teams," is the application DCPS utilizes to support the delivery of live virtual instruction.

During School Year 2020-21 (SY20-21), DCPS began the year in a virtual posture and all students were expected to log into Canvas each school day at least once between 6:00am and 11:59pm. Attendance was recorded based on student activity in Canvas each school day between 6:00am and 11:59pm. Any activity within Canvas automatically transferred to Aspen and translated into attendance for that day. DCPS also manually captured students' Teams log-in and counted that activity as present for the day. We designed instruction schedules that gave students more time to complete assignments and gave teachers more time to prepare. A mix of synchronous and asynchronous instruction was provided for four days a week and one day was reserved— most commonly Wednesday – for students to engage in

exclusively asynchronous instruction. This gave students time to work independently while teachers were able to spend time planning, training, and collaborating. We encouraged staff to use this time to offer tailored support such as wellness checks and one-on-one or small group tutoring sessions.

In early November 2020, DCPS took steps to support students in-person through introducing a phased process of opening Student Support Centers, which are spaces that are voluntarily staffed where students can receive a range of supplementary services, like tutoring, physical education, counseling and career and technical education programming. We then progressed, in Term 2, to offering Canvas Academic and Real Engagement (CARE) classes and had three schools offering in-person learning opportunities (Brent ES, Kimball ES and Ross ES). In Terms 3 and 4, DCPS offered some additional in-person teacher led classes for students.

CARE classrooms met five days a week and Wednesdays included a half-day session. Classroom facilitators were DCPS elementary school staff or an employee of a trusted school partner. Students accessed their instruction online in CARE classrooms. All students were provided breakfast and lunch at the school. Students also received socio-emotional supports and access to limited recess options.

HIGHLIGHTS

During SY20-21, DCPS worked to provide students and staff with a warm and welcoming school climate where there is a sense of community and students felt valued. As we reopened our schools strong for SY20-21, DCPS set forth clear expectations for both students and school staff regarding attendance requirements for virtual and, as health conditions permitted, in-person instruction. School leaders and attendance staff closely monitored attendance requirements and sought to support and engage families. As discussed above, DCPS began the year in a virtual posture and made a gradual transition to a blend of in-person and virtual learning during Terms 2 through 4.

In the beginning of the school year, students (or parents on behalf of younger students) were expected to sign into and have activity within Canvas or Teams, at least once daily between 6:00am and 11:59pm., and daily attendance was recorded through this action.

For CARE classes, teachers took in-person attendance for cohort and safety purposes and notified parents when a student did not physically attend class; however, legal attendance was captured by the students' log-in process.

All in-person teachers were required to enter attendance in Aspen daily. Attendance entry was closely monitored by the central office attendance team and school leadership.

DCPS remained focused on ensuring the safety and well-being of our families throughout the public health emergency. As such, DCPS worked vigilantly to maintain **key external partnerships** to strengthen efforts around attendance. These partnerships included but were not limited to: Child and Family Services Agency (CFSA), The Lab @ DC, Office of State Superintendent of Education (OSSE), Harvard University's Proving Ground, Office of the Attorney General (OAG), Show Up, Stand Out (SUSO), Kininvolved, DCPS' Connected School Model, and the Mayor's Every Day Counts! Task Force. Below is a summary of our key attendance partnerships and initiatives:

- DCPS collaborated with CFSA to conduct wellness checks for families that school staff could not locate.
- In collaboration with the Deputy Mayor for Education (DME), DCPS piloted the InClassToday Attendance Intervention, a family communication program designed to reduce student absenteeism in the classroom, motivate student engagement and attendance during remote learning periods and periods of transition, and motivate returning to school for randomly selected ninth graders within twenty-three (23) District of Columbia Public Schools.
- DCPS, with the support of DC Public Education Fund, continued to pilot the Kinvoled Attendance Intervention Program that provided 2 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. Twenty (20) schools with high chronic absence rates were included in this pilot.
- With support from the DC Council, DCPS was awarded a grant from OSSE to support the 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 has worked to combat chronic truancy, improve community relations, provide mental health support, and assist with student achievement on the state ELA assessments.
- DCPS' partnership with Harvard University's Proving Ground emphasized a family communication program designed to reduce student absenteeism in the classroom on Wednesdays, motivate student engagement and attendance during remote learning periods for students in kindergarten through ninth grade within District of Columbia Public Schools. DCPS was keenly interested in this intervention because Wednesdays were scheduled as time for students to engage in exclusively asynchronous instruction. This gave students time to work independently, and many students did not log into Canvas or Teams resulting in absences being created even if the students completed their work.

In addition to the above partnership initiatives, DCPS also worked to strengthen internal strategies to accomplish its attendance goals, including the following:

- **Pandemic response:** In response to the pandemic, DCPS focused on creating platforms for remote learning to better incorporate digital technologies into schooling. DCPS invested significantly in staff training related to digital instruction, broadband and device access, and social-emotional support for students learning from home. During this period, the school district operated on a modified operating status and was provided flexibility around some of the typical regulations that govern how much instructional time students must receive in a given academic year, around graduation and attendance requirements for high school students. With the approval of and in accordance with these flexibilities provided by the Office of State Superintendent (OSSE), truancy letters and robo-calls were suspended and replaced with wellness check calls and more personalized outreach.
- **Annual Comprehensive School Plans:** Schools with attendance challenges executed the attendance strategies outlined in the Comprehensive School Plans developed over the summer. The attendance portion of the plans were modified to incorporate required family outreach. As part of this process, schools were required to continue some aspects of the 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 occurred. In many cases, these strategies were modified to meet the fluid landscape created by the pandemic.

- **Additional Refinement of the DCPS Continuous Improvement Framework:** During SY20-21, DCPS continued using the Continuous Improvement Framework which included consistent review of data with schools and a focus on data quality. Through the Framework, DCPS looked at compliance, but also aimed to improve practice.
 - For example, attendance specialists reviewed data to improve the quality of attendance supports, including family engagement, and to address and support data entry, including review of trends related to teacher attendance entry, external referrals, interventions, and to help distinguish data anomalies versus actual shifts in attendance. This system was implemented to improve adherence to DCMR regulations and DCPS policy guidelines and ensure the integrity of attendance data and attendance records. DCPS also conducted periodic consultations regarding attendance data between the attendance team and instructional superintendents. During these principal meetings, this framework was used to highlight trends, identify bright spots and growth areas. DCPS also identified 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. As students and staff returned for in-person learning, the attendance team helped schools improve by furnishing targeted training and technical assistance aimed at clarifying and communicating our attendance entry expectations and daily monitoring of schools to ensure all schools entered attendance each day.
- **Improved Engagement with Families:** DCPS continued to recognize the importance of regular communications with families when students missed class. Although central office robo-calls and letters were not deemed the best approach to reaching families during the pandemic, staff re-doubled their personal outreach to students and families. Staff used the following approaches to contact families: personal phone calls, wellness checks, school-initiated robo-calls, texting, emailing, 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 which allowed students and caregivers enhanced access to support.
- **Additional Partnerships opportunities through our Connected Schools Model:** To accelerate outcomes for our students furthest from opportunity, DCPS launched the Connected Schools Model in School Year 2020-2021. Through this investment, 10 schools across the city became resource hubs in their community to meet our students' and families' 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 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. In partnership with community partners, these efforts have been 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

Attendance Tracking Overview

In SY20-21, attendance was tracked both virtually and through in-person attendance taking. These two attendance sources were used differently, depending on what type of class each student was scheduled for on a given day. Daily attendance for students on days they were scheduled for instruction in a full In-Person Learning (IPL) classroom was confirmed by being physically present. Daily attendance for all other days (whether a student was fully virtual or in a CARE class) was based on their virtual attendance, which was measured through whether or not students were active in Canvas/Teams that day (a once-daily asynchronous indicator of attendance).

Attendance was captured once daily (either virtually or in-person). It is important to note that, for secondary students, this approach varied from prior years, in which attendance was taken multiple times a day (in each class), and daily attendance was based on the “80/20 rule”, which states that students are only present for the day if present for 80% or more of the day. This shift was made in accordance with flexibility granted by OSSE due to the public health emergency.

Key Takeaways

- Even with the changes outlined above to support attendance-taking during the pandemic, we know that students missed more school this past school year. Districtwide, In-Seat attendance was down, and more students were chronically absent. Attendance metrics by District and grade for SY20-21 are:
 - In-Seat Attendance was 87.6%
 - PK: 78.9%
 - K-5: 91.1%
 - 6-8: 92.2%
 - 9-12: 82.9%
 - 32.8% of students were chronically absent
 - PK: 56.1%
 - K-5: 26.0%
 - 6-8: 23.0%
 - 9-12: 41.0%
 - 39.5% of students were chronically truant
 - K-5: 37.5%
 - 6-8: 35.7%
 - 9-12: 47.2%

- As the year went on and more in-person programming options were added (both full In-Person Learning and CARE classrooms), students’ in-person attendance¹ continued to rise.

	Full Year	T1	T2	T3	T4
In-Seat Attendance (all daily attendance – IPL and Virtual)	87.6%	93.5%	88.7%	87.3%	81.4%
In-Person (IP) Attendance (CARE and IPL)	82.2%	n/a	65.2%	80.7%	84.1%

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 SY20-21². 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	4,185	1,292	31%	665	16%	606	14%	1,193	29%
1	4,153	1,473	35%	586	14%	536	13%	1,008	24%
2	4,088	1,504	37%	592	14%	486	12%	887	22%
3	4,107	1,557	38%	595	14%	517	13%	788	19%
4	4,003	1,465	37%	589	15%	541	14%	672	17%
5	3,743	1,379	37%	674	18%	575	15%	719	19%
6	2,916	1,055	36%	523	18%	380	13%	431	15%
7	3,007	1,064	35%	536	18%	412	14%	562	19%
8	3,026	940	31%	637	21%	553	18%	632	21%
9	3,599	820	23%	476	13%	507	14%	1,396	39%
10	3,032	840	28%	393	13%	435	14%	945	31%
11	2,186	648	30%	298	14%	345	16%	572	26%
12	1,847	602	33%	268	15%	293	16%	309	17%
CE	180	37	21%	27	15%	29	16%	63	35%
Total³	44,075	14,678	33%	6,859	16%	6,215	14%	10,177	23%

¹ Data labeled here as “In-Person Attendance” is based on who was physically present for their In-Person Learning (IPL) or CARE class. This is not the same daily attendance metric used for daily attendance calculations.

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 2020-21. Evening students and students who are not compulsory-aged are not included. This data is further disaggregated in Appendix A of this report.

³ 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 families with supports for students who present a consistent pattern of non-attendance. SST members included attendance counselors or designees, and the following people as determined to be needed: administrators, school counselors, social workers, school nurses and other relevant school level support staff. These individuals 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. Due to the sheer volume of SSTs that are required and challenges to schedule this type of meeting, many SSTs were held with an attendance POC and the family, especially at the secondary level. School noted that the most common barriers identified by families were academics, housing, family issues, health and illness, child-care, technology, and connectivity matters.

In SY20-21, DCPS piloted a new, evidence-based multi-tiered intervention process, the Multi-Tiered System of Supports (MTSS). MTSS is a nationally recognized, evidence-based intervention framework designed to help schools identify struggling students early and timely, using a “whole child” approach. With MTSS, academic, behavior, and attendance challenges are considered holistically in order to differentiate supports that are meaningful and impactful at both a systemic and individual level. Data is considered to inform universal supports at the “Tier I” level, and progress data continues to be reviewed to determine whether students need more targeted, “Tier II” support, or intensive individualized, “Tier III” support.

As DCPS works to support continuous recovery from the pandemic and ensure acceleration for students most impacted, MTSS is being introduced District-wide for the upcoming school year. As a part of this systemic approach, DCPS is considering attendance intervention through the MTSS teaming and planning process, as follows:

- At 5 days of unexcused absences, a “Student Attendance Conference (SAC)” will take place between the school attendance POC and the student parent/guardian, to identify root causes to attendance challenges and provide interventions.
- Additionally, school MTSS leadership teams will receive student attendance data for students with 5 days or more of unexcused absence, along with outcomes from SAC discussions. This information will be incorporated into the MTSS weekly leadership meeting review and will be 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 that by integrating attendance intervention and planning into the integrated and comprehensive, whole-school, data-driven planning process of MTSS, interventions will be more coherent and meaningful for students, and outcomes will be more impactful.

In SY20-21, 16,703 students accrued 5 or more unexcused absences within a term, resulting in attendance 16,703 SST referrals for this school year. DCPS held SST meetings for 14,396 of these

students (86%). In SY19-20⁴, through March 13, 2020, 10,342⁵ students accrued 5 or more unexcused absences within a term resulting in attendance SST referrals. DCPS held SST meetings for 7,822 of these students (76%). At end-of-year (EOY) SY18-19, 13,064 students accrued 5 or more unexcused absences within a term resulting in SST referrals. DCPS held SST meetings for 10,321 of these students (79%).

DCPS attendance SSTs implemented a mostly virtual array of strategies to eliminate or reduce the number of unexcused absences – including making calls and issuing texts or emails to families, conducting virtual 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 Child and Family Services Agency (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 to all stakeholders regarding the importance of students attending school on time every day.

Referrals to Child and Family Services Agency (CFSA)

In SY20-21, 6,007 of the 9,772 eligible students (62%)⁶ were referred to CFSA for educational neglect. Due to pandemic-related issues, many more students became eligible for this referral. Through March 13, 2020, 1,816 of the 2,445 eligible students (74%)⁷ 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. During the pandemic, CFSA referrals were a challenge for school staff. Staff time was primarily focused on family outreach, with the goal of addressing the issues families presented as they traversed the ever-changing hybrid learning environment.

It should also be noted that due to the influx of reports for potential educational neglect and the city-wide attendance issues caused by the COVID-19 pandemic, CFSA modified the referral process to request that DCPS not refer students who missed primarily Wednesdays (independent workdays for students during the virtual learning only period) or those who shared that technology challenges or

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.

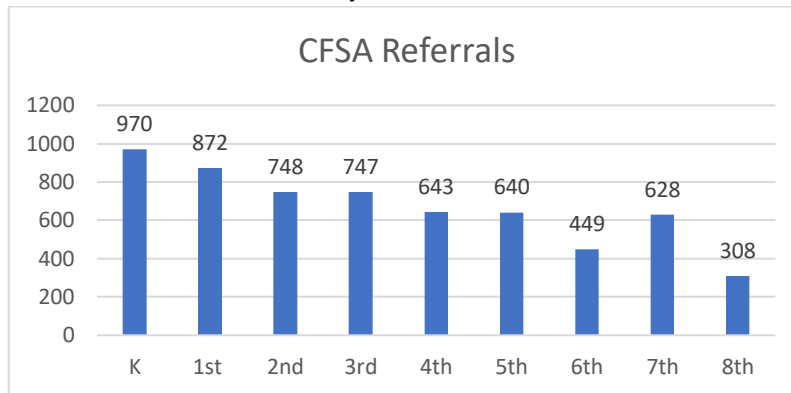
⁶ These CFSA numbers are reflective of any student throughout the course of the year (inclusive of students who are no longer enrolled in DCPS) who met criteria for requiring a CFSA referral, and subsequently received one. An additional 407 discretionary CFSA referrals were made for students who did not meet the attendance criteria.

⁷ These CFSA numbers are reflective of any student throughout the course of the year (inclusive of students who are no longer enrolled in DCPS) who met criteria for requiring a CFSA referral, and subsequently received one. An additional 310 discretionary 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 discretionary CFSA referral were made for students who did not meet the attendance criteria.

access issues were the reasons for their absences. Additionally, CFSA determined that there were periods when it would only accept cases for families with recent substantiation for Educational Neglect (last SY or Present SY) or those with recent concerns for other allegations of abuse or neglect. The table below illustrates the distribution of referrals to CFSA across grade levels. The highest number of referrals was made for kindergarten students, which has been a consistent trend for the past few years. Although kindergarten marks the first full year of compulsory school attendance, there are many reasons that absence rates are highest for kindergarteners. There is a view that kindergarten is not as important as later elementary, middle school and high school. Additionally, there are health care and attendance aversion issues that also come into play. DCPS recognizes that early intervention and instilling good habits of regular school attendance in early grades is critical to preventing truancy. DCPS also recognizes that some families struggle with understanding the legal shift for compulsory attendance requirements and has sought to use back to school forums, Parent University, and other opportunities to educate parents regarding the importance of kindergarten and share resources that can help with these concerns. Additionally, DCPS continues to communicate 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: 2020-21 School Year CFSA Referrals by Grade⁹



Referrals to the Judicial System

In SY20-21, DCPS referred 1,229 of the 4,253¹⁰ eligible students (29%)¹¹ to DC Superior Court Social Services. DCPS is noting the increased number of required referrals due to attendance dips during the health emergency. In SY 19-20, (through March 13, 2020) DCPS referred 422 of the 1,095 eligible students (39%)¹² to DC Superior Court Social Services. At EOY SY18-19, which was the last full year of

⁹ Grades where students received fewer than 10 CFSA referrals and are excluded from Figure 1.

¹⁰ 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.

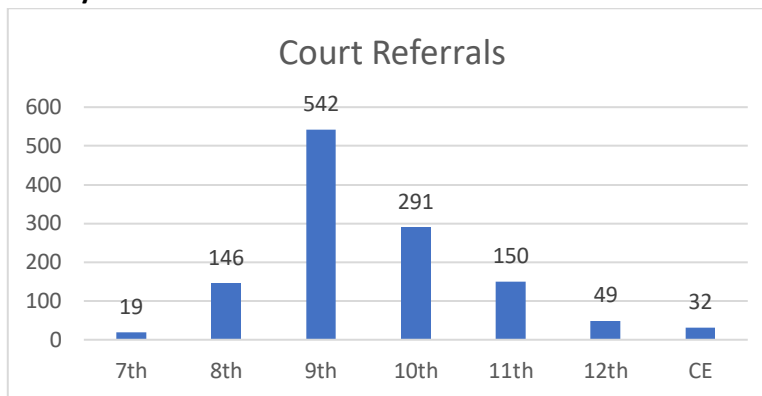
¹¹ These Court numbers are reflective of any student throughout the course of the year (inclusive of students who are no longer enrolled in DCPS) who met criteria for requiring a Court referral, and subsequently received one. An additional 29 discretionary Court referrals were made for students who did not meet the attendance criteria.

¹² 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 wellbeing of students at home, in partnership with CFSA.

instruction pre-public health emergency, DCPS referred 530 of 1,603 eligible students (33%)¹³ to DC Superior Court Social Services. This process continues to be time intensive as referrals require schools 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). This process was also slowed by staff’s focus on families’ needs during the pandemic and their belief that a court referral may not have been the best path in light of reduced court capacity and staffing.

The table below illustrates the distribution of referrals to court for SY20-21. In keeping with past years, the largest number of referrals was made to address absences at the ninth-grade level.

Figure 2: Court Referrals by Grade



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)¹⁴;
- 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;

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

¹⁴ 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.

- 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.

Strategies for Improvement

Strategies for Improvement in SY20-21

Given the public health emergency, SY20-21 as expected, looked different. Despite this challenge, DCPS remained committed to working with students, families, and schools to ensure attendance remained a priority. DCPS continued to require all stakeholders, including administrators, teachers, students, support staff, parents, and community partners, to understand chronic absence and its role in student academic achievement. We worked to create a welcoming and engaging school environment that emphasizes building relationships with families and stresses the importance of participating in instruction every day. Schools will be expected to utilize additional measures beyond daily attendance as indicators of student engagement in learning. These include encouraging participation in live classes, access and utilization of other learning platforms, submission of assignments, and conducting student and family outreach efforts. To further foster this effort, we cultivated a culture that linked attendance and academic achievement by keeping close tabs on attendance data trends, providing professional development, engaging parents, and working with community providers to identify strategies to remove barriers to attendance. In addition to traditional strategies, DCPS also focused on adapting routine

procedures for a virtual environment and develop strategies to address challenges students and their families faced. Based on information from formal and informal feedback channels, school staff identified four main challenges that families experienced during virtual instruction: rising mental health concerns among students, a lack of access to technology or internet, inconsistent communication between schools and families, and difficulties associated with serving students with disabilities and English learners. Knowing this, DCPS offered staff techniques to effectively mitigate these barriers.

Additionally, we implemented the following plans to undergird our attendance work:

- District leadership began work on revising school attendance policies and procedures to remove practices and procedures that resulted in inequitable or disparate impacts for our students. During this period, DCPS also worked to define, understand, and promote equity so that we could eliminate opportunity gaps and systematically interrupt institutional bias. Additionally, leadership fostered continuous improvement and accountability by regularly reviewing district data on chronic absence in relation to student performance to ensure that both the District and School Improvement Plans include strategies and goals for addressing chronic absence.
- The Chancellor continued to elevate the importance of this work by regularly interfacing with the designated cabinet-level administrator who leads and facilitates the district's attendance efforts.
- Central Office successfully joined the attendance efforts and established leadership responsibility for ensuring the district 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.
- As noted prior, DCPS continued to expand its Multi-Tiered System of Supports (MTSS), our evidence-based intervention system that aligns social-emotional and academic development to address the needs of the whole child. DCPS expects a full roll-out of this program in SY21-22. Until then, we continue to place a special emphasis on Tier I universal strategies, which are utilized to support consistent daily attendance for all students. Tier II interventions are designed to provide targeted support for students who need more support to avoid chronic absenteeism, and Tier III offers intensive support for students facing the greatest obstacles to consistent attendance. A system, Panorama, to capture the provided supports was designed and is currently being used by stakeholders.
- DCPS also focused on more cohesive collaboration between the Attendance Team and the Office of School Improvement and Supports (OSIS). The OSIS mission is to ensure DCPS supports its schools and students to succeed and to meet the Goals of our Strategic Plan. The Office has worked to accelerate the number of excellent schools through school transformation, including design, partnerships, Connected Schools, and Comprehensive School Planning (CSP). The Office develops, aligns, and delivers high-quality supports to ensure students, particularly students furthest away from opportunity, are in school, able to engage in rigorous learning, and have a joyous educational environment.
- Principals have implemented 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.

- For the third 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.
- Central Office Attendance Teams work with 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 continued its 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.
- In response to overall decline in attendance and inconsistent Wednesday logins, DCPS decided to temporarily suspend its nudge letter and kindergarten postcard work with Harvard University's Proving Ground and in its place, pilot an initiative that was better suited to support virtual and hybrid learning matters. Kinvoled, Proving Ground, and DCPS worked together to implement a family communication program designed to reduce student absenteeism in the classroom on Wednesdays, motivate student engagement and attendance during remote learning periods for students in kindergarten through ninth grade within District of Columbia Public Schools. Proving Ground conducted an evaluation of this initiative and indicated that this intervention demonstrated an estimated reduction of 8% in student absences.
- DCPS also joined efforts with InClassToday, as supported by the Deputy Mayor for Education, to implement a family communication pilot program designed to reduce student absenteeism in the classroom, motivate student engagement and attendance during remote learning periods and periods of transition, and motivate returning to school for ninth graders. The program included both mailed communications and electronic communications messages to a select group of our families. InClassToday indicated 3385 families were reached by mail or text and 1,249 absences were prevented.
- DCPS enhanced its work around the Chronic Absenteeism Reduction Effort (CARE). This is a partnership between DCPS, Children's National Hospital and the Office of State Superintendent of Education (OSSE). The CARE program offers DCPS families at six schools (Bancroft Elementary, Cardozo Education Campus, Columbia Heights Education Campus, H.D. Cooke Elementary, Marie Reed Elementary and Powell Elementary) the opportunity to give consent for their child's attendance data to be shared with the child's health provider. This sharing allows physicians to monitor patients' attendance records to better manage health concerns that may be interfering with regular school attendance.
- For this school year, DCPS reframed the partnership with the Child and Family Services (CFSA) created in December 2019. CFSA and DCPS jointly decided to focus on locating dis-enrolled students and providing CFSA additional resources to address the ever-increasing number of referrals.
- DCPS also worked closely with the Show Up, Stand Out (SUSO) Program to support our families and reduce truancy. SUSO and its community-based organizations provided identified students and families with food, hygiene products, referrals to child-care center and safe transportation,

and PPE. SUSO helped to keep parents abreast of new DCPS policies and encourages students to engage in learning.

- During this school year, DCPS used roll-over funds from a grant from OSSE to support the continuation 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 used these funds to combat chronic truancy, assist families with pandemic related needs, improve community relations, provide mental health support, and assist with student achievement on the state ELA assessments.
- As noted in last year's report, during our strategic planning for SY20-21, the Attendance Team conducted a review of trend data and identified areas of needed growth. Based on this assessment, for SY20-21, the Attendance Team took 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 and outlined several focus areas for its work. During the health emergency, the team's efforts were redirected to designing, building, and implementing new systems for virtual and hybrid learning and supporting school staff learn these systems. As such, most of these efforts were delayed and will become the focus for SY21-22.

Strategies for Improvement in SY21-22

In SY21-22, DCPS will continue to improve and update data integrity, messaging, and systems to better position schools to combat chronic absenteeism. DCPS will also implement a series of research-based initiatives to provide differentiated supports to schools and students. Highlights are summarized below.

For the fourth year, DCPS will ensure that schools incorporated attendance strategies as part of their Comprehensive School Plan. The Comprehensive School Plan establishes annual improvement goals for each school. This past Spring, each school completed a self-assessment on attendance practices, to be sure that their plans are designed to have student supports that are aligned to needs. During SY21-22, Instructional superintendents and the Attendance team will monitor these plans.

As noted earlier in the report, DCPS has refined the Continuous Improvement Framework for this year, to ensure that attendance data is reviewed, and challenges addressed proactively.

As previously mentioned, DCPS entered 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 assisted DCPS staff to connect with some 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. DCPS expects to re-start this program in the Fall.

In SY19-20, DCPS partnered with the Deputy Mayor for Education (DME), to pilot the Kinvoled Attendance Intervention Program that provided classrooms in three DCPS schools access to KiNVO, a

mobile-based platform, which allows for increased two-way communication between teachers and parents around student attendance and promotes parents' awareness of potential attendance supports. Based on positive parent and school leadership feedback, DCPS funded this program at Anacostia H.S. and Columbia Heights Education Campus during SY 20-21. We are happy to announce that the Deputy Mayor for Education has agreed to fund this partnership for more of our schools during SY21-22.

DCPS will also be joining forces with the Deputy Mayor for Education to support the Safe Passage work with our participation in the Safe Blocks and SchoolConnect Program. Specifically, DCPS schools across the District will be participating in the Safe Blocks program, which places a trained, trusted adult in the communities surrounding the schools to support student safety as they travel to and from school. In the upcoming school year, an additional 12 DCPS schools are participating in the SchoolConnect program which provides shuttle services to and from 12 DCPS schools located in Wards 7 & 8.

DCPS will continue its efforts with the Show Up, Stand Out (SUSO) Program to support our families and reduce truancy. SUSO is expected to support students in 51 of our elementary/middle school. The goal of the program is to intervene with families early to identify barriers to attendance and provide needed supports and interventions. As conditions permit, they will help with home visits and attendance conferences.

Although the contract between DCPS and Proving Ground has ended, DCPS will use the learnings from this partnership to provide continued support to families. Given the results of the 2019 pilot that revealed that personalized letters are, in fact, an effective way to reduce absences, DCPS intends to send individualized letters to a subset of students and families who have a history of absences. This process will start with a welcome back to school letter from the Chancellor. This letter will provide families with last year's attendance rates for their student(s) and emphasize the importance of attendance. Subsequent letters will be periodically issued and will include individualized attendance data, address learning lost and emphasize the importance of reducing excused and unexcused absences.

In SY19-20, DCPS expanded its work with Proving Ground and piloted a research-based Postcard Project across three (3) clusters. 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. 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 but halted this work 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. For SY21-22, schools have been offered the postcard as a strategy they may select to include in their CSP.

As per best practice, DCPS will continue 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 will continue to receive data on chronic absenteeism in their buildings, as this data is far more actionable. The following is a list of strategies schools used to improve attendance:

- In 2019 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. For SY21-22, DCPS is expanding its Cluster Support Model to focus on students furthest from opportunity. We believe that our instructional superintendents, who work between schools and Central Office, are best positioned to address challenges. This will include allocating additional funding toward realigning key Central Office supports around 10 clusters next school year. Each cluster will have designated staff support in key areas: academics, data, attendance, operations, special education, and technology. The Cluster Support Model will focus specifically on the Anacostia and Ballou feeder patterns to ensure that these schools receive amplified support and attention. These schools will receive community-aligned supports within a smaller cohort. Central Office specialists will support schools with instructional development, data analysis, and with other student-focused interventions. The overall goal of this structure will provide resources that are more responsive and aligned to schools' needs.
- Ensuring that each school has identified attendance staff to identify and catch problems early. These staff members will monitor student attendance, uncover 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, respond to intervention warning flags for specific numbers of absences, meaningfully involve the MTSS leadership team in weekly review of student attendance concerns so they can partner with attendance staff to devise proper supports for students and determine when it is best to refer students to the larger MTSS process.

Given the change to this process, emphasis will be placed on training on this new process, re-emphasizing the importance of creating robust attendance plans, timely engaging leadership and creating meaningful interventions. Attendance staff, in consultation with leadership, will be required to monitor students' progress to see if attendance goals are being met or if further action or referral to MTSS process is required.

- Attendance staff will work to build schools' positive culture, so students become more invested in their learning and excited about attending school. DCPS will have ongoing 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 (PBIS) and Social and Emotional Learning (SEL). Culture at the class level will be addressed by the MTSS process. We recognize that MTSS helps districts and schools create positive environments and the conditions for learning for all students, which in turn, can improve and maintain positive school culture and climate. As such, DCPS' Attendance and MTSS teams will work together to foster our attendance work. Additionally, the DME will offer support to DCPS as they work to streamline this process in their work on addressing chronic absenteeism.
- Attendance Specialists will continue to focus their supports on schools with intensive attendance concerns. This included school visits to check for attendance best practices and rigorous analysis of attendance data and practices within our schools experiencing chronic absenteeism. After completion of these reviews, the DCPS Central Office attendance team provided recommendations and support to improve attendance team structures, created an

attendance plan, and provided professional development on best practices for supporting students. DCPS will start the school year with a set of identified schools that need intensive support. This designation was based on a data review performed by the Attendance Team and vetted with Instructional Superintendents.

The following schools have been designated to receive this intensive support for SY21-22:

- **Elementary Schools:** Boone ES, Malcolm X ES, Savoy ES, Stanton ES, Burrville ES, Nalle ES, Leckie ES, Patterson ES, King ES, Smothers ES, Houston ES, Tubman ES, Tyler ES, Thomas ES, Ketcham ES, Hendley ES, Takoma ES, Langdon ES, Raymond ES, and Simon ES
- **Education Campuses:** River Terrace
- **Middle Schools:** Kelly Miller MS and Ida B. Wells MS
- **High Schools:** Anacostia HS, Ballou HS, Ballou STAY, H.D. Woodson HS, Luke C. Moore, Roosevelt STAY, Coolidge HS, and Dunbar HS

In SY21-22 DCPS will continue to have a robust team of cluster-based school support model that will include members of the attendance team. In their key leadership roles, Instructional Superintendents will continue to guide and direct supports to schools in a more holistic manner so they can quickly address concerns and augment 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 anticipates that this model will accelerate change and result in improved student outcomes, particularly for students furthest from opportunity.

Based on strategic planning for SY20-21, the Attendance Team took 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 and outlined several focus areas for its work. The team will re-direct its focus to executing this plan that was halted to address pandemic related matters. The areas of focus include: sharing clear strategies for re-engaging students going into SY21-22, devising best practices around the use of MTSS and SAC processes to intervene early and support students, providing foundational day-to-day support that include guidance for data use and ensuring data quality, providing a data review protocol and guidance for school-based attendance staff, updating and revising exiting policies and guidance documents, and helping schools to achieve appropriate staffing.

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 Flamboyant Foundation have taken place, with the goal of ensuring better coordination of partnership work. DCPS would also like to highlight the expansion of school-based mental health professionals in schools. We expect that this will increase schools' ability to address issues students may have as a result of the pandemic that could lead to them missing school. For some of the initiatives previously implemented, 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 creating supportive learning environments where all students can thrive academically and socially. DCPS is committed to engaging and educating our schools, students, and parents about the importance of regular attendance and the important role each of us plays. DCPS believes that intensified 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, MTSS, trauma informed practices, restorative justice, and continued strengthening of foundational policies and procedures will result in increased attendance and accelerated student learning in SY21-22.

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	% 1-5 Absences	# 6-10 Absences	% 6-10 Absences	# 11-20 Absences	% 11-20 Absences	# 21+ Absences	% 21+ Absences
Aiton ES	172	20	12%	28	16%	48	28%	76	44%
Amidon-Bowen ES	260	102	39%	57	22%	26	10%	48	18%
Anacostia HS	309	28	9%	21	7%	64	21%	190	61%
Ballou HS	633	78	12%	68	11%	131	21%	330	52%
Ballou STAY	90	n<10	n<10	n<10	n<10	n<10	n<10	70	78%
Bancroft ES	539	286	53%	86	16%	48	9%	21	4%
Bard High School Early College DC	265	140	53%	41	15%	29	11%	16	6%
Barnard ES	490	204	42%	50	10%	42	9%	72	15%
Beers ES	386	100	26%	61	16%	63	16%	119	31%
Benjamin Banneker HS	550	258	47%	53	10%	12	2%	n<10	n<10
Brent ES	371	222	60%	40	11%	11	3%	n<10	n<10
Brightwood EC	557	228	41%	75	13%	59	11%	53	10%
Brookland MS	359	203	57%	103	29%	13	4%	27	8%
Browne EC	350	142	41%	102	29%	31	9%	61	17%
Bruce-Monroe ES @ Park View	384	144	38%	76	20%	72	19%	33	9%
Bunker Hill ES	159	67	42%	19	12%	11	7%	28	18%
Burroughs ES	202	79	39%	42	21%	22	11%	39	19%
Burrville ES	215	17	8%	31	14%	38	18%	127	59%
C.W. Harris ES	201	64	32%	49	24%	31	15%	53	26%
Cap Hill Montessori @ Logan	263	74	28%	65	25%	43	16%	35	13%
Cardozo EC	584	110	19%	80	14%	123	21%	248	42%
Cleveland ES	234	78	33%	41	18%	51	22%	45	19%
Columbia Heights EC (CHEC)	1436	395	28%	245	17%	278	19%	414	29%
Coolidge HS	563	91	16%	71	13%	100	18%	283	50%
Deal MS	1496	726	49%	199	13%	76	5%	38	3%
Dorothy I. Height ES	339	127	37%	66	19%	41	12%	56	17%
Drew ES	181	30	17%	18	10%	26	14%	103	57%
Dunbar HS	674	81	12%	74	11%	127	19%	381	57%
Eastern HS	705	118	17%	101	14%	118	17%	329	47%
Eaton ES	400	230	58%	52	13%	11	3%	12	3%
Eliot-Hine MS	273	69	25%	45	16%	70	26%	66	24%
Ellington School of the Arts	585	170	29%	140	24%	115	20%	106	18%
Excel Academy	399	155	39%	90	23%	33	8%	75	19%

2020-21 Annual Attendance Report

Garfield ES	233	23	10%	72	31%	71	30%	64	27%
Garrison ES	236	66	28%	42	18%	43	18%	70	30%
H.D. Cooke ES	321	108	34%	53	17%	70	22%	55	17%
Hardy MS	526	220	42%	138	26%	84	16%	25	5%
Hart MS	495	101	20%	174	35%	143	29%	68	14%
Hearst ES	310	151	49%	24	8%	13	4%	n<10	n<10
Hendley ES	285	15	5%	39	14%	74	26%	155	54%
Houston ES	206	44	21%	32	16%	34	17%	90	44%
Hyde-Addison ES	341	155	45%	51	15%	36	11%	23	7%
Ida B. Wells MS	380	165	43%	54	14%	34	9%	55	14%
J.O. Wilson ES	350	103	29%	63	18%	68	19%	93	27%
Janney ES	639	289	45%	35	5%	10	2%	n<10	n<10
Jefferson MS Academy	381	99	26%	100	26%	83	22%	78	20%
Johnson, John Hayden MS	373	62	17%	64	17%	105	28%	128	34%
Kelly Miller MS	523	57	11%	71	14%	122	23%	265	51%
Ketcham ES	267	42	16%	36	13%	51	19%	131	49%
Key ES	331	217	66%	42	13%	20	6%	18	5%
Kimball ES	320	28	9%	39	12%	77	24%	175	55%
King, M.L. ES	243	58	24%	47	19%	44	18%	90	37%
Kramer MS	254	n<10	n<10	24	9%	59	23%	159	63%
Lafayette ES	848	504	59%	126	15%	72	8%	38	4%
Langdon ES	285	84	29%	44	15%	69	24%	66	23%
Langley ES	224	53	24%	24	11%	46	21%	91	41%
LaSalle-Backus EC	254	88	35%	43	17%	31	12%	57	22%
Lawrence E. Boone ES	344	64	19%	52	15%	65	19%	154	45%
Leckie EC	398	82	21%	44	11%	88	22%	158	40%
Ludlow-Taylor ES	348	112	32%	64	18%	66	19%	83	24%
Luke Moore Alternative HS	78	n<10	n<10	n<10	n<10	12	15%	55	71%
MacFarland MS	675	174	26%	117	17%	117	17%	187	28%
Malcolm X ES @ Green	185	n<10	n<10	24	13%	35	19%	119	64%
Mann ES	366	185	51%	44	12%	28	8%	13	4%
Marie Reed ES	363	170	47%	75	21%	44	12%	35	10%
Maury ES	418	225	54%	31	7%	21	5%	18	4%
McKinley MS	292	132	45%	64	22%	34	12%	52	18%
McKinley Technology HS	692	335	48%	129	19%	71	10%	23	3%
Miner ES	289	75	26%	42	15%	70	24%	86	30%
Moten ES	188	27	14%	51	27%	35	19%	71	38%
Murch ES	564	404	72%	41	7%	16	3%	n<10	n<10
Nalle ES	257	27	11%	52	20%	60	23%	118	46%
Noyes ES	180	47	26%	41	23%	28	16%	57	32%
Oyster-Adams Bilingual	705	269	38%	16	2%	n<10	n<10	n<10	n<10
Patterson ES	263	26	10%	59	22%	31	12%	145	55%
Payne ES	249	101	41%	54	22%	16	6%	41	16%
Peabody ES (Capitol Hill Clus)	82	28	34%	24	29%	17	21%	n<10	n<10
Phelps ACE HS	278	130	47%	51	18%	41	15%	n<10	n<10
Plummer ES	204	36	18%	25	12%	24	12%	117	57%
Powell ES	456	178	39%	92	20%	71	16%	41	9%
Randle Highlands ES	255	34	13%	42	16%	68	27%	110	43%

2020-21 Annual Attendance Report

Raymond EC	375	109	29%	54	14%	81	22%	111	30%
River Terrace	56	11	20%	n<10	n<10	n<10	n<10	17	30%
Ron Brown High School	216	40	19%	38	18%	52	24%	76	35%
Roosevelt High School	729	142	19%	93	13%	141	19%	300	41%
Roosevelt STAY	145	16	11%	11	8%	15	10%	100	69%
Ross ES	158	78	49%	11	7%	n<10	n<10	n<10	n<10
Savoy ES	225	n<10	n<10	10	4%	39	17%	170	76%
School Without Walls HS	600	204	34%	13	2%	n<10	n<10	n<10	n<10
School-Within-School @ Goding	238	135	57%	34	14%	n<10	n<10	n<10	n<10
Seaton ES	280	110	39%	37	13%	20	7%	42	15%
Shepherd ES	315	150	48%	45	14%	38	12%	16	5%
Simon ES	208	30	14%	29	14%	43	21%	101	49%
Smothers ES	177	21	12%	25	14%	39	22%	86	49%
Sousa MS	285	105	37%	75	26%	38	13%	43	15%
Stanton ES	323	39	12%	51	16%	64	20%	167	52%
Stoddert ES	430	214	50%	36	8%	28	7%	n<10	n<10
Stuart-Hobson MS	523	196	37%	114	22%	71	14%	56	11%
SWW @ Francis Stevens	536	223	42%	121	23%	92	17%	65	12%
Takoma EC	381	101	27%	63	17%	72	19%	115	30%
Thomas ES	251	42	17%	33	13%	55	22%	113	45%
Thomson ES	229	144	63%	21	9%	n<10	n<10	n<10	n<10
Truesdell EC	382	146	38%	48	13%	40	10%	54	14%
Tubman ES	495	132	27%	86	17%	103	21%	105	21%
Turner ES	436	48	11%	56	13%	91	21%	237	54%
Tyler ES	416	185	44%	56	13%	41	10%	86	21%
Van Ness ES	307	97	32%	61	20%	61	20%	60	20%
Walker-Jones EC	332	102	31%	71	21%	53	16%	76	23%
Watkins ES (Capitol Hill Clus)	452	277	61%	88	19%	20	4%	10	2%
West EC	244	100	41%	49	20%	23	9%	32	13%
Wheatley EC	263	65	25%	49	19%	43	16%	95	36%
Whittier EC	272	102	38%	57	21%	29	11%	64	24%
Wilson HS	1910	767	40%	303	16%	226	12%	237	12%
Woodson, H.D. HS	417	48	12%	32	8%	74	18%	258	62%
Youth Services Center	91	40	44%	n<10	n<10	n<10	n<10	n<10	n<10

Figure 2: SST Compliance – By School

School Name	SST Required	SST Complete	SST Compliance
Aiton ES	110	98	89%
Amidon-Bowen ES	59	59	100%
Anacostia HS	271	265	98%
Ballou HS	474	472	100%
Ballou STAY HS	83	52	63%

2020-21 Annual Attendance Report

Bancroft ES	101	74	73%
Bard High School Early College DC (Bard DC)	57	47	82%
Barnard ES	127	104	82%
Beers ES	171	171	100%
Benjamin Banneker HS	22	20	91%
Boone ES	215	137	64%
Brent ES	18	14	78%
Brightwood EC	119	112	94%
Brookland MS	34	27	79%
Browne EC	80	69	86%
Bruce-Monroe ES @ Park View	111	108	97%
Bunker Hill ES	35	35	100%
Burroughs ES	62	55	89%
Burrville ES	147	136	93%
C.W. Harris ES	73	73	100%
Capitol Hill Montessori School @ Logan	78	76	97%
Cardozo EC	365	202	55%
Cleveland ES	99	83	84%
Columbia Heights EC (CHEC)	731	622	85%
Coolidge HS	396	116	29%
Deal MS	132	124	94%
Dorothy I. Height ES	103	92	89%
Drew ES	126	126	100%
Duke Ellington School of the Arts	247	232	94%
Dunbar HS	507	498	98%
Eastern HS	455	440	97%
Eaton ES	32	28	88%
Eliot-Hine MS	133	127	95%
Excel Academy	123	123	100%
Garfield ES	104	103	99%
Garrison ES	117	97	83%
H.D. Cooke ES	132	98	74%
Hardy MS	127	87	69%
Hart MS	169	165	98%
Hearst ES	31	19	61%
Hendley ES	205	180	88%
Houston ES	129	120	93%
Hyde-Addison ES	74	63	85%
Ida B. Wells Middle School	82	81	99%
J.O. Wilson ES	168	120	71%
Janney ES	36	8	22%
Jefferson Middle School Academy	171	160	94%
Johnson John Hayden MS	206	206	100%
Kelly Miller MS	354	328	93%
Ketcham ES	177	177	100%

2020-21 Annual Attendance Report

Key ES	46	9	20%
Kimball ES	239	236	99%
King M.L. ES	128	127	99%
Kramer MS	214	169	79%
Lafayette ES	145	95	66%
Langdon ES	134	93	69%
Langley ES	129	128	99%
LaSalle-Backus EC	93	90	97%
Leckie EC	241	134	56%
Ludlow-Taylor ES	158	107	68%
Luke C. Moore HS	72	66	92%
MacFarland MS	298	278	93%
Malcolm X ES @ Green	145	141	97%
Mann ES	59	32	54%
Marie Reed ES	82	81	99%
Maury ES	49	38	78%
McKinley MS	78	75	96%
McKinley Technology HS	112	104	93%
Miner ES	144	119	83%
Moten ES	101	98	97%
Murch ES	31	31	100%
Nalle ES	160	160	100%
Noyes ES	87	83	95%
Oyster-Adams Bilingual School	20	8	40%
Patterson ES	176	175	99%
Payne ES	66	57	86%
Peabody ES (Capitol Hill Cluster)	25	11	44%
Phelps Architecture Construction and Engineering HS	40	38	95%
Plummer ES	147	146	99%
Powell ES	122	110	90%
Randle Highlands ES	163	162	99%
Raymond EC	204	70	34%
River Terrace EC	20	18	90%
Ron Brown College Preparatory High School	126	121	96%
Roosevelt HS	463	444	96%
Roosevelt STAY HS	125	118	94%
Ross ES	11	10	91%
Savoy ES	190	168	88%
School Without Walls @ Francis-Stevens	168	154	92%
School Without Walls HS	11	10	91%
School-Within-School @ Goding	21	19	90%
Seaton ES	59	53	90%
Shepherd ES	68	0	0%
Simon ES	142	139	98%

Smothers ES	124	120	97%
Sousa MS	110	109	99%
Stanton ES	223	222	100%
Stoddert ES	53	45	85%
Stuart-Hobson MS (Capitol Hill Cluster)	139	128	92%
Takoma EC	189	176	93%
Thomas ES	160	159	99%
Thomson ES	11	11	100%
Truesdell EC	107	80	75%
Tubman ES	218	168	77%
Turner ES	318	310	97%
Tyler ES	129	109	84%
Van Ness ES	134	116	87%
Walker-Jones EC	122	122	100%
Watkins ES (Capitol Hill Cluster)	42	28	67%
West EC	65	59	91%
Wheatley EC	132	132	100%
Whittier EC	95	93	98%
Woodrow Wilson HS	495	350	71%
Woodson H.D. HS	329	305	93%
Youth Services Center	18	0	0%

Figure 3: CFSA Compliance - By School

School Name	CFSA - Required	CFSA - Complete	CFSA - Compliance
Aiton ES	108	96	89%
Amidon-Bowen ES	55	55	100%
Bancroft ES	69	42	61%
Barnard ES	107	35	33%
Beers ES	156	156	100%
Boone ES	202	1	1%
Brent ES	n<10	n<10	n<10
Brightwood EC	86	76	88%
Brookland MS	16	13	81%
Browne EC	58	25	43%
Bruce-Monroe ES @ Park View	98	62	63%
Bunker Hill ES	33	32	97%
Burroughs ES	55	50	91%
Burrville ES	144	106	74%
C.W. Harris ES	66	65	99%
Capitol Hill Montessori School @ Logan	65	58	89%
Cardozo EC	85	34	40%
Cleveland ES	85	0	0%

2020-21 Annual Attendance Report

Columbia Heights EC (CHEC)	133	93	70%
Deal MS	72	65	90%
Dorothy I. Height ES	87	57	66%
Drew ES	125	122	98%
Dunbar HS	n<10	n<10	n<10
Eaton ES	20	19	95%
Eliot-Hine MS	101	100	99%
Excel Academy	90	89	99%
Garfield ES	75	68	91%
Garrison ES	106	0	0%
H.D. Cooke ES	117	0	0%
Hardy MS	71	17	24%
Hart MS	66	62	94%
Hearst ES	19	6	32%
Hendley ES	202	135	67%
Houston ES	117	98	84%
Hyde-Addison ES	60	53	88%
Ida B. Wells Middle School	73	72	99%
J.O. Wilson ES	146	57	39%
Janney ES	13	0	0%
Jefferson Middle School Academy	111	107	96%
Johnson John Hayden MS	153	56	37%
Kelly Miller MS	278	206	74%
Ketcham ES	175	170	97%
Key ES	36	0	0%
Kimball ES	230	225	98%
King M.L. ES	123	118	96%
Kramer MS	181	25	14%
Lafayette ES	98	1	1%
Langdon ES	115	17	15%
Langley ES	131	130	99%
LaSalle-Backus EC	73	66	90%
Leckie EC	225	81	36%
Ludlow-Taylor ES	140	17	12%
MacFarland MS	236	140	59%
Malcolm X ES @ Green	140	69	49%
Mann ES	38	0	0%
Marie Reed ES	65	64	99%
Maury ES	30	25	83%
McKinley MS	41	37	90%
McKinley Technology HS	n<10	n<10	n<10
Miner ES	133	90	68%
Moten ES	91	89	98%
Murch ES	19	12	63%
Nalle ES	160	159	99%
Noyes ES	78	13	17%
Oyster-Adams Bilingual School	10	3	30%

Patterson ES	173	45	26%
Payne ES	48	42	88%
Peabody ES (Capitol Hill Cluster)	16	1	6%
Plummer ES	135	130	96%
Powell ES	101	46	46%
Randle Highlands ES	150	81	54%
Raymond EC	181	22	12%
River Terrace EC	n<10	n<10	n<10
Ross ES	n<10	n<10	n<10
Savoy ES	189	98	52%
School Without Walls @ Francis-Stevens	129	118	92%
School-Within-School @ Goding	13	13	100%
Seaton ES	51	48	94%
Shepherd ES	48	0	0%
Simon ES	132	57	43%
Smothers ES	121	107	88%
Sousa MS	73	71	97%
Stanton ES	212	179	84%
Stoddert ES	31	10	32%
Stuart-Hobson MS (Capitol Hill Cluster)	92	89	97%
Takoma EC	172	9	5%
Thomas ES	162	161	99%
Thomson ES	n<10	n<10	n<10
Truesdell EC	94	62	66%
Tubman ES	195	123	63%
Turner ES	309	100	32%
Tyler ES	122	0	0%
Van Ness ES	114	110	97%
Walker-Jones EC	111	71	64%
Watkins ES (Capitol Hill Cluster)	22	8	36%
West EC	53	49	93%
Wheatley EC	125	121	97%
Whittier EC	81	81	100%
Woodrow Wilson HS	n<10	n<10	n<10
Woodson H.D. HS	n<10	n<10	n<10
Youth Services Center	n<10	n<10	n<10

Figure 4: Court Compliance - By School

School Name	Court - Required	Court - Complete	Court - Compliance
Anacostia HS	216	110	51%
Ballou HS	380	136	36%
Ballou STAY HS	74	6	8%

2020-21 Annual Attendance Report

Bard High School Early College DC (Bard DC)	24	2	8%
Benjamin Banneker HS	n<10	n<10	n<10
Brightwood EC	n<10	n<10	n<10
Brookland MS	12	0	0%
Browne EC	n<10	n<10	n<10
Capitol Hill Montessori School @ Logan	n<10	n<10	n<10
Cardozo EC	234	17	7%
Columbia Heights EC (CHEC)	420	53	13%
Coolidge HS	319	0	0%
Deal MS	16	0	0%
Duke Ellington School of the Arts	143	0	0%
Dunbar HS	425	80	19%
Eastern HS	362	194	54%
Eliot-Hine MS	14	9	64%
Excel Academy	n<10	n<10	n<10
Hardy MS	n<10	n<10	n<10
Hart MS	11	11	100%
Ida B. Wells Middle School	n<10	n<10	n<10
Jefferson Middle School Academy	23	12	52%
Johnson John Hayden MS	27	24	89%
Kelly Miller MS	67	53	79%
Kramer MS	39	2	5%
LaSalle-Backus EC	11	4	36%
Leckie EC	10	2	20%
Luke C. Moore HS	59	37	63%
MacFarland MS	51	11	22%
McKinley MS	19	12	63%
McKinley Technology HS	30	4	13%
Phelps Architecture Construction and Engineering HS	n<10	n<10	n<10
River Terrace EC	10	5	50%
Ron Brown College Preparatory High School	97	49	51%
Roosevelt HS	360	309	86%
Roosevelt STAY HS	105	28	27%
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 (Capitol Hill Cluster)	18	3	17%
Takoma EC	n<10	n<10	n<10
Walker-Jones EC	n<10	n<10	n<10
Wheatley EC	n<10	n<10	n<10
Whittier EC	n<10	n<10	n<10
Woodrow Wilson HS	315	20	6%

2020-21 Annual Attendance Report

Woodson H.D. HS	288	7	2%
Youth Services Center	n<10	n<10	n<10