



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of the Chancellor

From: Dr. Amanda Alexander
Interim Chancellor, DC Public Schools

To: Mayor Muriel Bowser
Hanseul Kang, DC State Superintendent of Education

Date: September 11, 2018

Subject: DCPS Annual Truancy Report

At DCPS, we are committed to every student being educated in an excellent school by adults who love them and have high expectations for them to succeed. We are committed to partnering with stakeholders across the District to make certain that every student feels welcome and is encouraged to attend school every day.

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 2017-2018 to the Mayor and the Office of State the Superintendent of Education.



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Annual Truancy Report

September 2018

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 2017-2018 to the Mayor and the Office of State the Superintendent of Education. As required, the report reflects:

- The number of minors, with unexcused absences, categorized by grade, or equivalent grouping for ungraded schools for:
 - 1-5 days
 - 6-10 days
 - 11-20 days
 - 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) and (a-2).
- 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.

HIGHLIGHTS

During SY17-18, DCPS focused on creating and implementing a comprehensive District strategic attendance plan. The plan reflected DCPS' belief that the success and improvement of attendance goals depends on the collective efforts of all parties involved in schools, both internally and externally. DCPS also made several internal shifts in an effort to ensure that students are engaged at school. DCPS also worked to improve communication with families to both discourage absence and encourage attendance. DCPS messaged to its staff that everyone must believe that attendance is the first step towards student achievement and every DCPS stakeholder has a role to play in improving attendance. DCPS sought to accomplish its attendance goals through the following efforts:

- **Launching a unified communications strategy:** Providing school and district leaders with common language and talking points to emphasize the importance of attendance. This also included the creation of an attendance toolkit and best practices guidance with resources, presentation slides, and documents with clear protocols and expectations for school leaders.

- **Focusing on 100% attendance entry:** Ensuring that attendance taking policies are clear and back-end systems support a 100% accurate attendance record every day. This includes clarifying and communicating our attendance entry expectations and daily monitoring of schools who do not enter attendance each day.
- **Improving notifications to families:** Alerting families when students miss class. This includes updating the language in our absence letters to emphasize the academic impact of chronic absence and mailing them daily, sending alerts, making robocalls on a more frequent basis (period-by-period for secondary schools), and upgrading email and text messaging systems so teachers/schools can better keep families up to date on student absences.
- **Providing frequent and robust progress monitoring:** Compiling and sending essential compliance data and key attendance metrics to school and district leaders on a weekly basis to encourage continuous improvement cycles. DCPS is now publicly posting attendance data so our community can be aware of attendance trends.
- **Developing and implementing robust school-based supports:** Providing differentiated, research-based on the ground supports for schools in implementing our attendance protocol and helping Student Support Teams meet regularly to highlight and respond to student needs.

DISCUSSION OF DATA

The end of SY17-18 student attendance rates are noted below:

- DCPS ended SY17-18 with an In-Seat Attendance (ISA) rate of 88.9%, which is an 0.1% increase in ISA from last year's 88.8%¹ ISA rate.
- There were ISA increases in grades 1, 2, 3, 5, 9 and 12.
- The reported truancy rate increased for SY17-18, ending the year at 28.7%, which is a 2.1% increase from SY16-17 (26.6%).²
- While overall truancy increased from SY15-16 to SY17-18, the truancy rate dropped slightly in all high school grades.
- Some factors that appear to contribute to the increase in truancy rate are:
 - Increased unexcused absences in extended year schools
 - Improved compliance with the requirement to accept and process excuse documentation only if it is received within 5 days of the students' return to school, and
 - Increased attendance entry and accurate reporting of student attendance (94.1% in SY16-17 to 97.6% in SY17-18).

¹ In previous report submissions, "Stage 4" (enrolled but not registered) students were included in DCPS' reporting. In 2017, DCPS received a clarification from OSSE regarding reporting requirements. As of the date of this report, the methodology for calculating the ISA and truancy rates has been updated to align with these requirements. DCPS has recalculated the prior year's (SY16-17) ISA and truancy rates using the updated methodology and has included them in this report for the purpose of comparison. Last year DCPS reported 25.9%, which included stage 4 students. The change in calculation makes the SY16-17 truancy rate 26.6%.

² Id

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 5 through 17) enrolled in SY17-18).³

Table 1: Unexcused Absences Counting Toward Truancy by Grade

Grade	Truancy Age Students	# 1-5 Absences	% 1-5 Absences	# 6-10 Absences	% 6-10 Absences	# 11-20 Absences	% 11-20 Absences	# 21+ Absences	% 21+ Absences
K	4535	2247	50%	874	19%	510	11%	218	5%
1	4434	2298	52%	820	18%	435	10%	175	4%
2	4264	2237	52%	803	19%	414	10%	164	4%
3	4157	2246	54%	776	19%	387	9%	148	4%
4	4154	2181	53%	852	21%	407	10%	149	4%
5	3812	1986	52%	799	21%	379	10%	104	3%
6	2569	1122	44%	512	20%	395	15%	245	10%
7	2588	1156	45%	488	19%	367	14%	246	10%
8	2396	1088	45%	466	19%	352	15%	260	11%
9	3283	755	23%	518	16%	613	19%	1144	35%
10	2994	657	22%	479	16%	579	19%	1112	37%
11	2609	543	21%	365	14%	544	21%	999	38%
12	2224	570	26%	356	16%	397	18%	738	33%
CE ⁴	155	61	39%	33	21%	23	15%	27	17%
XX ⁵	26	<10	N/A	<10	N/A	<10	N/A	<10	N/A
Total⁶	44216	19157	43%	8150	18%	5808	13%	5739	13%

³ Chart includes the number of students who were eligible for chronic truancy in school year 2017-2018 – or those who had at least 10 days where they were registered and of compulsory age. Evening students and students who are not compulsory-aged are not included. These absences include full day and 80/20 absences. These data are further disaggregated in Appendix A of this report.

⁴ Certificate Option

⁵ Error code signifying a high school student whose grade is not able to be determined due to missing first ninth grade year entry in student information system.

⁶ Total: Certain grade categories (EX,G,O7H) were excluded from the total due to the need to exclude aggregate data with group sizes less than 10 and the limitations to confidentiality.

Student Support Teams

Attendance Student Support Teams (SSTs) are school-based, problem-solving teams that provide teachers, students and families with supports for students who present attendance concerns. Attendance SST members—including attendance staff, administrators, school counselors, social workers, school nurses and other relevant school level support staff, in addition to families, and sometimes students—use a collaborative process to: (1) assess student needs and set positive goals; (2) identify barriers to attendance; (3) recommend strategies that students, families, and school staff can implement to improve attendance; and (4) develop and monitor attendance support plans.

In SY17-18, 21,793⁷ students accrued 5 or more unexcused absences resulting in attendance SST referrals. DCPS held SST meetings for 15,368 of these students (71%). In SY16-17, 19,792 students accrued 5 or more unexcused absences resulting in 14,873 attendance SST meetings held (75%).

DCPS attendance SSTs implemented a variety of strategies to eliminate or reduce the number of unexcused absences – including making calls and issuing attendance letters to families, conducting parent conferences and home visits, developing attendance contracts with students and parents, providing school-based counseling, making referrals to community agencies and partners, providing attendance incentives and rewards programs, and making external referrals to Child and Family Services Agency (CFSA) and Court. The services provided to students to help reduce unexcused absences included the provision of clothing, transportation assistance, parenting classes, uniforms, child-care assistance, vision care, and referrals to school-based clinical staff, Department of Mental Health social workers and counselors, as well as other community-based organizations. Additionally, DCPS has increased its communication to all stakeholders regarding the importance of students attending school on time every day.

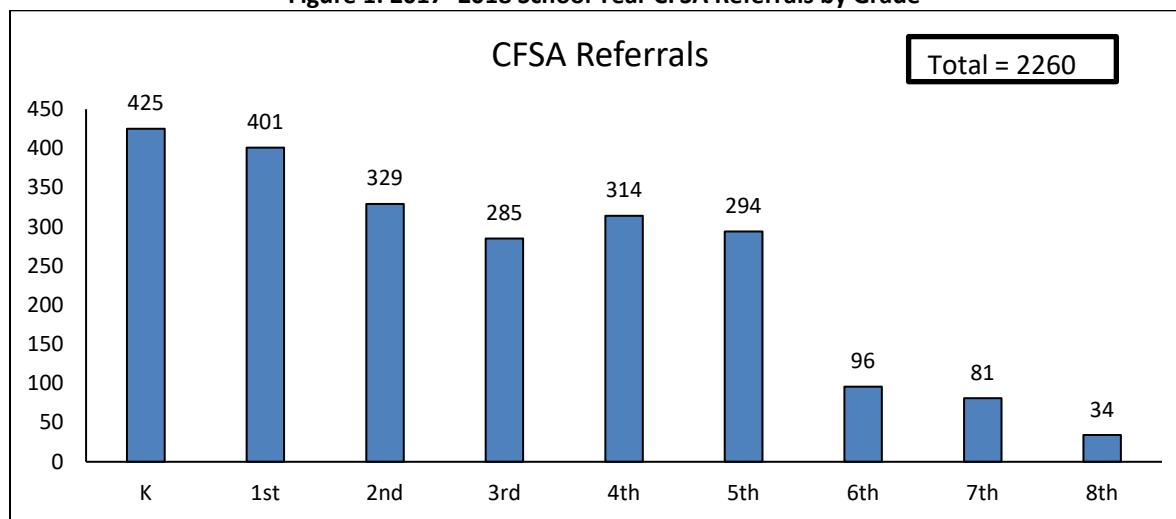
⁷ SST referral numbers include students who reached 5 unexcused absences, inclusive of 80/20 absences. Please note that this number differs from the numbers in the above table because the reporting requirements are distinct in code.

Referrals to Child and Family Services Agency (CFSA)

In SY17-18, 2,260 of the 2,780 eligible students⁸ (81%) were referred to CFSA for educational neglect. In SY16-17, 1,573 of the 1,969 eligible students⁹ (80%) were referred to CFSA for educational neglect. The increased referral rates over the last few years represents DCPS’ steady improvement in compliance. To further encourage improved compliance, DCPS amplified its training for school staff and increased its emphasis on this requirement. DCPS also instituted weekly monitoring and support from the DCPS Central Office Attendance Team. DCPS continues to strive for 100% compliance in this area. Additionally, it should be noted that based on a change in the law which became effective for SY16-17, only students with 10 full day absences are required to be referred to CFSA.¹⁰

The table below illustrates the distribution of referrals to CFSA across grade levels. The largest number of referrals were for Kindergarten students. Kindergarten marks the first full year of compulsory school attendance. DCPS recognizes that some families struggle with daycare options and the understanding of the legal shift for compulsory attendance requirements. DCPS recognizes that early intervention and instilling good habits of regular school attendance in early grades is critical to preventing truancy. Accordingly, DCPS continues to refine and increase its communication to parents and families about the importance of good attendance habits and the development of crucial skills for students in the early grades, coupled with providing education as to the disadvantages and academic challenges created by chronic absenteeism.

Figure 1: 2017- 2018 School Year CFSA Referrals by Grade¹¹



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.

⁹ Students between the ages 5 - 13 who were referred accumulated 10 or more all day unexcused absences. 1,573 reflects referrals made for currently enrolled compulsory education- aged students. There were 2,342 actual referrals made, some of which were duplicative and others which were for students who subsequently withdrew or were over the required age.

¹⁰ D.C. Official Code 38-208 c (1)(A) was amended by the D.C. Law 21-140, School Attendance Clarification Amendment Act of 2016.

¹¹ 9th graders received less than 10 CFSA referrals and are therefore excluded from this chart.

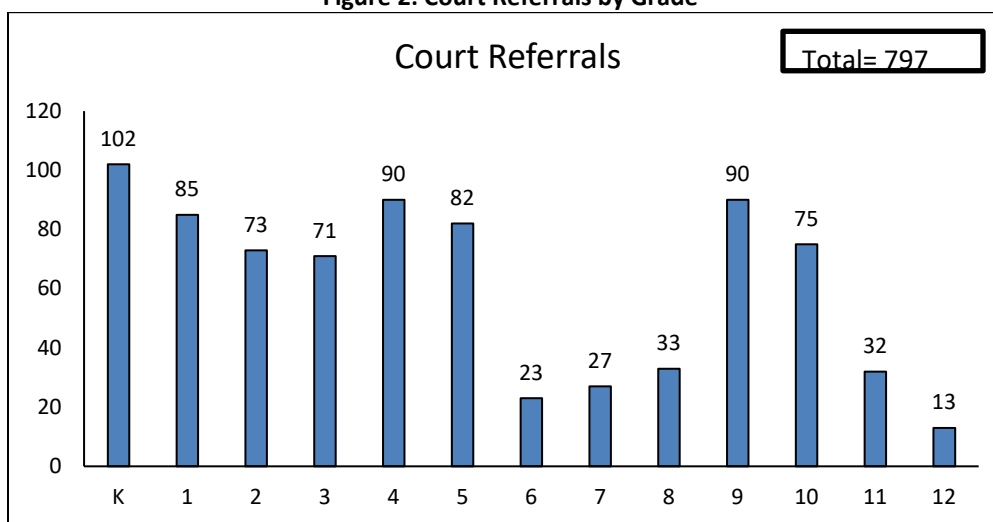
Referrals to the Judicial System

In SY17-18, DCPS referred 797 of 2,318 eligible students¹² (34%) to the judicial system (including DC Superior Court Social Services and the Office of the Attorney General (OAG)). In SY16-17, DCPS referred 839¹³ of 1,820 eligible students¹⁴ (46%) to the judicial system. Although the referral rate for this year has dipped, the compliance rate for court referrals has increased over the course of the previous few school years. It should be noted that the same staff are responsible for coordinating all facets of attendance work, which may be part of the root cause for a dip in the referral rate.

Additionally, schools continue to struggle to provide the extensive proof required 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; CFSA referrals; 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). As noted above, a change in the law became effective for SY16-17. This change required that only students with 15 full day absences be referred.¹⁵

The table below illustrates the distribution of referrals to court for SY17-18. The largest number of referrals was made to address absences at the kindergarten, fourth and ninth grade levels.

Figure 2: Court Referrals by Grade¹⁶



¹² For prior years, the attendance report included students between the ages 14-18 who accumulated 15 or more unexcused absences inclusive of both full day absences and 80/20% absence rule. For SY16-17 and SY17-18, the report includes students between the ages 5-18 who accumulated 15 or more unexcused absences for full day absences only.

¹³ DCPS reported a total of 835 court referrals in the SY16-17 report. This number is updated to 839 as of the date of this report following a review of finalized records for SY16-17.

¹⁴ For prior years, the attendance report included students between the ages 14-18 who accumulated 15 or more unexcused absences inclusive of both full day absences and 80/20% absence rule. For SY16-17 and SY17-18, the report includes students between the ages 5-18 who accumulated 15 or more unexcused absences for full day absences only.

¹⁵ D.C. Official Code 38-208c(1)(B) was amended by the D.C. Law 21-140. School Attendance Clarification Amendment Act of 2016

¹⁶ CE students received less than 10 court referrals and are therefore excluded from this chart. Parents or guardians of students ages 5-13 were referred to court and students ages 14-18 were referred to court.

Valid Reasons for Absence

Lawful reasons for absence are defined in DCPS' SY17-18 Attendance Guide and follow DCMR Title 5 Chapter 21. The following absences are excused:

- Illness of the student or a bona fide medical reason (a doctor's note is required if a student is absent for five or more consecutive days);
- Medical or dental appointment for the student;
- Death in the student's immediate family;
- Exclusion due to quarantine, contagious disease, etc.;
- Necessity for a student to attend a judicial proceeding as a plaintiff, defendant, witness or juror;
- Observance of a religious holiday;
- Visiting a parent/guardian who is deployed on military duty (before, during or after deployment. Documentation may be required);
- Lawful exclusion or expulsion by school authorities;
- Temporary facility closings due to weather, unsafe conditions or other emergencies;
- Authorized employment or other volunteer work for student at least 17 years old;
- Failure of DC to provide transportation where legally responsible;
- Emergency or circumstances approved by DCPS.

When school-aged students are absent from school, without a written excuse indicating a lawful reason for the absence, this absence is an unexcused absence, regardless of parental approval.

Examples of unexcused absences include:

- Providing child care for siblings
- Personal errands
- Oversleeping
- Skipping classes
- Job hunting
- Family travel

Strategies for Improvement

Strategies for Improvement in SY17-18

In SY17-18, DCPS worked diligently to improve data integrity, messaging, and systems to better position schools to combat chronic absenteeism. DCPS also implemented a series of research-based initiatives to provide differentiated supports to school and students. Highlights are summarized below:

DCPS partnered with Attendance Works to align our policies and practices with what research shows has the best impact on improving student attendance. Attendance Works is a nationally recognized organization that focuses on improving federal, state and local policy and practices around school attendance, advancing student success and reducing equity gaps by improving chronic absence. Attendance Works and DCPS leaders strategized regarding how to best implement a tiered system of supports for our students, and on what areas to focus. While truancy work is very important, DCPS recognizes the need to address all absences. As such, DCPS collaborated with Attendance Works on the development of a chronic absenteeism strategy and how to ensure the community is included in this work as well. DCPS collaborated with Attendance Works to provide professional development to 48 (13 secondary schools and 35 elementary) of our schools experiencing the largest attendance challenges, and formulate next steps as prescribed by attendance best practices. These trainings took place during the fall and winter of SY17-18 and focused on Tier 1 (universally applied, preventative) attendance strategies for chronically absent students. The goal of these sessions was to increase principals' understanding of the work required to address chronic absences, including developing a positive school climate, ensuring appropriate communication and messaging for families, tiering students based on need and implementing tiered-specific supports, engaging families, and developing incentives for attendance.

DCPS also initiated a partnership with the American Institutes for Research (AIR) to assess the effectiveness of text messaging strategies in reducing elementary grade absenteeism. Twenty-four (24) of DCPS' elementary schools participated in this pilot. Within each school, students were assigned by lottery to have their parents receive the study's text messages, or to receive the standard notifications provided by the district (what we call the "business-as-usual" condition). The messaging started in October 2017 and concluded in May 2018.

The text messages were sent to parents or guardians, not students. The text messaging intervention had two stages; the first stage took place in Fall 2017 and the second stage took place in Spring 2018.

The first stage included weekly informational messages about the importance of regular attendance, tips to address common reasons for absences, and same-day notifications to parents when a child is absent. The first stage compares and contrasts two strategies for informing parents:

- *Benefit framing of information* messages inform parents about the benefits of regular attendance.
- *Consequence framing* messages inform parents about the negative consequences of absenteeism.

Parents whose children missed more than 8 percent of instructional days during the fall semester, despite first-stage messaging, began to receive more tailored and targeted messaging strategies. The second stage messaging strategies were:

- *Parent outreach through two-way text messaging* where school or district staff initiate one-on-one communication with parents to link them to resources and supports.
- *Parent commitment messaging* includes attendance goal setting messages and weekly feedback on meeting the attendance goal.

This study used a sequential multiple assignment randomized trial (SMART) design to evaluate the effects of this adaptive intervention. The results will inform the District (and others) whether and for whom low-cost text messaging can be used to improve attendance. DCPS expects to receive outcome data regarding this study by winter 2019.

Throughout SY17-18 DCPS continued to provide training and support for schools implementing attendance intervention strategies. Targeted support included creating incentives for students, conducting specific outreach to students and families, and connecting families with our community and agency partners for additional support. In addition to focusing on ISA, schools received data on chronic absenteeism in their buildings. Schools provided additional support to families that not only have unexcused absences, but excused absences whereby the students missed 10 percent or more of the school year. Schools received weekly updates identifying chronically absent students. The following is a list of strategies schools used to improve in-seat attendance:

- Schools created relationship-based, attendance goal-setting programs targeting students who had been chronically absent in the prior school year. These programs were implemented at the beginning of the year, and involved weekly check-ins centering around positive attendance reinforcement and problem-solving.
- Professional development opportunities included small-group discussions and sharing of best practices, in addition to sharing District-level policy and program guidance and updates.
- District staff partnered with local businesses requesting that they post signs stating that they would not serve students during school hours and encourage daily school attendance.
- Ongoing focus on improving school climate and reducing suspensions.
- Schools created weekly and/or monthly classroom or grade-level attendance competitions/incentives.
- Student incentives and giveaways for improved and/or perfect attendance.
- Enhanced communication including text messages, emails and letters with updated language were provided to families stressing the importance of school attendance.
- Attendance specialists continued to focus their supports on schools with intensive attendance concerns. This included rigorous walkthroughs of 13 of our schools experiencing chronic absenteeism. After completion of these walkthroughs, DCPS' Central Office attendance team provided recommendations and support to improve attendance team structures, created a school-wide attendance plan, and provided professional development on best practices for supporting students. The following schools received this intensive support:
 - *Middle Schools:* Brookland MS, Jefferson MS, Johnson MS, Kelly Miller MS, Kramer MS, and Sousa MS
 - *High Schools:* Anacostia HS, Ballou HS, Ballou STAY, Eastern HS, H.D. Woodson HS, Luke C. Moore Alternative, and Washington Metropolitan

Additionally, during the 2017-2018 school year, DCPS encouraged all school leaders to develop a multi-tiered system to reduce chronic absenteeism in their schools, with special emphasis on Tier 1 universal strategies, which are utilized to support consistent daily attendance for all students. Tier 2 of the system is designed to provide targeted support, for students who need more support to avoid chronic absence, and Tier 3 offers intensive support for students facing the greatest challenges to getting to school.

Finally, DCPS worked to ensure the participation of all staff in our District-wide attendance improvement efforts, including our pathway coordinators, early childhood educators, 9th grade academy staff, deans of student behavior, special education coordinators, cafeteria workers, and others whose formal title does not include attendance. We emphasized that establishing strong, supportive, and welcoming relationships is a critical component of reducing chronic absenteeism.

In addition to these multiple efforts in effect during the school year, DCPS implemented summer programming which included proactive parent and student engagement strategies with a cohort of chronically absent students. All schools were provided a list of their chronically absent students and asked to conduct family and student outreach. Last, DCPS expanded summer school programming and included robust efforts related to communications and monitoring of student attendance.

Specifically, DCPS proactively engaged with students in critical transition grades (8th to 9th grade and PreK to Kindergarten) before the end of the summer, to get students and families excited for school.

For the first time, DCPS fostered “Summer Bridge” activities between rising 9th graders and their feeder high schools (Eastern, Ballou, Woodson, Anacostia, and Dunbar), inviting school leaders, extracurricular point of contacts, athletics coaches, and others to get students excited for high school. These engagements focused on previously chronically absent students, but all students who participated had positive takeaways and were excited to begin their first year of high school. Approximately 150 students participated in the high school bridge program. During July, robo-calls were sent to each student thanking them for their participation, reminding them of schools start dates and encouraging solid attendance behaviors. School staff were encouraged to reach out to each student individually to personally welcome them and to invite students to any summer school sponsored events, such as back to school meet and greets. A randomized group of the students were offered concert tickets as an attendance incentive for the upcoming school year. In the fall, each student will be connected to a caring adult in the building who will check in with the student to make them feel welcomed and comfortable with their new environment. Schools will monitor the attendance for this cohort of students and quickly intervene if attendance becomes a concern.

The five schools participating in the 8th to 9th grade bridge program also introduced summer automated “robocall” messaging to encourage regular attendance and personal touchpoints with students by staff members and families of students who have a history of attendance concerns.

DCPS also targeted 5 elementary programs to provide a “Kindergarten Readiness” orientation for families transitioning from PreK. Families received student attendance data and research-based information about the impact of attendance on student achievement.

Strategies for Improvement in SY18-19

DCPS recognized a need to shift mindsets for families and staff and increase buy-in around our district-wide strategy. Using SY17-18 as a baseline, DCPS developed a new vision for attendance: that **every student** is welcomed and encouraged to attend school by **every adult, every day**. This vision is supported by three critical pillars that guide DCPS' implementation of attendance initiatives:

- *Ensuring systems integrity and actionable data:* We believe that our compliance system and support structures must operate seamlessly. We believe that in order for data to be actionable, it must be accurate, accessible, and reviewed regularly.
- *Providing clear information on policies, practices, and procedures:* We believe families and students must be empowered with information to understand the impact of everyday learning on a student's life. We also are committed to clarifying policies and training all school staff on attendance requirements and best practices.
- *Strengthening partnerships:* We believe that proactively engaging and supporting all of our stakeholders will allow us to effectively impact barriers to attendance.

Ensuring Systems Integrity and Actionable Data

While DCPS recognizes that SY17-18 data appears to reflect an increase in the truancy rate; attendance data entry has greatly improved over the last two years, moving from 94.1% to 97.6%. As such, DCPS believes that this past year's rate likely reflects a more accurate accounting of attendance truancy data. Accurate record keeping is essential to ensuring that challenges can be accurately identified, and students can receive the needed interventions. DCPS will continue to impress upon school staff the importance of 100% attendance entry and accurate record keeping.

As noted prior, DCPS is using data to support a strategic focus on chronic absenteeism and universal, Tier 1 support, as prevention and early intervention is what will have the greatest impact. Tier 1 is the foundation of the support system and includes universal strategies that support satisfactory attendance for every student. For SY18-19, DCPS is requiring all schools to have a school attendance plan as part of their Comprehensive School Plan. The Comprehensive School Plan establishes annual improvement goals for each school. Progress toward reaching these goals is closely reviewed by District leadership. In addition, each school has been required to complete a self-assessment on attendance practices, in order to strengthen them and design student supports that are aligned to needs. Attendance staff members are currently working to analyze the information submitted to date to determine how to assist schools with building out their Comprehensive School Plans and provide appropriate Central Office provided attendance supports.

DCPS will also continue to implement the research-based attendance initiatives launched this past year to address chronic absenteeism during SY18-19. As noted above, at the end of SY17-18, DCPS provided all schools with a list of their chronically absent students and recommended that they plan summer programming to proactively engage parents and students, send summer messaging, and arrange personal

touchpoints with students and families of students who have a history of attendance concerns. This fall, DCPS is using the data to drive targeted outreach and closely monitor the attendance and academic progress of these students to more readily determine if support is needed.

For example, DCPS is beginning the year with a targeted home mailing to families of students with high absences (36+). Six types of letters (elementary and secondary versions of each) are being mailed as follows:

- Students with 36 or fewer absences: Goal of cutting absences in half.
- Extended School Year students with over 36 absences: Goal of 20 absences or fewer (10% of EY days)
- Traditional School Year students with over 36 absences: Goal of 18 absences or fewer (10% of TY days)

If students met the above goals, they would not be chronically absent in School Year 2018-19.

All schools will be required to execute the attendance strategies outlined in the Comprehensive School Plans developed over the summer. As part of this process, schools will be required to continue truancy compliance work and execute the specific strategies they have identified to address chronic absenteeism. For example, schools will select a specific cohort of students for which intensive supports will be implemented to abate attendance barriers, including but not limited to: phone banking, parent engagement sessions, home visits and incentive programs, all ultimately intended to connect families with suitable services. DCPS will continue to implement “Summer Bridge” initiatives in the spring and summer at identified schools, to support the successful transition of students in PK4 to Kindergarten and 8th to 9th grade transition points.

Providing Clear Information on Policies, Practices, and Procedures

As a component of DCPS’ graduation excellence work, the team partnered with leaders, staff, parents, and students to engage in a review and revision of key policies that impact student success, including DCPS’ attendance policy. As a result of multiple community engagement opportunities and a formal 30-day public comment period, DCPS has provided comprehensive summer training and updated its attendance policy, to ensure compliance with code and regulation while also adding key best practices to support student success. This final policy will be issued in August 2018 along with clear guidance for schools to support implementation, as well as a family-friendly FAQ to support families with knowing their rights and responsibilities.

In addition, DCPS met with many users of the Aspen student information system to identify attendance data entry challenges from the user perspective. These discussions allowed DCPS to identify several ways to improve the system’s functionality and reduce administrative burden. Key changes were made in time for the 2018-2019 school year, and the system will continue to be reviewed and upgraded as need indicates.

Strengthening Partnerships: Creating City-wide Systems of Attendance Support

DCPS believes that a city-wide approach is needed to address school attendance. DCPS is working to expand its use of community volunteers, nonprofits and business leaders to support segments of its attendance efforts. Principals, as well as school and Central Office attendance staff (Office of Family Public Engagement (OFPE) and others) will play an important role in recruiting, engaging and coordinating community partners. We plan to leverage OFPE's expertise to enhance our existing partnership base and expand our partner portfolio. Additionally, DCPS is meeting with existing partners (Show Up-Stand Out, Roving Leaders, Department of Parks and Recreation, Department of Behavioral Health, Community in Schools, City Year, and Flamboyan) to determine the best way to increase collaboration and effectiveness of these partnerships. Volunteer mentors will be recruited to help encourage and empower students, offer tutoring and provide other needed supports. We will solicit businesses to donate prizes for incentives, and to provide their employees as volunteers.

Additionally, DCPS is coordinating with the Office of the Deputy Mayor for Education (DME) to create a more robust district-wide attendance messaging campaign to engage youth appropriately and to encourage celebrities and athletes, along with nonprofit organizations to join us in conveying the message that "every day counts."

This year, in collaboration with the Deputy Mayor for Education, DCPS assistant principals will have the opportunity to participate in the DC Schools Community of Practice: Trauma-informed Practices, to learn and grow together for the benefit of the current and future children they serve.

DCPS will continue to partner with the DME and the Every Day Counts! Taskforce to improve attendance and reduce truancy and chronic absenteeism rates. Collaboration will focus on new work in SY18-19 in the key partnership areas identified by the Every Day Counts! Task Force, including safe passage, transportation for homeless youth, and family engagement. DCPS will be working to ensure these activities are appropriately matched and tailored to meet the needs of individual schools. Through interagency cooperation, this multi-pronged approach is expected to help us achieve a greater level of success for our students.

DCPS continues to engage and inform our schools, students, and parents about the importance of regular attendance and the important role each of us plays. We believe that our enhanced work around chronic absenteeism, our consultation with national leaders in attendance intervention, our implementation of research-based interventions and supports such as restorative justice, and our continued strengthening of foundational policies and procedures will result in increased attendance and accelerated student learning in SY18-19.

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

Figure 1: Unexcused Absences Counting Toward Truancy by Grade

School Name	Enrollment (Truant Eligible)	# 1-5 Absences	# 6-10 Absences	# 11-20 Absences	# 21+ Absences
Aiton ES	190	74	58	33	12
Amidon-Bowen ES	309	149	98	36	12
Anacostia HS	396	31	40	59	262
Ballou HS	933	53	102	207	556
Ballou STAY	138	<10	<10	<10	128
Bancroft ES	460	298	55	<10	<10
Barnard ES	521	378	41	10	<10
Beers ES	411	252	47	<10	0
Benjamin Banneker HS	483	309	47	15	<10
Brent ES	369	242	40	<10	0
Brightwood EC	712	407	155	52	12
Brookland MS	268	94	62	77	24
Browne EC	317	157	69	35	12
Bruce-Monroe ES	397	254	46	14	10
Bunker Hill ES	163	80	48	22	<10
Burroughs ES	222	84	63	48	16
Burrville ES	244	59	78	78	22
C.W. Harris ES	251	118	73	37	14
Cap Hill Montessori	259	137	71	29	<10
Cardozo EC	730	111	125	164	316
CHOICE Academy	68	24	19	13	<10
Cleveland ES	247	148	39	14	<10
Columbia Heights EC	1245	390	268	307	203
Coolidge HS	329	101	53	58	87
Deal MS	1520	1024	122	42	15
Dorothy I. Height ES	343	179	84	41	11
Drew ES	253	90	94	47	14
Dunbar HS	671	37	61	164	398
Eastern HS	773	94	109	174	380
Eaton ES	453	256	<10	0	0
Eliot-Hine MS	227	55	54	56	48
Ellington School of the Arts	558	224	101	111	82
Garfield ES	281	127	103	21	<10

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School Name	Enrollment (Truant Eligible)	# 1-5 Absences	# 6-10 Absences	# 11-20 Absences	# 21+ Absences
Garrison ES	192	130	30	<10	<10
H.D. Cooke ES	337	163	64	47	19
Hardy MS	405	282	16	<10	<10
Hart MS	392	173	121	47	29
Hearst ES	278	183	24	<10	0
Hendley ES	387	82	108	115	75
Houston ES	227	92	64	47	20
Hyde-Addison ES	272	172	43	<10	0
Inspiring Youth Program	30	<10	<10	0	0
J.O. Wilson ES	421	180	120	71	23
Janney ES	680	506	24	<10	0
Jefferson MS Academy	336	115	91	65	49
Johnson MS	293	74	92	76	48
Kelly Miller MS	470	152	104	125	75
Ketcham ES	269	67	88	90	20
Key ES	386	259	32	<10	0
Kimball ES	303	180	91	15	<10
King, M.L. ES	312	86	72	90	50
Kramer MS	237	34	50	64	84
Lafayette ES	737	402	<10	<10	0
Langdon ES	292	138	70	39	14
Langley ES	250	107	68	42	21
LaSalle-Backus EC	352	175	76	40	25
Leckie EC	490	197	154	102	17
Ludlow-Taylor ES	314	184	53	18	<10
Luke Moore HS	184	17	16	35	111
MacFarland MS	144	90	15	<10	<10
Malcolm X ES @ Green	234	100	77	53	0
Mann ES	375	204	<10	<10	0
Marie Reed ES	344	182	62	30	<10
Maury ES	330	204	48	<10	0
McKinley MS	269	26	51	84	106
McKinley Technology HS	615	209	206	138	39
Miner ES	268	178	42	11	<10
Moten ES	360	57	90	107	97
Murch ES	538	364	53	10	0
Nalle ES	327	181	105	13	<10
Noyes ES	190	100	37	11	<10
Orr ES	334	142	92	52	28
Oyster-Adams Bilingual	646	398	71	<10	<10
Patterson ES	322	195	49	<10	0

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School Name	Enrollment (Truant Eligible)	# 1-5 Absences	# 6-10 Absences	# 11-20 Absences	# 21+ Absences
Payne ES	283	91	90	62	27
Peabody ES	88	64	<10	<10	0
Phelps ACE HS	261	35	49	94	80
Plummer ES	341	113	169	33	17
Powell ES	461	286	72	<10	11
Randle Highlands ES	266	181	38	<10	0
Raymond EC	541	322	148	37	<10
River Terrace	76	52	10	<10	<10
Ron Brown High School	213	33	42	56	80
Roosevelt High School	725	92	82	139	392
Roosevelt STAY	186	12	11	16	146
Ross ES	149	94	23	<10	0
Savoy ES	252	55	59	54	27
School Without Walls HS	595	336	41	10	<10
School-Within-School @ Goding	239	166	20	<10	0
Seaton ES	289	161	42	13	<10
Shepherd ES	311	201	28	<10	<10
Simon ES	271	123	65	49	18
Smothers ES	209	74	59	56	<10
Sousa MS	270	61	80	80	38
Stanton ES	436	195	111	81	13
Stoddert ES	452	281	37	<10	0
Stuart-Hobson MS	432	246	107	38	<10
SWW @ Francis Stevens	406	222	67	32	<10
Takoma EC	431	245	27	14	13
Thomas ES	345	96	116	89	34
Thomson ES	248	147	30	<10	<10
Truesdell EC	642	273	187	124	30
Tubman ES	501	264	101	55	20
Turner ES	426	88	104	144	80
Tyler ES	414	259	69	29	<10
Van Ness ES	143	84	20	13	<10
Walker-Jones EC	385	119	127	81	42
Washington MetHS	199	<10	<10	<10	181
Watkins ES	442	311	74	<10	0
West EC	285	124	66	41	20
Wheatley EC	284	70	80	98	28
Whittier EC	307	119	88	54	31
Wilson HS	1852	596	423	378	389
Woodson, H.D. HS	537	36	62	111	319
Youth Services Center	140	10	<10	<10	0

Figure 2: SST, CFSA, and Court Referrals - By School

School Name	Referral Type	Required	Required & Referred	Compliance Rate
Aiton ES	CFSA	40	21	53%
Aiton ES	Court	18	12	67%
Aiton ES	SST	117	106	91%
Amidon-Bowen ES	CFSA	43	40	93%
Amidon-Bowen ES	Court	17	<10	N/A
Amidon-Bowen ES	SST	175	136	78%
Anacostia HS	CFSA	0	0	
Anacostia HS	Court	82	<10	N/A
Anacostia HS	SST	366	226	62%
Ballou HS	CFSA	<10	0	0%
Ballou HS	Court	193	15	8%
Ballou HS	SST	889	502	56%
Ballou STAY	CFSA	0	0	
Ballou STAY	Court	52	<10	N/A
Ballou STAY	SST	139	55	40%
Bancroft ES	CFSA	12	<10	N/A
Bancroft ES	Court	<10	<10	N/A
Bancroft ES	SST	98	65	66%
Barnard ES	CFSA	13	11	85%
Barnard ES	Court	<10	<10	N/A
Barnard ES	SST	60	54	90%
Beers ES	SST	83	76	92%
Benjamin Banneker HS	Court	<10	0	0%
Benjamin Banneker HS	SST	102	39	38%
Brent ES	CFSA	<10	<10	N/A
Brent ES	SST	65	46	71%
Brightwood EC	CFSA	36	35	97%
Brightwood EC	Court	12	<10	N/A
Brightwood EC	SST	274	207	76%
Brookland MS	CFSA	<10	<10	N/A
Brookland MS	Court	<10	0	0%
Brookland MS	SST	182	151	83%
Browne EC	CFSA	16	16	100%
Browne EC	Court	<10	<10	N/A
Browne EC	SST	146	142	97%
Bruce-Monroe ES @ Park View	CFSA	18	18	100%
Bruce-Monroe ES @ Park View	Court	10	10	100%
Bruce-Monroe ES @ Park View	SST	91	80	88%
Bunker Hill ES	CFSA	13	13	100%
Bunker Hill ES	Court	<10	<10	N/A

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School Name	Referral Type	Required	Required & Referred	Compliance Rate
Bunker Hill ES	SST	92	74	80%
Burroughs ES	CFSA	46	22	48%
Burroughs ES	Court	20	<10	N/A
Burroughs ES	SST	153	67	44%
Burrville ES	CFSA	55	55	100%
Burrville ES	Court	25	<10	N/A
Burrville ES	SST	195	135	69%
C.W. Harris ES	CFSA	33	33	100%
C.W. Harris ES	Court	19	18	95%
C.W. Harris ES	SST	157	116	74%
Cap Hill Montessori @ Logan	CFSA	<10	<10	N/A
Cap Hill Montessori @ Logan	Court	<10	0	0%
Cap Hill Montessori @ Logan	SST	127	62	49%
Cardozo EC	CFSA	12	12	100%
Cardozo EC	Court	77	35	45%
Cardozo EC	SST	624	332	53%
CHOICE Academy @ Washington Met	CFSA	0	0	
CHOICE Academy @ Washington Met	SST	43	12	28%
Cleveland ES	CFSA	15	0	0%
Cleveland ES	Court	<10	0	0%
Cleveland ES	SST	70	62	89%
Columbia Heights EC (CHEC)	CFSA	<10	0	0%
Columbia Heights EC (CHEC)	Court	10	<10	N/A
Columbia Heights EC (CHEC)	SST	853	374	44%
Coolidge HS	Court	0	0	
Coolidge HS	SST	221	183	83%
Deal MS	CFSA	<10	<10	N/A
Deal MS	Court	0	0	
Deal MS	SST	251	211	84%
Dorothy I. Height ES	CFSA	35	35	100%
Dorothy I. Height ES	Court	18	<10	N/A
Dorothy I. Height ES	SST	157	136	87%
Drew ES	CFSA	40	13	33%
Drew ES	Court	17	0	0%
Drew ES	SST	189	104	55%
Dunbar HS	CFSA	0	0	
Dunbar HS	Court	97	22	23%
Dunbar HS	SST	637	430	68%
Eastern HS	Court	101	12	12%
Eastern HS	SST	684	362	53%

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School Name	Referral Type	Required	Required & Referred	Compliance Rate
Eaton ES	SST	15	15	100%
Eliot-Hine MS	CFSA	10	10	100%
Eliot-Hine MS	Court	<10	<10	N/A
Eliot-Hine MS	SST	169	144	85%
Ellington School of the Arts	CFSA	0	0	
Ellington School of the Arts	Court	0	0	
Ellington School of the Arts	SST	329	288	88%
Garfield ES	CFSA	26	24	92%
Garfield ES	Court	<10	<10	N/A
Garfield ES	SST	150	143	95%
Garrison ES	CFSA	<10	<10	N/A
Garrison ES	Court	0	0	
Garrison ES	SST	47	37	79%
H.D. Cooke ES	CFSA	50	49	98%
H.D. Cooke ES	Court	23	18	78%
H.D. Cooke ES	SST	149	116	78%
Hardy MS	CFSA	<10	<10	N/A
Hardy MS	Court	<10	<10	N/A
Hardy MS	SST	29	23	79%
Hart MS	CFSA	<10	<10	N/A
Hart MS	Court	<10	<10	N/A
Hart MS	SST	229	202	88%
Hearst ES	CFSA	<10	<10	N/A
Hearst ES	SST	38	38	100%
Hendley ES	CFSA	157	86	55%
Hendley ES	Court	87	47	54%
Hendley ES	SST	314	227	72%
Houston ES	CFSA	46	40	87%
Houston ES	Court	25	0	0%
Houston ES	SST	143	84	59%
Hyde-Addison ES	CFSA	<10	<10	N/A
Hyde-Addison ES	SST	77	61	79%
Inspiring Youth Program	SST	<10	0	0%
J.O. Wilson ES	CFSA	59	15	25%
J.O. Wilson ES	Court	28	0	0%
J.O. Wilson ES	SST	247	69	28%
Janney ES	CFSA	<10	<10	N/A
Janney ES	Court	0	0	
Janney ES	SST	43	27	63%
Jefferson MS Academy	CFSA	15	15	100%
Jefferson MS Academy	Court	<10	<10	N/A
Jefferson MS Academy	SST	222	186	84%

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School Name	Referral Type	Required	Required & Referred	Compliance Rate
Johnson, John Hayden MS	CFSA	35	28	80%
Johnson, John Hayden MS	Court	13	10	77%
Johnson, John Hayden MS	SST	229	205	90%
Kelly Miller MS	CFSA	37	31	84%
Kelly Miller MS	Court	13	<10	N/A
Kelly Miller MS	SST	334	242	72%
Ketcham ES	CFSA	86	38	44%
Ketcham ES	Court	36	0	0%
Ketcham ES	SST	210	101	48%
Key ES	CFSA	<10	<10	N/A
Key ES	SST	50	46	92%
Kimball ES	CFSA	18	10	56%
Kimball ES	Court	10	<10	N/A
Kimball ES	SST	158	100	63%
King, M.L. ES	CFSA	108	96	89%
King, M.L. ES	Court	57	42	74%
King, M.L. ES	SST	243	186	77%
Kramer MS	CFSA	18	18	100%
Kramer MS	Court	14	10	71%
Kramer MS	SST	215	190	88%
Lafayette ES	CFSA	<10	0	0%
Lafayette ES	SST	15	<10	N/A
Langdon ES	CFSA	42	36	86%
Langdon ES	Court	21	<10	N/A
Langdon ES	SST	144	121	84%
Langley ES	CFSA	44	39	89%
Langley ES	Court	24	10	42%
Langley ES	SST	156	119	76%
LaSalle-Backus EC	CFSA	36	36	100%
LaSalle-Backus EC	Court	18	15	83%
LaSalle-Backus EC	SST	164	133	81%
Leckie EC	CFSA	43	40	93%
Leckie EC	Court	15	<10	N/A
Leckie EC	SST	321	209	65%
Ludlow-Taylor ES	CFSA	14	14	100%
Ludlow-Taylor ES	Court	<10	<10	N/A
Ludlow-Taylor ES	SST	101	73	72%
Luke Moore Alternative HS	Court	22	11	50%
Luke Moore Alternative HS	SST	167	122	73%
MacFarland MS	CFSA	<10	<10	N/A
MacFarland MS	Court	<10	<10	N/A
MacFarland MS	SST	31	26	84%

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School Name	Referral Type	Required	Required & Referred	Compliance Rate
Malcolm X ES @ Green	CFSA	40	40	100%
Malcolm X ES @ Green	SST	150	118	79%
Mann ES	CFSA	<10	<10	N/A
Mann ES	Court	<10	0	0%
Mann ES	SST	17	<10	N/A
Marie Reed ES	CFSA	24	<10	N/A
Marie Reed ES	Court	<10	0	0%
Marie Reed ES	SST	116	70	60%
Maury ES	CFSA	<10	<10	N/A
Maury ES	Court	<10	<10	N/A
Maury ES	SST	74	58	78%
McKinley MS	CFSA	30	19	63%
McKinley MS	Court	19	<10	N/A
McKinley MS	SST	250	226	90%
McKinley Technology HS	CFSA	0	0	
McKinley Technology HS	Court	<10	0	0%
McKinley Technology HS	SST	427	413	97%
Miner ES	CFSA	<10	<10	N/A
Miner ES	Court	<10	<10	N/A
Miner ES	SST	77	56	73%
Moten ES	CFSA	164	162	99%
Moten ES	Court	110	45	41%
Moten ES	SST	312	263	84%
Murch ES	CFSA	<10	<10	N/A
Murch ES	SST	95	75	79%
Nalle ES	CFSA	11	10	91%
Nalle ES	Court	<10	<10	N/A
Nalle ES	SST	152	42	28%
Noyes ES	CFSA	14	11	79%
Noyes ES	Court	<10	<10	N/A
Noyes ES	SST	72	42	58%
Orr ES	CFSA	63	63	100%
Orr ES	Court	32	18	56%
Orr ES	SST	196	166	85%
Oyster-Adams Bilingual	CFSA	<10	<10	N/A
Oyster-Adams Bilingual	Court	<10	<10	N/A
Oyster-Adams Bilingual	SST	107	86	80%
Patterson ES	CFSA	0	0	
Patterson ES	SST	67	63	94%
Payne ES	CFSA	58	53	91%
Payne ES	Court	29	11	38%
Payne ES	SST	203	119	59%

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School Name	Referral Type	Required	Required & Referred	Compliance Rate
Peabody ES (Capitol Hill Clus)	CFSA	<10	0	0%
Peabody ES (Capitol Hill Clus)	SST	12	<10	N/A
Phelps ACE HS	Court	<10	0	0%
Phelps ACE HS	SST	230	116	50%
Plummer ES	CFSA	33	19	58%
Plummer ES	Court	16	<10	N/A
Plummer ES	SST	237	216	91%
Powell ES	CFSA	15	15	100%
Powell ES	Court	11	<10	N/A
Powell ES	SST	131	96	73%
Randle Highlands ES	CFSA	<10	<10	N/A
Randle Highlands ES	SST	66	56	85%
Raymond EC	CFSA	19	13	68%
Raymond EC	Court	<10	<10	N/A
Raymond EC	SST	243	177	73%
River Terrace	CFSA	<10	<10	N/A
River Terrace	Court	<10	<10	N/A
River Terrace	SST	33	27	82%
Ron Brown High School	Court	10	0	0%
Ron Brown High School	SST	187	109	58%
Roosevelt High School	CFSA	<10	0	0%
Roosevelt High School	Court	85	40	47%
Roosevelt High School	SST	630	482	77%
Roosevelt STAY @ MacFarland	Court	102	51	50%
Roosevelt STAY @ MacFarland	SST	176	135	77%
Ross ES	CFSA	<10	<10	N/A
Ross ES	SST	33	31	94%
Savoy ES	CFSA	64	37	58%
Savoy ES	Court	38	0	0%
Savoy ES	SST	153	77	50%
School Without Walls HS	SST	77	40	52%
School-Within-School @ Goding	CFSA	<10	<10	N/A
School-Within-School @ Goding	SST	32	23	72%
Seaton ES	CFSA	14	11	79%
Seaton ES	Court	<10	<10	N/A
Seaton ES	SST	74	53	72%
Shepherd ES	CFSA	<10	<10	N/A
Shepherd ES	Court	<10	<10	N/A
Shepherd ES	SST	50	46	92%
Simon ES	CFSA	58	32	55%

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School Name	Referral Type	Required	Required & Referred	Compliance Rate
Simon ES	Court	29	<10	N/A
Simon ES	SST	156	77	49%
Smothers ES	CFSA	29	29	100%
Smothers ES	Court	<10	<10	N/A
Smothers ES	SST	147	113	77%
Sousa MS	CFSA	16	13	81%
Sousa MS	Court	14	11	79%
Sousa MS	SST	212	153	72%
Stanton ES	CFSA	77	77	100%
Stanton ES	Court	22	0	0%
Stanton ES	SST	234	159	68%
Stoddert ES	CFSA	<10	<10	N/A
Stoddert ES	SST	61	52	85%
Stuart-Hobson MS	SST	194	149	77%
SWW @ Francis Stevens	CFSA	20	20	100%
SWW @ Francis Stevens	Court	<10	0	0%
SWW @ Francis Stevens	SST	146	141	97%
Takoma EC	CFSA	12	11	92%
Takoma EC	Court	<10	0	0%
Takoma EC	SST	73	42	58%
Thomas ES	CFSA	79	48	61%
Thomas ES	Court	38	20	53%
Thomas ES	SST	260	166	64%
Thomson ES	CFSA	<10	<10	N/A
Thomson ES	Court	<10	0	0%
Thomson ES	SST	45	24	53%
Truesdell EC	CFSA	78	74	95%
Truesdell EC	Court	26	11	42%
Truesdell EC	SST	386	279	72%
Tubman ES	CFSA	67	65	97%
Tubman ES	Court	29	22	76%
Tubman ES	SST	217	153	71%
Turner ES	CFSA	157	157	100%
Turner ES	Court	90	58	64%
Turner ES	SST	353	229	65%
Tyler ES	CFSA	37	12	32%
Tyler ES	Court	15	<10	N/A
Tyler ES	SST	135	117	87%
Van Ness ES	CFSA	13	13	100%
Van Ness ES	Court	<10	<10	N/A
Van Ness ES	SST	43	39	91%
Walker-Jones EC	CFSA	80	77	96%

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School Name	Referral Type	Required	Required & Referred	Compliance Rate
Walker-Jones EC	Court	35	22	63%
Walker-Jones EC	SST	274	172	63%
Washington Metropolitan HS	Court	109	14	13%
Washington Metropolitan HS	SST	194	156	80%
Watkins ES (Capitol Hill Clus)	CFSA	<10	<10	N/A
Watkins ES (Capitol Hill Clus)	SST	138	99	72%
West EC	CFSA	29	20	69%
West EC	Court	12	<10	N/A
West EC	SST	148	80	54%
Wheatley EC	CFSA	51	47	92%
Wheatley EC	Court	14	<10	N/A
Wheatley EC	SST	222	202	91%
Whittier EC	CFSA	52	52	100%
Whittier EC	Court	28	19	68%
Whittier EC	SST	201	163	81%
Wilson HS	CFSA	<10	<10	N/A
Wilson HS	Court	42	14	33%
Wilson HS	SST	1300	816	63%
Woodson, H.D. HS	CFSA	<10	0	0%
Woodson, H.D. HS	Court	54	<10	N/A
Woodson, H.D. HS	SST	502	343	68%
Youth Services Center	SST	<10	0	0%