



2020-21 School Year Attendance Report

Feb. 22, 2022 | Carlo Castillo

Agenda

- What is the attendance report?
- What was different about this year?
- What did we find?



What is the Attendance Report?

What is the attendance report?

- As required by DC Code, OSSE publishes an annual report on school attendance for DC Council.
- The report provides results and analysis of attendance trends (e.g., sector, local education agency, or LEA, school and student group).

Key terms in the attendance report

- **Truancy:** 10 or more unexcused absences
- **Chronic absenteeism:** Missing 10 percent or more of instructional days
- **In-Seat Attendance:** measures the percentage of the cumulative sum of instructional days on which enrolled students are present during a given school year. Throughout our Attendance Report and this presentation, “in-seat attendance” and “attendance rate” are used interchangeably.
- **In-person Learning Time:** measures the percentage of instructional days (present or absent) that are reported as being in-person
- **Remote Learning Time or Distance Learning:** measures the percentage of instructional days (present or absent) that are reported as being completed virtually (not in the school building)
- **At-risk:** A DCPS student or a public charter school student who is identified as one or more of the following:
 - Experiencing homelessness;
 - Under the care of the Child and Family Services Agency (CFSA, also known as foster care);
 - Qualifies for the Temporary Assistance for Needy Families (TANF) program or the Supplemental Nutrition Assistance Program (SNAP); or
 - A high school student who is “overage,” or one year older, or more, than the expected age for the grade in which the student is enrolled.



**What was different
about this year?**

What was different about this year?

- Due to the continued risk and effects of the coronavirus (COVID-19) pandemic, students attended 95 percent of school days through distance learning during the 2020-21 school year.
 - This report explores the question: Did the distance learning environment result in better attendance outcomes for students, and if so, for which students?
 - This report does not explore differences in learning outcomes.
 - Direct comparisons between the 2019-20 and 2020-21 school years are challenging for a number of reasons.
- The requirement for being counted “present” was different for distance learning than traditional in-person attendance. For distance learning, the student’s identity had to be authenticated and the student needed to meet engagement requirements consistent with the LEA’s policy articulated in its continuous education plan for the 2020-21 school year.

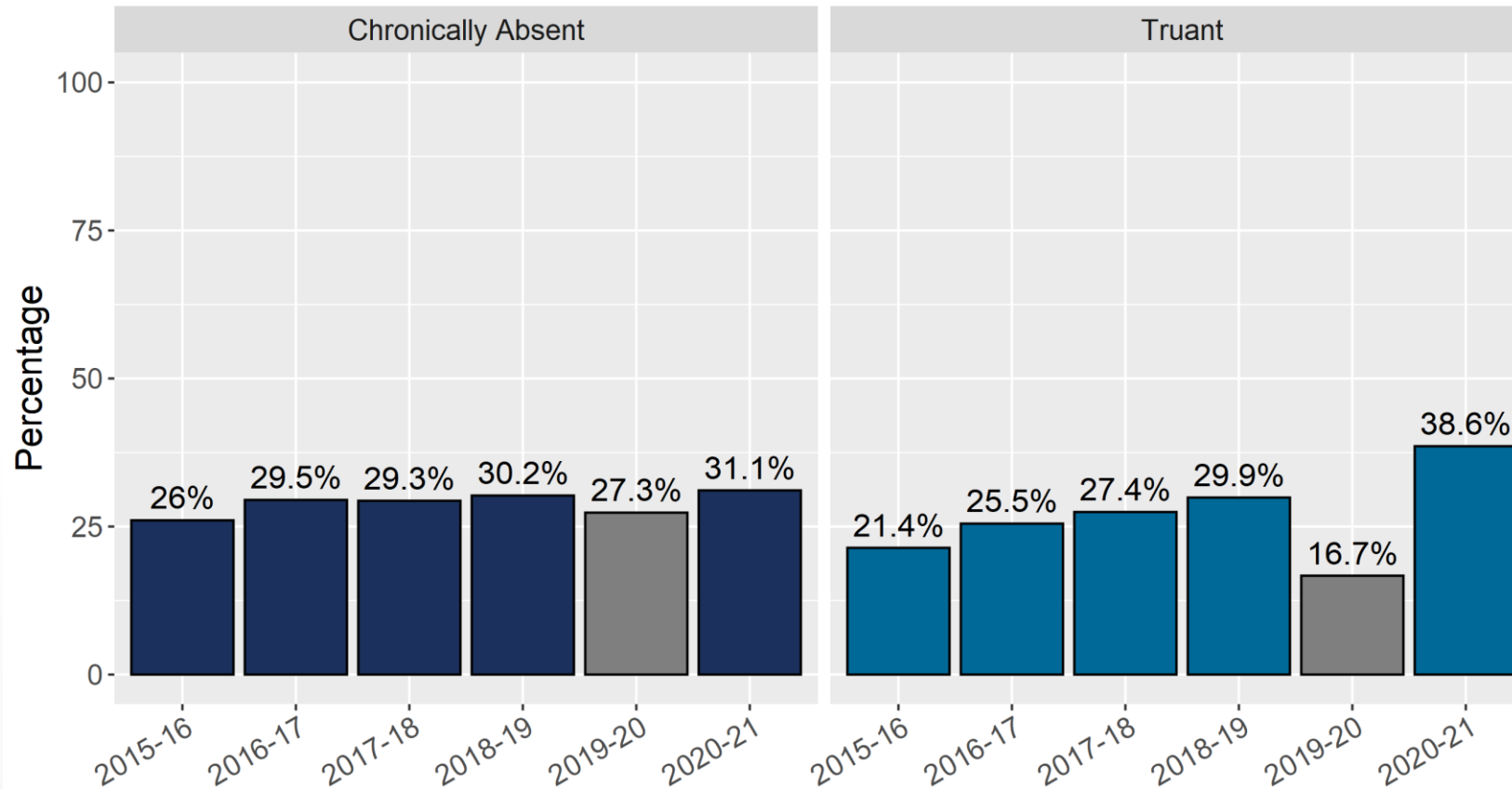


What did we find?

What did we find?

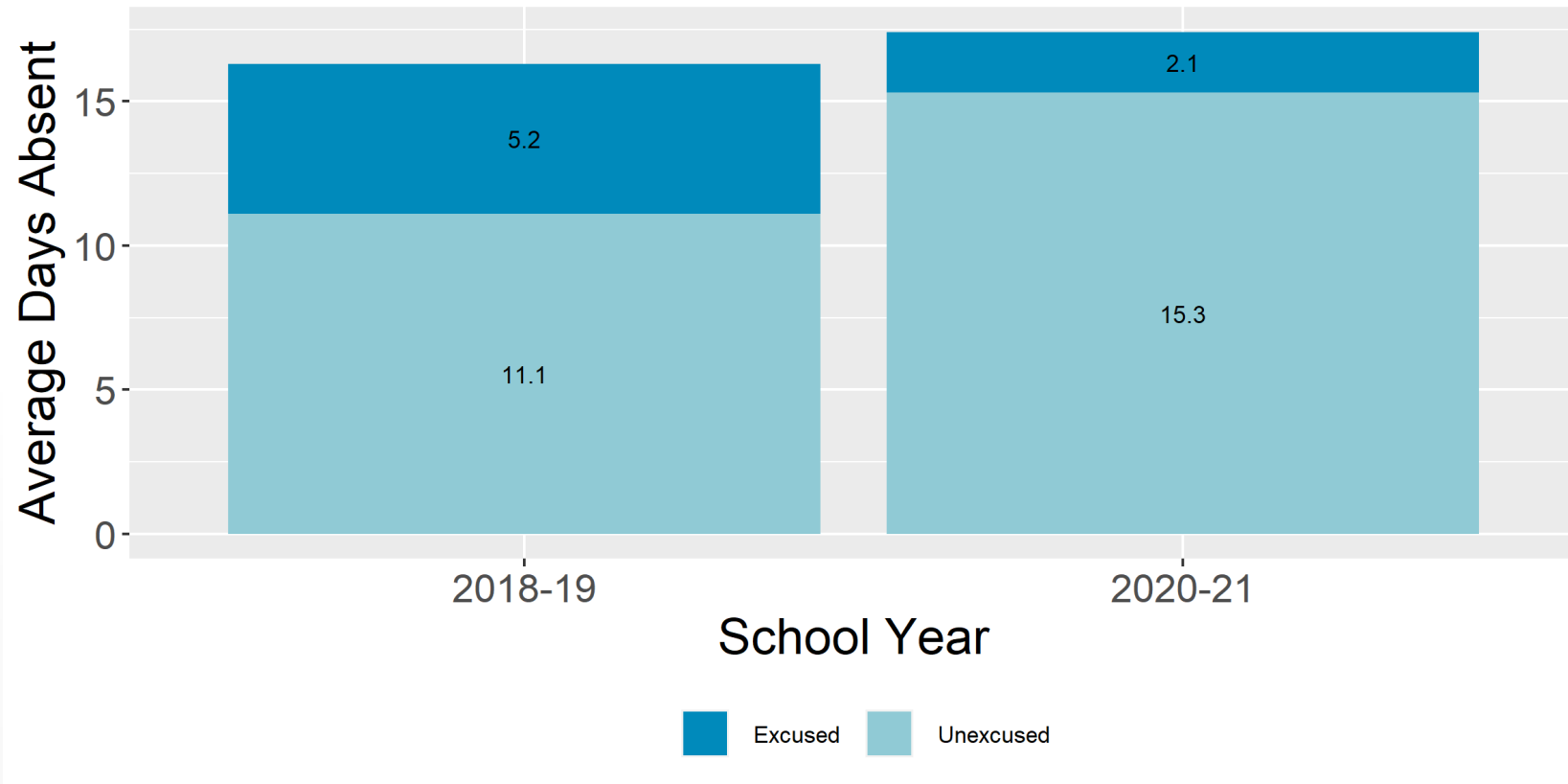
- Chronic absenteeism was 31 percent, which represents a small increase from the 2018-19 school year.
- Truancy was nearly 39 percent, which represents a substantial increase from the 2018-19 school year rate of 30 percent.
- Chronic absenteeism is more prevalent among middle and high school students, with ninth graders experiencing the highest rates.
- At-risk students were approximately 3.7 times more likely to be chronically absent than students who were not considered at-risk when controlling for other demographic and educational indicators.
- Students experiencing homelessness, who were overage and in high school, or who attended multiple schools, were more likely to be chronically absent than their peers.
- Black or African American students were four times more likely to be truant than students who were not Black, and Hispanic or Latino students were nearly three times more likely to be truant than non-Hispanic or Latino students.

Absenteeism rates have increased only marginally, but truancy rates have increased substantially.

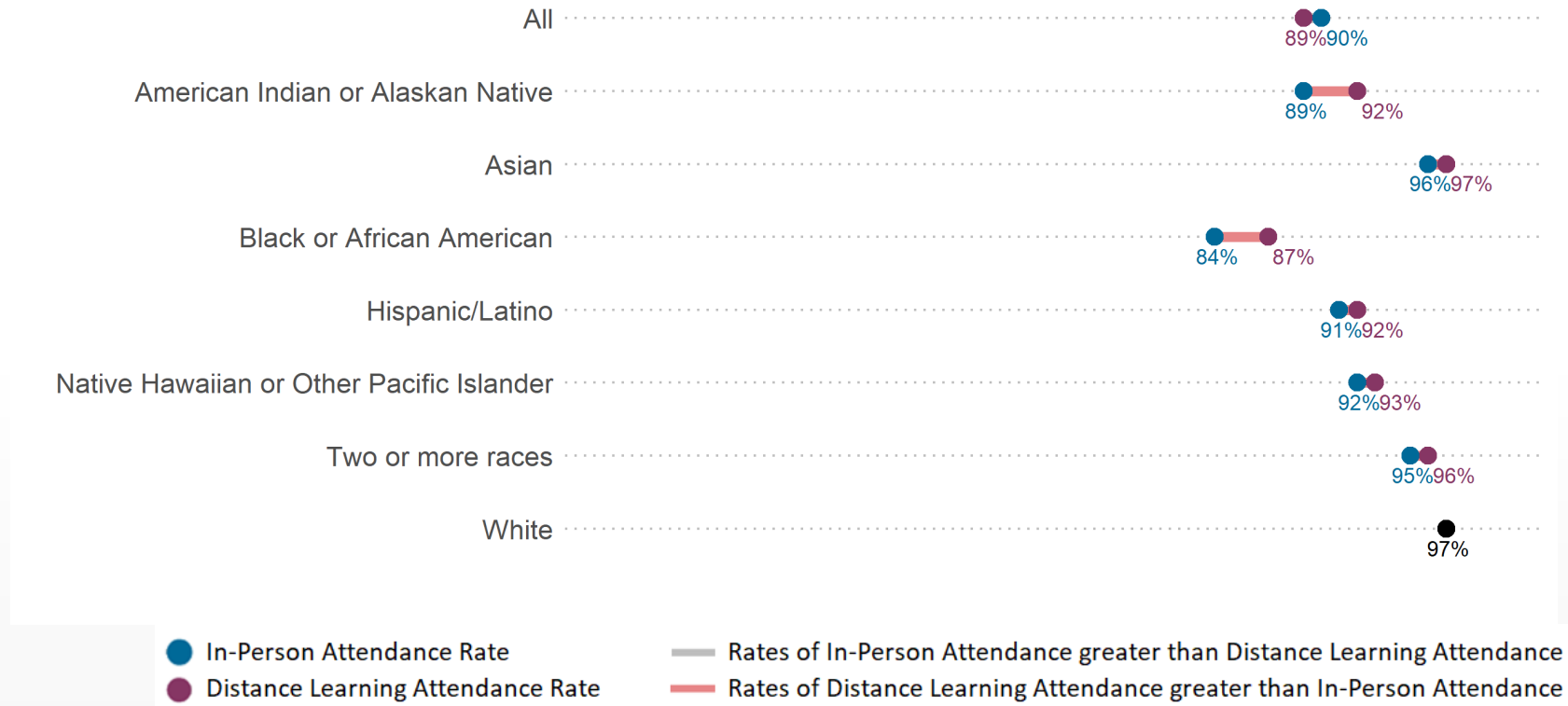


*Data for 2019-20 is only through March 13th. Data for 2020-21 includes both learning environments.

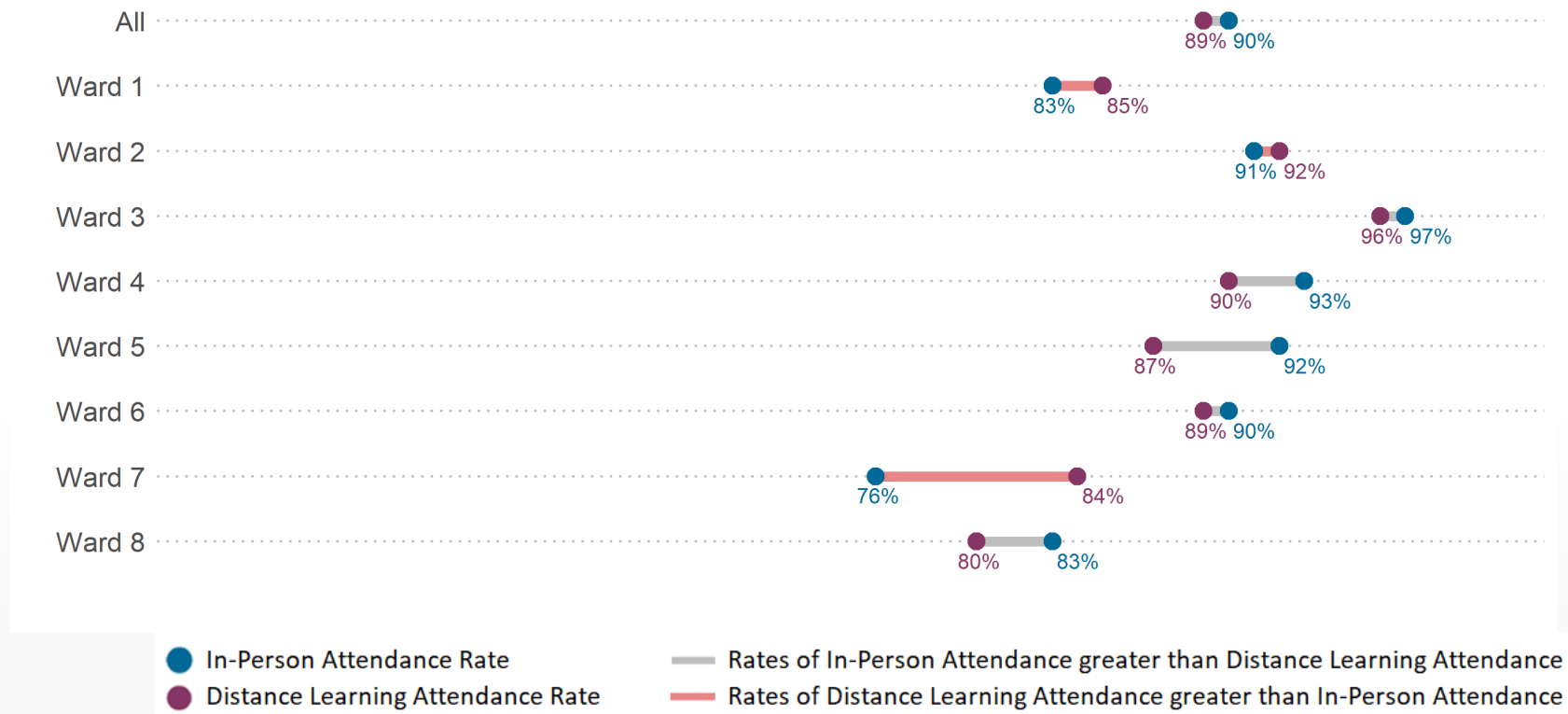
Unexcused absences as a share of all absences increased.



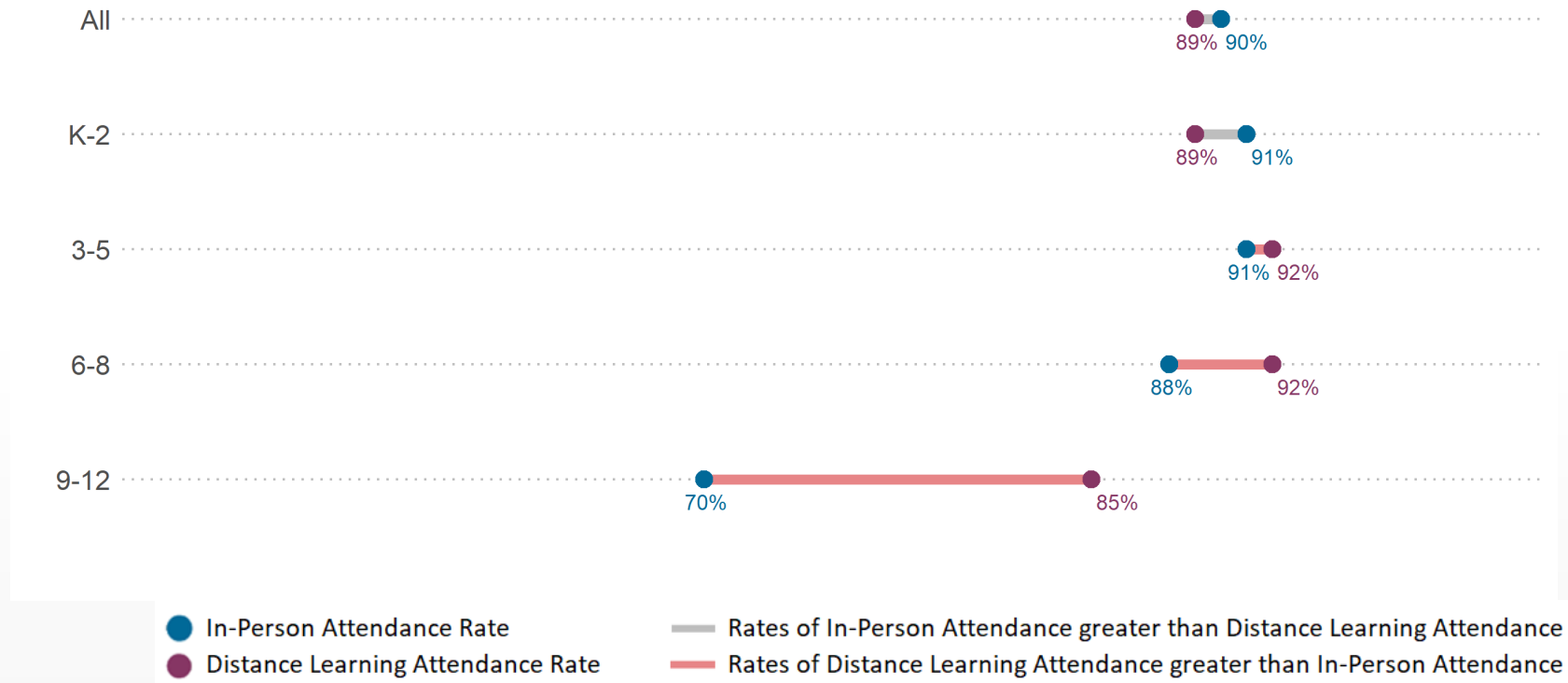
Attendance rates, regardless of learning posture, did not differ significantly across racial/ethnic groups.



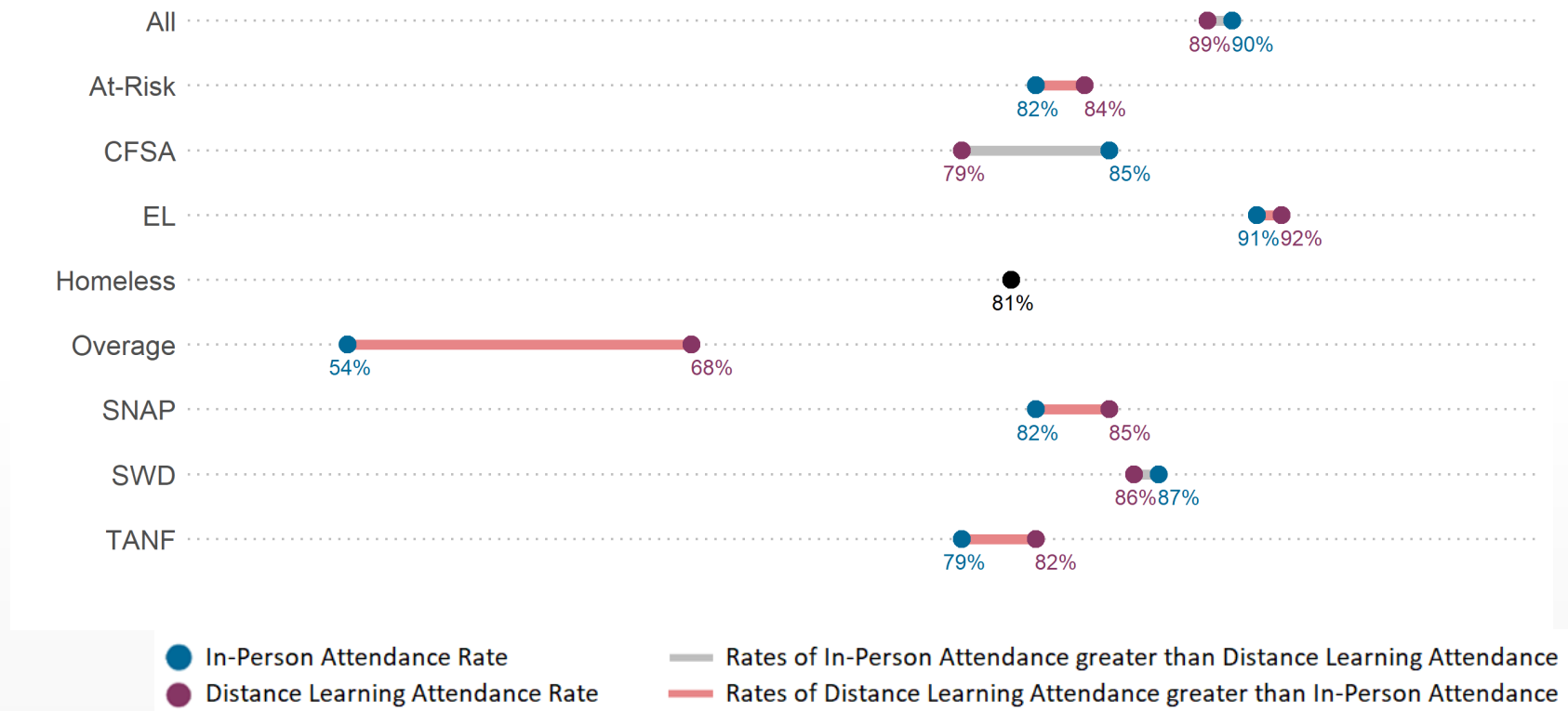
Attendance rates were much higher in Ward 7 in the distance learning posture, but otherwise about the same or higher in the in-person posture.



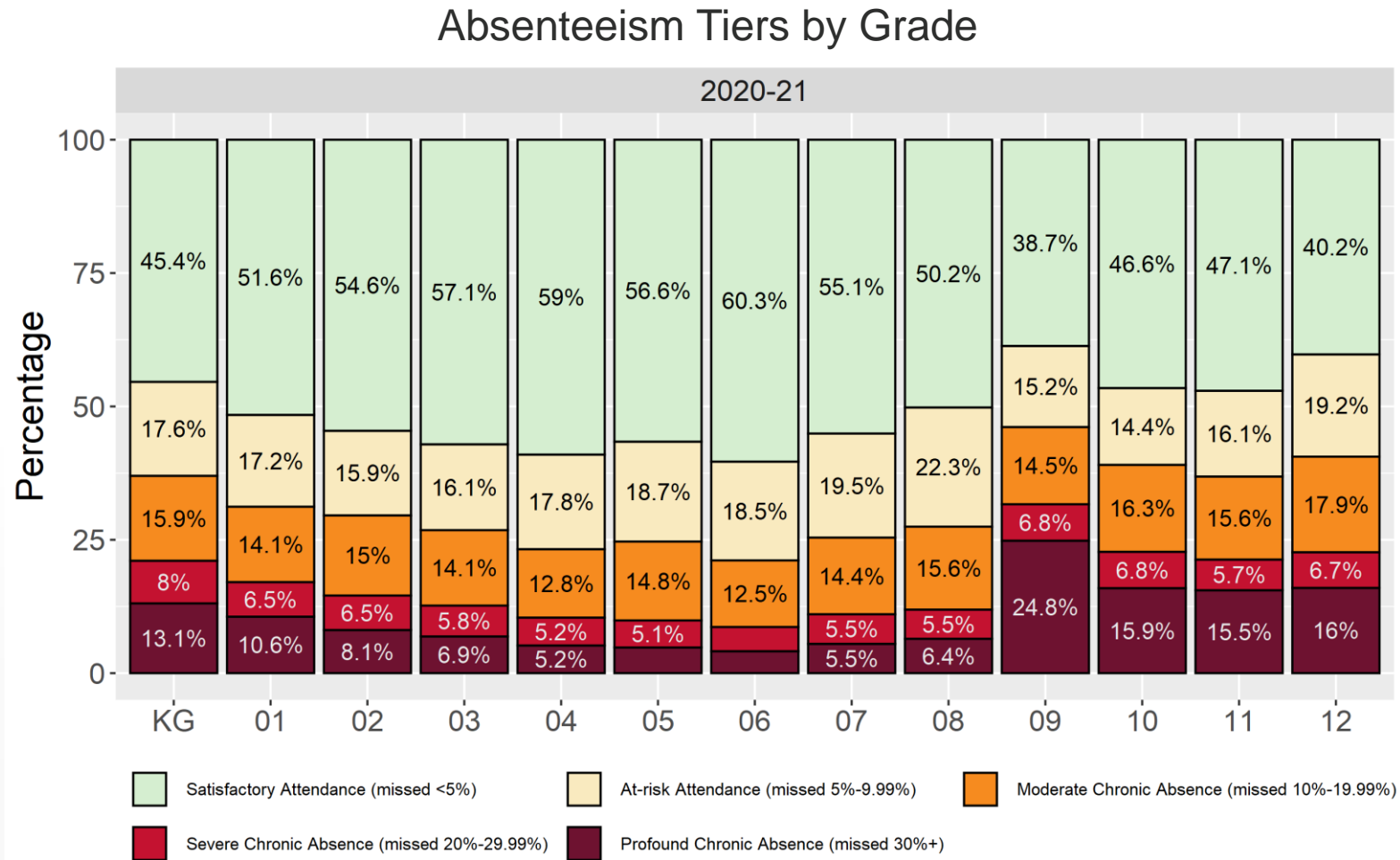
Attendance rates were higher in high school and in middle school in the distance learning posture, but otherwise about the same.



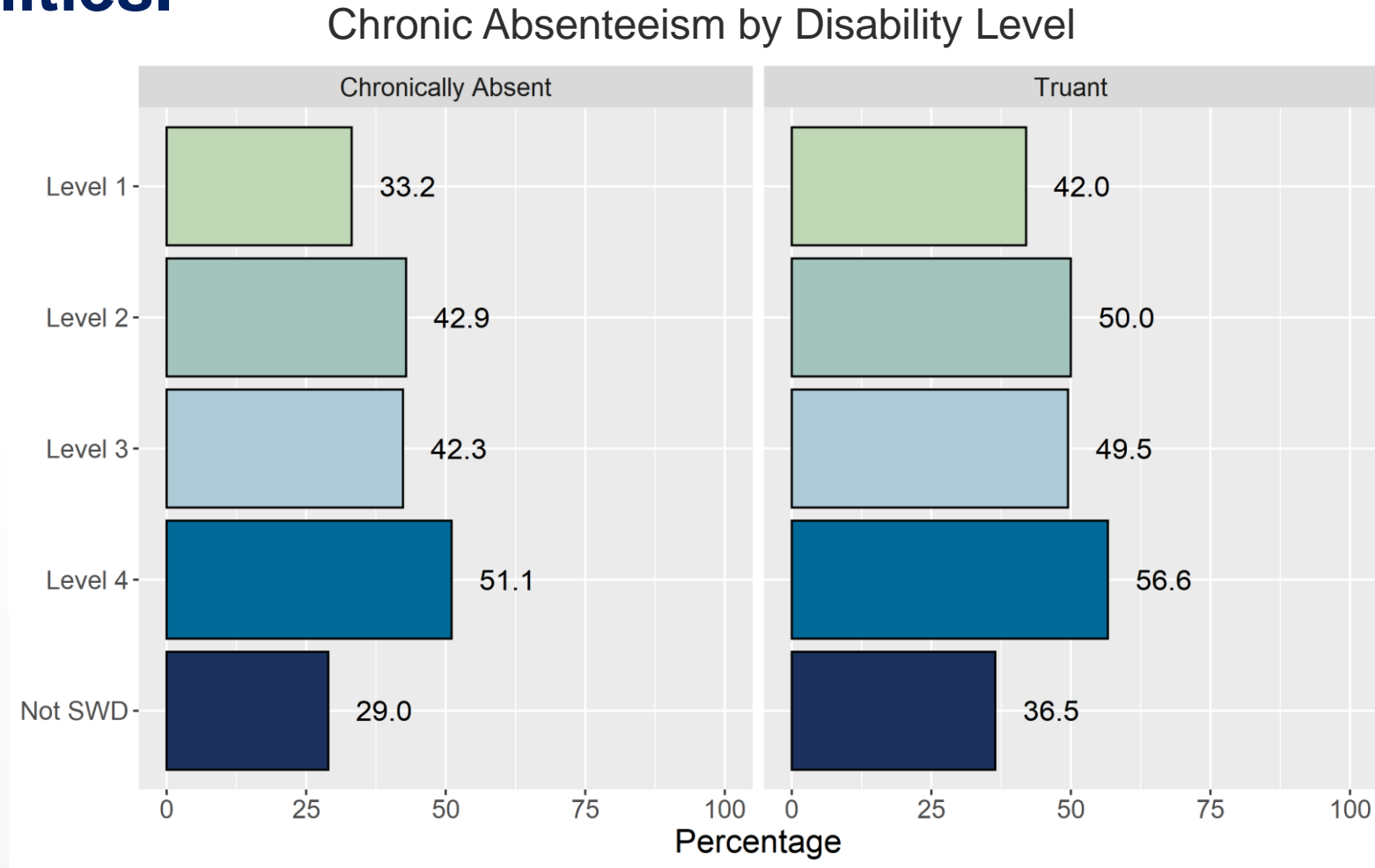
Attendance rates were higher for most student groups in the distance learning posture, except for students in foster care.



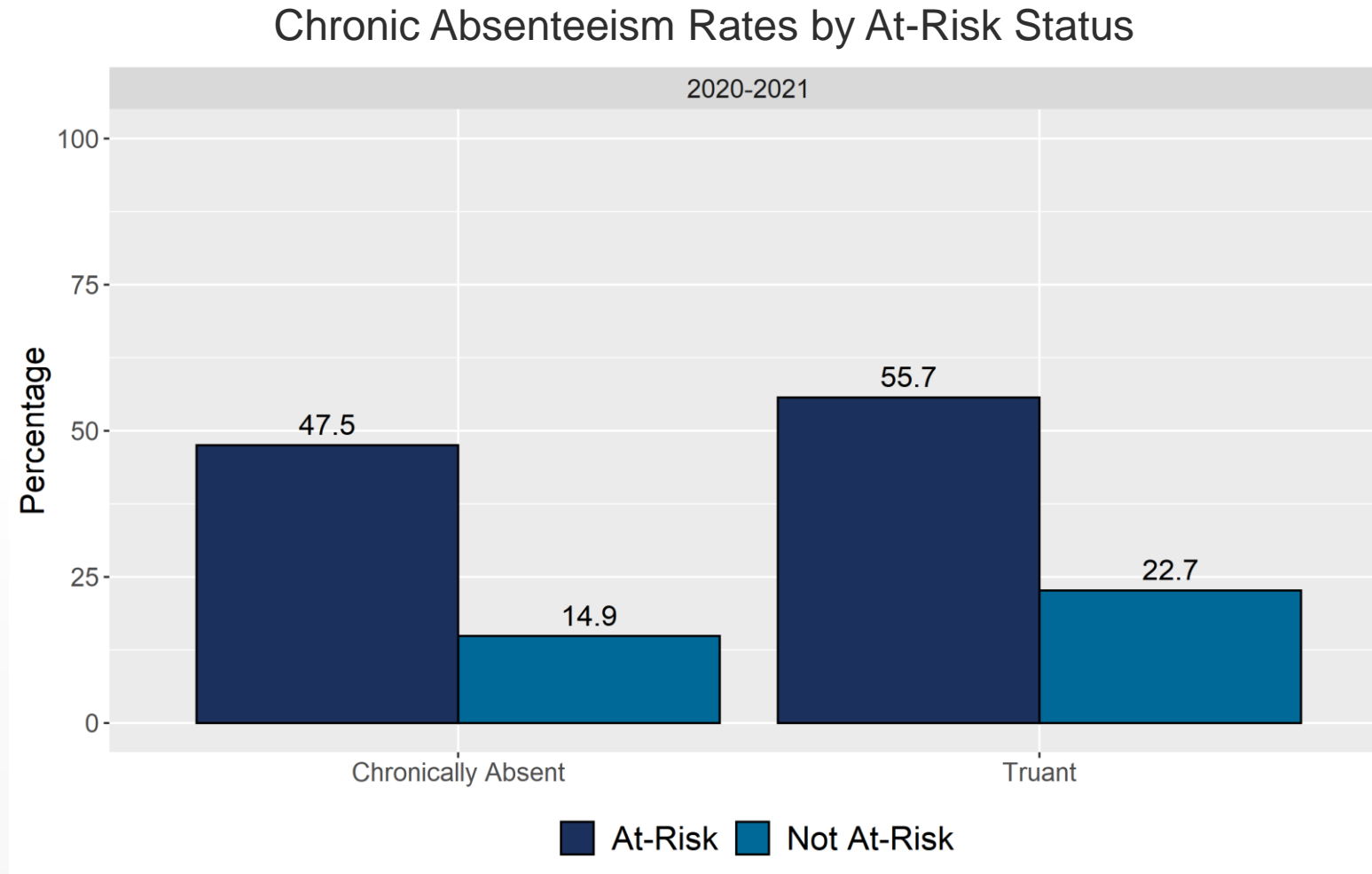
Absenteeism was highest in grade 9 (consistent with prior years), but not as high for grade 9 as in prior years.



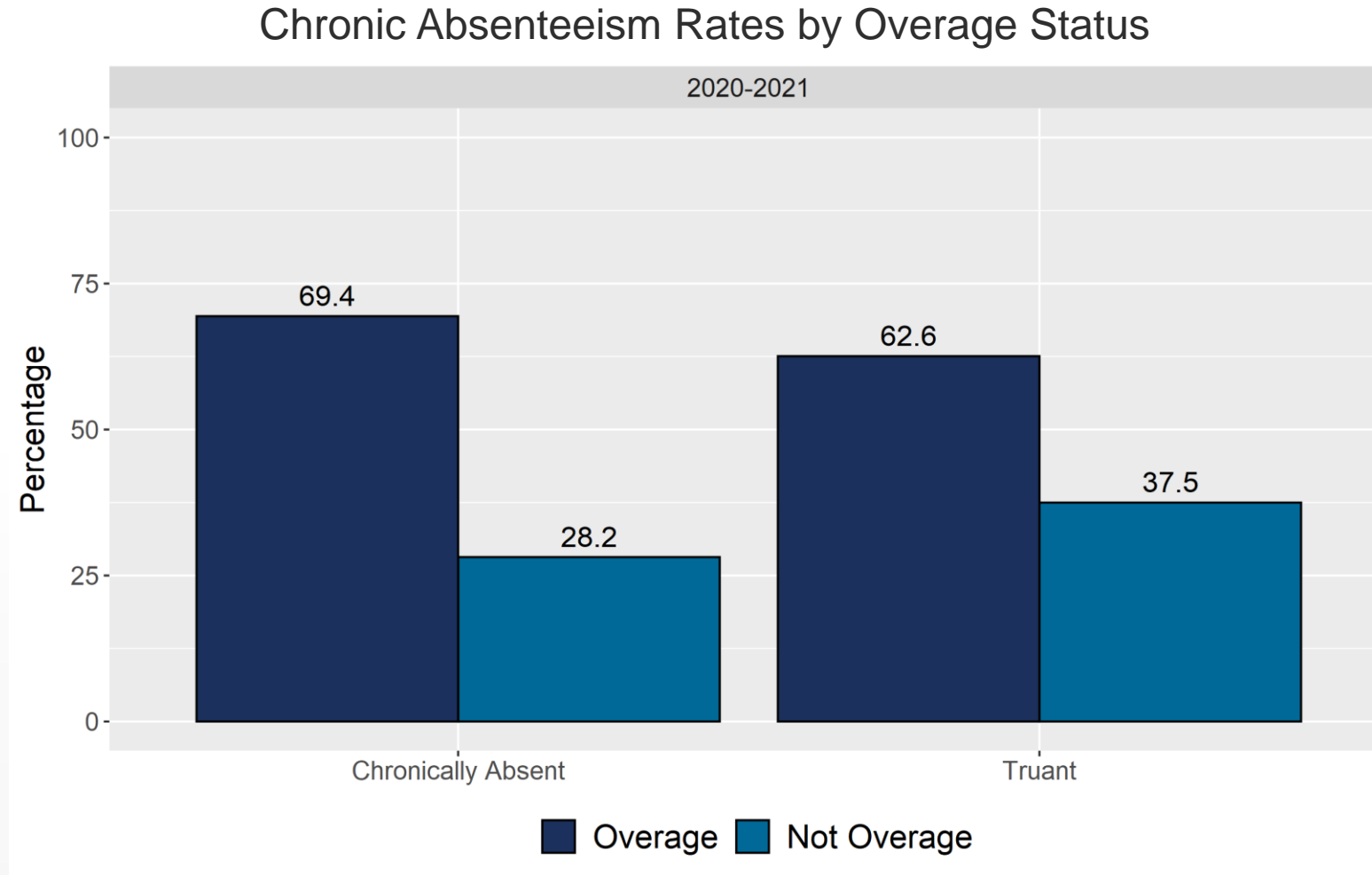
Students with level 1 disabilities have similar rates of chronic absenteeism and truancy as their peers without disabilities.



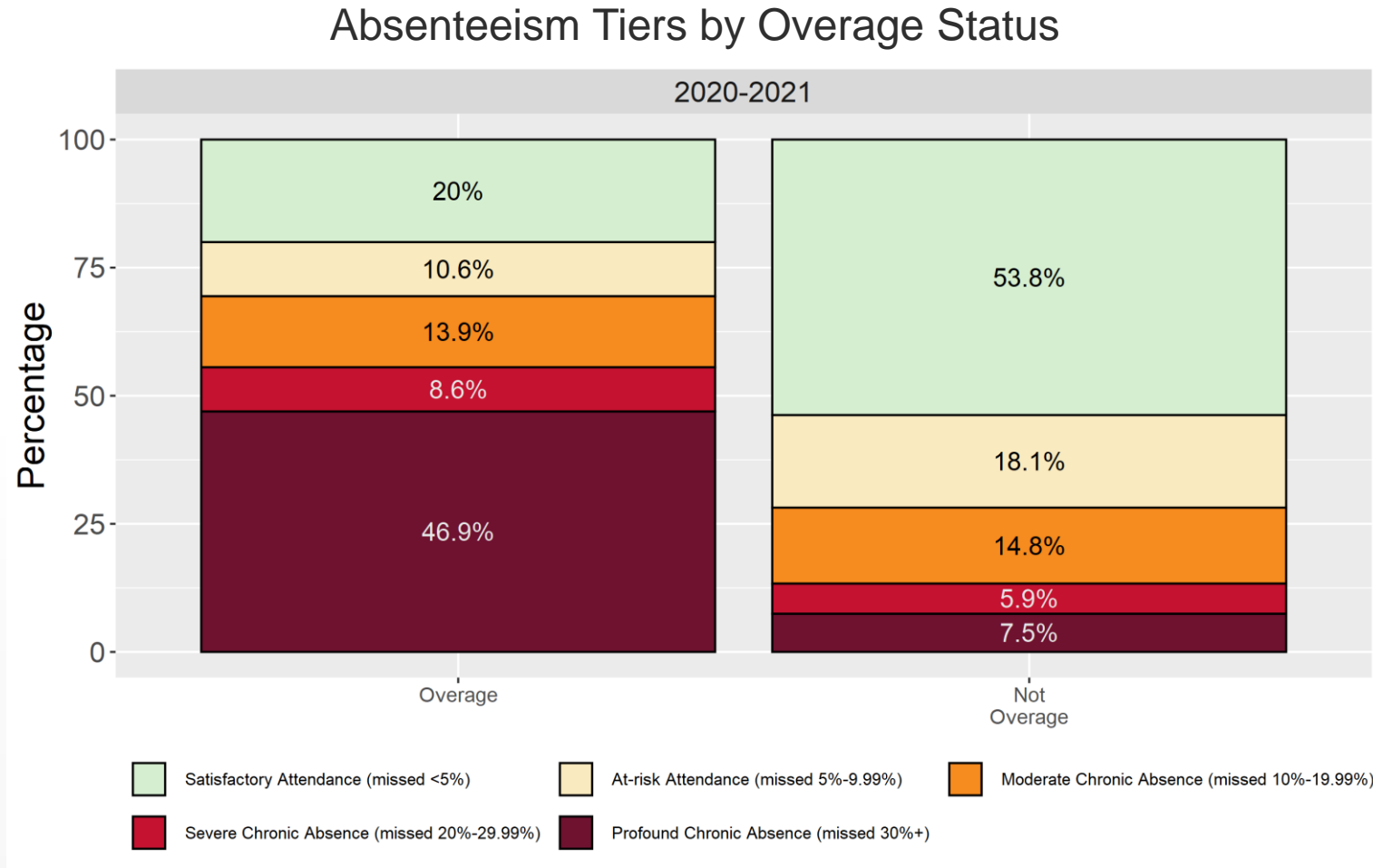
Chronic absenteeism and truancy rates are higher for students who are At-Risk.



Chronic absenteeism and truancy rates differ greatly between students who are overage and those who are not.

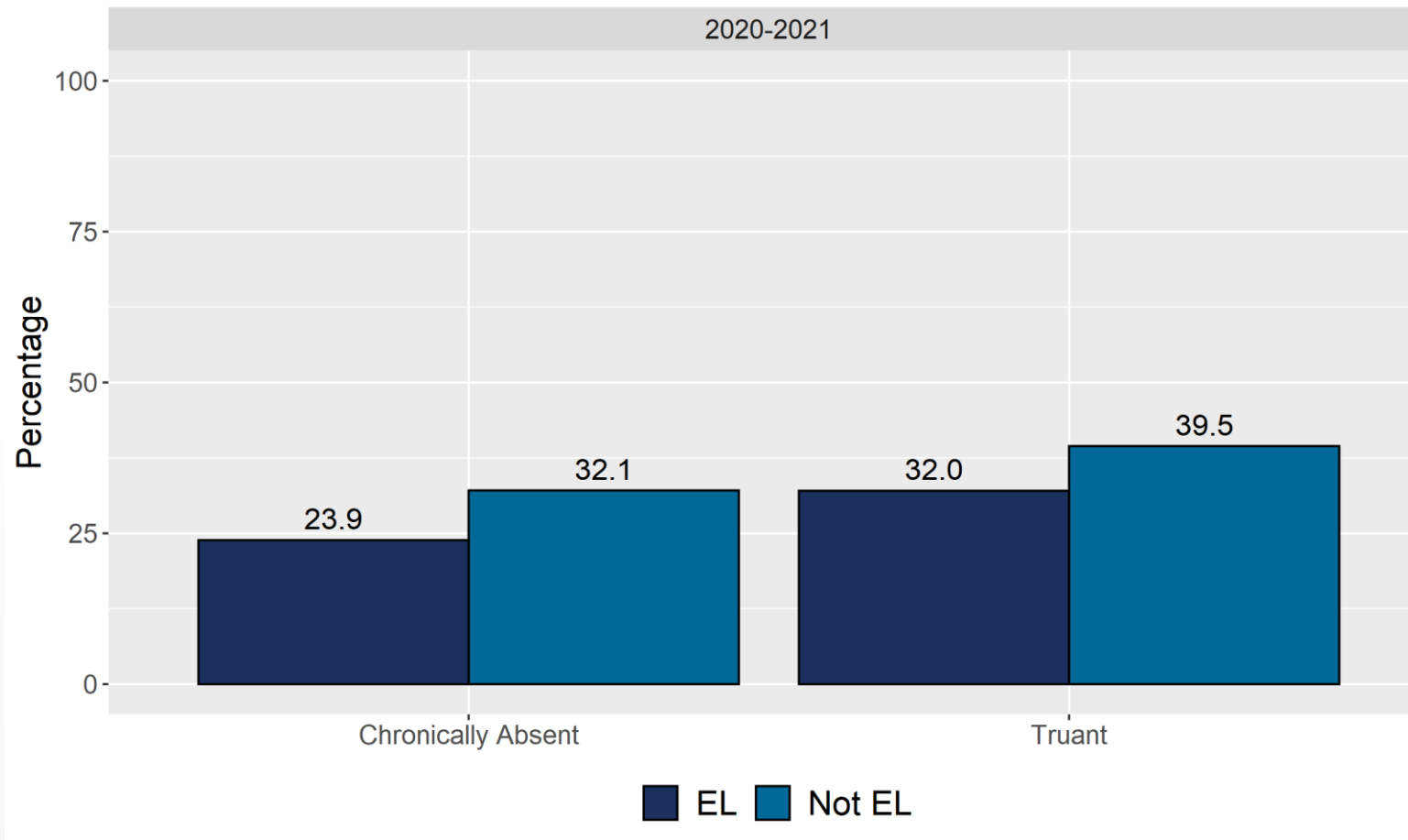


More specifically, the gap between overage and not overage students emerges in profound chronic absenteeism (i.e., 30%+).



Students who are English learners have slightly lower rates of absenteeism than their peers.

Chronic Absenteeism Rates by English Learner Status





**Questions?
Feedback?**