



District of Columbia
Office of the State Superintendent of Education

District of Columbia Attendance Report SY 2016-17 November 30, 2017

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Executive Summary

Background

Ahead of the 2017-2018 school year, Mayor Bowser launched a citywide effort to emphasize the importance of student attendance, highlight its impact on student achievement, and promote District investments to help students and families overcome obstacles to attendance. The Every Day Counts! initiative includes a public campaign and a task force of education, health, and public safety leaders, as well as investments in data-driven strategies to reduce absenteeism. To date, the campaign has reached more than 600,000 people on social media and approximately 3,000 students and community members have signed the Every Day Counts! pledge, committing to getting more students to school on time, every day.

As a result of changes made to laws and regulations regarding school attendance, this report only compares 2015-2016 and 2016-2017 school year data. Prior to the 2015-2016 school year, data on chronic absenteeism and truancy was only collected by sector, not for the entire city. Additionally, before the 2014-2015 school year, DC Public Schools (DCPS) and DC public charter schools used different methodologies to track truancy. Today, the State Education Agency, the Office of the State Superintendent (OSSE), reports on citywide attendance data that includes both sectors.

Collecting citywide data gives city leaders a more accurate and comprehensive understanding of students' overall attendance across both DCPS and public charter schools. The results have led the District to look more broadly on student attendance and chronic absenteeism, rather than solely focusing on truancy. Research shows that regardless of whether an absence is excused or unexcused, it can set students back academically. Students who attend school every single day are more likely to graduate and succeed in school. By sixth grade, attendance is one of strongest predictors of whether a student will drop out of high school, regardless of excuse status.

For the purposes of this report, **truancy** is defined as the accumulation of 10 or more unexcused absences across all schools and sectors in a given school year. **Chronic absenteeism** is defined as being absent – either excused or unexcused – for more than 10 percent of the instructional days a student was enrolled across all schools and sectors in a given school year. Because chronic absenteeism measures how many school days a student misses for any reason, it provides a more comprehensive measure of attendance than truancy. All figures and metrics are reflective of the compulsory age student population (students aged five to seventeen) unless otherwise noted.

Current Landscape

Chronic absenteeism is a citywide problem that requires citywide solutions. It affects all grades, wards, and backgrounds. However, some students are impacted more than others, including high school and overage students, students of color, lower income students, and students with special needs.

Over the past two years, the Every Day Counts! Taskforce (formerly known as the Truancy Taskforce) has honed in on common causes for chronic absenteeism in Washington, DC, adopted a citywide plan for government agencies to address barriers to attendance, created attendance.dc.gov as a resource hub for families and other stakeholders, and partnered with schools to reward students for improved attendance.

The daily attendance data reported to OSSE for the 2016-2017 school year shows that 27.3 percent of students were chronically absent and 25.5 percent of students were truant. Both measures represent an increase in comparison to the 2015-2016 school year, when 26.3 percent and 21.4 percent of students were chronically absent and truant, respectively. The factors most strongly associated with chronic absenteeism were:

- Experiencing homelessness
- Being overage for a grade
- Receiving the highest levels of special education services
- Receiving TANF or SNAP benefits
- Enrolling in more than one school

In addition, high school students were most likely to be chronically absent. Race, ethnicity, and grade level were the strongest predictors of truancy. The increase in citywide truancy rates was primarily driven by a 7 percentage point increase in truancy among high school students.

These results support the importance of the Bowser Administration's increased attention to and support for student attendance, and the need to continue these efforts. As the Every Day Counts! Taskforce continues to study and address citywide attendance issues, schools and teachers can use the information reported about attendance patterns over the school year to develop targeted outreach for students who are on track to becoming truant or chronically absent during the year.

The findings in this report and the 2015-2016 report led the District to take critical steps to support students, schools, and families, including:

- Launching the Every Day Counts! campaign to increase awareness about the importance of attendance and bring together the entire community around ensuring that every student attends school every day.
- Increasing investments in school-based programs, such as Show Up Stand Out (SUSO), a free, community-based truancy reduction program that helps parents get their children to school every day. Given the higher truancy rates for high school students, SUSO invested \$500,000 to provide new support to high school students during the 2017-2018 school year.
- Addressing transportation barriers by continuing to fund the expanded Kids Ride Free program and leading a safe passage planning initiative.

- Engaging students in finding solutions to absenteeism in their schools by hosting an annual Attendance Design Challenge, supporting teams of high school students throughout the school year, and including students on the Every Day Counts! Taskforce.
- Providing school leaders with resources and technical assistance to address attendance barriers in their schools.
- Connecting with health care partners to address physical and mental health challenges students face.
- Using attendance as a measure of school quality and student success in the District's Every Student Succeeds Act (ESSA) State Plan.

With more accurate data and a more comprehensive understanding of student attendance in Washington, DC, the District is investing in and supporting programs and initiatives that are based on the needs and experiences of our students and families.

Introduction

Students must attend school to learn, and rates of chronic absenteeism and truancy hold back the progress of far too many of the District’s children. The link between academic achievement and attendance is well established in the academic literature.¹ For the District of Columbia to sustain and deepen our academic progress for all of our students, it is imperative that we take action based on the best available data and analysis.

This report fulfills OSSE’s reporting requirement as required by Section 2(c)(6) of the School Clarification Amendment Act of 2016, effective June 1, 2016 (D.C. Law 21-140; D.C. Official Code §38-203(k)).² As required by law, the report includes an analysis of truancy and chronic absenteeism by school or campus and the impact of current laws on improving school attendance.

Recent Changes to Legal Landscape

The data presented in this report represent the first year of implementation of the changes made by the Attendance Clarification Act of 2016 (“the Act”). The Act, which became law on July 26, 2016, made a number of changes to existing laws and regulations regarding school attendance for children of compulsory school age (from age five until age 18). Among the many changes, the Act provided clarity on LEA and parent responsibilities related to attendance, including:

- Requiring that a parent, guardian, or other person who has custody or control of a minor student provide the school with a valid excuse for the minor’s absence within five (5) school days of returning to school;
- Prohibiting LEAs from expelling or suspending a student due to attendance;
- Prohibiting LEAs from un-enrolling a student until they have accumulated 20 consecutive full school day unexcused absences; and
- Codifying the term “chronic absenteeism” as “the incidence of students missing more than 10% of school days, including excused and unexcused absences.”

The Act also changed how schools are required to count absences for the purpose of child welfare and court referrals.³ Although the number of days of accrued absence that trigger these reporting obligations

¹ See the Attendance Works website for a comprehensive listing of research pertaining to absenteeism; <http://www.attendanceworks.org/research/all-research/>

² The School Clarification Amendment Act of 2016 initially established an annual deadline October 1. The Fiscal Year FY 18 Budget Support Act of 2017, DC Act 22-130, which is expected to become law on December 16, 2017 after a period of Congressional review, will permanently change the annual deadline to November 30. This change was necessary to provide LEAs with extended school years with sufficient time to complete end of year reporting and for OSSE to verify data accuracy through a process of reconciling attendance with other data sources.

³ In a related change, the Act eliminated the requirement that schools notify the Metropolitan Police Department (MPD) within two business days if a student accumulated 10 unexcused absences during a school year. However the Act now requires MPD to take into custody anyone who is suspected of being truant during school hours and take the student to their enrolled school. The school is required to receive the minor from the MPD officer. If the student is not enrolled in school, MPD is required to take the minor to the District of Columbia Public Schools placement office.

have not changed, local law now specifies that only **full day absences** are required to be counted for this purpose. Prior to the change, the law was silent regarding whether partial absences should be counted in this area and local regulations require a student to attend at least eighty percent (80%) of the instructional day to be considered present for the full day. Schools are still required to refer students 5 years of age through 13 years of age to DC Child and Family Services Agency (CFSA) no later than two business days after the accrual of 10 unexcused absences in a school year, and schools still must refer students 14 years of age through 17 years of age to the Court Social Services Division of the Superior Court of the District of Columbia (CSS) and to the Office of the Attorney General after the accrual of 15 unexcused absences.

Of particular note for this report, the Act also redefined “truancy rate” as “the incidence of students of compulsory attendance age, as defined by D.C. Official Code § 38-202(a), enrolled at a school at any point in a given school year who are absent without valid excuse, as defined by 5-A DCMR 2102.2, on ten or more occasions within a single school year, divided by the total number of students of compulsory attendance age ever enrolled during the corresponding school year.” This report provides truancy rate calculations that meet this new definition.

Every Day Counts! Taskforce

The Every Day Counts! Taskforce is a partnership of diverse District of Columbia agencies and stakeholders that collectively advance and coordinate strategies to increase student attendance and reduce truancy. The group includes representatives from the education, justice, and health clusters of the Mayor’s Administration, allowing for holistic development and implementation of attendance policy. The Taskforce is chaired by Deputy Mayor of Education Jennifer Niles, and the following entities are represented:

Child and Family Services Agency (CFSA), Criminal Justice Coordinating Council (CJCC), Court Social Services Division (CSSD), DC Public Charter School Board (PCSB), DC Public Schools (DCPS), Department of Behavior Health (DBH), Department of Human Services (DHS), Deputy Mayor of Greater Economic Opportunity (DMGEO), Deputy Mayor for Public Safety & Justice (DMPSJ), Department of Health (DOH), Department of Transportation (DOT), Justice Grants Administration (JGA), Metropolitan Police Department (MPD), Office of the State Superintendent (OSSE), Office of the Attorney General (OAG), State Board of Education (SBOE), the Offices of Chairman Phil Mendelson and Councilmember David Grosso, public charter school leaders, and others.

The Every Day Counts! Taskforce’s strategy is three-pronged. The Taskforce works to collect and report on key data points (“Measure”), regularly analyze and review these data (“Monitor”) and craft evidence-based policies in response (“Act”). The partnership uses a data-driven EdStat model to inform its analysis and policy-making under the “Measure, Monitor, Act” framework.

Taskforce activities in School Year 2016-17 included:

- Created attendance.dc.gov
- Conducted learning sessions on attendance SST meetings and health resources
- Selected four high school Every Day Counts! Taskforce student representatives

- Designated September Attendance Awareness Month
- Extended the Strategic Plan to December 2017
- Hosted OSSE LEA Institute, OSSE Community Schools COP and OSSE Start of School Summit Taskforce Presentations
- Drafted Ed Stat Timeline of data topics for Taskforce
- Included attendance in ESSA School Accountability Framework
- Released and presented School Health Plans to Taskforce
- Rewarded six schools and over 100 students through an attendance competition
- Hosted 2nd Annual Design Challenge engaging students and stakeholders

Efforts to Improve Data Quality

OSSE supports LEAs in collecting and reporting attendance data through continued training and technical assistance, including regular professional development opportunities, webinars, and written guidance. LEAs submit attendance on a daily basis via the Automated Data Transfer. OSSE provides enhanced analytics tools that allow LEAs to view attendance information more easily, including the Unified Data Errors Application which provides a single dashboard identifying data discrepancies across the various data systems to encourage LEAs to resolve data anomalies and accuracy issues.

OSSE also ensures that LEA leaders have access to the tools needed to ensure accurate and actionable attendance data collection. OSSE has developed an application to assist LEAs in monitoring chronic absenteeism that is refreshed daily.

ESSA State Plan

The Every Student Succeeds Act (ESSA) (20 U.S.C. 6311) requires states to develop their own statewide school accountability systems. In addition to state administered assessments, states are also required to include measures of school quality and student success.

For the first time, OSSE will incorporate measures of school attendance in the statewide accountability system. Attendance will be incorporated in two ways. First, schools may earn points based on in-seat attendance rates or the daily average percentage of enrolled students who were present in school. Second, schools may earn points based on a chronic absenteeism measure. The chronic absenteeism measure uses the percentage of enrolled students who were present for 90 percent or more enrolled days or growth in 90 percent attendance - whichever is better. As a result of using these measures, schools have the incentive to focus efforts to improve school attendance. All of these measures will be reported on in the state's new annual school report card, which will be published for the first time in December 2018. These measures will be presented at the state, LEA, and school level and reported for all student subgroups annually.

Findings

Overview: State-Level

Following the statutory definition of truancy rate,⁴ truancy for the purposes of this report is defined as the accumulation of 10 or more unexcused absences across all schools and sectors in a given school year. Chronic absence is defined as being absent – either excused or unexcused – for more than 10% of instructional days a student was enrolled across all schools and sectors in a given school year. Chronic absenteeism measures how many school days a student misses for any reason, which provides a broader measure of attendance than truancy, which only tracks unexcused absences. Although truant days for the purposes of referrals must be full-day unexcused absences, the truancy metrics discussed in this report capture both full-day and partial-day unexcused absences.⁵ Full-day unexcused absences comprise more than 98% of all truant days. All figures and metrics discussed in the report are reflective of the compulsory age student population (students aged 5 through 17) unless otherwise noted.

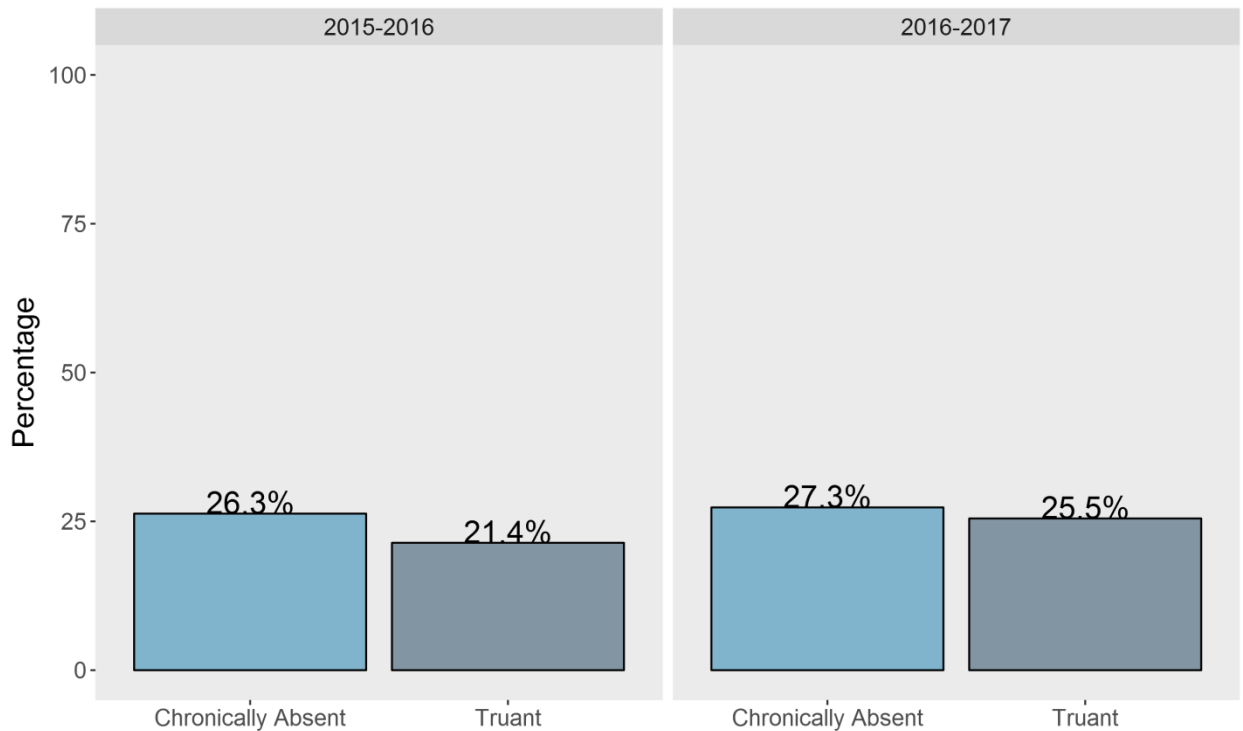
Examination of the daily attendance data reported to OSSE reveals that 27.3% students were chronically absent during the 2016-17 school year, and 25.5% were truant⁶ (Figure 1). Both measures represent an increase in rates compared to the 2015-16 school year, where 26.3% and 21.4% of students were chronically absent and truant, respectively. The increase for both metrics year-over-year is statistically significant.

⁴ D.C. Official Code § 38-202(a) defines truancy rate as the share of students who have accumulated 10 or more unexcused absences during the school year. This differs from the absences for the purpose of child welfare and court referrals (10 unexcused full day absences from ages 5-13; 15 unexcused full day absences from ages 14-17).

⁵ 80/20 rule – Schools/ LEAs are expected to apply rule in reporting present versus absent attendance codes

⁶ Appendix B provides detail on the data methodology used in this report.

Figure 1: State-level Rates of Chronic Absenteeism and Truancy



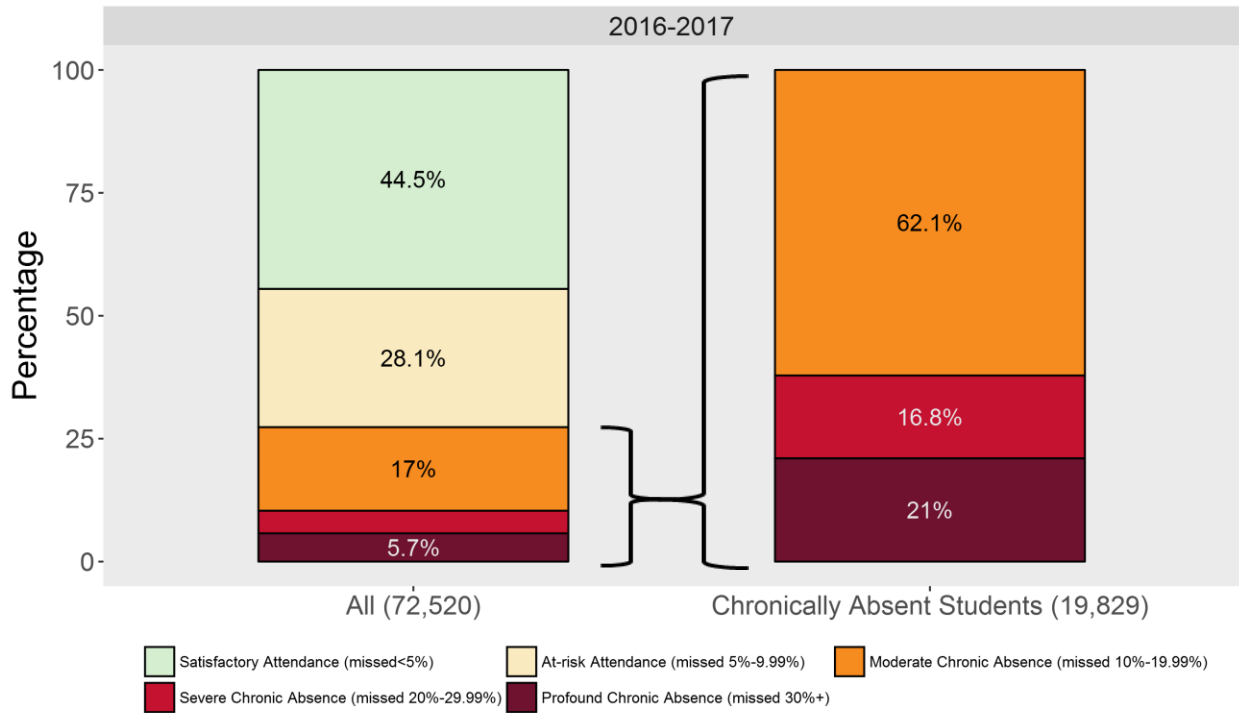
Absenteeism Risk Tiers

The state-level percentages of truancy and chronic absenteeism do not reflect the significant variation in student attendance patterns. Figures 2 and 3 provide a more detailed look at the underlying attendance patterns of the District’s compulsory-aged students, classifying students into five attendance risk tiers⁷:

- 1) Satisfactory Attendance: Students who missed 0%-4.99% of school days
- 2) At-Risk Attendance: Students who missed 5%-9.99% of school days
- 3) Moderate Chronic Absence: Students who missed 10%-19.99% of school days
- 4) Severe Chronic Absence: Student who missed 20%-29.99% of school days
- 5) Profound Chronic Absence: Student who missed 30% or more of school days

⁷ Risk Tiers 1 through 4 specified by Attendance Works, a national initiative to promote awareness of the importance of attendance to students’ success; Profound Chronic Absence is an additional category used for the purposes of this report.

Figure 2: Absenteeism, All Students and Chronically Absent Students



During the 2016-17 school year, 44.5% of all compulsory-aged students in the District had satisfactory attendance records (Figure 2). An additional 28.1% of students fell below the threshold for chronic absenteeism, but with absence rates between 5%-9.99%; these students were considered to be at-risk in their attendance patterns.

Of the students classified as chronically absent for the 2016-17 school year, over 62% fell into the Moderate Chronic Absenteeism Risk Tier. The shares of students at the higher bands of chronic absence reveal a concerning trend: a greater proportion of students are clustered within the Profound Chronic Absenteeism Tier, meaning it was more common for students to miss more than 30% of school days than it was for students to miss between 20%-29.99%. The absences used to calculate chronic absenteeism, as shown in Figure 2, are instances in which students were absent from school for any reason. However, it is worth noting that there is a high degree of correlation between chronic absenteeism and truancy, especially at the highest levels of absenteeism. Across all chronically absent students, 71% were also classified as truant, and within the population of students with profound chronic absenteeism, nearly 90% were truant.⁸

⁸ The imperfect correspondence between chronically absent and truant students is because chronic absenteeism counts absences for *any reason*, while truancy results from the accumulation of unexcused absences only.

Figure 3: Absenteeism, Truant Students

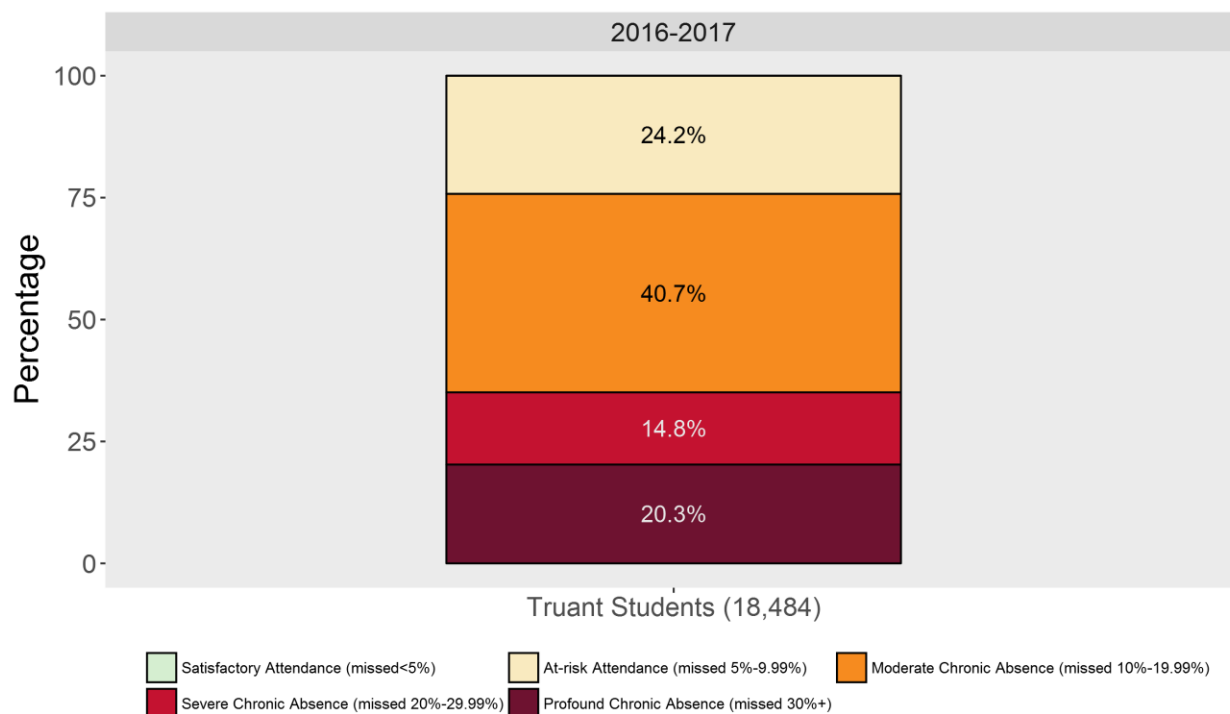


Figure 3 shows the Absenteeism Risk Tiers for students found to be truant during the school year. Just as not all chronically absent students become truant, not all truant students miss enough school days to be considered chronically absent. Because truancy is determined by the accumulation of 10 unexcused absences, there are 24% of students that met the minimum number of unexcused absences in the 2016-17 school year, but did not surpass the threshold of missing more than 10% of school days.

Chronic absenteeism and truancy are related but not synonymous. Chronic absenteeism highlights the proportion of students at risk of falling behind due to their accumulation of absences for any reason. Missing too much school, excused or otherwise, disrupts a student’s academic progress. Truancy, by contrast, points to the specific problem of students missing school without parental consent or a valid reason, meaning that students are potentially unaccounted for during the day. Policymakers should respond to both of these problems with a sense of urgency, and each challenge may require different policy tools to address them effectively.

Best Practices: Innovating with Attendance Data
Capital City Public Charter High School

Capital City PCHS has witnessed notable improvements in student attendance records over the past two years. In the 2016-17, more than half (51.6%) of Capital City’s students fell within the Satisfactory Attendance Risk Tier, meaning they missed less than 5% of school days during the

year, compared to an average of 21.9% for high schools across DC. This is an improvement of nearly 22 percentage points over 2015-16, where 29.4% of students at Capital City were within the Satisfactory Attendance Risk Tier.

The positive trend reflects Capital City's focus on attendance, demonstrating the potential impact of developing more systematic ways of monitoring attendance. Teachers at Capital City PCHS are able to make use of an Early Intervention Monitoring System that flags students as they accumulate unexcused absences. The school also provides a timeline of tardiness and early departure that corresponds to instructional minutes lost and the percentage of the day considered absent, bringing attention to how even partial absences can accumulate into a significant amount of missed school. Capital City PCHS is also making an effort to reduce student absenteeism by celebrating students with perfect attendance records. Such efforts seem to have made a real impact: at Capital City PCHS, approximately one out of three students who were chronically absent during the 2015-16 school year were chronically absent again in 2016-17, whereas two out of three students at the state-level had recurring chronic absenteeism.

Such promising improvements in attendance that go against the more discouraging trends observed across the District demonstrate the potential impact of using attendance data to shape attendance outcomes.

2016-2017 in Focus: Student Populations

The following section describes the differential patterns of attendance for students belonging to various subgroups. All results that describe the likelihood of chronic absence or truancy for the different subgroups are derived from a logistic regression model. Logistic regression analysis measures how likely the outcome (chronic absenteeism or truancy) is to occur based on a variety of other student-level indicator variables. All compulsory-aged students are analyzed together in a single model, meaning that the likelihoods discussed for each student characteristic, or subgroup, represent the independent effect of each factor, holding all other student characteristics constant. For example, students who attend more than one school during the school year are more than two times as likely to be chronically absent compared to students who remain at one school for the entire year, controlling for students' demographics (race, ethnicity, gender), special education level, at-risk criteria (overage, homeless, TANF/SNAP, CFSA), and grade. All likelihoods noted in text are statistically significant at the 95% confidence level.

Examination of student characteristics associated with both chronic absenteeism and truancy revealed several factors which are strongly associated with students' absenteeism. Being in high school (particularly grade 12), experiencing homelessness, overage for grade, receiving the highest levels of special education services, receiving TANF or SNAP benefits, and enrolling in more than one school were the factors most

strongly associated with chronic absenteeism. Race and ethnicity, along with grade level, were the strongest predictors of truancy.

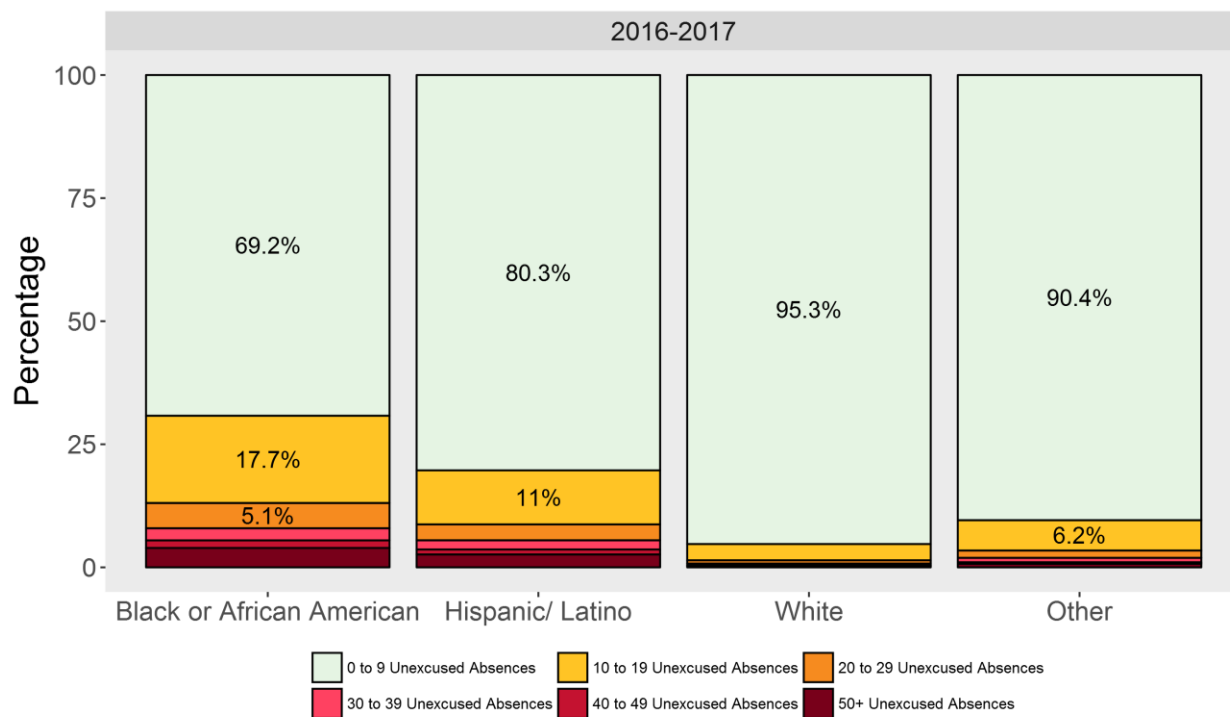
For a complete list of figures depicting the percentage of students who were truant or chronically absent for the 2016-17 school year by subgroup and for the results of the logistic regressions, please reference Appendix C and D, respectively.

Chronic Absenteeism and Truancy by Subgroup:

Race

African American students were 4.3 times more likely to be truant compared to White students and 1.9 times more likely to be chronically absent. Nearly one-third of Black or African American students became truant during the 2016-17 school year (Figure 4). Similar trends are seen among Hispanic or Latino students with Hispanic or Latino students 3.1 times more likely to be truant and 1.5 times more likely to be chronically absent compared to White students. Among students who accumulated more than 50 unexcused absences, 84% are Black or African American, and nearly all of the rest (14%) are Hispanic/Latino.

Figure 4: Truancy Risk Tiers, by Race or Ethnicity



Gender

Male students were equally likely to be chronically absent compared to female students with 27.7% of male students and 27% of female students identified as chronically absent. However, with respect to

truancy, male students were slightly more likely than their female classmates to accumulate more than 10 unexcused absences over the year.

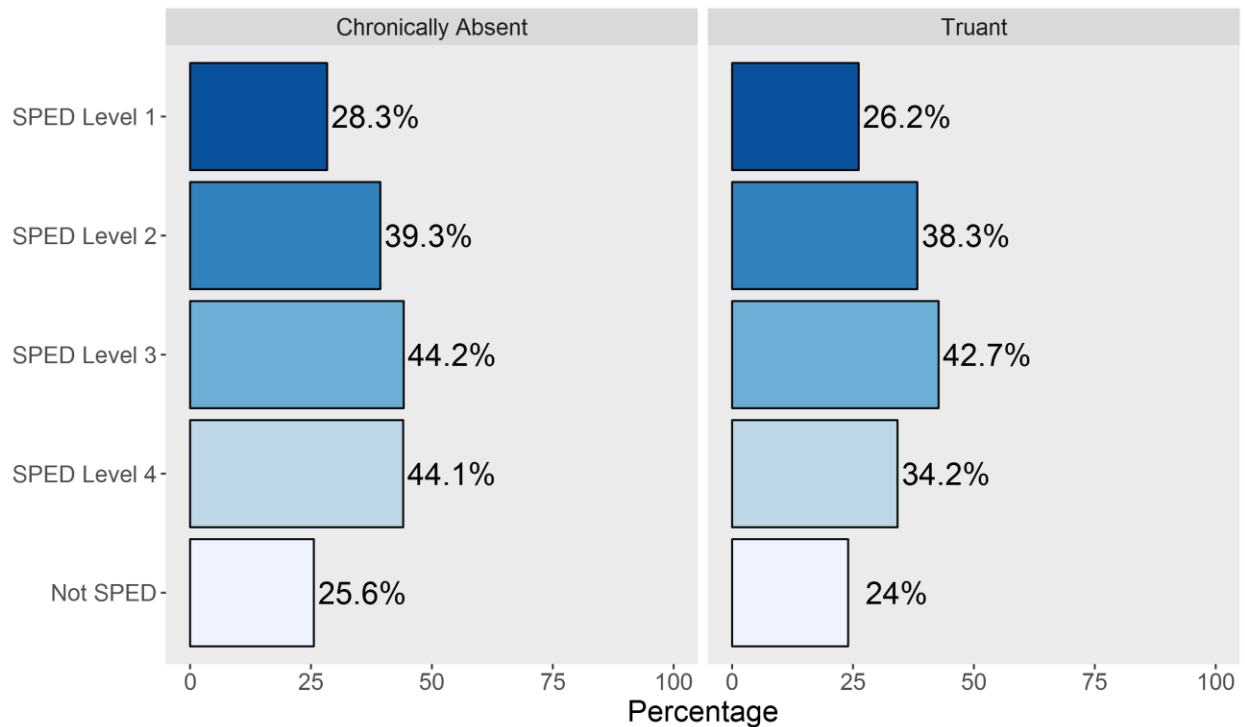
Special Education Level

In the District of Columbia, students with disabilities receive various funding weights based on the total number of hours per week a student receives specialized instruction and related services regardless of the setting where received, and any dedicated aide hours. Levels are defined as follows:

- Level 1 – 0 to 8 hours
- Level 2 – 8.01 to 16 hours
- Level 3 – 16.01 to 24 hours
- Level 4 – more than 24 hours

Students with disabilities receiving “Level 2” and “Level 3” services experienced higher rates truancy than students with disabilities receiving “Level 1” and “Level 4” services and general education students. However, the nearly 3,500 students with the most significant special education needs, “Level 3” and “Level 4”, presented the highest rates of chronic absenteeism (44.2% and 44.1%, respectively) relative to students receiving fewer hours of specialized instruction or students in general education (Figure 5). Students receiving “Level 2” services were 1.3 times more likely to be chronically absent and 1.4 times more likely to be truant compared to students who did not receive special education services; students receiving “Level 3” services were 1.5 times more likely to be chronically absent and 1.4 times more likely to be truant; students receiving “Level 4” services were 1.8 times likely to be chronically absent than students who did not receive special education services, but no more likely to be truant. Among students receiving “Level 4” services, there was a disproportionate rise in both chronic absence (10 percentage point increase) and truancy (9.3 percentage point increase) compared with students with lower levels of special education services over the previous year. Absenteeism for students with disabilities can be especially damaging if students are missing their prescribed services when they are not in school.

Figure 5: Chronic Absenteeism and Truancy, by Level of Special Education Services



At-Risk Criteria

To understand the potential relationship between family income and school attendance, OSSE examined several measures of student socioeconomic status, including whether a student qualifies for “at-risk” funding.

In the District of Columbia, an at-risk student refers to a student who possesses one of the following characteristics at any point during the 2016-17 school year:

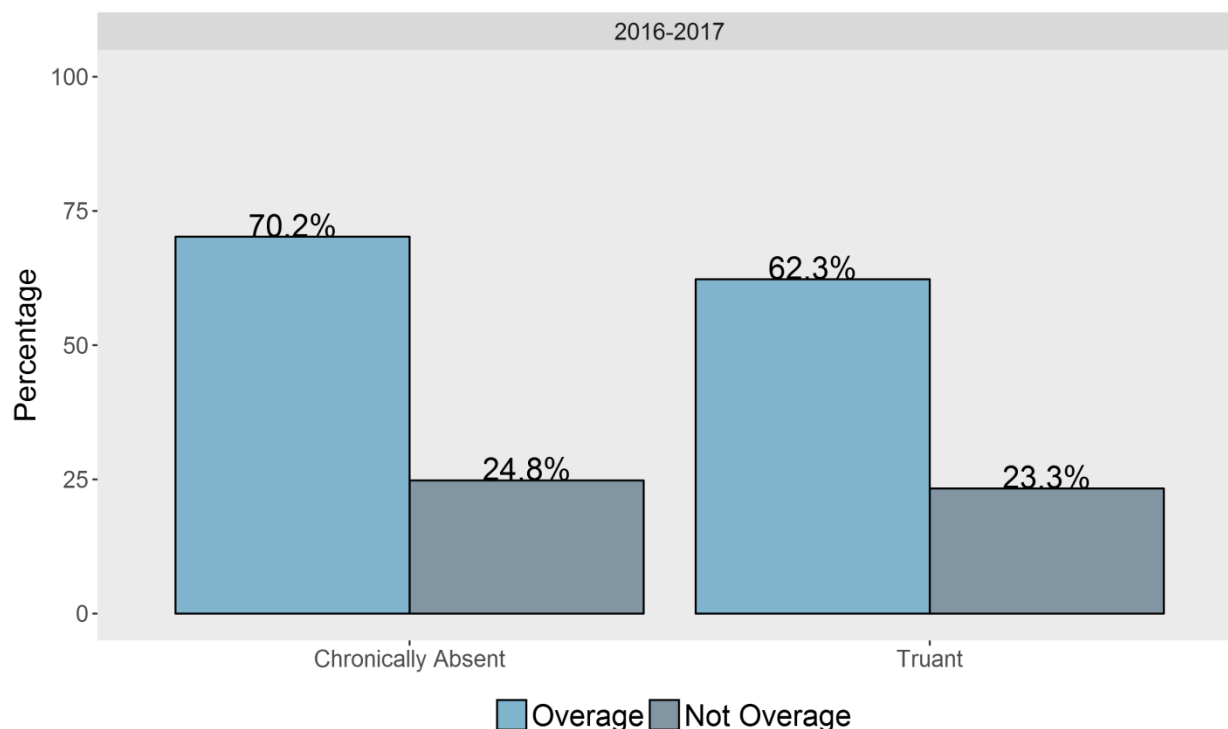
- **Direct Certification:** Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP) enrollment
- **Homeless:** Identification as homeless in the homeless data feeds and/or McKinney-Vento (MKV) QuickBase application
- **CFSA:** Under the care of the Child and Family Services Agency (CFSA)
- **Overage** (high school only): A high school student is overage if her or she is at least one year older than the appropriate age for their grade

Examining the criterion which qualify students for at-risk funding individually, students who received TANF or SNAP benefits were 2.2 times more likely to be chronically absent compared to students who did not receive TANF or SNAP benefits. Students who were homeless at some point during the 2016-17 school year were 2.1 times more likely to be chronically absent compared to students who were not homeless. Students under the care of CFSA were 1.3 times as likely to be chronically absent relative to students not under the care of CFSA. Finally, students who were overage for grade were 1.8 times more likely to be

chronically absent compared to students who were not overage. Similar patterns of lower magnitudes are observed for the likelihood of truancy for each at-risk criterion.

These likelihood ratios provide insight into the independent association between each student characteristic and chronic absence or truancy, but it is important to note that many of these student factors interact to describe the likelihood of chronic absenteeism or truancy for any given student. While overage students were only 1.8 times more likely to be chronically absent and 1.6 times more likely to be truant, more than 70% of overage students were chronically absent and 62.3% of overage students were truant (Figure 6). The large proportions of overage students that were chronically absent or truant are driven not only by the students being classified as overage, but also impacted by the student characteristics that describe overage students in the District. For instance, more than 70% of overage students are Black or African American and 25.3% are Hispanic/ Latino, and all overage students considered in this report are in high school. Each of these student characteristics, overage status, race, and grade, have an associated likelihood independent of, or controlling for, every other student characteristic included in the model. The high rates of chronic absenteeism and truancy among overage students reflect not only the higher likelihood of these attendance outcomes for overage students, but also the increased likelihood driven by the racial or ethnic and grade composition of overage students.

Figure 6: Truancy and Chronic Absenteeism, Overage Students

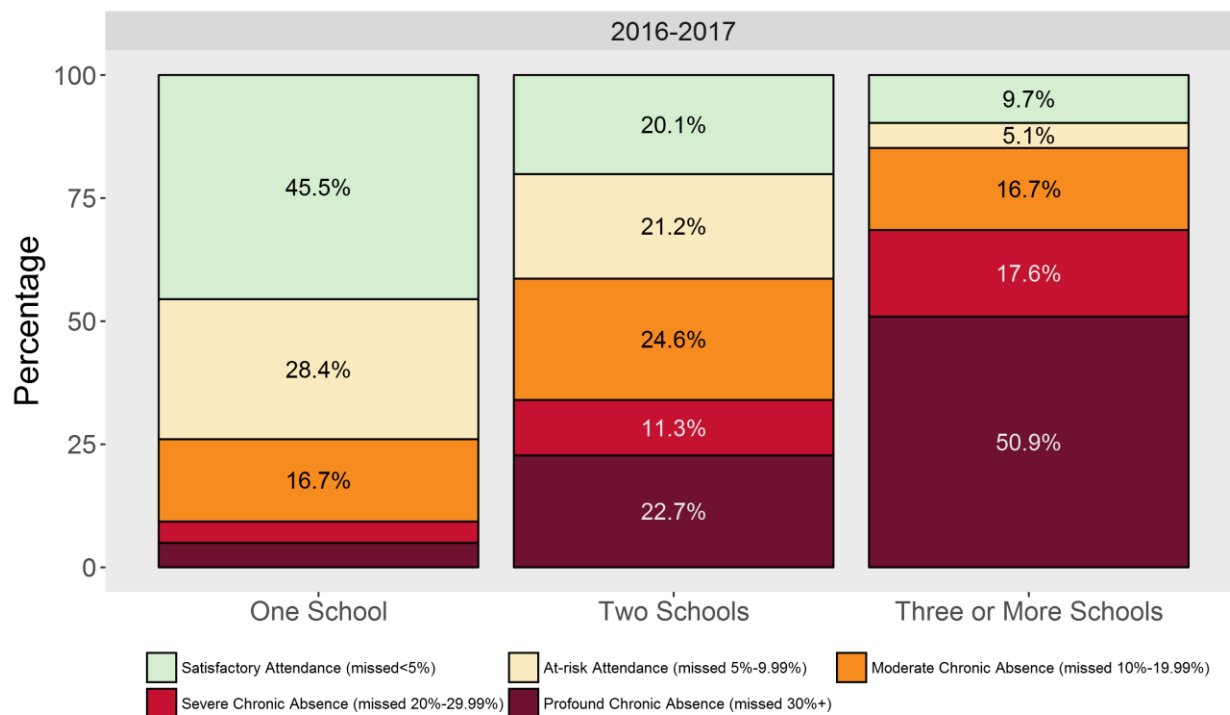


Student Mobility

The vast majority (96.2%) of the District's students attended only one school for the entirety of the school year. A dramatic increase in chronic absenteeism for students who attend multiple schools in a year demonstrates a strong association between school mobility and the accumulation of school absences (Figure 7). Alarming, more than half of the students who attended three or more schools during the

school year had profound chronic absenteeism. While it may be that school mobility negatively impacts students' attendance, it may also be that more mobile students have a greater propensity to miss school. In either case, students who attended more than one school during the school year were 2.5 times as likely to be chronically absent, but were no more likely to be truant than students who remained at one school.

Figure 7: Absenteeism, by Number of Enrolled Schools in 2016-17

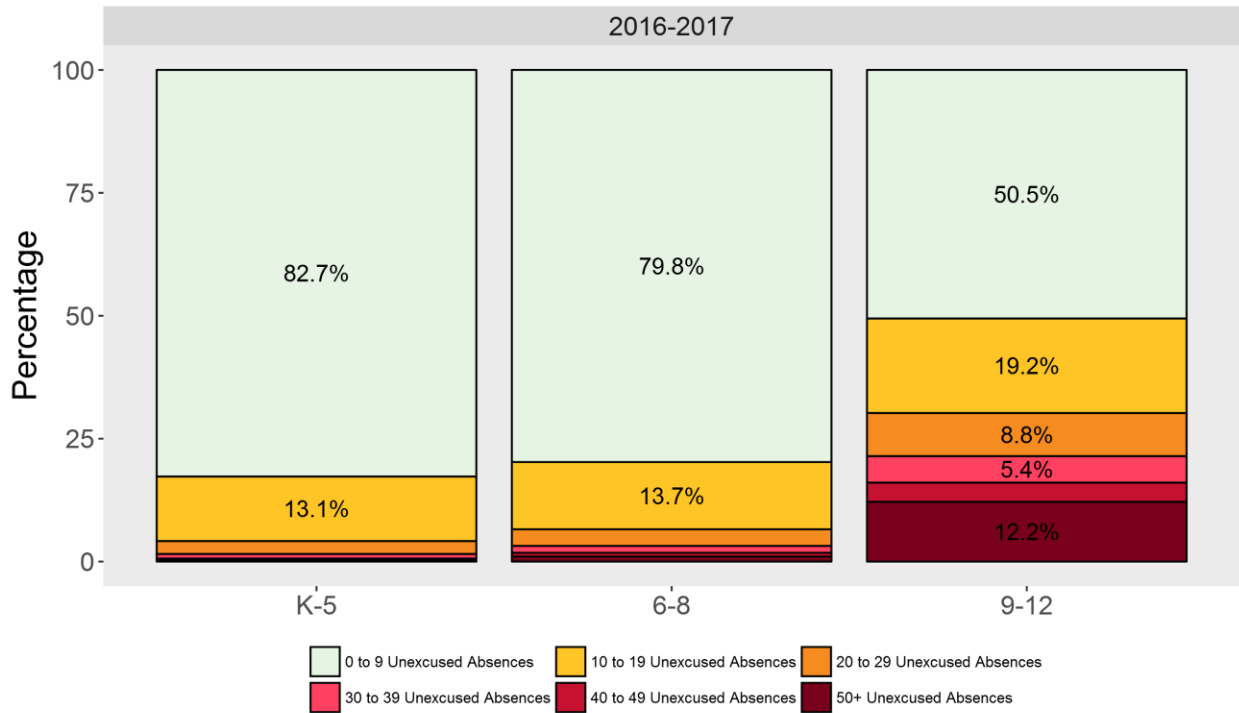


Grade

Truancy

Grade level, particularly those in high school, has strong associations with both truancy and chronic absenteeism. Students in high school are 5.1 times more likely to be chronically absent and 4.5 times more likely to be truant compared to students of lower grades. In 2016-17, nearly half (49.5%) of high school students were truant (Figure 8). Though the state-level truancy rate increased by more than 4 percentage points last year, the change was primarily driven by a 7 percentage point increase in truancy among high school students. More than 12% of high school students had more than 50 unexcused absences over the school year. That population of students represents a quarter of all truant students in high school.

Figure 8: Truancy Risk Tiers, by Grade Band



Chronic Absenteeism

The reported figures of the preceding sections represented the status and trends for students of compulsory age. Truancy is a metric with statutory implications for compulsory-aged students; however, there is value in reporting chronic absenteeism for students of all ages in the District. Under the newly developed school accountability system, schools will be held accountable for all students, regardless of age.⁹

Although Pre-K3 and Pre-K4 are not compulsory years of school, early childhood education is widely considered one of the most impactful ways to improve student outcomes later in school and in life. Recognizing the value of Pre-K schooling, DC has allocated substantial resources in developing universal access to Pre-K. But to fully capture the benefits of the Pre-K grades, students must be present. Nearly one-third (31.9%) of all Pre-K students meet the threshold for chronic absenteeism. The Pre-K students missing more than 10% of the school year are missing out on all of the developmental opportunities provided to DC’s youngest students in their first years of school (Figure 9).¹⁰

Approximately half of all elementary and middle school students had satisfactory attendance during the 2016-17 school year and close to 20% are chronically absent. But there is a dramatic shift in attendance

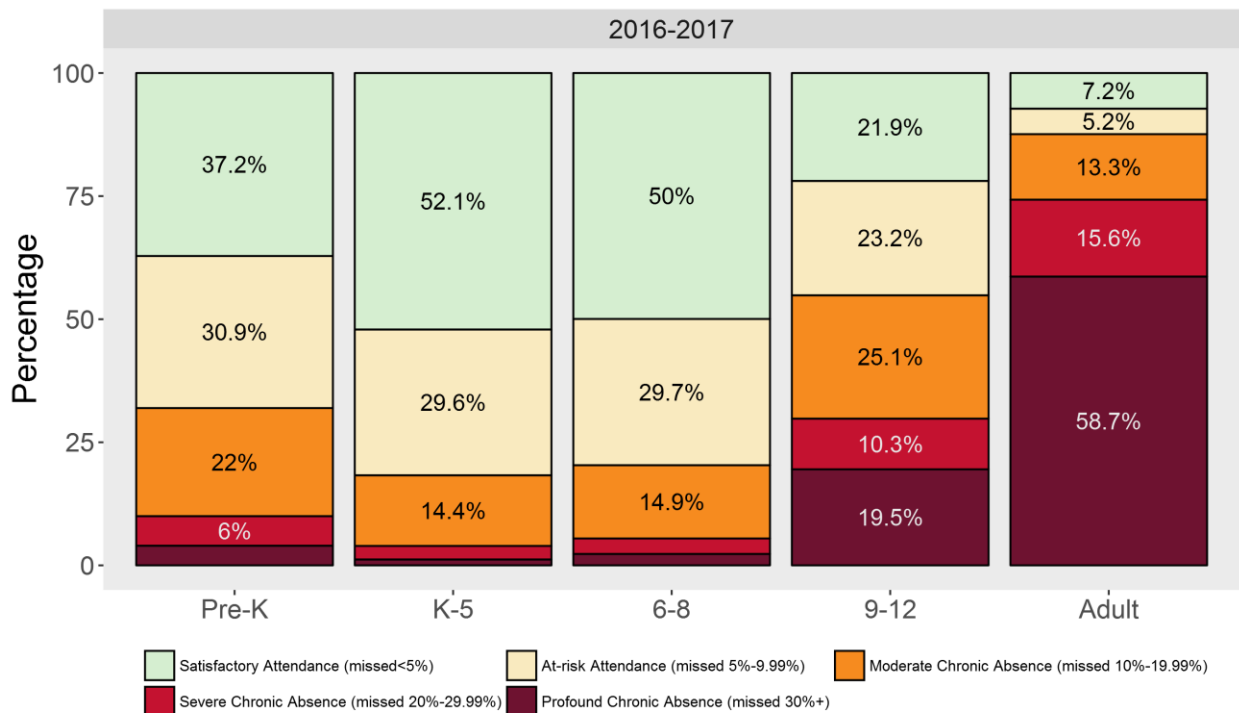
⁹ Chronic absenteeism by school for both compulsory age and all ages student populations is provided in Appendix A. These school-level figures may differ slightly from the reports provided directly from DCPS and PCSB due to the specific business rules applied to this analysis.

¹⁰ All Pre-K 3 and Pre-K4 students are included in the Pre-K column in Figure 9; no compulsory age limitation.

patterns once student enter high school. The ratio of satisfactory attendance and chronic absenteeism flipped: more than half of high school students are chronically absent and only 21.9% have satisfactory attendance. Consistent with last year’s trend, the largest jump in absenteeism occurs between grades 8 and 9, and the share of chronically absent students continues to rise throughout high school (See Appendix C, Figure C.13). Among high school seniors, there is a greater proportion of students who are profoundly chronically absent (missing more than 30% of instructional days) than there are students with satisfactory attendance (missing less than 5% of instructional days). Entrance to high school is also the point at which the largest divergence in chronic absenteeism between students of different racial or ethnic groups emerges (See Appendix C, Figures C.14-C.17).

More than 87% of students in adult schools were chronically absent in 2016-17, with 58.7% of all adult students missing more than 30% of days in the school year. It is important to note that the vast majority of students attending adult programs are not of compulsory age.

Figure 9: Chronic Absenteeism, by Grade Band



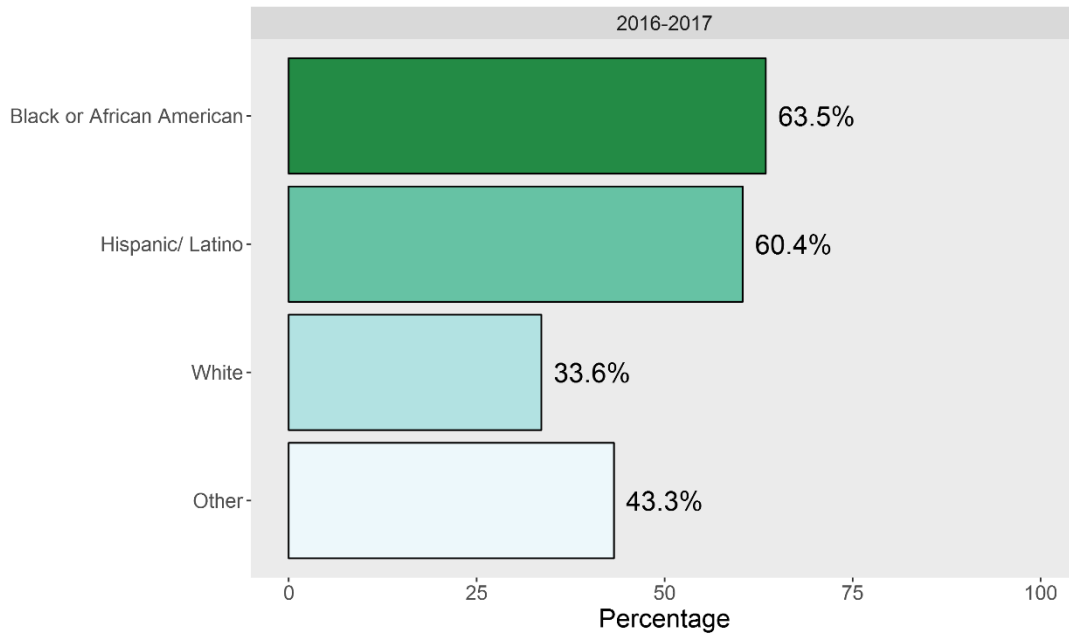
Disproportionate Shares of Unexcused Absences

Building upon the discussion of truancy from the previous section, this section focuses on unexcused absences as shares of total absences among the District's different student subgroups.¹¹ Looking into the percentage of absences that are unexcused provides a more nuanced understanding of students' attendance patterns than is made evident by chronic absenteeism or truancy alone. For instance, if a student was absent for 8 days of school, all unexcused, the student would not be counted as truant (fell short of 10 unexcused days), nor would the student be captured in the analysis of chronic absenteeism (did not miss more than 10% of the school year). However, this student's attendance record warrants concern: 100% of the student's absences went unexcused. Across the District, the distribution of the share of students' unexcused absences indicate that the concentration of students lie at the extremes: many students have almost all of their absences excused, and many have almost all of their absences unexcused.

While at the student-level it is most common for student absences to lie at the extremes, in aggregating and averaging the rate of unexcused absences by racial or ethnic group, stark differences between subgroups emerge (Figure 10). Even though one may expect variation in the number of absences between groups of students, there would be no reason to expect the proportion of unexcused absences out of total absences between racial or ethnic subgroups to be so different. Yet nearly two-thirds (63.5%) of absences accumulated by Black or African American students were unexcused during the 2016-17 school year, nearly double the proportion of unexcused absences observed for White students. Hispanic/ Latino students also had a high proportion of unexcused absences (60.4%). The share of unexcused absences out of total absences for both White and Hispanic or Latino students remained relatively unchanged from 2015-16. However, unexcused absences among Black or African American students increased by four percentage points over the previous year.

¹¹ Unexcused absences refer to all full or partial unexcused absences, and are not limited by an age restriction beyond the age of 18 as is done for truancy.

Figure 10: Proportion of Unexcused Absences, by Race or Ethnicity



Best Practice: Pre-Written Excusal Forms
Ketcham Elementary School

Ketcham Elementary School dramatically reduced its unexcused absences as a share of total absences between 2015-16 and 2016-17. Across the District, there is a high degree of disproportionality in the percentages of excused and unexcused absences between students from different racial and ethnic backgrounds. In recognizing that written excusal forms may be a barrier to some families to excuse a child’s absence, Ketcham took the initiative to create pre-written excusal forms for parents or guardians to check the appropriate boxes and sign, reducing the burden of providing a written excuse. Overall, Ketcham reduced its total share of unexcused absences from 62% to 43.6% between 2015-16 and 2016-17.

Ketcham ES serves a student population that is 95% Black or African American. Statewide, 64.6% of absences among Black or African American students are unexcused. At Ketcham, the corresponding share is twenty percentage points lower (43.4%). The policy of providing pre-written forms, in addition to other comprehensive strategies Ketcham has taken to reduce absenteeism, has particularly impacted students with the greatest proportion of unexcused absences: in 2015-16 42.9% of students had rates of unexcused absences between 75-100%, while this share fell to 19.4% in 2016-17. Another promising improvement following the provision of

pre-written notes is that a much smaller proportion of students that were truant in the 2015-16 school year were found to be truant again in 2016-17 as compared with the District average (37.6% versus 63%). Literacy or language barriers to providing excusals for student absences may potentially lead to higher rates of unexcused absences among student populations whose families are most sensitive to such barriers. Limiting the burden of excusing absences with pre-written notes helped to make a profound difference at Ketcham ES, and may be worth implementing across the District.

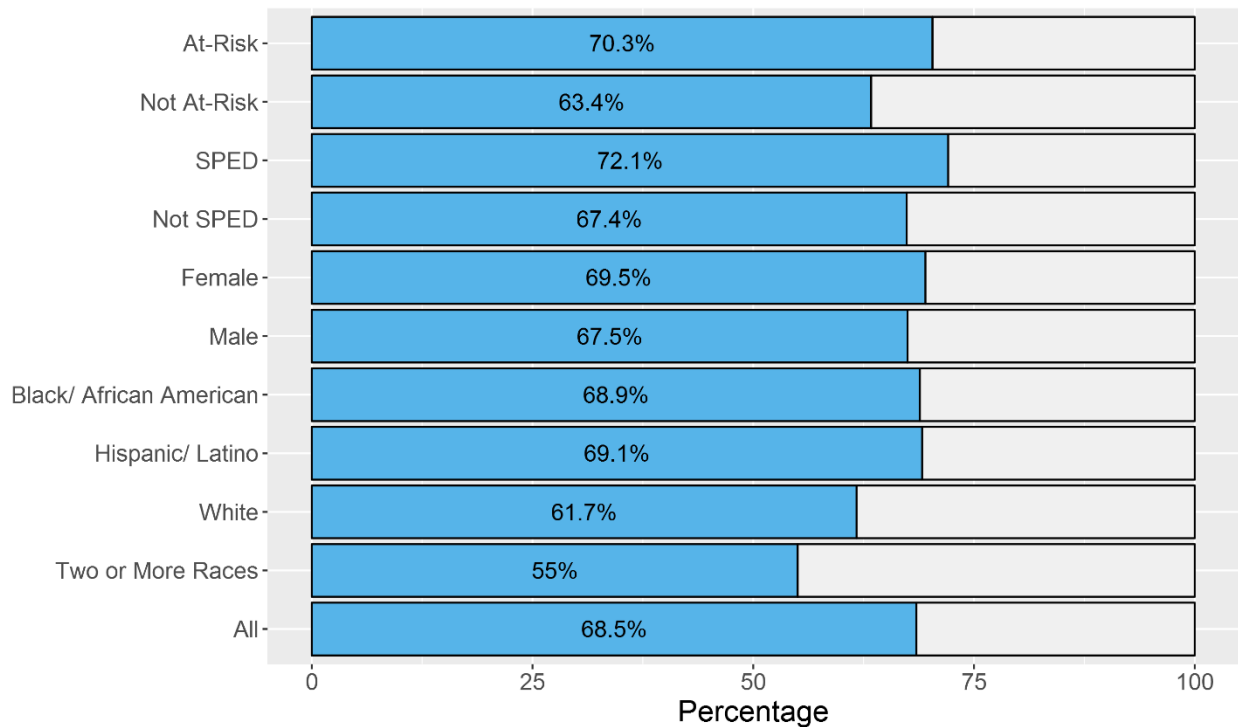
Year-Over-Year Analysis

While some student absences are situational, driven by illness or other extenuating circumstances, the data indicate that much of the absenteeism observed in the District reflect chronic patterns. The recurrence rate for chronic absenteeism for all students as well as subgroups is shown in Figure 11. More than 68% of students who were chronically absent during the 2015-16 school year were chronically absent again in 2016-17. Male and female students were equally likely to be chronically absent in both years, but significant differences are found between students of different racial or ethnic groups, special education level, and at-risk status. Overall, among all students with attendance records for both years, those who were found to be chronically absent in 2015-16 were greater than 10 times more likely to be chronically absent the following year.

The high correlation between student chronic absenteeism over years makes historical student-level attendance data a valuable asset to schools and teachers who may be able to offer more targeted support to students with previous attendance challenges earlier in the year.

In addition to using previous years' data as part of a possible early warning system, teachers and schools may look to a student's attendance in the first month of school to address the potential for chronic absenteeism before too many absences are accumulated throughout the year. More than 61% of students who were chronically absent during the month of September in the 2016-17 school year were found to be chronically absent for the rest of the year. Students who missed 10% of school days in September (two or more days) were seven times more likely to be chronically absent the rest of the year than students who were not chronically absent the first month of school. Early monitoring intervention systems, like the one found at Capital City PCHS, may help to disrupt the recurrence of truancy and chronic absenteeism, and help to prevent students from falling into negative attendance patterns early in the year.

Figure 11: Recurrence of Chronic Absenteeism from 2015-16 to 2016-17



The share of truant students in 2015-16 found to be truant again in 2016-17 (63%) is marginally lower than the corresponding persistence observed for chronic absenteeism (See Appendix C, Figure C.18). Truant students from 2015-16 were 7 times more likely to again be truant in 2016-17.

Patterns of Attendance

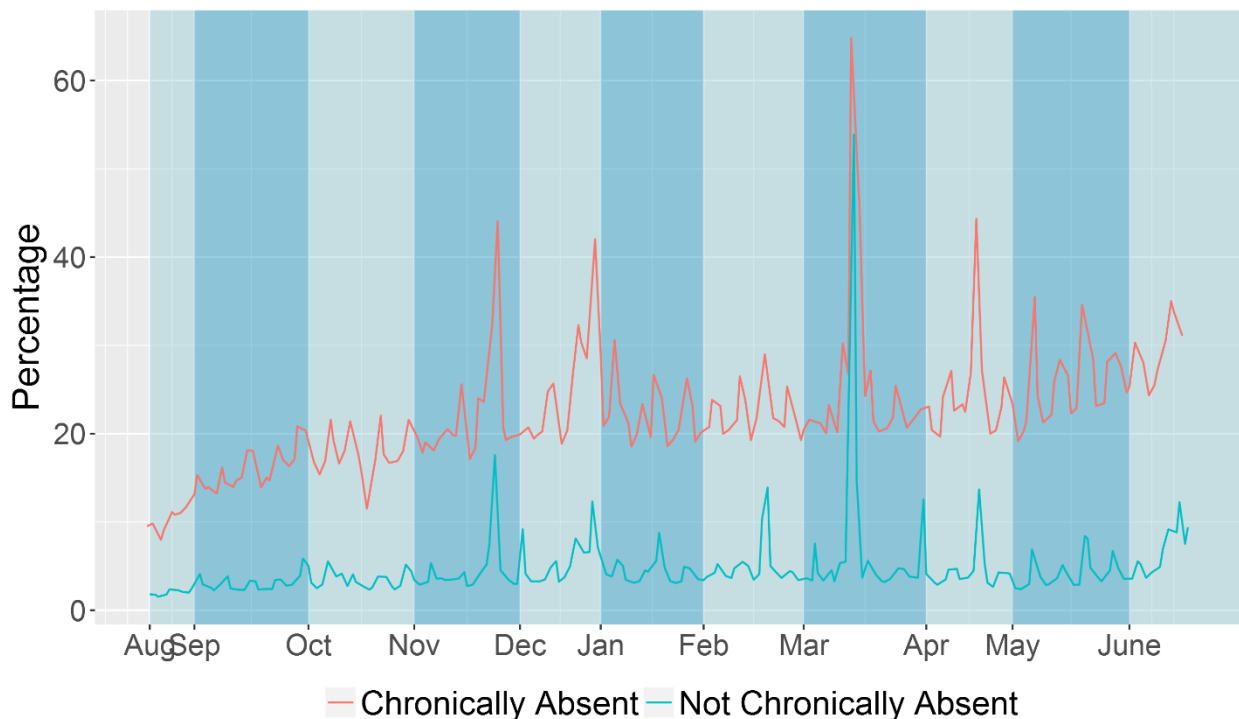
Though many attendance metrics reflect average rates at the student or school-level for the entire year, patterns of daily attendance vary wildly over the course of the school year. Day-by-day attendance records for students of all ages¹² show that student absences are relatively few in the first weeks of school, increasing steadily through December, leveling off until a sharp rise at the end of the year in June (Figure 12). Throughout the year, there are particular dates with perceptible jumps in absenteeism. Remarkably, the attendance patterns for both chronically absent students and students who were not chronically absent reflect nearly identical tendencies, with the primary difference a higher magnitude of absence rates among chronically absent students.

The first noticeable large uptick in absences occurred the day before the Thanksgiving holiday, with another sharp rise in absences just before the winter holiday. On March 14th, there was a winter storm that resulted in school district closures in neighboring counties in Maryland and Virginia, but schools in DC remained open, and more than 57% of students did not make it to school that day. Even after accounting for these particular dates, there remains significant variability in day-by-day attendance patterns given that these figures represent the daily averages found across the District of Columbia. A

¹² Excluding adult learners in adult education programs.

closer inspection of the data revealed that absenteeism tends to be higher on Fridays than on other days of the week, especially for chronically absent students who on average miss more than 25% of Fridays throughout the school year (See Appendix C, Figure C.19). Schools and teachers can use information about students' attendance patterns over the school year to develop targeted outreach for students who are on track to becoming truant or chronically absent during the year.

Figure 12: Attendance Patterns over the 2016-17 School Year, Absence Rate by School Day



Summary

Increasing rates of both chronic absenteeism and truancy demand that greater attention be paid to attendance. The impact of investments made in improving student outcomes, from hiring and retaining the most qualified teachers to developing innovative curricula, is a direct function of whether students are in the classroom. Ensuring that students are present should be a top priority across all of DC's schools. The most severe attendance challenges are concentrated within the District's high schools. At-risk students – particularly those that are experiencing homelessness or who are overage – as well as students who enroll in more than one school during the year are populations most strongly associated with chronic absenteeism. A better understanding of the barriers that students face in getting to school, whether driven by social norms, family responsibilities, transportation, or other issues, may help to inform attendance outreach and policy. As seen with the best practices highlighted in this report, incorporating attendance data into an early warning or intervention monitoring system can facilitate remarkable improvements in attendance. Supplemental information on the reasons for excused absences provided by parents or guardians and accepted by schools would also contribute to understanding what factors are

keeping students out of school. While chronic absenteeism is a challenge faced by a broader population of students, truancy, particularly instances of severely high numbers of unexcused absences, tends to be disproportionately high among Black or African American and Hispanic/ Latino students. Reducing the disproportionality in the accumulation of unexcused absences requires targeted support, such as the provision of pre-written excusal forms, to address the specific challenges faced by different populations of students.

Appendix A: School-level rates of truancy and chronic absenteeism¹³

School Name	Truant	Chronically Absent, Compulsory Aged	Chronically Absent, All Ages
Academy of Hope Adult PCS	N/A	N/A	N/A
Achievement Preparatory Academy PCS Wahler Place Elementary School	13.85%	21.85%	29.79%
Achievement Preparatory Academy PCS Wahler Place Middle School	1.27%	14.41%	14.41%
Aiton ES	23.00%	27.50%	33.94%
Amidon Bowen ES	8.65%	17.95%	18.57%
Anacostia HS	86.46%	91.88%	91.83%
AppleTree Early Learning Center PCS Columbia Heights	N/A	N/A	45.45%
AppleTree Early Learning Center PCS Lincoln Park	N/A	N/A	31.25%
AppleTree Early Learning Center PCS Oklahoma Avenue	N/A	N/A	48.20%
AppleTree Early Learning Center PCS Southeast	N/A	N/A	60.77%
AppleTree Early Learning Center PCS Southwest	N/A	N/A	40.54%
Ballou HS	90.19%	87.19%	87.83%
Ballou STAY	89.16%	98.80%	67.97%
Bancroft ES at Sharpe	2.00%	4.88%	7.31%
Barnard ES	3.77%	10.57%	13.40%
BASIS DC PCS	2.81%	5.62%	5.62%
Beers ES	0.26%	23.64%	24.59%
Benjamin Banneker HS	5.82%	14.76%	15.40%
Breakthrough Montessori PCS	N/A	N/A	29.00%
Brent ES	0.57%	3.99%	3.59%
Bridges PCS	15.58%	15.58%	15.88%
Brightwood EC	16.22%	17.15%	18.65%
Briya PCS	N/A	N/A	N/A
Brookland MS	31.88%	27.54%	27.54%
Browne EC	16.21%	18.62%	23.97%
Bruce Monroe ES at Park View	11.00%	12.50%	15.54%
Bunker Hill ES	10.78%	24.55%	25.57%
Burroughs ES	17.37%	23.73%	26.58%
Burrsville ES	40.08%	33.60%	34.59%
C W Harris ES	17.24%	34.48%	40.80%
Capital City PCS High School	20.75%	19.81%	19.58%
Capital City PCS Lower School	15.08%	15.08%	18.40%
Capital City PCS Middle School	15.12%	13.89%	13.89%
Capitol Hill Montessori School at Logan	7.79%	7.38%	10.44%

¹³ Adult schools and juvenile justice schools do not have truancy or chronic absenteeism rates reported because these programs have non-standard calendars and attendance policies which align with their specific educational goals, and therefore their rates of absenteeism cannot be compared to standard schools.

School Name	Truant	Chronically Absent, Compulsory Aged	Chronically Absent, All Ages
Cardozo EC	69.25%	73.90%	75.46%
Carlos Rosario International PCS	N/A	N/A	N/A
Cedar Tree Academy PCS	8.53%	24.81%	27.30%
Center City PCS Brightwood	0.42%	3.81%	3.61%
Center City PCS Capitol Hill	10.36%	27.48%	27.16%
Center City PCS Congress Heights	32.29%	21.52%	23.26%
Center City PCS Petworth	13.96%	14.86%	15.65%
Center City PCS Shaw	12.32%	28.44%	30.38%
Center City PCS Trinidad	22.67%	19.19%	20.00%
Cesar Chavez PCS for Public Policy Capitol Hill	35.12%	42.26%	42.09%
Cesar Chavez PCS for Public Policy Chavez Prep	30.06%	24.05%	24.05%
Cesar Chavez PCS for Public Policy Parkside High School	31.05%	31.62%	32.51%
Cesar Chavez PCS for Public Policy Parkside Middle School	27.21%	35.34%	35.34%
CHOICE Academy at Wash Met	N/A	N/A	N/A
City Arts & Prep PCS	0.47%	25.58%	28.36%
Cleveland ES	12.45%	9.06%	11.73%
Columbia Heights EC	56.64%	51.40%	53.50%
Community College Preparatory Academy PCS	N/A	N/A	N/A
Coolidge HS	43.68%	51.32%	51.44%
Creative Minds International PCS	0.87%	10.43%	11.11%
DC Bilingual PCS	17.21%	11.57%	11.38%
DC Preparatory Academy PCS Anacostia Elementary School	27.03%	29.73%	36.06%
DC Preparatory Academy PCS Benning Elementary School	29.77%	22.74%	26.59%
DC Preparatory Academy PCS Benning Middle School	24.38%	20.14%	20.14%
DC Preparatory Academy PCS Edgewood Elementary School	24.24%	15.82%	18.40%
DC Preparatory Academy PCS Edgewood Middle School	34.74%	24.77%	24.77%
DC Scholars PCS	29.67%	12.53%	15.20%
Deal MS	5.17%	10.07%	10.07%
Democracy Prep Congress Heights PCS	50.09%	40.14%	41.18%
District of Columbia International School	1.32%	10.78%	10.78%
Dorothy I Height ES	10.80%	16.20%	21.81%
Drew ES	2.80%	23.36%	25.37%
Duke Ellington School of the Arts	29.55%	37.31%	38.40%
Dunbar HS	70.51%	89.42%	89.06%
Eagle Academy PCS Capitol Riverfront	36.25%	30.00%	33.56%
Eagle Academy PCS Congress Heights	28.14%	27.06%	32.62%
Early Childhood Academy PCS	32.70%	14.47%	17.96%

School Name	Truant	Chronically Absent, Compulsory Aged	Chronically Absent, All Ages
Eastern HS	73.77%	73.41%	74.00%
Eaton ES	0.00%	1.30%	1.41%
EL Haynes PCS Elementary School	15.77%	19.23%	20.92%
EL Haynes PCS High School	39.86%	37.26%	38.85%
EL Haynes PCS Middle School	6.57%	8.00%	8.00%
Eliot Hine MS	13.22%	22.91%	22.91%
Elsie Whitlow Stokes Community Freedom PCS	2.51%	3.58%	5.11%
Excel Academy PCS	21.97%	31.66%	35.61%
Friendship PCS Armstrong	34.41%	23.47%	28.29%
Friendship PCS Blow Pierce Elementary School	35.64%	21.09%	24.81%
Friendship PCS Blow Pierce Middle School	33.33%	17.95%	17.95%
Friendship PCS Chamberlain Elementary School	23.08%	16.43%	19.49%
Friendship PCS Chamberlain Middle School	21.62%	10.81%	10.81%
Friendship PCS Collegiate Academy	40.42%	37.61%	38.01%
Friendship PCS Online	N/A	N/A	N/A
Friendship PCS Southeast Academy	31.82%	21.05%	25.13%
Friendship PCS Technology Preparatory Academy High School	29.46%	25.89%	25.74%
Friendship PCS Technology Preparatory Academy Middle	18.39%	15.33%	15.33%
Friendship PCS Woodridge Elementary School	26.09%	9.66%	14.15%
Friendship PCS Woodridge Middle School	18.32%	11.88%	11.88%
Garfield ES	8.13%	35.69%	35.00%
Garrison ES	10.44%	13.74%	21.38%
Goodwill Excel Center PCS	74.42%	100.00%	97.75%
H D Cooke ES	23.62%	22.57%	23.45%
Hardy MS	0.25%	13.05%	13.05%
Harmony DC PCS School of Excellence	35.64%	25.74%	25.49%
Hart MS	22.56%	31.33%	31.33%
Hearst ES	0.00%	5.02%	5.86%
Hendley ES	27.29%	41.74%	44.73%
Hope Community PCS Lamond	5.99%	11.98%	9.94%
Hope Community PCS Tolson	0.23%	3.52%	6.71%
Houston ES	30.24%	31.45%	36.71%
Howard University Middle School of Mathematics and Science PCS	10.18%	16.49%	16.49%
Hyde Addison ES	7.77%	9.54%	12.32%
IDEA PCS	18.63%	46.77%	47.35%
Ideal Academy PCS	17.75%	6.06%	5.73%
Ingenuity Prep PCS	37.84%	39.77%	42.75%
Inspired Teaching Demonstration PCS	5.39%	9.58%	9.76%
Inspiring Youth Program	N/A	N/A	N/A
J O Wilson ES	26.72%	19.08%	20.86%

School Name	Truant	Chronically Absent, Compulsory Aged	Chronically Absent, All Ages
Janney ES	0.15%	2.44%	2.32%
Jefferson Middle School Academy	32.71%	39.25%	39.25%
Johnson John Hayden MS	53.92%	44.03%	44.03%
Kelly Miller MS	54.74%	41.59%	41.59%
Ketcham ES	23.08%	42.12%	45.35%
Key ES	4.41%	6.34%	6.44%
Kimball ES	18.81%	27.16%	27.90%
King M L ES	65.79%	55.26%	57.21%
Kingsman Academy PCS	11.00%	85.50%	88.55%
KIPP DC AIM Academy PCS	19.53%	16.62%	16.62%
KIPP DC Arts and Technology Academy PCS	38.55%	36.14%	39.64%
KIPP DC College Preparatory Academy PCS	60.07%	52.32%	53.73%
KIPP DC Connect Academy PCS	28.57%	23.81%	25.23%
KIPP DC Discover Academy PCS	25.40%	14.29%	22.82%
KIPP DC Grow Academy PCS	21.85%	17.65%	26.20%
KIPP DC Heights Academy PCS	19.14%	14.84%	14.84%
KIPP DC KEY Academy PCS	20.00%	17.06%	17.06%
KIPP DC Lead Academy PCS	24.35%	16.08%	16.08%
KIPP DC LEAP Academy PCS	N/A	N/A	26.87%
KIPP DC Northeast Academy PCS	27.84%	18.86%	18.86%
KIPP DC PCS Promise Academy	24.16%	16.29%	16.23%
KIPP DC Quest Academy PCS	32.44%	19.57%	19.57%
KIPP DC Spring Academy PCS	29.59%	19.23%	19.23%
KIPP DC Valor Academy PCS	12.12%	14.29%	14.29%
KIPP DC WILL Academy PCS	19.60%	15.06%	15.06%
Kramer MS	20.66%	28.93%	28.93%
Lafayette ES	0.00%	2.82%	3.73%
Langdon ES	8.60%	17.92%	21.88%
Langley ES	34.18%	34.18%	38.57%
LaSalle Backus EC	14.13%	28.81%	30.68%
Latin American Montessori Bilingual PCS	8.65%	3.38%	6.78%
LAYC Career Academy PCS	N/A	N/A	N/A
Leckie ES	4.48%	14.05%	15.89%
Lee Montessori PCS	16.92%	35.38%	38.10%
Ludlow Taylor ES	5.67%	8.87%	9.57%
Luke Moore Alternative HS	83.23%	89.82%	90.63%
MacFarland MS	14.47%	11.84%	11.84%
Malcolm X ES at Green	28.16%	43.69%	51.28%
Mann ES	0.00%	7.00%	7.11%
Marie Reed ES at MacFarland	5.70%	9.49%	13.33%
Mary McLeod Bethune Day Academy PCS	39.61%	33.12%	43.06%
Maury ES	1.25%	4.69%	5.17%

School Name	Truant	Chronically Absent, Compulsory Aged	Chronically Absent, All Ages
Maya Angelou Academy at New Beginnings formerly Oak Hill	N/A	N/A	N/A
Maya Angelou PCS - High School	50.75%	86.07%	88.21%
Maya Angelou PCS Young Adult Learning Center	N/A	N/A	N/A
McKinley MS	56.45%	39.11%	39.11%
McKinley Technology HS	32.21%	36.23%	36.22%
Meridian PCS	10.64%	17.25%	20.92%
Miner ES	1.30%	27.04%	30.07%
Monument Academy PCS	35.63%	36.78%	36.78%
Moten ES	37.36%	49.44%	52.98%
Mundo Verde Bilingual PCS	8.33%	9.17%	10.33%
Murch ES	1.83%	5.32%	6.39%
Nalle ES	0.95%	15.14%	19.06%
National Collegiate Preparatory PCHS	5.53%	48.62%	51.96%
Noyes ES	5.94%	16.34%	18.57%
Orr ES	16.36%	26.36%	31.18%
Oyster Adams Bilingual School	1.86%	5.42%	5.83%
Patterson ES	0.89%	18.10%	20.52%
Paul PCS International High School	28.45%	38.43%	39.10%
Paul PCS Middle School	10.98%	22.36%	22.36%
Payne ES	34.38%	37.50%	33.54%
Peabody ES Capitol Hill Cluster	8.70%	11.96%	10.21%
Perry Street Preparatory PCS	14.66%	19.83%	21.43%
Phelps Architecture Construction and Engineering HS	79.62%	74.92%	75.15%
Plummer ES	9.43%	23.43%	26.29%
Powell ES	3.28%	8.32%	10.02%
Randle Highlands ES	8.81%	15.93%	21.05%
Raymond EC	8.19%	7.51%	10.47%
Richard Wright PCS for Journalism and Media Arts	5.57%	12.54%	12.91%
River Terrace EC	7.89%	61.84%	43.66%
Rocketship DC PCS	62.71%	55.45%	60.94%
Ron Brown College Preparatory High School	78.70%	75.00%	75.00%
Roosevelt HS	74.27%	70.91%	72.61%
Roosevelt STAY	84.75%	98.31%	82.54%
Roots PCS	0.00%	5.80%	14.41%
Ross ES	2.76%	4.14%	5.49%
Savoy ES	49.82%	32.49%	37.61%
School Without Walls at Francis Stevens	13.15%	18.36%	19.88%
School Without Walls HS	4.62%	29.04%	29.46%
School-Within-School @ Goding	0.83%	2.50%	2.89%
Seaton ES	7.84%	14.12%	17.40%

School Name	Truant	Chronically Absent, Compulsory Aged	Chronically Absent, All Ages
SEED PCS of Washington DC	26.80%	21.82%	22.01%
Sela PCS	27.00%	28.00%	33.33%
Shepherd ES	4.04%	5.72%	7.07%
Shining Stars Montessori Academy PCS	5.77%	97.12%	74.64%
Simon ES	15.75%	18.11%	21.86%
Smothers ES	19.61%	32.35%	36.62%
Somerset Preparatory Academy PCS	19.45%	22.80%	22.80%
Sousa MS	47.37%	36.14%	36.14%
St. Coletta Special Education PCS	7.73%	46.96%	48.43%
Stanton ES	23.87%	25.10%	28.94%
Stoddert ES	0.70%	9.32%	9.60%
Stuart Hobson MS Capitol Hill Cluster	8.05%	18.79%	18.79%
Takoma EC	20.33%	30.14%	31.30%
The Children's Guild PCS	78.21%	55.31%	55.15%
The Next Step El Proximo Paso PCS	N/A	N/A	N/A
Thomas ES	51.84%	40.26%	42.09%
Thomson ES	0.76%	7.98%	11.48%
Thurgood Marshall Academy PCS	8.81%	24.61%	25.06%
Truesdell EC	10.38%	14.31%	17.90%
Tubman ES	17.50%	14.31%	16.49%
Turner ES	66.07%	43.08%	45.23%
Two Rivers PCS 4th St	16.81%	19.47%	20.89%
Two Rivers PCS Young	23.81%	21.09%	21.49%
Tyler ES	3.07%	14.83%	14.87%
Van Ness ES	9.38%	16.67%	17.51%
Walker Jones EC	45.05%	33.66%	37.32%
Washington Global PCS	5.00%	7.78%	7.78%
Washington Latin PCS Middle School	1.66%	5.54%	5.54%
Washington Latin PCS Upper School	5.85%	17.54%	18.05%
Washington Leadership Academy PCS	12.61%	21.62%	21.62%
Washington Mathematics Science Technology PCHS	10.34%	35.25%	34.51%
Washington Metropolitan HS	90.20%	97.39%	97.27%
Washington Yu Ying PCS	1.34%	4.24%	6.64%
Watkins ES Capitol Hill Cluster	3.12%	5.79%	5.79%
West EC	13.01%	21.56%	19.39%
Wheatley EC	28.53%	31.73%	37.86%
Whittier EC	17.85%	26.15%	24.35%
Wilson HS	56.30%	65.01%	65.73%
Woodson H D HS	90.51%	90.82%	91.14%
Youth Services Center	N/A	N/A	N/A
Youthbuild PCS	N/A	N/A	N/A

Appendix B: Data Methodology

Definitions

Compulsory age refers to students that are aged between 5-17.99 years old as of 9/30 of the school year. Students that are of compulsory age, but not enrolled in compulsory grades (e.g. Pre-K3 and Pre-K4) are included in the compulsory age calculations.

All-ages refers to a broader range of students than compulsory age, including Pre-K and those in degree-granting high schools beyond compulsory age, but excludes students attending non-degree granting adult schools.

Truancy is defined as the accumulation of 10 or more unexcused absences across all school and sectors in a given school year. Any unexcused absences a student receives on or after turning 18.0 years old will not count toward the accumulation of 10 or more unexcused absences in meeting the threshold for being designated 'truant' in the analysis.

Chronic absenteeism is defined as being absent – either excused or unexcused – for more than 10% of enrolled instructional days across all schools and sectors in a given school year.

Business Rules

I. State-level Truancy Rate

- a. **Numerator**: Number of compulsory-aged students who accumulate ten or more unexcused absences across the entire school year and across all schools and LEAs in which the student enrolled during the school year
- b. **Denominator**: Number of compulsory-aged students enrolled at schools in the State for at least ten days during the school year

II. State-level Chronic Absenteeism Rate

- a. **Numerator**: Number of students who are absent (excused or unexcused) for 10% or more of the school days on which the student was enrolled across the entire school year and across all schools and LEAs in which the student was enrolled
- b. **Denominator**: Number of students enrolled at schools in the State for at least ten days during the school year

(Note: Rates of chronic absenteeism refer to compulsory-aged students unless otherwise noted.)

III. School-level Truancy Rate

- a. **Numerator**: Number of compulsory-aged students who accumulate ten or more unexcused absences at each respective school during the school year
- b. **Denominator**: Number of compulsory-aged students enrolled at each respective school for at least ten days during the school year

IV. School-level Chronic Absenteeism Rate

- a. **Numerator**: Number of students who are absent (excused or unexcused) for 10% or more of the school days on which the student was enrolled at each respective school during the school year
- b. **Denominator**: Number of students enrolled at each respective school for at least ten days during the school year

(Note: Rates of chronic absenteeism in Appendix A are reported for both compulsory-aged and all ages student populations)

Inclusions

Include all students who are reported in the Qlik attendance application with at least 10 days of enrollment.

Exclusions

Exclude student records from days which were not instructional days, according to each respective school calendar¹⁴.

Attendance data should be unique by student and date (except in instances of enrollment in adult LEAs where valid duplicative enrollments may take place)

1. Students' attendance values are based on attendance records during verified enrollment periods in the demographic certification.
2. A student should not have two attendance values at the same school on the same date.
3. A student should not have overlapping enrollment sent from two non-Adult LEAs.
 - a. For duplicative enrollments that persisted through demographic certification, overlapping enrollment periods were de-duplicated as follows¹⁵:
 - i. If an enrollment instance was fully contained within another enrollment instance, the fully contained enrollment instance and its corresponding attendance values were removed, UNLESS the fully contained enrollment instance covers the audit period OR the fully contained enrollment instance is at the achievement school over the assessment period. Fully contained duplicative enrollments covering the audit period are valid through the audit date. Fully contained duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for PARCC and MSAA.
 1. Example (fully contained, no exceptions): School A provided enrollment data from 9/1/2016-6/15/2017 and school B provided enrollment data from 11/15/2016-11/30/2016; attendance from school B would be excluded from the analysis
 2. Example (fully contained, audit school): School A provided enrollment data from 9/1/2016-6/15/2017 and school B (audit school) provided enrollment data from 9/30/2016-10/25/2016; attendance from school B would be included in the analysis. Attendance would be counted as follows:
 - a. School A 9/1/2016-9/29/2016
 - b. School B 9/30/2016-10/5/2016
 - c. School A 10/6/2016-6/15/2017
 3. Example (fully contained, achievement school): School A provided enrollment data from 9/1/2016-6/15/2017 and school B provided enrollment data from 9/30/2016-6/01/2017 (assessment school); attendance from school B would be included in the analysis. Attendance would be counted as follows:
 - a. School A 9/1/2016-9/29/2016
 - b. School B 9/30/2016-6/1/2017
 - c. School A 6/2/2017-6/15/2017

¹⁴ The most detailed calendar available from eSchoolPlus was used to create unique calendars by grade within schools: where available program calendars were used, followed by school, and then LEA.

¹⁵ Enrollment refers to Stage 5 enrollment.

- ii. If an enrollment instance overlapped with another enrollment instance, the first enrollment instance was assumed to end when the second enrollment instance began, UNLESS the first enrollment instance covers the audit period OR the enrollment instance is at the achievement school during the assessment period. Partially overlapped duplicative enrollments covering the audit period are valid at the audit school through the audit date. Partially overlapped duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for PARCC and MSAA.
 1. Example (overlapped, no exceptions): School A provided enrollment data from 9/1/2016-12/1/2016 and school B provided enrollment data from 11/15/2016-6/15/2017; Attendance was counted as follows:
 - a. School A 9/1/2016-11/14/2016
 - b. School B 11/15/2016-6/15/2017
 2. Example (overlapped, audit at first enrollment): School A (audit school) provided enrollment data from 9/1/2016-11/1/2016 and school B provided enrollment data from 9/15/2016-6/15/2017; Attendance was counted as follows:
 - a. School A 9/1/2016-10/5/2016
 - b. School B 10/6/2016-6/15/2017
 3. Example (overlapped, assessment at first enrollment): School A (assessment school) provided enrollment data from 9/1/2016-6/1/2017 and school B provided enrollment data from 5/1/2017-6/15/2017; Attendance was counted as follows:
 - a. School A 9/1/2016-6/1/2017
 - b. School B 6/2/2017-6/15/2017
- iii. For circumstances in which there are duplicative enrollments with identical stage 5 entry and exit dates, the enrollment record aligned with the audit or the achievement school will be retained.¹⁶ When one school is the audited school and the other the achievement school, the audited school enrollment will be set through October 5, and the achievement school for the remainder of the enrollment period.
- iv. Enrollment at achievement school is preserved for both fully and partially overlapping instances of duplicative enrollment
 - If there is no data on a student for an enrollment day, the day is counted in the denominator but not in the numerator (missing data are counted as absences).¹⁷
 - For SY 2016-2017, the attendance codes mapped to OSSE values of PF (Present Full), PIS (Present In-School Suspension), PP (Present Partial), PPE (Present Partial Excused), and PPU (Present Partial Unexcused) are considered present.

Population Summary

Compulsory-aged student population: 72,520

All ages student population: 88,756

Adult learners student population: 8,200

¹⁶ If the audit/achievement fails to isolate the valid record, then SPED data, followed by EL data, and then previous year enrollment will be used to inform the valid enrollment record for the student.

¹⁷ This is the case for schools/ LEAs that fully report attendance. For schools/ LEAs that report negative attendance and only report absences over SIS, missing data are imputed with present values.

Appendix C: Additional Figures

Figure C.1: State-level Rates of Chronic Absenteeism and Truancy, All Ages

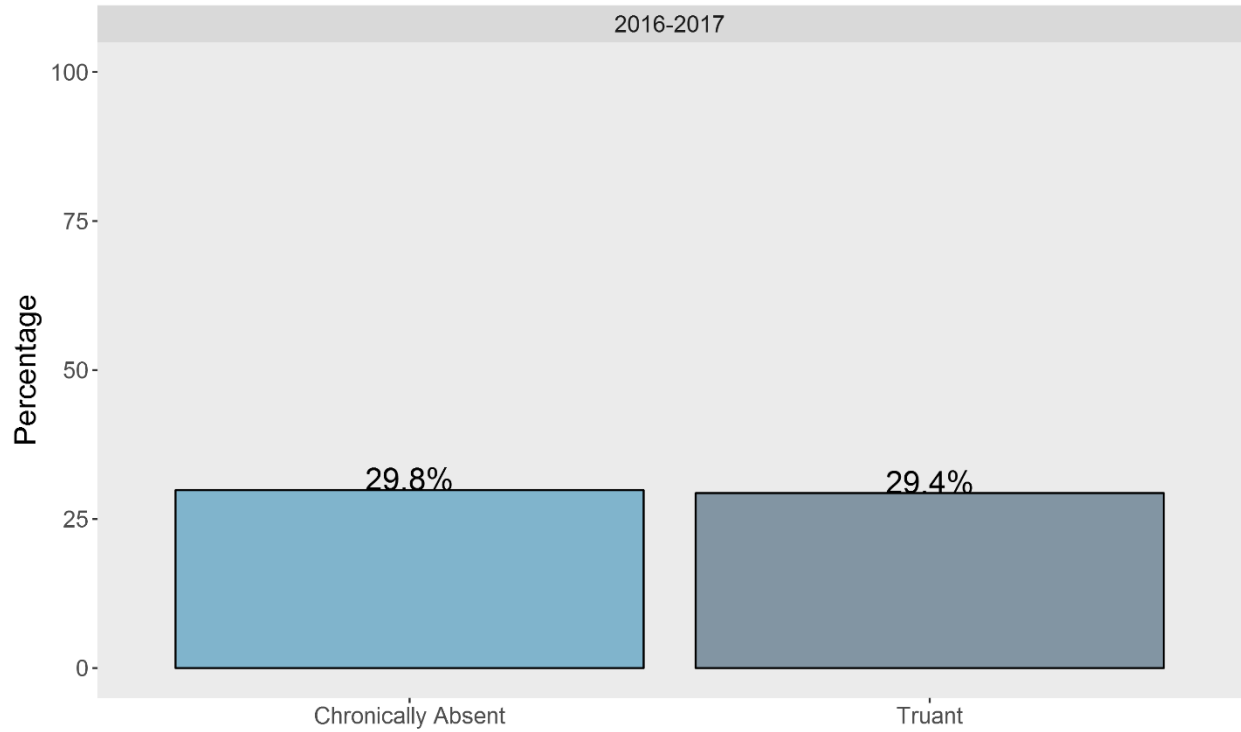


Figure C.2: Chronic Absenteeism, by Race or Ethnicity

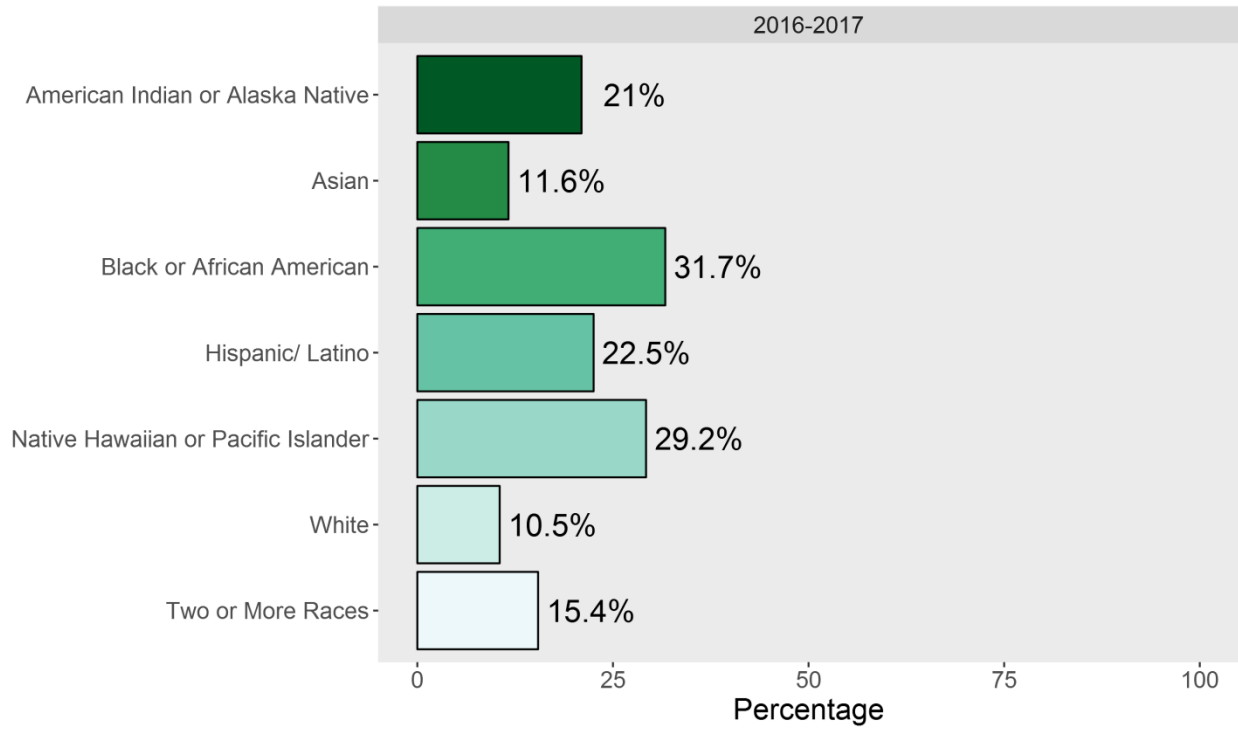


Figure C.3: Truancy Rates, by Race or Ethnicity

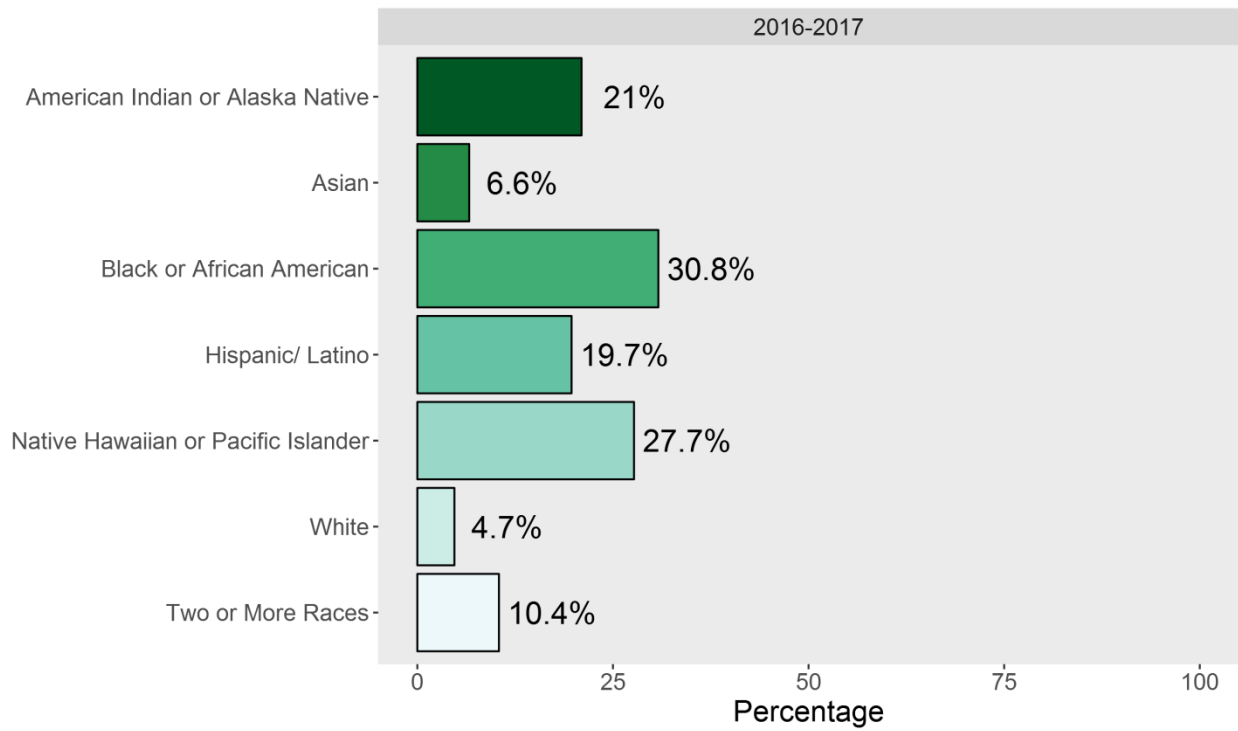


Figure C.4: Chronic Absenteeism and Truancy, by Gender

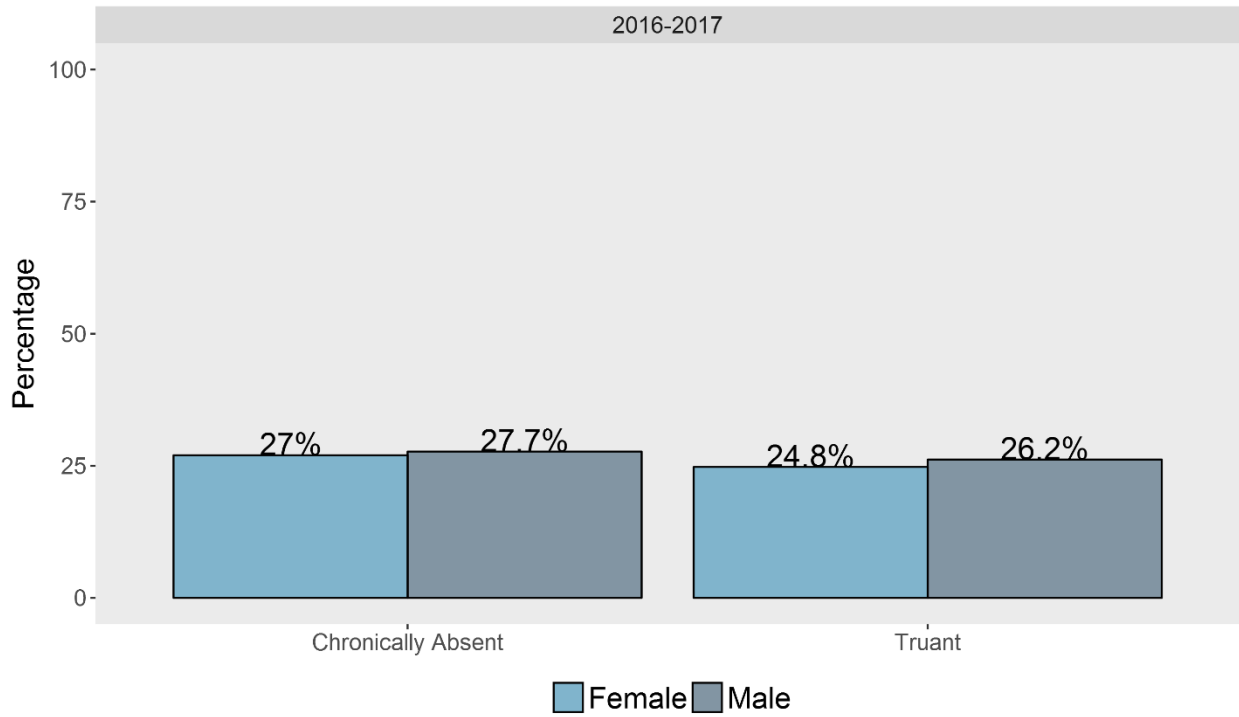


Figure C.5: Chronic Absenteeism Risk Tier, by SPED Level

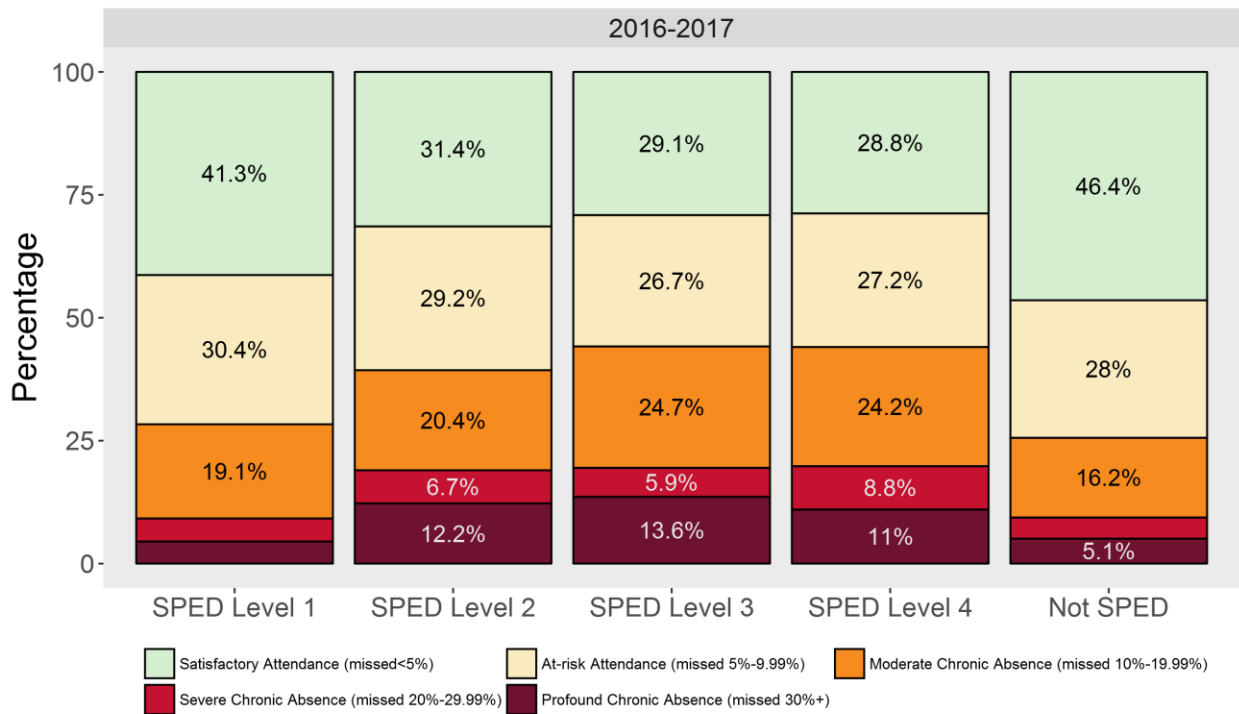


Figure C.6: Chronic Absenteeism and Truancy, by At-Risk Status

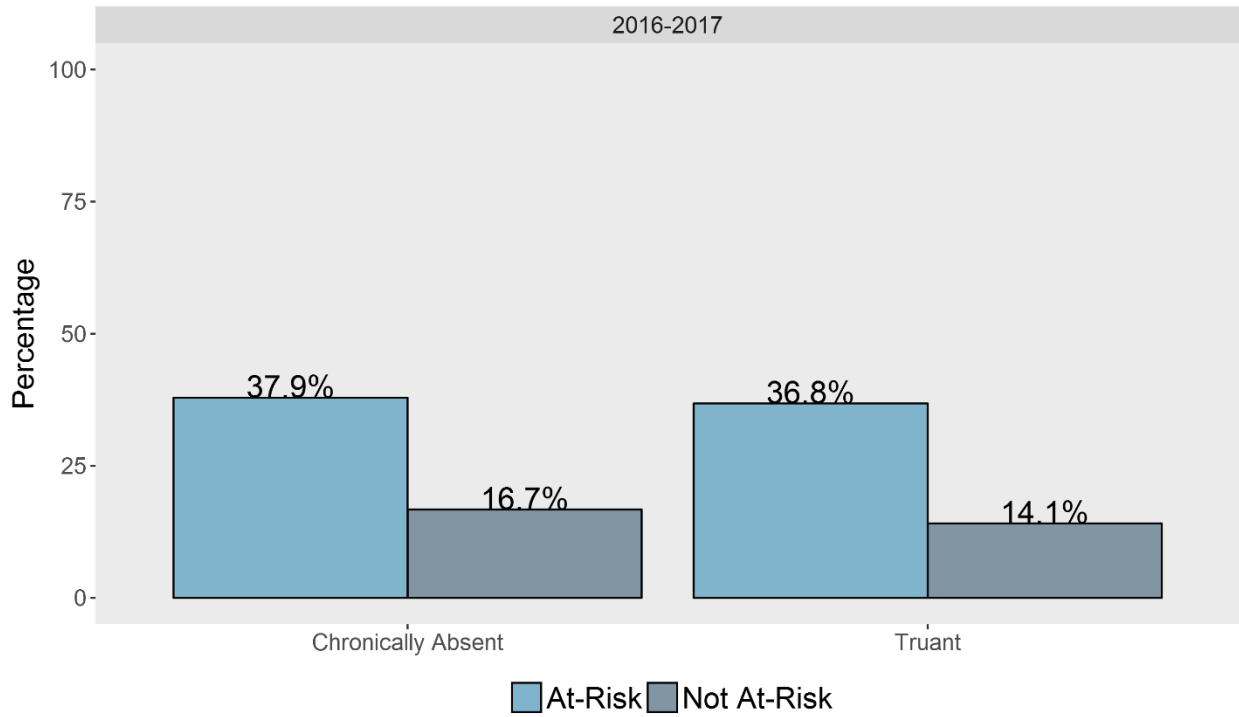


Figure C.7: Chronic Absenteeism Risk Tiers, by Homeless Status

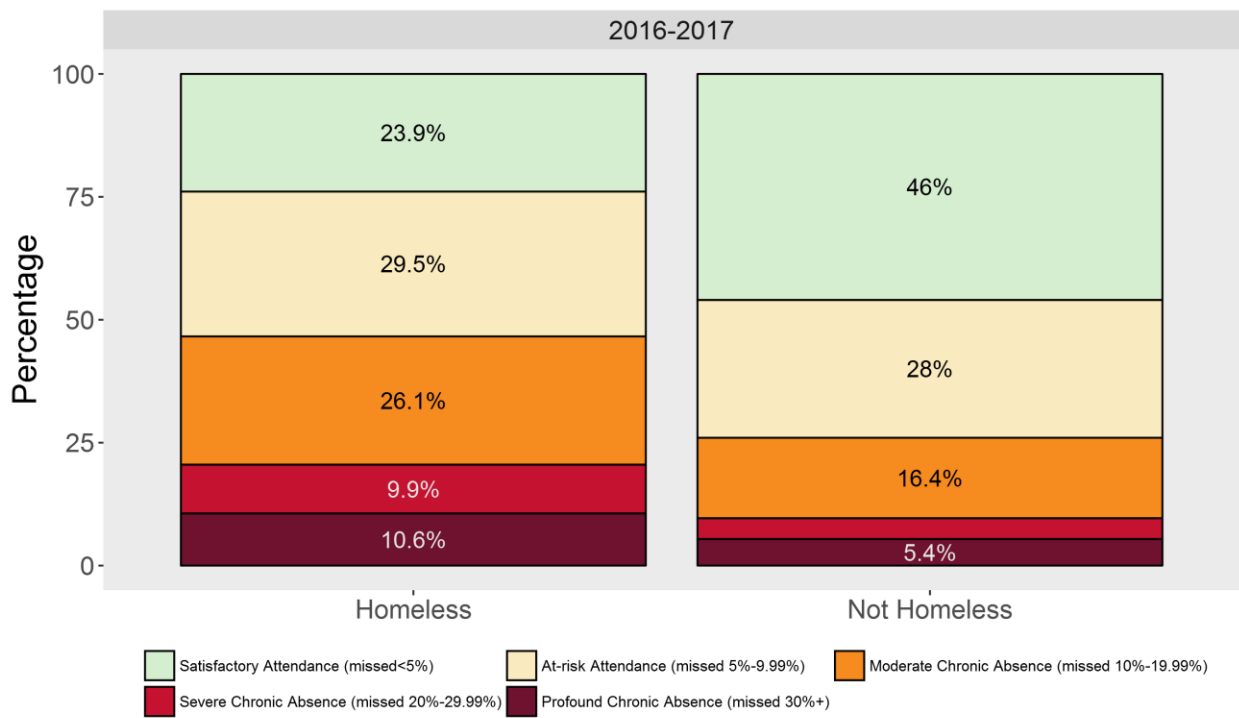


Figure C.8: Chronic Absenteeism Risk Tiers, by Overage Status

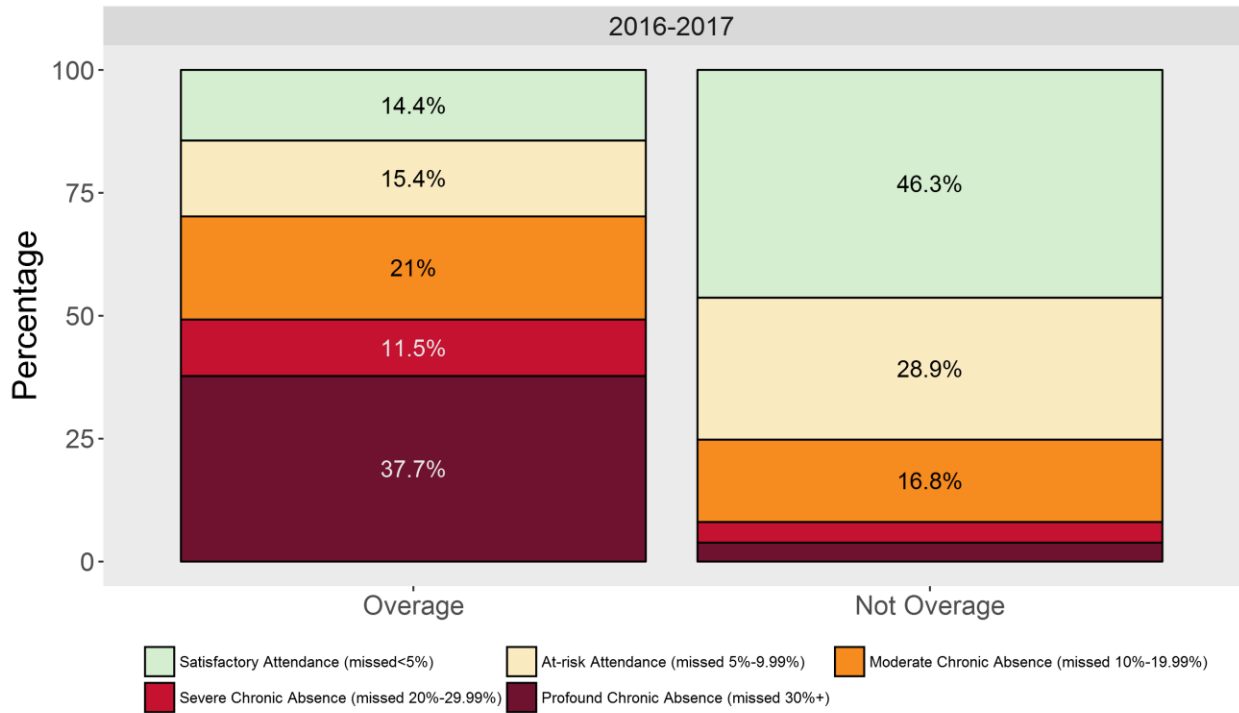


Figure C.9: Chronic Absenteeism Risk Tiers, by CFSA Status

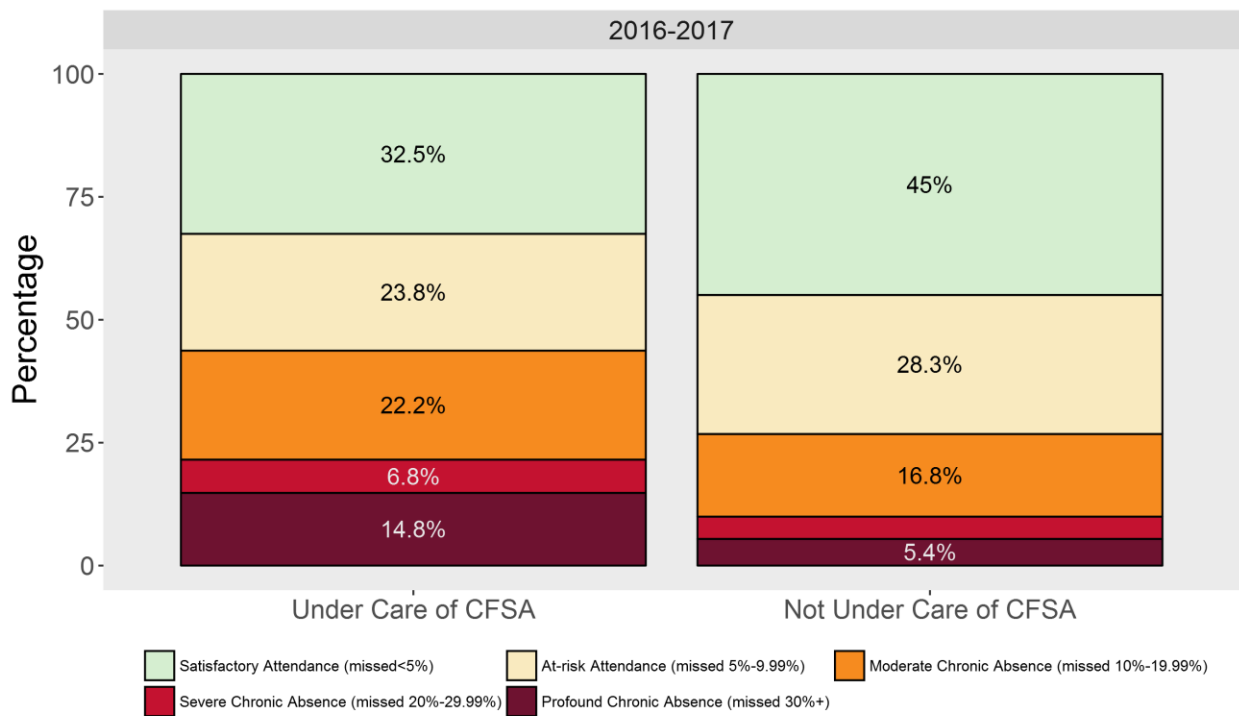


Figure C.10: Chronic Absenteeism Risk Tiers, by TANF Eligibility

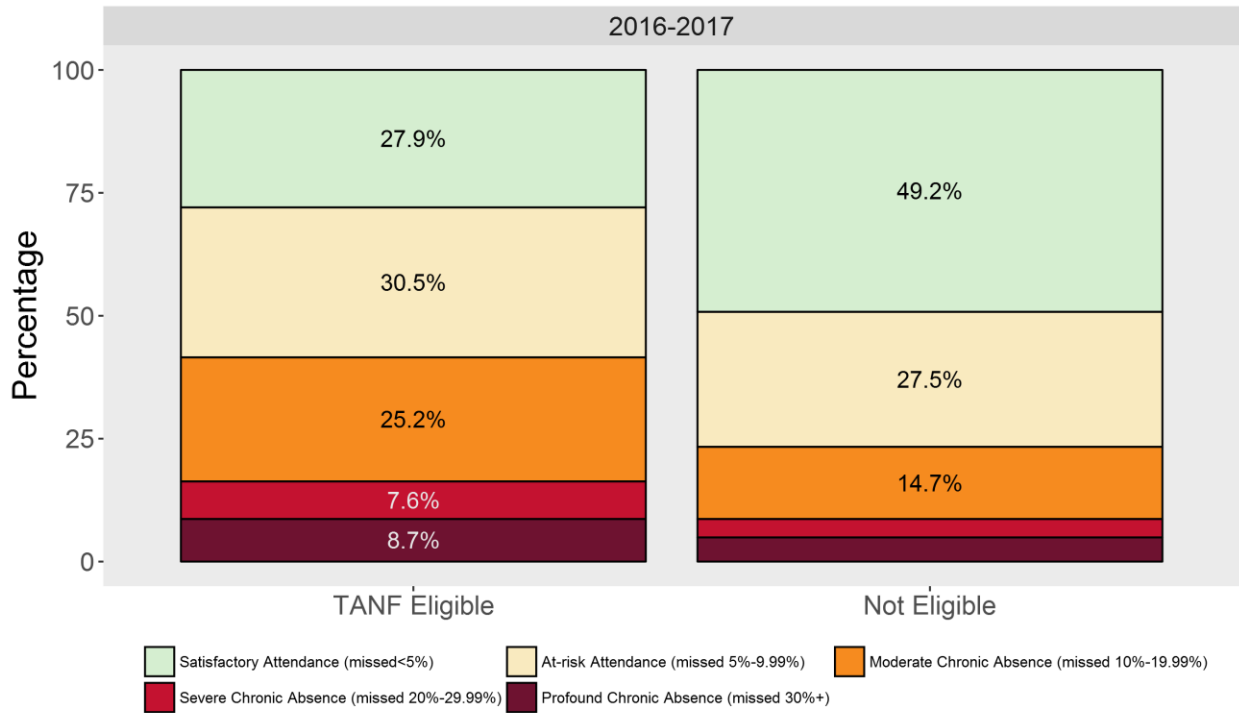


Figure C.11: Chronic Absenteeism Risk Tiers, by SNAP Eligibility

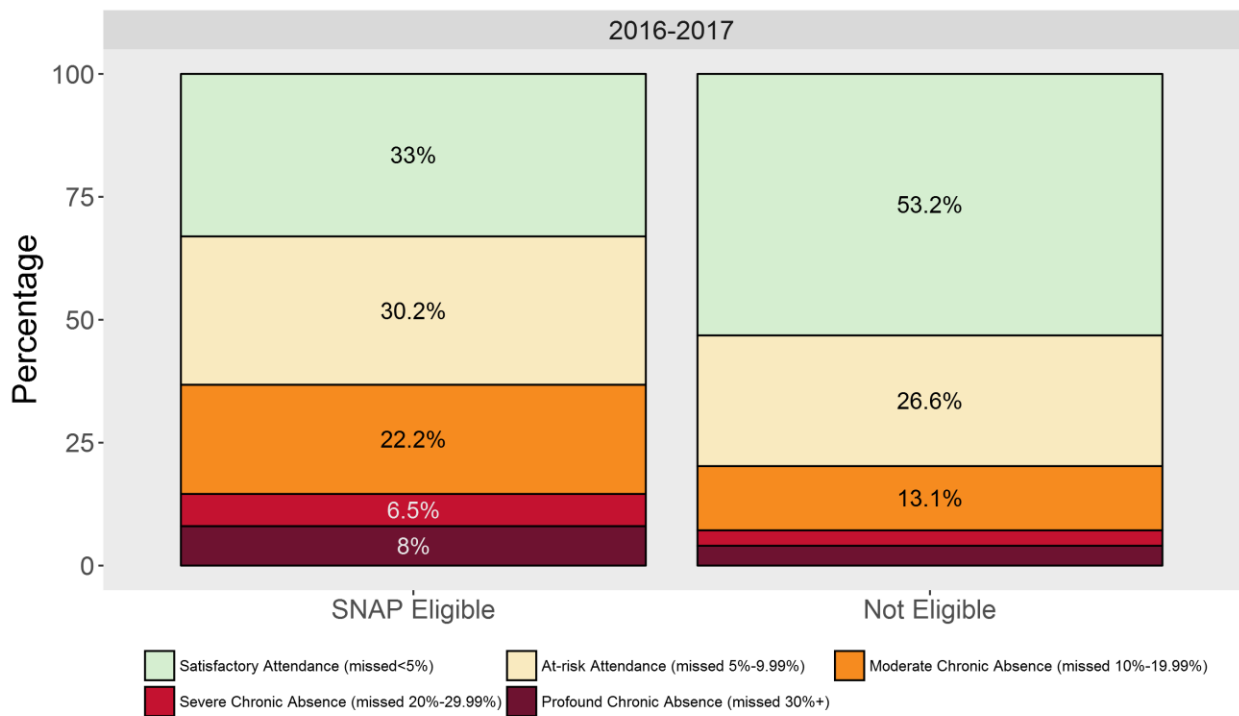


Figure C.12: Chronic Absenteeism and Truancy, by Limited English Proficiency Status

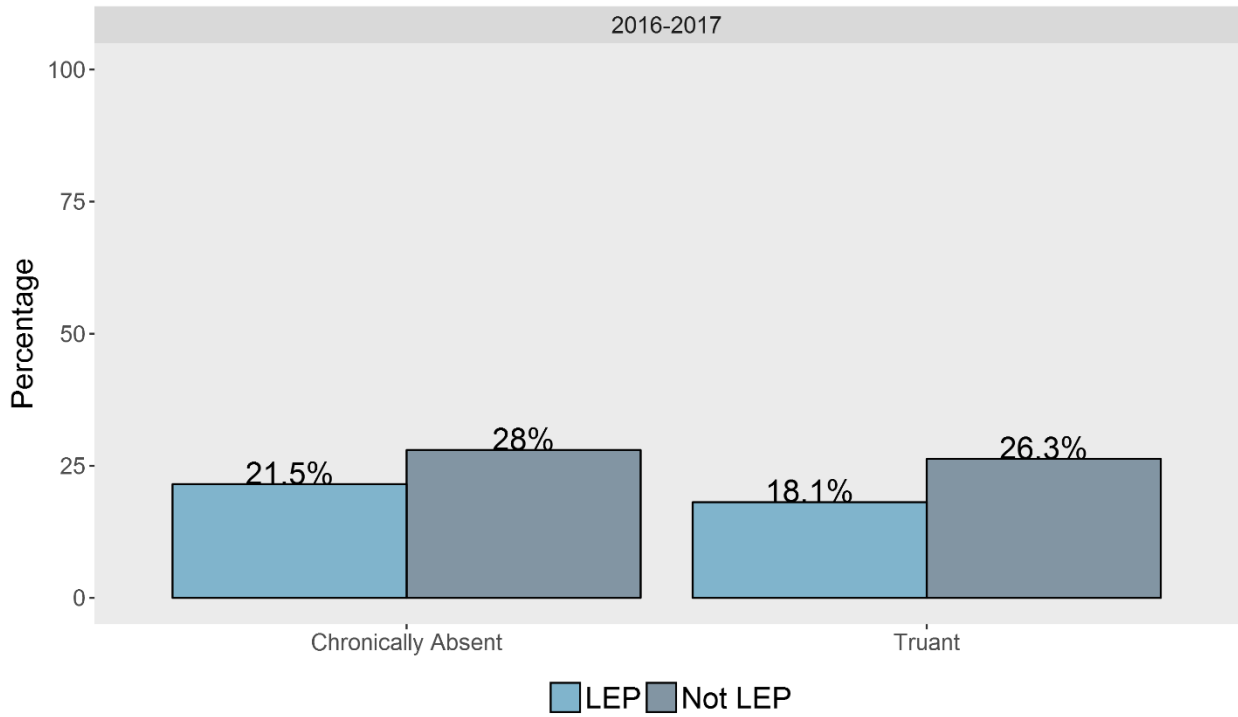


Figure C.13: Chronic Absenteeism Risk Tiers, by Grade Level

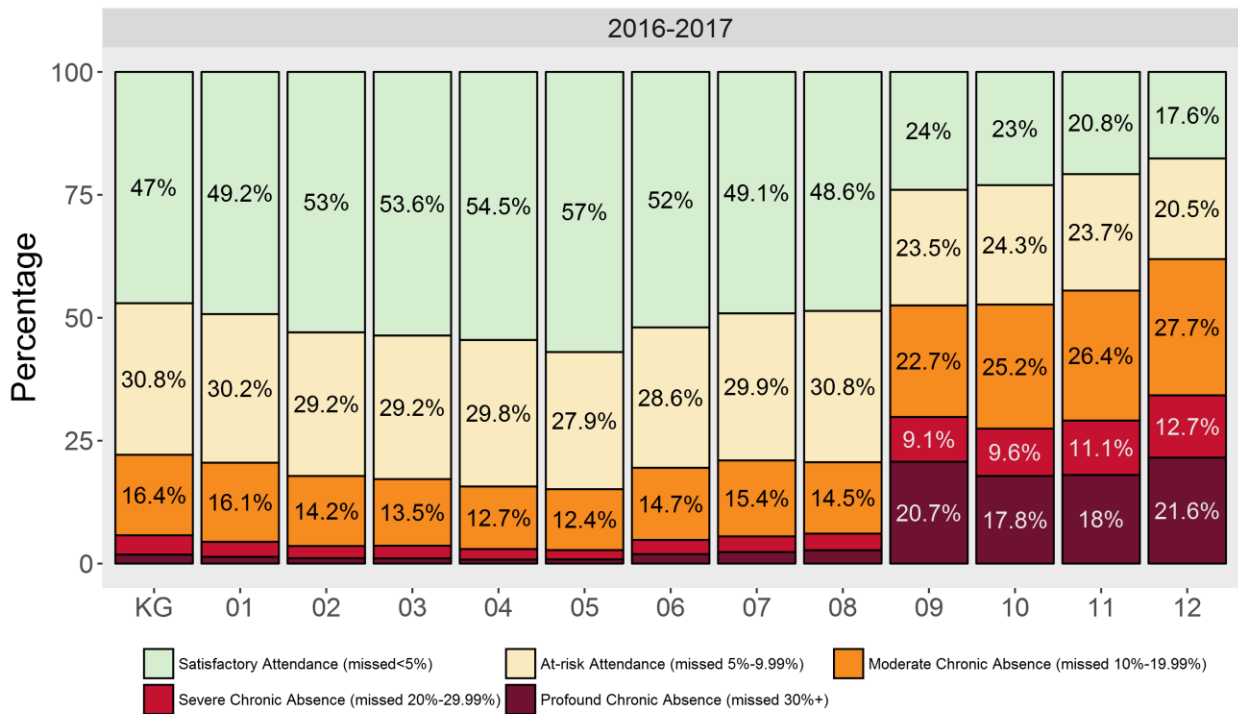


Figure C.14: Chronic Absenteeism Risk Tiers, by Grade Band and Race (Pre-K)

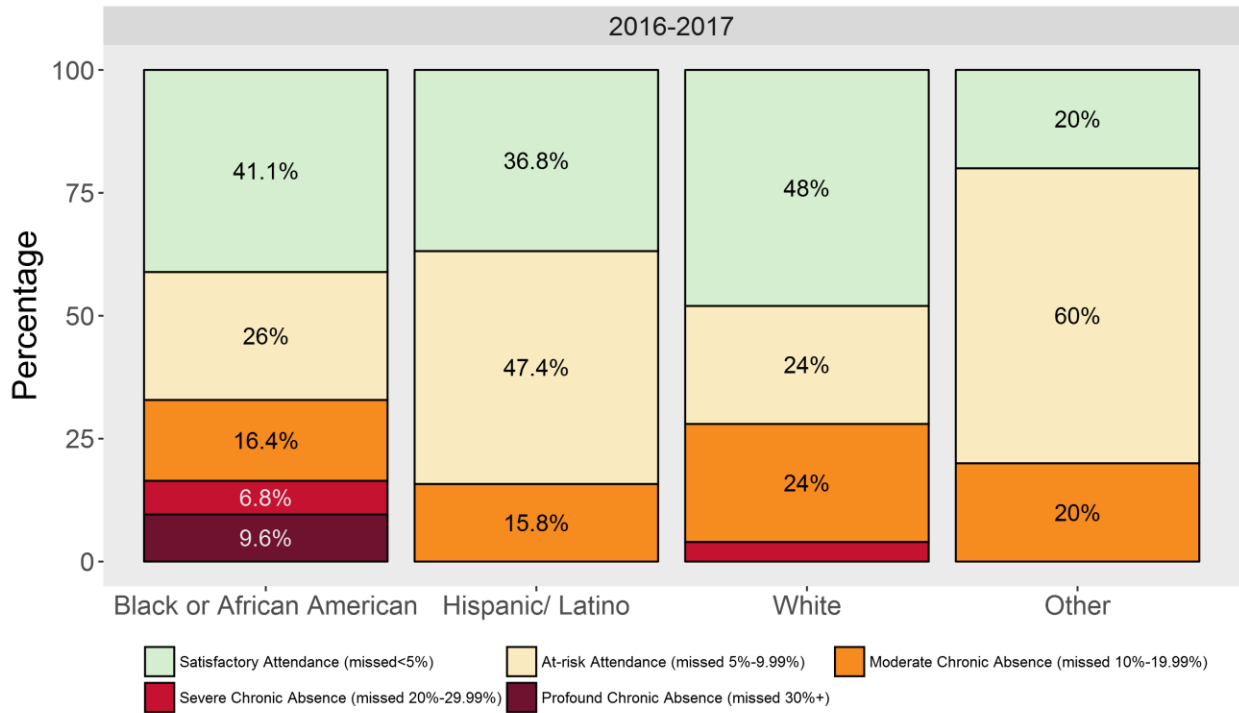


Figure C.15: Chronic Absenteeism Risk Tiers, by Grade Band and Race (Grades K-5)

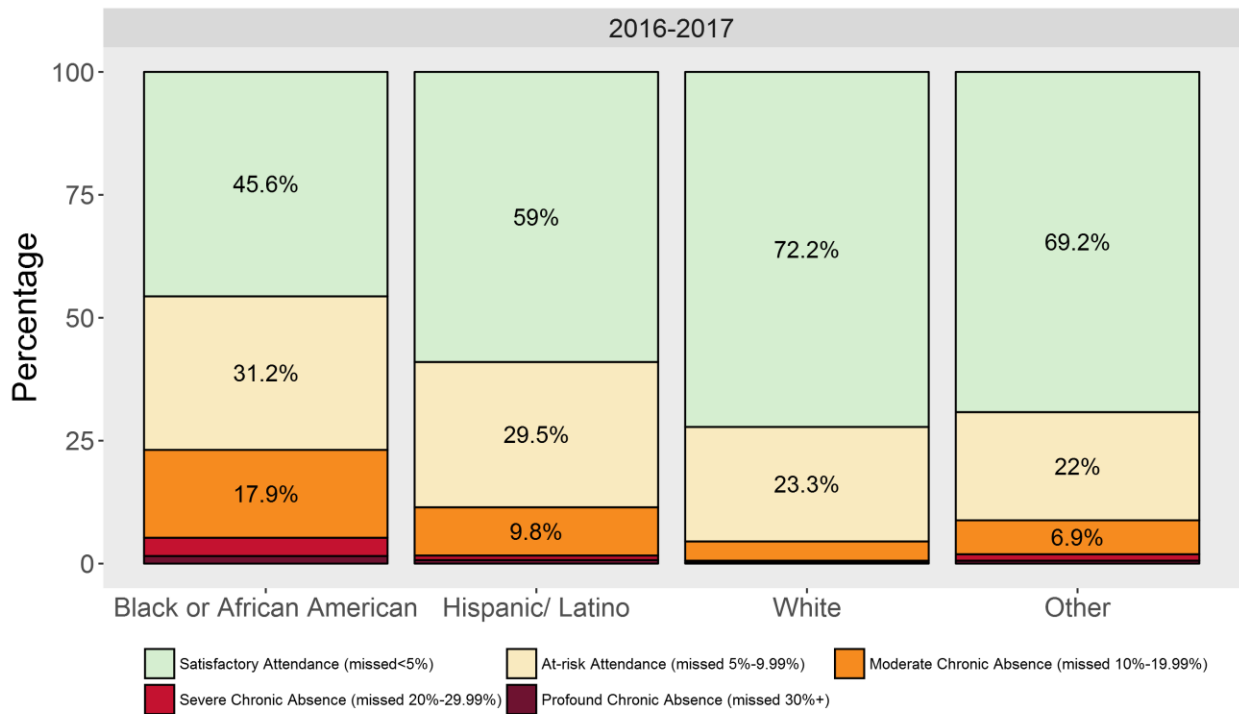


Figure C.16: Chronic Absenteeism Risk Tiers, by Grade Band and Race (Grades 6-8)

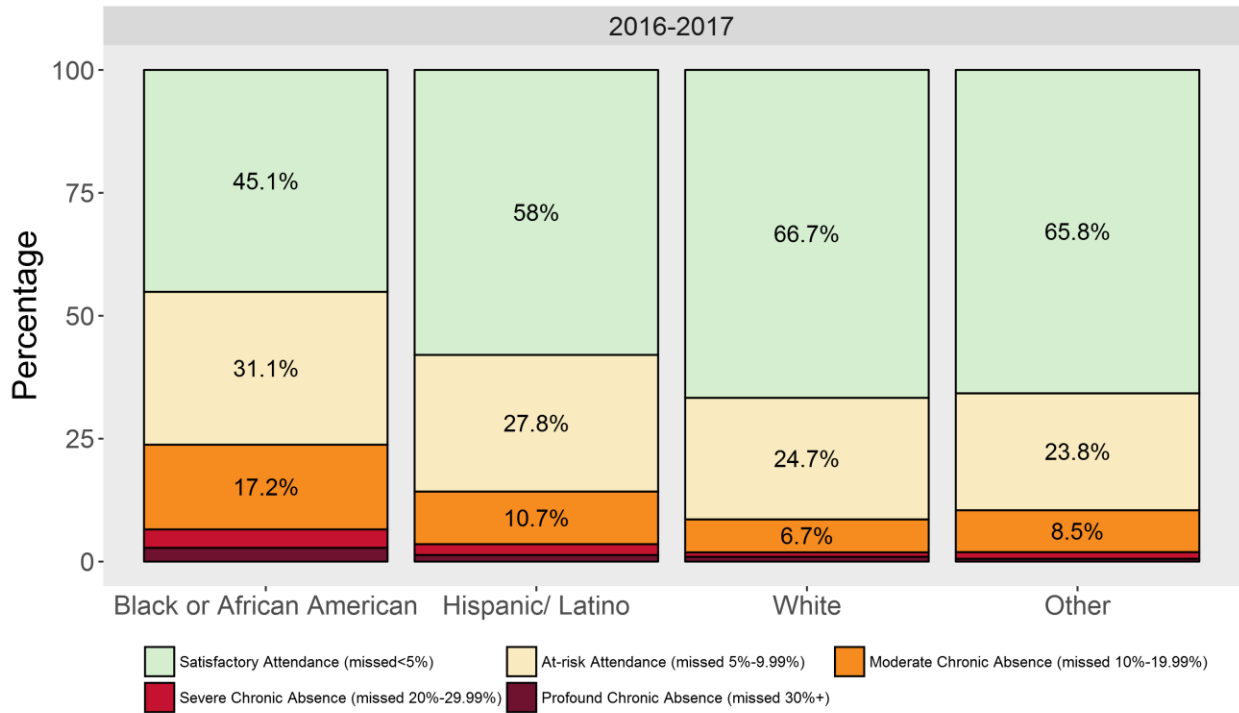


Figure C.17: Chronic Absenteeism Risk Tiers, by Grade Band and Race (Grades 9-12)

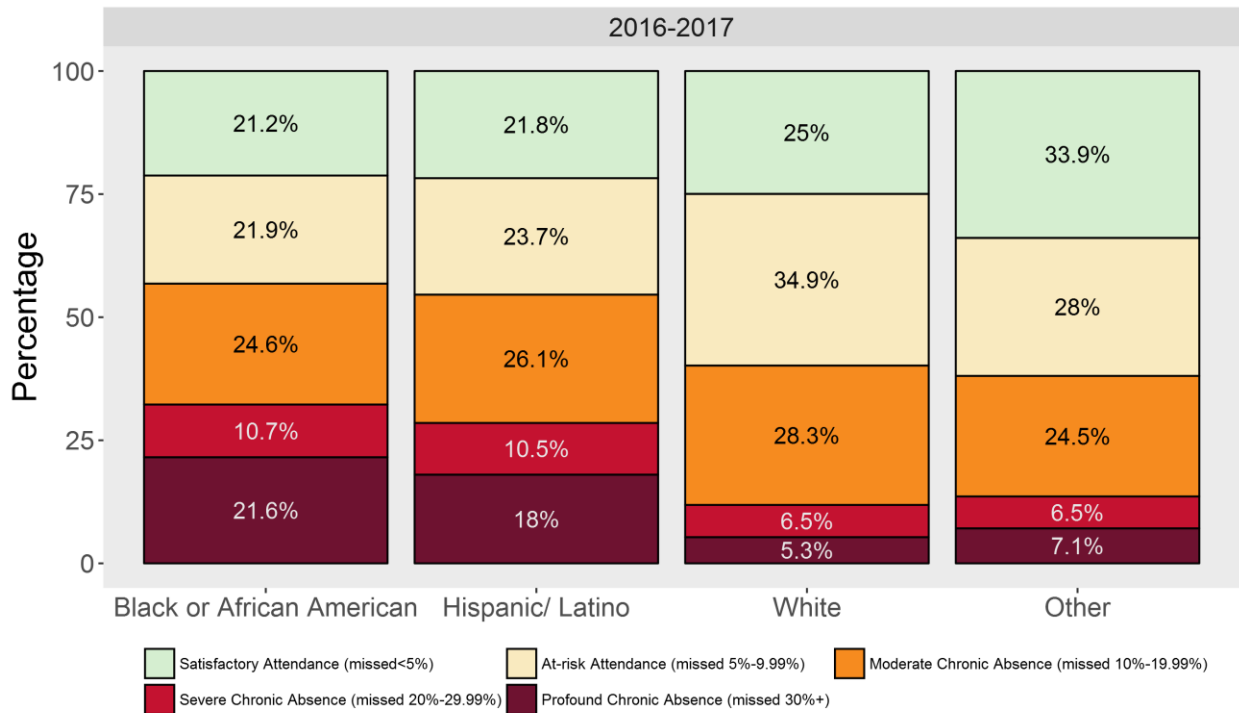


Figure C.18: Recurrence of Truancy from 2015-16 to 2016-17

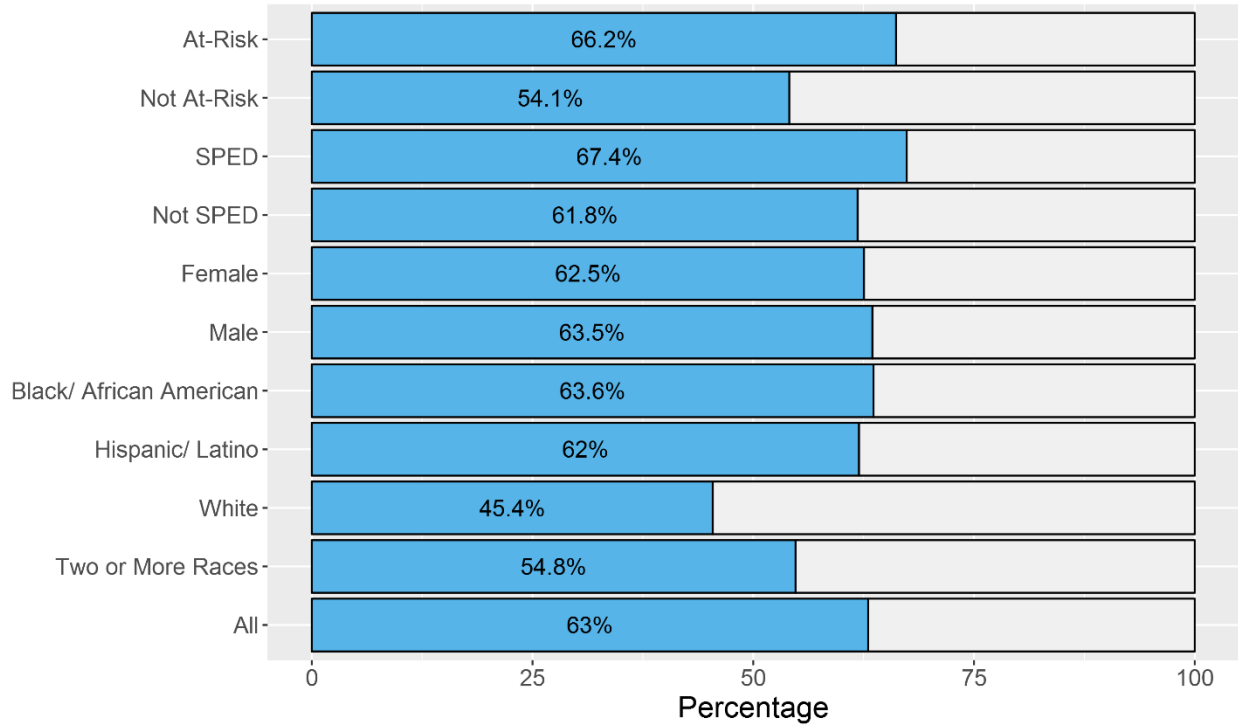
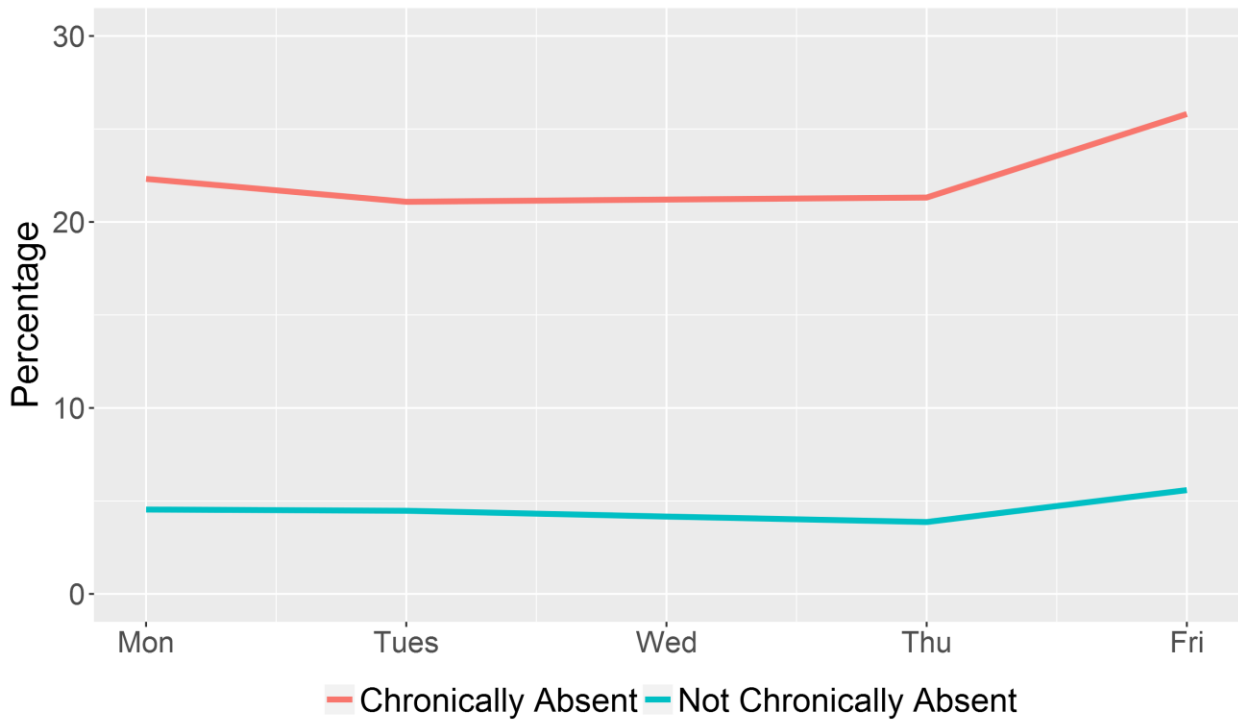


Figure C.19: Weekday Attendance Patterns, Chronically Absent Students



Appendix D: Logistic Regression Output Table

VARIABLES	(1) Chronic Absenteeism	(2) Truancy
Male	0.994 (0.0258)	1.069** (0.0294)
Black	1.898*** (0.443)	4.347*** (1.920)
Hispanic	1.507** (0.313)	3.126*** (1.265)
Multiple Race	1.320** (0.186)	1.974** (0.668)
Other Race	1.018 (0.228)	1.533 (0.513)
LEP	0.903 (0.0703)	0.857* (0.0730)
SPED 1	1.218*** (0.0556)	1.144** (0.0618)
SPED 2	1.345*** (0.0723)	1.363*** (0.0763)
SPED 3	1.451*** (0.148)	1.427*** (0.141)
SPED 4	1.780*** (0.210)	1.158 (0.233)
TANF/ SNAP	2.211*** (0.0974)	2.416*** (0.126)
Overage	1.780*** (0.276)	1.568*** (0.212)
CFSA	1.277*** (0.0851)	1.224*** (0.0826)
Homeless	2.126*** (0.113)	1.823*** (0.111)
Multiple Schools	2.468*** (0.398)	0.850 (0.112)
High School Indicator	5.099*** (1.006)	4.573*** (1.066)
Constant	0.0754*** (0.0175)	0.0311*** (0.0137)
Observations	74,654	74,654

Robust se eform in parentheses
 *** p<0.01, ** p<0.05, * p<0.1

Appendix E: Data Tables

Table E.1 State-level Rates of Chronic Absenteeism and Truancy, Compulsory Age (Figure 1)

Year	Metric	Percentage
2015-2016	Truant (15,215)	21.4%
2015-2016	Chronically Absent (18,749)	26.3%
2016-2017	Truant (18,484)	25.5%
2016-2017	Chronically Absent (19,829)	27.3%

Table E.2 State-level Rates of Chronic Absenteeism and Truancy, All Ages (Figure C.1)

Year	Metric	Percentage
2016-2017	Truant (26,062)	29.4%
2016-2017	Chronically Absent (26,489)	29.8%

Table E.3 Absenteeism, All students and Chronically Absent Students, Compulsory Age (Figure 2)

Group	Risk Tier	Percentage
All (72,520)	Satisfactory Attendance (missed<5%)	44.5%
All (72,520)	At-risk Attendance (missed 5%-9.99%)	28.1%
All (72,520)	Moderate Chronic Absence (missed 10%-19.99%)	17.0%
All (72,520)	Severe Chronic Absence (missed 20%-29.99%)	4.6%
All (72,520)	Profound Chronic Absence (missed 30%+)	5.7%
Chronically Absent Students (19,829)	Moderate Chronic Absence (missed 10%-19.99%)	62.1%
Chronically Absent Students (19,829)	Severe Chronic Absence (missed 20%-29.99%)	16.8%
Chronically Absent Students (19,829)	Profound Chronic Absence (missed 30%+)	21.0%

Table E.4 Absenteeism, Truant Students, Compulsory Age (Figure 3)

Group	Absenteeism Risk Tier	Percentage
Truant Students (18,484)	At-risk Attendance (missed 5%-9.99%)	24.2%
Truant Students (18,484)	Moderate Chronic Absence (missed 10%-19.99%)	40.7%
Truant Students (18,484)	Profound Chronic Absence (missed 30%+)	20.3%
Truant Students (18,484)	Severe Chronic Absence (missed 20%-29.99%)	14.8%

Table E.5 Truancy Risk Tiers, by Race or Ethnicity, Compulsory Age (Figure 4)

Race	Truancy Risk Tier	Percentage	Students	Total Students
Black or African American	0 to 9 Unexcused Absences	69.2%	34685	50126
Black or African American	10 to 19 Unexcused Absences	17.7%	8884	50126
Black or African American	20 to 29 Unexcused Absences	5.1%	2570	50126
Black or African American	30 to 39 Unexcused Absences	2.5%	1237	50126
Black or African American	40 to 49 Unexcused Absences	1.5%	774	50126
Black or African American	50+ Unexcused Absences	3.9%	1976	50126
Hispanic/ Latino	0 to 9 Unexcused Absences	80.3%	9931	12369
Hispanic/ Latino	10 to 19 Unexcused Absences	11.0%	1358	12369
Hispanic/ Latino	20 to 29 Unexcused Absences	3.2%	399	12369
Hispanic/ Latino	30 to 39 Unexcused Absences	1.9%	230	12369
Hispanic/ Latino	40 to 49 Unexcused Absences	1.0%	126	12369
Hispanic/ Latino	50+ Unexcused Absences	2.6%	325	12369
Other	0 to 9 Unexcused Absences	90.4%	2424	2681
Other	10 to 19 Unexcused Absences	6.2%	165	2681
Other	20 to 29 Unexcused Absences	1.5%	40	2681
Other	30 to 39 Unexcused Absences	0.9%	24	2681
Other	40 to 49 Unexcused Absences	0.3%	8	2681
Other	50+ Unexcused Absences	0.7%	20	2681
White	0 to 9 Unexcused Absences	95.3%	6996	7344
White	10 to 19 Unexcused Absences	3.3%	242	7344
White	20 to 29 Unexcused Absences	0.7%	49	7344
White	30 to 39 Unexcused Absences	0.3%	24	7344
White	40 to 49 Unexcused Absences	0.2%	17	7344
White	50+ Unexcused Absences	0.2%	16	7344

Table E.6 Truancy Risk Tiers, by Grade Band, Compulsory Age (Figure 8)

Grade	Truancy Risk Tier	Percentage	Students	Total Students
K-5	0 to 9 Unexcused Absences	82.7%	33738	40801
K-5	10 to 19 Unexcused Absences	13.1%	5357	40801
K-5	20 to 29 Unexcused Absences	2.6%	1070	40801
K-5	30 to 39 Unexcused Absences	0.9%	383	40801
K-5	40 to 49 Unexcused Absences	0.4%	147	40801
K-5	50+ Unexcused Absences	0.3%	106	40801
6-8	0 to 9 Unexcused Absences	79.8%	11573	14510
6-8	10 to 19 Unexcused Absences	13.7%	1984	14510

6-8	20 to 29 Unexcused Absences	3.4%	489	14510
6-8	30 to 39 Unexcused Absences	1.4%	205	14510
6-8	40 to 49 Unexcused Absences	0.8%	109	14510
6-8	50+ Unexcused Absences	1.0%	150	14510
9-12	0 to 9 Unexcused Absences	50.5%	8637	17087
9-12	10 to 19 Unexcused Absences	19.2%	3286	17087
9-12	20 to 29 Unexcused Absences	8.8%	1497	17087
9-12	30 to 39 Unexcused Absences	5.4%	922	17087
9-12	40 to 49 Unexcused Absences	3.9%	667	17087
9-12	50+ Unexcused Absences	12.2%	2078	17087

Table E.7 Absenteeism Risk Tiers, by Number of Enrolled Schools (Figure 7)

# Schools	Absenteeism Risk Tier	Percentage	Students	Total Students
One School	Satisfactory Attendance (missed<5%)	45.5%	31767	69784
One School	At-risk Attendance (missed 5%-9.99%)	28.4%	19850	69784
One School	Moderate Chronic Absence (missed 10%-19.99%)	16.7%	11664	69784
One School	Severe Chronic Absence (missed 20%-29.99%)	4.3%	3019	69784
One School	Profound Chronic Absence (missed 30%+)	5.0%	3484	69784
Two Schools	Satisfactory Attendance (missed<5%)	20.1%	507	2520
Two Schools	At-risk Attendance (missed 5%-9.99%)	21.2%	535	2520
Two Schools	Moderate Chronic Absence (missed 10%-19.99%)	24.6%	621	2520
Two Schools	Severe Chronic Absence (missed 20%-29.99%)	11.3%	284	2520
Two Schools	Profound Chronic Absence (missed 30%+)	22.7%	573	2520
Three or More Schools	Satisfactory Attendance (missed<5%)	9.7%	21	216
Three or More Schools	At-risk Attendance (missed 5%-9.99%)	5.1%	11	216
Three or More Schools	Moderate Chronic Absence (missed 10%-19.99%)	16.7%	36	216
Three or More Schools	Severe Chronic Absence (missed 20%-29.99%)	17.6%	38	216
Three or More Schools	Profound Chronic Absence (missed 30%+)	50.9%	110	216

Table E.8 Absenteeism Risk Tiers, by Grade Band (Figure 9)

Grade Band	Absenteeism Risk Tier	Percentage	Students	Total Students
Pre-K	Satisfactory Attendance (missed<5%)	37.2%	4790	12887
Pre-K	At-risk Attendance (missed 5%-9.99%)	30.9%	3980	12887
Pre-K	Moderate Chronic Absence (missed 10%-19.99%)	22.0%	2829	12887
Pre-K	Severe Chronic Absence (missed 20%-29.99%)	6.0%	773	12887
Pre-K	Profound Chronic Absence (missed 30%+)	4.0%	515	12887
K-5	Satisfactory Attendance (missed<5%)	52.1%	21253	40801
K-5	At-risk Attendance (missed 5%-9.99%)	29.6%	12080	40801
K-5	Moderate Chronic Absence (missed 10%-19.99%)	14.4%	5859	40801
K-5	Severe Chronic Absence (missed 20%-29.99%)	2.7%	1119	40801
K-5	Profound Chronic Absence (missed 30%+)	1.2%	490	40801
6-8	Satisfactory Attendance (missed<5%)	50.0%	7248	14510
6-8	At-risk Attendance (missed 5%-9.99%)	29.7%	4310	14510
6-8	Moderate Chronic Absence (missed 10%-19.99%)	14.9%	2159	14510
6-8	Severe Chronic Absence (missed 20%-29.99%)	3.1%	457	14510
6-8	Profound Chronic Absence (missed 30%+)	2.3%	336	14510
9-12	Satisfactory Attendance (missed<5%)	21.9%	3744	17087
9-12	At-risk Attendance (missed 5%-9.99%)	23.2%	3969	17087
9-12	Moderate Chronic Absence (missed 10%-19.99%)	25.1%	4281	17087
9-12	Severe Chronic Absence (missed 20%-29.99%)	10.3%	1759	17087
9-12	Profound Chronic Absence (missed 30%+)	19.5%	3334	17087
Adult	Satisfactory Attendance (missed<5%)	7.2%	592	8200
Adult	At-risk Attendance (missed 5%-9.99%)	5.2%	427	8200
Adult	Moderate Chronic Absence (missed 10%-19.99%)	13.3%	1092	8200
Adult	Severe Chronic Absence (missed 20%-29.99%)	15.6%	1283	8200
Adult	Profound Chronic Absence (missed 30%+)	58.7%	4806	8200

Table E.9 Chronic Absenteeism Risk Tiers, by Grade Band and Race (Pre-K) (Figure C.14)

Grade Band	Race	Absenteeism Risk Tier	Percentage	Students	Total Students
Pre-K	Black or African American	Satisfactory Attendance (missed<5%)	33.6%	2899	8632
Pre-K	Black or African American	At-risk Attendance (missed 5%-9.99%)	28.9%	2491	8632
Pre-K	Black or African American	Moderate Chronic Absence (missed 10%-19.99%)	24.4%	2110	8632
Pre-K	Black or African American	Severe Chronic Absence (missed 20%-29.99%)	7.7%	664	8632
Pre-K	Black or African American	Profound Chronic Absence (missed 30%+)	5.4%	468	8632
Pre-K	Hispanic/ Latino	Satisfactory Attendance (missed<5%)	32.6%	575	1764
Pre-K	Hispanic/ Latino	At-risk Attendance (missed 5%-9.99%)	38.0%	671	1764
Pre-K	Hispanic/ Latino	Moderate Chronic Absence (missed 10%-19.99%)	23.8%	420	1764
Pre-K	Hispanic/ Latino	Severe Chronic Absence (missed 20%-29.99%)	3.7%	66	1764
Pre-K	Hispanic/ Latino	Profound Chronic Absence (missed 30%+)	1.8%	32	1764
Pre-K	Other	Satisfactory Attendance (missed<5%)	48.0%	318	663
Pre-K	Other	At-risk Attendance (missed 5%-9.99%)	31.4%	208	663
Pre-K	Other	Moderate Chronic Absence (missed 10%-19.99%)	16.0%	106	663
Pre-K	Other	Severe Chronic Absence (missed 20%-29.99%)	DS	DS	663
Pre-K	Other	Profound Chronic Absence (missed 30%+)	DS	DS	663
Pre-K	White	Satisfactory Attendance (missed<5%)	54.6%	998	1828
Pre-K	White	At-risk Attendance (missed 5%-9.99%)	33.4%	610	1828
Pre-K	White	Moderate Chronic Absence (missed 10%-19.99%)	10.6%	193	1828
Pre-K	White	Severe Chronic Absence (missed 20%-29.99%)	DS	DS	1828
Pre-K	White	Profound Chronic Absence (missed 30%+)	DS	DS	1828

Table E.10 Chronic Absenteeism Risk Tiers, by Grade Band and Race (K-5) (Figure C.15)

Grade Band	Race	Absenteeism Risk Tier	Percentage	Students	Total Students
K-5	Black or African American	Satisfactory Attendance (missed<5%)	45.6%	12443	27260
K-5	Black or African American	At-risk Attendance (missed 5%-9.99%)	31.2%	8514	27260
K-5	Black or African American	Moderate Chronic Absence (missed 10%-19.99%)	17.9%	4869	27260
K-5	Black or African American	Severe Chronic Absence (missed 20%-29.99%)	3.7%	1013	27260
K-5	Black or African American	Profound Chronic Absence (missed 30%+)	1.5%	421	27260
K-5	Hispanic/ Latino	Satisfactory Attendance (missed<5%)	59.0%	4093	6938
K-5	Hispanic/ Latino	At-risk Attendance (missed 5%-9.99%)	29.5%	2050	6938
K-5	Hispanic/ Latino	Moderate Chronic Absence (missed 10%-19.99%)	9.8%	681	6938
K-5	Hispanic/ Latino	Severe Chronic Absence (missed 20%-29.99%)	0.9%	64	6938
K-5	Hispanic/ Latino	Profound Chronic Absence (missed 30%+)	0.7%	50	6938
K-5	Other	Satisfactory Attendance (missed<5%)	69.2%	1163	1681
K-5	Other	At-risk Attendance (missed 5%-9.99%)	22.0%	370	1681
K-5	Other	Moderate Chronic Absence (missed 10%-19.99%)	6.9%	116	1681
K-5	Other	Severe Chronic Absence (missed 20%-29.99%)	DS	DS	1681
K-5	Other	Profound Chronic Absence (missed 30%+)	DS	DS	1681
K-5	White	Satisfactory Attendance (missed<5%)	72.2%	3554	4922
K-5	White	At-risk Attendance (missed 5%-9.99%)	23.3%	1146	4922
K-5	White	Moderate Chronic Absence (missed 10%-19.99%)	3.9%	193	4922
K-5	White	Severe Chronic Absence (missed 20%-29.99%)	DS	DS	4922
K-5	White	Profound Chronic Absence (missed 30%+)	DS	DS	4922

Table E.11 Chronic Absenteeism Risk Tiers, by Grade Band and Race (6-8) (Figure C.16)

Grade Band	Race	Absenteeism Risk Tier	Percentage	Students	Total Students
6-8	Black or African American	Satisfactory Attendance (missed<5%)	45.1%	4636	10273
6-8	Black or African American	At-risk Attendance (missed 5%-9.99%)	31.1%	3194	10273
6-8	Black or African American	Moderate Chronic Absence (missed 10%-19.99%)	17.2%	1770	10273
6-8	Black or African American	Severe Chronic Absence (missed 20%-29.99%)	3.7%	385	10273
6-8	Black or African American	Profound Chronic Absence (missed 30%+)	2.8%	288	10273
6-8	Hispanic/ Latino	Satisfactory Attendance (missed<5%)	58.0%	1387	2393
6-8	Hispanic/ Latino	At-risk Attendance (missed 5%-9.99%)	27.8%	665	2393
6-8	Hispanic/ Latino	Moderate Chronic Absence (missed 10%-19.99%)	10.7%	256	2393
6-8	Hispanic/ Latino	Severe Chronic Absence (missed 20%-29.99%)	2.2%	53	2393
6-8	Hispanic/ Latino	Profound Chronic Absence (missed 30%+)	1.3%	32	2393
6-8	Other	Satisfactory Attendance (missed<5%)	65.8%	340	517
6-8	Other	At-risk Attendance (missed 5%-9.99%)	23.8%	123	517
6-8	Other	Moderate Chronic Absence (missed 10%-19.99%)	8.5%	44	517
6-8	Other	Severe Chronic Absence (missed 20%-29.99%)	DS	DS	517
6-8	Other	Profound Chronic Absence (missed 30%+)	DS	DS	517
6-8	White	Satisfactory Attendance (missed<5%)	66.7%	885	1327
6-8	White	At-risk Attendance (missed 5%-9.99%)	24.7%	328	1327
6-8	White	Moderate Chronic Absence (missed 10%-19.99%)	6.7%	89	1327
6-8	White	Severe Chronic Absence (missed 20%-29.99%)	0.9%	12	1327
6-8	White	Profound Chronic Absence (missed 30%+)	1.0%	13	1327

Table E.12 Chronic Absenteeism Risk Tiers, by Grade Band and Race (9-12) (Figure C.17)

Grade Band	Race	Absenteeism Risk Tier	Percentage	Students	Total Students
9-12	Black or African American	Satisfactory Attendance (missed<5%)	21.2%	2658	12520
9-12	Black or African American	At-risk Attendance (missed 5%-9.99%)	21.9%	2748	12520
9-12	Black or African American	Moderate Chronic Absence (missed 10%-19.99%)	24.6%	3074	12520
9-12	Black or African American	Severe Chronic Absence (missed 20%-29.99%)	10.7%	1341	12520
9-12	Black or African American	Profound Chronic Absence (missed 30%+)	21.6%	2699	12520
9-12	Hispanic/ Latino	Satisfactory Attendance (missed<5%)	21.8%	657	3019
9-12	Hispanic/ Latino	At-risk Attendance (missed 5%-9.99%)	23.7%	714	3019
9-12	Hispanic/ Latino	Moderate Chronic Absence (missed 10%-19.99%)	26.1%	787	3019
9-12	Hispanic/ Latino	Severe Chronic Absence (missed 20%-29.99%)	10.5%	317	3019
9-12	Hispanic/ Latino	Profound Chronic Absence (missed 30%+)	18.0%	544	3019
9-12	Other	Satisfactory Attendance (missed<5%)	33.9%	162	478
9-12	Other	At-risk Attendance (missed 5%-9.99%)	28.0%	134	478
9-12	Other	Moderate Chronic Absence (missed 10%-19.99%)	24.5%	117	478
9-12	Other	Severe Chronic Absence (missed 20%-29.99%)	6.5%	31	478
9-12	Other	Profound Chronic Absence (missed 30%+)	7.1%	34	478
9-12	White	Satisfactory Attendance (missed<5%)	25.0%	267	1070
9-12	White	At-risk Attendance (missed 5%-9.99%)	34.9%	373	1070
9-12	White	Moderate Chronic Absence (missed 10%-19.99%)	28.3%	303	1070
9-12	White	Severe Chronic Absence (missed 20%-29.99%)	6.5%	70	1070
9-12	White	Profound Chronic Absence (missed 30%+)	5.3%	57	1070

Table E.13 Absenteeism Risk Tiers, by SPED Level (Figure C.5)

SPED Level	Absenteeism Risk Tier	Percentage	Students	Total Students
Not SPED	Satisfactory Attendance (missed<5%)	46.4%	28381	61108
Not SPED	At-risk Attendance (missed 5%-9.99%)	28.0%	17090	61108
Not SPED	Moderate Chronic Absence (missed 10%-19.99%)	16.2%	9908	61108
Not SPED	Severe Chronic Absence (missed 20%-29.99%)	4.3%	2623	61108
Not SPED	Profound Chronic Absence (missed 30%+)	5.1%	3106	61108
SPED Level 1	Satisfactory Attendance (missed<5%)	41.3%	1739	4210
SPED Level 1	At-risk Attendance (missed 5%-9.99%)	30.4%	1278	4210
SPED Level 1	Moderate Chronic Absence (missed 10%-19.99%)	19.1%	806	4210
SPED Level 1	Severe Chronic Absence (missed 20%-29.99%)	4.7%	198	4210
SPED Level 1	Profound Chronic Absence (missed 30%+)	4.5%	189	4210
SPED Level 2	Satisfactory Attendance (missed<5%)	31.4%	1170	3724
SPED Level 2	At-risk Attendance (missed 5%-9.99%)	29.2%	1089	3724
SPED Level 2	Moderate Chronic Absence (missed 10%-19.99%)	20.4%	758	3724
SPED Level 2	Severe Chronic Absence (missed 20%-29.99%)	6.7%	251	3724
SPED Level 2	Profound Chronic Absence (missed 30%+)	12.2%	456	3724
SPED Level 3	Satisfactory Attendance (missed<5%)	29.1%	375	1288
SPED Level 3	At-risk Attendance (missed 5%-9.99%)	26.7%	344	1288
SPED Level 3	Moderate Chronic Absence (missed 10%-19.99%)	24.7%	318	1288
SPED Level 3	Severe Chronic Absence (missed 20%-29.99%)	5.9%	76	1288
SPED Level 3	Profound Chronic Absence (missed 30%+)	13.6%	175	1288
SPED Level 4	Satisfactory Attendance (missed<5%)	28.8%	630	2190
SPED Level 4	At-risk Attendance (missed 5%-9.99%)	27.2%	595	2190
SPED Level 4	Moderate Chronic Absence (missed 10%-19.99%)	24.2%	531	2190
SPED Level 4	Severe Chronic Absence (missed 20%-29.99%)	8.8%	193	2190
SPED Level 4	Profound Chronic Absence (missed 30%+)	11.0%	241	2190

Table E.14 Absenteeism Risk Tiers, by Homeless Status (Figure C.7)

	Absenteeism Risk Tier	Percentage	Students	Total Students
Not Homeless	Satisfactory Attendance (missed<5%)	46.0%	31164	67794
Not Homeless	At-risk Attendance (missed 5%-9.99%)	28.0%	19004	67794
Not Homeless	Moderate Chronic Absence (missed 10%-19.99%)	16.4%	11089	67794
Not Homeless	Severe Chronic Absence (missed 20%-29.99%)	4.2%	2872	67794
Not Homeless	Profound Chronic Absence (missed 30%+)	5.4%	3665	67794
Homeless	Satisfactory Attendance (missed<5%)	23.9%	1131	4726
Homeless	At-risk Attendance (missed 5%-9.99%)	29.5%	1392	4726
Homeless	Moderate Chronic Absence (missed 10%-19.99%)	26.1%	1232	4726
Homeless	Severe Chronic Absence (missed 20%-29.99%)	9.9%	469	4726
Homeless	Profound Chronic Absence (missed 30%+)	10.6%	502	4726

Table E.15 Absenteeism Risk Tiers, by Overage Status (Figure C.8)

	Absenteeism Risk Tier	Percentage	Students	Total Students
Not Overage	Satisfactory Attendance (missed<5%)	46.3%	31714	68472
Not Overage	At-risk Attendance (missed 5%-9.99%)	28.9%	19771	68472
Not Overage	Moderate Chronic Absence (missed 10%-19.99%)	16.8%	11472	68472
Not Overage	Severe Chronic Absence (missed 20%-29.99%)	4.2%	2876	68472
Not Overage	Profound Chronic Absence (missed 30%+)	3.9%	2639	68472
Overage	Satisfactory Attendance (missed<5%)	14.4%	581	4048
Overage	At-risk Attendance (missed 5%-9.99%)	15.4%	625	4048
Overage	Moderate Chronic Absence (missed 10%-19.99%)	21.0%	849	4048
Overage	Severe Chronic Absence (missed 20%-29.99%)	11.5%	465	4048
Overage	Profound Chronic Absence (missed 30%+)	37.7%	1528	4048

Table E.16 Absenteeism Risk Tiers, by CFSA Status (Figure C.9)

	Absenteeism Risk Tier	Percentage	Students	Total Students
Not Under Care of CFSA	Satisfactory Attendance (missed<5%)	45.0%	31497	70066
Not Under Care of CFSA	At-risk Attendance (missed 5%-9.99%)	28.3%	19813	70066
Not Under Care of CFSA	Moderate Chronic Absence (missed 10%-19.99%)	16.8%	11777	70066
Not Under Care of CFSA	Severe Chronic Absence (missed 20%-29.99%)	4.5%	3175	70066
Not Under Care of CFSA	Profound Chronic Absence (missed 30%+)	5.4%	3804	70066
Under Care of CFSA	Satisfactory Attendance (missed<5%)	32.5%	798	2454
Under Care of CFSA	At-risk Attendance (missed 5%-9.99%)	23.8%	583	2454
Under Care of CFSA	Moderate Chronic Absence (missed 10%-19.99%)	22.2%	544	2454
Under Care of CFSA	Severe Chronic Absence (missed 20%-29.99%)	6.8%	166	2454
Under Care of CFSA	Profound Chronic Absence (missed 30%+)	14.8%	363	2454

Table E.17 Absenteeism Risk Tiers, by TANF Eligibility (Figure C.10)

	Absenteeism Risk Tier	Percentage	Students	Total Students
Not Eligible	Satisfactory Attendance (missed<5%)	49.2%	27850	56615
Not Eligible	At-risk Attendance (missed 5%-9.99%)	27.5%	15545	56615
Not Eligible	Moderate Chronic Absence (missed 10%-19.99%)	14.7%	8308	56615
Not Eligible	Severe Chronic Absence (missed 20%-29.99%)	3.8%	2125	56615
Not Eligible	Profound Chronic Absence (missed 30%+)	4.9%	2787	56615
TANF Eligible	Satisfactory Attendance (missed<5%)	27.9%	4445	15905
TANF Eligible	At-risk Attendance (missed 5%-9.99%)	30.5%	4851	15905
TANF Eligible	Moderate Chronic Absence (missed 10%-19.99%)	25.2%	4013	15905
TANF Eligible	Severe Chronic Absence (missed 20%-29.99%)	7.6%	1216	15905

TANF Eligible	Profound Chronic Absence (missed 30%+)	8.7%	1380	15905
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Table E.18 Absenteeism Risk Tiers, by SNAP Eligibility (Figure C.11)

snap	Absenteeism Risk Tier	Percentage	Students	Total Students
Not Eligible	Satisfactory Attendance (missed<5%)	53.2%	22006	41380
Not Eligible	At-risk Attendance (missed 5%-9.99%)	26.6%	11000	41380
Not Eligible	Moderate Chronic Absence (missed 10%-19.99%)	13.1%	5403	41380
Not Eligible	Severe Chronic Absence (missed 20%-29.99%)	3.1%	1303	41380
Not Eligible	Profound Chronic Absence (missed 30%+)	4.0%	1668	41380
SNAP Eligible	Satisfactory Attendance (missed<5%)	33.0%	10289	31140
SNAP Eligible	At-risk Attendance (missed 5%-9.99%)	30.2%	9396	31140
SNAP Eligible	Moderate Chronic Absence (missed 10%-19.99%)	22.2%	6918	31140
SNAP Eligible	Severe Chronic Absence (missed 20%-29.99%)	6.5%	2038	31140
SNAP Eligible	Profound Chronic Absence (missed 30%+)	8.0%	2499	31140

Table E.19 Absenteeism Risk Tiers, by Grade Level (Figure C.13)

Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
KG	Satisfactory Attendance (missed<5%)	47.0%	3600	7654
KG	At-risk Attendance (missed 5%-9.99%)	30.8%	2360	7654
KG	Moderate Chronic Absence (missed 10%-19.99%)	16.4%	1253	7654
KG	Severe Chronic Absence (missed 20%-29.99%)	3.9%	301	7654
KG	Profound Chronic Absence (missed 30%+)	1.8%	140	7654
01	Satisfactory Attendance (missed<5%)	49.2%	3609	7328
01	At-risk Attendance (missed 5%-9.99%)	30.2%	2215	7328
01	Moderate Chronic Absence (missed 10%-19.99%)	16.1%	1178	7328
01	Severe Chronic Absence (missed 20%-29.99%)	3.1%	225	7328
01	Profound Chronic Absence (missed 30%+)	1.4%	101	7328
02	Satisfactory Attendance (missed<5%)	53.0%	3699	6985
02	At-risk Attendance (missed 5%-9.99%)	29.2%	2041	6985
02	Moderate Chronic Absence (missed 10%-19.99%)	14.2%	995	6985
02	Severe Chronic Absence (missed 20%-29.99%)	2.5%	174	6985
02	Profound Chronic Absence (missed 30%+)	1.1%	76	6985
03	Satisfactory Attendance (missed<5%)	53.6%	3615	6744
03	At-risk Attendance (missed 5%-9.99%)	29.2%	1970	6744
03	Moderate Chronic Absence (missed 10%-19.99%)	13.5%	913	6744
03	Severe Chronic Absence (missed 20%-29.99%)	2.6%	175	6744
03	Profound Chronic Absence (missed 30%+)	1.1%	71	6744
04	Satisfactory Attendance (missed<5%)	54.5%	3498	6417
04	At-risk Attendance (missed 5%-9.99%)	29.8%	1912	6417
04	Moderate Chronic Absence (missed 10%-19.99%)	12.7%	817	6417
04	Severe Chronic Absence (missed 20%-29.99%)	2.1%	137	6417
04	Profound Chronic Absence (missed 30%+)	0.8%	53	6417
05	Satisfactory Attendance (missed<5%)	57.0%	3232	5673
05	At-risk Attendance (missed 5%-9.99%)	27.9%	1582	5673
05	Moderate Chronic Absence (missed 10%-19.99%)	12.4%	703	5673
05	Severe Chronic Absence (missed 20%-29.99%)	1.9%	107	5673
05	Profound Chronic Absence (missed 30%+)	0.9%	49	5673
06	Satisfactory Attendance (missed<5%)	52.0%	2673	5145
06	At-risk Attendance (missed 5%-9.99%)	28.6%	1469	5145
06	Moderate Chronic Absence (missed 10%-19.99%)	14.7%	755	5145
06	Severe Chronic Absence (missed 20%-29.99%)	2.9%	149	5145
06	Profound Chronic Absence (missed 30%+)	1.9%	99	5145
07	Satisfactory Attendance (missed<5%)	49.1%	2320	4726

07	At-risk Attendance (missed 5%-9.99%)	29.9%	1414	4726
07	Moderate Chronic Absence (missed 10%-19.99%)	15.4%	730	4726
07	Severe Chronic Absence (missed 20%-29.99%)	3.2%	151	4726
07	Profound Chronic Absence (missed 30%+)	2.3%	111	4726
08	Satisfactory Attendance (missed<5%)	48.6%	2255	4639
08	At-risk Attendance (missed 5%-9.99%)	30.8%	1427	4639
08	Moderate Chronic Absence (missed 10%-19.99%)	14.5%	674	4639
08	Severe Chronic Absence (missed 20%-29.99%)	3.4%	157	4639
08	Profound Chronic Absence (missed 30%+)	2.7%	126	4639
09	Satisfactory Attendance (missed<5%)	24.0%	1409	5878
09	At-risk Attendance (missed 5%-9.99%)	23.5%	1382	5878
09	Moderate Chronic Absence (missed 10%-19.99%)	22.7%	1334	5878
09	Severe Chronic Absence (missed 20%-29.99%)	9.1%	535	5878
09	Profound Chronic Absence (missed 30%+)	20.7%	1218	5878
10	Satisfactory Attendance (missed<5%)	23.0%	1022	4439
10	At-risk Attendance (missed 5%-9.99%)	24.3%	1078	4439
10	Moderate Chronic Absence (missed 10%-19.99%)	25.2%	1120	4439
10	Severe Chronic Absence (missed 20%-29.99%)	9.6%	428	4439
10	Profound Chronic Absence (missed 30%+)	17.8%	791	4439
11	Satisfactory Attendance (missed<5%)	20.8%	795	3825
11	At-risk Attendance (missed 5%-9.99%)	23.7%	906	3825
11	Moderate Chronic Absence (missed 10%-19.99%)	26.4%	1011	3825
11	Severe Chronic Absence (missed 20%-29.99%)	11.1%	423	3825
11	Profound Chronic Absence (missed 30%+)	18.0%	690	3825
12	Satisfactory Attendance (missed<5%)	17.6%	518	2945
12	At-risk Attendance (missed 5%-9.99%)	20.5%	603	2945
12	Moderate Chronic Absence (missed 10%-19.99%)	27.7%	816	2945
12	Severe Chronic Absence (missed 20%-29.99%)	12.7%	373	2945
12	Profound Chronic Absence (missed 30%+)	21.6%	635	2945