



District of Columbia
Office of the State Superintendent of Education

DISTRICT OF COLUMBIA ATTENDANCE REPORT

School Year 2023-24

November 12, 2024

Table of Contents

Executive Summary.....	3
Introduction	4
Background and Definitions.....	4
Legal Landscape	5
Every Day Counts! Taskforce	8
Data Quality and Accountability	8
Findings	10
2023-24 in Focus.....	10
Chronic Absenteeism and Chronic Truancy Rates by Month	11
2023-24 Populations in Focus.....	14
Grade Level.....	14
Student Groups	16
Attendance and Test Score Growth	17
Influencers of Attendance: Policies, Patterns, Commutes, and Safety	19
Early Dismissal.....	19
PK Attendance and Elementary Attendance	21
High School Students and Public Transportation.....	22
Neighborhood Crime.....	24
Conclusion.....	26
Appendix A: Data Methodology.....	27
Appendix B: Additional Figures.....	28
Appendix C: Data Tables	35
Appendix D: Regression Output Tables	39

Executive Summary

The Office of the State Superintendent of Education's (OSSE) mission is to set high standards, build educator and system capacity to meet those standards, expand educational opportunities for all learners with a focus on those underserved and hold everyone - including ourselves - accountable for results. This report reflects OSSE's commitment to improving attendance in DC's public schools and fulfills the statutory requirement for annual attendance reporting.

In the 2023-24 school year, both chronic absenteeism and truancy improved, with **chronic absenteeism decreasing 3.9 percentage points** (or 9.0 percent) from 43.1 percent to 39.2 percent and **chronic truancy decreasing 6.6 percentage points** (or 17.8 percent) from 36.9 percent to 30.3 percent. These declines were driven by a reduction in unexcused absences. These trends continue the improvement in attendance rates that began during the 2022-23 school year, returning chronic truancy rates to pre-pandemic levels.

This school year also marked the first administration of the District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE), which measures mastery of statewide ELA and math standards. DC CAPE replaced the previous statewide assessment, the Partnership for Assessment of Readiness for College and Careers (PARCC). DC CAPE uses the same design, measures mastery of the same academic standards, and offers the same experience for students as PARCC, so results are comparable to previous years. This report analyzes the relationship between student attendance rates and growth on state assessments between the 2022-23 and 2023-24 school years.

The findings revealed that **a 10-percentage point increase in a student's in-seat attendance was associated with an average increase of 2.8 percentiles in their English Language Arts (ELA) Student Growth Percentile (SGP)**. In practical terms, a student attending school 90% of the time had an ELA SGP that was 2.8 percentiles higher than a similar student who attended only 80% of the time. A similar trend was observed in math, where **a 10-percentage point increase in attendance corresponded to an average increase of 3.2 percentiles in math SGP**. Higher attendance rates were thus linked to greater learning growth in both subjects.

This report also examines correlations between attendance and various factors influencing student attendance, including early dismissal policies, pre-Kindergarten attendance, travel time to school, and neighborhood safety. More details on these factors and their implications can be found in the report.

To summarize the key findings:

- **Early Dismissal:** Students were, on average, **4.5 percentage points more likely to be absent** on early dismissal days compared to regular school days, resulting in approximately 1.4 additional absences per student over a typical 31 early dismissal days per school year.
- **Pre-Kindergarten Attendance:** There was a significant relationship between pre-Kindergarten attendance and kindergarten attendance, with students chronically absent in pre-Kindergarten being **41.5 percentage points more likely to be chronically absent** in kindergarten.
- **Travel Time:** **No statistically significant relationship** was found between high school students' public transit time and their absenteeism rates in the 2023-24 school year.
- **Neighborhood Safety:** There was a **negligible relationship** between violent crime in proximity to a student's house and their attendance the next day.

Introduction

Background and Definitions

Definitions

- *Chronically Absent* – A student who has been absent—both excused and unexcused, including partial and full-day absences—for at least 10 percent of their enrolled instructional days.
- *Chronically Truant* – A student who has accrued at least 10 full-day unexcused absences during the school year.
- *In-Seat Attendance* – Measures the percentage of the cumulative sum of instructional days on which enrolled students are present (partially or fully) during a given school year. Throughout this report, “in-seat attendance” and “attendance rate” are used interchangeably.
- *Economically Disadvantaged* – A student for whom one or more of the following occurs during the school year:
 - Receives Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP) benefits;
 - Experiences homelessness; or
 - Is a ward of the state (in the care of Child and Family Services Agency (CFSA)).
- *Overage* – A high school student who is one or more years older than the expected age for their grade level.

Student Universe

All measures of chronic absenteeism in this report reflect the percentage of students in grades K-12 who have been absent for 10 percent or more of instructional days. This includes both partial and full-day absences, whether they are excused or unexcused. Students enrolled in pre-K or adult grades are not included in any aggregate measures of chronic absenteeism unless explicitly stated because they are of non-compulsory age. Additionally, students were only counted in measures of chronic absenteeism if they were enrolled for at least 21 instructional days.

Measures of chronic truancy are limited to students of compulsory age as defined in statute (at least 5 years old as of September 30 of the reporting school year and 17 years old or younger at the time of absence). The measure represents the percentage of all compulsory-aged students who accrue 10 or more full-day unexcused absences across all schools during the school year. Students were included in measures of chronic truancy only if they were enrolled for at least 10 instructional days.¹

¹ 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 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).

While nearly all compulsory-aged students are enrolled in grades K-12, not all K-12 students are of compulsory age, particularly in high school. Students who are older than the compulsory age may accumulate unexcused absences, which could lead to a designation of chronic absenteeism, but these absences would not be included in the chronic truancy rate.

Cumulative vs. Absolute Identifications

The rates of chronic absenteeism presented in this report reflect the end-of-year cumulative total of absences and instructional days. While OSSE reports chronic absenteeism based on the final end-of-year status, it is important to recognize that this measure is dynamic throughout the school year. Students can move in and out of chronic absenteeism based on their changing proportion of absences relative to instructional days.

For example, if a student misses three days in the first month of school, they would be classified as chronically absent at the end of that month. However, if the student has no further absences, they would no longer be considered chronically absent by the end of the school year. In contrast, chronic truancy is a fixed status once a student accumulates 10 unexcused absences in a given school year.

Attendance Risk Tiers

In calculating rates of chronic absenteeism, students who miss 10 percent or more of school days are considered chronically absent. To provide a more detailed understanding of the underlying attendance patterns among K-12 students in the District of Columbia, this report also classifies students into five risk tiers:²

- 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 days³

Legal Landscape

D.C. Official Code §§ 38-201—213 and Chapter 21, Subtitle A, of Title 5, of the District of Columbia Municipal Regulations (DCMR) outline student, parent, school, LEA and OSSE obligations related to attendance. This section is not intended to be a comprehensive review of attendance laws and regulations in the District. Rather, it provides greater context for understanding the contents of this report.

² Risk tiers 1-4 are 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.

³ Students in tiers 3-5 are deemed "chronically absent" for accountability purposes.

School Attendance Data Obligations: Schools are required to maintain an accurate daily record of attendance of all minors of compulsory age.⁴ School attendance is mandatory for all children ages 5-17, and parents and guardians are responsible for ensuring that students attend school every day unless they have a valid excuse.⁵ OSSE collects daily attendance for all students in a school, regardless of age, but OSSE does not collect data on student arrival times.⁶ In the 2023-24 school year, schools were required to certify attendance to OSSE within 60 days after the end of a school year.⁷ OSSE is required to publicly report on the state of attendance annually, and this report satisfies that statutory obligation.⁸

Definition of Present: DC has a consistent, Districtwide definition of presence that is established through attendance regulations approved by the State Board of Education.⁹ 5-A DCMR § 2199 establishes that a student must be present for at least sixty percent of the instructional day but not the full day to qualify as “partially present,” that the student must be present for the entire instructional day to be “fully present,” and that “present” means the student is either fully present or partially present (i.e., the student is present for 60-100 percent of the instructional day, known as the 60/40 rule).¹⁰ This is the definition of “present” that is used throughout this report.

Partial Attendance: “Partially present” and “partially absent” codes rose from 4.7 percent of attendance codes in 2022-23 to 9.5 percent in 2023-24. This increase is largely attributable to the more regular use of partial codes in school year 2023-24 as a result of increased technical assistance from OSSE. As a result, the percentage of partial codes classified as partially absent increased from 1.3 percent in the 2022-23 to 17.5 percent in 2023-24.

Distance Learning: Students in routine distance learning must also abide by the 60/40 rule to qualify as present.¹¹ For situational distance learning, students are required to complete at least one instructional activity to be present for the day.¹² Only 1.9 percent of reported attendance codes in school year 2023-24 were for distance learning (1.6 percent routine distance learning and 0.2 percent situational distance learning).

Excused Absences: Schools are required to publish a list of the categories of absences that they will accept as excused, and these policies must be made available to students and families – for example in the parent

⁴ D.C. Official Code § 38-203(a).

⁵ D.C. Official Code § 38-202(a).

⁶ OSSE only receives daily attendance from public schools and does not receive course-level or class period-level attendance.

⁷ D.C. Official Code § 38-203(i).

⁸ D.C. Official Code § 38-203(k).

⁹ See D.C. Mun. Regs. tit. 5-A §§ 2100-2199.

¹⁰ D.C. Mun. Regs. tit. 5-A § 2199.

¹¹ D.C. Mun. Regs. tit. 5-A § 2101.14—2101.17.

¹² D.C. Mun. Regs. tit. 5-A § 2101.18.

or student handbook distributed at the beginning of every school year.¹³ A parent or guardian must submit a valid excuse for absences within five school days of the absence, and schools are required to mark all absences as unexcused unless a valid excuse is provided.¹⁴

Truancy Referrals: In the 2023-24 school year, schools were required to take the following steps when students accumulated the following number of specified unexcused absences. For every unexcused absence, schools were required to contact the parent on the day the absence occurred.¹⁵ If a child between ages 5 and 13 accumulated 10 full-day unexcused absences, the school was required to submit a referral to CFSA for suspected educational neglect.¹⁶ If a child between ages 14 and 17 accumulated 15 full-day unexcused absences, the school was required to refer the child to the Court Social Services Division of the Superior Court of the District of Columbia and to the Office of the Attorney General.¹⁷

Immunization Compliance: District law requires that schools verify immunization certification for all students as part of enrollment and attendance. To reduce the risk of an outbreak of a vaccine-preventable disease among students and staff, the Immunization of School Students Act of 1979 established standards for vaccinating District students against preventable childhood diseases. DC law requires schools to have valid certification of vaccination documenting that the student has been successfully vaccinated in accordance with DC Health routine pediatric vaccination requirements unless the student is exempt for medical or religious purposes.¹⁸ In addition to students who are chronically absent because they have unmanaged health conditions (e.g., asthma or diabetes), dental pain, vision problems, mental health or anxiety issues, students who contract communicable diseases are at-risk of being chronically absent because of the risk they pose of spreading the disease, the symptoms of their illness (e.g., high fever), or because they are receiving medical treatment during the day. In accordance with the School Immunization Policy, students who are missing vaccination certification may be temporarily excluded from school until the vaccination or exemption is met.¹⁹

OSSE, in collaboration with DC Health, made a concerted effort to improve the immunization rate of District students to protect them against serious communicable diseases that could lead to extended school absences. In the 2023-24 school year, 29 schools achieved an immunization rate of 90 percent or higher, and 122 schools achieved an immunization rate of 90 percent or higher in the four key immunization-schedule grades (key grades) of pre-K 3, kindergarten, 7 and 11. In the 2023-24 school year, students in the key grades who were not compliant with their immunization requirements were eligible

¹³ D.C. Mun. Regs. tit. 5-A § 2102.

¹⁴ D.C. Official Code § 38-203(c)(2).

¹⁵ D.C. Mun. Regs. tit. 5-A § 2103.2(c)(1).

¹⁶ D.C. Official Code § 38-208(c)(1)(A).

¹⁷ D.C. Official Code § 38-208(c)(1)(B).

¹⁸ D.C. Official Code §§ 38-502, 38-506.

¹⁹ *School Immunization Policy: School Year 2023-24*, OFF. OF THE STATE SUPERINTENDENT OF EDUC. (July 2023), https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/School%20Immunization%20Policy_08.04.23.pdf.

for exclusion beginning on Dec. 4, 2023. Families of excluded students acted quickly to bring their child into immunization compliance, and on average excluded students returned to school after 2.8 days.

Every Day Counts! Taskforce

The *Every Day Counts!* Task Force 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 task force is chaired by the Office of the Deputy Mayor for Education, and agencies and organizations from the education, health, child welfare, public safety, and justice sectors are represented. The task force looks to ignite conversations that positively impact student attendance in Washington, DC by utilizing a cross-sector approach to support the development and implementation of a comprehensive attendance plan.

Student attendance is a priority for Washington, DC. Mayor Muriel Bowser launched the *Every Day Counts!* initiative to emphasize the importance of attending school every day, on time. The *Every Day Counts!* initiative, guided by the task force, has convened students and community stakeholders, offered attendance trainings, launched a cross-sector community of practice for school-based staff, and shaped Districtwide investments in evidence-based interventions to prevent chronic absenteeism, among other activities. More information about *Every Day Counts!* - including strategic plans, data analyses, and meeting materials - can be found at attendance.dc.gov/page/every-day-counts-taskforce.

Data Quality and Accountability

OSSE has built data infrastructure and systems to support collecting accurate attendance data; provide attendance data to school leaders to assist them in taking data-driven approaches to improving student attendance; and highlight the importance of attendance to the public through the DC School Report Card and this report.

Since the 2015-16 school year, teachers and other school personnel submit student attendance records to OSSE daily via their LEA's student information system. In pursuit of accurate, reliable data, OSSE offers LEAs a suite of tools and resources throughout the year to monitor attendance data, including:

- **Analytic Tools:** OSSE deploys analytic tools through Qlik applications that help users efficiently monitor attendance data. Through reports in Qlik, LEAs can view their own monthly, weekly, and daily attendance at the grade level, school level, and student level, as well as a report dedicated to monitoring chronic absenteeism and attendance anomalies. OSSE provides LEA leaders with an attendance letter, produced via Qlik, that summarizes monthly attendance key performance indicators to better support LEAs in monitoring attendance data.
- **Support from a Data Liaison:** OSSE flags attendance data errors in the data validation Qlik report and provides each LEA with a liaison to assist in resolving data issues.
- **Validation from the Head of School:** In school year 2023-24, LEAs certified their data at three points during the school year. Prior to the release of the DC School Report Card, all heads of

schools must validate the accuracy of their students' attendance data as well as two attendance metric calculations: Chronic Absenteeism and Attendance Growth.²⁰

- *Chronic Absenteeism* measures the percentage of students who were absent for at least 10 percent of instructional days during the school year, encompassing all types of absences—excused or unexcused, partial or full day.
- *Attendance Growth* measures the average improvement in attendance by calculating the difference between each student's year-over-year change and the median change of their same-aged peers, and then averaging those differences.

OSSE provides multiple avenues to support schools and LEAs in improving data quality. By including attendance measures in the accountability system, the District of Columbia formally recognizes attendance as an important measure of school quality and signals its importance to schools and families. In the 2023-24 school year, OSSE has taken additional steps to provide community members, school officials, and policymakers with timely attendance data. For the first time, OSSE published validated attendance data along with a brief report after each data certification by LEAs. Transparently sharing this data supports the overarching goal of ensuring that every student is in school every day.

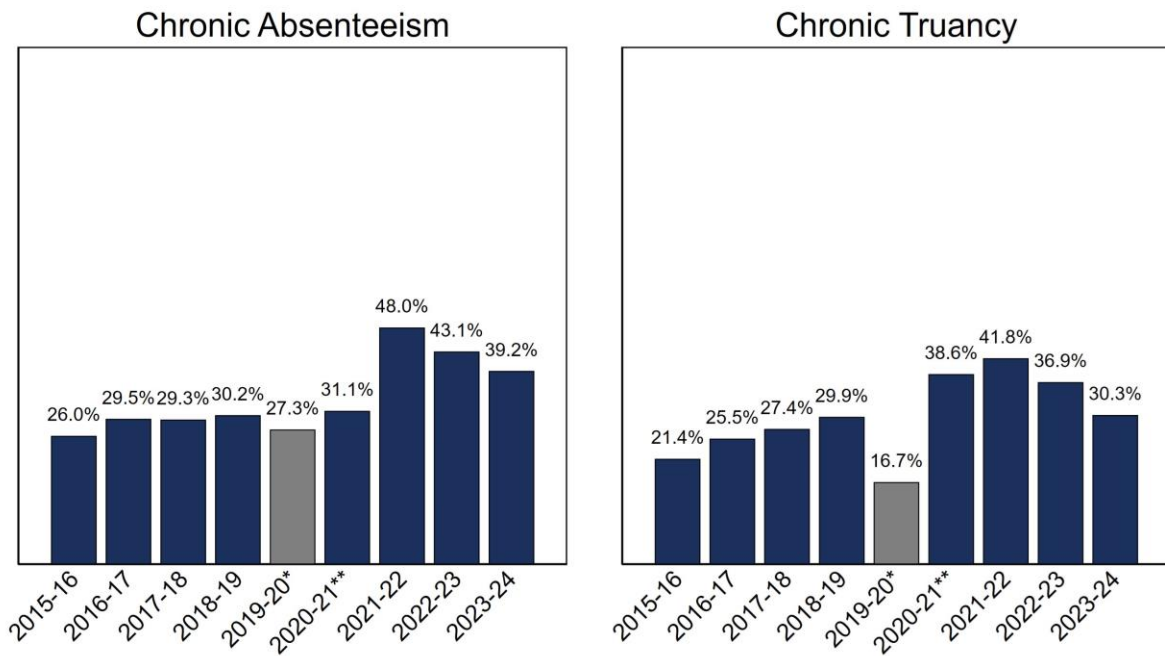
²⁰ For more information on how attendance metrics contribute to the statewide accountability framework, please consult the DC School Report Card and [DC School Report Card Technical Guide](#)

Findings

2023-24 in Focus

Figure 1 illustrates year-over-year trends in chronic absenteeism and chronic truancy since OSSE began collecting attendance data in the 2015-16 school year. In the 2023-24 school year, chronic absenteeism decreased to 39.2 percent, approximately four percentage points lower than 2022-23, but still higher than pre-pandemic levels. Meanwhile, the chronic truancy rate fell by approximately seven percentage points to 30.3 percent, returning to near pre-pandemic levels observed in 2018-19.

Figure 1. State-level Rates of Chronic Absenteeism and Chronic Truancy by School Year



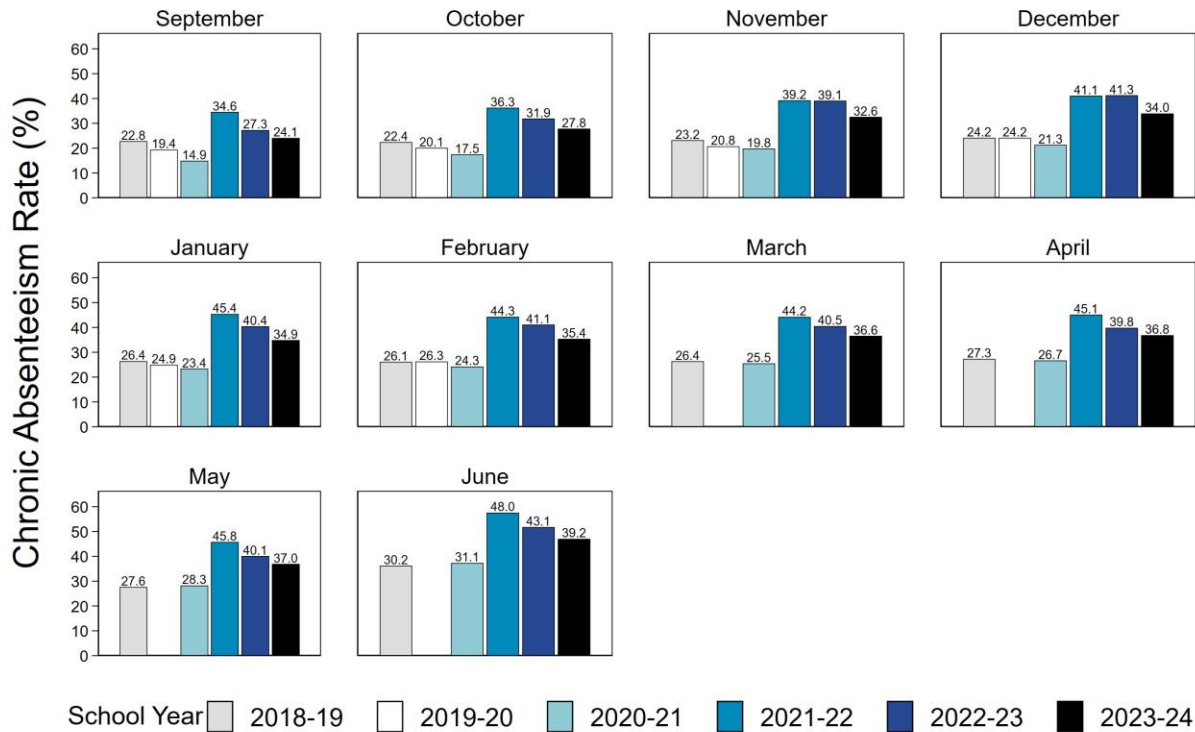
*Data for SY2019-20 are only through March 13th; data include partial days.

**Data for SY2020-21 include both remote and in-person learning environments; data include partial days.

Chronic Absenteeism and Chronic Truancy Rates by Month

Figure 2 shows the cumulative rate of chronic absenteeism by month over the past five school years.²¹ The rates for each month include all instructional days from the start of the school year up to the end of that month. In the 2023-24 school year, chronic absenteeism began at 24.1 percent by the end of September and then showed a modest increase from 32.6 and 37.0 percent from November through May. It rose to 39.2 percent in June. Throughout the year, the proportion of **chronically absent students was lower than the past two school years for every month.**

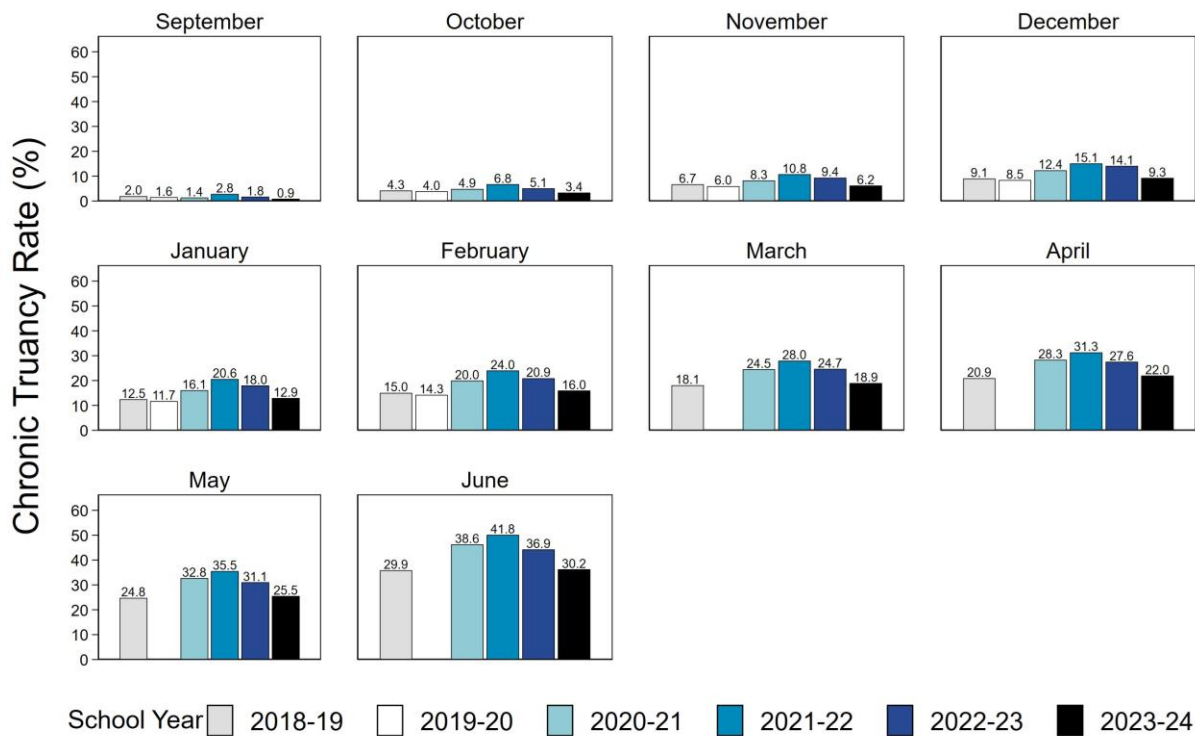
Figure 1. State-level rates of Cumulative Chronic Absenteeism, by Month and School Year



²¹ The cut-off date for attendance in the 2019-20 school year was March 13.

Figure 3 shows the cumulative rates of chronic truancy by month over the past five school years.²² In the 2023-24 school year, **chronic truancy rates were consistently lower than those of the previous three school years for every month.**

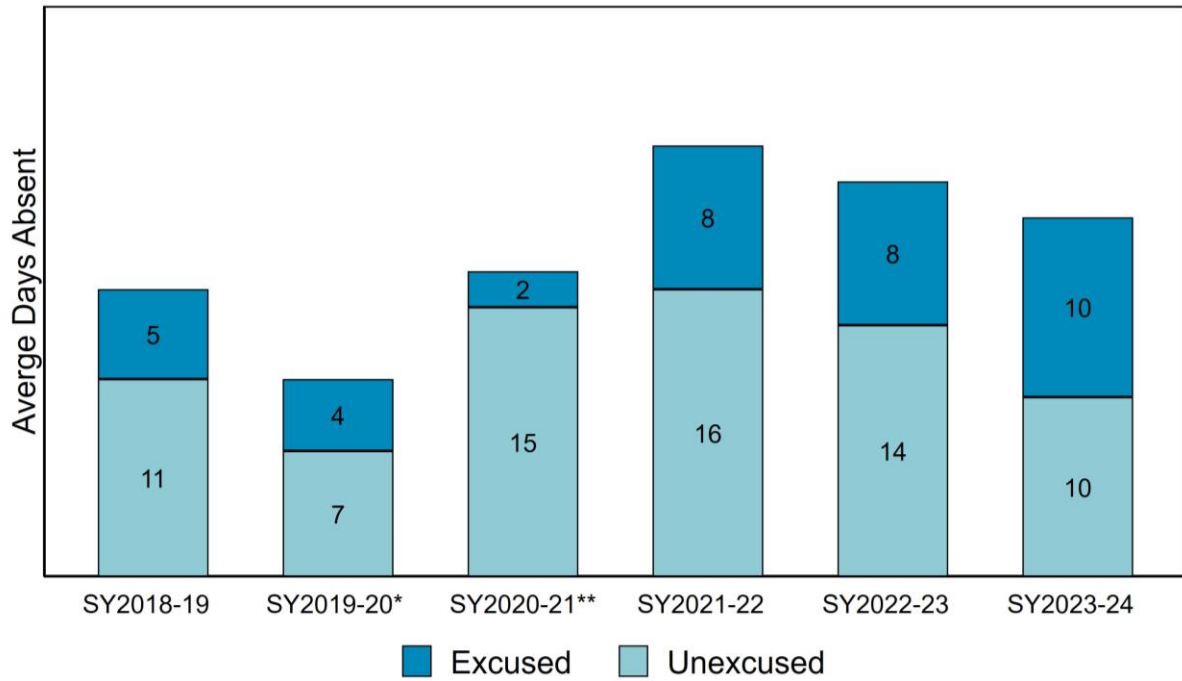
Figure 3. State-level Rates of Cumulative Chronic Truancy, by Month and School Year



Both chronic absenteeism and chronic truancy decreased in the 2023-24 school year, with a larger decline in chronic truancy rates. Figure 4 provides context for these changes by breaking down the average number of excused and unexcused absences for compulsory-age students. As shown in Figure 4, average **excused absences increased by two days** per student compared to the 2022-23 school year, while average **unexcused absences decreased by four days** per student. Since unexcused absences are included in both chronic absenteeism and chronic truancy measures, the decrease in these metrics is driven by the reduction in unexcused absences. In the 2023-24 school year, 50 percent of absences were unexcused, down from 64 percent in the 2022-23 school year. Excused absences now account for a larger share of total absences compared to pre-pandemic levels. In the 2018-19 school year, 31 percent of absences were excused, while this figure rose to 50 percent in the 2023-24 school year.

²² The cut-off date for attendance in the 2019-20 school year was March 13.

Figure 4. Average Days of Excused and Unexcused Absences per Compulsory Age Student, by School Year



*Data for SY2019-20 are only through March 13th; data include partial days.

**Data for SY2020-21 include both remote and in-person learning environments; data include partial days.

2023-24 Populations in Focus

Grade Level

Figure 5 presents chronic absenteeism and chronic truancy rates in 2023-24 by grade band. Chronic absenteeism and chronic truancy rates were particularly high among high school students, with 56.0 percent of high schoolers chronically absent compared to less than 35 percent in other grade bands. The difference in chronic truancy rates among grade bands is much less pronounced.

The overall decline in chronic truancy was largely driven by decreases among middle and high school students. In the 2023-24 school year, **middle school chronic truancy rates decreased by 7.3 percentage points** (34.6 percent to 27.3 percent) and **high school chronic truancy rates decreased by 15.8 percentage points** (46.9 percent to 31.1 percent) compared to the previous school year.

Figure 5. *Chronic Absenteeism and Chronic Truancy (2023-24) by Grade band*

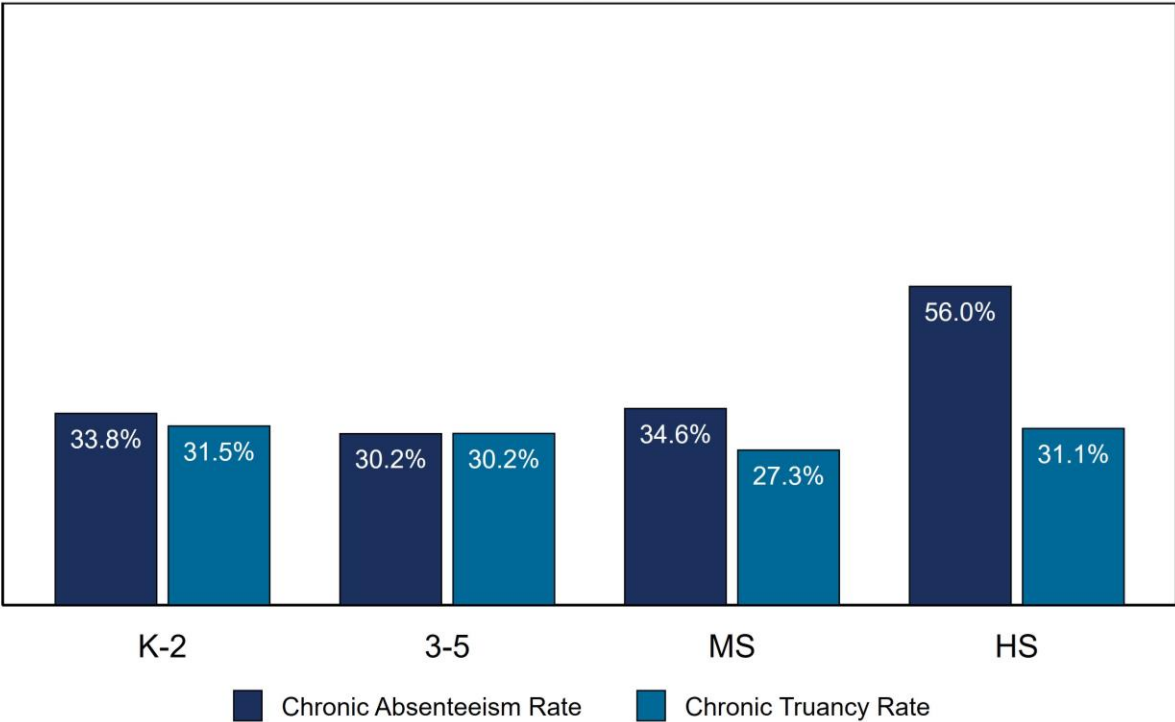
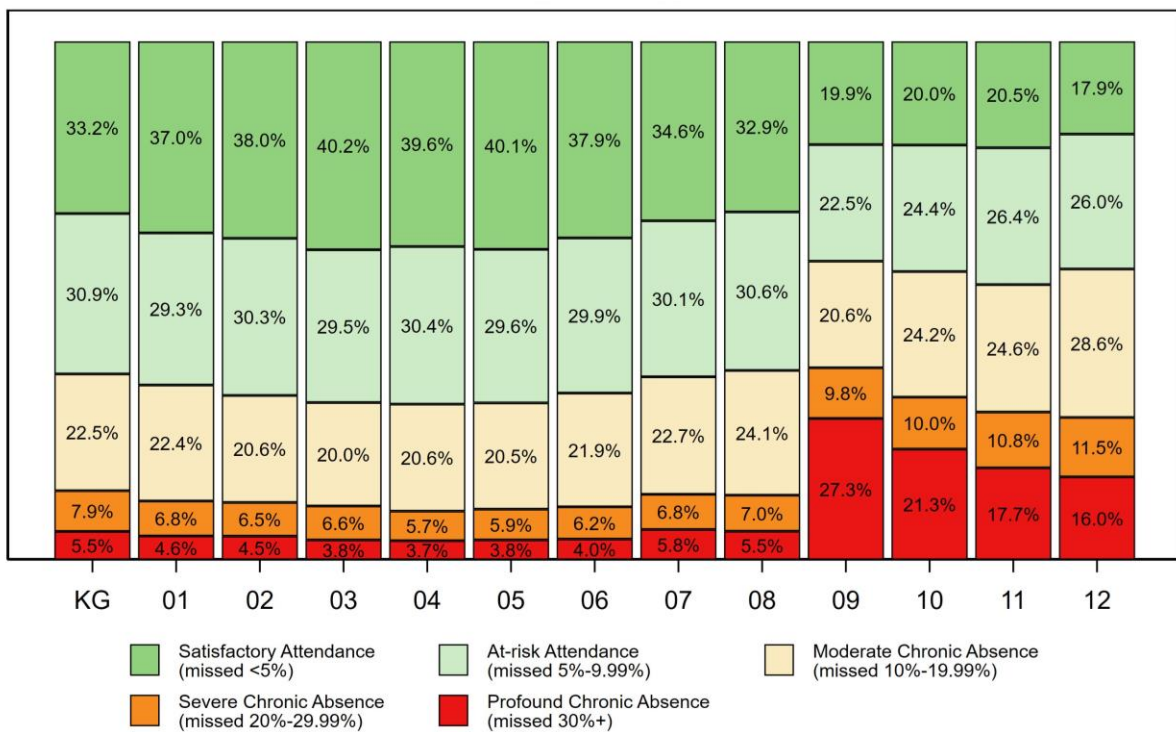


Figure 6 displays the distribution of absenteeism across risk tiers by grade band. As in previous years, ninth and twelfth graders exhibited the highest rates of chronic absenteeism. In the 2023-24 school year, 57.7 percent of ninth graders and 56.1 percent of twelfth graders were chronically absent. This represents a significant improvement compared to the 2022-23 school year, when 62.3 percent and 62.9 percent of ninth and twelfth grade students were chronically absent, respectively. Tenth and eleventh graders also showed improvements, with chronic absenteeism rates of 57 percent and 55 percent, respectively, in 2022-23, compared to 55.5 and 53.1 percent in 2023-24. Overall, **high school chronic absenteeism decreased by 3.9 percentage points** in the 2023-24 school year.

Figure 6. Absenteeism Risk Tiers (2023-24) by Grade



Student Groups

Average rates of chronic absenteeism and truancy differ among student demographic groups, including those defined by race/ethnicity, economic disadvantage, and gender. To understand these differences, OSSE utilized a logistic regression model to estimate how likely students were to be chronically absent, controlling for their demographic characteristics. (See Table D.1 in Appendix D for a complete list of indicators included in this model). The results in the 2023-24 school year indicated that economically disadvantaged students were 3.0 times more likely to be chronically absent compared to their peers who were not economically disadvantaged. Additionally, students who attended multiple schools during the year had a 3.1 times higher likelihood of chronic absenteeism than those who attended only one school. High school students who were at least a year older than the expected age for their grade were nearly 3.3 times more likely to be chronically absent than those who were not overage. In contrast, English learners were 4.0 percentage points less likely to be chronically absent than non-English learners.

OSSE also ran similar logistic regressions to examine the odds of chronic truancy among students, again controlling for demographic characteristics (see Table D.2 in Appendix D for all indicators included in this model). The findings revealed that racial and ethnic disparities in chronic truancy were greater in magnitude than those in chronic absenteeism. For instance, Black or African American students were 12.3 times more likely to be chronically truant and 3.9 times more likely to be chronically absent compared to white students. Similarly, Hispanic or Latino students were 6.9 times more likely to be chronically truant and 2.8 times more likely to be chronically absent than white students. These disparities are attributable to a higher proportion of unexcused absences among Black or African American and Hispanic or Latino students, consistent with national research on this issue.²³

²³ McNeely, C. A., Alemu, B., Lee, W. F., & West, I. (2021). Exploring an unexamined source of racial disparities in juvenile court involvement: Unexcused absenteeism policies in U.S. schools. *AERA Open*, 7. <https://doi.org/10.1177/23328584211003132>.

Attendance and Test Score Growth

Attendance reports and literature from other states have established that attendance has a significant relationship with student performance on standardized tests.²⁴ While student assessment performance is strongly associated with background characteristics such as economic disadvantage, student growth from one year to the next is less associated with these characteristics and can therefore be a more valid measure of annual student learning.²⁵

In previous reports, OSSE has used student growth percentile (SGP) as a measure of student growth, comparing individual students' progress to that of academically similar peers. SGP is calculated for students in grades 4-8 who took DC CAPE in the current year and PARCC the previous year, and they are included in the DC School Report Card to calculate Median Growth Percentile.²⁶ An SGP of 50 indicates median growth in exam scores from the 2022-23 school year to the 2023-24 school year.

Figures 7 and 8 show the median English Language Arts (ELA) and Math SGP for students in each of the chronic absenteeism risk tiers. In both subjects, students who were not chronically absent continued to demonstrate median or above-median growth on exam scores, while students who were chronically absent demonstrated below-median growth. As the severity of chronic absenteeism increases, student growth diminishes.

²⁴ See e.g., Aucejo, E. M., & Romano, T. F. (2016). Assessing the effect of school days and absences on test score performance. *Economics of Education Review*, 55, 70-87; *Chronic absenteeism and disrupted learning require an all-hands-on-deck approach*, WHITE HOUSE COUNCIL OF ECON. ADVISORS (2023), <https://www.whitehouse.gov/cea/chronic-absenteeism-and-disrupted-learning-require-an-all-hands-on-deck-approach/>.

²⁵ Lachlan-Haché, L., & Castro, M. (2015). *Proficiency or growth? An exploration of two approaches for writing student learning targets*. Arlington, VA: American Institutes for Research. <https://www.air.org/sites/default/files/Exploration-of-Two-Approaches-Student-Learning-Targets-April-2015.pdf>.

²⁶ See 2023 DC School Report Card Technical Guide, OFF. OF THE STATE SUPERINTENDENT OF EDUC. (Jan. 2024), <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2023%20Report%20Card%20Technical%20Guide%20%28January%202024%20update%29.pdf> (for more detailed information).

Figure 7. ELA Median Growth Percentile (2023-24) by Chronic Absenteeism Risk Tier

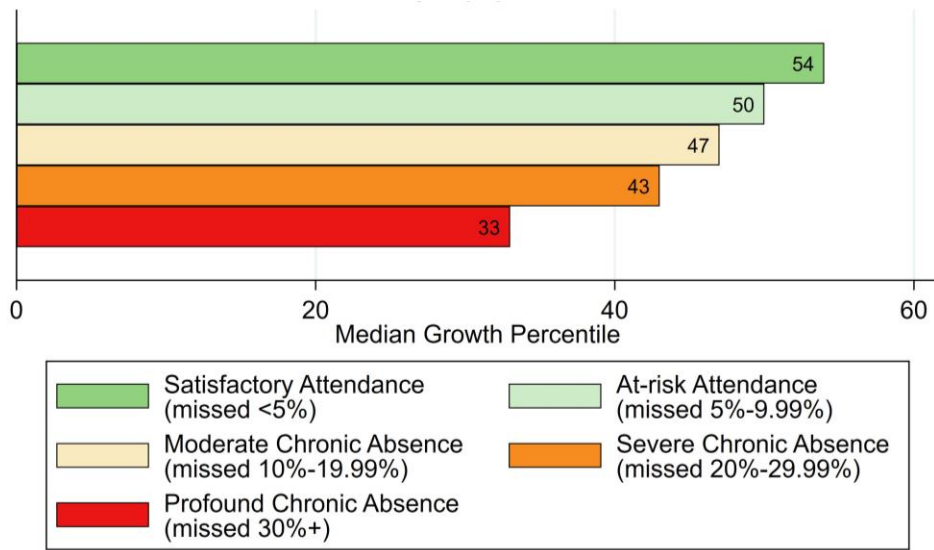
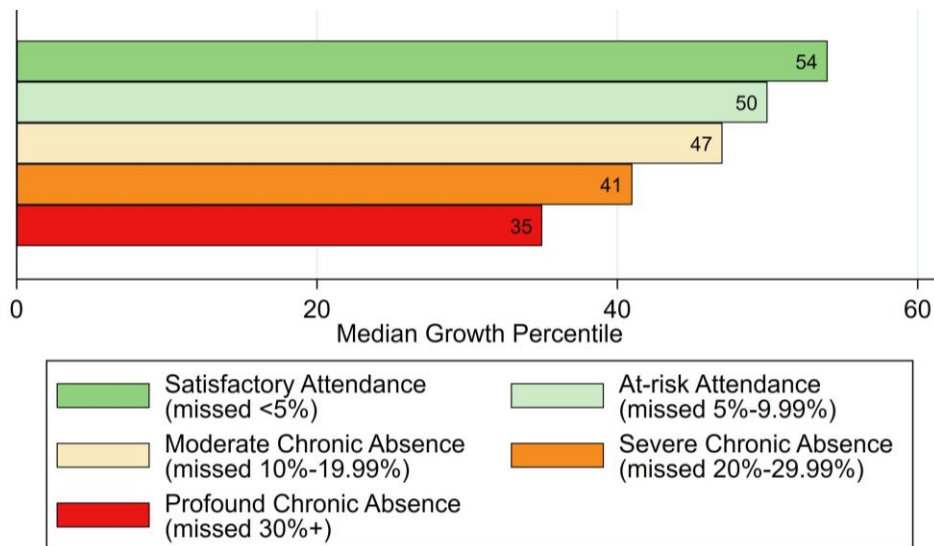


Figure 8. Math Median Growth Percentile (2023-24) by Chronic Absenteeism Risk Tier



Because attendance and DC CAPE growth are associated with various student characteristics, such as economic disadvantage, race/ethnicity, disability status, and English learner status, OSSE estimated a linear regression model to assess the strength of the relationship between attendance and DC CAPE growth while controlling for these factors. The analysis found that a **10-percentage point increase in in-seat attendance corresponded to an average increase of 2.8 percentiles in ELA SGP**. In other words, a

student who attends school 90% of the time has, on average, an ELA SGP that is 2.8 percentiles higher than a similar student who attends only 80% of the time.

The findings for math were similar; **a 10-percentage point increase in in-seat attendance corresponded to an average increase of 3.2 percentiles in math SGP.** Tables D.3 and D.4 in Appendix D present the coefficients for all variables included in the model.

Since student growth percentiles are calculated only for students in grades 4-8, high school students were not included in the previous analysis. To evaluate growth for high school students, OSSE calculated DC CAPE growth by taking the difference between students' 2023-24 DC CAPE scale scores and their 2022-23 PARCC scale scores.

After controlling for demographic variables, the regression analysis revealed that, for high school students, **each 10-percentage point increase in in-seat attendance was associated with an average increase of 1.5 scale score points in DC CAPE ELA growth.** Thus, a student present 90% of the time would gain, on average, 1.5 additional scale score points from 2022-23 to 2023-24 compared to a similar student present only 80% of the time. However, **attendance did not show a significant relationship with DC CAPE math growth among high school students.** Tables D.5 and D.6 in Appendix D contain the coefficients for all variables included in this analysis.

Influencers of Attendance: Policies, Patterns, Commutes, and Safety

This section explores the relationship between attendance and four factors that may influence attendance: early dismissal policies, pre-Kindergarten attendance, public transit travel times, and neighborhood safety. All analyses presented here should be viewed as correlational rather than causal.

Early Dismissal

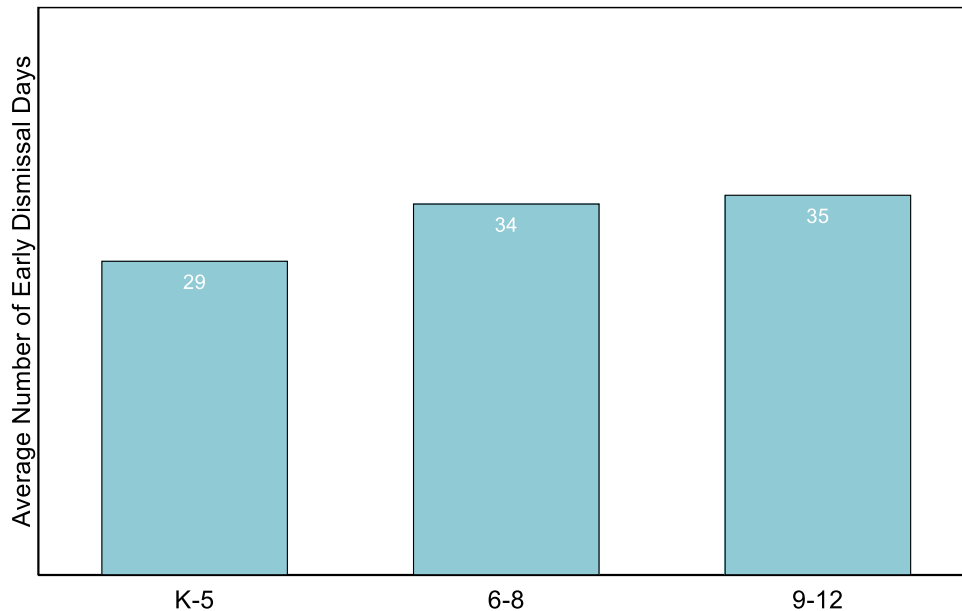
When submitting school calendars to OSSE for approval, a Local Education Agency (LEA) may request early dismissal days or a recurring half instructional day of at least three hours once a week by submitting a waiver. This waiver must outline how the additional time will advance student achievement, and the time must be distributed across the remaining school days of the week.

To examine the relationship between student attendance and early dismissal days, this analysis focused on 59 schools that received OSSE approval for early dismissals during the 2023-24 school year. Early dismissal was defined as any school day when students attend for fewer than the standard scheduled hours. Specific early dismissal days at each school were identified by reviewing school calendars and cross-referencing this information with transportation data. Attendance records were collected for all students in these schools, creating a longitudinal dataset that documented each student's attendance on both early dismissal days and regular school days.

Descriptive results showed that students in the subset of schools experienced, on average, 31 early dismissal days during the school year (Figure 9). This average varied by grade band: elementary students

had an average of 29 early dismissal days, while high school students had the highest at 35. Early dismissals, particularly recurring half days, were most frequently scheduled on Wednesdays and Fridays.

Figure 9. Average Number of Early Dismissal Days (2023-24) by Grade Band



The analysis also employed a fixed effects model to measure the probability of students attending school on early dismissal days. The model included both student and school fixed effects, clustered at the school level. This approach accounts for individual student characteristics and school-specific factors influencing attendance patterns. By incorporating student fixed effects, unobserved, time-invariant traits—such as motivation and family background—are controlled for, isolating the impact of early dismissal days on attendance. School fixed effects further account for unique school characteristics, such as culture and other policies, ensuring that the effect of early dismissals is measured independently of broader school influences. The model also controlled for the day of week to account for potential variations in attendance patterns that may occur on a specific day, such as Fridays, regardless of early dismissal status.

The fixed effects model indicated that students were, on average, **4.5 percentage points more likely to be absent on early dismissal days compared to regular school days**. Specifically, the probability of absence on a regular school day was 9.8 percent compared to 14.3 percent on early dismissal days. This suggests a modest effect of early dismissal on attendance, resulting in approximately **24,164 additional absences** compared to what would be expected without early dismissal, or about 1.4 additional absences per student in a sample of 17,322 students.²⁷

²⁷ To calculate the total number of additional absences, the total absences on early dismissal days are determined by multiplying the absence rate for those days (0.143) by the average number of early dismissal days (31) and by

Further analysis showed that when disaggregating by grade band, the probability of absence on early dismissal days increased by **5.3 percentage points for elementary students, 4.4 percentage points for middle school students, and 2.2 percentage points for high school students**. This indicates that early dismissal days have the most significant impact on elementary students. In addition, OSSE found that the probability of absence varied depending on the day of the week when early dismissal occurred. Specifically, the highest probability of absence was **on Fridays**, when students were approximately **6.7 percentage points more likely to be absent** compared to regular school days.

Several factors may contribute to increased absenteeism on early dismissal days. For example, many parents may struggle to adjust their schedules to pick up their children early, leading to students missing the entire school day. Additionally, some students and parents may perceive early dismissal days as less significant than regular school days. Understanding these logistical challenges and perceptions can help schools develop effective strategies to encourage attendance, even on altered schedules.

Pre-K Attendance and Elementary Attendance

Early educational experiences can shape a student's academic trajectory. Research shows that students who miss many days of preschool are more likely to continue this pattern in later grades, leading to lower skill development and a greater need for reading interventions compared to their classmates.²⁸ Therefore, establishing good early attendance habits in preschool can support learning and set the stage for future success.

This analysis examines the relationship between pre-Kindergarten (pre-K) attendance and kindergarten attendance. To measure this relationship, absenteeism rates and chronic absenteeism statuses for kindergarten students in the 2023-24 school year are calculated and combined with their pre-K 4 rates and statuses from the previous 2022-23 school year. Attendance reporting is required for all pre-K students, and the absenteeism rate and chronic absenteeism for pre-K students are calculated using the same business rules as those for K-12 students (see Appendix A). The current year's chronic absenteeism status is then compared to the previous year's chronic absenteeism status, along with relevant student characteristics, using a regression model with current school fixed effects.

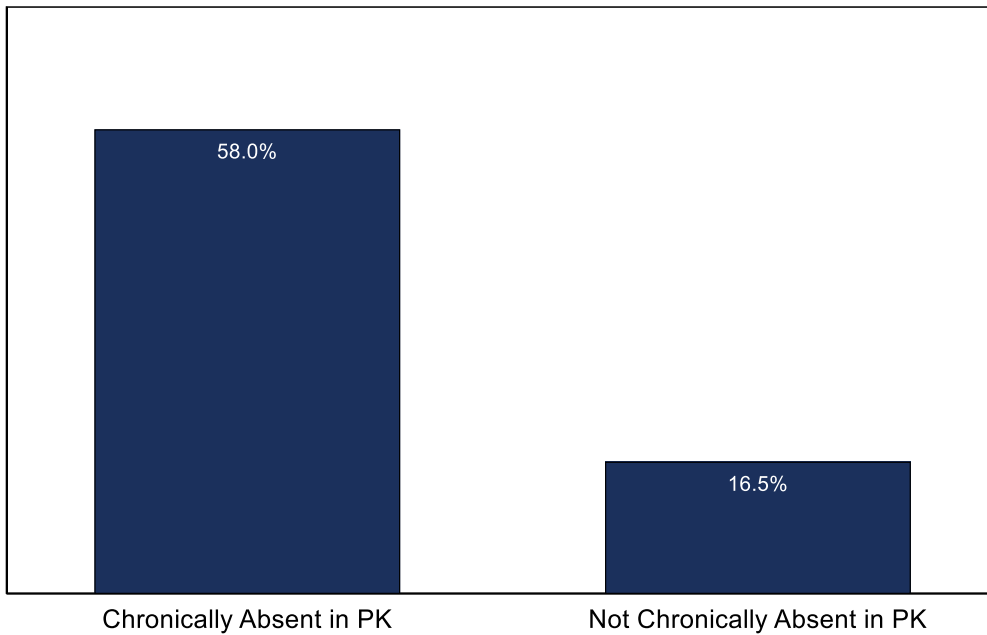
The results found a significant relationship between pre-K attendance and kindergarten attendance rates. Specifically, **students who were chronically absent in pre-K 4 were found to be 41.5 percentage points more likely to be chronically absent in kindergarten**. Figure 10 displays the regression-adjusted rates of

the number of students in the sample (17,322). Next, the total absences expected if those days were regular school days are calculated by multiplying the regular absence rate (0.098) by the same average number of early dismissal days (31) and by the number of students in the sample (17,322). Finally, the difference is taken between these two values. To calculate the average additional absences per student, we divided the total number of additional absences by the number of students in the sample.

²⁸ *Preschool attendance in Chicago public schools: Relationships with learning outcomes and reasons for absences*. University of Chicago Consortium on Chicago School Research (2014), <https://www.attendanceworks.org/wp-content/uploads/2017/09/CCSR-Pre-K-Attendance-Full-Report-May-2014-revised-1.pdf>.

chronic absenteeism between the groups. The probability of being chronically absent in kindergarten for students who were not chronically absent in pre-K 4 was 16.6 percent, compared to 58.0 percent for those who were chronically absent in pre-K 4.²⁹ Coefficients for all variables in the primary model can be found in Table D.7 in Appendix D.

Figure 10. *Probability of Chronic Absenteeism in Kindergarten (2023-24) by Status in Pre-K 4 (PK)*



High School Students and Public Transportation

This section explores the relationship between public transit time and student attendance. The analysis focuses on high school students due to their increased independence and varying transportation options, which may significantly influence their ability to attend school regularly. OSSE last examined the relationship between public transit time and student attendance in school year 2017-18. Thus, this analysis is being updated for the 2023-24 school year to identify whether there have been changes in this relationship over time.

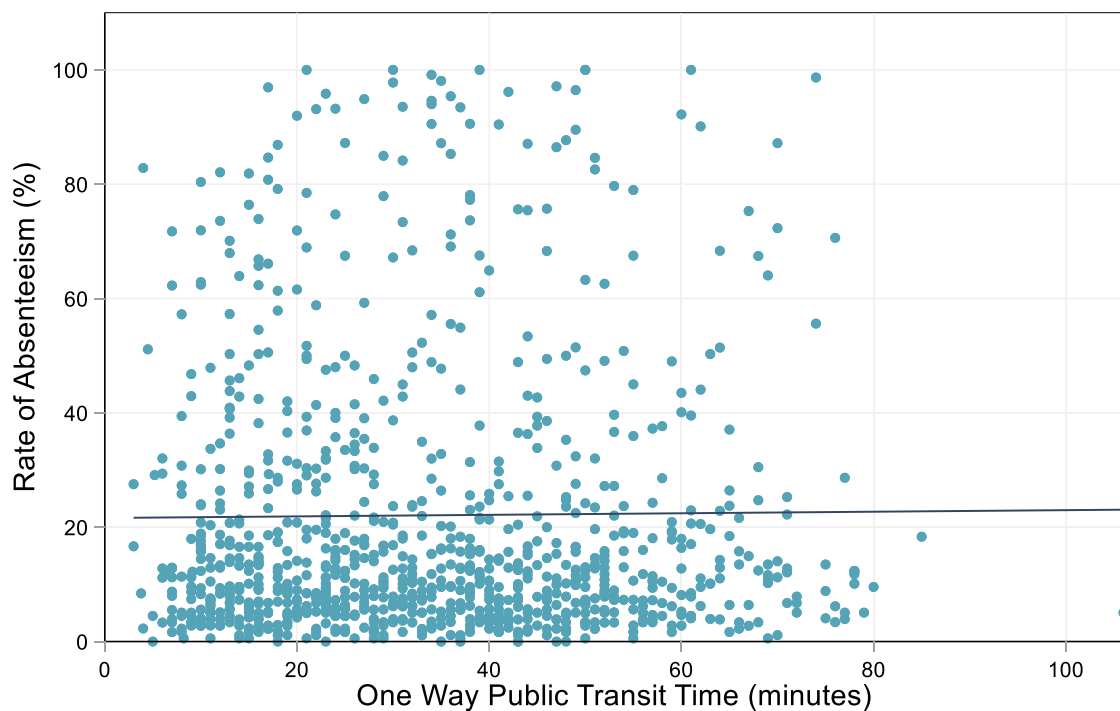
For this analysis, OSSE matched daily attendance data from District of Columbia Public Schools (DCPS) and public charter schools with student address data from the nightly feeds provided by each LEA for the 2023-24 school year. Absenteeism rates for each student were calculated based on their school attendance and recorded home addresses. Travel times on public transport for all high school students were estimated

²⁹ Results were similar both with and without the inclusion of school fixed effects.

using the *georoute* function in Stata.³⁰ This package queries the HERE Public Transit API to calculate public transit routes and times (in minutes) between two addresses.³¹ A regression model was employed that controlled for student characteristics and included school-fixed effects.

Results indicate that there was **no statistically significant relationship between high school students' time on public transit and their rate of absenteeism** in the 2023-24 school year. Figure 11 illustrates the relationship. **Results were consistent when disaggregating by public charter school and DCPS students**, and when using chronic absenteeism as the outcome. Coefficients for all variables in the primary model can be found in Table D.8 in Appendix D.

Figure 11. *Public Transit Time and Absenteeism for High School Students (2023-24)*



This figure presents a random sample of 1,000 observations from the full dataset

It is important to note that not all students rely on public transportation for their daily commutes. Some may walk, bike, drive, be driven by parents or guardians, or be responsible for transporting siblings, which can result in varying travel times that are not captured in this analysis. In addition, factors such as traffic

³⁰ Sylvain, W., Péclat, M., & Warren A (2022). *Travel distance and travel time using Stata: New features and major improvements in georoute*. *Statistical Journal of the IAOS*, 38(1), 85-90. <https://doi.org/10.1177/1536867X221083857>.

³¹ HERE Technologies. (n.d.). *HERE public transit API developer guide*. <https://www.here.com/docs/bundle/public-transit-api-developer-guide/page/README.html>.

conditions and the availability of alternative transportation options are not accounted for in our estimates of public transit travel times. As a result, the findings may not fully reflect the complexities of each student's unique situation and commuting patterns.

Neighborhood Crime

In the 2018-19 school year, OSSE investigated the relationship between neighborhood crime and student attendance. The analysis was motivated by the concern that the safety of students' neighborhoods and commutes might significantly influence student attendance. The analysis found a small but statistically significant increase in absenteeism the day after (or morning of) a violent crime within 1,000 feet of a student's housing. The rate of absenteeism increased further when focusing on a more immediate radius of 250 feet. The current analysis aims to update previous findings to determine whether the patterns have remained consistent or changed.

To explore the relationship between neighborhood safety and student attendance in the District, OSSE used publicly available crime data from the DC Metropolitan Police Department, accessed via Open Data DC, for the 2023-2024 school year.³² After restricting the dataset to violent crimes—specifically, homicide, assault with a deadly weapon, and robbery—individual crime incidents were linked to student addresses based on their proximity to the geotagged crime locations. Violent crimes occurring within 1,000 feet and 250 feet of students' homes were retained for further analysis. This crime data was then matched with students' daily attendance records to investigate attendance patterns on the instructional day following a violent crime incident, treating any crimes occurring before school on a given day as incidents from the previous day.

The findings show a slight decrease in absenteeism (0.2 percentage points) after a violent crime within 1,000 feet; however, the effect size of this change is negligible, and the statistical significance disappears at a 250-foot radius. The analysis also found no meaningful difference between the type of violent crime and attendance.

While these results differ from the prior analysis, which found an increase in absenteeism, it is important to approach these findings with caution. The small magnitude of the changes suggests they may not be reliable indicators of a broader trend, and further research would be needed to validate these observations. Further, measuring the impact of crime on student attendance presents several challenges. Crime rates can vary widely across neighborhoods, and students may respond differently depending on the type, severity, and frequency of reported crimes. Moreover, the occurrence of a reported crime does not guarantee that a student was aware of it; the data only indicates whether a crime happened within a certain distance from their home. Students outside of the zone of proximity may also be impacted by these crimes, and this analysis does not attempt to measure the impact of crime near schools. In addition,

³² DC Geographic Information System, District of Columbia Metropolitan Police Department (2023) *Crime Incidents in 2023*, <https://opendata.dc.gov/datasets/DCGIS::crime-incidents-in-2023/about> (last visited Nov. 1, 2024); DC Geographic Information System, District of Columbia Metropolitan Police Department (2024) *Crime Incidents in 2024*, <https://opendata.dc.gov/datasets/DCGIS::crime-incidents-in-2024/about> (last visited Nov. 1, 2024).

many incidents go unreported, which may obscure the true perception of neighborhood safety and further complicate our understanding of how crime affects student attendance.

Conclusion

In the 2023-24 school year, both chronic absenteeism and truancy rates showed encouraging declines: chronic absenteeism decreased 3.9 percentage points, to 39.2 percent, and chronic truancy decreased 6.6 percentage points, to 30.3 percent. This positive shift was driven by a reduction in unexcused absences. However, the District has more work to do to further decrease rates of chronic absenteeism, which remain above pre-pandemic levels and far too high.

Increased attendance rates were significantly linked to greater growth on the DC CAPE assessments, even after accounting for other student characteristics, with the exception of high school math assessments. These findings underscore the critical role of school attendance in supporting student learning and achievement.

This report also examined the relationship between attendance and early dismissal policies, pre-Kindergarten attendance, travel time to school, and neighborhood safety. The analysis revealed that students were 4.5 percentage points more likely to miss school on early dismissal days, averaging about 1.4 additional absences per student over the course of 31 such days. Furthermore, there was a strong connection between pre-Kindergarten and kindergarten attendance, with chronically absent pre-Kindergarten students being 41.5 percentage points more likely to be chronically absent in kindergarten. Notably, no significant relationship was found between public transit time and absenteeism rates among high school students in the 2023-24 school year. Additionally, while a small, statistically significant decrease in absenteeism was noted following violent crimes within 1,000 feet of students' homes, this difference was practically negligible.

The improved attendance in the 2023-24 school year reflects the dedicated efforts of families, students, and schools throughout DC as they continue to work to recover from the impacts of the COVID-19 pandemic. OSSE remains committed to promoting regular school attendance, learning from the findings of these and other reports, and further reducing chronic absenteeism to enhance students' learning opportunities and overall outcomes.

Appendix A: Data Methodology

Business Rules

- I. State-level Chronic Truancy Rate
 - a. Numerator: Total number of compulsory-aged students who accumulate 10 or more full-day unexcused absences during the school year across all schools and LEAs in which the student was enrolled.
 - b. Denominator: Total number of compulsory-aged students enrolled in schools within the state for at least 10 days during the school year.
- II. State-level Chronic Absenteeism Rate
 - a. Numerator: Total number of K-12 students who are absent (excused or unexcused) for 10 percent or more of the school days they were enrolled, across all schools and LEAs, and who were enrolled for at least 21 instructional days during the school year.
 - b. Denominator: Total number of K-12 students enrolled in schools within the state for at least 21 instructional days during the school year.
- III. School-level Chronic Truancy Rate
 - a. Numerator: Total number of compulsory-aged students who accumulate 10 or more unexcused absences at each respective school during the school year.
 - b. Denominator: Total number of compulsory-aged students enrolled at each respective school for at least 10 days during the school year.
- IV. School-level Chronic Absenteeism Rate
 - a. Numerator: Total number of K-12 students who are absent (excused or unexcused) for 10 percent or more of the school days they were enrolled at each respective school during the school year, and who were enrolled for at least 21 instructional days at that school.
 - b. Denominator: Total number of K-12 students enrolled at each respective school for at least 21 instructional days during the school year.

Appendix B: Additional Figures

Figure B.1. Chronic Absenteeism and Truancy Rates (2023-24) by Special Education Service Hours

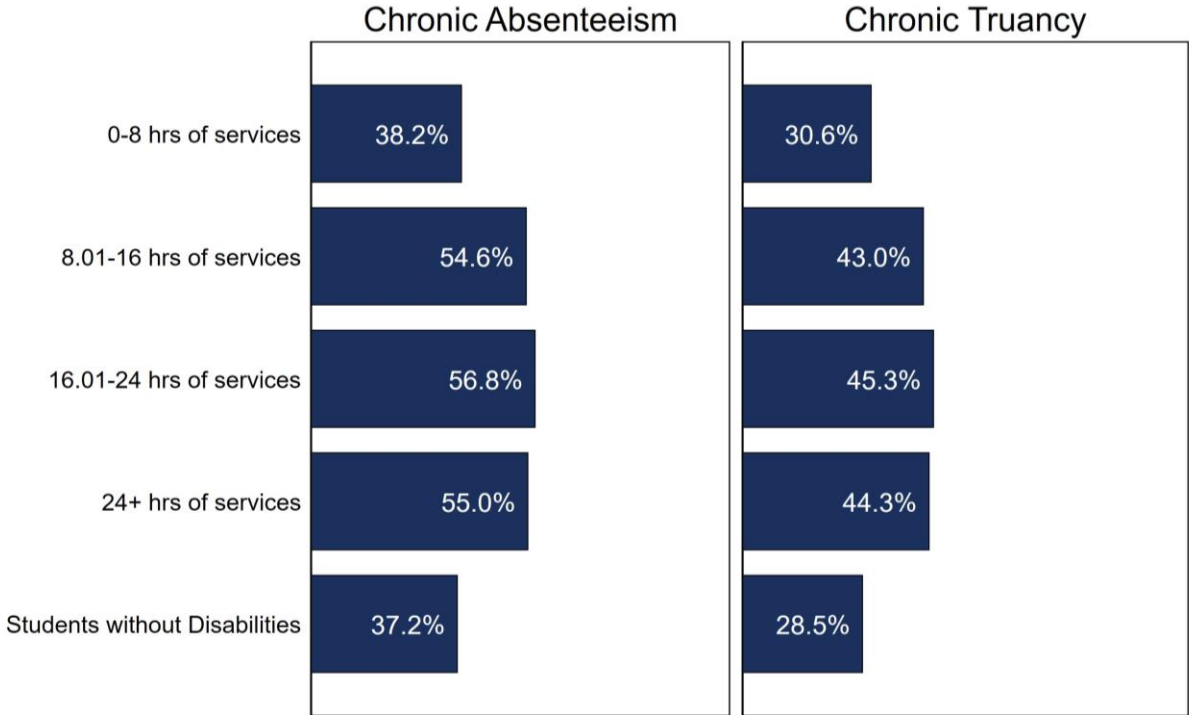


Figure B.2. Chronic Absenteeism and Chronic Truancy (2023-24) by Economic Disadvantage Status

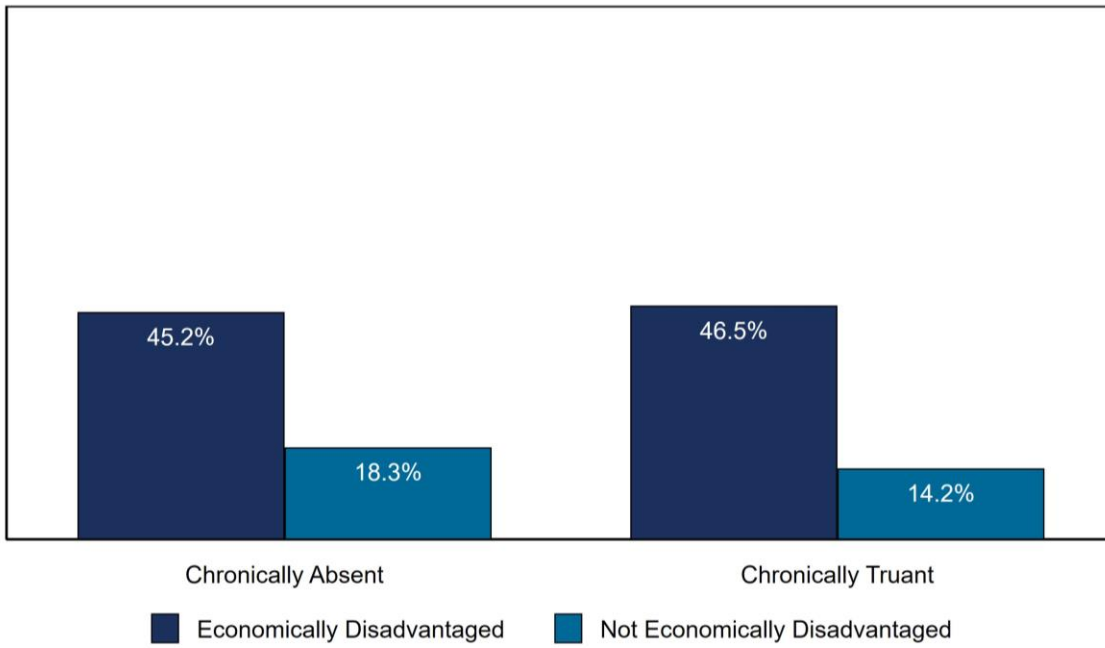


Figure B.3. Chronic Absenteeism and Chronic Truancy (2023-24) by TANF/SNAP Eligibility

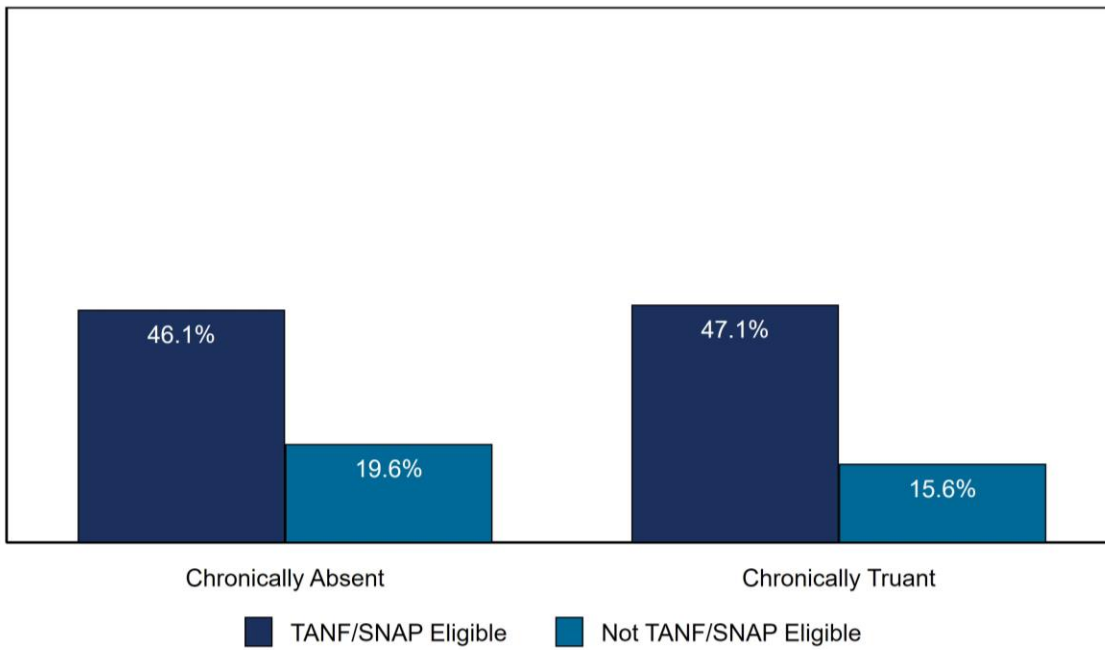


Figure B.4. Chronic Absenteeism and Chronic Truancy (2023-24) by CFSA Status

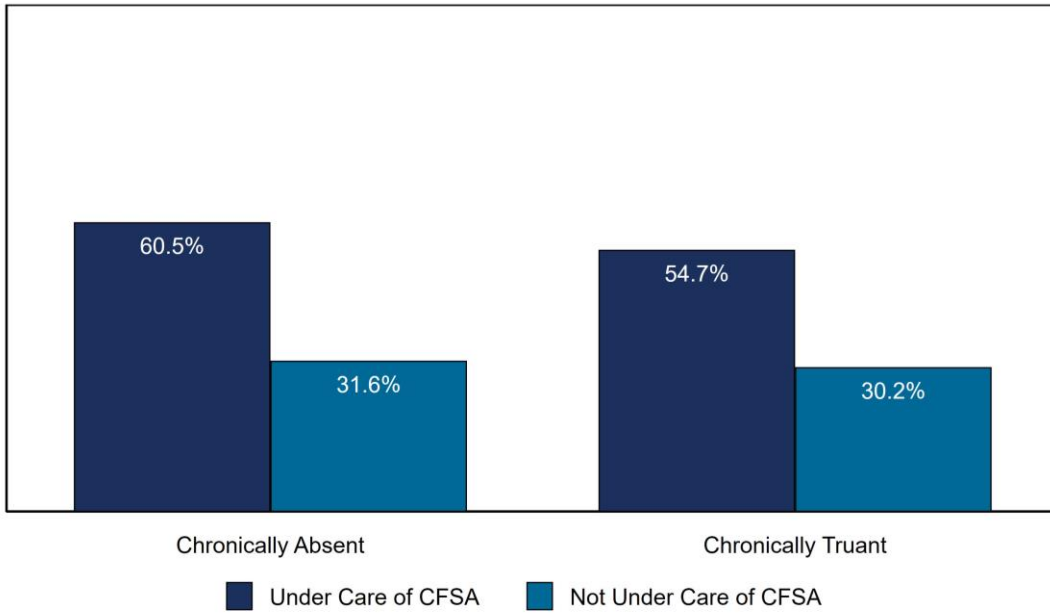


Figure B.5. Chronic Absenteeism and Chronic Truancy (2023-24) by Homeless Status

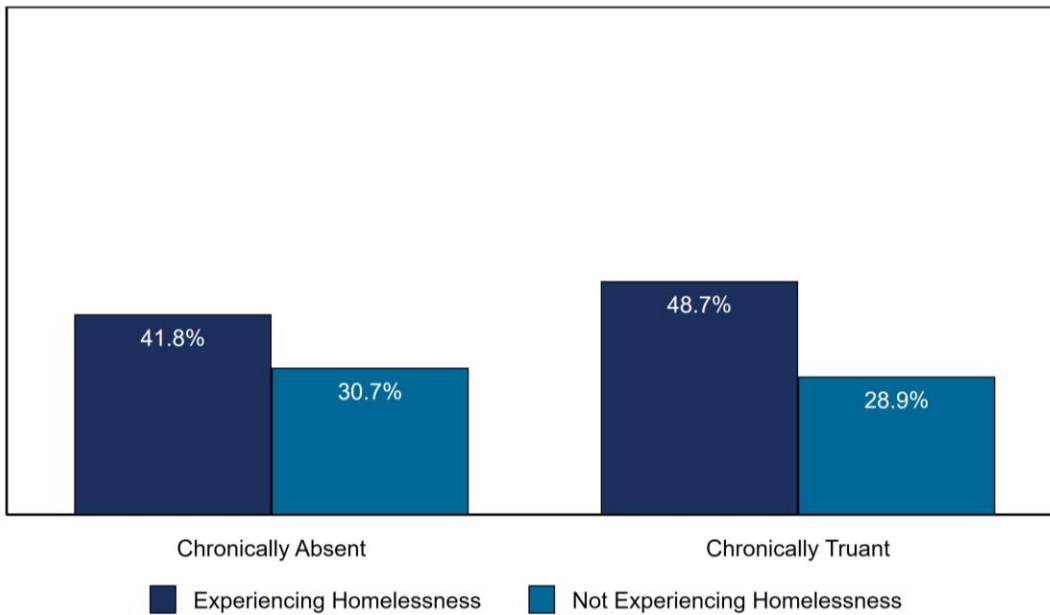


Figure B.6. Chronic Absenteeism and Chronic Truancy (2023-24) by Overage Status

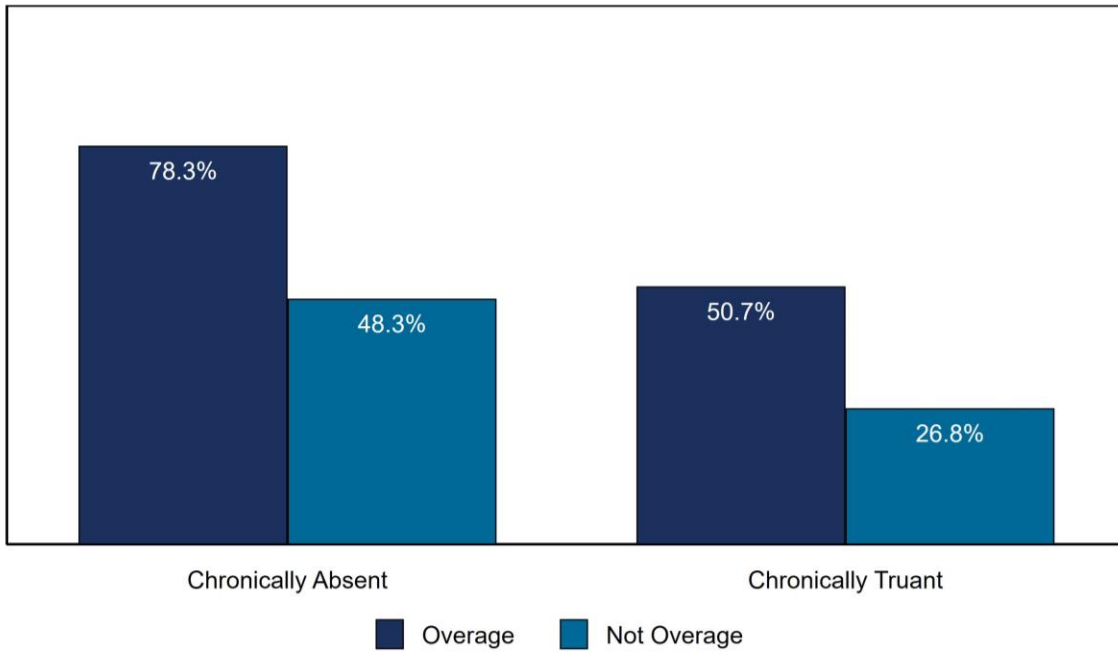


Figure B.7. Chronic Absenteeism and Chronic Truancy (2023-24) by English Learner Status

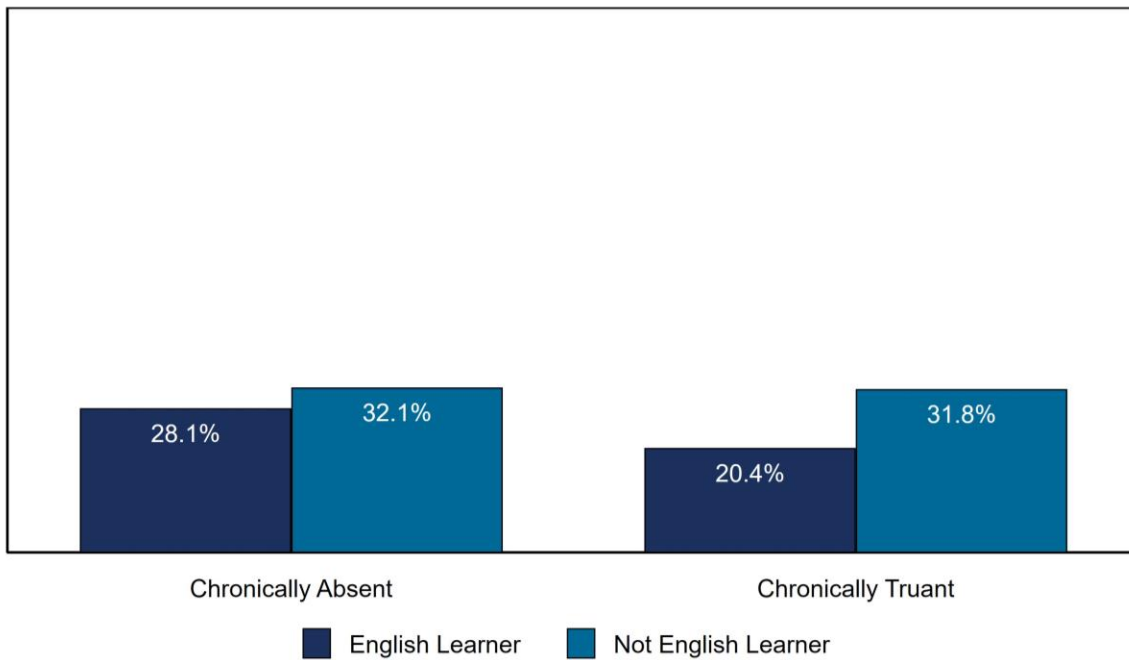


Figure B.8. Chronic Absenteeism Risk Tiers (2023-24) by Disability Status

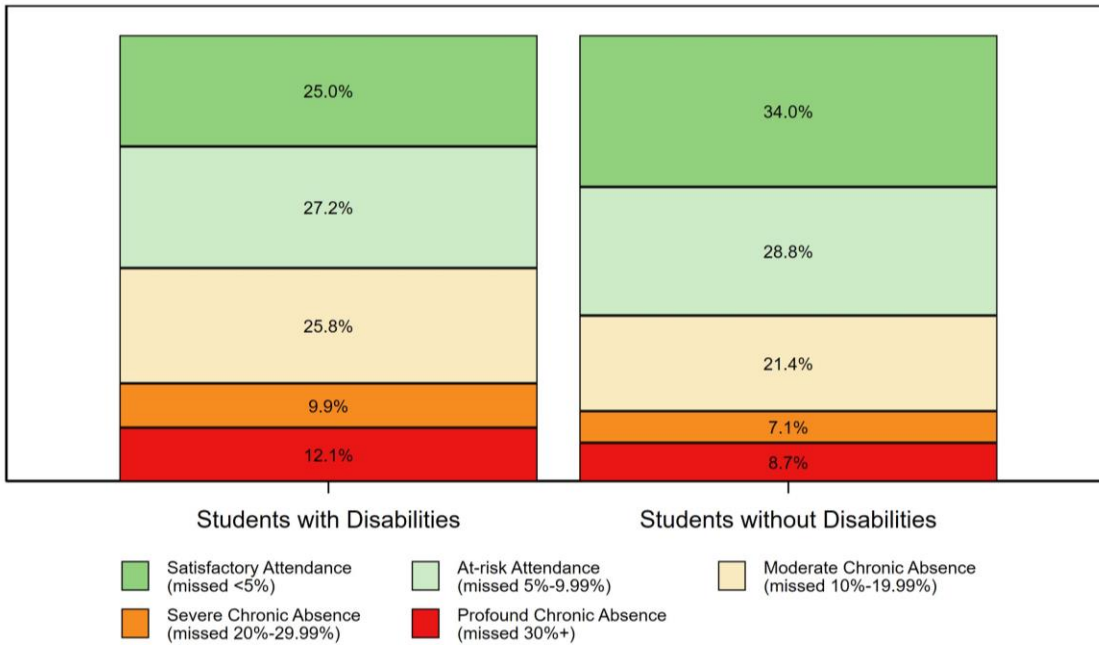


Figure B.9. Chronic Absenteeism Risk Tiers (2023-24) by TANF/SNAP Eligibility

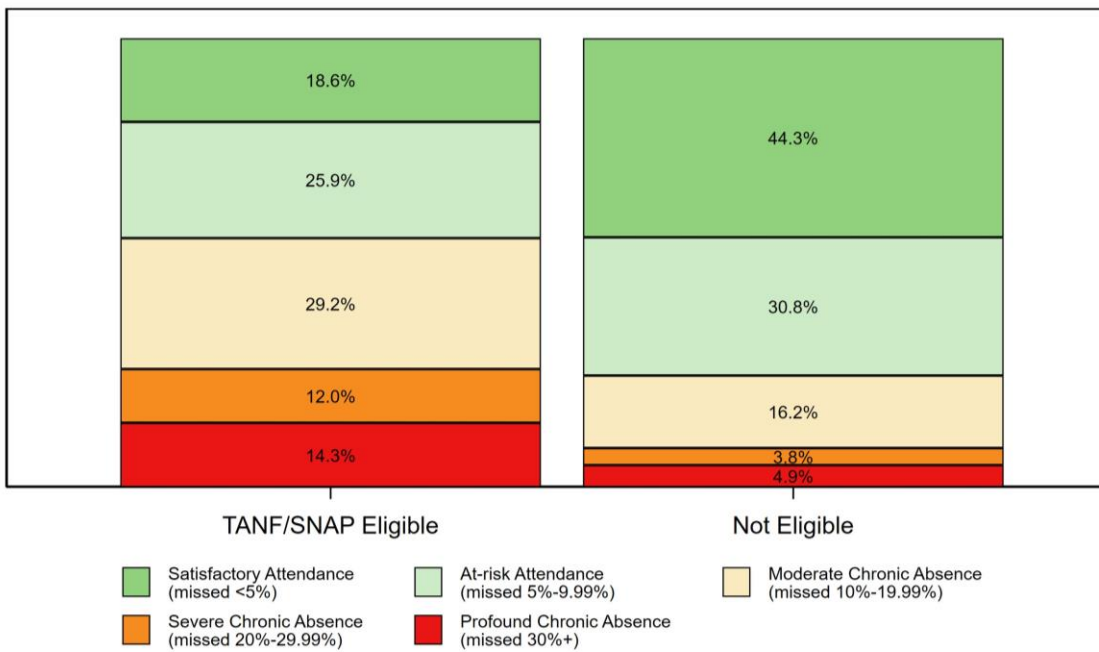


Figure B.10. Chronic Absenteeism Risk Tiers (2023-24) by CFSA Status

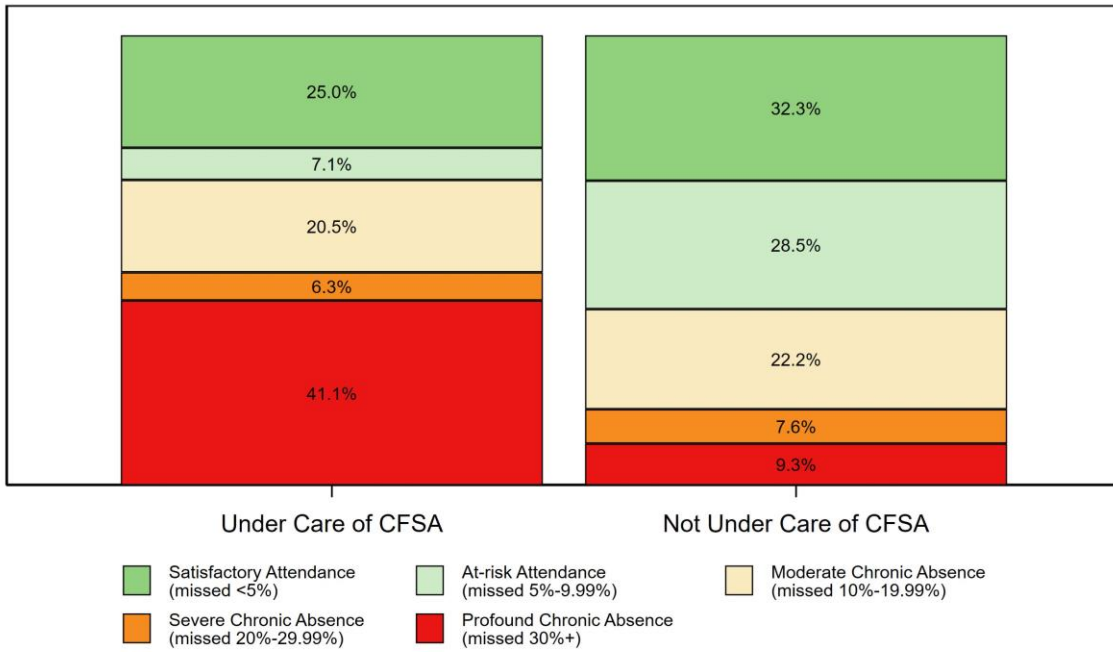


Figure B.11. Chronic Absenteeism Risk Tiers (2023-24) by Homeless Status

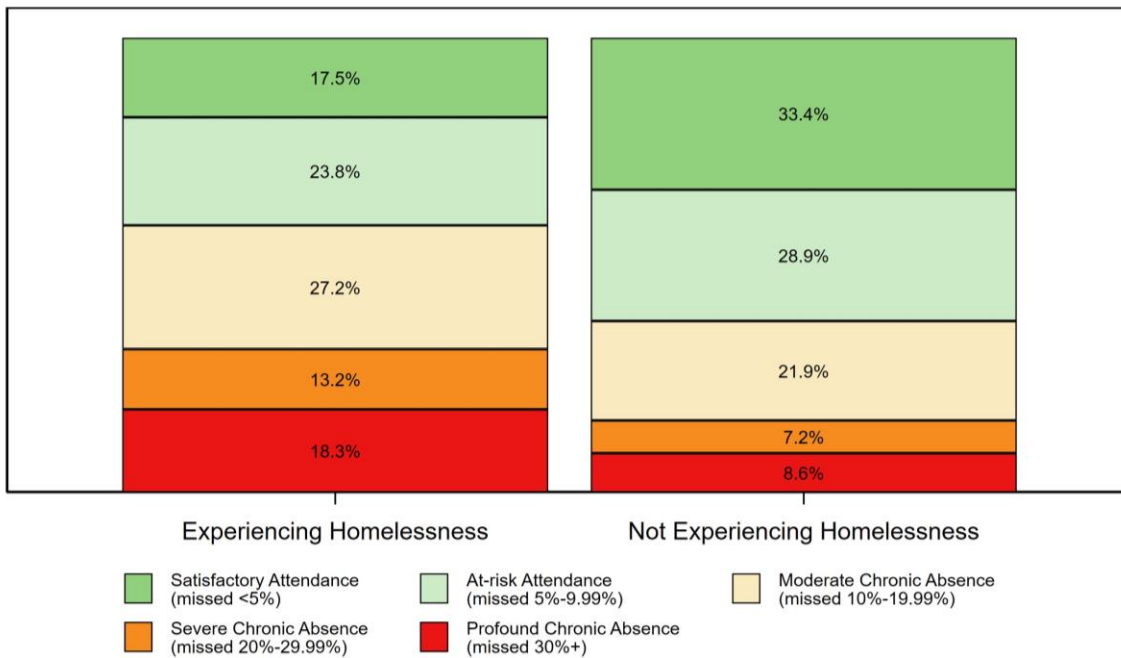


Figure B.12. Chronic Absenteeism Risk Tiers (2023-24) by Overage Status in High School

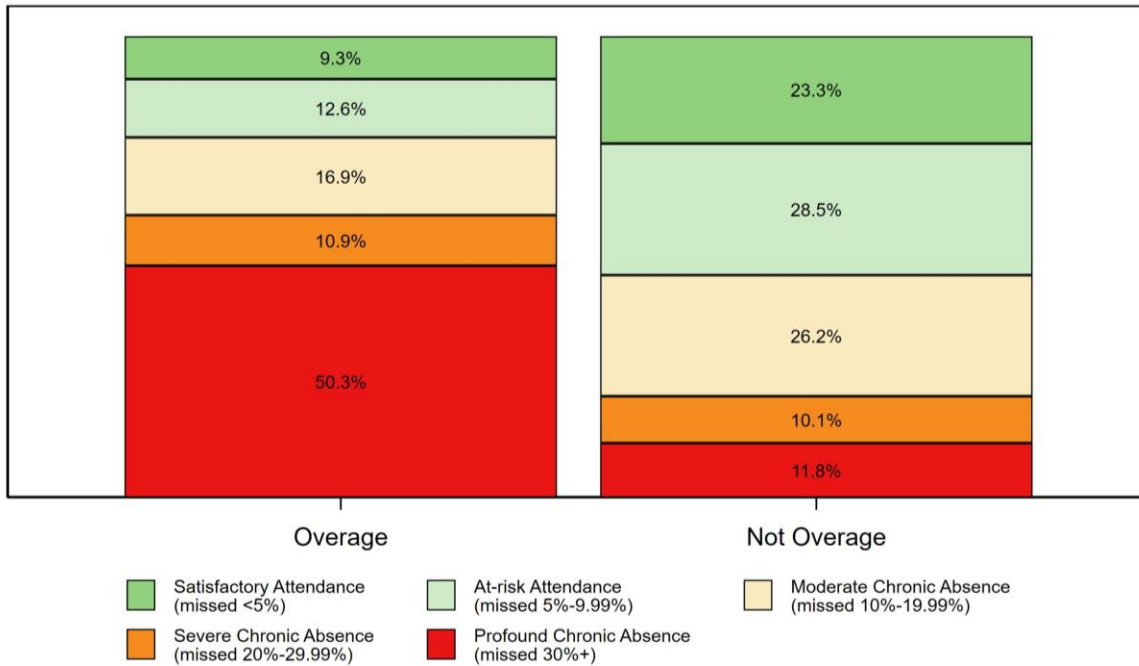
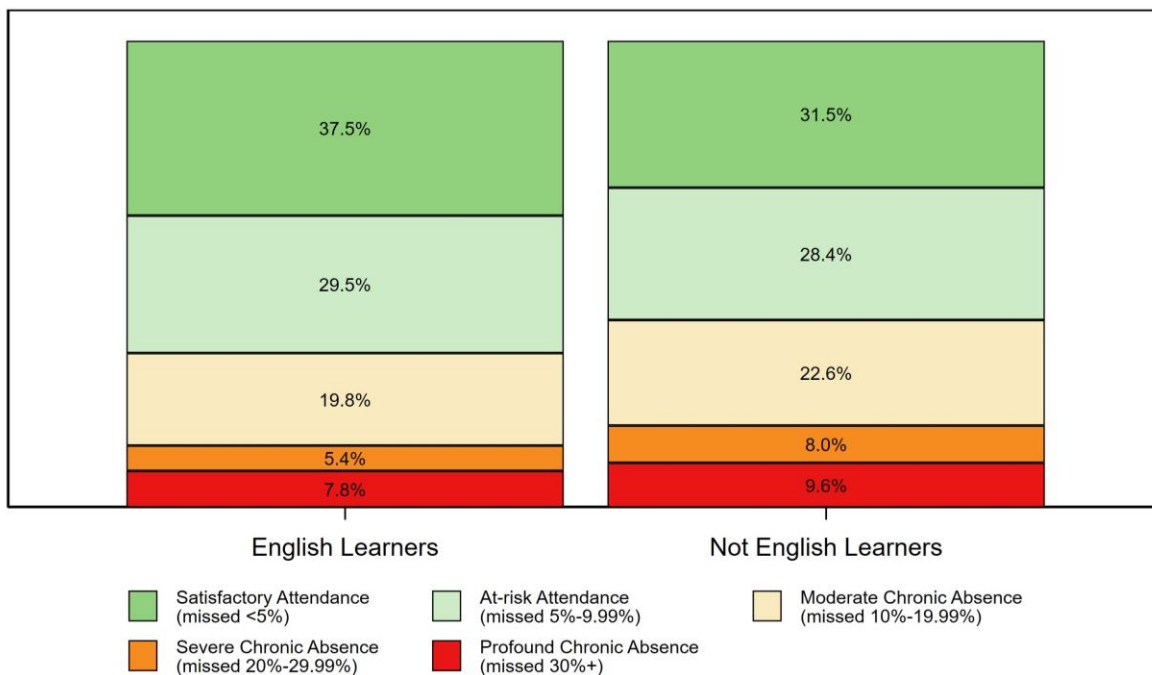


Figure B.13. Chronic Absenteeism Risk Tiers (2023-24) by English Learner Status



Appendix C: Data Tables

Table C.1: State-Level Rates of Chronic Truancy and Chronic Absenteeism (Figure 1)

Year	Metric	Percentage	Students
2015-16	Chronically Absent	26.0	18,477
2015-16	Chronically Truant	21.4	15,215
2016-17	Chronically Absent	29.5	22,370
2016-17	Chronically Truant	25.5	18,484
2017-18	Chronically Absent	29.3	22,317
2017-18	Chronically Truant	27.4	20,258
2018-19	Chronically Absent	30.2	23,376
2018-19	Chronically Truant	29.9	22,460
2019-20	Chronically Absent	27.3	21,224
2019-20	Chronically Truant	16.7	12,642
2020-21	Chronically Absent	31.1	24,435
2020-21	Chronically Truant	38.6	29,441
2021-22	Chronically Absent	48.0	38,230
2021-22	Chronically Truant	41.8	32,412
2022-23	Chronically Absent	43.1	35,058
2022-23	Chronically Truant	36.9	29,118
2023-24	Chronically Absent	39.2	32,384
2023-24	Chronically Truant	30.3	24,348

Table C.2 Absenteeism Risk Tiers, by Grade, School Year 2023-2024 (Figure 6)

Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
KG	At-risk Attendance (missed 5%-9.99%)	30.9	2296	7420
KG	Moderate Chronic Absence (missed 10%-19.99%)	22.5	1671	7420

Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
KG	Profound Chronic Absence (missed 30%+)	5.5	405	7420
KG	Satisfactory Attendance (missed <5%)	33.2	2465	7420
KG	Severe Chronic Absence (missed 20%-29.99%)	7.9	583	7420
01	At-risk Attendance (missed 5%-9.99%)	29.3	2160	7360
01	Moderate Chronic Absence (missed 10%-19.99%)	22.4	1646	7360
01	Profound Chronic Absence (missed 30%+)	4.6	337	7360
01	Satisfactory Attendance (missed <5%)	37.0	2720	7360
01	Severe Chronic Absence (missed 20%-29.99%)	6.8	497	7360
02	At-risk Attendance (missed 5%-9.99%)	30.3	2213	7303
02	Moderate Chronic Absence (missed 10%-19.99%)	20.6	1508	7303
02	Profound Chronic Absence (missed 30%+)	4.5	332	7303
02	Satisfactory Attendance (missed <5%)	38.0	2775	7303
02	Severe Chronic Absence (missed 20%-29.99%)	6.5	475	7303
03	At-risk Attendance (missed 5%-9.99%)	29.5	2050	6955
03	Moderate Chronic Absence (missed 10%-19.99%)	20.0	1388	6955
03	Profound Chronic Absence (missed 30%+)	3.8	265	6955
03	Satisfactory Attendance (missed <5%)	40.2	2796	6955
03	Severe Chronic Absence (missed 20%-29.99%)	6.6	456	6955
04	At-risk Attendance (missed 5%-9.99%)	30.4	2002	6586
04	Moderate Chronic Absence (missed 10%-19.99%)	20.6	1360	6586
04	Profound Chronic Absence (missed 30%+)	3.7	242	6586
04	Satisfactory Attendance (missed <5%)	39.6	2607	6586
04	Severe Chronic Absence (missed 20%-29.99%)	5.7	375	6586
05	At-risk Attendance (missed 5%-9.99%)	29.6	1923	6491
05	Moderate Chronic Absence (missed 10%-19.99%)	20.5	1331	6491
05	Profound Chronic Absence (missed 30%+)	3.8	248	6491

Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
05	Satisfactory Attendance (missed <5%)	40.1	2604	6491
05	Severe Chronic Absence (missed 20%-29.99%)	5.9	385	6491
06	At-risk Attendance (missed 5%-9.99%)	29.9	1832	6122
06	Moderate Chronic Absence (missed 10%-19.99%)	21.9	1343	6122
06	Profound Chronic Absence (missed 30%+)	4.0	244	6122
06	Satisfactory Attendance (missed <5%)	37.9	2322	6122
06	Severe Chronic Absence (missed 20%-29.99%)	6.2	381	6122
07	At-risk Attendance (missed 5%-9.99%)	30.1	1774	5894
07	Moderate Chronic Absence (missed 10%-19.99%)	22.7	1336	5894
07	Profound Chronic Absence (missed 30%+)	5.8	344	5894
07	Satisfactory Attendance (missed <5%)	34.6	2040	5894
07	Severe Chronic Absence (missed 20%-29.99%)	6.8	400	5894
08	At-risk Attendance (missed 5%-9.99%)	30.6	1763	5765
08	Moderate Chronic Absence (missed 10%-19.99%)	24.1	1387	5765
08	Profound Chronic Absence (missed 30%+)	5.5	317	5765
08	Satisfactory Attendance (missed <5%)	32.9	1897	5765
08	Severe Chronic Absence (missed 20%-29.99%)	7.0	401	5765
09	At-risk Attendance (missed 5%-9.99%)	22.5	1732	7701
09	Moderate Chronic Absence (missed 10%-19.99%)	20.6	1583	7701
09	Profound Chronic Absence (missed 30%+)	27.3	2099	7701
09	Satisfactory Attendance (missed <5%)	19.9	1534	7701
09	Severe Chronic Absence (missed 20%-29.99%)	9.8	753	7701
10	At-risk Attendance (missed 5%-9.99%)	24.4	1420	5819
10	Moderate Chronic Absence (missed 10%-19.99%)	24.2	1410	5819
10	Profound Chronic Absence (missed 30%+)	21.3	1242	5819
10	Satisfactory Attendance (missed <5%)	20.0	1164	5819

Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
10	Severe Chronic Absence (missed 20%-29.99%)	10.0	583	5819
11	At-risk Attendance (missed 5%-9.99%)	26.4	1297	4915
11	Moderate Chronic Absence (missed 10%-19.99%)	24.6	1209	4915
11	Profound Chronic Absence (missed 30%+)	17.7	871	4915
11	Satisfactory Attendance (missed <5%)	20.5	1009	4915
11	Severe Chronic Absence (missed 20%-29.99%)	10.8	529	4915
12	At-risk Attendance (missed 5%-9.99%)	26.0	1078	4142
12	Moderate Chronic Absence (missed 10%-19.99%)	28.6	1186	4142
12	Profound Chronic Absence (missed 30%+)	16.0	662	4142
12	Satisfactory Attendance (missed <5%)	17.9	741	4142
12	Severe Chronic Absence (missed 20%-29.99%)	11.5	475	4142

Appendix D: Regression Output Tables

Table D.1: Logistic regression of a student's odds of chronic absenteeism regressed on student-level indicator variables (odds ratios)

VARIABLES	(1) Economically Disadvantaged Components	(2) Economically Disadvantaged Composite
Male	0.961** (0.0187)	0.960** (0.0186)
Experiencing Homelessness	2.059*** (0.133)	
TANF/SNAP	2.796*** (0.0959)	
CFSA	1.373 (0.298)	
Overage	3.228*** (0.537)	3.254*** (0.544)
English Learner	0.942 (0.0549)	0.904* (0.0515)
Special Education	1.230*** (0.0418)	1.240*** (0.0420)
Multiple Schools	3.025*** (0.144)	3.109*** (0.146)
Asian	1.295** (0.157)	1.300** (0.160)
Black or African American	3.971*** (0.419)	3.886*** (0.407)
Hispanic or Latino	2.933*** (0.325)	2.849*** (0.313)
Other Race/Ethnicity	1.830*** (0.204)	1.835*** (0.205)
High School	2.178*** (0.267)	2.165*** (0.264)
Economically Disadvantaged		3.009*** (0.114)
Constant	0.0793*** (0.00820)	0.0794*** (0.00821)
Observations	84,614	84,614

Robust see form in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.2: Logistic regression of a student's odds of truancy, regressed on student-level indicator variables (odds ratios)

VARIABLES	(1) Economically Disadvantaged Components	(2) Economically Disadvantaged Composite
Male	1.013 (0.0250)	1.011 (0.0248)
Experiencing Homelessness	1.945*** (0.130)	
TANF/SNAP	2.835*** (0.124)	
CFSA	1.426* (0.304)	
Overage	2.466*** (0.300)	2.447*** (0.297)
English Learner	0.869* (0.0682)	0.823** (0.0625)
Special Education	1.130*** (0.0401)	1.140*** (0.0403)
Multiple Schools	7.167*** (0.966)	0.928 (0.0593)
Asian	4.944*** (0.609)	2.126*** (0.364)
Black or African American	0.873 (0.129)	12.28*** (1.663)
Hispanic or Latino		6.857*** (0.930)
Other Race/Ethnicity	0.0231*** (0.00336)	4.937*** (0.612)
High School		0.864 (0.127)
Economically Disadvantaged	1.013 (0.0250)	3.092*** (0.148)
Constant	1.945*** (0.130)	0.0231*** (0.00336)
Observations	2.835*** (0.124)	82,930

Robust see form in parentheses
 *** p<0.01, ** p<0.05, * p<0.1

Table D.3: English Language Arts DC CAPE Student Growth Percentile (SGP), regressed on In-Seat Attendance (ISA) and control variables

VARIABLES	ELA Student Growth Percentile
In-Seat Attendance/10	2.813*** (0.228)
Black or African American	-4.942*** (0.545)
Hispanic or Latino	-4.211*** (0.698)
Asian	3.584** (1.547)
Economically Disadvantaged	-0.483 (0.408)
Female	1.157*** (0.350)
English Learner	-0.0175 (0.714)
Students with Disabilities	-5.497*** (0.455)
Middle School	0.365 (0.352)
Constant	28.57*** (2.239)
Observations	27,035
R-squared	0.024

Standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.4: Mathematics DC CAPE Student Growth Percentile (SGP), regressed on In-Seat Attendance (ISA) and control variables

VARIABLES	Math Student Growth Percentile
In-Seat Attendance/10	3.212*** (0.234)
Black or African American	-3.304*** (0.552)
Hispanic or Latino	-3.043*** (0.705)
Asian	3.985** (1.554)
Economic Disadvantage	-0.376 (0.408)
Female	0.226 (0.352)
English Learner	-1.529** (0.700)
Students with Disabilities	-2.235*** (0.458)
Middle School	0.344 (0.354)
Constant	23.72*** (2.303)
Observations	26,940
R-squared	0.015

Standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.5: High school students' English Language Arts (ELA) DC CAPE growth, regressed on In-Seat Attendance (ISA) and control variables

VARIABLES	ELA DC CAPE Growth
In-Seat Attendance/10	1.545*** (0.292)
Black or African-American	-1.815 (1.105)
Hispanic or Latino	-1.480 (1.313)
Asian	1.937 (3.029)
Economic Disadvantage	-1.311* (0.728)
Female	-1.633** (0.652)
English Learner	-1.192 (1.300)
Students with Disabilities	2.364*** (0.870)
Constant	-15.78*** (2.936)
Observations	8,304
R-squared	0.008

Standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.6: High school students' Math DC CAPE growth, regressed on In-Seat Attendance (ISA) and control variables

VARIABLES	Math DC CAPE Growth
In-Seat Attendance/10	-0.0370 (0.279)
Black	11.72*** (1.402)
Hispanic or Latino	7.786*** (1.598)
Asian	1.306 (3.745)
Economic Disadvantage	2.442*** (0.712)
Female	0.0479 (0.658)
English Learner	7.879*** (1.249)
Students with Disabilities	2.631*** (0.827)
Constant	-11.55*** (2.962)
Observations	6,718
R-squared	0.025

Standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.7: Kindergarten Chronic Absenteeism, regressed on Pre-K Chronic Absenteeism and control variables

VARIABLES	Pr(Chronic Absenteeism in KG)
Chronically Absent in PK	0.4151*** (0.016)
Black	0.0470** (0.019)
Hispanic or Latino	0.0551*** (0.055)
Asian	0.0893* (0.047)
Economic Disadvantage	0.1446*** (0.014)
Female	-0.0088 (0.010)
English Learner	-0.0561*** (0.021)
Students with Disabilities	0.0196 (0.014)
Constant	0.0626*** (0.014)
School Fixed Effects	Yes
Observations	6,417
R-squared	0.378

Standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.8: Rate of Absence, regressed on Public Transit Time and control variables

VARIABLES	Absence Rate
Transit Time (minutes)	0.0020 (0.011)
Black	4.1525** (1.682)
Hispanic or Latino	2.9203* (1.504)
Asian	-1.5306* (0.816)
Economic Disadvantage	6.0860*** (0.449)
Female	-0.0979 (0.264)
English Learner	-1.0096 (1.210)
Students with Disabilities	1.8369*** (0.421)
Constant	25.778*** (1.528)
School Fixed Effects	Yes
Observations	23,040
R-squared	0.442

Standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1