District of Columbia
Office of the State Superintendent of Education

DISTRICT OF COLUMBIA ATTENDANCE REPORT

School Year 2024-25

November 30, 2025

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Executive Summary

This report underscores OSSE's dedication to improving student attendance in DC's public schools and meets the statutory requirement for annual attendance reporting.

In the 2024–25 school year, absenteeism in the District remained largely unchanged. The chronic absenteeism rate rose slightly by 0.3 percentage points from 39.2 percent to 39.5 percent (an increase of 0.8 percent). The chronic truancy rate remained unchanged at 36.8 percent, and the ratio of averaged excused to unexcused absences also remained unchanged (7:13 or 35 percent). (*Of note, OSSE updated the definition of chronic truancy in 2024–25 to include partial-day unexcused absences*[1]*; previously, only full-day unexcused absences were counted. To ensure accurate year-over-year comparisons, chronic truancy metrics from prior years have been recalculated using the updated definition, which may result in higher rates than previously reported*.)

Our analysis found that chronic absenteeism and truancy were most prevalent among high school students, with 57.6 percent chronically absent and 50.1 percent chronically truant Districtwide. Within high school, ninth and twelfth graders had the highest chronic absenteeism rates (58.7 and 58.4 percent, respectively), both increasing from the previous year. **Attendance was correlated with test score growth**: OSSE found that students who were not chronically absent demonstrated median or above-median growth in English Language Arts and Math, while growth declined as absenteeism severity increased.

Each year, OSSE selects new attendance analyses to explore. For the first time, this report presents two analyses of student absenteeism patterns. The first analysis examines absence rates around specific school days (e.g., holidays, snow days) to examine how attendance responds to events beyond our control. The second analysis is to explore the relationship between grade retention and attendance, as we have not previously explored absenteeism among retained students. These findings offer insights for understanding when and how absenteeism patterns may vary. Both analyses are descriptive instead of causal, and the results should be interpreted as such.[2] To briefly summarize the findings:

- Student attendance fluctuated throughout the 2024–25 school year, with the **lowest rates of attendance observed on days surrounding snow days**.
- **The year-over-year change in absenteeism for students who were retained was small and not statistically significant**, suggesting that retention is associated with persistently high absenteeism rather than a worsening trend.

[1] "Partially Absent" means the designation for a school day when a student is present for less than 60 percent of the instructional day. This applies to both excused and unexcused absence per 5-A DCMR § 2199.1.

[2] Descriptive analysis identifies patterns to answer questions like who, what, where, when, and how much. Causal analysis, by contrast, uses specific methods to isolate and measure the effects of variables in a cause-and-effect relationship. For more, see: Susanna Loeb, et al., *Descriptive Analysis in Education: A Guide for Researchers* (Mar. 2017), https://files.eric.ed.gov/fulltext/ED573325.pdf.

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- or partial-day unexcused absences during the school year.
    - Note: Beginning in the 2024-25 school year, OSSE updated its definition to include partial-day unexcused absences. Previously, only full-day unexcused absences were counted.
- *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.
- *Partial Absence* – The designation for a school day when a student is present for less than 60 percent of the instructional day. This applies to both excused and unexcused absences.[3]
- *Economically Disadvantaged* – A student for whom one or more of the following occurs during the school year:
    - Eligibility to receive 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 citywide 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 were only counted in these measures of chronic absenteeism if they were enrolled for at least 21 instructional days.

Unless explicitly stated, students enrolled in pre-K or adult grades are excluded from aggregate measures of chronic absenteeism because they are not of compulsory age. Under District statute, compulsory age is defined as students who are at least 5 years old as of September 30 of the reporting school year and 17 years old or younger at the time of the absence.

[3] D.C. Mun. Regs. tit. 5-A § 2199.1.

Measures of chronic truancy are limited to students of compulsory age and reflect the percentage of those students who accrue 10 or more full- or partial-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.[4]

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:[5]

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[6]

[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 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] 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.

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

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.

School Attendance Data Obligations: Schools are required to maintain an accurate daily record of attendance of all minors of compulsory age.[7] 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.[8] OSSE collects daily attendance for all students in a school, regardless of age, but OSSE does not collect data on student arrival times.[9] In the 2024-25 school year, schools were required to certify attendance to OSSE within 60 days after the end of a school year.[10] OSSE is required to publicly report on the state of attendance annually, and this report satisfies that statutory obligation.[11]

Definition of Present: DC has a consistent, Districtwide definition of presence that is established through attendance regulations approved by the State Board of Education.[12] 5-A DCMR § 2199 establishes that a student must be present for at least 60 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).[13] This is the definition of "present" that is used throughout this report.

Distance Learning: Students in routine distance learning must also abide by the 60/40 rule to qualify as present.[14] For situational distance learning, students are required to complete at least one instructional activity to be present for the day.[15] Only 2.1 percent of reported attendance codes in school year 2024-25 were for distance learning (1.7 percent routine distance learning and 0.5 percent situational distance learning).

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[7] D.C. Official Code § 38-203(a).

[8] D.C. Official Code § 38-202(a).

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

[10] D.C. Official Code § 38-203(i).

[11] D.C. Official Code § 38-203(k).

[12] *See* D.C. Mun. Regs. tit. 5-A §§ 2100-2199.

[13] D.C. Mun. Regs. tit. 5-A § 2199.

[14] D.C. Mun. Regs. tit. 5-A § 2101.14—2101.17.

[15] D.C. Mun. Regs. tit. 5-A § 2101.18.

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 or student handbook distributed at the beginning of every school year.[16] 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.[17]

Truancy Referrals: In the 2024-25 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.[18] 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.[19] 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.[20]

Student Support Teams: Schools are also required to refer any student that has accumulated five full day unexcused absences in one marking period to a school-based student support team (SST).[21] SSTs must meet within five days of the initial referral, working with the student and their family to understand the causes of the student's absences and effectuate a plan to address those underlying causes.[22] If a student accumulates ten full day unexcused absences during a school year, the SST shall notify the school's administrator with a plan for immediate intervention.[23] All schools are required to report on the work and impact of their SSTs,[24] and this information can be found in annual reports generated by District of Columbia Public Schools and the Public Charter School Board.

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.[25] In addition to students who are chronically absent because they have

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[16] D.C. Mun. Regs. tit. 5-A § 2102.

[17] D.C. Official Code § 38-203(c)(2).

[18] D.C. Mun. Regs. tit. 5-A § 2103.2(c)(1).

[19] D.C. Official Code § 38-208(c)(1)(A).

[20] D.C. Official Code § 38-208(c)(1)(B).

[21] D.C. Mun. Regs. tit. 5-A § 2103.2(c)(3).

[22] D.C. Mun. Regs. tit. 5-A § 2103.2(c)(3).

[23] D.C. Mun. Regs. tit. 5-A § 2103.2(c)(4).

[24] D.C. Official Code § 38-203(i)(A-i).

[25] D.C. Official Code §§ 38-502, 38-506.

chronic 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.[26]

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 2024-25 school year, 49 schools achieved an immunization rate of 90 percent or higher, and 153 schools achieved an immunization rate of 95 percent or higher in the four key immunization-schedule grades: Pre-K 3, Kindergarten, 7, and 11. In the 2024-25 school year, students in the key grades who were not compliant with their immunization requirements were eligible for exclusion beginning on Dec. 9, 2024. Families of excluded students acted quickly to bring their child into immunization compliance, and on average excluded students returned to school after 4.6 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.

[26] *School Immunization Policy: School Year 2024-25*, OFF. OF THE STATE SUPERINTENDENT OF EDUC. (July 2024), https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/School_Immunization_Policy_SY2024-25.pdf.

Data Quality and Accountability

OSSE has built data infrastructure and systems to support collecting accurate attendance data. OSSE provides attendance data to school leaders to assist them in taking data-driven approaches to improving student attendance.

OSSE also provides multiple avenues to support schools and LEAs in improving data quality. Since OSSE began tracking attendance in 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 2024-25, LEAs certified their data at three points during the school year. Prior to the annual December 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.[27]
    - *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.

For accountability, OSSE highlights the importance of attendance to the public through this report and the DC School Report Card (DCRC - DC Overall). 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.

[27] 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

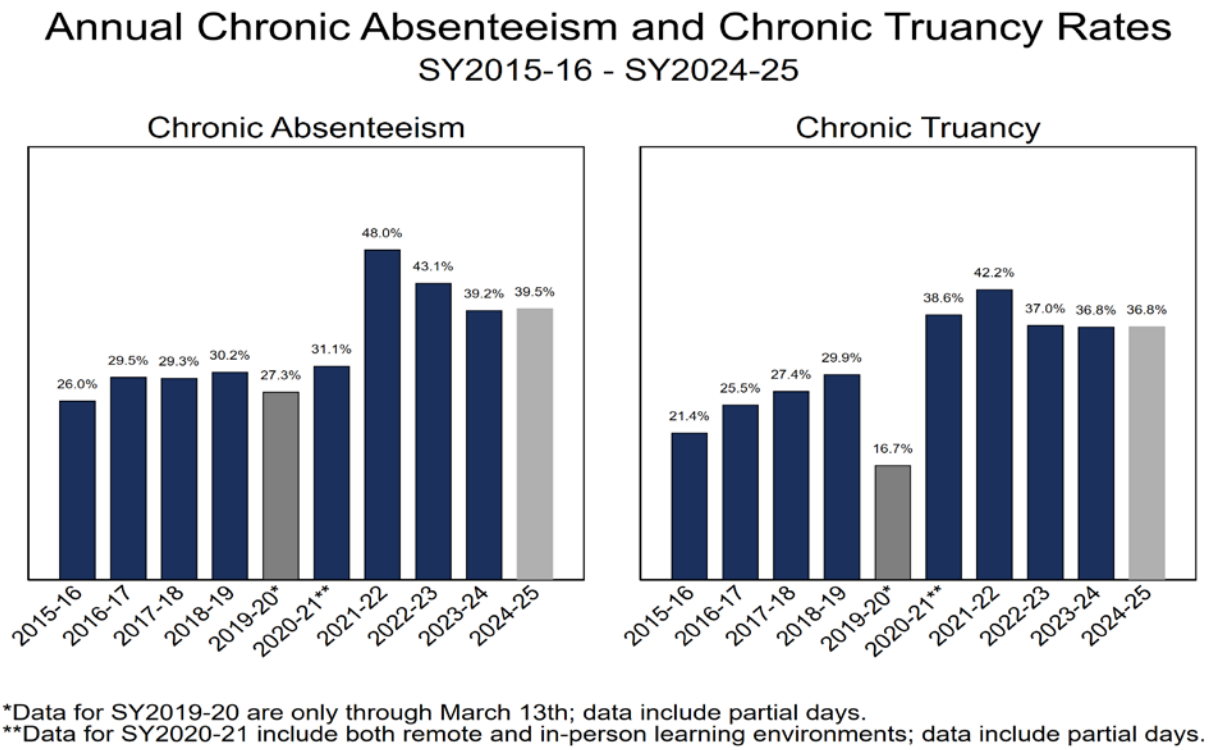
School year 2024-25 in Focus

This section presents trends in student attendance during the 2024–25 school year, with a focus on chronic absenteeism and chronic truancy. To support accurate year-over-year comparisons, chronic truancy rates from prior years have been recalculated using the updated definition, which includes both partial- and full-day unexcused absences. This adjustment applies to all figures in this section that report chronic truancy rates from prior years and may result in higher rates than previously reported.

Figure 1 highlights the year-over-year trends in chronic absenteeism and chronic truancy since OSSE began tracking attendance data in the 2015–16 school year.

- In the 2024–25 school year, the chronic absenteeism rate was 39.5 percent, a modest increase of 0.3 percentage points from the 2023-24 school year.
- The chronic truancy rate held steady at 36.8 percent, showing no change from the 2023–24 school year.

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 cumulative monthly chronic absenteeism rates over the past seven school years, with each rate reflecting all instructional days from the start of the school year through the end of each month. [28]

- In school year 2024–25, chronic absenteeism began at 23.6 percent in September and rose steadily—by approximately two-and-a-half percentage points per month—through February.
- By February's end, the chronic absenteeism rate surpassed the 2023–24 rate by 1.6 percentage points, but it declined modestly from March to May, bringing it back in line with or slightly below the prior year.
- In June, however, the rate rose to 39.5 percent, exceeding the 2023–24 chronic absenteeism rate by 0.3 percentage points.
    - While late-year increases are a recurring pattern—often linked to decreased engagement near the end of the school year, or the "spring slide"—the May-to-June increase in 2024–25 was larger than in previous years, contributing to the overall rise.[29]

(*Continued on the next page)*

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

[29] Attendance Works, *Avoiding the Attendance Slump: Strategies to Maximize Learning Time in June* (2017), https://attendanceworks.org/wp-content/uploads/2017/09/Attendance-Slump-Resource-Guide.pdf.

Figure 2. ***State-level rates of Cumulative Chronic Absenteeism, by Month and School Year***

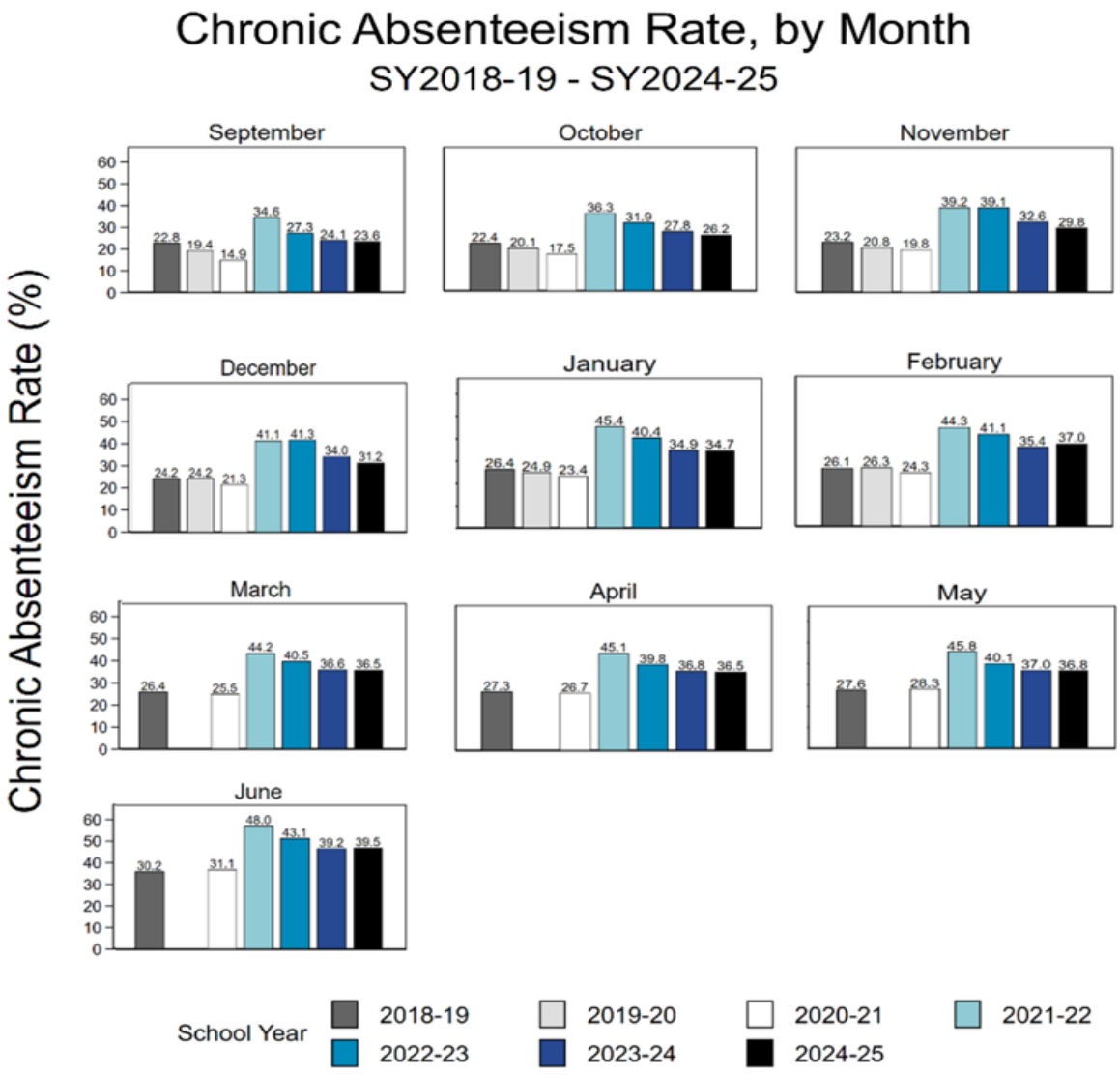
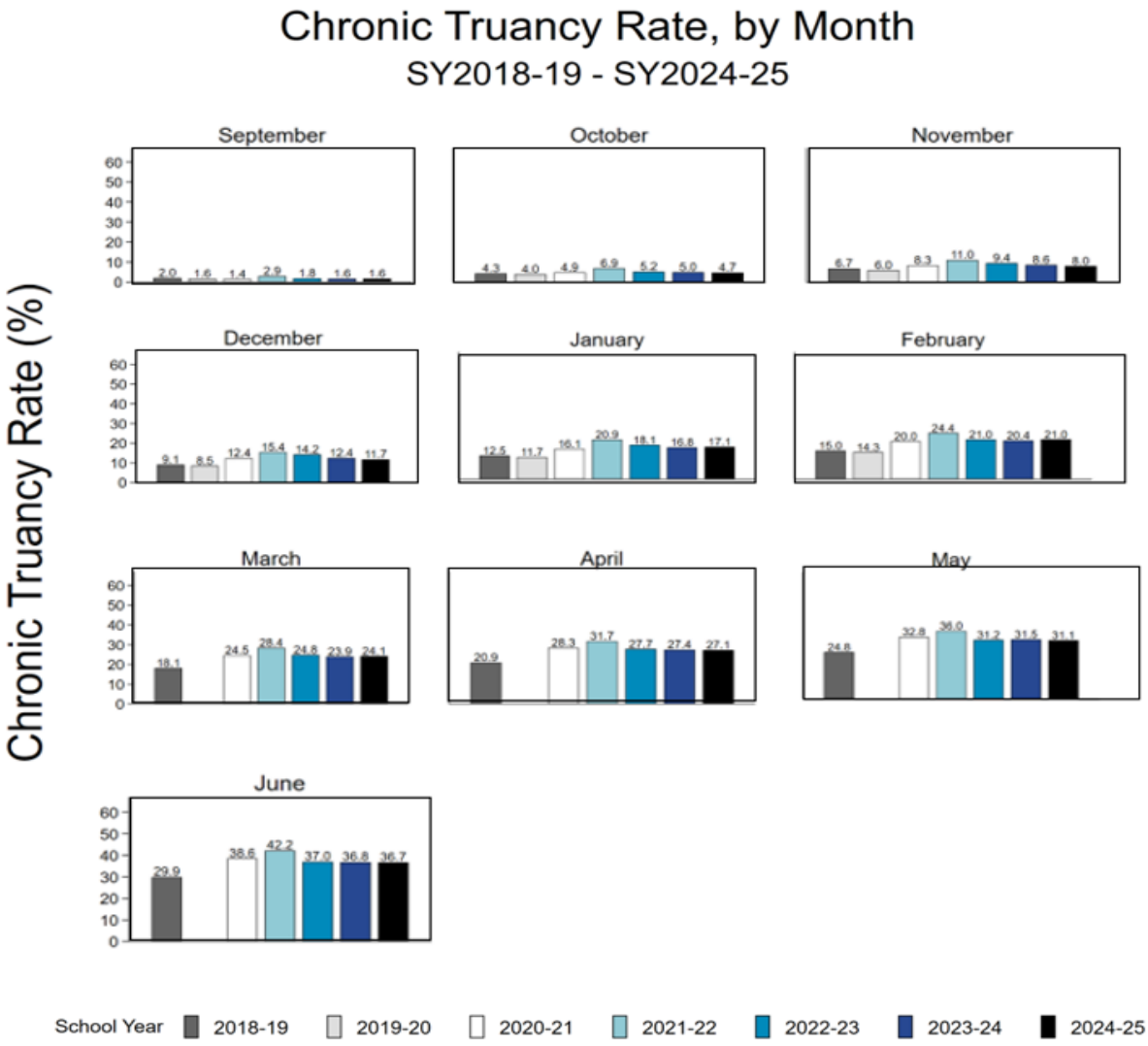


Figure 3 shows the cumulative monthly rates of chronic truancy over the past seven school years.[30]

- In the 2024–25 school year, chronic truancy began at 1.6 percent in September, matching the rate from the 2023–24 school year.
- Rates then increased steadily by 3 to 4 percentage points per month through December, remaining below the prior year.
- In January, the rate jumped by 6.6 percentage points, surpassing the 2023–24 school year chronic truancy rate and staying above it through the end of March.
- Chronic truancy rates fell in April and remained lower until the end of June.

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

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



Note: The chronic truancy rate for the 2024–25 school year was 36.7% as of the end of June. This rate increased slightly to 36.8% after accounting for extended-year schools, which remain open beyond June and are included in the final data pull conducted in July.

Taken together, chronic absenteeism and chronic truancy trends in the 2024–25 school year show variation across the academic calendar, with chronic absenteeism increasing slightly year-over-year and chronic truancy remaining relatively stable.

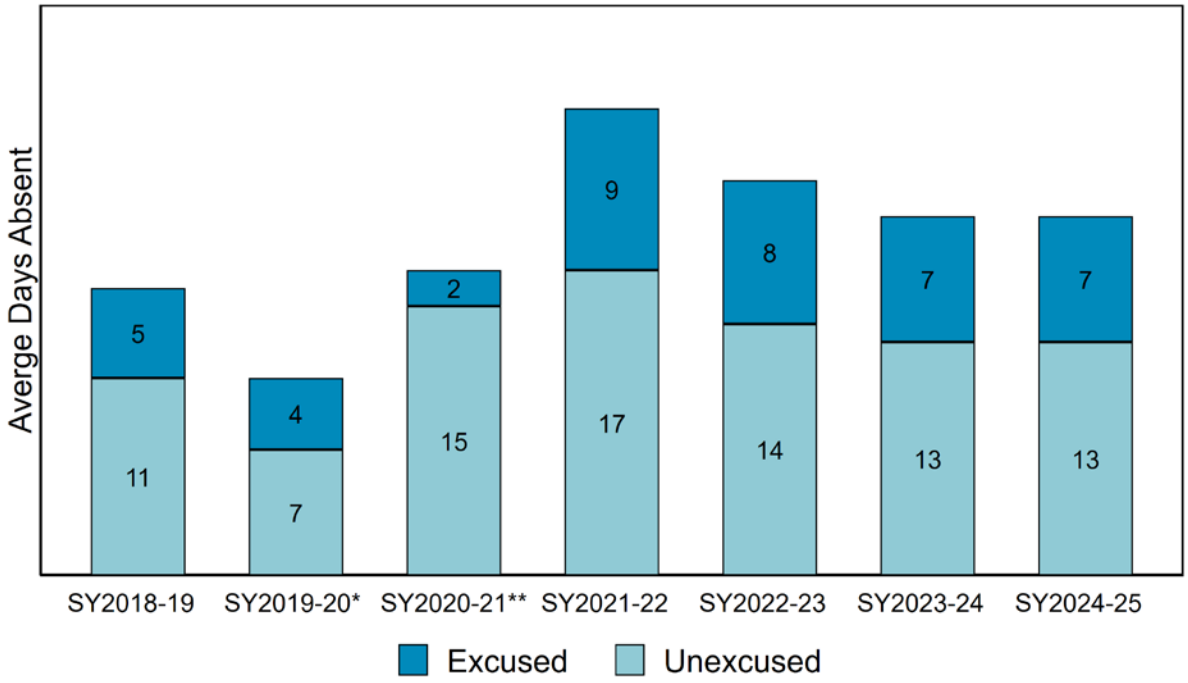
To provide additional context on the nature of these absences, Figure 4 presents the average number of excused and unexcused absences per compulsory-aged student by school year.

As shown in Figure 4:

- Sixty-five percent of all absences in the 2024–25 school year were unexcused, and 35 percent were excused.

- The average number of excused and unexcused absences per student remained unchanged from the 2023–24 school year, aligning with the relatively stable chronic absenteeism and chronic truancy rates over the same period.

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.

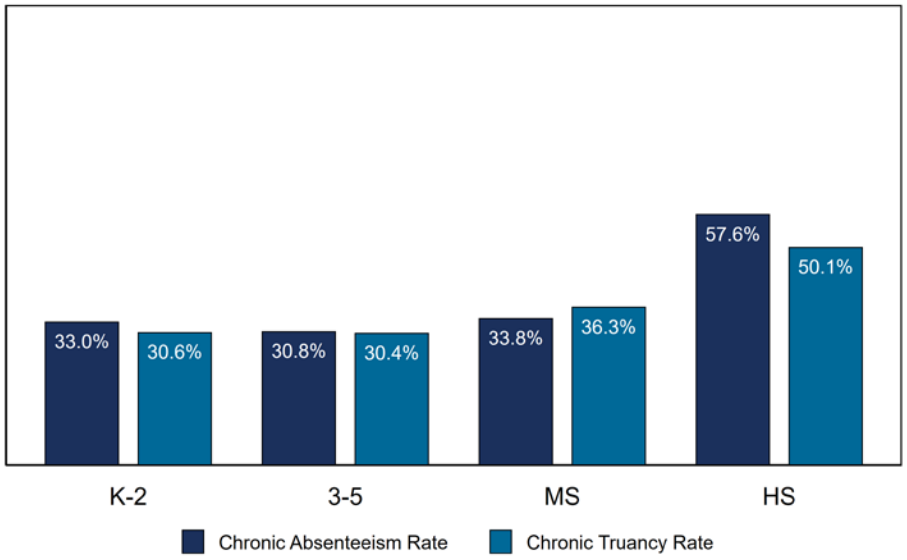
2024-25 Populations in Focus

Grade Level

Figure 5 presents chronic absenteeism and chronic truancy rates in the 2024–25 school year by grade band.

- Chronic absenteeism and chronic truancy rates are highest among high school students, with 57.6 percent of high schoolers chronically absent, compared to less than 34 percent in other grade bands.
- Similarly, 50.1 percent of high school students were chronically truant, while rates in all other grade bands were less than 37 percent.
- One notable trend is that chronic truancy rates exceeded chronic absenteeism rates in middle school—an exception to the pattern seen across other grade bands.
    - In the 2024–25 school year, more than 600 additional middle school students were classified as chronically truant but not chronically absent, as they did not miss more than 10 percent of instructional days.[31]

Figure 5. ***Chronic Absenteeism and Chronic Truancy by Grade band (2024-25)***

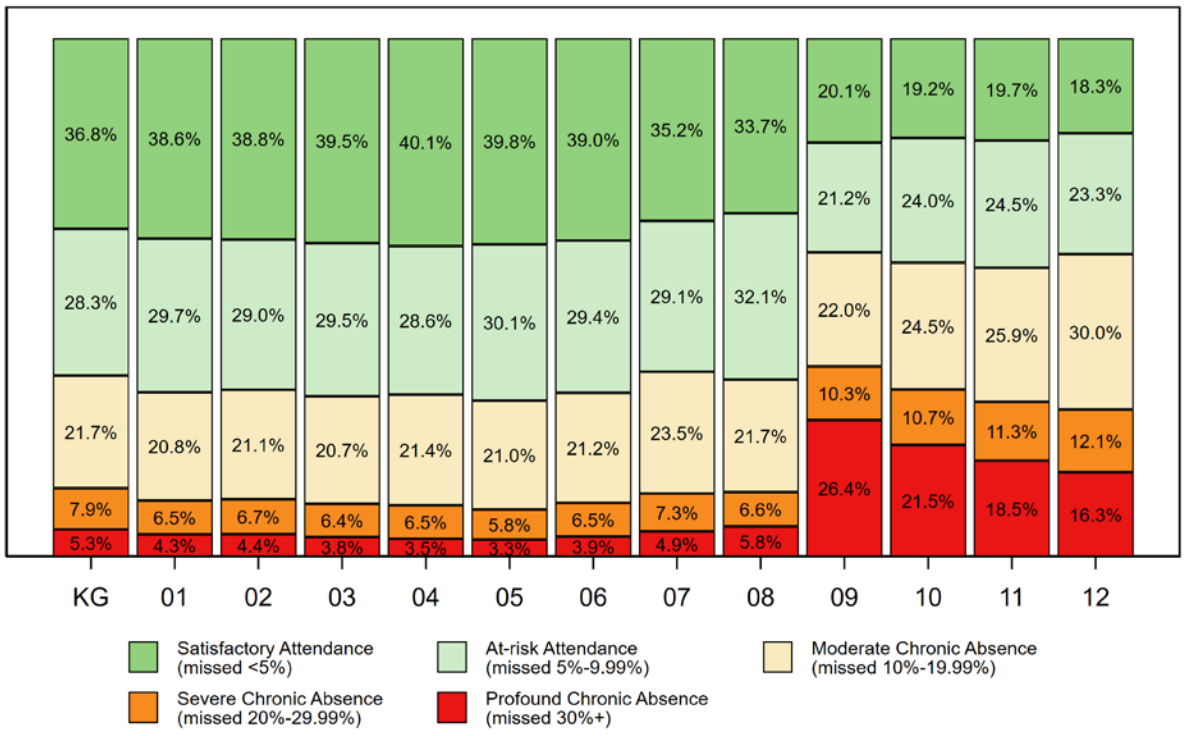


[31] Appendix Figure B.1 shows that year-over-year trends in chronic absenteeism varied by grade band. Compared to 2023–24, chronic absenteeism rates decreased by 0.8 percentage points in grades K–2 and 6–8 but increased by 0.6 percentage points in grades 3–5 and 1.6 percentage points in grades 9–12.

Figure 6 shows the distribution of absenteeism across the five risk tiers by grade level (see “Background and Definitions” for more information on risk tiers).

- In the 2024–25 school year, consistent with trends from previous years, ninth and twelfth graders had the highest rates of chronic absenteeism within the high school grade band: 58.7 percent of ninth graders and 58.4 percent of twelfth graders were chronically absent, representing increases of 1.0 and 2.3 percentage points, respectively.
- In contrast, rates declined among tenth and eleventh graders: chronic absenteeism among tenth graders fell 1.2 percentage points (from 56.7 to 55.5 percent) and 2.6 percentage points among eleventh graders (from 55.7 percent to 53.1 percent).

Figure 6. ***Absenteeism Risk Tiers by Grade (2024-25)***



Student Groups

In the 2024–25 school year, chronic absenteeism and truancy rates showed significant differences across student demographic groups with patterns largely consistent year over year.

Appendix B presents figures (B.3–B.15) comparing these rates for specific student groups to their peers. To better understand the extent of these differences, OSSE used logistic regression models to estimate the likelihood of students being chronically absent or chronically truant. The models for both outcomes controlled for characteristics such as race/ethnicity, economic disadvantage, and gender (see Appendix D, Tables D.1 and D.2 for full model details).

The analysis of chronic absenteeism revealed several student characteristics associated with higher odds of being chronically absent:

- Economically disadvantaged students were three times more likely to be chronically absent than their non-disadvantaged peers.
- Students who attended multiple schools during the year were 3.2 times more likely to be chronically absent than those who stayed in a single school.
- High school students who were at least one year older than the expected age for their grade were 3.1 times more likely to be chronically absent.
- In contrast, English learners were 5 percentage points less likely to be chronically absent than non-English learners.

While chronic absenteeism showed notable disparities, the differences became even more pronounced when examining chronic truancy.

For chronic truancy in the 2024–25 school year:

- Black or African American students were 8.9 times more likely to be chronically truant than white students and 4.1 times more likely to be chronically absent.
- Similarly, Hispanic or Latino students were 6.0 times more likely to be chronically truant and 3.2 times more likely to be chronically absent than their white peers who did not identify as Hispanic or Latino.

These data are consistent with national trends.[32]

Despite some year-over-year changes, many of these disparities persisted into the 2024–25 school year. The relative gaps in chronic truancy narrowed slightly, whereas disparities in chronic absenteeism

[32] *See* Nat Malkus, *Long COVID for Public Schools: Chronic Absenteeism Before and After the Pandemic*, AM. ENTER. INST. (Jan. 2024), https://www.aei.org/wp-content/uploads/2024/01/Long-COVID-for-Public-Schools.pdf?x85095 (showing racial differences in chronic absenteeism); Carolyn Jones & Daniel J. Willis, *New California Absenteeism Data Shows Big Discrepancies Between White, Black Students*, EDSOURCE (Dec. 23, 2020), https://edsource.org/2020/new-california-absenteeism-data-shows-big-discrepancies-between-white-black-students/645485 (showing racial differences in the rates of excused absences).

remained largely consistent. These findings reflect persistent disparities in attendance outcomes, particularly among students of color and those experiencing economic disadvantage.

Attendance and Test Score Growth

Research from OSSE and other states has consistently shown that student attendance is closely linked to performance on standardized tests.[33] While student assessment performance is associated with background characteristics such as economic disadvantage, well-designed growth measures focus on changes in achievement over time, which gives each student an opportunity to demonstrate strong performance on the metric regardless of their previous years' performance.[34] To assess student growth, OSSE uses a Student Growth Percentile (SGP) measure, which compares a student's progress to that of academically similar peers. SGPs are calculated for students in grades 4–8 who took the DC CAPE assessment in both the 2023–24 and 2024–25 school years.[35] An SGP of 50 represents median growth in exam scores from one year to the next.

Figures 7 and 8 display the median SGP in English language arts (ELA) and math by chronic absenteeism risk tier.

- In both subjects, students who were not chronically absent showed median or above-median growth, while those who were chronically absent showed below-median growth.
- Growth declined further as the severity of absenteeism increased.[36]

(*Continued on the next page)*

[33] *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/.

[34] 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.

[35] *See* 2025 DC School Report Card Technical Guide, OFF. OF THE STATE SUPERINTENDENT OF EDUC. (June 2025), https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2025%20Report%20Card%20Technical%20Guide%20%28June%202025%29%20%281%29.pdfhttps://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2025%20Report%20Card%20Technical%20Guide%20%28June%202025%29%20%281%29.pdf (for more detailed information).

[36] To better understand the relationship between attendance and academic growth, OSSE conducted a regression analysis that controlled for student characteristics such as economic disadvantage, race/ethnicity, disability status, and English learner status. The 2024–25 findings were consistent with trends from previous years: students with stronger attendance generally showed greater academic growth—particularly in ELA—underscoring the importance of consistent school attendance. Because the results closely mirrored prior years, detailed output is not presented here for brevity.

Figure 7. ***ELA Median Growth Percentile by Chronic Absenteeism Risk Tier (2024-25)***

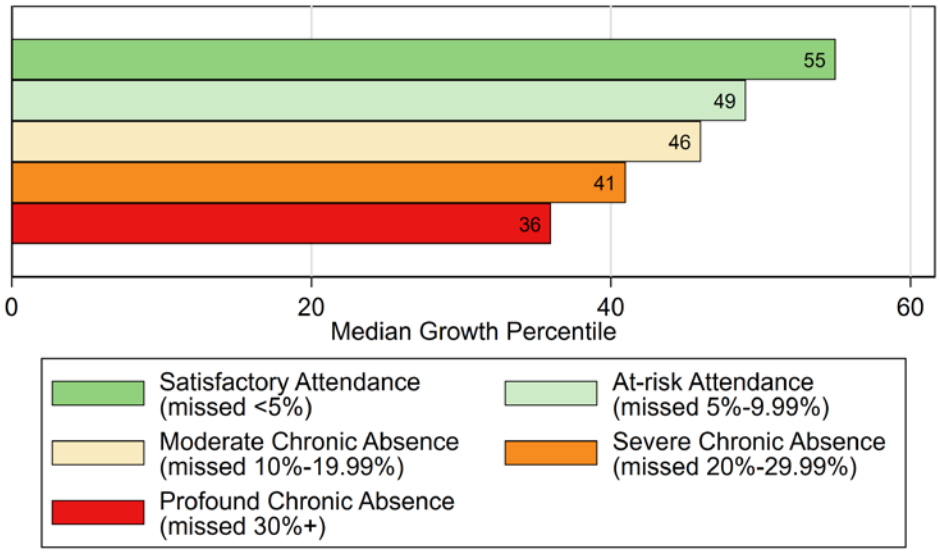
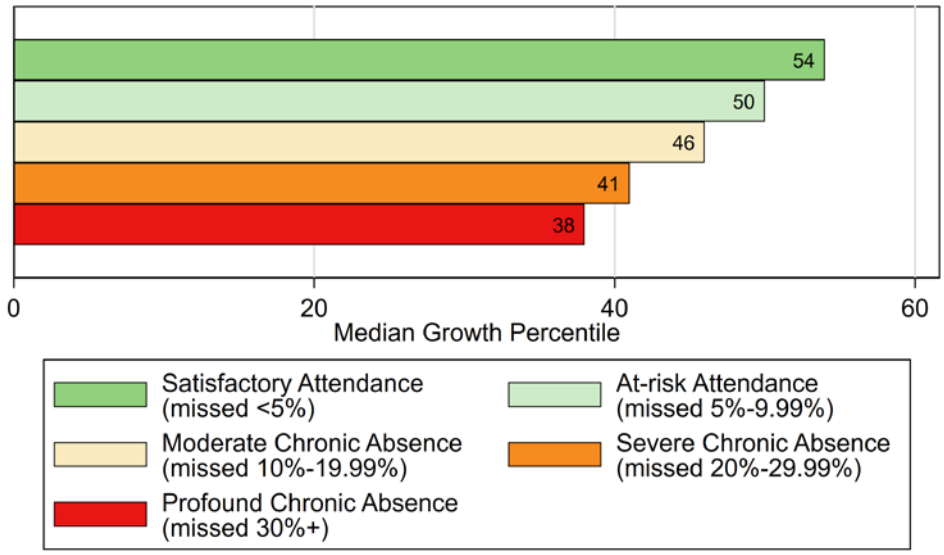


Figure 8. ***Math Median Growth Percentile by Chronic Absenteeism Risk Tier (2024-25)***



Descriptive Insights into Student Absenteeism

This section explores patterns in student absenteeism through two focused analyses that OSSE performed for the first time.

The first analysis examines which types of school days—such as those surrounding holidays or snow days—are associated with the highest absence rates. The second analysis investigates the relationship between grade retention and attendance, examining the attendance patterns of students who were retained compared to students who were promoted. Together, these insights provide valuable context for understanding when and how absenteeism patterns may vary.

Daily Attendance Patterns

Student attendance varies throughout the school year, often in response to the school calendar and external events. This section examines which days—such as those surrounding holidays, snow days, half days, or community observances—are associated with higher rates of student absences. In addition to analyzing overall trends, we disaggregate monthly attendance by ward to explore geographic variation and by grade band to identify differences across student age groups.

Daily Attendance and Day Type. Figure 9 presents a visual timeline of daily attendance during the 2024–25 school year, with color-coded markers indicating key contextual factors that may influence attendance patterns. The sample includes K–12 students enrolled in District of Columbia Public Schools (DCPS) and public charter schools (PCS).

To ensure consistency across school sectors with differing academic calendars, the analysis focuses on instructional days between August 26, 2024, and June 18, 2025—dates aligned with the DCPS calendar, which offers the greatest overlap with PCS instructional days. However, due to calendar variation, some instructional days within this range may reflect attendance for only one sector (e.g., when DCPS was in session, but PCS were not, or vice versa). These differences help explain certain dips in attendance—particularly those without a corresponding marker in Figure 9—as they often reflect days when fewer schools were in session. On such days, attendance rates are based on a smaller and potentially less representative sample of students, which can lead to greater fluctuations.

After accounting for these calendar-related variations, the analysis focused on the following types of days to determine whether attendance tended to be lower on these dates (see Appendix Table D.3 for a full list of dates that were considered for each category):

- **Day Before/After No-School Days**: These include days immediately preceding or following federal holidays, professional development days, or parent-teacher conferences based on the DCPS calendar. Note that some public charter schools remained open on these dates.
- **Day Before/After Snow Days**: These are days immediately before or after official snow days—when DCPS closed schools due to snowfall. For example, January 3 and February 11 occurred before snow days, while January 8 and February 13 followed them. Note that some public charter schools remained open on these dates.
- **DCPS Snow Days**: January 6–7 and February 12 were days when DCPS schools were closed due to inclement weather; however, some public charter schools remained open on these dates.

- **Religious Observance Days**: These include both full-day and evening-only religious observances, such as Rosh Hashanah and Diwali, which may influence attendance for students who observe them.
- **Community Observance Days**: Unofficial days of significance within the community that may lead to increased absences, such as February 3, recognized by some as "A Day Without Immigrants."

Several attendance patterns emerge from Figure 9:

- The lowest attendance rates tend to occur on days immediately before scheduled no-school days and on days surrounding snow days.
    - Among these, **the day before a snow day had the lowest attendance rate.**
    - The average attendance on these days was 76.7 percent, compared to 86.4 percent on regular school days **(see Figure 10)**.
    - A logistic regression analysis confirmed that the odds of being present on the day before a snow day were significantly lower than on a regular instructional day (OR = 0.52, 95% CI = [0.51, 0.52], $p < .05$).[37]
- There was also a notable drop in student attendance on the one identified community observance day—February 3, which coincided with the national "A Day Without Immigrants" movement.
    - Attendance on this day was significantly lower than the daily average on regular school days (78.3 percent vs 86.4 percent, respectively; see Figure 10), suggesting that community-led events may also influence attendance patterns.

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[37] The logistic model assessed the likelihood of attendance on the different types of days by comparing their rates to regular school days.

Figure 9. Daily In-Seat Attendance Rates (2024-25)

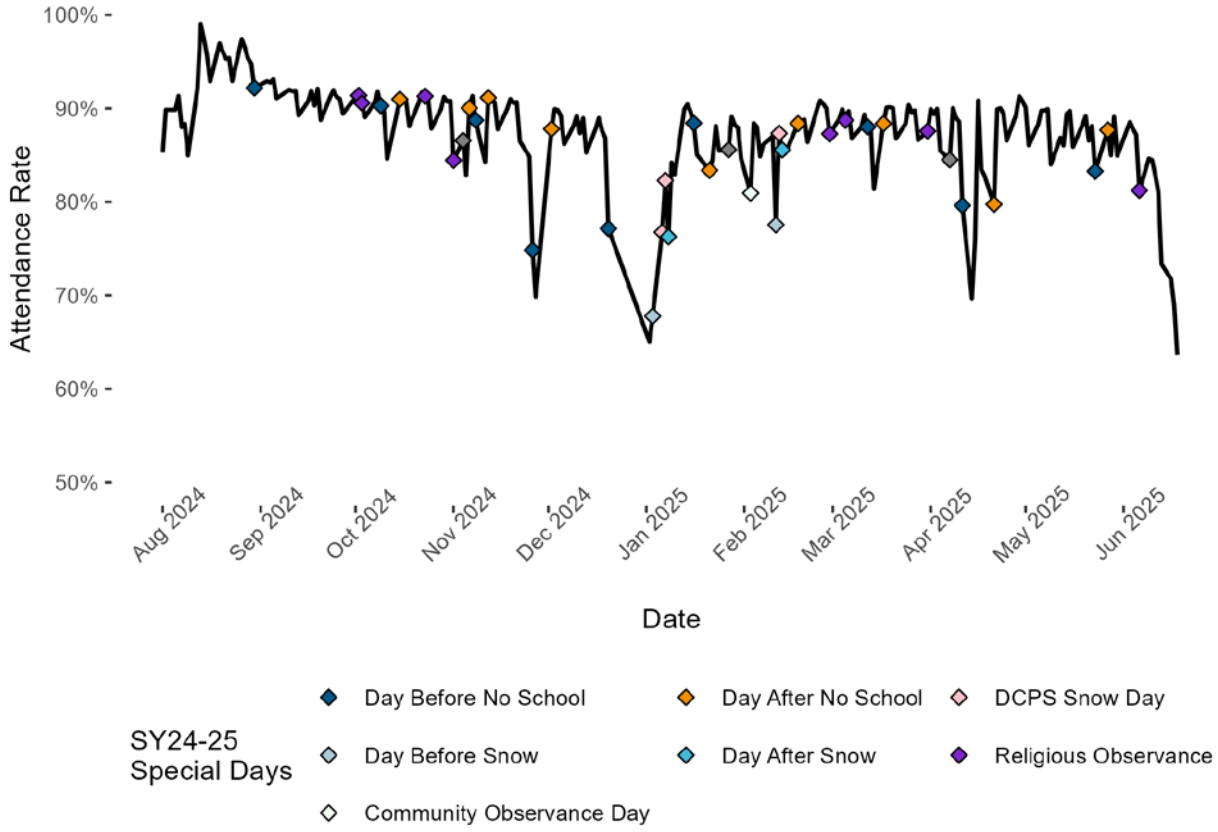
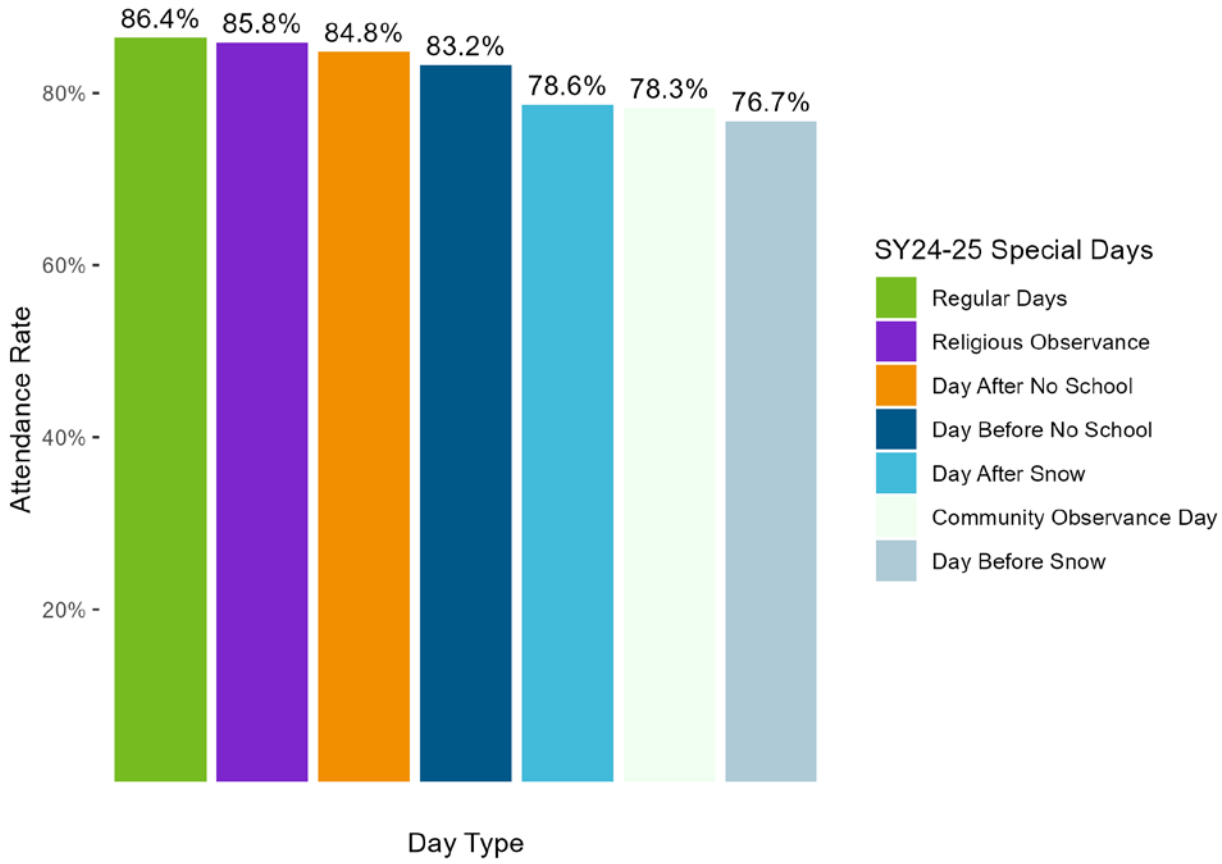


Figure 10. Average Attendance Rates by Day Type (2024-25)

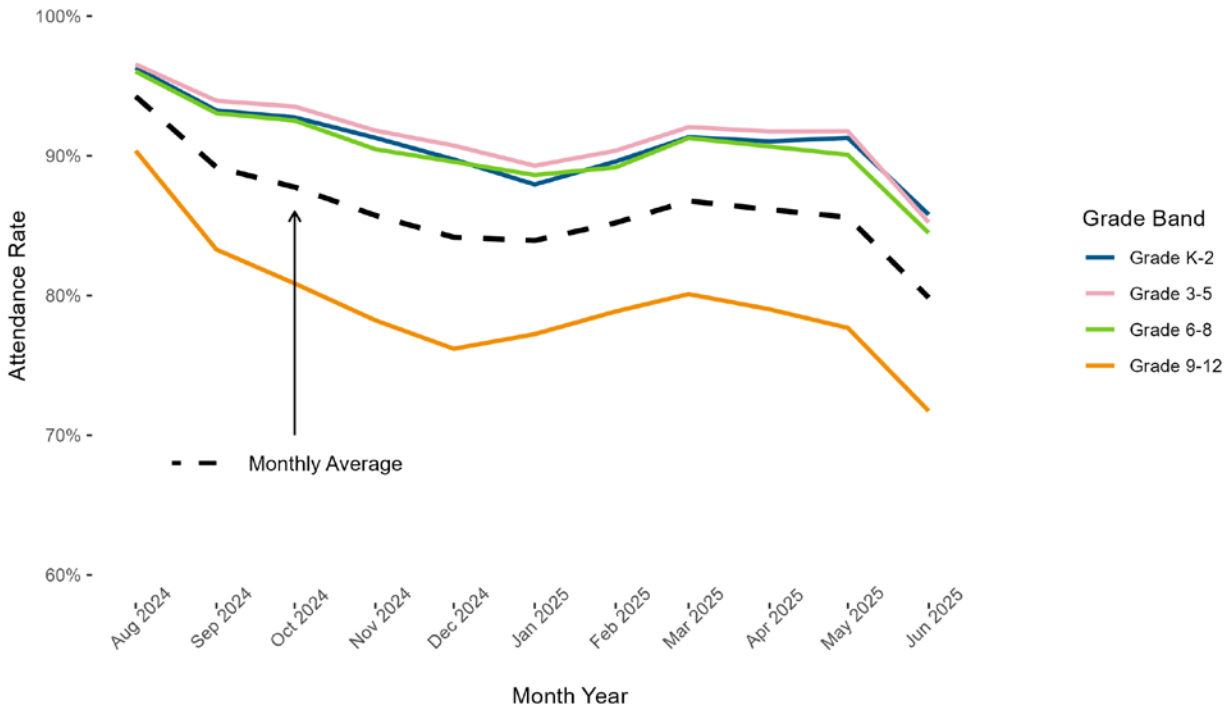


Note: Days Before/After No School, Days Before/After Snow Days, and Snow Days are based on dates from the DCPS calendar.

Monthly Attendance by Grade Band. Figure 11 presents monthly attendance rates for the 2024–25 school year, disaggregated by grade band (K–2, 3–5, 6–8, and 9–12). Each grade band is represented by a solid color-coded line, while the overall monthly average attendance rate is shown as a dashed black line.

- Overall, attendance rates began the year relatively high—above 90% in August—but declined steadily through December.
- After a brief increase between December and February, rates fluctuated slightly before falling again in the spring, reaching their lowest point—just under 80%—in June.
- When comparing grade bands, attendance rates for grades 9–12 consistently fell below the overall average, with high school students exhibiting the lowest attendance across all months.
- In contrast, attendance rates for students in grades K–2, 3–5, and 6–8 were closely clustered together and remained above the overall average each month.
    - This pattern highlights **a persistent gap in attendance between high school students and their younger peers.**

Figure 11. Monthly Attendance Rate by Grade Band (2024-25)

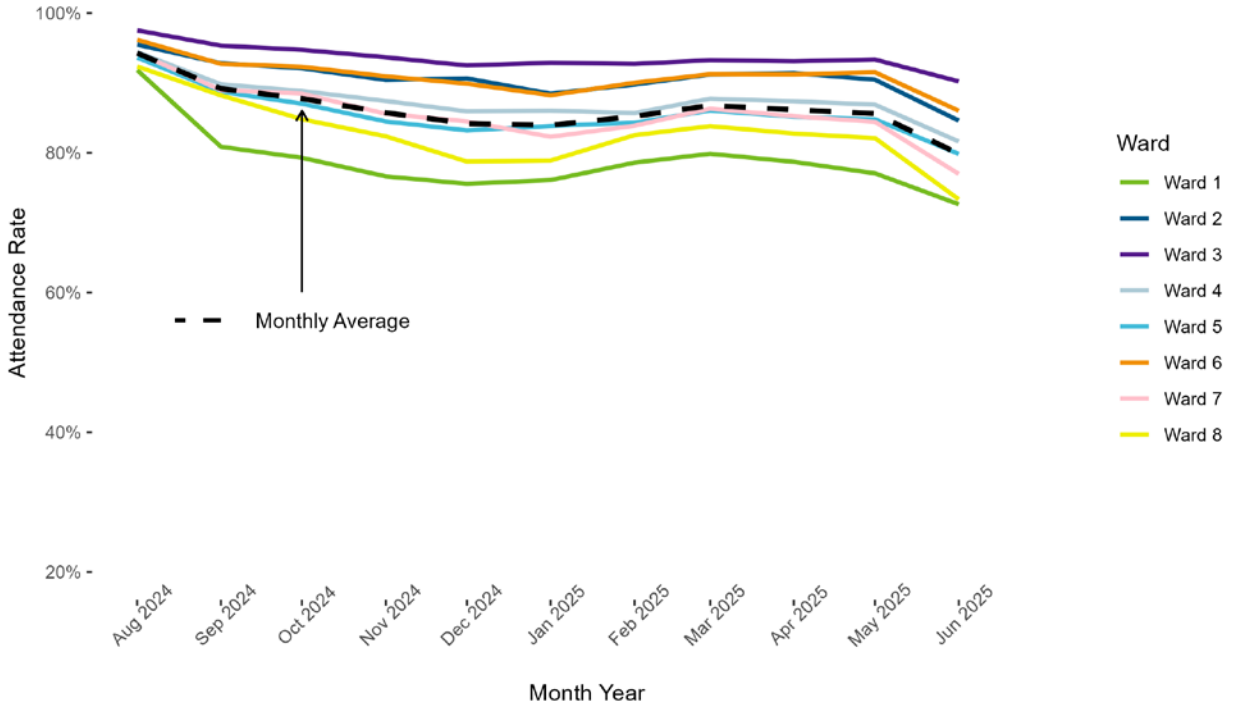


Monthly Attendance by School Ward. Figure 12 displays monthly attendance rates for the 2024–25 school year disaggregated by school ward, with each ward represented by a solid color-coded line and the overall monthly average attendance rate shown as a dashed black line.

- Across the school year, most wards followed a similar month-to-month pattern in attendance—starting high in August, declining through December, briefly rising in the winter months, and falling again toward June. While the overall trend was consistent across wards, the levels of attendance varied:
    - Ward 3 consistently reported the highest monthly attendance rates throughout the year.
    - Wards 6 and 2 also maintained above-average attendance.
    - Wards 4, 5, and 7 tended to track closely with the overall average.
    - Wards 1 and 8 consistently recorded attendance rates below the average each month.

This pattern suggests that while attendance behaviors across wards respond similarly to seasonal and calendar-related factors, there are persistent differences in attendance levels that may reflect underlying community-specific challenges.

Figure 12. Monthly Attendance by School Ward (2024-25)



Grade Retention and Chronic Absenteeism

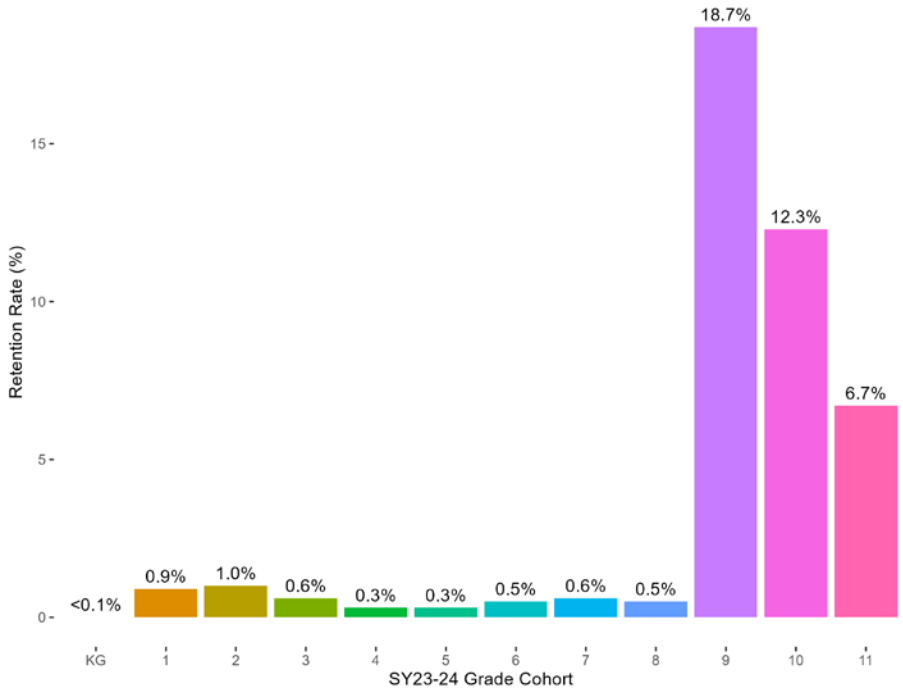
This analysis examines whether students who were retained between the 2023–24 and 2024–25 school years were more likely to be chronically absent than students who were promoted. The goal is to describe patterns in attendance outcomes over time, not to determine whether retention causes changes in absenteeism.

Retention rates were first assessed among students in grades K–11 who were enrolled in both school years. Twelfth-grade students were excluded, as those who were not retained would have graduated and thus would not appear in the 2024–25 data.

Figure 13 shows retention rates for kindergarten through grade 11 cohorts in the 2023–24 school year (see also Appendix Table D.4).

- **In elementary and middle school—fewer than 75 students (1 percent) per grade were retained**.
- However, retention was more common in high school:
    - 18.7 percent of 9th graders,
    - 12.3 percent of 10th graders, and
    - 6.7 percent of 11th graders were retained in 2023–24.
- Based on these patterns, the analysis focuses on students in grades 9–11.
- The final sample includes 16,315 students who were continuously enrolled in DCPS and PCS across both years.
    - Students were grouped by their 2023–24 grade level, and outcomes were compared between those who were retained and those who were promoted.

Figure 13. Retention Rate by SY23-24 Grade Cohort



Appendix Table D.6 presents chronic absenteeism rates for retained and promoted students in both years.

- Promoted students had chronic absenteeism rates between 45% and 60%, while
- Retained students had significantly higher rates—over 90% in both years.

This is not unexpected, as chronic absenteeism is often a contributing factor to retention. For example, DC law states that "no [DCPS] student with more than 30 unexcused absences in a school year shall be promoted unless the principal submits a written justification to the Chancellor before the promotion is made."[38]

To examine how attendance outcomes changed over time for retained and promoted students, a logistic regression model was used. The model included indicators for student group (retained vs. promoted), time period (2023–24 vs. 2024–25), and an interaction between the two to assess whether changes over time differed by group. Controls were included for student characteristics (e.g., race/ethnicity, gender, economic disadvantage), along with fixed effects for student cohort (based on 2023–24 grade level). Standard errors were clustered at the school level to account for similarities among students within the same school. This model is intended to be descriptive and correlational, not causal—it highlights patterns in attendance outcomes across groups and time while accounting for students' different starting points.

Appendix Table D.7 summarizes the regression results.

- While retained students consistently had higher rates of chronic absenteeism, **the year-over-year change in absenteeism—relative to promoted students—was relatively small and not statistically significant**.

There are several important considerations to make when interpreting the findings of this analysis.

First, the reasons for student retention are not captured in the data. Students may be retained due to chronic absenteeism, academic struggles, behavioral concerns, or a combination of factors. Without this context, it is difficult to determine whether retention itself is positively or negatively associated with future absenteeism.

Second, the analysis includes only students who were continuously enrolled in DC public or public charter schools across both the 2023–24 and 2024–25 school years. Students who transferred out of the District, enrolled in private schools, or dropped out were excluded, which may limit the generalizability of the findings.

Third, students were classified based on their highest grade level each year, which may not fully capture mid-year retention or promotion decisions. This could lead to some misclassification, especially for students who repeated a grade but advanced later in the year.

Finally, although the regression model accounts for several student characteristics and includes cohort and school-level adjustments, the analysis is descriptive and correlational in nature. It does not establish

[38] DC Code § 38-781.02(c)(2).

a causal relationship between retention and attendance outcomes, and the results should be interpreted as patterns rather than evidence of impact.

Conclusion

In the 2024–25 school year, both chronic absenteeism and truancy rates remained largely unchanged: chronic absenteeism increased slightly by 0.3 percentage points to 39.5 percent, while chronic truancy held steady at 36.8 percent. These rates remain above the most recently reported national average—23.5 percent in 2023-2024—underscoring the continued need for targeted and sustained efforts to improve student attendance across the District.[39]

Chronic absenteeism remained closely linked to lower test score growth in both English Language Arts and Math. Students who were not chronically absent demonstrated median or above-median growth, while those with higher levels of absenteeism showed progressively lower growth. These findings reinforce prior research from OSSE and other states showing that consistent attendance supports stronger academic outcomes, particularly in year-over-year student progress.

This report also examined patterns in student absenteeism for the first time. Attendance during the 2024–25 school year was, in part, tied to the school calendar and external events, with notable declines on days surrounding holidays, snow closures, and events external to the school. Looking at patterns by grade bands, high school students had consistently lower attendance than younger peers, and those who were retained between 2023–24 and 2024–25 were significantly more likely to be chronically absent. However, year-over-year changes in chronic absenteeism among retained high school students were not statistically different from those promoted.

While overall rates of chronic absenteeism and truancy may have remained steady in 2024–25, there has been a continued commitment of families, educators, and communities to supporting student attendance and engagement. The OSSE 2024-25 Attendance Report shows that much work remains in getting children to school consistently. Through data that can deepen our collective understanding of when and why absences occur—and targeting supports to meet students' diverse needs—the District can continue working together toward more consistent attendance and stronger outcomes for all students.

[39] Malkus, N. (2025). *Lingering Absence in Public Schools: Tracking Post-Pandemic Chronic Absenteeism into 2024*. American Enterprise Institute. https://www.aei.org/research-products/report/lingering-absence-in-public-schools-tracking-post-pandemic-chronic-absenteeism-into-2024/#scrollSection2

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- or partial-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 full- or partial-day 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 by Grade Band (2023–24 to 2024–25)***

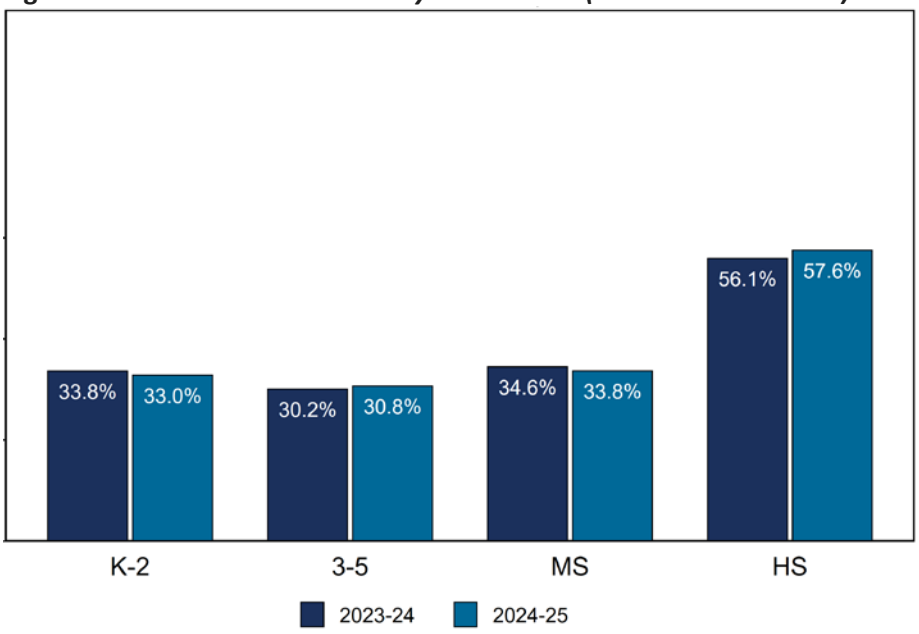


Figure B.2. ***Absenteeism Risk Tiers by Grade (2023-24)***

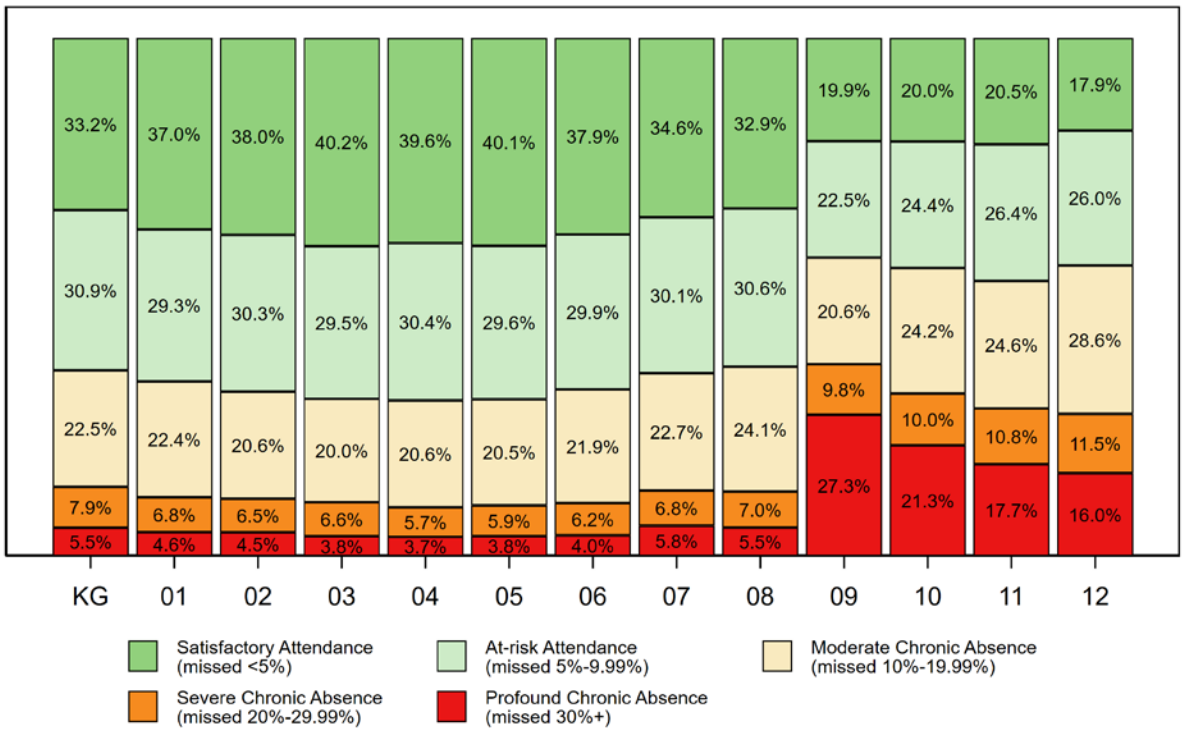


Figure B.3. ***Chronic Absenteeism and Truancy Rates by Special Education Service Hours (2024-25)***

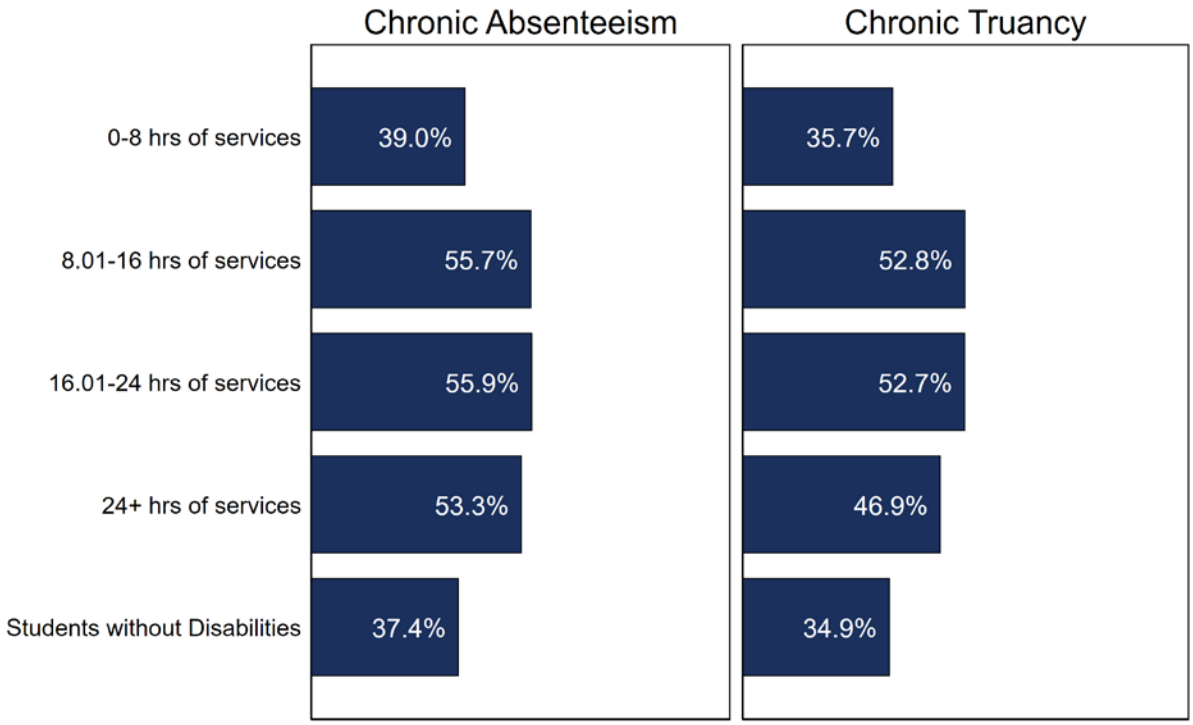


Figure B.4. ***Chronic Absenteeism and Chronic Truancy by Economic Disadvantage Status (2024-25)***

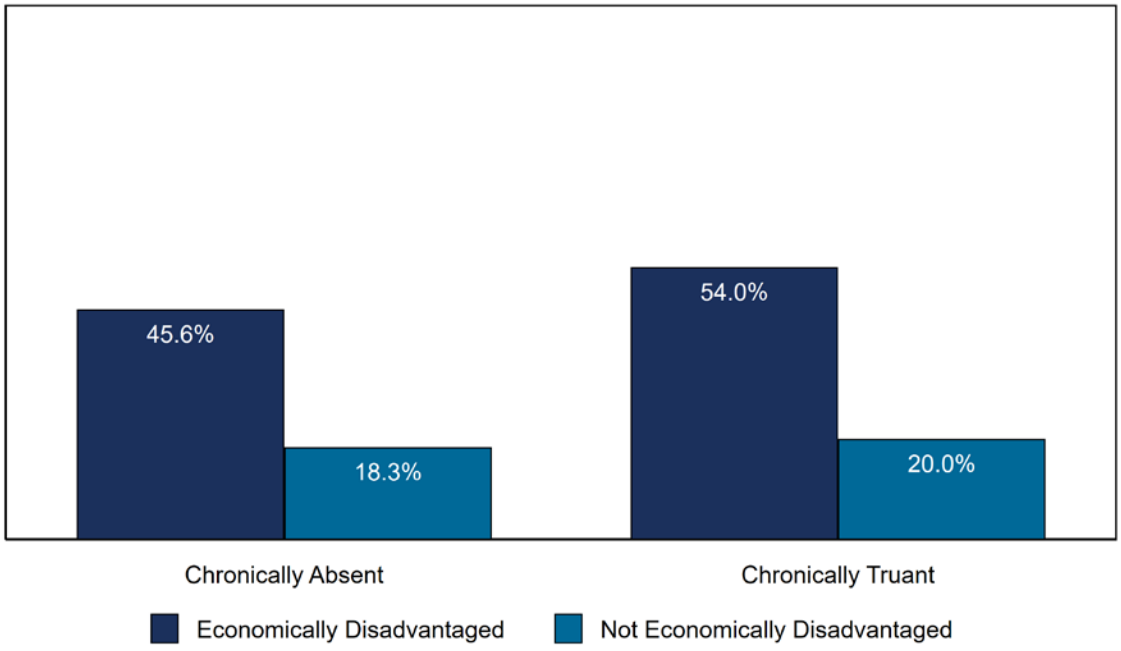


Figure B.5. ***Chronic Absenteeism and Chronic Truancy by TANF/SNAP Eligibility (2024-25)***

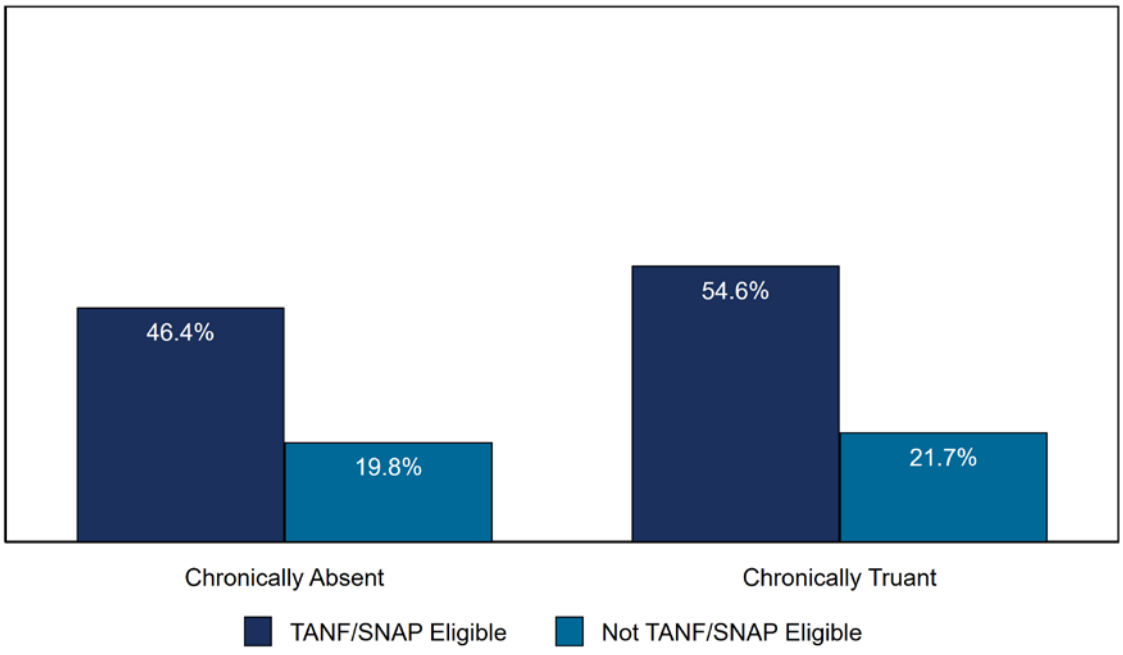


Figure B.6. ***Chronic Absenteeism and Chronic Truancy by CFSA Status (2024-25)***

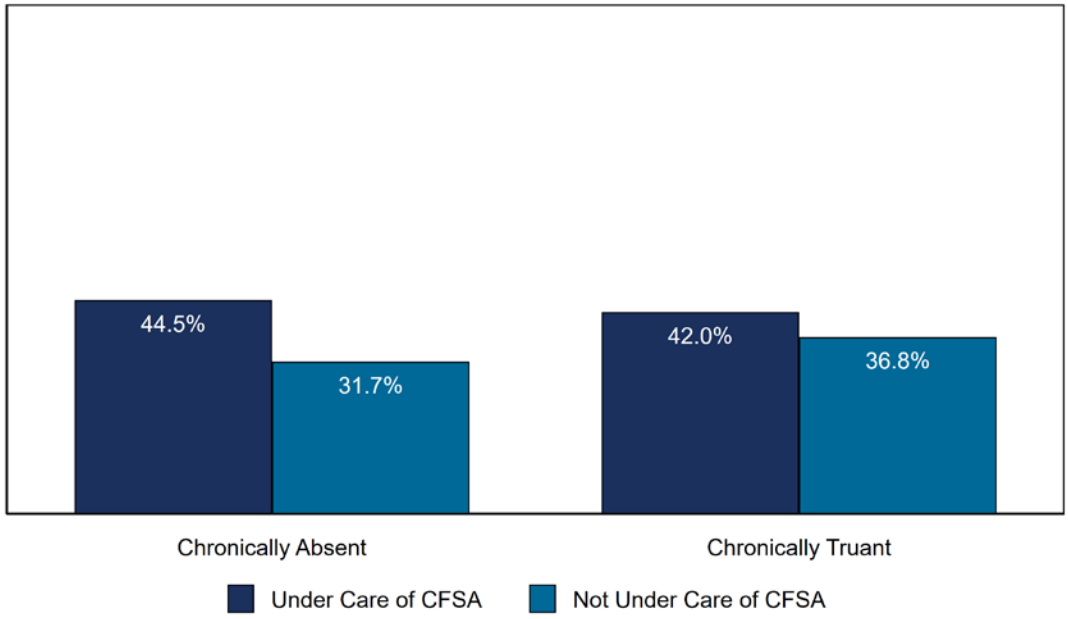


Figure B.7. ***Chronic Absenteeism and Chronic Truancy by Homeless Status (2024-25)***

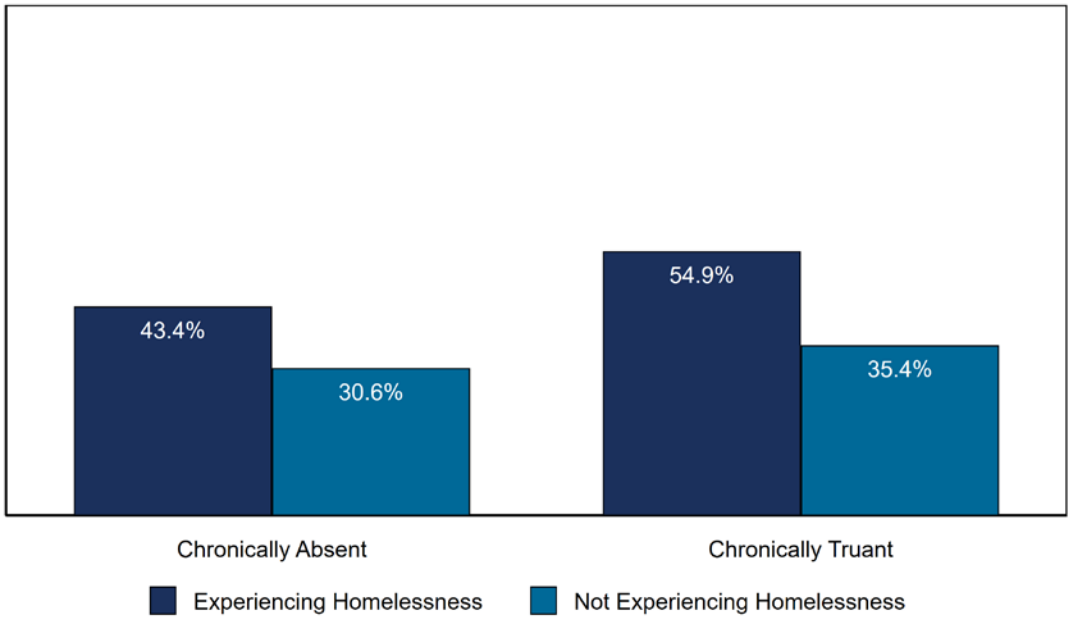


Figure B.8. ***Chronic Absenteeism and Chronic Truancy by Overage Status (2024-25)***

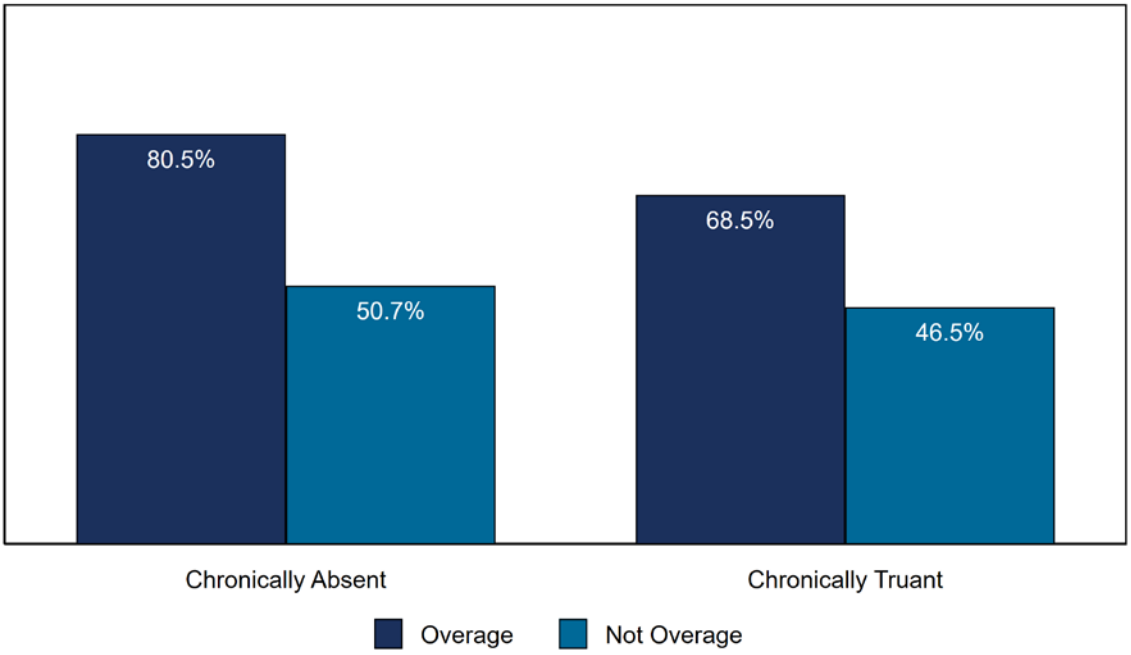


Figure B.9. ***Chronic Absenteeism and Chronic Truancy by English Learner Status (2024-25)***

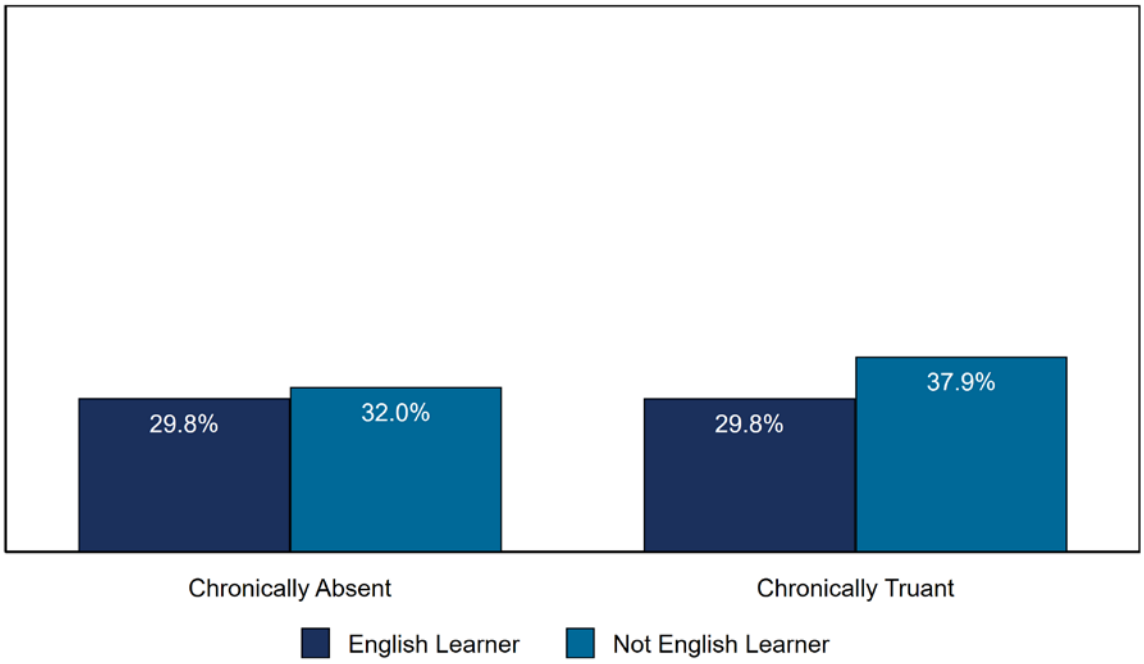


Figure B.10. ***Chronic Absenteeism Risk Tiers by Disability Status (2024-25)***

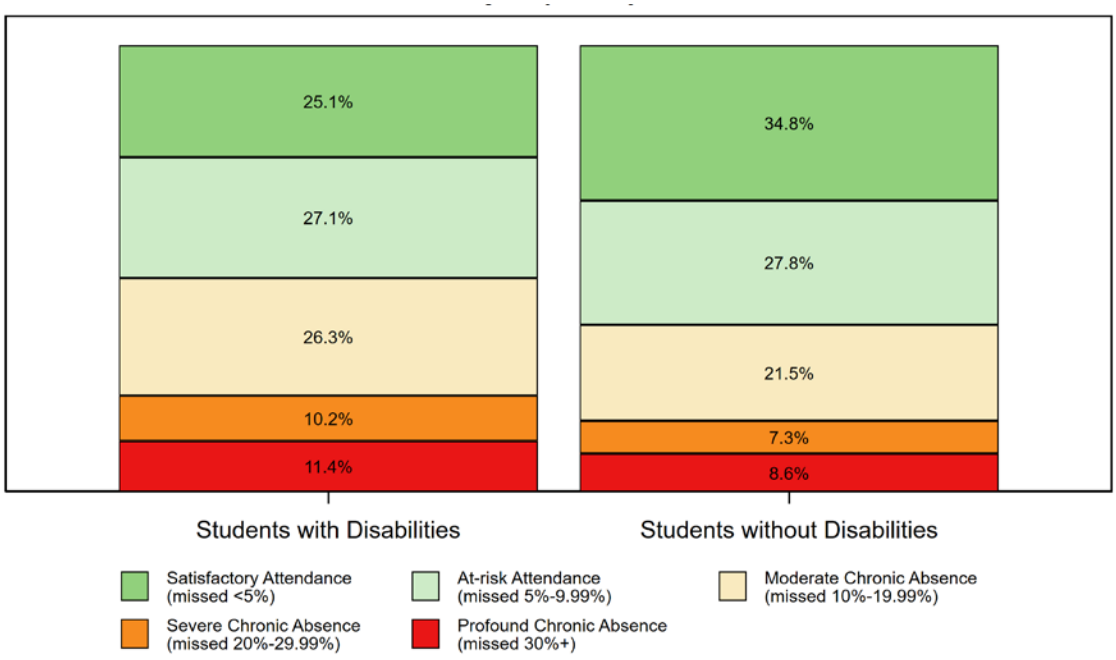


Figure B.11. ***Chronic Absenteeism Risk Tiers by TANF/SNAP Eligibility (2024-25)***

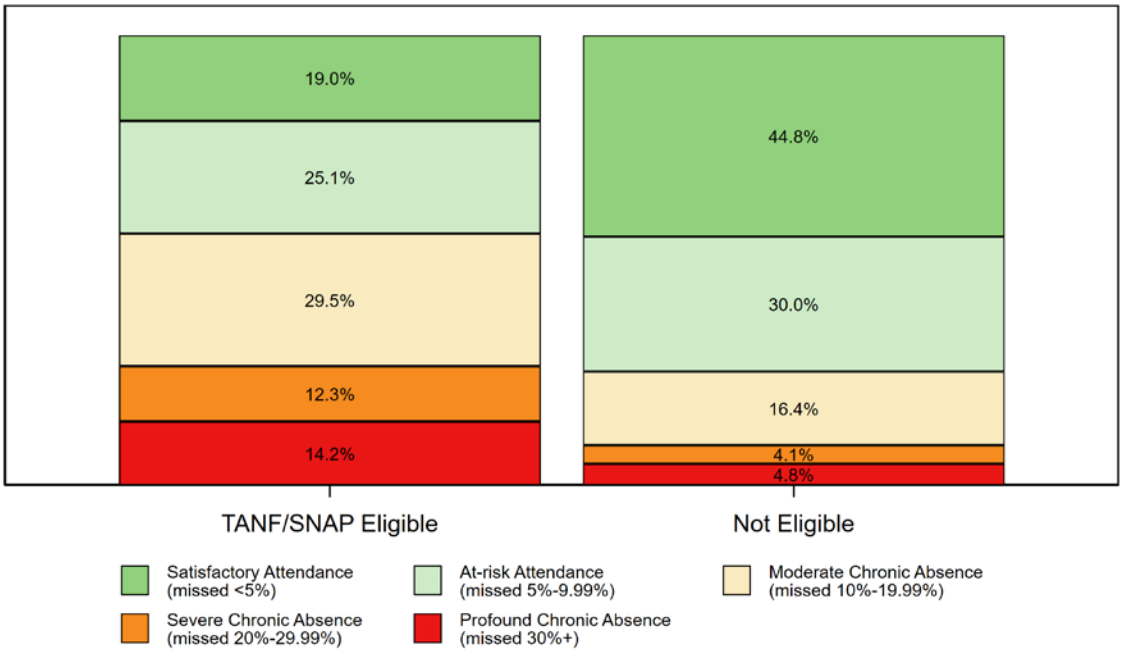


Figure B.12. ***Chronic Absenteeism Risk Tiers by CFSA Status (2024-25)***

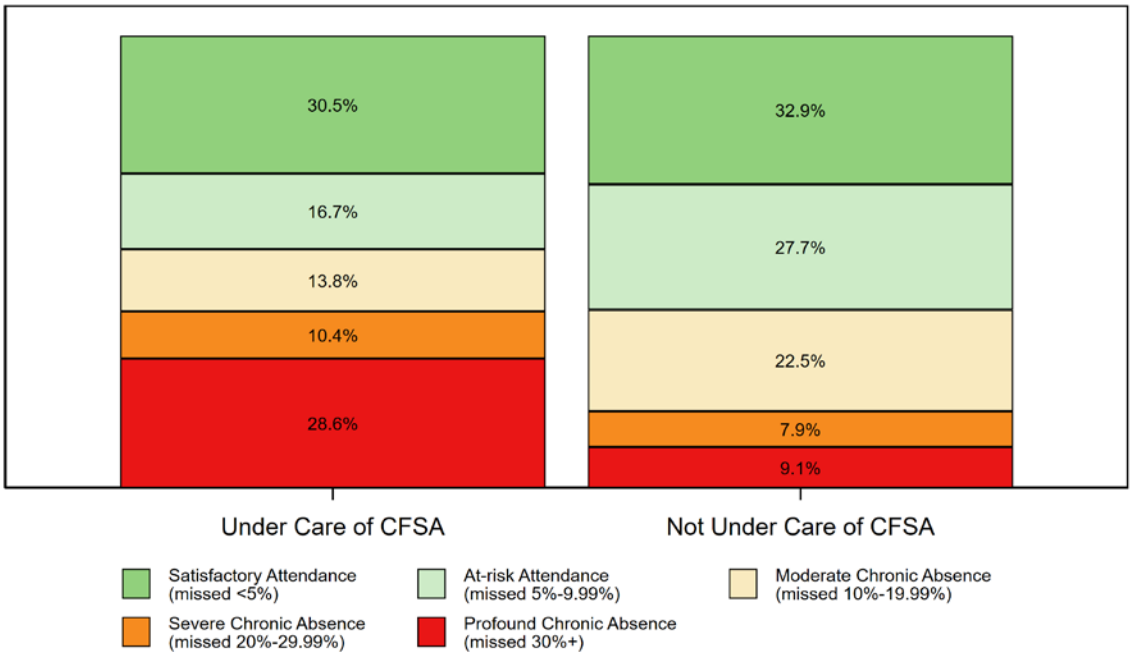


Figure B.13. ***Chronic Absenteeism Risk Tiers by Homeless Status (2024-25)***

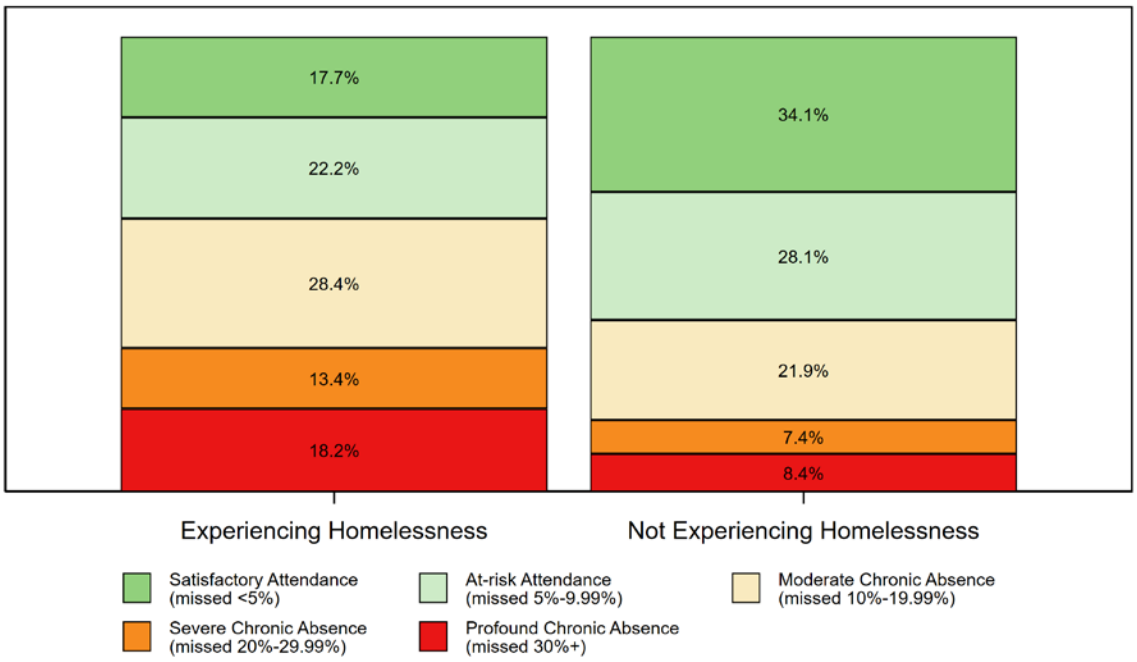


Figure B.14. ***Chronic Absenteeism Risk Tiers by Overage Status in High School (2024-25)***

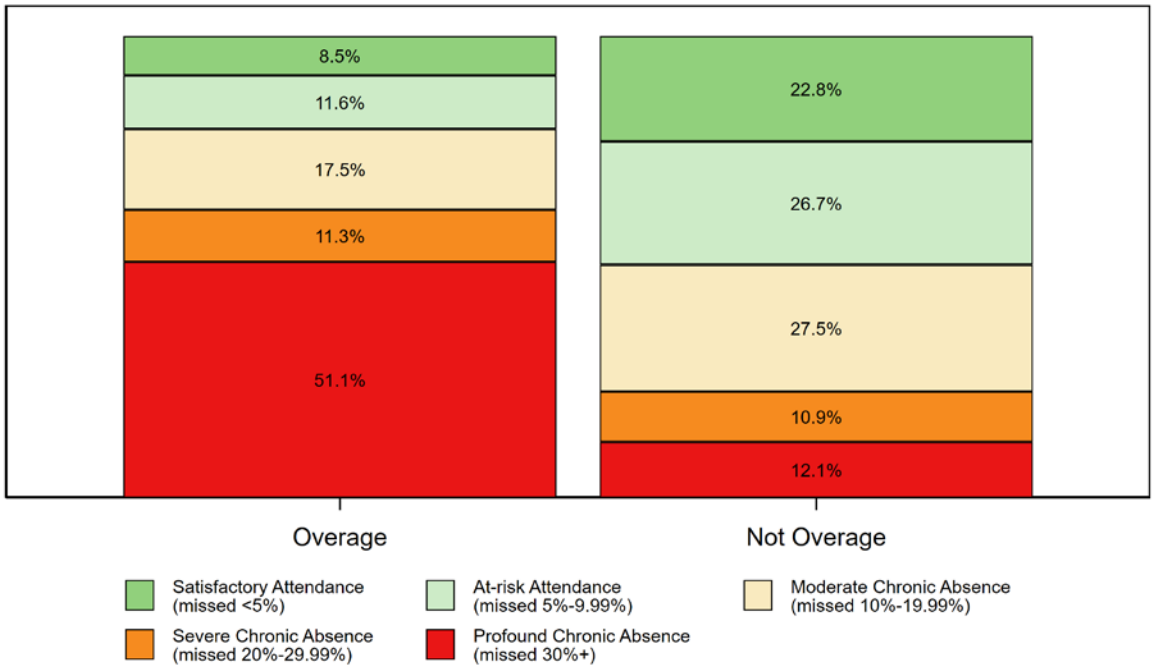
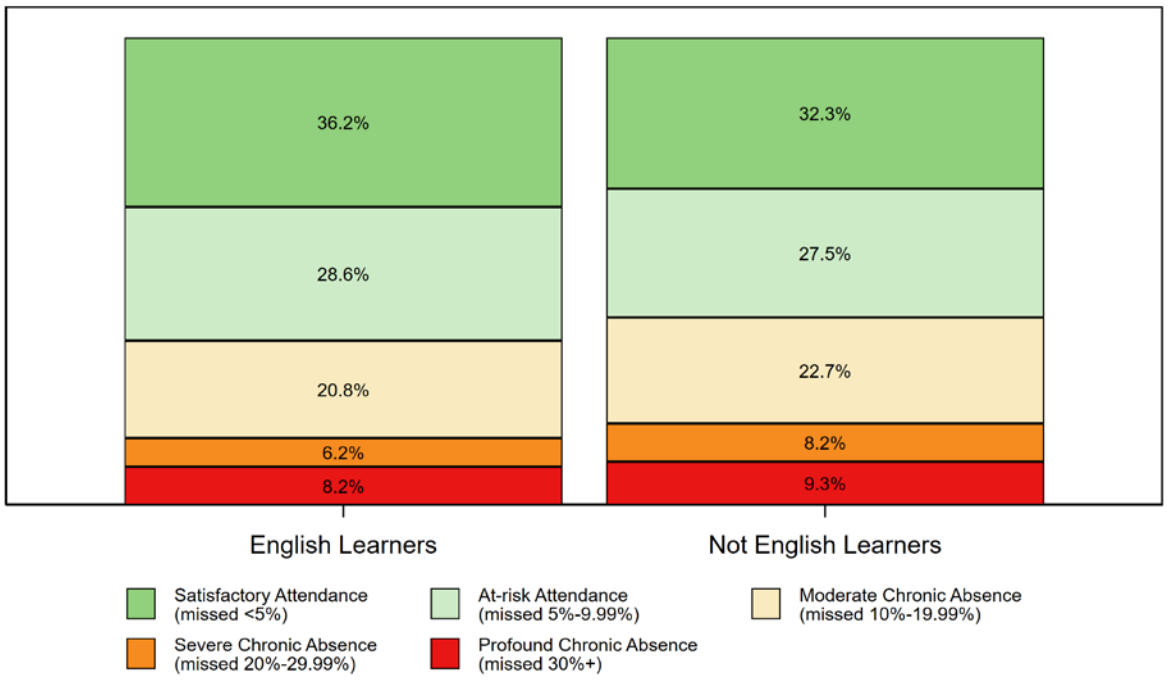


Figure B.15. ***Chronic Absenteeism Risk Tiers by English Learner Status (2024-25)***



Appendix C: Data Tables

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

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	42.2	32,663
2022-23	Chronically Absent	43.1	35,058
2022-23	Chronically Truant	37.0	29,254
2023-24	Chronically Absent	39.2	32,384
2023-24	Chronically Truant	36.8	29,592
2024-25	Chronically Absent	39.5	32,889
2024-25	Chronically Truant	36.8	29,763

Table C.2 Absenteeism Risk Tiers by Grade (2024-2025)

Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
K	At-risk Attendance (missed 5%-9.99%)	28.3	2,108	7,444
K	Moderate Chronic Absence (missed 10%-19.99%)	21.7	1,616	7,444
K	Profound Chronic Absence (missed 30%+)	5.3	393	7,444
K	Satisfactory Attendance (missed <5%)	36.8	2,736	7,444
K	Severe Chronic Absence (missed 20%-29.99%)	7.9	591	7,444
01	At-risk Attendance (missed 5%-9.99%)	29.7	2,131	7,184
01	Moderate Chronic Absence (missed 10%-19.99%)	20.8	1,497	7,184
01	Profound Chronic Absence (missed 30%+)	4.3	310	7,184
01	Satisfactory Attendance (missed <5%)	38.6	2,776	7,184
01	Severe Chronic Absence (missed 20%-29.99%)	6.5	470	7,184
02	At-risk Attendance (missed 5%-9.99%)	29.0	2,102	7,253
02	Moderate Chronic Absence (missed 10%-19.99%)	21.1	1,531	7,253
02	Profound Chronic Absence (missed 30%+)	4.4	317	7,253
02	Satisfactory Attendance (missed <5%)	38.8	2,815	7,253
02	Severe Chronic Absence (missed 20%-29.99%)	6.7	488	7,253
03	At-risk Attendance (missed 5%-9.99%)	29.5	2,078	7,039
03	Moderate Chronic Absence (missed 10%-19.99%)	20.7	1,459	7,039
03	Profound Chronic Absence (missed 30%+)	3.8	268	7,039
03	Satisfactory Attendance (missed <5%)	39.5	2,783	7,039
03	Severe Chronic Absence (missed 20%-29.99%)	6.4	451	7,039
04	At-risk Attendance (missed 5%-9.99%)	28.6	1,935	6,754
04	Moderate Chronic Absence (missed 10%-19.99%)	21.4	1,442	6,754

Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
04	Profound Chronic Absence (missed 30%+)	3.5	234	6,754
04	Satisfactory Attendance (missed <5%)	40.1	2,707	6,754
04	Severe Chronic Absence (missed 20%-29.99%)	6.5	436	6,754
05	At-risk Attendance (missed 5%-9.99%)	30.1	1,941	6,439
05	Moderate Chronic Absence (missed 10%-19.99%)	21.0	1,351	6,439
05	Profound Chronic Absence (missed 30%+)	3.3	214	6,439
05	Satisfactory Attendance (missed <5%)	39.8	2,561	6,439
05	Severe Chronic Absence (missed 20%-29.99%)	5.8	372	6,439
06	At-risk Attendance (missed 5%-9.99%)	29.4	1,814	6,180
06	Moderate Chronic Absence (missed 10%-19.99%)	21.2	1,312	6,180
06	Profound Chronic Absence (missed 30%+)	3.9	242	6,180
06	Satisfactory Attendance (missed <5%)	39.0	2,412	6,180
06	Severe Chronic Absence (missed 20%-29.99%)	6.5	400	6,180
07	At-risk Attendance (missed 5%-9.99%)	29.1	1,762	6,057
07	Moderate Chronic Absence (missed 10%-19.99%)	23.5	1,423	6,057
07	Profound Chronic Absence (missed 30%+)	4.9	296	6,057
07	Satisfactory Attendance (missed <5%)	35.2	2,134	6,057
07	Severe Chronic Absence (missed 20%-29.99%)	7.3	442	6,057
08	At-risk Attendance (missed 5%-9.99%)	32.1	1,878	5,849
08	Moderate Chronic Absence (missed 10%-19.99%)	21.7	1,268	5,849
08	Profound Chronic Absence (missed 30%+)	5.8	342	5,849
08	Satisfactory Attendance (missed <5%)	33.7	1,973	5,849
08	Severe Chronic Absence (missed 20%-29.99%)	6.6	388	5,849

Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
09	At-risk Attendance (missed 5%-9.99%)	21.2	1,541	7,270
09	Moderate Chronic Absence (missed 10%-19.99%)	22.0	1,600	7,270
09	Profound Chronic Absence (missed 30%+)	26.4	1,916	7,270
09	Satisfactory Attendance (missed <5%)	20.1	1,461	7,270
09	Severe Chronic Absence (missed 20%-29.99%)	10.3	752	7,270
10	At-risk Attendance (missed 5%-9.99%)	24.0	1,429	5,945
10	Moderate Chronic Absence (missed 10%-19.99%)	24.5	1,454	5,945
10	Profound Chronic Absence (missed 30%+)	21.5	1,281	5,945
10	Satisfactory Attendance (missed <5%)	19.2	1,144	5,945
10	Severe Chronic Absence (missed 20%-29.99%)	10.7	637	5,945
11	At-risk Attendance (missed 5%-9.99%)	24.5	1,244	5,069
11	Moderate Chronic Absence (missed 10%-19.99%)	25.9	1,311	5,069
11	Profound Chronic Absence (missed 30%+)	18.5	940	5,069
11	Satisfactory Attendance (missed <5%)	19.7	1,000	5,069
11	Severe Chronic Absence (missed 20%-29.99%)	11.3	574	5,069
12	At-risk Attendance (missed 5%-9.99%)	23.3	1,096	4,694
12	Moderate Chronic Absence (missed 10%-19.99%)	30.0	1,406	4,694
12	Profound Chronic Absence (missed 30%+)	16.3	765	4,694
12	Satisfactory Attendance (missed <5%)	18.3	859	4,694
12	Severe Chronic Absence (missed 20%-29.99%)	12.1	568	4,694

Appendix D: Additional 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	0.930***	0.930***
	(0.0172)	(0.0173)
Experiencing Homelessness	2.103***	
	(0.115)	
TANF/SNAP	2.807***	
	(0.0952)	
CFSA	0.852	
	(0.127)	
Overage	3.139***	3.147***
	(0.488)	(0.489)
English Learner	0.989	0.948
	(0.0563)	(0.0535)
Special Education	1.244***	1.245***
	(0.0391)	(0.0392)
Multiple Schools	3.112***	3.228***
	(0.155)	(0.157)
Asian	1.190	1.197
	(0.169)	(0.170)
Black or African American	4.138***	4.055***
	(0.488)	(0.476)
Hispanic or Latino	3.212***	3.140***
	(0.380)	(0.370)
Other Race/Ethnicity	2.022***	2.025***
	(0.284)	(0.284)
High School	2.432***	2.414***
	(0.292)	(0.290)
Economically Disadvantaged		3.027***
		(0.117)
Constant	0.0751***	0.0750***
	(0.00877)	(0.00880)
Observations	85,264	85,264

Standard errors 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	0.991	0.991
	(0.0230)	(0.0229)
Experiencing Homelessness	1.824***	
	(0.0970)	
TANF/SNAP	2.864***	
	(0.126)	
CFSA	0.699**	
	(0.112)	
Overage	2.071***	2.040***
	(0.228)	(0.222)
English Learner	0.968	0.912
	(0.0818)	(0.0766)
Special Education	1.117***	1.121***
	(0.0382)	(0.0383)
Multiple Schools	0.925	0.963
	(0.0581)	(0.0585)
Asian	1.358	1.366
	(0.260)	(0.261)
Black or African American	8.889***	8.649***
	(1.571)	(1.515)
Hispanic or Latino	6.008***	5.824***
	(1.066)	(1.030)
Other Race/Ethnicity	3.145***	3.137***
	(0.572)	(0.568)
High School	2.074***	2.062***
	(0.343)	(0.342)
Economically Disadvantaged		3.059***
		(0.151)
Constant	0.0370***	0.0370***
	(0.00686)	(0.00687)
Observations	83,126	83,126

Standard errors in parentheses
*** p<0.01, ** p<0.05, * p<0.1

Table D.3: List of Dates by Day Type Category (2024-25)

***Day Type* / Name**	**Date**	**Duration of Observance**
Day Before No School		
Friday before Labor Day	August 30, 2024	Full Day
Wednesday before Parent-Teacher Conference Day*	October 09, 2024	Full Day
Friday before Professional Development Day*	November 01, 2024	
Monday before Election Day**	November 04, 2024	Full Day
Friday before Veteran's Day	November 08, 2024	Full Day
Wednesday before Thanksgiving Break	November 26, 2024	Full Day
Friday before Christmas Break	December 20, 2024	Full Day
Thursday before Professional Development Day*	January 16, 2025	Full Day
Friday before Martin Luther King Jr. Day and Inauguration Day**	January 17, 2025	Full Day
Thursday before Professional Development Day*	February 14, 2025	Full Day
Thursday before Parent-Teachers Conference Day*	March 12, 2025	Full Day
Friday before Spring Break	April 11, 2025	Full Day
Friday before Memorial Day	May 23, 2025	Full Day
Day After No School		
Tuesday after Labor Day	September 03, 2024	Full Day
Tuesday After Indigenous People's Day/Columbus Day	October 15, 2024	Full Day
Wednesday after Election Day	November 06, 2024	Full Day
Tuesday after Veteran's Day	November 12, 2024	Full Day
Monday after Thanksgiving Break	December 02, 2024	Full Day
Tuesday after Martin Luther King Jr. Day and Inauguration Day	January 21, 2025	Full Day
Tuesday after President's Day	February 18, 2025	Full Day
Monday after non-holiday No School Day	March 17, 2025	Full Day
Monday after Spring Break	April 21, 2025	Full Day
Tuesday after Labor Day	May 27, 2025	Full Day
Day Before Snow Day		
Friday before Snow Day	January 03, 2025	Full Day
Tuesday before Snow Day	February 11, 2025	Full Day
Day After Snow Day		
Wednesday after Snow Day	January 08, 2025	Full Day
Thursday before Snow Day	February 13, 2025	Full Day
Religious Observance		

Rosh Hashanah Begins	October 02, 2024	Evening Only
Rosh Hashanah	October 03, 2024	Full Day
Last Day of Sukkot	October 23, 2024	Full Day
Diwali	November 01, 2024	Full Day
Ash Wednesday	March 05, 2025	Full Day
Eid al-Fitr	March 31, 2025	Full Day
Eid al-Adha Begins	June 06, 2025	Evening Only
First Day of Muharram**	06/26/2025	Full Day
Community Observance Day		
A Day Without Immigrants	February 03, 2025	Full Day

Note. *Parent-teacher conference and/or professional development days for DCPS. These days may differ between DCPS and PCS. **DCPS schools are closed on these days.

Table D.4: Retention Rates by 2023-24 Grade Cohort

SY23-24 Grade Cohort	Students Retained in SY24-25	Grade Cohort Student Count	SY23-24 to SY24-25 Retention Rate
KG	n<10	6,750	<0.1%
1	65	6,875	0.9%
2	71	6,787	1.0%
3	38	6,481	0.6%
4	18	6,155	0.3%
5	20	5,889	0.3%
6	26	5,774	0.5%
7	36	5,585	0.6%
8	23	5,045	0.5%
9	1,246	6,655	18.7%
10	647	5,270	12.3%
11	294	4,390	6.7%

Table D.5: Number of Students with 30 or More Unexcused Absences, by Grade (2024-25)

Grade	Students w/ 30+ Unexcused Absences	Total Students	Percentage of Students w/ 30+ Unexcused Absences
KG	574	7,476	7.7%
01	526	7,211	7.3%
02	514	7,270	7.1%
03	500	7,066	7.1%
04	451	6,775	6.7%
05	398	6,459	6.2%
06	445	6,204	7.2%
07	529	6,080	8.7%
08	521	5,867	8.9%
09	1,977	7,488	26.4%
10	1,512	5,970	25.3%
11	1,146	5,078	22.6%
12	927	4,698	19.7%

Table D.6: Chronic Absenteeism Rates by Retention Status and School Year (2023–24 and 2024–25)

	Student Counts			Promoted		Retained	
SY23-24 Grade Cohort	Retained	Promoted	Retention	SY23-24 Chronic Absenteeism	SY24-25 Chronic Absenteeism	SY23-24 Chronic Absenteeism	SY24-25 Chronic Absenteeism
9	1,246	5,409	18.7%	44.5%	53.2%	92.2%	93.8%
10	647	4,623	12.3%	46.7%	53.3%	94.1%	93.7%
11	294	4,096	6.7%	46.1%	56.1%	93.9%	95.6%

Table D.7: Regression Estimates of Chronic Absenteeism by Promotion Status and School Year

Term	Estimate	Odds Ratio	Confidence Interval Lower	Confidence Interval Upper	P Value
SY24-25	0.372	1.451	1.381	1.524	0***
Retained	2.515	12.368	10.435	14.658	0***
Post x Retained	-0.200	0.818	0.638	1.049	0.114

Post x Retained: effect of retention vs. promotion (SY23-24 to SY24-25)