District of Columbia
Office of the State Superintendent of Education

# District of Columbia Attendance Report SY 2017-18 November 30, 2018

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# Executive Summary

Chronic absenteeism[1] continues to be a significant challenge in the District of Columbia. For the past two years, the rate of chronic absenteeism among students in grades K-12 has remained just below 30 percent. Truancy[2] rose by 2 percentage points to 27.4 percent in the 2017-18 school year.

Although the statewide rates across all schools did not shift much over the past two years and broad trends remain the same, some school- and student-level trends show promise. The vast majority of elementary school students who were chronically absent or profoundly chronically absent the prior year increased their attendance rates. Additionally, while chronic absenteeism in high school continues to be approximately triple the rate of students in lower grades, high schools in the District saw noticeable improvements in chronic absenteeism and truancy in the 2017-18 school year. Approximately 60 percent of high schools showed a reduction in chronic absenteeism and 51 percent saw an improvement in their truancy rate.

Some demographic trends identified in prior years persist. Students who were at-risk were chronically absent at more than 2.5 times the rate of students who are not at-risk. Out of all the qualifying factors that comprise an at-risk designation, high school students who are overage for their grade exhibit the highest levels of absenteeism. Almost 75 percent of all students who are overage were chronically absent, and nearly 47 percent of overage students missed more than 30 percent of instructional days during the 2017-18 school year. Across the District, 49 percent of students experiencing homelessness were chronically absent in the 2017-18 school year.

Students achieving proficiency on the statewide assessment have higher attendance rates than those performing at lower levels. Less than 9 percent of students in grades 3-8 who achieved proficiency were chronically absent.

Over the past three years, attendance patterns between graduates and non-graduates have become more divergent. In the 2015-16 school year, the proportion of students with satisfactory attendance did not differ greatly between students who graduated and those who did not. By the 2017-18 school year, less than 7 percent of non-graduates had satisfactory attendance meaning that the student missed less than 5 percent of school days; for graduates, satisfactory attendance rates were nearly 17 percent. Extreme levels of chronic absenteeism among non-graduates has also increased by almost 9 percentage points since 2015-16: In the 2017-18 school year, 58 percent of non-graduates had missed more than half of all instructional days across the year.

This year's attendance report also examines the extent to which select barriers influence student attendance. For example, the Office of the State Superintendent of Education's (OSSE) analysis evaluates the degree to which distance to school relates to student absenteeism and finds a nuanced relationship. Additionally, OSSE analyzed family characteristics as they relate to absenteeism. Among households with multiple children, when the older child is absent, the younger child is nearly 3 times more likely to miss school than when the older child attends school.

[1] Chronic Absenteeism is defined as when a student is absent – either excused or unexcused – for 10 percent or more of instructional days a student was enrolled across all schools and sectors in a given school year.

[2] Truancy is defined as the accumulation of 10 or more unexcused absences across all schools and sectors in a given school year.

# Introduction

## Legal Landscape

D.C. Code Annotated 38-201, *et. seq*. outlines student, parent, school, local education agency (LEA), and OSSE obligations related to attendance. This section is not intended to be a comprehensive review of attendance laws and policies in the District. Rather, it is intended to provide greater context for understanding the contents of this report.

Schools are required to maintain an accurate daily record of attendance of all minors of compulsory age.[3] OSSE also collects attendance for all students in a school, regardless of age, to complete required reporting and for various accountability uses. Schools are required to report attendance to OSSE within 60 days after the end of a school year.[4] OSSE is required to publicly report on the state of attendance annually, and this report satisfies that statutory obligation.[5] Note that OSSE only receives daily attendance from schools and LEAs; it does not receive course- or period-level attendance. A student is considered present for the purpose of daily attendance if the student has been present for 80 percent of the school day under DC Municipal Regulations.[6]

School attendance is mandatory for all children ages 5 to 18, and parents and guardians are responsible for ensuring that students attend school every day unless they have a valid excuse.[7]

Schools are required to list the categories of absences that they will accept as excused, and these policies must be clearly explained in a school's parent or student handbook that is distributed at the beginning of every school year or when a student is enrolled in schools.[8] A parent must submit a valid excuse for absences within five school days, and schools are required to mark all absences as unexcused unless a valid excuse is provided.[9]

Schools are required to take certain steps when students accumulate a number of unexcused absences. After the first unexcused absence, schools must contact the parent the same day and request documentation. If a student accumulates 10 or more full-day unexcused absences, schools are required by law to begin notifying other agencies.[10] If the child is between ages 5 and 13, and accumulates 10 full-day unexcused absences, the school submits a referral to the DC Child and Family Services Agency (CFSA) for suspected educational neglect. If the child is between ages 14 and 17, and accumulates 15 full-day unexcused absences, schools must refer the child to the Court Social Services Division of the Superior Court of the District of Columbia (CSS) and to the Office of the Attorney General (OAG).

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[3] D.C. Code § 38-203 (a)
[4] D.C. Code § 38-203 (i)
[5] D.C. Code § 38-203 (k)
[6] 5-A DCMR §2199 defines present as a single school day on which the student is physically in attendance at scheduled periods of actual instruction at the educational institution in which she or he was enrolled and registered for at least eighty percent (80%) of the full instructional day, or in attendance at a school-approved activity that constitutes part of the approved school program for that student.
[7] D.C. Code § 38-202(a)
[8] 5-A DCMR §2102
[9] D.C. Code § 38-203(c)(2)
[10] Per §38-208 referrals to CFSA, CSS, and the OAG are based on full school day absences, not the definition of "present" in 5-A DCMR §2199 which is colloquially known as the "80-20 Rule"

The data presented in this report represent the second year of implementation of the changes made by the Attendance Clarification Act of 2016 ("the Act"). The Act, which became law on July 26, 2016, made a number of changes to existing laws and regulations regarding school attendance for children of compulsory school age (from ages 5 to 18).

It should be noted that the relationship between attendance and graduation garnered significant public attention in the 2017-18 school year. In January 2018, OSSE led an investigation on attendance and graduation outcomes at DC high schools and specifically on the extent to which District of Columbia Public Schools (DCPS) high schools complied with attendance and graduation policies.[11] The investigation found that DCPS' LEA-level attendance-related grading policies were rarely followed across DCPS.[12]

D.C. Official Code § 38-781.02(b)(2), states that, for DCPS, "No student with more than 30 unexcused absences in a school year shall be promoted unless the principal submits a written explanation justifying the decision to the Chancellor before the promotion is made." Furthermore, at the time of the investigation, 5-E DCMR §2103.7-10, Grading Policy stipulated that DCPS students with more than five unexcused absences per advisory (i.e., term or quarter) receive a grade reduction, more than 10 unexcused absences per advisory resulted in a failure due to absences, and more than 30 unexcused absences for the year shall result in a failing grade and loss of credit for the course." These requirements were in place for the 2017-18 school year, which is the period examined in this report. This statute and the associated regulation only apply to students attending DCPS, not charter LEAs.

In order to better support students, DCPS updated several of its policies and practices relating to student attendance and grading to better support students who struggle with attending school. DCPS amended regulations that required grade reductions for five and 10 unexcused absences; instead of automatic grade reductions, DCPS put in place a series of required notifications for students and families when nearing a failure due to attendance. DCPS maintained the regulation that required an automatic failure due to attendance for 30 unexcused absences unless there is a principal justification or a successful appeal. Further, DCPS updated its Attendance and Truancy Policy[13] as well as Secondary Grading Policy[14] in August 2018. These policies were put in place for the 2018-19 school year, and thus were not in place for the 2017-18 school year. Later in this report, OSSE re-examines the relationship between attendance and graduation across high schools in the District as it did during the January 2018 graduation and attendance investigation.

In June 2018, OSSE released a monitoring report [15] describing required actions by DCPS in response to the investigation of DCPS attendance and graduation practices. At that time, OSSE adopted its final corrective action plan to address the findings of the investigation. OSSE anticipates monitoring DCPS against its corrective action plan over the next two years. OSSE will report on progress against the work

[11] "Report on DCPS Graduation and Attendance Outcomes." Office of the State Superintendent of Education. Jan. 29, 2018.
[12] OSSE also reviewed the DC Public Charter School Board's (PCSB) oversight of public charter high schools with regard to graduation. OSSE made recommendations to PCSB that they subsequently adopted. OSSE's in-depth review focused on DCPS because it saw more significant issues with education and attendance outcomes there.
[13] "DCPS Attendance and Truancy Policy." District of Columbia Public Schools. Aug. 13, 2018.
[14] "DCPS Secondary Grading and Reporting Policy." District of Columbia Public Schools. Aug. 13, 2018.
[15] "OSSE's June 2018 Monitoring Report: Attendance and Graduation Outcomes at DCPS." Office of the State Superintendent of Education. June 2018.

plans as it is critical to ensure that policies and procedures put in place by DCPS were and will continue to be implemented as described in its work plan.

## Every Day Counts! Taskforce

The Every Day Counts! Taskforce is a partnership of education, health, and justice agencies and stakeholders that collectively advances and coordinates strategies to reduce chronic absenteeism and truancy. The cross-sector approach allows for the development and implementation of a comprehensive attendance plan. The taskforce is chaired by the Office of the Deputy Mayor for Education and employs an Ed Stat model that uses data to identify high-impact strategies for improving student attendance. This approach is part of a "measure, monitor, act" continuous improvement framework.

In fall 2017, Mayor Muriel Bowser launched the Every Day Counts! public education campaign to emphasize the importance of attending school every day, on time. The campaign built upon the work of the Every Day Counts! Taskforce already underway to ensure that attendance is a priority across public agencies, communities and schools. The campaign deploys targeted messaging using social, digital and print media and provides informational materials to stakeholders at engagement events across the District.

In recent years, Every Day Counts!, guided by the taskforce and supported by the campaign, 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 preventing chronic absenteeism, among other activities. More information about Every Day Counts!, including campaign-related resources and taskforce participation, strategic plans, data analyses, and meeting materials can be found at attendance.dc.gov.

## Efforts to Improve Data Quality

Schools enter attendance data through their LEA's respective student information system on a daily basis, and the data are transferred to OSSE daily through an automatic feed. Since OSSE began collecting daily attendance data during the 2015-16 school year, OSSE has established rules that work toward greater consistency in the collection of data across schools. OSSE deploys a suite of tools to LEAs to ensure that their attendance data is migrating properly from schools to OSSE; when it does not, OSSE flags those errors and expects LEAs and schools to correct them. LEAs can also monitor their attendance data submission rates to ensure that attendance data are being consistently logged. OSSE deploys analytics tools through QLIK applications that help users efficiently monitor attendance data and correct errors. Through reports in QLIK, LEAs can view their own real-time, monthly, weekly, and daily attendance at the grade level, school level, and student level, as well as a report dedicated to monitoring chronic absenteeism.

To better support LEAs in monitoring attendance data, OSSE provides LEA leaders with an attendance letter that summarizes monthly attendance key performance indicators. OSSE aims for these notifications to spur LEA action to address student attendance and data accuracy. The letter encourages LEAs to review all student-level data in the QLIK Attendance application for accuracy, validity, and completeness. The summary includes the following information: monthly attendance submission rates, year-to-date submission rates, monthly in-seat attendance rates, year-to-date in-seat attendance rates, counts of students in each absenteeism risk tier, and metrics regarding attendance errors. Each LEA is provided with a liaison to help resolve data issues.

Starting in the 2017-18 school year, attendance data were included in the end-of-year data validation process that required LEAs to review and certify their attendance records.

## ESSA State Plan

The Every Student Succeeds Act (ESSA) requires states to develop their own statewide school accountability systems, and empowered states to develop measures of school quality that fall outside the state administered assessments. As part of DC's ESSA plan, OSSE developed the new DC School Report Card, which contains more than 150 data elements, including a new statewide accountability system performance rating. Using a number of metrics, the School Transparency and Reporting (STAR) Framework rates school performance on a scale of 1 to a maximum of 5 stars.

OSSE includes three attendance metrics in the STAR Framework rating. First, schools may earn framework points based on in-seat attendance rates, which is the daily average percentage of enrolled students who were present in school. Second, schools may earn points for addressing chronic absenteeism in a measure comprised of two metrics: 90+ attendance and attendance growth. The first, 90+ attendance, is essentially the inverse of chronic absenteeism; framework points are allocated to schools based on the proportion of students who attended school for 90 percent or more of instructional days during the school year. The second, attendance growth, measures the average improvement in attendance, calculated by comparing students' individual change in attendance year-over-year to students of the same age, and taking the average of that difference. Between the two metrics, the STAR Framework includes the measure that scores the most points for the school to count toward the school's overall STAR score in order to reward schools that maintain high attendance as well as schools that are improving attendance. For example, if a school has high 90+ attendance, it will be challenging to demonstrate attendance growth. For that school, 90+ attendance will be used to calculate points for the Addressing Chronic Absenteeism metric. However, the scores for both metrics are reported to schools and LEAs. To learn more about the calculation of STAR Framework ratings, including attendance metrics, please consult the DC School Report Card (launching in December 2018) and STAR Framework Technical Guide.[16]

Including these measures in the accountability system formally recognizes attendance as an important measure of school quality and environment, and incentivizes schools to focus efforts to improve school attendance. Both 90+ attendance and attendance growth metrics will be presented at the state, LEA, and school level and reported for all student subgroups annually beginning in December 2018.

[16] "2018-19 Report Card and STAR Framework Technical Guide." Office of the State Superintendent of Education. Oct. 31, 2018.

## Background and Definitions

Prior years' attendance reports have focused primarily on absenteeism and truancy among compulsory-aged students.[17] To provide a more thorough analysis of the students who attend public schools in the District of Columbia and the attendance landscape overall, the focus this year will expand to all students in grades K-12, regardless of age, for all reported measures of chronic absenteeism. Additionally, the STAR Framework accountability system holds schools accountable for the attendance of all students, not just those of compulsory age. Measures of truancy remain limited to students of compulsory age to align with the statutory definition of truancy rate.[18] The definitions for chronic absenteeism and truancy are as follows:

- Chronic Absenteeism: when a student is absent – either excused or unexcused – for 10 percent or more of instructional days a student was enrolled across all schools and sectors in a given school year
- Truancy: the accumulation of 10 or more unexcused absences across all schools and sectors in a given school year

Chronic absenteeism measures the percentage of school days a student misses for any reason, which provides a broader measure of attendance than truancy, which only tracks unexcused absences and measures the proportion of students who reach an absolute threshold of 10 days across the school year. Although truant days for the purposes of referrals to CFSA and CSS must be full-day unexcused absences, the truancy metrics discussed in this report capture both full-day and partial-day unexcused absences.

The rates of chronic absenteeism presented in this report reflect the end-of-year cumulative sum of absences and instructional days. It is important to note that chronic absenteeism, as a percentage, is a dynamic measure throughout the school year. Students can enter in and out of chronic absenteeism during the school year depending on the changing proportion of absences relative to instructional days. For example, if a student misses three days in the first month of school, the student would be classified as chronically absent at the end of that month. However, if the student accumulates no additional absences, the student would no longer be considered chronically absent by the end of the school year. In contrast, truancy is a permanent status once a student accumulates 10 unexcused absences in a given school year.

## Findings

### Trends

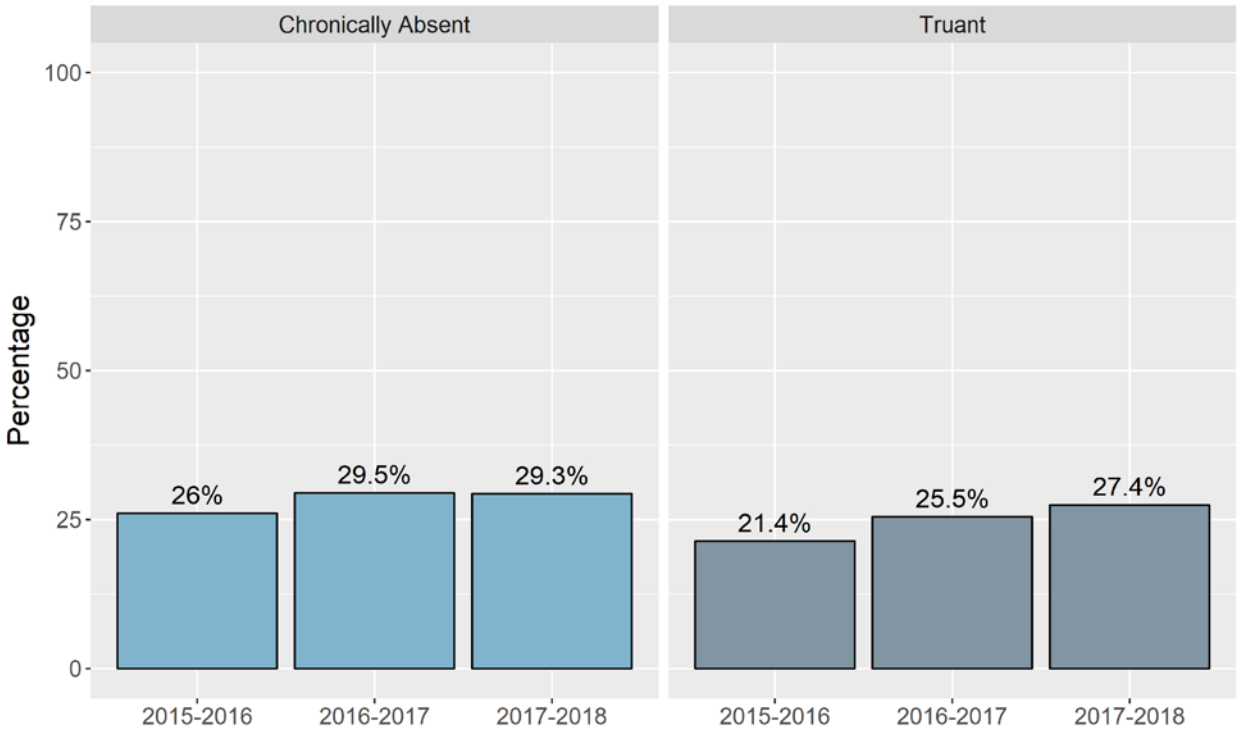
Chronic absenteeism continues to be a significant challenge in the District. For the past two years, the rate of chronic absenteeism among students in grades K-12 remained just below 30 percent (Figure 1). The change in the statewide rate of chronic absenteeism between the 2016-17 school year and the

[17] For chronic absenteeism, prior years' data have been updated to be inclusive of all students in grades K-12, to allow for apples-to-apples comparisons with this year's data. Therefore, the rates presented in Figure 1 differ slightly from prior reports which had limited the universe of students to those of compulsory age.

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

2017-18 school year was statistically insignificant.[19] Truancy rose by 2 percentage points to 27.4 percent in the 2017-18 school year, and was a statistically significant change.

Figure 1: State-level rates of Truancy and Chronic Absenteeism (2015-16, 2016-17, and 2017-18)




Although the statewide rates of chronic absenteeism did not shift over the past two years, a breakdown of 2017-18 school year data by school showed divergent trends based on grade band. More than two-thirds of elementary schools, and more than 70 percent of middle schools recorded higher rates of chronic absenteeism in the 2017-18 school year compared to 2016-17.[20] Similarly, truancy increased in 66 percent and 67 percent of elementary and middle schools, respectively. However, high schools in the District saw sizable improvements; the majority of high schools reduced chronic absenteeism and truancy (with rates of 60 percent and 51 percent, respectively).

Across the District, these shifts in absenteeism at the school level reflect patterns in chronic absenteeism at the student level by grade. In the 2017-18 school year, chronic absenteeism increased by 0.8 percentage points for all elementary school students and 4.1 percentage points among middle school students (see Appendix F, Figure F.1). However, chronic absenteeism among high school students dropped by 3.5 percentage points between 2016-17 and 2017-18.

Last year's report highlighted the persistent nature of chronic absenteeism, finding that 70.0 percent of students who were chronically absent in the 2015-16 school were found to be chronically absent again

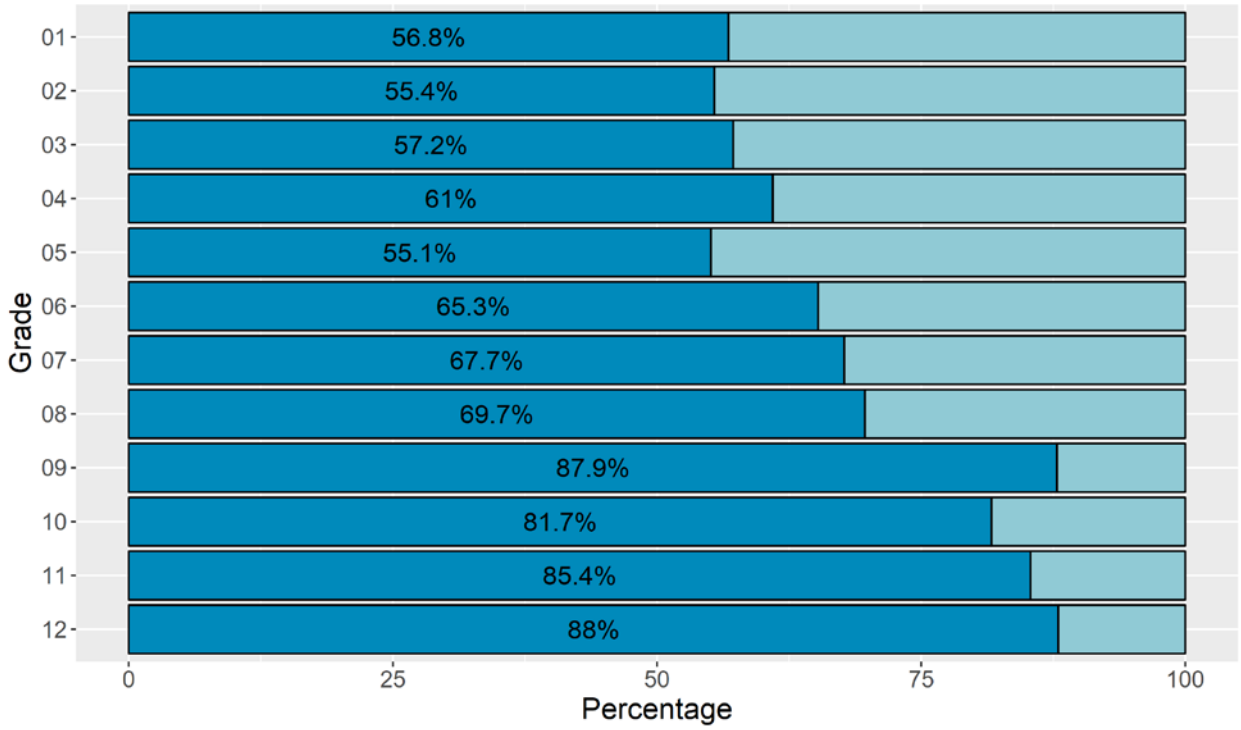
[19] A t-test testing whether the difference in chronic absenteeism between the 2016-17 and 2017-18 school years was statistically significant found that the difference in chronic absenteeism year over year was not statistically different from zero.

[20] School-level rates of chronic absenteeism for the 2016-17 and 2017-18 school years, as well as truancy in the 2017-18 school year are reported in Appendix A.

in 2016-17.[21] This year, 73 percent of all students in grades K-12 who were chronically absent in 2016-17 were chronically absent in 2017-18 as well (see Appendix C, Figure C.1). However, breaking down the recurrence rates of chronic absenteeism by grade illustrates the distinct patterns of absenteeism among students in different grade bands (Figure 2).

Whereas in elementary school, the proportion of students who are chronically absent year over year ranges between 55.1 and 61 percent, whether or not a student is chronically absent in eighth grade is an even more powerful predictor of whether the student will be chronically absent in ninth grade. Nearly 88 percent of students who were chronically absent in eighth grade were found to be chronically absent again as ninth graders in the 2017-18 school year. Throughout high school, more than 80 percent of students who were chronically absent the prior year remained chronically absent.

Figure 2: Percent of Chronically Absent Students in 2016-17 Chronically Absent in 2017-18, by Grade in 2017-18




Examining student-level attendance based on the total number of absences year over year, instead of chronic absenteeism, reveals additional trends – some promising and some challenging. Figure 3 depicts the proportion of students whose attendance improved between the 2016-17 and 2017-18 school years for all students, students who were chronically absent in 2016-17, and students who were profoundly chronically absent, meaning they missed more than 30 percent of instructional days during the 2016-17 school year. Each bar in Figure 3 represents the percentage of students in a given grade whose attendance rate was higher in the 2017-18 school year than in 2016-17.

[21] The reoccurring chronic absenteeism numbers from 2015-16 to the 2016-17 school year was 68.5 percent. When adjusting last year's figure for students in grades K-12 regardless of their age consistent with the methodology used in this report, the number was 70.0 percent.

The vast majority of elementary school students who were chronically absent or profoundly chronically absent the prior year increased their attendance rates. For example, across the District, 49 percent of students in fifth grade in the 2017-18 school year had higher attendance that year compared to the prior year. Among fifth graders who were chronically absent in the previous year, 71 percent had higher attendance in the 2017-18 school year, and among fifth graders who had missed more than 30 percent of instructional days in the prior year, 90 percent had better attendance in 2017-18.

While elementary and middle school students with a history of very high absenteeism improved their attendance last year, Figure 3 shows no similar finding in high school. Only 39 percent of all tenth graders who missed more than 30 percent of instructional days in the 2016-17 school year increased their attendance rate in 2017-18. Fewer than half of all chronically absent students in high school see any improvement in their attendance year over year. That means it is more common for high school students who miss more than 30 percent of the school year to miss more school the following year than it is to miss less.

Notably, while Figure 3 shows the percentage of students who had better attendance in the 2017-18 school year than they did in 2016-17, it does not directly relate to changes in chronic absenteeism, which is specifically concerned with changes in attendance around the 10 percent threshold. Improvement in student-level attendance year over year does not necessarily equate to a reduction in chronic absenteeism at the school-level. Chronically absent students who improve their attendance in the next year may remain chronically absent, which would have no net impact on a school's rate of chronic absenteeism.

OSSE recognizes the severity of chronic absenteeism in the District and the impact it has on student outcomes, particularly on high school students. By including the attendance growth and in-seat attendance metrics in the STAR Framework, OSSE will incentivize and reward efforts to reduce absenteeism among all students, even those who have a history of very profound chronic absenteeism.

Figure 3: Student Improvement in Attendance, by Grade and Level of Absenteeism

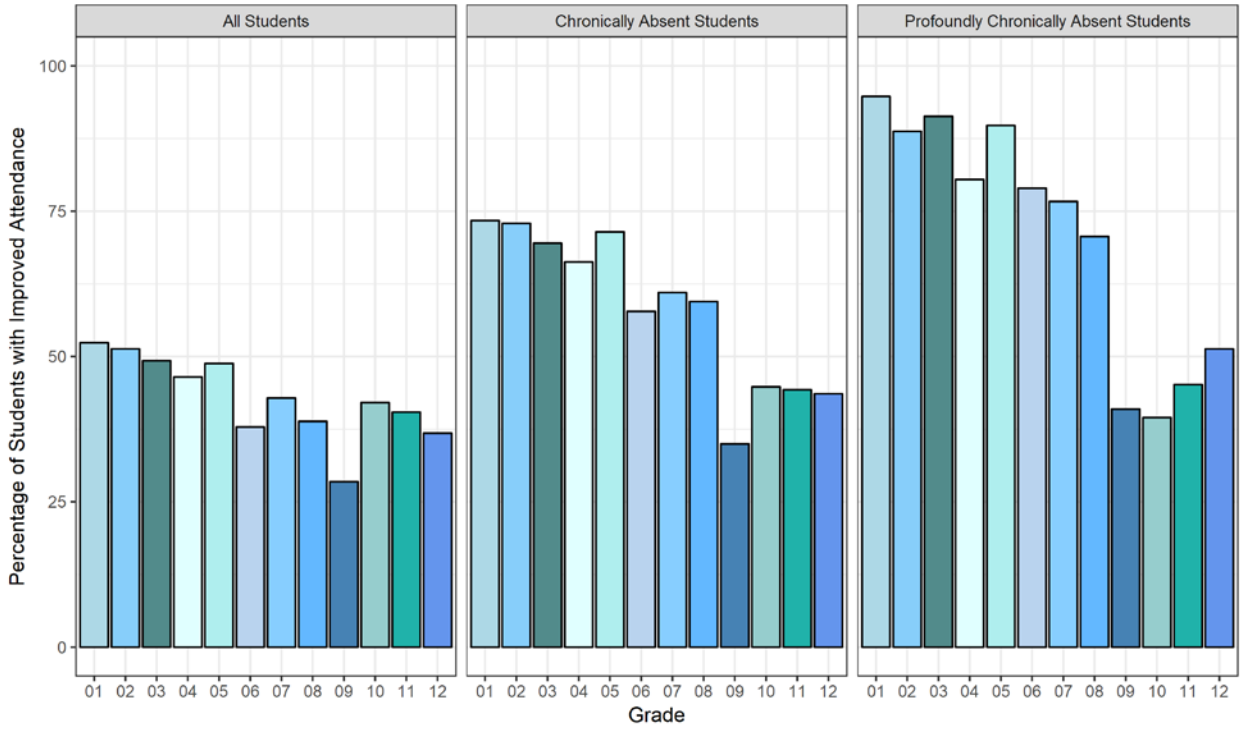



*Figure 3 above shows the percentage of students by grade who have higher attendance rates in the 2017-18* school year *compared to their attendance in 2016-17. The percentage of students who improved attendance between the 2016-17 and 2017-18 school years are reported for all students (left-side), students who were chronically absent in 2016-17 (middle), and students who were profoundly chronically absent in 2016-17 (right-side). For example, 52 percent of first graders had higher attendance rates in the 2017-18* school year *than they did in 2016-17. 73 percent of first graders who were chronically absent in 2016-17 had higher attendance rates in 2017-18. 95 percent of first graders who were profoundly chronically absent in 2016-17 had higher attendance rates in 2017-18 than they did the prior year.*

## 2017-18 in Focus

### Overall

Across the District, 29.3 percent of students were chronically absent in the 2017-18 school year. Figure 4 provides a more detailed look at the underlying attendance patterns of the District's K-12 students, classifying students into five attendance risk tiers[22]:

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[23]

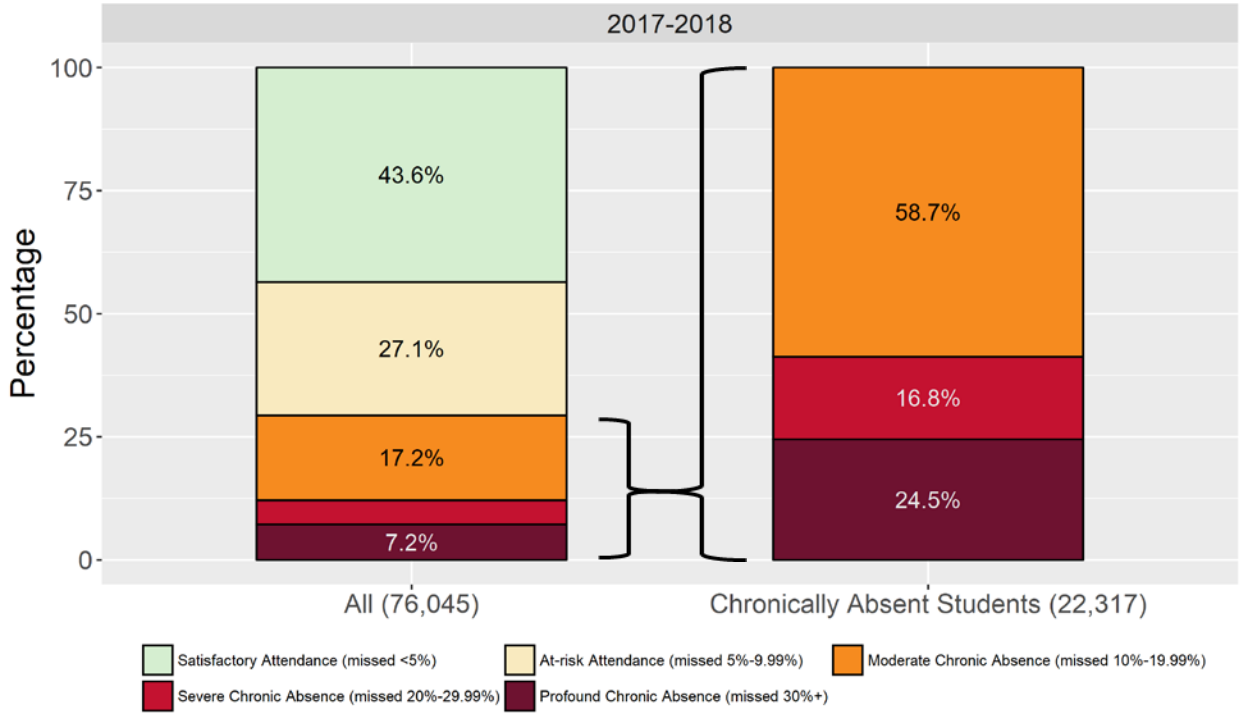
[22] Risk Tiers 1- 4 specified by Attendance Works, a national initiative to promote awareness of the importance of attendance to students' success; Profound Chronic Absence is an additional category used for the purposes of this report.

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

Fewer than half of all K-12 students in the 2017-18 school year had satisfactory attendance records, meaning they missed less than 5 percent of instructional days across the year (Figure 4). An additional 27.1 percent of students fell below the threshold for chronic absenteeism, but with absence rates between 5-9.99 percent, these students were at-risk in their attendance.

Among students classified as chronically absent for the 2017-18 school year, the majority (58.7 percent) fell into the moderate chronic absenteeism risk tier. Nearly a quarter of chronically absent students accumulated enough absences to achieve the designation of profoundly chronically absent. In line with last year's findings, it was more common for students to miss more than 30 percent of school days than it was for students to miss between 20-29.99 percent[24].

Figure 4: Absenteeism Risk Tiers, All Students and Chronically Absent Students




Though students may move in and out of chronic absenteeism during the school year, whether or not a student is chronically absent in the first month of school remains a strong predictor of whether the student will be classified as chronically absent at the end of the year. Students who are chronically absent the first month of school are nearly 12 times more likely to be chronically absent at year's end. More than one quarter, 27.8 percent, of chronically absent students were chronically absent during every month of school during the school year.

[24] For a comparison to last year's absenteeism risk tiers for K-12 students, please refer to Appendix F.

***In Partnership: Children's National, Child Trends, and DC Government***

Children's National has joined forces with Child Trends and several District agencies to initiate a project to share school attendance records with pediatricians. This project envisions a clinical environment in which attendance becomes a vital sign that pediatricians check just like they do height and weight. In the 2017-18 school year, the cross-sector group began a pilot with six DCPS schools in which families could provide their consent for DCPS to share their child's attendance information with their child's health provider. Once the data are shared, child health providers will be able to offer resources to families to support heath or other social concerns that may make it challenging for the child to achieve optimal attendance. They found that more than half of parents consented to participate.

***"Children's National has been really committed to the education of its providers and its staff around the importance of attendance for optimal child health outcomes. That is the conversation that we're trying to drive home. We can do whatever we want here in clinic, but if these kids aren't going to school, we are not going to move the needle on the healthy lives and outcomes that we all want for our kids."***

-- Dr. Danielle Dooley

With a grant from the American Academy of Pediatrics, Dr. Danielle Dooley and her colleague Dr. Asad Bandealy also surveyed pediatricians to determine their receptiveness to supporting their patients' attendance in school. Ninety-eight percent of the pediatricians surveyed believed that this should be within the scope of their practice, but most reported that they have not been trained to intervene in school attendance, and few said that their practices had a standard protocol in place for addressing attendance. Most also did not know school protocols for addressing absenteeism, and finding the time and the right person to contact at local schools were seen as barriers to addressing attendance problems. As a result, Children's National will be developing an online attendance training module to help pediatricians address student attendance and incorporate it in day-to-day practice. More information on cross-city and cross-agency collaboration to address attendance can be found on page 37.

## Student Populations

The following section describes the differential patterns of attendance for students belonging to various student groups. All results that describe the likelihood of chronic absence or truancy for the different student groups come from a logistic regression model. Logistic regression analysis measures how likely the outcome (chronic absenteeism or truancy) is to occur based on a variety of other student-level indicator variables. The model analyzes all K-12 students together, meaning that the likelihoods discussed for each student characteristic represent the independent effect of each factor, holding all other student characteristics constant. For example, students who attend more than one school during

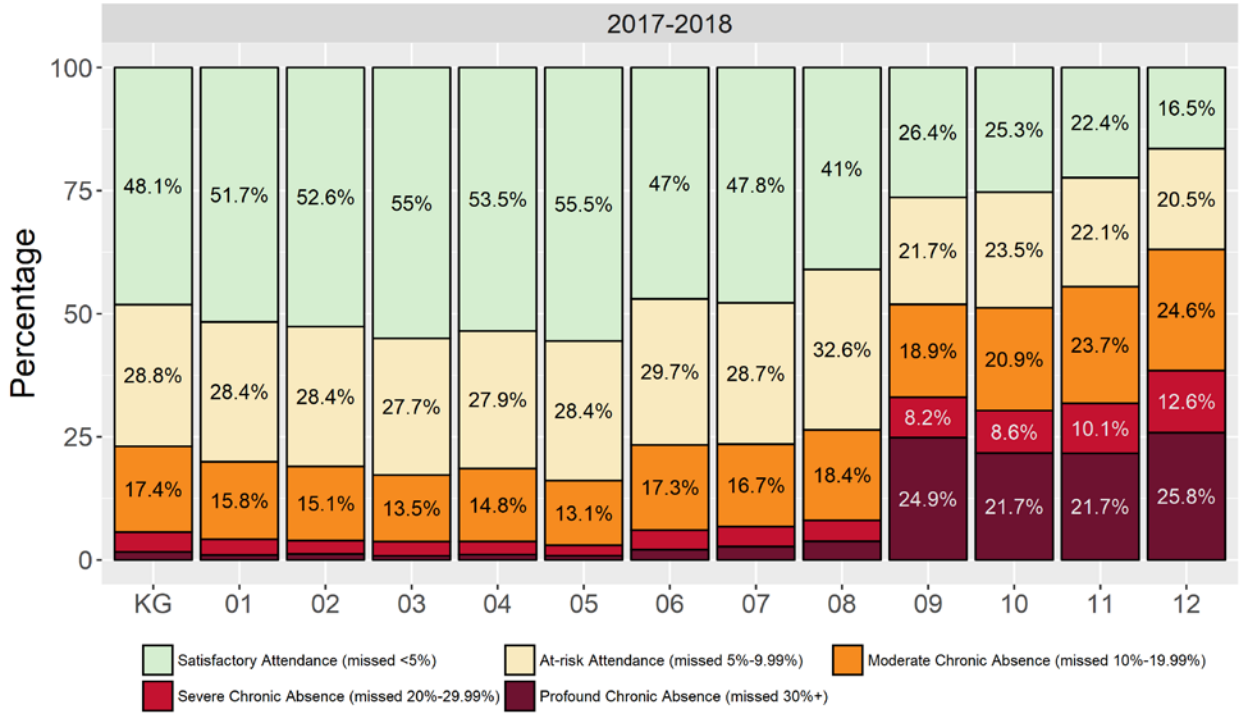
the school year are more than two times as likely to be chronically absent compared to students who remain at one school for the entire year, controlling for students' demographics (race, ethnicity, gender), special education level, at-risk criteria (overage, homeless, TANF/SNAP, CFSA), and grade. All likelihoods noted in text are statistically significant at the 95 percent confidence level.

For a complete list of figures depicting the percentage of students who were truant or chronically absent for the 2017-18 school year by subgroup and for the results of the logistic regressions, please reference Appendix C and Appendix D, respectively.

### *Grade*

Absenteeism is a particularly acute problem for high schools in the District. Students in high school are four times more likely to be chronically absent and 3.2 times more likely to be truant compared to students of lower grades. The rate of chronic absenteeism jumps by 25 percentage points between students in eighth grade and students in ninth grade. Nearly a quarter of all ninth graders missed more than 30 percent of instructional days across the 2017-18 school year. It is more common for high school seniors to be absent for more than 30 percent of the school year than it is for seniors to have satisfactory attendance. For students enrolled for the entire year, 30 percent of instructional days represents more than 50 school days, or more than two-and-a-half months of school. There is something in particular about high school that seems to trigger a greater propensity for absenteeism among the District's students, mirroring trends observed across the country. Two common explanations for the large increase in absenteeism among high school students, longer distances to travel to school and the responsibility of bringing younger siblings to school, are evaluated in later sections of this report.

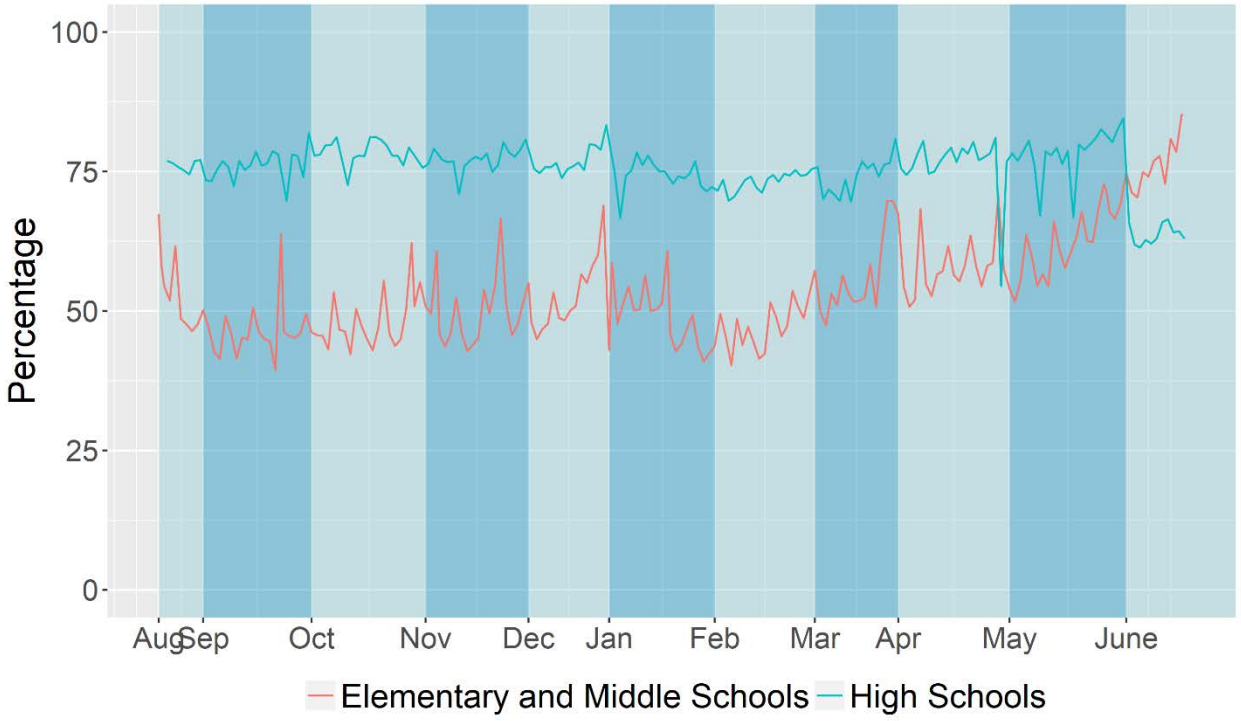
Figure 5: Absenteeism Risk Tiers, by Grade



There is significant overlap, but imperfect correspondence, between chronic absenteeism and truancy: more than 74 percent of truant students were also chronically absent in the 2017-18 school year. While high levels of chronic absenteeism highlight concerns for overall loss of instructional time, the accumulation of unexcused absences that results in truancy points to the specific concern of students missing a significant amount of school without a valid reason or parental consent, as well as possible safety concerns. It is possible for a student to be chronically absent, but not truant, and there are also circumstances in which a student is truant but not chronically absent, depending on the number of absences accrued and the proportion of absences that are unexcused. Last year's report detailed the disproportionate rates of unexcused absences out of total absences by racial and ethnic student groups. During the 2017-18 school year, these trends persisted. The proportion of unexcused absences out of all absences among Black or African American students exceeded 67 percent in the 2017-18 school year (see Appendix C, Figure C.2). For Hispanic or Latino students, the rate was more than 65 percent. The vast majority of absences for white students, in contrast, were excused: only 35 percent of absences among white students were unexcused in the 2017-18 school year.

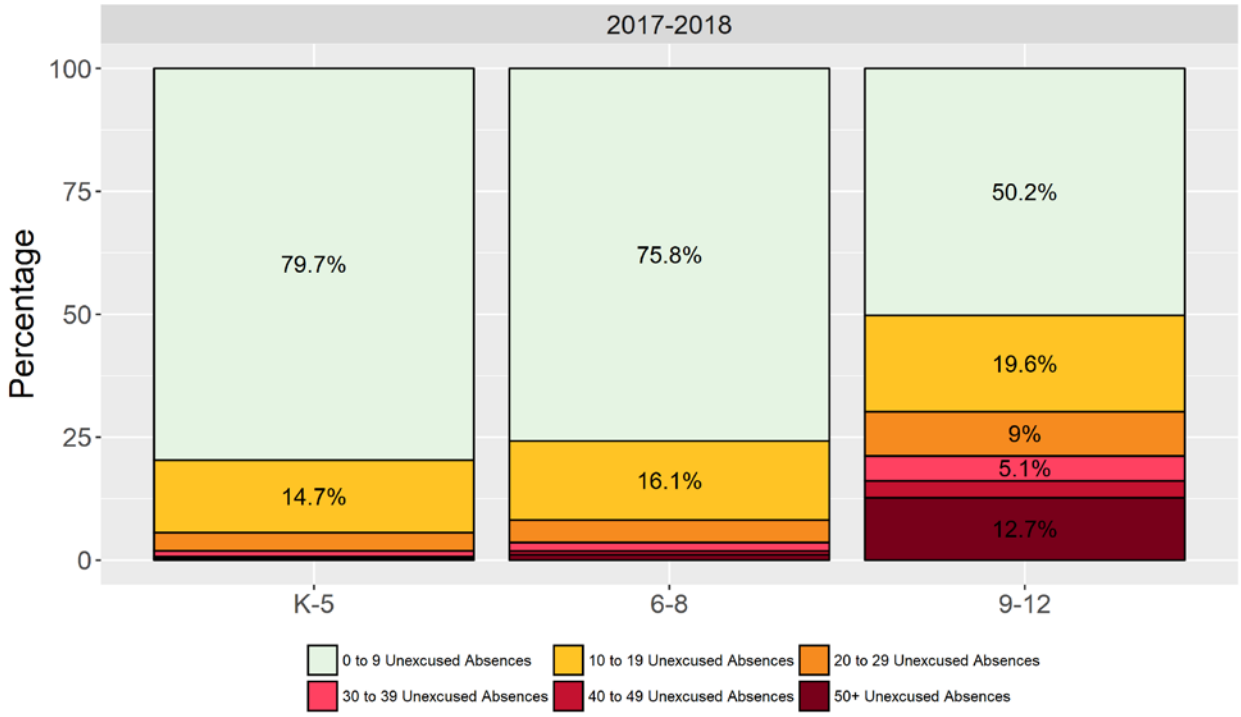
Figure 6 displays the percentage of absences on any given instructional day that were unexcused, shedding light on the patterns of absenteeism for students in elementary, middle, and high schools over the course of the school year. During the school year, approximately 75 percent of all absences among high school students were unexcused. Compared to high school students, the share of unexcused absences among elementary and middle school students is much more volatile day-by-day. While students in elementary and middle schools accumulated a higher proportion of unexcused absences on Fridays, high school students were no more likely to have an absence that is unexcused on Fridays compared to other days of the week (see Appendix C, Figure C.3). For the first half of the school year, between September and January, the proportion of unexcused absences out of all absences for students in elementary and middle schools ranged between 40 and 70 percent, with an average close to 50 percent over that period. Interestingly, the most significant upticks in unexcused absences for elementary and middle school students occur just before the Thanksgiving and winter holiday breaks. During the second half of the year, from February through June, the share of unexcused absences among elementary and middle school students trend upward, increasing such that by the end of the year, the proportion of unexcused absences for students in younger grades surpasses 85 percent, exceeding the percent of unexcused absences among high school students.

Figure 6: Percentage of Unexcused Absences out of Total Absences, by Grade Band




As previously mentioned, truancy rose by nearly 2 percentage points between the 2016-17 and 2017-18 school years, with the increase primarily driven by a 4-percentage point increase among middle school students and a 3-percentage point increase among elementary school students. Truancy among high school students remained stable, albeit at high levels, over the past two years. More than 12 percent of high school students accumulated 50 or more unexcused absences over the course of the school year.

Figure 7: Unexcused Absences, by Grade Band




*Students with Disabilities*

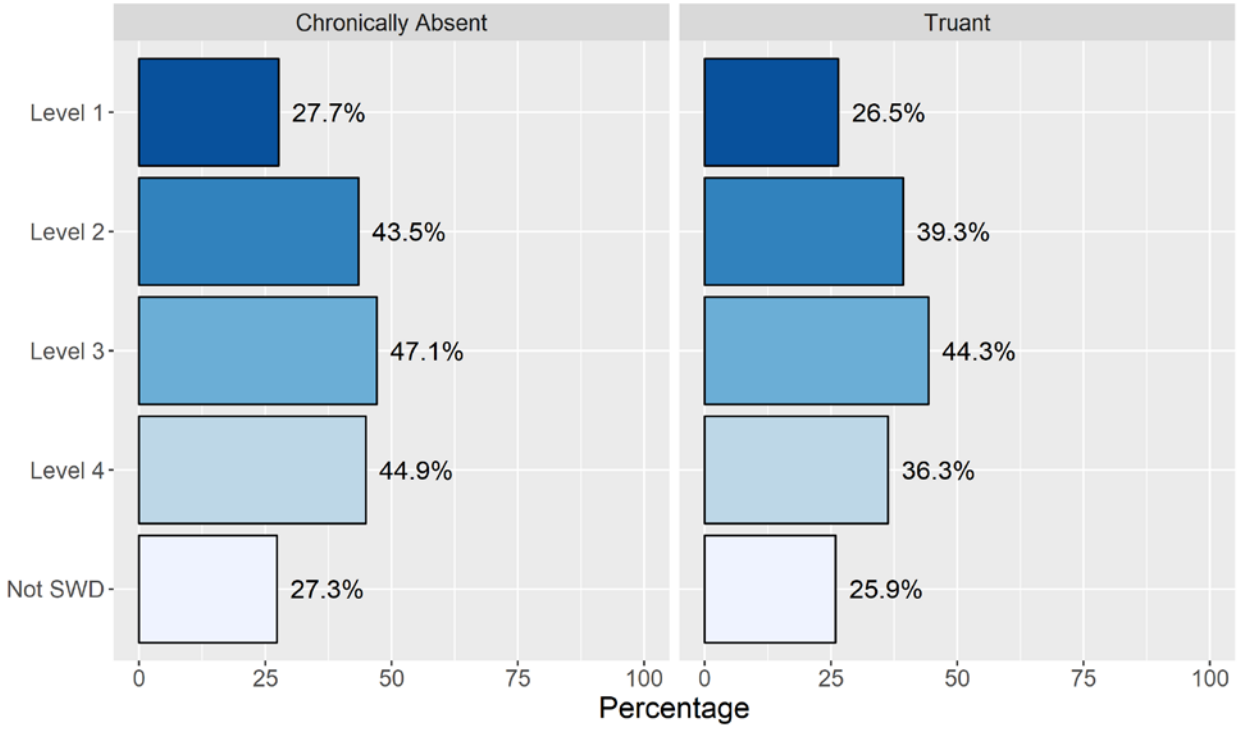
In the District of Columbia, students with disabilities receive various funding weights based on the total number of hours per week a student receives specialized instruction and related services regardless of where instruction and services are received, and any dedicated aide hours. Levels are defined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

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

It is imperative for students with disabilities to be in school to receive their specialized instruction and related services, but students with disabilities consistently have higher rates of absenteeism compared to students in general education. In line with the findings in prior years, students with the most significant special education needs present the highest rates of chronic absenteeism relative to students receiving fewer hours of specialized instruction or students in general education (Figure 8). Students receiving Level 2 services were 1.4 times more likely to be chronically absent and 1.3 times more likely to be truant than students who did not receive special education services. Students receiving Level 3 services were 1.5 times more likely to be chronically absent and 1.4 times more likely to be truant than students not receiving special education services. Students receiving Level 4 services were 1.6 times likely to be chronically absent than students who did not receive special education services, but no more likely to be truant. Students with disabilities are among the District's most vulnerable populations. The degree of chronic absenteeism for students with disabilities, particularly the students with the highest level of needs, is a barrier to their educational progress and opportunities. Less than 7 percent of

students with disabilities achieved proficiency on the annual statewide assessment, PARCC.[25] The prevalence of absenteeism among the District's students with disabilities undermines efforts to narrow the achievement gaps between students with disabilities and those in general education[26].

Figure 8: Chronic Absenteeism and Truancy, by Level of Special Education Services




*At-Risk Criteria*

To understand the potential relationship between students' socioeconomic status and school attendance, OSSE examined several measures that determine whether a student qualifies for at-risk funding. In the District of Columbia, a student who is at-risk possessed one of the following characteristics at any point during the 2017-18 school year:

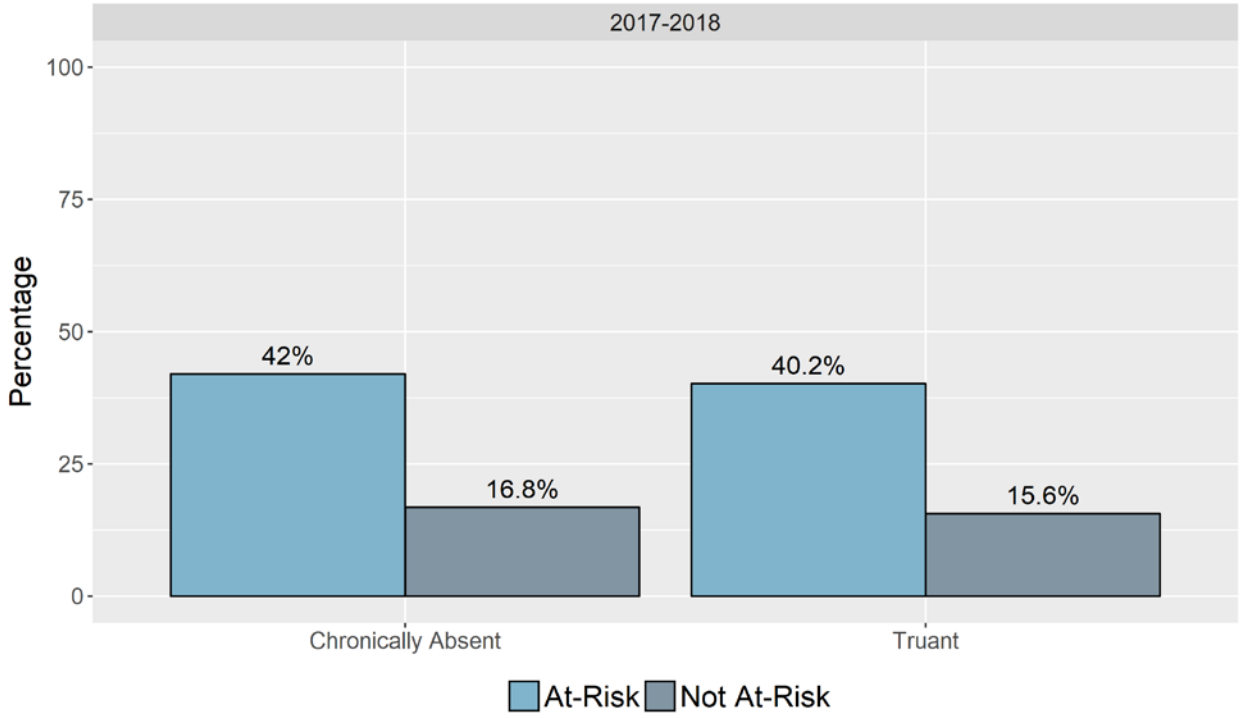
- **Direct Certification**: Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP) enrollment
- **Homeless**: Identification as experiencing homelessness in the homeless data feeds and/or McKinney-Vento (MKV) QuickBase application
- **CFSA**: Under the care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

The following analysis examines the criteria that qualify students for at-risk funding individually, meaning that students eligible for each of the at-risk criteria are compared to all other students in the

[25] Across the state, 6.4 percent of students with disabilities achieved proficiency on the Math assessment, 5.7 percent achieved proficiency on the ELA assessment in the 2017-18 school year.
[26] For a comparison to last year's rates of chronic absenteeism and truancy K-12 students with disabilities, please refer to Appendix F

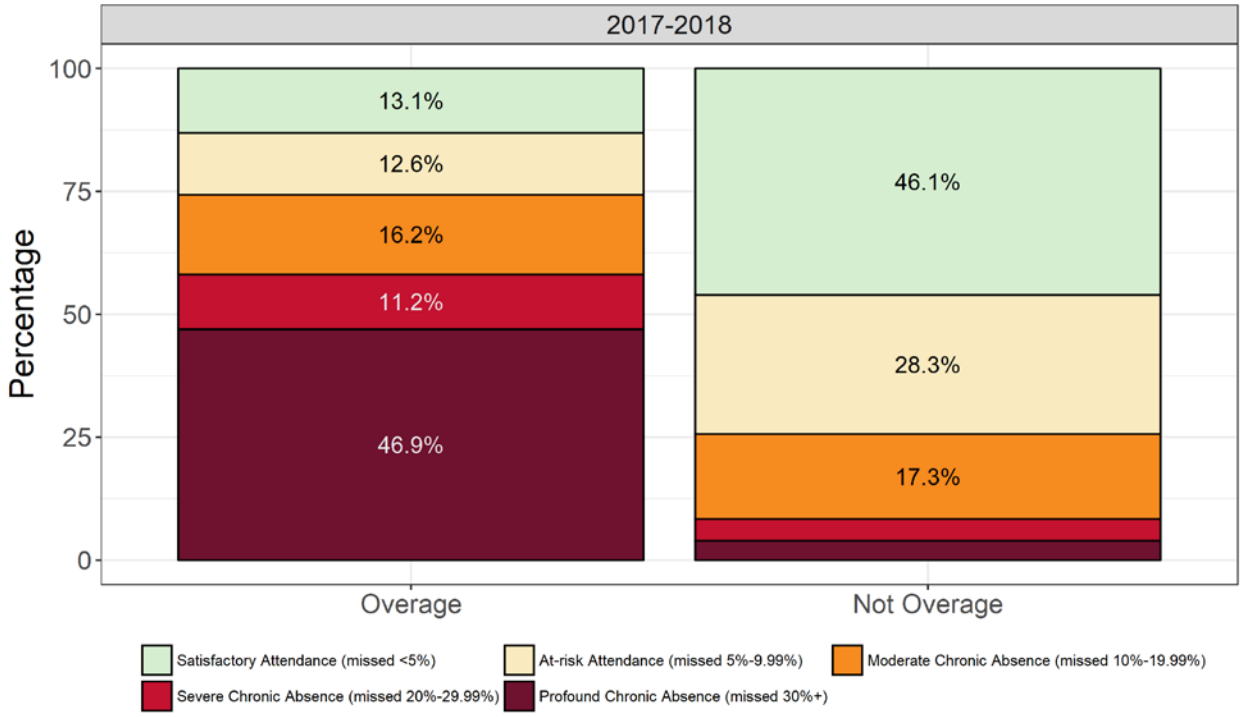
District. Students who received TANF or SNAP benefits were 2.2 times more likely to be chronically absent compared to students who did not receive TANF or SNAP benefits. Students who experienced homelessness at some point during the 2017-18 school year were 1.9 times more likely to be chronically absent compared to students who did not experience homelessness. Students under the care of CFSA were 1.2 times as likely to be chronically absent relative to students not under the care of CFSA. Finally, high school students who were overage for grade were 2.6 times more likely to be chronically absent compared to high school students who were not overage. The relationship between student characteristics that comprise the at-risk designation and truancy display similar patterns but tend to be of lower magnitudes.

Figure 9: Chronic Absenteeism and Truancy, by At-Risk Status




Of all the qualifying factors that comprise an at-risk designation, students who are overage for their grade exhibit the highest levels of absenteeism. Students may become overage for a grade by delaying the start of their education, being held back and repeating grades, or encountering another disruption to their education. Almost 75 percent of all overage students were chronically absent, and nearly 47 percent of overage students missed more than 30 percent of instructional days during the 2017-18 school year (Figure 10). The vast majority, 83.6 percent, of all absences among overage students were unexcused, the highest proportion out of any student group (see Appendix C, Figure C.4). Overage students are more at risk for academic failure than their on-grade for age peers and their attendance patterns appear more chronic: more than 90 percent of overage students who were chronically absent in the 2016-17 school year remained chronically absent in 2017-18 (see Appendix C, Figure C.1).

Figure 10: Absenteeism Risk Tiers, by Overage Status




Breakdowns of the absenteeism risk tiers by homeless status, CFSA, TANF, and SNAP, as well as these at-risk criteria by grade band are included in Appendix C.

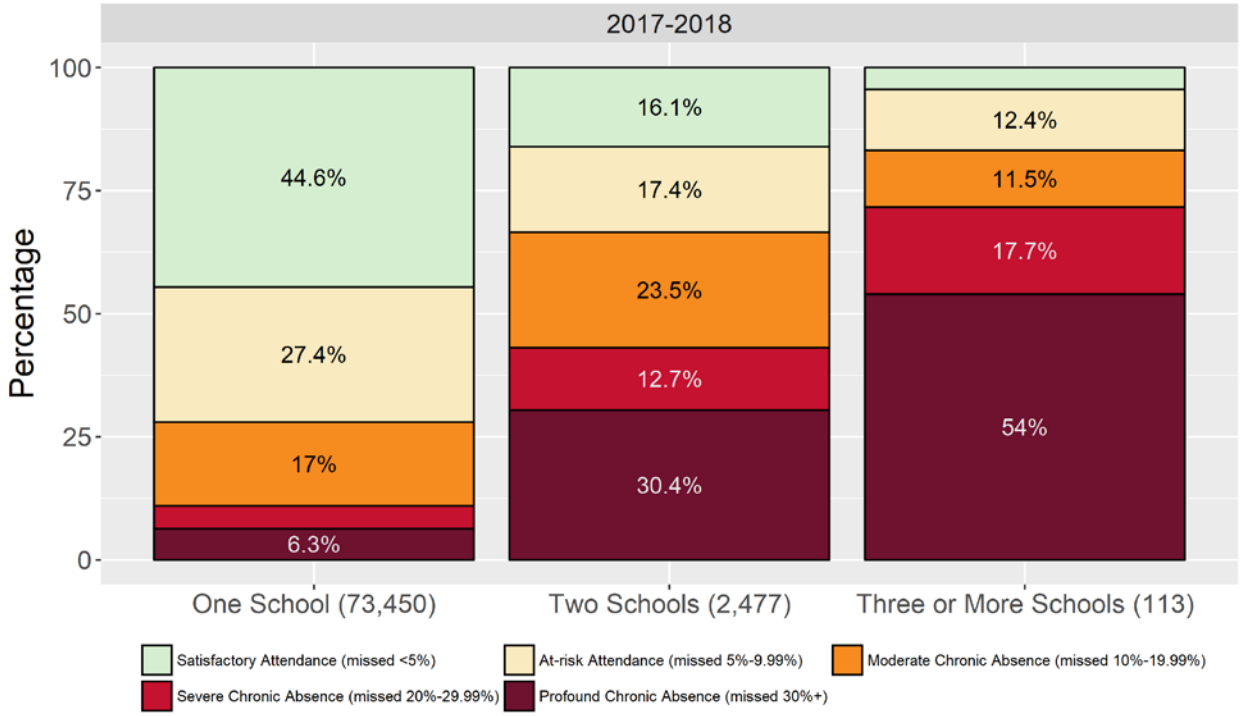
### *Student Mobility*

The vast majority (96.6 percent) of the District's students attended only one school during the 2017-18 school year. The stark increase in chronic absenteeism for students who attend multiple schools in the District in a year demonstrates a strong association between school mobility and the accumulation of school absences (Figure 11). Students who attended more than one school in the District during the school year were 2.7 times as likely to be chronically absent than students who remained at one school. Analyzing the demographics of students who attended two or more schools in the 2017-18 school year reveals these students are not a random subset of the general student population in the District. Even though students with disabilities comprise 15.5 percent of the overall population, they constitute 27 percent of all students who attended more than one school. Overage students are 6 percent of the overall population, but 21 percent of mobile students. Although the McKinney Vento Homeless Assistance Act provides students experiencing homelessness the right to remain at the school in which they were identified as homeless, even when they move out of boundary, students experiencing homelessness are disproportionately represented among students who attend more than one school during the school year. While 8.5 percent of students in the District are homeless, 19 percent of mobile students are homeless.

A number of factors could influence a student's mobility between schools within a school year. While some students move between schools during the school year by choice, as another school may be preferred or serve the students' needs more appropriately, other students may be mobile during the

year due to circumstances in their lives that force a school change upon the students. The data indicate students who transfer between schools are more likely to be students with disabilities, overage, or experiencing homelessness than the general population of students served in the District. Each of these factors has demonstrated an independent and significant relationship with chronic absenteeism, but for students who fall into multiple categories, these factors interact and may result in an even higher likelihood of high rates of absenteeism.

Figure 11: Absenteeism Risk Tiers, by Number of Enrolled Schools




# Attendance and Achievement

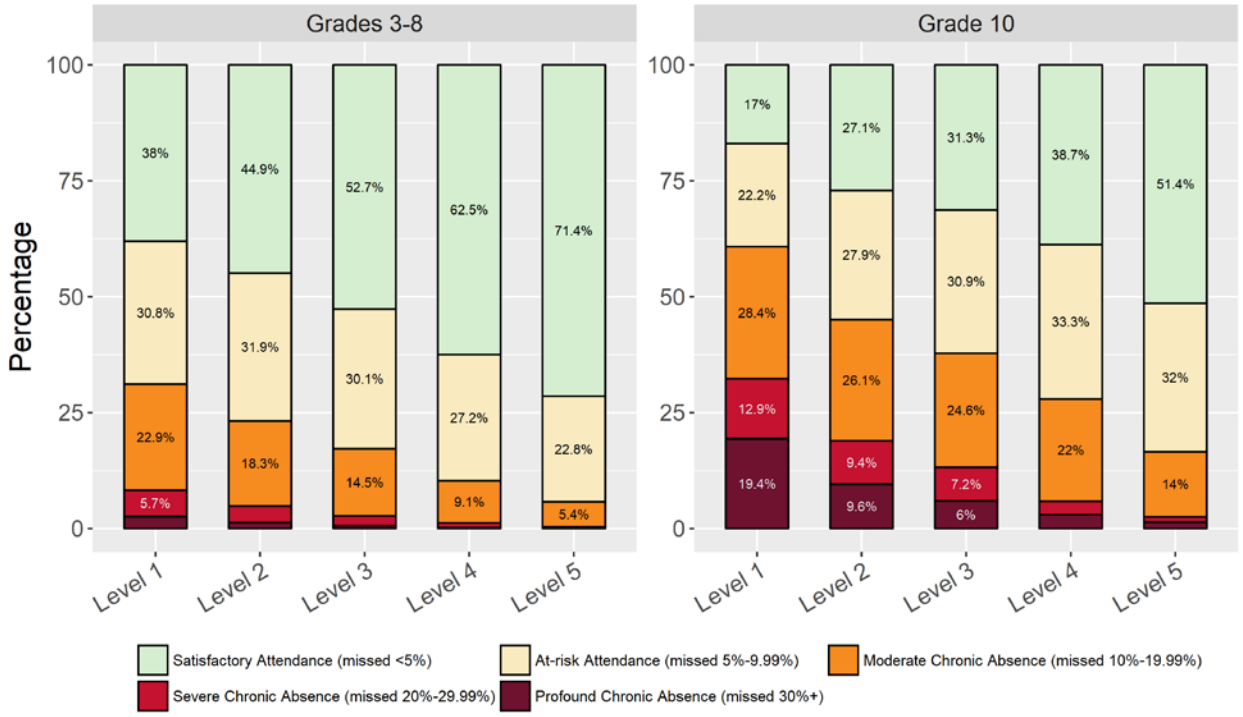
## PARCC

A significant body of research identifies a strong link between students' attendance and academic performance[27]. For students to benefit from all other sources of investment in education, they must be in school. As expected, students achieving proficiency (Levels 4 and 5) on the statewide assessment have higher attendance rates than those performing at lower levels. Figure 12 shows the tiers of absenteeism by PARCC proficiency level in the ELA assessment, broken out by students in grades 3-8 and students in grade 10[28]. Only 9 percent of students in grades 3-8 who achieved proficiency were chronically absent; more than 71 percent of students at Level 5 had satisfactory attendance. Across the state, only 25 percent of 10th graders had satisfactory attendance in the 2017-18 school year, but more than half of 10th grade students scoring at a Level 5 in the ELA assessment missed less than 5 percent of the school year. Of course, increasing attendance alone will not automatically lead to improved academic performance. For many students, showing up to school is a necessary, but not sufficient, condition to attain proficiency and progress toward becoming college and career ready.

[27] https://www.attendanceworks.org/research/

[28] For the tiers of absenteeism by PARCC proficiency level in Math, please see Appendix C, Figure C.5.

Figure 12: Absenteeism Risk Tiers, by PARCC Achievement Level (ELA)

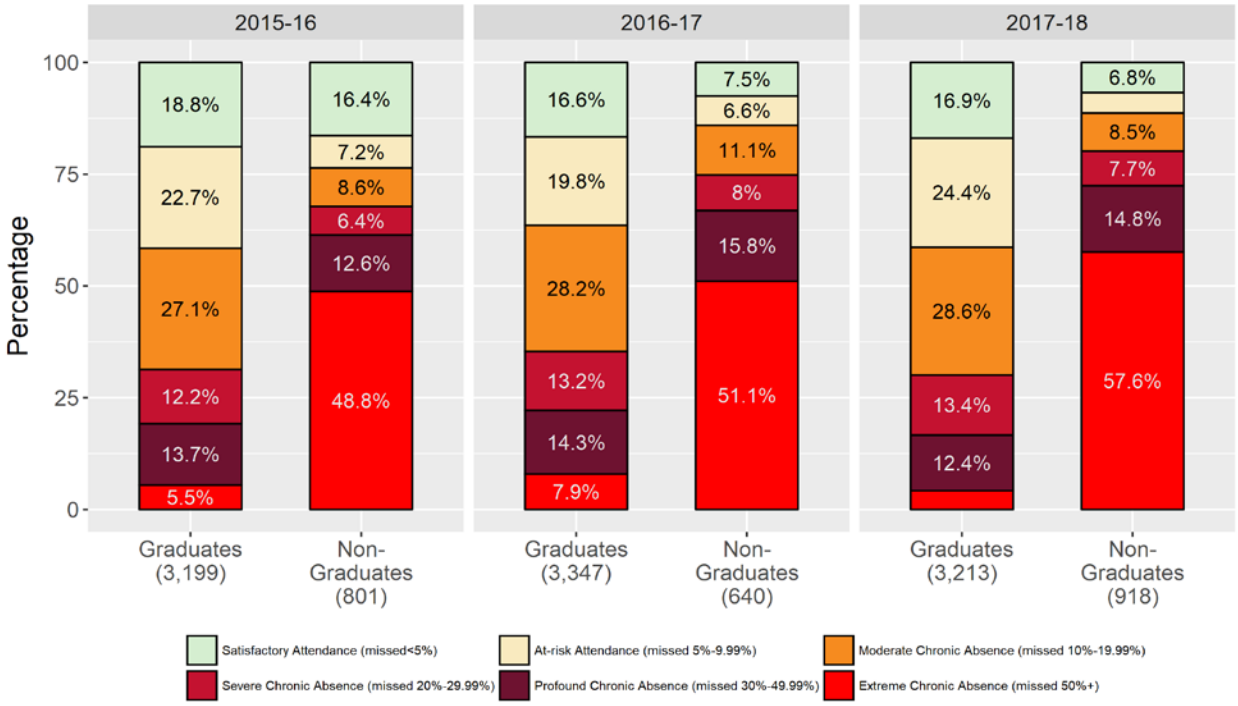



## Graduation

Over the past three years[29], attendance patterns between graduates and non-graduates have become more divergent (Figure 13). Given the very high levels of absenteeism among students in their final year of high school, an additional risk tier, "Extreme Chronic Absenteeism," was added to report on students who had missed more than 50 percent of instructional days during the school year. In 2015-16, the proportion of students with satisfactory attendance did not differ greatly between students who graduated and those who did not. By 2017-18, less than 7 percent of non-graduates had satisfactory attendance, while the corresponding rate for graduates was nearly 17 percent. Extreme levels of chronic absenteeism among non-graduates have also increased by almost 9 percentage points since 2015-16: In the 2017-18 school year, 57.6 percent of non-graduates had missed more than half of all instructional days across the year. As the attendance patterns between graduates and non-graduates have become more polarized, the proportion of graduates with chronic absenteeism actually decreased between 2016-17 and 2017-18 by more than 5 percentage points.

[29] The analysis in this section of the report examines data across three different cohorts -- students expected to graduate in the 2015-16, 2016-17 and 2017-18 school years.

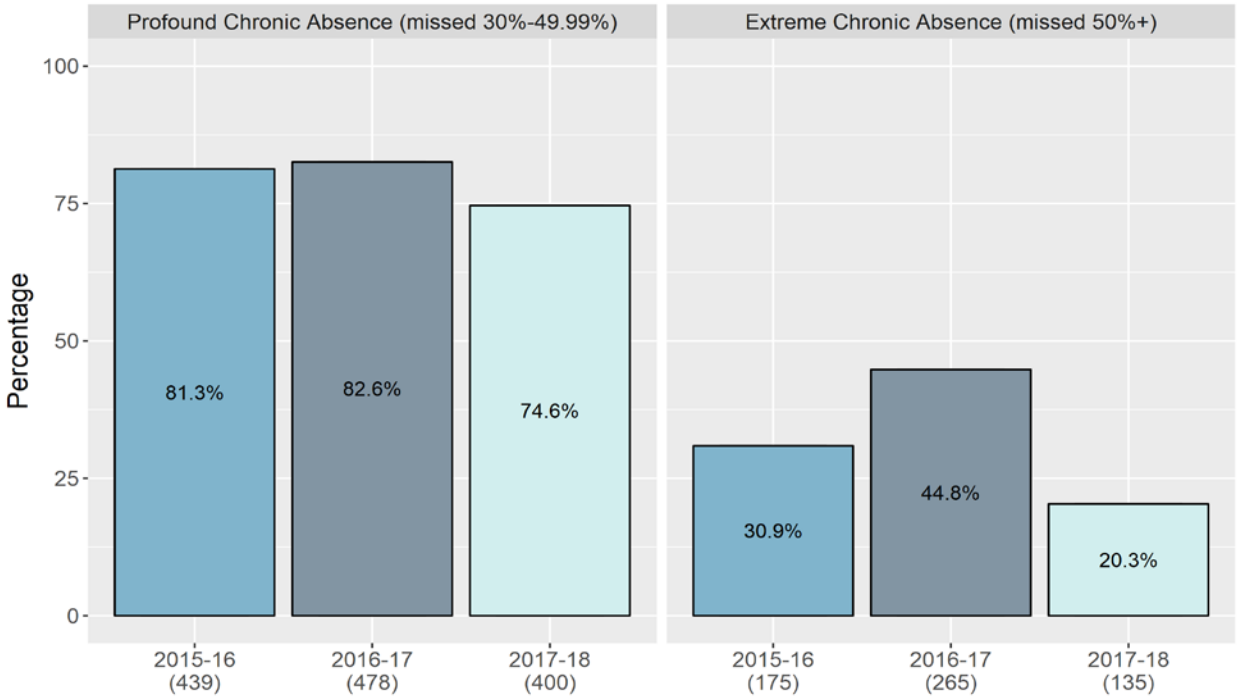
Figure 13: Absenteeism Risk Tiers, by Graduates and Non-Graduates




The graduation rates among profoundly chronically absent or extremely chronically absent students were lower during the 2017-18 school year than 2016-17 (Figure 14). In 2016-17, 82.6 percent of the 579 students in their fourth year of high school who missed between 30 and 50 percent of school went on to graduate; 44.8 percent of the 592 students who missed more than 50 percent of school graduated. In 2017-18, the corresponding graduation rates among profoundly and extremely chronically absent students fell to 74.6 and 20.3, respectively.

While high rates of absenteeism may raise questions about the impact on student learning, it is also important to note that this analysis is based on day-level attendance, based on the threshold of attending 80 percent or more of the school day. Course-level attendance collected by LEAs and schools provides a more precise measure of student learning time in particular areas.

Figure 14: Graduation Rate by Absenteeism Risk Tier




# Examining Barriers to Attendance

## Distance to School

This section of the attendance report examines the extent to which geographic barriers, such as distance to school and commute time, impact student attendance. This analysis evaluates the degree to which distance to school relates to student absenteeism, showing mixed results. For elementary and middle school students, we observe that distance has little impact on attendance; for high school students, distance from school is related to lower levels of attendance, but other characteristics of the school, such as demographics of the school, have a stronger negative relationship with attendance.

For this section of the report, OSSE matched daily attendance data provided by DCPS and public charter schools to daily student address data from the nightly data feed provided by each LEA during the 2017-18 school year. The rate of absenteeism was calculated for each student for each school attended and each recorded home address. Travel time and distance were estimated for every student's recorded address to every school attended throughout the year. Further information on the estimation of time and travel distance can be found in Appendix B.

In the following analyses, travel times are represented as "minutes driving from school" with driving time as the distance unit of measure. Distance in minutes driving captures the distance students live from school in a standardized unit of measure. In using minutes driving from school, OSSE is not assuming that all students are driven to school every day, but rather minutes driving from school is utilized as a proxy measure of travel time to school that approximates the time it may take to travel to school by car. Although the following analysis uses driving time as the distance unit of measure, an

analysis using miles alone to measure distance yields very similar results, and can be found in Appendix C (Figure C.6).

## Students' Commutes to School

Travel time to school across the District varies greatly both by grade level and sector. Figure 15 shows the average driving commute time in minutes for each grade by school sector.

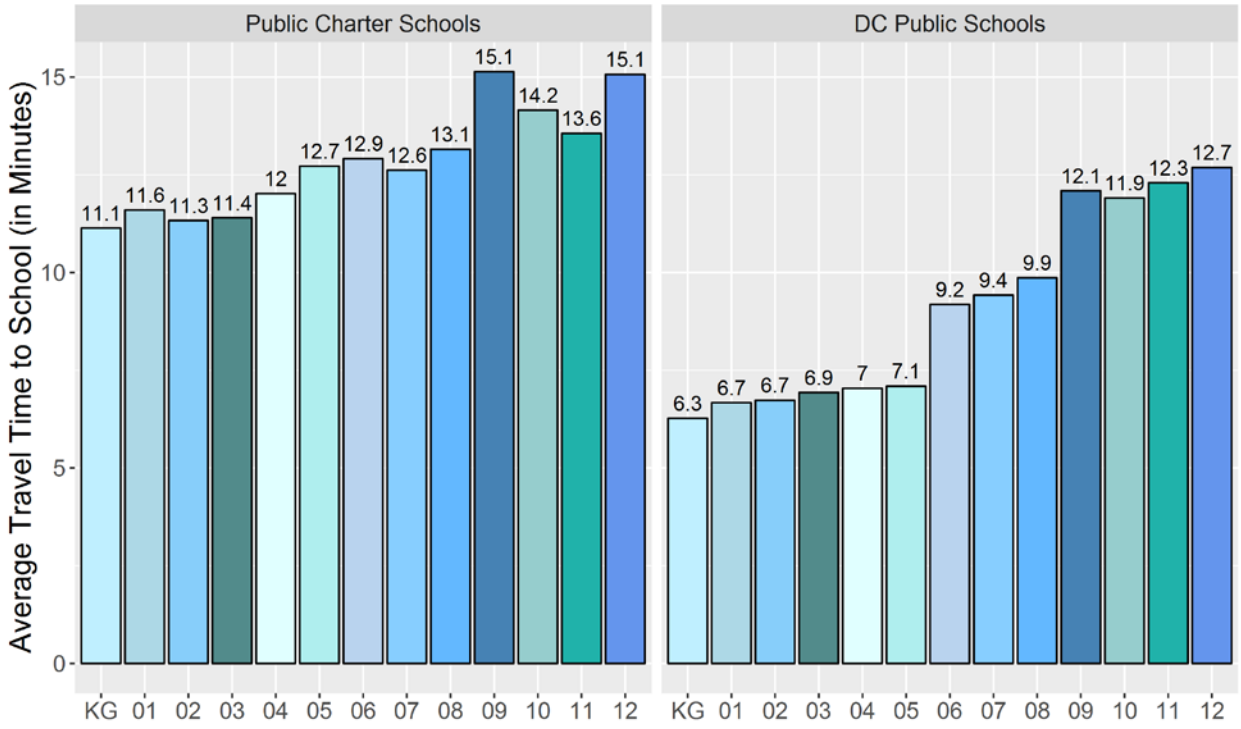
Across the District, elementary school students generally live closer to their schools and have shorter travel times, particularly for elementary school students attending DCPS schools. The average DCPS elementary school student lives between 6 and 7 minutes away from school, while students attending public charter elementary schools typically live between 11 and 12 minutes from school. Students attending DCPS elementary schools are also much more geographically clustered around their schools; 60 percent of DCPS elementary students live within a 5-minute drive of their school, while only a quarter of public charter elementary students live within the same range.

High school students face the longest travel times to school. While public charter high school students on average live between 13 and 15 minutes from school, DCPS high school students typically live a 12-minute drive from school. This reflects an overall difference in geographic clustering of public charter and DCPS students. Nearly half of DCPS high school students live within a 10-minute drive of their school, compared to only 35 percent of public charter students. Students attending public charter high school tend to live farther from school, with 40 percent of public charter high school students living 15 to 30 minutes away from their school by car, compared to 27 percent of DCPS students (see Appendix C, Figure C.7).

These findings are in line with previous research conducted by the Urban Institute[30] into the barriers presented by transportation to and distance from school in five cities, including Washington, DC, which found increased travel times for older students compared to younger students. OSSE's analysis builds on the Urban Institute's research by examining the most current year of data (2017-18) as well as comparing the distance traveled to school across school sector.

[30] Blagg, Kristin, et al. "The Road to School: How Far Students Travel to School in the Choice-Rich Cities of Denver, Detroit, New Orleans, New York City, and Washington, DC." Urban Institute, www.urban.org/research/publication/road-school-how-far-students-travel-school-choice-rich-cities-denver-detroit-new-orleans-new-york-city-and-washington-dc/view/full_report

Figure 15: Average Driving Commute Time by Sector and Grade




## Distance and Absenteeism

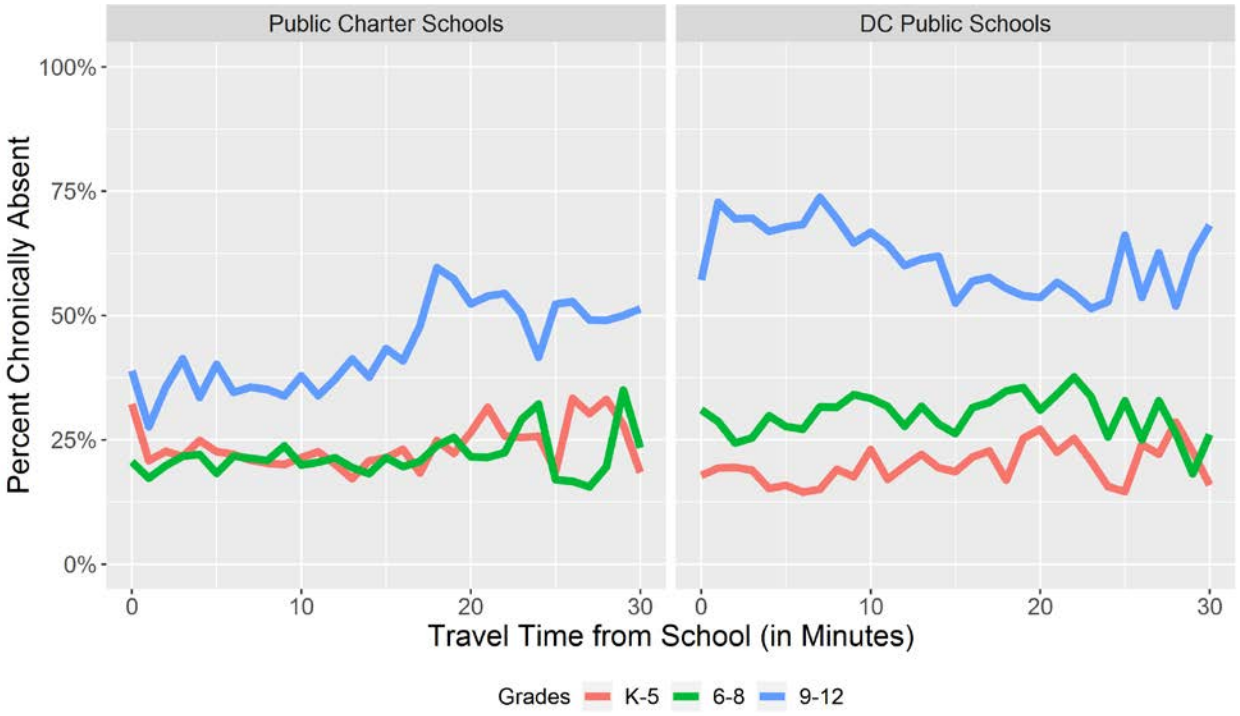
As a general pattern across the District, rates of absenteeism mirror distance lived from school with elementary school students living closer to school and demonstrating lower absenteeism, and high school students living farther from school and having higher rates of absenteeism; these trends are most pronounced among students attending DCPS schools.

Figure 16 displays the average percentage of students who are chronically absent from school by travel time to school (rounded to the nearest minute), by grade band. Across both sectors, travel time to school is not related to rates of chronic absenteeism among elementary and middle school students; the rates of chronic absenteeism among students residing within 5 minutes of school and those living between 20 and 30 minutes away are roughly equivalent for both elementary and middle school students for students attending both DCPS and public charter schools. However, chronic absenteeism tends to be lower across all travel times for students attending DCPS elementary schools compared to students attending public charter elementary schools.

Among middle and high school students, absenteeism is higher in DCPS schools compared to public charter schools. The relationship between travel time and chronic absenteeism among high school students varies by sector. Among public charter high school students, students who live within 5 minutes of school, on average, have lower levels of chronic absenteeism relative to their classmates with longer travel times to school. In contrast, high school students attending DCPS high schools who live within 5 minutes of their school demonstrate higher rates of absenteeism compared to students who live a greater distance from school. This trend may be partially explained by other factors such as type of school; for example, DCPS high school students who attend selective schools tend to have longer

travel times to school compared to students attending DCPS comprehensive schools (see Appendix C Figure C.8 for the full comparison). Relative to the general population of high school students across the District, students attending selective schools tend to have lower rates of absenteeism (see Appendix C Figure C.9 for chronic absenteeism rates by sector among high school students).

Figure 16: Chronic Absenteeism by Sector, Grade and Commute Time

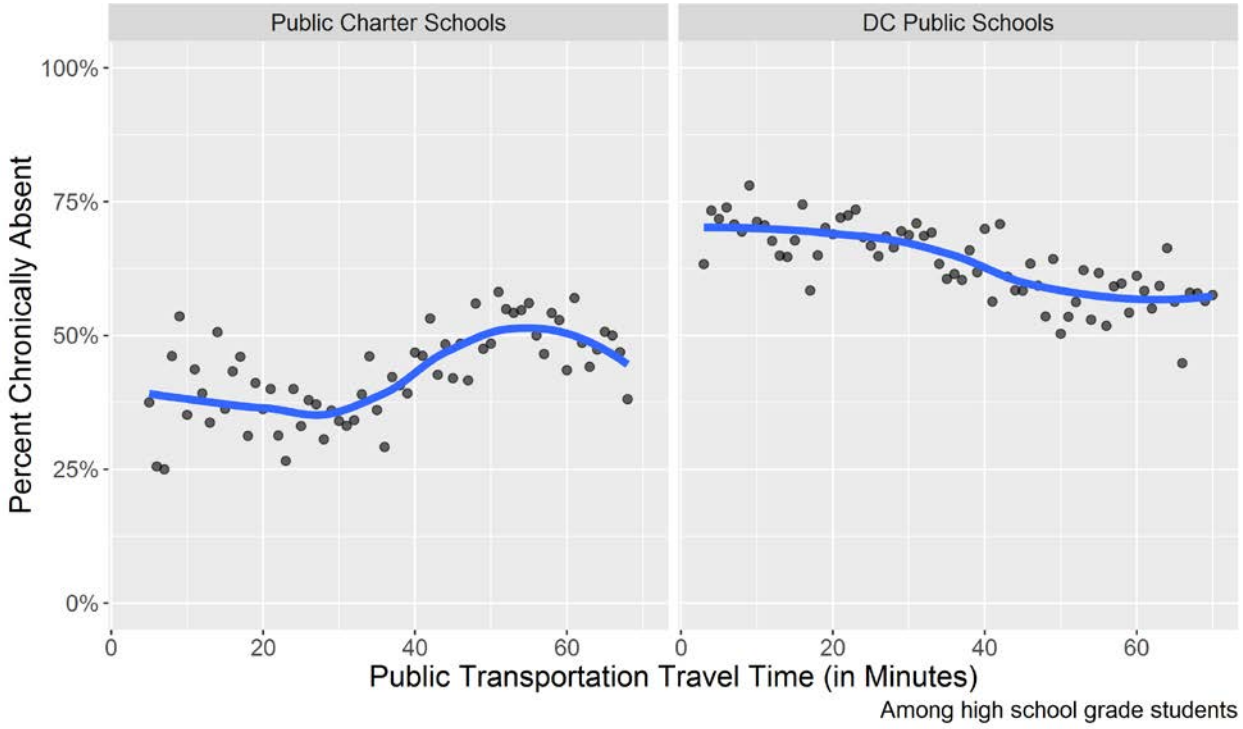



## High School Students and Public Transportation

The previous figures presented travel times assuming a standardized distance unit of measurement: driving time. While driving time provides a proxy for commute time, which is one type of geographical barrier to attending school, not all students are driven to school. In order to take this into consideration, travel times were also estimated for all high school students using public transit as the mode of transportation. Intuitively, driving to a school takes less time than relying on public transportation in DC. The exact relationship between commutes in DC using driving time versus public transportation is illustrated in Appendix C Figure C.10.

Figure 17 shows the level of chronic absenteeism by the commute length using public transportation for all high school students. Each dot in the figure represents the rate of chronic absenteeism for each rounded minute of public transit time. Findings using public transportation commute times as the measure of travel time yields similar results to the analysis using driving time shown in Figure 16.

Figure 17: Chronic Absenteeism by Sector, Grade and Public Transportation Commute Time (among high school students)




Previous research has shown that school-level characteristics and climate plays an important role in chronic absenteeism. For example, one study, which surveyed more than 25,000 middle and high school students in a "large urban school district," found a relationship between students' negative perceptions of school climate and higher chronic absenteeism[31]. To control for school characteristics and to isolate the relationship between chronic absenteeism and students' commute time and demographics[32], OSSE ran a regression model with school-level fixed effects. Further model information can be found in the distance methodology section in Appendix B.

When controlling for student characteristics, a significant relationship between distance to school and absenteeism emerged; students who live farther from school were more likely to be chronically absent than those who live close. These findings confirm additional research presented by the Urban Institute[33], which identified a similar relationship between student drive time and absenteeism using data from prior school years. When controlling for school characteristics, they found a slight increase in total number of days absent among students with a longer driving commute compared to those living closer to school.

[31] Eck, Kathryn Van, et al. "How School Climate Relates to Chronic Absence: A Multi–Level Latent Profile Analysis." Journal of School Psychology, vol. 61, 2017, pp. 89–102., doi:10.1016/j.jsp.2016.10.001.
[32] Student demographics in the model include attending multiple schools, gender, homeless status, TANF/SNAP eligibility, overage status, English Learner status, SPED status, race, and grade
[33] Blagg, Kristin, et al. "The Extra Mile: Time to School and Student Outcomes in Washington, DC" Urban Institute, 20 Sept. 2018 https://www.urban.org/research/publication/extra-mile-time-school-and-student-outcomes-washington-dc

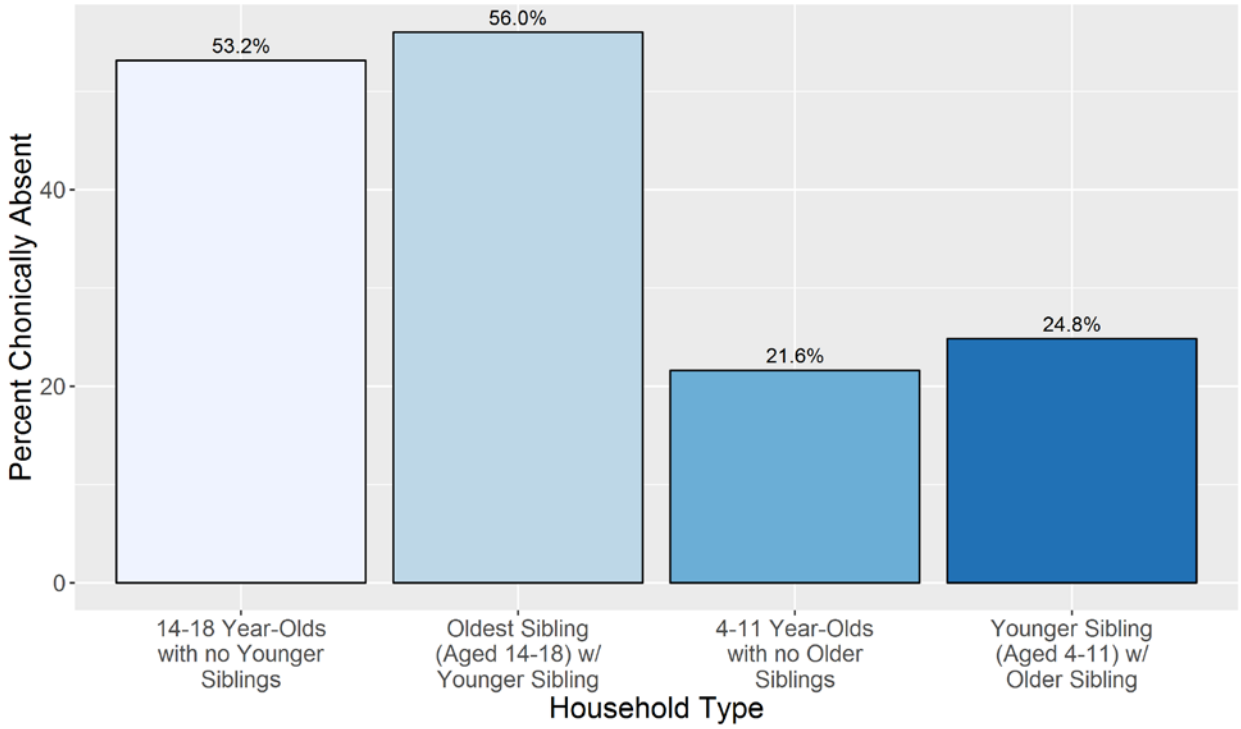
## Students from the Same Household

Younger students with older siblings often rely on their siblings in order to get them to and from school. This dependence can force younger students to miss school days when their older siblings are unable to attend school, and the responsibility of taking younger siblings to school may result in tardiness, potentially enough to be counted as a day-level absence, as reported to OSSE, for the elder sibling. The following analysis examines the relationship between the attendance patterns of students from the same household, looking into whether high school-aged students with younger students in the same household are more likely to be chronically absent than those without, as well as the relationship of absences between older and younger students residing in the same household. For the purpose of this analysis, students who live in the same household are the best approximation of sibling relationships that we have available at OSSE. Older students from the same household are defined as students between the ages of 14 and 18 in a household in which a student aged 4-11 also resides.[34]

Overall, there are minor differences in chronic absenteeism among older students with younger students in the same household compared to older students without younger students in the same household (Figure 18). Younger students in the same household with older students are also slightly more chronically absent than younger students who have no older students in the household. However, a logistic regression evaluating whether older students with younger students in the same household are more likely to be chronically absent than those without found no evidence of a significant relationship when controlling for other demographic variables; the responsibility of bringing younger students in the same household to school does not appear to significantly impact the attendance of older students. Similarly, there is no statistically significant difference in chronic absenteeism between younger students with and without older students in the same household when evaluating the likelihood controlling for student demographics.

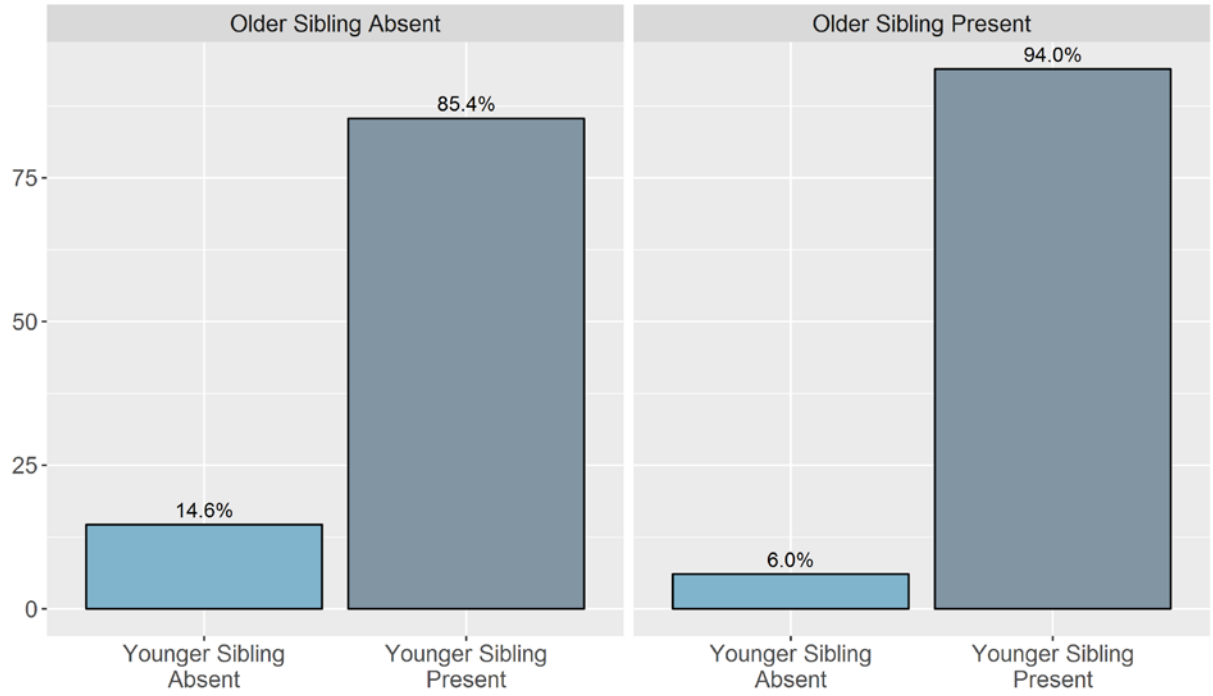
[34] For full methodology on how households were determined, please reference Appendix B.

Figure 18: Chronic Absenteeism, by Sibling Status




In order to understand the relationship between students residing in the same household and attendance more closely, the day-to-day interaction between attendance of older and younger students was also examined. Taken day-by-day, the attendance patterns of younger students with older students residing in the same household suggests a strong relationship between the attendance of the older student and the attendance of younger student. On days when at least one older student is absent from school, younger students in the household are more than 2 times more likely to miss school compared to days when the oldest sibling attends school. Figure 19 indicates that younger siblings are absent on 14.4 percent of days when older siblings are absent, but are absent on only 5.9 percent of days that older siblings are present. These findings suggest that older students may be responsible for taking younger siblings to school, but their attendance is similar.

Figure 19: Absenteeism of Younger Siblings, by Absenteeism of Older Siblings

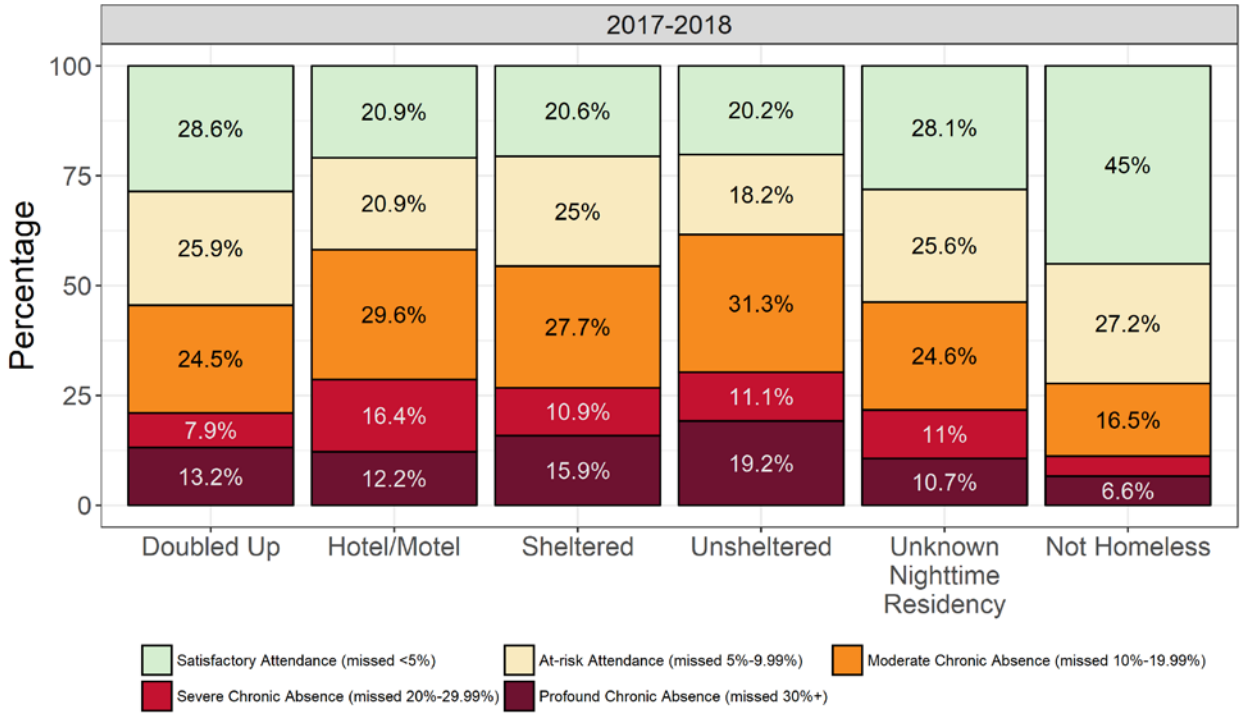



## Population in Focus: Homeless Students

DC youth experiencing homelessness confront a number of challenges every day, including getting to school on time. Educators and advocates who work with students experiencing homelessness often stress the importance of making them feel welcome at school, and using school resources to support them as much as possible.

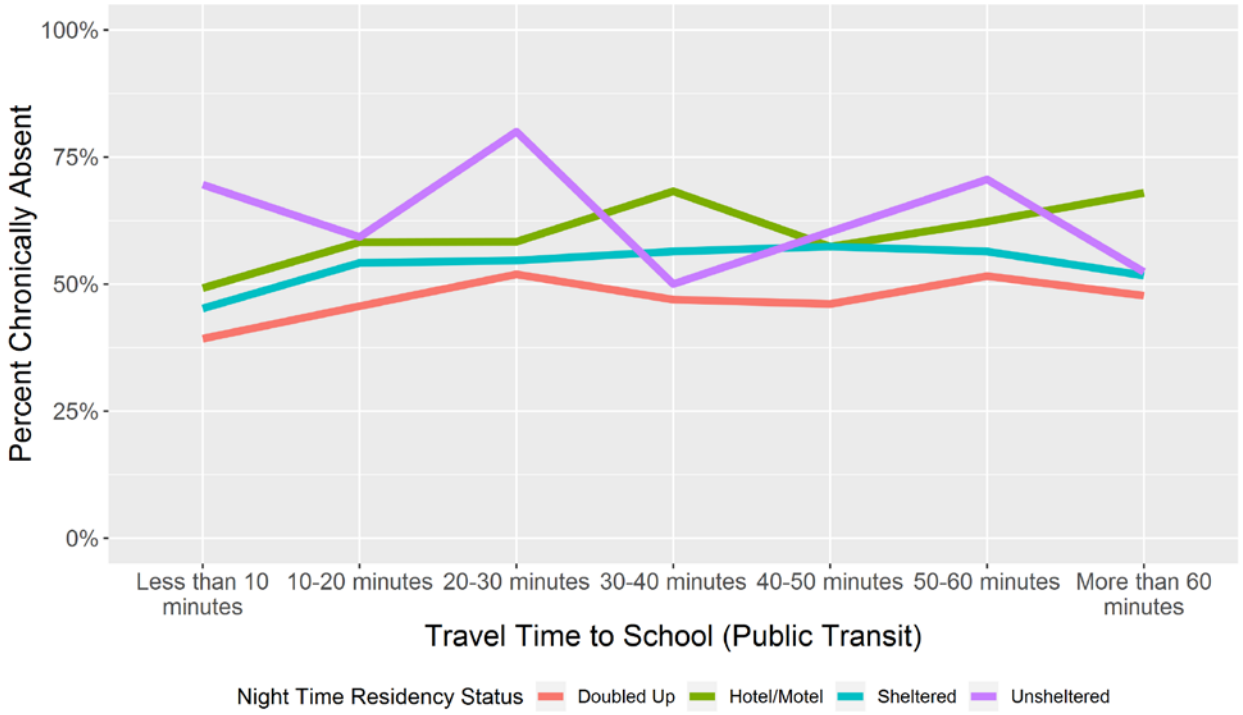
Students are identified as homeless through the daily attendance transfers between schools and OSSE, in which teachers or school administrators enter students' homeless status in their student information system, or through a monthly data exchange provided by Department of Human Services via The Community Partnership to End Homelessness (TCP), DHS's contracted partner. If either source identifies a student as experiencing homelessness for even one night during the school year, the student maintains the homeless status for the entire school year. Most students experiencing homelessness in grades K-12 (63 percent) were doubled-up during the 2017-18 school year, meaning they stayed with a friend or extended family member. Shelters are the second most common nighttime residency (25 percent), followed by students living in hotels or motels (5 percent). Figure 20 breaks down the absenteeism risk tiers by students' nighttime residency status. Only 2 percent of students experiencing homelessness in DC were unsheltered, but unsheltered students displayed the highest levels of absenteeism out of all possible nighttime residencies. More than 60 percent of unsheltered homeless students were chronically absent in the 2017-18 school year. Students living in hotels or motels, as well as those living in homeless shelters also exhibited rates of chronic absenteeism greater than 50 percent. Across the District, 48.8 percent of students experiencing homelessness were chronically absent in the 2017-18 school year.

Figure 20: Absenteeism Risk Tiers, by Nighttime Residency Status




Under an important protection provided by the McKinney-Vento Homeless Assistance Act, students identified as homeless are entitled to remain at the school they were attending when they became homeless, or to transfer to a school closer to a new housing placement, such as a shelter or relative's home. Transportation can be a major barrier for students who are experiencing homelessness, but Figure 21 demonstrates no clear relationship between distance travelled to school by public transportation and chronic absenteeism, with the exception of students living in hotels or motels. Chronic absenteeism among homeless students living in hotels or motels appears to be most influenced by the time it takes students to travel to school. Less than 50 percent of students living in hotels or motels who reside less than 10 minutes by public transit from school are chronically absent, compared to nearly 70 percent for students in hotels or motels whose schools are more than 60 minutes away. LEAs are required ensure that students receive transportation assistance through the District's Kids Ride Free program, which allows all students to ride the Metrorail, Metrobus and Circulator buses for free. If a student is not able to travel alone, the LEA must also pay for a parent or guardian to accompany the student to and from school.

Figure 21: Chronic Absenteeism by Distance to School and Nighttime Residency Status




For most homeless students, distance traveled to school does not seem to influence absenteeism, but Figure 20 does not fully reflect the significant barriers homeless students face in getting to school. Access to transportation, stigma, and the stress of uncertain and unstable living conditions may all contribute to the higher rates of absenteeism observed for homeless students compared to the general population.

Sarah Lovett, from Sasha Bruce Youthwork[35], has noticed that one key to successful student engagement and regular attendance at school is for students to feel like they are successful at accomplishing goals when they are there. "I have had some who are excited about being back in school but only in the cases where they actually feel like they can make it the whole way," said L'Tanya Holley, director of Family & Community Engagement for Maya Angelou Public Charter School. "They know that we will do anything humanly possible to make sure they will get a good education and further themselves and get themselves out of the situation they are in."

## Conclusion: Turning Data into Action

This annual report is intended to provide an accurate and actionable picture of attendance in DC and answer important questions raised by those working to address absenteeism in the District. Although chronic absenteeism citywide was largely the same in the 2017-18 school year as it was in the prior two school years, some of the findings in this report showing growth may reflect DC's focus on using data to drive new activities, such as a focus on high schools and students with a history of moderate to high absenteeism.

[35] Sasha Bruce Youthwork is a local nonprofit organization that provides services and advocacy for the District's homeless youth.

Currently, a number of efforts that reflect the findings of this report and those that preceded it are underway. For example, inspired by previous reports highlighting the rise in absenteeism between eighth and ninth grade, the Office of Victim Services and Justice Grants (OVSJG) competed and awarded a new grant to pilot an extension of the Show Up, Stand Out (SUSO) program in high schools. Notably, DCPS also took a closer look at the ninth grade and initiated a summer bridge program this year in select feeder patterns to support students with a strong likelihood of becoming chronically absent. The work is part of a broader DCPS strategy to identify students with a history of low attendance for additional outreach early in the current school year, leveraging OSSE's finding that students' past attendance record strongly predicts future absenteeism.

Through the DME, DC is poised to launch a pilot building the evidence base for family engagement as a strategy to support high school students' attendance. The DME is also piloting work focused on supporting students who are experiencing homelessness based on OSSE's previous analysis of factors associated with high absenteeism. The pilot will focus on understanding the impact of flexible transit benefits for homeless students and is one of two transportation-related investments DME is making. The second is focused on support for safe passage of students to and from school, reflecting data from schools and program partners about the role of safety and transportation attending school every day. This work complements other citywide work piloting data informed communications with families, trainings and convenings, and other ways to increase knowledge and awareness of important attendance information.

Finally, a number of new efforts to use attendance data in managing programs and answering cross-disciplinary questions are on the horizon. OSSE has received an increasing number of requests for additional attendance data sharing and consequently, has expanded efforts to share attendance data and support the citywide effort to reduce absenteeism consistent with legal requirements. Specifically, government agencies have requested access to daily attendance data to support the interventions that they offer that work to improve student attendance. OSSE is currently working to finalize data sharing agreements with DC Health to support its School Health Services Program, and the Department of Human Services, which provides services and supports for youth participating in specific attendance improvement and truancy prevention programs. Data sharing agreements already exist with the Criminal Justice Coordinating Council for a root cause analysis of the educational factors related to juvenile justice involvement by DC Youth, with the Lab @ DC within the Office of the City Administrator, as well as with the Department of Youth Rehabilitation Services.

As DC strengthens its work to increase student attendance under the guidance of the Every Day Counts! Taskforce, the District has an increasingly robust and reliable set of data analyses from which to work. If DC continues to use this data to drive action, DC has the potential to make significant progress on ensuring that all of our students attend school every day, on time.

## Appendix A: School-level rates of truancy and chronic absenteeism

| School | % Chronically Absent, 2016-17 (K-12) | % Chronically Absent, 2017-18 (K-12) | % Truant, 2017-18 (Compulsory Age) |
|---|---|---|---|
| **Achievement Preparatory Academy PCS - Wahler Place Elementary School** | 21.85 | 28.40 | 42.90 |
| **Achievement Preparatory Academy PCS - Wahler Place Middle School** | 14.41 | 25.83 | 38.13 |
| **Aiton Elementary School** | 27.50 | 27.89 | 30.69 |
| **Amidon-Bowen Elementary School** | 17.95 | 18.18 | 19.42 |
| **Anacostia High School** | 91.83 | 86.39 | 80.70 |
| **AppleTree Early Learning Center PCS - Columbia Heights** | N/A | N/A | N/A |
| **AppleTree Early Learning Center PCS - Lincoln Park** | N/A | N/A | N/A |
| **AppleTree Early Learning Center PCS - Oklahoma Avenue** | N/A | N/A | N/A |
| **AppleTree Early Learning Center PCS - Southeast** | N/A | N/A | N/A |
| **AppleTree Early Learning Center PCS - Southwest** | N/A | N/A | N/A |
| **Ballou High School** | 87.83 | 82.05 | 83.41 |
| **Ballou STAY High School** | 67.97 | 94.18 | 92.81 |
| **Bancroft Elementary School @ Sharpe** | 4.88 | 3.91 | 3.26 |
| **Barnard Elementary School** | 10.57 | 13.41 | 3.45 |
| **BASIS DC PCS** | 5.62 | 6.67 | 4.01 |
| **Beers Elementary School** | 23.83 | 21.36 | 2.91 |
| **Benjamin Banneker High School** | 15.40 | 14.02 | 4.15 |
| **Breakthrough Montessori PCS** | N/A | 25.58 | 31.91 |
| **Brent Elementary School** | 4.00 | 2.17 | 1.36 |
| **Bridges PCS** | 15.95 | 16.10 | 21.58 |
| **Brightwood Education Campus** | 17.18 | 10.52 | 12.36 |
| **Brookland Middle School** | 27.54 | 32.09 | 43.66 |
| **Browne Education Campus** | 18.62 | 26.42 | 16.72 |
| **Bruce-Monroe Elementary School @ Park View** | 12.50 | 10.30 | 7.29 |
| **Bunker Hill Elementary School** | 24.85 | 20.25 | 19.02 |
| **Burroughs Elementary School** | 23.75 | 27.35 | 33.78 |
| **Burrville Elementary School** | 33.33 | 30.86 | 46.31 |
| **C.W. Harris Elementary School** | 35.47 | 30.83 | 22.71 |
| **Capital City PCS - High School** | 19.58 | 26.79 | 19.81 |
| **Capital City PCS - Lower School** | 14.86 | 10.04 | 5.62 |
| **Capital City PCS - Middle School** | 13.89 | 15.87 | 15.27 |
| **Capitol Hill Montessori School @ Logan** | 7.38 | 9.27 | 15.83 |

| School | % Chronically Absent, 2016-17 (K-12) | % Chronically Absent, 2017-18 (K-12) | % Truant, 2017-18 (Compulsory Age) |
|---|---|---|---|
| **Cardozo Education Campus** | 75.46 | 76.59 | 69.40 |
| **Cedar Tree Academy PCS** | 24.80 | 26.55 | 28.95 |
| **Center City PCS - Brightwood** | 3.81 | 0.89 | 0.00 |
| **Center City PCS - Capitol Hill** | 27.60 | 22.84 | 3.45 |
| **Center City PCS - Congress Heights** | 21.88 | 10.00 | 23.18 |
| **Center City PCS - Petworth** | 14.86 | 13.68 | 10.85 |
| **Center City PCS - Shaw** | 28.44 | 21.96 | 10.75 |
| **Center City PCS - Trinidad** | 19.19 | 26.15 | 23.59 |
| **Cesar Chavez PCS for Public Policy - Capitol Hill** | 42.09 | 49.62 | 18.73 |
| **Cesar Chavez PCS for Public Policy - Chavez Prep** | 24.05 | 27.81 | 25.17 |
| **Cesar Chavez PCS for Public Policy - Parkside High School** | 32.51 | 35.37 | 27.99 |
| **Cesar Chavez PCS for Public Policy - Parkside Middle School** | 35.34 | 37.93 | 16.09 |
| **City Arts & Prep PCS** | 25.47 | 37.23 | 13.38 |
| **Cleveland Elementary School** | 9.13 | 8.87 | 6.85 |
| **Columbia Heights Education Campus** | 53.50 | 44.98 | 45.76 |
| **Coolidge High School** | 51.44 | 51.91 | 46.15 |
| **Creative Minds International PCS** | 10.04 | 11.41 | 2.40 |
| **DC Bilingual PCS** | 11.64 | 8.31 | 11.68 |
| **DC Prep PCS - Anacostia Elementary School** | 30.56 | 30.97 | 41.67 |
| **DC Prep PCS - Benning Elementary School** | 22.82 | 24.43 | 39.29 |
| **DC Prep PCS - Benning Middle School** | 20.14 | 22.49 | 33.43 |
| **DC Prep PCS - Edgewood Elementary School** | 15.88 | 16.56 | 25.08 |
| **DC Prep PCS - Edgewood Middle School** | 24.77 | 24.85 | 37.43 |
| **DC Scholars PCS** | 12.53 | 36.66 | 57.53 |
| **Deal Middle School** | 10.07 | 9.87 | 4.41 |
| **Democracy Prep Congress Heights PCS** | 40.14 | 40.32 | 20.78 |
| **District of Columbia International School** | 10.78 | 19.85 | 4.09 |
| **Dorothy I. Height Elementary School** | 15.94 | 18.42 | 19.01 |
| **Drew Elementary School** | 23.36 | 30.04 | 29.25 |
| **Duke Ellington School of the Arts** | 38.40 | 47.89 | 36.45 |
| **Dunbar High School** | 89.06 | 84.46 | 85.59 |
| **E.L. Haynes PCS - Elementary School** | 19.31 | 15.91 | 18.49 |
| **E.L. Haynes PCS - High School** | 38.85 | 32.80 | 31.19 |
| **E.L. Haynes PCS - Middle School** | 8.00 | 8.12 | 9.52 |
| **Eagle Academy PCS - Capitol Riverfront** | 30.86 | 40.00 | 26.97 |
| **Eagle Academy PCS - Congress Heights** | 26.80 | 37.33 | 4.48 |

| School | % Chronically Absent, 2016-17 (K-12) | % Chronically Absent, 2017-18 (K-12) | % Truant, 2017-18 (Compulsory Age) |
|---|---|---|---|
| **Early Childhood Academy PCS** | 14.47 | 27.22 | 40.13 |
| **Eastern High School** | 74.00 | 76.38 | 74.48 |
| **Eaton Elementary School** | 1.30 | 1.99 | 0.00 |
| **Eliot-Hine Middle School** | 22.91 | 48.90 | 48.46 |
| **Elsie Whitlow Stokes Community Freedom PCS** | 3.57 | 10.60 | 7.07 |
| **Excel Academy PCS** | 31.72 | 38.25 | 40.71 |
| **Friendship PCS - Armstrong** | 23.15 | 28.62 | 10.34 |
| **Friendship PCS - Blow Pierce Elementary School** | 20.96 | 23.74 | 25.10 |
| **Friendship PCS - Blow Pierce Middle School** | 17.95 | 20.08 | 21.69 |
| **Friendship PCS - Chamberlain Elementary School** | 16.20 | 26.20 | 29.93 |
| **Friendship PCS - Chamberlain Middle School** | 10.81 | 16.67 | 21.30 |
| **Friendship PCS - Collegiate Academy** | 38.01 | 46.42 | 48.79 |
| **Friendship PCS - Online** | 0.00 | 0.00 | 0.00 |
| **Friendship PCS - Southeast Academy** | 21.20 | 18.78 | 22.72 |
| **Friendship PCS - Technology Preparatory High School** | 25.74 | 17.39 | 1.23 |
| **Friendship PCS - Technology Preparatory Middle School** | 15.33 | 29.07 | 27.52 |
| **Friendship PCS - Woodridge Elementary School** | 9.62 | 11.17 | 22.34 |
| **Friendship PCS - Woodridge Middle School** | 11.88 | 11.47 | 20.18 |
| **Garfield Elementary School** | 35.69 | 27.05 | 13.57 |
| **Garrison Elementary School** | 13.89 | 10.94 | 5.73 |
| **Goodwill Excel Center PCS** | 98.43 | 98.85 | 70.59 |
| **H.D. Cooke Elementary School** | 22.63 | 19.29 | 22.26 |
| **H.D. Woodson High School** | 91.14 | 87.45 | 83.36 |
| **Hardy Middle School** | 13.05 | 11.60 | 1.98 |
| **Harmony DC PCS - School of Excellence** | 25.49 | 33.02 | 34.91 |
| **Hart Middle School** | 31.33 | 28.06 | 22.19 |
| **Hearst Elementary School** | 5.04 | 5.04 | 1.07 |
| **Hendley Elementary School** | 41.82 | 45.85 | 54.40 |
| **Hope Community PCS - Lamond** | 11.16 | 16.08 | 18.59 |
| **Hope Community PCS - Tolson** | 4.55 | 6.19 | 12.05 |
| **Houston Elementary School** | 31.45 | 28.19 | 32.16 |
| **Howard University Middle School of Mathematics and Science PCS** | 16.49 | 26.04 | 17.71 |
| **Hyde-Addison Elementary School @ Meyer** | 9.51 | 11.76 | 4.74 |
| **IDEA PCS** | 47.35 | 52.11 | 20.59 |
| **Ideal Academy PCS** | 5.81 | 23.51 | 38.62 |

| School | % Chronically Absent, 2016-17 (K-12) | % Chronically Absent, 2017-18 (K-12) | % Truant, 2017-18 (Compulsory Age) |
|---|---|---|---|
| **Ingenuity Prep PCS** | 39.53 | 42.20 | 57.23 |
| **Inspired Teaching Demonstration PCS** | 9.09 | 10.28 | 6.65 |
| **J.O. Wilson Elementary School** | 19.13 | 20.85 | 26.84 |
| **Janney Elementary School** | 2.14 | 1.62 | 0.29 |
| **Jefferson Middle School Academy** | 39.25 | 40.30 | 38.51 |
| **Johnson Middle School** | 44.03 | 53.61 | 48.45 |
| **Kelly Miller Middle School** | 41.59 | 46.38 | 46.38 |
| **Ketcham Elementary School** | 42.12 | 37.17 | 46.84 |
| **Key Elementary School** | 6.34 | 4.40 | 1.03 |
| **Kimball Elementary School @ Davis** | 27.16 | 25.74 | 9.90 |
| **King Elementary School** | 55.39 | 41.35 | 50.00 |
| **Kingsman Academy PCS** | 88.55 | 75.00 | 36.51 |
| **KIPP DC - AIM Academy PCS** | 16.62 | 27.95 | 41.28 |
| **KIPP DC - Arts and Technology Academy PCS** | 34.57 | 40.38 | 49.52 |
| **KIPP DC - College Preparatory Academy PCS** | 53.73 | 49.09 | 52.64 |
| **KIPP DC - Connect Academy PCS** | 24.04 | 28.30 | 48.60 |
| **KIPP DC - Discover Academy PCS** | 13.82 | 25.78 | 52.67 |
| **KIPP DC - Grow Academy PCS** | 17.70 | 32.04 | 42.45 |
| **KIPP DC - Heights Academy PCS** | 14.84 | 25.80 | 35.82 |
| **KIPP DC - KEY Academy PCS** | 17.06 | 23.68 | 42.69 |
| **KIPP DC - Lead Academy PCS** | 16.08 | 22.09 | 36.58 |
| **KIPP DC - LEAP Academy PCS** | N/A | N/A | N/A |
| **KIPP DC - Northeast Academy PCS** | 18.86 | 26.55 | 40.41 |
| **KIPP DC - Promise Academy PCS** | 16.26 | 26.44 | 42.72 |
| **KIPP DC - Quest Academy PCS** | 19.57 | 29.53 | 41.19 |
| **KIPP DC - Spring Academy PCS** | 19.23 | 25.89 | 41.57 |
| **KIPP DC - Valor Academy PCS** | 14.29 | 20.00 | 18.73 |
| **KIPP DC - WILL Academy PCS** | 15.06 | 16.36 | 23.94 |
| **Kramer Middle School** | 28.93 | 63.04 | 66.09 |
| **Lafayette Elementary School** | 2.82 | 5.56 | 0.27 |
| **Langdon Elementary School** | 17.86 | 22.95 | 20.27 |
| **Langley Elementary School** | 34.31 | 32.13 | 30.12 |
| **LaSalle-Backus Education Campus** | 28.81 | 24.01 | 20.62 |
| **Latin American Montessori Bilingual PCS** | 3.38 | 6.67 | 15.89 |
| **Leckie Education Campus** | 14.23 | 23.67 | 27.55 |
| **Lee Montessori PCS** | 35.38 | 11.96 | 11.70 |
| **Ludlow-Taylor Elementary School** | 8.83 | 8.63 | 8.28 |
| **Luke C. Moore High School** | 90.63 | 93.60 | 70.50 |

| School | % Chronically Absent, 2016-17 (K-12) | % Chronically Absent, 2017-18 (K-12) | % Truant, 2017-18 (Compulsory Age) |
|---|---|---|---|
| **MacFarland Middle School** | 11.84 | 4.17 | 6.94 |
| **Malcolm X Elementary School @ Green** | 43.69 | 38.03 | 30.34 |
| **Mann Elementary School** | 6.78 | 3.18 | 1.58 |
| **Marie Reed Elementary School** | 9.49 | 10.47 | 11.59 |
| **Mary McLeod Bethune Day Academy PCS** | 33.76 | 23.00 | 7.19 |
| **Maury Elementary School @ Eliot-Hine** | 4.70 | 5.15 | 3.61 |
| **Maya Angelou PCS - High School** | 88.21 | 86.18 | 41.57 |
| **McKinley Middle School** | 39.11 | 59.11 | 76.58 |
| **McKinley Technology High School** | 36.22 | 29.33 | 33.50 |
| **Meridian PCS** | 17.03 | 18.93 | 17.59 |
| **Miner Elementary School** | 27.04 | 25.93 | 5.60 |
| **Monument Academy PCS** | 36.78 | 53.66 | 48.78 |
| **Moten Elementary School** | 49.72 | 53.19 | 63.06 |
| **Mundo Verde Bilingual PCS** | 9.17 | 12.42 | 4.87 |
| **Murch Elementary School @ UDC** | 5.30 | 5.19 | 2.22 |
| **Nalle Elementary School** | 15.19 | 18.77 | 5.83 |
| **National Collegiate Preparatory PCHS** | 51.96 | 50.00 | 47.06 |
| **Noyes Elementary School** | 16.34 | 25.65 | 11.11 |
| **Orr Elementary School** | 26.36 | 26.35 | 27.25 |
| **Oyster-Adams Bilingual School** | 5.43 | 5.25 | 2.31 |
| **Patterson Elementary School** | 18.10 | 23.60 | 0.31 |
| **Paul PCS - International High School** | 39.10 | 38.56 | 18.20 |
| **Paul PCS - Middle School** | 22.36 | 21.79 | 4.70 |
| **Payne Elementary School** | 37.65 | 32.39 | 39.08 |
| **Peabody Elementary School (Capitol Hill Cluster)** | 11.36 | 5.68 | 6.67 |
| **Perry Street Preparatory PCS** | 19.74 | 16.85 | 12.36 |
| **Phelps Architecture, Construction and Engineering High School** | 75.15 | 64.77 | 70.66 |
| **Plummer Elementary School** | 23.43 | 24.85 | 17.01 |
| **Powell Elementary School** | 8.32 | 8.24 | 4.99 |
| **Randle Highlands Elementary School** | 15.88 | 11.32 | 2.64 |
| **Raymond Education Campus** | 7.52 | 10.37 | 9.43 |
| **Richard Wright PCS for Journalism and Media Arts** | 12.91 | 7.82 | 3.56 |
| **River Terrace Education Campus** | 43.66 | 38.85 | 14.47 |
| **Rocketship DC PCS - Legacy Prep** | N/A | 33.33 | 39.58 |
| **Rocketship DC PCS - Rise Academy** | 55.45 | 23.61 | 15.92 |
| **Ron Brown College Preparatory High School** | 75.00 | 55.40 | 66.20 |

| School | % Chronically Absent, 2016-17 (K-12) | % Chronically Absent, 2017-18 (K-12) | % Truant, 2017-18 (Compulsory Age) |
|---|---|---|---|
| **Roosevelt High School** | 72.61 | 73.87 | 75.94 |
| **Roosevelt STAY High School** | 82.54 | 94.09 | 79.90 |
| **Roots PCS** | 5.48 | 25.68 | 0.00 |
| **Ross Elementary School** | 4.14 | 6.71 | 1.34 |
| **Savoy Elementary School** | 32.49 | 27.60 | 37.70 |
| **School Without Walls @ Francis-Stevens** | 18.36 | 15.48 | 11.58 |
| **School Without Walls High School** | 29.46 | 21.87 | 2.70 |
| **School-Within-School @ Goding** | 2.53 | 3.33 | 0.83 |
| **Seaton Elementary School** | 14.12 | 7.53 | 7.93 |
| **SEED PCS of Washington DC** | 22.01 | 12.63 | 15.85 |
| **Sela PCS** | 25.51 | 16.94 | 27.42 |
| **Shepherd Elementary School** | 5.70 | 4.18 | 2.57 |
| **Shining Stars Montessori Academy PCS** | 97.14 | 12.50 | 10.53 |
| **Simon Elementary School** | 18.43 | 20.07 | 26.77 |
| **Smothers Elementary School** | 32.35 | 26.44 | 34.13 |
| **Somerset Preparatory Academy PCS** | 22.80 | 20.73 | 22.02 |
| **Sousa Middle School** | 36.14 | 44.70 | 50.38 |
| **St. Coletta Special Education PCS** | 47.79 | 48.57 | 17.05 |
| **Stanton Elementary School** | 25.20 | 29.98 | 24.26 |
| **Stoddert Elementary School** | 9.35 | 12.17 | 1.55 |
| **Stuart-Hobson Middle School (Capitol Hill Cluster)** | 18.79 | 28.01 | 12.50 |
| **Sustainable Futures PCS** | N/A | 96.67 | 81.82 |
| **Takoma Education Campus** | 30.14 | 24.31 | 6.70 |
| **The Children's Guild PCS** | 55.15 | 54.83 | 67.54 |
| **Thomas Elementary School** | 40.16 | 46.24 | 41.74 |
| **Thomson Elementary School** | 7.98 | 4.84 | 2.82 |
| **Thurgood Marshall Academy PCS** | 25.06 | 26.33 | 19.48 |
| **Truesdell Education Campus** | 14.31 | 23.40 | 28.24 |
| **Tubman Elementary School** | 14.31 | 15.77 | 17.37 |
| **Turner Elementary School** | 42.92 | 39.95 | 56.78 |
| **Two Rivers PCS - 4th Street** | 19.47 | 18.93 | 18.32 |
| **Two Rivers PCS - Young** | 20.55 | 16.75 | 17.73 |
| **Tyler Elementary School** | 14.72 | 11.86 | 12.11 |
| **Van Ness Elementary School** | 14.89 | 15.28 | 11.72 |
| **Walker-Jones Education Campus** | 33.91 | 28.94 | 36.27 |
| **Washington Global PCS** | 7.78 | 16.19 | 7.62 |
| **Washington Latin PCS - Middle School** | 5.54 | 6.50 | 2.17 |

| School | % Chronically Absent, 2016-17 (K-12) | % Chronically Absent, 2017-18 (K-12) | % Truant, 2017-18 (Compulsory Age) |
|---|---|---|---|
| **Washington Latin PCS - Upper School** | 18.05 | 17.37 | 5.90 |
| **Washington Leadership Academy PCS** | 21.62 | 19.02 | 22.93 |
| **Washington Mathematics Science Technology PCHS** | 34.51 | 50.42 | 41.28 |
| **Washington Metropolitan High School** | 97.27 | 97.00 | 95.94 |
| **Washington Yu Ying PCS** | 4.25 | 6.14 | 1.75 |
| **Watkins Elementary School (Capitol Hill Cluster)** | 5.79 | 5.43 | 1.81 |
| **West Education Campus** | 21.48 | 20.56 | 24.31 |
| **Wheatley Education Campus** | 31.73 | 37.19 | 53.52 |
| **Whittier Education Campus** | 25.85 | 28.99 | 30.29 |
| **Woodrow Wilson High School** | 65.73 | 49.66 | 44.55 |

# Appendix B: Data Methodology

## Definitions

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

Inclusion in the K-12 universe refers to students enrolled in grades K-12 during the school year, excluding pre-K students and students attending non-degree granting adult schools.

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

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

## Business Rules

I. State-level Truancy Rate
   a. ***Numerator:*** Number of compulsory-aged students who accumulate 10 or more unexcused absences across the entire school year and across all schools and LEAs in which the student enrolled during the school year
   b. ***Denominator***: Number of compulsory-aged students enrolled at schools in the state for at least 10 days during the school year

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

III. School-level Truancy Rate
   a. ***Numerator:*** Number of compulsory-aged students who accumulate 10 or more unexcused absences at each respective school during the school year
   b. ***Denominator***: Number of compulsory-aged students enrolled at each respective school for at least 10 days during the school year

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

   *(Note*: Rates of chronic absenteeism in Appendix A are calculated using different inclusion criteria than the 90+ Attendance metric in the STAR Framework. In the STAR Framework, students must be enrolled for at least 30 instructional days after the 10$^{th}$ day in K-12 schools, and at least 20 days in alternative schools. For this report, students must be enrolled for a minimum of 10 instructional days.)

## Population Summary

Compulsory-aged student population: 73,801
K-12 student population: 76,045
Pre-K student population: 13,127
Adult learners student population: 6,944

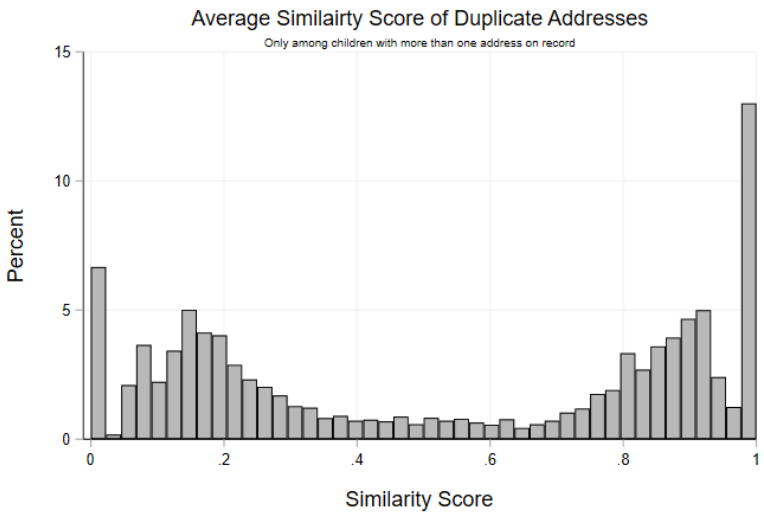
## Methodology: Distance from School

### *Processing and Cleaning Student Address Data*

Historical address data were pulled and aggregated to be distinct by student, school, and address (street, city, state, and ZIP code) from the 2017-2018 Roster Uncertified History table, which stores student information captured in the daily feeds throughout the school year. The first and last dates recorded for each of the student, school, and address combinations were also stored to be merged into daily attendance data. These data were then joined to the daily attendance provided by all schools in the District using the Stata command *rangejoin*[36], which forms pairwise combinations of observations in two datasets and finds overlapping dates that match to the key variables: USI, LEA ID and school ID.

Address data are, by nature of being stored as text, very messy. A large portion of the processing was dedicated to cleaning and standardizing addresses. For example, a very common issue is inconsistent naming conventions for street, avenue, and road. Occasionally, the names would be stored as abbreviations. Additionally, on some days, apartments were stored in the main address field, while on others apartment numbers were not included. Because the main analysis unit is household address, the naming conventions need to be identical in order to properly group by and aggregate attendance up to the household and school levels. A common example is when a student's address is stored as "1050 First Street NW" for some months and then, for a few days, the data was entered as "1050 First St NW." Most statistical programs would be unable to determine that those are the same address and would group them separately, leading to a separate and incorrect calculation of attendance for each of those combinations.

In order to address this problem in an efficient method (rather than reviewing each combination of addresses manually), the dataset was filtered to only include students with more than one address on file, then reshaped the data to be unique by unique student identifier and School ID with columns for each address on file. Next, the *matchit*[37] function was used to compare each of the addresses against




[36] Robert Picard, 2016. "RANGEJOIN: Stata mo
Statistical Software Components S458162, Bos
https://ideas.repec.org/c/boc/bocode/s45816
[37] Julio Raffo, 2015. "MATCHIT: Stata module t
Software Components S457992, Boston College Department of Economics, revised 09 Apr 2017.
https://ideas.repec.org/c/boc/bocode/s457992.html

all of the other addresses on file, producing a "similarity score" for each combination of addresses. The similarity score was then used to find matching pairs of addresses, with any scores higher than .7 (on a scale from 0 to 1) classified as matched. The distribution of similarity score can be found to the right (see graph); after some basic cleaning, nearly 15 percent of the addresses were perfectly identical. The similar addresses were then replaced and standardized and then were further aggregated on the new, matched address field. Using the clean addresses, the number of instructional days, days present, absent, unexcused absent, and truant were calculated for each combination of student, school, and address.

### *Calculating Student Travel Time and Distance to School*

The travel times and distances for each student were estimated using the *georoute*[38] function developed by Sylvain Weber & Martin Péclat. This package queries the HERE REST API, which is a geo-services programming tool, in a two step-process to convert text addresses to a latitude and longitude on a map, and then calculates in miles and minutes the commute distance between each of the pairs of home and school addresses,.

The routing function of the HERE REST API that is used to estimate travel time and distance offers a number of options to specify how to get from point A to point B under specific traffic conditions[39]. The parameters include route type (fastest, shortest, and balanced); transport mode (car, pedestrian, car HOV, public transport, truck, bicycle); and traffic mode (enabled, disabled, and default). For the majority of the analysis, with the exception of the public transit portion, we assigned each student a balanced route type, driving in a car and with traffic enabled.

After the initial query of nearly 98,542 student/school/address combinations, the resulting times and distances were examined for any clear outliers or address. After cleaning and processing the address data, the travel times and distances for 68 students were deemed to be well beyond the reasonable bounds for commute times. These students, in addition to 224 who had no address data for a specific school during a specific time period, were removed from any subsequent analysis in the report. An additional 446 students in Juvenile Justice and Monument Academy, a weekday boarding school, were also removed. In total, 88,536 children (99.3 percent of all children in grades K-12) were matched to an address and then assigned a calculated travel time to school.

### *School Fixed Effects Model Details*

While the school effects statistical model does detect an effect of distance on chronic absenteeism, the overall patterns across the District shown in figures 16 and 17 do not demonstrate a clear overall negative relationship between distance to school and attendance. These details are not contradictory, but rather reflective of the geographic sorting of students and schools. A fixed effects model allows for the examination of the relationship between travel time and chronic absenteeism among students within individual schools adjusting for characteristics of the school such as school type in addition to characteristics of the students attending the school. When controlling for school characteristics, the statistical model reveals that within a school, a student who lives further away is marginally more likely to be chronically absent.

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[38] Sylvain Weber & Martin Péclat, 2016. "GEOROUTE: Stata module to calculate travel distance and travel time between two addresses or two geographical points," Statistical Software Components S458264, Boston College Department of Economics, revised 29 Oct 2017. https://ideas.repec.org/c/boc/bocode/s458264.html

[39] https://developer.here.com/documentation/routing/topics/resource-param-type-routing-mode.html

In the fixed effect model, accounting for school characteristics results in weaker relationships between individual student characteristics and rates of chronic absenteeism, the overall likelihood of chronic absenteeism for student groups, particularly racial and ethnic groups, tends to decrease. For example, in the model that considers only student demographics and distance, Black or African American students were 2.4 times more likely to be chronically absent than white students. However, in the model that includes school fixed effects, Black or African American students were only 1.6 times more likely to chronically absent. The model that did not consider school fixed effects was inflating the relationship between students' race and chronic absenteeism because, for example, Black or African American students are more likely to attend schools with higher absenteeism than white students. The fixed effect model takes in to consideration variation both across and within schools in terms of the barriers and social forces that drive absenteeism (see Appendix D for full results of logistic regressions).

## Methodology: Sibling Analysis

Using a similar process in the distance from school analysis, student address data was cleaned and joined to attendance data. The main difference in this case was that in the previous distance analysis, the apartment number was not important, as it did not affect distance. However, in the sibling analysis it was important to group students based on their household. Without apartment number, every student in an apartment building would be incorrectly assigned as living in a single household. In order to do this, the apartment number was extracted from the student address or, when provided, used from the secondary address field.

Again, the analysis was confronted with messy data; there were many cases where apartment data were provided for certain days and not for others within the same apartment address. OSSE did not make any judgment or assignment for these cases, as the change could have been triggered by a move within the same apartment complex.

### *Designating and Determining Households and Siblings*

OSSE does not maintain an authoritative relational database on families or siblings, which leads to no direct way to establish a familial relationship between certain students. As a result, this analysis uses the household and every student in it as the main unit of analysis. This assumes that older siblings are only responsible for taking younger siblings within their own household. Of course, this is not the case for all students; older students may be responsible for getting younger siblings or friends to school who live in a separate household. However, the household method has the benefit of not assuming that every student in the household is directly related and that students may be responsible for transporting younger children in their household to whom they are not related.

Using the processed address data as a household unit, OSSE was able to derive how many students lived in a household during each day. For the sake of analysis, OSSE limited the household size to four students; there were a number of "households" with as many as 50 students. This was due to students living in apartment buildings without recorded apartment numbers on file. Next, the data were limited to dates on which there were attendance records for at least two students in the household.

For Figure 20, "Younger Sibling Present/Absent" is defined as any day when *at least one* student in the household between ages 4 and 11 (with *at least one* older sibling in the household between ages 14 and 18) was present/absent. Conversely, "Older Sibling Present/Absent" is defined as any day when *at least*

*one* student in the household between ages 14 and 18 (with *at least one* younger sibling in the household between ages 4 and 11) was present/absent.

## Appendix C: Additional Figures

Figure C.1: Recurrence of Chronic Absenteeism, by Student Group

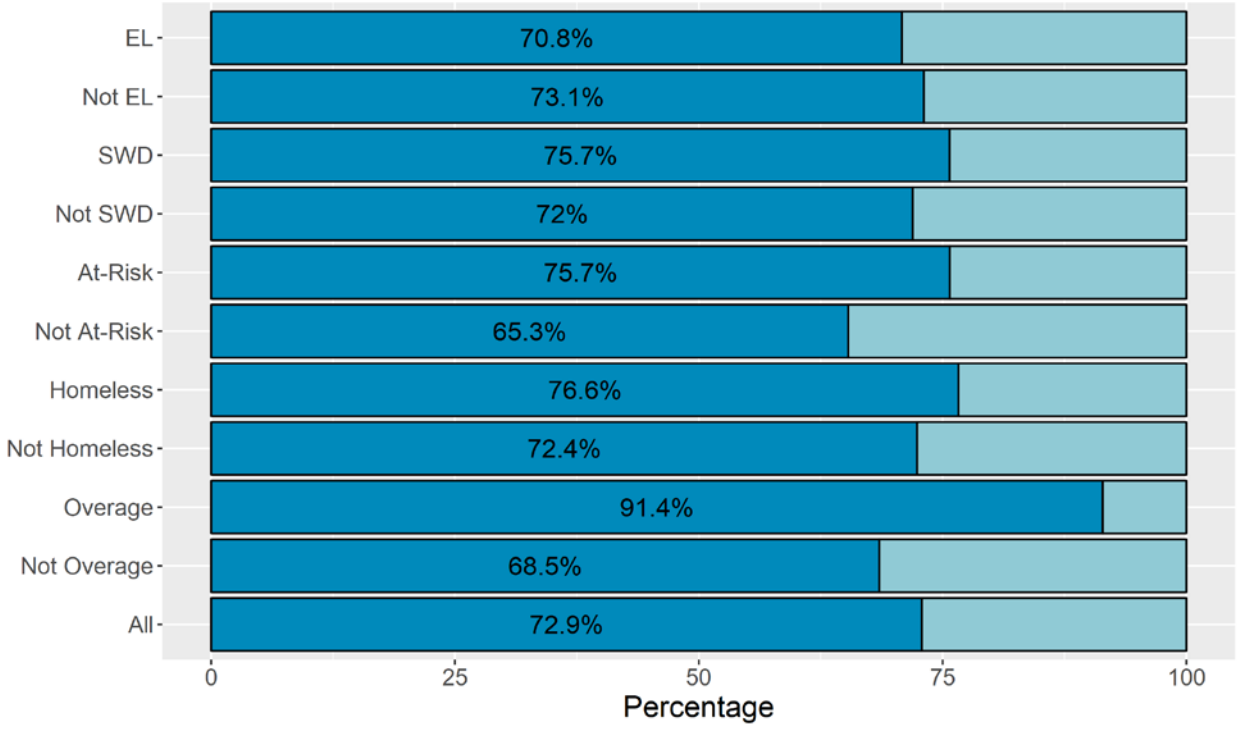


Figure C.2: Percentage of Unexcused Absences out of Total Absences, by Race and Ethnicity

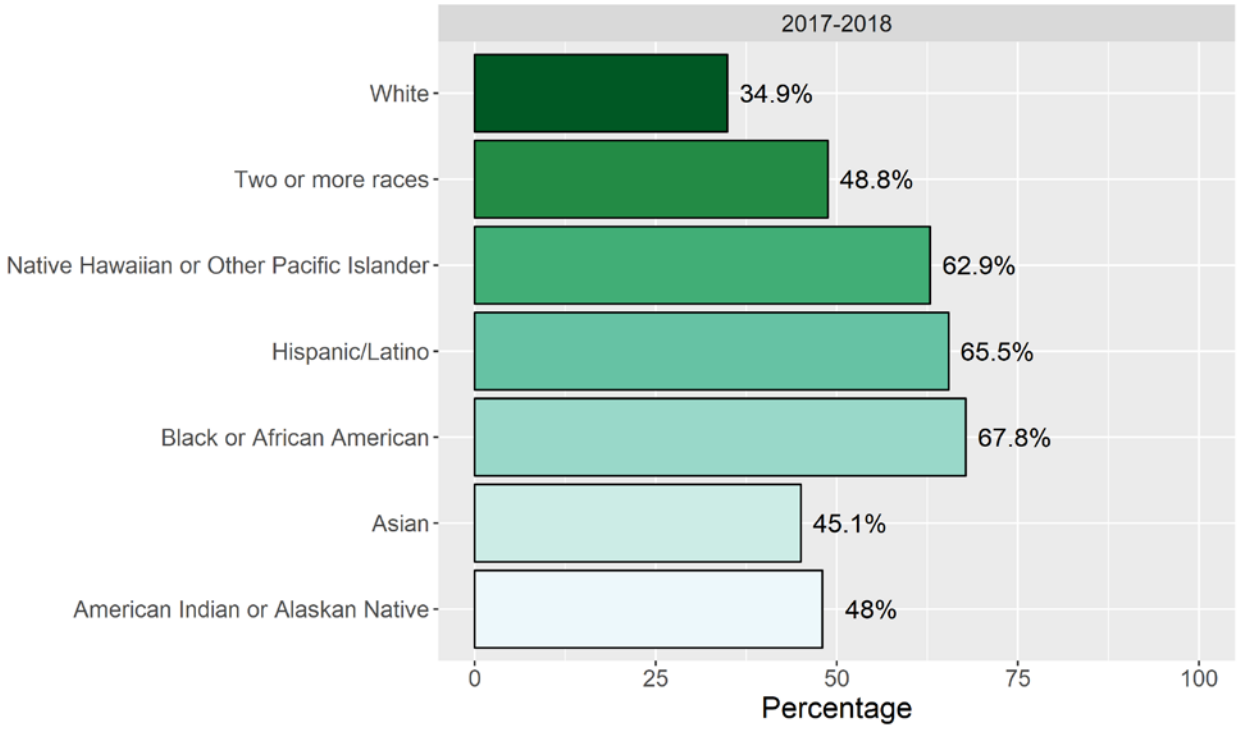



Figure C.3: Proportion of Unexcused Absences out of Total Absences, by Weekday and Grade Band

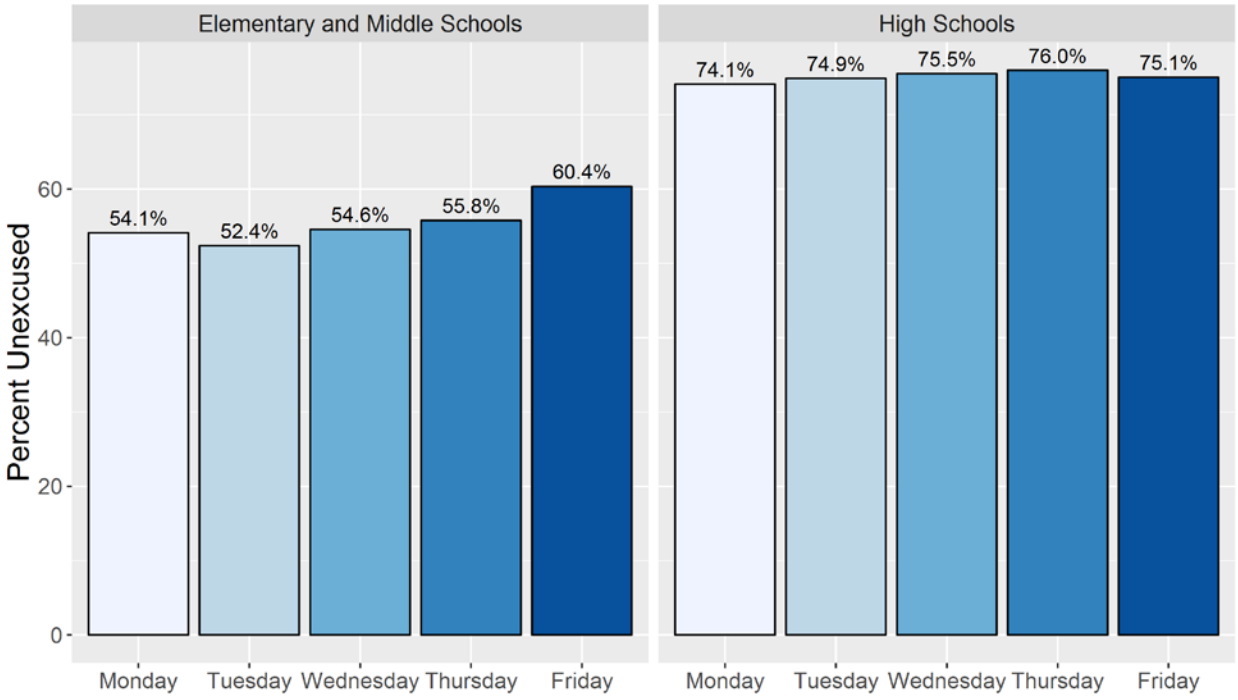


Figure C.4 Percent of Unexcused Absences out of Total Absences, by Overage Status

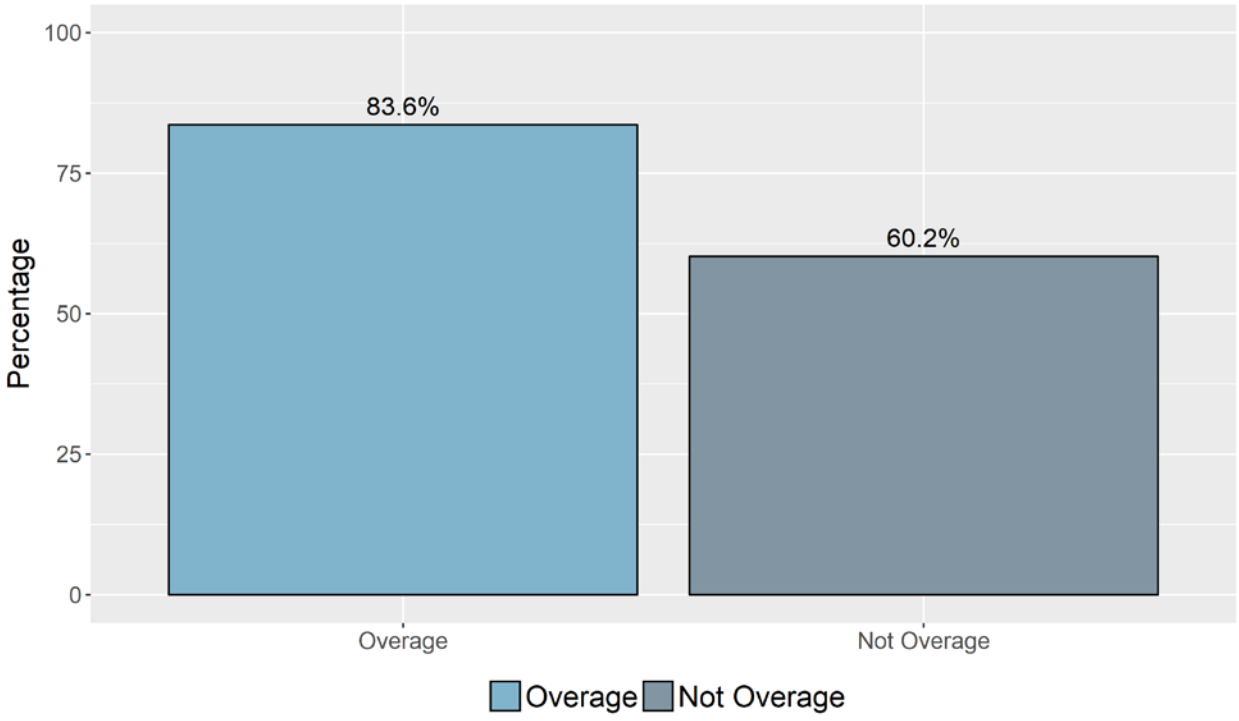



Figure C5: Absenteeism Risk Tiers, by PARCC Achievement Level (Math)

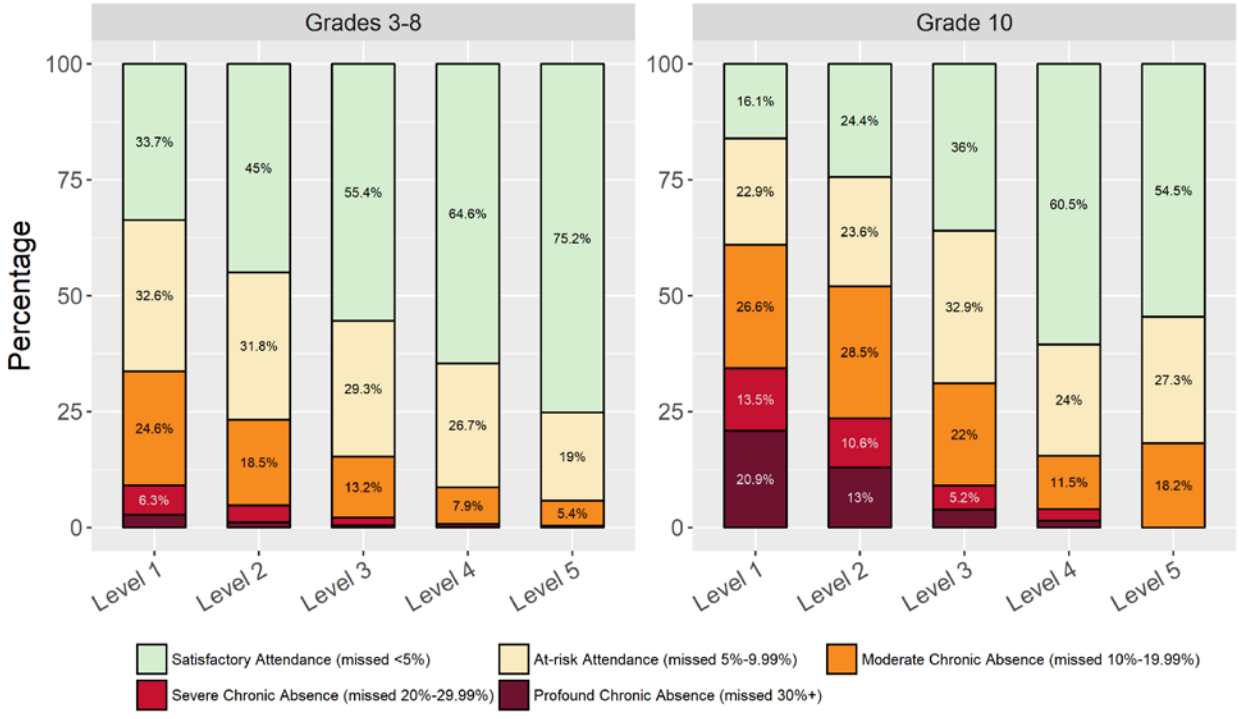


Figure C.6: Chronic Absenteeism by Sector, Grade and Commute Time

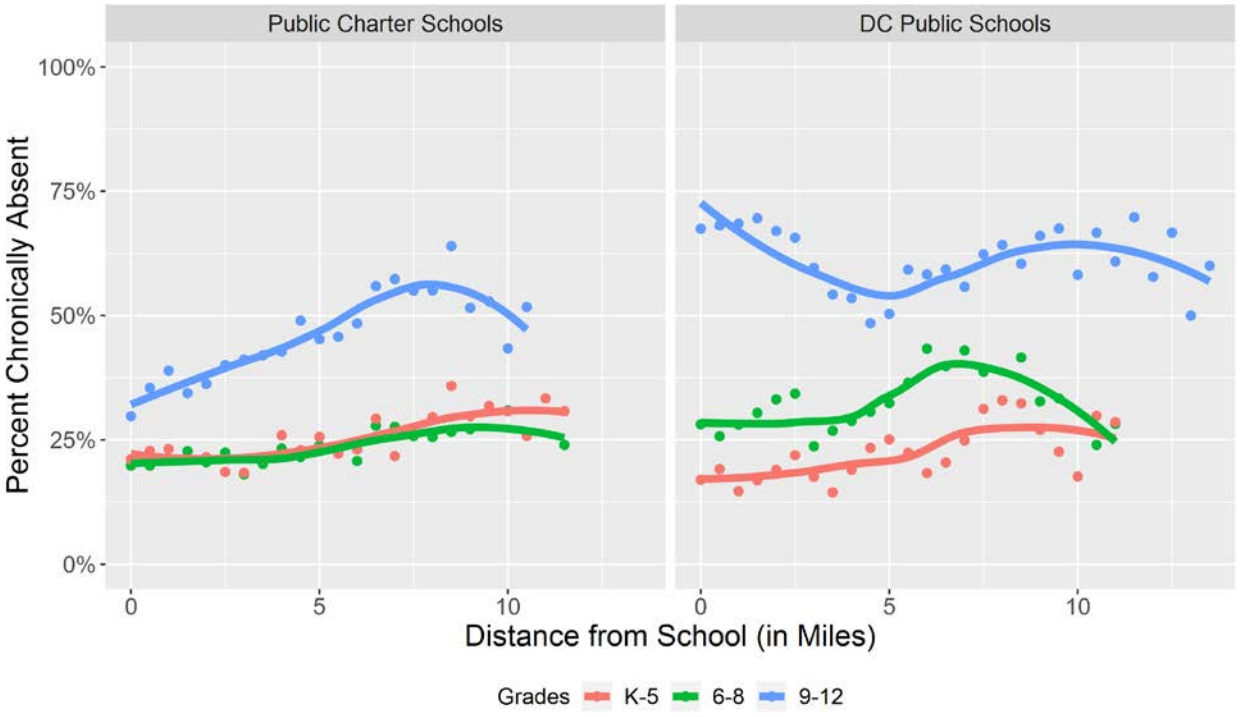



Figure C.7a: Distribution of Students' Commute Times, by Sector and Grade

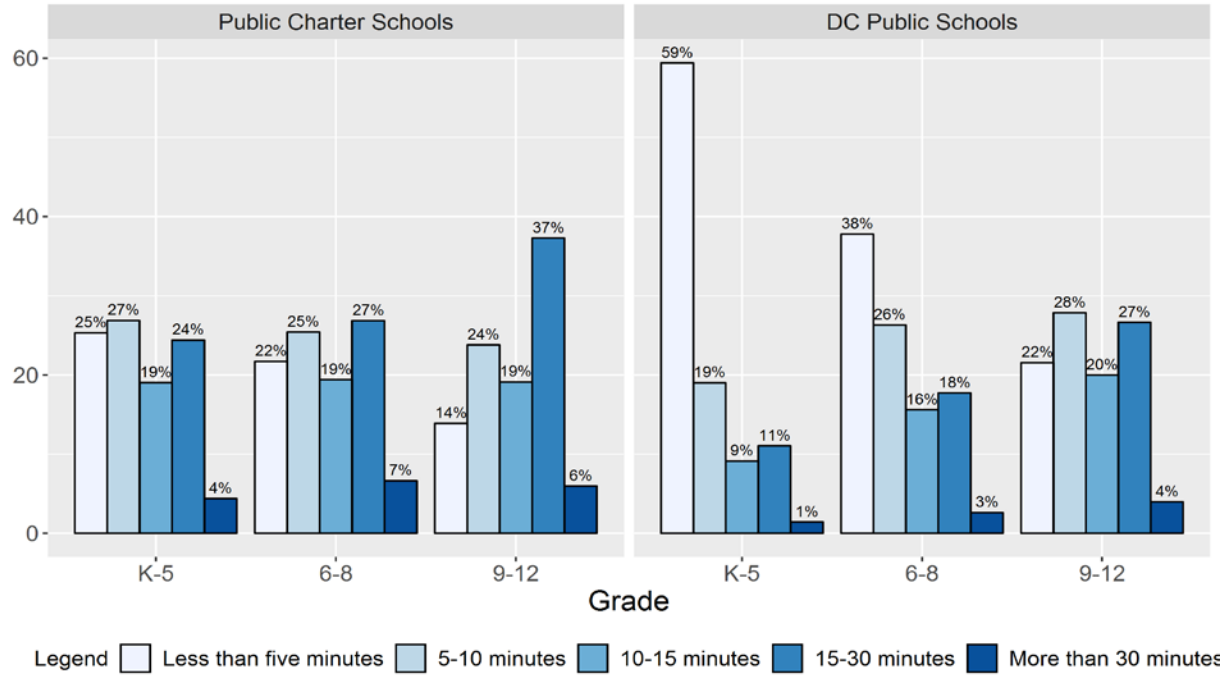


*Figure C.7a above shows the overall geographic distribution by driving time of students to their corresponding school by grade band. For example, 59 percent of all DCPS elementary students (K-5) live less than 5 minutes from school.*

Figure C.7b: Distribution of Grades, by Students' Commute Times and Sector

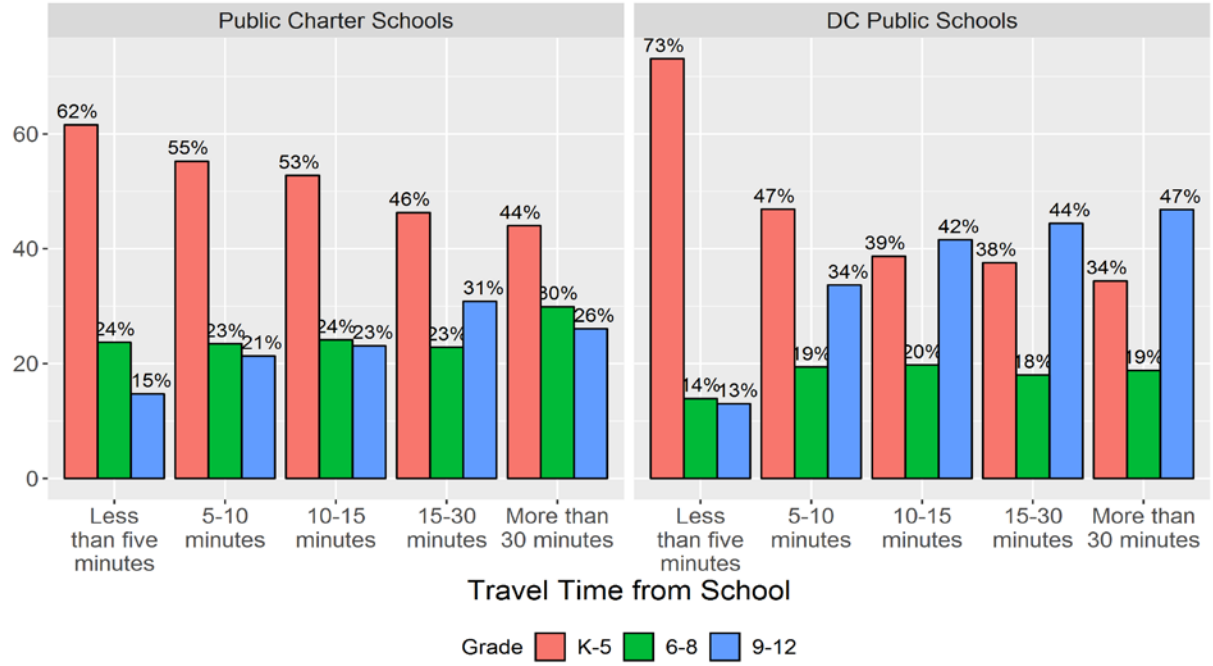



*Figure C.7b above shows the grade-band distribution of students within each band of driving distance. For example, 73 percent of all DCPS students who live less than 5 minutes from school are in elementary school.*

Figure C.8: Average Driving Commute Time by Sector (Comprehensive/Selective) and Grade

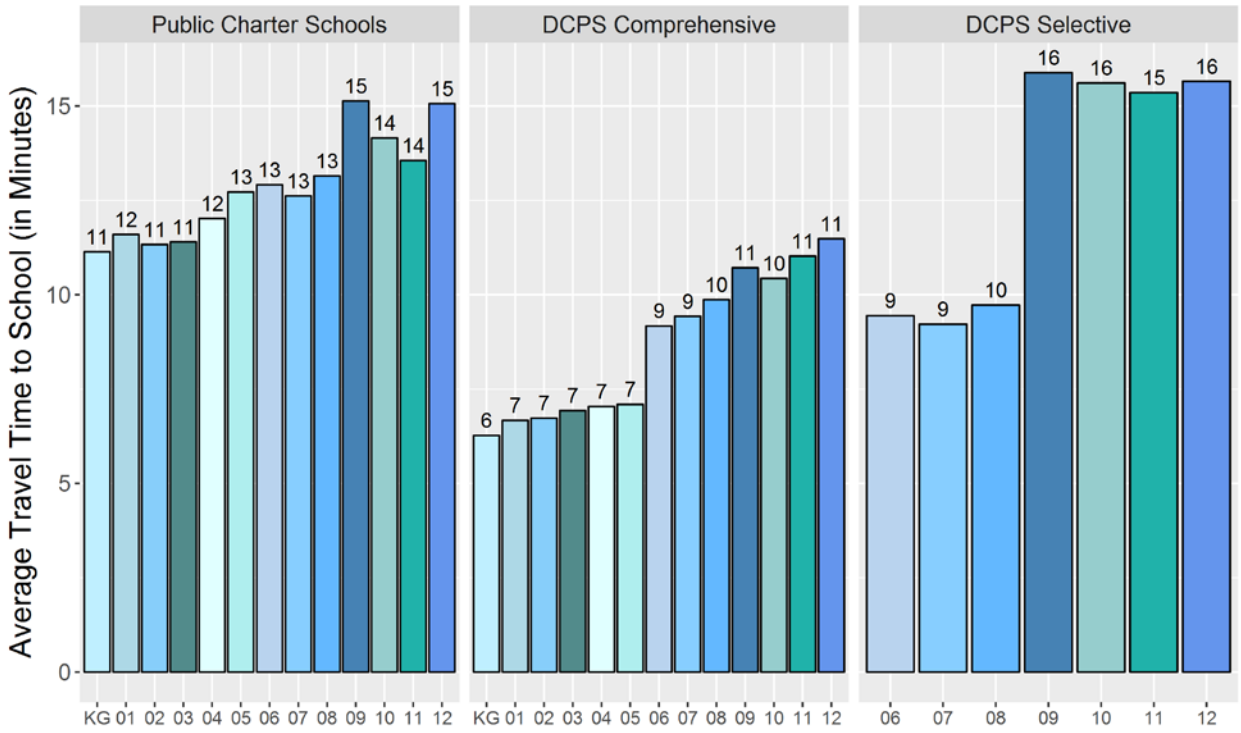


Figure C.9: Chronic Absenteeism by Driving Commute Time by Sector (Comprehensive/Selective) among High School Students

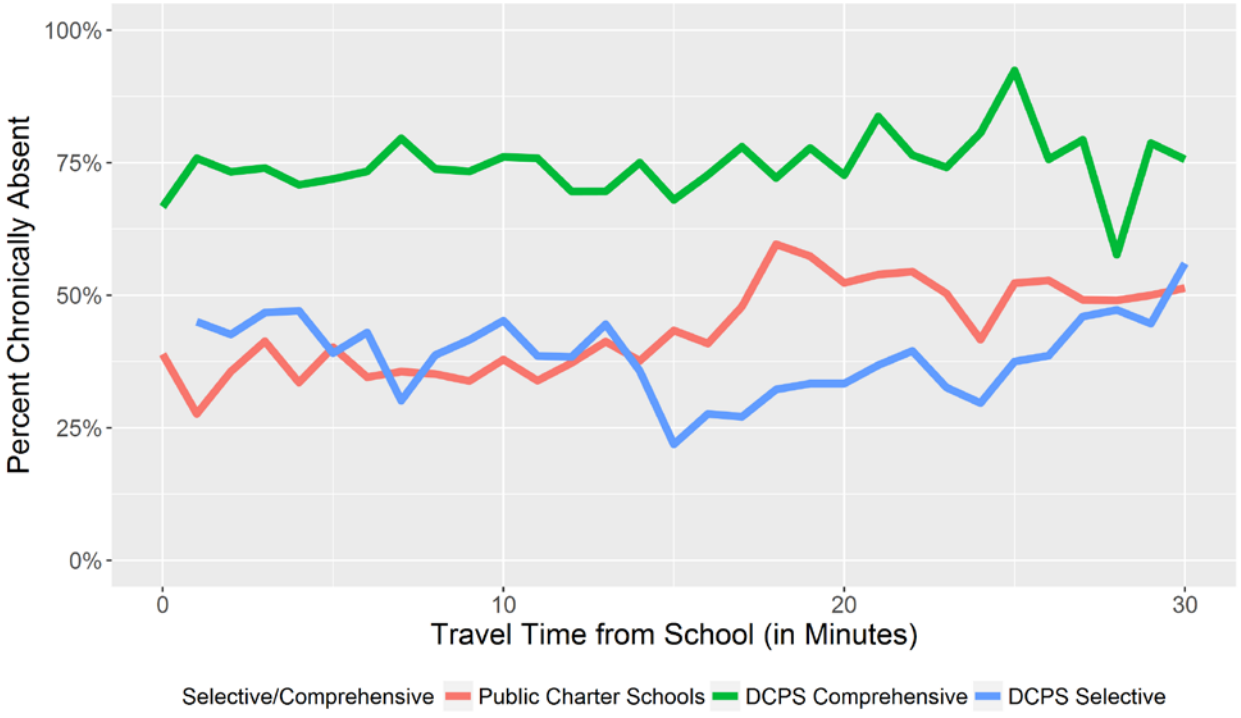



Figure C.10: Average Public Transportation Commute Length, by Estimated Driving Commute Length

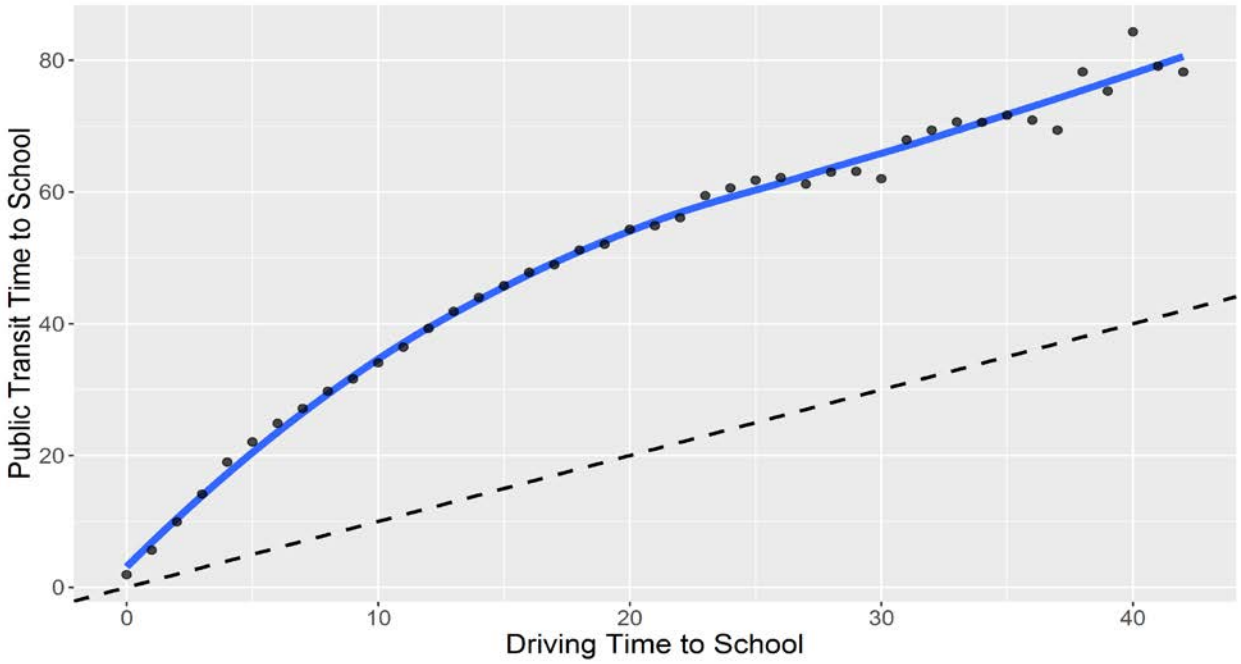


*Figure C.10 above shows the average public transportation time to school for every student with a certain drive time to school, rounded to the nearest minute. Each dot represents the average public transportation time for every minute of driving time for every student. For example, a 10-minute drive roughly translates into a 34-minute public transportation commute.*

## Figure C.11: Regression Coefficients, Distance from School

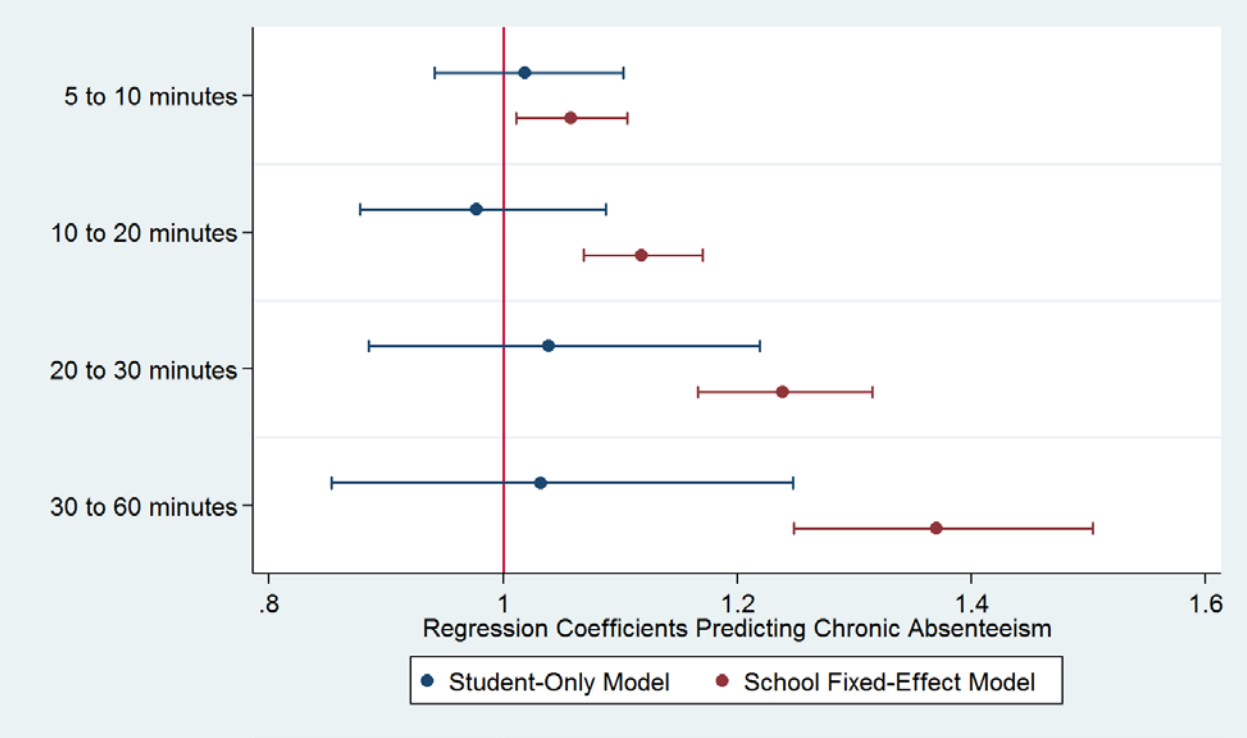



*Figure C.11 above shows the regression coefficients, as well as the confidence intervals, predicting chronic absenteeism, controlling for student demographics (for full regression output, see Appendix D). The reference category is students living within a 5-minute drive from school. All of the confidence intervals in the student-only model encompass "1", meaning that students living at these distances across the city are no more likely to be chronically absent than students living within 5-minutes from school. All of the coefficients and confidence intervals in the school fixed-effects model are greater than 1, meaning that within schools, students living at greater distances are slightly more likely to be chronically absent than those who live close by.*

Figure C.12: School-level Relationship between Time Traveled to School and Chronic Absenteeism, by Sector

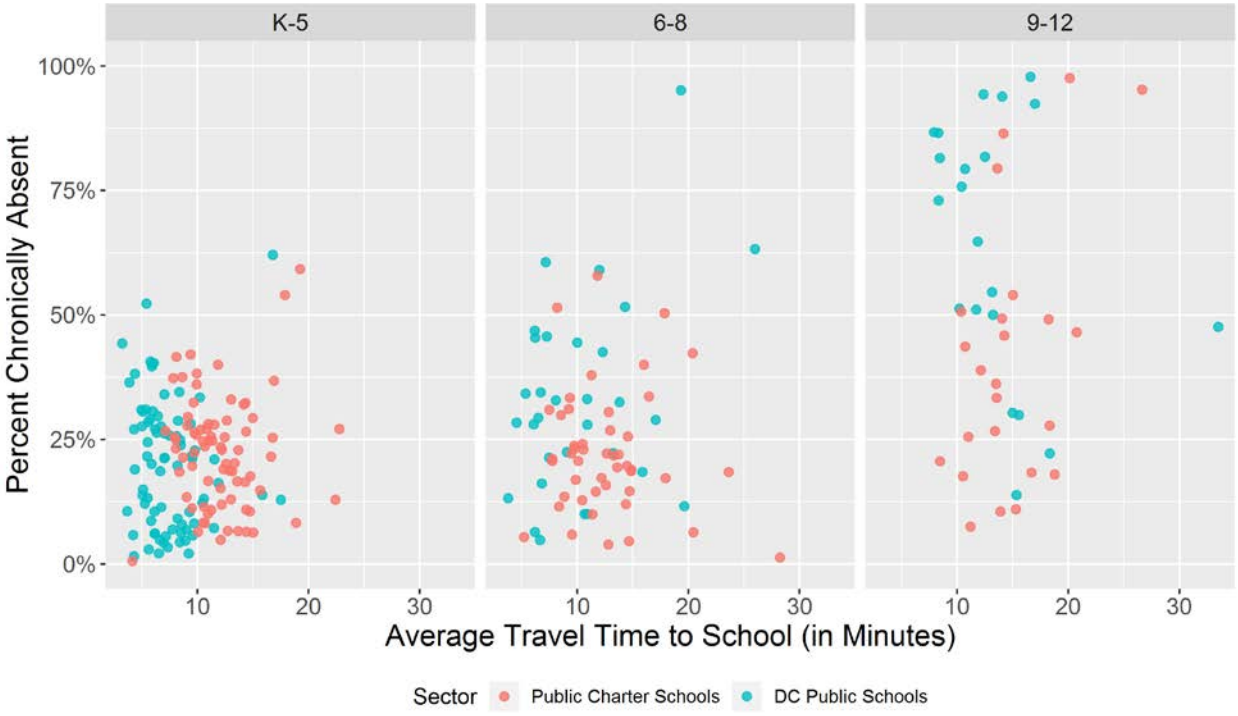



Figure C.13: Chronic Absenteeism and Truancy, by Gender

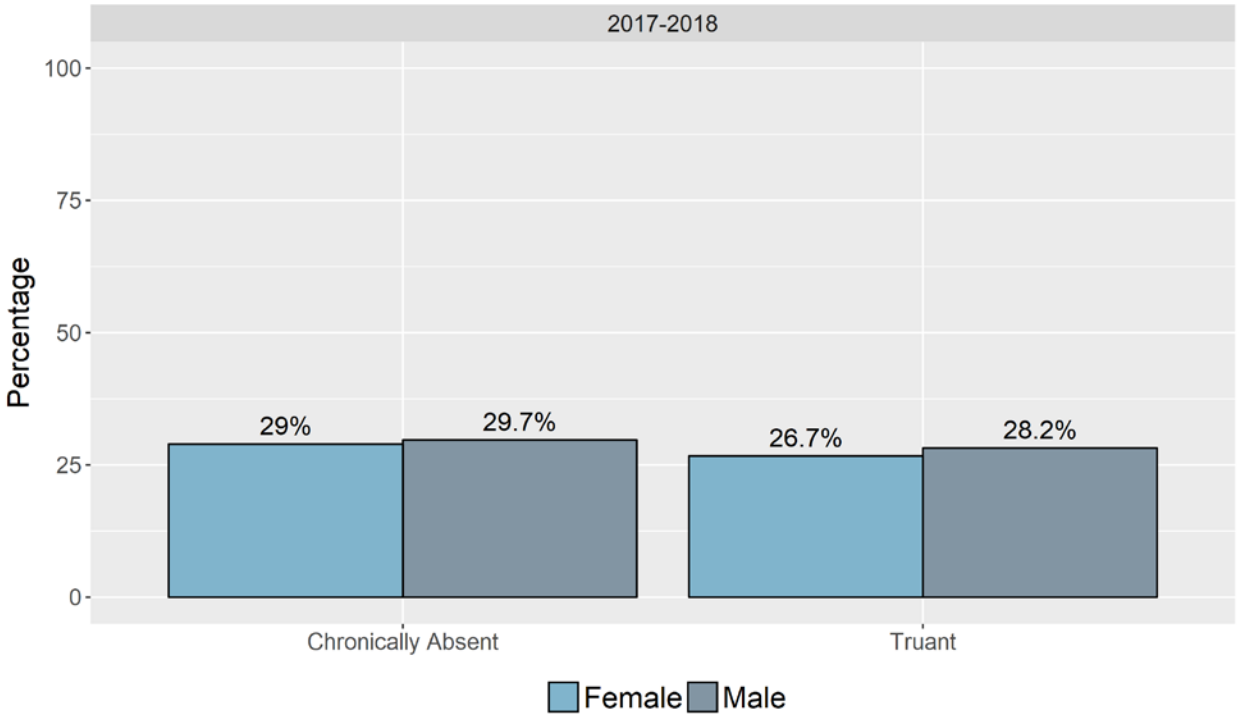


Figure C.14: Absenteeism Risk Tiers, by At-Risk Status

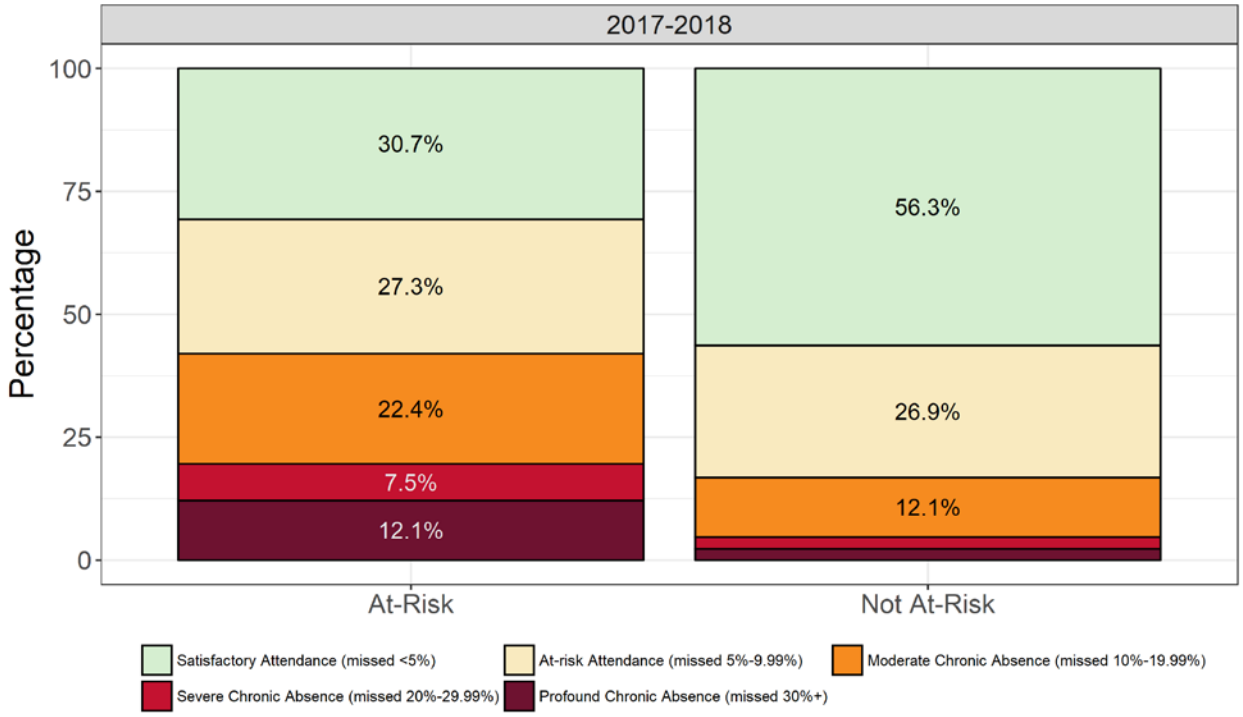



Figure C.15: Absenteeism Risk Tiers, by Homeless Status

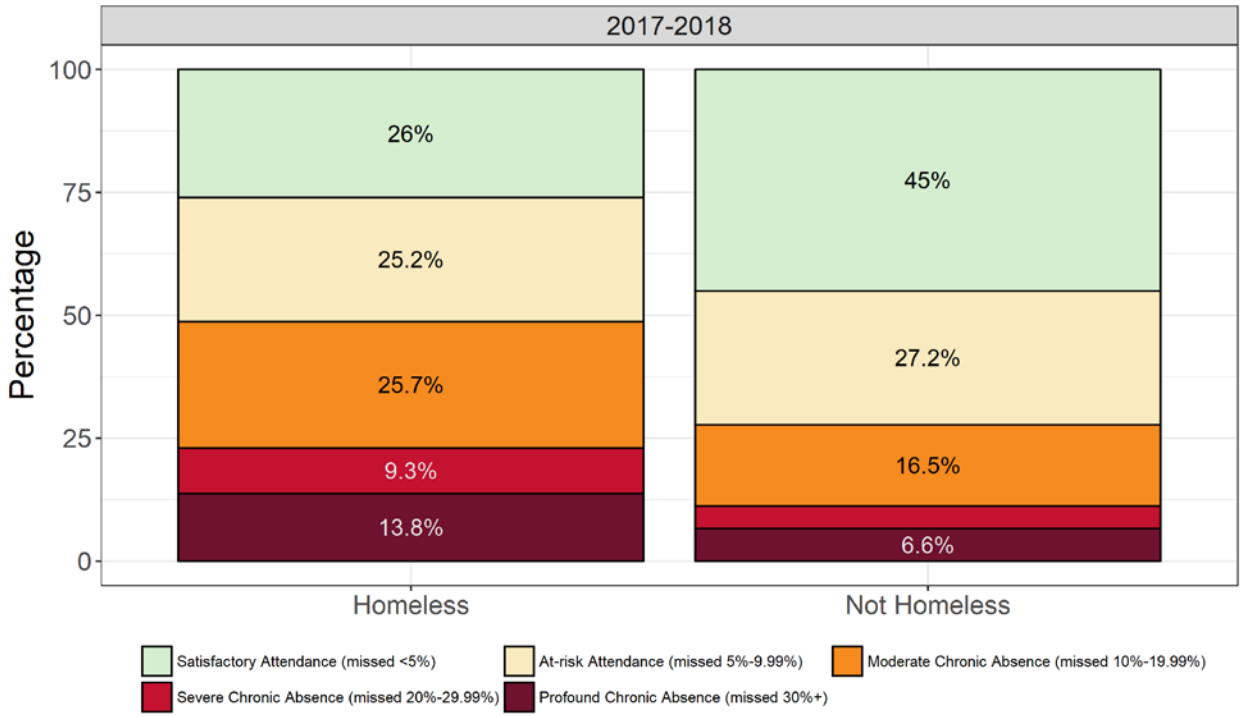


Figure C.16: Absenteeism Risk Tiers, by SNAP Eligibility

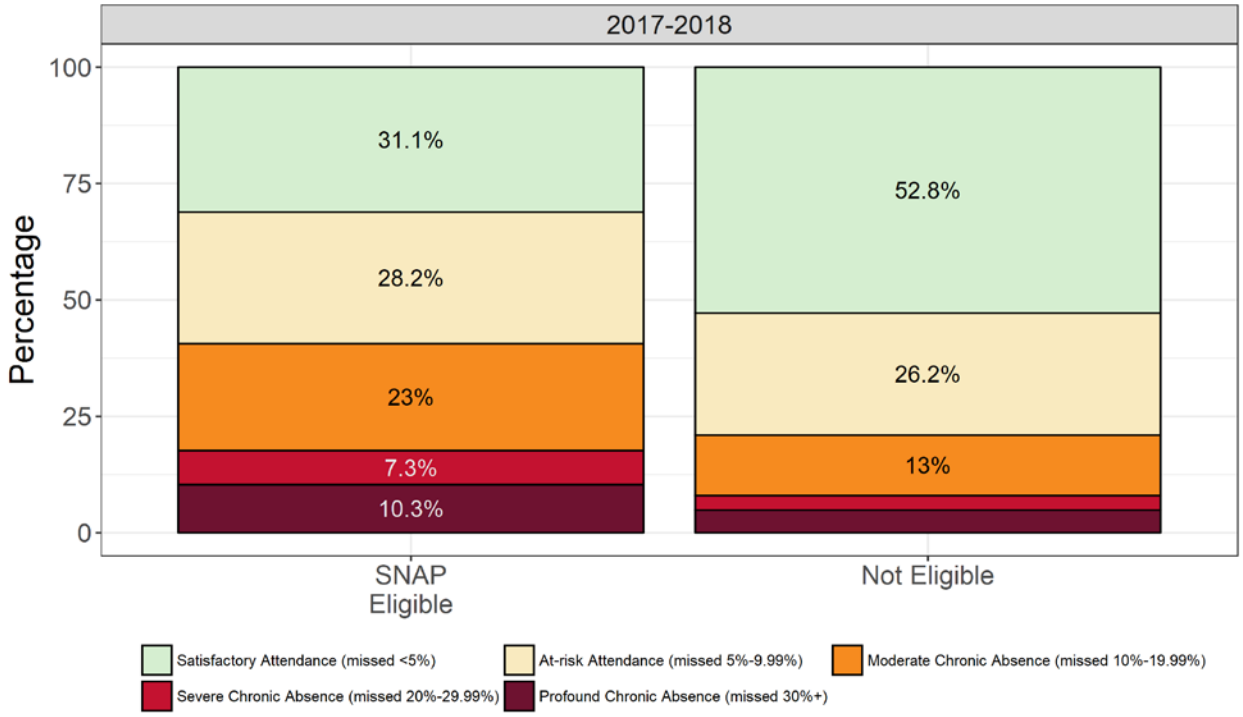



Figure C.17: Absenteeism Risk Tiers, by TANF Eligibility

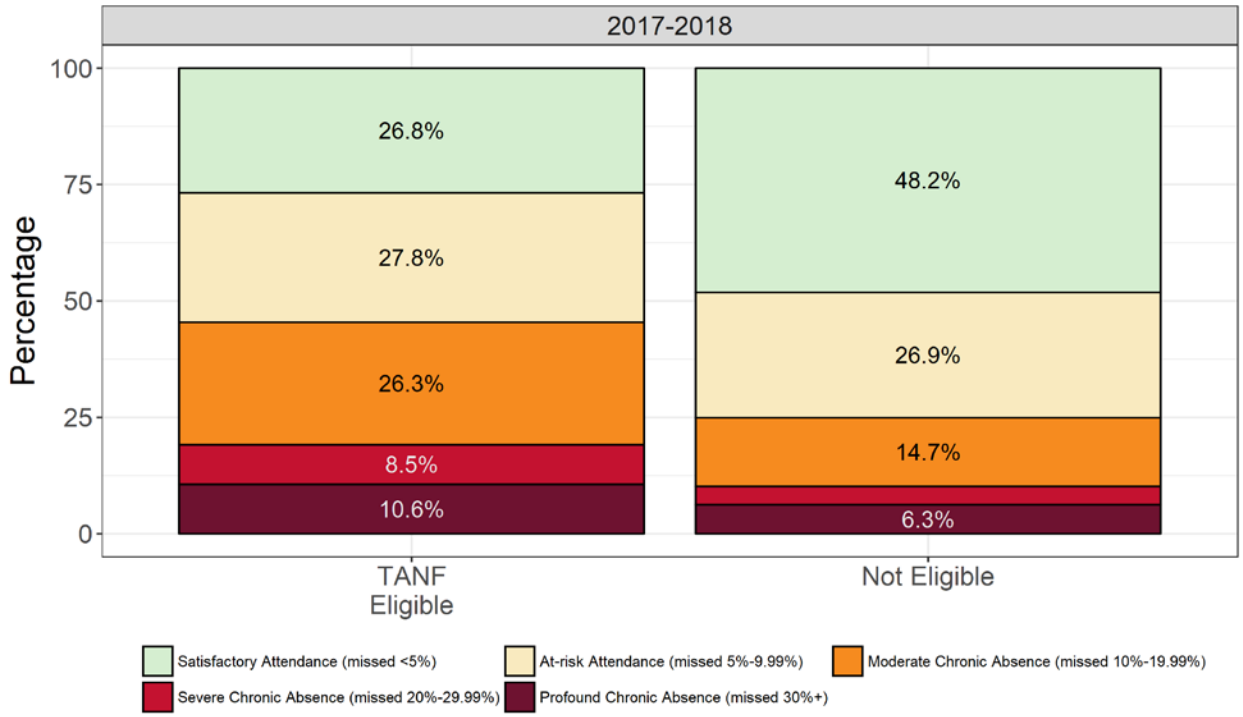


Figure C.18: Absenteeism Risk Tiers, by CFSA Status

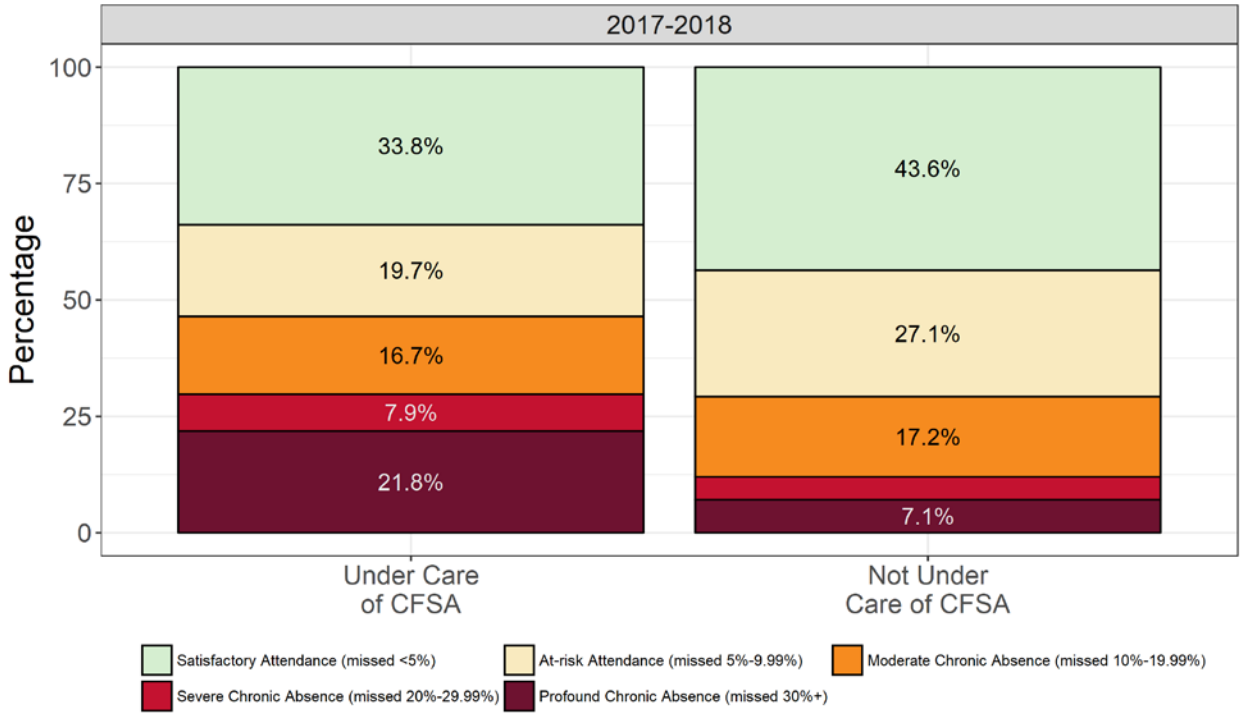



Figure C.19: Chronic Absenteeism and Truancy, by English Learner Status

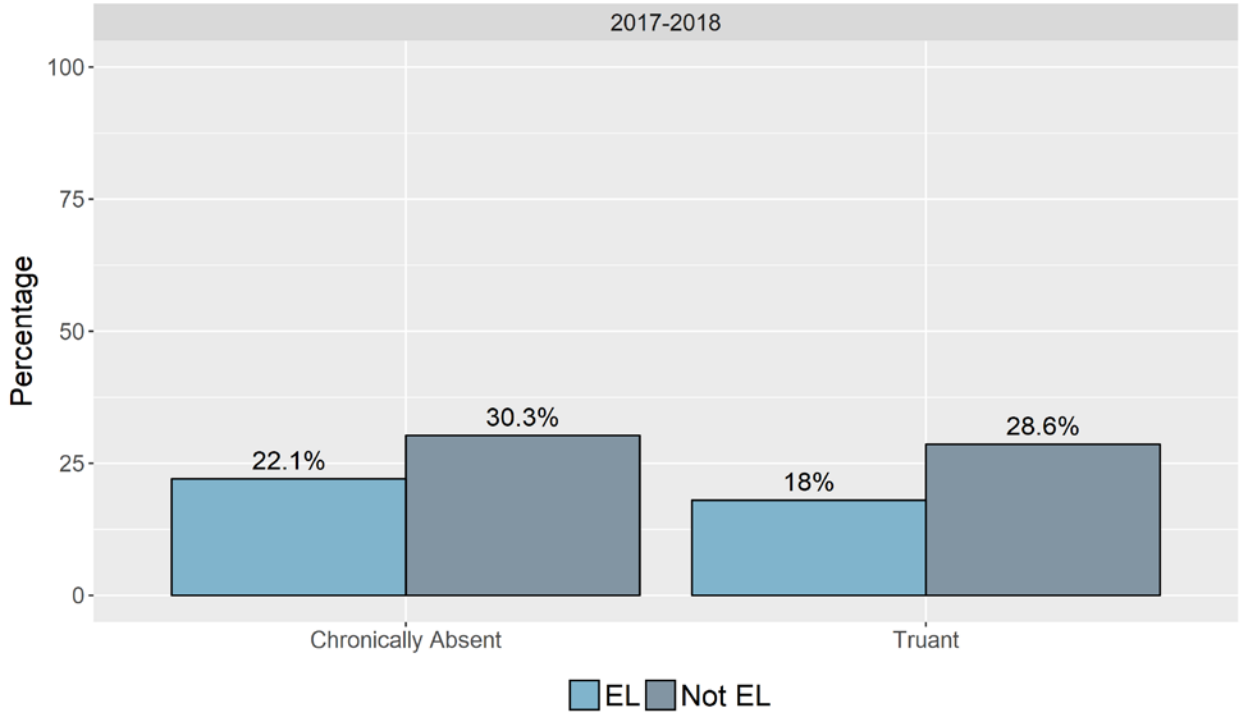


Figure C.20: Chronic Absenteeism, by Race or Ethnicity

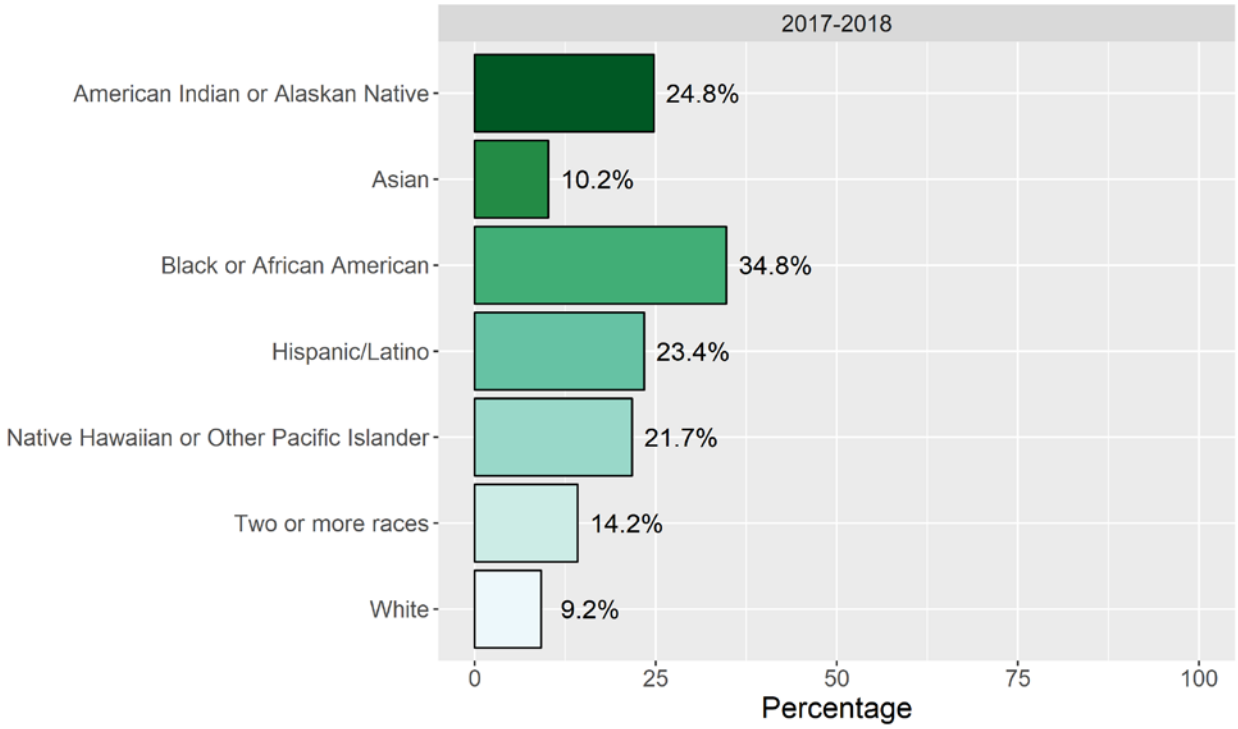



Figure C.21: Truancy Rates, by Race or Ethnicity

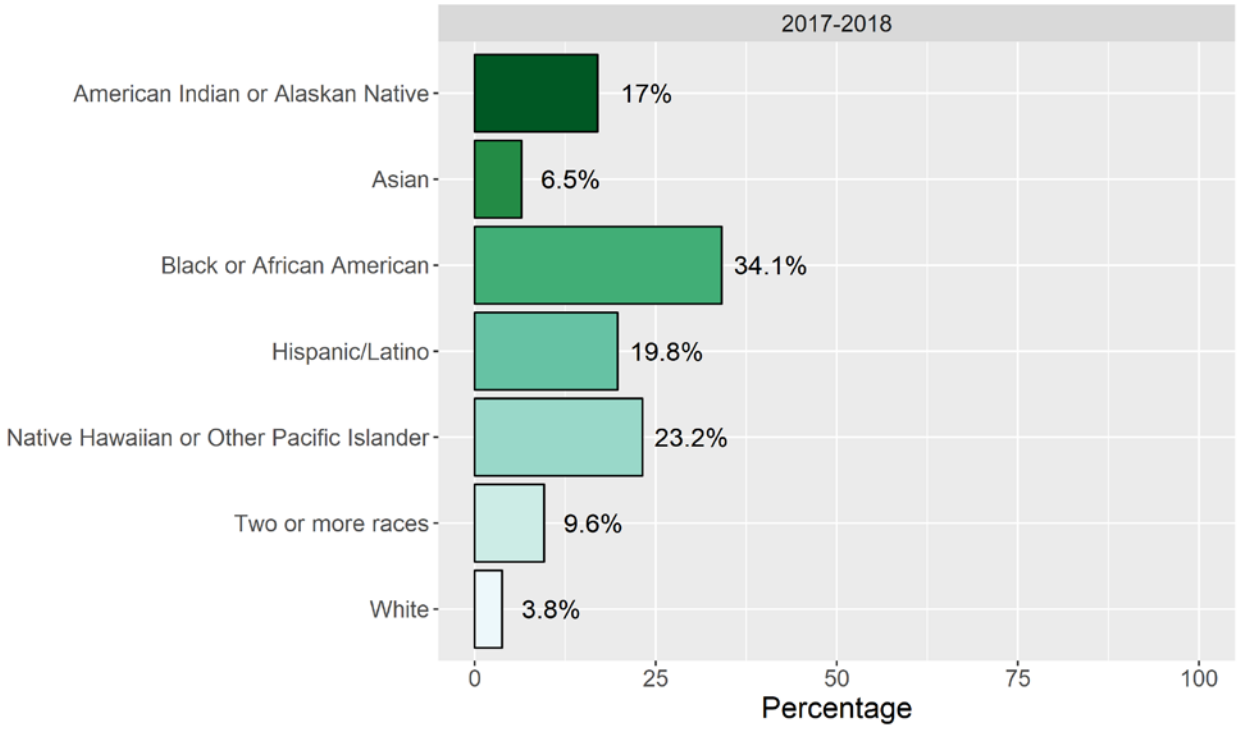


Figure C.22a: Chronic Absenteeism Risk Tiers, by Grade Band and Race (Grades K-5)

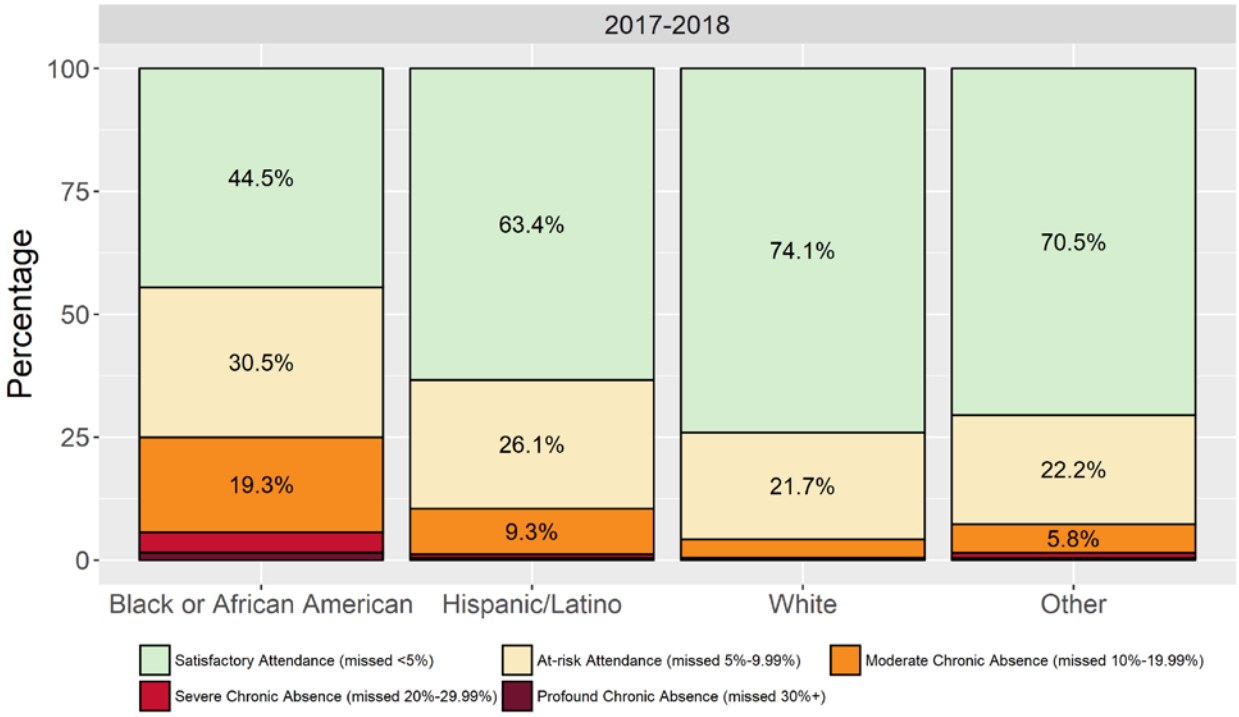



Figure C.22b: Chronic Absenteeism Risk Tiers, by Grade Band and Race (Grades 6-8)

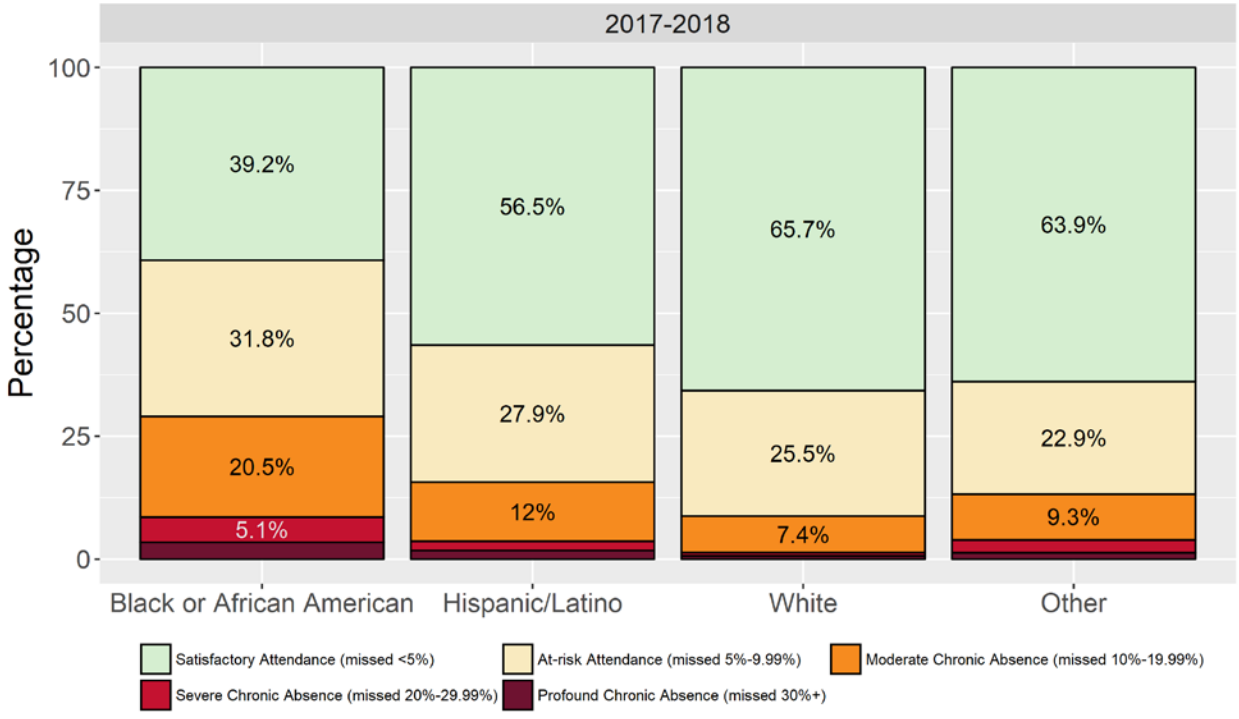


Figure C.22c: Chronic Absenteeism Risk Tiers, by Grade Band and Race (Grades 9-12)

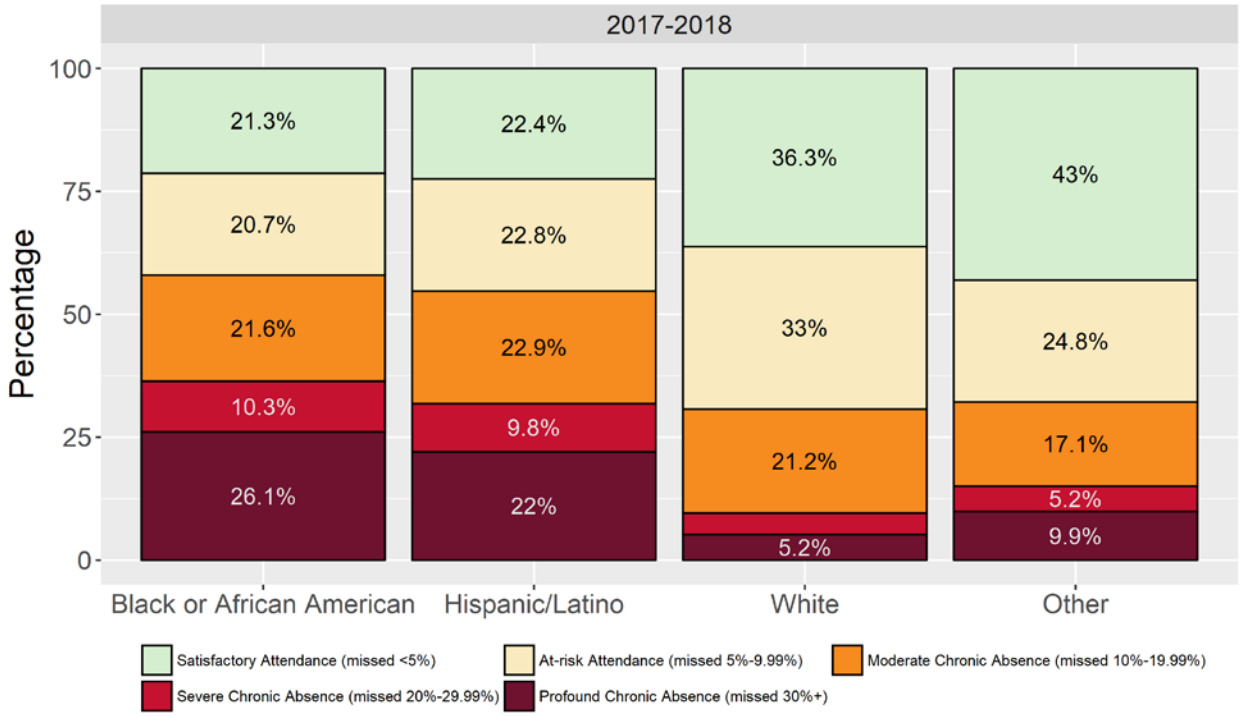



Figure C.23a: Chronic Absenteeism Risk Tiers, by Grade Band and Homeless Status (K-5)

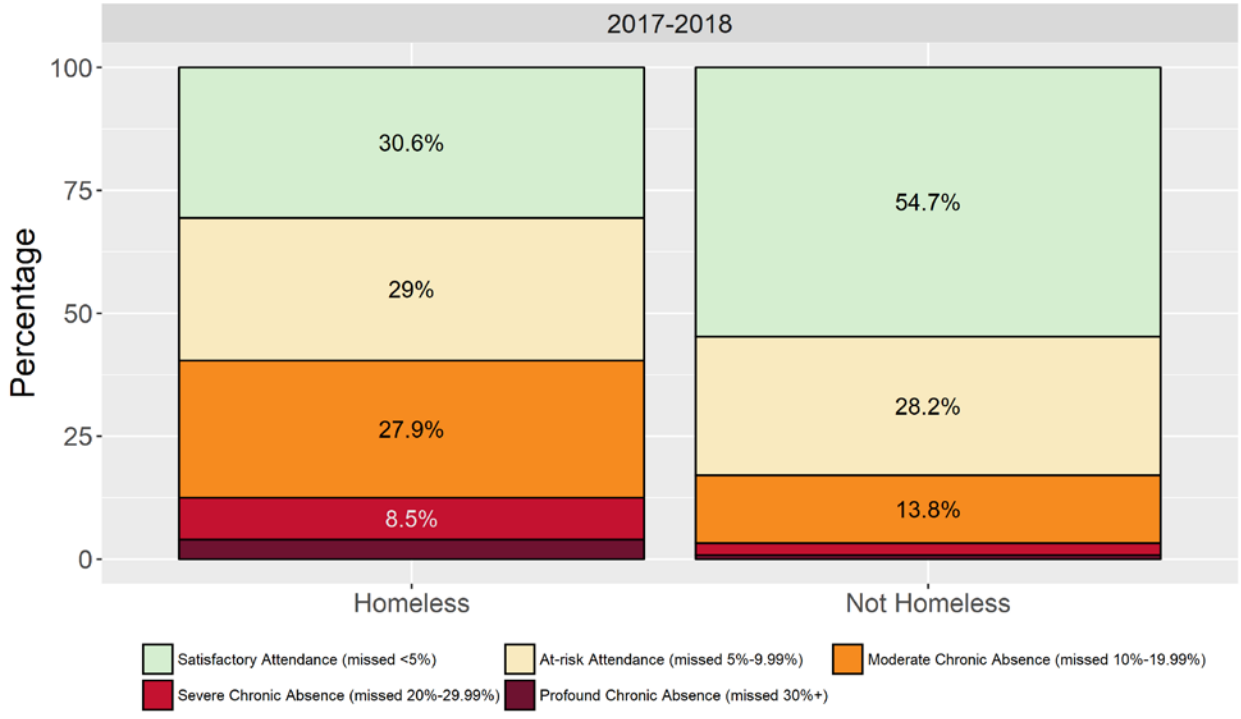


Figure C.23b: Chronic Absenteeism Risk Tiers, by Grade Band and Homeless Status (6-8)

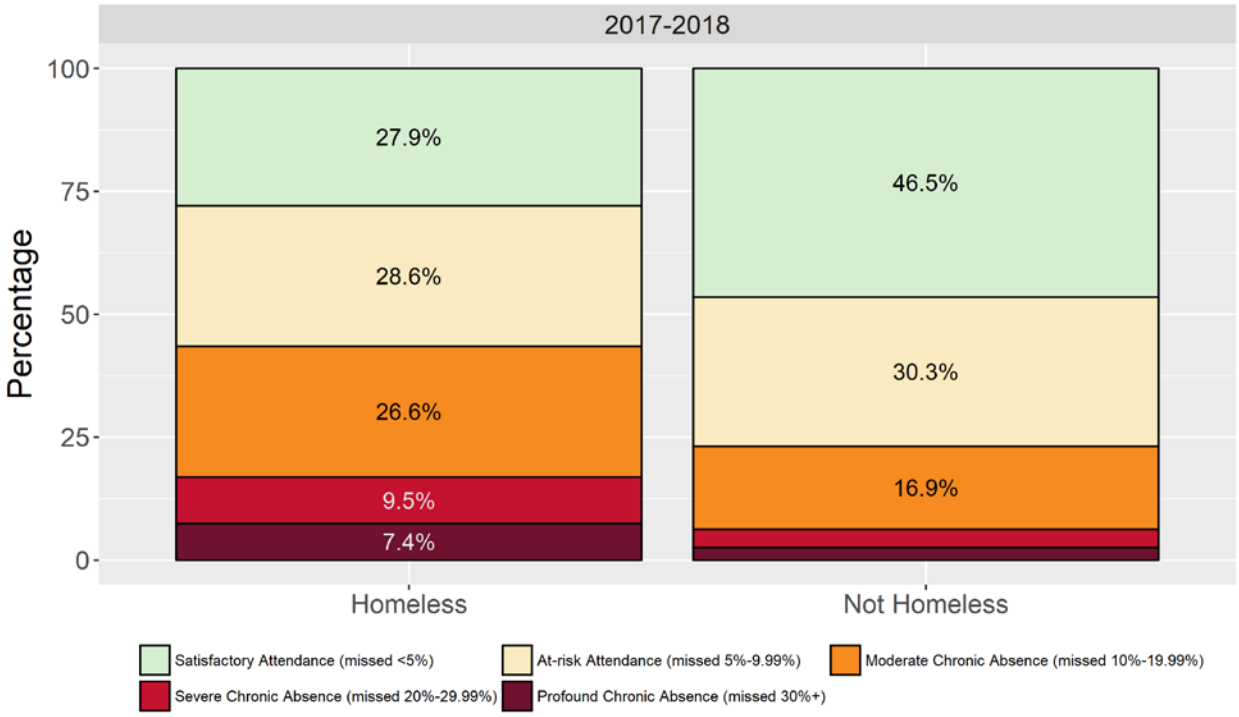



Figure C.23c: Chronic Absenteeism Risk Tiers, by Grade Band and Homeless Status (9-12)

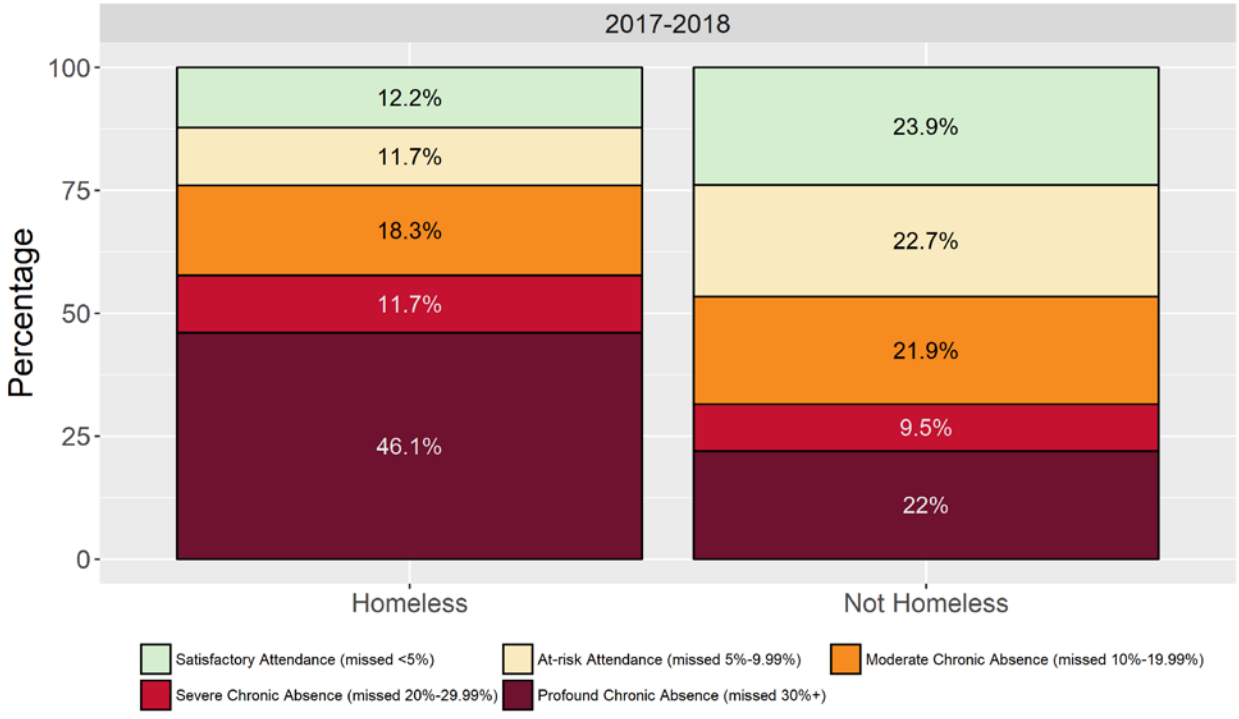


Figure C.24a: Chronic Absenteeism Risk Tiers, by Grade Band and CFSA Status (K-5)

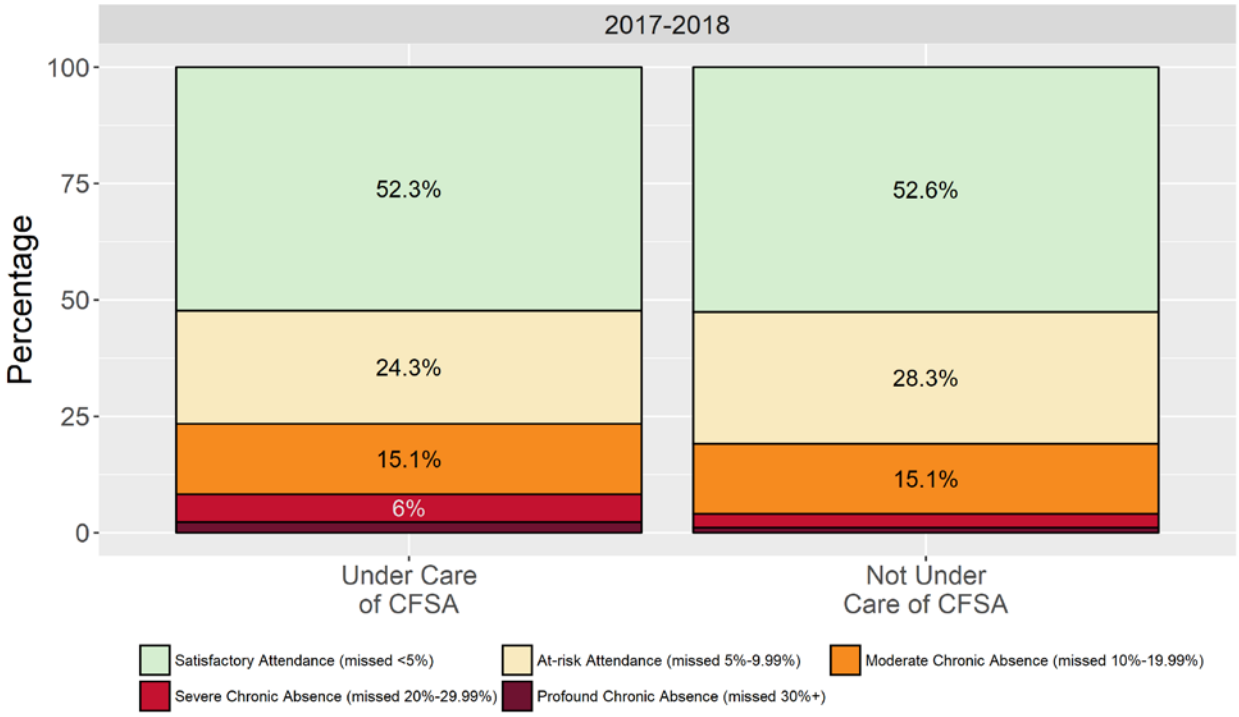



Figure C.24b: Chronic Absenteeism Risk Tiers, by Grade Band and CFSA Status (6-8)

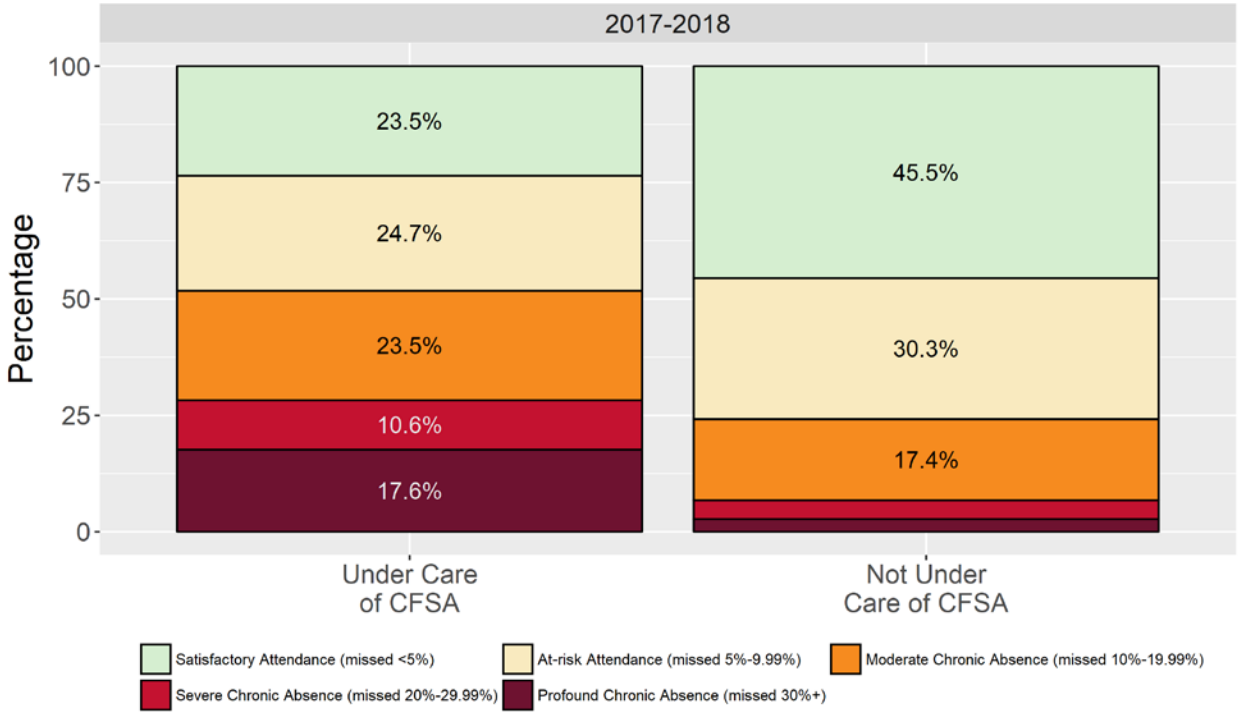


Figure C.24c: Chronic Absenteeism Risk Tiers, by Grade Band and CFSA Status (9-12)

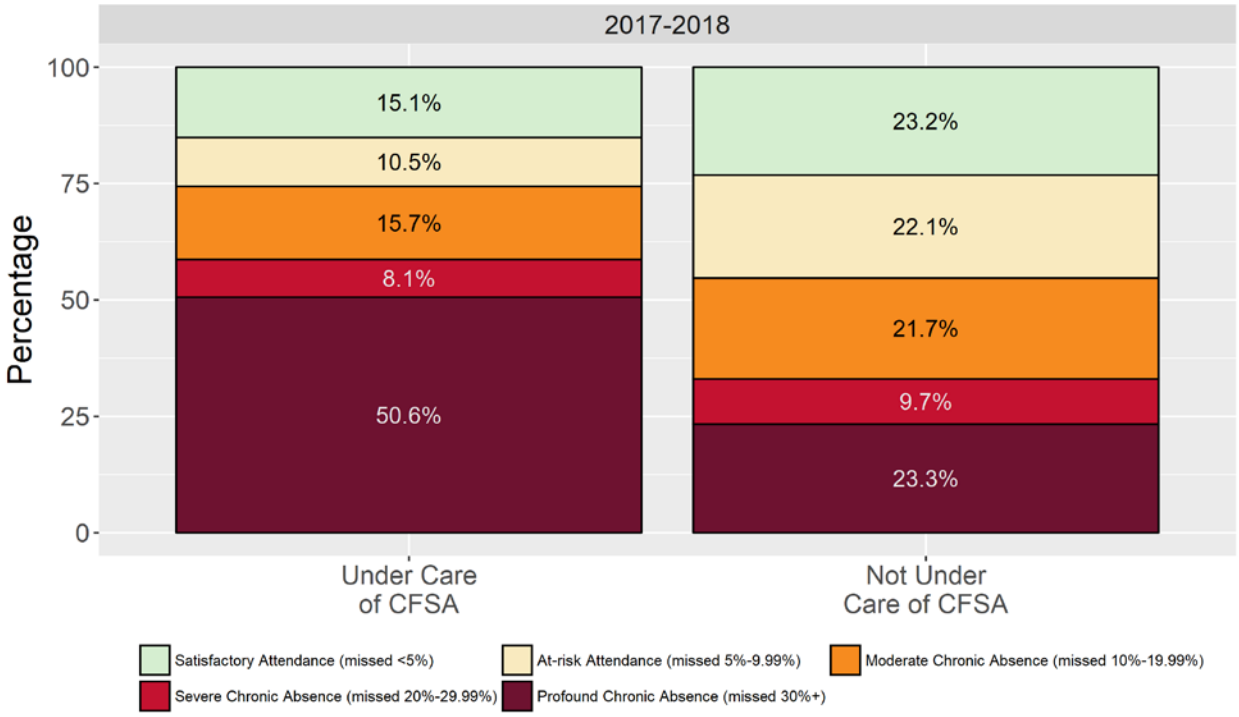



Figure C.25a: Chronic Absenteeism Risk Tiers, by Grade Band and SNAP Eligibility (K-5)

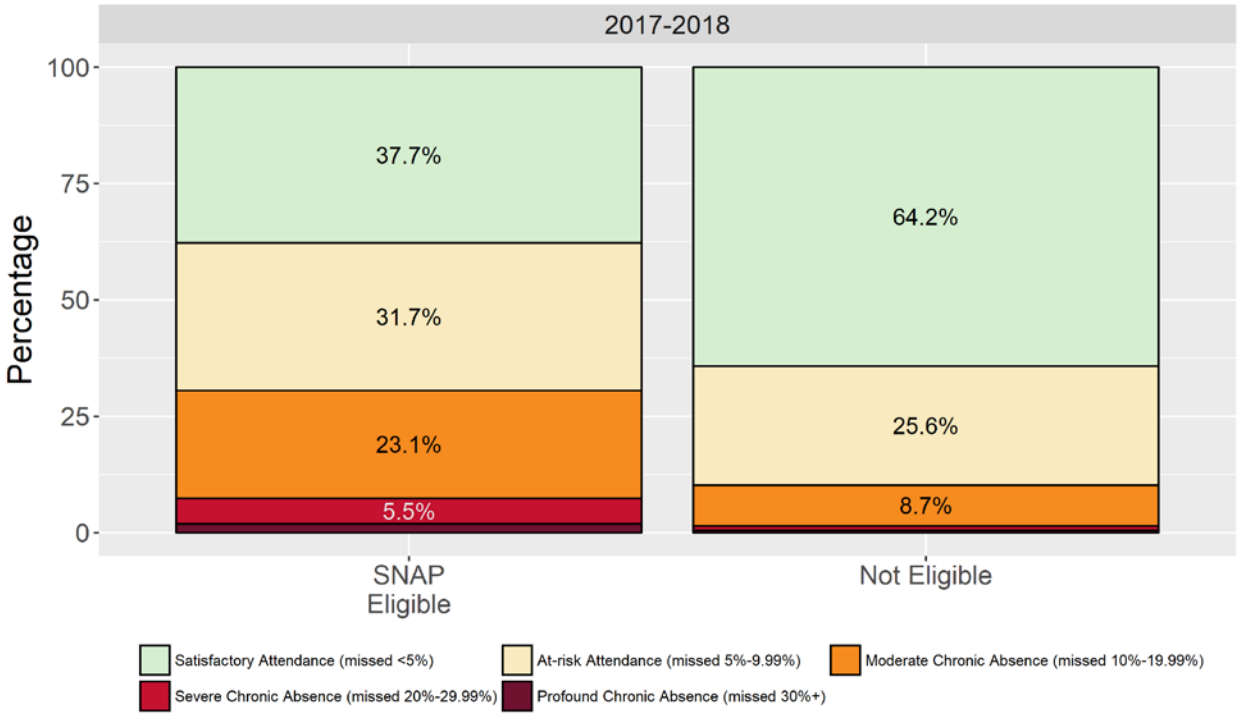


Figure C.25b: Chronic Absenteeism Risk Tiers, by Grade Band and SNAP Eligibility (6-8)

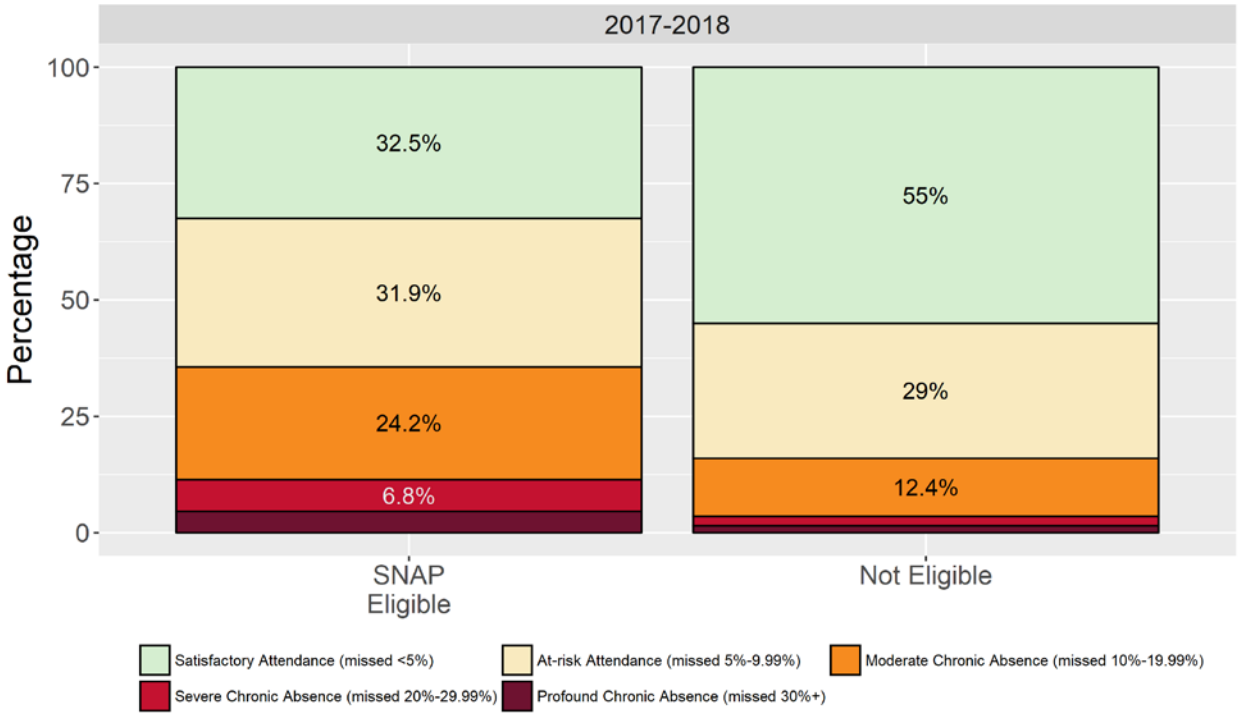



Figure C.25c: Chronic Absenteeism Risk Tiers, by Grade Band and SNAP Eligibility (9-12)

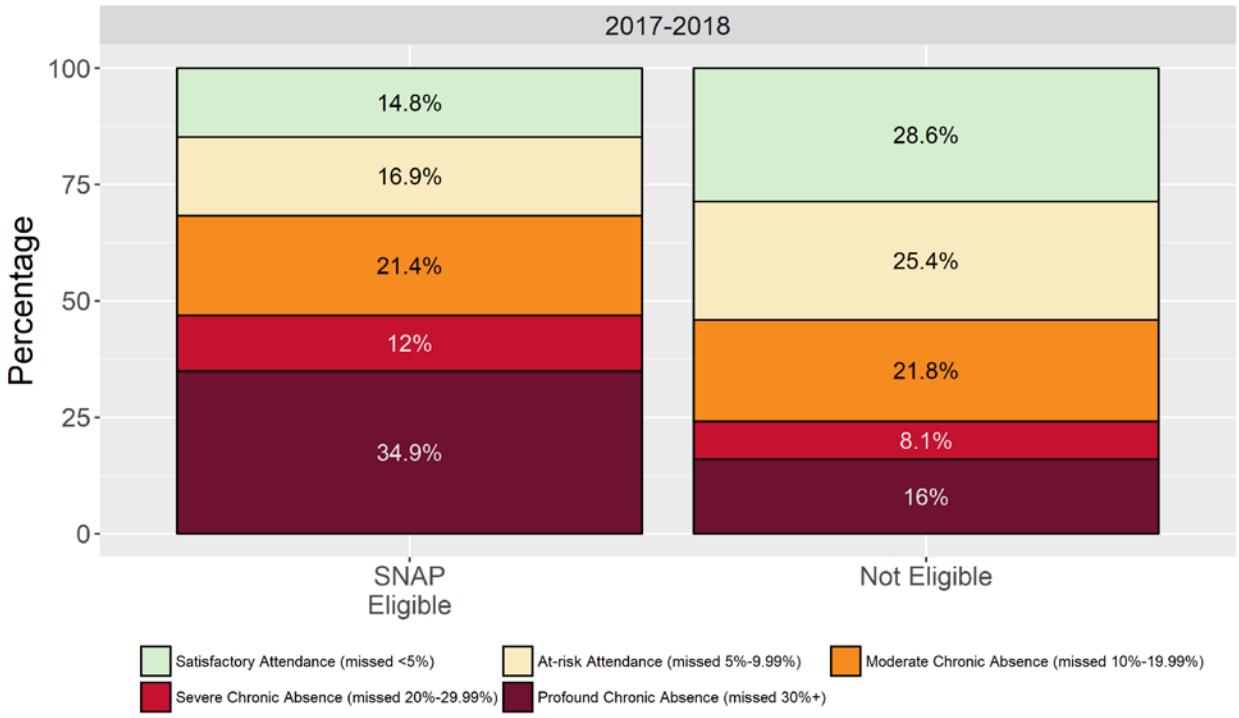


Figure C.26a: Chronic Absenteeism Risk Tiers, by Grade Band and TANF Eligibility (K-5)

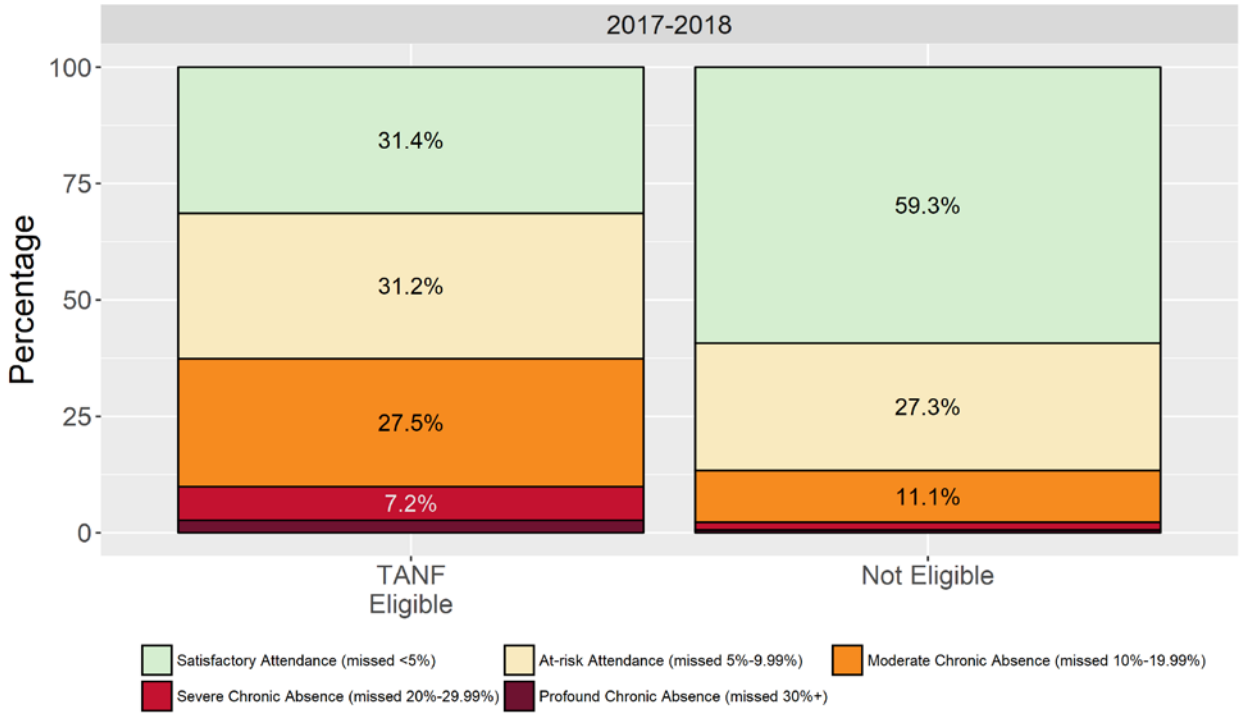



Figure C.26b: Chronic Absenteeism Risk Tiers, by Grade Band and TANF Eligibility (6-8)

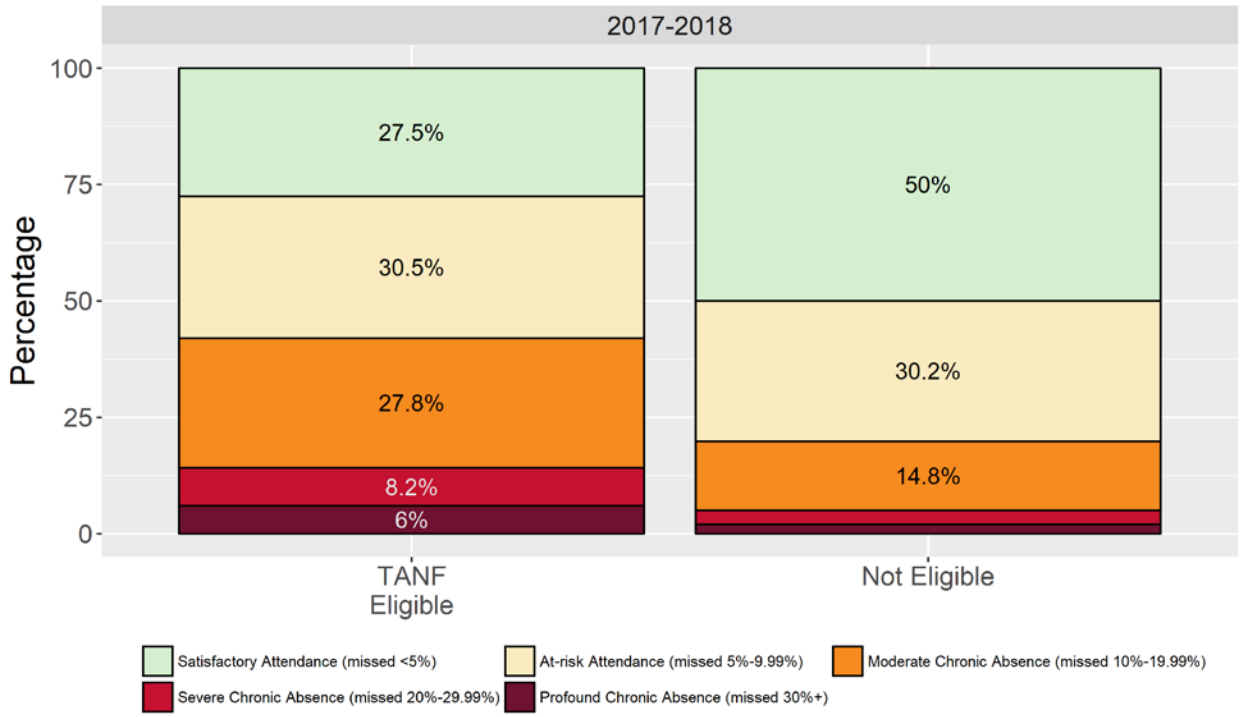


Figure C.26c: Chronic Absenteeism Risk Tiers, by Grade Band and TANF Eligibility (9-12)

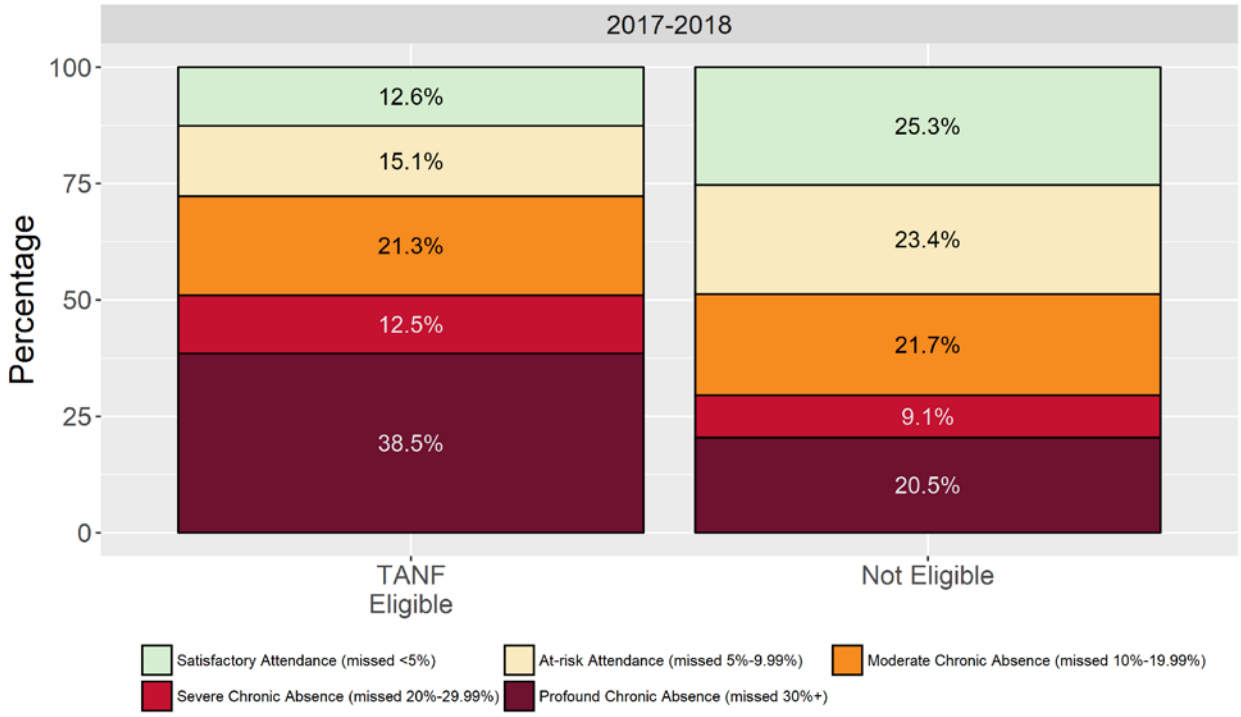
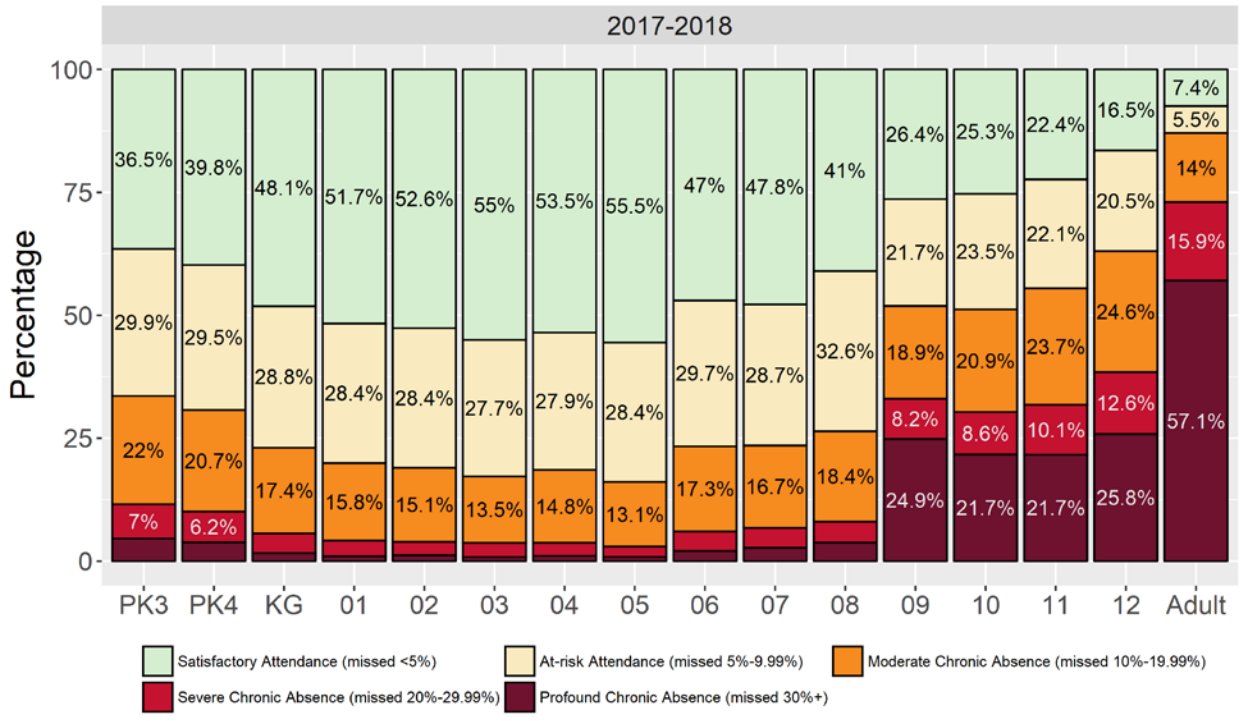



Figure C.27: Absenteeism Risk Tiers, by Grade (Including Pre-K and Adult grades)



## Appendix D: Logistic Regression Output Tables

| VARIABLES | (1)<br>Chronic Absenteeism | (2)<br>Truancy |
|---|---|---|
| Male | 0.993 | 1.076*** |
| | (0.0259) | (0.0301) |
| Homeless | 1.875*** | 1.588*** |
| | (0.0778) | (0.0756) |
| TANF/ SNAP | 2.248*** | 2.391*** |
| | (0.0825) | (0.120) |
| CFSA | 1.236* | 1.108 |
| | (0.140) | (0.126) |
| Overage | 2.600*** | 1.771*** |
| | (0.499) | (0.230) |
| EL | 0.822** | 0.824** |
| | (0.0672) | (0.0723) |
| SWD Level 1 | 1.084* | 1.018 |
| | (0.0455) | (0.0489) |
| SWD Level 2 | 1.406*** | 1.241*** |
| | (0.0861) | (0.0683) |
| SWD Level 3 | 1.507*** | 1.403*** |
| | (0.119) | (0.114) |
| SWD Level 4 | 1.626*** | 1.116 |
| | (0.142) | (0.131) |
| Multiple Schools | 2.727*** | 0.888 |

| | | |
|---|---|---|
| | (0.273) | (0.0689) |
| Black | 2.462*** | 6.760*** |
| | (0.443) | (2.610) |
| Hispanic | 1.857*** | 4.251*** |
| | (0.323) | (1.513) |
| Other Race | 1.185 | 2.105*** |
| | (0.191) | (0.586) |
| High School | 4.007*** | 3.331*** |
| | (0.643) | (0.681) |
| Constant | 0.0679*** | 0.0270*** |
| | (0.0120) | (0.0104) |
| Observations | 78,609 | 76,027 |

Robust seeform in parentheses
*** p<0.01, ** p<0.05, * p<0.1

| VARIABLES | Chronic Absenteeism | Chronic Absenteeism |
|---|---|---|
| 5-10 minutes from School[40] | 1.021 | 1.058** |
| | (0.0407) | (0.0242) |
| 10-20 minutes from School | 0.984 | 1.118*** |
| | (0.0540) | (0.0259) |
| 20-30 minutes from School | 1.034 | 1.239*** |
| | (0.0840) | (0.0381) |
| 30-60 minutes from School | 1.030 | 1.370*** |
| | (0.102) | (0.0652) |
| Multiple Schools | 2.607*** | 0.994 |
| | (0.299) | (0.0163) |
| Male | 0.998 | 1.866*** |
| | (0.0256) | (0.0482) |
| Homeless | 1.895*** | 2.085*** |
| | (0.0783) | (0.0382) |
| TANF/ SNAP | 2.249*** | 1.038 |
| | (0.0806) | (0.0925) |
| CFSA | 1.339** | 1.845*** |
| | (0.155) | (0.0760) |

[40] Students living less than 5 minutes from school are the reference group in the regression analysis.

| | | |
|---|---|---|
| Overage | 2.631*** | 0.791*** |
| | (0.470) | (0.0286) |
| EL | 0.843** | 1.170*** |
| | (0.0631) | (0.0395) |
| SWD Level 1 | 1.087** | 1.357*** |
| | (0.0440) | (0.0494) |
| SWD Level 2 | 1.401*** | 1.498*** |
| | (0.0809) | (0.0808) |
| SWD Level 3 | 1.514*** | 1.559*** |
| | (0.119) | (0.0666) |
| SWD Level 4 | 1.630*** | 1.578*** |
| | (0.128) | (0.0710) |
| Black | 2.431*** | 1.541*** |
| | (0.421) | (0.0761) |
| Hispanic | 1.821*** | 1.131* |
| | (0.308) | 1.058** |
| Other Race | 1.190 | (0.0242) |
| | (0.178) | |
| High School | 3.826*** | |
| | (0.611) | |
| Constant | 0.0714*** | 1.130 |
| | (0.0122) | (0.222) |
| School Fixed Effects | No | Yes |

## Appendix E: Data Tables

Table E.1: State-level Rates of Chronic Absenteeism and Truancy, K-12 Students (Figure 1)

| Year | Metric | Percentage |
|---|---|---|
| **2015-16** | Chronically Absent (18,477) | 26.05 |
| **2015-16** | Truant (15,215) | 21.40 |
| **2016-17** | Chronically Absent (22,370) | 29.49 |
| **2016-17** | Truant (18,484) | 25.49 |
| **2017-18** | Chronically Absent (22,317) | 29.35 |
| **2017-18** | Truant (20,258) | 27.45 |

Table E.2: Absenteeism Risk Tiers, by Grade (Figure 5)

| Grade | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| **KG** | Satisfactory Attendance (missed <5%) | 48.14 | 3,688 | 7,661 |
| **KG** | At-risk Attendance (missed 5%-9.99%) | 28.78 | 2,205 | 7,661 |
| **KG** | Moderate Chronic Absence (missed 10%-19.99%) | 17.43 | 1,335 | 7,661 |

| Grade | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| **KG** | Severe Chronic Absence (missed 20%-29.99%) | 4.05 | 310 | 7,661 |
| **KG** | Profound Chronic Absence (missed 30%+) | 1.61 | 123 | 7,661 |
| **01** | Satisfactory Attendance (missed <5%) | 51.66 | 3,822 | 7,398 |
| **01** | At-risk Attendance (missed 5%-9.99%) | 28.39 | 2,100 | 7,398 |
| **01** | Moderate Chronic Absence (missed 10%-19.99%) | 15.76 | 1,166 | 7,398 |
| **01** | Severe Chronic Absence (missed 20%-29.99%) | 3.18 | 235 | 7,398 |
| **01** | Profound Chronic Absence (missed 30%+) | 1.01 | 75 | 7,398 |
| **02** | Satisfactory Attendance (missed <5%) | 52.62 | 3,670 | 6,975 |
| **02** | At-risk Attendance (missed 5%-9.99%) | 28.37 | 1,979 | 6,975 |
| **02** | Moderate Chronic Absence (missed 10%-19.99%) | 15.08 | 1,052 | 6,975 |
| **02** | Severe Chronic Absence (missed 20%-29.99%) | 2.71 | 189 | 6,975 |
| **02** | Profound Chronic Absence (missed 30%+) | 1.22 | 85 | 6,975 |
| **03** | Satisfactory Attendance (missed <5%) | 55.01 | 3,709 | 6,742 |
| **03** | At-risk Attendance (missed 5%-9.99%) | 27.74 | 1,870 | 6,742 |
| **03** | Moderate Chronic Absence (missed 10%-19.99%) | 13.53 | 912 | 6,742 |
| **03** | Severe Chronic Absence (missed 20%-29.99%) | 2.88 | 194 | 6,742 |
| **03** | Profound Chronic Absence (missed 30%+) | 0.85 | 57 | 6,742 |
| **04** | Satisfactory Attendance (missed <5%) | 53.50 | 3,455 | 6,458 |
| **04** | At-risk Attendance (missed 5%-9.99%) | 27.92 | 1,803 | 6,458 |
| **04** | Moderate Chronic Absence (missed 10%-19.99%) | 14.83 | 958 | 6,458 |
| **04** | Severe Chronic Absence (missed 20%-29.99%) | 2.65 | 171 | 6,458 |
| **04** | Profound Chronic Absence (missed 30%+) | 1.10 | 71 | 6,458 |
| **05** | Satisfactory Attendance (missed <5%) | 55.53 | 3,466 | 6,242 |
| **05** | At-risk Attendance (missed 5%-9.99%) | 28.36 | 1,770 | 6,242 |
| **05** | Moderate Chronic Absence (missed 10%-19.99%) | 13.14 | 820 | 6,242 |
| **05** | Severe Chronic Absence (missed 20%-29.99%) | 2.11 | 132 | 6,242 |
| **05** | Profound Chronic Absence (missed 30%+) | 0.87 | 54 | 6242 |
| **06** | Satisfactory Attendance (missed <5%) | 46.98 | 2,517 | 5,358 |
| **06** | At-risk Attendance (missed 5%-9.99%) | 29.66 | 1,589 | 5,358 |
| **06** | Moderate Chronic Absence (missed 10%-19.99%) | 17.34 | 929 | 5,358 |
| **06** | Severe Chronic Absence (missed 20%-29.99%) | 3.94 | 211 | 5,358 |
| **06** | Profound Chronic Absence (missed 30%+) | 2.09 | 112 | 5,358 |
| **07** | Satisfactory Attendance (missed <5%) | 47.79 | 2,408 | 5,039 |
| **07** | At-risk Attendance (missed 5%-9.99%) | 28.70 | 1,446 | 5,039 |
| **07** | Moderate Chronic Absence (missed 10%- | 16.75 | 844 | 5,039 |

| Grade | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| | 19.99%) | | | |
| **07** | Severe Chronic Absence (missed 20%-29.99%) | 4.05 | 204 | 5,039 |
| **07** | Profound Chronic Absence (missed 30%+) | 2.72 | 137 | 5,039 |
| **08** | Satisfactory Attendance (missed <5%) | 41.01 | 1,899 | 4,631 |
| **08** | At-risk Attendance (missed 5%-9.99%) | 32.58 | 1,509 | 4,631 |
| **08** | Moderate Chronic Absence (missed 10%-19.99%) | 18.35 | 850 | 4,631 |
| **08** | Severe Chronic Absence (missed 20%-29.99%) | 4.25 | 197 | 4,631 |
| **08** | Profound Chronic Absence (missed 30%+) | 3.80 | 176 | 4,631 |
| **09** | Satisfactory Attendance (missed <5%) | 26.36 | 1,643 | 6,232 |
| **09** | At-risk Attendance (missed 5%-9.99%) | 21.73 | 1,354 | 6,232 |
| **09** | Moderate Chronic Absence (missed 10%-19.99%) | 18.85 | 1,175 | 6,232 |
| **09** | Severe Chronic Absence (missed 20%-29.99%) | 8.20 | 511 | 6,232 |
| **09** | Profound Chronic Absence (missed 30%+) | 24.86 | 1,549 | 6,232 |
| **10** | Satisfactory Attendance (missed <5%) | 25.29 | 1,255 | 4,962 |
| **10** | At-risk Attendance (missed 5%-9.99%) | 23.50 | 1,166 | 4,962 |
| **10** | Moderate Chronic Absence (missed 10%-19.99%) | 20.86 | 1,035 | 4962 |
| **10** | Severe Chronic Absence (missed 20%-29.99%) | 8.65 | 429 | 4,962 |
| **10** | Profound Chronic Absence (missed 30%+) | 21.70 | 1,077 | 4,962 |
| **11** | Satisfactory Attendance (missed <5%) | 22.35 | 961 | 4,299 |
| **11** | At-risk Attendance (missed 5%-9.99%) | 22.14 | 952 | 4,299 |
| **11** | Moderate Chronic Absence (missed 10%-19.99%) | 23.70 | 1,019 | 4,299 |
| **11** | Severe Chronic Absence (missed 20%-29.99%) | 10.14 | 436 | 4,299 |
| **11** | Profound Chronic Absence (missed 30%+) | 21.66 | 931 | 4,299 |
| **12** | Satisfactory Attendance (missed <5%) | 16.47 | 691 | 4,195 |
| **12** | At-risk Attendance (missed 5%-9.99%) | 20.45 | 858 | 4,195 |
| **12** | Moderate Chronic Absence (missed 10%-19.99%) | 24.60 | 1,032 | 4,195 |
| **12** | Severe Chronic Absence (missed 20%-29.99%) | 12.63 | 530 | 4,195 |
| **12** | Profound Chronic Absence (missed 30%+) | 25.84 | 1,084 | 4,195 |

Table E.5: Unexcused Absences, by Grade Band (Figure 7)

| Grade Band | Truancy Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| **K-5** | 0 to 9 Unexcused Absences | 79.67 | 32,991 | 41,408 |
| **K-5** | 10 to 19 Unexcused Absences | 14.73 | 6,099 | 41,408 |
| **K-5** | 20 to 29 Unexcused Absences | 3.70 | 1,533 | 41,408 |
| **K-5** | 30 to 39 Unexcused Absences | 1.17 | 484 | 41,408 |

| | | | | |
|---|---|---|---|---|
| **K-5** | 40 to 49 Unexcused Absences | 0.41 | 171 | 41,408 |
| **K-5** | 50+ Unexcused Absences | 0.31 | 130 | 41,408 |
| **6-8** | 0 to 9 Unexcused Absences | 75.75 | 11,384 | 15,028 |
| **6-8** | 10 to 19 Unexcused Absences | 16.08 | 2,416 | 15,028 |
| **6-8** | 20 to 29 Unexcused Absences | 4.58 | 688 | 15,028 |
| **6-8** | 30 to 39 Unexcused Absences | 1.74 | 262 | 15,028 |
| **6-8** | 40 to 49 Unexcused Absences | 0.72 | 108 | 15,028 |
| **6-8** | 50+ Unexcused Absences | 1.13 | 170 | 15,028 |
| **9-12** | 0 to 9 Unexcused Absences | 50.22 | 8,665 | 17,253 |
| **9-12** | 10 to 19 Unexcused Absences | 19.58 | 3,379 | 17,253 |
| **9-12** | 20 to 29 Unexcused Absences | 9.01 | 1,554 | 17,253 |
| **9-12** | 30 to 39 Unexcused Absences | 5.06 | 873 | 17,253 |
| **9-12** | 40 to 49 Unexcused Absences | 3.42 | 590 | 17,253 |
| **9-12** | 50+ Unexcused Absences | 12.71 | 2,192 | 17,253 |

Table E.6 Chronic Absenteeism and Truancy, by Level of Special Education Services (Figure 8)

| Student Group | Metric | Percentage | Students Truant | Students Chronically Absent | K-12 Students | Compulsory Age Students |
|---|---|---|---|---|---|---|
| **Level 1** | Truant | 26.46 | 1,123 | 1,194 | 4,316 | 4,244 |
| **Level 1** | Chronically Absent | 27.66 | 1,123 | 1,194 | 4,316 | 4,244 |
| **Level 2** | Truant | 39.30 | 1,536 | 1,788 | 4,112 | 3,908 |
| **Level 2** | Chronically Absent | 43.48 | 1,536 | 1,788 | 4,112 | 3,908 |
| **Level 3** | Truant | 44.34 | 725 | 806 | 1,712 | 1,635 |
| **Level 3** | Chronically Absent | 47.08 | 725 | 806 | 1,712 | 1,635 |
| **Level 4** | Truant | 36.29 | 983 | 1,341 | 2,985 | 2,709 |
| **Level 4** | Chronically Absent | 44.92 | 983 | 1,341 | 2,985 | 2,709 |
| **Not SWD** | Truant | 25.92 | 15,891 | 17,188 | 62,920 | 61,305 |
| **Not SWD** | Chronically Absent | 27.32 | 15,891 | 17,188 | 62,920 | 61,305 |

Table E.7: Chronic Absenteeism and Truancy, by At-Risk Status (Figure 9)

| Student Group | Metric | Percentage | Students Truant | Students Chronically | Compulsory Age Students | K-12 Students |
|---|---|---|---|---|---|---|

| | | | | Absent | | |
|---|---|---|---|---|---|---|
| **Not At-Risk** | Truant | 15.61 | 5,971 | 6,417 | 38,248 | 38,200 |
| **Not At-Risk** | Chronically Absent | 16.80 | 5,971 | 6,417 | 38,248 | 38,200 |
| **At-Risk** | Truant | 40.19 | 14,287 | 15,900 | 35,553 | 37,845 |
| **At-Risk** | Chronically Absent | 42.01 | 14,287 | 15,900 | 35,553 | 37,845 |

Table E.8: Absenteeism Risk Tiers, by Overage Status (Figure 10)

| Student Group | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| **Not Overage** | Satisfactory Attendance (missed <5%) | 46.06 | 32,379 | 70,292 |
| **Not Overage** | At-risk Attendance (missed 5%-9.99%) | 28.27 | 19,871 | 70,292 |
| **Not Overage** | Moderate Chronic Absence (missed 10%-19.99%) | 17.32 | 12,172 | 70,292 |
| **Not Overage** | Severe Chronic Absence (missed 20%-29.99%) | 4.41 | 3,101 | 70,292 |
| **Not Overage** | Profound Chronic Absence (missed 30%+) | 3.94 | 2,769 | 70,292 |
| **Overage** | Satisfactory Attendance (missed <5%) | 13.09 | 753 | 5,753 |
| **Overage** | At-risk Attendance (missed 5%-9.99%) | 12.60 | 725 | 5,753 |
| **Overage** | Moderate Chronic Absence (missed 10%-19.99%) | 16.20 | 932 | 5,753 |
| **Overage** | Severe Chronic Absence (missed 20%-29.99%) | 11.16 | 642 | 5,753 |
| **Overage** | Profound Chronic Absence (missed 30%+) | 46.95 | 2,701 | 5,753 |

Table E.9: Absenteeism Risk Tiers, by PARCC Achievement Level (Figure 12)

| Assessment Subject | Performance Level | Absenteeism Risk Tier | Grade Band | Percentage | Students | Total Students |
|---|---|---|---|---|---|---|
| **ELA** | Level 1 | Satisfactory Attendance (missed <5%) | Grade 10 | 16.98 | 219 | 1290 |
| **ELA** | Level 1 | At-risk Attendance (missed 5%-9.99%) | Grade 10 | 22.25 | 287 | 1290 |
| **ELA** | Level 1 | Moderate Chronic Absence (missed 10%-19.99%) | Grade 10 | 28.45 | 367 | 1290 |
| **ELA** | Level 1 | Severe Chronic Absence (missed 20%-29.99%) | Grade 10 | 12.95 | 167 | 1290 |
| **ELA** | Level 1 | Profound Chronic Absence (missed 30%+) | Grade 10 | 19.38 | 250 | 1290 |
| **ELA** | Level 2 | Satisfactory Attendance | Grade | 27.07 | 170 | 628 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | (missed <5%) | 10 | | | |
| **ELA** | Level 2 | At-risk Attendance (missed 5%-9.99%) | Grade 10 | 27.87 | 175 | 628 |
| **ELA** | Level 2 | Moderate Chronic Absence (missed 10%-19.99%) | Grade 10 | 26.11 | 164 | 628 |
| **ELA** | Level 2 | Severe Chronic Absence (missed 20%-29.99%) | Grade 10 | 9.39 | 59 | 628 |
| **ELA** | Level 2 | Profound Chronic Absence (missed 30%+) | Grade 10 | 9.55 | 60 | 628 |
| **ELA** | Level 3 | Satisfactory Attendance (missed <5%) | Grade 10 | 31.29 | 225 | 719 |
| **ELA** | Level 3 | At-risk Attendance (missed 5%-9.99%) | Grade 10 | 30.88 | 222 | 719 |
| **ELA** | Level 3 | Moderate Chronic Absence (missed 10%-19.99%) | Grade 10 | 24.62 | 177 | 719 |
| **ELA** | Level 3 | Severe Chronic Absence (missed 20%-29.99%) | Grade 10 | 7.23 | 52 | 719 |
| **ELA** | Level 3 | Profound Chronic Absence (missed 30%+) | Grade 10 | 5.98 | 43 | 719 |
| **ELA** | Level 4 | Satisfactory Attendance (missed <5%) | Grade 10 | 38.75 | 334 | 862 |
| **ELA** | Level 4 | At-risk Attendance (missed 5%-9.99%) | Grade 10 | 33.29 | 287 | 862 |
| **ELA** | Level 4 | Moderate Chronic Absence (missed 10%-19.99%) | Grade 10 | 22.04 | 190 | 862 |
| **ELA** | Level 4 | Severe Chronic Absence (missed 20%-29.99%) | Grade 10 | 2.90 | 25 | 862 |
| **ELA** | Level 4 | Profound Chronic Absence (missed 30%+) | Grade 10 | 3.02 | 26 | 862 |
| **ELA** | Level 5 | Satisfactory Attendance (missed <5%) | Grade 10 | 51.40 | 183 | 356 |
| **ELA** | Level 5 | At-risk Attendance (missed 5%-9.99%) | Grade 10 | 32.02 | 114 | 356 |
| **ELA** | Level 5 | Moderate Chronic Absence (missed 10%-19.99%) | Grade 10 | 14.04 | 50 | 356 |
| **ELA** | Level 5 | Severe Chronic Absence (missed 20%-29.99%) | Grade 10 | 1.12 | 4 | 356 |
| **ELA** | Level 5 | Profound Chronic Absence (missed 30%+) | Grade 10 | 1.40 | 5 | 356 |
| **ELA** | Level 1 | Satisfactory Attendance (missed <5%) | Grades 3-8 | 38.03 | 2578 | 6779 |
| **ELA** | Level 1 | At-risk Attendance (missed 5%-9.99%) | Grades 3-8 | 30.82 | 2089 | 6779 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **ELA** | Level 1 | Moderate Chronic Absence (missed 10%-19.99%) | Grades 3-8 | 22.89 | 1552 | 6779 |
| **ELA** | Level 1 | Severe Chronic Absence (missed 20%-29.99%) | Grades 3-8 | 5.66 | 384 | 6779 |
| **ELA** | Level 1 | Profound Chronic Absence (missed 30%+) | Grades 3-8 | 2.60 | 176 | 6779 |
| **ELA** | Level 2 | Satisfactory Attendance (missed <5%) | Grades 3-8 | 44.89 | 3112 | 6933 |
| **ELA** | Level 2 | At-risk Attendance (missed 5%-9.99%) | Grades 3-8 | 31.92 | 2213 | 6933 |
| **ELA** | Level 2 | Moderate Chronic Absence (missed 10%-19.99%) | Grades 3-8 | 18.33 | 1271 | 6933 |
| **ELA** | Level 2 | Severe Chronic Absence (missed 20%-29.99%) | Grades 3-8 | 3.56 | 247 | 6933 |
| **ELA** | Level 2 | Profound Chronic Absence (missed 30%+) | Grades 3-8 | 1.30 | 90 | 6933 |
| **ELA** | Level 3 | Satisfactory Attendance (missed <5%) | Grades 3-8 | 52.65 | 4057 | 7705 |
| **ELA** | Level 3 | At-risk Attendance (missed 5%-9.99%) | Grades 3-8 | 30.12 | 2321 | 7705 |
| **ELA** | Level 3 | Moderate Chronic Absence (missed 10%-19.99%) | Grades 3-8 | 14.47 | 1115 | 7705 |
| **ELA** | Level 3 | Severe Chronic Absence (missed 20%-29.99%) | Grades 3-8 | 2.13 | 164 | 7705 |
| **ELA** | Level 3 | Profound Chronic Absence (missed 30%+) | Grades 3-8 | 0.62 | 48 | 7705 |
| **ELA** | Level 4 | Satisfactory Attendance (missed <5%) | Grades 3-8 | 62.46 | 5376 | 8607 |
| **ELA** | Level 4 | At-risk Attendance (missed 5%-9.99%) | Grades 3-8 | 27.21 | 2342 | 8607 |
| **ELA** | Level 4 | Moderate Chronic Absence (missed 10%-19.99%) | Grades 3-8 | 9.10 | 783 | 8607 |
| **ELA** | Level 4 | Severe Chronic Absence (missed 20%-29.99%) | Grades 3-8 | 1.00 | 86 | 8607 |
| **ELA** | Level 4 | Profound Chronic Absence (missed 30%+) | Grades 3-8 | 0.23 | 20 | 8607 |
| **ELA** | Level 5 | Satisfactory Attendance (missed <5%) | Grades 3-8 | 71.45 | 1684 | 2357 |
| **ELA** | Level 5 | At-risk Attendance (missed 5%-9.99%) | Grades 3-8 | 22.78 | 537 | 2357 |

Table E.10: Chronic Absenteeism, by Sibling Status (Figure 18)

| Categories | Chronically Absent | Percentage | Students | Total Students |
|---|---|---|---|---|
| **14-18 Year-Olds with no Younger Siblings** | No | 46.84 | 2,477 | 5,288 |
| **14-18 Year-Olds with no Younger Siblings** | Yes | 53.16 | 2811 | 5,288 |
| **4-11 Year-Olds with no Older Siblings** | No | 78.38 | 23,353 | 29,796 |
| **4-11 Year-Olds with no Older Siblings** | Yes | 21.62 | 6,443 | 29,796 |
| **Oldest Sibling (Aged 14-18) w/ Younger Sibling** | No | 43.96 | 2,602 | 5,919 |
| **Oldest Sibling (Aged 14-18) w/ Younger Sibling** | Yes | 56.04 | 3,317 | 5,919 |
| **Younger Sibling (Aged 4-11) w/ Older Sibling** | No | 75.16 | 10,788 | 14,354 |
| **Younger Sibling (Aged 4-11) w/ Older Sibling** | Yes | 24.84 | 3,566 | 14,354 |

Table E.11: Absenteeism of Younger Siblings, by Absenteeism of Older Siblings (Figure 19)

| Older Sibling Attendance | Younger Sibling Attendance | Percentage | Number of Days |
|---|---|---|---|
| **Older Sibling Present** | Younger Sibling Present | 93.95 | 578,731 |
| **Older Sibling Present** | Younger Sibling Absent | 6.05 | 37,259 |
| **Older Sibling Absent** | Younger Sibling Present | 85.35 | 118,298 |
| **Older Sibling Absent** | Younger Sibling Absent | 14.65 | 20,303 |

Table E.12: Absenteeism Risk Tiers, by Nighttime Residency Status (Figure 20)

| Nighttime Residency | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| **Doubled Up** | Satisfactory Attendance (missed <5%) | 28.57 | 1,070 | 3,745 |
| **Doubled Up** | At-risk Attendance (missed 5%-9.99%) | 25.87 | 969 | 3,745 |
| **Doubled Up** | Moderate Chronic Absence (missed 10%-19.99%) | 24.54 | 919 | 3,745 |
| **Doubled Up** | Severe Chronic Absence (missed 20%-29.99%) | 7.85 | 294 | 3,745 |
| **Doubled Up** | Profound Chronic Absence (missed 30%+) | 13.16 | 493 | 3,745 |
| **Hotel/Motel** | Satisfactory Attendance (missed <5%) | 20.90 | 65 | 311 |
| **Hotel/Motel** | At-risk Attendance (missed 5%-9.99%) | 20.90 | 65 | 311 |
| **Hotel/Motel** | Moderate Chronic Absence (missed 10%-19.99%) | 29.58 | 92 | 311 |
| **Hotel/Motel** | Severe Chronic Absence (missed 20%-29.99%) | 16.40 | 51 | 311 |
| **Hotel/Motel** | Profound Chronic Absence (missed 30%+) | 12.22 | 38 | 311 |
| **Not Homeless** | Satisfactory Attendance (missed <5%) | 45.04 | 31,601 | 70,167 |
| **Not Homeless** | At-risk Attendance (missed 5%-9.99%) | 27.24 | 19,112 | 70,167 |
| **Not Homeless** | Moderate Chronic Absence (missed 10%-19.99%) | 16.52 | 11,594 | 70,167 |
| **Not Homeless** | Severe Chronic Absence (missed 20%-29.99%) | 4.56 | 3,199 | 70,167 |
| **Not Homeless** | Profound Chronic Absence (missed 30%+) | 6.64 | 4,661 | 70,167 |
| **Sheltered** | Satisfactory Attendance (missed <5%) | 20.60 | 297 | 1,442 |
| **Sheltered** | At-risk Attendance (missed 5%- | 24.97 | 360 | 1,442 |

| | | | | |
|---|---|---|---|---|
| | 9.99%) | | | |
| **Sheltered** | Moderate Chronic Absence (missed 10%-19.99%) | 27.67 | 399 | 1,442 |
| **Sheltered** | Severe Chronic Absence (missed 20%-29.99%) | 10.89 | 157 | 1,442 |
| **Sheltered** | Profound Chronic Absence (missed 30%+) | 15.88 | 229 | 1,442 |
| **Unknown Nighttime Residency** | Satisfactory Attendance (missed <5%) | 28.11 | 79 | 281 |
| **Unknown Nighttime Residency** | At-risk Attendance (missed 5%-9.99%) | 25.62 | 72 | 281 |
| **Unknown Nighttime Residency** | Moderate Chronic Absence (missed 10%-19.99%) | 24.56 | 69 | 281 |
| **Unknown Nighttime Residency** | Severe Chronic Absence (missed 20%-29.99%) | 11.03 | 31 | 281 |
| **Unknown Nighttime Residency** | Profound Chronic Absence (missed 30%+) | 10.68 | 30 | 281 |
| **Unsheltered** | Satisfactory Attendance (missed <5%) | 20.20 | 20 | 99 |
| **Unsheltered** | At-risk Attendance (missed 5%-9.99%) | 18.18 | 18 | 99 |
| **Unsheltered** | Moderate Chronic Absence (missed 10%-19.99%) | 31.31 | 31 | 99 |
| **Unsheltered** | Severe Chronic Absence (missed 20%-29.99%) | 11.11 | 11 | 99 |
| **Unsheltered** | Profound Chronic Absence (missed 30%+) | 19.19 | 19 | 99 |

Table E.13 Absenteeism Risk Tiers, by SNAP Eligibility (Figure C.16)

| Student Group | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| **Not Eligible** | Satisfactory Attendance (missed <5%) | 52.80 | 23,037 | 43,632 |
| **Not Eligible** | At-risk Attendance (missed 5%-9.99%) | 26.22 | 11,442 | 43,632 |
| **Not Eligible** | Moderate Chronic Absence (missed 10%-19.99%) | 12.98 | 5,665 | 43,632 |
| **Not Eligible** | Severe Chronic Absence (missed 20%-29.99%) | 3.13 | 1,367 | 43,632 |
| **Not Eligible** | Profound Chronic Absence (missed 30%+) | 4.86 | 2,121 | 43,632 |
| **SNAP Eligible** | Satisfactory Attendance (missed <5%) | 31.14 | 10,095 | 32,413 |
| **SNAP Eligible** | At-risk Attendance (missed 5%-9.99%) | 28.24 | 9,154 | 32,413 |
| **SNAP Eligible** | Moderate Chronic Absence (missed 10%-19.99%) | 22.95 | 7,439 | 32,413 |
| **SNAP Eligible** | Severe Chronic Absence (missed 20%-29.99%) | 7.33 | 2,376 | 32,413 |
| **SNAP Eligible** | Profound Chronic Absence (missed 30%+) | 10.33 | 3,349 | 32,413 |

Table E.14 Absenteeism Risk Tiers, by TANF Eligibility (Figure C.17)

| Student Group | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| **Not Eligible** | Satisfactory Attendance (missed <5%) | 48.18 | 28,751 | 59,679 |
| **Not Eligible** | At-risk Attendance (missed 5%-9.99%) | 26.89 | 16,045 | 59,679 |
| **Not Eligible** | Moderate Chronic Absence (missed 10%-19.99%) | 14.75 | 8,801 | 59,679 |
| **Not Eligible** | Severe Chronic Absence (missed 20%-29.99%) | 3.94 | 2,350 | 59,679 |
| **Not Eligible** | Profound Chronic Absence (missed 30%+) | 6.25 | 3,732 | 59,679 |
| **TANF Eligible** | Satisfactory Attendance (missed <5%) | 26.77 | 4,381 | 16,366 |
| **TANF Eligible** | At-risk Attendance (missed 5%-9.99%) | 27.81 | 4,551 | 16,366 |
| **TANF Eligible** | Moderate Chronic Absence (missed 10%-19.99%) | 26.29 | 4,303 | 16,366 |
| **TANF Eligible** | Severe Chronic Absence (missed 20%-29.99%) | 8.51 | 1,393 | 16,366 |
| **TANF Eligible** | Profound Chronic Absence (missed 30%+) | 10.62 | 1,738 | 16,366 |

Table E.15 Absenteeism Risk Tiers, by CFSA Status (Figure C.18)

| Student Group | Absenteeism Risk Tier | Percentage | Students | Total Students |
|---|---|---|---|---|
| **Not Under Care of CFSA** | Satisfactory Attendance (missed <5%) | 43.63 | 32,974 | 75,578 |
| **Not Under Care of CFSA** | At-risk Attendance (missed 5%-9.99%) | 27.13 | 20,504 | 75,578 |
| **Not Under Care of CFSA** | Moderate Chronic Absence (missed 10%-19.99%) | 17.24 | 13,026 | 75,578 |
| **Not Under Care of CFSA** | Severe Chronic Absence (missed 20%-29.99%) | 4.90 | 3,706 | 75,578 |
| **Not Under Care of CFSA** | Profound Chronic Absence (missed 30%+) | 7.10 | 5,368 | 75,578 |
| **Under Care of CFSA** | Satisfactory Attendance (missed <5%) | 33.83 | 158 | 467 |
| **Under Care of CFSA** | At-risk Attendance (missed 5%-9.99%) | 19.70 | 92 | 467 |
| **Under Care of CFSA** | Moderate Chronic Absence (missed 10%-19.99%) | 16.70 | 78 | 467 |
| **Under Care of CFSA** | Severe Chronic Absence (missed 20%-29.99%) | 7.92 | 37 | 467 |
| **Under Care of CFSA** | Profound Chronic Absence (missed 30%+) | 21.84 | 102 | 467 |

# Appendix F: Chronic Absenteeism and Truancy 2016-17, K-12 Student Universe

Figure F.1: Absenteeism Risk Tiers, by Grade Band (2016-17 and 2017-18)

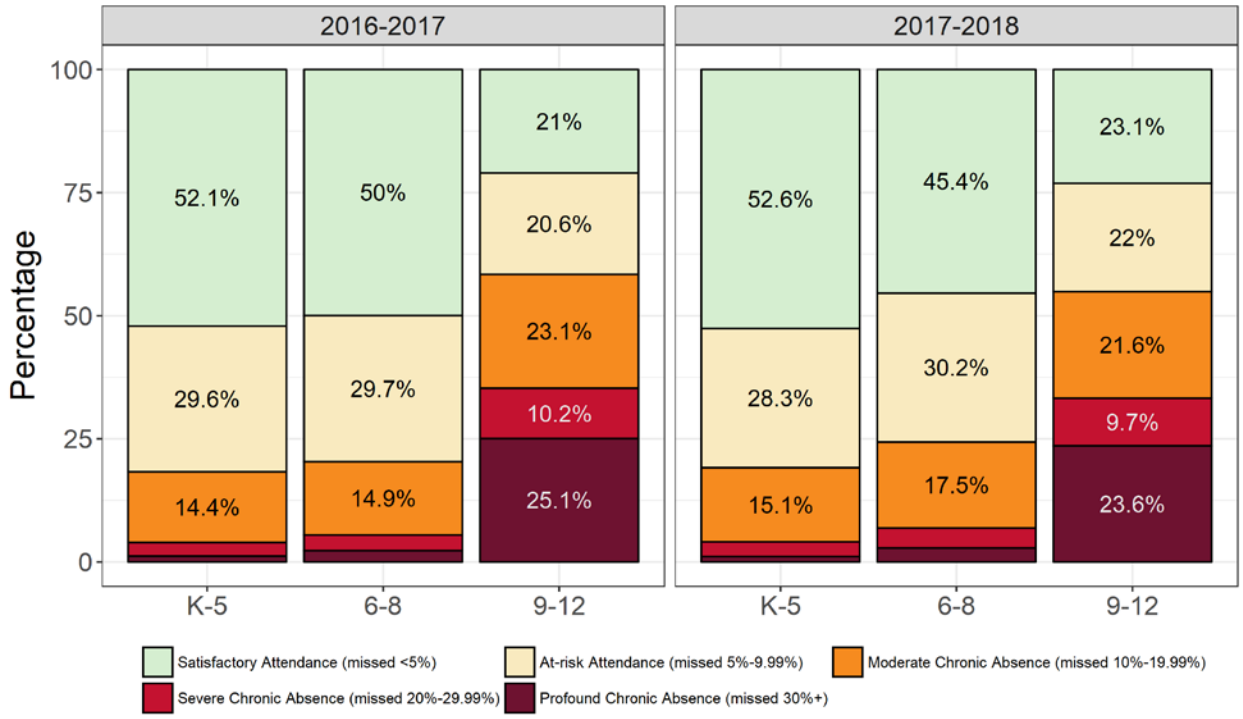



Figure F.2: Absenteeism Risk Tiers, All Students and Chronically Absent Students 2016-17

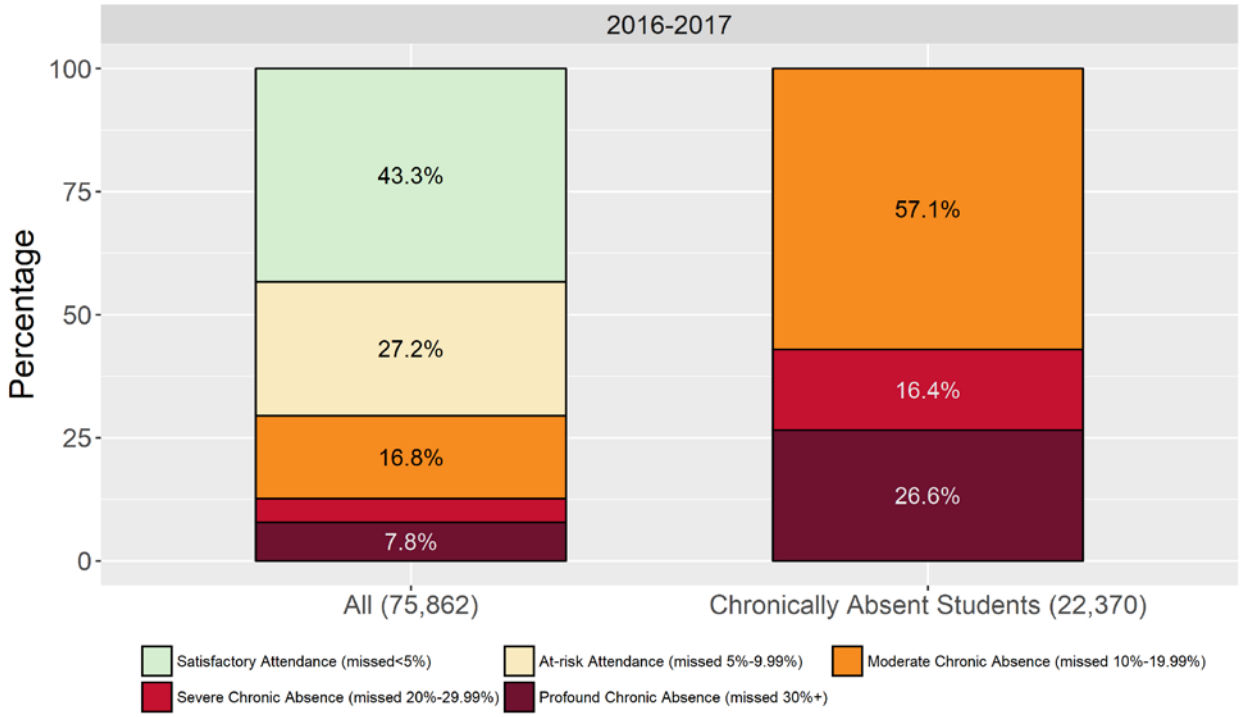


Figure F.3: Chronic Absenteeism and Truancy, by Level of Special Education Services 2016-17

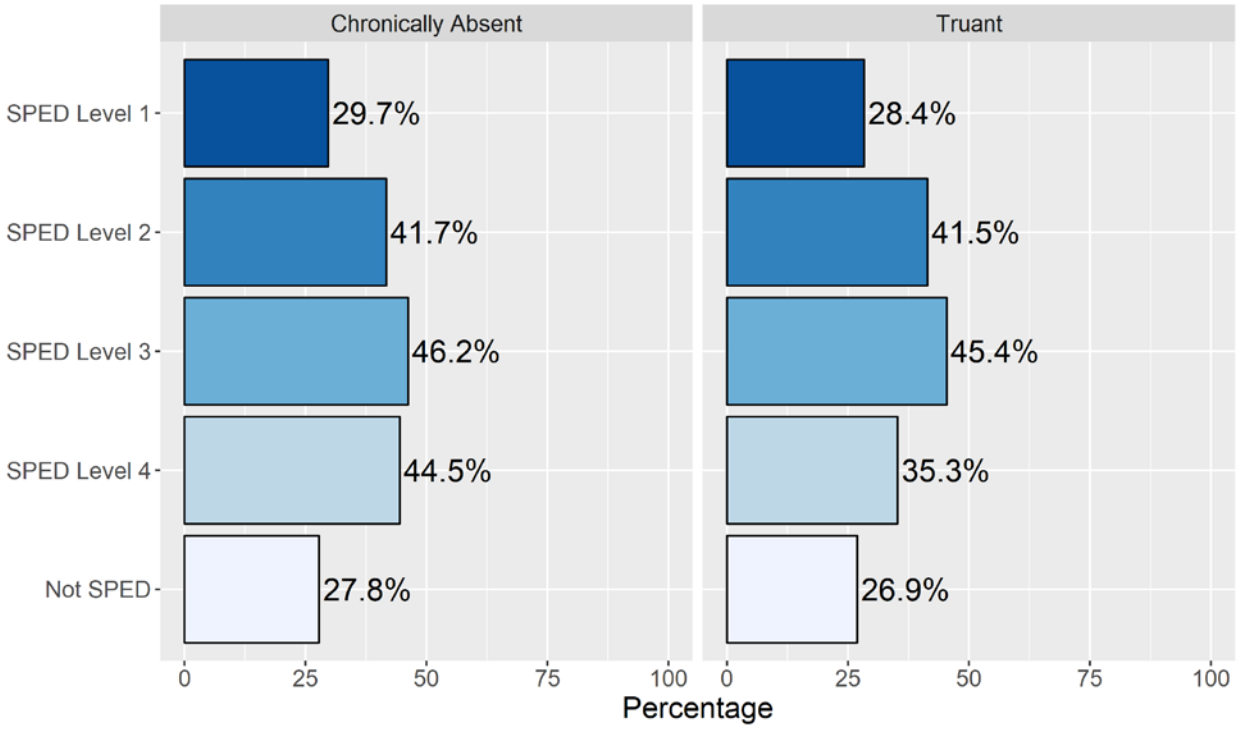



Figure F.4: Absenteeism Risk Tiers, At-Risk Students 2016-17

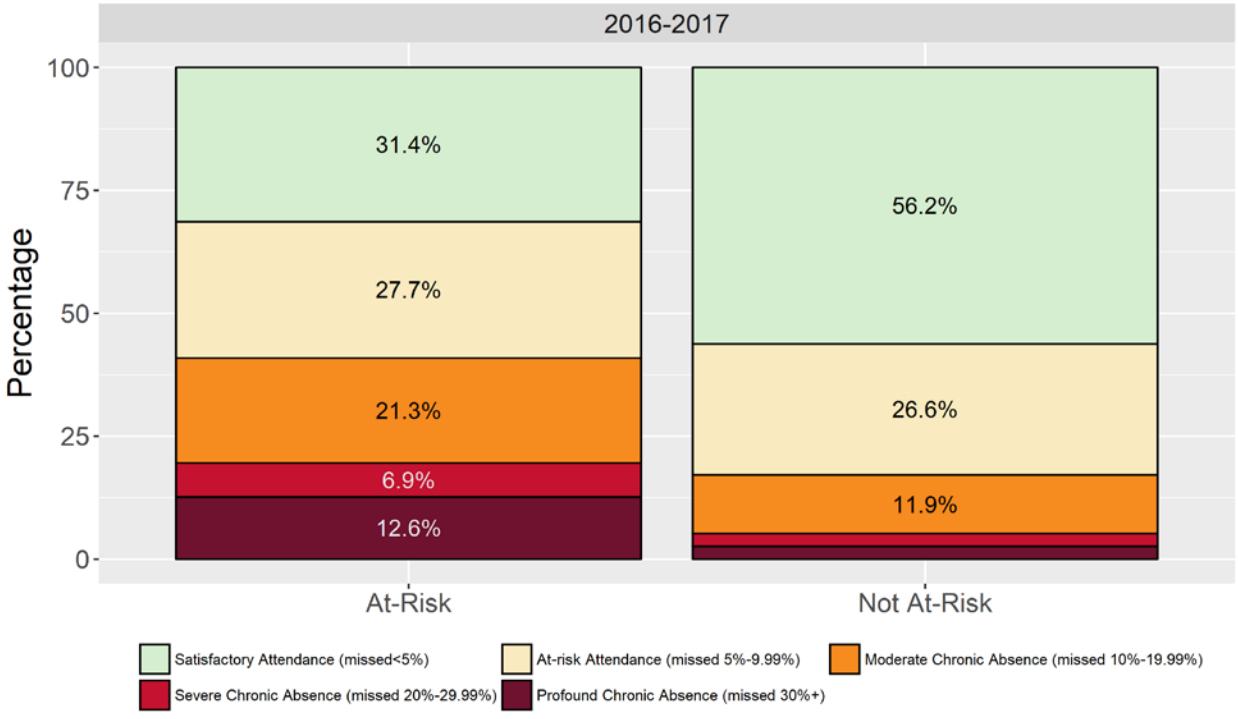


Figure E.5 Absenteeism Risk Tiers, Overage Students 2016-17