District of Columbia
Office of the State Superintendent of Education

DISTRICT OF COLUMBIA ATTENDANCE REPORT

School Year 2019-20

Nov. 30, 2020

Table of Contents

Executive Summary

The Office of the State Superintendent of Education (OSSE) collects attendance for all students in a school, regardless of age, to complete required reporting and for various accountability uses. OSSE is required to publicly report on the state of attendance annually, and this report satisfies that statutory obligation.

Mayor Muriel Bowser declared a state of emergency and public health emergency in response to the outbreak of coronavirus (COVID-19) and directed schools in the District of Columbia to move from in-person instruction to distance learning after March 13, 2020. Although distance learning continued throughout late May and early June, local education agencies (LEAs) were granted flexibility for school calendar requirements pertaining to the length of the school year. In order to support the transition to distance learning and afford both schools and students flexibility in this unprecedented time, OSSE did not collect student-level attendance after March 13, 2020. This report analyzes attendance data up to that point.

Chronic absenteeism and truancy in the 2019-20 school year were on track to mirror rates from the 2018-19 school year. Month-by-month analysis showed that by March 2020 both chronic absenteeism and truancy had reached or exceeded where they were in March of prior school years.

As observed in previous years, chronic absenteeism is more prevalent among middle and high school students, with ninth graders experiencing the highest rates of chronic absenteeism, meaning they miss the most instructional time. When chronic absenteeism is analyzed using logistic regression — in relation to a students' gender, race, and other indicators of economic and educational status — high school students and students who attended multiple schools were more likely to be chronically absent than others.

Our analysis suggests, as we have found in analyses of attendance in prior school years, that at-risk students were approximately 3 times more likely to be chronically absent than students who were not considered at-risk when controlling for gender, race, and other economic and educational indicators. Finally, our analysis found, in line with prior school years, that Black or African American students were 7 times more likely to be truant than students who are not Black, and Hispanic or Latino students were nearly 5 times more likely to be truant than non-Hispanic students.

Introduction

Legal Landscape

D.C. Official Code § 38-201, *et seq*. outlines student, parent, school, 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.[1] School attendance is mandatory for all children ages 5-18, and parents and guardians are responsible for ensuring that students attend school every day unless they have a valid excuse.[2] 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.[3] OSSE is required to publicly report on the state of attendance annually, and this report satisfies that statutory obligation.[4] Note that OSSE only receives daily attendance from public schools and LEAs; it does not receive course- or class period-level attendance. A student is considered present for the purpose of daily attendance if the student has been present for 80% of the instructional day under DC Municipal Regulations.[5]

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 school.[6] A parent must submit a valid excuse for absences within five school days of the absence, and schools are required to mark all absences as unexcused unless a valid excuse is provided.[7]

Schools are required to take the following 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.[8] 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

[1] D.C. Official Code § 38-203 (a)
[2] D.C. Official Code § 38-202(a)
[3] D.C. Official Code § 38-203 (i)
[4] D.C. Official Code § 38-203 (k)
[5] 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 percent) of the full instructional day, or in attendance at a school-approved activity that constitutes part of the approved school program for that student.
[6] 5-A DCMR §2102
[7] D.C. Official Code § 38-203(c)(2)
[8] Per D.C. Official Code §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"

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).

Every Day Counts! Taskforce

The Every Day Counts! Task Force (EDCTF) is a partnership of education, health, and justice agencies and stakeholders that collaboratively advances and coordinates strategies to reduce chronic absenteeism and truancy. The Task Force looks to ignite conversations that move to a solutions-based approach of impacting student attendance in Washington, DC by utilizing a cross-sector approach to support the development and implementation of a comprehensive attendance plan.

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

The Every Day Counts! initiative, guided by the Task Force 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 Task Force participation, strategic plans, data analyses, and meeting materials can be found at attendance.dc.gov.

Data Quality and Accountability

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

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

- **Data Dashboards**: OSSE deploys analytic tools through Qlik applications that help users efficiently monitor attendance data and correct errors from the start of school. Through reports in Qlik, LEAs can view their own monthly, weekly, and daily attendance at the grade level, school level, and student level, as well as a report dedicated to monitoring chronic absenteeism.

- **Monthly Attendance Letter**: OSSE provides LEA leaders with an attendance letter that summarizes monthly attendance key performance indicators to better support LEAs in monitoring attendance data.
- **Support from a Data Liaison**: OSSE flags all attendance data errors in the data validation Qlik report and provides each LEA with a liaison to help resolve data issues.
- **Validation from Head of School**: OSSE requires LEAs to correct any outstanding errors and certify their end-of-year attendance as authoritative at the end of the school year. Prior to the release of the DC School Report Card, all heads of schools must validate the accuracy of their students' attendance data as well as three attendance metric calculations: In-Seat Attendance, 90 Percent Attendance, and Attendance Growth.[9]
    - *In-Seat Attendance (ISA)* captures the daily average percentage of enrolled students who were present in school.
    - *Ninety Percent Attendance* measures the inverse of chronic absenteeism, which is the percentage of students who were present for at least 90% of instructional days during the school year.
    - *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. [10]

OSSE provides multiple avenues to support schools and LEAs in improving data quality. By including attendance measures in the accountability system, the District of Columbia formally recognizes attendance as an important measure of school quality and environment, signaling its importance for schools and families to focus efforts on improving school attendance.

Background and Definitions

Definitions

- *Chronically Absen*t – Having been absent, including both excused and unexcused absences, for at least 10% of enrolled instructional days.
- *Truant* – Having accrued at least 10 unexcused absences during the school year.
- "At-risk" means a DCPS student or a public charter school student who is identified as one or more of the following:
    - Experiencing homelessness;
    - In the District's foster care system (CFSA);
    - Qualifies for the Temporary Assistance for Needy Families (TANF) program or the Supplemental Nutrition Assistance Program (SNAP); or

[9] For more information on how attendance metrics contribute to the STAR framework, please consult the DC School Report Card and STAR Framework Technical Guide.
[10] Attendance Growth was not calculated for the 2019-20 school year due to COVID-19.

- A high school student that is "overage," or one year older, or more, than the expected age for the grade in which the student is enrolled.

Student Universe

All measures of chronic absenteeism included in this report reflect the percentage of students in grades K-12 with absences on 10% or more of instructional days, inclusive of both excused and unexcused absences. Students enrolled in pre-K or adult schools are not included in any aggregate measures of chronic absenteeism unless explicitly stated.

Measures of truancy remain limited to students of compulsory age to align with the statutory definition of truancy rate[11] and represent the percentage of all compulsory-aged students who accrue 10 or more unexcused absences across all schools during 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 reflect both full-day and partial-day unexcused absences.

Though nearly all compulsory-aged students are enrolled in grades K-12, not all K-12 students are of compulsory age, particularly in high school. Students who are older than compulsory age may accrue many unexcused absences which could result in a chronic absenteeism designation, but would not be reflected in the truancy rate.

Cumulative vs. Absolute Identifications

The rates of chronic absenteeism presented in this report reflect the end-of-year cumulative sum of absences and instructional days. Though OSSE reports on chronic absenteeism based on the final end-of-year status, it is important to note that chronic absenteeism, as a percentage, represents a dynamic measure throughout the school year. Students can enter in and out of chronic absenteeism during the middle of 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.

Attendance Risk Tiers

In calculating rates of chronic absenteeism, students who miss 10% or more of school are all labeled as chronically absent. To provide a more detailed look at the underlying attendance patterns of Washington, DC's K-12 students, this report also classifies students into five risk tiers:[12]

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

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

[12] 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.

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[13]

The Impact of Coronavirus (COVID-19) on Attendance Collection

During the 2019-20 school year, in response to the COVID-19 public health crisis, Mayor Muriel Bowser instructed schools in the District to move from in-person instruction to distance learning after March 13, 2020. At the time of that announcement, it was unclear how long students would stay in a distance learning posture, and OSSE made the decision not to collect attendance while students attended school through distance learning. Unfortunately, the pandemic continued and the District's response to it necessitated social distancing efforts. Students were unable to return to in-person learning, so there is no student-level attendance collected after March 13, 2020. This report and all attendance data that OSSE published for the 2019-20 school year examines attendance through March 13, 2020.[14]

180-Day Waiver Review

5-A DCMR §2100.3 requires that a school year contain a minimum of 180 days at six-hour instructional days; however, to appropriately respond to the pandemic schools and accommodate distance learning, schools needed flexibility from this requirement. The Superintendent allowed LEAs to apply for an exemption from this requirement by applying for a waiver consistent with her regulatory authority. To apply, LEAs submitted a distance learning implementation plan and instructional waiver application to OSSE.

OSSE reviewed LEA distance learning implementation plans for completion and whether the LEA's waiver request was reasonably justified by the plan. OSSE's review was not an evaluation on the quality of educational services provided through distance learning, and it did not satisfy any compliance monitoring with federal or local law.

LEAs were expected to implement their distance learning implementation plan consistent with their waiver request until their approved end date of school.[15] These plans also helped to inform OSSE's strategy in drafting the Guiding Principles for Continuous Education and other guidance pertaining to distance learning.[16]

[13] Students in tiers 3-5 are deemed "chronically absent" for accountability purposes.
[14] Metric Calculation Confirmation Policy: Sy 19-20.
[15] "Distance Learning Plans for the 2019-20 School Year." Approved plans can be accessed on the OSSE website for all LEAs.
[16] "Guiding Principles for Continuous Education." Office of the State Superintendent of Education.

Attendance Collection in 2020-21 School Year

The collection of student-level attendance is important for many reasons. First, attendance is important so school personnel can verify a student's daily presence in school for the purpose of student safety and welfare. Second, attendance is an important indicator of whether a student is in their expected educational setting on a particular day and exposed to education. This is an important piece of data for school personnel but also government and non-government stakeholders. It is no less important in a global pandemic that has profoundly impacted the day-to-day lives of all of our residents. As a result, it was critical that the District collect attendance in a systematic way as students attend school through distance learning in the 2020-21 school year.

Because the District's response to the COVID-19 pandemic still requires social distancing measures, attendance collection procedures needed to accommodate both in-person and distance learning. As of the publication of this report, there is still uncertainty about when more students can attend school in person, and our attendance policy needed to accommodate any possible reality— in-person, remote, or some combination of the two. Distance learning changed how we thought about attendance for a few reasons. First, the student does not necessarily enter their enrolled school building on a given day. Some may stay at home, some may attend a child development facility, or some may come to the building for some period of time. Second, direct student supervision changes in distance learning since the student is not physically with their teacher. Rather, students may be supervised by a parent/guardian, caretaker, or be staying at home alone. Finally, distance learning necessitates a need for more flexibility in how instruction is delivered to accommodate student and family needs. There is significant variability in the day-to-day lives of families during this pandemic. Some parents or guardians may be able to support their child during regular school hours, but some children may have to wait until they get home from work to do school work. Our attendance collection efforts needed to be flexible and strive to accommodate a wide range of needs.

At the beginning of the 2020-21 school year, OSSE published guidance on how attendance would be collected for both in-person and distance learning, so LEAs could begin preparing for the new school year.[17] OSSE published an emergency and proposed rulemaking governing attendance collection in Oct. 2020, and is pursuing public comment and approval by the State Board of Education as of the publication of this report.[18] There were no changes to statutes governing attendance, so students of compulsory age were still required to attend school, and collection, reporting, and intervention requirements remained in place for schools, LEAs, and OSSE.

The proposed regulation changes how attendance is collected in a student's attendance record for the 2020-21 school year only. Schools would report daily attendance using the following types: in-person and

[17] "Guidance: Collecting Attendance for the 2020-21 School Year." Office of the State Superintendent of Education. October 13, 2020.
[18] "2020-21 School Year Emergency & Proposed Attendance Regulation." Office of the State Superintendent of Education.

remote. Students who attend school in-person can be marked present or absent without consideration to the proportion of the school day the student attends, meaning the 80/20 rule does not apply.[19]

Regulations are updated to create a remote attendance type, in which students would be marked present or absent based on daily attendance status. A student needs to satisfy a two-part test to be counted as present in remote learning. The student's identity must be authenticated and meet a bar for engagement consistent with the LEA's policy articulated in its continuous education plan for the 2020-21 school year. OSSE required each LEA to submit a continuous education plan for the 2020-21 school in order to obtain flexibility from requirements that an instructional day last for six hours which is prescribed in 5-A DCMR §2100.3. OSSE reviewed these plans jointly with the PCSB and approved them. They can be found on the OSSE website.[20]

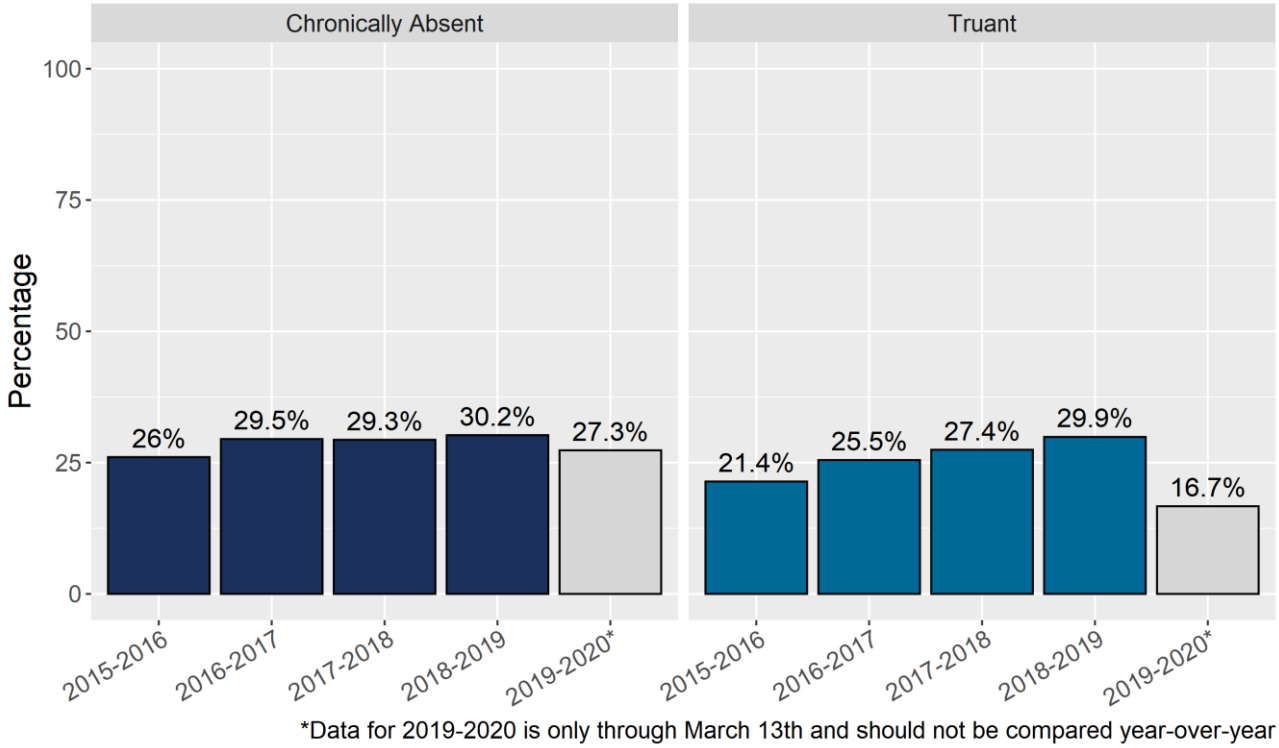
Findings

2019-20 in Focus

Figure 1 shows both the chronic absenteeism and truancy year-over-year since OSSE began collecting attendance data in the 2015-16 school year. Note that due to the lack of validated attendance data after March 13, 2020, the cumulative end-of-year rates of chronic absenteeism and truancy for the 2019-20 school year should not be compared to end-of-year rates in prior years. After an initial bump in chronic absenteeism in the 2016-17 school year, chronic absenteeism has fluctuated between 29% and 30%. As noted in prior years' attendance reports, absenteeism tends to increase in the final months of school for many students[21], so the rate of chronic absenteeism for the 2019-20 school year shown in Figure 1 is likely lower than what we would have observed with a full academic year of traditional in-person instruction and attendance. Similarly, if truancy had followed the trends observed in our prior years, we would expect truancy, as a cumulative count of 10 or more unexcused absences, to increase in the final months of school.

[19] The "80/20 Rule" refers to the definition of "present" in 5-A DCMR §2199. Based on the existing definition in the regulation, for a student to be considered present (in-person), they must be in attendance for at least 80 percent of the full instructional day.
[20] "2020-21 School Year Continuous Education Plans." Office of the State Superintendent of Education.
[21] "DC Attendance Report: 2018-19 School Year." Office of the State Superintendent of Education.

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



Chronic Absenteeism and Truancy by Month

In order to provide some comparison between historic attendance rates and rates in 2019-20, we examine chronic absenteeism and truancy for the last three school years on a month-by month level. Figure 2 shows the cumulative rate of chronic absenteeism by month through mid-March for the past three years.[22] This means that the rates shown in October are inclusive of all instructional days from the start of school through the end of October. For the first months of the 2019-20 school year, chronic absenteeism was a few percentage points lower than it had been in recent years. But by mid-March, chronic absenteeism had increased to 27.3%, more than a percentage point higher than was observed at that time in prior years. We cannot be certain where chronic absenteeism rates would have landed by the end of the 2019-20 school year; however, according to past analysis, absenteeism typically increases as the year goes on, so we would expect chronic absenteeism to near or exceed where it was at the end of the 2018-19 school year.

[22] The cut-off date for attendance in the 2019-20 school year was March 13. For comparability, the cut-off date for the 2018-19 school year was March 15, and the cut-off date for the 2017-18 school year was March 16.

Figure 2: State-level rates of Chronic Absenteeism, by Month

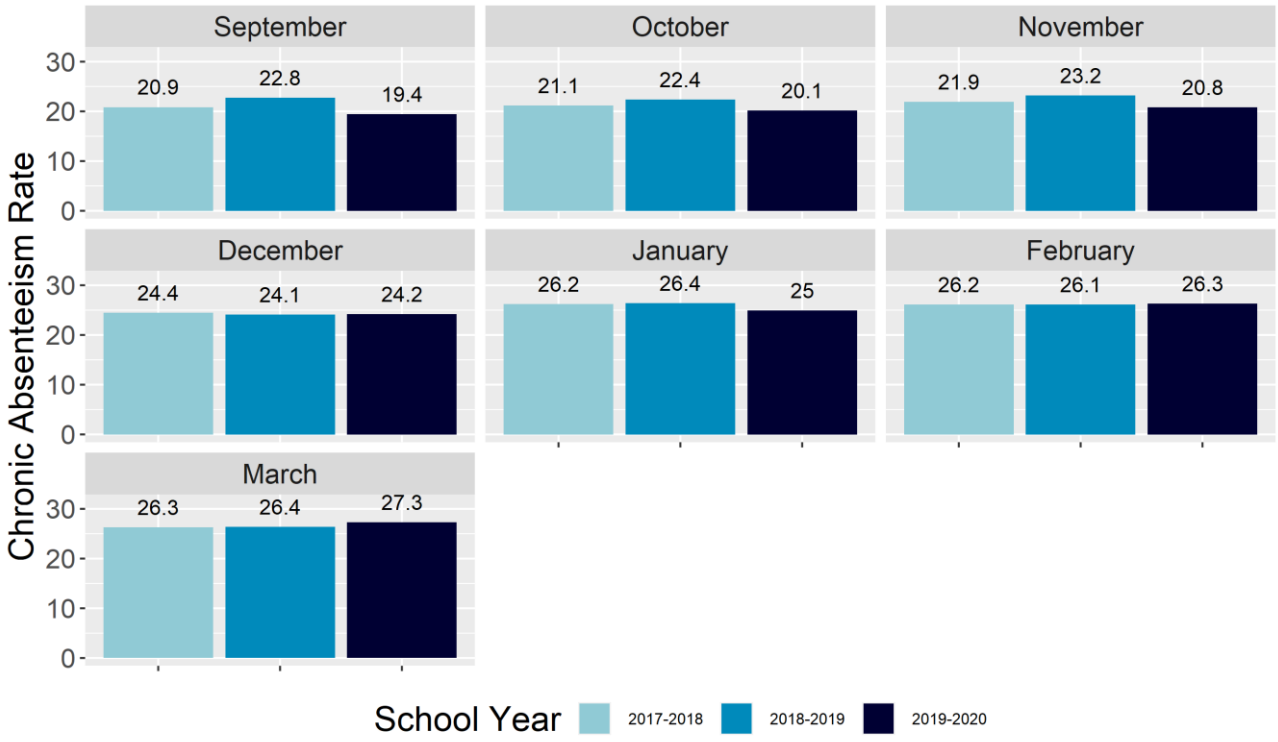
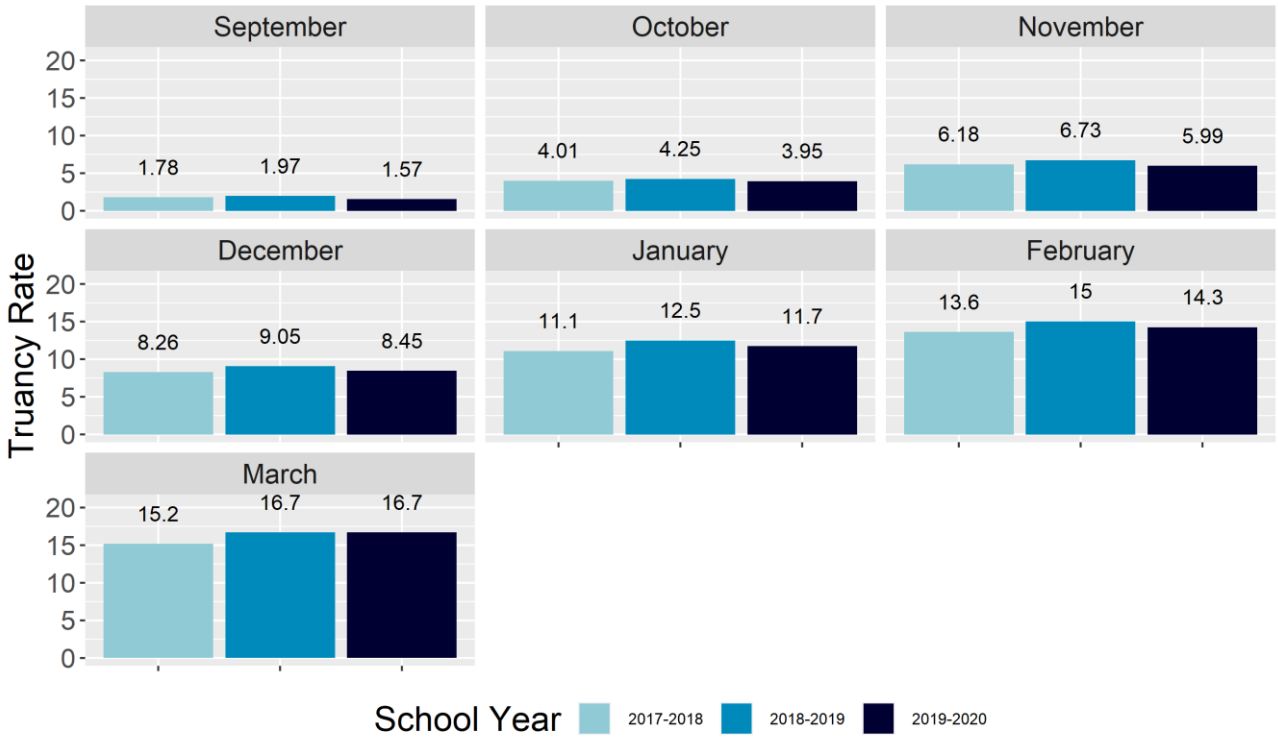


Figure 3 shows the cumulative rates of truancy by month for the past three school years. Levels of truancy over the course of the 2019-20 school year approached the truancy rates from 2017-18 and 2018-19 until November. In December, the truancy rate of the 2019-20 school year surpassed the rate observed in the 2017-18 school year and continued to steadily increase. By March 2020, the rate had reached 16.7% which was the rate observed in the 2018-19 school year. While OSSE did not collect attendance data after March 13, 2020, it is safe to assume that truancy likely would have approached 30% as it did in the 2018-19 school year, due to the pattern it followed in our month-by-month analysis.

Figure 3: State-level rates of Truancy, by Month

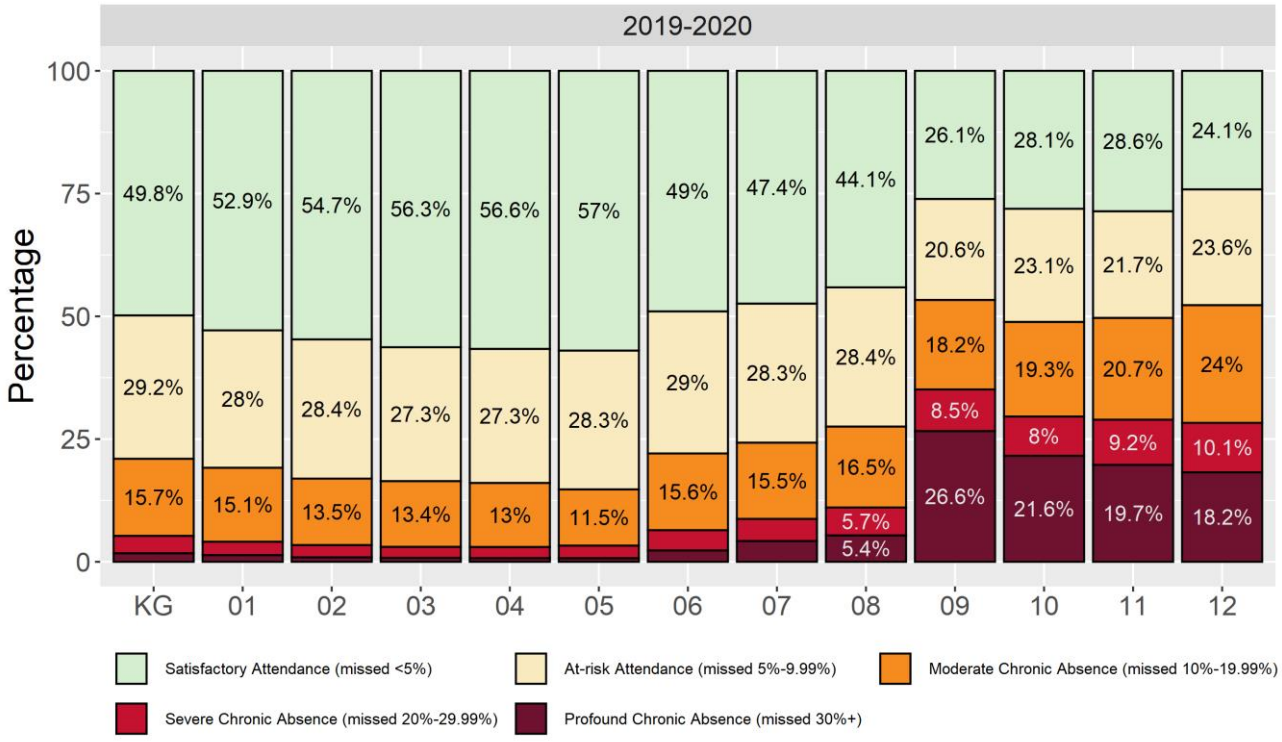


2019-20 Populations in Focus

Grade Level

As observed in prior analyses of attendance, absenteeism in the 2019-20 school year tends to fall over the course of elementary school, and then rise in middle and high school. Between kindergarten and fifth grade, satisfactory attendance ranged from 49.8% in kindergarten to 57% in grade 5. Throughout middle school, satisfactory attendance drops a few percentage points across each grade level. By ninth grade, as found in the analysis of the 2018-19 school year, satisfactory attendance falls dramatically to 26.1%. Among all grade levels, ninth grade students report the highest levels of chronic absenteeism in the District: in the 2019-20 school year, more than 53% of ninth grade students were chronically absent. More ninth grade students (26.6%) missed 30% or more of instructional days than had had satisfactory attendance (Figure 4). Persistently high rates of chronic absenteeism mean students continue to lose valuable instructional time and are unable to learn and grow at high levels. Figure C.2, found in Appendix C, shows unexcused absences by grade band, and provides further evidence for the increase in absenteeism that occurs as students transition into high school.

Figure 4: Absenteeism Risk Tiers, by Grade



Student Groups

This section examines student characteristics and attendance. Our focus on student groups relies on logistic regression analyses. Logistic regressions measure the likelihood of a binary outcome (whether or not a student was truant, for example) based on a variety of indicator variables. Our analysis suggests, as it did in prior years, that high school students and students who attended multiple schools were more likely to be chronically absent than their peers based on gender, race, and other indicators of economic and educational status (see Table E.1 in Appendix E for all indicators included in this logistic regression model). High school students were 3.5 times more likely to be chronically absent than non-high school students when controlling for other indicators in the model. Furthermore, high school students who were at least a year older than the expected age for their grade were nearly 3.3 times more likely to be chronically absent than high school students who are not overage when holding other indicators in the model constant. Finally, if a student attended multiple schools in the school year, they were nearly 2.9 times more likely to be absent than those who only attended one school. Targeted efforts toward specific groups could be beneficial to shifting the trajectory of chronic absenteeism and truancy rates.

In a second logistic regression model, at-risk students were approximately 3 times more likely to be chronically absent than students who were not considered at-risk when controlling for gender, race, and other economic and educational indicators (see Table E.2 in Appendix E for all indicators included in this logistic regression model).

Black and Hispanic students were more likely to be truant than other students when analyzing truancy using logistic regression in relation to a students' gender, race, and other indicators of economic and educational status (see Table E.3 in Appendix E for all indicators included in this logistic regression model). Black or African American students were 7 times more likely to be truant than students who are not Black, and Hispanic or Latino students were nearly 5 times more likely to be truant than non-Hispanic students.

Conclusion

While attendance data is limited for the 2019-20 school year, the data we do have provide evidence that both chronic absenteeism and truancy at the statewide level were, by March 2020, approaching levels observed in the 2018-19 school year and were on-track to exceed if prior annual tendencies continued. As indicated in prior attendance reports, efforts to turn around the trajectory of chronic absenteeism and truancy could be wisely directed at high school students particularly in ninth grade and students who transfer schools in a given year.

Appendix A: School-Level Rates of Chronic Absenteeism and Truancy

School	% Chronically Absent, 2018-19 (K-12)	% Chronically Absent, 2019-20 (K-12)	% Truant, 2019-20 (Compulsory Age)
Achievement Preparatory Academy PCS - Wahler Place Elementary School	33.75	29.84	24.19
Achievement Preparatory Academy PCS - Wahler Place Middle School	32.82	33.06	26.72
Aiton Elementary School	35.08	23.84	11.63
Amidon-Bowen Elementary School	21.51	17.15	12.77
Anacostia High School	90.77	87.73	74.11
AppleTree Early Learning Center PCS - Columbia Heights	N/A	N/A	N/A
AppleTree Early Learning Center PCS - Douglas Knoll	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 - Parklands at THEARC	N/A	N/A	N/A
BASIS DC PCS	11.37	8.54	0.31
Ballou High School	93.20	91.34	86.82
Ballou STAY High School	97.12	98.86	87.68
Bancroft Elementary School	3.54	2.66	0.95
Bard High School Early College DC	N/A	50.57	42.53
Barnard Elementary School	14.07	12.01	3.19
Beers Elementary School	22.70	22.93	9.76
Benjamin Banneker High School	15.23	11.83	1.72
Breakthrough Montessori PCS	24.10	14.29	11.40
Brent Elementary School	1.62	2.93	1.06
Bridges PCS	20.26	23.91	6.06
Brightwood Education Campus	15.00	15.38	6.75
Brookland Middle School	38.91	36.80	5.33
Browne Education Campus	35.94	26.61	6.98
Bruce-Monroe Elementary School @ Park View	8.95	8.95	2.81
Bunker Hill Elementary School	23.56	27.17	8.65
Burroughs Elementary School	18.48	13.55	5.16

School	% Chronically Absent, 2018-19 (K-12)	% Chronically Absent, 2019-20 (K-12)	% Truant, 2019-20 (Compulsory Age)
Burrville Elementary School	26.27	25.78	17.18
C.W. Harris Elementary School	31.88	31.25	21.99
Capital City PCS - High School	31.85	29.38	14.51
Capital City PCS - Lower School	17.86	14.74	1.20
Capital City PCS - Middle School	17.21	12.84	3.88
Capitol Hill Montessori School @ Logan	10.42	10.13	7.59
Cardozo Education Campus	79.11	63.74	56.14
Cedar Tree Academy PCS	18.75	31.75	10.16
Center City PCS - Brightwood	1.80	0.91	0.46
Center City PCS - Capitol Hill	23.42	22.27	9.55
Center City PCS - Congress Heights	16.97	15.49	8.92
Center City PCS - Petworth	14.76	15.17	6.64
Center City PCS - Shaw	17.43	20.81	10.41
Center City PCS - Trinidad	29.51	24.14	14.78
Cesar Chavez PCS for Public Policy - Parkside High School	37.43	42.86	17.68
Cesar Chavez PCS for Public Policy - Parkside Middle School	38.35	40.00	15.00
Cleveland Elementary School	16.18	11.21	1.72
Columbia Heights Education Campus	46.40	45.70	36.41
Coolidge High School	70.24	52.98	41.27
Creative Minds International PCS	17.71	38.86	0.49
DC Bilingual PCS	6.81	7.53	2.94
DC Prep PCS - Anacostia Elementary School	30.22	23.87	20.90
DC Prep PCS - Benning Elementary School	25.17	21.82	18.83
DC Prep PCS - Benning Middle School	18.02	16.91	19.24
DC Prep PCS - Edgewood Elementary School	16.33	14.14	9.03
DC Prep PCS - Edgewood Middle School	15.77	15.50	15.20
DC Scholars PCS	27.59	23.47	16.98
Deal Middle School	10.28	9.16	2.63
Digital Pioneers Academy PCS	33.06	30.83	29.58
District of Columbia International School	17.65	20.20	2.14
Dorothy I. Height Elementary School	20.18	18.70	7.08
Drew Elementary School	27.27	25.25	9.60
Duke Ellington School of the Arts	57.39	35.52	20.86
Dunbar High School	93.31	83.36	74.93
E.L. Haynes PCS - Elementary School	14.67	14.23	6.51
E.L. Haynes PCS - High School	40.77	32.35	21.58

School	% Chronically Absent, 2018-19 (K-12)	% Chronically Absent, 2019-20 (K-12)	% Truant, 2019-20 (Compulsory Age)
E.L. Haynes PCS - Middle School	16.16	14.68	9.14
Eagle Academy PCS - Congress Heights	39.18	36.84	0.22
Eagle Academy PCS - Fairlawn	37.78	22.64	9.43
Early Childhood Academy PCS	28.07	13.98	9.68
Eastern High School	85.28	78.44	72.46
Eaton Elementary School	2.41	3.85	0.90
Eliot-Hine Middle School	56.23	41.43	32.50
Elsie Whitlow Stokes Community Freedom PCS – Brookland	6.88	13.14	2.91
Elsie Whitlow Stokes Community Freedom PCS - East End	10.26	12.36	0.00
Excel Academy	37.25	35.62	21.90
Friendship PCS - Armstrong Elementary	33.56	30.00	17.73
Friendship PCS - Armstrong Middle	N/A	27.68	20.34
Friendship PCS - Blow Pierce Elementary School	26.14	17.67	5.26
Friendship PCS - Blow Pierce Middle School	18.00	17.79	10.28
Friendship PCS - Chamberlain Elementary School	25.69	31.25	20.62
Friendship PCS - Chamberlain Middle School	18.73	16.40	10.93
Friendship PCS - Collegiate Academy	26.32	23.36	11.78
Friendship PCS - Ideal Elementary	N/A	37.50	11.11
Friendship PCS - Ideal Middle School	N/A	23.23	5.05
Friendship PCS - Online	2.90	0.98	0.49
Friendship PCS - Southeast Elementary School	20.85	25.65	23.70
Friendship PCS - Southeast Middle School	6.11	9.35	6.10
Friendship PCS - Technology Preparatory High School	25.27	17.99	0.37
Friendship PCS - Technology Preparatory Middle School	21.74	15.38	0.00
Friendship PCS - Woodridge Elementary School	10.71	11.90	8.57
Friendship PCS - Woodridge Middle School	6.99	7.62	4.48
Garfield Elementary School	26.64	34.75	10.81
Garrison Elementary School	14.29	15.52	3.46
Goodwill Excel Center PCS	93.51	90.85	33.33
H.D. Cooke Elementary School	19.70	17.24	8.36

School	% Chronically Absent, 2018-19 (K-12)	% Chronically Absent, 2019-20 (K-12)	% Truant, 2019-20 (Compulsory Age)
H.D. Woodson High School	87.87	80.38	72.21
Hardy Middle School	13.45	16.29	1.63
Harmony DC PCS - School of Excellence	42.02	45.00	25.83
Hart Middle School	36.58	26.91	11.02
Hearst Elementary School	5.88	5.77	1.30
Hendley Elementary School	40.71	34.77	18.40
Hope Community PCS - Lamond	18.62	34.50	25.15
Hope Community PCS - Tolson	25.94	35.07	34.83
Houston Elementary School	23.89	30.05	16.90
Howard University Middle School of Mathematics and Science PCS	23.78	23.55	1.71
Hyde-Addison Elementary School	6.92	10.12	4.29
IDEA PCS	54.79	47.47	23.40
Ida B. Wells Middle School	N/A	22.56	18.97
Ingenuity Prep PCS	48.80	27.44	7.36
Inspired Teaching Demonstration PCS	8.36	9.63	3.44
J.O. Wilson Elementary School	22.75	22.40	13.60
Janney Elementary School	1.89	3.84	0.00
Jefferson Middle School Academy	34.16	30.00	19.73
Johnson Middle School	57.94	52.50	38.06
KIPP DC - AIM Academy PCS	29.19	16.27	14.11
KIPP DC - Arts and Technology Academy PCS	28.43	14.29	12.38
KIPP DC - College Preparatory Academy PCS	33.50	27.91	26.05
KIPP DC - Connect Academy PCS	19.81	9.26	8.33
KIPP DC - Discover Academy PCS	30.83	25.20	18.90
KIPP DC - Grow Academy PCS	29.52	27.88	21.70
KIPP DC - Heights Academy PCS	29.79	17.41	13.16
KIPP DC - Honor Academy PCS	N/A	19.78	5.04
KIPP DC - KEY Academy PCS	15.84	13.41	12.29
KIPP DC - LEAP Academy PCS	N/A	N/A	0.00
KIPP DC - Lead Academy PCS	24.63	19.66	16.07
KIPP DC - Northeast Academy PCS	31.83	18.40	9.79
KIPP DC - Promise Academy PCS	23.18	17.54	17.16
KIPP DC - Quest Academy PCS	28.40	19.04	15.42
KIPP DC - Somerset College Preparatory PCS	N/A	35.43	17.06
KIPP DC - Spring Academy PCS	23.33	10.68	4.37

School	% Chronically Absent, 2018-19 (K-12)	% Chronically Absent, 2019-20 (K-12)	% Truant, 2019-20 (Compulsory Age)
KIPP DC - Valor Academy PCS	18.82	19.35	13.49
KIPP DC - WILL Academy PCS	18.56	13.13	7.76
Kelly Miller Middle School	56.04	63.40	57.90
Ketcham Elementary School	41.57	28.94	21.98
Key Elementary School	3.85	5.67	0.00
Kimball Elementary School	32.06	32.95	20.92
King Elementary School	49.81	32.56	24.81
Kingsman Academy PCS	80.31	85.48	19.86
Kramer Middle School	77.17	55.56	51.03
LaSalle-Backus Education Campus	21.24	20.31	11.25
Lafayette Elementary School	3.85	4.58	0.23
Langdon Elementary School	26.55	27.76	8.52
Langley Elementary School	27.23	29.51	24.80
Latin American Montessori Bilingual PCS	10.56	12.17	8.61
Lawrence E. Boone Elementary School	23.19	24.04	5.88
Leckie Education Campus	28.17	20.92	12.41
Lee Montessori PCS - Brookland	8.06	8.23	7.01
Lee Montessori PCS - East End	N/A	N/A	0.00
Ludlow-Taylor Elementary School	9.85	7.04	1.41
Luke C. Moore High School	88.19	88.44	78.36
MacFarland Middle School	18.35	26.23	20.30
Malcolm X Elementary School @ Green	39.62	35.33	19.57
Mann Elementary School	2.93	2.53	0.50
Marie Reed Elementary School	14.80	9.84	2.91
Mary McLeod Bethune Day Academy PCS	30.17	12.58	2.65
Maury Elementary School	5.29	4.99	1.83
Maya Angelou PCS - High School	85.96	93.72	36.49
McKinley Middle School	76.06	47.45	43.07
McKinley Technology High School	44.67	23.56	7.99
Meridian PCS	23.27	17.72	2.17
Miner Elementary School	26.76	28.52	10.37
Monument Academy PCS	53.96	29.36	11.93
Moten Elementary School	41.25	39.84	26.02
Mundo Verde Bilingual PCS	6.69	11.43	2.90
Mundo Verde Bilingual PCS - 4401 8th Street NE Campus	N/A	17.39	4.35
Murch Elementary School	3.97	6.51	1.36
Nalle Elementary School	9.58	21.51	14.34
National Collegiate Preparatory PCHS	38.87	56.14	28.57

School	% Chronically Absent, 2018-19 (K-12)	% Chronically Absent, 2019-20 (K-12)	% Truant, 2019-20 (Compulsory Age)
Noyes Elementary School	20.54	18.46	2.59
Oyster-Adams Bilingual School	6.06	6.40	1.00
Patterson Elementary School	42.61	33.43	11.70
Paul PCS - International High School	36.00	29.53	10.81
Paul PCS - Middle School	13.16	17.19	3.44
Payne Elementary School	27.99	22.35	11.37
Peabody Elementary School (Capitol Hill Cluster)	5.62	6.90	2.25
Perry Street Preparatory PCS	21.45	21.18	3.43
Phelps Architecture, Construction and Engineering High School	63.20	39.23	7.60
Plummer Elementary School	30.61	35.08	25.40
Powell Elementary School	8.57	8.75	1.31
Randle Highlands Elementary School	10.66	6.62	1.05
Raymond Education Campus	13.66	16.11	8.05
Richard Wright PCS for Journalism and Media Arts	13.25	38.49	14.58
River Terrace Education Campus	44.12	46.67	42.86
Rocketship DC PCS - Legacy Prep	29.39	26.74	20.42
Rocketship DC PCS - Rise Academy	18.61	24.16	14.81
Ron Brown College Preparatory High School	73.19	69.58	60.63
Roosevelt High School	82.30	67.46	60.52
Roosevelt STAY High School	95.37	94.90	83.06
Roots PCS	32.88	25.00	0.00
Ross Elementary School	3.64	2.44	0.00
SEED PCS of Washington DC	13.84	12.50	3.43
Savoy Elementary School	40.00	31.60	25.97
School Without Walls @ Francis-Stevens	11.11	12.86	6.13
School Without Walls High School	27.61	24.29	2.02
School-Within-School @ Goding	2.95	5.31	0.41
Seaton Elementary School	13.23	10.49	5.90
Sela PCS	16.18	18.49	8.11
Shepherd Elementary School	4.32	4.73	1.89
Shining Stars Montessori Academy PCS	8.24	16.02	9.39
Simon Elementary School	33.91	25.33	14.85
Smothers Elementary School	30.73	35.71	13.78
Sousa Middle School	34.73	40.76	32.80
St. Coletta Special Education PCS	46.09	44.88	9.84

School	% Chronically Absent, 2018-19 (K-12)	% Chronically Absent, 2019-20 (K-12)	% Truant, 2019-20 (Compulsory Age)
Stanton Elementary School	37.12	30.98	25.61
Statesmen College Preparatory Academy for Boys PCS	8.93	15.27	16.03
Stoddert Elementary School	8.80	14.31	1.02
Stuart-Hobson Middle School (Capitol Hill Cluster)	16.92	19.76	7.98
Takoma Education Campus	19.24	18.49	8.71
The Children's Guild PCS	55.70	61.04	56.75
Thomas Elementary School	44.27	31.72	25.00
Thomson Elementary School	4.94	12.94	3.53
Thurgood Marshall Academy PCS	25.94	25.19	18.11
Truesdell Education Campus	20.25	19.88	11.18
Tubman Elementary School	18.22	18.43	12.48
Turner Elementary School	42.95	32.65	28.41
Two Rivers PCS - 4th St	16.78	24.40	6.32
Two Rivers PCS - Young	11.28	18.09	3.93
Tyler Elementary School	9.70	15.38	6.01
Van Ness Elementary School	16.35	11.92	5.00
Walker-Jones Education Campus	37.30	28.19	11.20
Washington Global PCS	13.70	19.83	19.83
Washington Latin PCS - Middle School	5.09	5.24	2.62
Washington Latin PCS - Upper School	18.79	17.92	7.65
Washington Leadership Academy PCS	34.08	40.45	25.46
Washington Metropolitan High School	99.46	98.83	94.70
Washington Yu Ying PCS	7.96	9.84	0.93
Watkins Elementary School (Capitol Hill Cluster)	4.17	5.40	0.65
West Education Campus	21.58	22.50	15.36
Wheatley Education Campus	29.07	23.65	15.44
Whittier Education Campus	22.51	26.86	16.88
Woodrow Wilson High School	46.37	40.27	21.85

Appendix B: Data Methodology

Compulsory age refers to students who are between 5 and 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-K 3 and pre-K 4) 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% 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% 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% 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 10th 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.)

Appendix C: Additional Figures

Figure C.1: Chronic Absenteeism and Truancy, by Level of Special Education Services

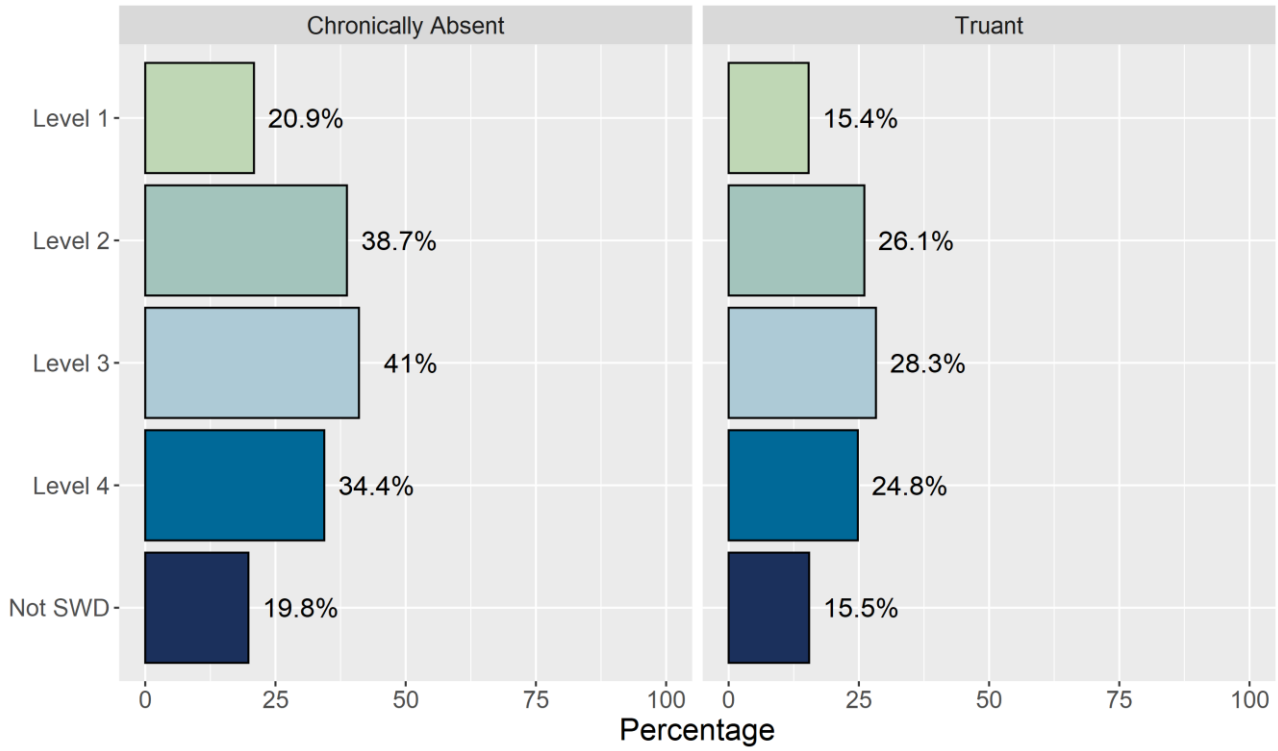


Figure C.2: Unexcused Absences, by Grade Band

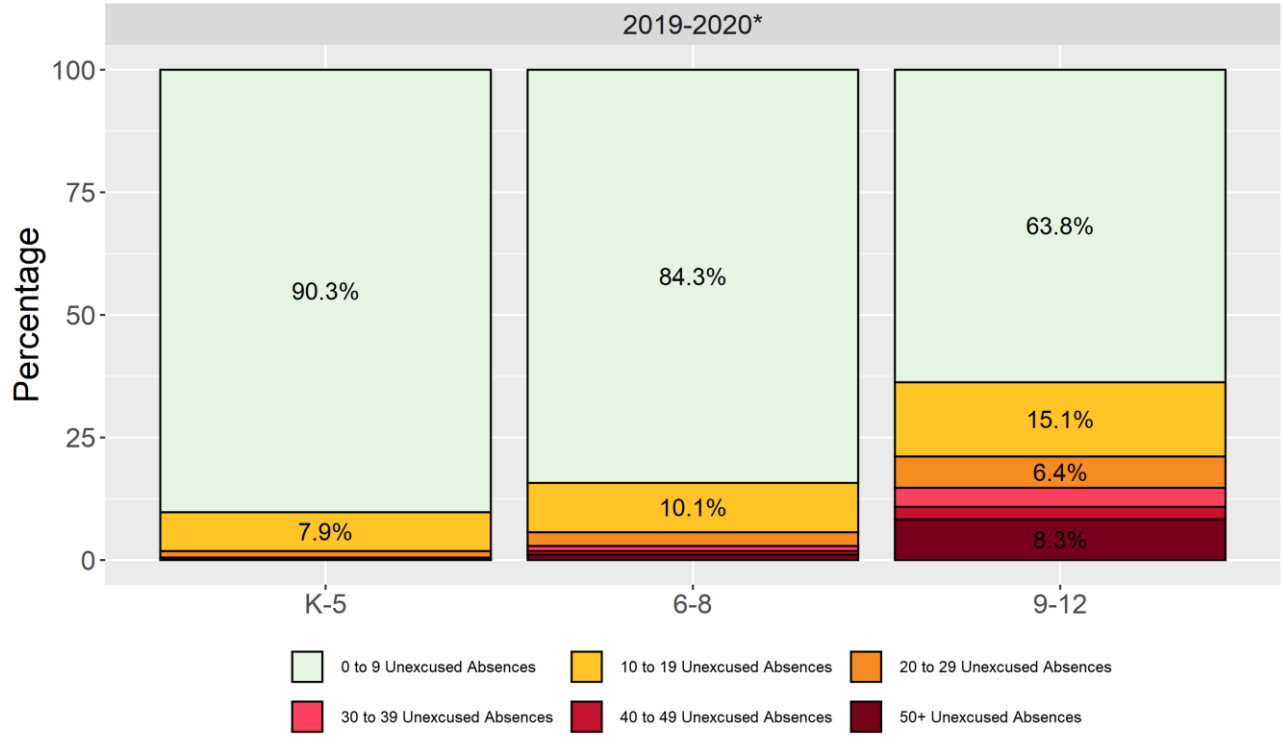


Figure C.3: Chronic Absenteeism and Truancy, by At-Risk Status

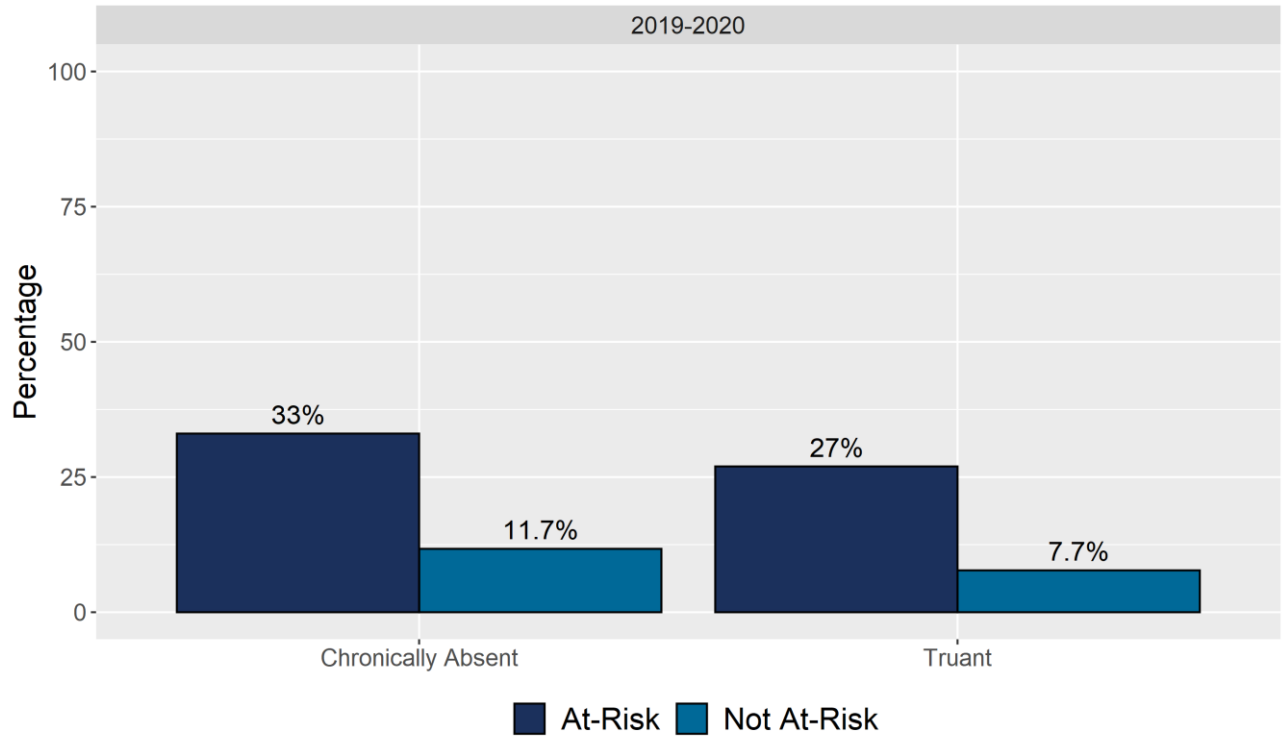


Figure C.4: Chronic Absenteeism and Truancy, by SNAP Eligibility

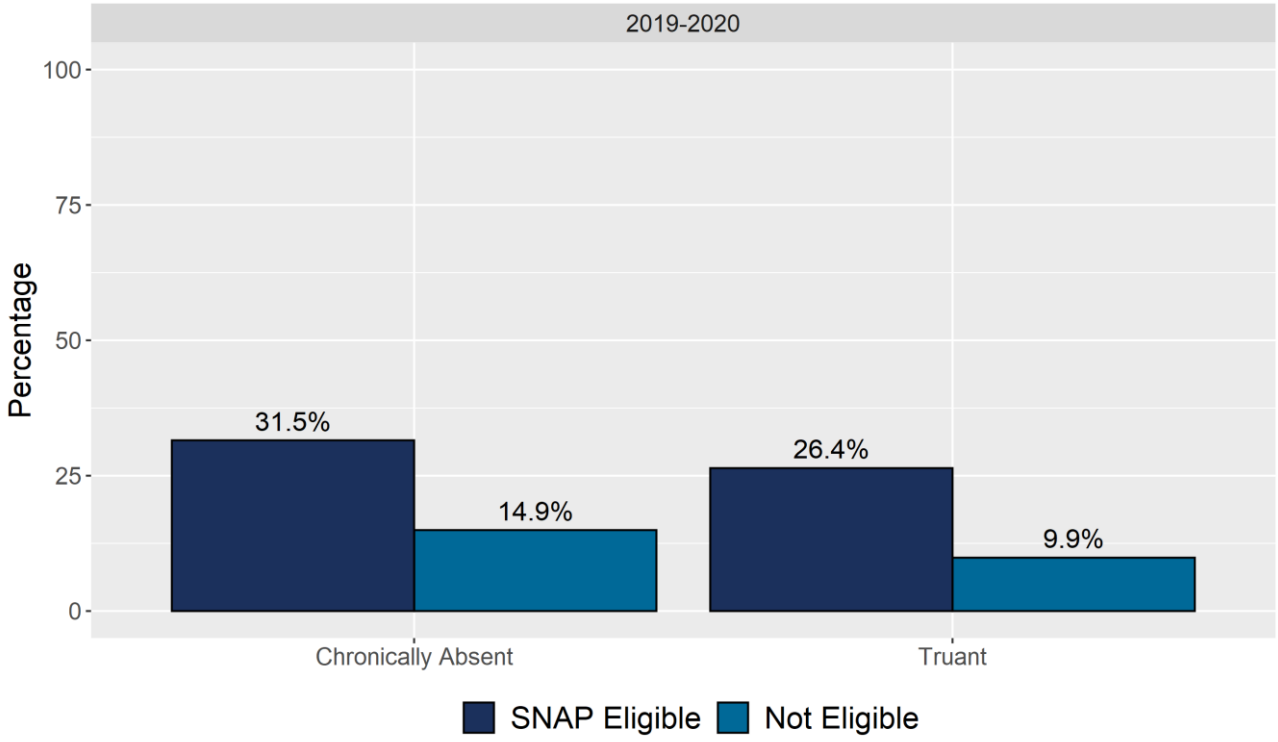


Figure C.5: Chronic Absenteeism and Truancy, by TANF Eligibility

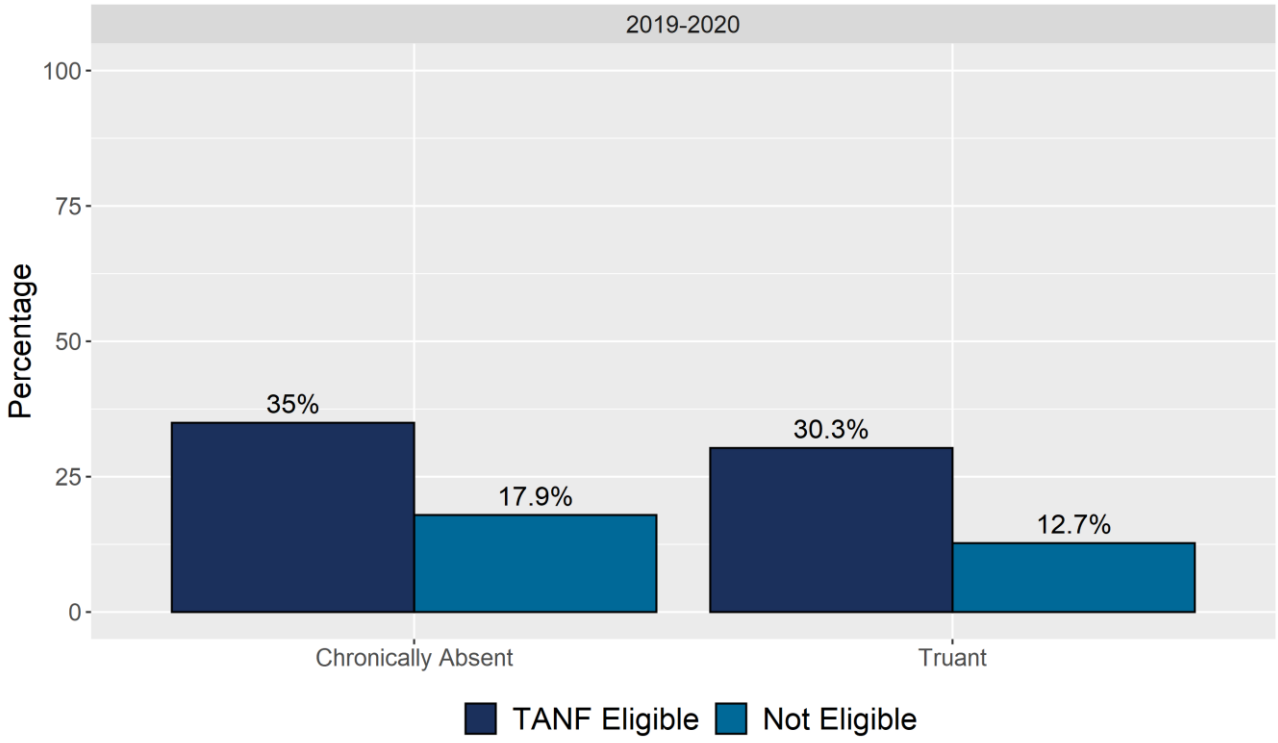


Figure C.6: Chronic Absenteeism and Truancy, by CFSA Status

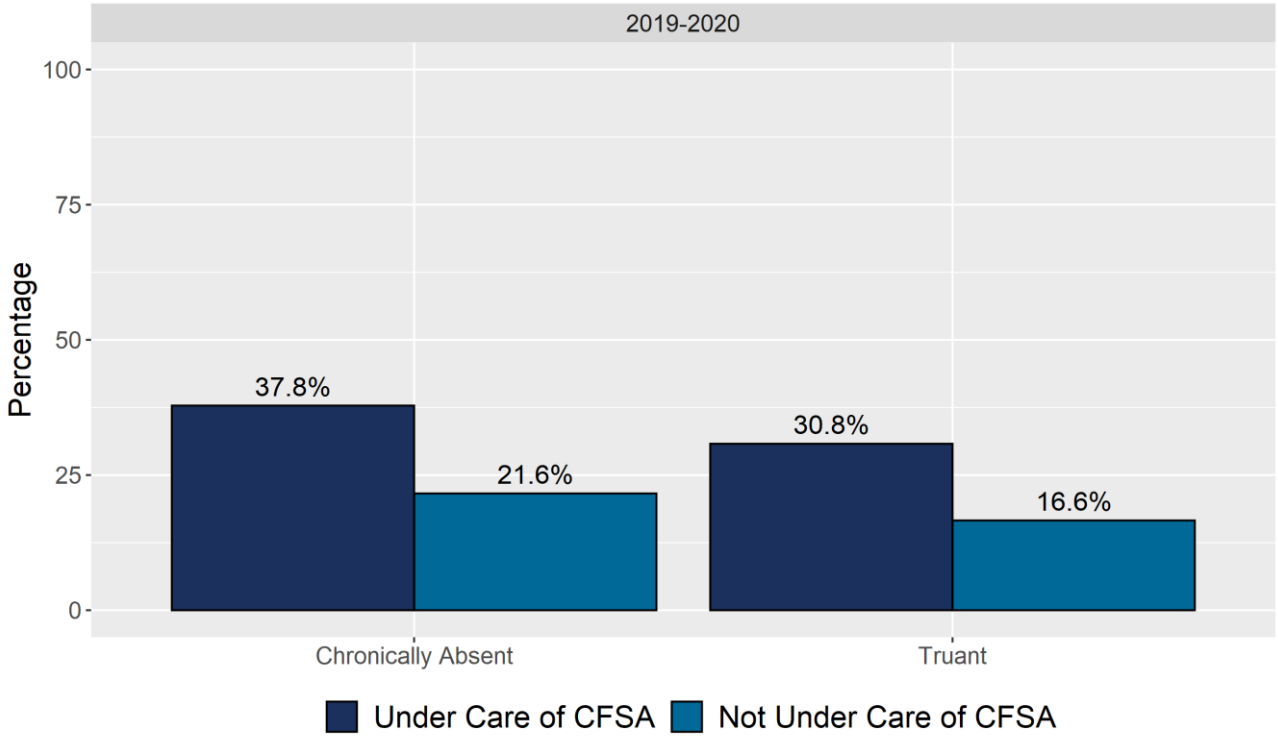


Figure C.7: Chronic Absenteeism and Truancy, by Homeless Status

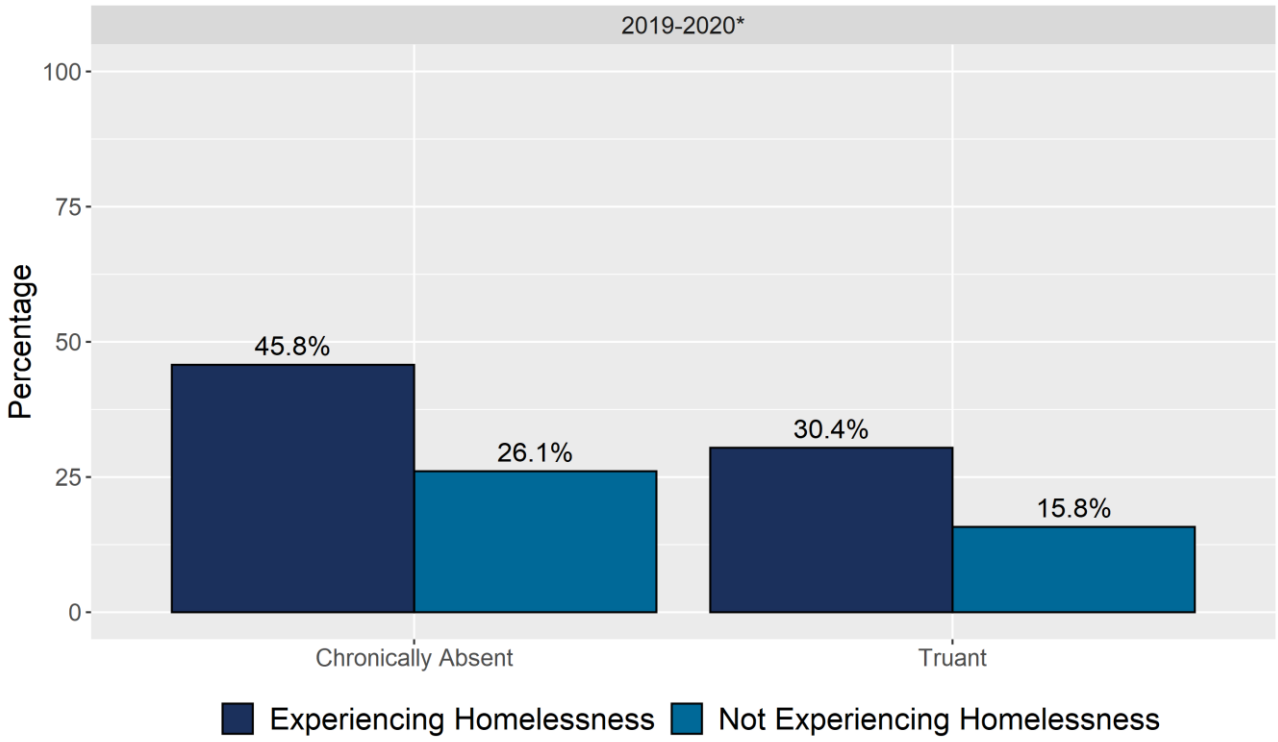


Figure C.8: Chronic Absenteeism and Truancy, by Overage Status

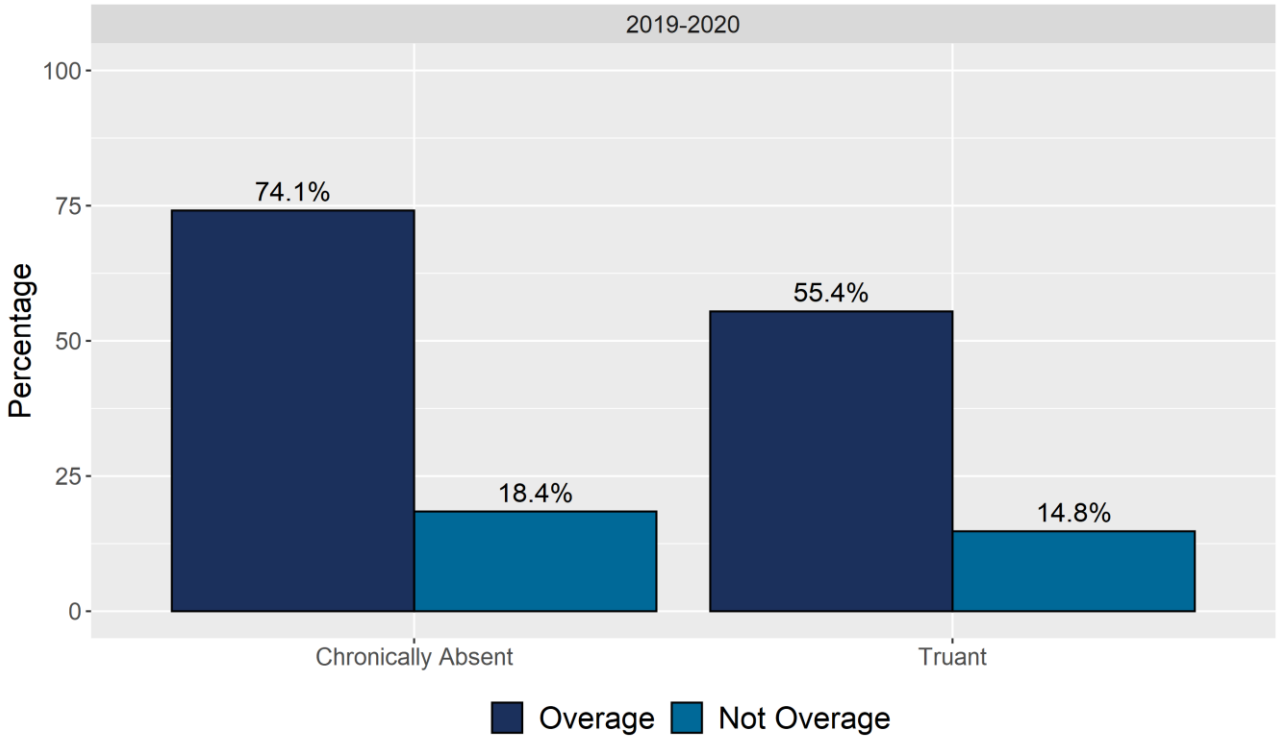


Figure C.9: Unexcused Absences, by Race

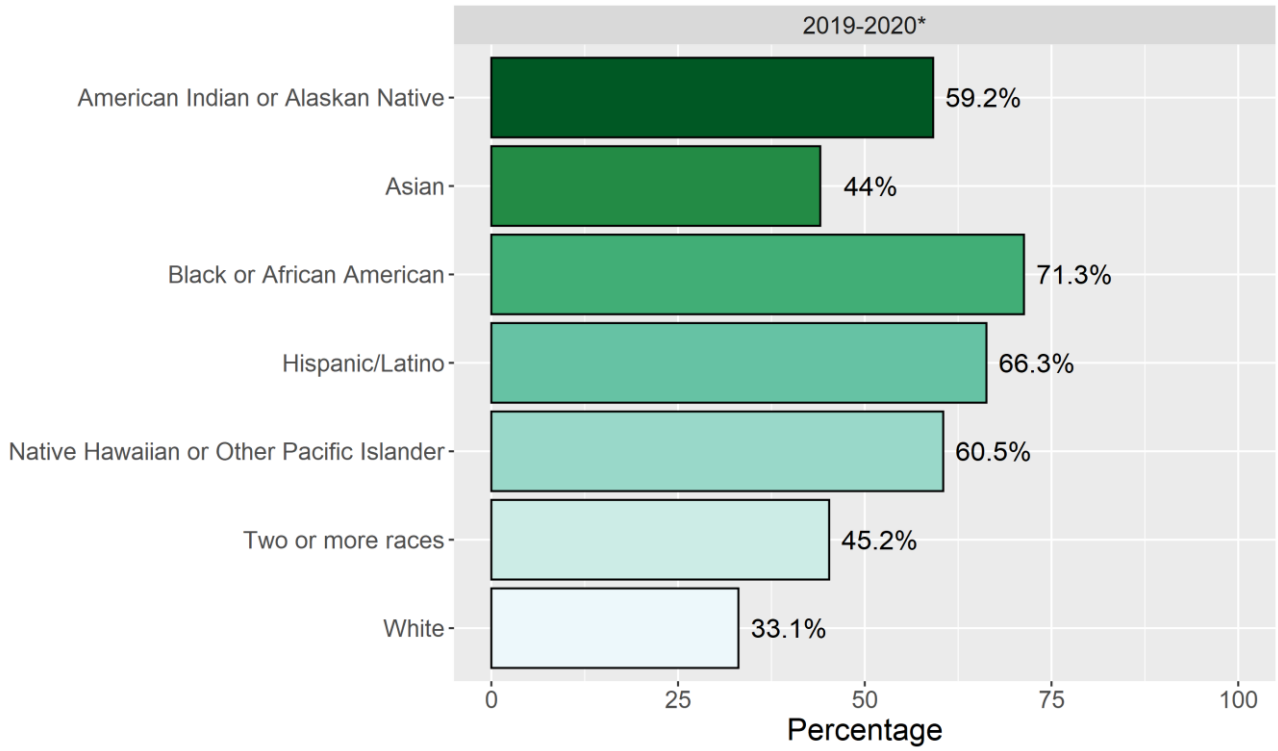


Figure C.10: Chronic Absenteeism Risk Tiers, by Homeless Status

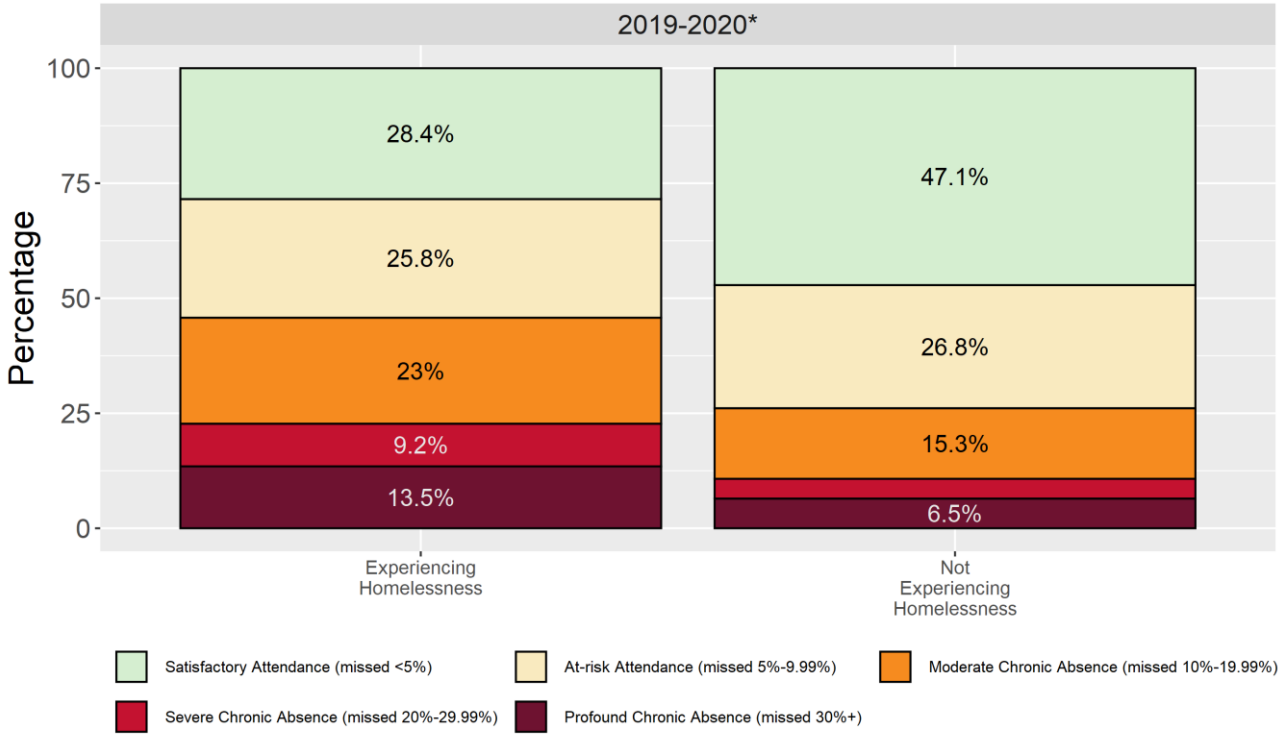


Figure C.11: Chronic Absenteeism Risk Tiers, by CFSA Status

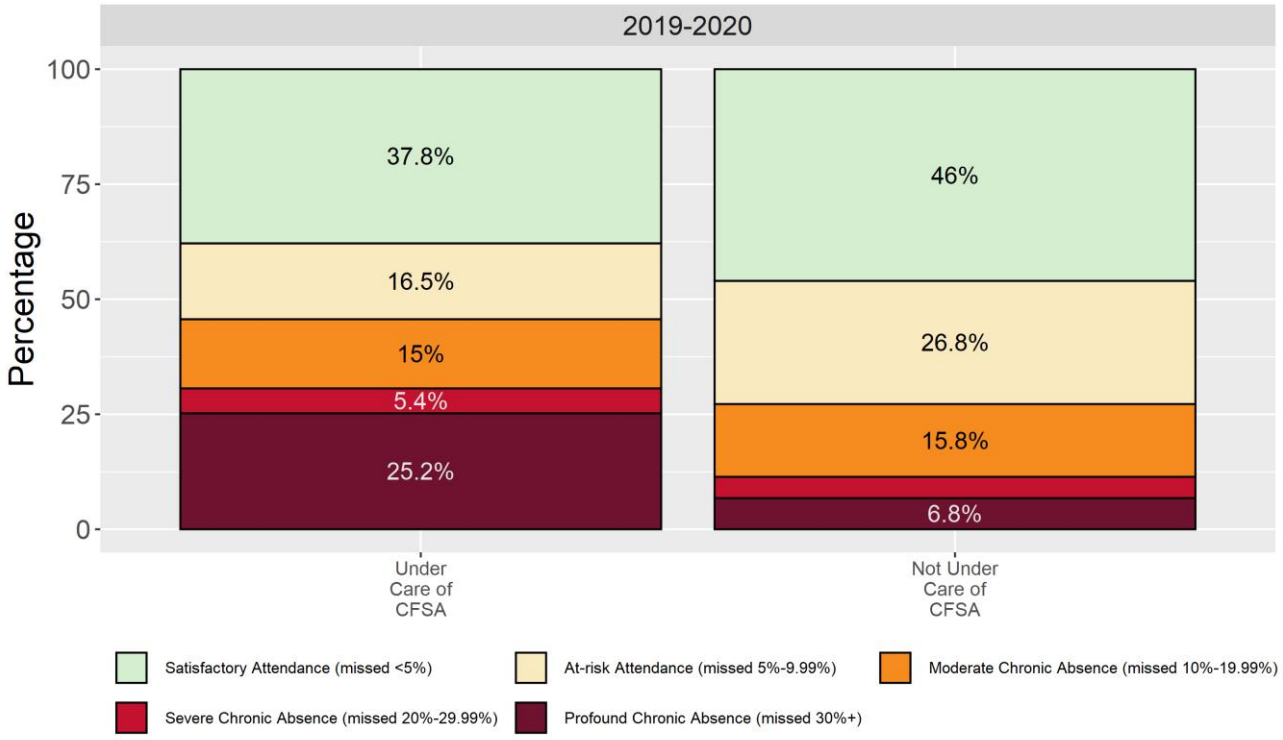


Figure C.12: Chronic Absenteeism Risk Tiers, by SNAP Eligibility

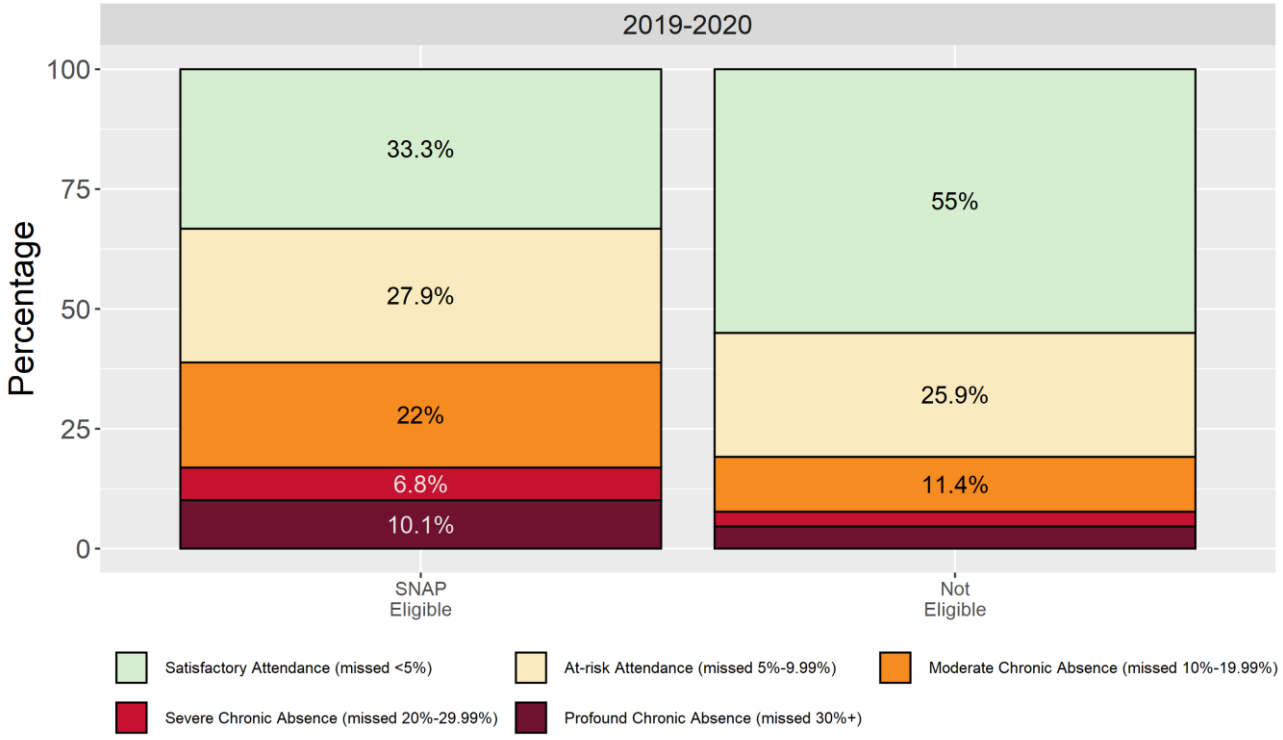


Figure C.13: Chronic Absenteeism Risk Tiers, by TANF Eligibility

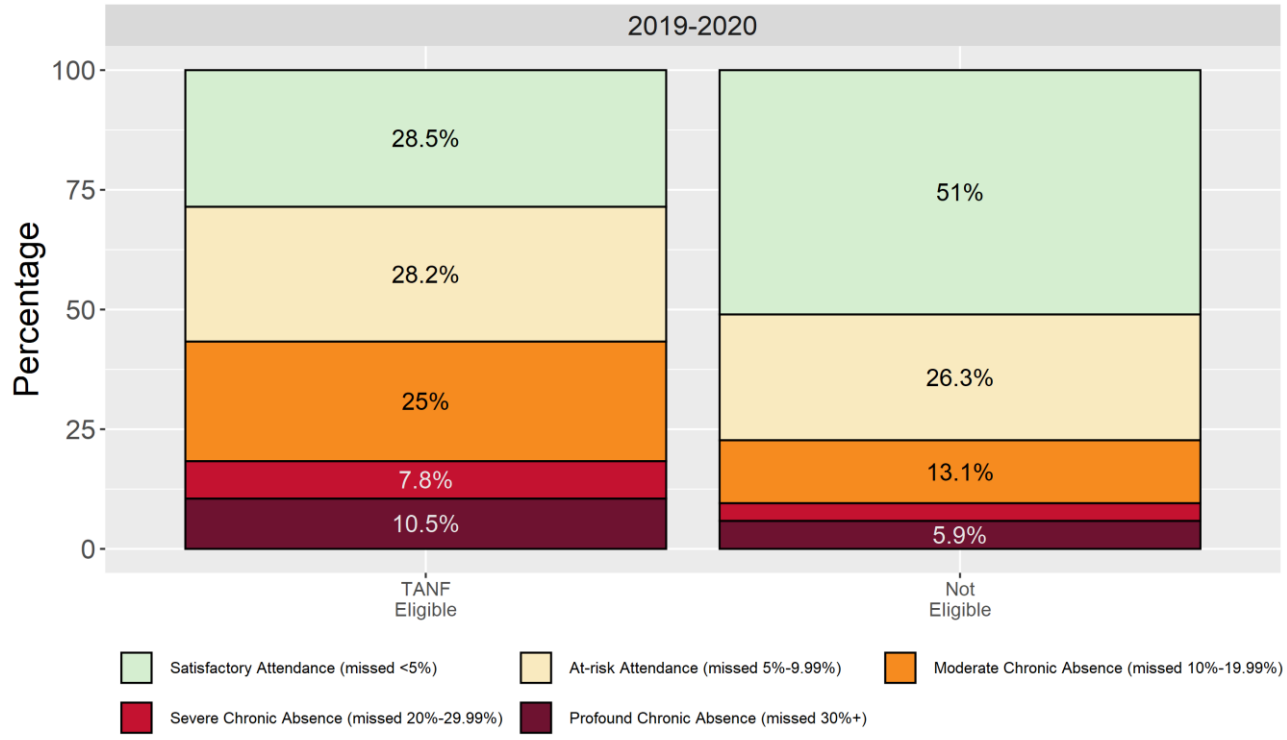


Figure C.14: Chronic Absenteeism Risk Tiers, by Overage Status

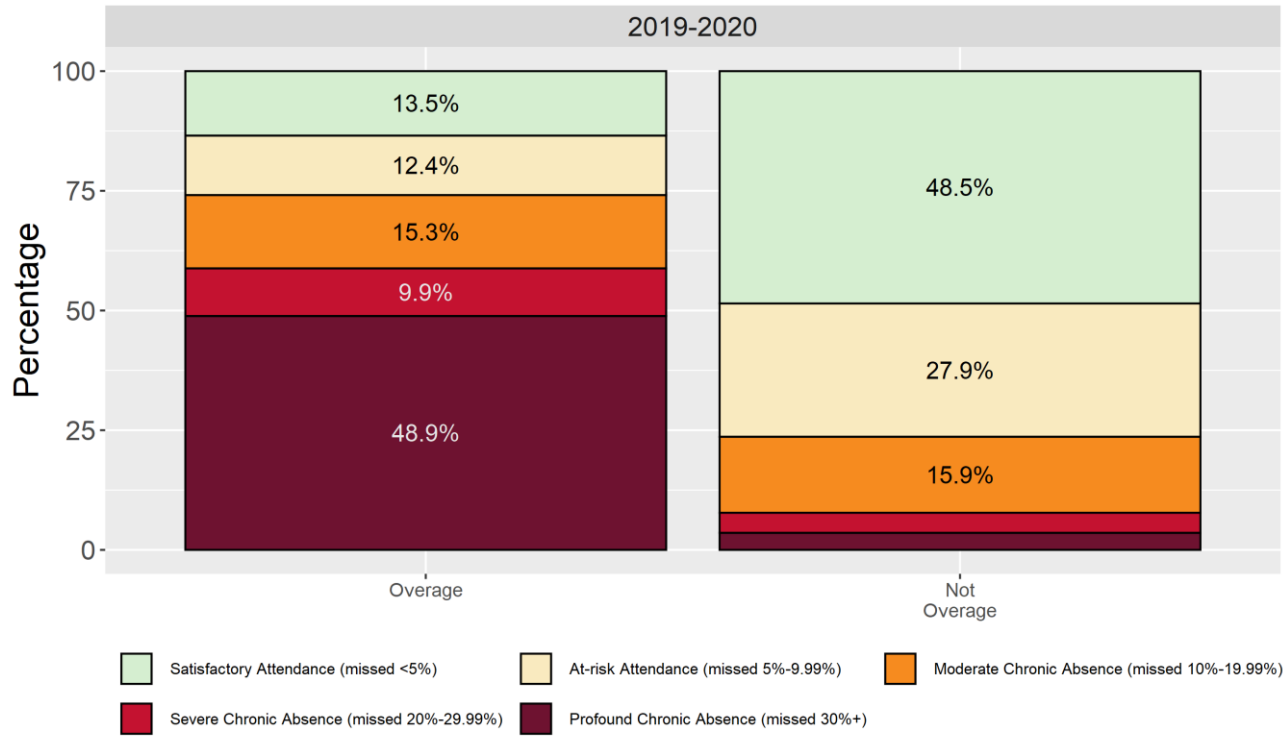
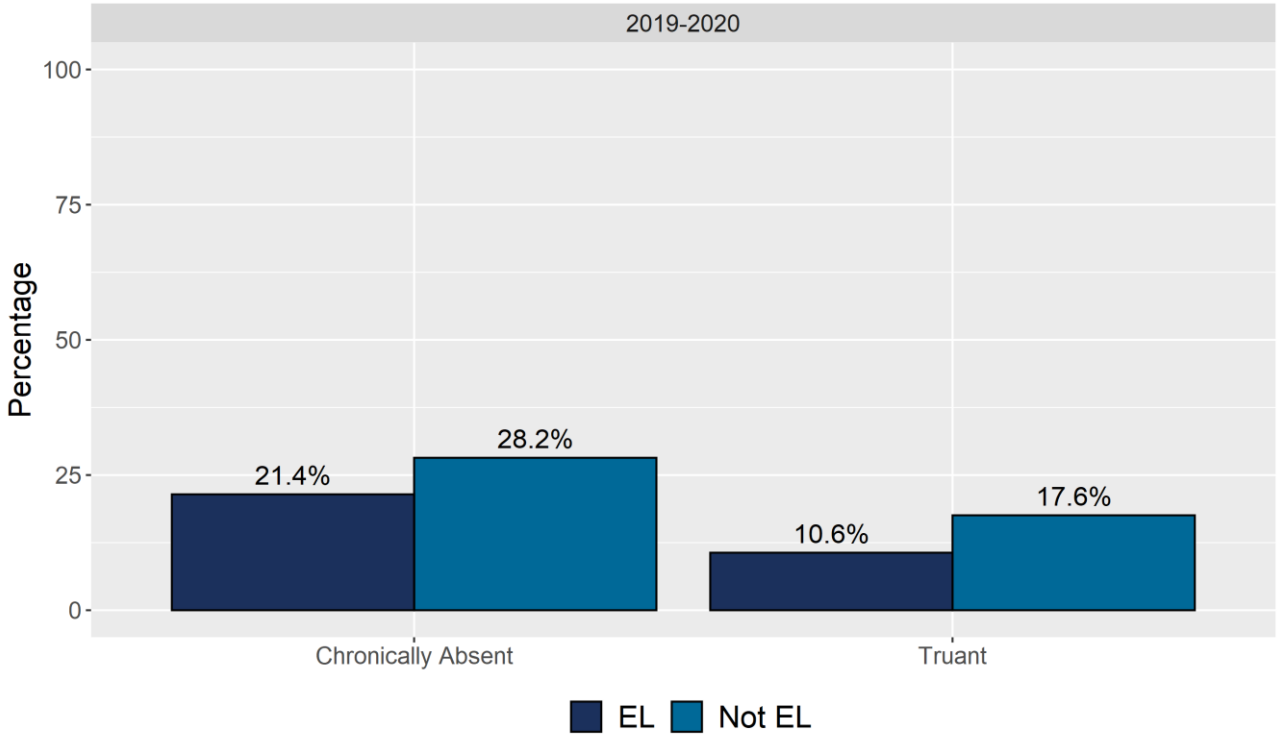


Figure C.15: Chronic Absenteeism and Truancy, by English Learner Status



Appendix D: Data Tables

Table D.1: State-level rates of Truancy and Chronic Absenteeism (Figure 1)

Year	Metric	Percentage
2015-16	Chronically Absent (18,477)	26.0
2015-16	Truant (15,215)	21.4
2016-17	Chronically Absent (22,370)	29.5
2016-17	Truant (18,484)	25.5
2017-18	Chronically Absent (22,317)	29.3
2017-18	Truant (20,258)	27.4
2018-19	Chronically Absent (23,376)	30.2
2018-19	Truant (22,460)	29.9
2019-20	Chronically Absent (21,224)	27.3
2019-20	Truant (12,642)	16.7

Table D.2: State-level rates of Chronic Absenteeism, by Month (Figure 2)

Year	Month	Metric	Percentage
2017-18	September	Chronically Absent (15,374)	20.9
2017-18	October	Chronically Absent (15,732)	21.1

2017-18	November	Chronically Absent (16,359)	21.9
2017-18	December	Chronically Absent (18,281)	24.4
2017-18	January	Chronically Absent (19,686)	26.2
2017-18	February	Chronically Absent (19,723)	26.2
2017-18	March	Chronically Absent (19,828)	26.3
2018-19	September	Chronically Absent (17,024)	22.8
2018-19	October	Chronically Absent (16,877)	22.4
2018-19	November	Chronically Absent (17,549)	23.2
2018-19	December	Chronically Absent (18,296)	24.1
2018-19	January	Chronically Absent (20,109)	26.4
2018-19	February	Chronically Absent (19,965)	26.1
2018-19	March	Chronically Absent (20,209)	26.4
2019-20	September	Chronically Absent (14,689)	19.4
2019-20	October	Chronically Absent (15,396)	20.1
2019-20	November	Chronically Absent (15,938)	20.8
2019-20	December	Chronically Absent (18,575)	24.2
2019-20	January	Chronically Absent (19,262)	24.9
2019-20	February	Chronically Absent (20,351)	26.3

2019-20	March	Chronically Absent (21,208)	27.3

Table D.3: State-level rates of Truancy, by Month (Figure 3)

Year	Month	Metric	Percentage
2017-18	September	Truant (1,271)	1.8
2017-18	October	Truant (2,896)	4.0
2017-18	November	Truant (4,488)	6.2
2017-18	December	Truant (6,011)	8.3
2017-18	January	Truant (8,111)	11.1
2017-18	February	Truant (9,983)	13.6
2017-18	March	Truant (11,164)	15.2
2018-19	September	Truant (1,421)	2.0
2018-19	October	Truant (3,106)	4.2
2018-19	November	Truant (4,946)	6.7
2018-19	December	Truant (6,677)	9.1
2018-19	January	Truant (9,256)	12.5
2018-19	February	Truant (11,180)	15.1
2018-19	March	Truant (12,452)	16.7
2019-20	September	Truant (1,152)	1.6

2019-20	October	Truant (2,946)	4.0
2019-20	November	Truant (4,478)	6.0
2019-20	December	Truant (6,341)	8.5
2019-20	January	Truant (8,836)	11.8
2019-20	February	Truant (10,773)	14.3
2019-20	March	Truant (12,634)	16.7

Table D.4 Absenteeism Risk Tiers, by Grade (Figure 4)

Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
KG	At-risk Attendance (missed 5%-9.99%)	29	2,235	7,648
KG	Moderate Chronic Absence (missed 10%-19.99%)	16	1,201	7,648
KG	Profound Chronic Absence (missed 30%+)	2	134	7,648
KG	Satisfactory Attendance (missed <5%)	50	3,809	7,648
KG	Severe Chronic Absence (missed 20%-29.99%)	4	269	7,648
01	At-risk Attendance (missed 5%-9.99%)	28	2,068	7,386
01	Moderate Chronic Absence (missed 10%-19.99%)	15	1,112	7,386
01	Profound Chronic Absence (missed 30%+)	1	101	7,386
01	Satisfactory Attendance (missed <5%)	53	3,904	7,386
01	Severe Chronic Absence (missed 20%-29.99%)	3	201	7,386

02	At-risk Attendance (missed 5%-9.99%)	28	2,045	7,211
02	Moderate Chronic Absence (missed 10%-19.99%)	14	977	7,211
02	Profound Chronic Absence (missed 30%+)	1	66	7,211
02	Satisfactory Attendance (missed <5%)	55	3,944	7,211
02	Severe Chronic Absence (missed 20%-29.99%)	2	179	7,211
03	At-risk Attendance (missed 5%-9.99%)	27	1,851	6,784
03	Moderate Chronic Absence (missed 10%-19.99%)	13	908	6,784
03	Profound Chronic Absence (missed 30%+)	1	54	6,784
03	Satisfactory Attendance (missed <5%)	56	3,819	6,784
03	Severe Chronic Absence (missed 20%-29.99%)	2	152	6,784
04	At-risk Attendance (missed 5%-9.99%)	27	1,779	6,511
04	Moderate Chronic Absence (missed 10%-19.99%)	13	849	6,511
04	Profound Chronic Absence (missed 30%+)	1	49	6,511
04	Satisfactory Attendance (missed <5%)	57	3,687	6,511
04	Severe Chronic Absence (missed 20%-29.99%)	2	147	6,511
05	At-risk Attendance (missed 5%-9.99%)	28	1,781	6,296
05	Moderate Chronic Absence (missed 10%-19.99%)	11	721	6,296
05	Profound Chronic Absence (missed 30%+)	1	47	6,296

05	Satisfactory Attendance (missed <5%)	57	3,587	6,296
05	Severe Chronic Absence (missed 20%-29.99%)	3	160	6,296
06	At-risk Attendance (missed 5%-9.99%)	29	1,704	5,886
06	Moderate Chronic Absence (missed 10%-19.99%)	16	920	5,886
06	Profound Chronic Absence (missed 30%+)	2	137	5,886
06	Satisfactory Attendance (missed <5%)	49	2,883	5,886
06	Severe Chronic Absence (missed 20%-29.99%)	4	242	5,886
07	At-risk Attendance (missed 5%-9.99%)	28	1,609	5,677
07	Moderate Chronic Absence (missed 10%-19.99%)	16	881	5,677
07	Profound Chronic Absence (missed 30%+)	4	241	5,677
07	Satisfactory Attendance (missed <5%)	47	2,691	5,677
07	Severe Chronic Absence (missed 20%-29.99%)	4	255	5,677
08	At-risk Attendance (missed 5%-9.99%)	28	1,440	5,077
08	Moderate Chronic Absence (missed 10%-19.99%)	16	837	5,077
08	Profound Chronic Absence (missed 30%+)	5	274	5,077
08	Satisfactory Attendance (missed <5%)	44	2,239	5,077
08	Severe Chronic Absence (missed 20%-29.99%)	6	287	5,077
09	At-risk Attendance (missed 5%-9.99%)	21	1,374	6,674

09	Moderate Chronic Absence (missed 10%-19.99%)	18	1,216	6,674
09	Profound Chronic Absence (missed 30%+)	27	1,778	6,674
09	Satisfactory Attendance (missed <5%)	26	1,741	6,674
09	Severe Chronic Absence (missed 20%-29.99%)	8	565	6,674
10	At-risk Attendance (missed 5%-9.99%)	23	1,058	4,588
10	Moderate Chronic Absence (missed 10%-19.99%)	19	884	4,588
10	Profound Chronic Absence (missed 30%+)	22	991	4,588
10	Satisfactory Attendance (missed <5%)	28	1,289	4,588
10	Severe Chronic Absence (missed 20%-29.99%)	8	366	4,588
11	At-risk Attendance (missed 5%-9.99%)	22	872	4,011
11	Moderate Chronic Absence (missed 10%-19.99%)	21	831	4,011
11	Profound Chronic Absence (missed 30%+)	20	792	4,011
11	Satisfactory Attendance (missed <5%)	29	1,147	4,011
11	Severe Chronic Absence (missed 20%-29.99%)	9	369	4,011
12	At-risk Attendance (missed 5%-9.99%)	24	934	3,957
12	Moderate Chronic Absence (missed 10%-19.99%)	24	948	3,957
12	Profound Chronic Absence (missed 30%+)	18	722	3,957
12	Satisfactory Attendance (missed <5%)	24	955	3,957

12	Severe Chronic Absence (missed 20%-29.99%)	10	398	3,957

Appendix E: Regression Output Tables

Table E.1: Chronic absenteeism regressed on student-level indicator variables

VARIABLES	(1) Chronic Absenteeism
Male	0.999
	(0.0262)
Homeless	1.917***
	(0.0861)
TANF/SNAP Eligible	2.424***
	(0.0768)
CFSA	0.940
	(0.117)
Overage	3.275***
	(0.627)
English Learner	0.891*
	(0.0614)
SWD Level 1	1.157***
	(0.0520)
SWD Level 2	1.369***
	(0.0690)
SWD Level 3	1.271***
	(0.110)
SWD Level 4	1.609***
	(0.144)
Multiple Schools	2.859***
	(0.223)
Black	2.154***
	(0.295)
Hispanic	1.780***
	(0.272)
Other Race	1.216
	(0.170)
High School	3.516***
	(0.571)
Constant	0.0704***
	(0.00938)
Observations	79,331

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

Table E.2: Chronic absenteeism regressed on student-level indicator variables, including at-risk

VARIABLES	(1) Chronic Absenteeism
Male	1.009
	(0.0276)
At-Risk	3.027***
	(0.171)
English Learner	0.901
	(0.0638)
SWD Level 1	1.177***
	(0.0533)
SWD Level 2	1.408***
	(0.0716)
SWD Level 3	1.305***
	(0.109)
SWD Level 4	1.613***
	(0.141)
Multiple Schools	3.065***
	(0.234)
Black	2.059***
	(0.259)
Hispanic	1.683***
	(0.237)
Other Race	1.195
	(0.160)
High School	4.281***
	(0.683)
Constant	0.0652***
	(0.00831)
Observations	79,331

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

Table E.3: Truancy regressed on student-level indicator variables

VARIABLES	(1) Chronic Truancy
Male	1.071**
	(0.0355)
Homeless	1.823***
	(0.109)
TANF/SNAP Eligible	2.688***
	(0.123)
CFSA	1.023
	(0.140)
Overage	2.483***
	(0.326)
English Learner	0.887
	(0.0806)
SWD Level 1	1.035
	(0.0573)
SWD Level 2	1.253***
	(0.0751)
SWD Level 3	1.201*
	(0.114)
SWD Level 4	1.314**
	(0.157)
Multiple Schools	1.221**
	(0.0992)
Black	7.078***
	(1.568)
Hispanic	4.982***
	(1.186)
Other Race	2.692***
	(0.540)
High School	3.967***
	(0.862)
Constant	0.0107***
	(0.00243)
Observations	76,947

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