District of Columbia
Office of the State Superintendent of Education

DISTRICT OF COLUMBIA ATTENDANCE REPORT

School Year 2021-22

November 30, 2022

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Executive Summary

The Office of the State Superintendent of Education (OSSE) collects attendance for all students in public schools, regardless of age, for required reporting and accountability. OSSE is required to publicly report on the state of attendance annually, and this report satisfies that statutory obligation. In school year 2021-22, chronic absenteeism reached a new high of 48 percent and truancy rose to nearly 42 percent.

Students returned to mainly in-person instruction in school year 2021-22 after almost entirely remote instruction in the 2020-21 school year. More than 90 percent of school days were held in person in all months of the school year except December and January, when in-person rates declined to 89 and 83 percent, respectively, due to the surge of the omicron variant of coronavirus (COVID-19). As experienced in jurisdictions across the United States, the return to in-person learning was accompanied by an increase chronic absenteeism and truancy. Chronic absenteeism reached a high of 48 percent in June 2022. The rise in chronic absenteeism was driven primarily by increases in excused absences, while unexcused absences increased only modestly.

Standardized assessments using the Partnership for Assessment of Readiness for College and Careers (PARCC) in English language arts (ELA) and math also resumed in school year 2021-22. This report analyzes the relationship between attendance and PARCC scores, finding that, after adjusting for other student characteristics, **every 10-percentage-point increase in a student's attendance rate is associated with a 6-point increase in the PARCC ELA scale score and a 4-point increase in the PARCC math scale score, on average.** It is clear that regular attendance positively impacts learning outcomes for students.

While PARCC scores represent one measurable outcome of attendance rates, it is equally important to understand the predictors of student attendance. OSSE's attendance reports routinely highlight student-level characteristics that predict chronic absenteeism and truancy. High school students, at-risk students, Black or African American students, and Hispanic or Latino students have consistently had significantly higher rates of chronic absenteeism.

However, these individual-level characteristics tell only part of the story; patterns of student absenteeism reflect not only individual student attributes, but also larger structures of advantage and disadvantage that impact the public education system. One such structural component is the unequal concentration of students designated as at-risk across DC schools. Many schools serve high numbers of at-risk students and many schools that serve low numbers of at-risk students, but relatively few schools serve representative populations of both at-risk and not-at-risk students. This report examines the relationship between students' in-seat-attendance and the percent of at-risk students in the school they attend, adjusting for individual-level characteristics. **The results show that a 10-percentage-point increase in the percent of at-risk students in a school is associated with a reduction of 1.3 percentage points in attendance rates on average, or about two days out of a 180-day school year**. This means that a student who attends a school where 50 percent of the students are at-risk is present about two fewer days, on average, than a similar student at a school where 40 percent of students are at-risk. The difference in attendance widens as the difference between schools' proportion of at-risk students expands, so a student who attends a school where 90 percent of the students are at-risk is present for about 16 fewer days, on average, than a similar student at a school where 10 percent of students are at-risk. This analysis demonstrates that structural conditions of socioeconomic segregation between schools create environments under which some schools are more able to meet the needs of their

student bodies than others. Further, it may suggest that additional supports and resources are needed for schools that serve large populations of at-risk students to address student attendance issues.

Introduction

Legal Landscape

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

Schools are required to maintain an accurate daily record of attendance for 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 collects daily attendance for all students in a school, regardless of age.[3] In the 2021-22 school year, schools were required to certify 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]

In the 2021-22 school year, a student was considered present for the purpose of daily attendance if the student was present for at least 80 percent of the instructional day (colloquially known as the "80/20 rule").[6] This is the definition of "present" that is used throughout this report.

However, OSSE adopted an emergency rulemaking on Aug. 24, 2022, to shift the definition of present from 80 percent to 60 percent of the instructional day for the 2022-23 school year (a "60/40 rule").[7] OSSE is currently moving towards a final rulemaking.[8] Partially present and partially absent codes, combined, made up **less than 3 percent** of the attendance codes used in school year 2021-22, so OSSE does not anticipate that the change in definition will have a large impact on overall attendance rates.

In addition, the regulatory change for the 2022-23 school year establishes guardrails for attendance for routine and situational distance learning, as distance learning was not contemplated in the previously adopted attendance regulations.[9] The rulemaking requires that students in routine distance learning programs take at least one synchronous or in-person class per day, turn on their camera for taking attendance during synchronous instruction, and that schools communicate attendance expectations to parents and

[1] D.C. Official Code § 38-203(a).
[2] D.C. Official Code § 38-202(a).
[3] OSSE only receives daily attendance from public schools and does not receive course, or class period, level attendance.
[4] D.C. Official Code § 38-203(i).
[5] D.C. Official Code § 38-203(k).
[6] D.C. Mun. Regs. tit. 5-A § 2199.
[7] 69 D.C. Reg. 11289-11305 (Sept. 16, 2022); *see also* St. Bd. of Educ. Resolution to Approve the Dist. of Columbia's Amendments to Compulsory Educ. & Sch. Attendance Reguls, SR22-3, https://simbli.eboardsolutions.com/Meetings/Attachment.aspx?S=9000&AID=267693&MID=9330 (last visited Nov. 8, 2022).
[8] The emergency rulemaking stays in effect until Dec. 27, 2022, or until a final, superseding rulemaking is promulgated.
[9] D.C. Mun. Regs. tit. 5-A § 2101.11—2101.18.

preserve attendance records.[10] In addition, the rule requires students to complete an instructional activity to be marked present in asynchronous classes.[11] Students in routine distance learning will also have to abide by the 60/40 rule to qualify as present.[12] For situational distance learning, students will be required to complete at least one instructional activity to be present for the day.[13]

Schools are required to publish the list the categories of absences that they will accept as excused, and these policies must be made available to students and families – for example in the parent or student handbook distributed at the beginning of every school year.[14] A parent or guardian must submit a valid excuse for absences within five school days of the absence, and schools are required to mark all absences as unexcused unless a valid excuse is provided.[15]

Schools are required to take the following steps when students accumulate a specified number of unexcused absences. After the first unexcused absence, schools must contact the parent the same day and request documentation.[16] If a child is between ages 5 and 13 and accumulates 10 full-day unexcused absences, the school must submit a referral to the DC Child and Family Services Agency (CFSA) for suspected educational neglect.[17] If a child is between ages 14 and 17, and accumulates 15 full-day unexcused absences, the school must refer the child to the Court Social Services Division of the Superior Court of the District of Columbia and to the Office of the Attorney General.[18]

Every Day Counts! Taskforce

The *Every Day Counts!* Task Force is a partnership of education, health, and justice agencies and external 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. In school year 2021-22, Mayor Muriel Bowser launched the *Every Day Counts!* public education campaign following the year of disrupted in-person learning due to the coronavirus pandemic to emphasize the importance of attending school every day, on time. The campaign built upon the work 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.

[10] D.C. Mun. Regs. tit. 5-A § 2101.11—2101.12.
[11] D.C. Mun. Regs. tit. 5-A § 2101.13.
[12] D.C. Mun. Regs. tit. 5-A § 2101.14—2101.17.
[13] D.C. Mun. Regs. tit. 5-A § 2101.18.
[14] D.C. Mun. Regs. tit. 5-A § 2102.
[15] D.C. Official Code § 38-203(c)(2).
[16] D.C. Mun. Regs. tit. 5-A § 2103.2(c)(1).
[17] D.C. Official Code § 38-208(c)(1)(A).
[18] D.C. Official Code § 38-208(c)(1)(B).

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, provide attendance data to school leaders to assist them in taking data-driven approaches to improving student attendance, and highlight the importance of attendance to the public through the DC School Report Card and this attendance report.

Since the 2015-16 school year, teachers and other school personnel submit student attendance records to OSSE daily via their LEAs' student information systems. 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 and attendance anomalies.
- **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 attendance data errors in the data validation Qlik report and provides each LEA with a liaison to assist in resolving data issues.
- **Validation from the Head of School**: OSSE requires LEAs to correct any outstanding errors and certify their end-of-year attendance as authoritative at the end of the school year. Beginning in school year 2022-23, LEAs will certify their data at three points during the school year. Prior to the release of the DC School Report Card, all heads of schools must validate the accuracy of their students' attendance data as well as three attendance metric calculations: In-Seat Attendance, Chronic Absenteeism, and Attendance Growth.[19]
    - *In-Seat Attendance (ISA)* captures the daily average percentage of enrolled students who were present in school.

[19] For more information on how attendance metrics contribute to the STAR framework, please consult the DC School Report Card and STAR Framework Technical Guide at https://osse.dc.gov/publication/dc-school-report-card-and-star-framework-technical-guide.

- *Chronic Absenteeism* measures the percentage of students who were absent for at least 10 percent of instructional days during the school year, regardless of whether the absence was excused or unexcused.
- *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.

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 Absent* – Having been absent, including both excused and unexcused partial and full-day absences, for at least 10 percent of enrolled instructional days.
- *Truant* – Having accrued at least 10 full-day unexcused absences during the school year.
- *In-Seat Attendance* – measures the percentage of the cumulative sum of instructional days on which enrolled students are present (partially or fully) during a given school year. Throughout this report, "in-seat attendance" and "attendance rate" are used interchangeably.
- *In-Person Learning Time* – measures the percentage of instructional days (present or absent) that are reported as in-person.
- *Remote Learning Time or Distance Learning* – measures the percentage of instructional days (present or absent) that are reported as virtual (not in the school building).
- *At-risk* – A DCPS or public charter school student who is identified as one or more of the following:
  - Experiencing homelessness;
  - Under the care of CFSA (in the District's foster care system);
  - Qualifies for the Temporary Assistance for Needy Families (TANF) program or the Supplemental Nutrition Assistance Program (SNAP); or
  - A high school student who is "overage," or one or more years older 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 percent or more of instructional days, inclusive of both excused and unexcused absences. Students enrolled in pre-K or adult grades are not included in any aggregate measures of chronic absenteeism unless explicitly stated.

Measures of truancy remain limited to students of compulsory age (at least age 5 as of Sept. 30 of the reporting school year and age 17 or younger as of the date of absence) to align with the statutory definition

of truancy rate[20] and represent the percentage of all compulsory-aged students who accrue 10 or more full-day unexcused absences across all schools during the school year.

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 fixed status once a student accumulates 10 unexcused absences in a given school year.

Attendance Risk Tiers

In calculating rates of chronic absenteeism, students who miss 10 percent or more of school are considered chronically absent. To provide a more detailed look at the underlying attendance patterns of the District of Columbia's K-12 students, this report also classifies students into five risk tiers:[21]

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; and
5) Profound Chronic Absence: Student who missed 30% or more of school days.[22]

[20] 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).
[21] 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.
[22] Students in tiers 3-5 are deemed "chronically absent" for accountability purposes.

Attendance Collection in the 2021-22 School Year

After nearly a year-and-a-half of largely distance learning, public schools in the District of Columbia returned to mostly in-person learning in the 2021-22 school year, with distance learning occurring in situations requiring quarantine or classroom closure.

The District experienced a significant spike in positive COVID-19 cases in late December 2021 through mid-February 2022. For instance, on January 4, 2022, the District experienced a weekly case rate of 1,506.4 per 100,000 persons, compared to a weekly case rate 198.0 per 100,000 persons on August 31, 2021. DC Health's isolation and quarantine guidance during this spike in cases prohibited any individual with COVID-19 from attending schools for at least 10 days and any unvaccinated or partially vaccinated close contact from attending school for at least 10 days or for seven days if they were asymptomatic and received a negative nucleic acid amplification (e.g., PCR) test result on day five or later. As a result, schools implemented robust testing, contact tracing, and quarantining processes that led to students transitioning from in-person to distance learning throughout the school year.

Attendance collection procedures were updated to accommodate both in-person and distance learning, including the addition of distance learning attendance codes indicating whether the distance learning was routine, situational, or due to a medical certification.

OSSE published guidance at the beginning of the 2021-22 school year on how attendance would be collected for both in-person and distance learning.[23] Local statutes governing attendance did not change, so students of compulsory age were still required to attend school; collection, reporting, and intervention requirements remained in place for schools, LEAs, and OSSE.[24]

Schools reported daily attendance, specifying in-person and distance learning postures. Schools were required to monitor students' attendance in distance learning throughout the entire instructional day. For instruction offered synchronously, instructors verified the students' presence in real time. For instruction offered asynchronously, instructors confirmed the students' presence and active engagement for the established period in asynchronous instruction.

[23] *Guidance: Collecting Attendance for the 2021-22 School Year*, OFF. OF THE ST. SUPERINTENDENT OF EDUC. (July 29, 2022), https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Attendance_Guidance_SY2021-22_FINAL.pdf.

[24] *See* D.C. Official Code §§ 38-201—251.11.

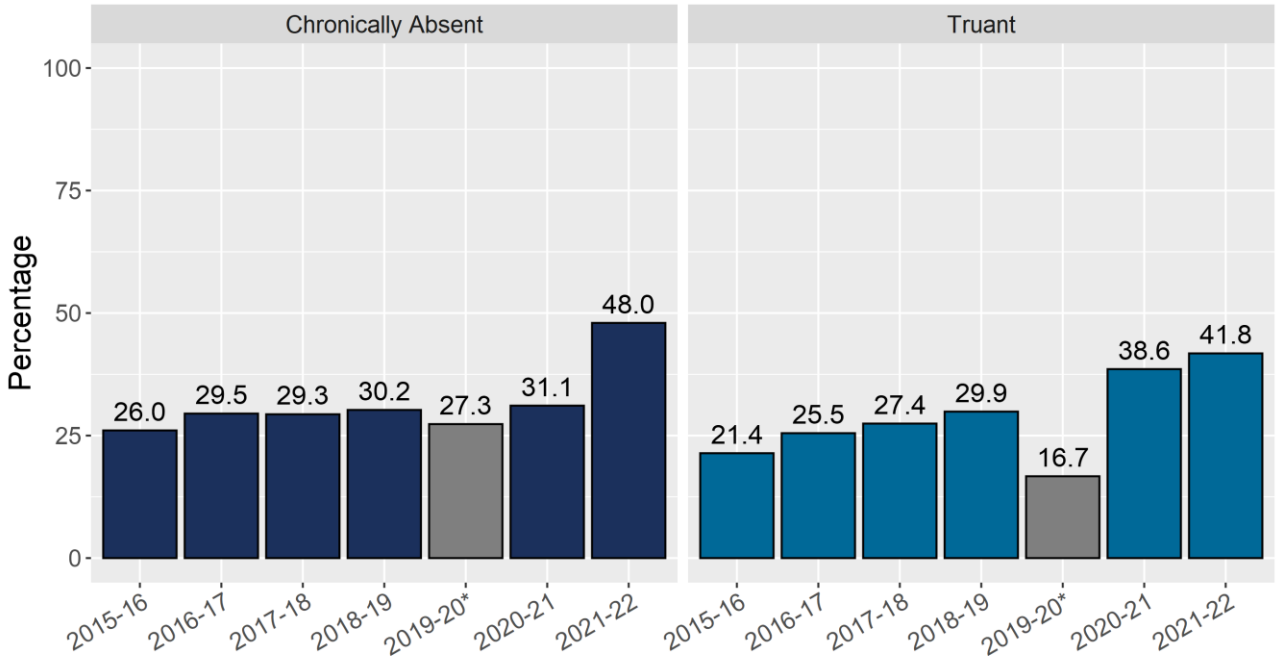
Findings

2021-22 in Focus

Figure 1 shows year-over-year chronic absenteeism and truancy since OSSE began collecting attendance data in the 2015-16 school year. For the 2019-20 school year, the cumulative end-of-year rates of chronic absenteeism and truancy do not include any data after March 13, and therefore the 2019-20 school year should not be compared to end-of-year rates in prior and subsequent years.

As in many jurisdictions across the United States, the return to in-person instruction was accompanied by increased rates of chronic absenteeism and truancy.[25] In the 2021-22 school year, chronic absenteeism increased dramatically to 48 percent, 17 percentage points higher than 2020-21. While the truancy rate was also higher, it increased more modestly – a 3.2 percentage point uptick. Historically, chronic absenteeism and truancy rates tracked closely together. The divergence between chronic absenteeism and truancy rates is new and is driven by a significant increase in excused absences – more than 80 percent of the increase in absences were excused (see Figure 4). This shows that parents held their students out of school substantially more often in 2021-22.

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



*Data for 2019-20 is only through March 13th. Data for 2020-21 includes in-person and remote learning environments.

[25] Press Release, Nat'l Ctr. for Educ. Statistics, More than 80 Percent of U.S. Schools Report Pandemic Has Negatively Impacted Student Behavior and Socio-Emotional Development (July 6, 2022), https://nces.ed.gov/whatsnew/press_releases/07_06_2022.asp.

Chronic Absenteeism and Truancy Rates by Month

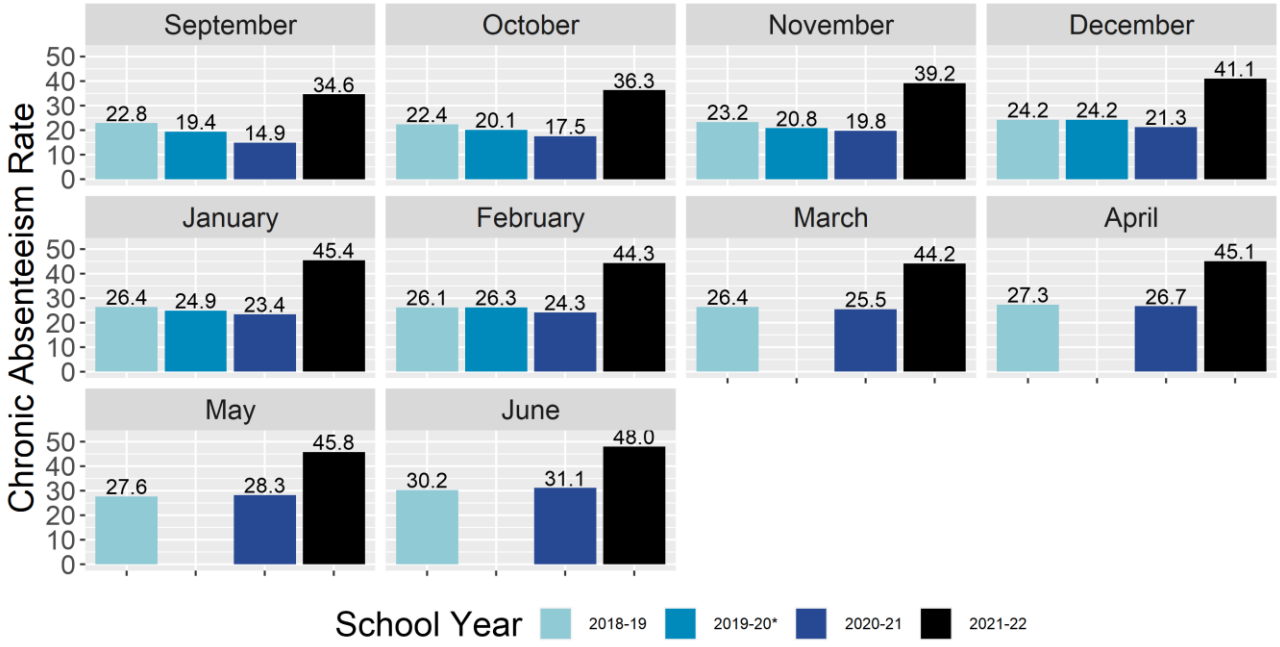
During the 2021-22 school year, most District students returned to school in-person for the first time since the COVID-19 public health emergency began, and schools adopted and executed mitigation strategies (such as regular COVID-19 testing, masking, physical distancing, cleaning and disinfection, and quarantine and isolation) to ensure classrooms were safe and parents felt comfortable sending their children back to school. District schools managed many aspects of safety as a result of the COVID-19 pandemic, including immediately responding to remove a student from school when they presented symptoms of COVID-19, were identified as a close contact of an individual with COVID-19, and/or tested positive for COVID-19. Throughout the 2021-22 school year, schools navigated individual cases and outbreaks of COVID-19 within the school setting, including a significant surge in COVID-19 cases as a result of the Omicron variant of COVID-19, which spread more easily than earlier variants and had the ability to cause reinfection among individuals who had already been infected and/or vaccinated.[26] The Food and Drug Administration approved a COVID-19 vaccination under Emergency Use Authorization for a majority of school-aged individuals during the 2021-22 school year, but availability and uptake were not instantaneous.[27]

[26] *Key Metrics*, GOV'T OF DC, https://coronavirus.dc.gov/key-metrics (last visited Nov. 8, 2022); *COVID-19: Variants*, CTRS. FOR DISEASE CONTROL & PREVENTION https://www.cdc.gov/coronavirus/2019-ncov/variants/index.html (last updated Aug. 11, 2021).

[27] *COVID-19: Vaccines for COVID-19*, CTRS. FOR DISEASE CONTROL & PREVENTION https://www.cdc.gov/coronavirus/2019-ncov/vaccines/index.html?s_cid=11759:cdc%20covid%20vaccine%20guidelines:sem.ga:p:RG:GM:gen:PTN:FY22 (last visited Nov. 8, 2022).

Figure 2 shows the cumulative rate of chronic absenteeism for the past four school years.[28] This means that the rates shown in each month are inclusive of all instructional days from the start of school through the end of that month. In the 2021-22 school year, chronic absenteeism started out higher than previous years and remained elevated, though comparatively flat, throughout the school year, with rates ranging between 17 and 22 percentage points higher than the equivalent monthly rates in the 2020-21 school year. This is likely due to the impact of COVID-19, including the need to quarantine students who tested positive for COVID-19.

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

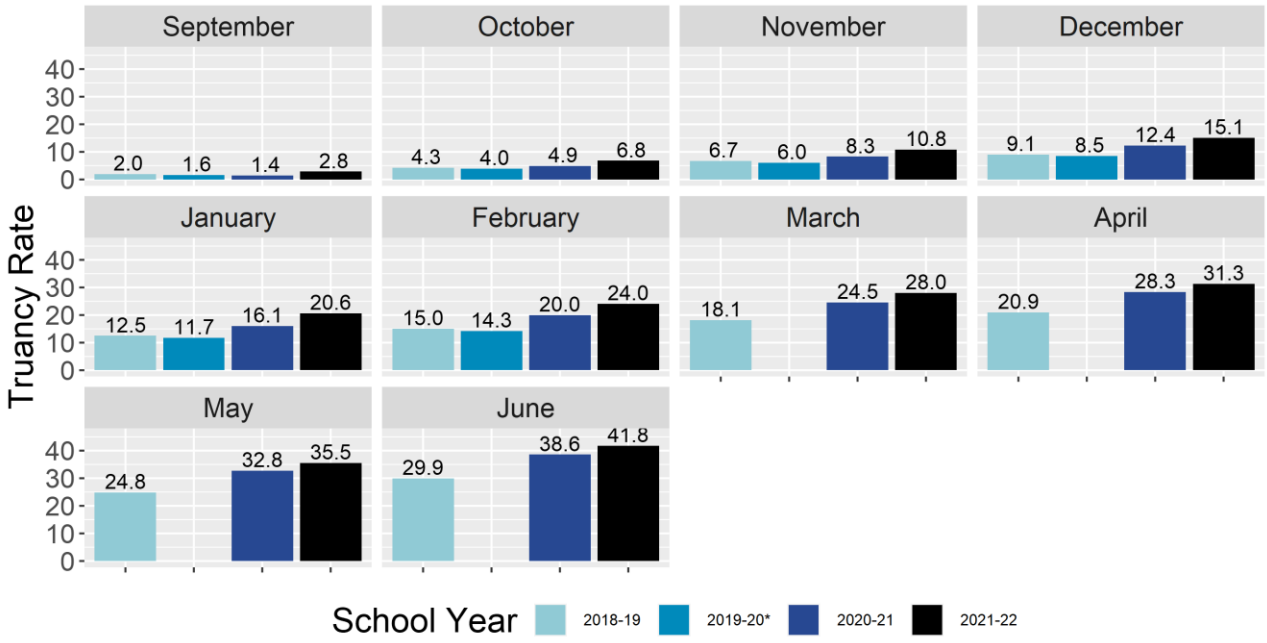


*Data is not reported for March-June 2020 due to COVID-related school closures.

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

Figure 3 shows the cumulative rates of truancy by month for the past four school years. Truancy rates in 2021-22, though slightly higher, were similar to the truancy rates in 2020-21, with incremental increases observed each month. By June 2022, the truancy rate reached nearly 42 percent.

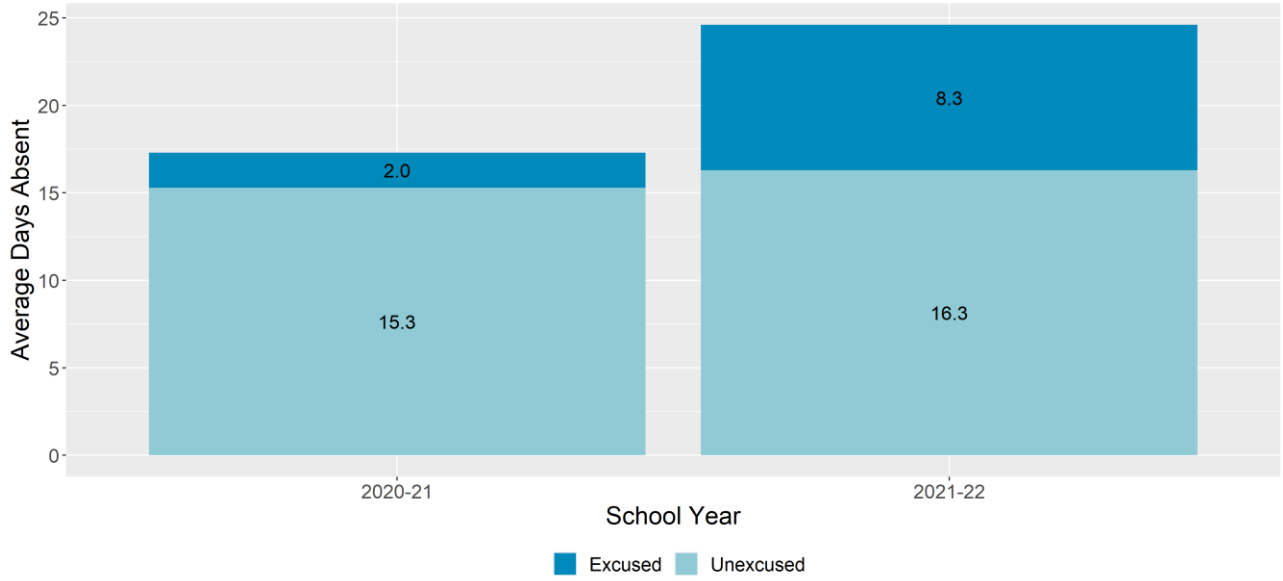
Figure 3: State-level rates of Cumulative Truancy, by Month



*Data is not reported for March-June 2020 due to COVID-related school closures.

While both chronic absenteeism and truancy increased in school year 2021-22, the jump in chronic absenteeism rates are notably larger than the increase in truancy rates. Figure 4 provides additional context for these changes, examining the breakdown of excused and unexcused absences for the average compulsory-age student. As figure 4 illustrates, unexcused absences only slightly increased in 2021-22 (one day on average); however, excused absences increased markedly (an increase of over six days on average). Consequently, while 12 percent of absences in the 2020-21 school year were excused, 34 percent of absences in the 2021-22 school year were excused.[29] Because "chronic absenteeism" does not distinguish between excused and unexcused absences, Figure 4 demonstrates that the large increase in chronic absenteeism shown in Figures 1-3 for school year 2021-22 was driven by increases in excused absences.

Figure 4: Average Days Absent per Compulsory Age Student, by Absence Type

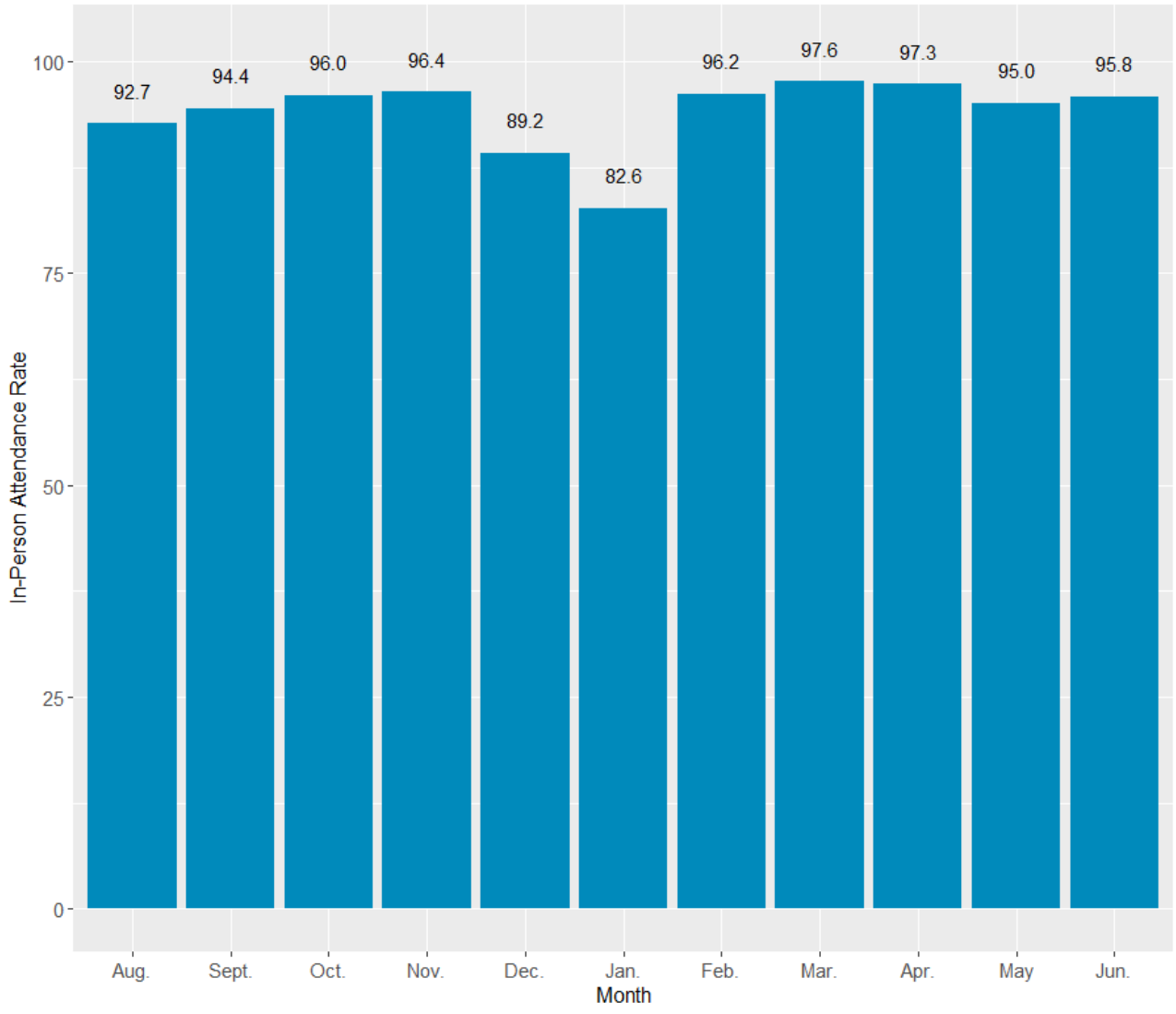


[29] Among an average of 17.4 days missed per compulsory age student in 2020-21, 15.3 days were unexcused. In the 2021-22 school year, 16.3 out of 24.6 missed days were unexcused.

In-Person Learning Rates by Month

In the 2021-22 school year, schools returned to mostly in-person instruction, but due to the continued risk and effects of the COVID-19 pandemic, schools also made use of distance learning when necessary (e.g., high numbers of teachers in quarantine made in-person instruction impracticable). OSSE created new attendance codes to track whether students were learning in-person or through distance instruction. Schools input these codes in their daily attendance tracking system and transmitted this information to OSSE. Figure 5 shows the percent of instructional days each month that had in-person attendance codes (including both present and absent codes). In August through November, more than 90 percent of school days were open for in-person learning. December and January saw a dip in in-person learning rates, coinciding with the peak of surge in the omicron COVID-19 variant. From February 2022 through the end of the school year, in-person learning rates recovered to rates of 95 percent and above. On average, students in the District experienced seven days of distance learning in the 2021-22 school year due to situational need.

Figure 5: School Year 2021-22 State-Level Rates of In-Person Learning Days, by Month



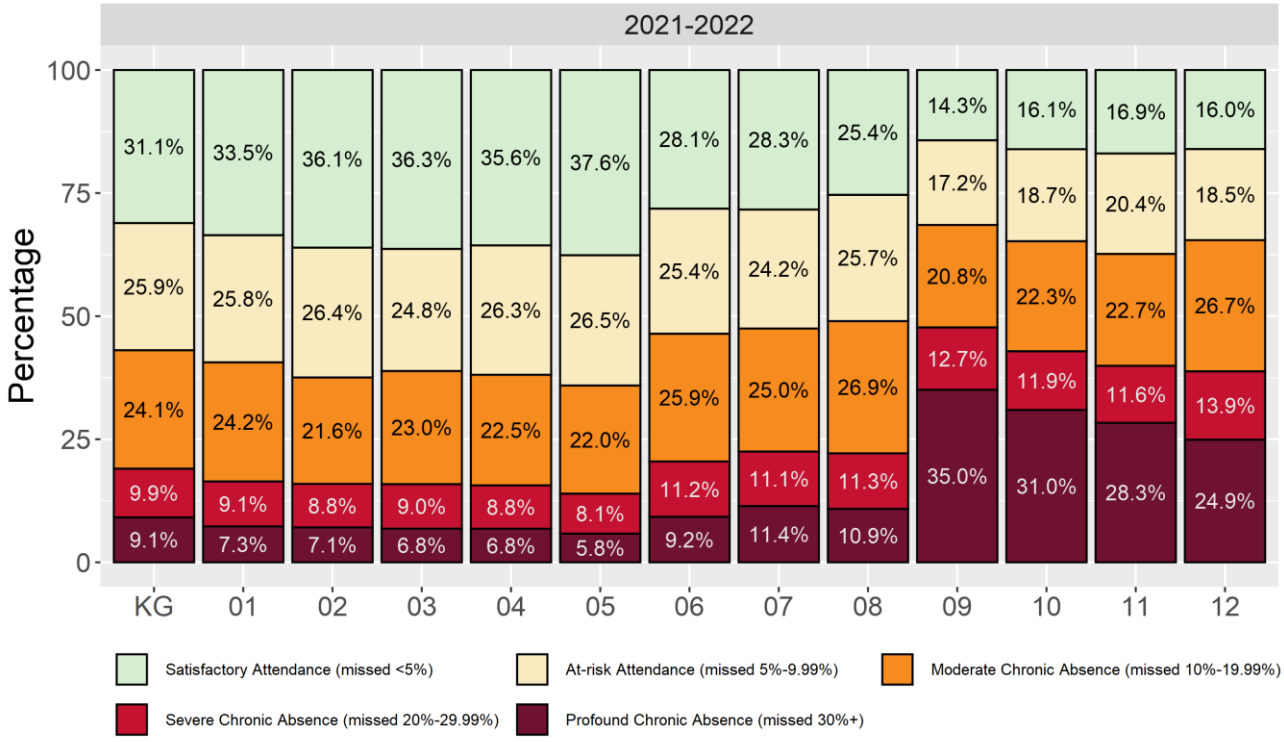
2021-22 Populations in Focus

Grade Level

Consistent with prior analyses of attendance, absenteeism in the 2021-22 school year is lower during elementary school, and then rises in middle and high school. Between kindergarten and fifth grade, satisfactory attendance ranged from 31 percent to 38 percent. In middle school, satisfactory attendance dropped to 25 percent by eighth grade. By ninth grade, satisfactory attendance fell to 14 percent. Chronic absenteeism ranged from 36 percent to 43 percent between kindergarten and fifth grade. In middle school, chronic absenteeism rose to 49 percent by 8th grade. Among all grade levels, ninth grade students report the highest levels of chronic absenteeism in the District; in the 2021-22 school year, about 69 percent of ninth grade students were chronically absent.

High school students have higher levels of chronic absenteeism than other students, and in the 2021-22 school year, the difference between grade bands increased. For reference, in the 2020-21 school year, high school students were 60 percent more likely to be chronically absent than younger students after accounting for other demographics, but in the 2021-22 school year, high school students were 150 percent more likely to be chronically absent (see Appendix E, Table E.1).

Figure 6: Absenteeism Risk Tiers, by Grade



Student Groups

Average chronic absenteeism and truancy rates vary between student demographic groups, including race/ethnicity groups, at-risk status, and gender identity. The likelihood of being chronically absent was three times as high for at-risk students than not-at-risk students in school year 2021-22 (see Table E.1 in Appendix E for all indicators included in this logistic regression model). If a student attended multiple schools in the school year, the likelihood of being chronically absent was 79 percent higher than those who only attended one school. High school students who were at least a year older than the expected age for their grade had nearly 2.3 times the likelihood of being chronically absent than high school students who were not overage when adjusting for other characteristics.

Consistent with prior years, Black or African American and Hispanic or Latino students were more likely to be truant than White students after adjusting for students' gender and other characteristics (see Table E.2 in Appendix E for all indicators included in this logistic regression model). Black or African American students were 8.9 times as likely to be truant as White students. Hispanic or Latino students were 5.8 times as likely to be truant as White students.

Relationship Between Attendance and PARCC Scores

After a two-year hiatus due to the COVID-19 pandemic, statewide assessments, including the Partnership for the Assessment of Readiness for College and Careers (PARCC) assessment, resumed in DC in the 2021-22 school year. Figures 7 and 8 display the distribution of students in all grade bands at each PARCC performance level in ELA and math. Level 1 indicates the lowest level of performance and level 5 indicates the highest level; levels 4 and 5 are considered proficient. Within each performance level, the stacked bars indicate the percentage of students who are chronically absent. In both figures, there is a clear relationship between chronic absenteeism and PARCC performance level. Chronically absent students make up the largest share of students scoring at performance levels 1 and 2, whereas not-chronically-absent students make up the largest share of students scoring at performance levels 3, 4, and 5. See Appendix C, figures C.14 and C.15 for further breakdowns by student at-risk status.

OSSE further investigated these relationships using linear regression to estimate the strength of the association between attendance and PARCC scale scores, adjusting for other student characteristics (see Appendix E, Tables E.3-E.6 for results and detailed discussion). The main findings include:

- For every 10-percentage-point increase in a student's in-seat attendance rate, the ELA PARCC scale score increased by 6 points and math PARCC scale score increased by 4 points, on average.[30]
- Students designated as at risk saw smaller gains in PARCC scores for each additional day of attendance.
- Students who scored highly on PARCC in 2018-19 also tended to have higher scores in the 2021-22 school year and saw greater gains in their 2021-22 PARCC score for each additional day of attendance than students who had low PARCC scores in 2018-19.

[30] For scale score to performance level conversion, see: https://osse.dc.gov/sites/default/files/dc/sites/osse/service_content/attachments/ELA%20PARCC%20Cut%20Scores.pdf (ELA) and https://osse.dc.gov/sites/default/files/dc/sites/osse/service_content/attachments/Math%20PARCC%20Cut%20Scores.pdf (Math)

Figure 7. PARCC ELA Performance Level, by Chronically Absent Status (All Grade Bands)

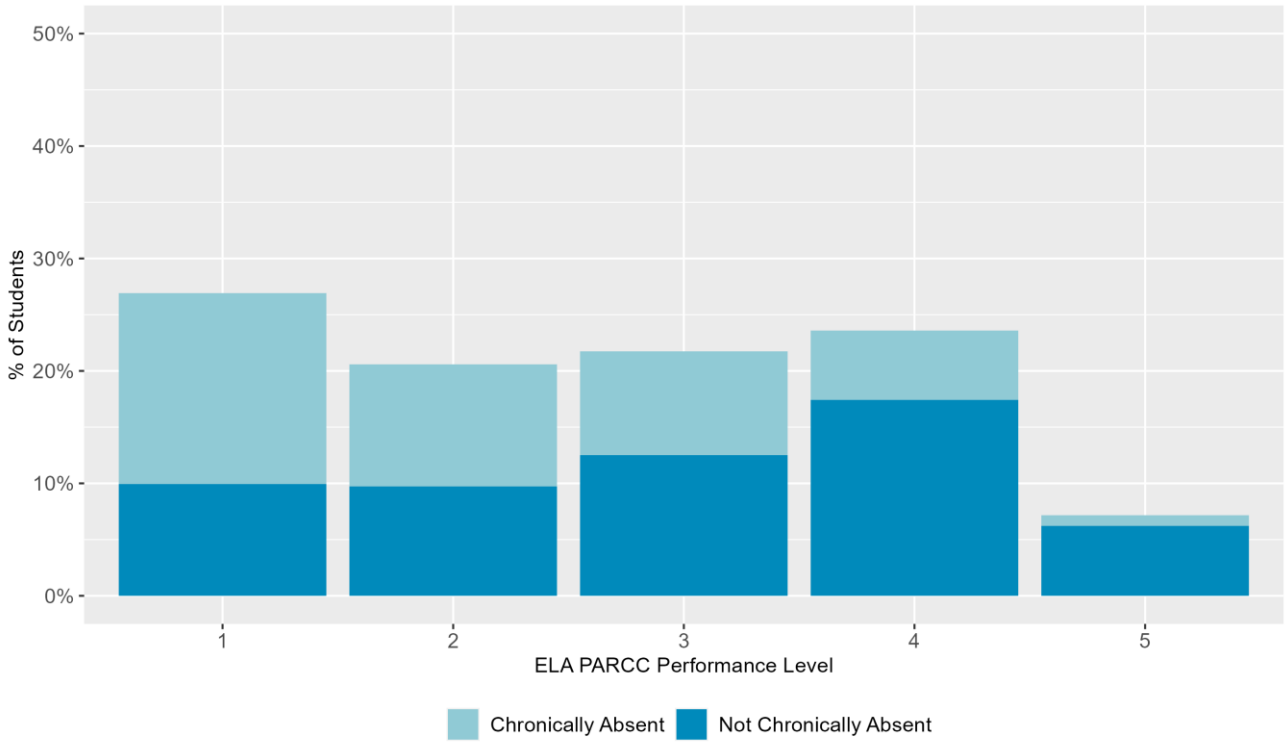
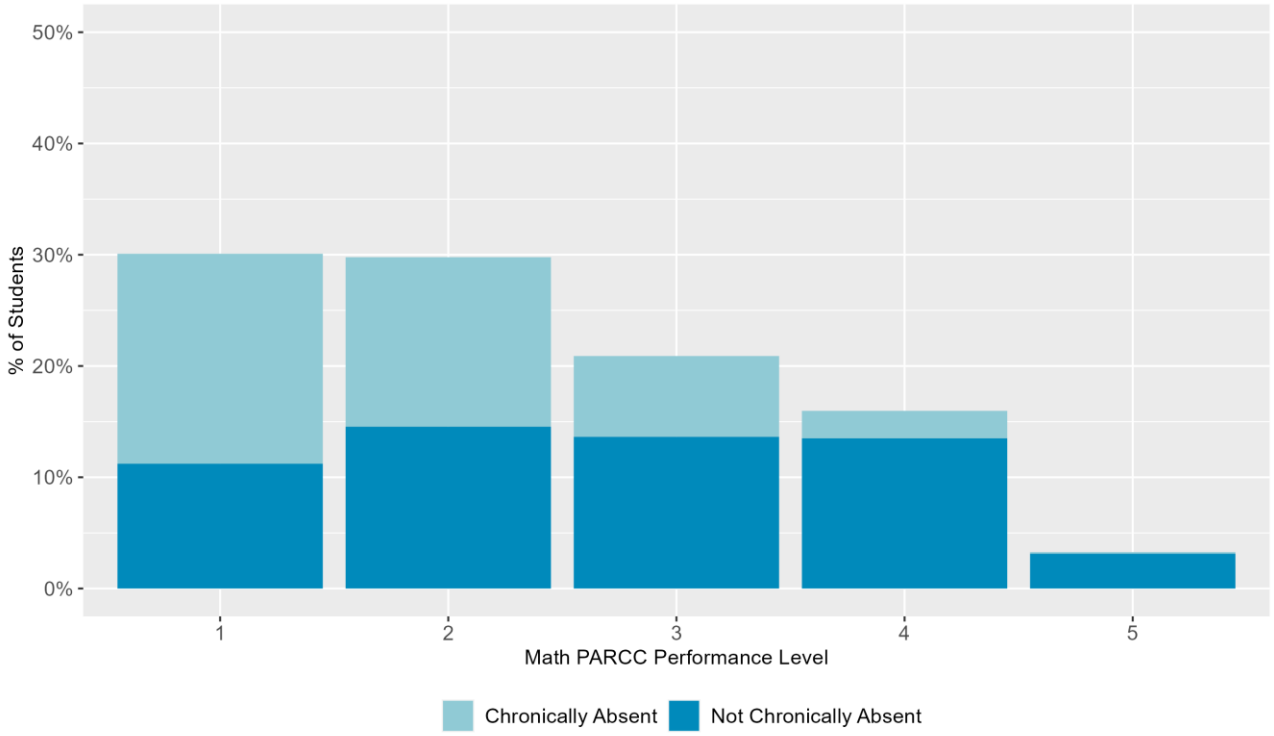


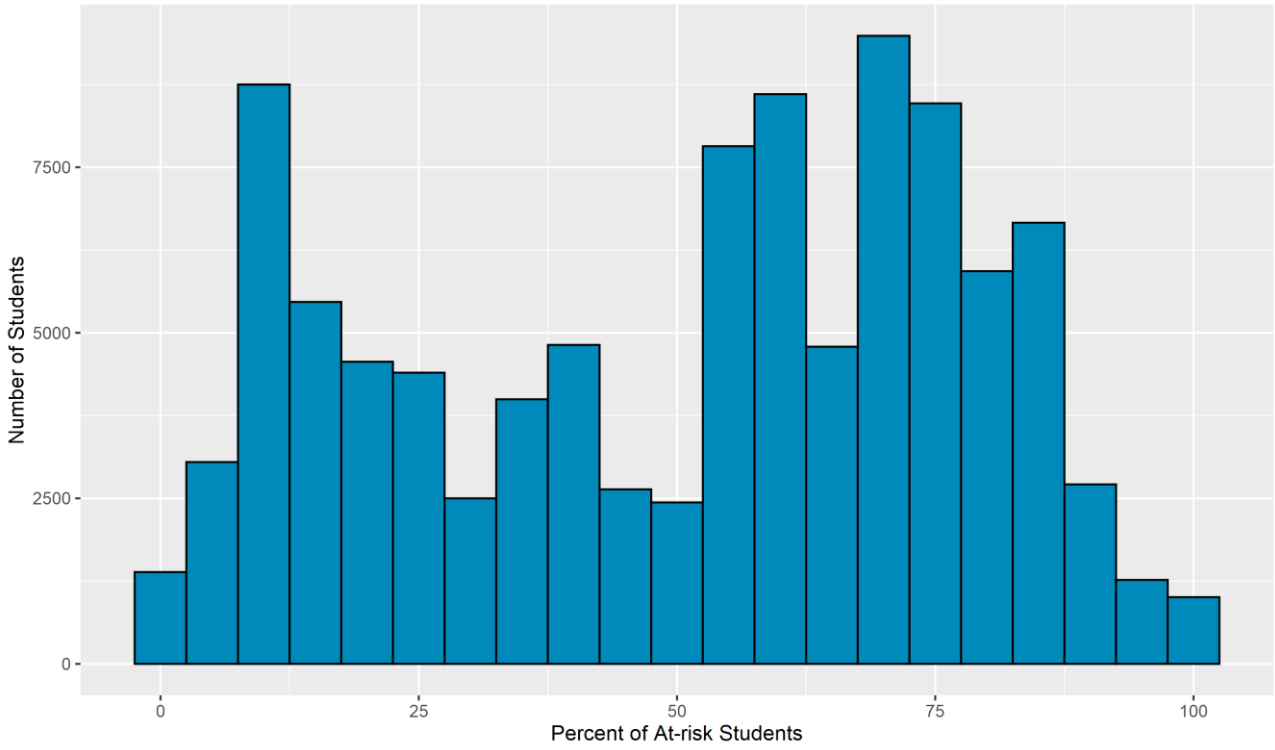
Figure 8. PARCC Math Performance Level, by Chronically Absent Status (All Grade Bands)



Relationship Between School-Level Percent At-Risk and Attendance

While PARCC scores represent one measurable outcome of attendance rates, it is equally important to understand factors that correlate with student attendance. In addition to the student-level factors that have been shown to predict absenteeism in DC schools year after year (such as at-risk status, grade level, and school transfer), school-level factors may also contribute to student attendance patterns. In DC, many students attend schools serving high numbers of at-risk students and many students attend schools serving low numbers of at-risk students, but fewer students attend schools that serve integrated populations of both at-risk and not-at-risk students. This is illustrated in Figure 9, which shows the distribution of students across schools serving different proportions of at-risk students.

Figure 9. Distribution of Students by School-Level Percent of Students At-Risk

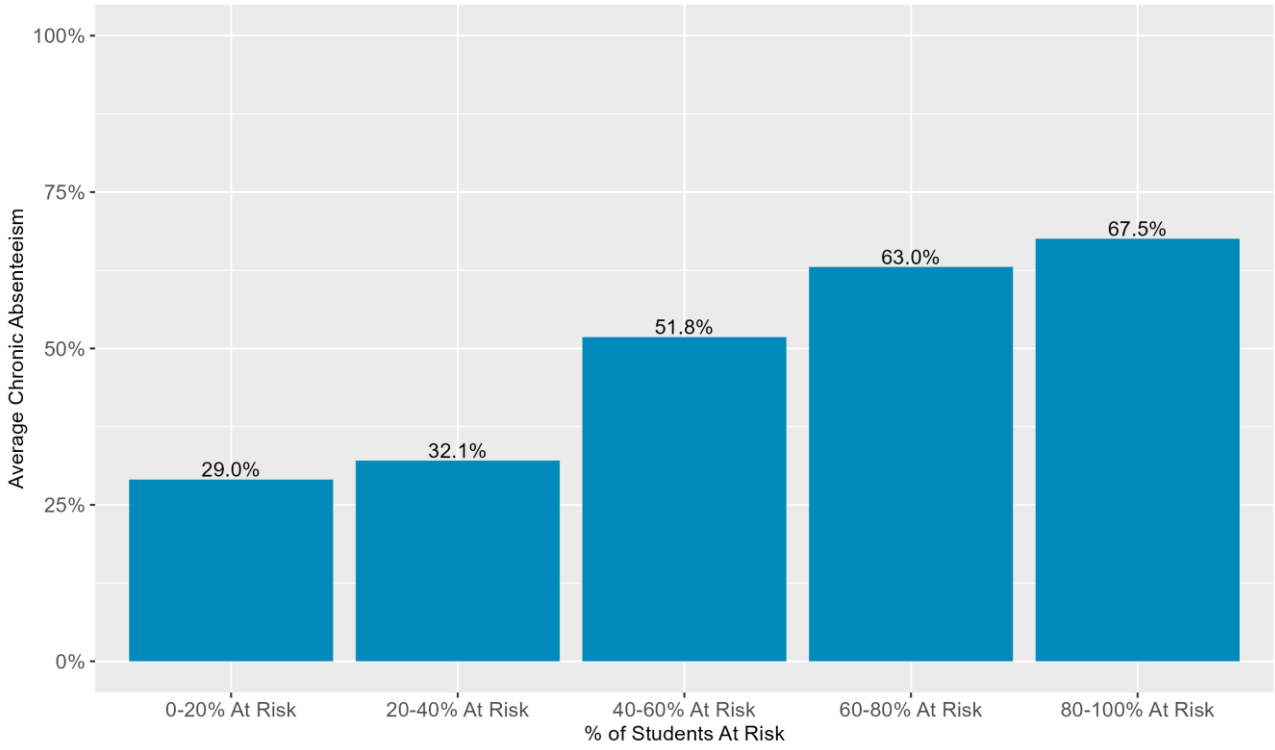


Absenteeism is higher at schools with higher concentrations of at-risk students. Figure 10 shows the average rate of chronic absenteeism for all students in schools serving progressively higher percentages of at-risk students. While at-risk students have higher rates of chronic absenteeism than not-at-risk students, on average, their rates of absenteeism are lower in schools that serve fewer at-risk students than in schools serving high percentages of at-risk students. OSSE used linear regression to estimate the strength of the association between a student's in-seat attendance rate and the percent of students who are at-risk at their school, adjusting for the student's own at-risk status and other characteristics (see Appendix E, Tables E.7 and E.8 for detailed results).

Every 10-percentage-point increase in the percent of at-risk students in a school is associated with an average decrease of 1.3 percentage points in an individual student's in-seat attendance rate, or about two fewer days present at school in a typical 180-day school year. For example, a student who attends a school where 50 percent of students are at-risk is present two fewer days than a similar student who attends a school where 40 percent of students are at-risk, on average.[31] A student who attends a school where 80 percent of students are at-risk is present for 12 fewer days than a similar student who attends a school where only 20 percent of students are at-risk, on average.

Students with lower academic achievement, at-risk students, and high school students have the greatest reductions in attendance at schools with high concentrations of students who are at-risk. This may be due to their need for additional supports and services that may be unmet due to high demands made on the school for such services. These results illustrate that schools serve different student populations and that inequality in the level of need between schools is associated with poorer attendance outcomes in schools that serve more disadvantaged populations. Thus, to address student absenteeism, schools serving higher concentrations of at-risk students need disproportionately higher attendance intervention resources and/or student populations need to be more evenly distributed across District schools.

Figure 10. Average Rates of Chronic Absenteeism by School-Level Percent of At-Risk Students



[31] "Similar students" are students who share all observable characteristics (race, at-risk status, gender, disability status, English learner status, grade level, and PARCC performance level).

Conclusion

While truancy rates increased modestly in the 2021-22 school year (from 39 percent to 42 percent), chronic absenteeism increased substantially in the 2021-22 school year (from 31 percent to 48 percent). This difference between chronic absenteeism and truancy rates was driven by a pronounced increase in excused absences, likely due to the impact of the COVID-19 pandemic as students resumed in-person learning.

PARCC assessment also resumed in the 2021-22 school year, allowing analysis of the relationship between attendance and PARCC scores. Higher rates of attendance were significantly related to higher PARCC scores, even when adjusting for other student characteristics. These results demonstrate the importance of school attendance for student learning and achievement.

Finally, this report examined the relationship between a student's in-seat attendance rate and the percent of students who are at-risk at their school. Increased concentrations of at-risk students increased chronic absenteeism, with significantly greater impacts identified for the already vulnerable at-risk student populations. This demonstrates that socioeconomic segregation is associated with lower student attendance for students designated as at-risk, which in turn is associated with lower achievement on PARCC assessments.

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

School	% Chronically Absent, 2020-21 (K-12)	% Chronically Absent, 2021-22 (K-12)	% Truant, 2020-21 (Compulsory Age)	% Truant, 2021-22 (Compulsory Age)
Achievement Preparatory Academy PCS - Wahler Place Elementary School	58.3%	65.4%	75.9%	75.2%
Aiton Elementary School	51.2%	52.0%	73.8%	58.9%
Amidon-Bowen Elementary School	19.6%	38.4%	32.3%	22.2%
Anacostia High School	76.3%	94.9%	84.6%	89.3%
AppleTree Early Learning Center PCS - Columbia Heights	N/A	N/A	N/A	N/A
AppleTree Early Learning Center PCS - Douglas Knoll	N/A	N/A	N/A	N/A
AppleTree Early Learning Center PCS - Lincoln Park	N/A	N/A	N/A	N/A
AppleTree Early Learning Center PCS - Oklahoma Avenue	N/A	N/A	N/A	N/A
AppleTree Early Learning Center PCS - Parklands at THEARC	N/A	N/A	N/A	N/A
AppleTree Early Learning Center PCS - Southwest	N/A	N/A	N/A	N/A
BASIS DC PCS	4.0%	19.1%	6.3%	8.7%
Ballou High School	66.9%	96.9%	75.2%	96.4%
Ballou STAY High School	98.9%	>=99%	76.5%	75.3%
Bancroft Elementary School	8.5%	8.2%	14.4%	6.5%
Bard High School Early College DC (Bard DC)	8.6%	67.1%	20.0%	72.4%
Barnard Elementary School	18.0%	35.3%	26.1%	13.6%
Beers Elementary School	34.0%	37.7%	48.3%	40.2%
Benjamin Banneker High School	1.4%	16.7%	3.5%	9.9%
Breakthrough Montessori PCS	42.1%	37.1%	45.3%	21.5%
Brent Elementary School	3.8%	8.4%	5.3%	6.8%
Bridges PCS	44.7%	60.8%	54.6%	42.6%
Brightwood Elementary School	13.5%	33.5%	21.9%	31.8%
Brookland Middle School	10.9%	32.8%	17.3%	11.0%
Browne Education Campus	20.8%	57.1%	36.3%	34.4%
Bruce-Monroe Elementary School @ Park View	16.9%	21.0%	29.0%	16.6%
Bunker Hill Elementary School	26.4%	37.0%	25.0%	34.9%
Burroughs Elementary School	23.8%	30.4%	33.7%	35.1%

School	% Chronically Absent, 2020-21 (K-12)	% Chronically Absent, 2021-22 (K-12)	% Truant, 2020-21 (Compulsory Age)	% Truant, 2021-22 (Compulsory Age)
Burrville Elementary School	63.3%	44.7%	79.5%	34.4%
C.W. Harris Elementary School	34.0%	46.2%	48.8%	45.0%
Capital City PCS - High School	23.9%	39.8%	34.2%	31.1%
Capital City PCS - Lower School	16.4%	42.7%	15.6%	42.2%
Capital City PCS - Middle School	17.2%	31.5%	26.5%	32.1%
Capital Village PCS	30.8%	68.5%	25.0%	50.6%
Capitol Hill Montessori School @ Logan	17.1%	21.9%	36.5%	19.1%
Cardozo Education Campus	52.3%	75.6%	66.4%	77.4%
Cedar Tree Academy PCS	36.3%	46.3%	53.7%	62.9%
Center City PCS - Brightwood	1.8%	5.4%	7.3%	2.3%
Center City PCS - Capitol Hill	39.0%	71.6%	54.0%	77.9%
Center City PCS - Congress Heights	19.3%	36.7%	27.8%	63.3%
Center City PCS - Petworth	18.9%	33.0%	33.0%	32.1%
Center City PCS - Shaw	34.2%	66.5%	50.8%	54.9%
Center City PCS - Trinidad	26.0%	72.2%	49.5%	81.8%
Cesar Chavez Public Charter Schools for Public Policy	28.5%	68.6%	30.0%	50.0%
Cleveland Elementary School	23.9%	24.3%	44.4%	10.5%
Columbia Heights Education Campus	40.8%	73.1%	51.0%	73.1%
Coolidge High School	61.3%	79.9%	71.1%	80.5%
Creative Minds International PCS	14.3%	38.5%	23.1%	44.8%
DC Bilingual PCS	38.6%	32.0%	57.5%	21.6%
DC Prep PCS - Anacostia Elementary School	52.5%	34.5%	63.1%	30.1%
DC Prep PCS - Anacostia Middle School	21.8%	43.4%	35.9%	61.4%
DC Prep PCS - Benning Elementary School	52.2%	46.0%	62.8%	64.2%
DC Prep PCS - Benning Middle School	25.0%	46.9%	42.0%	61.4%
DC Prep PCS - Edgewood Elementary School	28.1%	41.8%	43.0%	55.2%
DC Prep PCS - Edgewood Middle School	19.3%	35.2%	36.5%	54.2%
DC Scholars PCS	34.3%	73.8%	50.7%	83.6%
Deal Middle School	4.4%	17.8%	9.8%	11.6%
Digital Pioneers Academy PCS - Capitol Hill	N/A	98.3%	N/A	95.8%
Digital Pioneers Academy PCS - Johenning	15.4%	96.2%	27.0%	98.0%
District of Columbia International School	3.2%	28.0%	2.0%	19.5%
Dorothy I. Height Elementary School	20.4%	32.0%	32.2%	23.0%
Drew Elementary School	63.0%	52.4%	73.5%	44.1%
Duke Ellington School of the Arts	27.7%	59.0%	43.6%	52.3%
Dunbar High School	69.6%	94.3%	77.8%	88.3%
E.L. Haynes PCS - Elementary School	18.1%	44.4%	32.7%	36.0%

School	% Chronically Absent, 2020-21 (K-12)	% Chronically Absent, 2021-22 (K-12)	% Truant, 2020-21 (Compulsory Age)	% Truant, 2021-22 (Compulsory Age)
E.L. Haynes PCS - High School	43.6%	68.9%	59.7%	53.7%
E.L. Haynes PCS - Middle School	28.9%	53.3%	47.9%	39.4%
Eagle Academy PCS - Capitol Riverfront	50.9%	54.9%	43.0%	50.0%
Eagle Academy PCS - Congress Heights	66.5%	59.0%	38.0%	33.6%
Early Childhood Academy PCS	43.5%	63.8%	49.7%	54.6%
Eastern High School	56.1%	85.9%	68.2%	83.8%
Eaton Elementary School	5.3%	13.1%	7.0%	6.5%
Eliot-Hine Middle School	29.7%	49.4%	53.8%	55.6%
Elsie Whitlow Stokes Community Freedom PCS - Brookland	12.5%	16.1%	18.3%	15.7%
Elsie Whitlow Stokes Community Freedom PCS - East End	12.9%	36.7%	22.6%	41.1%
Excel Academy	25.9%	61.3%	31.1%	44.0%
Friendship PCS - Armstrong Elementary	32.6%	48.2%	37.2%	62.0%
Friendship PCS - Armstrong Middle	32.7%	52.1%	34.1%	70.8%
Friendship PCS - Blow Pierce Elementary	42.6%	60.1%	61.8%	76.5%
Friendship PCS - Blow Pierce Middle	36.1%	61.4%	44.9%	70.4%
Friendship PCS - Chamberlain Elementary	31.5%	60.3%	28.7%	50.8%
Friendship PCS - Chamberlain Middle	29.7%	59.2%	28.1%	59.8%
Friendship PCS - Collegiate Academy	27.9%	45.4%	41.1%	31.8%
Friendship PCS - Ideal Elementary	50.0%	49.4%	26.7%	52.9%
Friendship PCS - Ideal Middle	37.1%	55.0%	22.6%	66.3%
Friendship PCS - Online Academy	2.3%	1.9%	3.0%	2.0%
Friendship PCS - Southeast Elementary	43.3%	70.6%	54.2%	80.6%
Friendship PCS - Southeast Middle	40.4%	50.7%	60.2%	69.5%
Friendship PCS - Technology Preparatory High School	19.4%	46.9%	23.8%	40.1%
Friendship PCS - Woodridge International Elementary	19.1%	41.1%	30.8%	56.9%
Friendship PCS - Woodridge International Middle	30.3%	34.6%	41.0%	43.8%
Garfield Elementary School	52.6%	63.4%	69.5%	51.6%
Garrison Elementary School	39.0%	18.3%	55.1%	12.5%
Girls Global Academy PCS	22.9%	63.6%	28.6%	55.6%
Global Citizens PCS	N/A	N/A	N/A	n<10
Goodwill Excel Center PCS	83.3%	90.1%	35.7%	40.4%
H.D. Cooke Elementary School	22.7%	27.0%	44.5%	21.6%
H.D. Woodson High School	72.2%	91.3%	81.0%	89.7%
Hardy Middle School	11.4%	26.9%	24.9%	19.9%

School	% Chronically Absent, 2020-21 (K-12)	% Chronically Absent, 2021-22 (K-12)	% Truant, 2020-21 (Compulsory Age)	% Truant, 2021-22 (Compulsory Age)
Harmony DC PCS - School of Excellence	41.2%	81.6%	48.7%	37.2%
Hart Middle School	35.5%	41.6%	54.6%	39.5%
Hearst Elementary School	5.4%	6.3%	6.8%	<=1%
Hendley Elementary School	65.8%	62.5%	82.0%	65.9%
Hope Community PCS – Tolson	52.9%	78.1%	65.3%	32.8%
Houston Elementary School	49.0%	43.8%	62.6%	42.0%
Howard University Middle School of Mathematics and Science PCS	27.8%	28.5%	59.1%	39.9%
Hyde-Addison Elementary School	11.7%	17.3%	19.9%	15.1%
I Dream PCS	80.8%	87.2%	82.1%	59.6%
IDEA PCS	38.4%	59.6%	48.5%	53.3%
Ida B. Wells Middle School	17.1%	46.3%	24.7%	47.8%
Ingenuity Prep PCS	38.9%	60.1%	58.4%	66.8%
Inspired Teaching Demonstration PCS	18.2%	30.2%	22.9%	11.4%
J.O. Wilson Elementary School	30.9%	31.4%	49.9%	11.1%
Janney Elementary School	3.0%	3.2%	3.1%	<=1%
Jefferson Middle School Academy	25.7%	58.8%	48.6%	62.8%
John Lewis Elementary School	18.0%	30.2%	24.4%	31.8%
Johnson Middle School	44.5%	57.9%	65.7%	66.6%
KIPP DC - AIM Academy PCS	28.8%	81.6%	41.6%	51.8%
KIPP DC - Arts and Technology Academy PCS	46.1%	76.5%	51.0%	65.3%
KIPP DC - College Preparatory PCS	44.8%	80.8%	29.9%	61.6%
KIPP DC - Connect Academy PCS	30.5%	93.1%	37.1%	48.5%
KIPP DC - Discover Academy PCS	41.4%	83.6%	46.2%	50.8%
KIPP DC - Grow Academy PCS	30.1%	87.3%	43.7%	56.9%
KIPP DC - Heights Academy PCS	45.5%	89.9%	54.3%	57.4%
KIPP DC - Honor Academy PCS	22.0%	79.4%	32.5%	47.0%
KIPP DC - Inspire Academy PCS	N/A	67.9%	N/A	30.9%
KIPP DC - KEY Academy PCS	36.3%	85.4%	53.3%	49.2%
KIPP DC - LEAP Academy PCS	N/A	N/A	N/A	N/A
KIPP DC - Lead Academy PCS	29.7%	74.2%	40.0%	45.7%
KIPP DC - Legacy College Preparatory PCS	63.6%	85.4%	28.3%	27.1%
KIPP DC - Northeast Academy PCS	63.3%	85.9%	24.1%	65.4%
KIPP DC - Pride Academy PCS	N/A	72.3%	N/A	28.3%
KIPP DC - Promise Academy PCS	37.2%	70.6%	47.7%	35.0%
KIPP DC - Quest Academy PCS	33.1%	86.8%	43.8%	64.8%
KIPP DC - Spring Academy PCS	21.3%	78.5%	26.6%	34.8%
KIPP DC - Valor Academy PCS	25.0%	90.8%	28.0%	76.0%

School	% Chronically Absent, 2020-21 (K-12)	% Chronically Absent, 2021-22 (K-12)	% Truant, 2020-21 (Compulsory Age)	% Truant, 2021-22 (Compulsory Age)
KIPP DC - WILL Academy PCS	25.5%	80.8%	43.8%	50.2%
Kelly Miller Middle School	57.9%	81.9%	78.2%	90.4%
Ketcham Elementary School	53.0%	54.3%	70.4%	57.9%
Key Elementary School	9.4%	6.2%	13.0%	2.7%
Kimball Elementary School	62.2%	59.1%	79.7%	73.7%
King Elementary School	45.7%	69.4%	59.7%	76.0%
Kingsman Academy PCS	73.4%	66.7%	22.6%	22.0%
Kramer Middle School	71.3%	87.7%	89.0%	93.2%
LEARN DC PCS	N/A	26.4%	N/A	9.0%
LaSalle-Backus Elementary School	28.6%	32.3%	36.5%	29.7%
Lafayette Elementary School	6.7%	5.0%	15.2%	<=1%
Langdon Elementary School	29.5%	48.9%	48.8%	44.7%
Langley Elementary School	45.1%	41.9%	64.7%	52.5%
Latin American Montessori Bilingual PCS	9.3%	18.2%	20.2%	40.6%
Lawrence E. Boone Elementary School	50.1%	47.2%	67.4%	36.8%
Leckie Education Campus	46.4%	49.4%	64.6%	58.5%
Lee Montessori PCS - Brookland	15.9%	20.8%	26.1%	18.0%
Lee Montessori PCS - East End	70.8%	58.2%	66.7%	59.7%
Ludlow-Taylor Elementary School	29.0%	15.1%	45.4%	15.9%
Luke C. Moore High School	98.4%	94.0%	76.4%	75.2%
MacFarland Middle School	33.0%	47.4%	48.0%	47.8%
Malcolm X Elementary School @ Green	71.9%	60.8%	87.0%	51.0%
Mann Elementary School	6.6%	5.4%	12.5%	1.5%
Marie Reed Elementary School	15.4%	20.7%	25.3%	14.6%
Mary McLeod Bethune Day Academy PCS	38.3%	60.4%	23.2%	32.1%
Maury Elementary School	6.0%	9.0%	10.3%	8.5%
Maya Angelou PCS - Academy at DC Jail	N/A	53.6%	N/A	n<10
Maya Angelou PCS - High School	72.0%	68.6%	51.8%	41.3%
McKinley Middle School	22.3%	65.7%	41.8%	64.4%
McKinley Technology High School	7.4%	49.0%	17.2%	46.5%
Meridian PCS	28.8%	62.1%	19.7%	25.2%
Military Road Early Learning Center	N/A	N/A	N/A	N/A
Miner Elementary School	40.8%	47.3%	56.2%	40.6%
Monument Academy PCS	48.5%	48.3%	67.3%	47.5%
Moten Elementary School	47.1%	54.1%	63.8%	50.8%
Mundo Verde Bilingual PCS - Calle Ocho	13.2%	21.9%	27.6%	14.1%
Mundo Verde Bilingual PCS - J.F. Cook	20.8%	34.4%	27.4%	22.9%

School	% Chronically Absent, 2020-21 (K-12)	% Chronically Absent, 2021-22 (K-12)	% Truant, 2020-21 (Compulsory Age)	% Truant, 2021-22 (Compulsory Age)
Murch Elementary School	3.5%	9.1%	5.3%	4.2%
Nalle Elementary School	54.8%	49.0%	73.9%	51.1%
Noyes Elementary School	45.6%	46.2%	50.0%	36.9%
Oyster-Adams Bilingual School	2.1%	6.3%	2.6%	2.3%
Patterson Elementary School	65.4%	64.2%	78.7%	72.0%
Paul PCS - International High School	46.1%	51.1%	26.0%	25.5%
Paul PCS - Middle School	18.5%	36.9%	17.0%	16.0%
Payne Elementary School	22.5%	25.8%	32.9%	20.0%
Peabody Elementary School (Capitol Hill Cluster)	14.6%	6.3%	38.9%	<=5%
Perry Street Preparatory PCS	26.8%	46.4%	25.3%	39.9%
Phelps Architecture, Construction and Engineering High School	12.4%	56.5%	19.6%	31.7%
Plummer Elementary School	62.6%	48.2%	72.3%	22.1%
Powell Elementary School	12.3%	14.3%	27.4%	12.1%
Randle Highlands Elementary School	52.4%	26.6%	73.6%	12.3%
Raymond Elementary School	34.9%	28.9%	54.1%	19.1%
Richard Wright PCS for Journalism and Media Arts	20.3%	8.9%	14.8%	5.7%
River Terrace Education Campus	50.0%	49.2%	66.7%	47.9%
Rocketship PCS - Infinity Community Prep	44.8%	55.3%	40.2%	48.0%
Rocketship PCS - Legacy Prep	52.4%	86.1%	67.0%	86.1%
Rocketship PCS - Rise Academy	60.3%	82.1%	71.1%	86.6%
Ron Brown College Preparatory High School	45.5%	76.9%	64.4%	67.3%
Roosevelt High School	53.8%	81.2%	64.0%	77.9%
Roosevelt STAY High School	94.1%	96.9%	72.2%	63.9%
Roots PCS	14.6%	29.9%	<=5%	<=5%
Ross Elementary School	1.9%	5.3%	2.5%	5.3%
SEED PCS of Washington DC	24.8%	97.2%	33.3%	54.1%
Savoy Elementary School	83.0%	71.2%	94.2%	76.0%
School Without Walls @ Francis-Stevens	19.1%	22.0%	34.1%	16.1%
School Without Walls High School	2.5%	30.1%	<=1%	2.3%
School-Within-School @ Goding	4.2%	6.5%	8.7%	3.6%
Seaton Elementary School	16.4%	28.0%	23.6%	24.0%
Sela PCS	11.4%	35.0%	7.8%	3.1%
Shepherd Elementary School	9.2%	5.8%	20.6%	4.4%
Shining Stars Montessori Academy PCS	22.6%	30.5%	22.2%	13.8%
Simon Elementary School	55.0%	61.0%	69.7%	67.3%

School	% Chronically Absent, 2020-21 (K-12)	% Chronically Absent, 2021-22 (K-12)	% Truant, 2020-21 (Compulsory Age)	% Truant, 2021-22 (Compulsory Age)
Smothers Elementary School	58.2%	65.3%	73.4%	64.0%
Social Justice PCS	42.3%	48.2%	36.5%	56.3%
Sousa Middle School	20.0%	56.7%	31.9%	68.5%
St. Coletta Special Education PCS	63.9%	89.6%	60.9%	23.9%
Stanton Elementary School	56.0%	63.3%	74.2%	76.7%
Statesmen College Preparatory Academy for Boys PCS	11.8%	9.5%	16.7%	20.9%
Stoddert Elementary School	7.7%	8.1%	9.5%	2.0%
Stuart-Hobson Middle School (Capitol Hill Cluster)	14.9%	32.0%	27.7%	32.6%
Takoma Elementary School	37.5%	31.7%	53.4%	21.3%
Thaddeus Stevens Early Learning Center	N/A	N/A	N/A	n<10
The Children's Guild DC PCS	70.0%	95.6%	80.2%	93.0%
The Sojourner Truth School PCS	29.3%	65.8%	34.8%	53.5%
Thomas Elementary School	51.4%	48.3%	69.0%	22.6%
Thomson Elementary School	3.1%	17.9%	9.6%	10.7%
Thurgood Marshall Academy PCS	26.2%	35.4%	29.8%	<=1%
Truesdell Elementary School	16.8%	38.6%	27.2%	16.9%
Tubman Elementary School	36.3%	31.1%	46.0%	24.6%
Turner Elementary School	61.9%	54.2%	77.3%	68.6%
Two Rivers PCS - 4th Street	10.0%	25.6%	16.3%	19.4%
Two Rivers PCS - Young Elementary School	9.8%	23.7%	12.7%	22.4%
Two Rivers PCS - Young Middle School	9.6%	38.2%	17.3%	27.2%
Tyler Elementary School	26.2%	29.3%	33.6%	13.2%
Van Ness Elementary School	28.3%	27.4%	49.0%	25.5%
Walker-Jones Education Campus	28.5%	71.0%	42.8%	74.5%
Washington Global PCS	22.8%	35.2%	8.6%	20.0%
Washington Latin PCS - Middle School	5.5%	6.3%	11.7%	4.5%
Washington Latin PCS - Upper School	15.3%	17.2%	20.3%	11.7%
Washington Leadership Academy PCS	31.9%	72.2%	33.0%	75.3%
Washington Yu Ying PCS	11.9%	26.6%	24.9%	28.1%
Watkins Elementary School (Capitol Hill Cluster)	6.4%	6.0%	11.9%	4.4%
Wheatley Education Campus	42.8%	58.8%	55.1%	59.9%
Whittier Elementary School	26.7%	28.5%	39.9%	17.6%
Woodrow Wilson/ Jackson-Reed High School*	19.3%	53.2%	27.0%	45.0%

** The high school formerly known Woodrow Wilson changed its name to Jackson-Reed on March 15*

Appendix B: Data Methodology

Business Rules

I. State-level Truancy Rate
   a. Numerator: Number of compulsory-aged students who accumulate 10 or more full-day 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, and who was enrolled for at least 10 days during the school year
   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, and who was enrolled for at least 10 days at that school during the school year
   b. Denominator: Number of students enrolled at each respective school for at least 10 days during the school year

2021-22 List of Attendance Codes

The table below lists all attendance codes used in the 2021-22 school year and indicates whether they count toward the numerator for in-seat attendance, chronic absenteeism, and truancy.

ADT Value Descriptor	ADT Value	Full Description	Included in Chronic Absenteeism Numerator	Included in Truancy
Present Full - In Person	PFIP	The student is in attendance at expected periods of instruction at the educational institution in which the student was enrolled or in attendance at a school-approved activity. The instruction takes place when the student is physically present and is	NO	NO

ADT Value Descriptor	ADT Value	Full Description	Included in Chronic Absenteeism Numerator	Included in Truancy
		delivered by the school in which the student is enrolled.		
Present Full - Distance Learning Situational	PFDLS	The student is in attendance at the expected periods of instruction at the educational institution in which the student was enrolled or in attendance at a school-approved activity. The instruction takes place with the student not physically present due to a situational need (i.e., quarantining, etc.) and delivered by the school in which the student is enrolled.	NO	NO
Present Full - Distance Learning Medical Certification	PFDLMC	The student is in attendance at the expected periods of instruction at the educational institution in which the student was enrolled or in attendance at a school-approved activity. The instruction takes place with the student not physically present due to a medical exemption issued twice a year (the first exemption covers from the start of the school until Dec. 31 of the current school year and the second exemption covers from Jan. 1 to the end of the current school year) by the LEA and delivered by the school in which the student is enrolled.	NO	NO
Present Full - Distance Learning Routine	PFDLR	The student is in attendance at the expected periods of instruction at the educational institution in which the student was enrolled or in attendance at a school-approved activity. The instruction takes place with the student not physically present due to an approved distance learning program (i.e., virtual program, online program, etc.) and delivered by the school in which the student is enrolled.	NO	NO
Present Partial Excused - In Person	PPEIP	Presence of the student for more than 80 percent and less than 100 percent of the school day. The instruction takes place when the student is physically present and is delivered by the school in which the student is enrolled. This includes students who are minimally late to school, missing less than 20 percent of the school day with a valid excuse reason.	NO	NO
Present Partial Excused - Distance Learning Situational	PPEDLS	Presence of the student for more than 80 percent and less than 100 percent of the school day. The instruction takes place with the student not physically present due to a situational need (i.e., quarantining, etc.) and delivered by the school in which the student is enrolled. This includes students who are minimally late to	NO	NO

ADT Value Descriptor	ADT Value	Full Description	Included in Chronic Absenteeism Numerator	Included in Truancy
		school, missing less than 20 percent of the school day with a valid excuse reason.		
Present Partial Excused - Distance Learning Medical Certification	PPEDLMC	Presence of the student for more than 80 percent and less than 100 percent of the school day. The instruction takes place with the student not physically present due to a medical exemption issued twice a year (the first exemption covers from the start of the school until Dec. 31 of the current school year and the second exemption covers from Jan. 1 to the end of the current school year) by the LEA and delivered by the school in which the student is enrolled. This includes students who are minimally late to school, missing less than 20 percent of the school day with a valid excuse reason.	NO	NO
Present Partial Excused - Distance Learning Routine	PPEDLR	Presence of the student for more than 80 percent and less than 100 percent of the school day. The instruction takes place with the student not physically present due to an approved distance learning program (i.e., virtual program, online program, etc.) and delivered by the school in which the student is enrolled. This includes students who are minimally late to school, missing less than 20 percent of the school day with a valid excuse reason.	NO	NO
Present Partial Unexcused - In Person	PPUIP	Presence of the student for more than 80 percent and less than 100 percent of the school day. The instruction takes place when the student is physically present and is delivered by the school in which the student is enrolled. This includes students who are minimally late to school, missing less than 20 percent of the school day without a valid excuse reason.	NO	NO
Present Partial Unexcused - Distance Learning Situational	PPUDLS	Presence of the student for more than 80 percent and less than 100 percent of the school day. The instruction takes place with the student not physically present due to a situational need (i.e., quarantining, etc.) and delivered by the school in which the student is enrolled. This includes students who are minimally late to school, missing less than 20 percent of the school day without a valid excuse reason.	NO	NO

ADT Value Descriptor	ADT Value	Full Description	Included in Chronic Absenteeism Numerator	Included in Truancy
Present Partial Unexcused - Distance Learning Medical Certification	PPUDLMC	Presence of the student for more than 80 percent and less than 100 percent of the school day. The instruction takes place with the student not physically present due to a medical exemption issued twice a year (the first exemption covers from the start of the school until Dec. 31 of the current school year and the second exemption covers from Jan. 1 to the end of the current school year) by the LEA and delivered by the school in which the student is enrolled. This includes students who are minimally late to school, missing less than 20 percent of the school day without a valid excuse reason.	NO	NO
Present Partial Unexcused - Distance Learning Routine	PPUDLR	Presence of the student for more than 80 percent and less than 100 percent of the school day. The instruction takes place with the student not physically present due to an approved distance learning program (i.e., virtual program, online program, etc.) and delivered by the school in which the student is enrolled. This includes students who are minimally late to school, missing less than 20 percent of the school day without a valid excuse reason.	NO	NO
Absent Partial Excused - In Person	APEIP	Presence of the student for less than 80 percent of the school day with an LEA-approved excuse. This includes students who arrive on-time and stay for part of the school day but leave before the end of the school day with a valid excuse reason. The instruction takes place when the student is physically present and is delivered by the school in which the student is enrolled.	YES	NO
Absent Partial Excused - Distance Learning Situational	APEDLS	Presence of the student for less than 80 percent of the school day with an LEA-approved excuse. This includes students who arrive on-time and stay for part of the school day but leave before the end of the school day with a valid excuse reason. The instruction takes place with the student not physically present due to a situational need (i.e., quarantining, etc.) and delivered by the school in which the student is enrolled.	YES	NO
Absent Partial Excused - Distance Learning Medical Certification	APEDLMC	Presence of the student for less than 80 percent of the school day with an LEA-approved excuse. This includes students who arrive on-time and stay for part of the school day but leave before the end of the school day with a valid excuse reason. The instruction takes place with the student not	YES	NO

ADT Value Descriptor	ADT Value	Full Description	Included in Chronic Absenteeism Numerator	Included in Truancy
		physically present due to a medical exemption issued twice a year (the first exemption covers from the start of the school until Dec. 31 of the current school year and the second exemption covers from Jan. 1 to the end of the current school year) by the LEA and delivered by the school in which the student is enrolled.		
Absent Partial Excused - Distance Learning Routine	APEDLR	Presence of the student for less than 80 percent of the school day with an LEA-approved excuse. This includes students who arrive on-time and stay for part of the school day but leave before the end of the school day with a valid excuse reason. The instruction takes place with the student not physically present due to an approved distance learning program (i.e., virtual program, online program, etc.) and delivered by the school in which the student is enrolled.	YES	NO
Absent Partial Unexcused - In Person	APUIP	Presence of the student for less than 80 percent of the school day without an LEA-approved excuse. This includes students who arrive on-time and stay for part of the school day but leave before the end of the school day without a valid excuse reason. The instruction takes place when the student is physically present and is delivered by the school in which the student is enrolled.	YES	NO
Absent Partial Unexcused - Distance Learning Situational	APUDLS	Presence of the student for less than 80 percent of the school day without an LEA-approved excuse. This includes students who arrive on-time and stay for part of the school day but leave before the end of the school day without a valid excuse reason. The instruction takes place with the student not physically present due to a situational need (i.e., quarantining, etc.) and delivered by the school in which the student is enrolled.	YES	NO
Absent Partial Unexcused - Distance Learning Medical Certification	APUDLMC	Presence of the student for less than 80 percent of the school day without an LEA-approved excuse. This includes students who arrive on-time and stay for part of the school day but leave before the end of the school day without a valid excuse reason. The instruction takes place with the student not physically present due to a medical exemption issued twice a year (the first exemption covers from the start of the school until Dec. 31 of the current school year and the second exemption covers from Jan. 1 to the end of the current school year) by the LEA and delivered by the school in which the student is enrolled.	YES	NO

ADT Value Descriptor	ADT Value	Full Description	Included in Chronic Absenteeism Numerator	Included in Truancy
Absent Partial Unexcused - Distance Learning Routine	APUDLR	Presence of the student for less than 80 percent of the school day without an LEA-approved excuse. This includes students who arrive on-time and stay for part of the school day but leave before the end of the school day without a valid excuse reason. The instruction takes place with the student not physically present due to an approved distance learning program (i.e., virtual program, online program, etc.) and delivered by the school in which the student is enrolled.	YES	NO
Absent Full Excused - In Person	AFEIP	The student is not in attendance at the expected period of instruction at the educational institution in which the student was enrolled or in attendance at a school approved activity. The instruction would have taken place when the student would be physically present and delivered by the school in which the student is enrolled. The student has a valid excuse consistent with the LEA's policy.	YES	NO
Absent Full Excused - Distance Learning Situational	AFEDLS	The student is not in attendance at expected periods of instruction at the educational institution in which the student was enrolled or in attendance at a school-approved activity. The instruction that would have taken place would have occurred when the student was not physically present due to a situational need (i.e., quarantining, etc.) and delivered by the school in which the student is enrolled. The student had a valid excuse consistent with the LEA's policy.	YES	NO
Absent Full Excused - Distance Learning Medical Certification	AFEDLMC	The student is not in attendance at expected periods of instruction at the educational institution in which the student was enrolled or in attendance at a school-approved activity. The instruction that would have taken place would have occurred when the student was not physically present due to a medical exemption issued twice a year (the first exemption covers from the start of the school until Dec. 31 of the current school year and the second exemption covers from Jan. 1 to the end of the current school year) by the LEA and delivered by the school in which the student is enrolled. The student had a valid excuse consistent with the LEA's policy.	YES	NO
Absent Full Excused - Distance Learning Routine	AFEDLR	The student is not in attendance at expected periods of instruction at the educational institution in which the student was enrolled or in attendance at a school-approved activity. The instruction that would have taken place would have occurred when the student was not physically present due to an	YES	NO

ADT Value Descriptor	ADT Value	Full Description	Included in Chronic Absenteeism Numerator	Included in Truancy
		approved distance learning program (i.e., virtual program, online program, etc.) and delivered by the school in which the student is enrolled. The student had a valid excuse consistent with the LEA's policy.		
Absent Full Unexcused - In Person	AFUIP	The student is not in attendance at the expected period of instruction at the educational institution in which the student was enrolled or in attendance at a school approved activity. The instruction would have taken place when the student would be physically present and delivered by the school in which the student is enrolled. The student does not have a valid excuse consistent with the LEA's policy.	YES	YES
Absent Full Unexcused - Distance Learning Situational	AFUDLS	The student is not in attendance at expected periods of instruction at the educational institution in which the student was enrolled or in attendance at a school-approved activity. The instruction that would have taken place would have occurred when the student was not physically present due to a situational need (i.e., quarantining, etc.) and delivered by the school in which the student is enrolled. The student does not have a valid excuse consistent with the LEA's policy.	YES	YES
Absent Full Unexcused - Distance Learning Medical Certification	AFUDLMC	The student is not in attendance at expected periods of instruction at the educational institution in which the student was enrolled or in attendance at a school-approved activity. The instruction that would have taken place would have occurred when the student was not physically present due to a medical exemption issued twice a year (the first exemption covers from the start of the school until Dec. 31 of the current school year and the second exemption covers from Jan. 1 to the end of the current school year) by the LEA and delivered by the school in which the student is enrolled. The student does not have a valid excuse consistent with the LEA's policy.	YES	YES
Absent Full Unexcused - Distance Learning Routine	AFUDLR	The student is not in attendance at expected periods of instruction at the educational institution in which the student was enrolled or in attendance at a school-approved activity. The instruction that would have taken place would have occurred when the student was not physically present due to an approved distance learning program (i.e., virtual program, online program, etc.) and delivered by the school in which the student is enrolled. The student does not have a valid excuse consistent with the LEA's policy.	YES	YES

ADT Value Descriptor	ADT Value	Full Description	Included in Chronic Absenteeism Numerator	Included in Truancy
Excused Absence Immunization	AFEI	Attendance code for schools to use for non-compliant students who are removed from attendance after the 20-school day period has passed. This code will be counted by OSSE in the same manner as other unexcused absences.	YES	NO
Unexcused Absence Immunization	AFUI	Attendance code to use for students who were previously removed from school but are allowed to return after the school secures immunization certification. All “unexcused absences – immunization” days shall be reclassified as “excused absence – immunization” when the student returns.	YES	YES
Present - In School Suspension	PIS	Student is present for an in-school suspension and cannot participate in normal classroom setting for more than 40 percent of the school day but is eligible to receives related services. **NOTE**: This does not include detention or time-outs.	NO	NO
Absent - Out of School Suspension	AOS	Student is absent but due to an out of school suspension	YES	NO
Absent - Adult Ed No Session	ANS	**ADULT ED USE ONLY** - Student is not scheduled to attend school on an LEA instructional day. Data will reflect as Non-School Day for the student.	NO	NO
Non-School Day	NSD	Non-school day	NO	NO

Appendix C: Additional Figures

Figure C.1: Chronic Absenteeism and Truancy, by Level of Special Education Services, School Year 2021-2022

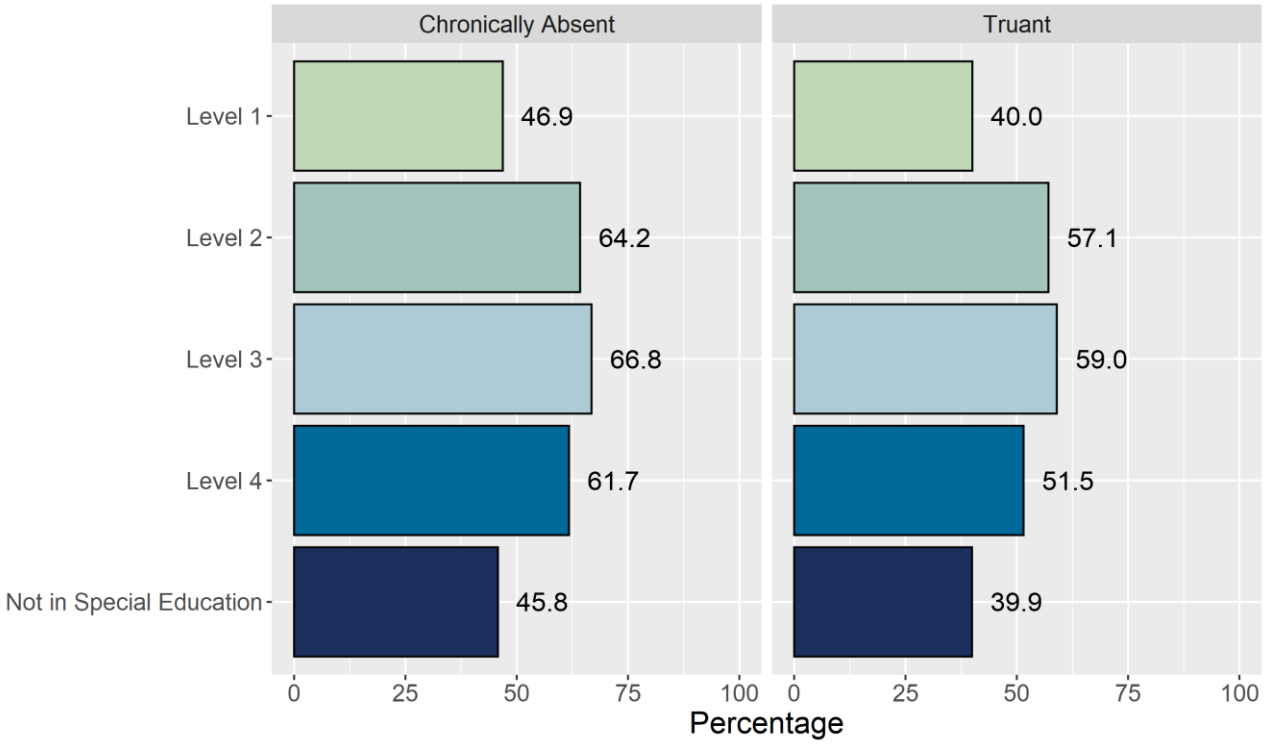


Figure C.2: Chronic Absenteeism and Truancy, by At-Risk Status

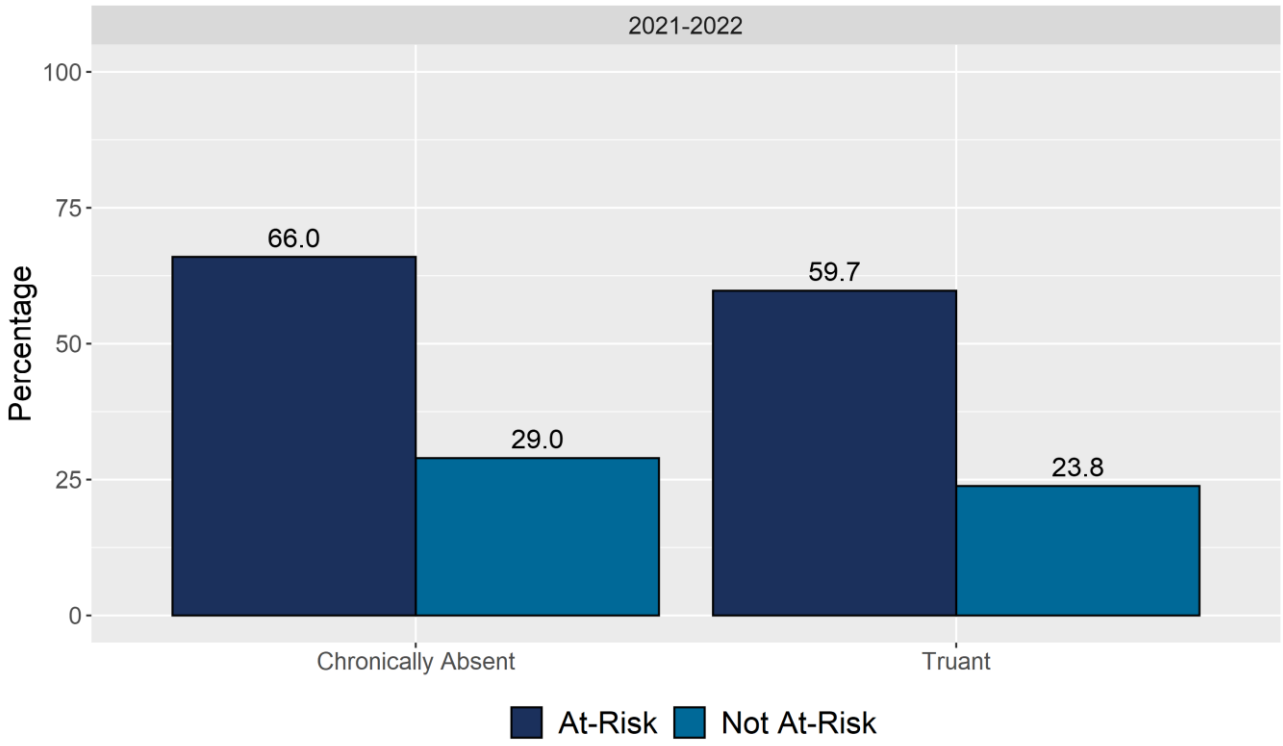


Figure C.3: Chronic Absenteeism and Truancy, by TANF/SNAP Eligibility

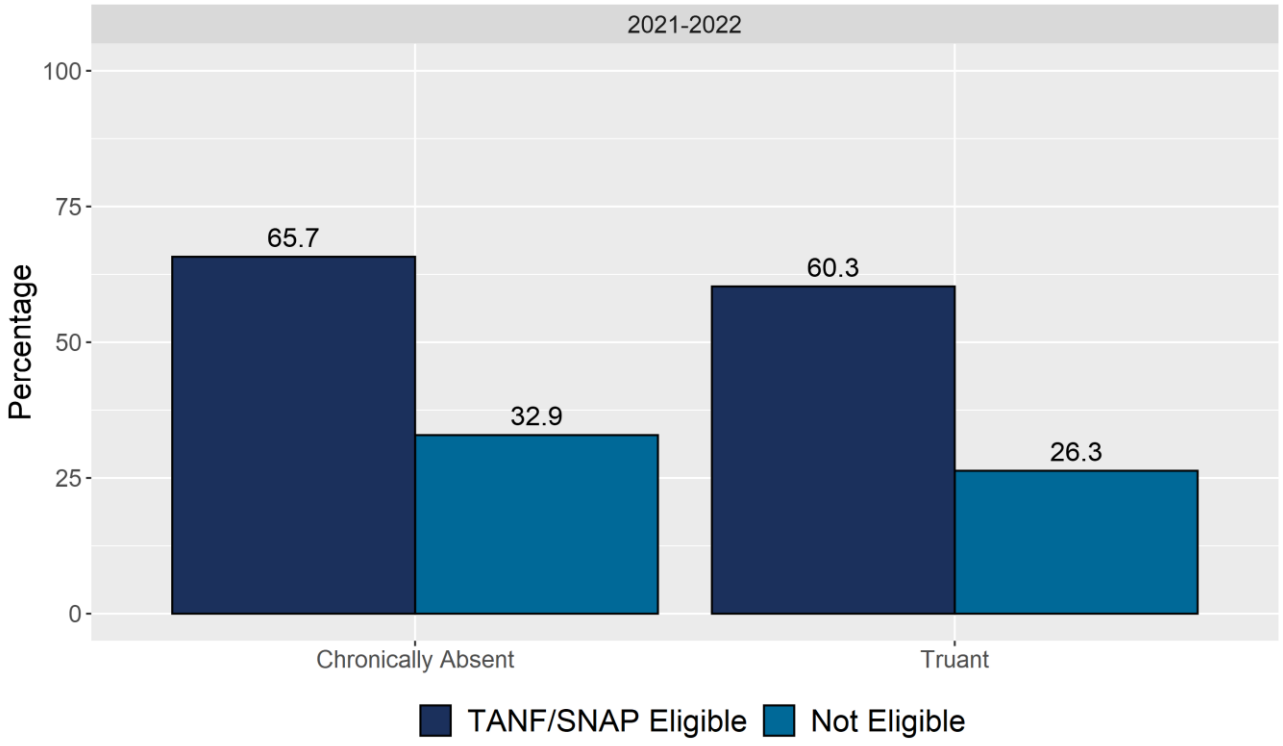


Figure C.4: Chronic Absenteeism and Truancy, by CFSA Status

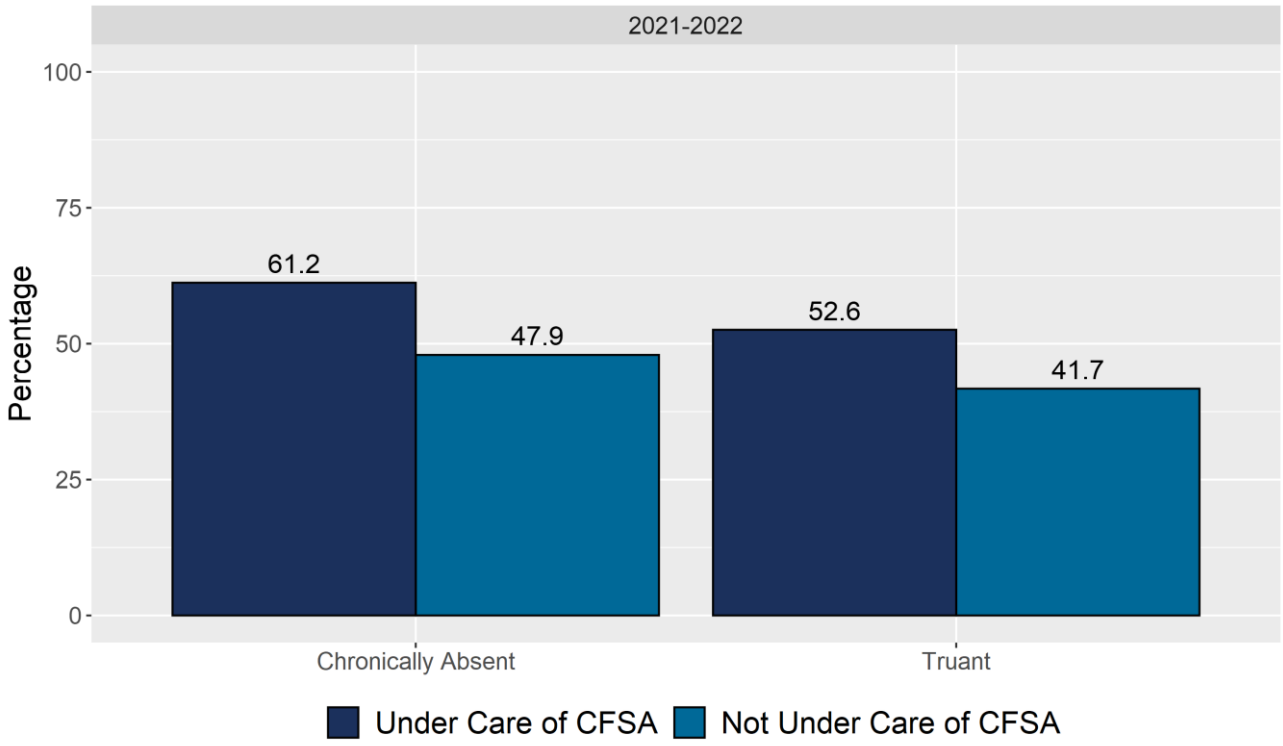


Figure C.5: Chronic Absenteeism and Truancy, by Homeless Status

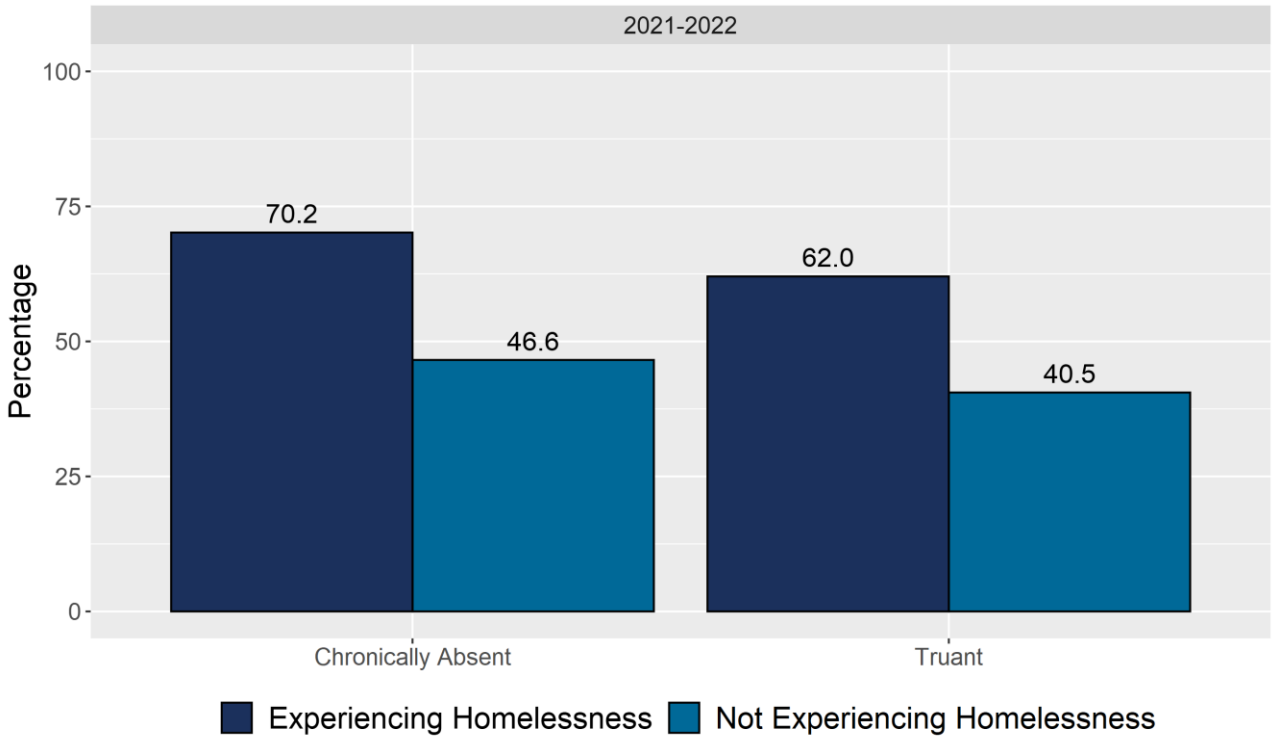


Figure C.6: Chronic Absenteeism and Truancy, by Overage Status

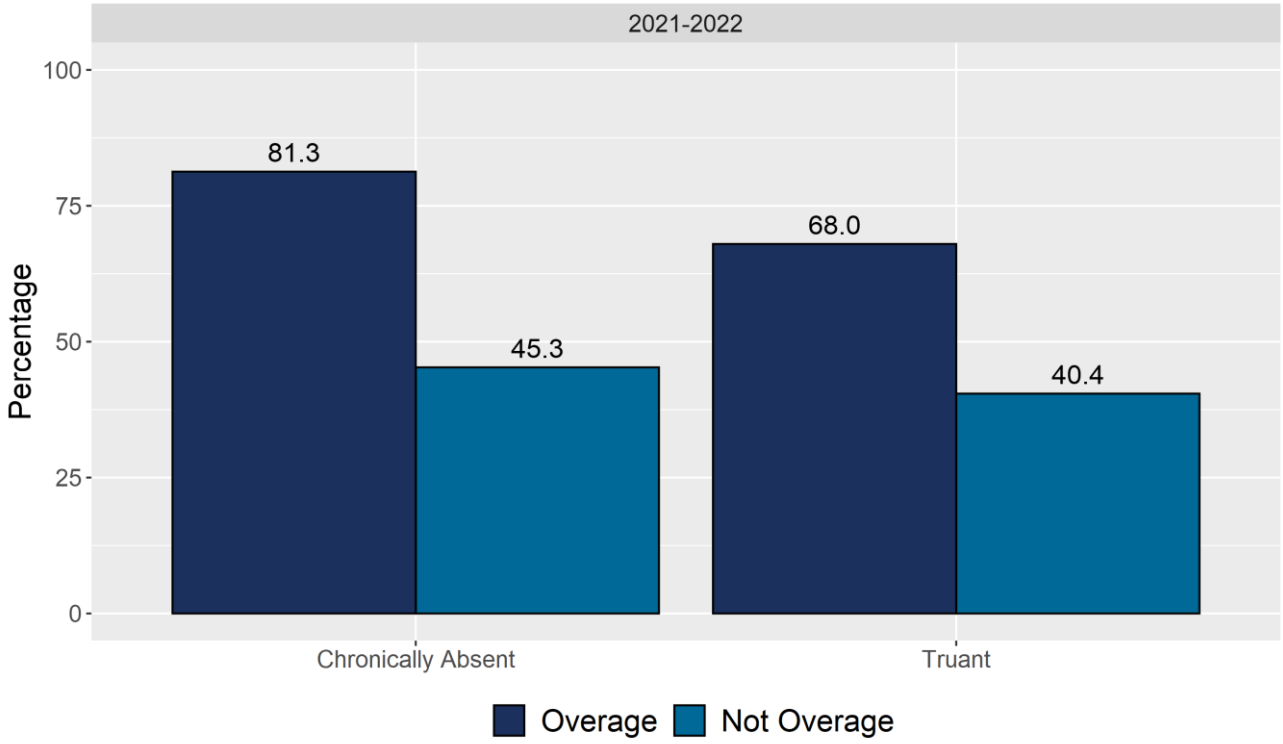


Figure C.7 Chronic Absenteeism and Truancy, by English Learner Status

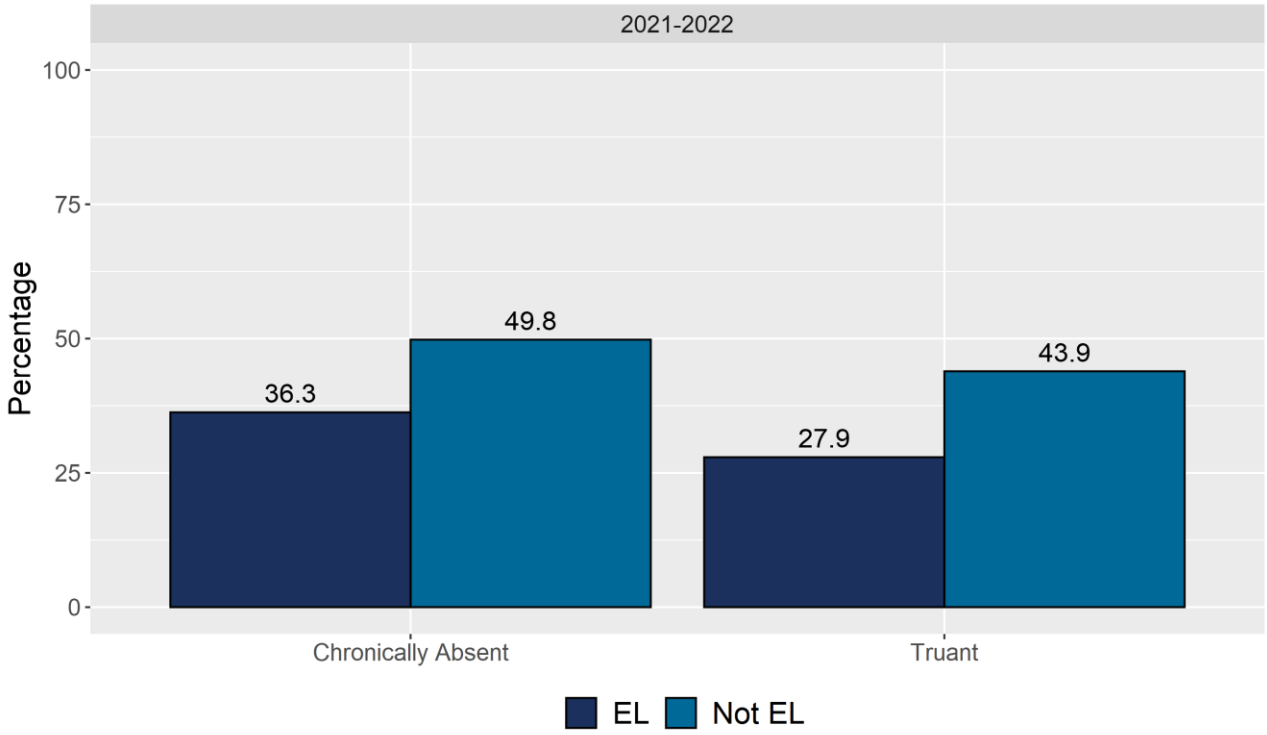


Figure C.8: Chronic Absenteeism Risk Tiers, by Disability Status

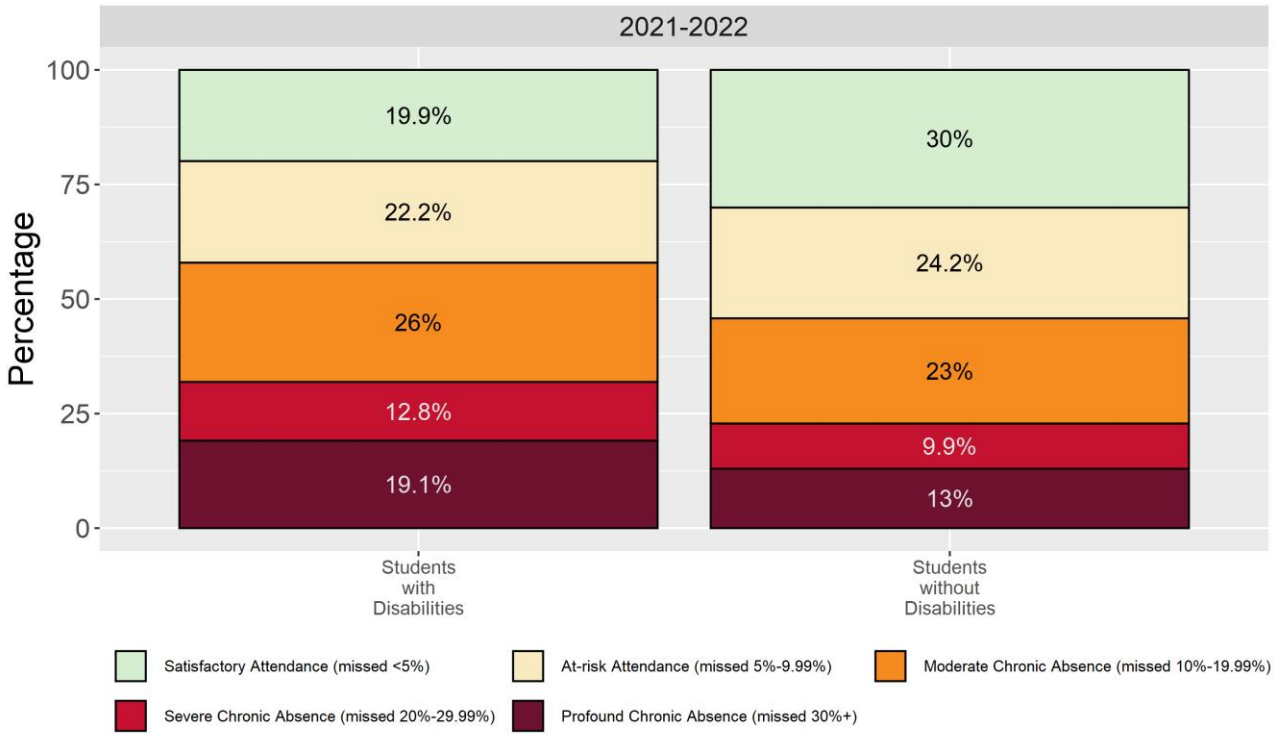


Figure C.9: Chronic Absenteeism Risk Tiers, by TANF/SNAP Eligibility

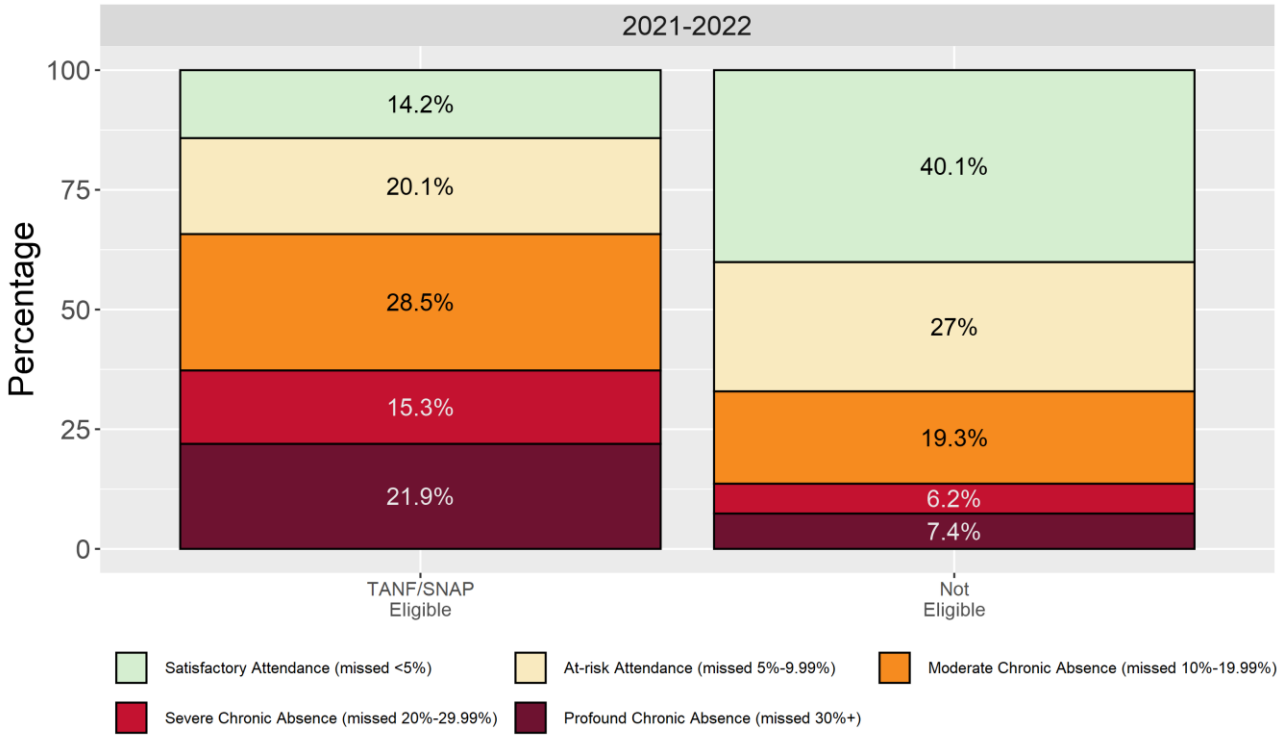


Figure C.10: Chronic Absenteeism Risk Tiers, by CFSA Status

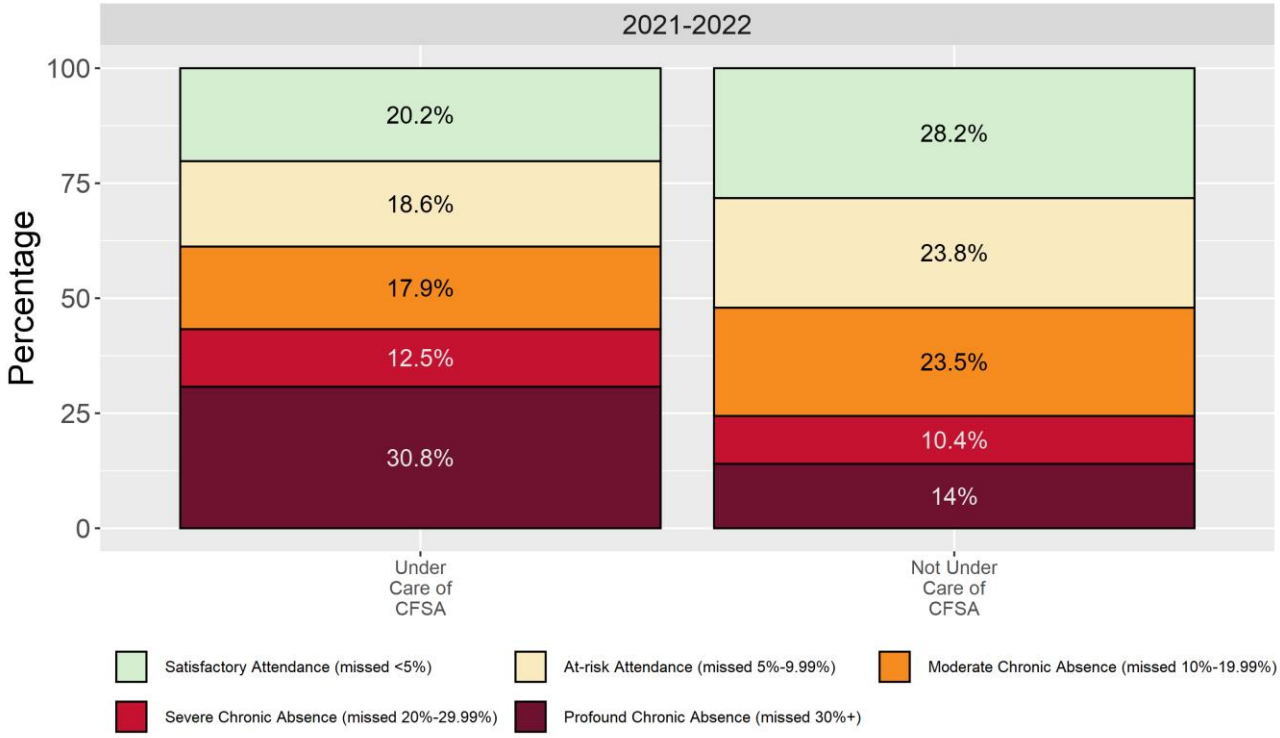


Figure C.11: Chronic Absenteeism Risk Tiers, by Homeless Status

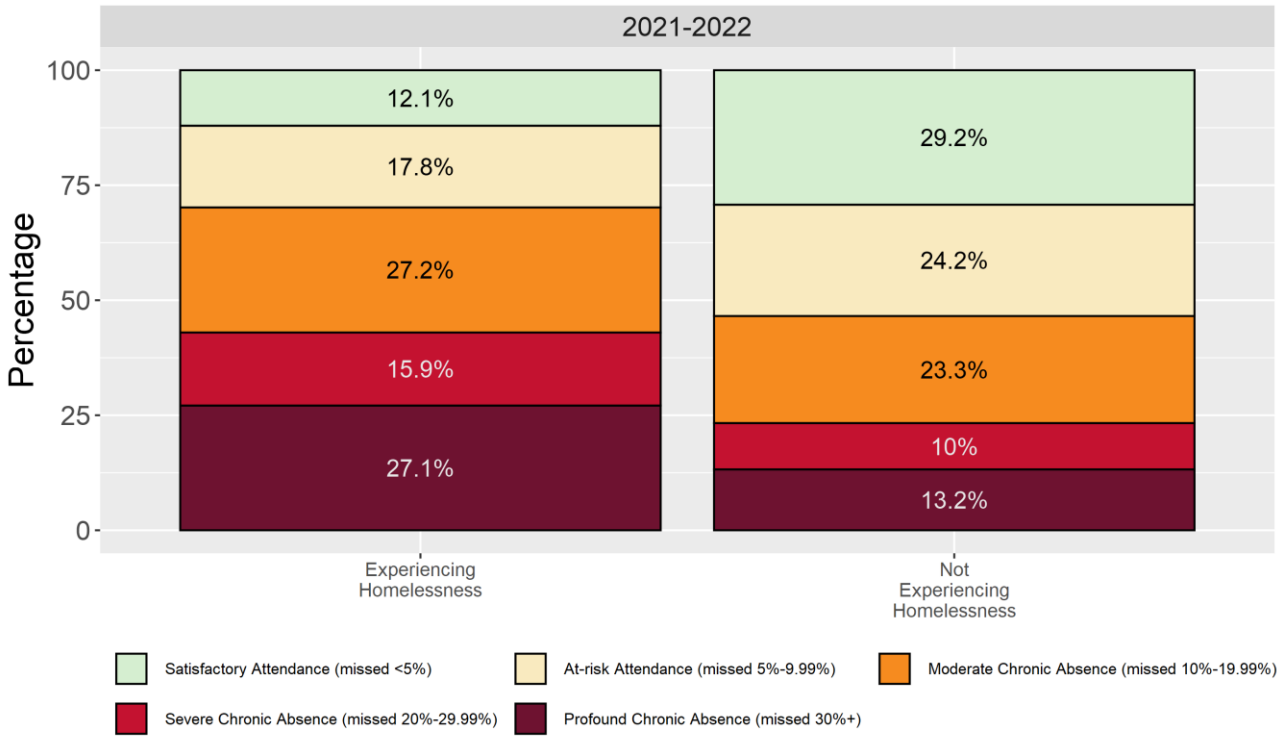


Figure C.12: Chronic Absenteeism Risk Tiers, by Overage Status

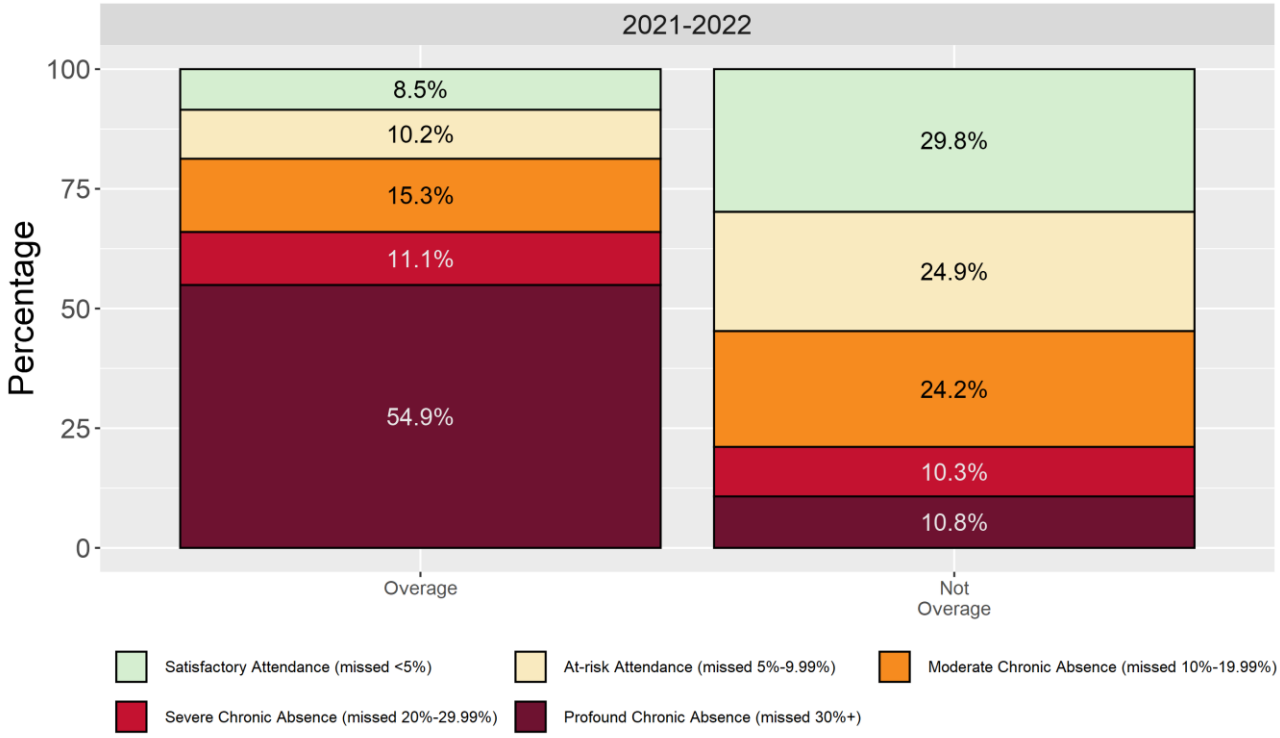


Figure C.13: Chronic Absenteeism Risk Tiers, by Current English Learner Status

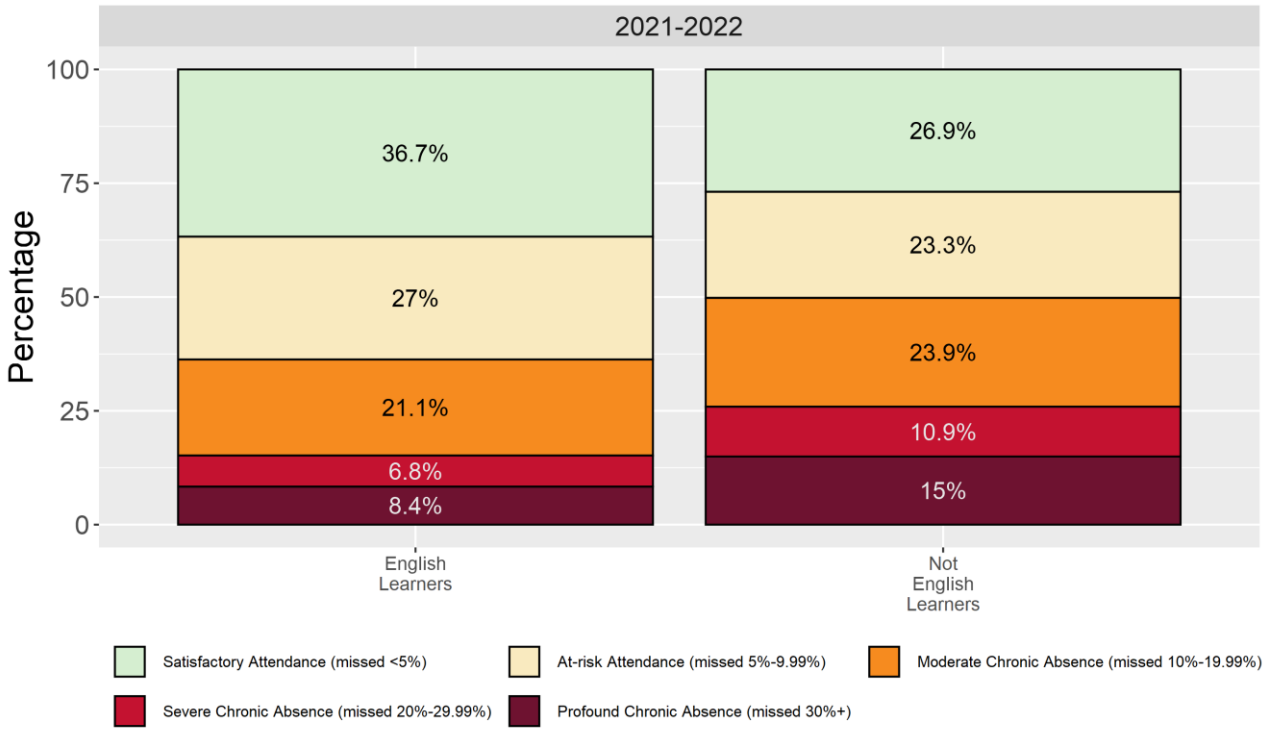


Figure C.14: PARCC ELA Performance Level, by Chronically Absent and At-Risk Status

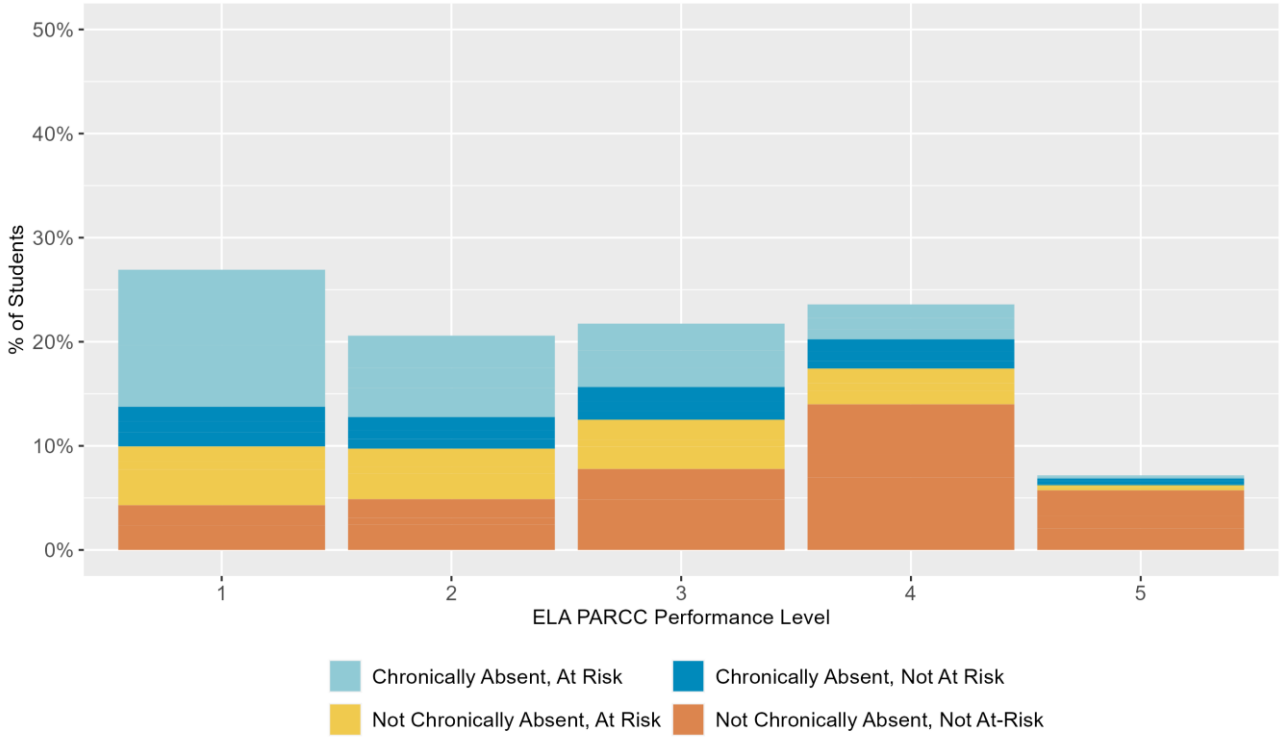
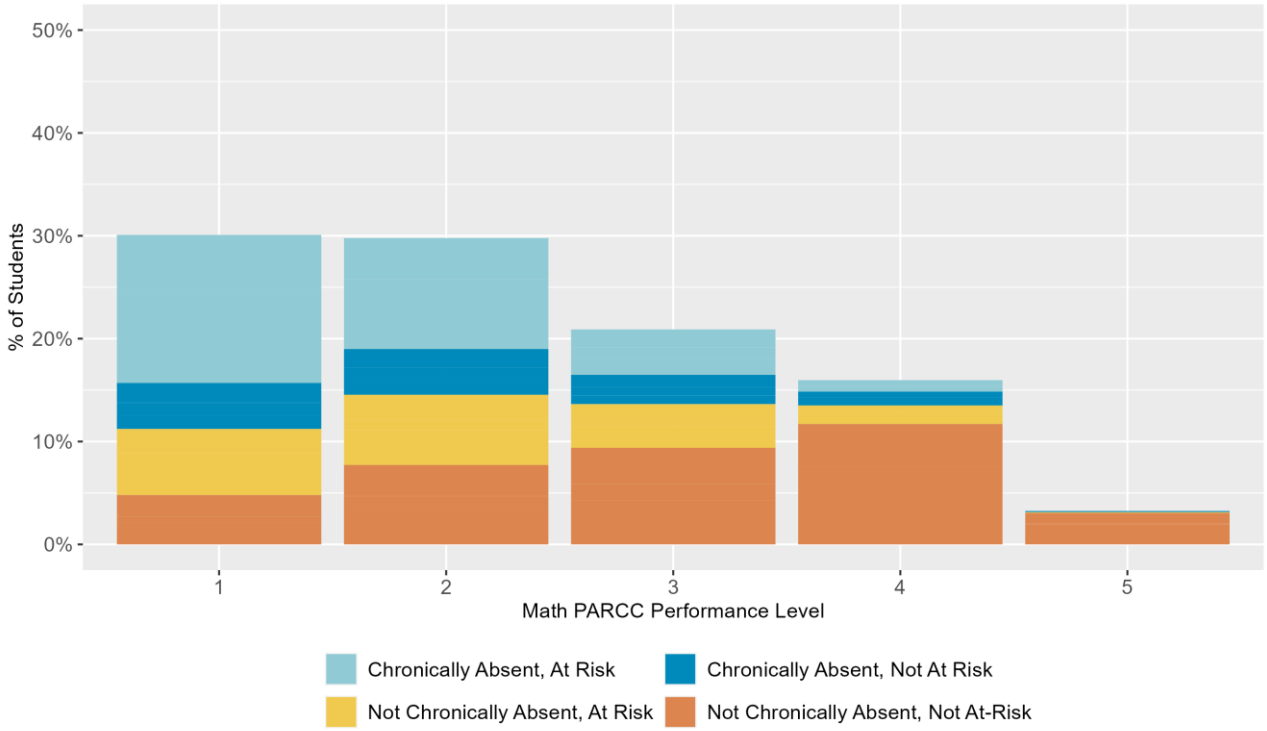


Figure C.15: PARCC Math Performance Level, by Chronically Absent and At-Risk Status



Appendix D: Data Tables

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

Year	Metric	Percentage	Students
2016-17	Chronically Absent	29.5%	22,370
2016-17	Truant	25.5%	18,484
2017-18	Chronically Absent	29.3%	22,317
2017-18	Truant	27.4%	20,258
2018-19	Chronically Absent	30.2%	23,376
2018-19	Truant	29.9%	22,460
2019-20	Chronically Absent	27.3%	21,224
2019-20	Truant	16.7%	12,642
2020-21	Chronically Absent	31.1%	24,435
2020-21	Truant	38.6%	29,441
2021-22	Chronically Absent	48.0%	38,230
2021-22	Truant	41.8%	32,412

Table D.2 Absenteeism Risk Tiers, by Grade, School Year 2021-2022 (Figure 6)

Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
KG	Satisfactory Attendance (missed <5%)	31%	2,365	7,609
KG	At-risk Attendance (missed 5%-9.99%)	26%	1,967	7,609
KG	Moderate Chronic Absence (missed 10%-19.99%)	24%	1,830	7,609
KG	Severe Chronic Absence (missed 20%-29.99%)	10%	752	7,609
KG	Profound Chronic Absence (missed 30%+)	9%	695	7,609
01	Satisfactory Attendance (missed <5%)	34%	2,419	7,212
01	At-risk Attendance (missed 5%-9.99%)	26%	1,864	7,212
01	Moderate Chronic Absence (missed 10%-19.99%)	24%	1,745	7,212
01	Severe Chronic Absence (missed 20%-29.99%)	9%	658	7,212
01	Profound Chronic Absence (missed 30%+)	7%	526	7,212
02	Satisfactory Attendance (missed <5%)	36%	2,504	6,942
02	At-risk Attendance (missed 5%-9.99%)	26%	1,832	6,942
02	Moderate Chronic Absence (missed 10%-19.99%)	22%	1,500	6,942
02	Severe Chronic Absence (missed 20%-29.99%)	9%	613	6,942
02	Profound Chronic Absence (missed 30%+)	7%	493	6,942
03	Satisfactory Attendance (missed <5%)	36%	2,448	6,739
03	At-risk Attendance (missed 5%-9.99%)	25%	1,673	6,739
03	Moderate Chronic Absence (missed 10%-19.99%)	23%	1,549	6,739
03	Severe Chronic Absence (missed 20%-29.99%)	9%	608	6,739
03	Profound Chronic Absence (missed 30%+)	7%	461	6,739
04	Satisfactory Attendance (missed <5%)	36%	2,355	6,611
04	At-risk Attendance (missed 5%-9.99%)	26%	1,738	6,611

Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
04	Moderate Chronic Absence (missed 10%-19.99%)	22%	1,485	6,611
04	Severe Chronic Absence (missed 20%-29.99%)	9%	582	6,611
04	Profound Chronic Absence (missed 30%+)	7%	451	6,611
05	Satisfactory Attendance (missed <5%)	38%	2,376	6,317
05	At-risk Attendance (missed 5%-9.99%)	26%	1,673	6,317
05	Moderate Chronic Absence (missed 10%-19.99%)	22%	1,388	6,317
05	Severe Chronic Absence (missed 20%-29.99%)	8%	512	6,317
05	Profound Chronic Absence (missed 30%+)	6%	368	6,317
06	Satisfactory Attendance (missed <5%)	28%	1,668	5,926
06	At-risk Attendance (missed 5%-9.99%)	25%	1,507	5,926
06	Moderate Chronic Absence (missed 10%-19.99%)	26%	1,537	5,926
06	Severe Chronic Absence (missed 20%-29.99%)	11%	666	5,926
06	Profound Chronic Absence (missed 30%+)	9%	548	5,926
07	Satisfactory Attendance (missed <5%)	28%	1,640	5,789
07	At-risk Attendance (missed 5%-9.99%)	24%	1,400	5,789
07	Moderate Chronic Absence (missed 10%-19.99%)	25%	1,447	5,789
07	Severe Chronic Absence (missed 20%-29.99%)	11%	640	5,789
07	Profound Chronic Absence (missed 30%+)	11%	662	5,789
08	Satisfactory Attendance (missed <5%)	25%	1,445	5,700
08	At-risk Attendance (missed 5%-9.99%)	26%	1,463	5,700
08	Moderate Chronic Absence (missed 10%-19.99%)	27%	1,531	5,700
08	Severe Chronic Absence (missed 20%-29.99%)	11%	642	5,700
08	Profound Chronic Absence (missed 30%+)	11%	619	5,700
09	Satisfactory Attendance (missed <5%)	14%	1,095	7,679
09	At-risk Attendance (missed 5%-9.99%)	17%	1,322	7,679
09	Moderate Chronic Absence (missed 10%-19.99%)	21%	1,599	7,679
09	Severe Chronic Absence (missed 20%-29.99%)	13%	972	7,679
09	Profound Chronic Absence (missed 30%+)	35%	2,691	7,679
10	Satisfactory Attendance (missed <5%)	16%	809	5,030
10	At-risk Attendance (missed 5%-9.99%)	19%	941	5,030
10	Moderate Chronic Absence (missed 10%-19.99%)	22%	1,124	5,030
10	Severe Chronic Absence (missed 20%-29.99%)	12%	599	5,030
10	Profound Chronic Absence (missed 30%+)	31%	1,557	5,030
11	Satisfactory Attendance (missed <5%)	17%	734	4,333
11	At-risk Attendance (missed 5%-9.99%)	20%	885	4,333
11	Moderate Chronic Absence (missed 10%-19.99%)	23%	985	4,333
11	Severe Chronic Absence (missed 20%-29.99%)	12%	501	4,333
11	Profound Chronic Absence (missed 30%+)	28%	1,228	4,333
12	Satisfactory Attendance (missed <5%)	16%	623	3,883
12	At-risk Attendance (missed 5%-9.99%)	19%	719	3,883
12	Moderate Chronic Absence (missed 10%-19.99%)	27%	1,035	3,883
12	Severe Chronic Absence (missed 20%-29.99%)	14%	539	3,883
12	Profound Chronic Absence (missed 30%+)	25%	967	3,883

Appendix E: Regression Output Tables

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

	(1)	(2)
VARIABLES	At-Risk Components	At-Risk Composite
Male	0.966	0.964
	(0.0234)	(0.0244)
Experiencing Homelessness	1.963***	
	(0.118)	
TANF/SNAP	2.699***	
	(0.120)	
CFSA	0.821	
	(0.130)	
Overage	2.257***	
	(0.373)	
Current English Learner	0.825**	0.805***
	(0.0628)	(0.0606)
Special Education Level 1	1.023	1.032
	(0.0442)	(0.0454)
Special Education Level 2	1.385***	1.397***
	(0.0811)	(0.0825)
Special Education Level 3	1.466***	1.471***
	(0.115)	(0.115)
Special Education Level 4	1.288**	1.293**
	(0.129)	(0.131)
Multiple Schools	1.709***	1.789***
	(0.153)	(0.161)
Asian	1.261	1.240
	(0.197)	(0.194)
Black or African American	5.123***	5.039***
	(0.887)	(0.823)
Hispanic or Latino	3.473***	3.373***
	(0.601)	(0.554)
Other	1.875***	1.886***
	(0.299)	(0.288)
High School	2.386***	2.554***
	(0.409)	(0.411)
At-Risk		3.039***
		(0.142)
Constant	0.107***	0.103***
	(0.0174)	(0.0162)

Observations	81,854	81,854

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

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

VARIABLES	(1) At-Risk Components	(2) At-Risk Composite
Male	1.007	1.004
	(0.0241)	(0.0246)
Experiencing Homelessness	1.686***	
	(0.112)	
TANF/SNAP	2.716***	
	(0.131)	
CFSA	0.800	
	(0.127)	
Overage	1.713***	
	(0.197)	
Current English Learner	0.726***	0.694***
	(0.0668)	(0.0614)
Special Education Level 1	0.973	0.978
	(0.0439)	(0.0445)
Special Education Level 2	1.325***	1.337***
	(0.0710)	(0.0720)
Special Education Level 3	1.332***	1.327***
	(0.111)	(0.110)
Special Education Level 4	1.095	1.097
	(0.115)	(0.115)
Multiple Schools	0.642***	0.681***
	(0.0449)	(0.0468)
Asian	1.816***	1.792***
	(0.382)	(0.378)
Black or African American	8.983***	8.860***
	(2.475)	(2.353)
Hispanic or Latino	5.930***	5.789***
	(1.642)	(1.556)
Other	3.138***	3.162***
	(0.779)	(0.758)
High School	1.953***	1.963***
	(0.403)	(0.389)
At-Risk		2.941***
		(0.145)
Constant	0.0522***	0.0511***
	(0.0143)	(0.0137)
Observations	79,730	79,730

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

Commentary on Tables E.3-E.6

OSSE estimated a series of models of the form:

$$PARCC_i = \beta_0 + \beta_1 ISA_i + \beta_2 x_{2i} + \cdots + \beta_n x_{ni} + \varepsilon_i$$

where $PARCC_i$ is an individual student's PARCC ELA or math scale score (ranging from 650 to 850)[32], ISA_i is the student's in-seat attendance rate, $x_{2i} - x_{ni}$ are a series of individual demographic characteristics, and ε_i is an error term. The results of the ordinary least squares (OLS) regression can be found in Tables E.3 (ELA) and E.4 (math). In both tables, the ISA variable is mean-centered and divided by 10, so that an increase of one unit is interpreted as a 10-percentage-point increase in a student's in-seat attendance rate. Model 1 includes control variables for race/ethnicity (with Black or African American as the reference group), at-risk status, gender, an indicator of whether a student was ever an English learner, disability status, the percent of students who are at-risk at the student's school, and grade band (with elementary as the reference group). After adjusting for these variables, Model 1 shows that **for every 10-percentage-point increase in a student's in-seat attendance, ELA PARCC scale score increases by 6 points and Math PARCC scale score increases by 4 points, on average.** The control variables show that Asian, Hispanic or Latino, and White students, on average, have higher PARCC scores than Black or African American students. Female students have higher ELA scores but lower Math scores, on average, than non-female students.[33] At-risk students, students with disabilities, and students who have ever been English learners have lower scale scores, on average, than not-at-risk students, students without disabilities, and students whose native language is English. Middle- and high-school students had, on average, higher ELA scores but lower math scores than elementary-school students.[34]

Model 2 introduces interaction terms between ISA and the control variables. These interaction terms measure the degree to which the relationship between ISA and PARCC scores varies for different student groups. In this model, every 10-percentage-point increase in ISA yields an average PARCC ELA scale score increase of 12 points, and a math score increase of 14 points, for the reference group: Black or African American, male elementary school students who were never English learners, are not at-risk, do not have disabilities, and attend a school with an average percentage of at-risk students. However, the relationship between attendance and PARCC scores changes for different student groups. Asian and white students see greater gains in their PARCC ELA and math scores for each additional day of attendance, compared to Black or African American students. Female students see greater gains than non-female students in their ELA scores, but not math scores, for each additional day of attendance. At-risk students and students with disabilities still see gains in their PARCC scores for each additional day of attendance, but their gains are not as large as those of not-at-risk students and students without disabilities. Similarly, students who attend schools with a high percentage of at-risk students still benefit from increased attendance but see less of an increase in PARCC scores for each additional day of attendance compared to students who attend schools with a low percentage of at-risk students.

[32] Students who took the Multi-State Alternate Assessment (MSAA) were excluded from the analysis because the scale score does not align with the PARCC scale scores.

[33] This group includes male students and a small number of non-binary students

[34] See https://osse.dc.gov/page/2021-22-parcc-and-msaa-results-and-resources for more information on PARCC

Tables E.5 and E.6 show the results of a final set of models for this analysis. These tables introduce a control variable for the student's PARCC performance level (ranging from 1 to 5) in the 2018-19 school year, the last year PARCC was administered. Because third grade is the first grade in which students take PARCC, this analysis includes only students in sixth grade and above in the 2021-22 school year who have both a 2018-19 school year test score and a 2021-22 school year test score. The results show that attendance remains a significant predictor of PARCC performance after adjusting for 2018-19 school year PARCC performance level, but the strength of the association is reduced; **a ten-percentage-point increase in ISA is associated with an increase of 4 points in ELA scale score and 2 points in Math scale score.** An increase of one performance level on a student's 2018-19 ELA PARCC assessment is associated with an 19-point increase on the 2021-22 ELA scale score, on average. For math, an increase of one performance level in 2018-19 is associated with a 14-point increase on the 2021-22 math scale score, on average.

Model 2 includes the same interaction terms as in Tables E.3 and E.4, with the addition of an interaction between the 2018-19 school year performance level and ISA. For the reference group in this model, which has a performance level of 3, every 10-percentage-point increase in ISA yields a 7-point increase in ELA scale score and an 8-point increase in math scale score. However, the relationship strengthens as a student's 2018-19 school year performance level increases; students who scored higher on PARCC in 2018-19 see stronger correlations between attendance and their 2021-22 PARCC scores.

Table E.3: PARCC ELA scale score regressed on ISA and other student characteristics

VARIABLES	(1) Model 1	(2) Model 2
In-Seat Attendance/10	6.006***	11.70***
	(0.137)	(0.519)
Asian	27.38***	21.03***
	(1.394)	(2.398)
Hispanic or Latino	5.141***	4.915***
	(0.642)	(0.721)
White	30.35***	26.83***
	(0.617)	(0.984)
Other	21.06***	17.55***
	(0.962)	(1.109)
At-Risk	-8.245***	-7.722***
	(0.373)	(0.374)
Female	9.845***	9.885***
	(0.315)	(0.313)
Ever English Learner[35]	-10.46***	-10.01***
	(0.616)	(0.716)
Students with Disabilities	-28.78***	-29.34***
	(0.415)	(0.419)
Percent of Students At-Risk at the Student's School	-0.338***	-0.318***
	(0.00837)	(0.00843)
Middle School	9.865***	10.30***
	(0.353)	(0.357)
High School	14.44***	15.17***
	(0.435)	(0.441)
In-Seat Attendance*Asian		6.040**
		(2.550)
In-Seat Attendance*Hispanic or Latino		0.595
		(0.681)
In-Seat Attendance*White		2.336**

[35] This and following models use the category of "ever English learner" to capture both current English learners and students who were English learners in the past but subsequently reached English proficiency and exited English learner status. Research suggests this is a more meaningful category for understanding how well schools are serving English learners (see https://consortium.uchicago.edu/publications/English-learners-in-Chicago-public-schools). Because the status of English learner is not static, but is one that students exit out of, most English learners eventually exit and become proficient. However, at any given point in time, many students who are actively in the "English learner" category are long-time English learners who often have other challenges, such as disabilities or at-risk status, that make it more difficult for them to exit to proficiency. Because of this, the active English learner category is typically not representative of the larger category of students who have ever been English learners.

		(1.048)
In-Seat Attendance*Other		4.389***
		(1.053)
In-Seat Attendance*At-Risk		-2.311***
		(0.317)
In-Seat Attendance*Female		0.413*
		(0.242)
In-Seat Attendance*Ever English Learner		-0.484
		(0.694)
In-Seat Attendance*Students with Disabilities		-3.090***
		(0.293)
In-Seat Attendance*Percent of Students At-Risk		-0.0568***
		(0.00617)
In-Seat Attendance*Middle School		-0.652**
		(0.327)
In-Seat Attendance*High School		0.284
		(0.313)
Constant	739.0***	736.5***
	(0.574)	(0.597)
Observations	43,323	43,323
R-squared	0.414	0.419

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

Table E.4: PARCC Math scale score regressed on ISA and other student characteristics

VARIABLES	(1) Model 1	(2) Model 2
In-Seat Attendance/10	4.257***	13.72***
	(0.117)	(0.449)
Asian	31.57***	23.03***
	(1.171)	(2.073)
Hispanic or Latino	5.261***	5.145***
	(0.540)	(0.601)
White	32.05***	26.68***
	(0.526)	(0.815)
Other	21.71***	16.43***
	(0.820)	(0.974)
At-Risk	-7.121***	-6.221***
	(0.315)	(0.313)
Female	-1.335***	-1.288***
	(0.266)	(0.262)
Ever English Learner	-6.199***	-6.236***
	(0.518)	(0.597)
Students with Disabilities	-19.95***	-20.42***
	(0.349)	(0.349)
Percent of Students At-Risk at the Student's School	-0.265***	-0.234***
	(0.00707)	(0.00707)
Middle School	-2.046***	-0.895***
	(0.295)	(0.296)
High School	-0.595	-0.301
	(0.378)	(0.381)
In-Seat Attendance*Asian		7.936***
		(2.199)
In-Seat Attendance*Hispanic or Latino		0.0118
		(0.566)
In-Seat Attendance*White		3.818***
		(0.851)
In-Seat Attendance*Other		6.283***
		(0.956)
In-Seat Attendance*At-Risk		-2.611***
		(0.269)
In-Seat Attendance*Female		-0.326
		(0.205)
In-Seat Attendance*Ever English Learner		0.420
		(0.575)
In-Seat Attendance*Students with Disabilities		-3.409***
		(0.248)
In-Seat Attendance*Percent of Students At-Risk		-0.0675***
		(0.00549)

In-Seat Attendance*Middle School		-2.920***
		(0.274)
In-Seat Attendance*High School		-3.763***
		(0.267)
Constant	736.3***	732.3***
	(0.484)	(0.502)
Observations	42,400	42,400
R-squared	0.406	0.420

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

Table E.5: PARCC ELA scale score regressed on ISA and other student characteristics, including PARCC ELA SY2018-19 performance level

VARIABLES	(1) Model 1	(2) Model 2
In-Seat Attendance/10	4.108***	6.982***
	(0.139)	(0.504)
Asian	19.69***	12.04***
	(1.744)	(2.449)
Hispanic or Latino	3.243***	3.141***
	(0.763)	(0.760)
White	18.59***	14.30***
	(0.738)	(1.029)
Other	11.56***	10.38***
	(1.140)	(1.210)
At-Risk	-2.801***	-2.593***
	(0.412)	(0.412)
Female	6.503***	6.592***
	(0.358)	(0.356)
Ever English Learner	-1.849**	-1.480**
	(0.739)	(0.736)
Students with Disabilities	-10.44***	-10.91***
	(0.500)	(0.517)
Percent of Students At-Risk at the Student's School	-0.116***	-0.103***
	(0.0102)	(0.0102)
High School	-1.442***	-1.393***
	(0.382)	(0.386)
PARCC Performance Level 2018-19	18.86***	19.05***
	(0.182)	(0.183)
In-Seat Attendance*Asian		8.817***
		(2.588)
In-Seat Attendance*Hispanic or Latino		0.410
		(0.383)
In-Seat Attendance*White		3.534***
		(1.110)
In-Seat Attendance*Other		0.153
		(1.072)
In-Seat Attendance*At-Risk		-1.059***
		(0.320)
In-Seat Attendance*Students with Disabilities		-0.840***
		(0.320)
In-Seat Attendance*Percent of Students At-Risk		-0.0194***
		(0.00726)
In-Seat Attendance*High School		-0.0190
		(0.259)
In-Seat Attendance*PARCC Performance Level 2018-19		1.267***

		(0.125)
Constant	739.1***	737.7***
	(0.646)	(0.652)
Observations	22,251	22,251
R-squared	0.611	0.616

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

Table E.6: PARCC math scale score regressed on ISA and other student characteristics, including PARCC math SY2018-19 performance level

VARIABLES	(1) Model 1	(2) Model 2
In-Seat Attendance/10	2.323***	7.541***
	(0.122)	(0.456)
Asian	21.18***	13.78***
	(1.529)	(2.199)
Hispanic or Latino	3.203***	3.163***
	(0.661)	(0.653)
White	21.66***	16.50***
	(0.653)	(0.923)
Other	12.96***	9.725***
	(1.002)	(1.097)
At-Risk	-2.552***	-2.106***
	(0.354)	(0.352)
Female	-0.360	-0.241
	(0.306)	(0.302)
Ever English Learner	-2.310***	-2.219***
	(0.639)	(0.631)
Students with Disabilities	-5.206***	-5.660***
	(0.419)	(0.429)
Percent of Students At-Risk at the Student's School	-0.135***	-0.121***
	(0.00873)	(0.00865)
High School	4.072***	3.833***
	(0.334)	(0.335)
PARCC Performance Level 2018-19	14.14***	14.20***
	(0.162)	(0.161)
In-Seat Attendance*Asian		7.101***
		(2.335)
In-Seat Attendance*Hispanic or Latino		0.148
		(0.342)
In-Seat Attendance*White		3.260***
		(0.991)
In-Seat Attendance*Other		2.999***
		(1.041)
In-Seat Attendance*At-Risk		-1.062***
		(0.279)
In-Seat Attendance*Students with Disabilities		-1.064***
		(0.267)
In-Seat Attendance*Percent of Students At-Risk		-0.0463***
		(0.00677)
In-Seat Attendance*High School		-0.431*
		(0.231)
In-Seat Attendance*PARCC Performance Level 2018-19		1.541***

		(0.119)
Constant	725.4***	723.6***
	(0.560)	(0.562)
Observations	21,301	21,301
R-squared	0.540	0.553

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

Commentary on Tables E.7 and E.8

OSSE estimated a model of the form:

$$ISA_i = \beta_0 + \beta_1 pct\_at\_risk_i + \beta_2 x_{2i} + \cdots + \beta_n x_{ni} + \varepsilon_i$$

where ISA_i is an individual student's in-seat attendance rate, $pct\_at\_risk_i$ is the percent of students at the student's school who are at-risk, $x_{2i} \ldots x_{ni}$ are a series of individual demographic characteristics, and ε_i is an error term. The regression results can be found in Table E.7. The percent at-risk variable is mean-centered and divided by 10, such that an increase of one unit in the variable represents an increase of 10 percentage points in the percent of at-risk students attending the school. Model 1 includes control variables for race/ethnicity (with Black or African American as the reference group), individual at-risk status, gender, disability status, an indicator of whether the student was ever an English learner, and grade band (with elementary as the reference group). After adjusting for these variables, Model 1 shows that **every 10-percentage-point increase in the percent of at-risk students in a school is associated with an average decrease of 1.3 percentage points in students' ISA, or about two fewer days present at school in a typical 180-day school year.** Hispanic or Latino students had lower attendance, on average, than Black or African American students, while white students had higher average attendance. At-risk students and students with disabilities had lower attendance, on average, than not-at-risk students and students without disabilities. Students in pre-K, middle school, high school, and adult grades all had lower average attendance than elementary school students. Female students and students who have ever been English Learners had higher average attendance than non-female students and students who were never English learners.

Model 2 introduces interaction terms to test whether the relationship between a school's percentage of at-risk students and students' attendance rates is stronger or weaker for different groups of students. The main effect for the reference group (Black or African American, male, not-at-risk, elementary school students without disabilities who were never English learners) remained negative, but decreased in absolute value to a 0.6 percentage point reduction in ISA for every 10-percentage-point increase in the percent of at-risk students in a school. However, the negative relationship between the percent of students at-risk and ISA was stronger, in the negative direction, for Hispanic or Latino students. In other words, an increase in the percent of at-risk students at a school is correlated with lower attendance rates for all student groups, but the decrease was larger in magnitude for Hispanic or Latino students compared to Black or African American students. Conversely, white students saw smaller reductions in attendance than Black or African American students as the percent of at-risk students increased. At-risk students experienced larger reductions in attendance rates than not-at-risk students as the percentage of at-risk students in a school increased. Pre-K students, middle school students, and high school students' attendance declined more steeply than elementary school students' attendance as the percent of at-risk students rose. However, adult student attendance was not significantly affected by the percent of at-risk students in their schools. Students with disabilities and students who were ever English learners also had smaller reductions in attendance as the percent of at-risk students increased than students without disabilities and students who were never English learners.

Table E.8 includes an additional control variable for students' 2018-19 school year PARCC performance level (ranging from 1 to 5). To reduce multicollinearity, this variable is a composite of students' math and ELA PARCC performance levels. As discussed previously, because PARCC is first administered in third grade, this analysis is limited to students in sixth grade and higher in school year the 2021-22 school year who have a

2018-19 PARCC score. This variable is centered at performance level 3. With the inclusion of this variable in Model 1, **every 10-percentage-point increase in the percent of at-risk students in a school is associated with an average reduction of 1.6 percentage points in ISA, or about three fewer days present in a typical 180-day school year.** Students who had high PARCC performance levels in the 2018-19 school year had higher attendance in 2021-22 than students with low PARCC performance levels, holding all else constant. Also, it is striking that, after adjusting for 2018-19 school year PARCC performance level, Asian, Hispanic or Latino, and white students all have *lower* attendance, on average, than Black or African American students. That is, Black or African American students have higher attendance, on average, than other racial groups when comparing among students with the same PARCC performance level.

With the addition of interaction terms in Model 2, the reference group sees, on average, a 0.4 percentage point reduction in ISA for every 10-percentage-point increase in the percent of at-risk students in a school. However, students who had high PARCC scores in the 2018-19 school year experienced more modest reductions in attendance as the percent of at-risk students in their school increased.

Table E.7: In-Seat Attendance rate regressed on school-level percent of students at-risk and student-level characteristics

VARIABLES	(1) Model 1	(2) Model 2
Percent of Students At-Risk/10	-1.348***	-0.609***
	(0.0271)	(0.0544)
Asian	0.751	2.523***
	(0.462)	(0.784)
Hispanic or Latino	-1.888***	-0.883***
	(0.203)	(0.239)
White	1.065***	3.150***
	(0.205)	(0.361)
Other	0.694**	2.027***
	(0.325)	(0.431)
At-Risk	-7.531***	-7.150***
	(0.129)	(0.128)
Female	0.402***	0.396***
	(0.108)	(0.106)
Students with Disabilities	-1.459***	-1.155***
	(0.144)	(0.145)
Ever English Learner	3.054***	2.368***
	(0.198)	(0.241)
Pre-K	-4.304***	-4.542***
	(0.173)	(0.170)
Middle School	-2.003***	-2.216***
	(0.150)	(0.148)
High School	-13.14***	-11.44***
	(0.143)	(0.144)
Adult	-28.90***	-28.02***
	(0.242)	(0.247)
Percent of Students At-Risk*Asian		0.237
		(0.237)
Percent of Students At-Risk*Hispanic or Latino		-0.229***
		(0.0863)
Percent of Students At-Risk*White		0.348***
		(0.107)
Percent of Students At-Risk*Other		0.270**
		(0.135)
Percent of Students At-Risk*At-Risk		-0.587***
		(0.0534)
Percent of Students At-Risk*Female		0.0413
		(0.0395)
Percent of Students At-Risk*Students with Disabilities		0.225***
		(0.0568)
Percent of Students At-Risk*Ever English Learner		0.435***

		(0.0879)
Percent of Students At-Risk*Pre-K		-0.344***
		(0.0642)
Percent of Students At-Risk*Middle School		-0.179***
		(0.0596)
Percent of Students At-Risk*High School		-2.899***
		(0.0557)
Percent of Students At-Risk*Adult		0.729***
		(0.0761)
Constant	91.53***	91.66***
	(0.136)	(0.136)
Observations	100,492	100,492
R-squared	0.284	0.310

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

Table E.8: In-Seat Attendance rate regressed on school-level percent of students at-risk and student-level characteristics, including SY2018-19 PARCC performance level

VARIABLES	(1) Model 1	(2) Model 2
Percent of Students At-Risk/10	-1.618***	-0.424***
	(0.0581)	(0.109)
Asian	-3.081***	-1.754
	(0.996)	(1.777)
Hispanic or Latino	-2.258***	-2.298***
	(0.448)	(0.512)
White	-2.651***	-1.738*
	(0.429)	(0.966)
Other	-1.051	1.980**
	(0.679)	(0.985)
At-Risk	-7.401***	-7.129***
	(0.237)	(0.239)
Female	-0.259	-0.312
	(0.205)	(0.203)
Students with Disabilities	0.559*	0.0178
	(0.286)	(0.298)
Ever English Learner	3.585***	3.456***
	(0.432)	(0.509)
High School	-8.826***	-8.132***
	(0.204)	(0.204)
Adult	-30.76***	-32.38***
	(1.755)	(1.947)
PARCC Proficiency Level 2018-19	3.308***	0.0851
	(0.119)	(0.300)
Percent of Students At-Risk*Asian		-0.438
		(0.558)
Percent of Students At-Risk*Hispanic or Latino		-0.697***
		(0.202)
Percent of Students At-Risk*White		-0.764**
		(0.297)
Percent of Students At-Risk*Other		0.347
		(0.334)
Percent of Students At-Risk*At-Risk		-0.732***
		(0.111)
Percent of Students At-Risk*Female		0.129
		(0.0850)
Percent of Students At-Risk*Students with Disabilities		0.831***
		(0.128)
Percent of Students At-Risk*Ever English Learner		0.553***
		(0.195)
Percent of Students At-Risk*High School		-2.021***

		(0.0864)
Percent of Students At-Risk*Adult		0.279
		(0.648)
Percent of Students At-Risk*PARCC Proficiency Level 2018-19		0.0538***
		(0.00507)
Constant	90.58***	90.96***
	(0.240)	(0.242)
Observations	29,799	29,799
R-squared	0.251	0.272

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