District of Columbia
Office of the State Superintendent of Education

District of Columbia Attendance Report

2022-23 School Year

November 30, 2023

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Executive Summary

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

In the 2022-23 school year, both chronic absenteeism and truancy declined; chronic absenteeism fell from 48 to 43 percent, while truancy fell from 42 to 37 percent. The declines in both chronic absenteeism and truancy were driven by decreases in unexcused absences; excused absences remain at levels comparable to school year 2021-22. In the 2022-23 school year, OSSE required in-person instruction at most schools; distance learning was restricted to a limited set of circumstances. Remote attendance comprised less than 2 percent of all instruction in the 2022-23 school year, confirming that in-person learning is the dominant form of instruction.

Declining chronic absenteeism rates indicate that attendance rates are increasing overall. However, attendance is not growing at an equal pace in all schools. This report analyzed the distribution of school-level attendance growth relative to chronic absenteeism, finding that some schools with moderate to high levels of chronic absenteeism have seen very high levels of attendance growth between the 2021-22 school year to the 2022-23 school year, while other schools with high chronic absenteeism have seen low levels of attendance growth compared to other school serving students of the same age. School-level attendance growth information can be found in the DC School Report Card flat files.

The 2022-23 school year was the second year that statewide testing resumed using the Partnership for Assessment of Readiness for College and Careers (PARCC) after the two-year hiatus during the coronavirus (COVID-19) pandemic. With two consecutive years of assessment data, OSSE was able to resume calculating measures of assessment growth. This report analyzes the relationship between student attendance rates and student growth on PARCC from the 2021-22 to the 2022-23 school year, controlling for other demographic variables. **The results showed that a 10-percentage-point increase in a student's in-seat attendance was associated with an English language arts (ELA) Student Growth Percentile (SGP) that was 2.5 percentiles higher, on average.** In other words, a student who attends school 90 percent of the time has, on average, an ELA SGP that is 2.5 percentiles higher than a student who is observationally similar in other ways but attends school only 80 percent of the time. The results were similar for math; **a 10-percentage-point increase in a student's in-seat attendance was associated with a math SGP that was 2.8 percentiles higher, on average.** Higher attendance rates were associated with greater learning growth for both subjects.

The report also examined several school-level programs and features to determine whether these school characteristics were associated with different rates of attendance for their students. The programs and school characteristics analyzed in this report are: community schools, restorative justice, course-taking at the Advanced Technical Center (ATC), school size, and school start time. All analyses presented herein are correlational, not causal, and must be interpreted with caution. Additional information about the programs and caveats regarding the findings can be found in the body of the report. To briefly summarize the findings:

- The results showed no significant relationship between attendance and community schools or restorative justice programs.
- **Students who took classes at the ATC had in-seat attendance rates nearly 7 percentage points higher in their regular high schools than similar students who did not take classes at the ATC.** This translates into nearly 13 additional days of being present for ATC students compared to non-ATC students out of a typical 180-day school year. Self-selection into the ATC programs is a potential source of bias in this analysis.
- The school size analysis found that **students' in-seat attendance rates were half a percentage point lower, on average, for every additional 100 students enrolled in a school.** In other words, a student who attends a school with 500 students is present about one day less than a student who attends a school with 400 students in a 180-day school year, on average.
- The school start time analysis found that school start time had no relationship to attendance for elementary and middle school students, but **high school students who attend schools with later start times also tended to have lower attendance. For every ten minutes later school started, high school students' in-seat attendance rates were 2.5 percentage points lower, on average.** In other words, a high school student who attended a school starting at 8:30 AM would be present about five fewer days in a 180-day school year compared to a similar high school student who attended a school that started at 8:20 AM, on average. The negative association between start time and attendance for high school students is in addition to the lower rates of attendance in high school compared to middle and elementary school across the board. It is important to note that these results describe correlations and are not causal; it may be the case that schools that have low attendance rates to begin with also tend to have later start times.

Introduction

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.
- ***Chronically 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.
- ***Economically Disadvantaged***[1]***:*** Any student for whom one or more of the following occurs during the year:
    - Receives Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP) benefits;
    - Experiences homelessness;
    - Is a ward of the state (Child and Family Services Agency, or CFSA)
- ***Overage:*** A high school student who is 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 (after a minimum of 21 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 chronic 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 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. Students are only included in measures of chronic truancy if they were enrolled for at least 10 instructional days.[2]

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

[1] In previous reports, "at-risk" was used as the designation for economic disadvantage. OSSE is now using "economic disadvantage," which includes the same students as the at-risk group except for students who were only overage in high school.

[2] 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).

unexcused absences which could result in a chronic absenteeism designation but would not be reflected in the chronic 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, chronic truancy is a fixed status once a student accumulates 10 unexcused absences in a given school year.

Attendance Risk Tiers

In calculating rates of chronic absenteeism, students who miss 10 percent or more of school 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:[3]

0) Satisfactory Attendance: Students who missed 0-4.99% of school days
1) At-Risk Attendance: Students who missed 5-9.99% of school days
2) Moderate Chronic Absence: Students who missed 10-19.99% of school days
3) Severe Chronic Absence: Student who missed 20-29.99% of school days
4) Profound Chronic Absence: Student who missed 30% or more of school days[4]

Legal Landscape

DC 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 of all minors of compulsory age.[5] School attendance is mandatory for all children ages 5-17, and parents and guardians are responsible for ensuring that students attend school every day unless they have a valid excuse.[6] OSSE collects daily

[3] 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.
[4] Students in tiers 3-5 are deemed "chronically absent" for accountability purposes.
[5] D.C. Official Code § 38-203(a).
[6] D.C. Official Code § 38-202(a).

attendance for all students in a school, regardless of age.[7] In the 2022-23 school year, schools were required to certify attendance to OSSE within 60 days after the end of a school year.[8] OSSE is required to publicly report on the state of attendance annually, and this report satisfies that statutory obligation.[9]

In the 2022-23 school year, a student was considered present for the purpose of daily attendance if the student was present for at least 60 percent of the instructional day (colloquially known as the "60/40 rule").[10] This is the definition of "present" that is used throughout this report.

The definition of present was changed beginning in the 2022-23 school year from being present at least 80 percent of the instructional day to 60 percent of the instructional day. Partially present and partially absent codes, combined, made up 2.7 percent of the attendance codes used in the 2021-22 school year, and 4.7 percent of attendance codes in 2022-23, so there is not a large impact to this policy change on overall attendance rates. The potential change from this policy would be a shift from students being counted as partially absent to partially present if they attended between 60 and 80 percent of the school day. The proportion of partial attendance codes did shift slightly from 93.7 percent of partial days being counted as partially present in the 2021-22 school year to 98.7 percent of partial codes being counted as partially present in the 2022-23 school year. If the ratio of partially present to partially absent attendance codes had remained the same as in the 2021-22 school year, the overall in-seat attendance rate would have been 85.5 percent, rather than the actual rate of 85.7 percent. Thus, the change in definition of partially present is likely responsible for a small change in the overall attendance rate.

In addition, the regulatory change for the 2022-23 school year established guardrails for attendance for routine and situational distance learning, as distance learning was not contemplated in the previously adopted attendance regulations.[11] 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 preserve attendance records.[12] In addition, the rule requires students to complete an instructional activity to be marked present in asynchronous classes.[13] Students in routine distance learning also must abide by the 60/40 rule to qualify as present.[14] For situational distance learning, students are required to complete at least one instructional activity to be present for the day.[15] Only 1.9 percent of reported attendance codes in the 2022-23 school year were for distance learning (1.8 percent routine distance learning and 0.1 percent situational distance learning). Only 0.8 percent of attendance codes were for distance learning for students in grades pre-K through 12. Of students in grades pre-K through 12 who had any distance learning, the mean number of days was 17 and the median was three.

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

[7] OSSE only receives daily attendance from public schools and does not receive course-level or class period-level attendance.
[8] D.C. Official Code § 38-203(i).
[9] D.C. Official Code § 38-203(k).
[10] D.C. Mun. Regs. tit. 5-A § 2199.
[11] D.C. Mun. Regs. tit. 5-A § 2101.11—2101.18.
[12] D.C. Mun. Regs. tit. 5-A § 2101.11—2101.12.
[13] D.C. Mun. Regs. tit. 5-A § 2101.13.
[14] D.C. Mun. Regs. tit. 5-A § 2101.14—2101.17.
[15] D.C. Mun. Regs. tit. 5-A § 2101.18.

handbook distributed at the beginning of every school year.[16] A parent or guardian must submit a valid excuse for absences within five school days of the absence, and schools are required to mark all absences as unexcused unless a valid excuse is provided.[17]

Schools are required to take the following steps when students accumulate a specified number of unexcused absences. After every unexcused absence, schools must contact the parent the same day and request documentation.[18] After five full day, unexcused absences in one marking period, schools must refer the student to their student support team for the development of an attendance action plan.[19] If a child age 5 to 13 accumulates 10 full-day unexcused absences, the school must submit a referral to CFSA for suspected educational neglect.[20] 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.[21]

Further, to reduce the risk of an outbreak of a vaccine-preventable disease among students and staff, the Immunization of School Students Act of 1979 established standards for vaccinating District students against preventable childhood diseases. DC law requires schools to have valid certification of vaccination documenting that the student has been successfully vaccinated in accordance with DC Health routine pediatric vaccination requirements unless the student is exempt for medical or religious purposes.[22] In accordance with the School Immunization Policy, students who are missing vaccination certification may be temporarily excluded from school until the vaccination or exemption is met.[23]

In the 2022-23 school year, 2,393 students were excluded from school due to not having their required immunizations. The majority (66 percent) of these students missed five days or fewer of school, with 37 percent only missing one day. However, 597 students missed at least 10 days of school, with some students being excluded up to 110 days. The median number of school days missed was three.[24]

Every Day Counts! Taskforce

The *Every Day Counts!* Task Force is a partnership of diverse District of Columbia agencies and stakeholders that collectively advance and coordinate strategies to increase student attendance and reduce truancy. The task force is chaired by the Office of the Deputy Mayor for Education, and agencies and organizations from the education, health, child welfare, public safety, and justice sectors are represented. The task force looks to ignite conversations that positively impact student attendance in

[16] D.C. Mun. Regs. tit. 5-A § 2102.
[17] D.C. Official Code § 38-203(c)(2).
[18] D.C. Mun. Regs. tit. 5-A § 2103.2(c)(1).
[19] D.C. Mun. Regs. tit. 5-A § 2103.2(c)(3).
[20] D.C. Official Code § 38-208(c)(1)(A).
[21] D.C. Official Code § 38-208(c)(1)(B).
[22] D.C. Official Code §§ 38–502, 38-506.
[23] School Immunization Policy: School Year 2023-24, OFF. OF THE STATE SUPERINTENDENT OF EDUC., (July 2023) https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/School%20Immunization%20Policy_08.04.23.pdf.
[24] LEAs are responsible for following the same procedures for contacting District agencies when a student exceeds 10 or 15 unexcused absences due to immunization noncompliance as other types of unexcused absences.

Washington, DC by utilizing a cross-sector approach to support the development and implementation of a comprehensive attendance plan.

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

The *Every Day Counts!* initiative, guided by the task force, has convened students and community stakeholders, offered attendance trainings, launched a cross-sector community of practice for school-based staff, and shaped Districtwide investments in evidence-based interventions to prevent chronic absenteeism, among other activities. More information about *Every Day Counts!* - including strategic plans, data analyses, and meeting materials - can be found at attendance.dc.gov.

Data Quality and Accountability

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

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

- **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**: Beginning in the 2022-23 school year, LEAs certified their data at three points during the school year rather than once at the end of the school year. Prior to the release of the DC School Report Card, all heads of schools must validate the accuracy of their students' attendance data as well as two attendance metric calculations: Chronic Absenteeism and Attendance Growth[25].

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

- *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.

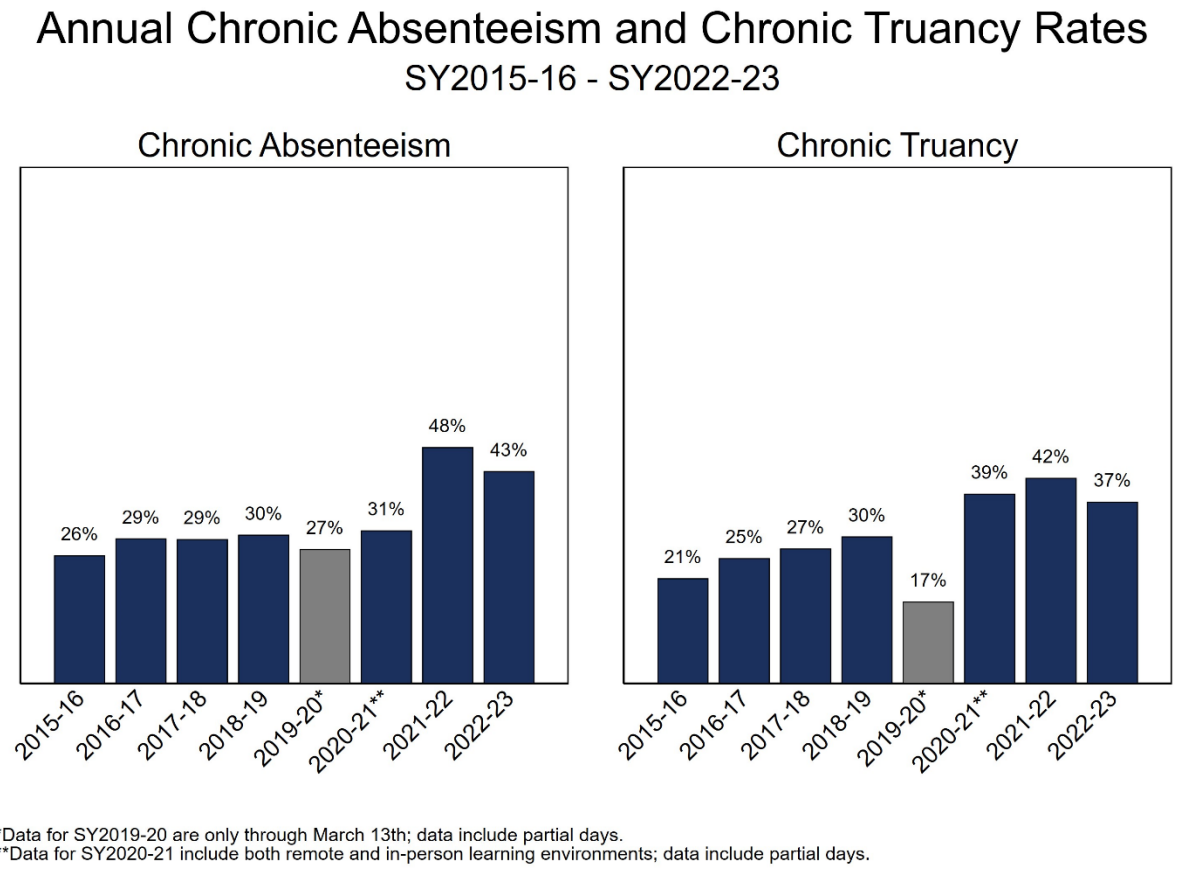
OSSE provides multiple avenues to support schools and LEAs in improving data quality. By including attendance measures in the accountability system, the District of Columbia formally recognizes attendance as an important measure of school quality and signals its importance to schools and families.

Findings

2022-23 in Focus

Figure 1 shows year-over-year chronic absenteeism and truancy since OSSE began collecting attendance data in the 2015-16 school year. In the 2022-23 school year, chronic absenteeism decreased to 43 percent, 5 percentage points lower than 2021-22, but still higher than pre-pandemic rates. The truancy rate also decreased 5 percentage points to 37 percent but remained higher than pre-pandemic levels. School-level chronic absenteeism rates can be found in the DC School Report Card flat files. Chronic truancy rates can be found here <<INSERT LINK HERE>>.

Figure 1: State-level rates of Chronic Absenteeism and Chronic Truancy, by School Year

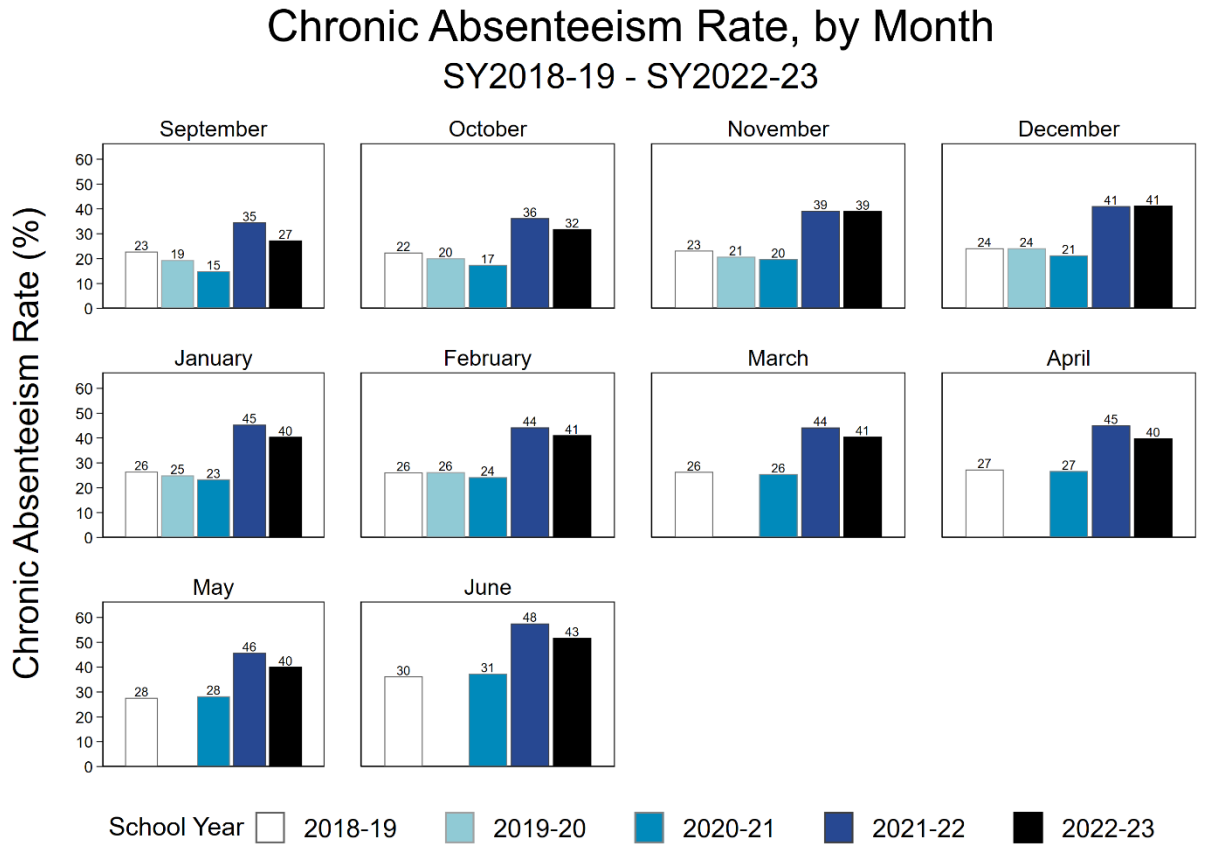


*Data for SY2019-20 are only through March 13th; data include partial days.
**Data for SY2020-21 include both remote and in-person learning environments; data include partial days.

Chronic Absenteeism and Chronic Truancy Rates by Month

Figure 2 shows the cumulative rate of chronic absenteeism for the past five school years.[26] 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 2022-23 school year, chronic absenteeism began lower at the start of the school year, and then remained relatively flat from November through May, before climbing to 43 percent in June. The proportion of students who were chronically absent was lower than the 2021-22 school year for most months except November and December.

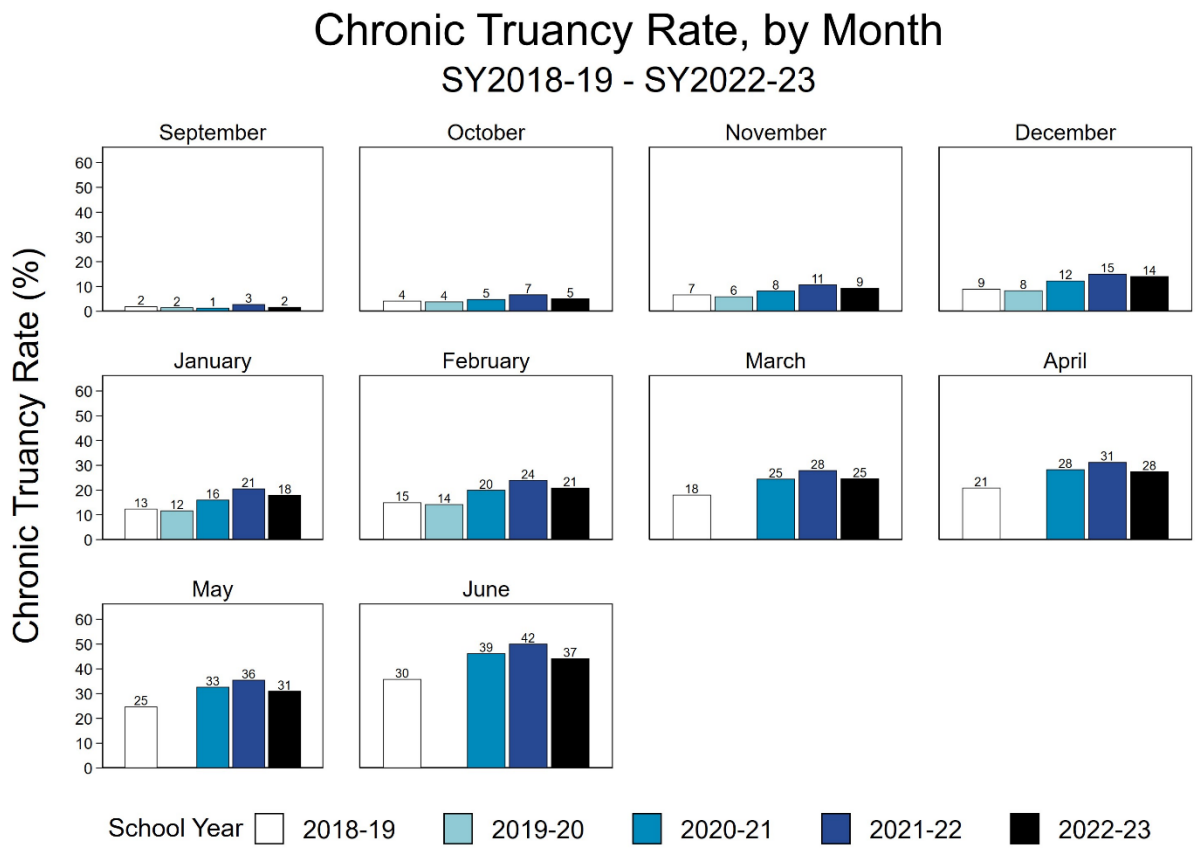
Figure 1. State-level rates of Cumulative Chronic Absenteeism, by Month and School Year



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

Figure 3 shows the cumulative rates of chronic truancy by month for the past five school years. Chronic truancy rates in the 2022-23 school year, though consistently lower than 2021-22, remain higher than prior to the public health emergency.

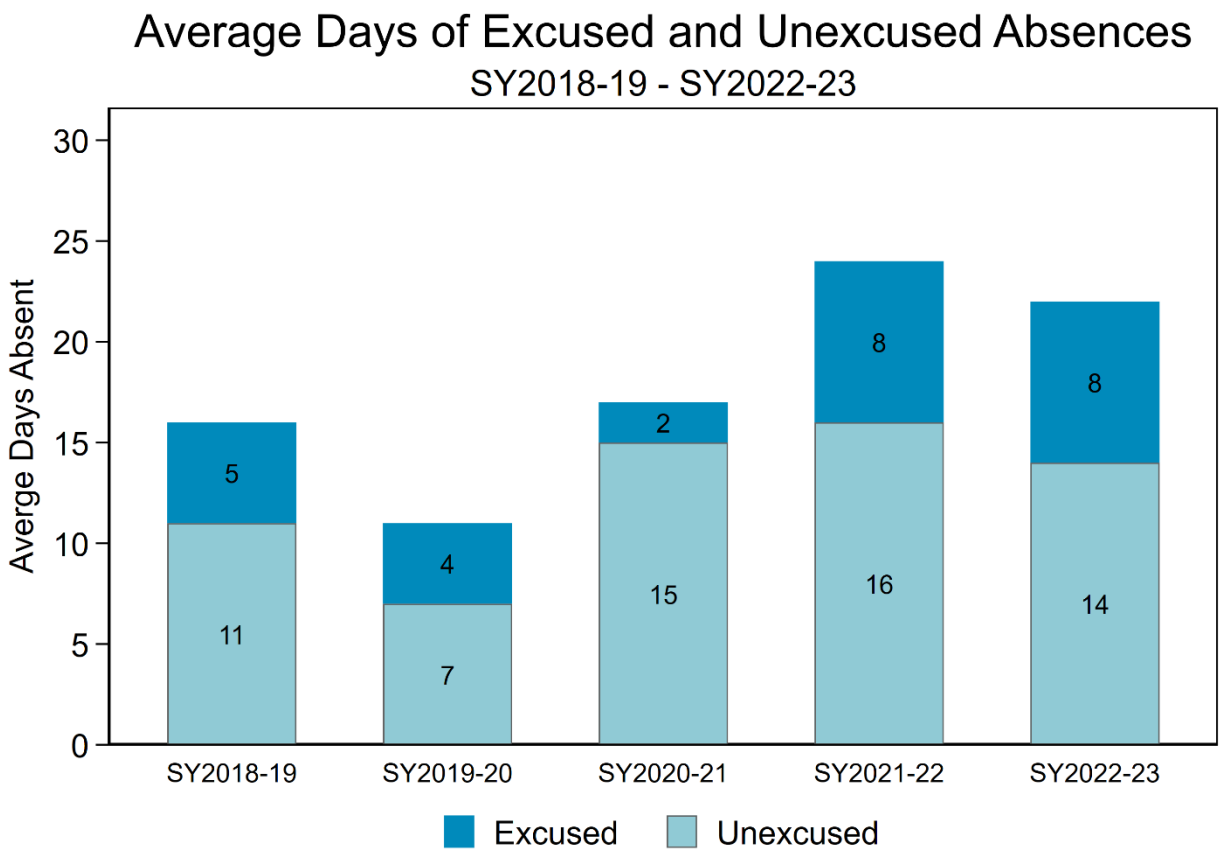
Figure 3: State-level rates of Cumulative Chronic Truancy, by Month and School Year



Chronic absenteeism and chronic truancy decreased by similar amounts in the 2022-23 school year. 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, excused absences remained about the same in the 2022-23 school year as in the 2021-22 school year. Unexcused absences decreased by two days per student, on average. Because unexcused absences are counted in measures of both chronic absenteeism and chronic truancy, the decrease in both metrics is primarily driven by decreases in unexcused absences. Sixty-three percent of absences were unexcused in the 2022-23 school year, compared to 66 percent in the 2021-22 school year.[27] Excused absences continue to represent a larger share of absences compared to pre-pandemic rates. In the 2018-19 school year, 31 percent of absences were excused, whereas 36 percent of absences were excused in the 2022-23 school year.

[27] Out of an average of 25 days missed per compulsory age student in 2021-22, 16 days were unexcused. In the 2022-23 school year, 14 out of 22 missed days were unexcused.

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

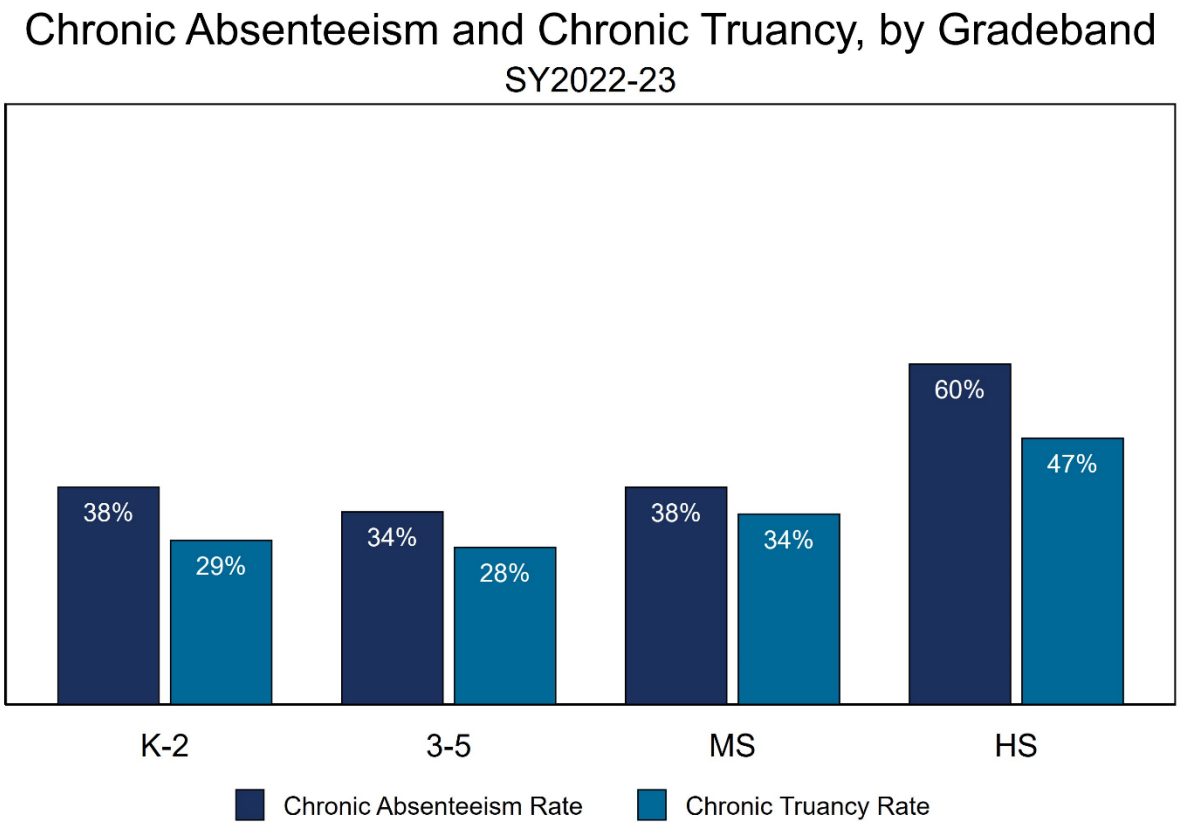


2022-23 Populations in Focus

Grade Level

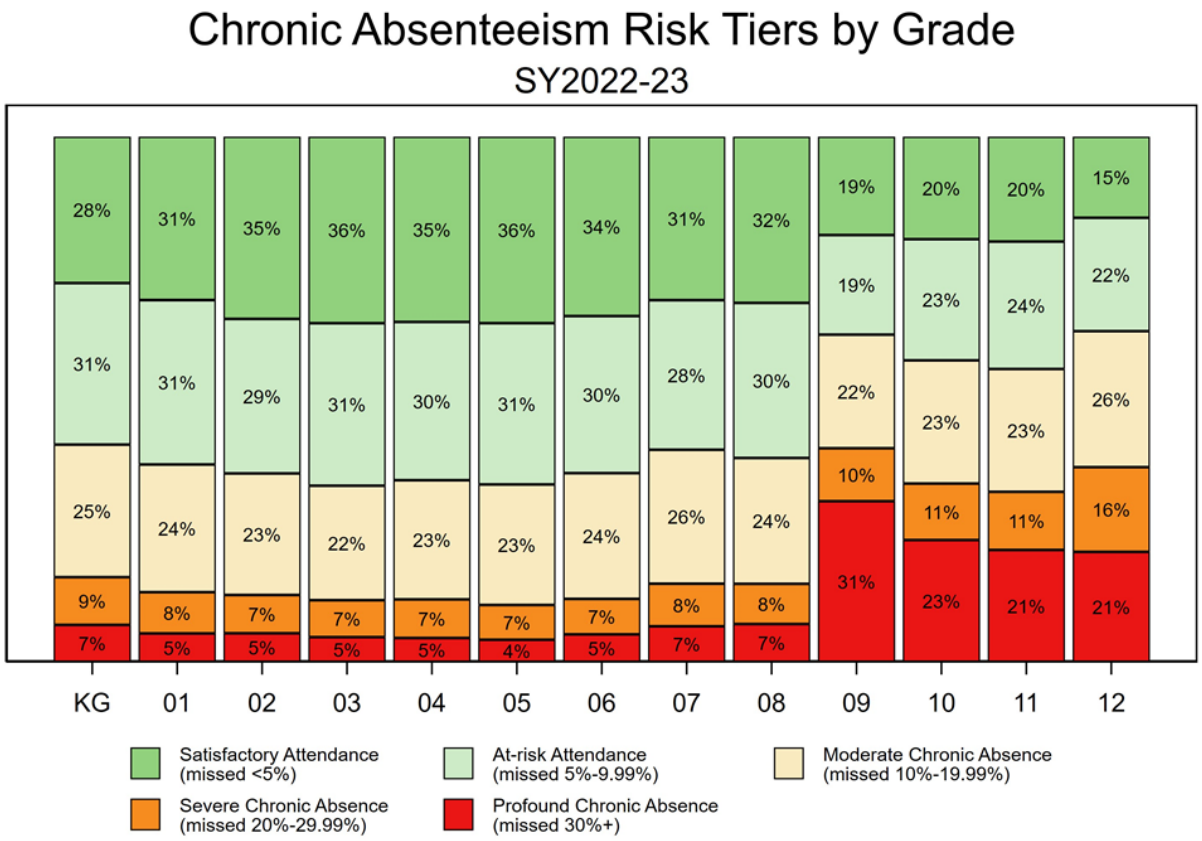
Chronic absenteeism and truancy rates were particularly high among high school students; 60 percent of high schooler students were chronically absent, compared to less than 40 percent of students in other grade bands. The difference in chronic truancy between grade bands is also clear, ranging from 28 percent in elementary grades to 47 percent in high school.

Figure 5: Chronic Absenteeism and Chronic Truancy by Gradeband, SY2022-23



Among all grade levels, ninth and 12th grade students had the highest levels of chronic absenteeism; in the 2022-23 school year, about 63 percent of ninth and 12th grade students were chronically absent.

Figure 6: Absenteeism Risk Tiers, by Grade, SY2022-23



Student Groups

Average chronic absenteeism and truancy rates vary between student demographic groups, including race/ethnicity groups, economic disadvantage status, and gender. OSSE estimated a logistic regression model to examine the odds of chronic absenteeism for certain student groups, controlling for other demographic characteristics (see Table D.1 in Appendix D for all indicators included in this logistic regression model). The results showed that the likelihood of being chronically absent was 2.9 times as high for economically disadvantaged students as students without economic disadvantage in the 2022-23 school year. If a student attended multiple schools in the school year, the likelihood of being chronically absent was 2.5 times as high as 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 three times the likelihood of being chronically absent as high school students who were not overage when adjusting for other characteristics. English learners were slightly less likely to be chronically absent than students who were not English learners.

OSSE estimated a similar logistic regression estimating the odds of chronic truancy for various student groups. controlling for other demographic characteristics (see Table D.2 in Appendix D for all indicators included in this logistic regression model). The results showed that racial and ethnic disparities in chronic truancy are much larger than racial and ethnic disparities in chronic absenteeism. For example, Black or African American students were 9.9 times as likely to be chronically truant, but only 3.6 times as likely to be chronically absent as white students (after adjusting for economic disadvantage and other characteristics). Similarly, Hispanic or Latino students were 5.7 times as likely to be chronically truant, but only 2.6 times as likely to be chronically absent as white students. These disparities are a result of Black or African American students and Hispanic and Latino students having a greater portion of their absences designated as unexcused compared to white students—consistent with national research on the subject.[28] In the 2022-23 school year in DC, 68 percent of Black or African American students' absences were unexcused and 58 percent of Hispanic or Latino students' absences were unexcused. By comparison, 38 percent of Asian students' absences were unexcused, and 29 percent of white students' absences were unexcused.

[28] McNeely, C. A., Alemu, B., Lee, W. F., & West, I. (2021). Exploring an Unexamined Source of Racial Disparities in Juvenile Court Involvement: Unexcused Absenteeism Policies in U.S. Schools. AERA Open, 7. https://doi.org/10.1177/23328584211003132

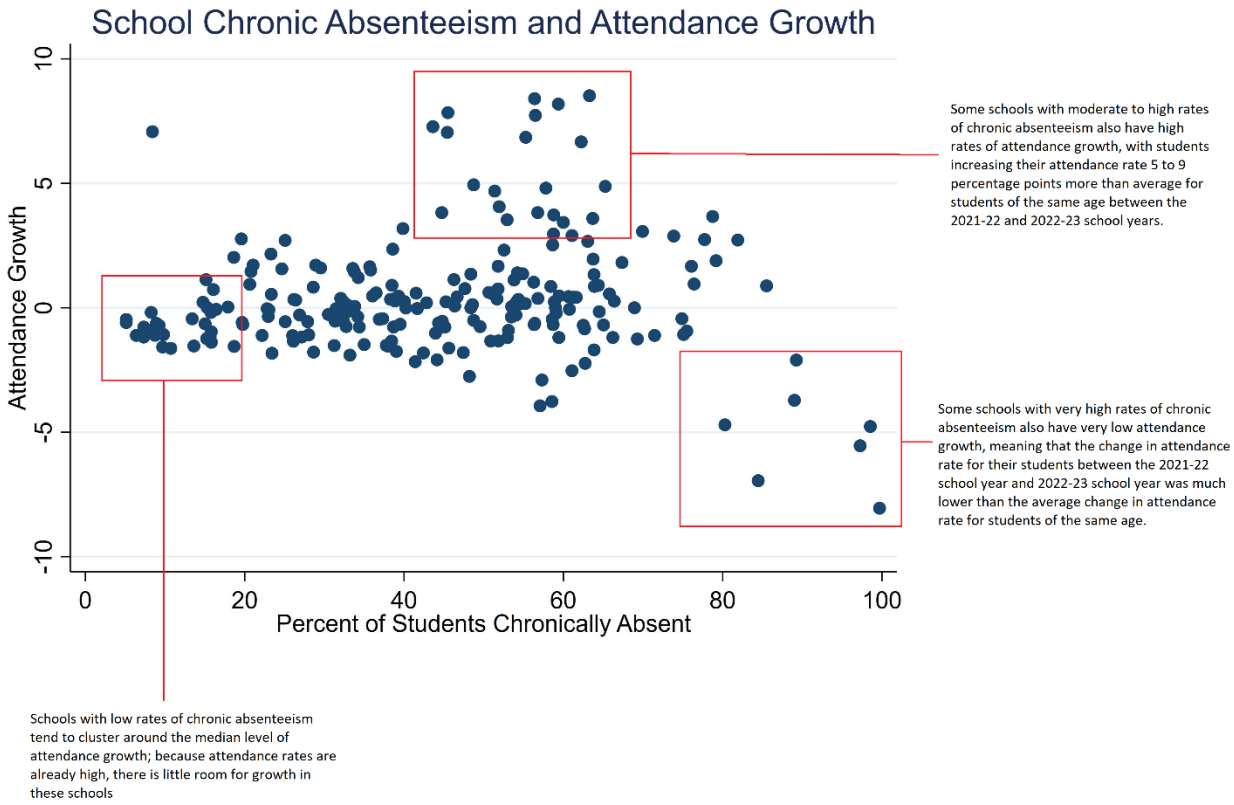
Chronic Absenteeism and Attendance Growth

At the school level, chronic absenteeism provides information on the percent of students who have missed ten percent or more of instructional days. However, many schools with moderate to high levels of chronic absenteeism also have high levels of attendance growth from one year to the next. As operationalized in the District's Every Student Succeeds Act State Plan, attendance growth measures the difference between current-year and prior-year attendance rates for each student, then compares that change to the median change in attendance rate for other students of the same age.[29] Schools with high attendance growth scores are schools in which students showed larger gains in attendance rate from the prior year than other students of the same age. Schools with low attendance growth scores are schools in which students showed smaller gains in attendance rate from the prior year than other students of the same age. Schools with high levels of chronic absenteeism can have high levels of attendance growth if their students' attendance improved more than average from the prior year. Figure 7 displays the distribution of chronic absenteeism and attendance growth at the school level.

The scatterplot in Figure 7 provides multiple takeaways. Schools with low rates of chronic absenteeism tend to cluster around the median level of attendance growth; this suggests that, because attendance rates are already high, there is little room for growth in these schools. Some schools with moderate to high rates of chronic absenteeism also have high rates of attendance growth, with students increasing their attendance rate 5-9% more than average for students of the same age between the 2021-22 and 2022-23 school years; nearly all of the schools with the highest rates of attendance growth occurred among schools with approximately half of students (40-65%) chronically absent. Schools with very high rates of chronic absenteeism also had very low attendance growth, meaning the change in attendance rate for their students between the 2021-22 school year and 2022-23 school year was much lower than the average change in attendance rate for students of the same age; the five schools with the highest rates of chronic absenteeism all had below average attendance growth between the 2021-22 and 2022-23 school years.

[29] Every Student Succeeds Act, OFF. OF THE STATE SUPERINTENDENT OF EDUC., https://osse.dc.gov/essa (last visited Nov. 6, 2023).

***Figure 7**. School Chronic Absenteeism and Attendance Growth*



The DC School Report Card flat files contain school-level attendance growth data for all schools.

Relationship Between Attendance and PARCC Growth

The 2022-23 school year marked the second year of statewide assessments after a two-year hiatus due to the COVID-19 pandemic, allowing OSSE to calculate student growth on PARCC from the 2021-22 school year to the 2022-23 school year. While previous attendance reports and literature from other states have established that attendance has a significant relationship to student performance on standardized tests, less is known about the relationship between attendance and student growth from one year to the next.[30] While student assessment performance is strongly associated with background characteristics such as economic disadvantage, student growth from one year to the next is less associated with these characteristics and can therefore be a more valid measure of annual student learning.[31]

One measure of student growth is the student growth percentile (SGP), which measures students' growth compared to academically similar students. SGPs are used in the DC School Report Card to calculate Median Growth Percentile.[32] SGP is calculated for students in grades 4-8 who took PARCC in the current and previous year. An SGP of 50 represents the median amount of growth in PARCC scores from the 2021-22 school year to the 2022-23 school year. Figures 8 and 9 show the median ELA and math SGP for students in each of the chronic absenteeism risk tiers. For both subjects, students who were not chronically absent demonstrated median or above-median growth on PARCC, while students who were chronically absent demonstrated below-median growth. As chronic absenteeism increases in severity, student growth is diminished.

[30] Aucejo, Esteban M. and Teresa Foy Romano. 2016. "Assessing the Effect of School Days and Absences on Test Score Performance." *Economics of Education Review* 55(December): 70-87.
White House Council of Economic Advisors. 2023. *Chronic Absenteeism and Disrupted Learning Require an All-Hands-on-Deck Approach.* White House Council of Economic Advisors: Washington, DC. Chronic Absenteeism and Disrupted Learning Require an All-Hands-on-Deck Approach | CEA | The White House.
[31] Lachlan-Haché, Lisa and Marina Castro. 2015. *Proficiency or Growth? An Exploration of Two Approaches for Writing Student Learning Targets.* American Institutes for Research: Arlington, VA. https://www.air.org/sites/default/files/Exploration-of-Two-Approaches-Student-Learning-Targets-April-2015.pdf.
[32] *See* 2023 DC School Report Card Technical Guide, OFF. OF THE STATE SUPERINTENDENT OF EDUC., (July 2023) https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/2023%20DC%20School%20Report%20Card%20Technical%20Guide.pdf.

Figure 8. ELA Median Growth Percentile by Chronic Absenteeism Risk Tier

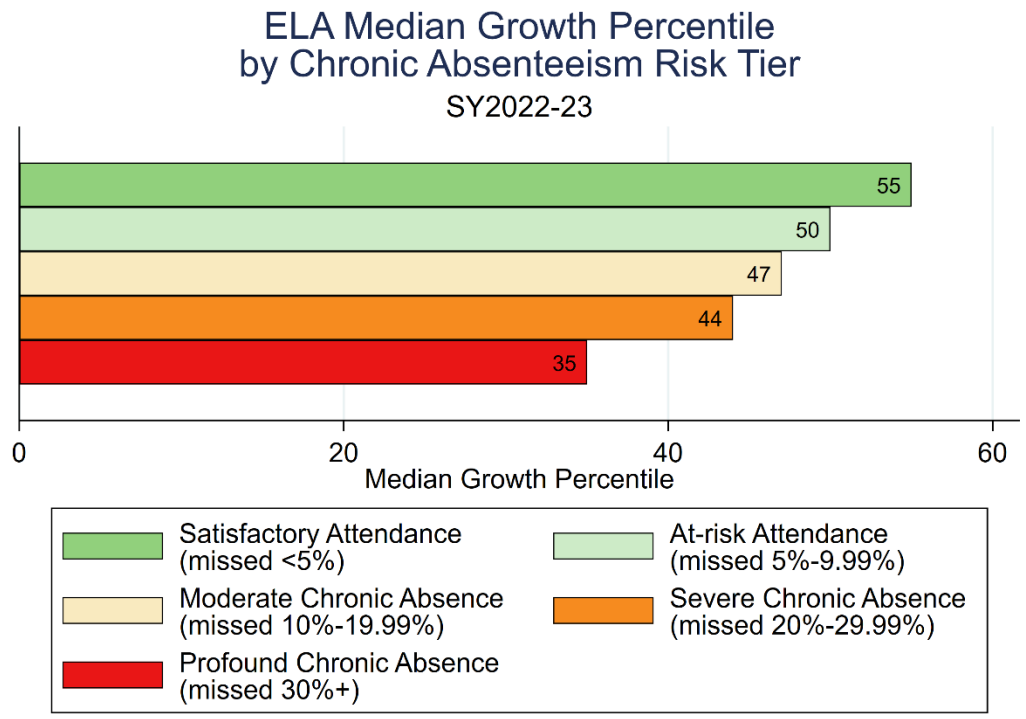
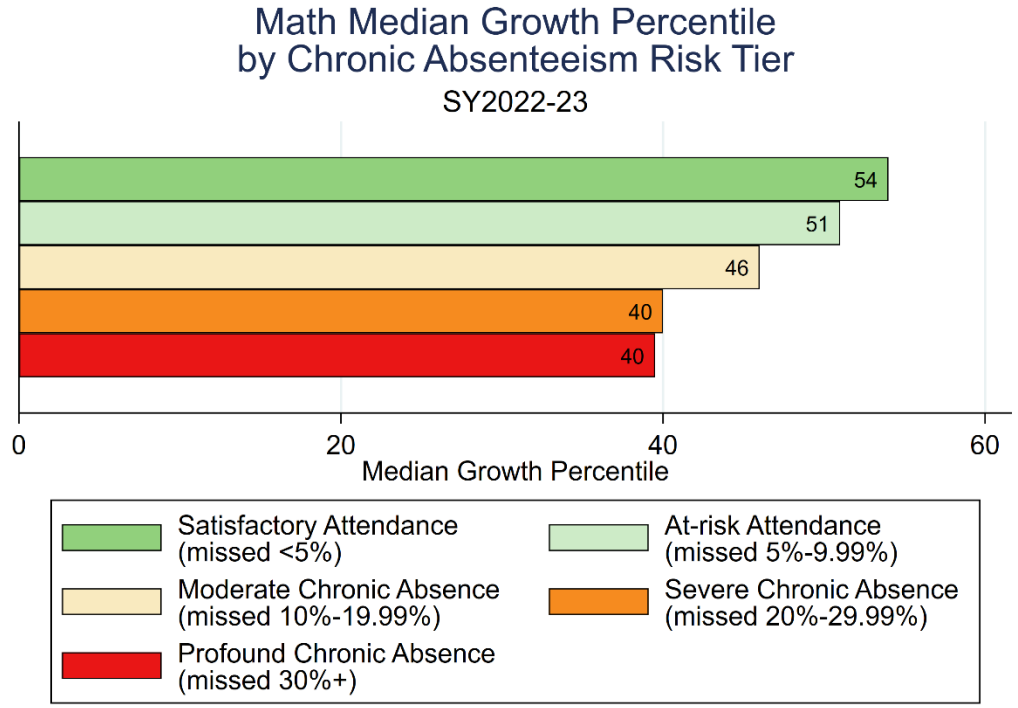


Figure 9. Math Median Growth Percentile by Chronic Absenteeism Risk Tier



Because attendance and PARCC growth are also both associated with other student characteristics, such as economic disadvantage, race/ethnicity, disability status, and English learner status, OSSE estimated a linear regression model to determine the strength of the relationship between attendance and PARCC growth after controlling for other factors. **The results showed that a 10-percentage-point increase in a student's in-seat attendance was associated with an ELA SGP that was 2.5 percentiles higher, on average.** In other words, a student who attends school 90 percent of the time has, on average, an ELA SGP that is 2.5 percentiles higher than a student who is observationally similar in all other ways but attends school only 80 percent of the time. The results were similar for math; **a 10-percentage-point increase in a student's in-seat attendance was associated with a math SGP that was 2.8 percentiles higher, on average.** Tables D.3. and D.4. in Appendix D contain the coefficients for all variables included in the model.

SGP is calculated only for students in grades 4-8, so high school students are not included in the analysis above. To examine growth for students in high school, OSSE calculated PARCC growth by taking the difference between students' 2022-23 school year PARCC scale scores and their 2021-22 PARCC scale scores. Figure 10 shows the growth in ELA scale score for high school students in the various chronic absenteeism risk tiers. Students who were not chronically absent had higher PARCC scale scores in 2021-22 and made greater growth between 2021-22 and 2022-23, on average. Chronically absent students had lower PARCC scores in 2021-22 and had no or negative growth on PARCC between the 2021-22 and 2022-23 school years, on average. Figure 11 illustrates the relationship between high school chronic absenteeism and math PARCC growth. In contrast to ELA, high school students in all chronic absenteeism risk tiers achieved growth in math PARCC scale scores between 2021-22 and 2022-23, on average, even in the "severe" and "profound" levels of chronic absenteeism. However, despite these gains, the PARCC math scale scores of chronically absent high school students still lag those of their peers who are not chronically absent, on average.

Figure 10. High School ELA PARCC Growth by Chronic Absenteeism Risk Tier

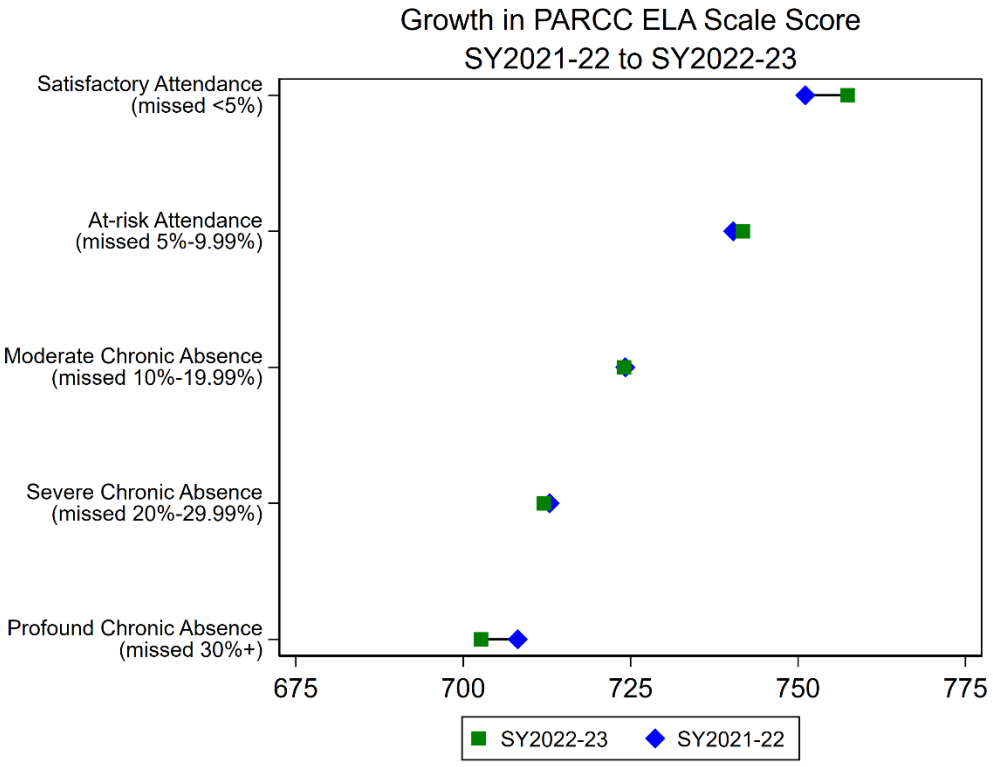
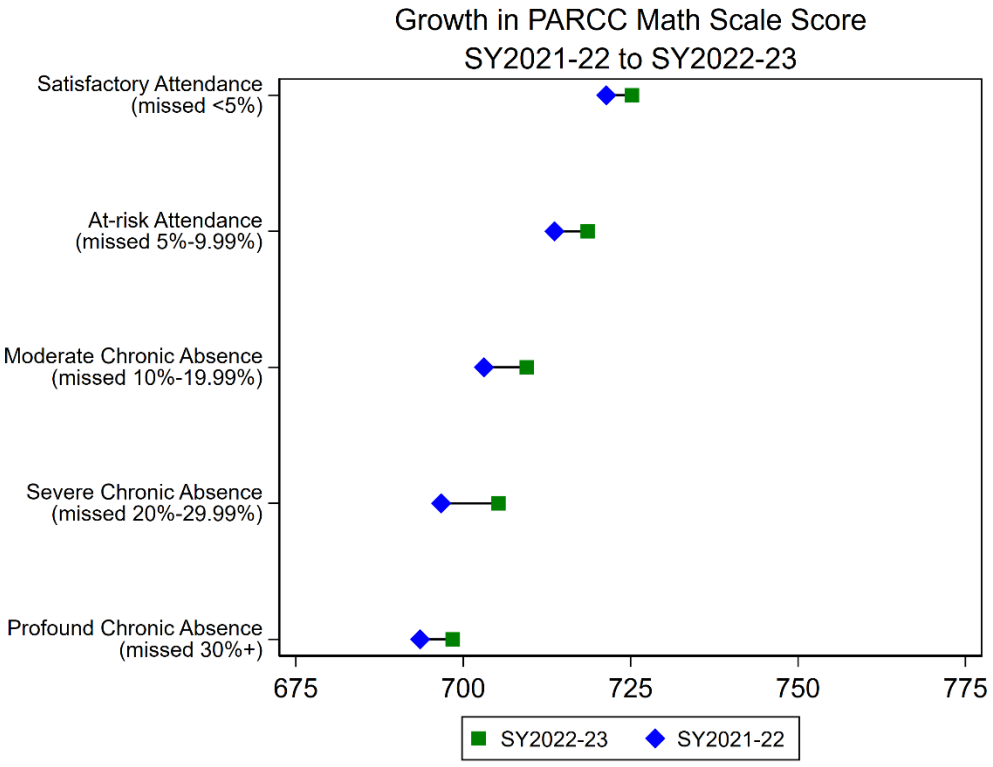


Figure 11. High School Math PARCC Growth by Chronic Absenteeism Risk Tier



After controlling for demographic variables, regression analysis showed that, for high school students, **every 10-percentage-point increase in-seat attendance was associated with an increase in PARCC ELA growth of 2.3 scale score points, on average.** In other words, a student who was present 90 percent of the time would gain 2.3 additional scale score points from 2021-22 to 2022-21 compared to a similar student who was present only 80 percent of the time, on average. However, for math, **attendance was not significantly related to PARCC math growth for high school students.** Figure 11, above, shows that while math PARCC scores are lower for high school students with poor attendance, the growth in math scores between 2021-22 and 2022-23 is similar at all levels of attendance. This likely reflects the unusually low PARCC math scores in the 2021-22 school year because of the pandemic. Tables D.5. and D.6. in Appendix D contain the coefficients for all variables included in the model.

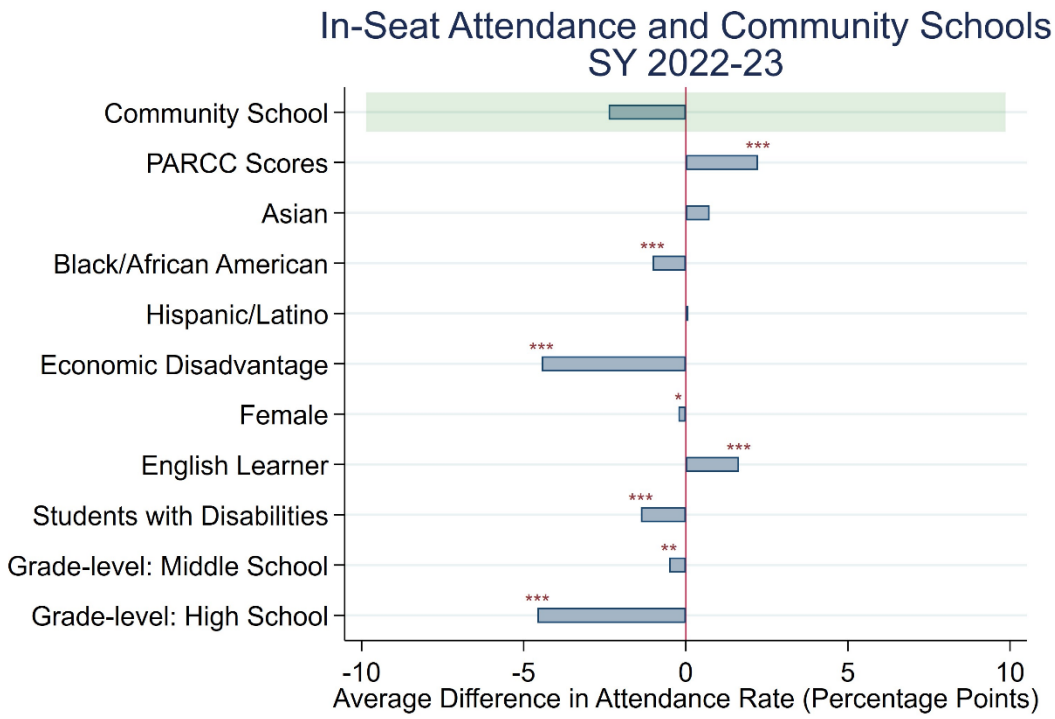
Attendance and School Programs and Characteristics

While student attendance is related to many student characteristics, school programs and characteristics may also be related to student attendance rates. This report examines the association between student attendance rate and four different school-level programs or characteristics: community schools, restorative justice programs, school size and school start-time. It also examines programming offered at the individual level: enrollment at the ATC.

Community Schools: Community schools create and enhance school and community-based partnerships to ensure that students and their parents and caregivers have access to programs and services that help them achieve success in school and in life. Community Schools Incentive Initiative grants awarded by OSSE fund partnerships that coordinate educational, developmental, family, health and after-school-care programs. These programs are based in public or public charter schools, and activities occur during school and non-school hours. Community schools serve students, families, and local communities with the objectives of improving academic achievement and building stronger relationships between schools and communities. Learn more about community schools on OSSE's website here: osse.dc.gov/service/community-schools-incentive-initiative.

Community schools are not explicitly designed to improve attendance—rather they aim to provide wraparound services to support students and families with challenges outside the classroom. Nevertheless, one might hypothesize that the supports offered in community schools might lead to higher attendance rates if they reduce some of the barriers to attendance or if students attend school specifically to access certain services. This report analyzes the attendance rate of students who attend community schools compared to students who do not attend community schools, controlling for other relevant demographic factors. OSSE does not have information on individual student participation in the services offered at community schools; this analysis distinguishes only between students who are enrolled in community schools compared to schools without the community school model. OSSE estimated a random-intercepts multi-level model to determine whether students in community schools attend school at higher rates than similar students whose schools are not community schools. **The results showed no significant relationship between attendance rate and enrollment in a community school.** Coefficients for all variables included in the model can be found in Table D.7 in Appendix D. Figure 12 shows the magnitude and statistical significance of the relationship between community schools and in-seat attendance, as well as the other variables included in the model. The bar for community schools, though negative, is not statistically significant.

Figure 12. In-Seat Attendance Regressed on Community Schools, with Control Variables



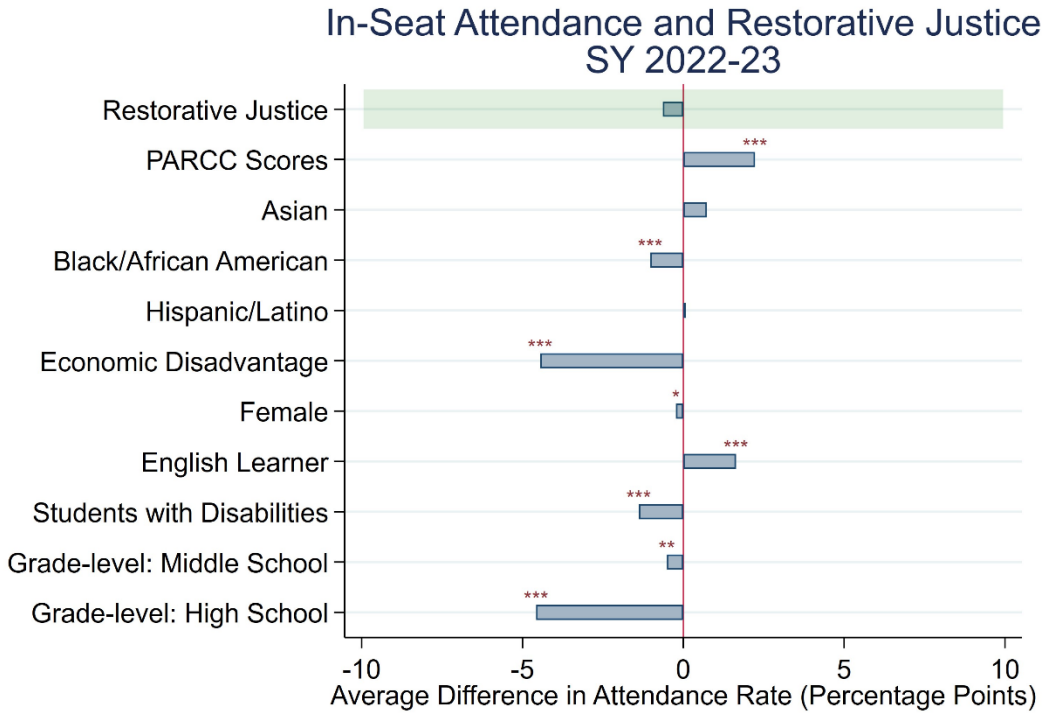
Restorative Justice: Restorative Justice is a culture and set of practices that engage a community in building relationships and repairing harm through mutual, inclusive dialogue, understanding, and cooperation. A whole-school approach to restorative justice aims to touch all members of the school community and their relationships with each other. OSSE offers both whole-school and targeted technical assistance participation options for DC schools. Learn more about restorative justice on OSSE's website here: osse.dc.gov/page/restorative-justice-trainings-and-resources.

Like community schools, restorative justice programs are not specifically intended to increase attendance. However, one could hypothesize that restorative justice practices may improve school climate and thereby have a relationship with student attendance. This report analyzes the attendance rate of students who attend a school using restorative justice approaches compared to students attending schools that do not use restorative justice approaches, controlling for relevant demographic factors. This analysis does not examine individual student involvement with restorative justice practices but rather examines the attendance of all students enrolled in schools using restorative justice approaches compared to those not using restorative justice approaches. This includes both schools receiving comprehensive "whole-school" support and schools receiving targeted, technical assistance from RestorativeDC.[33] OSSE estimated a random-intercepts multi-level model to determine whether students in schools using restorative justice approaches attend school at significantly different rates than similar students whose schools do not use restorative justice. **The results showed no significant relationship between attendance rate and**

[33] *See* RestorativeDC, SchoolTalk https://schooltalkdc.org/restorativedc/ (last visited Nov. 6, 2023).

restorative justice. Coefficients for all variables included in the model can be found in Table D.8 in Appendix D. Figure 13 shows the magnitude and statistical significance of the relationship between restorative justice and in-seat attendance, as well as the other variables included in the model. The bar for restorative justice, though negative, is not statistically significant.

Figure 13. In-Seat Attendance Regressed on Restorative Justice, with Control Variables

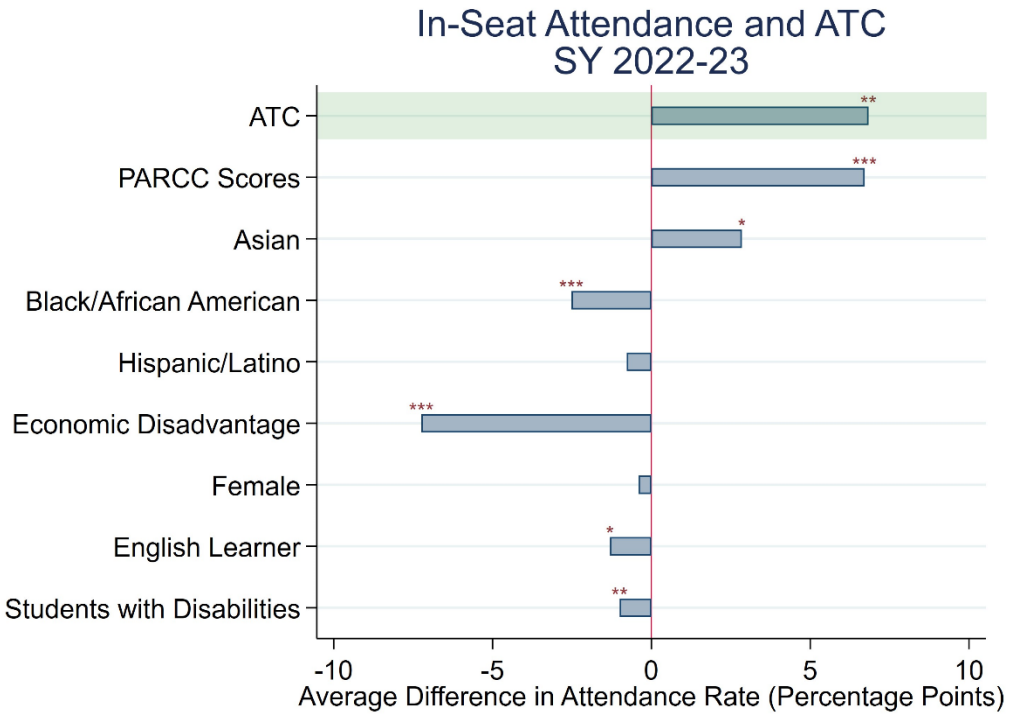


Advanced Technical Center: The ATC is a centralized program in a well-equipped facility that provides Career and Technical Education (CTE) course access to District students from high schools from across the city to prepare them for high-wage, high-skill, in-demand careers. The ATC is critical to the access and equity goals of OSSE. By centralizing equipment costs and allowing students from all over the city to access CTE coursework not offered in their schools without requiring them to transfer schools, the ATC takes advantage of economies of scale and removes school-level cost barriers. Learn more about the ATC on OSSE's website here: osse.dc.gov/publication/career-and-technical-education-advanced-technical-center-one-pager.

Like community schools and restorative justice, the ATC is not explicitly directed at increasing attendance rates. However, if students find ATC course offerings valuable and are motivated to attend ATC classes, one could hypothesize there might be spillover effects where ATC students also have higher attendance in their regular high schools. Because students from many different high schools take classes at the ATC, this report analyses ATC students' attendance *at their enrolled high school* to the attendance of other high school students who do not take classes at the ATC, controlling for other relevant demographic factors. OSSE estimated a regression model to examine whether students enrolled at the ATC have significantly different attendance rates at their regular high schools than similar students who do not take classes at the ATC. **The results showed that students who take classes at the ATC had in-**

seat attendance rates nearly 7 percentage points higher in their regular high schools than similar students who did not take classes at the ATC. This translates into nearly **13 additional days** of being present for ATC students compared to non-ATC students out of a typical 180-day school year. Coefficients for all variables included in the model can be found in Table D.9 in Appendix D. Figure 14 shows the magnitude and statistical significance of the relationship between ATC enrollment and in-seat attendance, as well as the other variables included in the model. The bar for ATC is positive and statistically significant at p<.05.

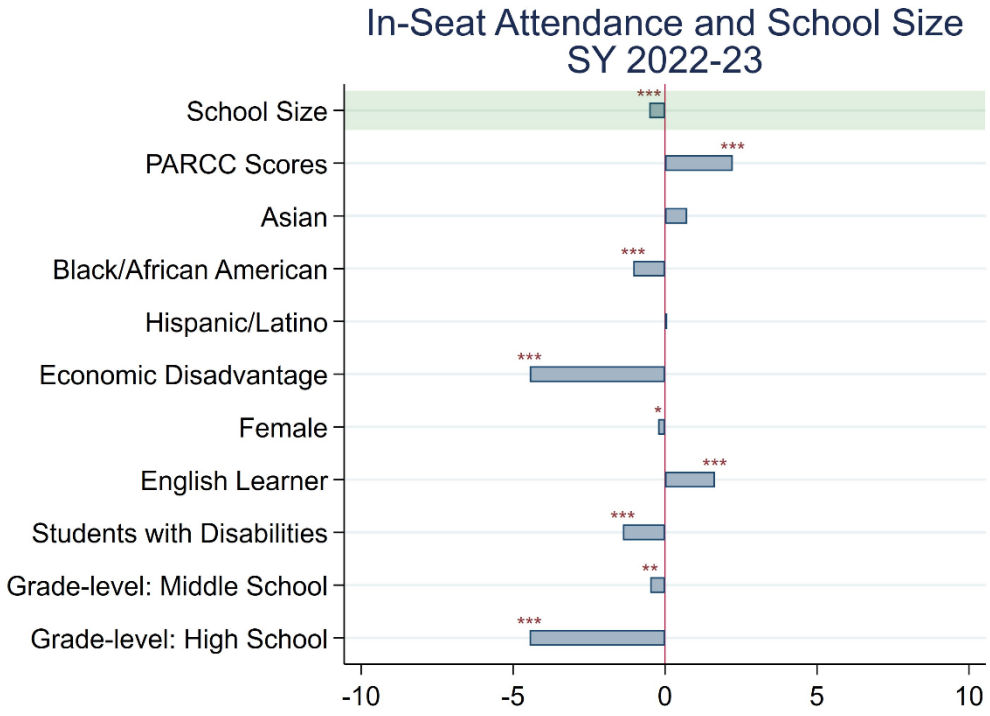
Figure 14. In-Seat Attendance Regressed on Advanced Technical Center Enrollment, with Control Variables



However, given that students enrolled at the ATC are a small and self-selected group, the possibility for bias cannot be ruled out. When OSSE conducted a similar analysis on the relationship between student attendance rate for students in schools offering CTE courses compared to those that did not, attending a school with CTE courses had a negative relationship with attendance.

School Size: This report analyzes the relationship between student attendance rate and school size, defined as the number of students enrolled at each school in the 2022-23 school year. OSSE estimated a random-intercepts, multi-level model to examine whether students enrolled at larger schools have significantly different attendance rates than similar students at smaller schools. **The results showed that for every additional 100 students enrolled in a school, students' in-seat attendance rates were half a percentage point lower, on average.** In other words, a student who attends a school with 500 students is present about one day less than a student who attends a school with 400 students, on average. Coefficients for all variables included in the model can be found in Table D.10 in Appendix D. Figure 15 shows the magnitude and statistical significance of the relationship between school size and in-seat attendance, as well as the other variables included in the model. The bar for school size is negative and statistically significant at p<.001, though the effect size is quite small.

Figure 15. In-Seat Attendance Regressed on School Size, with Control Variables

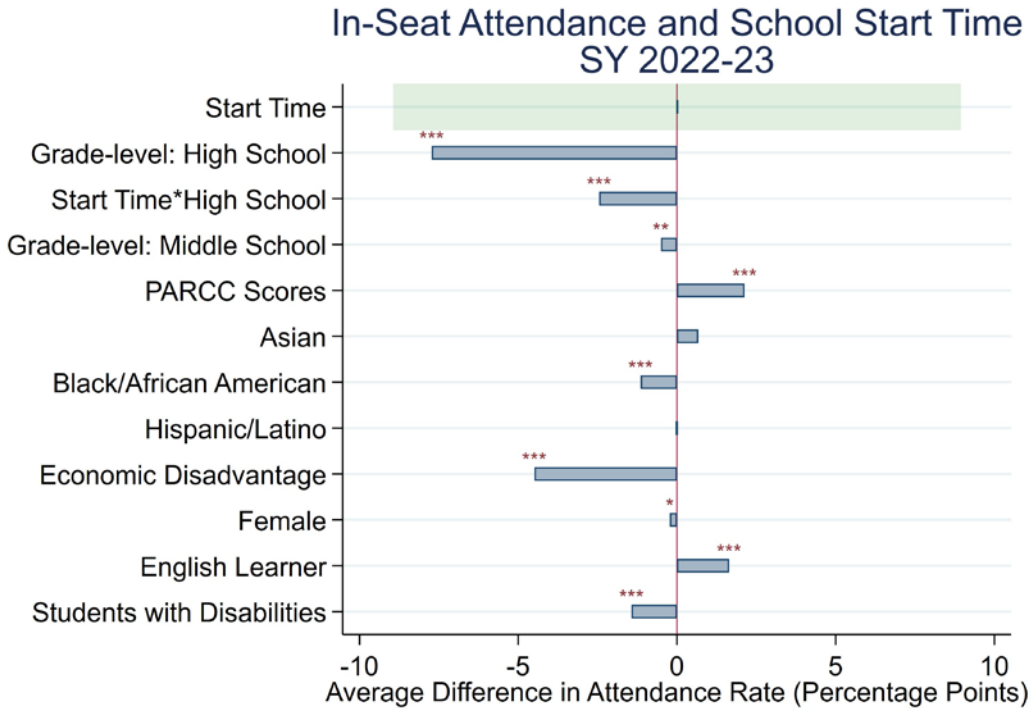


School Start Time: This report analyzes the relationship between student attendance rate and school start time, controlling for relevant demographic factors. Some literature suggests that students have higher attendance rates at schools with later start times, particularly in high school.[34] OSSE estimated a random-intercepts and random-slopes multi-level model to examine whether students enrolled at schools with later start times have significantly different attendance rates than similar students at schools with earlier

[34] McKeever, Pamela Malaspina and Linda Clark. 2017. "Delayed High School Start Times Later than 8:30 AM and Impact on Graduation Rates and Attendance Rates." *Sleep Health* 3(2): 119-125.

start times. Contrary to the findings of most literature, the results showed no relationship between start time and attendance for elementary and middle school students, **but high school students had lower attendance when their schools had later start times. For every ten minutes later the school started, high school students' in-seat attendance rates were 2.5 percentage points lower, on average.** In other words, a high school student who attended a school starting at 8:30 AM would be present about five fewer days in a 180-day school year compared to a similar high school student who attended a school starting at 8:20 AM, on average. This negative relationship between attendance and later school start times for high school students is in addition to the already-lower attendance rates of high school students compared to middle and elementary school students. These results reveal only correlation, not causation; one possible explanation is that schools that have lower attendance to begin with also have later start times. Coefficients for all variables included in the model can be found in Table D.11 in Appendix D. Figure 16 shows the magnitude and statistical significance of the relationship between school start time and in-seat attendance, as well as the other variables included in the model. As the figure shows, the bar for "Start Time" is very small and not statistically significant, indicating that start time does not have a significant relationship with attendance for middle and elementary school students. However, the "Start Time*High School" bar is about –2.5, indicating that, for high school students, attendance rate decreases by 2.5 percentage points for every 10 minutes later their school starts.

Figure 16. In-Seat Attendance Regressed on School Start Time, with Control Variables



Conclusion

Both chronic absenteeism and truancy rates declined in the 2022-23 school year, to 43 percent and 37 percent, respectively. This decline was driven by a decrease in unexcused absences. While this is a notable and positive trend, both excused and unexcused absences remain elevated.

Students also took the PARCC assessment for the second consecutive year after the hiatus during the COVID-19 pandemic, allowing for assessment growth calculations for the first time since the 2018-19 school year. In general, higher rates of attendance were significantly related to greater growth on PARCC even when adjusting for other student characteristics. The exception was on the high school math assessments, where students demonstrated growth even at low attendance rates. This result is likely more of a reflection of the unusually low levels of math achievement in the 2021-22 school year—leading to large gains across the board in the 2022-23 school year—than of the relationship between attendance and math growth. These results demonstrate the importance of school attendance for student learning and achievement.

This report also explored attendance growth at the school level. Schools with low levels of chronic absenteeism tended to have median levels of attendance growth, since there is little room for improvement in schools where students already have high attendance rates. There was a cluster of schools with mediocre levels of chronic absenteeism that had high levels of attendance growth—indicating that although attendance is still lower than desired at these schools, the students have made great gains in their attendance rates on average, compared to the 2021-22 school year. A few schools with very high levels of chronic absenteeism also had low levels of attendance growth compared to other schools with students of the same age.

Finally, the report analyzed the relationship between student attendance and several school programs and characteristics. The analysis showed no relationship between community schools or restorative justice practices and attendance rates. Course-taking at the ATC was positively associated with attendance at the students' regular high schools. Later school start times also showed a negative relationship with attendance for high school students, though these results reflect only correlation and not causality (e.g. schools with low attendance may choose to have a later start time).

The improvement in attendance in the 2022-23 school year reflects the hard work of families, students, and schools across DC to continue to recover from the COVID-19 pandemic. OSSE is committed to helping all students to attend school on a regular basis and further reduce chronic absenteeism to maximize students' learning time and improve student outcomes in all areas.

Appendix A: Data Methodology

Business Rules

I. State-level Chronic 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 in grades K-12 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 more than instructional 20 days during the school year
   b. Denominator: Number of students in grades K-12 enrolled at schools in the state for more than 20 instructional days during the school year

III. School-level Chronic 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 in grades K-12 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 more than 20 instructional days at that school during the school year
   b. Denominator: Number of students in grades K-12 enrolled at each respective school for at more than 20 instructional days during the school year

2022-23 List of Attendance Codes

The table below lists all attendance codes used in the 2022-23 school year and indicates whether they count toward the numerator for chronic absenteeism and truancy.

ADT Value Descriptor	ADT Value	Full Description	Included in Chronic Absenteeism Numerator	Included in Chronic 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 Chronic 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 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 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	NO	NO

ADT Value Descriptor	ADT Value	Full Description	Included in Chronic Absenteeism Numerator	Included in Chronic Truancy
		school, missing less than 20 percent of the school day with a valid excuse reason.		
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
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	YES	NO

ADT Value Descriptor	ADT Value	Full Description	Included in Chronic Absenteeism Numerator	Included in Chronic Truancy
		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.		
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 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	YES	NO

ADT Value Descriptor	ADT Value	Full Description	Included in Chronic Absenteeism Numerator	Included in Chronic Truancy
		which the student is enrolled. The student has a valid excuse consistent with the LEA's policy.		
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 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 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.	YES	NO
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 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	YES	YES

ADT Value Descriptor	ADT Value	Full Description	Included in Chronic Absenteeism Numerator	Included in Chronic Truancy
		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.		
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 B: Additional Figures

Figure C.1: Chronic Absenteeism and Chronic Truancy, by Level of Special Education Services, School Year 2022-2023

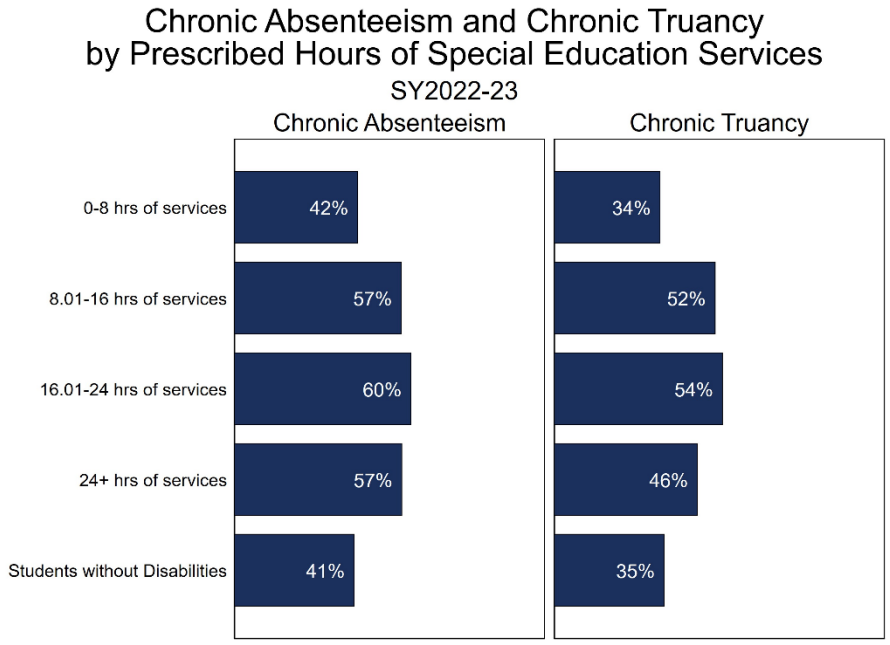


Figure C.2: Chronic Absenteeism and Chronic Truancy, by Economic Disadvantage

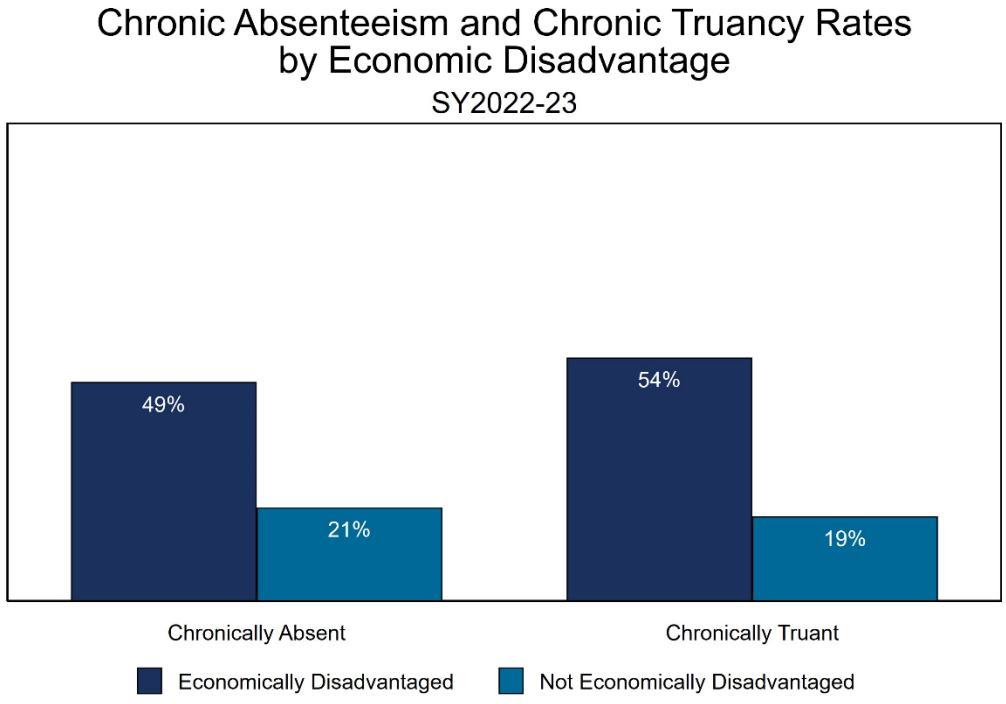


Figure C.3: Chronic Absenteeism and Chronic Truancy, by TANF/SNAP Eligibility

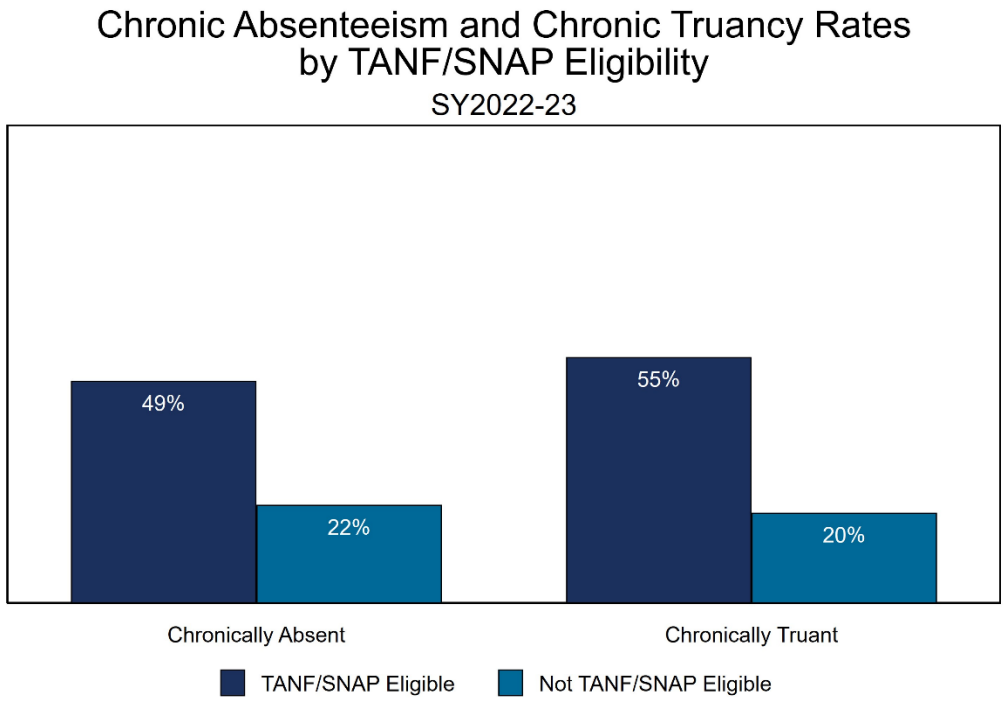


Figure C.4: Chronic Absenteeism and Chronic Truancy, by CFSA Status

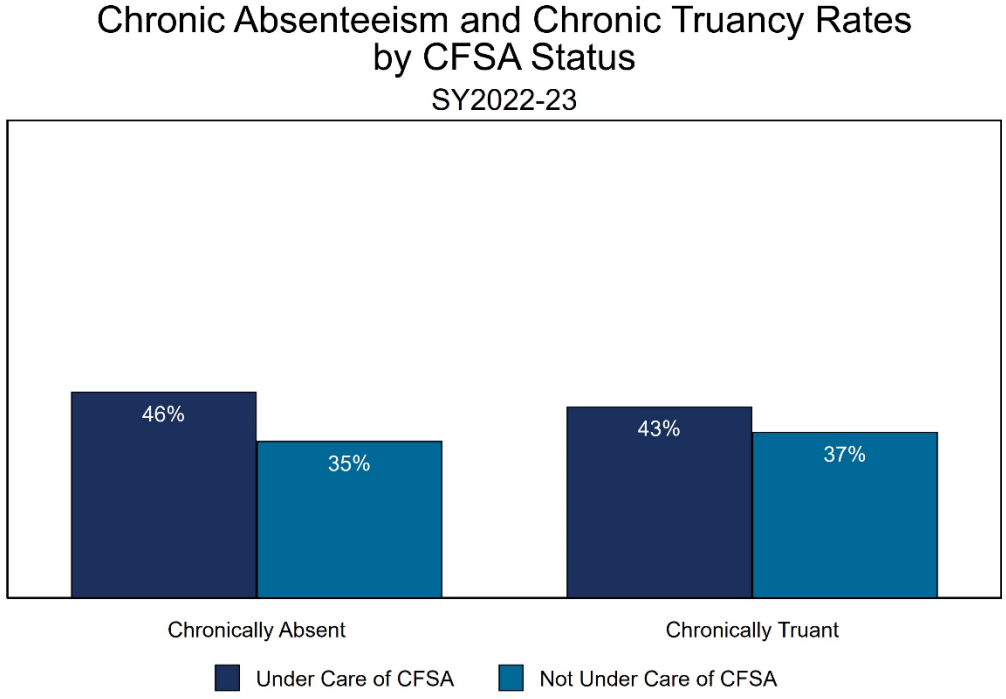


Figure C.5: Chronic Absenteeism and Chronic Truancy, by Homeless Status

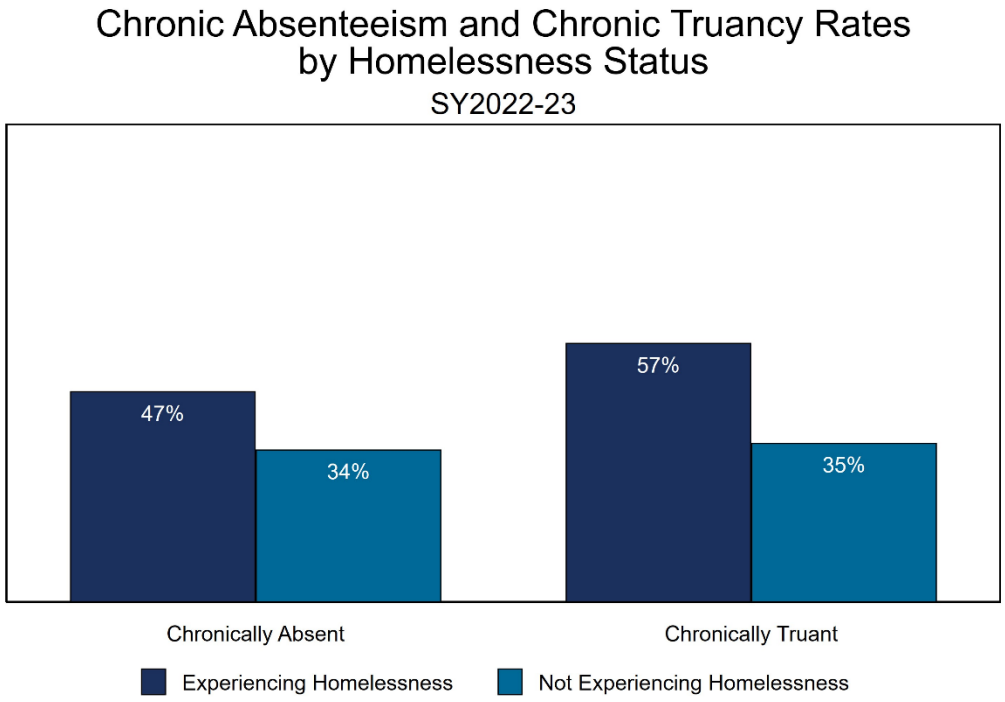


Figure C.6: Chronic Absenteeism and Chronic Truancy, by Overage Status

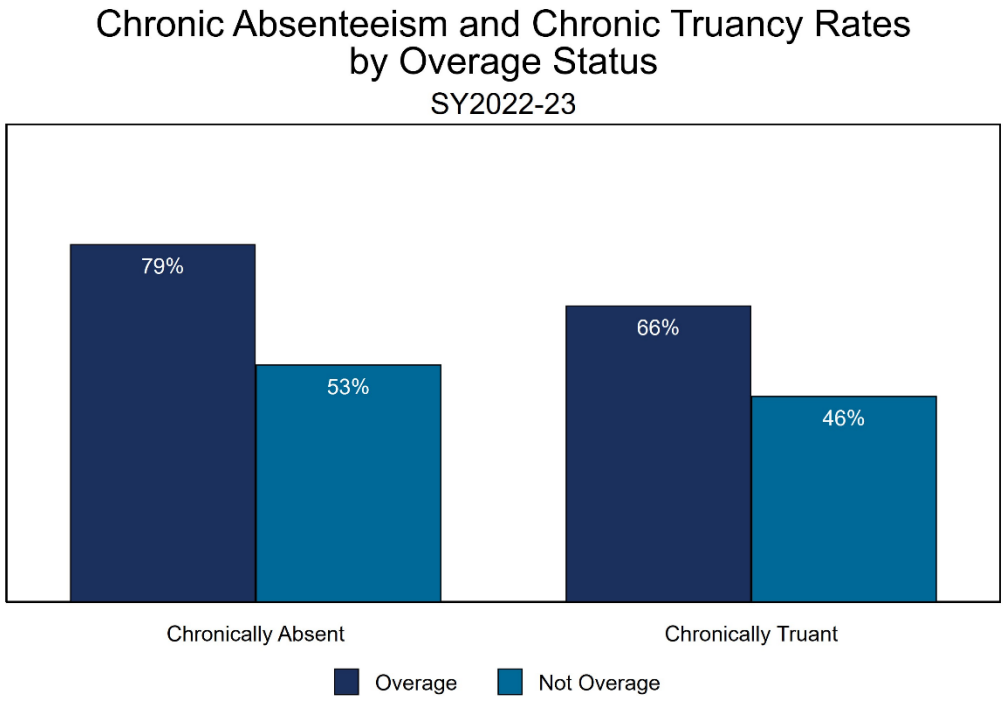


Figure C.7 Chronic Absenteeism and Chronic Truancy, by English Learner Status

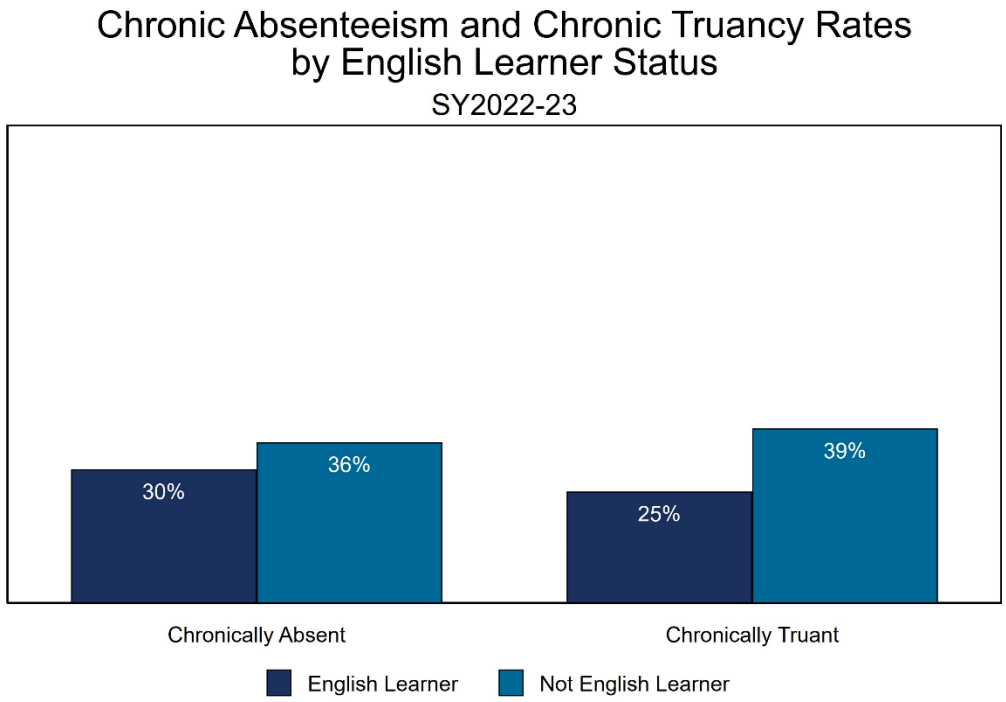


Figure C.8: Chronic Absenteeism Risk Tiers, by Disability Status

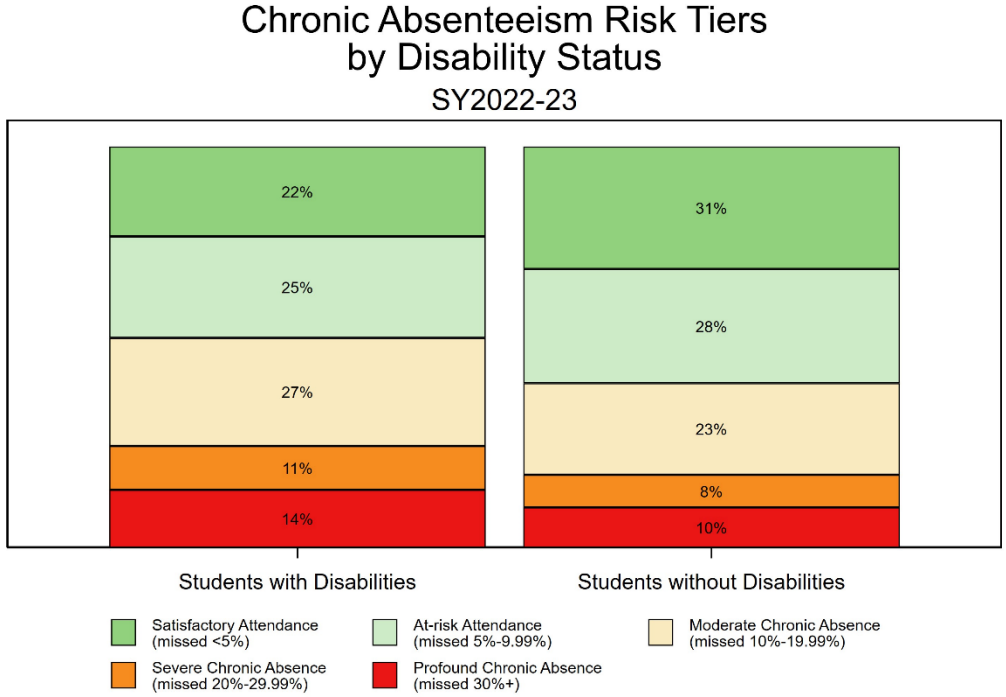


Figure C.9: Chronic Absenteeism Risk Tiers, by TANF/SNAP Eligibility

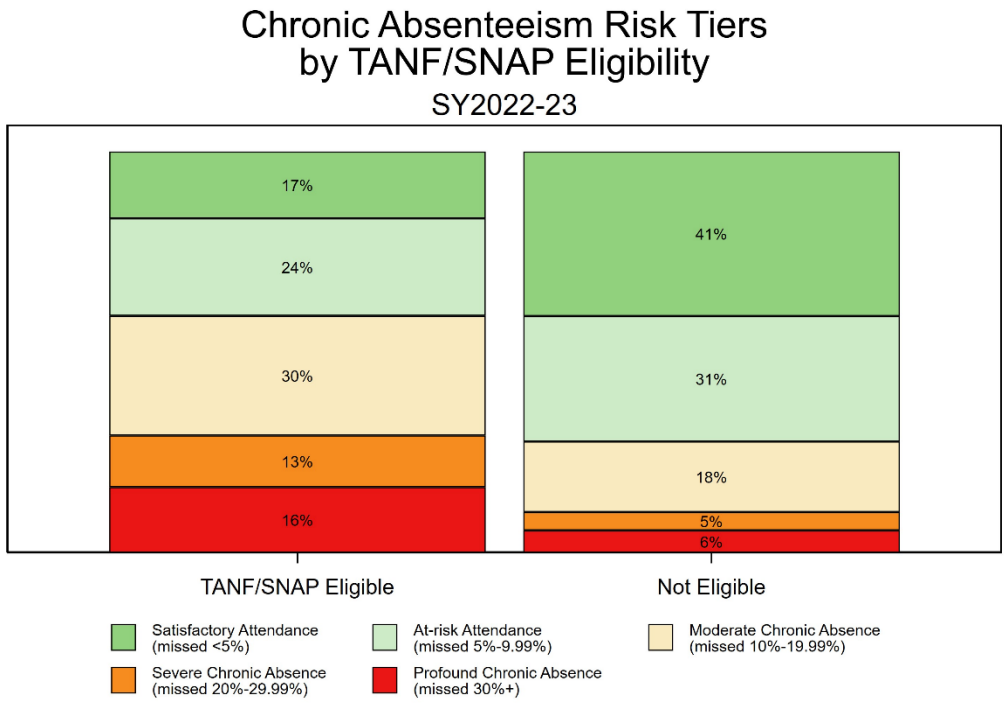


Figure C.10: Chronic Absenteeism Risk Tiers, by CFSA Status

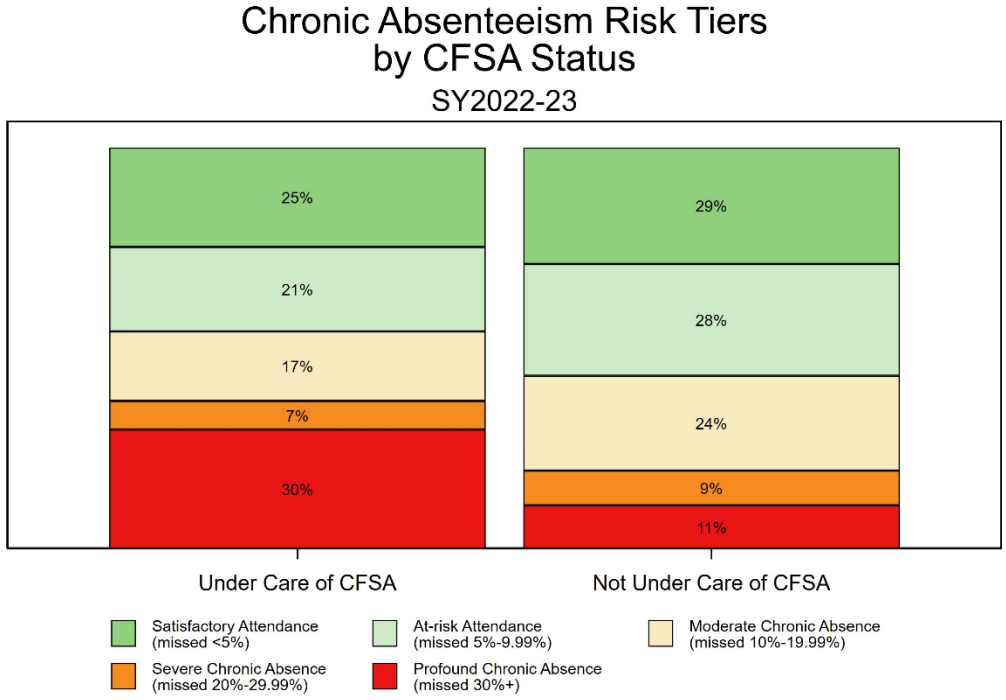


Figure C.11: Chronic Absenteeism Risk Tiers, by Homeless Status

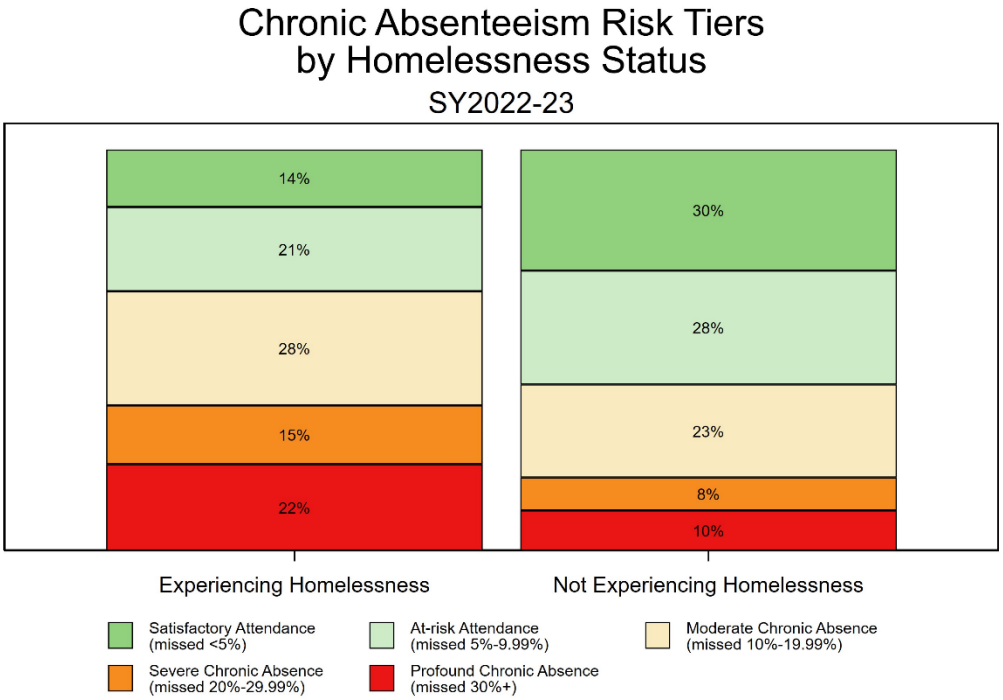


Figure C.12: Chronic Absenteeism Risk Tiers, by Overage Status

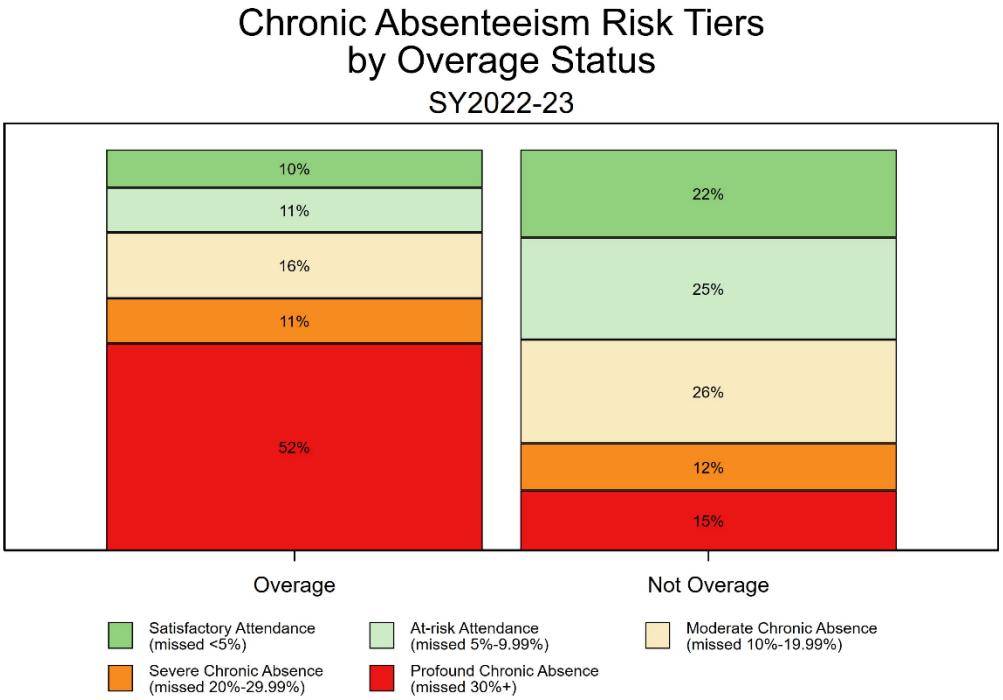
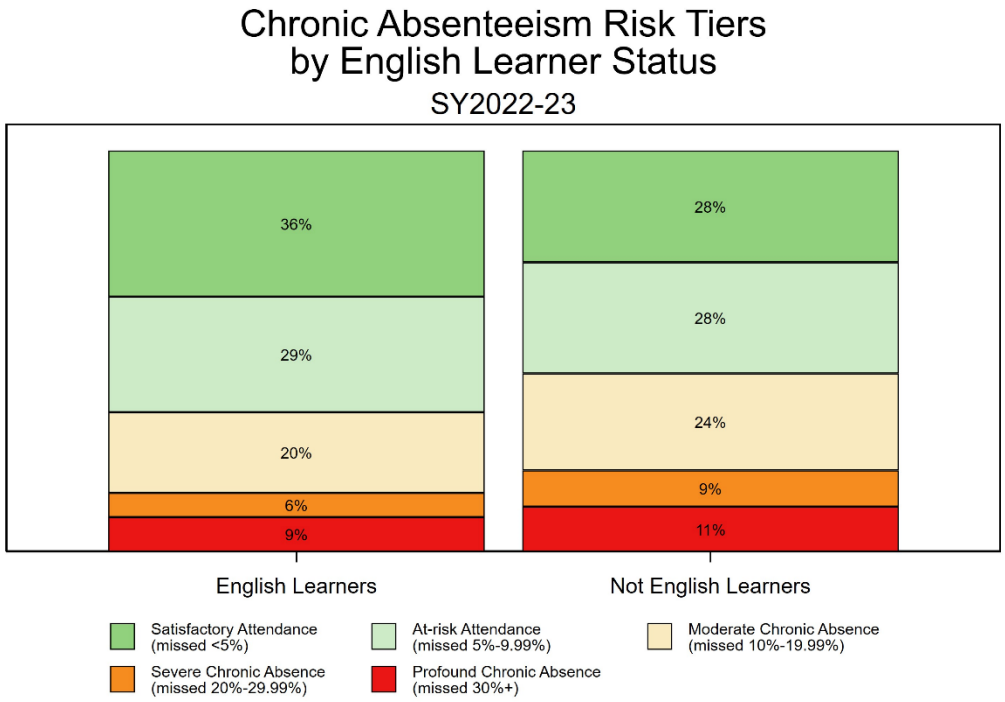


Figure C.13: Chronic Absenteeism Risk Tiers, by Current English Learner Status



Appendix C: Data Tables

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

Year	Metric	Percentage	**Students**
2015-16	Chronically Absent	26	18,477
2015-16	Chronically Truant	21	15,215
2016-17	Chronically Absent	29	22,370
2016-17	Chronically Truant	25	18,484
2017-18	Chronically Absent	29	22,317
2017-18	Chronically Truant	27	20,258
2018-19	Chronically Absent	30	23,376
2018-19	Chronically Truant	30	22,460
2019-20	Chronically Absent	27	21,224
2019-20	Chronically Truant	17	12,642
2020-21	Chronically Absent	31	24,435
2020-21	Chronically Truant	39	29,441

Table C.2 Absenteeism Risk Tiers, by Grade, School Year 2022-2023 (Figure 6)

Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
KG	At-risk Attendance (missed 5%-9.99%)	31	2,302	7,482
KG	Moderate Chronic Absence (missed 10%-19.99%)	25	1,889	7,482
KG	Profound Chronic Absence (missed 30%+)	7	525	7,482
KG	Satisfactory Attendance (missed <5%)	28	2,086	7,482
KG	Severe Chronic Absence (missed 20%-29.99%)	9	680	7,482
01	At-risk Attendance (missed 5%-9.99%)	31	2,327	7,433
01	Moderate Chronic Absence (missed 10%-19.99%)	24	1,807	7,433
01	Profound Chronic Absence (missed 30%+)	5	402	7,433

Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
01	Satisfactory Attendance (missed <5%)	31	2,313	7,433
01	Severe Chronic Absence (missed 20%-29.99%)	8	584	7,433
02	At-risk Attendance (missed 5%-9.99%)	29	2,083	7,080
02	Moderate Chronic Absence (missed 10%-19.99%)	23	1,639	7,080
02	Profound Chronic Absence (missed 30%+)	5	385	7,080
02	Satisfactory Attendance (missed <5%)	35	2,457	7,080
02	Severe Chronic Absence (missed 20%-29.99%)	7	516	7,080
03	At-risk Attendance (missed 5%-9.99%)	31	2,081	6,724
03	Moderate Chronic Absence (missed 10%-19.99%)	22	1,466	6,724
03	Profound Chronic Absence (missed 30%+)	5	316	6,724
03	Satisfactory Attendance (missed <5%)	36	2,388	6,724
03	Severe Chronic Absence (missed 20%-29.99%)	7	473	6,724
04	At-risk Attendance (missed 5%-9.99%)	30	1,971	6,539
04	Moderate Chronic Absence (missed 10%-19.99%)	23	1,484	6,539
04	Profound Chronic Absence (missed 30%+)	5	297	6,539
04	Satisfactory Attendance (missed <5%)	35	2,307	6,539
04	Severe Chronic Absence (missed 20%-29.99%)	7	480	6,539
05	At-risk Attendance (missed 5%-9.99%)	31	1,985	6,465
05	Moderate Chronic Absence (missed 10%-19.99%)	23	1,484	6,465
05	Profound Chronic Absence (missed 30%+)	4	272	6,465
05	Satisfactory Attendance (missed <5%)	36	2,296	6,465
05	Severe Chronic Absence (missed 20%-29.99%)	7	428	6,465
06	At-risk Attendance (missed 5%-9.99%)	30	1,790	5,984
06	Moderate Chronic Absence (missed 10%-19.99%)	24	1,433	5,984
06	Profound Chronic Absence (missed 30%+)	5	313	5,984
06	Satisfactory Attendance (missed <5%)	34	2,044	5,984
06	Severe Chronic Absence (missed 20%-29.99%)	7	404	5,984

Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
07	At-risk Attendance (missed 5%-9.99%)	28	1,654	5,807
07	Moderate Chronic Absence (missed 10%-19.99%)	26	1,481	5,807
07	Profound Chronic Absence (missed 30%+)	7	393	5,807
07	Satisfactory Attendance (missed <5%)	31	1,808	5,807
07	Severe Chronic Absence (missed 20%-29.99%)	8	471	5,807
08	At-risk Attendance (missed 5%-9.99%)	30	1,690	5,722
08	Moderate Chronic Absence (missed 10%-19.99%)	24	1,371	5,722
08	Profound Chronic Absence (missed 30%+)	7	412	5,722
08	Satisfactory Attendance (missed <5%)	32	1,811	5,722
08	Severe Chronic Absence (missed 20%-29.99%)	8	438	5,722
09	At-risk Attendance (missed 5%-9.99%)	19	1,499	7,900
09	Moderate Chronic Absence (missed 10%-19.99%)	22	1,709	7,900
09	Profound Chronic Absence (missed 30%+)	31	2,416	7,900
09	Satisfactory Attendance (missed <5%)	19	1,479	7,900
09	Severe Chronic Absence (missed 20%-29.99%)	10	797	7,900
10	At-risk Attendance (missed 5%-9.99%)	23	1,313	5,691
10	Moderate Chronic Absence (missed 10%-19.99%)	23	1,335	5,691
10	Profound Chronic Absence (missed 30%+)	23	1,320	5,691
10	Satisfactory Attendance (missed <5%)	20	1,111	5,691
10	Severe Chronic Absence (missed 20%-29.99%)	11	612	5,691
11	At-risk Attendance (missed 5%-9.99%)	24	1,063	4,380
11	Moderate Chronic Absence (missed 10%-19.99%)	23	1,024	4,380
11	Profound Chronic Absence (missed 30%+)	21	933	4,380
11	Satisfactory Attendance (missed <5%)	20	875	4,380
11	Severe Chronic Absence (missed 20%-29.99%)	11	485	4,380
12	At-risk Attendance (missed 5%-9.99%)	22	870	4,028
12	Moderate Chronic Absence (missed 10%-19.99%)	26	1,043	4,028

Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
12	Profound Chronic Absence (missed 30%+)	21	843	4,028
12	Satisfactory Attendance (missed <5%)	15	622	4,028
12	Severe Chronic Absence (missed 20%-29.99%)	16	650	4,028

Appendix D: Regression Output Tables

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

VARIABLES	(1) Economically Disadvantaged Components	(2) Economically Disadvantaged Composite
Male	0.969	0.968
	(0.0218)	(0.0216)
Experiencing Homelessness	2.010***	
	(0.107)	
TANF/SNAP	2.679***	
	(0.0946)	
CFSA	0.714**	
	(0.107)	
Overage	2.957***	2.968***
	(0.455)	(0.456)
Current English Learner	0.901*	0.877**
	(0.0516)	(0.0503)
Special Education Level 1	1.029	1.033
(0-8 hours of service)	(0.0397)	(0.0398)
Special Education Level 2	1.299***	1.294***
(8.01-16 hours of service)	(0.0594)	(0.0593)
Special Education Level 3	1.250***	1.244***
(16.01-24 hours of service)	(0.0828)	(0.0814)
Special Education Level 4	1.416***	1.412***
(24.01+ hours of service)	(0.119)	(0.117)
Multiple Schools	2.383***	2.504***
	(0.117)	(0.121)
Asian	1.232	1.228
	(0.177)	(0.177)
Black or African American	3.654***	3.597***
	(0.333)	(0.327)
Hispanic or Latino	2.666***	2.606***
	(0.275)	(0.268)
Other Race/Ethnicity	1.610***	1.624***
	(0.172)	(0.176)
High School	2.127***	2.101***
	(0.257)	(0.254)
Economically Disadvantaged		2.879***
		(0.107)
Constant	0.107***	0.107***
	(0.00929)	(0.00935)
Observations	83,257	83,257

Robust see form in parentheses

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

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

VARIABLES	(1) Economically Disadvantaged Components	(2) Economically Disadvantaged Composite
Male	1.029	1.028
	(0.0222)	(0.0219)
Experiencing Homelessness	1.799***	
	(0.0987)	
TANF/SNAP	2.952***	
	(0.140)	
CFSA	0.663***	
	(0.103)	
Overage	2.049***	2.019***
	(0.241)	(0.238)
Current English Learner	0.852*	0.818**
	(0.0734)	(0.0705)
Special Education Level 1	0.886***	0.895**
(0-8 hours of service)	(0.0396)	(0.0399)
Special Education Level 2	1.268***	1.268***
(8.01-16 hours of service)	(0.0699)	(0.0698)
Special Education Level 3	1.184**	1.184**
(16.01-24 hours of service)	(0.0892)	(0.0887)
Special Education Level 4	1.013	1.017
(24.01+ hours of service)	(0.0934)	(0.0942)
Multiple Schools	0.844**	0.891*
	(0.0567)	(0.0582)
Asian	1.752**	1.748**
	(0.463)	(0.462)
Black or African American	10.08***	9.874***
	(2.904)	(2.840)
Hispanic or Latino	5.884***	5.708***
	(1.666)	(1.614)
Other Race/Ethnicity	3.207***	3.227***
	(0.898)	(0.908)
High School	1.964***	1.942***
	(0.347)	(0.341)
Economically Disadvantaged		3.139***
		(0.163)
Constant	0.0325***	0.0326***
	(0.00939)	(0.00945)
Observations	81,405	81,405

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

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

VARIABLES	ELA Student Growth Percentile
In-Seat Attendance/10	2.496***
	(0.218)
Black or African American	-6.629***
	(0.562)
Hispanic or Latino	-4.944***
	(0.715)
Asian	2.023
	(1.561)
Economically Disadvantaged	-1.310***
	(0.413)
Female	1.394***
	(0.352)
English Learners	-3.606***
	(0.717)
Students with Disabilities	-7.693***
	(0.462)
Middle School	0.443
	(0.354)
Constant	34.09***
	(2.149)
Observations	26,245
R-squared	0.037

Standard errors in parentheses

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

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

VARIABLES	Math Student Growth Percentile
In-Seat Attendance/10	2.818***
	(0.224)
Black or African American	-4.664***
	(0.570)
Hispanic or Latino	-2.765***
	(0.722)
Asian	0.00614
	(1.580)
Economic Disadvantage	-1.437***
	(0.416)
Female	-1.552***
	(0.356)
English Learners	-0.328
	(0.716)
Students with Disabilities	-6.808***
	(0.467)
Middle School	0.490
	(0.357)
Constant	30.46***
	(2.210)
Observations	26,004
R-squared	0.028

Standard errors in parentheses

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

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

VARIABLES	ELA PARCC Growth
In-Seat Attendance/10	2.269***
	(0.273)
Black or African American	-4.315***
	(1.158)
Hispanic or Latino	-2.946**
	(1.377)
Asian	-2.770
	(3.020)
Economic Disadvantage	0.257
	(0.763)
Female	-0.762
	(0.678)
English Learners	0.722
	(1.409)
Students with Disabilities	-0.280
	(0.897)
Constant	-14.59***
	(2.771)
Observations	8,102
R-squared	0.014

Standard errors in parentheses

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

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

VARIABLES	Math PARCC Growth
In-Seat Attendance/10	0.127
	(0.250)
Black or African American	4.446***
	(1.362)
Hispanic or Latino	2.232
	(1.541)
Asian	-1.469
	(3.621)
Economic Disadvantage	2.523***
	(0.702)
Female	-0.455
	(0.641)
English Learners	5.628***
	(1.261)
Students with Disabilities	6.287***
	(0.804)
Constant	-2.244
	(2.663)
Observations	6,522
R-squared	0.021

Standard errors in parentheses

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

Table D.7: In-Seat Attendance regressed on Community School Enrollment and control variables

VARIABLES	In-Seat Attendance
Community School	-2.381
	(1.464)
PARCC/100	2.231***
	(0.0902)
Asian	0.733*
	(0.413)
Black or African American	-1.025***
	(0.185)
Hispanic or Latino	0.0797
	(0.210)
Economic Disadvantage	-4.446***
	(0.113)
Female	-0.229**
	(0.0953)
English Learners	1.640***
	(0.193)
Students with Disabilities	-1.384***
	(0.123)
Middle School	-0.515***
	(0.187)
High School	-4.574***
	(0.364)
Constant	76.31***
	(0.826)
Observations	46,823
Number of groups	226

Standard errors in parentheses

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

Table D.8: In-Seat Attendance regressed on Restorative Justice and control variables

VARIABLES	In-Seat Attendance
Restorative Justice	-0.637
	(1.029)
PARCC/100	2.232***
	(0.0902)
Asian	0.733*
	(0.413)
Black or African American	-1.027***
	(0.185)
Hispanic or Latino	0.0778
	(0.210)
Economic Disadvantage	-4.447***
	(0.113)
Female	-0.229**
	(0.0953)
English Learners	1.639***
	(0.193)
Students with Disabilities	-1.383***
	(0.123)
Middle School	-0.511***
	(0.187)
High School	-4.575***
	(0.365)
Constant	76.23***
	(0.842)
Observations	46,823
Number of groups	226

Standard errors in parentheses

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

Table D.9: In-Seat Attendance regressed on Advanced Technical Center Enrollment and control variables

VARIABLES	In-Seat Attendance
Advanced Technical Center	6.839***
	(2.488)
PARCC/100	6.717***
	(0.319)
Asian	2.849**
	(1.404)
Black or African American	-2.516***
	(0.549)
Hispanic or Latino	-0.774
	(0.635)
Economic Disadvantage	-7.239***
	(0.323)
Female	-0.404
	(0.296)
English Learners	-1.303**
	(0.590)
Students with Disabilities	-0.998***
	(0.384)
Constant	41.58***
	(2.522)
Observations	10,384
R-squared	0.142

Standard errors in parentheses

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

Table D.10: In-Seat Attendance regressed on school size and control variables

VARIABLES	In-Seat Attendance
School Size/100	-0.519***
	(0.145)
PARCC	2.230***
	(0.0902)
Asian	0.731*
	(0.413)
Black or African American	-1.043***
	(0.185)
Hispanic or Latino	0.0740
	(0.210)
Economic Disadvantage	-4.452***
	(0.113)
Female	-0.229**
	(0.0953)
English Learners	1.643***
	(0.193)
Students with Disabilities	-1.387***
	(0.123)
Middle School	-0.490***
	(0.187)
High School	-4.457***
	(0.366)
Constant	78.36***
	(1.032)
Observations	46,823
Number of groups	226

Standard errors in parentheses

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

Table D.11: In-Seat Attendance regressed on school start time and control variables

VARIABLES	In-Seat Attendance
Start Time	0.0234
	(0.0976)
High School	-7.725***
	(1.856)
Start Time*High School	-2.451***
	(0.725)
Middle School	-0.506***
	(0.180)
PARCC Scores	2.131***
	(0.0888)
Asian	0.676
	(0.412)
Black or African American	-1.144***
	(0.183)
Hispanic or Latino	-0.0100
	(0.209)
Economically Disadvantaged	-4.492***
	(0.112)
Female	-0.226**
	(0.0952)
English Learners	1.644***
	(0.193)
Students with Disabilities	-1.431***
	(0.123)
Constant	77.79***
	(0.730)
Observations	46,807
Number of groups	225

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